



School Board Report



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

Board: Avon Maitland DSB (66010)

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

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

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

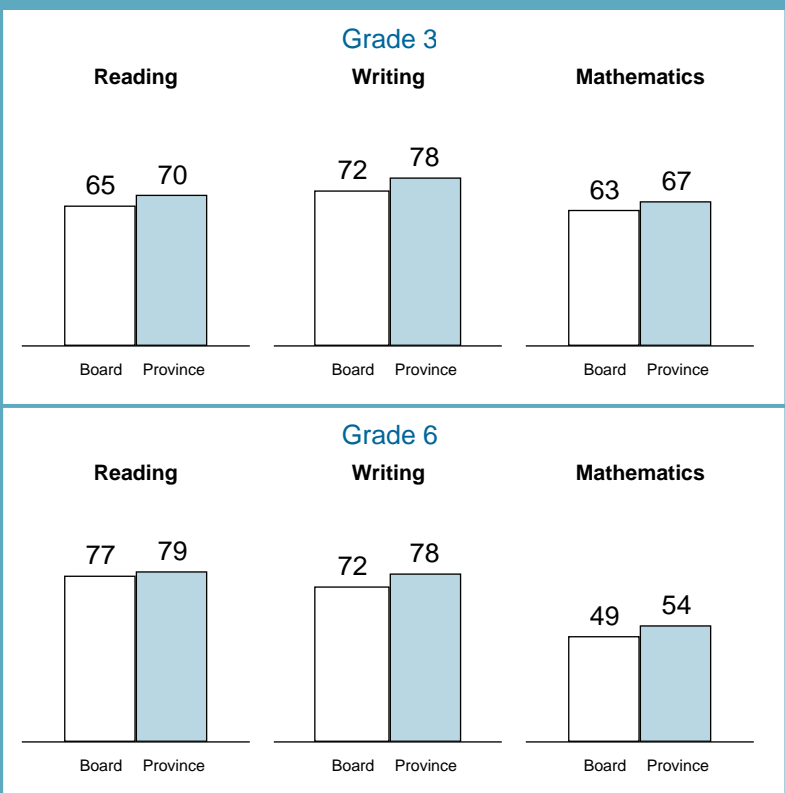
At EQAO, we strongly believe that reliable evidence empowers and guides the judgment and actions of professional educators and school communities. We are pleased to continue our partnership with you as we all work toward helping students reach their full potential. I hope you will find this report to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

Sincerely,

Bruce Rodrigues
Chief Executive Officer
Education Quality and Accountability Office

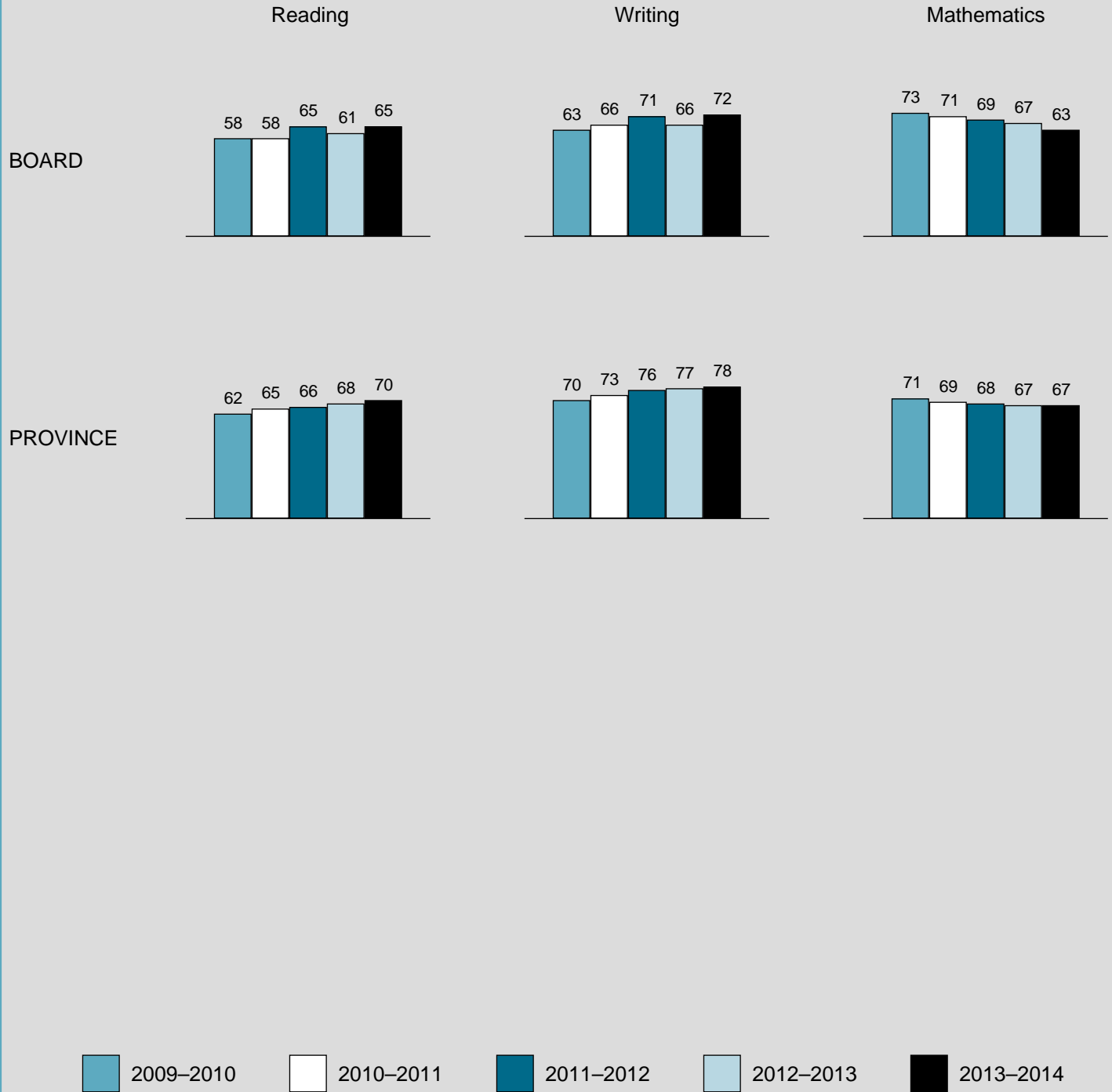
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2013–2014



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

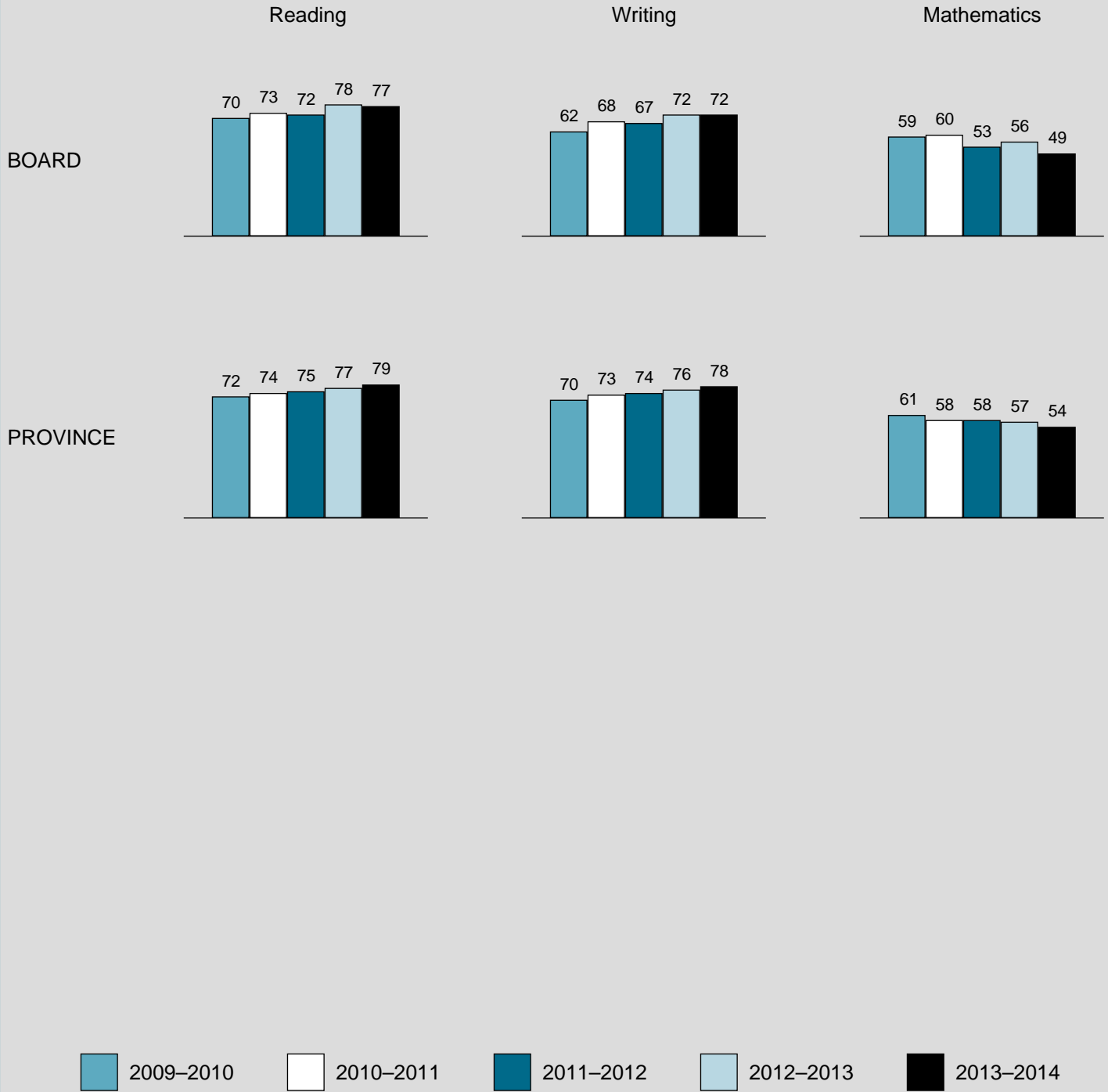
Percentage of Students: Grade 3



	Total Number of Grade 3 Students				
	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
Board	1 066	1 039	1 017	1 013	1 006
Province	127 789	124 117	126 455	127 645	127 505

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>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
Board	1 208	1 106	1 044	1 065	1 058
Province	134 294	132 308	129 477	131 589	127 286

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. Beginning in 2012-2013, results are not reported publicly for schools where fewer than 10 students participated because it might be possible to identify individual students. Prior to 2012-2013, results were not reported publicly for schools where fewer than 15 students participated.

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, 2013–2014

Contextual Information: Grade 3*

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

Demographic Information	Board		Province	
Enrolment				
Number of Grade 3 students	1 006		127 505	
Number of classes with Grade 3 students	75		9 631	
Number of schools with Grade 3 classes	31		3 340	
	Number	Percent	Number	Percent
Gender				
Female	499	50%	61 865	49%
Male	507	50%	65 640	51%
Gender not specified	0	0%	0	0%
Student Status				
English language learners**	23	2%	16 406	13%
Students with special education needs (excluding gifted)**	158	16%	21 965	17%
Place of Birth				
Born in Canada	983	98%	114 546	90%
Born outside Canada	23	2%	12 693	10%
In Canada less than one year	0	0%	703	1%
In Canada one year or more but less than three years	3	<1%	2 713	2%
In Canada three years or more	20	2%	8 350	7%
Language				
First language learned at home was other than English	43	4%	27 998	22%
Year Student Entered Current School				
Year of the assessment	201	20%	18 107	14%
Year prior to the assessment	119	12%	16 504	13%
2 years prior to the assessment	53	5%	17 899	14%
3 or more years prior to the assessment	631	63%	74 916	59%
Data not available	2	<1%	79	<1%
Year Student Entered Current Board				
Year of the assessment	37	4%	7 365	6%
Year prior to the assessment	26	3%	8 324	7%
2 years prior to the assessment	33	3%	10 606	8%
3 or more years prior to the assessment	631	63%	99 074	78%
Data not available	279	28%	2 136	2%

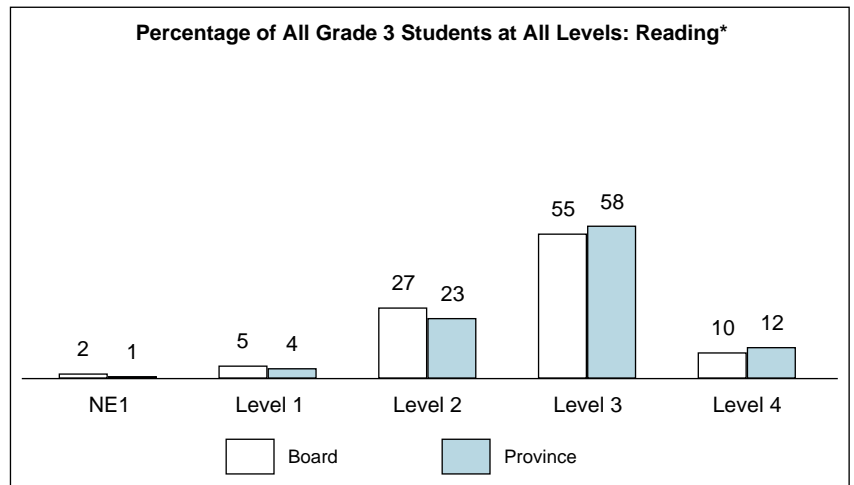
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

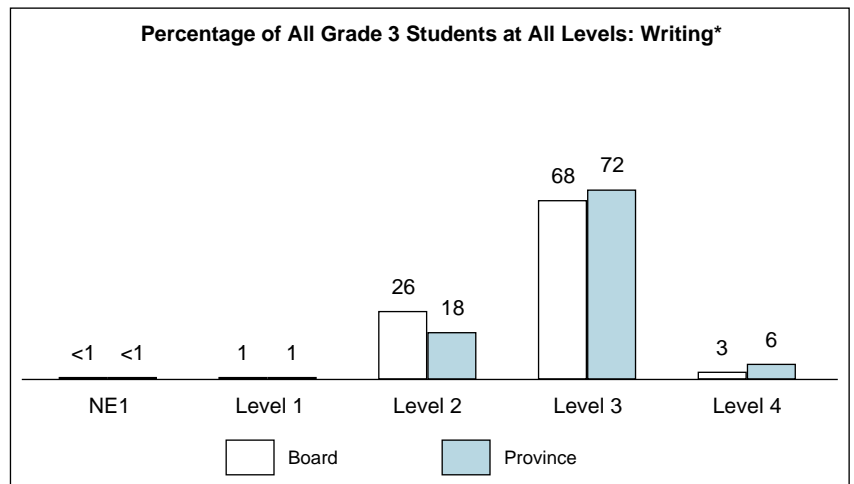
Results in Reading, Writing and Mathematics, 2013–2014

Grade 3: All Students^{††}

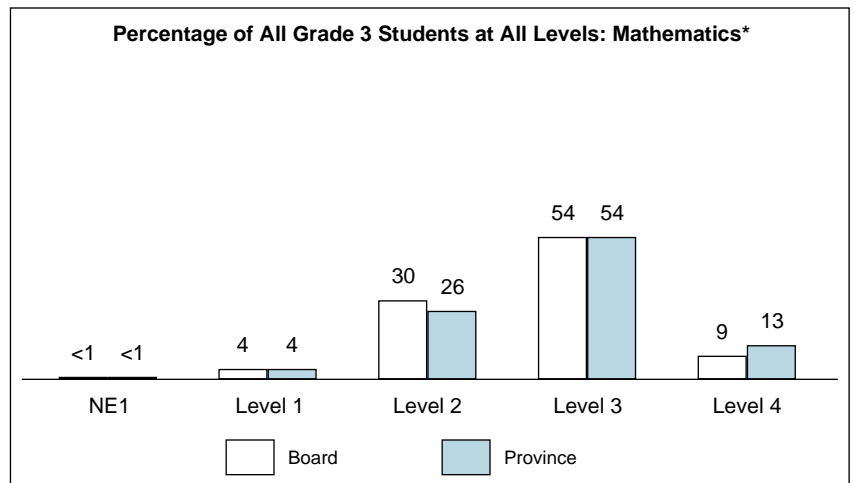
Grade 3: Reading*				
Number of Students	Board 1 006		Province 122 018	
	#	%	#	%
Level 4	102	10%	12	12%
Level 3	549	55%	58	58%
Level 2	268	27%	23	23%
Level 1	54	5%	4	4%
NE1**	16	2%	1	1%
Participating Students	989	98%	97	97%
No Data	0	0%	0	1%
Exempt	17	2%	2	2%
At or Above Provincial Standard (Levels 3 and 4) †	65%		70%	



Grade 3: Writing*				
Number of Students	Board 1 006		Province 122 018	
	#	%	#	%
Level 4	33	3%	6	6%
Level 3	689	68%	72	72%
Level 2	261	26%	18	18%
Level 1	6	1%	1	1%
NE1**	5	<1%	1	<1%
Participating Students	994	99%	97	97%
No Data	0	0%	0	1%
Exempt	12	1%	2	2%
At or Above Provincial Standard (Levels 3 and 4) †	72%		78%	



Grade 3: Mathematics*				
Number of Students	Board 1 006		Province 127 504	
	#	%	#	%
Level 4	91	9%	13	13%
Level 3	544	54%	54	54%
Level 2	305	30%	26	26%
Level 1	45	4%	4	4%
NE1**	5	<1%	1	<1%
Participating Students	990	98%	97	97%
No Data	0	0%	0	1%
Exempt	16	2%	2	2%
At or Above Provincial Standard (Levels 3 and 4) †	63%		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.

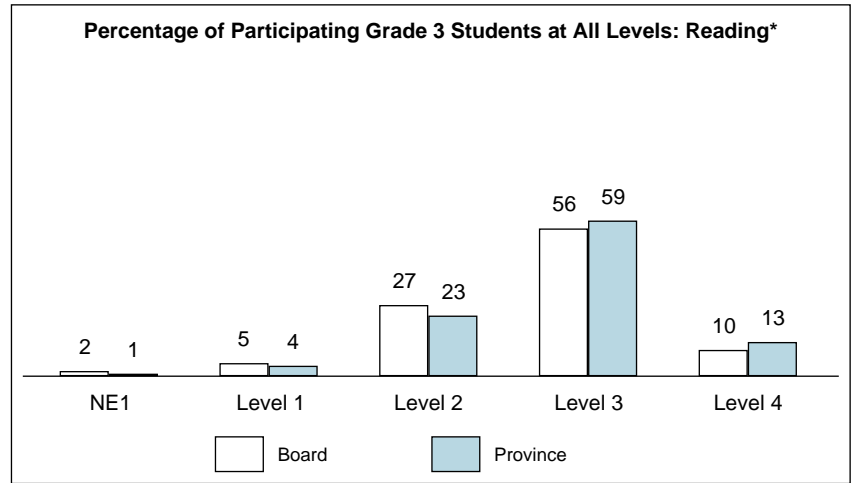
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

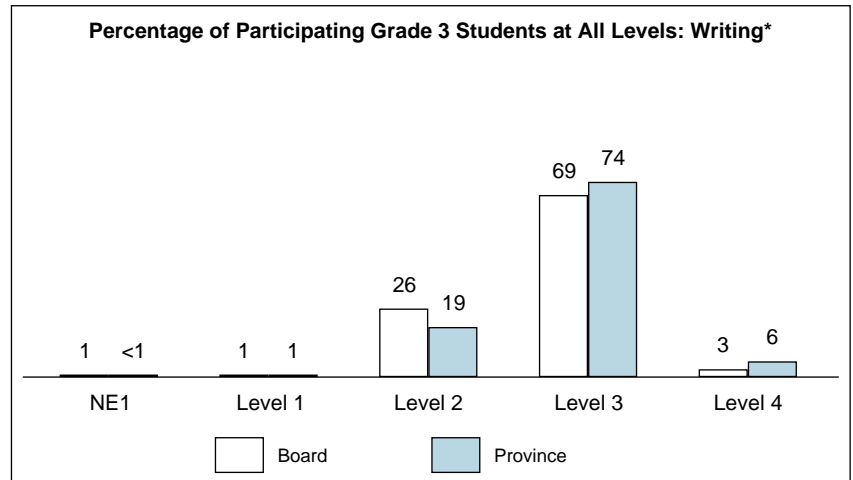
Results in Reading, Writing and Mathematics, 2013–2014

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

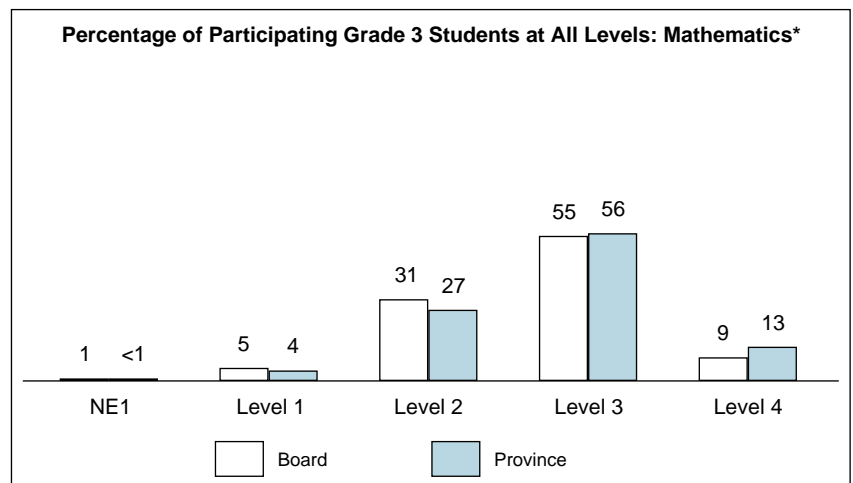
Grade 3: Reading*			
Number of Students	Board 989		Province 118 386
	#	%	%
Level 4	102	10%	13%
Level 3	549	56%	59%
Level 2	268	27%	23%
Level 1	54	5%	4%
NE1**	16	2%	1%
At or Above Provincial Standard (Levels 3 and 4) †		66%	72%



Grade 3: Writing*			
Number of Students	Board 994		Province 118 585
	#	%	%
Level 4	33	3%	6%
Level 3	689	69%	74%
Level 2	261	26%	19%
Level 1	6	1%	1%
NE1**	5	1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		73%	80%



Grade 3: Mathematics*			
Number of Students	Board 990		Province 124 012
	#	%	%
Level 4	91	9%	13%
Level 3	544	55%	56%
Level 2	305	31%	27%
Level 1	45	5%	4%
NE1**	5	1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		64%	69%



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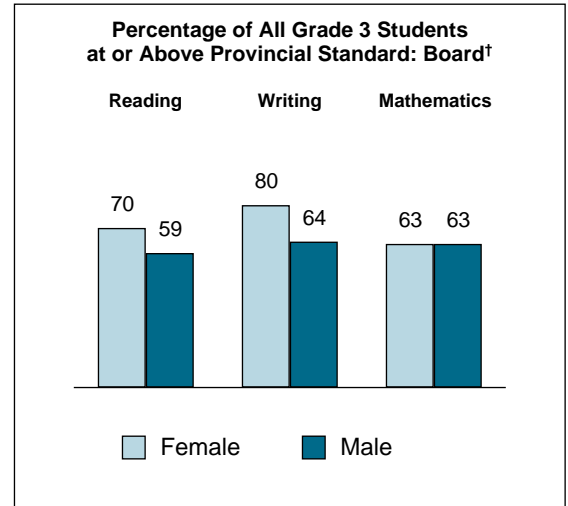
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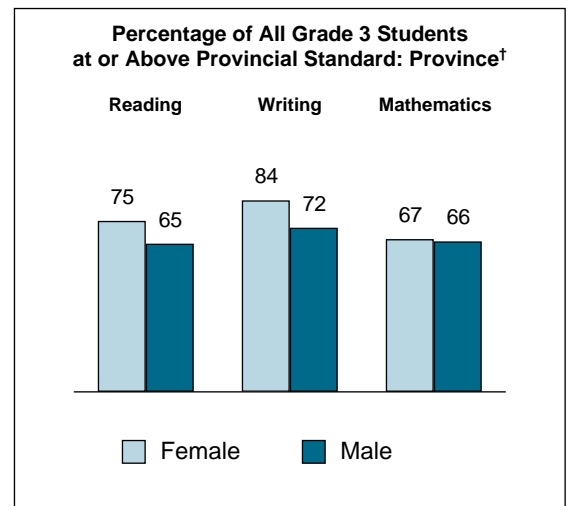
Results in Reading, Writing and Mathematics, 2013–2014

Grade 3: Gender††

Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 499	Male 507	Female 499	Male 507	Female 499	Male 507
Level 4	13%	7%	5%	1%	10%	8%
Level 3	57%	52%	74%	63%	53%	55%
Level 2	24%	29%	20%	32%	32%	28%
Level 1	4%	7%	0%	1%	3%	6%
NE1**	<1%	3%	<1%	1%	0%	1%
Participating Students	99%	98%	99%	98%	99%	98%
No Data	0%	0%	0%	0%	0%	0%
Exempt	1%	2%	1%	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	70%	59%	80%	64%	63%	63%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 58 763	Male 63 255	Female 58 763	Male 63 255	Female 61 864	Male 65 640
Level 4	15%	9%	9%	4%	12%	13%
Level 3	60%	56%	75%	69%	55%	53%
Level 2	19%	25%	13%	23%	27%	26%
Level 1	3%	5%	1%	1%	4%	4%
NE1**	1%	1%	<1%	<1%	<1%	1%
Participating Students	98%	96%	98%	96%	98%	97%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	3%	2%	3%	1%	3%
At or Above Provincial Standard (Levels 3 and 4)†	75%	65%	84%	72%	67%	66%



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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.

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2013–2014

Contextual Information: Grade 6*

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

Demographic Information	Board		Province	
Enrolment				
Number of Grade 6 students	1 058		127 286	
Number of classes with Grade 6 students	56		8 224	
Number of schools with Grade 6 classes	31		3 171	
	Number	Percent	Number	Percent
Gender				
Female	517	49%	62 052	49%
Male	541	51%	65 233	51%
Gender not specified	0	0%	1	<1%
Student Status				
English language learners**	19	2%	12 481	10%
Students with special education needs (excluding gifted)**	190	18%	26 445	21%
Place of Birth				
Born in Canada	1 034	98%	111 250	87%
Born outside Canada	24	2%	15 828	12%
In Canada less than one year	0	0%	619	<1%
In Canada one year or more but less than three years	4	<1%	2 438	2%
In Canada three years or more	19	2%	11 909	9%
Language				
First language learned at home was other than English	45	4%	28 753	23%
Year Student Entered Current School				
Year of the assessment	175	17%	29 499	23%
Year prior to the assessment	127	12%	14 884	12%
2 years prior to the assessment	41	4%	10 819	8%
3 or more years prior to the assessment	715	68%	72 006	57%
Data not available	0	0%	78	<1%
Year Student Entered Current Board				
Year of the assessment	40	4%	6 383	5%
Year prior to the assessment	51	5%	7 287	6%
2 years prior to the assessment	28	3%	5 868	5%
3 or more years prior to the assessment	611	58%	104 427	82%
Data not available	328	31%	3 321	3%

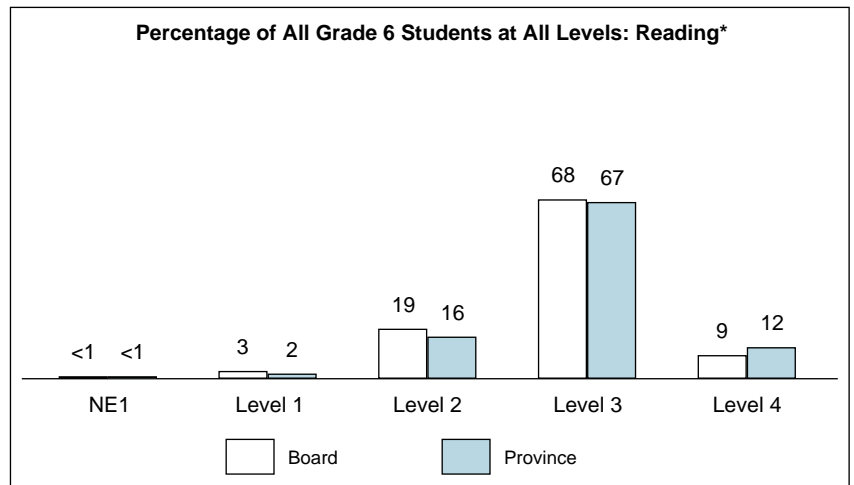
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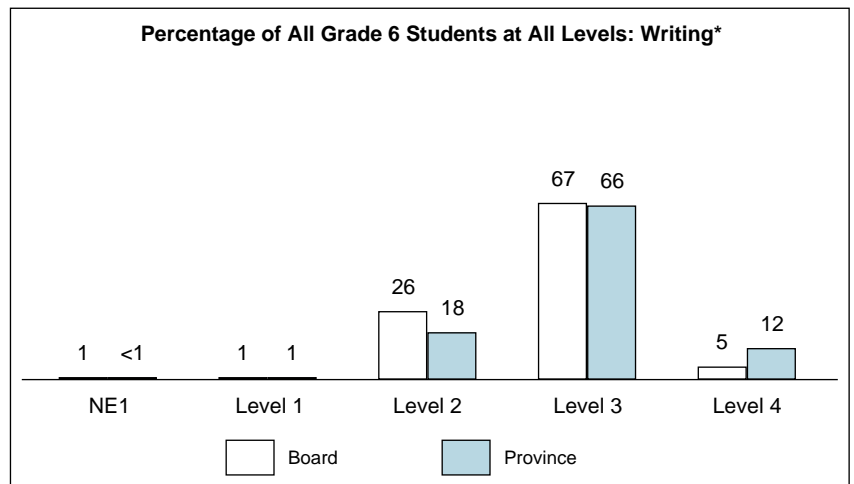
Results in Reading, Writing and Mathematics, 2013–2014

Grade 6: All Students

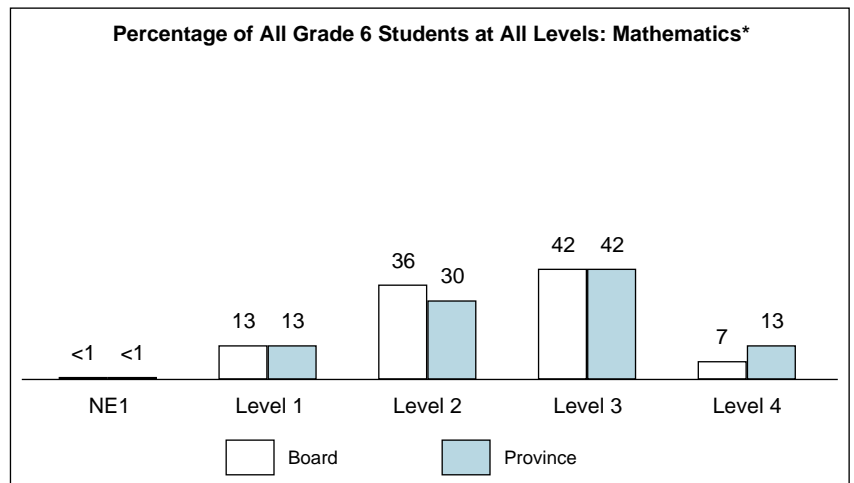
Grade 6: Reading*			
Number of Students	Board 1 058		Province 127 261
	#	%	%
Level 4	94	9%	12%
Level 3	719	68%	67%
Level 2	201	19%	16%
Level 1	29	3%	2%
NE1**	3	<1%	<1%
Participating Students	1 046	99%	98%
No Data	0	0%	<1%
Exempt	12	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †		77%	79%



Grade 6: Writing*			
Number of Students	Board 1 058		Province 127 207
	#	%	%
Level 4	53	5%	12%
Level 3	704	67%	66%
Level 2	270	26%	18%
Level 1	13	1%	1%
NE1**	6	1%	<1%
Participating Students	1 046	99%	98%
No Data	0	0%	1%
Exempt	12	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †		72%	78%



Grade 6: Mathematics*			
Number of Students	Board 1 058		Province 127 286
	#	%	%
Level 4	75	7%	13%
Level 3	442	42%	42%
Level 2	382	36%	30%
Level 1	138	13%	13%
NE1**	4	<1%	<1%
Participating Students	1 041	98%	98%
No Data	2	<1%	1%
Exempt	15	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †		49%	54%



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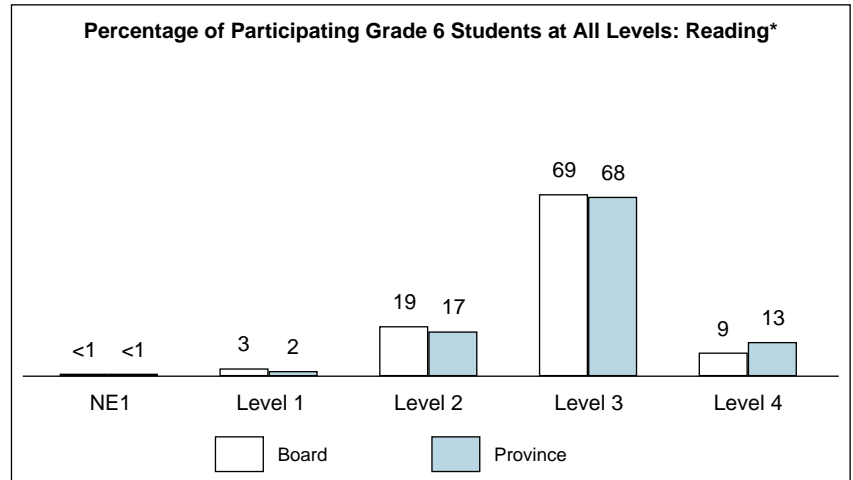
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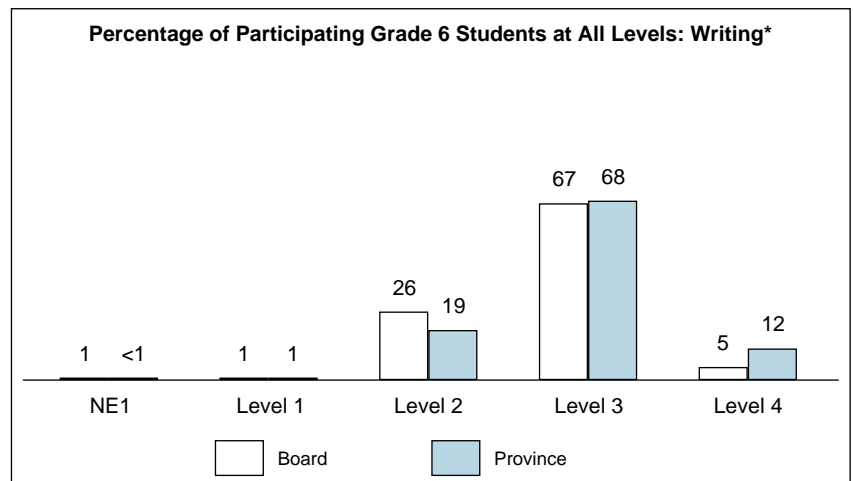
Results in Reading, Writing and Mathematics, 2013–2014

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

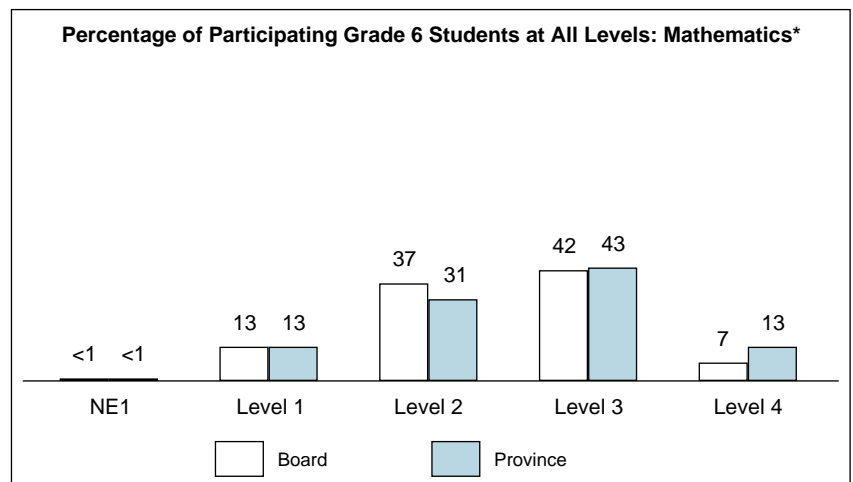
Grade 6: Reading*			
Number of Students	Board 1 046		Province 124 340
	#	%	%
Level 4	94	9%	13%
Level 3	719	69%	68%
Level 2	201	19%	17%
Level 1	29	3%	2%
NE1**	3	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	78%		81%



Grade 6: Writing*			
Number of Students	Board 1 046		Province 124 338
	#	%	%
Level 4	53	5%	12%
Level 3	704	67%	68%
Level 2	270	26%	19%
Level 1	13	1%	1%
NE1**	6	1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	72%		80%



Grade 6: Mathematics*			
Number of Students	Board 1 041		Province 124 168
	#	%	%
Level 4	75	7%	13%
Level 3	442	42%	43%
Level 2	382	37%	31%
Level 1	138	13%	13%
NE1**	4	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	50%		56%



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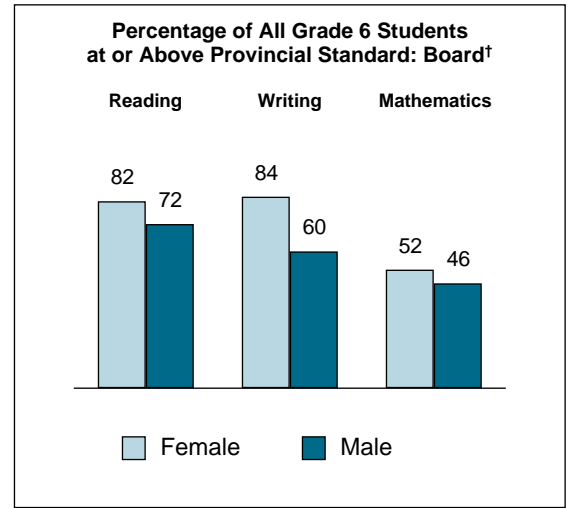
** See the Explanation of Terms.

† 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.

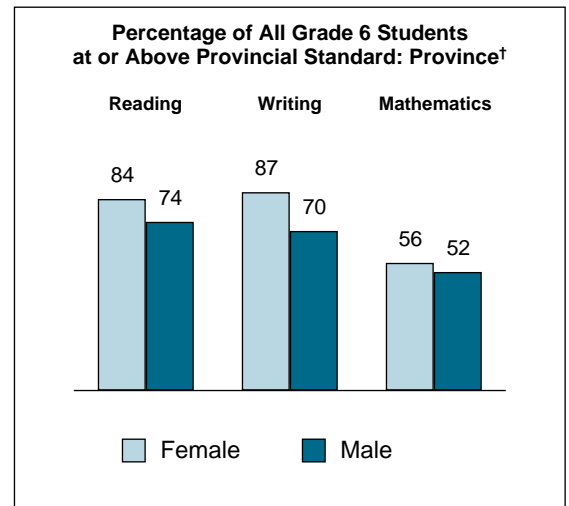
Results in Reading, Writing and Mathematics, 2013–2014

Grade 6: Gender††

Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	517	541	517	541	517	541
Level 4	13%	5%	9%	1%	8%	6%
Level 3	70%	66%	75%	58%	44%	40%
Level 2	16%	22%	15%	36%	36%	36%
Level 1	1%	4%	<1%	2%	10%	16%
NE1**	0%	1%	<1%	1%	<1%	1%
Participating Students	99%	98%	99%	98%	99%	98%
No Data	0%	0%	0%	0%	0%	<1%
Exempt	1%	2%	1%	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	82%	72%	84%	60%	52%	46%



Grade 6: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	62 042	65 218	62 012	65 194	62 052	65 233
Level 4	16%	8%	18%	7%	12%	13%
Level 3	67%	66%	69%	63%	44%	39%
Level 2	13%	20%	11%	25%	30%	30%
Level 1	2%	3%	<1%	1%	11%	14%
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%	2%
At or Above Provincial Standard (Levels 3 and 4)†	84%	74%	87%	70%	56%	52%



* 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, 2013–2014

Contextual Information over Time: Grade 3*

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

Grade 3	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Enrolment					
Number of students	1 066	1 039	1 017	1 013	1 006
Participation in the Assessment					
Reading [†]	97%	96%	99%	97%	98%
Writing [†]	98%	97%	99%	97%	99%
Mathematics [†]	98%	97%	98%	97%	98%
Gender					
Female	49%	49%	49%	50%	50%
Male	51%	51%	51%	50%	50%
Student Status					
English language learners**	2%	3%	2%	2%	2%
Students with special education needs (excluding gifted)**	10%	11%	12%	14%	16%
Place of Birth					
Born in Canada	96%	98%	97%	98%	98%
Born outside Canada	3%	2%	3%	2%	2%
In Canada less than one year	<1%	<1%	0%	<1%	0%
In Canada one year or more but less than three years	1%	<1%	<1%	<1%	<1%
In Canada three years or more	2%	1%	2%	1%	2%
Language					
First language learned at home was other than English	4%	5%	5%	6%	4%
Year Student Entered Current Board					
Year of the assessment	4%	4%	5%	4%	4%
Year prior to the assessment	4%	3%	3%	3%	3%
2 years prior to the assessment	4%	2%	3%	4%	3%
3 or more years prior to the assessment	68%	72%	71%	65%	63%
Data not available	20%	19%	18%	24%	28%

* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered 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.

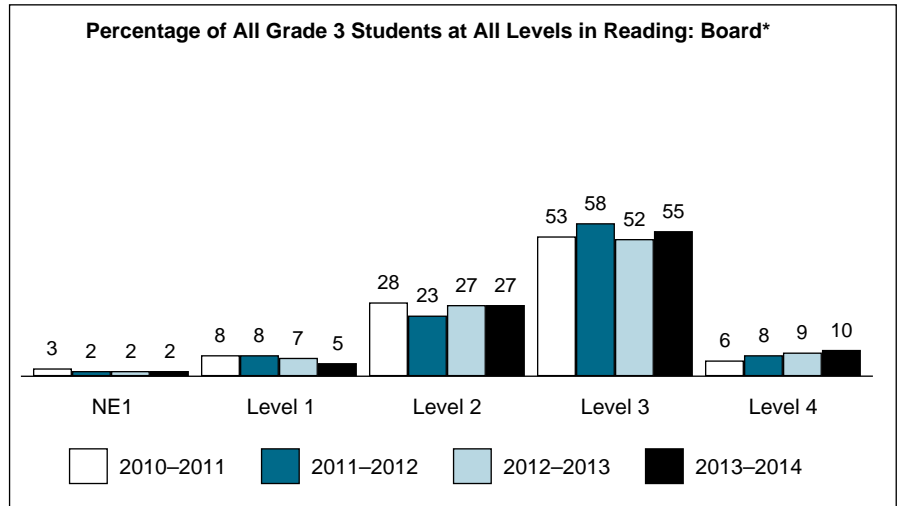
† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

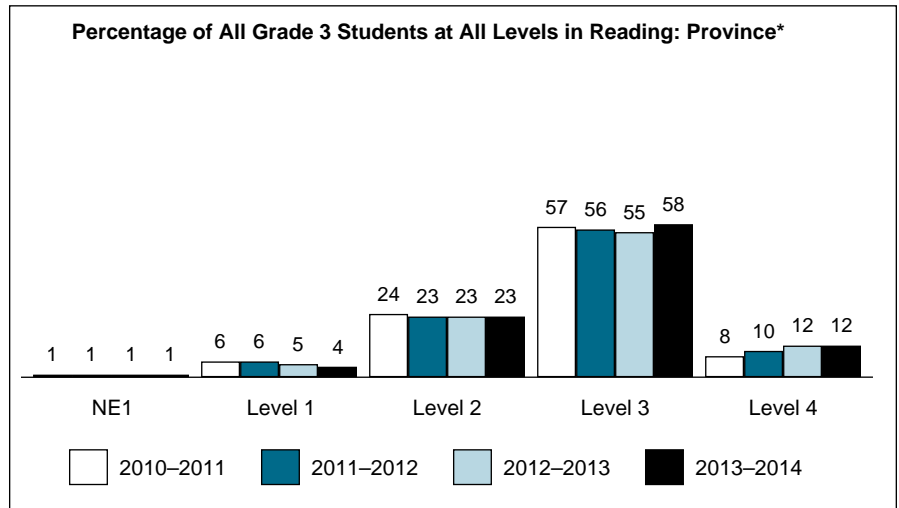
Results over Time, 2010–2011 to 2013–2014*

Grade 3: Reading

Grade 3 Reading: Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	1 039	1 017	1 013	1 006
Level 4	6%	8%	9%	10%
Level 3	53%	58%	52%	55%
Level 2	28%	23%	27%	27%
Level 1	8%	8%	7%	5%
NE1**	3%	2%	2%	2%
<i>Participating Students</i>	96%	99%	97%	98%
No Data	<1%	<1%	1%	0%
Exempt	3%	1%	3%	2%
At or Above Provincial Standard†	58%	65%	61%	65%



Grade 3 Reading: Province*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	119 914	121 727	122 450	122 018
Level 4	8%	10%	12%	12%
Level 3	57%	56%	55%	58%
Level 2	24%	23%	23%	23%
Level 1	6%	6%	5%	4%
NE1**	1%	1%	1%	1%
<i>Participating Students</i>	97%	97%	97%	97%
No Data	1%	<1%	1%	1%
Exempt	3%	3%	3%	2%
At or Above Provincial Standard†	65%	66%	68%	70%



♦ 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.

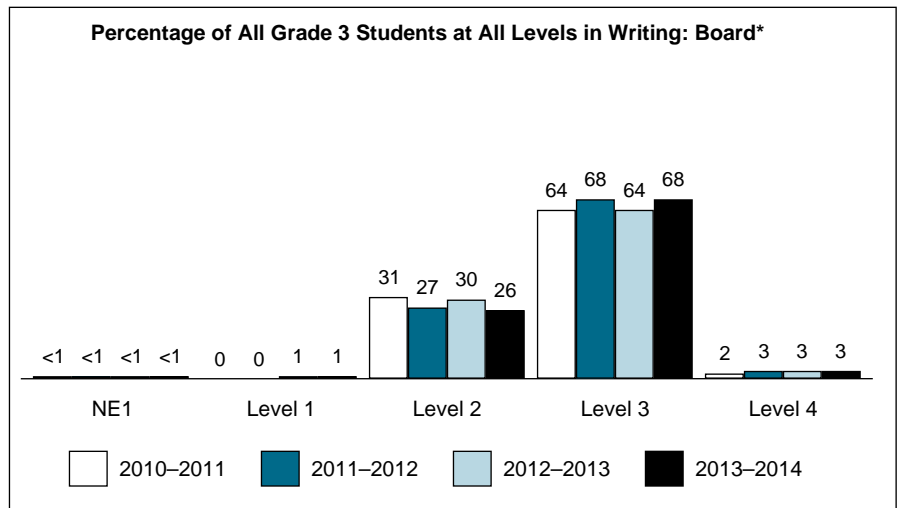
** See the Explanation of Terms.

† 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.

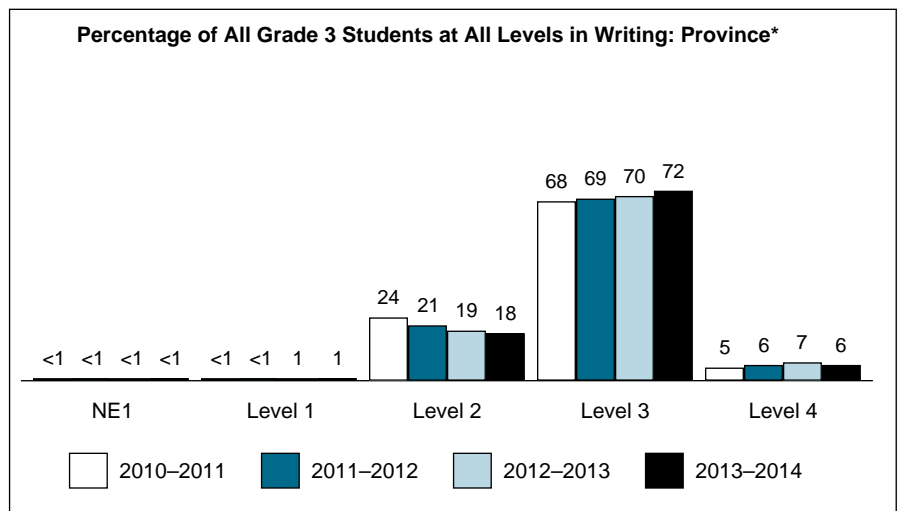
Results over Time, 2010–2011 to 2013–2014*

Grade 3: Writing

Grade 3 Writing: Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	1 039	1 017	1 013	1 006
Level 4	2%	3%	3%	3%
Level 3	64%	68%	64%	68%
Level 2	31%	27%	30%	26%
Level 1	0%	0%	1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	99%	97%	99%
No Data	<1%	<1%	<1%	0%
Exempt	2%	1%	2%	1%
At or Above Provincial Standard†	66%	71%	66%	72%



Grade 3 Writing: Province*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	119 873	121 727	122 447	122 018
Level 4	5%	6%	7%	6%
Level 3	68%	69%	70%	72%
Level 2	24%	21%	19%	18%
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	2%	2%	2%	2%
At or Above Provincial Standard†	73%	76%	77%	78%



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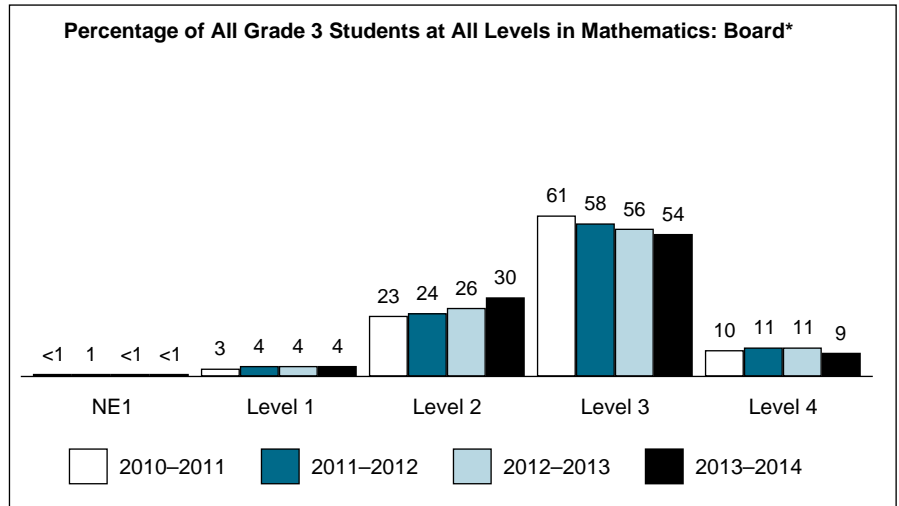
** See the Explanation of Terms.

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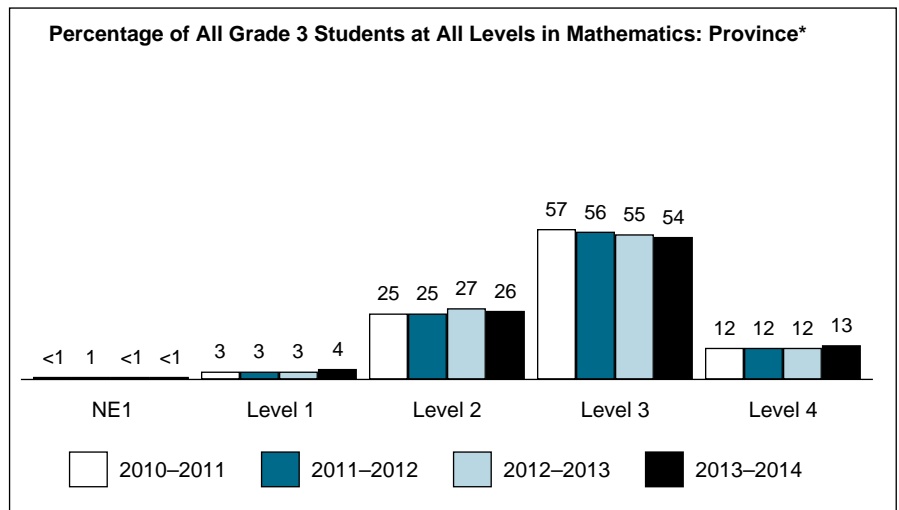
Results over Time, 2010–2011 to 2013–2014*

Grade 3: Mathematics

Grade 3 Mathematics: Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	1 039	1 017	1 013	1 006
Level 4	10%	11%	11%	9%
Level 3	61%	58%	56%	54%
Level 2	23%	24%	26%	30%
Level 1	3%	4%	4%	4%
NE1**	<1%	1%	<1%	<1%
<i>Participating Students</i>	97%	98%	97%	98%
No Data	<1%	<1%	<1%	0%
Exempt	3%	1%	3%	2%
At or Above Provincial Standard†	71%	69%	67%	63%



Grade 3 Mathematics: Province*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	124 104	126 439	127 633	127 504
Level 4	12%	12%	12%	13%
Level 3	57%	56%	55%	54%
Level 2	25%	25%	27%	26%
Level 1	3%	3%	3%	4%
NE1**	<1%	1%	<1%	<1%
<i>Participating Students</i>	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	69%	68%	67%	67%



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Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2013–2014

Contextual Information over Time: Grade 6*

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

Grade 6	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Enrolment					
Number of students	1 208	1 106	1 044	1 065	1 058
Participation in the Assessment					
Reading	97%	96%	98%	98%	99%
Writing	97%	96%	98%	98%	99%
Mathematics	96%	96%	98%	98%	98%
Gender					
Female	47%	46%	47%	49%	49%
Male	53%	54%	53%	51%	51%
Student Status					
English language learners**	1%	1%	1%	2%	2%
Students with special education needs (excluding gifted)**	16%	15%	19%	17%	18%
Place of Birth					
Born in Canada	98%	98%	97%	96%	98%
Born outside Canada	2%	2%	2%	4%	2%
In Canada less than one year	<1%	<1%	<1%	<1%	0%
In Canada one year or more but less than three years	<1%	<1%	<1%	<1%	<1%
In Canada three years or more	2%	2%	2%	3%	2%
Language					
First language learned at home was other than English	3%	4%	4%	4%	4%
Year Student Entered Current Board					
Year of the assessment	4%	4%	4%	4%	4%
Year prior to the assessment	3%	2%	3%	3%	5%
2 years prior to the assessment	3%	3%	3%	2%	3%
3 or more years prior to the assessment	67%	66%	63%	62%	58%
Data not available	24%	26%	27%	30%	31%

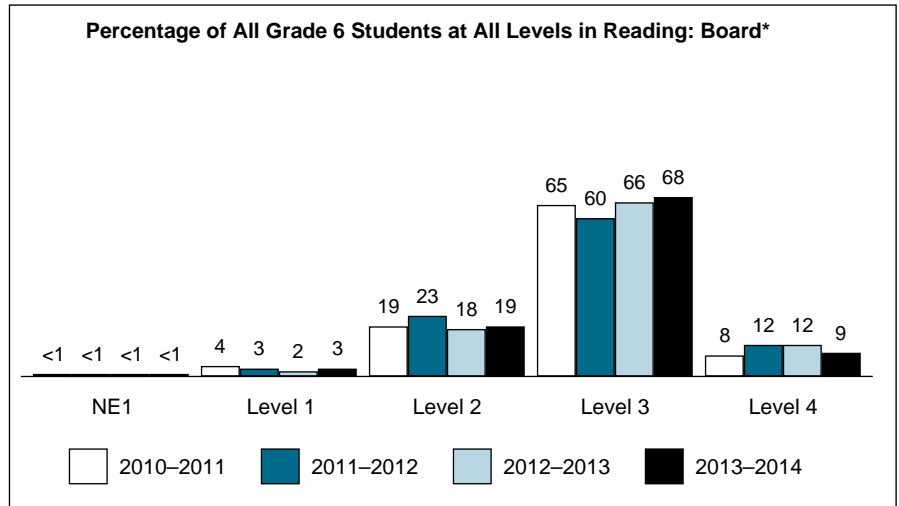
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

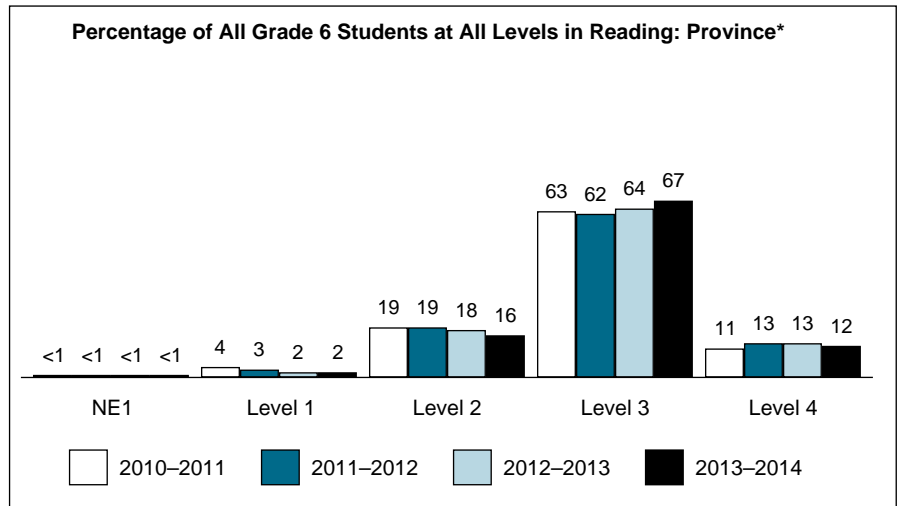
Results over Time, 2010–2011 to 2013–2014*

Grade 6: Reading

Grade 6 Reading: Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	1 106	1 044	1 065	1 058
Level 4	8%	12%	12%	9%
Level 3	65%	60%	66%	68%
Level 2	19%	23%	18%	19%
Level 1	4%	3%	2%	3%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	98%	98%	99%
No Data	<1%	<1%	<1%	0%
Exempt	3%	2%	1%	1%
At or Above Provincial Standard†	73%	72%	78%	77%



Grade 6 Reading: Province*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	132 283	129 420	131 514	127 261
Level 4	11%	13%	13%	12%
Level 3	63%	62%	64%	67%
Level 2	19%	19%	18%	16%
Level 1	4%	3%	2%	2%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	98%	98%
No Data	1%	1%	<1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	74%	75%	77%	79%



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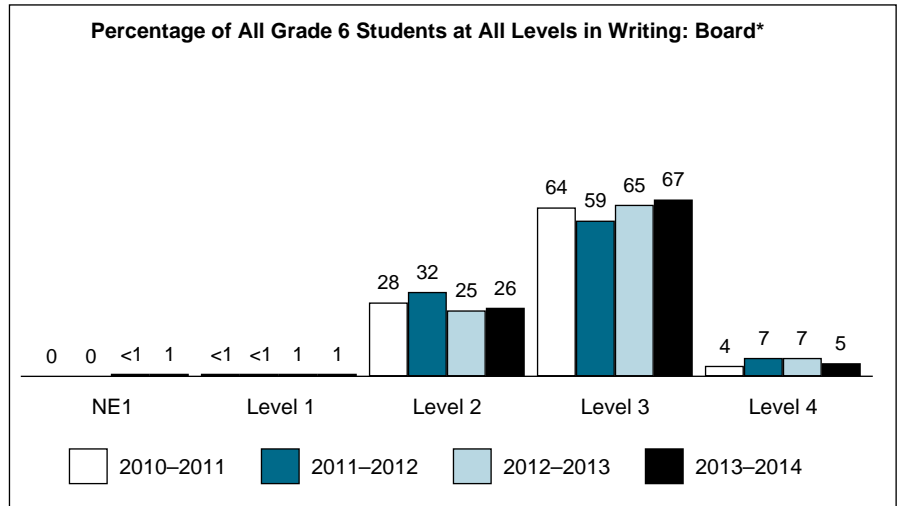
** See the Explanation of Terms.

† 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.

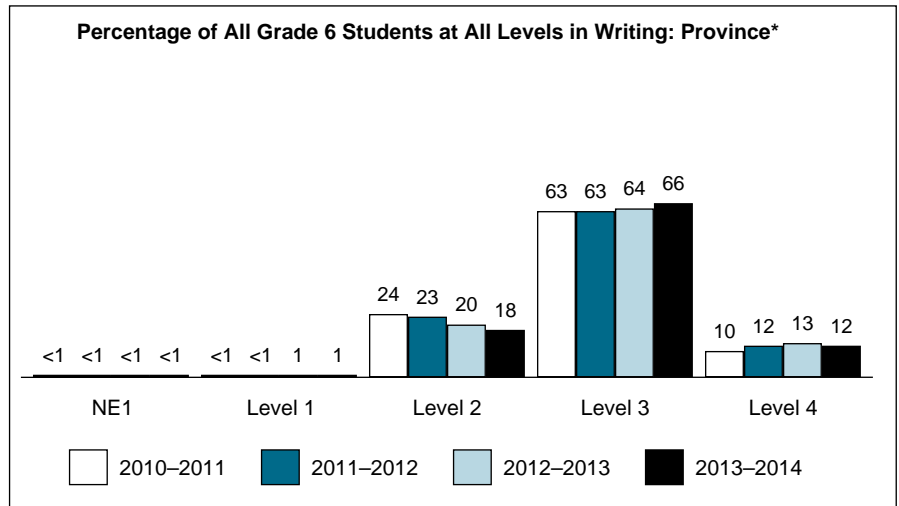
Results over Time, 2010–2011 to 2013–2014*

Grade 6: Writing

Grade 6 Writing: Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	1 106	1 044	1 065	1 058
Level 4	4%	7%	7%	5%
Level 3	64%	59%	65%	67%
Level 2	28%	32%	25%	26%
Level 1	<1%	<1%	1%	1%
NE1**	0%	0%	<1%	1%
<i>Participating Students</i>	96%	98%	98%	99%
No Data	<1%	<1%	<1%	0%
Exempt	3%	2%	1%	1%
At or Above Provincial Standard†	68%	67%	72%	72%



Grade 6 Writing: Province*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	132 266	129 420	131 504	127 207
Level 4	10%	12%	13%	12%
Level 3	63%	63%	64%	66%
Level 2	24%	23%	20%	18%
Level 1	<1%	<1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	98%	98%
No Data	1%	1%	<1%	1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	73%	74%	76%	78%



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

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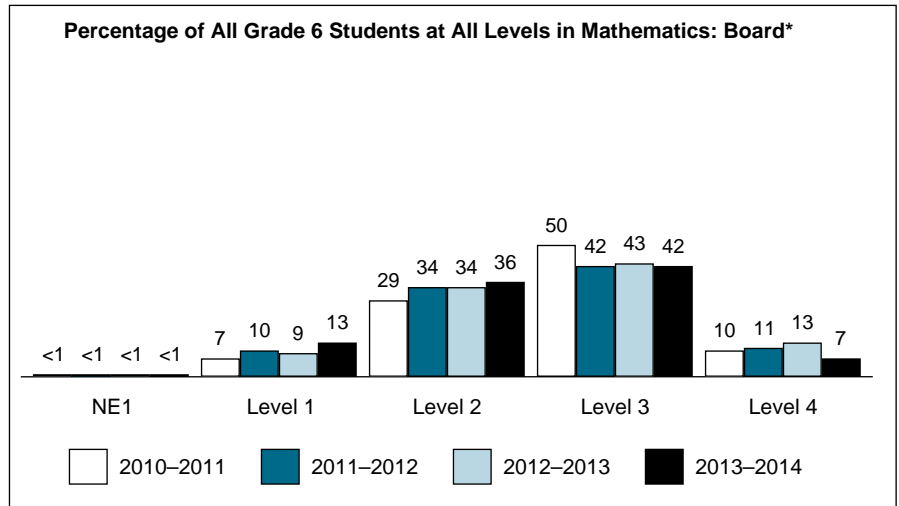
** See the Explanation of Terms.

† 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.

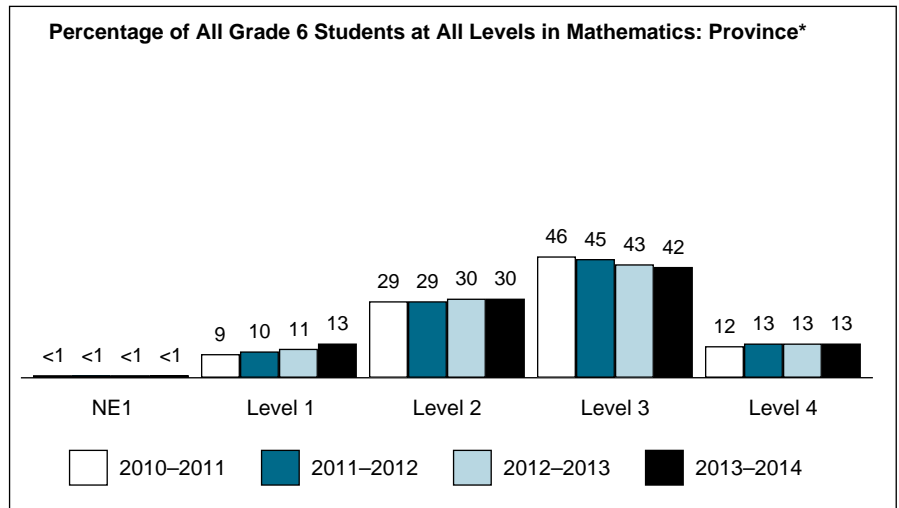
Results over Time, 2010–2011 to 2013–2014*

Grade 6: Mathematics

Grade 6 Mathematics: Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	1 106	1 040	1 065	1 058
Level 4	10%	11%	13%	7%
Level 3	50%	42%	43%	42%
Level 2	29%	34%	34%	36%
Level 1	7%	10%	9%	13%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	4%	2%	2%	1%
At or Above Provincial Standard†	60%	53%	56%	49%



Grade 6 Mathematics: Province*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	132 223	129 368	131 543	127 286
Level 4	12%	13%	13%	13%
Level 3	46%	45%	43%	42%
Level 2	29%	29%	30%	30%
Level 1	9%	10%	11%	13%
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†	58%	58%	57%	54%



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

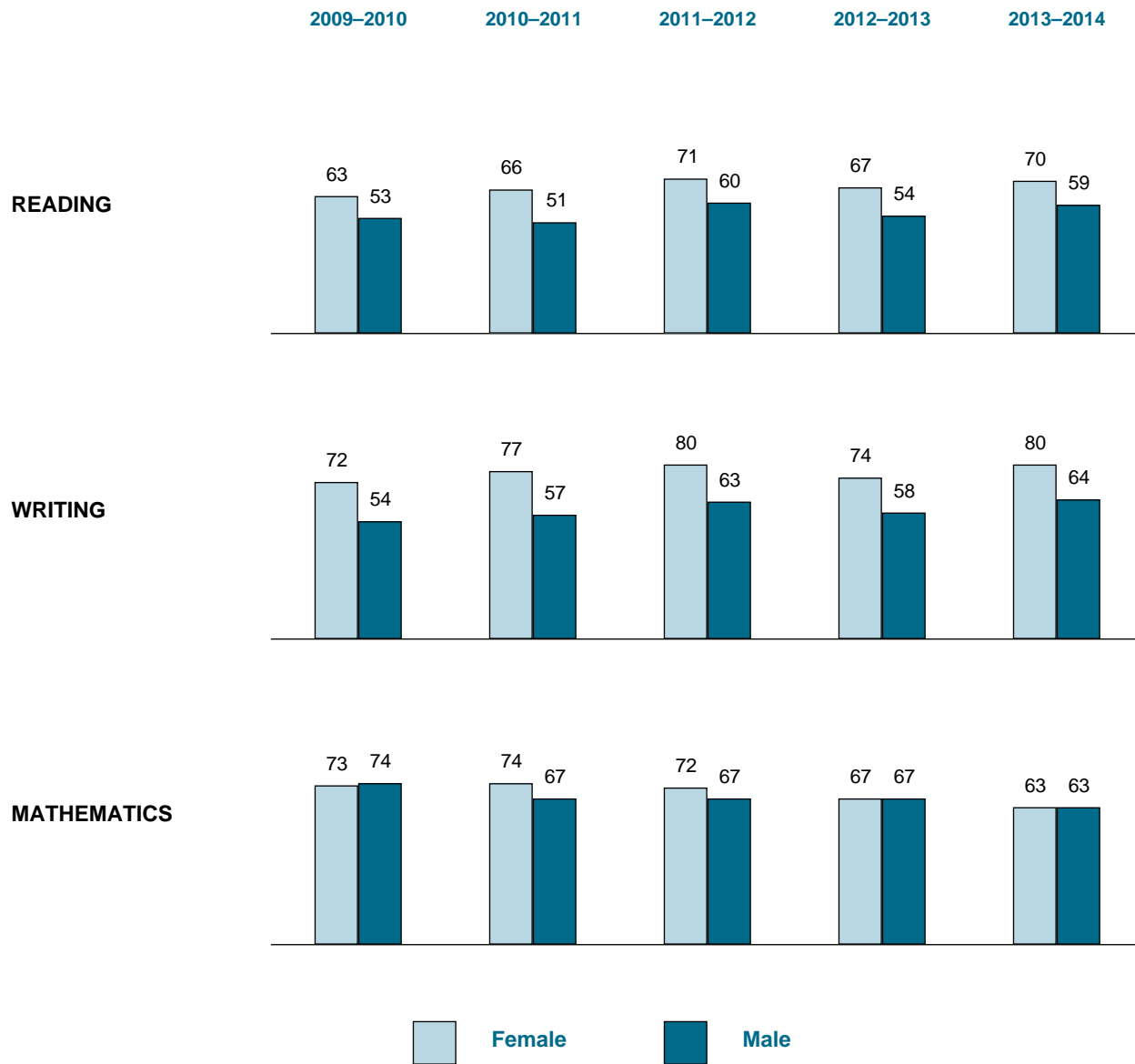
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

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RESULTS FOR ALL STUDENTS OVER TIME BY GENDER*

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

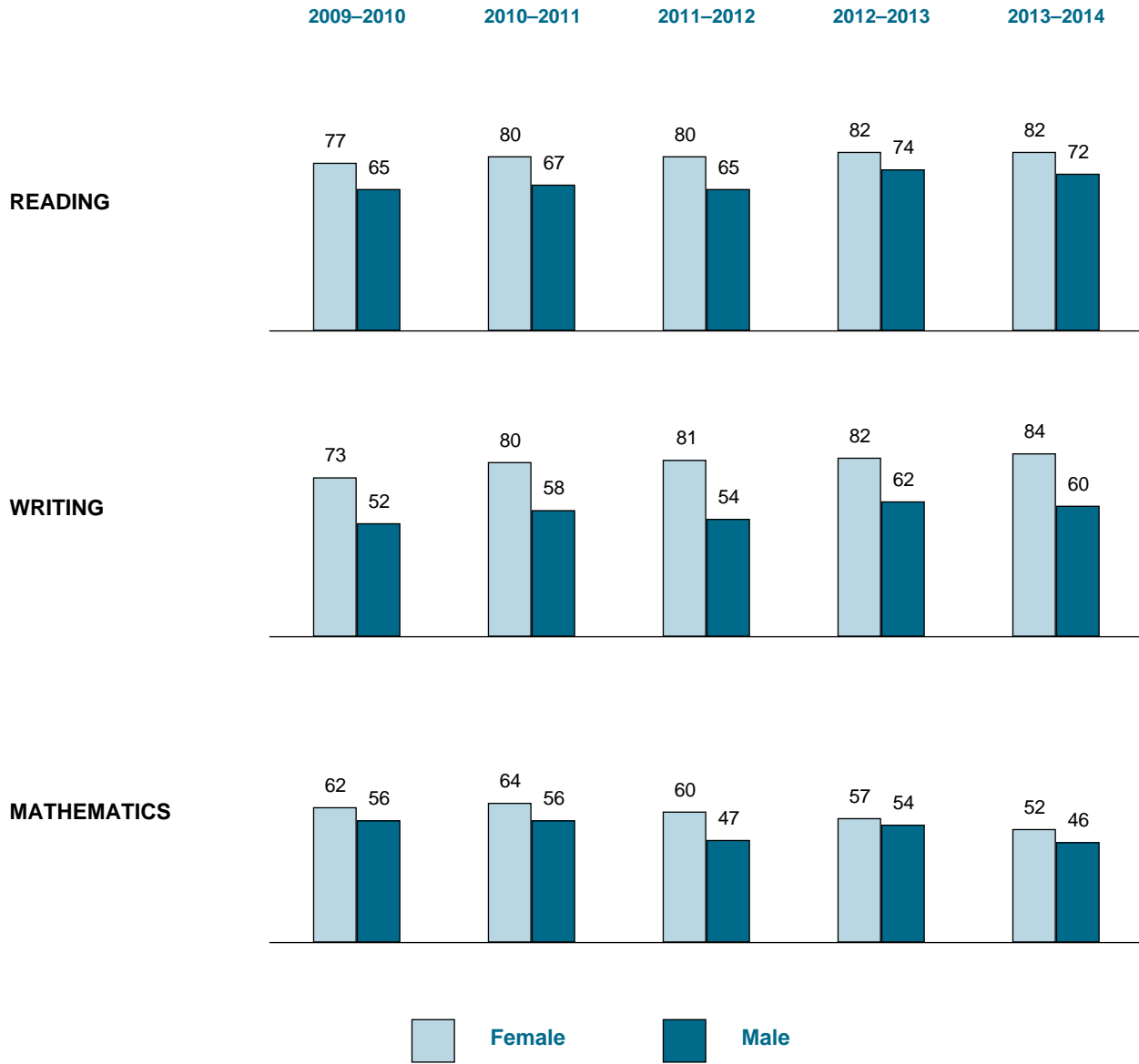


	Total Number of Grade 3 Students*									
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	522	544	506	533	498	519	505	508	499	507

* 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



Total Number of Grade 6 Students*

	<u>2009-2010</u>		<u>2010-2011</u>		<u>2011-2012</u>		<u>2012-2013</u>		<u>2013-2014</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	573	635	512	594	488	556	521	544	517	541





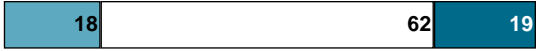

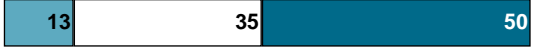

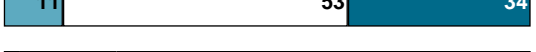


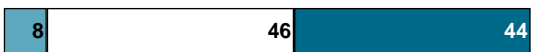



* Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2013–2014

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 985)			
		<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Most of the time	
STUDENT ENGAGEMENT		Percentage of Students*	Number of students who answered "most of the time"
About reading:			
I like to read.		443	
I am a good reader.		643	
I am able to understand difficult reading passages.		272	
I do my best when I do reading activities in class.		743	
STUDENT ENGAGEMENT			
About writing:			
I like to write.		454	
I am a good writer.		490	
I am able to communicate my ideas in writing.		403	
I do my best when I do writing activities in class.		723	
COGNITIVE STRATEGIES USED IN LANGUAGE			
Before I start to read, I try to predict what the text will be about.		188	
I make sure I understand what I am reading.		611	
I slow down my reading if it is difficult.		512	
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).		377	
When I am finished reading, I think about what I have read.		341	
I organize my ideas before I start to write.		324	
I edit my writing to make it better.		422	
I check my writing for spelling and grammar.		466	

* 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, 2013–2014

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 985)			
	 Never	 Sometimes	 Most of the time
INSTRUCTIONAL TOOLS USED IN READING AND WRITING How often do you use the following when you read and write at school?		Percentage of Students*	Number of students who answered "most of the time"
A computer for reading activities		147	
A computer for writing activities		188	
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)		360	
STUDENT ENGAGEMENT About mathematics:			
I like mathematics.		493	
I am good at mathematics.		525	
I am able to answer difficult mathematics questions.		331	
I do my best when I do mathematics activities in class.		760	
COGNITIVE STRATEGIES USED IN MATHEMATICS When I am working on a mathematics problem,			
I read over the mathematics problem first to make sure I know what I am supposed to do.		680	
I think about the steps I will use to solve the problem.		434	
I ask for help if I don't understand the problem.		544	
I check my work for mistakes.		528	
I check my answer to see if it makes sense.		607	

* 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, 2013–2014

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 985)			
	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Most of the time
INSTRUCTIONAL TOOLS USED IN MATHEMATICS How often do you use the following during mathematics activities at school?		Percentage of Students*	Number of students who answered "most of the time"
Manipulatives (e.g., base ten blocks, tiles)		272	
A calculator		103	
A computer to learn mathematics		200	











* 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, 2013–2014

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 985)					
	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
OUT-OF-SCHOOL ACTIVITIES					
How often do you do the following when you are not at school?	Percentage of Students*			Number of students who answered "every day or almost every day"	
I participate in art, music or drama activities.	37	17	20	23	226
I participate in after-school clubs.	64	10	13	10	103
I participate in sports or other physical activities.	13	10	30	44	438
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.	12	17	20	48	472
We talk about the reading and writing work I do in school.	19	26	26	27	262
We talk about the mathematics work I do in school.	18	20	27	31	304
We read together.	22	22	20	32	319
We look at my school agenda.	17	14	15	50	497
We use a computer together.	50	20	14	13	130

* 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, 2013–2014

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 985)			
SCHOOLS ATTENDED		Percentage of Students*	Number of students
How many schools did you attend before this one?			
Only this school		50	489
1 other school		34	338
2 other schools		9	86
3 other schools		3	33
4 other schools or more		3	27
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Only English/ Mostly English </div> <div style="text-align: center;">  Another language (or other languages) as often as English </div> <div style="text-align: center;">  Mostly another language (or other languages)/ Only another language (or other languages) </div> </div>			
LANGUAGES SPOKEN		Percentage of Students*	Number of students who answered "only English" or "mostly English"
Languages student speaks at home		92 4	911
Languages in which people speak to student at home		91 4	900

* 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, 2013–2014

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 985)	Female* (# = 493)	Male* (# = 492)	All Students (# = 123 163)	Female* (# = 60 219)	Male* (# = 62 944)
STUDENT ENGAGEMENT						
About reading:	Percentage of students who answered "most of the time" [†]					
I like to read.	45%	51%	39%	47%	54%	41%
I am a good reader.	65%	69%	62%	64%	66%	62%
I am able to understand difficult reading passages.	28%	26%	29%	29%	27%	30%
I do my best when I do reading activities in class.	75%	81%	70%	73%	77%	69%
STUDENT ENGAGEMENT						
About writing:	Percentage of students who answered "most of the time" [†]					
I like to write.	46%	56%	36%	51%	59%	43%
I am a good writer.	50%	57%	42%	49%	56%	43%
I am able to communicate my ideas in writing.	41%	40%	42%	42%	44%	41%
I do my best when I do writing activities in class.	73%	78%	69%	71%	76%	66%
COGNITIVE STRATEGIES USED IN LANGUAGE						
	Percentage of students who answered "most of the time" [†]					
Before I start to read, I try to predict what the text will be about.	19%	19%	20%	20%	20%	20%
I make sure I understand what I am reading.	62%	65%	59%	65%	68%	62%
I slow down my reading if it is difficult.	52%	57%	47%	51%	55%	47%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	38%	39%	38%	36%	39%	33%
When I am finished reading, I think about what I have read.	35%	36%	33%	38%	40%	36%
I organize my ideas before I start to write.	33%	34%	32%	40%	43%	37%
I edit my writing to make it better.	43%	49%	37%	44%	48%	40%
I check my writing for spelling and grammar.	47%	54%	41%	45%	49%	41%
INSTRUCTIONAL TOOLS USED IN READING AND WRITING						
	Percentage of students who answered "most of the time" [†]					
A computer for reading activities	15%	14%	16%	14%	13%	16%
A computer for writing activities	19%	18%	20%	19%	18%	20%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	37%	42%	31%	39%	44%	34%

* 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, 2013–2014

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 985)	Female* (# = 493)	Male* (# = 492)	All Students (# = 123 163)	Female* (# = 60 219)	Male* (# = 62 944)
STUDENT ENGAGEMENT						
About mathematics:	Percentage of students who answered “most of the time”†					
I like mathematics.	50%	51%	49%	57%	53%	62%
I am good at mathematics.	53%	51%	56%	55%	48%	61%
I am able to answer difficult mathematics questions.	34%	25%	42%	37%	30%	44%
I do my best when I do mathematics activities in class.	77%	79%	75%	78%	79%	77%
COGNITIVE STRATEGIES USED IN MATHEMATICS						
When I am working on a mathematics problem,	Percentage of students who answered “most of the time”†					
I read over the mathematics problem first to make sure I know what I am supposed to do.	69%	75%	63%	68%	73%	64%
I think about the steps I will use to solve the problem.	44%	45%	43%	44%	45%	43%
I ask for help if I don’t understand the problem.	55%	60%	50%	53%	58%	48%
I check my work for mistakes.	54%	59%	49%	51%	54%	49%
I check my answers to see if it makes sense.	62%	63%	60%	60%	63%	57%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS						
	Percentage of students who answered “most of the time”†					
Manipulatives (e.g., base ten blocks, tiles)	28%	32%	23%	31%	34%	27%
A calculator	10%	9%	12%	15%	15%	15%
A computer to learn mathematics	20%	20%	20%	20%	20%	20%

* 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, 2013–2014

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 985)	Female* (# = 493)	Male* (# = 492)	All Students (# = 123 163)	Female* (# = 60 219)	Male* (# = 62 944)
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 participate in art, music or drama activities.	23%	27%	18%	23%	28%	19%
I participate in after-school clubs.	10%	11%	10%	13%	13%	12%
I participate in sports or other physical activities.	44%	38%	51%	43%	37%	48%
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.	48%	53%	42%	48%	53%	44%
We talk about the reading and writing work I do in school.	27%	28%	25%	29%	32%	27%
We talk about the mathematics work I do in school.	31%	33%	28%	36%	39%	34%
We read together.	32%	34%	31%	31%	33%	28%
We look at my school agenda.	50%	53%	48%	56%	57%	55%
We use a computer together.	13%	13%	14%	15%	15%	15%

* 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, 2013–2014

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 985)	Female* (# = 493)	Male* (# = 492)	All Students (# = 123 163)	Female* (# = 60 219)	Male* (# = 62 944)
SCHOOLS ATTENDED						
How many schools did you attend before this one?	Percentage of students†					
Only this school/1 other school	84%	86%	82%	78%	78%	77%
2 other schools/3 other schools	12%	10%	14%	16%	15%	16%
4 other schools or more	3%	2%	3%	4%	4%	4%
LANGUAGES STUDENTS SPEAK AT HOME						
	Percentage of students†					
Only English/Mostly English	92%	93%	92%	71%	70%	72%
Another language (or other languages) as often as English	3%	2%	4%	17%	18%	16%
Mostly another language (or other languages)/ Only another language (or other languages)	4%	4%	3%	10%	11%	10%
LANGUAGES SPOKEN TO STUDENTS AT HOME						
	Percentage of students†					
Only English/Mostly English	91%	92%	91%	66%	65%	67%
Another language (or other languages) as often as English	3%	3%	3%	14%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	4%	4%	4%	17%	17%	16%

* Only includes students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2013–2014

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 1 037)				
	<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.	52	45	470	
I am a good reader.	32	66	686	
I am able to understand difficult reading passages.	4	57	405	
I do my best when I do reading activities in class.	31	65	679	
STUDENT ENGAGEMENT About writing:		Percentage of Students*		Number of students who answered "most of the time"
I like to write.	8	52	39	406
I am a good writer.	7	49	43	448
I am able to communicate my ideas in writing.	6	50	44	455
I do my best when I do writing activities in class.	32	64	665	
COGNITIVE STRATEGIES USED IN LANGUAGE				
Before I start to read, I try to predict what the text will be about.	33	55	11	115
I make sure I understand what I am reading.	30	68	704	
I slow down my reading if it is difficult.	4	39	56	579
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	14	46	39	409
When I am finished reading, I think about what I have read.	15	50	34	353
I organize my ideas before I start to write.	13	60	27	281
I edit my writing to make it better.	5	48	46	472
I check my writing for spelling and grammar.	7	48	45	465

* 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, 2013–2014

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 1 037)				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> ■ Never </div> <div style="text-align: center;"> Sometimes </div> <div style="text-align: center;"> ■ Most of the time </div> </div>				
INSTRUCTIONAL TOOLS USED IN READING AND WRITING How often do you use the following when you read and write at school?	Percentage of Students*			Number of students who answered "most of the time"
A computer for reading activities	43	47	9	93
A computer for writing activities	8	56	34	356
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	14	55	29	305
The Internet to find information	4	49	46	476
STUDENT ENGAGEMENT About mathematics:				
I like mathematics.	14	44	42	434
I am good at mathematics.	6	46	48	493
I am able to answer difficult mathematics questions.	13	52	35	359
I do my best when I do mathematics activities in class.	27	70		730
COGNITIVE STRATEGIES USED IN MATHEMATICS When I am working on a mathematics problem,				
I read over the mathematics problem first to make sure I know what I am supposed to do.	18	81		838
I think about the steps I will use to solve the problem.	6	51	43	442
I ask for help if I don't understand the problem.	33	63		652
I check my work for mistakes.	4	51	44	456
I check my answer to see if it makes sense.	4	36	60	622

* 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, 2013–2014

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 1 037)			
	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Most of the time
INSTRUCTIONAL TOOLS USED IN MATHEMATICS How often do you use the following during mathematics activities at school?		Percentage of Students*	Number of students who answered "most of the time"
Manipulatives (e.g., base ten blocks, tiles)		197	
A calculator		639	
A computer to learn mathematics		118	
The Internet		153	

* 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, 2013–2014

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 1 037)








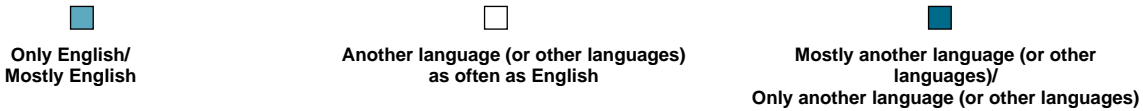


OUT-OF-SCHOOL ACTIVITIES How often do you do the following when you are not at school?	Percentage of Students*	Number of students who answered "every day or almost every day"
I participate in art, music or drama activities.		143
I participate in after-school clubs.		56
I participate in sports or other physical activities.		437

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.		395
We talk about the reading and writing work I do in school.		158
We talk about the mathematics work I do in school.		239
We read together.		60
We look at my school agenda.		193
We use a computer together.		59

* 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, 2013–2014

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 1 037)			
SCHOOLS ATTENDED		Percentage of Students*	Number of students
How many schools did you attend before this one?			
Only this school		48	502
1 other school		30	306
2 other schools		12	125
3 other schools		4	46
4 other schools or more		4	41
			
LANGUAGES SPOKEN		Percentage of Students*	Number of students who answered "only English" or "mostly English"
Languages student speaks at home		93	969
Languages in which people speak to student at home		92	959

* 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, 2013–2014

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 1 037)	Female* (# = 510)	Male* (# = 527)	All Students (# = 123 190)	Female* (# = 60 506)	Male* (# = 62 683)
STUDENT ENGAGEMENT						
About reading:	Percentage of students who answered "most of the time" [†]					
I like to read.	45%	54%	37%	47%	56%	39%
I am a good reader.	66%	70%	62%	67%	70%	64%
I am able to understand difficult reading passages.	39%	41%	37%	41%	40%	42%
I do my best when I do reading activities in class.	65%	74%	57%	69%	74%	65%
STUDENT ENGAGEMENT						
About writing:	Percentage of students who answered "most of the time" [†]					
I like to write.	39%	57%	22%	42%	53%	30%
I am a good writer.	43%	57%	30%	42%	49%	36%
I am able to communicate my ideas in writing.	44%	49%	39%	48%	53%	44%
I do my best when I do writing activities in class.	64%	72%	57%	68%	74%	63%
COGNITIVE STRATEGIES USED IN LANGUAGE						
	Percentage of students who answered "most of the time" [†]					
Before I start to read, I try to predict what the text will be about.	11%	10%	12%	16%	16%	16%
I make sure I understand what I am reading.	68%	71%	65%	71%	75%	67%
I slow down my reading if it is difficult.	56%	62%	50%	57%	63%	51%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	39%	43%	36%	41%	45%	37%
When I am finished reading, I think about what I have read.	34%	35%	33%	40%	44%	37%
I organize my ideas before I start to write.	27%	30%	25%	34%	39%	30%
I edit my writing to make it better.	46%	53%	38%	50%	56%	43%
I check my writing for spelling and grammar.	45%	51%	39%	51%	56%	46%
INSTRUCTIONAL TOOLS USED IN READING AND WRITING						
	Percentage of students who answered "most of the time" [†]					
A computer for reading activities	9%	7%	11%	9%	7%	10%
A computer for writing activities	34%	35%	34%	27%	25%	29%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	29%	35%	24%	33%	38%	28%
The internet to find information	46%	48%	44%	51%	51%	50%

* 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, 2013–2014

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 1 037)	Female* (# = 510)	Male* (# = 527)	All Students (# = 123 190)	Female* (# = 60 506)	Male* (# = 62 683)
STUDENT ENGAGEMENT						
About mathematics: Percentage of students who answered “most of the time”†						
I like mathematics.	42%	36%	48%	48%	41%	55%
I am good at mathematics.	48%	42%	53%	52%	45%	59%
I am able to answer difficult mathematics questions.	35%	29%	40%	38%	30%	46%
I do my best when I do mathematics activities in class.	70%	71%	69%	75%	75%	75%
COGNITIVE STRATEGIES USED IN MATHEMATICS						
When I am working on a mathematics problem, Percentage of students who answered “most of the time”†						
I read over the mathematics problem first to make sure I know what I am supposed to do.	81%	86%	76%	80%	84%	76%
I think about the steps I will use to solve the problem.	43%	47%	38%	49%	50%	48%
I ask for help if I don’t understand the problem.	63%	67%	58%	60%	64%	56%
I check my work for mistakes.	44%	47%	41%	47%	48%	46%
I check my answers to see if it makes sense.	60%	64%	57%	65%	67%	63%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS						
Percentage of students who answered “most of the time”†						
Manipulatives (e.g., base ten blocks, tiles)	19%	22%	16%	17%	20%	15%
A calculator	62%	73%	51%	48%	53%	44%
A computer to learn mathematics	11%	13%	10%	9%	9%	10%
The Internet	15%	12%	17%	14%	13%	15%

* 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, 2013–2014

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province			
	All Students (# = 1 037)	Female* (# = 510)	Male* (# = 527)	All Students (# = 123 190)	Female* (# = 60 506)	Male* (# = 62 683)	
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 participate in art, music or drama activities.	14%	19%	9%	16%	21%	12%	
I participate in after-school clubs.	5%	8%	3%	10%	11%	9%	
I participate in sports or other physical activities.	42%	40%	45%	43%	37%	48%	
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.	38%	43%	33%	43%	46%	39%	
We talk about the reading and writing work I do in school.	15%	18%	12%	21%	22%	19%	
We talk about the mathematics work I do in school.	23%	25%	21%	32%	34%	30%	
We read together.	6%	6%	5%	7%	7%	8%	
We look at my school agenda.	19%	21%	16%	32%	31%	33%	
We use a computer together.	6%	5%	6%	9%	8%	9%	

* 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, 2013–2014

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province			
	All Students (# = 1 037)	Female* (# = 510)	Male* (# = 527)	All Students (# = 123 190)	Female* (# = 60 506)	Male* (# = 62 683)	
SCHOOLS ATTENDED							
How many schools did you attend before this one?	Percentage of students†						
Only this school/1 other school	78%	79%	77%	69%	70%	69%	
2 other schools/3 other schools	16%	16%	17%	22%	22%	22%	
4 other schools or more	4%	4%	4%	6%	6%	6%	
LANGUAGES STUDENTS SPEAK AT HOME							
	Percentage of students†						
Only English/Mostly English	93%	94%	93%	74%	74%	75%	
Another language (or other languages) as often as English	3%	4%	2%	16%	17%	15%	
Mostly another language (or other languages)/ Only another language (or other languages)	2%	2%	2%	8%	7%	8%	
LANGUAGES SPOKEN TO STUDENTS AT HOME							
	Percentage of students†						
Only English/Mostly English	92%	93%	92%	69%	69%	70%	
Another language (or other languages) as often as English	2%	3%	2%	14%	15%	13%	
Mostly another language (or other languages)/ Only another language (or other languages)	4%	4%	3%	14%	14%	14%	

* Only includes students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2013–2014

EXPLANATION OF TERMS

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

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

Provincial Standard The Ministry of Education has set Level 3 as the provincial standard.

Level 4 The student has demonstrated the required knowledge and skills. Achievement surpasses the provincial standard.

Level 3 The student has demonstrated most of the required knowledge and skills. Achievement is at the provincial standard.

Level 2 The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.

Level 1 The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.

NE1 "Not enough evidence for Level 1" is used when students did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.

No Data Students who did not have a result due to absence or other reasons.

Exempt Students who were formally exempted from participation in one or more components of the assessment.

English Language Learners Students who have been identified by the school in accordance with *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007).

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 exceptionality is giftedness are not included.

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 personnel at the board.