



# School Report



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

**School: St Charles Sep S (719390)**  
**Board: Niagara Catholic DSB (67156)**

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

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

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

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

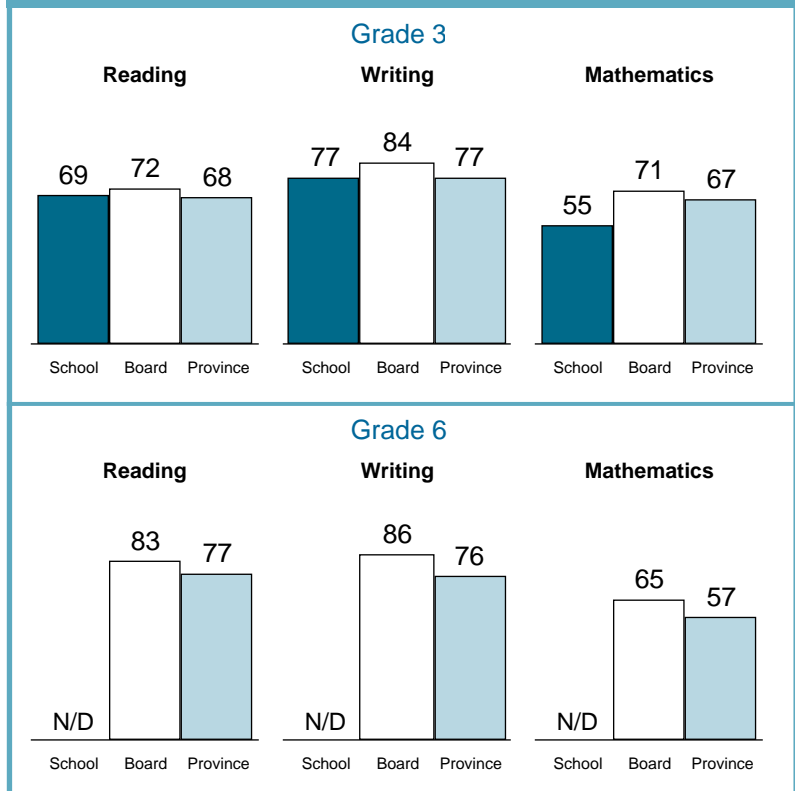
At EQAO, we are pleased to continue our partnership with you as you help students reach their full potential. I trust you will continue to find our reports to be a rich source of information as you turn knowledge into action for the benefit of your students and community.

Sincerely,

*Bruce Rodrigues*  
 Chief Executive Officer  
 Education Quality and Accountability Office

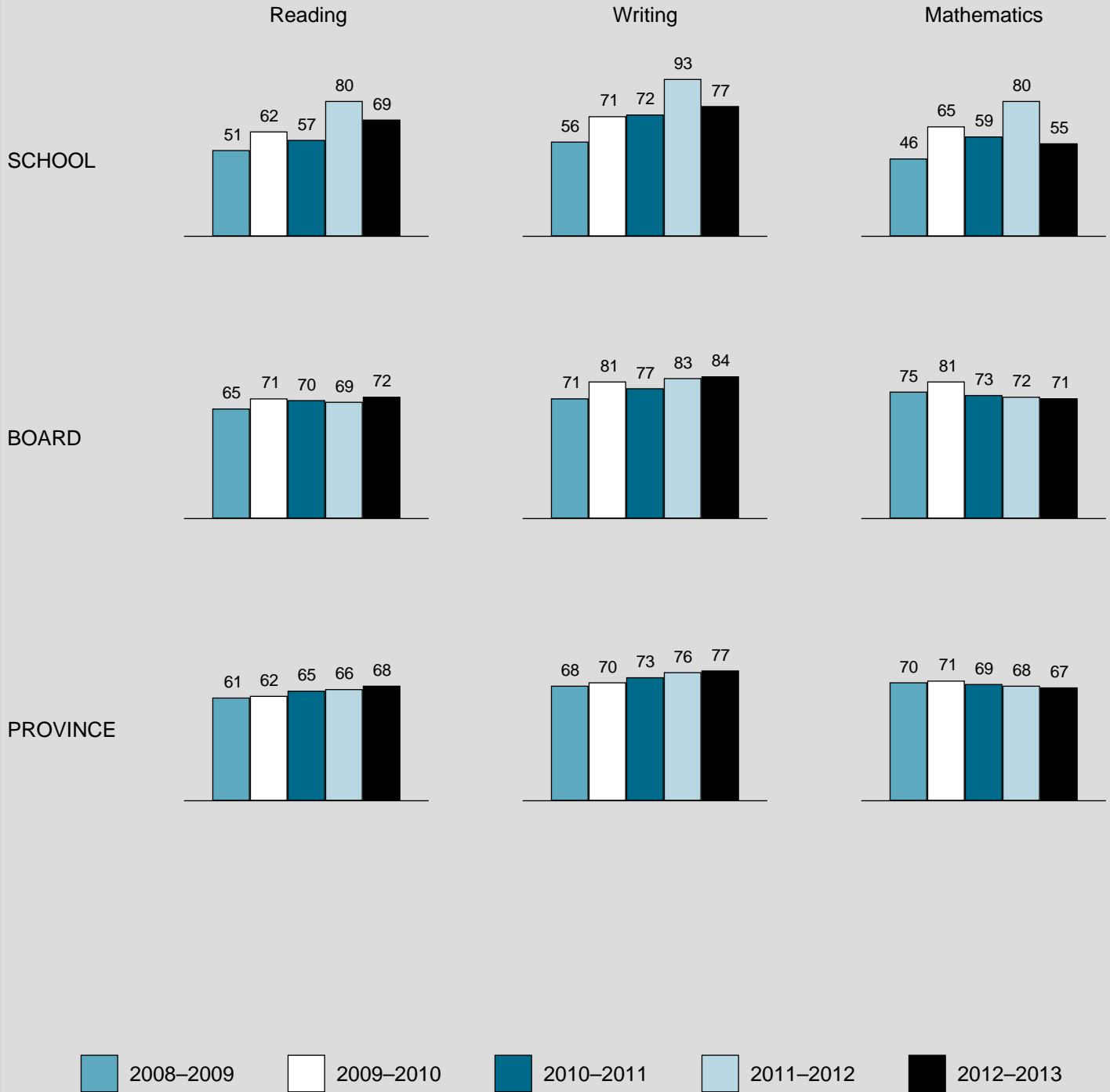
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**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2012–2013**



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

Percentage of Students: Grade 3



Total Number of Grade 3 Students

	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
School	90	85	74	76	74
Board	1 507	1 595	1 506	1 562	1 530
Province	125 481	127 789	124 117	126 455	127 645

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

Percentage of Students: Grade 6

Reading

Writing

Mathematics

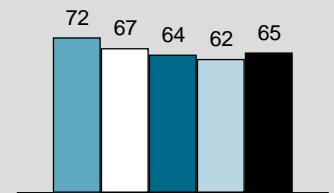
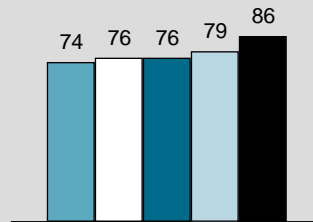
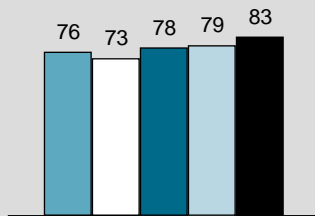
SCHOOL

N/D N/D N/D N/D N/D

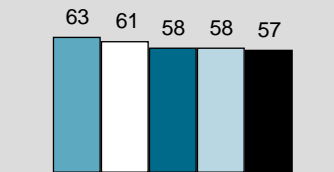
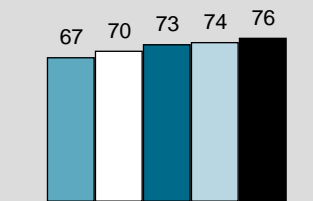
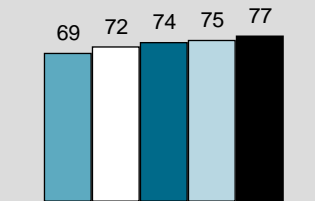
N/D N/D N/D N/D N/D

N/D N/D N/D N/D N/D

BOARD



PROVINCE



Total Number of Grade 6 Students

	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
School	0	0	0	0	0
Board	1 593	1 729	1 645	1 566	1 602
Province	136 076	134 294	132 308	129 477	131 589

## TIPS

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



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



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



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



EQAO values students' privacy. Results are not reported publicly for schools where fewer than 10 students fully participated in 2012-2013, or fewer than 15 students fully participated prior to 2012-2013 because it might be possible to identify individual students.

## ABOUT THIS SCHOOL OR BOARD REPORT

This report shows how well students have met curriculum expectations to the end of the Primary Division and the end of the Junior Division. Students complete a set of test booklets that allow them to show what they have learned in reading, writing and mathematics. The assessments are based on *The Ontario Curriculum*.

### This report includes

- ◆ results for this year
- ◆ a comparison of results of the current and previous administrations to aid in monitoring improvement
- ◆ information about the characteristics of the students who participated
- ◆ summary graphs showing the percentage of students achieving the provincial standard in reading, writing and mathematics
- ◆ detailed tables and graphs showing results for all levels of achievement, results for gender and participation information
- ◆ student questionnaire results
- ◆ an explanation of all terms used in this report.

## HOW TO USE THIS REPORT

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

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

Learn more about us at [www.eqao.com](http://www.eqao.com).

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

**Contextual Information: Grade 3\***

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

Demographic Information	School		Board		Province	
<b>Enrolment</b>						
Number of Grade 3 students	74		1 530		127 645	
Number of classes with Grade 3 students	5		98		9 556	
Number of schools with Grade 3 classes	Not applicable		49		3 340	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Gender</b>						
Female	36	49%	769	50%	61 888	48%
Male	38	51%	761	50%	65 757	52%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status</b>						
English language learners**	0	0%	17	1%	16 093	13%
Students with special education needs (excluding gifted)**	13	18%	288	19%	21 452	17%
<b>Place of Birth</b>						
Born in Canada	73	99%	1 444	94%	114 431	90%
Born outside Canada	1	1%	86	6%	13 081	10%
In Canada less than one year	0	0%	8	1%	786	1%
In Canada one year or more but less than three years	0	0%	18	1%	2 941	2%
In Canada three years or more	1	1%	60	4%	8 601	7%
<b>Language</b>						
First language learned at home was other than English	4	5%	103	7%	28 595	22%
<b>Year Student Entered Current School</b>						
Year of the assessment	5	7%	156	10%	17 108	13%
Year prior to the assessment	5	7%	138	9%	13 749	11%
2 years prior to the assessment	7	9%	152	10%	18 818	15%
3 or more years prior to the assessment	57	77%	1 084	71%	77 892	61%
Data not available	0	0%	0	0%	78	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	1	1%	79	5%	8 038	6%
Year prior to the assessment	3	4%	78	5%	7 422	6%
2 years prior to the assessment	6	8%	101	7%	11 069	9%
3 or more years prior to the assessment	58	78%	1 176	77%	98 569	77%
Data not available	6	8%	96	6%	2 547	2%

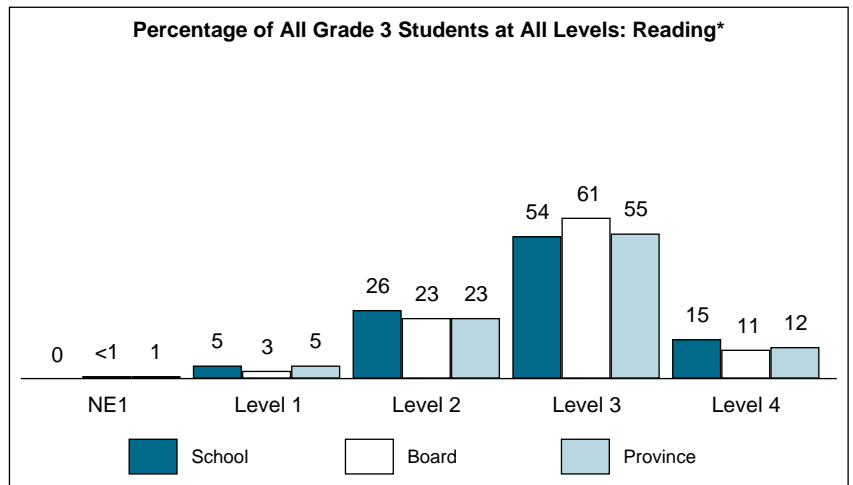
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

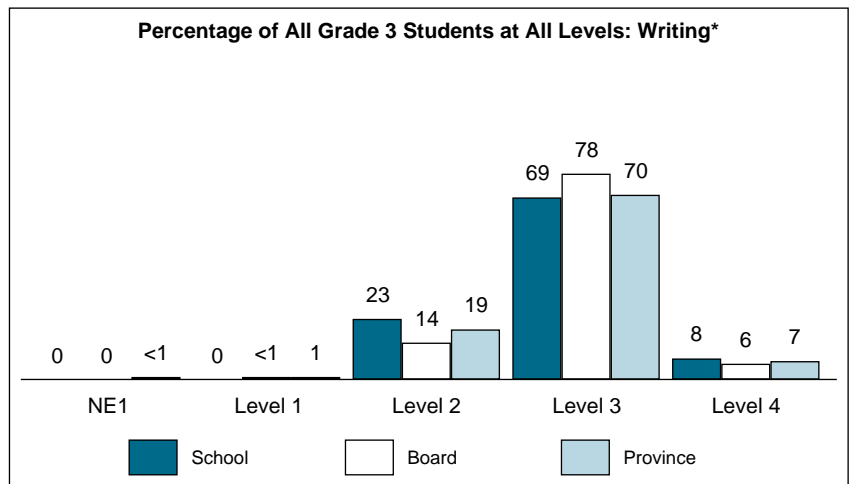
## Results in Reading, Writing and Mathematics, 2012–2013

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

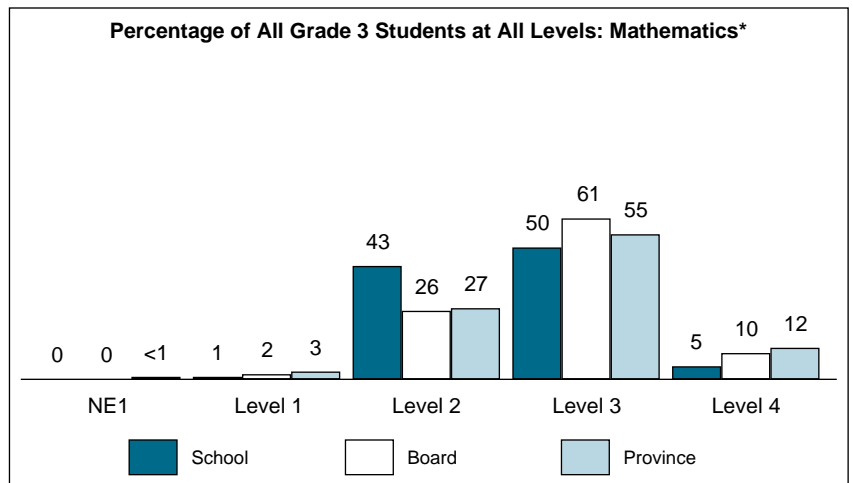
Grade 3: Reading*				
Number of Students	School 74		Board 1 528	Province 122 450
	#	%	%	%
Level 4	11	15%	11%	12%
Level 3	40	54%	61%	55%
Level 2	19	26%	23%	23%
Level 1	4	5%	3%	5%
NE1**	0	0%	<1%	1%
Participating Students	74	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	3%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>69%</b>	<b>72%</b>	<b>68%</b>



Grade 3: Writing*				
Number of Students	School 74		Board 1 528	Province 122 447
	#	%	%	%
Level 4	6	8%	6%	7%
Level 3	51	69%	78%	70%
Level 2	17	23%	14%	19%
Level 1	0	0%	<1%	1%
NE1**	0	0%	0%	<1%
Participating Students	74	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>77%</b>	<b>84%</b>	<b>77%</b>



Grade 3: Mathematics*				
Number of Students	School 74		Board 1 530	Province 127 633
	#	%	%	%
Level 4	4	5%	10%	12%
Level 3	37	50%	61%	55%
Level 2	32	43%	26%	27%
Level 1	1	1%	2%	3%
NE1**	0	0%	0%	<1%
Participating Students	74	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	2%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>55%</b>	<b>71%</b>	<b>67%</b>



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

\*\* See the Explanation of Terms.

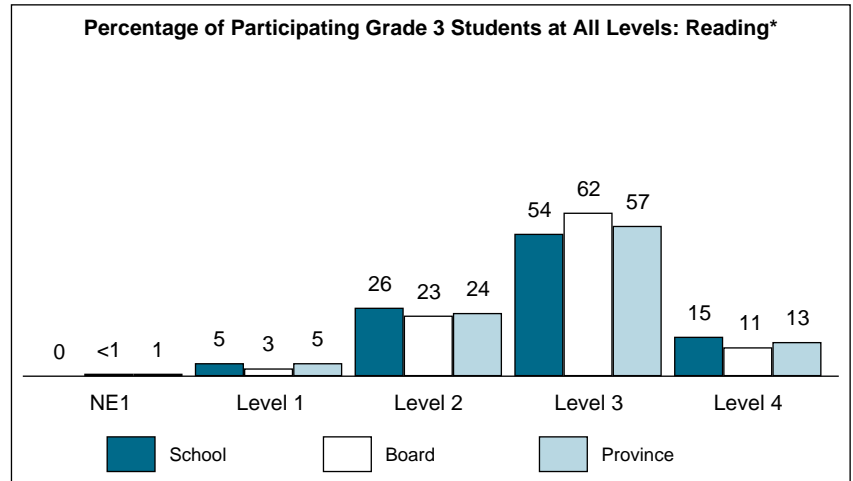
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

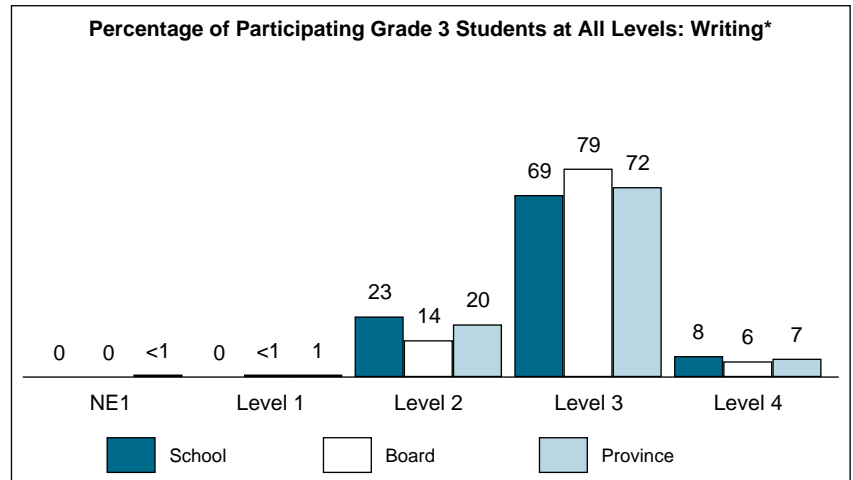
Results in Reading, Writing and Mathematics, 2012–2013

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

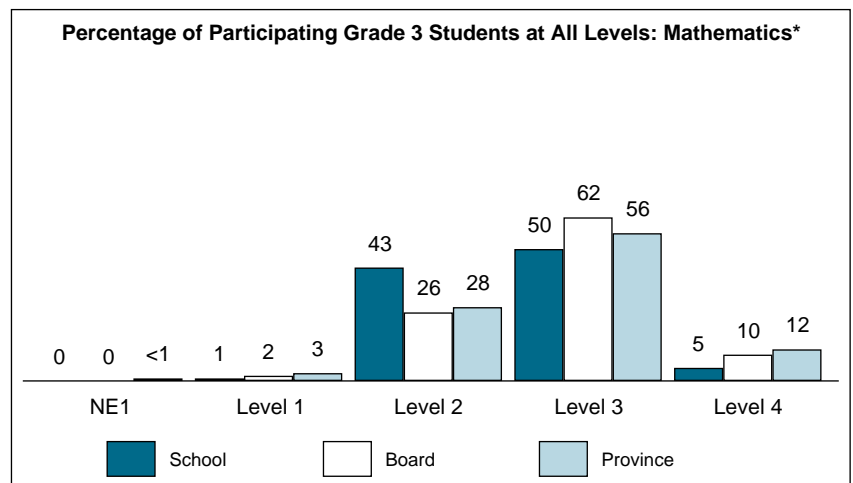
Grade 3: Reading*				
Number of Students	School 74		Board 1 503	Province 118 539
	#	%	%	%
Level 4	11	15%	11%	13%
Level 3	40	54%	62%	57%
Level 2	19	26%	23%	24%
Level 1	4	5%	3%	5%
NE1**	0	0%	<1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		<b>69%</b>	<b>74%</b>	<b>70%</b>



Grade 3: Writing*				
Number of Students	School 74		Board 1 503	Province 118 844
	#	%	%	%
Level 4	6	8%	6%	7%
Level 3	51	69%	79%	72%
Level 2	17	23%	14%	20%
Level 1	0	0%	<1%	1%
NE1**	0	0%	0%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		<b>77%</b>	<b>86%</b>	<b>79%</b>



Grade 3: Mathematics*				
Number of Students	School 74		Board 1 502	Province 123 907
	#	%	%	%
Level 4	4	5%	10%	12%
Level 3	37	50%	62%	56%
Level 2	32	43%	26%	28%
Level 1	1	1%	2%	3%
NE1**	0	0%	0%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		<b>55%</b>	<b>72%</b>	<b>69%</b>



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

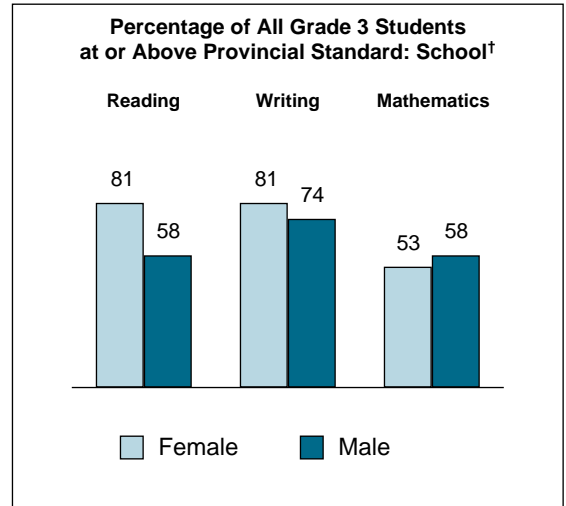
\*\* See the Explanation of Terms.

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

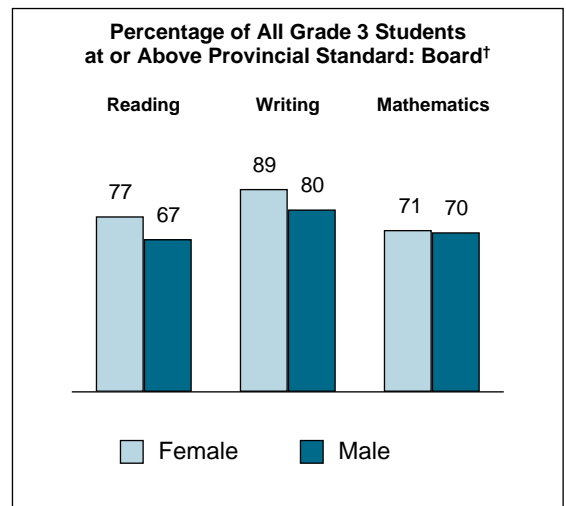
Results in Reading, Writing and Mathematics, 2012–2013

Grade 3: Gender††

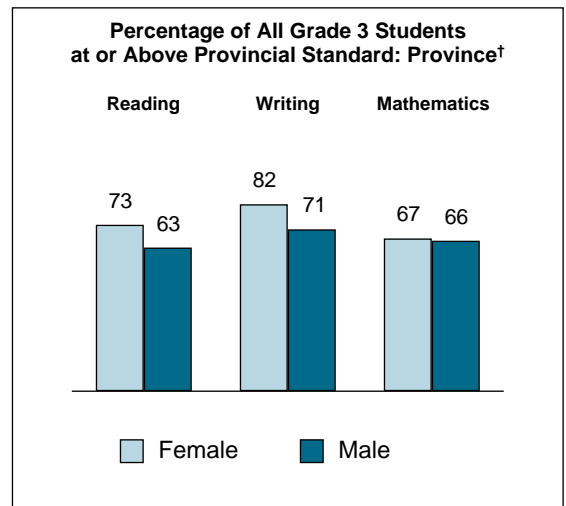
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	36	38	36	38	36	38
Level 4	19%	11%	8%	8%	6%	5%
Level 3	61%	47%	72%	66%	47%	53%
Level 2	17%	34%	19%	26%	44%	42%
Level 1	3%	8%	0%	0%	3%	0%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%	100%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	81%	58%	81%	74%	53%	58%



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	767	761	767	761	769	761
Level 4	15%	8%	9%	4%	9%	11%
Level 3	63%	60%	80%	76%	63%	58%
Level 2	18%	27%	10%	18%	26%	26%
Level 1	3%	3%	<1%	<1%	1%	2%
NE1**	<1%	<1%	0%	0%	0%	0%
Participating Students	99%	98%	99%	98%	98%	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)†	77%	67%	89%	80%	71%	70%



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



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

\*\* See the Explanation of Terms.

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

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



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

**Contextual Information: Grade 6\***

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

Demographic Information	School		Board		Province	
<b>Enrolment</b>						
Number of Grade 6 students	0	-	1 602		131 589	
Number of classes with Grade 6 students	0	-	76		8 369	
Number of schools with Grade 6 classes	Not applicable		49		3 170	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Gender</b>						
Female	0	-	777	49%	64 062	49%
Male	0	-	825	51%	67 518	51%
Gender not specified	0	-	0	0%	9	<1%
<b>Student Status</b>						
English language learners**	0	-	13	1%	12 398	9%
Students with special education needs (excluding gifted)**	0	-	290	18%	26 858	20%
<b>Place of Birth</b>						
Born in Canada	0	-	1 478	92%	115 276	88%
Born outside Canada	0	-	124	8%	16 211	12%
In Canada less than one year	0	-	2	<1%	680	1%
In Canada one year or more but less than three years	0	-	16	1%	2 672	2%
In Canada three years or more	0	-	106	7%	12 083	9%
<b>Language</b>						
First language learned at home was other than English	0	-	115	7%	28 985	22%
<b>Year Student Entered Current School</b>						
Year of the assessment	0	-	110	7%	29 049	22%
Year prior to the assessment	0	-	109	7%	12 770	10%
2 years prior to the assessment	0	-	201	13%	12 004	9%
3 or more years prior to the assessment	0	-	1 182	74%	77 673	59%
Data not available	0	-	0	0%	93	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	0	-	58	4%	7 016	5%
Year prior to the assessment	0	-	73	5%	6 612	5%
2 years prior to the assessment	0	-	54	3%	6 188	5%
3 or more years prior to the assessment	0	-	1 156	72%	107 666	82%
Data not available	0	-	261	16%	4 107	3%

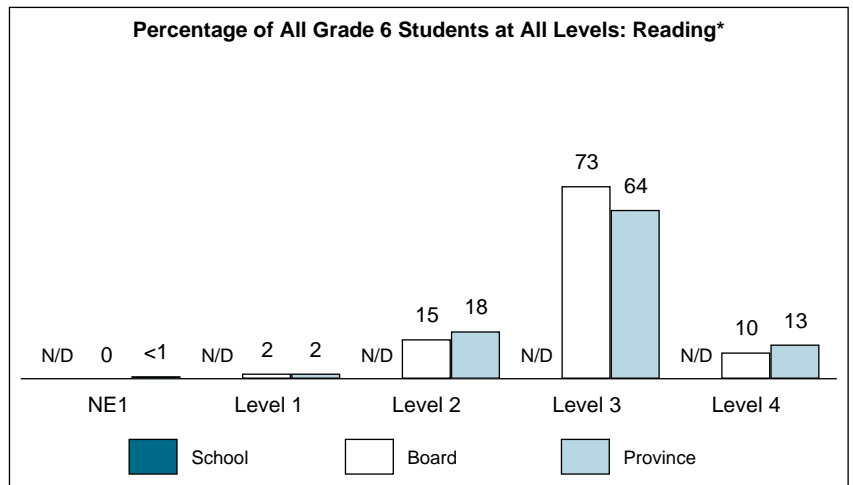
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

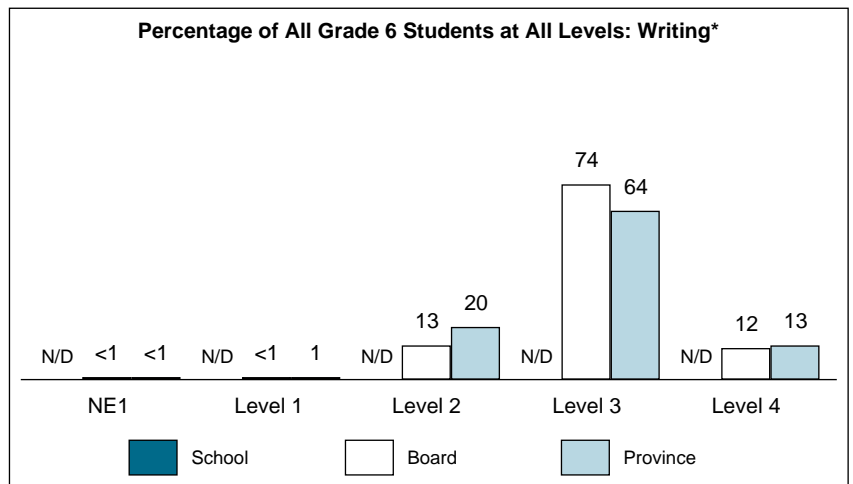
## Results in Reading, Writing and Mathematics, 2012–2013

### Grade 6: All Students

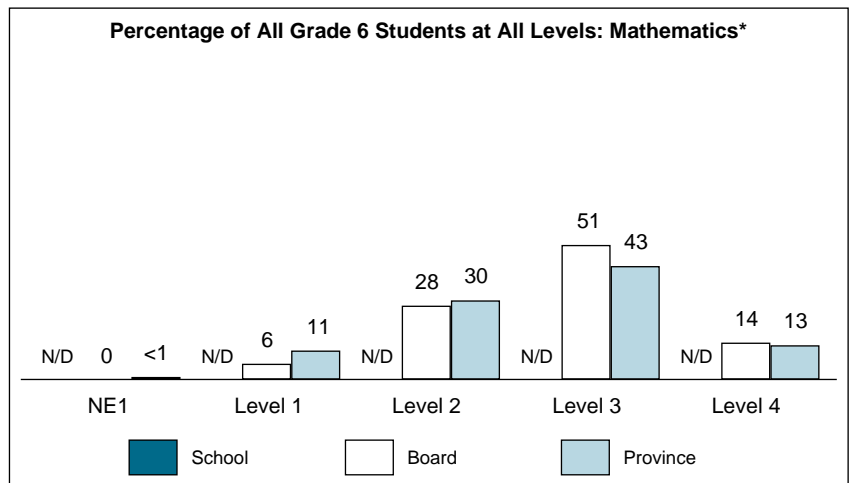
Grade 6: Reading*				
Number of Students	School N/D		Board 1 602	Province 131 514
	#	%	%	%
Level 4	N/D	N/D	10%	13%
Level 3	N/D	N/D	73%	64%
Level 2	N/D	N/D	15%	18%
Level 1	N/D	N/D	2%	2%
NE1**	N/D	N/D	0%	<1%
Participating Students	N/D	N/D	99%	98%
No Data	N/D	N/D	<1%	<1%
Exempt	N/D	N/D	1%	2%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>N/D</b>	<b>83%</b>	<b>77%</b>



Grade 6: Writing*				
Number of Students	School N/D		Board 1 602	Province 131 504
	#	%	%	%
Level 4	N/D	N/D	12%	13%
Level 3	N/D	N/D	74%	64%
Level 2	N/D	N/D	13%	20%
Level 1	N/D	N/D	<1%	1%
NE1**	N/D	N/D	<1%	<1%
Participating Students	N/D	N/D	99%	98%
No Data	N/D	N/D	<1%	<1%
Exempt	N/D	N/D	1%	2%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>N/D</b>	<b>86%</b>	<b>76%</b>



Grade 6: Mathematics*				
Number of Students	School N/D		Board 1 601	Province 131 543
	#	%	%	%
Level 4	N/D	N/D	14%	13%
Level 3	N/D	N/D	51%	43%
Level 2	N/D	N/D	28%	30%
Level 1	N/D	N/D	6%	11%
NE1**	N/D	N/D	0%	<1%
Participating Students	N/D	N/D	99%	97%
No Data	N/D	N/D	<1%	1%
Exempt	N/D	N/D	1%	2%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>N/D</b>	<b>65%</b>	<b>57%</b>



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

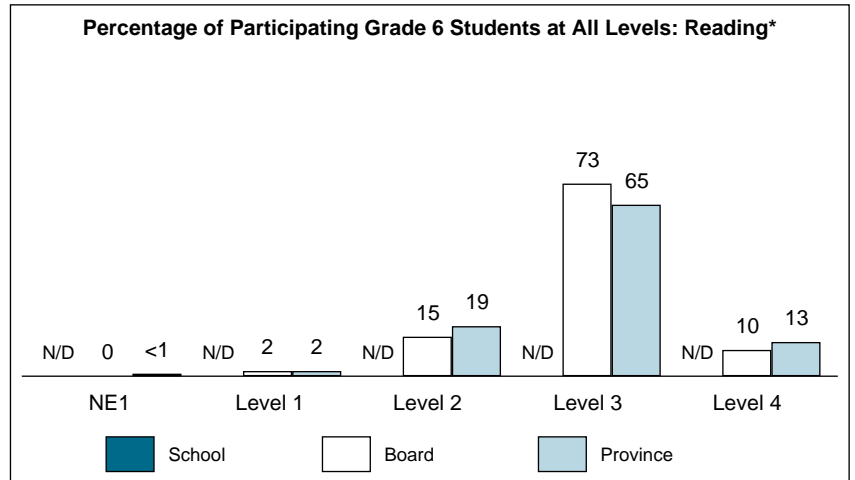
\*\* See the Explanation of Terms.

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

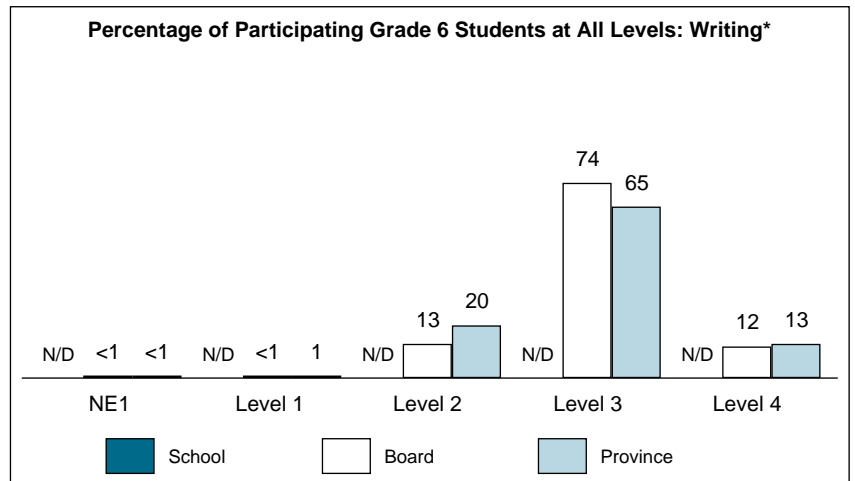
Results in Reading, Writing and Mathematics, 2012–2013

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

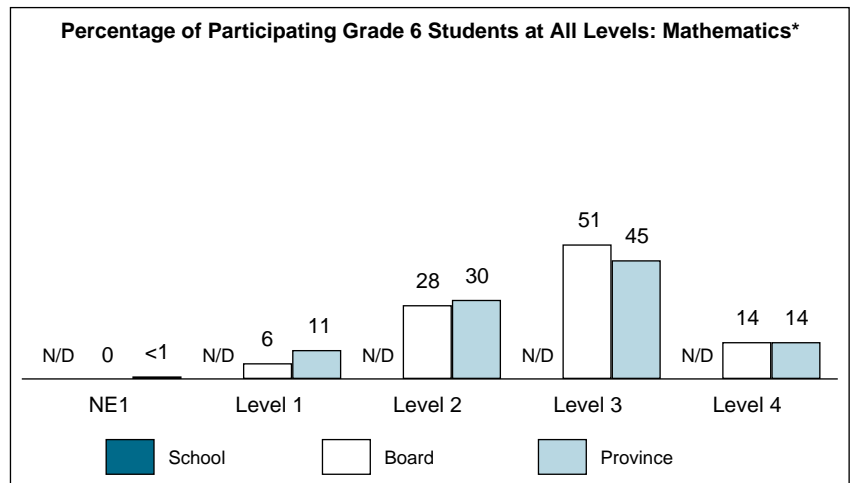
Grade 6: Reading*				
Number of Students	School N/D		Board 1 590	Province 128 393
	#	%	%	%
Level 4	N/D	N/D	10%	13%
Level 3	N/D	N/D	73%	65%
Level 2	N/D	N/D	15%	19%
Level 1	N/D	N/D	2%	2%
NE1**	N/D	N/D	0%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	N/D		83%	79%



Grade 6: Writing*				
Number of Students	School N/D		Board 1 590	Province 128 452
	#	%	%	%
Level 4	N/D	N/D	12%	13%
Level 3	N/D	N/D	74%	65%
Level 2	N/D	N/D	13%	20%
Level 1	N/D	N/D	<1%	1%
NE1**	N/D	N/D	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	N/D		87%	78%



Grade 6: Mathematics*				
Number of Students	School N/D		Board 1 588	Province 128 227
	#	%	%	%
Level 4	N/D	N/D	14%	14%
Level 3	N/D	N/D	51%	45%
Level 2	N/D	N/D	28%	30%
Level 1	N/D	N/D	6%	11%
NE1**	N/D	N/D	0%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	N/D		65%	58%



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

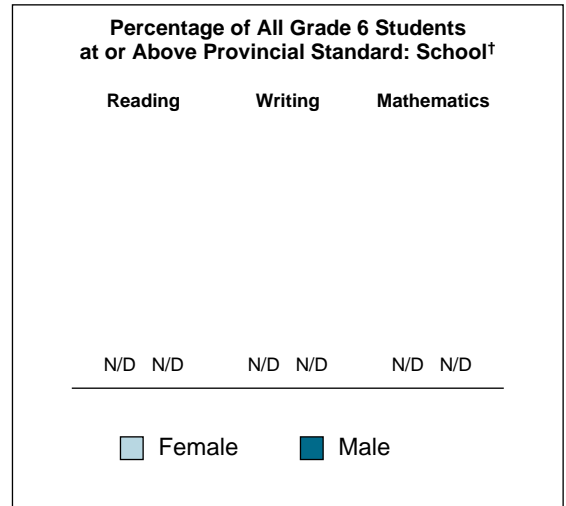
\*\* See the Explanation of Terms.

† 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.

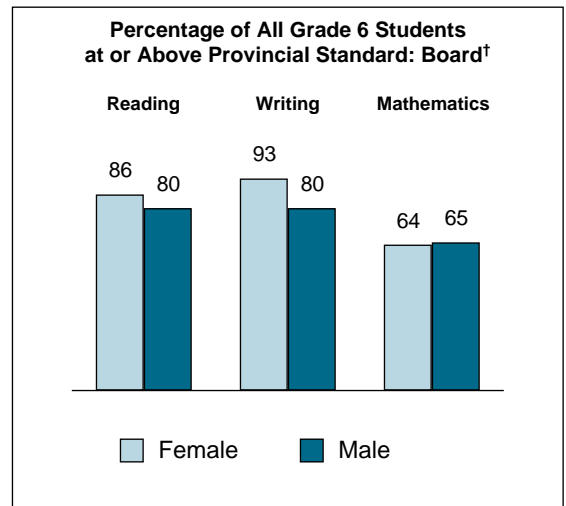
Results in Reading, Writing and Mathematics, 2012–2013

Grade 6: Gender††

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



Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 777	Male 825	Female 777	Male 825	Female 776	Male 825
Level 4	14%	7%	18%	7%	14%	15%
Level 3	72%	73%	75%	73%	51%	51%
Level 2	13%	17%	7%	19%	29%	27%
Level 1	1%	3%	<1%	<1%	6%	7%
NE1**	0%	0%	0%	<1%	0%	0%
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)†	86%	80%	93%	80%	64%	65%



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



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

\*\* See the Explanation of Terms.

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

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

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

**Contextual Information over Time: Grade 3\***

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

Grade 3	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
<b>Enrolment</b>					
Number of students	90	85	74	76	74
<b>Participation in the Assessment</b>					
Reading <sup>†</sup>	98%	100%	100%	99%	100%
Writing <sup>†</sup>	98%	100%	100%	99%	100%
Mathematics <sup>†</sup>	98%	100%	100%	99%	100%
<b>Gender</b>					
Female	49%	46%	46%	53%	49%
Male	51%	54%	54%	47%	51%
<b>Student Status</b>					
English language learners**	1%	1%	0%	0%	0%
Students with special education needs (excluding gifted)**	19%	15%	23%	24%	18%
<b>Place of Birth</b>					
Born in Canada	97%	96%	97%	99%	99%
Born outside Canada	3%	4%	3%	1%	1%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	1%	1%	0%	0%	0%
In Canada three years or more	2%	2%	3%	1%	1%
<b>Language</b>					
First language learned at home was other than English	2%	2%	0%	1%	5%
<b>Year Student Entered Current School</b>					
Year of the assessment	7%	5%	5%	8%	7%
Year prior to the assessment	11%	9%	11%	4%	7%
2 years prior to the assessment	3%	5%	7%	4%	9%
3 or more years prior to the assessment	79%	81%	77%	84%	77%
Data not available	0%	0%	0%	0%	0%

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

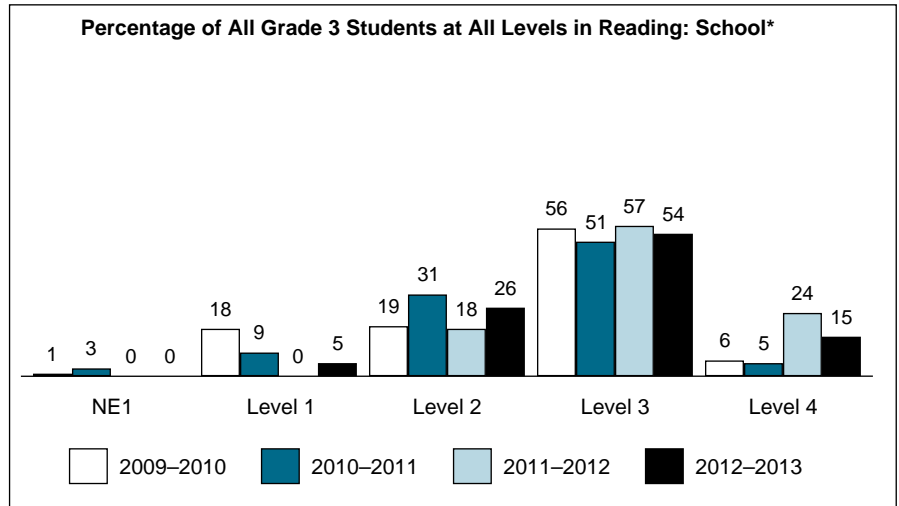
† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

\*\* See the Explanation of Terms.

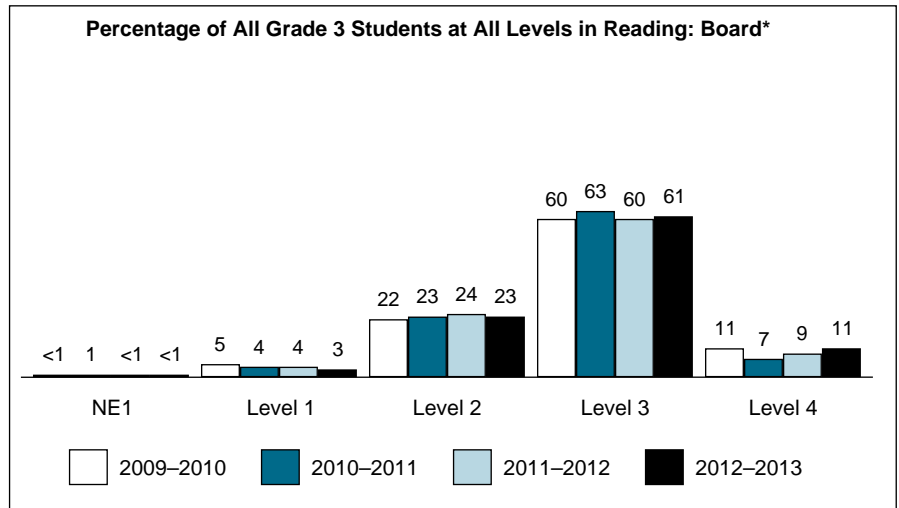
Results over Time, 2009–2010 to 2012–2013\*

Grade 3: Reading

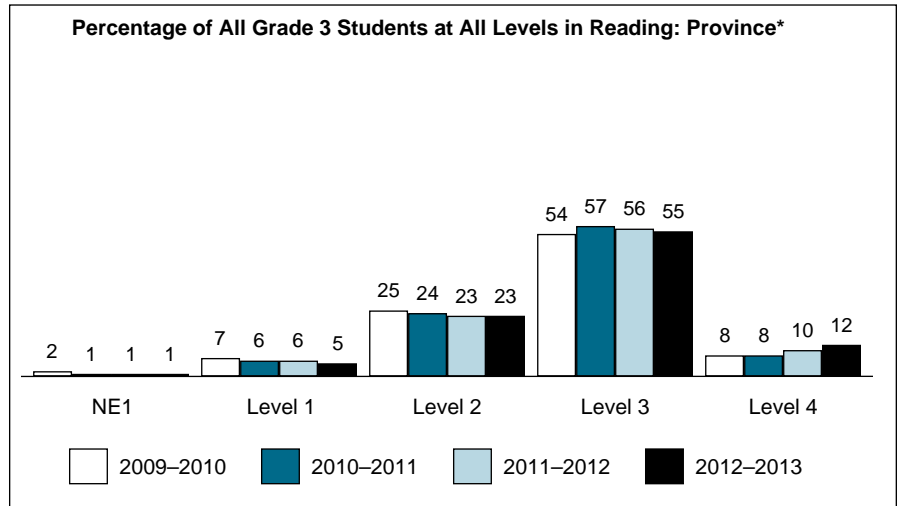
Grade 3 Reading: School*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	85	74	76	74
Level 4	6%	5%	24%	15%
Level 3	56%	51%	57%	54%
Level 2	19%	31%	18%	26%
Level 1	18%	9%	0%	5%
NE1**	1%	3%	0%	0%
<i>Participating Students</i>	100%	100%	99%	100%
No Data	0%	0%	1%	0%
Exempt	0%	0%	0%	0%
<b>At or Above Provincial Standard†</b>	62%	57%	80%	69%



Grade 3 Reading: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	1 595	1 506	1 562	1 528
Level 4	11%	7%	9%	11%
Level 3	60%	63%	60%	61%
Level 2	22%	23%	24%	23%
Level 1	5%	4%	4%	3%
NE1**	<1%	1%	<1%	<1%
<i>Participating Students</i>	99%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	2%	1%
<b>At or Above Provincial Standard†</b>	71%	70%	69%	72%



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



♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

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

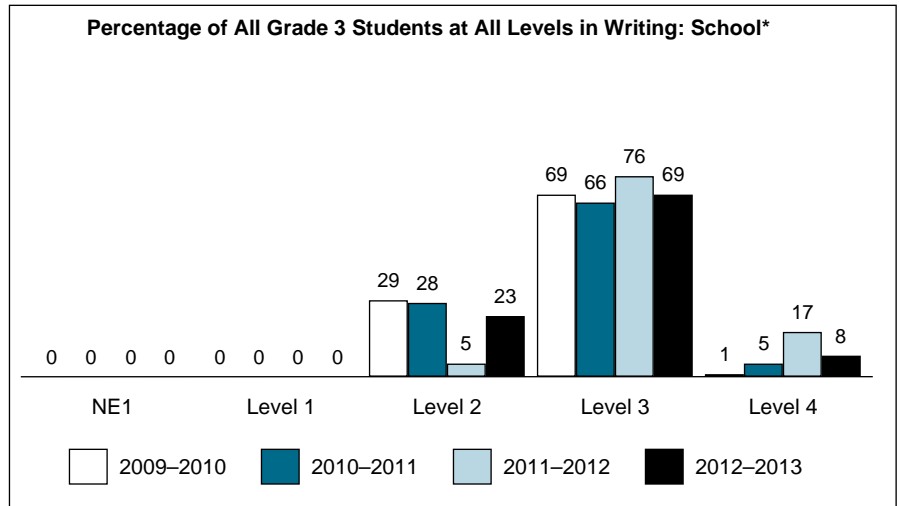
\*\* See the Explanation of Terms.

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

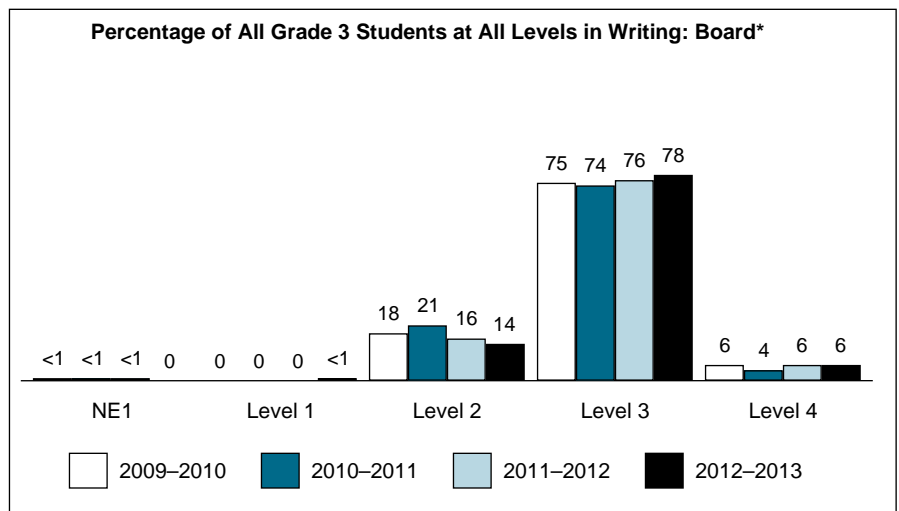
Results over Time, 2009–2010 to 2012–2013\*

Grade 3: Writing

Grade 3 Writing: School*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	85	74	76	74
Level 4	1%	5%	17%	8%
Level 3	69%	66%	76%	69%
Level 2	29%	28%	5%	23%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	99%	100%
No Data	0%	0%	1%	0%
Exempt	0%	0%	0%	0%
<b>At or Above Provincial Standard†</b>	71%	72%	93%	77%



Grade 3 Writing: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	1 595	1 506	1 562	1 528
Level 4	6%	4%	6%	6%
Level 3	75%	74%	76%	78%
Level 2	18%	21%	16%	14%
Level 1	0%	0%	0%	<1%
NE1**	<1%	<1%	<1%	0%
<i>Participating Students</i>	99%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	2%	1%
<b>At or Above Provincial Standard†</b>	81%	77%	83%	84%



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



♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

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

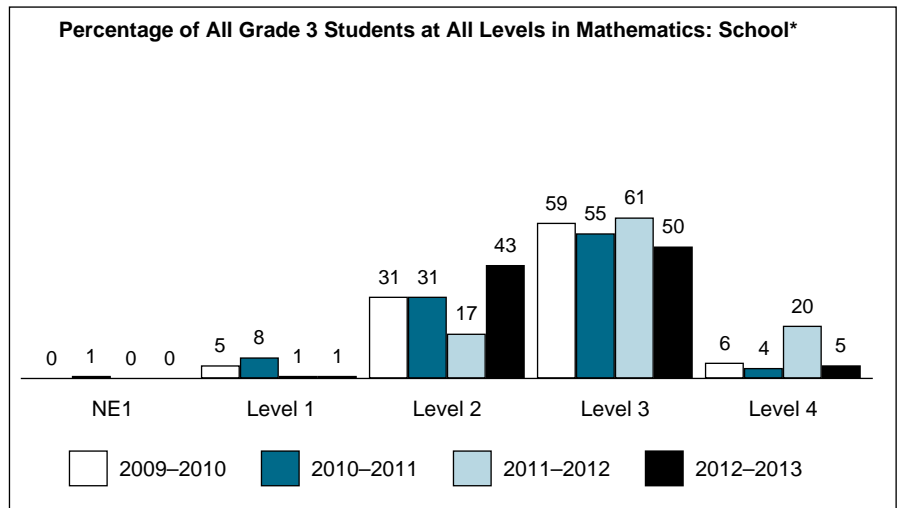
\*\* See the Explanation of Terms.

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

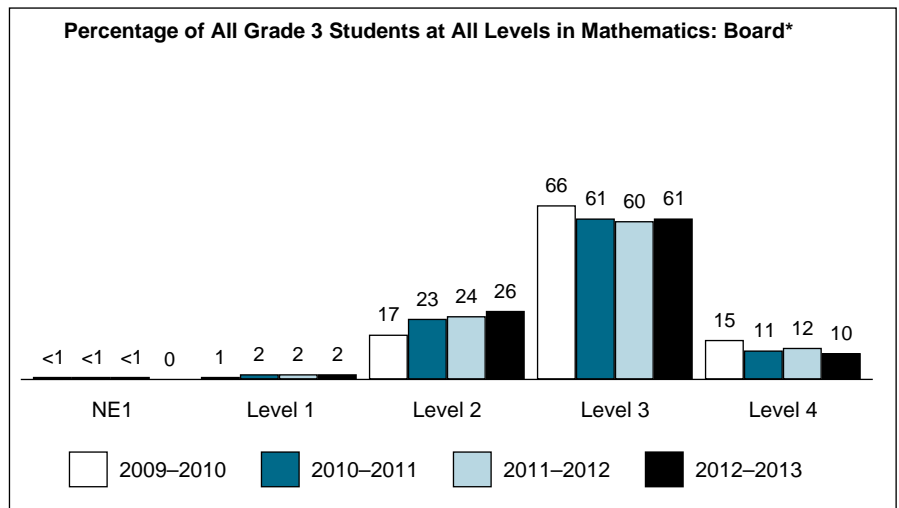
Results over Time, 2009–2010 to 2012–2013\*

Grade 3: Mathematics

Grade 3 Mathematics: School*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	85	74	76	74
Level 4	6%	4%	20%	5%
Level 3	59%	55%	61%	50%
Level 2	31%	31%	17%	43%
Level 1	5%	8%	1%	1%
NE1**	0%	1%	0%	0%
<i>Participating Students</i>	100%	100%	99%	100%
No Data	0%	0%	1%	0%
Exempt	0%	0%	0%	0%
<b>At or Above Provincial Standard†</b>	65%	59%	80%	55%



Grade 3 Mathematics: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	1 595	1 506	1 562	1 530
Level 4	15%	11%	12%	10%
Level 3	66%	61%	60%	61%
Level 2	17%	23%	24%	26%
Level 1	1%	2%	2%	2%
NE1**	<1%	<1%	<1%	0%
<i>Participating Students</i>	99%	98%	98%	98%
No Data	<1%	1%	<1%	<1%
Exempt	1%	1%	2%	2%
<b>At or Above Provincial Standard†</b>	81%	73%	72%	71%



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



♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

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\*\* See the Explanation of Terms.

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



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

**Contextual Information over Time: Grade 6\***

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

Grade 6	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
<b>Enrolment</b>					
Number of students	0	0	0	0	0
<b>Participation in the Assessment</b>					
Reading	-	-	-	-	-
Writing	-	-	-	-	-
Mathematics	-	-	-	-	-
<b>Gender</b>					
Female	-	-	-	-	-
Male	-	-	-	-	-
<b>Student Status</b>					
English language learners**	-	-	-	-	-
Students with special education needs (excluding gifted)**	-	-	-	-	-
<b>Place of Birth</b>					
Born in Canada	-	-	-	-	-
Born outside Canada	-	-	-	-	-
In Canada less than one year	-	-	-	-	-
In Canada one year or more but less than three years	-	-	-	-	-
In Canada three years or more	-	-	-	-	-
<b>Language</b>					
First language learned at home was other than English	-	-	-	-	-
<b>Year Student Entered Current School</b>					
Year of the assessment	-	-	-	-	-
Year prior to the assessment	-	-	-	-	-
2 years prior to the assessment	-	-	-	-	-
3 or more years prior to the assessment	-	-	-	-	-
Data not available	-	-	-	-	-

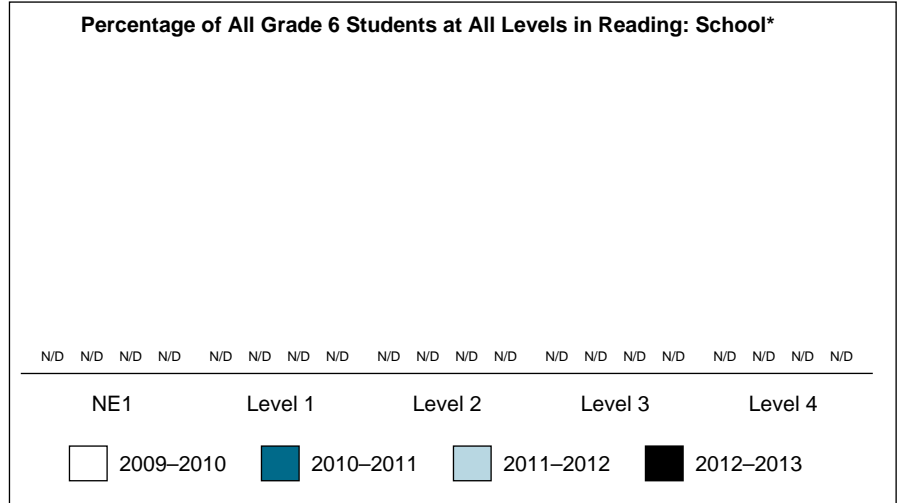
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

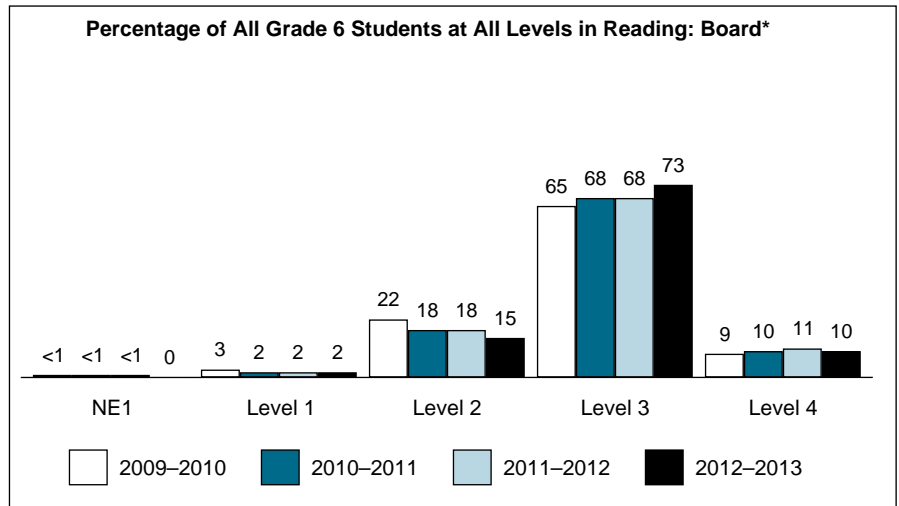
Results over Time, 2009–2010 to 2012–2013\*

Grade 6: Reading

Grade 6 Reading: School*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
Number of Students	N/D	N/D	N/D	N/D
Level 4	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D
NE1**	N/D	N/D	N/D	N/D
Participating Students	N/D	N/D	N/D	N/D
No Data	N/D	N/D	N/D	N/D
Exempt	N/D	N/D	N/D	N/D
At or Above Provincial Standard†	N/D	N/D	N/D	N/D



Grade 6 Reading: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
Number of Students	1 729	1 644	1 566	1 602
Level 4	9%	10%	11%	10%
Level 3	65%	68%	68%	73%
Level 2	22%	18%	18%	15%
Level 1	3%	2%	2%	2%
NE1**	<1%	<1%	<1%	0%
Participating Students	99%	99%	99%	99%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	73%	78%	79%	83%



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

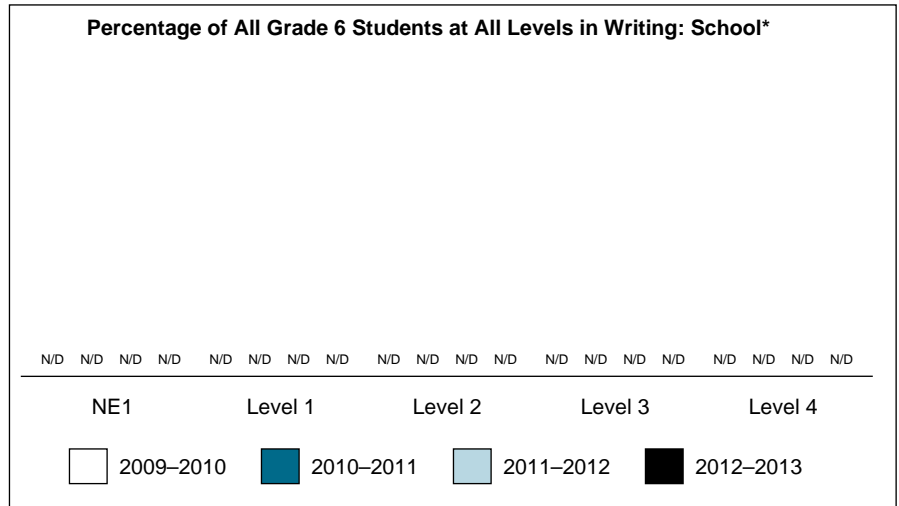


♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.  
 \* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.  
 \*\* See the Explanation of Terms.  
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

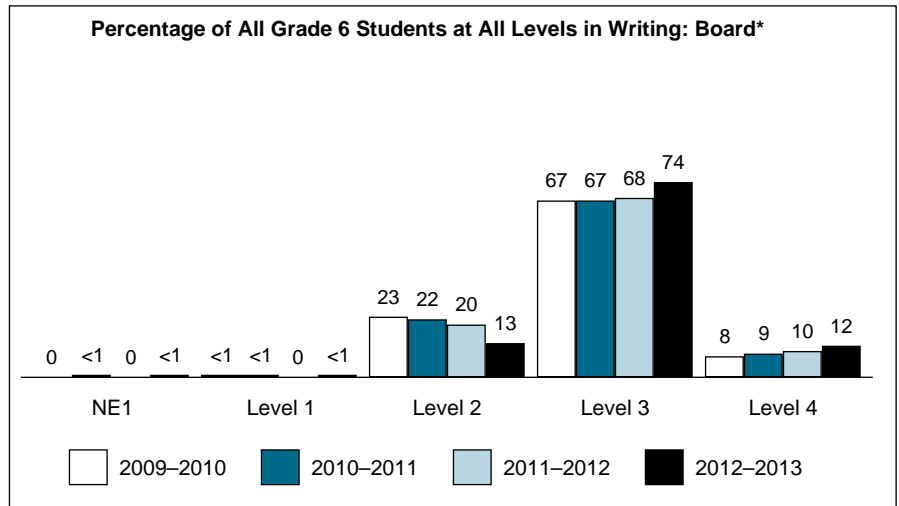
Results over Time, 2009–2010 to 2012–2013\*

Grade 6: Writing

Grade 6 Writing: School*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
Number of Students	N/D	N/D	N/D	N/D
Level 4	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D
NE1**	N/D	N/D	N/D	N/D
Participating Students	N/D	N/D	N/D	N/D
No Data	N/D	N/D	N/D	N/D
Exempt	N/D	N/D	N/D	N/D
At or Above Provincial Standard†	N/D	N/D	N/D	N/D



Grade 6 Writing: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
Number of Students	1 729	1 644	1 566	1 602
Level 4	8%	9%	10%	12%
Level 3	67%	67%	68%	74%
Level 2	23%	22%	20%	13%
Level 1	<1%	<1%	0%	<1%
NE1**	0%	<1%	0%	<1%
Participating Students	99%	99%	99%	99%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	76%	76%	79%	86%



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



♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

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

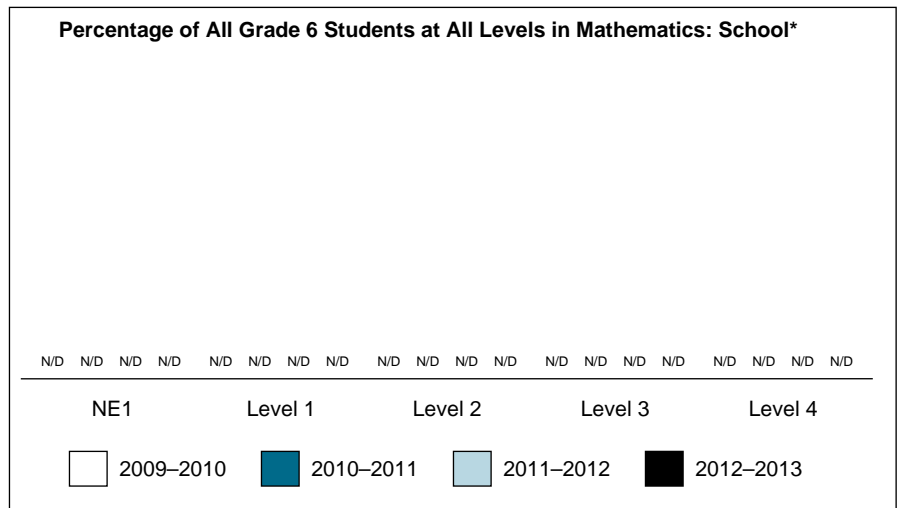
\*\* See the Explanation of Terms.

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

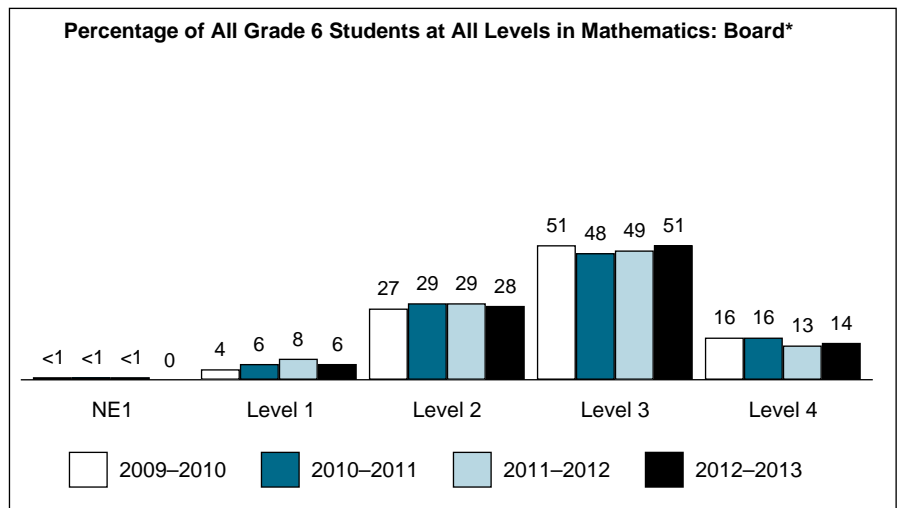
Results over Time, 2009–2010 to 2012–2013\*

Grade 6: Mathematics

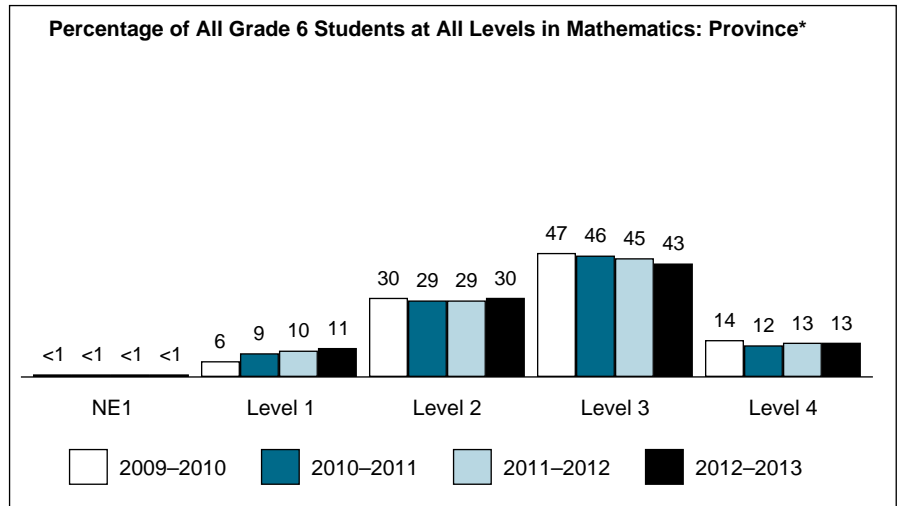
Grade 6 Mathematics: School*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	N/D	N/D	N/D	N/D
Level 4	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D
NE1**	N/D	N/D	N/D	N/D
<i>Participating Students</i>	N/D	N/D	N/D	N/D
No Data	N/D	N/D	N/D	N/D
Exempt	N/D	N/D	N/D	N/D
At or Above Provincial Standard†	N/D	N/D	N/D	N/D



Grade 6 Mathematics: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	1 729	1 643	1 566	1 601
Level 4	16%	16%	13%	14%
Level 3	51%	48%	49%	51%
Level 2	27%	29%	29%	28%
Level 1	4%	6%	8%	6%
NE1**	<1%	<1%	<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†	67%	64%	62%	65%



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



♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

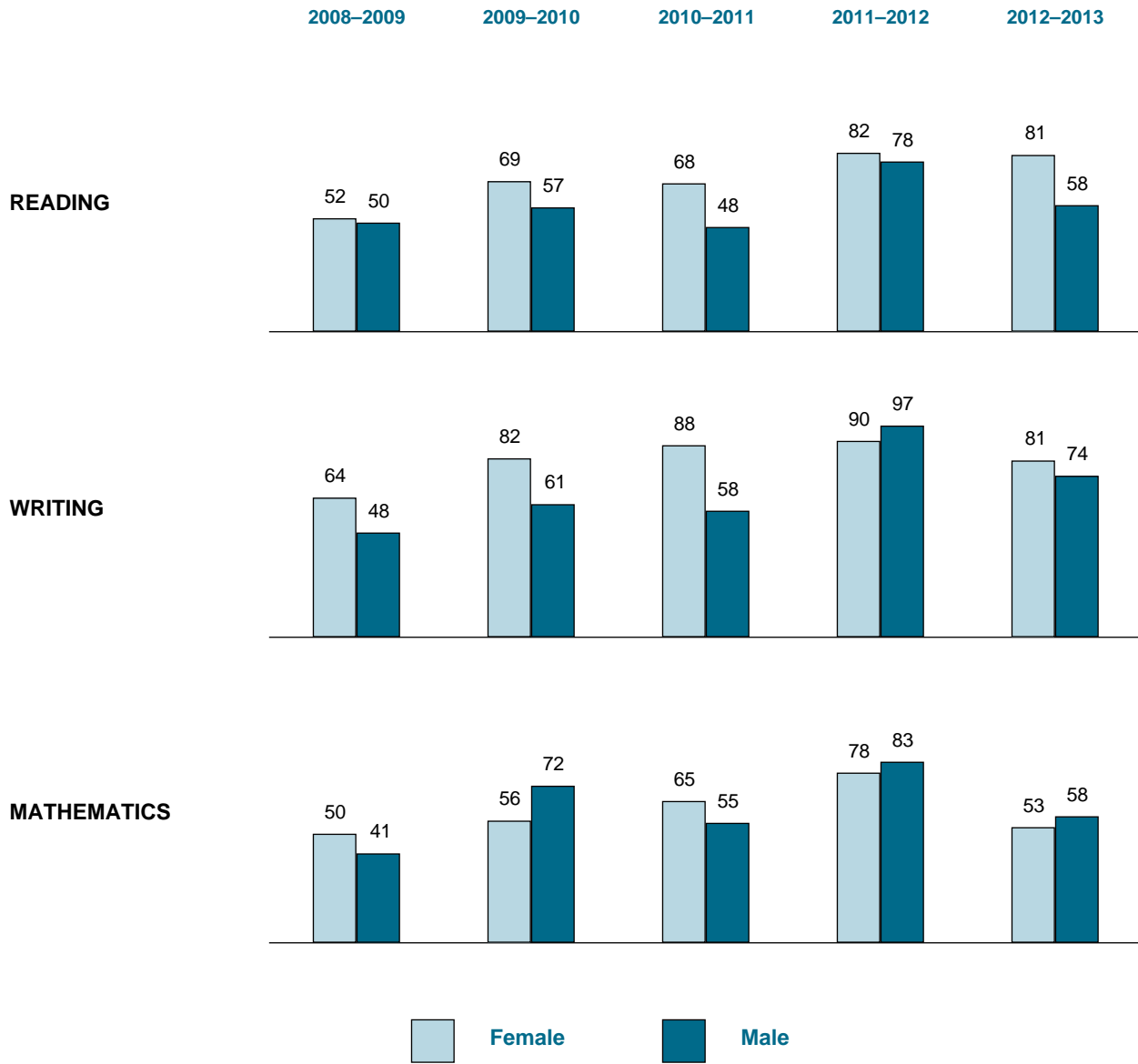
\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

\*\* See the Explanation of Terms.

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

**RESULTS FOR ALL STUDENTS OVER TIME BY GENDER\***

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



Female Male

**Total Number of Grade 3 Students\***

	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	44	46	39	46	34	40	40	36	36	38

\* 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**

2008–2009      2009–2010      2010–2011      2011–2012      2012–2013

**READING**

N/D N/D      N/D N/D      N/D N/D      N/D N/D      N/D N/D

**WRITING**

N/D N/D      N/D N/D      N/D N/D      N/D N/D      N/D N/D

**MATHEMATICS**

N/D N/D      N/D N/D      N/D N/D      N/D N/D      N/D N/D

 Female       Male

**Total Number of Grade 6 Students\***

	<u>2008–2009</u>		<u>2009–2010</u>		<u>2010–2011</u>		<u>2011–2012</u>		<u>2012–2013</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male

School	0	0	0	0	0	0	0	0	0	0
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\* Includes only students for whom gender data were available.

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 73)			
	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Most of the time		
STUDENT ENGAGEMENT About reading:		Percentage of Students*	Number of students who answered "most of the time"
I like to read.			25
I am a good reader .			46
I can understand difficult reading passages.			24
I do my best on reading activities in class.			54
STUDENT ENGAGEMENT About writing:			
I like to write.			32
I am a good writer.			37
I can communicate my ideas in writing.			25
I do my best when I do writing activities in class.			49
COGNITIVE STRATEGIES USED IN LANGUAGE			
I make sure I understand what I am reading.			46
I organize my ideas before I start to write.			21
I edit my writing to make it better.			25
I check my writing for spelling and grammar.			23

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

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

**STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 73)**

Never
  Sometimes
  Most of the time

**STUDENT ENGAGEMENT**  
About mathematics:

Percentage of Students\*

Number of students who answered "most of the time"

I like mathematics.	22	40	34	25
I am good at mathematics.	10	38	49	36
I can answer difficult mathematics questions.	22	51	26	19
I do my best on mathematics activities in class.	26	67		49

**COGNITIVE STRATEGIES USED IN MATHEMATICS**

I read over a mathematics problem first to make sure I know what I am supposed to do.	10	34	51	37
I think about the steps I will use to solve a mathematics problem.	8	44	45	33

Never
  1 or 2 times a month
  1 to 3 times a week
  Every day or almost every day

**READING OUTSIDE SCHOOL**

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

Percentage of Students\*

Number of students who answered "every day or almost every day"

Stories or novels	15	29	30	23	17
Comics	45	22	10	19	14
Books, newspapers, magazines or websites for information	22	22	26	27	20
E-mails, text or instant messages	37	5	16	37	27
Any other type of reading material	19	29	19	25	18

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



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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 73)						
		Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
<b>WRITING OUTSIDE SCHOOL</b>						
How often do you write the following (using paper or a computer) when you are not at school?		Percentage of Students*			Number of students who answered "every day or almost every day"	
	Stories	26	38	18	16	12
	Journal entries	44	19	23	11	8
	E-mail, text or instant messages	42	10	16	29	21
	Letters	33	34	22	8	6
<b>OUT-OF-SCHOOL ACTIVITIES</b>						
How often do you do the following when you are not at school?						
	I take part in art, music or drama activities.	48	19	19	12	9
	I take part in after-school clubs.	71	7	11	10	7
	I take part in sports or other physical activities.	22	10	16	47	34
<b>PARENTAL ENGAGEMENT</b>						
How often do you and a parent, a guardian or another adult who lives with you do the following?						
	We talk about the activities I do in school.	10	22	12	53	39
	We talk about the reading and writing work I do in school.	23	16	29	30	22
	We talk about the mathematics I do in school.	25	25	19	30	22
	We read together.	29	21	16	33	24
	We look at my school agenda.	14	10	10	62	45
	We use a computer together.	33	29	16	18	13

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

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 73)			
		<input type="checkbox"/> 0 programs <input type="checkbox"/> 1 program <input checked="" type="checkbox"/> 2 or 3 programs <input type="checkbox"/> 4 programs or more	
<b>SCREEN TIME</b>		Percentage of Students*	
On a school day, how many TV programs do you normally watch?		Number of students who answered "4 programs or more"	
	Before School		9
	After School		46
<b>SCHOOLS ATTENDED</b>		Percentage of Students*	
How many schools did you attend before this one?		Number of students	
	Only this school		47
	1 other school		19
	2 other schools		4
	3 other schools		1
	4 other schools or more		2
		<input checked="" type="checkbox"/> Only English/ Mostly English <input type="checkbox"/> Another language (or other languages) as often as English <input checked="" type="checkbox"/> Mostly another language (or other languages)/ Only another language (or other languages)	
<b>LANGUAGES SPOKEN</b>		Percentage of Students*	
		Number of students who answered "only English" or "mostly English"	
	Languages student speaks at home		68
	Languages in which people speak to student at home		66

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 73)	Female* (# = 35)	Male* (# = 38)	All Students (# = 1 502)	Female* (# = 756)	Male* (# = 746)	All Students (# = 123 251)	Female* (# = 60 268)	Male* (# = 62 983)
<b>STUDENT ENGAGEMENT</b>									
About reading: Percentage of students who answered “most of the time”†									
I like to read.	34%	40%	29%	44%	53%	36%	49%	56%	42%
I am a good reader.	63%	71%	55%	67%	70%	63%	64%	66%	62%
I can understand difficult reading passages.	33%	29%	37%	29%	27%	31%	28%	27%	30%
I do my best on reading activities in class.	74%	77%	71%	74%	80%	67%	73%	78%	69%
<b>STUDENT ENGAGEMENT</b>									
About writing: Percentage of students who answered “most of the time”†									
I like to write.	44%	46%	42%	45%	53%	37%	48%	55%	40%
I am a good writer.	51%	57%	45%	50%	58%	42%	49%	55%	42%
I can communicate my ideas in writing.	34%	29%	39%	40%	41%	39%	41%	42%	39%
I do my best on writing activities in class.	67%	69%	66%	68%	75%	62%	69%	73%	64%
<b>COGNITIVE STRATEGIES USED IN LANGUAGE</b>									
Percentage of students who answered “most of the time”†									
I make sure I understand what I am reading.	63%	54%	71%	60%	62%	59%	65%	68%	62%
I organize my ideas before I start to write.	29%	20%	37%	42%	45%	39%	41%	45%	38%
I edit my writing to make it better.	34%	37%	32%	40%	42%	37%	43%	47%	38%
I check my writing for spelling and grammar.	32%	34%	29%	45%	53%	38%	45%	49%	41%
<b>STUDENT ENGAGEMENT</b>									
About mathematics: Percentage of students who answered “most of the time”†									
I like mathematics.	34%	26%	42%	48%	43%	54%	56%	51%	60%
I am good at mathematics.	49%	43%	55%	51%	47%	56%	54%	47%	60%
I can answer difficult mathematics questions.	26%	14%	37%	33%	26%	41%	35%	28%	42%
I do my best on mathematics activities in class.	67%	69%	66%	73%	76%	71%	75%	76%	74%
<b>COGNITIVE STRATEGIES USED IN MATHEMATICS</b>									
Percentage of students who answered “most of the time”†									
I read over a mathematics problem first to make sure I know what I am supposed to do.	51%	51%	50%	61%	67%	54%	65%	69%	61%
I think about the steps I will use to solve a mathematics problem.	45%	43%	47%	43%	44%	41%	47%	48%	47%

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

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 73)	Female* (# = 35)	Male* (# = 38)	All Students (# = 1 502)	Female* (# = 756)	Male* (# = 746)	All Students (# = 123 251)	Female* (# = 60 268)	Male* (# = 62 983)
<b>READING OUTSIDE SCHOOL</b>									
How often do you read the following when you are not at school? Percentage of students who answered “every day or almost every day”†									
Stories or novels	23%	20%	26%	38%	45%	30%	40%	46%	35%
Comics	19%	20%	18%	19%	12%	25%	19%	13%	26%
Books, newspapers, magazines or websites for information	27%	29%	26%	24%	26%	22%	25%	27%	23%
E-mails, text or instant messages	37%	40%	34%	32%	36%	28%	23%	25%	22%
Any other type of reading material	25%	31%	18%	31%	35%	27%	34%	38%	31%
<b>WRITING OUTSIDE SCHOOL</b>									
How often do you write the following (using paper or a computer) when you are not at school? Percentage of students who answered “every day or almost every day”†									
Stories	16%	14%	18%	16%	19%	12%	16%	18%	13%
Journal entries	11%	17%	5%	13%	19%	7%	14%	18%	9%
E-mails, text or instant messages	29%	34%	24%	30%	35%	26%	22%	24%	21%
Letters	8%	9%	8%	10%	12%	8%	12%	14%	10%
<b>PARENTAL ENGAGEMENT</b>									
How often do you and a parent, a guardian or another adult who lives with you do the following? Percentage of students who answered “every day or almost every day”†									
We talk about the activities I do in school.	53%	54%	53%	55%	62%	49%	53%	58%	48%
We talk about the reading and writing work I do in school.	30%	26%	34%	30%	33%	28%	32%	36%	29%
We talk about the mathematics I do in school.	30%	29%	32%	32%	34%	30%	36%	38%	34%
We read together.	33%	37%	29%	30%	33%	27%	28%	30%	25%
We look at my school agenda.	62%	57%	66%	57%	59%	55%	53%	54%	52%
We use a computer together.	18%	20%	16%	17%	19%	16%	17%	17%	18%
<b>OUT-OF-SCHOOL ACTIVITIES</b>									
How often do you do the following when you are not at school? Percentage of students who answered “every day or almost every day”†									
I take part in art, music or drama activities.	12%	14%	11%	18%	27%	9%	18%	23%	13%
I take part in after-school clubs.	10%	9%	11%	10%	12%	8%	11%	11%	10%
I take part in sports or other physical activities.	47%	37%	55%	43%	38%	47%	38%	33%	43%

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

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 73)	Female* (# = 35)	Male* (# = 38)	All Students (# = 1 502)	Female* (# = 756)	Male* (# = 746)	All Students (# = 123 251)	Female* (# = 60 268)	Male* (# = 62 983)
SCREEN TIME (TELEVISION) On a school day, how many TV programs do you normally watch?									
	Percentage of students who answered "4 programs or more" <sup>†</sup>								
Before school	12%	9%	16%	11%	7%	15%	9%	6%	13%
After school	63%	69%	58%	53%	50%	57%	46%	42%	50%
SCHOOLS ATTENDED How many schools did you attend before this one?									
	Percentage of students <sup>‡</sup>								
Only this school/1 other school	90%	89%	92%	85%	86%	84%	78%	78%	77%
2 other schools/3 other schools	7%	9%	5%	11%	11%	12%	15%	15%	16%
4 other schools or more	3%	3%	3%	2%	2%	2%	4%	4%	4%
LANGUAGES STUDENTS SPEAK AT HOME									
	Percentage of students <sup>‡</sup>								
Only English/Mostly English	93%	91%	95%	85%	85%	86%	71%	71%	72%
Another language (or other languages) as often as English	4%	6%	3%	9%	9%	8%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	3%	3%	3%	5%	6%	5%	11%	11%	11%
LANGUAGES SPOKEN TO STUDENTS AT HOME									
	Percentage of students <sup>‡</sup>								
Only English/Mostly English	90%	91%	89%	82%	82%	83%	66%	66%	67%
Another language (or other languages) as often as English	5%	3%	8%	7%	8%	7%	14%	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	4%	6%	3%	8%	9%	8%	17%	17%	17%

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

† Other response options were "0 programs," "1 program" and "2 or 3 programs."

‡ Percentages may not add to 100, due to lack of or ambiguous responses.

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = N/D)			
	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Most of the time
STUDENT ENGAGEMENT About reading:			Percentage of Students* Number of students who answered "most of the time"
I like to read.	N/D		N/D
I am a good reader .	N/D		N/D
I can understand difficult reading passages.	N/D		N/D
I do my best on reading activities in class.	N/D		N/D
STUDENT ENGAGEMENT About writing:			
I like to write.	N/D		N/D
I am a good writer.	N/D		N/D
I can communicate my ideas in writing.	N/D		N/D
I do my best when I do writing activities in class.	N/D		N/D
COGNITIVE STRATEGIES USED IN LANGUAGE			
I make sure I understand what I am reading.	N/D		N/D
I organize my ideas before I start to write.	N/D		N/D
I edit my writing to make it better.	N/D		N/D
I check my writing for spelling and grammar.	N/D		N/D

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

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

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

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

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = N/D)					
		<input type="checkbox"/> Never	<input type="checkbox"/> 1 or 2 times a month	<input checked="" type="checkbox"/> 1 to 3 times a week	<input type="checkbox"/> Every day or almost every day
WRITING OUTSIDE SCHOOL		Percentage of Students*			Number of students who answered "every day or almost every day"
How often do you write the following (using paper or a computer) when you are not at school?					
	Stories	N/D			N/D
	Journal entries	N/D			N/D
	E-mail, text or instant messages	N/D			N/D
	Letters	N/D			N/D
OUT-OF-SCHOOL ACTIVITIES					
How often do you do the following when you are not at school?					
	I take part in art, music or drama activities.	N/D			N/D
	I take part in after-school clubs.	N/D			N/D
	I take part in sports or other physical activities.	N/D			N/D
PARENTAL ENGAGEMENT					
How often do you and a parent, a guardian or another adult who lives with you do the following?					
	We talk about the activities I do in school.	N/D			N/D
	We talk about the reading and writing work I do in school.	N/D			N/D
	We talk about the mathematics I do in school.	N/D			N/D
	We read together.	N/D			N/D
	We look at my school agenda.	N/D			N/D
	We use a computer together.	N/D			N/D

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



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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = N/D)						
		<input type="checkbox"/> None	<input type="checkbox"/> About half an hour/About 1 hour	<input checked="" type="checkbox"/> About 2 hours	<input type="checkbox"/> About 3 hours/ More than 3 hours	
<b>SCREEN TIME</b>		On a school day, how many hours do you usually spend on the following?			Percentage of Students*	Number of students who answered "about 3 hours" or "more than 3 hours"
Before School	Watching TV	N/D			N/D	
	Playing video games	N/D			N/D	
	Using the Internet	N/D			N/D	
After School	Watching TV	N/D			N/D	
	Playing video games	N/D			N/D	
	Using the Internet	N/D			N/D	
<b>SCHOOLS ATTENDED</b>		How many schools did you attend before this one?			Percentage of Students*	Number of students
	Only this school	N/D			N/D	
	1 other school	N/D			N/D	
	2 other schools	N/D			N/D	
	3 other schools	N/D			N/D	
	4 other schools or more	N/D			N/D	
		<input type="checkbox"/> Only English/Mostly English	<input type="checkbox"/> Another language(or other languages) as often as English	<input checked="" type="checkbox"/> Mostly another language (or other languages)/Only another language (or other languages)		
<b>LANGUAGES SPOKEN</b>		Languages student speaks at home			Percentage of Students*	Number of students who answered "only English" or "mostly English"
		Languages student speaks at home			N/D	N/D
		Languages in which people speak to student at home			N/D	N/D

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = N/D)	Female* (# = N/D)	Male* (# = N/D)	All Students (# = 1 587)	Female* (# = 774)	Male* (# = 813)	All Students (# = 127 419)	Female* (# = 62 541)	Male* (# = 64 869)
<b>STUDENT ENGAGEMENT</b>									
About reading: Percentage of students who answered “most of the time”†									
I like to read.	N/D	N/D	N/D	45%	53%	38%	48%	56%	40%
I am a good reader.	N/D	N/D	N/D	67%	70%	65%	66%	70%	63%
I can understand difficult reading passages.	N/D	N/D	N/D	37%	37%	37%	38%	36%	40%
I do my best on reading activities in class.	N/D	N/D	N/D	75%	78%	72%	70%	75%	65%
<b>STUDENT ENGAGEMENT</b>									
About writing: Percentage of students who answered “most of the time”†									
I like to write.	N/D	N/D	N/D	41%	53%	30%	39%	51%	28%
I am a good writer.	N/D	N/D	N/D	45%	54%	37%	42%	50%	35%
I can communicate my ideas in writing.	N/D	N/D	N/D	45%	49%	42%	44%	48%	40%
I do my best on writing activities in class.	N/D	N/D	N/D	72%	76%	69%	67%	73%	61%
<b>COGNITIVE STRATEGIES USED IN LANGUAGE</b>									
Percentage of students who answered “most of the time”†									
I make sure I understand what I am reading.	N/D	N/D	N/D	72%	74%	69%	72%	75%	68%
I organize my ideas before I start to write.	N/D	N/D	N/D	36%	39%	33%	34%	38%	29%
I edit my writing to make it better.	N/D	N/D	N/D	48%	55%	41%	46%	53%	40%
I check my writing for spelling and grammar.	N/D	N/D	N/D	50%	54%	46%	48%	53%	44%
<b>STUDENT ENGAGEMENT</b>									
About mathematics: Percentage of students who answered “most of the time”†									
I like mathematics.	N/D	N/D	N/D	44%	34%	54%	47%	39%	55%
I am good at mathematics.	N/D	N/D	N/D	54%	47%	61%	52%	44%	58%
I can answer difficult mathematics questions.	N/D	N/D	N/D	38%	27%	49%	36%	28%	44%
I do my best on mathematics activities in class.	N/D	N/D	N/D	78%	78%	79%	74%	74%	74%
<b>COGNITIVE STRATEGIES USED IN MATHEMATICS</b>									
Percentage of students who answered “most of the time”†									
I read over a mathematics problem first to make sure I know what I am supposed to do.	N/D	N/D	N/D	75%	81%	69%	73%	77%	69%
I think about the steps I will use to solve a mathematics problem.	N/D	N/D	N/D	48%	45%	51%	49%	50%	49%

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

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = N/D)	Female* (# = N/D)	Male* (# = N/D)	All Students (# = 1 587)	Female* (# = 774)	Male* (# = 813)	All Students (# = 127 419)	Female* (# = 62 541)	Male* (# = 64 869)
<b>READING OUTSIDE SCHOOL</b>									
How often do you read the following when you are not at school? Percentage of students who answered "every day or almost every day" <sup>†</sup>									
Stories or novels	N/D	N/D	N/D	28%	34%	23%	33%	39%	26%
Comics	N/D	N/D	N/D	8%	4%	12%	11%	8%	15%
Books, newspapers, magazines or websites for information	N/D	N/D	N/D	29%	30%	28%	30%	32%	28%
E-mails, text or instant messages	N/D	N/D	N/D	60%	69%	51%	55%	64%	47%
Any other type of reading material	N/D	N/D	N/D	27%	29%	25%	28%	30%	25%
<b>WRITING OUTSIDE SCHOOL</b>									
How often do you write the following (using paper or a computer) when you are not at school? Percentage of students who answered "every day or almost every day" <sup>†</sup>									
Stories	N/D	N/D	N/D	6%	8%	4%	7%	9%	5%
Journal entries	N/D	N/D	N/D	6%	10%	2%	7%	11%	3%
E-mails, text or instant messages	N/D	N/D	N/D	58%	67%	49%	52%	62%	43%
Letters	N/D	N/D	N/D	3%	3%	4%	3%	4%	3%
<b>PARENTAL ENGAGEMENT</b>									
How often do you and a parent, a guardian or another adult who lives with you do the following? Percentage of students who answered "every day or almost every day" <sup>†</sup>									
We talk about the activities I do in school.	N/D	N/D	N/D	57%	59%	55%	53%	56%	50%
We talk about the reading and writing work I do in school.	N/D	N/D	N/D	28%	29%	26%	28%	30%	26%
We talk about the mathematics I do in school.	N/D	N/D	N/D	35%	35%	35%	36%	37%	34%
We read together.	N/D	N/D	N/D	6%	7%	5%	7%	7%	7%
We look at my school agenda.	N/D	N/D	N/D	46%	43%	48%	32%	31%	34%
We use a computer together.	N/D	N/D	N/D	9%	9%	10%	10%	10%	11%
<b>OUT-OF-SCHOOL ACTIVITIES</b>									
How often do you do the following when you are not at school? Percentage of students who answered "every day or almost every day" <sup>†</sup>									
I take part in art, music or drama activities.	N/D	N/D	N/D	13%	17%	9%	13%	17%	8%
I take part in after-school clubs.	N/D	N/D	N/D	9%	11%	7%	9%	10%	8%
I take part in sports or other physical activities.	N/D	N/D	N/D	49%	42%	55%	41%	35%	46%

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

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)		School			Board			Province		
		All Students (# = N/D)	Female* (# = N/D)	Male* (# = N/D)	All Students (# = 1 587)	Female* (# = 774)	Male* (# = 813)	All Students (# = 127 419)	Female* (# = 62 541)	Male* (# = 64 869)
<b>SCREEN TIME (TELEVISION)</b> On a school day, how many hours do you usually spend on the following?		Percentage of students who answered “about 3 hours” or “more than 3 hours” †								
Before School	Watching TV	N/D	N/D	N/D	1%	1%	2%	2%	1%	2%
	Playing video games	N/D	N/D	N/D	2%	1%	2%	2%	1%	3%
	Using the Internet	N/D	N/D	N/D	3%	2%	3%	3%	2%	3%
After School	Watching TV	N/D	N/D	N/D	18%	17%	18%	17%	17%	17%
	Playing video games	N/D	N/D	N/D	16%	6%	24%	13%	5%	22%
	Using the Internet	N/D	N/D	N/D	23%	25%	22%	23%	23%	22%
<b>SCHOOLS ATTENDED</b> How many schools did you attend before this one?		Percentage of students‡								
	Only this school/1 other school	N/D	N/D	N/D	81%	82%	80%	69%	69%	69%
	2 other schools/3 other schools	N/D	N/D	N/D	13%	12%	13%	22%	22%	22%
	4 other schools or more	N/D	N/D	N/D	4%	4%	4%	6%	6%	6%
<b>LANGUAGES STUDENTS SPEAK AT HOME</b>		Percentage of students‡								
	Only English/Mostly English	N/D	N/D	N/D	88%	87%	88%	76%	76%	76%
	Another language (or other languages) as often as English	N/D	N/D	N/D	7%	8%	6%	14%	15%	14%
	Mostly another language (or other languages)/ Only another language (or other languages)	N/D	N/D	N/D	4%	4%	4%	8%	7%	8%
<b>LANGUAGES SPOKEN TO STUDENTS AT HOME</b>		Percentage of students‡								
	Only English/Mostly English	N/D	N/D	N/D	84%	84%	84%	70%	70%	70%
	Another language (or other languages) as often as English	N/D	N/D	N/D	7%	7%	7%	13%	14%	13%
	Mostly another language (or other languages)/ Only another language (or other languages)	N/D	N/D	N/D	6%	7%	6%	14%	14%	14%

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

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

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

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

## EXPLANATION OF TERMS

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