



School Report



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

School: Riverview Central (486922)
Board: Lambton Kent District School Board (66036)

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

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

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

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

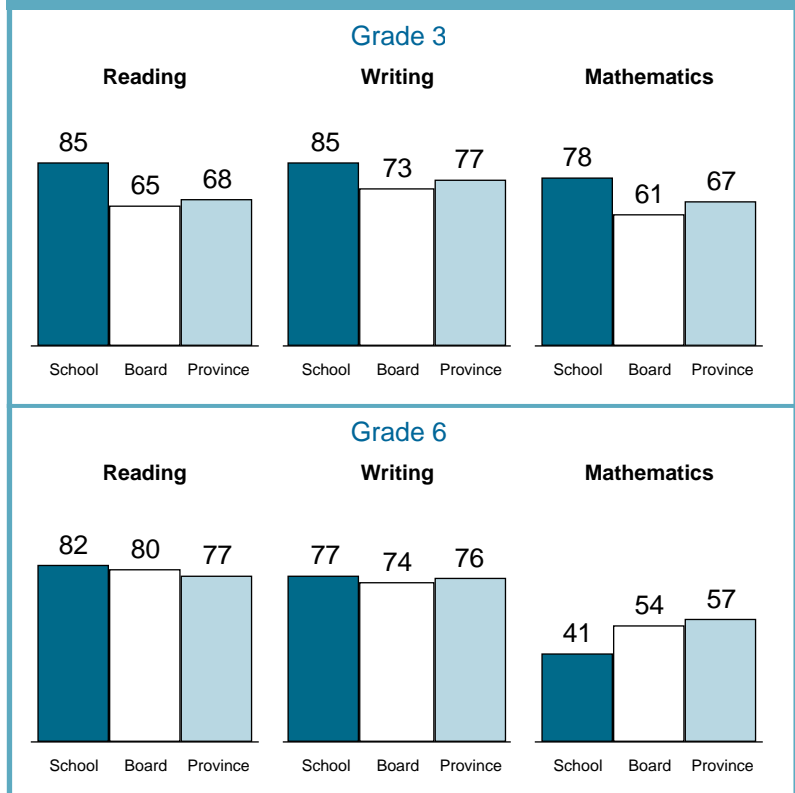
At EQAO, we are pleased to continue our partnership with you as you help students reach their full potential. I trust you will continue to find our reports to be a rich source of information as you turn knowledge into action for the benefit of your students and community.

Sincerely,

Bruce Rodrigues
Chief Executive Officer
Education Quality and Accountability Office

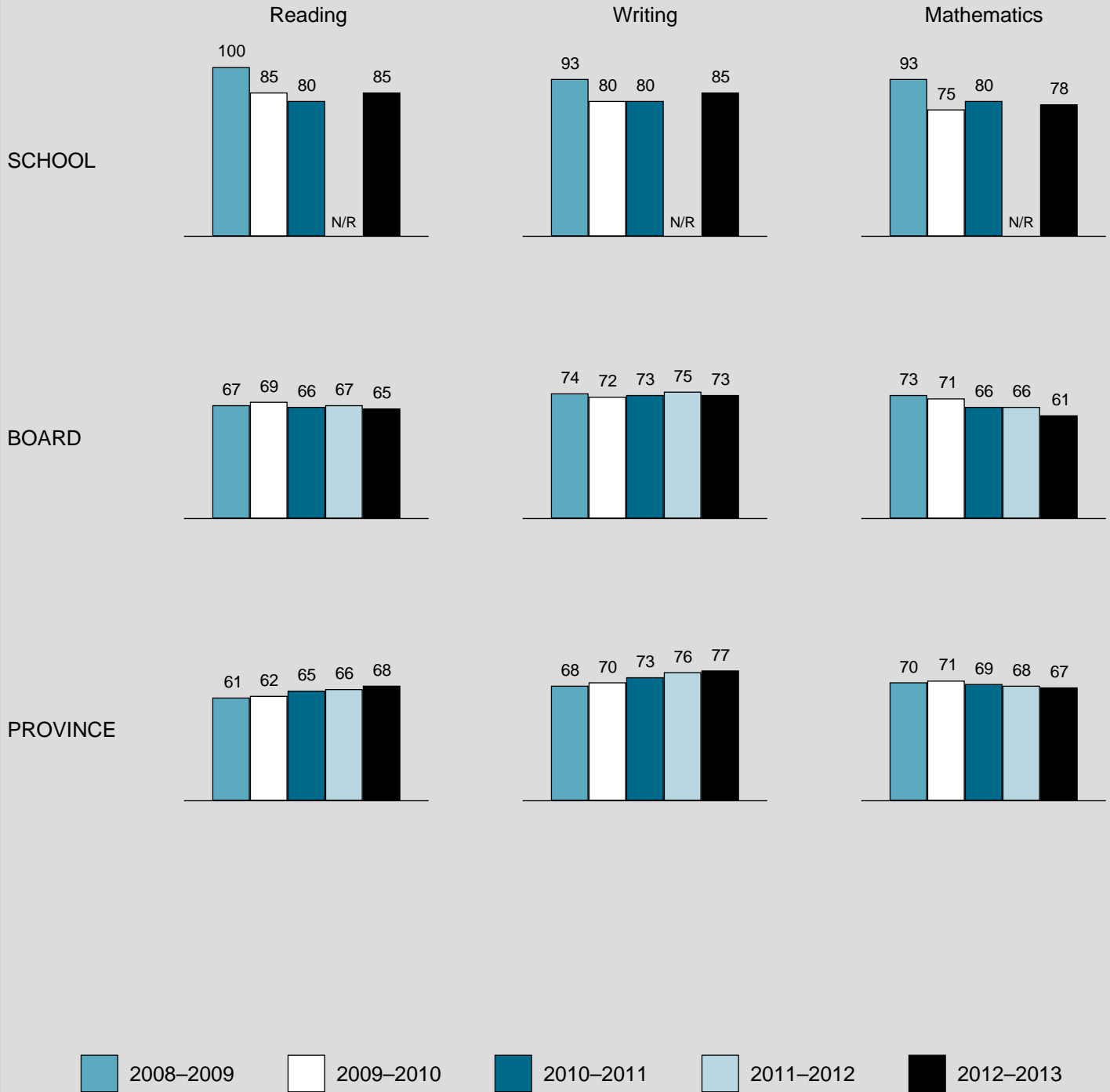
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2012–2013



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

Percentage of Students: Grade 3

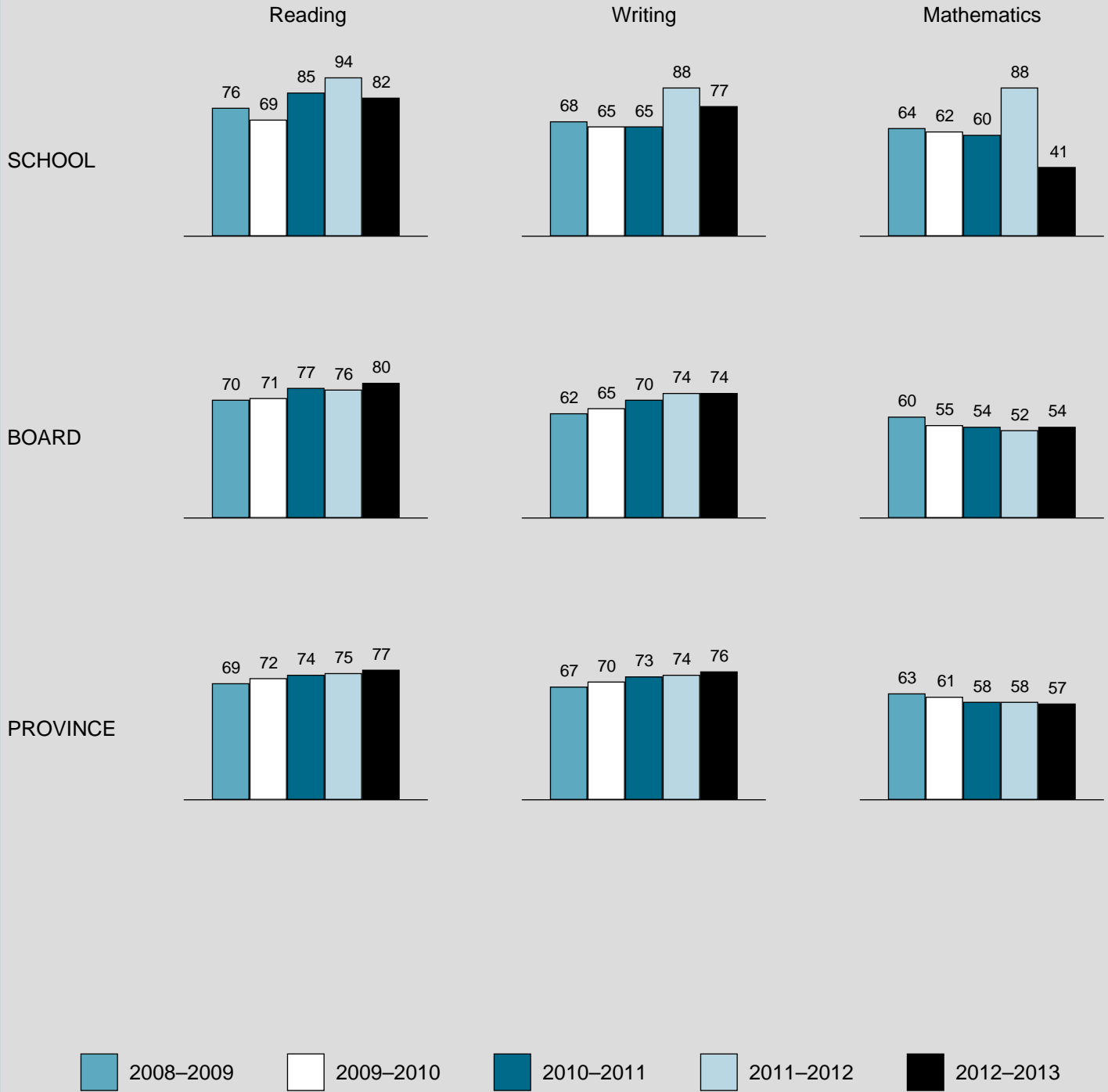


Total Number of Grade 3 Students

	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
School	15	20	20	14	27
Board	1 484	1 576	1 441	1 445	1 552
Province	125 481	127 789	124 117	126 455	127 645

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

Percentage of Students: Grade 6



Total Number of Grade 6 Students

	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
School	25	26	20	16	22
Board	1 714	1 658	1 544	1 500	1 582
Province	136 076	134 294	132 308	129 477	131 589

TIPS

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



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



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



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



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

ABOUT THIS SCHOOL OR BOARD REPORT

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

This report includes

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

HOW TO USE THIS REPORT

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

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

Learn more about us at www.eqao.com.

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

Contextual Information: Grade 3*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 3 students	27		1 552		127 645	
Number of classes with Grade 3 students	2		115		9 556	
Number of schools with Grade 3 classes	Not applicable		53		3 340	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	13	48%	737	47%	61 888	48%
Male	14	52%	815	53%	65 757	52%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	0	0%	20	1%	16 093	13%
Students with special education needs (excluding gifted)**	2	7%	372	24%	21 452	17%
Place of Birth						
Born in Canada	27	100%	1 502	97%	114 431	90%
Born outside Canada	0	0%	47	3%	13 081	10%
In Canada less than one year	0	0%	1	<1%	786	1%
In Canada one year or more but less than three years	0	0%	9	1%	2 941	2%
In Canada three years or more	0	0%	30	2%	8 601	7%
Language						
First language learned at home was other than English	0	0%	35	2%	28 595	22%
Year Student Entered Current School						
Year of the assessment	3	11%	163	11%	17 108	13%
Year prior to the assessment	1	4%	198	13%	13 749	11%
2 years prior to the assessment	1	4%	177	11%	18 818	15%
3 or more years prior to the assessment	22	81%	1 014	65%	77 892	61%
Data not available	0	0%	0	0%	78	<1%
Year Student Entered Current Board						
Year of the assessment	3	11%	75	5%	8 038	6%
Year prior to the assessment	1	4%	67	4%	7 422	6%
2 years prior to the assessment	1	4%	89	6%	11 069	9%
3 or more years prior to the assessment	22	81%	1 320	85%	98 569	77%
Data not available	0	0%	1	<1%	2 547	2%

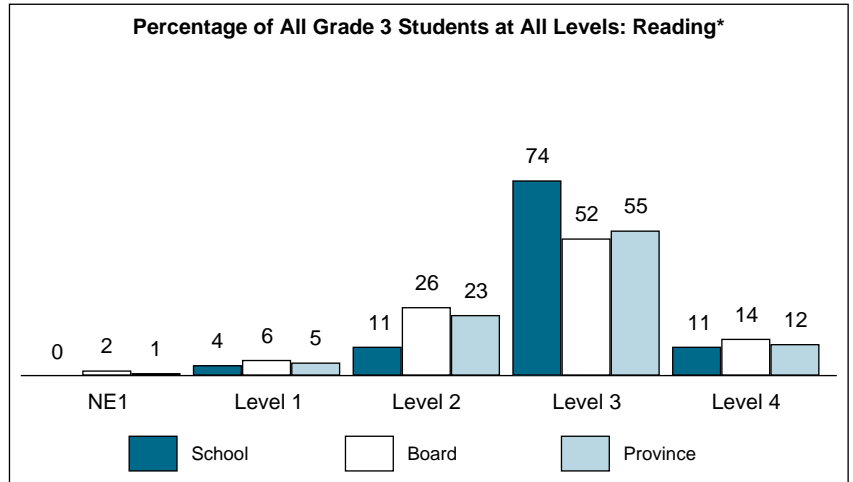
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

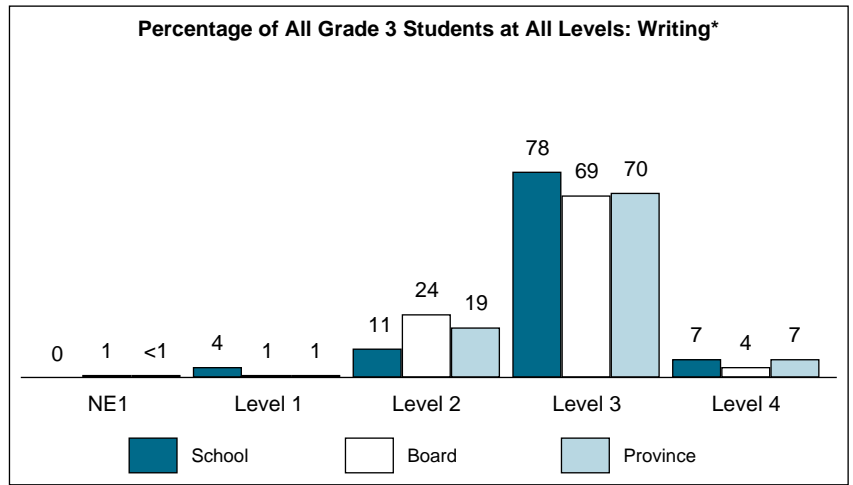
Results in Reading, Writing and Mathematics, 2012–2013

Grade 3: All Students^{††}

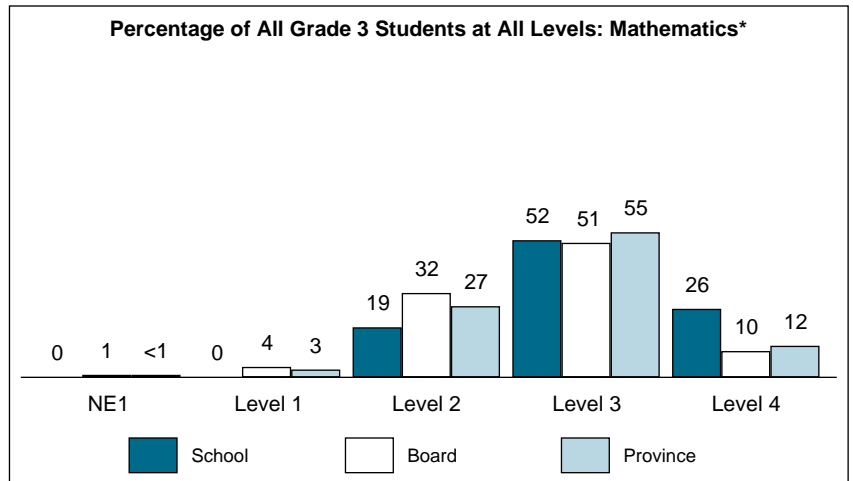
Grade 3: Reading*				
Number of Students	School 27		Board 1 552	Province 122 450
	#	%	%	%
Level 4	3	11%	14%	12%
Level 3	20	74%	52%	55%
Level 2	3	11%	26%	23%
Level 1	1	4%	6%	5%
NE1**	0	0%	2%	1%
Participating Students	27	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)[†]		85%	65%	68%



Grade 3: Writing*				
Number of Students	School 27		Board 1 552	Province 122 447
	#	%	%	%
Level 4	2	7%	4%	7%
Level 3	21	78%	69%	70%
Level 2	3	11%	24%	19%
Level 1	1	4%	1%	1%
NE1**	0	0%	1%	<1%
Participating Students	27	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)[†]		85%	73%	77%



Grade 3: Mathematics*				
Number of Students	School 27		Board 1 552	Province 127 633
	#	%	%	%
Level 4	7	26%	10%	12%
Level 3	14	52%	51%	55%
Level 2	5	19%	32%	27%
Level 1	0	0%	4%	3%
NE1**	0	0%	1%	<1%
Participating Students	26	96%	98%	97%
No Data	1	4%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)[†]		78%	61%	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.

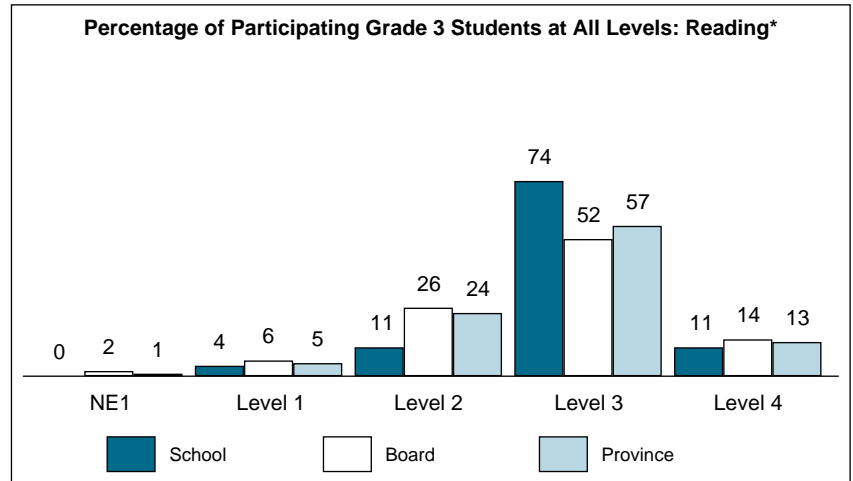
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

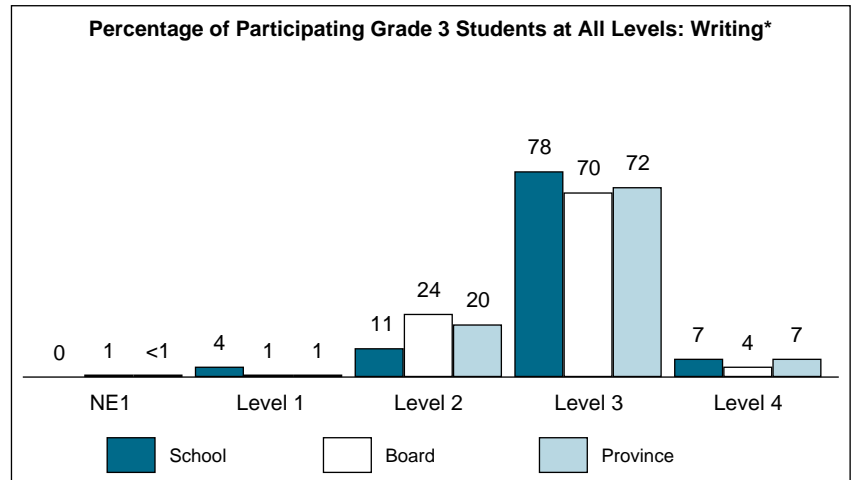
Results in Reading, Writing and Mathematics, 2012–2013

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

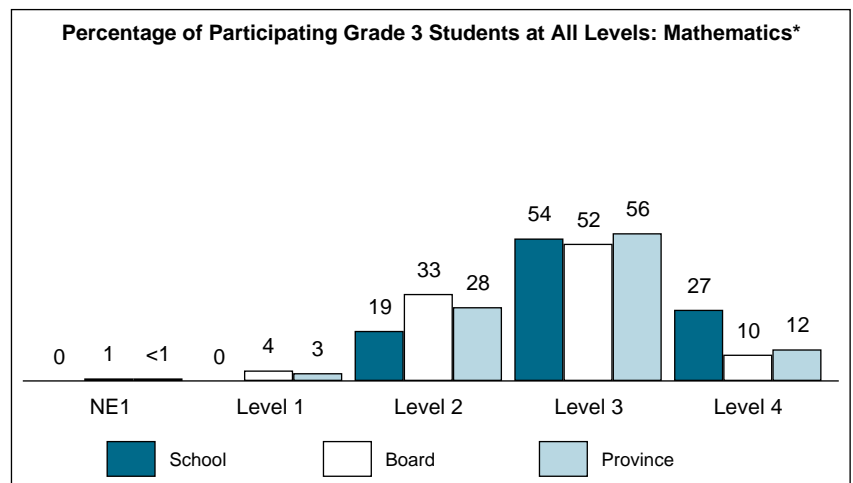
Grade 3: Reading*				
Number of Students	School 27		Board 1 526	Province 118 539
	#	%	%	%
Level 4	3	11%	14%	13%
Level 3	20	74%	52%	57%
Level 2	3	11%	26%	24%
Level 1	1	4%	6%	5%
NE1**	0	0%	2%	1%
At or Above Provincial Standard (Levels 3 and 4)†	85%		66%	70%



Grade 3: Writing*				
Number of Students	School 27		Board 1 527	Province 118 844
	#	%	%	%
Level 4	2	7%	4%	7%
Level 3	21	78%	70%	72%
Level 2	3	11%	24%	20%
Level 1	1	4%	1%	1%
NE1**	0	0%	1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	85%		74%	79%



Grade 3: Mathematics*				
Number of Students	School 26		Board 1 525	Province 123 907
	#	%	%	%
Level 4	7	27%	10%	12%
Level 3	14	54%	52%	56%
Level 2	5	19%	33%	28%
Level 1	0	0%	4%	3%
NE1**	0	0%	1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	81%		62%	69%



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

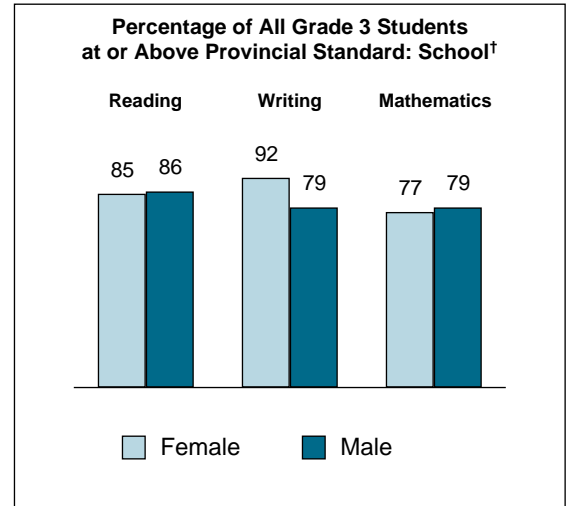
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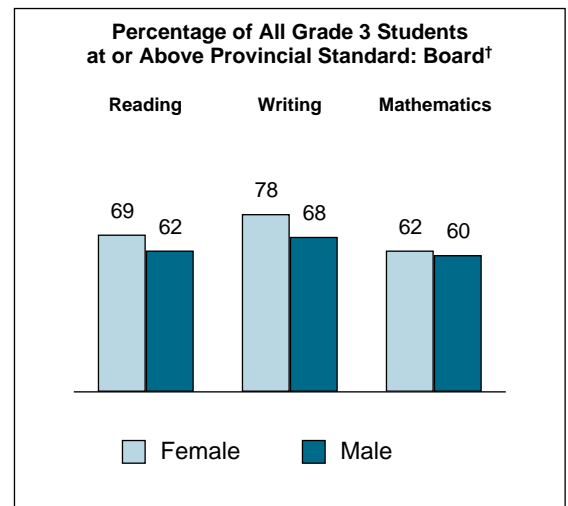
Results in Reading, Writing and Mathematics, 2012–2013

Grade 3: Gender††

Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 13	Male 14	Female 13	Male 14	Female 13	Male 14
Level 4	23%	0%	15%	0%	31%	21%
Level 3	62%	86%	77%	79%	46%	57%
Level 2	15%	7%	8%	14%	23%	14%
Level 1	0%	7%	0%	7%	0%	0%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%	100%	93%
No Data	0%	0%	0%	0%	0%	7%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	85%	86%	92%	79%	77%	79%



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 737	Male 815	Female 737	Male 815	Female 737	Male 815
Level 4	18%	10%	5%	2%	11%	9%
Level 3	51%	52%	73%	65%	50%	52%
Level 2	24%	27%	19%	28%	33%	32%
Level 1	4%	7%	1%	2%	3%	5%
NE1**	1%	2%	<1%	1%	<1%	1%
Participating Students	99%	98%	99%	98%	99%	98%
No Data	<1%	<1%	<1%	<1%	<1%	<1%
Exempt	1%	2%	1%	2%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	69%	62%	78%	68%	62%	60%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	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)†	73%	63%	82%	71%	67%	66%



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

** See the Explanation of Terms.

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

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

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

Contextual Information: Grade 6*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 6 students	22		1 582		131 589	
Number of classes with Grade 6 students	2		98		8 369	
Number of schools with Grade 6 classes	Not applicable		52		3 170	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	13	59%	801	51%	64 062	49%
Male	9	41%	781	49%	67 518	51%
Gender not specified	0	0%	0	0%	9	<1%
Student Status						
English language learners**	0	0%	10	1%	12 398	9%
Students with special education needs (excluding gifted)**	8	36%	451	29%	26 858	20%
Place of Birth						
Born in Canada	21	95%	1 533	97%	115 276	88%
Born outside Canada	1	5%	47	3%	16 211	12%
In Canada less than one year	0	0%	1	<1%	680	1%
In Canada one year or more but less than three years	0	0%	4	<1%	2 672	2%
In Canada three years or more	1	5%	39	2%	12 083	9%
Language						
First language learned at home was other than English	0	0%	79	5%	28 985	22%
Year Student Entered Current School						
Year of the assessment	4	18%	154	10%	29 049	22%
Year prior to the assessment	1	5%	169	11%	12 770	10%
2 years prior to the assessment	2	9%	189	12%	12 004	9%
3 or more years prior to the assessment	15	68%	1 070	68%	77 673	59%
Data not available	0	0%	0	0%	93	<1%
Year Student Entered Current Board						
Year of the assessment	3	14%	79	5%	7 016	5%
Year prior to the assessment	1	5%	62	4%	6 612	5%
2 years prior to the assessment	1	5%	55	3%	6 188	5%
3 or more years prior to the assessment	17	77%	1 385	88%	107 666	82%
Data not available	0	0%	1	<1%	4 107	3%

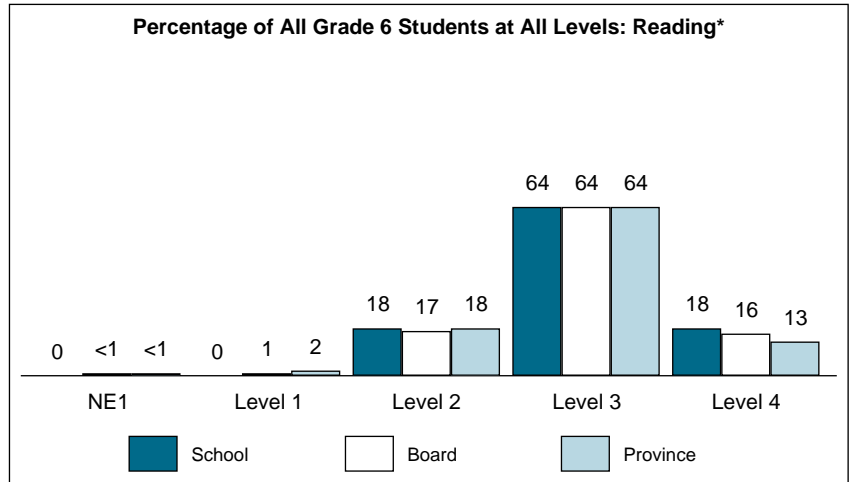
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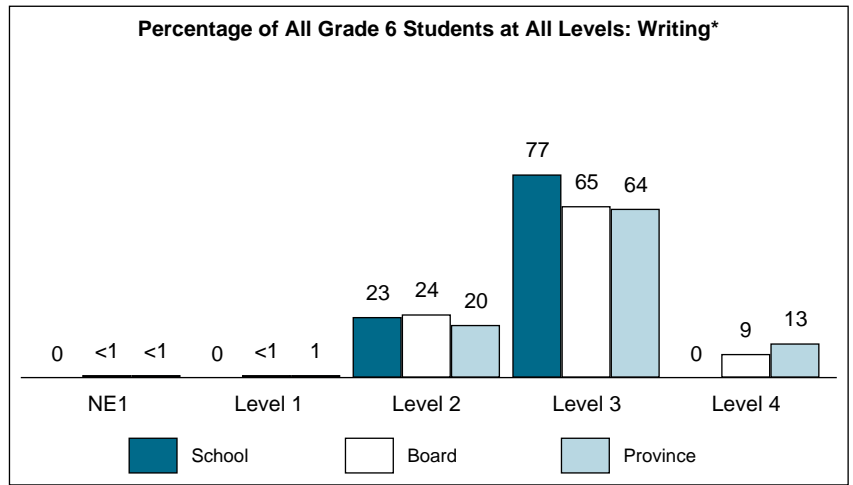
Results in Reading, Writing and Mathematics, 2012–2013

Grade 6: All Students

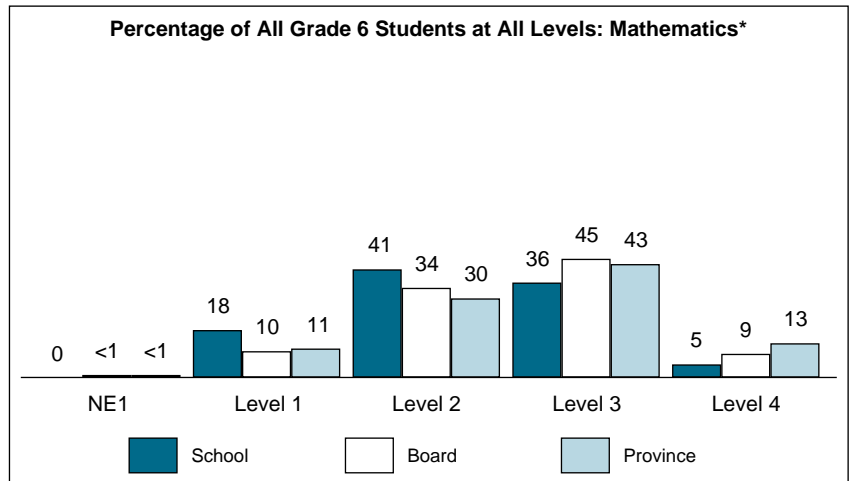
Grade 6: Reading*				
Number of Students	School 22		Board 1 582	Province 131 514
	#	%	%	%
Level 4	4	18%	16%	13%
Level 3	14	64%	64%	64%
Level 2	4	18%	17%	18%
Level 1	0	0%	1%	2%
NE1**	0	0%	<1%	<1%
Participating Students	22	100%	98%	98%
No Data	0	0%	<1%	<1%
Exempt	0	0%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		82%	80%	77%



Grade 6: Writing*				
Number of Students	School 22		Board 1 582	Province 131 504
	#	%	%	%
Level 4	0	0%	9%	13%
Level 3	17	77%	65%	64%
Level 2	5	23%	24%	20%
Level 1	0	0%	<1%	1%
NE1**	0	0%	<1%	<1%
Participating Students	22	100%	98%	98%
No Data	0	0%	<1%	<1%
Exempt	0	0%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		77%	74%	76%



Grade 6: Mathematics*				
Number of Students	School 22		Board 1 582	Province 131 543
	#	%	%	%
Level 4	1	5%	9%	13%
Level 3	8	36%	45%	43%
Level 2	9	41%	34%	30%
Level 1	4	18%	10%	11%
NE1**	0	0%	<1%	<1%
Participating Students	22	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		41%	54%	57%



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

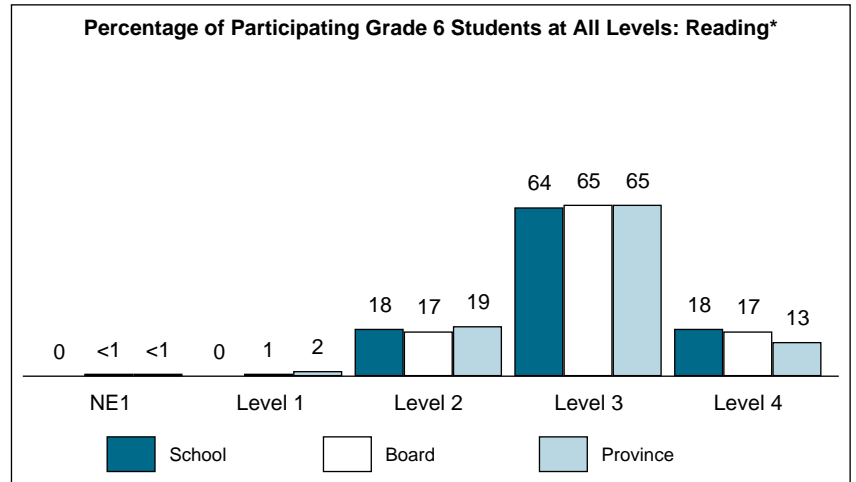
** See the Explanation of Terms.

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

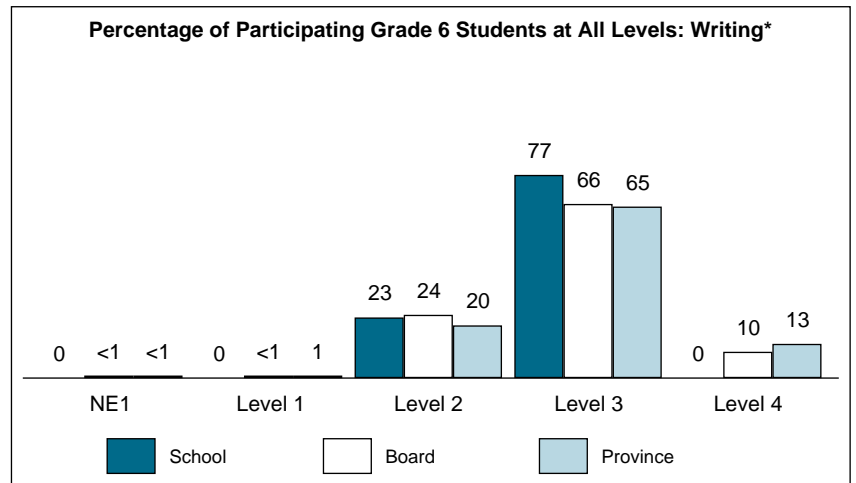
Results in Reading, Writing and Mathematics, 2012–2013

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

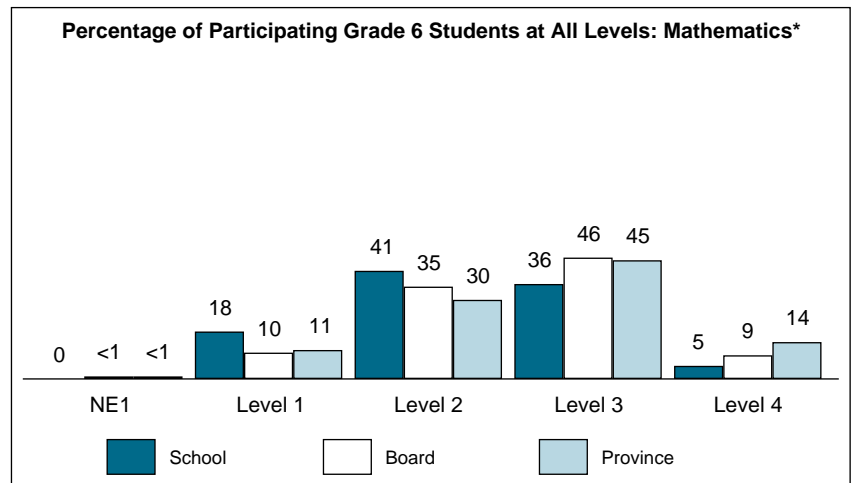
Grade 6: Reading*				
Number of Students	School 22		Board 1 550	Province 128 393
	#	%	%	%
Level 4	4	18%	17%	13%
Level 3	14	64%	65%	65%
Level 2	4	18%	17%	19%
Level 1	0	0%	1%	2%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		82%	82%	79%



Grade 6: Writing*				
Number of Students	School 22		Board 1 552	Province 128 452
	#	%	%	%
Level 4	0	0%	10%	13%
Level 3	17	77%	66%	65%
Level 2	5	23%	24%	20%
Level 1	0	0%	<1%	1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		77%	75%	78%



Grade 6: Mathematics*				
Number of Students	School 22		Board 1 549	Province 128 227
	#	%	%	%
Level 4	1	5%	9%	14%
Level 3	8	36%	46%	45%
Level 2	9	41%	35%	30%
Level 1	4	18%	10%	11%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		41%	55%	58%



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

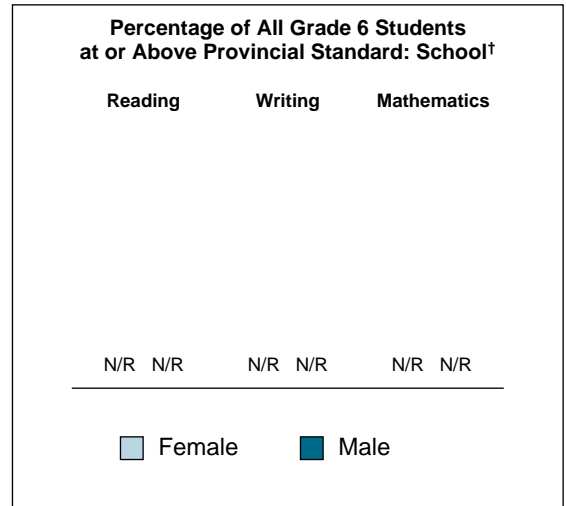
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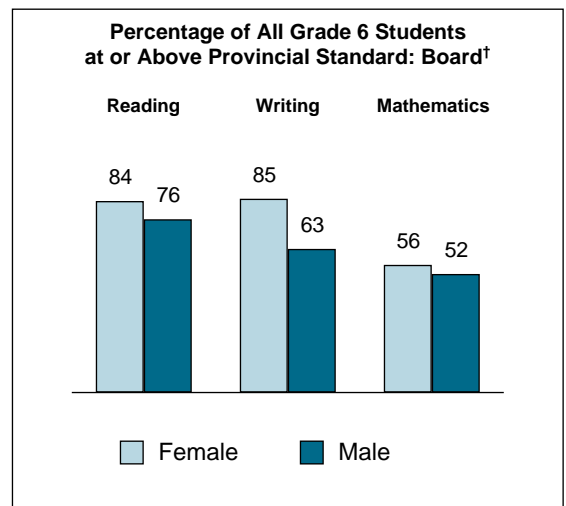
Results in Reading, Writing and Mathematics, 2012–2013

Grade 6: Gender††

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



Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 801	Male 781	Female 801	Male 781	Female 801	Male 781
Level 4	22%	10%	14%	5%	9%	8%
Level 3	62%	66%	71%	58%	47%	44%
Level 2	14%	20%	14%	34%	32%	35%
Level 1	1%	1%	0%	1%	10%	10%
NE1**	0%	<1%	<1%	<1%	0%	<1%
Participating Students	99%	97%	99%	97%	99%	97%
No Data	<1%	<1%	<1%	<1%	<1%	1%
Exempt	1%	3%	1%	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	84%	76%	85%	63%	56%	52%



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



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

** See the Explanation of Terms.

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

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

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

Contextual Information over Time: Grade 3*

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

Grade 3	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Enrolment					
Number of students	15	20	20	14	27
Participation in the Assessment					
Reading [†]	100%	100%	100%	100%	100%
Writing [†]	100%	100%	100%	100%	100%
Mathematics [†]	100%	100%	100%	100%	96%
Gender					
Female	47%	55%	40%	43%	48%
Male	53%	45%	60%	57%	52%
Student Status					
English language learners**	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)**	0%	15%	15%	29%	7%
Place of Birth					
Born in Canada	100%	100%	100%	93%	100%
Born outside Canada	0%	0%	0%	7%	0%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	0%	0%	0%	7%	0%
Language					
First language learned at home was other than English	0%	0%	0%	0%	0%
Year Student Entered Current School					
Year of the assessment	7%	10%	15%	7%	11%
Year prior to the assessment	7%	0%	5%	0%	4%
2 years prior to the assessment	7%	5%	5%	0%	4%
3 or more years prior to the assessment	80%	85%	75%	93%	81%
Data not available	0%	0%	0%	0%	0%

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

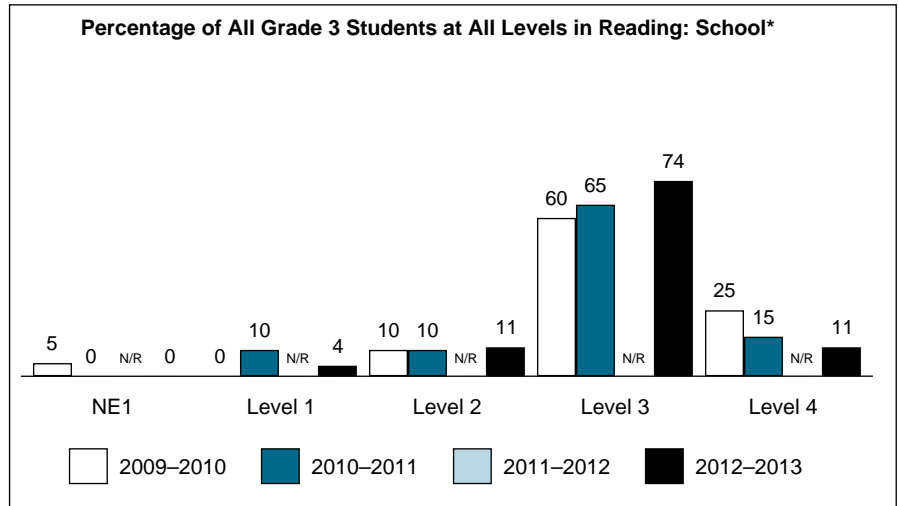
† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

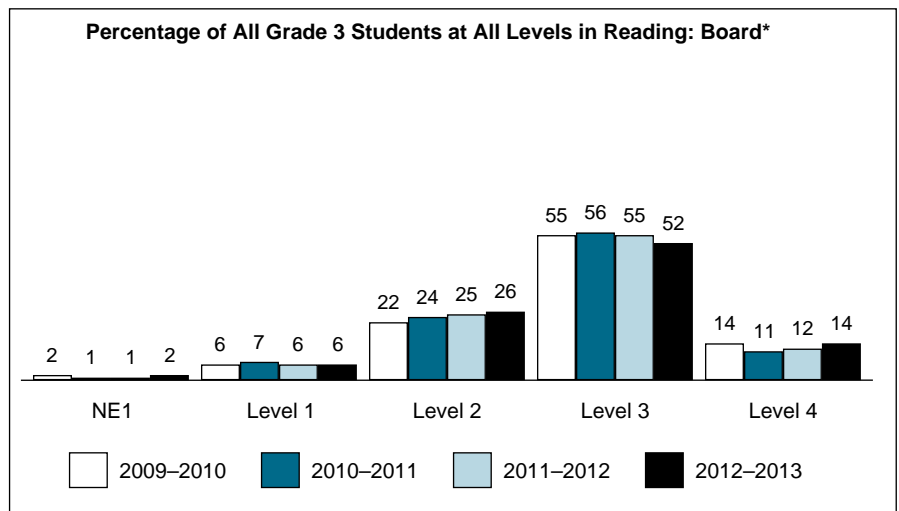
Results over Time, 2009–2010 to 2012–2013*

Grade 3: Reading

Grade 3 Reading: School*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	20	20	N/R	27
Level 4	25%	15%	N/R	11%
Level 3	60%	65%	N/R	74%
Level 2	10%	10%	N/R	11%
Level 1	0%	10%	N/R	4%
NE1**	5%	0%	N/R	0%
<i>Participating Students</i>	100%	100%	N/R	100%
No Data	0%	0%	N/R	0%
Exempt	0%	0%	N/R	0%
At or Above Provincial Standard†	85%	80%	N/R	85%



Grade 3 Reading: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	1 576	1 441	1 445	1 552
Level 4	14%	11%	12%	14%
Level 3	55%	56%	55%	52%
Level 2	22%	24%	25%	26%
Level 1	6%	7%	6%	6%
NE1**	2%	1%	1%	2%
<i>Participating Students</i>	99%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	2%
At or Above Provincial Standard†	69%	66%	67%	65%



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



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

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

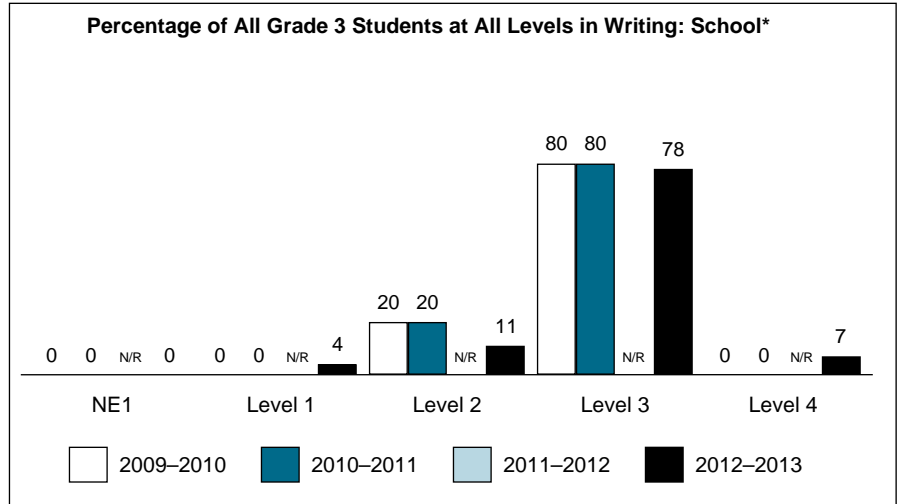
** See the Explanation of Terms.

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

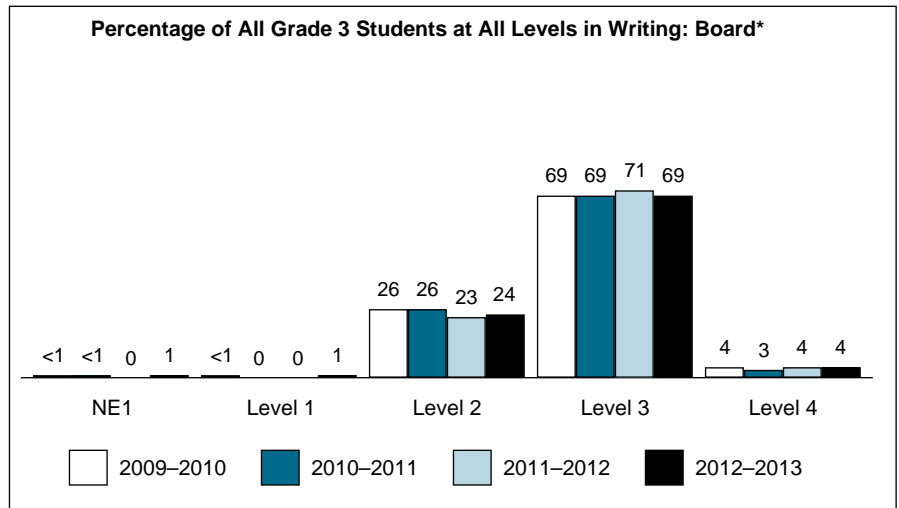
Results over Time, 2009–2010 to 2012–2013*

Grade 3: Writing

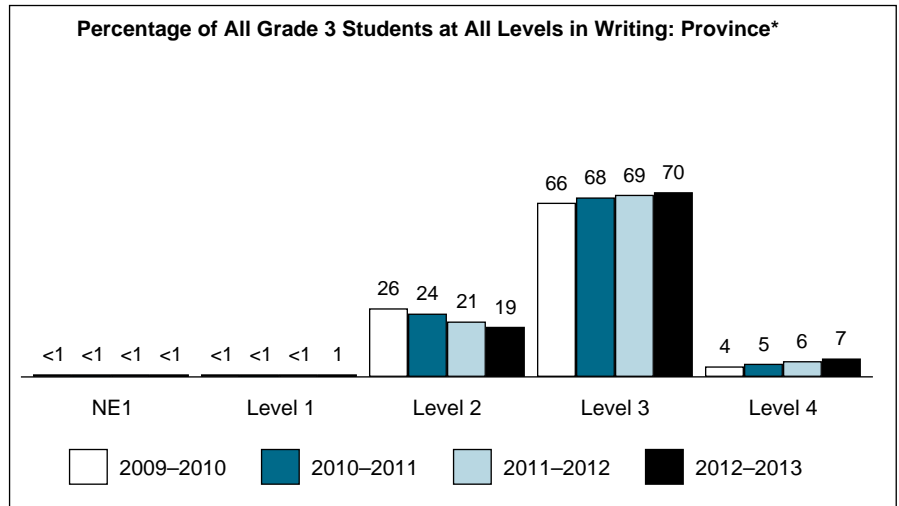
Grade 3 Writing: School*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	20	20	N/R	27
Level 4	0%	0%	N/R	7%
Level 3	80%	80%	N/R	78%
Level 2	20%	20%	N/R	11%
Level 1	0%	0%	N/R	4%
NE1**	0%	0%	N/R	0%
<i>Participating Students</i>	100%	100%	N/R	100%
No Data	0%	0%	N/R	0%
Exempt	0%	0%	N/R	0%
At or Above Provincial Standard†	80%	80%	N/R	85%



Grade 3 Writing: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	1 575	1 441	1 445	1 552
Level 4	4%	3%	4%	4%
Level 3	69%	69%	71%	69%
Level 2	26%	26%	23%	24%
Level 1	<1%	0%	0%	1%
NE1**	<1%	<1%	0%	1%
<i>Participating Students</i>	99%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	72%	73%	75%	73%



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



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

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

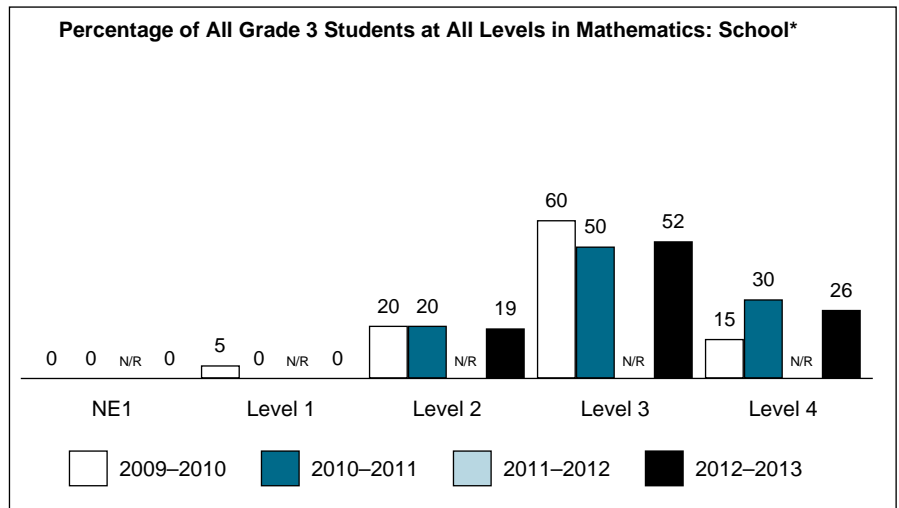
** See the Explanation of Terms.

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

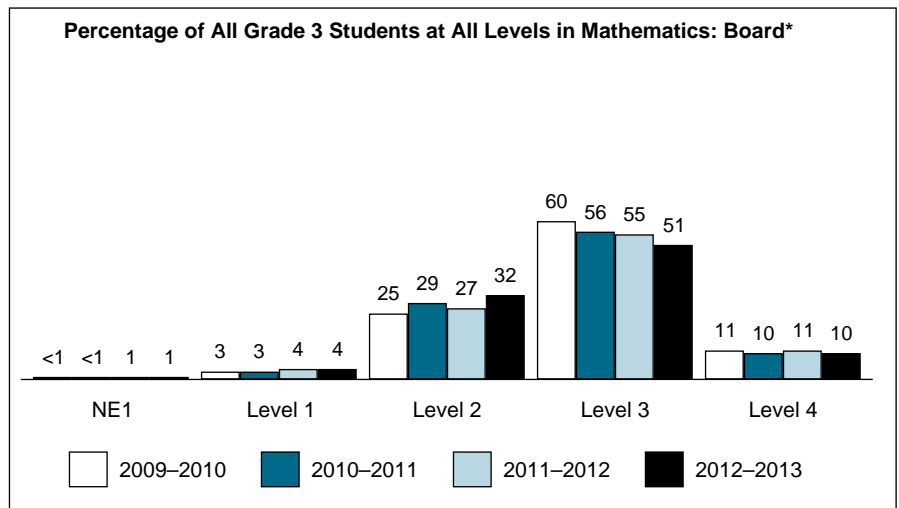
Results over Time, 2009–2010 to 2012–2013*

Grade 3: Mathematics

Grade 3 Mathematics: School*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	20	20	N/R	27
Level 4	15%	30%	N/R	26%
Level 3	60%	50%	N/R	52%
Level 2	20%	20%	N/R	19%
Level 1	5%	0%	N/R	0%
NE1**	0%	0%	N/R	0%
<i>Participating Students</i>	100%	100%	N/R	96%
No Data	0%	0%	N/R	4%
Exempt	0%	0%	N/R	0%
At or Above Provincial Standard†	75%	80%	N/R	78%



Grade 3 Mathematics: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	1 576	1 441	1 445	1 552
Level 4	11%	10%	11%	10%
Level 3	60%	56%	55%	51%
Level 2	25%	29%	27%	32%
Level 1	3%	3%	4%	4%
NE1**	<1%	<1%	1%	1%
<i>Participating Students</i>	99%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	71%	66%	66%	61%



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



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

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** See the Explanation of Terms.

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

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

Contextual Information over Time: Grade 6*

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

Grade 6	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Enrolment					
Number of students	25	26	20	16	22
Participation in the Assessment					
Reading	100%	100%	100%	100%	100%
Writing	100%	100%	100%	100%	100%
Mathematics	100%	100%	100%	100%	100%
Gender					
Female	44%	42%	40%	50%	59%
Male	56%	58%	60%	50%	41%
Student Status					
English language learners**	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)**	12%	19%	25%	0%	36%
Place of Birth					
Born in Canada	96%	96%	100%	100%	95%
Born outside Canada	4%	4%	0%	0%	5%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	4%	4%	0%	0%	5%
Language					
First language learned at home was other than English	4%	12%	0%	0%	0%
Year Student Entered Current School					
Year of the assessment	8%	4%	5%	0%	18%
Year prior to the assessment	16%	4%	5%	12%	5%
2 years prior to the assessment	12%	4%	0%	6%	9%
3 or more years prior to the assessment	64%	85%	90%	81%	68%
Data not available	0%	4%	0%	0%	0%

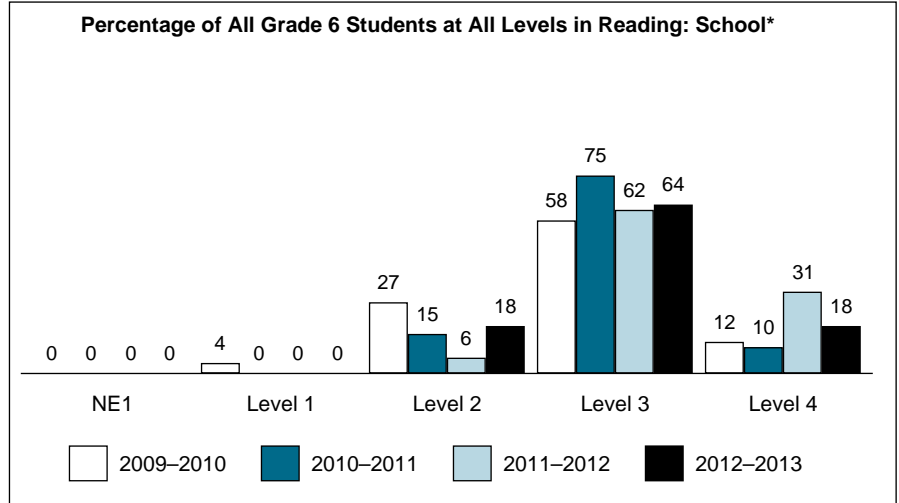
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

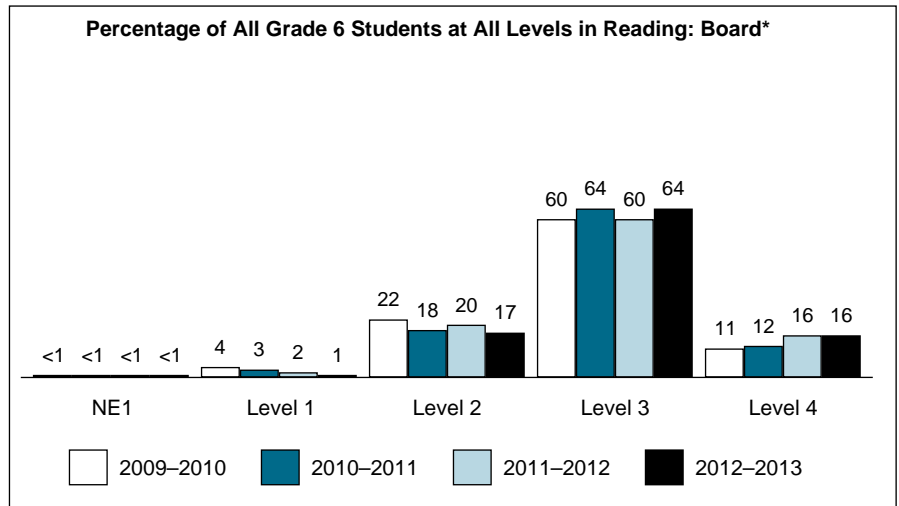
Results over Time, 2009–2010 to 2012–2013*

Grade 6: Reading

Grade 6 Reading: School*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	26	20	16	22
Level 4	12%	10%	31%	18%
Level 3	58%	75%	62%	64%
Level 2	27%	15%	6%	18%
Level 1	4%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	69%	85%	94%	82%



Grade 6 Reading: Board*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	1 658	1 544	1 499	1 582
Level 4	11%	12%	16%	16%
Level 3	60%	64%	60%	64%
Level 2	22%	18%	20%	17%
Level 1	4%	3%	2%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	2%	1%	2%	2%
At or Above Provincial Standard†	71%	77%	76%	80%



Grade 6 Reading: Province*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	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%
<i>Participating Students</i>	97%	97%	97%	98%
No Data	1%	1%	1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	72%	74%	75%	77%



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

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

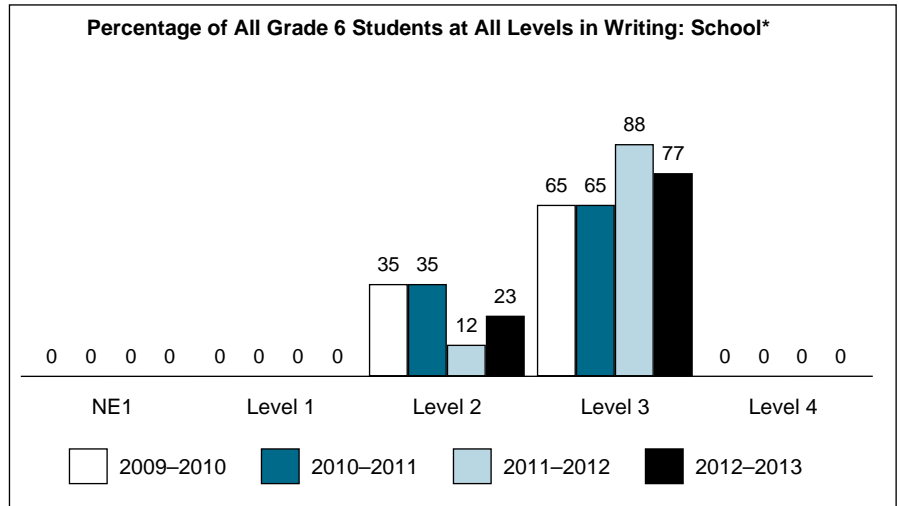
** See the Explanation of Terms.

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

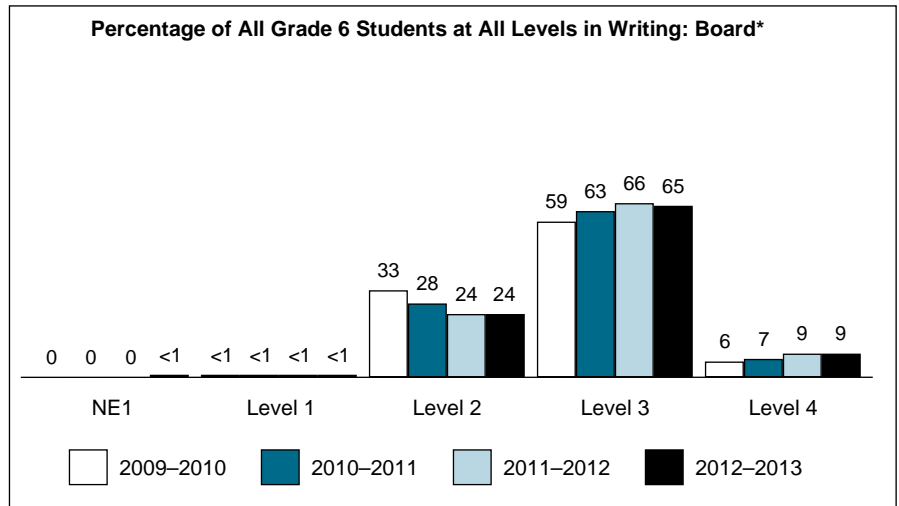
Results over Time, 2009–2010 to 2012–2013*

Grade 6: Writing

Grade 6 Writing: School*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
Number of Students	26	20	16	22
Level 4	0%	0%	0%	0%
Level 3	65%	65%	88%	77%
Level 2	35%	35%	12%	23%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	65%	65%	88%	77%



Grade 6 Writing: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
Number of Students	1 658	1 544	1 499	1 582
Level 4	6%	7%	9%	9%
Level 3	59%	63%	66%	65%
Level 2	33%	28%	24%	24%
Level 1	<1%	<1%	<1%	<1%
NE1**	0%	0%	0%	<1%
Participating Students	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	2%	1%	2%	2%
At or Above Provincial Standard†	65%	70%	74%	74%



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



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

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

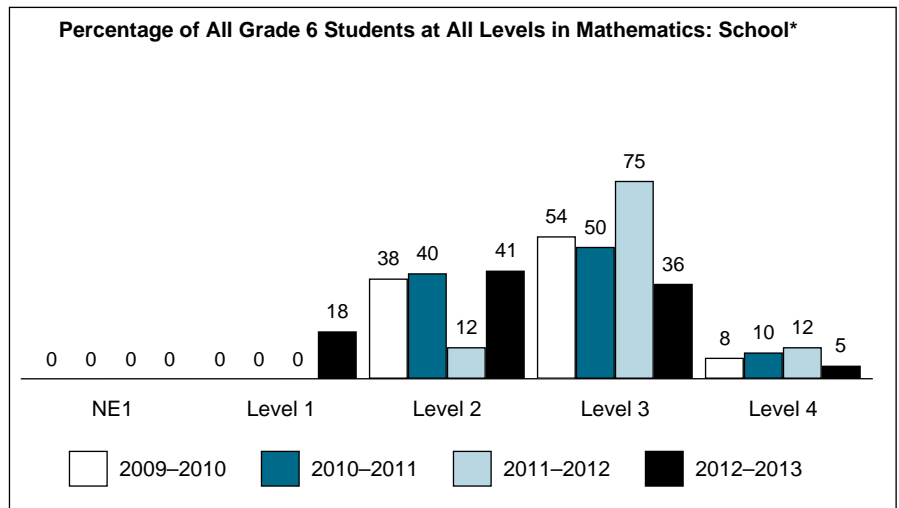
** See the Explanation of Terms.

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

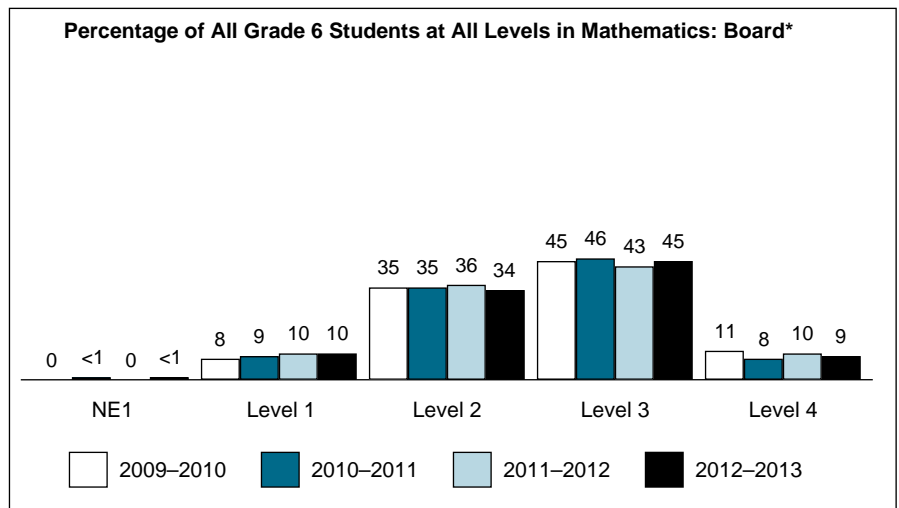
Results over Time, 2009–2010 to 2012–2013*

Grade 6: Mathematics

Grade 6 Mathematics: School*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	26	20	16	22
Level 4	8%	10%	12%	5%
Level 3	54%	50%	75%	36%
Level 2	38%	40%	12%	41%
Level 1	0%	0%	0%	18%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	62%	60%	88%	41%



Grade 6 Mathematics: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	1 658	1 544	1 500	1 582
Level 4	11%	8%	10%	9%
Level 3	45%	46%	43%	45%
Level 2	35%	35%	36%	34%
Level 1	8%	9%	10%	10%
NE1**	0%	<1%	0%	<1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	2%	1%	2%	2%
At or Above Provincial Standard†	55%	54%	52%	54%



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



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

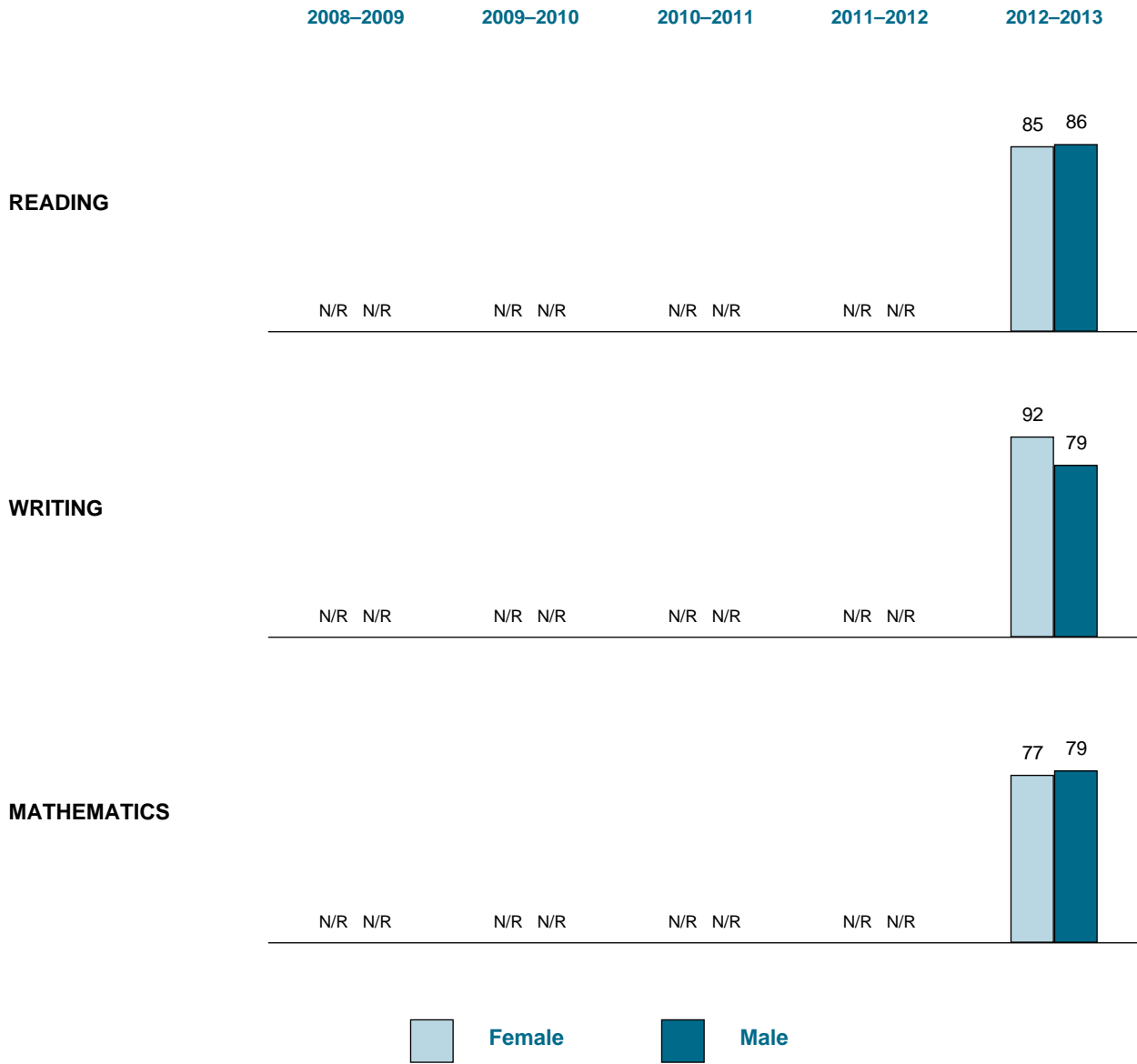
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

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

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER*

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



Total Number of Grade 3 Students*

	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	7	8	11	9	8	12	6	8	13	14

* Includes only students for whom gender data were available.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER*

Percentage of Students At or Above the Provincial Standard (Levels 3 and 4): Grade 6

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

READING

N/R N/R N/R N/R N/R N/R N/R N/R N/R N/R

WRITING

N/R N/R N/R N/R N/R N/R N/R N/R N/R N/R

MATHEMATICS

N/R N/R N/R N/R N/R N/R N/R N/R N/R N/R

 Female  Male

Total Number of Grade 6 Students*

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

School	11	14	11	15	8	12	8	8	13	9
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* Includes only students for whom gender data were available.

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 27)			
		<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Most of the time	
STUDENT ENGAGEMENT About reading:		Percentage of Students*	Number of students who answered "most of the time"
I like to read.		17	
I am a good reader .		20	
I can understand difficult reading passages.		10	
I do my best on reading activities in class.		22	
STUDENT ENGAGEMENT About writing:			
I like to write.		15	
I am a good writer.		12	
I can communicate my ideas in writing.		16	
I do my best when I do writing activities in class.		20	
COGNITIVE STRATEGIES USED IN LANGUAGE			
I make sure I understand what I am reading.		21	
I organize my ideas before I start to write.		11	
I edit my writing to make it better.		15	
I check my writing for spelling and grammar.		12	

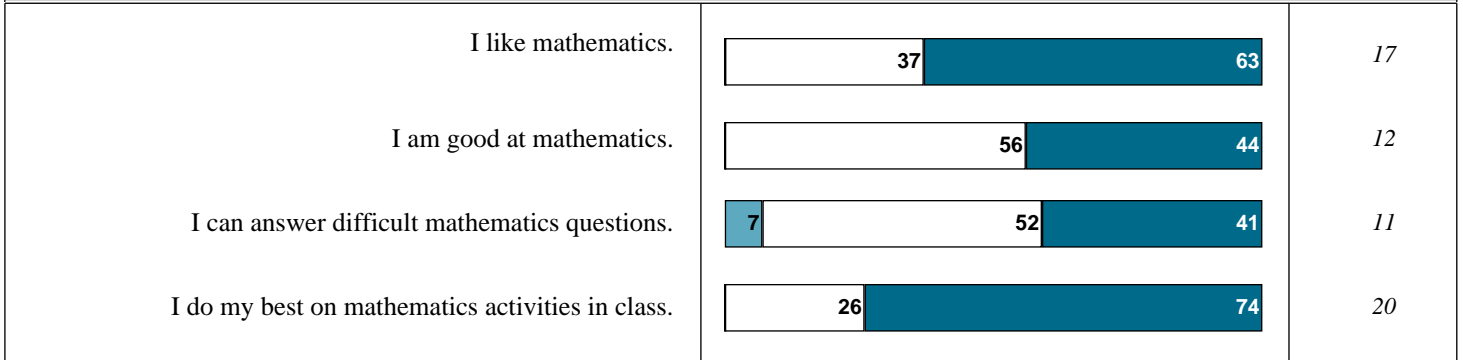
* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

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

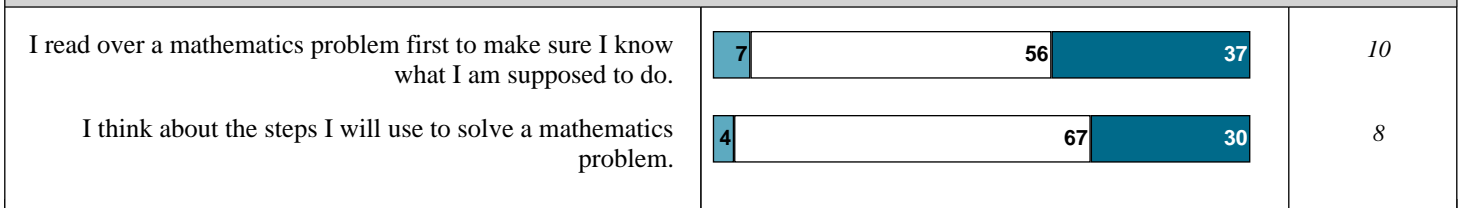
STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 27)



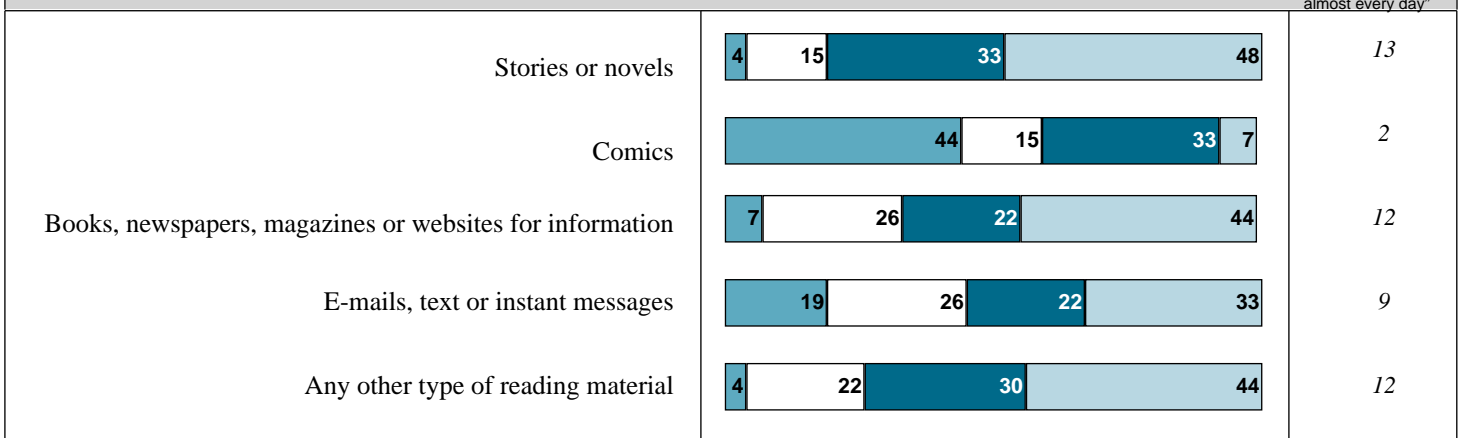
STUDENT ENGAGEMENT About mathematics:



COGNITIVE STRATEGIES USED IN MATHEMATICS



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




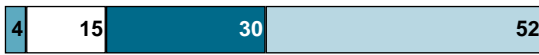







* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 27)						
		Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
WRITING OUTSIDE SCHOOL						
How often do you write the following (using paper or a computer) when you are not at school?		Percentage of Students*			Number of students who answered "every day or almost every day"	
	Stories	11	56	30	4	1
	Journal entries	37	26	22	11	3
	E-mail, text or instant messages	22	26	30	19	5
	Letters	22	59	15	4	1
OUT-OF-SCHOOL ACTIVITIES						
How often do you do the following when you are not at school?						
	I take part in art, music or drama activities.	15	19	48	19	5
	I take part in after-school clubs.			85	15	0
	I take part in sports or other physical activities.	11	15	52	22	6
PARENTAL ENGAGEMENT						
How often do you and a parent, a guardian or another adult who lives with you do the following?						
	We talk about the activities I do in school.	11	33	22	33	9
	We talk about the reading and writing work I do in school.	11	52	19	19	5
	We talk about the mathematics I do in school.	15	41	26	19	5
	We read together.	19	22	33	26	7
	We look at my school agenda.	7	15	7	70	19
	We use a computer together.		56	26	15	4

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

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 27)			
		<input type="checkbox"/> 0 programs <input type="checkbox"/> 1 program <input checked="" type="checkbox"/> 2 or 3 programs <input type="checkbox"/> 4 programs or more	
SCREEN TIME		Percentage of Students*	
On a school day, how many TV programs do you normally watch?		Number of students who answered "4 programs or more"	
	Before School		0
	After School		14
SCHOOLS ATTENDED		Percentage of Students*	
How many schools did you attend before this one?		Number of students	
	Only this school		21
	1 other school		4
	2 other schools		1
	3 other schools		1
	4 other schools or more		0
		<input checked="" type="checkbox"/> Only English/ Mostly English <input type="checkbox"/> Another language (or other languages) as often as English <input checked="" type="checkbox"/> Mostly another language (or other languages)/ Only another language (or other languages)	
LANGUAGES SPOKEN		Percentage of Students*	
		Number of students who answered "only English" or "mostly English"	
	Languages student speaks at home		25
	Languages in which people speak to student at home		25

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 27)	Female* (# = 13)	Male* (# = 14)	All Students (# = 1 517)	Female* (# = 723)	Male* (# = 794)	All Students (# = 123 251)	Female* (# = 60 268)	Male* (# = 62 983)
STUDENT ENGAGEMENT									
About reading: Percentage of students who answered "most of the time" [†]									
I like to read.	63%	69%	57%	47%	53%	41%	49%	56%	42%
I am a good reader.	74%	69%	79%	63%	67%	60%	64%	66%	62%
I can understand difficult reading passages.	37%	31%	43%	29%	28%	31%	28%	27%	30%
I do my best on reading activities in class.	81%	85%	79%	75%	80%	71%	73%	78%	69%
STUDENT ENGAGEMENT									
About writing: Percentage of students who answered "most of the time" [†]									
I like to write.	56%	62%	50%	48%	57%	39%	48%	55%	40%
I am a good writer.	44%	54%	36%	51%	59%	45%	49%	55%	42%
I can communicate my ideas in writing.	59%	54%	64%	41%	42%	41%	41%	42%	39%
I do my best on writing activities in class.	74%	77%	71%	70%	76%	65%	69%	73%	64%
COGNITIVE STRATEGIES USED IN LANGUAGE									
Percentage of students who answered "most of the time" [†]									
I make sure I understand what I am reading.	78%	69%	86%	64%	65%	62%	65%	68%	62%
I organize my ideas before I start to write.	41%	54%	29%	46%	51%	42%	41%	45%	38%
I edit my writing to make it better.	56%	62%	50%	49%	53%	46%	43%	47%	38%
I check my writing for spelling and grammar.	44%	46%	43%	48%	52%	44%	45%	49%	41%
STUDENT ENGAGEMENT									
About mathematics: Percentage of students who answered "most of the time" [†]									
I like mathematics.	63%	54%	71%	55%	53%	57%	56%	51%	60%
I am good at mathematics.	44%	46%	43%	54%	50%	58%	54%	47%	60%
I can answer difficult mathematics questions.	41%	31%	50%	37%	31%	43%	35%	28%	42%
I do my best on mathematics activities in class.	74%	62%	86%	76%	77%	75%	75%	76%	74%
COGNITIVE STRATEGIES USED IN MATHEMATICS									
Percentage of students who answered "most of the time" [†]									
I read over a mathematics problem first to make sure I know what I am supposed to do.	37%	31%	43%	66%	67%	64%	65%	69%	61%
I think about the steps I will use to solve a mathematics problem.	30%	31%	29%	48%	47%	48%	47%	48%	47%

* Only includes students for whom gender data were available.

† Other response options were "never" and "sometimes."

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 27)	Female* (# = 13)	Male* (# = 14)	All Students (# = 1 517)	Female* (# = 723)	Male* (# = 794)	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? Percentage of students who answered "every day or almost every day" [†]									
Stories or novels	48%	54%	43%	40%	44%	36%	40%	46%	35%
Comics	7%	8%	7%	18%	11%	23%	19%	13%	26%
Books, newspapers, magazines or websites for information	44%	62%	29%	25%	25%	25%	25%	27%	23%
E-mails, text or instant messages	33%	23%	43%	27%	27%	27%	23%	25%	22%
Any other type of reading material	44%	46%	43%	35%	39%	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? Percentage of students who answered "every day or almost every day" [†]									
Stories	4%	0%	7%	17%	20%	15%	16%	18%	13%
Journal entries	11%	23%	0%	16%	21%	11%	14%	18%	9%
E-mails, text or instant messages	19%	23%	14%	25%	25%	24%	22%	24%	21%
Letters	4%	8%	0%	14%	16%	12%	12%	14%	10%
PARENTAL ENGAGEMENT									
How often do you and a parent, a guardian or another adult who lives with you do the following? Percentage of students who answered "every day or almost every day" [†]									
We talk about the activities I do in school.	33%	31%	36%	50%	56%	45%	53%	58%	48%
We talk about the reading and writing work I do in school.	19%	23%	14%	29%	31%	27%	32%	36%	29%
We talk about the mathematics I do in school.	19%	23%	14%	31%	34%	28%	36%	38%	34%
We read together.	26%	46%	7%	29%	32%	27%	28%	30%	25%
We look at my school agenda.	70%	77%	64%	45%	48%	43%	53%	54%	52%
We use a computer together.	4%	8%	0%	17%	18%	17%	17%	17%	18%
OUT-OF-SCHOOL ACTIVITIES									
How often do you do the following when you are not at school? Percentage of students who answered "every day or almost every day" [†]									
I take part in art, music or drama activities.	19%	31%	7%	21%	27%	15%	18%	23%	13%
I take part in after-school clubs.	0%	0%	0%	8%	8%	8%	11%	11%	10%
I take part in sports or other physical activities.	22%	15%	29%	38%	33%	43%	38%	33%	43%

* Only includes students for whom gender data were available.

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 27)	Female* (# = 13)	Male* (# = 14)	All Students (# = 1 517)	Female* (# = 723)	Male* (# = 794)	All Students (# = 123 251)	Female* (# = 60 268)	Male* (# = 62 983)
SCREEN TIME (TELEVISION) On a school day, how many TV programs do you normally watch?									
	Percentage of students who answered "4 programs or more" [†]								
Before school	0%	0%	0%	14%	9%	19%	9%	6%	13%
After school	52%	46%	57%	52%	48%	55%	46%	42%	50%
SCHOOLS ATTENDED How many schools did you attend before this one?									
	Percentage of students [‡]								
Only this school/1 other school	93%	92%	93%	80%	80%	80%	78%	78%	77%
2 other schools/3 other schools	7%	8%	7%	13%	13%	13%	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 [‡]								
Only English/Mostly English	93%	92%	93%	89%	88%	89%	71%	71%	72%
Another language (or other languages) as often as English	4%	0%	7%	6%	6%	6%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	4%	8%	0%	4%	5%	3%	11%	11%	11%
LANGUAGES SPOKEN TO STUDENTS AT HOME									
	Percentage of students [‡]								
Only English/Mostly English	93%	92%	93%	88%	88%	89%	66%	66%	67%
Another language (or other languages) as often as English	4%	0%	7%	4%	5%	4%	14%	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	4%	8%	0%	5%	5%	4%	17%	17%	17%

* Only includes students for whom gender data were available.

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

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

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 22)				
	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Most of the time	
STUDENT ENGAGEMENT		Percentage of Students*		
About reading:		Number of students who answered "most of the time"		
I like to read.	5	41	55	12
I am a good reader .	5	36	59	13
I can understand difficult reading passages.	9	50	41	9
I do my best on reading activities in class.	27	73		16
STUDENT ENGAGEMENT				
About writing:				
I like to write.	14	50	36	8
I am a good writer.	5	59	36	8
I can communicate my ideas in writing.	5	45	50	11
I do my best when I do writing activities in class.	5	36	59	13
COGNITIVE STRATEGIES USED IN LANGUAGE				
I make sure I understand what I am reading.	27	73		16
I organize my ideas before I start to write.	5	64	32	7
I edit my writing to make it better.	5	59	36	8
I check my writing for spelling and grammar.	55	45		10

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

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 22)



STUDENT ENGAGEMENT About mathematics:	Percentage of Students*	Number of students who answered "most of the time"
I like mathematics.		5
I am good at mathematics.		7
I can answer difficult mathematics questions.		6
I do my best on mathematics activities in class.		19

COGNITIVE STRATEGIES USED IN MATHEMATICS

I read over a mathematics problem first to make sure I know what I am supposed to do.		13
I think about the steps I will use to solve a mathematics problem.		7



READING OUTSIDE SCHOOL How often do you read the following when you are not at school?	Percentage of Students*	Number of students who answered "every day or almost every day"
Stories or novels		8
Comics		5
Books, newspapers, magazines or websites for information		11
E-mails, text or instant messages		13
Any other type of reading material		9

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

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 22)					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">■ Never</div> <div style="text-align: center;"> 1 or 2 times a month</div> <div style="text-align: center;">■ 1 to 3 times a week</div> <div style="text-align: center;"> Every day or almost every day</div> </div>					
WRITING OUTSIDE SCHOOL			Percentage of Students*	Number of students who answered "every day or almost every day"	
How often do you write the following (using paper or a computer) when you are not at school?					
Stories	32	55	5	9	2
Journal entries	68	18	14		3
E-mail, text or instant messages	23	9	9	59	13
Letters	50	32	9	9	2
OUT-OF-SCHOOL ACTIVITIES					
How often do you do the following when you are not at school?					
I take part in art, music or drama activities.	59	14	9	18	4
I take part in after-school clubs.	59	5	27	9	2
I take part in sports or other physical activities.	5	5	23	68	15
PARENTAL ENGAGEMENT					
How often do you and a parent, a guardian or another adult who lives with you do the following?					
We talk about the activities I do in school.	9	9	27	55	12
We talk about the reading and writing work I do in school.	5	41	23	32	7
We talk about the mathematics I do in school.	14	36	27	23	5
We read together.	59	27	9	5	1
We look at my school agenda.	45	5	32	18	4
We use a computer together.	45	18	14	23	5

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

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 22)					
		<input type="checkbox"/> None <input type="checkbox"/> About half an hour/About 1 hour <input checked="" type="checkbox"/> About 2 hours <input type="checkbox"/> About 3 hours/ More than 3 hours			
SCREEN TIME		Percentage of Students*		Number of students who answered "about 3 hours" or "more than 3 hours"	
On a school day, how many hours do you usually spend on the following?					
Before School	Watching TV	45	55	0	
	Playing video games	86	9	5	
	Using the Internet	73	23	5	
After School	Watching TV	18	41	32	9
	Playing video games	50	32	9	9
	Using the Internet	14	45	18	23
SCHOOLS ATTENDED		Percentage of Students*		Number of students	
How many schools did you attend before this one?					
	Only this school	64		14	
	1 other school	14		3	
	2 other schools	0		0	
	3 other schools	18		4	
	4 other schools or more	5		1	
		<input type="checkbox"/> Only English/Mostly English <input type="checkbox"/> Another language(or other languages) as often as English <input checked="" type="checkbox"/> Mostly another language (or other languages)/Only another language (or other languages)			
LANGUAGES SPOKEN		Percentage of Students*		Number of students who answered "only English" or "mostly English"	
Languages student speaks at home					
	Languages student speaks at home	91	9	20	
Languages in which people speak to student at home					
	Languages in which people speak to student at home	95	5	21	

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 22)	Female* (# = 13)	Male* (# = 9)	All Students (# = 1 545)	Female* (# = 791)	Male* (# = 754)	All Students (# = 127 419)	Female* (# = 62 541)	Male* (# = 64 869)
STUDENT ENGAGEMENT									
About reading: Percentage of students who answered "most of the time" [†]									
I like to read.	55%	46%	67%	46%	54%	38%	48%	56%	40%
I am a good reader.	59%	62%	56%	67%	72%	62%	66%	70%	63%
I can understand difficult reading passages.	41%	31%	56%	35%	35%	36%	38%	36%	40%
I do my best on reading activities in class.	73%	85%	56%	68%	73%	63%	70%	75%	65%
STUDENT ENGAGEMENT									
About writing: Percentage of students who answered "most of the time" [†]									
I like to write.	36%	46%	22%	36%	48%	24%	39%	51%	28%
I am a good writer.	36%	31%	44%	43%	50%	36%	42%	50%	35%
I can communicate my ideas in writing.	50%	62%	33%	37%	42%	33%	44%	48%	40%
I do my best on writing activities in class.	59%	69%	44%	64%	69%	59%	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.	73%	77%	67%	70%	73%	67%	72%	75%	68%
I organize my ideas before I start to write.	32%	31%	33%	34%	41%	28%	34%	38%	29%
I edit my writing to make it better.	36%	38%	33%	49%	55%	42%	46%	53%	40%
I check my writing for spelling and grammar.	45%	62%	22%	47%	51%	42%	48%	53%	44%
STUDENT ENGAGEMENT									
About mathematics: Percentage of students who answered "most of the time" [†]									
I like mathematics.	23%	15%	33%	40%	34%	45%	47%	39%	55%
I am good at mathematics.	32%	23%	44%	45%	38%	52%	52%	44%	58%
I can answer difficult mathematics questions.	27%	8%	56%	30%	24%	37%	36%	28%	44%
I do my best on mathematics activities in class.	86%	100%	67%	70%	70%	71%	74%	74%	74%
COGNITIVE STRATEGIES USED IN MATHEMATICS									
Percentage of students who answered "most of the time" [†]									
I read over a mathematics problem first to make sure I know what I am supposed to do.	59%	62%	56%	66%	72%	60%	73%	77%	69%
I think about the steps I will use to solve a mathematics problem.	32%	54%	0%	43%	46%	41%	49%	50%	49%

* Only includes students for whom gender data were available.

† Other response options were "never" and "sometimes."

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 22)	Female* (# = 13)	Male* (# = 9)	All Students (# = 1 545)	Female* (# = 791)	Male* (# = 754)	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? Percentage of students who answered "every day or almost every day" [†]									
Stories or novels	36%	38%	33%	34%	42%	24%	33%	39%	26%
Comics	23%	15%	33%	10%	6%	14%	11%	8%	15%
Books, newspapers, magazines or websites for information	50%	46%	56%	28%	31%	25%	30%	32%	28%
E-mails, text or instant messages	59%	85%	22%	58%	65%	51%	55%	64%	47%
Any other type of reading material	41%	31%	56%	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? Percentage of students who answered "every day or almost every day" [†]									
Stories	9%	15%	0%	7%	9%	5%	7%	9%	5%
Journal entries	14%	23%	0%	8%	12%	3%	7%	11%	3%
E-mails, text or instant messages	59%	85%	22%	55%	62%	47%	52%	62%	43%
Letters	9%	8%	11%	4%	5%	2%	3%	4%	3%
PARENTAL ENGAGEMENT									
How often do you and a parent, a guardian or another adult who lives with you do the following? Percentage of students who answered "every day or almost every day" [†]									
We talk about the activities I do in school.	55%	46%	67%	48%	52%	45%	53%	56%	50%
We talk about the reading and writing work I do in school.	32%	31%	33%	23%	26%	19%	28%	30%	26%
We talk about the mathematics I do in school.	23%	15%	33%	27%	29%	25%	36%	37%	34%
We read together.	5%	8%	0%	6%	7%	4%	7%	7%	7%
We look at my school agenda.	18%	23%	11%	18%	20%	15%	32%	31%	34%
We use a computer together.	23%	23%	22%	8%	9%	7%	10%	10%	11%
OUT-OF-SCHOOL ACTIVITIES									
How often do you do the following when you are not at school? Percentage of students who answered "every day or almost every day" [†]									
I take part in art, music or drama activities.	18%	31%	0%	14%	21%	6%	13%	17%	8%
I take part in after-school clubs.	9%	8%	11%	7%	10%	5%	9%	10%	8%
I take part in sports or other physical activities.	68%	62%	78%	41%	39%	44%	41%	35%	46%

* Only includes students for whom gender data were available.

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

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GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)		School			Board			Province		
		All Students (# = 22)	Female* (# = 13)	Male* (# = 9)	All Students (# = 1 545)	Female* (# = 791)	Male* (# = 754)	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?		Percentage of students who answered “about 3 hours” or “more than 3 hours” †								
Before School	Watching TV	0%	0%	0%	2%	2%	3%	2%	1%	2%
	Playing video games	5%	0%	11%	3%	1%	5%	2%	1%	3%
	Using the Internet	5%	0%	11%	4%	3%	5%	3%	2%	3%
After School	Watching TV	9%	15%	0%	19%	18%	20%	17%	17%	17%
	Playing video games	9%	8%	11%	17%	7%	26%	13%	5%	22%
	Using the Internet	23%	31%	11%	24%	23%	26%	23%	23%	22%
SCHOOLS ATTENDED How many schools did you attend before this one?		Percentage of students‡								
	Only this school/1 other school	77%	69%	89%	76%	76%	75%	69%	69%	69%
	2 other schools/3 other schools	18%	23%	11%	15%	15%	15%	22%	22%	22%
	4 other schools or more	5%	8%	0%	7%	7%	6%	6%	6%	6%
LANGUAGES STUDENTS SPEAK AT HOME		Percentage of students‡								
	Only English/Mostly English	91%	100%	78%	92%	93%	92%	76%	76%	76%
	Another language (or other languages) as often as English	9%	0%	22%	5%	5%	4%	14%	15%	14%
	Mostly another language (or other languages)/ Only another language (or other languages)	0%	0%	0%	1%	1%	1%	8%	7%	8%
LANGUAGES SPOKEN TO STUDENTS AT HOME		Percentage of students‡								
	Only English/Mostly English	95%	100%	89%	91%	92%	91%	70%	70%	70%
	Another language (or other languages) as often as English	5%	0%	11%	4%	4%	5%	13%	14%	13%
	Mostly another language (or other languages)/ Only another language (or other languages)	0%	0%	0%	3%	3%	2%	14%	14%	14%

* Only includes students for whom gender data were available.

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

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

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EXPLANATION OF TERMS

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