



School Board Report



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

Board: Peel District School Board (66125)

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

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

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

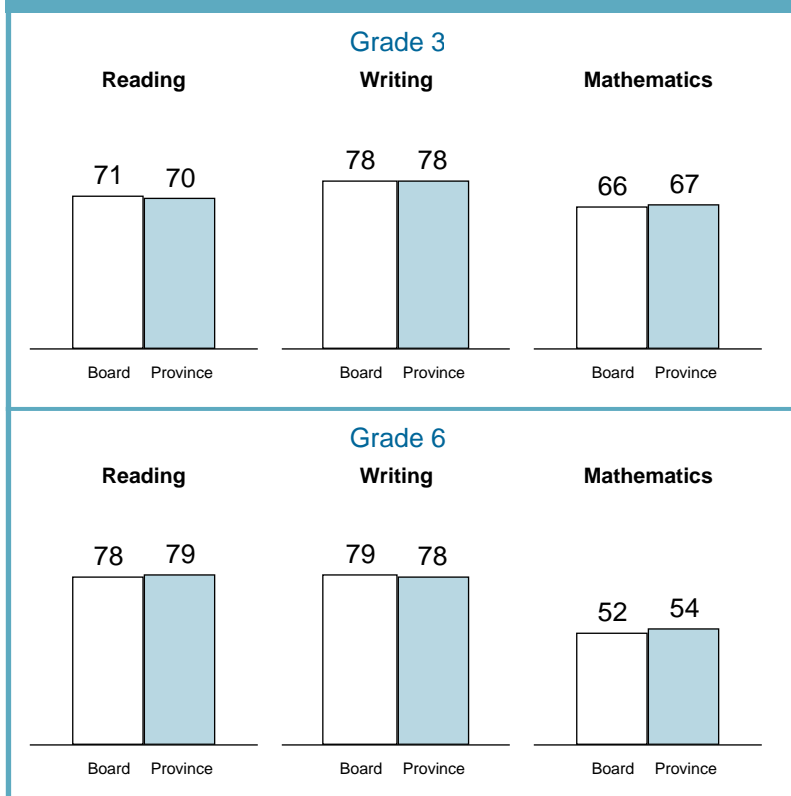
At EQAO, we strongly believe that reliable evidence empowers and guides the judgment and actions of professional educators and school communities. We are pleased to continue our partnership with you as we all work toward helping students reach their full potential. I hope you will find this report to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

Sincerely,

Bruce Rodrigues
Chief Executive Officer
Education Quality and Accountability Office

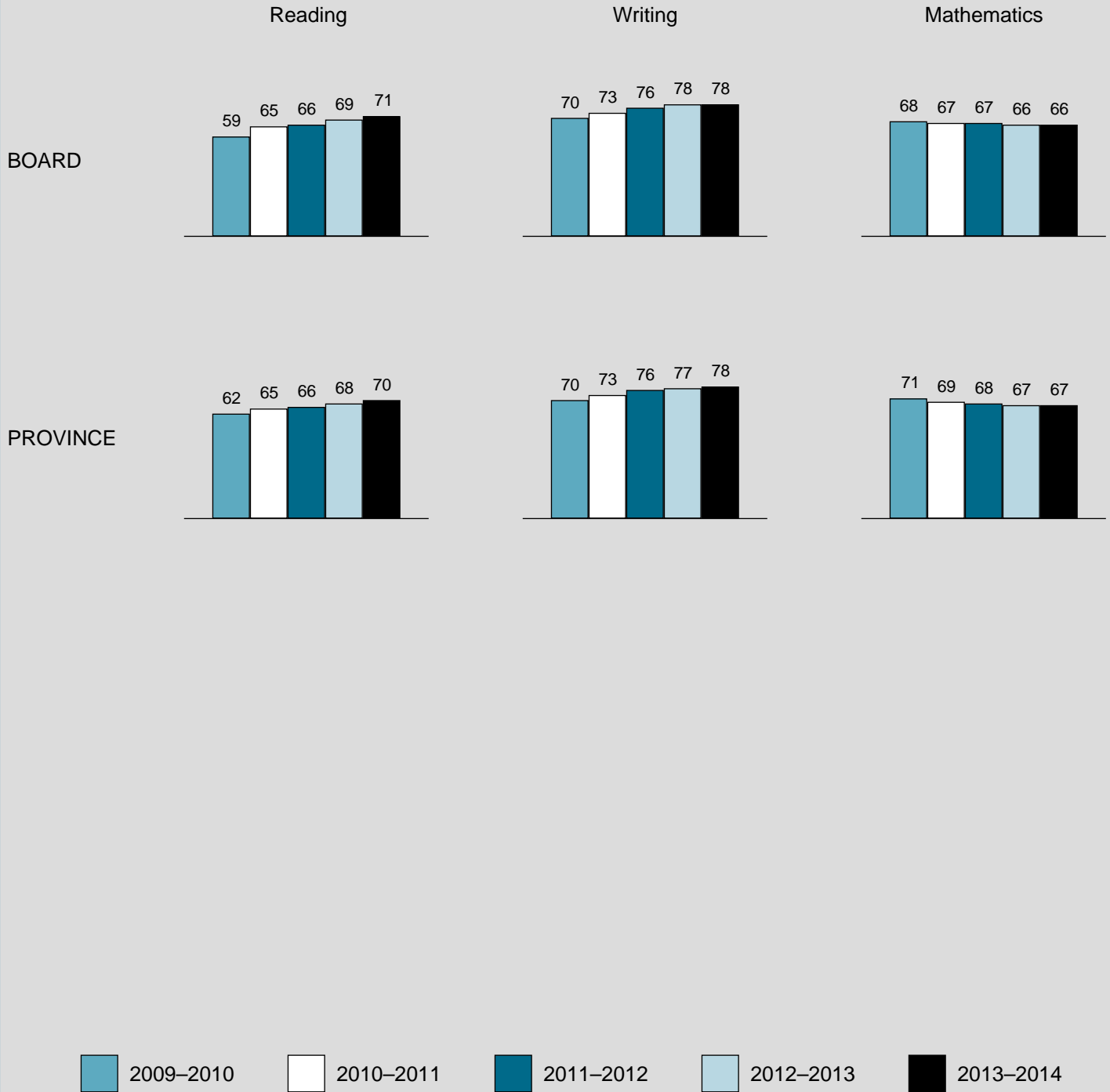
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2013–2014



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

Percentage of Students: Grade 3

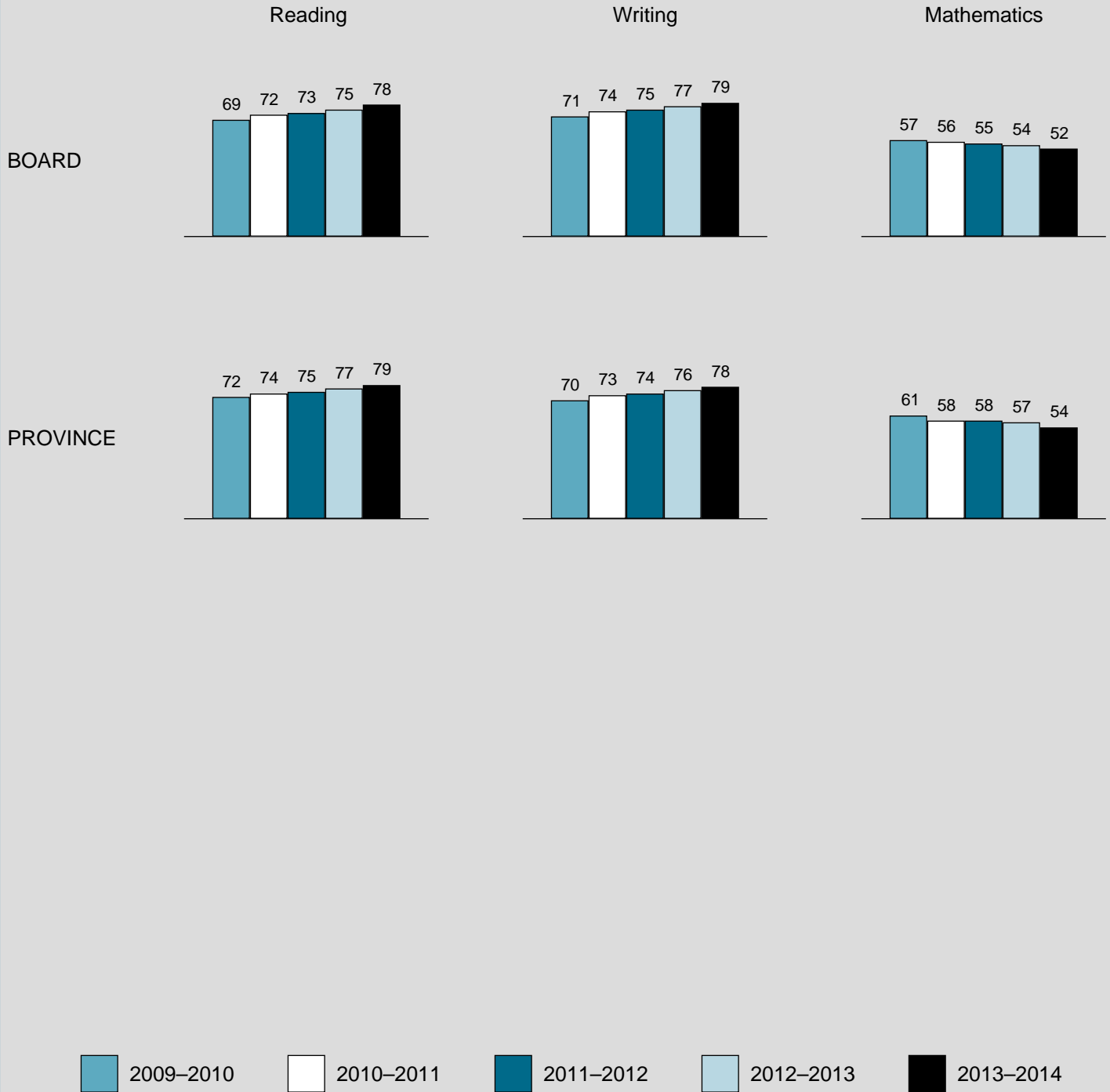


Total Number of Grade 3 Students

	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
Board	10 853	10 645	11 022	11 262	11 438
Province	127 789	124 117	126 455	127 645	127 505

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

Percentage of Students: Grade 6



Total Number of Grade 6 Students					
	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
Board	10 993	11 031	11 003	11 182	10 831
Province	134 294	132 308	129 477	131 589	127 286

TIPS

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



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



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



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



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

ABOUT THIS SCHOOL OR BOARD REPORT

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

This report includes

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

HOW TO USE THIS REPORT

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

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

Learn more about us at www.eqao.com.

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

Contextual Information: Grade 3*

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

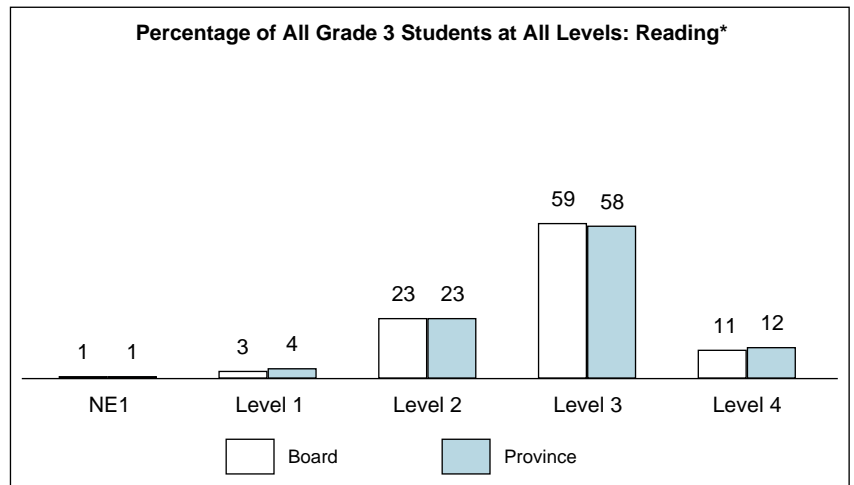
Demographic Information	Board		Province	
Enrolment				
Number of Grade 3 students	11 438		127 505	
Number of classes with Grade 3 students	706		9 631	
Number of schools with Grade 3 classes	159		3 340	
	Number	Percent	Number	Percent
Gender				
Female	5 501	48%	61 865	49%
Male	5 937	52%	65 640	51%
Gender not specified	0	0%	0	0%
Student Status				
English language learners**	6 638	58%	16 406	13%
Students with special education needs (excluding gifted)**	1 141	10%	21 965	17%
Place of Birth				
Born in Canada	9 227	81%	114 546	90%
Born outside Canada	2 186	19%	12 693	10%
In Canada less than one year	266	2%	703	1%
In Canada one year or more but less than three years	439	4%	2 713	2%
In Canada three years or more	1 476	13%	8 350	7%
Language				
First language learned at home was other than English	6 027	53%	27 998	22%
Year Student Entered Current School				
Year of the assessment	2 130	19%	18 107	14%
Year prior to the assessment	1 685	15%	16 504	13%
2 years prior to the assessment	2 576	23%	17 899	14%
3 or more years prior to the assessment	5 034	44%	74 916	59%
Data not available	13	<1%	79	<1%
Year Student Entered Current Board				
Year of the assessment	682	6%	7 365	6%
Year prior to the assessment	640	6%	8 324	7%
2 years prior to the assessment	1 308	11%	10 606	8%
3 or more years prior to the assessment	8 756	77%	99 074	78%
Data not available	52	<1%	2 136	2%

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

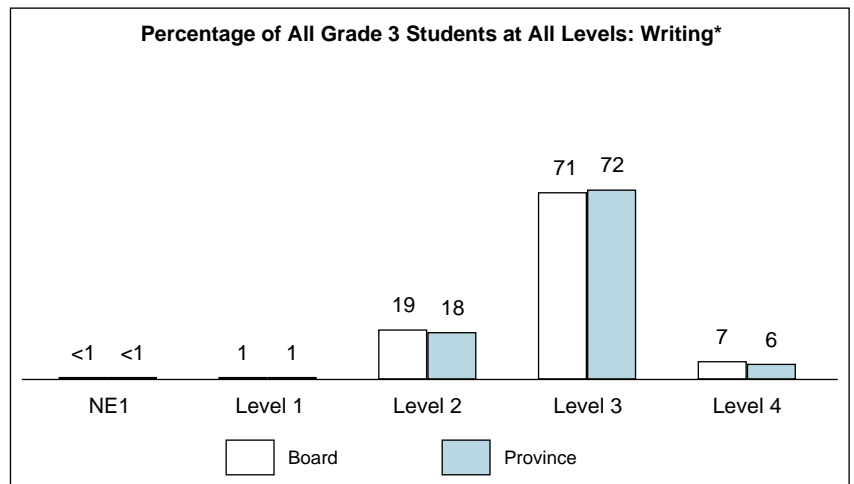
** See the Explanation of Terms.

Results in Reading, Writing and Mathematics, 2013–2014 Grade 3: All Students^{††}

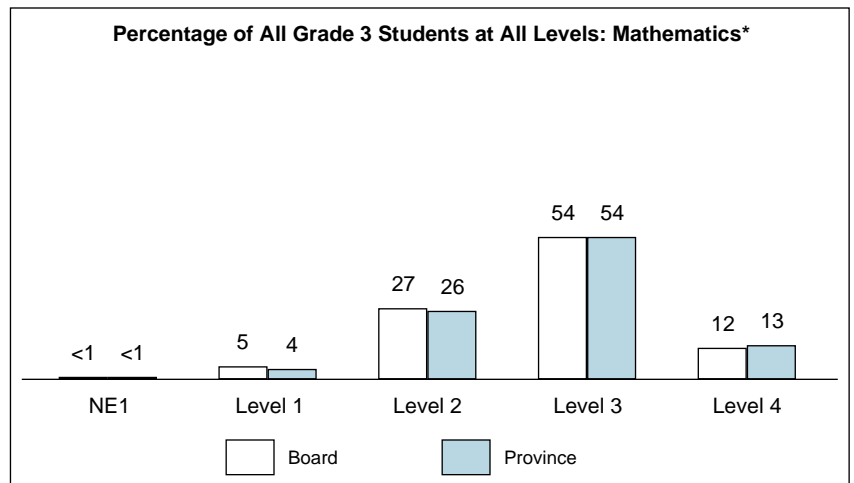
Grade 3: Reading*			
Number of Students	Board 11 431		Province 122 018
	#	%	%
Level 4	1 297	11%	12%
Level 3	6 775	59%	58%
Level 2	2 632	23%	23%
Level 1	394	3%	4%
NE1**	81	1%	1%
Participating Students	11 179	98%	97%
No Data	43	<1%	1%
Exempt	209	2%	2%
At or Above Provincial Standard (Levels 3 and 4) [†]		71%	70%



Grade 3: Writing*			
Number of Students	Board 11 431		Province 122 018
	#	%	%
Level 4	770	7%	6%
Level 3	8 129	71%	72%
Level 2	2 152	19%	18%
Level 1	95	1%	1%
NE1**	33	<1%	<1%
Participating Students	11 179	98%	97%
No Data	48	<1%	1%
Exempt	204	2%	2%
At or Above Provincial Standard (Levels 3 and 4) [†]		78%	78%



Grade 3: Mathematics*			
Number of Students	Board 11 436		Province 127 504
	#	%	%
Level 4	1 377	12%	13%
Level 3	6 145	54%	54%
Level 2	3 085	27%	26%
Level 1	515	5%	4%
NE1**	52	<1%	<1%
Participating Students	11 174	98%	97%
No Data	48	<1%	1%
Exempt	214	2%	2%
At or Above Provincial Standard (Levels 3 and 4) [†]		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.

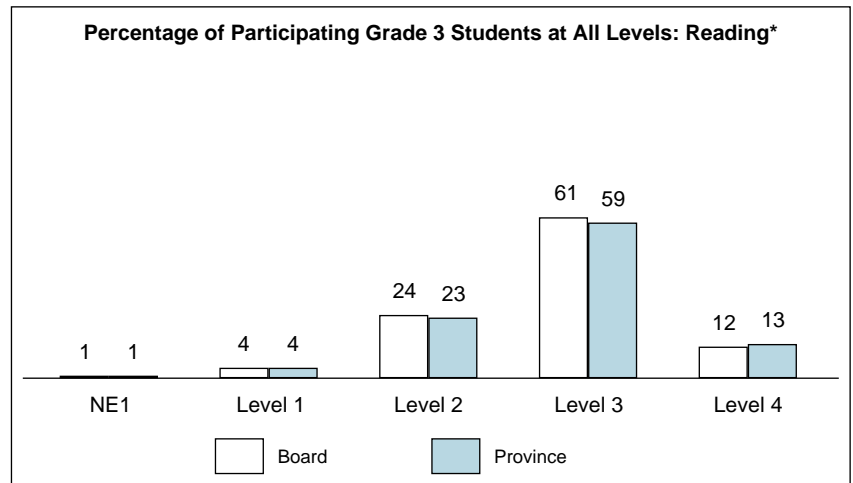
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

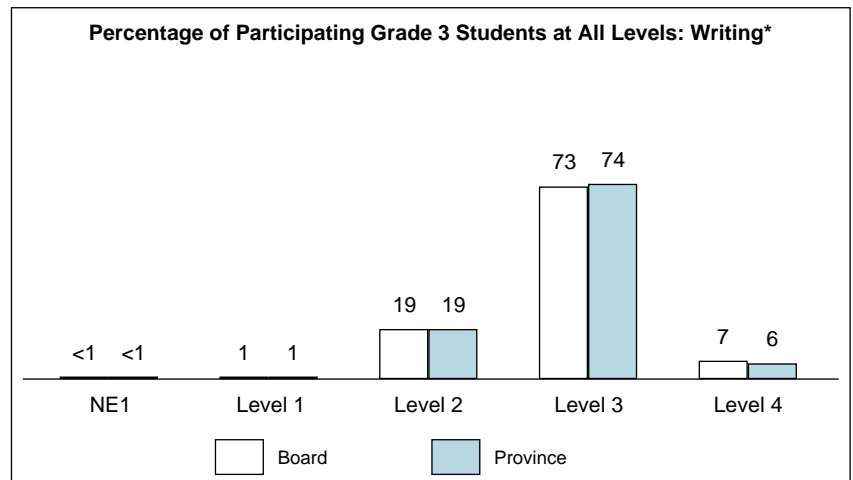
Results in Reading, Writing and Mathematics, 2013–2014

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

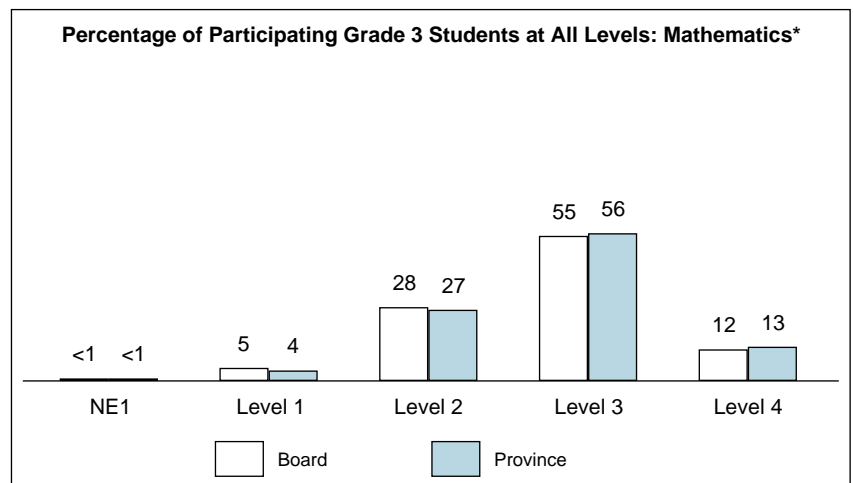
Grade 3: Reading*			
Number of Students	Board 11 179		Province 118 386
	#	%	%
Level 4	1 297	12%	13%
Level 3	6 775	61%	59%
Level 2	2 632	24%	23%
Level 1	394	4%	4%
NE1**	81	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		72%	72%



Grade 3: Writing*			
Number of Students	Board 11 179		Province 118 585
	#	%	%
Level 4	770	7%	6%
Level 3	8 129	73%	74%
Level 2	2 152	19%	19%
Level 1	95	1%	1%
NE1**	33	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		80%	80%



Grade 3: Mathematics*			
Number of Students	Board 11 174		Province 124 012
	#	%	%
Level 4	1 377	12%	13%
Level 3	6 145	55%	56%
Level 2	3 085	28%	27%
Level 1	515	5%	4%
NE1**	52	<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.

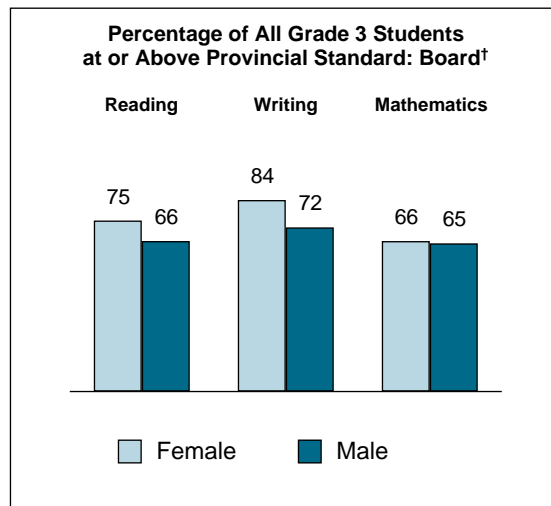
** See the Explanation of Terms.

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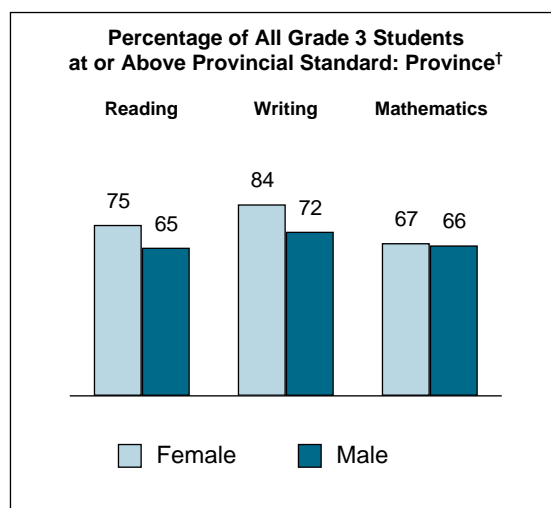
Results in Reading, Writing and Mathematics, 2013–2014

Grade 3: Gender††

Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 5 497	Male 5 934	Female 5 497	Male 5 934	Female 5 500	Male 5 936
Level 4	13%	9%	9%	5%	11%	13%
Level 3	62%	57%	75%	67%	55%	52%
Level 2	20%	26%	14%	24%	27%	27%
Level 1	3%	4%	1%	1%	4%	5%
NE1**	<1%	1%	<1%	<1%	<1%	1%
Participating Students	98%	98%	98%	98%	98%	97%
No Data	<1%	<1%	<1%	<1%	<1%	<1%
Exempt	2%	2%	1%	2%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†	75%	66%	84%	72%	66%	65%



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



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

** See the Explanation of Terms.

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

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

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

Contextual Information: Grade 6*

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

Demographic Information	Board		Province	
Enrolment				
Number of Grade 6 students	10 831		127 286	
Number of classes with Grade 6 students	536		8 224	
Number of schools with Grade 6 classes	91		3 171	
	Number	Percent	Number	Percent
Gender				
Female	5 218	48%	62 052	49%
Male	5 613	52%	65 233	51%
Gender not specified	0	0%	1	<1%
Student Status				
English language learners**	4 669	43%	12 481	10%
Students with special education needs (excluding gifted)**	1 759	16%	26 445	21%
Place of Birth				
Born in Canada	8 289	77%	111 250	87%
Born outside Canada	2 531	23%	15 828	12%
In Canada less than one year	209	2%	619	<1%
In Canada one year or more but less than three years	355	3%	2 438	2%
In Canada three years or more	1 963	18%	11 909	9%
Language				
First language learned at home was other than English	5 549	51%	28 753	23%
Year Student Entered Current School				
Year of the assessment	8 863	82%	29 499	23%
Year prior to the assessment	422	4%	14 884	12%
2 years prior to the assessment	227	2%	10 819	8%
3 or more years prior to the assessment	1 311	12%	72 006	57%
Data not available	8	<1%	78	<1%
Year Student Entered Current Board				
Year of the assessment	576	5%	6 383	5%
Year prior to the assessment	518	5%	7 287	6%
2 years prior to the assessment	467	4%	5 868	5%
3 or more years prior to the assessment	9 249	85%	104 427	82%
Data not available	21	<1%	3 321	3%

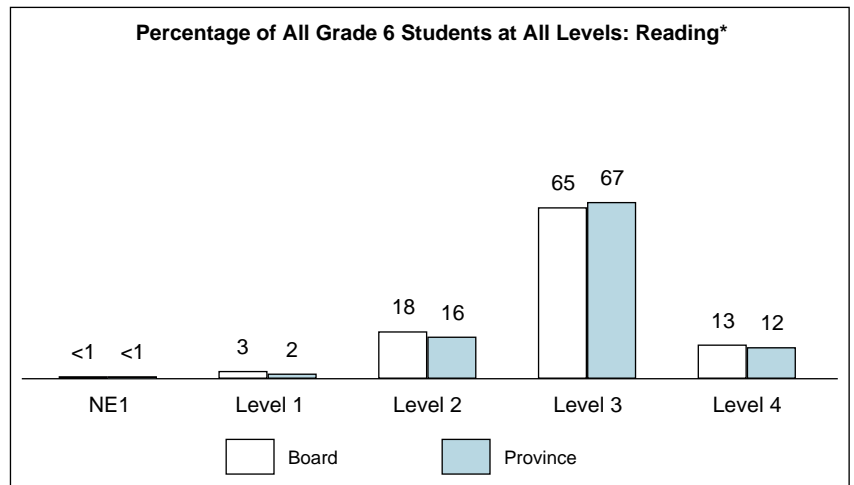
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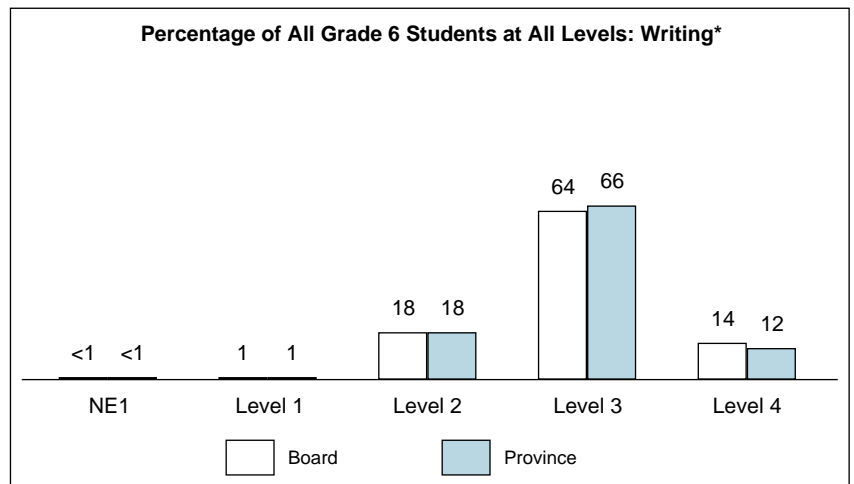
Results in Reading, Writing and Mathematics, 2013–2014

Grade 6: All Students

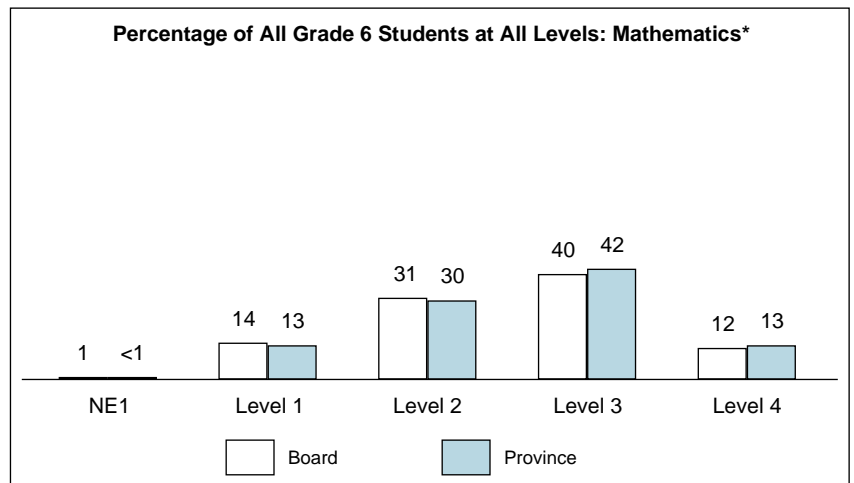
Grade 6: Reading*				
Number of Students	Board 10 825		Province 127 261	
	#	%	#	%
Level 4	1 359	13%		12%
Level 3	7 031	65%		67%
Level 2	1 910	18%		16%
Level 1	305	3%		2%
NE1**	29	<1%		<1%
Participating Students	10 634	98%		98%
No Data	40	<1%		<1%
Exempt	151	1%		2%
At or Above Provincial Standard (Levels 3 and 4) †		78%	79%	



Grade 6: Writing*				
Number of Students	Board 10 825		Province 127 207	
	#	%	#	%
Level 4	1 547	14%		12%
Level 3	6 964	64%		66%
Level 2	1 965	18%		18%
Level 1	112	1%		1%
NE1**	47	<1%		<1%
Participating Students	10 635	98%		98%
No Data	45	<1%		1%
Exempt	145	1%		2%
At or Above Provincial Standard (Levels 3 and 4) †		79%	78%	



Grade 6: Mathematics*				
Number of Students	Board 10 825		Province 127 286	
	#	%	#	%
Level 4	1 335	12%		13%
Level 3	4 344	40%		42%
Level 2	3 401	31%		30%
Level 1	1 471	14%		13%
NE1**	81	1%		<1%
Participating Students	10 632	98%		98%
No Data	48	<1%		1%
Exempt	145	1%		2%
At or Above Provincial Standard (Levels 3 and 4) †		52%	54%	



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

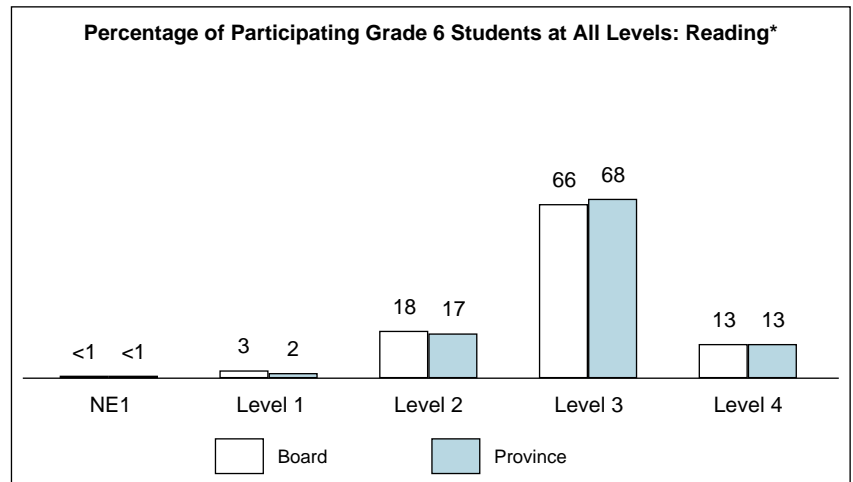
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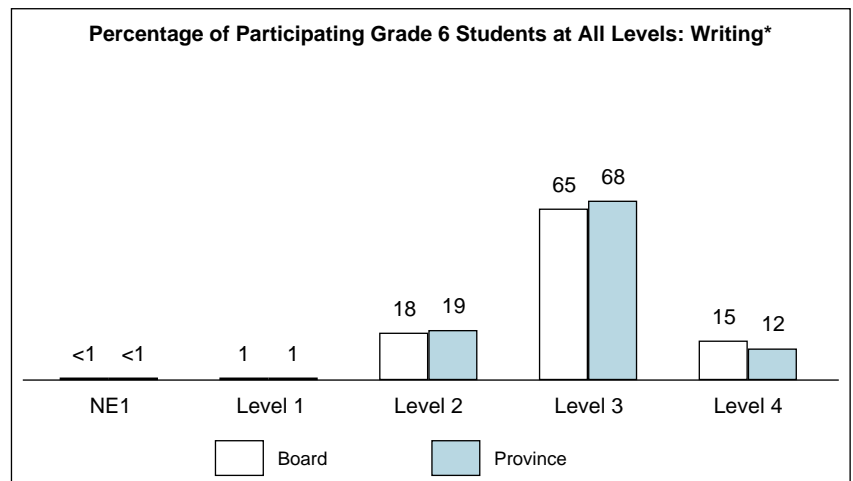
Results in Reading, Writing and Mathematics, 2013–2014

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

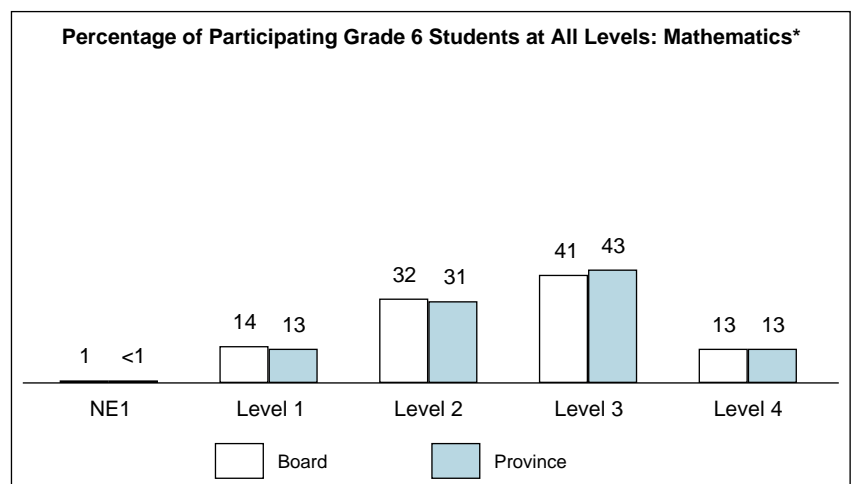
Grade 6: Reading*			
Number of Students	Board 10 634		Province 124 340
	#	%	%
Level 4	1 359	13%	13%
Level 3	7 031	66%	68%
Level 2	1 910	18%	17%
Level 1	305	3%	2%
NE1**	29	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		79%	81%



Grade 6: Writing*			
Number of Students	Board 10 635		Province 124 338
	#	%	%
Level 4	1 547	15%	12%
Level 3	6 964	65%	68%
Level 2	1 965	18%	19%
Level 1	112	1%	1%
NE1**	47	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		80%	80%



Grade 6: Mathematics*			
Number of Students	Board 10 632		Province 124 168
	#	%	%
Level 4	1 335	13%	13%
Level 3	4 344	41%	43%
Level 2	3 401	32%	31%
Level 1	1 471	14%	13%
NE1**	81	1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		53%	56%



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

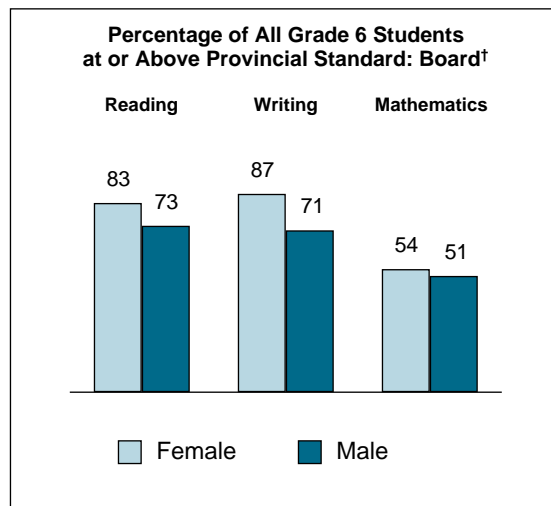
** See the Explanation of Terms.

† 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.

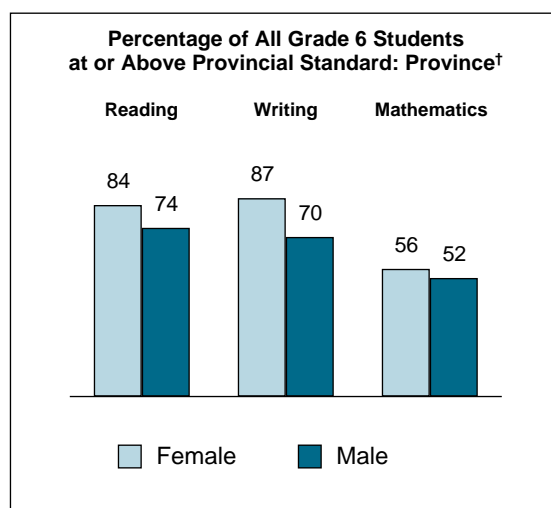
Results in Reading, Writing and Mathematics, 2013–2014

Grade 6: Gender††

Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 5 217	Male 5 608	Female 5 217	Male 5 608	Female 5 218	Male 5 607
Level 4	17%	9%	20%	9%	12%	13%
Level 3	66%	64%	67%	62%	43%	38%
Level 2	14%	21%	11%	25%	31%	32%
Level 1	2%	4%	1%	2%	13%	15%
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)†	83%	73%	87%	71%	54%	51%



Grade 6: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 62 042	Male 65 218	Female 62 012	Male 65 194	Female 62 052	Male 65 233
Level 4	16%	8%	18%	7%	12%	13%
Level 3	67%	66%	69%	63%	44%	39%
Level 2	13%	20%	11%	25%	30%	30%
Level 1	2%	3%	<1%	1%	11%	14%
NE1**	<1%	<1%	<1%	<1%	<1%	1%
Participating Students	98%	97%	98%	97%	98%	97%
No Data	<1%	<1%	<1%	1%	1%	1%
Exempt	1%	2%	1%	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	84%	74%	87%	70%	56%	52%



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

** See the Explanation of Terms.

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

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

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

Contextual Information over Time: Grade 3*

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

Grade 3	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Enrolment					
Number of students	10 853	10 645	11 022	11 262	11 438
Participation in the Assessment					
Reading [†]	97%	98%	98%	98%	98%
Writing [†]	98%	98%	98%	98%	98%
Mathematics [†]	98%	98%	97%	98%	98%
Gender					
Female	48%	48%	48%	48%	48%
Male	52%	52%	52%	52%	52%
Student Status					
English language learners**	32%	34%	36%	56%	58%
Students with special education needs (excluding gifted)**	7%	7%	8%	9%	10%
Place of Birth					
Born in Canada	81%	81%	81%	81%	81%
Born outside Canada	19%	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	3%	3%	3%	4%	4%
In Canada three years or more	14%	14%	14%	13%	13%
Language					
First language learned at home was other than English	53%	51%	51%	54%	53%
Year Student Entered Current Board					
Year of the assessment	6%	7%	6%	6%	6%
Year prior to the assessment	6%	6%	6%	5%	6%
2 years prior to the assessment	12%	11%	12%	12%	11%
3 or more years prior to the assessment	75%	76%	76%	76%	77%
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.

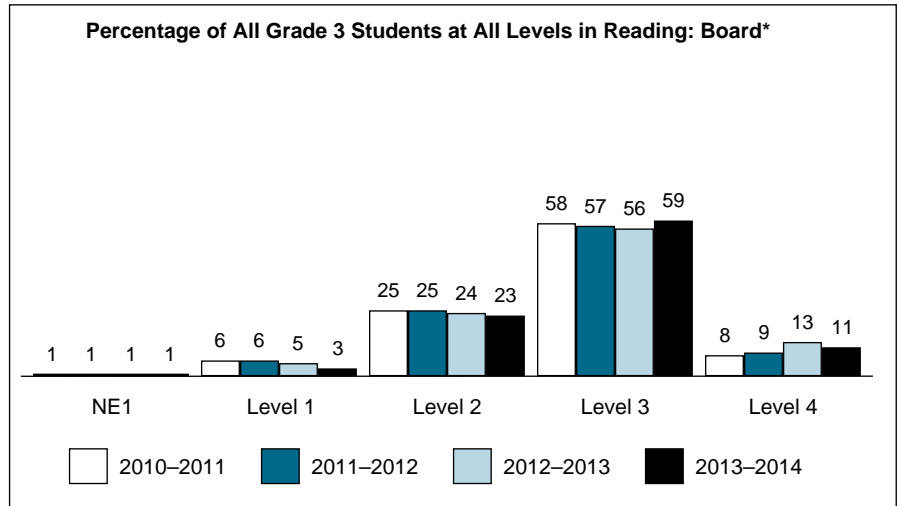
† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

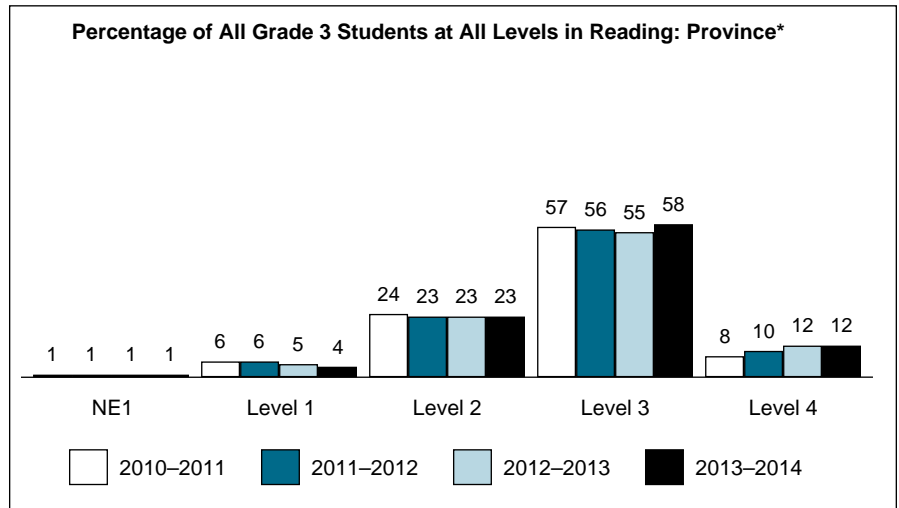
Results over Time, 2010–2011 to 2013–2014*

Grade 3: Reading

Grade 3 Reading: Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	10 643	11 022	11 260	11 431
Level 4	8%	9%	13%	11%
Level 3	58%	57%	56%	59%
Level 2	25%	25%	24%	23%
Level 1	6%	6%	5%	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†	65%	66%	69%	71%



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



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

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

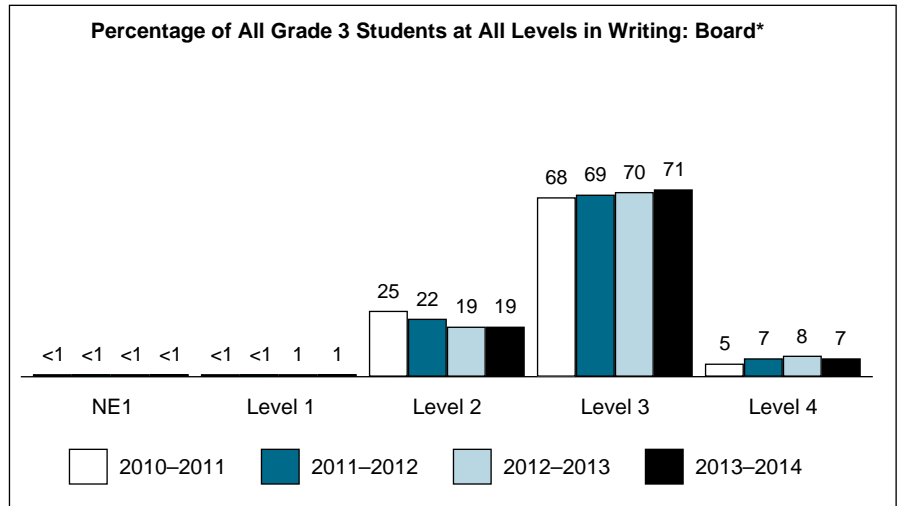
** See the Explanation of Terms.

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

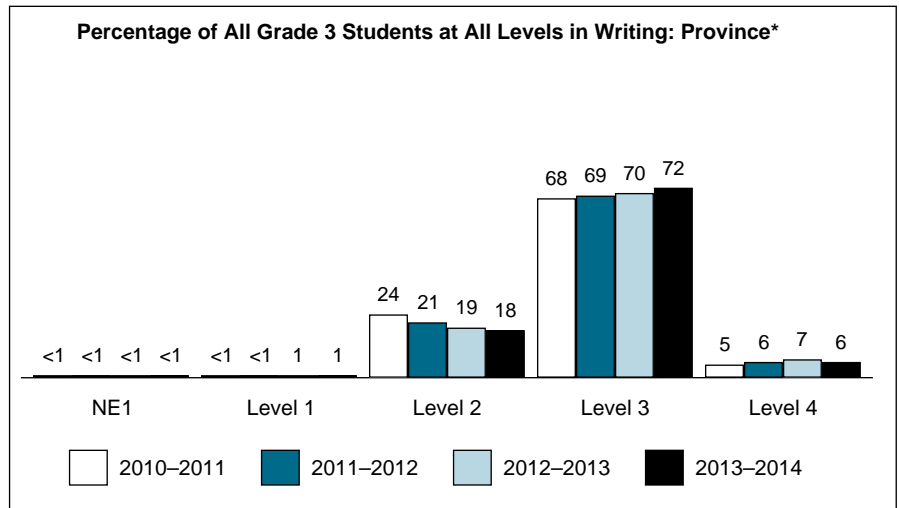
Results over Time, 2010–2011 to 2013–2014*

Grade 3: Writing

Grade 3 Writing: Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	10 643	11 022	11 260	11 431
Level 4	5%	7%	8%	7%
Level 3	68%	69%	70%	71%
Level 2	25%	22%	19%	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†	73%	76%	78%	78%



Grade 3 Writing: Province*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	119 873	121 727	122 447	122 018
Level 4	5%	6%	7%	6%
Level 3	68%	69%	70%	72%
Level 2	24%	21%	19%	18%
Level 1	<1%	<1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	73%	76%	77%	78%



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

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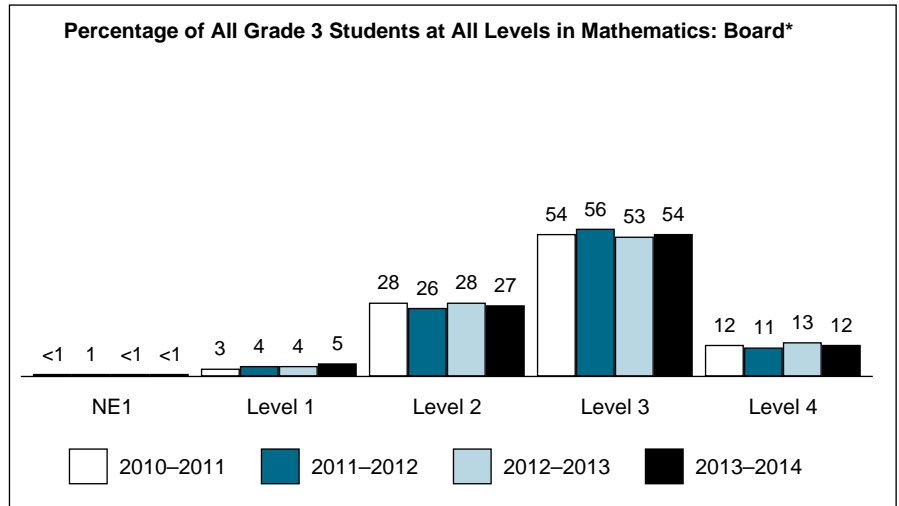
** See the Explanation of Terms.

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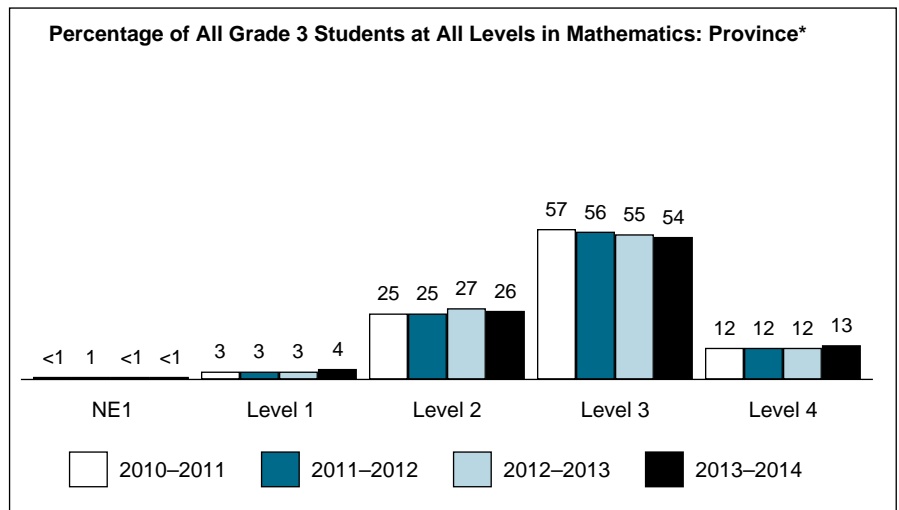
Results over Time, 2010–2011 to 2013–2014*

Grade 3: Mathematics

Grade 3 Mathematics: Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	10 641	11 022	11 262	11 436
Level 4	12%	11%	13%	12%
Level 3	54%	56%	53%	54%
Level 2	28%	26%	28%	27%
Level 1	3%	4%	4%	5%
NE1**	<1%	1%	<1%	<1%
<i>Participating Students</i>	98%	97%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	67%	67%	66%	66%



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



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

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

Contextual Information over Time: Grade 6*

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

Grade 6	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Enrolment					
Number of students	10 993	11 031	11 003	11 182	10 831
Participation in the Assessment					
Reading	98%	98%	98%	98%	98%
Writing	98%	98%	98%	98%	98%
Mathematics	98%	98%	98%	98%	98%
Gender					
Female	48%	48%	48%	48%	48%
Male	52%	52%	52%	52%	52%
Student Status					
English language learners**	15%	15%	16%	44%	43%
Students with special education needs (excluding gifted)**	10%	11%	11%	13%	16%
Place of Birth					
Born in Canada	75%	75%	75%	77%	77%
Born outside Canada	25%	25%	25%	23%	23%
In Canada less than one year	2%	2%	2%	2%	2%
In Canada one year or more but less than three years	3%	3%	4%	4%	3%
In Canada three years or more	20%	20%	20%	18%	18%
Language					
First language learned at home was other than English	49%	51%	51%	52%	51%
Year Student Entered Current Board					
Year of the assessment	6%	6%	6%	5%	5%
Year prior to the assessment	6%	5%	5%	5%	5%
2 years prior to the assessment	6%	5%	5%	4%	4%
3 or more years prior to the assessment	82%	84%	83%	85%	85%
Data not available	1%	<1%	<1%	<1%	<1%

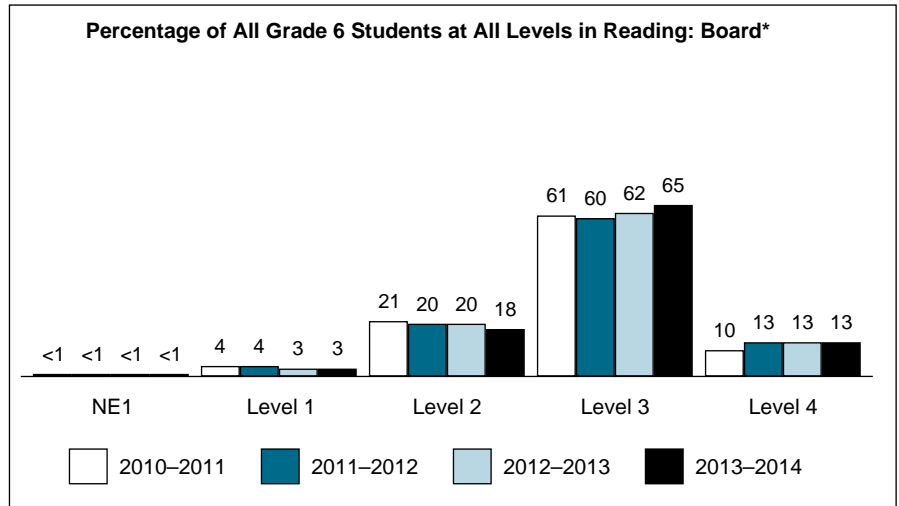
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

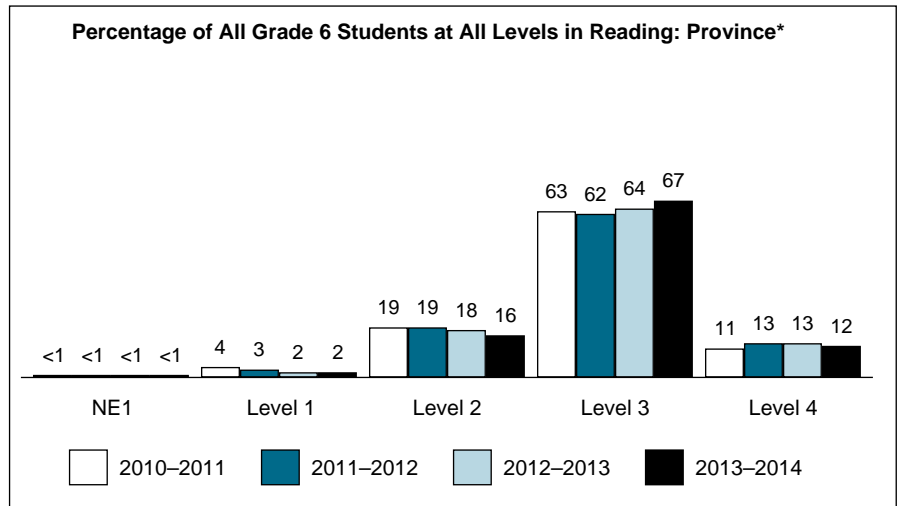
Results over Time, 2010–2011 to 2013–2014*

Grade 6: Reading

Grade 6 Reading: Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	11 027	11 003	11 165	10 825
Level 4	10%	13%	13%	13%
Level 3	61%	60%	62%	65%
Level 2	21%	20%	20%	18%
Level 1	4%	4%	3%	3%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	1%	<1%	<1%	<1%
Exempt	2%	2%	2%	1%
At or Above Provincial Standard†	72%	73%	75%	78%



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



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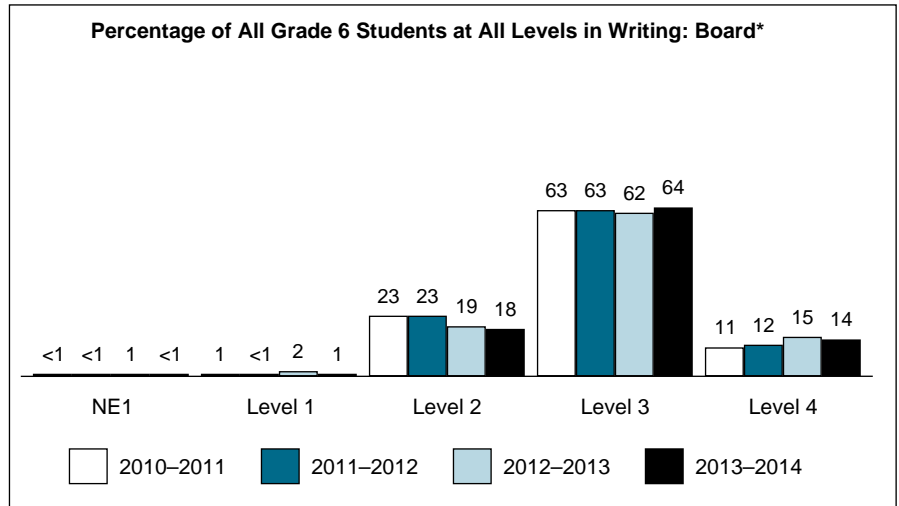
** See the Explanation of Terms.

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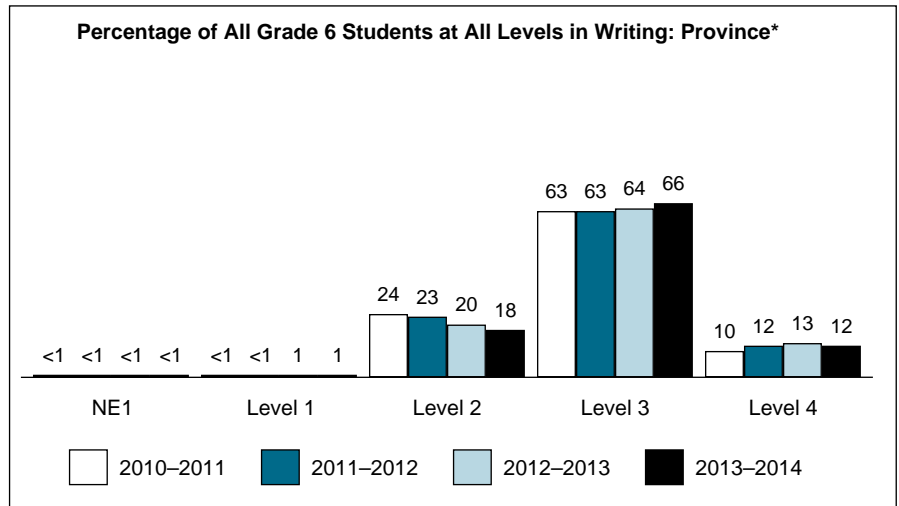
Results over Time, 2010–2011 to 2013–2014*

Grade 6: Writing

Grade 6 Writing: Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	11 027	11 003	11 165	10 825
Level 4	11%	12%	15%	14%
Level 3	63%	63%	62%	64%
Level 2	23%	23%	19%	18%
Level 1	1%	<1%	2%	1%
NE1**	<1%	<1%	1%	<1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	1%	<1%	<1%	<1%
Exempt	2%	2%	2%	1%
At or Above Provincial Standard†	74%	75%	77%	79%



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



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

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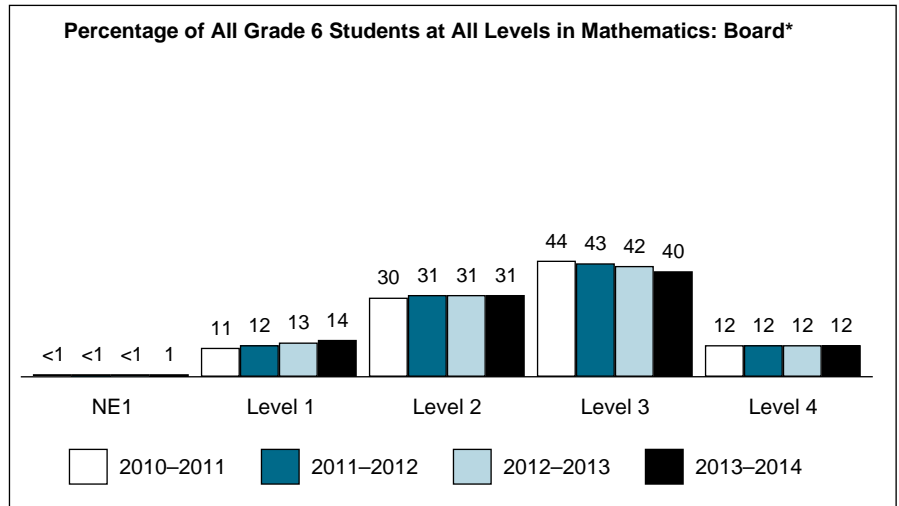
** See the Explanation of Terms.

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

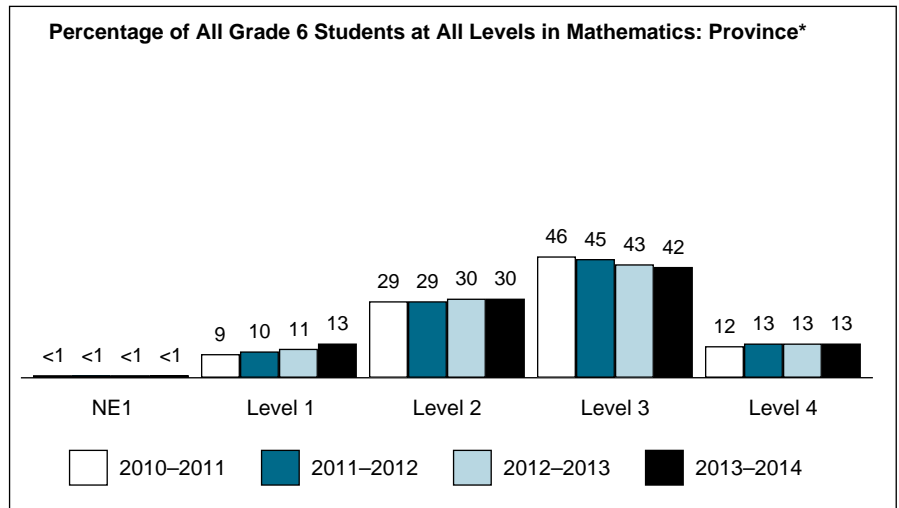
Results over Time, 2010–2011 to 2013–2014*

Grade 6: Mathematics

Grade 6 Mathematics: Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	11 029	10 999	11 178	10 825
Level 4	12%	12%	12%	12%
Level 3	44%	43%	42%	40%
Level 2	30%	31%	31%	31%
Level 1	11%	12%	13%	14%
NE1**	<1%	<1%	<1%	1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	1%	<1%	<1%	<1%
Exempt	2%	2%	2%	1%
At or Above Provincial Standard†	56%	55%	54%	52%



Grade 6 Mathematics: Province*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	132 223	129 368	131 543	127 286
Level 4	12%	13%	13%	13%
Level 3	46%	45%	43%	42%
Level 2	29%	29%	30%	30%
Level 1	9%	10%	11%	13%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	97%	98%
No Data	1%	1%	1%	1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	58%	58%	57%	54%



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

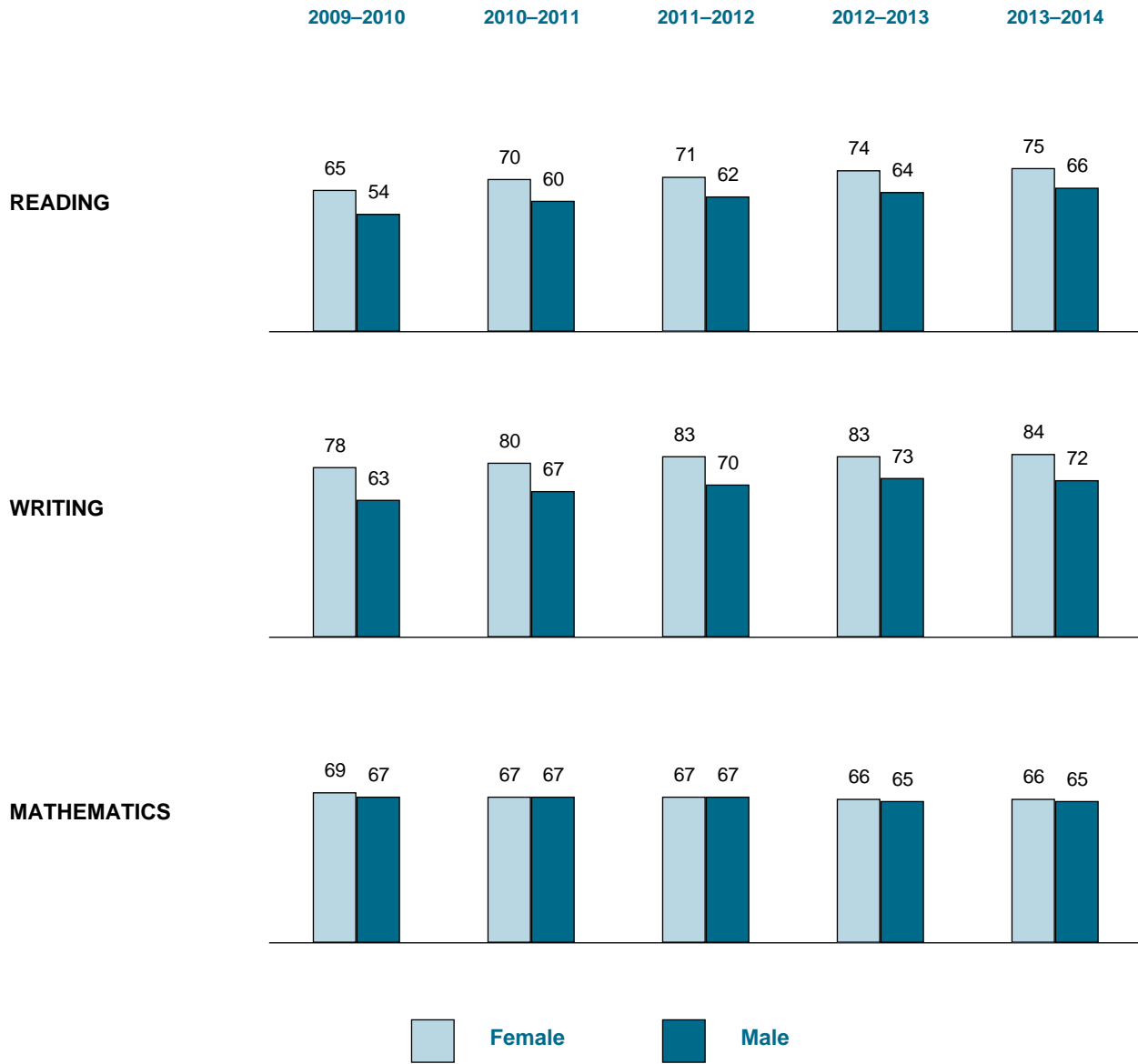
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

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RESULTS FOR ALL STUDENTS OVER TIME BY GENDER*

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



Female Male

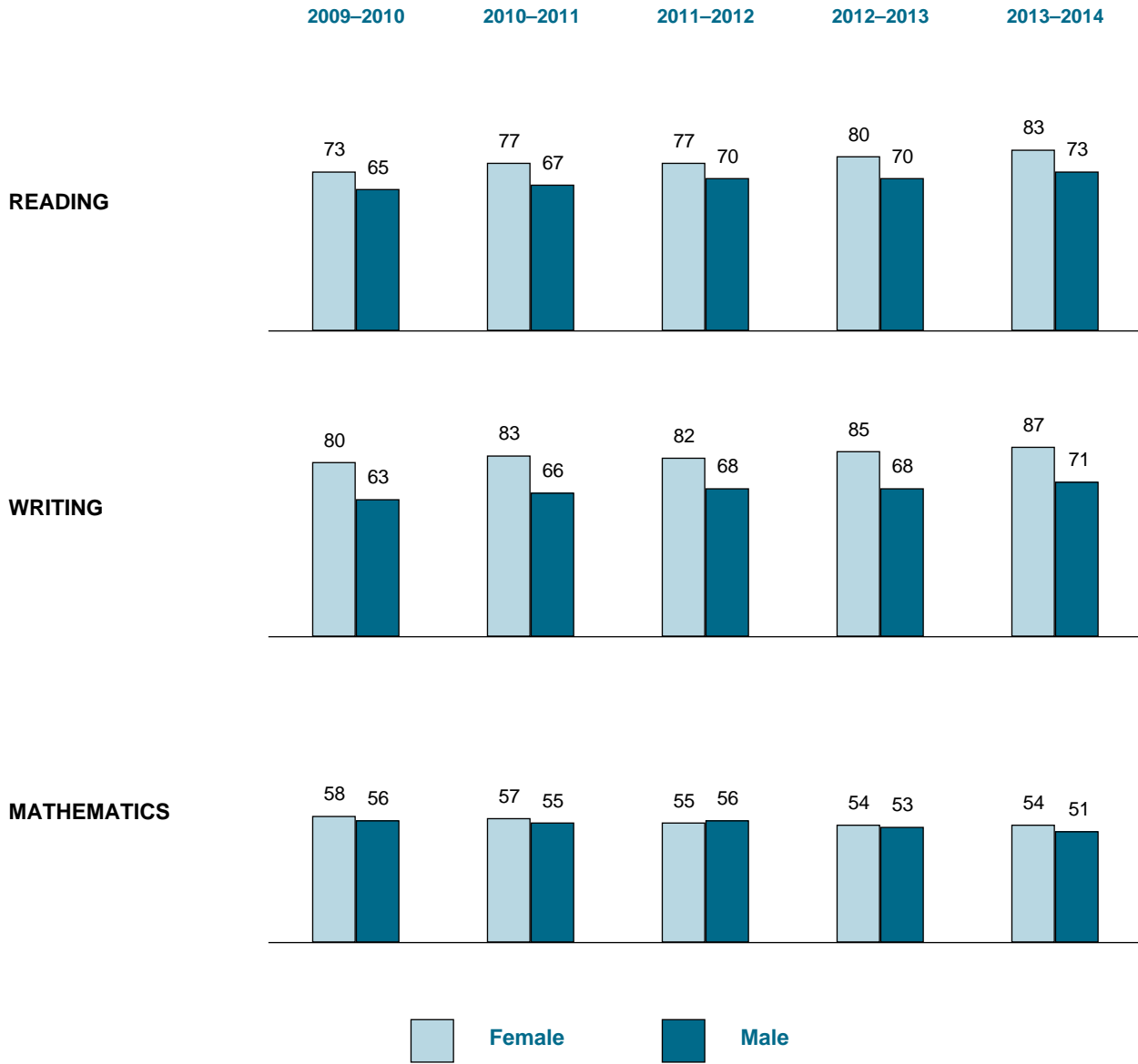
Total Number of Grade 3 Students*

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	5 222	5 631	5 154	5 491	5 317	5 705	5 362	5 900	5 501	5 937

* Includes only students for whom gender data were available.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER*

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



Total Number of Grade 6 Students*

	<u>2009-2010</u>		<u>2010-2011</u>		<u>2011-2012</u>		<u>2012-2013</u>		<u>2013-2014</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	5 322	5 670	5 308	5 723	5 243	5 758	5 406	5 776	5 218	5 613

* Includes only students for whom gender data were available.

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

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 11 101)			
		<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Most of the time	
STUDENT ENGAGEMENT		Percentage of Students*	
About reading:		Number of students who answered "most of the time"	
I like to read.		5 616	
I am a good reader.		6 662	
I am able to understand difficult reading passages.		3 052	
I do my best when I do reading activities in class.		7 939	
STUDENT ENGAGEMENT		Percentage of Students*	
About writing:		Number of students who answered "most of the time"	
I like to write.		5 793	
I am a good writer.		5 235	
I am able to communicate my ideas in writing.		4 681	
I do my best when I do writing activities in class.		7 738	
COGNITIVE STRATEGIES USED IN LANGUAGE			
Before I start to read, I try to predict what the text will be about.		2 388	
I make sure I understand what I am reading.		7 259	
I slow down my reading if it is difficult.		5 650	
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).		4 096	
When I am finished reading, I think about what I have read.		4 159	
I organize my ideas before I start to write.		4 471	
I edit my writing to make it better.		4 967	
I check my writing for spelling and grammar.		5 179	

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

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

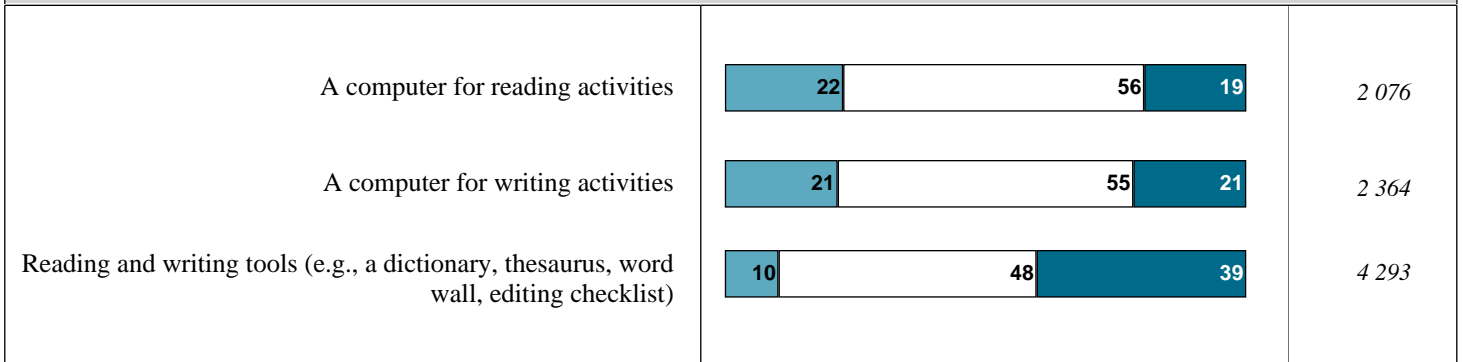
STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 11 101)



INSTRUCTIONAL TOOLS USED IN READING AND WRITING

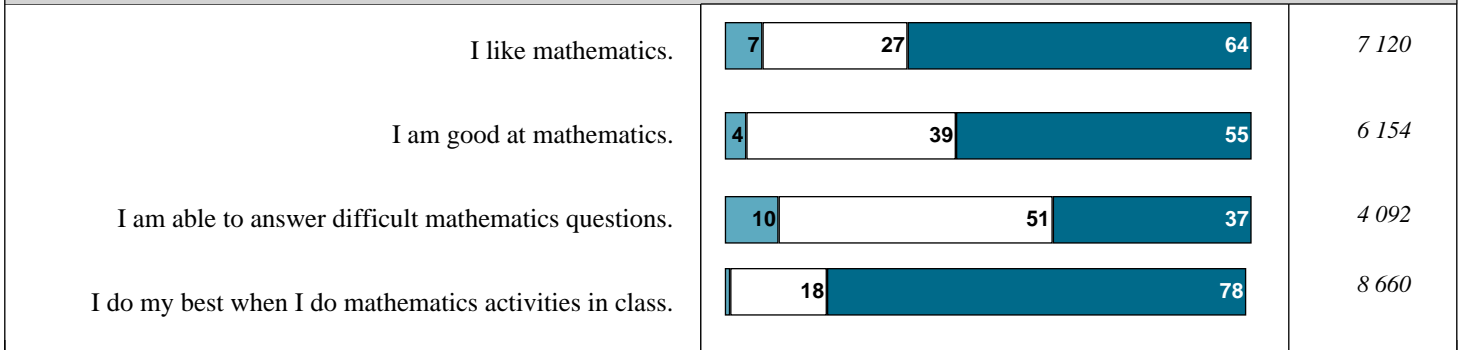
How often do you use the following when you read and write at school?

Percentage of Students* Number of students who answered "most of the time"



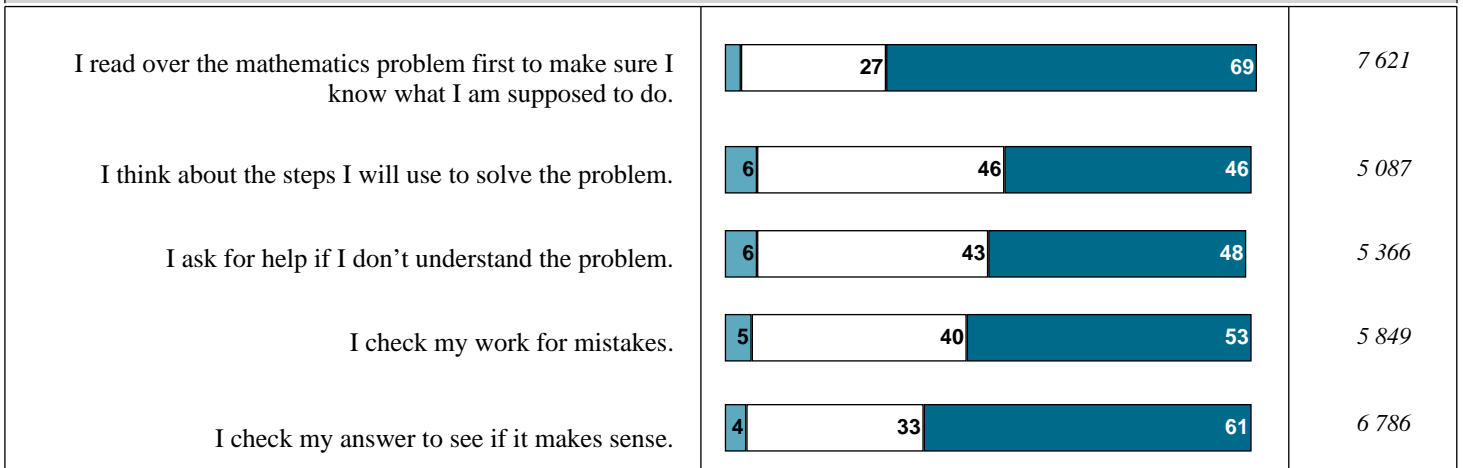
STUDENT ENGAGEMENT

About mathematics:



COGNITIVE STRATEGIES USED IN MATHEMATICS

When I am working on a mathematics problem,







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

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

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 11 101)			
	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Most of the time
INSTRUCTIONAL TOOLS USED IN MATHEMATICS How often do you use the following during mathematics activities at school?		Percentage of Students*	Number of students who answered "most of the time"
Manipulatives (e.g., base ten blocks, tiles)			3 087
A calculator			1 689
A computer to learn mathematics			2 629









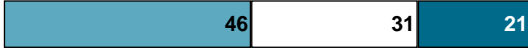
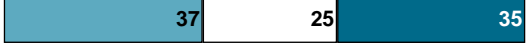
* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

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

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 11 101)					
					
	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
OUT-OF-SCHOOL ACTIVITIES					Number of students who answered "every day or almost every day"
How often do you do the following when you are not at school?		Percentage of Students*			
I participate in art, music or drama activities.	36	15	21	24	2 643
I participate in after-school clubs.	61	9	13	13	1 440
I participate in sports or other physical activities.	17	12	25	42	4 691
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.	8	16	21	52	5 745
We talk about the reading and writing work I do in school.	12	20	30	35	3 891
We talk about the mathematics work I do in school.	11	18	25	42	4 676
We read together.	21	22	23	30	3 286
We look at my school agenda.	10	11	15	59	6 582
We use a computer together.	31	22	22	21	2 332

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

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

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 11 101)			
SCHOOLS ATTENDED		Percentage of Students*	Number of students
How many schools did you attend before this one?			
Only this school		34	3 829
1 other school		33	3 711
2 other schools		16	1 790
3 other schools		7	803
4 other schools or more		5	601
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Only English/ Mostly English </div> <div style="text-align: center;">  Another language (or other languages) as often as English </div> <div style="text-align: center;">  Mostly another language (or other languages)/ Only another language (or other languages) </div> </div>			
LANGUAGES SPOKEN		Percentage of Students*	Number of students who answered "only English" or "mostly English"
Languages student speaks at home			5 095
Languages in which people speak to student at home			4 154

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 11 101)	Female* (# = 5 355)	Male* (# = 5 746)	All Students (# = 123 163)	Female* (# = 60 219)	Male* (# = 62 944)
STUDENT ENGAGEMENT						
About reading:	Percentage of students who answered "most of the time" [†]					
I like to read.	51%	57%	45%	47%	54%	41%
I am a good reader.	60%	61%	59%	64%	66%	62%
I am able to understand difficult reading passages.	27%	25%	30%	29%	27%	30%
I do my best when I do reading activities in class.	72%	75%	68%	73%	77%	69%
STUDENT ENGAGEMENT						
About writing:	Percentage of students who answered "most of the time" [†]					
I like to write.	52%	59%	46%	51%	59%	43%
I am a good writer.	47%	52%	42%	49%	56%	43%
I am able to communicate my ideas in writing.	42%	42%	42%	42%	44%	41%
I do my best when I do writing activities in class.	70%	73%	67%	71%	76%	66%
COGNITIVE STRATEGIES USED IN LANGUAGE						
	Percentage of students who answered "most of the time" [†]					
Before I start to read, I try to predict what the text will be about.	22%	22%	21%	20%	20%	20%
I make sure I understand what I am reading.	65%	69%	62%	65%	68%	62%
I slow down my reading if it is difficult.	51%	55%	47%	51%	55%	47%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	37%	40%	34%	36%	39%	33%
When I am finished reading, I think about what I have read.	37%	39%	36%	38%	40%	36%
I organize my ideas before I start to write.	40%	44%	37%	40%	43%	37%
I edit my writing to make it better.	45%	48%	42%	44%	48%	40%
I check my writing for spelling and grammar.	47%	50%	43%	45%	49%	41%
INSTRUCTIONAL TOOLS USED IN READING AND WRITING						
	Percentage of students who answered "most of the time" [†]					
A computer for reading activities	19%	17%	20%	14%	13%	16%
A computer for writing activities	21%	21%	22%	19%	18%	20%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	39%	44%	34%	39%	44%	34%

* Only includes students for whom gender data were available.

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province			
	All Students (# = 11 101)	Female* (# = 5 355)	Male* (# = 5 746)	All Students (# = 123 163)	Female* (# = 60 219)	Male* (# = 62 944)	
STUDENT ENGAGEMENT							
About mathematics:	Percentage of students who answered “most of the time”†						
I like mathematics.	64%	58%	70%	57%	53%	62%	
I am good at mathematics.	55%	47%	63%	55%	48%	61%	
I am able to answer difficult mathematics questions.	37%	30%	44%	37%	30%	44%	
I do my best when I do mathematics activities in class.	78%	78%	78%	78%	79%	77%	
COGNITIVE STRATEGIES USED IN MATHEMATICS							
When I am working on a mathematics problem,	Percentage of students who answered “most of the time”†						
I read over the mathematics problem first to make sure I know what I am supposed to do.	69%	72%	65%	68%	73%	64%	
I think about the steps I will use to solve the problem.	46%	46%	46%	44%	45%	43%	
I ask for help if I don’t understand the problem.	48%	54%	43%	53%	58%	48%	
I check my work for mistakes.	53%	54%	51%	51%	54%	49%	
I check my answers to see if it makes sense.	61%	64%	58%	60%	63%	57%	
INSTRUCTIONAL TOOLS USED IN MATHEMATICS							
	Percentage of students who answered “most of the time”†						
Manipulatives (e.g., base ten blocks, tiles)	28%	32%	24%	31%	34%	27%	
A calculator	15%	16%	15%	15%	15%	15%	
A computer to learn mathematics	24%	23%	24%	20%	20%	20%	

* Only includes students for whom gender data were available.

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 11 101)	Female* (# = 5 355)	Male* (# = 5 746)	All Students (# = 123 163)	Female* (# = 60 219)	Male* (# = 62 944)
OUT-OF-SCHOOL ACTIVITIES						
How often do you do the following when you are not at school?	Percentage of students who answered “every day or almost every day”†					
I participate in art, music or drama activities.	24%	28%	20%	23%	28%	19%
I participate in after-school clubs.	13%	12%	14%	13%	13%	12%
I participate in sports or other physical activities.	42%	35%	49%	43%	37%	48%
PARENTAL ENGAGEMENT						
How often do you and a parent, a guardian or another adult who lives with you do the following?	Percentage of students who answered “every day or almost every day”†					
We talk about the activities I do in school.	52%	57%	46%	48%	53%	44%
We talk about the reading and writing work I do in school.	35%	39%	31%	29%	32%	27%
We talk about the mathematics work I do in school.	42%	44%	40%	36%	39%	34%
We read together.	30%	32%	27%	31%	33%	28%
We look at my school agenda.	59%	60%	59%	56%	57%	55%
We use a computer together.	21%	22%	20%	15%	15%	15%

* Only includes students for whom gender data were available.

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 11 101)	Female* (# = 5 355)	Male* (# = 5 746)	All Students (# = 123 163)	Female* (# = 60 219)	Male* (# = 62 944)
SCHOOLS ATTENDED How many schools did you attend before this one?				Percentage of students†		
Only this school/1 other school	68%	68%	67%	78%	78%	77%
2 other schools/3 other schools	23%	23%	24%	16%	15%	16%
4 other schools or more	5%	5%	5%	4%	4%	4%
LANGUAGES STUDENTS SPEAK AT HOME				Percentage of students†		
Only English/Mostly English	46%	44%	48%	71%	70%	72%
Another language (or other languages) as often as English	31%	32%	29%	17%	18%	16%
Mostly another language (or other languages)/ Only another language (or other languages)	21%	22%	20%	10%	11%	10%
LANGUAGES SPOKEN TO STUDENTS AT HOME				Percentage of students†		
Only English/Mostly English	37%	36%	39%	66%	65%	67%
Another language (or other languages) as often as English	25%	25%	24%	14%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	35%	36%	34%	17%	17%	16%

* Only includes students for whom gender data were available.




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

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

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 321)				
	<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.	49	48		4 981
I am a good reader.	32	66		6 829
I am able to understand difficult reading passages.	57	39		4 063
I do my best when I do reading activities in class.	28	69		7 153
STUDENT ENGAGEMENT About writing:		Percentage of Students*		Number of students who answered "most of the time"
I like to write.	8	49	43	4 418
I am a good writer.	5	52	42	4 332
I am able to communicate my ideas in writing.	4	45	50	5 210
I do my best when I do writing activities in class.	30	66		6 831
COGNITIVE STRATEGIES USED IN LANGUAGE				
Before I start to read, I try to predict what the text will be about.	26	54	19	1 941
I make sure I understand what I am reading.	25	73		7 543
I slow down my reading if it is difficult.	5	35	58	6 031
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	11	44	44	4 539
When I am finished reading, I think about what I have read.	12	45	41	4 247
I organize my ideas before I start to write.	9	54	36	3 729
I edit my writing to make it better.	4	44	51	5 253
I check my writing for spelling and grammar.	4	42	53	5 459

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

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

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 321)				
	 Never	 Sometimes	 Most of the time	
INSTRUCTIONAL TOOLS USED IN READING AND WRITING How often do you use the following when you read and write at school?		Percentage of Students*		Number of students who answered "most of the time"
A computer for reading activities	33	54	11	1 098
A computer for writing activities	14	56	27	2 819
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	8	51	39	4 042
The Internet to find information	33	62		6 352
STUDENT ENGAGEMENT About mathematics:				
I like mathematics.	11	36	53	5 444
I am good at mathematics.	5	42	52	5 406
I am able to answer difficult mathematics questions.	10	52	38	3 896
I do my best when I do mathematics activities in class.	21	76		7 825
COGNITIVE STRATEGIES USED IN MATHEMATICS When I am working on a mathematics problem,				
I read over the mathematics problem first to make sure I know what I am supposed to do.	17	81		8 389
I think about the steps I will use to solve the problem.	4	42	53	5 498
I ask for help if I don't understand the problem.	39	57		5 868
I check my work for mistakes.	4	43	52	5 385
I check my answer to see if it makes sense.	29	68		7 029

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

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

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 321)				
	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Most of the time	
INSTRUCTIONAL TOOLS USED IN MATHEMATICS How often do you use the following during mathematics activities at school?		Percentage of Students*	Number of students who answered "most of the time"	
Manipulatives (e.g., base ten blocks, tiles)	17	62	19	1 915
A calculator	5	46	47	4 880
A computer to learn mathematics	35	48	15	1 519
The Internet	27	47	23	2 409

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

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

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 321)











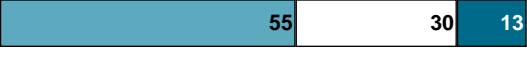

OUT-OF-SCHOOL ACTIVITIES How often do you do the following when you are not at school?	Percentage of Students*	Number of students who answered "every day or almost every day"
I participate in art, music or drama activities.		1 819
I participate in after-school clubs.		1 197
I participate in sports or other physical activities.		4 077

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.		4 567
We talk about the reading and writing work I do in school.		2 595
We talk about the mathematics work I do in school.		4 119
We read together.		858
We look at my school agenda.		3 190
We use a computer together.		1 415

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

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

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 321)			
SCHOOLS ATTENDED		Percentage of Students*	Number of students
How many schools did you attend before this one?			
Only this school		10	1 027
1 other school		34	3 485
2 other schools		30	3 098
3 other schools		13	1 373
4 other schools or more		10	1 017
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Only English/ Mostly English </div> <div style="text-align: center;">  Another language (or other languages) as often as English </div> <div style="text-align: center;">  Mostly another language (or other languages)/ Only another language (or other languages) </div> </div>			
LANGUAGES SPOKEN		Percentage of Students*	Number of students who answered "only English" or "mostly English"
Languages student speaks at home		55 30 13	5 654
Languages in which people speak to student at home		45 25 26	4 657

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 10 321)	Female* (# = 5 023)	Male* (# = 5 298)	All Students (# = 123 190)	Female* (# = 60 506)	Male* (# = 62 683)
STUDENT ENGAGEMENT						
About reading:	Percentage of students who answered “most of the time”†					
I like to read.	48%	57%	40%	47%	56%	39%
I am a good reader.	66%	69%	64%	67%	70%	64%
I am able to understand difficult reading passages.	39%	38%	41%	41%	40%	42%
I do my best when I do reading activities in class.	69%	74%	65%	69%	74%	65%
STUDENT ENGAGEMENT						
About writing:	Percentage of students who answered “most of the time”†					
I like to write.	43%	53%	33%	42%	53%	30%
I am a good writer.	42%	48%	37%	42%	49%	36%
I am able to communicate my ideas in writing.	50%	54%	47%	48%	53%	44%
I do my best when I do writing activities in class.	66%	72%	60%	68%	74%	63%
COGNITIVE STRATEGIES USED IN LANGUAGE						
	Percentage of students who answered “most of the time”†					
Before I start to read, I try to predict what the text will be about.	19%	18%	20%	16%	16%	16%
I make sure I understand what I am reading.	73%	76%	70%	71%	75%	67%
I slow down my reading if it is difficult.	58%	65%	53%	57%	63%	51%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	44%	48%	40%	41%	45%	37%
When I am finished reading, I think about what I have read.	41%	44%	38%	40%	44%	37%
I organize my ideas before I start to write.	36%	40%	33%	34%	39%	30%
I edit my writing to make it better.	51%	56%	46%	50%	56%	43%
I check my writing for spelling and grammar.	53%	57%	49%	51%	56%	46%
INSTRUCTIONAL TOOLS USED IN READING AND WRITING						
	Percentage of students who answered “most of the time”†					
A computer for reading activities	11%	10%	12%	9%	7%	10%
A computer for writing activities	27%	26%	28%	27%	25%	29%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	39%	44%	34%	33%	38%	28%
The internet to find information	62%	63%	60%	51%	51%	50%

* Only includes students for whom gender data were available.

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 10 321)	Female* (# = 5 023)	Male* (# = 5 298)	All Students (# = 123 190)	Female* (# = 60 506)	Male* (# = 62 683)
STUDENT ENGAGEMENT						
About mathematics:	Percentage of students who answered “most of the time”†					
I like mathematics.	53%	44%	61%	48%	41%	55%
I am good at mathematics.	52%	45%	60%	52%	45%	59%
I am able to answer difficult mathematics questions.	38%	29%	46%	38%	30%	46%
I do my best when I do mathematics activities in class.	76%	76%	76%	75%	75%	75%
COGNITIVE STRATEGIES USED IN MATHEMATICS						
When I am working on a mathematics problem,	Percentage of students who answered “most of the time”†					
I read over the mathematics problem first to make sure I know what I am supposed to do.	81%	85%	78%	80%	84%	76%
I think about the steps I will use to solve the problem.	53%	54%	53%	49%	50%	48%
I ask for help if I don’t understand the problem.	57%	62%	52%	60%	64%	56%
I check my work for mistakes.	52%	53%	52%	47%	48%	46%
I check my answers to see if it makes sense.	68%	69%	67%	65%	67%	63%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS						
	Percentage of students who answered “most of the time”†					
Manipulatives (e.g., base ten blocks, tiles)	19%	22%	16%	17%	20%	15%
A calculator	47%	53%	42%	48%	53%	44%
A computer to learn mathematics	15%	15%	14%	9%	9%	10%
The Internet	23%	23%	23%	14%	13%	15%

* Only includes students for whom gender data were available.

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 10 321)	Female* (# = 5 023)	Male* (# = 5 298)	All Students (# = 123 190)	Female* (# = 60 506)	Male* (# = 62 683)
OUT-OF-SCHOOL ACTIVITIES						
How often do you do the following when you are not at school?	Percentage of students who answered “every day or almost every day”†					
I participate in art, music or drama activities.	18%	22%	13%	16%	21%	12%
I participate in after-school clubs.	12%	12%	12%	10%	11%	9%
I participate in sports or other physical activities.	40%	32%	47%	43%	37%	48%
PARENTAL ENGAGEMENT						
How often do you and a parent, a guardian or another adult who lives with you do the following?	Percentage of students who answered “every day or almost every day”†					
We talk about the activities I do in school.	44%	47%	42%	43%	46%	39%
We talk about the reading and writing work I do in school.	25%	27%	23%	21%	22%	19%
We talk about the mathematics work I do in school.	40%	42%	38%	32%	34%	30%
We read together.	8%	8%	9%	7%	7%	8%
We look at my school agenda.	31%	30%	31%	32%	31%	33%
We use a computer together.	14%	13%	14%	9%	8%	9%

* Only includes students for whom gender data were available.

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province			
	All Students (# = 10 321)	Female* (# = 5 023)	Male* (# = 5 298)	All Students (# = 123 190)	Female* (# = 60 506)	Male* (# = 62 683)	
SCHOOLS ATTENDED							
How many schools did you attend before this one?	Percentage of students†						
Only this school/1 other school	44%	44%	44%	69%	70%	69%	
2 other schools/3 other schools	43%	44%	43%	22%	22%	22%	
4 other schools or more	10%	10%	10%	6%	6%	6%	
LANGUAGES STUDENTS SPEAK AT HOME							
	Percentage of students†						
Only English/Mostly English	55%	55%	54%	74%	74%	75%	
Another language (or other languages) as often as English	30%	31%	28%	16%	17%	15%	
Mostly another language (or other languages)/ Only another language (or other languages)	13%	11%	15%	8%	7%	8%	
LANGUAGES SPOKEN TO STUDENTS AT HOME							
	Percentage of students†						
Only English/Mostly English	45%	45%	45%	69%	69%	70%	
Another language (or other languages) as often as English	25%	27%	23%	14%	15%	13%	
Mostly another language (or other languages)/ Only another language (or other languages)	26%	25%	27%	14%	14%	14%	

* Only includes students for whom gender data were available.

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

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

EXPLANATION OF TERMS

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

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

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

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

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

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

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

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

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

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

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

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

N/R "Not reported" indicates that the number of students participating (fewer than 10 in a group) or responding to the Student Questionnaire is so small (fewer than six in a group) that identification of individual student results might be possible; therefore, results are not reported.

N/D No data available is used to indicate that there were no students in the grade or subject for the group or year specified.

W Results are being withheld by EQAO. For further information, please contact personnel at the board.