



School Report



Assessments of Reading, Writing and Mathematics

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

School: St James Sep S (799211)
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.

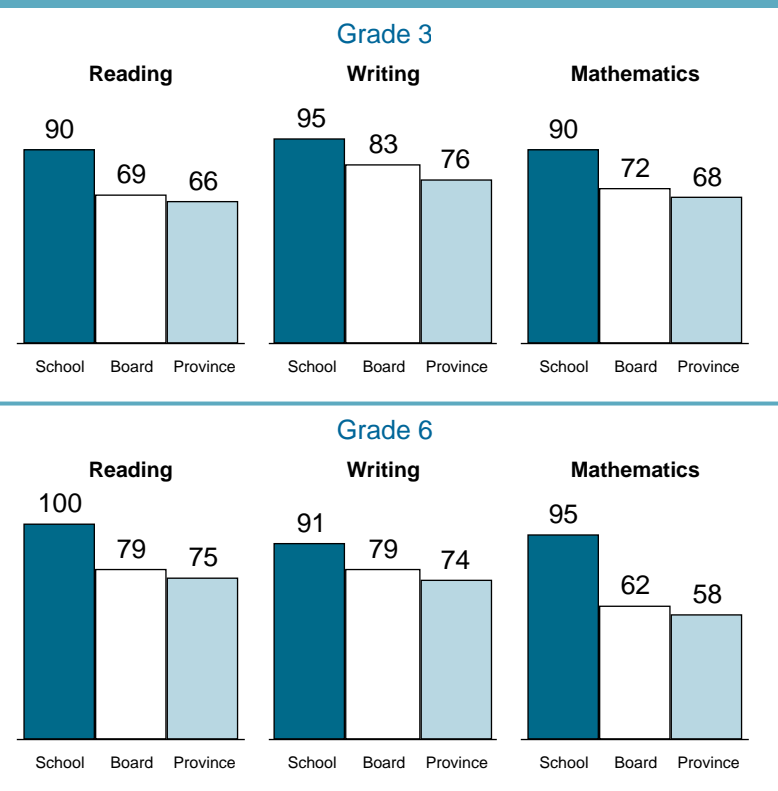
At EQAO, we are proud to support public accountability in education through our province-wide testing program and our strong partnerships with educators, school-board teams and parents. I trust the powerful information contained in this report will continue to support efforts to help all students reach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

Sincerely,

Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

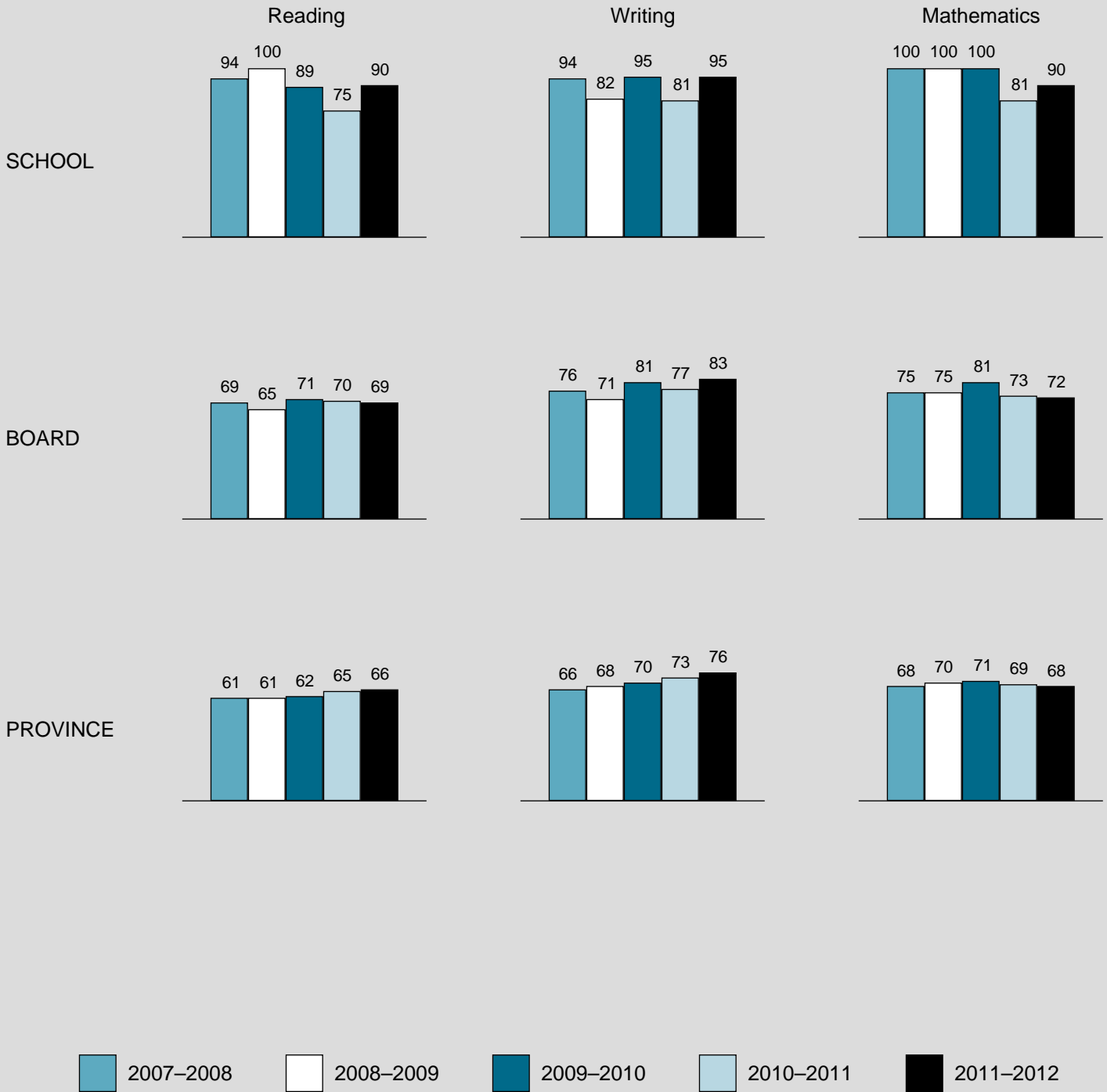
| WHERE TO FIND . . . | PAGE | |
|---|--------------|--------------|
| | Grade 3 | Grade 6 |
| Percentages of all students at or above the provincial standard: | | |
| • 2011–2012 | 1 | 1 |
| • Over time | 2 | 3 |
| Tips for using this report | 4 | 4 |
| Contextual information: 2011–2012 | 5 | 9 |
| Results for groups of students: 2011–2012 | | |
| • All students | 6 | 10 |
| • Participating students | 7 | 11 |
| • Students by gender | 8 | 12 |
| Contextual information: Over time | 13 | 17 |
| Results for all students: Over time | 14–16 | 18–20 |
| Results for all students: Over time by gender | 21 | 22 |
| Student questionnaire results | 23–28 | 29–34 |
| Explanation of terms | 35 | 35 |

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

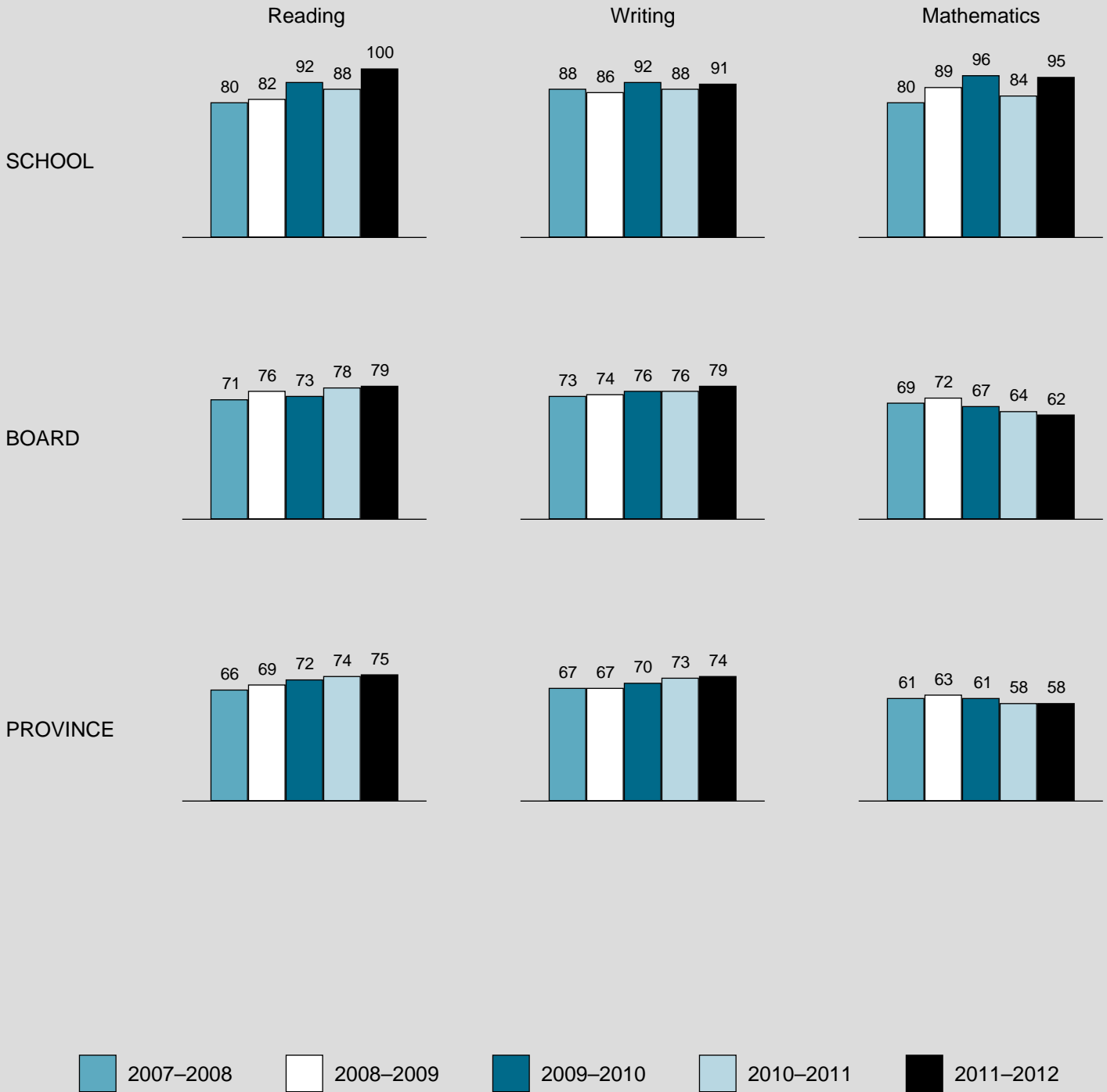
Percentage of Students: Grade 3



| | 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 | 16 | 17 | 19 | 16 | 20 |
| 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 | 25 | 28 | 25 | 25 | 22 |
| 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.

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 | |
|--|----------------|----------------|---------------|----------------|---------------|----------------|
| Enrolment | | | | | | |
| Number of Grade 3 students | 20 | | 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 | |
| | Number | Percent | Number | Percent | Number | Percent |
| Gender | | | | | | |
| Female | 8 | 40% | 801 | 51% | 61 604 | 49% |
| Male | 12 | 60% | 761 | 49% | 64 851 | 51% |
| Gender not specified | 0 | 0% | 0 | 0% | 0 | 0% |
| Student Status | | | | | | |
| English language learners** | 0 | 0% | 30 | 2% | 13 104 | 10% |
| Students with special education needs (excluding gifted)** | 3 | 15% | 302 | 19% | 20 690 | 16% |
| Place of Birth | | | | | | |
| Born in Canada | 19 | 95% | 1 471 | 94% | 113 424 | 90% |
| Born outside Canada | 1 | 5% | 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 | 1 | 5% | 67 | 4% | 8 380 | 7% |
| Language | | | | | | |
| First language learned at home was other than English | 0 | 0% | 111 | 7% | 27 604 | 22% |
| Year Student Entered Current School | | | | | | |
| Year of the assessment | 0 | 0% | 153 | 10% | 16 074 | 13% |
| Year prior to the assessment | 2 | 10% | 135 | 9% | 14 092 | 11% |
| 2 years prior to the assessment | 2 | 10% | 135 | 9% | 18 548 | 15% |
| 3 or more years prior to the assessment | 16 | 80% | 1 139 | 73% | 77 646 | 61% |
| Data not available | 0 | 0% | 0 | 0% | 95 | <1% |
| Year Student Entered Current Board | | | | | | |
| Year of the assessment | 0 | 0% | 84 | 5% | 7 953 | 6% |
| Year prior to the assessment | 0 | 0% | 77 | 5% | 7 315 | 6% |
| 2 years prior to the assessment | 1 | 5% | 98 | 6% | 10 998 | 9% |
| 3 or more years prior to the assessment | 18 | 90% | 1 161 | 74% | 97 447 | 77% |
| Data not available | 1 | 5% | 142 | 9% | 2 742 | 2% |

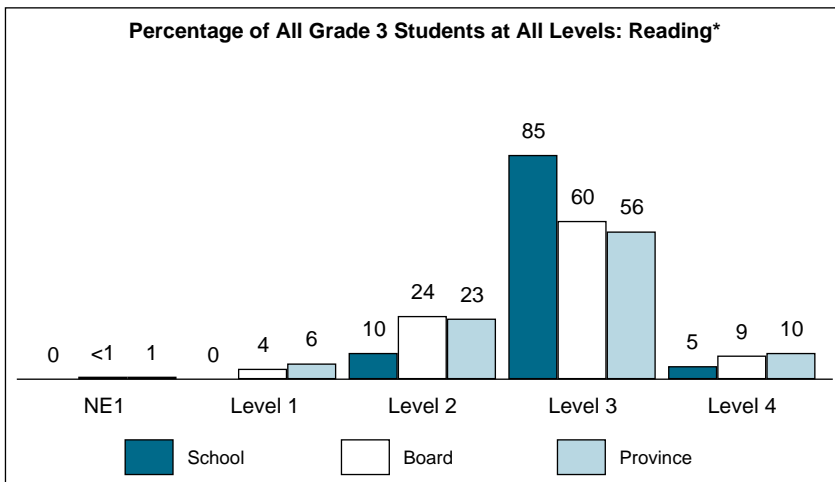
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

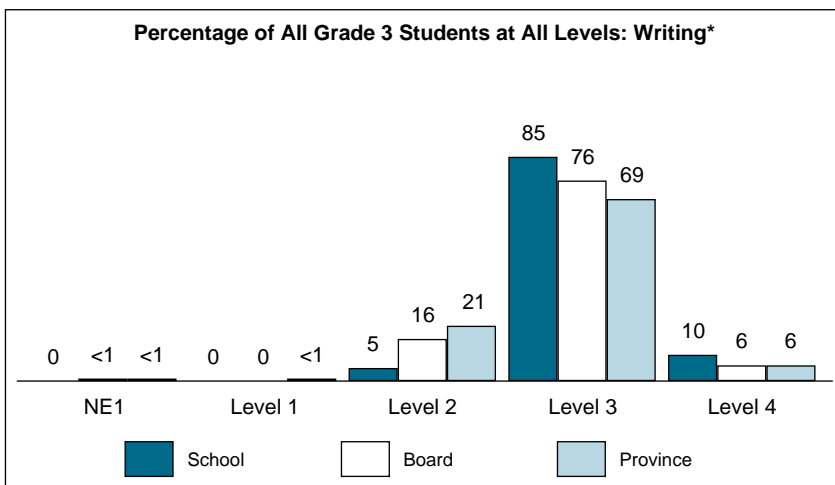
Results in Reading, Writing and Mathematics, 2011–2012

Grade 3: All Students^{††}

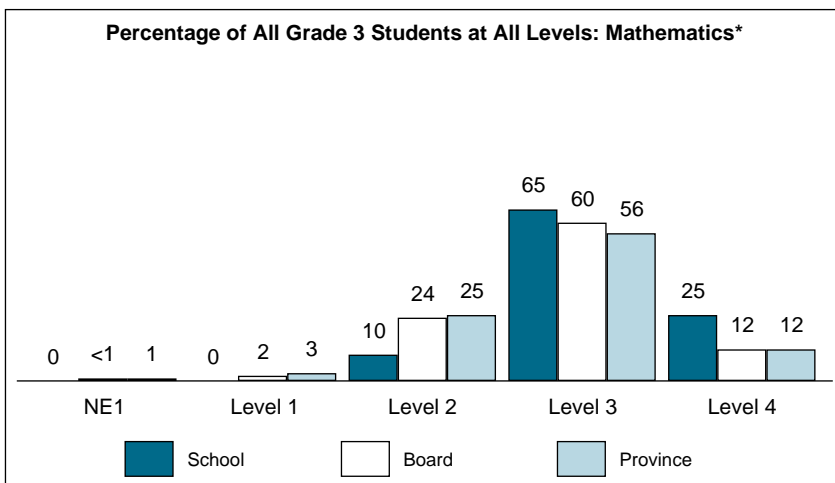
| Grade 3: Reading* | | | | |
|---|-----------|------------|-------------|------------------|
| Number of Students | School 20 | | Board 1 562 | Province 121 727 |
| | # | % | % | % |
| Level 4 | 1 | 5% | 9% | 10% |
| Level 3 | 17 | 85% | 60% | 56% |
| Level 2 | 2 | 10% | 24% | 23% |
| Level 1 | 0 | 0% | 4% | 6% |
| NE1** | 0 | 0% | <1% | 1% |
| Participating Students | 20 | 100% | 98% | 97% |
| No Data | 0 | 0% | <1% | <1% |
| Exempt | 0 | 0% | 2% | 3% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 90% | 69% | 66% |



| Grade 3: Writing* | | | | |
|---|-----------|------------|-------------|------------------|
| Number of Students | School 20 | | Board 1 562 | Province 121 727 |
| | # | % | % | % |
| Level 4 | 2 | 10% | 6% | 6% |
| Level 3 | 17 | 85% | 76% | 69% |
| Level 2 | 1 | 5% | 16% | 21% |
| Level 1 | 0 | 0% | 0% | <1% |
| NE1** | 0 | 0% | <1% | <1% |
| Participating Students | 20 | 100% | 98% | 97% |
| No Data | 0 | 0% | <1% | 1% |
| Exempt | 0 | 0% | 2% | 2% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 95% | 83% | 76% |



| Grade 3: Mathematics* | | | | |
|---|-----------|------------|-------------|------------------|
| Number of Students | School 20 | | Board 1 562 | Province 126 439 |
| | # | % | % | % |
| Level 4 | 5 | 25% | 12% | 12% |
| Level 3 | 13 | 65% | 60% | 56% |
| Level 2 | 2 | 10% | 24% | 25% |
| Level 1 | 0 | 0% | 2% | 3% |
| NE1** | 0 | 0% | <1% | 1% |
| Participating Students | 20 | 100% | 98% | 97% |
| No Data | 0 | 0% | <1% | 1% |
| Exempt | 0 | 0% | 2% | 2% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 90% | 72% | 68% |



* 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.

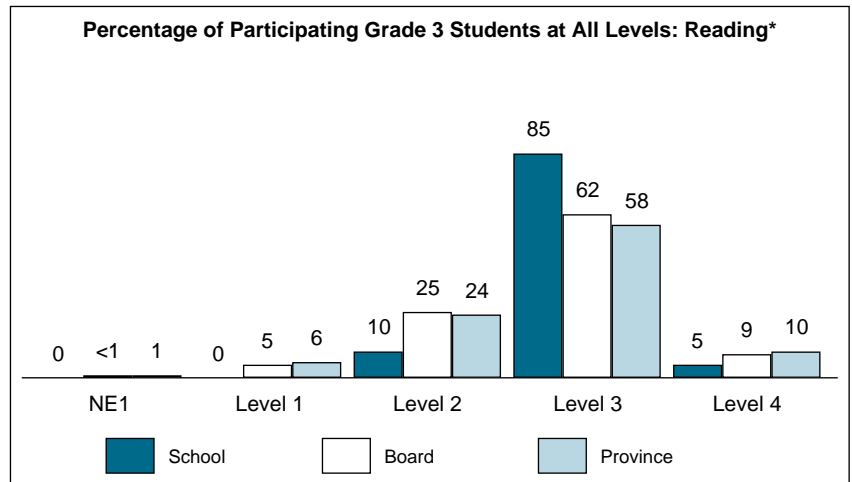
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

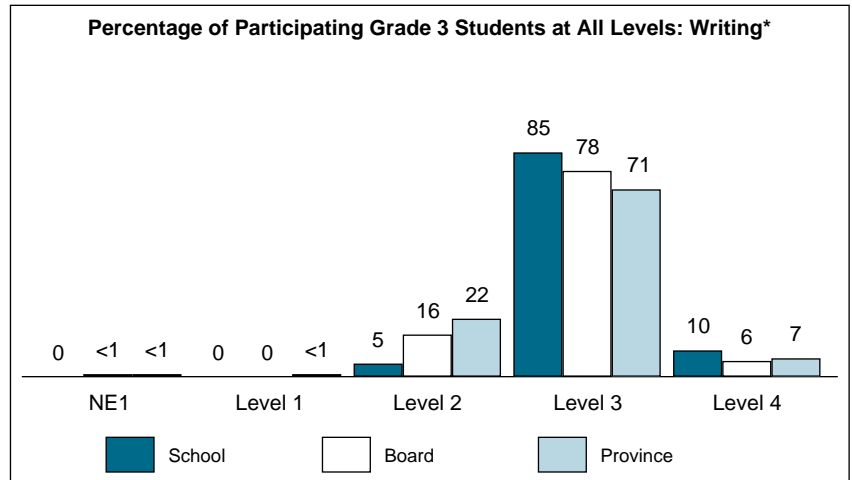
Results in Reading, Writing and Mathematics, 2011–2012

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

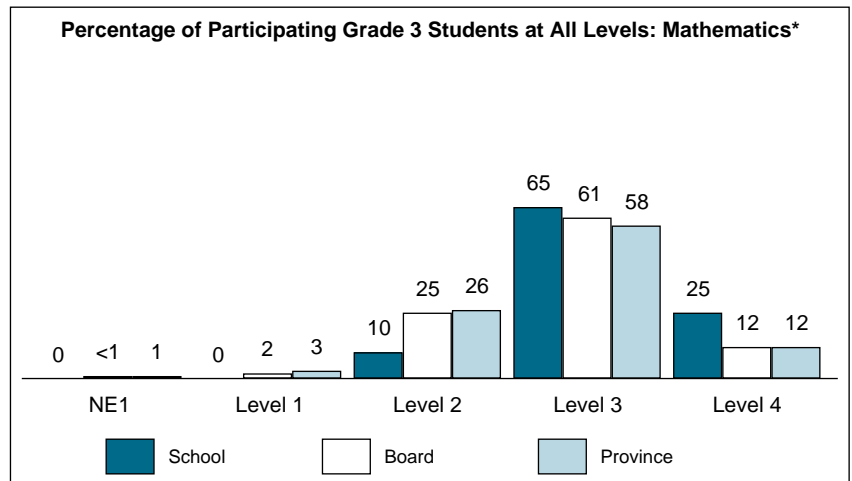
| Grade 3: Reading* | | | | |
|---|--------------|------------|----------------|---------------------|
| Number of Students | School 20 | | Board 1 533 | Province 117 844 |
| | # | % | % | % |
| Level 4 | 1 | 5% | 9% | 10% |
| Level 3 | 17 | 85% | 62% | 58% |
| Level 2 | 2 | 10% | 25% | 24% |
| Level 1 | 0 | 0% | 5% | 6% |
| NE1** | 0 | 0% | <1% | 1% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 90% | 71% | 68% |



| Grade 3: Writing* | | | | |
|---|--------------|------------|----------------|---------------------|
| Number of Students | School 20 | | Board 1 533 | Province 118 189 |
| | # | % | % | % |
| Level 4 | 2 | 10% | 6% | 7% |
| Level 3 | 17 | 85% | 78% | 71% |
| Level 2 | 1 | 5% | 16% | 22% |
| Level 1 | 0 | 0% | 0% | <1% |
| NE1** | 0 | 0% | <1% | <1% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 95% | 84% | 78% |



| Grade 3: Mathematics* | | | | |
|---|--------------|------------|----------------|---------------------|
| Number of Students | School 20 | | Board 1 532 | Province 122 783 |
| | # | % | % | % |
| Level 4 | 5 | 25% | 12% | 12% |
| Level 3 | 13 | 65% | 61% | 58% |
| Level 2 | 2 | 10% | 25% | 26% |
| Level 1 | 0 | 0% | 2% | 3% |
| NE1** | 0 | 0% | <1% | 1% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 90% | 73% | 70% |



* 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.

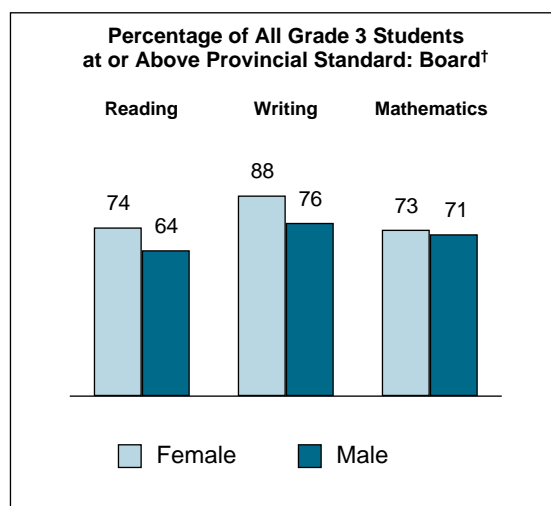
Results in Reading, Writing and Mathematics, 2011–2012

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 | |
|--|----------------|----------------|---------------|----------------|---------------|----------------|
| Enrolment | | | | | | |
| Number of Grade 6 students | 22 | | 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 | |
| | Number | Percent | Number | Percent | Number | Percent |
| Gender | | | | | | |
| Female | 7 | 32% | 764 | 49% | 62 858 | 49% |
| Male | 15 | 68% | 802 | 51% | 66 609 | 51% |
| Gender not specified | 0 | 0% | 0 | 0% | 10 | <1% |
| Student Status | | | | | | |
| English language learners** | 0 | 0% | 16 | 1% | 9 121 | 7% |
| Students with special education needs (excluding gifted)** | 2 | 9% | 327 | 21% | 25 379 | 20% |
| Place of Birth | | | | | | |
| Born in Canada | 21 | 95% | 1 445 | 92% | 111 682 | 86% |
| Born outside Canada | 1 | 5% | 118 | 8% | 17 631 | 14% |
| In Canada less than one year | 0 | 0% | 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 | 5% | 89 | 6% | 13 027 | 10% |
| Language | | | | | | |
| First language learned at home was other than English | 1 | 5% | 113 | 7% | 29 494 | 23% |
| Year Student Entered Current School | | | | | | |
| Year of the assessment | 1 | 5% | 169 | 11% | 28 924 | 22% |
| Year prior to the assessment | 3 | 14% | 130 | 8% | 12 886 | 10% |
| 2 years prior to the assessment | 5 | 23% | 188 | 12% | 11 893 | 9% |
| 3 or more years prior to the assessment | 13 | 59% | 1 078 | 69% | 75 661 | 58% |
| Data not available | 0 | 0% | 1 | <1% | 113 | <1% |
| Year Student Entered Current Board | | | | | | |
| Year of the assessment | 1 | 5% | 74 | 5% | 7 440 | 6% |
| Year prior to the assessment | 0 | 0% | 72 | 5% | 6 843 | 5% |
| 2 years prior to the assessment | 3 | 14% | 42 | 3% | 6 546 | 5% |
| 3 or more years prior to the assessment | 15 | 68% | 974 | 62% | 103 970 | 80% |
| Data not available | 3 | 14% | 404 | 26% | 4 678 | 4% |

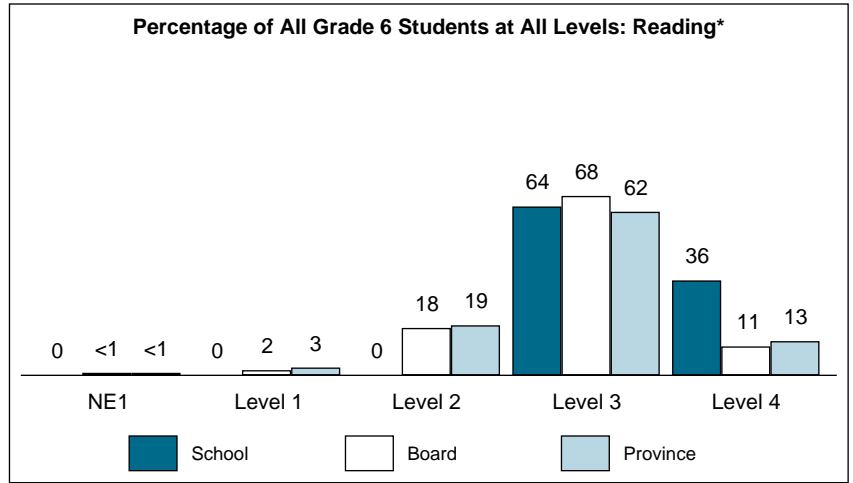
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

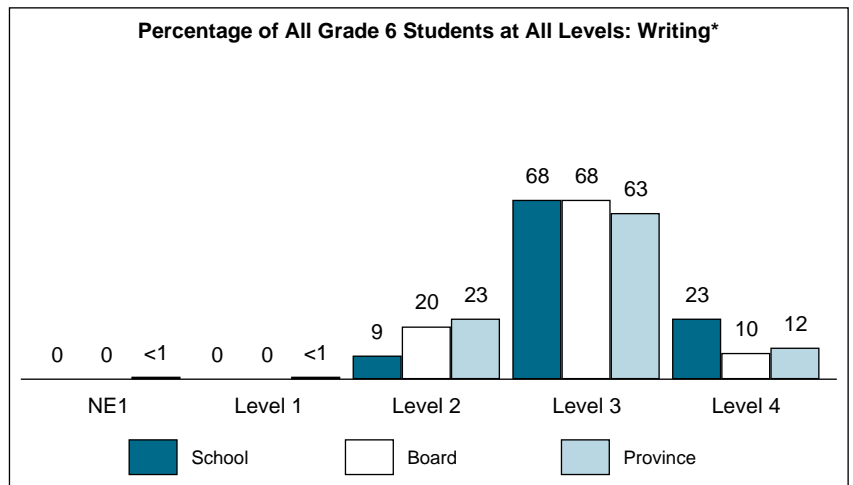
Results in Reading, Writing and Mathematics, 2011–2012

Grade 6: All Students

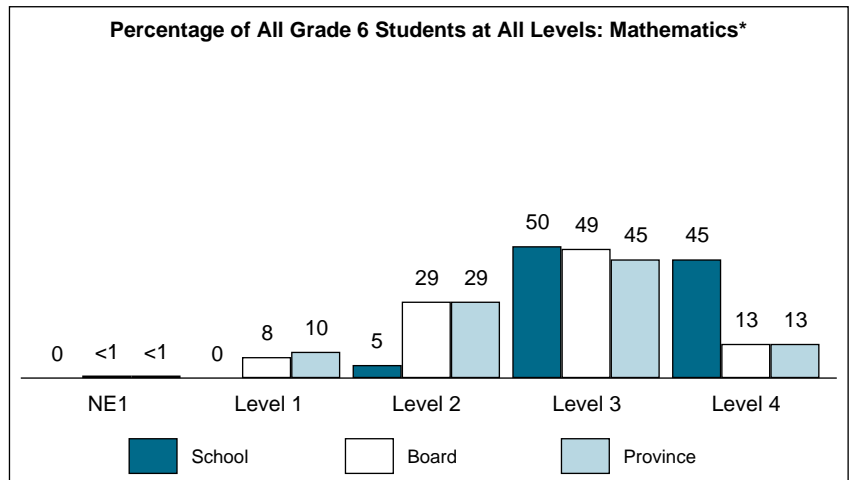
| Grade 6: Reading* | | | | |
|---|--------------|------|----------------|---------------------|
| Number of Students | School 22 | | Board 1 566 | Province 129 420 |
| | # | % | % | % |
| Level 4 | 8 | 36% | 11% | 13% |
| Level 3 | 14 | 64% | 68% | 62% |
| Level 2 | 0 | 0% | 18% | 19% |
| Level 1 | 0 | 0% | 2% | 3% |
| NE1** | 0 | 0% | <1% | <1% |
| Participating Students | 22 | 100% | 99% | 97% |
| No Data | 0 | 0% | <1% | 1% |
| Exempt | 0 | 0% | 1% | 2% |
| At or Above Provincial Standard (Levels 3 and 4) † | 100% | | 79% | 75% |



| Grade 6: Writing* | | | | |
|---|--------------|------|----------------|---------------------|
| Number of Students | School 22 | | Board 1 566 | Province 129 420 |
| | # | % | % | % |
| Level 4 | 5 | 23% | 10% | 12% |
| Level 3 | 15 | 68% | 68% | 63% |
| Level 2 | 2 | 9% | 20% | 23% |
| Level 1 | 0 | 0% | 0% | <1% |
| NE1** | 0 | 0% | 0% | <1% |
| Participating Students | 22 | 100% | 99% | 97% |
| No Data | 0 | 0% | <1% | 1% |
| Exempt | 0 | 0% | 1% | 2% |
| At or Above Provincial Standard (Levels 3 and 4) † | 91% | | 79% | 74% |



| Grade 6: Mathematics* | | | | |
|---|--------------|------|----------------|---------------------|
| Number of Students | School 22 | | Board 1 566 | Province 129 368 |
| | # | % | % | % |
| Level 4 | 10 | 45% | 13% | 13% |
| Level 3 | 11 | 50% | 49% | 45% |
| Level 2 | 1 | 5% | 29% | 29% |
| Level 1 | 0 | 0% | 8% | 10% |
| NE1** | 0 | 0% | <1% | <1% |
| Participating Students | 22 | 100% | 99% | 97% |
| No Data | 0 | 0% | <1% | 1% |
| Exempt | 0 | 0% | 1% | 2% |
| At or Above Provincial Standard (Levels 3 and 4) † | 95% | | 62% | 58% |



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

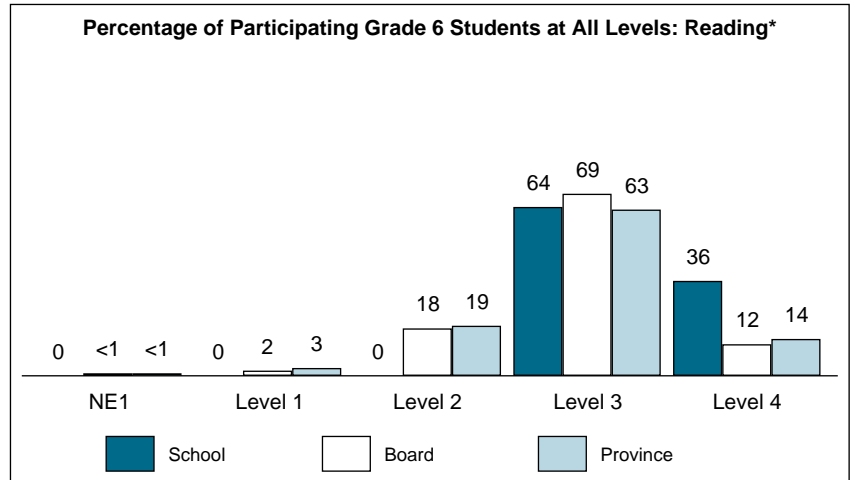
** See the Explanation of Terms.

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

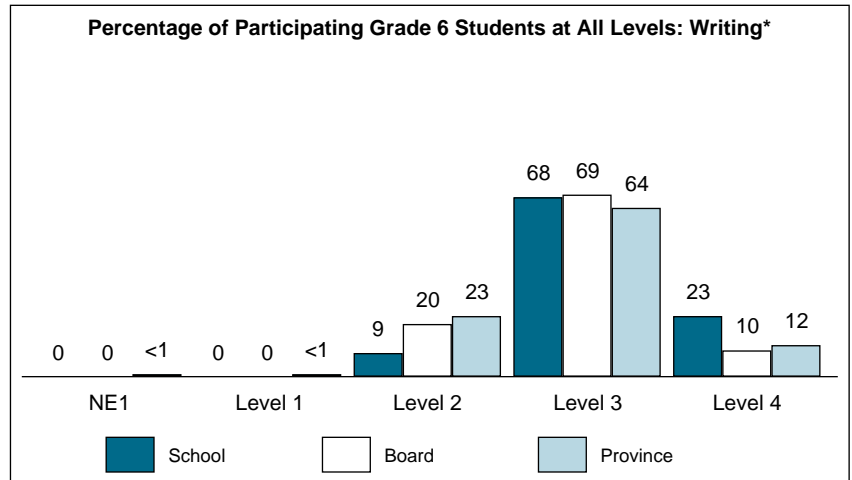
Results in Reading, Writing and Mathematics, 2011–2012

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

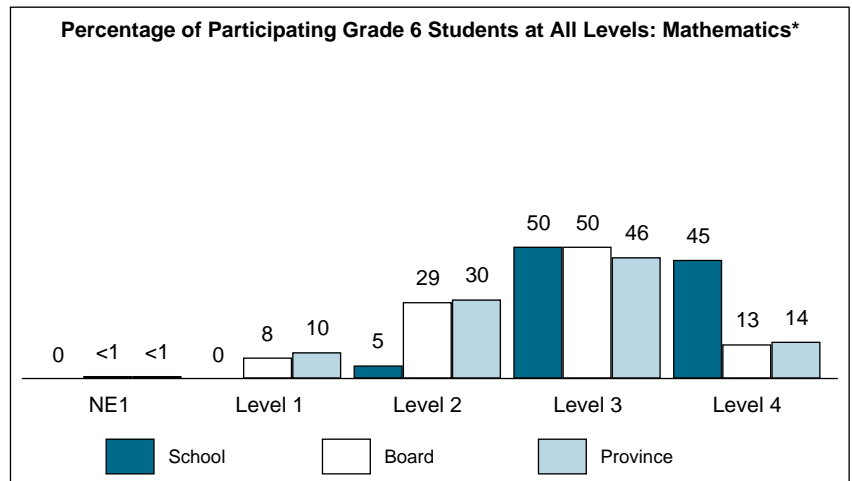
| Grade 6: Reading* | | | | |
|---|--------------|-----|----------------|---------------------|
| Number of Students | School 22 | | Board 1 545 | Province 126 004 |
| | # | % | % | % |
| Level 4 | 8 | 36% | 12% | 14% |
| Level 3 | 14 | 64% | 69% | 63% |
| Level 2 | 0 | 0% | 18% | 19% |
| Level 1 | 0 | 0% | 2% | 3% |
| NE1** | 0 | 0% | <1% | <1% |
| At or Above Provincial Standard (Levels 3 and 4) † | 100% | | 80% | 77% |



| Grade 6: Writing* | | | | |
|---|--------------|-----|----------------|---------------------|
| Number of Students | School 22 | | Board 1 545 | Province 126 094 |
| | # | % | % | % |
| Level 4 | 5 | 23% | 10% | 12% |
| Level 3 | 15 | 68% | 69% | 64% |
| Level 2 | 2 | 9% | 20% | 23% |
| Level 1 | 0 | 0% | 0% | <1% |
| NE1** | 0 | 0% | 0% | <1% |
| At or Above Provincial Standard (Levels 3 and 4) † | 91% | | 80% | 76% |



| Grade 6: Mathematics* | | | | |
|---|--------------|-----|----------------|---------------------|
| Number of Students | School 22 | | Board 1 544 | Province 125 681 |
| | # | % | % | % |
| Level 4 | 10 | 45% | 13% | 14% |
| Level 3 | 11 | 50% | 50% | 46% |
| Level 2 | 1 | 5% | 29% | 30% |
| Level 1 | 0 | 0% | 8% | 10% |
| NE1** | 0 | 0% | <1% | <1% |
| At or Above Provincial Standard (Levels 3 and 4) † | 95% | | 63% | 60% |



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

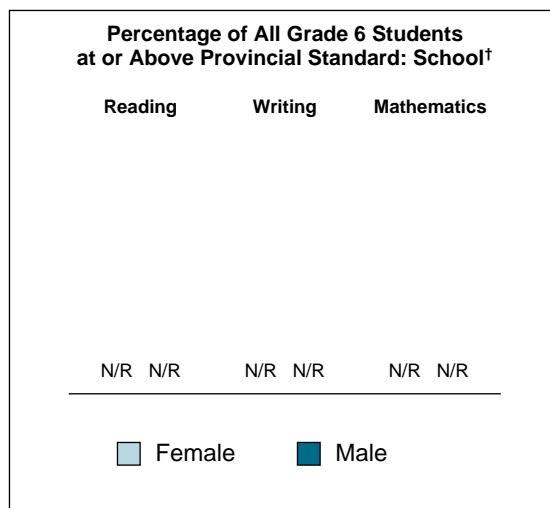
** See the Explanation of Terms.

† 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.

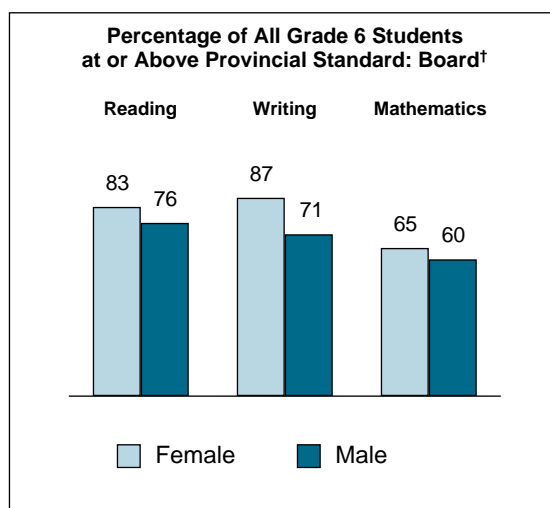
Results in Reading, Writing and Mathematics, 2011–2012

Grade 6: Gender††

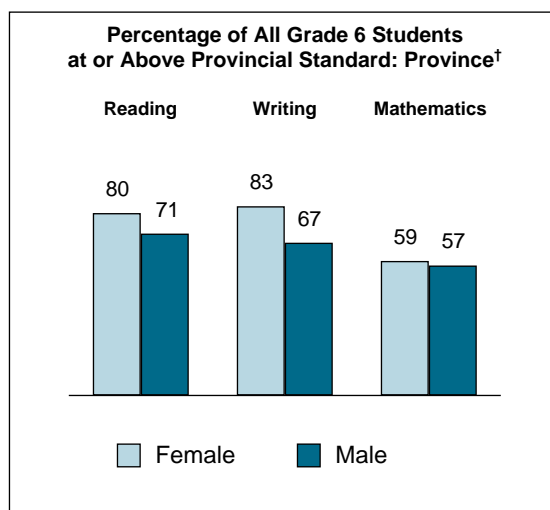
| Grade 6: School* | | | | | | |
|---|---------------|-------------|---------------|-------------|---------------|-------------|
| Number of Students | Reading | | Writing | | Mathematics | |
| | Female N/R | Male N/R | Female N/R | Male N/R | Female N/R | Male N/R |
| Level 4 | N/R | N/R | N/R | N/R | 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 |
|--|-----------|-----------|-----------|-----------|-----------|
| Enrolment | | | | | |
| Number of students | 16 | 17 | 19 | 16 | 20 |
| Participation in the Assessment | | | | | |
| Reading [†] | 100% | 100% | 100% | 100% | 100% |
| Writing [†] | 100% | 100% | 100% | 100% | 100% |
| Mathematics [†] | 100% | 100% | 100% | 100% | 100% |
| Gender | | | | | |
| Female | 44% | 35% | 58% | 31% | 40% |
| Male | 56% | 65% | 42% | 69% | 60% |
| Student Status | | | | | |
| English language learners** | 0% | 0% | 11% | 0% | 0% |
| Students with special education needs (excluding gifted)** | 6% | 12% | 16% | 12% | 15% |
| Place of Birth | | | | | |
| Born in Canada | 100% | 100% | 84% | 94% | 95% |
| Born outside Canada | 0% | 0% | 16% | 6% | 5% |
| In Canada less than one year | 0% | 0% | 5% | 0% | 0% |
| In Canada one year or more but less than three years | 0% | 0% | 5% | 0% | 0% |
| In Canada three years or more | 0% | 0% | 5% | 6% | 5% |
| Language | | | | | |
| First language learned at home was other than English | 0% | 0% | 11% | 0% | 0% |
| Year Student Entered Current School | | | | | |
| Year of the assessment | 6% | 18% | 32% | 19% | 0% |
| Year prior to the assessment | 0% | 0% | 5% | 6% | 10% |
| 2 years prior to the assessment | 19% | 12% | 5% | 6% | 10% |
| 3 or more years prior to the assessment | 75% | 71% | 58% | 69% | 80% |
| Data not available | 0% | 0% | 0% | 0% | 0% |

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

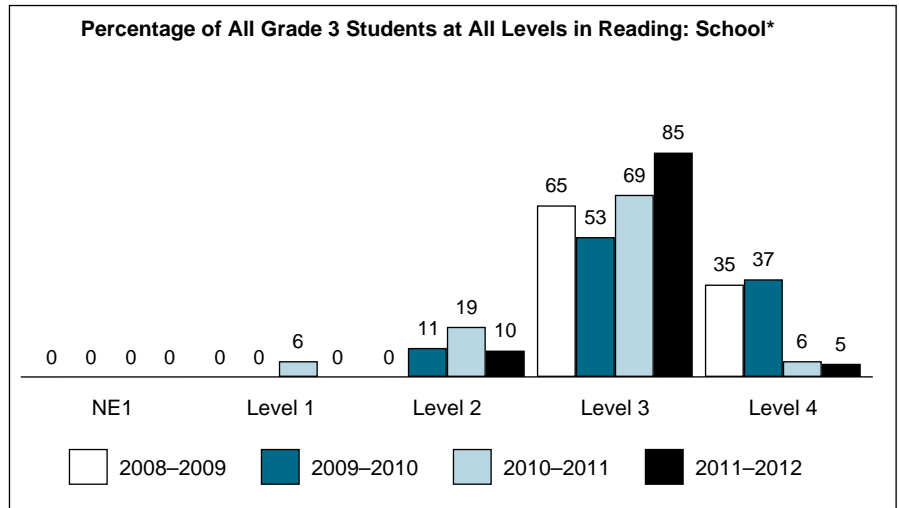
† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

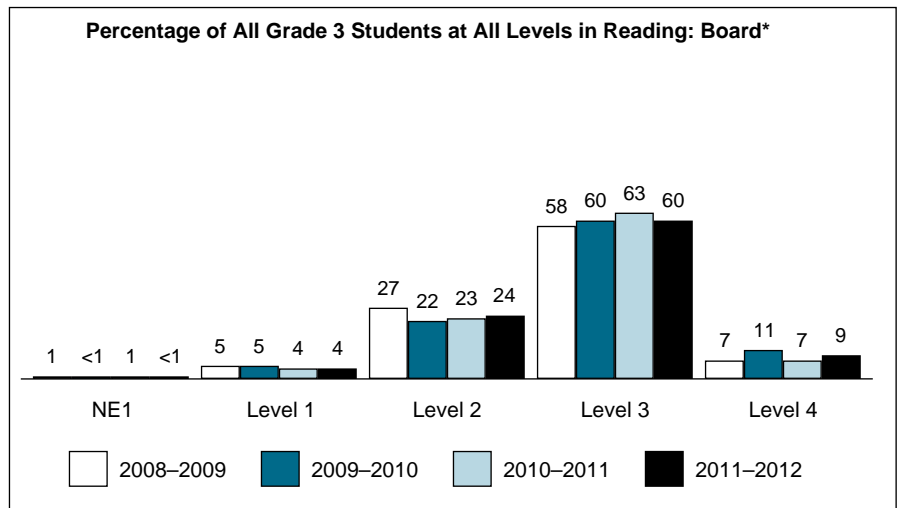
Results over Time, 2008–2009 to 2011–2012*

Grade 3: Reading

| Grade 3 Reading: School* | | | | |
|---|---------|---------|---------|---------|
| Year | '08-'09 | '09-'10 | '10-'11 | '11-'12 |
| <i>Number of Students</i> | 17 | 19 | 16 | 20 |
| Level 4 | 35% | 37% | 6% | 5% |
| Level 3 | 65% | 53% | 69% | 85% |
| Level 2 | 0% | 11% | 19% | 10% |
| Level 1 | 0% | 0% | 6% | 0% |
| NE1** | 0% | 0% | 0% | 0% |
| <i>Participating Students</i> | 100% | 100% | 100% | 100% |
| No Data | 0% | 0% | 0% | 0% |
| Exempt | 0% | 0% | 0% | 0% |
| At or Above Provincial Standard† | 100% | 89% | 75% | 90% |



| Grade 3 Reading: 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 | 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% |
| <i>Participating Students</i> | 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 |
| <i>Number of Students</i> | 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% |
| <i>Participating Students</i> | 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) 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.

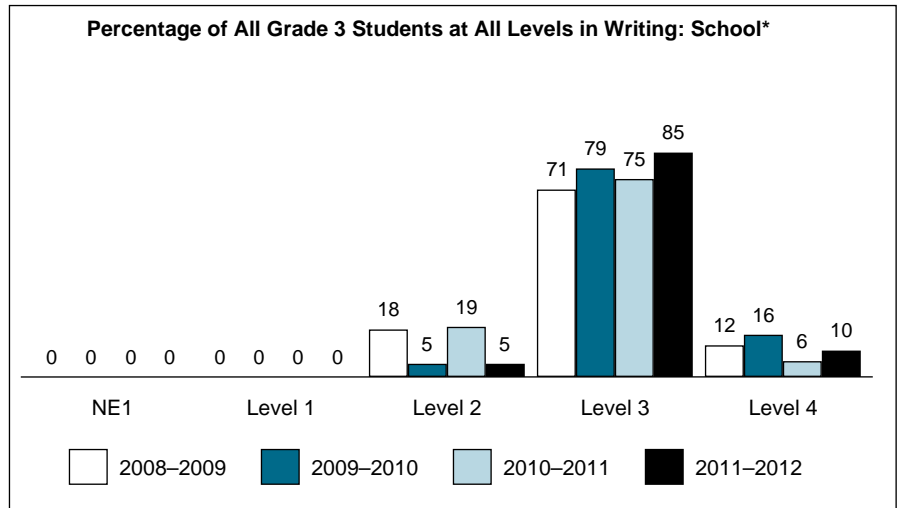
† See the Explanation of Terms.

‡ 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.

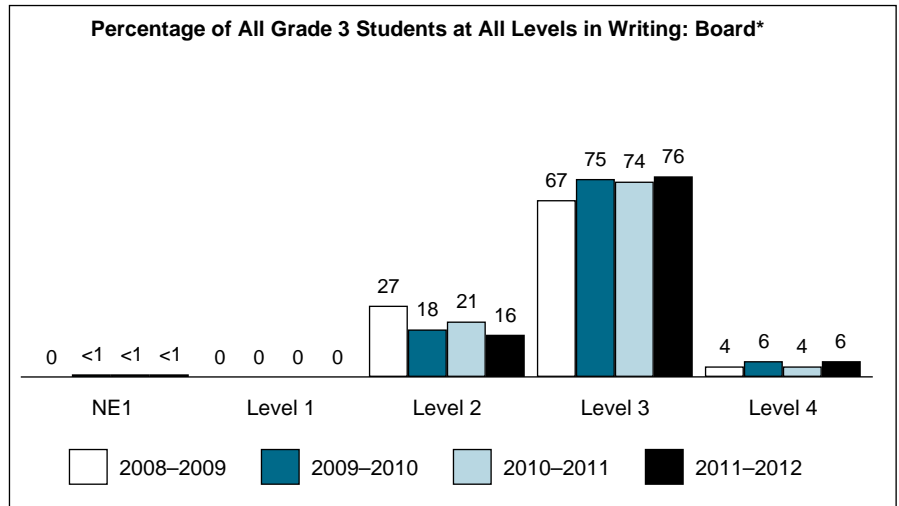
Results over Time, 2008–2009 to 2011–2012*

Grade 3: Writing

| Grade 3 Writing: School* | | | | |
|---|---------|---------|---------|---------|
| Year | '08-'09 | '09-'10 | '10-'11 | '11-'12 |
| <i>Number of Students</i> | 17 | 19 | 16 | 20 |
| Level 4 | 12% | 16% | 6% | 10% |
| Level 3 | 71% | 79% | 75% | 85% |
| Level 2 | 18% | 5% | 19% | 5% |
| Level 1 | 0% | 0% | 0% | 0% |
| NE1** | 0% | 0% | 0% | 0% |
| <i>Participating Students</i> | 100% | 100% | 100% | 100% |
| No Data | 0% | 0% | 0% | 0% |
| Exempt | 0% | 0% | 0% | 0% |
| At or Above Provincial Standard† | 82% | 95% | 81% | 95% |



| Grade 3 Writing: 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 | 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% |
| <i>Participating Students</i> | 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 |
| <i>Number of Students</i> | 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% |
| <i>Participating Students</i> | 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) 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.

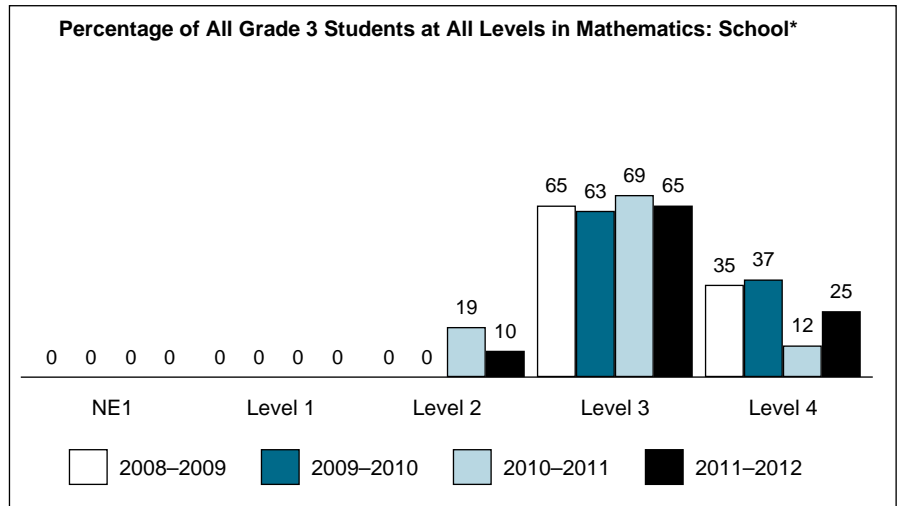
† See the Explanation of Terms.

‡ 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.

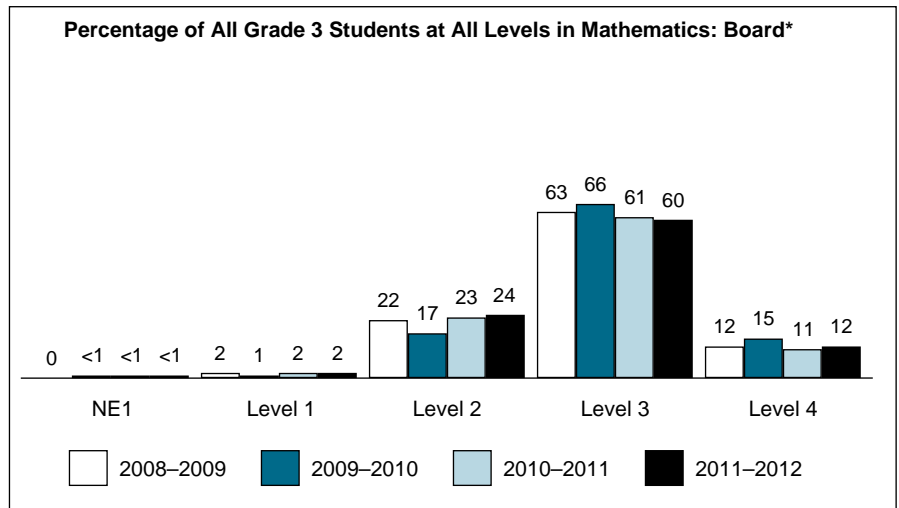
Results over Time, 2008–2009 to 2011–2012*

Grade 3: Mathematics

| Grade 3 Mathematics: School* | | | | |
|----------------------------------|---------|---------|---------|---------|
| Year | '08-'09 | '09-'10 | '10-'11 | '11-'12 |
| <i>Number of Students</i> | 17 | 19 | 16 | 20 |
| Level 4 | 35% | 37% | 12% | 25% |
| Level 3 | 65% | 63% | 69% | 65% |
| Level 2 | 0% | 0% | 19% | 10% |
| Level 1 | 0% | 0% | 0% | 0% |
| NE1** | 0% | 0% | 0% | 0% |
| <i>Participating Students</i> | 100% | 100% | 100% | 100% |
| No Data | 0% | 0% | 0% | 0% |
| Exempt | 0% | 0% | 0% | 0% |
| At or Above Provincial Standard† | 100% | 100% | 81% | 90% |



| 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% |
| At or Above Provincial Standard† | 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% |
| At or Above Provincial Standard† | 70% | 71% | 69% | 68% |



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

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

** See the Explanation of Terms.

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

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 |
|--|-----------|-----------|-----------|-----------|-----------|
| Enrolment | | | | | |
| Number of students | 25 | 28 | 25 | 25 | 22 |
| Participation in the Assessment | | | | | |
| Reading | 96% | 100% | 96% | 96% | 100% |
| Writing | 96% | 100% | 96% | 96% | 100% |
| Mathematics | 96% | 100% | 96% | 96% | 100% |
| Gender | | | | | |
| Female | 56% | 50% | 48% | 52% | 32% |
| Male | 44% | 50% | 52% | 48% | 68% |
| Student Status | | | | | |
| English language learners** | 0% | 4% | 0% | 0% | 0% |
| Students with special education needs (excluding gifted)** | 16% | 21% | 8% | 12% | 9% |
| Place of Birth | | | | | |
| Born in Canada | 92% | 96% | 100% | 92% | 95% |
| Born outside Canada | 8% | 4% | 0% | 8% | 5% |
| In Canada less than one year | 0% | 4% | 0% | 4% | 0% |
| In Canada one year or more but less than three years | 4% | 0% | 0% | 0% | 0% |
| In Canada three years or more | 4% | 0% | 0% | 4% | 5% |
| Language | | | | | |
| First language learned at home was other than English | 0% | 7% | 0% | 8% | 5% |
| Year Student Entered Current School | | | | | |
| Year of the assessment | 12% | 11% | 8% | 12% | 5% |
| Year prior to the assessment | 8% | 11% | 4% | 4% | 14% |
| 2 years prior to the assessment | 12% | 14% | 8% | 20% | 23% |
| 3 or more years prior to the assessment | 68% | 64% | 80% | 64% | 59% |
| Data not available | 0% | 0% | 0% | 0% | 0% |

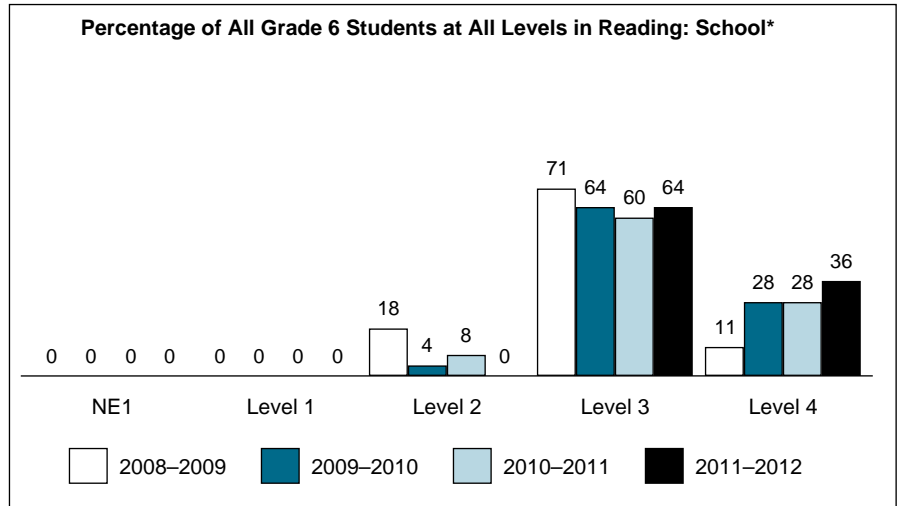
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

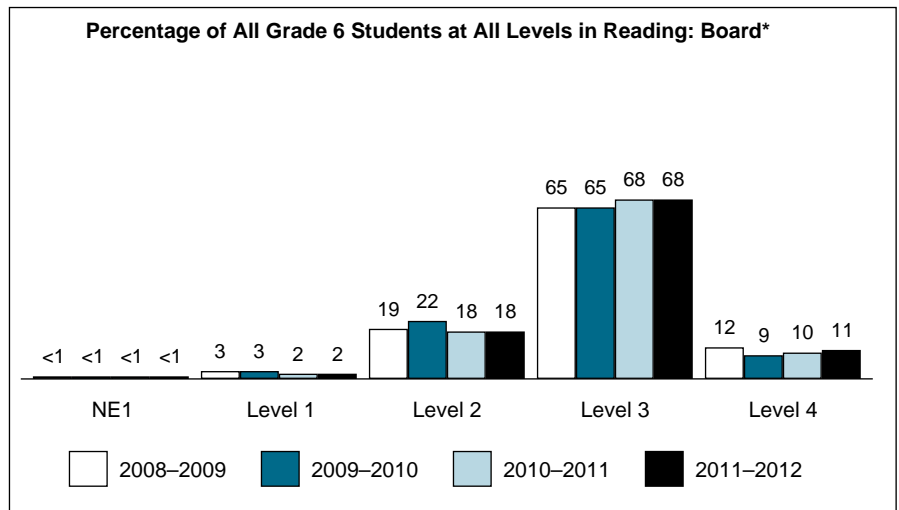
Results over Time, 2008–2009 to 2011–2012*

Grade 6: Reading

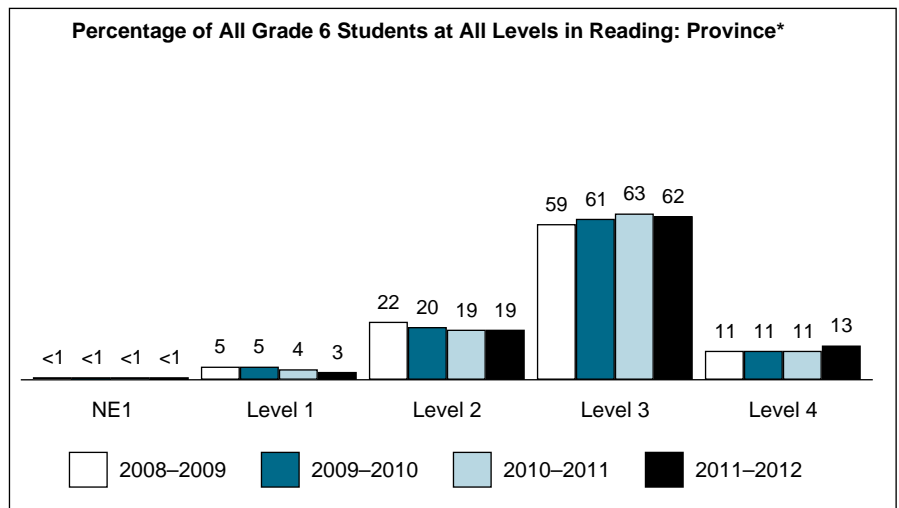
| Grade 6 Reading: School* | | | | |
|---|---------|---------|---------|---------|
| Year | '08-'09 | '09-'10 | '10-'11 | '11-'12 |
| <i>Number of Students</i> | 28 | 25 | 25 | 22 |
| Level 4 | 11% | 28% | 28% | 36% |
| Level 3 | 71% | 64% | 60% | 64% |
| Level 2 | 18% | 4% | 8% | 0% |
| Level 1 | 0% | 0% | 0% | 0% |
| NE1** | 0% | 0% | 0% | 0% |
| <i>Participating Students</i> | 100% | 96% | 96% | 100% |
| No Data | 0% | 0% | 4% | 0% |
| Exempt | 0% | 4% | 0% | 0% |
| At or Above Provincial Standard† | 82% | 92% | 88% | 100% |



| 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% |
| At or Above Provincial Standard† | 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% |
| At or Above Provincial Standard† | 69% | 72% | 74% | 75% |



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

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

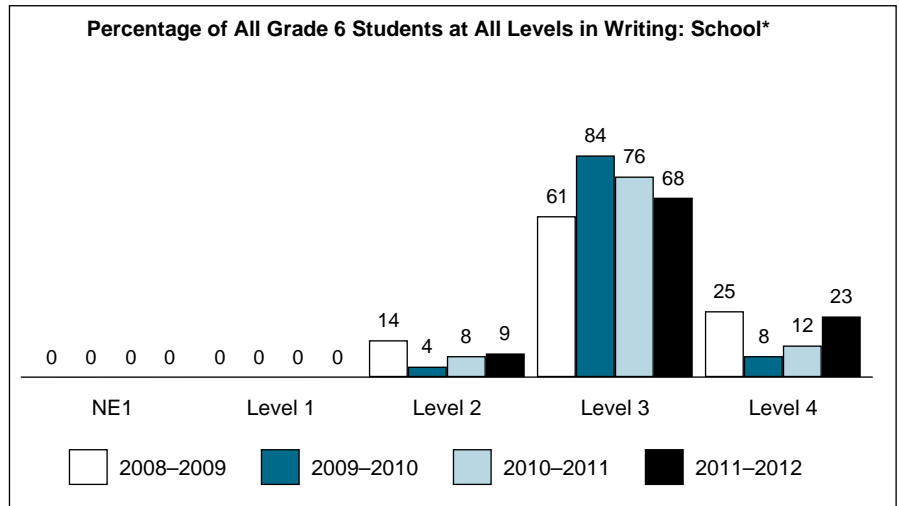
** See the Explanation of Terms.

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

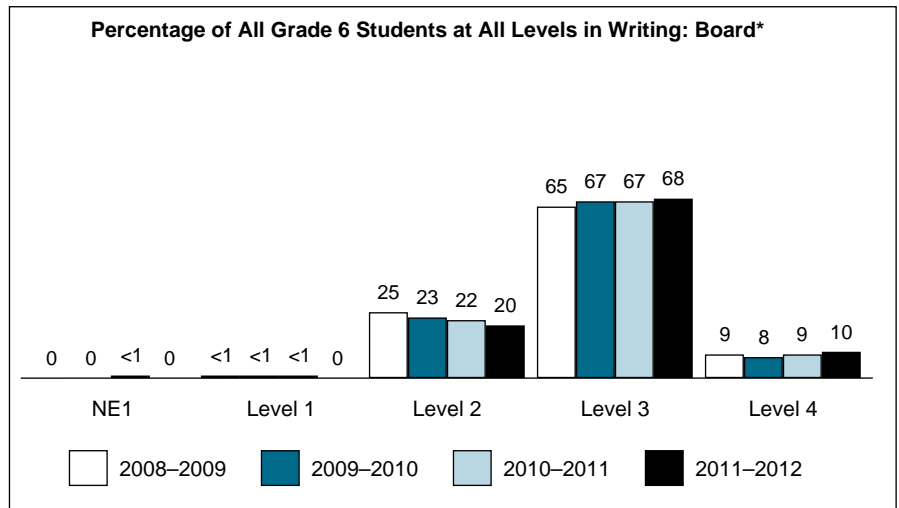
Results over Time, 2008–2009 to 2011–2012*

Grade 6: Writing

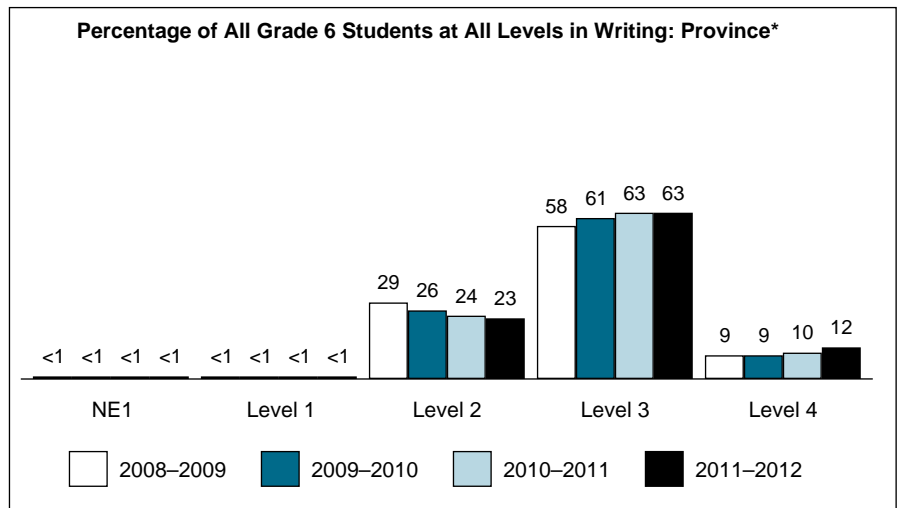
| Grade 6 Writing: School* | | | | |
|---|---------|---------|---------|---------|
| Year | '08-'09 | '09-'10 | '10-'11 | '11-'12 |
| <i>Number of Students</i> | 28 | 25 | 25 | 22 |
| Level 4 | 25% | 8% | 12% | 23% |
| Level 3 | 61% | 84% | 76% | 68% |
| Level 2 | 14% | 4% | 8% | 9% |
| Level 1 | 0% | 0% | 0% | 0% |
| NE1** | 0% | 0% | 0% | 0% |
| <i>Participating Students</i> | 100% | 96% | 96% | 100% |
| No Data | 0% | 0% | 4% | 0% |
| Exempt | 0% | 4% | 0% | 0% |
| At or Above Provincial Standard† | 86% | 92% | 88% | 91% |



| 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% |
| At or Above Provincial Standard† | 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% |
| At or Above Provincial Standard† | 67% | 70% | 73% | 74% |



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

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

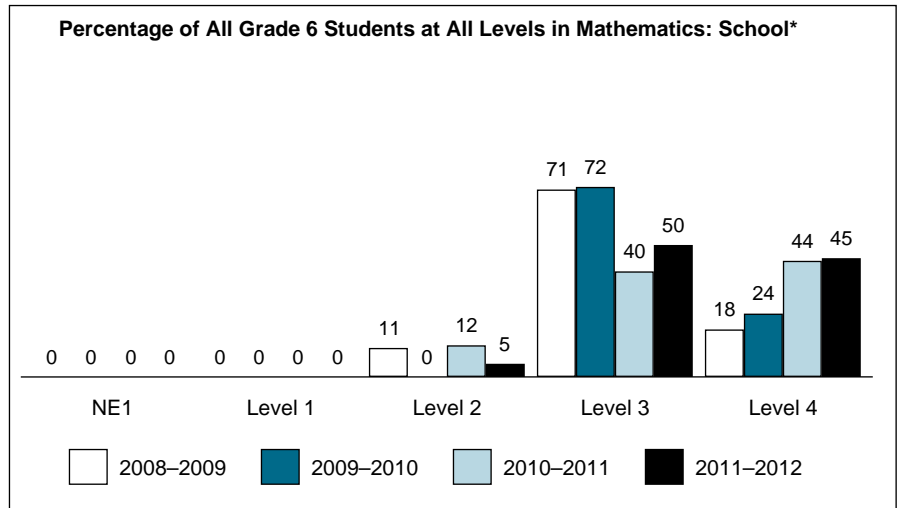
** See the Explanation of Terms.

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

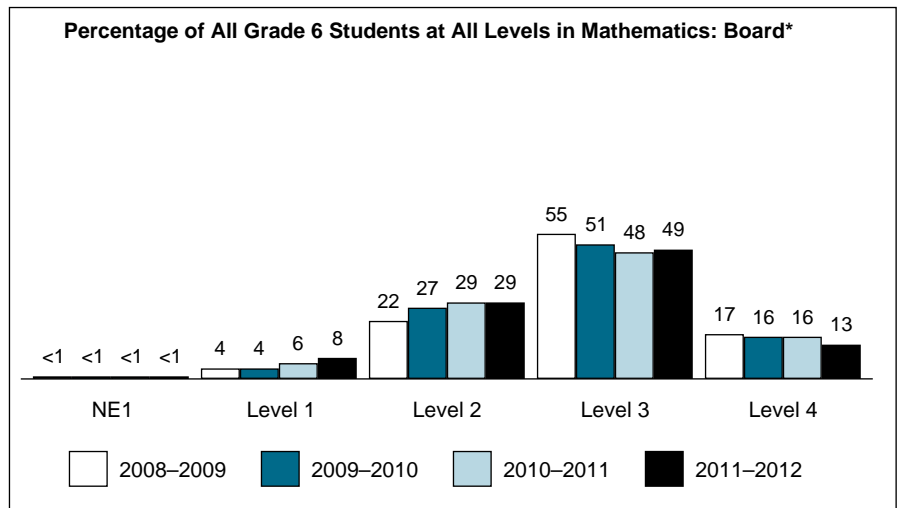
Results over Time, 2008–2009 to 2011–2012*

Grade 6: Mathematics

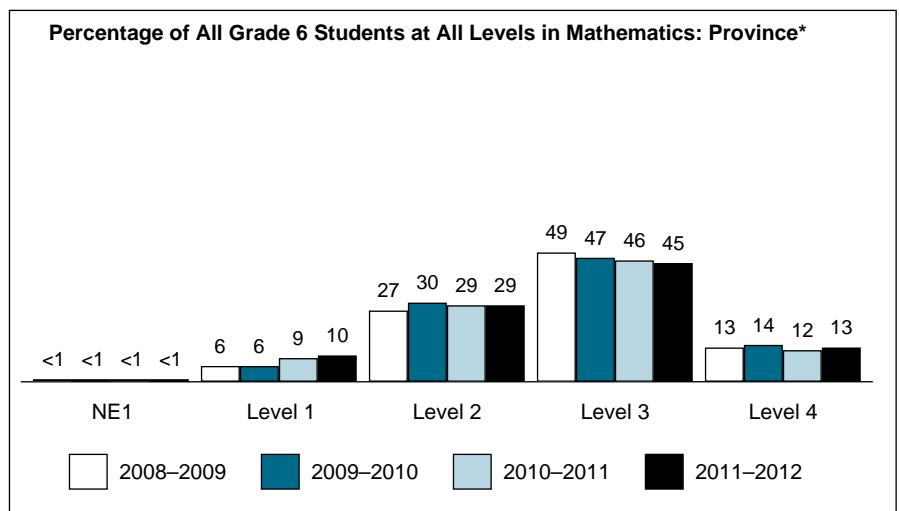
| Grade 6 Mathematics: School* | | | | |
|---|---------|---------|---------|---------|
| Year | '08-'09 | '09-'10 | '10-'11 | '11-'12 |
| <i>Number of Students</i> | 28 | 25 | 25 | 22 |
| Level 4 | 18% | 24% | 44% | 45% |
| Level 3 | 71% | 72% | 40% | 50% |
| Level 2 | 11% | 0% | 12% | 5% |
| Level 1 | 0% | 0% | 0% | 0% |
| NE1** | 0% | 0% | 0% | 0% |
| <i>Participating Students</i> | 100% | 96% | 96% | 100% |
| No Data | 0% | 0% | 4% | 0% |
| Exempt | 0% | 4% | 0% | 0% |
| At or Above Provincial Standard† | 89% | 96% | 84% | 95% |



| Grade 6 Mathematics: Board* | | | | |
|---|---------|---------|---------|---------|
| Year | '08-'09 | '09-'10 | '10-'11 | '11-'12 |
| <i>Number of Students</i> | 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% |
| <i>Participating Students</i> | 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 |
| <i>Number of Students</i> | 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% |
| <i>Participating Students</i> | 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) 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> | |
|--|------------------|-------------|------------------|-------------|------------------|-------------|------------------|-------------|------------------|-------------|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |

| | | | | | | | | | | |
|--------|---|---|---|----|----|---|---|----|---|----|
| School | 7 | 9 | 6 | 11 | 11 | 8 | 5 | 11 | 8 | 12 |
|--------|---|---|---|----|----|---|---|----|---|----|

† 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†

| | 2007–2008 | | 2008–2009 | | 2009–2010 | | 2010–2011 | | 2011–2012 | |
|--|------------------|-------------|------------------|-------------|------------------|-------------|------------------|-------------|------------------|-------------|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |

| | | | | | | | | | | |
|--------|----|----|----|----|----|----|----|----|---|----|
| School | 14 | 11 | 14 | 14 | 12 | 13 | 13 | 12 | 7 | 15 |
|--------|----|----|----|----|----|----|----|----|---|----|

† 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 (# = 20)

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. | 40 | 60 | | 12 |
| I am good at mathematics. | 55 | 45 | | 9 |
| I am able to answer difficult mathematics questions. | 15 | 55 | 30 | 6 |
| I try to do my best when I do mathematics activities in class. | 15 | 80 | | 16 |

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. | 30 | 70 | | 14 |
| I ask for help if I do not understand the problem. | 5 | 70 | 25 | 5 |
| I think about the steps I will use to solve the problem. | 35 | 55 | | 11 |
| I check my work for mistakes. | 35 | 60 | | 12 |
| I check my answer to see if it makes sense. | 25 | 70 | | 14 |

INSTRUCTIONAL TOOLS

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

| | | | | |
|---------------------------------|----|----|----|----|
| Manipulatives | 5 | 45 | 50 | 10 |
| A calculator | 10 | 80 | 5 | 1 |
| A computer to learn mathematics | 55 | 40 | 5 | 1 |

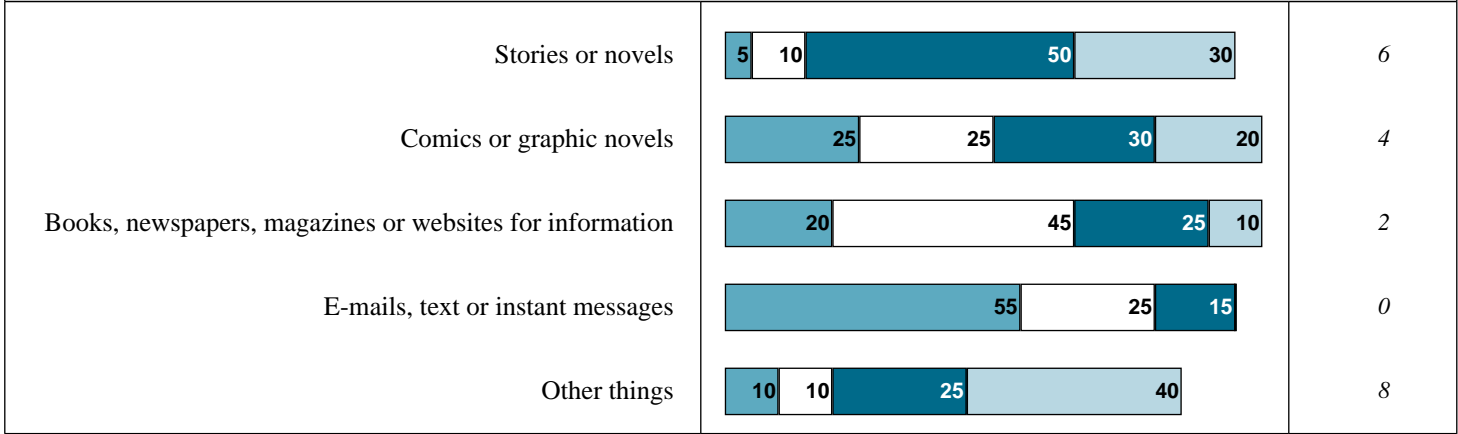
* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

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

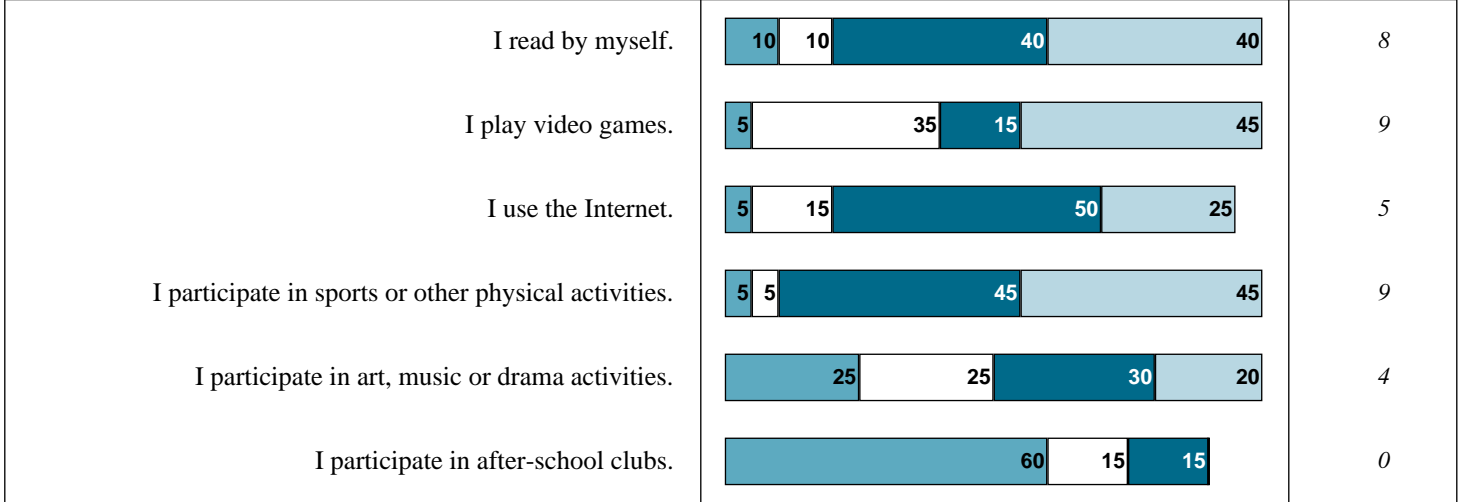
STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 20)
 Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



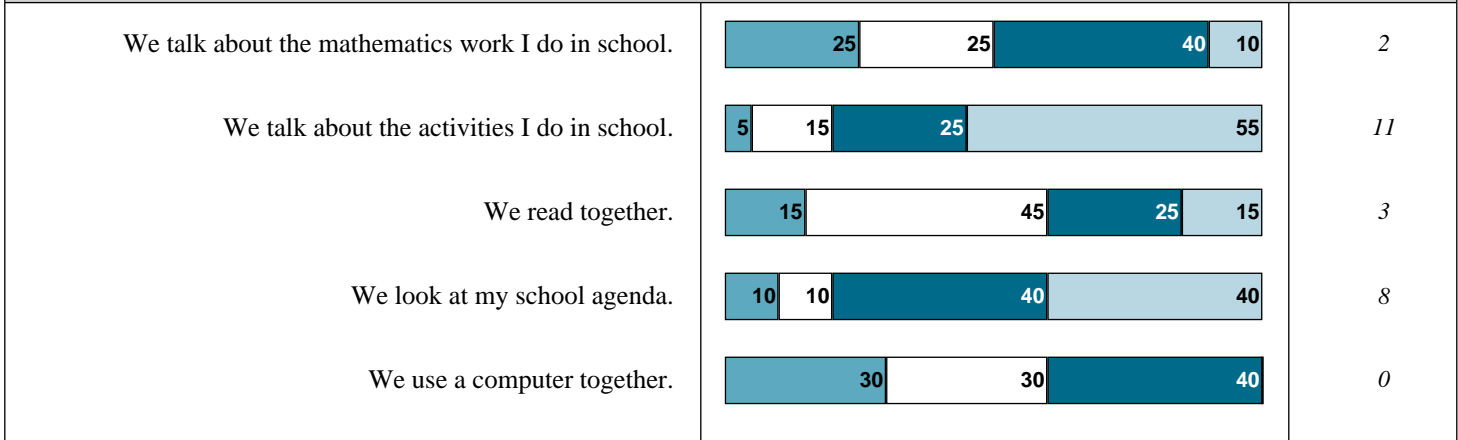
READING OUTSIDE SCHOOL
 How often do you read the following when you are not at school? Percentage of Students* Number of students who answered "every day or almost every day"



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



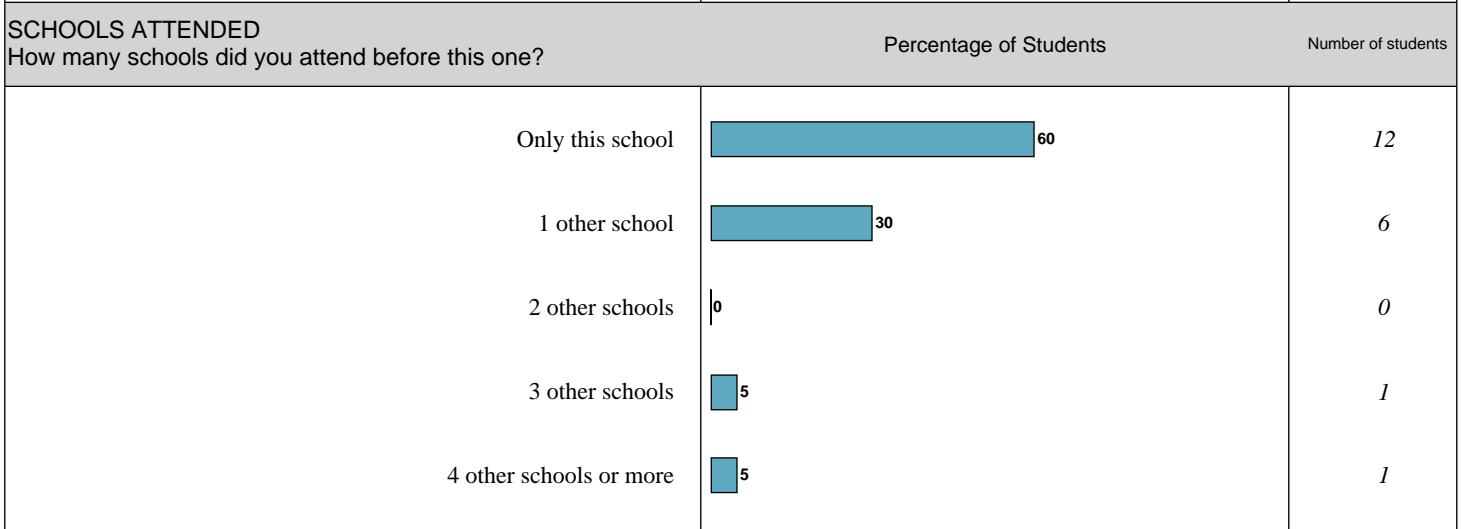
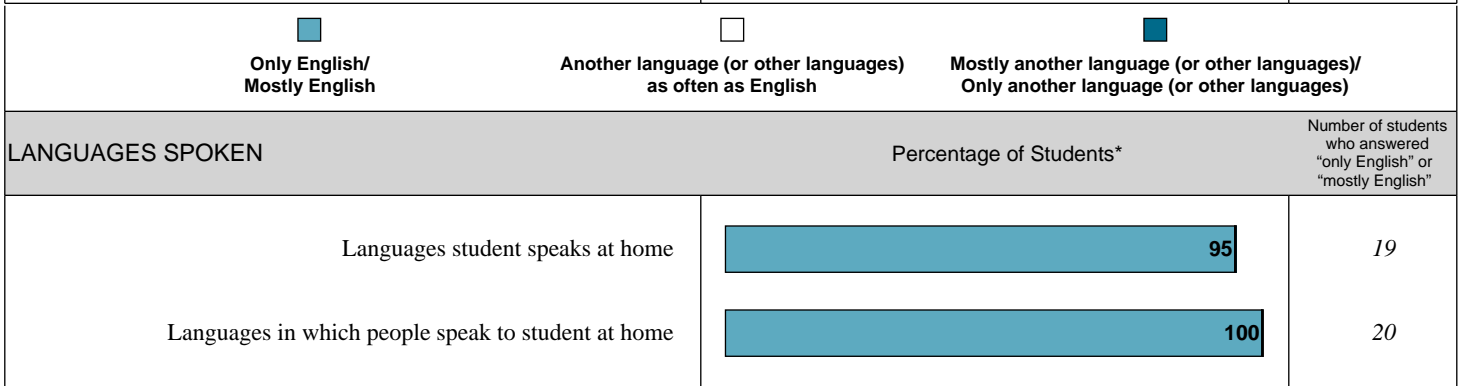
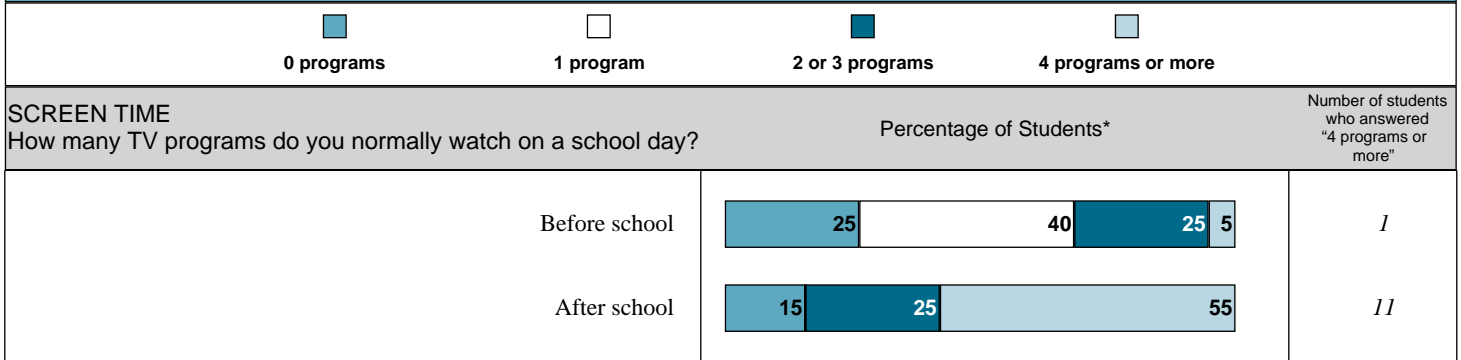
PARENTAL ENGAGEMENT
 How often do you and a parent, a guardian or another adult who lives with you do the following?



* 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 (# = 20)
 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 (# = 20) | Female* (# = 8) | Male* (# = 12) | All Students (# = 1 527) | Female* (# = 789) | Male* (# = 738) | All Students (# = 122 104) | Female* (# = 59 991) | Male* (# = 62 113) |
| STUDENT ENGAGEMENT IN MATHEMATICS Percentage of students who answered “most of the time”† | | | | | | | | | |
| I like mathematics. | 60% | 50% | 67% | 49% | 48% | 51% | 51% | 50% | 52% |
| I am good at mathematics. | 45% | 50% | 42% | 50% | 48% | 52% | 50% | 47% | 52% |
| I am able to answer difficult mathematics questions. | 30% | 38% | 25% | 25% | 22% | 29% | 27% | 24% | 30% |
| I try to do my best when I do mathematics activities in class. | 80% | 100% | 67% | 87% | 89% | 84% | 87% | 90% | 85% |
| COGNITIVE STRATEGIES USED IN MATHEMATICS 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. | 70% | 88% | 58% | 69% | 73% | 66% | 71% | 76% | 66% |
| I ask for help if I do not understand the problem. | 25% | 38% | 17% | 43% | 47% | 39% | 46% | 50% | 41% |
| I think about the steps I will use to solve the problem. | 55% | 62% | 50% | 49% | 49% | 48% | 49% | 50% | 49% |
| I check my work for mistakes. | 60% | 88% | 42% | 51% | 54% | 47% | 50% | 54% | 45% |
| I check my answer to see if it makes sense. | 70% | 100% | 50% | 61% | 66% | 56% | 60% | 64% | 56% |
| INSTRUCTIONAL TOOLS USED IN MATHEMATICS Percentage of students who answered “most of the time”† | | | | | | | | | |
| Manipulatives | 50% | 50% | 50% | 28% | 28% | 27% | 24% | 27% | 22% |
| A calculator | 5% | 12% | 0% | 17% | 17% | 17% | 12% | 12% | 13% |
| A computer to learn mathematics | 5% | 12% | 0% | 18% | 20% | 17% | 18% | 18% | 18% |
| READING OUTSIDE SCHOOL Percentage of students who answered “every day or almost every day”‡ | | | | | | | | | |
| Stories or novels | 30% | 50% | 17% | 42% | 49% | 35% | 46% | 52% | 40% |
| Comics or graphic novels | 20% | 0% | 33% | 19% | 13% | 24% | 21% | 15% | 28% |
| Books, newspapers, magazines or websites for information | 10% | 12% | 8% | 25% | 29% | 21% | 25% | 28% | 23% |
| E-mails, text or instant messages | 0% | 0% | 0% | 21% | 22% | 20% | 18% | 19% | 17% |
| Other things | 40% | 25% | 50% | 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 (# = 20) | Female* (# = 8) | Male* (# = 12) | All Students (# = 1 527) | Female* (# = 789) | Male* (# = 738) | All Students (# = 122 104) | Female* (# = 59 991) | Male* (# = 62 113) |
| OUT-OF-SCHOOL ACTIVITIES Percentage of students who answered “every day or almost every day”† | | | | | | | | | |
| I read by myself. | 40% | 62% | 25% | 49% | 58% | 40% | 56% | 62% | 49% |
| I play video games. | 45% | 12% | 67% | 39% | 19% | 60% | 36% | 17% | 53% |
| I use the Internet. | 25% | 12% | 33% | 41% | 42% | 40% | 40% | 37% | 43% |
| I participate in sports or other physical activities. | 45% | 25% | 58% | 51% | 49% | 54% | 50% | 45% | 55% |
| I participate in art, music or drama activities. | 20% | 25% | 17% | 27% | 36% | 17% | 28% | 35% | 21% |
| I participate in after-school clubs. | 0% | 0% | 0% | 10% | 11% | 9% | 13% | 13% | 12% |
| PARENTAL ENGAGEMENT Percentage of students who answered “every day or almost every day”† | | | | | | | | | |
| We talk about the mathematics work I do in school. | 10% | 12% | 8% | 24% | 29% | 20% | 27% | 30% | 25% |
| We talk about the activities I do in school. | 55% | 62% | 50% | 45% | 50% | 40% | 46% | 51% | 41% |
| We read together. | 15% | 25% | 8% | 20% | 23% | 17% | 21% | 22% | 19% |
| We look at my school agenda. | 40% | 62% | 25% | 60% | 62% | 59% | 54% | 56% | 53% |
| We use a computer together. | 0% | 0% | 0% | 11% | 11% | 12% | 13% | 13% | 13% |
| SCREEN TIME (WATCHING TV) Percentage of students who answered “4 programs or more”‡ | | | | | | | | | |
| Before school | 5% | 0% | 8% | 10% | 7% | 14% | 10% | 6% | 13% |
| After school | 55% | 75% | 42% | 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) | School | | | Board | | | Province | | |
|---|--------------------------|--------------------|-------------------|-----------------------------|----------------------|--------------------|-------------------------------|-------------------------|-----------------------|
| | All Students (# = 20) | Female* (# = 8) | Male* (# = 12) | All Students (# = 1 527) | Female* (# = 789) | Male* (# = 738) | All Students (# = 122 104) | Female* (# = 59 991) | Male* (# = 62 113) |
| LANGUAGES STUDENTS SPEAK AT HOME [†] Percentage of students | | | | | | | | | |
| Only English/Mostly English | 95% | 100% | 92% | 83% | 83% | 83% | 73% | 72% | 73% |
| Another language (or other languages) as often as English | 0% | 0% | 0% | 10% | 11% | 10% | 16% | 17% | 15% |
| Mostly another language (or other languages)/ Only another language (or other languages) | 0% | 0% | 0% | 6% | 6% | 6% | 11% | 11% | 11% |
| LANGUAGES SPOKEN TO STUDENTS AT HOME [†] Percentage of students | | | | | | | | | |
| Only English/Mostly English | 100% | 100% | 100% | 81% | 81% | 81% | 69% | 68% | 69% |
| Another language (or other languages) as often as English | 0% | 0% | 0% | 9% | 9% | 8% | 13% | 14% | 13% |
| Mostly another language (or other languages)/ Only another language (or other languages) | 0% | 0% | 0% | 9% | 9% | 9% | 17% | 17% | 16% |
| SCHOOLS ATTENDED [†] Percentage of students | | | | | | | | | |
| Only this school/1 other school | 90% | 75% | 100% | 86% | 85% | 87% | 80% | 81% | 80% |
| 2 other schools/3 other schools | 5% | 12% | 0% | 10% | 11% | 10% | 15% | 15% | 16% |
| 4 other schools or more | 5% | 12% | 0% | 3% | 3% | 3% | 4% | 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 (# = 22) | | | |
|---|--------------------------------|--|---|
| Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing. | | | |
| | <input type="checkbox"/> Never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Most of the time |
| STUDENT ENGAGEMENT | | Percentage of Students* | |
| How do you feel about mathematics? | | Number of students who answered "most of the time" | |
| I like mathematics. | 55 | 45 | 10 |
| I am good at mathematics. | 41 | 59 | 13 |
| I am able to answer difficult mathematics questions. | 45 | 55 | 12 |
| I try to do my best when I do mathematics activities in class. | 9 | 91 | 20 |
| 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. | 5 | 95 | 21 |
| I ask for help if I do not understand the problem. | 18 | 41 | 9 |
| I think about the steps I will use to solve the problem. | 45 | 55 | 12 |
| I check my work for mistakes. | 9 | 50 | 9 |
| I check my answer to see if it makes sense. | 27 | 68 | 15 |
| INSTRUCTIONAL TOOLS | | | |
| How often do you use the following during mathematics activities at school? | | | |
| Manipulatives | 9 | 68 | 23 |
| A calculator | | 95 | 5 |
| A computer to learn mathematics | 23 | 41 | 36 |
| The Internet to explore information related to mathematics | 14 | 41 | 45 |

* 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 (# = 22)
 Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.

| | | ■ | □ | ■ | □ | | |
|---|--|-------|----------------------|---------------------|-------------------------------|---|---|
| | | Never | 1 or 2 times a month | 1 to 3 times a week | Every day or almost every day | | |
| READING OUTSIDE SCHOOL | | | | | | Number of students who answered "every day or almost every day" | |
| How often do you read the following when you are not at school? | | | | | | Percentage of Students* | |
| Stories or novels | | 5 | 32 | 27 | 36 | 8 | |
| Comics or graphic novels | | 18 | | 50 | 27 | 5 | 1 |
| Books, newspapers, magazines or websites for information | | 9 | 32 | 23 | 36 | 8 | |
| E-mails, text or instant messages | | 9 | 14 | 32 | 45 | 10 | |
| Other things | | 5 | 36 | 32 | 27 | 6 | |
| OUT-OF-SCHOOL ACTIVITIES | | | | | | | |
| How often do you do the following when you are not at school? | | | | | | | |
| I read by myself. | | 5 | 18 | 27 | 50 | 11 | |
| I play video games. | | 9 | 14 | 27 | 50 | 11 | |
| I use the Internet. | | 9 | 9 | | 82 | 18 | |
| I participate in sports or other physical activities. | | 5 | | 45 | 50 | 11 | |
| I participate in art, music or drama activities. | | | | 55 | 27 | 14 | 5 |
| I participate in after-school clubs. | | | 64 | 9 | 23 | 5 | 1 |
| PARENTAL ENGAGEMENT | | | | | | | |
| How often do you and a parent, a guardian or another adult who lives with you do the following? | | | | | | | |
| We talk about the mathematics work I do in school. | | 9 | 41 | 27 | 23 | 5 | |
| We talk about the activities I do in school. | | 9 | 5 | 50 | 36 | 8 | |
| We read together. | | | 50 | 27 | 18 | 5 | 1 |
| We look at my school agenda. | | | 36 | 32 | 18 | 14 | 3 |
| We use a computer together. | | | 45 | 27 | 23 | 5 | 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 6 (# = 22)
 Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



| SCREEN TIME | | Percentage of Students* | | Number of students who answered "about 3 hours" or "more than 3 hours" |
|---|----------------------|-------------------------|----------|--|
| How many hours do you usually do the following on a school day? | | | | |
| Before School | Watching TV. | 64 | 36 | 0 |
| | Playing video games. | 86 | 14 | 0 |
| | Using the Internet. | 59 | 36 5 | 0 |
| After School | Watching TV. | 5 | 45 23 23 | 5 |
| | Playing video games. | 36 | 32 9 18 | 4 |
| | Using the Internet. | 14 | 45 9 32 | 7 |



| LANGUAGES SPOKEN | | Percentage of Students* | | Number of students who answered "only English" or "mostly English" |
|--|--|-------------------------|---|--|
| Languages student speaks at home | | 95 | 5 | 21 |
| Languages in which people speak to student at home | | 95 | 5 | 21 |

| SCHOOLS ATTENDED | | Percentage of Students* | | Number of students |
|--|--|-------------------------|--|--------------------|
| How many schools did you attend before this one? | | | | |
| Only this school | | 50 | | 11 |
| 1 other school | | 27 | | 6 |
| 2 other schools | | 9 | | 2 |
| 3 other schools | | 5 | | 1 |
| 4 other schools or more | | 5 | | 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

| 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 (# = 22) | Female* (# = 7) | Male* (# = 15) | All Students (# = 1 534) | Female* (# = 752) | Male* (# = 782) | All Students (# = 125 010) | Female* (# = 61 155) | Male* (# = 63 845) |
| STUDENT ENGAGEMENT IN MATHEMATICS | | | | | | | | | |
| Percentage of students who answered “most of the time”† | | | | | | | | | |
| I like mathematics. | 45% | 14% | 60% | 42% | 39% | 46% | 44% | 40% | 48% |
| I am good at mathematics. | 59% | 43% | 67% | 53% | 52% | 54% | 49% | 46% | 52% |
| I am able to answer difficult mathematics questions. | 55% | 43% | 60% | 29% | 28% | 30% | 29% | 25% | 33% |
| I try to do my best when I do mathematics activities in class. | 91% | 100% | 87% | 89% | 93% | 86% | 86% | 89% | 82% |
| COGNITIVE STRATEGIES USED IN MATHEMATICS | | | | | | | | | |
| 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. | 95% | 86% | 100% | 77% | 84% | 70% | 74% | 80% | 68% |
| I ask for help if I do not understand the problem. | 41% | 71% | 27% | 50% | 55% | 46% | 51% | 56% | 46% |
| I think about the steps I will use to solve the problem. | 55% | 57% | 53% | 42% | 41% | 42% | 42% | 43% | 41% |
| I check my work for mistakes. | 41% | 29% | 47% | 42% | 47% | 37% | 39% | 42% | 36% |
| I check my answer to see if it makes sense. | 68% | 71% | 67% | 63% | 68% | 59% | 60% | 64% | 57% |
| INSTRUCTIONAL TOOLS USED IN MATHEMATICS | | | | | | | | | |
| Percentage of students who answered “most of the time”† | | | | | | | | | |
| Manipulatives | 23% | 14% | 27% | 10% | 11% | 9% | 11% | 11% | 10% |
| A calculator | 5% | 0% | 7% | 53% | 59% | 48% | 42% | 46% | 37% |
| A computer to learn mathematics | 36% | 29% | 40% | 5% | 5% | 5% | 7% | 7% | 7% |
| The Internet to explore information related to mathematics | 45% | 29% | 53% | 6% | 5% | 7% | 6% | 6% | 7% |
| READING OUTSIDE SCHOOL | | | | | | | | | |
| Percentage of students who answered “every day or almost every day”‡ | | | | | | | | | |
| Stories or novels | 36% | 14% | 47% | 36% | 45% | 27% | 39% | 47% | 32% |
| Comics or graphic novels | 5% | 0% | 7% | 11% | 8% | 15% | 14% | 10% | 18% |
| Books, newspapers, magazines or websites for information | 36% | 57% | 27% | 25% | 29% | 22% | 27% | 30% | 24% |
| E-mails, text or instant messages | 45% | 57% | 40% | 54% | 62% | 47% | 49% | 57% | 41% |
| Other things | 27% | 29% | 27% | 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 (# = 22) | Female* (# = 7) | Male* (# = 15) | All Students (# = 1 534) | Female* (# = 752) | Male* (# = 782) | All Students (# = 125 010) | Female* (# = 61 155) | Male* (# = 63 845) |
| OUT-OF-SCHOOL ACTIVITIES Percentage of students who answered “every day or almost every day”† | | | | | | | | | | |
| I read by myself. | 50% | 57% | 47% | 41% | 50% | 33% | 46% | 53% | 38% | |
| I play video games. | 50% | 43% | 53% | 30% | 12% | 47% | 28% | 12% | 44% | |
| I use the Internet. | 82% | 86% | 80% | 57% | 60% | 55% | 57% | 58% | 56% | |
| I participate in sports or other physical activities. | 50% | 29% | 60% | 55% | 48% | 62% | 50% | 43% | 57% | |
| I participate in art, music or drama activities. | 5% | 0% | 7% | 16% | 20% | 12% | 18% | 24% | 13% | |
| I participate in after-school clubs. | 5% | 0% | 7% | 7% | 9% | 6% | 9% | 10% | 8% | |
| PARENTAL ENGAGEMENT Percentage of students who answered “every day or almost every day”† | | | | | | | | | | |
| We talk about the mathematics work I do in school. | 23% | 43% | 13% | 15% | 15% | 15% | 18% | 19% | 17% | |
| We talk about the activities I do in school. | 36% | 57% | 27% | 42% | 45% | 38% | 39% | 42% | 36% | |
| We read together. | 5% | 0% | 7% | 4% | 4% | 4% | 5% | 5% | 4% | |
| We look at my school agenda. | 14% | 0% | 20% | 38% | 38% | 37% | 29% | 28% | 30% | |
| We use a computer together. | 5% | 0% | 7% | 4% | 4% | 4% | 5% | 5% | 5% | |
| SCREEN TIME Percentage of students who answered “about 3 hours” or “more than 3 hours”‡ | | | | | | | | | | |
| Before School | Watching TV | 0% | 0% | 0% | 2% | 1% | 3% | 2% | 1% | 2% |
| | Playing video games | 0% | 0% | 0% | 2% | 1% | 3% | 2% | <1% | 3% |
| | Using the Internet | 0% | 0% | 0% | 2% | 1% | 2% | 2% | 2% | 2% |
| After School | Watching TV | 23% | 29% | 20% | 17% | 17% | 17% | 18% | 18% | 19% |
| | Playing video games | 18% | 14% | 20% | 12% | 3% | 21% | 12% | 4% | 20% |
| | Using the Internet | 32% | 57% | 20% | 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 (# = 22) | Female* (# = 7) | Male* (# = 15) | All Students (# = 1 534) | Female* (# = 752) | Male* (# = 782) | All Students (# = 125 010) | Female* (# = 61 155) | Male* (# = 63 845) |
| LANGUAGES STUDENTS SPEAK AT HOME† Percentage of students | | | | | | | | | |
| Only English/Mostly English | 95% | 86% | 100% | 87% | 85% | 88% | 75% | 75% | 75% |
| Another language (or other languages) as often as English | 5% | 14% | 0% | 9% | 10% | 8% | 16% | 16% | 15% |
| Mostly another language (or other languages)/ Only another language (or other languages) | 0% | 0% | 0% | 3% | 3% | 2% | 8% | 7% | 8% |
| LANGUAGES SPOKEN TO STUDENTS AT HOME† Percentage of students | | | | | | | | | |
| Only English/Mostly English | 95% | 86% | 100% | 83% | 82% | 85% | 69% | 69% | 69% |
| Another language (or other languages) as often as English | 5% | 14% | 0% | 9% | 9% | 8% | 14% | 14% | 13% |
| Mostly another language (or other languages)/ Only another language (or other languages) | 0% | 0% | 0% | 6% | 7% | 5% | 14% | 14% | 15% |
| SCHOOLS ATTENDED† Percentage of students | | | | | | | | | |
| Only this school/1 other school | 77% | 57% | 87% | 79% | 79% | 79% | 68% | 69% | 68% |
| 2 other schools/3 other schools | 14% | 29% | 7% | 14% | 14% | 15% | 22% | 23% | 22% |
| 4 other schools or more | 5% | 14% | 0% | 5% | 5% | 4% | 7% | 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

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