



# School Board Report



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

## Board: Peel District School Board (66125)

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

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

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

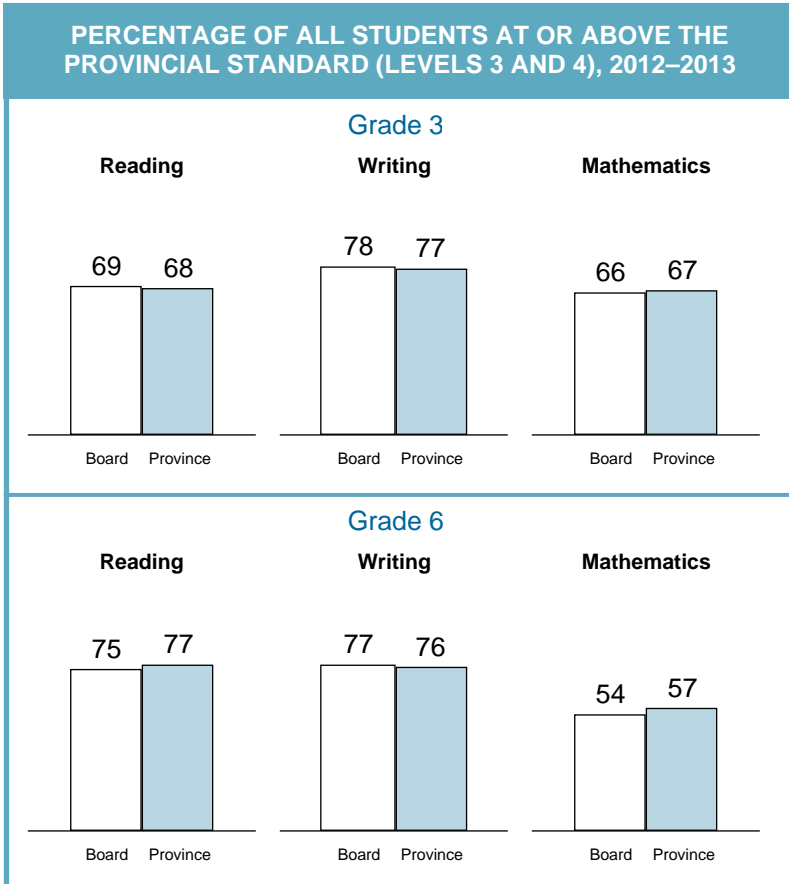
We continue to advocate the use of EQAO data in combination with classroom-generated results and other information sources to develop strategies and action plans that will make a measurable difference in learning outcomes.

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

Sincerely,

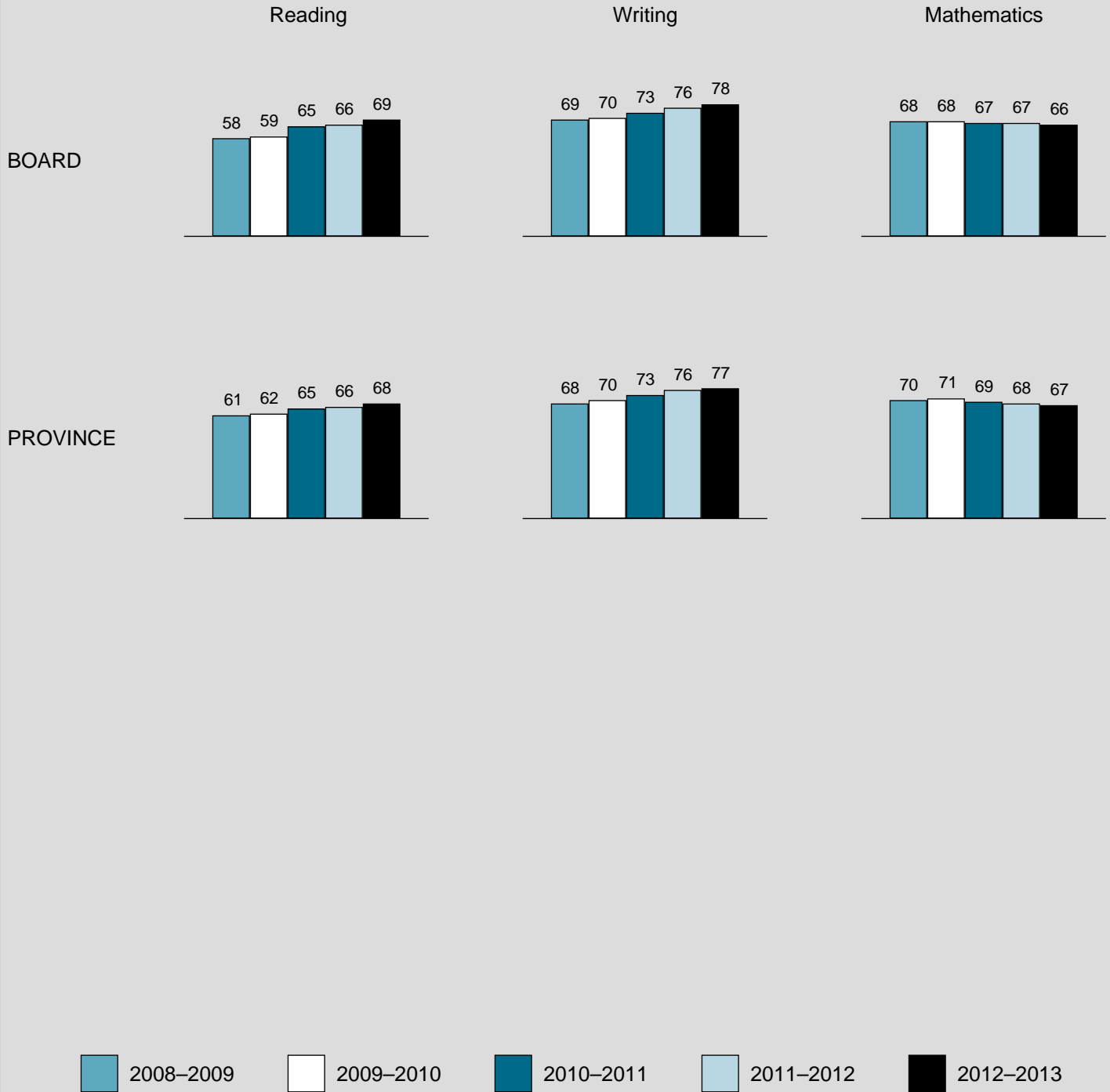
*Bruce Rodrigues*  
Chief Executive Officer  
Education Quality and Accountability Office

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

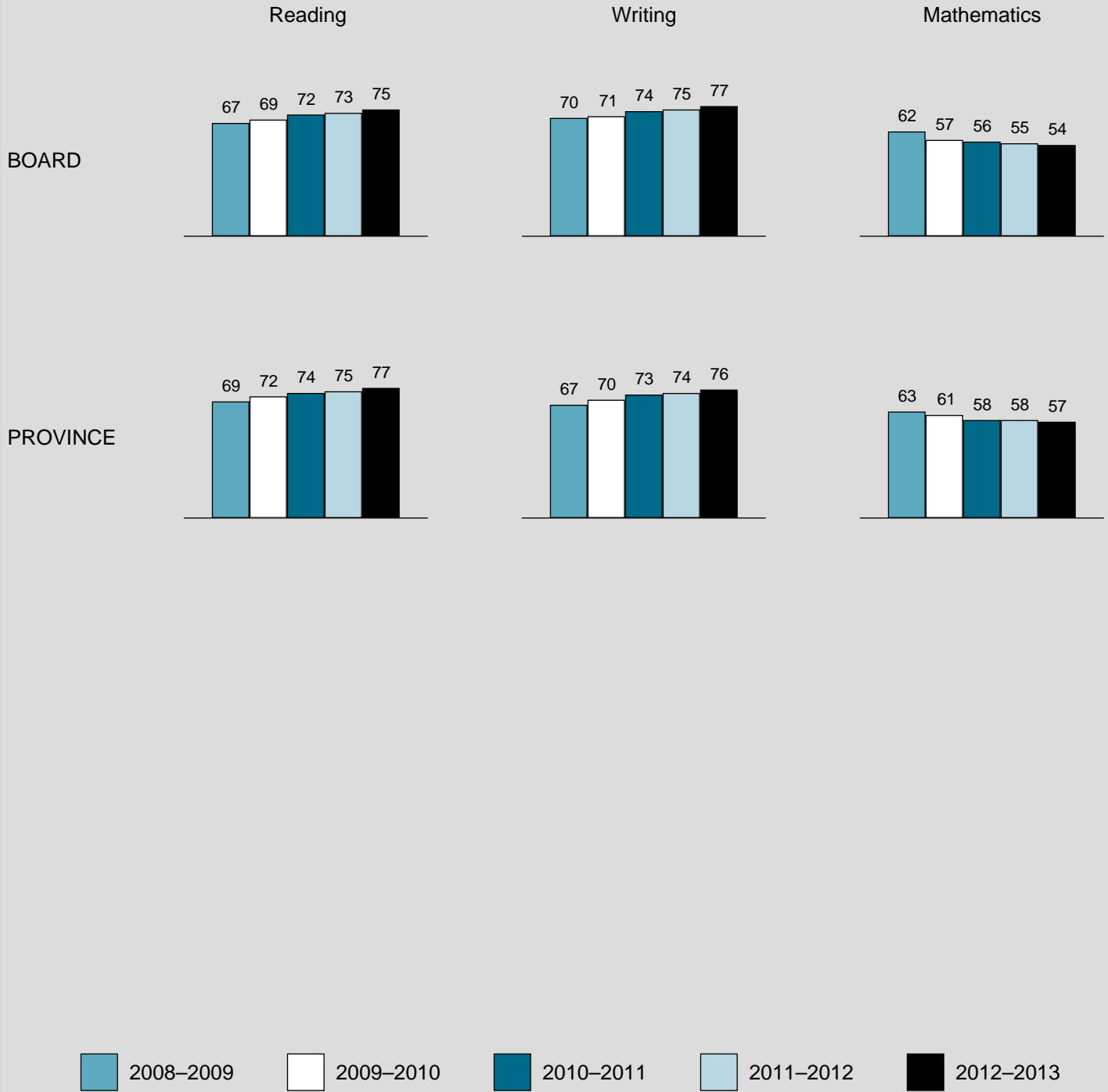
Percentage of Students: Grade 3



Total Number of Grade 3 Students					
	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
Board	10 563	10 853	10 645	11 022	11 262
Province	125 481	127 789	124 117	126 455	127 645

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

**Percentage of Students: Grade 6**



**Total Number of Grade 6 Students**

	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
Board	11 014	10 993	11 031	11 003	11 182
Province	136 076	134 294	132 308	129 477	131 589

## TIPS

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



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



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



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



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

## ABOUT THIS SCHOOL OR BOARD REPORT

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

### This report includes

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

## HOW TO USE THIS REPORT

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

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

Learn more about us at [www.eqao.com](http://www.eqao.com).

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

**Contextual Information: Grade 3\***

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

Demographic Information	Board		Province	
<b>Enrolment</b>				
Number of Grade 3 students	11 262		127 645	
Number of classes with Grade 3 students	706		9 556	
Number of schools with Grade 3 classes	157		3 340	
	Number	Percent	Number	Percent
<b>Gender</b>				
Female	5 362	48%	61 888	48%
Male	5 900	52%	65 757	52%
Gender not specified	0	0%	0	0%
<b>Student Status</b>				
English language learners**	6 278	56%	16 093	13%
Students with special education needs (excluding gifted)**	997	9%	21 452	17%
<b>Place of Birth</b>				
Born in Canada	9 079	81%	114 431	90%
Born outside Canada	2 173	19%	13 081	10%
In Canada less than one year	253	2%	786	1%
In Canada one year or more but less than three years	478	4%	2 941	2%
In Canada three years or more	1 438	13%	8 601	7%
<b>Language</b>				
First language learned at home was other than English	6 117	54%	28 595	22%
<b>Year Student Entered Current School</b>				
Year of the assessment	2 063	18%	17 108	13%
Year prior to the assessment	1 368	12%	13 749	11%
2 years prior to the assessment	2 628	23%	18 818	15%
3 or more years prior to the assessment	5 193	46%	77 892	61%
Data not available	10	<1%	78	<1%
<b>Year Student Entered Current Board</b>				
Year of the assessment	725	6%	8 038	6%
Year prior to the assessment	616	5%	7 422	6%
2 years prior to the assessment	1 327	12%	11 069	9%
3 or more years prior to the assessment	8 560	76%	98 569	77%
Data not available	34	<1%	2 547	2%

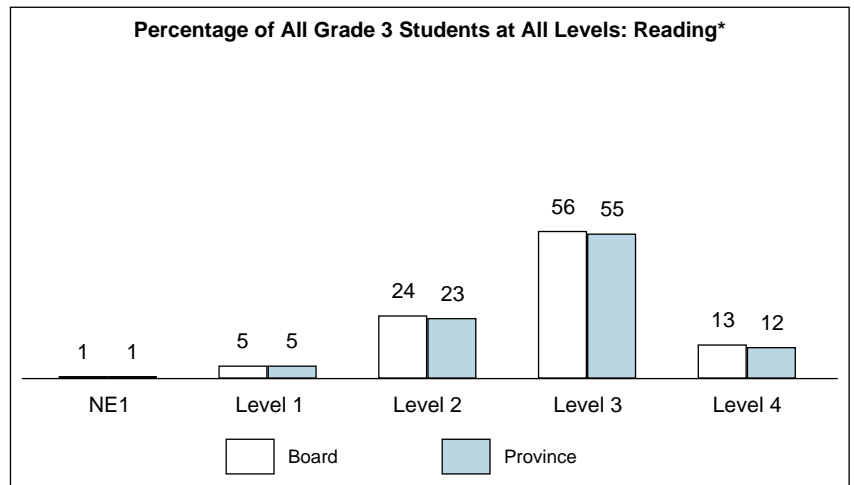
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

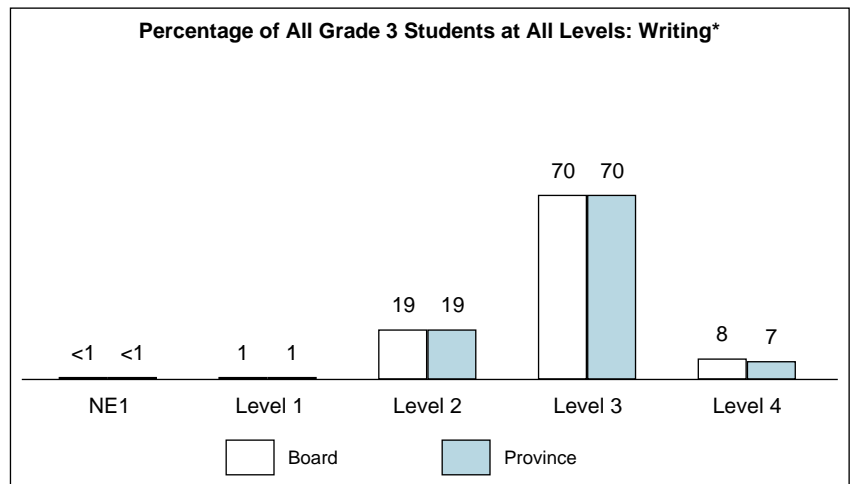
## Results in Reading, Writing and Mathematics, 2012–2013

### Grade 3: All Students<sup>††</sup>

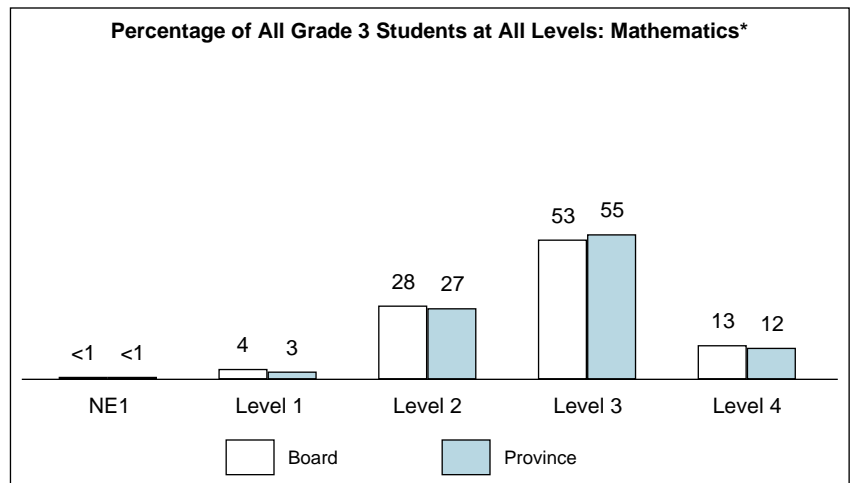
Grade 3: Reading*				
Number of Students	Board 11 260		Province 122 450	
	#	%	#	%
Level 4	1 451	13%		12%
Level 3	6 303	56%		55%
Level 2	2 663	24%		23%
Level 1	527	5%		5%
NE1**	68	1%		1%
Participating Students	11 012	98%		97%
No Data	47	<1%		1%
Exempt	201	2%		3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		69%	68%	



Grade 3: Writing*				
Number of Students	Board 11 260		Province 122 447	
	#	%	#	%
Level 4	849	8%		7%
Level 3	7 915	70%		70%
Level 2	2 137	19%		19%
Level 1	86	1%		1%
NE1**	23	<1%		<1%
Participating Students	11 010	98%		97%
No Data	53	<1%		1%
Exempt	197	2%		2%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		78%	77%	



Grade 3: Mathematics*				
Number of Students	Board 11 262		Province 127 633	
	#	%	#	%
Level 4	1 417	13%		12%
Level 3	5 996	53%		55%
Level 2	3 120	28%		27%
Level 1	432	4%		3%
NE1**	49	<1%		<1%
Participating Students	11 014	98%		97%
No Data	55	<1%		1%
Exempt	193	2%		2%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		66%	67%	



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

\*\* See the Explanation of Terms.

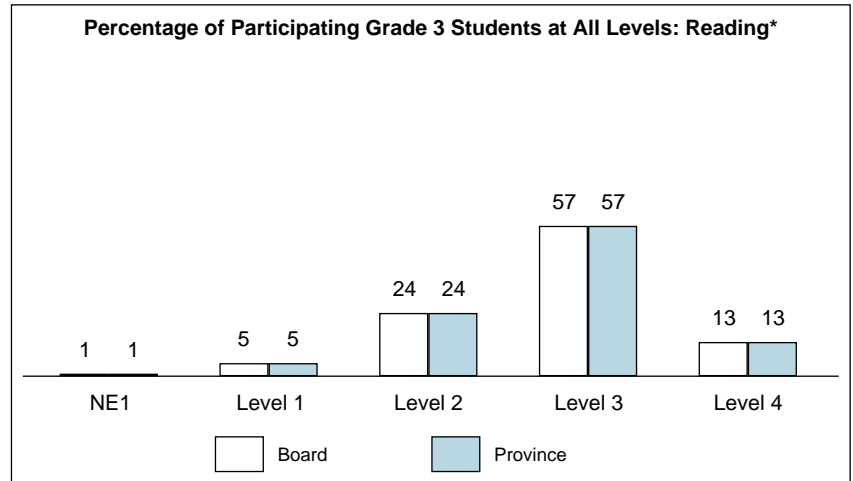
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

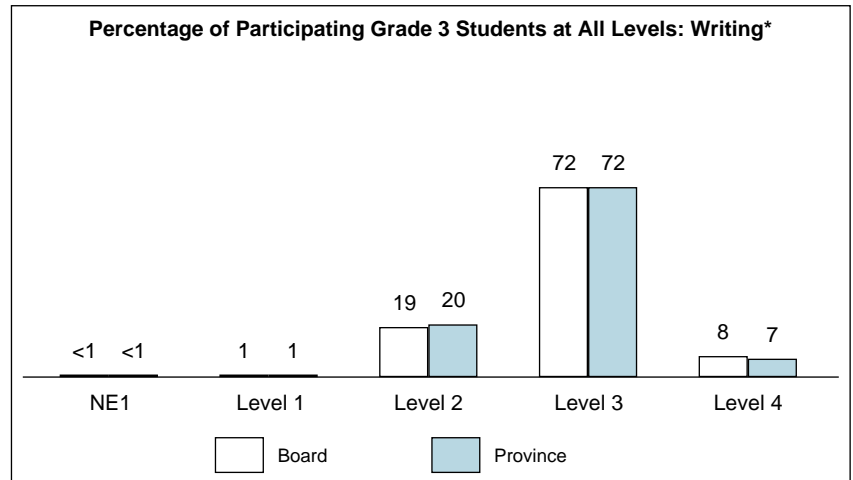
Results in Reading, Writing and Mathematics, 2012–2013

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

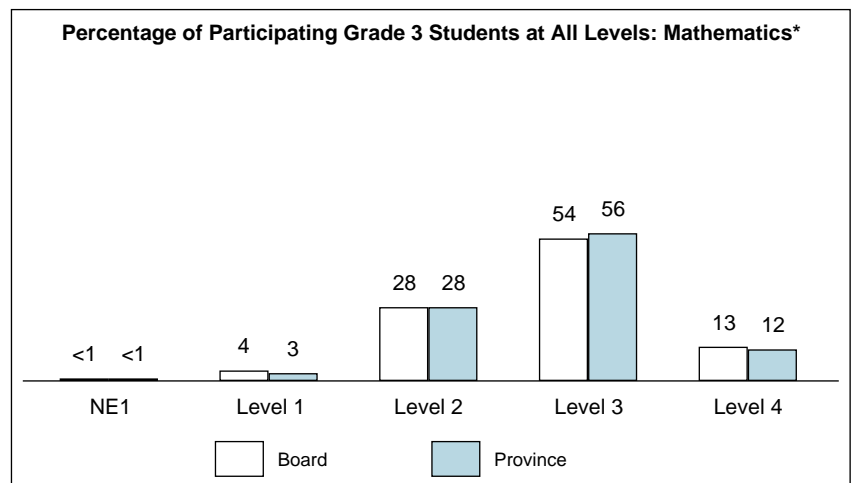
Grade 3: Reading*			
Number of Students	Board 11 012		Province 118 539
	#	%	%
Level 4	1 451	13%	13%
Level 3	6 303	57%	57%
Level 2	2 663	24%	24%
Level 1	527	5%	5%
NE1**	68	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		70%	70%



Grade 3: Writing*			
Number of Students	Board 11 010		Province 118 844
	#	%	%
Level 4	849	8%	7%
Level 3	7 915	72%	72%
Level 2	2 137	19%	20%
Level 1	86	1%	1%
NE1**	23	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		80%	79%



Grade 3: Mathematics*			
Number of Students	Board 11 014		Province 123 907
	#	%	%
Level 4	1 417	13%	12%
Level 3	5 996	54%	56%
Level 2	3 120	28%	28%
Level 1	432	4%	3%
NE1**	49	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		67%	69%



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

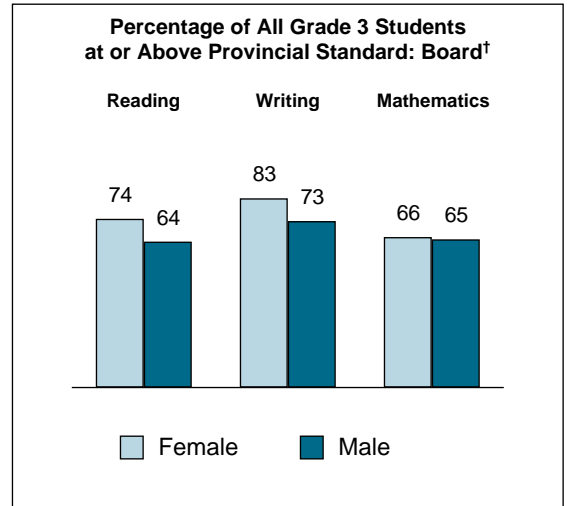
\*\* See the Explanation of Terms.

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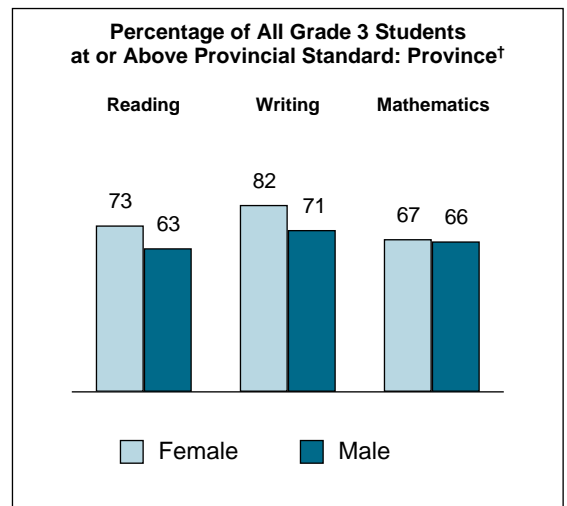
Results in Reading, Writing and Mathematics, 2012–2013

Grade 3: Gender††

Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	5 362	5 898	5 362	5 898	5 362	5 900
Level 4	16%	10%	11%	5%	13%	13%
Level 3	58%	54%	73%	68%	54%	53%
Level 2	20%	27%	14%	23%	28%	27%
Level 1	3%	6%	1%	1%	3%	4%
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)†	74%	64%	83%	73%	66%	65%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	58 950	63 500	58 949	63 498	61 884	65 749
Level 4	16%	9%	9%	4%	12%	12%
Level 3	57%	54%	73%	67%	55%	54%
Level 2	20%	26%	15%	24%	27%	26%
Level 1	4%	6%	1%	1%	3%	3%
NE1**	1%	1%	<1%	<1%	<1%	<1%
Participating Students	98%	96%	98%	96%	98%	96%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	3%	2%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	73%	63%	82%	71%	67%	66%



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

\*\* See the Explanation of Terms.

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

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



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

**Contextual Information: Grade 6\***

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

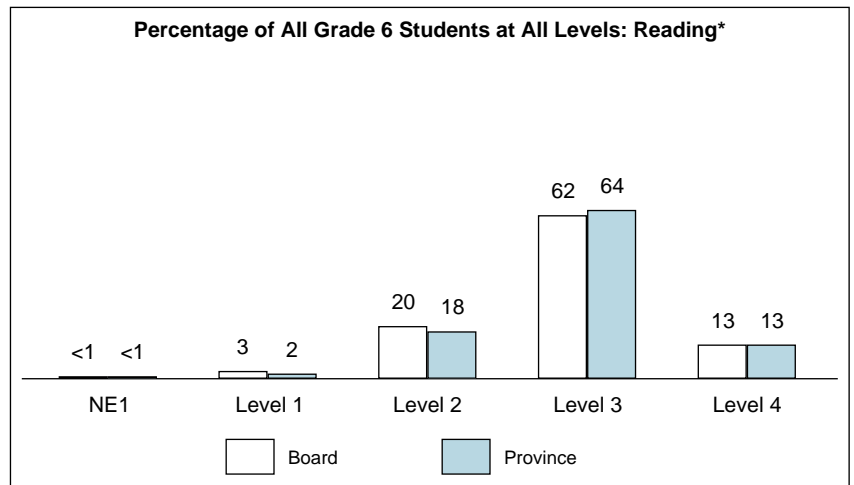
Demographic Information	Board		Province	
<b>Enrolment</b>				
Number of Grade 6 students	11 182		131 589	
Number of classes with Grade 6 students	557		8 369	
Number of schools with Grade 6 classes	88		3 170	
	Number	Percent	Number	Percent
<b>Gender</b>				
Female	5 406	48%	64 062	49%
Male	5 776	52%	67 518	51%
Gender not specified	0	0%	9	<1%
<b>Student Status</b>				
English language learners**	4 879	44%	12 398	9%
Students with special education needs (excluding gifted)**	1 427	13%	26 858	20%
<b>Place of Birth</b>				
Born in Canada	8 592	77%	115 276	88%
Born outside Canada	2 584	23%	16 211	12%
In Canada less than one year	206	2%	680	1%
In Canada one year or more but less than three years	402	4%	2 672	2%
In Canada three years or more	1 970	18%	12 083	9%
<b>Language</b>				
First language learned at home was other than English	5 776	52%	28 985	22%
<b>Year Student Entered Current School</b>				
Year of the assessment	9 202	82%	29 049	22%
Year prior to the assessment	383	3%	12 770	10%
2 years prior to the assessment	225	2%	12 004	9%
3 or more years prior to the assessment	1 365	12%	77 673	59%
Data not available	7	<1%	93	<1%
<b>Year Student Entered Current Board</b>				
Year of the assessment	575	5%	7 016	5%
Year prior to the assessment	557	5%	6 612	5%
2 years prior to the assessment	491	4%	6 188	5%
3 or more years prior to the assessment	9 514	85%	107 666	82%
Data not available	45	<1%	4 107	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.

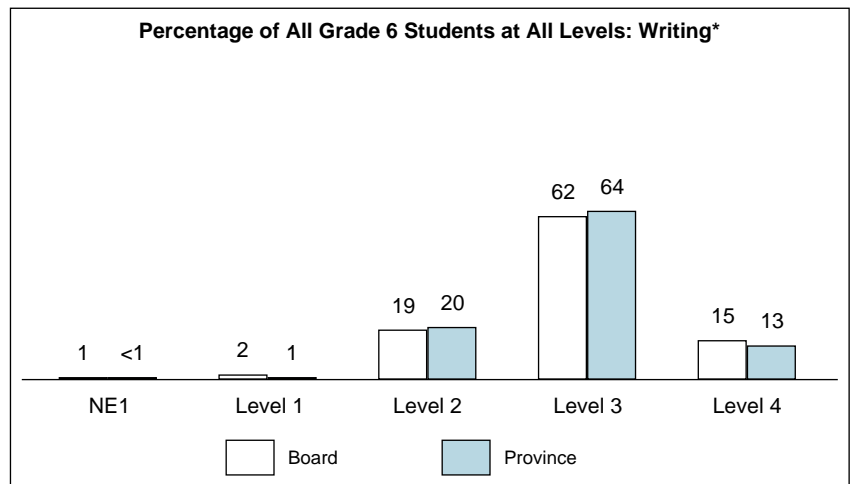
\*\* See the Explanation of Terms.

## Results in Reading, Writing and Mathematics, 2012–2013 Grade 6: All Students

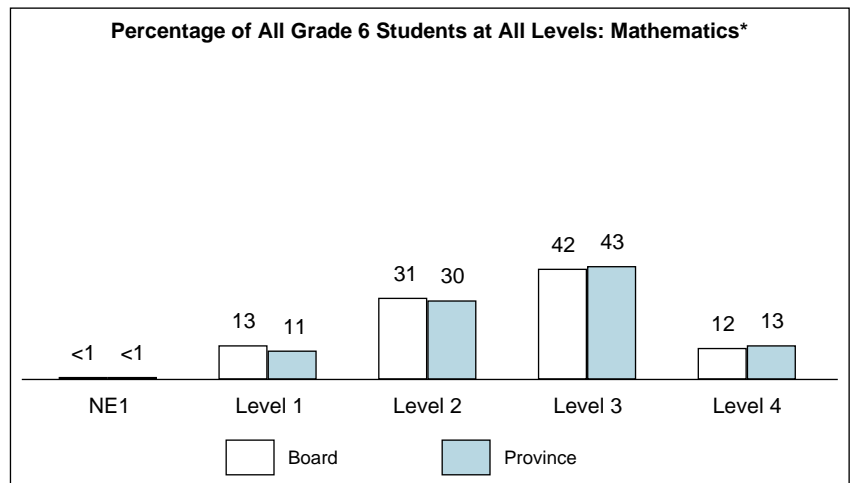
Grade 6: Reading*			
Number of Students	Board 11 165		Province 131 514
	#	%	%
Level 4	1 432	13%	13%
Level 3	6 904	62%	64%
Level 2	2 201	20%	18%
Level 1	343	3%	2%
NE1**	38	<1%	<1%
Participating Students	10 918	98%	98%
No Data	50	<1%	<1%
Exempt	197	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		75%	77%



Grade 6: Writing*			
Number of Students	Board 11 165		Province 131 504
	#	%	%
Level 4	1 638	15%	13%
Level 3	6 910	62%	64%
Level 2	2 142	19%	20%
Level 1	174	2%	1%
NE1**	60	1%	<1%
Participating Students	10 924	98%	98%
No Data	54	<1%	<1%
Exempt	187	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		77%	76%



Grade 6: Mathematics*			
Number of Students	Board 11 178		Province 131 543
	#	%	%
Level 4	1 326	12%	13%
Level 3	4 674	42%	43%
Level 2	3 437	31%	30%
Level 1	1 451	13%	11%
NE1**	45	<1%	<1%
Participating Students	10 933	98%	97%
No Data	51	<1%	1%
Exempt	194	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		54%	57%



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

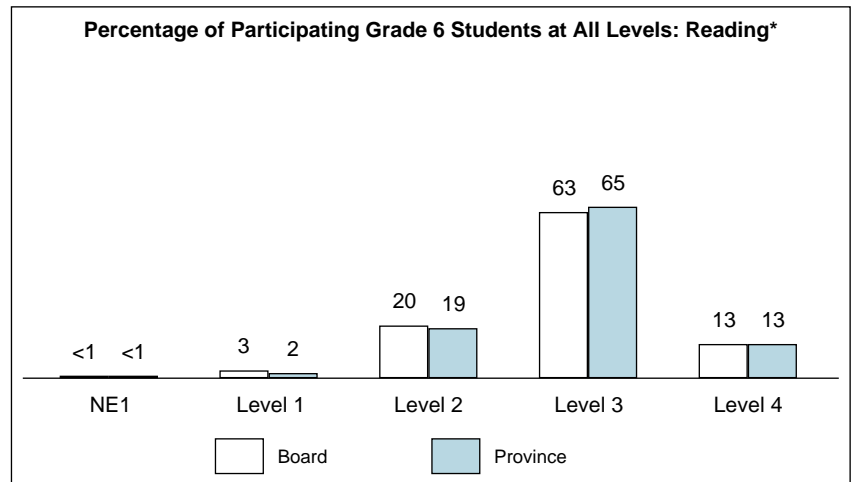
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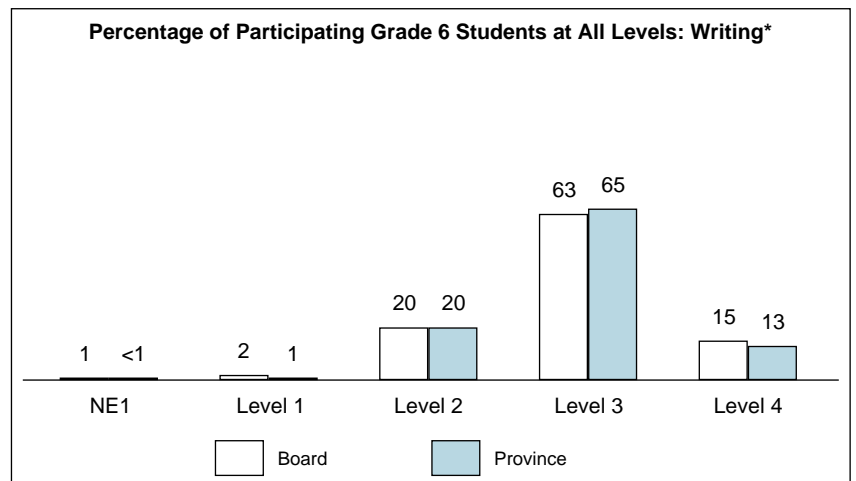
Results in Reading, Writing and Mathematics, 2012–2013

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

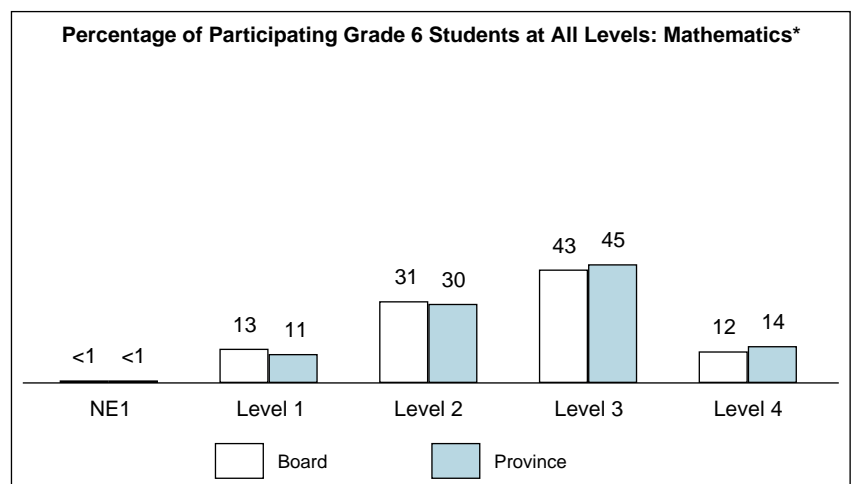
Grade 6: Reading*			
Number of Students	Board 10 918		Province 128 393
	#	%	%
Level 4	1 432	13%	13%
Level 3	6 904	63%	65%
Level 2	2 201	20%	19%
Level 1	343	3%	2%
NE1**	38	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		76%	79%



Grade 6: Writing*			
Number of Students	Board 10 924		Province 128 452
	#	%	%
Level 4	1 638	15%	13%
Level 3	6 910	63%	65%
Level 2	2 142	20%	20%
Level 1	174	2%	1%
NE1**	60	1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		78%	78%



Grade 6: Mathematics*			
Number of Students	Board 10 933		Province 128 227
	#	%	%
Level 4	1 326	12%	14%
Level 3	4 674	43%	45%
Level 2	3 437	31%	30%
Level 1	1 451	13%	11%
NE1**	45	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		55%	58%



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

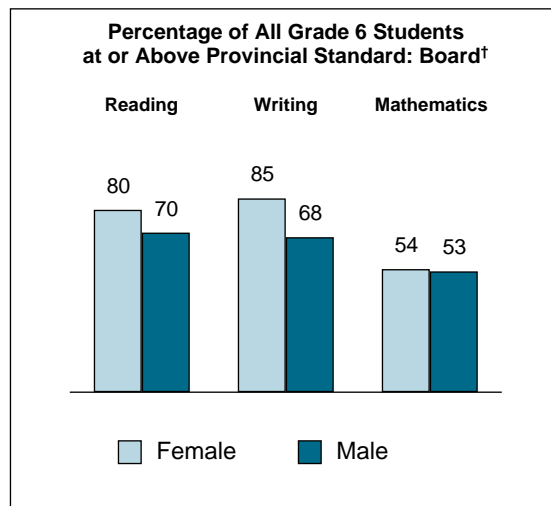
\*\* See the Explanation of Terms.

† 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.

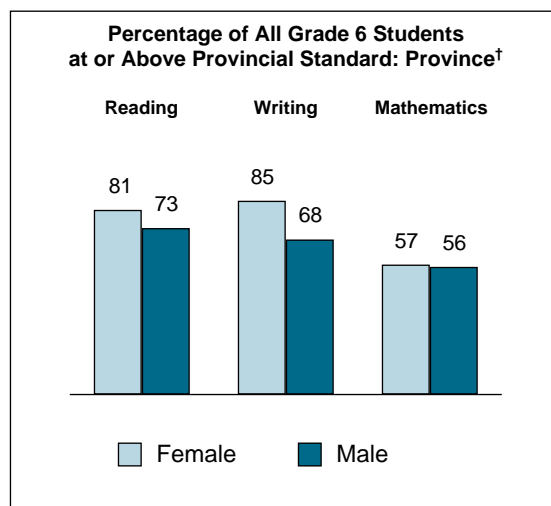
## Results in Reading, Writing and Mathematics, 2012–2013

### Grade 6: Gender††

Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	5 396	5 769	5 396	5 769	5 404	5 774
Level 4	16%	10%	21%	9%	11%	12%
Level 3	64%	60%	64%	59%	43%	41%
Level 2	17%	23%	12%	26%	32%	30%
Level 1	2%	4%	1%	2%	12%	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)†	80%	70%	85%	68%	54%	53%



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



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

\*\* See the Explanation of Terms.

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

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

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

**Contextual Information over Time: Grade 3\***

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

Grade 3	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
<b>Enrolment</b>					
Number of students	10 563	10 853	10 645	11 022	11 262
<b>Participation in the Assessment</b>					
Reading <sup>†</sup>	97%	97%	98%	98%	98%
Writing <sup>†</sup>	97%	98%	98%	98%	98%
Mathematics <sup>†</sup>	97%	98%	98%	97%	98%
<b>Gender</b>					
Female	47%	48%	48%	48%	48%
Male	53%	52%	52%	52%	52%
<b>Student Status</b>					
English language learners**	31%	32%	34%	36%	56%
Students with special education needs (excluding gifted)**	7%	7%	7%	8%	9%
<b>Place of Birth</b>					
Born in Canada	79%	81%	81%	81%	81%
Born outside Canada	21%	19%	19%	19%	19%
In Canada less than one year	2%	2%	2%	2%	2%
In Canada one year or more but less than three years	4%	3%	3%	3%	4%
In Canada three years or more	14%	14%	14%	14%	13%
<b>Language</b>					
First language learned at home was other than English	52%	53%	51%	51%	54%
<b>Year Student Entered Current Board</b>					
Year of the assessment	7%	6%	7%	6%	6%
Year prior to the assessment	7%	6%	6%	6%	5%
2 years prior to the assessment	11%	12%	11%	12%	12%
3 or more years prior to the assessment	75%	75%	76%	76%	76%
Data not available	1%	1%	<1%	<1%	<1%

\* 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.

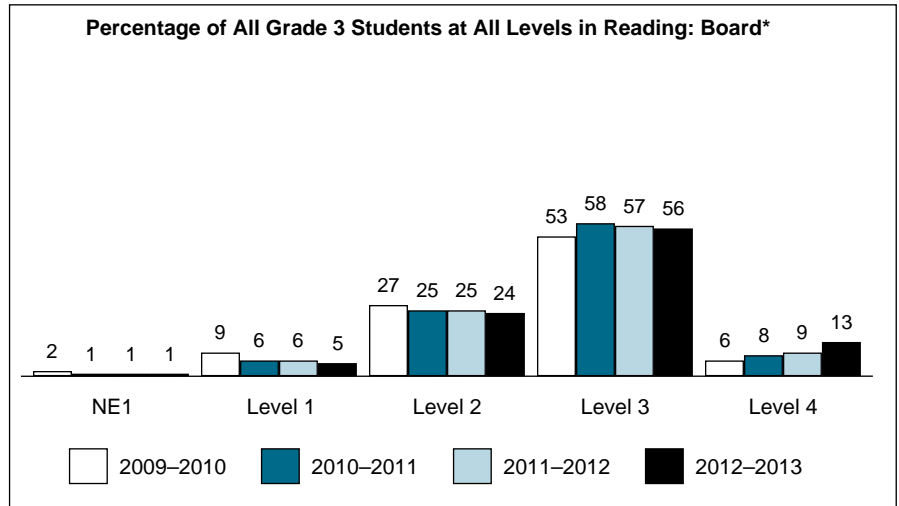
† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

\*\* See the Explanation of Terms.

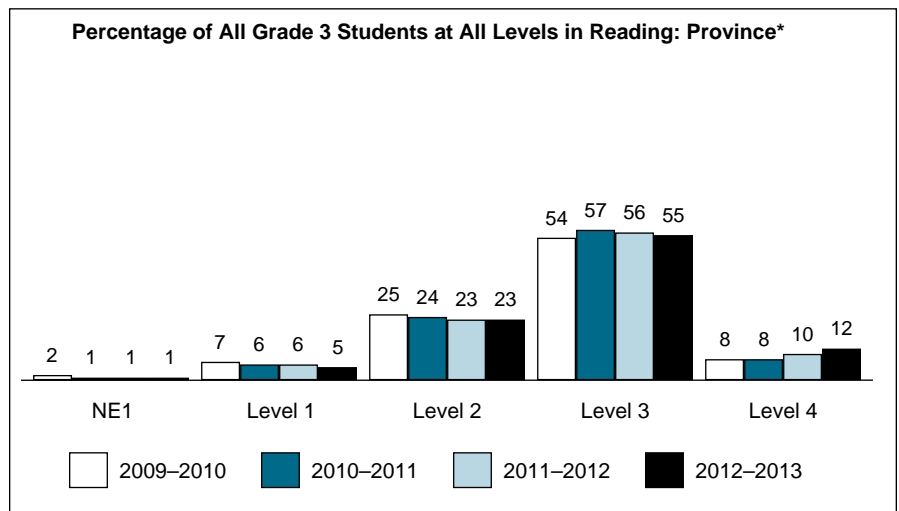
Results over Time, 2009–2010 to 2012–2013\*

Grade 3: Reading

Grade 3 Reading: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	10 848	10 643	11 022	11 260
Level 4	6%	8%	9%	13%
Level 3	53%	58%	57%	56%
Level 2	27%	25%	25%	24%
Level 1	9%	6%	6%	5%
NE1**	2%	1%	1%	1%
<i>Participating Students</i>	97%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	59%	65%	66%	69%



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



♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

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

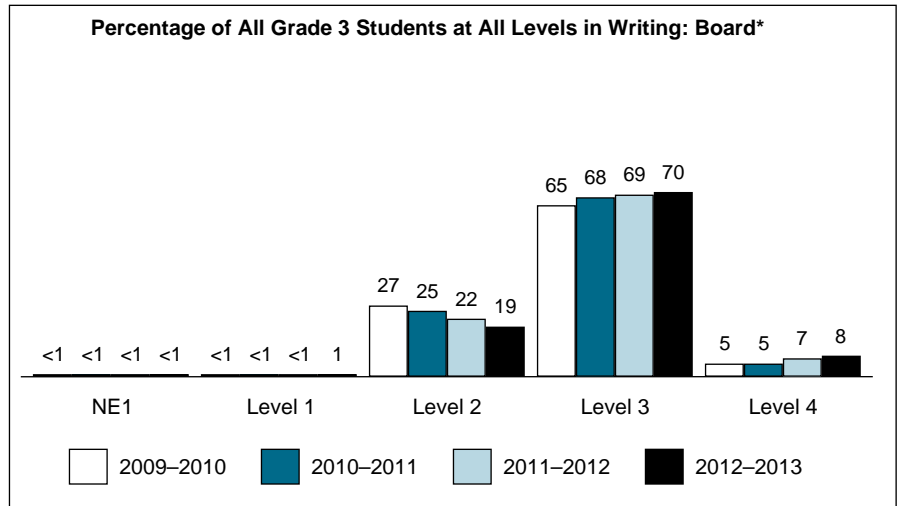
\*\* See the Explanation of Terms.

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

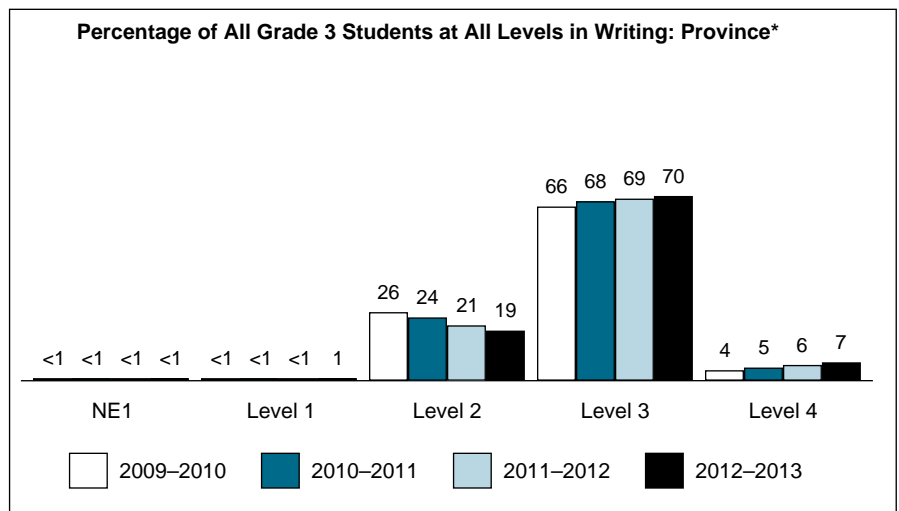
Results over Time, 2009–2010 to 2012–2013\*

Grade 3: Writing

Grade 3 Writing: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	10 849	10 643	11 022	11 260
Level 4	5%	5%	7%	8%
Level 3	65%	68%	69%	70%
Level 2	27%	25%	22%	19%
Level 1	<1%	<1%	<1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	70%	73%	76%	78%



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



◆ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

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

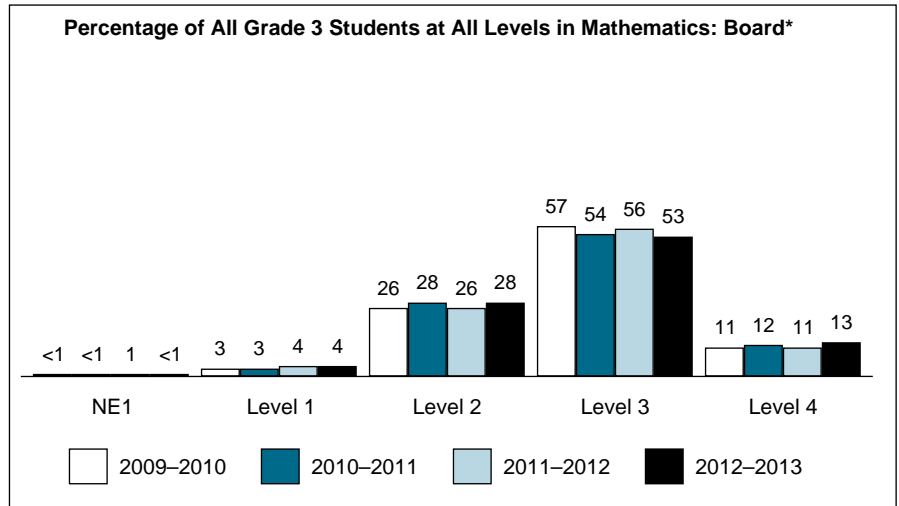
\*\* See the Explanation of Terms.

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

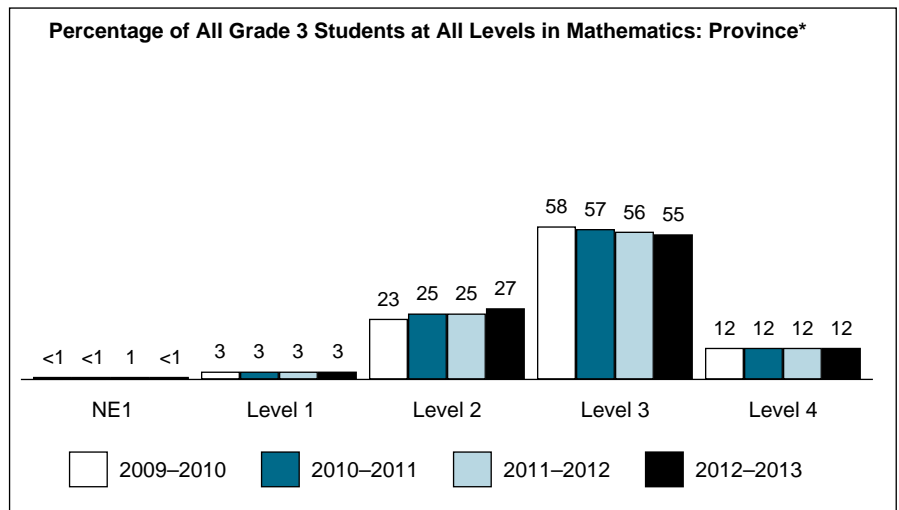
Results over Time, 2009–2010 to 2012–2013\*

Grade 3: Mathematics

Grade 3 Mathematics: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	10 852	10 641	11 022	11 262
Level 4	11%	12%	11%	13%
Level 3	57%	54%	56%	53%
Level 2	26%	28%	26%	28%
Level 1	3%	3%	4%	4%
NE1**	<1%	<1%	1%	<1%
<i>Participating Students</i>	98%	98%	97%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	68%	67%	67%	66%



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



♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

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

**Contextual Information over Time: Grade 6\***

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

Grade 6	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
<b>Enrolment</b>					
Number of students	11 014	10 993	11 031	11 003	11 182
<b>Participation in the Assessment</b>					
Reading	98%	98%	98%	98%	98%
Writing	98%	98%	98%	98%	98%
Mathematics	97%	98%	98%	98%	98%
<b>Gender</b>					
Female	48%	48%	48%	48%	48%
Male	52%	52%	52%	52%	52%
<b>Student Status</b>					
English language learners**	14%	15%	15%	16%	44%
Students with special education needs (excluding gifted)**	10%	10%	11%	11%	13%
<b>Place of Birth</b>					
Born in Canada	75%	75%	75%	75%	77%
Born outside Canada	25%	25%	25%	25%	23%
In Canada less than one year	2%	2%	2%	2%	2%
In Canada one year or more but less than three years	4%	3%	3%	4%	4%
In Canada three years or more	19%	20%	20%	20%	18%
<b>Language</b>					
First language learned at home was other than English	48%	49%	51%	51%	52%
<b>Year Student Entered Current Board</b>					
Year of the assessment	6%	6%	6%	6%	5%
Year prior to the assessment	6%	6%	5%	5%	5%
2 years prior to the assessment	6%	6%	5%	5%	4%
3 or more years prior to the assessment	81%	82%	84%	83%	85%
Data not available	<1%	1%	<1%	<1%	<1%

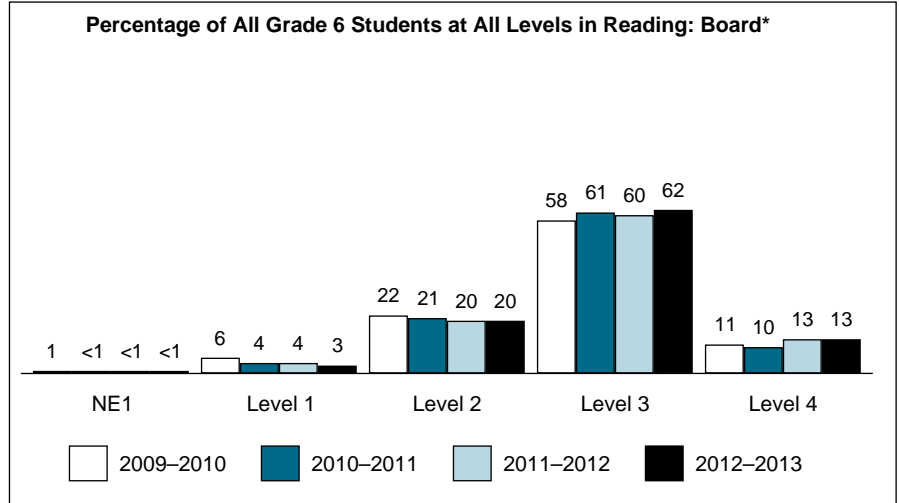
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

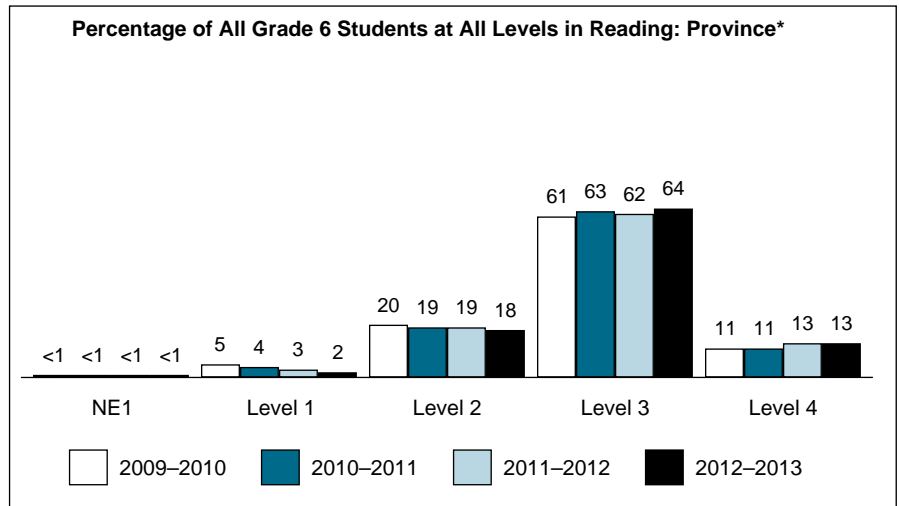
Results over Time, 2009–2010 to 2012–2013\*

Grade 6: Reading

Grade 6 Reading: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	10 982	11 027	11 003	11 165
Level 4	11%	10%	13%	13%
Level 3	58%	61%	60%	62%
Level 2	22%	21%	20%	20%
Level 1	6%	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%	2%	2%
At or Above Provincial Standard†	69%	72%	73%	75%



Grade 6 Reading: Province*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	134 201	132 283	129 420	131 514
Level 4	11%	11%	13%	13%
Level 3	61%	63%	62%	64%
Level 2	20%	19%	19%	18%
Level 1	5%	4%	3%	2%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	97%	98%
No Data	1%	1%	1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	72%	74%	75%	77%



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

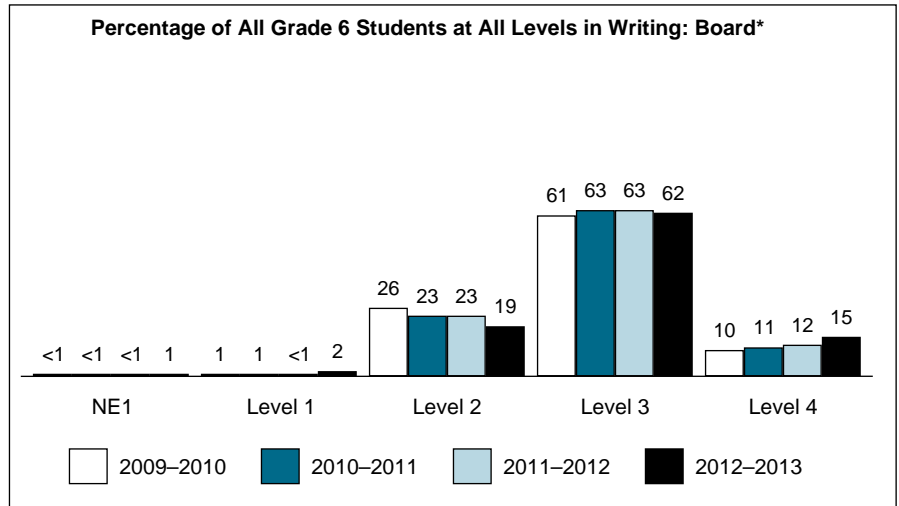
\*\* See the Explanation of Terms.

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

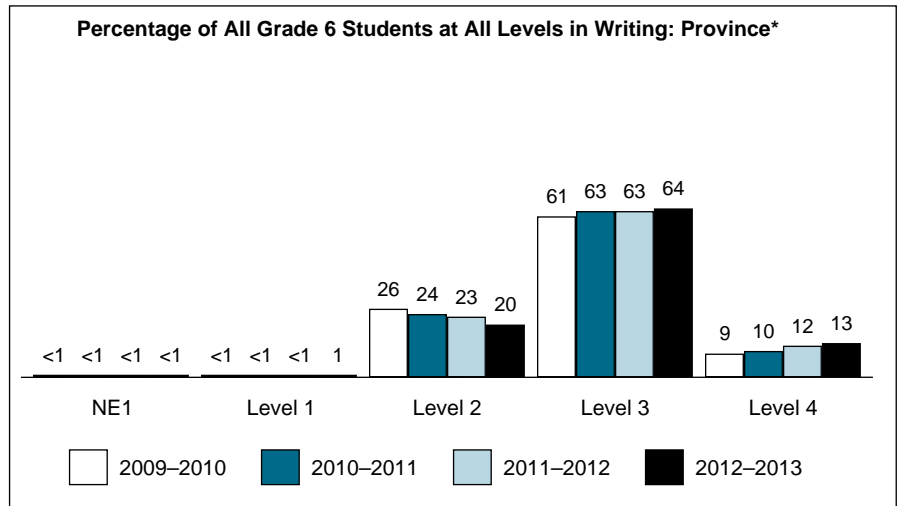
Results over Time, 2009–2010 to 2012–2013\*

Grade 6: Writing

Grade 6 Writing: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	10 981	11 027	11 003	11 165
Level 4	10%	11%	12%	15%
Level 3	61%	63%	63%	62%
Level 2	26%	23%	23%	19%
Level 1	1%	1%	<1%	2%
NE1**	<1%	<1%	<1%	1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	1%	1%	<1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	71%	74%	75%	77%



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



♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

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

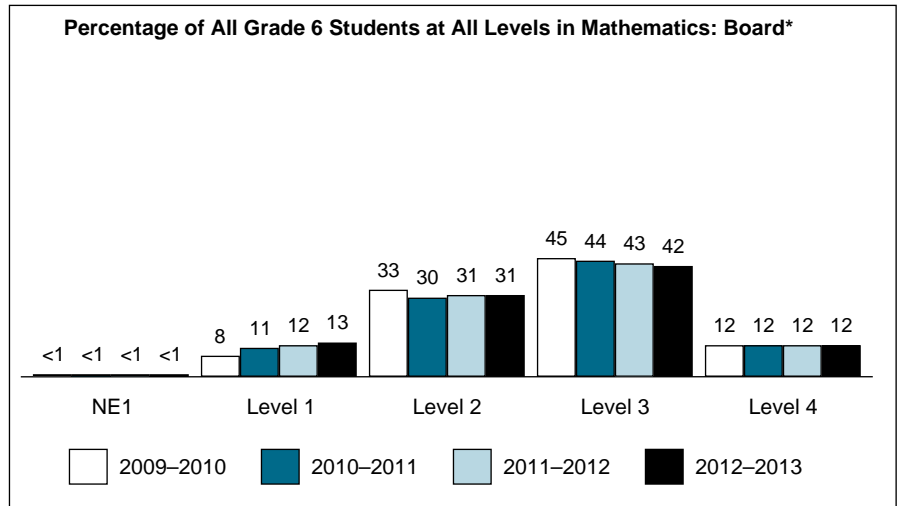
\*\* See the Explanation of Terms.

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

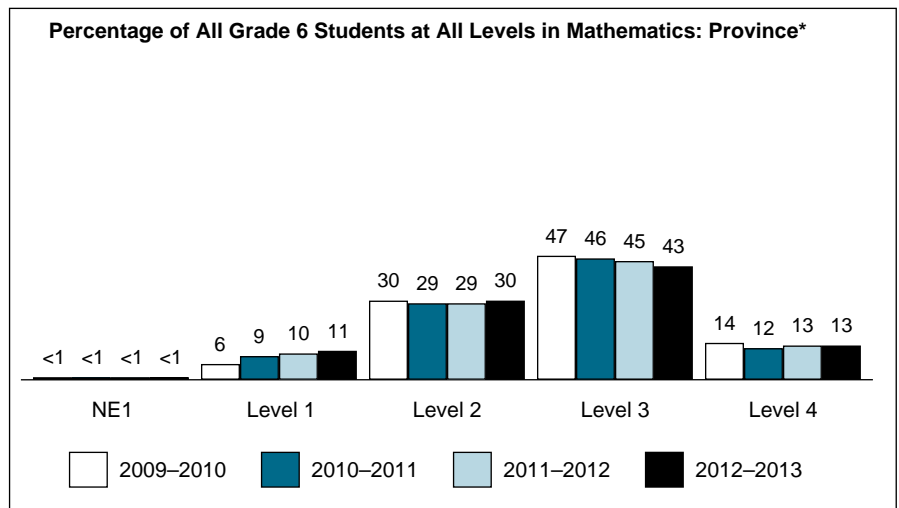
Results over Time, 2009–2010 to 2012–2013\*

Grade 6: Mathematics

Grade 6 Mathematics: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	10 980	11 029	10 999	11 178
Level 4	12%	12%	12%	12%
Level 3	45%	44%	43%	42%
Level 2	33%	30%	31%	31%
Level 1	8%	11%	12%	13%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	1%	1%	<1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	57%	56%	55%	54%



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



♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

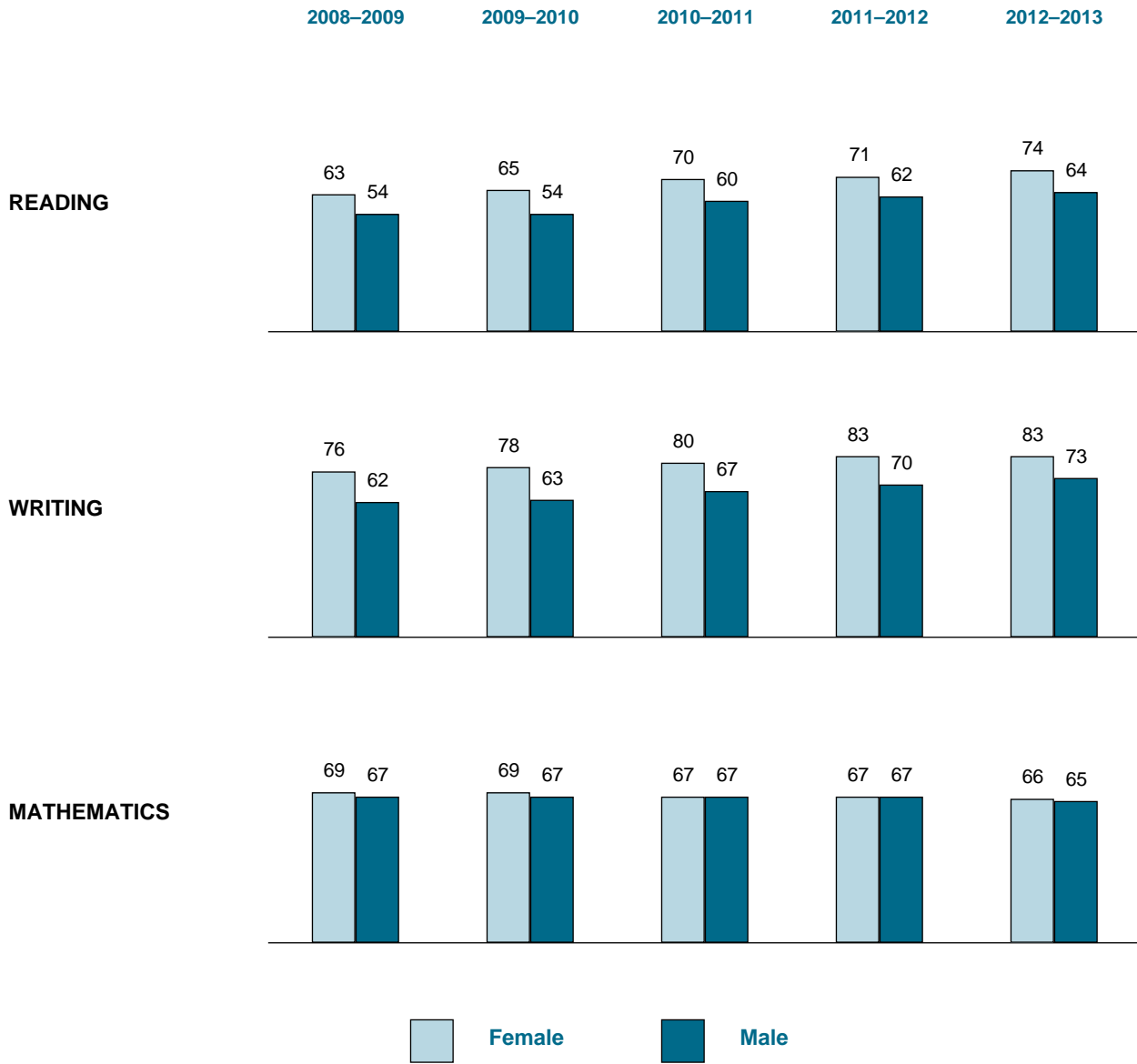
\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

\*\* 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**



Female Male

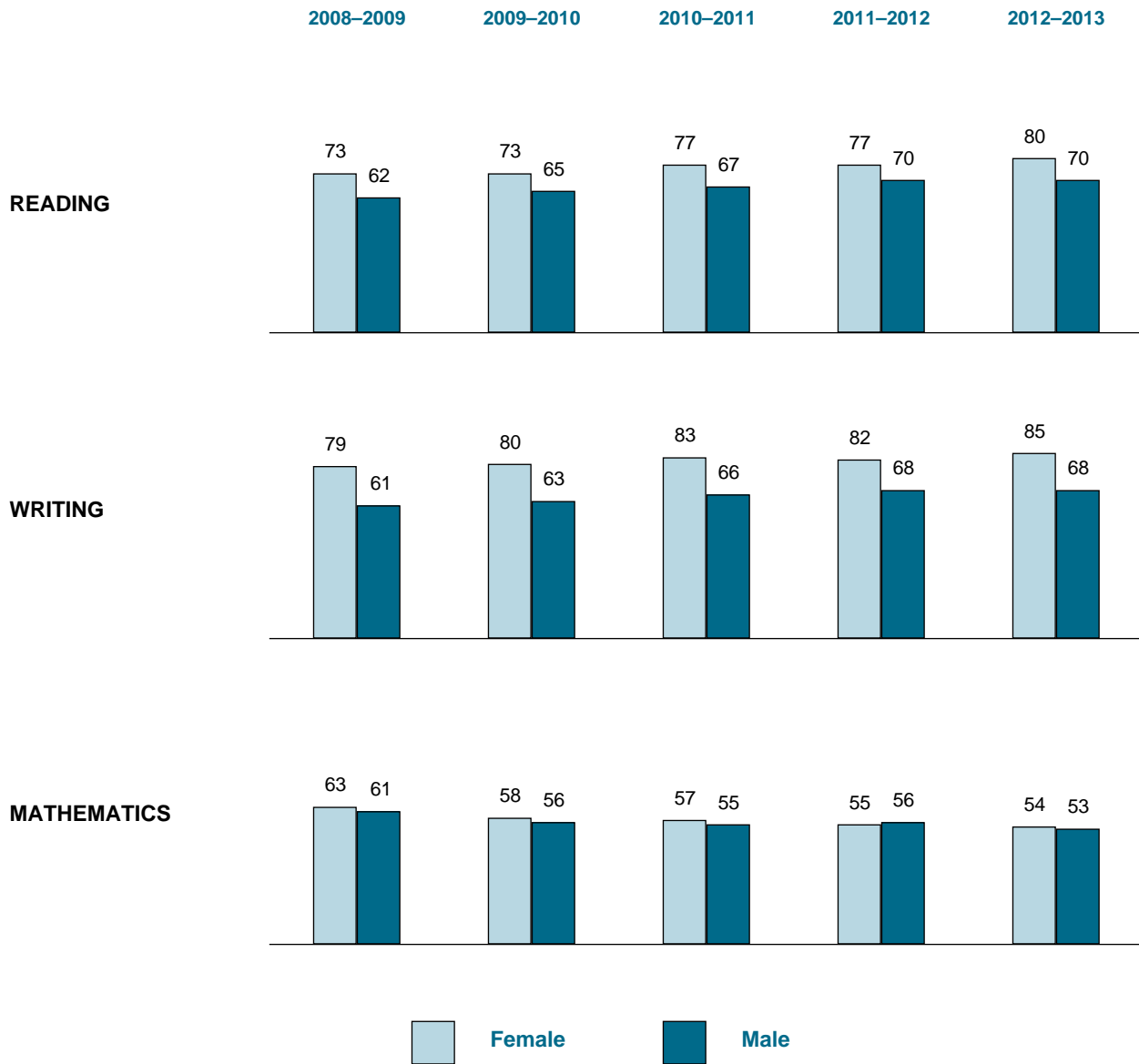
**Total Number of Grade 3 Students\***

	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	4 972	5 591	5 222	5 631	5 154	5 491	5 317	5 705	5 362	5 900

\* 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>2008-2009</u>		<u>2009-2010</u>		<u>2010-2011</u>		<u>2011-2012</u>		<u>2012-2013</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	5 271	5 743	5 322	5 670	5 308	5 723	5 243	5 758	5 406	5 776

\* Includes only students for whom gender data were available.

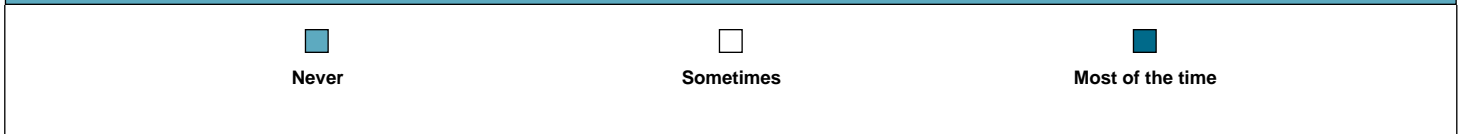
Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 10 925)			
		<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.		5 577	
I am a good reader .		6 735	
I can understand difficult reading passages.		3 016	
I do my best on reading activities in class.		7 770	
STUDENT ENGAGEMENT About writing:			
I like to write.		5 248	
I am a good writer.		4 865	
I can communicate my ideas in writing.		4 319	
I do my best when I do writing activities in class.		7 311	
COGNITIVE STRATEGIES USED IN LANGUAGE			
I make sure I understand what I am reading.		6 958	
I organize my ideas before I start to write.		4 344	
I edit my writing to make it better.		4 550	
I check my writing for spelling and grammar.		4 869	

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

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

#### STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 10 925)



STUDENT ENGAGEMENT About mathematics:	Percentage of Students*	Number of students who answered "most of the time"
I like mathematics.		6 791
I am good at mathematics.		5 907
I can answer difficult mathematics questions.		3 818
I do my best on mathematics activities in class.		8 084

#### COGNITIVE STRATEGIES USED IN MATHEMATICS

I read over a mathematics problem first to make sure I know what I am supposed to do.		7 078
I think about the steps I will use to solve a mathematics problem.		5 310



READING OUTSIDE SCHOOL How often do you read the following when you are not at school?	Percentage of Students*	Number of students who answered "every day or almost every day"
Stories or novels		4 642
Comics		2 222
Books, newspapers, magazines or websites for information		3 125
E-mails, text or instant messages		2 132
Any other type of reading material		3 923

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



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

**STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 10 925)**




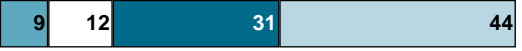





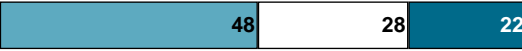
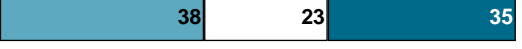
WRITING OUTSIDE SCHOOL		Percentage of Students*				Number of students who answered "every day or almost every day"
How often do you write the following (using paper or a computer) when you are not at school?		Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
Stories		18	36	25	18	1 972
Journal entries		33	28	21	15	1 590
E-mail, text or instant messages		48	17	14	18	1 965
Letters		29	36	17	13	1 464

OUT-OF-SCHOOL ACTIVITIES		Percentage of Students*				Number of students who answered "every day or almost every day"
How often do you do the following when you are not at school?		Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
I take part in art, music or drama activities.		43	16	21	17	1 903
I take part in after-school clubs.		65	10	12	10	1 106
I take part in sports or other physical activities.		19	13	28	36	3 967

PARENTAL ENGAGEMENT		Percentage of Students*				Number of students who answered "every day or almost every day"
How often do you and a parent, a guardian or another adult who lives with you do the following?		Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
We talk about the activities I do in school.		7	15	19	56	6 077
We talk about the reading and writing work I do in school.		11	19	28	38	4 193
We talk about the mathematics I do in school.		11	18	25	42	4 567
We read together.		22	25	23	26	2 816
We look at my school agenda.		10	12	15	57	6 273
We use a computer together.		29	24	22	21	2 262

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

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

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 10 925)						
		0 programs	1 program	2 or 3 programs	4 programs or more	
<b>SCREEN TIME</b>		Percentage of Students*				Number of students who answered "4 programs or more"
On a school day, how many TV programs do you normally watch?						
	Before School					821
	After School					4 783
<b>SCHOOLS ATTENDED</b>		Percentage of Students*				Number of students
How many schools did you attend before this one?						
	Only this school					3 970
	1 other school					3 843
	2 other schools					1 608
	3 other schools					673
	4 other schools or more					527
		Only English/ Mostly English	Another language (or other languages) as often as English	Mostly another language (or other languages)/ Only another language (or other languages)		
<b>LANGUAGES SPOKEN</b>		Percentage of Students*				Number of students who answered "only English" or "mostly English"
Languages student speaks at home						
	Languages student speaks at home					5 216
Languages in which people speak to student at home						
	Languages in which people speak to student at home					4 174

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 10 925)	Female* (# = 5 236)	Male* (# = 5 689)	All Students (# = 123 251)	Female* (# = 60 268)	Male* (# = 62 983)
<b>STUDENT ENGAGEMENT</b>						
About reading: Percentage of students who answered “most of the time”†						
I like to read.	51%	58%	45%	49%	56%	42%
I am a good reader.	62%	62%	61%	64%	66%	62%
I can understand difficult reading passages.	28%	25%	30%	28%	27%	30%
I do my best on reading activities in class.	71%	75%	67%	73%	78%	69%
<b>STUDENT ENGAGEMENT</b>						
About writing: Percentage of students who answered “most of the time”†						
I like to write.	48%	55%	42%	48%	55%	40%
I am a good writer.	45%	51%	39%	49%	55%	42%
I can communicate my ideas in writing.	40%	40%	39%	41%	42%	39%
I do my best on writing activities in class.	67%	71%	63%	69%	73%	64%
<b>COGNITIVE STRATEGIES USED IN LANGUAGE</b>						
Percentage of students who answered “most of the time”†						
I make sure I understand what I am reading.	64%	66%	61%	65%	68%	62%
I organize my ideas before I start to write.	40%	43%	36%	41%	45%	38%
I edit my writing to make it better.	42%	46%	38%	43%	47%	38%
I check my writing for spelling and grammar.	45%	48%	41%	45%	49%	41%
<b>STUDENT ENGAGEMENT</b>						
About mathematics: Percentage of students who answered “most of the time”†						
I like mathematics.	62%	56%	68%	56%	51%	60%
I am good at mathematics.	54%	46%	62%	54%	47%	60%
I can answer difficult mathematics questions.	35%	27%	42%	35%	28%	42%
I do my best on mathematics activities in class.	74%	75%	73%	75%	76%	74%
<b>COGNITIVE STRATEGIES USED IN MATHEMATICS</b>						
Percentage of students who answered “most of the time”†						
I read over a mathematics problem first to make sure I know what I am supposed to do.	65%	68%	62%	65%	69%	61%
I think about the steps I will use to solve a mathematics problem.	49%	49%	48%	47%	48%	47%

\* Only includes students for whom gender data were available.

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 10 925)	Female* (# = 5 236)	Male* (# = 5 689)	All Students (# = 123 251)	Female* (# = 60 268)	Male* (# = 62 983)
<b>READING OUTSIDE SCHOOL</b>						
How often do you read the following when you are not at school?		Percentage of students who answered “every day or almost every day”†				
Stories or novels	42%	48%	37%	40%	46%	35%
Comics	20%	13%	27%	19%	13%	26%
Books, newspapers, magazines or websites for information	29%	31%	26%	25%	27%	23%
E-mails, text or instant messages	20%	19%	20%	23%	25%	22%
Any other type of reading material	36%	40%	33%	34%	38%	31%
<b>WRITING OUTSIDE SCHOOL</b>						
How often do you write the following (using paper or a computer) when you are not at school?		Percentage of students who answered “every day or almost every day”†				
Stories	18%	21%	15%	16%	18%	13%
Journal entries	15%	18%	11%	14%	18%	9%
E-mails, text or instant messages	18%	18%	18%	22%	24%	21%
Letters	13%	15%	12%	12%	14%	10%
<b>PARENTAL ENGAGEMENT</b>						
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.	56%	61%	51%	53%	58%	48%
We talk about the reading and writing work I do in school.	38%	43%	34%	32%	36%	29%
We talk about the mathematics I do in school.	42%	45%	39%	36%	38%	34%
We read together.	26%	28%	24%	28%	30%	25%
We look at my school agenda.	57%	58%	57%	53%	54%	52%
We use a computer together.	21%	20%	21%	17%	17%	18%
<b>OUT-OF-SCHOOL ACTIVITIES</b>						
How often do you do the following when you are not at school?		Percentage of students who answered “every day or almost every day”†				
I take part in art, music or drama activities.	17%	22%	13%	18%	23%	13%
I take part in after-school clubs.	10%	10%	11%	11%	11%	10%
I take part in sports or other physical activities.	36%	30%	42%	38%	33%	43%

\* Only includes students for whom gender data were available.

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 10 925)	Female* (# = 5 236)	Male* (# = 5 689)	All Students (# = 123 251)	Female* (# = 60 268)	Male* (# = 62 983)
<b>SCREEN TIME (TELEVISION) On a school day, how many TV programs do you normally watch?</b>						
	Percentage of students who answered "4 programs or more" <sup>†</sup>					
Before school	8%	5%	10%	9%	6%	13%
After school	44%	40%	48%	46%	42%	50%
<b>SCHOOLS ATTENDED How many schools did you attend before this one?</b>						
	Percentage of students <sup>‡</sup>					
Only this school/1 other school	72%	72%	71%	78%	78%	77%
2 other schools/3 other schools	21%	21%	21%	15%	15%	16%
4 other schools or more	5%	5%	5%	4%	4%	4%
<b>LANGUAGES STUDENTS SPEAK AT HOME</b>						
	Percentage of students <sup>‡</sup>					
Only English/Mostly English	48%	46%	49%	71%	71%	72%
Another language (or other languages) as often as English	28%	30%	26%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	22%	22%	23%	11%	11%	11%
<b>LANGUAGES SPOKEN TO STUDENTS AT HOME</b>						
	Percentage of students <sup>‡</sup>					
Only English/Mostly English	38%	36%	40%	66%	66%	67%
Another language (or other languages) as often as English	23%	24%	22%	14%	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	35%	36%	34%	17%	17%	17%

\* Only includes students for whom gender data were available.

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

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

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

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 825)			
	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Most of the time
<b>STUDENT ENGAGEMENT</b>		Percentage of Students*	
About reading:		Number of students who answered "most of the time"	
I like to read.	47	50	5 360
I am a good reader .	32	66	7 107
I can understand difficult reading passages.	4	58	3 903
I do my best on reading activities in class.	28	69	7 503
<b>STUDENT ENGAGEMENT</b>		Percentage of Students*	
About writing:		Number of students who answered "most of the time"	
I like to write.	7	51	4 422
I am a good writer.	4	52	4 580
I can communicate my ideas in writing.	5	49	4 835
I do my best when I do writing activities in class.	32	65	6 990
<b>COGNITIVE STRATEGIES USED IN LANGUAGE</b>			
I make sure I understand what I am reading.	25	72	7 817
I organize my ideas before I start to write.	9	55	3 714
I edit my writing to make it better.	4	46	5 129
I check my writing for spelling and grammar.	4	44	5 307

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

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

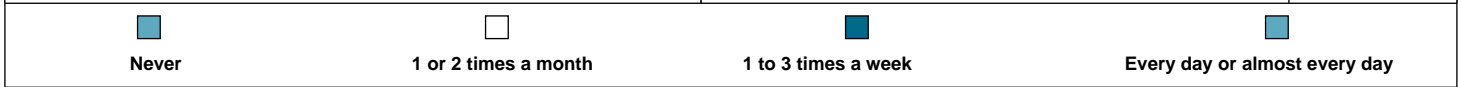
**STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 825)**



STUDENT ENGAGEMENT About mathematics:	Percentage of Students*	Number of students who answered "most of the time"
I like mathematics.		5 580
I am good at mathematics.		5 629
I can answer difficult mathematics questions.		3 949
I do my best on mathematics activities in class.		7 955

**COGNITIVE STRATEGIES USED IN MATHEMATICS**





I read over a mathematics problem first to make sure I know what I am supposed to do.		7 824
I think about the steps I will use to solve a mathematics problem.		5 621



READING OUTSIDE SCHOOL How often do you read the following when you are not at school?	Percentage of Students*	Number of students who answered "every day or almost every day"
Stories or novels		3 632
Comics		1 508
Books, newspapers, magazines or websites for information		3 961
E-mails, text or instant messages		5 781
Any other type of reading material		3 277

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

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

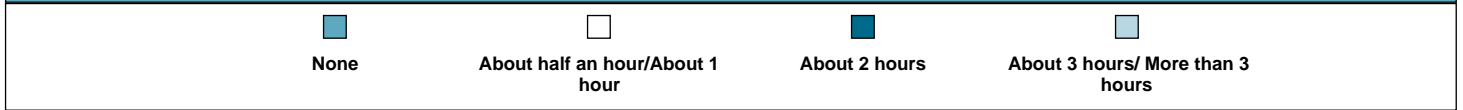
STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 825)							
							
		Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day		
WRITING OUTSIDE SCHOOL		Percentage of Students*				Number of students who answered "every day or almost every day"	
How often do you write the following (using paper or a computer) when you are not at school?							
Stories		26	43	21	7	787	
Journal entries		39	30	19	9	948	
E-mail, text or instant messages		12	14	21	49	5 329	
Letters		41	38	13	4	486	
OUT-OF-SCHOOL ACTIVITIES							
How often do you do the following when you are not at school?							
I take part in art, music or drama activities.		41	17	24	13	1 449	
I take part in after-school clubs.		45	19	22	10	1 076	
I take part in sports or other physical activities.		14	11	33	38	4 090	
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.		5	13	26	54	5 821	
We talk about the reading and writing work I do in school.		9	20	34	34	3 634	
We talk about the mathematics I do in school.		7	16	29	44	4 719	
We read together.		44	28	16	8	842	
We look at my school agenda.		21	19	22	34	3 670	
We use a computer together.		33	27	23	13	1 461	

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



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

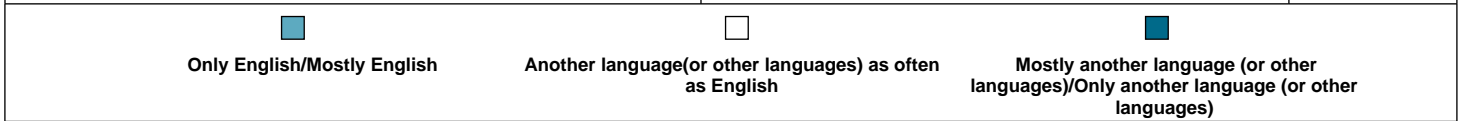
**STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 825)**



SCREEN TIME		Percentage of Students*		Number of students who answered "about 3 hours" or "more than 3 hours"		
On a school day, how many hours do you usually spend on the following?						
Before School	Watching TV	51	42	208		
	Playing video games	84	10	186		
	Using the Internet	67	25	286		
After School	Watching TV	10	49	20	17	1 867
	Playing video games	38	37	9	12	1 260
	Using the Internet	6	49	18	23	2 457

**SCHOOLS ATTENDED**  
How many schools did you attend before this one?

		Percentage of Students*		Number of students
	Only this school	9		1 013
	1 other school	33		3 621
	2 other schools	30		3 213
	3 other schools	13		1 436
	4 other schools or more	10		1 129



LANGUAGES SPOKEN		Percentage of Students*		Number of students who answered "only English" or "mostly English"	
	Languages student speaks at home	57	27	13	6 166
	Languages in which people speak to student at home	44	25	27	4 817

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 10 825)	Female* (# = 5 271)	Male* (# = 5 554)	All Students (# = 127 419)	Female* (# = 62 541)	Male* (# = 64 869)
<b>STUDENT ENGAGEMENT</b>						
About reading:	Percentage of students who answered "most of the time"†					
I like to read.	50%	57%	42%	48%	56%	40%
I am a good reader.	66%	68%	63%	66%	70%	63%
I can understand difficult reading passages.	36%	33%	39%	38%	36%	40%
I do my best on reading activities in class.	69%	74%	65%	70%	75%	65%
<b>STUDENT ENGAGEMENT</b>						
About writing:	Percentage of students who answered "most of the time"†					
I like to write.	41%	52%	31%	39%	51%	28%
I am a good writer.	42%	48%	37%	42%	50%	35%
I can communicate my ideas in writing.	45%	48%	42%	44%	48%	40%
I do my best on writing activities in class.	65%	70%	59%	67%	73%	61%
<b>COGNITIVE STRATEGIES USED IN LANGUAGE</b>						
	Percentage of students who answered "most of the time"†					
I make sure I understand what I am reading.	72%	76%	69%	72%	75%	68%
I organize my ideas before I start to write.	34%	38%	31%	34%	38%	29%
I edit my writing to make it better.	47%	53%	42%	46%	53%	40%
I check my writing for spelling and grammar.	49%	53%	45%	48%	53%	44%
<b>STUDENT ENGAGEMENT</b>						
About mathematics:	Percentage of students who answered "most of the time"†					
I like mathematics.	52%	42%	60%	47%	39%	55%
I am good at mathematics.	52%	44%	60%	52%	44%	58%
I can answer difficult mathematics questions.	36%	27%	45%	36%	28%	44%
I do my best on mathematics activities in class.	73%	73%	74%	74%	74%	74%
<b>COGNITIVE STRATEGIES USED IN MATHEMATICS</b>						
	Percentage of students who answered "most of the time"†					
I read over a mathematics problem first to make sure I know what I am supposed to do.	72%	76%	68%	73%	77%	69%
I think about the steps I will use to solve a mathematics problem.	52%	52%	52%	49%	50%	49%

\* Only includes students for whom gender data were available.

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 10 825)	Female* (# = 5 271)	Male* (# = 5 554)	All Students (# = 127 419)	Female* (# = 62 541)	Male* (# = 64 869)
<b>READING OUTSIDE SCHOOL</b>						
How often do you read the following when you are not at school? <span style="float: right;">Percentage of students who answered “every day or almost every day”†</span>						
Stories or novels	34%	40%	28%	33%	39%	26%
Comics	14%	8%	19%	11%	8%	15%
Books, newspapers, magazines or websites for information	37%	40%	33%	30%	32%	28%
E-mails, text or instant messages	53%	62%	46%	55%	64%	47%
Any other type of reading material	30%	34%	27%	28%	30%	25%
<b>WRITING OUTSIDE SCHOOL</b>						
How often do you write the following (using paper or a computer) when you are not at school? <span style="float: right;">Percentage of students who answered “every day or almost every day”†</span>						
Stories	7%	9%	6%	7%	9%	5%
Journal entries	9%	13%	5%	7%	11%	3%
E-mails, text or instant messages	49%	58%	41%	52%	62%	43%
Letters	4%	5%	4%	3%	4%	3%
<b>PARENTAL ENGAGEMENT</b>						
How often do you and a parent, a guardian or another adult who lives with you do the following? <span style="float: right;">Percentage of students who answered “every day or almost every day”†</span>						
We talk about the activities I do in school.	54%	57%	51%	53%	56%	50%
We talk about the reading and writing work I do in school.	34%	35%	32%	28%	30%	26%
We talk about the mathematics I do in school.	44%	45%	42%	36%	37%	34%
We read together.	8%	8%	8%	7%	7%	7%
We look at my school agenda.	34%	33%	35%	32%	31%	34%
We use a computer together.	13%	12%	15%	10%	10%	11%
<b>OUT-OF-SCHOOL ACTIVITIES</b>						
How often do you do the following when you are not at school? <span style="float: right;">Percentage of students who answered “every day or almost every day”†</span>						
I take part in art, music or drama activities.	13%	17%	10%	13%	17%	8%
I take part in after-school clubs.	10%	10%	10%	9%	10%	8%
I take part in sports or other physical activities.	38%	30%	46%	41%	35%	46%

\* Only includes students for whom gender data were available.

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)		Board			Province		
		All Students (# = 10 825)	Female* (# = 5 271)	Male* (# = 5 554)	All Students (# = 127 419)	Female* (# = 62 541)	Male* (# = 64 869)
<b>SCREEN TIME (TELEVISION)</b> On a school day, how many hours do you usually spend on the following?		Percentage of students who answered “about 3 hours” or “more than 3 hours” †					
Before School	Watching TV	2%	1%	2%	2%	1%	2%
	Playing video games	2%	<1%	3%	2%	1%	3%
	Using the Internet	3%	2%	3%	3%	2%	3%
After School	Watching TV	17%	18%	16%	17%	17%	17%
	Playing video games	12%	4%	19%	13%	5%	22%
	Using the Internet	23%	24%	22%	23%	23%	22%
<b>SCHOOLS ATTENDED</b> How many schools did you attend before this one?		Percentage of students‡					
	Only this school/1 other school	43%	42%	44%	69%	69%	69%
	2 other schools/3 other schools	43%	44%	42%	22%	22%	22%
	4 other schools or more	10%	11%	10%	6%	6%	6%
<b>LANGUAGES STUDENTS SPEAK AT HOME</b>		Percentage of students‡					
	Only English/Mostly English	57%	58%	56%	76%	76%	76%
	Another language (or other languages) as often as English	27%	28%	26%	14%	15%	14%
	Mostly another language (or other languages)/ Only another language (or other languages)	13%	11%	15%	8%	7%	8%
<b>LANGUAGES SPOKEN TO STUDENTS AT HOME</b>		Percentage of students‡					
	Only English/Mostly English	44%	45%	44%	70%	70%	70%
	Another language (or other languages) as often as English	25%	26%	23%	13%	14%	13%
	Mostly another language (or other languages)/ Only another language (or other languages)	27%	26%	28%	14%	14%	14%

\* Only includes students for whom gender data were available.

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

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

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

## EXPLANATION OF TERMS

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