Education Quality and Accountability Office
EQAO

School Report

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

School: Our Lady of Mercy (747440)
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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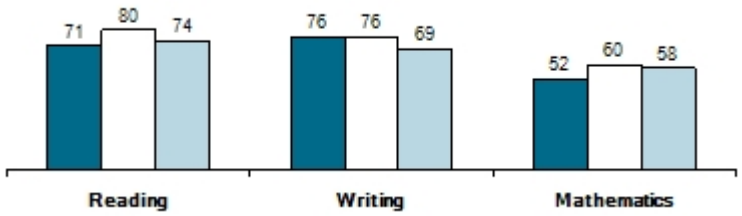
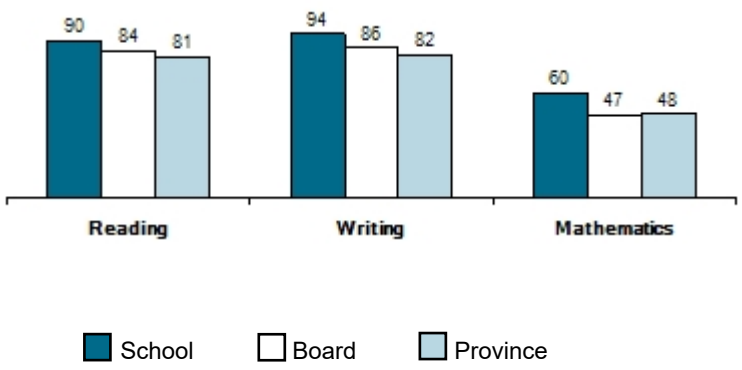
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2018–2019

Grade 3



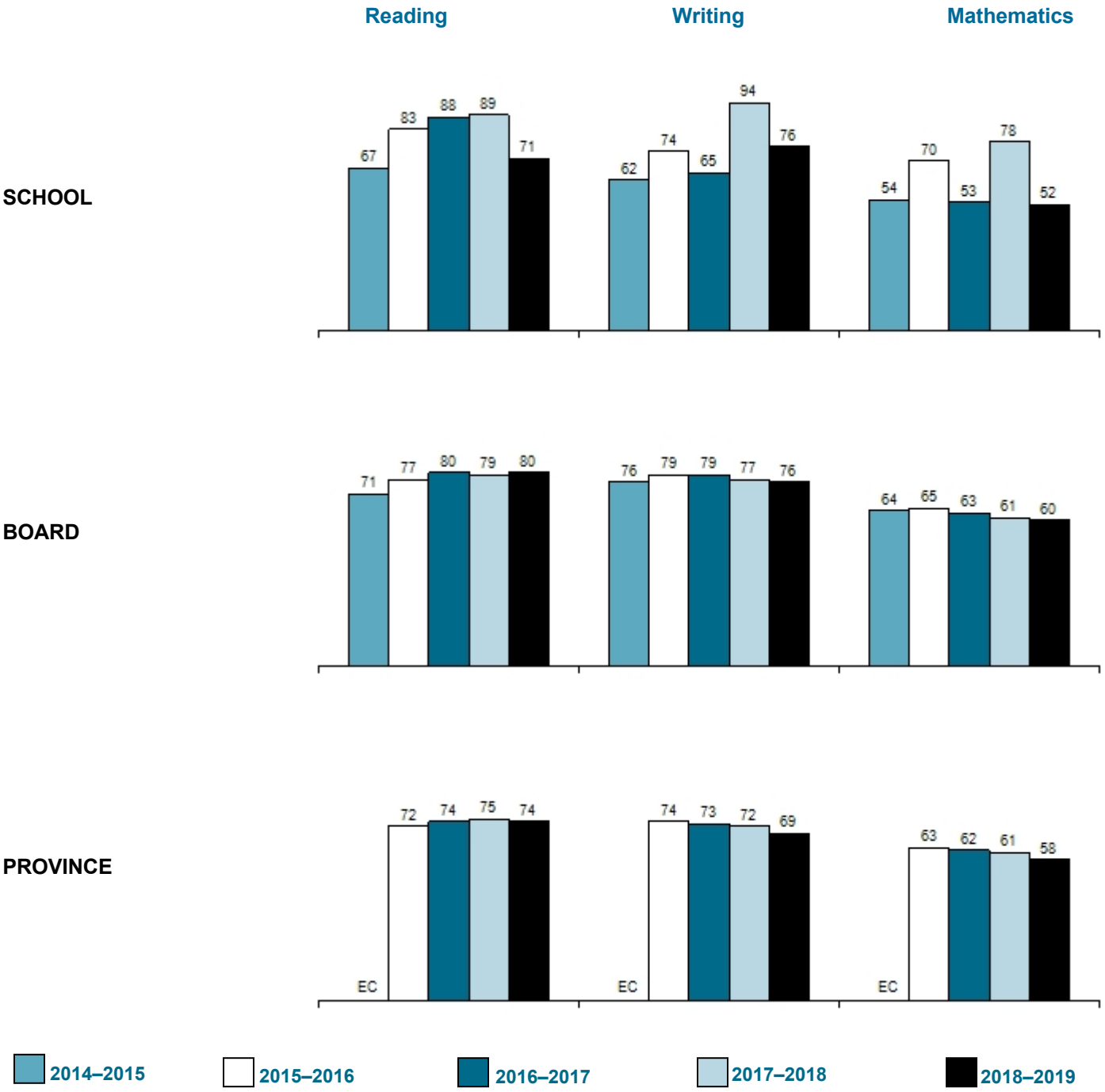
Grade 6



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 3



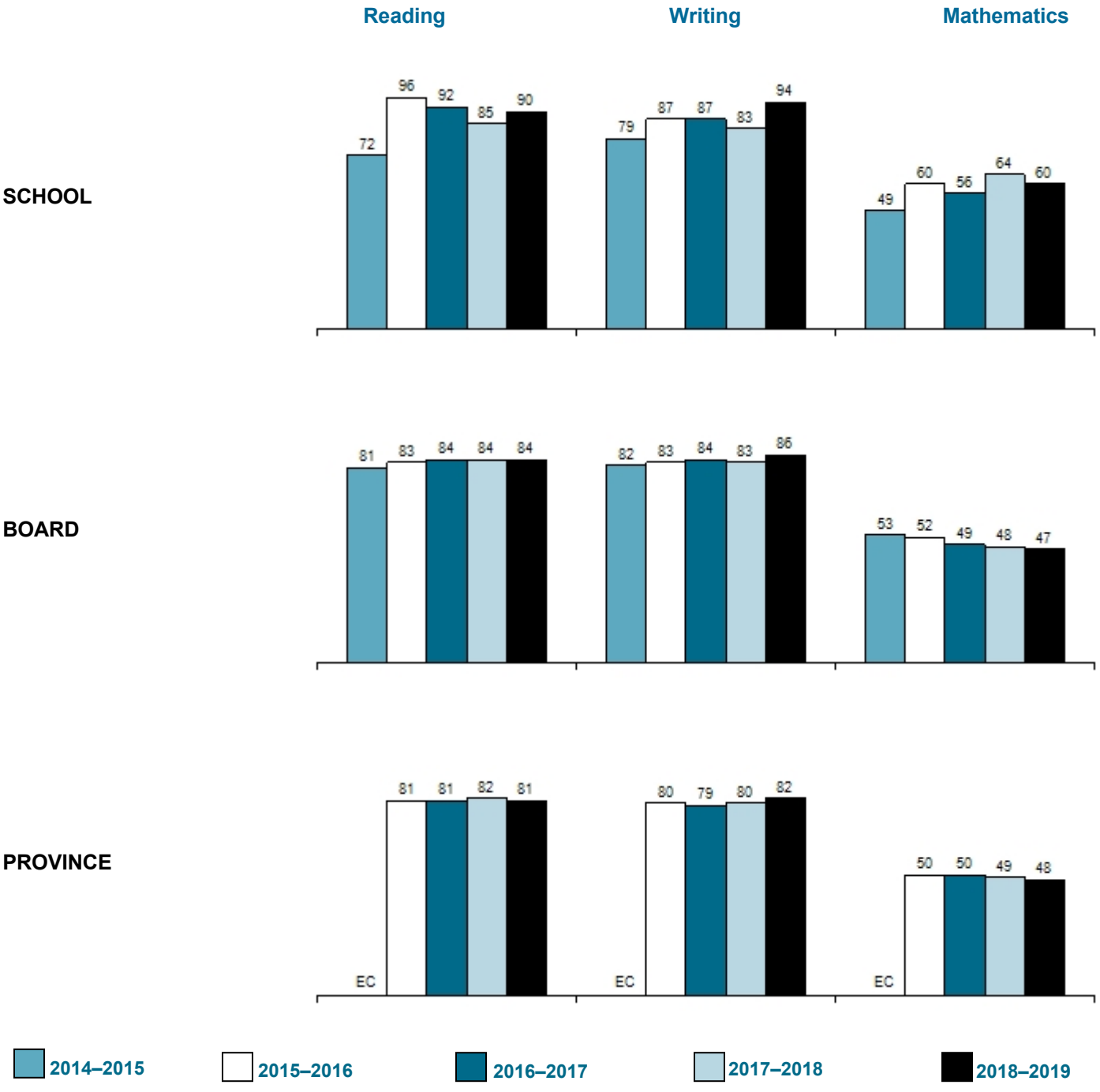
Total Number of Grade 3 Students

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
School	*24*	*23*	*17*	*18*	*21*
Board	*4 928*	*5 026*	*5 114*	*4 897*	*4 816*
Province	*EC*	*125 484*	*132 992*	*132 656*	*131 544*

Assessments of Reading, Writing and Mathematics, 2018–2019

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

PERCENTAGE OF STUDENTS: Grade 6



Total Number of Grade 6 Students

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
School	*43*	*55*	*61*	*53*	*50*
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	*21*		*4 816*		*131 544*	
Number of classes with Grade 3 students	*2*		*365*		*9 985*	
Number of schools with Grade 3 classes	*Not applicable*		*125*		*3 288*	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Gender						
Female	*5*	24%	*2 343*	49%	*64 022*	49%
Male	*16*	76%	*2 473*	51%	*67 509*	51%
Gender not specified	*0*	0%	*0*	0%	*13*	<1%
Student Status						
English language learners**	*4*	19%	*1 427*	30%	*18 323*	14%
Students with special education needs (excluding gifted)**	*3*	14%	*605*	13%	*24 362*	19%
Place of Birth						
Born in Canada	*20*	95%	*4 148*	86%	*116 767*	89%
Born outside Canada	*1*	5%	*667*	14%	*14 099*	11%
In Canada less than one year	*0*	0%	*27*	1%	*1 270*	1%
In Canada one year or more but less than three years	*1*	5%	*207*	4%	*3 308*	3%
In Canada three years or more	*0*	0%	*366*	8%	*8 591*	7%
Language						
First language learned at home was other than English	*2*	10%	*954*	20%	*28 608*	22%
Year Student Entered Current School						
Year of the assessment	*3*	14%	*516*	11%	*15 846*	12%
Year prior to the assessment	*4*	19%	*569*	12%	*14 380*	11%
2 years prior to the assessment	*0*	0%	*596*	12%	*17 865*	14%
3 or more years prior to the assessment	*14*	67%	*3 135*	65%	*83 435*	63%
Data not available	*0*	0%	*0*	0%	*18*	<1%
Year Student Entered Current Board						
Year of the assessment	*1*	5%	*241*	5%	*7 830*	6%
Year prior to the assessment	*4*	19%	*295*	6%	*7 683*	6%
2 years prior to the assessment	*1*	5%	*366*	8%	*9 530*	7%
3 or more years prior to the assessment	*15*	71%	*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.

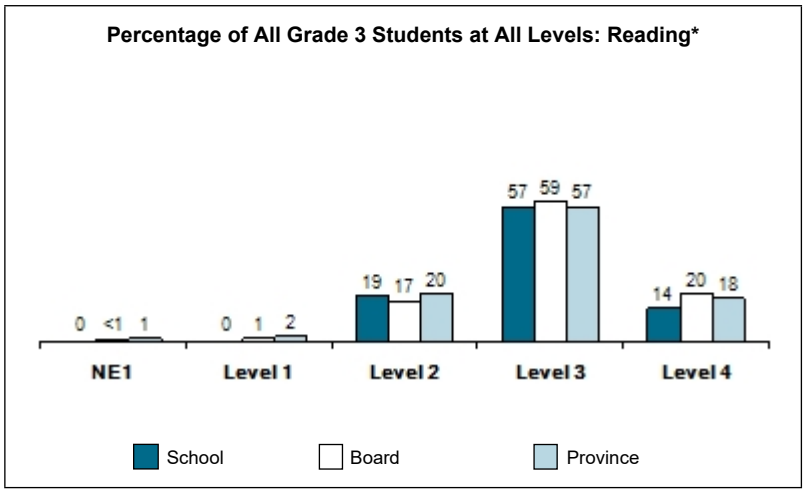
** See the Explanation of Terms.

Assessments of Reading, Writing and Mathematics, 2018–2019

Grade 3: All Students††

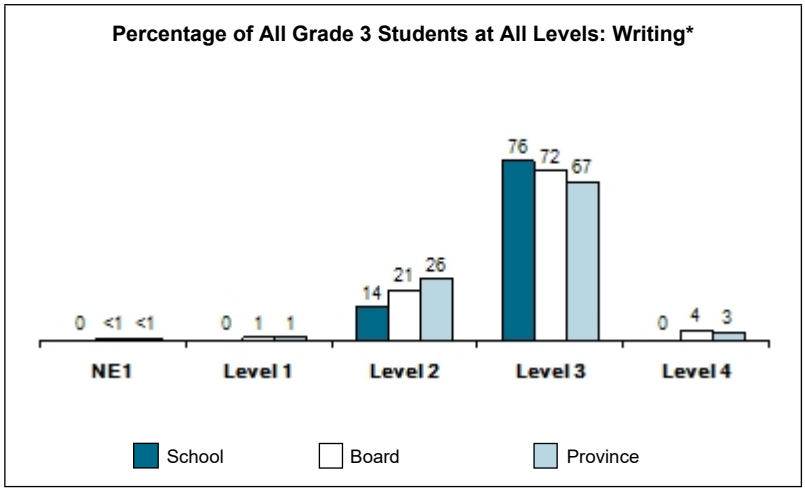
Grade 3: Reading*

Number of Students	School 21		Board 4 812	Province 124 269
	#	%	%	%
Level 4	3	14%	20%	18%
Level 3	12	57%	59%	57%
Level 2	4	19%	17%	20%
Level 1	0	0%	1%	2%
NE1**	0	0%	<1%	1%
Participating Students	19	90%	98%	97%
No Data	2	10%	<1%	1%
Exempt	0	0%	1%	3%
At or Above Provincial Standard (Levels 3 and 4)†		71%	80%	74%



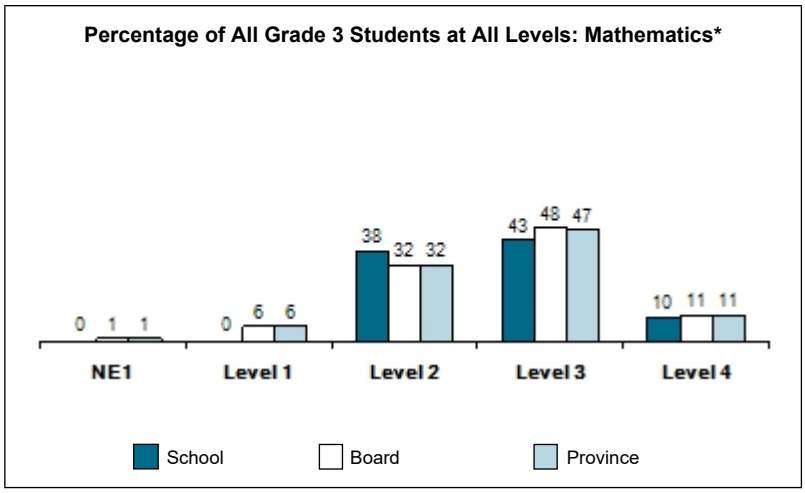
Grade 3: Writing*

Number of Students	School 21		Board 4 812	Province 124 269
	#	%	%	%
Level 4	0	0%	4%	3%
Level 3	16	76%	72%	67%
Level 2	3	14%	21%	26%
Level 1	0	0%	1%	1%
NE1**	0	0%	<1%	<1%
Participating Students	19	90%	98%	97%
No Data	2	10%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		76%	76%	69%



Grade 3: Mathematics*

Number of Students	School 21		Board 4 816	Province 131 544
	#	%	%	%
Level 4	2	10%	11%	11%
Level 3	9	43%	48%	47%
Level 2	8	38%	32%	32%
Level 1	0	0%	6%	6%
NE1**	0	0%	1%	1%
Participating Students	19	90%	98%	97%
No Data	2	10%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		52%	60%	58%



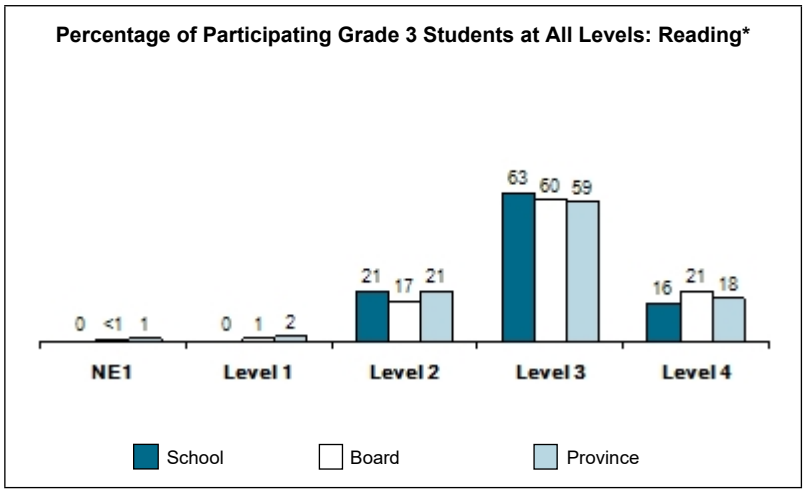
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
** See the Explanation of Terms.
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the 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)

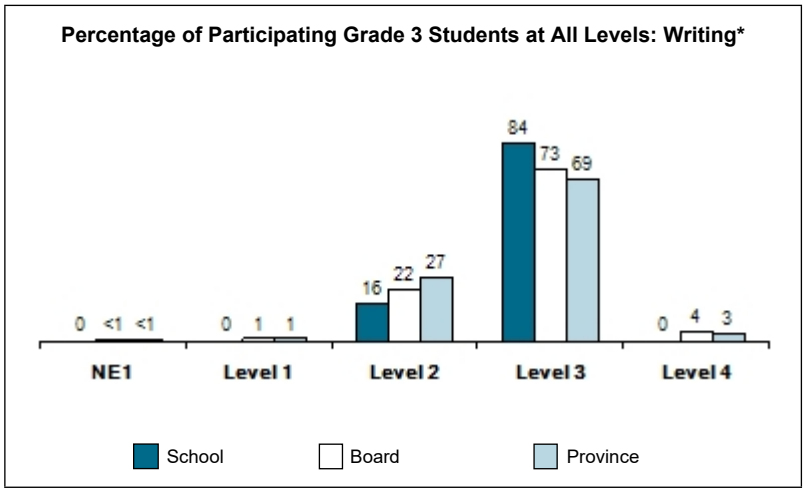
Grade 3: Reading*

Number of Students	School *19*		Board *4 728*	Province *120 050*
	#	%	%	%
Level 4	*3*	16%	21%	18%
Level 3	*12*	63%	60%	59%
Level 2	*4*	21%	17%	21%
Level 1	*0*	0%	1%	2%
NE1**	*0*	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		**79%**	**81%**	**77%**



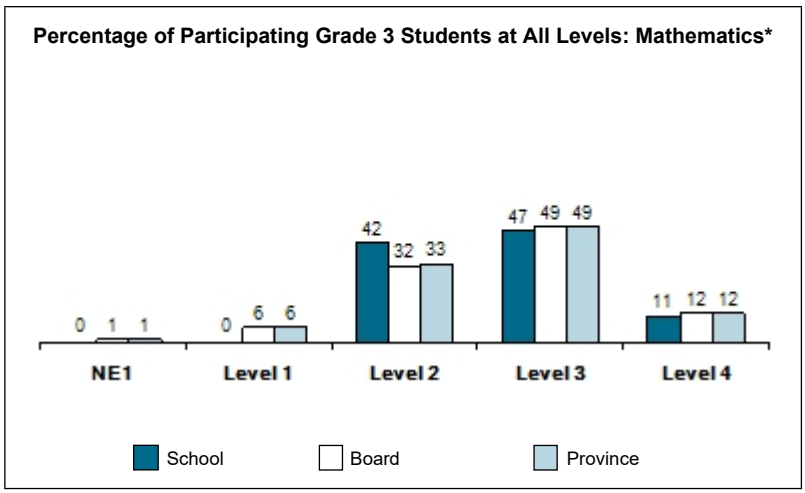
Grade 3: Writing*

Number of Students	School *19*		Board *4 727*	Province *120 163*
	#	%	%	%
Level 4	*0*	0%	4%	3%
Level 3	*16*	84%	73%	69%
Level 2	*3*	16%	22%	27%
Level 1	*0*	0%	1%	1%
NE1**	*0*	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		**84%**	**77%**	**72%**



Grade 3: Mathematics*

Number of Students	School *19*		Board *4 732*	Province *127 377*
	#	%	%	%
Level 4	*2*	11%	12%	12%
Level 3	*9*	47%	49%	49%
Level 2	*8*	42%	32%	33%
Level 1	*0*	0%	6%	6%
NE1**	*0*	0%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		**58%**	**61%**	**60%**



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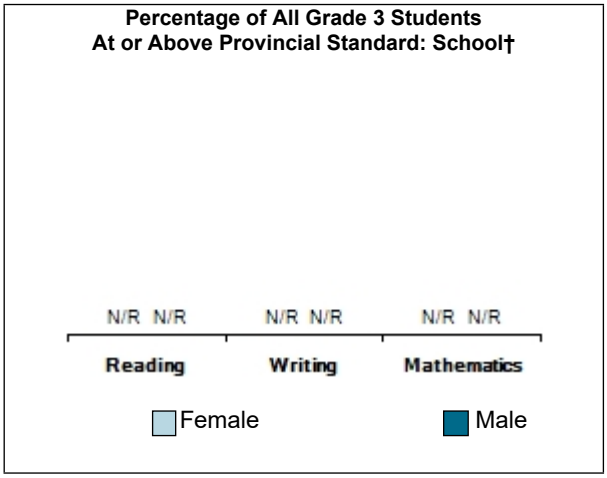
** See the Explanation of Terms.
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

Assessments of Reading, Writing and Mathematics, 2018–2019

Grade 3: Gender††

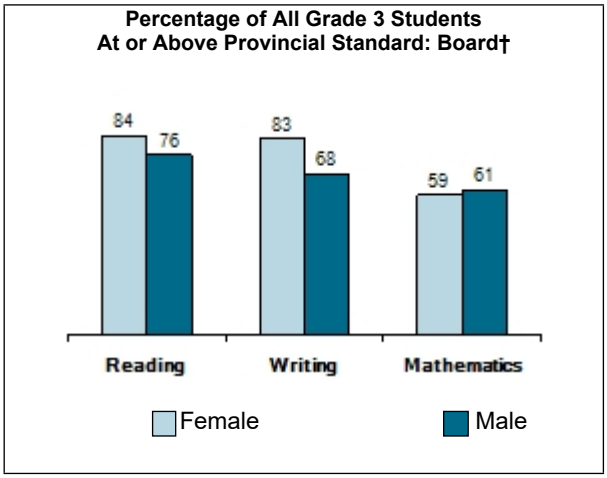
Grade 3: School*

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



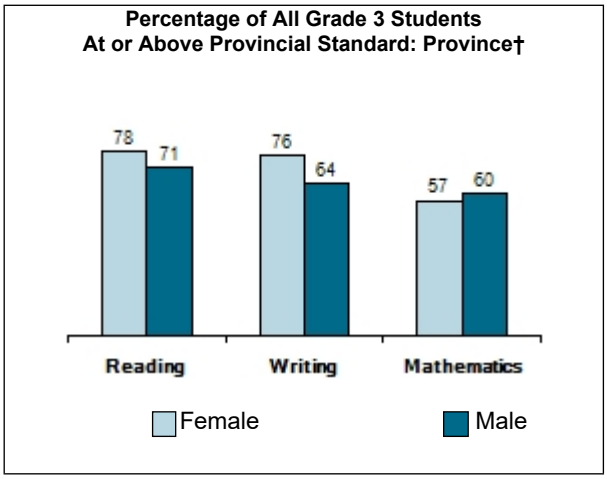
Grade 3: Board*

	Reading		Writing		Mathematics	
Number of Students	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%
NE1**	<1%	<1%	<1%	<1%	1%	1%
Participating Students	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%**



Grade 3: Province*

	Reading		Writing		Mathematics	
Number of Students	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%
NE1**	<1%	1%	<1%	1%	1%	1%
Participating Students	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%**



* 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	*50*		*5 178*		*136 124*	
Number of classes with Grade 6 students	*4*		*396*		*8 805*	
Number of schools with Grade 6 classes	*Not applicable*		*125*		*3 106*	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Gender						
Female	*26*	52%	*2 513*	49%	*66 168*	49%
Male	*24*	48%	*2 665*	51%	*69 943*	51%
Gender not specified	*0*	0%	*0*	0%	*13*	<1%
Student Status						
English language learners**	*13*	26%	*1 178*	23%	*14 992*	11%
Students with special education needs (excluding gifted)**	*2*	4%	*830*	16%	*29 692*	22%
Place of Birth						
Born in Canada	*40*	80%	*4 326*	84%	*118 878*	87%
Born outside Canada	*10*	20%	*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	*0*	0%	*177*	3%	*2 991*	2%
In Canada three years or more	*6*	12%	*595*	11%	*12 138*	9%
Language						
First language learned at home was other than English	*12*	24%	*1 153*	22%	*31 210*	23%
Year Student Entered Current School						
Year of the assessment	*1*	2%	*505*	10%	*27 717*	20%
Year prior to the assessment	*26*	52%	*867*	17%	*12 810*	9%
2 years prior to the assessment	*1*	2%	*379*	7%	*12 479*	9%
3 or more years prior to the assessment	*22*	44%	*3 427*	66%	*83 093*	61%
Data not available	*0*	0%	*0*	0%	*25*	<1%
Year Student Entered Current Board						
Year of the assessment	*0*	0%	*246*	5%	*7 034*	5%
Year prior to the assessment	*1*	2%	*252*	5%	*6 668*	5%
2 years prior to the assessment	*0*	0%	*227*	4%	*6 700*	5%
3 or more years prior to the assessment	*49*	98%	*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.

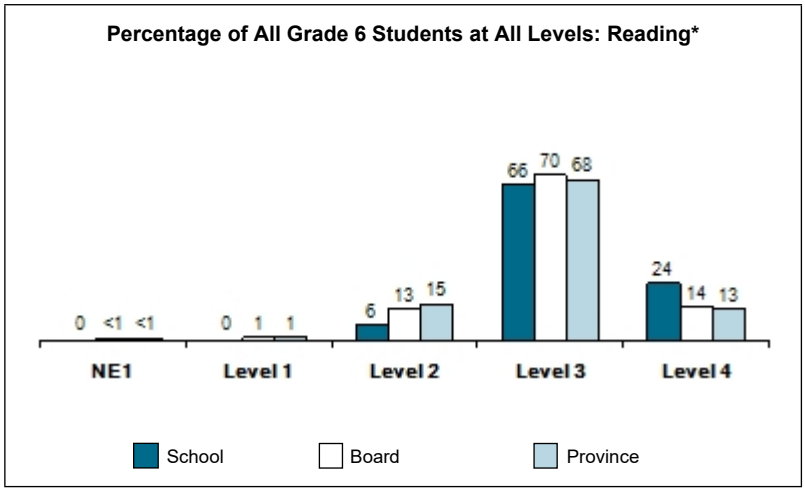
** See the Explanation of Terms.

Assessments of Reading, Writing and Mathematics, 2018–2019

Grade 6: All Students

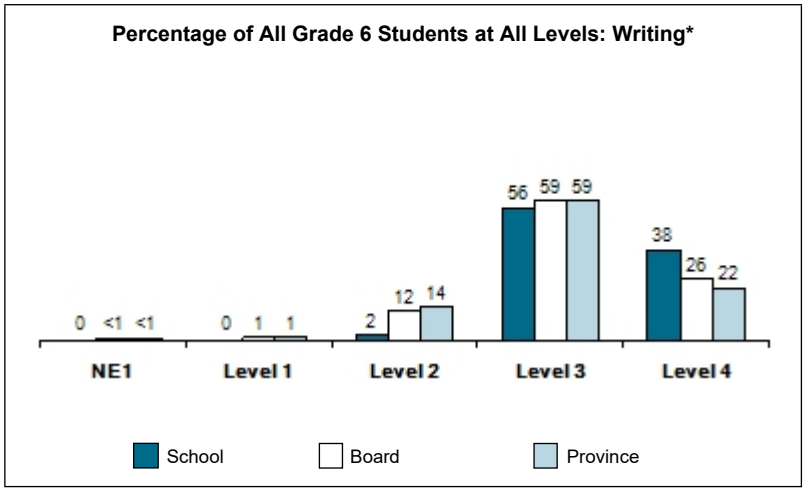
Grade 6: Reading*

Number of Students	School *50*		Board *5 178*	Province *136 122*
	#	%	%	%
Level 4	*12*	24%	14%	13%
Level 3	*33*	66%	70%	68%
Level 2	*3*	6%	13%	15%
Level 1	*0*	0%	1%	1%
NE1**	*0*	0%	<1%	<1%
Participating Students	*48*	96%	98%	97%
No Data	*2*	4%	<1%	1%
Exempt	*0*	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		**90%**	**84%**	**81%**



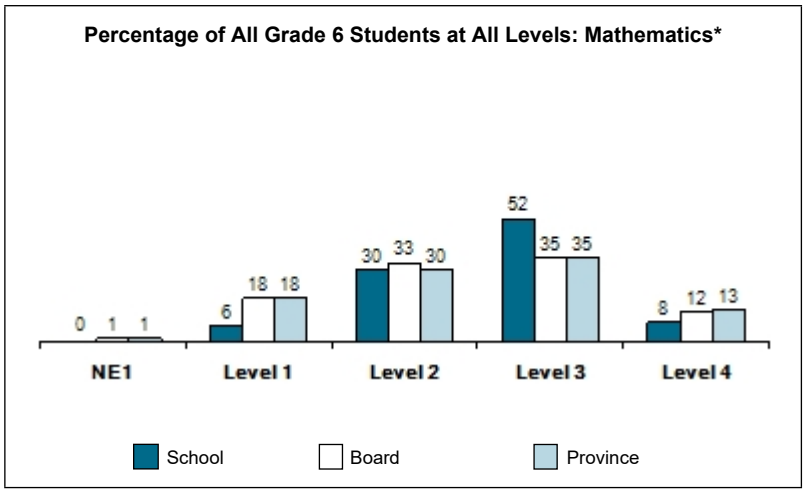
Grade 6: Writing*

Number of Students	School *50*		Board *5 178*	Province *136 123*
	#	%	%	%
Level 4	*19*	38%	26%	22%
Level 3	*28*	56%	59%	59%
Level 2	*1*	2%	12%	14%
Level 1	*0*	0%	1%	1%
NE1**	*0*	0%	<1%	<1%
Participating Students	*48*	96%	98%	97%
No Data	*2*	4%	<1%	1%
Exempt	*0*	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		**94%**	**86%**	**82%**



Grade 6: Mathematics*

Number of Students	School *50*		Board *5 178*	Province *136 124*
	#	%	%	%
Level 4	*4*	8%	12%	13%
Level 3	*26*	52%	35%	35%
Level 2	*15*	30%	33%	30%
Level 1	*3*	6%	18%	18%
NE1**	*0*	0%	1%	1%
Participating Students	*48*	96%	98%	97%
No Data	*2*	4%	<1%	1%
Exempt	*0*	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		**60%**	**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.

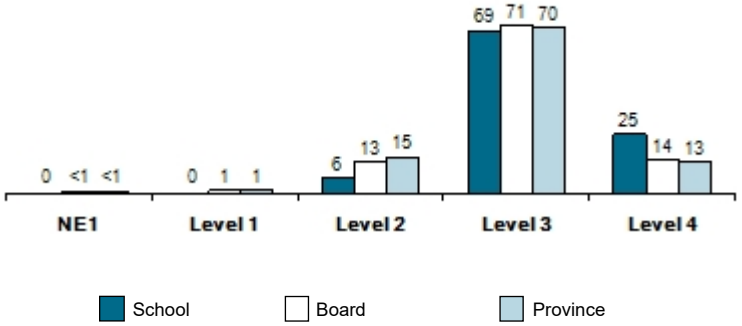
Assessments of Reading, Writing and Mathematics, 2018–2019

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

Grade 6: Reading*

Number of Students	School *48*		Board *5 091*	Province *132 367*
	#	%	%	%
Level 4	*12*	25%	14%	13%
Level 3	*33*	69%	71%	70%
Level 2	*3*	6%	13%	15%
Level 1	*0*	0%	1%	1%
NE1**	*0*	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		**94%**	**86%**	**83%**

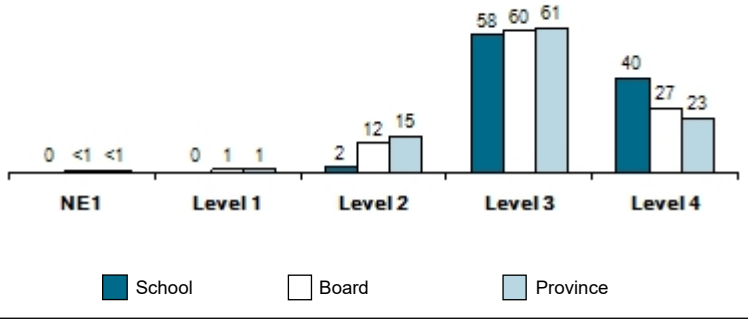
Percentage of Participating Grade 6 Students at All Levels: Reading*



Grade 6: Writing*

Number of Students	School *48*		Board *5 090*	Province *132 345*
	#	%	%	%
Level 4	*19*	40%	27%	23%
Level 3	*28*	58%	60%	61%
Level 2	*1*	2%	12%	15%
Level 1	*0*	0%	1%	1%
NE1**	*0*	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		**98%**	**87%**	**84%**

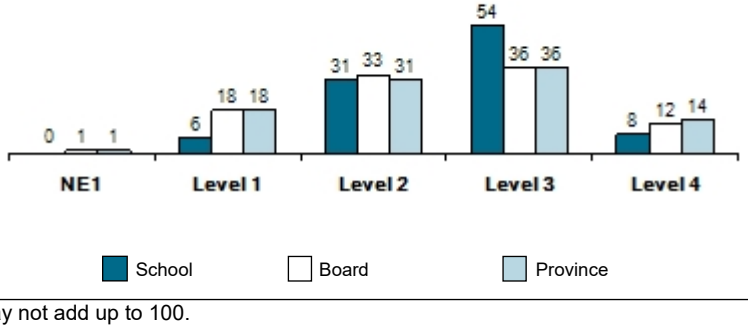
Percentage of Participating Grade 6 Students at All Levels: Writing*



Grade 6: Mathematics*

Number of Students	School *48*		Board *5 090*	Province *132 285*
	#	%	%	%
Level 4	*4*	8%	12%	14%
Level 3	*26*	54%	36%	36%
Level 2	*15*	31%	33%	31%
Level 1	*3*	6%	18%	18%
NE1**	*0*	0%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		**62%**	**48%**	**50%**

Percentage of Participating Grade 6 Students at All Levels: Mathematics*



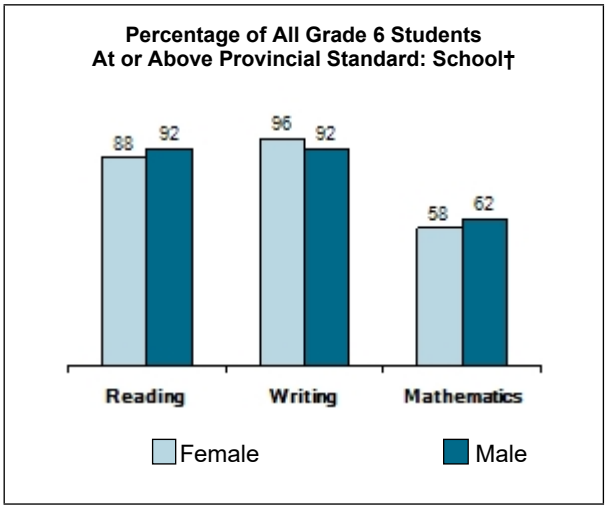
* Because percentages in tables and graphs are rounded, percentages may not add up to 100.
** See the Explanation of Terms.
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

Assessments of Reading, Writing and Mathematics, 2018–2019

Grade 6: Gender††

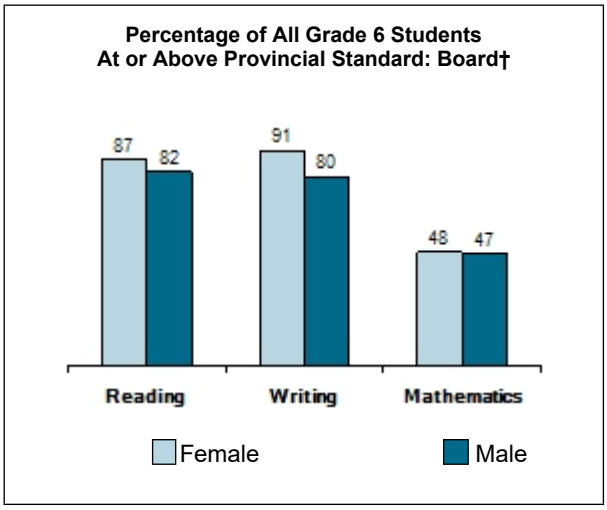
Grade 6: School*

	Reading		Writing		Mathematics	
Number of Students	Female *26*	Male *24*	Female *26*	Male *24*	Female *26*	Male *24*
Level 4	31%	17%	42%	33%	4%	12%
Level 3	58%	75%	54%	58%	54%	50%
Level 2	8%	4%	0%	4%	31%	29%
Level 1	0%	0%	0%	0%	8%	4%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	96%	96%	96%	96%	96%	96%
No Data	4%	4%	4%	4%	4%	4%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	**88%**	**92%**	**96%**	**92%**	**58%**	**62%**



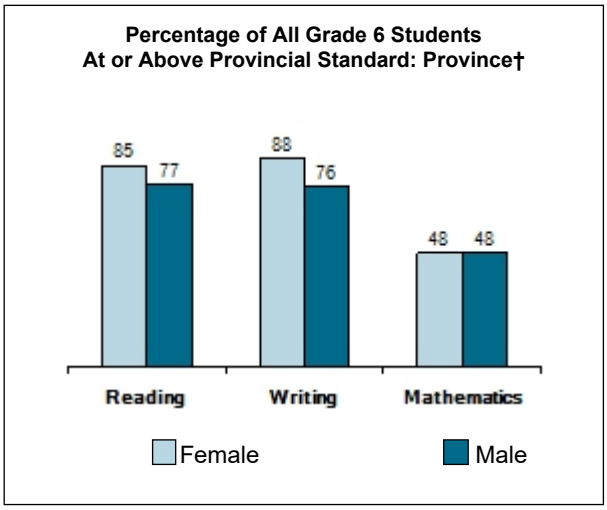
Grade 6: Board*

	Reading		Writing		Mathematics	
Number of Students	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%
NE1**	0%	<1%	<1%	<1%	1%	1%
Participating Students	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%**



Grade 6: Province*

	Reading		Writing		Mathematics	
Number of Students	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%
NE1**	<1%	<1%	<1%	1%	<1%	1%
Participating Students	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%**



* 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	*24*	*23*	*17*	*18*	*21*
Participation in the Assessment					
Reading†	92%	100%	94%	100%	90%
Writing†	92%	100%	94%	100%	90%
Mathematics†	92%	100%	94%	100%	90%
Gender					
Female	25%	39%	41%	50%	24%
Male	75%	61%	59%	50%	76%
Student Status					
English language learners**	29%	26%	35%	22%	19%
Students with special education needs (excluding gifted)**	21%	9%	12%	17%	14%
Place of Birth					
Born in Canada	75%	87%	88%	83%	95%
Born outside Canada	25%	13%	12%	17%	5%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	8%	9%	0%	0%	5%
In Canada three years or more	12%	0%	12%	6%	0%
Language					
First language learned at home was other than English	38%	26%	24%	17%	10%
Year Student Entered Current School					
Year of the assessment	17%	13%	6%	17%	14%
Year prior to the assessment	4%	4%	12%	17%	19%
2 years prior to the assessment	17%	26%	24%	17%	0%
3 or more years prior to the assessment	62%	57%	59%	50%	67%
Data not available	0%	0%	0%	0%	0%
Year Student Entered Current Board					
Year of the assessment	8%	4%	6%	6%	5%
Year prior to the assessment	0%	9%	0%	0%	19%
2 years prior to the assessment	4%	22%	24%	11%	5%
3 or more years prior to the assessment	88%	65%	71%	83%	71%
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.

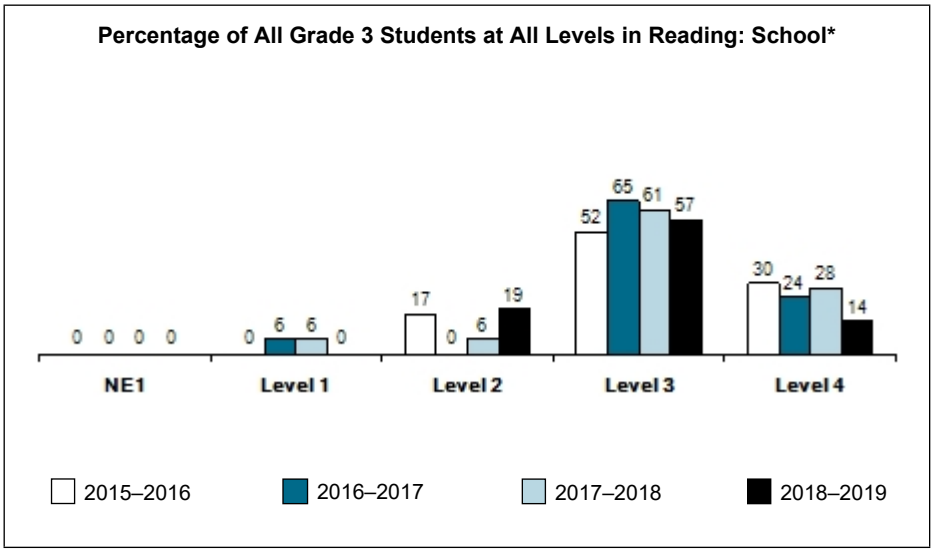
** See the Explanation of Terms.

Assessments of Reading, Writing and Mathematics, 2018–2019

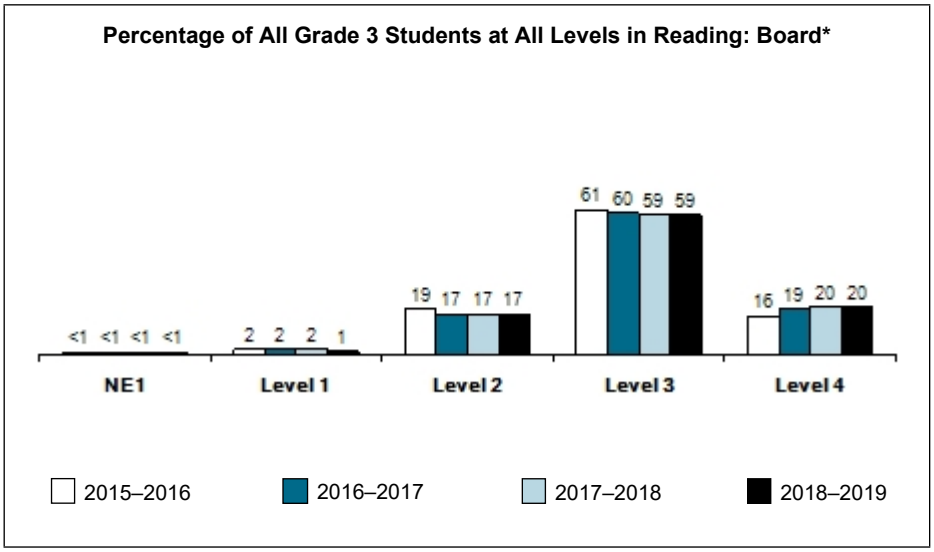
Results over Time, 2015–2016 to 2018–2019♦

Grade 3: Reading

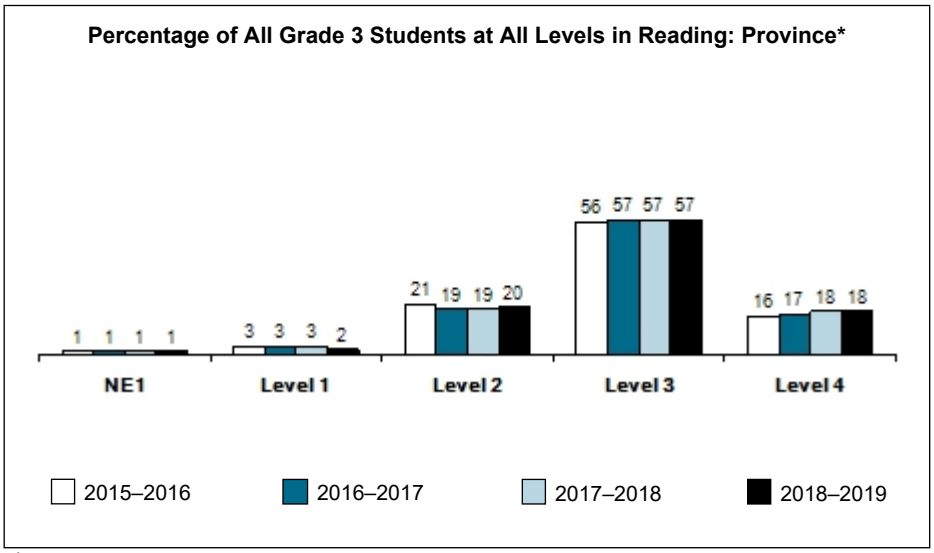
Grade 3 Reading: School*				
Year	'15–'16	'16–'17	'17–'18	'18–'19
Number of Students	*23*	*17*	*18*	*21*
Level 4	30%	24%	28%	14%
Level 3	52%	65%	61%	57%
Level 2	17%	0%	6%	19%
Level 1	0%	6%	6%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	94%	100%	90%
No Data	0%	0%	0%	10%
Exempt	0%	6%	0%	0%
At or Above Provincial Standard†	**83%**	**88%**	**89%**	**71%**



Grade 3 Reading: Board*				
Year	'15–'16	'16–'17	'17–'18	'18–'19
Number of Students	*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%
Participating Students	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	2%	1%
At or Above Provincial Standard†	**77%**	**80%**	**79%**	**80%**



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



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

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

** See the Explanation of Terms.

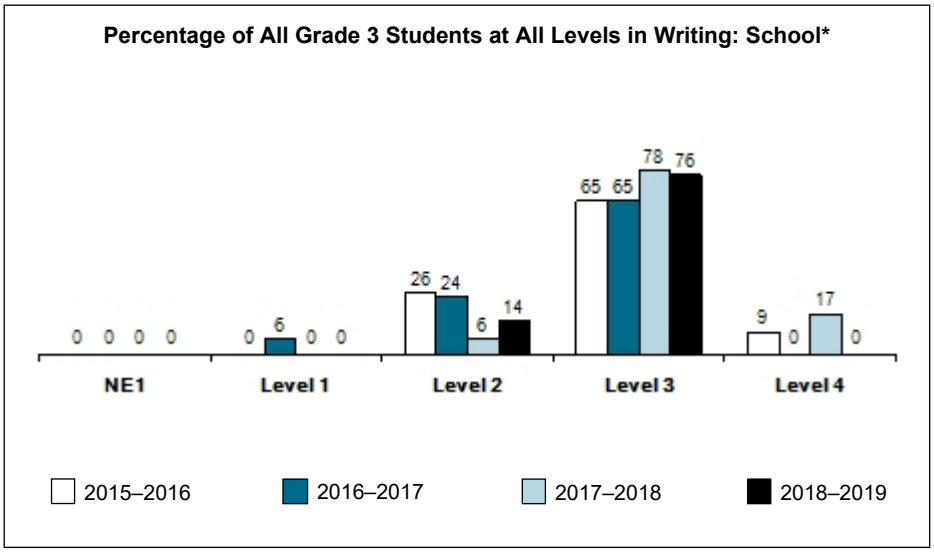
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

Assessments of Reading, Writing and Mathematics, 2018–2019

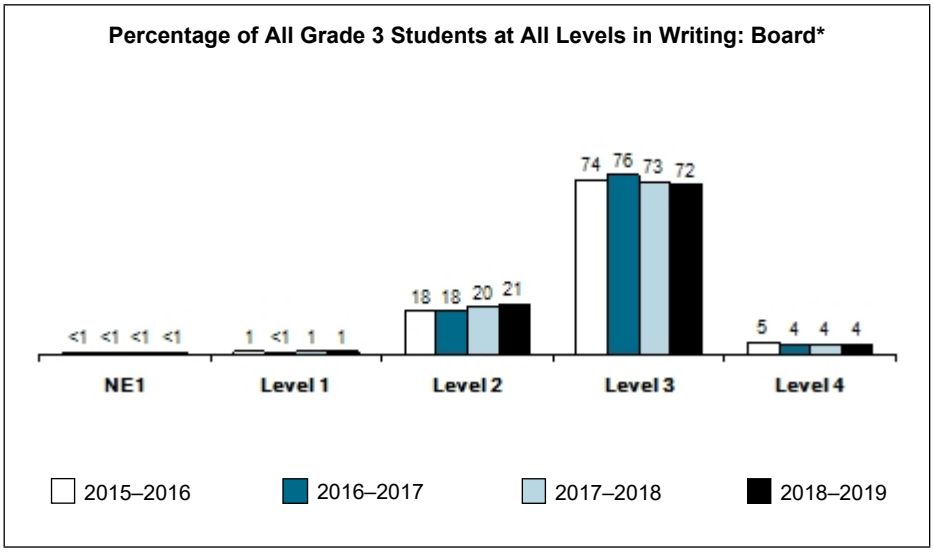
Results over Time, 2015–2016 to 2018–2019♦

Grade 3: Writing

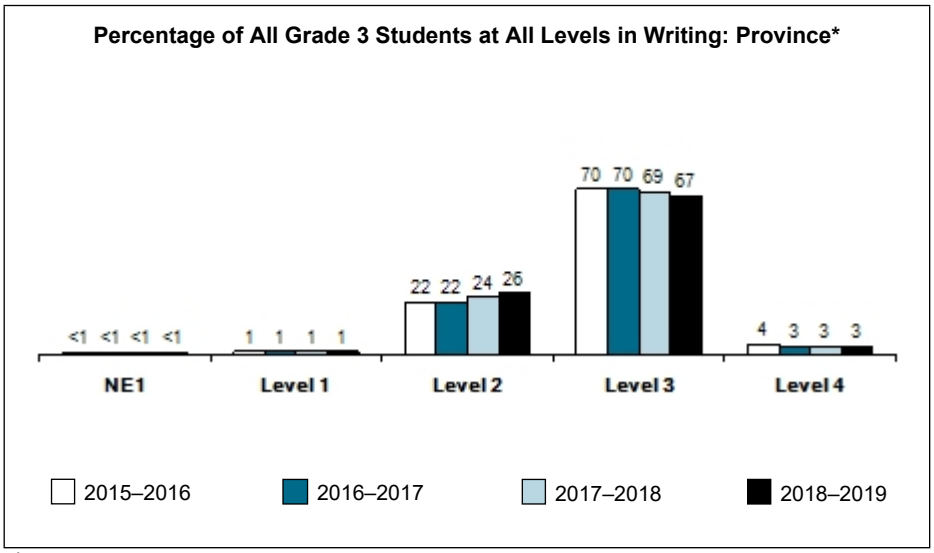
Grade 3 Writing: School*				
Year	'15–'16	'16–'17	'17–'18	'18–'19
Number of Students	*23*	*17*	*18*	*21*
Level 4	9%	0%	17%	0%
Level 3	65%	65%	78%	76%
Level 2	26%	24%	6%	14%
Level 1	0%	6%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	94%	100%	90%
No Data	0%	0%	0%	10%
Exempt	0%	6%	0%	0%
At or Above Provincial Standard†	**74%**	**65%**	**94%**	**76%**



Grade 3 Writing: Board*				
Year	'15–'16	'16–'17	'17–'18	'18–'19
Number of Students	*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%
Participating Students	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	2%	1%
At or Above Provincial Standard†	**79%**	**79%**	**77%**	**76%**



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



♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
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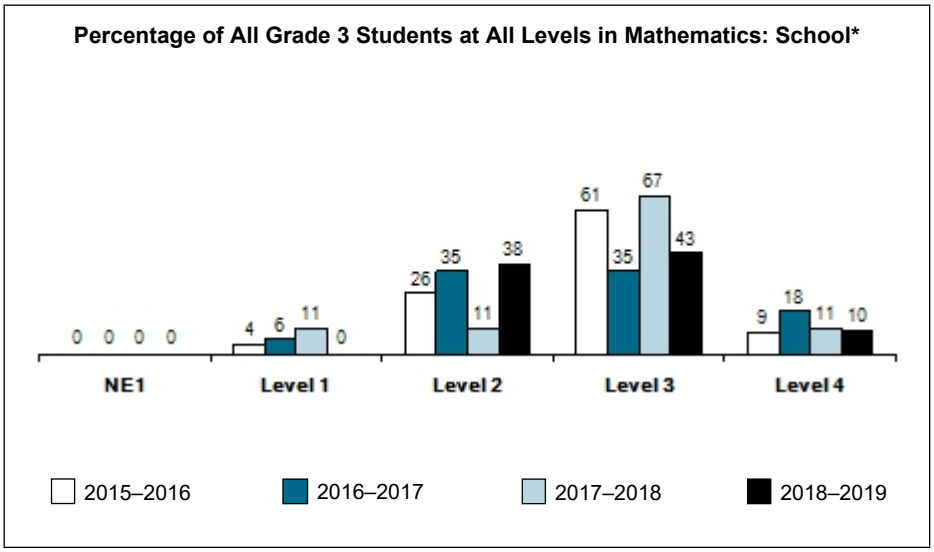
Assessments of Reading, Writing and Mathematics, 2018–2019

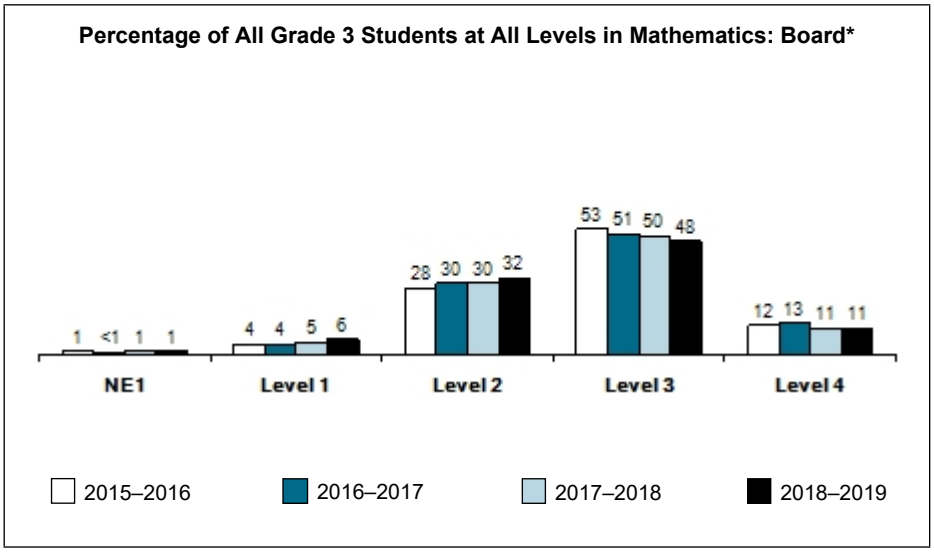
Results over Time, 2015–2016 to 2018–2019♦

Grade 3: Mathematics

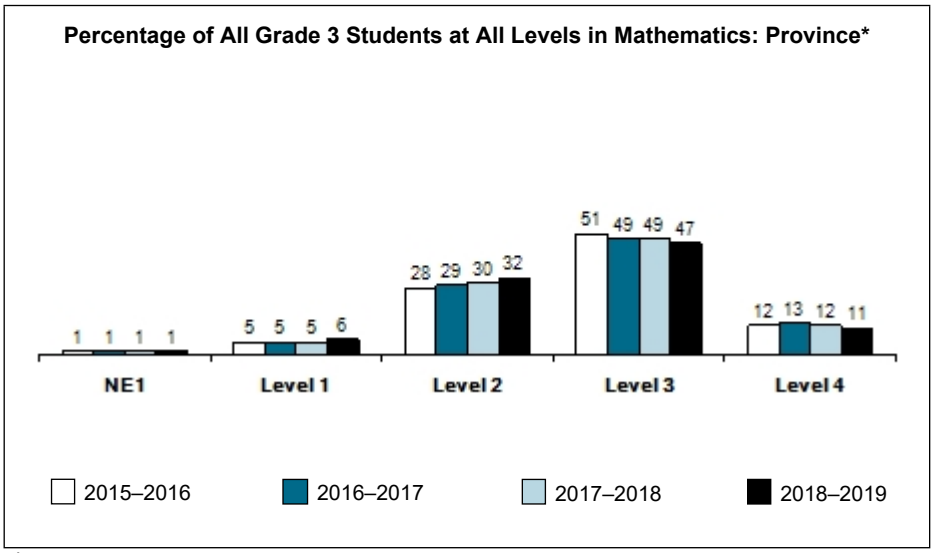
Grade 3 Mathematics: School*				
Year	'15–'16	'16–'17	'17–'18	'18–'19
Number of Students	*23*	*17*	*18*	*21*
Level 4	9%	18%	11%	10%
Level 3	61%	35%	67%	43%
Level 2	26%	35%	11%	38%
Level 1	4%	6%	11%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	94%	100%	90%
No Data	0%	0%	0%	10%
Exempt	0%	6%	0%	0%
At or Above Provincial Standard†	**70%**	**53%**	**78%**	**52%**



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%**



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



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

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

** See the Explanation of Terms.

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

Assessments of Reading, Writing and Mathematics, 2018–2019

Contextual Information over Time: Grade 6*

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

Grade 6	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Enrolment					
Number of students	*43*	*55*	*61*	*53*	*50*
Participation in the Assessment					
Reading	95%	100%	100%	98%	96%
Writing	95%	100%	100%	98%	96%
Mathematics	95%	100%	100%	98%	96%
Gender					
Female	35%	56%	59%	51%	52%
Male	65%	44%	41%	49%	48%
Student Status					
English language learners**	23%	5%	2%	15%	26%
Students with special education needs (excluding gifted)**	21%	5%	5%	9%	4%
Place of Birth					
Born in Canada	74%	82%	84%	74%	80%
Born outside Canada	26%	18%	16%	26%	20%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	2%	0%	2%	4%	0%
In Canada three years or more	21%	18%	15%	23%	12%
Language					
First language learned at home was other than English	26%	36%	28%	34%	24%
Year Student Entered Current School					
Year of the assessment	9%	4%	8%	4%	2%
Year prior to the assessment	9%	49%	51%	72%	52%
2 years prior to the assessment	12%	0%	3%	4%	2%
3 or more years prior to the assessment	70%	47%	38%	21%	44%
Data not available	0%	0%	0%	0%	0%
Year Student Entered Current Board					
Year of the assessment	5%	2%	3%	2%	0%
Year prior to the assessment	9%	4%	2%	8%	2%
2 years prior to the assessment	2%	0%	3%	6%	0%
3 or more years prior to the assessment	84%	95%	92%	85%	98%
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.

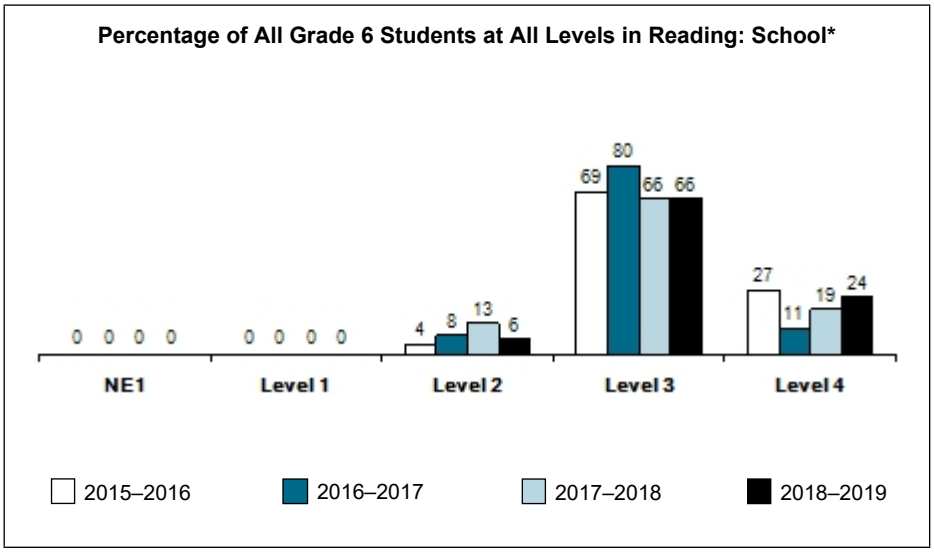
Assessments of Reading, Writing and Mathematics, 2018–2019

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

Grade 6: Reading

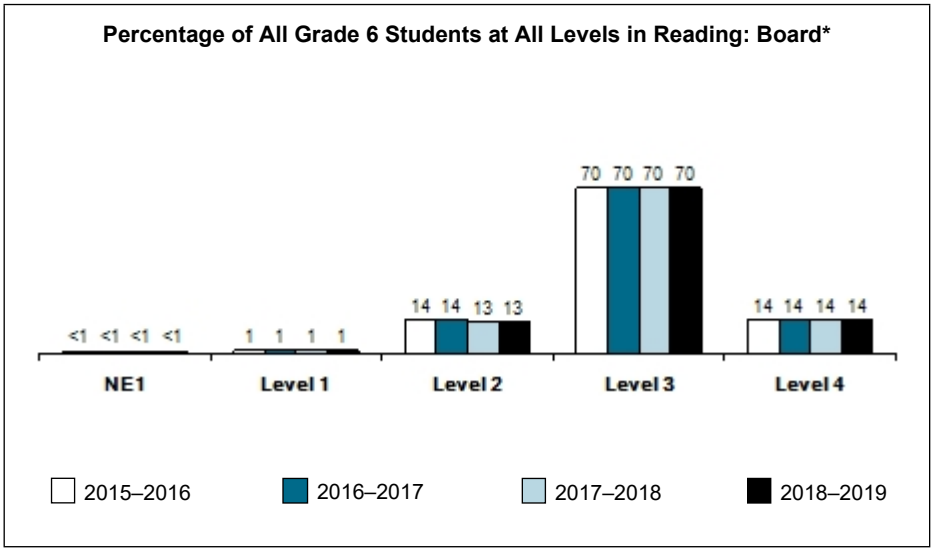
Grade 6 Reading: School*

Year	'15–'16	'16–'17	'17–'18	'18–'19
Number of Students	*55*	*61*	*53*	*50*
Level 4	27%	11%	19%	24%
Level 3	69%	80%	66%	66%
Level 2	4%	8%	13%	6%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	100%	98%	96%
No Data	0%	0%	2%	4%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	**96%**	**92%**	**85%**	**90%**



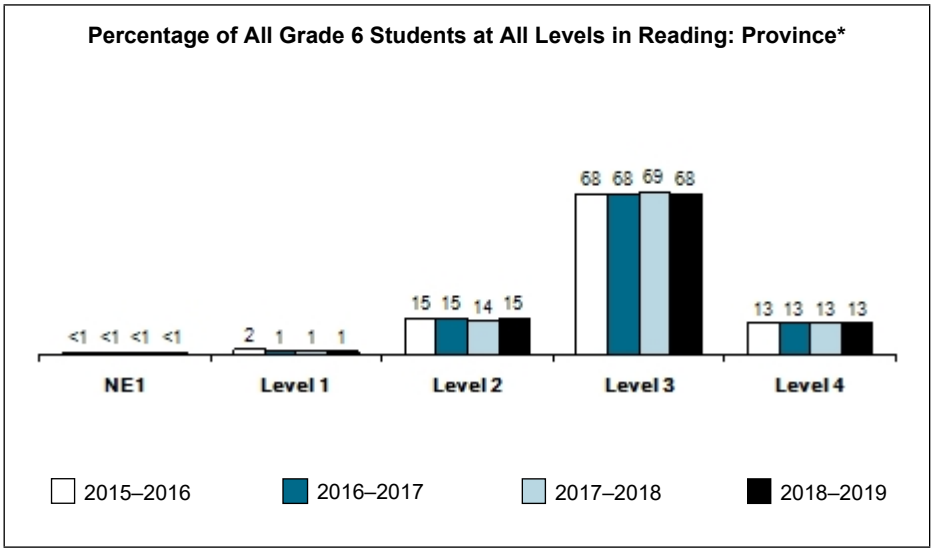
Grade 6 Reading: Board*

Year	'15–'16	'16–'17	'17–'18	'18–'19
Number of Students	*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%
Participating Students	99%	99%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	**83%**	**84%**	**84%**	**84%**



Grade 6 Reading: Province*

Year	'15–'16	'16–'17	'17–'18	'18–'19
Number of Students	*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%
Participating Students	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	**81%**	**81%**	**82%**	**81%**



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

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

** See the Explanation of Terms.

† 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.

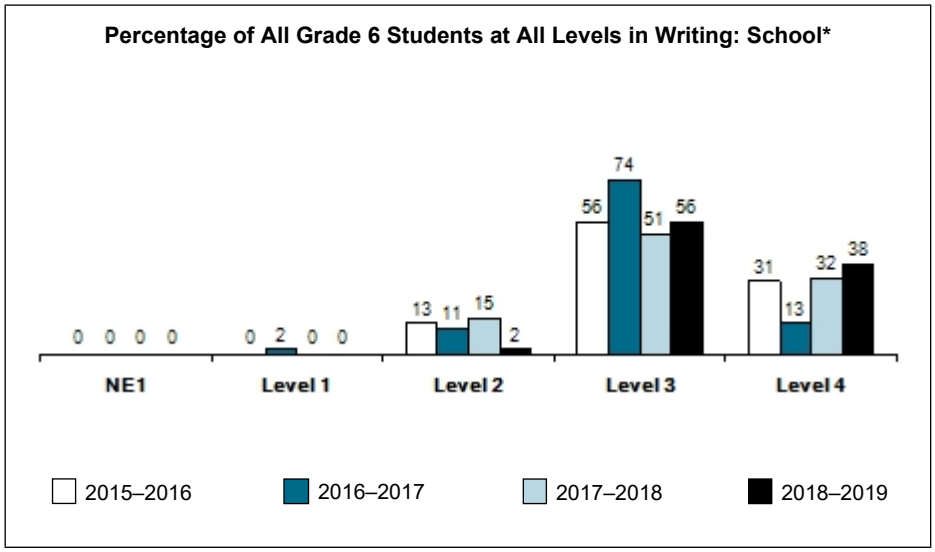
Assessments of Reading, Writing and Mathematics, 2018–2019

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

Grade 6: Writing

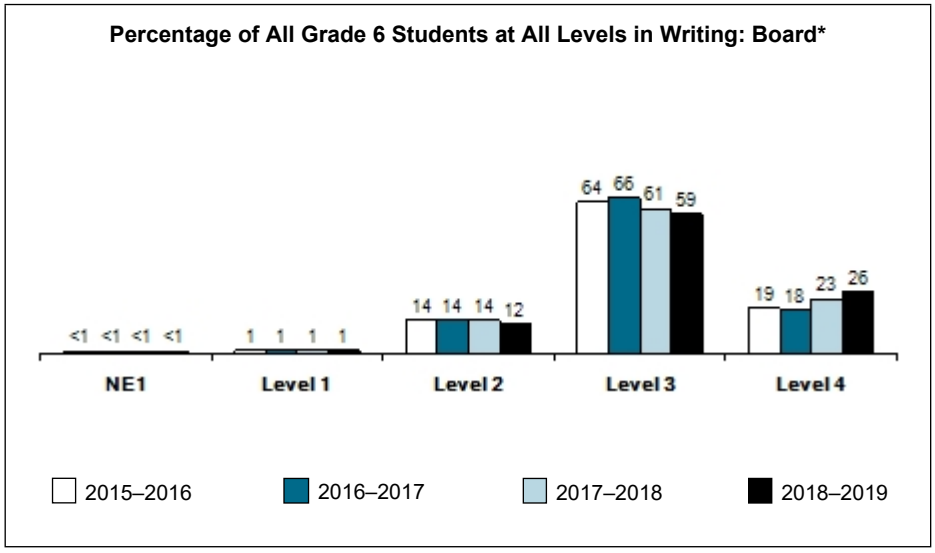
Grade 6 Writing: School*

Year	'15–'16	'16–'17	'17–'18	'18–'19
Number of Students	*55*	*61*	*53*	*50*
Level 4	31%	13%	32%	38%
Level 3	56%	74%	51%	56%
Level 2	13%	11%	15%	2%
Level 1	0%	2%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	100%	98%	96%
No Data	0%	0%	2%	4%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	**87%**	**87%**	**83%**	**94%**



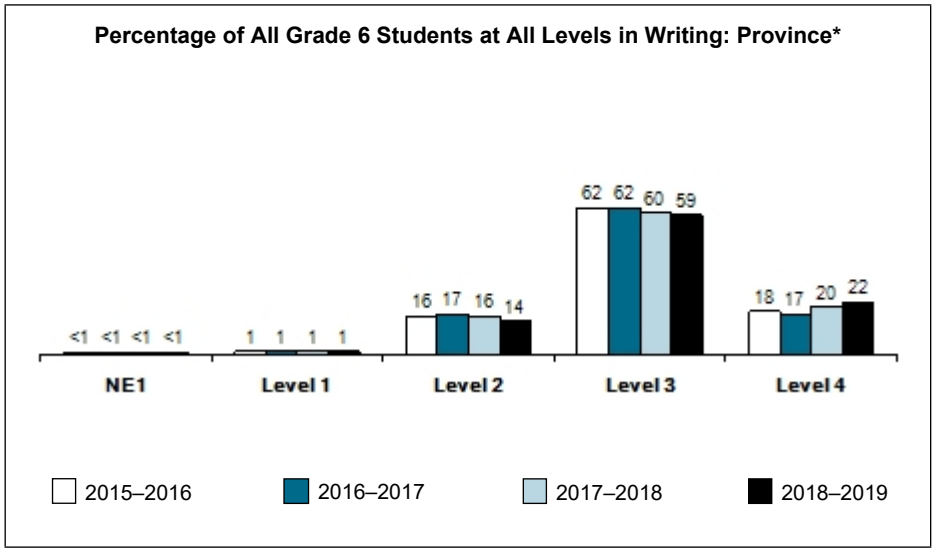
Grade 6 Writing: Board*

Year	'15–'16	'16–'17	'17–'18	'18–'19
Number of Students	*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%
Participating Students	99%	99%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	**83%**	**84%**	**83%**	**86%**



Grade 6 Writing: Province*

Year	'15–'16	'16–'17	'17–'18	'18–'19
Number of Students	*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%
Participating Students	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	**80%**	**79%**	**80%**	**82%**



♦ 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.

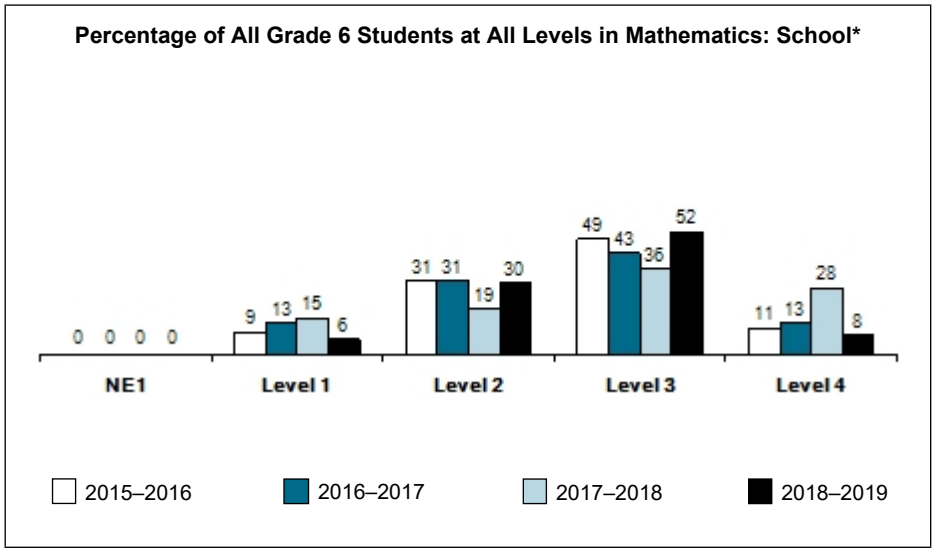
Assessments of Reading, Writing and Mathematics, 2018–2019

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

Grade 6: Mathematics

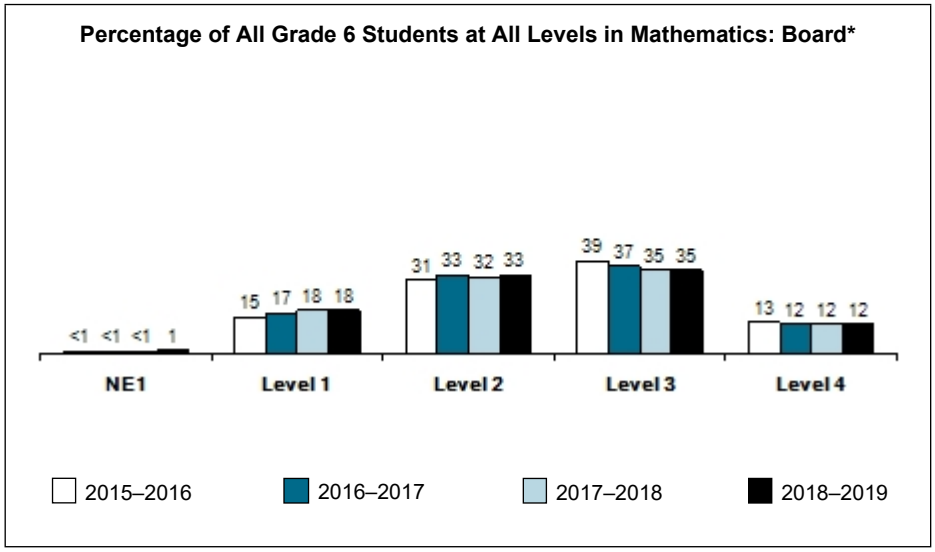
Grade 6 Mathematics: School*

Year	'15–'16	'16–'17	'17–'18	'18–'19
Number of Students	*55*	*61*	*53*	*50*
Level 4	11%	13%	28%	8%
Level 3	49%	43%	36%	52%
Level 2	31%	31%	19%	30%
Level 1	9%	13%	15%	6%
NE1**	0%	0%	0%	0%
Participating Students	100%	100%	98%	96%
No Data	0%	0%	2%	4%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	**60%**	**56%**	**64%**	**60%**



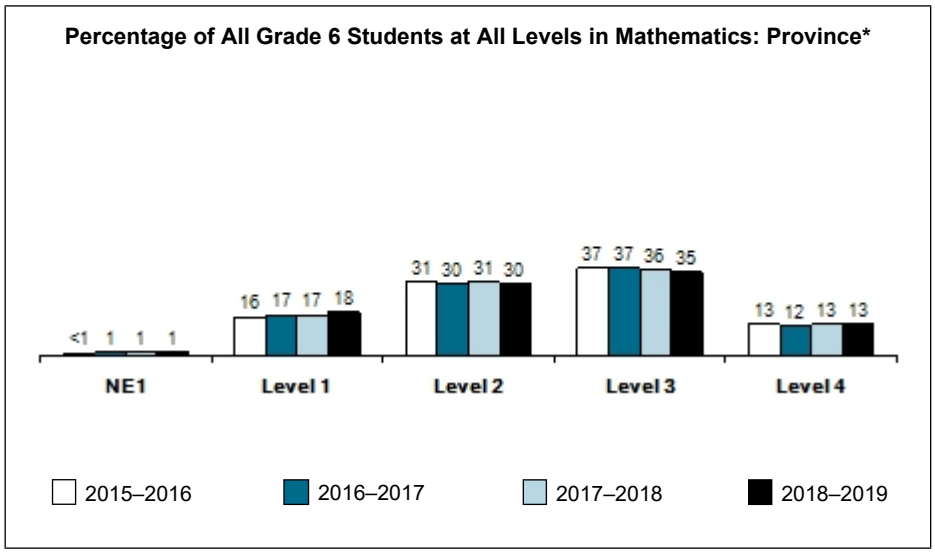
Grade 6 Mathematics: Board*

Year	'15–'16	'16–'17	'17–'18	'18–'19
Number of Students	*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%
Participating Students	99%	99%	98%	98%
No Data	<1%	<1%	1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	**52%**	**49%**	**48%**	**47%**



Grade 6 Mathematics: Province*

Year	'15–'16	'16–'17	'17–'18	'18–'19
Number of Students	*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%
Participating Students	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	**50%**	**50%**	**49%**	**48%**



♦ 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.

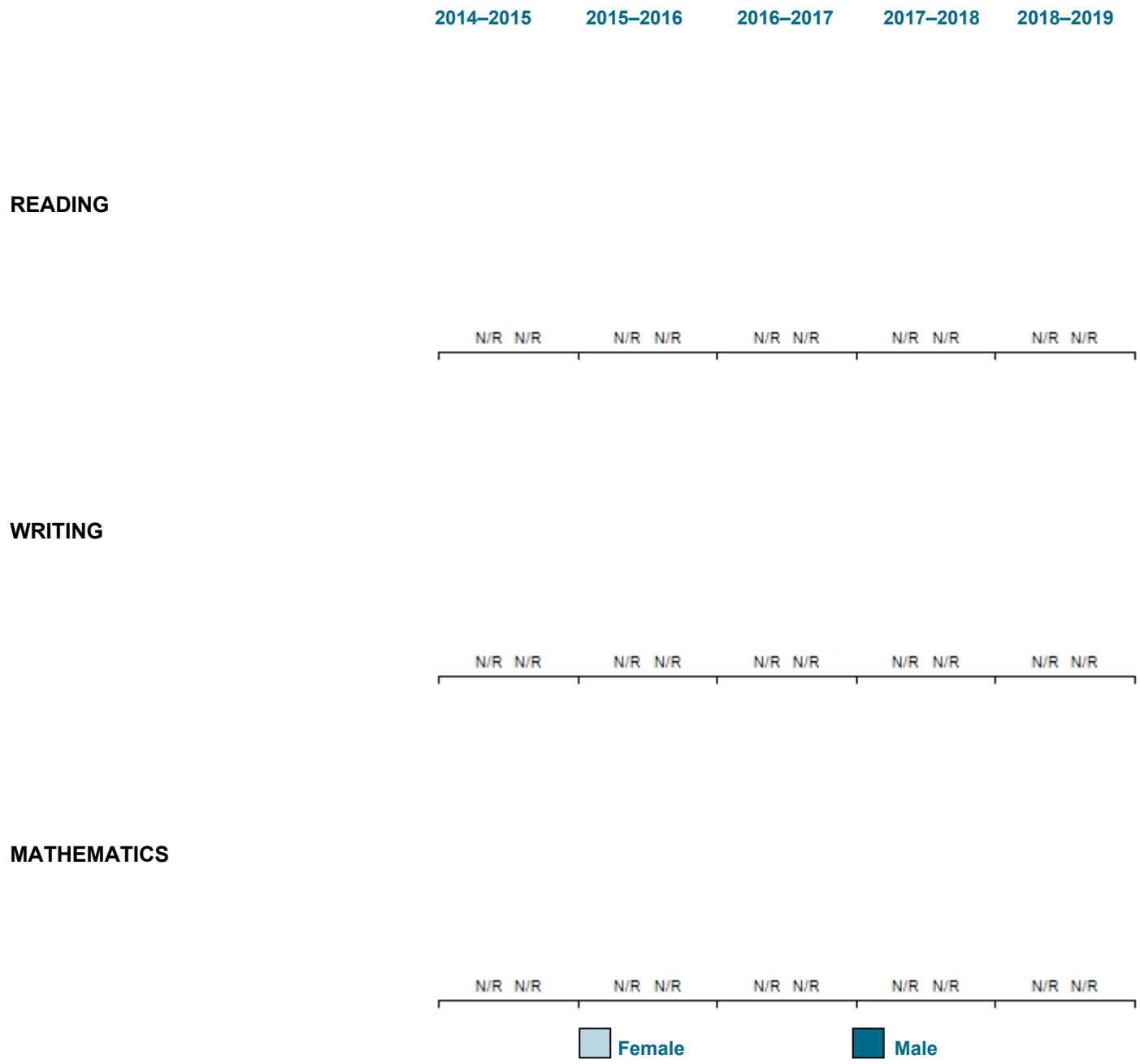
** See the Explanation of Terms.

† 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 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*

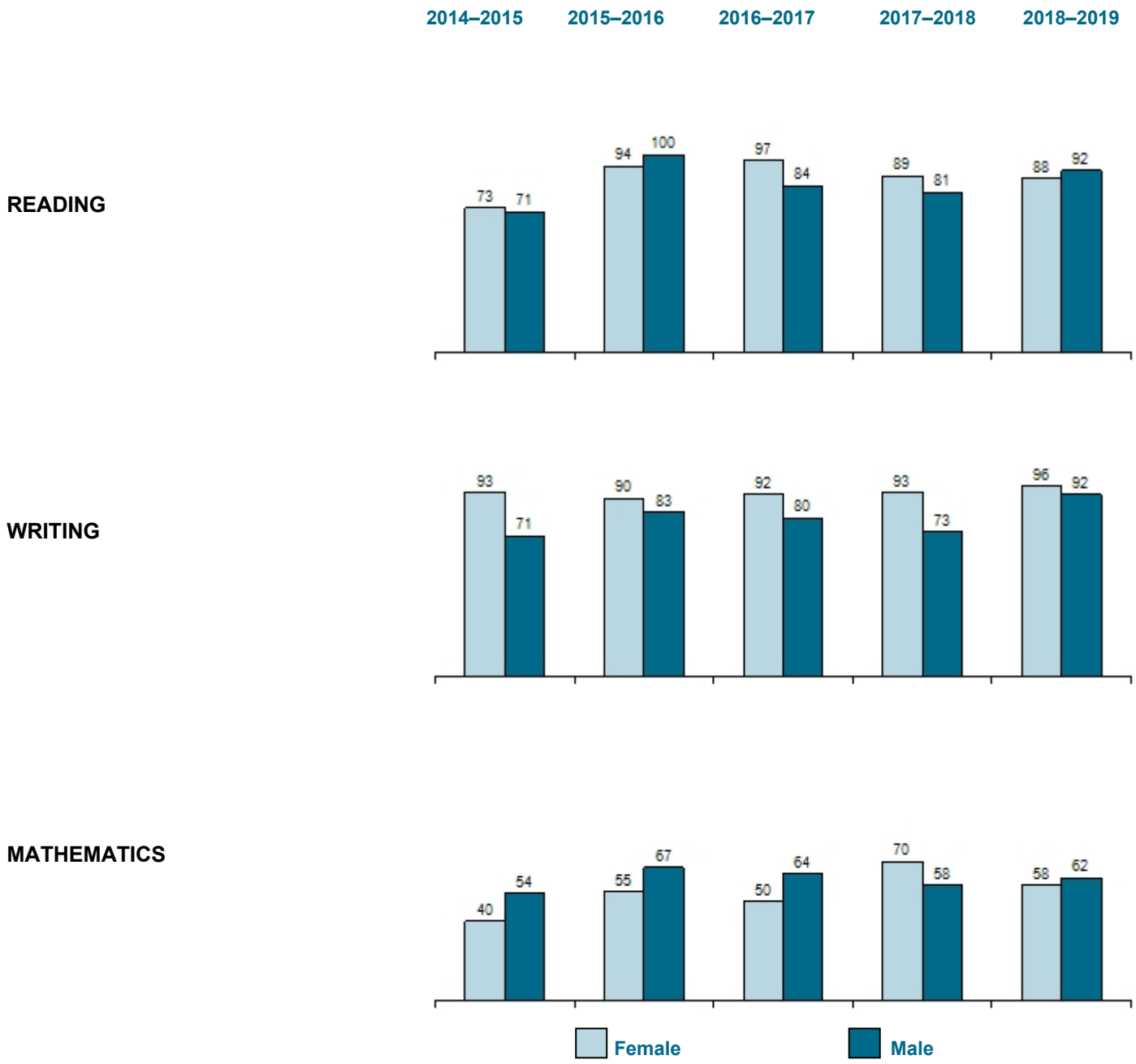
	2014–2015		2015–2016		2016–2017		2017–2018		2018–2019	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	6	18	9	14	7	10	9	9	5	16

* Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, 2018–2019

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER*

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



Total Number of Grade 6 Students*

	2014–2015		2015–2016		2016–2017		2017–2018		2018–2019	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	15	28	31	24	36	25	27	26	26	24

* Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = *19*)

Never | Sometimes | Most of the time

	Percentage of Students*	*Number of students who answered "most of the time"*
STUDENT ENGAGEMENT About reading:		
I like to read.	32 / 63	*12*
I am a good reader.	42 / 53	*10*
I am able to understand difficult reading passages.	11 / 47 / 37	*7*
I do my best when I do reading activities in class.	16 / 84	*16*
STUDENT ENGAGEMENT About writing:		
I like to write.	5 / 47 / 42	*8*
I am a good writer.	42 / 53	*10*
I am able to communicate my ideas in writing.	58 / 42	*8*
I do my best when I do writing activities in class.	11 / 84	*16*
COGNITIVE STRATEGIES USED IN LANGUAGE		
I make sure I understand what I am reading.	21 / 74	*14*
I organize my ideas before I start to write.	11 / 63 / 21	*4*
I edit my writing to make it better.	5 / 47 / 42	*8*
I check my writing for spelling and grammar.	5 / 37 / 53	*10*

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

Assessments of Reading, Writing and Mathematics, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = *19*)

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.	5 / 26 / 63	*12*
I am good at mathematics.	32 / 63	*12*
I am able to answer difficult mathematics questions.	5 / 53 / 42	*8*
I do my best when I do mathematics activities in class.	16 / 79	*15*
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.	5 / 26 / 63	*12*
I think about the steps I will use to solve the problem.	16 / 42 / 42	*8*

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	16 / 11 / 37 / 37	*7*
Comics	11 / 37 / 16 / 32	*6*
Books, newspapers, magazines or Web sites for information	16 / 32 / 37 / 11	*2*
E-mail, text or instant messages	47 / 11 / 21 / 16	*3*
Any other type of reading material	11 / 21 / 32 / 32	*6*

* 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 (# = *19*)

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"
	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
Stories	16	42	16	21	*4*
Journal entries	16	47	16	11	*2*
E-mail, text or instant messages	47	16	11	11	*2*
Letters	16	37	21	16	*3*

OUT-OF-SCHOOL ACTIVITIES

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

	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
I participate in art, music or drama activities.	37	11	21	21	*4*
I participate in after-school clubs.	79	11			*2*
I participate in sports or other physical activities.	11	5	37	37	*7*

PARENTAL ENGAGEMENT

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

	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
We talk about the activities I do in school.	37			53	*10*
We talk about the reading and writing work I do in school.	5	21	32	32	*6*
We talk about the mathematics work I do in school.	11	21	37	26	*5*
We read together.	26	26	16	21	*4*
We look at my school agenda.	42	26	16	5	*1*
We use a computer together.	26	42	11	11	*2*

* 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 (# = *19*)

0 programs | 1 program | 2 or 3 programs | 4 programs or more

SCREEN TIME (TELEVISION) On a school day, how many TV programs do you normally watch?	Percentage of Students*	*Number of students who answered "4 programs or more"*
Before school	16 / 37 / 26 / 11	*2*
After school	5 / 16 / 16 / 58	*11*

SCHOOLS ATTENDED How many schools did you attend before this one?	Percentage of Students*	*Number of students*
Only this school	37	*7*
1 other school	42	*8*
2 other schools	5	*1*
3 other schools	5	*1*
4 other schools or more	5	*1*

Only English/ Mostly English | Another language (or other languages) as often as English | Mostly another language (or other languages)/ Only another language (or other languages)

LANGUAGES SPOKEN	Percentage of Students*	*Number of students who answered "only English" or "mostly English"*
Languages student speaks at home	58 / 16 / 21	*11*
Languages in which people speak to student at home	42 / 16 / 32	*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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 19)	Female* (# = N/R)	Male* (# = N/R)	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.	**63%**	N/R	N/R	**40%**	44%	36%	**44%**	49%	39%
I am a good reader.	**53%**	N/R	N/R	**61%**	62%	61%	**62%**	64%	61%
I am able to understand difficult reading passages.	**37%**	N/R	N/R	**26%**	24%	28%	**29%**	27%	31%
I do my best when I do reading activities in class.	**84%**	N/R	N/R	**70%**	75%	66%	**72%**	77%	67%
STUDENT ENGAGEMENT About writing:	**Percentage of students who answered "most of the time"†**								
I like to write.	**42%**	N/R	N/R	**44%**	48%	40%	**45%**	51%	39%
I am a good writer.	**53%**	N/R	N/R	**46%**	52%	41%	**48%**	54%	42%
I am able to communicate my ideas in writing.	**42%**	N/R	N/R	**42%**	44%	41%	**44%**	45%	42%
I do my best when I do writing activities in class.	**84%**	N/R	N/R	**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.	**74%**	N/R	N/R	**63%**	65%	60%	**64%**	67%	62%
I organize my ideas before I start to write.	**21%**	N/R	N/R	**41%**	45%	36%	**40%**	43%	36%
I edit my writing to make it better.	**42%**	N/R	N/R	**38%**	41%	34%	**39%**	43%	36%
I check my writing for spelling and grammar.	**53%**	N/R	N/R	**44%**	46%	41%	**43%**	47%	40%
STUDENT ENGAGEMENT About mathematics:	**Percentage of students who answered "most of the time"†**								
I like mathematics.	**63%**	N/R	N/R	**58%**	52%	65%	**57%**	51%	62%
I am good at mathematics.	**63%**	N/R	N/R	**56%**	49%	64%	**55%**	48%	62%
I am able to answer difficult mathematics questions.	**42%**	N/R	N/R	**34%**	27%	41%	**37%**	29%	45%
I do my best when I do mathematics activities in class.	**79%**	N/R	N/R	**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%**	N/R	N/R	**66%**	69%	63%	**67%**	72%	63%
I think about the steps I will use to solve the problem.	**42%**	N/R	N/R	**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 (# = 19)	Female* (# = N/R)	Male* (# = N/R)	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	**37%**	N/R	N/R	**33%**	36%	31%	**37%**	40%	34%
Comics	**32%**	N/R	N/R	**23%**	18%	27%	**21%**	17%	25%
Books, newspapers, magazines or Web sites for information	**11%**	N/R	N/R	**19%**	18%	19%	**19%**	19%	19%
E-mails, text or instant messages	**16%**	N/R	N/R	**23%**	27%	20%	**22%**	24%	20%
Any other type of reading material	**32%**	N/R	N/R	**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	**21%**	N/R	N/R	**17%**	19%	16%	**17%**	19%	15%
Journal entries	**11%**	N/R	N/R	**13%**	17%	10%	**13%**	17%	9%
E-mails, text or instant messages	**11%**	N/R	N/R	**22%**	26%	19%	**21%**	23%	18%
Letters	**16%**	N/R	N/R	**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.	**21%**	N/R	N/R	**23%**	29%	17%	**23%**	29%	18%
I participate in after-school clubs.	**11%**	N/R	N/R	**12%**	12%	12%	**13%**	14%	13%
I participate in sports or other physical activities.	**37%**	N/R	N/R	**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.	**53%**	N/R	N/R	**58%**	62%	53%	**54%**	58%	50%
We talk about the reading and writing work I do in school.	**32%**	N/R	N/R	**38%**	41%	35%	**33%**	36%	30%
We talk about the mathematics work I do in school.	**26%**	N/R	N/R	**42%**	45%	40%	**37%**	38%	35%
We read together.	**21%**	N/R	N/R	**24%**	25%	23%	**27%**	29%	25%
We look at my school agenda.	**5%**	N/R	N/R	**55%**	55%	56%	**42%**	43%	42%
We use a computer together.	**11%**	N/R	N/R	**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 (# = 19)	Female* (# = N/R)	Male* (# = N/R)	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	**11%**	N/R	N/R	**11%**	7%	14%	**11%**	8%	14%
After school	**58%**	N/R	N/R	**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	**79%**	N/R	N/R	**80%**	80%	81%	**78%**	78%	78%
2 other schools/3 other schools	**11%**	N/R	N/R	**14%**	15%	13%	**15%**	15%	15%
4 other schools or more	**5%**	N/R	N/R	**3%**	3%	3%	**4%**	4%	4%
LANGUAGES STUDENTS SPEAK AT HOME	**Percentage of students‡**								
Only English/Mostly English	**58%**	N/R	N/R	**66%**	63%	69%	**71%**	70%	72%
Another language (or other languages) as often as English	**16%**	N/R	N/R	**20%**	21%	19%	**16%**	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	**21%**	N/R	N/R	**12%**	14%	11%	**11%**	11%	11%
LANGUAGES SPOKEN TO STUDENTS AT HOME	**Percentage of students‡**								
Only English/Mostly English	**42%**	N/R	N/R	**54%**	53%	56%	**65%**	64%	66%
Another language (or other languages) as often as English	**16%**	N/R	N/R	**20%**	20%	20%	**13%**	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	**32%**	N/R	N/R	**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 (# = *47*)

Never | Sometimes | Most of the time

	Percentage of Students*	*Number of students who answered "most of the time"*
STUDENT ENGAGEMENT About reading:		
I like to read.	66 / 32	*15*
I am a good reader.	30 / 70	*33*
I am able to understand difficult reading passages.	57 / 40	*19*
I do my best when I do reading activities in class.	4 / 32 / 60	*28*
STUDENT ENGAGEMENT About writing:		
I like to write.	26 / 45 / 30	*14*
I am a good writer.	6 / 60 / 34	*16*
I am able to communicate my ideas in writing.	4 / 57 / 38	*18*
I do my best when I do writing activities in class.	6 / 43 / 51	*24*
COGNITIVE STRATEGIES USED IN LANGUAGE		
I make sure I understand what I am reading.	23 / 72	*34*
I organize my ideas before I start to write.	11 / 64 / 26	*12*
I edit my writing to make it better.	6 / 51 / 43	*20*
I check my writing for spelling and grammar.	4 / 32 / 62	*29*

* 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 (# = *47*)

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.	6 / 34 / 60	*28*
I am good at mathematics.	40 / 57	*27*
I am able to answer difficult mathematics questions.	4 / 38 / 57	*27*
I do my best when I do mathematics activities in class.	26 / 72	*34*
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.	17 / 81	*38*
I think about the steps I will use to solve the problem.	4 / 47 / 49	*23*

Never | 1 or 2 times a month | 1 to 3 times a week | Every day or almost every day

READING OUTSIDE SCHOOL How often do you read the following when you are not at school?	Percentage of Students*	*Number of students who answered "every day or almost every day"*
Stories or novels	13 / 32 / 23 / 30	*14*
Comics	36 / 36 / 11 / 15	*7*
Books, newspapers, magazines or Web sites for information	28 / 23 / 36 / 11	*5*
E-mail, text or instant messages	9 / 15 / 21 / 53	*25*
Any other type of reading material	23 / 23 / 28 / 23	*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 (# = *47*)

Never | 1 or 2 times a month | 1 to 3 times a week | Every day or almost every day

	Percentage of Students*	Number of students who answered "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?		
Stories	51 / 36 / 9	*0*
Journal entries	53 / 30 / 9 / 4	*2*
E-mail, text or instant messages	11 / 26 / 55	*26*
Letters	60 / 23 / 9 / 4	*2*
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.	43 / 17 / 32 / 6	*3*
I participate in after-school clubs.	62 / 9 / 9 / 19	*9*
I participate in sports or other physical activities.	13 / 13 / 32 / 40	*19*
PARENTAL ENGAGEMENT How often do you and a parent, a guardian or another adult who lives with you do the following?		
We talk about the activities I do in school.	6 / 9 / 23 / 60	*28*
We talk about the reading and writing work I do in school.	13 / 26 / 19 / 40	*19*
We talk about the mathematics work I do in school.	11 / 17 / 21 / 49	*23*
We read together.	55 / 21 / 11 / 11	*5*
We look at my school agenda.	60 / 19 / 6 / 11	*5*
We use a computer together.	53 / 19 / 15 / 11	*5*

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

Assessments of Reading, Writing and Mathematics, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = *47*)

SCHOOLS ATTENDED How many schools did you attend before this one?	Percentage of Students*	*Number of students*
Only this school	21	*10*
1 other school	32	*15*
2 other schools	28	*13*
3 other schools	13	*6*
4 other schools or more	4	*2*

Only English/ Mostly English

Another language (or other languages) as often as English

Mostly another language (or other languages)/ Only another language (or other languages)

LANGUAGES SPOKEN	Percentage of Students*	*Number of students who answered "only English" or "mostly English"*
Languages student speaks at home	64 / 26 / 9	*30*
Languages in which people speak to student at home	51 / 23 / 23	*24*

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

Assessments of Reading, Writing and Mathematics, 2018–2019

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 47)	Female* (# = 24)	Male* (# = 23)	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.	**32%**	29%	35%	**37%**	44%	30%	**42%**	49%	35%
I am a good reader.	**70%**	75%	65%	**65%**	68%	61%	**67%**	70%	64%
I am able to understand difficult reading passages.	**40%**	38%	43%	**38%**	37%	39%	**42%**	41%	43%
I do my best when I do reading activities in class.	**60%**	75%	43%	**70%**	74%	66%	**71%**	76%	66%
STUDENT ENGAGEMENT About writing:	**Percentage of students who answered "most of the time"†**								
I like to write.	**30%**	42%	17%	**36%**	45%	27%	**39%**	50%	28%
I am a good writer.	**34%**	46%	22%	**37%**	45%	30%	**40%**	47%	33%
I am able to communicate my ideas in writing.	**38%**	42%	35%	**46%**	50%	43%	**49%**	53%	44%
I do my best when I do writing activities in class.	**51%**	62%	39%	**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.	**72%**	67%	78%	**70%**	72%	68%	**71%**	74%	68%
I organize my ideas before I start to write.	**26%**	38%	13%	**31%**	35%	27%	**31%**	35%	27%
I edit my writing to make it better.	**43%**	54%	30%	**47%**	53%	40%	**47%**	53%	41%
I check my writing for spelling and grammar.	**62%**	58%	65%	**51%**	56%	47%	**51%**	56%	47%
STUDENT ENGAGEMENT About mathematics:	**Percentage of students who answered "most of the time"†**								
I like mathematics.	**60%**	46%	74%	**51%**	41%	61%	**50%**	41%	58%
I am good at mathematics.	**57%**	46%	70%	**53%**	45%	60%	**52%**	44%	60%
I am able to answer difficult mathematics questions.	**57%**	50%	65%	**37%**	29%	45%	**39%**	30%	48%
I do my best when I do mathematics activities in class.	**72%**	67%	78%	**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.	**81%**	88%	74%	**80%**	82%	77%	**81%**	84%	77%
I think about the steps I will use to solve the problem.	**49%**	62%	35%	**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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GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 47)	Female* (# = 24)	Male* (# = 23)	All (# = 5 048)	Female* (# = 2 456)	Male* (# = 2 592)	All (# = 130 549)	Female* (# = 64 024)	Male* (# = 66 514)
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	**30%**	33%	26%	**21%**	25%	17%	**27%**	32%	23%
Comics	**15%**	12%	17%	**15%**	13%	16%	**14%**	12%	15%
Books, newspapers, magazines or Web sites for information	**11%**	8%	13%	**19%**	19%	18%	**20%**	20%	21%
E-mail, text or instant messages	**53%**	62%	43%	**56%**	66%	47%	**55%**	63%	47%
Any other type of reading material	**23%**	29%	17%	**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	**0%**	0%	0%	**7%**	7%	6%	**7%**	9%	6%
Journal entries	**4%**	4%	4%	**7%**	11%	4%	**7%**	11%	4%
E-mail, text or instant messages	**55%**	71%	39%	**54%**	64%	44%	**53%**	62%	45%
Letters	**4%**	4%	4%	**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.	**6%**	12%	0%	**17%**	22%	12%	**17%**	22%	12%
I participate in after-school clubs.	**19%**	21%	17%	**10%**	11%	10%	**10%**	11%	10%
I participate in sports or other physical activities.	**40%**	42%	39%	**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.	**60%**	67%	52%	**58%**	60%	56%	**58%**	60%	55%
We talk about the reading and writing work I do in school.	**40%**	54%	26%	**33%**	34%	31%	**31%**	33%	30%
We talk about the mathematics work I do in school.	**49%**	50%	48%	**42%**	42%	43%	**40%**	41%	38%
We read together.	**11%**	8%	13%	**7%**	6%	8%	**7%**	7%	8%
We look at my school agenda.	**11%**	4%	17%	**30%**	28%	32%	**22%**	21%	23%
We use a computer together.	**11%**	12%	9%	**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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GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 47)	Female* (# = 24)	Male* (# = 23)	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	**53%**	46%	61%	**72%**	71%	73%	**69%**	69%	68%
2 other schools/3 other schools	**40%**	46%	35%	**21%**	22%	19%	**23%**	23%	22%
4 other schools or more	**4%**	4%	4%	**4%**	4%	5%	**6%**	6%	6%
LANGUAGES STUDENTS SPEAK AT HOME	**Percentage of students†**								
Only English/Mostly English	**64%**	62%	65%	**68%**	67%	69%	**73%**	73%	73%
Another language (or other languages) as often as English	**26%**	25%	26%	**20%**	21%	18%	**17%**	18%	16%
Mostly another language (or other languages)/ Only another language (or other languages)	**9%**	8%	9%	**10%**	10%	10%	**9%**	8%	9%
LANGUAGES SPOKEN TO STUDENTS AT HOME	**Percentage of students†**								
Only English/Mostly English	**51%**	46%	57%	**53%**	52%	55%	**65%**	65%	65%
Another language (or other languages) as often as English	**23%**	29%	17%	**21%**	23%	20%	**15%**	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	**23%**	21%	26%	**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 *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (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.