



# School Report



## Assessments of Reading, Writing and Mathematics Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2018–2019

**School: Monsignor Clancy Catholic Elementary School (782831)**

**Board: Niagara Catholic DSB (67156)**

On behalf of EQAO, I am pleased to share the results of the 2018–2019 Assessments of Reading, Writing and Mathematics for the primary (Grades 1–3) and junior (Grades 4–6) divisions. You will also find data from previous years along with demographic and attitudinal information as context for interpreting the achievement results.

EQAO’s independent data are grounded in our assessment of every student in relation to *Ontario Curriculum* learning expectations and are provided at the school, board, provincial and individual student levels to inform educators’ professional practice. We believe that, through evidence-informed decisions based on achievement, attitudinal, contextual and behavioural data, it is possible to foster equitable and inclusive learning models benefiting each student.

Analyzing EQAO data over the years provides a larger context that acknowledges special circumstances affecting student achievement. For example, school boards have been investigating the impact student attendance and loss of instructional time has on student achievement; when looking at the most recent data, you may wish to identify any potential relationship between lost time and student achievement.

In August 2018, educators received *Focusing on the Fundamentals of Math: A Teacher’s Guide*. Based on that guide’s expectations, EQAO analyzed how students have performed for the last three years and published findings in a [research report](#). You may likewise wish to consider how students are performing relative to the categories of the achievement chart and the identified fundamental math skills.

In 2018, EQAO made changes to its accommodation policies, including eliminating the requirement for an IEP to access accommodations students normally receive during regular classroom instruction. An important reason for this change was to reduce the workload related to EQAO assessments for teachers, administrators, and parents and guardians while maintaining the integrity and comparability of our data. After considering all of our assessment administration, we noted that 13 000 fewer IEPs were indicated in our Student Data Collection in 2018 than in 2017. The agency hopes to continue implementing meaningful changes in the years to come to address the concerns of the education community.

As always, we look forward to continuing our work with you in support of student learning, and we thank you for your dedication to the meaningful education of each child and youth of this province.

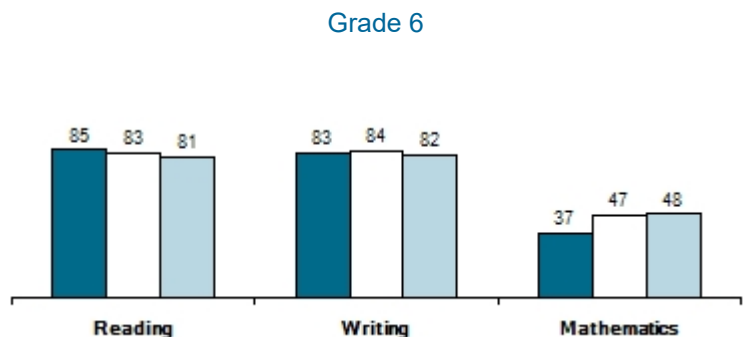
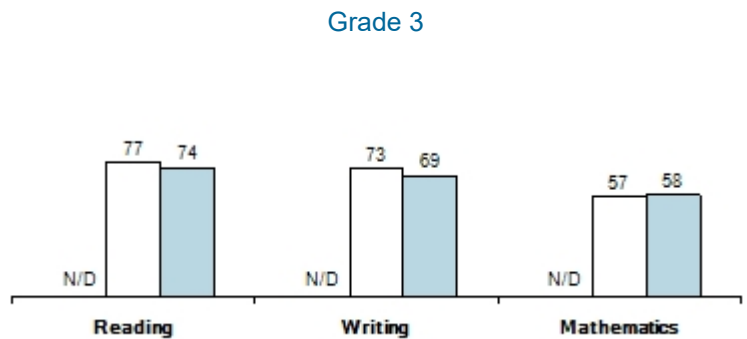
Kind Regards,

Norah Marsh  
Chief Executive Officer  
Education Quality and Accountability Office

**WHERE TO FIND...**

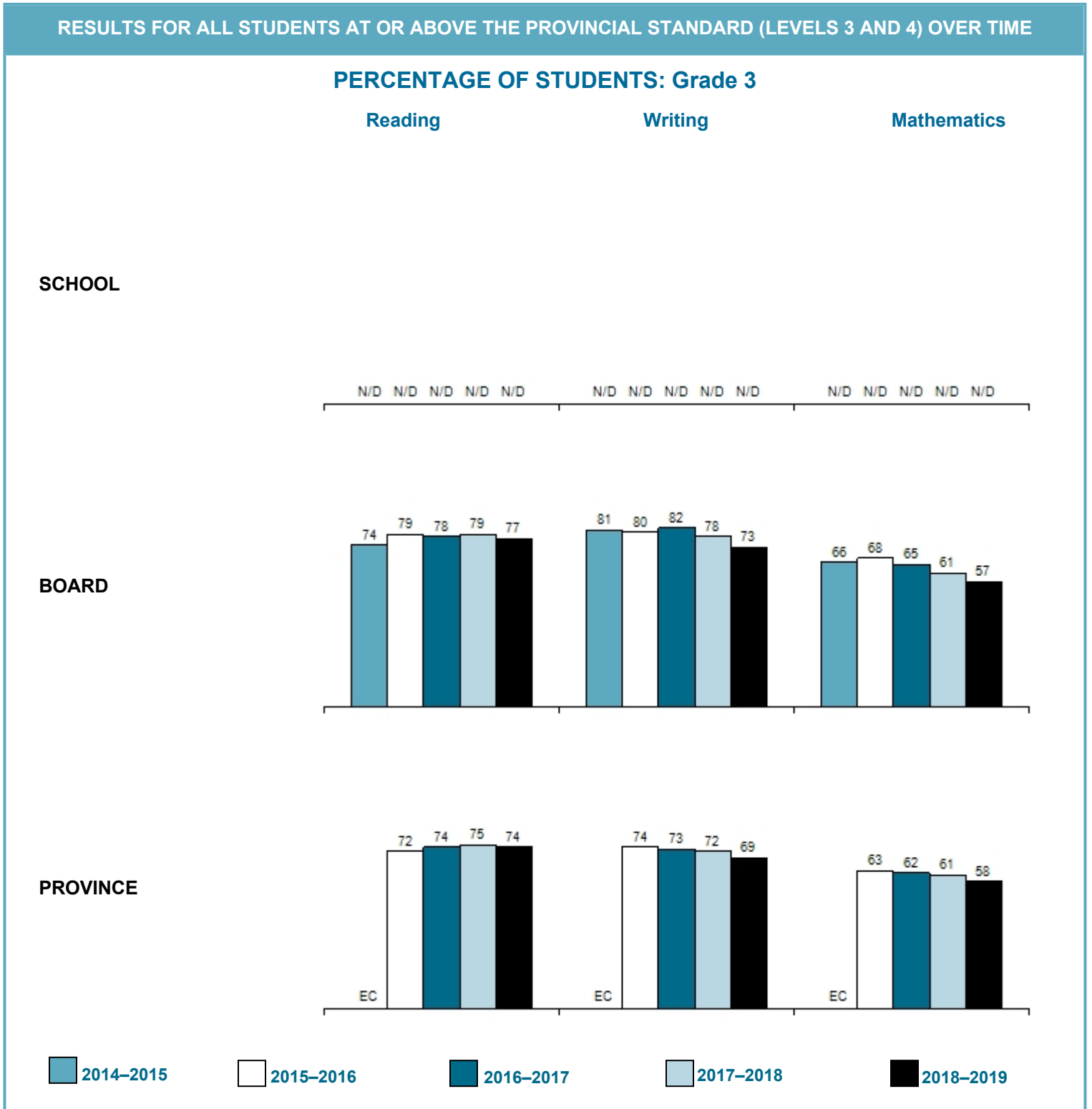
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### PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2018–2019



■ School    □ Board    ■ Province

Assessments of Reading, Writing and Mathematics, 2018–2019

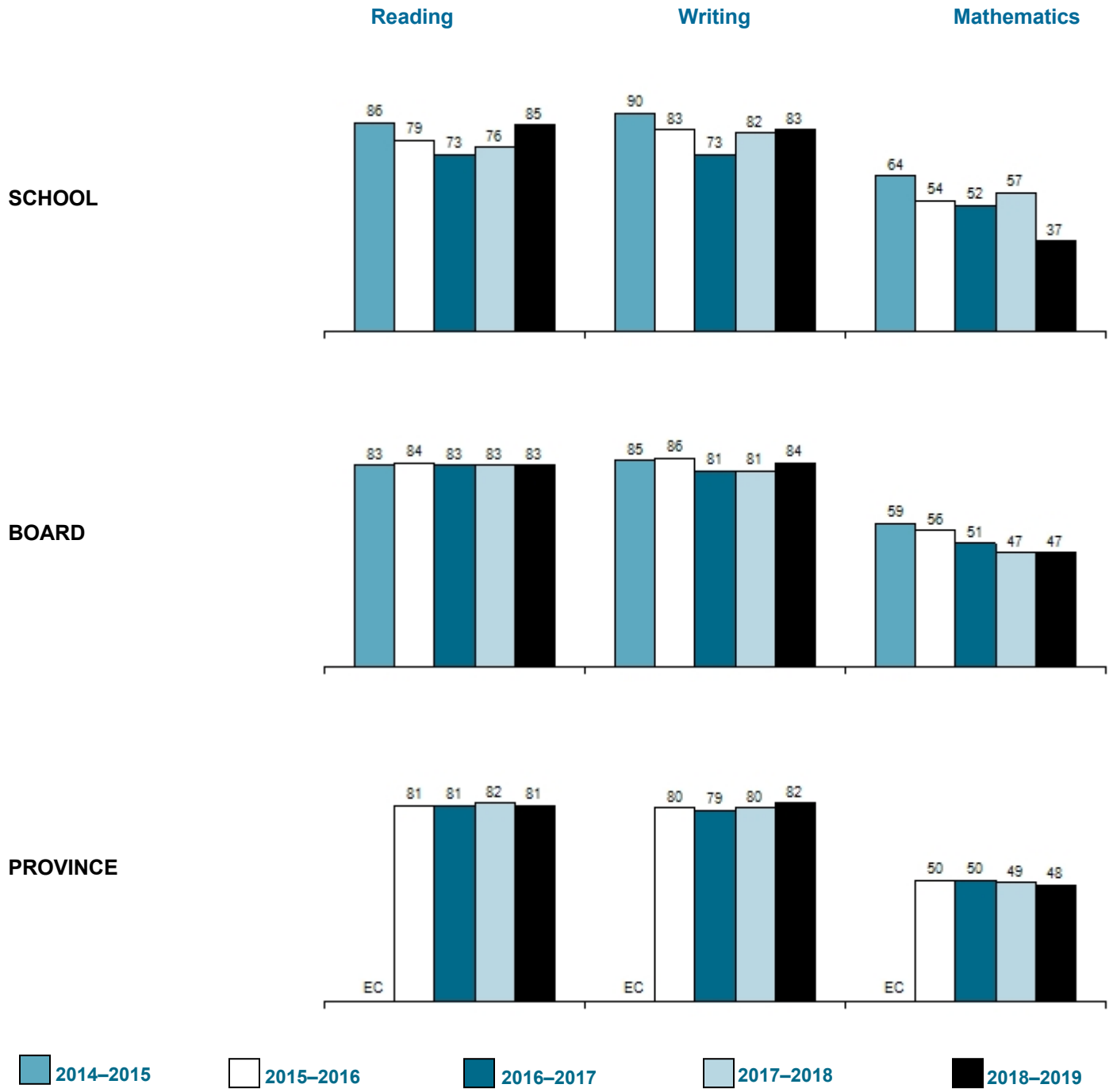


	<b>Total Number of Grade 3 Students</b>				
	<u>2014–2015</u>	<u>2015–2016</u>	<u>2016–2017</u>	<u>2017–2018</u>	<u>2018–2019</u>
School	0	0	0	0	0
Board	1 542	1 513	1 530	1 479	1 383
Province	EC	125 484	132 992	132 656	131 544

Assessments of Reading, Writing and Mathematics, 2018–2019

**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>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
School	77	82	71	51	54
Board	1 550	1 529	1 522	1 504	1 456
Province	EC	123 685	130 775	132 766	136 124

## Assessments of Reading, Writing and Mathematics, 2018–2019

## 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 by 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](http://www.eqao.com).

## Assessments of Reading, Writing and Mathematics, 2018–2019

**Contextual Information: Grade 3\***

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

Demographic Information	School		Board		Province	
<b>Enrolment</b>						
Number of Grade 3 students	0		1 383		131 544	
Number of classes with Grade 3 students	0		91		9 985	
Number of schools with Grade 3 classes	Not applicable		48		3 288	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Gender</b>						
Female	0	-	675	49%	64 022	49%
Male	0	-	708	51%	67 509	51%
Gender not specified	0	-	0	0%	13	<1%
<b>Student Status</b>						
English language learners**	0	-	18	1%	18 323	14%
Students with special education needs (excluding gifted)**	0	-	299	22%	24 362	19%
<b>Place of Birth</b>						
Born in Canada	0	-	1 324	96%	116 767	89%
Born outside Canada	0	-	56	4%	14 099	11%
In Canada less than one year	0	-	6	<1%	1 270	1%
In Canada one year or more but less than three years	0	-	10	1%	3 308	3%
In Canada three years or more	0	-	40	3%	8 591	7%
<b>Language</b>						
First language learned at home was other than English	0	-	105	8%	28 608	22%
<b>Year Student Entered Current School</b>						
Year of the assessment	0	-	114	8%	15 846	12%
Year prior to the assessment	0	-	104	8%	14 380	11%
2 years prior to the assessment	0	-	154	11%	17 865	14%
3 or more years prior to the assessment	0	-	1 011	73%	83 435	63%
Data not available	0	-	0	0%	18	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	0	-	60	4%	7 830	6%
Year prior to the assessment	0	-	55	4%	7 683	6%
2 years prior to the assessment	0	-	97	7%	9 530	7%
3 or more years prior to the assessment	0	-	1 171	85%	106 477	81%
Data not available	0	-	0	0%	24	<1%

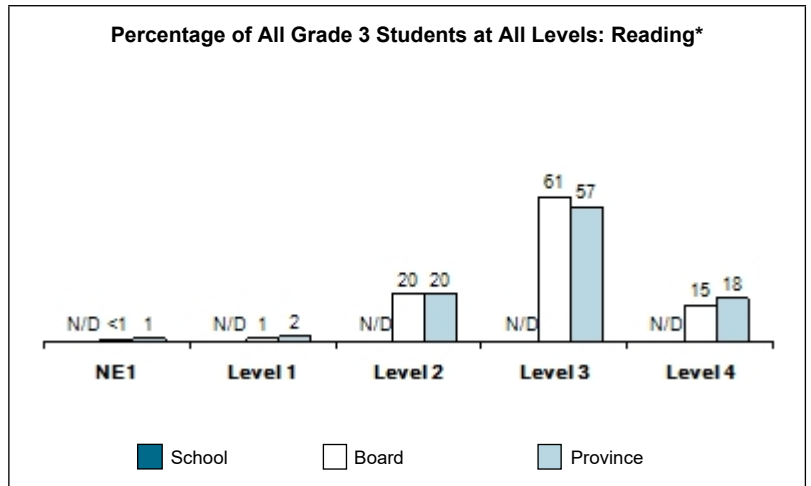
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are based on information provided by schools and/or boards through the Student Data Collection process.

\*\* See the Explanation of Terms.

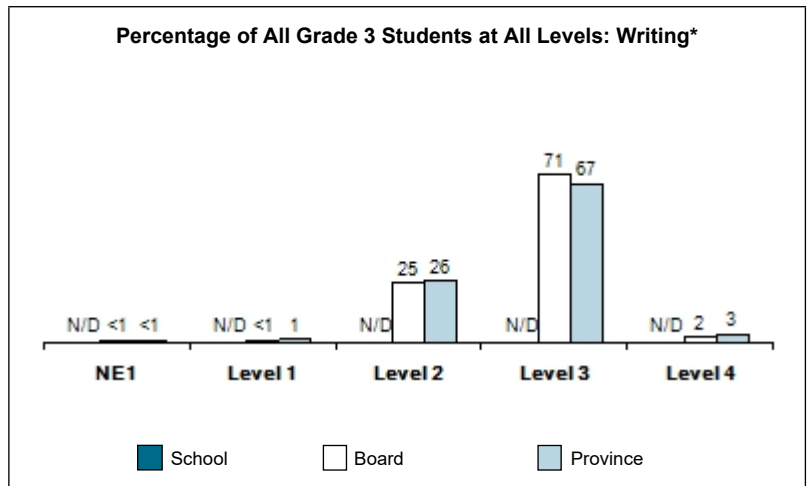
Assessments of Reading, Writing and Mathematics, 2018–2019

Grade 3: All Students<sup>††</sup>

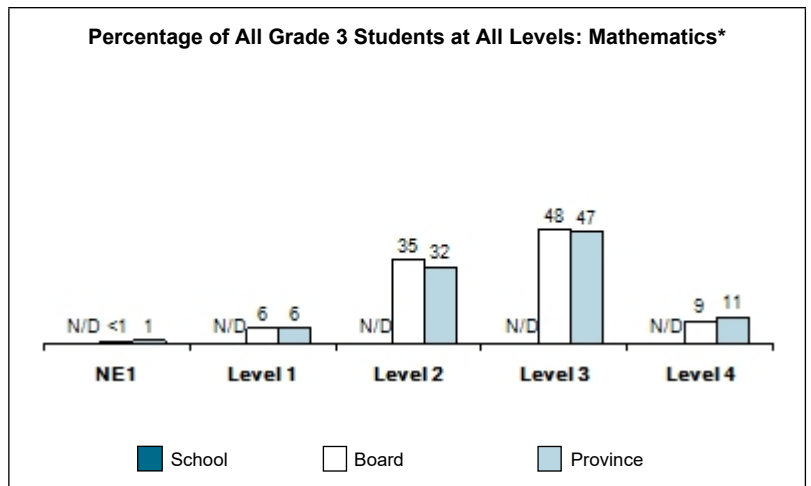
Grade 3: Reading*				
Number of Students	School N/D		Board 1 296	Province 124 269
	#	%	%	%
Level 4	N/D	N/D	15%	18%
Level 3	N/D	N/D	61%	57%
Level 2	N/D	N/D	20%	20%
Level 1	N/D	N/D	1%	2%
NE1**	N/D	N/D	<1%	1%
Participating Students	N/D	N/D	98%	97%
No Data	N/D	N/D	1%	1%
Exempt	N/D	N/D	1%	3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		N/D	77%	74%



Grade 3: Writing*				
Number of Students	School N/D		Board 1 296	Province 124 269
	#	%	%	%
Level 4	N/D	N/D	2%	3%
Level 3	N/D	N/D	71%	67%
Level 2	N/D	N/D	25%	26%
Level 1	N/D	N/D	<1%	1%
NE1**	N/D	N/D	<1%	<1%
Participating Students	N/D	N/D	98%	97%
No Data	N/D	N/D	1%	1%
Exempt	N/D	N/D	1%	2%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		N/D	73%	69%



Grade 3: Mathematics*				
Number of Students	School N/D		Board 1 383	Province 131 544
	#	%	%	%
Level 4	N/D	N/D	9%	11%
Level 3	N/D	N/D	48%	47%
Level 2	N/D	N/D	35%	32%
Level 1	N/D	N/D	6%	6%
NE1**	N/D	N/D	<1%	1%
Participating Students	N/D	N/D	98%	97%
No Data	N/D	N/D	1%	1%
Exempt	N/D	N/D	1%	2%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		N/D	57%	58%



\* 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.

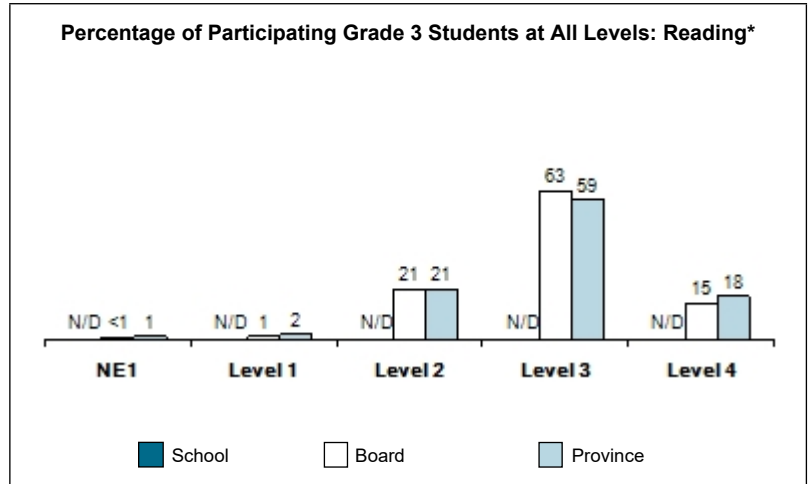
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

†† Some French Immersion students do not write all components of the assessment in Grade 3.

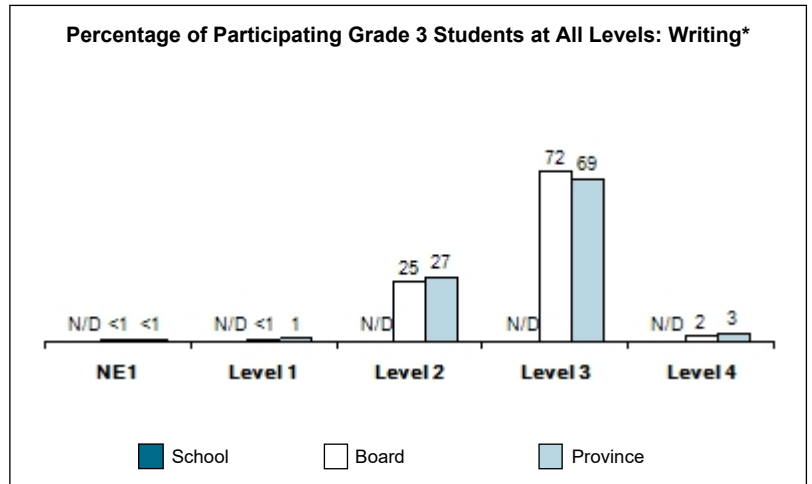
Assessments of Reading, Writing and Mathematics, 2018–2019

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

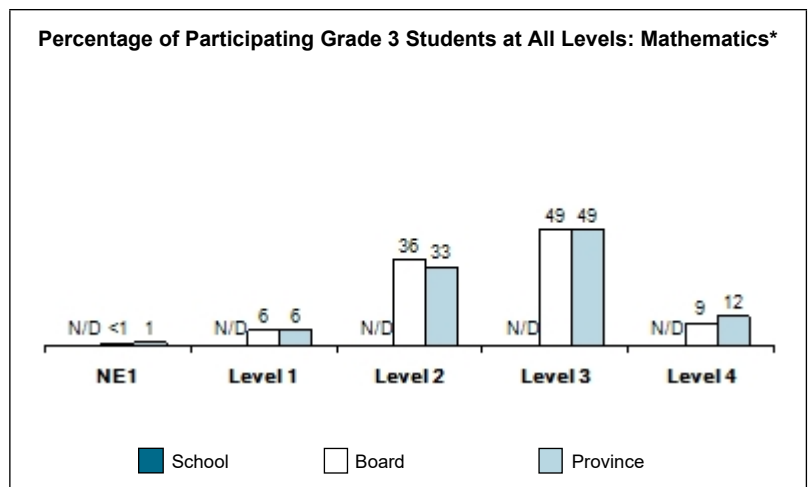
Grade 3: Reading*				
Number of Students	School N/D		Board 1 275	Province 120 050
	#	%	%	%
Level 4	N/D	N/D	15%	18%
Level 3	N/D	N/D	63%	59%
Level 2	N/D	N/D	21%	21%
Level 1	N/D	N/D	1%	2%
NE1**	N/D	N/D	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		N/D	78%	77%



Grade 3: Writing*				
Number of Students	School N/D		Board 1 275	Province 120 163
	#	%	%	%
Level 4	N/D	N/D	2%	3%
Level 3	N/D	N/D	72%	69%
Level 2	N/D	N/D	25%	27%
Level 1	N/D	N/D	<1%	1%
NE1**	N/D	N/D	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		N/D	74%	72%



Grade 3: Mathematics*				
Number of Students	School N/D		Board 1 361	Province 127 377
	#	%	%	%
Level 4	N/D	N/D	9%	12%
Level 3	N/D	N/D	49%	49%
Level 2	N/D	N/D	36%	33%
Level 1	N/D	N/D	6%	6%
NE1**	N/D	N/D	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		N/D	58%	60%



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

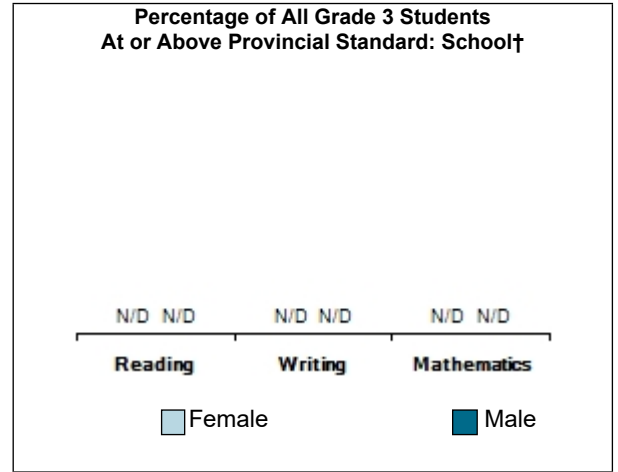
\*\* See the Explanation of Terms.

† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

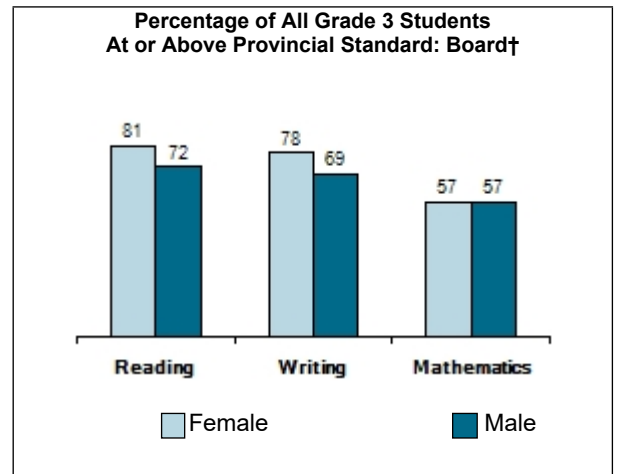
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Grade 3: Gender<sup>††</sup>

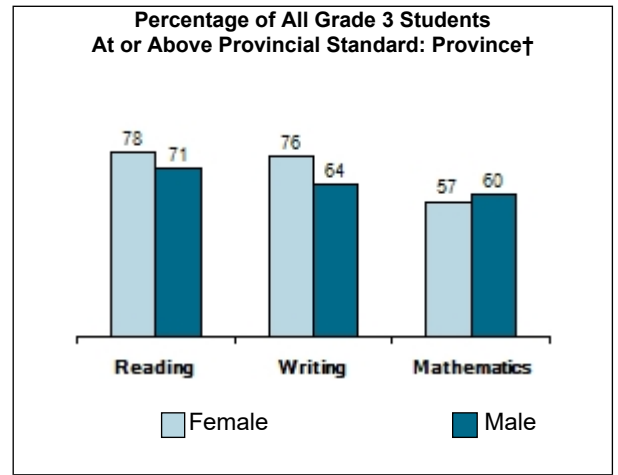
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/D	Male N/D	Female N/D	Male N/D	Female N/D	Male N/D
Level 4	N/D	N/D	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D	N/D	N/D
NEI**	N/D	N/D	N/D	N/D	N/D	N/D
Participating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



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 626	Male 670	Female 626	Male 670	Female 675	Male 708
Level 4	20%	11%	4%	1%	8%	10%
Level 3	62%	61%	74%	68%	49%	47%
Level 2	16%	24%	21%	28%	36%	35%
Level 1	1%	1%	0%	<1%	6%	6%
NEI**	<1%	<1%	<1%	0%	0%	<1%
Participating Students	99%	97%	99%	97%	99%	98%
No Data Exempt	<1%	1%	<1%	1%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	81%	72%	78%	69%	57%	57%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 60 030	Male 64 226	Female 60 030	Male 64 226	Female 64 022	Male 67 509
Level 4	22%	14%	4%	2%	11%	12%
Level 3	57%	57%	71%	62%	46%	48%
Level 2	18%	22%	21%	30%	34%	29%
Level 1	1%	2%	1%	1%	6%	6%
NEI**	<1%	1%	<1%	1%	1%	1%
Participating Students	97%	96%	98%	96%	98%	96%
No Data Exempt	1%	1%	1%	1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	78%	71%	76%	64%	57%	60%



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

\*\* See the Explanation of Terms.

† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

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



## Assessments of Reading, Writing and Mathematics, 2018–2019

**Contextual Information: Grade 6\***

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

Demographic Information	School		Board		Province	
<b>Enrolment</b>						
Number of Grade 6 students	54		1 456		136 124	
Number of classes with Grade 6 students	3		78		8 805	
Number of schools with Grade 6 classes	Not applicable		48		3 106	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Gender</b>						
Female	22	41%	722	50%	66 168	49%
Male	32	59%	734	50%	69 943	51%
Gender not specified	0	0%	0	0%	13	<1%
<b>Student Status</b>						
English language learners**	0	0%	12	1%	14 992	11%
Students with special education needs (excluding gifted)**	11	20%	367	25%	29 692	22%
<b>Place of Birth</b>						
Born in Canada	52	96%	1 378	95%	118 878	87%
Born outside Canada	2	4%	75	5%	16 999	12%
In Canada less than one year	0	0%	8	1%	1 103	1%
In Canada one year or more but less than three years	1	2%	9	1%	2 991	2%
In Canada three years or more	1	2%	58	4%	12 138	9%
<b>Language</b>						
First language learned at home was other than English	2	4%	122	8%	31 210	23%
<b>Year Student Entered Current School</b>						
Year of the assessment	2	4%	90	6%	27 717	20%
Year prior to the assessment	3	6%	97	7%	12 810	9%
2 years prior to the assessment	49	91%	143	10%	12 479	9%
3 or more years prior to the assessment	0	0%	1 126	77%	83 093	61%
Data not available	0	0%	0	0%	25	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	1	2%	39	3%	7 034	5%
Year prior to the assessment	3	6%	38	3%	6 668	5%
2 years prior to the assessment	0	0%	40	3%	6 700	5%
3 or more years prior to the assessment	50	93%	1 339	92%	115 679	85%
Data not available	0	0%	0	0%	43	<1%

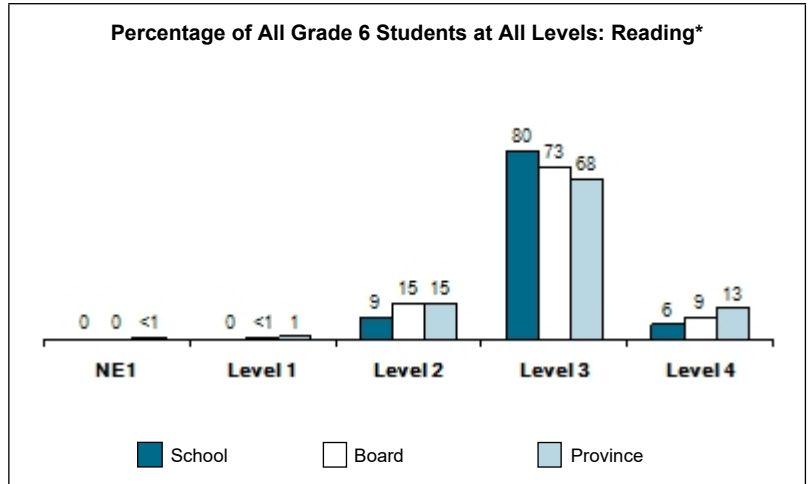
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\*\* See the Explanation of Terms.

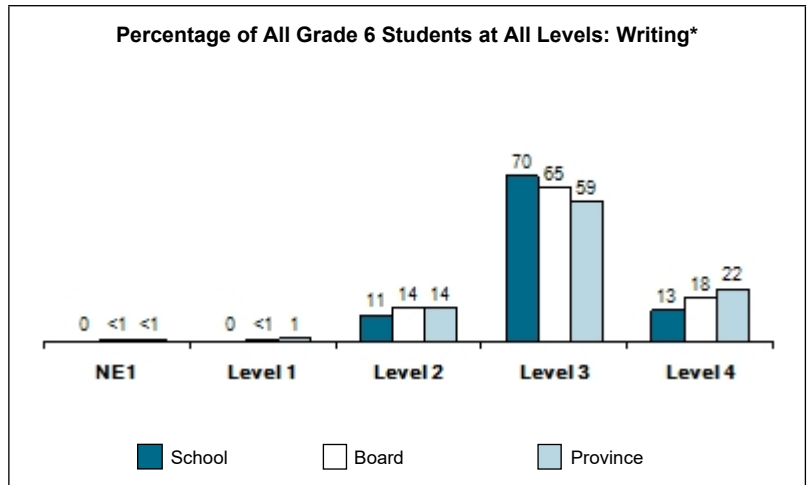
Assessments of Reading, Writing and Mathematics, 2018–2019

Grade 6: All Students

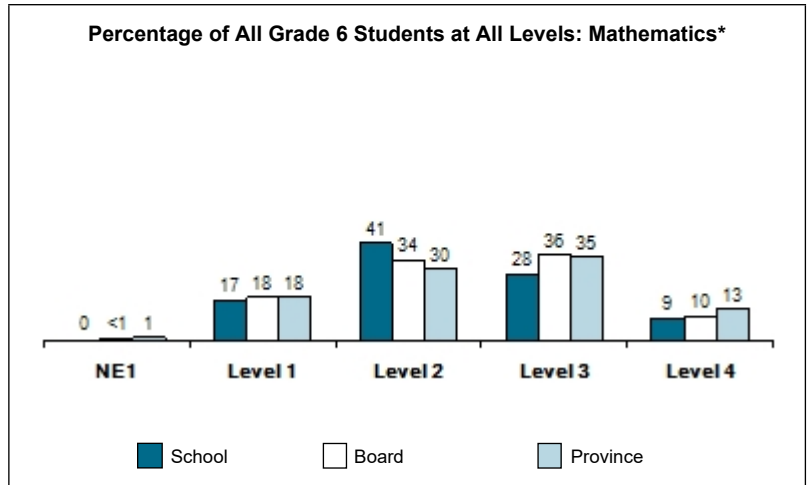
Grade 6: Reading*				
Number of Students	School 54		Board 1 454	Province 136 122
	#	%	%	%
Level 4	3	6%	9%	13%
Level 3	43	80%	73%	68%
Level 2	5	9%	15%	15%
Level 1	0	0%	<1%	1%
NEI**	0	0%	0%	<1%
Participating Students	51	94%	98%	97%
No Data	1	2%	1%	1%
Exempt	2	4%	1%	2%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		<b>85%</b>	<b>83%</b>	<b>81%</b>



Grade 6: Writing*				
Number of Students	School 54		Board 1 454	Province 136 123
	#	%	%	%
Level 4	7	13%	18%	22%
Level 3	38	70%	65%	59%
Level 2	6	11%	14%	14%
Level 1	0	0%	<1%	1%
NEI**	0	0%	<1%	<1%
Participating Students	51	94%	98%	97%
No Data	1	2%	1%	1%
Exempt	2	4%	1%	2%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		<b>83%</b>	<b>84%</b>	<b>82%</b>



Grade 6: Mathematics*				
Number of Students	School 54		Board 1 456	Province 136 124
	#	%	%	%
Level 4	5	9%	10%	13%
Level 3	15	28%	36%	35%
Level 2	22	41%	34%	30%
Level 1	9	17%	18%	18%
NEI**	0	0%	<1%	1%
Participating Students	51	94%	98%	97%
No Data	1	2%	1%	1%
Exempt	2	4%	1%	2%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		<b>37%</b>	<b>47%</b>	<b>48%</b>



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

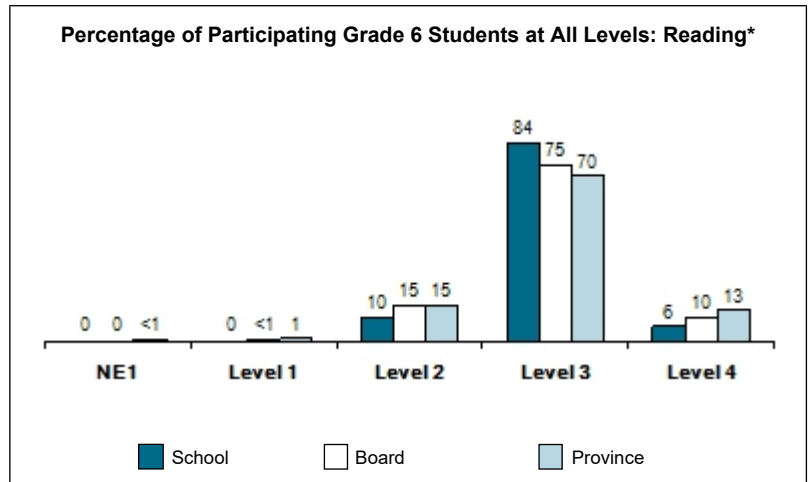
\*\* See the Explanation of Terms.

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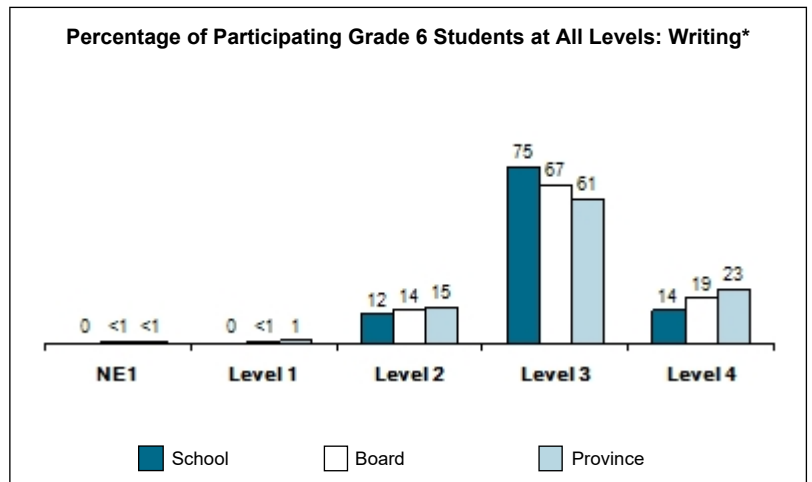
Assessments of Reading, Writing and Mathematics, 2018–2019

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

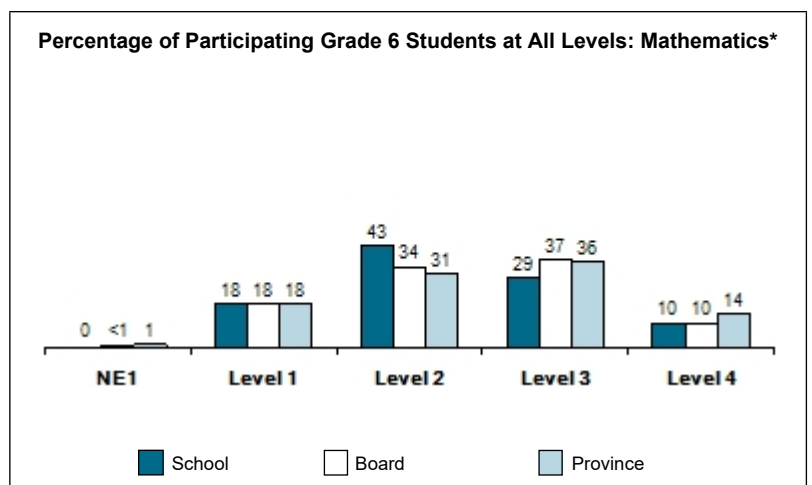
Grade 6: Reading*				
Number of Students	School 51		Board 1 425	Province 132 367
	#	%	%	%
Level 4	3	6%	10%	13%
Level 3	43	84%	75%	70%
Level 2	5	10%	15%	15%
Level 1	0	0%	<1%	1%
NEI**	0	0%	0%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>90%</b>		<b>85%</b>	<b>83%</b>



Grade 6: Writing*				
Number of Students	School 51		Board 1 425	Province 132 345
	#	%	%	%
Level 4	7	14%	19%	23%
Level 3	38	75%	67%	61%
Level 2	6	12%	14%	15%
Level 1	0	0%	<1%	1%
NEI**	0	0%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>88%</b>		<b>85%</b>	<b>84%</b>



Grade 6: Mathematics*				
Number of Students	School 51		Board 1 426	Province 132 285
	#	%	%	%
Level 4	5	10%	10%	14%
Level 3	15	29%	37%	36%
Level 2	22	43%	34%	31%
Level 1	9	18%	18%	18%
NEI**	0	0%	<1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>39%</b>		<b>48%</b>	<b>50%</b>



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

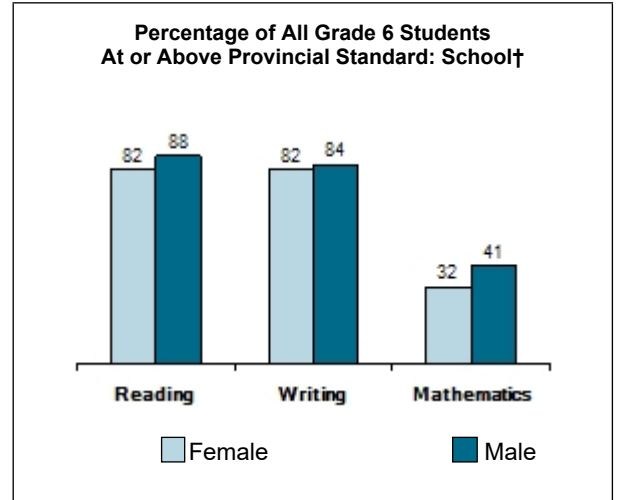
\*\* See the Explanation of Terms.

† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

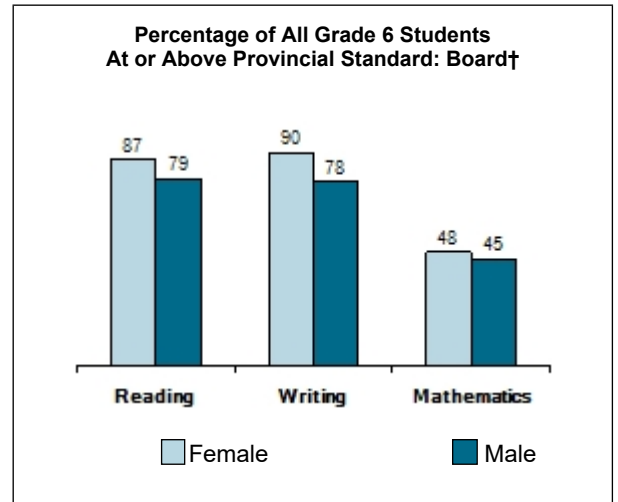
Assessments of Reading, Writing and Mathematics, 2018–2019

Grade 6: Gender<sup>††</sup>

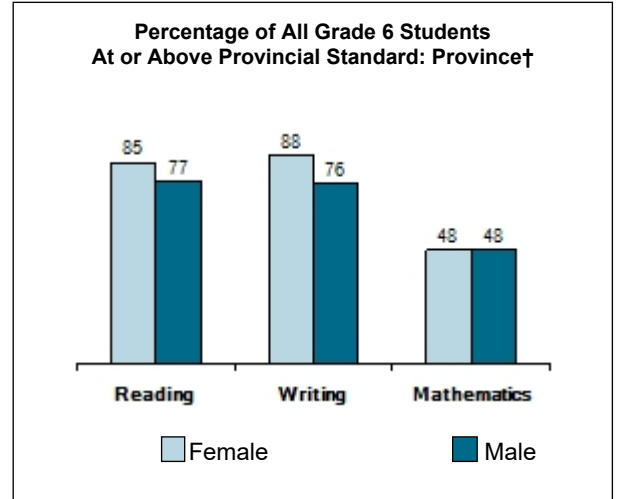
Grade 6: School*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female	Male	Female	Male	Female	Male
	22	32	22	32	22	32
Level 4	5%	6%	14%	12%	5%	12%
Level 3	77%	81%	68%	72%	27%	28%
Level 2	14%	6%	14%	9%	36%	44%
Level 1	0%	0%	0%	0%	27%	9%
NEI**	0%	0%	0%	0%	0%	0%
<i>Participating Students</i>	95%	94%	95%	94%	95%	94%
No Data	5%	0%	5%	0%	5%	0%
Exempt	0%	6%	0%	6%	0%	6%
<b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b>	<b>82%</b>	<b>88%</b>	<b>82%</b>	<b>84%</b>	<b>32%</b>	<b>41%</b>



Grade 6: Board*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female	Male	Female	Male	Female	Male
	720	734	720	734	722	734
Level 4	14%	5%	27%	10%	11%	9%
Level 3	74%	73%	63%	68%	37%	35%
Level 2	11%	19%	9%	19%	35%	32%
Level 1	<1%	<1%	0%	<1%	15%	20%
NEI**	0%	0%	0%	<1%	0%	<1%
<i>Participating Students</i>	99%	97%	99%	97%	98%	97%
No Data	<1%	1%	<1%	1%	<1%	1%
Exempt	1%	1%	1%	1%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b>	<b>87%</b>	<b>79%</b>	<b>90%</b>	<b>78%</b>	<b>48%</b>	<b>45%</b>



Grade 6: Province*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female	Male	Female	Male	Female	Male
	66 168	69 941	66 168	69 942	66 168	69 943
Level 4	17%	8%	31%	14%	13%	14%
Level 3	68%	69%	57%	62%	35%	35%
Level 2	12%	18%	9%	19%	31%	29%
Level 1	1%	1%	<1%	1%	18%	18%
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%
<b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b>	<b>85%</b>	<b>77%</b>	<b>88%</b>	<b>76%</b>	<b>48%</b>	<b>48%</b>



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

\*\* See the Explanation of Terms.

† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

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

## Assessments of Reading, Writing and Mathematics, 2018–2019

**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	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
<b>Enrolment</b>					
Number of students	0	0	0	0	0
<b>Participation in the Assessment</b>					
Reading†	-	-	-	-	-
Writing†	-	-	-	-	-
Mathematics†	-	-	-	-	-
<b>Gender</b>					
Female	-	-	-	-	-
Male	-	-	-	-	-
<b>Student Status</b>					
English language learners**	-	-	-	-	-
Students with special education needs (excluding gifted)**	-	-	-	-	-
<b>Place of Birth</b>					
Born in Canada	-	-	-	-	-
Born outside Canada	-	-	-	-	-
In Canada less than one year	-	-	-	-	-
In Canada one year or more but less than three years	-	-	-	-	-
In Canada three years or more	-	-	-	-	-
<b>Language</b>					
First language learned at home was other than English	-	-	-	-	-
<b>Year Student Entered Current School</b>					
Year of the assessment	-	-	-	-	-
Year prior to the assessment	-	-	-	-	-
2 years prior to the assessment	-	-	-	-	-
3 or more years prior to the assessment	-	-	-	-	-
Data not available	-	-	-	-	-
<b>Year Student Entered Current Board</b>					
Year of the assessment	-	-	-	-	-
Year prior to the assessment	-	-	-	-	-
2 years prior to the assessment	-	-	-	-	-
3 or more years prior to the assessment	-	-	-	-	-
Data not available	-	-	-	-	-

\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are based on information provided by schools and/or boards through the Student Data Collection process.

† Some French Immersion students do not write all components of the assessment in Grade 3.

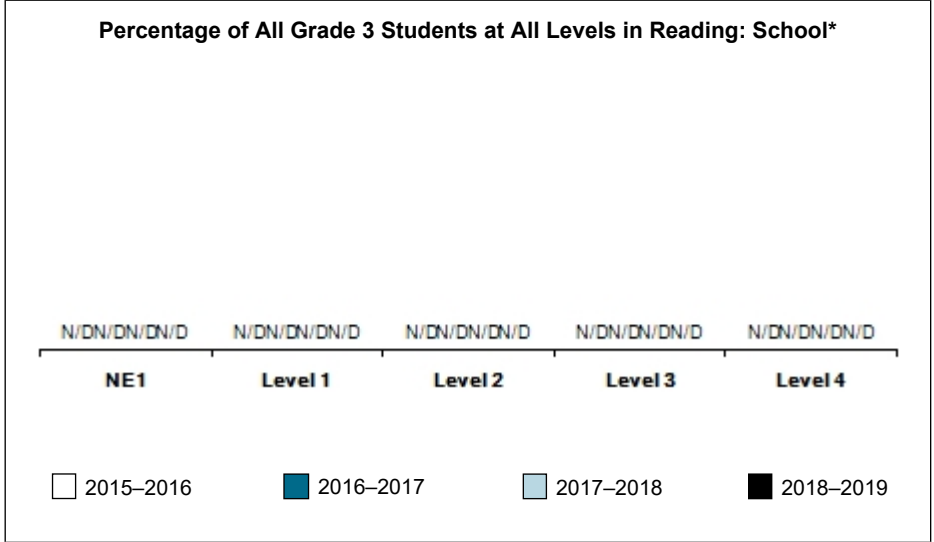
\*\* See the Explanation of Terms.

Assessments of Reading, Writing and Mathematics, 2018–2019

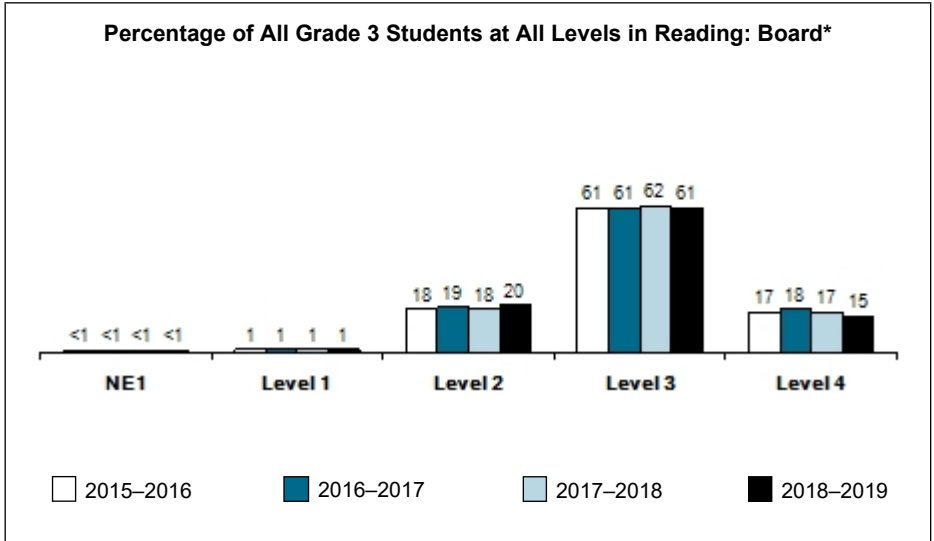
Results over Time, 2015–2016 to 2018–2019\*

Grade 3: Reading

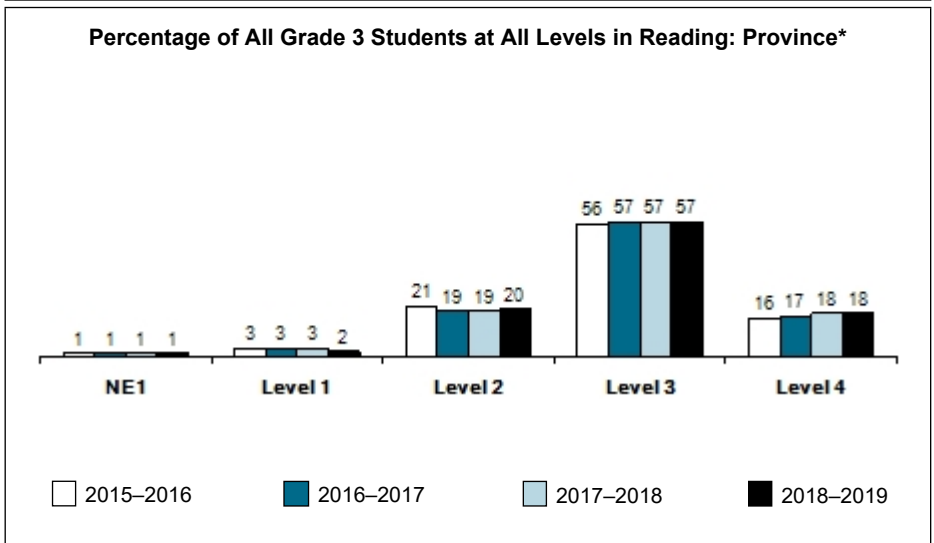
Grade 3 Reading: School*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
Number of Students	N/D	N/D	N/D	N/D
Level 4	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D
NE1**	N/D	N/D	N/D	N/D
Participating Students	N/D	N/D	N/D	N/D
No Data Exempt	N/D	N/D	N/D	N/D
At or Above Provincial Standard†	N/D	N/D	N/D	N/D



Grade 3 Reading: Board*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
Number of Students	1 439	1 458	1 388	1 296
Level 4	17%	18%	17%	15%
Level 3	61%	61%	62%	61%
Level 2	18%	19%	18%	20%
Level 1	1%	1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
Participating Students	98%	99%	98%	98%
No Data Exempt	<1%	<1%	<1%	1%
	2%	1%	2%	1%
At or Above Provincial Standard†	79%	78%	79%	77%



Grade 3 Reading: Province*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
Number of Students	118 838	126 016	125 213	124 269
Level 4	16%	17%	18%	18%
Level 3	56%	57%	57%	57%
Level 2	21%	19%	19%	20%
Level 1	3%	3%	3%	2%
NE1**	1%	1%	1%	1%
Participating Students	97%	97%	97%	97%
No Data Exempt	1%	1%	1%	1%
	3%	3%	2%	3%
At or Above Provincial Standard†	72%	74%	75%	74%



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

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

\*\* See the Explanation of Terms.

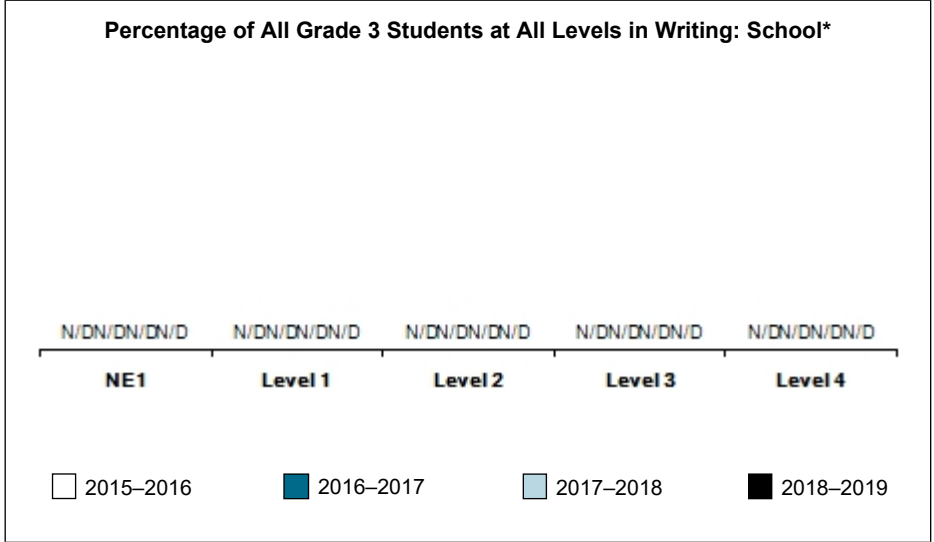
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

Assessments of Reading, Writing and Mathematics, 2018–2019

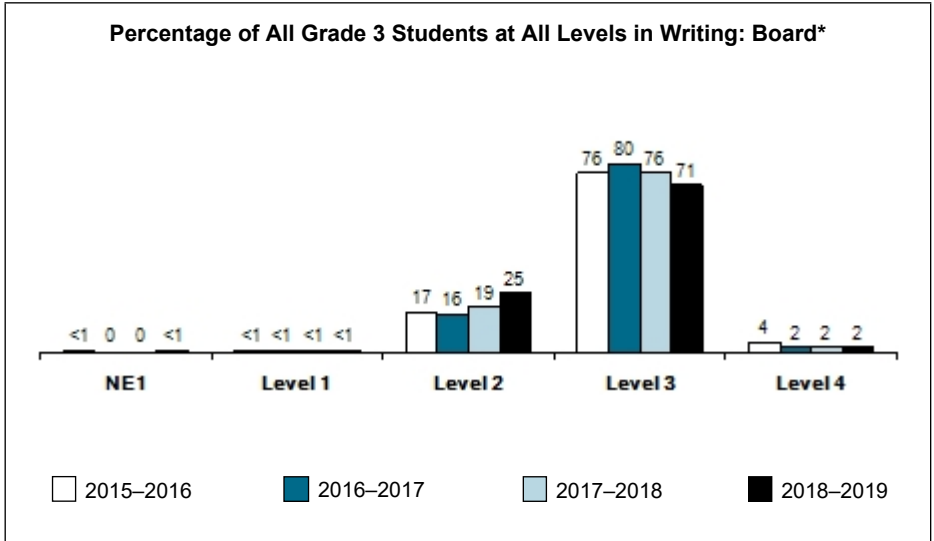
Results over Time, 2015–2016 to 2018–2019\*

Grade 3: Writing

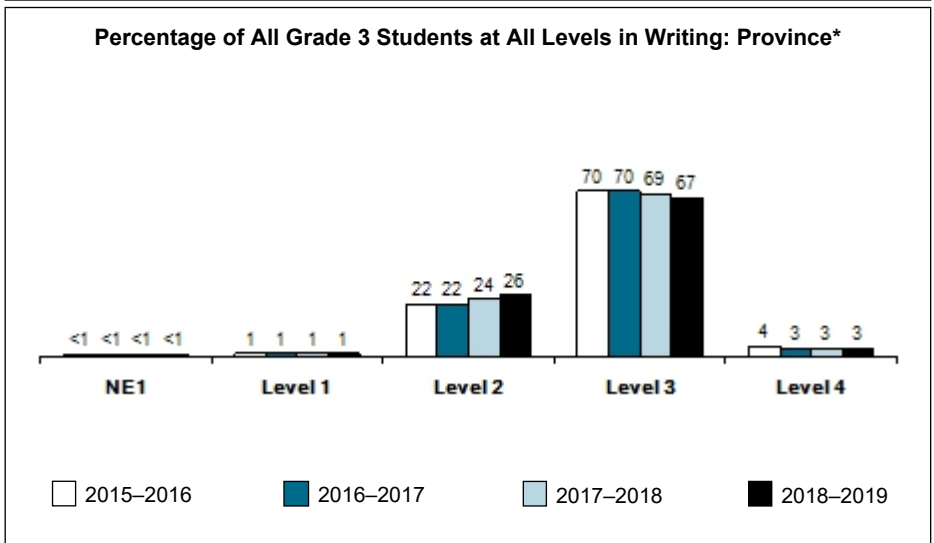
Grade 3 Writing: School*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
Number of Students	N/D	N/D	N/D	N/D
Level 4	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D
NE1**	N/D	N/D	N/D	N/D
Participating Students	N/D	N/D	N/D	N/D
No Data Exempt	N/D	N/D	N/D	N/D
At or Above Provincial Standard†	N/D	N/D	N/D	N/D



Grade 3 Writing: Board*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
Number of Students	1 439	1 458	1 388	1 296
Level 4	4%	2%	2%	2%
Level 3	76%	80%	76%	71%
Level 2	17%	16%	19%	25%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	0%	0%	<1%
Participating Students	98%	98%	98%	98%
No Data Exempt	<1%	<1%	<1%	1%
At or Above Provincial Standard†	80%	82%	78%	73%



Grade 3 Writing: Province*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
Number of Students	118 860	126 036	125 213	124 269
Level 4	4%	3%	3%	3%
Level 3	70%	70%	69%	67%
Level 2	22%	22%	24%	26%
Level 1	1%	1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
Participating Students	97%	97%	97%	97%
No Data Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	74%	73%	72%	69%



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

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

\*\* See the Explanation of Terms.

† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

Assessments of Reading, Writing and Mathematics, 2018–2019

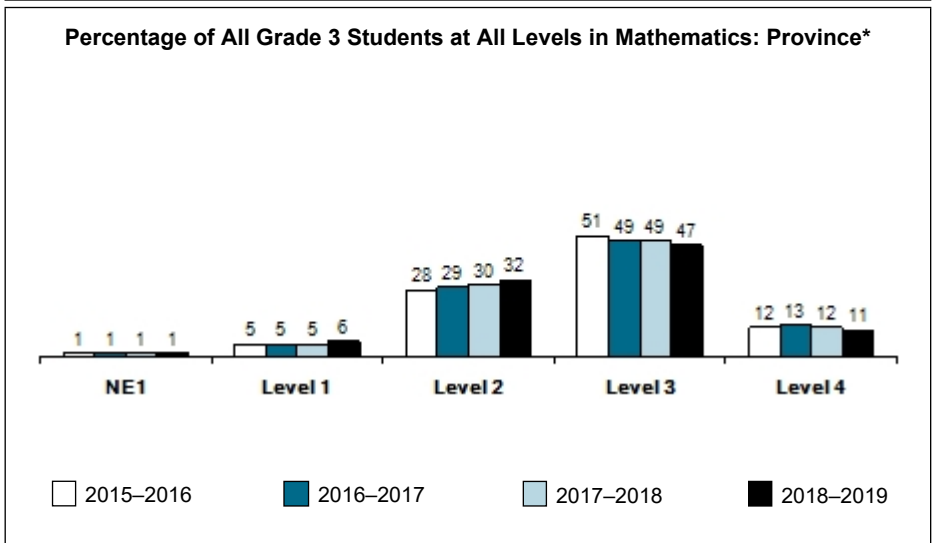
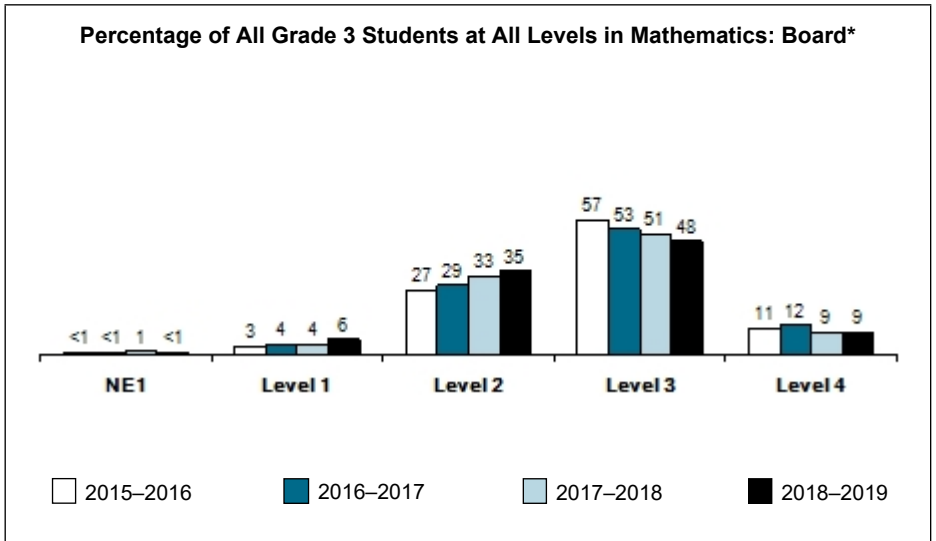
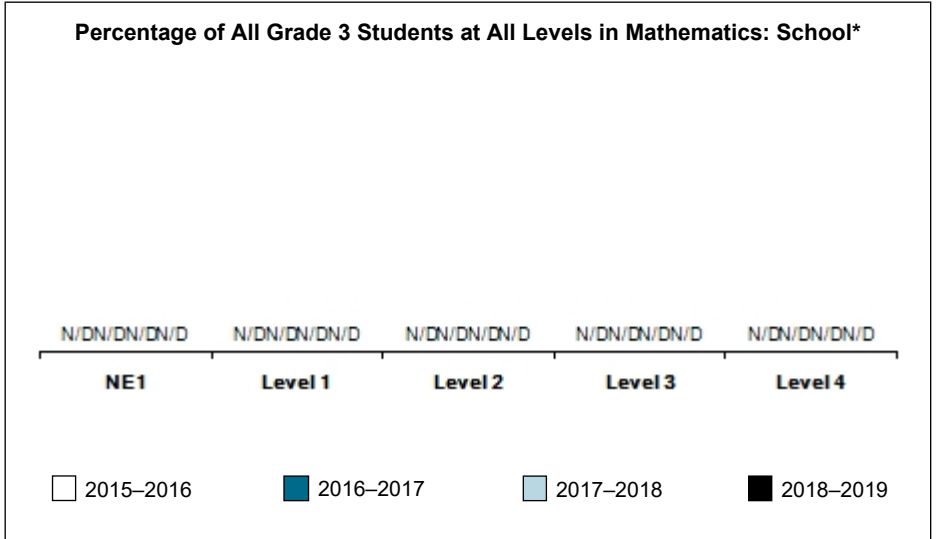
Results over Time, 2015–2016 to 2018–2019\*

Grade 3: Mathematics

Grade 3 Mathematics: School*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
Number of Students	N/D	N/D	N/D	N/D
Level 4	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D
NE1**	N/D	N/D	N/D	N/D
Participating Students	N/D	N/D	N/D	N/D
No Data	N/D	N/D	N/D	N/D
Exempt	N/D	N/D	N/D	N/D
At or Above Provincial Standard†	N/D	N/D	N/D	N/D

Grade 3 Mathematics: Board*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
Number of Students	1 513	1 530	1 478	1 383
Level 4	11%	12%	9%	9%
Level 3	57%	53%	51%	48%
Level 2	27%	29%	33%	35%
Level 1	3%	4%	4%	6%
NE1**	<1%	<1%	1%	<1%
Participating Students	98%	98%	98%	98%
No Data	<1%	<1%	<1%	1%
Exempt	2%	1%	2%	1%
At or Above Provincial Standard†	68%	65%	61%	57%

Grade 3 Mathematics: Province*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
Number of Students	125 471	132 983	132 656	131 544
Level 4	12%	13%	12%	11%
Level 3	51%	49%	49%	47%
Level 2	28%	29%	30%	32%
Level 1	5%	5%	5%	6%
NE1**	1%	1%	1%	1%
Participating Students	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	63%	62%	61%	58%



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

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

\*\* See the Explanation of Terms.

† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.



## Assessments of Reading, Writing and Mathematics, 2018–2019

**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	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
<b>Enrolment</b>					
Number of students	77	82	71	51	54
<b>Participation in the Assessment</b>					
Reading	100%	99%	92%	88%	94%
Writing	100%	99%	92%	88%	94%
Mathematics	100%	99%	92%	88%	94%
<b>Gender</b>					
Female	53%	50%	39%	53%	41%
Male	47%	50%	61%	47%	59%
<b>Student Status</b>					
English language learners**	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)**	21%	16%	20%	33%	20%
<b>Place of Birth</b>					
Born in Canada	99%	99%	96%	98%	96%
Born outside Canada	1%	1%	4%	2%	4%
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%	2%
In Canada three years or more	1%	1%	4%	2%	2%
<b>Language</b>					
First language learned at home was other than English	4%	4%	4%	8%	4%
<b>Year Student Entered Current School</b>					
Year of the assessment	8%	7%	7%	4%	4%
Year prior to the assessment	4%	12%	3%	4%	6%
2 years prior to the assessment	88%	80%	90%	92%	91%
3 or more years prior to the assessment	0%	0%	0%	0%	0%
Data not available	0%	0%	0%	0%	0%
<b>Year Student Entered Current Board</b>					
Year of the assessment	4%	2%	0%	2%	2%
Year prior to the assessment	3%	2%	1%	4%	6%
2 years prior to the assessment	3%	5%	3%	0%	0%
3 or more years prior to the assessment	73%	20%	96%	94%	93%
Data not available	18%	71%	0%	0%	0%

\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are based on information provided by schools and/or boards through the Student Data Collection process.

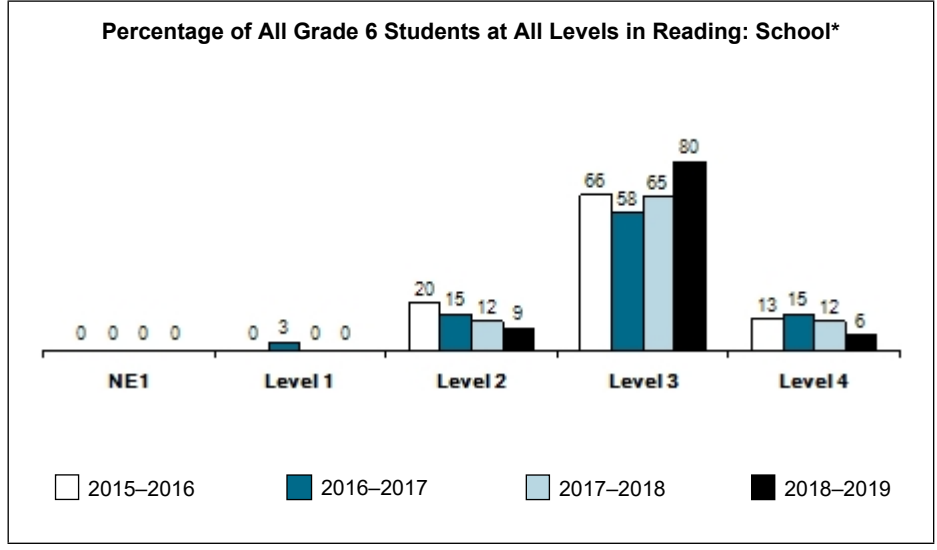
\*\* See the Explanation of Terms.

Assessments of Reading, Writing and Mathematics, 2018–2019

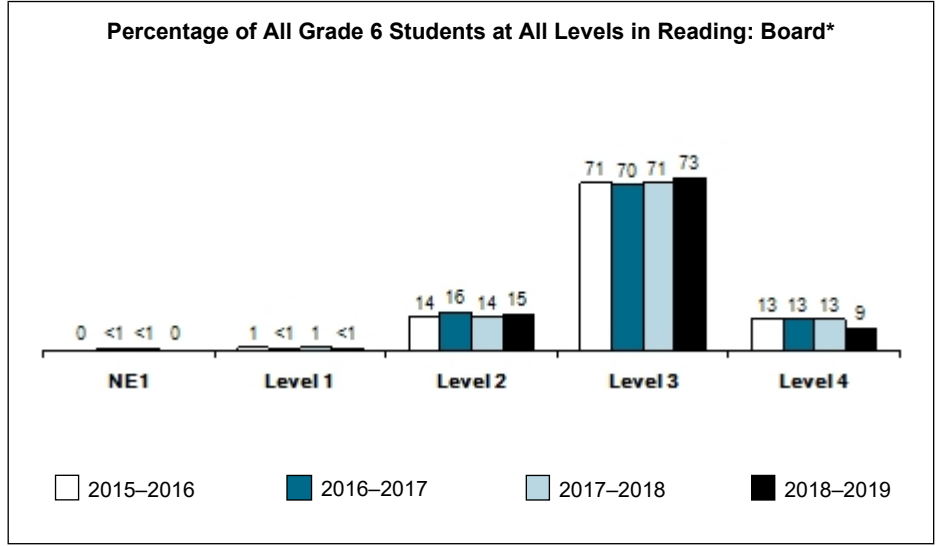
Results over Time, 2015–2016 to 2018–2019\*

Grade 6: Reading

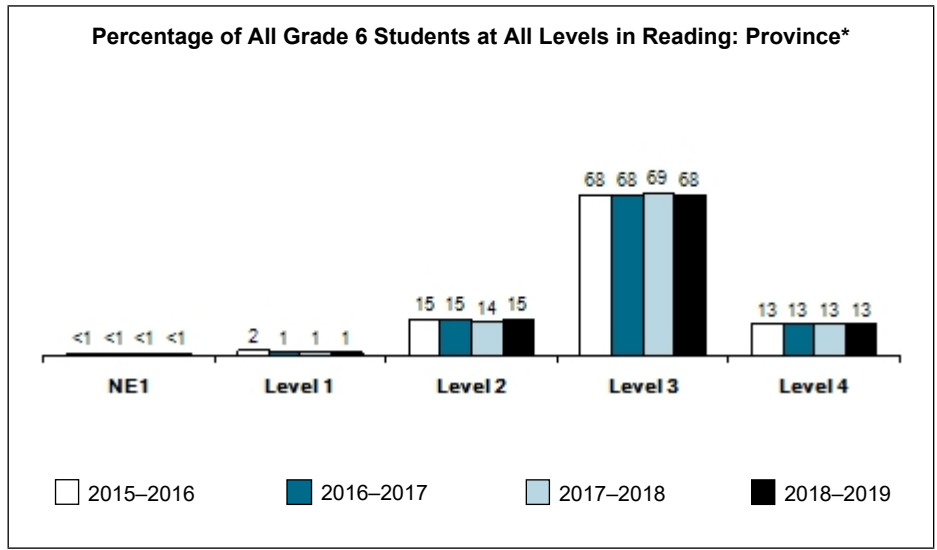
Grade 6 Reading: School*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	82	71	51	54
Level 4	13%	15%	12%	6%
Level 3	66%	58%	65%	80%
Level 2	20%	15%	12%	9%
Level 1	0%	3%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	99%	92%	88%	94%
No Data	0%	1%	4%	2%
Exempt	1%	7%	8%	4%
<b>At or Above Provincial Standard†</b>	<b>79%</b>	<b>73%</b>	<b>76%</b>	<b>85%</b>



Grade 6 Reading: Board*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	1 529	1 521	1 502	1 454
Level 4	13%	13%	13%	9%
Level 3	71%	70%	71%	73%
Level 2	14%	16%	14%	15%
Level 1	1%	<1%	1%	<1%
NE1**	0%	<1%	<1%	0%
<i>Participating Students</i>	99%	98%	98%	98%
No Data	<1%	<1%	<1%	1%
Exempt	1%	1%	1%	1%
<b>At or Above Provincial Standard†</b>	<b>84%</b>	<b>83%</b>	<b>83%</b>	<b>83%</b>



Grade 6 Reading: Province*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	123 592	130 767	132 766	136 122
Level 4	13%	13%	13%	13%
Level 3	68%	68%	69%	68%
Level 2	15%	15%	14%	15%
Level 1	2%	1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	2%	2%	2%	2%
<b>At or Above Provincial Standard†</b>	<b>81%</b>	<b>81%</b>	<b>82%</b>	<b>81%</b>



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

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

\*\* See the Explanation of Terms.

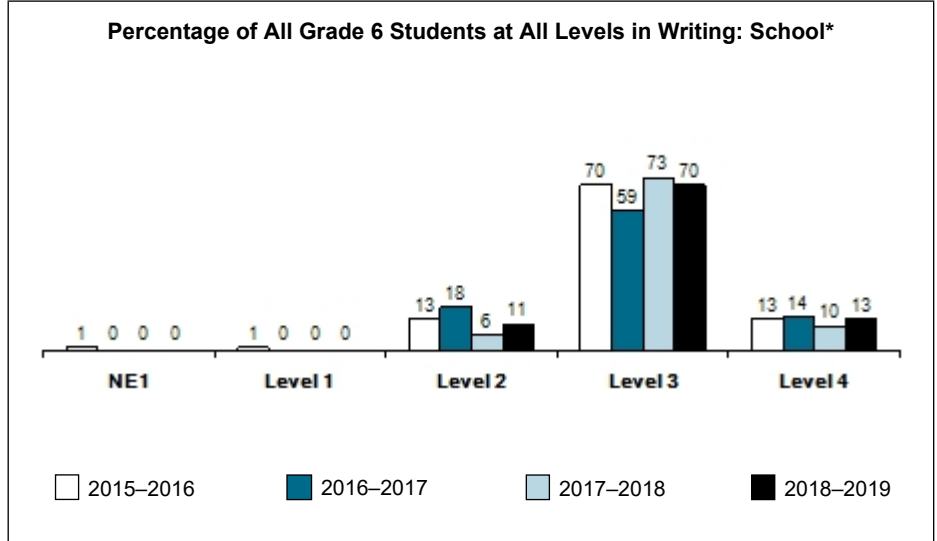
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

Assessments of Reading, Writing and Mathematics, 2018–2019

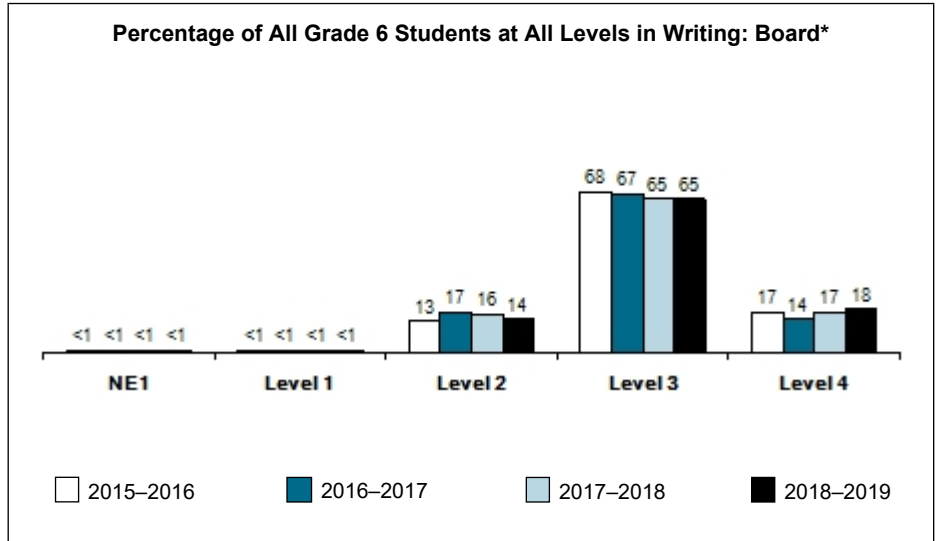
Results over Time, 2015–2016 to 2018–2019\*

Grade 6: Writing

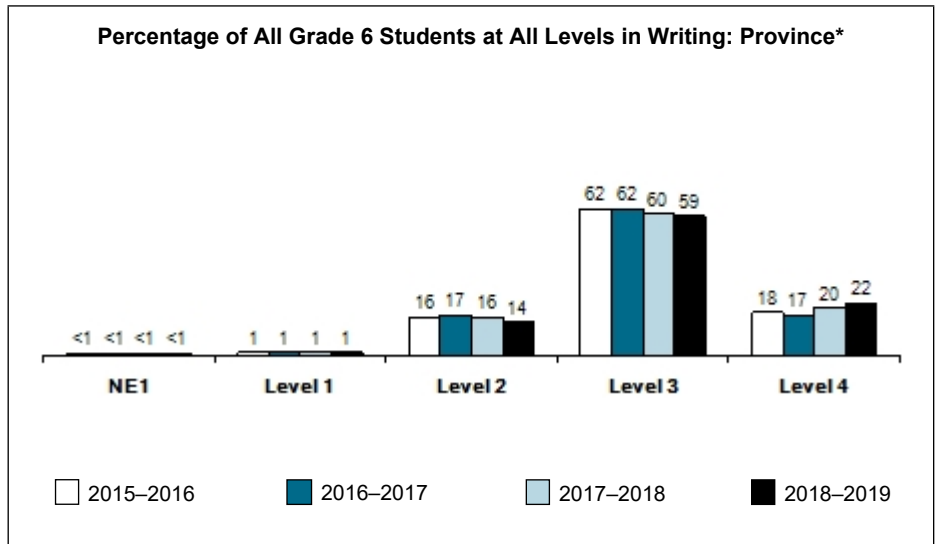
Grade 6 Writing: School*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	82	71	51	54
Level 4	13%	14%	10%	13%
Level 3	70%	59%	73%	70%
Level 2	13%	18%	6%	11%
Level 1	1%	0%	0%	0%
NE1**	1%	0%	0%	0%
<i>Participating Students</i>	99%	92%	88%	94%
No Data	0%	1%	4%	2%
Exempt	1%	7%	8%	4%
<b>At or Above Provincial Standard†</b>	<b>83%</b>	<b>73%</b>	<b>82%</b>	<b>83%</b>



Grade 6 Writing: Board*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	1 529	1 522	1 502	1 454
Level 4	17%	14%	17%	18%
Level 3	68%	67%	65%	65%
Level 2	13%	17%	16%	14%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	98%	98%	98%
No Data	<1%	<1%	<1%	1%
Exempt	1%	1%	1%	1%
<b>At or Above Provincial Standard†</b>	<b>86%</b>	<b>81%</b>	<b>81%</b>	<b>84%</b>



Grade 6 Writing: Province*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	123 617	130 773	132 766	136 123
Level 4	18%	17%	20%	22%
Level 3	62%	62%	60%	59%
Level 2	16%	17%	16%	14%
Level 1	1%	1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	2%	2%	2%	2%
<b>At or Above Provincial Standard†</b>	<b>80%</b>	<b>79%</b>	<b>80%</b>	<b>82%</b>



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

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

\*\* See the Explanation of Terms.

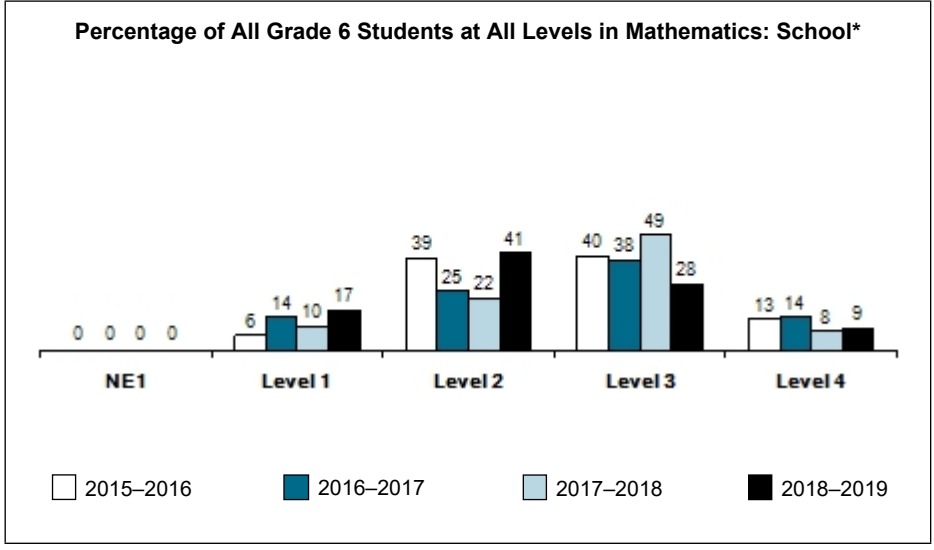
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

Assessments of Reading, Writing and Mathematics, 2018–2019

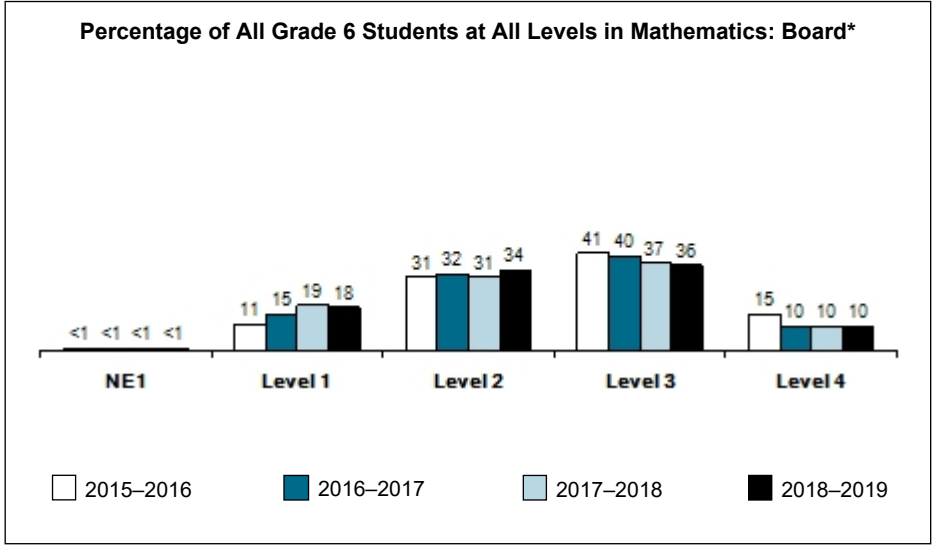
Results over Time, 2015–2016 to 2018–2019\*

Grade 6: Mathematics

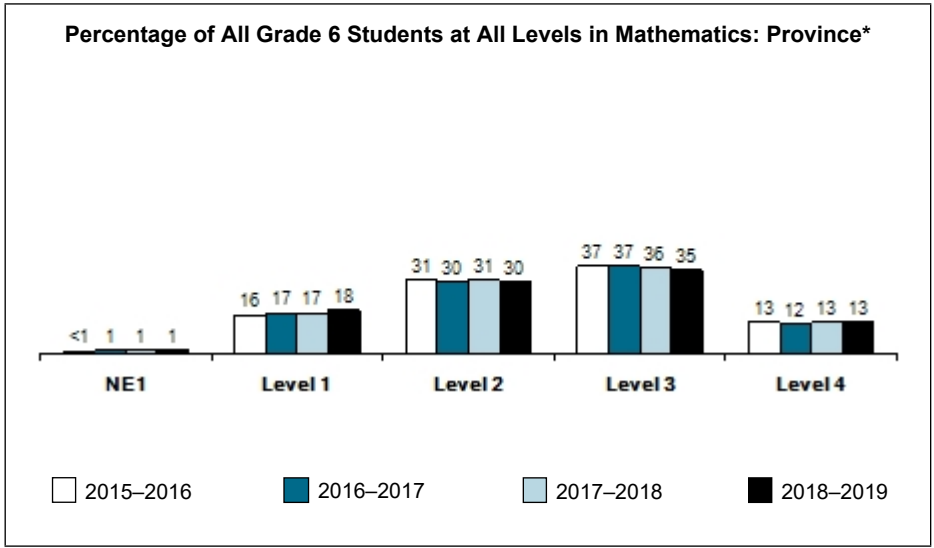
Grade 6 Mathematics: School*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	82	71	51	54
Level 4	13%	14%	8%	9%
Level 3	40%	38%	49%	28%
Level 2	39%	25%	22%	41%
Level 1	6%	14%	10%	17%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	99%	92%	88%	94%
No Data	0%	1%	4%	2%
Exempt	1%	7%	8%	4%
<b>At or Above Provincial Standard†</b>	<b>54%</b>	<b>52%</b>	<b>57%</b>	<b>37%</b>



Grade 6 Mathematics: Board*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	1 529	1 522	1 504	1 456
Level 4	15%	10%	10%	10%
Level 3	41%	40%	37%	36%
Level 2	31%	32%	31%	34%
Level 1	11%	15%	19%	18%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	98%	98%	98%
No Data	<1%	<1%	<1%	1%
Exempt	1%	1%	1%	1%
<b>At or Above Provincial Standard†</b>	<b>56%</b>	<b>51%</b>	<b>47%</b>	<b>47%</b>



Grade 6 Mathematics: Province*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	123 666	130 652	132 766	136 124
Level 4	13%	12%	13%	13%
Level 3	37%	37%	36%	35%
Level 2	31%	30%	31%	30%
Level 1	16%	17%	17%	18%
NE1**	<1%	1%	1%	1%
<i>Participating Students</i>	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	2%	2%	2%	2%
<b>At or Above Provincial Standard†</b>	<b>50%</b>	<b>50%</b>	<b>49%</b>	<b>48%</b>



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

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

\*\* See the Explanation of Terms.

† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

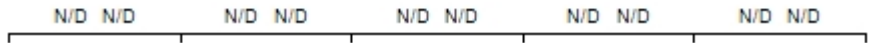
Assessments of Reading, Writing and Mathematics, 2018–2019

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER\*

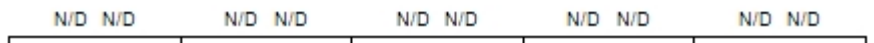
Percentage of Students At or Above the Provincial Standard (Levels 3 and 4): Grade 3

2014–2015      2015–2016      2016–2017      2017–2018      2018–2019

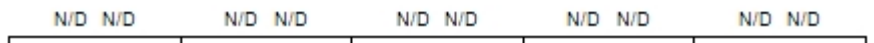
READING



WRITING



MATHEMATICS



Female Male

Total Number of Grade 3 Students\*

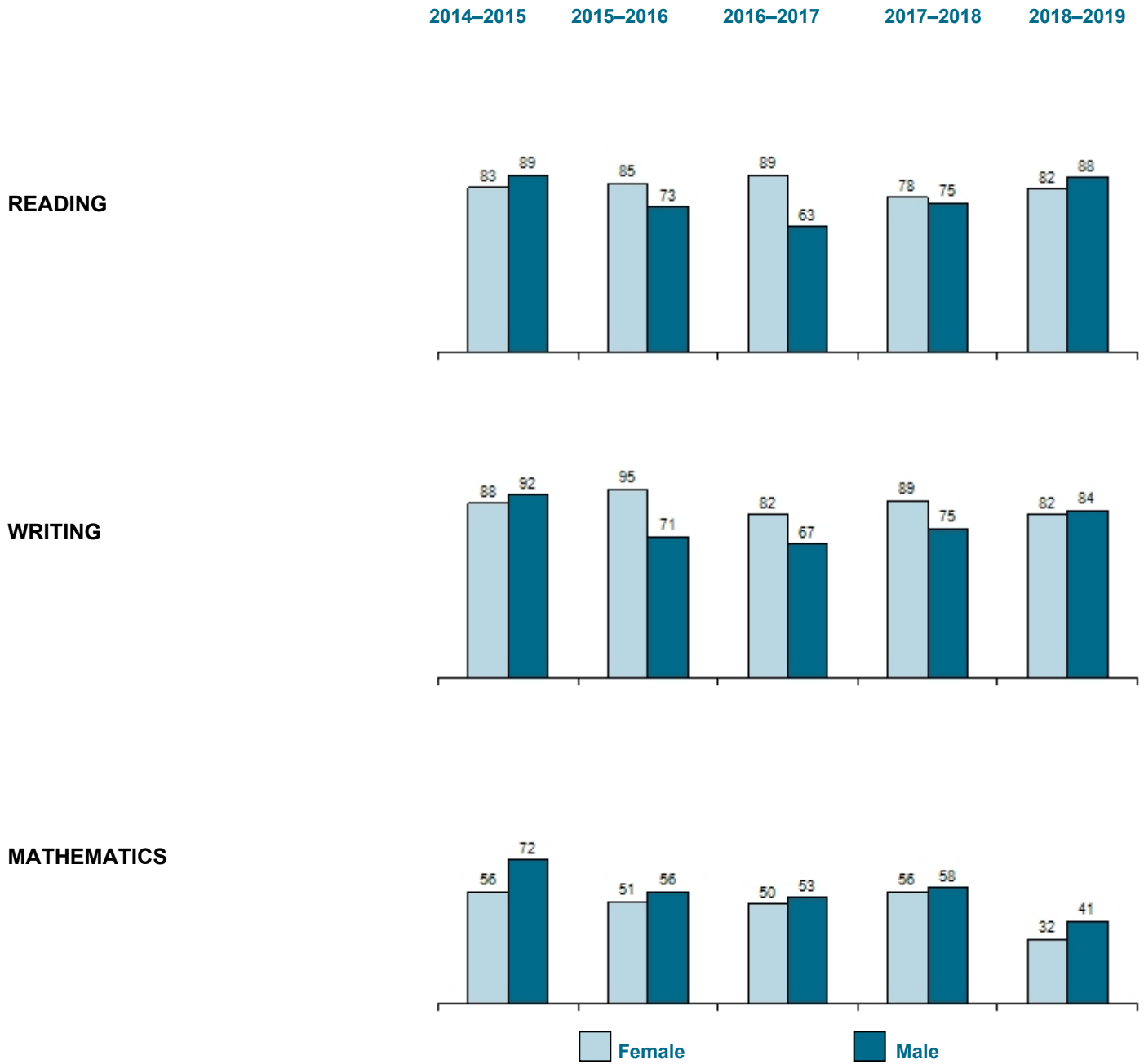
	2014–2015		2015–2016		2016–2017		2017–2018		2018–2019	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	0	0	0	0	0	0	0	0	0	0

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

Assessments of Reading, Writing and Mathematics, 2018–2019

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	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	41	36	41	41	28	43	27	24	22	32

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

Assessments of Reading, Writing and Mathematics, 2018–2019

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

\* 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, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = N/D)			
<input checked="" type="checkbox"/> Never	<input type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Most of the time	
<b>STUDENT ENGAGEMENT</b> About mathematics:		<b>Percentage of Students*</b>	
I like mathematics.		<i>N/D</i>	
I am good at mathematics.		<i>N/D</i>	
I am able to answer difficult mathematics questions.		<i>N/D</i>	
I do my best when I do mathematics activities in class.		<i>N/D</i>	
<b>COGNITIVE STRATEGIES USED IN MATHEMATICS</b> 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.		<i>N/D</i>	
I think about the steps I will use to solve the problem.		<i>N/D</i>	
<input checked="" 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
<b>READING OUTSIDE SCHOOL</b> How often do you read the following when you are not at school?		<b>Percentage of Students*</b>	
Stories or novels		<i>N/D</i>	
Comics		<i>N/D</i>	
Books, newspapers, magazines or Web sites for information		<i>N/D</i>	
E-mail, text or instant messages		<i>N/D</i>	
Any other type of reading material		<i>N/D</i>	

\* 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, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = N/D)			
<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	
<b>WRITING OUTSIDE SCHOOL</b> How often do you write the following (using paper or a computer) when you are not at school?			<b>Percentage of Students*</b>
Stories			N/D
Journal entries			N/D
E-mail, text or instant messages			N/D
Letters			N/D
<b>OUT-OF-SCHOOL ACTIVITIES</b> How often do you do the following when you are not at school?			
I participate in art, music or drama activities.			N/D
I participate in after-school clubs.			N/D
I participate in sports or other physical activities.			N/D
<b>PARENTAL ENGAGEMENT</b> 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.			N/D
We talk about the reading and writing work I do in school.			N/D
We talk about the mathematics work I do in school.			N/D
We read together.			N/D
We look at my school agenda.			N/D
We use a computer together.			N/D

\* 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, 2018–2019

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

\* 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, 2018–2019

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = N/D)	Female* (# = N/D)	Male* (# = N/D)	All (# = 1 352)	Female* (# = 666)	Male* (# = 686)	All (# = 125 577)	Female* (# = 61 742)	Male* (# = 63 822)
<b>STUDENT ENGAGEMENT</b>									
<b>About reading:</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I like to read.	N/D	N/D	N/D	39%	46%	33%	44%	49%	39%
I am a good reader.	N/D	N/D	N/D	65%	67%	64%	62%	64%	61%
I am able to understand difficult reading passages.	N/D	N/D	N/D	30%	32%	29%	29%	27%	31%
I do my best when I do reading activities in class.	N/D	N/D	N/D	72%	76%	67%	72%	77%	67%
<b>STUDENT ENGAGEMENT</b>									
<b>About writing:</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I like to write.	N/D	N/D	N/D	45%	51%	40%	45%	51%	39%
I am a good writer.	N/D	N/D	N/D	53%	60%	46%	48%	54%	42%
I am able to communicate my ideas in writing.	N/D	N/D	N/D	44%	46%	42%	44%	45%	42%
I do my best when I do writing activities in class.	N/D	N/D	N/D	69%	73%	65%	68%	73%	63%
<b>COGNITIVE STRATEGIES USED IN LANGUAGE</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I make sure I understand what I am reading.	N/D	N/D	N/D	62%	64%	60%	64%	67%	62%
I organize my ideas before I start to write.	N/D	N/D	N/D	39%	42%	36%	40%	43%	36%
I edit my writing to make it better.	N/D	N/D	N/D	36%	38%	34%	39%	43%	36%
I check my writing for spelling and grammar.	N/D	N/D	N/D	41%	45%	37%	43%	47%	40%
<b>STUDENT ENGAGEMENT</b>									
<b>About mathematics:</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I like mathematics.	N/D	N/D	N/D	52%	46%	57%	57%	51%	62%
I am good at mathematics.	N/D	N/D	N/D	55%	47%	62%	55%	48%	62%
I am able to answer difficult mathematics questions.	N/D	N/D	N/D	37%	27%	46%	37%	29%	45%
I do my best when I do mathematics activities in class.	N/D	N/D	N/D	76%	77%	76%	77%	78%	75%
<b>COGNITIVE STRATEGIES USED IN MATHEMATICS</b>									
<b>When I am working on a mathematics problem,</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I read over the problem first to make sure I know what I am supposed to do.	N/D	N/D	N/D	66%	69%	63%	67%	72%	63%
I think about the steps I will use to solve the problem.	N/D	N/D	N/D	46%	47%	45%	48%	49%	47%

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

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

Assessments of Reading, Writing and Mathematics, 2018–2019

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = N/D)	Female* (# = N/D)	Male* (# = N/D)	All (# = 1 352)	Female* (# = 666)	Male* (# = 686)	All (# = 125 577)	Female* (# = 61 742)	Male* (# = 63 822)
<b>READING OUTSIDE SCHOOL</b>									
<b>How often do you read the following when you are not at school?</b>				<b>Percentage of students who answered “every day or almost every day”†</b>					
Stories or novels	N/D	N/D	N/D	34%	39%	30%	37%	40%	34%
Comics	N/D	N/D	N/D	20%	15%	24%	21%	17%	25%
Books, newspapers, magazines or Web sites for information	N/D	N/D	N/D	18%	20%	16%	19%	19%	19%
E-mails, text or instant messages	N/D	N/D	N/D	26%	29%	24%	22%	24%	20%
Any other type of reading material	N/D	N/D	N/D	32%	34%	29%	31%	33%	28%
<b>WRITING OUTSIDE SCHOOL</b>									
<b>How often do you write the following (using paper or a computer) when you are not at school?</b>				<b>Percentage of students who answered “every day or almost every day”†</b>					
Stories	N/D	N/D	N/D	16%	18%	15%	17%	19%	15%
Journal entries	N/D	N/D	N/D	13%	17%	10%	13%	17%	9%
E-mails, text or instant messages	N/D	N/D	N/D	26%	30%	22%	21%	23%	18%
Letters	N/D	N/D	N/D	12%	14%	10%	12%	13%	10%
<b>OUT-OF-SCHOOL ACTIVITIES</b>									
<b>How often do you do the following when you are not at school?</b>				<b>Percentage of students who answered “every day or almost every day”†</b>					
I participate in art, music or drama activities.	N/D	N/D	N/D	21%	27%	15%	23%	29%	18%
I participate in after-school clubs.	N/D	N/D	N/D	10%	11%	9%	13%	14%	13%
I participate in sports or other physical activities.	N/D	N/D	N/D	41%	36%	47%	37%	32%	42%
<b>PARENTAL ENGAGEMENT</b>									
<b>How often do you and a parent, a guardian or another adult who lives with you do the following?</b>				<b>Percentage of students who answered “every day or almost every day”†</b>					
We talk about the activities I do in school.	N/D	N/D	N/D	55%	59%	52%	54%	58%	50%
We talk about the reading and writing work I do in school.	N/D	N/D	N/D	35%	38%	33%	33%	36%	30%
We talk about the mathematics work I do in school.	N/D	N/D	N/D	36%	37%	36%	37%	38%	35%
We read together.	N/D	N/D	N/D	28%	31%	25%	27%	29%	25%
We look at my school agenda.	N/D	N/D	N/D	54%	56%	52%	42%	43%	42%
We use a computer together.	N/D	N/D	N/D	16%	15%	16%	14%	13%	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, 2018–2019

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = N/D)	Female* (# = N/D)	Male* (# = N/D)	All (# = 1 352)	Female* (# = 666)	Male* (# = 686)	All (# = 125 577)	Female* (# = 61 742)	Male* (# = 63 822)
<b>SCREEN TIME (TELEVISION)</b>									
On a school day, how many TV programs do you normally watch? <span style="float: right;">Percentage of students who answered “4 programs or more”†</span>									
Before school	N/D	N/D	N/D	16%	11%	21%	11%	8%	14%
After school	N/D	N/D	N/D	47%	43%	51%	41%	38%	43%
<b>SCHOOLS ATTENDED</b>									
How many schools did you attend before this one? <span style="float: right;">Percentage of students‡</span>									
Only this school/1 other school	N/D	N/D	N/D	85%	86%	85%	78%	78%	78%
2 other schools/3 other schools	N/D	N/D	N/D	10%	9%	11%	15%	15%	15%
4 other schools or more	N/D	N/D	N/D	3%	3%	2%	4%	4%	4%
<b>LANGUAGES STUDENTS SPEAK AT HOME</b>									
Percentage of students‡									
Only English/Mostly English	N/D	N/D	N/D	83%	81%	85%	71%	70%	72%
Another language (or other languages) as often as English	N/D	N/D	N/D	9%	9%	9%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	N/D	N/D	N/D	6%	7%	4%	11%	11%	11%
<b>LANGUAGES SPOKEN TO STUDENTS AT HOME</b>									
Percentage of students‡									
Only English/Mostly English	N/D	N/D	N/D	80%	79%	80%	65%	64%	66%
Another language (or other languages) as often as English	N/D	N/D	N/D	9%	9%	8%	13%	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	N/D	N/D	N/D	8%	7%	8%	18%	18%	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, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 50)			
		<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.		13	
I am a good reader.		36	
I am able to understand difficult reading passages.		25	
I do my best when I do reading activities in class.		33	
STUDENT ENGAGEMENT		Percentage of Students*	
About writing:		Number of students who answered "most of the time"	
I like to write.		12	
I am a good writer.		22	
I am able to communicate my ideas in writing.		24	
I do my best when I do writing activities in class.		31	
COGNITIVE STRATEGIES USED IN LANGUAGE			
I make sure I understand what I am reading.		33	
I organize my ideas before I start to write.		8	
I edit my writing to make it better.		21	
I check my writing for spelling and grammar.		24	

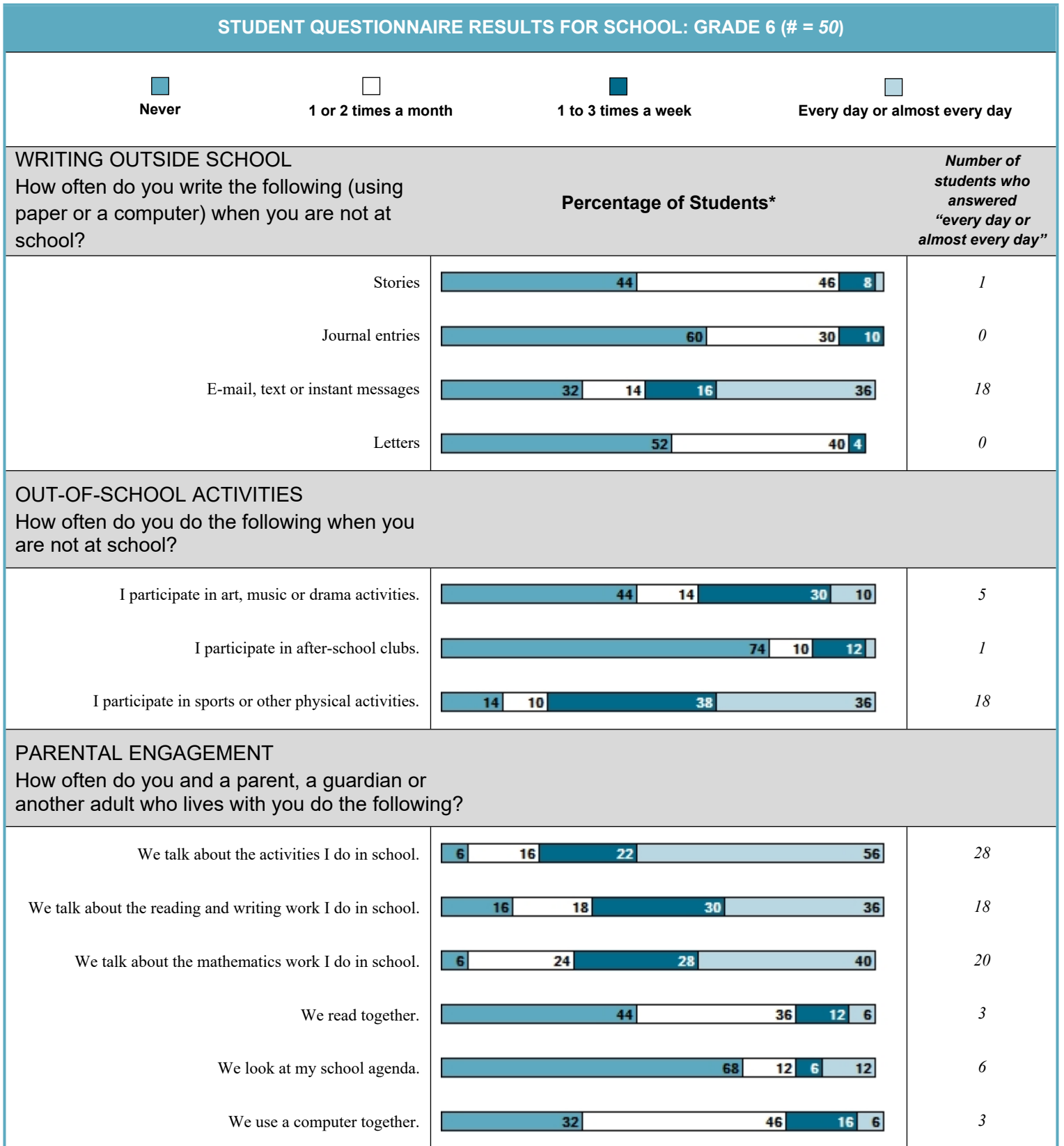
\* Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 50)			
		<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Most of the time	
STUDENT ENGAGEMENT		Percentage of Students*	Number of students who answered "most of the time"
About mathematics:			
I like mathematics.		23	
I am good at mathematics.		25	
I am able to answer difficult mathematics questions.		20	
I do my best when I do mathematics activities in class.		42	
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.		39	
I think about the steps I will use to solve the problem.		28	
		<input checked="" 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*	Number of students who answered "every day or almost every day"
How often do you read the following when you are not at school?			
Stories or novels		10	
Comics		1	
Books, newspapers, magazines or Web sites for information		8	
E-mail, text or instant messages		26	
Any other type of reading material		10	

\* 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, 2018–2019



\* 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, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 50)			
SCHOOLS ATTENDED		Percentage of Students*	Number of students
How many schools did you attend before this one?			
Only this school		16	8
1 other school		54	27
2 other schools		16	8
3 other schools		2	1
4 other schools or more		6	3
			
LANGUAGES SPOKEN		Percentage of Students*	Number of students who answered "only English" or "mostly English"
Languages student speaks at home		88 6	44
Languages in which people speak to student at home		82 8 4	41

\* 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, 2018–2019

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 50)	Female* (# = 21)	Male* (# = 29)	All (# = 1 414)	Female* (# = 705)	Male* (# = 709)	All (# = 130 549)	Female* (# = 64 024)	Male* (# = 66 514)
<b>STUDENT ENGAGEMENT</b>									
<b>About reading:</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I like to read.	<b>26%</b>	24%	28%	<b>43%</b>	51%	35%	<b>42%</b>	49%	35%
I am a good reader.	<b>72%</b>	71%	72%	<b>69%</b>	73%	65%	<b>67%</b>	70%	64%
I am able to understand difficult reading passages.	<b>50%</b>	57%	45%	<b>43%</b>	45%	41%	<b>42%</b>	41%	43%
I do my best when I do reading activities in class.	<b>66%</b>	81%	55%	<b>74%</b>	80%	69%	<b>71%</b>	76%	66%
<b>STUDENT ENGAGEMENT</b>									
<b>About writing:</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I like to write.	<b>24%</b>	33%	17%	<b>37%</b>	49%	25%	<b>39%</b>	50%	28%
I am a good writer.	<b>44%</b>	62%	31%	<b>45%</b>	56%	34%	<b>40%</b>	47%	33%
I am able to communicate my ideas in writing.	<b>48%</b>	48%	48%	<b>49%</b>	53%	45%	<b>49%</b>	53%	44%
I do my best when I do writing activities in class.	<b>62%</b>	62%	62%	<b>72%</b>	77%	66%	<b>68%</b>	75%	62%
<b>COGNITIVE STRATEGIES USED IN LANGUAGE</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I make sure I understand what I am reading.	<b>66%</b>	76%	59%	<b>73%</b>	76%	70%	<b>71%</b>	74%	68%
I organize my ideas before I start to write.	<b>16%</b>	14%	17%	<b>31%</b>	34%	27%	<b>31%</b>	35%	27%
I edit my writing to make it better.	<b>42%</b>	33%	48%	<b>48%</b>	56%	39%	<b>47%</b>	53%	41%
I check my writing for spelling and grammar.	<b>48%</b>	57%	41%	<b>53%</b>	63%	43%	<b>51%</b>	56%	47%
<b>STUDENT ENGAGEMENT</b>									
<b>About mathematics:</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I like mathematics.	<b>46%</b>	24%	62%	<b>48%</b>	40%	56%	<b>50%</b>	41%	58%
I am good at mathematics.	<b>50%</b>	38%	59%	<b>54%</b>	46%	62%	<b>52%</b>	44%	60%
I am able to answer difficult mathematics questions.	<b>40%</b>	29%	48%	<b>39%</b>	33%	44%	<b>39%</b>	30%	48%
I do my best when I do mathematics activities in class.	<b>84%</b>	81%	86%	<b>80%</b>	80%	80%	<b>76%</b>	76%	76%
<b>COGNITIVE STRATEGIES USED IN MATHEMATICS</b>									
<b>When I am working on a mathematics problem,</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I read over the problem first to make sure I know what I am supposed to do.	<b>78%</b>	81%	76%	<b>82%</b>	87%	77%	<b>81%</b>	84%	77%
I think about the steps I will use to solve the problem.	<b>56%</b>	48%	62%	<b>54%</b>	56%	52%	<b>54%</b>	55%	53%

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

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

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GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 50)	Female* (# = 21)	Male* (# = 29)	All (# = 1 414)	Female* (# = 705)	Male* (# = 709)	All (# = 130 549)	Female* (# = 64 024)	Male* (# = 66 514)
<b>READING OUTSIDE SCHOOL</b>									
How often do you read the following when you are not at school? <span style="float: right;">Percentage of students who answered “every day or almost every day”†</span>									
Stories or novels	20%	24%	17%	25%	30%	20%	27%	32%	23%
Comics	2%	0%	3%	11%	10%	13%	14%	12%	15%
Books, newspapers, magazines or Web sites for information	16%	24%	10%	17%	18%	16%	20%	20%	21%
E-mail, text or instant messages	52%	86%	28%	54%	65%	44%	55%	63%	47%
Any other type of reading material	20%	24%	17%	23%	27%	19%	25%	27%	23%
<b>WRITING OUTSIDE SCHOOL</b>									
How often do you write the following (using paper or a computer) when you are not at school? <span style="float: right;">Percentage of students who answered “every day or almost every day”†</span>									
Stories	2%	5%	0%	6%	7%	4%	7%	9%	6%
Journal entries	0%	0%	0%	7%	11%	3%	7%	11%	4%
E-mail, text or instant messages	36%	57%	21%	52%	64%	39%	53%	62%	45%
Letters	0%	0%	0%	4%	4%	3%	4%	4%	4%
<b>OUT-OF-SCHOOL ACTIVITIES</b>									
How often do you do the following when you are not at school? <span style="float: right;">Percentage of students who answered “every day or almost every day”†</span>									
I participate in art, music or drama activities.	10%	19%	3%	14%	20%	9%	17%	22%	12%
I participate in after-school clubs.	2%	5%	0%	7%	10%	5%	10%	11%	10%
I participate in sports or other physical activities.	36%	24%	45%	43%	39%	46%	41%	36%	47%
<b>PARENTAL ENGAGEMENT</b>									
How often do you and a parent, a guardian or another adult who lives with you do the following? <span style="float: right;">Percentage of students who answered “every day or almost every day”†</span>									
We talk about the activities I do in school.	56%	81%	38%	58%	63%	53%	58%	60%	55%
We talk about the reading and writing work I do in school.	36%	52%	24%	31%	36%	27%	31%	33%	30%
We talk about the mathematics work I do in school.	40%	48%	34%	39%	42%	36%	40%	41%	38%
We read together.	6%	5%	7%	6%	5%	7%	7%	7%	8%
We look at my school agenda.	12%	14%	10%	34%	37%	31%	22%	21%	23%
We use a computer together.	6%	5%	7%	8%	9%	8%	10%	9%	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.”

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GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 50)	Female* (# = 21)	Male* (# = 29)	All (# = 1 414)	Female* (# = 705)	Male* (# = 709)	All (# = 130 549)	Female* (# = 64 024)	Male* (# = 66 514)
<b>SCHOOLS ATTENDED</b>									
How many schools did you attend before this one?	Percentage of students†								
Only this school/1 other school	70%	76%	66%	81%	83%	79%	69%	69%	68%
2 other schools/3 other schools	18%	10%	24%	12%	11%	14%	23%	23%	22%
4 other schools or more	6%	5%	7%	4%	5%	3%	6%	6%	6%
<b>LANGUAGES STUDENTS SPEAK AT HOME</b>									
	Percentage of students†								
Only English/Mostly English	88%	90%	86%	86%	86%	86%	73%	73%	73%
Another language (or other languages) as often as English	0%	0%	0%	8%	9%	8%	17%	18%	16%
Mostly another language (or other languages)/ Only another language (or other languages)	6%	0%	10%	4%	4%	3%	9%	8%	9%
<b>LANGUAGES SPOKEN TO STUDENTS AT HOME</b>									
	Percentage of students†								
Only English/Mostly English	82%	86%	79%	83%	83%	82%	65%	65%	65%
Another language (or other languages) as often as English	8%	0%	14%	8%	9%	7%	15%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	4%	5%	3%	7%	6%	7%	17%	17%	17%

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

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

## Assessments of Reading, Writing and Mathematics, 2018–2019

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