



School Report



Assessments of Reading, Writing and Mathematics Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2015–2016

School: St. Thérèse Catholic Elementary School (744352)

Board: Niagara Catholic DSB (67156)

On behalf of EQAO, I am pleased to provide you with the results of the 2015–2016 Assessments of Reading, Writing and Mathematics for the primary (Grades 1–3) and junior divisions (Grades 4–6).

This report presents the 2016 results for your school and board, as well as results from previous years, so you can track progress over time. You'll also find demographic and attitudinal information, which provides context for interpreting the achievement results. Because of labour action in the English-language public school system, 2015 was an unusual year in that not all students participated in the provincial assessments. Because of this, there is no provincial-level information for 2015 in this report.

Another significant development over the past year has been the number of refugee and displaced students that have joined Ontario's school system. In the face of an extraordinary circumstance, school communities have warmly welcomed these students. Many may not have developed sufficient skills to attempt the assessments—a fact that will be reflected in some schools' exemption rates this year. As always—and in these instances in particular—EQAO data should not be used to make simplistic comparisons of outcomes between schools or boards, but rather be used to provide valuable information about each community's unique student population.

EQAO assesses and evaluates important aspects of the quality and effectiveness of elementary and secondary school education.

EQAO provides schools and boards with a wide range of data about their students' achievement, attitudes, behaviour and demographics. By intersecting different types of data, schools gain rich insights to help evaluate the effectiveness of their programs and inform improvement planning.

We are pleased to provide reliable and useful information about student achievement to school communities and all partners in the education system. A thorough evaluation of student achievement requires the review of data from many sources. The information EQAO provides allows schools and boards to have richer discussions about their programs and practices, with an eye to improving them to meet their students' needs more effectively.

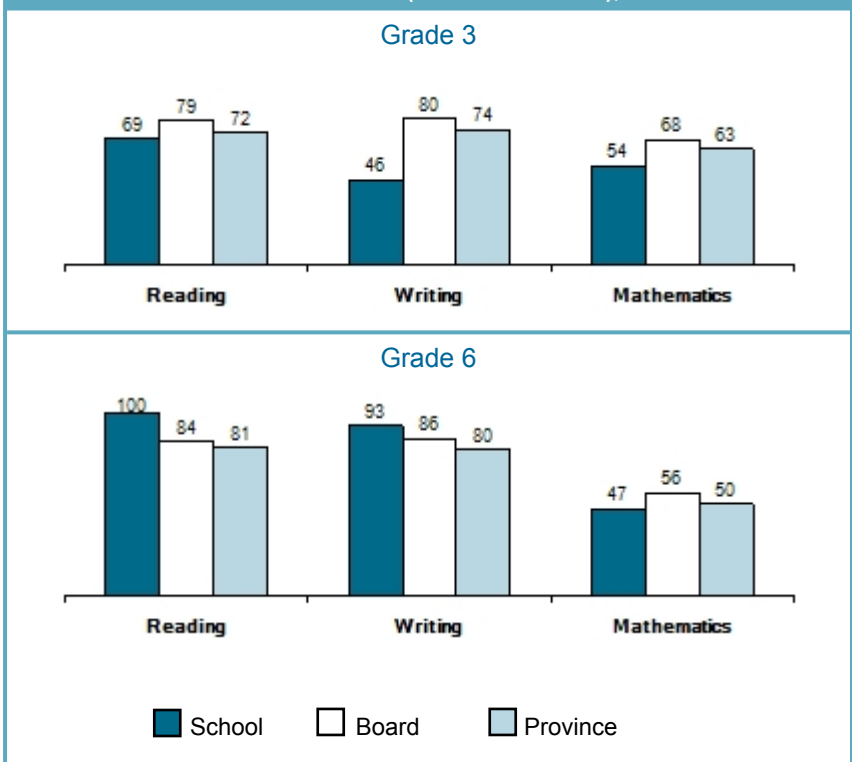
Sincerely,

Bruce Rodrigues
Chief Executive Officer
Education Quality and Accountability Office

WHERE TO FIND...

	PAGE	
	Grade 3	Grade 6
Percentages of all students at or above the provincial standard:		
• 2015–2016	1	1
• Over time	2	3
Tips for using this report	4	4
Contextual information: 2015–2016	5	9
Results for groups of students: 2015–2016		
• All students	6	10
• Participating students	7	11
• Students by gender	8	12
Contextual information: Over time	13	17
Results for all students: Over time	14	18
Results for all students: Over time by gender	21	22
Student questionnaire results	23	32
Explanation of terms	41	41

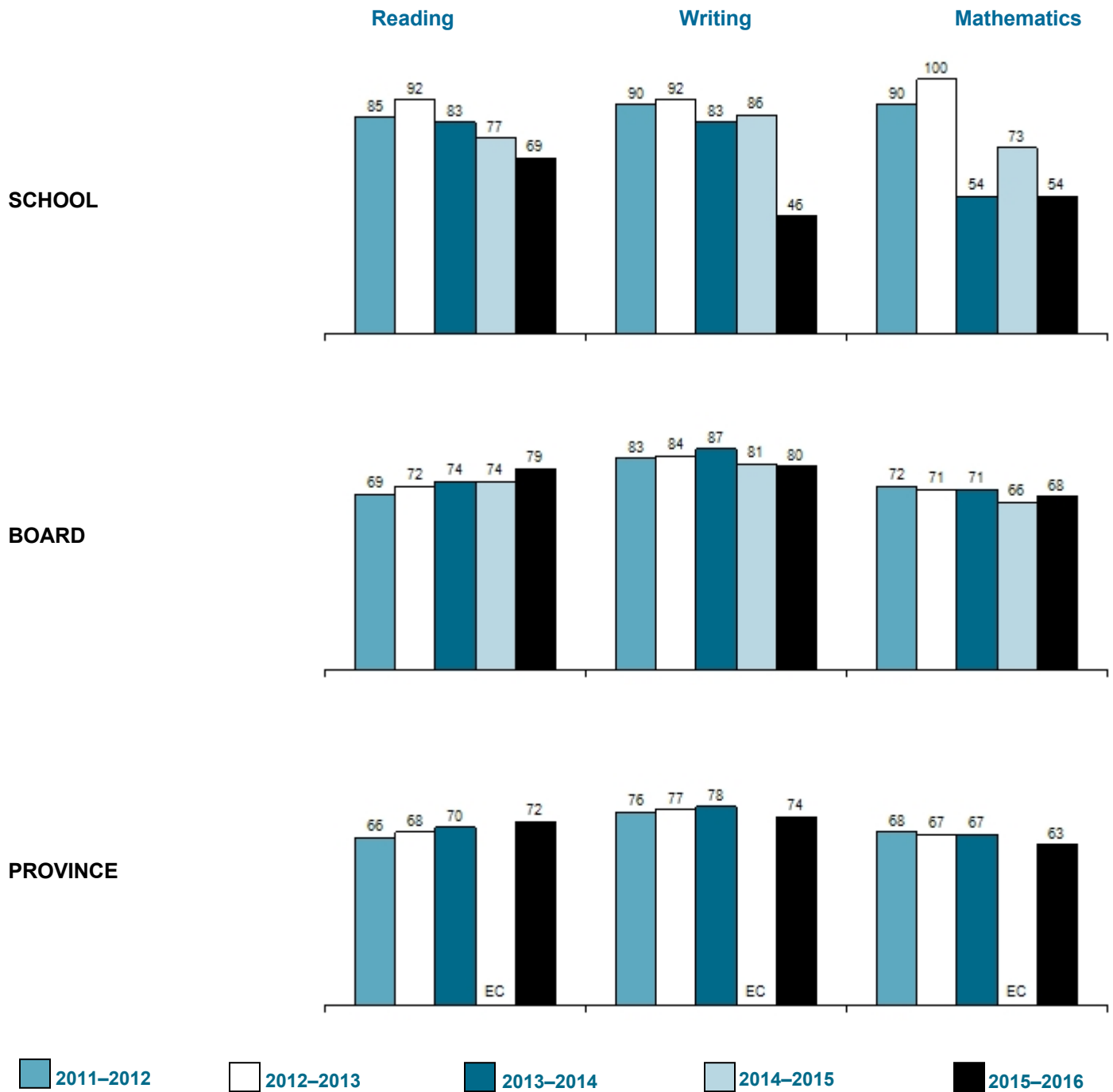
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2015–2016



Assessments of Reading, Writing and Mathematics, 2015–2016

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

PERCENTAGE OF STUDENTS: Grade 3

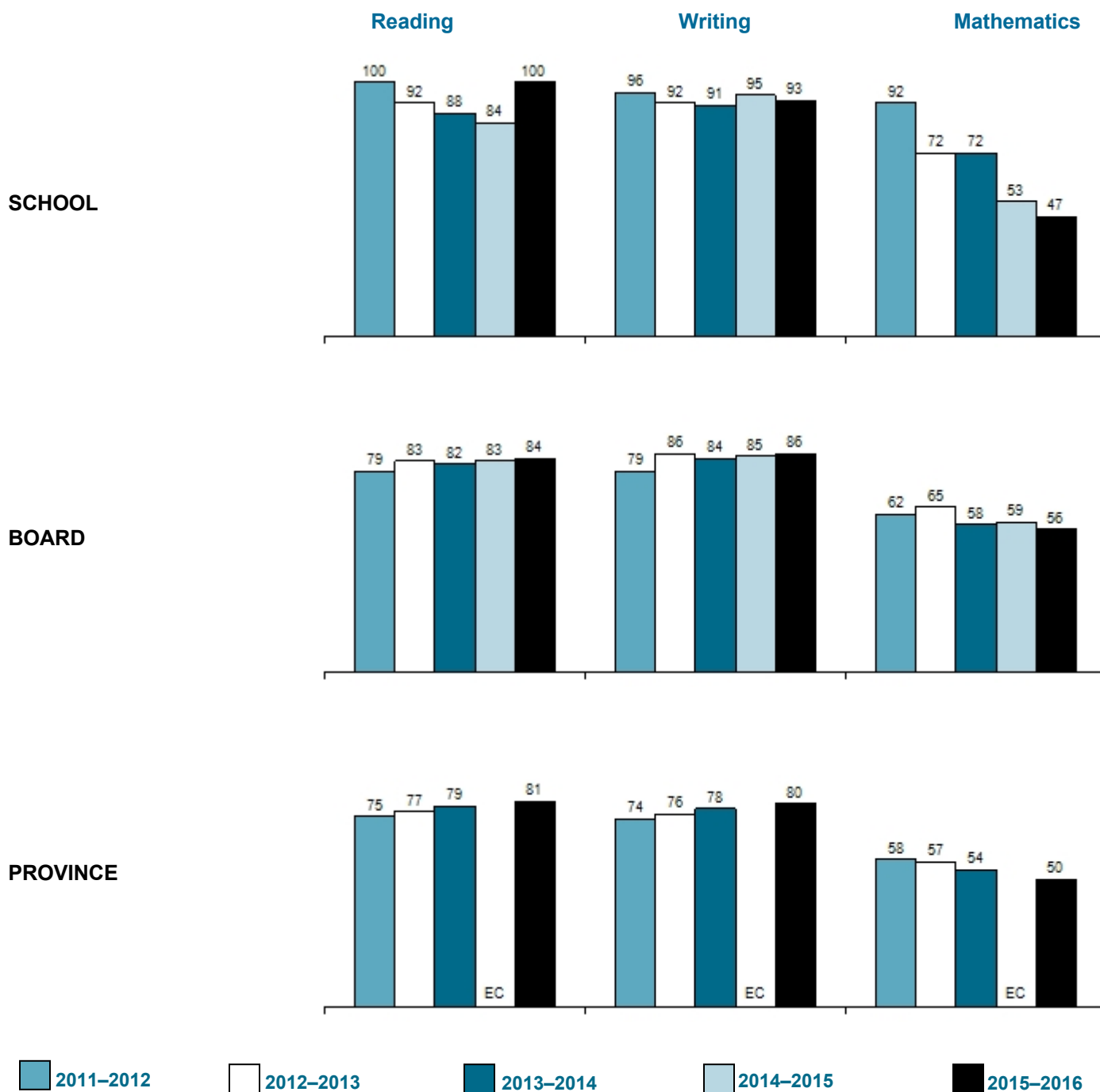


Total Number of Grade 3 Students

	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
School	20	13	24	22	13
Board	1 562	1 530	1 527	1 542	1 513
Province	126 455	127 645	127 505	EC	125 484

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

PERCENTAGE OF STUDENTS: Grade 6



Total Number of Grade 6 Students

	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
School	24	25	32	19	15
Board	1 566	1 602	1 505	1 550	1 529
Province	129 477	131 589	127 286	EC	123 685

Assessments of Reading, Writing and Mathematics, 2015–2016

TIPS

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



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



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



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



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

ABOUT THIS SCHOOL OR BOARD REPORT

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

This report includes

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

HOW TO USE THIS REPORT

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

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

Learn more about us at www.eqao.com.

Assessments of Reading, Writing and Mathematics, 2015–2016

Contextual Information: Grade 3*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 3 students	13		1 513		125 484	
Number of classes with Grade 3 students	1		96		9 522	
Number of schools with Grade 3 classes	Not applicable		48		3 152	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	5	38%	748	49%	61 092	49%
Male	8	62%	765	51%	64 392	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	1	8%	30	2%	16 012	13%
Students with special education needs (excluding gifted)**	6	46%	316	21%	21 832	17%
Place of Birth						
Born in Canada	13	100%	1 438	95%	113 401	90%
Born outside Canada	0	0%	73	5%	11 904	9%
In Canada less than one year	0	0%	15	1%	1 088	1%
In Canada one year or more but less than three years	0	0%	8	1%	2 228	2%
In Canada three years or more	0	0%	50	3%	7 682	6%
Language						
First language learned at home was other than English	1	8%	116	8%	27 053	22%
Year Student Entered Current School						
Year of the assessment	2	15%	158	10%	16 315	13%
Year prior to the assessment	1	8%	171	11%	13 612	11%
2 years prior to the assessment	0	0%	142	9%	19 697	16%
3 or more years prior to the assessment	10	77%	1 041	69%	75 754	60%
Data not available	0	0%	1	<1%	106	<1%
Year Student Entered Current Board						
Year of the assessment	1	8%	77	5%	7 569	6%
Year prior to the assessment	0	0%	66	4%	6 625	5%
2 years prior to the assessment	0	0%	69	5%	11 721	9%
3 or more years prior to the assessment	12	92%	1 296	86%	98 879	79%
Data not available	0	0%	5	<1%	690	1%

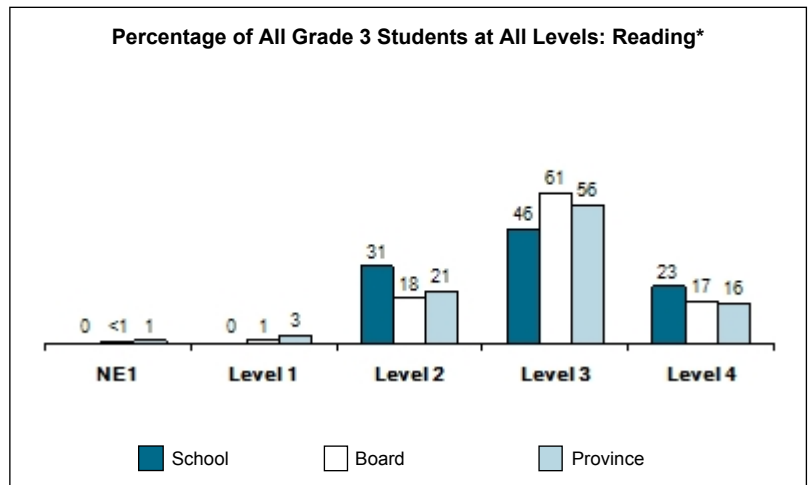
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

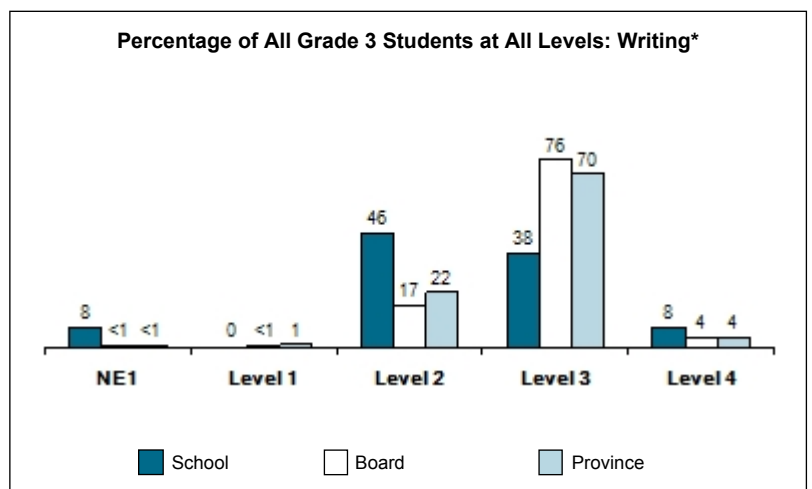
Assessments of Reading, Writing and Mathematics, 2015–2016

Grade 3: All Students††

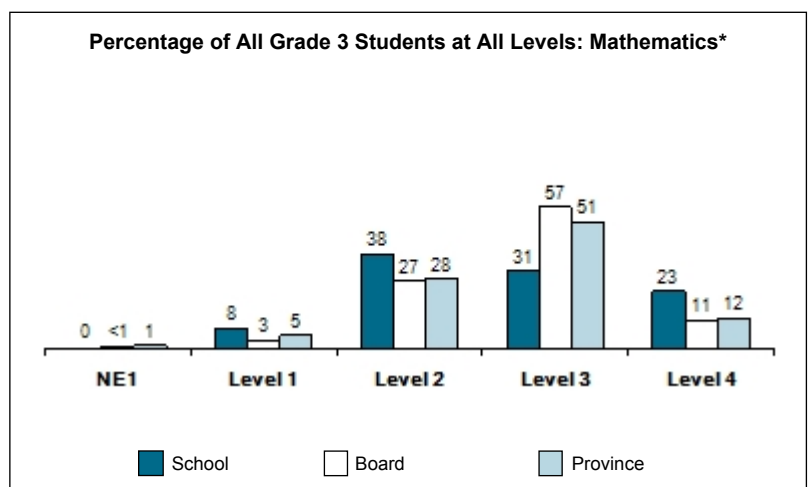
Grade 3: Reading*				
Number of Students	School 13		Board 1 439	Province 118 838
	#	%	%	%
Level 4	3	23%	17%	16%
Level 3	6	46%	61%	56%
Level 2	4	31%	18%	21%
Level 1	0	0%	1%	3%
NE1**	0	0%	<1%	1%
Participating Students	13	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†		69%	79%	72%



Grade 3: Writing*				
Number of Students	School 13		Board 1 439	Province 118 860
	#	%	%	%
Level 4	1	8%	4%	4%
Level 3	5	38%	76%	70%
Level 2	6	46%	17%	22%
Level 1	0	0%	<1%	1%
NE1**	1	8%	<1%	<1%
Participating Students	13	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		46%	80%	74%



Grade 3: Mathematics*				
Number of Students	School 13		Board 1 513	Province 125 471
	#	%	%	%
Level 4	3	23%	11%	12%
Level 3	4	31%	57%	51%
Level 2	5	38%	27%	28%
Level 1	1	8%	3%	5%
NE1**	0	0%	<1%	1%
Participating Students	13	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		54%	68%	63%

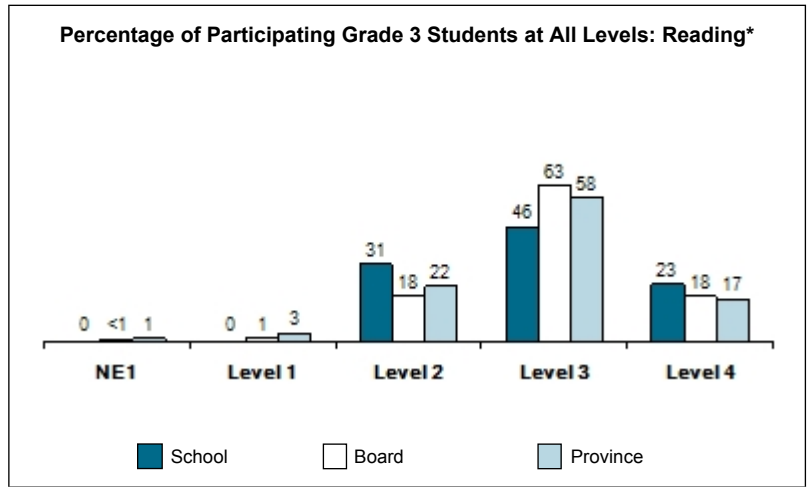


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
 ** See the Explanation of Terms.
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.
 †† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

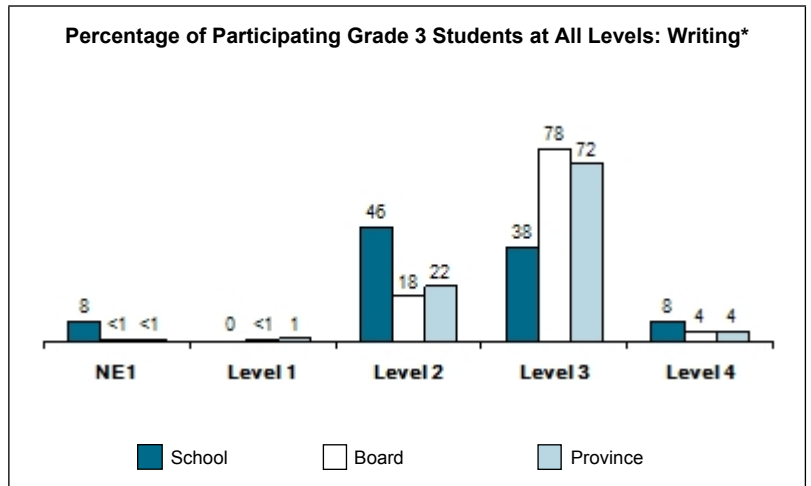
Assessments of Reading, Writing and Mathematics, 2015–2016

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

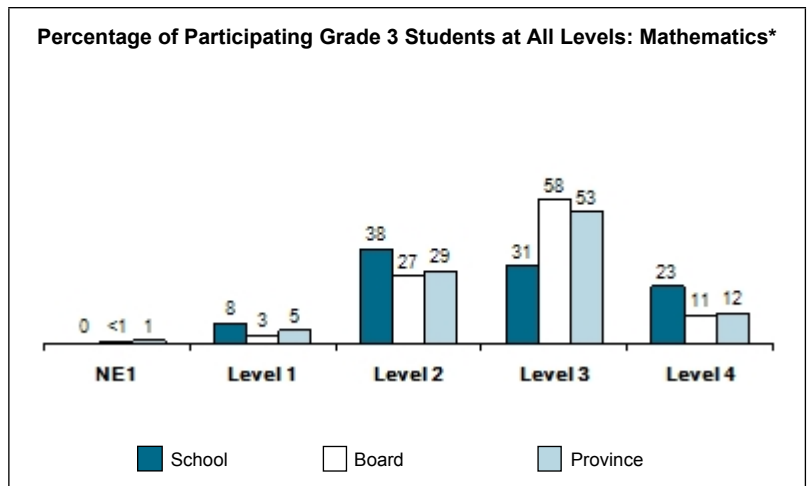
Grade 3: Reading*				
Number of Students	School 13		Board 1 409	Province 115 029
	#	%	%	%
Level 4	3	23%	18%	17%
Level 3	6	46%	63%	58%
Level 2	4	31%	18%	22%
Level 1	0	0%	1%	3%
NE1**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		69%	80%	74%



Grade 3: Writing*				
Number of Students	School 13		Board 1 408	Province 115 222
	#	%	%	%
Level 4	1	8%	4%	4%
Level 3	5	38%	78%	72%
Level 2	6	46%	18%	22%
Level 1	0	0%	<1%	1%
NE1**	1	8%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		46%	82%	77%



Grade 3: Mathematics*				
Number of Students	School 13		Board 1 484	Province 121 828
	#	%	%	%
Level 4	3	23%	11%	12%
Level 3	4	31%	58%	53%
Level 2	5	38%	27%	29%
Level 1	1	8%	3%	5%
NE1**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		54%	69%	65%



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

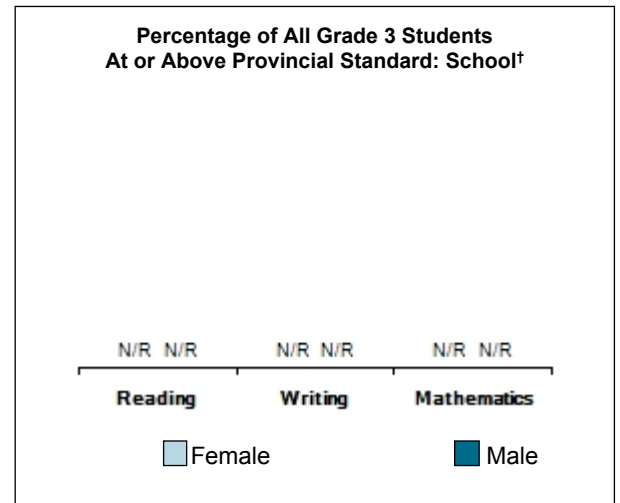
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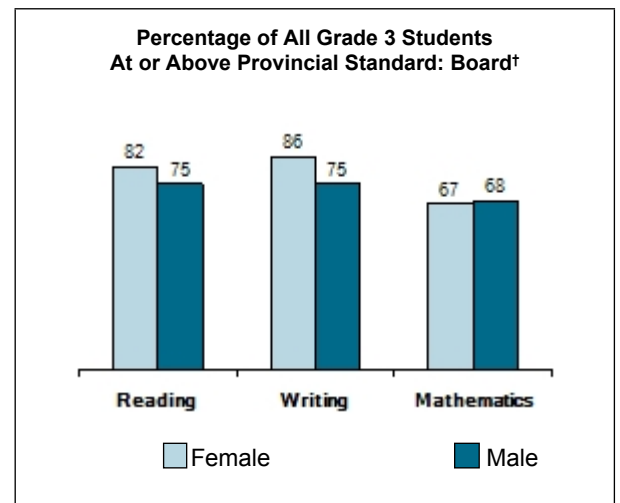
Assessments of Reading, Writing and Mathematics, 2015–2016

Grade 3: Gender^{††}

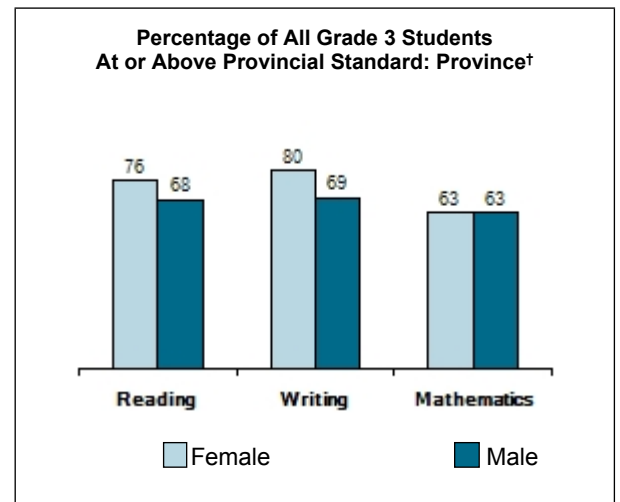
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
Participating Students	N/R	N/R	N/R	N/R	N/R	N/R
No Data Exempt	N/R	N/R	N/R	N/R	N/R	N/R
At or Above Provincial Standard (Levels 3 and 4) [†]	N/R	N/R	N/R	N/R	N/R	N/R



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 706	Male 733	Female 706	Male 733	Female 748	Male 765
Level 4	23%	11%	6%	2%	12%	10%
Level 3	59%	63%	80%	73%	55%	58%
Level 2	14%	21%	12%	22%	28%	26%
Level 1	1%	1%	0%	<1%	3%	3%
NE1**	<1%	<1%	0%	<1%	<1%	<1%
Participating Students	98%	98%	98%	97%	99%	98%
No Data Exempt	1%	<1%	1%	<1%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) [†]	82%	75%	86%	75%	67%	68%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 57 356	Male 61 482	Female 57 363	Male 61 497	Female 61 090	Male 64 381
Level 4	20%	12%	6%	3%	12%	12%
Level 3	56%	56%	74%	66%	52%	50%
Level 2	18%	23%	17%	26%	29%	28%
Level 1	2%	4%	1%	1%	5%	5%
NE1**	1%	1%	<1%	<1%	1%	1%
Participating Students	98%	96%	98%	96%	98%	96%
No Data Exempt	1%	1%	1%	1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) [†]	76%	68%	80%	69%	63%	63%



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** See the Explanation of Terms.

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

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

Assessments of Reading, Writing and Mathematics, 2015–2016

Contextual Information: Grade 6*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 6 students	15		1 529		123 685	
Number of classes with Grade 6 students	1		76		7 944	
Number of schools with Grade 6 classes	Not applicable		48		2 982	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	6	40%	750	49%	59 951	48%
Male	9	60%	779	51%	63 734	52%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	0	0%	14	1%	12 575	10%
Students with special education needs (excluding gifted)**	4	27%	335	22%	26 505	21%
Place of Birth						
Born in Canada	15	100%	1 428	93%	108 917	88%
Born outside Canada	0	0%	100	7%	14 623	12%
In Canada less than one year	0	0%	7	<1%	829	1%
In Canada one year or more but less than three years	0	0%	17	1%	2 009	2%
In Canada three years or more	0	0%	76	5%	11 031	9%
Language						
First language learned at home was other than English	0	0%	123	8%	27 801	22%
Year Student Entered Current School						
Year of the assessment	1	7%	134	9%	26 677	22%
Year prior to the assessment	1	7%	120	8%	11 460	9%
2 years prior to the assessment	1	7%	187	12%	12 406	10%
3 or more years prior to the assessment	12	80%	1 087	71%	73 061	59%
Data not available	0	0%	1	<1%	81	<1%
Year Student Entered Current Board						
Year of the assessment	0	0%	67	4%	6 265	5%
Year prior to the assessment	0	0%	52	3%	5 691	5%
2 years prior to the assessment	1	7%	73	5%	7 826	6%
3 or more years prior to the assessment	14	93%	1 178	77%	101 569	82%
Data not available	0	0%	159	10%	2 334	2%

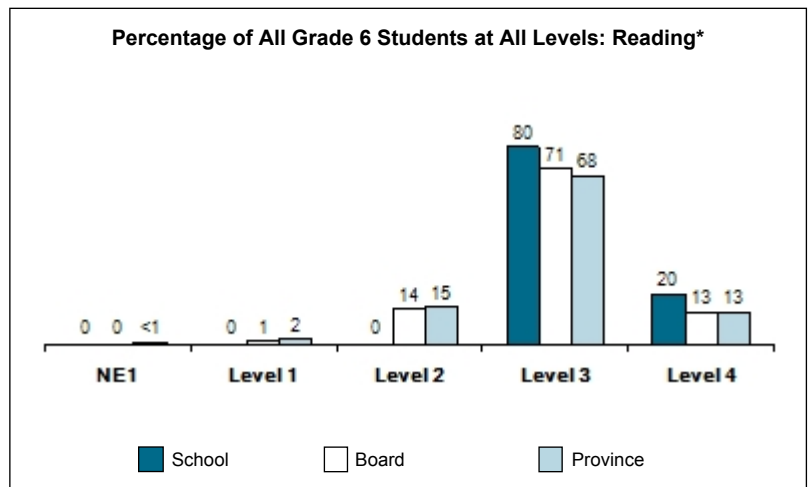
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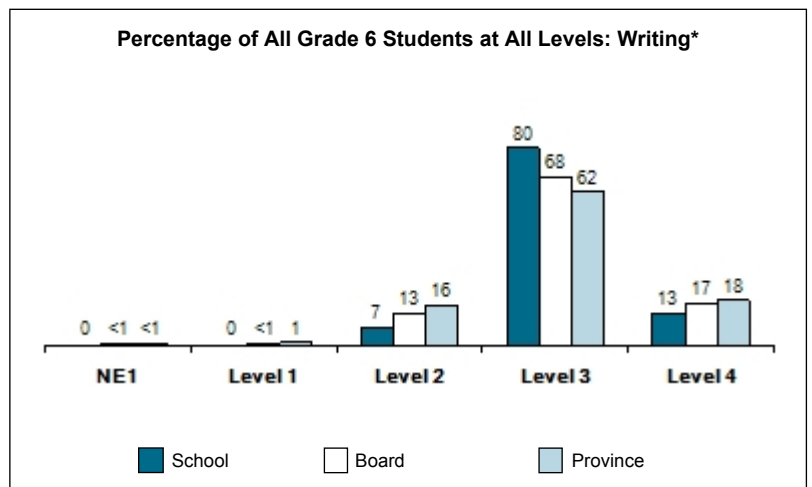
Assessments of Reading, Writing and Mathematics, 2015–2016

Grade 6: All Students

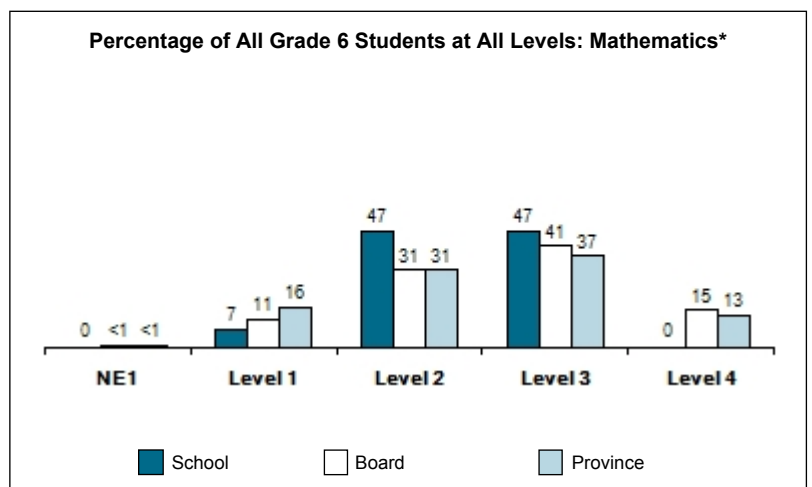
Grade 6: Reading*				
Number of Students	School 15		Board 1 529	Province 123 592
	#	%	%	%
Level 4	3	20%	13%	13%
Level 3	12	80%	71%	68%
Level 2	0	0%	14%	15%
Level 1	0	0%	1%	2%
NE1**	0	0%	0%	<1%
Participating Students	15	100%	99%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	100%	84%	81%	



Grade 6: Writing*				
Number of Students	School 15		Board 1 529	Province 123 617
	#	%	%	%
Level 4	2	13%	17%	18%
Level 3	12	80%	68%	62%
Level 2	1	7%	13%	16%
Level 1	0	0%	<1%	1%
NE1**	0	0%	<1%	<1%
Participating Students	15	100%	99%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	93%	86%	80%	



Grade 6: Mathematics*				
Number of Students	School 15		Board 1 529	Province 123 666
	#	%	%	%
Level 4	0	0%	15%	13%
Level 3	7	47%	41%	37%
Level 2	7	47%	31%	31%
Level 1	1	7%	11%	16%
NE1**	0	0%	<1%	<1%
Participating Students	15	100%	99%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	47%	56%	50%	

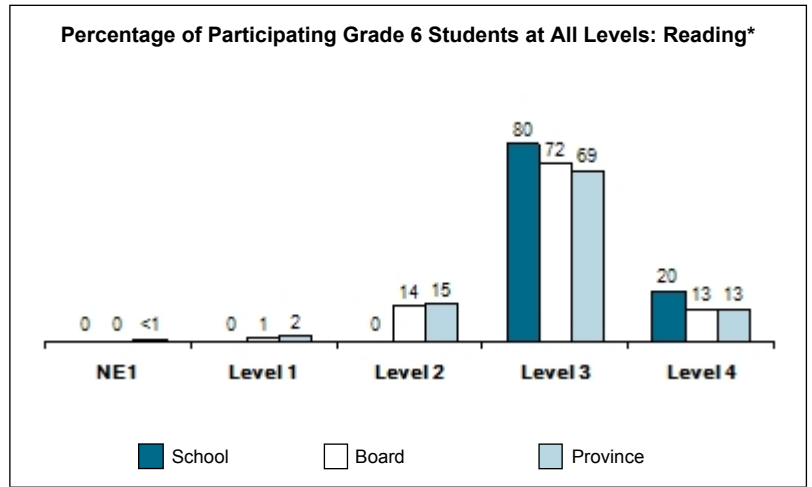


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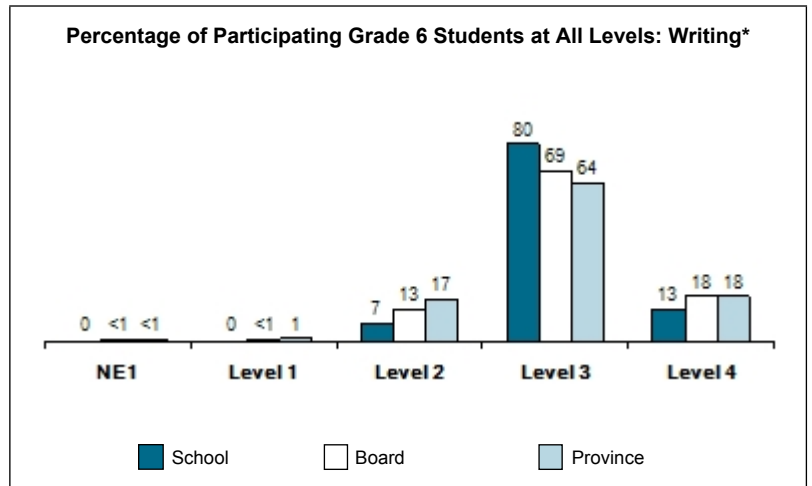
Assessments of Reading, Writing and Mathematics, 2015–2016

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

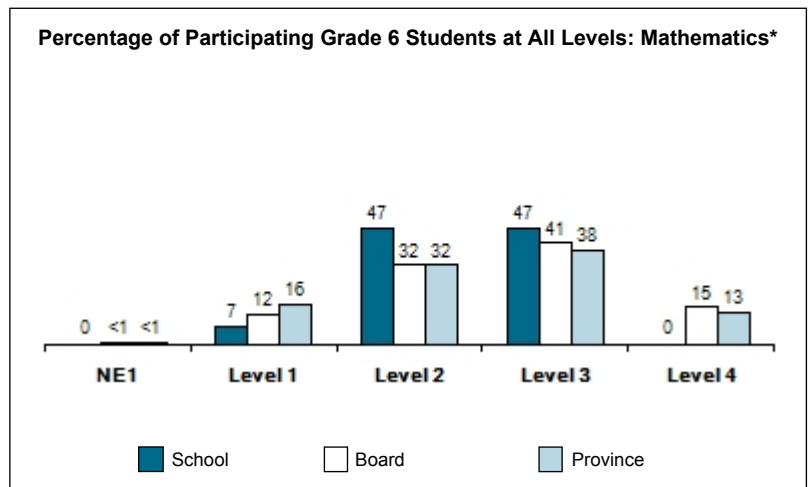
Grade 6: Reading*				
Number of Students	School 15		Board 1 508	Province 120 426
	#	%	%	%
Level 4	3	20%	13%	13%
Level 3	12	80%	72%	69%
Level 2	0	0%	14%	15%
Level 1	0	0%	1%	2%
NE1**	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	100%		85%	83%



Grade 6: Writing*				
Number of Students	School 15		Board 1 508	Province 120 456
	#	%	%	%
Level 4	2	13%	18%	18%
Level 3	12	80%	69%	64%
Level 2	1	7%	13%	17%
Level 1	0	0%	<1%	1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	93%		87%	82%



Grade 6: Mathematics*				
Number of Students	School 15		Board 1 507	Province 120 369
	#	%	%	%
Level 4	0	0%	15%	13%
Level 3	7	47%	41%	38%
Level 2	7	47%	32%	32%
Level 1	1	7%	12%	16%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	47%		56%	51%



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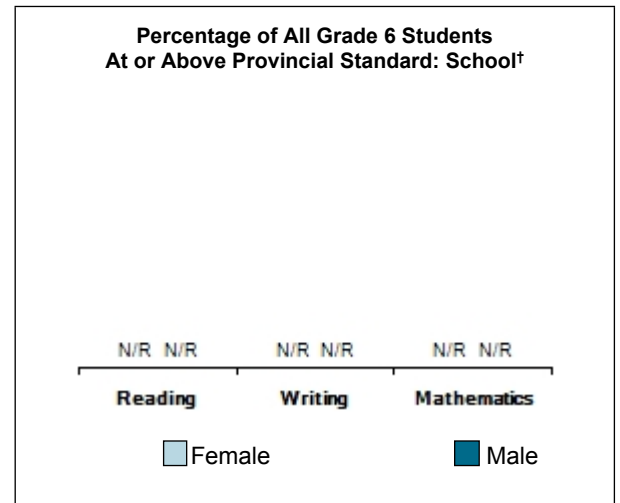
** See the Explanation of Terms.

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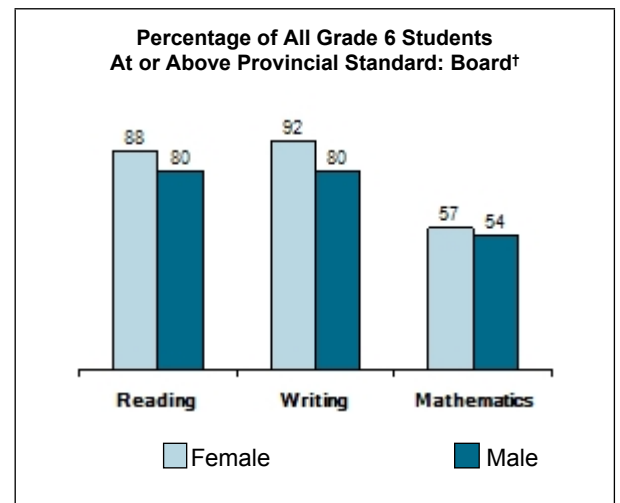
Assessments of Reading, Writing and Mathematics, 2015–2016

Grade 6: Gender^{††}

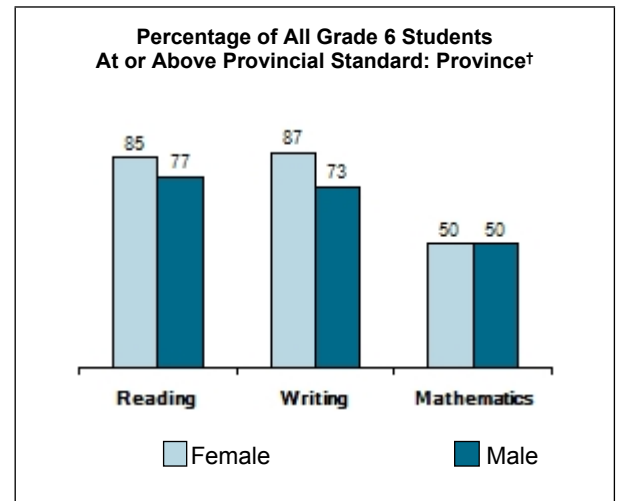
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NEI**	N/R	N/R	N/R	N/R	N/R	N/R
Participating Students	N/R	N/R	N/R	N/R	N/R	N/R
No Data Exempt	N/R	N/R	N/R	N/R	N/R	N/R
At or Above Provincial Standard (Levels 3 and 4) [†]	N/R	N/R	N/R	N/R	N/R	N/R



Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 750	Male 779	Female 750	Male 779	Female 750	Male 779
Level 4	16%	9%	26%	9%	16%	15%
Level 3	72%	70%	66%	71%	41%	40%
Level 2	10%	18%	7%	18%	32%	31%
Level 1	1%	1%	<1%	<1%	10%	13%
NEI**	0%	0%	0%	<1%	<1%	<1%
Participating Students	99%	98%	99%	98%	99%	98%
No Data Exempt	<1%	<1%	<1%	<1%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) [†]	88%	80%	92%	80%	57%	54%



Grade 6: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 59 914	Male 63 678	Female 59 927	Male 63 690	Female 59 944	Male 63 722
Level 4	17%	10%	25%	11%	13%	13%
Level 3	68%	67%	62%	62%	38%	37%
Level 2	12%	17%	10%	22%	32%	30%
Level 1	1%	2%	<1%	1%	15%	17%
NEI**	<1%	<1%	<1%	<1%	<1%	1%
Participating Students	98%	97%	98%	97%	98%	97%
No Data Exempt	1%	1%	1%	1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) [†]	85%	77%	87%	73%	50%	50%



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

** See the Explanation of Terms.

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

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

Assessments of Reading, Writing and Mathematics, 2015–2016

Contextual Information over Time: Grade 3*

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

Grade 3	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Enrolment					
Number of students	20	13	24	22	13
Participation in the Assessment					
Reading†	100%	100%	100%	100%	100%
Writing†	100%	100%	100%	100%	100%
Mathematics†	100%	100%	100%	100%	100%
Gender					
Female	40%	46%	42%	55%	38%
Male	60%	54%	58%	45%	62%
Student Status					
English language learners**	0%	0%	0%	0%	8%
Students with special education needs (excluding gifted)**	35%	8%	29%	27%	46%
Place of Birth					
Born in Canada	95%	92%	100%	91%	100%
Born outside Canada	5%	8%	0%	9%	0%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	5%	8%	0%	9%	0%
Language					
First language learned at home was other than English	10%	8%	0%	14%	8%
Year Student Entered Current School					
Year of the assessment	10%	0%	12%	18%	15%
Year prior to the assessment	20%	0%	4%	14%	8%
2 years prior to the assessment	5%	8%	12%	0%	0%
3 or more years prior to the assessment	65%	92%	71%	68%	77%
Data not available	0%	0%	0%	0%	0%

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

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

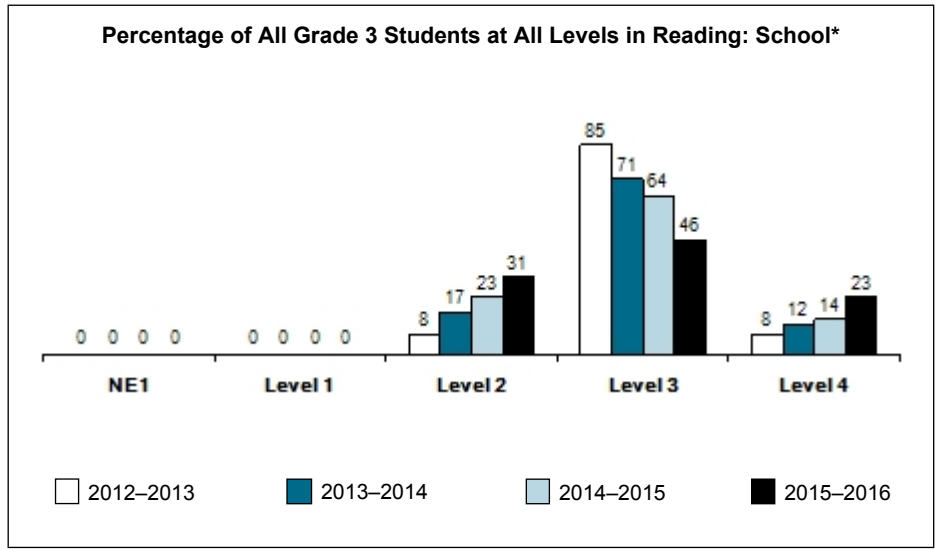
** See the Explanation of Terms.

Assessments of Reading, Writing and Mathematics, 2015–2016

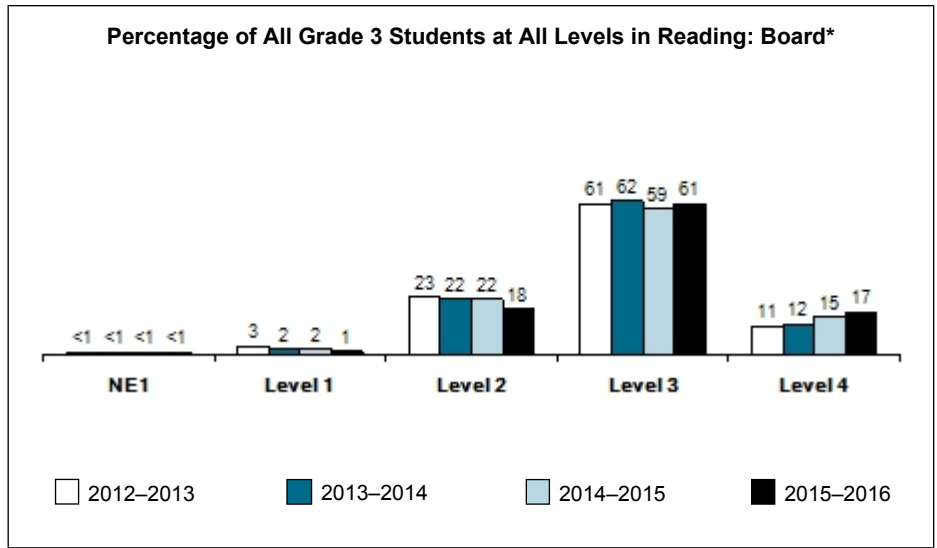
Results over Time, 2012–2013 to 2015–2016*

Grade 3: Reading

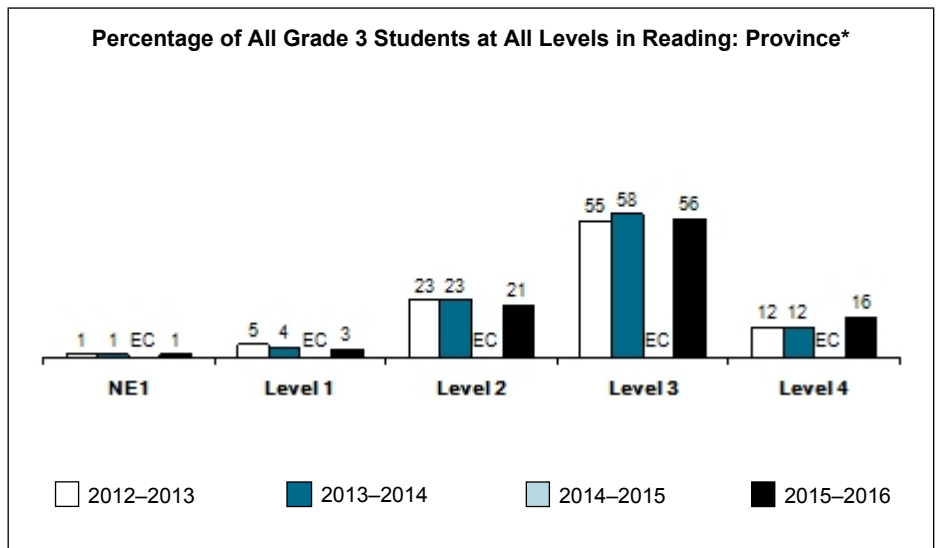
Grade 3 Reading: School*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	13	24	22	13
Level 4	8%	12%	14%	23%
Level 3	85%	71%	64%	46%
Level 2	8%	17%	23%	31%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	92%	83%	77%	69%



Grade 3 Reading: Board*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	1 528	1 527	1 542	1 439
Level 4	11%	12%	15%	17%
Level 3	61%	62%	59%	61%
Level 2	23%	22%	22%	18%
Level 1	3%	2%	2%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	99%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	2%	2%
At or Above Provincial Standard†	72%	74%	74%	79%



Grade 3 Reading: Province*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	122 450	122 018	EC	118 838
Level 4	12%	12%	EC	16%
Level 3	55%	58%	EC	56%
Level 2	23%	23%	EC	21%
Level 1	5%	4%	EC	3%
NE1**	1%	1%	EC	1%
<i>Participating Students</i>	97%	97%	EC	97%
No Data	1%	1%	EC	1%
Exempt	3%	2%	EC	3%
At or Above Provincial Standard†	68%	70%	EC	72%



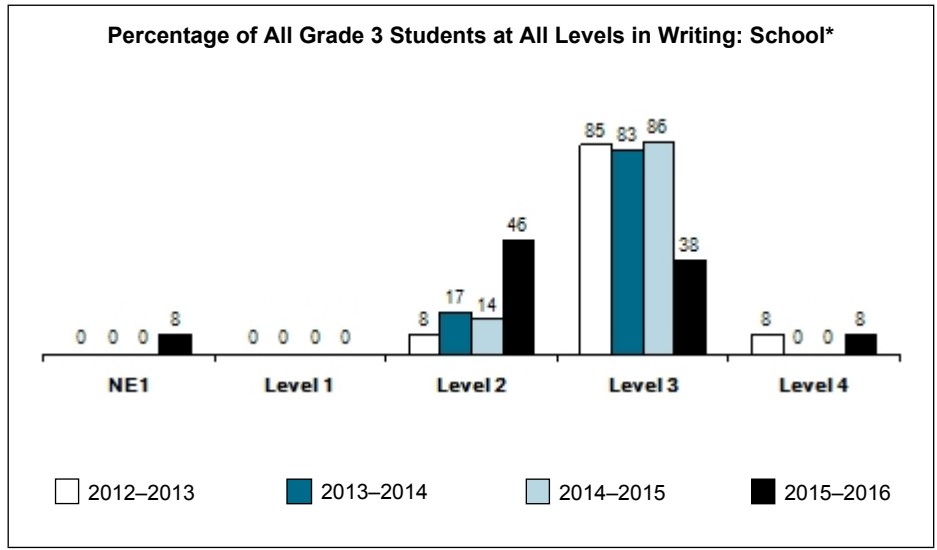
♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
 * Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
 ** See the Explanation of Terms.
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Assessments of Reading, Writing and Mathematics, 2015–2016

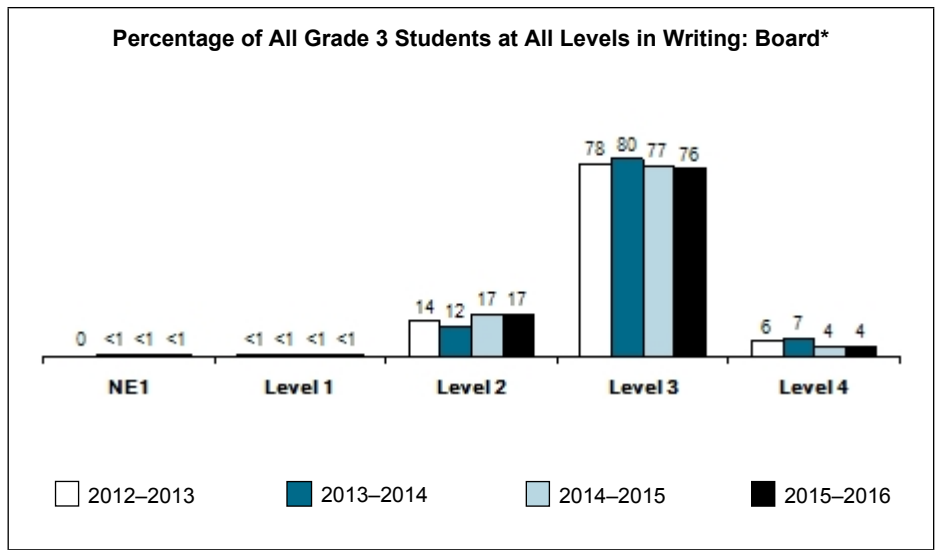
Results over Time, 2012–2013 to 2015–2016*

Grade 3: Writing

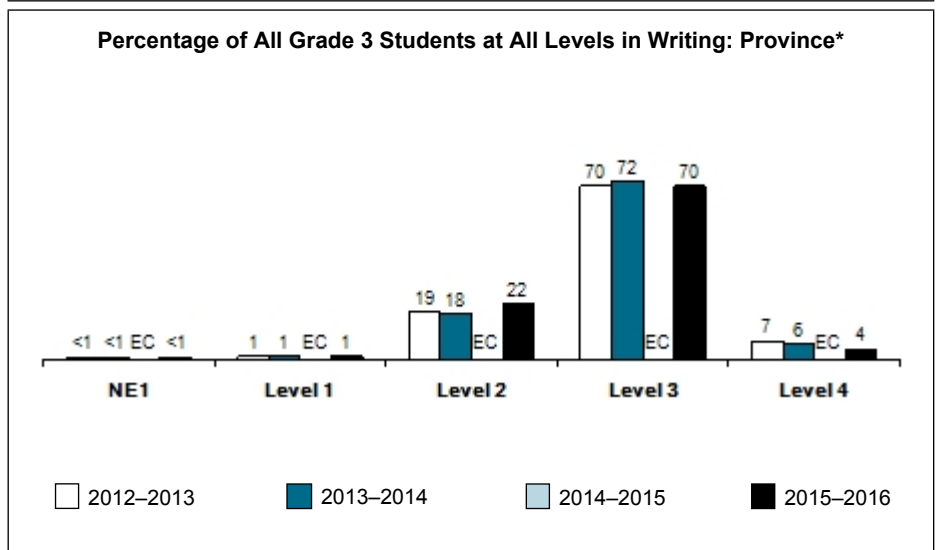
Grade 3 Writing: School*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	13	24	22	13
Level 4	8%	0%	0%	8%
Level 3	85%	83%	86%	38%
Level 2	8%	17%	14%	46%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	8%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	92%	83%	86%	46%



Grade 3 Writing: Board*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	1 528	1 527	1 542	1 439
Level 4	6%	7%	4%	4%
Level 3	78%	80%	77%	76%
Level 2	14%	12%	17%	17%
Level 1	<1%	<1%	<1%	<1%
NE1**	0%	<1%	<1%	<1%
<i>Participating Students</i>	98%	99%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	2%
At or Above Provincial Standard†	84%	87%	81%	80%



Grade 3 Writing: Province*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	122 447	122 018	EC	118 860
Level 4	7%	6%	EC	4%
Level 3	70%	72%	EC	70%
Level 2	19%	18%	EC	22%
Level 1	1%	1%	EC	1%
NE1**	<1%	<1%	EC	<1%
<i>Participating Students</i>	97%	97%	EC	97%
No Data	1%	1%	EC	1%
Exempt	2%	2%	EC	2%
At or Above Provincial Standard†	77%	78%	EC	74%



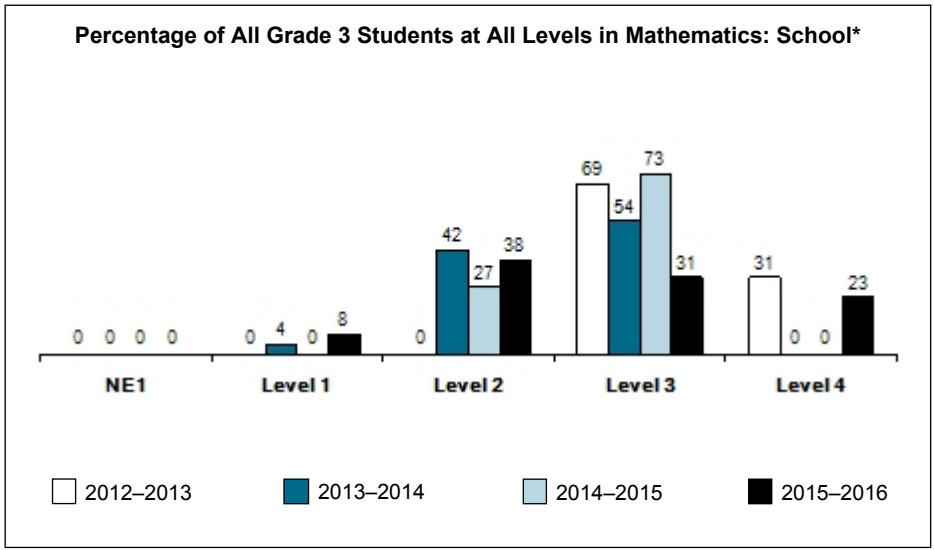
♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
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 ** See the Explanation of Terms.
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Assessments of Reading, Writing and Mathematics, 2015–2016

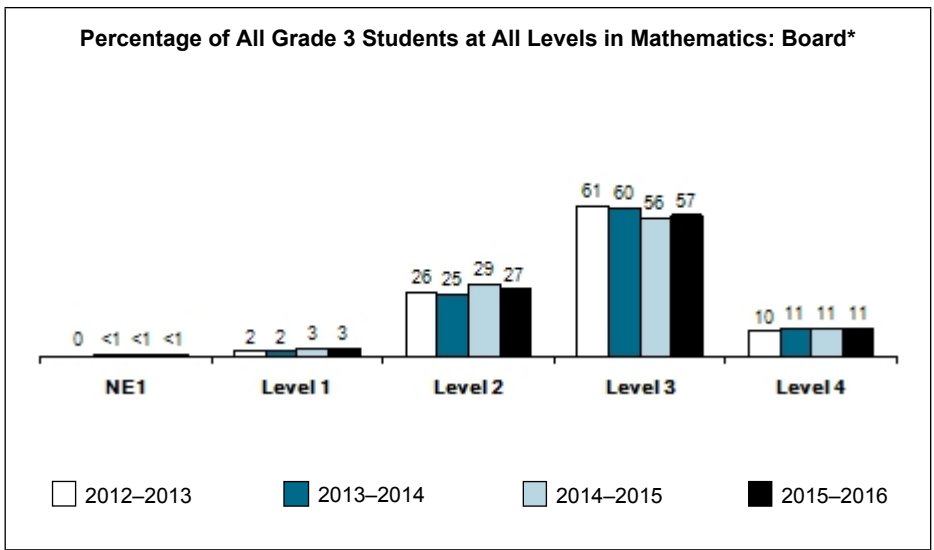
Results over Time, 2012–2013 to 2015–2016*

Grade 3: Mathematics

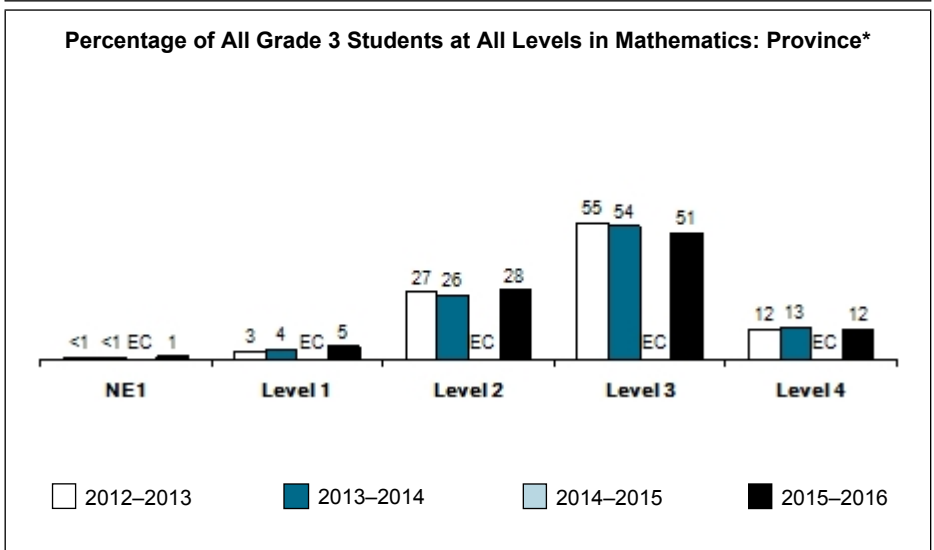
Grade 3 Mathematics: School*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	13	24	22	13
Level 4	31%	0%	0%	23%
Level 3	69%	54%	73%	31%
Level 2	0%	42%	27%	38%
Level 1	0%	4%	0%	8%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	100%	54%	73%	54%



Grade 3 Mathematics: Board*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	1 530	1 527	1 542	1 513
Level 4	10%	11%	11%	11%
Level 3	61%	60%	56%	57%
Level 2	26%	25%	29%	27%
Level 1	2%	2%	3%	3%
NE1**	0%	<1%	<1%	<1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	2%	1%	1%	2%
At or Above Provincial Standard†	71%	71%	66%	68%



Grade 3 Mathematics: Province*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	127 633	127 504	EC	125 471
Level 4	12%	13%	EC	12%
Level 3	55%	54%	EC	51%
Level 2	27%	26%	EC	28%
Level 1	3%	4%	EC	5%
NE1**	<1%	<1%	EC	1%
<i>Participating Students</i>	97%	97%	EC	97%
No Data	1%	1%	EC	1%
Exempt	2%	2%	EC	2%
At or Above Provincial Standard†	67%	67%	EC	63%



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Assessments of Reading, Writing and Mathematics, 2015–2016

Contextual Information over Time: Grade 6*

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

Grade 6	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Enrolment					
Number of students	24	25	32	19	15
Participation in the Assessment					
Reading	100%	100%	100%	100%	100%
Writing	100%	100%	100%	100%	100%
Mathematics	100%	100%	100%	100%	100%
Gender					
Female	54%	48%	44%	42%	40%
Male	46%	52%	56%	58%	60%
Student Status					
English language learners**	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)**	25%	44%	31%	32%	27%
Place of Birth					
Born in Canada	96%	100%	100%	95%	100%
Born outside Canada	4%	0%	0%	5%	0%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	4%	0%	0%	5%	0%
Language					
First language learned at home was other than English	4%	4%	0%	11%	0%
Year Student Entered Current School					
Year of the assessment	8%	16%	0%	5%	7%
Year prior to the assessment	4%	0%	3%	11%	7%
2 years prior to the assessment	0%	4%	3%	5%	7%
3 or more years prior to the assessment	88%	80%	94%	79%	80%
Data not available	0%	0%	0%	0%	0%

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

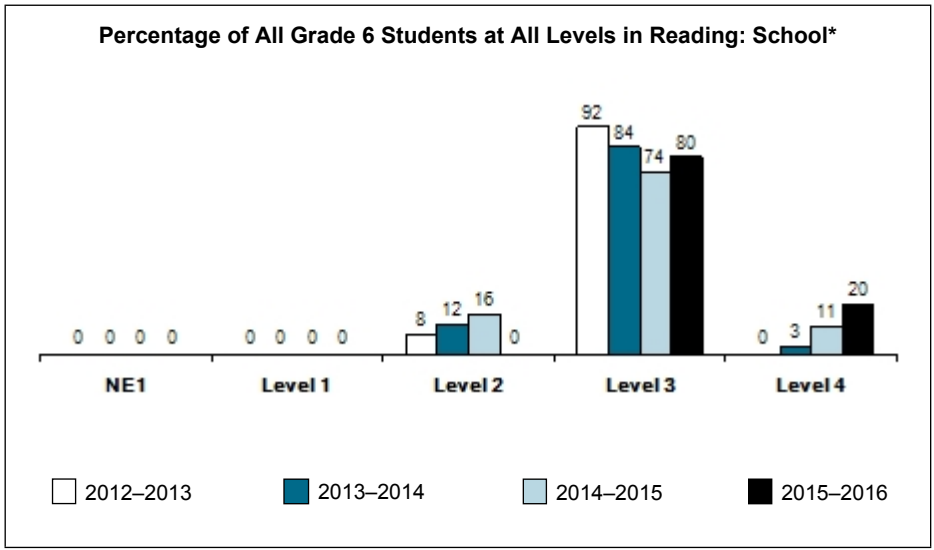
** See the Explanation of Terms.

Assessments of Reading, Writing and Mathematics, 2015–2016

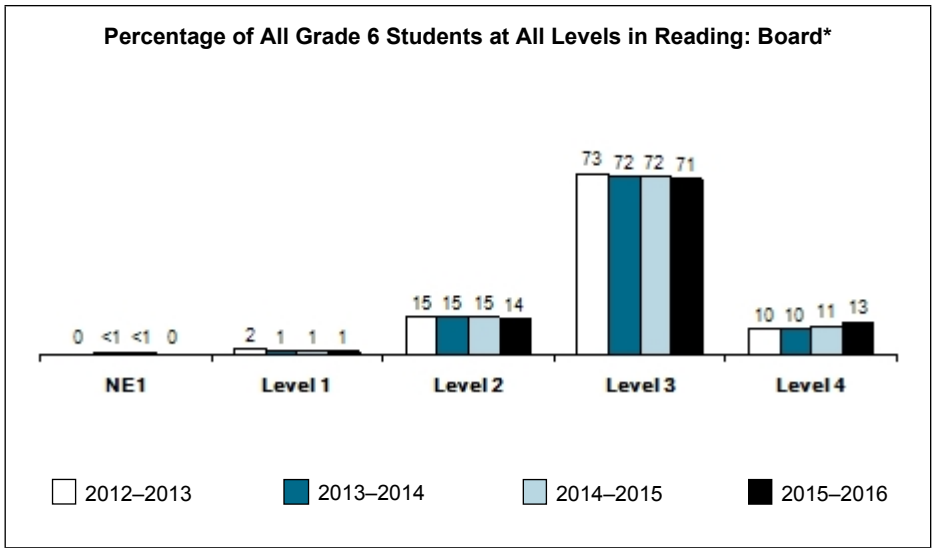
Results over Time, 2012–2013 to 2015–2016*

Grade 6: Reading

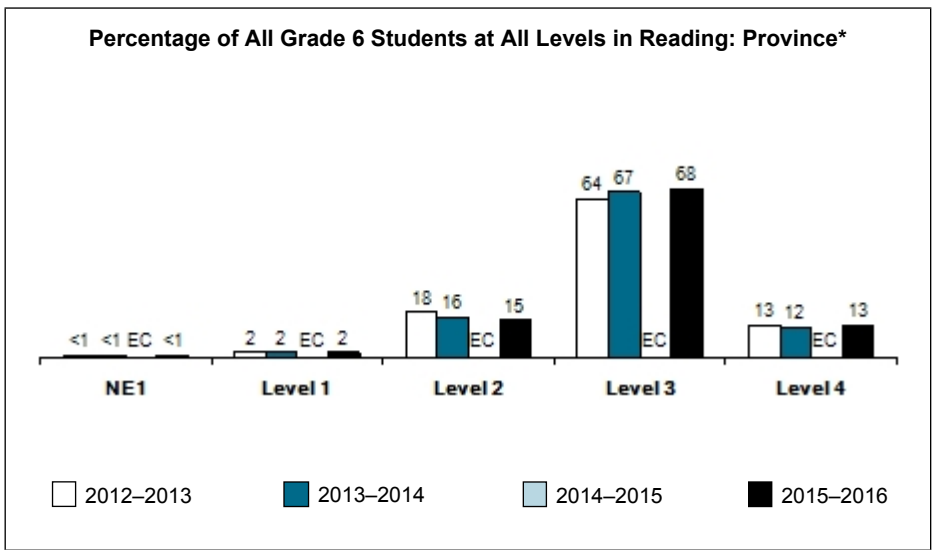
Grade 6 Reading: School*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	25	32	19	15
Level 4	0%	3%	11%	20%
Level 3	92%	84%	74%	80%
Level 2	8%	12%	16%	0%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	92%	88%	84%	100%



Grade 6 Reading: Board*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	1 602	1 505	1 550	1 529
Level 4	10%	10%	11%	13%
Level 3	73%	72%	72%	71%
Level 2	15%	15%	15%	14%
Level 1	2%	1%	1%	1%
NE1**	0%	<1%	<1%	0%
<i>Participating Students</i>	99%	98%	99%	99%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	83%	82%	83%	84%



Grade 6 Reading: Province*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	131 514	127 261	EC	123 592
Level 4	13%	12%	EC	13%
Level 3	64%	67%	EC	68%
Level 2	18%	16%	EC	15%
Level 1	2%	2%	EC	2%
NE1**	<1%	<1%	EC	<1%
<i>Participating Students</i>	98%	98%	EC	97%
No Data	<1%	<1%	EC	1%
Exempt	2%	2%	EC	2%
At or Above Provincial Standard†	77%	79%	EC	81%



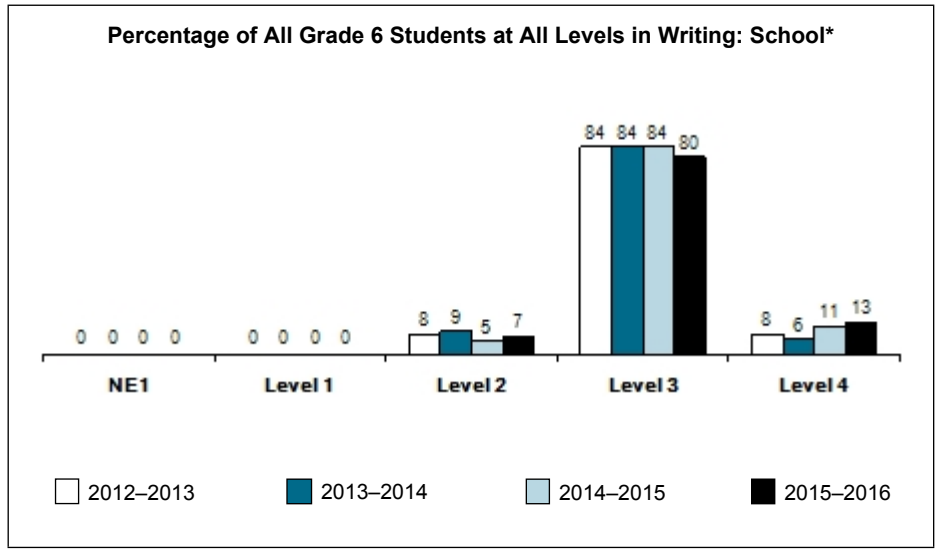
♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
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Assessments of Reading, Writing and Mathematics, 2015–2016

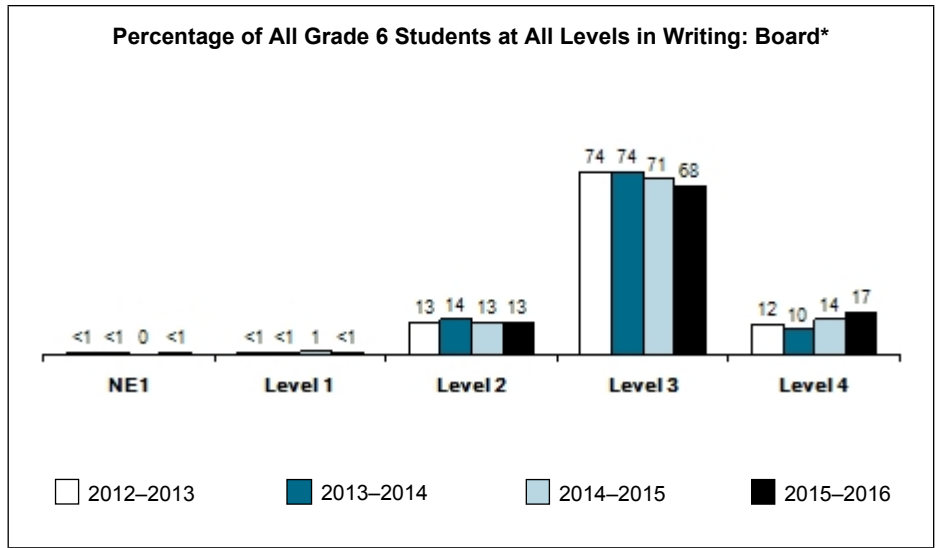
Results over Time, 2012–2013 to 2015–2016*

Grade 6: Writing

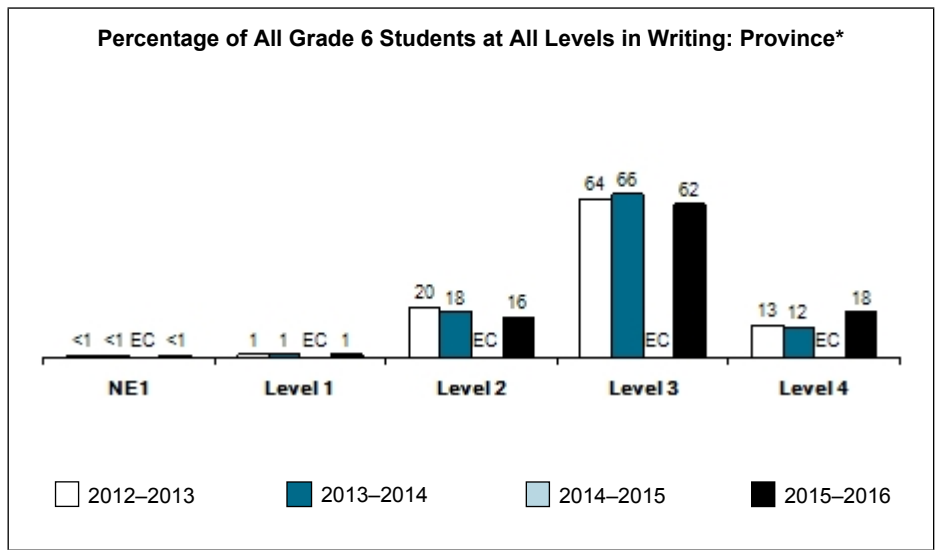
Grade 6 Writing: School*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	25	32	19	15
Level 4	8%	6%	11%	13%
Level 3	84%	84%	84%	80%
Level 2	8%	9%	5%	7%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	92%	91%	95%	93%



Grade 6 Writing: Board*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	1 602	1 505	1 550	1 529
Level 4	12%	10%	14%	17%
Level 3	74%	74%	71%	68%
Level 2	13%	14%	13%	13%
Level 1	<1%	<1%	1%	<1%
NE1**	<1%	<1%	0%	<1%
<i>Participating Students</i>	99%	98%	99%	99%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	86%	84%	85%	86%



Grade 6 Writing: Province*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	131 504	127 207	EC	123 617
Level 4	13%	12%	EC	18%
Level 3	64%	66%	EC	62%
Level 2	20%	18%	EC	16%
Level 1	1%	1%	EC	1%
NE1**	<1%	<1%	EC	<1%
<i>Participating Students</i>	98%	98%	EC	97%
No Data	<1%	1%	EC	1%
Exempt	2%	2%	EC	2%
At or Above Provincial Standard†	76%	78%	EC	80%



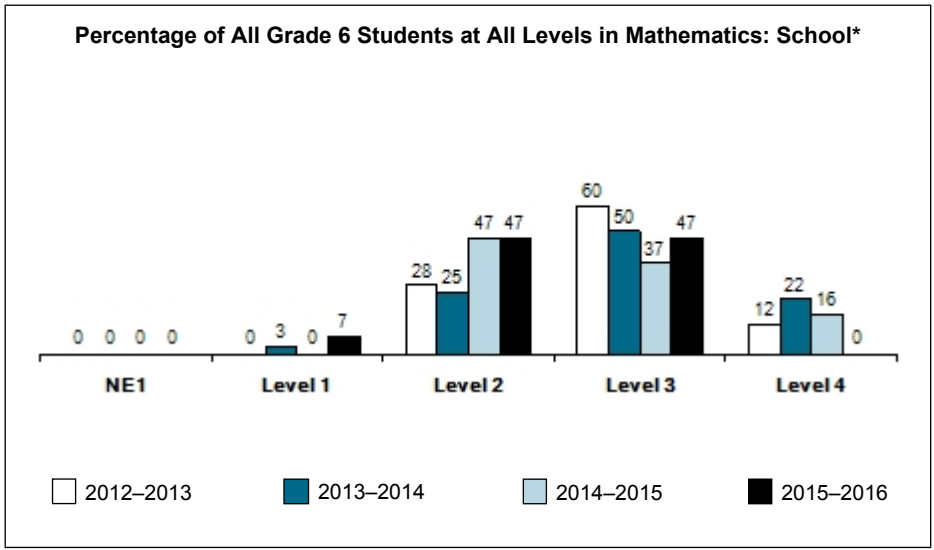
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Assessments of Reading, Writing and Mathematics, 2015–2016

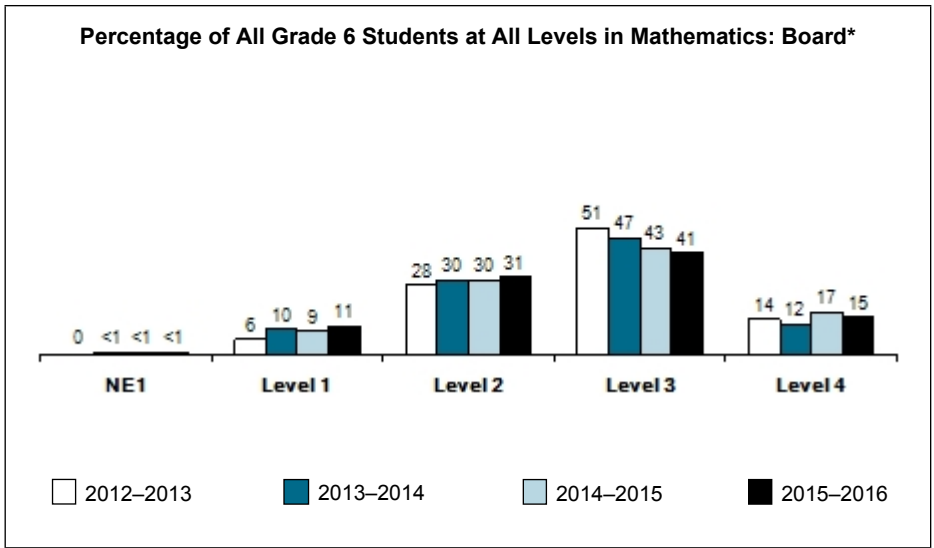
Results over Time, 2012–2013 to 2015–2016*

Grade 6: Mathematics

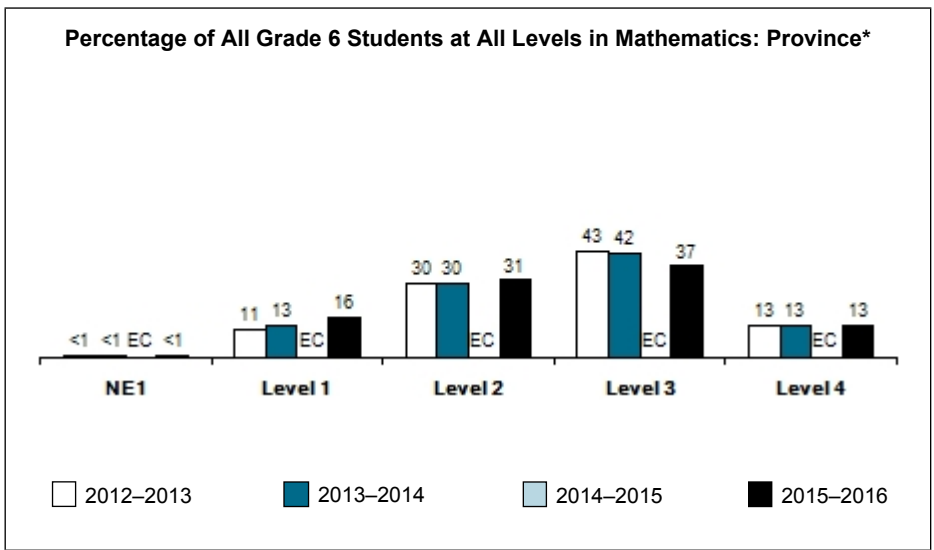
Grade 6 Mathematics: School*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	25	32	19	15
Level 4	12%	22%	16%	0%
Level 3	60%	50%	37%	47%
Level 2	28%	25%	47%	47%
Level 1	0%	3%	0%	7%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	72%	72%	53%	47%



Grade 6 Mathematics: Board*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	1 601	1 505	1 550	1 529
Level 4	14%	12%	17%	15%
Level 3	51%	47%	43%	41%
Level 2	28%	30%	30%	31%
Level 1	6%	10%	9%	11%
NE1**	0%	<1%	<1%	<1%
<i>Participating Students</i>	99%	98%	99%	99%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	65%	58%	59%	56%



Grade 6 Mathematics: Province*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	131 543	127 286	EC	123 666
Level 4	13%	13%	EC	13%
Level 3	43%	42%	EC	37%
Level 2	30%	30%	EC	31%
Level 1	11%	13%	EC	16%
NE1**	<1%	<1%	EC	<1%
<i>Participating Students</i>	97%	98%	EC	97%
No Data	1%	1%	EC	1%
Exempt	2%	2%	EC	2%
At or Above Provincial Standard†	57%	54%	EC	50%

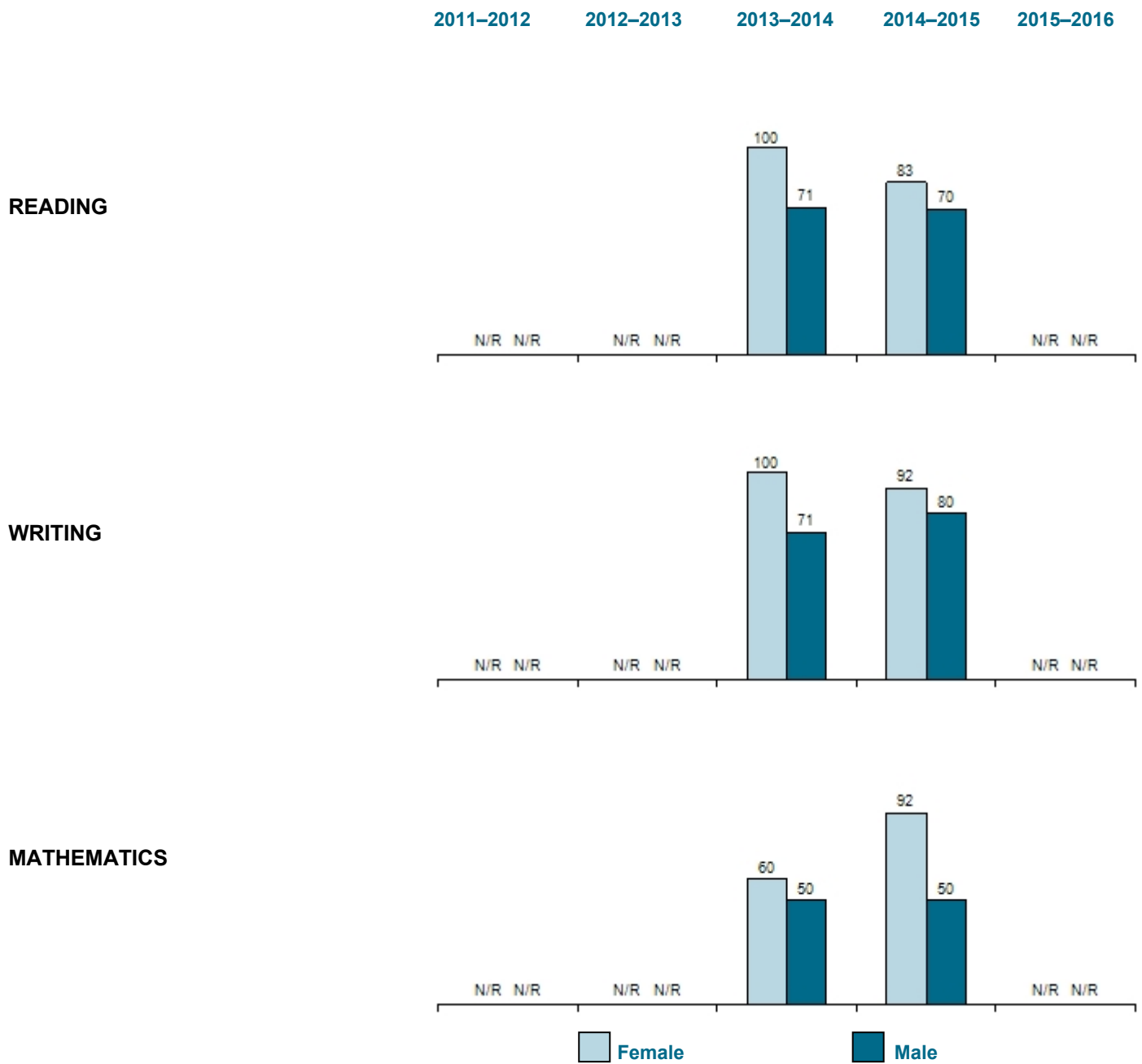


♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
 * Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
 ** See the Explanation of Terms.
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Assessments of Reading, Writing and Mathematics, 2015–2016

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER*

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



Total Number of Grade 3 Students*

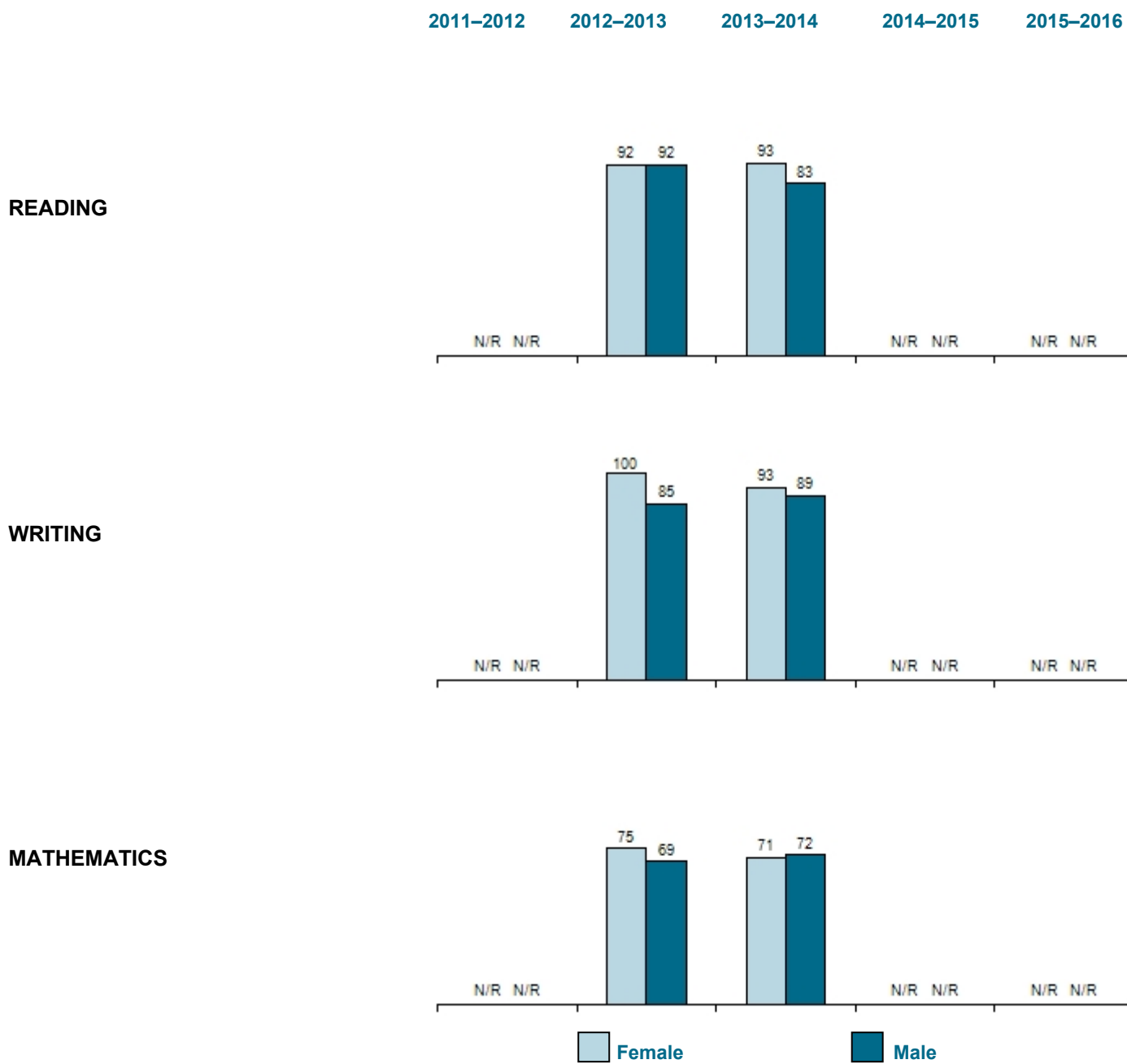
School	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	8	12	6	7	10	14	12	10	5	8

* Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, 2015–2016

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER*

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



Total Number of Grade 6 Students*

School	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	13	11	12	13	14	18	8	11	6	9

* Includes only students for whom gender data were available.



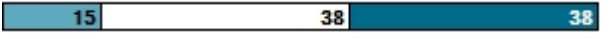

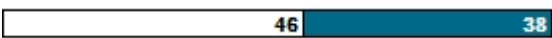

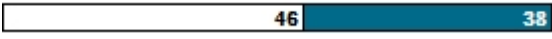

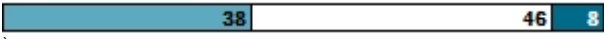


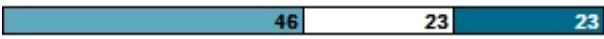
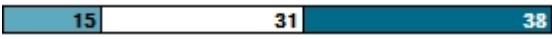
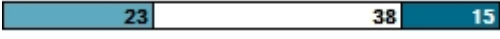

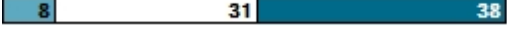
Assessments of Reading, Writing and Mathematics, 2015–2016

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 13)

Never

Sometimes

Most of the time

STUDENT ENGAGEMENT About reading:	Percentage of Students*	Number of students who answered "most of the time"
I like to read.		8
I am a good reader.		8
I am able to understand difficult reading passages.		5
I do my best when I do reading activities in class.		11
STUDENT ENGAGEMENT About writing:		
I like to write.		5
I am a good writer.		8
I am able to communicate my ideas in writing.		5
I do my best when I do writing activities in class.		8
COGNITIVE STRATEGIES USED IN LANGUAGE		
Before I start to read, I try to predict what the text will be about.		1
I make sure I understand what I am reading.		7
I slow down my reading if it is difficult.		7
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).		3
When I am finished reading, I think about what I have read.		5
I organize my ideas before I start to write.		2
I edit my writing to make it better.		7
I check my writing for spelling and grammar.		5

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

Assessments of Reading, Writing and Mathematics, 2015–2016

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 13)

Never

Sometimes

Most of the time

INSTRUCTIONAL TOOLS USED IN READING AND WRITING How often do you use the following when you read and write at school?	Percentage of Students*	Number of students who answered "most of the time"
A computer for reading activities		0
A computer for writing activities		0
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)		3
STUDENT ENGAGEMENT About mathematics:		
I like mathematics.		8
I am good at mathematics.		7
I am able to answer difficult mathematics questions.		4
I do my best when I do mathematics activities in class.		9
COGNITIVE STRATEGIES USED IN MATHEMATICS When I am working on a mathematics problem,		
I read over the problem first to make sure I know what I am supposed to do.		8
I think about the steps I will use to solve the problem.		4
I ask for help if I do not understand the problem.		4
I check my work for mistakes.		9
I check my answer to see if it makes sense.		7

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

Assessments of Reading, Writing and Mathematics, 2015–2016

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 13)

Never

Sometimes

Most of the time

INSTRUCTIONAL TOOLS USED IN MATHEMATICS How often do you use the following during mathematics activities at school?	Percentage of Students*			<i>Number of students who answered "most of the time"</i>
Manipulatives (e.g., base ten blocks, tiles)	15	69	8	1
A calculator	31	54	8	1
A computer to learn mathematics	46	38	15	2

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

Assessments of Reading, Writing and Mathematics, 2015–2016

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 13)



OUT-OF-SCHOOL ACTIVITIES How often do you do the following when you are not at school?	Percentage of Students*	Number of students who answered "every day or almost every day"
I participate in art, music or drama activities.		2
I participate in after-school clubs.		0
I participate in sports or other physical activities.		5

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

We talk about the activities I do in school.		4
We talk about the reading and writing work I do in school.		2
We talk about the mathematics work I do in school.		2
We read together.		3
We look at my school agenda.		7
We use a computer together.		1

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

Assessments of Reading, Writing and Mathematics, 2015–2016

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 13)

SCHOOLS ATTENDED		Percentage of Students*	Number of students
How many schools did you attend before this one?			
	Only this one	69	9
	1 other school	31	4
	2 other schools		0
	3 other schools		0
	4 other schools or more		0

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Only English/ Mostly English	Another language (or other languages) as often as English	Mostly another language (or other languages)/ Only another language (or other languages)

LANGUAGES SPOKEN		Percentage of Students*	Number of students who answered "only English" or "mostly English"
	Languages student speaks at home	92 8	12
	Languages in which people speak to student at home	85 8	11

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

Assessments of Reading, Writing and Mathematics, 2015–2016

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 13)	Female* (# = 5)	Male* (# = 8)	All (# = 1 474)	Female* (# = 730)	Male* (# = 744)	All (# = 120 554)	Female* (# = 59 170)	Male* (# = 61 384)
STUDENT ENGAGEMENT									
About reading: Percentage of students who answered “most of the time”†									
I like to read.	62%	60%	62%	45%	52%	38%	47%	53%	42%
I am a good reader.	62%	80%	50%	66%	69%	63%	64%	66%	63%
I am able to understand difficult reading passages.	38%	40%	38%	30%	28%	32%	29%	27%	31%
I do my best when I do reading activities in class.	85%	100%	75%	74%	80%	68%	73%	77%	69%
STUDENT ENGAGEMENT									
About writing: Percentage of students who answered “most of the time”†									
I like to write.	38%	60%	25%	53%	59%	46%	52%	60%	45%
I am a good writer.	62%	60%	62%	56%	64%	49%	51%	57%	44%
I am able to communicate my ideas in writing.	38%	40%	38%	45%	44%	45%	45%	46%	43%
I do my best when I do writing activities in class.	62%	20%	88%	72%	77%	68%	72%	76%	67%
COGNITIVE STRATEGIES USED IN LANGUAGE									
Percentage of students who answered “most of the time”†									
Before I start to read, I try to predict what the text will be about.	8%	0%	12%	18%	17%	20%	20%	20%	20%
I make sure I understand what I am reading.	54%	60%	50%	66%	68%	65%	65%	68%	62%
I slow down my reading if it is difficult.	54%	60%	50%	50%	55%	46%	52%	56%	47%
When I come to a word I do not understand, I look for clues (eg. punctuation, word parts, other words in the sentence).	23%	20%	25%	35%	37%	34%	36%	39%	34%
When I am finished reading, I think about what I have read.	38%	40%	38%	38%	41%	35%	38%	40%	36%
I organize my ideas before I start to write.	15%	0%	25%	39%	42%	36%	41%	44%	38%
I edit my writing to make it better.	54%	40%	62%	44%	49%	40%	44%	47%	40%
I check my writing for spelling and grammar.	38%	20%	50%	48%	52%	44%	46%	49%	42%
INSTRUCTIONAL TOOLS USED IN READING AND WRITING									
Percentage of students who answered “most of the time”†									
A computer for reading activities	0%	0%	0%	10%	9%	11%	15%	14%	17%
A computer for writing activities	0%	0%	0%	12%	11%	12%	20%	19%	21%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	23%	20%	25%	38%	41%	35%	37%	42%	33%

* Includes only students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, 2015–2016

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 13)	Female* (# = 5)	Male* (# = 8)	All (# = 1 474)	Female* (# = 730)	Male* (# = 744)	All (# = 120 554)	Female* (# = 59 170)	Male* (# = 61 384)
STUDENT ENGAGEMENT									
About mathematics:									
Percentage of students who answered “most of the time”†									
I like mathematics.	62%	80%	50%	56%	51%	61%	59%	54%	63%
I am good at mathematics.	54%	80%	38%	56%	51%	60%	56%	49%	63%
I am able to answer difficult mathematics questions.	31%	20%	38%	38%	31%	44%	39%	31%	46%
I do my best when I do mathematics activities in class.	69%	60%	75%	78%	79%	76%	79%	80%	78%
COGNITIVE STRATEGIES USED IN MATHEMATICS									
When I am working on a mathematics problem,									
Percentage of students who answered “most of the time”†									
I read over the problem first to make sure I know what I am supposed to do.	62%	80%	50%	67%	70%	63%	69%	73%	65%
I think about the steps I will use to solve the problem.	31%	20%	38%	40%	41%	39%	45%	46%	44%
I ask for help if I do not understand the problem.	31%	40%	25%	53%	56%	49%	54%	60%	49%
I check my work for mistakes.	69%	40%	88%	52%	55%	49%	52%	55%	50%
I check my answers to see if it makes sense.	54%	60%	50%	61%	64%	57%	61%	64%	58%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS									
Percentage of students who answered “most of the time”†									
Manipulatives (e.g., base ten blocks, tiles)	8%	20%	0%	31%	35%	28%	28%	31%	25%
A calculator	8%	0%	12%	12%	11%	12%	14%	14%	14%
A computer to learn mathematics	15%	20%	12%	17%	17%	17%	22%	21%	22%

* Includes only students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, 2015–2016

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 13)	Female* (# = 5)	Male* (# = 8)	All (# = 1 474)	Female* (# = 730)	Male* (# = 744)	All (# = 120 554)	Female* (# = 59 170)	Male* (# = 61 384)
OUT-OF-SCHOOL ACTIVITIES									
How often do you do the following when you are not at school? Percentage of students who answered “every day or almost every day”†									
I participate in art, music or drama activities.	15%	0%	25%	20%	26%	15%	25%	31%	20%
I participate in after-school clubs.	0%	0%	0%	9%	9%	10%	14%	14%	13%
I participate in sports or other physical activities.	38%	0%	62%	42%	34%	49%	42%	36%	48%
PARENTAL ENGAGEMENT									
How often do you and a parent, a guardian or another adult who lives with you do the following? Percentage of students who answered “every day or almost every day”†									
We talk about the activities I do in school.	31%	40%	25%	52%	57%	46%	50%	55%	46%
We talk about the reading and writing work I do in school.	15%	20%	12%	30%	33%	26%	31%	34%	28%
We talk about the mathematics work I do in school.	15%	0%	25%	36%	36%	36%	37%	39%	35%
We read together.	23%	20%	25%	29%	30%	28%	31%	33%	29%
We look at my school agenda.	54%	20%	75%	65%	65%	65%	53%	54%	52%
We use a computer together.	8%	0%	12%	12%	12%	12%	15%	15%	15%

* Includes only students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, 2015–2016

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 13)	Female* (# = 5)	Male* (# = 8)	All (# = 1 474)	Female* (# = 730)	Male* (# = 744)	All (# = 120 554)	Female* (# = 59 170)	Male* (# = 61 384)
SCHOOLS ATTENDED									
How many schools did you attend before this one?	Percentage of students†								
Only this school/1 other school	100%	100%	100%	84%	84%	83%	77%	78%	77%
2 other schools/3 other schools	0%	0%	0%	11%	11%	11%	16%	16%	16%
4 other schools or more	0%	0%	0%	3%	2%	4%	4%	4%	4%
LANGUAGES STUDENTS SPEAK AT HOME									
	Percentage of students†								
Only English/Mostly English	92%	100%	88%	85%	85%	84%	72%	70%	73%
Another language (or other languages) as often as English	0%	0%	0%	8%	8%	9%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	8%	0%	12%	5%	5%	6%	10%	11%	10%
LANGUAGES SPOKEN TO STUDENTS AT HOME									
	Percentage of students†								
Only English/Mostly English	85%	100%	75%	82%	83%	82%	67%	66%	68%
Another language (or other languages) as often as English	0%	0%	0%	8%	8%	8%	13%	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	8%	0%	12%	7%	6%	7%	17%	17%	16%

* Includes only students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, 2015–2016

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 14)

Never

Sometimes

Most of the time

STUDENT ENGAGEMENT		Percentage of Students*		Number of students who answered "most of the time"	
About reading:					
I like to read.		7	57	29	4
I am a good reader.		7	29	64	9
I am able to understand difficult reading passages.			64	36	5
I do my best when I do reading activities in class.		7		86	12
STUDENT ENGAGEMENT					
About writing:					
I like to write.			64	36	5
I am a good writer.			43	57	8
I am able to communicate my ideas in writing.		7	36	57	8
I do my best when I do writing activities in class.			29	71	10
COGNITIVE STRATEGIES USED IN LANGUAGE					
Before I start to read, I try to predict what the text will be about.		7	64	21	3
I make sure I understand what I am reading.		7	29	64	9
I slow down my reading if it is difficult.		7	21	71	10
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).		7	29	64	9
When I am finished reading, I think about what I have read.		7	43	50	7
I organize my ideas before I start to write.		14	50	36	5
I edit my writing to make it better.			29	71	10
I check my writing for spelling and grammar.			29	71	10

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














Assessments of Reading, Writing and Mathematics, 2015–2016

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 14)

Never

Sometimes

Most of the time

INSTRUCTIONAL TOOLS USED IN READING AND WRITING How often do you use the following when you read and write at school?	Percentage of Students*	<i>Number of students who answered "most of the time"</i>
A computer for reading activities		0
A computer for writing activities		1
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)		2
The Internet to find information		6
STUDENT ENGAGEMENT About mathematics:		
I like mathematics.		7
I am good at mathematics.		7
I am able to answer difficult mathematics questions.		7
I do my best when I do mathematics activities in class.		10
COGNITIVE STRATEGIES USED IN MATHEMATICS When I am working on a mathematics problem,		
I read over the problem first to make sure I know what I am supposed to do.		13
I think about the steps I will use to solve the problem.		10
I ask for help if I do not understand the problem.		11
I check my work for mistakes.		9
I check my answer to see if it makes sense.		10

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

Assessments of Reading, Writing and Mathematics, 2015–2016

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 14)		
<input checked="" type="checkbox"/> Never	<input type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Most of the time
INSTRUCTIONAL TOOLS USED IN MATHEMATICS How often do you use the following during mathematics activities at school?	Percentage of Students*	Number of students who answered "most of the time"
Manipulatives (e.g., base ten blocks, tiles)		2
A calculator		7
A computer to learn mathematics		0
The Internet to explore information related to mathematics		0

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

Assessments of Reading, Writing and Mathematics, 2015–2016

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 14)



OUT-OF-SCHOOL ACTIVITIES How often do you do the following when you are not at school?	Percentage of Students*	Number of students who answered "every day or almost every day"
I participate in art, music or drama activities.		1
I participate in after-school clubs.		0
I participate in sports or other physical activities.		5

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

We talk about the activities I do in school.		9
We talk about the reading and writing work I do in school.		7
We talk about the mathematics work I do in school.		5
We read together.		0
We look at my school agenda.		7
We use a computer together.		0

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

Assessments of Reading, Writing and Mathematics, 2015–2016

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 14)

SCHOOLS ATTENDED		Percentage of Students*	Number of students
How many schools did you attend before this one?			
Only this one		71	10
1 other school		14	2
2 other schools		7	1
3 other schools			0
4 other schools or more			0

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Only English/ Mostly English	Another language (or other languages) as often as English	Mostly another language (or other languages)/ Only another language (or other languages)

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

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

Assessments of Reading, Writing and Mathematics, 2015–2016

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 14)	Female* (# = 5)	Male* (# = 9)	All (# = 1 500)	Female* (# = 738)	Male* (# = 762)	All (# = 119 451)	Female* (# = 58 364)	Male* (# = 61 087)
STUDENT ENGAGEMENT									
About reading: Percentage of students who answered “most of the time”†									
I like to read.	29%	40%	22%	46%	54%	39%	45%	54%	38%
I am a good reader.	64%	60%	67%	69%	74%	65%	67%	71%	64%
I am able to understand difficult reading passages.	36%	20%	44%	44%	44%	45%	41%	40%	42%
I do my best when I do reading activities in class.	86%	80%	89%	75%	79%	72%	71%	76%	66%
STUDENT ENGAGEMENT									
About writing: Percentage of students who answered “most of the time”†									
I like to write.	36%	60%	22%	46%	60%	33%	43%	55%	31%
I am a good writer.	57%	40%	67%	50%	62%	38%	43%	51%	35%
I am able to communicate my ideas in writing.	57%	40%	67%	54%	59%	50%	49%	54%	45%
I do my best when I do writing activities in class.	71%	60%	78%	76%	82%	71%	70%	76%	64%
COGNITIVE STRATEGIES USED IN LANGUAGE									
Percentage of students who answered “most of the time”†									
Before I start to read, I try to predict what the text will be about.	21%	0%	33%	15%	14%	15%	16%	16%	17%
I make sure I understand what I am reading.	64%	60%	67%	73%	77%	70%	72%	76%	68%
I slow down my reading if it is difficult.	71%	80%	67%	56%	61%	51%	57%	62%	51%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	64%	80%	56%	43%	46%	40%	42%	46%	38%
When I am finished reading, I think about what I have read.	50%	40%	56%	44%	46%	42%	40%	43%	37%
I organize my ideas before I start to write.	36%	0%	56%	35%	38%	31%	35%	39%	30%
I edit my writing to make it better.	71%	60%	78%	52%	60%	44%	51%	58%	45%
I check my writing for spelling and grammar.	71%	60%	78%	56%	61%	52%	53%	59%	48%
INSTRUCTIONAL TOOLS USED IN READING AND WRITING									
Percentage of students who answered “most of the time”†									
A computer for reading activities	0%	0%	0%	6%	6%	7%	10%	8%	12%
A computer for writing activities	7%	20%	0%	18%	14%	21%	31%	29%	33%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	14%	40%	0%	31%	36%	26%	30%	34%	25%
The internet to find information	43%	60%	33%	43%	41%	45%	53%	53%	53%

* Includes only students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, 2015–2016

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 14)	Female* (# = 5)	Male* (# = 9)	All (# = 1 500)	Female* (# = 738)	Male* (# = 762)	All (# = 119 451)	Female* (# = 58 364)	Male* (# = 61 087)
STUDENT ENGAGEMENT									
About mathematics:									
Percentage of students who answered “most of the time”†									
I like mathematics.	50%	20%	67%	47%	41%	54%	50%	42%	57%
I am good at mathematics.	50%	0%	78%	53%	47%	59%	52%	45%	59%
I am able to answer difficult mathematics questions.	50%	20%	67%	39%	32%	46%	38%	30%	46%
I do my best when I do mathematics activities in class.	71%	40%	89%	82%	83%	80%	77%	77%	77%
COGNITIVE STRATEGIES USED IN MATHEMATICS									
When I am working on a mathematics problem,									
Percentage of students who answered “most of the time”†									
I read over the problem first to make sure I know what I am supposed to do.	93%	80%	100%	84%	87%	80%	81%	86%	77%
I think about the steps I will use to solve the problem.	71%	40%	89%	51%	52%	49%	50%	52%	49%
I ask for help if I do not understand the problem.	79%	100%	67%	61%	66%	57%	59%	64%	55%
I check my work for mistakes.	64%	40%	78%	53%	55%	52%	50%	51%	48%
I check my answers to see if it makes sense.	71%	40%	89%	68%	69%	67%	66%	68%	64%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS									
Percentage of students who answered “most of the time”†									
Manipulatives (e.g., base ten blocks, tiles)	14%	20%	11%	16%	18%	13%	17%	19%	14%
A calculator	50%	80%	33%	59%	63%	54%	48%	53%	43%
A computer to learn mathematics	0%	0%	0%	8%	6%	9%	10%	9%	10%
The Internet to explore information related to mathematics	0%	0%	0%	8%	8%	9%	11%	10%	12%

* Includes only students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, 2015–2016

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 14)	Female* (# = 5)	Male* (# = 9)	All (# = 1 500)	Female* (# = 738)	Male* (# = 762)	All (# = 119 451)	Female* (# = 58 364)	Male* (# = 61 087)
OUT-OF-SCHOOL ACTIVITIES									
How often do you do the following when you are not at school? Percentage of students who answered “every day or almost every day”†									
I participate in art, music or drama activities.	7%	0%	11%	16%	21%	12%	16%	20%	12%
I participate in after-school clubs.	0%	0%	0%	8%	9%	7%	10%	10%	9%
I participate in sports or other physical activities.	36%	20%	44%	48%	44%	52%	43%	37%	49%
PARENTAL ENGAGEMENT									
How often do you and a parent, a guardian or another adult who lives with you do the following? Percentage of students who answered “every day or almost every day”†									
We talk about the activities I do in school.	64%	80%	56%	49%	52%	45%	45%	49%	42%
We talk about the reading and writing work I do in school.	50%	40%	56%	23%	24%	22%	22%	24%	20%
We talk about the mathematics work I do in school.	36%	0%	56%	33%	34%	33%	33%	35%	31%
We read together.	0%	0%	0%	7%	7%	7%	7%	7%	8%
We look at my school agenda.	50%	20%	67%	46%	43%	49%	29%	29%	29%
We use a computer together.	0%	0%	0%	8%	8%	9%	9%	9%	10%

* Includes only students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, 2015–2016

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 14)	Female* (# = 5)	Male* (# = 9)	All (# = 1 500)	Female* (# = 738)	Male* (# = 762)	All (# = 119 451)	Female* (# = 58 364)	Male* (# = 61 087)
SCHOOLS ATTENDED									
How many schools did you attend before this one?	Percentage of students†								
Only this school/1 other school	86%	100%	78%	79%	80%	78%	69%	69%	68%
2 other schools/3 other schools	7%	0%	11%	15%	14%	15%	22%	22%	22%
4 other schools or more	0%	0%	0%	5%	4%	5%	6%	6%	6%
LANGUAGES STUDENTS SPEAK AT HOME									
	Percentage of students†								
Only English/Mostly English	93%	100%	89%	87%	87%	88%	74%	75%	74%
Another language (or other languages) as often as English	0%	0%	0%	7%	8%	7%	15%	16%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	0%	0%	0%	3%	3%	4%	8%	7%	8%
LANGUAGES SPOKEN TO STUDENTS AT HOME									
	Percentage of students†								
Only English/Mostly English	93%	100%	89%	84%	83%	84%	68%	68%	68%
Another language (or other languages) as often as English	0%	0%	0%	7%	8%	6%	13%	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	0%	0%	0%	7%	7%	7%	15%	14%	15%

* Includes only students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, 2015–2016

EXPLANATION OF TERMS	
All Students	Results are reported for all students in the grade.
Participating Students	Results are reported only for those students who took part in the assessment (excludes “no data” and “exempt” categories).
Provincial Standard	The Ministry of Education has set Level 3 as the provincial standard.
Level 4	The student has demonstrated the required knowledge and skills. Achievement surpasses the provincial standard.
Level 3	The student has demonstrated most of the required knowledge and skills. Achievement is at the provincial standard.
Level 2	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.
Level 1	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.
NE1	"Not enough evidence for Level 1" is used when students did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.
No Data	Students who did not have a result due to absence or other reasons.
Exempt	Students who were formally exempted from participation in one or more components of the assessment.
English Language Learners	Students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)</i> .
Students with Special Education Needs (excluding gifted)	Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students whose sole exceptionality is giftedness are not included.
N/R	“Not reported” indicates that the number of students participating (fewer than 10 in a group) or responding to the Student Questionnaire (fewer than six in a group) is so small that identification of individual student results might be possible; therefore, results are not reported.
N/D	No data available is used to indicate that there were no students in the grade or subject for the group or year specified.
W	Results are being withheld by EQAO. For further information, please contact the school principal.
EC	Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.
NP	Non-participating indicates that due to exceptional circumstances, some or all of the school's or board's students did not participate.