**Education Quality and Accountability Office** 



# School Report



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

School: Hunter's Glen Jr PS (272426)

**Board: Toronto DSB (66052)** 

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.

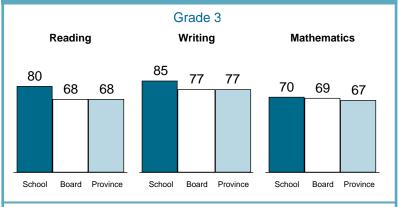
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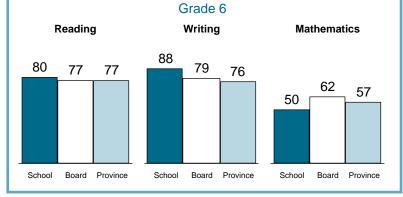
Bruce Rodrigues
Chief Executive Officer

Education Quality and Accountability Office

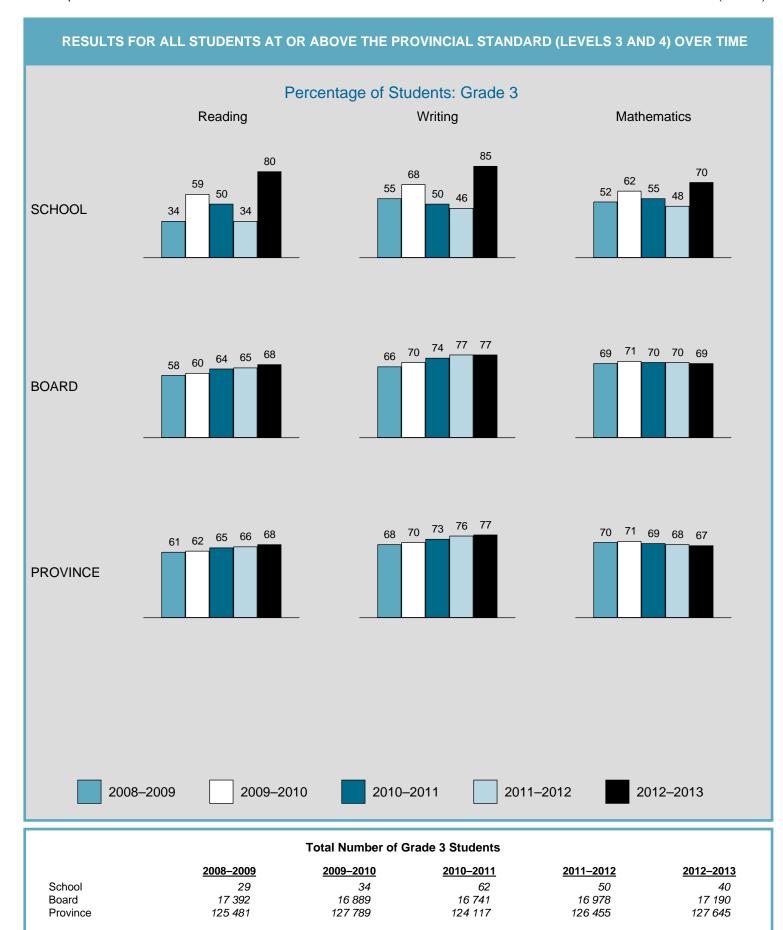
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# PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2012–2013

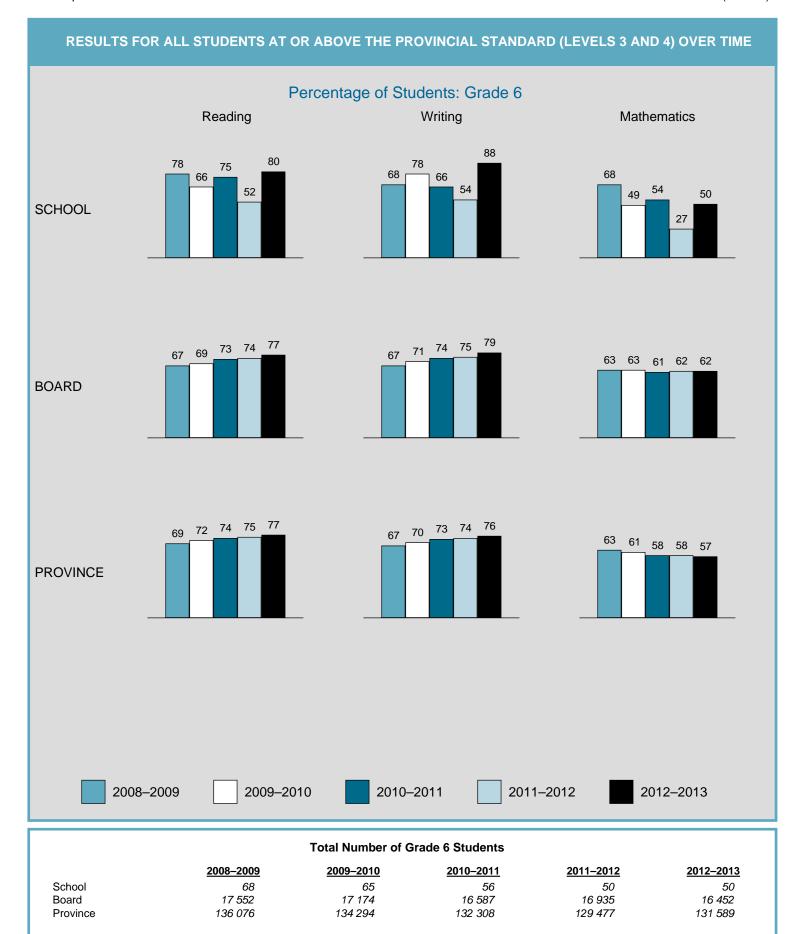




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Hunter's Glen Jr PS (272426)

#### **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.

#### OB

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.

#### OB

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.

#### OB

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.

#### OB

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.egao.com.

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#### **Contextual Information: Grade 3\***

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

emographic Information		School		Board		Province	
Enrolment							
Number of Grade 3 students		40		17 190		127 645	
Number of classes with Grade 3 students		3		1 543		9 556	
Number of schools with Grade 3 classes	Not a	pplicable		402		3 340	
	Number	Percent	Number	Percent	Number	Percen	
Gender							
Female	17	42%	8 421	49%	61 888	48%	
Male	23	58%	8 769	51%	65 757	52%	
Gender not specified	0	0%	0	0%	0	0%	
Student Status							
English language learners**	0	0%	749	4%	16 093	13%	
Students with special education needs (excluding gifted)**	10	25%	3 275	19%	21 452	17%	
Place of Birth							
Born in Canada	31	78%	13 822	80%	114 431	90%	
Born outside Canada	9	22%	3 343	19%	13 081	10%	
In Canada less than one year	0	0%	152	1%	786	1%	
In Canada one year or more but less than three years	0	0%	872	5%	2 941	2%	
In Canada three years or more	8	20%	1 996	12%	8 601	7%	
Language							
First language learned at home was other than English	17	42%	7 558	44%	28 595	22%	
Year Student Entered Current School							
Year of the assessment	9	22%	2 335	14%	17 108	13%	
Year prior to the assessment	4	10%	1 895	11%	13 749	11%	
2 years prior to the assessment	6	15%	2 191	13%	18 818	15%	
3 or more years prior to the assessment	21	52%	10 743	62%	77 892	61%	
Data not available	0	0%	26	<1%	78	<1%	
Year Student Entered Current Board							
Year of the assessment	2	5%	1 208	7%	8 038	6%	
Year prior to the assessment	0	0%	1 149	7%	7 422	6%	
2 years prior to the assessment	1	2%	1 442	8%	11 069	9%	
3 or more years prior to the assessment	37	92%	13 329	78%	98 569	77%	
Data not available	0	0%	62	<1%	2 547	2%	

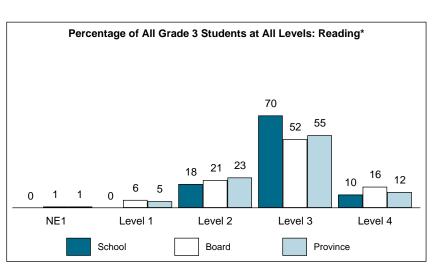
Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

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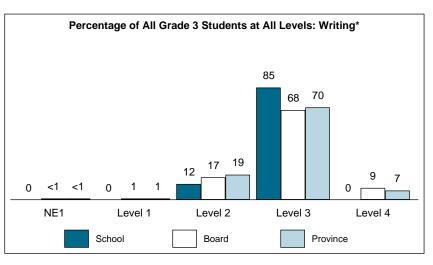
<sup>\*\*</sup> See the Explanation of Terms.

# Results in Reading, Writing and Mathematics, 2012–2013 **Grade 3: All Students**††

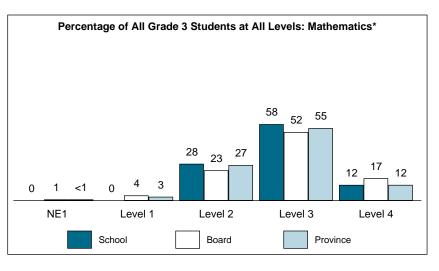
Grade 3: Reading*									
Number of Students	School 40		Board 15 505	Province 122 450					
	#	%	%	%					
Level 4	4	10%	16%	12%					
Level 3	28	70%	52%	55%					
Level 2	7	18%	21%	23%					
Level 1	0	0%	6%	5%					
NE1**	0	0%	1%	1%					
Participating Students	39	98%	96%	97%					
No Data	0	0%	1%	1%					
Exempt	1	2%	3%	3%					
At or Above Provincial Standard (Levels 3 and 4) †		80%	68%	68%					



Grade 3: Writing*									
Number of Students	School 40		Board 15 505	Province 122 447					
	#	%	%	%					
Level 4	0	0%	9%	7%					
Level 3	34	85%	68%	70%					
Level 2	5	12%	17%	19%					
Level 1	0	0%	1%	1%					
NE1**	0	0%	<1%	<1%					
Participating Students	39	98%	96%	97%					
No Data	0	0%	1%	1%					
Exempt	1	2%	3%	2%					
At or Above Provincial Standard		77%	77%						



Grade 3: Mathematics*									
Number of Students	School 40		Board 17 188	Province 127 633					
	#	%	%	%					
Level 4	5	12%	17%	12%					
Level 3	23	58%	52%	55%					
Level 2	11	28%	23%	27%					
Level 1	0	0%	4%	3%					
NE1**	0	0%	1%	<1%					
Participating Students	39	98%	96%	97%					
No Data	0	0%	1%	1%					
Exempt	1	2%	3%	2%					
At or Above Provincial Standard (Levels 3 and 4) †	70%	69%	67%						



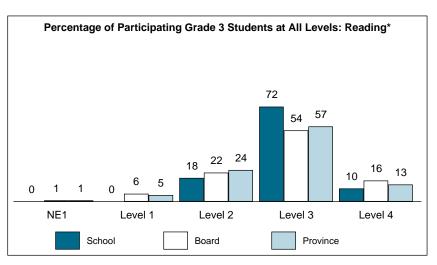
- Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
- See the Explanation of Terms.
- These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages 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.

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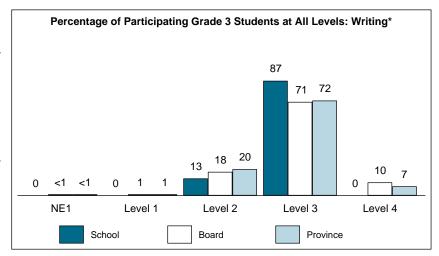
#### Results in Reading, Writing and Mathematics, 2012–2013

# Grade 3: Participating Students (excludes "no data" and "exempt" categories)

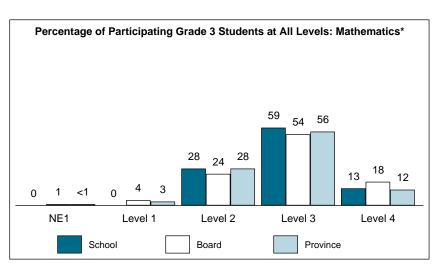
Grade 3: Reading*									
Number of Students	School 39		Board 14 844	Province 118 539					
	#	%	%	%					
Level 4	4	10%	16%	13%					
Level 3	28	72%	54%	57%					
Level 2	7	18%	22%	24%					
Level 1	0	0%	6%	5%					
NE1**	0	0%	1%	1%					
At or Above Provincial Standard (Levels 3 and 4) †	l	71%	70%						



Grade 3: Writing*								
Number of Students	School 39		Board 14 865	Province 118 844				
	#	%	%	%				
Level 4	0	0%	10%	7%				
Level 3	34	87%	71%	72%				
Level 2	5	13%	18%	20%				
Level 1	0	0%	1%	1%				
NE1**	0	0%	<1%	<1%				
At or Above Provincial Standard (Levels 3 and 4)†		81%	79%					



Grade 3: Mathematics*								
Number of Students	School 39		Board 16 553	Province 123 907				
	#	%	%	%				
Level 4	5	13%	18%	12%				
Level 3	23	59%	54%	56%				
Level 2	11	28%	24%	28%				
Level 1	0	0%	4%	3%				
NE1**	0	0%	1%	<1%				
At or Above Provincial Standard (Levels 3 and 4)†	ı	72%	69%					



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

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<sup>\*\*</sup> 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.

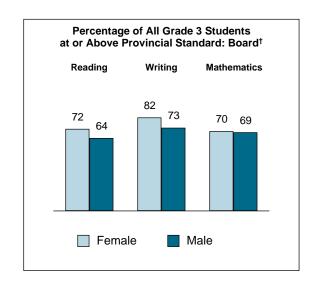
#### Results in Reading, Writing and Mathematics, 2012–2013

# Grade 3: Gender<sup>††</sup>

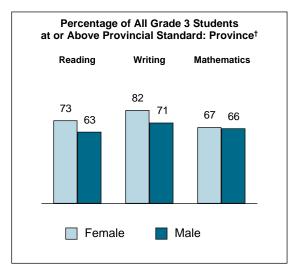
Grade 3: School*									
	Read	ding	Writ	ting	Mathematics				
Number of Students	Female 17	Male 23	Female 17	Male 23	Female 17	Male 23			
Level 4	24%	0%	0%	0%	12%	13%			
Level 3	71%	70%	94%	78%	65%	52%			
Level 2	6%	26%	6%	17%	24%	30%			
Level 1	0%	0%	0%	0%	0%	0%			
NE1**	0%	0%	0%	0%	0%	0%			
Participating Students	100%	96%	100%	96%	100%	96%			
No Data	0%	0%	0%	0%	0%	0%			
Exempt	0%	4%	0%	4%	0%	4%			
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	94%	70%	94%	78%	76%	65%			

at	Percentage of All Grade 3 Students at or Above Provincial Standard: School <sup>†</sup>								
	Reading		Writ	ing	N	Mathematics		s	
	94		94						
	70			78		76	65		
	Female Male								

Grade 3: Board*									
	Read	ding	Writ	ting	Mathematics				
Number of Students	Female 7 455	Male 8 050	Female 7 455	Male 8 050	Female 8 421	Male 8 767			
Level 4	20%	12%	13%	6%	17%	17%			
Level 3	52%	52%	69%	66%	53%	51%			
Level 2	19%	23%	14%	20%	23%	22%			
Level 1	5%	7%	1%	1%	4%	4%			
NE1**	1%	1%	<1%	<1%	<1%	1%			
Participating Students	97%	95%	97%	95%	97%	95%			
No Data	1%	1%	1%	1%	1%	1%			
Exempt	2%	4%	2%	4%	2%	3%			
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	72%	64%	82%	73%	70%	69%			



Grade 3: Province*									
	Read	ding	Writ	ing	Mathematics				
Number of Students	Female 58 950	Male 63 500	Female 58 949	Male 63 498	Female 61 884	Male 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) <sup>†</sup>	73%	63%	82%	71%	67%	66%			



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

<sup>\*\*</sup> 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.

 $<sup>\</sup>dagger\dagger$  Results include only students for whom gender data were available.

# **Contextual Information: Grade 6\***

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

Demographic Information	Sch	School		Board		Province	
Enrolment							
Number of Grade 6 students		50		16 452		131 589	
Number of classes with Grade 6 students		4		1 292		8 369	
Number of schools with Grade 6 classes	Not a	pplicable		344		3 170	
	Number	Percent	Number	Percent	Number	Percen	
Gender							
Female	34	68%	8 101	49%	64 062	49%	
Male	16	32%	8 351	51%	67 518	51%	
Gender not specified	0	0%	0	0%	9	<1%	
Student Status							
English language learners**	1	2%	620	4%	12 398	9%	
Students with special education needs (excluding gifted)**	4	8%	3 499	21%	26 858	20%	
Place of Birth							
Born in Canada	38	76%	12 505	76%	115 276	88%	
Born outside Canada	11	22%	3 937	24%	16 211	12%	
In Canada less than one year	0	0%	118	1%	680	1%	
In Canada one year or more but less than three years	1	2%	743	5%	2 672	2%	
In Canada three years or more	9	18%	2 757	17%	12 083	9%	
Language							
First language learned at home was other than English	25	50%	7 446	45%	28 985	22%	
Year Student Entered Current School							
Year of the assessment	2	4%	6 052	37%	29 049	22%	
Year prior to the assessment	4	8%	1 321	8%	12 770	10%	
2 years prior to the assessment	13	26%	1 506	9%	12 004	9%	
3 or more years prior to the assessment	30	60%	7 544	46%	77 673	59%	
Data not available	1	2%	29	<1%	93	<1%	
Year Student Entered Current Board							
Year of the assessment	0	0%	922	6%	7 016	5%	
Year prior to the assessment	2	4%	1 014	6%	6 612	5%	
2 years prior to the assessment	1	2%	899	5%	6 188	5%	
3 or more years prior to the assessment	46	92%	13 560	82%	107 666	82%	
Data not available	1	2%	57	<1%	4 107	3%	

<sup>\*</sup> 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.

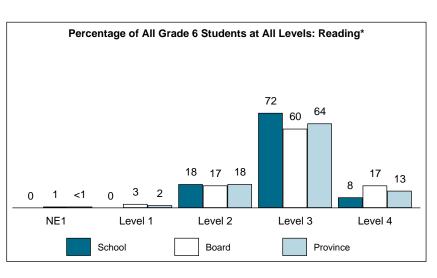
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<sup>\*\*</sup> See the Explanation of Terms.

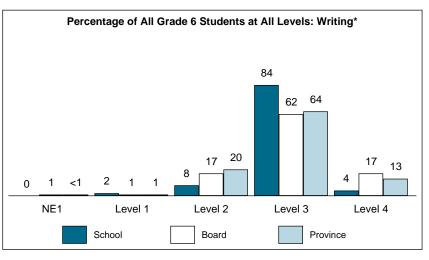
#### Results in Reading, Writing and Mathematics, 2012–2013

#### **Grade 6: All Students**

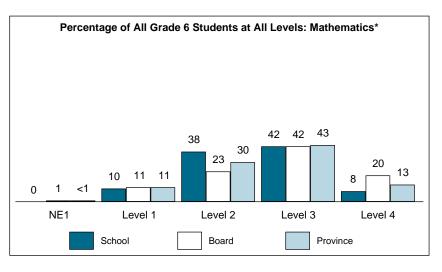
Grade 6: Reading*									
Number of Students	School 50		Board 16 426	Province 131 514					
	#	%	%	%					
Level 4	4	8%	17%	13%					
Level 3	36	72%	60%	64%					
Level 2	9	18%	17%	18%					
Level 1	0	0%	3%	2%					
NE1**	0	0%	1%	<1%					
Participating Students	49	98%	97%	98%					
No Data	0	0%	1%	<1%					
Exempt	1	2%	2%	2%					
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		80%	77%	77%					



Grade 6: Writing*								
Number of Students		iool 0	Board 16 426	Province 131 504				
	#	%	%	%				
Level 4	2	4%	17%	13%				
Level 3	42	84%	62%	64%				
Level 2	4	8%	17%	20%				
Level 1	1	2%	1%	1%				
NE1**	0	0%	1%	<1%				
Participating Students	49	98%	97%	98%				
No Data	0	0%	1%	<1%				
Exempt	1	2%	2%	2%				
At or Above Provincial Standard (Levels 3 and 4) †	ı	88%	79%	76%				



Grade 6: Mathematics*								
Number of Students		iool i0	Board 16 436	Province 131 543				
	#	%	%	%				
Level 4	4	8%	20%	13%				
Level 3	21	42%	42%	43%				
Level 2	19	38%	23%	30%				
Level 1	5	10%	11%	11%				
NE1**	0	0%	1%	<1%				
Participating Students	49	98%	97%	97%				
No Data	0	0%	1%	1%				
Exempt	1	2%	2%	2%				
At or Above Provincial Standard (Levels 3 and 4) †			62%	57%				



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

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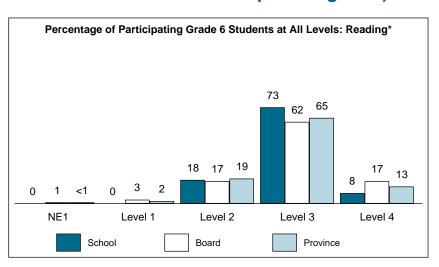
<sup>\*\*</sup> See the Explanation of Terms.

<sup>†</sup> 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.

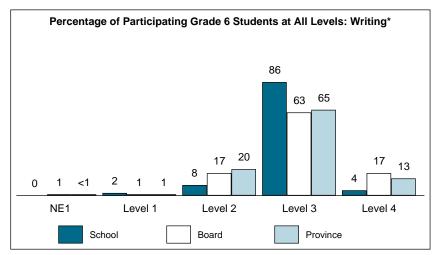
#### Results in Reading, Writing and Mathematics, 2012–2013

# Grade 6: Participating Students (excludes "no data" and "exempt" categories)

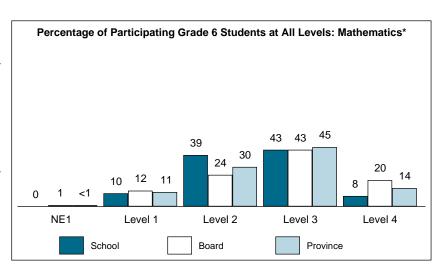
Grade 6: Reading*								
Number of Students	School 49							
	#	%	%	%				
Level 4	4	8%	17%	13%				
Level 3	36	73%	62%	65%				
Level 2	9	18%	17%	19%				
Level 1	0	0%	3%	2%				
NE1**	0	0%	1%	<1%				
At or Above Provincial Standard (Levels 3 and 4) †			79%	79%				



Grade 6: Writing*								
Number of Students	School 49		Board 15 972	Province 128 452				
	# %		%	%				
Level 4	2	4%	17%	13%				
Level 3	42	86%	63%	65%				
Level 2	4	8%	17%	20%				
Level 1	1	2%	1%	1%				
NE1**	0	0%	1%	<1%				
At or Above Provincial Standard (Levels 3 and 4) †			81%	78%				



Grade 6: Mathematics*								
Number of Students	School 49							
	#	%	%	%				
Level 4	4	8%	20%	14%				
Level 3	21	43%	43%	45%				
Level 2	19	39%	24%	30%				
Level 1	5	10%	12%	11%				
NE1**	0	0%	1%	<1%				
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>			63%	58%				



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

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<sup>\*\*</sup> 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.

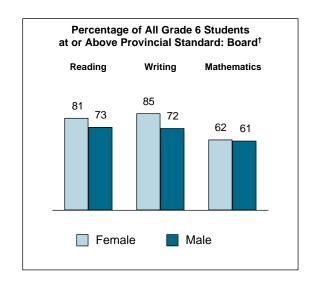
#### Results in Reading, Writing and Mathematics, 2012–2013

#### **Grade 6: Gender**††

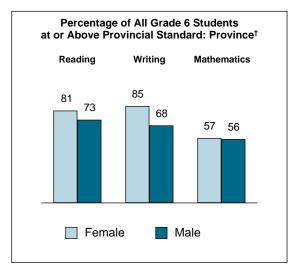
Grade 6: School*							
	Read	ding	Wri	ting	Mathematics		
Number of Students	Female 34	Male <i>16</i>	Female 34	Male <i>16</i>	Female 34	Male <i>16</i>	
Level 4	12%	0%	6%	0%	9%	6%	
Level 3	71%	75%	88%	75%	38%	50%	
Level 2	18%	19%	6%	12%	44%	25%	
Level 1	0%	0%	0%	6%	9%	12%	
NE1**	0%	0%	0%	0%	0%	0%	
Participating Students	100%	94%	100%	94%	100%	94%	
No Data	0%	0%	0%	0%	0%	0%	
Exempt	0%	6%	0%	6%	0%	6%	
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	82%	75%	94%	75%	47%	56%	

Percentage of All Grade 6 Students at or Above Provincial Standard: School†						
Reading	Writing	Mathematics				
75	75	47				
Fema	ale 🔲 N	Male				

Grade 6: Board*						
	Read	ding	Writ	ing	Mathematics	
Number of Students	Female 8 089	Male 8 337	Female 8 089	Male 8 337	Female 8 093	Male 8 343
Level 4	21%	13%	24%	10%	19%	20%
Level 3	60%	61%	62%	62%	43%	41%
Level 2	14%	19%	11%	22%	24%	23%
Level 1	2%	4%	1%	2%	11%	12%
NE1**	<1%	1%	<1%	1%	<1%	1%
Participating Students	98%	97%	98%	97%	98%	97%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	2%	2%	2%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	81%	73%	85%	72%	62%	61%



Grade 6: Province*								
	Read	ding	Writ	ting	Mathematics			
Number of Students	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) <sup>†</sup>	81%	73%	85%	68%	57%	56%		



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<sup>\*</sup> Because percentages in tables are rounded, percentages may not add to 100.

<sup>\*\*</sup> See the Explanation of Terms.

<sup>†</sup> 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.

<sup>††</sup> 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
Enrolment					
Number of students	29	34	62	50	40
Participation in the Assessment					
Reading <sup>†</sup>	79%	94%	87%	88%	98%
Writing <sup>†</sup>	93%	94%	92%	90%	98%
Mathematics <sup>†</sup>	79%	88%	90%	90%	98%
Gender					
Female	41%	65%	47%	44%	42%
Male	59%	35%	53%	56%	58%
Student Status					
English language learners**	0%	0%	0%	4%	0%
Students with special education needs (excluding gifted)**	31%	12%	16%	28%	25%
Place of Birth					
Born in Canada	79%	85%	87%	68%	78%
Born outside Canada	21%	15%	13%	26%	22%
In Canada less than one year	0%	0%	0%	2%	0%
In Canada one year or more but less than three years	7%	3%	3%	0%	0%
In Canada three years or more	14%	12%	8%	20%	20%
Language					
First language learned at home was other than English	52%	44%	52%	58%	42%
Year Student Entered Current School					
Year of the assessment	17%	9%	10%	20%	22%
Year prior to the assessment	10%	15%	8%	12%	10%
2 years prior to the assessment	14%	15%	16%	12%	15%
3 or more years prior to the assessment	59%	62%	66%	52%	52%
Data not available	0%	0%	0%	4%	0%

<sup>\*</sup> 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.

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<sup>†</sup> 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.

<sup>\*\*</sup> See the Explanation of Terms.

Hunter's Glen Jr PS (272426)

#### Results over Time, 2009-2010 to 2012-2013\*

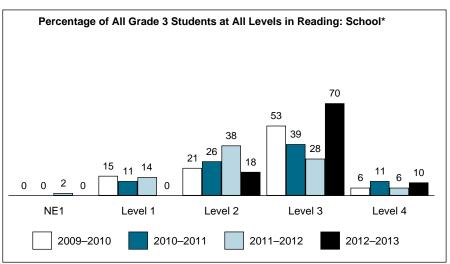
# **Grade 3: Reading**

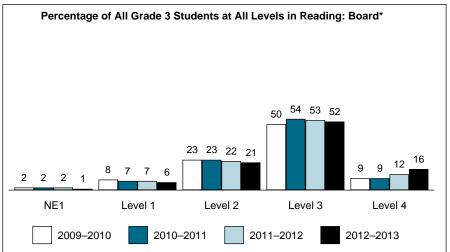
School Report

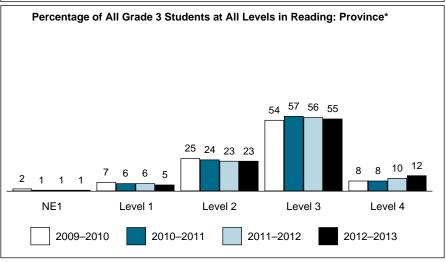
Grade 3 Reading: School*						
Year	Year '09-'10 '10-'11 '11-'12 '12-					
Number of Students	34	62	50	40		
Level 4	6%	11%	6%	10%		
Level 3	53%	39%	28%	70%		
Level 2	21%	26%	38%	18%		
Level 1	15%	11%	14%	0%		
NE1**	0%	0%	2%	0%		
Participating Students	94%	87%	88%	98%		
No Data	0%	2%	0%	0%		
Exempt	6%	11%	12%	2%		
At or Above Provincial Standard <sup>†</sup>	59%	50%	34%	80%		

Standard <sup>†</sup>								
Grade 3 Reading: Board*								
Year	'09–'10	'10–'11	'11–'12	'12–'13				
Number of Students	15 500	15 228	15 370	15 505				
Level 4	9%	9%	12%	16%				
Level 3	50%	54%	53%	52%				
Level 2	23%	23%	22%	21%				
Level 1	8%	7%	7%	6%				
NE1**	2%	2%	2%	1%				
Participating Students	93%	95%	96%	96%				
No Data	1%	1%	1%	1%				
Exempt	5%	4%	3%	3%				
At or Above Provincial Standard†	60%	64%	65%	68%				

Grade 3 Rea	Grade 3 Reading: Province*						
Year	'09–'10	'10–'11	'11–'12	'12–'13			
Number of Students	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%			
Participating Students	96%	97%	97%	97%			
No Data	1%	1%	<1%	1%			
Exempt	3%	3%	3%	3%			
At or Above Provincial Standard <sup>†</sup>	62%	65%	66%	68%			







- Refer to the EQAO Web site (<u>www.eqao.com</u>) 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.

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<sup>\*\*</sup> See the Explanation of Terms.

<sup>†</sup> 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.

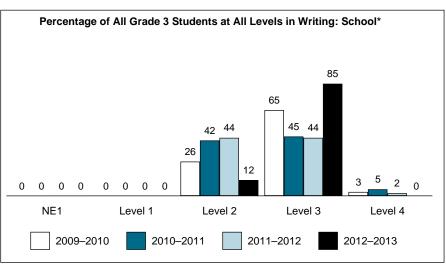
#### Results over Time, 2009-2010 to 2012-2013\*

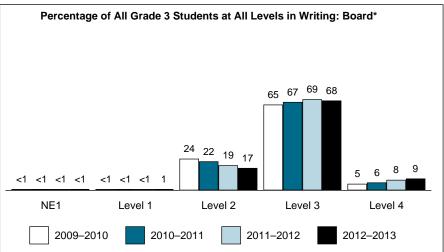
#### **Grade 3: Writing**

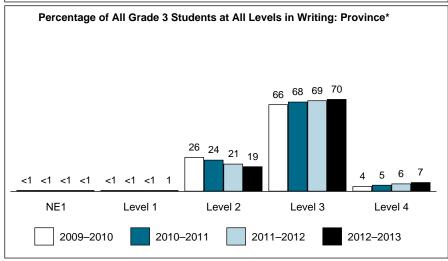
Grade 3 Writing: School*					
Grade 3 Wil	ting: Sci	1001"			
Year	'09–'10	'10–'11	'11–'12	'12–'13	
Number of Students	34	62	50	40	
Level 4	3%	5%	2%	0%	
Level 3	65%	45%	44%	85%	
Level 2	26%	42%	44%	12%	
Level 1	0%	0%	0%	0%	
NE1**	0%	0%	0%	0%	
Participating Students	94%	92%	90%	98%	
No Data	0%	2%	0%	0%	
Exempt	6%	6%	10%	2%	
At or Above Provincial Standard <sup>†</sup>	68%	50%	46%	85%	

Standard <sup>†</sup>	0070	3070	4070	0370				
Grade 3 Writing: Board*								
Year	'09–'10	'10–'11	'11–'12	'12–'13				
Number of Students	15 499	15 228	15 370	15 505				
Level 4	5%	6%	8%	9%				
Level 3	65%	67%	69%	68%				
Level 2	24%	22%	19%	17%				
Level 1	<1%	<1%	<1%	1%				
NE1**	<1%	<1%	<1%	<1%				
Participating Students	94%	95%	96%	96%				
No Data	1%	1%	1%	1%				
Exempt	5%	3%	3%	3%				
At or Above Provincial	70%	74%	77%	77%				

Grade 3 Wri	Grade 3 Writing: Province*							
Year	'09–'10	'10–'11	'11–'12	'12–'13				
Number of Students	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%				
Participating Students	97%	97%	97%	97%				
No Data	1%	1%	1%	1%				
Exempt	3%	2%	2%	2%				
At or Above Provincial Standard <sup>†</sup>	70%	73%	76%	77%				







Refer to the EQAO Web site (<u>www.eqao.com</u>) for data from previous years.

Standard†

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

<sup>\*\*</sup> 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.

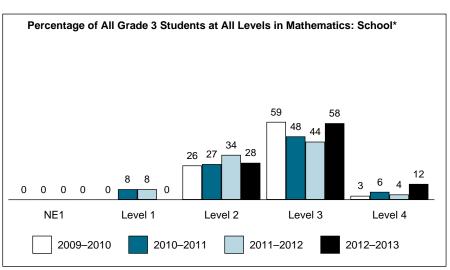
#### Results over Time, 2009-2010 to 2012-2013\*

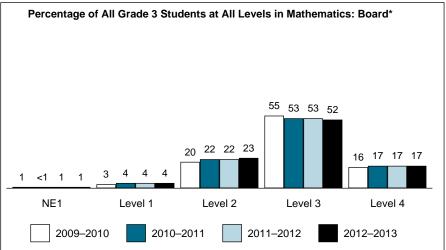
#### **Grade 3: Mathematics**

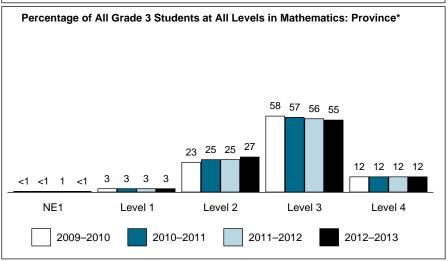
Grade 3 Mathematics: School*						
Year	'09–'10	'10–'11	'11–'12	'12–'13		
Number of Students	34	62	50	40		
Level 4	3%	6%	4%	12%		
Level 3	59%	48%	44%	58%		
Level 2	26%	27%	34%	28%		
Level 1	0%	8%	8%	0%		
NE1**	0%	0%	0%	0%		
Participating Students	88%	90%	90%	98%		
No Data	3%	3%	0%	0%		
Exempt	9%	6%	10%	2%		
At or Above Provincial Standard <sup>†</sup>	62%	55%	48%	70%		

Grade 3 Mathematics: Board*						
Year	'09–'10	'10–'11	'11–'12	'12–'13		
Number of Students	16 858	16 739	16 972	17 188		
Level 4	16%	17%	17%	17%		
Level 3	55%	53%	53%	52%		
Level 2	20%	22%	22%	23%		
Level 1	3%	4%	4%	4%		
NE1**	1%	<1%	1%	1%		
Participating Students	95%	96%	96%	96%		
No Data	1%	1%	1%	1%		
Exempt	4%	3%	3%	3%		
At or Above Provincial Standard <sup>†</sup>	71%	70%	70%	69%		

Grade 3 Mathematics: Province*						
Year	'09–'10	'10–'11	'11–'12	'12–'13		
Number of Students	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%		
Participating Students	97%	97%	97%	97%		
No Data	1%	1%	1%	1%		
Exempt	3%	2%	2%	2%		
At or Above Provincial Standard†	71%	69%	68%	67%		







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\*\* See the Explanation of Terms.

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<sup>†</sup> 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.

# **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
Enrolment					
Number of students	68	65	56	50	50
Participation in the Assessment					
Reading	96%	92%	96%	90%	98%
Writing	97%	92%	96%	90%	98%
Mathematics	96%	92%	96%	90%	98%
Gender					
Female	57%	45%	54%	50%	68%
Male	43%	55%	46%	50%	32%
Student Status					
English language learners**	3%	3%	0%	0%	2%
Students with special education needs (excluding gifted)**	10%	9%	20%	28%	8%
Place of Birth					
Born in Canada	81%	74%	75%	68%	76%
Born outside Canada	19%	26%	25%	30%	22%
In Canada less than one year	1%	2%	0%	0%	0%
In Canada one year or more but less than three years	1%	2%	0%	4%	2%
In Canada three years or more	15%	23%	23%	24%	18%
Language					
First language learned at home was other than English	53%	58%	52%	48%	50%
Year Student Entered Current School					
Year of the assessment	9%	9%	12%	8%	4%
Year prior to the assessment	7%	8%	5%	18%	8%
2 years prior to the assessment	31%	37%	36%	32%	26%
3 or more years prior to the assessment	51%	46%	46%	40%	60%
Data not available	1%	0%	0%	2%	2%

<sup>\*</sup> 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.

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<sup>\*\*</sup> See the Explanation of Terms.

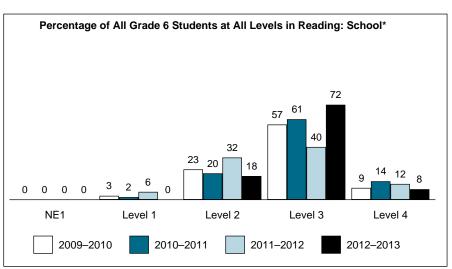
#### Results over Time, 2009-2010 to 2012-2013\*

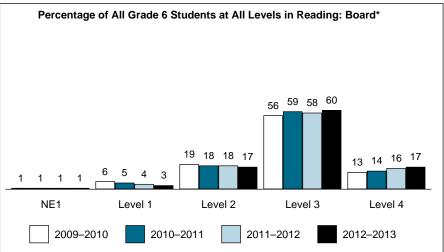
#### **Grade 6: Reading**

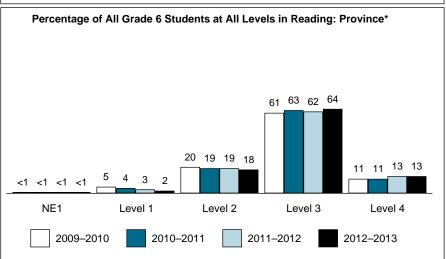
Grade 6 Reading: School*							
Year	'09–'10	'10–'11	'11–'12	'12–'13			
Number of Students	65	56	50	50			
Level 4	9%	14%	12%	8%			
Level 3	57%	61%	40%	72%			
Level 2	23%	20%	32%	18%			
Level 1	3%	2%	6%	0%			
NE1**	0%	0%	0%	0%			
Participating Students	92%	96%	90%	98%			
No Data	0%	0%	0%	0%			
Exempt	8%	4%	10%	2%			
At or Above Provincial Standard <sup>†</sup>	66%	75%	52%	80%			

Grade 6 Reading: Board*						
Year	'09–'10	'10–'11	'11–'12	'12–'13		
Number of Students	17 163	16 582	16 935	16 426		
Level 4	13%	14%	16%	17%		
Level 3	56%	59%	58%	60%		
Level 2	19%	18%	18%	17%		
Level 1	6%	5%	4%	3%		
NE1**	1%	1%	1%	1%		
Participating Students	95%	97%	97%	97%		
No Data	1%	1%	1%	1%		
Exempt	4%	3%	2%	2%		
At or Above Provincial Standard <sup>†</sup>	69%	73%	74%	77%		

Grade 6 Rea	ading: Pr	ovince*		
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 <sup>†</sup>	72%	74%	75%	77%







- Refer to the EQAO Web site (<u>www.eqao.com</u>) 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.

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<sup>†</sup> 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.

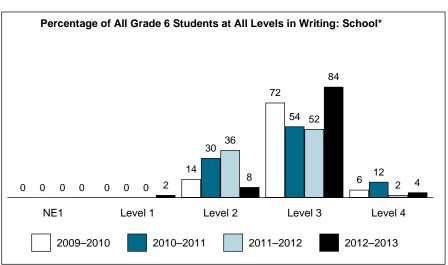
#### Results over Time, 2009-2010 to 2012-2013\*

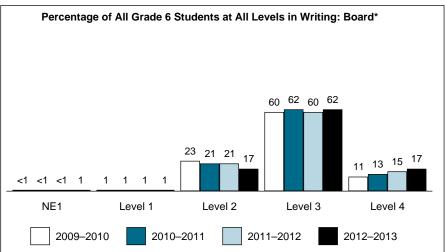
#### **Grade 6: Writing**

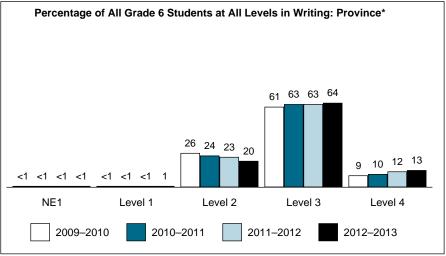
Grade 6 Writ	ing: Sch	nool*		
Year	'09–'10	'10–'11	'11–'12	'12–'13
Number of Students	65	56	50	50
Level 4	6%	12%	2%	4%
Level 3	72%	54%	52%	84%
Level 2	14%	30%	36%	8%
Level 1	0%	0%	0%	2%
NE1**	0%	0%	0%	0%
Participating Students	92%	96%	90%	98%
No Data	0%	0%	0%	0%
Exempt	8%	4%	10%	2%
At or Above Provincial Standard†	78%	66%	54%	88%

Grade 6 Wri	ting: Bo	ard*		
Year	'09–'10	'10–'11	'11–'12	'12–'13
Number of Students	17 163	16 582	16 935	16 426
Level 4	11%	13%	15%	17%
Level 3	60%	62%	60%	62%
Level 2	23%	21%	21%	17%
Level 1	1%	1%	1%	1%
NE1**	<1%	<1%	<1%	1%
Participating Students	95%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	4%	3%	2%	2%
At or Above Provincial Standard <sup>†</sup>	71%	74%	75%	79%

Grade 6 Wri	ting: Pro	vince*		
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 (<a href="www.eqao.com">www.eqao.com</a>) 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.

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<sup>†</sup> 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.

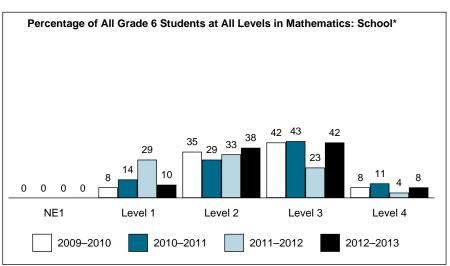
#### Results over Time, 2009-2010 to 2012-2013\*

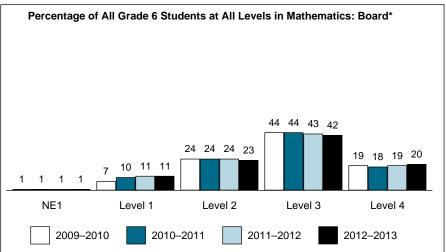
#### **Grade 6: Mathematics**

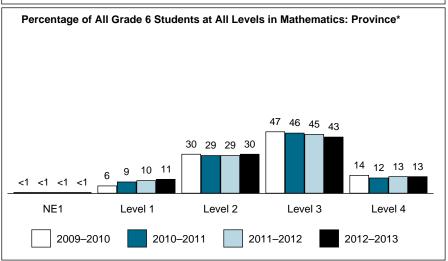
Grade 6 Mat	hematic	s: Schoo	ol*	
Year	'09–'10	'10–'11	'11–'12	'12–'13
Number of Students	65	56	48	50
Level 4	8%	11%	4%	8%
Level 3	42%	43%	23%	42%
Level 2	35%	29%	33%	38%
Level 1	8%	14%	29%	10%
NE1**	0%	0%	0%	0%
Participating Students	92%	96%	90%	98%
No Data	0%	0%	0%	0%
Exempt	8%	4%	10%	2%
At or Above Provincial Standard <sup>†</sup>	49%	54%	27%	50%

Grade 6 Mat	thematic	s: Board	*	
Year	'09–'10	'10–'11	'11–'12	'12–'13
Number of Students	17 156	16 579	16 923	16 436
Level 4	19%	18%	19%	20%
Level 3	44%	44%	43%	42%
Level 2	24%	24%	24%	23%
Level 1	7%	10%	11%	11%
NE1**	1%	1%	1%	1%
Participating Students	95%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	4%	2%	2%	2%
At or Above Provincial Standard <sup>†</sup>	63%	61%	62%	62%

Grade 6 Mat	hematic	s: Provir	rce*	
Year	'09–'10	'10–'11	'11–'12	'12–'13
Number of Students	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%
Participating Students	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	2%	2%	2%
At or Above Provincial Standard <sup>†</sup>	61%	58%	58%	57%



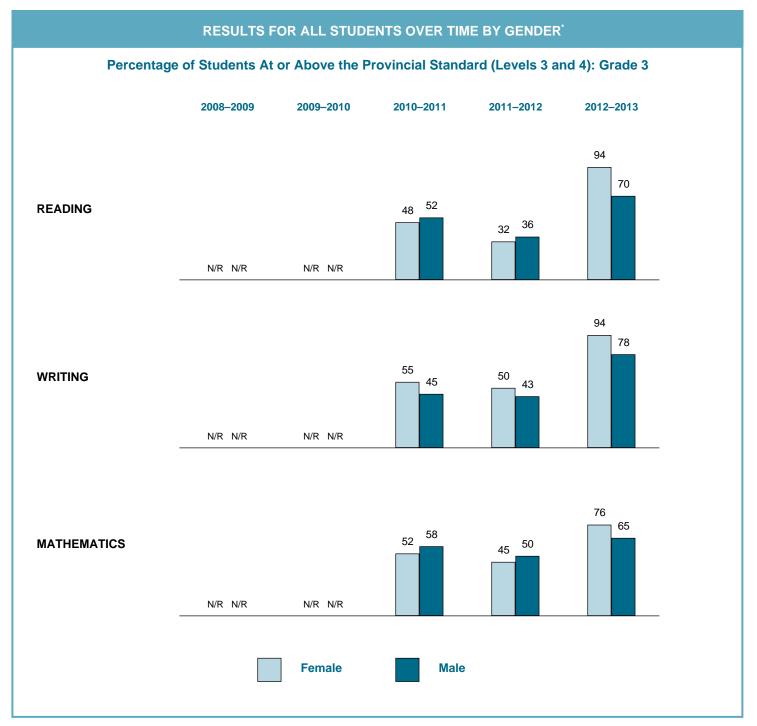




- Refer to the EQAO Web site (www.eqao.com) for data from previous years.
- \* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
- \*\* See the Explanation of Terms.

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<sup>†</sup> 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.

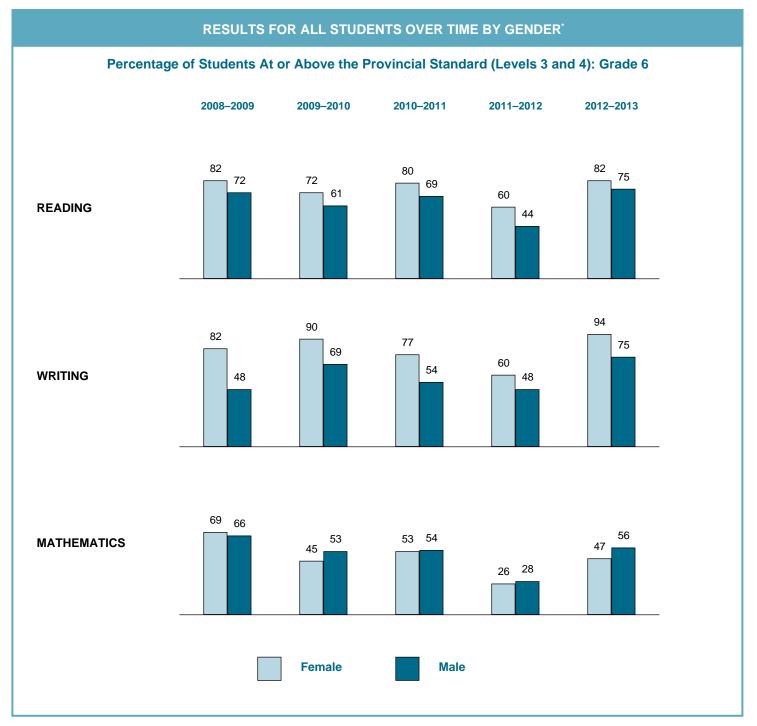


	Total Number of Grade 3 Students											
	<u>2008–2009</u> <u>2009–2010</u>			<u>2010-</u>	<u>-2011</u>	<u> 2011–</u>	2011-2012		<u>-2013</u>			
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
School	12	17	22	12	29	33	22	28	17	23		

st Includes only students for whom gender data were available.

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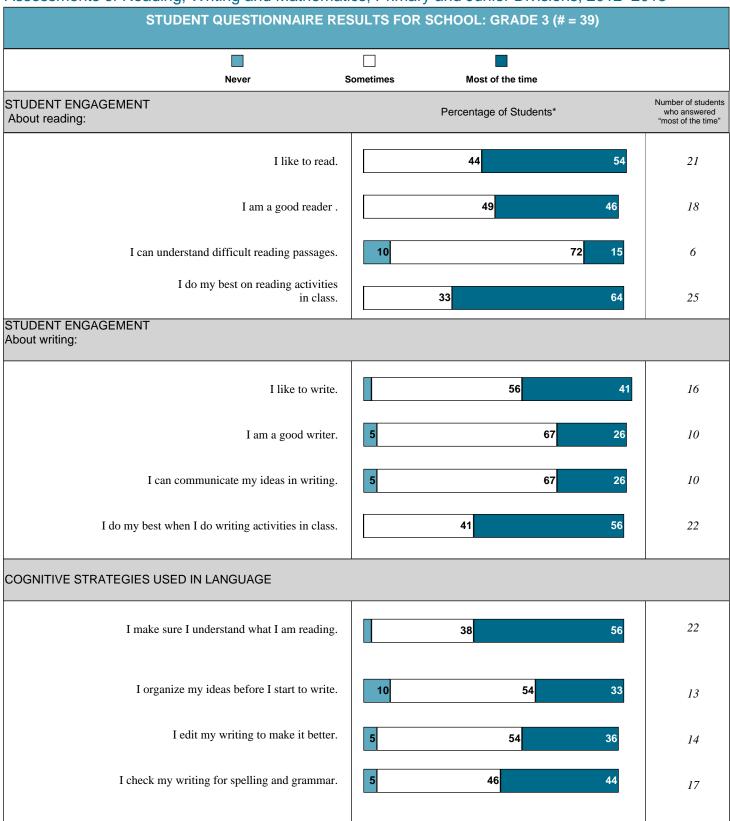
School Report



	Total Number of Grade 6 Students												
	<u>2008–2009</u> <u>2009–2010</u>			<u>2010–</u>	<u>2011</u>	<u> 2011–</u>	<u> 2012</u>	<u> 2012-</u>	<u>-2013</u>				
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			
School	39	29	29	36	30	26	25	25	34	16			

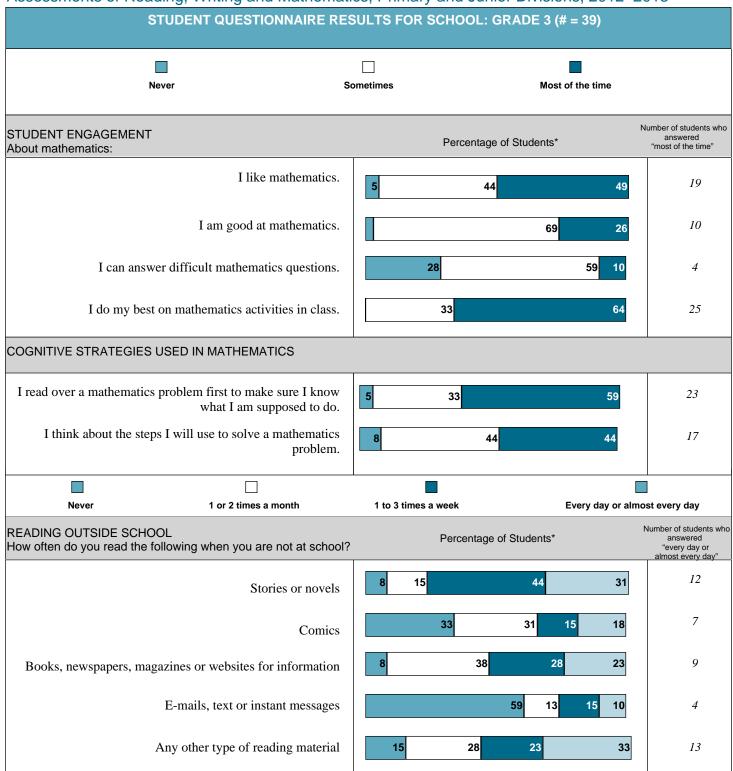
<sup>\*</sup> Includes only students for whom gender data were available.

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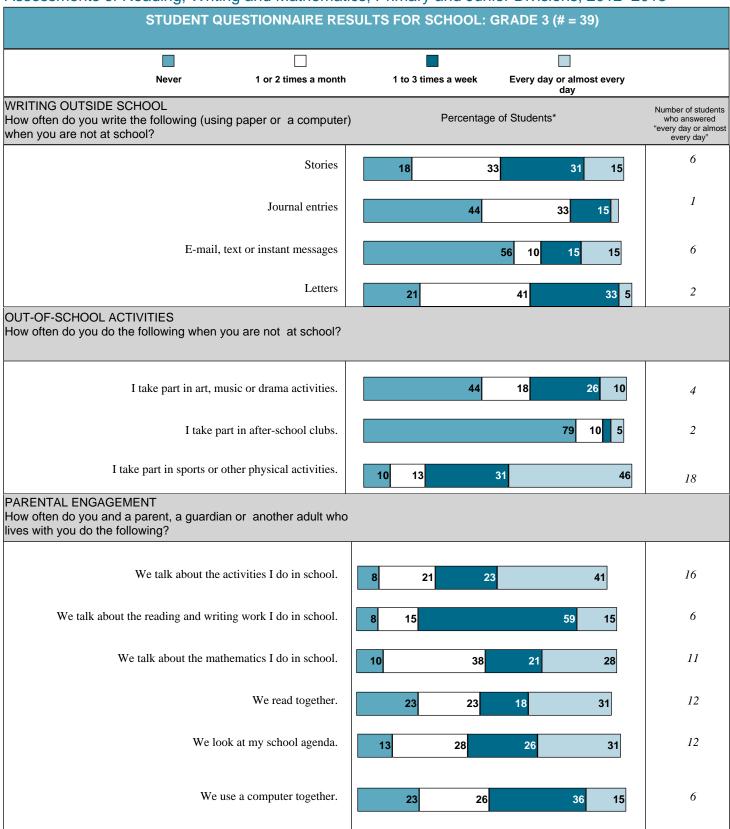
<sup>\*</sup> Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

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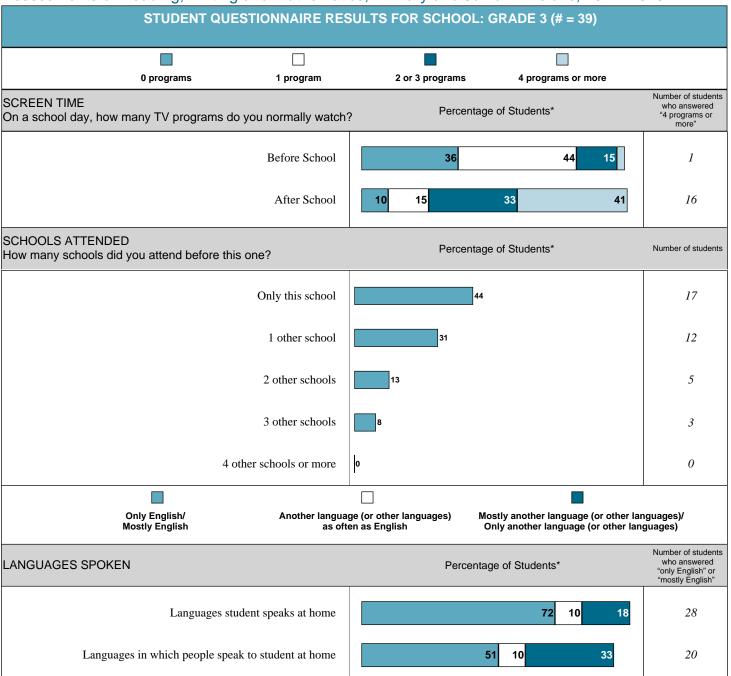
<sup>\*</sup> Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

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<sup>\*</sup> 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.

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<sup>\*</sup> 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.

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS		School			Board		Province		
FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	All Students (# = 39)	Female* (# = 17)	Male* (# = 22)	All Students (# = 16 432)	Female* (# = 8 132)	Male* (# = 8 300)	All Students (# = 123 251)	Female* (# = 60 268)	Male* (# = 62 983)
STUDENT ENGAGEMENT About reading:		Perce		students v			ost of the	time"†	
I like to read.	54%	59%	50%	53%	60%	47%	49%	56%	42%
I am a good reader.	46%	53%	41%	61%	62%	60%	64%	66%	62%
I can understand difficult reading passages.	15%	6%	23%	28%	26%	30%	28%	27%	30%
I do my best on reading activities in class.	64%	65%	64%	70%	74%	66%	73%	78%	69%
STUDENT ENGAGEMENT About writing:		Perce	ntage of	students v	who answ	vered "mo	ost of the	time"†	
I like to write.	41%	47%	36%	49%	56%	42%	48%	55%	40%
I am a good writer.	26%	41%	14%	45%	50%	40%	49%	55%	42%
I can communicate my ideas in writing.	26%	18%	32%	40%	41%	40%	41%	42%	39%
I do my best on writing activities in class.	56%	71%	45%	65%	70%	60%	69%	73%	64%
COGNITIVE STRATEGIES USED IN LANGUAGE	"	Perce	ntage of	students v	who answ	vered "mo	ost of the	time"†	
I make sure I understand what I am reading.	56%	71%	45%	65%	68%	62%	65%	68%	62%
I organize my ideas before I start to write.	33%	35%	32%	42%	46%	39%	41%	45%	38%
I edit my writing to make it better.	36%	35%	36%	44%	48%	40%	43%	47%	38%
I check my writing for spelling and grammar.	44%	53%	36%	46%	50%	42%	45%	49%	41%
STUDENT ENGAGEMENT About mathematics:		Percei	ntage of	students	who answ	vered "mo	ost of the	time"†	
I like mathematics.	49%	47%	50%	61%	55%	66%	56%	51%	60%
I am good at mathematics.	26%	24%	27%	54%	46%	61%	54%	47%	60%
I can answer difficult mathematics questions.	10%	0%	18%	35%	27%	43%	35%	28%	42%
I do my best on mathematics activities in class.	64%	65%	64%	74%	75%	72%	75%	76%	74%
COGNITIVE STRATEGIES USED IN MATHEMATICS		Perce	ntage of	students v	who answ	vered "mo	ost of the	time"†	
I read over a mathematics problem first to make sure I know what I am supposed to do.	59%	53%	64%	64%	68%	61%	65%	69%	61%
I think about the steps I will use to solve a mathematics problem.	44%	41%	45%	49%	49%	48%	47%	48%	47%

 $<sup>\</sup>ast$  Only includes students for whom gender data were available.  $\dagger$  Other response options were "never" and "sometimes."

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students,		School			Board		Province		
female, male)	All Students (# = 39)	Female* (# = 17)	Male* (# = 22)	All Students (# = 16 432)	Female* (# = 8 132)	Male* (# = 8 300)	All Students (# = 123 251)	Female* (# = 60 268)	Male* (# = 62 983)
READING OUTSIDE SCHOOL  How often do you read the following when you are not at school?	Perd	entage o	f student	s who an	swered "e	every day	or almos	st every d	ay" <sup>†</sup>
Stories or novels	31%	29%	32%	42%	47%	37%	40%	46%	35%
Comics	18%	12%	23%	21%	15%	27%	19%	13%	26%
Books, newspapers, magazines or websites for information	23%	18%	27%	26%	27%	25%	25%	27%	23%
E-mails, text or instant messages	10%	6%	14%	17%	17%	16%	23%	25%	22%
Any other type of reading material	33%	35%	32%	34%	37%	31%	34%	38%	31%
WRITING OUTSIDE SCHOOL How often do you write the following (using paper or a computer) when you are not at school?	Perd	entage o	f student	s who an	swered "e	every day	or almos	st every d	ay" <sup>†</sup>
Stories	15%	24%	9%	17%	20%	14%	16%	18%	13%
Journal entries	3%	6%	0%	15%	18%	11%	14%	18%	9%
E-mails, text or instant messages	15%	6%	23%	15%	16%	15%	22%	24%	21%
Letters	5%	6%	5%	13%	15%	11%	12%	14%	10%
PARENTAL ENGAGEMENT How often do you and a parent, a guardian or another adult who lives with you do the following?	Perc	entage o	f student	s who an	swered "e	every day	or almos	st every d	ay" <sup>†</sup>
We talk about the activities I do in school.	41%	35%	45%	51%	55%	47%	53%	58%	48%
We talk about the reading and writing work I do in school.	15%	24%	9%	36%	40%	32%	32%	36%	29%
We talk about the mathematics I do in school.	28%	29%	27%	39%	41%	37%	36%	38%	34%
We read together.	31%	41%	23%	27%	29%	26%	28%	30%	25%
We look at my school agenda.	31%	41%	23%	45%	45%	45%	53%	54%	52%
We use a computer together.	15%	12%	18%	19%	19%	19%	17%	17%	18%
OUT-OF-SCHOOL ACTIVITIES  How often do you do the following when you are not at school?	Perc	entage o	f student	s who an	swered "e	every day	or almos	st every d	ay" <sup>†</sup>
I take part in art, music or drama activities.	10%	12%	9%	18%	23%	13%	18%	23%	13%
I take part in after-school clubs.	5%	6%	5%	13%	13%	13%	11%	11%	10%
I take part in sports or other physical activities.	46%	35%	55%	34%	27%	39%	38%	33%	43%

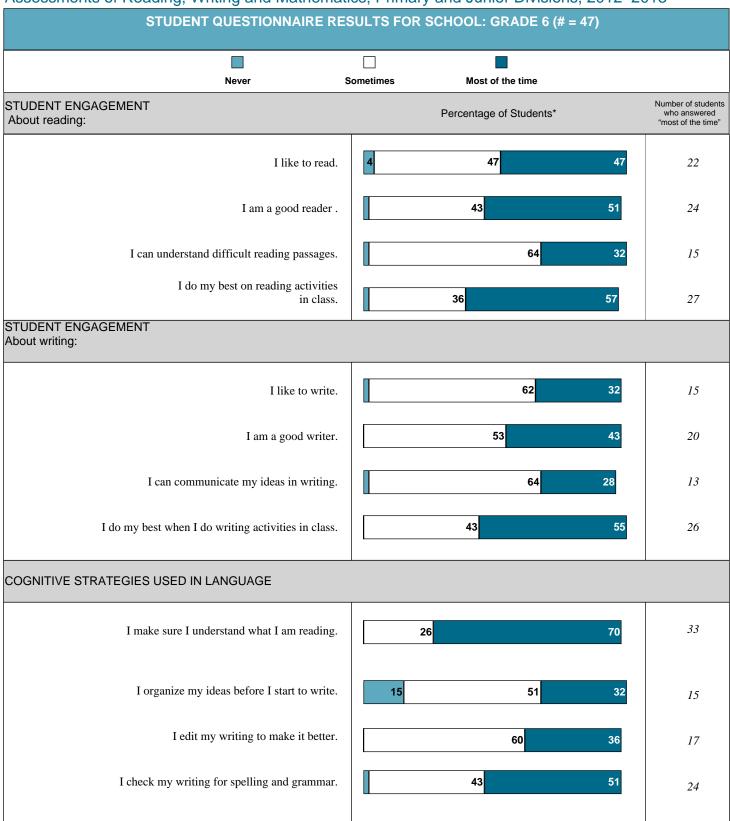
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<sup>\*</sup> Only includes students for whom gender data were available.  $\dagger$  Other response options were "never," "1 or 2 times a month" and "1 to 3 times a week."

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students,		School			Board		Province		
female, male)	All Students (# = 39)	Female* (# = 17)	Male* (# = 22)	All Students (# = 16 432)	Female* (# = 8 132)	Male* (# = 8 300)	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?	л	Percent	age of st	udents wh	no answe	red "4 pro	ograms o	r more"†	
Before school	3%	0%	5%	8%	5%	10%	9%	6%	13%
After school	41%	29%	50%	38%	34%	42%	46%	42%	50%
SCHOOLS ATTENDED How many schools did you attend before this one?				Percent	age of st	udents‡			
Only this school/1 other school	74%	71%	77%	77%	77%	76%	78%	78%	77%
2 other schools/3 other schools	21%	24%	18%	16%	15%	16%	15%	15%	16%
4 other schools or more	0%	0%	0%	4%	4%	4%	4%	4%	4%
LANGUAGES STUDENTS SPEAK AT HOME		Percentage of students <sup>‡</sup>							
Only English/Mostly English	72%	71%	73%	55%	54%	56%	71%	71%	72%
Another language (or other languages) as often as English	10%	6%	14%	24%	25%	23%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	18%	24%	14%	19%	19%	19%	11%	11%	11%
LANGUAGES SPOKEN TO STUDENTS AT HOME				Percent	age of st	udents‡			
Only English/Mostly English	51%	59%	45%	47%	46%	48%	66%	66%	67%
Another language (or other languages) as often as English	10%	6%	14%	20%	21%	19%	14%	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	33%	35%	32%	29%	29%	29%	17%	17%	17%

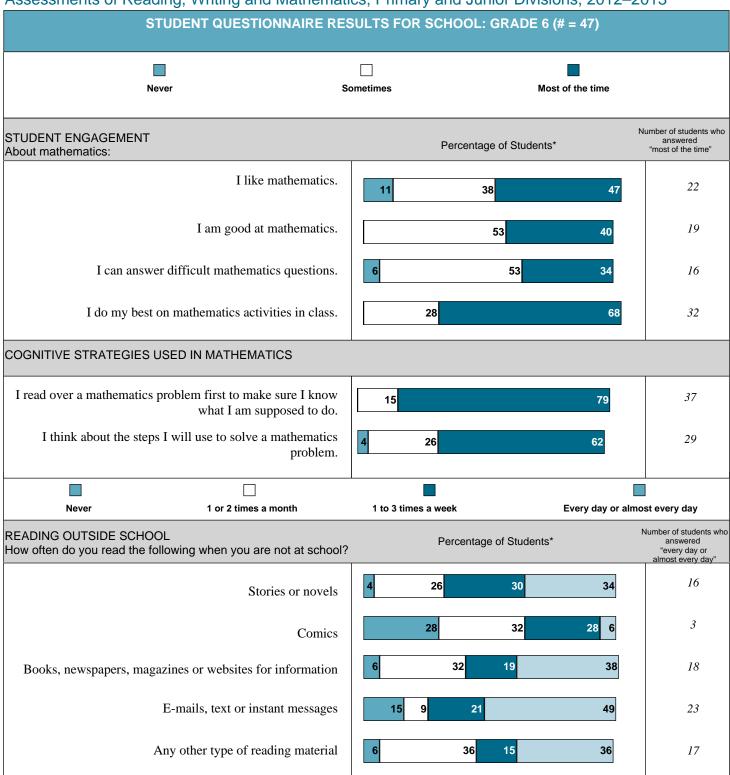
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<sup>\*</sup> Only includes students for whom gender data were available.
† Other response options were "0 programs," "1 program" and "2 or 3 programs."
‡ Percentages may not add to 100, due to lack of or ambiguous responses.



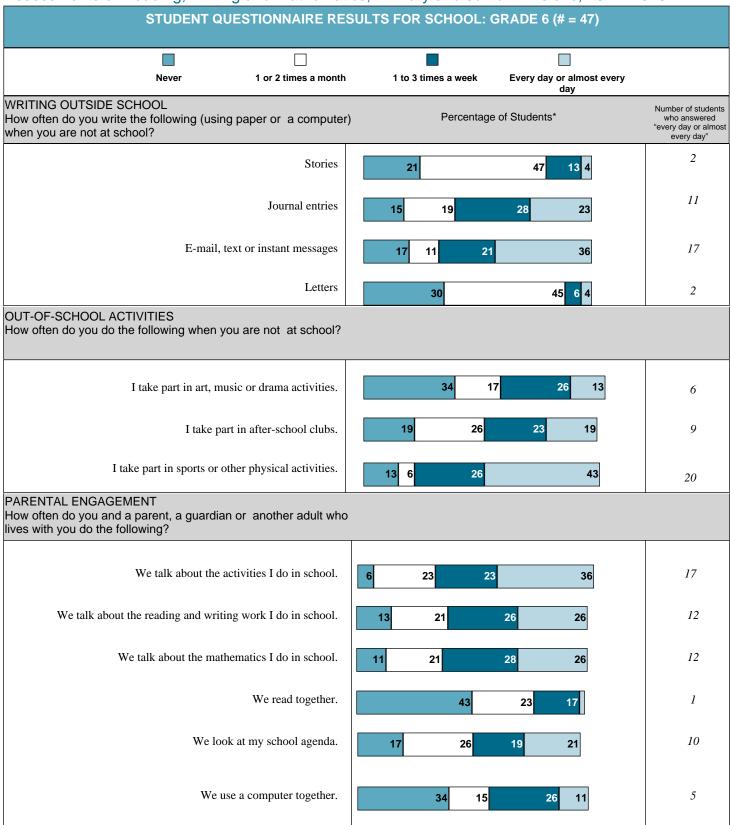
<sup>\*</sup> Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

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<sup>\*</sup> 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.

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<sup>\*</sup> 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.

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tooccomonic or		QUESTIONNAIRE RES			nior Divisions, 2012— : GRADE 6 (# = 47)	
	None	About half an hour/Abou	t 1	About 2 hours	About 3 hours/ More than 3 hours	
SCREEN TIME On a school day, how ollowing?	many hours do yo	u usually spend on the		Percenta	ge of Students*	Number of students who answered "about 3 hours" or "more than 3 hours"
Before School		Watching TV		32	49 4	2
		Playing video games			81 4	2
		Using the Internet			60 23 4	2
After School		Watching TV	6	36	28 15	7
		Playing video games		4	7 19 6 13	6
		Using the Internet	4	36	21 26	12
SCHOOLS ATTENDE How many schools did		e this one?		Percenta	ge of Students*	Number of students
		Only this school		32		15
		1 other school		36		17
		2 other schools		11		5
		3 other schools	6			3
		4 other schools or more	0			0
Only E	English/Mostly English		r other las English	anguages) as often	Mostly another language (or languages)/Only another languages languages)	
ANGUAGES SPOKE	EN			Percent	age of Students*	Number of students who answered "only English" or "mostly English"
	Language	s student speaks at home		4	7 26 15	22
Langua	ges in which people	speak to student at home		38	28 23	18

<sup>\*</sup> 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.

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS	School			Board			Province			
FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	All Students (# = 47)	Female* (# = 33)	Male* (# = 14)	All Students (# = 15 877)	Female* (# = 7 867)	Male* (# = 8 010)	All Students (# = 127 419)	Female* (# = 62 541)	Male* (# = 64 869)	
STUDENT ENGAGEMENT About reading:		Percei	ntage of	students v	who answ	vered "mo	ost of the	time"†		
I like to read.	47%	55%	29%	52%	59%	45%	48%	56%	40%	
I am a good reader.	51%	52%	50%	64%	67%	62%	66%	70%	63%	
I can understand difficult reading passages.	32%	24%	50%	37%	36%	39%	38%	36%	40%	
I do my best on reading activities in class.	57%	64%	43%	69%	73%	65%	70%	75%	65%	
STUDENT ENGAGEMENT About writing:		Percei	ntage of	students v	who answ	vered "mo	ost of the	time"†		
I like to write.	32%	33%	29%	42%	52%	33%	39%	51%	28%	
I am a good writer.	43%	48%	29%	41%	47%	36%	42%	50%	35%	
I can communicate my ideas in writing.	28%	33%	14%	47%	50%	43%	44%	48%	40%	
I do my best on writing activities in class.	55%	55%	57%	65%	69%	61%	67%	73%	61%	
COGNITIVE STRATEGIES USED IN LANGUAGE		Percentage of students who answered "most of the time"								
I make sure I understand what I am reading.	70%	76%	57%	73%	77%	70%	72%	75%	68%	
I organize my ideas before I start to write.	32%	33%	29%	36%	39%	32%	34%	38%	29%	
I edit my writing to make it better.	36%	39%	29%	50%	55%	44%	46%	53%	40%	
I check my writing for spelling and grammar.	51%	52%	50%	51%	54%	47%	48%	53%	44%	
STUDENT ENGAGEMENT About mathematics:		Percei	ntage of	students v	who answ	vered "mo	ost of the	time"†		
I like mathematics.	47%	45%	50%	53%	44%	61%	47%	39%	55%	
I am good at mathematics.	40%	30%	64%	52%	45%	60%	52%	44%	58%	
I can answer difficult mathematics questions.	34%	24%	57%	38%	29%	46%	36%	28%	44%	
I do my best on mathematics activities in class.	68%	67%	71%	74%	72%	75%	74%	74%	74%	
COGNITIVE STRATEGIES USED IN MATHEMATICS		Percei	ntage of	students v	who answ	vered "mo	ost of the	time"†		
I read over a mathematics problem first to make sure I know what I am supposed to do.	79%	79%	79%	74%	78%	71%	73%	77%	69%	
I think about the steps I will use to solve a mathematics problem.	62%	58%	71%	54%	55%	53%	49%	50%	49%	

 $<sup>\</sup>ast$  Only includes students for whom gender data were available.  $\dagger$  Other response options were "never" and "sometimes."

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS	School			Board			Province		
FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	All Students (# = 47)	Female* (# = 33)	Male* (# = 14)	All Students (# = 15 877)	Female* (# = 7 867)	Male* (# = 8 010)	All Students (# = 127 419)	Female* (# = 62 541)	Male* (# = 64 869)
READING OUTSIDE SCHOOL  How often do you read the following when you are not at school?	Perd	entage o	f student	s who an	swered "e	every day	or almos	st every d	ay" <sup>†</sup>
Stories or novels	34%	42%	14%	36%	42%	30%	33%	39%	26%
Comics	6%	0%	21%	15%	10%	19%	11%	8%	15%
Books, newspapers, magazines or websites for information	38%	36%	43%	34%	35%	32%	30%	32%	28%
E-mails, text or instant messages	49%	55%	36%	50%	58%	42%	55%	64%	47%
Any other type of reading material	36%	33%	43%	30%	32%	27%	28%	30%	25%
WRITING OUTSIDE SCHOOL How often do you write the following (using paper or a computer) when you are not at school?	Perc	entage o	f student	s who an	swered "e	every day	or almos	st every d	ay" <sup>†</sup>
Stories	4%	6%	0%	7%	9%	6%	7%	9%	5%
Journal entries	23%	24%	21%	9%	13%	4%	7%	11%	3%
E-mails, text or instant messages	36%	42%	21%	47%	55%	39%	52%	62%	43%
Letters	4%	6%	0%	4%	4%	4%	3%	4%	3%
PARENTAL ENGAGEMENT How often do you and a parent, a guardian or another adult who lives with you do the following?	Perd	entage o	f student	s who an	swered "e	every day	or almos	st every d	ay" <sup>†</sup>
We talk about the activities I do in school.	36%	42%	21%	53%	55%	50%	53%	56%	50%
We talk about the reading and writing work I do in school.	26%	33%	7%	32%	35%	30%	28%	30%	26%
We talk about the mathematics I do in school.	26%	24%	29%	40%	41%	39%	36%	37%	34%
We read together.	2%	3%	0%	7%	7%	7%	7%	7%	7%
We look at my school agenda.	21%	24%	14%	30%	28%	32%	32%	31%	34%
We use a computer together.	11%	12%	7%	12%	13%	12%	10%	10%	11%
OUT-OF-SCHOOL ACTIVITIES  How often do you do the following when you are not at school?	Perd	entage o	f student	s who an	swered "e	every day	or almos	st every d	ay" <sup>†</sup>
I take part in art, music or drama activities.	13%	15%	7%	14%	18%	10%	13%	17%	8%
I take part in after-school clubs.	19%	21%	14%	12%	12%	12%	9%	10%	8%
I take part in sports or other physical activities.	43%	36%	57%	37%	30%	45%	41%	35%	46%

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<sup>\*</sup> Only includes students for whom gender data were available.  $\dagger$  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,	School			Board			Province		
female, male)	All Students (# = 47)	Female* (# = 33)	Male* (# = 14)	All Students (# = 15 877)	Female* (# = 7 867)	Male* (# = 8 010)	All Students (# = 127 419)	Female* (# = 62 541)	Male* (# = 64 869)
SCREEN TIME (TELEVISION) On a school day, how many hours do you usually spend on the following?	Percent	age of stu	udents w	ho answe	ered "abo	ut 3 hours	s" or "mo	re than 3	hoursӠ
Before School Watching TV	4%	3%	7%	2%	2%	3%	2%	1%	29
Playing video games	4%	3%	7%	2%	1%	3%	2%	1%	3%
Using the Internet	4%	3%	7%	3%	3%	3%	3%	2%	3%
After School Watching TV	15%	12%	21%	17%	17%	16%	17%	17%	179
Playing video games	13%	3%	36%	11%	4%	17%	13%	5%	22%
Using the Internet	26%	24%	29%	22%	23%	21%	23%	23%	22%
SCHOOLS ATTENDED How many schools did you attend before this one?				Percent	age of st	udents‡			
Only this school/1 other school	68%	64%	79%	66%	66%	66%	69%	69%	69%
2 other schools/3 other schools	17%	21%	7%	25%	25%	25%	22%	22%	229
4 other schools or more	0%	0%	0%	6%	6%	6%	6%	6%	6%
LANGUAGES STUDENTS SPEAK AT HOME				Percent	age of stu	udents‡			
Only English/Mostly English	47%	42%	57%	59%	59%	59%	76%	76%	76%
Another language (or other languages) as often as English	26%	24%	29%	24%	25%	23%	14%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	15%	18%	7%	15%	14%	16%	8%	7%	8%
LANGUAGES SPOKEN TO STUDENTS AT HOME				Percent	age of stu	udents‡			
Only English/Mostly English	38%	36%	43%	49%	49%	50%	70%	70%	70%
Another language (or other languages) as often as English	28%	27%	29%	21%	22%	20%	13%	14%	13%

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<sup>\*</sup> 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**

**All Students** Results are reported for all students in the grade.

Participating Results are reported only for those students who took part in the assessment (excludes "no data" Students and "exempt" categories).

**Provincial** The Ministry of Education has set Level 3 as the provincial standard. 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** Students who have been identified by the school in accordance with *English Language Learners*: Learners ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007).

**English Language** English language learners identified by the school as receiving a special provision. Detailed Learners Receiving information about special provisions is available in EQAO's Guide for Accommodations, Special a Special Provision Provisions and Exemptions.

gifted)

Students with Students who have been formally identified by an Identification, Placement and Review Special Education Committee, as well as students who have an Individual Education Plan. Students whose sole **Needs (excluding** identified exceptionality is giftedness are not included.

One or More *Exemptions*. **Accommodations** 

Students Students identified by the school as receiving accommodations. Detailed information about Receiving accommodations is available in EQAO's Guide for Accommodations, Special Provisions and

**N/R** "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.

**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.

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