



School Report



Assessments of Reading, Writing and Mathematics

Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2018–2019

School: St Joachim Sep S (801178)
Board: Dufferin-Peel Catholic DSB (67083)

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,

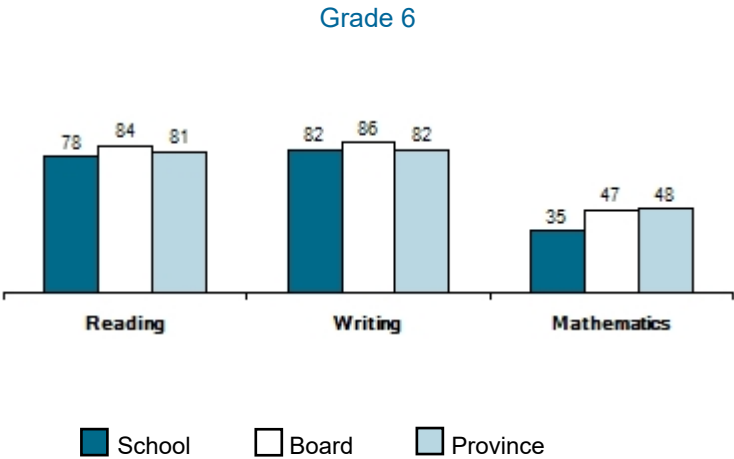
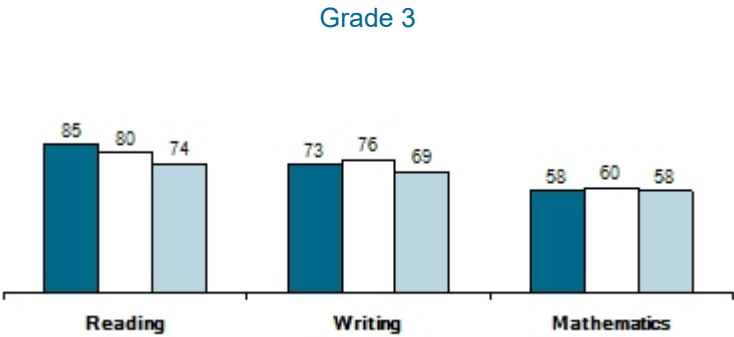


Norah Marsh
Chief Executive Officer
Education Quality and Accountability Office

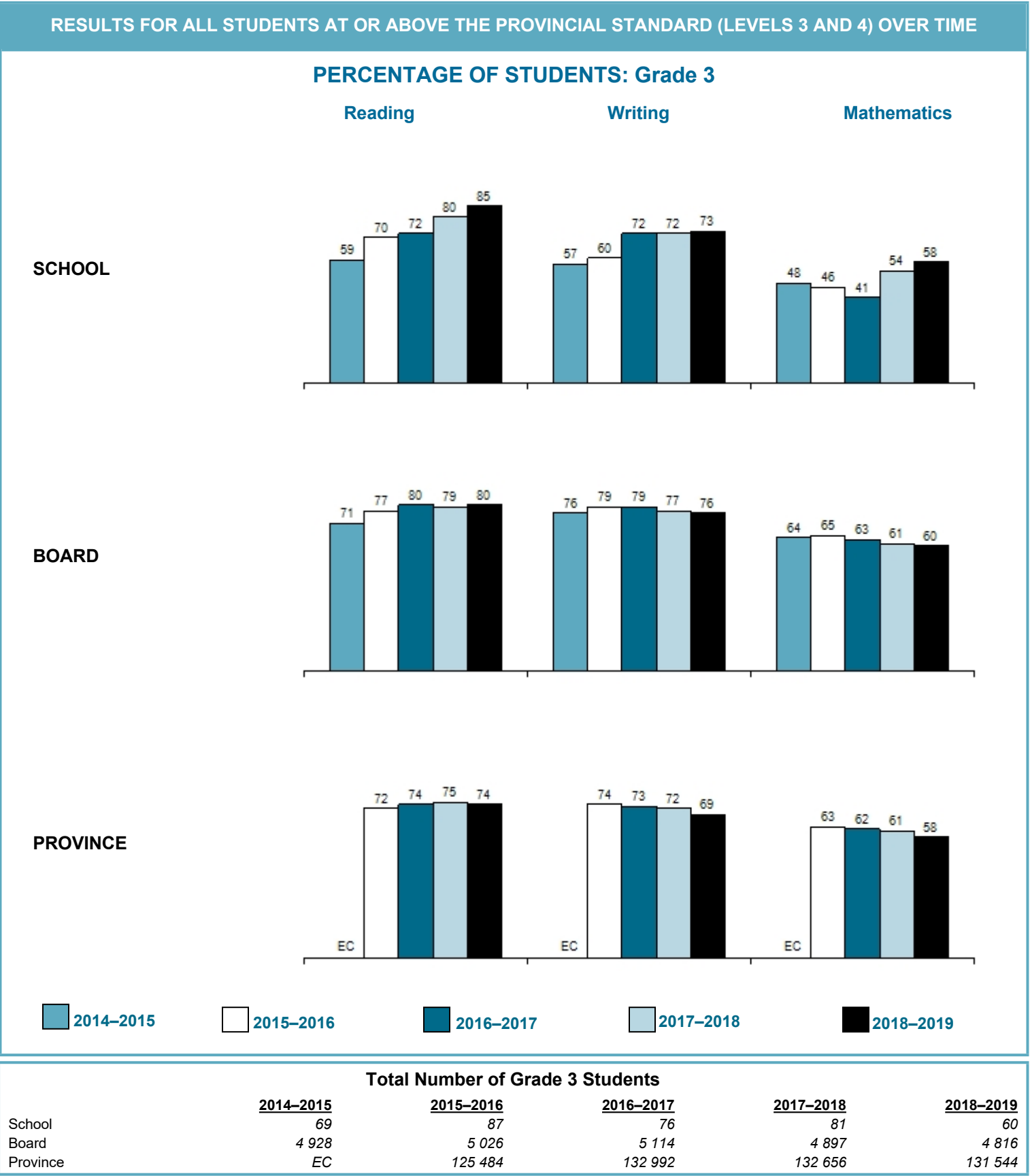
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE

PROVINCIAL STANDARD (LEVELS 3 AND 4), 2018–2019



Assessments of Reading, Writing and Mathematics, 2018–2019



Assessments of Reading, Writing and Mathematics, 2018–2019

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

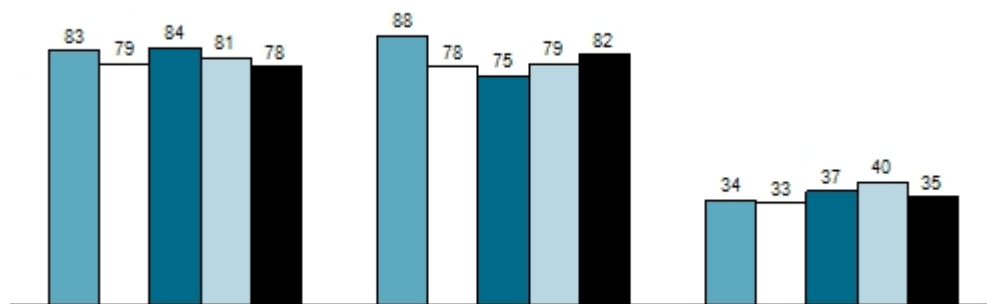
PERCENTAGE OF STUDENTS: Grade 6

Reading

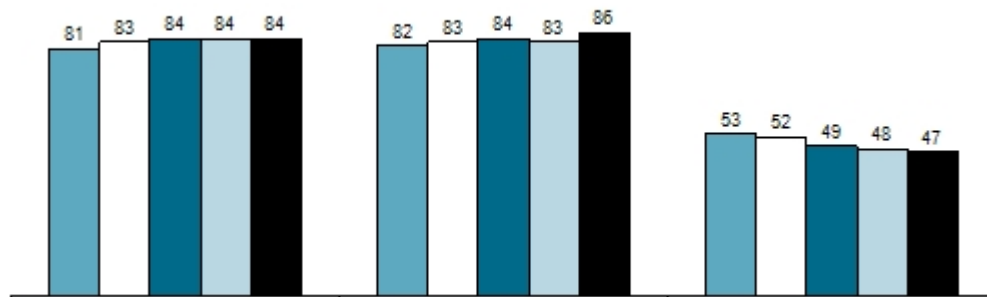
Writing

Mathematics

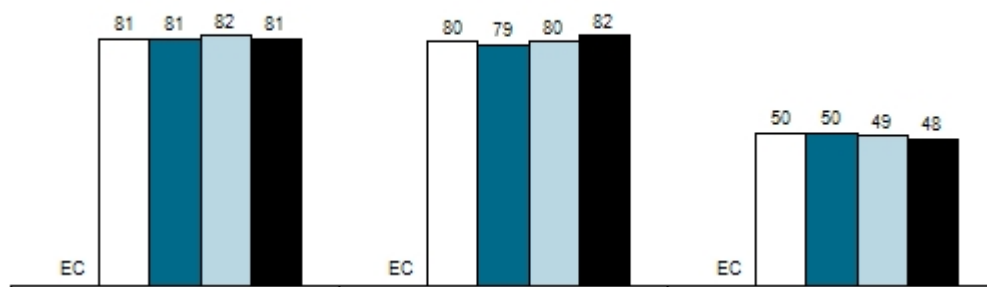
SCHOOL



BOARD



PROVINCE



2014–2015

2015–2016

2016–2017

2017–2018

2018–2019

Total Number of Grade 6 Students

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
School	64	72	68	58	74
Board	5 108	5 307	5 220	5 097	5 178
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.

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	
Enrolment							
Number of Grade 3 students	60		4 816		131 544		
Number of classes with Grade 3 students	4		365		9 985		
Number of schools with Grade 3 classes	Not applicable		125		3 288		
	Number	Percent	Number	Percent	Number	Percent	
Gender							
Female	33	55%	2 343	49%	64 022	49%	
Male	27	45%	2 473	51%	67 509	51%	
Gender not specified	0	0%	0	0%	13	<1%	
Student Status							
English language learners**	12	20%	1 427	30%	18 323	14%	
Students with special education needs (excluding gifted)**	2	3%	605	13%	24 362	19%	
Place of Birth							
Born in Canada	55	92%	4 148	86%	116 767	89%	
Born outside Canada	5	8%	667	14%	14 099	11%	
In Canada less than one year	2	3%	27	1%	1 270	1%	
In Canada one year or more but less than three years	0	0%	207	4%	3 308	3%	
In Canada three years or more	3	5%	366	8%	8 591	7%	
Language							
First language learned at home was other than English	4	7%	954	20%	28 608	22%	
Year Student Entered Current School							
Year of the assessment	4	7%	516	11%	15 846	12%	
Year prior to the assessment	3	5%	569	12%	14 380	11%	
2 years prior to the assessment	24	40%	596	12%	17 865	14%	
3 or more years prior to the assessment	29	48%	3 135	65%	83 435	63%	
Data not available	0	0%	0	0%	18	<1%	
Year Student Entered Current Board							
Year of the assessment	3	5%	241	5%	7 830	6%	
Year prior to the assessment	1	2%	295	6%	7 683	6%	
2 years prior to the assessment	9	15%	366	8%	9 530	7%	
3 or more years prior to the assessment	47	78%	3 914	81%	106 477	81%	
Data not available	0	0%	0	0%	24	<1%	

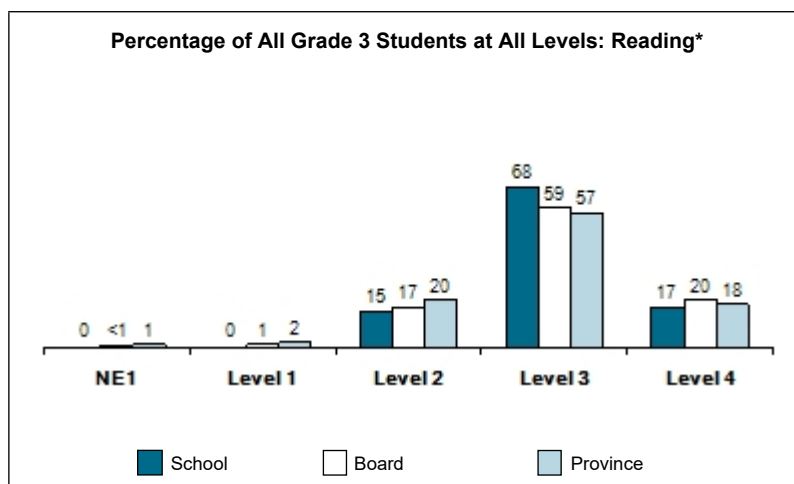
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are based on information provided by schools and/or boards through the Student Data Collection process.

** See the Explanation of Terms.

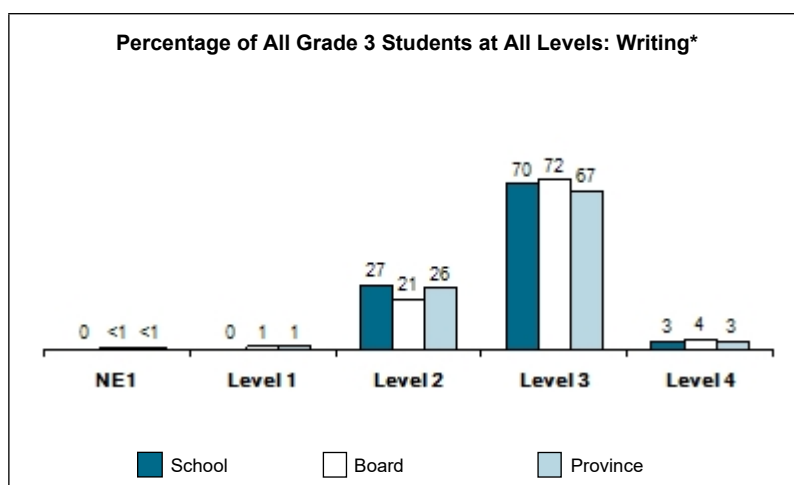
Assessments of Reading, Writing and Mathematics, 2018–2019

Grade 3: All Students^{††}

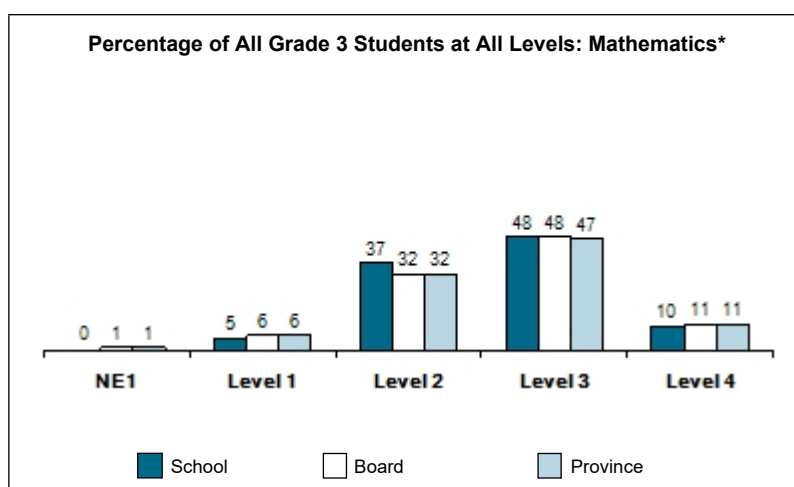
Grade 3: Reading*				
Number of Students	School 60		Board 4 812	Province 124 269
	#	%	%	%
Level 4	10	17%	20%	18%
Level 3	41	68%	59%	57%
Level 2	9	15%	17%	20%
Level 1	0	0%	1%	2%
NE1**	0	0%	<1%	1%
Participating Students	60	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	3%
At or Above Provincial Standard (Levels 3 and 4) [†]		85%	80%	74%



Grade 3: Writing*				
Number of Students	School 60		Board 4 812	Province 124 269
	#	%	%	%
Level 4	2	3%	4%	3%
Level 3	42	70%	72%	67%
Level 2	16	27%	21%	26%
Level 1	0	0%	1%	1%
NE1**	0	0%	<1%	<1%
Participating Students	60	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) [†]		73%	76%	69%



Grade 3: Mathematics*				
Number of Students	School 60		Board 4 816	Province 131 544
	#	%	%	%
Level 4	6	10%	11%	11%
Level 3	29	48%	48%	47%
Level 2	22	37%	32%	32%
Level 1	3	5%	6%	6%
NE1**	0	0%	1%	1%
Participating Students	60	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) [†]		58%	60%	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.

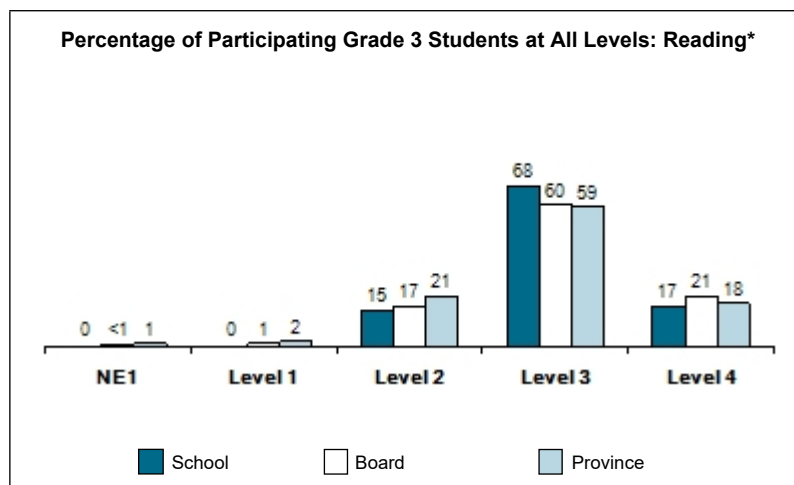
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

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

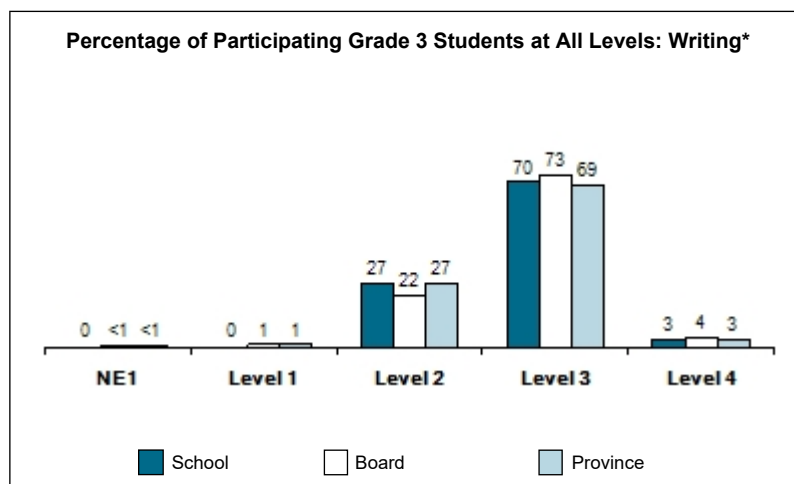
Assessments of Reading, Writing and Mathematics, 2018–2019

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

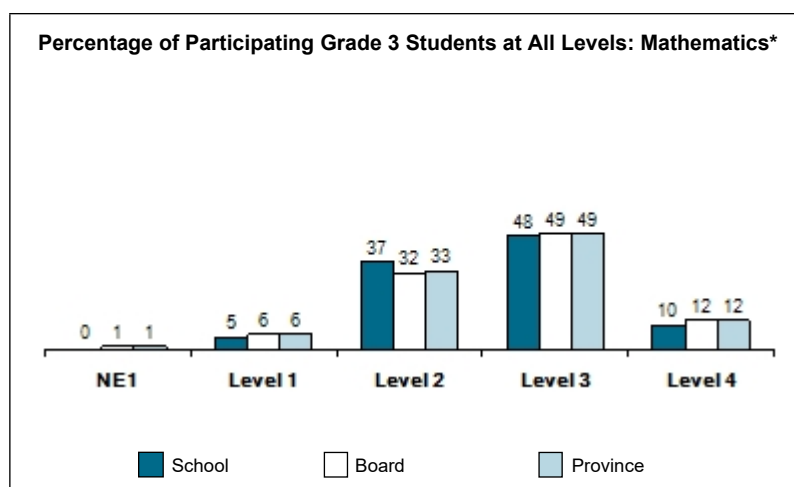
Grade 3: Reading*				
Number of Students	School 60		Board 4 728	Province 120 050
	#	%	%	%
Level 4	10	17%	21%	18%
Level 3	41	68%	60%	59%
Level 2	9	15%	17%	21%
Level 1	0	0%	1%	2%
NEI**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		85%	81%	77%



Grade 3: Writing*				
Number of Students	School 60		Board 4 727	Province 120 163
	#	%	%	%
Level 4	2	3%	4%	3%
Level 3	42	70%	73%	69%
Level 2	16	27%	22%	27%
Level 1	0	0%	1%	1%
NEI**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		73%	77%	72%



Grade 3: Mathematics*				
Number of Students	School 60		Board 4 732	Province 127 377
	#	%	%	%
Level 4	6	10%	12%	12%
Level 3	29	48%	49%	49%
Level 2	22	37%	32%	33%
Level 1	3	5%	6%	6%
NEI**	0	0%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		58%	61%	60%



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

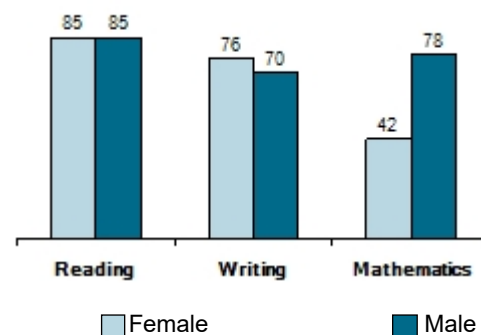
** See the Explanation of Terms.

† 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.

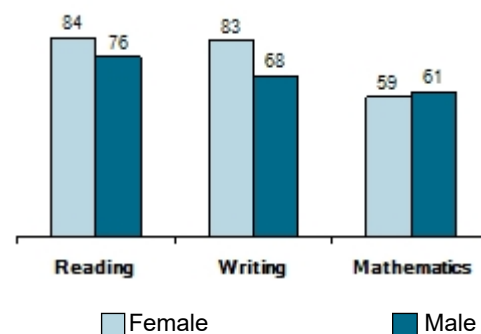
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Grade 3: Gender^{††}

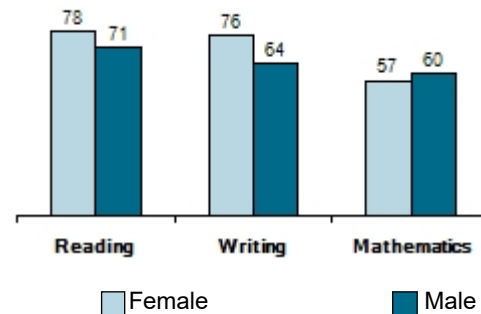
Grade 3: School*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 33	Male 27	Female 33	Male 27	Female 33	Male 27
Level 4	12%	22%	3%	4%	9%	11%
Level 3	73%	63%	73%	67%	33%	67%
Level 2	15%	15%	24%	30%	58%	11%
Level 1	0%	0%	0%	0%	0%	11%
NEI**	0%	0%	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%	100%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)[†]	85%	85%	76%	70%	42%	78%

Percentage of All Grade 3 Students At or Above Provincial Standard: School[†]

Grade 3: Board*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 2 342	Male 2 470	Female 2 342	Male 2 470	Female 2 343	Male 2 473
Level 4	25%	16%	6%	2%	11%	12%
Level 3	59%	60%	77%	67%	48%	49%
Level 2	14%	20%	15%	27%	35%	29%
Level 1	1%	2%	<1%	1%	5%	7%
NEI**	<1%	<1%	<1%	<1%	1%	1%
<i>Participating Students</i>	99%	97%	99%	98%	99%	97%
No Data	<1%	<1%	<1%	<1%	<1%	<1%
Exempt	1%	2%	1%	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)[†]	84%	76%	83%	68%	59%	61%

Percentage of All Grade 3 Students At or Above Provincial Standard: Board[†]

Grade 3: Province*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	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%
<i>Participating Students</i>	97%	96%	98%	96%	98%	96%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	3%	2%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)[†]	78%	71%	76%	64%	57%	60%

Percentage of All Grade 3 Students At or Above Provincial Standard: Province[†]

* 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	
Enrolment							
Number of Grade 6 students	74		5 178		136 124		
Number of classes with Grade 6 students	5		396		8 805		
Number of schools with Grade 6 classes	Not applicable		125		3 106		
	Number	Percent	Number	Percent	Number	Percent	
Gender							
Female	40	54%	2 513	49%	66 168	49%	
Male	34	46%	2 665	51%	69 943	51%	
Gender not specified	0	0%	0	0%	13	<1%	
Student Status							
English language learners**	11	15%	1 178	23%	14 992	11%	
Students with special education needs (excluding gifted)**	15	20%	830	16%	29 692	22%	
Place of Birth							
Born in Canada	64	86%	4 326	84%	118 878	87%	
Born outside Canada	10	14%	852	16%	16 999	12%	
In Canada less than one year	0	0%	20	<1%	1 103	1%	
In Canada one year or more but less than three years	2	3%	177	3%	2 991	2%	
In Canada three years or more	8	11%	595	11%	12 138	9%	
Language							
First language learned at home was other than English	6	8%	1 153	22%	31 210	23%	
Year Student Entered Current School							
Year of the assessment	6	8%	505	10%	27 717	20%	
Year prior to the assessment	3	4%	867	17%	12 810	9%	
2 years prior to the assessment	7	9%	379	7%	12 479	9%	
3 or more years prior to the assessment	58	78%	3 427	66%	83 093	61%	
Data not available	0	0%	0	0%	25	<1%	
Year Student Entered Current Board							
Year of the assessment	3	4%	246	5%	7 034	5%	
Year prior to the assessment	2	3%	252	5%	6 668	5%	
2 years prior to the assessment	4	5%	227	4%	6 700	5%	
3 or more years prior to the assessment	65	88%	4 453	86%	115 679	85%	
Data not available	0	0%	0	0%	43	<1%	

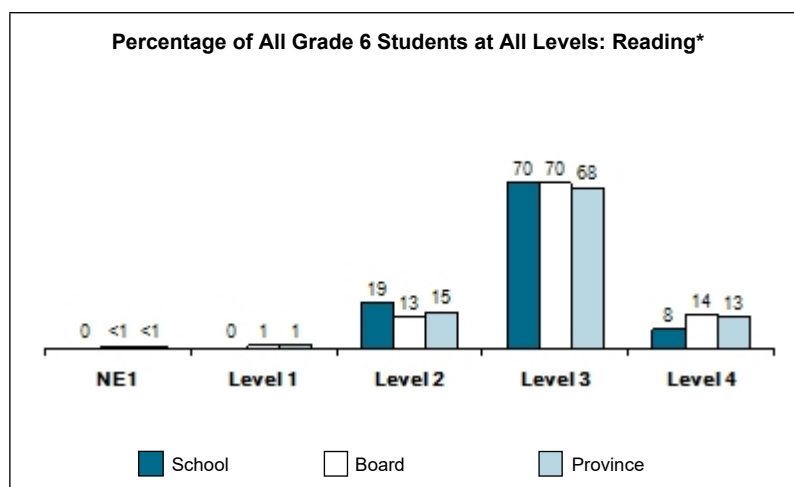
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are based on information provided by schools and/or boards through the Student Data Collection process.

** See the Explanation of Terms.

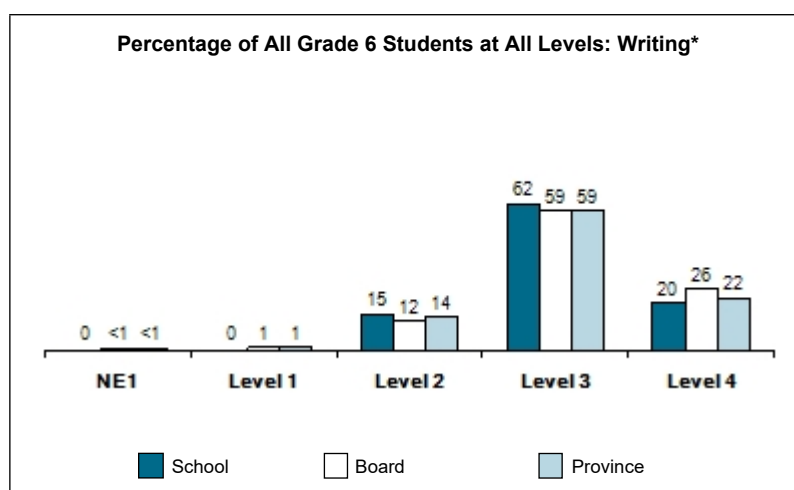
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Grade 6: All Students

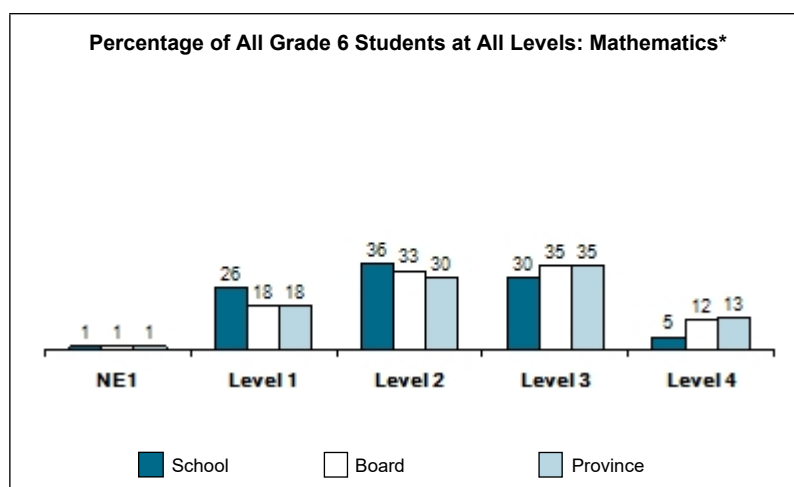
Grade 6: Reading*				
Number of Students	School 74		Board 5 178	Province 136 122
	#	%	%	%
Level 4	6	8%	14%	13%
Level 3	52	70%	70%	68%
Level 2	14	19%	13%	15%
Level 1	0	0%	1%	1%
NEI**	0	0%	<1%	<1%
Participating Students	72	97%	98%	97%
No Data	2	3%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		78%	84%	81%



Grade 6: Writing*				
Number of Students	School 74		Board 5 178	Province 136 123
	#	%	%	%
Level 4	15	20%	26%	22%
Level 3	46	62%	59%	59%
Level 2	11	15%	12%	14%
Level 1	0	0%	1%	1%
NEI**	0	0%	<1%	<1%
Participating Students	72	97%	98%	97%
No Data	2	3%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		82%	86%	82%



Grade 6: Mathematics*				
Number of Students	School 74		Board 5 178	Province 136 124
	#	%	%	%
Level 4	4	5%	12%	13%
Level 3	22	30%	35%	35%
Level 2	27	36%	33%	30%
Level 1	19	26%	18%	18%
NEI**	1	1%	1%	1%
Participating Students	73	99%	98%	97%
No Data	1	1%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		35%	47%	48%



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

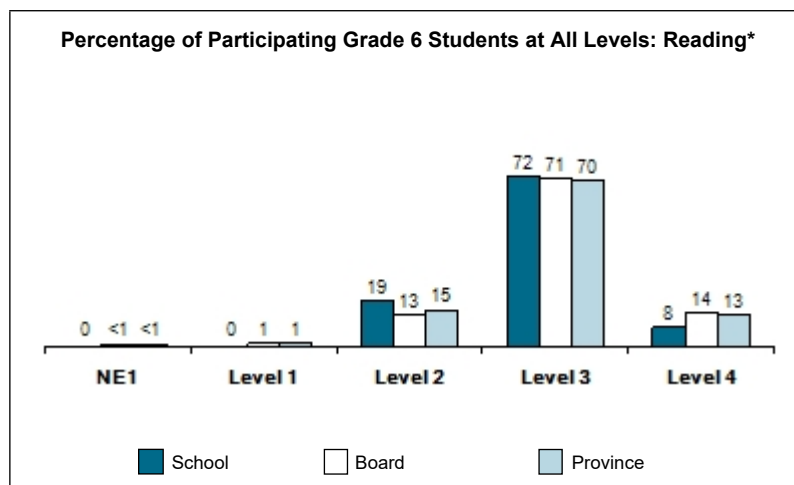
** See the Explanation of Terms.

† 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.

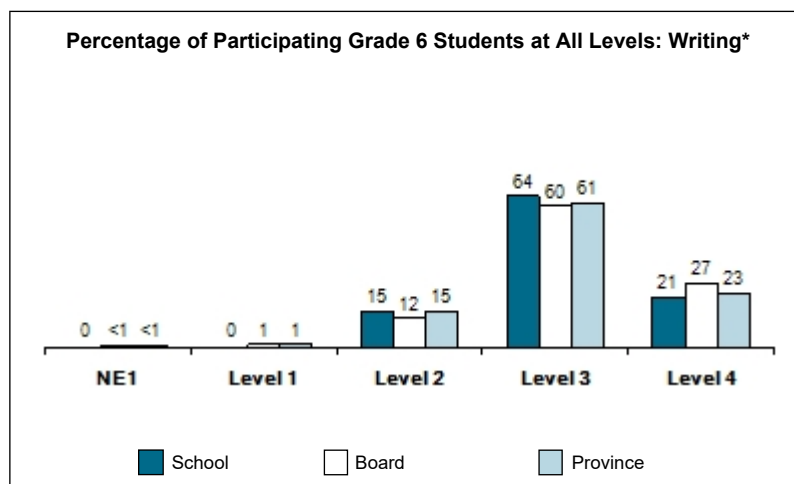
Assessments of Reading, Writing and Mathematics, 2018–2019

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

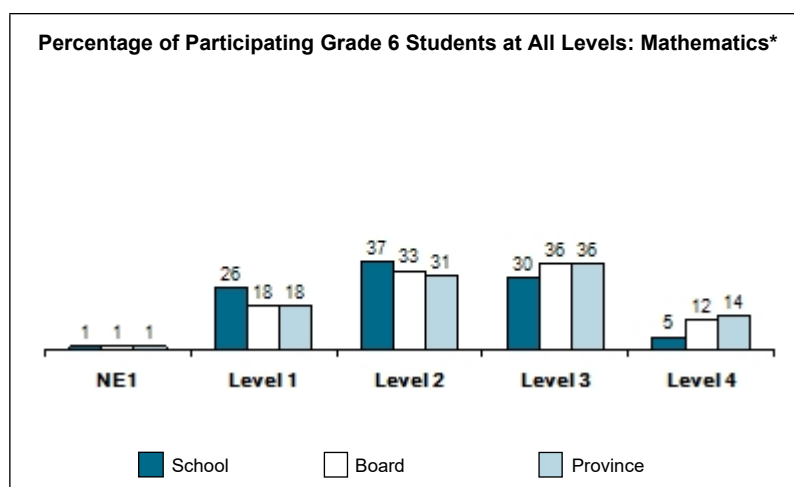
Grade 6: Reading*				
Number of Students	School 72		Board 5 091	Province 132 367
	#	%	%	%
Level 4	6	8%	14%	13%
Level 3	52	72%	71%	70%
Level 2	14	19%	13%	15%
Level 1	0	0%	1%	1%
NEI**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		81%	86%	83%



Grade 6: Writing*				
Number of Students	School 72		Board 5 090	Province 132 345
	#	%	%	%
Level 4	15	21%	27%	23%
Level 3	46	64%	60%	61%
Level 2	11	15%	12%	15%
Level 1	0	0%	1%	1%
NEI**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		85%	87%	84%



Grade 6: Mathematics*				
Number of Students	School 73		Board 5 090	Province 132 285
	#	%	%	%
Level 4	4	5%	12%	14%
Level 3	22	30%	36%	36%
Level 2	27	37%	33%	31%
Level 1	19	26%	18%	18%
NEI**	1	1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		36%	48%	50%



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

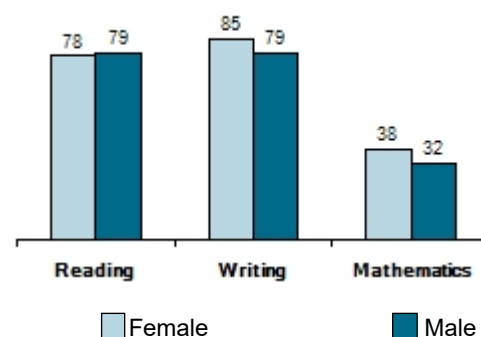
** See the Explanation of Terms.

† 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.

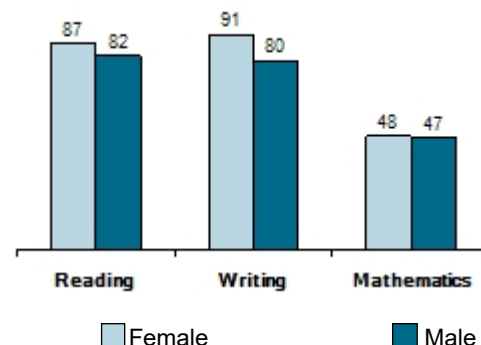
Assessments of Reading, Writing and Mathematics, 2018–2019

Grade 6: Gender^{††}

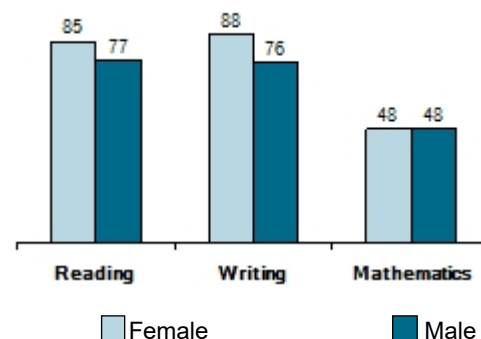
Grade 6: School*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 40	Male 34	Female 40	Male 34	Female 40	Male 34
Level 4	8%	9%	32%	6%	5%	6%
Level 3	70%	71%	52%	74%	32%	26%
Level 2	18%	21%	10%	21%	30%	44%
Level 1	0%	0%	0%	0%	28%	24%
NEI**	0%	0%	0%	0%	2%	0%
<i>Participating Students</i>	95%	100%	95%	100%	98%	100%
No Data	5%	0%	5%	0%	2%	0%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)[†]	78%	79%	85%	79%	38%	32%

Percentage of All Grade 6 Students At or Above Provincial Standard: School[†]

Grade 6: Board*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 2 513	Male 2 665	Female 2 513	Male 2 665	Female 2 513	Male 2 665
Level 4	18%	10%	36%	17%	11%	13%
Level 3	68%	72%	55%	63%	37%	34%
Level 2	11%	15%	7%	16%	33%	32%
Level 1	1%	1%	<1%	1%	17%	18%
NEI**	0%	<1%	<1%	<1%	1%	1%
<i>Participating Students</i>	99%	98%	99%	98%	99%	98%
No Data	<1%	<1%	1%	<1%	<1%	<1%
Exempt	1%	2%	1%	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)[†]	87%	82%	91%	80%	48%	47%

Percentage of All Grade 6 Students At or Above Provincial Standard: Board[†]

Grade 6: Province*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 66 168	Male 69 941	Female 66 168	Male 69 942	Female 66 168	Male 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%
At or Above Provincial Standard (Levels 3 and 4)[†]	85%	77%	88%	76%	48%	48%

Percentage of All Grade 6 Students At or Above Provincial Standard: Province[†]

* 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
Enrolment					
Number of students	69	87	76	81	60
Participation in the Assessment					
Reading†	100%	98%	100%	98%	100%
Writing†	100%	98%	100%	98%	100%
Mathematics†	100%	99%	100%	98%	100%
Gender					
Female	52%	52%	53%	49%	55%
Male	48%	48%	47%	51%	45%
Student Status					
English language learners**	23%	30%	20%	32%	20%
Students with special education needs (excluding gifted)**	4%	10%	9%	10%	3%
Place of Birth					
Born in Canada	93%	91%	93%	95%	92%
Born outside Canada	7%	9%	7%	5%	8%
In Canada less than one year	0%	1%	0%	0%	3%
In Canada one year or more but less than three years	0%	1%	0%	0%	0%
In Canada three years or more	7%	6%	7%	5%	5%
Language					
First language learned at home was other than English	20%	8%	9%	12%	7%
Year Student Entered Current School					
Year of the assessment	10%	9%	9%	10%	7%
Year prior to the assessment	3%	7%	11%	9%	5%
2 years prior to the assessment	39%	23%	32%	28%	40%
3 or more years prior to the assessment	48%	61%	49%	53%	48%
Data not available	0%	0%	0%	0%	0%
Year Student Entered Current Board					
Year of the assessment	3%	6%	8%	4%	5%
Year prior to the assessment	3%	5%	7%	5%	2%
2 years prior to the assessment	14%	11%	8%	11%	15%
3 or more years prior to the assessment	80%	78%	78%	80%	78%
Data not available	0%	0%	0%	0%	0%

* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are 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.

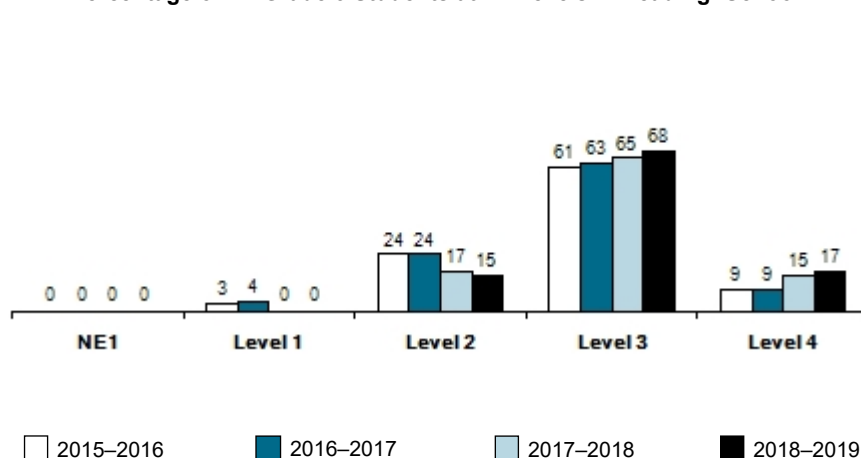
Assessments of Reading, Writing and Mathematics, 2018–2019

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

Grade 3: Reading

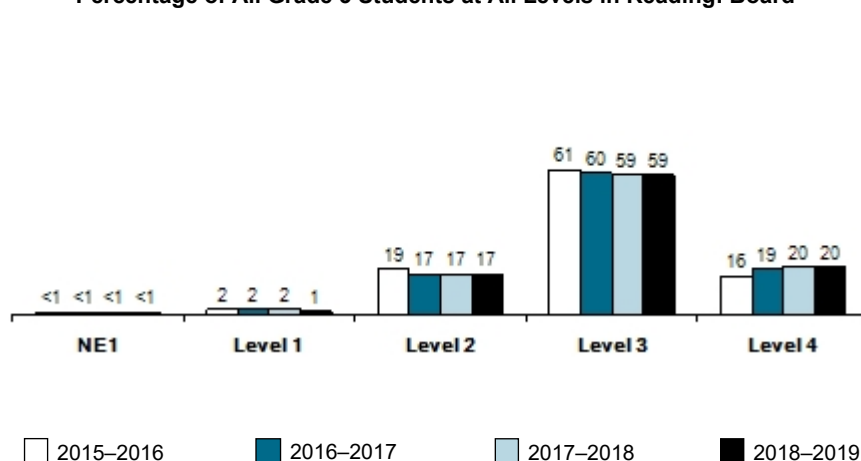
Grade 3 Reading: School*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	87	76	81	60
Level 4	9%	9%	15%	17%
Level 3	61%	63%	65%	68%
Level 2	24%	24%	17%	15%
Level 1	3%	4%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	98%	100%	98%	100%
No Data	0%	0%	1%	0%
Exempt	2%	0%	1%	0%
At or Above Provincial Standard†	70%	72%	80%	85%

Percentage of All Grade 3 Students at All Levels in Reading: School*



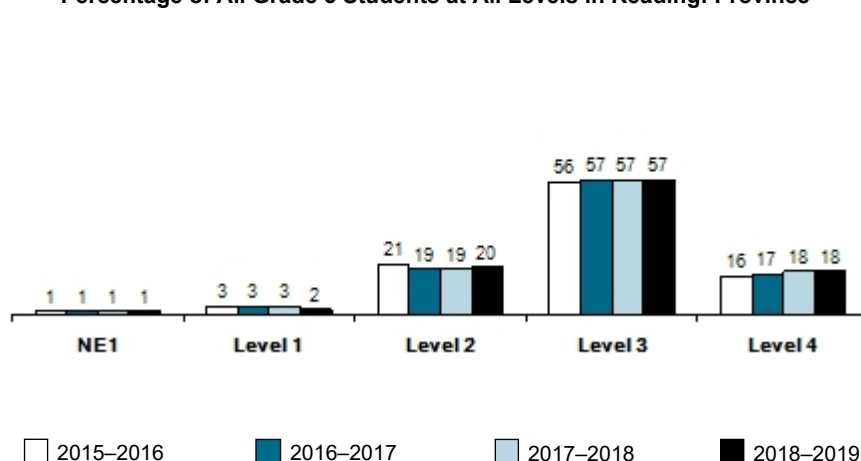
Grade 3 Reading: Board*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	5 026	5 114	4 897	4 812
Level 4	16%	19%	20%	20%
Level 3	61%	60%	59%	59%
Level 2	19%	17%	17%	17%
Level 1	2%	2%	2%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	2%	1%
At or Above Provincial Standard†	77%	80%	79%	80%

Percentage of All Grade 3 Students at All Levels in Reading: Board*



Grade 3 Reading: Province*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	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%
<i>Participating Students</i>	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	2%	3%
At or Above Provincial Standard†	72%	74%	75%	74%

Percentage of All Grade 3 Students at All Levels in Reading: Province*

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

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

** See the Explanation of Terms.

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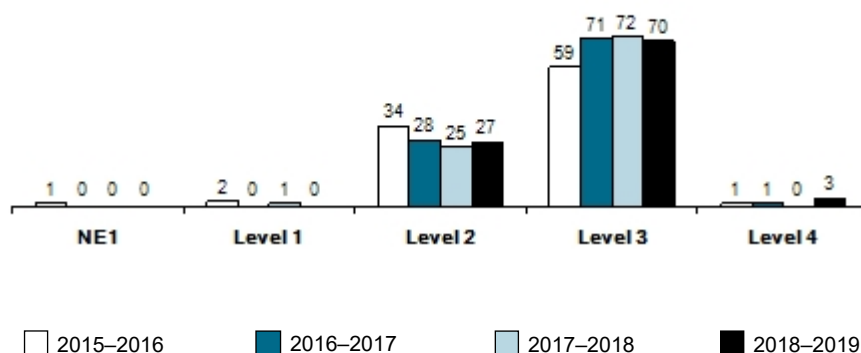
Assessments of Reading, Writing and Mathematics, 2018–2019

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

Grade 3: Writing

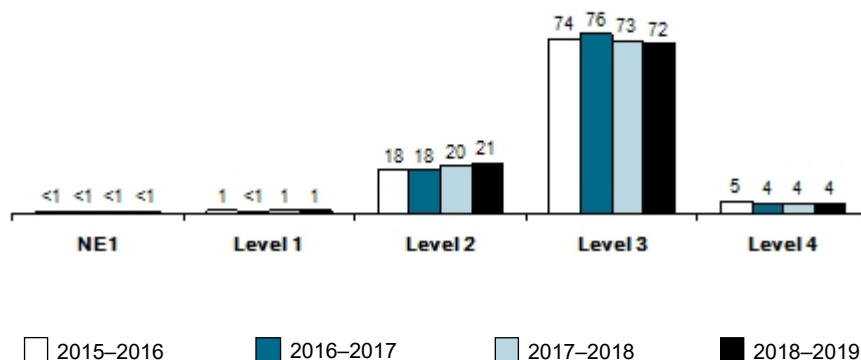
Grade 3 Writing: School*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	87	76	81	60
Level 4	1%	1%	0%	3%
Level 3	59%	71%	72%	70%
Level 2	34%	28%	25%	27%
Level 1	2%	0%	1%	0%
NE1**	1%	0%	0%	0%
<i>Participating Students</i>	98%	100%	98%	100%
No Data	0%	0%	1%	0%
Exempt	2%	0%	1%	0%
At or Above Provincial Standard†	60%	72%	72%	73%

Percentage of All Grade 3 Students at All Levels in Writing: School*



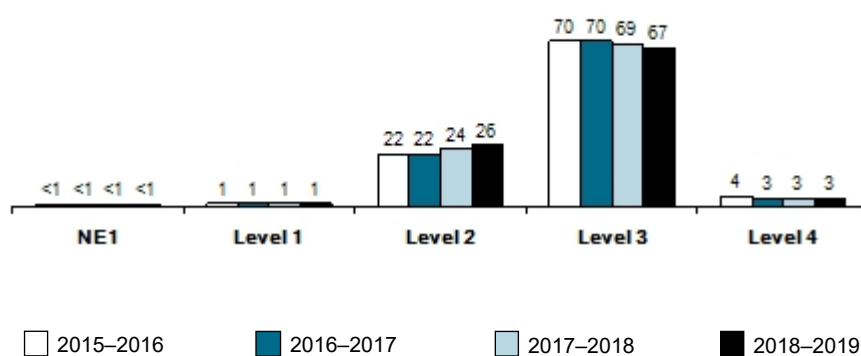
Grade 3 Writing: Board*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	5 026	5 114	4 897	4 812
Level 4	5%	4%	4%	4%
Level 3	74%	76%	73%	72%
Level 2	18%	18%	20%	21%
Level 1	1%	<1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	2%	1%
At or Above Provincial Standard†	79%	79%	77%	76%

Percentage of All Grade 3 Students at All Levels in Writing: Board*



Grade 3 Writing: Province*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	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%
<i>Participating Students</i>	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	74%	73%	72%	69%

Percentage of All Grade 3 Students at All Levels in Writing: Province*

♦ Refer to the EQAO Web site (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.

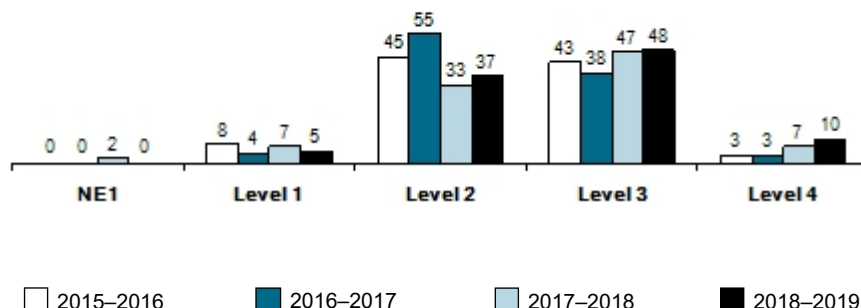
Assessments of Reading, Writing and Mathematics, 2018–2019

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	87	76	81	60
Level 4	3%	3%	7%	10%
Level 3	43%	38%	47%	48%
Level 2	45%	55%	33%	37%
Level 1	8%	4%	7%	5%
NE1**	0%	0%	2%	0%
Participating Students	99%	100%	98%	100%
No Data	0%	0%	1%	0%
Exempt	1%	0%	1%	0%
At or Above Provincial Standard†	46%	41%	54%	58%

Percentage of All Grade 3 Students at All Levels in Mathematics: School*



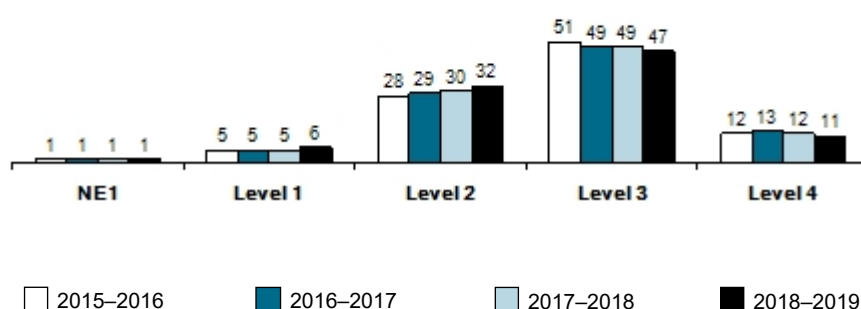
Grade 3 Mathematics: Board*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
Number of Students	5 026	5 113	4 897	4 816
Level 4	12%	13%	11%	11%
Level 3	53%	51%	50%	48%
Level 2	28%	30%	30%	32%
Level 1	4%	4%	5%	6%
NE1**	1%	<1%	1%	1%
Participating Students	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	2%	1%
At or Above Provincial Standard†	65%	63%	61%	60%

Percentage of All Grade 3 Students at All Levels in Mathematics: Board*



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%

Percentage of All Grade 3 Students at All Levels in Mathematics: Province*

♦ Refer to the EQAO Web site (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, 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
Enrolment					
Number of students	64	72	68	58	74
Participation in the Assessment					
Reading	98%	99%	99%	100%	97%
Writing	98%	99%	99%	100%	97%
Mathematics	98%	100%	99%	100%	99%
Gender					
Female	58%	44%	50%	59%	54%
Male	42%	56%	50%	41%	46%
Student Status					
English language learners**	3%	17%	4%	14%	15%
Students with special education needs (excluding gifted)**	12%	14%	7%	12%	20%
Place of Birth					
Born in Canada	86%	89%	84%	86%	86%
Born outside Canada	14%	11%	16%	14%	14%
In Canada less than one year	2%	1%	0%	0%	0%
In Canada one year or more but less than three years	0%	1%	1%	3%	3%
In Canada three years or more	12%	8%	12%	10%	11%
Language					
First language learned at home was other than English	31%	24%	18%	21%	8%
Year Student Entered Current School					
Year of the assessment	6%	10%	12%	9%	8%
Year prior to the assessment	3%	11%	3%	3%	4%
2 years prior to the assessment	12%	8%	6%	9%	9%
3 or more years prior to the assessment	78%	71%	79%	79%	78%
Data not available	0%	0%	0%	0%	0%
Year Student Entered Current Board					
Year of the assessment	3%	8%	6%	3%	4%
Year prior to the assessment	3%	1%	0%	0%	3%
2 years prior to the assessment	3%	4%	6%	7%	5%
3 or more years prior to the assessment	91%	86%	88%	90%	88%
Data not available	0%	0%	0%	0%	0%

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

** See the Explanation of Terms.

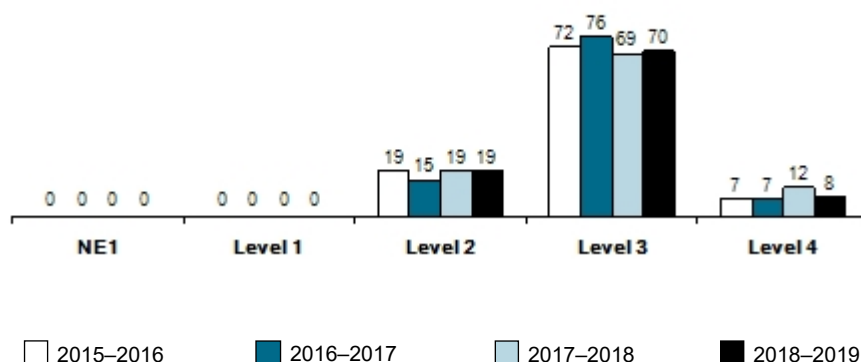
Assessments of Reading, Writing and Mathematics, 2018–2019

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

Grade 6: Reading

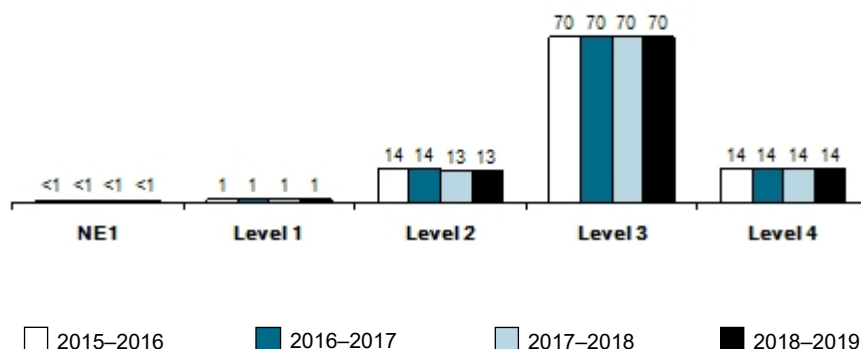
Grade 6 Reading: School*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	72	68	58	74
Level 4	7%	7%	12%	8%
Level 3	72%	76%	69%	70%
Level 2	19%	15%	19%	19%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	99%	99%	100%	97%
No Data	1%	0%	0%	3%
Exempt	0%	1%	0%	0%
At or Above Provincial Standard†	79%	84%	81%	78%

Percentage of All Grade 6 Students at All Levels in Reading: School*



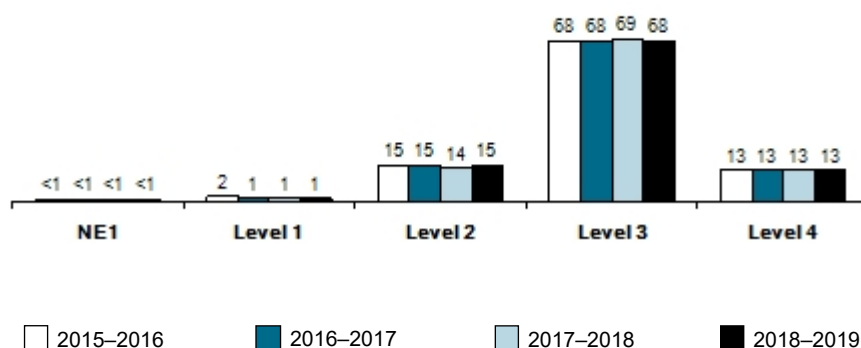
Grade 6 Reading: Board*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	5 305	5 220	5 097	5 178
Level 4	14%	14%	14%	14%
Level 3	70%	70%	70%	70%
Level 2	14%	14%	13%	13%
Level 1	1%	1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	99%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	83%	84%	84%	84%

Percentage of All Grade 6 Students at All Levels in Reading: Board*



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%
At or Above Provincial Standard†	81%	81%	82%	81%

Percentage of All Grade 6 Students at All Levels in Reading: Province*



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

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

** See the Explanation of Terms.

† 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.

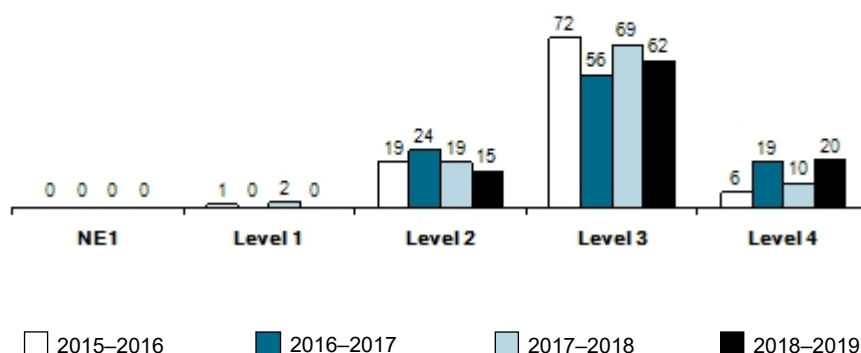
Assessments of Reading, Writing and Mathematics, 2018–2019

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

Grade 6: Writing

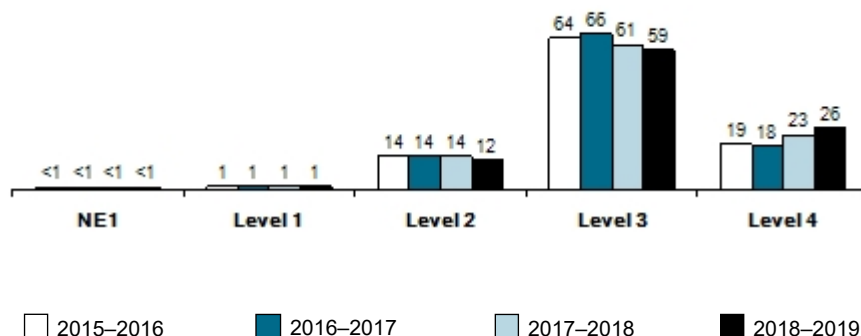
Grade 6 Writing: School*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	72	68	58	74
Level 4	6%	19%	10%	20%
Level 3	72%	56%	69%	62%
Level 2	19%	24%	19%	15%
Level 1	1%	0%	2%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	99%	99%	100%	97%
No Data	1%	0%	0%	3%
Exempt	0%	1%	0%	0%
At or Above Provincial Standard†	78%	75%	79%	82%

Percentage of All Grade 6 Students at All Levels in Writing: School*



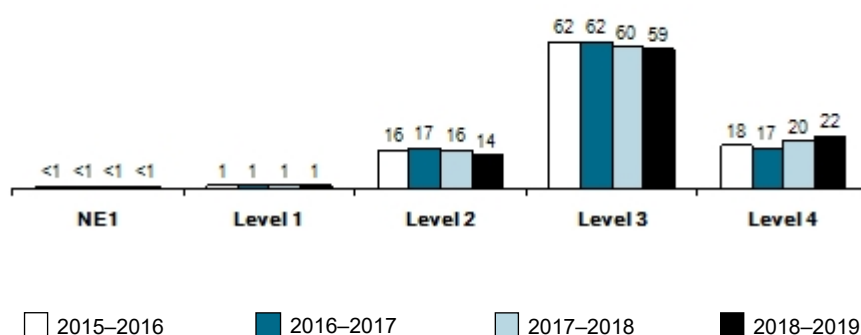
Grade 6 Writing: Board*				
Year	'15-'16	'16-'17	'17-'18	'18-'19
<i>Number of Students</i>	5 305	5 220	5 097	5 178
Level 4	19%	18%	23%	26%
Level 3	64%	66%	61%	59%
Level 2	14%	14%	14%	12%
Level 1	1%	1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	99%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	83%	84%	83%	86%

Percentage of All Grade 6 Students at All Levels in Writing: Board*



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%
At or Above Provincial Standard†	80%	79%	80%	82%

Percentage of All Grade 6 Students at All Levels in Writing: Province*



♦ Refer to the EQAO Web site (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.

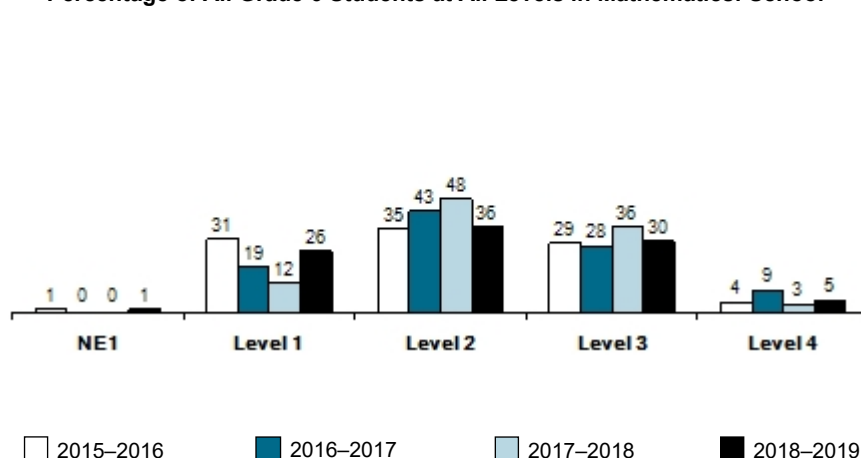
Assessments of Reading, Writing and Mathematics, 2018–2019

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

Grade 6: Mathematics

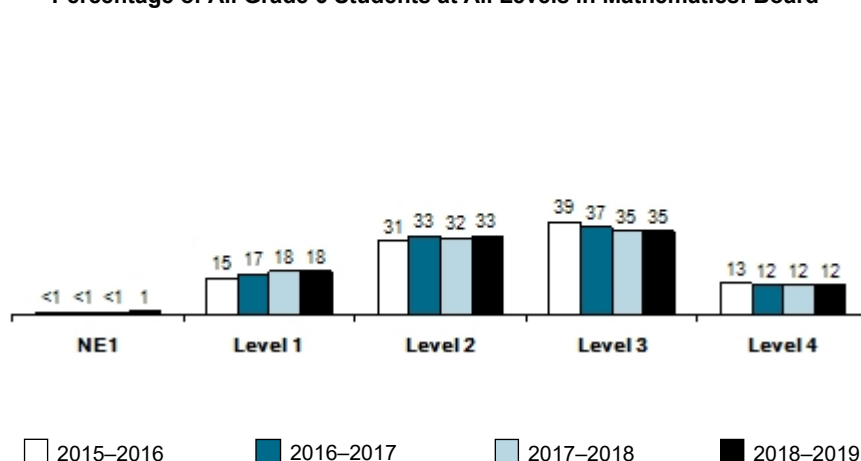
Grade 6 Mathematics: School*				
Year	'15–'16	'16–'17	'17–'18	'18–'19
<i>Number of Students</i>	72	68	58	74
Level 4	4%	9%	3%	5%
Level 3	29%	28%	36%	30%
Level 2	35%	43%	48%	36%
Level 1	31%	19%	12%	26%
NE1**	1%	0%	0%	1%
<i>Participating Students</i>	100%	99%	100%	99%
No Data	0%	0%	0%	1%
Exempt	0%	1%	0%	0%
At or Above Provincial Standard†	33%	37%	40%	35%

Percentage of All Grade 6 Students at All Levels in Mathematics: School*



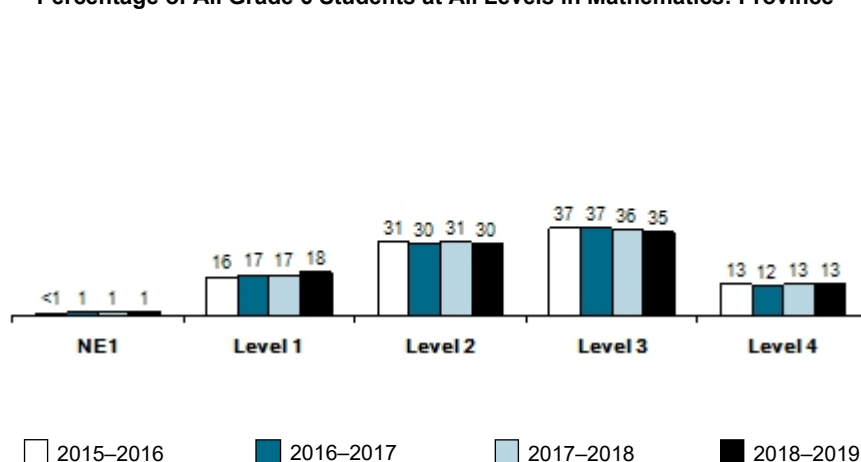
Grade 6 Mathematics: Board*				
Year	'15–'16	'16–'17	'17–'18	'18–'19
<i>Number of Students</i>	5 307	5 220	5 097	5 178
Level 4	13%	12%	12%	12%
Level 3	39%	37%	35%	35%
Level 2	31%	33%	32%	33%
Level 1	15%	17%	18%	18%
NE1**	<1%	<1%	<1%	1%
<i>Participating Students</i>	99%	99%	98%	98%
No Data	<1%	<1%	1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	52%	49%	48%	47%

Percentage of All Grade 6 Students at All Levels in Mathematics: Board*



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%
At or Above Provincial Standard†	50%	50%	49%	48%

Percentage of All Grade 6 Students at All Levels in Mathematics: Province*



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

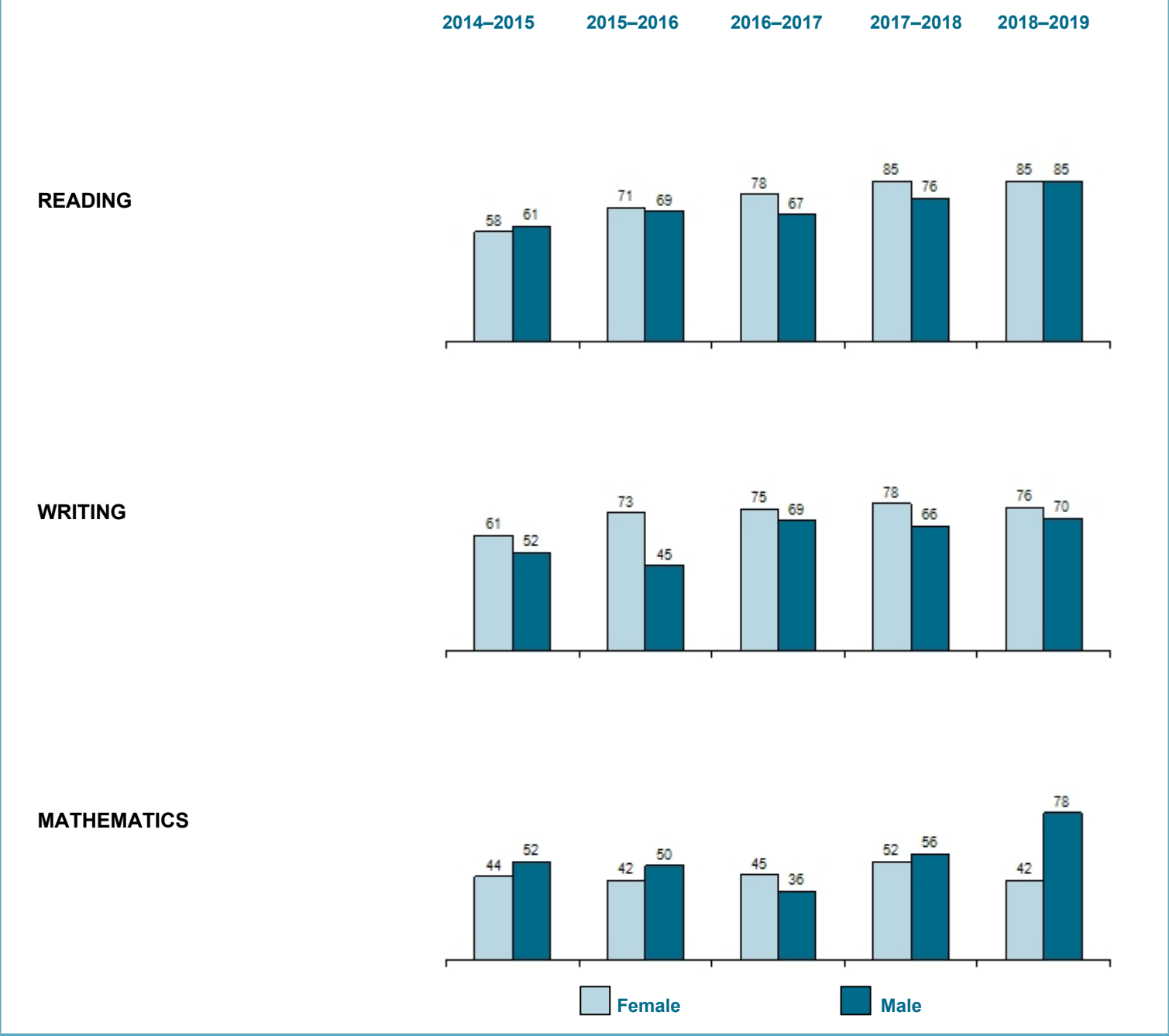
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

** See the Explanation of Terms.

† 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 FOR ALL STUDENTS OVER TIME BY GENDER*

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



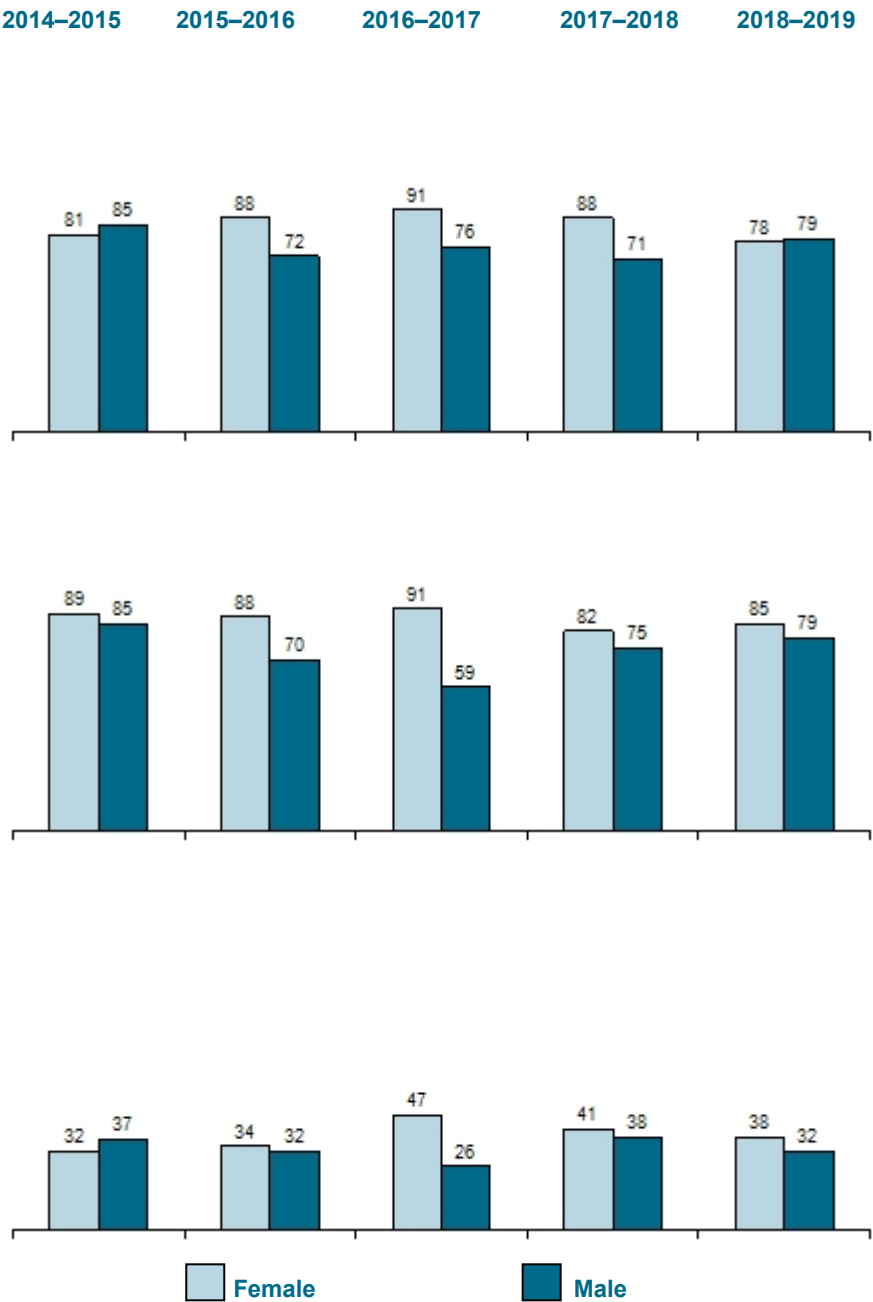
Total Number of Grade 3 Students*

	2014–2015		2015–2016		2016–2017		2017–2018		2018–2019	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	36	33	45	42	40	36	40	41	33	27

* Includes only students for whom gender data were available.

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*

	2014–2015		2015–2016		2016–2017		2017–2018		2018–2019	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	37	27	32	40	34	34	34	24	40	34

* Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 59)



Never



Sometimes



Most of the time

STUDENT ENGAGEMENT		Percentage of Students*		Number of students who answered “most of the time”
About reading:				
I like to read.	<div><div></div><div>56</div><div>41</div></div>			24
I am a good reader.	<div><div></div><div>32</div><div>63</div></div>			37
I am able to understand difficult reading passages.	<div><div>10</div><div></div><div>63</div><div>27</div></div>			16
I do my best when I do reading activities in class.	<div><div></div><div>24</div><div></div><div>75</div></div>			44
STUDENT ENGAGEMENT				
About writing:				
I like to write.	<div><div>5</div><div></div><div>59</div><div>36</div></div>			21
I am a good writer.	<div><div></div><div></div><div>44</div><div>53</div></div>			31
I am able to communicate my ideas in writing.	<div><div>5</div><div></div><div>59</div><div>36</div></div>			21
I do my best when I do writing activities in class.	<div><div></div><div>29</div><div></div><div>69</div></div>			41
COGNITIVE STRATEGIES USED IN LANGUAGE				
I make sure I understand what I am reading.	<div><div></div><div>31</div><div></div><div>69</div></div>			41
I organize my ideas before I start to write.	<div><div></div><div></div><div>64</div><div>36</div></div>			21
I edit my writing to make it better.	<div><div>12</div><div></div><div>47</div><div>36</div></div>			21
I check my writing for spelling and grammar.	<div><div></div><div></div><div>44</div><div>47</div></div>			28

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

Assessments of Reading, Writing and Mathematics, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 59)

☐ Never

☐ Sometimes

☐ Most of the time
STUDENT ENGAGEMENT
About mathematics:

Percentage of Students*

Number of
students who
answered
"most of
the time"

I like mathematics.



44

I am good at mathematics.



36

I am able to answer difficult mathematics questions.



17

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



50

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.



37

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



29

☐ Never

☐ 1 or 2 times a month

☐ 1 to 3 times a week

☐ Every day or almost every day

READING OUTSIDE SCHOOL

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

Percentage of Students*

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

Stories or novels



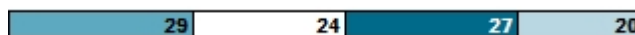
19

Comics



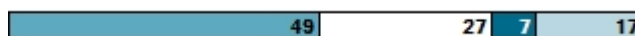
8

Books, newspapers, magazines or Web sites for information



12

E-mail, text or instant messages



10

Any other type of reading material



17

* 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 (# = 59)



Never



1 or 2 times a month



1 to 3 times a week



Every day or almost every day

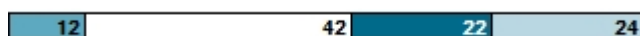
WRITING OUTSIDE SCHOOL

How often do you write the following (using paper or a computer) when you are not at school?

Percentage of Students*

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

Stories



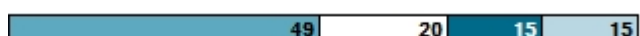
14

Journal entries



7

E-mail, text or instant messages



9

Letters



8

OUT-OF-SCHOOL ACTIVITIES

How often do you do the following when you are not at school?

I participate in art, music or drama activities.



10

I participate in after-school clubs.



11

I participate in sports or other physical activities.



14

PARENTAL ENGAGEMENT

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

We talk about the activities I do in school.



29

We talk about the reading and writing work I do in school.



25

We talk about the mathematics work I do in school.



33

We read together.



16

We look at my school agenda.



31

We use a computer together.

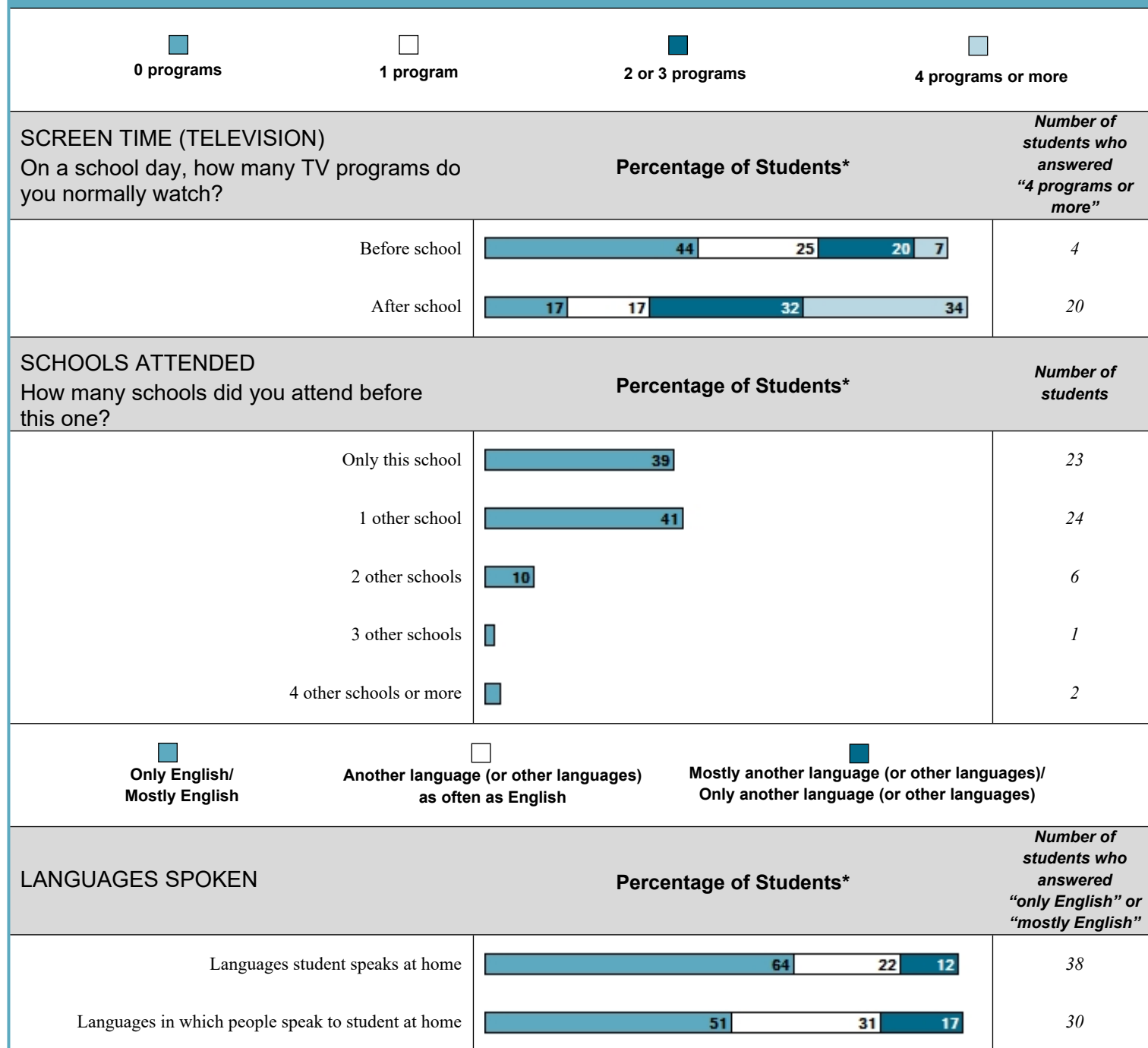


8

* 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 (# = 59)



* 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 (# = 59)	Female* (# = 33)	Male* (# = 26)	All (# = 4 658)	Female* (# = 2 285)	Male* (# = 2 373)	All (# = 125 577)	Female* (# = 61 742)	Male* (# = 63 822)
STUDENT ENGAGEMENT									
About reading:									
Percentage of students who answered “most of the time”†									
I like to read.	41%	39%	42%	40%	44%	36%	44%	49%	39%
I am a good reader.	63%	61%	65%	61%	62%	61%	62%	64%	61%
I am able to understand difficult reading passages.	27%	18%	38%	26%	24%	28%	29%	27%	31%
I do my best when I do reading activities in class.	75%	70%	81%	70%	75%	66%	72%	77%	67%
STUDENT ENGAGEMENT									
About writing:									
Percentage of students who answered “most of the time”†									
I like to write.	36%	27%	46%	44%	48%	40%	45%	51%	39%
I am a good writer.	53%	52%	54%	46%	52%	41%	48%	54%	42%
I am able to communicate my ideas in writing.	36%	33%	38%	42%	44%	41%	44%	45%	42%
I do my best when I do writing activities in class.	69%	64%	77%	66%	71%	60%	68%	73%	63%
COGNITIVE STRATEGIES USED IN LANGUAGE									
Percentage of students who answered “most of the time”†									
I make sure I understand what I am reading.	69%	73%	65%	63%	65%	60%	64%	67%	62%
I organize my ideas before I start to write.	36%	36%	35%	41%	45%	36%	40%	43%	36%
I edit my writing to make it better.	36%	33%	38%	38%	41%	34%	39%	43%	36%
I check my writing for spelling and grammar.	47%	39%	58%	44%	46%	41%	43%	47%	40%
STUDENT ENGAGEMENT									
About mathematics:									
Percentage of students who answered “most of the time”†									
I like mathematics.	75%	70%	81%	58%	52%	65%	57%	51%	62%
I am good at mathematics.	61%	55%	69%	56%	49%	64%	55%	48%	62%
I am able to answer difficult mathematics questions.	29%	18%	42%	34%	27%	41%	37%	29%	45%
I do my best when I do mathematics activities in class.	85%	88%	81%	76%	77%	75%	77%	78%	75%
COGNITIVE STRATEGIES USED IN MATHEMATICS									
When I am working on a mathematics problem,									
Percentage of students who answered “most of the time”†									
I read over the problem first to make sure I know what I am supposed to do.	63%	55%	73%	66%	69%	63%	67%	72%	63%
I think about the steps I will use to solve the problem.	49%	48%	50%	47%	48%	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 (# = 59)	Female* (# = 33)	Male* (# = 26)	All (# = 4 658)	Female* (# = 2 285)	Male* (# = 2 373)	All (# = 125 577)	Female* (# = 61 742)	Male* (# = 63 822)
READING OUTSIDE SCHOOL									
How often do you read the following when you are not at school? Percentage of students who answered “every day or almost every day”†									
Stories or novels	32%	39%	23%	33%	36%	31%	37%	40%	34%
Comics	14%	9%	19%	23%	18%	27%	21%	17%	25%
Books, newspapers, magazines or Web sites for information	20%	12%	31%	19%	18%	19%	19%	19%	19%
E-mails, text or instant messages	17%	18%	15%	23%	27%	20%	22%	24%	20%
Any other type of reading material	29%	24%	35%	30%	32%	27%	31%	33%	28%
WRITING OUTSIDE SCHOOL									
How often do you write the following (using paper or a computer) when you are not at school? Percentage of students who answered “every day or almost every day”†									
Stories	24%	27%	19%	17%	19%	16%	17%	19%	15%
Journal entries	12%	12%	12%	13%	17%	10%	13%	17%	9%
E-mails, text or instant messages	15%	15%	15%	22%	26%	19%	21%	23%	18%
Letters	14%	12%	15%	12%	13%	11%	12%	13%	10%
OUT-OF-SCHOOL ACTIVITIES									
How often do you do the following when you are not at school? Percentage of students who answered “every day or almost every day”†									
I participate in art, music or drama activities.	17%	27%	4%	23%	29%	17%	23%	29%	18%
I participate in after-school clubs.	19%	12%	27%	12%	12%	12%	13%	14%	13%
I participate in sports or other physical activities.	24%	24%	23%	37%	32%	41%	37%	32%	42%
PARENTAL ENGAGEMENT									
How often do you and a parent, a guardian or another adult who lives with you do the following? Percentage of students who answered “every day or almost every day”†									
We talk about the activities I do in school.	49%	45%	54%	58%	62%	53%	54%	58%	50%
We talk about the reading and writing work I do in school.	42%	36%	50%	38%	41%	35%	33%	36%	30%
We talk about the mathematics work I do in school.	56%	48%	65%	42%	45%	40%	37%	38%	35%
We read together.	27%	27%	27%	24%	25%	23%	27%	29%	25%
We look at my school agenda.	53%	48%	58%	55%	55%	56%	42%	43%	42%
We use a computer together.	14%	9%	19%	16%	15%	17%	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 (# = 59)	Female* (# = 33)	Male* (# = 26)	All (# = 4 658)	Female* (# = 2 285)	Male* (# = 2 373)	All (# = 125 577)	Female* (# = 61 742)	Male* (# = 63 822)
SCREEN TIME (TELEVISION)									
On a school day, how many TV programs do you normally watch? Percentage of students who answered “4 programs or more”†									
Before school	7%	3%	12%	11%	7%	14%	11%	8%	14%
After school	34%	33%	35%	45%	42%	48%	41%	38%	43%
SCHOOLS ATTENDED									
How many schools did you attend before this one? Percentage of students‡									
Only this school/1 other school	80%	79%	81%	80%	80%	81%	78%	78%	78%
2 other schools/3 other schools	12%	6%	19%	14%	15%	13%	15%	15%	15%
4 other schools or more	3%	6%	0%	3%	3%	3%	4%	4%	4%
LANGUAGES STUDENTS SPEAK AT HOME									
Percentage of students‡									
Only English/Mostly English	64%	58%	73%	66%	63%	69%	71%	70%	72%
Another language (or other languages) as often as English	22%	24%	19%	20%	21%	19%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	12%	15%	8%	12%	14%	11%	11%	11%	11%
LANGUAGES SPOKEN TO STUDENTS AT HOME									
Percentage of students‡									
Only English/Mostly English	51%	48%	54%	54%	53%	56%	65%	64%	66%
Another language (or other languages) as often as English	31%	27%	35%	20%	20%	20%	13%	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	17%	21%	12%	22%	23%	20%	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 (# = 72)



Never



Sometimes



Most of the time

STUDENT ENGAGEMENT			Number of students who answered “most of the time”
About reading:	Percentage of Students*		
I like to read.	<div><div></div><div></div><div></div></div>	20	
I am a good reader.	<div><div></div><div></div><div></div></div>	51	
I am able to understand difficult reading passages.	<div><div></div><div></div><div></div></div>	30	
I do my best when I do reading activities in class.	<div><div></div><div></div><div></div></div>	54	
STUDENT ENGAGEMENT			
About writing:			
I like to write.	<div><div></div><div></div><div></div></div>	32	
I am a good writer.	<div><div></div><div></div><div></div></div>	35	
I am able to communicate my ideas in writing.	<div><div></div><div></div><div></div></div>	37	
I do my best when I do writing activities in class.	<div><div></div><div></div><div></div></div>	48	
COGNITIVE STRATEGIES USED IN LANGUAGE			
I make sure I understand what I am reading.	<div><div></div><div></div><div></div></div>	50	
I organize my ideas before I start to write.	<div><div></div><div></div><div></div></div>	15	
I edit my writing to make it better.	<div><div></div><div></div><div></div></div>	26	
I check my writing for spelling and grammar.	<div><div></div><div></div><div></div></div>	27	

* 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 (# = 72)

☐ Never

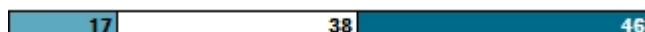
☐ Sometimes

☐ Most of the time
STUDENT ENGAGEMENT
About mathematics:

Percentage of Students*

Number of
students who
answered
“most of
the time”

I like mathematics.



33

I am good at mathematics.



37

I am able to answer difficult mathematics questions.



26

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



54

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.



53

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



27

☐ Never

☐ 1 or 2 times a month

☐ 1 to 3 times a week

☐ Every day or almost every day

READING OUTSIDE SCHOOL

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

Percentage of Students*

Number of
students who
answered
“every day or
almost every day”

Stories or novels



14

Comics



11

Books, newspapers, magazines or Web sites for information



10

E-mail, text or instant messages



41

Any other type of reading material



16


* 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 (# = 72)



Never



1 or 2 times a month



1 to 3 times a week



Every day or almost every day

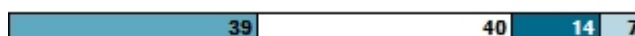
WRITING OUTSIDE SCHOOL

How often do you write the following (using paper or a computer) when you are not at school?

Percentage of Students*

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

Stories



5

Journal entries



8

E-mail, text or instant messages



39

Letters

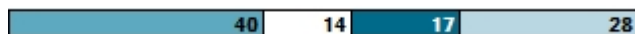


3

OUT-OF-SCHOOL ACTIVITIES

How often do you do the following when you are not at school?

I participate in art, music or drama activities.



20

I participate in after-school clubs.



9

I participate in sports or other physical activities.



28

PARENTAL ENGAGEMENT

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

We talk about the activities I do in school.



44

We talk about the reading and writing work I do in school.



30

We talk about the mathematics work I do in school.



24

We read together.



6

We look at my school agenda.



14

We use a computer together.


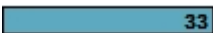



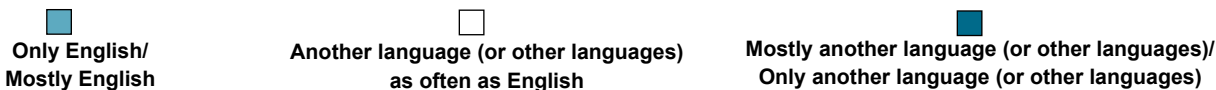




11

* 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 (# = 72)

SCHOOLS ATTENDED		Percentage of Students*	Number of students
How many schools did you attend before this one?			
Only this school		46	33
1 other school		33	24
2 other schools		10	7
3 other schools		6	4
4 other schools or more			2
			
LANGUAGES SPOKEN		Percentage of Students*	Number of students who answered "only English" or "mostly English"
Languages student speaks at home		78 18	56
Languages in which people speak to student at home		65 18 14	47

* 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 (# = 72)	Female* (# = 38)	Male* (# = 34)	All (# = 5 048)	Female* (# = 2 456)	Male* (# = 2 592)	All (# = 130 549)	Female* (# = 64 024)	Male* (# = 66 514)
STUDENT ENGAGEMENT About reading: Percentage of students who answered “most of the time”†									
I like to read.	28%	32%	24%	37%	44%	30%	42%	49%	35%
I am a good reader.	71%	71%	71%	65%	68%	61%	67%	70%	64%
I am able to understand difficult reading passages.	42%	47%	35%	38%	37%	39%	42%	41%	43%
I do my best when I do reading activities in class.	75%	79%	71%	70%	74%	66%	71%	76%	66%
STUDENT ENGAGEMENT About writing: Percentage of students who answered “most of the time”†									
I like to write.	44%	55%	32%	36%	45%	27%	39%	50%	28%
I am a good writer.	49%	55%	41%	37%	45%	30%	40%	47%	33%
I am able to communicate my ideas in writing.	51%	55%	47%	46%	50%	43%	49%	53%	44%
I do my best when I do writing activities in class.	67%	74%	59%	66%	72%	60%	68%	75%	62%
COGNITIVE STRATEGIES USED IN LANGUAGE Percentage of students who answered “most of the time”†									
I make sure I understand what I am reading.	69%	68%	71%	70%	72%	68%	71%	74%	68%
I organize my ideas before I start to write.	21%	18%	24%	31%	35%	27%	31%	35%	27%
I edit my writing to make it better.	36%	39%	32%	47%	53%	40%	47%	53%	41%
I check my writing for spelling and grammar.	38%	37%	38%	51%	56%	47%	51%	56%	47%
STUDENT ENGAGEMENT About mathematics: Percentage of students who answered “most of the time”†									
I like mathematics.	46%	42%	50%	51%	41%	61%	50%	41%	58%
I am good at mathematics.	51%	45%	59%	53%	45%	60%	52%	44%	60%
I am able to answer difficult mathematics questions.	36%	32%	41%	37%	29%	45%	39%	30%	48%
I do my best when I do mathematics activities in class.	75%	79%	71%	76%	74%	78%	76%	76%	76%
COGNITIVE STRATEGIES USED IN MATHEMATICS When I am working on a mathematics problem, Percentage of students who answered “most of the time”†									
I read over the problem first to make sure I know what I am supposed to do.	74%	76%	71%	80%	82%	77%	81%	84%	77%
I think about the steps I will use to solve the problem.	38%	50%	24%	54%	54%	53%	54%	55%	53%

* Includes only students for whom gender data were available.

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

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READING OUTSIDE SCHOOL									
How often do you read the following when you are not at school?	Percentage of students who answered “every day or almost every day”†								
Stories or novels	19%	26%	12%	21%	25%	17%	27%	32%	23%
Comics	15%	13%	18%	15%	13%	16%	14%	12%	15%
Books, newspapers, magazines or Web sites for information	14%	18%	9%	19%	19%	18%	20%	20%	21%
E-mail, text or instant messages	57%	63%	50%	56%	66%	47%	55%	63%	47%
Any other type of reading material	22%	21%	24%	22%	24%	21%	25%	27%	23%
WRITING OUTSIDE SCHOOL									
How often do you write the following (using paper or a computer) when you are not at school?	Percentage of students who answered “every day or almost every day”†								
Stories	7%	5%	9%	7%	7%	6%	7%	9%	6%
Journal entries	11%	13%	9%	7%	11%	4%	7%	11%	4%
E-mail, text or instant messages	54%	61%	47%	54%	64%	44%	53%	62%	45%
Letters	4%	5%	3%	4%	4%	4%	4%	4%	4%
OUT-OF-SCHOOL ACTIVITIES									
How often do you do the following when you are not at school?	Percentage of students who answered “every day or almost every day”†								
I participate in art, music or drama activities.	28%	29%	26%	17%	22%	12%	17%	22%	12%
I participate in after-school clubs.	12%	18%	6%	10%	11%	10%	10%	11%	10%
I participate in sports or other physical activities.	39%	42%	35%	38%	32%	44%	41%	36%	47%
PARENTAL ENGAGEMENT									
How often do you and a parent, a guardian or another adult who lives with you do the following?	Percentage of students who answered “every day or almost every day”†								
We talk about the activities I do in school.	61%	68%	53%	58%	60%	56%	58%	60%	55%
We talk about the reading and writing work I do in school.	42%	45%	38%	33%	34%	31%	31%	33%	30%
We talk about the mathematics work I do in school.	33%	37%	29%	42%	42%	43%	40%	41%	38%
We read together.	8%	5%	12%	7%	6%	8%	7%	7%	8%
We look at my school agenda.	19%	16%	24%	30%	28%	32%	22%	21%	23%
We use a computer together.	15%	8%	24%	11%	10%	12%	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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	All (# = 72)	Female* (# = 38)	Male* (# = 34)	All (# = 5 048)	Female* (# = 2 456)	Male* (# = 2 592)	All (# = 130 549)	Female* (# = 64 024)	Male* (# = 66 514)
SCHOOLS ATTENDED									
How many schools did you attend before this one?	Percentage of students†								
Only this school/1 other school	79%	79%	79%	72%	71%	73%	69%	69%	68%
2 other schools/3 other schools	15%	16%	15%	21%	22%	19%	23%	23%	22%
4 other schools or more	3%	3%	3%	4%	4%	5%	6%	6%	6%
LANGUAGES STUDENTS SPEAK AT HOME									
	Percentage of students†								
Only English/Mostly English	78%	82%	74%	68%	67%	69%	73%	73%	73%
Another language (or other languages) as often as English	18%	16%	21%	20%	21%	18%	17%	18%	16%
Mostly another language (or other languages)/ Only another language (or other languages)	3%	3%	3%	10%	10%	10%	9%	8%	9%
LANGUAGES SPOKEN TO STUDENTS AT HOME									
	Percentage of students†								
Only English/Mostly English	65%	66%	65%	53%	52%	55%	65%	65%	65%
Another language (or other languages) as often as English	18%	24%	12%	21%	23%	20%	15%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	14%	8%	21%	22%	23%	21%	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.

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