



# School Report



## Assessments of Reading, Writing and Mathematics Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

**School: Mother Teresa Catholic Elementary School (688784)**

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

On behalf of EQAO, I am pleased to present the results of the 2017–2018 Assessments of Reading, Writing and Mathematics for the primary (Grades 1–3) and junior (Grades 4–6) divisions. This report includes results from 2017–2018 as well as from previous years, so you can track progress over time. You will additionally find demographic and attitudinal information, which provides context for interpreting achievement results.

By assessing each student in relation to the learning expectations outlined in *The Ontario Curriculum*, EQAO is able to offer objective data at the individual, school, board and provincial levels to support the professional practice of the education community. Using EQAO’s independent data, in addition to classroom and board information, helps the education community consider the focus for collaborative inquiries and to make evidence-informed decisions when developing and monitoring plans that foster equitable and inclusive learning environments. Achievement, contextual, attitudinal and behavioural data all offer valuable insights into student learning and support educators as they continue to meet the needs of every student.

We look forward to continuing our work with you in support of the children and youth of Ontario, so that all students are positioned for success in their futures, regardless of background or circumstances.

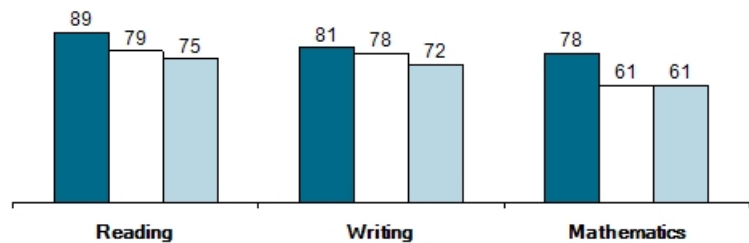
Kind Regards,

Norah Marsh  
Chief Executive Officer  
Education Quality and Accountability Office

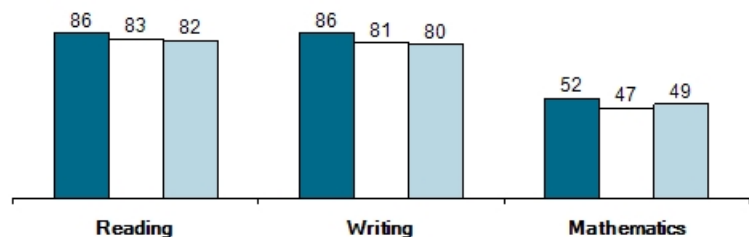
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### PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2017–2018

#### Grade 3



#### Grade 6

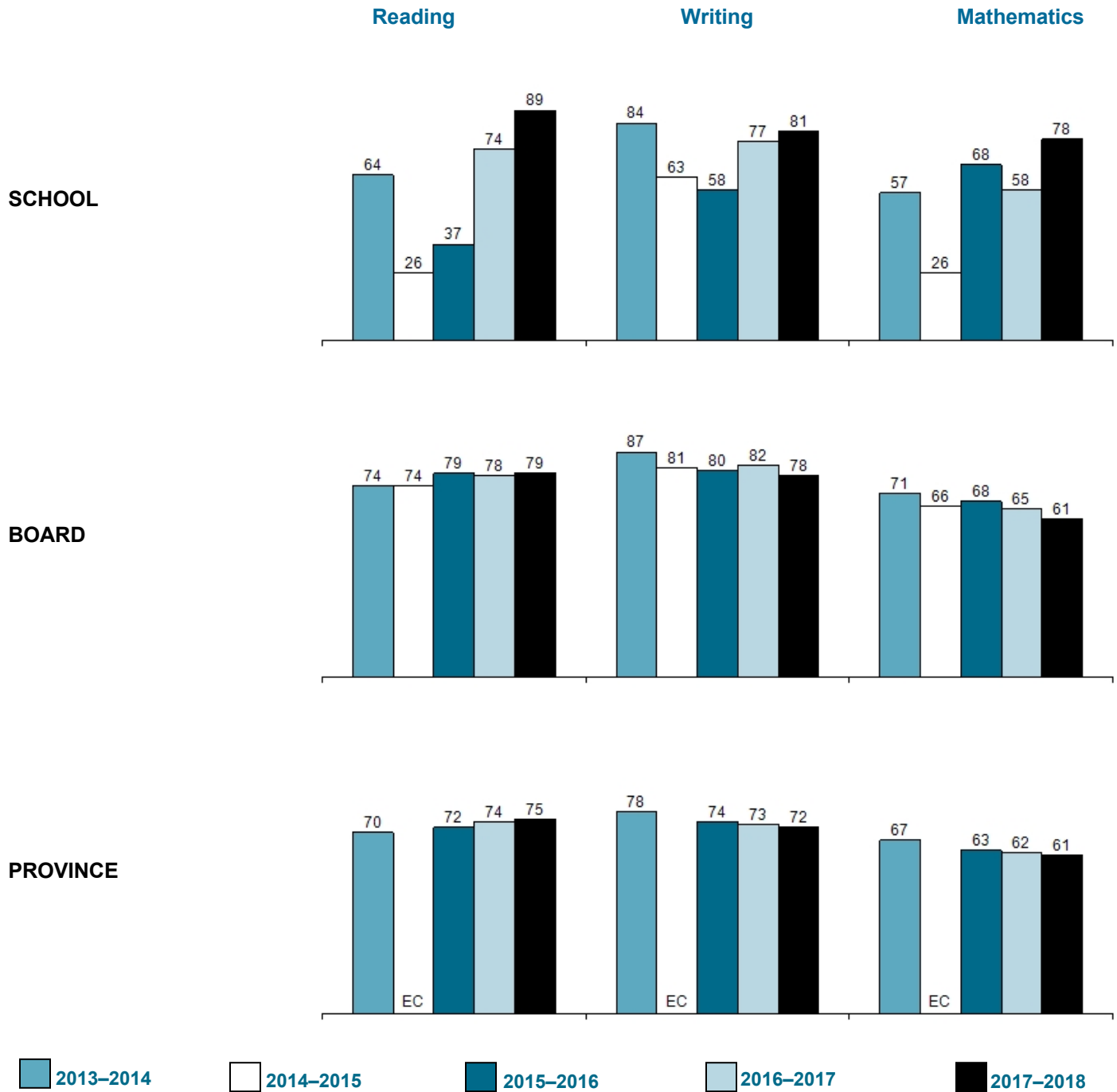


■ School    □ Board    ■ Province

Assessments of Reading, Writing and Mathematics, 2017–2018

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

**PERCENTAGE OF STUDENTS: Grade 3**



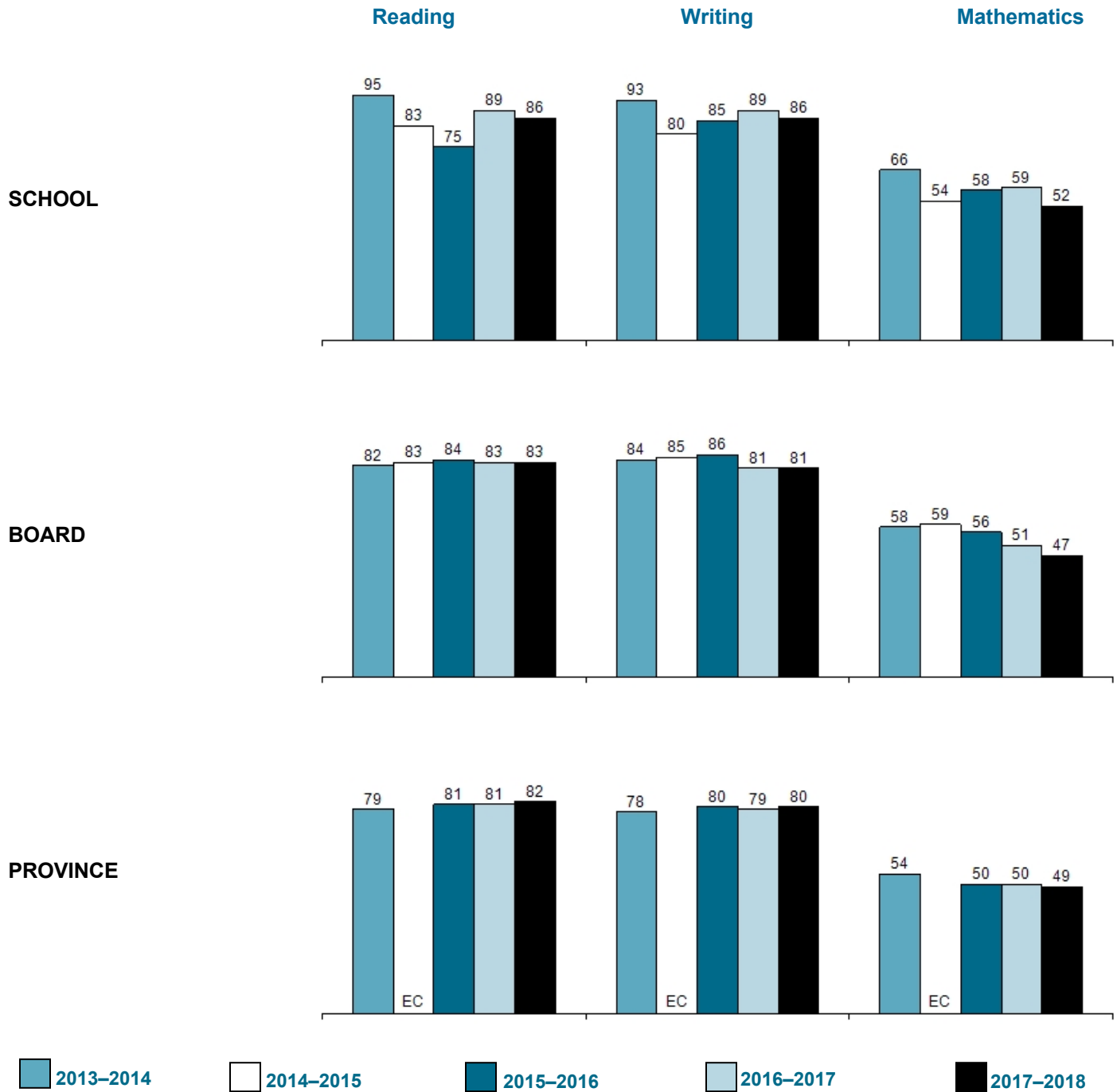
**Total Number of Grade 3 Students**

	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
School	44	27	19	31	27
Board	1 527	1 542	1 513	1 530	1 479
Province	127 505	EC	125 484	132 992	132 656

Assessments of Reading, Writing and Mathematics, 2017–2018

**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>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
School	41	35	48	44	29
Board	1 505	1 550	1 529	1 522	1 504
Province	127 286	EC	123 685	130 775	132 766

## Assessments of Reading, Writing and Mathematics, 2017–2018

## 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, 2017–2018

## 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	27		1 479		132 656	
Number of classes with Grade 3 students	2		99		10 171	
Number of schools with Grade 3 classes	Not applicable		48		3 289	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Gender</b>						
Female	16	59%	727	49%	64 587	49%
Male	11	41%	752	51%	68 069	51%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status</b>						
English language learners**	1	4%	31	2%	17 484	13%
Students with special education needs (excluding gifted)**	4	15%	315	21%	23 789	18%
<b>Place of Birth</b>						
Born in Canada	24	89%	1 369	93%	118 700	89%
Born outside Canada	3	11%	110	7%	13 543	10%
In Canada less than one year	0	0%	16	1%	935	1%
In Canada one year or more but less than three years	1	4%	27	2%	3 469	3%
In Canada three years or more	2	7%	67	5%	8 392	6%
<b>Language</b>						
First language learned at home was other than English	5	19%	160	11%	28 529	22%
<b>Year Student Entered Current School</b>						
Year of the assessment	4	15%	174	12%	16 810	13%
Year prior to the assessment	3	11%	149	10%	14 057	11%
2 years prior to the assessment	2	7%	133	9%	17 803	13%
3 or more years prior to the assessment	18	67%	1 023	69%	83 848	63%
Data not available	0	0%	0	0%	138	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	2	7%	74	5%	7 905	6%
Year prior to the assessment	1	4%	79	5%	7 713	6%
2 years prior to the assessment	0	0%	91	6%	9 520	7%
3 or more years prior to the assessment	24	89%	1 235	84%	107 214	81%
Data not available	0	0%	0	0%	304	<1%

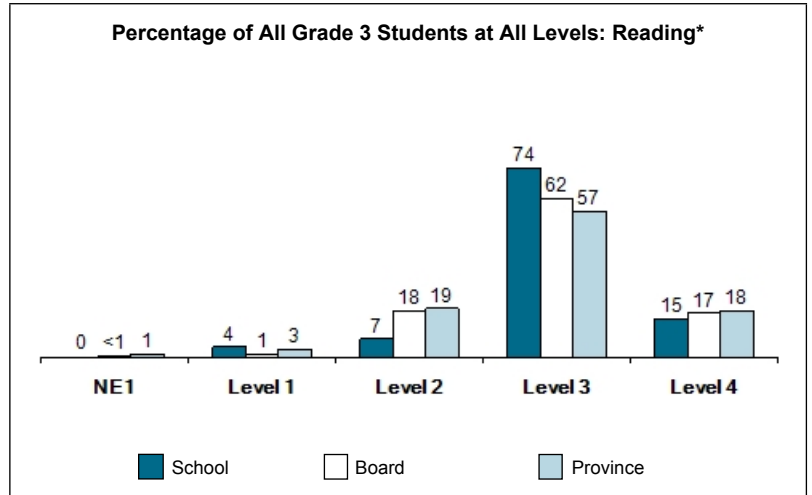
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are based on information provided by schools and/or boards through the Student Data Collection process.

\*\* See the Explanation of Terms.

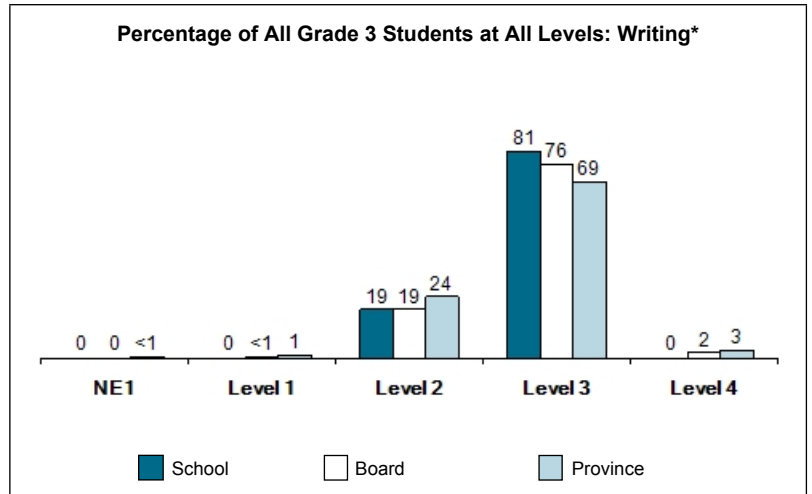
Assessments of Reading, Writing and Mathematics, 2017–2018

Grade 3: All Students<sup>††</sup>

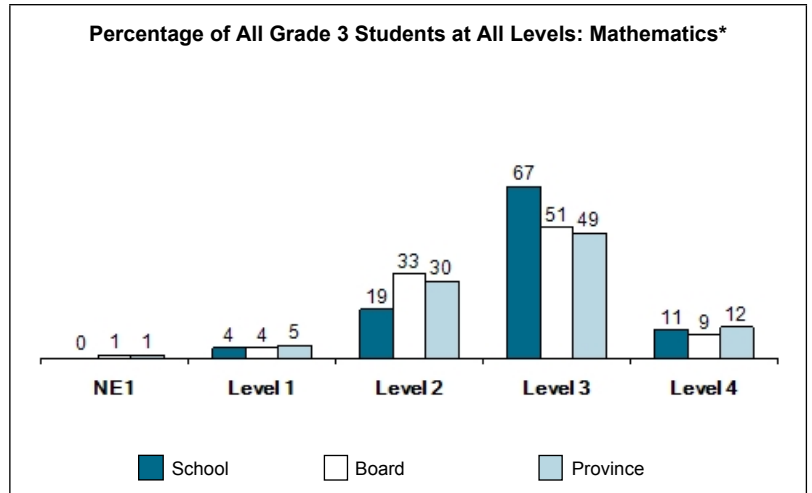
Grade 3: Reading*				
Number of Students	School 27		Board 1 388	Province 125 213
	#	%	%	%
Level 4	4	15%	17%	18%
Level 3	20	74%	62%	57%
Level 2	2	7%	18%	19%
Level 1	1	4%	1%	3%
NEI**	0	0%	<1%	1%
Participating Students	27	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	2%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		<b>89%</b>	<b>79%</b>	<b>75%</b>



Grade 3: Writing*				
Number of Students	School 27		Board 1 388	Province 125 213
	#	%	%	%
Level 4	0	0%	2%	3%
Level 3	22	81%	76%	69%
Level 2	5	19%	19%	24%
Level 1	0	0%	<1%	1%
NEI**	0	0%	0%	<1%
Participating Students	27	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	2%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		<b>81%</b>	<b>78%</b>	<b>72%</b>



Grade 3: Mathematics*				
Number of Students	School 27		Board 1 478	Province 132 656
	#	%	%	%
Level 4	3	11%	9%	12%
Level 3	18	67%	51%	49%
Level 2	5	19%	33%	30%
Level 1	1	4%	4%	5%
NEI**	0	0%	1%	1%
Participating Students	27	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	2%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		<b>78%</b>	<b>61%</b>	<b>61%</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.

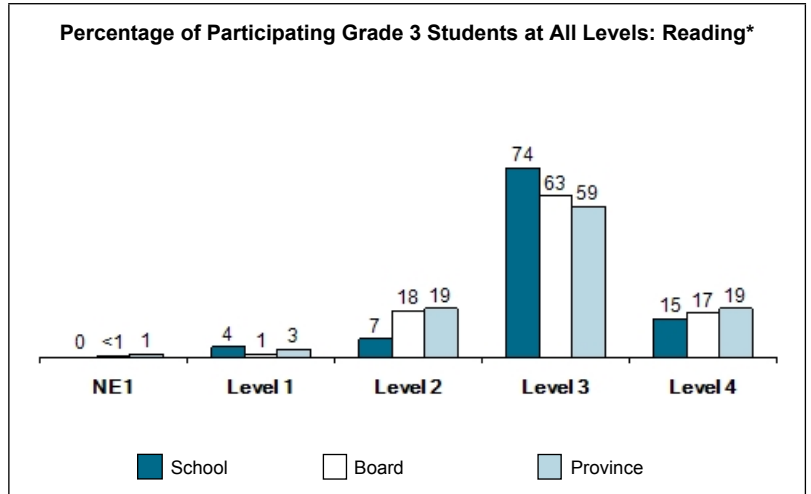
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

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

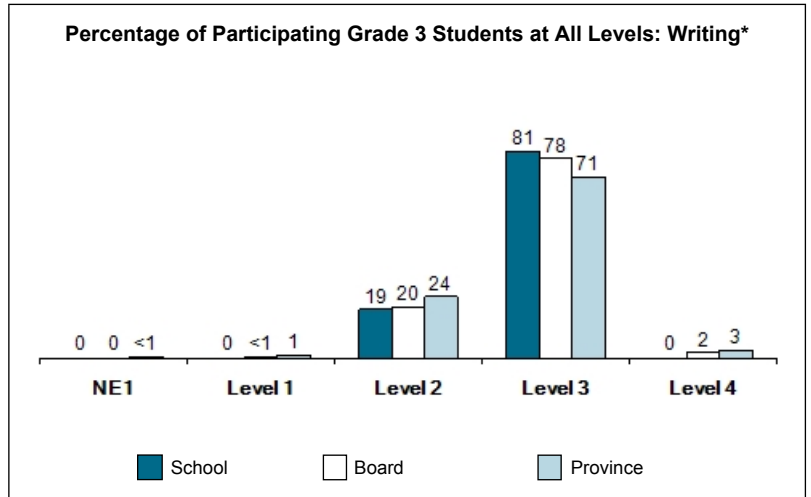
Assessments of Reading, Writing and Mathematics, 2017–2018

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

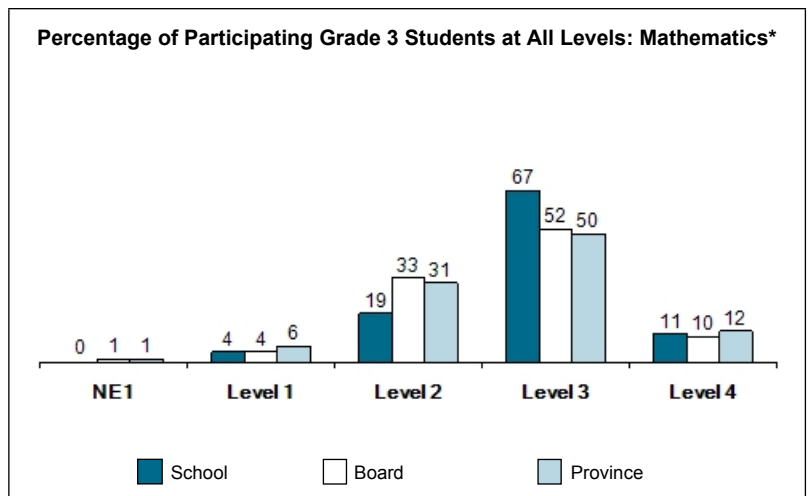
Grade 3: Reading*				
Number of Students	School 27		Board 1 360	Province 121 227
	#	%	%	%
Level 4	4	15%	17%	19%
Level 3	20	74%	63%	59%
Level 2	2	7%	18%	19%
Level 1	1	4%	1%	3%
NEI**	0	0%	<1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>89%</b>		<b>80%</b>	<b>77%</b>



Grade 3: Writing*				
Number of Students	School 27		Board 1 360	Province 121 344
	#	%	%	%
Level 4	0	0%	2%	3%
Level 3	22	81%	78%	71%
Level 2	5	19%	20%	24%
Level 1	0	0%	<1%	1%
NEI**	0	0%	0%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>81%</b>		<b>80%</b>	<b>74%</b>



Grade 3: Mathematics*				
Number of Students	School 27		Board 1 449	Province 128 792
	#	%	%	%
Level 4	3	11%	10%	12%
Level 3	18	67%	52%	50%
Level 2	5	19%	33%	31%
Level 1	1	4%	4%	6%
NEI**	0	0%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>78%</b>		<b>62%</b>	<b>62%</b>



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

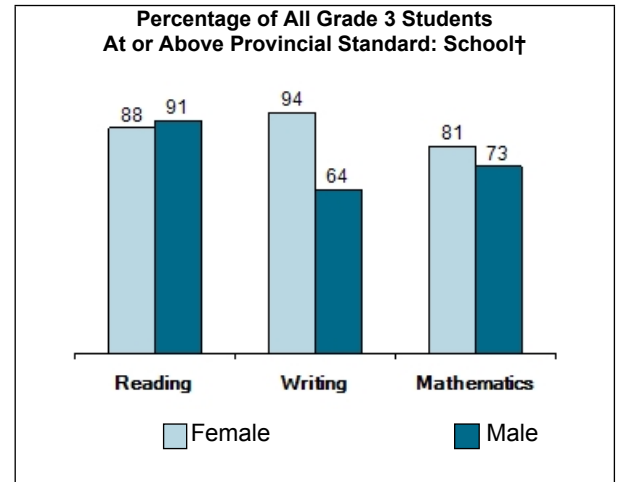
\*\* See the Explanation of Terms.

† 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.

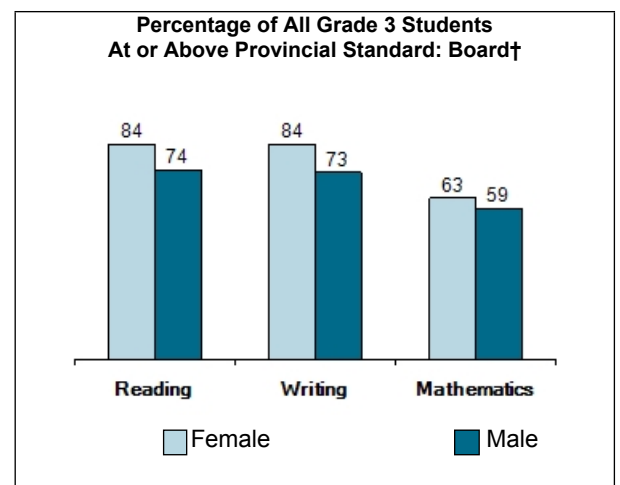
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Grade 3: Gender<sup>††</sup>

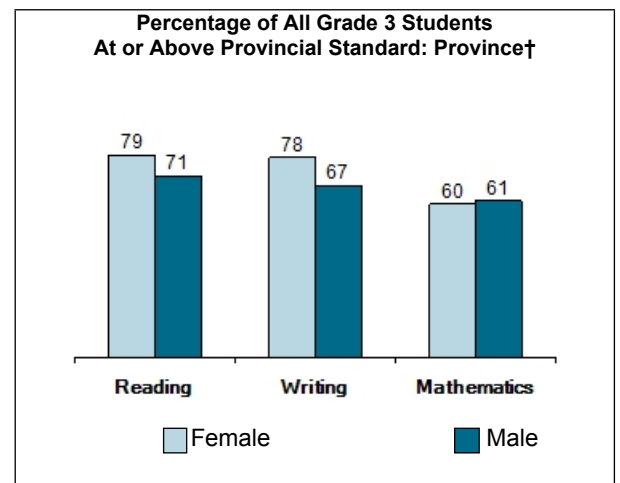
Grade 3: School*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 16	Male 11	Female 16	Male 11	Female 16	Male 11
Level 4	25%	0%	0%	0%	12%	9%
Level 3	62%	91%	94%	64%	69%	64%
Level 2	12%	0%	6%	36%	12%	27%
Level 1	0%	9%	0%	0%	6%	0%
NEI**	0%	0%	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%	100%	100%
No Data Exempt	0%	0%	0%	0%	0%	0%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>88%</b>	<b>91%</b>	<b>94%</b>	<b>64%</b>	<b>81%</b>	<b>73%</b>



Grade 3: Board*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 682	Male 706	Female 682	Male 706	Female 727	Male 751
Level 4	21%	12%	3%	1%	9%	10%
Level 3	62%	62%	81%	72%	54%	49%
Level 2	13%	23%	14%	25%	30%	35%
Level 1	1%	1%	<1%	<1%	5%	3%
NEI**	<1%	<1%	0%	0%	1%	1%
<i>Participating Students</i>	98%	98%	98%	98%	98%	98%
No Data Exempt	<1%	1%	<1%	1%	<1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>84%</b>	<b>74%</b>	<b>84%</b>	<b>73%</b>	<b>63%</b>	<b>59%</b>



Grade 3: Province*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 60 493	Male 64 720	Female 60 493	Male 64 720	Female 64 587	Male 68 069
Level 4	22%	14%	4%	2%	11%	13%
Level 3	57%	57%	73%	65%	49%	49%
Level 2	16%	21%	19%	28%	31%	29%
Level 1	2%	3%	1%	1%	5%	5%
NEI**	<1%	1%	<1%	<1%	1%	1%
<i>Participating Students</i>	98%	96%	98%	96%	98%	97%
No Data Exempt	1%	1%	1%	1%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>79%</b>	<b>71%</b>	<b>78%</b>	<b>67%</b>	<b>60%</b>	<b>61%</b>



\* 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, 2017–2018

**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	29		1 504		132 766	
Number of classes with Grade 6 students	2		83		8 644	
Number of schools with Grade 6 classes	Not applicable		48		3 122	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Gender</b>						
Female	14	48%	726	48%	64 627	49%
Male	15	52%	778	52%	68 138	51%
Gender not specified	0	0%	0	0%	1	<1%
<b>Student Status</b>						
English language learners**	0	0%	17	1%	14 532	11%
Students with special education needs (excluding gifted)**	4	14%	340	23%	28 757	22%
<b>Place of Birth</b>						
Born in Canada	27	93%	1 406	93%	116 090	87%
Born outside Canada	2	7%	97	6%	16 461	12%
In Canada less than one year	0	0%	18	1%	822	1%
In Canada one year or more but less than three years	0	0%	15	1%	3 099	2%
In Canada three years or more	2	7%	64	4%	11 860	9%
<b>Language</b>						
First language learned at home was other than English	3	10%	149	10%	30 206	23%
<b>Year Student Entered Current School</b>						
Year of the assessment	0	0%	97	6%	27 626	21%
Year prior to the assessment	3	10%	98	7%	12 265	9%
2 years prior to the assessment	1	3%	129	9%	11 687	9%
3 or more years prior to the assessment	25	86%	1 180	78%	81 093	61%
Data not available	0	0%	0	0%	95	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	0	0%	41	3%	7 017	5%
Year prior to the assessment	1	3%	58	4%	6 714	5%
2 years prior to the assessment	0	0%	40	3%	6 032	5%
3 or more years prior to the assessment	28	97%	1 362	91%	111 795	84%
Data not available	0	0%	3	<1%	1 208	1%

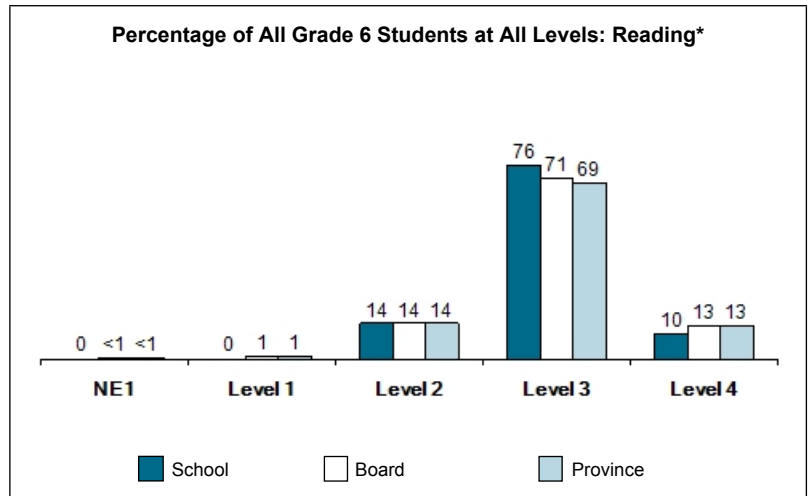
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are based on information provided by schools and/or boards through the Student Data Collection process.

\*\* See the Explanation of Terms.

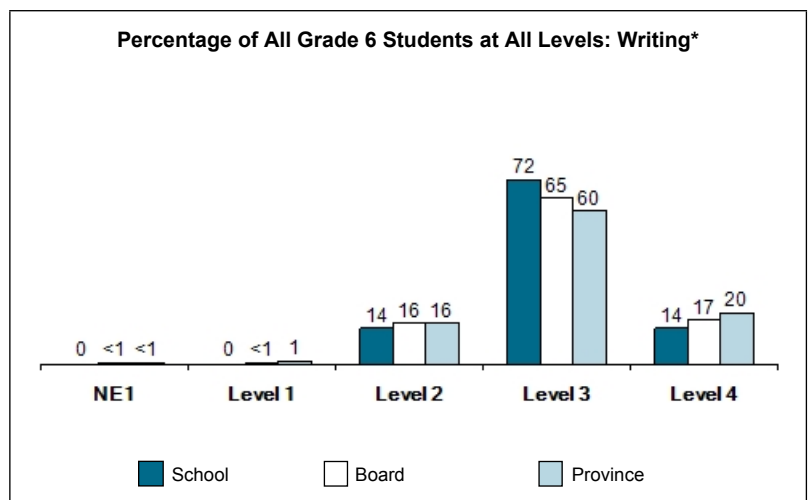
Assessments of Reading, Writing and Mathematics, 2017–2018

**Grade 6: All Students**

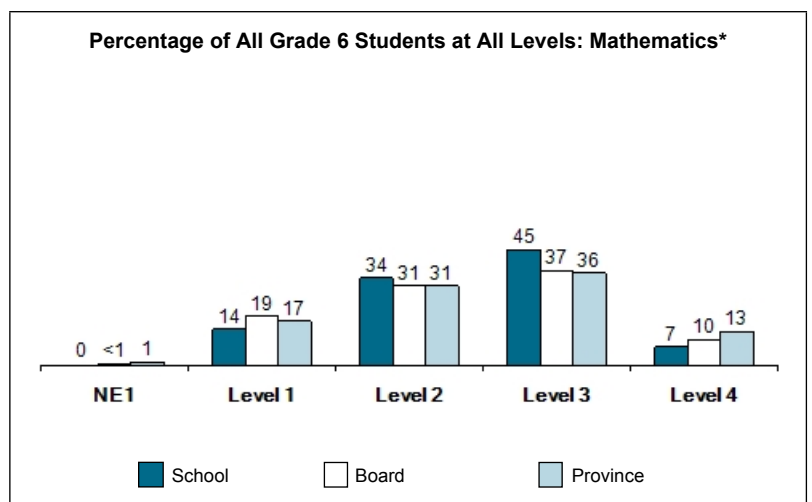
Grade 6: Reading*				
Number of Students	School 29		Board 1 502	Province 132 766
	#	%	%	%
Level 4	3	10%	13%	13%
Level 3	22	76%	71%	69%
Level 2	4	14%	14%	14%
Level 1	0	0%	1%	1%
NE1**	0	0%	<1%	<1%
Participating Students	29	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		<b>86%</b>	<b>83%</b>	<b>82%</b>



Grade 6: Writing*				
Number of Students	School 29		Board 1 502	Province 132 766
	#	%	%	%
Level 4	4	14%	17%	20%
Level 3	21	72%	65%	60%
Level 2	4	14%	16%	16%
Level 1	0	0%	<1%	1%
NE1**	0	0%	<1%	<1%
Participating Students	29	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		<b>86%</b>	<b>81%</b>	<b>80%</b>



Grade 6: Mathematics*				
Number of Students	School 29		Board 1 504	Province 132 766
	#	%	%	%
Level 4	2	7%	10%	13%
Level 3	13	45%	37%	36%
Level 2	10	34%	31%	31%
Level 1	4	14%	19%	17%
NE1**	0	0%	<1%	1%
Participating Students	29	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		<b>52%</b>	<b>47%</b>	<b>49%</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.

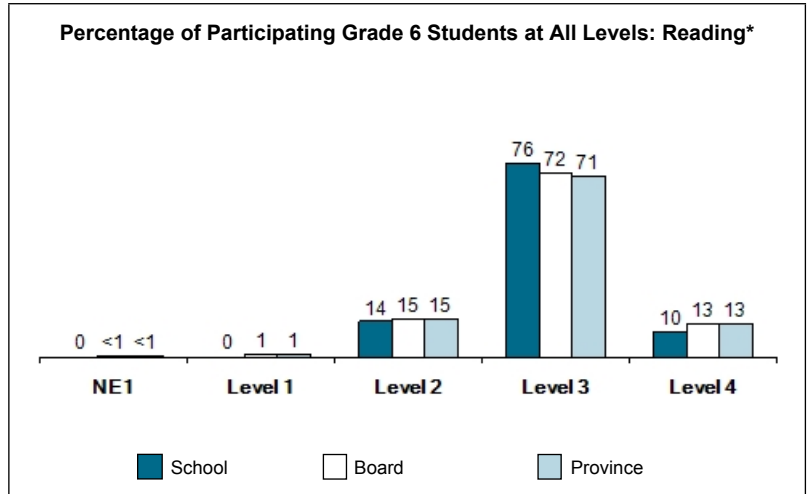
\*\* See the Explanation of Terms.

† 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.

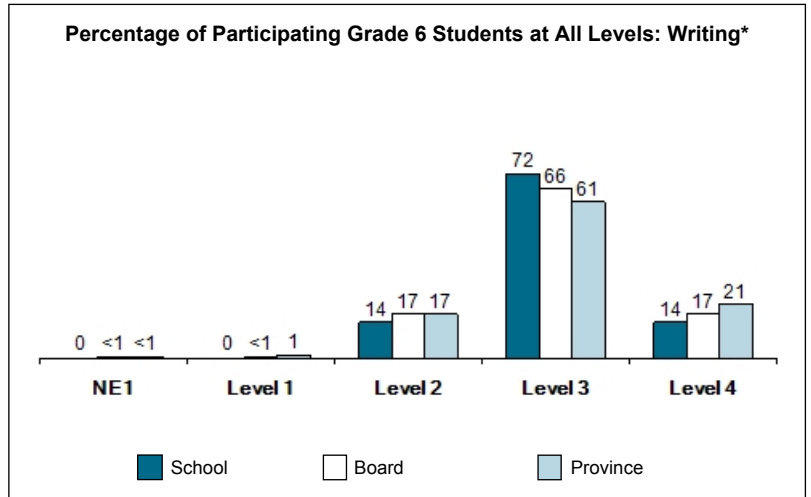
Assessments of Reading, Writing and Mathematics, 2017–2018

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

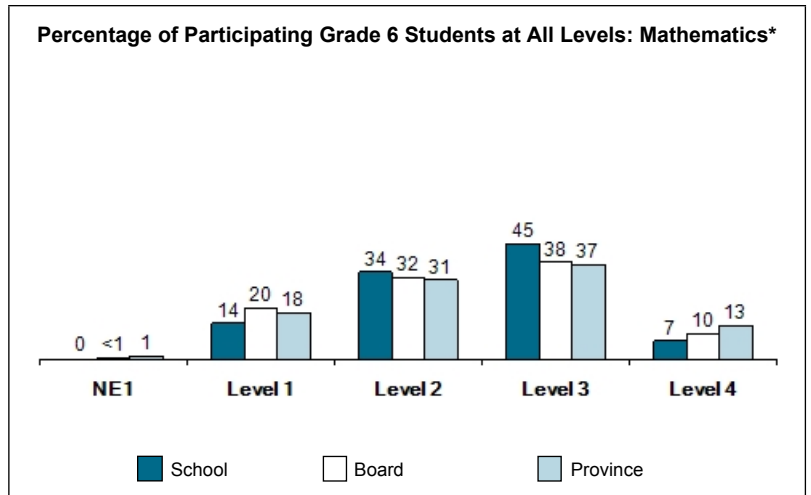
Grade 6: Reading*				
Number of Students	School 29		Board 1 475	Province 129 120
	#	%	%	%
Level 4	3	10%	13%	13%
Level 3	22	76%	72%	71%
Level 2	4	14%	15%	15%
Level 1	0	0%	1%	1%
NEI**	0	0%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>86%</b>		<b>85%</b>	<b>84%</b>



Grade 6: Writing*				
Number of Students	School 29		Board 1 475	Province 129 095
	#	%	%	%
Level 4	4	14%	17%	21%
Level 3	21	72%	66%	61%
Level 2	4	14%	17%	17%
Level 1	0	0%	<1%	1%
NEI**	0	0%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>86%</b>		<b>83%</b>	<b>82%</b>



Grade 6: Mathematics*				
Number of Students	School 29		Board 1 477	Province 129 043
	#	%	%	%
Level 4	2	7%	10%	13%
Level 3	13	45%	38%	37%
Level 2	10	34%	32%	31%
Level 1	4	14%	20%	18%
NEI**	0	0%	<1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>52%</b>		<b>48%</b>	<b>50%</b>



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

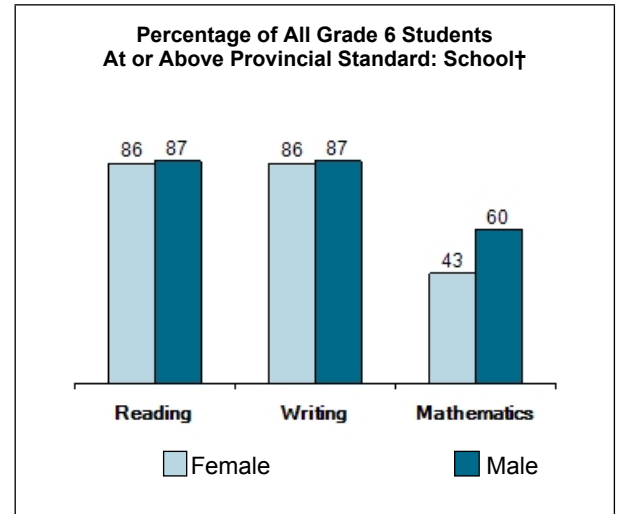
\*\* See the Explanation of Terms.

† 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.

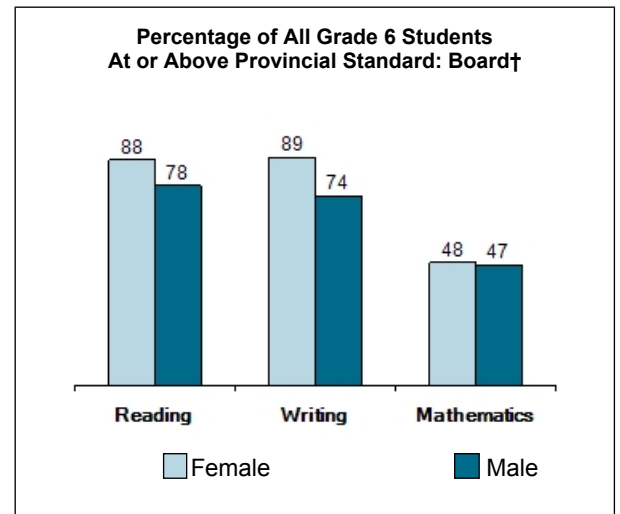
Assessments of Reading, Writing and Mathematics, 2017–2018

Grade 6: Gender<sup>††</sup>

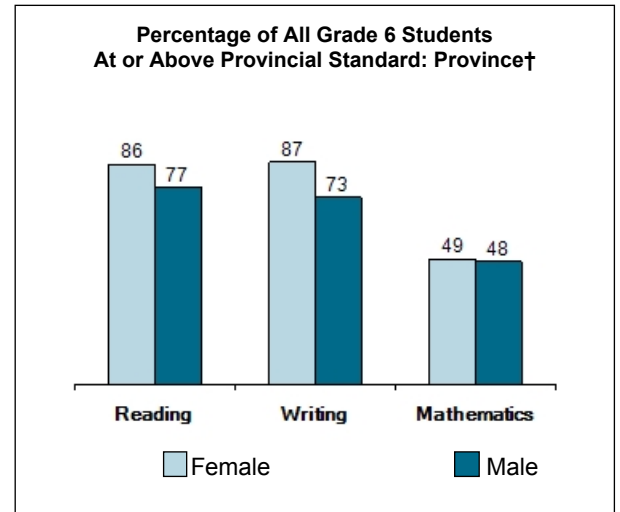
Grade 6: School*						
	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
<i>Number of Students</i>	14	15	14	15	14	15
Level 4	7%	13%	14%	13%	0%	13%
Level 3	79%	73%	71%	73%	43%	47%
Level 2	14%	13%	14%	13%	43%	27%
Level 1	0%	0%	0%	0%	14%	13%
NEI**	0%	0%	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%	100%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	0%	0%	0%	0%	0%
<b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b>	<b>86%</b>	<b>87%</b>	<b>86%</b>	<b>87%</b>	<b>43%</b>	<b>60%</b>



Grade 6: Board*						
	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
<i>Number of Students</i>	726	776	726	776	726	778
Level 4	16%	9%	23%	11%	8%	12%
Level 3	72%	70%	66%	63%	40%	35%
Level 2	9%	19%	9%	23%	33%	29%
Level 1	1%	<1%	<1%	1%	17%	22%
NEI**	0%	<1%	<1%	0%	<1%	<1%
<i>Participating Students</i>	98%	98%	98%	98%	98%	98%
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>88%</b>	<b>78%</b>	<b>89%</b>	<b>74%</b>	<b>48%</b>	<b>47%</b>



Grade 6: Province*						
	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
<i>Number of Students</i>	64 627	68 138	64 627	68 138	64 627	68 138
Level 4	17%	9%	29%	12%	13%	13%
Level 3	69%	69%	59%	61%	37%	35%
Level 2	11%	18%	10%	22%	32%	30%
Level 1	1%	2%	1%	1%	16%	19%
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>86%</b>	<b>77%</b>	<b>87%</b>	<b>73%</b>	<b>49%</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, 2017–2018

**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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
<b>Enrolment</b>					
Number of students	44	27	19	31	27
<b>Participation in the Assessment</b>					
Reading†	98%	100%	100%	100%	100%
Writing†	98%	100%	100%	100%	100%
Mathematics†	98%	100%	100%	100%	100%
<b>Gender</b>					
Female	43%	52%	47%	52%	59%
Male	57%	48%	53%	48%	41%
<b>Student Status</b>					
English language learners**	0%	0%	0%	0%	4%
Students with special education needs (excluding gifted)**	7%	7%	21%	10%	15%
<b>Place of Birth</b>					
Born in Canada	93%	93%	95%	90%	89%
Born outside Canada	7%	7%	5%	10%	11%
In Canada less than one year	0%	4%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	3%	4%
In Canada three years or more	7%	4%	5%	6%	7%
<b>Language</b>					
First language learned at home was other than English	14%	7%	0%	13%	19%
<b>Year Student Entered Current School</b>					
Year of the assessment	9%	11%	11%	6%	15%
Year prior to the assessment	5%	7%	5%	3%	11%
2 years prior to the assessment	14%	11%	11%	0%	7%
3 or more years prior to the assessment	73%	70%	74%	90%	67%
Data not available	0%	0%	0%	0%	0%
<b>Year Student Entered Current Board</b>					
Year of the assessment	9%	7%	0%	3%	7%
Year prior to the assessment	2%	4%	0%	3%	4%
2 years prior to the assessment	5%	7%	5%	0%	0%
3 or more years prior to the assessment	75%	81%	95%	94%	89%
Data not available	9%	0%	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.

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

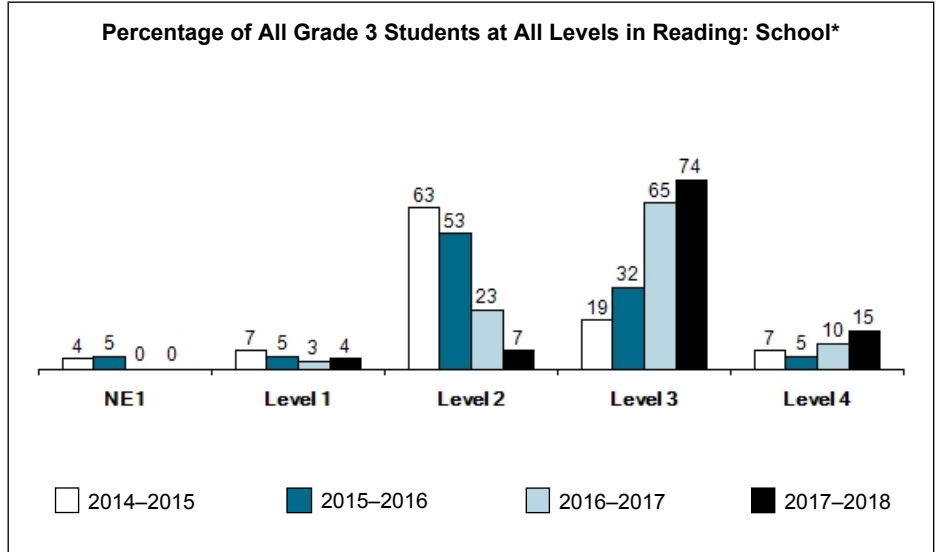
\*\* See the Explanation of Terms.

Assessments of Reading, Writing and Mathematics, 2017–2018

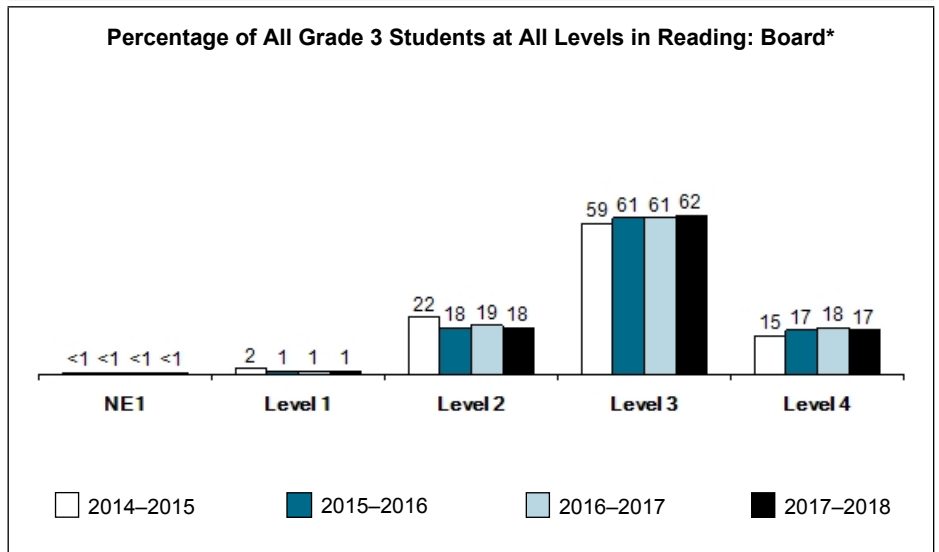
Results over Time, 2014–2015 to 2017–2018\*

Grade 3: Reading

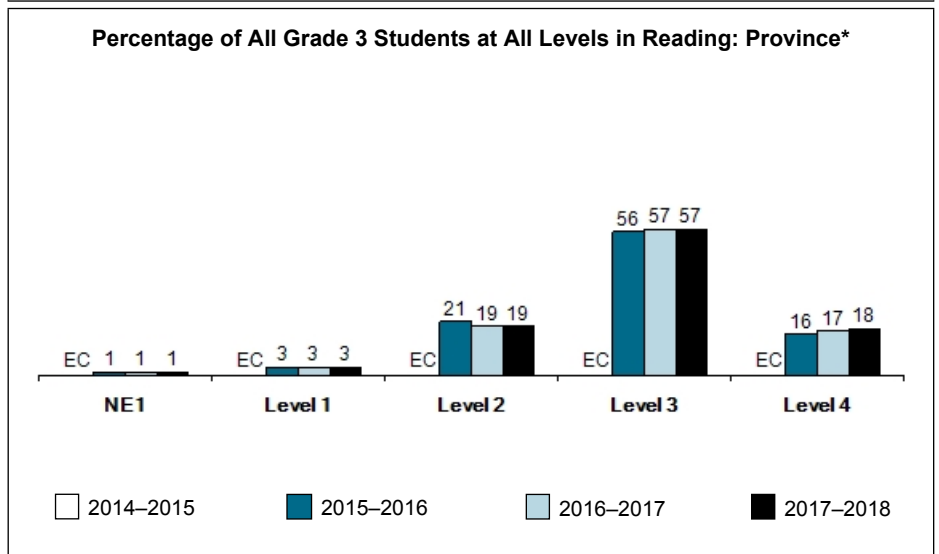
Grade 3 Reading: School*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
Number of Students	27	19	31	27
Level 4	7%	5%	10%	15%
Level 3	19%	32%	65%	74%
Level 2	63%	53%	23%	7%
Level 1	7%	5%	3%	4%
NE1**	4%	5%	0%	0%
Participating Students	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	26%	37%	74%	89%



Grade 3 Reading: Board*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
Number of Students	1 542	1 439	1 458	1 388
Level 4	15%	17%	18%	17%
Level 3	59%	61%	61%	62%
Level 2	22%	18%	19%	18%
Level 1	2%	1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
Participating Students	98%	98%	99%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	2%	2%	1%	2%
At or Above Provincial Standard†	74%	79%	78%	79%



Grade 3 Reading: Province*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
Number of Students	EC	118 838	126 016	125 213
Level 4	EC	16%	17%	18%
Level 3	EC	56%	57%	57%
Level 2	EC	21%	19%	19%
Level 1	EC	3%	3%	3%
NE1**	EC	1%	1%	1%
Participating Students	EC	97%	97%	97%
No Data	EC	1%	1%	1%
Exempt	EC	3%	3%	2%
At or Above Provincial Standard†	EC	72%	74%	75%



◆ 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.

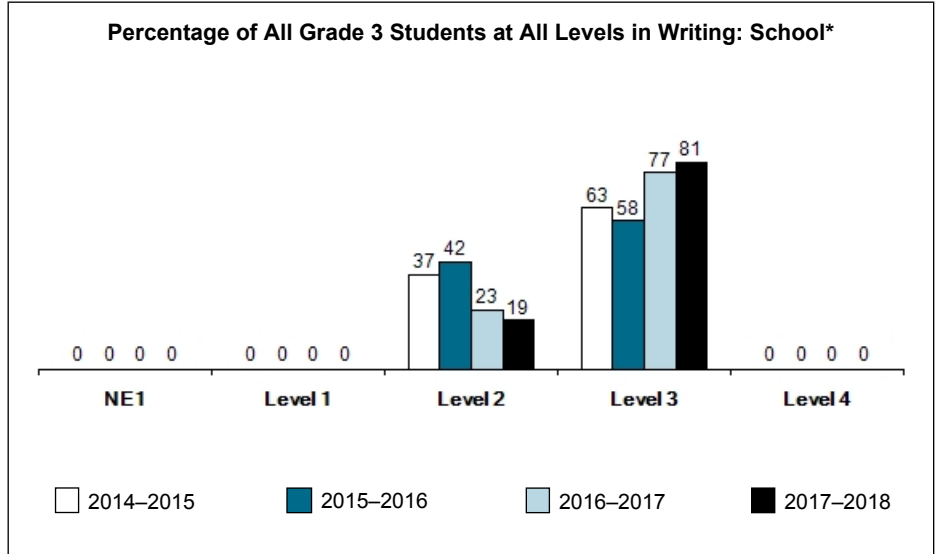
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

Assessments of Reading, Writing and Mathematics, 2017–2018

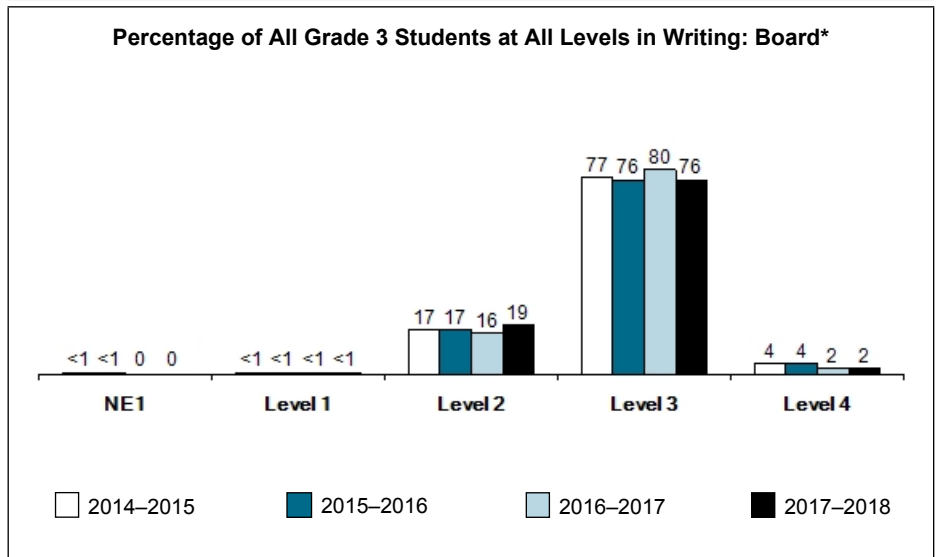
Results over Time, 2014–2015 to 2017–2018\*

Grade 3: Writing

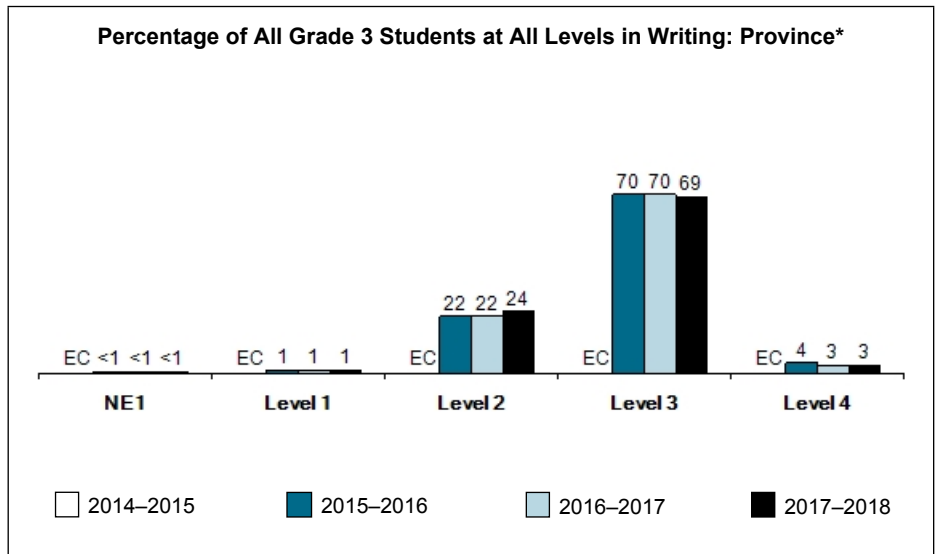
Grade 3 Writing: School*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
Number of Students	27	19	31	27
Level 4	0%	0%	0%	0%
Level 3	63%	58%	77%	81%
Level 2	37%	42%	23%	19%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	63%	58%	77%	81%



Grade 3 Writing: Board*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
Number of Students	1 542	1 439	1 458	1 388
Level 4	4%	4%	2%	2%
Level 3	77%	76%	80%	76%
Level 2	17%	17%	16%	19%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	0%	0%
Participating Students	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	2%	1%	2%
At or Above Provincial Standard†	81%	80%	82%	78%



Grade 3 Writing: Province*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
Number of Students	EC	118 860	126 036	125 213
Level 4	EC	4%	3%	3%
Level 3	EC	70%	70%	69%
Level 2	EC	22%	22%	24%
Level 1	EC	1%	1%	1%
NE1**	EC	<1%	<1%	<1%
Participating Students	EC	97%	97%	97%
No Data	EC	1%	1%	1%
Exempt	EC	2%	2%	2%
At or Above Provincial Standard†	EC	74%	73%	72%



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

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\*\* See the Explanation of Terms.

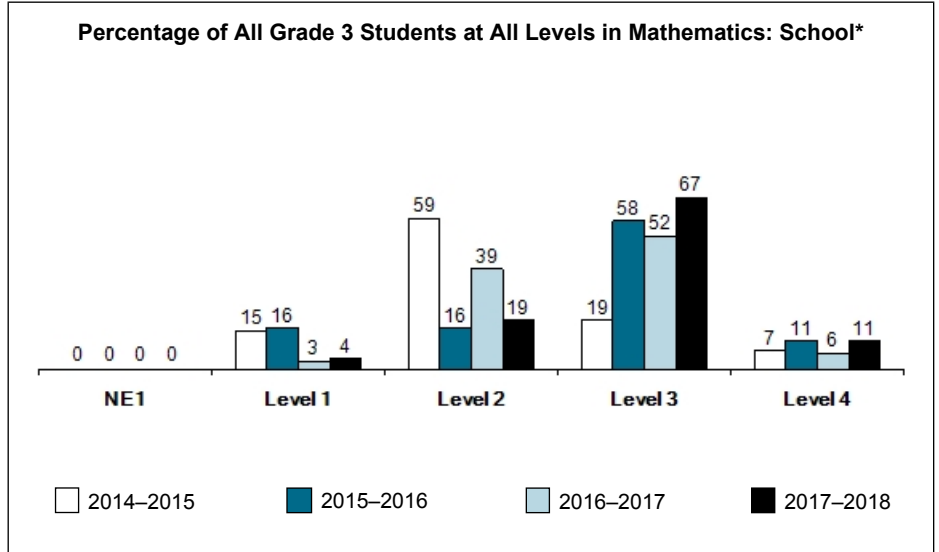
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

Assessments of Reading, Writing and Mathematics, 2017–2018

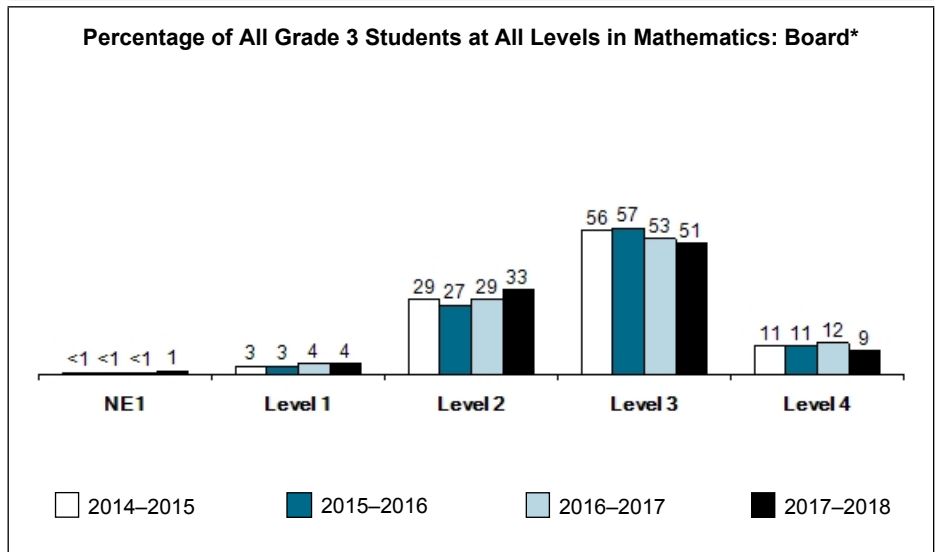
Results over Time, 2014–2015 to 2017–2018\*

Grade 3: Mathematics

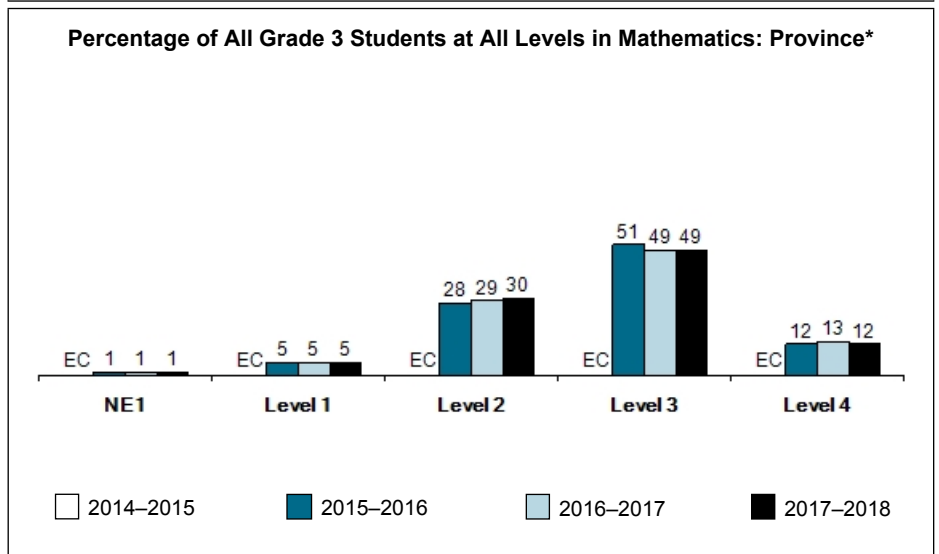
Grade 3 Mathematics: School*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
Number of Students	27	19	31	27
Level 4	7%	11%	6%	11%
Level 3	19%	58%	52%	67%
Level 2	59%	16%	39%	19%
Level 1	15%	16%	3%	4%
NE1**	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	26%	68%	58%	78%



Grade 3 Mathematics: Board*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
Number of Students	1 542	1 513	1 530	1 478
Level 4	11%	11%	12%	9%
Level 3	56%	57%	53%	51%
Level 2	29%	27%	29%	33%
Level 1	3%	3%	4%	4%
NE1**	<1%	<1%	<1%	1%
Participating Students	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	2%	1%	2%
At or Above Provincial Standard†	66%	68%	65%	61%



Grade 3 Mathematics: Province*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
Number of Students	EC	125 471	132 983	132 656
Level 4	EC	12%	13%	12%
Level 3	EC	51%	49%	49%
Level 2	EC	28%	29%	30%
Level 1	EC	5%	5%	5%
NE1**	EC	1%	1%	1%
Participating Students	EC	97%	97%	97%
No Data	EC	1%	1%	1%
Exempt	EC	2%	2%	2%
At or Above Provincial Standard†	EC	63%	62%	61%



◆ 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.

† 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, 2017–2018

**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	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
<b>Enrolment</b>					
Number of students	41	35	48	44	29
<b>Participation in the Assessment</b>					
Reading	100%	97%	96%	98%	100%
Writing	100%	97%	96%	98%	100%
Mathematics	100%	97%	96%	98%	100%
<b>Gender</b>					
Female	46%	40%	56%	50%	48%
Male	54%	60%	44%	50%	52%
<b>Student Status</b>					
English language learners**	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)**	15%	11%	21%	5%	14%
<b>Place of Birth</b>					
Born in Canada	98%	91%	94%	93%	93%
Born outside Canada	2%	9%	6%	7%	7%
In Canada less than one year	0%	0%	2%	2%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	2%	9%	4%	5%	7%
<b>Language</b>					
First language learned at home was other than English	5%	9%	10%	11%	10%
<b>Year Student Entered Current School</b>					
Year of the assessment	0%	6%	6%	9%	0%
Year prior to the assessment	5%	6%	4%	9%	10%
2 years prior to the assessment	0%	3%	6%	0%	3%
3 or more years prior to the assessment	95%	86%	83%	82%	86%
Data not available	0%	0%	0%	0%	0%
<b>Year Student Entered Current Board</b>					
Year of the assessment	0%	3%	6%	2%	0%
Year prior to the assessment	2%	6%	2%	2%	3%
2 years prior to the assessment	0%	3%	4%	2%	0%
3 or more years prior to the assessment	90%	77%	85%	93%	97%
Data not available	7%	11%	2%	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.

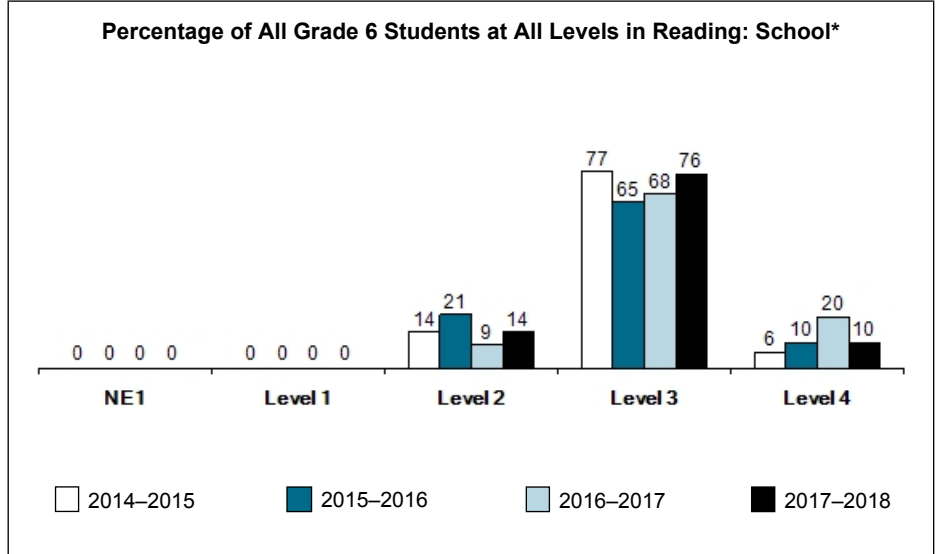
\*\* See the Explanation of Terms.

Assessments of Reading, Writing and Mathematics, 2017–2018

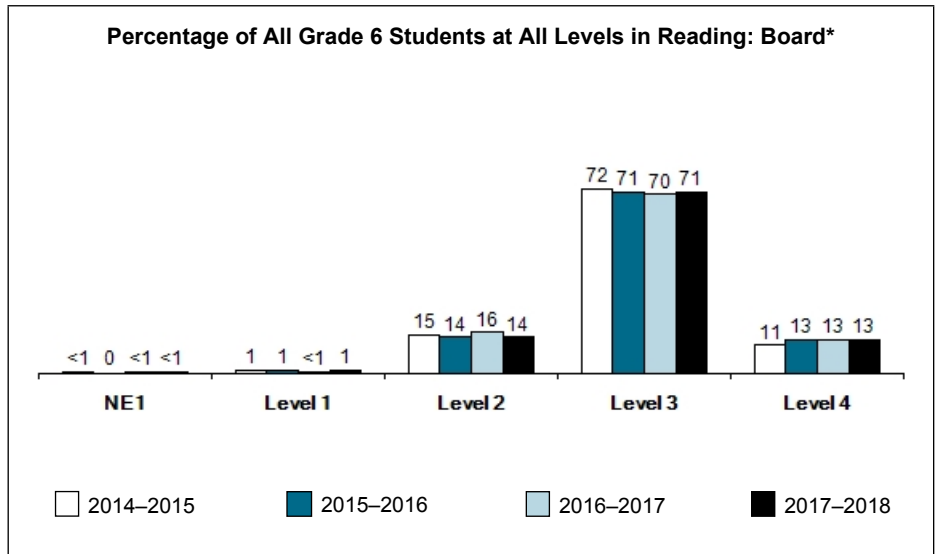
Results over Time, 2014–2015 to 2017–2018\*

Grade 6: Reading

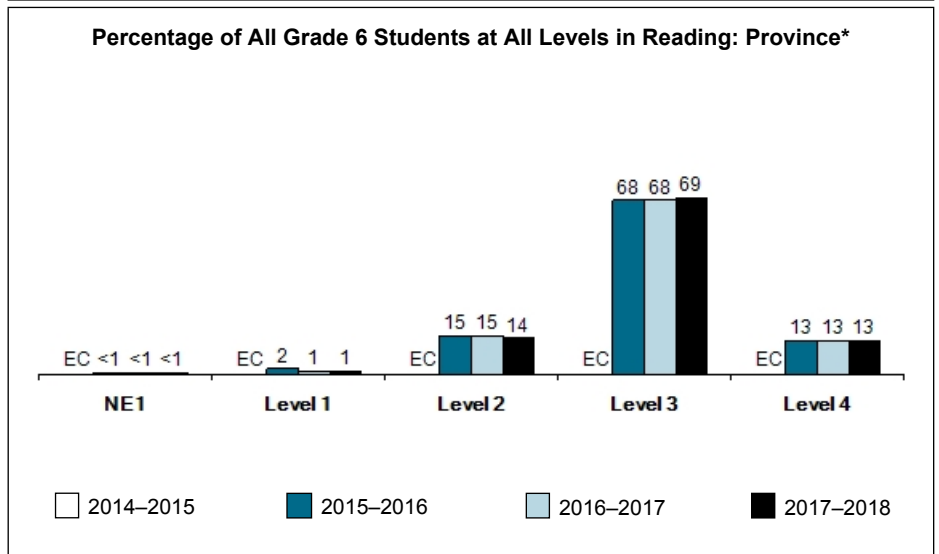
Grade 6 Reading: School*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
<i>Number of Students</i>	35	48	44	29
Level 4	6%	10%	20%	10%
Level 3	77%	65%	68%	76%
Level 2	14%	21%	9%	14%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	97%	96%	98%	100%
No Data	0%	0%	0%	0%
Exempt	3%	4%	2%	0%
<b>At or Above Provincial Standard†</b>	<b>83%</b>	<b>75%</b>	<b>89%</b>	<b>86%</b>



Grade 6 Reading: Board*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
<i>Number of Students</i>	1 550	1 529	1 521	1 502
Level 4	11%	13%	13%	13%
Level 3	72%	71%	70%	71%
Level 2	15%	14%	16%	14%
Level 1	1%	1%	<1%	1%
NE1**	<1%	0%	<1%	<1%
<i>Participating Students</i>	99%	99%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
<b>At or Above Provincial Standard†</b>	<b>83%</b>	<b>84%</b>	<b>83%</b>	<b>83%</b>



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

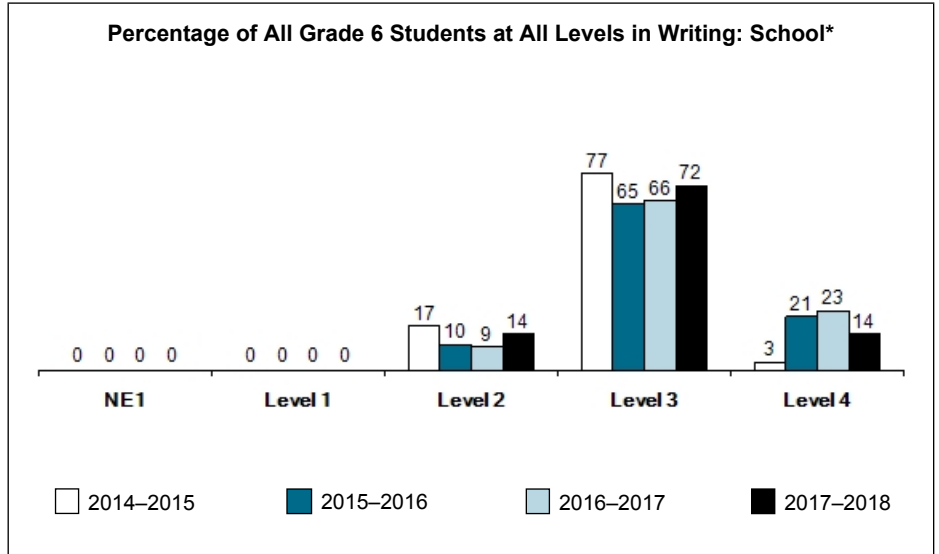
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

Assessments of Reading, Writing and Mathematics, 2017–2018

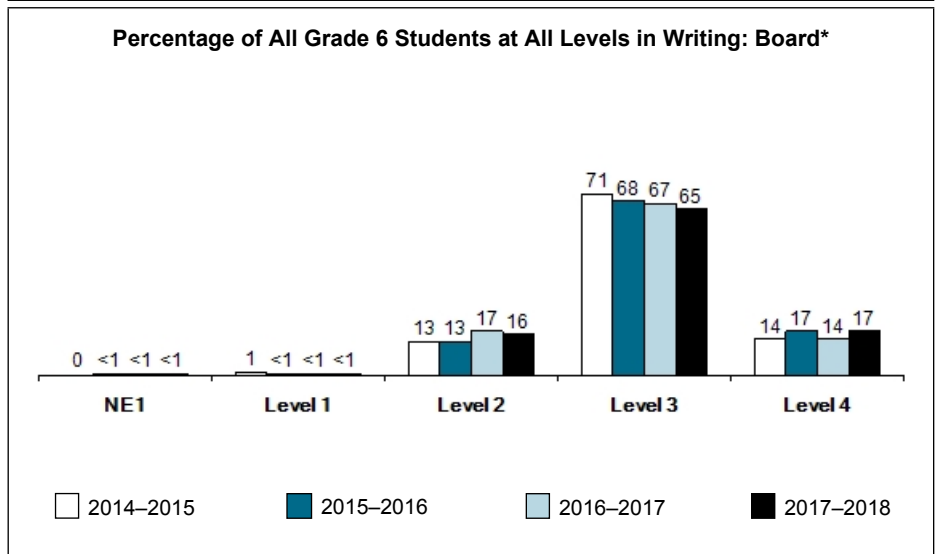
Results over Time, 2014–2015 to 2017–2018\*

Grade 6: Writing

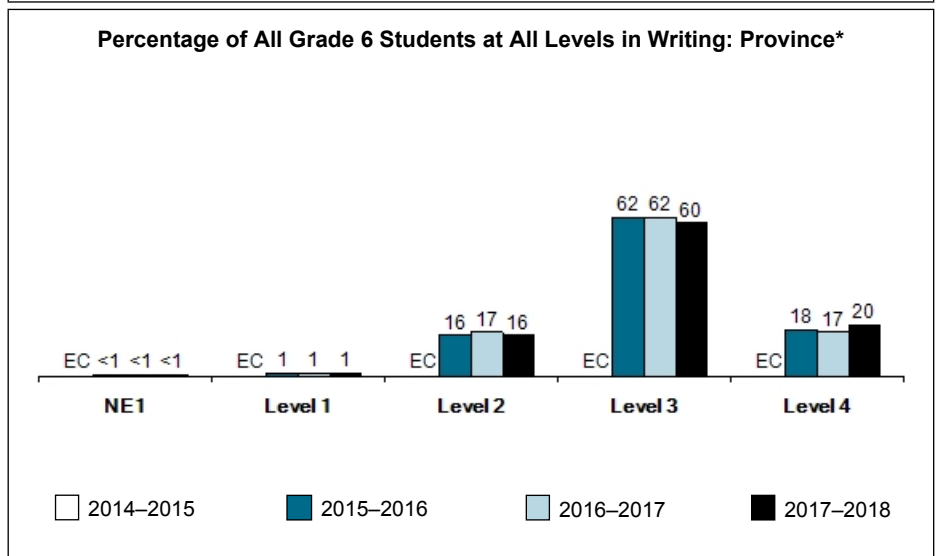
Grade 6 Writing: School*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
<i>Number of Students</i>	35	48	44	29
Level 4	3%	21%	23%	14%
Level 3	77%	65%	66%	72%
Level 2	17%	10%	9%	14%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	97%	96%	98%	100%
No Data	0%	0%	0%	0%
Exempt	3%	4%	2%	0%
<b>At or Above Provincial Standard†</b>	<b>80%</b>	<b>85%</b>	<b>89%</b>	<b>86%</b>



Grade 6 Writing: Board*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
<i>Number of Students</i>	1 550	1 529	1 522	1 502
Level 4	14%	17%	14%	17%
Level 3	71%	68%	67%	65%
Level 2	13%	13%	17%	16%
Level 1	1%	<1%	<1%	<1%
NE1**	0%	<1%	<1%	<1%
<i>Participating Students</i>	99%	99%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
<b>At or Above Provincial Standard†</b>	<b>85%</b>	<b>86%</b>	<b>81%</b>	<b>81%</b>



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

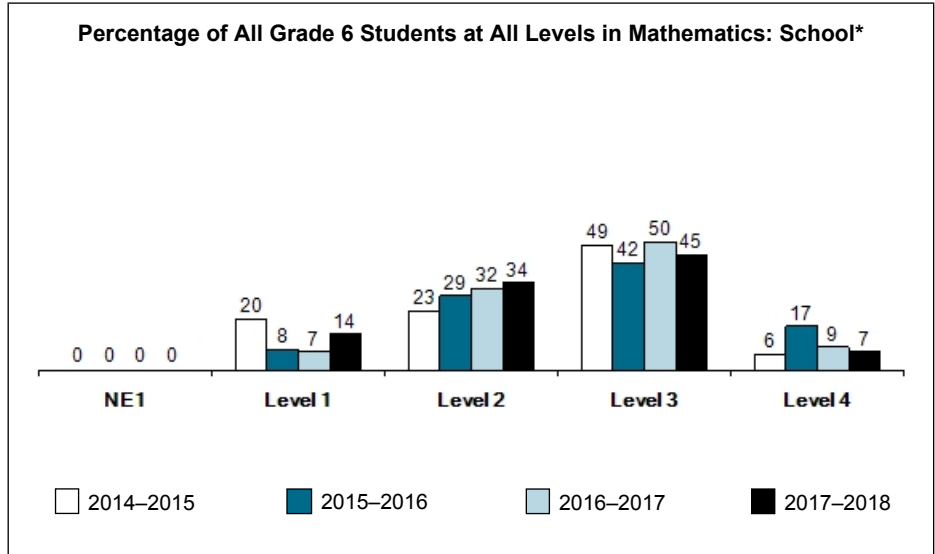
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

Assessments of Reading, Writing and Mathematics, 2017–2018

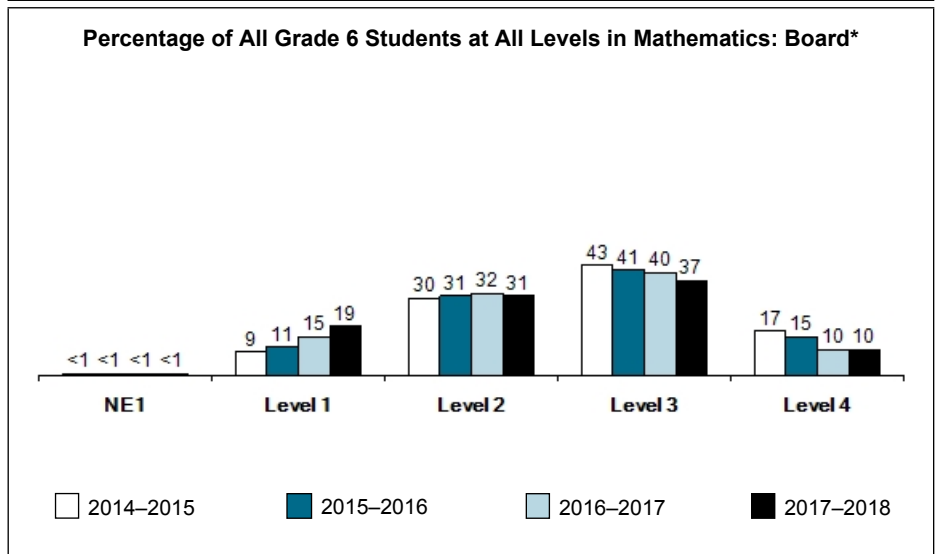
Results over Time, 2014–2015 to 2017–2018\*

Grade 6: Mathematics

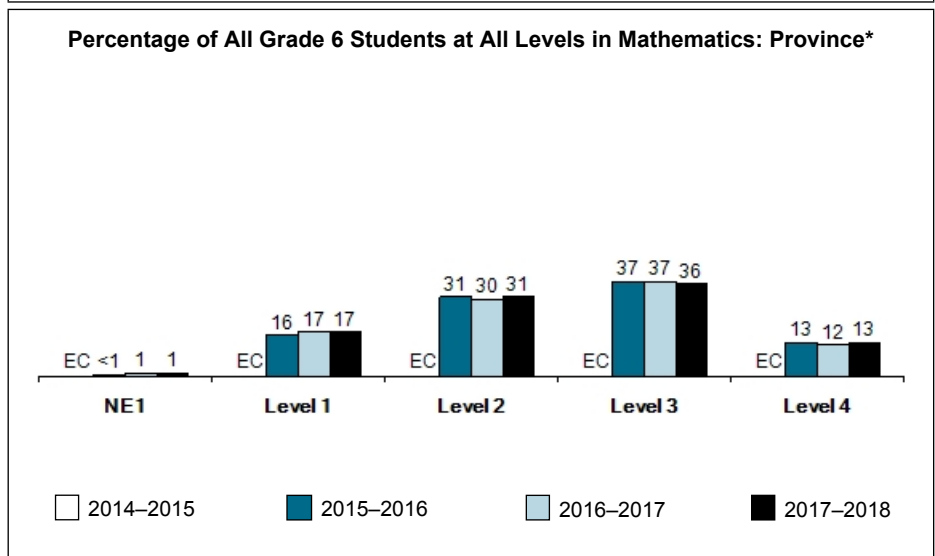
Grade 6 Mathematics: School*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
<i>Number of Students</i>	35	48	44	29
Level 4	6%	17%	9%	7%
Level 3	49%	42%	50%	45%
Level 2	23%	29%	32%	34%
Level 1	20%	8%	7%	14%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	97%	96%	98%	100%
No Data	0%	0%	0%	0%
Exempt	3%	4%	2%	0%
<b>At or Above Provincial Standard†</b>	<b>54%</b>	<b>58%</b>	<b>59%</b>	<b>52%</b>



Grade 6 Mathematics: Board*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
<i>Number of Students</i>	1 550	1 529	1 522	1 504
Level 4	17%	15%	10%	10%
Level 3	43%	41%	40%	37%
Level 2	30%	31%	32%	31%
Level 1	9%	11%	15%	19%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	99%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
<b>At or Above Provincial Standard†</b>	<b>59%</b>	<b>56%</b>	<b>51%</b>	<b>47%</b>



Grade 6 Mathematics: Province*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
<i>Number of Students</i>	EC	123 666	130 652	132 766
Level 4	EC	13%	12%	13%
Level 3	EC	37%	37%	36%
Level 2	EC	31%	30%	31%
Level 1	EC	16%	17%	17%
NE1**	EC	<1%	1%	1%
<i>Participating Students</i>	EC	97%	97%	97%
No Data	EC	1%	1%	1%
Exempt	EC	2%	2%	2%
<b>At or Above Provincial Standard†</b>	<b>EC</b>	<b>50%</b>	<b>50%</b>	<b>49%</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.

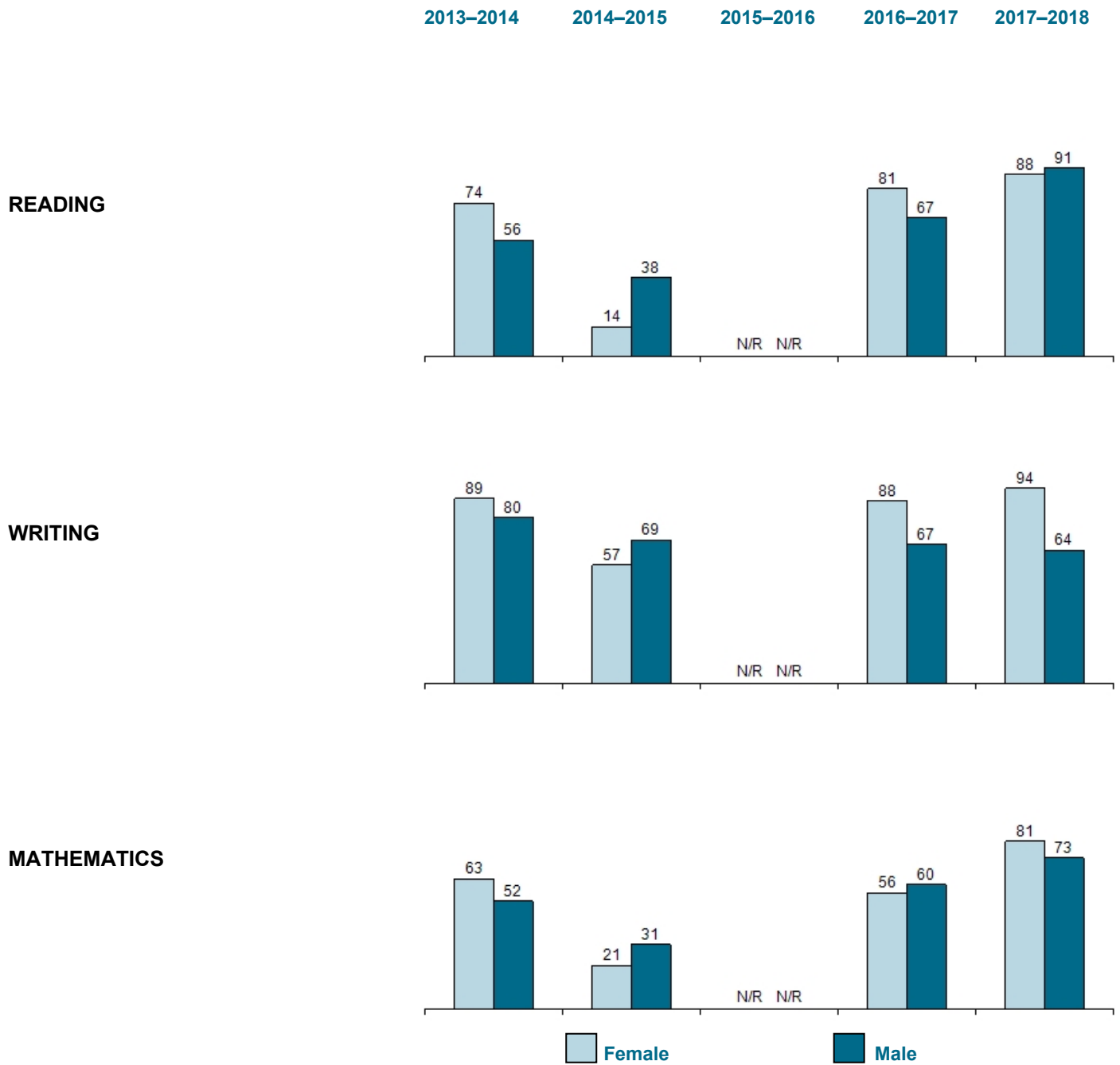
\*\* See the Explanation of Terms.

† 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, 2017–2018

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\*

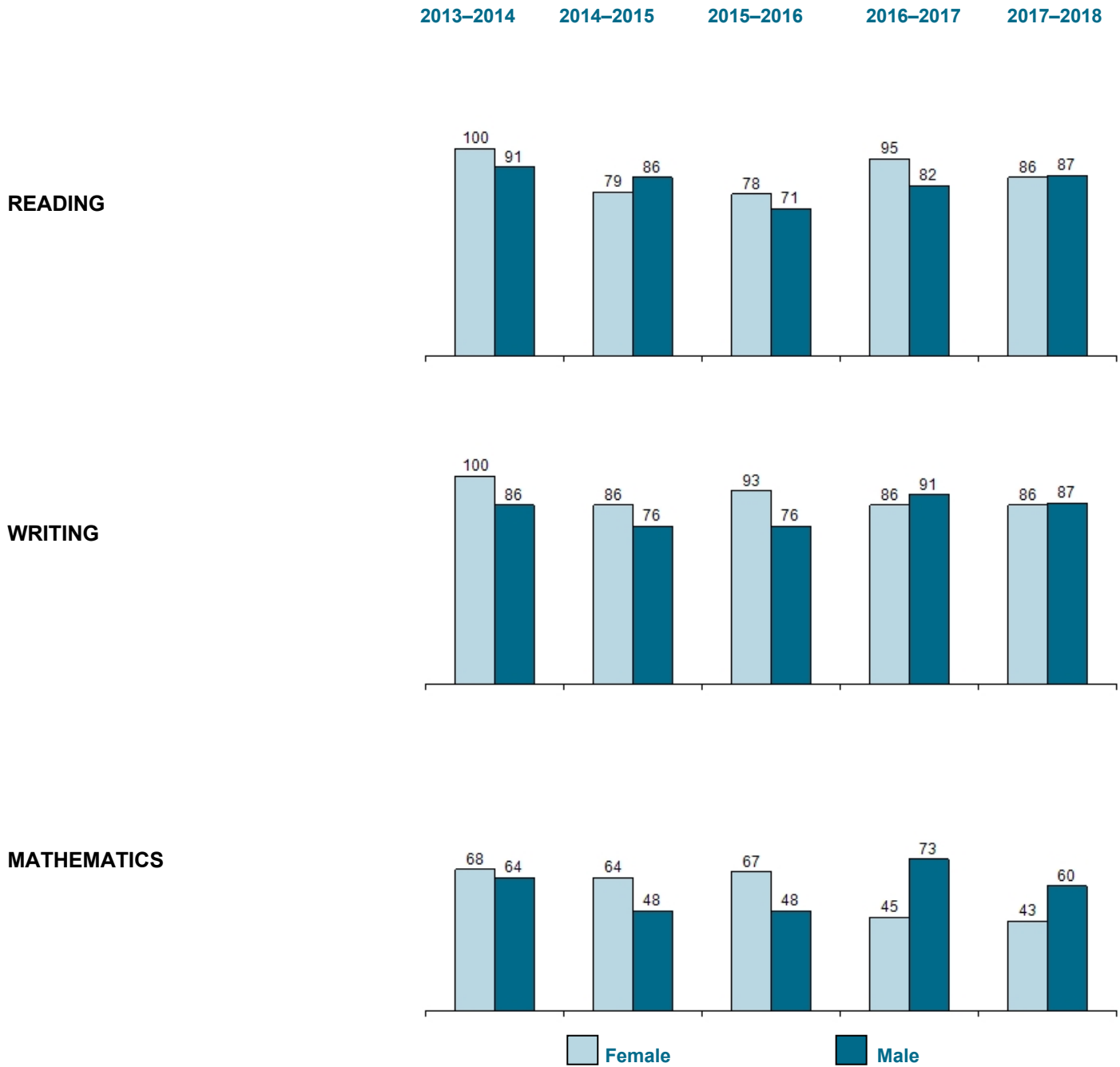
School	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	19	25	14	13	9	10	16	15	16	11

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

Assessments of Reading, Writing and Mathematics, 2017–2018

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\*

	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	19	22	14	21	27	21	22	22	14	15

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

Assessments of Reading, Writing and Mathematics, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 27)

Never

Sometimes

Most of the time

STUDENT ENGAGEMENT

About reading:

Percentage of Students\*

Number of students who answered "most of the time"

I like to read.



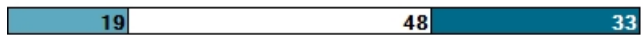
11

I am a good reader.



20

I am able to understand difficult reading passages.



9

I do my best when I do reading activities in class.



19

STUDENT ENGAGEMENT

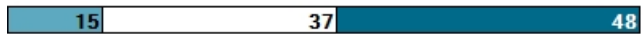
About writing:

I like to write.



17

I am a good writer.



13

I am able to communicate my ideas in writing.



6

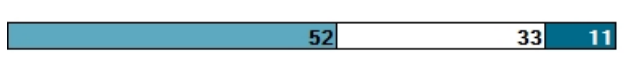
I do my best when I do writing activities in class.



22

COGNITIVE STRATEGIES USED IN LANGUAGE

Before I start to read, I try to predict what the text will be about.



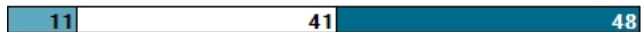
3

I make sure I understand what I am reading.



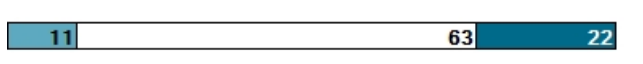
18

I slow down my reading if it is difficult.



13

When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).



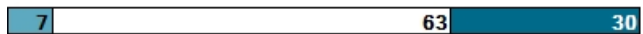
6

When I am finished reading, I think about what I have read.



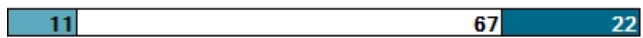
8

I organize my ideas before I start to write.



8

I edit my writing to make it better.



6

I check my writing for spelling and grammar.



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, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 27)			
		<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Most of the time	
INSTRUCTIONAL TOOLS USED IN READING AND WRITING			<i>Number of students who answered "most of the time"</i>
How often do you use the following when you read and write at school?			Percentage of Students*
A computer for reading activities			0
A computer for writing activities			1
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)			10
STUDENT ENGAGEMENT			
About mathematics:			
I like mathematics.			18
I am good at mathematics.			17
I am able to answer difficult mathematics questions.			11
I do my best when I do mathematics activities in class.			25
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.			19
I think about the steps I will use to solve the problem.			12
I ask for help if I don't understand the problem.			13
I check my work for mistakes.			12
I check my answer to see if it makes sense.			14

\* 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.

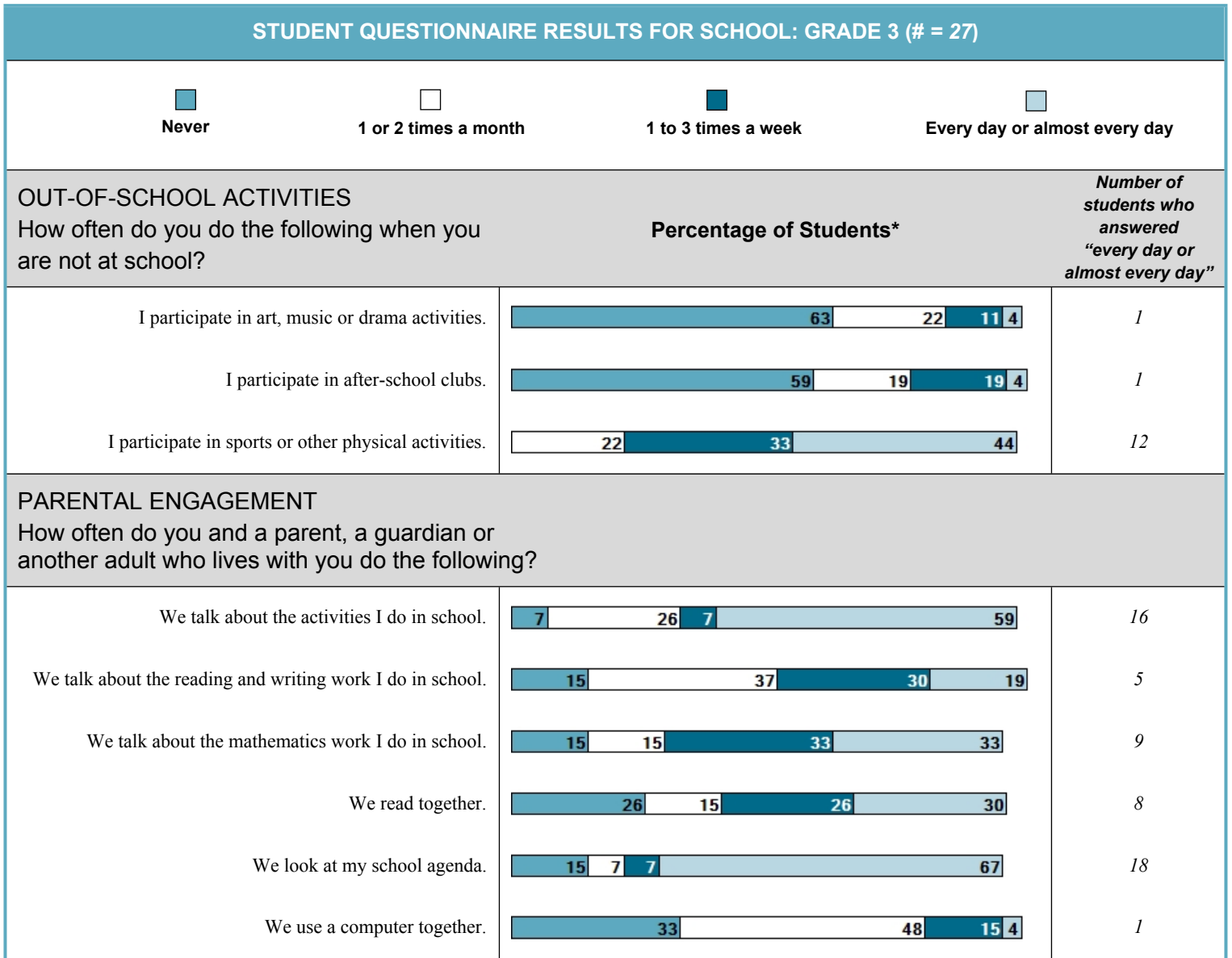


Assessments of Reading, Writing and Mathematics, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 27)			
		<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Most of the time	
INSTRUCTIONAL TOOLS USED IN MATHEMATICS		Percentage of Students*	
How often do you use the following during mathematics activities at school?		Number of students who answered "most of the time"	
Manipulatives (e.g., base ten blocks, tiles)		11	
A calculator		1	
A computer to learn mathematics		3	

\* 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, 2017–2018



\* 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, 2017–2018

**STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 27)**

SCHOOLS ATTENDED		Percentage of Students*	Number of students
How many schools did you attend before this one?			
Only this school		52	14
1 other school		19	5
2 other schools		11	3
3 other schools		7	2
4 other schools or more		11	3
<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		89 11	24
Languages in which people speak to student at home		74 15 11	20

\* 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, 2017–2018

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 27)	Female* (# = 16)	Male* (# = 11)	All (# = 1 442)	Female* (# = 711)	Male* (# = 731)	All (# = 126 312)	Female* (# = 61 939)	Male* (# = 64 373)
<b>STUDENT ENGAGEMENT</b>									
<b>About reading: Percentage of students who answered “most of the time”†</b>									
I like to read.	41%	50%	27%	41%	48%	35%	46%	51%	41%
I am a good reader.	74%	75%	73%	66%	70%	63%	63%	65%	62%
I am able to understand difficult reading passages.	33%	44%	18%	29%	31%	28%	29%	27%	30%
I do my best when I do reading activities in class.	70%	75%	64%	74%	80%	68%	72%	76%	67%
<b>STUDENT ENGAGEMENT</b>									
<b>About writing: Percentage of students who answered “most of the time”†</b>									
I like to write.	63%	69%	55%	50%	59%	42%	50%	58%	43%
I am a good writer.	48%	62%	27%	52%	59%	46%	49%	55%	43%
I am able to communicate my ideas in writing.	22%	31%	9%	47%	49%	45%	44%	46%	43%
I do my best when I do writing activities in class.	81%	94%	64%	73%	80%	67%	70%	75%	66%
<b>COGNITIVE STRATEGIES USED IN LANGUAGE</b>									
<b>Percentage of students who answered “most of the time”†</b>									
Before I start to read, I try to predict what the text will be about.	11%	12%	9%	18%	18%	18%	19%	19%	20%
I make sure I understand what I am reading.	67%	75%	55%	64%	70%	58%	64%	67%	62%
I slow down my reading if it is difficult.	48%	56%	36%	50%	54%	46%	51%	55%	47%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	22%	25%	18%	34%	38%	31%	34%	37%	32%
When I am finished reading, I think about what I have read.	30%	31%	27%	38%	40%	37%	37%	38%	35%
I organize my ideas before I start to write.	30%	31%	27%	37%	41%	33%	40%	43%	37%
I edit my writing to make it better.	22%	31%	9%	39%	44%	35%	41%	45%	38%
I check my writing for spelling and grammar.	26%	31%	18%	44%	49%	38%	44%	48%	41%
<b>INSTRUCTIONAL TOOLS USED IN READING AND WRITING</b>									
<b>How often do you use the following when you read and write at school? Percentage of students who answered “most of the time”†</b>									
A computer for reading activities.	0%	0%	0%	12%	10%	15%	16%	14%	17%
A computer for writing activities.	4%	0%	9%	18%	16%	21%	21%	19%	22%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist).	37%	38%	36%	30%	34%	26%	34%	38%	30%

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

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

### Assessments of Reading, Writing and Mathematics, 2017–2018

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 27)	Female* (# = 16)	Male* (# = 11)	All (# = 1 442)	Female* (# = 711)	Male* (# = 731)	All (# = 126 312)	Female* (# = 61 939)	Male* (# = 64 373)
<b>STUDENT ENGAGEMENT</b>									
<b>About mathematics:</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I like mathematics.	<b>67%</b>	56%	82%	<b>54%</b>	50%	59%	<b>58%</b>	53%	63%
I am good at mathematics.	<b>63%</b>	56%	73%	<b>57%</b>	52%	61%	<b>56%</b>	49%	63%
I am able to answer difficult mathematics questions.	<b>41%</b>	44%	36%	<b>36%</b>	31%	42%	<b>38%</b>	31%	46%
I do my best when I do mathematics activities in class.	<b>93%</b>	88%	100%	<b>79%</b>	83%	76%	<b>78%</b>	80%	77%
<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>70%</b>	81%	55%	<b>67%</b>	72%	62%	<b>68%</b>	72%	64%
I think about the steps I will use to solve the problem.	<b>44%</b>	50%	36%	<b>42%</b>	46%	39%	<b>44%</b>	45%	43%
I ask for help if I don't understand the problem.	<b>48%</b>	44%	55%	<b>50%</b>	54%	46%	<b>53%</b>	59%	48%
I check my work for mistakes.	<b>44%</b>	56%	27%	<b>53%</b>	57%	49%	<b>51%</b>	53%	49%
I check my answers to see if it makes sense.	<b>52%</b>	56%	45%	<b>59%</b>	66%	53%	<b>60%</b>	63%	57%
<b>INSTRUCTIONAL TOOLS USED IN MATHEMATICS</b>									
<b>How often do you use the following during mathematics activities at school?</b>									
<b>Percentage of students who answered “most of the time”†</b>									
Manipulatives (e.g., base ten blocks, tiles)	<b>41%</b>	38%	45%	<b>28%</b>	31%	25%	<b>27%</b>	30%	24%
A calculator	<b>4%</b>	0%	9%	<b>18%</b>	17%	19%	<b>15%</b>	15%	15%
A computer to learn mathematics	<b>11%</b>	0%	27%	<b>22%</b>	19%	24%	<b>20%</b>	19%	21%

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

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

### Assessments of Reading, Writing and Mathematics, 2017–2018

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 27)	Female* (# = 16)	Male* (# = 11)	All (# = 1 442)	Female* (# = 711)	Male* (# = 731)	All (# = 126 312)	Female* (# = 61 939)	Male* (# = 64 373)
<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.	4%	6%	0%	20%	26%	14%	25%	30%	19%
I participate in after-school clubs.	4%	6%	0%	10%	11%	10%	13%	14%	13%
I participate in sports or other physical activities.	44%	50%	36%	41%	40%	43%	39%	34%	44%
<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.	59%	81%	27%	48%	54%	42%	48%	53%	44%
We talk about the reading and writing work I do in school.	19%	25%	9%	31%	34%	27%	30%	33%	27%
We talk about the mathematics work I do in school.	33%	31%	36%	34%	34%	33%	36%	38%	34%
We read together.	30%	31%	27%	32%	34%	31%	30%	33%	28%
We look at my school agenda.	67%	62%	73%	57%	58%	56%	47%	47%	46%
We use a computer together.	4%	0%	9%	12%	11%	12%	14%	13%	14%

\* 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, 2017–2018

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 27)	Female* (# = 16)	Male* (# = 11)	All (# = 1 442)	Female* (# = 711)	Male* (# = 731)	All (# = 126 312)	Female* (# = 61 939)	Male* (# = 64 373)
<b>SCHOOLS ATTENDED</b>									
How many schools did you attend before this one?	Percentage of students†								
Only this school/1 other school	70%	56%	91%	81%	81%	81%	77%	78%	77%
2 other schools/3 other schools	19%	25%	9%	12%	12%	13%	16%	15%	16%
4 other schools or more	11%	19%	0%	4%	4%	4%	4%	4%	4%
<b>LANGUAGES STUDENTS SPEAK AT HOME</b>									
	Percentage of students†								
Only English/Mostly English	89%	94%	82%	83%	83%	82%	71%	70%	72%
Another language (or other languages) as often as English	0%	0%	0%	10%	11%	10%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	11%	6%	18%	5%	4%	6%	11%	11%	11%
<b>LANGUAGES SPOKEN TO STUDENTS AT HOME</b>									
	Percentage of students†								
Only English/Mostly English	74%	75%	73%	80%	79%	81%	65%	64%	66%
Another language (or other languages) as often as English	15%	19%	9%	9%	10%	9%	13%	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	11%	6%	18%	7%	7%	8%	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, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 29)			
		<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.		18	
I am a good reader.		24	
I am able to understand difficult reading passages.		12	
I do my best when I do reading activities in class.		22	
STUDENT ENGAGEMENT		Percentage of Students*	
About writing:		Number of students who answered "most of the time"	
I like to write.		14	
I am a good writer.		19	
I am able to communicate my ideas in writing.		16	
I do my best when I do writing activities in class.		21	
COGNITIVE STRATEGIES USED IN LANGUAGE			
Before I start to read, I try to predict what the text will be about.		3	
I make sure I understand what I am reading.		25	
I slow down my reading if it is difficult.		17	
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).		12	
When I am finished reading, I think about what I have read.		9	
I organize my ideas before I start to write.		10	
I edit my writing to make it better.		18	
I check my writing for spelling and grammar.		21	

\* 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.

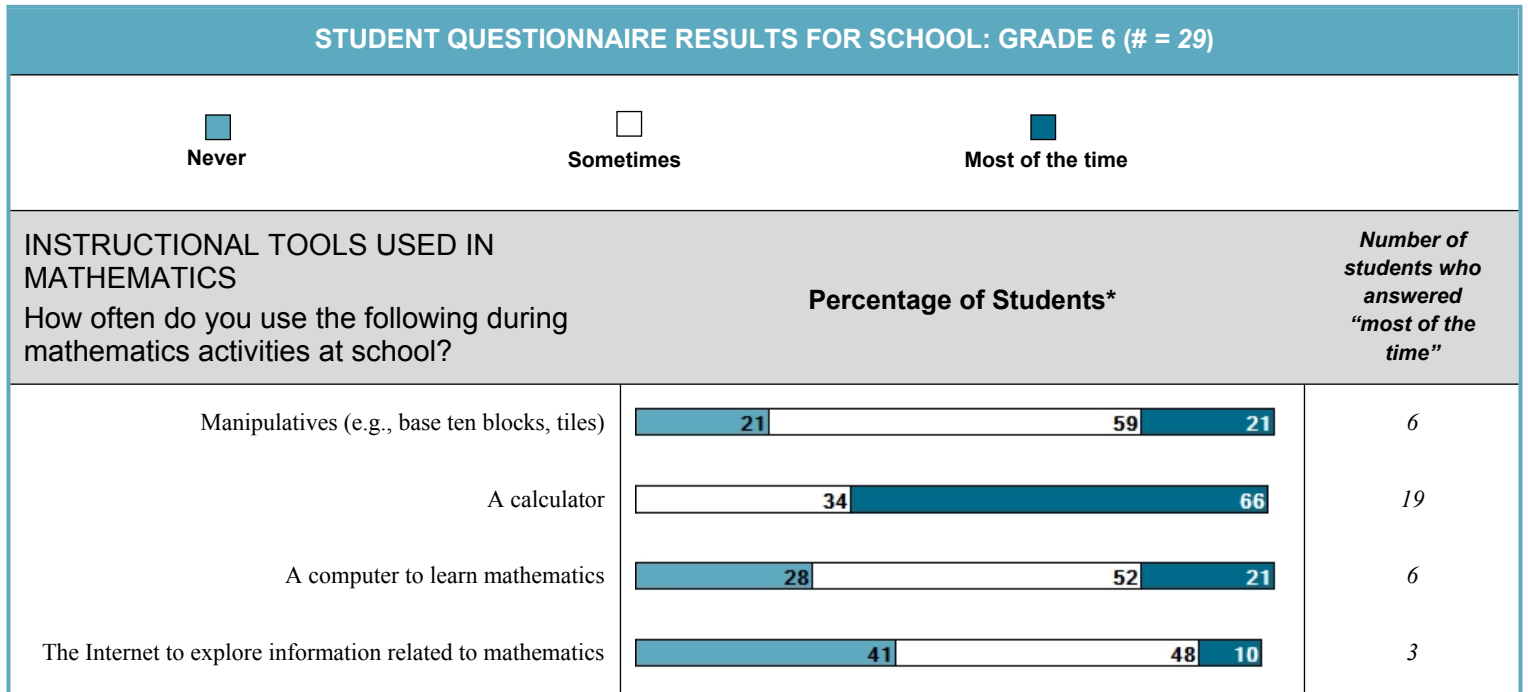


Assessments of Reading, Writing and Mathematics, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 29)			
		<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Most of the time	
INSTRUCTIONAL TOOLS USED IN READING AND WRITING			<i>Number of students who answered "most of the time"</i>
How often do you use the following when you read and write at school?			Percentage of Students*
A computer for reading activities			3
A computer for writing activities			9
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)			7
The Internet to find information			13
STUDENT ENGAGEMENT			
About mathematics:			
I like mathematics.			18
I am good at mathematics.			16
I am able to answer difficult mathematics questions.			7
I do my best when I do mathematics activities in class.			27
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.			24
I think about the steps I will use to solve the problem.			23
I ask for help if I don't understand the problem.			11
I check my work for mistakes.			19
I check my answer to see if it makes sense.			22

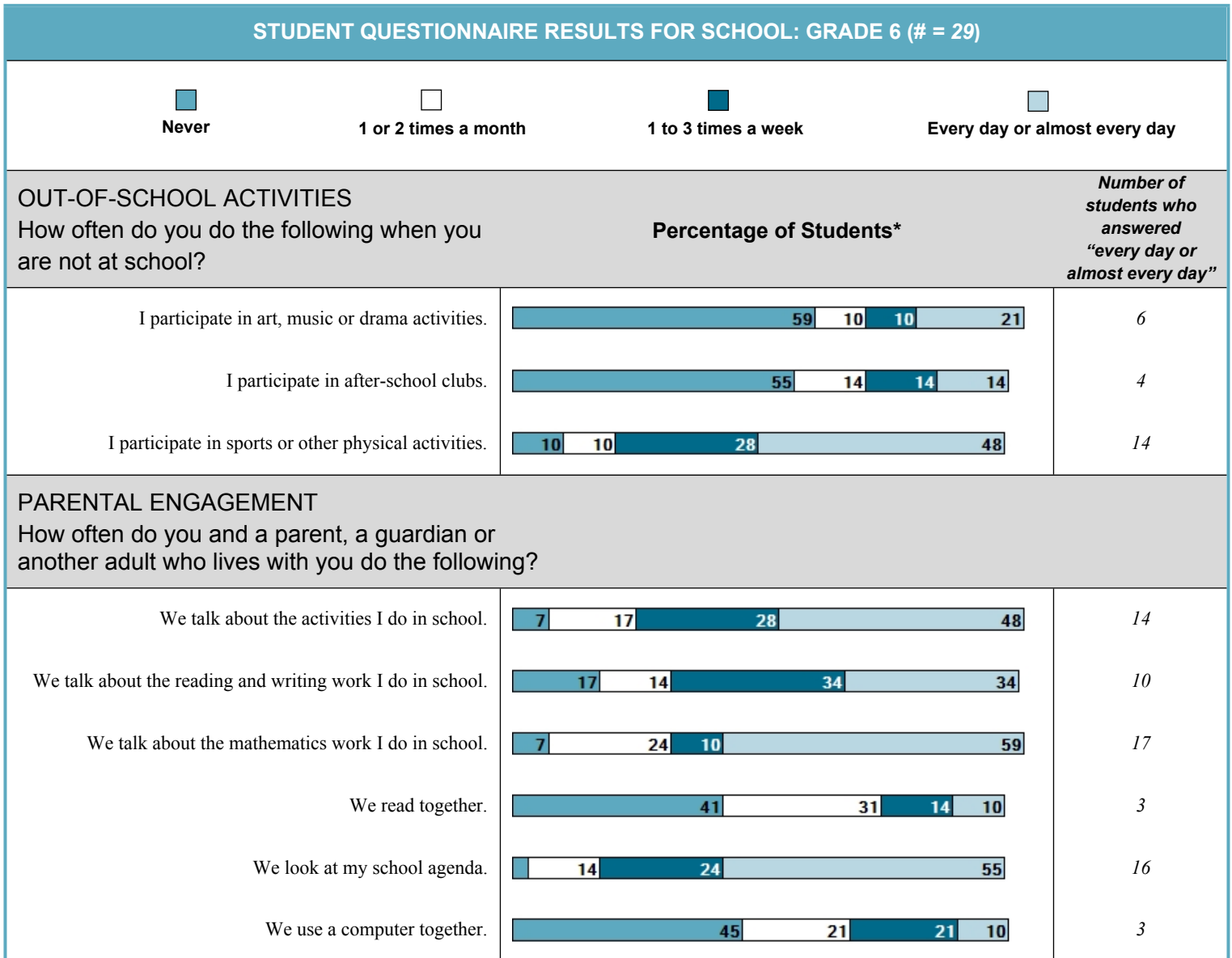
\* Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, 2017–2018







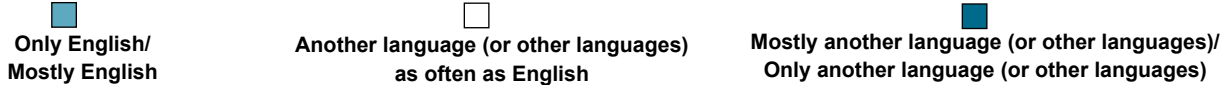


\* Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, 2017–2018



\* 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, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 29)			
SCHOOLS ATTENDED		Percentage of Students*	Number of students
How many schools did you attend before this one?			
Only this school		52	15
1 other school		38	11
2 other schools		1	1
3 other schools		1	1
4 other schools or more		0	0
			
LANGUAGES SPOKEN		Percentage of Students*	Number of students who answered "only English" or "mostly English"
Languages student speaks at home		93	27
Languages in which people speak to student at home		79	23

\* 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, 2017–2018

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 29)	Female* (# = 14)	Male* (# = 15)	All (# = 1 464)	Female* (# = 708)	Male* (# = 756)	All (# = 126 424)	Female* (# = 62 073)	Male* (# = 64 350)
<b>STUDENT ENGAGEMENT</b>									
<b>About reading: Percentage of students who answered “most of the time”†</b>									
I like to read.	62%	64%	60%	42%	52%	33%	43%	51%	36%
I am a good reader.	83%	71%	93%	74%	78%	71%	67%	71%	64%
I am able to understand difficult reading passages.	41%	36%	47%	42%	41%	43%	41%	41%	42%
I do my best when I do reading activities in class.	76%	79%	73%	75%	81%	68%	72%	77%	66%
<b>STUDENT ENGAGEMENT</b>									
<b>About writing: Percentage of students who answered “most of the time”†</b>									
I like to write.	48%	57%	40%	45%	59%	32%	42%	54%	30%
I am a good writer.	66%	57%	73%	48%	57%	39%	42%	50%	34%
I am able to communicate my ideas in writing.	55%	50%	60%	50%	56%	44%	50%	55%	45%
I do my best when I do writing activities in class.	72%	71%	73%	74%	81%	67%	70%	77%	64%
<b>COGNITIVE STRATEGIES USED IN LANGUAGE</b>									
<b>Percentage of students who answered “most of the time”†</b>									
Before I start to read, I try to predict what the text will be about.	10%	7%	13%	13%	14%	13%	16%	15%	16%
I make sure I understand what I am reading.	86%	79%	93%	72%	77%	67%	72%	75%	68%
I slow down my reading if it is difficult.	59%	57%	60%	56%	62%	49%	56%	62%	51%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	41%	43%	40%	40%	47%	34%	42%	46%	39%
When I am finished reading, I think about what I have read.	31%	21%	40%	38%	42%	34%	39%	41%	37%
I organize my ideas before I start to write.	34%	36%	33%	32%	38%	27%	34%	38%	30%
I edit my writing to make it better.	62%	57%	67%	54%	62%	46%	51%	58%	45%
I check my writing for spelling and grammar.	72%	64%	80%	56%	63%	50%	54%	59%	49%
<b>INSTRUCTIONAL TOOLS USED IN READING AND WRITING</b>									
<b>How often do you use the following when you read and write at school? Percentage of students who answered “most of the time”†</b>									
A computer for reading activities	10%	7%	13%	14%	11%	17%	12%	10%	15%
A computer for writing activities	31%	36%	27%	27%	24%	30%	36%	34%	38%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	24%	21%	27%	28%	32%	24%	28%	32%	25%
The Internet to find information	45%	29%	60%	47%	45%	48%	56%	56%	56%

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

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

Assessments of Reading, Writing and Mathematics, 2017–2018

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 29)	Female* (# = 14)	Male* (# = 15)	All (# = 1 464)	Female* (# = 708)	Male* (# = 756)	All (# = 126 424)	Female* (# = 62 073)	Male* (# = 64 350)
<b>STUDENT ENGAGEMENT</b>									
<b>About mathematics:</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I like mathematics.	62%	43%	80%	48%	37%	58%	50%	42%	58%
I am good at mathematics.	55%	36%	73%	52%	43%	61%	52%	44%	60%
I am able to answer difficult mathematics questions.	24%	14%	33%	37%	26%	47%	38%	29%	47%
I do my best when I do mathematics activities in class.	93%	93%	93%	81%	81%	81%	78%	78%	78%
<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.	83%	79%	87%	80%	84%	77%	80%	84%	76%
I think about the steps I will use to solve the problem.	79%	71%	87%	52%	53%	52%	51%	51%	50%
I ask for help if I do not understand the problem.	38%	29%	47%	58%	64%	53%	58%	61%	54%
I check my work for mistakes.	66%	64%	67%	52%	52%	52%	49%	50%	47%
I check my answers to see if it makes sense.	76%	71%	80%	68%	69%	66%	64%	67%	62%
<b>INSTRUCTIONAL TOOLS USED IN MATHEMATICS</b>									
<b>How often do you use the following during mathematics activities at school?</b>									
<b>Percentage of students who answered “most of the time”†</b>									
Manipulatives (e.g., base ten blocks, tiles)	21%	29%	13%	15%	15%	14%	17%	19%	15%
A calculator	66%	64%	67%	62%	68%	56%	51%	56%	46%
A computer to learn mathematics	21%	29%	13%	10%	9%	11%	10%	9%	11%
The Internet to explore information related to mathematics	10%	14%	7%	11%	9%	13%	13%	11%	14%

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

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

Assessments of Reading, Writing and Mathematics, 2017–2018

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 29)	Female* (# = 14)	Male* (# = 15)	All (# = 1 464)	Female* (# = 708)	Male* (# = 756)	All (# = 126 424)	Female* (# = 62 073)	Male* (# = 64 350)
<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.	21%	36%	7%	16%	20%	12%	17%	21%	13%
I participate in after-school clubs.	14%	14%	13%	7%	7%	8%	10%	11%	10%
I participate in sports or other physical activities.	48%	36%	60%	43%	35%	51%	42%	36%	48%
<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.	48%	57%	40%	50%	57%	44%	47%	51%	43%
We talk about the reading and writing work I do in school.	34%	43%	27%	25%	27%	22%	22%	25%	20%
We talk about the mathematics work I do in school.	59%	50%	67%	37%	39%	35%	34%	36%	33%
We read together.	10%	7%	13%	9%	9%	9%	8%	8%	9%
We look at my school agenda.	55%	50%	60%	39%	41%	37%	24%	24%	25%
We use a computer together.	10%	7%	13%	9%	8%	9%	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.”

Assessments of Reading, Writing and Mathematics, 2017–2018

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 29)	Female* (# = 14)	Male* (# = 15)	All (# = 1 464)	Female* (# = 708)	Male* (# = 756)	All (# = 126 424)	Female* (# = 62 073)	Male* (# = 64 350)
<b>SCHOOLS ATTENDED</b>									
How many schools did you attend before this one?	Percentage of students†								
Only this school/1 other school	90%	93%	87%	84%	82%	85%	70%	70%	70%
2 other schools/3 other schools	7%	7%	7%	11%	13%	10%	22%	22%	22%
4 other schools or more	0%	0%	0%	4%	4%	4%	6%	6%	6%
<b>LANGUAGES STUDENTS SPEAK AT HOME</b>									
	Percentage of students†								
Only English/Mostly English	93%	86%	100%	86%	86%	86%	73%	73%	73%
Another language (or other languages) as often as English	3%	7%	0%	10%	9%	10%	17%	18%	16%
Mostly another language (or other languages)/ Only another language (or other languages)	3%	7%	0%	4%	5%	3%	8%	8%	9%
<b>LANGUAGES SPOKEN TO STUDENTS AT HOME</b>									
	Percentage of students†								
Only English/Mostly English	79%	71%	87%	82%	81%	83%	66%	66%	66%
Another language (or other languages) as often as English	3%	7%	0%	8%	9%	8%	15%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	17%	21%	13%	8%	8%	7%	16%	16%	16%

\* 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, 2017–2018

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.