



School Report



Assessments of Reading, Writing and Mathematics Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

School: Mother Teresa Catholic Elementary School (688784)
Board: Niagara Catholic DSB (67156)

On behalf of EQAO, I am pleased to provide you with the results of the 2016–2017 Assessments of Reading, Writing and Mathematics for the primary (Grades 1–3) and junior (Grades 4–6) divisions. This report includes the 2016–2017 school and board results, as well as results from previous years, so you can track progress over time. You will also find demographic and attitudinal information, which provides context for interpreting achievement results.

By developing assessments that gauge student achievement against the learning expectations outlined in *The Ontario Curriculum*, EQAO ensures that every student in Ontario’s school system is assessed using the same yardstick at key stages in his or her schooling. In doing so, EQAO is able to provide reliable and objective data at the individual student, school and board levels that support educators in their professional practice.

Of course, the information that EQAO provides is not limited to student achievement results and also includes contextual, attitudinal and behavioural data. This wide range of data enables school and board communities to gain richer insights into students’ learning. By using EQAO data in conjunction with classroom and school-board information, educators across the province have been able to make evidence-based decisions in their planning and to monitor the progress of their initiatives. Because of this, EQAO data have served as a catalyst for improving student achievement since the inception of the agency, in 1996.

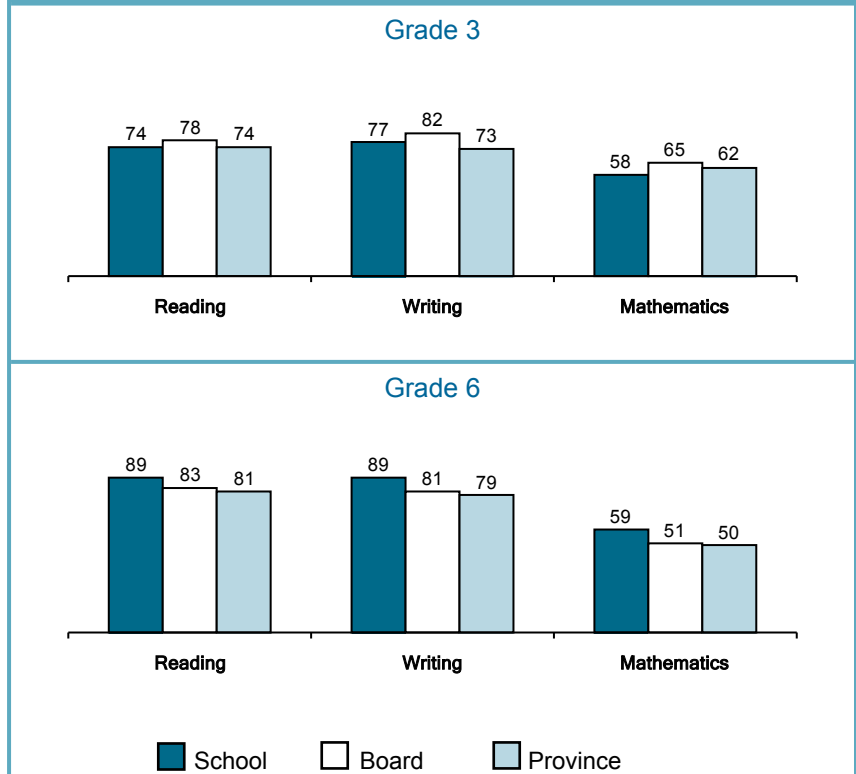
We hope you will find this report useful. It has been designed to assist you in your conversations about improving student learning. We look forward to continuing our partnership with you as we all work toward helping students meet, at the minimum, the provincial standard.

Sincerely,

Norah Marsh
Chief Executive Officer
Education Quality and Accountability Office

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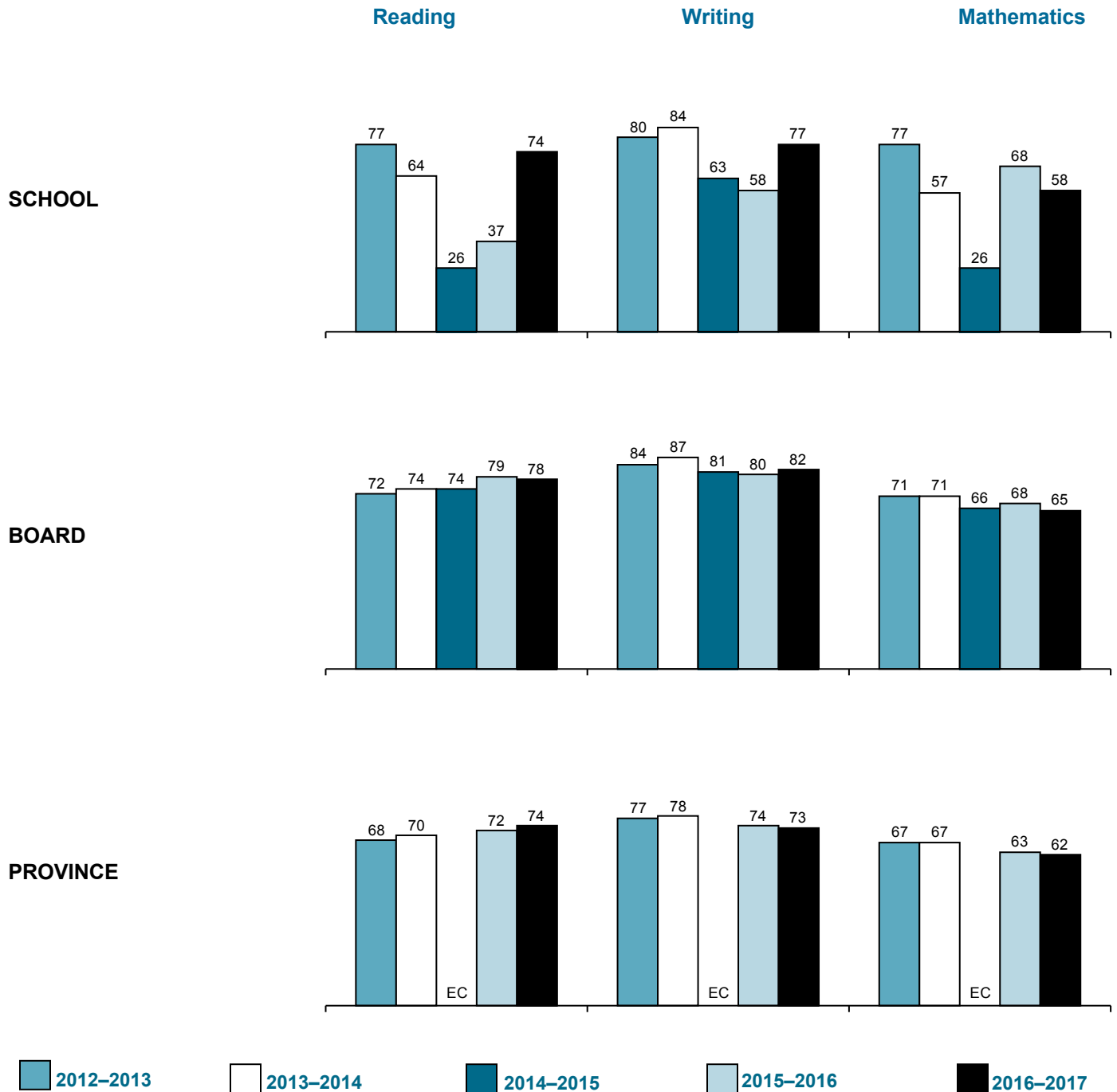
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2016–2017



Assessments of Reading, Writing and Mathematics, 2016–2017

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

PERCENTAGE OF STUDENTS: Grade 3



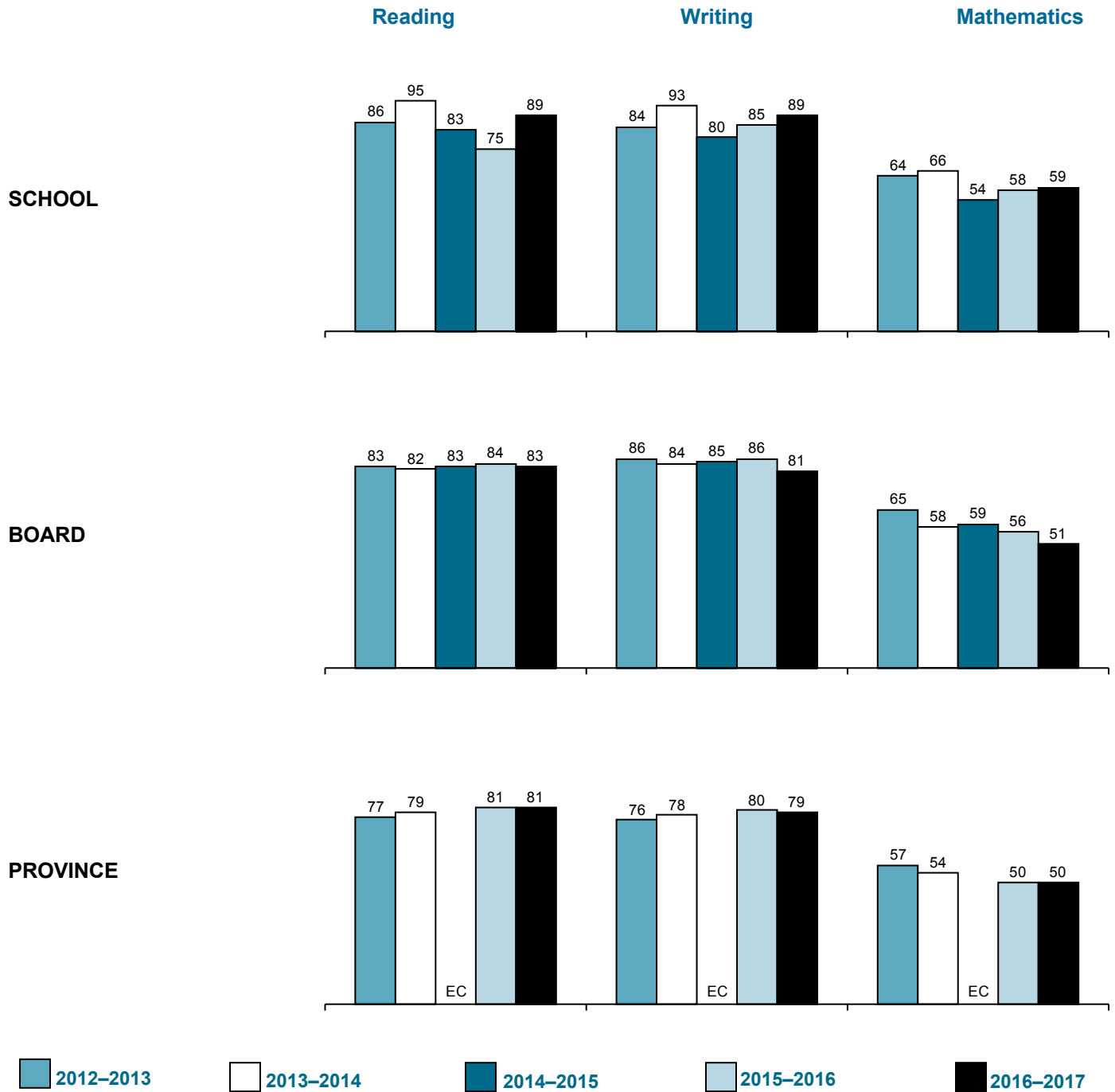
Total Number of Grade 3 Students

	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
School	44	44	27	19	31
Board	1 530	1 527	1 542	1 513	1 530
Province	127 645	127 505	EC	125 484	132 992

Assessments of Reading, Writing and Mathematics, 2016–2017

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>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
School	44	41	35	48	44
Board	1 602	1 505	1 550	1 529	1 522
Province	131 589	127 286	EC	123 685	130 775

Assessments of Reading, Writing and Mathematics, 2016–2017

TIPS

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



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



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



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



EQAO values students' privacy. Results are not reported publicly for schools or boards where fewer than 10 students participated because it might be possible to identify individual students.

ABOUT THIS SCHOOL OR BOARD REPORT

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

This report includes

- ◆ results for this year;
- ◆ a comparison of results of the current and previous administrations to aid in monitoring improvement;
- ◆ information about the characteristics of the students who participated;
- ◆ summary graphs showing the percentage of students achieving the provincial standard in reading, writing and mathematics;
- ◆ detailed tables and graphs showing results for all levels of achievement, results for gender and participation information;
- ◆ student questionnaire results; and
- ◆ 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, 2016–2017

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	31		1 530		132 992	
Number of classes with Grade 3 students	2		103		10 098	
Number of schools with Grade 3 classes	Not applicable		48		3 317	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	16	52%	767	50%	64 691	49%
Male	15	48%	763	50%	68 301	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	0	0%	14	1%	17 849	13%
Students with special education needs (excluding gifted)**	3	10%	316	21%	24 077	18%
Place of Birth						
Born in Canada	28	90%	1 463	96%	118 988	89%
Born outside Canada	3	10%	66	4%	13 723	10%
In Canada less than one year	0	0%	4	<1%	982	1%
In Canada one year or more but less than three years	1	3%	12	1%	3 323	2%
In Canada three years or more	2	6%	50	3%	8 591	6%
Language						
First language learned at home was other than English	4	13%	122	8%	28 979	22%
Year Student Entered Current School						
Year of the assessment	2	6%	137	9%	17 064	13%
Year prior to the assessment	1	3%	125	8%	14 673	11%
2 years prior to the assessment	0	0%	197	13%	19 187	14%
3 or more years prior to the assessment	28	90%	1 070	70%	81 933	62%
Data not available	0	0%	1	<1%	135	<1%
Year Student Entered Current Board						
Year of the assessment	1	3%	57	4%	8 285	6%
Year prior to the assessment	1	3%	64	4%	7 747	6%
2 years prior to the assessment	0	0%	98	6%	9 898	7%
3 or more years prior to the assessment	29	94%	1 309	86%	106 764	80%
Data not available	0	0%	2	<1%	298	<1%

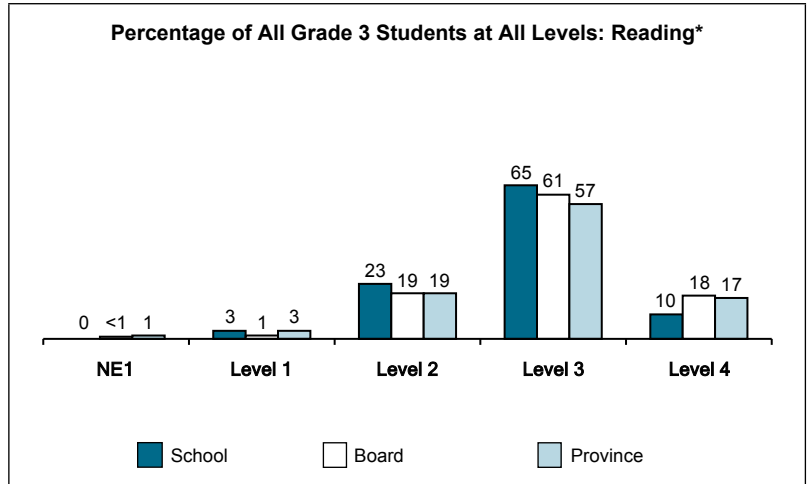
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

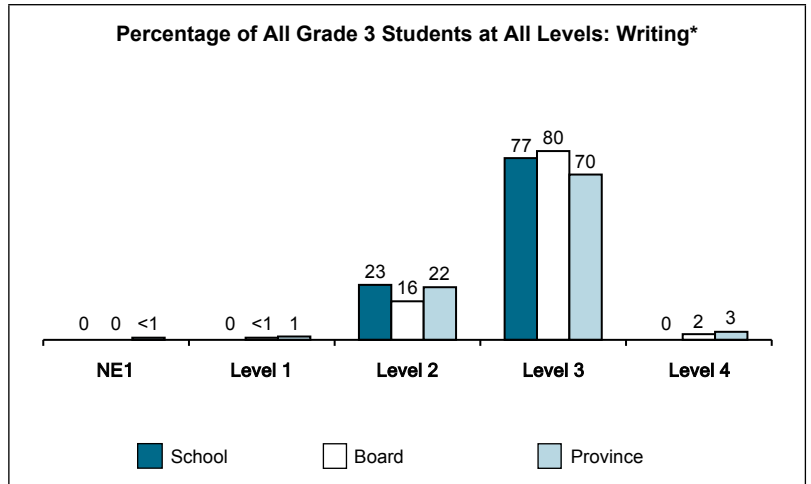
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 3: All Students^{††}

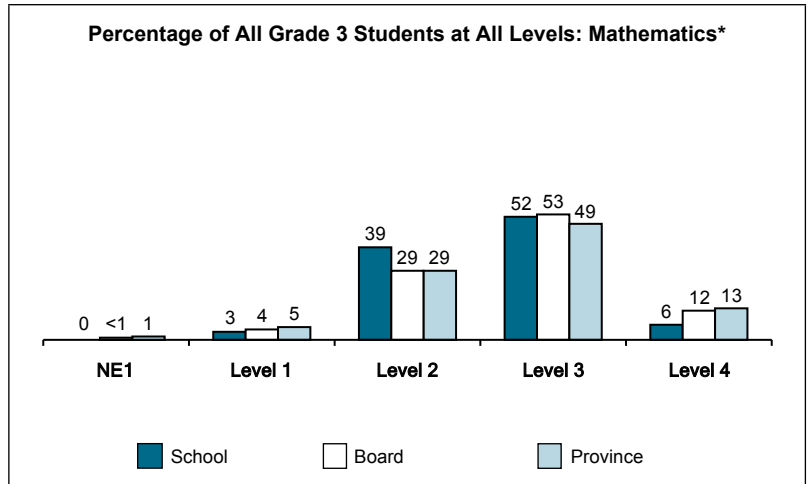
Grade 3: Reading*				
Number of Students	School 31		Board 1 458	Province 126 016
	#	%	%	%
Level 4	3	10%	18%	17%
Level 3	20	65%	61%	57%
Level 2	7	23%	19%	19%
Level 1	1	3%	1%	3%
NEI**	0	0%	<1%	1%
Participating Students	31	100%	99%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	3%
At or Above Provincial Standard (Levels 3 and 4)†		74%	78%	74%



Grade 3: Writing*				
Number of Students	School 31		Board 1 458	Province 126 036
	#	%	%	%
Level 4	0	0%	2%	3%
Level 3	24	77%	80%	70%
Level 2	7	23%	16%	22%
Level 1	0	0%	<1%	1%
NEI**	0	0%	0%	<1%
Participating Students	31	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		77%	82%	73%



Grade 3: Mathematics*				
Number of Students	School 31		Board 1 530	Province 132 983
	#	%	%	%
Level 4	2	6%	12%	13%
Level 3	16	52%	53%	49%
Level 2	12	39%	29%	29%
Level 1	1	3%	4%	5%
NEI**	0	0%	<1%	1%
Participating Students	31	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		58%	65%	62%

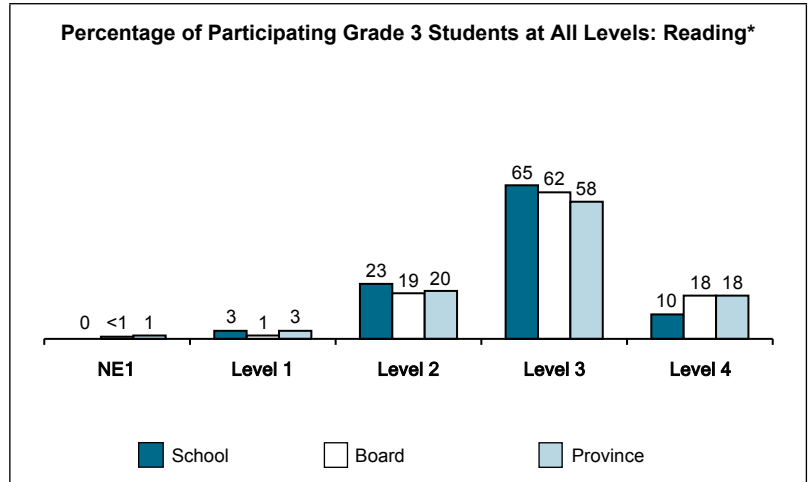


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
 ** See the Explanation of Terms.
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages 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.

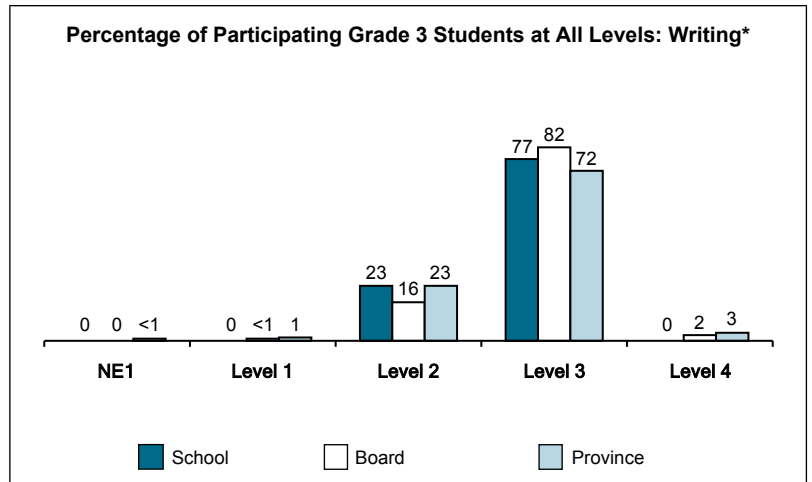
Assessments of Reading, Writing and Mathematics, 2016–2017

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

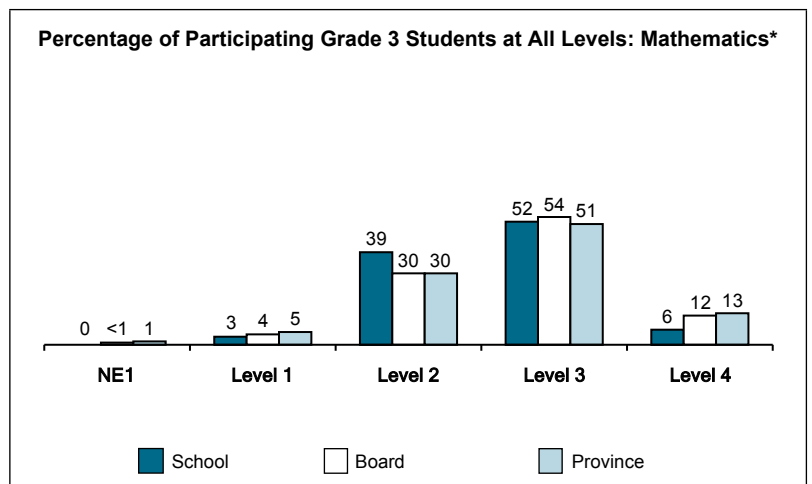
Grade 3: Reading*				
Number of Students	School 31		Board 1 437	Province 122 003
	#	%	%	%
Level 4	3	10%	18%	18%
Level 3	20	65%	62%	58%
Level 2	7	23%	19%	20%
Level 1	1	3%	1%	3%
NE1**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		74%	80%	76%



Grade 3: Writing*				
Number of Students	School 31		Board 1 436	Province 122 199
	#	%	%	%
Level 4	0	0%	2%	3%
Level 3	24	77%	82%	72%
Level 2	7	23%	16%	23%
Level 1	0	0%	<1%	1%
NE1**	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		77%	84%	76%



Grade 3: Mathematics*				
Number of Students	School 31		Board 1 507	Province 129 191
	#	%	%	%
Level 4	2	6%	12%	13%
Level 3	16	52%	54%	51%
Level 2	12	39%	30%	30%
Level 1	1	3%	4%	5%
NE1**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		58%	66%	64%



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

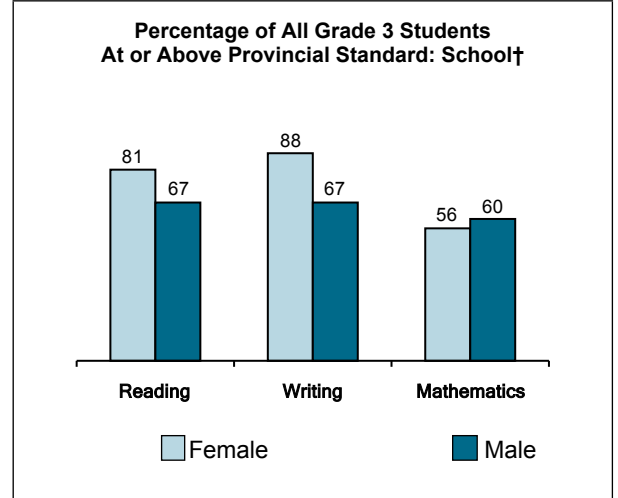
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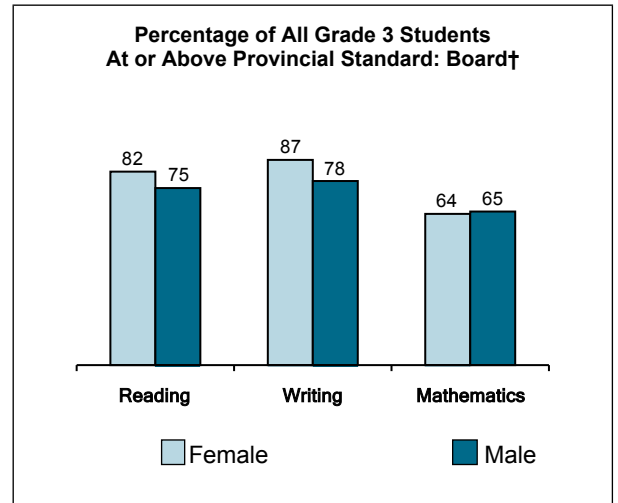
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Grade 3: Gender††

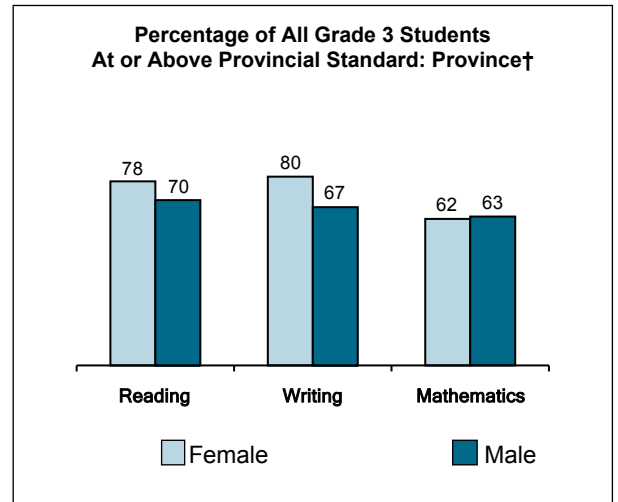
Grade 3: School*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 16	Male 15	Female 16	Male 15	Female 16	Male 15
Level 4	19%	0%	0%	0%	12%	0%
Level 3	62%	67%	88%	67%	44%	60%
Level 2	19%	27%	12%	33%	38%	40%
Level 1	0%	7%	0%	0%	6%	0%
NEI**	0%	0%	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%	100%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	81%	67%	88%	67%	56%	60%



Grade 3: Board*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 724	Male 734	Female 724	Male 734	Female 767	Male 763
Level 4	23%	12%	2%	1%	11%	12%
Level 3	60%	62%	85%	76%	54%	53%
Level 2	16%	22%	12%	20%	30%	28%
Level 1	1%	1%	<1%	<1%	5%	4%
NEI**	0%	<1%	0%	0%	0%	<1%
<i>Participating Students</i>	99%	98%	99%	98%	99%	98%
No Data	<1%	<1%	<1%	<1%	<1%	1%
Exempt	1%	2%	1%	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	82%	75%	87%	78%	64%	65%



Grade 3: Province*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 60 812	Male 65 204	Female 60 817	Male 65 219	Female 64 685	Male 68 298
Level 4	22%	13%	5%	2%	12%	13%
Level 3	57%	57%	75%	65%	49%	49%
Level 2	17%	22%	17%	27%	31%	28%
Level 1	2%	3%	1%	1%	5%	5%
NEI**	<1%	1%	<1%	1%	<1%	1%
<i>Participating Students</i>	98%	96%	98%	96%	98%	96%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	3%	2%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	78%	70%	80%	67%	62%	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, 2016–2017

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	44		1 522		130 775	
Number of classes with Grade 6 students	2		79		8 394	
Number of schools with Grade 6 classes	Not applicable		48		3 145	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	22	50%	730	48%	63 445	49%
Male	22	50%	792	52%	67 330	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	0	0%	16	1%	14 238	11%
Students with special education needs (excluding gifted)**	2	5%	345	23%	28 345	22%
Place of Birth						
Born in Canada	41	93%	1 429	94%	114 230	87%
Born outside Canada	3	7%	90	6%	16 324	12%
In Canada less than one year	1	2%	10	1%	786	1%
In Canada one year or more but less than three years	0	0%	16	1%	3 045	2%
In Canada three years or more	2	5%	64	4%	11 764	9%
Language						
First language learned at home was other than English	5	11%	143	9%	29 758	23%
Year Student Entered Current School						
Year of the assessment	4	9%	111	7%	27 713	21%
Year prior to the assessment	4	9%	115	8%	12 625	10%
2 years prior to the assessment	0	0%	194	13%	11 572	9%
3 or more years prior to the assessment	36	82%	1 102	72%	78 785	60%
Data not available	0	0%	0	0%	80	<1%
Year Student Entered Current Board						
Year of the assessment	1	2%	54	4%	7 190	5%
Year prior to the assessment	1	2%	61	4%	6 480	5%
2 years prior to the assessment	1	2%	56	4%	5 705	4%
3 or more years prior to the assessment	41	93%	1 351	89%	109 729	84%
Data not available	0	0%	0	0%	1 671	1%

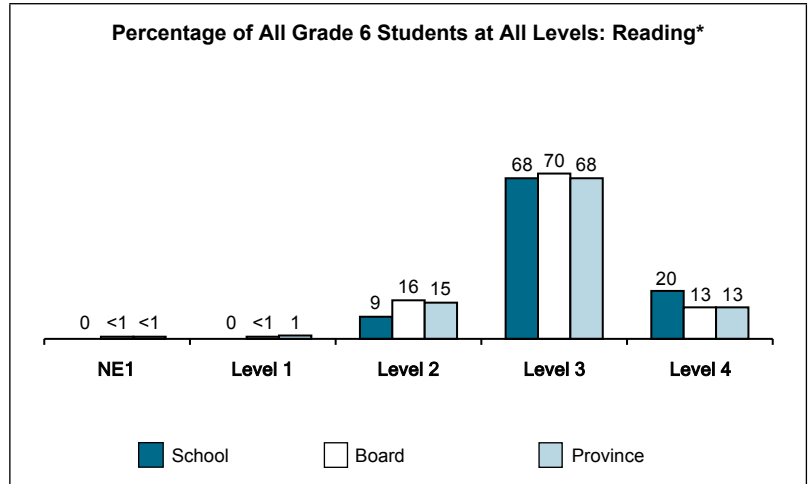
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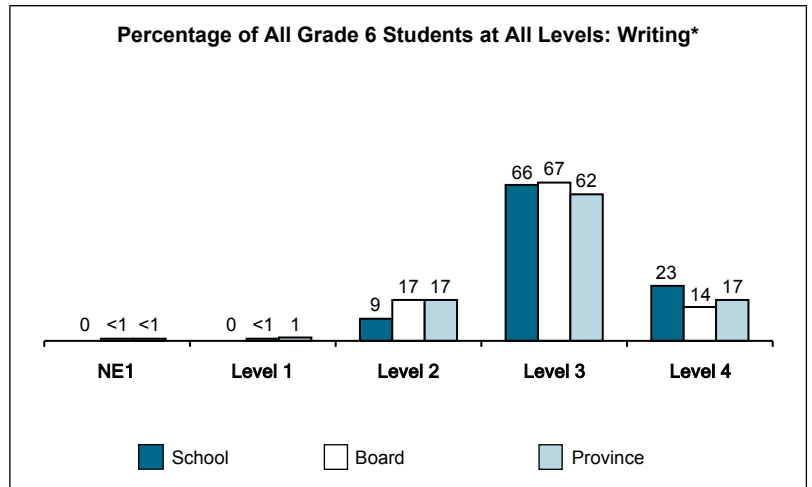
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Grade 6: All Students

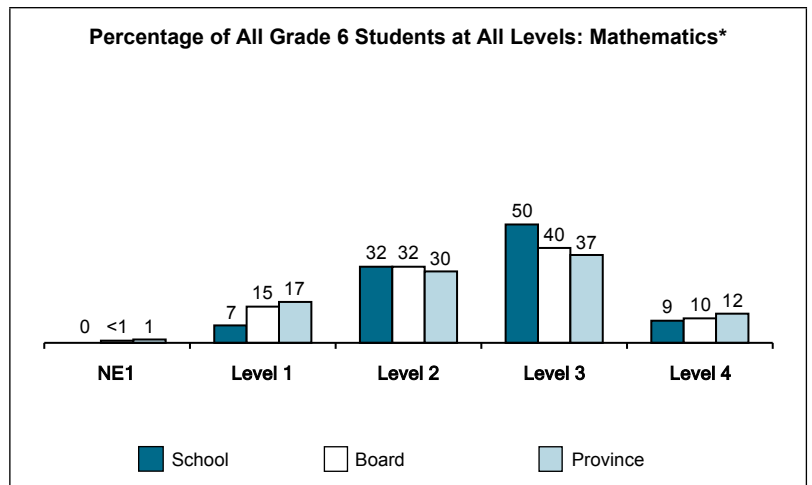
Grade 6: Reading*				
Number of Students	School 44		Board 1 521	Province 130 767
	#	%	%	%
Level 4	9	20%	13%	13%
Level 3	30	68%	70%	68%
Level 2	4	9%	16%	15%
Level 1	0	0%	<1%	1%
NE1**	0	0%	<1%	<1%
Participating Students	43	98%	98%	97%
No Data	0	0%	<1%	1%
Exempt	1	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		89%	83%	81%



Grade 6: Writing*				
Number of Students	School 44		Board 1 522	Province 130 773
	#	%	%	%
Level 4	10	23%	14%	17%
Level 3	29	66%	67%	62%
Level 2	4	9%	17%	17%
Level 1	0	0%	<1%	1%
NE1**	0	0%	<1%	<1%
Participating Students	43	98%	98%	97%
No Data	0	0%	<1%	1%
Exempt	1	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		89%	81%	79%



Grade 6: Mathematics*				
Number of Students	School 44		Board 1 522	Province 130 652
	#	%	%	%
Level 4	4	9%	10%	12%
Level 3	22	50%	40%	37%
Level 2	14	32%	32%	30%
Level 1	3	7%	15%	17%
NE1**	0	0%	<1%	1%
Participating Students	43	98%	98%	97%
No Data	0	0%	<1%	1%
Exempt	1	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		59%	51%	50%



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

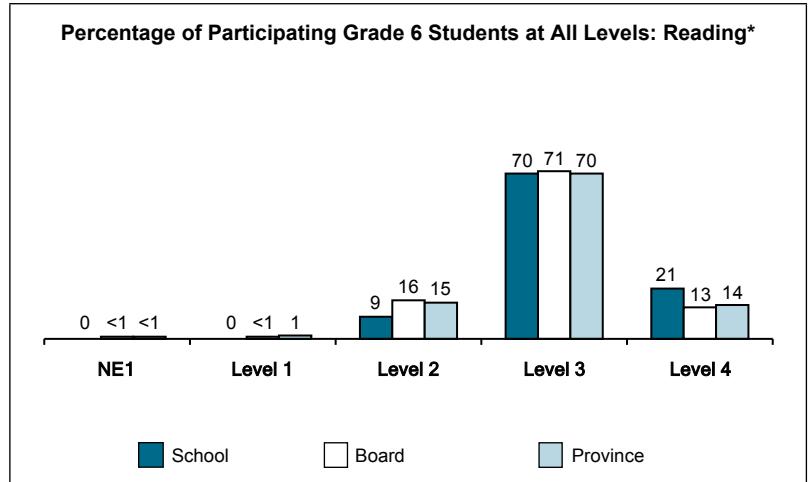
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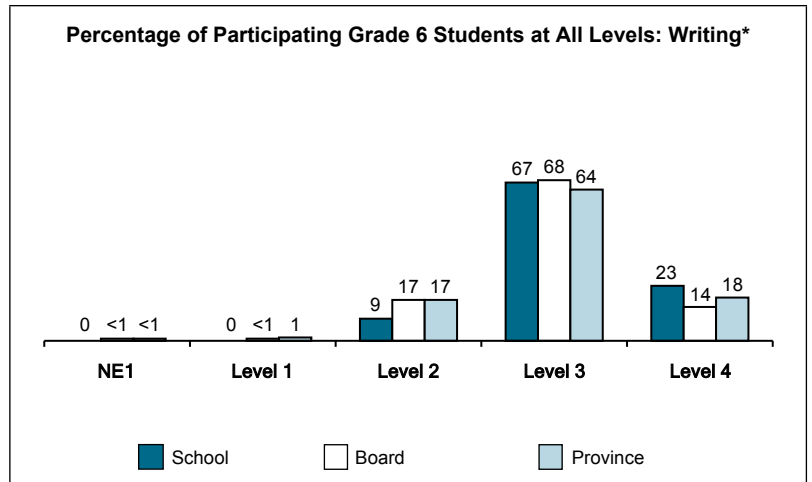
Assessments of Reading, Writing and Mathematics, 2016–2017

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

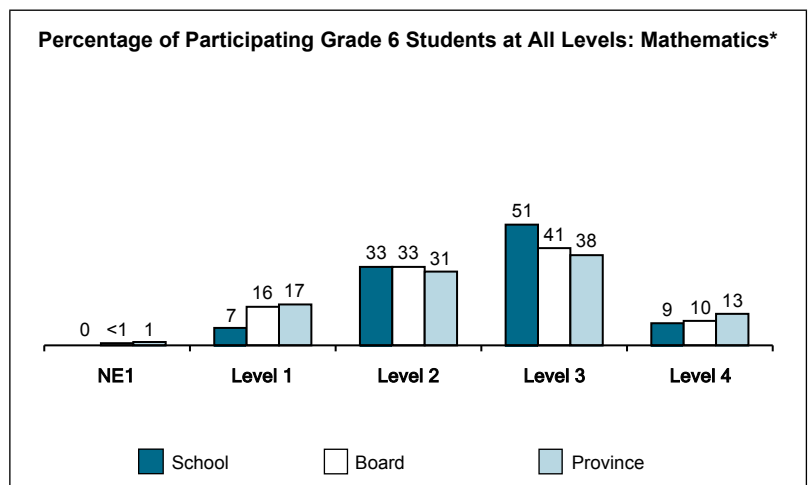
Grade 6: Reading*				
Number of Students	School 43		Board 1 496	Province 127 220
	#	%	%	%
Level 4	9	21%	13%	14%
Level 3	30	70%	71%	70%
Level 2	4	9%	16%	15%
Level 1	0	0%	<1%	1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	91%		84%	83%



Grade 6: Writing*				
Number of Students	School 43		Board 1 497	Province 127 258
	#	%	%	%
Level 4	10	23%	14%	18%
Level 3	29	67%	68%	64%
Level 2	4	9%	17%	17%
Level 1	0	0%	<1%	1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	91%		82%	81%



Grade 6: Mathematics*				
Number of Students	School 43		Board 1 498	Province 127 059
	#	%	%	%
Level 4	4	9%	10%	13%
Level 3	22	51%	41%	38%
Level 2	14	33%	33%	31%
Level 1	3	7%	16%	17%
NE1**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	60%		52%	51%

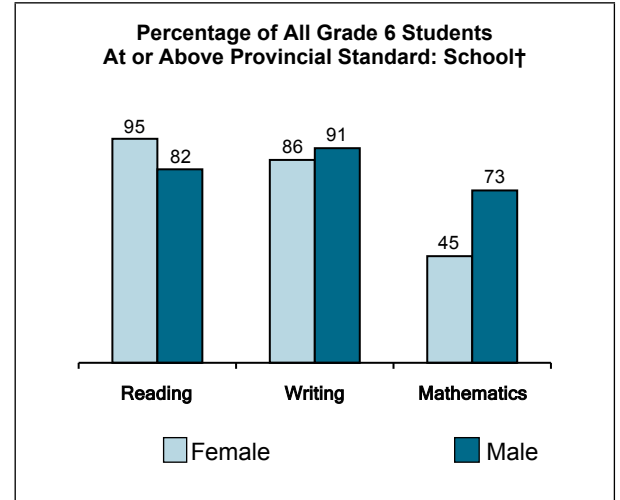


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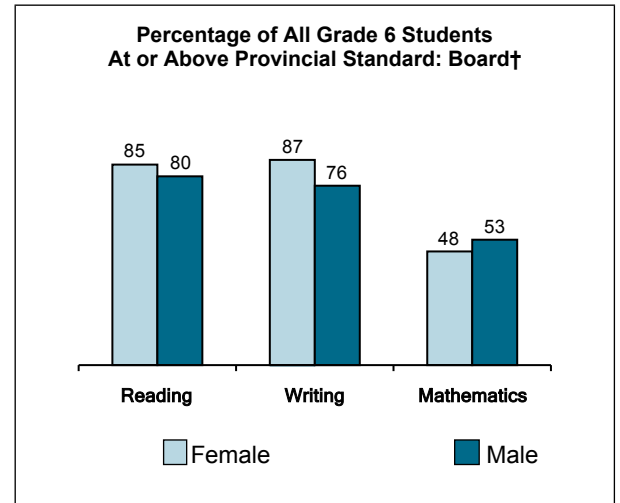
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 6: Gender††

Grade 6: School*						
	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
<i>Number of Students</i>	22	22	22	22	22	22
Level 4	32%	9%	27%	18%	18%	0%
Level 3	64%	73%	59%	73%	27%	73%
Level 2	0%	18%	9%	9%	45%	18%
Level 1	0%	0%	0%	0%	5%	9%
NEI**	0%	0%	0%	0%	0%	0%
<i>Participating Students</i>	95%	100%	95%	100%	95%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	5%	0%	5%	0%	5%	0%
At or Above Provincial Standard (Levels 3 and 4)†	95%	82%	86%	91%	45%	73%



Grade 6: Board*						
	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
<i>Number of Students</i>	730	791	730	792	730	792
Level 4	16%	10%	20%	9%	9%	11%
Level 3	69%	70%	67%	67%	39%	41%
Level 2	13%	18%	11%	22%	35%	30%
Level 1	<1%	<1%	<1%	<1%	15%	15%
NEI**	0%	<1%	0%	<1%	0%	<1%
<i>Participating Students</i>	98%	98%	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	85%	80%	87%	76%	48%	53%



Grade 6: Province*						
	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
<i>Number of Students</i>	63 443	67 324	63 445	67 328	63 378	67 274
Level 4	18%	9%	24%	11%	12%	13%
Level 3	68%	67%	62%	62%	37%	37%
Level 2	11%	18%	11%	23%	32%	29%
Level 1	1%	1%	1%	1%	16%	17%
NEI**	<1%	<1%	<1%	<1%	<1%	1%
<i>Participating Students</i>	98%	97%	98%	97%	98%	97%
No Data	1%	1%	1%	1%	1%	1%
Exempt	1%	2%	1%	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	86%	77%	86%	73%	49%	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, 2016–2017

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	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Enrolment					
Number of students	44	44	27	19	31
Participation in the Assessment					
Reading†	95%	98%	100%	100%	100%
Writing†	95%	98%	100%	100%	100%
Mathematics†	95%	98%	100%	100%	100%
Gender					
Female	52%	43%	52%	47%	52%
Male	48%	57%	48%	53%	48%
Student Status					
English language learners**	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)**	18%	7%	7%	21%	10%
Place of Birth					
Born in Canada	95%	93%	93%	95%	90%
Born outside Canada	5%	7%	7%	5%	10%
In Canada less than one year	0%	0%	4%	0%	0%
In Canada one year or more but less than three years	2%	0%	0%	0%	3%
In Canada three years or more	2%	7%	4%	5%	6%
Language					
First language learned at home was other than English	9%	14%	7%	0%	13%
Year Student Entered Current School					
Year of the assessment	9%	9%	11%	11%	6%
Year prior to the assessment	0%	5%	7%	5%	3%
2 years prior to the assessment	9%	14%	11%	11%	0%
3 or more years prior to the assessment	82%	73%	70%	74%	90%
Data not available	0%	0%	0%	0%	0%
Year Student Entered Current Board					
Year of the assessment	2%	9%	7%	0%	3%
Year prior to the assessment	0%	2%	4%	0%	3%
2 years prior to the assessment	9%	5%	7%	5%	0%
3 or more years prior to the assessment	86%	75%	81%	95%	94%
Data not available	2%	9%	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.

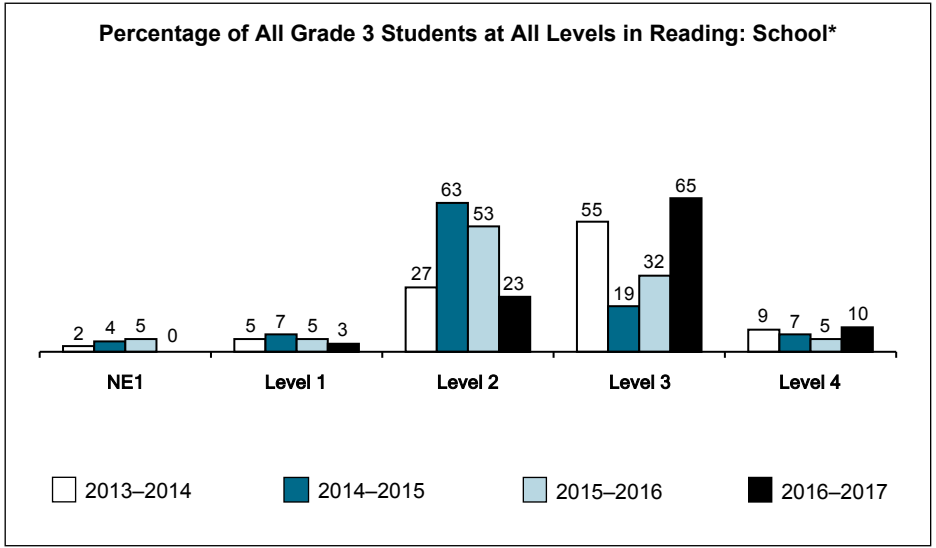
** See the Explanation of Terms.

Assessments of Reading, Writing and Mathematics, 2016–2017

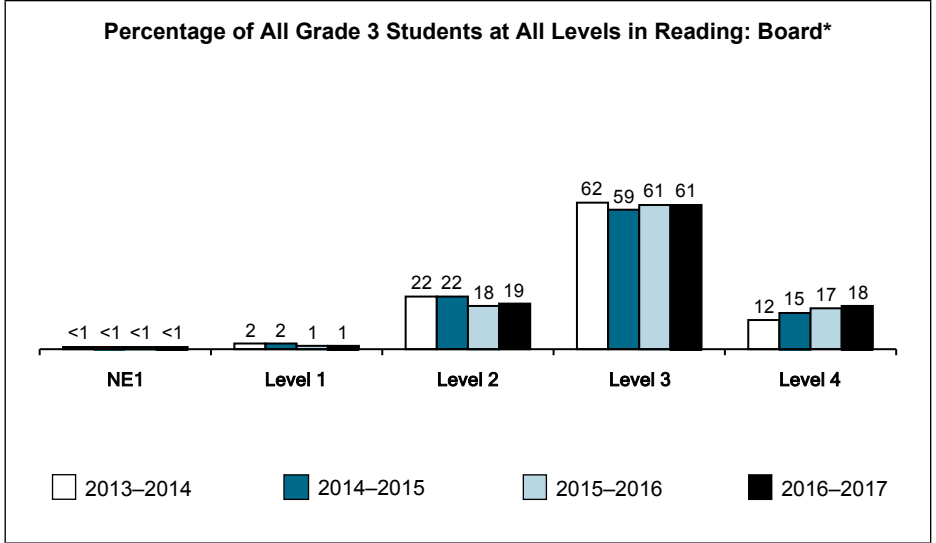
Results over Time, 2013–2014 to 2016–2017*

Grade 3: Reading

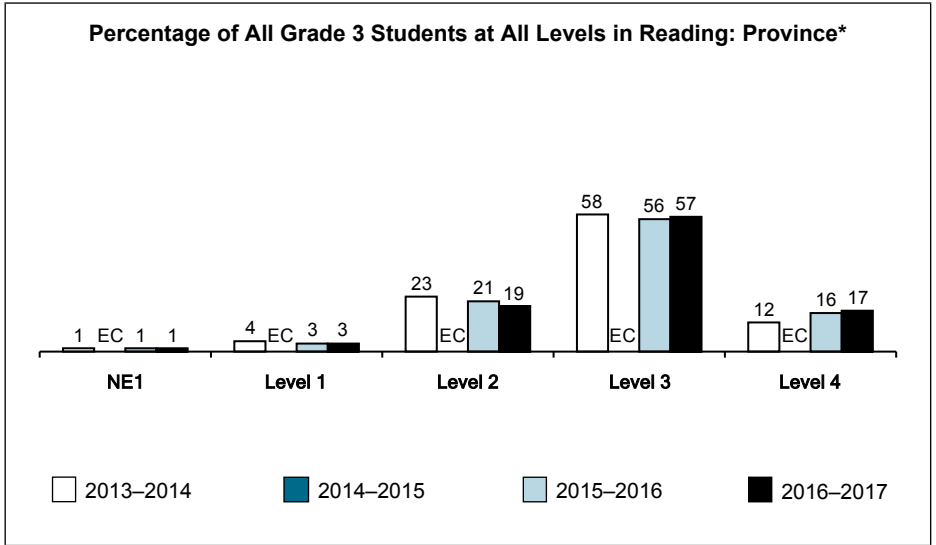
Grade 3 Reading: School*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	44	27	19	31
Level 4	9%	7%	5%	10%
Level 3	55%	19%	32%	65%
Level 2	27%	63%	53%	23%
Level 1	5%	7%	5%	3%
NE1**	2%	4%	5%	0%
<i>Participating Students</i>	98%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	2%	0%	0%	0%
At or Above Provincial Standard†	64%	26%	37%	74%



Grade 3 Reading: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	1 527	1 542	1 439	1 458
Level 4	12%	15%	17%	18%
Level 3	62%	59%	61%	61%
Level 2	22%	22%	18%	19%
Level 1	2%	2%	1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	98%	98%	99%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	2%	2%	1%
At or Above Provincial Standard†	74%	74%	79%	78%



Grade 3 Reading: Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	122 018	EC	118 838	126 016
Level 4	12%	EC	16%	17%
Level 3	58%	EC	56%	57%
Level 2	23%	EC	21%	19%
Level 1	4%	EC	3%	3%
NE1**	1%	EC	1%	1%
<i>Participating Students</i>	97%	EC	97%	97%
No Data	1%	EC	1%	1%
Exempt	2%	EC	3%	3%
At or Above Provincial Standard†	70%	EC	72%	74%



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

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

** See the Explanation of Terms.

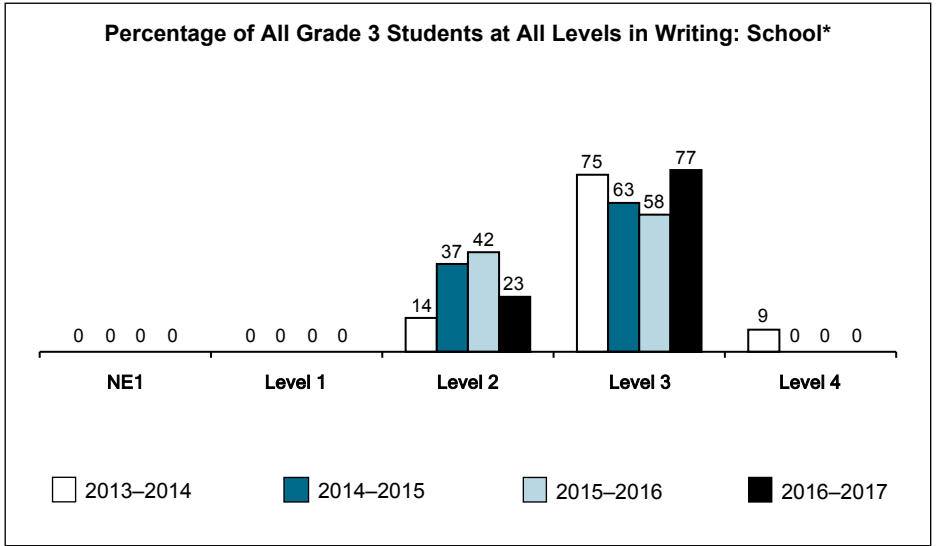
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Assessments of Reading, Writing and Mathematics, 2016–2017

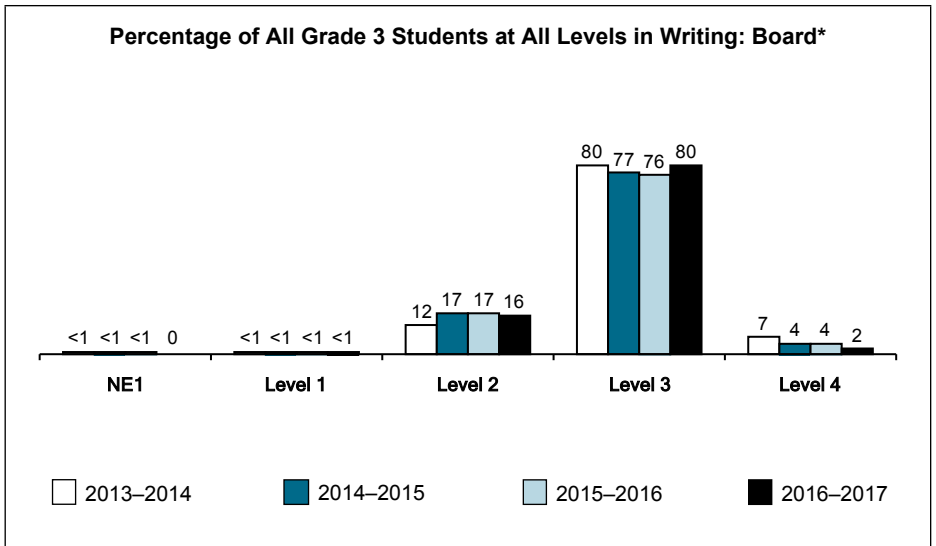
Results over Time, 2013–2014 to 2016–2017*

Grade 3: Writing

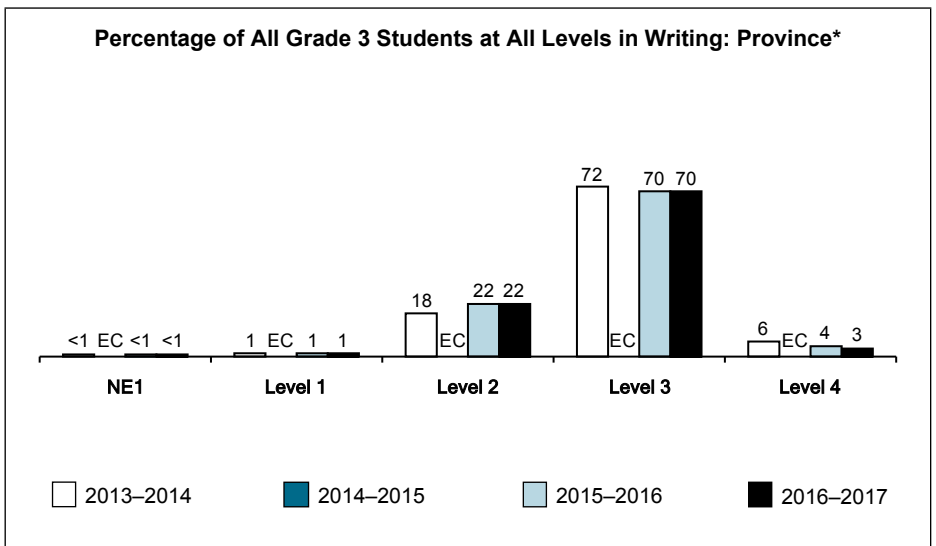
Grade 3 Writing: School*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	44	27	19	31
Level 4	9%	0%	0%	0%
Level 3	75%	63%	58%	77%
Level 2	14%	37%	42%	23%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	98%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	2%	0%	0%	0%
At or Above Provincial Standard†	84%	63%	58%	77%



Grade 3 Writing: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	1 527	1 542	1 439	1 458
Level 4	7%	4%	4%	2%
Level 3	80%	77%	76%	80%
Level 2	12%	17%	17%	16%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	0%
<i>Participating Students</i>	99%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	2%	1%
At or Above Provincial Standard†	87%	81%	80%	82%



Grade 3 Writing: Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	122 018	EC	118 860	126 036
Level 4	6%	EC	4%	3%
Level 3	72%	EC	70%	70%
Level 2	18%	EC	22%	22%
Level 1	1%	EC	1%	1%
NE1**	<1%	EC	<1%	<1%
<i>Participating Students</i>	97%	EC	97%	97%
No Data	1%	EC	1%	1%
Exempt	2%	EC	2%	2%
At or Above Provincial Standard†	78%	EC	74%	73%



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

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** See the Explanation of Terms.

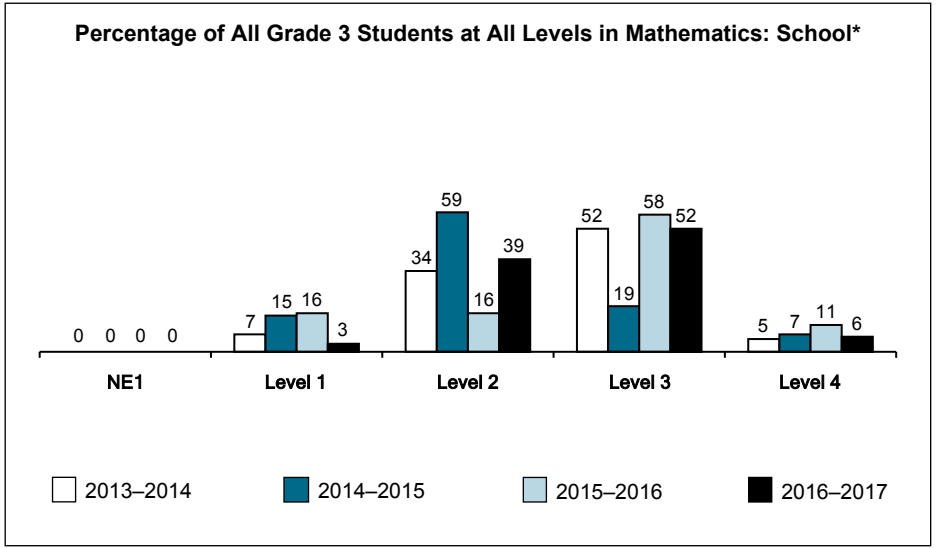
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Assessments of Reading, Writing and Mathematics, 2016–2017

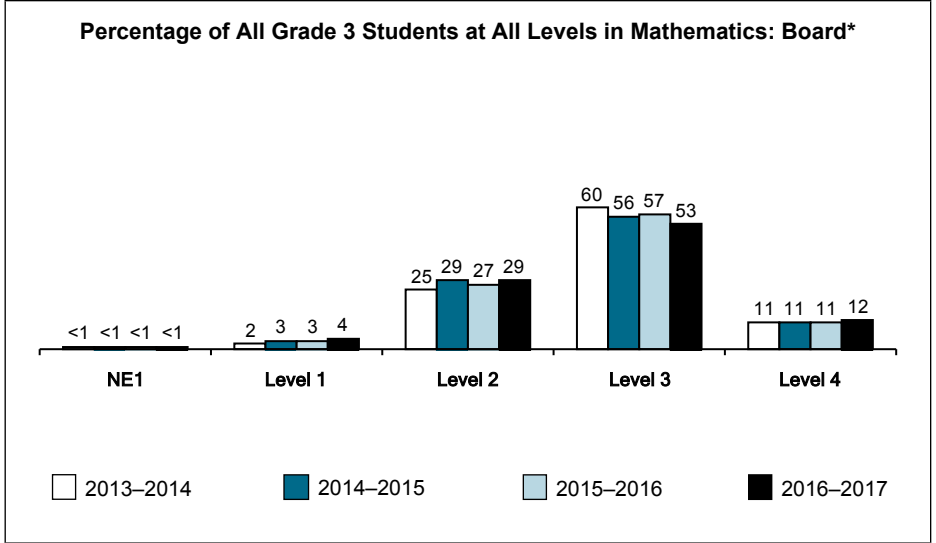
Results over Time, 2013–2014 to 2016–2017*

Grade 3: Mathematics

Grade 3 Mathematics: School*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	44	27	19	31
Level 4	5%	7%	11%	6%
Level 3	52%	19%	58%	52%
Level 2	34%	59%	16%	39%
Level 1	7%	15%	16%	3%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	98%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	2%	0%	0%	0%
At or Above Provincial Standard†	57%	26%	68%	58%



Grade 3 Mathematics: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	1 527	1 542	1 513	1 530
Level 4	11%	11%	11%	12%
Level 3	60%	56%	57%	53%
Level 2	25%	29%	27%	29%
Level 1	2%	3%	3%	4%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	2%	1%
At or Above Provincial Standard†	71%	66%	68%	65%



Grade 3 Mathematics: Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	127 504	EC	125 471	132 983
Level 4	13%	EC	12%	13%
Level 3	54%	EC	51%	49%
Level 2	26%	EC	28%	29%
Level 1	4%	EC	5%	5%
NE1**	<1%	EC	1%	1%
<i>Participating Students</i>	97%	EC	97%	97%
No Data	1%	EC	1%	1%
Exempt	2%	EC	2%	2%
At or Above Provincial Standard†	67%	EC	63%	62%



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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.

Assessments of Reading, Writing and Mathematics, 2016–2017

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	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Enrolment					
Number of students	44	41	35	48	44
Participation in the Assessment					
Reading	100%	100%	97%	96%	98%
Writing	100%	100%	97%	96%	98%
Mathematics	100%	100%	97%	96%	98%
Gender					
Female	57%	46%	40%	56%	50%
Male	43%	54%	60%	44%	50%
Student Status					
English language learners**	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)**	14%	15%	11%	21%	5%
Place of Birth					
Born in Canada	91%	98%	91%	94%	93%
Born outside Canada	9%	2%	9%	6%	7%
In Canada less than one year	0%	0%	0%	2%	2%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	9%	2%	9%	4%	5%
Language					
First language learned at home was other than English	7%	5%	9%	10%	11%
Year Student Entered Current School					
Year of the assessment	9%	0%	6%	6%	9%
Year prior to the assessment	2%	5%	6%	4%	9%
2 years prior to the assessment	7%	0%	3%	6%	0%
3 or more years prior to the assessment	82%	95%	86%	83%	82%
Data not available	0%	0%	0%	0%	0%
Year Student Entered Current Board					
Year of the assessment	5%	0%	3%	6%	2%
Year prior to the assessment	2%	2%	6%	2%	2%
2 years prior to the assessment	7%	0%	3%	4%	2%
3 or more years prior to the assessment	75%	90%	77%	85%	93%
Data not available	11%	7%	11%	2%	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.

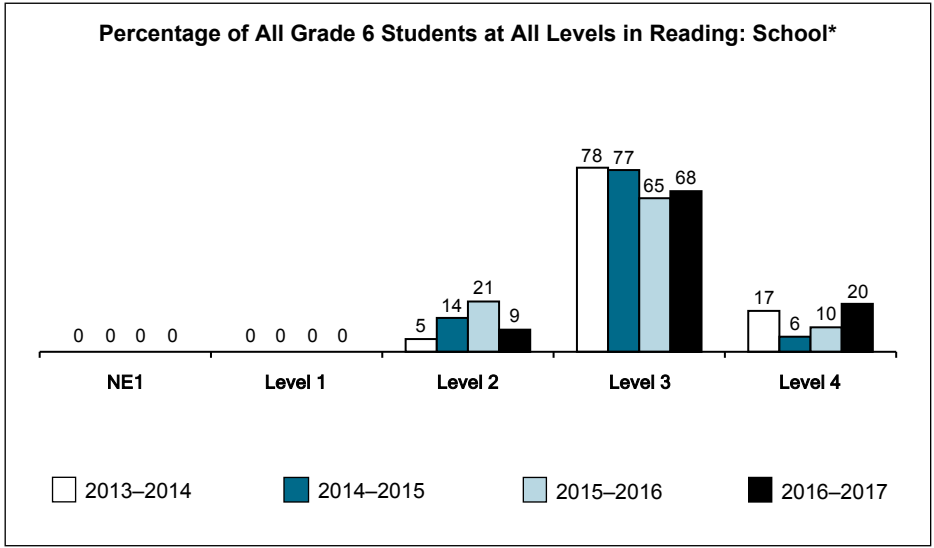
** See the Explanation of Terms.

Assessments of Reading, Writing and Mathematics, 2016–2017

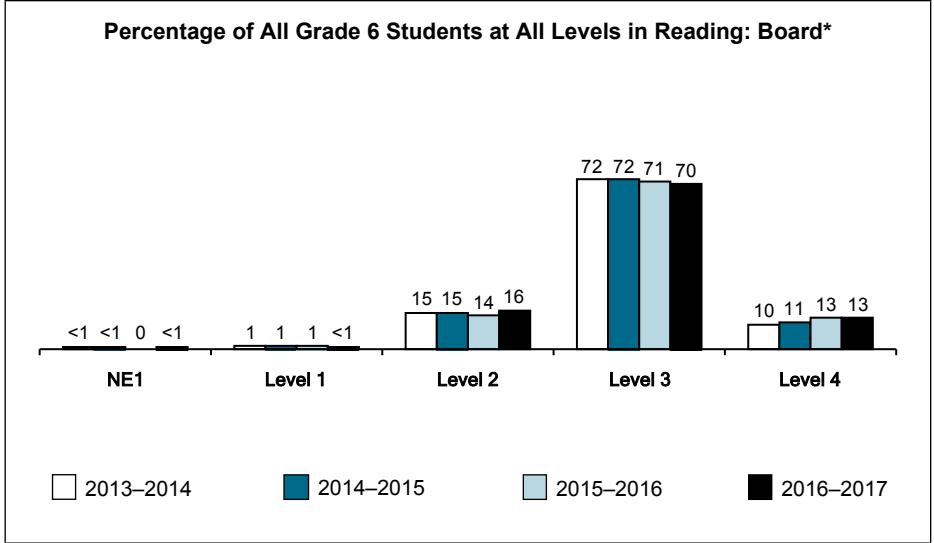
Results over Time, 2013–2014 to 2016–2017*

Grade 6: Reading

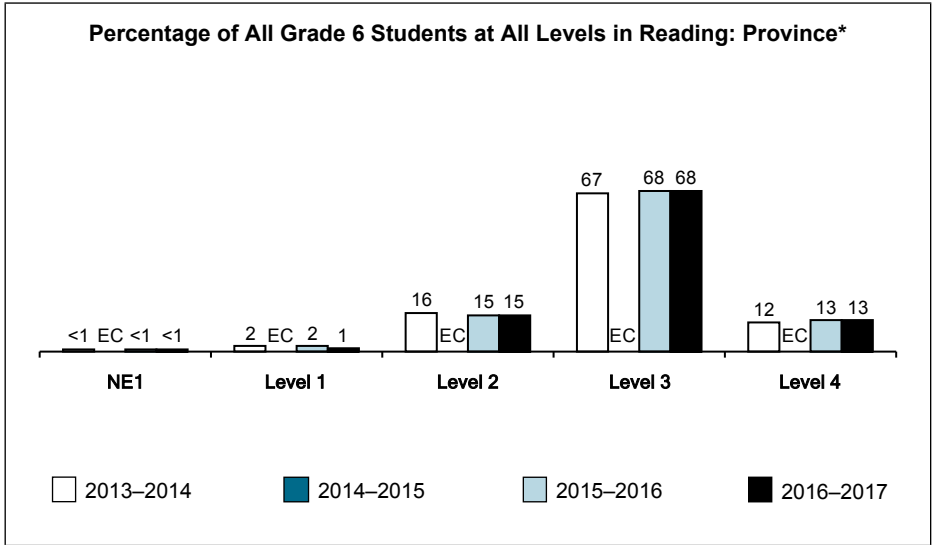
Grade 6 Reading: School*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	41	35	48	44
Level 4	17%	6%	10%	20%
Level 3	78%	77%	65%	68%
Level 2	5%	14%	21%	9%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	97%	96%	98%
No Data	0%	0%	0%	0%
Exempt	0%	3%	4%	2%
At or Above Provincial Standard†	95%	83%	75%	89%



Grade 6 Reading: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	1 505	1 550	1 529	1 521
Level 4	10%	11%	13%	13%
Level 3	72%	72%	71%	70%
Level 2	15%	15%	14%	16%
Level 1	1%	1%	1%	<1%
NE1**	<1%	<1%	0%	<1%
<i>Participating Students</i>	98%	99%	99%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	82%	83%	84%	83%



Grade 6 Reading: Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	127 261	EC	123 592	130 767
Level 4	12%	EC	13%	13%
Level 3	67%	EC	68%	68%
Level 2	16%	EC	15%	15%
Level 1	2%	EC	2%	1%
NE1**	<1%	EC	<1%	<1%
<i>Participating Students</i>	98%	EC	97%	97%
No Data	<1%	EC	1%	1%
Exempt	2%	EC	2%	2%
At or Above Provincial Standard†	79%	EC	81%	81%



♦ 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.

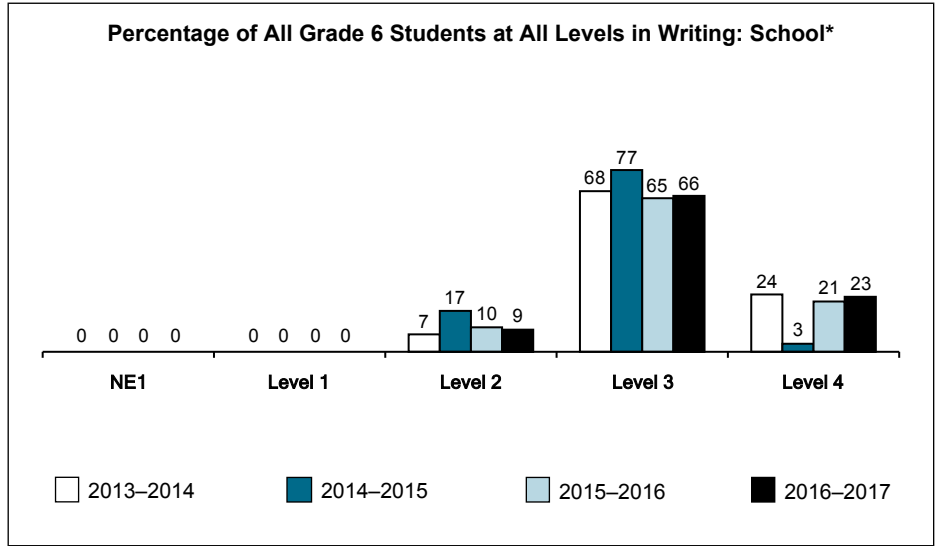
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Assessments of Reading, Writing and Mathematics, 2016–2017

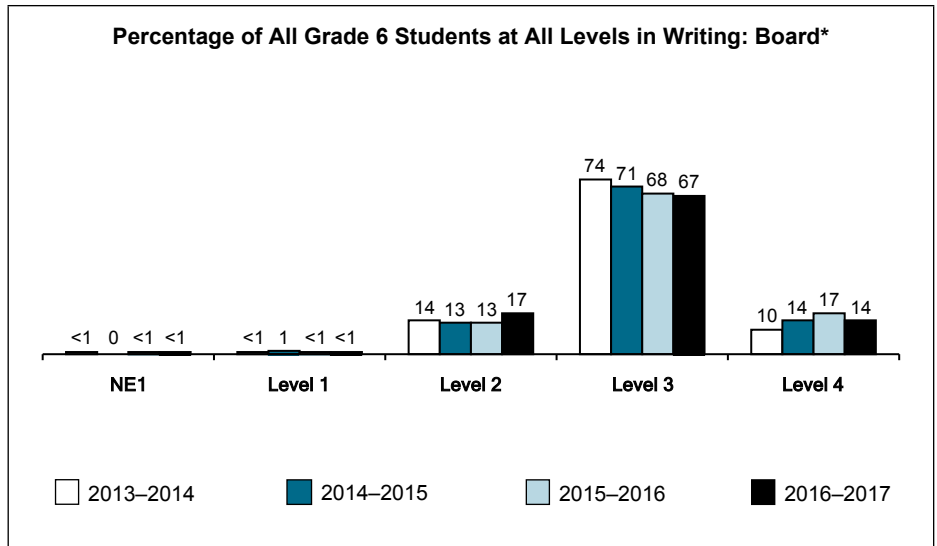
Results over Time, 2013–2014 to 2016–2017*

Grade 6: Writing

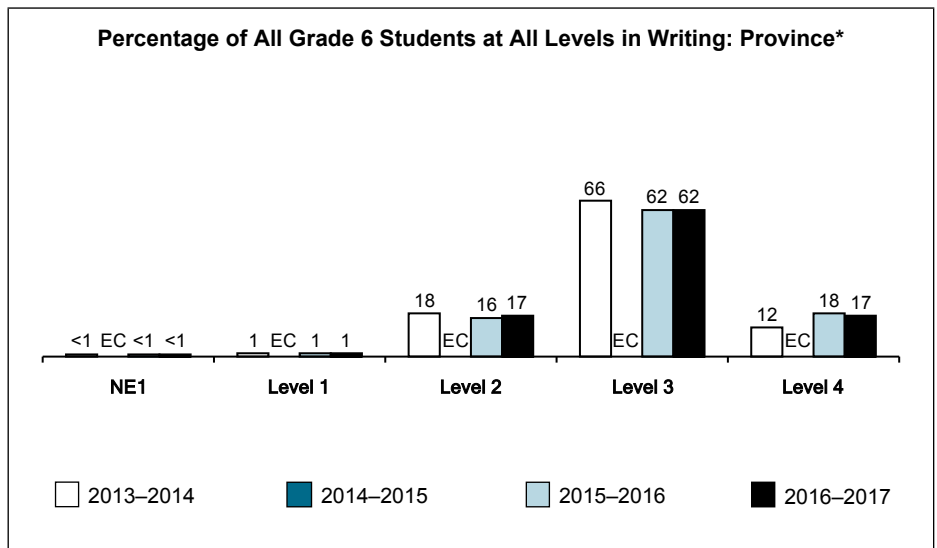
Grade 6 Writing: School*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	41	35	48	44
Level 4	24%	3%	21%	23%
Level 3	68%	77%	65%	66%
Level 2	7%	17%	10%	9%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	97%	96%	98%
No Data	0%	0%	0%	0%
Exempt	0%	3%	4%	2%
At or Above Provincial Standard†	93%	80%	85%	89%



Grade 6 Writing: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	1 505	1 550	1 529	1 522
Level 4	10%	14%	17%	14%
Level 3	74%	71%	68%	67%
Level 2	14%	13%	13%	17%
Level 1	<1%	1%	<1%	<1%
NE1**	<1%	0%	<1%	<1%
<i>Participating Students</i>	98%	99%	99%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	84%	85%	86%	81%



Grade 6 Writing: Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	127 207	EC	123 617	130 773
Level 4	12%	EC	18%	17%
Level 3	66%	EC	62%	62%
Level 2	18%	EC	16%	17%
Level 1	1%	EC	1%	1%
NE1**	<1%	EC	<1%	<1%
<i>Participating Students</i>	98%	EC	97%	97%
No Data	1%	EC	1%	1%
Exempt	2%	EC	2%	2%
At or Above Provincial Standard†	78%	EC	80%	79%



♦ 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.

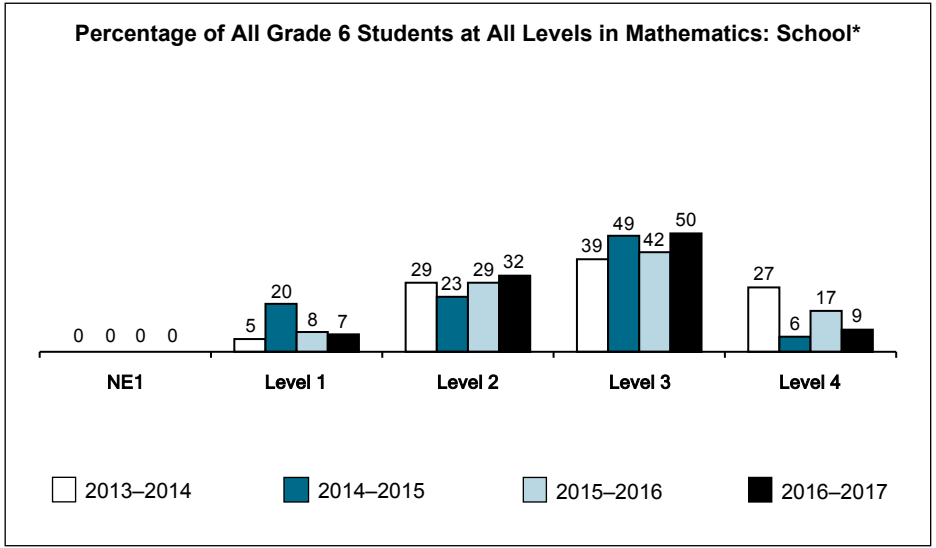
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Assessments of Reading, Writing and Mathematics, 2016–2017

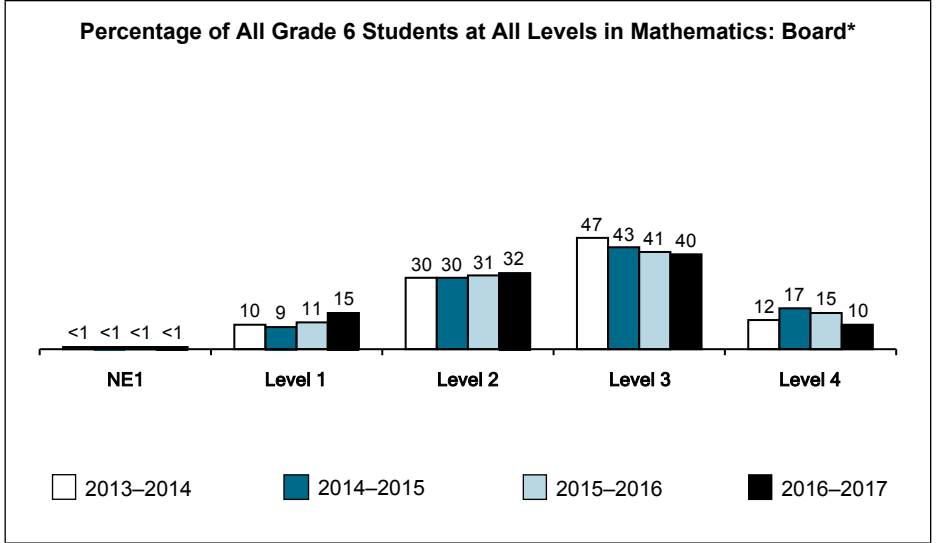
Results over Time, 2013–2014 to 2016–2017*

Grade 6: Mathematics

Grade 6 Mathematics: School*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	41	35	48	44
Level 4	27%	6%	17%	9%
Level 3	39%	49%	42%	50%
Level 2	29%	23%	29%	32%
Level 1	5%	20%	8%	7%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	97%	96%	98%
No Data	0%	0%	0%	0%
Exempt	0%	3%	4%	2%
At or Above Provincial Standard†	66%	54%	58%	59%



Grade 6 Mathematics: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	1 505	1 550	1 529	1 522
Level 4	12%	17%	15%	10%
Level 3	47%	43%	41%	40%
Level 2	30%	30%	31%	32%
Level 1	10%	9%	11%	15%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	99%	99%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	58%	59%	56%	51%



Grade 6 Mathematics: Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	127 286	EC	123 666	130 652
Level 4	13%	EC	13%	12%
Level 3	42%	EC	37%	37%
Level 2	30%	EC	31%	30%
Level 1	13%	EC	16%	17%
NE1**	<1%	EC	<1%	1%
<i>Participating Students</i>	98%	EC	97%	97%
No Data	1%	EC	1%	1%
Exempt	2%	EC	2%	2%
At or Above Provincial Standard†	54%	EC	50%	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.

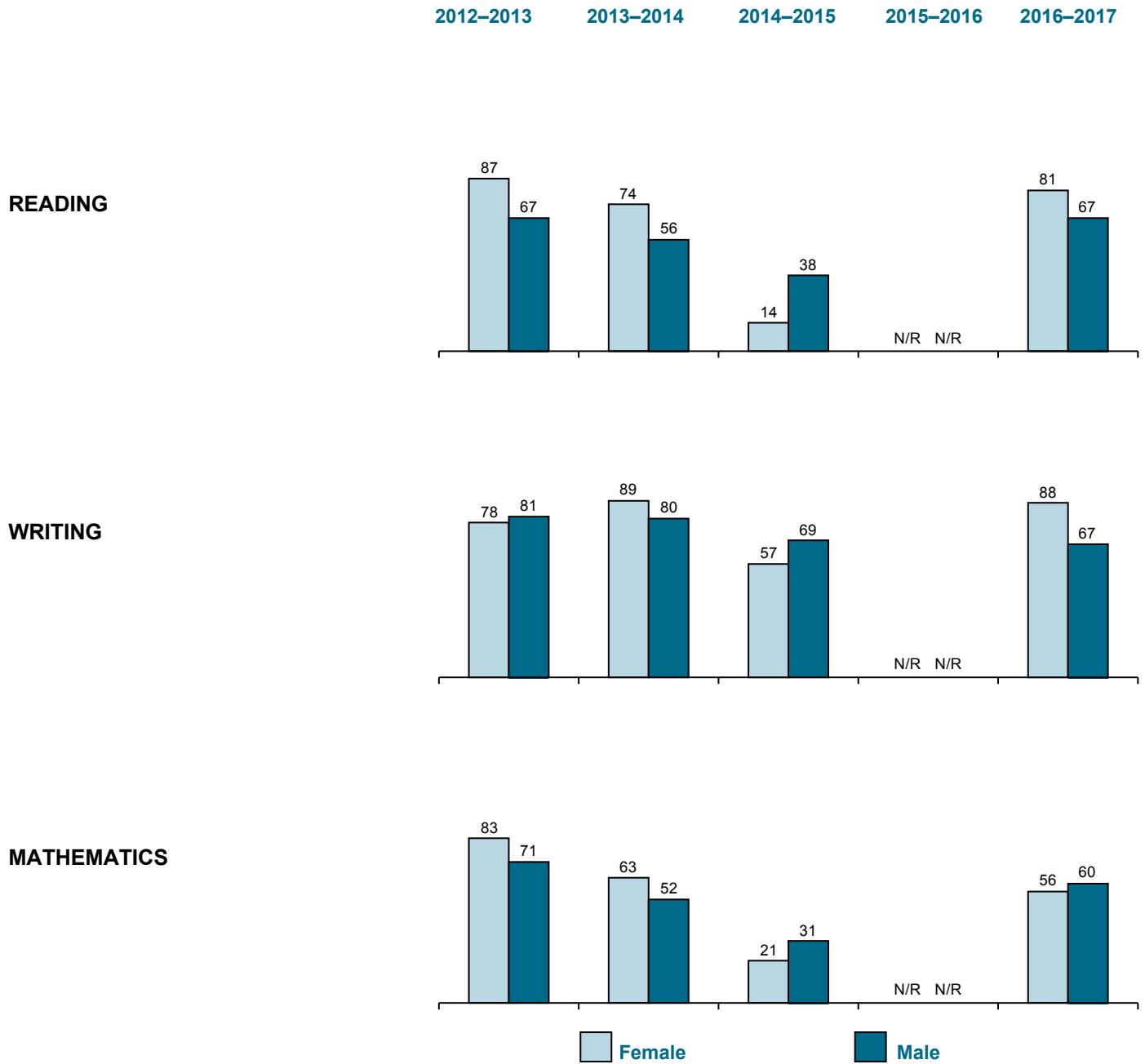
** See the Explanation of Terms.

† 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, 2016–2017

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*

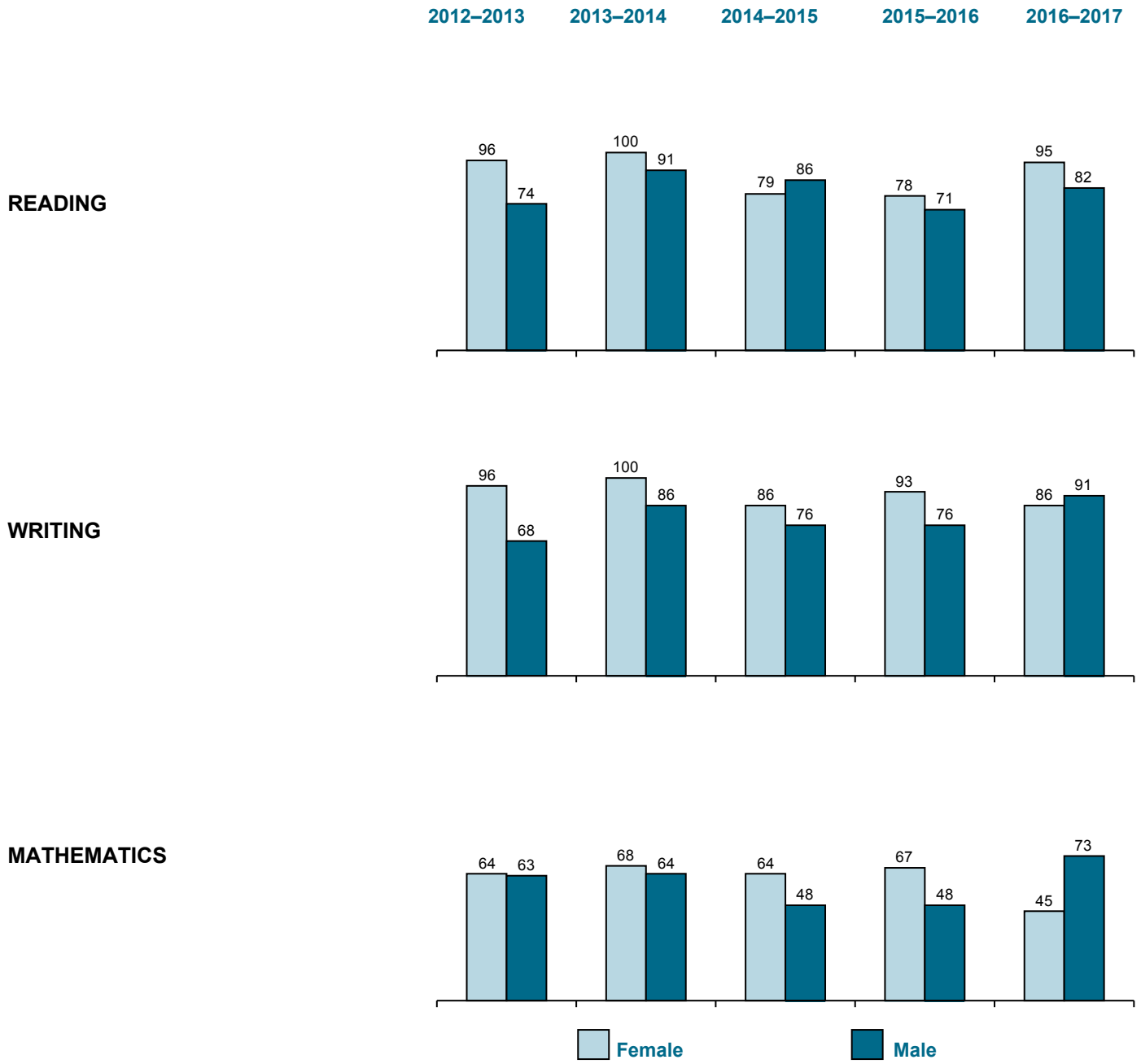
School	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	23	21	19	25	14	13	9	10	16	15

* Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, 2016–2017

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	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	25	19	19	22	14	21	27	21	22	22

* Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 31)			
		<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Most of the time	
STUDENT ENGAGEMENT		Percentage of Students*	
About reading:		Number of students who answered "most of the time"	
I like to read.		11	
I am a good reader.		17	
I am able to understand difficult reading passages.		5	
I do my best when I do reading activities in class.		26	
STUDENT ENGAGEMENT		Percentage of Students*	
About writing:		Number of students who answered "most of the time"	
I like to write.		15	
I am a good writer.		19	
I am able to communicate my ideas in writing.		22	
I do my best when I do writing activities in class.		25	
COGNITIVE STRATEGIES USED IN LANGUAGE			
I make sure I understand what I am reading.		19	
I organize my ideas before I start to write.		20	
I edit my writing to make it better.		11	
I check my writing for spelling and grammar.		13	

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

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 31)

Never



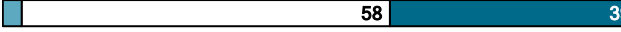

Sometimes

Most of the time



STUDENT ENGAGEMENT
About mathematics:

Percentage of Students*

Number of students who answered "most of the time"

I like mathematics.		21
I am good at mathematics.		20
I am able to answer difficult mathematics questions.		12
I do my best when I do mathematics activities in class.		24

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.		27
I think about the steps I will use to solve the problem.		17

Never

1 or 2 times a month



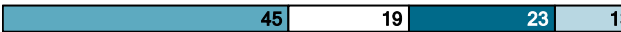


1 to 3 times a week

Every day or almost every day

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

Percentage of Students*

Number of students who answered "every day or almost every day"

Stories or novels		13
Comics		5
Books, newspapers, magazines or Web sites for information		4
E-mail, text or instant messages		12
Any other type of reading material		7

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

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 31)			
		<input type="checkbox"/> Never <input type="checkbox"/> 1 or 2 times a month <input checked="" type="checkbox"/> 1 to 3 times a week <input type="checkbox"/> Every day or almost every day	
WRITING OUTSIDE SCHOOL How often do you write the following (using paper or a computer) when you are not at school?			<i>Number of students who answered "every day or almost every day"</i>
		Percentage of Students*	
Stories			4
Journal entries			4
E-mail, text or instant messages			10
Letters			5
OUT-OF-SCHOOL ACTIVITIES How often do you do the following when you are not at school?			
I participate in art, music or drama activities.			5
I participate in after-school clubs.			1
I participate in sports or other physical activities.			19
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.			25
We talk about the reading and writing work I do in school.			13
We talk about the mathematics work I do in school.			17
We read together.			10
We look at my school agenda.			24
We use a computer together.			5

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

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 31)			
		<input type="checkbox"/> 0 programs <input type="checkbox"/> 1 program <input checked="" type="checkbox"/> 2 or 3 programs <input type="checkbox"/> 4 programs or more	
SCREEN TIME (TELEVISION) On a school day, how many TV programs do you normally watch?		Percentage of Students*	<i>Number of students who answered "4 programs or more"</i>
	Before school		5
	After school		20
SCHOOLS ATTENDED How many schools did you attend before this one?		Percentage of Students*	<i>Number of students</i>
	Only this school		26
	1 other school		3
	2 other schools		2
	3 other schools		0
	4 other schools or more		0
		<input checked="" type="checkbox"/> Only English/ Mostly English <input type="checkbox"/> Another language (or other languages) as often as English <input checked="" type="checkbox"/> Mostly another language (or other languages)/ Only another language (or other languages)	
LANGUAGES SPOKEN		Percentage of Students*	<i>Number of students who answered "only English" or "mostly English"</i>
	Languages student speaks at home		28
	Languages in which people speak to student at home		28

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

Assessments of Reading, Writing and Mathematics, 2016–2017

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 31)	Female* (# = 16)	Male* (# = 15)	All (# = 1 497)	Female* (# = 756)	Male* (# = 741)	All (# = 127 977)	Female* (# = 62 721)	Male* (# = 65 256)
STUDENT ENGAGEMENT									
About reading:									
Percentage of students who answered “most of the time”†									
I like to read.	35%	56%	13%	43%	49%	37%	46%	51%	40%
I am a good reader.	55%	62%	47%	65%	68%	62%	63%	65%	62%
I am able to understand difficult reading passages.	16%	12%	20%	30%	31%	30%	30%	28%	32%
I do my best when I do reading activities in class.	84%	75%	93%	74%	77%	70%	73%	77%	68%
STUDENT ENGAGEMENT									
About writing:									
Percentage of students who answered “most of the time”†									
I like to write.	48%	50%	47%	47%	54%	38%	47%	54%	40%
I am a good writer.	61%	75%	47%	53%	62%	43%	49%	55%	42%
I am able to communicate my ideas in writing.	71%	75%	67%	46%	49%	43%	43%	45%	42%
I do my best when I do writing activities in class.	81%	88%	73%	70%	76%	64%	68%	73%	63%
COGNITIVE STRATEGIES USED IN LANGUAGE									
Percentage of students who answered “most of the time”†									
I make sure I understand what I am reading.	61%	69%	53%	65%	69%	62%	65%	67%	62%
I organize my ideas before I start to write.	65%	56%	73%	42%	44%	39%	40%	44%	36%
I edit my writing to make it better.	35%	38%	33%	41%	46%	37%	40%	45%	36%
I check my writing for spelling and grammar.	42%	56%	27%	44%	51%	38%	44%	48%	40%
STUDENT ENGAGEMENT									
About mathematics:									
Percentage of students who answered “most of the time”†									
I like mathematics.	68%	56%	80%	56%	50%	62%	58%	53%	63%
I am good at mathematics.	65%	62%	67%	56%	50%	62%	56%	49%	62%
I am able to answer difficult mathematics questions.	39%	31%	47%	39%	29%	48%	38%	31%	46%
I do my best when I do mathematics activities in class.	77%	69%	87%	77%	77%	76%	77%	78%	75%
COGNITIVE STRATEGIES USED IN MATHEMATICS									
When I am working on a mathematics problem,									
Percentage of students who answered “most of the time”†									
I read over the problem first to make sure I know what I am supposed to do.	87%	88%	87%	67%	73%	60%	67%	72%	63%
I think about the steps I will use to solve the problem.	55%	50%	60%	47%	48%	47%	49%	51%	47%

* Includes only students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, 2016–2017

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 31)	Female* (# = 16)	Male* (# = 15)	All (# = 1 497)	Female* (# = 756)	Male* (# = 741)	All (# = 127 977)	Female* (# = 62 721)	Male* (# = 65 256)
READING OUTSIDE SCHOOL									
How often do you read the following when you are not at school? Percentage of students who answered “every day or almost every day”†									
Stories or novels	42%	44%	40%	33%	40%	27%	38%	42%	33%
Comics	16%	6%	27%	16%	12%	20%	19%	15%	23%
Books, newspapers, magazines or Web sites for information	13%	0%	27%	17%	17%	16%	20%	21%	19%
E-mails, text or instant messages	39%	31%	47%	24%	27%	20%	23%	25%	20%
Any other type of reading material	23%	19%	27%	29%	34%	24%	31%	35%	28%
WRITING OUTSIDE SCHOOL									
How often do you write the following (using paper or a computer) when you are not at school? Percentage of students who answered “every day or almost every day”†									
Stories	13%	19%	7%	17%	21%	13%	17%	20%	14%
Journal entries	13%	6%	20%	11%	15%	8%	13%	17%	9%
E-mails, text or instant messages	32%	25%	40%	24%	28%	20%	21%	24%	19%
Letters	16%	25%	7%	9%	11%	8%	11%	13%	10%
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.	16%	6%	27%	20%	26%	13%	23%	29%	17%
I participate in after-school clubs.	3%	6%	0%	10%	9%	10%	13%	14%	13%
I participate in sports or other physical activities.	61%	44%	80%	40%	36%	44%	39%	33%	44%
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.	81%	75%	87%	53%	59%	47%	54%	58%	49%
We talk about the reading and writing work I do in school.	42%	44%	40%	33%	39%	27%	33%	36%	29%
We talk about the mathematics work I do in school.	55%	50%	60%	35%	38%	32%	36%	39%	34%
We read together.	32%	38%	27%	30%	35%	26%	27%	29%	25%
We look at my school agenda.	77%	69%	87%	57%	61%	53%	46%	47%	45%
We use a computer together.	16%	6%	27%	14%	13%	14%	15%	15%	16%

* 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, 2016–2017

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 31)	Female* (# = 16)	Male* (# = 15)	All (# = 1 497)	Female* (# = 756)	Male* (# = 741)	All (# = 127 977)	Female* (# = 62 721)	Male* (# = 65 256)
SCREEN TIME (TELEVISION)									
On a school day, how many TV programs do you normally watch? Percentage of students who answered “4 programs or more”†									
Before school	16%	12%	20%	12%	9%	15%	10%	8%	13%
After school	65%	69%	60%	43%	43%	43%	41%	38%	43%
SCHOOLS ATTENDED									
How many schools did you attend before this one? Percentage of students‡									
Only this school/1 other school	94%	88%	100%	83%	84%	82%	77%	78%	77%
2 other schools/3 other schools	6%	12%	0%	12%	12%	12%	16%	16%	16%
4 other schools or more	0%	0%	0%	3%	3%	4%	4%	4%	4%
LANGUAGES STUDENTS SPEAK AT HOME									
Percentage of students‡									
Only English/Mostly English	90%	88%	93%	85%	84%	85%	71%	70%	72%
Another language (or other languages) as often as English	6%	6%	7%	9%	10%	8%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	3%	6%	0%	5%	5%	5%	11%	11%	11%
LANGUAGES SPOKEN TO STUDENTS AT HOME									
Percentage of students‡									
Only English/Mostly English	90%	88%	93%	81%	81%	81%	65%	64%	66%
Another language (or other languages) as often as English	6%	6%	7%	10%	10%	9%	13%	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	3%	6%	0%	6%	6%	6%	17%	17%	17%

* Includes only students for whom gender data were available.

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

‡ Percentages may not add up to 100, due to rounding or to missing responses.

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 43)			
		<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time	
STUDENT ENGAGEMENT		Percentage of Students*	
About reading:		Number of students who answered "most of the time"	
I like to read.		18	
I am a good reader.		35	
I am able to understand difficult reading passages.		15	
I do my best when I do reading activities in class.		37	
STUDENT ENGAGEMENT		Percentage of Students*	
About writing:		Number of students who answered "most of the time"	
I like to write.		21	
I am a good writer.		21	
I am able to communicate my ideas in writing.		17	
I do my best when I do writing activities in class.		34	
COGNITIVE STRATEGIES USED IN LANGUAGE			
I make sure I understand what I am reading.		36	
I organize my ideas before I start to write.		14	
I edit my writing to make it better.		24	
I check my writing for spelling and grammar.		25	

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

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 43)							
		<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Most of the time			
STUDENT ENGAGEMENT		Percentage of Students*			<i>Number of students who answered "most of the time"</i>		
About mathematics:							
I like mathematics.		14	42	44	19		
I am good at mathematics.		12	37	51	22		
I am able to answer difficult mathematics questions.		14	40	47	20		
I do my best when I do mathematics activities in class.		16		81	35		
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.		14		86	37		
I think about the steps I will use to solve the problem.		7	33	60	26		
		<input type="checkbox"/> Never	<input type="checkbox"/> 1 or 2 times a month	<input checked="" type="checkbox"/> 1 to 3 times a week	<input type="checkbox"/> Every day or almost every day		
READING OUTSIDE SCHOOL		Percentage of Students*			<i>Number of students who answered "every day or almost every day"</i>		
How often do you read the following when you are not at school?							
Stories or novels		14	30	23	33	14	
Comics			44	35	12	9	4
Books, newspapers, magazines or Web sites for information		19	35	30	16	7	
E-mail, text or instant messages		12	12	21	56	24	
Any other type of reading material		26	23	28	21	9	

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







Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 43)			
		<input type="checkbox"/> Never <input type="checkbox"/> 1 or 2 times a month <input type="checkbox"/> 1 to 3 times a week <input type="checkbox"/> Every day or almost every day	
WRITING OUTSIDE SCHOOL How often do you write the following (using paper or a computer) when you are not at school?			<i>Number of students who answered "every day or almost every day"</i>
		Percentage of Students*	
Stories			1
Journal entries			6
E-mail, text or instant messages			26
Letters			0
OUT-OF-SCHOOL ACTIVITIES			
How often do you do the following when you are not at school?			
I participate in art, music or drama activities.			2
I participate in after-school clubs.			1
I participate in sports or other physical activities.			23
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.			27
We talk about the reading and writing work I do in school.			18
We talk about the mathematics work I do in school.			21
We read together.			5
We look at my school agenda.			20
We use a computer together.			4

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

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 43)

SCHOOLS ATTENDED		Percentage of Students*	Number of students
How many schools did you attend before this one?			
Only this school		65	28
1 other school		21	9
2 other schools		9	4
3 other schools		5	2
4 other schools or more			0
<p> <input checked="" type="checkbox"/> Only English/ Mostly English <input type="checkbox"/> Another language (or other languages) as often as English <input checked="" type="checkbox"/> Mostly another language (or other languages)/ Only another language (or other languages) </p>			
LANGUAGES SPOKEN		Percentage of Students*	Number of students who answered "only English" or "mostly English"
Languages student speaks at home		86 12	37
Languages in which people speak to student at home		74 14 12	32

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

Assessments of Reading, Writing and Mathematics, 2016–2017

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 43)	Female* (# = 21)	Male* (# = 22)	All (# = 1 488)	Female* (# = 711)	Male* (# = 777)	All (# = 126 022)	Female* (# = 61 577)	Male* (# = 64 445)
STUDENT ENGAGEMENT									
About reading:									
Percentage of students who answered “most of the time”†									
I like to read.	42%	38%	45%	43%	52%	36%	45%	53%	37%
I am a good reader.	81%	76%	86%	68%	73%	64%	68%	71%	64%
I am able to understand difficult reading passages.	35%	29%	41%	45%	46%	44%	42%	41%	43%
I do my best when I do reading activities in class.	86%	81%	91%	77%	82%	73%	73%	78%	68%
STUDENT ENGAGEMENT									
About writing:									
Percentage of students who answered “most of the time”†									
I like to write.	49%	62%	36%	39%	52%	28%	40%	51%	28%
I am a good writer.	49%	43%	55%	45%	56%	34%	42%	50%	34%
I am able to communicate my ideas in writing.	40%	38%	41%	48%	52%	45%	48%	53%	44%
I do my best when I do writing activities in class.	79%	81%	77%	72%	76%	69%	69%	75%	63%
COGNITIVE STRATEGIES USED IN LANGUAGE									
Percentage of students who answered “most of the time”†									
I make sure I understand what I am reading.	84%	81%	86%	72%	76%	69%	72%	75%	68%
I organize my ideas before I start to write.	33%	29%	36%	31%	38%	26%	31%	36%	27%
I edit my writing to make it better.	56%	57%	55%	47%	55%	40%	47%	54%	40%
I check my writing for spelling and grammar.	58%	57%	59%	51%	57%	46%	50%	56%	45%
STUDENT ENGAGEMENT									
About mathematics:									
Percentage of students who answered “most of the time”†									
I like mathematics.	44%	48%	41%	50%	42%	58%	51%	43%	58%
I am good at mathematics.	51%	48%	55%	56%	49%	63%	53%	46%	61%
I am able to answer difficult mathematics questions.	47%	38%	55%	40%	32%	47%	40%	31%	48%
I do my best when I do mathematics activities in class.	81%	81%	82%	81%	80%	82%	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.	86%	90%	82%	81%	85%	77%	80%	84%	76%
I think about the steps I will use to solve the problem.	60%	57%	64%	52%	52%	53%	52%	54%	51%

* Includes only students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, 2016–2017

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 43)	Female* (# = 21)	Male* (# = 22)	All (# = 1 488)	Female* (# = 711)	Male* (# = 777)	All (# = 126 022)	Female* (# = 61 577)	Male* (# = 64 445)
READING OUTSIDE SCHOOL									
How often do you read the following when you are not at school? Percentage of students who answered “every day or almost every day”†									
Stories or novels	33%	29%	36%	25%	30%	21%	29%	35%	23%
Comics	9%	10%	9%	10%	9%	11%	12%	10%	15%
Books, newspapers, magazines or Web sites for information	16%	19%	14%	21%	23%	19%	24%	25%	24%
E-mail, text or instant messages	56%	52%	59%	57%	66%	49%	56%	64%	49%
Any other type of reading material	21%	19%	23%	25%	26%	24%	27%	29%	24%
WRITING OUTSIDE SCHOOL									
How often do you write the following (using paper or a computer) when you are not at school? Percentage of students who answered “every day or almost every day”†									
Stories	2%	5%	0%	4%	6%	3%	7%	8%	5%
Journal entries	14%	29%	0%	6%	11%	2%	7%	10%	4%
E-mail, text or instant messages	60%	57%	64%	55%	65%	46%	53%	61%	45%
Letters	0%	0%	0%	2%	3%	2%	3%	4%	3%
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.	5%	5%	5%	14%	20%	9%	15%	20%	11%
I participate in after-school clubs.	2%	0%	5%	7%	7%	6%	10%	10%	9%
I participate in sports or other physical activities.	53%	38%	68%	45%	38%	51%	42%	35%	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.	63%	71%	55%	61%	64%	58%	56%	59%	53%
We talk about the reading and writing work I do in school.	42%	38%	45%	30%	33%	28%	31%	33%	28%
We talk about the mathematics work I do in school.	49%	43%	55%	40%	41%	39%	39%	41%	37%
We read together.	12%	10%	14%	7%	6%	8%	7%	7%	7%
We look at my school agenda.	47%	43%	50%	39%	39%	39%	26%	25%	26%
We use a computer together.	9%	5%	14%	9%	8%	9%	10%	10%	11%

* 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, 2016–2017

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 43)	Female* (# = 21)	Male* (# = 22)	All (# = 1 488)	Female* (# = 711)	Male* (# = 777)	All (# = 126 022)	Female* (# = 61 577)	Male* (# = 64 445)
SCHOOLS ATTENDED									
How many schools did you attend before this one?	Percentage of students‡								
Only this school/1 other school	86%	86%	86%	80%	78%	82%	69%	69%	68%
2 other schools/3 other schools	14%	14%	14%	14%	17%	12%	22%	22%	22%
4 other schools or more	0%	0%	0%	4%	3%	4%	6%	6%	6%
LANGUAGES STUDENTS SPEAK AT HOME									
	Percentage of students‡								
Only English/Mostly English	86%	81%	91%	85%	83%	86%	72%	72%	73%
Another language (or other languages) as often as English	2%	0%	5%	8%	9%	7%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	12%	19%	5%	5%	6%	5%	8%	8%	9%
LANGUAGES SPOKEN TO STUDENTS AT HOME									
	Percentage of students‡								
Only English/Mostly English	74%	62%	86%	81%	78%	82%	66%	66%	66%
Another language (or other languages) as often as English	14%	19%	9%	8%	9%	7%	14%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	12%	19%	5%	8%	9%	7%	15%	15%	16%

* Includes only students for whom gender data were available.
 † Other response options were “none”, “about half an hour”, “about 1 hour” and “about 2 hours”.
 ‡ Percentages may not add up to 100, due to rounding or to missing responses.

Assessments of Reading, Writing and Mathematics, 2016–2017

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.