

School Results

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

School: St Philomena Sep S (846147)

Board: Niagara Catholic DSB (67156)

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

This report includes the 2014 results as well as results for previous years, so you can track progress over time. You'll also find demographic and attitudinal information, which provides context for interpreting the achievement results.

By assessing all students in our education system at key stages in their schooling, EQAO is able to provide reliable and objective data at the individual student, school and board levels. EQAO results alongside board and classroom assessment data have proven effective for monitoring progress and allowing school communities to make evidence-based decisions in their planning.

At EQAO, we strongly believe that reliable evidence empowers and guides the judgment and actions of professional educators and school communities. We are pleased to continue our partnership with you as we all work toward helping students reach their full potential. I hope you will find this report to be a rich source of information as you turn knowledge into action for the benefit of your students and community.

Sincerely,



Bruce Rodrigues
Chief Executive Officer
Education Quality and Accountability Office



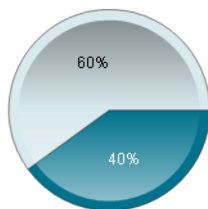
Contextual Data

	Grade 3	Grade 6
Number of students	20	23
English language learners	5%	9%
Students with special education needs (excluding gifted)	40%	48%
First language learned at home was other than English	5%	13%
Students' Time in Canada		
Born in Canada	100%	91%
In Canada less than one year	0%	0%
In Canada one year or more but less than three years	0%	0%
In Canada three years or more	0%	9%

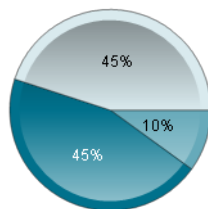
Attitudes and Behaviour Data

Grade 3

I like to read.

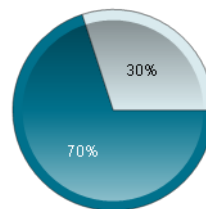


I like mathematics.

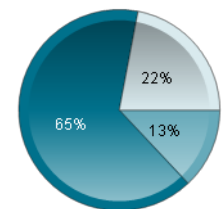


Grade 6

I like to read.



I like mathematics.

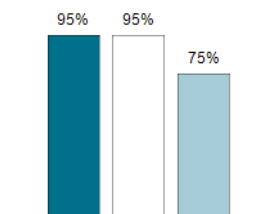


Blank or ambiguous
 Never
 Sometimes
 Most of the time

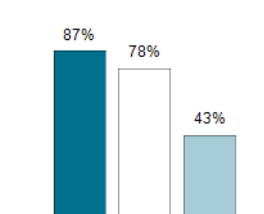
Achievement Data

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

Grade 3

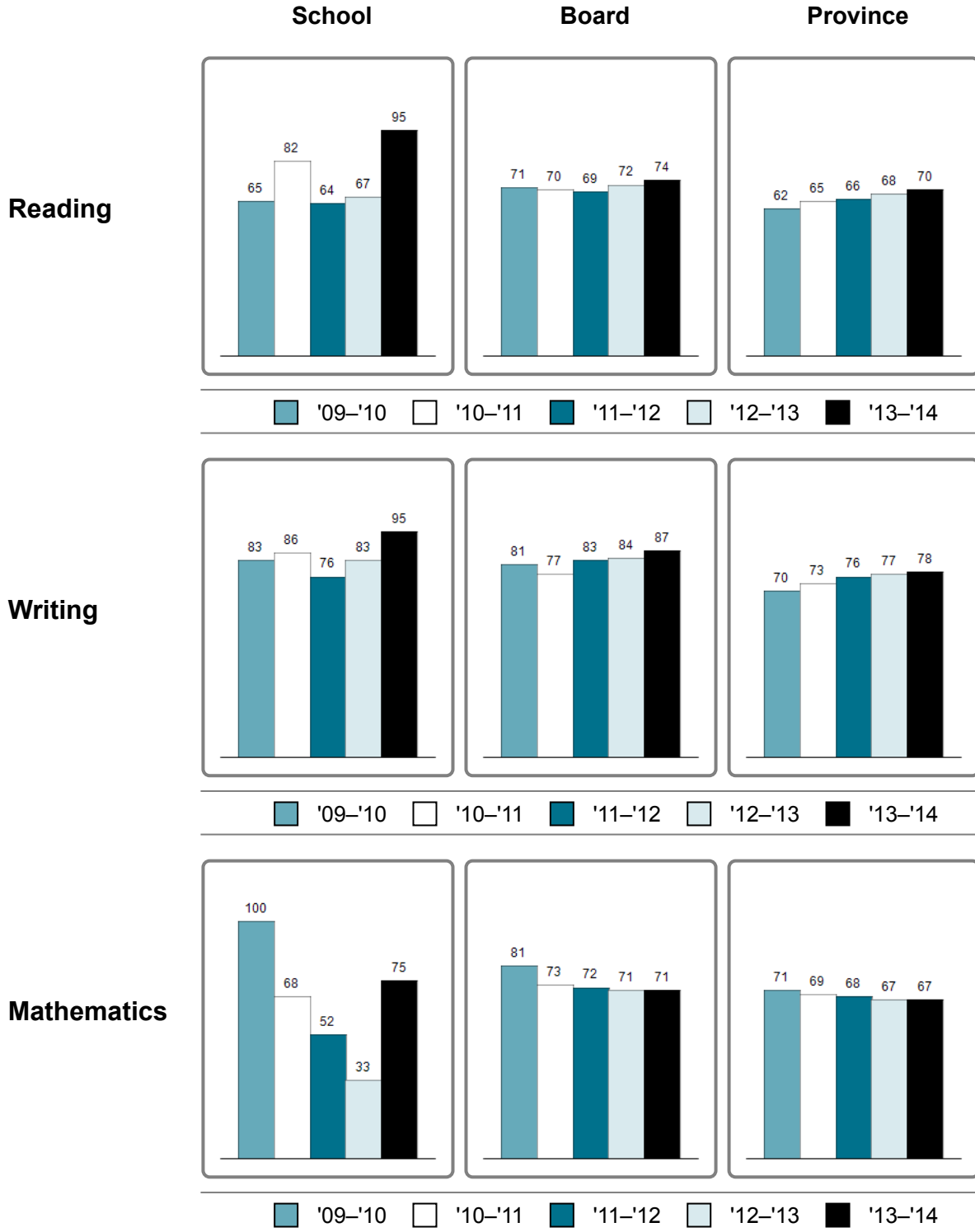


Grade 6

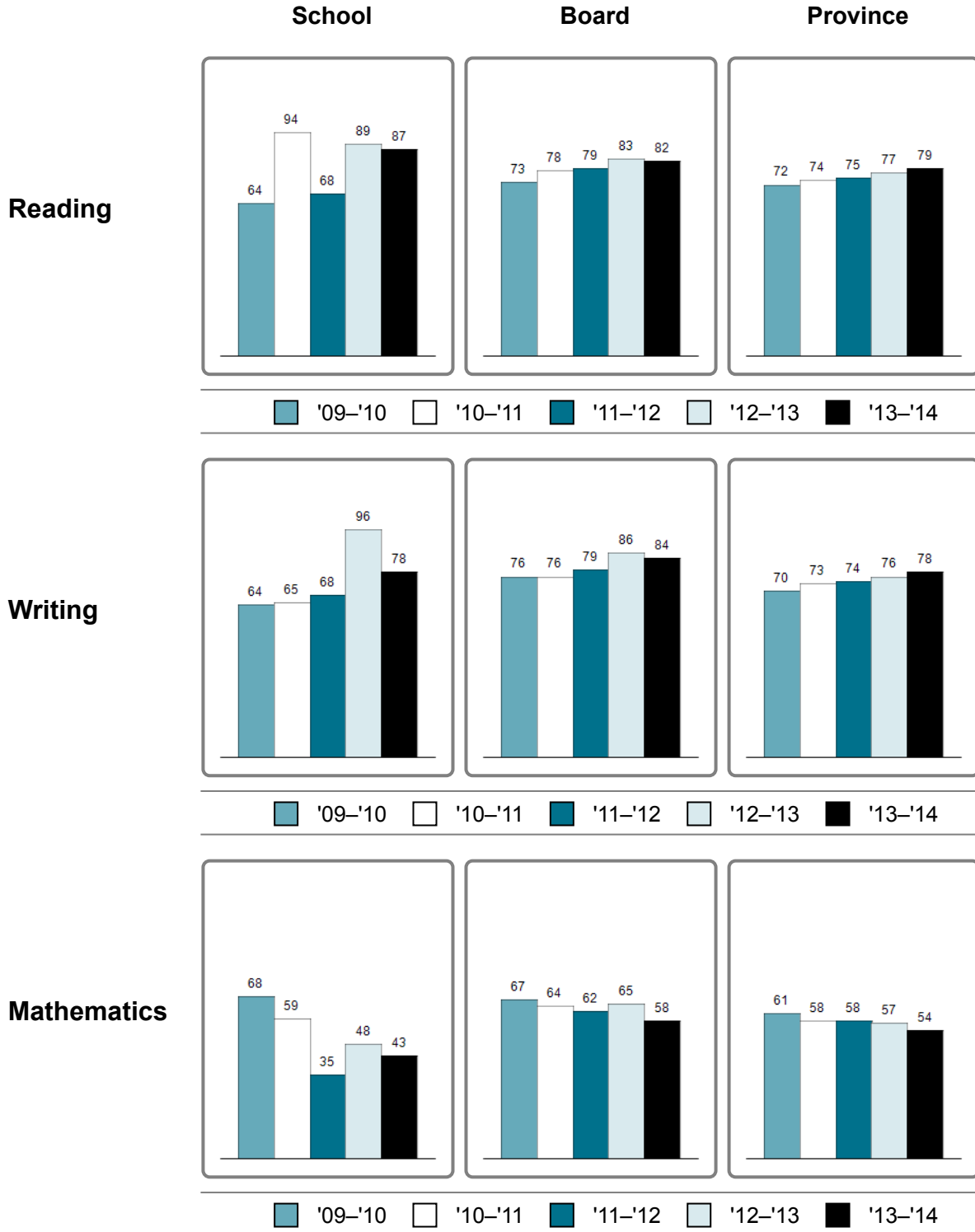


Reading
 Writing
 Mathematics

Percentage of Students



Percentage of Students



	Grade 3	Grade 6
Number of students	20	23
Participation in the Assessment		
Reading	100%	100%
Writing	100%	100%
Mathematics	100%	100%
Gender		
Female	40%	52%
Male	60%	48%
Student Status		
English language learners	5%	9%
Students with special education needs (excluding gifted)	40%	48%
Students enrolled in French Immersion	0%	0%
Participating English language learners who received a special provision		
Reading	5%	9%
Writing	5%	9%
Mathematics	5%	9%
Participating students who received one or more accommodations		
Reading	35%	48%
Writing	35%	48%
Mathematics	25%	48%
Place of Birth		
Born in Canada	100%	91%
Born outside Canada	0%	9%
In Canada less than one year	0%	0%
In Canada one year or more but less than three years	0%	0%
In Canada three years or more	0%	9%
Language		
First language learned at home was other than English	5%	13%
Year student entered current school		
Year of the assessment	5%	4%
Year prior to the assessment	10%	0%
2 years prior to the assessment	5%	4%
3 or more years prior to the assessment	80%	91%
Year Student Entered Current Board		
Year of the assessment	5%	4%
Year prior to the assessment	10%	0%
2 years prior to the assessment	0%	4%
3 or more years prior to the assessment	85%	78%

Reading	School		Board		Province	
	#	%	#	%	#	%
<i>Number of Students</i>	20		1 527		122 018	
Level 4	1	5	184	12	14 803	12
Level 3	18	90	940	62	70 182	58
Level 2	1	5	340	22	27 486	23
Level 1	0	0	35	2	4 690	4
NE1	0	0	7	<1	1 225	1
<i>Participating Students</i>	20	100	1 506	99	118 386	97
No Data	0	0	2	<1	692	1
Exempt	0	0	19	1	2 940	2
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	95		74		70	

Writing	School		Board		Province	
	#	%	#	%	#	%
<i>Number of Students</i>	20		1 527		122 018	
Level 4	1	5	100	7	7 343	6
Level 3	18	90	1 227	80	87 610	72
Level 2	1	5	176	12	22 381	18
Level 1	0	0	2	<1	941	1
NE1	0	0	1	<1	310	<1
<i>Participating Students</i>	20	100	1 506	99	118 585	97
No Data	0	0	2	<1	727	1
Exempt	0	0	19	1	2 706	2
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	95		87		78	

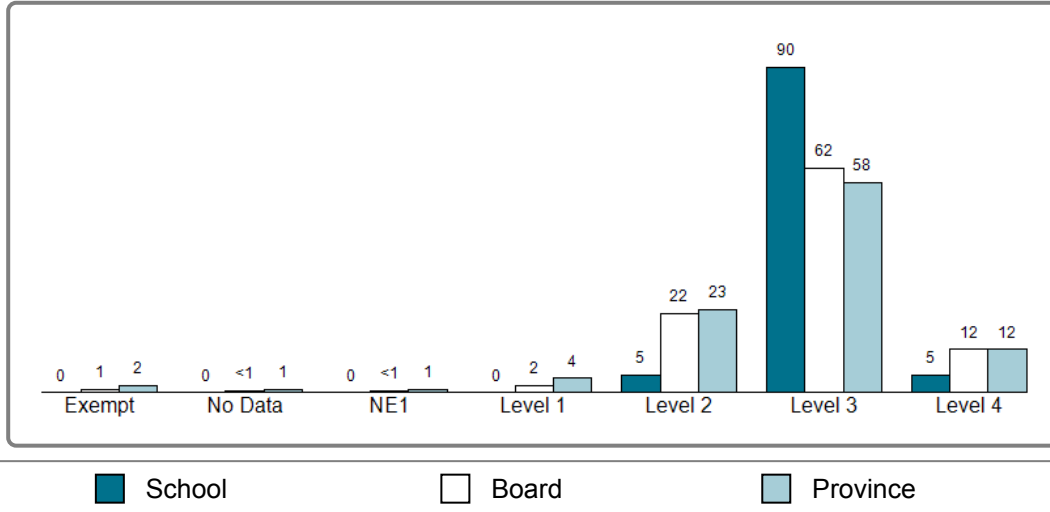
Mathematics	School		Board		Province	
	#	%	#	%	#	%
<i>Number of Students</i>	20		1 527		127 504	
Level 4	7	35	172	11	16 004	13
Level 3	8	40	914	60	69 190	54
Level 2	4	20	384	25	33 606	26
Level 1	1	5	31	2	4 665	4
NE1	0	0	3	<1	547	<1
<i>Participating Students</i>	20	100	1 504	98	124 012	97
No Data	0	0	3	<1	771	1
Exempt	0	0	20	1	2 721	2
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	75		71		67	

Reading	School		Board		Province	
	#	%	#	%	#	%
<i>Number of Students</i>	23		1 505		127 261	
Level 4	0	0	152	10	15 567	12
Level 3	20	87	1 085	72	84 633	67
Level 2	3	13	222	15	20 857	16
Level 1	0	0	21	1	3 023	2
NE1	0	0	1	<1	260	<1
<i>Participating Students</i>	23	100	1 481	98	124 340	98
No Data	0	0	6	<1	612	<1
Exempt	0	0	18	1	2 309	2
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	87		82		79	

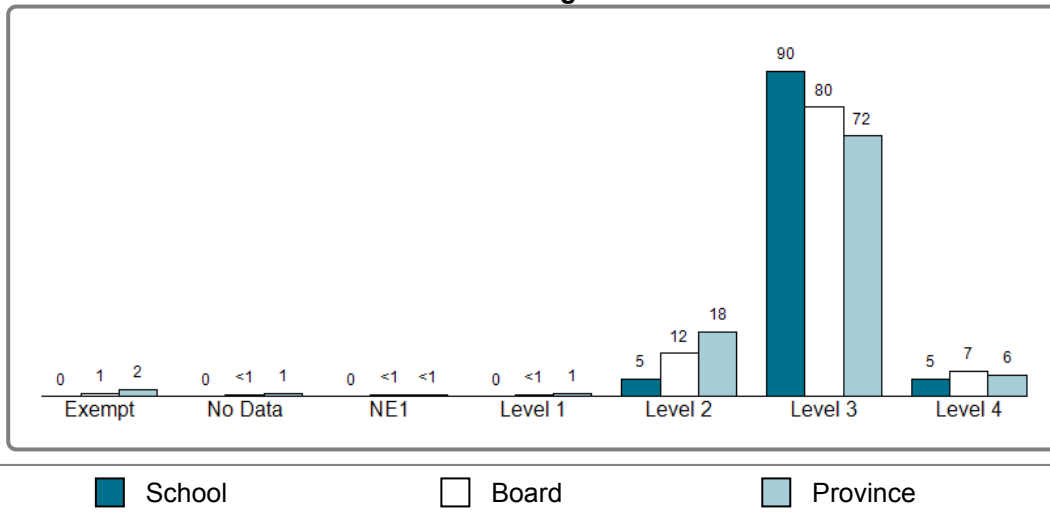
Writing	School		Board		Province	
	#	%	#	%	#	%
<i>Number of Students</i>	23		1 505		127 207	
Level 4	0	0	146	10	15 383	12
Level 3	18	78	1 118	74	84 042	66
Level 2	5	22	214	14	23 449	18
Level 1	0	0	2	<1	1 106	1
NE1	0	0	1	<1	358	<1
<i>Participating Students</i>	23	100	1 481	98	124 338	98
No Data	0	0	6	<1	640	1
Exempt	0	0	18	1	2 229	2
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	78		84		78	

Mathematics	School		Board		Province	
	#	%	#	%	#	%
<i>Number of Students</i>	23		1 505		127 286	
Level 4	1	4	176	12	15 990	13
Level 3	9	39	700	47	52 974	42
Level 2	11	48	459	30	38 577	30
Level 1	2	9	143	10	16 062	13
NE1	0	0	3	<1	565	<1
<i>Participating Students</i>	23	100	1 481	98	124 168	98
No Data	0	0	6	<1	702	1
Exempt	0	0	18	1	2 416	2
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	43		58		54	

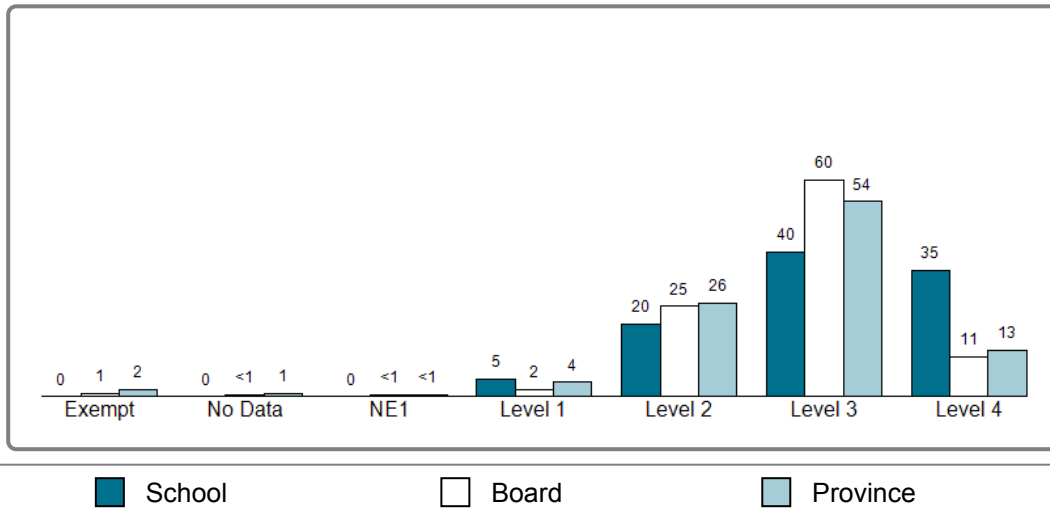
**Percentage of Students
Reading**



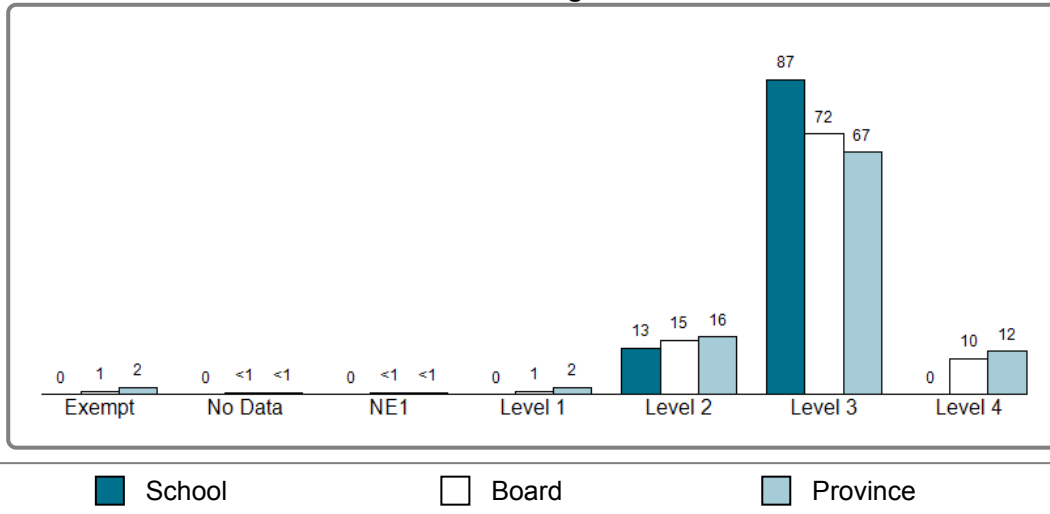
Writing



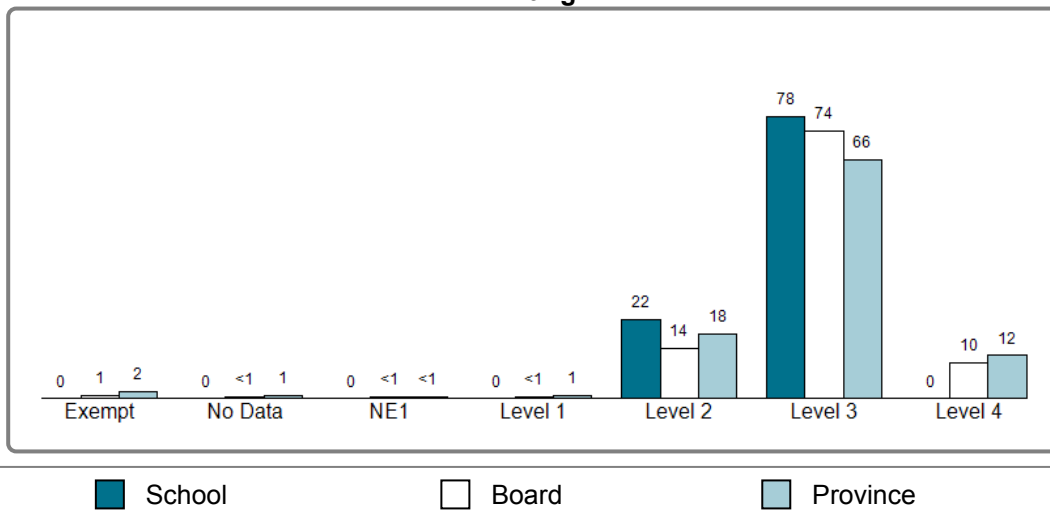
Mathematics



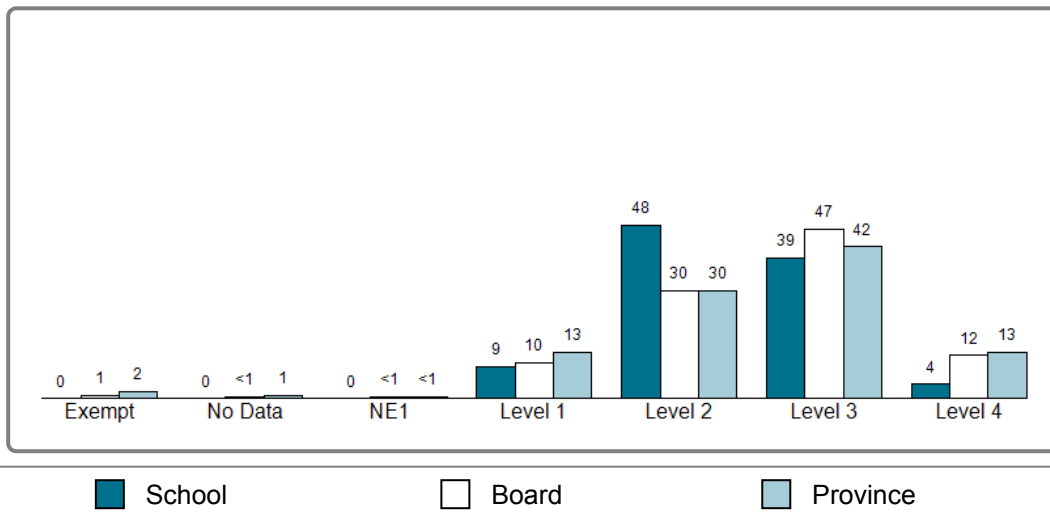
**Percentage of Students
Reading**



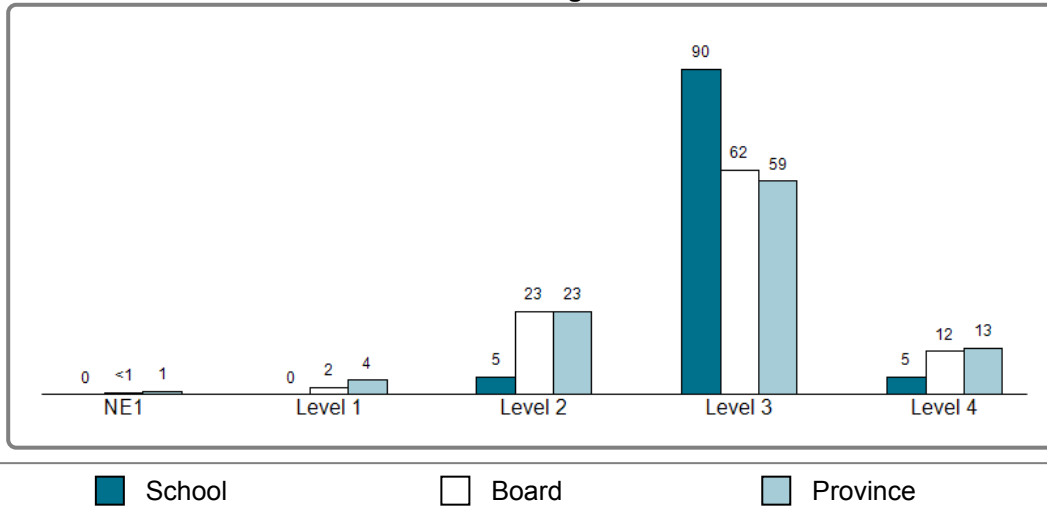
Writing



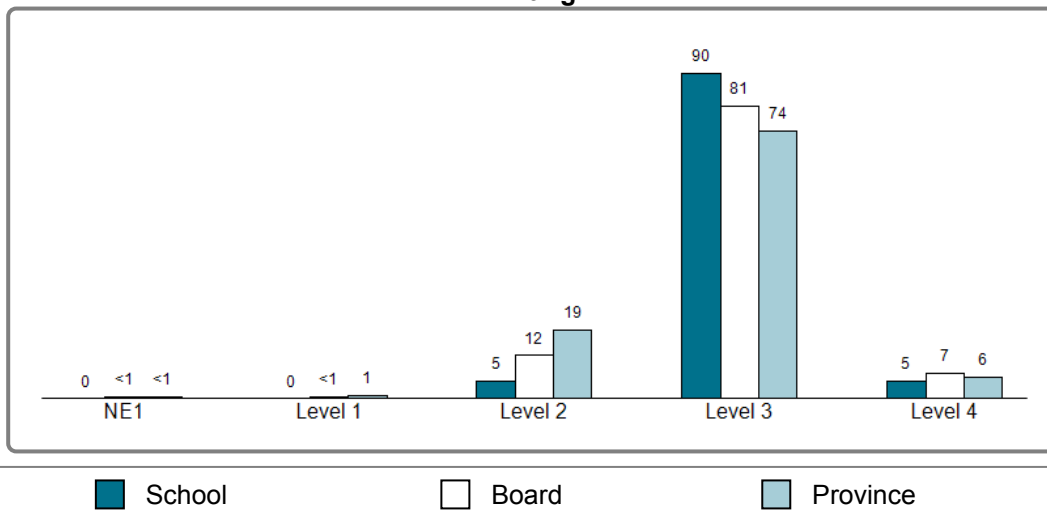
Mathematics



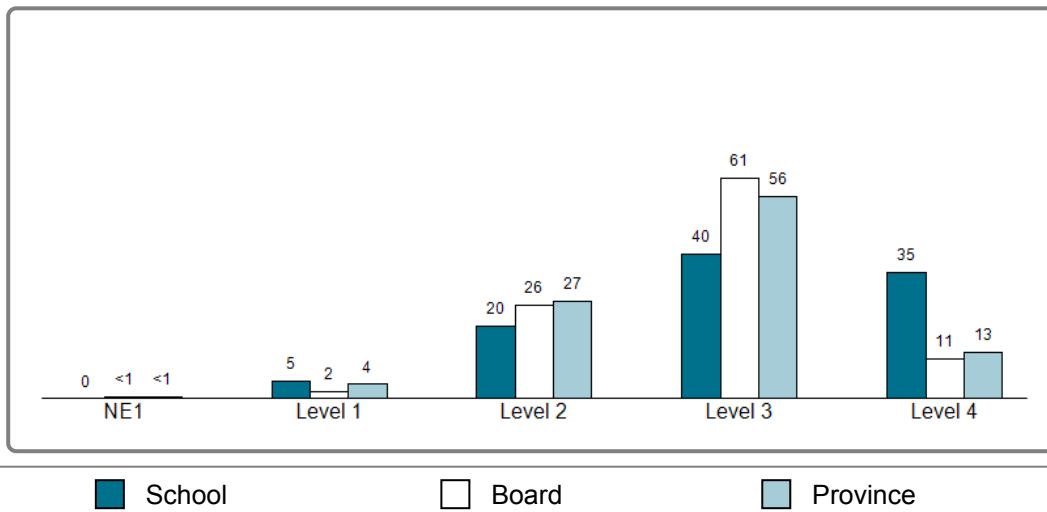
**Percentage of Students
Reading**



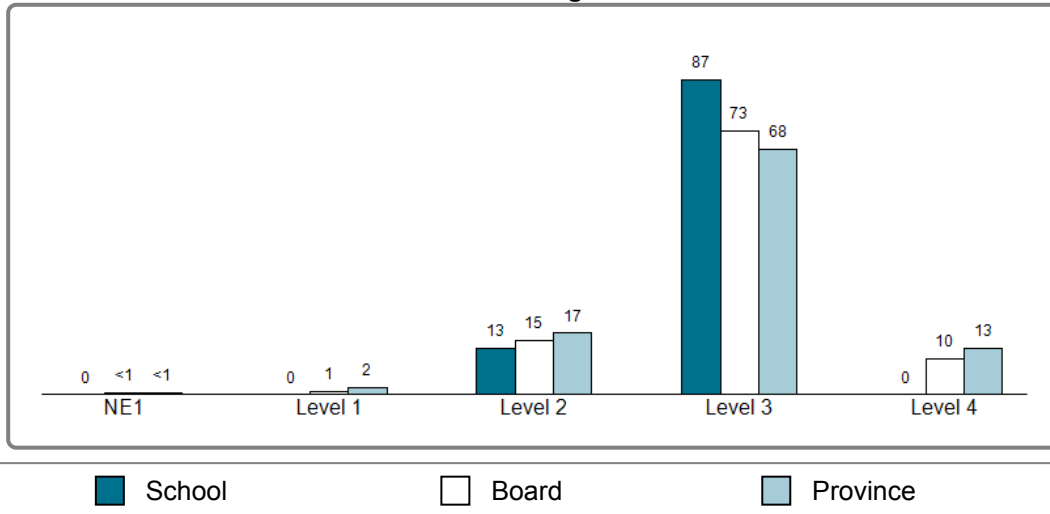
Writing



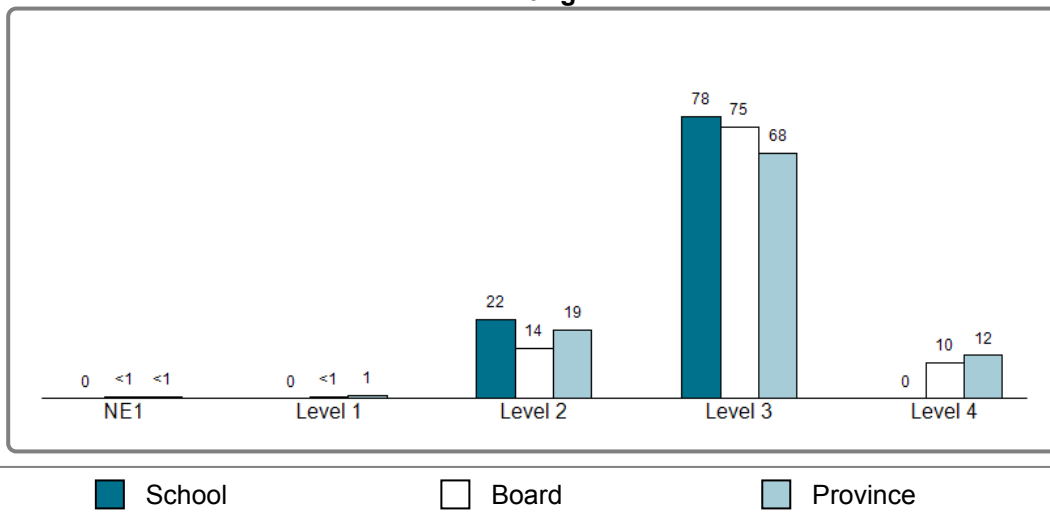
Mathematics



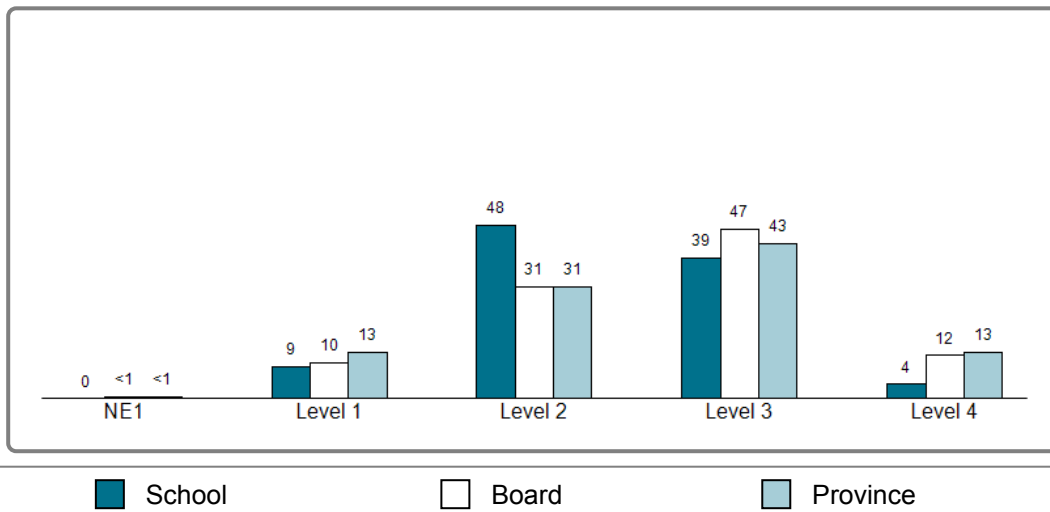
**Percentage of Students
Reading**



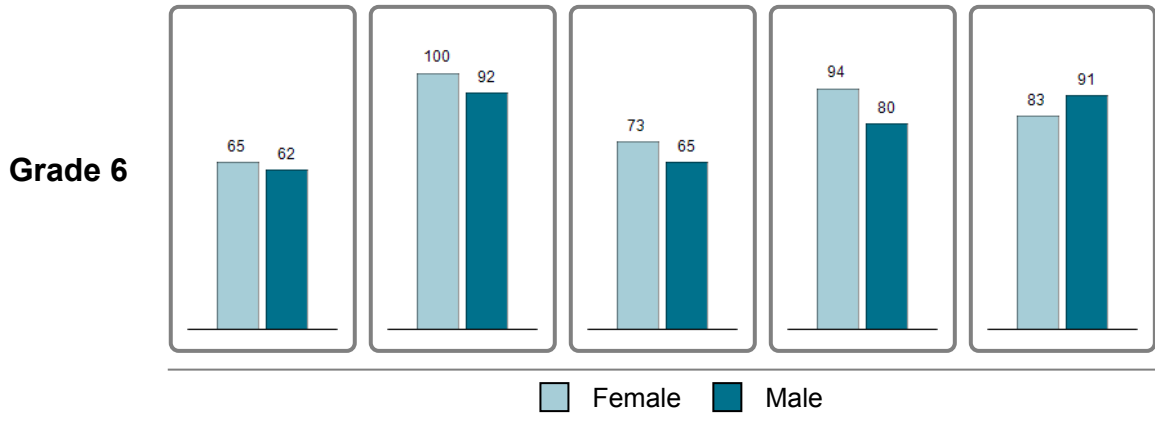
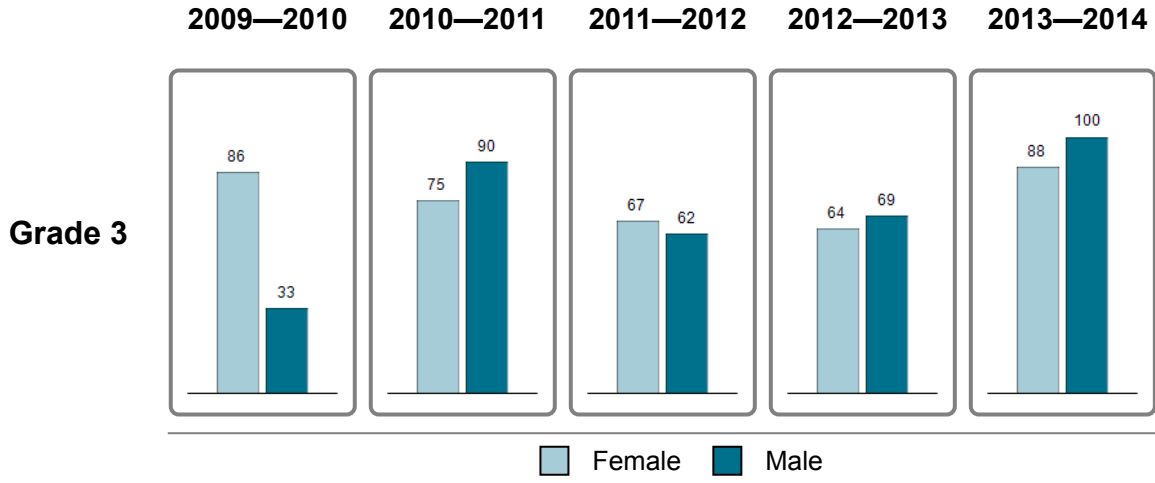
Writing



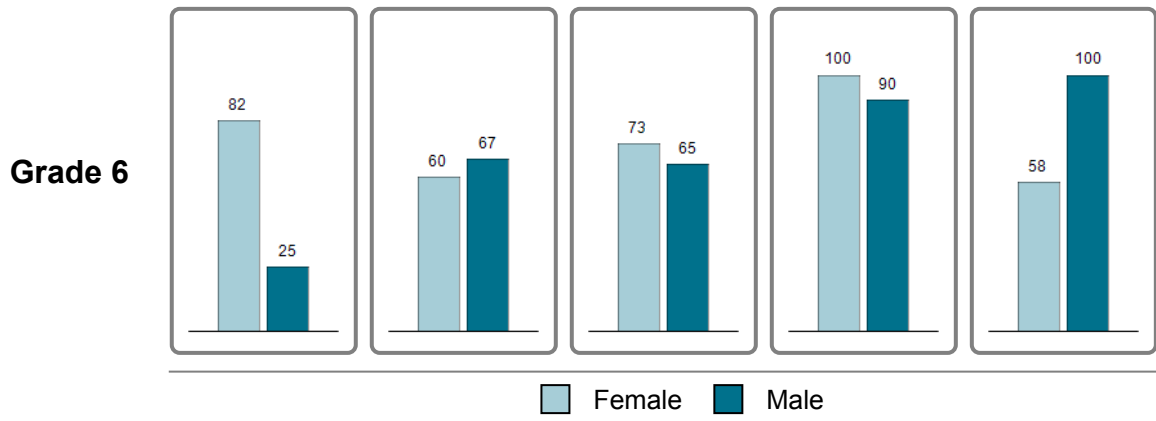
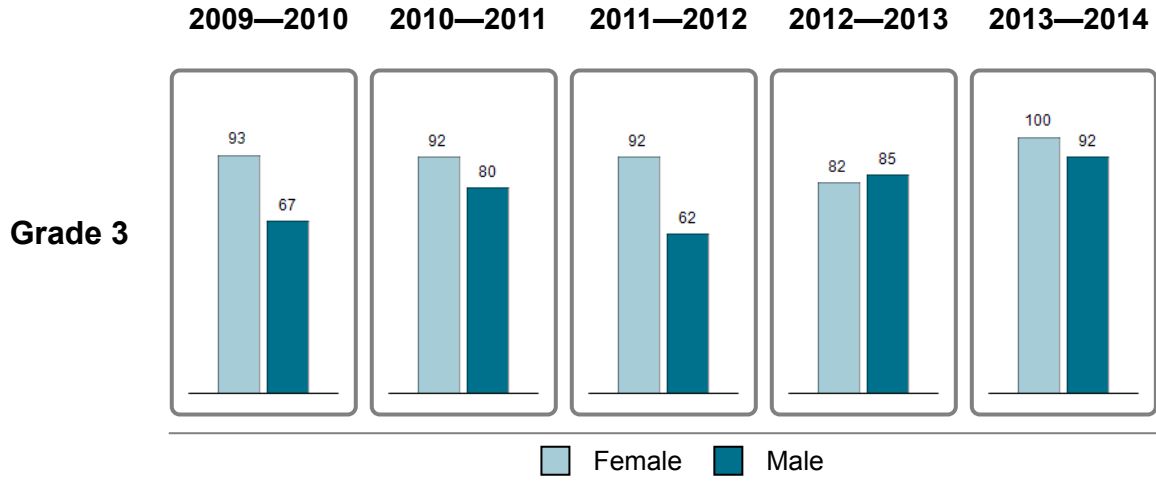
Mathematics



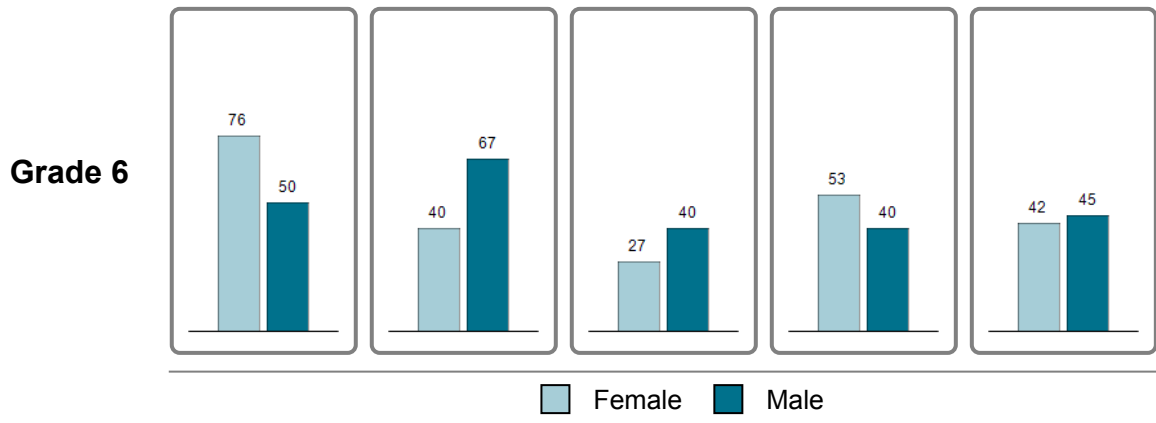
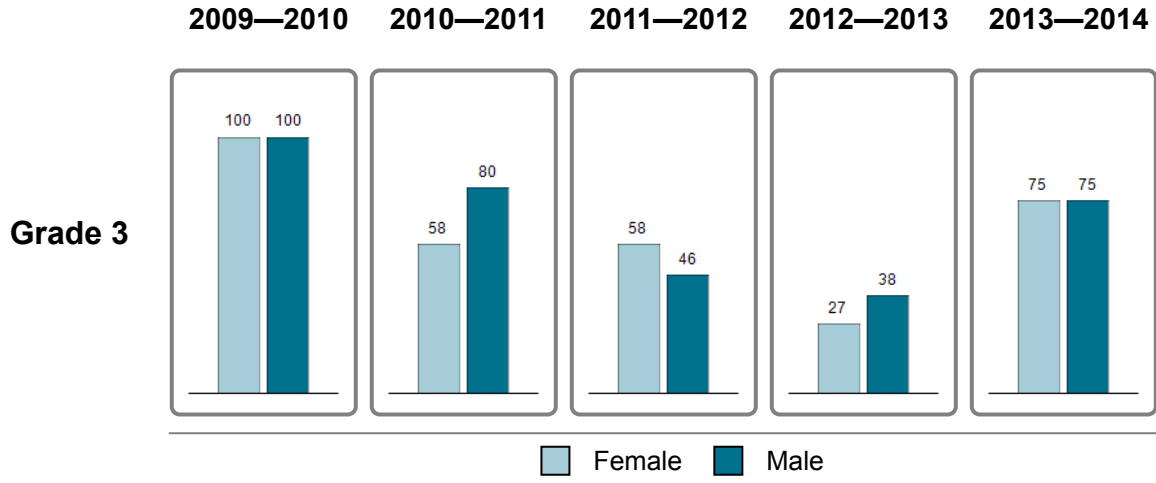
Percentage of Students



Percentage of Students

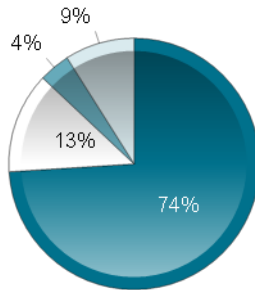


Percentage of Students



Reading

The reading results for the 23 students in the cohort are as follows:

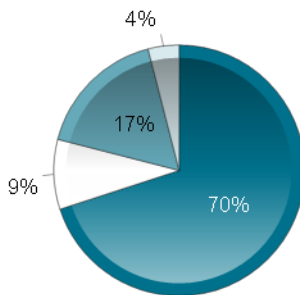


- **74%** (17) met the provincial standard in Grade 3 and Grade 6;
- **13%** (3) did not meet the standard in Grade 3 but met it in Grade 6;
- **4%** (1) met the standard in Grade 3 but did not meet it in Grade 6 and
- **9%** (2) did not meet the standard in Grade 3 and did not in Grade 6.

Maintained Standard
 Rose to Standard
 Dropped from Standard
 Never Met Standard

Writing

The writing results for the 23 students in the cohort are as follows:

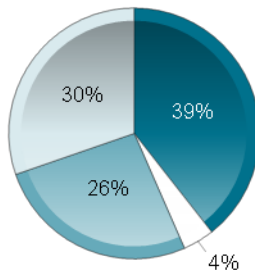


- **70%** (16) met the provincial standard in Grade 3 and Grade 6;
- **9%** (2) did not meet the standard in Grade 3 but met it in Grade 6;
- **17%** (4) met the standard in Grade 3 but did not meet it in Grade 6 and
- **4%** (1) did not meet the standard in Grade 3 and did not in Grade 6.

Maintained Standard
 Rose to Standard
 Dropped from Standard
 Never Met Standard

Mathematics

The mathematics results for the 23 students in the cohort are as follows:



- **39%** (9) met the provincial standard in Grade 3 and Grade 6;
- **4%** (1) did not meet the standard in Grade 3 but met it in Grade 6;
- **26%** (6) met the standard in Grade 3 but did not meet it in Grade 6 and
- **30%** (7) did not meet the standard in Grade 3 and did not in Grade 6.

Maintained Standard
 Rose to Standard
 Dropped from Standard
 Never Met Standard

	School	Board	Province
Number of students	20	1 527	127 505
Participation in the Assessment			
Reading	100%	99%	97%
Writing	100%	99%	97%
Mathematics	100%	98%	97%
Gender			
Female	40%	48%	49%
Male	60%	52%	51%
Student Status			
English language learners	5%	2%	13%
Students with special education needs (excluding gifted)	40%	17%	17%
Students enrolled in French Immersion	0%	0%	14%
Participating English language learners who received a special provision			
Reading	5%	1%	2%
Writing	5%	1%	3%
Mathematics	5%	1%	2%
Participating students who received one or more accommodations			
Reading	35%	17%	17%
Writing	35%	17%	17%
Mathematics	25%	17%	16%
Place of Birth			
Born in Canada	100%	95%	90%
Born outside Canada	0%	5%	10%
In Canada less than one year	0%	1%	1%
In Canada one year or more but less than three years	0%	1%	2%
In Canada three years or more	0%	3%	7%
Language			
First language learned at home was other than English	5%	8%	22%
Year student entered current school			
Year of the assessment	5%	9%	14%
Year prior to the assessment	10%	7%	13%
2 years prior to the assessment	5%	11%	14%
3 or more years prior to the assessment	80%	73%	59%
Year Student Entered Current Board			
Year of the assessment	5%	5%	6%
Year prior to the assessment	10%	4%	7%
2 years prior to the assessment	0%	8%	8%
3 or more years prior to the assessment	85%	80%	78%

	School	Board	Province
Number of students	23	1 505	127 286
Participation in the Assessment			
Reading	100%	98%	98%
Writing	100%	98%	98%
Mathematics	100%	98%	98%
Gender			
Female	52%	48%	49%
Male	48%	52%	51%
Student Status			
English language learners	9%	2%	10%
Students with special education needs (excluding gifted)	48%	23%	21%
Students enrolled in French Immersion	0%	0%	11%
Participating English language learners who received a special provision			
Reading	9%	1%	1%
Writing	9%	1%	1%
Mathematics	9%	1%	1%
Participating students who received one or more accommodations			
Reading	48%	21%	18%
Writing	48%	21%	18%
Mathematics	48%	21%	17%
Place of Birth			
Born in Canada	91%	93%	87%
Born outside Canada	9%	7%	12%
In Canada less than one year	0%	1%	<1%
In Canada one year or more but less than three years	0%	1%	2%
In Canada three years or more	9%	5%	9%
Language			
First language learned at home was other than English	13%	6%	23%
Year student entered current school			
Year of the assessment	4%	8%	23%
Year prior to the assessment	0%	7%	12%
2 years prior to the assessment	4%	12%	8%
3 or more years prior to the assessment	91%	74%	57%
Year Student Entered Current Board			
Year of the assessment	4%	3%	5%
Year prior to the assessment	0%	4%	6%
2 years prior to the assessment	4%	5%	5%
3 or more years prior to the assessment	78%	75%	82%

	'09-'10	'10-'11	'11-'12	'12-'13	'13-'14
Number of students	23	22	25	24	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	61%	55%	48%	46%	40%
Male	39%	45%	52%	54%	60%
Student Status					
English language learners	0%	0%	0%	4%	5%
Students with special education needs (excluding gifted)	22%	23%	20%	17%	40%
Students enrolled in French Immersion	0%	0%	0%	0%	0%
Participating English language learners who received a special provision					
Reading	0%	0%	0%	4%	5%
Writing	0%	0%	0%	4%	5%
Mathematics	0%	0%	0%	4%	5%
Participating students who received one or more accommodations					
Reading	22%	23%	20%	21%	35%
Writing	22%	23%	20%	21%	35%
Mathematics	22%	23%	20%	21%	25%
Place of Birth					
Born in Canada	96%	91%	92%	83%	100%
Born outside Canada	4%	9%	8%	17%	0%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	4%	5%	0%	0%	0%
In Canada three years or more	0%	5%	8%	17%	0%
Language					
First language learned at home was other than English	4%	9%	8%	4%	5%
Year student entered current school					
Year of the assessment	9%	14%	20%	17%	5%
Year prior to the assessment	4%	9%	8%	12%	10%
2 years prior to the assessment	17%	23%	0%	4%	5%
3 or more years prior to the assessment	70%	55%	72%	67%	80%
Year Student Entered Current Board					
Year of the assessment	9%	9%	12%	8%	5%
Year prior to the assessment	4%	9%	4%	8%	10%
2 years prior to the assessment	9%	14%	0%	4%	0%
3 or more years prior to the assessment	61%	50%	72%	79%	85%

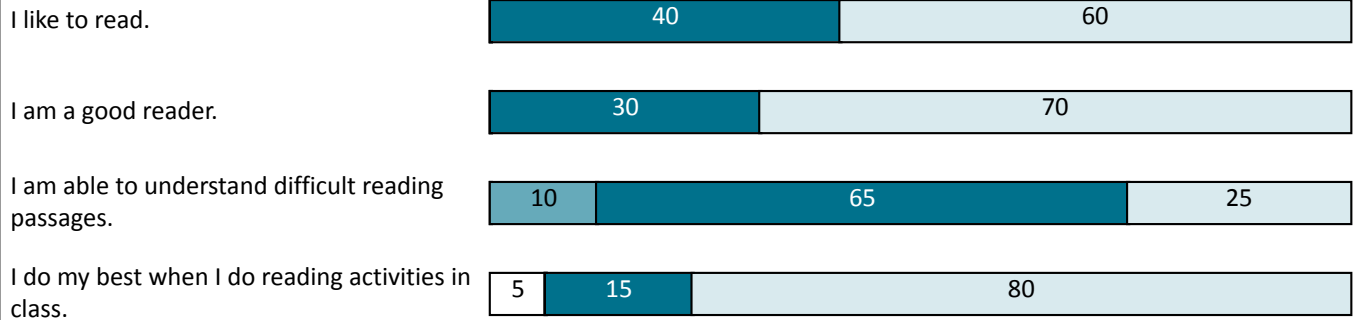
	'09-'10	'10-'11	'11-'12	'12-'13	'13-'14
Number of students	25	17	31	27	23
Participation in the Assessment					
Reading	100%	100%	100%	100%	100%
Writing	100%	100%	100%	100%	100%
Mathematics	100%	100%	100%	100%	100%
Gender					
Female	68%	29%	35%	63%	52%
Male	32%	71%	65%	37%	48%
Student Status					
English language learners	0%	0%	0%	0%	9%
Students with special education needs (excluding gifted)	24%	29%	19%	26%	48%
Students enrolled in French Immersion	0%	0%	0%	0%	0%
Participating English language learners who received a special provision					
Reading	0%	0%	0%	0%	9%
Writing	0%	0%	0%	0%	9%
Mathematics	0%	0%	0%	0%	9%
Participating students who received one or more accommodations					
Reading	28%	29%	19%	26%	48%
Writing	28%	29%	19%	26%	48%
Mathematics	28%	29%	19%	26%	48%
Place of Birth					
Born in Canada	92%	100%	87%	85%	91%
Born outside Canada	8%	0%	13%	15%	9%
In Canada less than one year	0%	0%	3%	0%	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%	10%	15%	9%
Language					
First language learned at home was other than English	8%	0%	6%	4%	13%
Year student entered current school					
Year of the assessment	8%	12%	23%	22%	4%
Year prior to the assessment	16%	6%	19%	4%	0%
2 years prior to the assessment	8%	0%	0%	0%	4%
3 or more years prior to the assessment	68%	82%	58%	74%	91%
Year Student Entered Current Board					
Year of the assessment	4%	6%	19%	11%	4%
Year prior to the assessment	4%	6%	16%	4%	0%
2 years prior to the assessment	8%	0%	0%	0%	4%
3 or more years prior to the assessment	60%	76%	52%	81%	78%

STUDENT ENGAGEMENT

About reading:



Percentage of Students

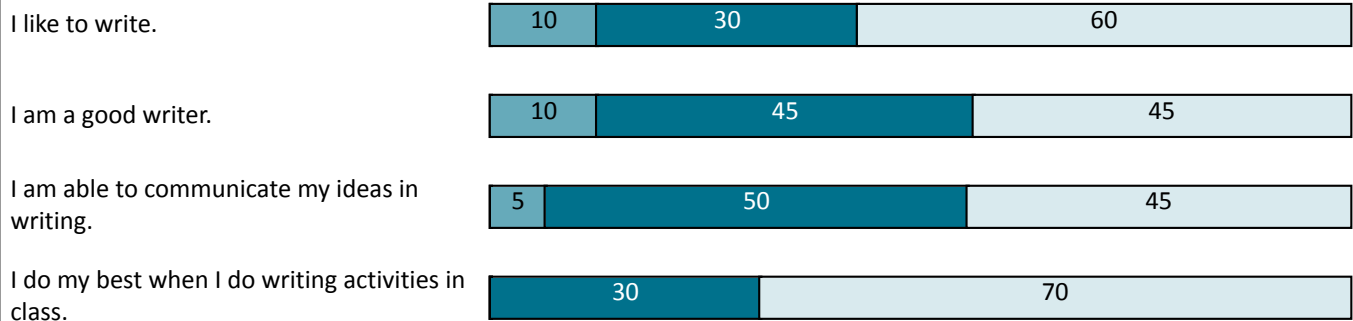


STUDENT ENGAGEMENT

About writing:



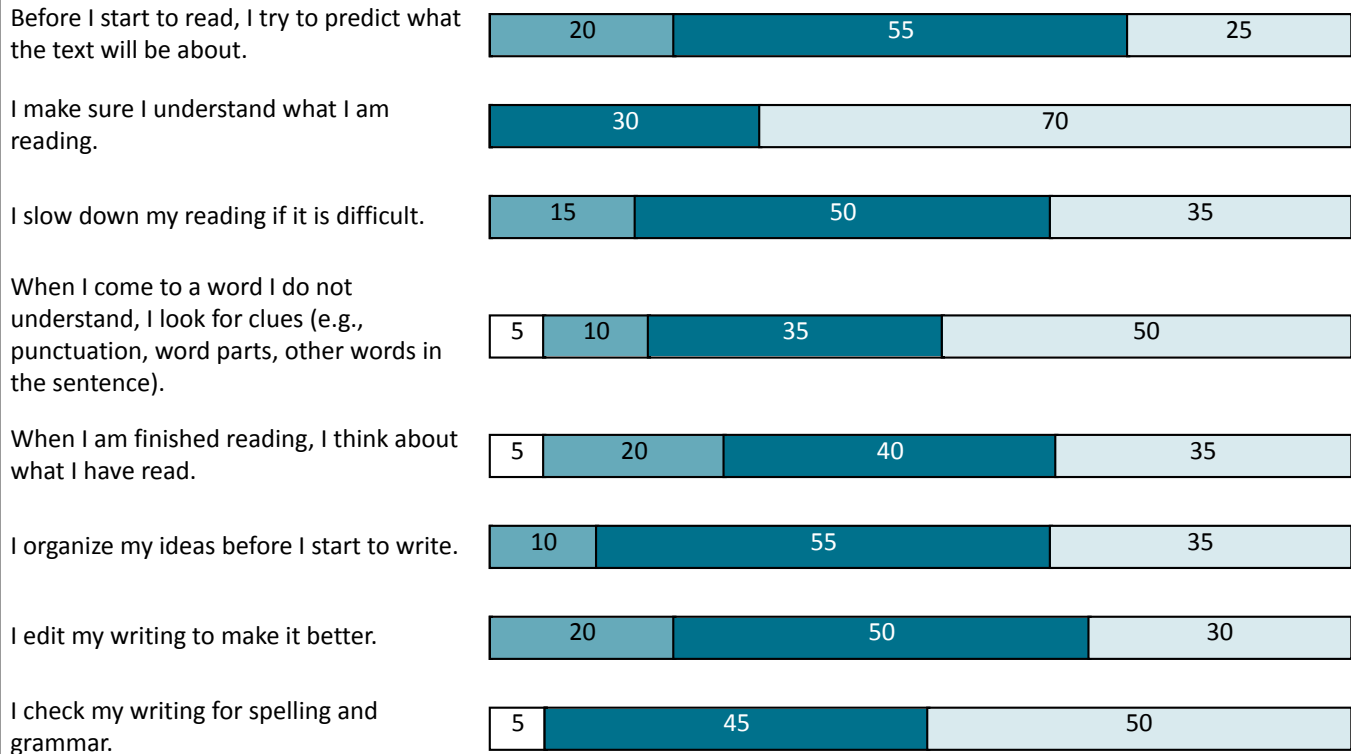
Percentage of Students



COGNITIVE STRATEGIES USED IN LANGUAGE

Blank or ambiguous
 Never
 Sometimes
 Most of the time

Percentage of Students

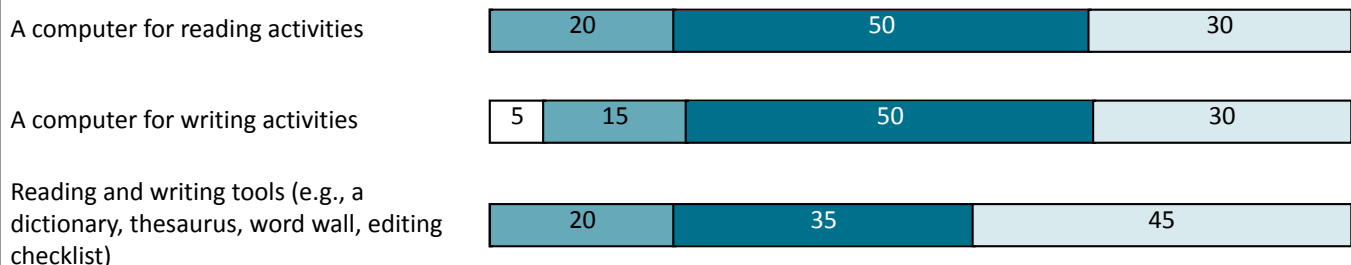


INSTRUCTIONAL TOOLS USED IN READING AND WRITING

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

Blank or ambiguous
 Never
 Sometimes
 Most of the time

Percentage of Students

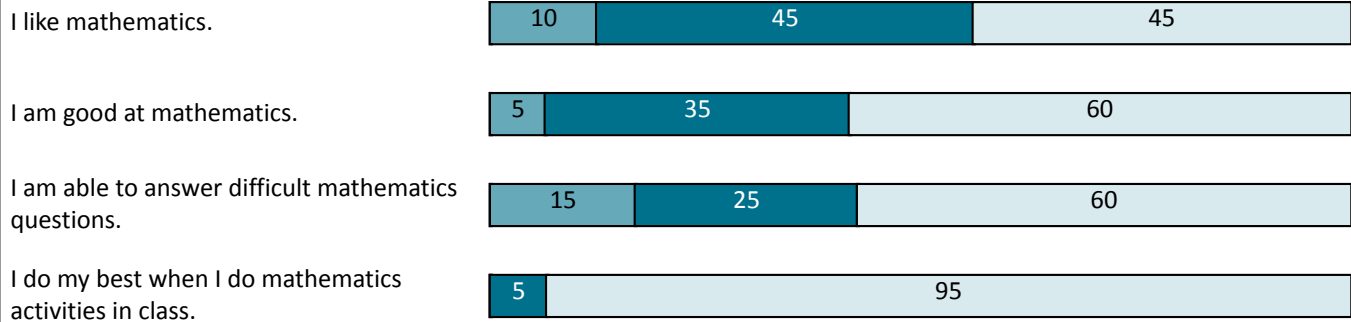


STUDENT ENGAGEMENT

About mathematics:



Percentage of Students

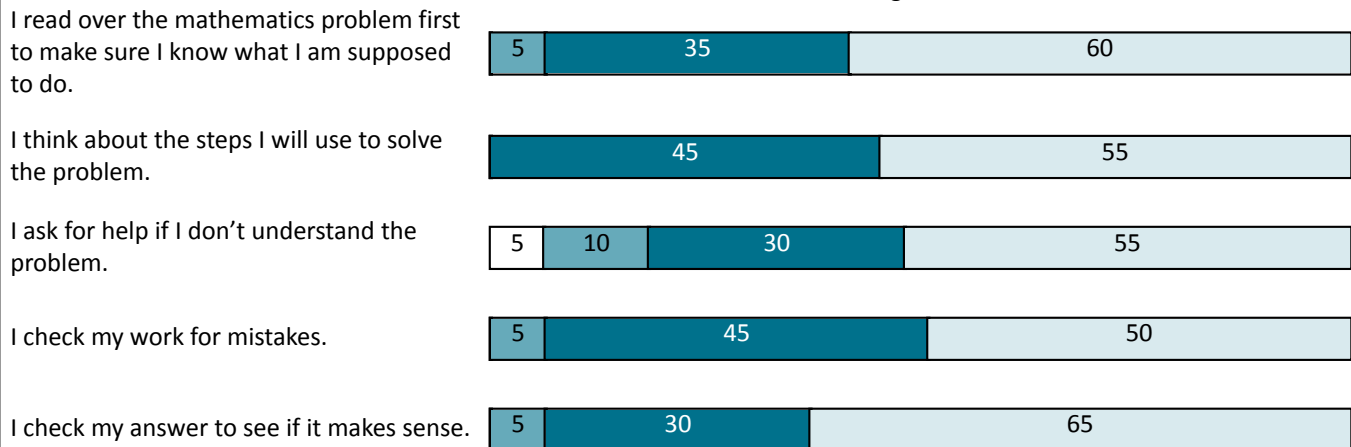


COGNITIVE STRATEGIES USED IN MATHEMATICS

When I am working on a mathematics problem,



Percentage of Students

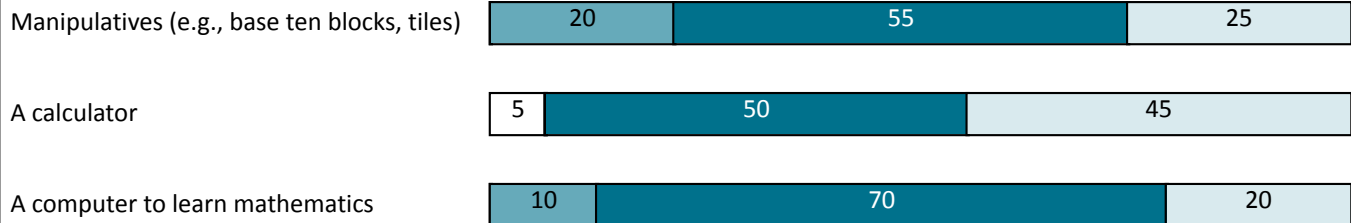


INSTRUCTIONAL TOOLS USED IN MATHEMATICS

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

Blank or ambiguous
 Never
 Sometimes
 Most of the time

Percentage of Students

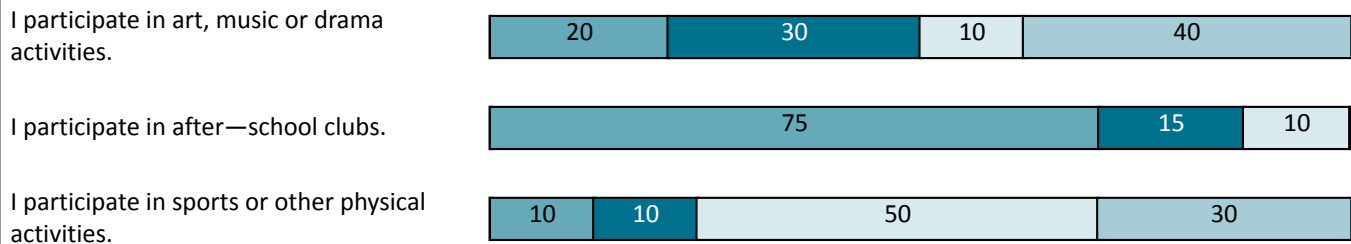


OUT—OF—SCHOOL ACTIVITIES

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

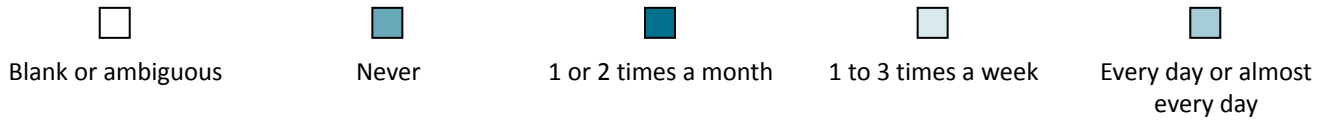
Blank or ambiguous
 Never
 1 or 2 times a month
 1 to 3 times a week
 Every day or almost every day

Percentage of Students

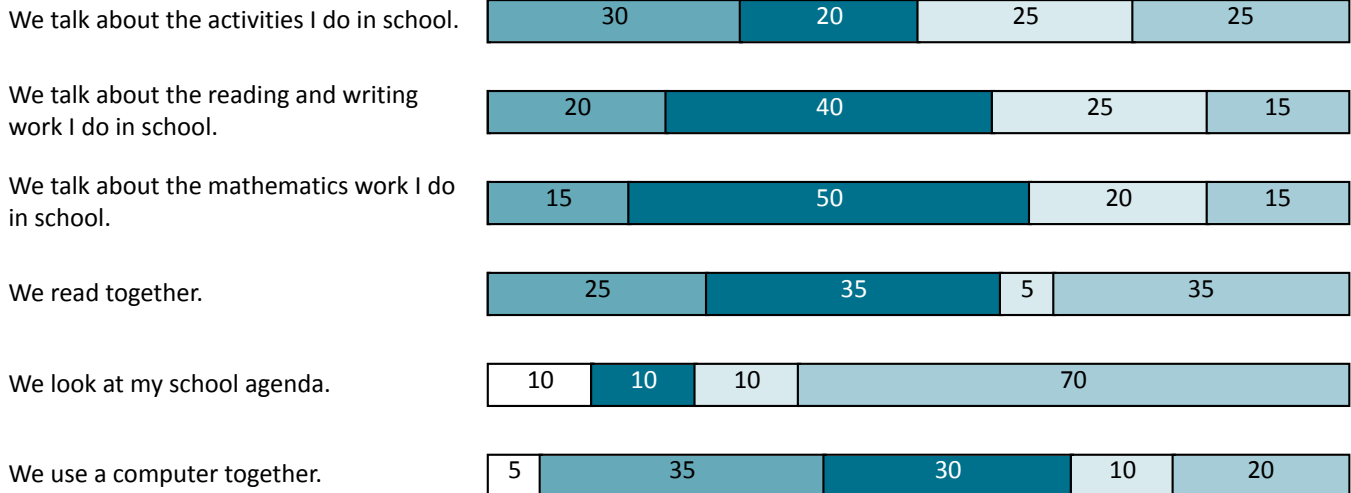


PARENTAL ENGAGEMENT

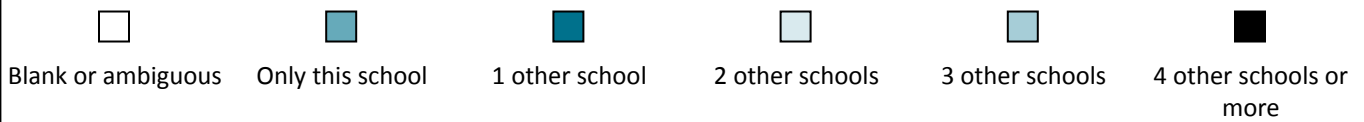
How often do you and a parent, a guardian or another adult who lives with you do the following?



Percentage of Students



SCHOOLS ATTENDED



Percentage of Students



LANGUAGES SPOKEN

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blank or ambiguous	Only or mostly English	Another language (or other languages) as often as English	Mostly or only another language (or other languages)

Percentage of Students

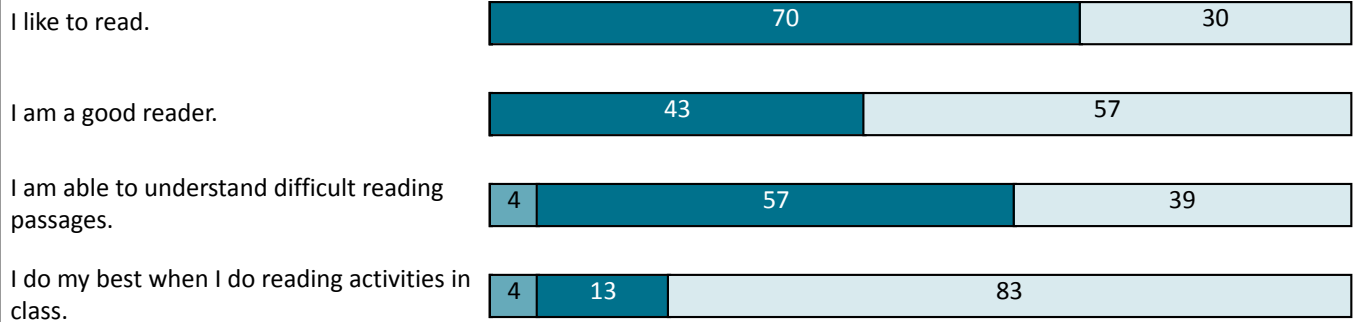


STUDENT ENGAGEMENT

About reading:



Percentage of Students

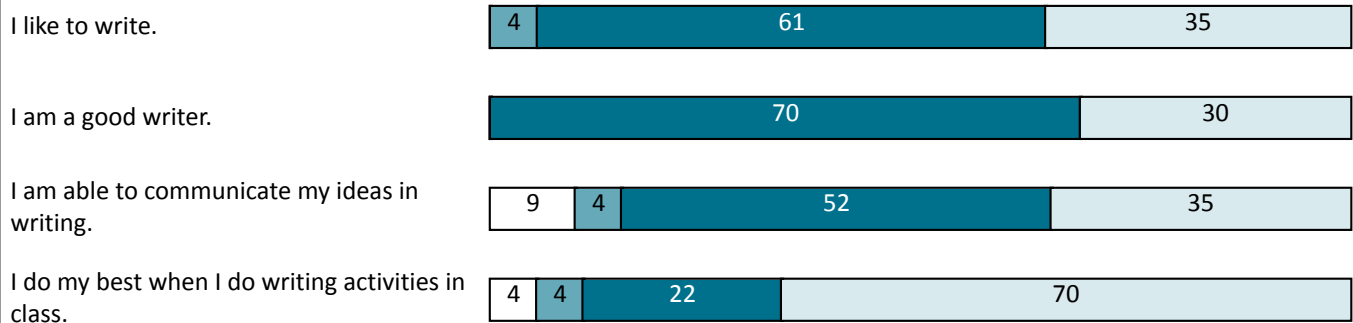


STUDENT ENGAGEMENT

About writing:



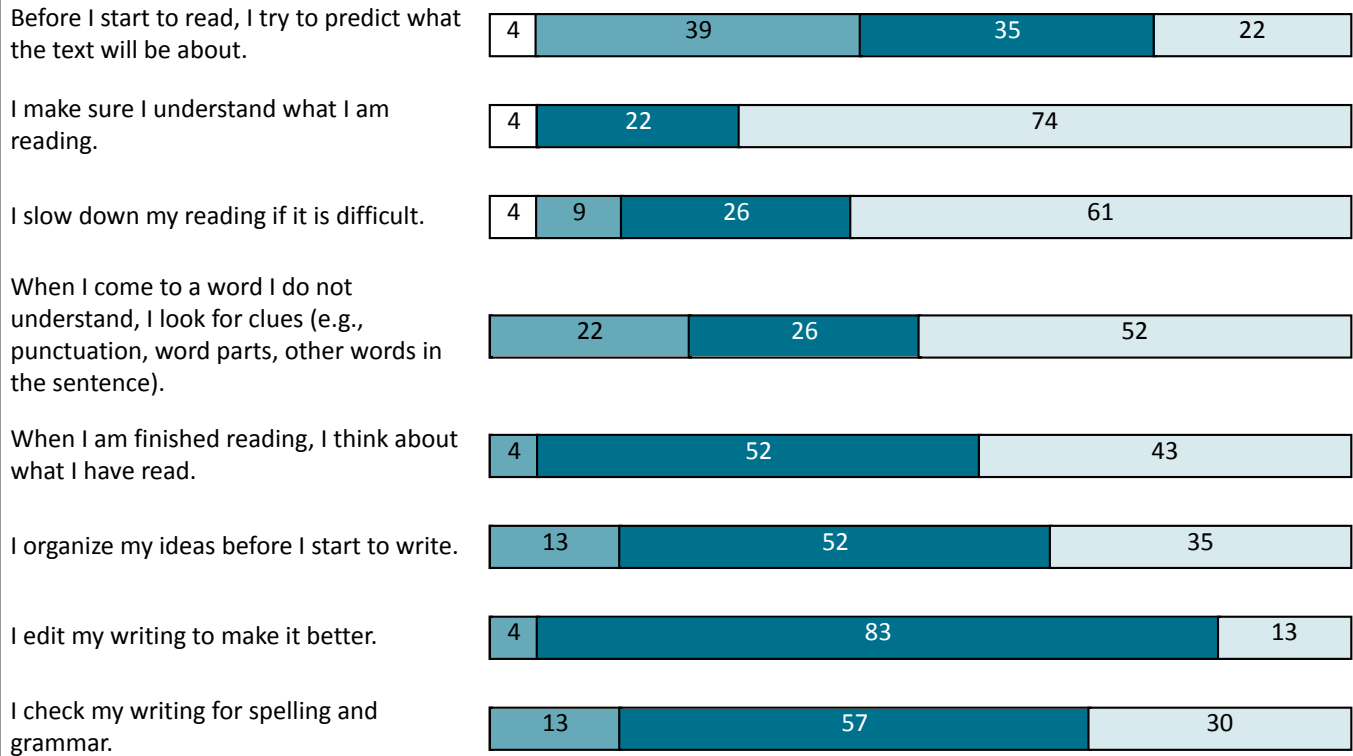
Percentage of Students



COGNITIVE STRATEGIES USED IN LANGUAGE

Blank or ambiguous
 Never
 Sometimes
 Most of the time

Percentage of Students

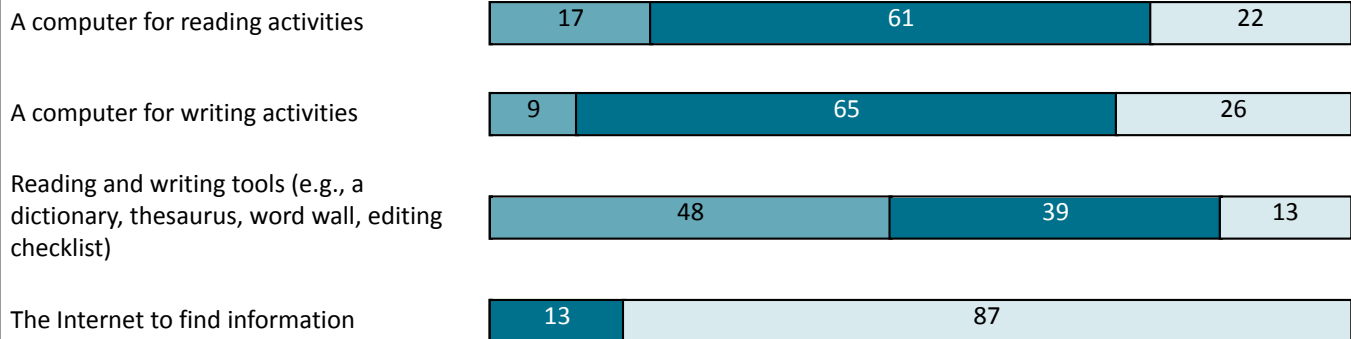


INSTRUCTIONAL TOOLS USED IN READING AND WRITING

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

Blank or ambiguous
 Never
 Sometimes
 Most of the time

Percentage of Students

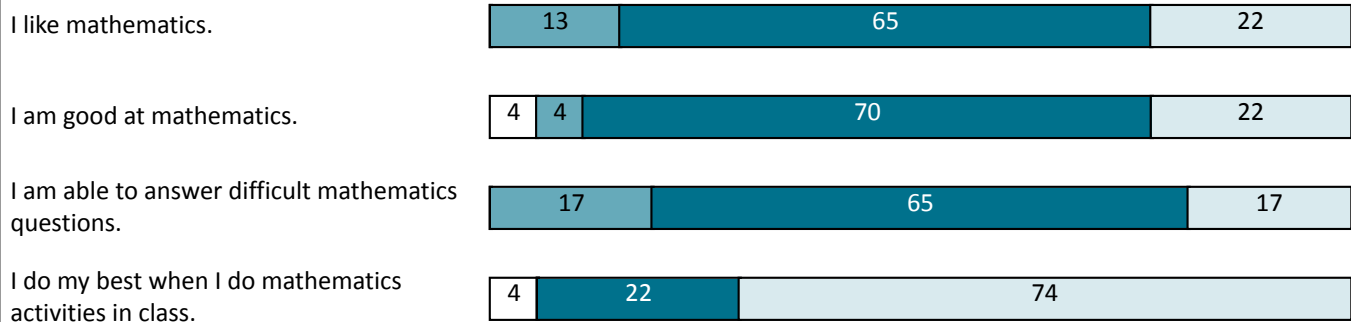


STUDENT ENGAGEMENT

About mathematics:

Blank or ambiguous
 Never
 Sometimes
 Most of the time

Percentage of Students

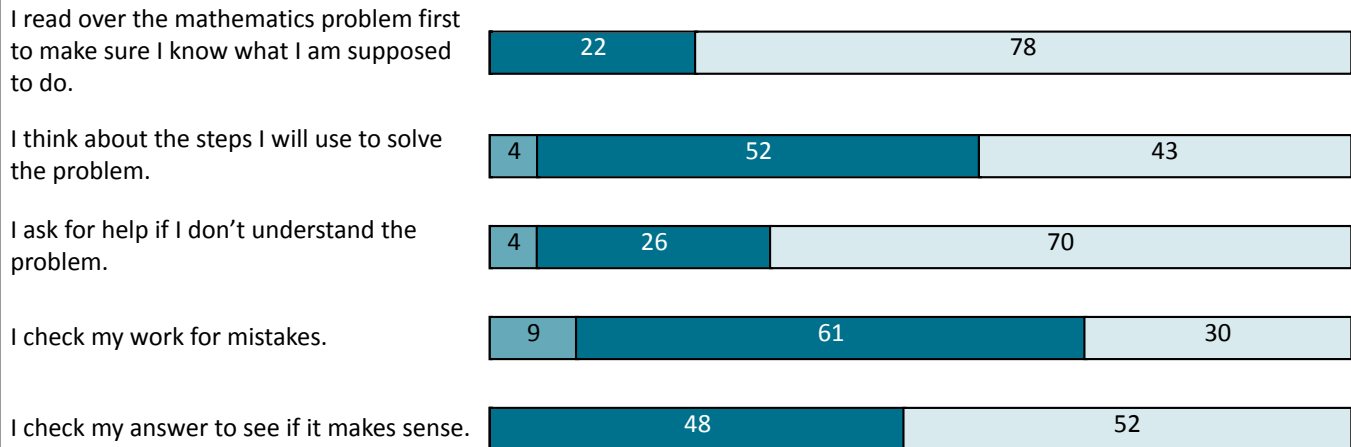


COGNITIVE STRATEGIES USED IN MATHEMATICS

When I am working on a mathematics problem,



Percentage of Students

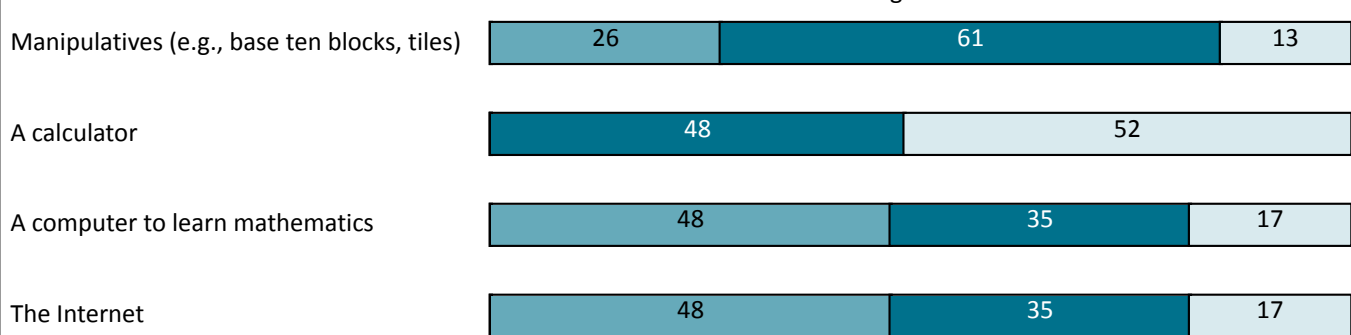


INSTRUCTIONAL TOOLS USED IN MATHEMATICS

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

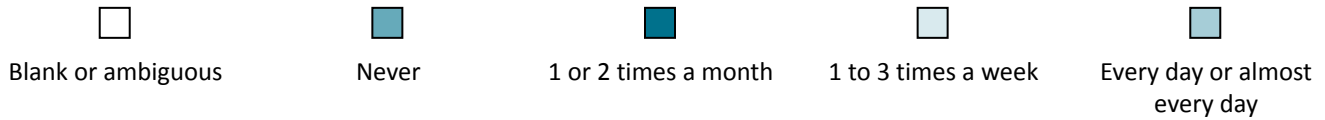


Percentage of Students

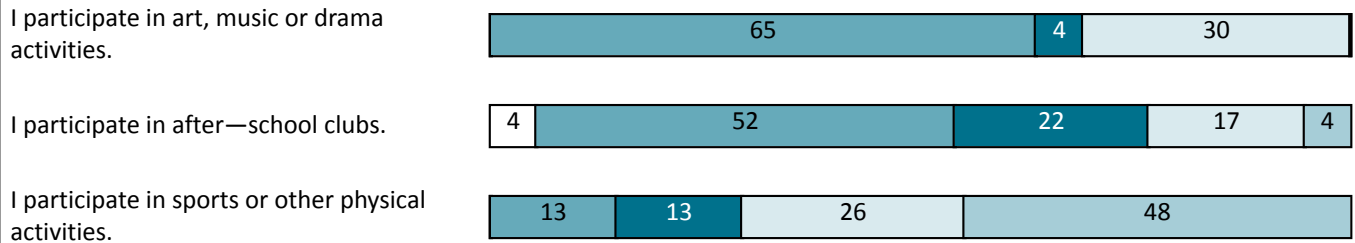


OUT—OF—SCHOOL ACTIVITIES

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

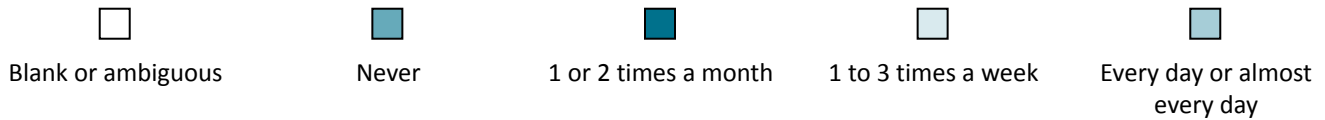


Percentage of Students

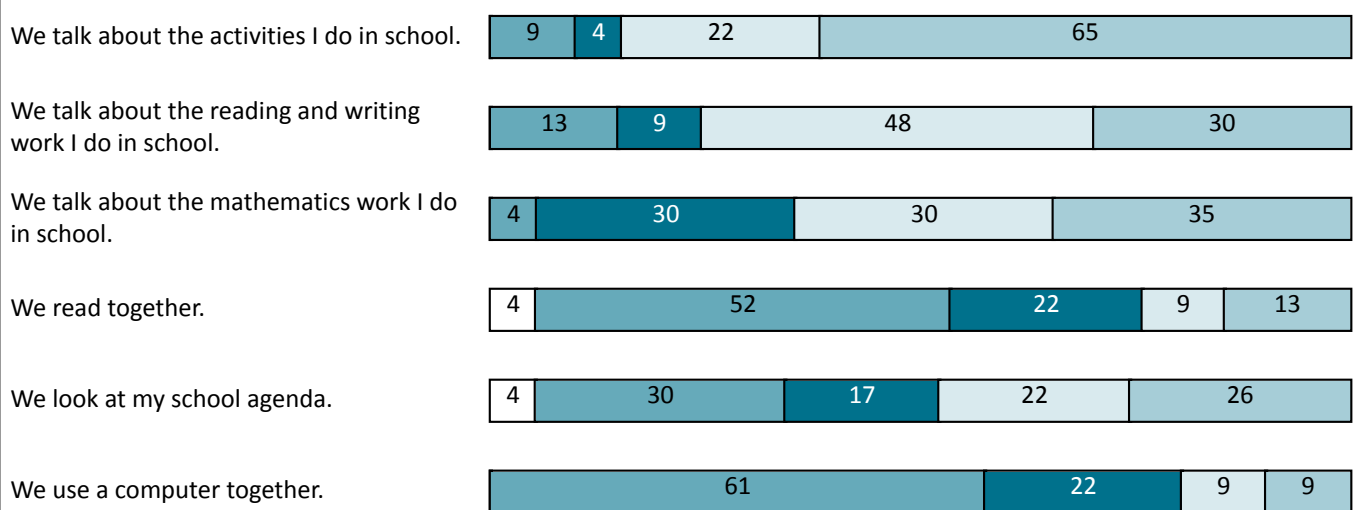


PARENTAL ENGAGEMENT

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



Percentage of Students



SCHOOLS ATTENDED



Blank or ambiguous



Only this school



1 other school



2 other schools



3 other schools



4 other schools or
more

Percentage of Students

How many schools did you attend before
this one?



LANGUAGES SPOKEN



Blank or ambiguous



Only or mostly English



Another language (or other
languages) as often as English



Mostly or only another
language (or other languages)

Percentage of Students

Languages student speaks at home



Languages in which people speak to
student at home



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

EXPLANATION OF TERMS

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