

Ontario Student Achievement

English-Language Students



**EQAO's Provincial Elementary School Report:
Results of the 2013–2014 Assessments of Reading,
Writing and Mathematics, Primary Division
(Grades 1–3) and Junior Division (Grades 4–6)**

Education Quality and
Accountability Office



Working together to improve student learning

The Education Quality and Accountability Office (EQAO) is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Values

EQAO values giving all students the opportunity to reach their highest possible level of achievement.

EQAO values its role as a service to educators, parents, students, government and the public in support of teaching and learning in the classroom.

EQAO values credible evidence that informs professional practice and focuses attention on interventions that improve student success.

EQAO values research that informs large-scale assessment and classroom practice.

EQAO values the dedication and expertise of Ontario's educators and their involvement in all aspects of the assessment process and the positive difference their efforts make in student outcomes.

EQAO values the delivery of its programs and services with equivalent quality in both English and French.

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MESSAGE FROM THE CHAIR

Since 1996, the Education Quality and Accountability Office (EQAO) has been evaluating how well students are meeting the reading, writing and mathematics expectations defined in *The Ontario Curriculum* at key stages in their education. The data produced by EQAO's world-class assessment program offer an independent gauge of student skills in these foundational subject areas, which are a precursor for success in all other subjects. By assessing all students, EQAO is able to provide detailed data to inform improvement planning at the school and school-board levels.

As the chair of this agency, I am pleased to present EQAO's *Provincial Elementary School Report: Results of the 2013–2014 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6)*. The information presented in this year's report provides valuable insights into student progress and achievement, and can serve as a catalyst for increasing student success.

EQAO data can suggest areas of student learning that need greater attention and support. Using EQAO results alongside other achievement information enables school communities to make evidence-based decisions and to monitor their progress toward their improvement goals. To help educators and parents turn EQAO data into action, EQAO hosts workshops across the province and provides a wide range of resources.

Since 2008–2009, EQAO has regularly tracked the achievement of students as they progress from one provincial assessment to the next. This tracking has consistently shown that early success is a strong indicator of success at the secondary school level, and that early intervention and continuous support are critical to ensure all students reach their full potential. EQAO released a number of in-depth research reports this year tracking cohorts of students across the provincial assessments and examining relationships between achievement on the one hand and contextual and attitudinal data on the other. These reports are available in the "Research" section of the agency's Web site. Having this cohort tracking information for their own students enables principals and their teams to determine whether their school programs are effectively helping students master curriculum expectations or if the programs need to be enhanced.

EQAO is a key part of Ontario's educational landscape and takes great pride in developing world-class assessments that provide objective data to support public accountability. Just as the education system in Ontario is ever-evolving, EQAO too is in transition. The agency is at the start of a new, multi-year project to modernize the provincial assessment program. Technology has opened new opportunities that allow for different, more sophisticated, more engaging student assessments that will improve the evidence we can provide about student learning and achievement. As in everything EQAO does, our work on this initiative will be guided by our commitment to helping the educational community provide Ontario students with the best possible learning experience and set them on the path to a successful future.



Brian L. Desbiens
Chair, Board of Directors

A handwritten signature in dark ink that reads "Brian Desbiens". The signature is fluid and cursive, with the first name "Brian" being larger and more prominent than the last name "Desbiens".

Brian L. Desbiens
Chair, Board of Directors

MESSAGE FROM THE CEO

On behalf of EQAO, I am pleased to present the results of the 2013–2014 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6).

The results of this year's assessments show that literacy success rates in Ontario elementary schools remain high and continue to improve each year. In reading, 70% of Grade 3 students and 79% of Grade 6 students now meet the provincial standard, an increase of eight and seven percentage points, respectively, over the past five years. Student achievement in writing also continues to rise overall. This year, 78% of students in both Grade 3 and Grade 6 met the provincial standard in writing. This represents an eight-percentage-point increase over the past five years for students in both grades.

Another area in which we see continued improvement is in the early identification and support of students who are not meeting literacy expectations. Over the past five years, there has been a nine-percentage-point increase in the proportion of students who did not meet the reading standard in Grade 3 but who improved to meet it in Grade 6.

When it comes to math, however, the pattern of improvement does not hold for either elementary assessment. This year's results show that Grade 3 math achievement has remained the same, while it has decreased again for students in Grade 6. Looking back over the past five years, we see a steady pattern of decline. Just 67% of Grade 3 students met the standard in 2014, a four-percentage-point decrease from 2010. Barely half (54%) of Grade 6 students met the standard in 2014 compared to 61% in 2010. These are concerning trends that need to be reversed if we are to ensure that students are adequately prepared for future success.

Taking a closer look at math performance on the provincial assessment can shed some light on how to target improvement-planning efforts. Students across the province tend to perform best on questions asking them to demonstrate their math knowledge and least well when asked to apply that knowledge—particularly when problem solving. For example, a Grade 6 student may know how to multiply but may struggle to know when multiplication is needed to solve a problem. This has been a consistent pattern with our students for many years.

Another area in which we see a decline related to math results is in the proportion of students who improve to meet the math standard in Grade 6 after failing to meet it in Grade 3. Over the past five years, this number has decreased by 10 percentage points, from 26% to 16%. This finding is of particular significance given that EQAO analyses have consistently shown that students who do not meet the provincial standard early in their schooling—that is, in either Grade 3 or Grade 6, or both—are much more likely to carry those difficulties into high school. This finding points to the importance of early intervention and continual support for student learning.

In this provincial report, we are pleased to highlight schools that are demonstrating significant progress in supporting student achievement. Using EQAO data alongside evidence from other sources, these schools have been able to develop improvement plans to enhance their school programs and teaching practices. As a result of their collaborative efforts, these schools are seeing positive results in student achievement. I trust that these stories will provide inspiration to other school communities across the province as they continue on their journey to achieving student success.



Bruce Rodrigues
Chief Executive Officer

A handwritten signature in cursive script that reads "Bruce Rodrigues".

Bruce Rodrigues,
Chief Executive Officer

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Bruce Rodrigues, **Chief Executive Officer, EQAO**

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Results at a Glance

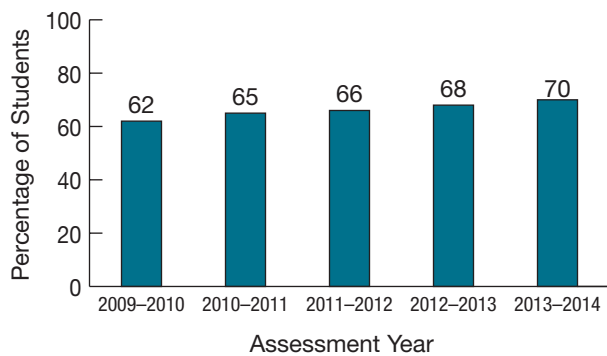
Results at a Glance

PRIMARY DIVISION

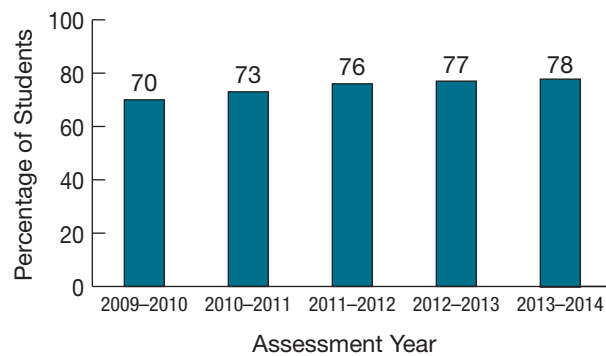
Percentage of All Grade 3 Students at or Above the Provincial Standard Over Time*

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	# = 127 789	# = 124 117	# = 126 455	# = 127 645	# = 127 505
READING	62%	65%	66%	68%	70%
WRITING	70%	73%	76%	77%	78%
MATHEMATICS	71%	69%	68%	67%	67%

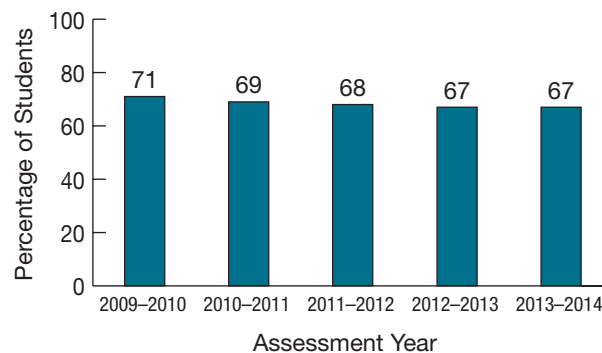
Reading



Writing



Mathematics



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

Observations

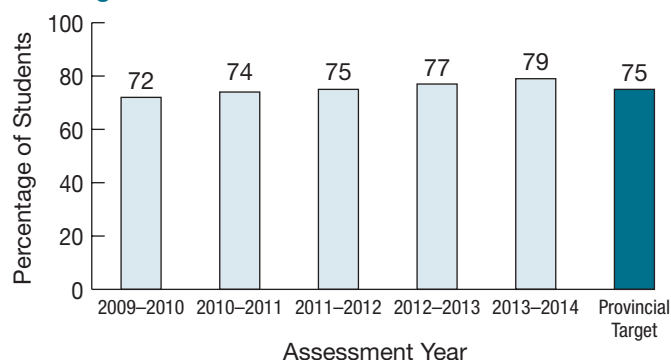
- Over the past five years,
 - the percentage of students performing at or above the provincial standard in reading has been steadily increasing (from 62% to 70%, an eight-percentage-point increase).
 - the percentage of students performing at or above the provincial standard in writing has been steadily increasing (from 70% to 78%, an eight-percentage-point increase).
 - the percentage of students performing at or above the provincial standard in mathematics has decreased by four percentage points, from 71% to 67%.

JUNIOR DIVISION

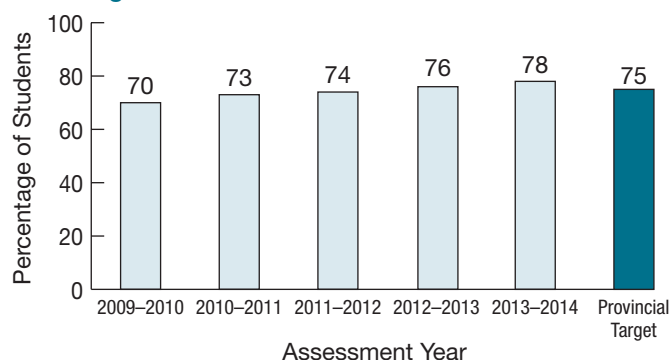
Percentage of All Grade 6 Students at or Above the Provincial Standard Over Time*

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	# = 134 294	# = 132 308	# = 129 477	# = 131 589	# = 127 286
READING	72%	74%	75%	77%	79%
WRITING	70%	73%	74%	76%	78%
MATHEMATICS	61%	58%	58%	57%	54%

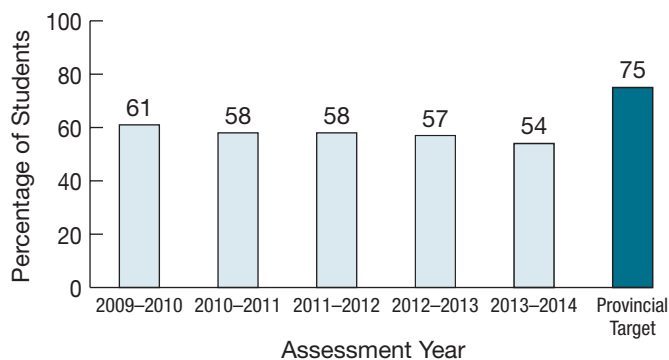
Reading



Writing



Mathematics



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

Observations

- Over the past five years,
 - the percentage of students performing at or above the provincial standard in reading has been steadily increasing (from 72% to 79%, a seven-percentage-point increase).
 - the percentage of students performing at or above the provincial standard in writing has been steadily increasing (from 70% to 78%, an eight-percentage-point increase).
 - the percentage of students performing at or above the provincial standard in mathematics has decreased by seven percentage points, from 61% to 54%.

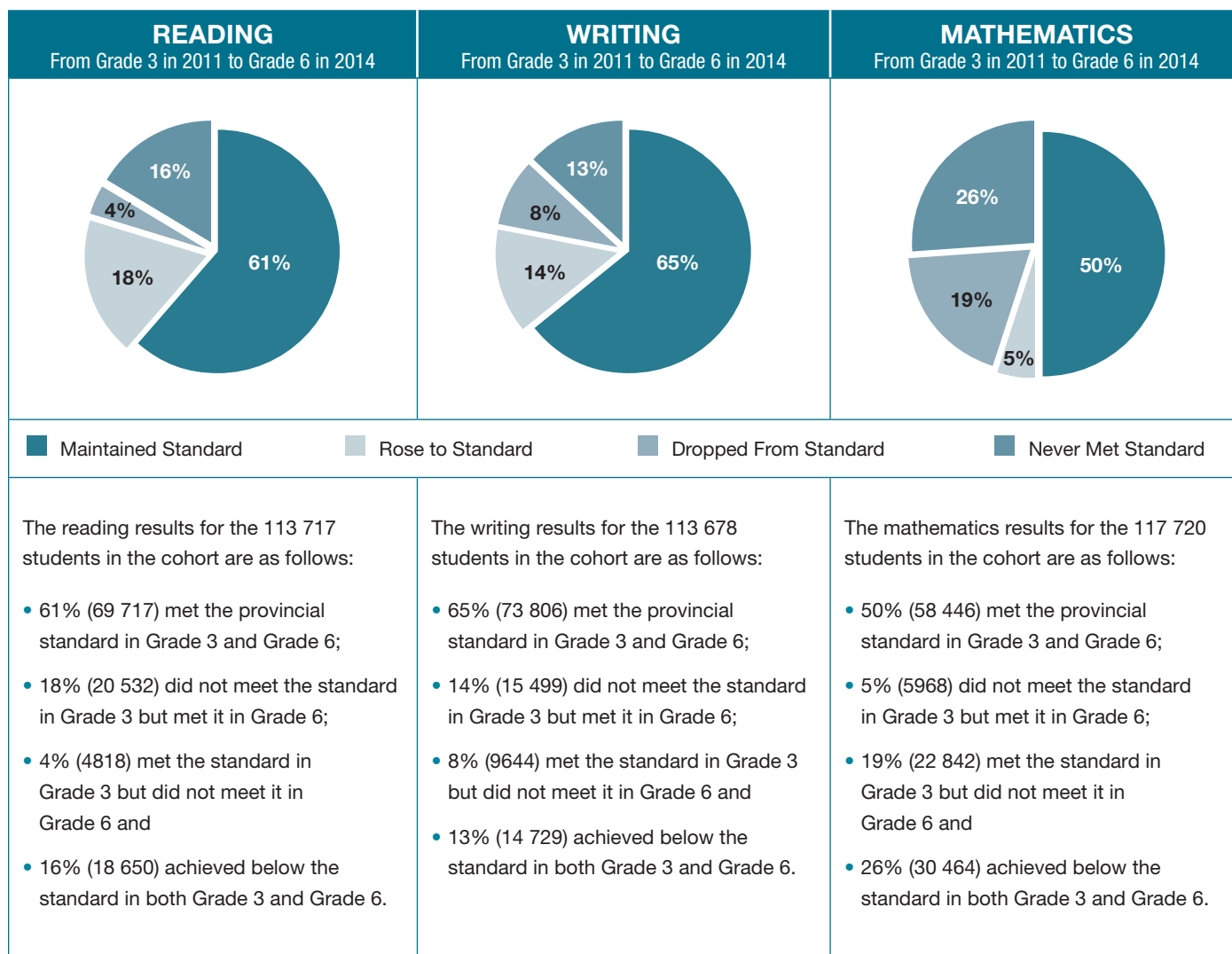
TRACKING STUDENT PROGRESS FROM GRADE 3 IN 2011 TO GRADE 6 IN 2014

Early Identification of Students Who Are Not Meeting the Standard in Grade 3 Is Key for Their Success in Grade 6

The pie charts below show the performance of the Grade 6 students who were in Grade 3 for the primary-division provincial assessment in 2011. The number of students whose results were available for each component of the two assessments (including those who participated, were exempted or did not provide enough work to be scored) is indicated below each pie chart.

English-Language Students

There were 127 286 Grade 6 students in 2014.



Note: Student results in these analyses have been linked using the students' names and their Ontario Education Numbers (OENs). Not all students could be linked. Reasons include the student's recent arrival in Ontario (i.e., he or she was not in the school system for the previous assessment), misspelled names or inaccurate OENs. Numbers have been rounded off to the nearest whole percentage.

Contextual Information

Contextual Information

DEMOGRAPHIC INFORMATION AND PARTICIPATION RATES

Demographic information, participation rates and questionnaire results provide a context for interpreting the province-wide results over time.

Demographic Information and Participation Rates Over Time, Primary Division

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
All Grade 3 students	# = 127 789	# = 124 117	# = 126 455	# = 127 645	# = 127 505
GENDER*					
Female	49%	49%	49%	48%	49%
Male	51%	51%	51%	52%	51%
STUDENT STATUS*					
English language learners [†]	9%	10%	10%	13%	13%
Students with special education needs (excluding gifted) [†]	15%	16%	16%	17%	17%
LANGUAGE SPOKEN AT HOME BY THE STUDENT**					
First language learned at home was other than English	21%	22%	22%	22%	22%
Speak only or mostly English	73%	71%	73%	71%	71%
Speak another language (or other languages) as often as English	16%	17%	16%	16%	17%
Speak only or mostly another language (or other languages)	10%	11%	11%	11%	10%
PLACE OF BIRTH*					
Born outside Canada	10%	10%	10%	10%	10%
In Canada less than one year	1%	1%	1%	1%	1%
In Canada one year or more but less than three years	2%	2%	2%	2%	2%
In Canada three years or more	6%	7%	7%	7%	7%
PARTICIPATION IN THE ASSESSMENT					
Students participating in reading [§]	96%	97%	97%	97%	97%
Students participating in writing [§]	97%	97%	97%	97%	97%
Students participating in mathematics [§]	97%	97%	97%	97%	97%

* Contextual data pertaining to gender, student status, language learned at home and place of birth are provided by schools and/or boards through the Student Data Collection process. Some data may be missing.

† See the Explanation of Terms.

‡ With the exception of first language learned at home, data pertaining to the language spoken at home by the student are gathered from the Student Questionnaire. Percentages may not add up to 100, due to a lack of or ambiguous responses.

§ Some Grade 3 French Immersion students did not write all components of the assessment; the percentages shown are based on the number of students who were expected to write each component.

Observations

- Over the past five years, the demographic information for Grade 3 students has remained relatively stable overall. However, during the same period,
 - the percentage of students identified as English language learners increased by four percentage points.
 - the percentage of students identified as having special education needs increased by two percentage points.
- Over the past five years, the percentage of students participating in the assessment has remained stable.

Demographic Information and Participation Rates Over Time, Junior Division

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
All Grade 6 students	# = 134 294	# = 132 308	# = 129 477	# = 131 589	# = 127 286
GENDER*					
Female	49%	49%	49%	49%	49%
Male	51%	51%	51%	51%	51%
STUDENT STATUS*					
English language learners [†]	6%	6%	7%	9%	10%
Students with special education needs (excluding gifted) [†]	18%	19%	20%	20%	21%
LANGUAGE SPOKEN AT HOME BY THE STUDENT**					
First language learned at home was other than English	21%	21%	23%	22%	23%
Speak only or mostly English	77%	75%	75%	76%	74%
Speak another language (or other languages) as often as English	15%	15%	16%	14%	16%
Speak only or mostly another language (or other languages)	7%	7%	8%	8%	8%
PLACE OF BIRTH*					
Born outside Canada	13%	13%	14%	12%	12%
In Canada less than one year	1%	1%	1%	1%	<1%
In Canada one year or more but less than three years	2%	2%	2%	2%	2%
In Canada three years or more	10%	10%	10%	9%	9%
PARTICIPATION IN THE ASSESSMENT					
Students participating in reading	97%	97%	97%	98%	98%
Students participating in writing	97%	97%	97%	98%	98%
Students participating in mathematics	97%	97%	97%	97%	98%

* Contextual data pertaining to gender, student status, language learned at home and place of birth are provided by schools and/or boards through the Student Data Collection process. Some data may be missing.

† See the Explanation of Terms.

‡ With the exception of first language learned at home, data pertaining to the language spoken at home by the student are gathered from the Student Questionnaire. Percentages may not add up to 100, due to a lack of or ambiguous responses.

Observations

- Over the past five years, the demographic information for Grade 6 students has remained relatively stable overall. However, during the same period,
 - the percentage of students identified as English language learners increased by four percentage points.
 - the percentage of students identified as having special education needs increased by three percentage points.
 - the percentage of students who reported speaking only or mostly English at home decreased by three percentage points.
- Over the past five years, the percentage of students participating in the assessment has remained stable.

QUESTIONNAIRE RESULTS OVER TIME

The following tables provide results for items from the questionnaires completed by students, teachers and principals during the 2013–2014 assessments. For the full teacher and principal questionnaire results for the province (available September 17, 2014), see the EQAO Web site, www.eqao.com, under “School, Board and Provincial Results.”

Student Questionnaire Results: Attitudes Toward Reading and Writing—Grade 3*

	2010–2011	2011–2012 [†]	2012–2013	2013–2014	2010–2011	2011–2012 [†]	2012–2013	2013–2014
Grade 3 students who completed the questionnaire	Female				Male			
	# = 58 912		# = 60 268	# = 60 219	# = 60 957		# = 62 983	# = 62 944
Percentage of students who answered “most of the time” to the following statements: [‡]								
I like to read.	57%		56%	54%	42%		42%	41%
I am a good reader.	68%		66%	66%	64%		62%	62%
I am able to understand difficult reading passages. [§]	29%		27%	27%	33%		30%	30%
I do my best when I do reading activities in class. [§]	86%		78%	77%	79%		69%	69%
I like to write.	56%		55%	59%	40%		40%	43%
I am a good writer.	56%		55%	56%	42%		42%	43%
I am able to communicate my ideas in writing.	45%		42%	44%	42%		39%	41%
I do my best when I do writing activities in class. [§]	85%		73%	76%	77%		64%	66%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

[†] In 2011–2012, the questionnaire focused on mathematics.

[‡] The other response options were “never” and “sometimes.”

[§] The wording of this item changed slightly in 2012–2013.

Observations

- Over the past four years,
 - a larger percentage of female than male students have responded “most of the time” to “I like to read” and “I am a good reader.” The difference between the genders continues to be larger for the statement “I like to read.” For both statements and for both genders, the percentages have decreased over the past four years.
 - the percentages of students who responded “most of the time” to “I am able to understand difficult reading passages” have been much smaller than the percentages of students who responded “most of the time” to “I am a good reader.”
 - a larger percentage of female than male students have responded “most of the time” to “I like to write” and “I am a good writer.” For the statement “I like to write” for both genders, the percentages have increased slightly over the past five years. For the statement “I am a good writer,” the percentages have remained stable.
- the percentage of girls who responded “most of the time” to “I am able to communicate my ideas in writing” has been smaller than that of girls who responded “most of the time” to “I am a good writer”; for boys, the gap has been slight.
- a larger percentage of girls than boys have indicated doing their best in reading and in writing most of the time.

Student Questionnaire Results: Attitudes Toward Reading and Writing—Grade 6*

	2010–2011	2011–2012 [†]	2012–2013	2013–2014	2010–2011	2011–2012 [†]	2012–2013	2013–2014
Grade 6 students who completed the questionnaire	Female				Male			
	# = 62 590		# = 62 541	# = 60 506	# = 65 359		# = 64 869	# = 62 683
Percentage of students who answered “most of the time” to the following statements: [‡]								
I like to read.	59%		56%	56%	41%		40%	39%
I am a good reader.	70%		70%	70%	63%		63%	64%
I am able to understand difficult reading passages.	39%		36%	40%	41%		40%	42%
I do my best when I do reading activities in class. [§]	85%		75%	74%	76%		65%	65%
I like to write.	50%		51%	53%	28%		28%	30%
I am a good writer.	48%		50%	49%	34%		35%	36%
I am able to communicate my ideas in writing.	48%		48%	53%	41%		40%	44%
I do my best when I do writing activities in class. [§]	84%		73%	74%	73%		61%	63%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

[†] In 2011–2012, the questionnaire focused on mathematics.

[‡] The other response options were “never” and “sometimes.”

[§] The wording of this item changed slightly in 2012–2013.

Observations

- Over the past four years,
 - a larger percentage of female than male students have responded “most of the time” to “I like to read” and “I am a good reader.” The difference between the genders continues to be larger for the statement “I like to read.” For both genders, the percentages have remained relatively stable for the statement “I am a good reader,” but they have slightly decreased for the statement “I like to read.”
 - the percentages of students who responded “most of the time” to “I am able to understand difficult reading passages” have been much smaller than the percentages of students who responded “most of the time” to “I am a good reader.”
 - a much larger percentage of female than male students have responded “most of the time” to “I like to write” and to “I am a good writer.” The difference between the genders continues to be larger for liking to write.
 - a larger percentage of female than male students have indicated doing their best in reading and in writing.

Student Questionnaire Results: Learning Strategies Used in Reading*

	2010–2011	2011–2012 [†]	2012–2013 [‡]	2013–2014	2010–2011	2011–2012 [†]	2012–2013 [‡]	2013–2014
Grade 3 students who completed the questionnaire	Female				Male			
	# = 58 912		# = 60 268	# = 60 219	# = 60 957		# = 62 983	# = 62 944
Percentage of students who indicated that they do the following “most of the time” when they read:[§]								
Before I start to read, I try to predict what the text will be about.	21%			20%	21%			20%
I make sure I understand what I am reading.	75%		68%	68%	68%		62%	62%
I slow down my reading if it is difficult.	57%			55%	48%			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).	44%			39%	36%			33%
When I am finished reading, I think about what I have read.	45%			40%	39%			36%

	2010–2011	2011–2012 [†]	2012–2013 [‡]	2013–2014	2010–2011	2011–2012 [†]	2012–2013 [‡]	2013–2014
Grade 6 students who completed the questionnaire	Female				Male			
	# = 62 590		# = 62 541	# = 60 506	# = 65 359		# = 64 869	# = 62 683
Percentage of students who indicated that they do the following “most of the time” when they read:[§]								
Before I start to read, I try to predict what the text will be about.	13%			16%	15%			16%
I make sure I understand what I am reading.	75%		75%	75%	67%		68%	67%
I slow down my reading if it is difficult.	62%			63%	51%			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).	48%			45%	39%			37%
When I am finished reading, I think about what I have read.	45%			44%	39%			37%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

[†] In 2011–2012, the questionnaire focused on mathematics.

[‡] In 2012–2013, some items were not included in the questionnaire.

[§] The other response options were “never” and “sometimes.”

Observations

- Over the past four years, a larger percentage of female than male students have indicated using each of the learning strategies in the table above most of the time while reading, except for the strategy related to predicting what the text will be about, for which the percentages are similar.
- This year, the percentage gaps between female and male students were larger in Grade 6.
- This year, the percentages of students who indicated using the reading strategies listed in the table tended to be larger in Grade 6 than in Grade 3, except in the case of the strategy related to predicting what the text will be about.

Student Questionnaire Results: Learning Strategies Used in Writing*

	2010–2011	2011–2012 [†]	2012–2013	2013–2014	2010–2011	2011–2012 [†]	2012–2013	2013–2014
Grade 3 students who completed the questionnaire	Female				Male			
	# = 58 912		# = 60 268	# = 60 219	# = 60 957		# = 62 983	# = 62 944
Percentage of students who indicated that they do the following “most of the time” when they write:[‡]								
I organize my ideas before I start to write.	47%		45%	43%	39%		38%	37%
I edit my writing to make it better.	54%		47%	48%	43%		38%	40%
I check my writing for spelling and grammar.	53%		49%	49%	43%		41%	41%

	2010–2011	2011–2012 [†]	2012–2013	2013–2014	2010–2011	2011–2012 [†]	2012–2013	2013–2014
Grade 6 students who completed the questionnaire	Female				Male			
	# = 62 590		# = 62 541	# = 60 506	# = 65 359		# = 64 869	# = 62 683
Percentage of students who indicated that they do the following “most of the time” when they write:[‡]								
I organize my ideas before I start to write.	38%		38%	39%	31%		29%	30%
I edit my writing to make it better.	59%		53%	56%	44%		40%	43%
I check my writing for spelling and grammar.	57%		53%	56%	46%		44%	46%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

[†] In 2011–2012, the questionnaire focused on mathematics.

[‡] The other response options were “never” and “sometimes.”

Observations

- Over the past four years, a larger percentage of female than male students have indicated using each of the learning strategies in the table above most of the time while writing.
- This year, the percentage gaps between female and male students' responses were larger in Grade 6.
- This year, the percentages of students who indicated that they used the writing strategies listed in the table tended to be larger in Grade 6 than in Grade 3, except in the case of the strategy related to organizing ideas before starting to write.

Student Questionnaire Results: Attitudes Toward Mathematics*

	2009–2010	2010–2011†	2011–2012	2012–2013	2013–2014	2009–2010	2010–2011†	2011–2012	2012–2013	2013–2014
Grade 3 students who completed the questionnaire	Female					Male				
	# = 60 511		# = 59 991	# = 60 268	# = 60 219	# = 62 514		# = 62 113	# = 62 983	# = 62 944
Percentage of students who answered “most of the time” to the following statements:‡										
I like mathematics.	49%		50%	51%	53%	51%		52%	60%	62%
I am good at mathematics.	47%		47%	47%	48%	51%		52%	60%	61%
I am able to answer difficult mathematics questions.	23%		24%	28%	30%	29%		30%	42%	44%
I do my best when I do mathematics activities in class.§	90%		90%	76%	79%	85%		85%	74%	77%

	2009–2010	2010–2011†	2011–2012	2012–2013	2013–2014	2009–2010	2010–2011†	2011–2012	2012–2013	2013–2014
Grade 6 students who completed the questionnaire	Female					Male				
	# = 63 475		# = 61 155	# = 62 541	# = 60 506	# = 65 718		# = 63 845	# = 64 869	# = 62 683
Percentage of students who answered “most of the time” to the following statements:‡										
I like mathematics.	37%		40%	39%	41%	44%		48%	55%	55%
I am good at mathematics.	45%		46%	44%	45%	51%		52%	58%	59%
I am able to answer difficult mathematics questions.	23%		25%	28%	30%	32%		33%	44%	46%
I do my best when I do mathematics activities in class.§	88%		89%	74%	75%	81%		82%	74%	75%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

† In 2010–2011 the questionnaire focused on reading and writing.

‡ The other response options were “never” and “sometimes.”

§ The wording of this item changed slightly in 2012–2013.

Observations

- Over the past five years, a larger percentage of male than female students have responded “most of the time” to each of “I like mathematics” and “I am good at mathematics.” The percentages have been larger in Grade 3 than in Grade 6, especially for the first statement.
- Over the past five years, a larger percentage of male than female students have responded “most of the time” to “I am able to answer difficult mathematics questions;” also, the percentages of students who answered “most of the time” to this statement have been much smaller than that of students who responded “most of the time” to “I am good at mathematics.”
- For the second consecutive year, for both grades, the percentages of female and male students who indicated doing their best during mathematics activities in class most of the time were similar.

Student Questionnaire Results: Learning Strategies Used in Mathematics*

	2009–2010	2010–2011†	2011–2012	2012–2013‡	2013–2014	2009–2010	2010–2011†	2011–2012	2012–2013‡	2013–2014
Grade 3 students who completed the questionnaire	Female					Male				
	# = 60 511		# = 59 991	# = 60 268	# = 60 219	# = 62 514		# = 62 113	# = 62 983	# = 62 944
Percentage of students who indicated they do the following “most of the time” when working on a mathematics problem:§										
I read over a mathematics problem first to make sure I know what I am supposed to do.**	75%		76%	69%	73%	65%		66%	61%	64%
I think about the steps I will use to solve a mathematics problem.**	49%		50%	48%	45%	47%		41%	47%	43%
I ask for help if I do not understand the problem.	51%		50%		58%	42%		49%		48%
I check my work for mistakes.	54%		54%		54%	45%		45%		49%
I check my answer to see if it makes sense.	64%		64%		63%	56%		56%		57%

	2009–2010	2010–2011†	2011–2012	2012–2013‡	2013–2014	2009–2010	2010–2011†	2011–2012	2012–2013‡	2013–2014
Grade 6 students who completed the questionnaire	Female					Male				
	# = 63 475		# = 61 155	# = 62 541	# = 60 506	# = 65 718		# = 63 845	# = 64 869	# = 62 683
Percentage of students who indicated they do the following “most of the time” when working on a mathematics problem:§										
I read over a mathematics problem first to make sure I know what I am supposed to do.**	78%		80%	77%	84%	66%		68%	69%	76%
I think about the steps I will use to solve a mathematics problem.**	40%		43%	50%	50%	38%		41%	49%	48%
I ask for help if I do not understand the problem.	57%		56%		64%	47%		46%		56%
I check my work for mistakes.	39%		42%		48%	33%		36%		46%
I check my answer to see if it makes sense.	62%		64%		67%	55%		57%		63%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

† In 2010–2011, the questionnaire focused on reading and writing.

‡ In 2012–2013, some items were not included in the questionnaire.

§ The other response options were “never” and “sometimes.”

** The wording of this item changed slightly in 2012–2013.

Observations

- Over the past five years, a larger percentage of female than male students have indicated that they used the first learning strategy in the table above most of the time when working on a mathematics problem. It is for this strategy that the percentages were largest.
- This year, larger percentages of Grade 6 students have indicated using the strategies listed in the table most of the time, except in the case of the strategy related to checking their work for mistakes.

Student Questionnaire Results: Out-of-School Activities*

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 students who completed the questionnaire	Female					Male				
	# = 60 511	# = 58 912	# = 59 991	# = 60 268	# = 60 219	# = 62 514	# = 60 957	# = 62 113	# = 62 983	# = 62 944
Percentage of students who indicated that they do the following “every day or almost every day” when they are not at school:†										
Participate in sports or other physical activities	44%	44%	45%	33%	37%	54%	54%	55%	43%	48%
Percentage of students who indicated that they do the following at least once a week when they are not at school:‡										
Participate in art, music or drama activities	63%	64%	62%	49%	53%	39%	38%	42%	29%	36%
Participate in after-school clubs	26%	28%	30%	26%	28%	25%	24%	25%	22%	24%

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 6 students who completed the questionnaire	Female					Male				
	# = 63 475	# = 62 590	# = 61 155	# = 62 541	# = 60 506	# = 65 718	# = 65 359	# = 63 845	# = 64 869	# = 62 683
Percentage of students who indicated that they do the following “every day or almost every day” when they are not at school:†										
Participate in sports or other physical activities	43%	43%	43%	35%	37%	58%	56%	57%	46%	48%
Percentage of students who indicated that they do the following at least once a week when they are not at school:‡										
Participate in art, music or drama activities	57%	58%	55%	46%	50%	33%	31%	35%	26%	32%
Participate in after-school clubs	29%	29%	32%	31%	34%	23%	23%	24%	24%	27%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

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

‡ The percentages are based on the number of students who answered “1 to 3 times a week” or “every day or almost every day.” The other response options were “never” and “1 or 2 times a month.”

Observations

- Over the past five years, a larger percentage of male than female students have reported participating in sports or other physical activities every day or almost every day. However, the percentage of all students who reported doing so increased somewhat this year.
- Over the past five years, the percentage of female students who reported participating in after-school clubs and arts activities at least once a week has continued to be larger than the percentage of male students who indicated that they do so. The percentage of all students who reported participating in arts activities has increased since 2012–2013.
- The largest difference between the genders was for participation in arts activities.

Student Questionnaire Results: Parental Involvement*

	2009–2010 [†]	2010–2011 [‡]	2011–2012 [‡]	2012–2013	2013–2014	2009–2010 [†]	2010–2011 [‡]	2011–2012 [‡]	2012–2013	2013–2014
Grade 3 students who completed the questionnaire	Female					Male				
	# = 60 511	# = 58 912	# = 59 991	# = 60 268	# = 60 219	# = 62 514	# = 60 957	# = 62 113	# = 62 983	# = 62 944
Percentage of students who indicated that they do the following “every day or almost every day” with a parent, guardian or another adult who lives with them:[§]										
Talk about the activities they do in school	51%	49%	51%	58%	53%	40%	39%	41%	48%	44%
Talk about the reading and writing work they do in school		37%		36%	32%		29%		29%	27%
Talk about the mathematics they do in school	30%		30%	38%	39%	24%		25%	34%	34%
Read together	23%	24%	22%	30%	33%	19%	19%	19%	25%	28%
Look at their school agenda	56%	55%	56%	54%	57%	53%	52%	53%	52%	55%
Use a computer together	13%	14%	13%	17%	15%	13%	14%	13%	18%	15%

	2009–2010 [†]	2010–2011 [‡]	2011–2012 [‡]	2012–2013	2013–2014	2009–2010 [†]	2010–2011 [‡]	2011–2012 [‡]	2012–2013	2013–2014
Grade 6 students who completed the questionnaire	Female					Male				
	# = 63 475	# = 62 590	# = 61 155	# = 62 541	# = 60 506	# = 65 718	# = 65 359	# = 63 845	# = 64 869	# = 62 683
Percentage of students who indicated that they do the following “every day or almost every day” with a parent, guardian or another adult who lives with them:[§]										
Talk about the activities they do in school	42%	42%	42%	56%	46%	34%	35%	36%	50%	39%
Talk about the reading and writing work they do in school		23%		30%	22%		19%		26%	19%
Talk about the mathematics they do in school	17%		19%	37%	34%	15%		17%	34%	30%
Read together	4%	4%	5%	7%	7%	4%	4%	4%	7%	8%
Look at their school agenda	29%	28%	28%	31%	31%	30%	30%	30%	34%	33%
Use a computer together	5%	6%	5%	10%	8%	5%	6%	5%	11%	9%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

[†] The questionnaire focused on mathematics.

[‡] The questionnaire focused on reading and writing.

[§] The other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

Observations

- Over the past five years, the activities that students have most frequently reported engaging in with a parent every day or almost every day tended to be talking about the activities they do in school and looking at their school agenda.
- Over the past two years, there has been a large increase in the percentage of students who reported talking about the mathematics they do in school, especially in Grade 6.
- Since 2009–2010, the percentages of students who reported talking about the activities they do in school, talking about mathematics, reading together and using a computer together have increased.

Contextual Information

The following tables provide results from a sample of items from the questionnaires completed by teachers and principals during the 2014 administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions.

Teacher Questionnaire Results—Grade 3

	2009–2010	2010–2011	2011–2012*	2012–2013	2013–2014
Teachers who completed the questionnaire	# = 8598	# = 8548	# = 6921	# = 7183	# = 6943
COMMUNICATION WITH PARENTS AND GUARDIANS					
Percentage of teachers who shared the following with the majority of parents and guardians of their students at least once this year:†					
The links between EQAO assessments and <i>The Ontario Curriculum</i>	n/a	n/a	61%	60%	63%
The links between EQAO results and instructional and/or assessment strategies	n/a	n/a	56%	55%	57%
Percentage of teachers who shared the following with the majority of parents and guardians of their students at least 2–3 times this year:‡					
Instructional strategies for their child	88%	89%	82%	82%	83%
Suggestions for what to do at home to support learning	94%	97%	91%	90%	91%
Suggestions for resources to use at home to support learning	90%	92%	87%	88%	88%
Information about their child's progress	98%	98%	94%	94%	95%
USE OF EQAO RESOURCES					
Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this year, independently or as a group, to do the following:					
To identify how well students are meeting curriculum expectations	83%	80%	81%	76%	78%
To identify areas of strength and areas for improvement in elementary programs	86%	82%	83%	79%	80%
To inform planning of elementary programs	76%	71%	73%	66%	68%
Percentage of teachers who indicated that they used EQAO sample student assessments and scoring guides this year, independently or as a group, in the following ways:					
As a model for designing assessments	80%	78%	80%	79%	83%
To inform classroom instruction	89%	88%	88%	87%	88%

* Updated April 2013.

† The percentages represent teachers who responded "once" or "2–3 times."

‡ The percentages represent teachers who responded "2–3 times," "about once a month," "about once every 2 weeks" or "at least once a week." The other response options were "once" and "never."

n/a: This item was added in 2011–2012.

Observations

- In 2013–2014, nearly all Grade 3 teachers indicated that they had shared the information listed in the table above with parents at least two or three times a year. The percentages of teachers who indicated that they had shared the links between EQAO assessments and *The Ontario Curriculum* at least once a year have increased.
- Over the past five years, the percentages of teachers who indicated that they had used EQAO data for the various purposes indicated in the table have decreased; the percentages of teachers who indicated that they had used EQAO sample assessments and scoring guides have remained relatively stable.

Teacher Questionnaire Results—Grade 3 (continued)

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Teachers who completed the questionnaire	# = 8598	# = 8548		# = 7183	# = 6943
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for <i>language</i> instruction (reading and writing) this year:*					
Computer software (e.g., for word processing, to do research)	The question focused on mathematics.	66%	The question focused on mathematics.	73%	67%
Library or resource-centre language materials (e.g., print and audiovisual)		73%		78%	73%
Presentation technology (e.g., interactive white board, LCD projector)		53%		72%	77%
Language instruction materials that they or other teachers at their school developed		76%		75%	72%
Language instruction materials that their board or other boards developed		59%		58%	54%
Language instruction materials that the Ministry of Education developed		59%		59%	56%
Commercial language instruction materials		70%		67%	65%
Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during <i>language-related</i> activities (reading and writing) this year:*					
Computer software (e.g., for word processing, to do research)	The question focused on mathematics.	50%	The question focused on mathematics.	56%	56%
Tools to help with writing (e.g., dictionary, checklist, graphic organizer)		90%		89%	88%
Internet (e.g., to access information)		49%		58%	61%

* The other response options were “not available,” “never” and “occasionally.”

Observations

- Over the past two years, among all the resources listed in the table, the three types that Grade 3 teachers most frequently reported using for language instruction were library or resource-centre language materials (e.g., print and audiovisual), presentation technology and materials that they or other teachers in their school had developed.
- Over the past four years, the percentage of teachers who indicated that they frequently or sometimes used presentation technology has increased.
- Over the past two years, more than half of Grade 3 teachers have indicated that they had frequently or sometimes asked their students to use language-related computer software or the Internet during language-related activities, while nearly all indicated having asked students to use tools such as dictionaries to help with their writing with the same frequency.

Teacher Questionnaire Results—Grade 3 (continued)

	2009–2010	2010–2011	2011–2012*	2012–2013	2013–2014
Teachers who completed the questionnaire	# = 8598		# = 6921		# = 6943
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM (CONTINUED)					
Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for <i>mathematics</i> instruction this year:†					
Computer software (e.g., interactive mathematics games, graphing software)	38%	<i>The question focused on language.</i>	47%	<i>The question focused on language.</i>	60%
Library or resource-centre language materials (e.g., print and audiovisual)	29%		33%		40%
Presentation technology (e.g., interactive white board, LCD projector)	35%		56%		72%
Mathematics instruction materials that you or other teachers at your school developed	61%		66%		71%
Mathematics instruction materials that your board or other boards developed	48%		51%		56%
Mathematics instruction materials that the Ministry of Education developed	55%		60%		60%
Commercial mathematics instruction materials	76%		72%		70%
Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during <i>mathematics-related</i> activities this year:†					
Calculators	26%	<i>The question focused on language.</i>	28%	<i>The question focused on language.</i>	36%
Concrete manipulatives (e.g., cubes, tiles)	95%		94%		95%
Computer software (e.g., interactive mathematics games)	47%		52%		64%
The Internet (e.g., to access sources of mathematical information or mathematics games)	40%		50%		38%

* Updated April 2013.

† The other response options were “not available,” “never” and “occasionally.”

Observations

- Over the past five years, the percentages of teachers reporting using the resources listed in the table have increased, except those for commercial mathematics instruction materials.
- In 2013–2014, among all the resources listed in the table, the two types that Grade 3 teachers most frequently reported using for mathematics instruction were presentation technology and mathematics materials that they or other teachers in their school had developed.
- In 2013–2014, nearly all of Grade 3 teachers indicated that they had frequently or sometimes asked their students to use manipulatives, almost two-thirds reported having asked students to use computer software, and more than one-third reported each of having asked students to use calculators and having asked students to use the Internet during mathematics-related activities.

Teacher Questionnaire Results—Grade 6

	2009–2010	2010–2011	2011–2012*	2012–2013	2013–2014
Teachers who completed the questionnaire	# = 7206	# = 7311	# = 5845	# = 6116	# = 5797
COMMUNICATION WITH PARENTS AND GUARDIANS*					
Percentage of teachers who shared the following with the majority of parents and guardians of their students at least once this year:†					
The links between EQAO assessments and <i>The Ontario Curriculum</i>	n/a	n/a	54%	55%	57%
The links between EQAO results and instructional and/or assessment strategies	n/a	n/a	50%	50%	53%
Percentage of teachers who shared the following with the majority of parents and guardians of their students at least 2–3 times this year:‡					
Instructional strategies for their child	82%	86%	74%	74%	76%
Suggestions for what to do at home to support learning	89%	91%	84%	85%	85%
Suggestions for resources to use at home to support learning	82%	85%	78%	81%	81%
Information about their child's progress	97%	97%	93%	92%	93%
USE OF EQAO RESOURCES*					
Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this year, independently or as a group, to do the following:					
To identify how well students are meeting curriculum expectations	81%	78%	77%	75%	77%
To identify areas of strength and areas for improvement in elementary programs	83%	80%	80%	77%	79%
To inform planning of elementary programs	72%	67%	67%	65%	65%
Percentage of teachers who indicated that they used EQAO sample student assessments and scoring guides this year, independently or as a group, in the following ways:					
As a model for designing assessments	74%	73%	74%	75%	75%
To inform classroom instruction	85%	82%	89%	83%	82%

* Updated April 2013.

† The percentages represent teachers who responded “once” or “2–3 times.”

‡ The percentages represent teachers who responded “2–3 times,” “about once a month,” “about once every 2 weeks” or “at least once a week.” The other response options were “once” and “never.”

n/a: This item was added in 2011–2012.

Observations

- Over the past five years, large percentages of teachers have indicated that they shared the information listed in the table above with parents at least two or three times a year.
- Over the past five years, large percentages of teachers have indicated that they had used EQAO resources for the various purposes indicated in the table. However, the percentages of teachers who indicated that they had used EQAO data for the various purposes listed in the table have decreased while the percentages of those who indicated that they had used EQAO sample assessments and scoring guides have remained relatively stable.

Teacher Questionnaire Results—Grade 6 (continued)

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Teachers who responded to the questionnaire*		# = 7311		# = 6116	# = 5387
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for language instruction (reading and writing) this year:†					
Computer software (e.g., for word processing, to do research)	The question focused on mathematics.	84%	The question focused on mathematics.	88%	87%
Library or resource-centre language materials (e.g., print and audiovisual)		76%		74%	71%
Presentation technology (e.g., interactive white board, LCD projector)		67%		84%	86%
Language instruction materials that they or other teachers at their school developed		76%		76%	73%
Language instruction materials that their board or other boards developed		57%		57%	54%
Language instruction materials that the Ministry of Education developed		57%		58%	56%
Commercial language instruction materials		67%		64%	63%
Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during language-related activities (reading and writing) this year:†					
Computer software (e.g., for word processing, to do research)	The question focused on mathematics.	79%	The question focused on mathematics.	84%	85%
Tools to help with writing (e.g., dictionary, checklist, graphic organizer)		92%		92%	93%
Internet (e.g., to access information)		82%		87%	89%

* Only teachers who teach language responded to this question.

† The other response options were “not available,” “never” and “occasionally.”

Observations

- Over the past two years, among all the resources listed in the table, the types that Grade 6 teachers most frequently reported using for language instruction were computer software, library or resource-centre language materials (e.g., print and audiovisual), presentation technology and materials they or other teachers in their school had developed.
- Over the past four years, the percentages of teachers who indicated that they frequently or sometimes used presentation technology have increased.
- In 2012–2013 and in 2013–2014, nearly all Grade 6 teachers indicated that they frequently or sometimes asked their students to use computer software, tools to help with their writing (e.g., dictionary) and the Internet during language-related activities.

Teacher Questionnaire Results—Grade 6 (continued)

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Teachers who responded to the questionnaire*	# = 6413		# = 5236		# = 5231
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM (CONTINUED)*					
Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for mathematics instruction this year:†					
Computer software (e.g., interactive mathematics games)	39%	<i>The question focused on language.</i>	50%	<i>The question focused on language.</i>	62%
Library or resource-centre language materials (e.g., print and audiovisual)	24%		29%		35%
Presentation technology (e.g., interactive white board, LCD projector)	44%		67%		80%
Mathematics instruction materials that you or other teachers at your school developed	59%		66%		73%
Mathematics instruction materials that your board or other boards developed	49%		53%		58%
Mathematics instruction materials that the Ministry of Education developed	54%		60%		61%
Commercial mathematics instruction materials	71%		69%		71%
Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during mathematics-related activities this year:‡					
Calculators	80%	<i>The question focused on language.</i>	82%	<i>The question focused on language.</i>	87%
Concrete manipulatives (e.g., cubes, tiles)	85%		87%		91%
Computer software (e.g., interactive mathematics games)	43%		49%		61%
The Internet (e.g., to access sources of mathematical information or mathematics games)	35%		42%		49%

* Only teachers who teach mathematics responded to this question.

† Twenty-five percent of respondents did not answer the question in 2011–2012, compared with 3% in the previous year. The percentages in the table are based on the number of teachers who completed a questionnaire. When the percentages are based on the number of teachers who answered each question, the percentages are similar to those in previous years.

‡ The other response options were “not available,” “never” and “occasionally.”

Observations

- Over the past three years, among all the resources listed in the table, the three types that Grade 6 teachers most frequently reported having used for mathematics instruction were presentation technology, materials they or other teachers in their school had developed and commercial mathematics instructional materials.
- Since 2009–2010, the percentages of Grade 6 teachers who indicated that they had frequently or sometimes asked their students to use the resources listed in the table during mathematics-related activities have increased, especially those for computer software and the Internet.

Principal Questionnaire Results Over Time

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Elementary school principals who completed the questionnaire	# = 3466	# = 3446	# = 3448	# = 3234	# = 3137
USE OF EQAO DATA					
Percentage of principals who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this year to do the following:*					
To identify how well students are meeting curriculum expectations	93%	90%	89%	84%	87%
To identify areas of strength and areas for improvement in elementary programs	97%	96%	95%	93%	96%
To guide school improvement initiatives	97%	96%	95%	92%	96%
To identify what resources are needed and to support their acquisition	77%	70%	69%	63%	64%
To support change in teaching practices	90%	87%	86%	80%	84%
To communicate with parents and guardians about student achievement	83%	80%	76%	75%	78%
EXTENDED-LEARNING ACTIVITIES FOR STUDENTS					
Percentage of principals who indicated that their school offered the following “to some extent” or “to a great extent” to students:†					
Extended mathematics activities (e.g., mathematics club, mathematics competition)	37%	42%	41%	33%	46%
Extended science- and technology-related activities (e.g., science fair)	40%	38%	36%	28%	37%
Extended reading activities (e.g., book club, school-wide reading period)	79%	75%	72%	52%	67%
Extended writing activities (e.g., writing contest)	55%	50%	41%	32%	39%
Extended speaking activities (e.g., school radio, debate club, play, poetry recital)	64%	58%	53%	40%	50%
Other extended learning activities (e.g., chess club, concert, trivia challenge, guest speaker)	83%	81%	81%	60%	80%

* The wording and format of this question changed slightly in 2009–2010.

† The other response options were “not at all” and “to a small extent.”

Observations

- Over the past five years, large percentages of principals have indicated that they had used EQAO data for the various purposes listed in the table; more than 90% have indicated that they had used EQAO data to identify areas of strength and areas for improvement in elementary programs and to guide school improvement initiatives.
- Over the past five years, the percentages of principals who reported that their school offered the various activities listed in the table have decreased in general, except in the case of mathematics activities. Extended reading activities and other extended learning activities have remained those most reported by principals.

Principal Questionnaire Results Over Time (continued)

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Elementary school principals who completed the questionnaire	# = 3466	# = 3446	# = 3448	# = 3234	# = 3137
COMMUNICATION WITH PARENTS AND GUARDIANS					
Percentage of principals who indicated that their school was “successful” or “very successful” in accomplishing the following this year:*					
Helping parents and guardians understand the link between EQAO assessments and <i>The Ontario Curriculum</i>	n/a	n/a	18%	18%	19%
Helping parents and guardians understand the link between EQAO results and the school improvement plan	n/a	n/a	26%	21%	24%
Being responsive to the needs of individual parents and guardians (e.g., flexible meeting times)	83%	81%	75%	71%	73%
Keeping parents and guardians informed about school activities	84%	82%	85%	82%	84%
PARENTAL ENGAGEMENT IN SCHOOL ACTIVITIES					
Percentage of principals who indicated that parents and guardians of the students at their school did the following “to some extent” or “to a great extent” this year:†					
Participated in discussions about EQAO results and how they relate to the school improvement plan	n/a	n/a	28%	25%	26%
Participate in school activities for parents, guardians and families	81%	78%	73%	61%	68%
Show support for teachers’ efforts	89%	89%	87%	78%	84%
Volunteer in classroom activities	74%	71%	73%	70%	71%
Work collaboratively with teachers to ensure that students met learning goals	72%	69%	71%	65%	64%

* The other response options were “we struggled with this” and “somewhat successful.”

† The other response options were “not at all” and “to a small extent.”

n/a: This item was added in 2011–2012.

Observations

- Over the past five years, more than 80% of principals have indicated that their school was successful or very successful in keeping parents informed about school activities.
- In 2013–2014, almost three-quarters of principals indicated that their school was successful or very successful in being responsive to the needs of individual parents and guardians; this percentage has decreased by 10 percentage points since 2009–2010.
- Over the past five years, the percentages of principals who reported that parents and guardians participated to some extent or to a great extent in the school activities mentioned in the table above have decreased.

Achievement Results:

Primary Division

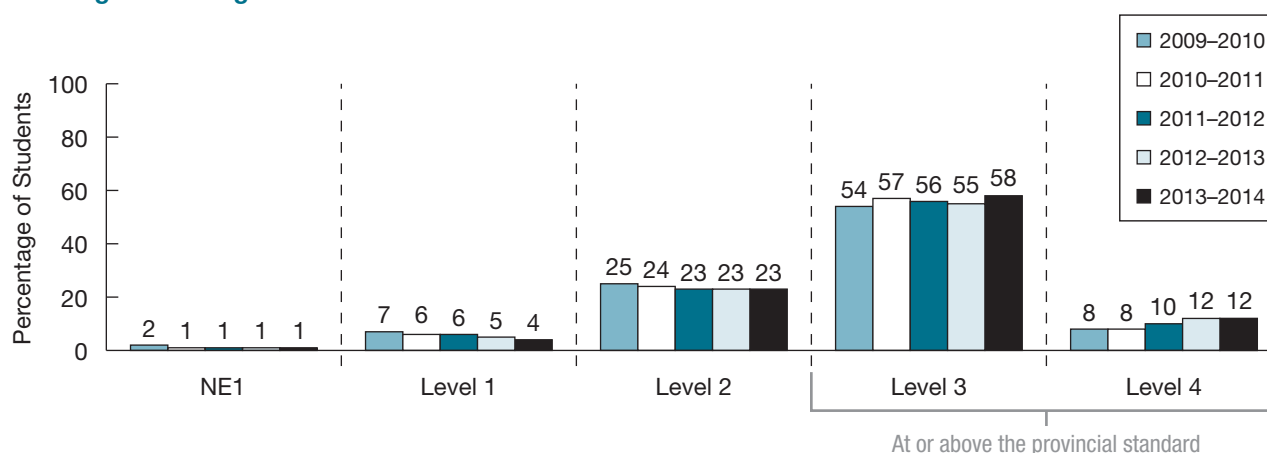
Achievement Results: Primary Division

RESULTS FOR ALL STUDENTS

Reading: Results for All Grade 3 Students Over Time*

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	# = 123 813	# = 119 914	# = 121 727	# = 122 450	# = 122 018
Level 4	8%	8%	10%	12%	12%
Level 3	54%	57%	56%	55%	58%
Level 2	25%	24%	23%	23%	23%
Level 1	7%	6%	6%	5%	4%
NEI	2%	1%	1%	1%	1%
No Data	1%	1%	<1%	1%	1%
Exempt	3%	3%	3%	3%	2%
At or Above the Provincial Standard†	62%	65%	66%	68%	70%

Reading: Percentage of All Grade 3 Students at Each Level Over Time



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

† 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.

Note: An explanation of terms used in the tables is available on page 44.

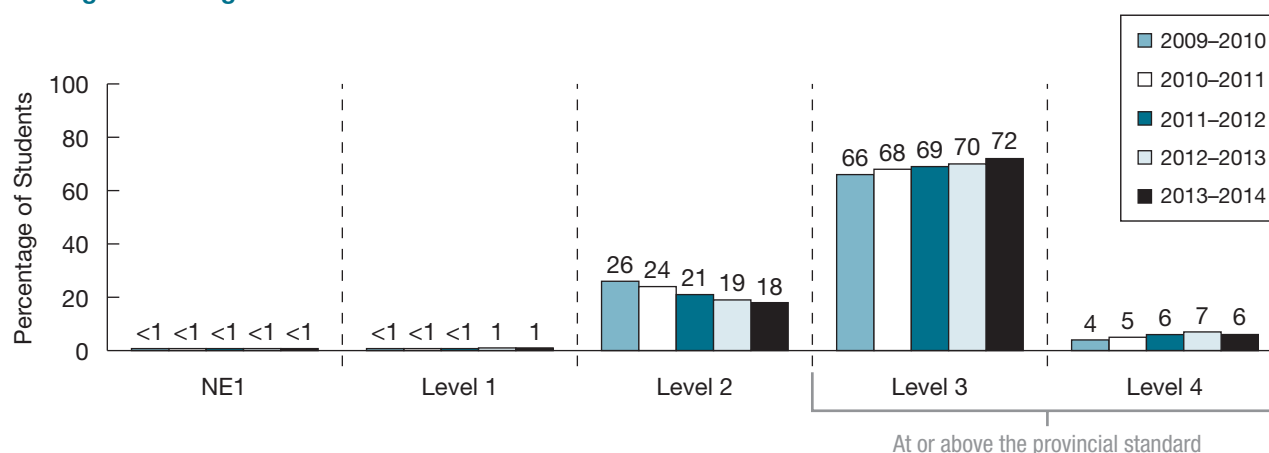
Observations

- Over the past five years, the percentage of students performing at or above the provincial standard in reading has steadily increased (from 62% to 70%, an eight-percentage-point increase).
- Over the past five years, the percentage of students who achieved a Level 4 has increased by four percentage points, and the percentage of students who achieved a Level 1 has decreased by three percentage points.
- In 2013–2014, the percentage of students performing at or above the provincial standard in reading increased by two percentage points (to 70%) over the previous year's.

Writing: Results for All Grade 3 Students Over Time*

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	# = 123 800	# = 119 873	# = 121 727	# = 122 447	# = 122 018
Level 4	4%	5%	6%	7%	6%
Level 3	66%	68%	69%	70%	72%
Level 2	26%	24%	21%	19%	18%
Level 1	<1%	<1%	<1%	1%	1%
NEI	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
Exempt	3%	2%	2%	2%	2%
At or Above the Provincial Standard†	70%	73%	76%	77%	78%

Writing: Percentage of All Grade 3 Students at Each Level Over Time



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

† 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.

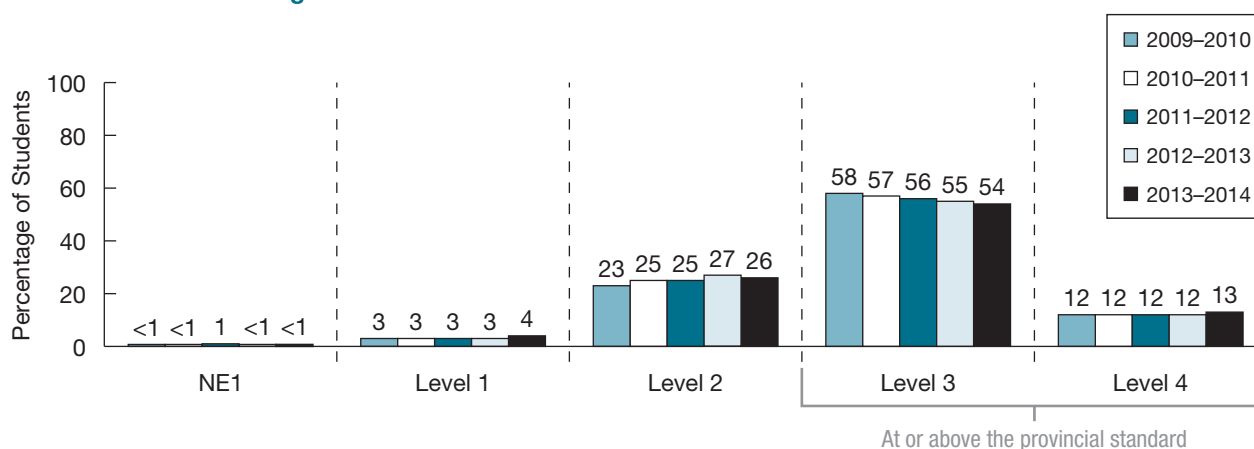
Observations

- Over the past five years, the percentage of students performing at or above the provincial standard in writing has steadily increased (from 70% to 78%, an eight-percentage-point increase).
- Over the past five years, the percentage of students who achieved a Level 2 has decreased by eight percentage points, while the percentage of those who achieved a Level 3 has increased by six percentage points. The percentage of students who achieved a Level 4 has increased by two percentage points.
- In 2013–2014, the percentage of students performing at or above the provincial standard in writing increased by one percentage point (to 78%) over the previous year's.

Mathematics: Results for All Grade 3 Students Over Time*

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	# = 127 726	# = 124 104	# = 126 439	# = 127 633	# = 127 504
Level 4	12%	12%	12%	12%	13%
Level 3	58%	57%	56%	55%	54%
Level 2	23%	25%	25%	27%	26%
Level 1	3%	3%	3%	3%	4%
NEI	<1%	<1%	1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
Exempt	3%	2%	2%	2%	2%
At or Above the Provincial Standard†	71%	69%	68%	67%	67%

Mathematics: Percentage of All Grade 3 Students at Each Level Over Time



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

† 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.

Observations

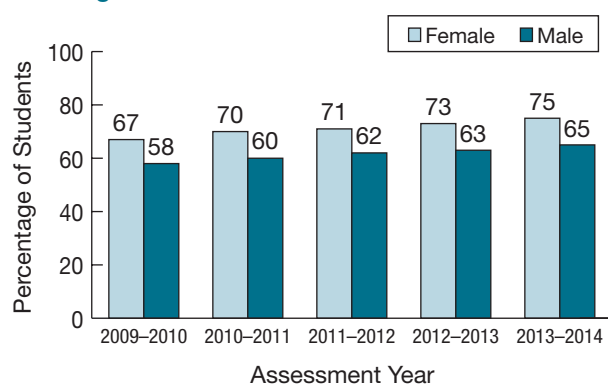
- Over the past five years, the percentage of students performing at or above the provincial standard in mathematics has declined by four percentage points.
- Over the past five years, the percentage of students who achieved a Level 3 has decreased by four percentage points, and the percentage of students who achieved a Level 2 has increased by three percentage points. The percentages of students at Level 4 and at Level 1 have remained relatively stable.
- In 2013–2014, the percentage of students performing at or above the standard in mathematics remained the same as last year's, 67%.

RESULTS BY GENDER

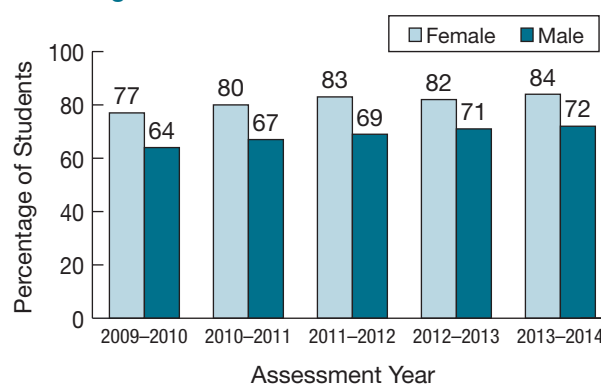
Percentage of All Grade 3 Students at or Above the Provincial Standard Over Time**

	2009–2010				2010–2011				2011–2012				2012–2013				2013–2014			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	60 067	67%	63 745	58%	58 169	70%	61 745	60%	58 978	71%	62 749	62%	58 950	73%	63 500	63%	58 763	75%	63 255	65%
WRITING	60 060	77%	63 739	64%	58 150	80%	61 723	67%	58 978	83%	62 749	69%	58 949	82%	63 498	71%	58 763	84%	63 255	72%
MATHEMATICS	62 307	71%	65 418	71%	60 578	69%	63 526	68%	61 592	69%	64 847	68%	61 884	67%	65 749	66%	61 864	67%	65 640	66%

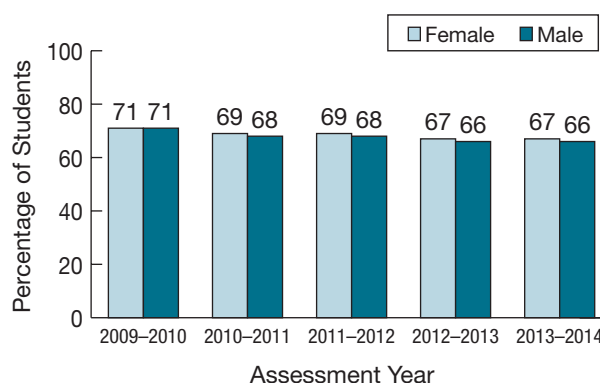
Reading



Writing



Mathematics



* Results by gender include only those students for whom gender data were available.

† Some Grade 3 French Immersion students did not write all components of the assessment; the percentages shown are based on the number of students who were expected to write each component.

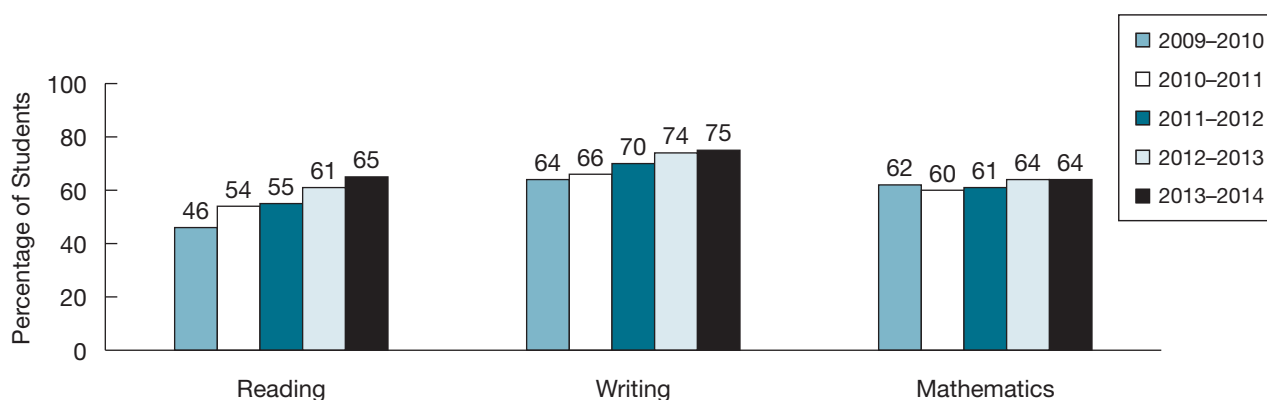
Observations

- Over the past five years, the percentage of female and male students performing at or above the provincial standard in
 - reading has increased by eight and seven percentage points, respectively.
 - writing has increased by seven and eight percentage points, respectively.
 - mathematics has decreased by four and five percentage points, respectively.
- Over the past five years, the gender gap in reading and writing has been in favour of female students. The gap in reading has varied between nine and 10 percentage points; and in writing, between 11 and 14 percentage points. In mathematics, the percentage of female students performing at or above the standard has been the same as or slightly larger than that of males.

RESULTS BY STUDENT STATUS

Percentage of All Grade 3 English Language Learners at or Above the Provincial Standard Over Time*

	2009–2010		2010–2011		2011–2012		2012–2013		2013–2014	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	11 921	46%	12 316	54%	12 991	55%	15 986	61%	16 262	65%
WRITING	11 922	64%	12 318	66%	12 991	70%	15 986	74%	16 262	75%
MATHEMATICS	11 990	62%	12 366	60%	13 101	61%	16 092	64%	16 406	64%



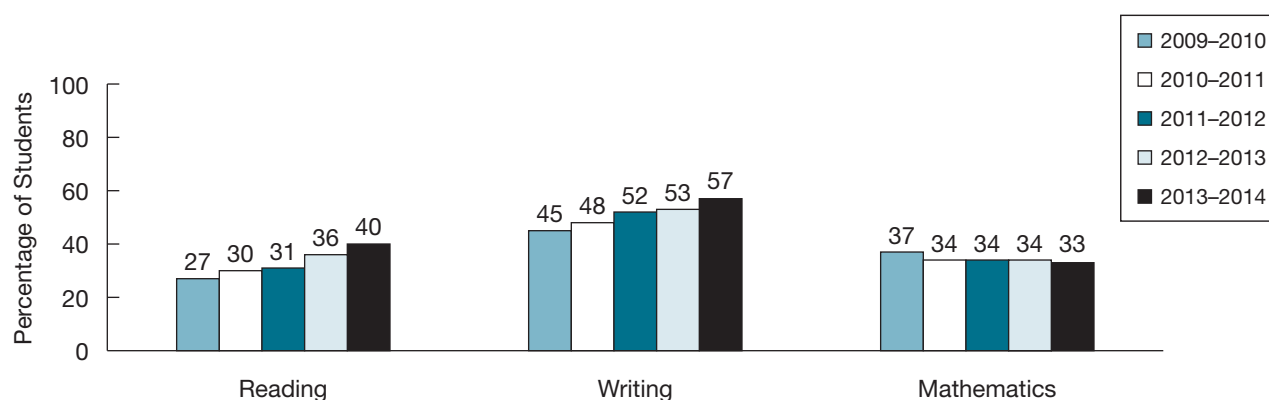
* See the Explanation of Terms.

Observations

- Over the past five years, the percentage of Grade 3 English language learners performing at or above the provincial standard has increased by 19 percentage points in reading, by 11 percentage points in writing and by two percentage points in mathematics.
- In 2013–2014, compared to the previous year's, the percentage of Grade 3 English language learners performing at or above the provincial standard increased by four percentage points in reading (to 65%) and by one percentage point in writing (to 75%). It remained the same in mathematics (64%).
- Over the past five years, the improvements in the performance of Grade 3 English language learners in reading and writing have exceeded that of the Grade 3 population as a whole.

Percentage of All Grade 3 Students with Special Education Needs (Excluding Gifted) at or Above the Provincial Standard Over Time*

	2009–2010		2010–2011		2011–2012		2012–2013		2013–2014	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	19 234	27%	19 230	30%	20 482	31%	21 192	36%	21 671	40%
WRITING	19 232	45%	19 224	48%	20 482	52%	21 192	53%	21 671	57%
MATHEMATICS	19 338	37%	19 408	34%	20 685	34%	21 449	34%	21 965	33%



* See the Explanation of Terms.

Observations

- Over the past five years, the percentage of Grade 3 students with special education needs performing at or above the provincial standard has increased by 13 percentage points in reading and by 12 percentage points in writing.
- In mathematics, compared to five years ago, the percentage of students performing at or above the provincial standard has decreased by four percentage points, from 37% to 33%.
- In 2013–2014, compared to the previous year's, the percentage of Grade 3 students with special education needs performing at or above the provincial standard increased by four percentage points in reading (to 40%) and by four percentage points in writing (to 57%). This percentage decreased by one percentage point in mathematics.
- Over the past five years, the improvements in the performance of Grade 3 students with special education needs in reading and writing have exceeded that of the Grade 3 population as a whole.

Achievement Results:

Junior Division

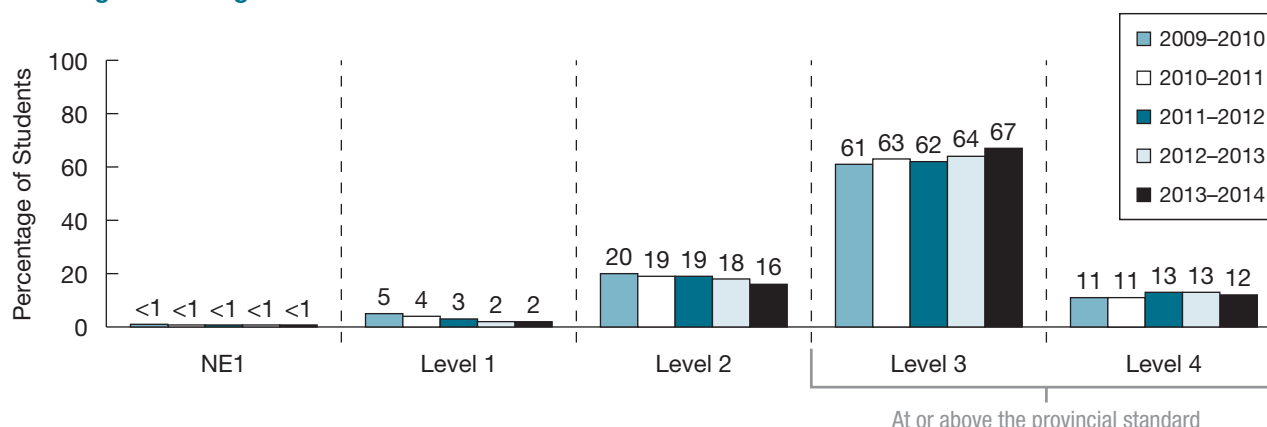
Achievement Results: Junior Division

RESULTS FOR ALL STUDENTS

Reading: Results for All Grade 6 Students Over Time*

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	# = 134 201	# = 132 283	# = 129 420	# = 131 514	# = 127 261
Level 4	11%	11%	13%	13%	12%
Level 3	61%	63%	62%	64%	67%
Level 2	20%	19%	19%	18%	16%
Level 1	5%	4%	3%	2%	2%
NEI	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	<1%	<1%
Exempt	2%	2%	2%	2%	2%
At or Above the Provincial Standard†	72%	74%	75%	77%	79%

Reading: Percentage of All Grade 6 Students at Each Level Over Time



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

† 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.

Note: An explanation of terms used in the tables is available on page 44.

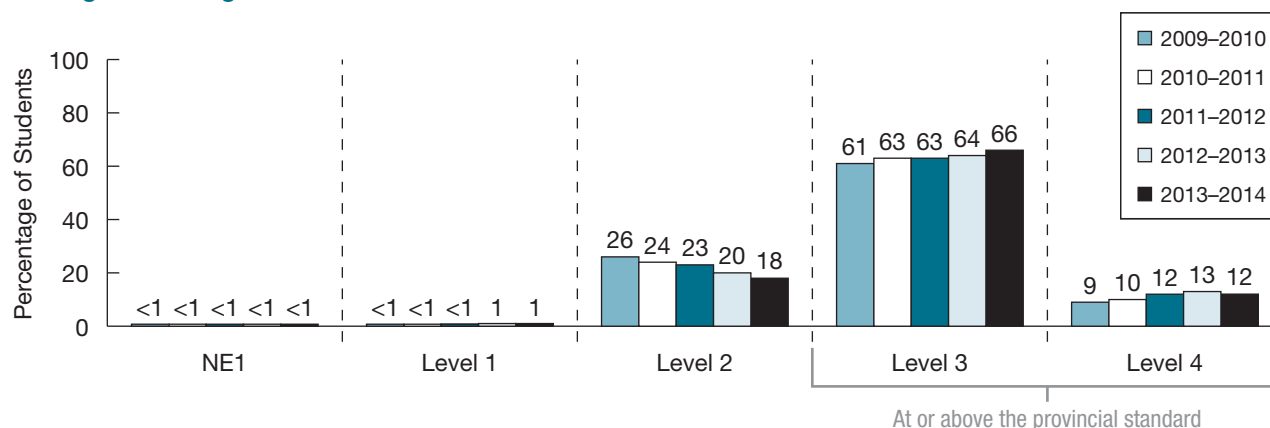
Observations

- Over the past five years, the percentage of Grade 6 students performing at or above the provincial standard in reading has been steadily increasing (from 72% to 79%, a seven-percentage-point increase).
- Over the past five years, the percentage of students who achieved a Level 3 has increased by six percentage points, the percentage of students who achieved a Level 2 has decreased by four percentage points, and the percentage of students who achieved a Level 1 has decreased by three percentage points.
- In 2013–2014, the percentage of Grade 6 students performing at or above the provincial standard in reading increased by two percentage points over the previous year's.

Writing: Results for All Grade 6 Students Over Time*

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	# = 134 288	# = 132 266	# = 129 420	# = 131 504	# = 127 207
Level 4	9%	10%	12%	13%	12%
Level 3	61%	63%	63%	64%	66%
Level 2	26%	24%	23%	20%	18%
Level 1	<1%	<1%	<1%	1%	1%
NEI	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	<1%	1%
Exempt	2%	2%	2%	2%	2%
At or Above the Provincial Standard†	70%	73%	74%	76%	78%

Writing: Percentage of All Grade 6 Students at Each Level Over Time



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

† 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.

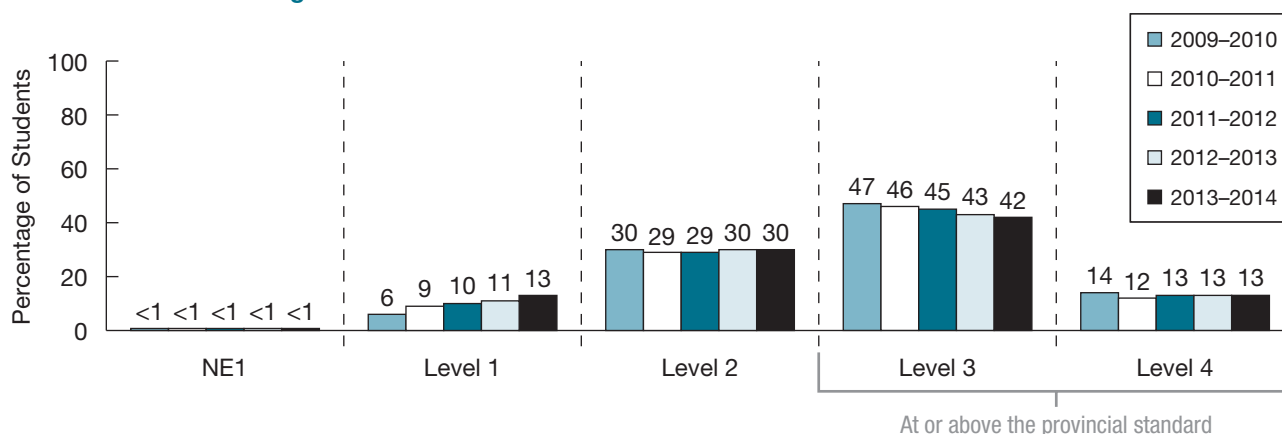
Observations

- Over the past five years, the percentage of students at or above the provincial standard for writing has been steadily increasing (from 70% to 78%, an eight-percentage-point increase).
- Over the past five years, the percentage of students who achieved a Level 2 has decreased by eight percentage points, while the percentage of those who achieved a Level 3 has increased by five percentage points. The percentage of students who achieved a Level 4 has increased by three percentage points.
- In 2013–2014, the percentage of Grade 6 students performing at or above the provincial standard in writing increased by two percentage points over the previous year's.

Mathematics: Results for All Grade 6 Students Over Time*

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	# = 134 241	# = 132 223	# = 129 368	# = 131 543	# = 127 286
Level 4	14%	12%	13%	13%	13%
Level 3	47%	46%	45%	43%	42%
Level 2	30%	29%	29%	30%	30%
Level 1	6%	9%	10%	11%	13%
NEI	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
Exempt	3%	2%	2%	2%	2%
At or Above the Provincial Standard†	61%	58%	58%	57%	54%

Mathematics: Percentage of All Grade 6 Students at Each Level Over Time



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

† 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.

Observations

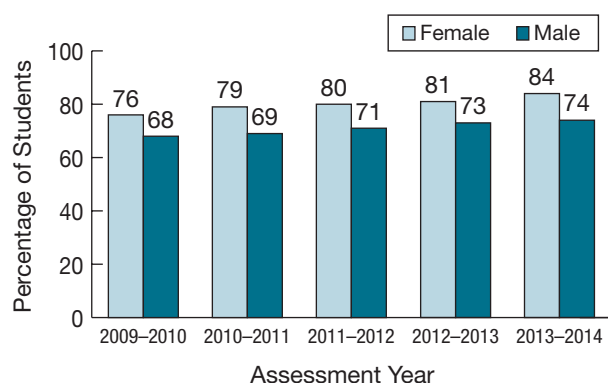
- Compared to five years ago, the percentage of Grade 6 students at or above the provincial standard in mathematics has decreased by seven percentage points, from 61% to 54%. In 2013–2014, it decreased by three percentage points from the previous year's.
- Over the past five years, the percentages of students who achieved a Level 4 and a Level 2 have remained relatively stable, while the percentage of students who achieved a Level 3 has decreased by five percentage points and the percentage of students who achieved a Level 1 has increased by seven percentage points.

RESULTS BY GENDER

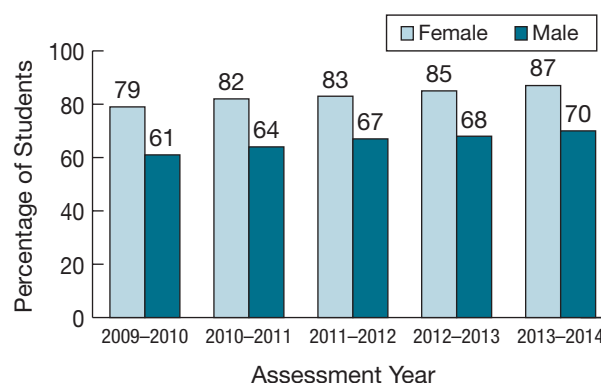
Percentage of All Grade 6 Students at or Above the Provincial Standard Over Time*

	2009–2010				2010–2011				2011–2012				2012–2013				2013–2014			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	65 329	76%	68 851	68%	64 192	79%	68 054	69%	62 827	80%	66 583	71%	64 026	81%	67 479	73%	62 042	84%	65 218	74%
WRITING	65 369	79%	68 898	61%	64 183	82%	68 046	64%	62 827	83%	66 583	67%	64 022	85%	67 473	68%	62 012	87%	65 194	70%
MATHEMATICS	65 342	62%	68 878	59%	64 153	60%	68 033	57%	62 798	59%	66 560	57%	64 035	57%	67 499	56%	62 052	56%	65 233	52%

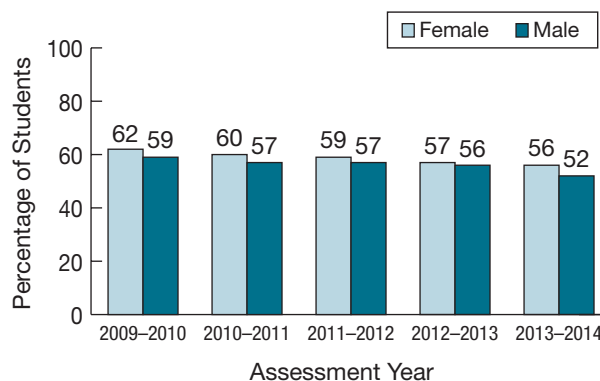
Reading



Writing



Mathematics



* Results by gender include only those students for whom gender data were available.

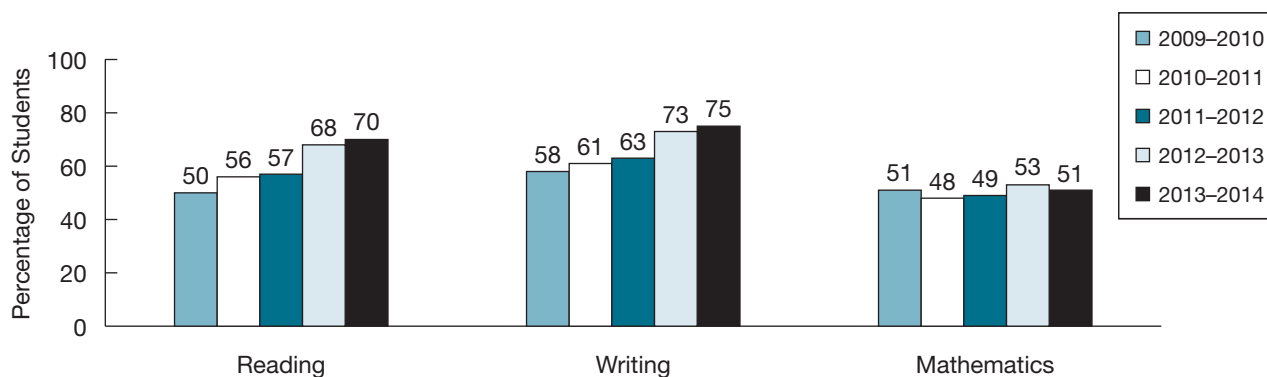
Observations

- Over the past five years,
 - the percentage of female students performing at or above the provincial standard has increased by eight percentage points in reading and by eight percentage points in writing.
 - the percentage of male students performing at or above the provincial standard has increased by six percentage points in reading and by nine percentage points in writing.
 - the percentage of female and male students performing at or above the provincial standard in mathematics has decreased by six and seven percentage points, respectively.
- the gender gap in favour of female students has remained relatively consistent and continues to be particularly pronounced in reading and writing. In writing, the gap has been consistently larger in Grade 6 (16 to 18 percentage points) than in Grade 3 (11 to 14 percentage points).
- In 2013–2014, a larger percentage of female than male Grade 6 students performed at or above the provincial standard in each of reading (84% versus 74%), writing (87% versus 70%) and mathematics (56% versus 52%).

RESULTS BY STUDENT STATUS

Percentage of All Grade 6 English Language Learners at or Above the Provincial Standard Over Time*

	2009–2010		2010–2011		2011–2012		2012–2013		2013–2014	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	7773	50%	8159	56%	9119	57%	12 369	68%	12 479	70%
WRITING	7793	58%	8157	61%	9119	63%	12 369	73%	12 475	75%
MATHEMATICS	7794	51%	8158	48%	9113	49%	12 394	53%	12 481	51%



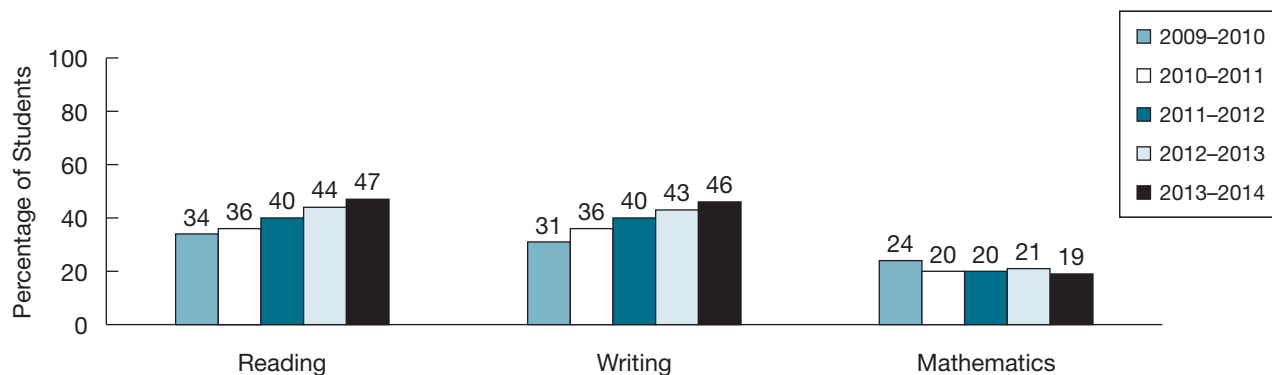
* See the Explanation of Terms.

Observations

- Over the past five years, the percentages of Grade 6 English language learners performing at or above the provincial standard have been increasing in reading and in writing (from 50% to 70%, a 20-percentage-point increase, and from 58% to 75%, a 17-percentage-point increase, respectively).
- In 2013–2014, the percentage of Grade 6 English language learners performing at or above the provincial standard increased by two percentage points in reading (to 70%) and two percentage points in writing (to 75%) over the previous year's percentages.
- In mathematics, the percentage of Grade 6 English language learners performing at or above the provincial standard has varied (between 48% and 53%). In 2013–2014, it decreased by two percentage points (to 51%) from the previous year's.
- Over the past five years, the improvements in the performance of Grade 6 English language learners in reading and writing have exceeded that of the Grade 6 population as a whole.

Percentage of All Grade 6 Students with Special Education Needs (Excluding Gifted) at or Above the Provincial Standard Over Time*

	2009–2010		2010–2011		2011–2012		2012–2013		2013–2014	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	24 813	34%	25 052	36%	25 364	40%	26 847	44%	26 432	47%
WRITING	24 827	31%	25 050	36%	25 364	40%	26 845	43%	26 428	46%
MATHEMATICS	24 812	24%	25 053	20%	25 362	20%	26 849	21%	26 445	19%



* See the Explanation of Terms.

Observations

- Over the past five years, the percentage of Grade 6 students with special education needs performing at or above the provincial standard has been increasing in reading and in writing (from 34% to 47%, a 13-percentage-point increase in reading, and from 31% to 46%, a 15-percentage-point increase in writing). In mathematics, it has decreased by five percentage points, from 24% to 19%.
- In 2013–2014, compared to the previous year, the percentage of Grade 6 students with special education needs performing at or above the provincial standard increased by three percentage points in reading (to 47%) and three percentage points in writing (to 46%). This percentage decreased by two percentage points in mathematics.
- Over the past five years, the improvements in the reading and writing performance of Grade 6 students with special education needs have exceeded that of the Grade 6 population as a whole.

Summary of Findings

Assessment of Reading, Writing and Mathematics, Primary Division

- Over the past five years, the percentage of students performing at or above the provincial standard in reading has been steadily increasing (from 62% to 70%, an eight-percentage-point increase).
- Over the past five years, the percentage of students performing at or above the provincial standard in writing has been steadily increasing (from 70% to 78%, an eight-percentage-point increase).
- Over the past five years, the percentage of students performing at or above the provincial standard in mathematics has decreased by four percentage points, from 71% to 67%.
- Over the past five years, the gender gap in reading and writing has been in favour of female students. The gap in reading has varied between nine and 10 percentage points; and in writing, between 11 and 14 percentage points. In mathematics, the percentage of female students performing at or above the standard has been the same as or slightly larger than that of males.
- Over the past five years, the percentage of Grade 3 English language learners performing at or above the provincial standard has increased by 19 percentage points in reading, by 11 percentage points in writing and by two percentage points in mathematics.
- Over the past five years, the percentage of Grade 3 students with special education needs performing at or above the provincial standard has increased by 13 percentage points in reading and by 12 percentage points in writing; in mathematics, it has decreased by four percentage points, from 37% to 33%.
- Over the past five years, the improvements in the reading and writing performance of Grade 3 English language learners and of Grade 3 students with special education needs have exceeded that of the Grade 3 population as a whole.
- Over the past five years, a larger percentage of male than female students have responded “most of the time” to each of “I like mathematics” and “I am good at mathematics,” while larger percentages of female than male students have responded “most of the time” to the equivalent statements in reading and in writing.

Assessment of Reading, Writing and Mathematics, Junior Division

- Over the past five years, the percentage of students performing at or above the provincial standard in reading has been steadily increasing (from 72% to 79%, a seven-percentage-point increase).
- Over the past five years, the percentage of students performing at or above the provincial standard in writing has been steadily increasing (from 70% to 78%, an eight-percentage-point increase).
- Over the past five years, the percentage of students performing at or above the provincial standard in mathematics has decreased by seven percentage points, from 61% to 54%.
- In 2013–2014, a larger percentage of female than male Grade 6 students performed at or above the provincial standard in each of reading (84% versus 74%), writing (87% versus 70%) and mathematics (56% versus 52%).
- Over the past five years, the gender gap in favour of female students has remained relatively consistent and continues to be particularly pronounced in reading and writing. In writing, the gap has been consistently larger in Grade 6 (16 to 18 percentage points) than in Grade 3 (11 to 14 percentage points).
- Over the past five years, the percentages of Grade 6 English language learners performing at or above the provincial standard have been increasing in reading and in writing (from 50% to 70%, a 20-percentage-point increase, and from 58% to 75%, a 17-percentage-point increase, respectively). In mathematics, it has varied (between 48% and 53%). In 2013–2014, it decreased by two percentage points (to 51%) from the previous year's.
- Over the past five years, the percentage of Grade 6 students with special education needs performing at or above the provincial standard has been increasing in reading and in writing (from 34% to 47%, a 13-percentage-point increase in reading, and from 31% to 46%, a 15-percentage-point increase in writing). In mathematics, it has decreased by five percentage points, from 24% to 19%.
- Over the past five years, the improvements in the reading and writing performance of Grade 6 English language learners and of Grade 6 students with special education needs have exceeded that of the Grade 6 population as a whole.
- Over the past five years, a larger percentage of male than female students have responded “most of the time” to each of “I like mathematics” and “I am good at mathematics,” while larger percentages of female than male students have responded “most of the time” to the equivalent statements in reading and in writing.

Explanation of Terms

All Students

Results are reported for all students in the grade (Grade 3 or 6).

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, in *The Ontario Curriculum*, has set Level 3 as the provincial standard. Level 3 identifies a considerable level of achievement of provincial expectations. The levels of achievement are aligned with the four-level scale developed by the Ministry of Education and used on the Provincial Report Card.

Level 4

The student has demonstrated the required knowledge and skills thoroughly or to a high degree. Achievement exceeds the provincial standard.

Level 3

The student has demonstrated the required knowledge and skills to a considerable degree. Achievement meets the provincial standard.

Level 2

The student has demonstrated the required knowledge and skills. Achievement approaches the provincial standard.

Level 1

The student has demonstrated 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 provided enough information to score but did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.

No Data

This designates students who did not have a result due to absence or other reasons.

Exempt

This designates students who were formally exempted by the school from participating in the assessment or in one or more components of it.

English Language Learners

These are 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)

These are students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students whose sole identified exceptionality is giftedness are not included.

W

Results for some or all students are being withheld by EQAO.

School Stories:

On the Journey of Learning

School Stories: On the Journey of Learning

OBSERVATIONS FROM THE FIELD

Over the past year, EQAO has visited a number of elementary schools throughout Ontario to learn from their effective use of evidence and the strategies they have employed to improve student achievement. Engaging with the education community through the documentation and recognition of these successful practices allows EQAO to share insights and observations across the province.

To celebrate this spirit of achievement, EQAO has profiled a number of publicly funded Ontario schools. Each has been identified in collaboration with its board of education because of its notable improvement in EQAO results and trends over time, its location in the province and its efforts to address challenging circumstances. School teams have shared how EQAO and other data have informed their school improvement planning and focused efforts to support student learning in literacy and numeracy. The information that we have gathered from these conversations is consistent with research on effective schools.

Common themes emerging from these visits include the following:

- Principals and teachers are examining and using evidence from multiple sources, including classroom assessments and EQAO data, to focus on specific student needs. There has been a strong emphasis on the early identification and support of at-risk students, along with a belief that all students can succeed.
- Elementary teachers are reflective and articulate about their instructional practices. They engage in professional dialogue and inquiry in collaborative teams to improve overall achievement.
- Elementary teachers are committed to maintaining a positive and inclusive school culture with high expectations for all students. Initiatives by schools to engage parents in their children's education have resulted in an increase in parental involvement, which has had a positive impact on student success.
- Student learning and engagement have improved through the innovative use of technology in the classroom. Technology has also contributed to improved assessment-for-learning practices.
- The principal's leadership and support for staff and student learning are important. Principals recognize that the expertise and dedication of teachers are the most important resources in the school.

The school profiles on the following pages are just a few of the many remarkable and inspiring stories across Ontario's publicly funded school system. EQAO is pleased to highlight the accomplishments of these school teams and celebrate their exemplary work.

Annunciation of Our Lord Catholic Elementary School

HAMILTON-WENTWORTH CATHOLIC DISTRICT SCHOOL BOARD

Student population: 685; Grades: JK–8; Principal: Josie Pini

Formed in 2010 through the amalgamation of two adjacent schools, the Annunciation of Our Lord Catholic Elementary School serves junior kindergarten through Grade 8 students in the Hamilton-Wentworth Catholic District School Board. The current enrolment is 685, but an influx of students is expected from several construction projects within school boundaries. The school's diverse demographic profile features a broad socio-economic base, a significant immigrant population and many English language learners.

Since all students were new to the school, staff made much effort to build an inclusive and cohesive school community. Clubs were formed, school teams were established and uniforms and logos were created. Assemblies were held frequently. The school motto—Together We Are Strong; In Faith, We Are Stronger—is the context for belonging. An active Catholic School Council provides support for all school initiatives and supplements funding for students' uniforms and trips as needed. Parents also join an extensive network of volunteers in the classrooms that includes college and university co-op students, social work students and students from the local high school. An intermediate-division homework program and a school nutrition program, possible through a Ministry grant, have been set up. With such a variety of nationalities among its population, the school has established communication with parents as an area of focus, and the aim is to move to an exclusively electronic interface with parents. Currently

the school posts events and newsletters online, and teachers have set up electronic class Web pages. All of the kindergarten classes have established learning management systems for parents to access with passwords. This keeps parents updated with the learning happening in their children's classes and makes it possible for parents to be more involved.

Annunciation of Our Lord School has worked hard to establish relevant and effective programming for its students, who are scoring at or above board and provincial results in reading, writing and mathematics. Since the school is new, report cards, school assessments and teacher observation are relied upon heavily for information to drive instruction. As well, the administration and staff look to the annual EQAO report as a valuable tool that presents accurate and objective assessment data that can influence or validate school decisions. The entire staff participates in examining the report, and special attention is paid to the item analysis and student survey sections. Recently, it became apparent that the boys generally did not enjoy reading and that the girls saw themselves as weak in mathematics. Problem solving was an area of need for all students.

With needs identified, the principal and staff established goals and objectives for remediation. For assistance, the school used special assignment teachers provided by the school board and the expertise of its own staff members. As Principal Pini points out: "To their credit, the staff saw that improvement for the children would also mean they needed to be open to new learning strategies and techniques. We have high expectations for ourselves as well as for the children."

After extensive input and professional development, teachers planned and taught collaborative inquiries within their divisions. Their aim was to address problem solving in mathematics and to build girls' self-confidence when working at all aspects of mathematics. Prior to teaching any lesson or unit, teachers would discuss the goal with students and clearly delineate the success criteria. Students now know where they are going and what they have to do to arrive successfully. The units have richer tasks that focus on critical thinking skills and, in mathematics, real-world problems. When a task is assigned, students are given the opportunity to think about the problem independently and then record their strategies and solutions. They then collaborate in groups to discuss the process that others used to solve the same problem. To assist in the process, the school has provided manipulatives and Smart Boards for most classes. Both staff and students are beginning to recognize why their work is at a certain level in the continuum and what strategies will move them



Jim Vandenbosch, Andrea Germana, Tina Alagappan, Josie Pini (principal)

“[Teachers] are the backbone of the school. They are dedicated not only in student learning but in spiritual and social development. As a unit they worked hard to create a school community that feels like a family. The strong relationship developed with the parish team also helps to nourish each member of the school community. At this school, we learn, love, laugh and live together as a vibrant, positive, accepting and spiritual community.”

Josie Pini, Principal

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	47%	55%
Male	53%	45%
Special education needs	12%	15%
English language learners	5%	11%
Born outside Canada	8%	16%
First language learned at home was other than English	17%	24%

forward. An important part of the process is for each student to understand how he or she can move to the next level of achievement or how to “bump up” his or her work. Students are now engaged in their own learning and, as goal setting and criteria become more functional in their learning, they move closer to becoming independent inquirers.

Similar strategies are being employed in reading and writing. Previous EQAO questions are used, and students are all engaged in determining how to “bump up” their work. By creating success criteria together with their teachers, students become aware of their learning goals and what they need to do to improve their work. Similarly, in writing, student moderation allows each child a framework for critiquing his or her own work and that of others.

Annunciation of Our Lord School has established a template for growth and improvement that exemplifies the TEAM (Together Everyone Achieves More) concept. Held on Mondays, weekly TEAM assemblies recognize student accomplishments and set weekly goals. Principal Pini acknowledges that, while there are always challenges to work on, her teachers need to be recognized for their many successes: “They are the backbone of the school. They are dedicated not only in student learning but in spiritual and social development. As a unit they worked hard to create a school community that feels like a family. The strong relationship developed with the parish team also helps to nourish each member of the school community. At this school, we learn, love, laugh and live together as a vibrant, positive, accepting and spiritual community.”



Annunciation of Our Lord Catholic Elementary School

Corpus Christi Separate School

THUNDER BAY CATHOLIC DISTRICT SCHOOL BOARD

Student population: 305; Grades: JK–6; Principal: Peter Prochilo

Corpus Christi Separate School in Thunder Bay serves 305 students in kindergarten to Grade 6. The school population is drawn from a large area that includes many English language learners who come from places like Colombia, China, Burma and Thailand. First Nation students account for 18% of the school's population. Although students come from a variety of cultural and socioeconomic backgrounds and many speak a different language at home, the staff works collaboratively to provide meaningful learning opportunities for all students at all times. Describing the staff's approach, Principal Prochilo states that "all students are treated the same, and everyone is important. We do not concentrate on highlighting the differences or barriers but rather on meeting the students where they are and meeting their needs." Corpus Christi is the first school in the board to host a kindergarten program that includes students from other catchment areas.

Under the leadership of the administration, the staff examines and analyzes the EQAO data to identify trends over time and make informed decisions about areas for focus and improvement. At the beginning of the school year, EQAO data serve as a springboard for the development of the school improvement plan. The school team takes into consideration data over time, specific information found in the EQAO Item Information Report as well as responses from the EQAO Student Questionnaire. Teachers also consider data gathered from classroom assessments, report cards, and attitude and behaviour surveys developed by teachers and completed by students and parents. Data are an integral part of all decision making at Corpus Christi, and the teachers begin collecting information on student achievement in junior kindergarten. Students who attend the full-day kindergarten program receive a battery of tests at the end of junior and senior kindergarten. Cognizant that early intervention is crucial to future learning, teachers respond promptly to the results of the assessments and provide the necessary supports. The data provide a benchmark for classroom teachers to choose specific interventions and serve as the basis for professional conversations focused on student achievement. The data



Irene DiFelice, Stacey Purdon, Peter Prochilo (principal)

gathered during the kindergarten years are shared with teachers in the primary division to ensure a seamless transition for students. The data collected through the various assessments support the school's requests for extra assistance from the board. The school has been very successful in acquiring additional personnel. "Success by Seven," an intervention program available to students during Grade 2, is based on early assessment data in reading. Students who do not meet the benchmark receive targeted intervention. During the second half of the school year, the same support is offered to students in Grade 1.

Key to Corpus Christi's continued success is the willingness of teachers to participate in professional learning. The school has been involved in two projects through the Teaching Learning and Leadership program funded by the Ministry of Education. The first focused on poetry through a cross-curricular approach that included the arts, literacy and technology. The teachers wanted to

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	57%	42%
Male	43%	58%
Special education needs	34%	45%
English language learners	3%	3%
Born outside Canada	0%	5%
First language learned at home was other than English	3%	3%

"Data will reveal your challenges. It is then up to us to realize our strengths to meet those challenges. EQAO data provides us with surprises sometimes, and it makes us reflect on our practice and where we need to go next."

Peter Prochilo, Principal

offer various avenues for students to find and share their voice, and for all students to build their confidence and to think of themselves as writers. Activities were developed around the idea “what I think I can say, and what I can say I can write.” The poetry project’s culminating activity was a celebration evening, where parents, family and the media were invited to share in the students’ success.

The second project addressed communications in mathematics. EQAO’s Item Information Report indicated that many students had difficulty explaining their thinking about mathematics and were not scoring well on open-response questions. Principal Prochilo describes the action research project as “an opportunity for teachers to take control of their own learning and to look at how teaching practices need to evolve to improve student learning.” Through the collaborative process, teachers developed a consistent approach to teaching mathematics at all grade levels. Students are now provided daily with rich problems, and lessons are structured around them. Using the math problem chart as a guide, the students work through problems, always keeping three steps in mind: 1) plan how to solve the problem, 2) solve the problem and 3) make a solution statement. Students work with the Explain Everything App on an iPad to take a picture of their work, to record their voice to describe their thinking and then to post their work on the school blog. Student work becomes the focus of professional conversations. During professional learning

community sessions, teachers discuss samples of student work, the choices the students make to solve a problem, the strategies they use and their ability to communicate their thinking. This process allows teachers to learn from one another, receive support and work collaboratively to improve student learning.

Communication with parents is open and ongoing. They are encouraged to become active participants in their child’s learning by participating in the Home Reading Program, which includes a reading log. The Math Blog is also available to parents and includes Ministry of Education documents, research pertaining to mathematics as well as games that parents can play with their children to practise mathematical skills. Parents are often invited to share the successes, as was the case during the culminating celebration for the poetry project.

Corpus Christi is a vibrant school where “every student who comes through the doors is afforded the same opportunities.” The teachers know their students and use specific goals and success criteria to move all forward. Strong curriculum leadership, a commitment to professional learning and instructional practices based on data are integral to student success and to improved EQAO scores. “Data will reveal your challenges. It is then up to us to realize our strengths to meet those challenges. EQAO data provides us with surprises sometimes, and it makes us reflect on our practice and where we need to go next,” states Principal Prochilo.



Corpus Christi Separate School

Dallington Public School

TORONTO DISTRICT SCHOOL BOARD

Student population: 588; Grades: JK–6; Principal: Danila Duliunas

East Toronto's Dallington Public School serves 588 students from junior kindergarten to Grade 6 on dual tracks, with early French Immersion beginning in senior kindergarten. The school population has a diverse cultural background, and 73% of the students speak a language other than English at home. There has been a 30% increase in enrolment in the past five years.

Parent engagement is an important contributor to Dallington's success, as parents are welcomed into the school as partners and participate in various activities throughout the year. Parent information nights, where teachers introduce the different types of reading, demonstrate how to engage children and provide activities that parents can use at home, begin in kindergarten. Struggling senior kindergarten students are identified in June, and parents are offered a basic workshop and given a kit to assist their children over the summer. To enhance the partnership between school and home, information sessions about literacy and numeracy are held throughout the year, and activities are planned to help parents support learning.

Dallington staff have worked hard to overcome the challenges associated with the school community's high mobility rate. A successful after-school tutoring club provides students with additional support in mathematics in the fall and reading in the winter. Using EQAO resources as a guide for focused small-group intervention, this program has been successful in closing gaps in student learning. Support from the parents, who arrange transportation to ensure their children can attend, also contributes to the success of this program.

Early in September, the school improvement team reviews the over-time EQAO data as well as classroom, school and board data to identify areas of strength and those needing improvement. The teachers and administration at Dallington believe that school

improvement is a shared responsibility and that every staff member should

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	43%	39%
Male	51%	61%
Special education needs	10%	24%
English language learners	1%	12%
Born outside Canada	35%	51%
First language learned at home was other than English	60%	66%



Catherine Thomson, Danila Duliunas (principal), Carrie Chung, Geraldine Valkenburg, Mary Matusoff

take an active role in developing the improvement plan. Teachers meet with grade partners, in divisions and then as a whole staff to share their analysis of EQAO data and give input to plan their teaching-learning critical pathways (TLCPs) throughout the year. When EQAO Student Questionnaire data regarding attitudes about reading and mathematics were correlated with achievement data, the educators discovered a deficit in results that led to the use of success criteria to build student confidence in their ability to improve their work.

The team focuses closely on the Item Information Reports, highlighting all questions where results are under 70%. They determined that making connections and supporting answers with relevant information from the text in reading, as well as transformational geometry in mathematics, would become the focus of their school improvement plan. Once specific questions are identified as needing attention, teachers access previous EQAO assessment booklets to expose students to the language, key words and format of the questions.

Every effort is made to integrate the curriculum and to minimize interruptions, especially during literacy and numeracy blocks.

“During our TLCP sessions, we look at big ideas, explicit teaching and the gradual release of responsibility, which allows me to reflect on my daily practice and make changes where necessary. Working together, we understand that we share responsibility for the success of all students, not just those in our own class.”

Catherine Thomson, French Immersion Kindergarten Teacher

“The teachers at Dallington Public School understand the critical role they play in narrowing gaps in student learning ... There is a positive culture of learning, where shared leadership and ongoing review of our data are critical. As a team, we monitor progress, overcoming challenges to find solutions and create opportunities for every student to achieve success.”

Danila Duliunas, Principal

Prep time for teachers is also scheduled around these blocks as much as possible to provide consistency of instruction. The teachers have high expectations for themselves and for their students, who are expected to make progress. Students are tracked throughout the year using tools such as DRA and CASI, and data walls are created to monitor their progress. If students are not progressing, teachers reassess and adjust their strategies, making modifications where necessary.

Critical pathways are planned with a school-wide focus on professional development, which provides opportunities for teachers to collaborate, reflect on their daily practice, ask how their teaching affects the learning outcomes of students and consider what they can do differently. The pathways can be cross-panel, divisional or in-grade. Teams of teachers share practices, anchor charts and resources focusing on the areas of need identified by the EQAO data. They engage in moderated marking to review student work and use feedback to determine next steps. Teachers also participate in professional development activities as part of their Family of Schools initiatives. French Immersion kindergarten teacher Catherine Thomson states:



Dallington Public School

“During our TLCP sessions, we look at big ideas, explicit teaching and the gradual release of responsibility, which allows me to reflect on my daily practice and make changes where necessary. Working together, we understand that we share responsibility for the success of all students, not just those in our own class.”

The teachers believe that for their students to meet their high expectations, they must have resources that are relevant and linked to the curriculum. Teachers are asked to give input into resources purchased. Engaging reading materials are purchased for all classrooms, and the school has a central book room with resources informed by EQAO and CASI data. A variety of read-aloud and levelled books, both fiction and non-fiction, are available, as are resources for mathematics. Manipulatives are consistently used and centrally stored, so teachers can access them as needed. As an added resource, the school has a partnership with the Ryerson Early Childhood Education (ECE) program, which offers field placements for ECE students to work extensively with the Grade 1 students.

To make the most efficient use of resources, educators take an integrated approach to science and social studies. Eco-school and social justice projects unite the whole school, and teachers incorporate the study of text features, as well as non-fiction and expository writing, into regular class assignments. The students address issues at their own level and have many opportunities to take a leadership role. Technology is also an important tool, as teachers integrate its various forms into the curriculum. Using iPads, Mac computers and video equipment as part of their assignments, students are engaged and discover many different solutions to problems.

“The teachers at Dallington Public School understand the critical role they play in narrowing gaps in student learning,” states Principal Duliunas. “There is a positive culture of learning, where shared leadership and ongoing review of our data are critical. As a team, we monitor progress, overcoming challenges to find solutions and create opportunities for every student to achieve success.”

Donald Cousens Public School

YORK REGION DISTRICT SCHOOL BOARD

Student population: 600; Grades: JK–8; Principal: Tracey Cox

When Donald Cousens School opened, then-principal Sharon Moss envisioned, and intentionally created, a supportive, positive culture for teaching and learning. Acting on the theory that structure drives behaviour, she set up the school to foster a sense of ownership and collaboration among students, staff and community, making specific structures part of the teaching-learning experience while building a sustainable professional culture that encourages staff leadership and innovation at every level. For example, the staff embraced the importance of data from EQAO and other sources, used technology instead of textbooks to provide authentic learning opportunities and encouraged one another to be open to learning and change. Principal Moss eliminated traditional divisional leaders (these became community, culture, curriculum, technology and student services leads) and instituted inclusive character-building programs such as TRIBES. The stage was thereby set for success.

In keeping with its innovative and inclusionary practices, Donald Cousens welcomes the diversity of its student population. With 70% of the students speaking a language other than English at home, the school accesses its students' unbridled zest for learning by using EQAO data to ensure a more targeted support system that allows for a differentiated approach, layered with strategies to identify the special needs of each child. "Like peeling the layers of an onion," the school's use of data reveals the focus necessary to respond to the changing needs of its students. This inclusionary, precise and proactive planning also facilitates a respectful partnership between school and home. Valuing education, parents are supportive of the school's philosophy of engaging the whole child in exploring, investigating and gathering evidence through programming that features embedded technology.

The alignment of data, resources and professional knowledge are key elements of both school and board structures that build capacity to ensure consistency in student support and teaching practice. The board provides a broader lens through which to view school improvement and makes available a wide variety of

Teachers "devour data, using it as the starting point to understand our context. Data allows us to be precise, to personalize and to drill down right to the classroom."

Tracey Cox, Principal



Natasha Vujanovic, Sharon Moss, Jeff Demacio, Tracey Cox (principal)

consistent system-level support through professional learning, networking opportunities and data management. Teachers understand that "assessment drives instruction" and that large-scale and classroom assessment support each other. The teachers appreciate this connection and have a stake in collecting data to inform their classroom instruction. According to Principal Tracey Cox, teachers "devour data, using it as the starting point to understand our context. Data allows us to be precise, to personalize and to drill down right to the classroom." Collaborating in mixed-divisional groupings, teachers look for trends, use moderated marking, conduct itemized analyses of student clusters, narrow results, identify strengths and needs and "dig deeper" to understand their next "challenge of practice." As Vice-Principal Jeff Demacio puts it, "the staff are aligned in knowing what good assessment looks like" and strive to deliver the curriculum based on a critical analysis of a wide range of data.

For example, seeking precision through collegial critical analysis, the school adopted and adapted the board-wide cross-grade and cross-curricular "Critical Friends Framework." The teachers are used to being asked for their opinions, taking responsibility, articulating student needs and leading other teachers to be leaders. In fact, the power and commitment of the professional culture at this school is such that its highly reflective staff can, with the help of the above framework, engage passionately in "productive dissonance" questioning, educating and ultimately aligning themselves in support of student needs. Recently, for example, during an in-school teacher-moderation exercise, staff used technology to conduct blind assessments of student work. Gradually, the ensuing discussions evolved from asking whether the responses matched the assessment rubric to questioning

“The staff are aligned in knowing what good assessment looks like.”

Jeff Demacio, Vice-Principal

the validity of the rubric itself. Acting on this discovery, staff refined their processes by matching assessments to curriculum expectations.

Another successful and innovative strategy is “The Skill Will” matrix (based on Robyn R. Jackson’s work), which permeates all processes at the school and complements EQAO and internal data to describe the whole child. The original matrix is based on four quadrants, each containing specific skills with corresponding strategies to achieve them. When it became apparent that many students didn’t fit neatly into the quadrants, the teachers were inspired to expand and create a new chart with six, possibly nine, areas of skill and developed corresponding strategies that allowed them to refine the skill base and identify the student engagement approaches that may be missing. From there, cross-divisional discussion groups built appropriate strategies for each student. Strategies like this allow the school to foster an open mindset, which has improved learning over the past five years. Taking ownership, teachers help one another and sustain momentum.

Invariably, new teachers quickly absorb the spirit of innovation and intentionality.

A constant cycle of revisiting what they have done encapsulates the reason these students and their exceptional educators who “love their job” are thriving. In a nutshell, they are successful because, as Principal Cox says, “we are dynamic and responsive to the needs of the school.” With strong leadership and a deep commitment to long-term learning, the staff at Donald Cousens blend data skilfully to get to know their students, develop a challenge of practice and a theory of action, and to monitor progress. With excellent board support and programming, they have also become skilled at data use and the inquiry method of learning, and as a result continue to build exceptional programs for their students.

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	42%	40%
Male	58%	60%
Special education needs	4%	12%
English language learners	38%	15%
Born outside Canada	14%	11%
First language learned at home was other than English	74%	55%



Donald Cousens Public School

Edna Staebler Elementary School

WATERLOO REGION DISTRICT SCHOOL BOARD

Student population: 865; Grades: JK–8; Principal: Jeffery Parliament

Named after a famous local author, Waterloo's Edna Staebler Elementary School serves 865 students from junior kindergarten to Grade 8. It is the largest elementary school in its board. Projections indicate that it will surpass 1000 students within two years. It is a largely middle-class school, although there are some families living on the financial edge and receiving support from the school for groceries. The school has a distinct multicultural flavour, with 35% of students speaking a language other than English at home. Many of the parents are associated with the vibrant high-tech industry that is synonymous with the region.

A major emphasis at Edna Staebler is on cultivating a culture of inclusiveness, caring and healthy character development. Much attention and planning is directed to making children "world changers." Values and attitudes are addressed and developed during media literacy classes and assemblies. During daily announcements, "soulfood stories" are shared. These stories teach respect, empathy and communication. Since all students in Grades 1–8 are immersed in these stories, the cumulative effect positively influences student behaviour and peer interaction and diminishes disrespect and bullying. Data from School Climate surveys and observations of behaviour are considered important sources of information to help define priorities as the students focus on academic success.

The administration, staff and parents are proud of the school's academic record. EQAO reports that Edna Staebler is scoring at or above the board and province in most areas. The school awaits the annual EQAO report and views it as good, objective data that can validate in-school assessments (running records, CASI, DRA and teacher observation) and point out specific areas of strength and need. Staff members review the EQAO report in small and large groups and go beyond the achievement scores by delving into the item analysis and student questionnaire sections. The timing of the EQAO report allows the school to match it with data from the annual student profiles they complete in October. These varied and reliable data form the basis for discussions that determine next steps to facilitate student learning and help to formulate an annual learning plan. The input of the kindergarten team is noteworthy. With the information they provide about student needs, Grade 1 teachers are able to program efficiently from day one in September. The staff engage in extensive collaborative marking to ensure continuity and uniformity throughout the grades.

Both EQAO results and in-school scores highlighted math problem solving as an area for growth and, among boys, a lack of enthusiasm toward writing. Accordingly, initiatives were undertaken to assist students in these areas. Nineteen teachers



Edna Staebler Public School



Jeffery Parliament (principal), Jan Hansen

and both administrators were involved in the Board's Collaborative Inquiry into the Learning of Mathematics (CIL-M) process. Three of the teachers worked with teams from three other schools, and the rest were released as a group to work together at the school. CIL-M gives teachers a series of days, spread over a few months, to work together and plan, implement and reflect on a math problem-solving activity, followed by a discussion of possible next steps for students. The school has included parents in the learning process. Just as schools have traditionally encouraged reading by organizing "book bag" programs, whereby children can bring home good reading material to share and read with parents, teachers at Edna Staebler joined with teachers of three other schools to create five Grades 1 and 2 kits for each math strand. These are available to be sent home on a rotating basis throughout the school year. This initiative is currently being expanded, and teachers are working on kits for Grade 3 students. Principal Jeff Parliament praises

his staff for their creativity, eagerness and commitment when it comes to taking on whatever task will assist the students.

Since boys' writing was also designated as an area of need, the school formed a Writing Club for boys in Grades 2 and 3. Teachers researched successful writing strategies and brought in guest speakers, both for their own professional development and for the inspiration of the students. A related strategy, "Word Nerds," was also instituted to assist in vocabulary development. Thus the Lightning Writers Club began and has been well attended. Students have demonstrated enthusiasm and improved writing skills.

At Edna Staebler, students take part in the guidance of their own learning. They are taught why specific activities are assigned, and when the administration visits classrooms, the students are expected to be able to verbalize what they are doing and why. As they become more familiar with the expectations placed on them, they are better able to recognize what is required of them to "bump up" their own learning. Student moderation of work only serves to deepen the understanding of levels of achievement.

Edna Staebler has a clear vision of its direction: to educate the total child within a loving, nurturing environment. Great effort is expended to be successful in all phases of this mission. Clubs, teams and activities foster a sense of belonging and inclusion for each student, and an open-door policy ensures parents are involved. The goal is that no child is excluded, and each is taught empathy and the value of belonging along the way to becoming a "world changer." "We use data from a wide variety of sources to inform our decisions," acknowledges Principal Parliament. "We also have a staff that is eager to learn and try new ways of meeting their student needs. But what makes Edna Staebler a great place to be is that we collaborate closely together, with the student's well-being as our first priority."

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	57%	67%
Male	43%	33%
Special education needs	6%	14%
English language learners	9%	7%
Born outside Canada	14%	26%
First language learned at home was other than English	35%	33%

"We use data from a wide variety of sources to inform our decisions... We also have a staff that is eager to learn and try new ways of meeting their student needs. But what makes Edna Staebler a great place to be is that we collaborate closely together, with the student's well-being as our first priority."

Jeffery Parliament, Principal

Goderich Public School

AVON MAITLAND DISTRICT SCHOOL BOARD

Student population: 485; Grades: K–6; Principal: Debra Gill



Goderich Public School

In 2009, the staff at Goderich Public School embraced the challenges of the amalgamation of two schools. This was followed in 2013 by the addition of portions of two more schools. Together, these elements now form a cohesive, caring and inclusive community encompassing a diverse rural and urban population. Sensitive to local feelings, throughout the transitions, the staff took proactive measures such as instituting pen pal programs, students symbolically transporting soil to the new site for tree planting and equal representation at opening ceremonies. The school's subsequent success in bringing its students together, including the full integration of those with special education needs, stems from strong leadership, intense teamwork and a shared determination to operate as one entity.

Acting on their specific demographics and feedback from stakeholders, the administration and staff underlined their commitment to school unity by focusing on shared strengths and needs. Later, when the first combined EQAO data revealed persistent shortcomings in primary language, junior math and parental involvement, the staff knew they had to work even harder to engage the entire community. Since then, Goderich has surpassed all provincial standards, particularly in math.

Principal Deb Gill credits the school's success to every staff member's commitment to meeting the physical, emotional and learning needs of every child. Tireless efforts to engage parents through open houses, newsletters, book fairs and communications about timely attendance have had a positive effect. A crucial first step was establishing homework procedures requiring 20 minutes of reading with parents each evening. In time, simple math games were also assigned. Parents sign student planners and math folders to verify time spent practising reading and math together.

In addition, education assistants run homework programs before and after school and, for those who ride buses, the administration operates a homework club during nutrition breaks. While large celebrations mark the attainment of reading and math goals, even the tiniest gains are celebrated and shared regularly with former teachers, peers and parents.

Four years ago, the board helped Goderich adopt a school-wide collaborative problem-solving approach to math using common vocabulary and high-yield strategies. Professional learning, through reciprocal classroom visitations, contributed enormously to team building. Deliberate timetabling allows divisional planning teams to meet and enables team teaching through shared preparation periods for same-grade partners. Grade 3 teachers use the abbreviation "RQ2" (Read Question Twice) to remind students to think deeply before answering questions and uniformly subscribe to Math Talk for problem solving.

Following the See Plan Do Check problem-solving structure, the junior division uses graphic organizers, bookmarks, anchor charts and checklists in math. Primary classes employ a simplified model. Resources include document cameras, mini computers and the Internet. Kurzweil, individual laptops and iPads are readily

"EQAO provides the timetable. It is the structure of the timeline. It lets you see the continuum in which each child's needs must be met."

Debra Gill, Principal

“That’s what the data does. If you don’t know exactly where the child is, you don’t know exactly what the next step should be.”

Debra Gill

available for students with special needs. Taking an inquiry-based approach, teachers co-operatively plan, assess and integrate language skills into social studies and science units. Knowing the curriculum well and using “EQAO as a fundamental point,” they pull from a variety of resources to indicate next steps. “EQAO provides the timetable. It is the structure of the timeline. It lets you see the continuum in which each child’s needs must be met,” says Principal Debra Gill.

Informed by data from multiple sources that suggest that students remember their most recent studies best, staff never think in one strand. Instead they cycle back frequently and incorporate five strands in one lesson. Daily math warm-ups contain elements of units covered throughout the year as well as basic concepts that should have already been mastered. EQAO Math Challenge, an in-school creation, is a popular, instructive and widely used Jeopardy-style math game that achieves maximum student involvement and immediately alerts teachers to specific individual learning gaps. Students, working with partners or in groups, solve questions presented through a data projector and display their answers on individual whiteboards. Teachers record the data on running performance lists.

Acknowledging “a burning sense of urgency in the SK process” and a deep respect for data, Principal Gill oversees an exceptionally effective school-wide intervention program starting at age four. Data collection from PM Benchmarks, Learning Assessment Portfolios, Early Ongoing Identification sheets and individual data notebooks ensures that senior kindergarten teachers know by January which students are at risk. Any available staff conduct guided reading with these students for scheduled blocks as short as 10 minutes.

For three years now, Goderich has achieved spectacular results implementing a highly prescriptive reading intervention program called Empower to students functioning two years below grade level. Daily exposure to 110 decoding and word identification skill-building lessons provides students with a powerful base for future reading comprehension development.



Sherry Hodges, Melanie Iza, Debra Gill (principal), Robin Engelstad, Valerie Gilbert-Bean

Indeed, nothing is deemed more important than learning to read. Large language blocks, easy access to material at various reading levels and the inclusion of independent reading in each instructional day contributes to success. In Grade 6, a culture of reading is established in September by scheduling independent reading first thing each morning. Once students are reading comfortably, willingly and with enjoyment, the teacher tracks individual progress. The accountability piece is built in. Through observation, direct questioning and running records, staff can pinpoint exactly where each student is.

As Principal Gill states: “That’s what the data does. If you don’t know exactly where the child is, you don’t know exactly what the next step should be.”

Understanding the balance required of those in leadership roles, Principal Gill holds high expectations and esteem for her staff. In addition to professional wisdom, she provides emotional and practical support for a talented, articulate, reflective team of educators who display a profound understanding of the learning process and a deep commitment to student success.

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	41%	53%
Male	59%	47%
Special education needs	41%	23%
English language learners	0%	0%
Born outside Canada	0%	1%
First language learned at home was other than English	3%	1%

Gracedale Public School

TORONTO DISTRICT SCHOOL BOARD

Student population: 700; Grades: JK–5; Principal: Susan Billington

Gracedale Public School, in northwest Toronto, serves 700 students from junior kindergarten to Grade 5. The population is culturally diverse, with the majority of students coming from a South Asian background. More than 80% speak a language other than English at home, and many families are unfamiliar with the Canadian school system. One of the challenges at Gracedale is that many students enter kindergarten with very limited English. The school population has experienced a small decline in the past few years, but kindergarten enrolment remains high, as Gracedale has a large catchment area. Parent engagement is a very important component of the school's success, and right from the start, parents are welcomed as partners in their children's education. If necessary, translators accompany parents to meetings so that the students entering kindergarten receive the necessary supports. Parents are very supportive and willingly work with the school, taking advantage of all the resources offered to them. As a component of its early intervention strategies, the school hosted a six-week preschool program for parents and children. The children were informally observed and, if necessary, supports were planned for September.

Information sessions such as EQAO evenings for Grade 3 parents and curriculum nights focusing on literacy and numeracy give parents the opportunity to gain a better understanding of the educational system and acquire skills to help their children succeed. All information is available in the parents' first language to ensure they can participate. The school is the hub of the community and works closely with the settlement worker to offer a variety of courses for parents in the school, sometimes taught by one of the parents. Computer courses, cooking classes and information sessions about report cards are well attended. Teachers take every opportunity to increase parent engagement to make the transition to school seamless.

The administration and teachers examine the over-time EQAO data as well as school and board data to determine areas of strength and those needing improvement. They also review the Item Information Reports to determine which types of questions the students experienced difficulty on and identify areas of the curriculum where they need to focus their school improvement planning. Professional learning community (PLC) sessions are planned for the year, and release time gives teachers the opportunity to collaborate, plan and co-teach lessons to improve their daily practice and to challenge themselves and their students to meet higher standards. Emphasis is placed on integrating the curriculum and minimizing interruptions during instructional time to maximize learning opportunities. Principal Susan Billington states: "Teachers work collaboratively using data to make

"Teachers work collaboratively using data to make informed decisions and achievable school-wide goals, creating learning opportunities for our students that are relevant to their needs."

Susan Billington, Principal

informed decisions and achievable school-wide goals, creating learning opportunities for our students that are relevant to their needs."

Numeracy and literacy are the focus of their monthly PLC meetings. Using the inquiry method, teachers school-wide concentrate on three-part lesson plans in mathematics and parallel tasks to involve all students. The teachers place students in small groups and assign meaningful content to generate discussion. Assigning parallel tasks gives all students the opportunity to contribute and to be successful on math problems that are differentiated to their learning needs. In reading, the teachers focus on making connections and inferences and reading for meaning. They access EQAO resources to expose students to the language, key words and format of the questions. Other resources, such as manipulatives and dual-track books, are allocated by need and shared with the whole staff. Teachers have become less reliant on textbooks. Manipulatives are used consistently, which provides students with tools to solve



Alva Kosta, Sonia Richard, Sukhwinder Buall (vice-principal), Susan Billington (principal), Yelena Tosello

“The teachers at Gracedale Public School are a cohesive and committed team who view school improvement as a shared responsibility. I believe that data is our friend, telling us stories. By spending time with data and doing so regularly, we are able to discern what it is telling us, leading us to ask questions to get to a deeper understanding of what is going on. We then can make informed decisions, which lead to enhanced student achievement.”

Susan Billington

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	44%	In order to protect students' personal information, this school's Grade 6 results will not be published.
Male	56%	
Special education needs	22%	
English language learners	5%	
Born outside Canada	26%	
First language learned at home was other than English	88%	

problems. Updating the library and classroom reading materials was a priority, so teachers were asked to discard outdated books and replace them with new ones. The walls in the school are used as “third teachers.” Learning goals, student work and learning processes are posted, so teachers, students and parents can observe and be part of the learning that is happening throughout the school.

“Early intervention is important at Gracedale,” states Sukhwinder Buall, vice-principal. “Special education and English-language-learner teachers are an integral part of our PLCs to ensure all students will have supports in place to achieve success.” Students needing support are identified early in September, and their Individual Education Plans (IEPs) are created. Assistive technology, modifications or accommodations are arranged, and students’ IEPs are monitored throughout the year. Teachers believe all students are the responsibility of all staff, and regular professional development is provided for teachers on how to create and monitor the IEPs.

The use of technology to engage students is an important focus at Gracedale. The computer lab was dismantled to make more effective use of the school’s computers. Ipad and notebook mobile carts, as well as Smart Boards, were purchased to give teachers and students more access. Technology is also used to assess and track the progress of students and to provide information Web sites for parents. Teachers demonstrate the different levels of achievement, so students can examine them and decide what they can do to move their work to the next level.

An important goal that Gracedale teachers have for their students is to become lifelong learners. Students are proud of their school and take leadership roles in programs such as Eco-Schools and Me to We. They also participate in global projects such as Adopt

a Village and Clean Water and environmental initiatives such as Litterless Lunches, Waste Audits and the creation of an outdoor classroom. The school also has a vegetable garden, which students and parents maintain. They are planning to share the food they grow.

“The teachers at Gracedale Public School are a cohesive and committed team who view school improvement as a shared responsibility,” states Principal Billington. “I believe that data is our friend, telling us stories. By spending time with data and doing so regularly, we are able to discern what it is telling us, leading us to ask questions to get to a deeper understanding of what is going on. We then can make informed decisions, which lead to enhanced student achievement.”



Gracedale Public School

Joseph Gould Public School

DURHAM DISTRICT SCHOOL BOARD

Student population: 574; Grades: JK–8; Principal: Gayle Gailits

Joseph Gould Public School serves 574 students in junior kindergarten to Grade 8. It is located in beautiful Uxbridge, across the road from Uxbridge High School. The teachers at Joseph Gould use the most current and effective practices to ensure that their students have a strong foundation for success. Focusing on ideas and organization, teachers work collaboratively on techniques to improve student learning, incorporating EQAO resources into their timetabled literacy blocks and using the language of the curriculum and success criteria for every activity. Over the last few years, teachers have made a shift in their practices and are now much more collaborative in the way they plan, teach, assess and reflect. According to Principal Gayle Gailits, “Staff members value the benefits of working together as same-grade partners as well as in their divisions, which has led to a better understanding of the impact of their actions on student learning. Use of EQAO and other data have played an important role in this shift.”

In collaboration with other area schools, staff members participate in sessions offered by the Durham District School Board on understanding EQAO data. The in-services help staff members to analyze EQAO data, such as those in the Item Information Reports as well as attitudinal and contextual data. This information is used to set goals for system initiatives as well as to inform school improvement planning.

A system-wide focus to come out of these analyses was problem solving in mathematics. During three-part lessons, with manipulatives always available, students are presented with the concepts and then given open-ended questions. These activities encourage hands-on exploration, risk taking and rich discussion. Language and mathematics lessons are integrated with EQAO sample problems and exemplars through real-life stories involving mathematical concepts.

At Joseph Gould the children understand how to present their work and give clear answers. They see themselves as “evidence detectives” and use their skills and knowledge in new situations.



Tammy Ropitzky, Gayle Gailits (principal), Jennifer Rodych

Students will try a variety of strategies to find a solution and then check to see whether their answers are reasonable and plausible. These learning behaviours are supported by EQAO questionnaire data that show that both male and female students at Joseph Gould say they think about problems before they start them and are confident because they understand the mathematics.

“We now have a greater alignment in our classrooms, which has resulted in a growth in our students’ confidence due to the predictability and fairness across the grades. Everyone knows what it takes to be successful. The same criteria are used in each room for the same grade,” says Principal Gayle Gailits.

Joseph Gould’s caring teachers are always trying to move their students to the next level. Diagnostic mathematics assessments are given, and then “focus groups” are created for intense instruction on specific concepts and skills. These very small groups of students work with their teacher three times a week for

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Gayle Gailits, Principal

four to six weeks. In language, student achievement is tracked using tools such as running records. Effective teaching strategies help move the children forward.

The teachers at Joseph Gould are eager learners themselves. Under board initiatives, they are involved in a wide range of professional development workshops and in-services with a focus on inquiry and quality questioning. The strategies learned in these sessions are then shared with the rest of the staff. The teachers embrace the use of technology and use it in the classrooms and for communication with parents and students. The school Web site offers many resources, such as instructional videos explaining mathematics concepts, success criteria and EQAO samples. The communication between parents and teachers plays a critical role in helping students succeed.

At Joseph Gould, there is a warm and inviting atmosphere for families. Parents are kept informed about what is happening in the classroom and appreciate the teachers' efforts to involve them in their child's learning. Regular review at home and school ensures student success with both the curriculum and on EQAO assessments. According to parent Colleen Baskin, "The school is open, and parents feel welcome and comfortable in the school. There is an effective communication system around the curriculum expectations, and the teachers make suggestions on how we can

support our children at home. As parents, we are very aware that our children have been given the foundations that they need to be successful."

Joseph Gould has a positive culture of high expectations within a caring environment. The principal is an instructional leader who models for her staff the value of staying current. The teachers work as a team, collaborate to provide effective instruction and clearly communicate the success criteria to both parents and students. The parents are welcomed into the school and are actively involved in their children's learning. The students learn through problem-solving activities, which develop their confidence not only in understanding the concepts but also in clearly presenting solutions to open-ended questions. The entire staff takes ownership in helping all children celebrate success.

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	43%	46%
Male	57%	54%
Special education needs	13%	22%
English language learners	2%	0%
Born outside Canada	0%	2%
First language learned at home was other than English	0%	2%



Joseph Gould Public School

Rockwood Public School

RENFREW COUNTY DISTRICT SCHOOL BOARD

Student population: 398; Grades: K–8; Principal: Mary Ann Mullen

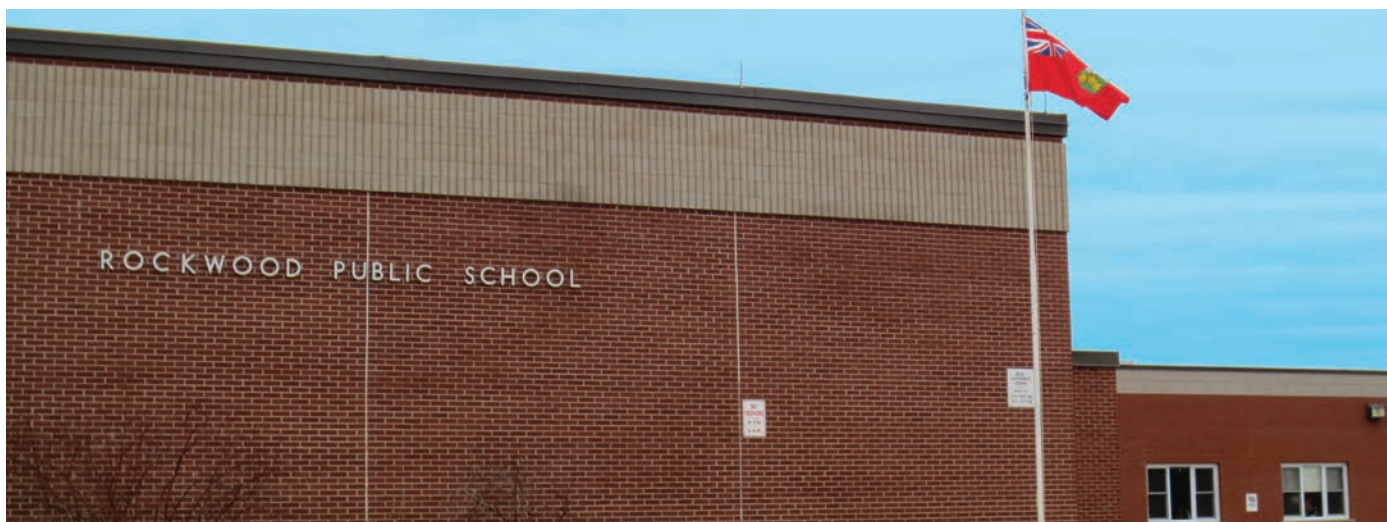
Rockwood Public School, in the town of Pembroke, has a population of 398 students in junior kindergarten to Grade 8. The demographics of the school have remained constant over the years, and there is very little mobility. Rockwood offers a French Immersion program beginning in Grade 5 and also has a specialized program for students at the primary, junior and intermediate levels who need extensive support. The school's participation rate in the EQAO assessments is 100%. The EQAO cohort tracking data indicate that, while a number of students did not meet the provincial standard in Grade 3, they reached it in Grade 6 and that those who had performed at the standard in Grade 3 were able to maintain this achievement in Grade 6.

The school culture plays a significant role in student success at Rockwood. There is a strong partnership with parents, who are kept well informed. The school council meetings are always focused on the curriculum. The principal and teachers provide information about school initiatives and EQAO results, and parents are invited to provide input into the school plan of action. There is a community feeling based on respect, trust and shared values.

EQAO results are important to decision making at Rockwood and are used extensively by the administration and staff to inform the school improvement plan. Using the data from the Item Information Reports, student work and results from classroom, school and board assessments as their guide, teachers and administrators identify an academic focus and implement many effective strategies for improvement. The team approach allows all staff members to provide focused interventions once an area of need is identified. For example, a careful and systematic examination of information

from various sources led to an inquiry project in mathematics. Data revealed that students did not have confidence in their math communication skills to explain the reasoning that led to their answers to open-response questions on the EQAO assessments. Teachers decided to introduce “accountable talk” as a strategy to encourage students to talk about their learning. They modelled the types of comments and vocabulary they wanted to hear and then, using PRIME data, strategically grouped students into pairs. These pairs became consistent purposeful-talk partners during mathematics lessons, which enabled the students to take risks, as they built on each others' ideas to improve their answers. The students also provided feedback to each other while teachers circulated to offer prompts and encouragement. Teachers filmed students' discussions and then used the resulting observations to plan how to probe students' answers and reasoning further. With effective modelling and practice over time, students became adept at explaining their reasoning and choices of strategy.

Teachers also made extensive use of various math games to support student engagement. The games relied on the use of manipulatives, and these became part of students' tool box for problem solving. Students responded positively to the use of games to access prior knowledge or to consolidate their learning. Professional development has been a key component in the area of mathematics. Teachers have worked with Marian Small to develop effective teaching strategies, practise these in their classroom and return to share and reflect on their experience. Teachers use common language to discuss mathematics and are able to focus their actions to achieve curriculum goals and meet the needs of all students through differentiated instruction.



Rockwood Public School



Mary Ann Mullen (principal), Krista Gauthier, Sherri Wylie

Literacy is an important focus at Rockwood. Grades 2 and 3 teachers worked with colleagues in other schools to develop a board-wide formative assessment for reading. Teachers selected appropriate texts based on curriculum expectations and designed questions following the format of the EQAO assessments, including multiple-choice and short-answer questions. The assessment is administered in the fall and again in the spring. These assessments are marked using the teacher moderation model with teachers from other schools. The initial results allow teachers to provide timely and targeted interventions for students prior to the second assessment. Teachers report that they have developed a greater understanding of the language curriculum and the links between EQAO assessments and the curriculum.

The Booster Club is another example of the commitment to success for all students. A small group of Grades 3 and 6 students selected using data from various sources participates in 16 hour-and-fifteen-minute sessions twice weekly after school to

help boost their confidence and enhance their skills in math and language. These sessions directly support curriculum expectations covered in the classrooms and incorporate a variety of resources. There is much collaboration between the Booster Club teacher and those in the regular classroom to ensure consistency in approaches and a direct link to classroom practice.

Such a comprehensive and deliberate approach to student success and improvement would not be possible without the support and guidance of the school administration. Staff meetings are dedicated to professional development and to the implementation and monitoring of the school improvement plan. The focus is on classroom goals and ensuring deeper understanding. During the meetings, teachers have the opportunity to look at student work and engage in professional conversations regarding criteria and levels of achievement. The administration ensures maximum instructional time, time for same-grade teachers to co-plan and uninterrupted literacy and numeracy blocks to support meaningful learning experiences for all.

The focus at Rockwood is on reaching every student. All partners embrace a culture of learning and collaboration, which is key to the positive school environment. The achievements of this school can be attributed to hard work, perseverance, collaboration and a clear vision based on the collection, examination and purposeful use of data. Principal Mary Ann Mullen states: “It is important to use data to understand where students are and where they need to go. Data clearly tells us what students can do now and what we as professionals need to do to move each one of them forward. It is important to always put a face to our data so that we remember who we are here for, and then we need to work as a team and focus our energy on student achievement. I am fortunate to have a committed and dedicated staff that will do whatever it takes to support students.”

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Mary Ann Mullen, Principal

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	44%	41%
Male	56%	59%
Special education needs	19%	10%
English language learners	0%	0%
Born outside Canada	0%	2%
First language learned at home was other than English	0%	2%

St. Mary's Catholic School

RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

Student population: 210; Grades: JK–8; Principal: Cheryl St-Elier

Situated in the town of Deep River, St. Mary's Catholic School serves 210 students from junior kindergarten to Grade 8, with 75% bused. The population has remained fairly stable over the past five years but has experienced an increase in the number of military families. The school has a rich cultural heritage, with many students speaking a number of languages, as many families from other countries have moved into the area to work at the Atomic Energy plant.

Deep River has a wide variety of recreational and cultural events that the students participate in throughout the year. The school has a strong partnership with Our Lady of Good Counsel Church, as the parish finances and runs the school's breakfast club and supports and promotes academic excellence. The parents demonstrate their support for the school through their willingness to volunteer where needed and participate in career days to share their expertise with the staff and students. Staff and parents set high expectations for students and themselves, creating a positive climate at the school.

The teachers are a cohesive, committed, hard-working team who view school improvement as a shared responsibility and believe that EQAO data are foundational to their success. They meet early in September to plan for improvement: they analyze the EQAO results, identify areas of strength and determine which need improvement. This year, Principal Cheryl St-Elier and the teachers used the EQAO Reporting application to examine the intersection



Kevin Walsh, Cheryl St-Elier (principal), Lorna Valiquette Steer

“Using parallel tasks in my classroom ensures there is less down time and all students can participate in the activities. With activities in place to meet the varying needs of the students, we can celebrate the success of every student as they share their work and contribute to the conversation.”

Kevin Walsh, Grades 6 and 7 teacher

between data relating to students' attitudes and behaviours and achievement. They noted that there was a decline in mathematics achievement in the junior division, and after examining the Student Questionnaire results, they realized that many students did not feel they were good at mathematics or that they could solve difficult math problems. Adopting a collaborative inquiry approach, the staff examined in depth the attitudes of students, administered a board survey and developed a plan to move forward. They used the EQAO Summary of Results and Strategies for Teachers and discovered the reciprocal teaching strategy. Using this strategy in the math program has helped teachers to deepen students' understanding of math problems. Regularly planned surveys, exit cards and immediate student feedback provide data to monitor the attitudes and progress of the students. The teachers also examined the learning skills identified in the provincial report card and developed strategies to highlight each skill so that students would become more aware of the expectations. Teachers instill an awareness in students of the importance of persevering when they don't succeed right away.

While reviewing the EQAO data, the staff realized they needed to go back to the curriculum to understand the intention behind each expectation so that they could be more precise in their teaching and so that students could better understand the expectations. Using the curriculum to create common strategies and language that students would recognize as they moved from grade to grade, teachers created and implemented common anchor charts, terminology and graphic organizers with accommodations in place for students with special needs. As the teachers gained confidence, they realized that they did not need to rely on textbooks to provide rich tasks. The staff also recognized that to be more effective, they would have to be more precise when choosing resources, giving students feedback and allocating

blocks of time. As a result, they developed strategies to integrate the curriculum in all grades in order to maximize time on task.

St. Mary's staff believe that building classroom community and engaging students fully are important to student success, so they take the time to teach students how to interact, ask appropriate questions and take an active role in class discussions.

Students learn how to be good listeners and how to build on ideas to extend and enhance discussion. The teachers use Big Ideas and parallel tasks in their classrooms to ensure that every student has the opportunity to participate. Kevin Walsh, Grades 6 and 7 teacher, states: "Using parallel tasks in my classroom ensures there is less down time and all students can participate in the activities. With activities in place to meet the varying needs of the students, we can celebrate the success of every student as they share their work and contribute to the conversation."

Teachers use real-life examples that the students can relate to and understand in order to emphasize the importance of working hard to achieve success. Teachers set high expectations and use sports as examples to illustrate why athletes train hard to prepare for their games, which motivates the students to work harder. Success criteria are created, and the students refer to them to complete their assignments and to meet expectations.



St. Mary's Catholic School

Reviewing the information provided by EQAO, as well as their school and classroom data, the teachers observed that making language and expectations consistent throughout the divisions had a positive effect not only on the academic success of their students, but also on the climate of the school. The students were more focused and thus experienced academic success using the strategies and tools they were given.

During Collaborative Inquiry Days, a board- and school-supported initiative, teachers meet together in their regional hubs to share strategies and practices. They also have the opportunity to visit classrooms and talk to the students. The principal supports job-embedded learning through the school budget, and the teachers meet at school as often as possible to share strategies and ideas and to monitor progress.

Principal St-Elier states: "My beliefs in the past 13 years have changed 180 degrees. I have seen how effective use of EQAO and classroom data can be very beneficial to the success of our students. This data motivates not only myself but the staff to work and learn together to ensure all of our students meet with success. It is a powerful instrument for positive change in student achievement."

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Cheryl St-Elier, Principal

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	50%	61%
Male	50%	39%
Special education needs	14%	22%
English language learners	0%	0%
Born outside Canada	14%	0%
First language learned at home was other than English	0%	6%

21st-Century Skills

21st-Century Skills

BACKGROUND

EQAO develops and administers high-quality province-wide assessments in Ontario. An important part of this work is to investigate and report on trends that will enable the agency to continue to report useful information to educators and the public in a world-class manner. One such trend is the shift in skills that young people need to develop during their school years in order to participate effectively and successfully in the world and workplace of the 21st century.

Many countries have identified the acquisition of 21st-century skills as critical to providing students with meaningful and engaging school experiences and preparing them for their future life and workplace demands. Various groups of educators, policy-makers, government leaders, representatives of business and technology firms and others have attempted to identify and describe these critical skills to meet the needs of the next generation of learners. There is general agreement among members of the 21st-century-skills movement that cross-curricular skills are required to live in, function in and contribute to the “knowledge society.” These skills include broad competencies, such as creativity, innovation, problem solving, communication, collaboration, teamwork and critical thinking; different literacies, such as media, technology, financial, health and global literacy; as well as numeracy.

EQAO’s Board of Directors, in developing its strategic directions for the agency to 2014, identified two articulations of 21st-century skills as reference points: one by the Conference Board of Canada and the other by the Ontario Ministry of Training, Colleges and Universities (MTCU). These skills are also referred to as employability skills, essential skills or basic literacy skills. The Conference Board of Canada and the MTCU have identified 21st-century or essential employability skills that can be organized into six skill categories: Numeracy; Communication; Critical Thinking and Problem Solving; Personal Management; Interpersonal Skills; and Information Management.

An examination of the EQAO elementary and secondary literacy and mathematics assessments (including student and teacher questionnaires) indicates that, currently, there is a link to some of the learning outcomes associated with four skill categories: Communication, Numeracy, Critical Thinking and Problem Solving, and Personal Management (Attitudes and Behaviours).

Ontario students also participate in several national and international assessments that link to key 21st-century skills. The full reports and highlights for the assessments referenced in these pages can be located on the EQAO Web site (www.eqao.com):

- Progress in International Reading Literacy Study (PIRLS) is an assessment undertaken every five years and sponsored by the International Association for the Evaluation of Educational Achievement to evaluate the reading skills of Grade 4 students from around the world, determine the contexts that influence reading development, develop an understanding of how young children learn to read, and assess the differences among education systems in order to improve the teaching and learning methods of reading throughout the world. The last survey was in 2011.
- Pan-Canadian Assessment Program (PCAP), an initiative of the Council of Ministers of Education, Canada, is administered every three years to Grade 8 students. Reading, mathematics and science assessment items are administered to randomly selected students in a random sample of schools through a random assignment of test booklets.
- Trends in International Mathematics and Science Study (TIMSS) measures the mathematics and science achievement of students in Grades 4 and 8. TIMSS has been administered to Grade 4 students in 1995, 2003, 2007 and 2011 and to Grade 8 students in 1995, 1999, 2003, 2007 and 2011. Ontario students participated in each assessment.

Each of the three assessments identifies core skills that link to some of the learning outcomes associated with four 21st-century-skill categories: Communication, Numeracy, Critical Thinking and Problem Solving, and Personal Management (Attitudes and Behaviours).

Based on an examination of the 2014 EQAO data and the findings from the most recent national and international assessment results, this report updates the information on the progress students are making toward the acquisition of 21st-century skills expected by the end of Grade 12. For each of Communication, Numeracy, Critical Thinking and Problem Solving, and Personal Management (Attitudes and Behaviours), the following charts demonstrate the links among the associated learning outcomes, the numeracy and literacy skills assessed by the primary and junior Assessments of Reading, Writing and Mathematics and the EQAO data.¹

¹ The skill categories and their associated learning outcomes have been adapted from those given by the Conference Board of Canada (2010) and the MTCU (2010).

1. Communication

21ST-CENTURY LEARNING OUTCOMES	LITERACY SKILLS ASSESSED BY THE PRIMARY AND JUNIOR ASSESSMENTS	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2010–2014
- Communicate clearly and correctly in the written form - Respond to written text in a manner that ensures effective communication	In the writing component of the test, students are given multiple-choice questions and are prompted to write three types of text. Through their responses, students demonstrate their ability to develop, support and organize ideas in a coherent manner in order to communicate them clearly and correctly.	1) Overall achievement results 2) Average percentage of students at top scores for topic development (Codes 30 and 40) for writing tasks averaged over the past five years
Read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)	In the reading component of the test, students use reading strategies to interact with a variety of fiction and non-fiction reading selections to construct an understanding of the meaning of the texts, to demonstrate their understanding of explicit and implicit meanings and to connect their understanding of the text to their personal knowledge and experience.	1) Overall achievement results 2) Average percentage of students at top scores (Codes 30 and 40) for open-response questions in reading
		NATIONAL AND INTERNATIONAL DATA RELATED TO THE LEARNING OUTCOMES, 2010–2014 1) PIRLS (2011) overall reading achievement results based on average scale scores in 2011 and student achievement according to international benchmarks 2) PCAP (2010) reading results by jurisdiction

2. Numeracy

21ST-CENTURY LEARNING OUTCOMES	MATHEMATICS SKILLS AND PROCESSES ASSESSED BY THE PRIMARY AND JUNIOR ASSESSMENTS	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2010–2014
- Execute mathematical operations accurately - Decide what needs to be measured or calculated - Use relevant mathematical knowledge and skills to explain or clarify ideas	Students are expected to apply several cognitive skills and mathematical processes or procedures in five strands. Students are also expected to select and apply a variety of procedures, connect mathematical ideas, select and use a variety of types of reasoning and communicate their thinking in writing using mathematical language and conventions.	1) Overall achievement results 2) Average percentage of students at top scores (Codes 30 and 40) for open-response questions related to the skill of application 3) Average percentage of students who were successful on multiple-choice questions in mathematics
		NATIONAL AND INTERNATIONAL DATA RELATED TO THE LEARNING OUTCOMES, 2010–2014 1) PCAP (2010) mathematics results by jurisdiction 2) TIMSS (2011) Grade 4 and Grade 8 trends in mathematics achievement results (Canadian provinces), percentage of students reaching TIMSS intermediate benchmark and results by jurisdiction

3. Critical Thinking and Problem Solving

21ST-CENTURY LEARNING OUTCOMES	LITERACY SKILLS ASSESSED BY THE PRIMARY AND JUNIOR ASSESSMENTS	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2010–2014
• Apply a systematic approach to solve problems • Use a variety of thinking skills to solve problems • Analyze ideas and information to draw conclusions and make judgments	Students are expected to analyze ideas and information presented in reading selections and respond to questions that require them to make and justify interpretations of the text.	1) Percentage of students at top score (Code 40) for open-response questions in reading
	MATHEMATICS SKILLS AND PROCESSES ASSESSED BY THE PRIMARY AND JUNIOR ASSESSMENTS	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2010–2014
	Students are expected to select and adapt a variety of strategies to solve problems. They are expected to solve problems by designing and following an effective and complete process to draw appropriate conclusions. To be successful, they need to identify all important elements of the problem and their relationships and to provide supporting evidence.	1) Average percentage of students at top scores (Codes 30 and 40) for open-response questions related to the skill of problem solving 2) Average percentage of students successful on multiple-choice questions related to the skill of problem solving 3) Student questionnaire data: learning strategies

4. Personal Management: Attitudes and Behaviours for Lifelong Learning

21ST-CENTURY LEARNING OUTCOMES	LITERACY SKILLS ASSESSED BY THE PRIMARY AND JUNIOR ASSESSMENTS	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2010–2014
• Show interest, initiative and effort • Feel good about themselves and be confident	Students are expected to demonstrate that they have the reading and writing skills required by <i>The Ontario Curriculum</i> up to the end of Grade 3 or Grade 6 and connect their literacy skills to daily life.	1) Student Questionnaire data: attitude and behaviours related to reading and writing
		NATIONAL AND INTERNATIONAL DATA RELATED TO THE LEARNING OUTCOMES, 2010–2014
		1) PIRLS (2011) data: Student Questionnaire data: attitude and behaviours related to reading
	MATHEMATICS SKILLS ASSESSED BY THE PRIMARY AND JUNIOR ASSESSMENTS	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2010–2014
	Students are expected to demonstrate the mathematical skills required by <i>The Ontario Curriculum</i> up to the end of Grade 3 or Grade 6 and connect their mathematical learning to daily life.	1) Student Questionnaire data: attitude and behaviours related to mathematics
		NATIONAL AND INTERNATIONAL DATA RELATED TO THE LEARNING OUTCOMES, 2010–2014
		1) TIMSS (2011) data: Student Questionnaire: attitudes related to mathematics

AN EXAMINATION OF 21ST-CENTURY SKILLS

The following information from the primary and junior Assessments of Reading, Writing and Mathematics and from the relevant national and international assessments (PIRLS, PCAP, TIMSS) provides indications of how Ontario elementary school students are progressing toward acquiring the 21st-century skills described on the previous pages.

1. Communication

Since 2010, the percentage of Grade 3 students who have met or exceeded the provincial standard has increased from 62% to 70% in reading and from 70% to 78% in writing. Since 2010, the percentage of Grade 6 students who have met or exceeded the provincial standard has increased from 72% to 79% in reading and from 70% to 78% in writing. Students performing at or above the provincial standard have demonstrated the required literacy skills and are beginning to acquire the 21st-century skills related to Communication (writing clearly, correctly and effectively, and understanding information presented in a variety of forms).

Over the past five years, on average, more than one-third of Grade 3 and of Grade 6 students have reached the top scores (Codes 30 and 40) for topic development on the short- and long-writing tasks. Students who received the top scores were able to communicate clearly and effectively by organizing specific and relevant ideas and supporting details. The other students require continued support to ensure that they become able to communicate effectively and develop clear, well-organized writing.

Over the past five years,

- on average, two-thirds of Grade 3 students have performed well on multiple-choice questions in reading, and, on average, fewer than one-quarter of students have received the top scores (Codes 30 and 40) on open-response questions in reading.
- on average, between two-thirds and three-quarters of Grade 6 students have performed well on multiple-choice questions in reading, and approximately one-third, on average, have received the top scores (Codes 30 and 40) on open-response questions in reading.

Students who performed well have shown they are able to understand and respond to information presented in a variety of forms (narrative, informational, graphic) and to make connections by integrating the information and ideas in a reading selection with personal knowledge and experiences. However, a large percentage of students require continued support to make and develop interpretations of texts.

The following observations are based on the relevant national and international assessments.

The 2011 PIRLS assessment results show that

- Ontario Grade 4 students have maintained their high standing internationally compared to the 58 participating jurisdictions,

including six other Canadian provinces. Only five jurisdictions performed significantly better than Ontario in overall reading achievement.

- the average scale score of Ontario English-language students has not increased significantly; it has increased by four points, from 550 in 2001 to 554 in 2011.
- 69% of Ontario students reached the top achievement benchmarks in the study (i.e., high, advanced); the international average was 52%.
- Ontario students have made significant improvements in reading for informational purposes since the last administration of the study. The PIRLS increase aligns with the upward trend that has been apparent in Ontario's province-wide tests, administered by EQAO.

The 2010 PCAP results show that

- Ontario Grade 8 students were above the Canadian average in all three subjects tested—reading, mathematics and science—on the 2010 PCAP test. In 2007, Ontario students were at the Canadian average in all three subjects.
- in reading, Ontario Grade 8 students were above the Canadian average and performed significantly better than students in all other jurisdictions.
- the average score for female Ontario Grade 8 students was higher than that for their male counterparts (530 compared with 503).

2. Numeracy

Since 2009, more than two-thirds of Grade 3 students and approximately 60% of Grade 6 students have met or exceeded the provincial standard in mathematics. These students were able to apply their knowledge and skills in mathematics with considerable effectiveness and were beginning to acquire the 21st-century skills related to Numeracy (perform mathematical operations accurately, decide what to measure or calculate, and explain or clarify mathematical thinking).

Over the past five years,

- on average, approximately two-thirds of Grade 3 students have performed well on multiple-choice questions assessing the skills Knowledge and Understanding and Application of Mathematical Concepts. On average, approximately one-half of the Grade 3 students have received the top scores (Codes 30 and 40) on open-response questions assessing Application of Mathematical Concepts.

- on average, approximately two-thirds of Grade 6 students have performed well on multiple-choice questions mapped to the skills Knowledge and Understanding and Application of Mathematical Concepts. On average, approximately one-half of students have reached the top scores (Codes 30 and 40) on the open-response questions related to Application of Mathematical Concepts.

These Grade 3 and Grade 6 students have been able to select and use relevant mathematical knowledge and computation strategies, make connections among key concepts and represent their mathematical thinking.

The following observations are based on the relevant national and international assessments.

The 2010 PCAP results show that

- in mathematics, 92% of Ontario Grade 8 students achieved Level 2—the expected level of performance—or above. Fully half of Ontario Grade 8 students (50%) performed at the two highest levels of achievement (Levels 3 and 4).
- Ontario Grade 8 student results were above the Canadian average for two of the four math subdomains assessed—Geometry and Measurement, and Patterns and Relationships. They were at the Canadian average for the other two math subdomains—Numbers and Operations, and Data Management and Probability.
- there were no significant differences between the average scores of male and female Ontario Grade 8 students in mathematics.

The 2011 TIMSS results show that

- Ontario students have shown significant improvement from 1995 to 2011 in both Grade 4 and Grade 8.
- the average scale score for Ontario's Grade 4 students has increased significantly since the 1995 administration, from 489 in 1995 to 518 in 2011, a total of 29 points. The percentage of Grade 4 Ontario students achieving or exceeding the TIMSS Intermediate benchmark has increased significantly, from 59% in 1995 to 73% in 2011. (No participating jurisdiction has had an average scale score at the Advanced benchmark.) Ontario's scores are significantly higher than Alberta's and lower than Quebec's.
- since 1995, the average scale score for Ontario's Grade 8 students has increased significantly, from 501 in 1995 to 512 in 2011. Also, the percentage of Ontario Grade 8 students achieving or exceeding the TIMSS Intermediate benchmark has increased significantly, from 65% to 71%, between 1995 and 2011. (No participating jurisdiction had an average scale score at the Advanced benchmark.) Ontario students performed as

well as those in Alberta but not as well as those in Quebec.

- the results of the TIMSS assessment of Grade 4 students and EQAO's province-wide primary-division assessment, administered in Grade 3, are not directly comparable. However, the significant improvement in Ontario student achievement on TIMSS since it was first administered in 1995 is consistent with the substantial improvement in student achievement on the mathematics component of the EQAO primary assessment over a similar period.

3. Critical Thinking and Problem Solving

Students who performed at or above the provincial standard (Level 3) on the primary or junior Assessment of Reading, Writing and Mathematics were progressing toward the acquisition of the 21st-century skills related to Critical Thinking and Problem Solving (apply a variety of thinking skills and a systematic approach to solving problems, and analyze information to make judgments and draw conclusions).

Over the past five years,

- for most open-response questions in reading, fewer than 10% of Grade 3 and Grade 6 students have received a Code 40. The percentages for Grade 6 were somewhat larger than those for Grade 3. These students were able to justify their reasoning with specific, accurate and relevant ideas and information from the reading selection; however, a large percentage of students require continued assistance in supporting their interpretations of texts.
- on average, approximately one-half of Grade 3 and Grade 6 students performed well on multiple-choice questions assessing the skill Thinking in mathematics, and received the top scores (Codes 30 and 40) on open-response questions related to the skill Thinking. These students were able to select and use problem-solving strategies to determine a solution and support their thinking. The other students require continued support in solving multi-step problems and representing their mathematical thinking.
- Grade 3 and Grade 6 students have performed better on multiple-choice questions assessing the mathematics skills of Knowledge and Understanding and of the Application of Mathematical Concepts than on the questions assessing the skill Thinking. However, Grade 6 students performed better on open-response questions assessing the skill Thinking than on those assessing the skill Application.

Over the past five years,

- the Student Questionnaire data showed that approximately two-thirds of Grade 3 students and almost three-quarters of Grade 6 students have indicated that they read the whole

mathematics problem first to make sure they know what they are supposed to do most of the time when working on a mathematics problem. Fewer than one-half of Grade 3 and of Grade 6 students have reported that they think about the steps they will use to solve the problem most of the time.

- more females than males have stated that they use the above learning strategies most of the time when they are working on a mathematics problem.

4. Personal Management:

Attitudes and Behaviours for Lifelong Learning

More than 96% of Grade 3 and of Grade 6 students responded to the Student Questionnaires, which gather information on such topics as students' attitudes toward their reading, writing and mathematics learning. Schools are encouraged to use this contextual data when reviewing achievement data to inform their decisions for targeting strategies and resources for student improvement.

Between 2010 and 2014, the Student Questionnaire data have shown that students answered "most of the time" to the statements about the following attitudes and behaviours:

- approximately one-half of Grade 3 students have indicated that they liked to read, and approximately two-thirds that they were good readers. However, since 2011, fewer than one-third of Grade 3 students have indicated that they were able to understand difficult reading passages. Approximately two-thirds of Grade 6 students have indicated that they were good readers, more than one-half of females and more than one-third of males have indicated that they liked to read, and more than one-third of students have indicated that they were able to understand difficult reading passages.
- approximately one-half of Grade 3 students indicated that they liked to write and that they were good writers. Fewer than one-half indicated that they were able to communicate their ideas in writing. Approximately one-half of Grade 6 females and one-third of Grade 6 males indicated each of the following: that they felt they were good writers, that they liked to write and that they were able to communicate their ideas in writing.
- the gap in favour of girls for these questionnaire items was somewhat larger for Grade 6 than for Grade 3.
- approximately one-half of Grade 3 students and fewer than one-half of Grade 6 students indicated that they liked mathematics, and that they were good at it. However, since 2010, only over one-quarter of students have stated that they were able to answer difficult mathematical questions most of the time.
- the percentages of Grade 6 students indicating a positive attitude toward mathematics were slightly smaller than those among Grade 3 students.

- in both grades, more males than females have indicated positive self-perceptions about their mathematics learning. The gap between male and female students' responses to questions about their attitudes toward mathematics was slightly larger for Grade 6 than for Grade 3.

The following observations are based on the relevant national and international assessments.

PIRLS (2011) also focuses on reading behaviours and attitudes. Students were asked to complete a questionnaire on their reading habits.

- The index "Like to Read" was created from students' answers to six questions. The results from 2011 show that more than one-third of the Grade 4 students who participated in the assessment liked to read, and almost half (49%) somewhat liked to read, which is similar to the international average. The average achievement of the students who liked to read is 54 points higher than the average achievement of the 15% of students who didn't like to read. The index "Like Reading" can explain 8% of the variation in student achievement on the 2011 PIRLS.
- The index "Confidence in Reading" was created from students' answers to seven questions. The results show that 40% of the students were confident in reading, 52% were somewhat confident and 8% were not confident in reading. These data are comparable to Canada in general. In Ontario, there was a difference of 90 points between the students who were confident and those who were not. The index "Confidence in Reading" can explain 14% of the variation in student reading achievement on the 2011 PIRLS.

TIMSS (2011) also asked students to complete a questionnaire on their behaviours and attitudes in mathematics.

- The index "Like to Learn Mathematics" was created from students' answers to five questions.
 - In Ontario, 26% of the Grade 8 students liked to learn mathematics, 41% somewhat liked to learn mathematics and 34% didn't like learning mathematics, which is comparable to the international average. The average achievement of Grade 8 students who liked learning mathematics is higher than the one for those who didn't. This index can explain 12% of the variation in student achievement in mathematics on the 2011 TIMSS.
 - Among the Grade 4 students who participated in the 2011 TIMSS, 35% of them liked learning mathematics, 39% somewhat liked to learn mathematics and 26% didn't like learning mathematics. The percentages of students who liked to learn mathematics are below the international average. The average achievement of students who liked learning mathematics is on average 33 points higher than the

average achievement of the students who didn't like learning mathematics. This index can explain 3% of the variation in Grade 4 student achievement in mathematics on the 2011 TIMSS.

- The index "Confidence with Mathematics" was created from students' answers to nine questions in Grade 8 and to seven questions in Grade 4.
 - In Ontario, 32% of the Grade 8 students felt confident in their mathematics ability, which is higher than the international average and higher than the average achievement of the 28% of students who didn't feel confident. The index "Confidence with Mathematics" can explain 36% of the variation in achievement in mathematics on the 2011 TIMSS.
 - Among the Grade 4 Ontario students, 33% felt confident in mathematics, which is similar to the international average. The average achievement of the students who felt confident is higher than the average achievement of the 21% of students who didn't feel confident. The index "Confidence with Mathematics" can explain 18% of the variation in student achievement on the 2011 TIMSS.
- The index "Valuing Mathematics" was created from Grade 8 students' answers to six questions.
 - In Ontario, 55% of the Grade 8 students valued mathematics, which is higher than the international average, and 8% didn't value mathematics. The average achievement of students who valued mathematics is higher than the average achievement of students who didn't value mathematics. Valuing mathematics can explain 6% of the variation in Grade 8 students' achievement in mathematics on the 2011 TIMSS.

Summary

Although the full range of 21st-century skills is larger than what is discussed in this report, data from the primary and junior Assessments of Reading, Writing and Mathematics provide one indication of how Ontario elementary-school students are acquiring the 21st-century skills in Communication, Numeracy, Critical Thinking and Problem Solving, as well as attitudes and behaviours for lifelong learning. The findings, confirmed by data from the national and international assessments, suggest that the many students are beginning to acquire these essential and enduring skills. However, the findings also suggest areas for continued consideration when providing support for students. These include

- using critical-thinking skills to solve multi-step problems;
- communicating ideas clearly, coherently and effectively;

- making real-life connections to numeracy and literacy skills and
- developing positive self-perceptions of themselves as readers, writers and mathematical thinkers.

The findings and areas for consideration in the 21st-century skills report for secondary students suggest that acquiring these skills occurs on a learning continuum that extends into the secondary grades. Ensuring that all students acquire these skills requires a committed and collaborative response from all educators, Grades 1 to 12. The 21st-century skills are enduring and have a lifelong impact. All students today—not only a select few—need to acquire them.

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Appendices

THE EQAO ASSESSMENT PROCESS

About the Primary- and Junior-Division Assessments

EQAO conducts several province-wide tests, among them the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions. The primary- and junior-division assessments are conducted annually and involve all Grades 3 and 6 students in publicly funded schools in Ontario. The tests measure how well students have met the provincial expectations for the subjects assessed, as outlined in *The Ontario Curriculum*.

Design and Development

All EQAO tests are developed in keeping with the *Principles for Fair Student Assessment Practices for Education in Canada* (1993), a document created by representatives of national education institutions and associations and widely endorsed by Canada's education community. EQAO consults with internationally recognized experts in large-scale assessment for all aspects of the tests: design, development, bias reviews, field testing, administration, scoring and reporting. Educators from across the province also work with EQAO on all aspects of the tests, including question development and review (i.e., for bias, curriculum connection and content), scoring-material development and scoring.

Parallel English- and French-language versions of the tests are developed. Each version has the same number and types of questions but reflects variations in the curricula for the two languages. The tests contain multiple-choice questions, open-response questions and writing tasks through which students can demonstrate what they know and can do. Grades 3 and 6 students are assessed in three key subject areas:

Reading: using a variety of reading strategies and conventions, understanding concepts, making inferences and connecting ideas

Writing: using writing strategies and language conventions, understanding assigned tasks, organizing ideas and communicating with the reader

Mathematics: demonstrating knowledge and skills across the five strands of mathematics: number sense and numeration; measurement; geometry and spatial sense; patterning and algebra; and data management and probability

Consistency and Fairness

Each year, schools are sent English- or French-language administration and accommodation guides. These guides provide instructions to ensure that consistent administrative and accommodation procedures are followed. The guides describe in detail what is expected of educators involved in the administration of the tests, including

- professional responsibilities for the administration of the tests;
- detailed steps to follow (e.g., preparation of materials for distribution to students, administration and return of materials to EQAO) and
- the accommodations, special provisions and exemptions allowed for students with special education needs and for English language learners.

Quality Assurance

EQAO has established quality-assurance procedures to help ensure that its assessments are administered consistently and fairly across the province and that the data produced are valid and reliable. EQAO follows a number of procedures to ensure that parents, educators and the public have confidence in the validity and reliability of the results reported:

- Quality-assurance monitors: EQAO contracts quality-assurance monitors to visit a random sample of schools in order to observe the administration of the assessments to determine the extent to which EQAO guidelines are being followed.
- Examination of test materials: Following each assessment, EQAO looks for evidence of possible irregularities in administration. This is done through an examination of test materials from a random sample of schools prior to scoring.
- Follow-up on reports of irregularities: EQAO systematically follows up on any reports of irregularities received from principals, teachers, parents and others.
- Database analyses: EQAO conducts two types of statistical analysis of student response data. The first identifies student response patterns that suggest the possibility of collusion between two or more students. The second examines unusual changes in the proportion of Grade 3 and Grade 6 students in a school performing at or above the provincial standard (Level 3) over time and in the overall patterns of school results for open-response items.

Scoring

EQAO scoring procedures are designed to ensure accurate, fair and reliable results for all students. Before scoring takes place, all student booklets are scrambled so that they can be distributed randomly to scorers. All student booklets go through “blind scoring,” with no information on the student work that could identify a student. EQAO’s scoring process includes scorer training, which requires successful completion of a qualifying test, and monitoring for validity and reliability. The validity and reliability of scoring is tracked daily at the scoring site, and retraining occurs if it is required. Students’ responses to open-response mathematics questions, reading questions and writing prompts are scored by qualified Ontario educators.

Given the EQAO scoring process, parents and students can be assured that the results obtained are a reliable indication of the students’ work and that the work has been scored against the same standard, which has been applied consistently for all students across the province and from year to year.

Reporting

For the primary- and junior-division assessments, EQAO uses a four-level scale to report on student achievement. This scale is based on *The Ontario Curriculum*, which sets Level 3 as the provincial standard. Levels 1 and 2 indicate achievement below the provincial standard, while Level 4 indicates achievement above it.

The results of the tests yield individual, school and school-board data on student achievement. EQAO posts board and school results on its Web site for public access. As well, EQAO publishes an annual provincial report for education stakeholders and the general public.

Data from the tests provide valuable information to support improvement planning at the school, school-board and provincial levels.

ABOUT THE EDUCATION QUALITY AND ACCOUNTABILITY OFFICE

EQAO's tests measure student achievement in reading, writing and mathematics in relation to *Ontario Curriculum* expectations. The resulting data provide accountability and a gauge of quality in Ontario's publicly funded education system. By providing this important evidence about learning, EQAO acts as a catalyst for increasing the success of Ontario students.

The objective and reliable results from EQAO's tests complement the information obtained from classroom and other assessments to provide students, parents, teachers and administrators with a clear and comprehensive picture of student achievement and a basis for targeted improvement planning at the individual, school, school board and provincial levels. EQAO helps build capacity for the appropriate use of data by providing resources that educators, parents, policy-makers and others in the education community can use to improve learning and teaching. EQAO distributes an individual report to each student who writes a test, and posts school, school board and provincial results on its Web site (www.eqao.com).

Mandate

EQAO is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Values

EQAO values all students having the opportunity to reach their highest possible level of achievement.

EQAO values its role as a service to educators, parents, students, government and the public in support of teaching and learning in the classroom.

EQAO values credible evidence that informs professional practice and focuses attention on interventions that improve student success.

EQAO values research that informs large-scale assessment and classroom practice.

EQAO values the dedication and expertise of Ontario's educators and their involvement in all aspects of the assessment processes and the positive difference their efforts make in student outcomes.

EQAO values the delivery of its programs and services with equivalent quality in both English and French.

Board Results

Board Name	Mident	Board Name	Mident
Algoma DSB	28010	Nipissing-Parry Sound Catholic DSB	29017
Algonquin and Lakeshore Catholic DSB	67202	Northeastern Catholic DSB	29009
Avon Maitland DSB	66010	Northwest Catholic DSB	29041
Bluewater DSB	66001	Ottawa Catholic DSB	67180
Brant Haldimand Norfolk Catholic DSB	67164	Ottawa-Carleton DSB	66184
Bruce-Grey Catholic DSB	67008	Peel DSB	66125
Catholic DSB of Eastern Ontario	67172	Peterborough Victoria Northumberland and Clarington CDSB	67067
DSB of Niagara	66150	Rainbow DSB	28029
DSB Ontario North East	28002	Rainy River DSB	28053
Dufferin-Peel Catholic DSB	67083	Renfrew County Catholic DSB	67199
Durham Catholic DSB	67105	Renfrew County DSB	66214
Durham DSB	66060	Simcoe County DSB	66109
Grand Erie DSB	66168	Simcoe Muskoka Catholic DSB	67091
Greater Essex County DSB	66028	St. Clair Catholic DSB	67040
Halton Catholic DSB	67113	Sudbury Catholic DSB	29033
Halton DSB	66133	Superior North Catholic DSB	29076
Hamilton-Wentworth Catholic DSB	67121	Superior-Greenstone DSB	28070
Hamilton-Wentworth DSB	66141	Thames Valley DSB	66044
Hastings and Prince Edward DSB	66222	Thunder Bay Catholic DSB	29068
Huron-Perth Catholic DSB	67016	Toronto Catholic DSB	67059
Huron-Superior Catholic DSB	29025	Toronto DSB	66052
Kawartha Pine Ridge DSB	66079	Trillium Lakelands DSB	66087
Keewatin-Patricia DSB	28045	Upper Canada DSB	66192
Kenora Catholic DSB	29050	Upper Grand DSB	66117
Lakehead DSB	28061	Waterloo Catholic DSB	67148
Lambton Kent DSB	66036	Waterloo Region DSB	66176
Limestone DSB	66206	Wellington Catholic DSB	67130
London District Catholic School Board	67032	Windsor-Essex Catholic DSB	67024
Near North DSB	28037	York Catholic DSB	67075
Niagara Catholic DSB	67156	York Region DSB	66095

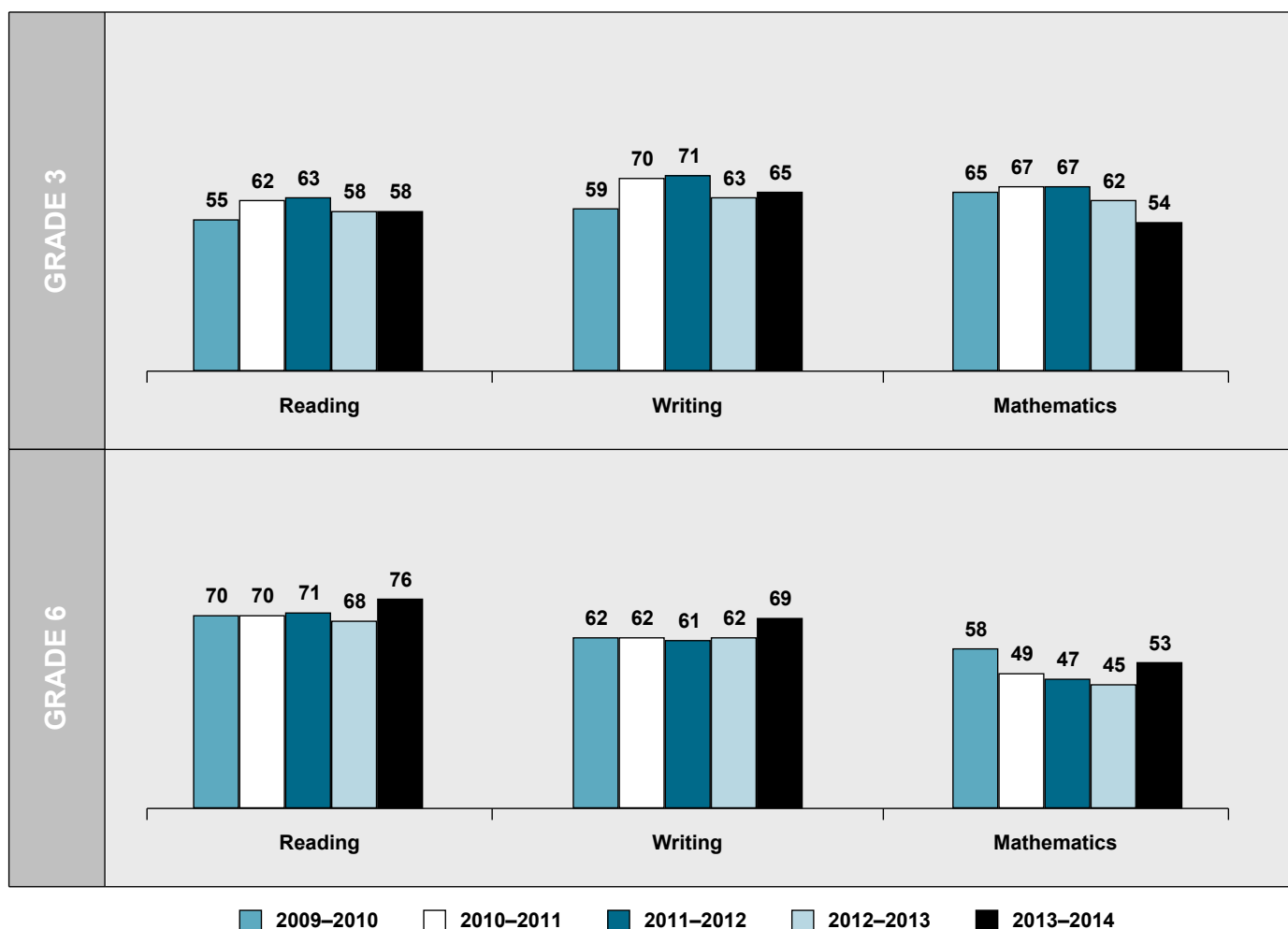
Board Name: Algoma DSB (28010)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	21%	20%
First language learned at home other than English	2%	1%
Number of schools	31	30

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	579	532	526	519	546
Grade 3 mathematics	640	624	610	608	638
Grade 6	639	641	657	641	612

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



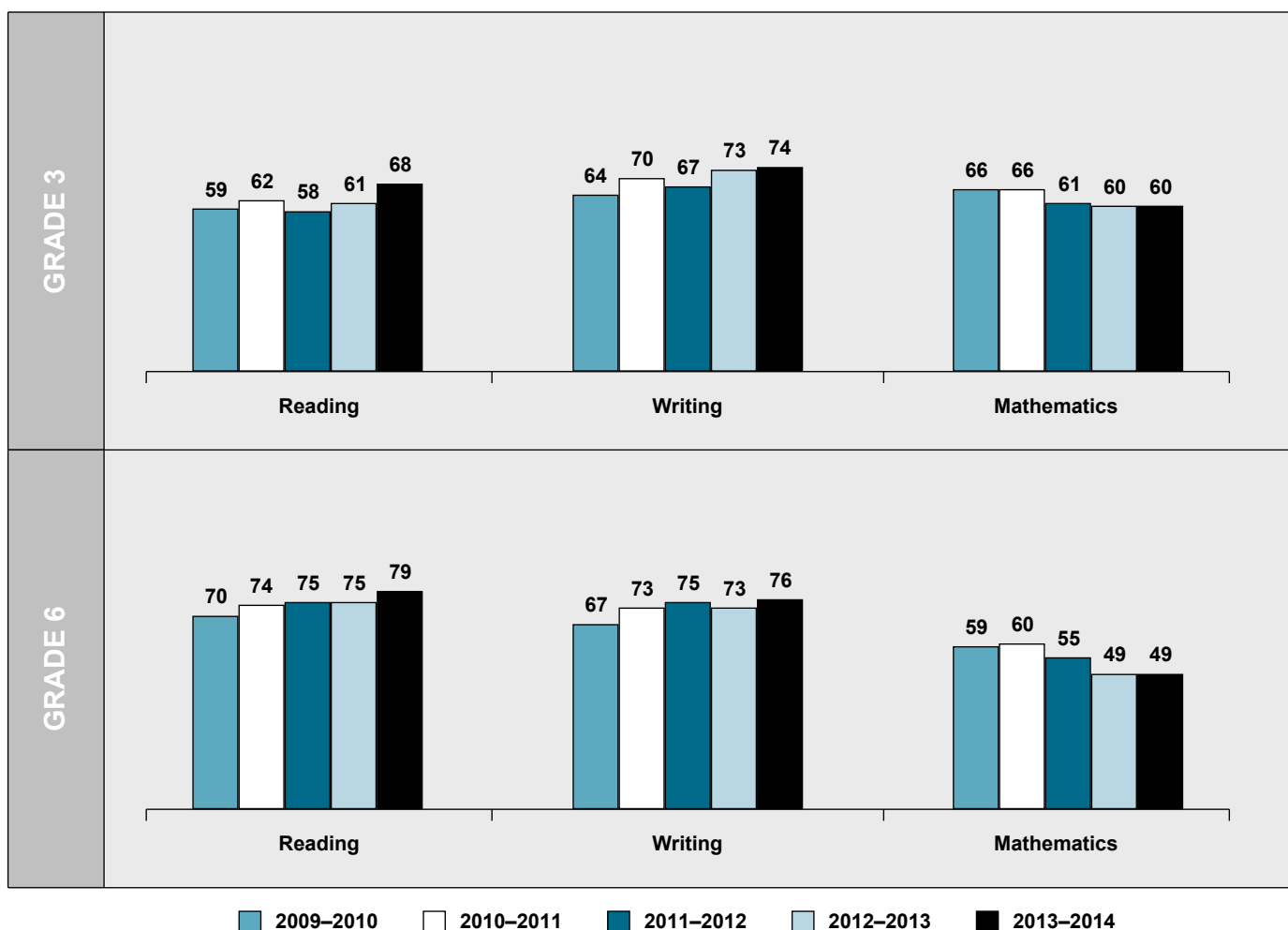
Board Name: Algonquin and Lakeshore Catholic DSB (67202)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	19%	23%
First language learned at home other than English	3%	2%
Number of schools	35	34

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	756	768	712	766	741
Grade 3 mathematics	756	772	712	766	741
Grade 6	792	811	770	755	786

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



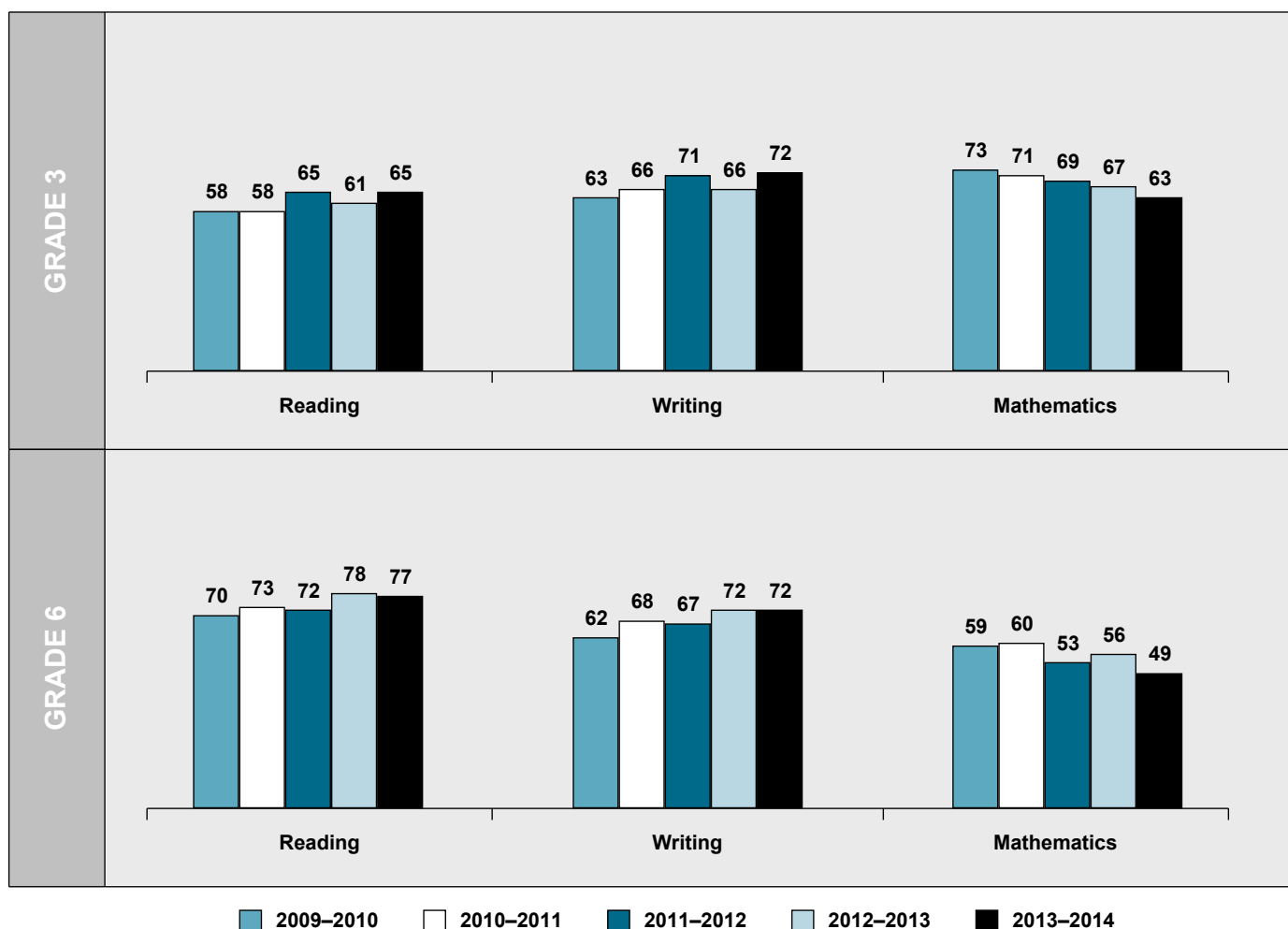
Board Name: Avon Maitland DSB (66010)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	16%	18%
First language learned at home other than English	4%	4%
Number of schools	31	31

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	1 066	1 039	1 017	1 013	1 006
Grade 3 mathematics	1 066	1 039	1 017	1 013	1 006
Grade 6	1 208	1 106	1 044	1 065	1 058

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



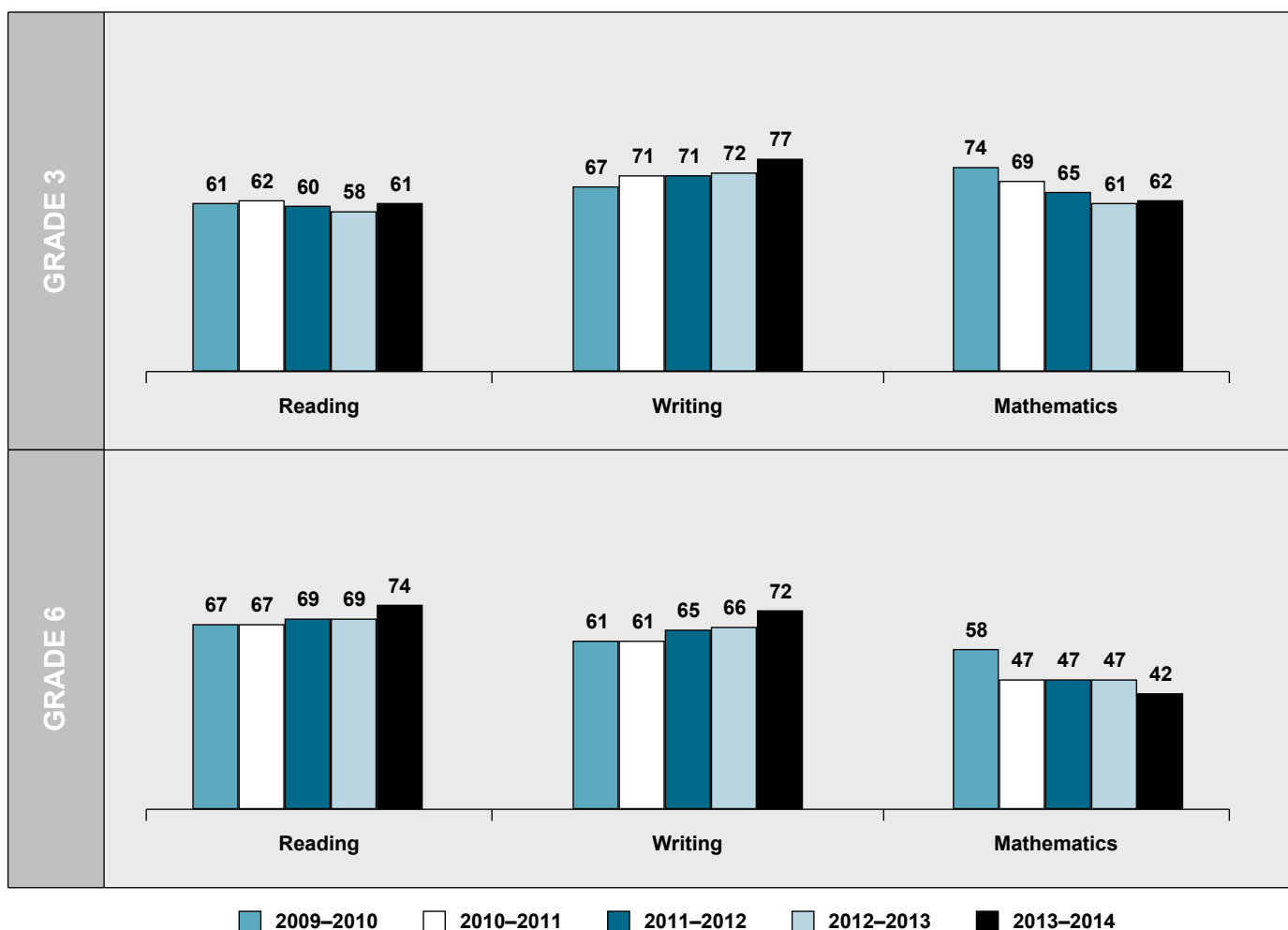
Board Name: Bluewater DSB (66001)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	<1%
Students with special education needs (excluding gifted)	25%	27%
First language learned at home other than English	1%	1%
Number of schools	39	38

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	1 209	1 082	1 073	1 116	1 128
Grade 3 mathematics	1 209	1 080	1 073	1 116	1 130
Grade 6	1 331	1 233	1 134	1 243	1 097

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



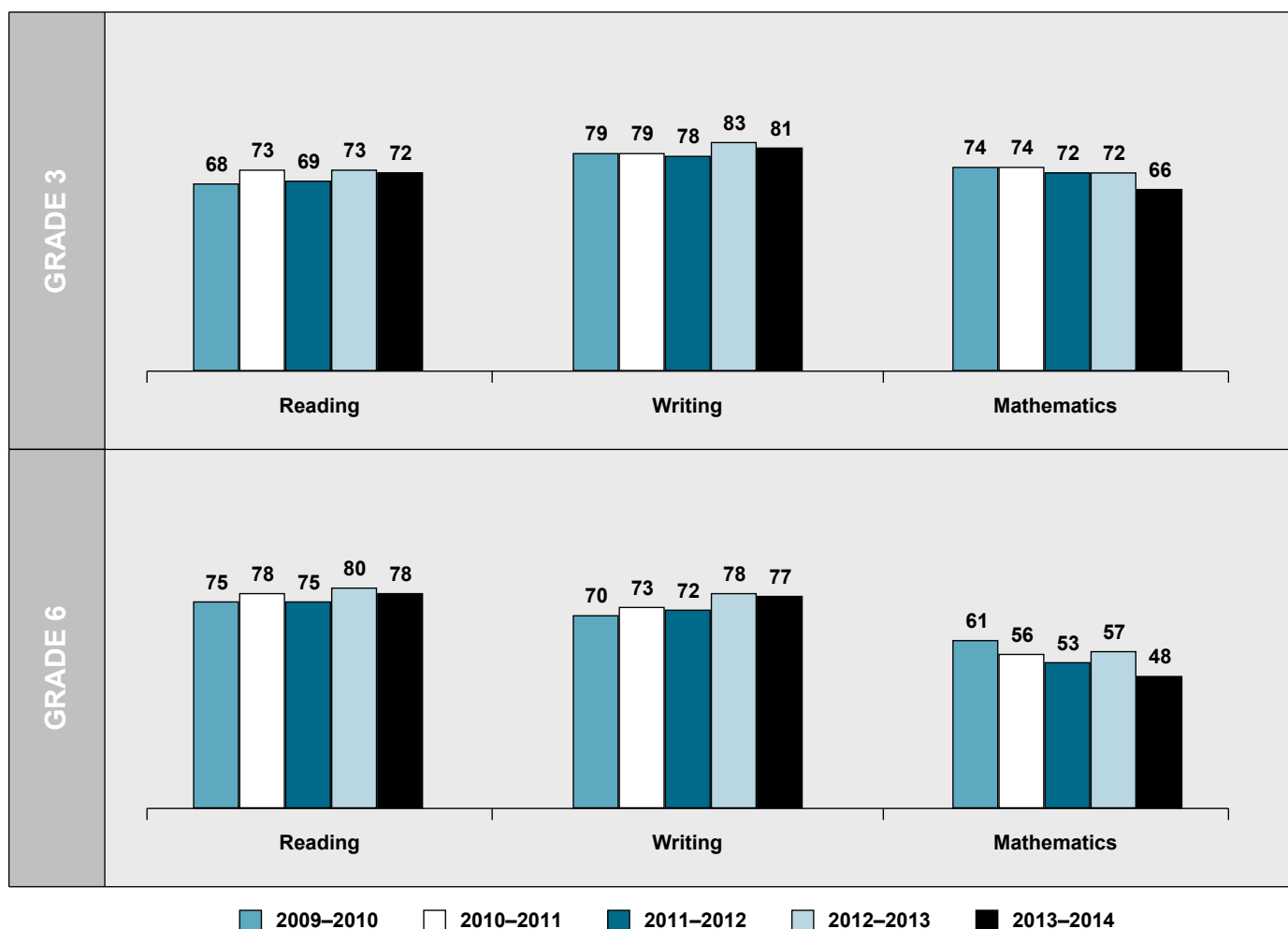
Board Name: Brant Haldimand Norfolk Catholic DSB (67164)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	1%
Students with special education needs (excluding gifted)	12%	16%
First language learned at home other than English	1%	<1%
Number of schools	30	30

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	694	655	619	664	617
Grade 3 mathematics	694	655	619	664	617
Grade 6	722	711	669	678	675

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



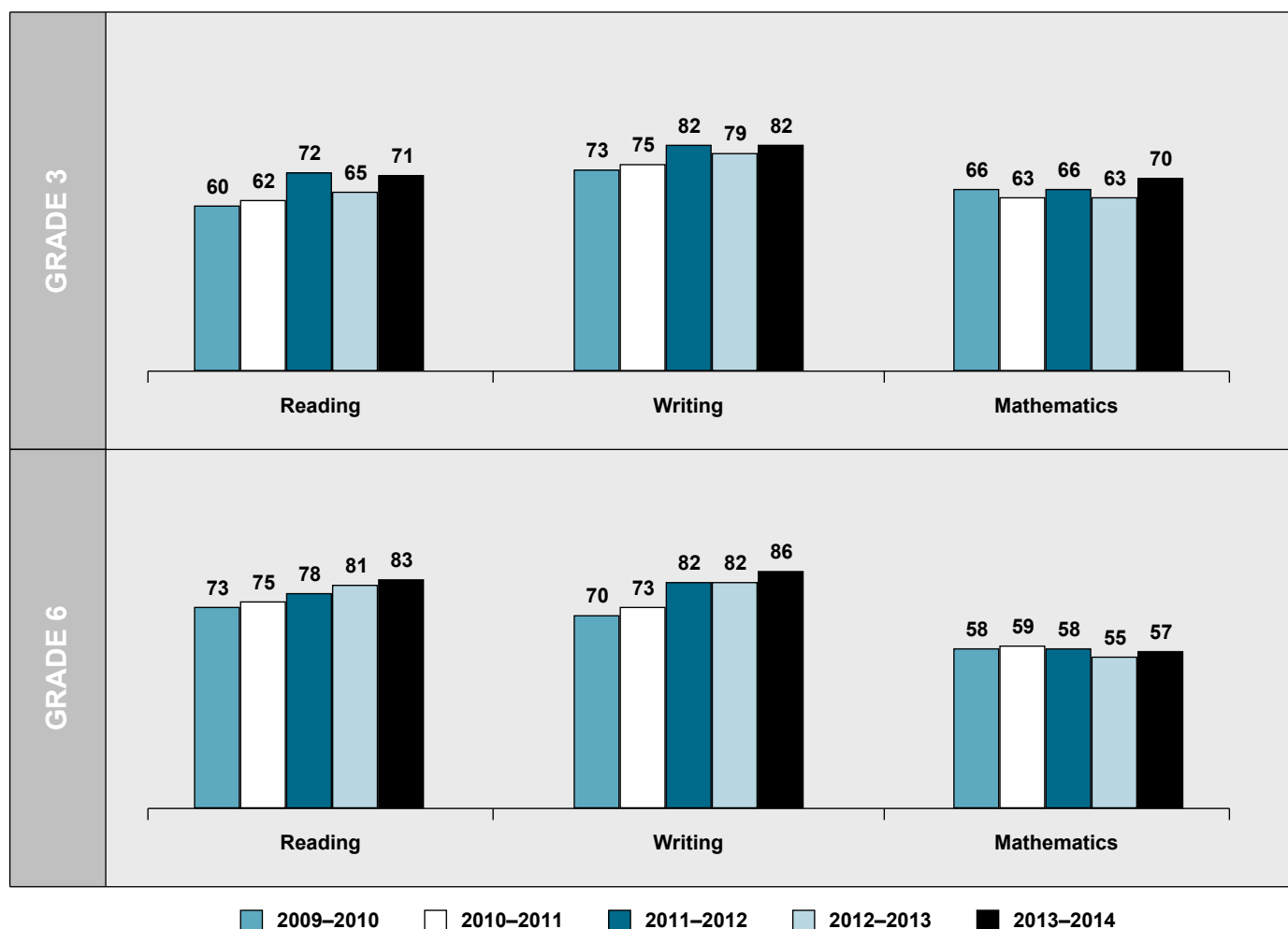
Board Name: Bruce-Grey Catholic DSB (67008)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	33%	29%
First language learned at home other than English	2%	4%
Number of schools	10	10

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	244	216	247	223	263
Grade 3 mathematics	244	216	247	225	263
Grade 6	263	244	250	253	227

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



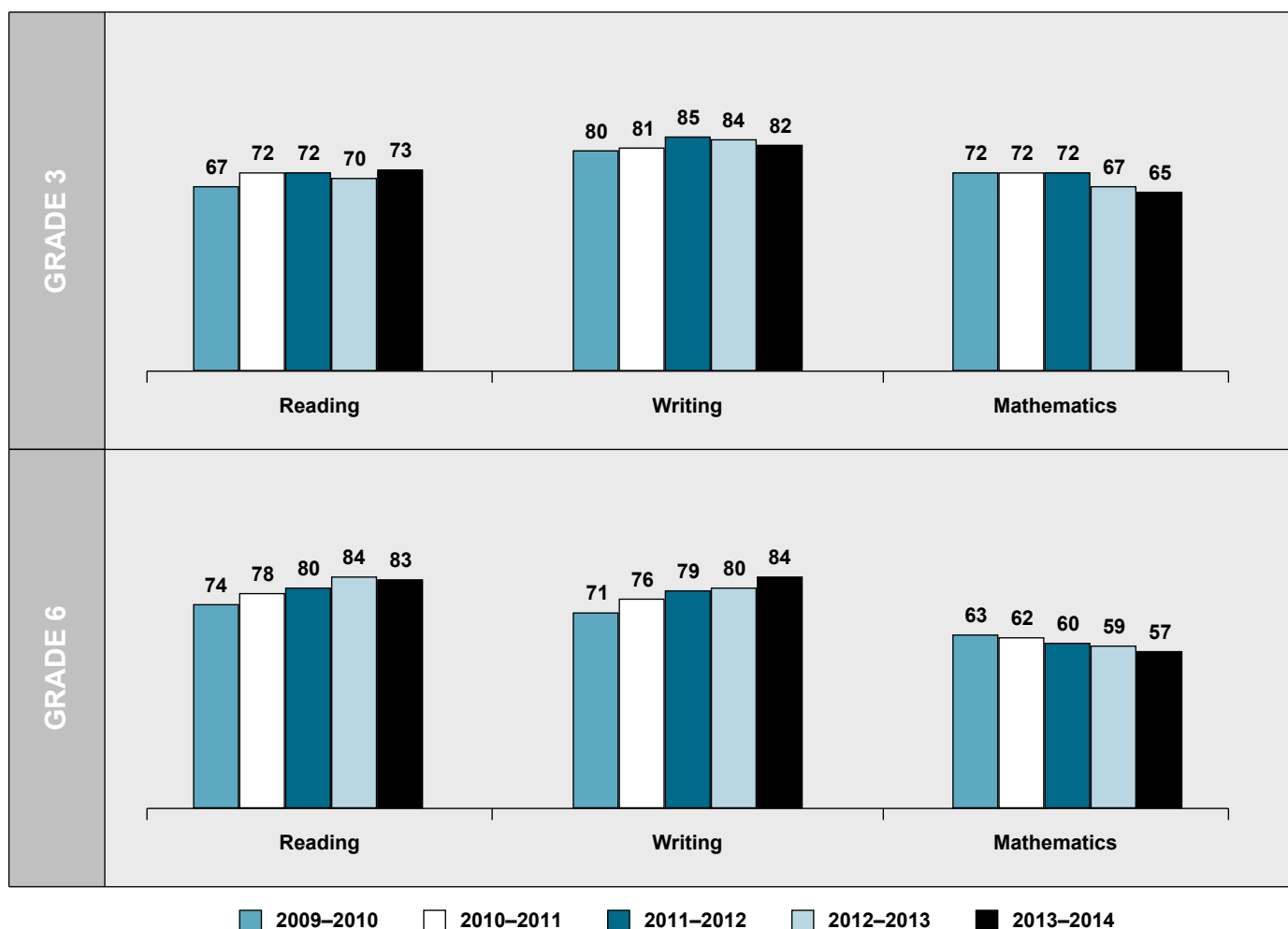
Board Name: Catholic DSB of Eastern Ontario (67172)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	39%	38%
First language learned at home other than English	3%	2%
Number of schools	29	29

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	953	860	879	803	812
Grade 3 mathematics	953	860	879	803	812
Grade 6	1 070	1 037	948	982	861

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



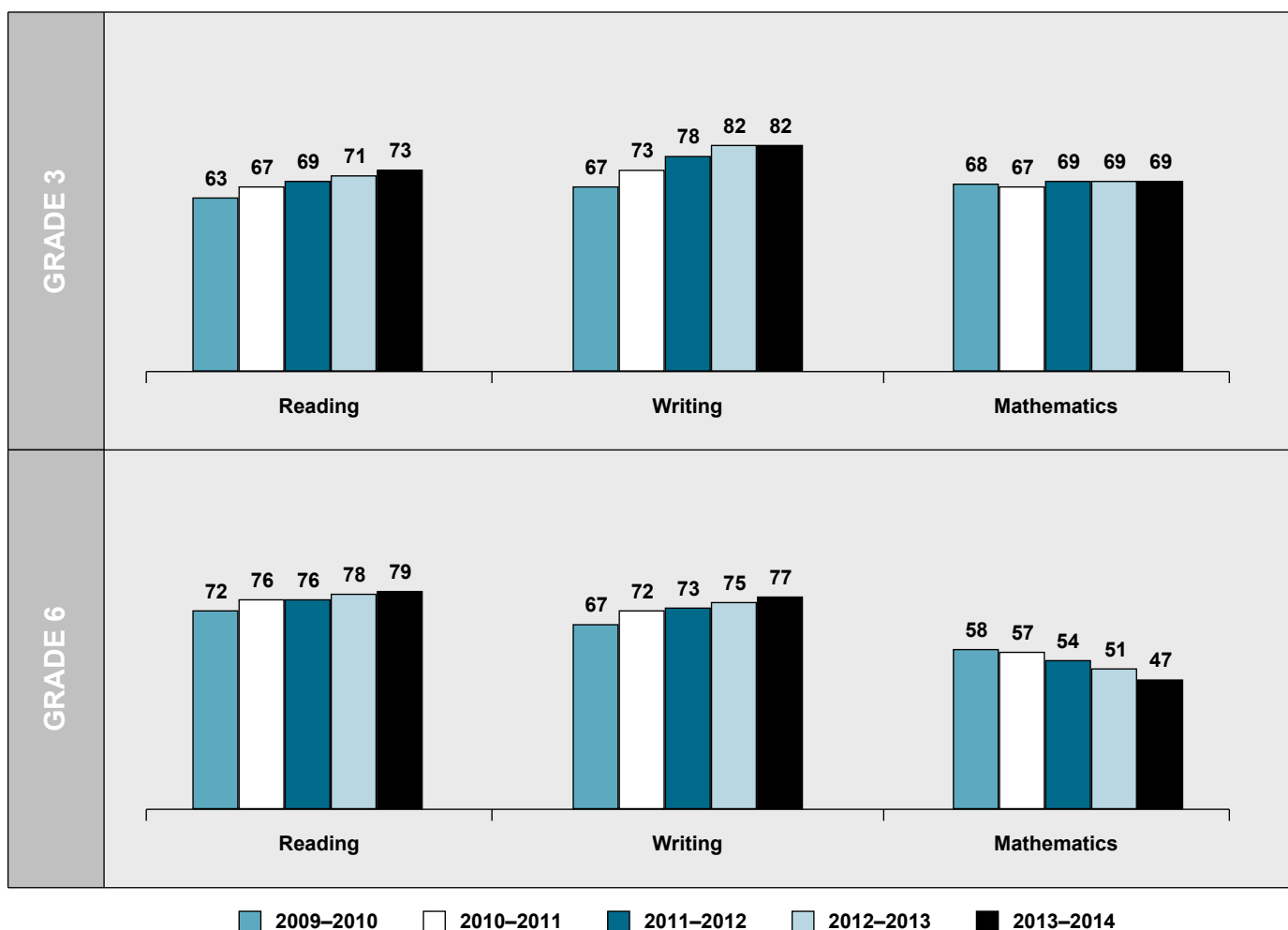
Board Name: DSB of Niagara (66150)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	4%	3%
Students with special education needs (excluding gifted)	24%	26%
First language learned at home other than English	6%	6%
Number of schools	81	84

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	2 527	2 336	2 365	2 380	2 301
Grade 3 mathematics	2 526	2 336	2 365	2 380	2 301
Grade 6	2 758	2 604	2 485	2 638	2 445

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



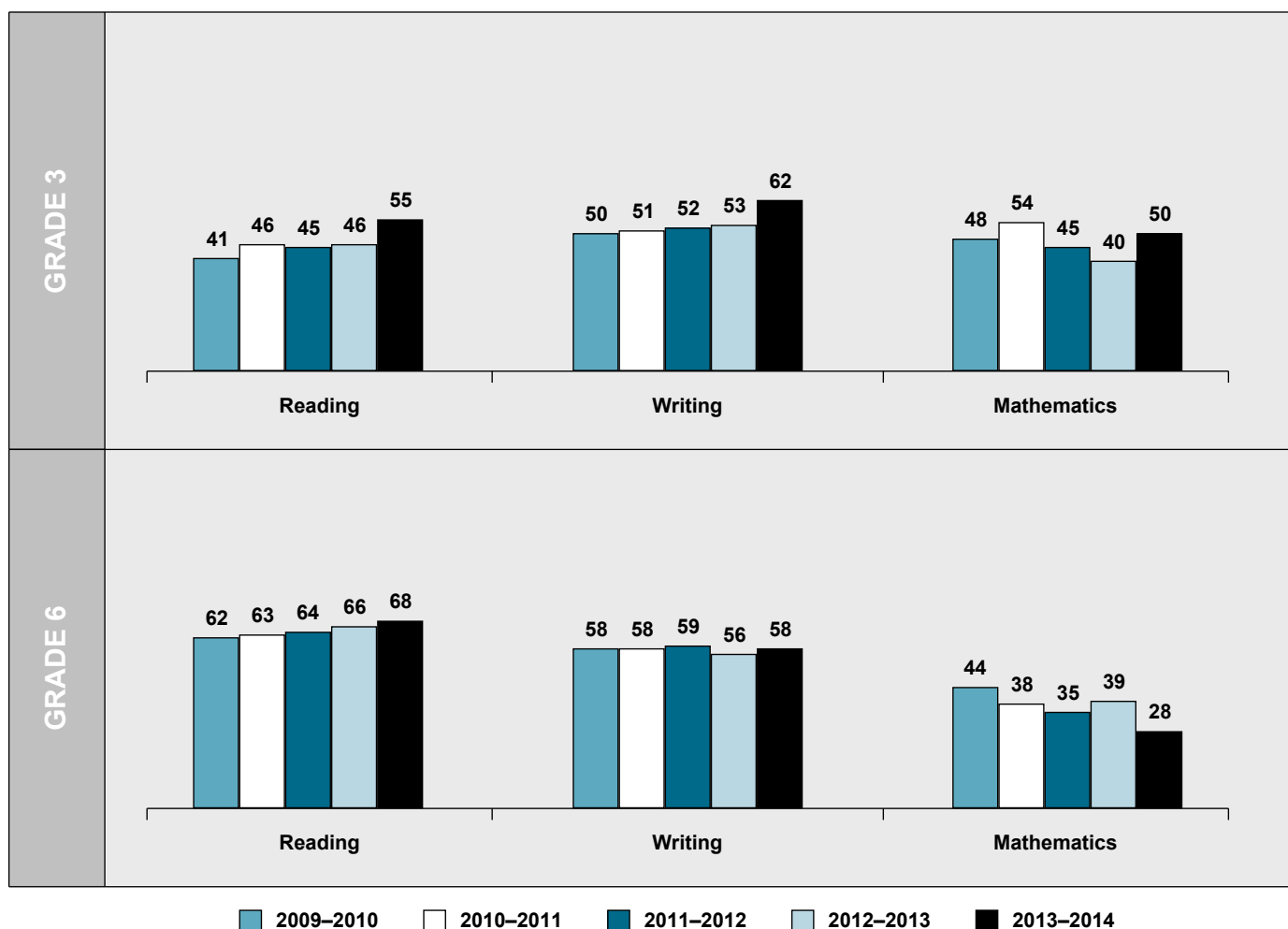
Board Name: DSB Ontario North East (28002)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	20%	23%
First language learned at home other than English	7%	5%
Number of schools	21	19

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	425	401	404	418	404
Grade 3 mathematics	425	401	404	418	404
Grade 6	470	471	469	405	389

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



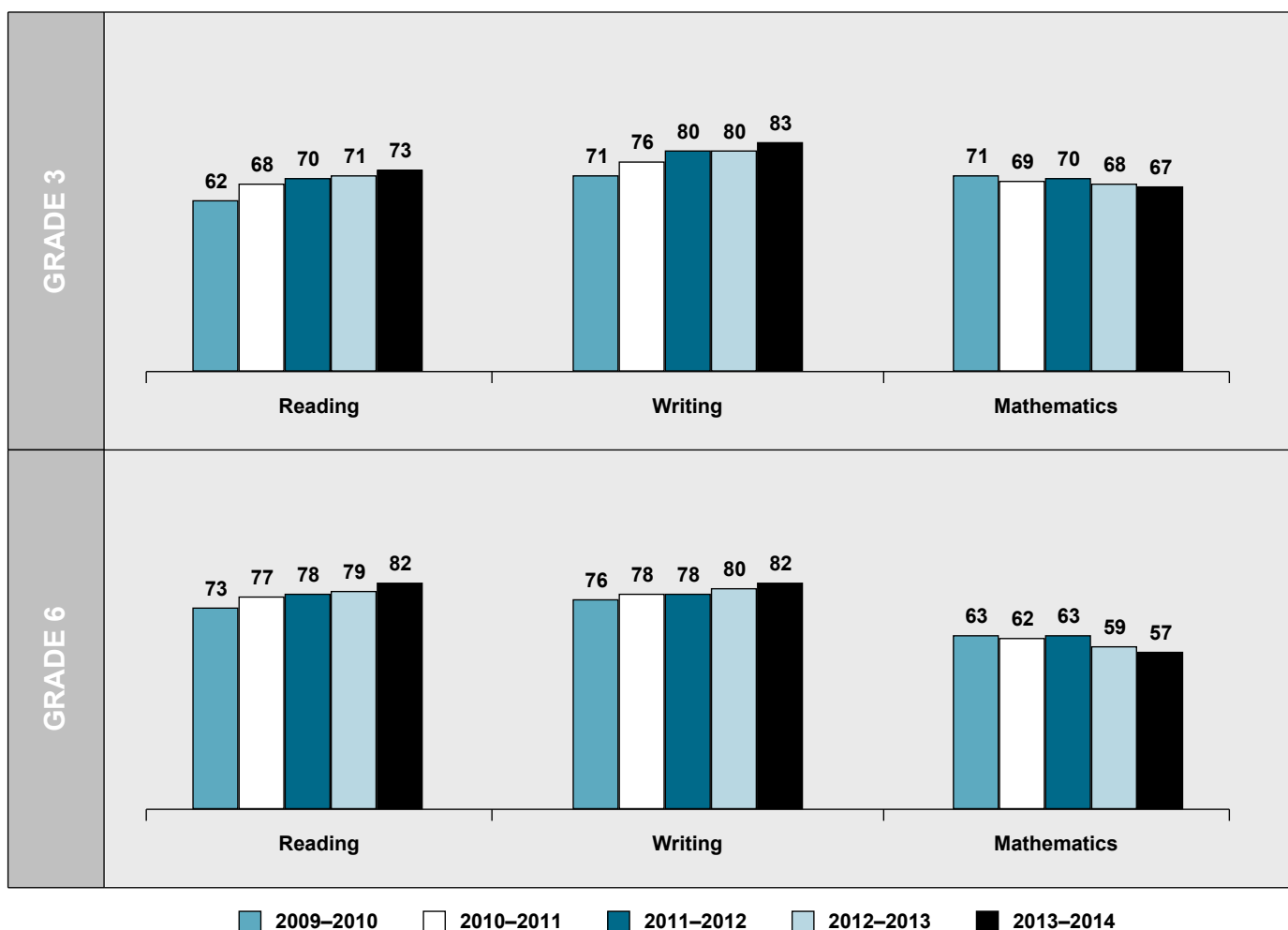
Board Name: Dufferin-Peel Catholic DSB (67083)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	27%	14%
Students with special education needs (excluding gifted)	12%	15%
First language learned at home other than English	22%	27%
Number of schools	123	123

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	5 242	4 966	4 877	5 105	5 051
Grade 3 mathematics	5 242	4 965	4 877	5 105	5 051
Grade 6	5 923	5 672	5 481	5 544	5 259

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



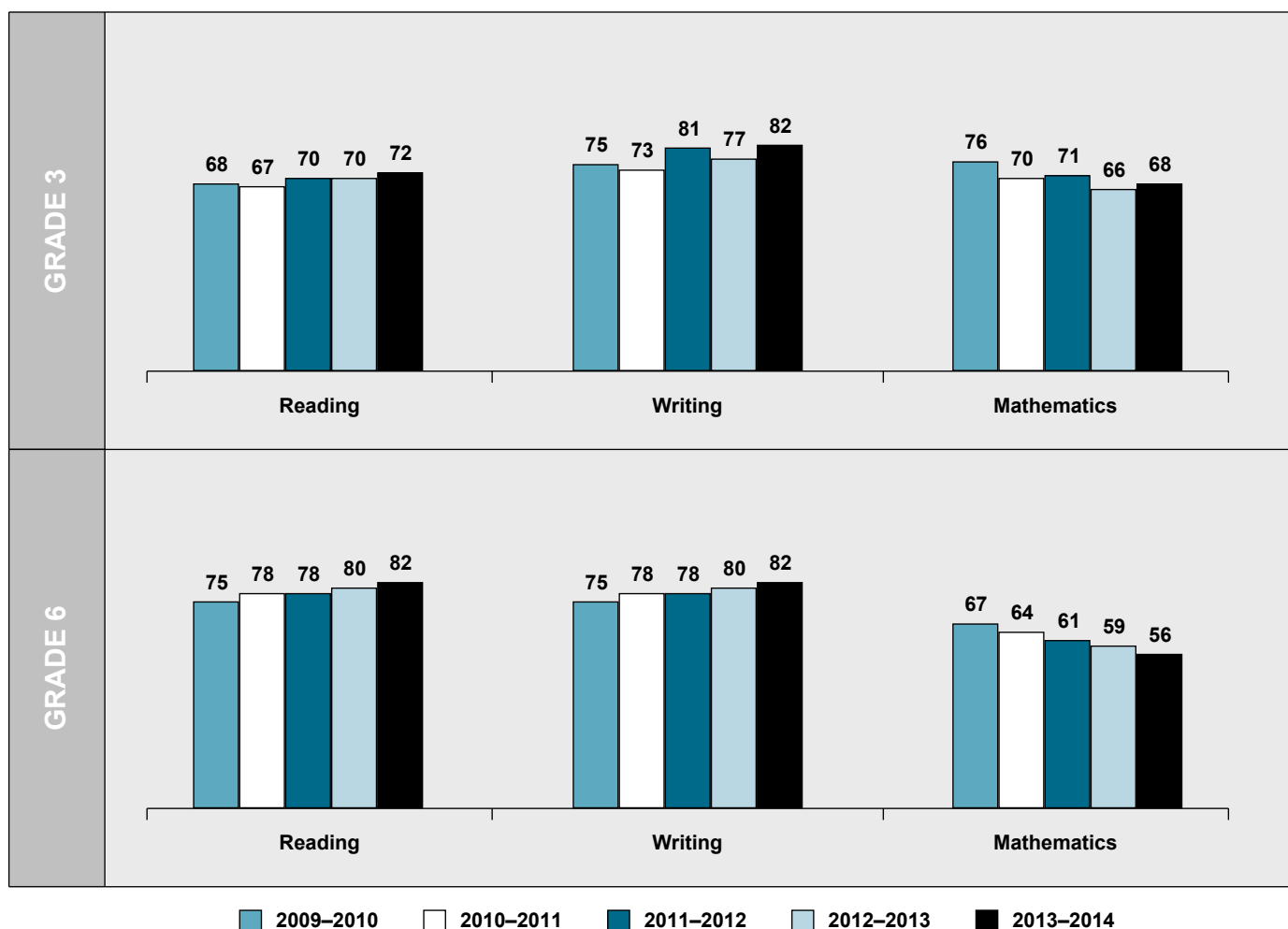
Board Name: Durham Catholic DSB (67105)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	13%	17%
First language learned at home other than English	4%	4%
Number of schools	38	38

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	1 516	1 439	1 474	1 245	1 253
Grade 3 mathematics	1 516	1 439	1 475	1 424	1 448
Grade 6	1 601	1 617	1 518	1 565	1 502

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



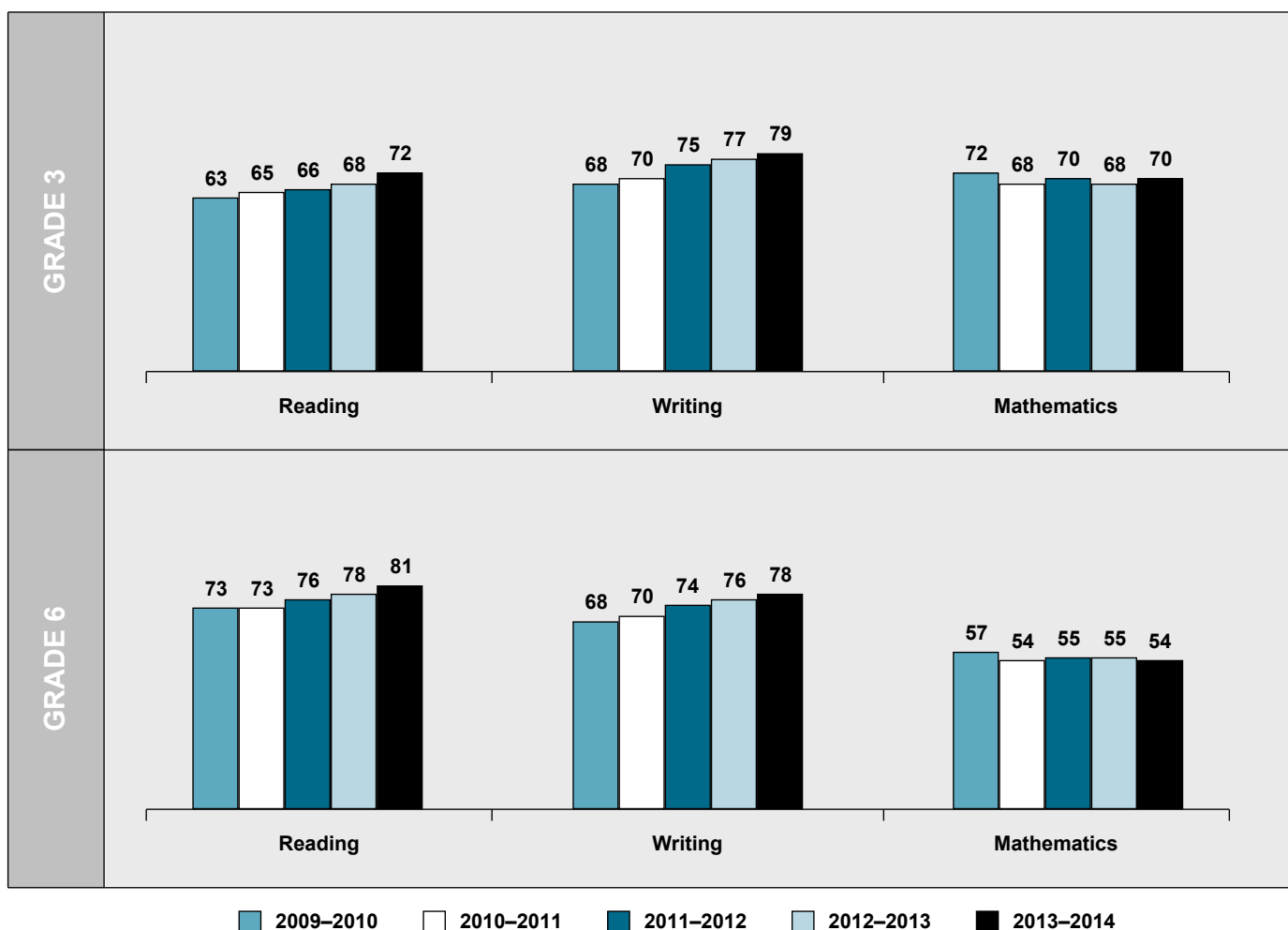
Board Name: Durham DSB (66060)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	1%
Students with special education needs (excluding gifted)	15%	20%
First language learned at home other than English	9%	8%
Number of schools	107	107

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	4 098	3 863	3 959	3 932	3 932
Grade 3 mathematics	4 659	4 452	4 677	4 641	4 743
Grade 6	4 867	4 970	4 742	4 929	4 698

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



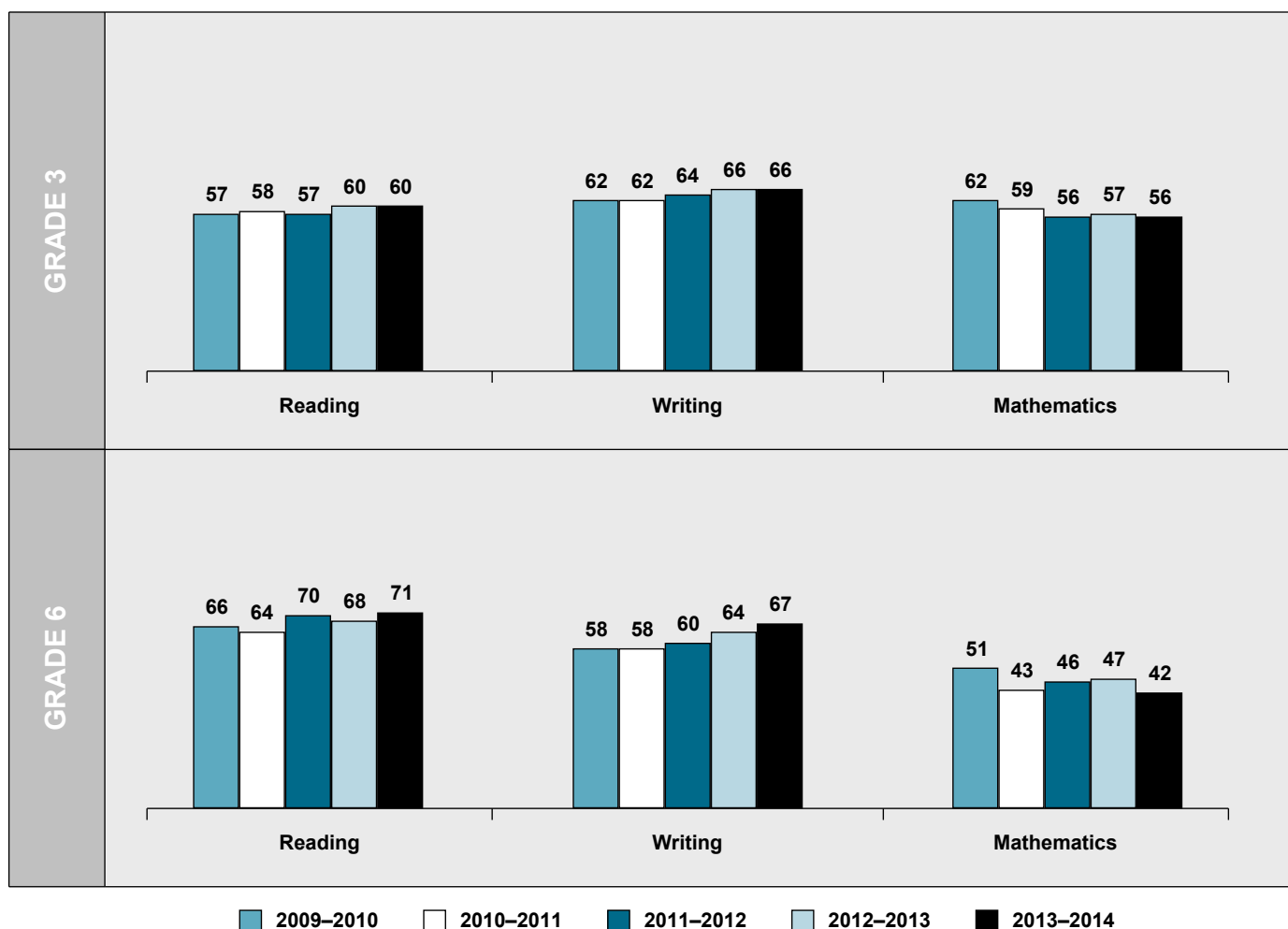
Board Name: Grand Erie DSB (66168)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	2%
Students with special education needs (excluding gifted)	23%	27%
First language learned at home other than English	5%	4%
Number of schools	60	60

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	1 814	1 704	1 755	1 681	1 744
Grade 3 mathematics	1 814	1 704	1 756	1 685	1 744
Grade 6	1 893	1 860	1 823	1 910	1 739

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



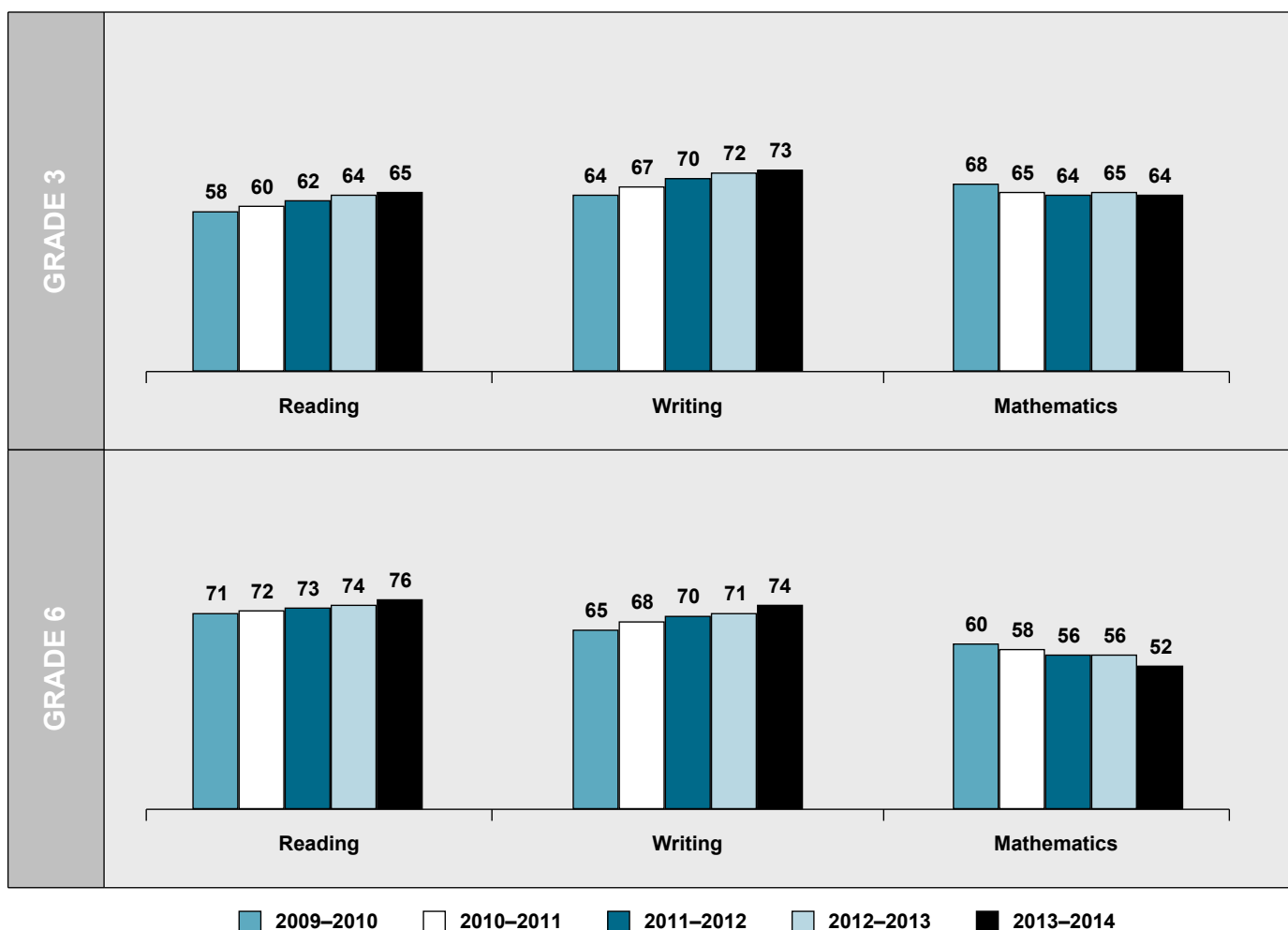
Board Name: Greater Essex County DSB (66028)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	3%
Students with special education needs (excluding gifted)	11%	16%
First language learned at home other than English	21%	23%
Number of schools	57	57

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	2 429	2 301	2 403	2 329	2 438
Grade 3 mathematics	2 429	2 301	2 403	2 331	2 440
Grade 6	2 550	2 473	2 494	2 476	2 384

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



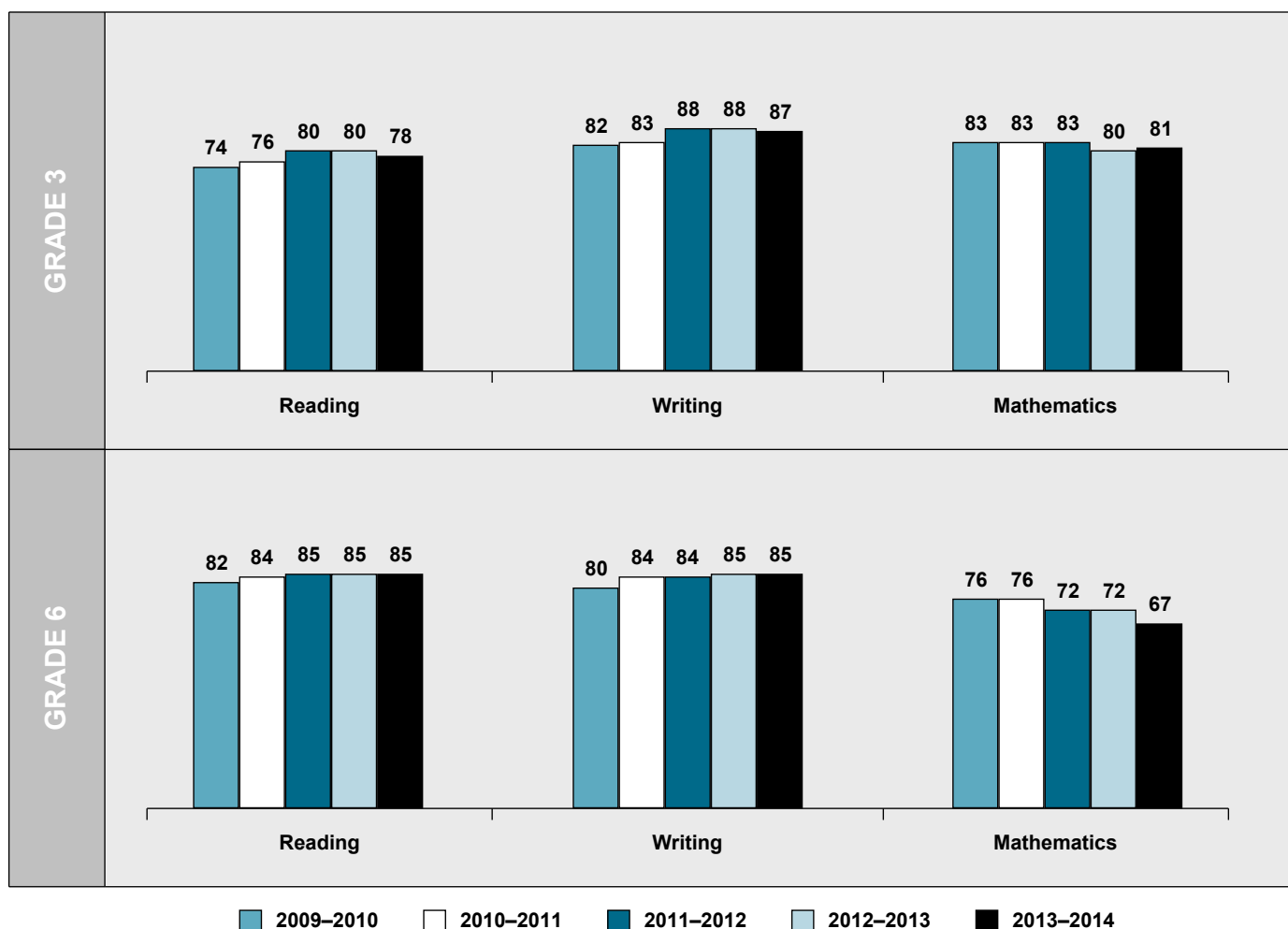
Board Name: Halton Catholic DSB (67113)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	3%
Students with special education needs (excluding gifted)	10%	13%
First language learned at home other than English	8%	9%
Number of schools	43	43

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	2 027	1 959	2 060	2 082	2 077
Grade 3 mathematics	2 027	1 959	2 060	2 082	2 079
Grade 6	2 157	2 089	1 983	2 193	2 115

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



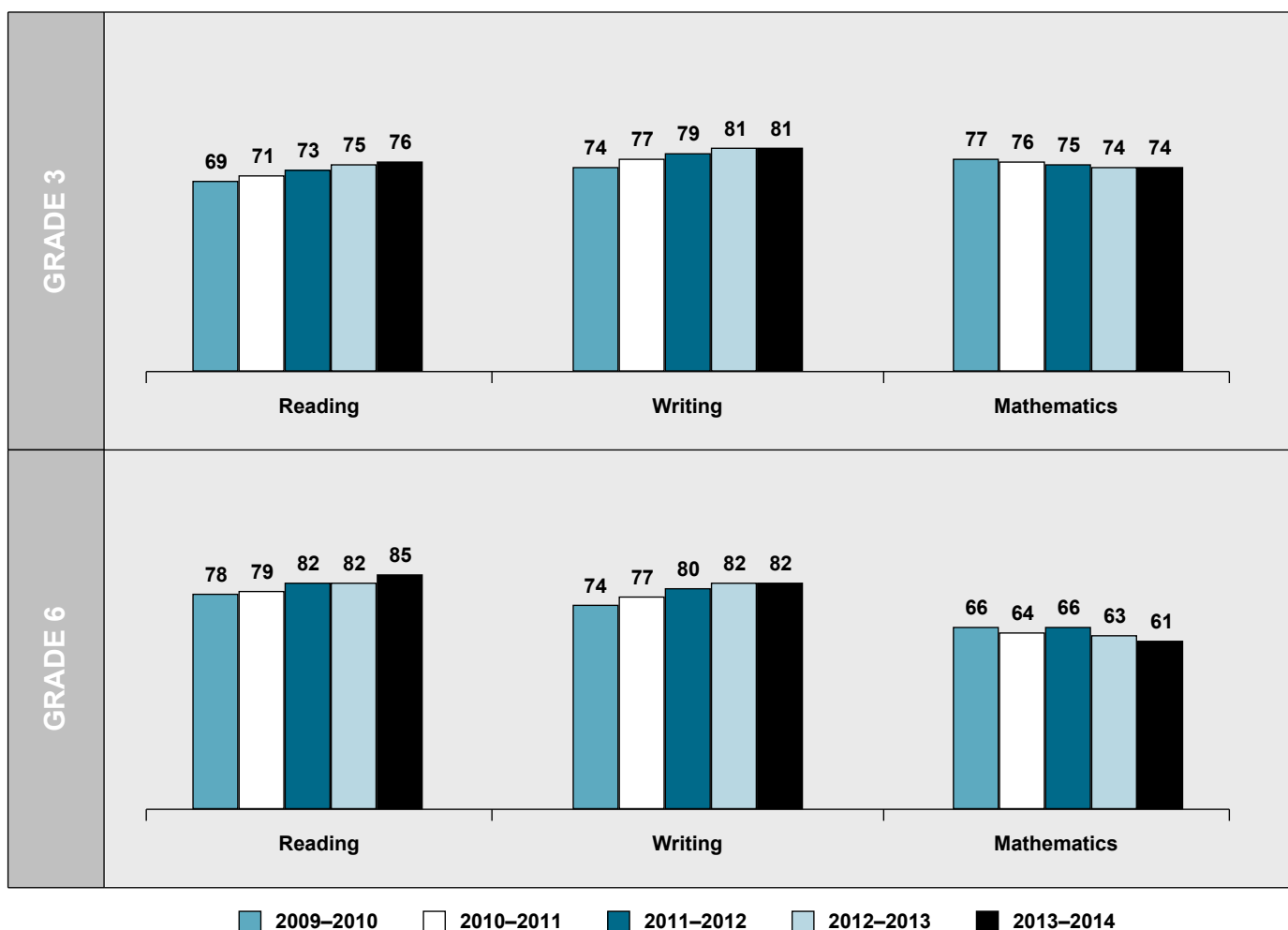
Board Name: Halton DSB (66133)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	20%	14%
Students with special education needs (excluding gifted)	13%	17%
First language learned at home other than English	18%	18%
Number of schools	79	67

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	3 800	3 931	4 218	4 446	4 459
Grade 3 mathematics	3 800	3 931	4 217	4 446	4 459
Grade 6	3 634	3 774	3 841	4 060	4 304

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



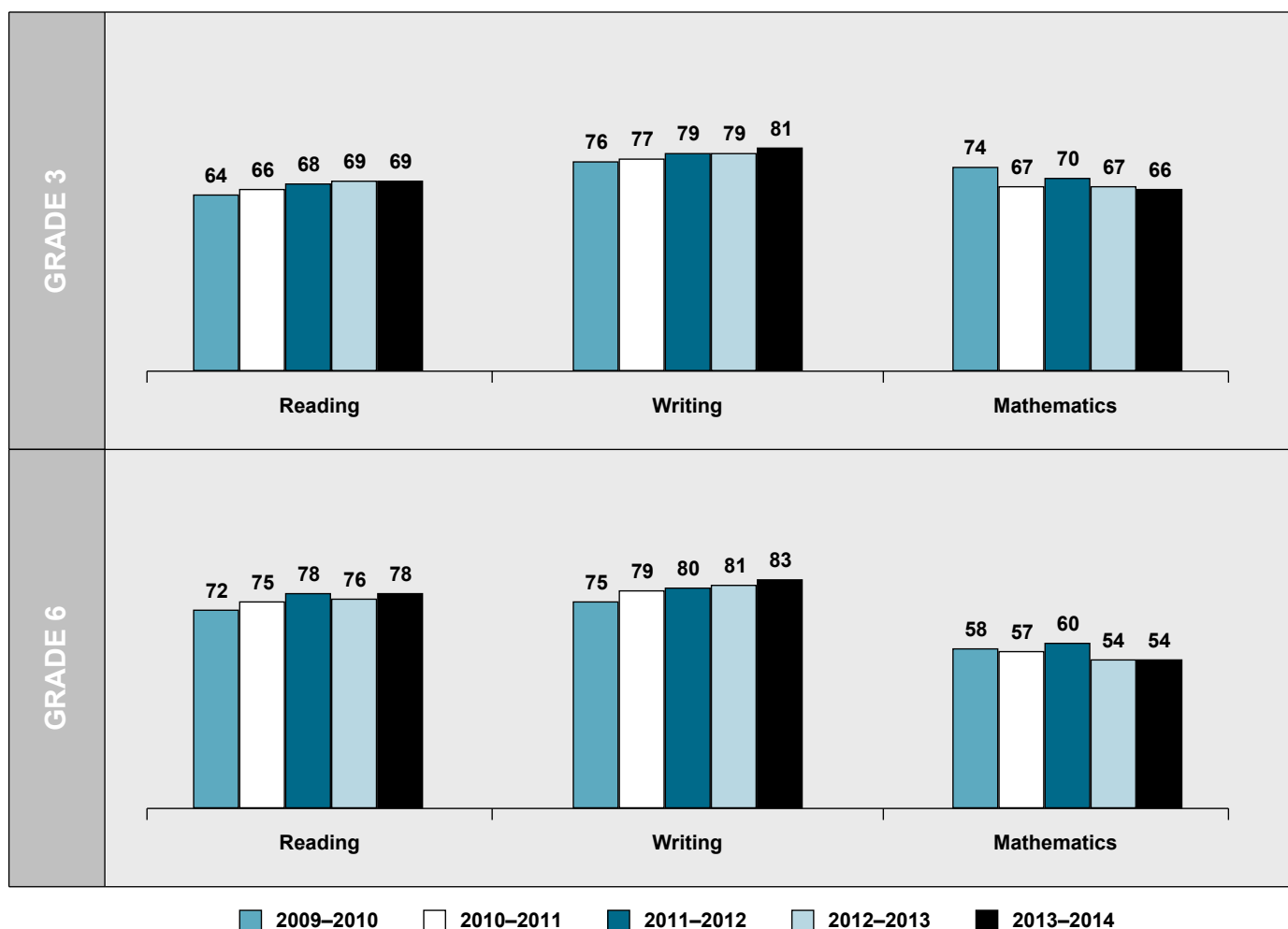
Board Name: Hamilton-Wentworth Catholic DSB (67121)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	4%
Students with special education needs (excluding gifted)	12%	16%
First language learned at home other than English	12%	15%
Number of schools	48	48

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	1 948	1 837	1 844	1 845	1 896
Grade 3 mathematics	1 948	1 839	1 844	1 847	1 896
Grade 6	1 987	1 990	1 884	2 015	1 864

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



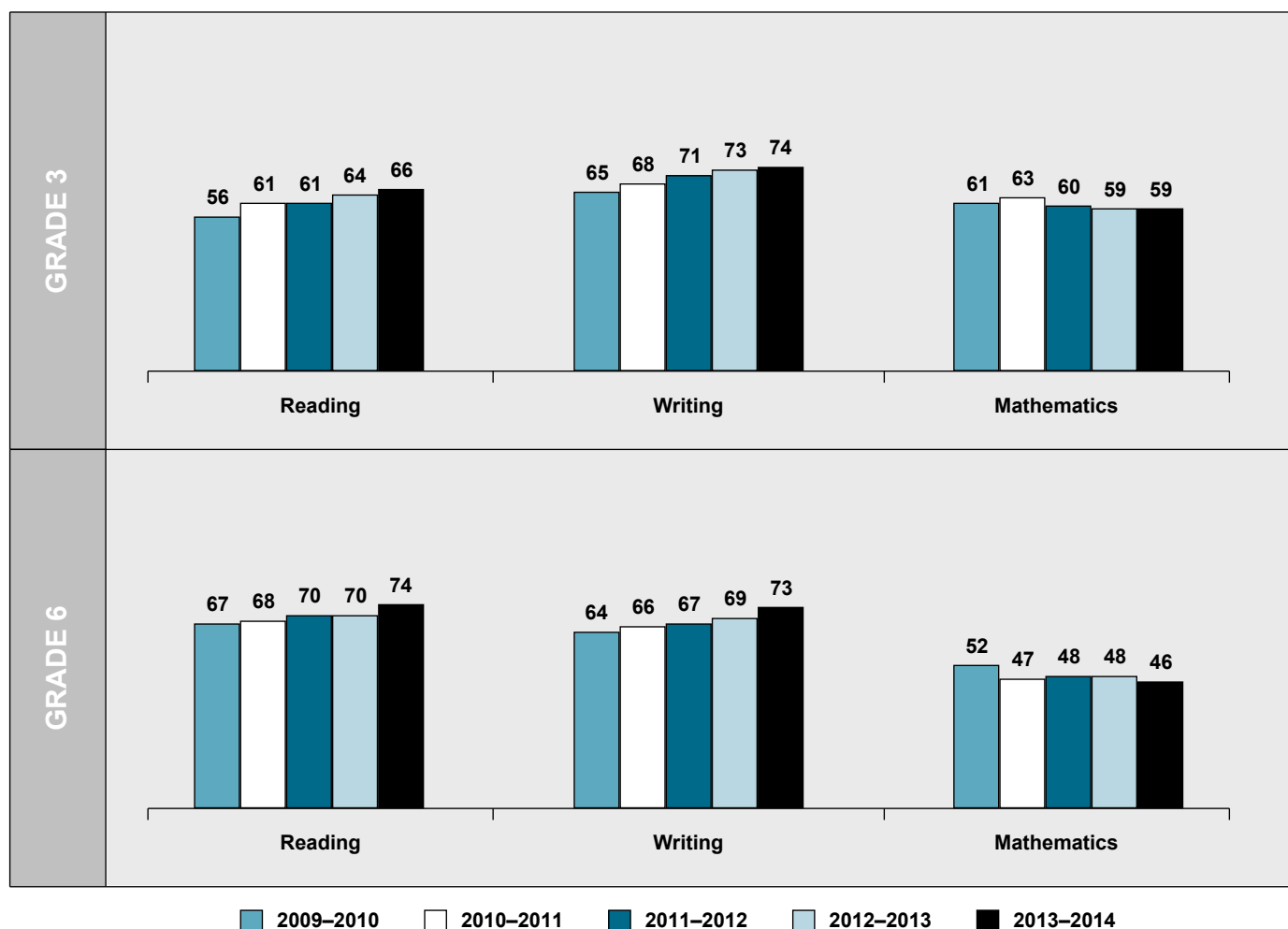
Board Name: Hamilton-Wentworth DSB (66141)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	20%	22%
Students with special education needs (excluding gifted)	18%	21%
First language learned at home other than English	23%	25%
Number of schools	87	71

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	3 472	3 281	3 475	3 372	3 358
Grade 3 mathematics	3 474	3 281	3 475	3 373	3 358
Grade 6	3 745	3 559	3 467	3 533	3 331

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



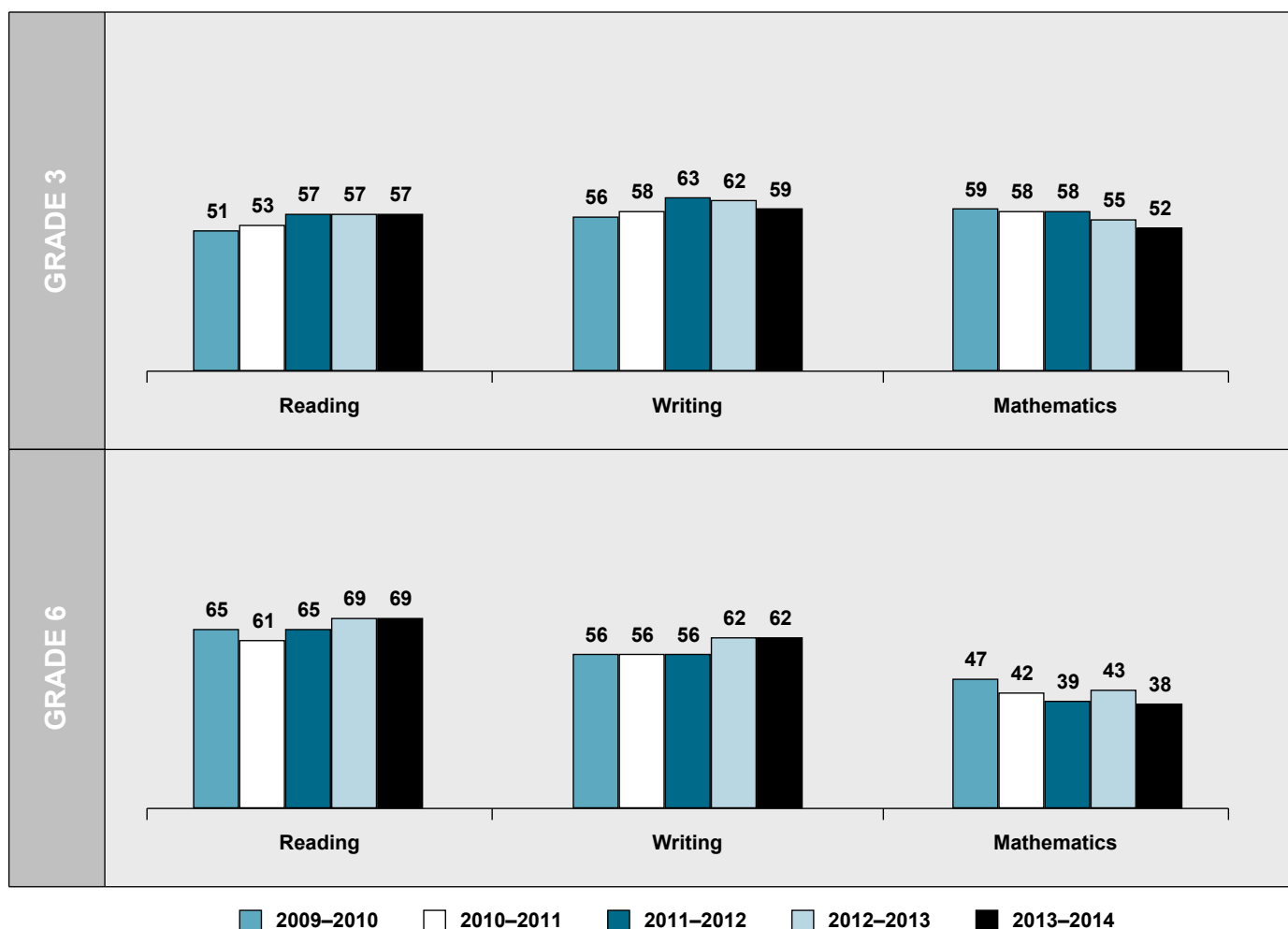
Board Name: Hastings and Prince Edward DSB (66222)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	23%	28%
First language learned at home other than English	2%	2%
Number of schools	37	36

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	1 055	1 017	1 004	1 011	998
Grade 3 mathematics	1 055	1 017	1 004	1 011	998
Grade 6	1 189	1 093	1 049	1 070	1 035

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



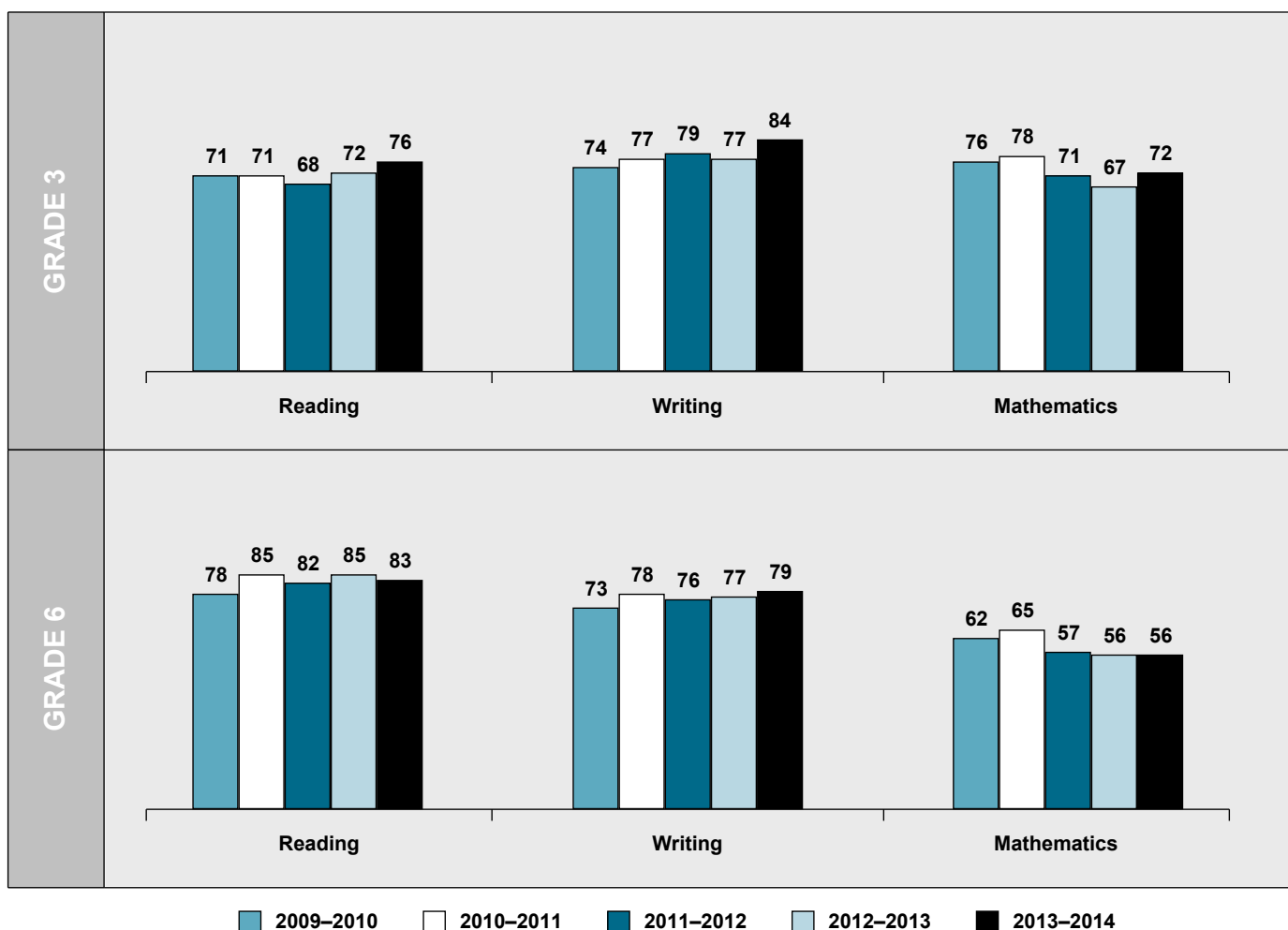
Board Name: Huron-Perth Catholic DSB (67016)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	17%	19%
First language learned at home other than English	3%	3%
Number of schools	15	15

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	326	303	301	321	308
Grade 3 mathematics	326	303	301	321	308
Grade 6	365	336	307	318	294

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



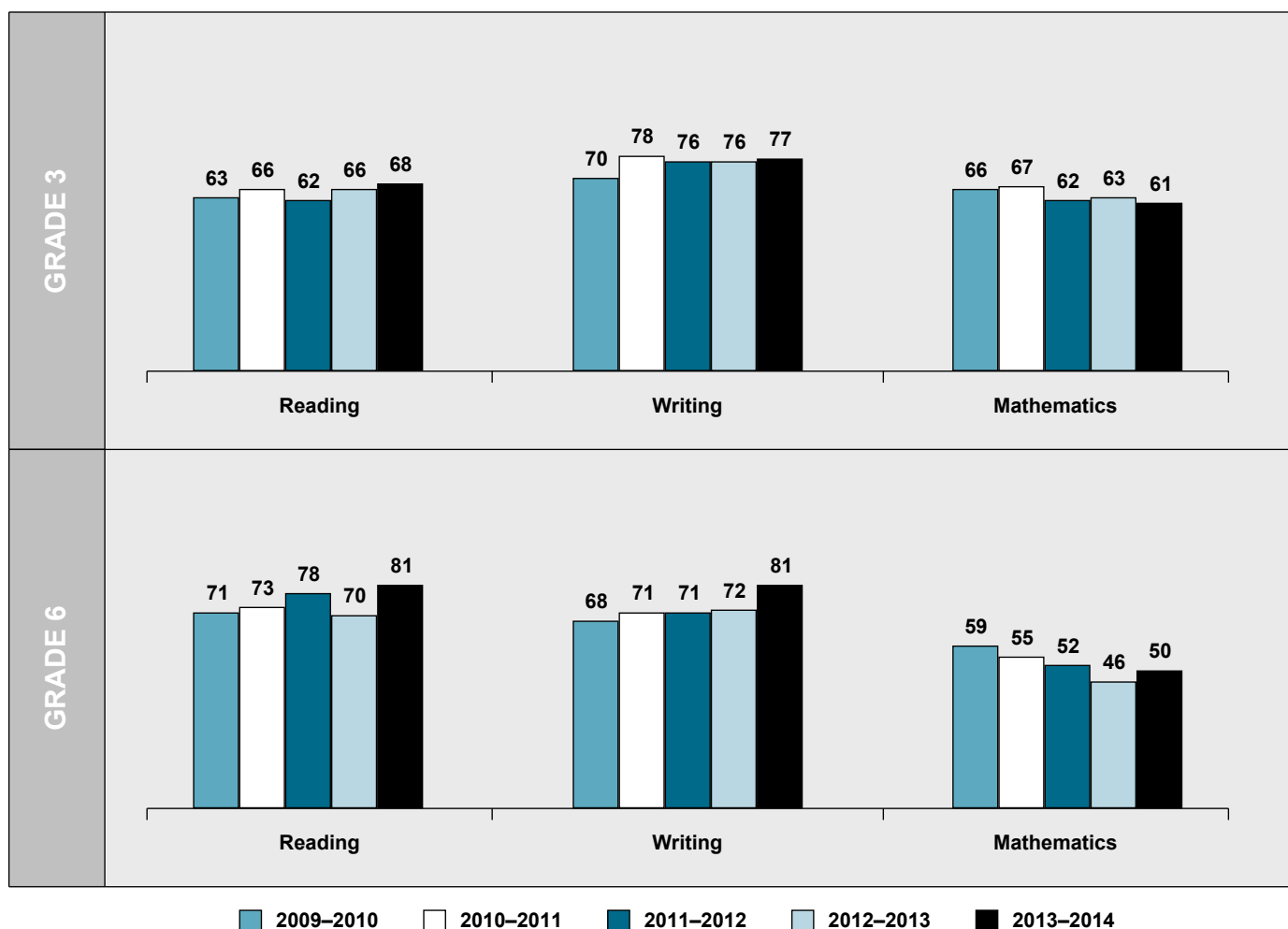
Board Name: Huron-Superior Catholic DSB (29025)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	1%
Students with special education needs (excluding gifted)	30%	30%
First language learned at home other than English	1%	2%
Number of schools	21	22

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	394	357	384	363	357
Grade 3 mathematics	394	357	384	363	357
Grade 6	465	438	418	401	351

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



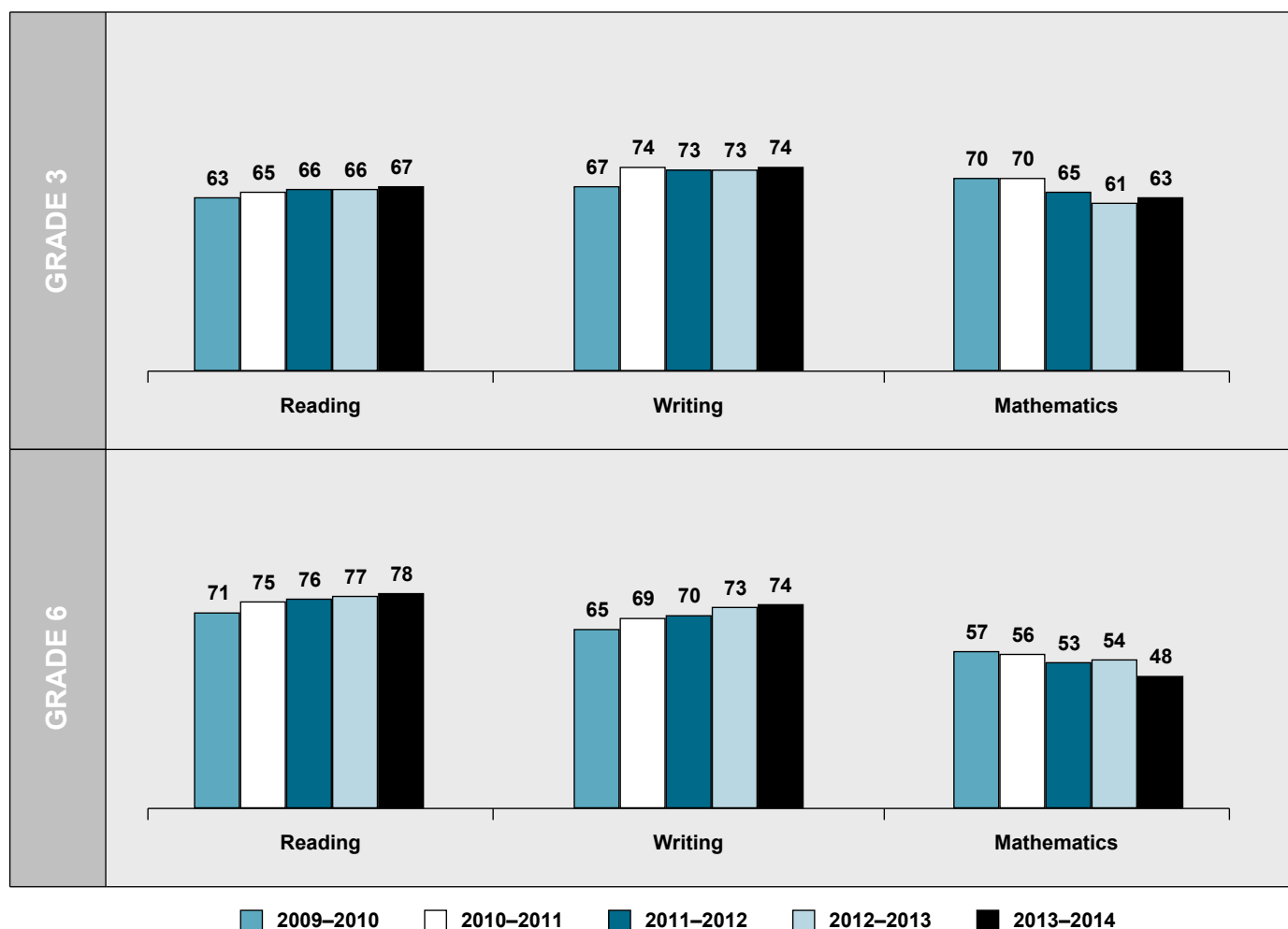
Board Name: Kawartha Pine Ridge DSB (66079)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	24%	28%
First language learned at home other than English	2%	2%
Number of schools	68	68

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	2 251	2 201	2 060	2 209	2 100
Grade 3 mathematics	2 202	2 201	2 060	2 211	2 100
Grade 6	2 497	2 327	2 246	2 293	2 254

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



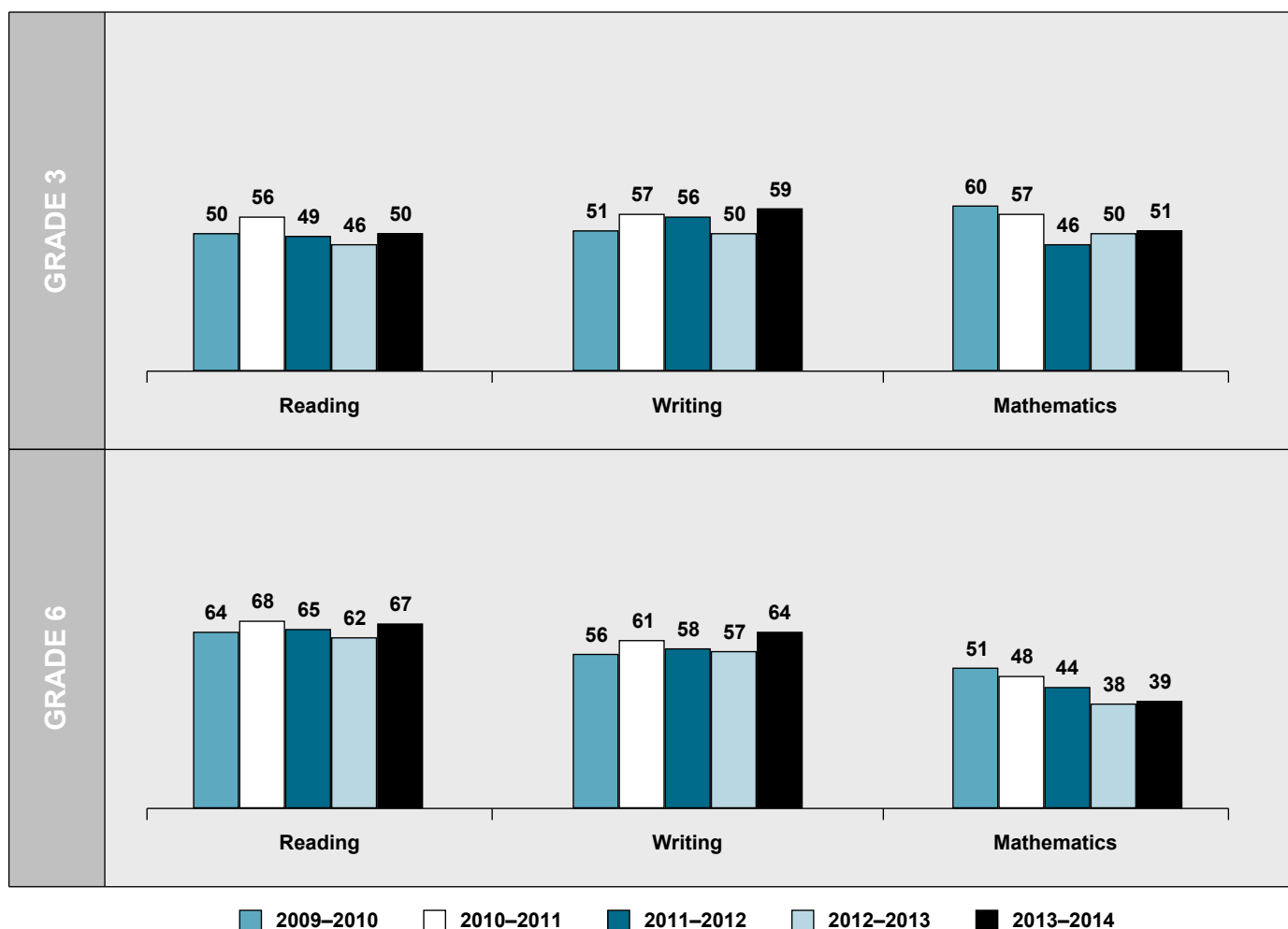
Board Name: Keewatin-Patricia DSB (28045)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	0%
Students with special education needs (excluding gifted)	18%	28%
First language learned at home other than English	3%	2%
Number of schools	16	16

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	288	292	282	274	269
Grade 3 mathematics	288	292	282	274	269
Grade 6	348	317	313	286	289

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



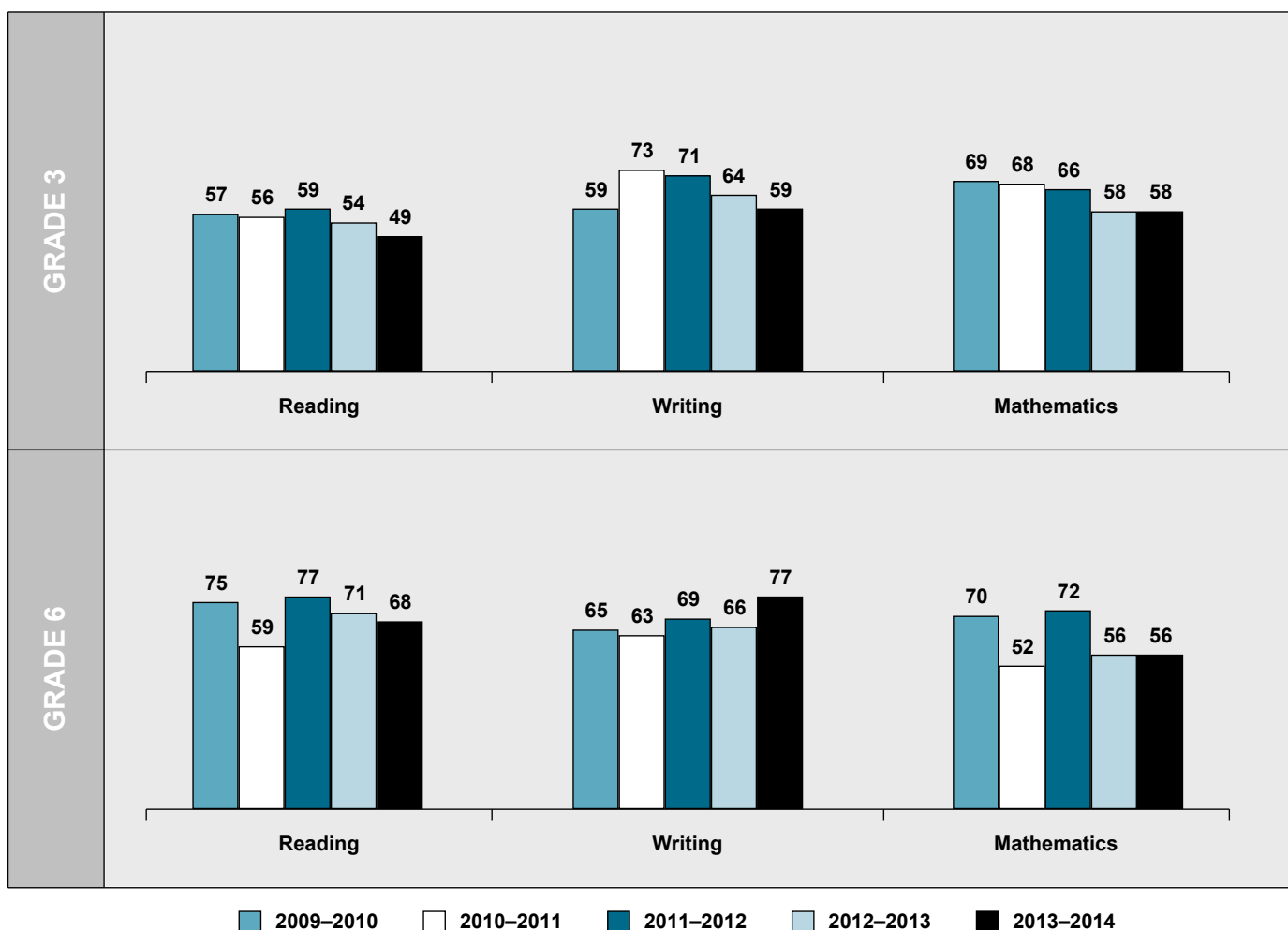
Board Name: Kenora Catholic DSB (29050)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	25%	18%
First language learned at home other than English	0%	2%
Number of schools	4	4

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	125	97	100	125	118
Grade 3 mathematics	125	97	100	125	118
Grade 6	103	115	93	133	102

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



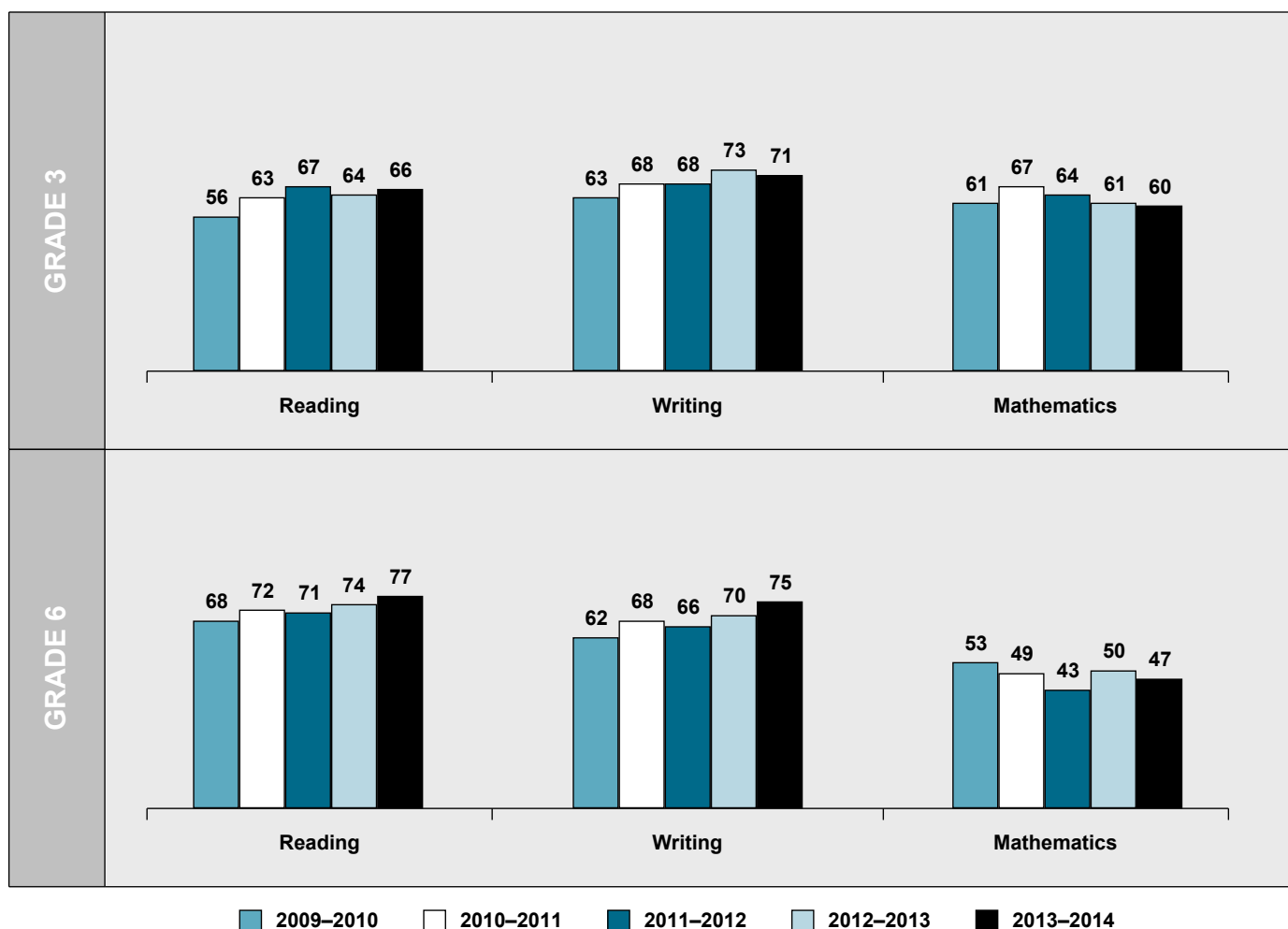
Board Name: Lakehead DSB (28061)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	37%	30%
First language learned at home other than English	1%	3%
Number of schools	24	23

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	626	590	619	587	643
Grade 3 mathematics	626	590	619	587	643
Grade 6	716	731	616	623	575

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



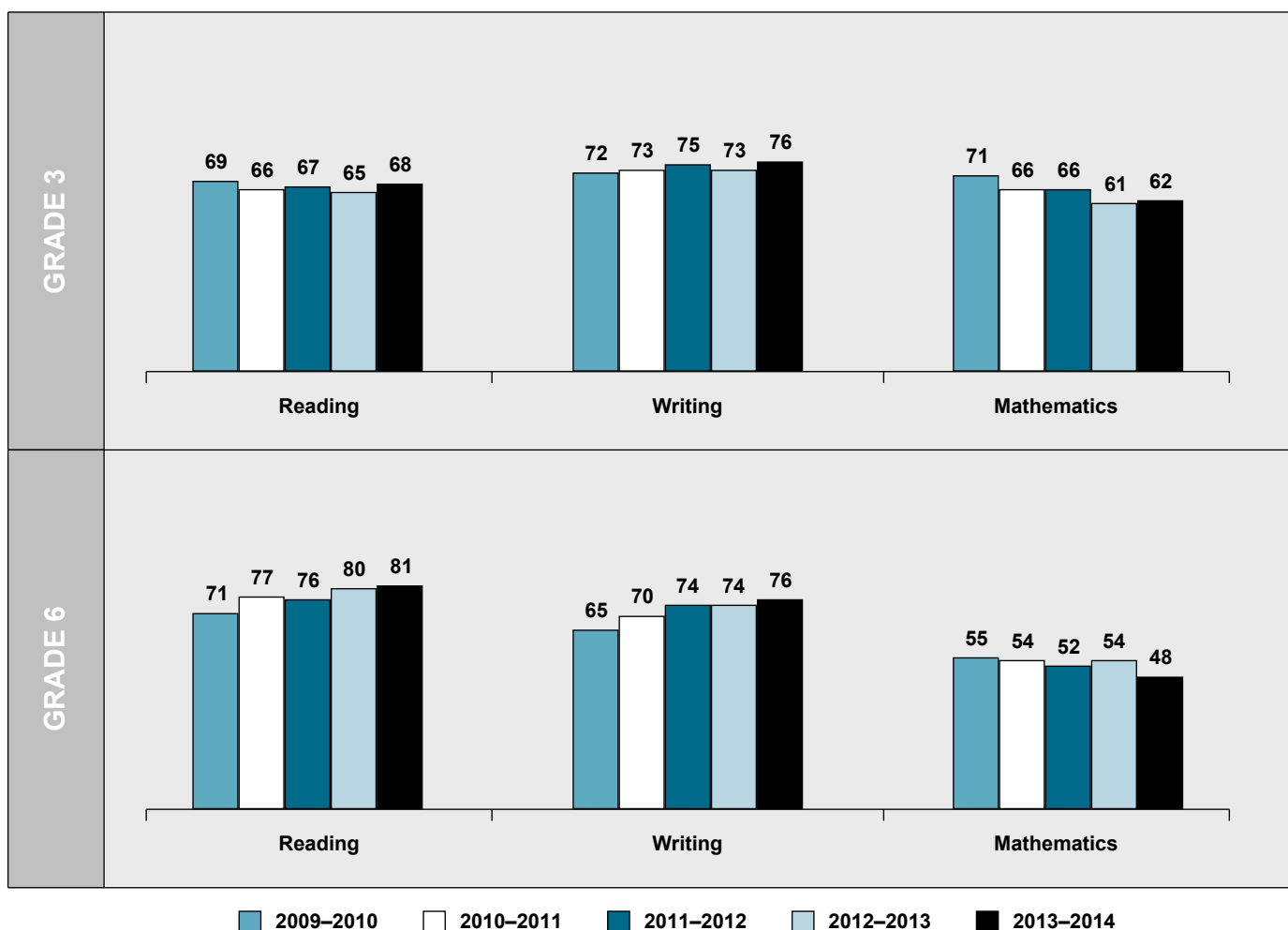
Board Name: Lambton Kent District School Board (66036)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	23%	29%
First language learned at home other than English	2%	3%
Number of schools	53	52

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	1 576	1 441	1 445	1 552	1 439
Grade 3 mathematics	1 576	1 441	1 445	1 552	1 439
Grade 6	1 658	1 544	1 500	1 582	1 452

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



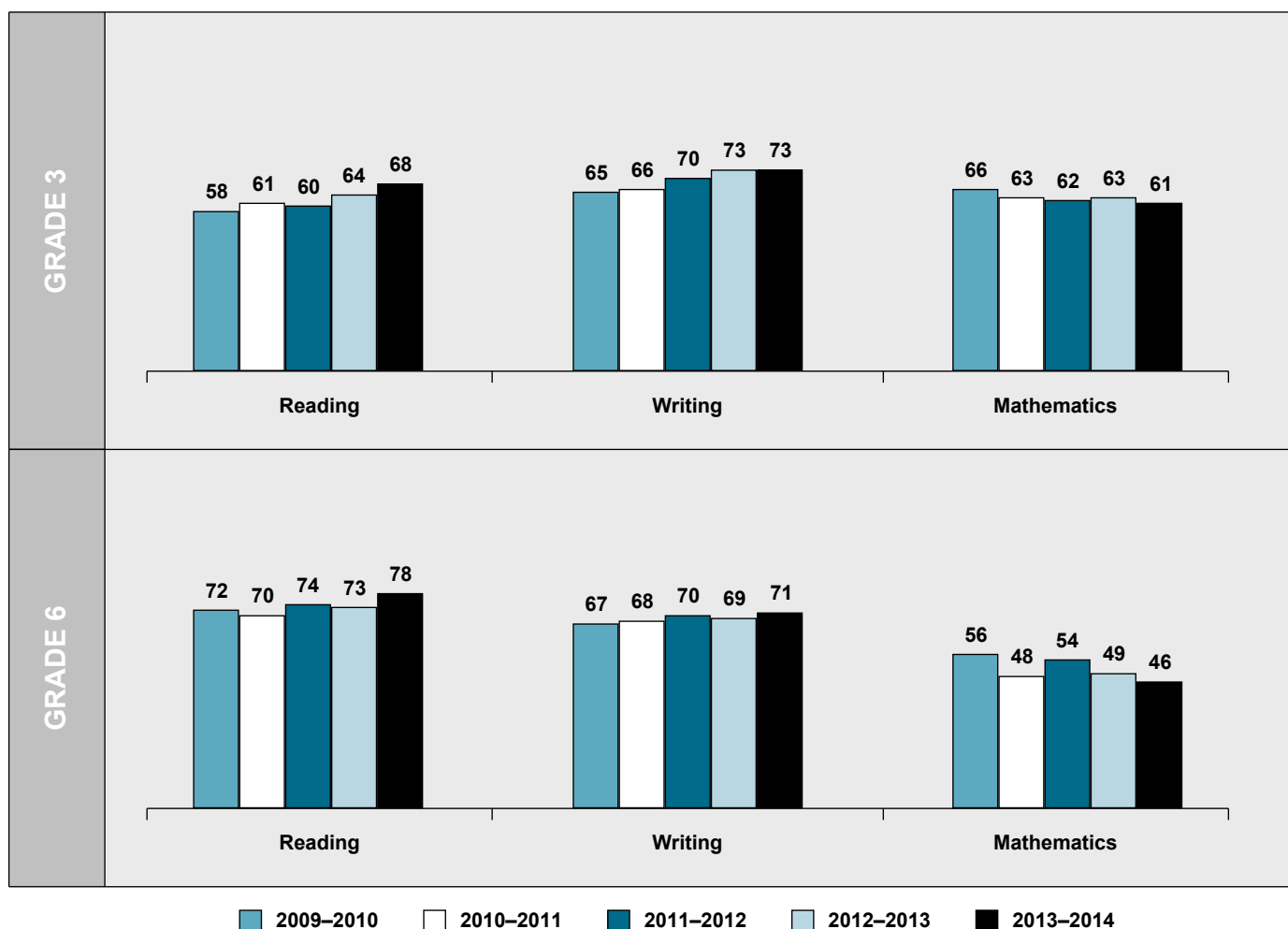
Board Name: Limestone DSB (66206)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	24%	29%
First language learned at home other than English	4%	4%
Number of schools	47	46

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	1 321	1 317	1 274	1 269	1 332
Grade 3 mathematics	1 321	1 317	1 274	1 269	1 334
Grade 6	1 387	1 355	1 340	1 340	1 343

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



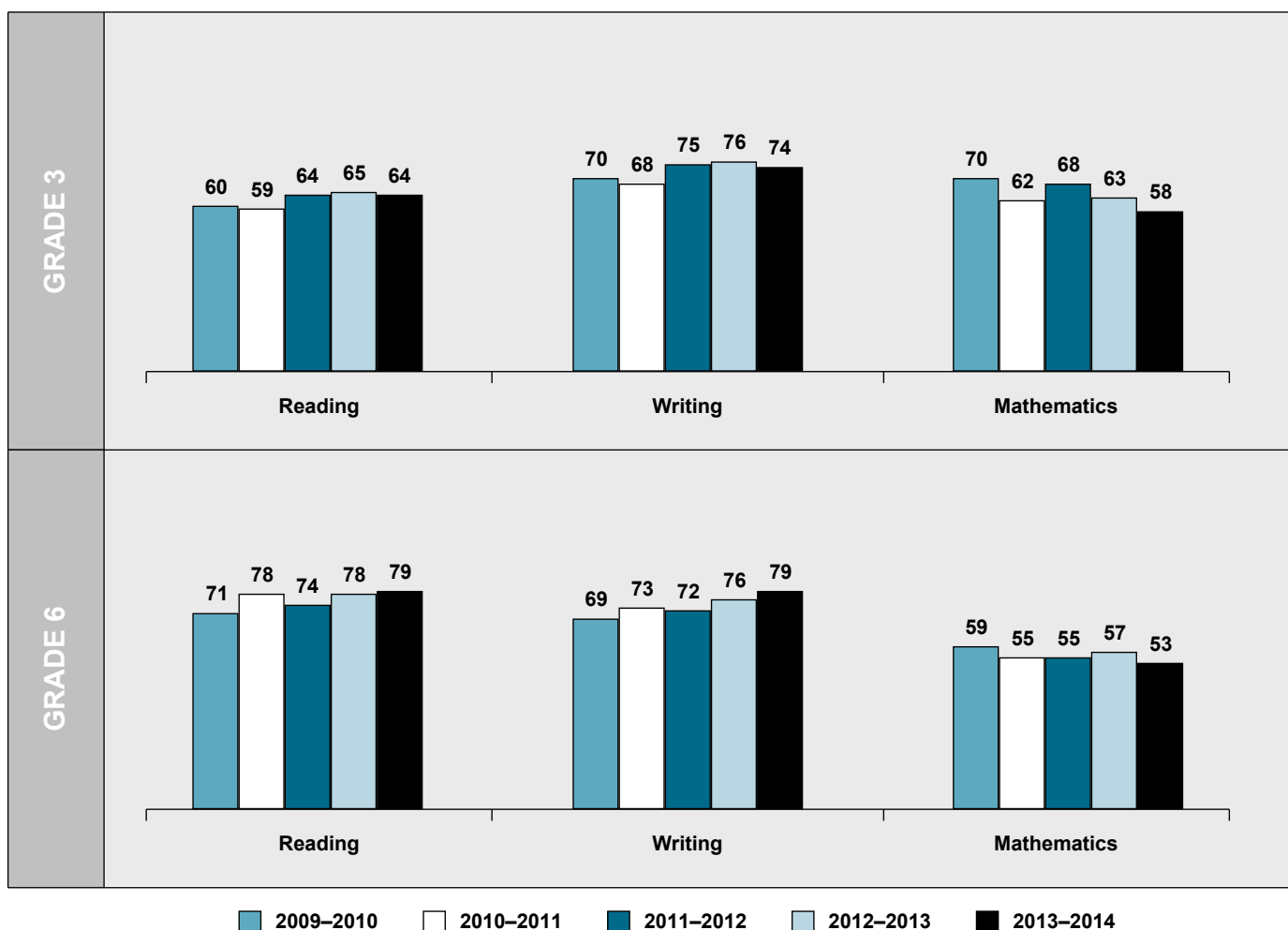
Board Name: London District Catholic School Board (67032)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	2%
Students with special education needs (excluding gifted)	11%	15%
First language learned at home other than English	6%	6%
Number of schools	43	44

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	1 216	1 123	1 166	1 180	1 179
Grade 3 mathematics	1 321	1 236	1 264	1 178	1 179
Grade 6	1 440	1 382	1 317	1 319	1 227

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



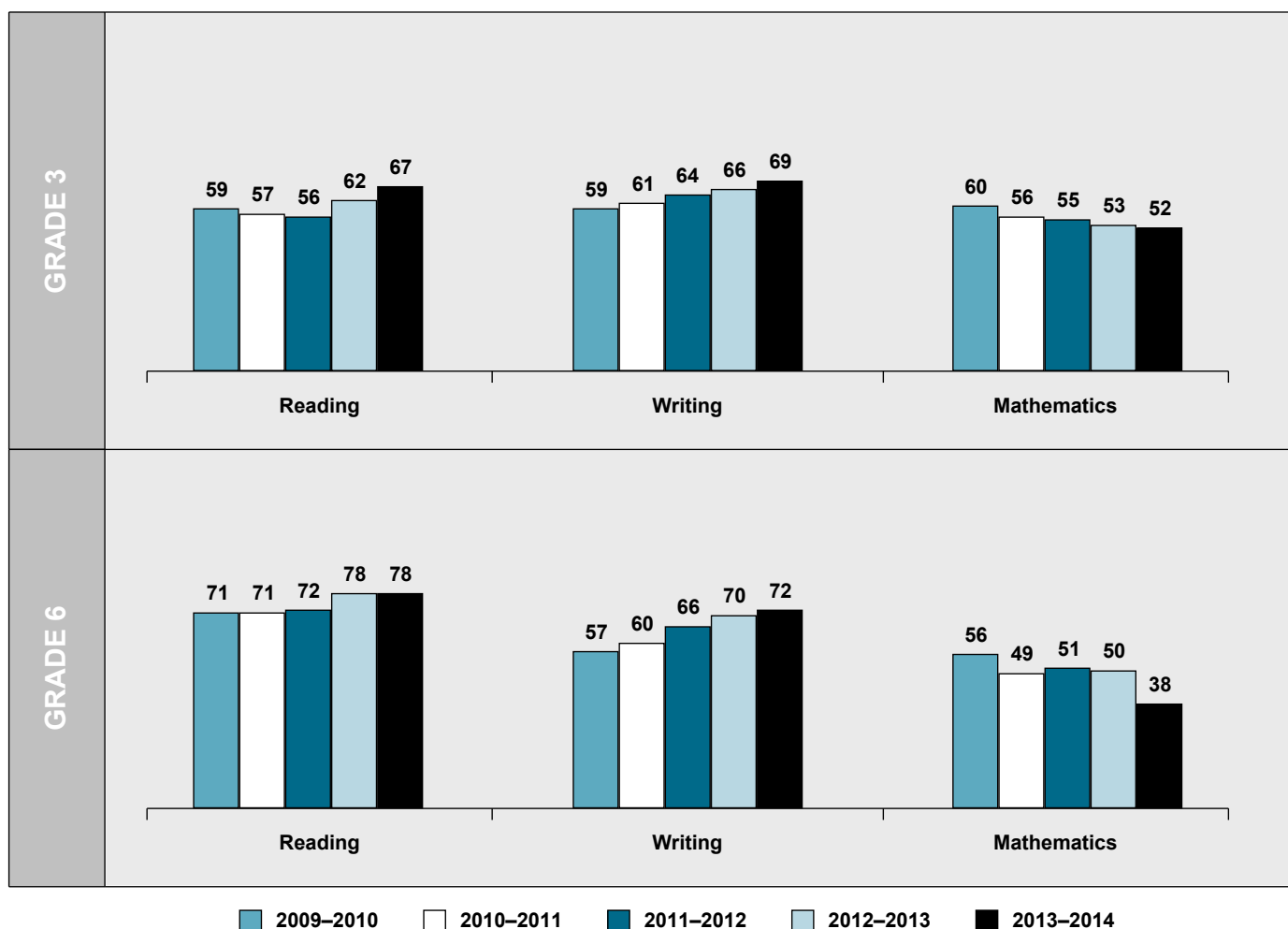
Board Name: Near North DSB (28037)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	35%	38%
First language learned at home other than English	<1%	2%
Number of schools	31	33

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	671	659	608	665	620
Grade 3 mathematics	671	659	608	665	620
Grade 6	777	717	690	692	663

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



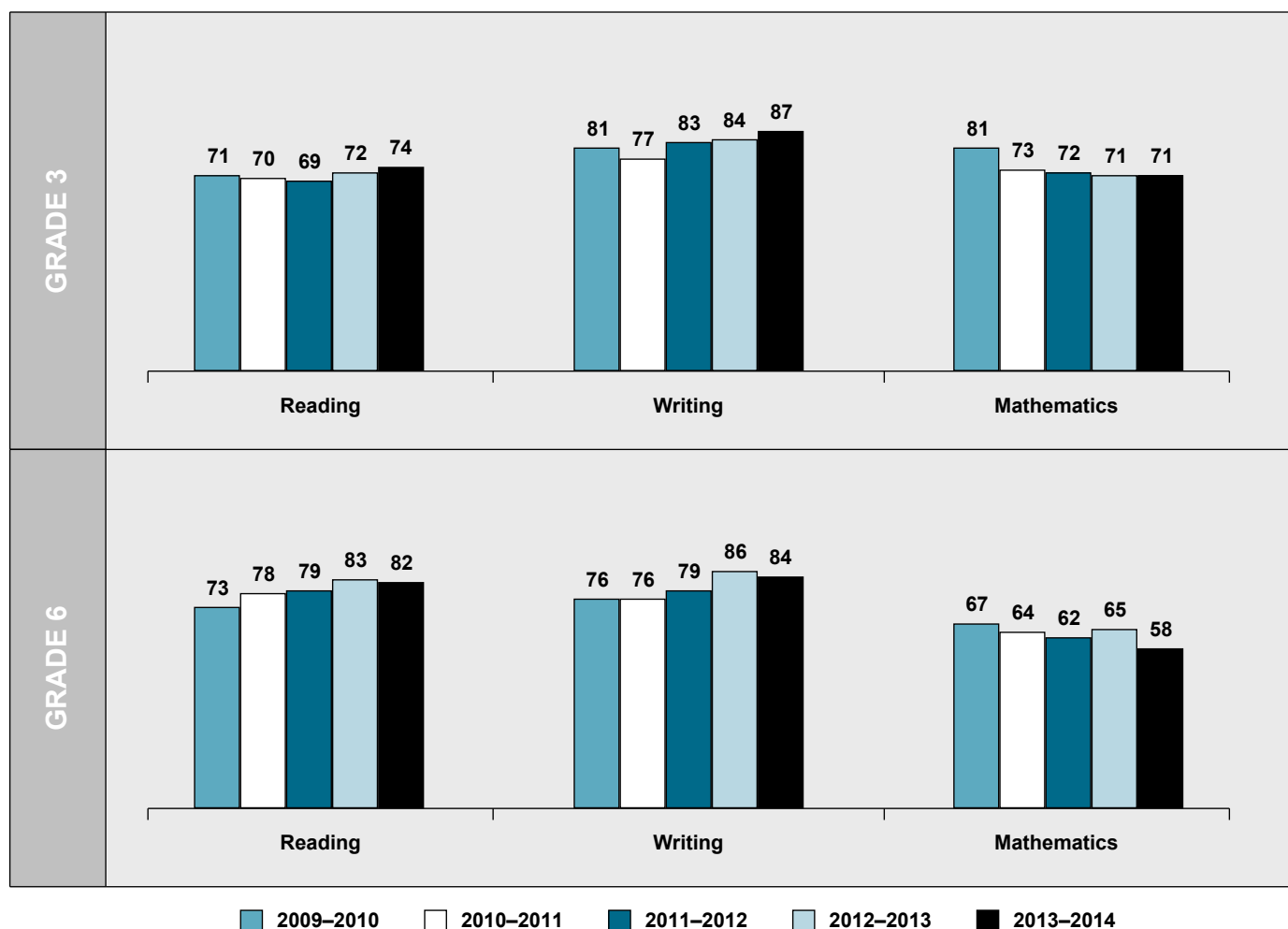
Board Name: Niagara Catholic DSB (67156)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	17%	23%
First language learned at home other than English	8%	6%
Number of schools	49	49

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	1 595	1 506	1 562	1 528	1 527
Grade 3 mathematics	1 595	1 506	1 562	1 530	1 527
Grade 6	1 729	1 645	1 566	1 602	1 505

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



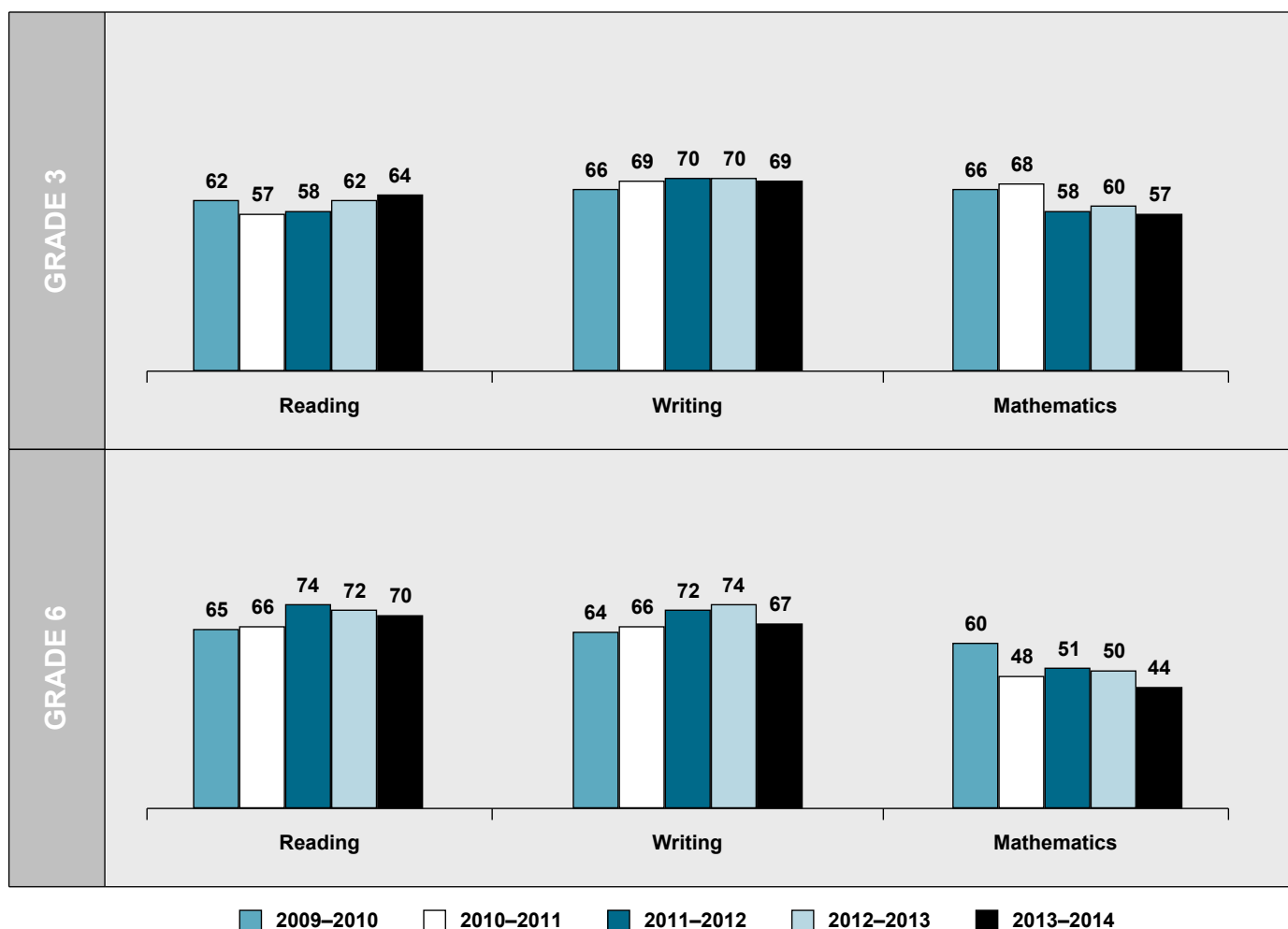
Board Name: Nipissing-Parry Sound Catholic DSB (29017)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	29%	36%
First language learned at home other than English	<1%	0%
Number of schools	12	12

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	205	212	233	206	216
Grade 3 mathematics	205	212	233	206	216
Grade 6	235	218	243	202	211

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



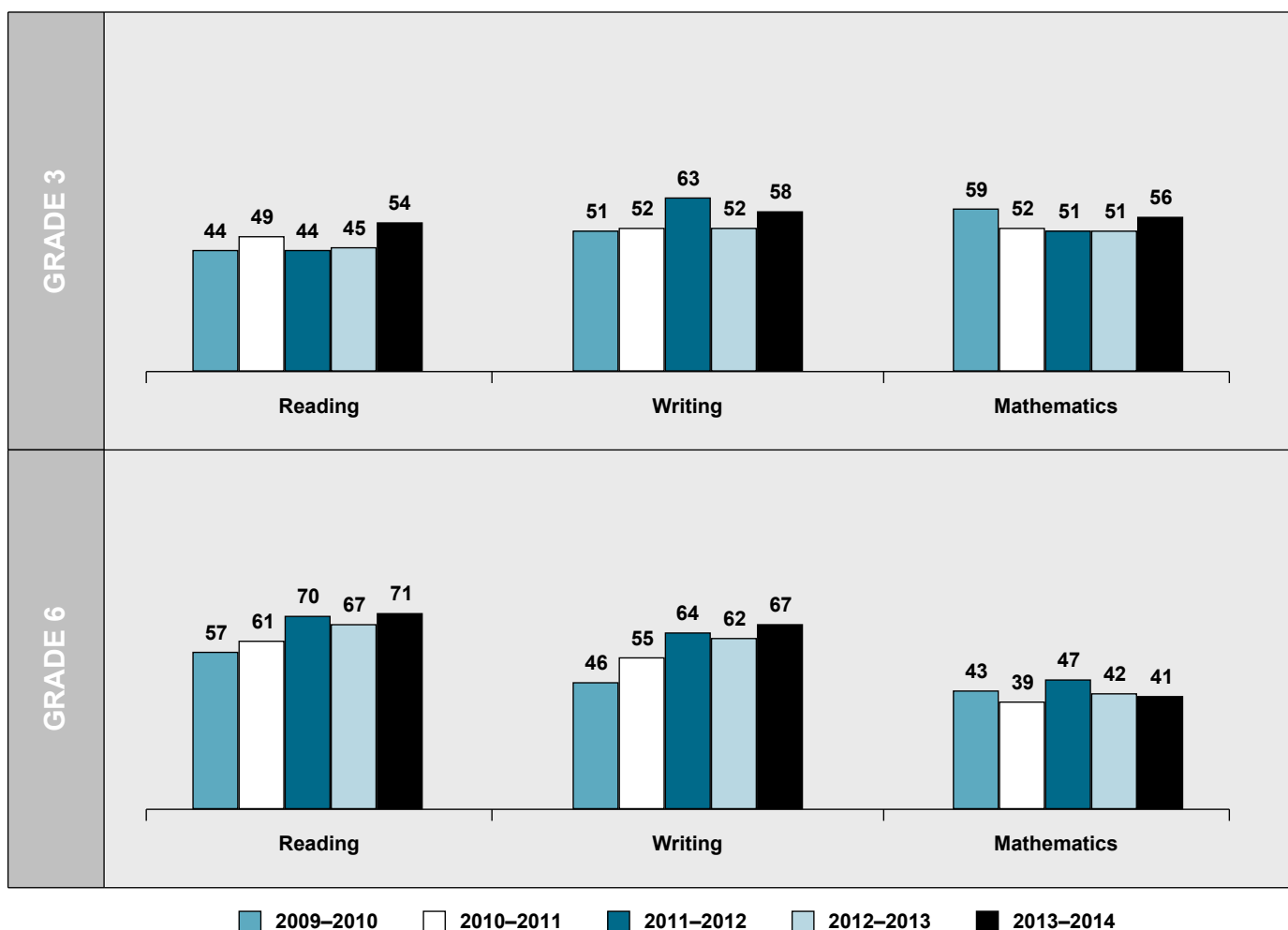
Board Name: Northeastern Catholic DSB (29009)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	28%	31%
First language learned at home other than English	6%	3%
Number of schools	11	11

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	209	187	193	155	170
Grade 3 mathematics	209	187	193	155	170
Grade 6	247	192	208	215	177

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



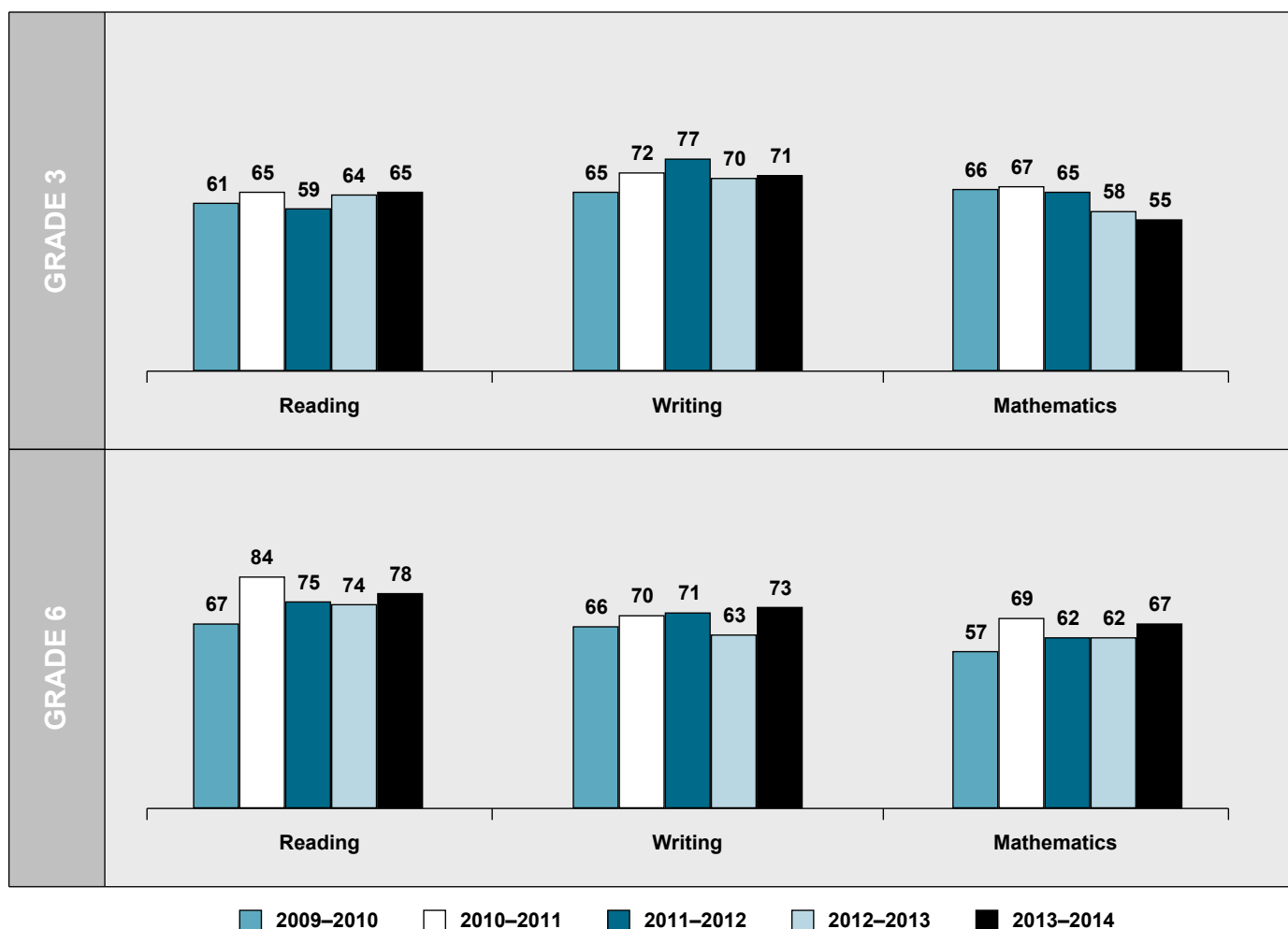
Board Name: Northwest Catholic DSB (29041)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	22%	26%
First language learned at home other than English	1%	1%
Number of schools	5	5

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	128	125	115	128	144
Grade 3 mathematics	128	125	115	128	144
Grade 6	175	140	161	125	123

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



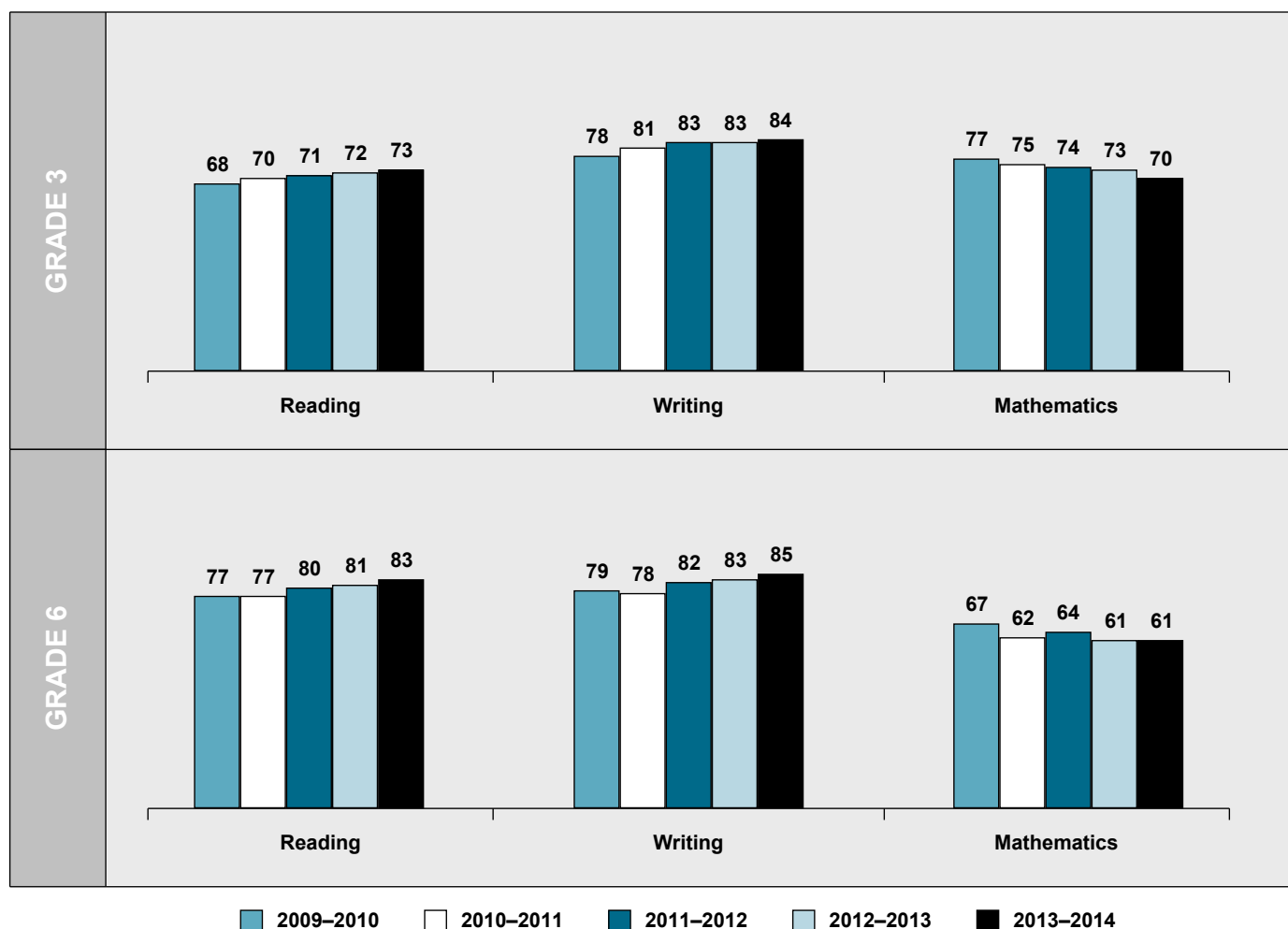
Board Name: Ottawa Catholic District School Board (67180)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	8%	5%
Students with special education needs (excluding gifted)	18%	23%
First language learned at home other than English	10%	10%
Number of schools	65	65

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	2 372	2 295	2 366	2 369	2 428
Grade 3 mathematics	2 371	2 295	2 366	2 369	2 428
Grade 6	2 745	2 652	2 473	2 545	2 514

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



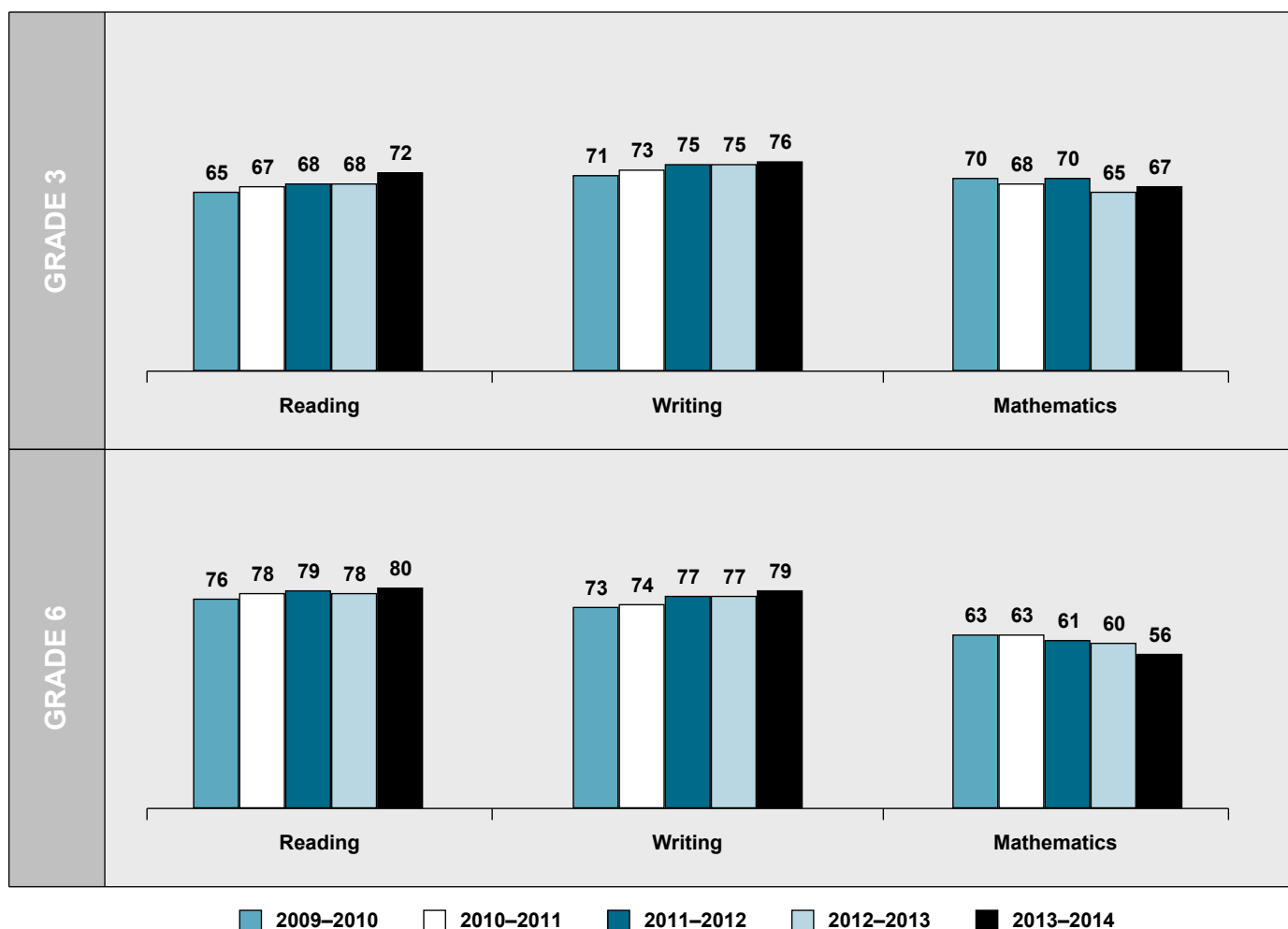
Board Name: Ottawa-Carleton DSB (66184)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	23%	19%
Students with special education needs (excluding gifted)	18%	20%
First language learned at home other than English	27%	29%
Number of schools	103	91

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	4 775	4 806	5 067	5 107	4 791
Grade 3 mathematics	4 774	4 806	5 067	5 107	4 791
Grade 6	4 840	4 768	4 827	4 903	4 914

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



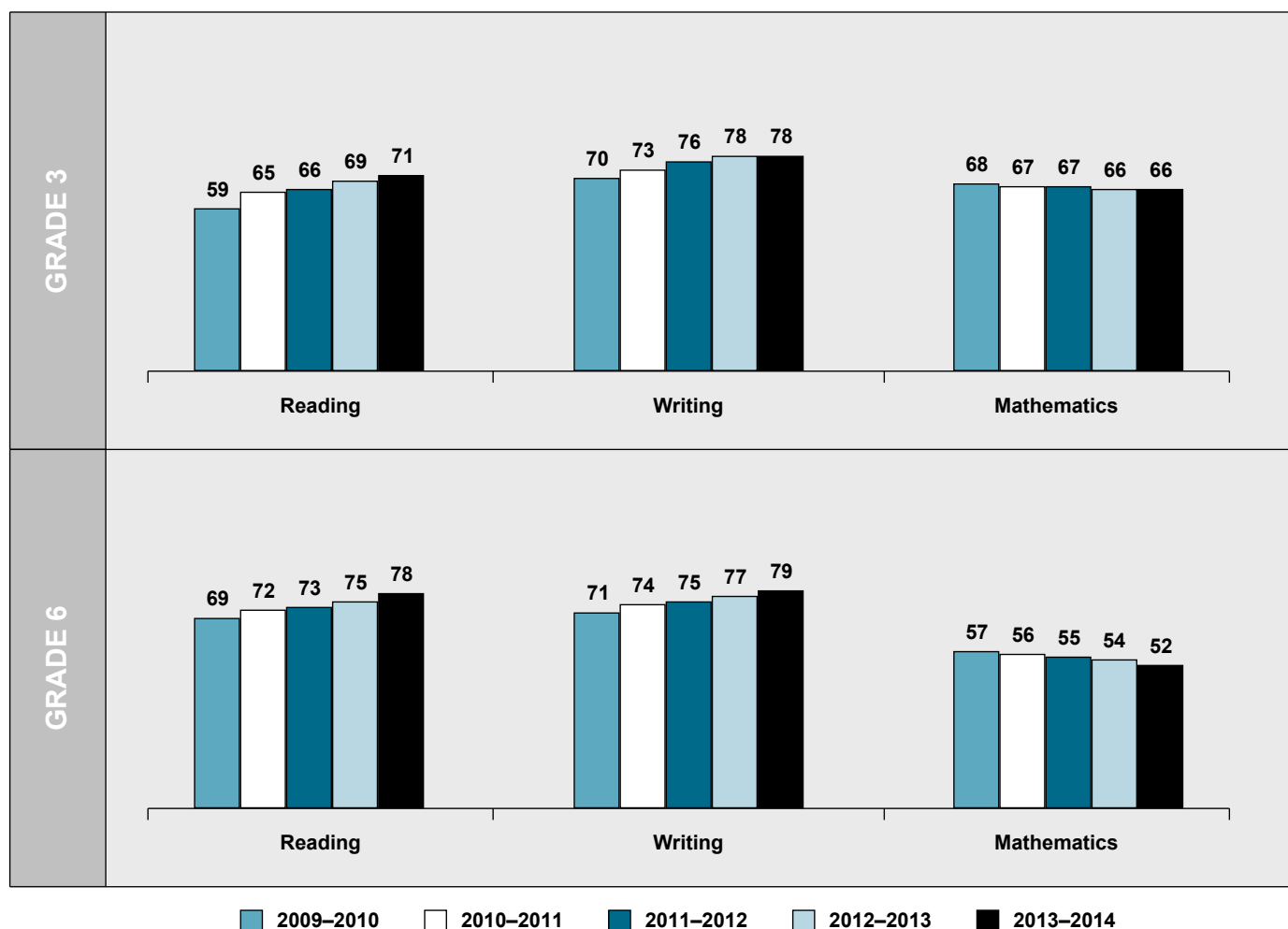
Board Name: Peel District School Board (66125)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	58%	43%
Students with special education needs (excluding gifted)	10%	16%
First language learned at home other than English	53%	51%
Number of schools	159	91

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	10 849	10 643	11 022	11 260	11 431
Grade 3 mathematics	10 852	10 641	11 022	11 262	11 436
Grade 6	10 993	11 031	11 003	11 182	10 831

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



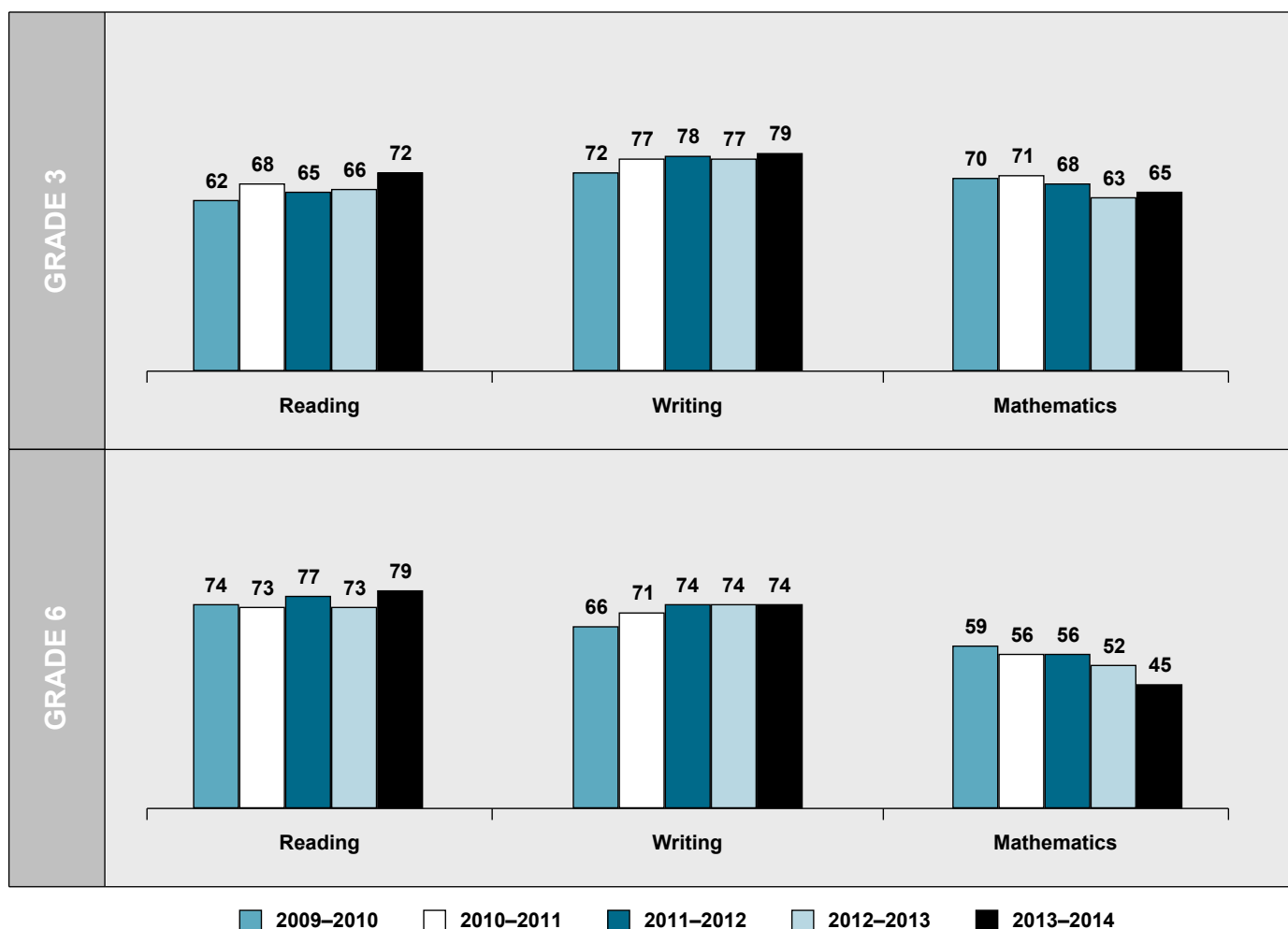
Board Name: Peterborough Victoria Northumberland and Clarington CDSB (67067)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	23%	31%
First language learned at home other than English	1%	2%
Number of schools	31	31

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	982	865	905	919	959
Grade 3 mathematics	981	863	905	919	959
Grade 6	1 032	984	923	1 025	933

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



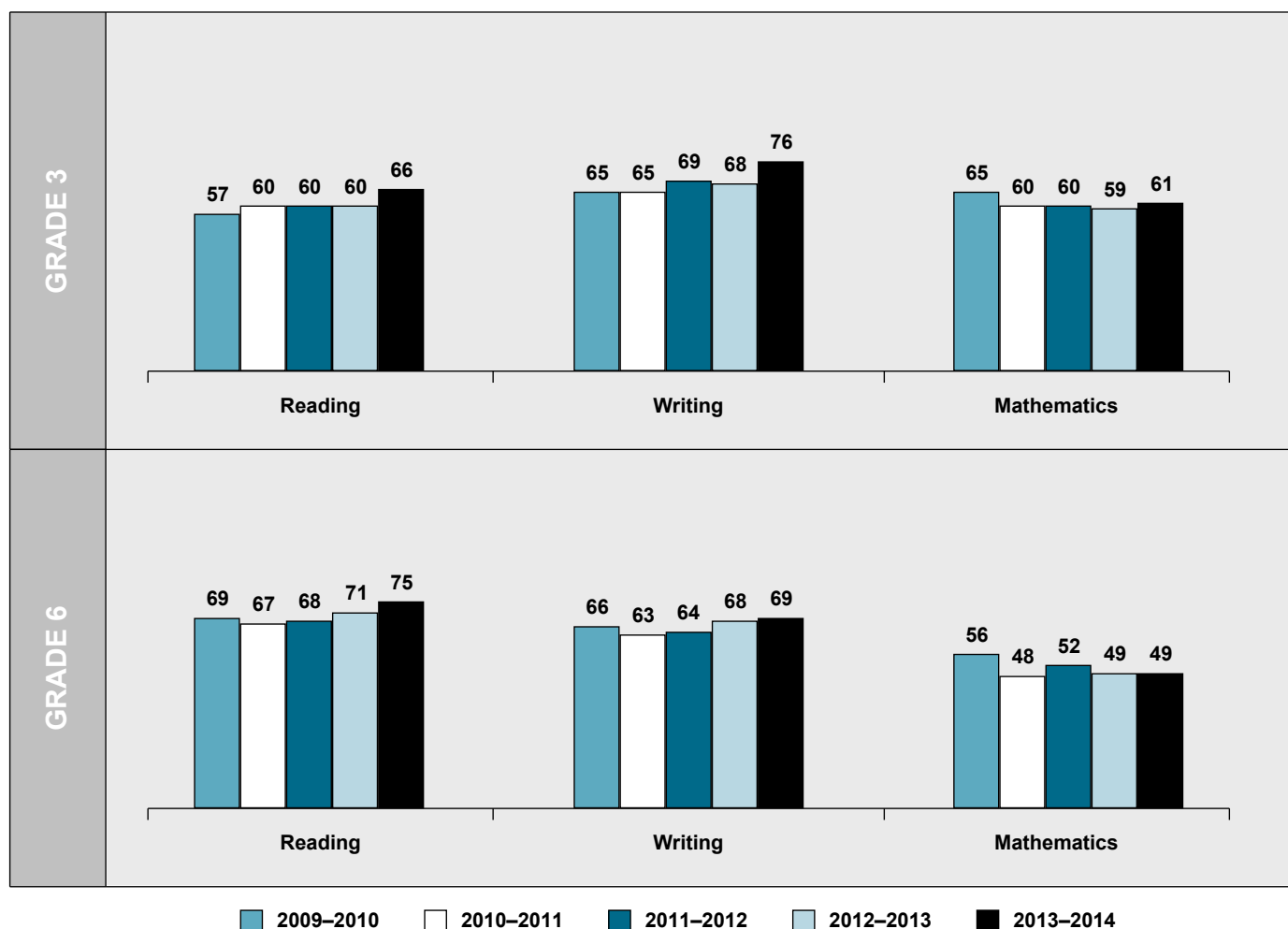
Board Name: Rainbow District School Board (28029)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	26%	26%
First language learned at home other than English	1%	1%
Number of schools	32	32

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	903	819	820	810	816
Grade 3 mathematics	903	819	820	810	816
Grade 6	914	956	931	953	830

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



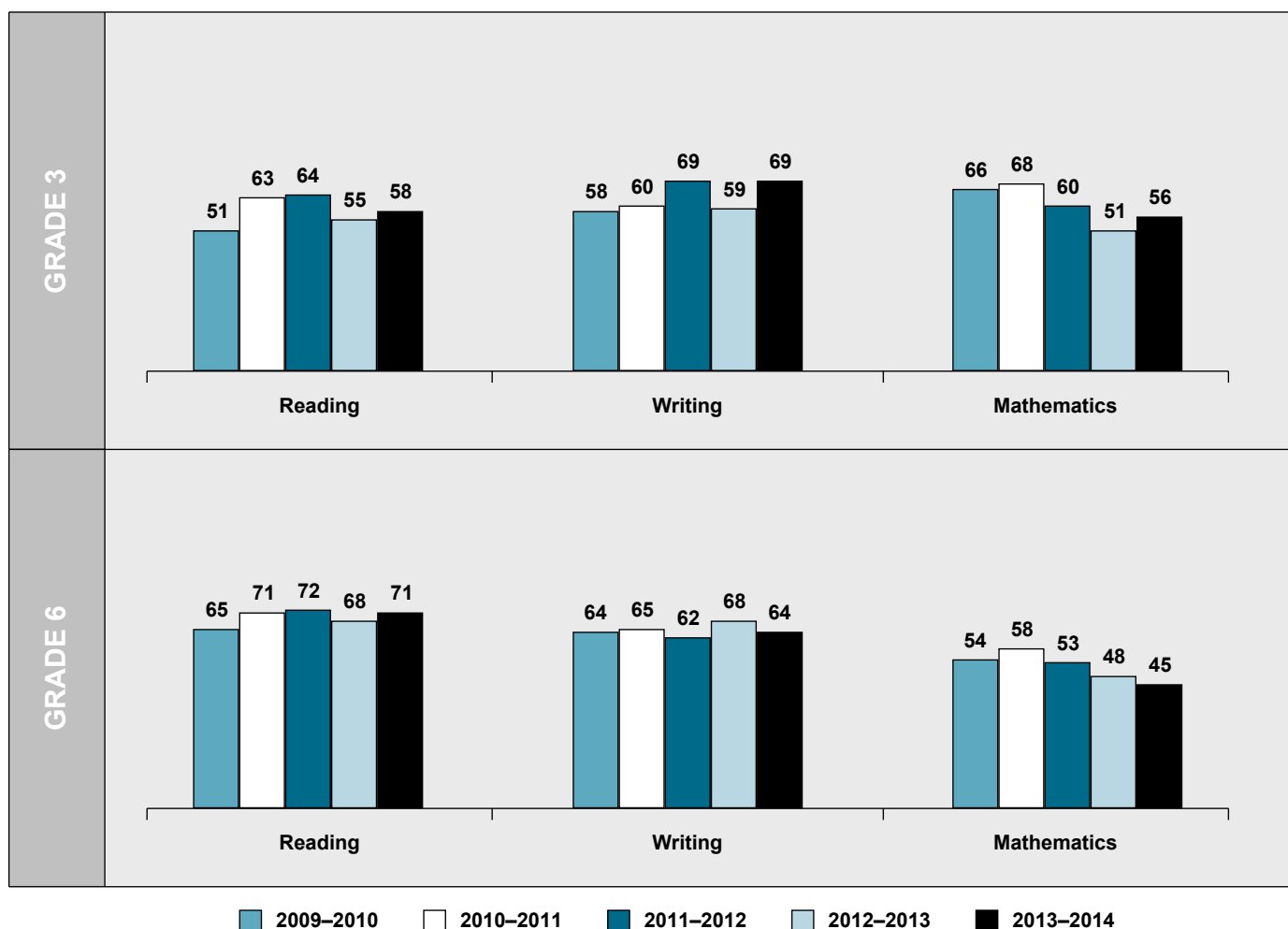
Board Name: Rainy River DSB (28053)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	25%	31%
First language learned at home other than English	0%	0%
Number of schools	10	10

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	172	182	163	179	177
Grade 3 mathematics	172	182	163	179	177
Grade 6	168	186	182	190	182

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



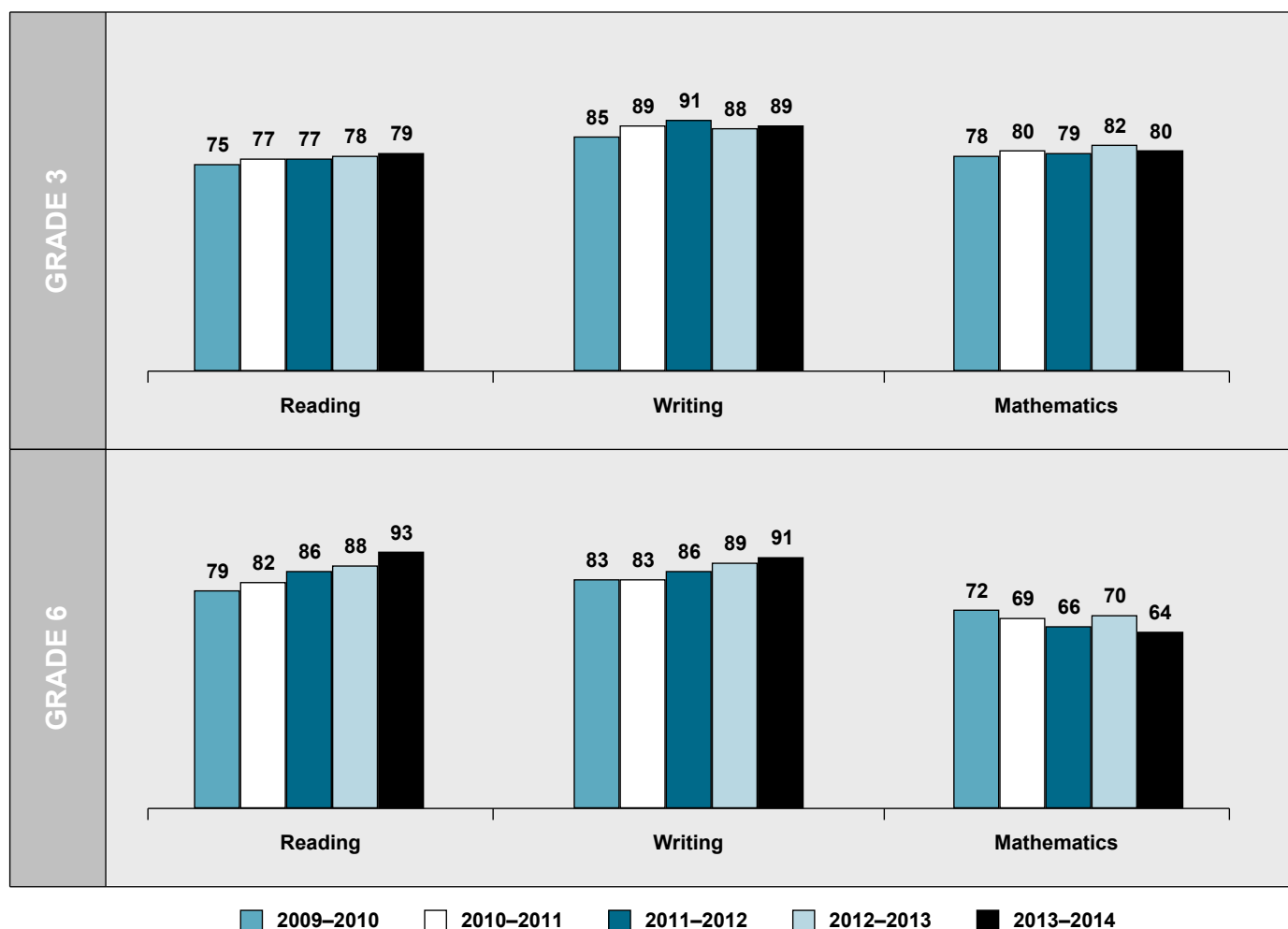
Board Name: Renfrew County Catholic DSB (67199)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	24%	23%
First language learned at home other than English	1%	1%
Number of schools	19	19

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	398	334	370	345	341
Grade 3 mathematics	398	334	370	345	341
Grade 6	383	372	361	387	349

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



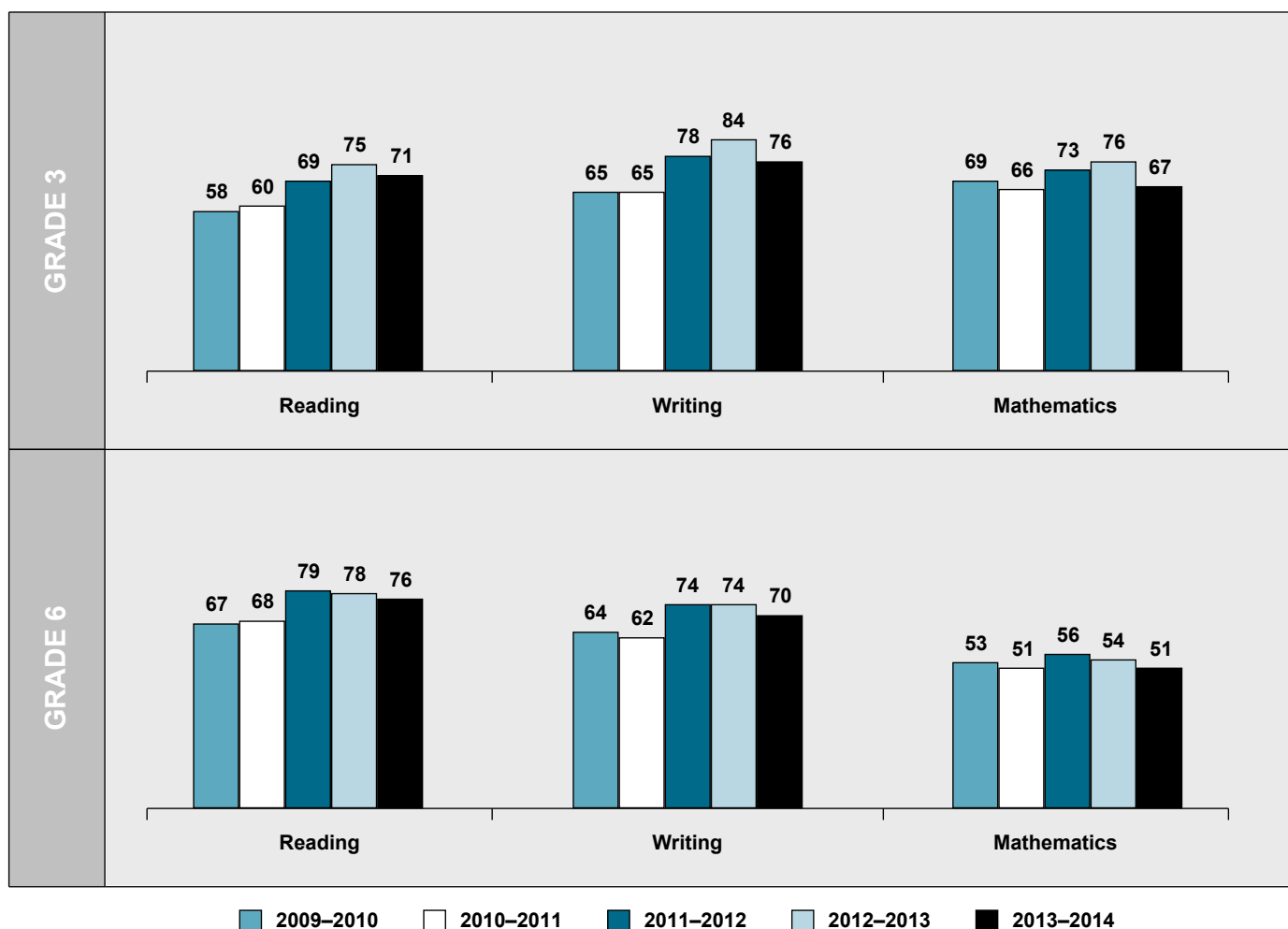
Board Name: Renfrew County DSB (66214)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	31%	27%
First language learned at home other than English	1%	2%
Number of schools	23	23

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	615	623	596	579	529
Grade 3 mathematics	615	623	596	579	529
Grade 6	652	636	590	606	596

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



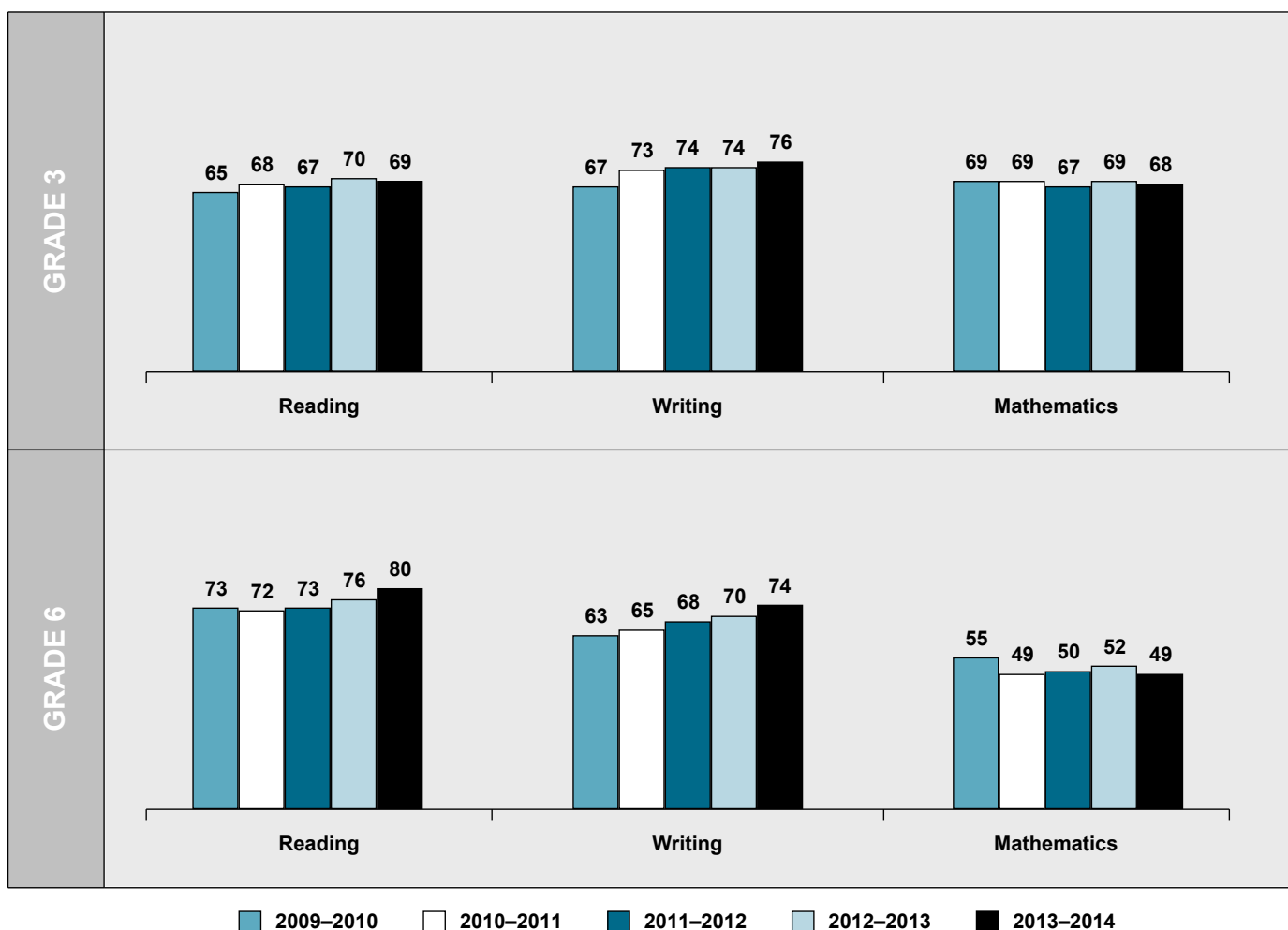
Board Name: Simcoe County DSB (66109)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	1%
Students with special education needs (excluding gifted)	24%	25%
First language learned at home other than English	2%	3%
Number of schools	87	87

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	3 509	3 318	3 423	3 454	3 424
Grade 3 mathematics	3 509	3 318	3 423	3 454	3 424
Grade 6	3 718	3 767	3 471	3 691	3 521

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



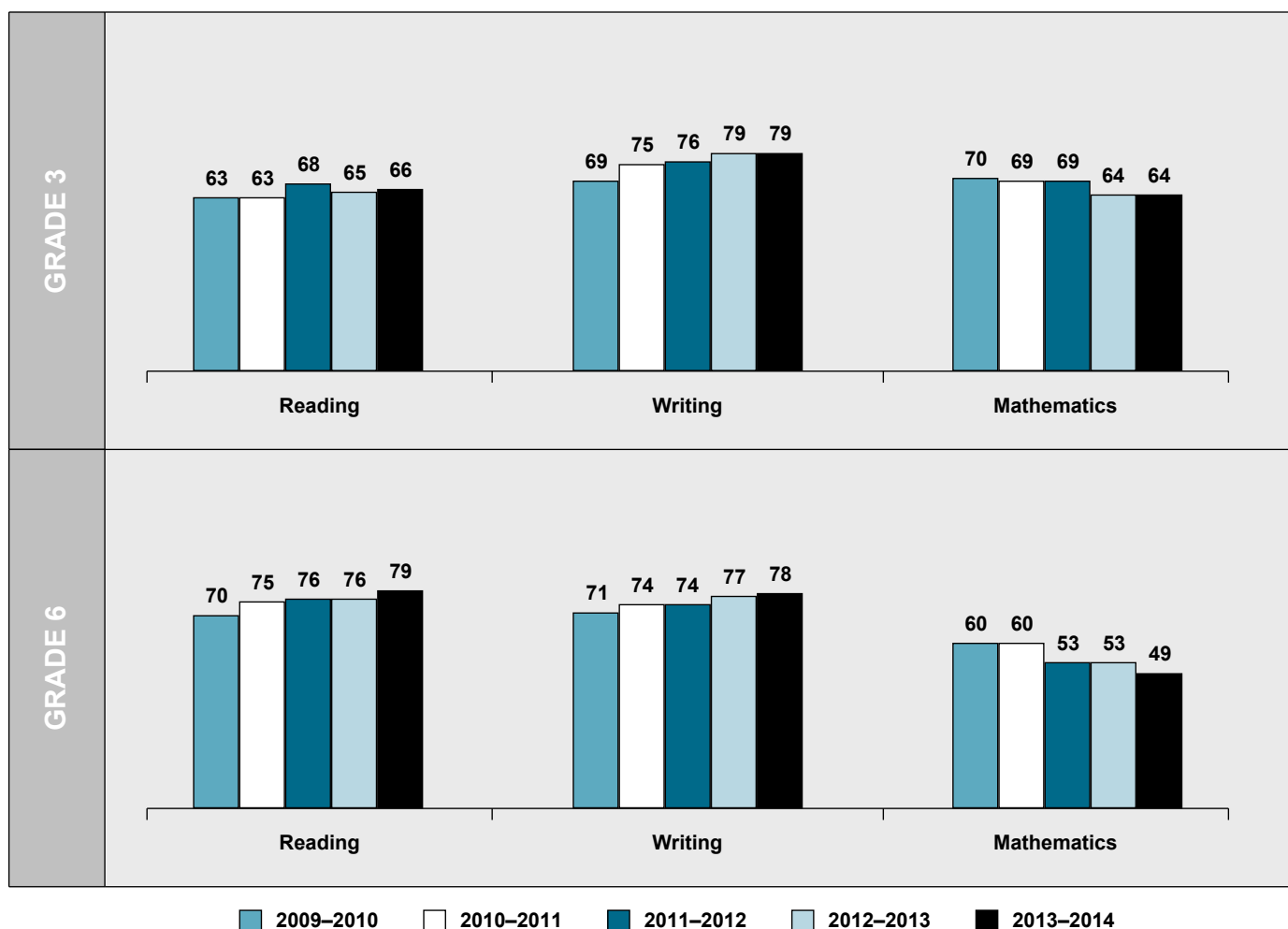
Board Name: Simcoe Muskoka Catholic DSB (67091)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	24%	26%
First language learned at home other than English	2%	2%
Number of schools	41	41

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	1 325	1 320	1 365	1 320	1 327
Grade 3 mathematics	1 325	1 320	1 365	1 320	1 327
Grade 6	1 513	1 386	1 333	1 349	1 360

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



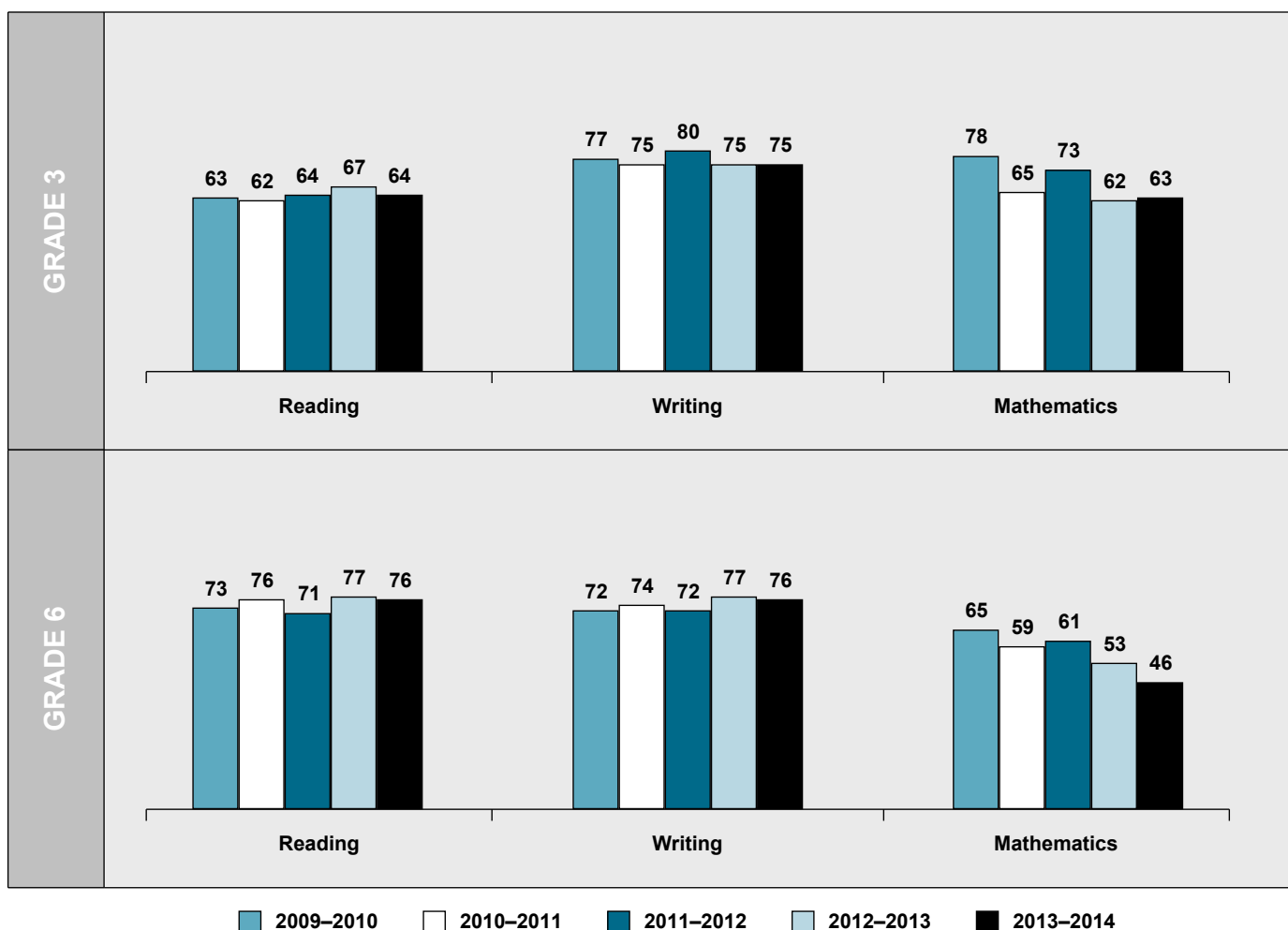
Board Name: St. Clair Catholic District School Board (67040)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	28%	30%
First language learned at home other than English	0%	<1%
Number of schools	26	26

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	673	642	648	623	630
Grade 3 mathematics	673	642	648	623	630
Grade 6	758	753	646	645	633

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



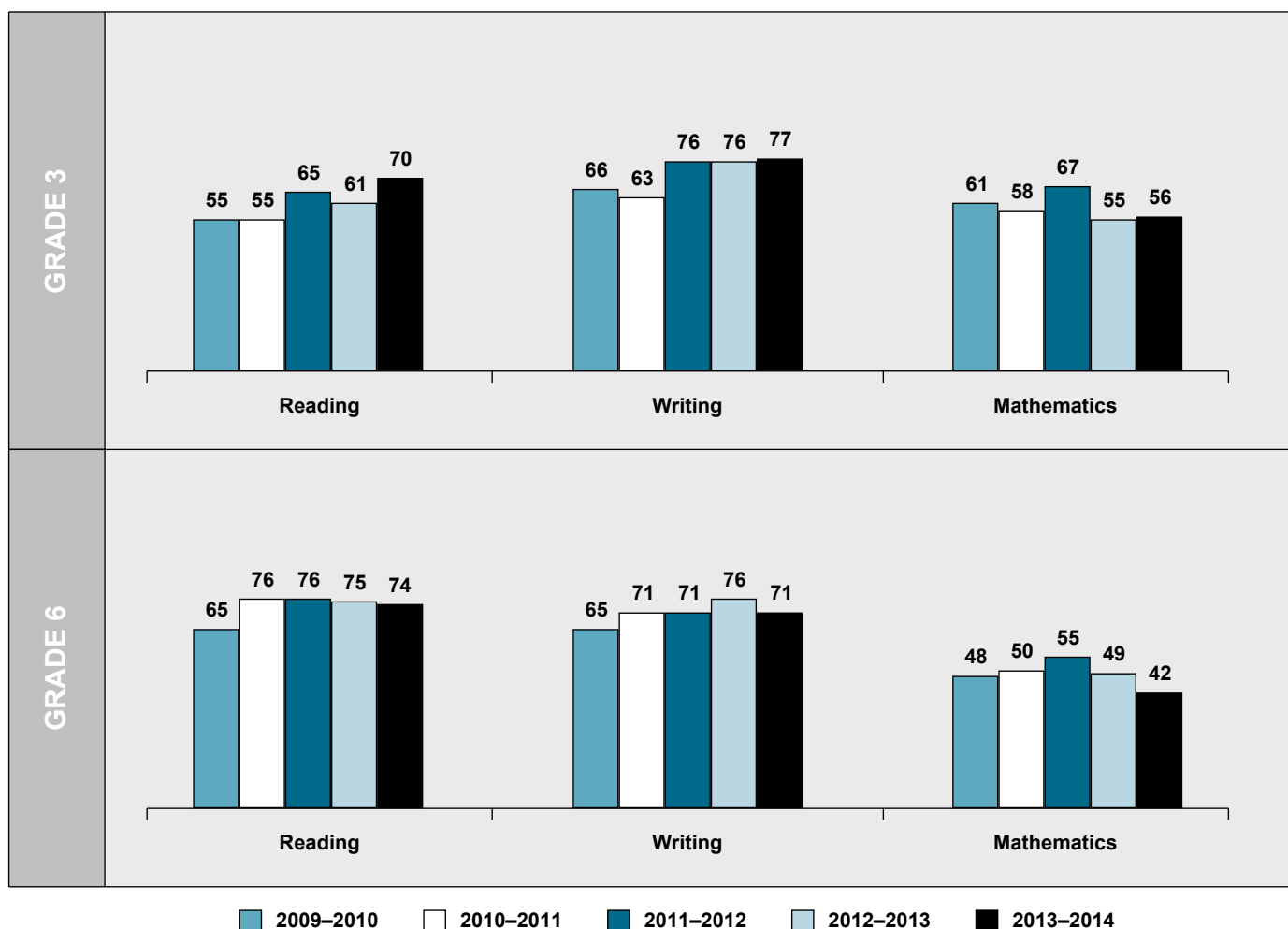
Board Name: Sudbury Catholic DSB (29033)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	26%	31%
First language learned at home other than English	1%	2%
Number of schools	15	15

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	391	406	371	381	386
Grade 3 mathematics	390	406	371	381	386
Grade 6	495	447	440	415	438

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



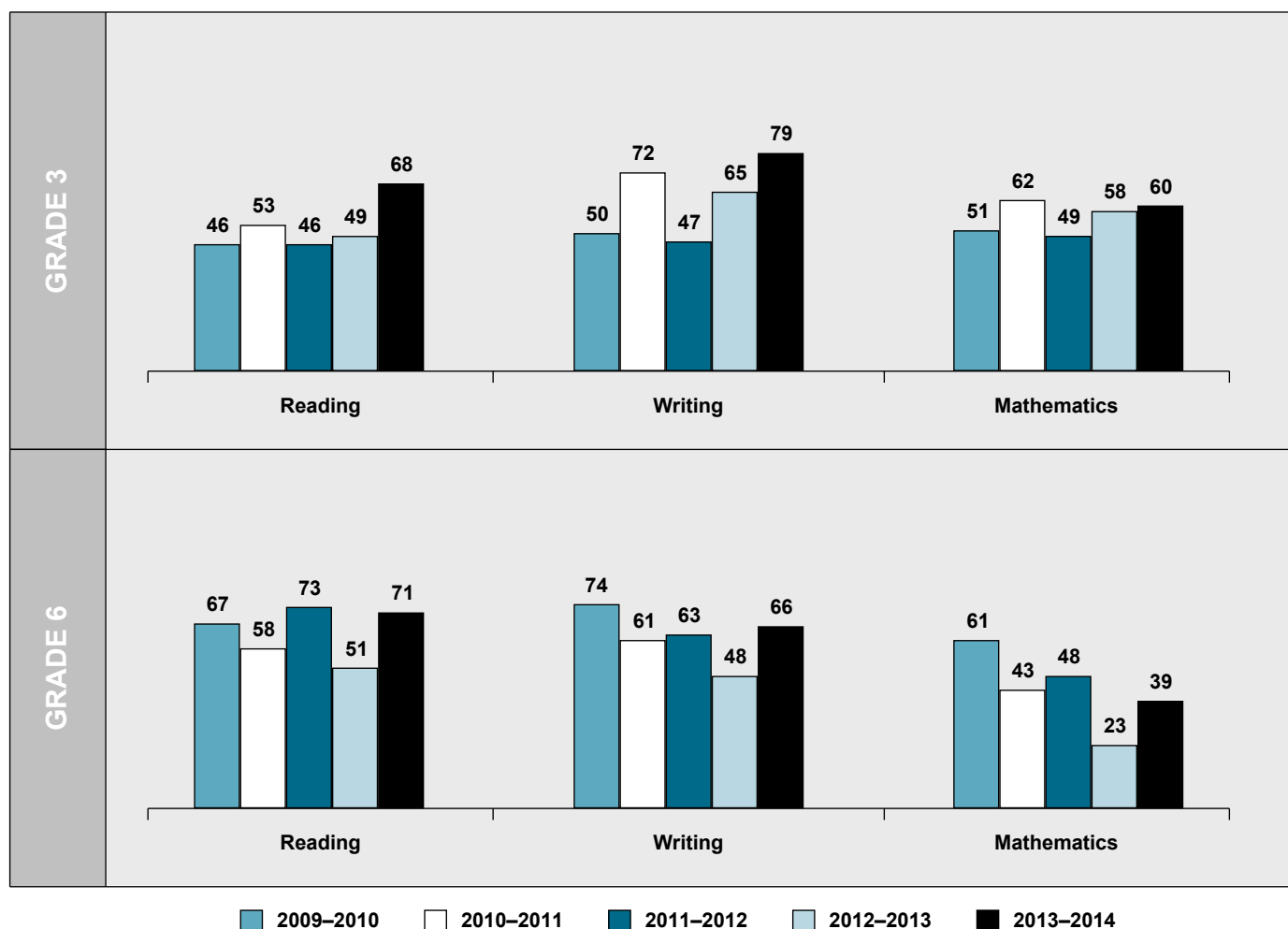
Board Name: Superior North Catholic DSB (29076)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	29%	19%
First language learned at home other than English	1%	1%
Number of schools	9	9

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	84	72	72	77	78
Grade 3 mathematics	84	72	72	77	78
Grade 6	94	74	60	82	77

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



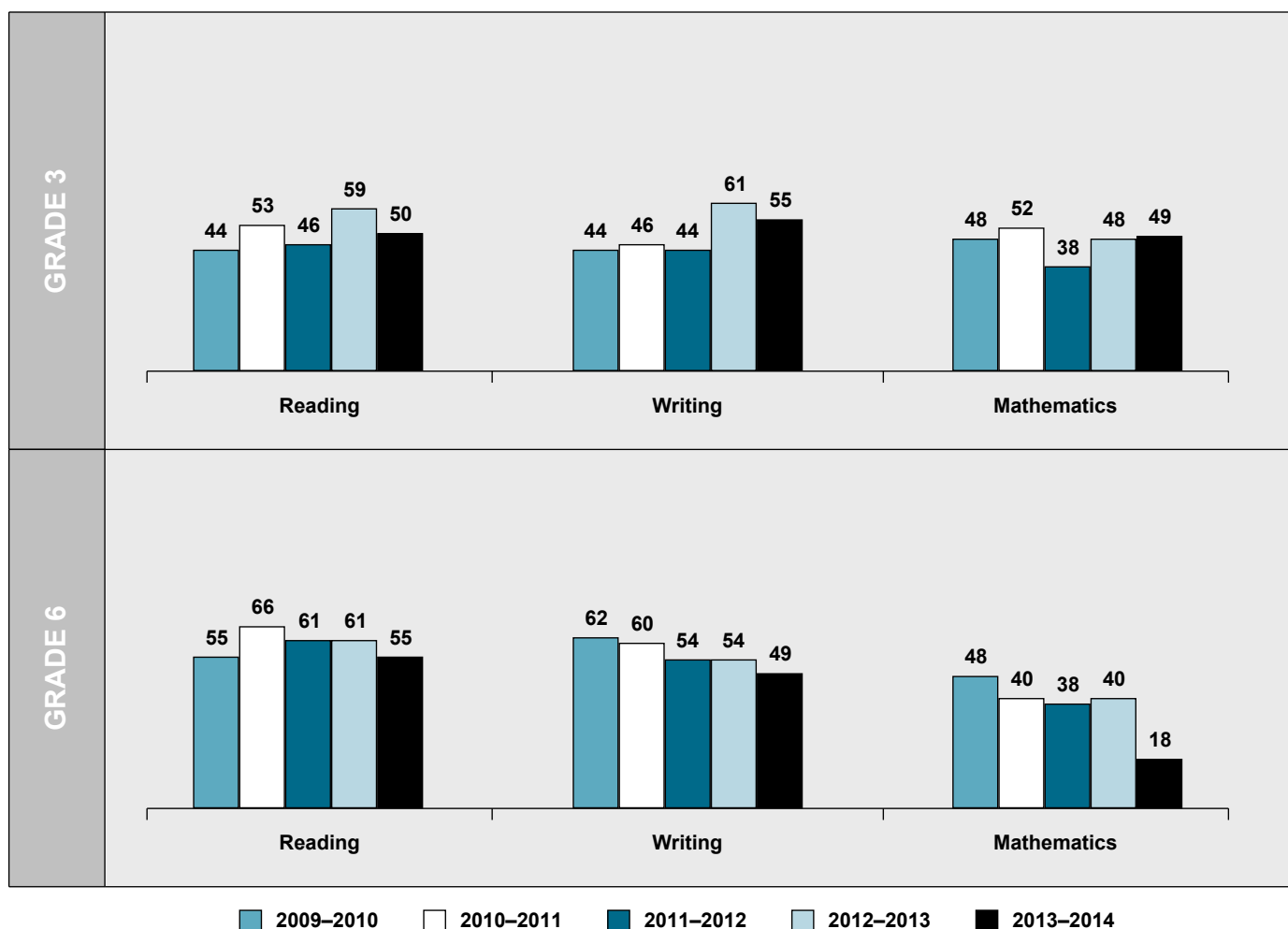
Board Name: Superior-Greenstone DSB (28070)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	32%	32%
First language learned at home other than English	4%	0%
Number of schools	11	9

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	77	79	78	66	80
Grade 3 mathematics	77	79	78	66	80
Grade 6	94	96	100	80	80

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



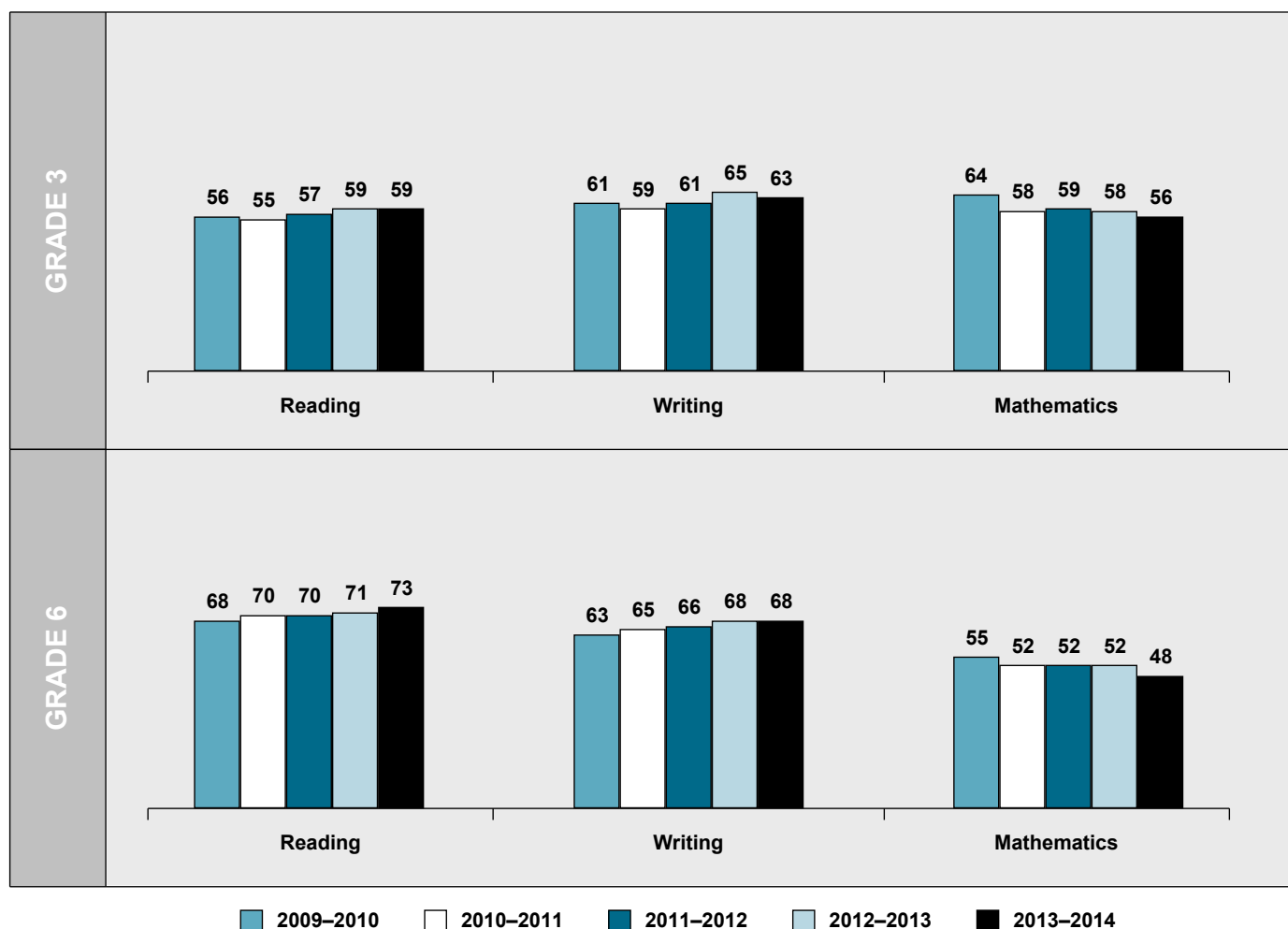
Board Name: Thames Valley District School Board (66044)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	8%	7%
Students with special education needs (excluding gifted)	13%	18%
First language learned at home other than English	9%	11%
Number of schools	128	130

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	4 617	4 480	4 397	4 456	4 354
Grade 3 mathematics	5 066	4 934	4 873	4 995	4 920
Grade 6	5 308	5 242	5 014	5 167	5 045

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



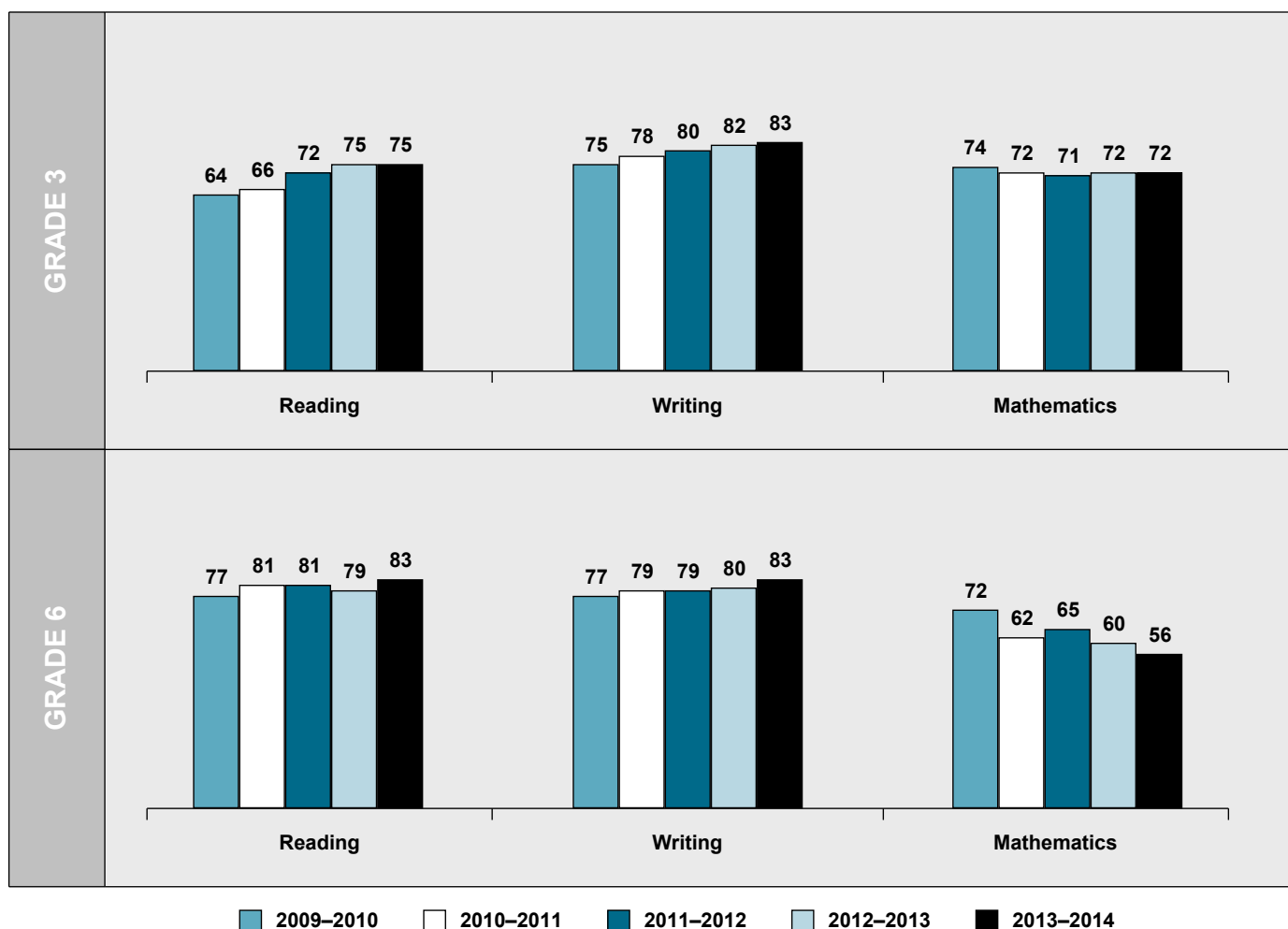
Board Name: Thunder Bay Catholic DSB (29068)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	1%
Students with special education needs (excluding gifted)	30%	27%
First language learned at home other than English	1%	2%
Number of schools	15	15

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	598	585	552	526	549
Grade 3 mathematics	598	585	552	526	549
Grade 6	604	587	597	597	586

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



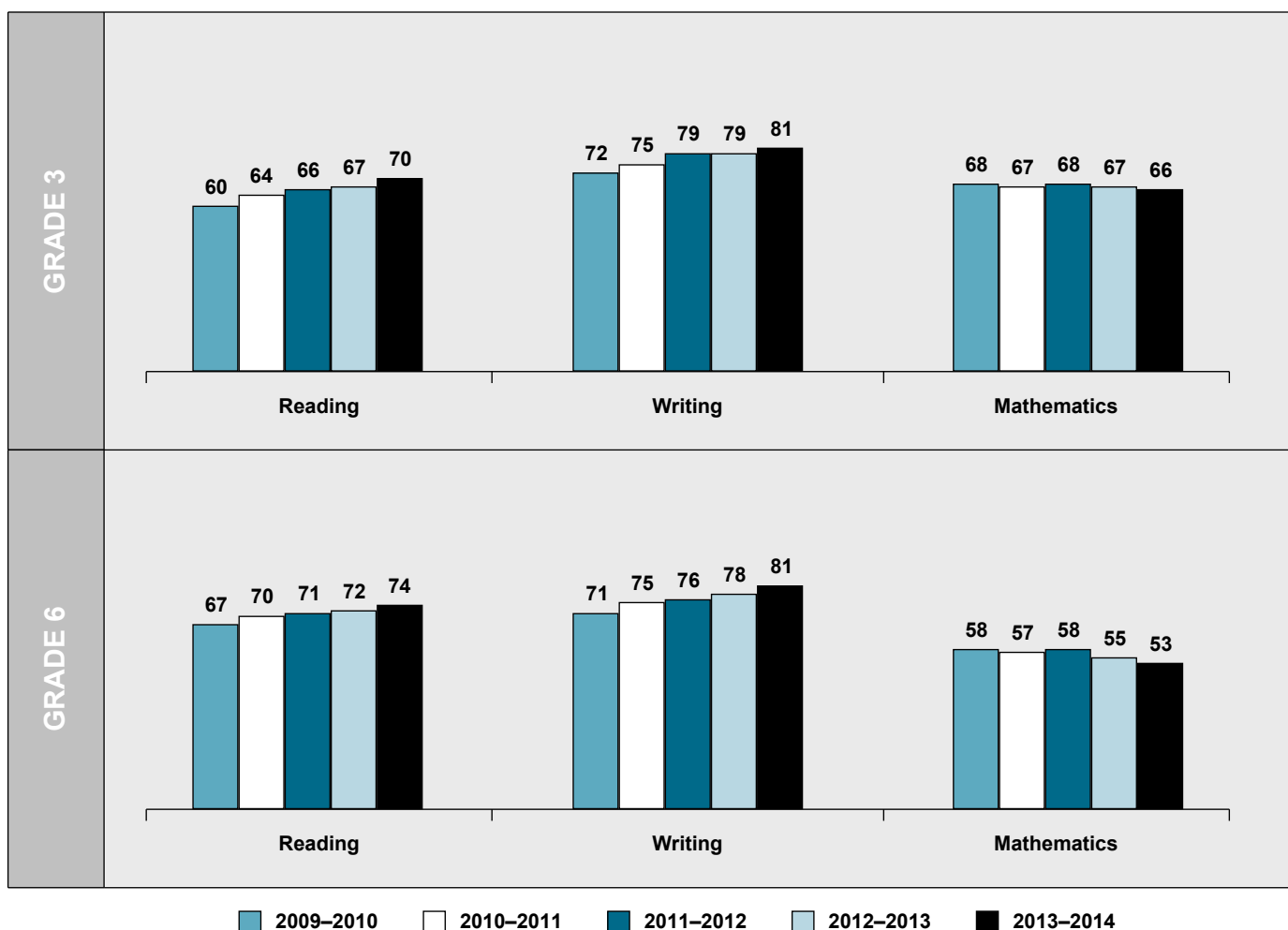
Board Name: Toronto Catholic District School Board (67059)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	10%	11%
Students with special education needs (excluding gifted)	18%	19%
First language learned at home other than English	29%	35%
Number of schools	169	169

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	6 100	5 693	5 863	5 693	5 848
Grade 3 mathematics	6 292	5 857	6 059	5 903	6 051
Grade 6	6 507	6 654	6 384	6 523	5 988

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



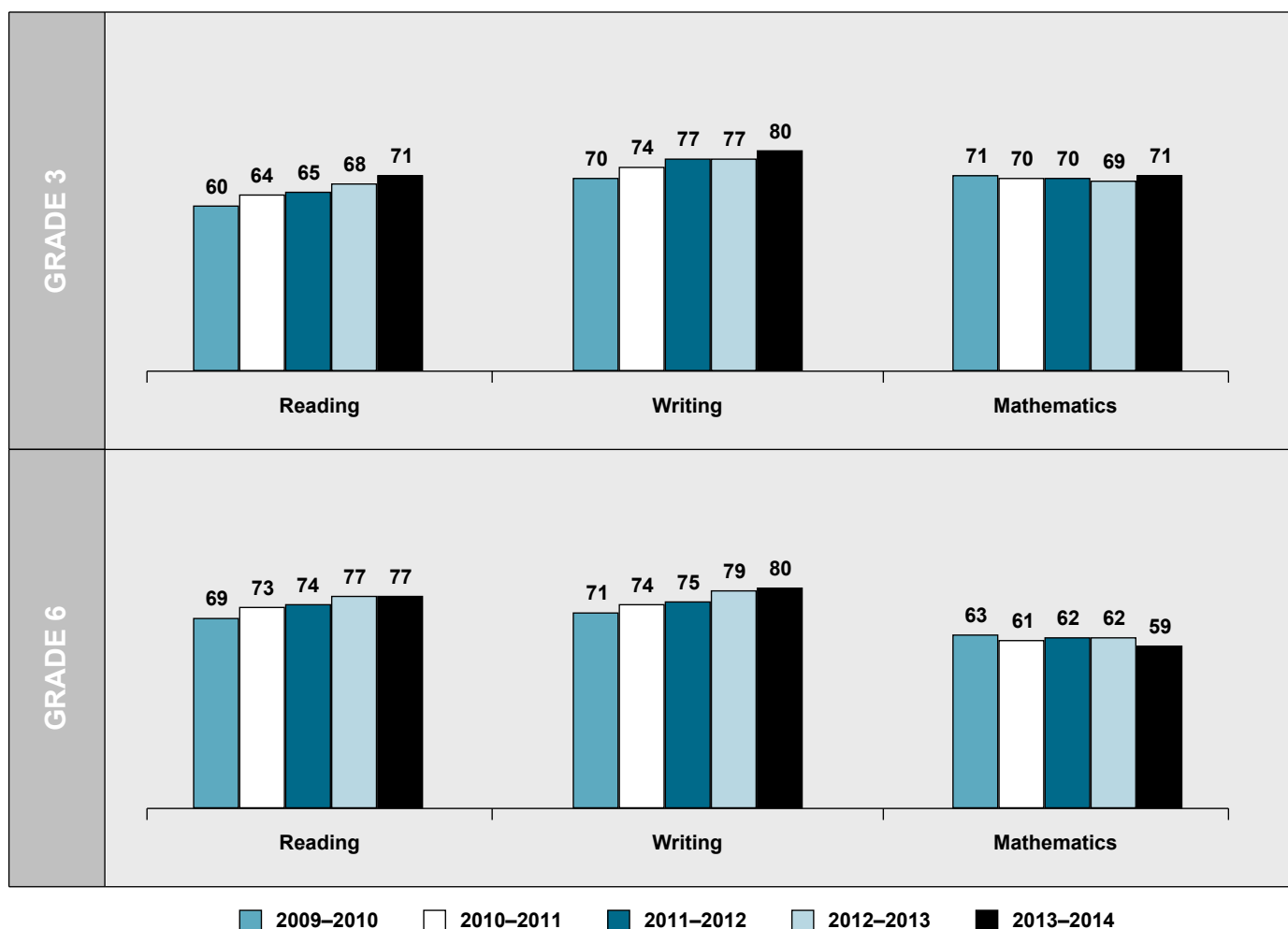
Board Name: Toronto DSB (66052)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	5%	5%
Students with special education needs (excluding gifted)	19%	21%
First language learned at home other than English	41%	45%
Number of schools	401	344

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	15 500	15 228	15 370	15 505	15 389
Grade 3 mathematics	16 858	16 739	16 972	17 188	17 214
Grade 6	17 174	16 587	16 935	16 452	16 224

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



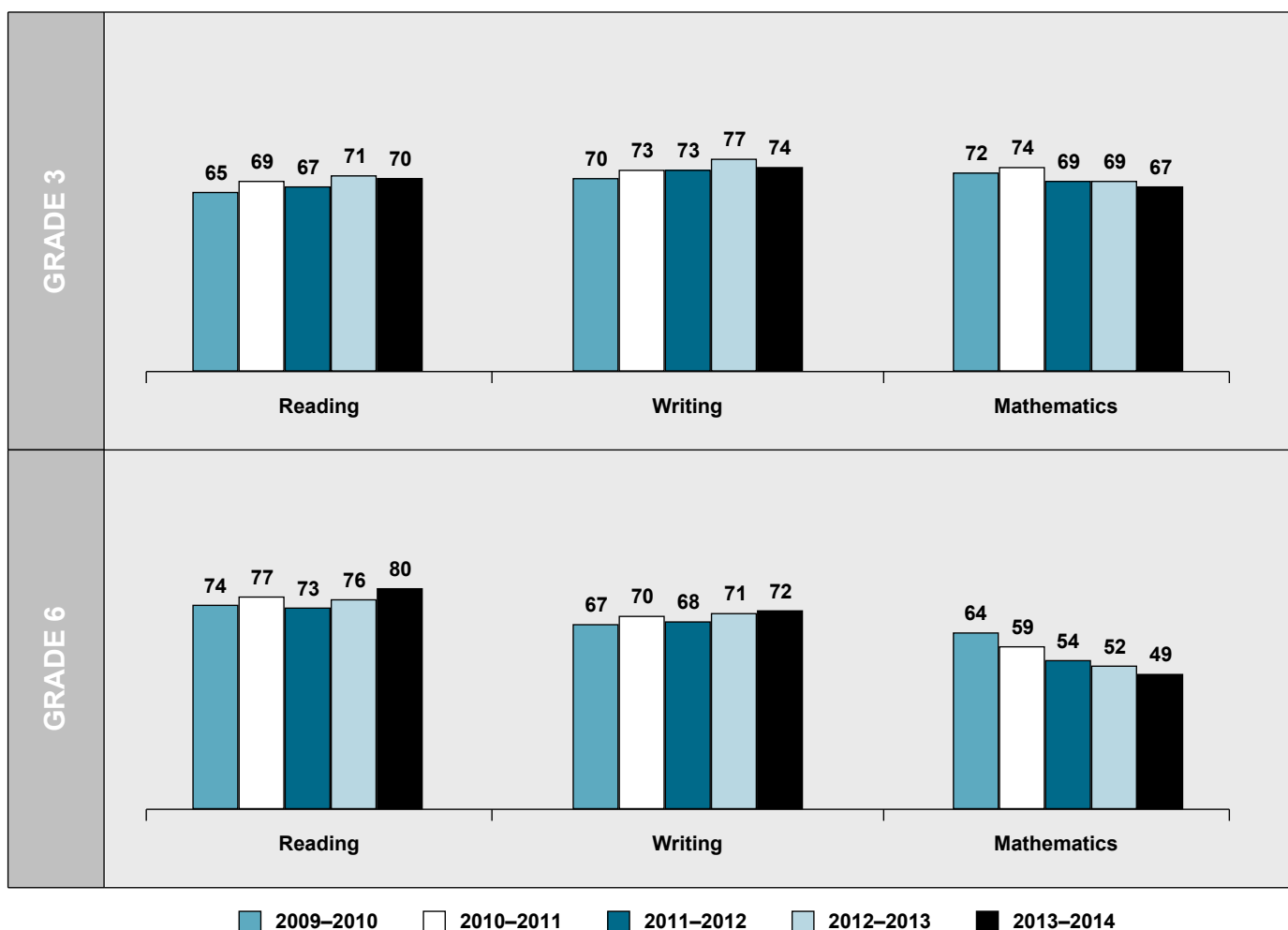
Board Name: Trillium Lakelands DSB (66087)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	29%	33%
First language learned at home other than English	<1%	1%
Number of schools	35	35

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	1 005	902	937	899	900
Grade 3 mathematics	1 136	1 017	1 081	1 025	1 074
Grade 6	1 228	1 233	1 171	1 149	1 030

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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OVER TIME**



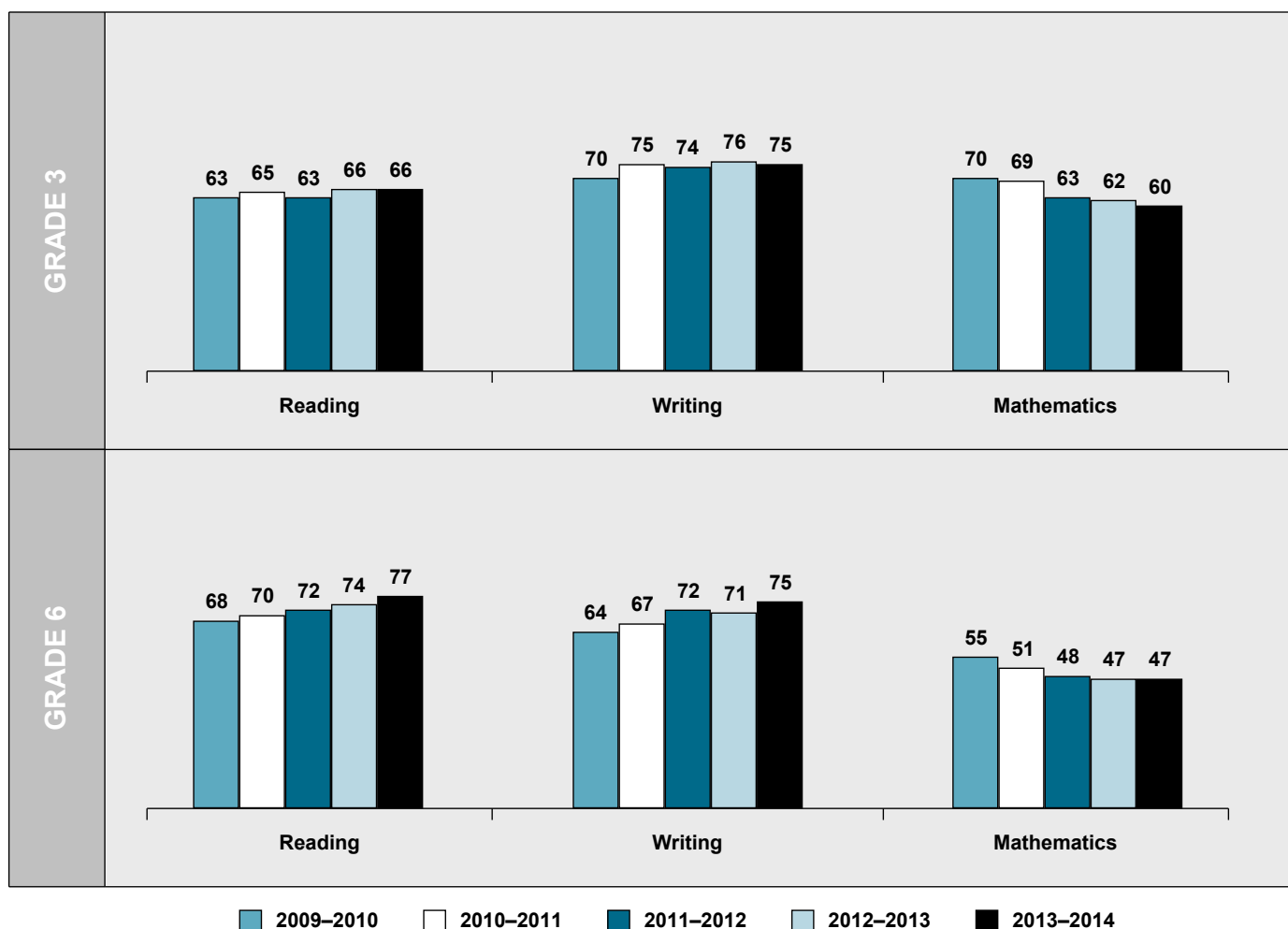
Board Name: Upper Canada DSB (66192)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	31%	34%
First language learned at home other than English	2%	2%
Number of schools	64	64

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	1 746	1 684	1 846	1 783	1 732
Grade 3 mathematics	1 746	1 684	1 846	1 783	1 730
Grade 6	1 943	1 934	1 885	1 812	1 726

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



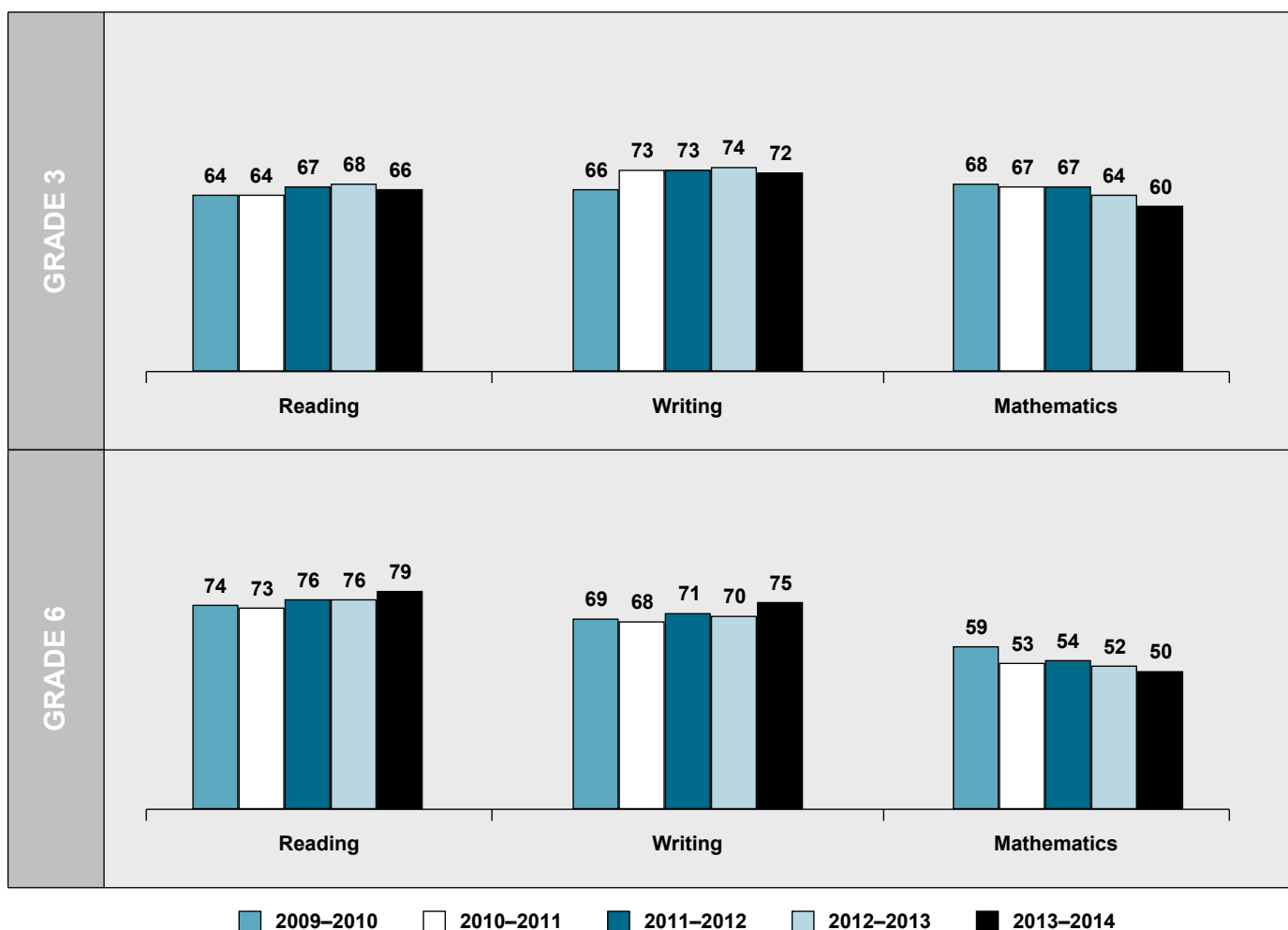
Board Name: Upper Grand DSB (66117)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	5%	1%
Students with special education needs (excluding gifted)	20%	24%
First language learned at home other than English	10%	10%
Number of schools	61	61

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	2 128	2 113	2 162	2 149	2 141
Grade 3 mathematics	2 128	2 113	2 162	2 149	2 141
Grade 6	2 256	2 297	2 205	2 181	2 146

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



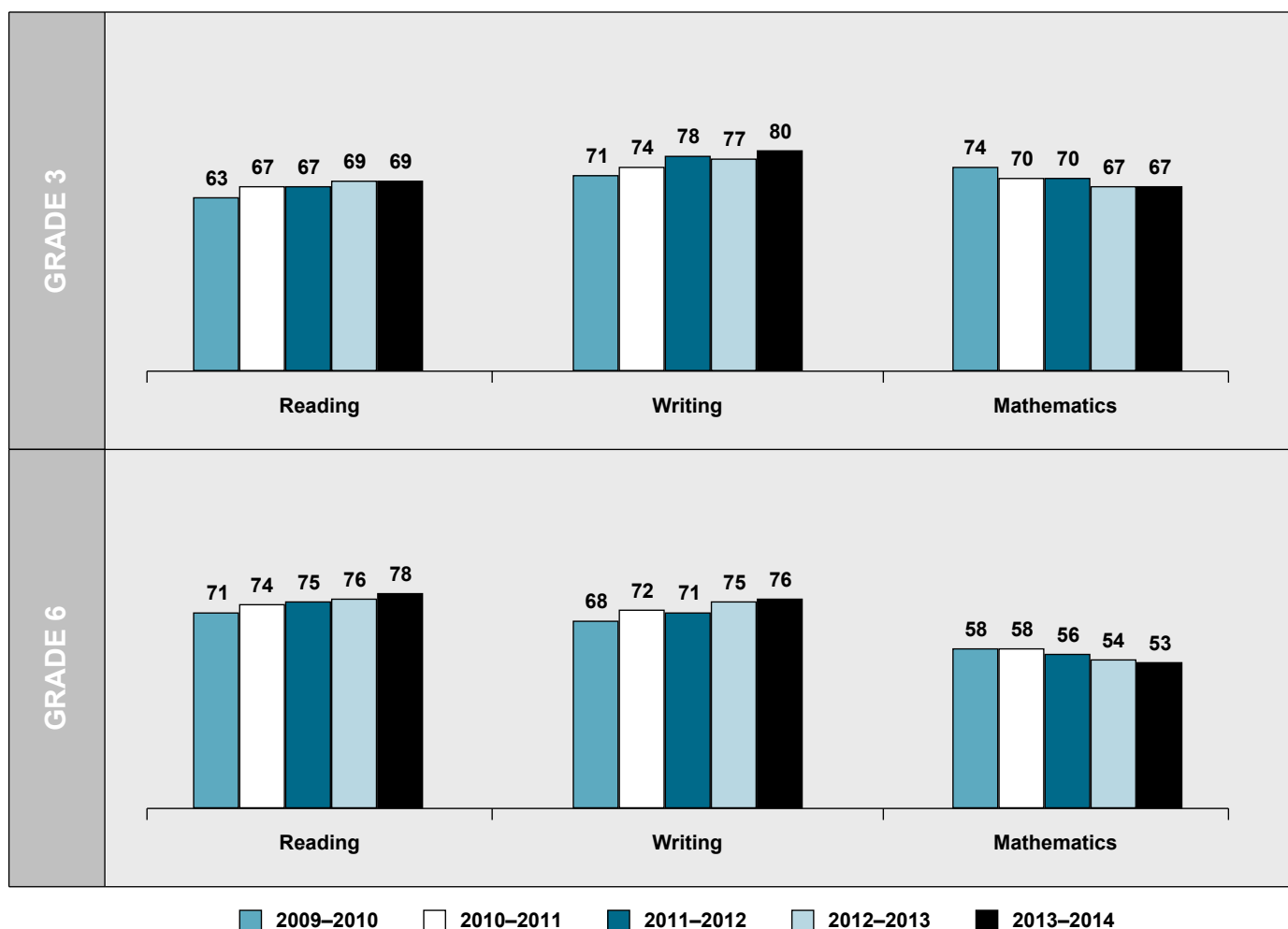
Board Name: Waterloo Catholic DSB (67148)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	2%
Students with special education needs (excluding gifted)	19%	24%
First language learned at home other than English	13%	14%
Number of schools	45	45

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	1 522	1 538	1 492	1 511	1 451
Grade 3 mathematics	1 522	1 538	1 492	1 511	1 453
Grade 6	1 665	1 614	1 513	1 529	1 520

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



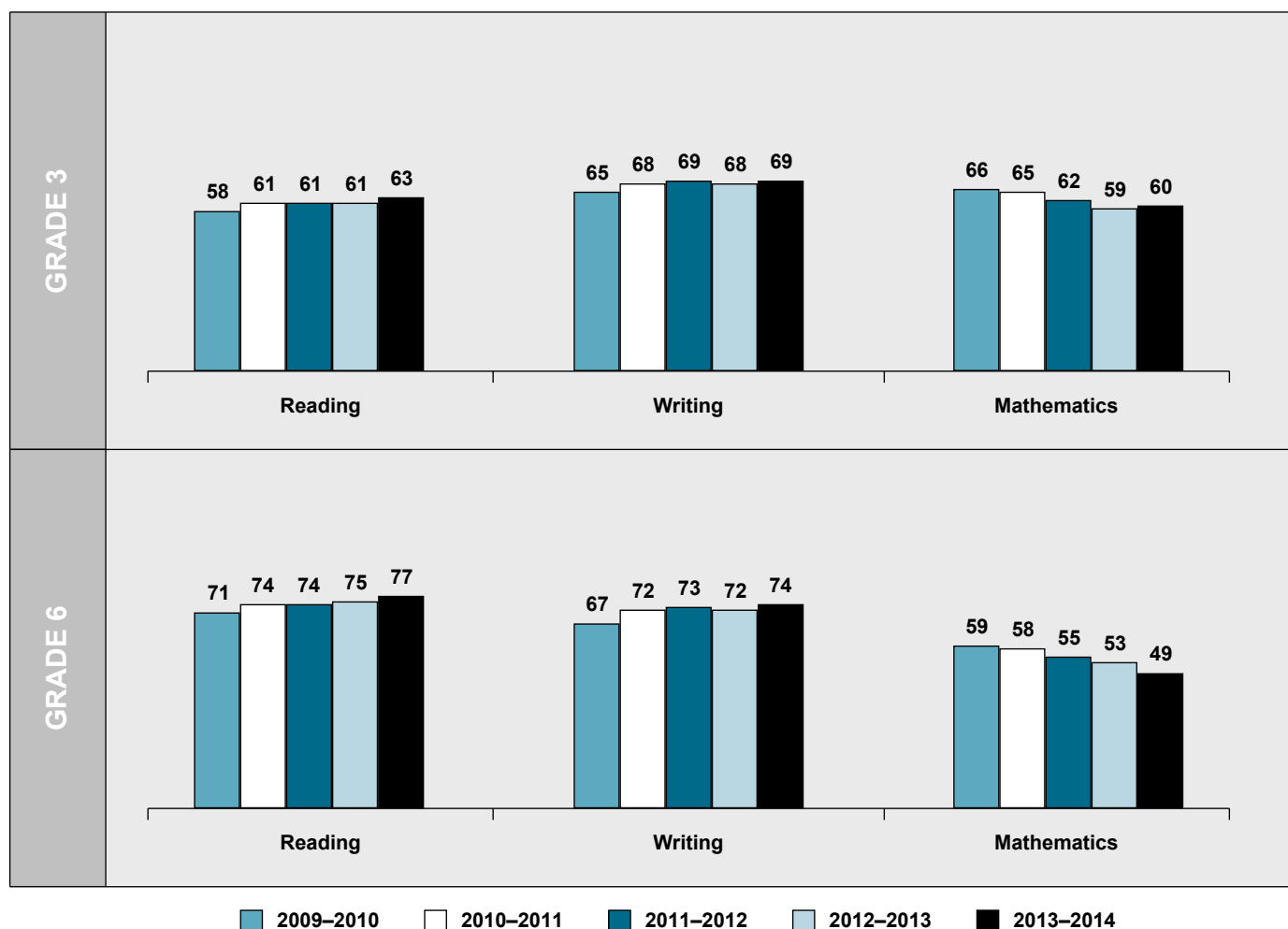
Board Name: Waterloo Region DSB (66176)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	14%	7%
Students with special education needs (excluding gifted)	16%	22%
First language learned at home other than English	25%	23%
Number of schools	89	87

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	4 126	3 911	4 150	4 201	4 278
Grade 3 mathematics	4 125	3 911	4 149	4 203	4 278
Grade 6	4 142	4 094	4 032	4 225	3 988

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



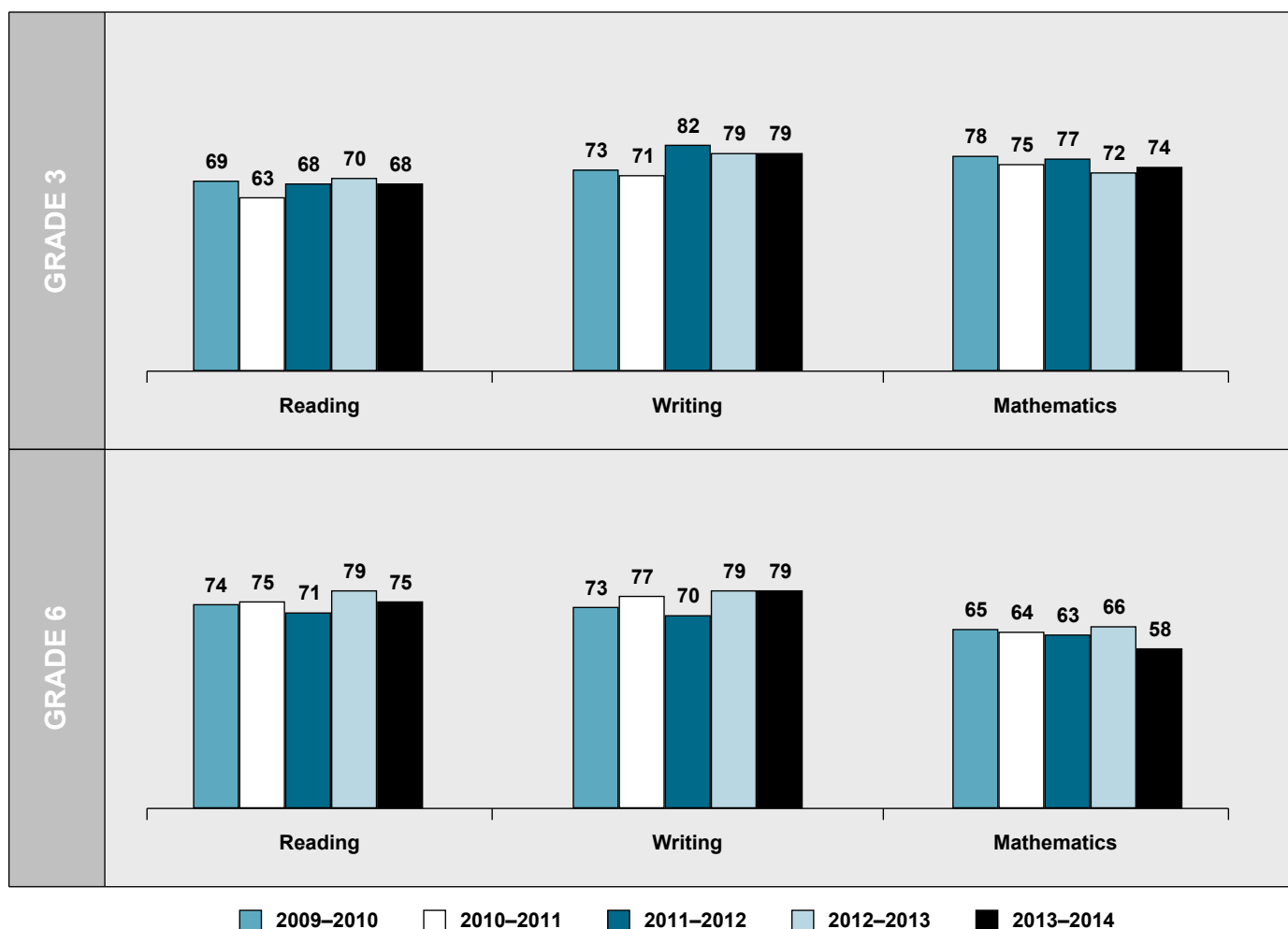
Board Name: Wellington Catholic DSB (67130)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	1%
Students with special education needs (excluding gifted)	15%	19%
First language learned at home other than English	4%	2%
Number of schools	17	17

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	592	577	559	572	551
Grade 3 mathematics	592	577	559	570	551
Grade 6	639	669	613	595	589

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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OVER TIME**



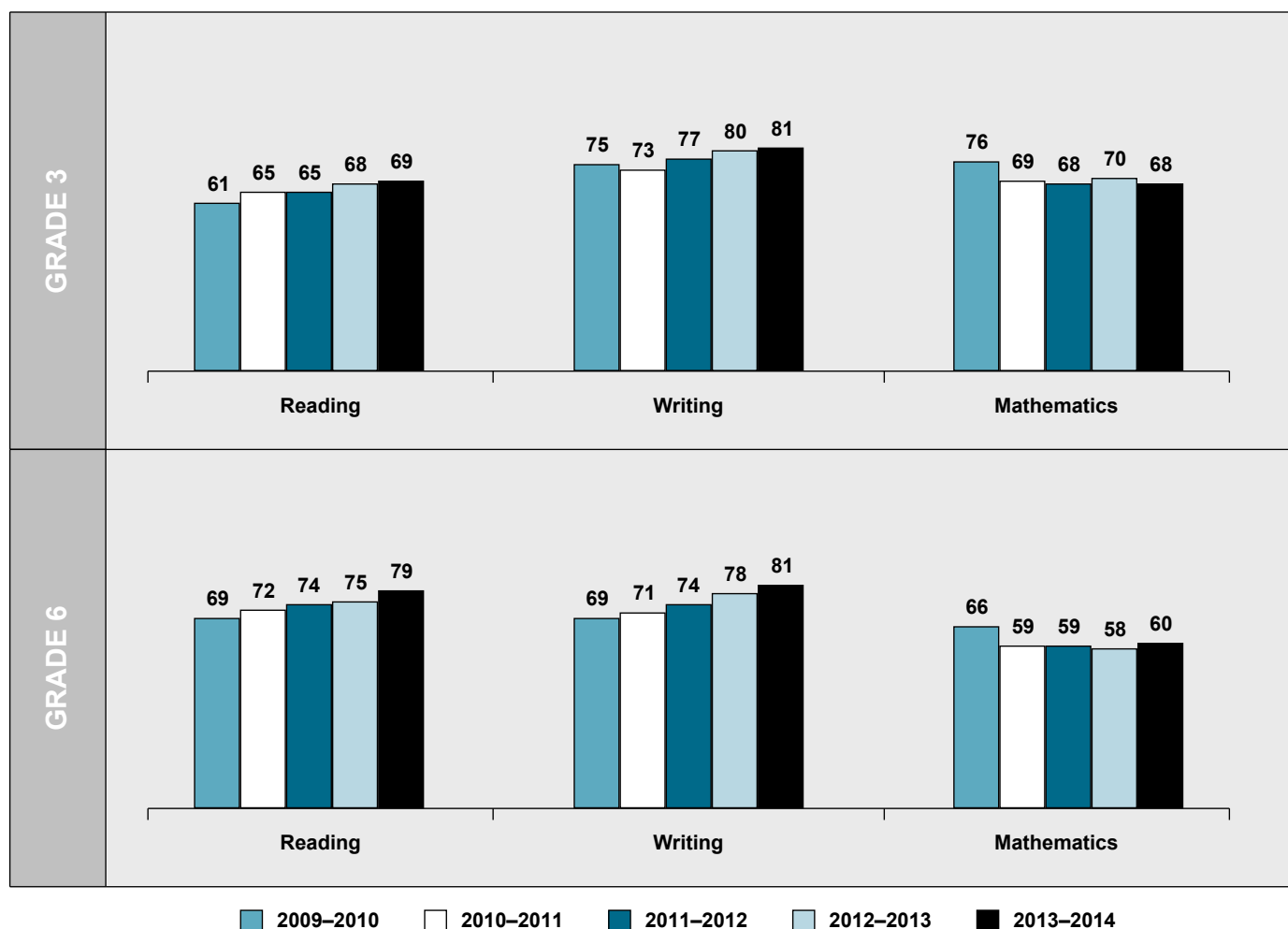
Board Name: Windsor-Essex Catholic DSB (67024)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	4%	3%
Students with special education needs (excluding gifted)	13%	15%
First language learned at home other than English	8%	10%
Number of schools	38	38

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	1 618	1 540	1 462	1 394	1 385
Grade 3 mathematics	1 618	1 540	1 462	1 396	1 385
Grade 6	1 722	1 708	1 649	1 600	1 524

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



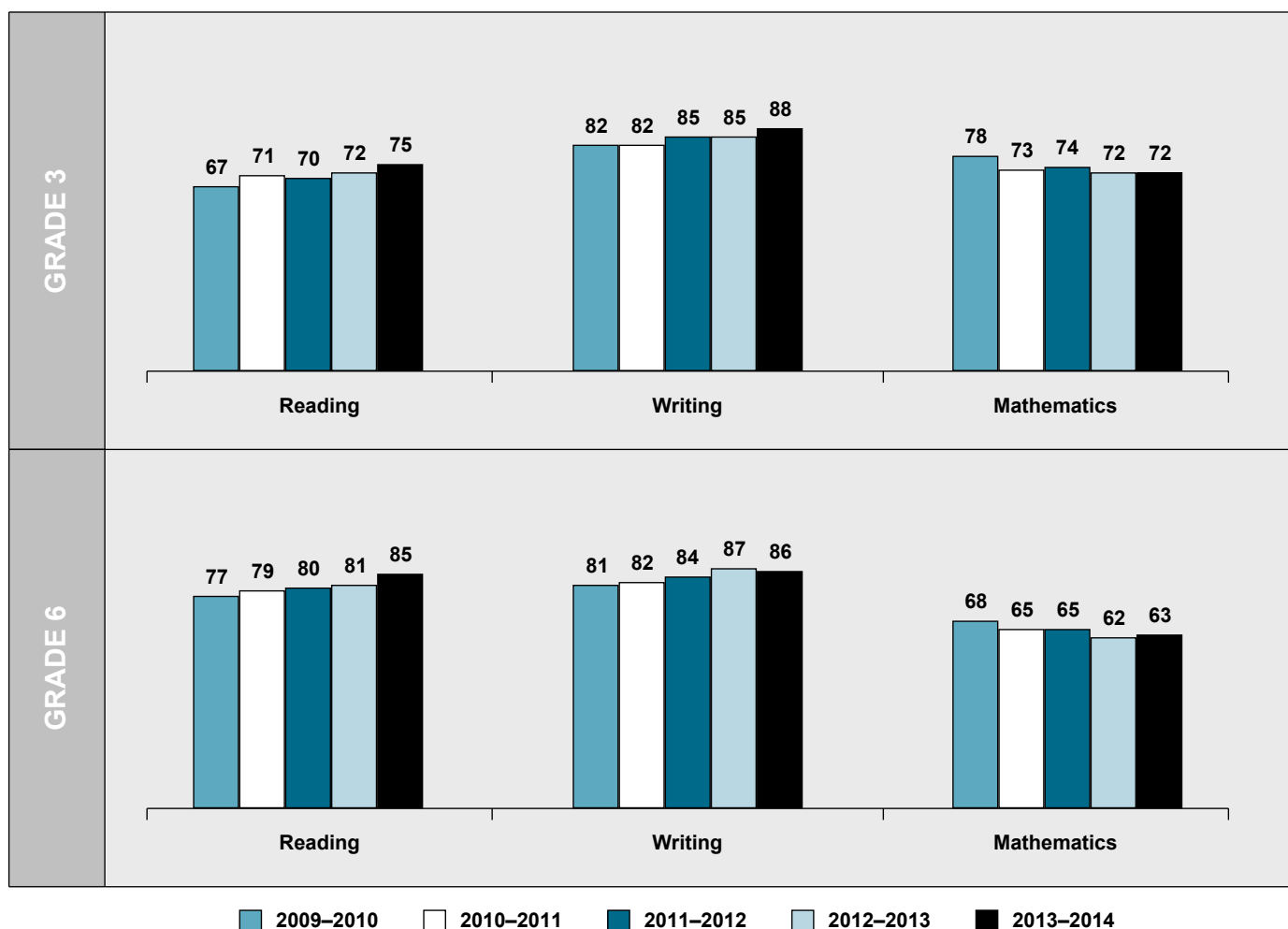
Board Name: York Catholic DSB (67075)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	14%	18%
First language learned at home other than English	16%	17%
Number of schools	88	88

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	3 888	3 831	3 684	3 662	3 571
Grade 3 mathematics	3 888	3 831	3 723	3 868	3 803
Grade 6	3 932	3 902	3 872	4 005	3 918

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

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



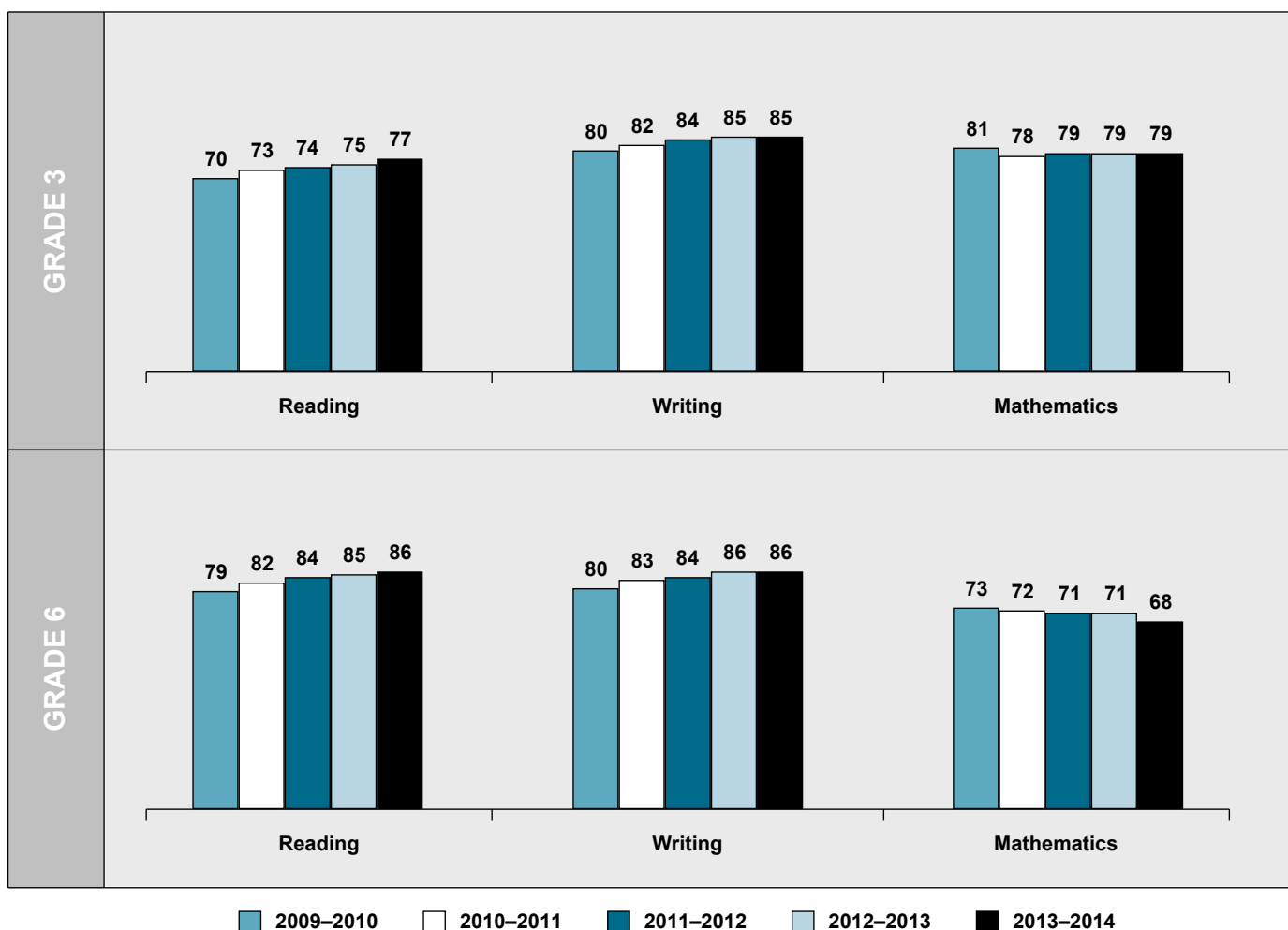
Board Name: York Region DSB (66095)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	26%	22%
Students with special education needs (excluding gifted)	11%	15%
First language learned at home other than English	47%	44%
Number of schools	170	170

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Grade 3 reading and writing*	6 553	6 773	6 681	6 996	6 881
Grade 3 mathematics	7 630	7 917	8 001	8 421	8 277
Grade 6	7 990	8 152	8 440	8 538	8 701

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
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