



School Report



Assessments of Reading, Writing and Mathematics

Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2010–2011

School: St Elizabeth Seton Sep S (789143)
Board: Dufferin Peel Catholic DSB (67083)

On behalf of EQAO, I am pleased to provide you with this report on the results of the 2010–2011 Assessments of Reading, Writing and Mathematics for the primary and junior divisions. Enclosed you will find student results for both the 2010–2011 school year and previous years, so that you can gauge progress over time. You will also find demographic and attitudinal information about the student population assessed, which will support deeper analysis and provide an important context for these results.

Since the creation of this agency, EQAO data have been a catalyst for improving student learning and achievement at all levels of the education system. From Ontario’s classrooms and staff rooms to its school boards and Ministry, educators and education professionals from across the province have become increasingly sophisticated at using EQAO data as an integral part of their continuous improvement efforts.

Within schools, EQAO data are used regularly to guide school improvement initiatives by helping to identify areas of strength and areas needing improvement and by helping to support changes in instructional practices that may be required. The provincial test results can also help schools engage in meaningful discussions about student achievement with their parent community. We all know that parents can and do exert a powerful influence on their children’s work habits, behaviour, attitudes toward school and, ultimately, learning and achievement. EQAO is pleased to help strengthen the partnership between home and school by offering a series of resources for parents and educators, available on the agency’s Web site, to help school communities engage in the kind of meaningful, data-based dialogue that supports student success.

Of course, EQAO data are only one of the sources of information that should be used to assess student achievement. Provincial testing results should always be considered alongside other school and school board-based information.

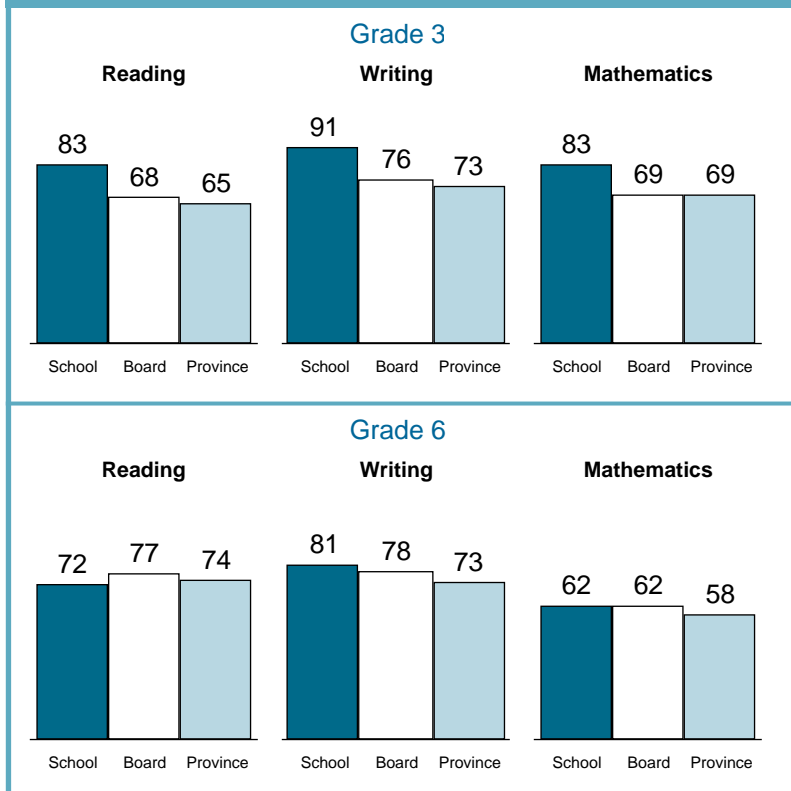
At EQAO, we are proud to deliver powerful information that supports Ontario’s parents, educators and administrators in their efforts to improve student achievement. I trust that this report will provide you with a valuable set of tools to further support the drive toward excellence in your school community. I am confident that the information in the report will contribute to our shared commitment and purposeful actions toward helping each student reach his or her highest potential.

Sincerely,

Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

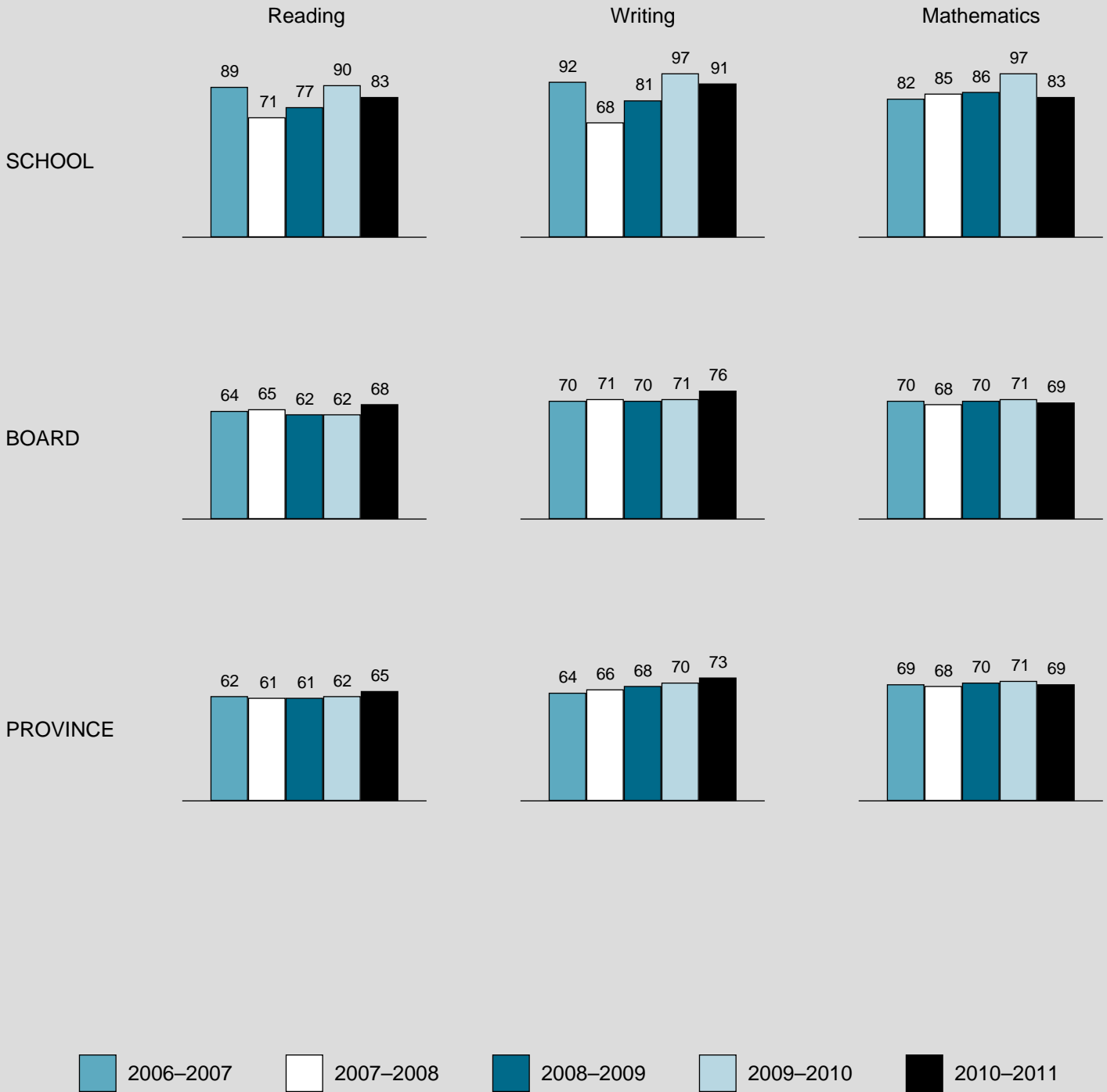
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2010–2011



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

Percentage of Students: Grade 3

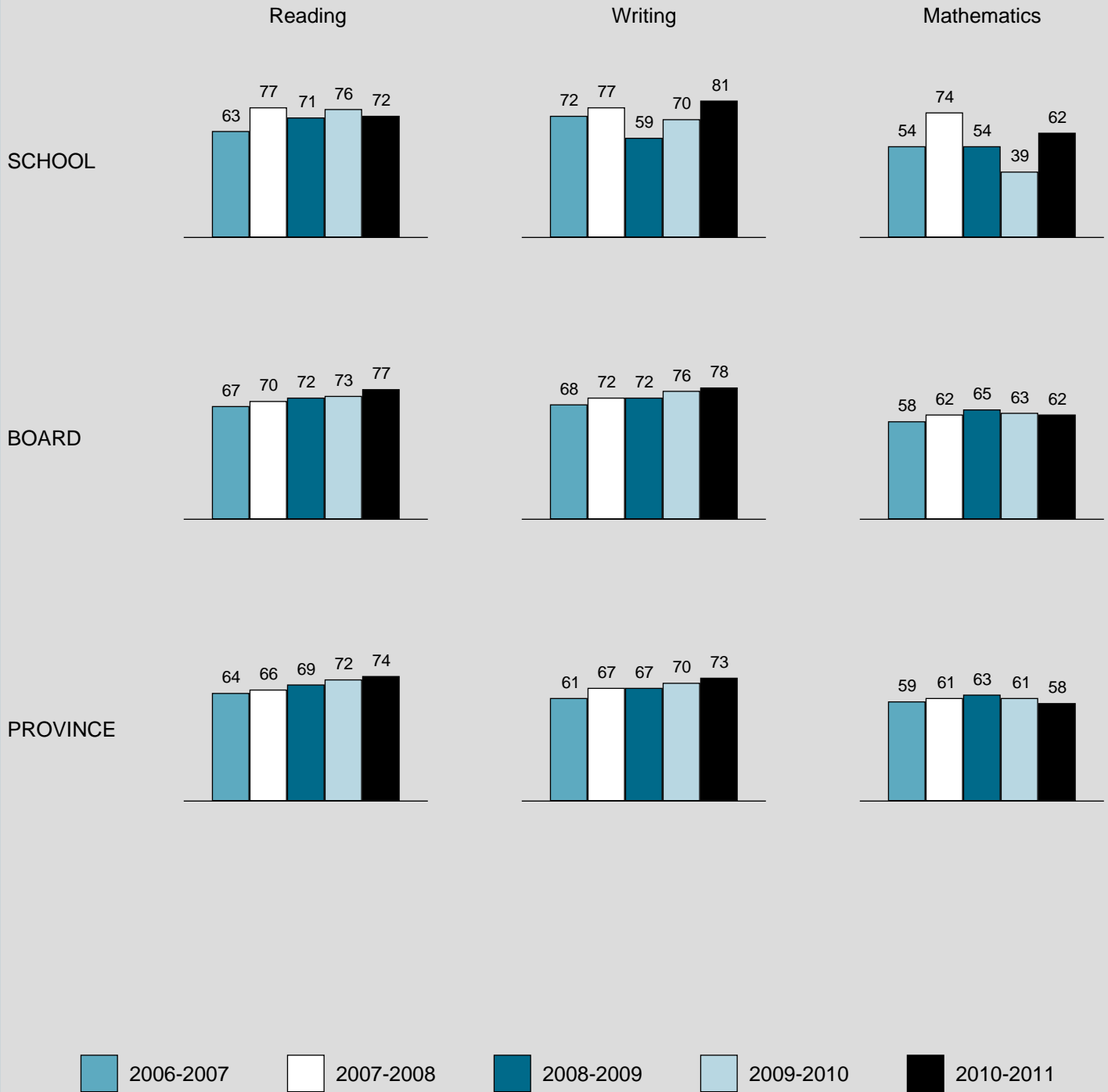


Total Number of Grade 3 Students

	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
School	38	41	43	30	23
Board	5 699	5 376	5 196	5 242	4 966
Province	131 012	128 660	125 481	127 789	124 117

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>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
School	46	31	41	33	32
Board	6 506	6 378	5 968	5 923	5 672
Province	145 901	140 420	136 076	134 294	132 308

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 15 students participated, 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, 2010–2011

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	23		4 966		124 117	
Number of classes with Grade 3 students	1		336		9 324	
Number of schools with Grade 3 classes	Not applicable		119		3 363	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	7	30%	2 408	48%	60 584	49%
Male	16	70%	2 558	52%	63 533	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	7	30%	1 434	29%	12 367	10%
Students with special education needs (excluding gifted)**	2	9%	510	10%	19 409	16%
Place of Birth						
Born in Canada	19	83%	4 345	87%	111 482	90%
Born outside Canada	4	17%	618	12%	12 469	10%
In Canada less than one year	0	0%	23	<1%	761	1%
In Canada one year or more but less than three years	2	9%	117	2%	2 612	2%
In Canada three years or more	2	9%	406	8%	8 288	7%
Language						
First language learned at home was other than English	9	39%	1 312	26%	27 117	22%
Year Student Entered Current School						
Year of the assessment	4	17%	498	10%	16 738	13%
Year prior to the assessment	2	9%	471	9%	13 578	11%
2 years prior to the assessment	3	13%	746	15%	17 016	14%
3 or more years prior to the assessment	14	61%	3 250	65%	76 409	62%
Data not available	0	0%	1	<1%	376	<1%
Year Student Entered Current Board						
Year of the assessment	3	13%	259	5%	7 882	6%
Year prior to the assessment	1	4%	262	5%	7 107	6%
2 years prior to the assessment	2	9%	509	10%	10 488	8%
3 or more years prior to the assessment	17	74%	3 927	79%	95 132	77%
Data not available	0	0%	9	<1%	3 508	3%

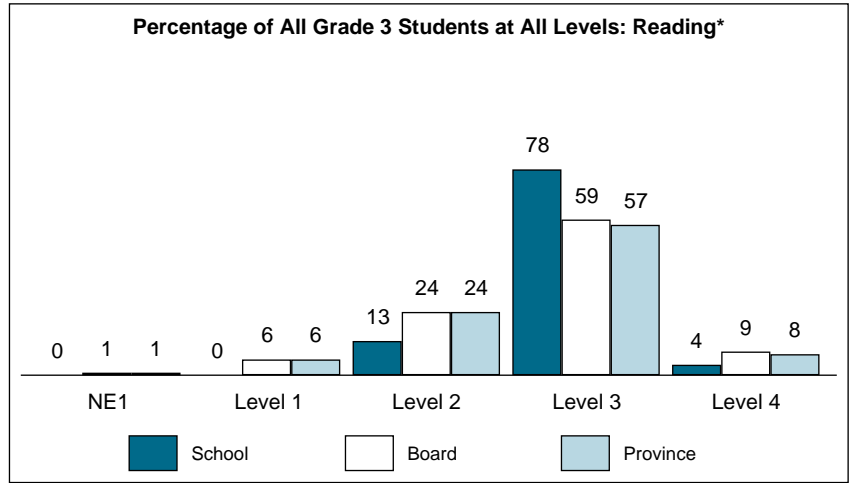
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

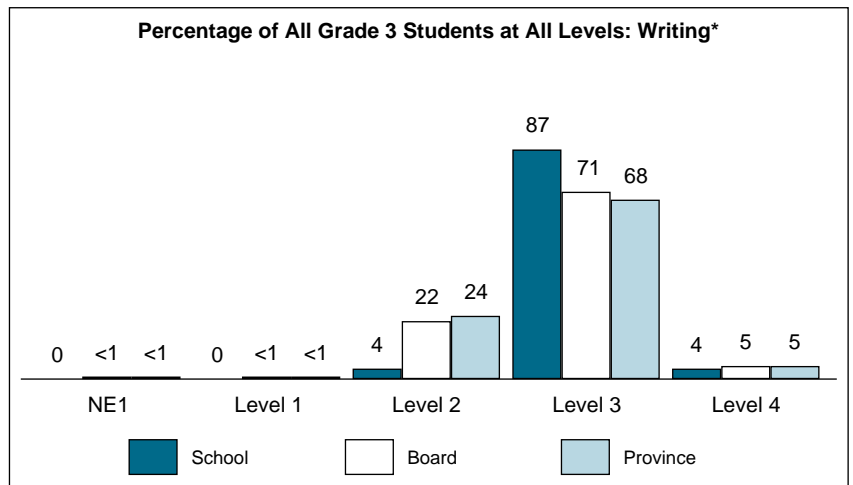
Results in Reading, Writing and Mathematics, 2010–2011

Grade 3: All Students^{††}

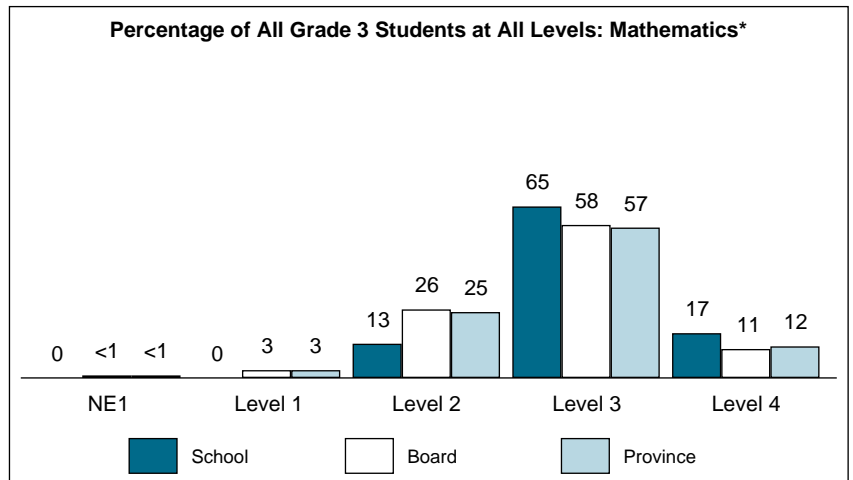
Grade 3: Reading*				
Number of Students	School 23		Board 4 965	Province 119 914
	#	%	%	%
Level 4	1	4%	9%	8%
Level 3	18	78%	59%	57%
Level 2	3	13%	24%	24%
Level 1	0	0%	6%	6%
NE1**	0	0%	1%	1%
Participating Students	22	96%	98%	97%
No Data	0	0%	<1%	1%
Exempt	1	4%	1%	3%
At or Above Provincial Standard (Levels 3 and 4) †		83%	68%	65%



Grade 3: Writing*				
Number of Students	School 23		Board 4 966	Province 119 873
	#	%	%	%
Level 4	1	4%	5%	5%
Level 3	20	87%	71%	68%
Level 2	1	4%	22%	24%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	22	96%	98%	97%
No Data	0	0%	<1%	1%
Exempt	1	4%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †		91%	76%	73%



Grade 3: Mathematics*				
Number of Students	School 23		Board 4 965	Province 124 104
	#	%	%	%
Level 4	4	17%	11%	12%
Level 3	15	65%	58%	57%
Level 2	3	13%	26%	25%
Level 1	0	0%	3%	3%
NE1**	0	0%	<1%	<1%
Participating Students	22	96%	98%	97%
No Data	0	0%	<1%	1%
Exempt	1	4%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †		83%	69%	69%



* 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.

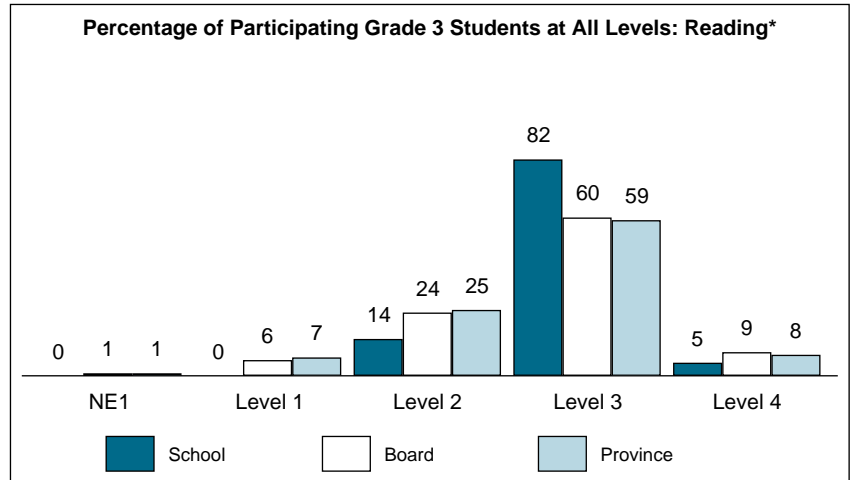
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

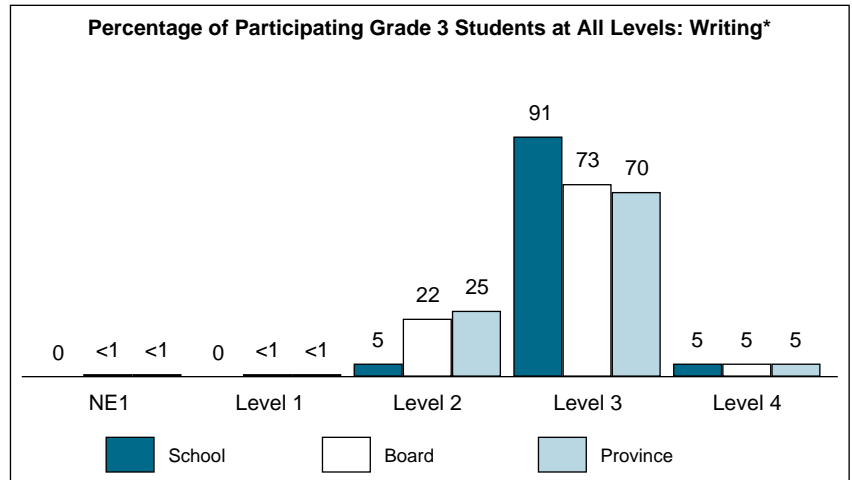
Results in Reading, Writing and Mathematics, 2010–2011

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

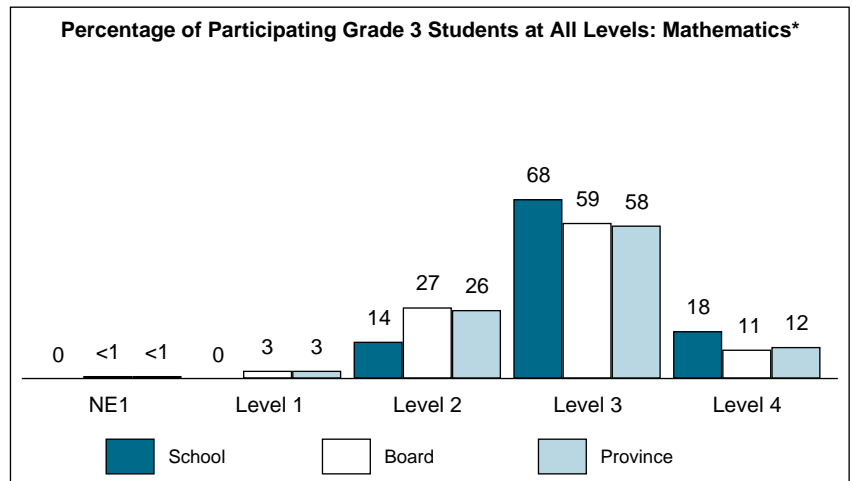
Grade 3: Reading*				
Number of Students	School 22		Board 4 880	Province 115 908
	#	%	%	%
Level 4	1	5%	9%	8%
Level 3	18	82%	60%	59%
Level 2	3	14%	24%	25%
Level 1	0	0%	6%	7%
NE1**	0	0%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		86%	69%	67%



Grade 3: Writing*				
Number of Students	School 22		Board 4 886	Province 116 286
	#	%	%	%
Level 4	1	5%	5%	5%
Level 3	20	91%	73%	70%
Level 2	1	5%	22%	25%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		95%	77%	75%



Grade 3: Mathematics*				
Number of Students	School 22		Board 4 882	Province 120 441
	#	%	%	%
Level 4	4	18%	11%	12%
Level 3	15	68%	59%	58%
Level 2	3	14%	27%	26%
Level 1	0	0%	3%	3%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		86%	70%	71%



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

** See the Explanation of Terms.

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

Results in Reading, Writing and Mathematics, 2010–2011

Grade 3: Gender††

Grade 3: 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 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 2 408	Male 2 557	Female 2 408	Male 2 558	Female 2 408	Male 2 557
Level 4	12%	6%	7%	2%	10%	11%
Level 3	63%	56%	76%	67%	59%	58%
Level 2	20%	27%	15%	28%	27%	26%
Level 1	4%	7%	0%	<1%	2%	3%
NE1**	1%	1%	<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%	2%
At or Above Provincial Standard (Levels 3 and 4)†	74%	62%	84%	69%	70%	69%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 58 169	Male 61 745	Female 58 150	Male 61 723	Female 60 578	Male 63 526
Level 4	10%	6%	6%	3%	12%	12%
Level 3	60%	54%	73%	64%	57%	56%
Level 2	21%	27%	18%	30%	25%	25%
Level 1	5%	7%	<1%	<1%	3%	3%
NE1**	1%	2%	<1%	<1%	<1%	<1%
Participating Students	97%	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)†	70%	60%	80%	67%	69%	68%



* 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, 2010–2011

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	32		5 672		132 308	
Number of classes with Grade 6 students	4		376		8 299	
Number of schools with Grade 6 classes	Not applicable		119		3 189	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	9	28%	2 769	49%	64 201	49%
Male	23	72%	2 902	51%	68 070	51%
Gender not specified	0	0%	1	<1%	37	<1%
Student Status						
English language learners**	3	9%	712	13%	8 163	6%
Students with special education needs (excluding gifted)**	6	19%	806	14%	25 063	19%
Place of Birth						
Born in Canada	22	69%	4 668	82%	114 872	87%
Born outside Canada	10	31%	999	18%	17 244	13%
In Canada less than one year	0	0%	23	<1%	765	1%
In Canada one year or more but less than three years	1	3%	174	3%	2 707	2%
In Canada three years or more	9	28%	723	13%	12 897	10%
Language						
First language learned at home was other than English	15	47%	1 178	21%	28 342	21%
Year Student Entered Current School						
Year of the assessment	0	0%	582	10%	29 646	22%
Year prior to the assessment	2	6%	750	13%	12 823	10%
2 years prior to the assessment	1	3%	402	7%	11 858	9%
3 or more years prior to the assessment	29	91%	3 932	69%	77 507	59%
Data not available	0	0%	6	<1%	474	<1%
Year Student Entered Current Board						
Year of the assessment	0	0%	301	5%	7 554	6%
Year prior to the assessment	0	0%	252	4%	6 950	5%
2 years prior to the assessment	1	3%	250	4%	6 508	5%
3 or more years prior to the assessment	31	97%	4 855	86%	105 637	80%
Data not available	0	0%	14	<1%	5 659	4%

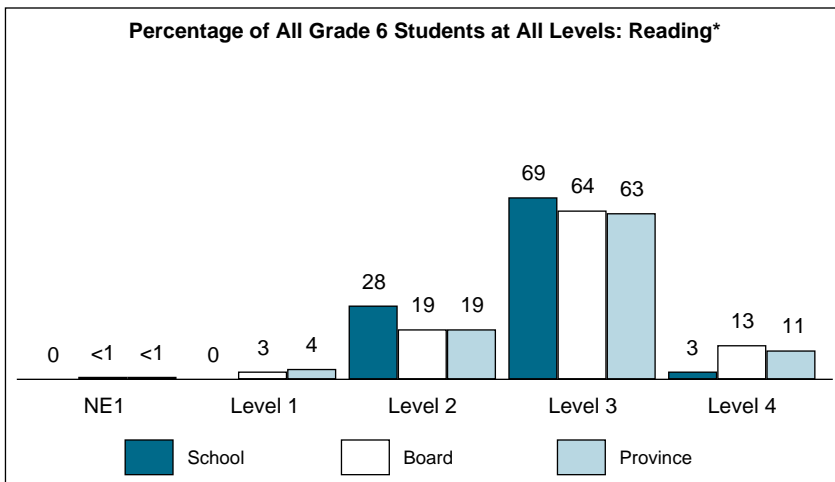
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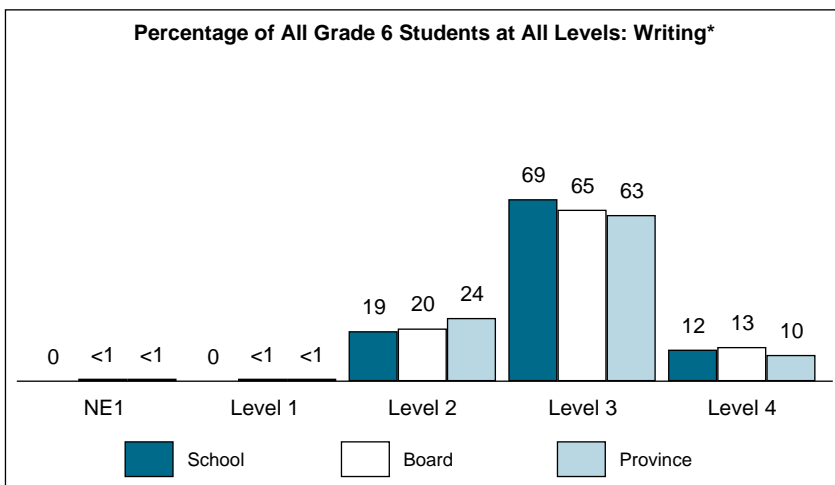
Results in Reading, Writing and Mathematics, 2010–2011

Grade 6: All Students

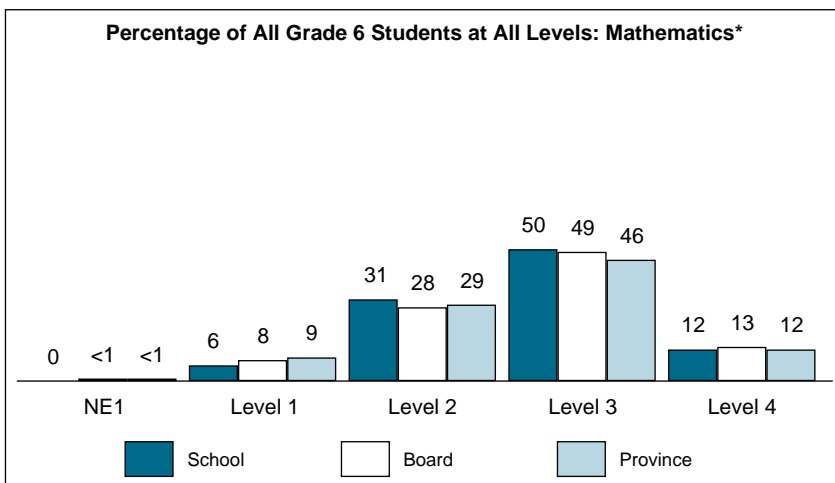
Grade 6: Reading*				
Number of Students	School 32		Board 5 672	Province 132 283
	#	%	%	%
Level 4	1	3%	13%	11%
Level 3	22	69%	64%	63%
Level 2	9	28%	19%	19%
Level 1	0	0%	3%	4%
NE1**	0	0%	<1%	<1%
Participating Students	32	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †		72%	77%	74%



Grade 6: Writing*				
Number of Students	School 32		Board 5 672	Province 132 266
	#	%	%	%
Level 4	4	12%	13%	10%
Level 3	22	69%	65%	63%
Level 2	6	19%	20%	24%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	32	100%	99%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †		81%	78%	73%



Grade 6: Mathematics*				
Number of Students	School 32		Board 5 672	Province 132 223
	#	%	%	%
Level 4	4	12%	13%	12%
Level 3	16	50%	49%	46%
Level 2	10	31%	28%	29%
Level 1	2	6%	8%	9%
NE1**	0	0%	<1%	<1%
Participating Students	32	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †		62%	62%	58%



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

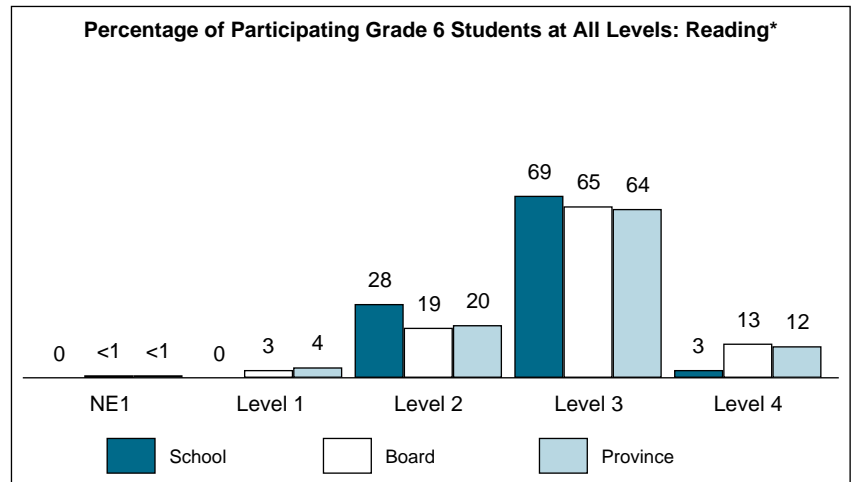
** See the Explanation of Terms.

† 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.

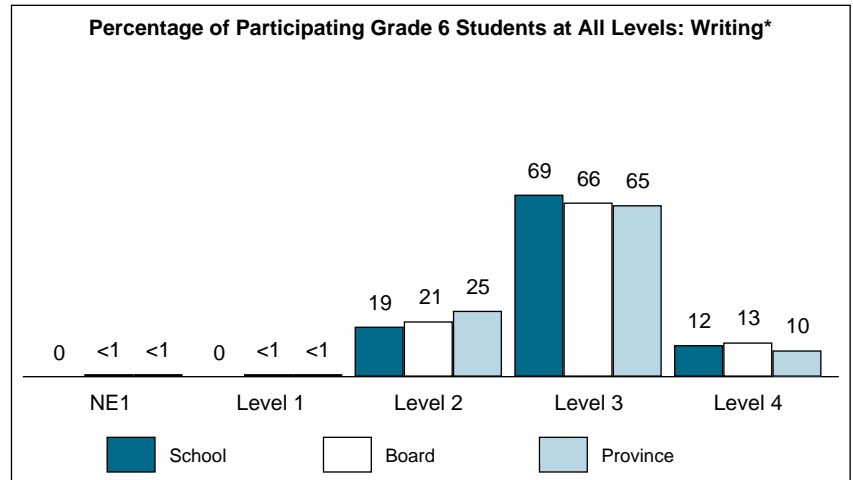
Results in Reading, Writing and Mathematics, 2010–2011

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

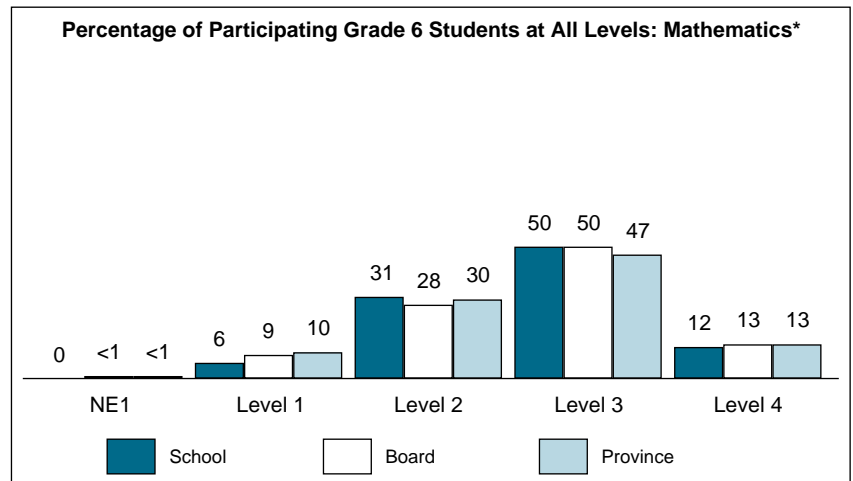
Grade 6: Reading*				
Number of Students	School 32		Board 5 586	Province 128 685
	#	%	%	%
Level 4	1	3%	13%	12%
Level 3	22	69%	65%	64%
Level 2	9	28%	19%	20%
Level 1	0	0%	3%	4%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		72%	78%	76%



Grade 6: Writing*				
Number of Students	School 32		Board 5 588	Province 128 811
	#	%	%	%
Level 4	4	12%	13%	10%
Level 3	22	69%	66%	65%
Level 2	6	19%	21%	25%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		81%	79%	75%



Grade 6: Mathematics*				
Number of Students	School 32		Board 5 577	Province 128 474
	#	%	%	%
Level 4	4	12%	13%	13%
Level 3	16	50%	50%	47%
Level 2	10	31%	28%	30%
Level 1	2	6%	9%	10%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		62%	63%	60%



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

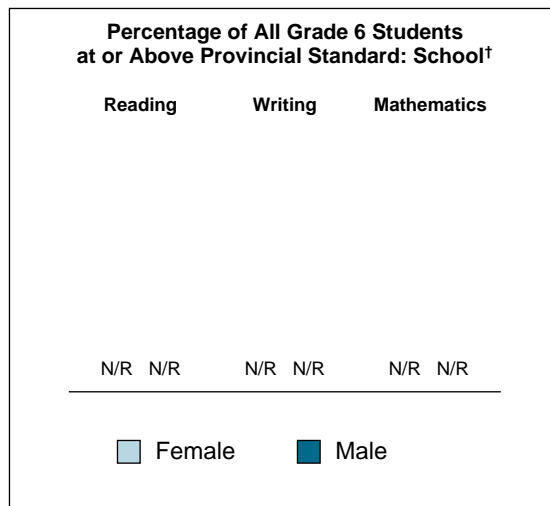
** See the Explanation of Terms.

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

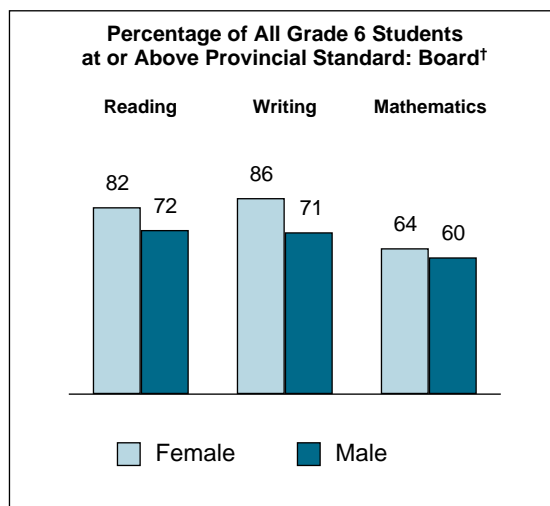
Results in Reading, Writing and Mathematics, 2010–2011

Grade 6: Gender††

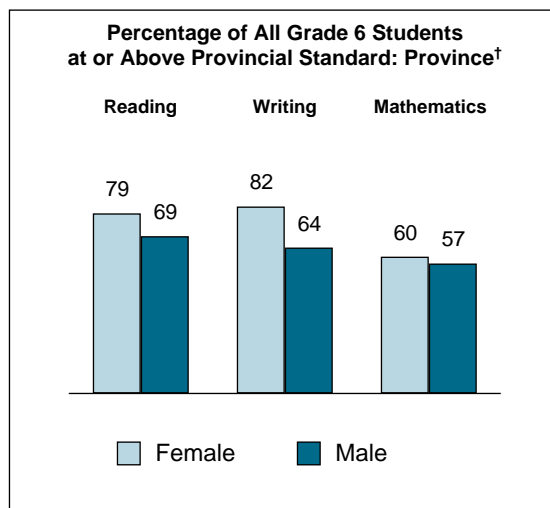
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
Participating 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 2 769	Male 2 902	Female 2 769	Male 2 902	Female 2 769	Male 2 902
Level 4	17%	9%	18%	8%	13%	13%
Level 3	65%	63%	68%	63%	51%	47%
Level 2	15%	23%	13%	27%	27%	28%
Level 1	2%	3%	<1%	<1%	7%	9%
NE1**	<1%	<1%	0%	<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%	2%
At or Above Provincial Standard (Levels 3 and 4)†	82%	72%	86%	71%	64%	60%



Grade 6: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 64 192	Male 68 054	Female 64 183	Male 68 046	Female 64 153	Male 68 033
Level 4	15%	8%	14%	6%	13%	12%
Level 3	64%	61%	68%	59%	47%	44%
Level 2	16%	23%	16%	32%	29%	30%
Level 1	3%	5%	<1%	1%	9%	10%
NE1**	<1%	<1%	<1%	<1%	<1%	<1%
Participating Students	98%	97%	98%	97%	98%	97%
No Data	<1%	1%	<1%	1%	1%	1%
Exempt	2%	3%	1%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	79%	69%	82%	64%	60%	57%



* 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, 2010–2011

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	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Enrolment					
Number of students	38	41	43	30	23
Participation in the Assessment					
Reading [†]	95%	95%	100%	97%	96%
Writing [†]	92%	95%	100%	97%	96%
Mathematics [†]	92%	93%	100%	97%	96%
Gender					
Female	42%	37%	51%	50%	30%
Male	58%	63%	49%	50%	70%
Student Status					
English language learners**	5%	29%	19%	20%	30%
Students with special education needs (excluding gifted)**	8%	12%	9%	17%	9%
Place of Birth					
Born in Canada	89%	78%	88%	97%	83%
Born outside Canada	11%	22%	12%	3%	17%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	3%	0%	0%	0%	9%
In Canada three years or more	5%	17%	12%	3%	9%
Language					
First language learned at home was other than English	13%	37%	30%	47%	39%
Year Student Entered Current School					
Year of the assessment	5%	15%	5%	0%	17%
Year prior to the assessment	18%	7%	9%	7%	9%
2 years prior to the assessment	76%	10%	19%	3%	13%
3 or more years prior to the assessment	0%	68%	67%	90%	61%
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.

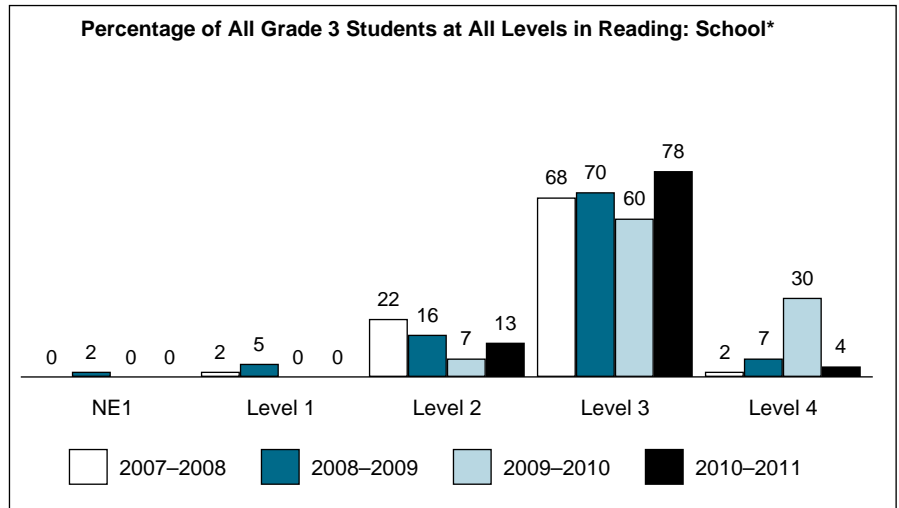
† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

Results over Time, 2007–2008 to 2010–2011*

Grade 3: Reading

Grade 3 Reading: School*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
Number of Students	41	43	30	23
Level 4	2%	7%	30%	4%
Level 3	68%	70%	60%	78%
Level 2	22%	16%	7%	13%
Level 1	2%	5%	0%	0%
NE1**	0%	2%	0%	0%
Participating Students	95%	100%	97%	96%
No Data	2%	0%	3%	0%
Exempt	2%	0%	0%	4%
At or Above Provincial Standard†	71%	77%	90%	83%



Grade 3 Reading: Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
Number of Students	5 376	5 196	5 242	4 965
Level 4	7%	6%	8%	9%
Level 3	58%	56%	54%	59%
Level 2	25%	27%	27%	24%
Level 1	5%	6%	7%	6%
NE1**	1%	1%	1%	1%
Participating Students	97%	97%	97%	98%
No Data	1%	1%	<1%	<1%
Exempt	3%	3%	2%	1%
At or Above Provincial Standard†	65%	62%	62%	68%



Grade 3 Reading: Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
Number of Students	125 088	121 787	123 813	119 914
Level 4	8%	7%	8%	8%
Level 3	53%	53%	54%	57%
Level 2	26%	26%	25%	24%
Level 1	7%	7%	7%	6%
NE1**	2%	2%	2%	1%
Participating Students	95%	95%	96%	97%
No Data	1%	1%	1%	1%
Exempt	4%	4%	3%	3%
At or Above Provincial Standard†	61%	61%	62%	65%



♦ 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.

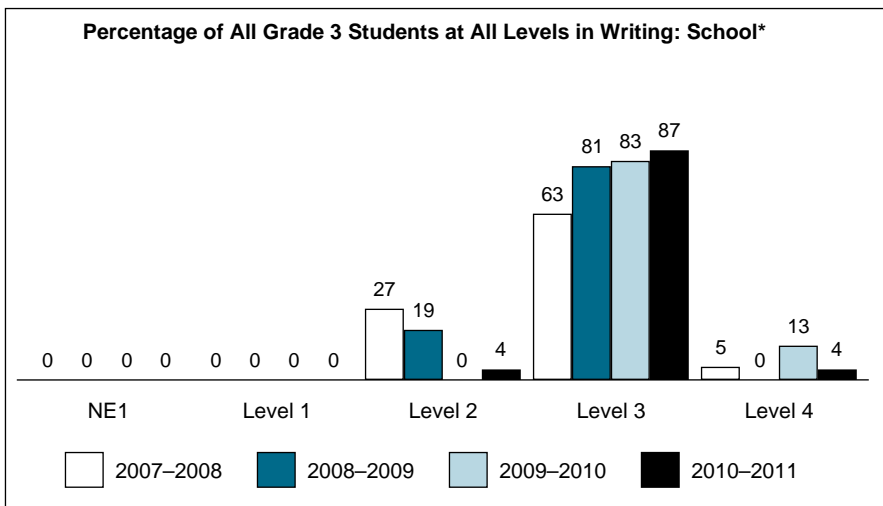
** See the Explanation of Terms.

† 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.

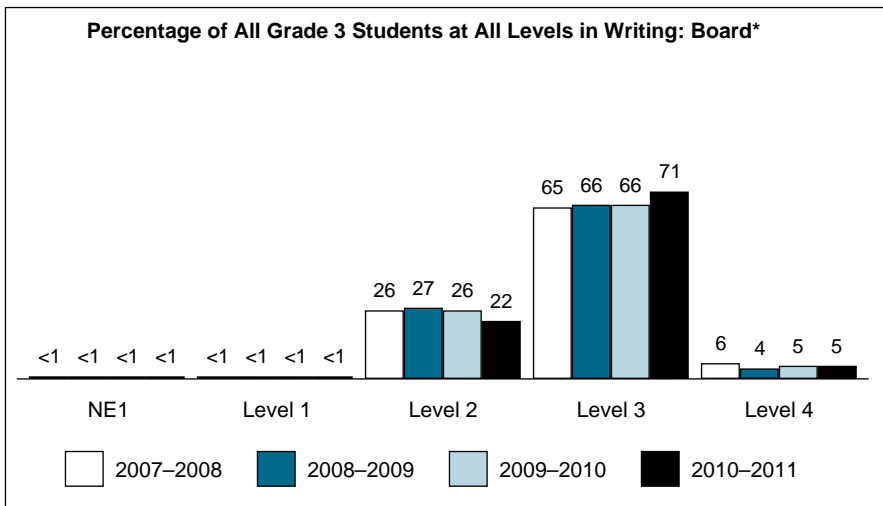
Results over Time, 2007–2008 to 2010–2011*

Grade 3: Writing

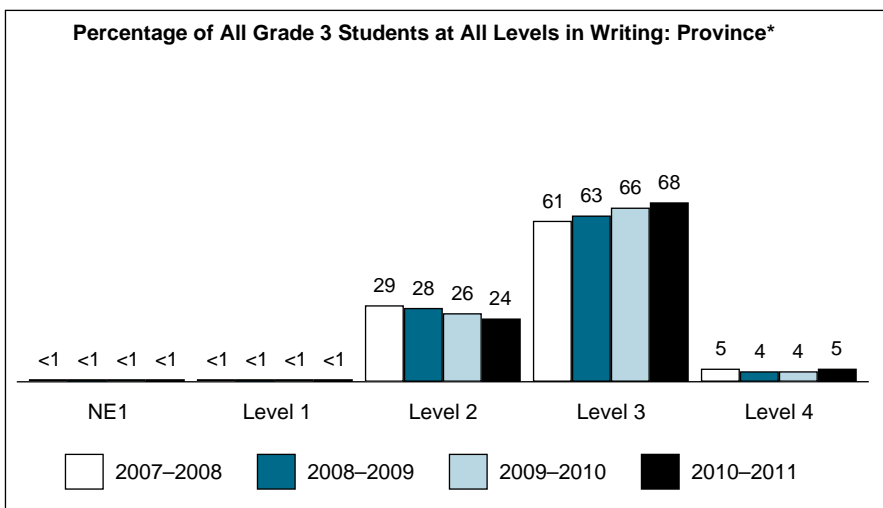
Grade 3 Writing: School*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
Number of Students	41	43	30	23
Level 4	5%	0%	13%	4%
Level 3	63%	81%	83%	87%
Level 2	27%	19%	0%	4%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	95%	100%	97%	96%
No Data	2%	0%	3%	0%
Exempt	2%	0%	0%	4%
At or Above Provincial Standard†	68%	81%	97%	91%



Grade 3 Writing: Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
Number of Students	5 376	5 196	5 242	4 966
Level 4	6%	4%	5%	5%
Level 3	65%	66%	66%	71%
Level 2	26%	27%	26%	22%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
Participating Students	97%	97%	98%	98%
No Data	1%	1%	<1%	<1%
Exempt	2%	2%	2%	1%
At or Above Provincial Standard†	71%	70%	71%	76%



Grade 3 Writing: Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
Number of Students	125 088	121 788	123 800	119 873
Level 4	5%	4%	4%	5%
Level 3	61%	63%	66%	68%
Level 2	29%	28%	26%	24%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
Participating Students	96%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	2%
At or Above Provincial Standard†	66%	68%	70%	73%



* 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.

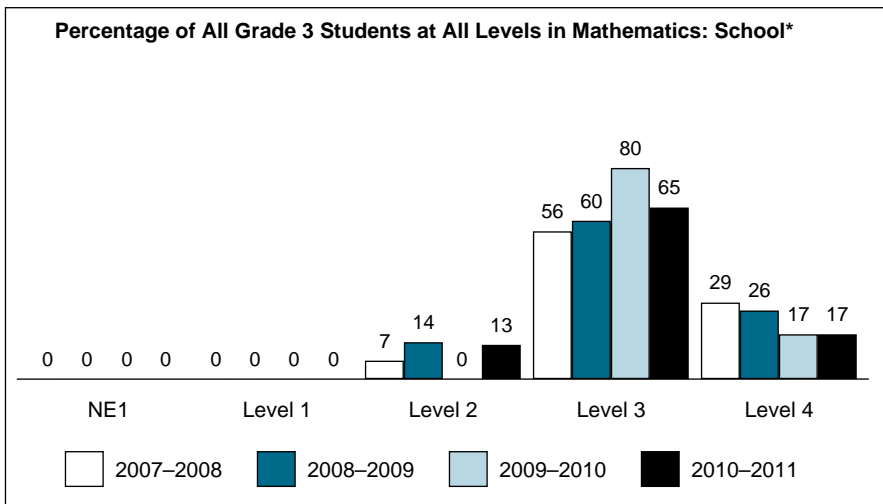
** See the Explanation of Terms.

† 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.

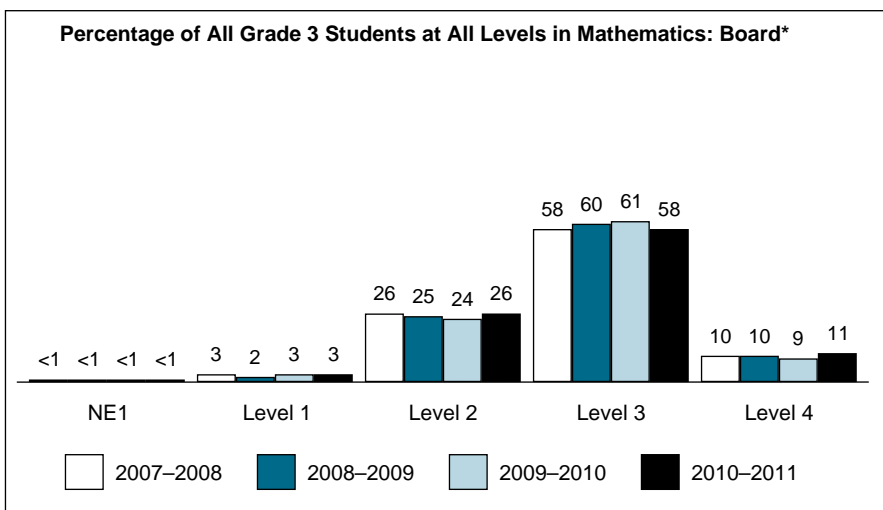
Results over Time, 2007–2008 to 2010–2011*

Grade 3: Mathematics

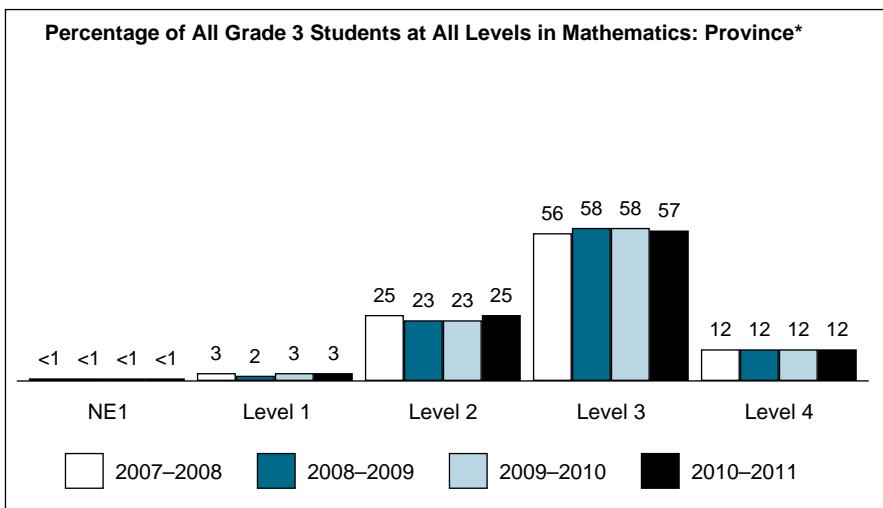
Grade 3 Mathematics: School*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	41	43	30	23
Level 4	29%	26%	17%	17%
Level 3	56%	60%	80%	65%
Level 2	7%	14%	0%	13%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	93%	100%	97%	96%
No Data	5%	0%	3%	0%
Exempt	2%	0%	0%	4%
At or Above Provincial Standard†	85%	86%	97%	83%



Grade 3 Mathematics: Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	5 376	5 196	5 242	4 965
Level 4	10%	10%	9%	11%
Level 3	58%	60%	61%	58%
Level 2	26%	25%	24%	26%
Level 1	3%	2%	3%	3%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	98%	98%
No Data	1%	1%	<1%	<1%
Exempt	2%	2%	2%	1%
At or Above Provincial Standard†	68%	70%	71%	69%



Grade 3 Mathematics: Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	128 659	125 464	127 726	124 104
Level 4	12%	12%	12%	12%
Level 3	56%	58%	58%	57%
Level 2	25%	23%	23%	25%
Level 1	3%	2%	3%	3%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	2%
At or Above Provincial Standard†	68%	70%	71%	69%



♦ 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.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

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	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Enrolment					
Number of students	46	31	41	33	32
Participation in the Assessment					
Reading	100%	100%	98%	100%	100%
Writing	100%	100%	98%	100%	100%
Mathematics	98%	100%	98%	100%	100%
Gender					
Female	43%	42%	41%	36%	28%
Male	57%	58%	59%	64%	72%
Student Status					
English language learners**	7%	13%	7%	6%	9%
Students with special education needs (excluding gifted)**	7%	6%	7%	15%	19%
Place of Birth					
Born in Canada	76%	84%	80%	82%	69%
Born outside Canada	24%	16%	20%	18%	31%
In Canada less than one year	2%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	3%	2%	0%	3%
In Canada three years or more	17%	13%	12%	15%	28%
Language					
First language learned at home was other than English	7%	13%	10%	21%	47%
Year Student Entered Current School					
Year of the assessment	22%	3%	5%	12%	0%
Year prior to the assessment	7%	13%	7%	3%	6%
2 years prior to the assessment	72%	3%	7%	3%	3%
3 or more years prior to the assessment	0%	81%	80%	82%	91%
Data not available	0%	0%	0%	0%	0%

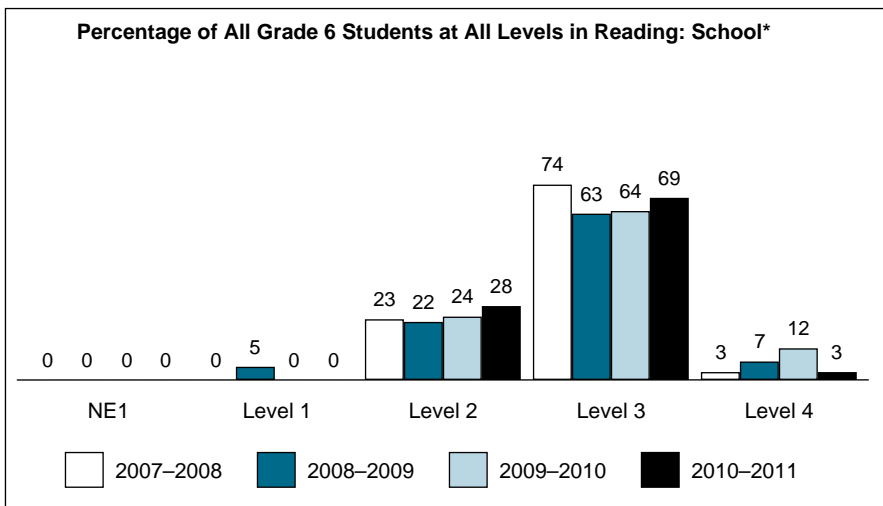
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

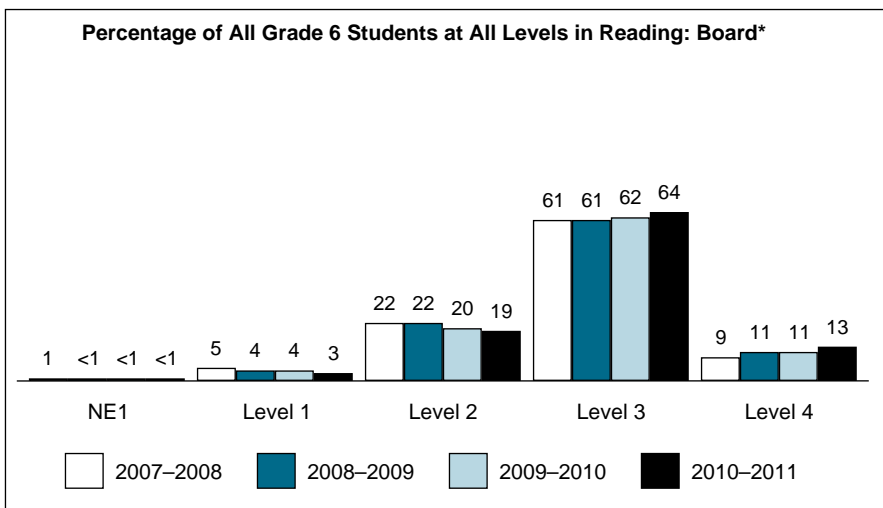
Results over Time, 2007–2008 to 2010–2011*

Grade 6: Reading

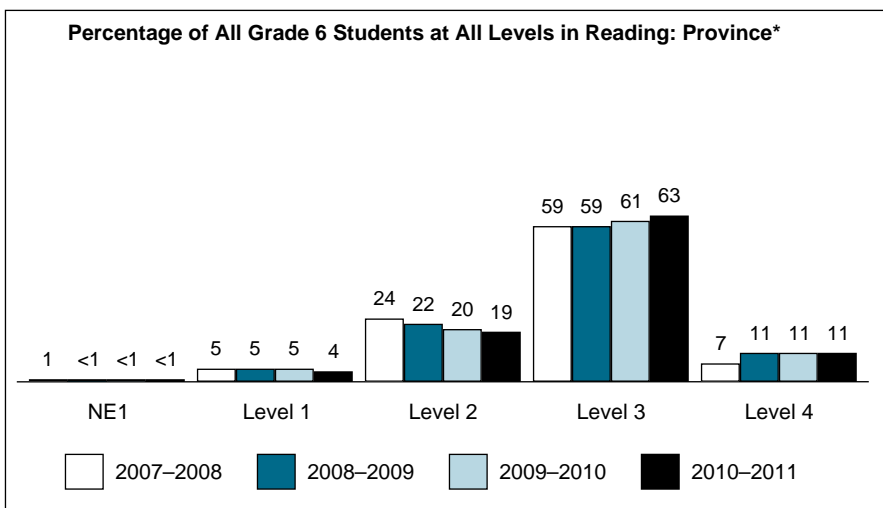
Grade 6 Reading: School*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	31	41	33	32
Level 4	3%	7%	12%	3%
Level 3	74%	63%	64%	69%
Level 2	23%	22%	24%	28%
Level 1	0%	5%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	98%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	2%	0%	0%
At or Above Provincial Standard†	77%	71%	76%	72%



Grade 6 Reading: Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	6 378	5 968	5 923	5 672
Level 4	9%	11%	11%	13%
Level 3	61%	61%	62%	64%
Level 2	22%	22%	20%	19%
Level 1	5%	4%	4%	3%
NE1**	1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	2%	2%	1%	1%
At or Above Provincial Standard†	70%	72%	73%	77%



Grade 6 Reading: Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	140 420	136 069	134 201	132 283
Level 4	7%	11%	11%	11%
Level 3	59%	59%	61%	63%
Level 2	24%	22%	20%	19%
Level 1	5%	5%	5%	4%
NE1**	1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	2%	2%
At or Above Provincial Standard†	66%	69%	72%	74%



♦ 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.

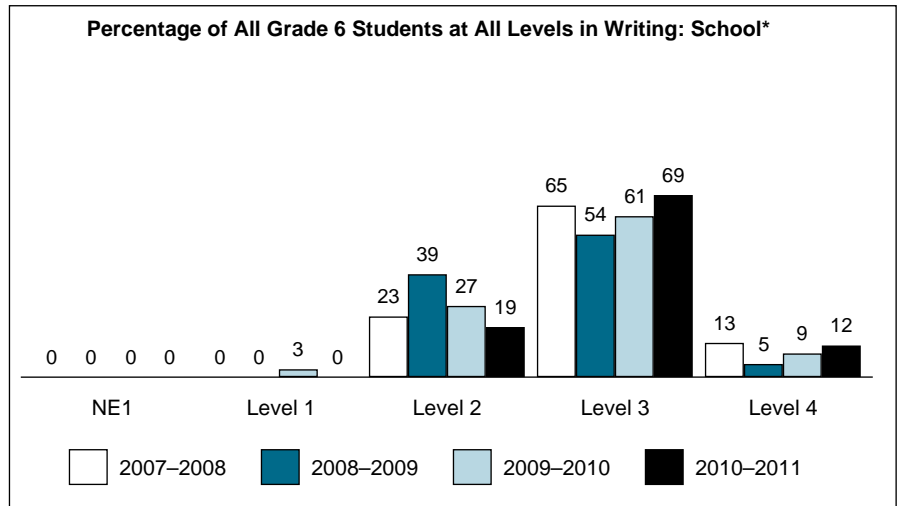
** See the Explanation of Terms.

† 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, 2007–2008 to 2010–2011*

Grade 6: Writing

Grade 6 Writing: School*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	31	41	33	32
Level 4	13%	5%	9%	12%
Level 3	65%	54%	61%	69%
Level 2	23%	39%	27%	19%
Level 1	0%	0%	3%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	98%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	2%	0%	0%
At or Above Provincial Standard†	77%	59%	70%	81%



Grade 6 Writing: Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	6 378	5 968	5 923	5 672
Level 4	11%	11%	11%	13%
Level 3	61%	61%	65%	65%
Level 2	24%	25%	21%	20%
Level 1	1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	98%	98%	99%
No Data	<1%	<1%	<1%	<1%
Exempt	2%	2%	1%	1%
At or Above Provincial Standard†	72%	72%	76%	78%



Grade 6 Writing: Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	140 420	136 075	134 288	132 266
Level 4	9%	9%	9%	10%
Level 3	58%	58%	61%	63%
Level 2	28%	29%	26%	24%
Level 1	1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	2%	2%
At or Above Provincial Standard†	67%	67%	70%	73%



♦ 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.

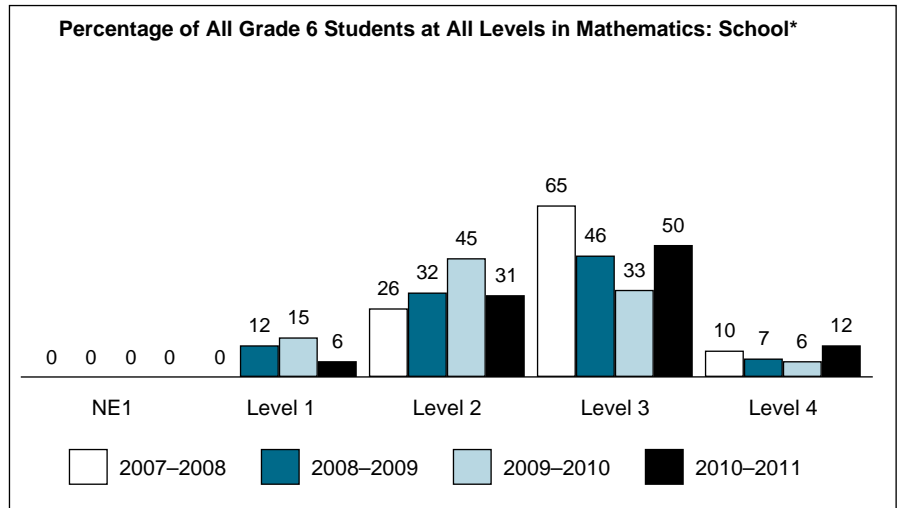
** See the Explanation of Terms.

† 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.

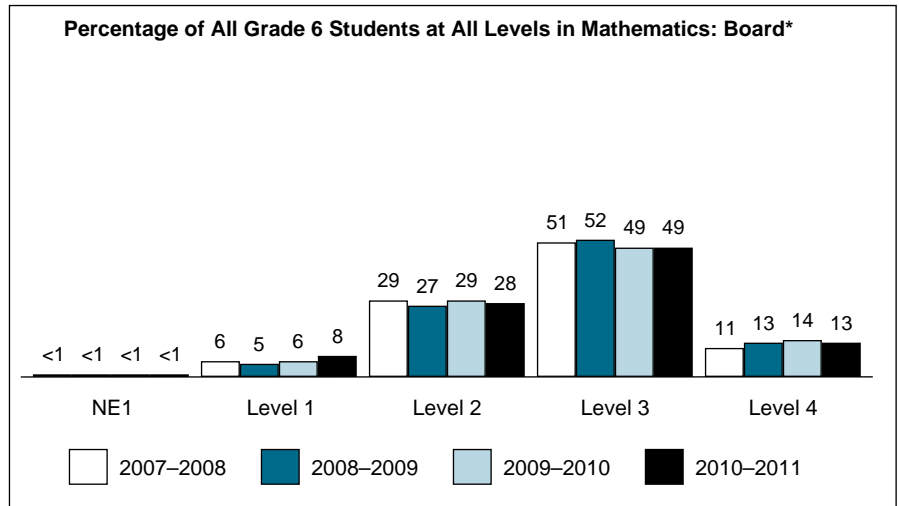
Results over Time, 2007–2008 to 2010–2011*

Grade 6: Mathematics

Grade 6 Mathematics: School*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
Number of Students	31	41	33	32
Level 4	10%	7%	6%	12%
Level 3	65%	46%	33%	50%
Level 2	26%	32%	45%	31%
Level 1	0%	12%	15%	6%
NE1**	0%	0%	0%	0%
Participating Students	100%	98%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	2%	0%	0%
At or Above Provincial Standard†	74%	54%	39%	62%



Grade 6 Mathematics: Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
Number of Students	6 378	5 968	5 923	5 672
Level 4	11%	13%	14%	13%
Level 3	51%	52%	49%	49%
Level 2	29%	27%	29%	28%
Level 1	6%	5%	6%	8%
NE1**	<1%	<1%	<1%	<1%
Participating Students	97%	98%	98%	98%
No Data	1%	<1%	<1%	<1%
Exempt	2%	2%	2%	1%
At or Above Provincial Standard†	62%	65%	63%	62%



Grade 6 Mathematics: Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
Number of Students	140 358	136 075	134 241	132 223
Level 4	11%	13%	14%	12%
Level 3	49%	49%	47%	46%
Level 2	29%	27%	30%	29%
Level 1	6%	6%	6%	9%
NE1**	<1%	<1%	<1%	<1%
Participating Students	96%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	2%
At or Above Provincial Standard†	61%	63%	61%	58%



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

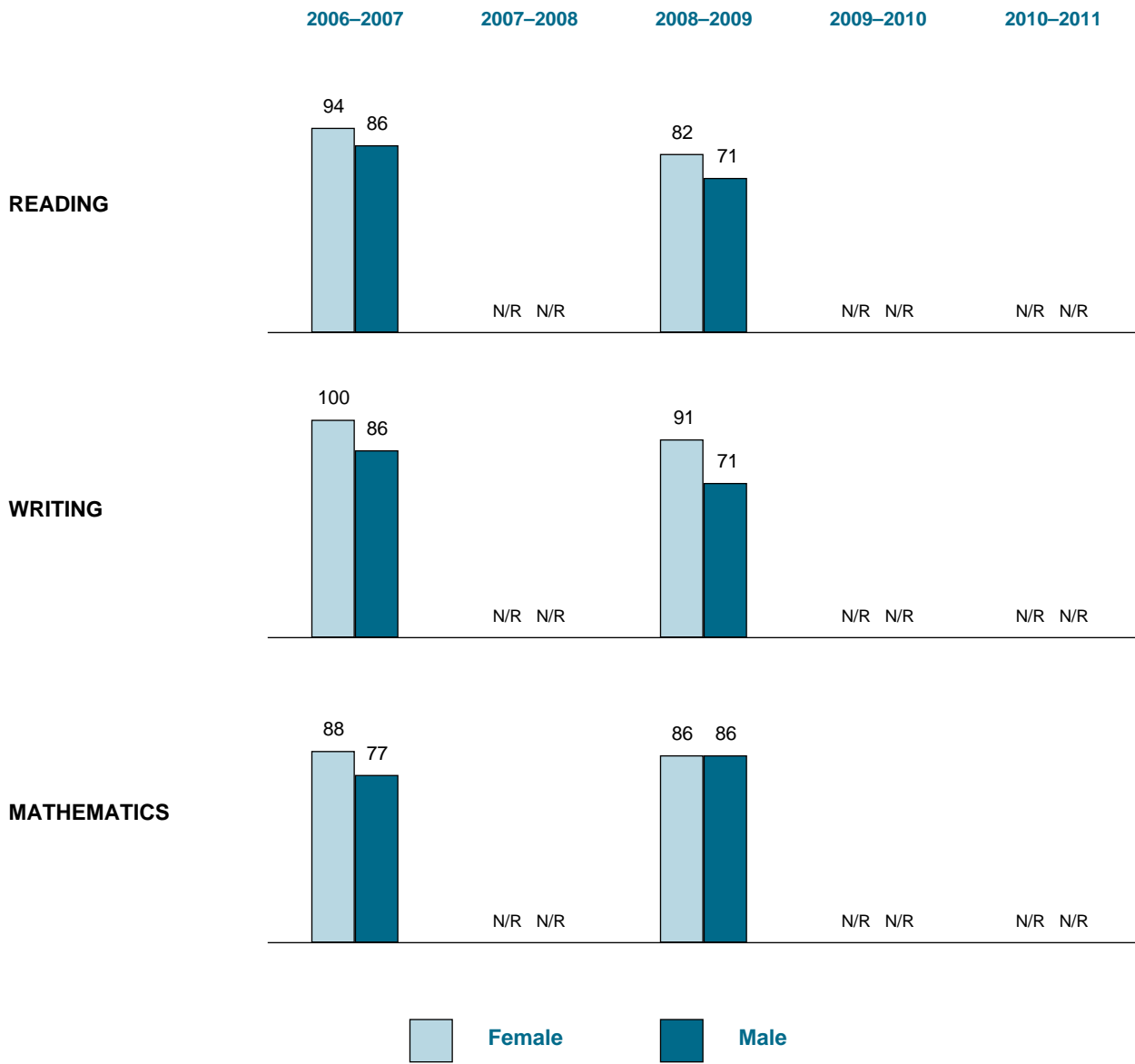
** Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** 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

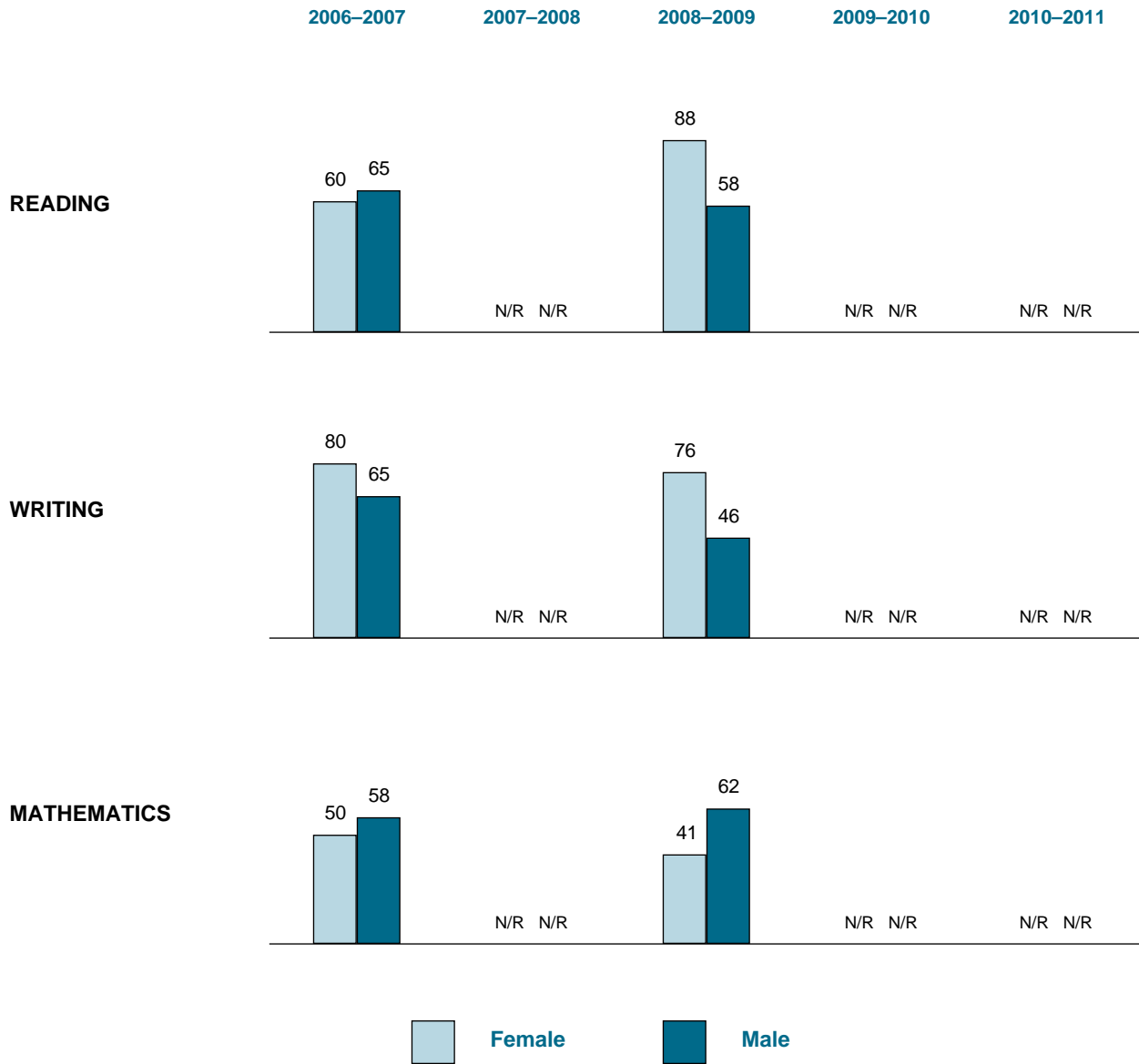


School	Total Number of Grade 3 Students†									
	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	16	22	15	26	22	21	15	15	7	16

† 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



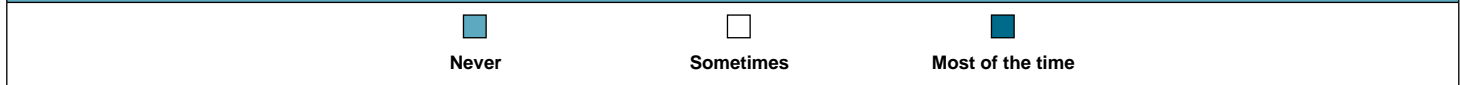
Total Number of Grade 6 Students[†]

	<u>2006-2007</u>		<u>2007-2008</u>		<u>2008-2009</u>		<u>2009-2010</u>		<u>2010-2011</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	20	26	13	18	17	24	12	21	9	23

[†] Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

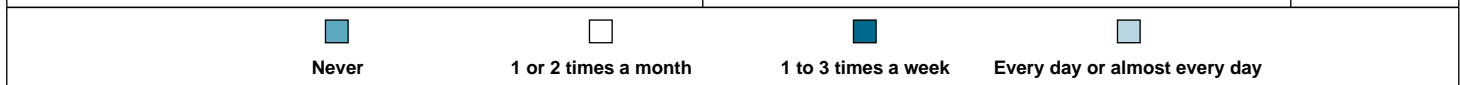
STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 22)
 Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.



STUDENT ENGAGEMENT		Percentage of Students*		Number of students who answered "most of the time"
How do you feel about reading?				
I like to read.	5	59	32	7
I am a good reader.	27	73		16
I am able to understand difficult reading passages.	14	64	18	4
I try to do my best when I do reading activities in class.	14	82		18

COGNITIVE STRATEGIES
 How often do you do the following when you read?

Before I start to read, I try to predict what the text will be about.	5	77	14	3
I make sure that I understand what I am reading.	18	77		17
I slow down my reading if it is difficult.	50	50		11
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	9	32	55	12
When I am finished reading, I think about what I have read.	9	45	41	9



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

READING OUTSIDE SCHOOL		Percentage of Students*		Number of students who answered "every day or almost every day"	
Stories or novels	5	5	14	77	17
Comics or graphic novels	14	32	27	27	6
Books, newspapers, magazines or websites for information	14	41	27	14	3
E-mails, text or instant messages	45	14	18	18	4
Other things	5	9	27	55	12

* Percentages may not add to 100, due to a lack of or ambiguous responses. 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, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 22)
 Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.



STUDENT ENGAGEMENT How do you feel about writing?	Percentage of Students*	Number of students who answered "most of the time"
I like to write.		7
I am a good writer.		14
I am able to communicate my ideas in writing.		9
I try to do my best when I do writing activities in class.		18

COGNITIVE STRATEGIES
 How often do you do the following when you write?

I organize my ideas before I start to write.		7
I edit my writing to make it better.		7
I check my writing for spelling and grammar.		10



WRITING OUTSIDE SCHOOL
 How often do you write the following (using paper or a computer) when you are not at school?




WRITING OUTSIDE SCHOOL	Percentage of Students*	Number of students who answered "every day or almost every day"
Stories		1
Journal entries		1
E-mail, text or instant messages		4
Letters		2
Other things		10

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


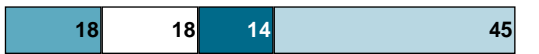




Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 22)
 Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.


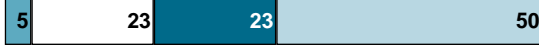





INSTRUCTIONAL TOOLS USED IN READING AND WRITING How often do you use the following when you read and write at school?	Percentage of Students*	Number of students who answered "most of the time"
A computer for reading activities		1
A computer for writing activities		0
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)		17



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 read by myself.		12
I play video games.		10
I use the Internet.		5
I participate in sports or other physical activities.		8
I participate in art, music, dance or drama activities.		2
I participate in after-school clubs.		2

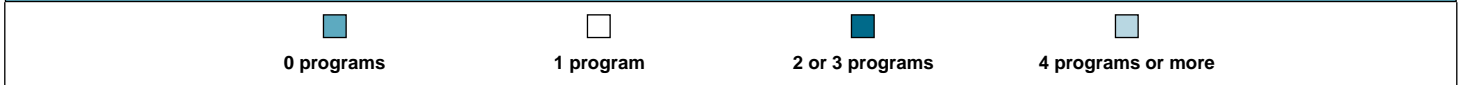
PARENTAL ENGAGEMENT
 How often do you and a parent, a guardian or another adult who lives with you do the following?

We talk about the reading and writing work I do in school.		14
We talk about the activities I do in school.		11
We read together.		6
We look at my school agenda.		21
We use a computer together.		8

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

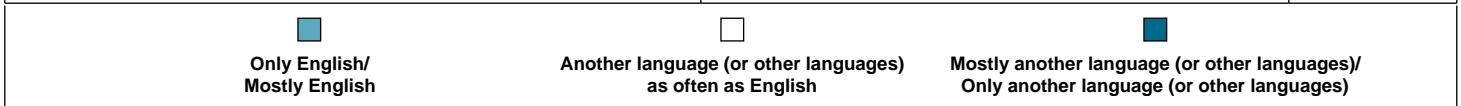
Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 22)
 Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.



SCREEN TIME (TELEVISION)		Percentage of Students*		Number of students who answered "4 programs or more"
How many TV programs do you normally watch on a school day?				
Before school				1
After school				12

SCHOOLS ATTENDED		Percentage of Students*		Number of students
How many schools did you attend before this one?				
Only this school				11
1 other school				11
2 other schools				0
3 other schools				0
4 other schools or more				0



LANGUAGES SPOKEN		Percentage of Students*		Number of students who answered "only English" or "mostly English"
Languages student speaks at home				13
Languages in which people speak to student at home				11

* Percentages may not add to 100, due to a lack of or ambiguous responses. 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, 2010–2011

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male) Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.	School			Board			Province		
	All Students (# = 22)	Female* (# = 7)	Male* (# = 15)	All Students (# = 4 870)	Female* (# = 2 380)	Male* (# = 2 490)	All Students (# = 119 869)	Female* (# = 58 912)	Male* (# = 60 957)
STUDENT ENGAGEMENT IN READING Percentage of students who answered “most of the time”†									
I like to read.	32%	43%	27%	45%	52%	38%	50%	57%	42%
I am a good reader.	73%	71%	73%	65%	67%	63%	66%	68%	64%
I am able to understand difficult reading passages.	18%	43%	7%	29%	28%	31%	31%	29%	33%
I try to do my best when I do reading activities in class.	82%	57%	93%	82%	85%	78%	83%	86%	79%
COGNITIVE STRATEGIES USED IN READING Percentage of students who answered “most of the time”†									
Before I start to read, I try to predict what the text will be about.	14%	14%	13%	21%	21%	21%	21%	21%	21%
I make sure that I understand what I am reading.	77%	86%	73%	70%	73%	67%	71%	75%	68%
I slow down my reading if it is difficult.	50%	43%	53%	52%	56%	48%	53%	57%	48%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	55%	71%	47%	40%	43%	37%	40%	44%	36%
When I am finished reading, I think about what I have read.	41%	43%	40%	41%	42%	39%	42%	45%	39%
READING OUTSIDE SCHOOL Percentage of students who answered “every day or almost every day”‡									
Stories or novels	77%	100%	67%	40%	46%	35%	44%	51%	38%
Comics or graphic novels	27%	29%	27%	25%	18%	31%	23%	17%	29%
Books, newspapers, magazines or websites for information	14%	14%	13%	25%	29%	22%	26%	30%	23%
E-mails, text or instant messages	18%	14%	20%	18%	20%	17%	19%	19%	18%
Other things	55%	43%	60%	44%	46%	43%	45%	47%	42%

* Only includes students for whom gender data were available.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 22)	Female* (# = 7)	Male* (# = 15)	All Students (# = 4 870)	Female* (# = 2 380)	Male* (# = 2 490)	All Students (# = 119 869)	Female* (# = 58 912)	Male* (# = 60 957)
STUDENT ENGAGEMENT IN WRITING Percentage of students who answered “most of the time”†									
I like to write.	32%	43%	27%	48%	54%	43%	48%	56%	40%
I am a good writer.	64%	71%	60%	46%	53%	38%	49%	56%	42%
I am able to communicate my ideas in writing.	41%	71%	27%	41%	43%	40%	44%	45%	42%
I try to do my best when I do writing activities in class.	82%	71%	87%	80%	84%	77%	81%	85%	77%
COGNITIVE STRATEGIES USED IN WRITING Percentage of students who answered “most of the time”†									
I organize my ideas before I start to write.	32%	71%	13%	42%	46%	38%	43%	47%	39%
I edit my writing to make it better.	32%	57%	20%	48%	53%	42%	48%	54%	43%
I check my writing for spelling and grammar.	45%	57%	40%	47%	51%	43%	48%	53%	43%
WRITING OUTSIDE SCHOOL Percentage of students who answered “every day or almost every day”‡									
Stories	5%	14%	0%	16%	19%	12%	16%	20%	13%
Journal entries	5%	0%	7%	14%	20%	9%	14%	20%	9%
E-mail, text or instant messages	18%	14%	20%	18%	19%	16%	18%	18%	17%
Letters	9%	14%	7%	11%	13%	9%	11%	13%	9%
Other things	45%	29%	53%	34%	38%	31%	34%	38%	30%
INSTRUCTIONAL TOOLS USED IN READING AND WRITING Percentage of students who answered “most of the time”†									
A computer for reading activities	5%	14%	0%	12%	11%	13%	15%	14%	16%
A computer for writing activities	0%	0%	0%	18%	18%	18%	21%	20%	21%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	77%	100%	67%	39%	44%	35%	41%	46%	36%
OUT-OF-SCHOOL ACTIVITIES Percentage of students who answered “every day or almost every day”‡									
I read by myself.	55%	57%	53%	51%	57%	46%	53%	60%	46%
I play video games.	45%	0%	67%	43%	23%	61%	40%	20%	58%
I use the Internet.	23%	29%	20%	44%	42%	46%	44%	41%	48%
I participate in sports or other physical activities.	36%	14%	47%	46%	40%	52%	49%	44%	54%
I participate in art, music, dance or drama activities.	9%	14%	7%	27%	37%	17%	28%	37%	19%
I participate in after-school clubs.	9%	0%	13%	11%	11%	11%	12%	13%	12%

* Only includes students for whom gender data were available.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 22)	Female* (# = 7)	Male* (# = 15)	All Students (# = 4 870)	Female* (# = 2 380)	Male* (# = 2 490)	All Students (# = 119 869)	Female* (# = 58 912)	Male* (# = 60 957)
SCREEN TIME (WATCHING TV) Percentage of students who answered “4 programs or more” [†]									
Before school	5%	0%	7%	11%	8%	14%	11%	8%	15%
After school	55%	29%	67%	61%	57%	66%	54%	49%	58%
PARENTAL ENGAGEMENT Percentage of students who answered “every day or almost every day” [‡]									
We talk about the reading and writing work I do in school.	64%	71%	60%	36%	41%	32%	33%	37%	29%
We talk about the activities I do in school.	50%	71%	40%	46%	51%	41%	44%	49%	39%
We read together.	27%	57%	13%	19%	20%	17%	21%	24%	19%
We look at my school agenda.	95%	100%	93%	63%	65%	62%	54%	55%	52%
We use a computer together.	36%	29%	40%	14%	15%	14%	14%	14%	14%
SCHOOLS ATTENDED Percentage of students [§]									
Only this school/1 other school	100%	100%	100%	81%	82%	80%	78%	79%	78%
2 other schools/3 other schools	0%	0%	0%	15%	15%	16%	16%	16%	16%
4 other schools or more	0%	0%	0%	2%	2%	3%	4%	4%	4%
LANGUAGES STUDENTS SPEAK AT HOME Percentage of students [§]									
Only English/Mostly English	59%	29%	73%	66%	64%	68%	71%	70%	73%
Another language (or other languages) as often as English	32%	43%	27%	21%	23%	19%	17%	18%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	9%	29%	0%	12%	12%	12%	11%	11%	10%
LANGUAGES SPOKEN TO STUDENTS AT HOME Percentage of students [§]									
Only English/Mostly English	50%	29%	60%	59%	57%	62%	69%	67%	70%
Another language (or other languages) as often as English	45%	57%	40%	20%	22%	18%	14%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	5%	14%	0%	20%	20%	20%	16%	17%	15%

* Only includes students for whom gender data were available.

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

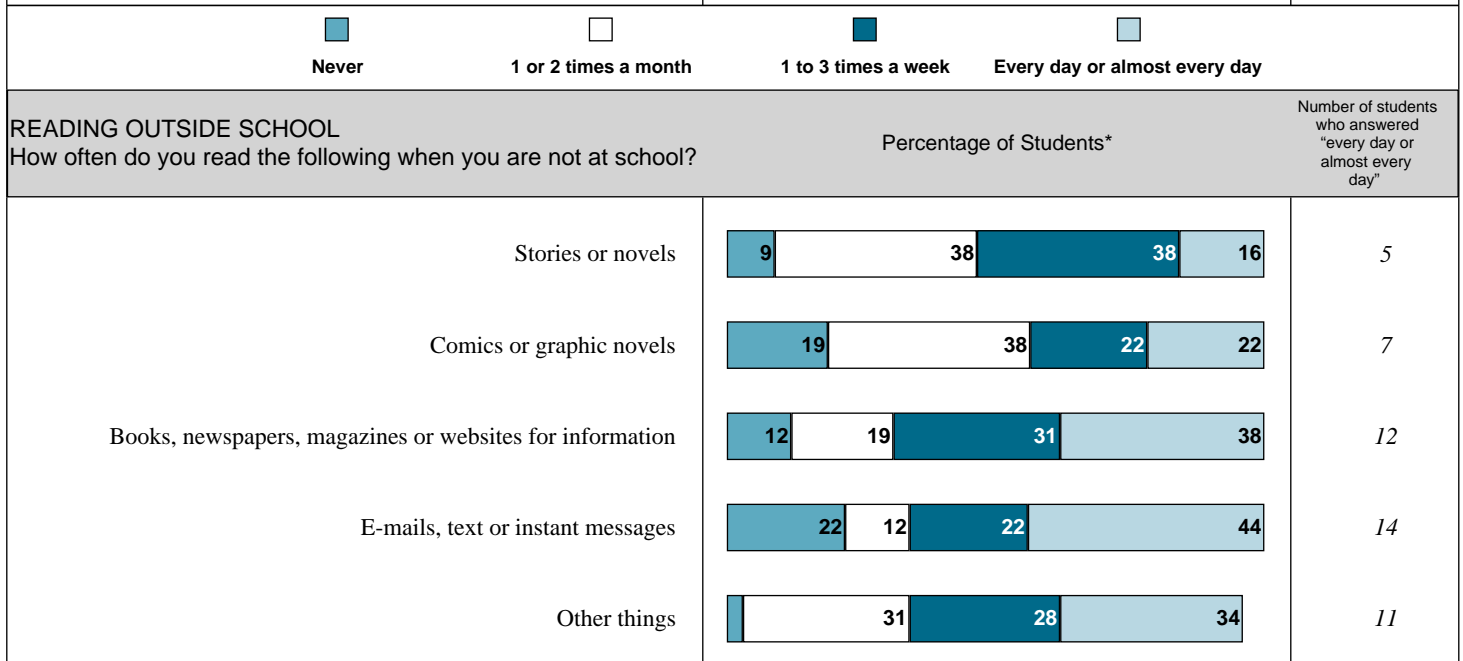
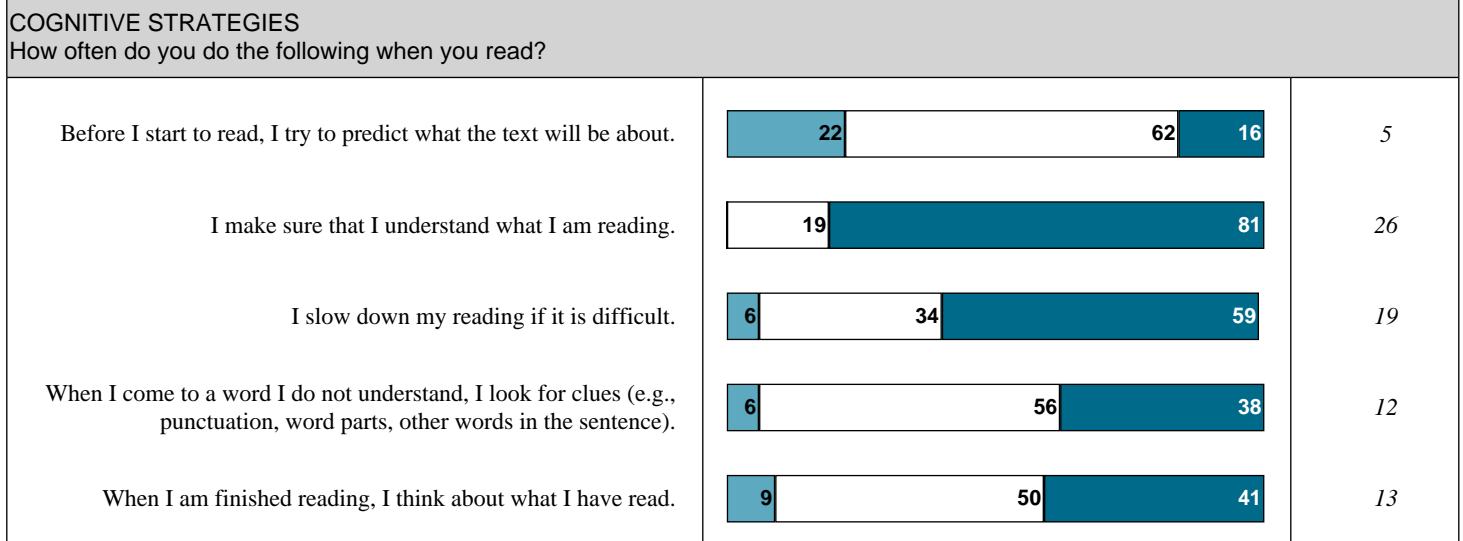
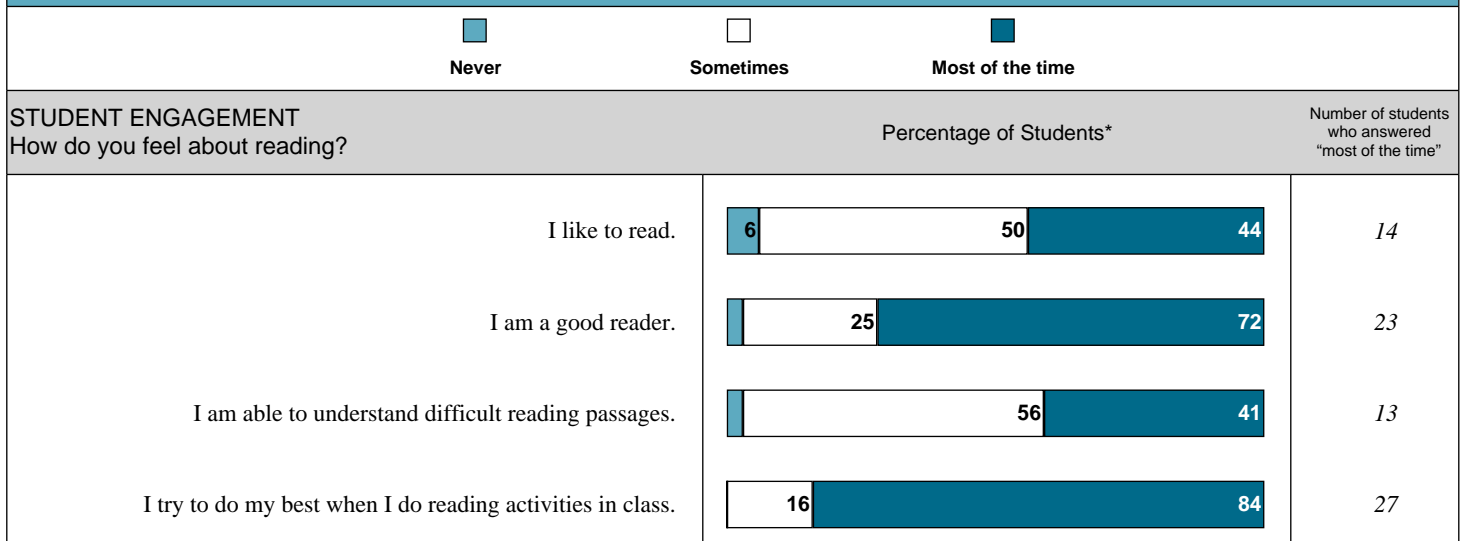
‡ Other response options were “1 to 3 times a week,” “1 or 2 times a month” and “never.”

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 32)

Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.

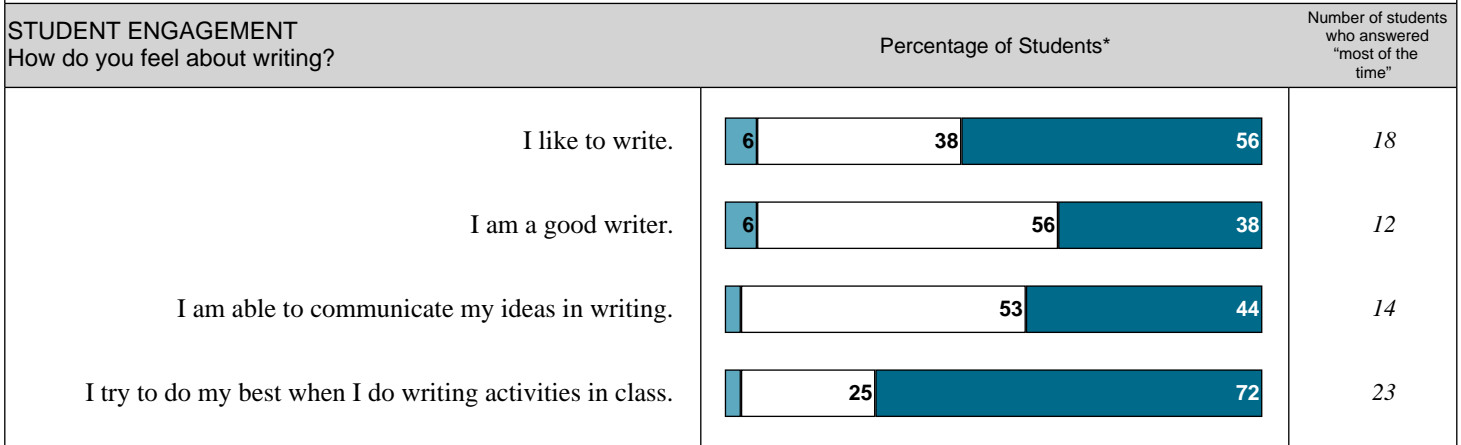


* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

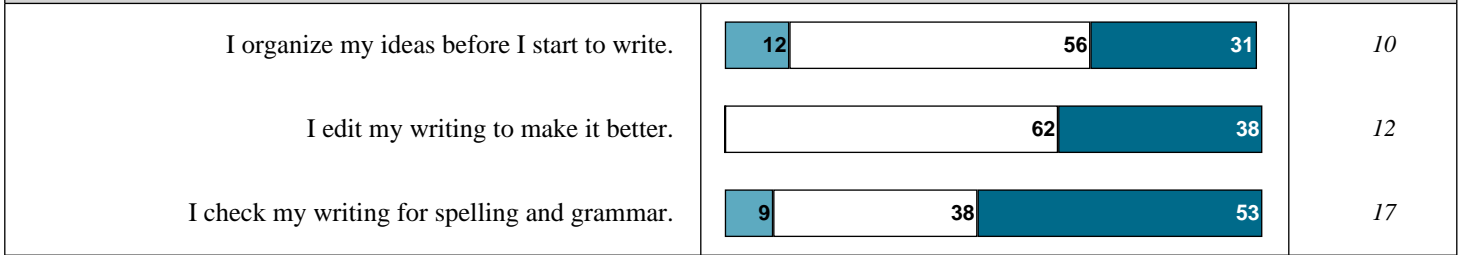
STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 32)

Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.



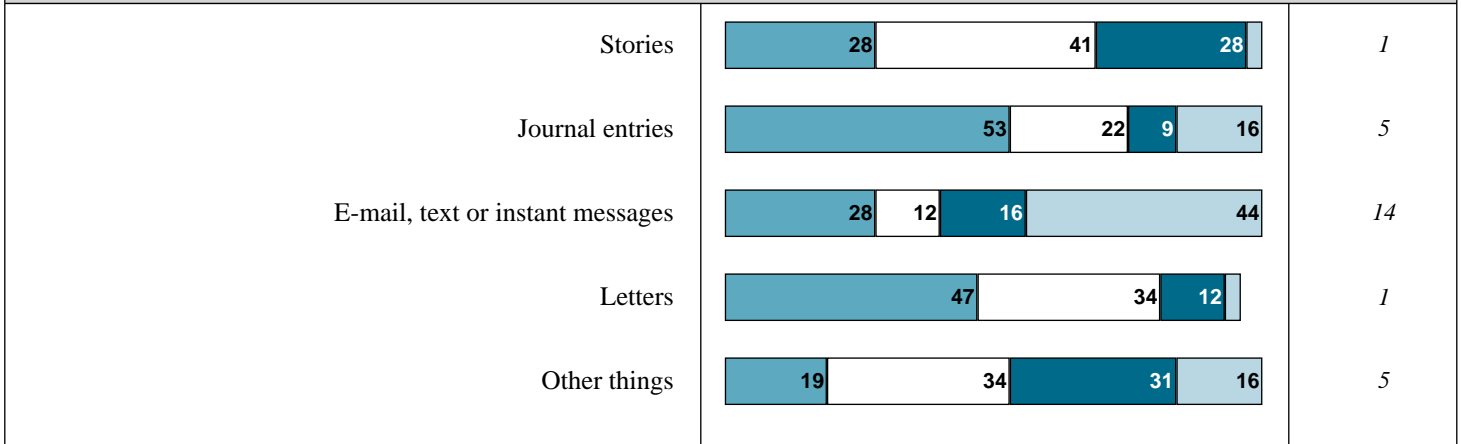
COGNITIVE STRATEGIES

How often do you do the following when you write?



WRITING OUTSIDE SCHOOL

How often do you write the following (using paper or a computer) when you are not at school?



* Percentages may not add to 100, due to a lack of or ambiguous responses. 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, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 32)
 Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.



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		3
A computer for writing activities		7
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)		13
The Internet to find information		23



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 read by myself.		8
I play video games.		11
I use the Internet.		23
I participate in sports or other physical activities.		19
I participate in art, music, dance or drama activities.		6
I participate in after-school clubs.		3

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

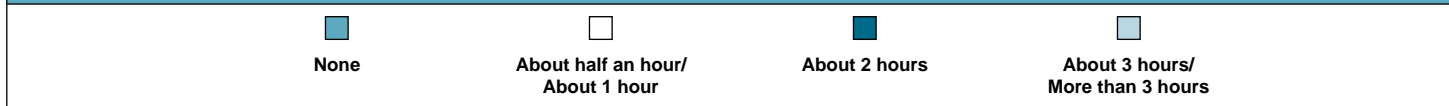
We talk about the reading and writing work I do in school.		9
We talk about the activities I do in school.		15
We read together.		0
We look at my school agenda.		9
We use a computer together.		1

* Percentages may not add to 100, due to a lack of or ambiguous responses. 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, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 32)

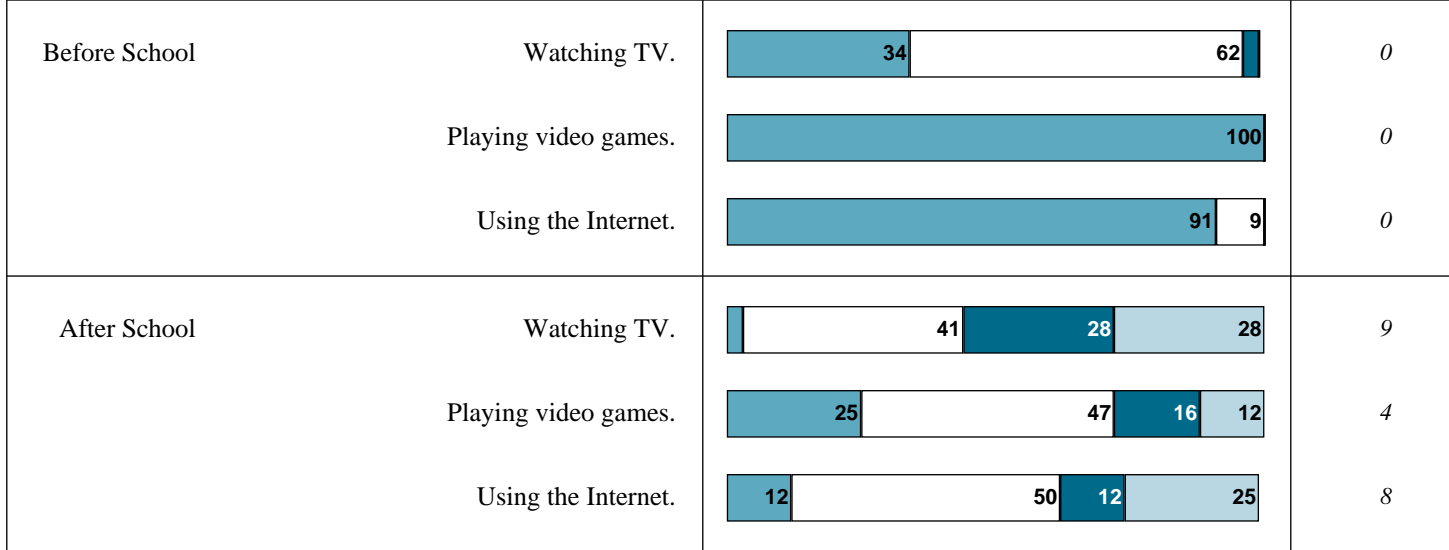
Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.



SCREEN TIME

How many hours do you usually spend doing the following on a school day?

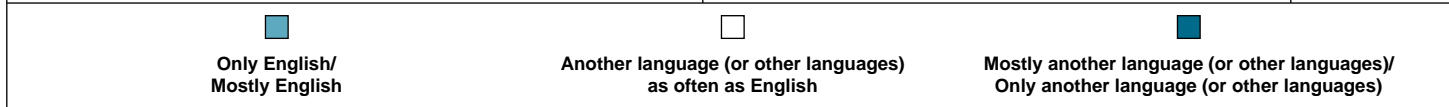
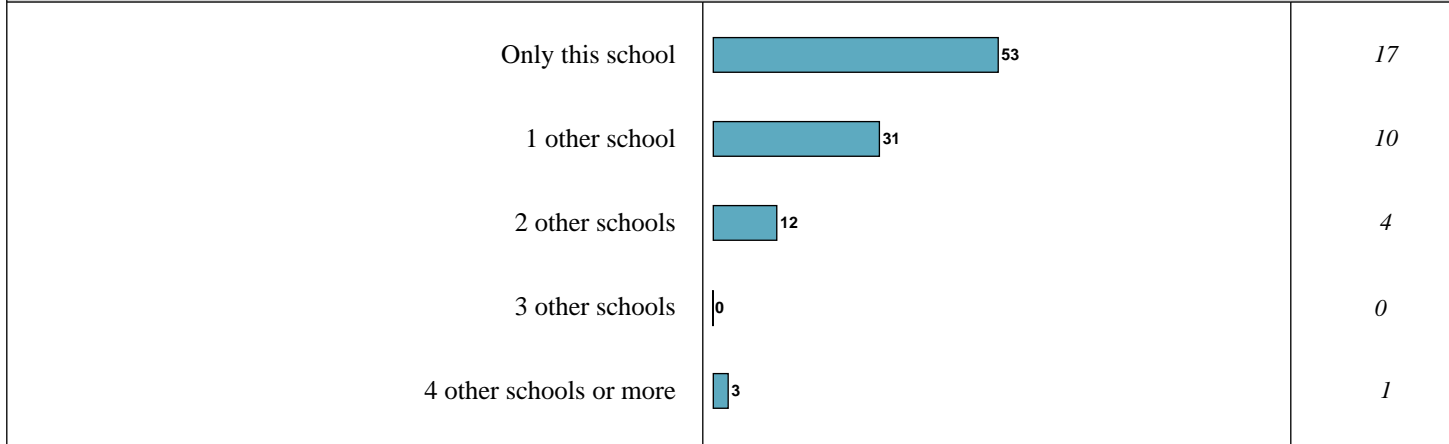
Percentage of Students* Number of students who answered "about 3 hours" or "more than 3 hours"



SCHOOLS ATTENDED

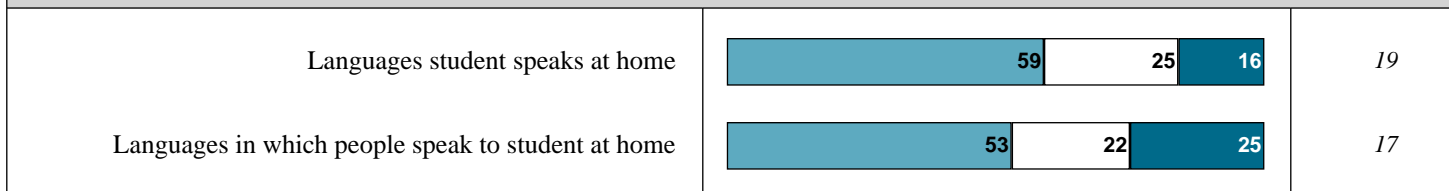
How many schools did you attend before this one?

Percentage of Students* Number of students



LANGUAGES SPOKEN

Percentage of Students* Number of students who answered "only English" or "mostly English"



* Percentages may not add to 100, due to a lack of or ambiguous responses. 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, 2010–2011

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male) Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.	School			Board			Province		
	All Students (# = 32)	Female* (# = 9)	Male* (# = 23)	All Students (# = 5 577)	Female* (# = 2 731)	Male* (# = 2 845)	All Students (# = 127 973)	Female* (# = 62 590)	Male* (# = 65 359)
STUDENT ENGAGEMENT IN READING Percentage of students who answered “most of the time”†									
I like to read.	44%	44%	43%	46%	56%	36%	50%	59%	41%
I am a good reader.	72%	56%	78%	64%	68%	62%	66%	70%	63%
I am able to understand difficult reading passages.	41%	33%	43%	37%	35%	38%	40%	39%	41%
I try to do my best when I do reading activities in class.	84%	100%	78%	82%	85%	80%	81%	85%	76%
COGNITIVE STRATEGIES USED IN READING Percentage of students who answered “most of the time”†									
Before I start to read, I try to predict what the text will be about.	16%	11%	17%	16%	15%	17%	14%	13%	15%
I make sure that I understand what I am reading.	81%	78%	83%	72%	76%	68%	71%	75%	67%
I slow down my reading if it is difficult.	59%	78%	52%	57%	62%	52%	56%	62%	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).	38%	33%	39%	44%	49%	40%	44%	48%	39%
When I am finished reading, I think about what I have read.	41%	33%	43%	42%	45%	39%	42%	45%	39%
READING OUTSIDE SCHOOL Percentage of students who answered “every day or almost every day”‡									
Stories or novels	16%	22%	13%	29%	38%	21%	35%	43%	27%
Comics or graphic novels	22%	11%	26%	15%	10%	20%	14%	10%	18%
Books, newspapers, magazines or websites for information	38%	22%	43%	27%	30%	23%	26%	28%	24%
E-mails, text or instant messages	44%	44%	43%	47%	55%	40%	48%	55%	41%
Other things	34%	44%	30%	34%	34%	34%	34%	35%	34%

* Only includes students for whom gender data were available.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 32)	Female* (# = 9)	Male* (# = 23)	All Students (# = 5 577)	Female* (# = 2 731)	Male* (# = 2 845)	All Students (# = 127 973)	Female* (# = 62 590)	Male* (# = 65 359)
STUDENT ENGAGEMENT IN WRITING Percentage of students who answered “most of the time”†									
I like to write.	56%	67%	52%	38%	47%	29%	39%	50%	28%
I am a good writer.	38%	56%	30%	37%	44%	31%	41%	48%	34%
I am able to communicate my ideas in writing.	44%	44%	43%	42%	45%	40%	44%	48%	41%
I try to do my best when I do writing activities in class.	72%	89%	65%	80%	84%	75%	78%	84%	73%
COGNITIVE STRATEGIES USED IN WRITING Percentage of students who answered “most of the time”†									
I organize my ideas before I start to write.	31%	22%	35%	37%	39%	34%	34%	38%	31%
I edit my writing to make it better.	38%	44%	35%	53%	60%	46%	51%	59%	44%
I check my writing for spelling and grammar.	53%	56%	52%	53%	58%	49%	51%	57%	46%
WRITING OUTSIDE SCHOOL Percentage of students who answered “every day or almost every day”‡									
Stories	3%	0%	4%	5%	7%	4%	6%	8%	4%
Journal entries	16%	22%	13%	7%	12%	3%	8%	12%	3%
E-mail, text or instant messages	44%	44%	43%	45%	53%	37%	45%	52%	38%
Letters	3%	0%	4%	3%	3%	2%	3%	4%	3%
Other things	16%	22%	13%	24%	26%	23%	24%	26%	22%
INSTRUCTIONAL TOOLS USED IN READING AND WRITING Percentage of students who answered “most of the time”†									
A computer for reading activities	9%	22%	4%	7%	5%	8%	8%	6%	9%
A computer for writing activities	22%	22%	22%	20%	19%	21%	24%	22%	25%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	41%	56%	35%	41%	46%	37%	38%	43%	33%
The Internet to find information	72%	78%	70%	52%	53%	51%	48%	48%	48%
OUT-OF-SCHOOL ACTIVITIES Percentage of students who answered “every day or almost every day”‡									
I read by myself.	25%	22%	26%	38%	47%	29%	43%	51%	35%
I play video games.	34%	11%	43%	32%	12%	51%	30%	13%	47%
I use the Internet.	72%	89%	65%	61%	64%	58%	60%	61%	59%
I participate in sports or other physical activities.	59%	67%	57%	48%	40%	55%	49%	43%	56%
I participate in art, music, dance or drama activities.	19%	11%	22%	19%	26%	11%	19%	27%	12%
I participate in after-school clubs.	9%	11%	9%	8%	8%	7%	8%	9%	8%

* Only includes students for whom gender data were available.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)		School			Board			Province		
		All Students (# = 32)	Female* (# = 9)	Male* (# = 23)	All Students (# = 5 577)	Female* (# = 2 731)	Male* (# = 2 845)	All Students (# = 127 973)	Female* (# = 62 590)	Male* (# = 65 359)
Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.										
SCREEN TIME		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%	3%
	Playing video games	0%	0%	0%	2%	1%	3%	2%	<1%	3%
	Using the Internet	0%	0%	0%	2%	2%	3%	2%	2%	3%
After School	Watching TV	28%	44%	22%	25%	24%	25%	20%	19%	21%
	Playing video games	12%	0%	17%	15%	4%	25%	13%	4%	22%
	Using the Internet	25%	56%	13%	23%	25%	22%	20%	20%	20%
PARENTAL ENGAGEMENT		Percentage of students who answered “every day or almost every day”‡								
	We talk about the reading and writing work I do in school.	28%	33%	26%	25%	27%	22%	21%	23%	19%
	We talk about the activities I do in school.	47%	56%	43%	41%	45%	38%	38%	42%	35%
	We read together.	0%	0%	0%	4%	3%	4%	4%	4%	4%
	We look at my school agenda.	28%	11%	35%	38%	36%	40%	29%	28%	30%
	We use a computer together.	3%	0%	4%	6%	6%	5%	6%	6%	6%
SCHOOLS ATTENDED		Percentage of students§								
	Only this school/1 other school	84%	89%	83%	73%	73%	73%	69%	69%	68%
	2 other schools/3 other schools	12%	0%	17%	21%	22%	21%	23%	23%	22%
	4 other schools or more	3%	11%	0%	4%	4%	4%	7%	7%	7%
LANGUAGES STUDENTS SPEAK AT HOME		Percentage of students§								
	Only English/Mostly English	59%	44%	65%	71%	70%	71%	75%	76%	75%
	Another language (or other languages) as often as English	25%	33%	22%	19%	20%	18%	15%	16%	15%
	Mostly another language (or other languages)/ Only another language (or other languages)	16%	22%	13%	9%	8%	10%	7%	7%	8%
LANGUAGES SPOKEN TO STUDENTS AT HOME		Percentage of students§								
	Only English/Mostly English	53%	44%	57%	60%	60%	60%	71%	71%	71%
	Another language (or other languages) as often as English	22%	22%	22%	21%	22%	20%	14%	15%	14%
	Mostly another language (or other languages)/ Only another language (or other languages)	25%	33%	22%	18%	18%	18%	13%	13%	13%

* 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.”
 ‡ Other response options were “1 to 3 times a week,” “1 or 2 times a month” and “never.”
 § Percentages may not add to 100, due to a lack of or ambiguous responses.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

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 complete any part of the assessment due to absence or for medical or other reasons.
Exempt	Students who were formally exempted from participation in one or more components of the assessment.
English Language Learners	Students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12</i> (2007). Prior to 2007, English language learners were called English as a second language (ESL)/English literacy development (ELD) learners.
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 15 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.