



School Report



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

School: Elder's Mills PS (270680)

Board: York Region DSB (66095)

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

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

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

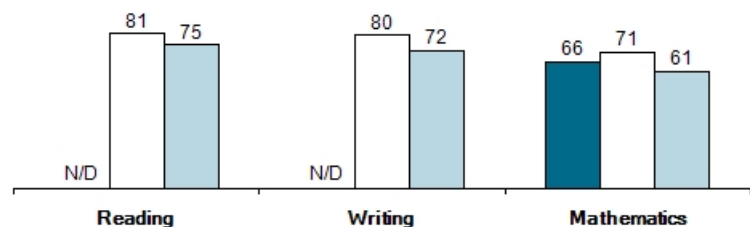
Kind Regards,

Norah Marsh
Chief Executive Officer
Education Quality and Accountability Office

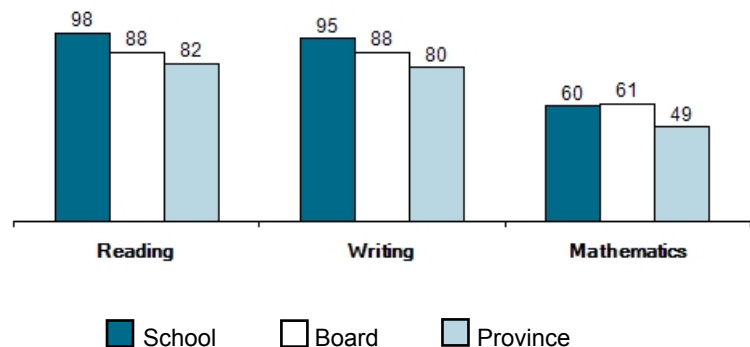
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2017–2018

Grade 3



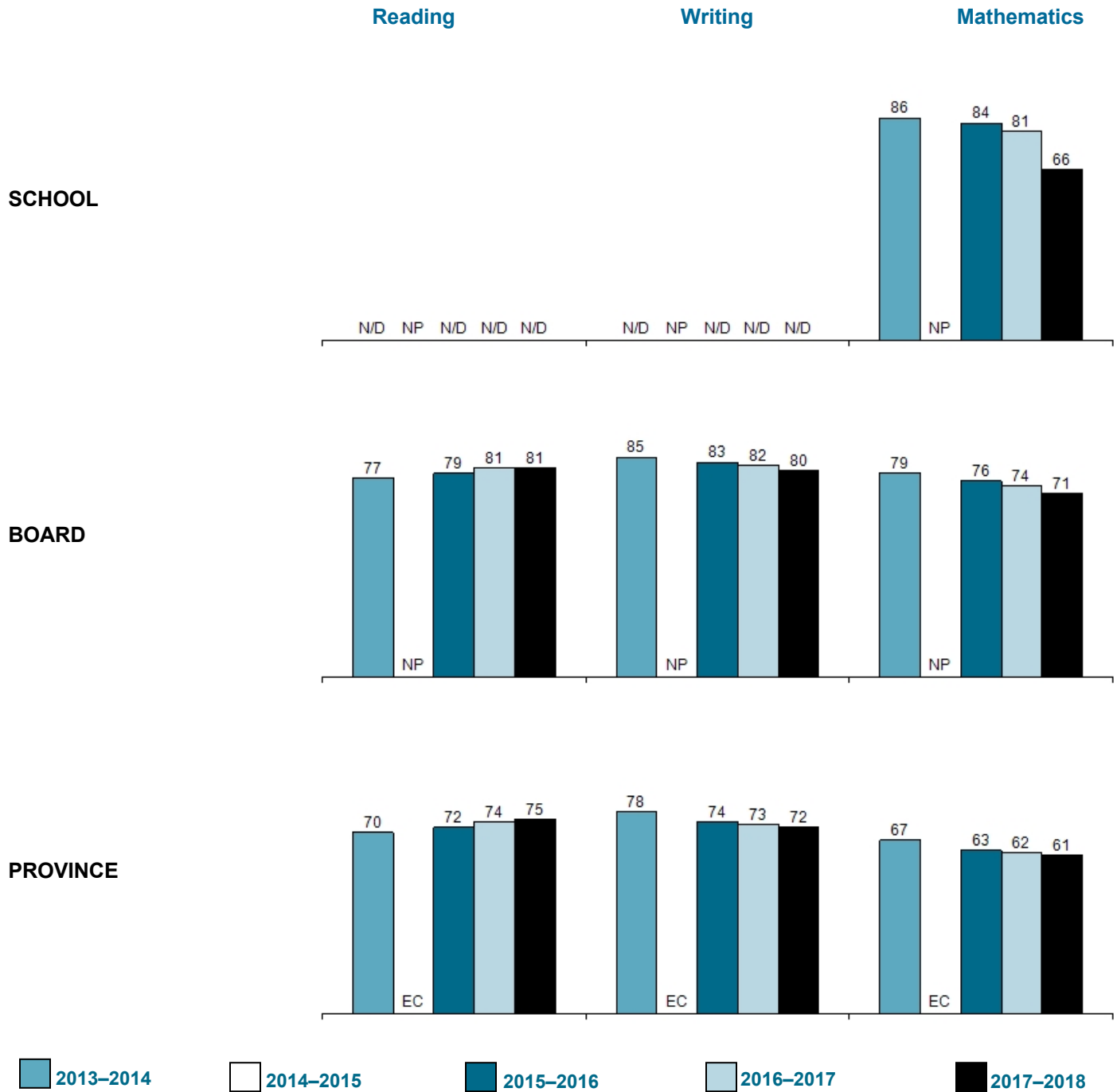
Grade 6



Assessments of Reading, Writing and Mathematics, 2017–2018

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

PERCENTAGE OF STUDENTS: Grade 3

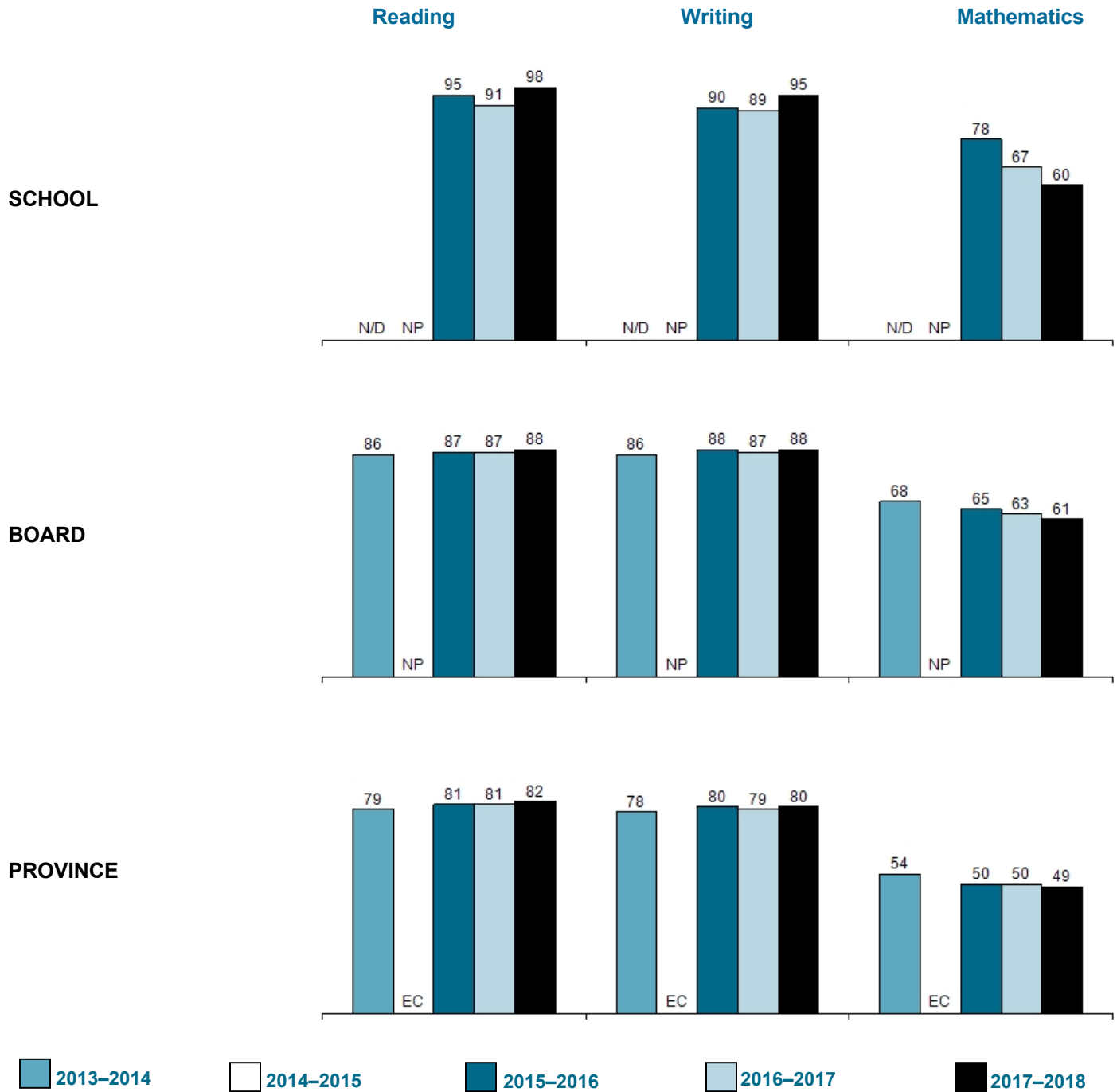


	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
School	43	NP	68	69	85
Board	8 277	NP	8 888	8 604	8 666
Province	127 505	EC	125 484	132 992	132 656

Assessments of Reading, Writing and Mathematics, 2017–2018

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

PERCENTAGE OF STUDENTS: Grade 6



Total Number of Grade 6 Students

	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
School	0	NP	41	66	58
Board	8 701	NP	8 825	8 738	8 941
Province	127 286	EC	123 685	130 775	132 766

Assessments of Reading, Writing and Mathematics, 2017–2018

TIPS

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



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



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



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



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

ABOUT THIS SCHOOL OR BOARD REPORT

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

This report includes

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

HOW TO USE THIS REPORT

- ◆ Examine the contextual information to understand the similarities and differences between the school, the board and the province; the board and the province. Consider the challenges that any differences might present.
- ◆ Examine the results for reading, writing and mathematics.
 - Are these results consistent with what you would expect?
 - How do the school results compare to the board and the province; the board results compare to the province?
 - How do these results compare over time?
 - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- ◆ Speak to school or board staff about the goals for school improvement related to reading, writing and mathematics.

The Education Quality and Accountability Office is an independent agency that gathers information about student achievement through province-wide assessments. Each year, all Grade 3 and Grade 6 students across Ontario take part in these assessments of reading, writing and mathematics. Individual results are reported to students and to parents and guardians. School, board and provincial results are released publicly.

Learn more about us at www.eqao.com.

Assessments of Reading, Writing and Mathematics, 2017–2018

Contextual Information: Grade 3*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 3 students	85		8 666		132 656	
Number of classes with Grade 3 students	5		743		10 171	
Number of schools with Grade 3 classes	Not applicable		175		3 289	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	48	56%	4 243	49%	64 587	49%
Male	37	44%	4 423	51%	68 069	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	13	15%	2 827	33%	17 484	13%
Students with special education needs (excluding gifted)**	2	2%	890	10%	23 789	18%
Place of Birth						
Born in Canada	81	95%	7 568	87%	118 700	89%
Born outside Canada	4	5%	1 090	13%	13 543	10%
In Canada less than one year	0	0%	33	<1%	935	1%
In Canada one year or more but less than three years	0	0%	226	3%	3 469	3%
In Canada three years or more	3	4%	710	8%	8 392	6%
Language						
First language learned at home was other than English	33	39%	4 331	50%	28 529	22%
Year Student Entered Current School						
Year of the assessment	9	11%	1 313	15%	16 810	13%
Year prior to the assessment	4	5%	1 202	14%	14 057	11%
2 years prior to the assessment	72	85%	1 858	21%	17 803	13%
3 or more years prior to the assessment	0	0%	4 282	49%	83 848	63%
Data not available	0	0%	11	<1%	138	<1%
Year Student Entered Current Board						
Year of the assessment	4	5%	536	6%	7 905	6%
Year prior to the assessment	3	4%	547	6%	7 713	6%
2 years prior to the assessment	21	25%	1 058	12%	9 520	7%
3 or more years prior to the assessment	57	67%	6 512	75%	107 214	81%
Data not available	0	0%	13	<1%	304	<1%

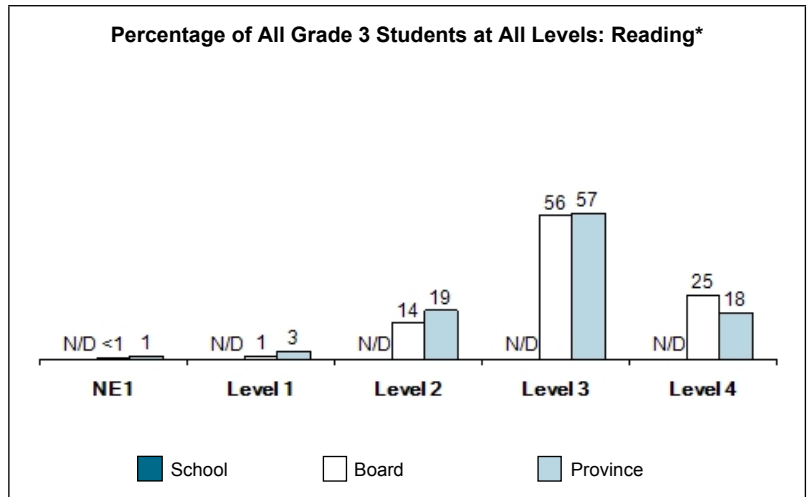
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are based on information provided by schools and/or boards through the Student Data Collection process.

** See the Explanation of Terms.

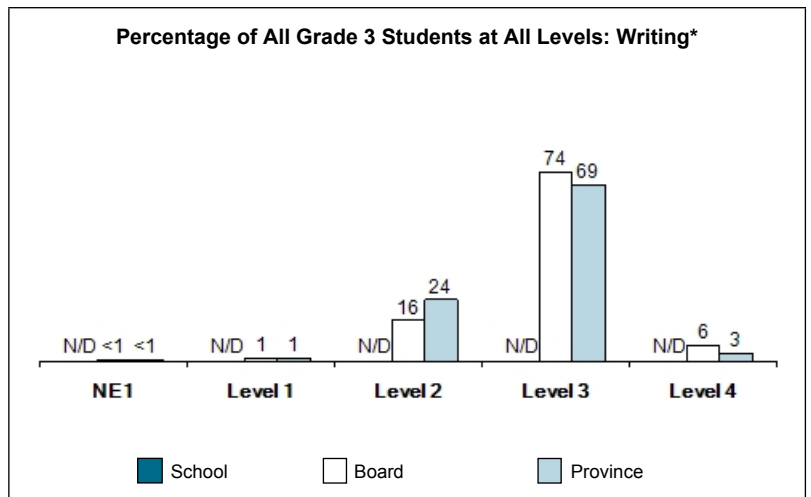
Assessments of Reading, Writing and Mathematics, 2017–2018

Grade 3: All Students^{††}

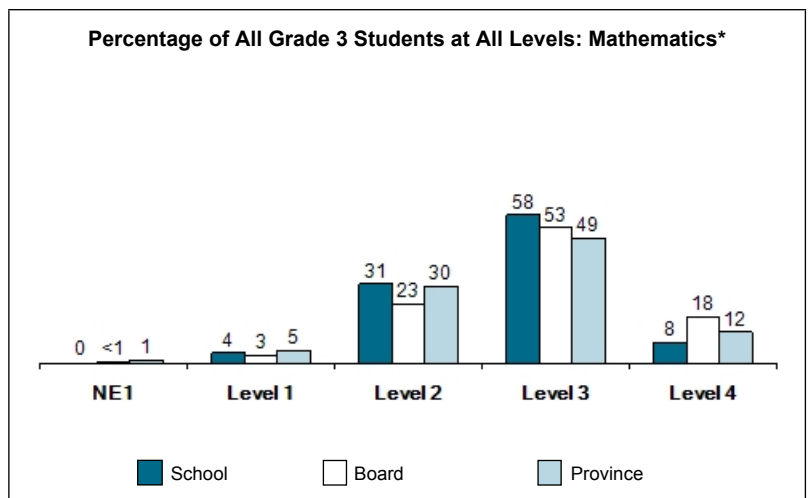
Grade 3: Reading*				
Number of Students	School N/D		Board 6 943	Province 125 213
	#	%	%	%
Level 4	N/D	N/D	25%	18%
Level 3	N/D	N/D	56%	57%
Level 2	N/D	N/D	14%	19%
Level 1	N/D	N/D	1%	3%
NEI**	N/D	N/D	<1%	1%
Participating Students	N/D	N/D	96%	97%
No Data	N/D	N/D	1%	1%
Exempt	N/D	N/D	3%	2%
At or Above Provincial Standard (Levels 3 and 4) [†]		N/D	81%	75%



Grade 3: Writing*				
Number of Students	School N/D		Board 6 943	Province 125 213
	#	%	%	%
Level 4	N/D	N/D	6%	3%
Level 3	N/D	N/D	74%	69%
Level 2	N/D	N/D	16%	24%
Level 1	N/D	N/D	1%	1%
NEI**	N/D	N/D	<1%	<1%
Participating Students	N/D	N/D	96%	97%
No Data	N/D	N/D	1%	1%
Exempt	N/D	N/D	3%	2%
At or Above Provincial Standard (Levels 3 and 4) [†]		N/D	80%	72%



Grade 3: Mathematics*				
Number of Students	School 85		Board 8 664	Province 132 656
	#	%	%	%
Level 4	7	8%	18%	12%
Level 3	49	58%	53%	49%
Level 2	26	31%	23%	30%
Level 1	3	4%	3%	5%
NEI**	0	0%	<1%	1%
Participating Students	85	100%	97%	97%
No Data	0	0%	1%	1%
Exempt	0	0%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) [†]		66%	71%	61%



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

** See the Explanation of Terms.

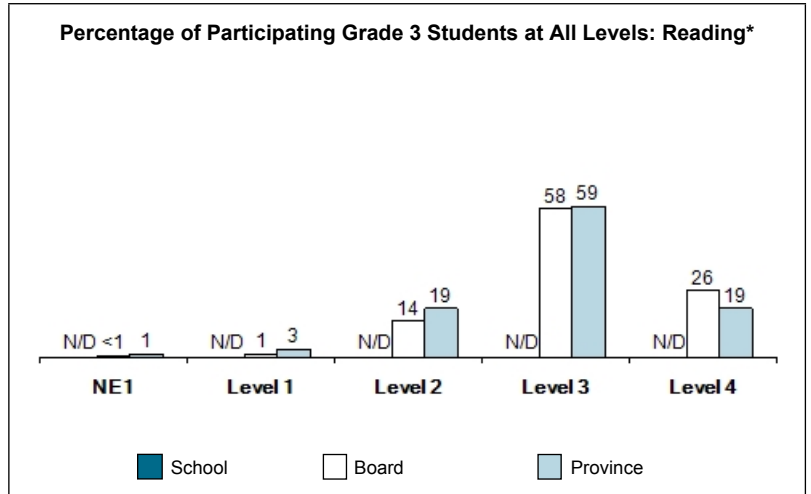
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

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

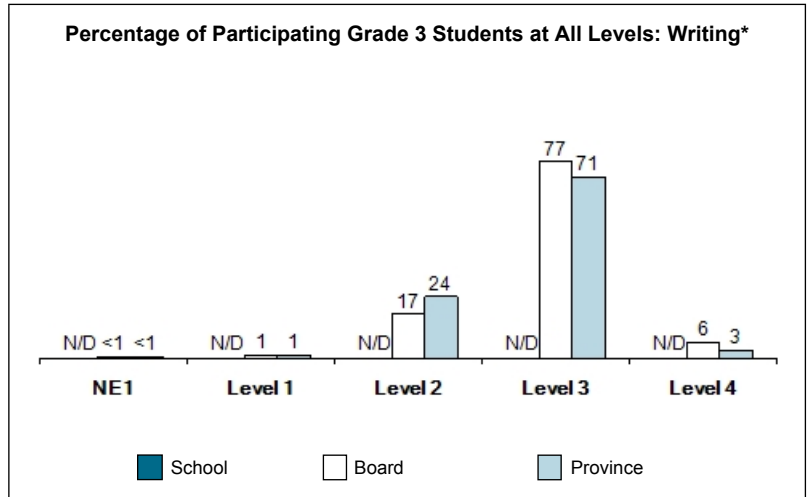
Assessments of Reading, Writing and Mathematics, 2017–2018

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

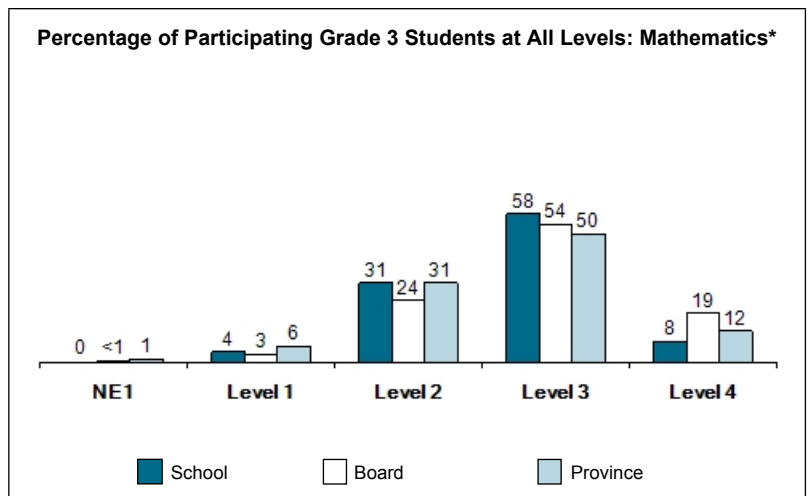
Grade 3: Reading*				
Number of Students	School N/D		Board 6 681	Province 121 227
	#	%	%	%
Level 4	N/D	N/D	26%	19%
Level 3	N/D	N/D	58%	59%
Level 2	N/D	N/D	14%	19%
Level 1	N/D	N/D	1%	3%
NE1**	N/D	N/D	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		N/D	84%	77%



Grade 3: Writing*				
Number of Students	School N/D		Board 6 683	Province 121 344
	#	%	%	%
Level 4	N/D	N/D	6%	3%
Level 3	N/D	N/D	77%	71%
Level 2	N/D	N/D	17%	24%
Level 1	N/D	N/D	1%	1%
NE1**	N/D	N/D	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		N/D	83%	74%



Grade 3: Mathematics*				
Number of Students	School 85		Board 8 418	Province 128 792
	#	%	%	%
Level 4	7	8%	19%	12%
Level 3	49	58%	54%	50%
Level 2	26	31%	24%	31%
Level 1	3	4%	3%	6%
NE1**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		66%	73%	62%



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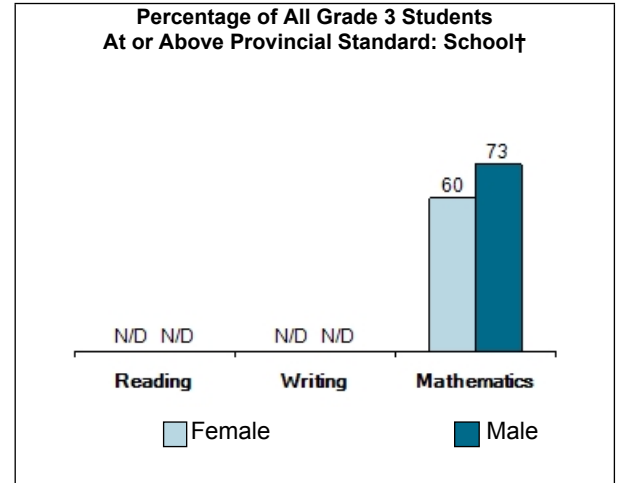
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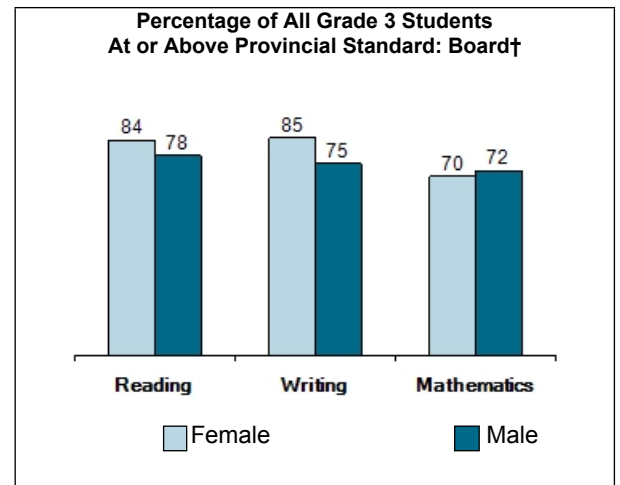
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Grade 3: Gender^{††}

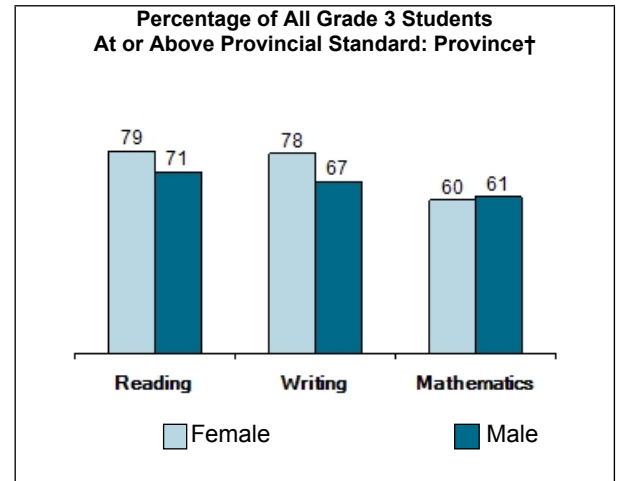
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/D	Male N/D	Female N/D	Male N/D	Female 48	Male 37
Level 4	N/D	N/D	N/D	N/D	8%	8%
Level 3	N/D	N/D	N/D	N/D	52%	65%
Level 2	N/D	N/D	N/D	N/D	33%	27%
Level 1	N/D	N/D	N/D	N/D	6%	0%
NEI**	N/D	N/D	N/D	N/D	0%	0%
Participating Students	N/D	N/D	N/D	N/D	100%	100%
No Data Exempt	N/D	N/D	N/D	N/D	0%	0%
At or Above Provincial Standard (Levels 3 and 4) [†]	N/D	N/D	N/D	N/D	60%	73%



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 3 251	Male 3 692	Female 3 251	Male 3 692	Female 4 241	Male 4 423
Level 4	29%	20%	9%	3%	17%	19%
Level 3	55%	57%	76%	72%	53%	52%
Level 2	11%	16%	12%	19%	25%	22%
Level 1	1%	1%	<1%	1%	3%	3%
NEI**	<1%	<1%	<1%	<1%	<1%	<1%
Participating Students	97%	96%	97%	96%	98%	97%
No Data Exempt	1%	1%	1%	1%	1%	1%
	3%	4%	3%	4%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) [†]	84%	78%	85%	75%	70%	72%



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



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

** See the Explanation of Terms.

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

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

Assessments of Reading, Writing and Mathematics, 2017–2018

Contextual Information: Grade 6*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 6 students	58		8 941		132 766	
Number of classes with Grade 6 students	3		668		8 644	
Number of schools with Grade 6 classes	Not applicable		175		3 122	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	37	64%	4 316	48%	64 627	49%
Male	21	36%	4 625	52%	68 138	51%
Gender not specified	0	0%	0	0%	1	<1%
Student Status						
English language learners**	2	3%	2 174	24%	14 532	11%
Students with special education needs (excluding gifted)**	0	0%	1 402	16%	28 757	22%
Place of Birth						
Born in Canada	57	98%	7 556	85%	116 090	87%
Born outside Canada	1	2%	1 378	15%	16 461	12%
In Canada less than one year	0	0%	27	<1%	822	1%
In Canada one year or more but less than three years	0	0%	201	2%	3 099	2%
In Canada three years or more	1	2%	1 026	11%	11 860	9%
Language						
First language learned at home was other than English	20	34%	4 238	47%	30 206	23%
Year Student Entered Current School						
Year of the assessment	8	14%	935	10%	27 626	21%
Year prior to the assessment	3	5%	830	9%	12 265	9%
2 years prior to the assessment	0	0%	1 280	14%	11 687	9%
3 or more years prior to the assessment	47	81%	5 886	66%	81 093	61%
Data not available	0	0%	10	<1%	95	<1%
Year Student Entered Current Board						
Year of the assessment	7	12%	512	6%	7 017	5%
Year prior to the assessment	3	5%	425	5%	6 714	5%
2 years prior to the assessment	0	0%	469	5%	6 032	5%
3 or more years prior to the assessment	48	83%	7 522	84%	111 795	84%
Data not available	0	0%	13	<1%	1 208	1%

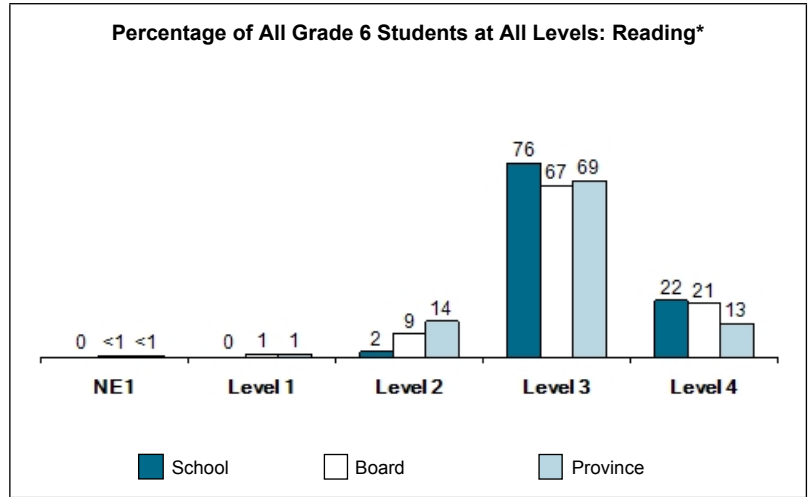
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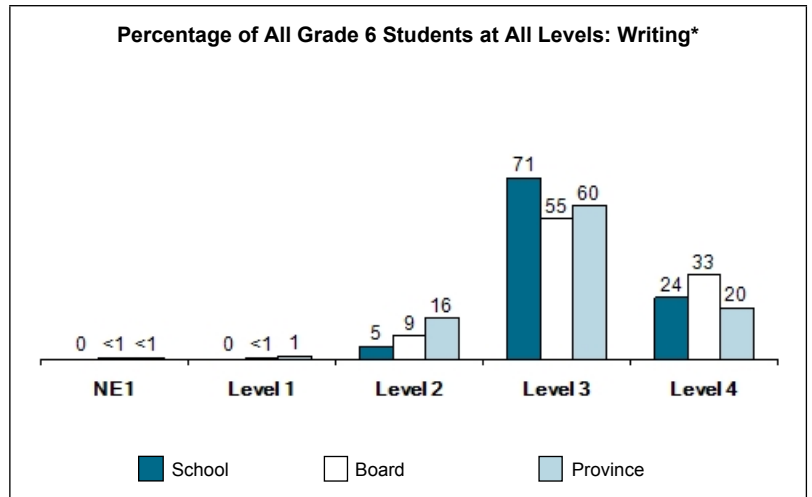
Assessments of Reading, Writing and Mathematics, 2017–2018

Grade 6: All Students

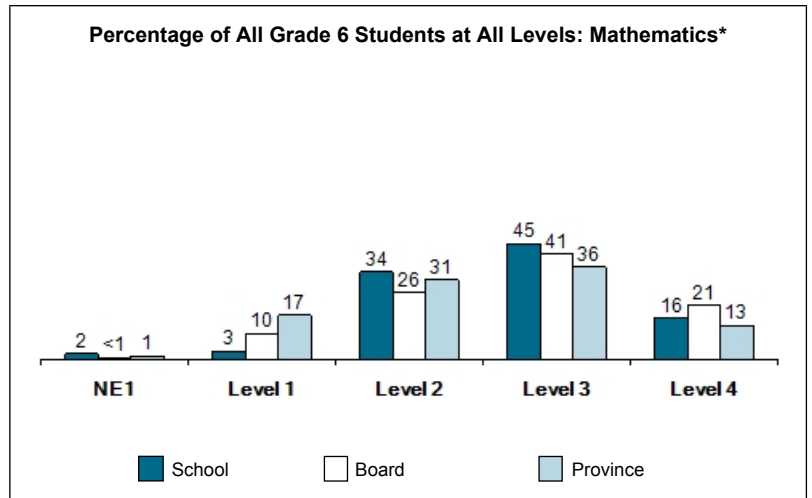
Grade 6: Reading*				
Number of Students	School 58		Board 8 941	Province 132 766
	#	%	%	%
Level 4	13	22%	21%	13%
Level 3	44	76%	67%	69%
Level 2	1	2%	9%	14%
Level 1	0	0%	1%	1%
NE1**	0	0%	<1%	<1%
Participating Students	58	100%	97%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		98%	88%	82%



Grade 6: Writing*				
Number of Students	School 58		Board 8 941	Province 132 766
	#	%	%	%
Level 4	14	24%	33%	20%
Level 3	41	71%	55%	60%
Level 2	3	5%	9%	16%
Level 1	0	0%	<1%	1%
NE1**	0	0%	<1%	<1%
Participating Students	58	100%	97%	97%
No Data	0	0%	1%	1%
Exempt	0	0%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		95%	88%	80%



Grade 6: Mathematics*				
Number of Students	School 58		Board 8 941	Province 132 766
	#	%	%	%
Level 4	9	16%	21%	13%
Level 3	26	45%	41%	36%
Level 2	20	34%	26%	31%
Level 1	2	3%	10%	17%
NE1**	1	2%	<1%	1%
Participating Students	58	100%	98%	97%
No Data	0	0%	1%	1%
Exempt	0	0%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		60%	61%	49%



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

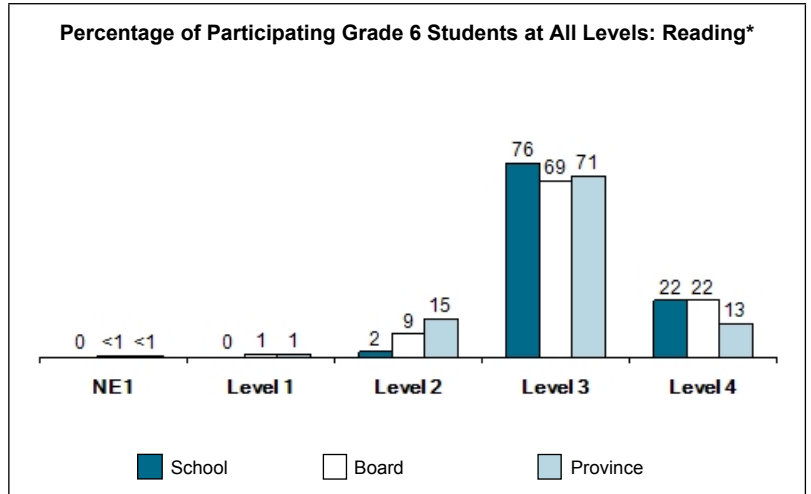
** See the Explanation of Terms.

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

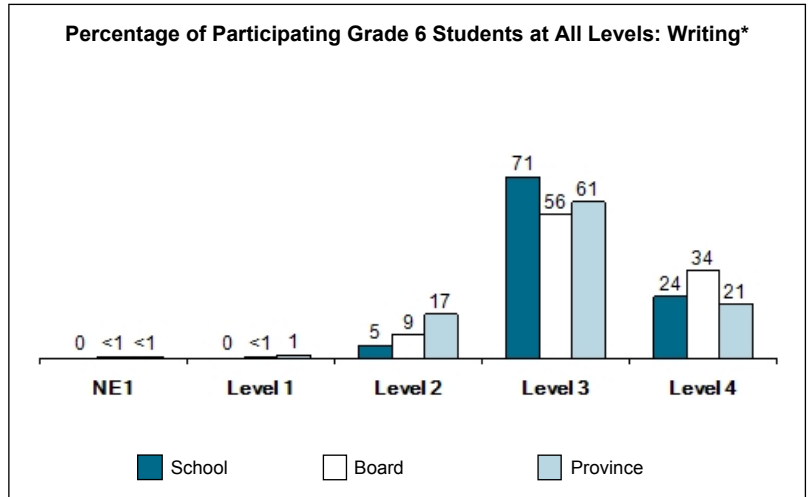
Assessments of Reading, Writing and Mathematics, 2017–2018

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

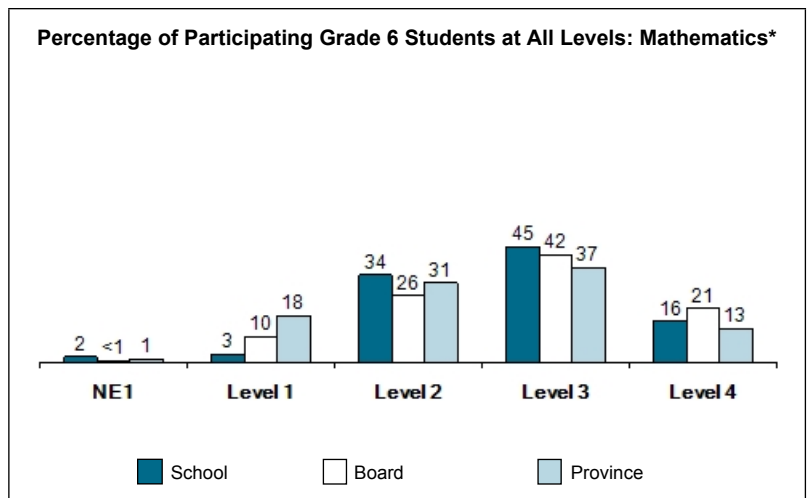
Grade 6: Reading*				
Number of Students	School 58		Board 8 706	Province 129 120
	#	%	%	%
Level 4	13	22%	22%	13%
Level 3	44	76%	69%	71%
Level 2	1	2%	9%	15%
Level 1	0	0%	1%	1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	98%		90%	84%



Grade 6: Writing*				
Number of Students	School 58		Board 8 705	Province 129 095
	#	%	%	%
Level 4	14	24%	34%	21%
Level 3	41	71%	56%	61%
Level 2	3	5%	9%	17%
Level 1	0	0%	<1%	1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	95%		91%	82%



Grade 6: Mathematics*				
Number of Students	School 58		Board 8 725	Province 129 043
	#	%	%	%
Level 4	9	16%	21%	13%
Level 3	26	45%	42%	37%
Level 2	20	34%	26%	31%
Level 1	2	3%	10%	18%
NE1**	1	2%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	60%		63%	50%



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

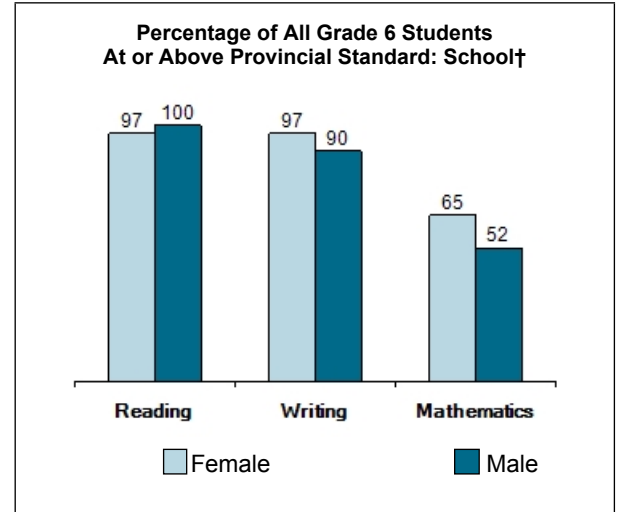
** See the Explanation of Terms.

† 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.

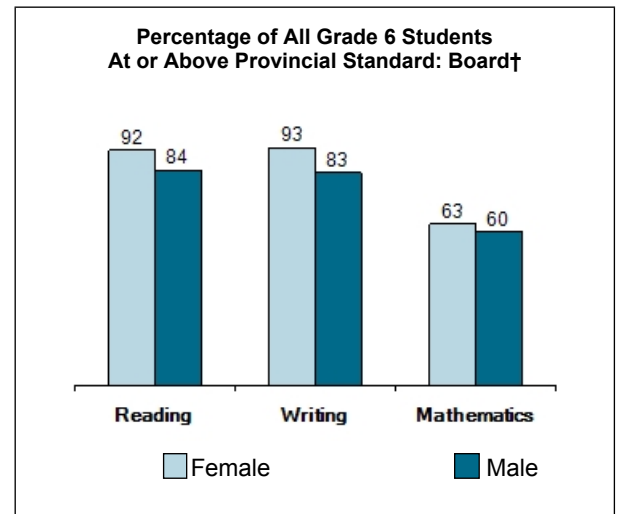
Assessments of Reading, Writing and Mathematics, 2017–2018

Grade 6: Gender^{††}

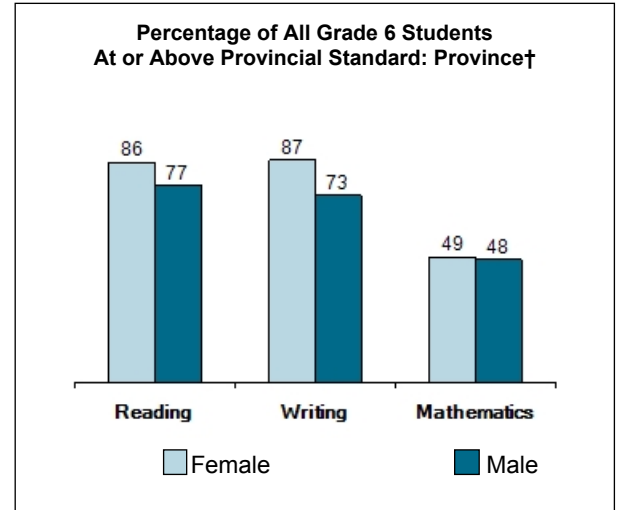
Grade 6: School*						
	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
<i>Number of Students</i>	37	21	37	21	37	21
Level 4	30%	10%	32%	10%	14%	19%
Level 3	68%	90%	65%	81%	51%	33%
Level 2	3%	0%	3%	10%	32%	38%
Level 1	0%	0%	0%	0%	0%	10%
NE1**	0%	0%	0%	0%	3%	0%
<i>Participating Students</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)[†]	97%	100%	97%	90%	65%	52%



Grade 6: Board*						
	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
<i>Number of Students</i>	4 316	4 625	4 316	4 625	4 316	4 625
Level 4	27%	15%	45%	22%	21%	21%
Level 3	65%	69%	48%	61%	42%	40%
Level 2	6%	11%	5%	12%	26%	25%
Level 1	<1%	1%	<1%	1%	9%	11%
NE1**	<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%	3%	1%	3%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)[†]	92%	84%	93%	83%	63%	60%



Grade 6: Province*						
	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
<i>Number of Students</i>	64 627	68 138	64 627	68 138	64 627	68 138
Level 4	17%	9%	29%	12%	13%	13%
Level 3	69%	69%	59%	61%	37%	35%
Level 2	11%	18%	10%	22%	32%	30%
Level 1	1%	2%	1%	1%	16%	19%
NE1**	<1%	<1%	<1%	<1%	<1%	1%
<i>Participating Students</i>	98%	97%	98%	97%	98%	97%
No Data	1%	1%	1%	1%	1%	1%
Exempt	1%	2%	1%	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)[†]	86%	77%	87%	73%	49%	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, 2017–2018

Contextual Information over Time: Grade 3*

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

Grade 3	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Enrolment					
Number of students	43	NP	68	69	85
Participation in the Assessment					
Reading†	-	NP	-	-	-
Writing†	-	NP	-	-	-
Mathematics†	100%	NP	100%	100%	100%
Gender					
Female	49%	NP	71%	55%	56%
Male	51%	NP	29%	45%	44%
Student Status					
English language learners**	5%	NP	10%	25%	15%
Students with special education needs (excluding gifted)**	5%	NP	1%	1%	2%
Place of Birth					
Born in Canada	93%	NP	91%	91%	95%
Born outside Canada	7%	NP	9%	9%	5%
In Canada less than one year	0%	NP	0%	0%	0%
In Canada one year or more but less than three years	0%	NP	0%	0%	0%
In Canada three years or more	5%	NP	9%	7%	4%
Language					
First language learned at home was other than English	28%	NP	32%	52%	39%
Year Student Entered Current School					
Year of the assessment	12%	NP	7%	4%	11%
Year prior to the assessment	5%	NP	7%	4%	5%
2 years prior to the assessment	77%	NP	76%	90%	85%
3 or more years prior to the assessment	7%	NP	9%	1%	0%
Data not available	0%	NP	0%	0%	0%
Year Student Entered Current Board					
Year of the assessment	9%	NP	6%	1%	5%
Year prior to the assessment	2%	NP	3%	4%	4%
2 years prior to the assessment	16%	NP	25%	29%	25%
3 or more years prior to the assessment	72%	NP	66%	65%	67%
Data not available	0%	NP	0%	0%	0%

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

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

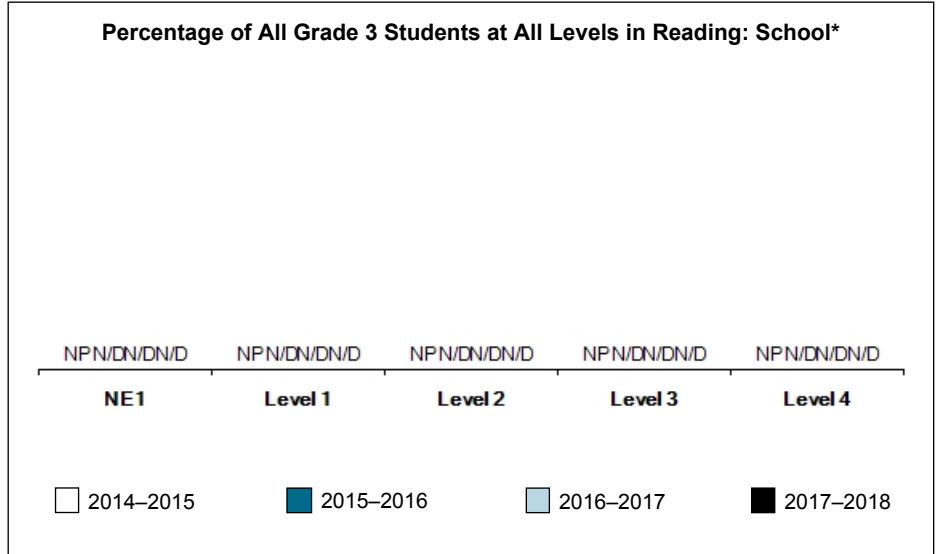
** See the Explanation of Terms.

Assessments of Reading, Writing and Mathematics, 2017–2018

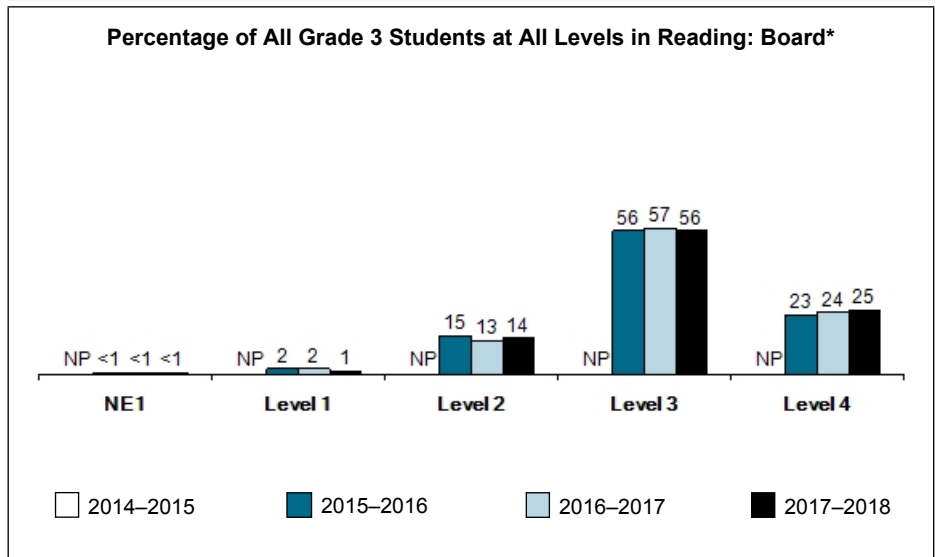
Results over Time, 2014–2015 to 2017–2018*

Grade 3: Reading

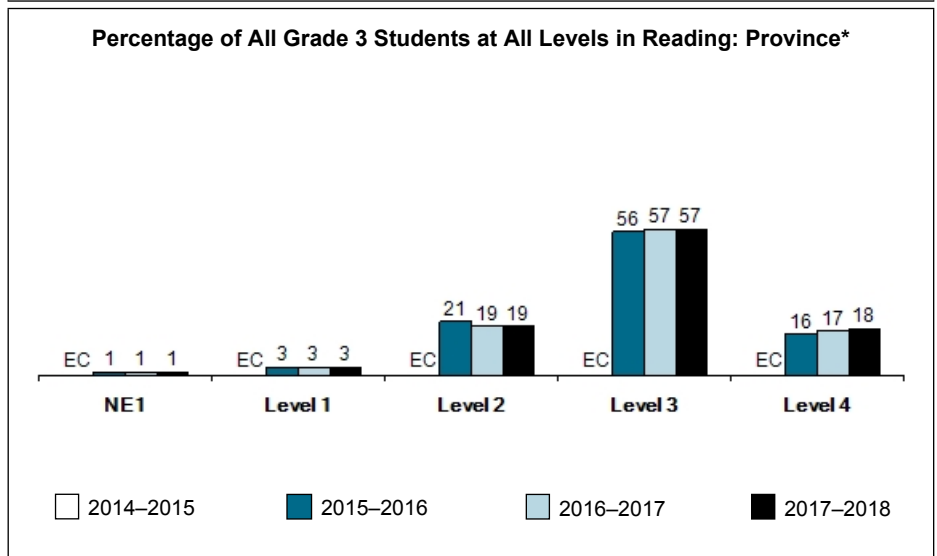
Grade 3 Reading: School*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
Number of Students	NP	N/D	N/D	N/D
Level 4	NP	N/D	N/D	N/D
Level 3	NP	N/D	N/D	N/D
Level 2	NP	N/D	N/D	N/D
Level 1	NP	N/D	N/D	N/D
NE1**	NP	N/D	N/D	N/D
Participating Students	NP	N/D	N/D	N/D
No Data Exempt	NP	N/D	N/D	N/D
At or Above Provincial Standard†	NP	N/D	N/D	N/D



Grade 3 Reading: Board*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
Number of Students	NP	7 127	7 002	6 943
Level 4	NP	23%	24%	25%
Level 3	NP	56%	57%	56%
Level 2	NP	15%	13%	14%
Level 1	NP	2%	2%	1%
NE1**	NP	<1%	<1%	<1%
Participating Students	NP	96%	96%	96%
No Data Exempt	NP	1%	1%	1%
	NP	3%	3%	3%
At or Above Provincial Standard†	NP	79%	81%	81%



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



◆ 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.

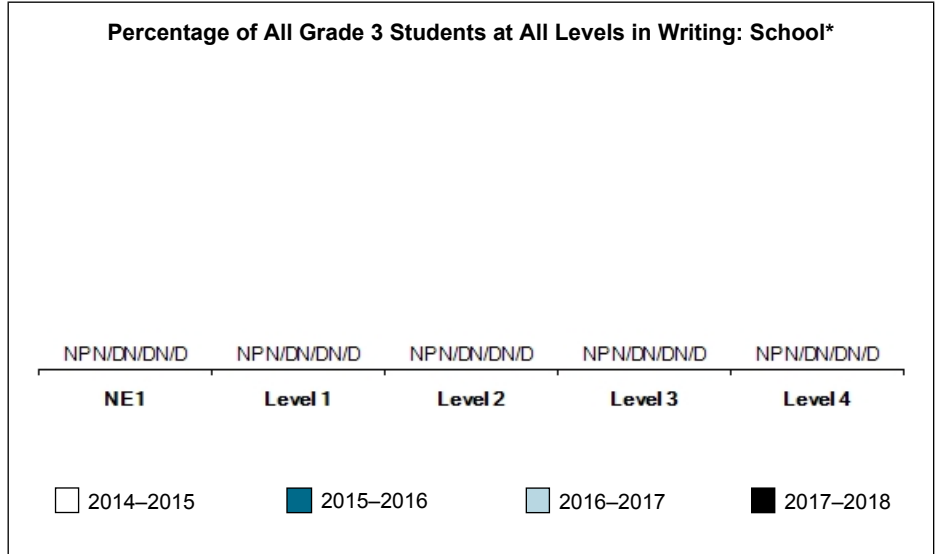
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

Assessments of Reading, Writing and Mathematics, 2017–2018

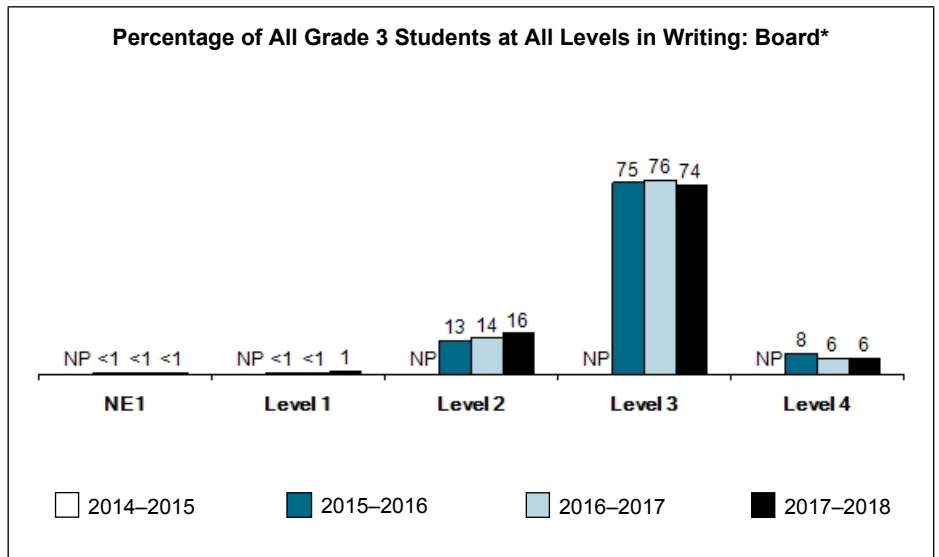
Results over Time, 2014–2015 to 2017–2018*

Grade 3: Writing

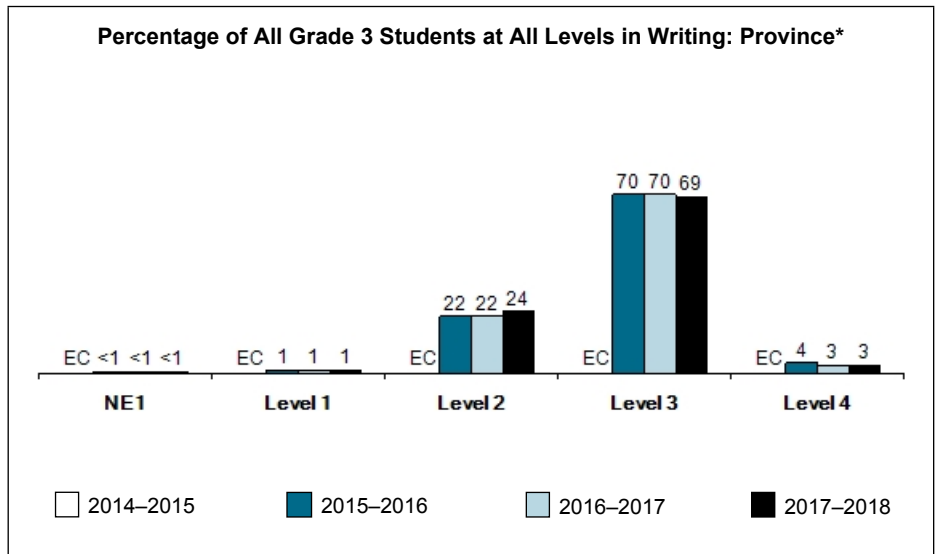
Grade 3 Writing: School*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
Number of Students	NP	N/D	N/D	N/D
Level 4	NP	N/D	N/D	N/D
Level 3	NP	N/D	N/D	N/D
Level 2	NP	N/D	N/D	N/D
Level 1	NP	N/D	N/D	N/D
NE1**	NP	N/D	N/D	N/D
Participating Students	NP	N/D	N/D	N/D
No Data	NP	N/D	N/D	N/D
Exempt	NP	N/D	N/D	N/D
At or Above Provincial Standard†	NP	N/D	N/D	N/D



Grade 3 Writing: Board*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
Number of Students	NP	7 127	7 002	6 943
Level 4	NP	8%	6%	6%
Level 3	NP	75%	76%	74%
Level 2	NP	13%	14%	16%
Level 1	NP	<1%	<1%	1%
NE1**	NP	<1%	<1%	<1%
Participating Students	NP	96%	96%	96%
No Data	NP	1%	1%	1%
Exempt	NP	3%	3%	3%
At or Above Provincial Standard†	NP	83%	82%	80%



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



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

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

** See the Explanation of Terms.

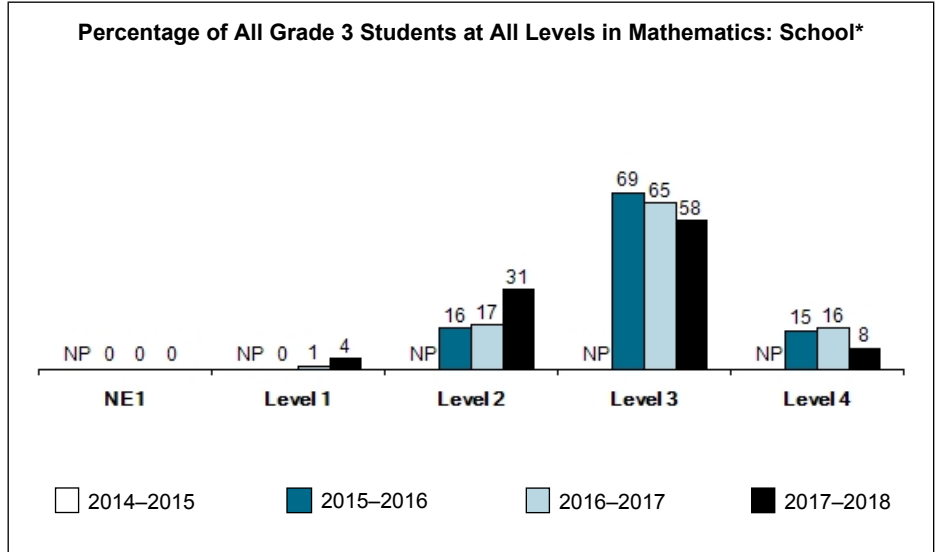
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

Assessments of Reading, Writing and Mathematics, 2017–2018

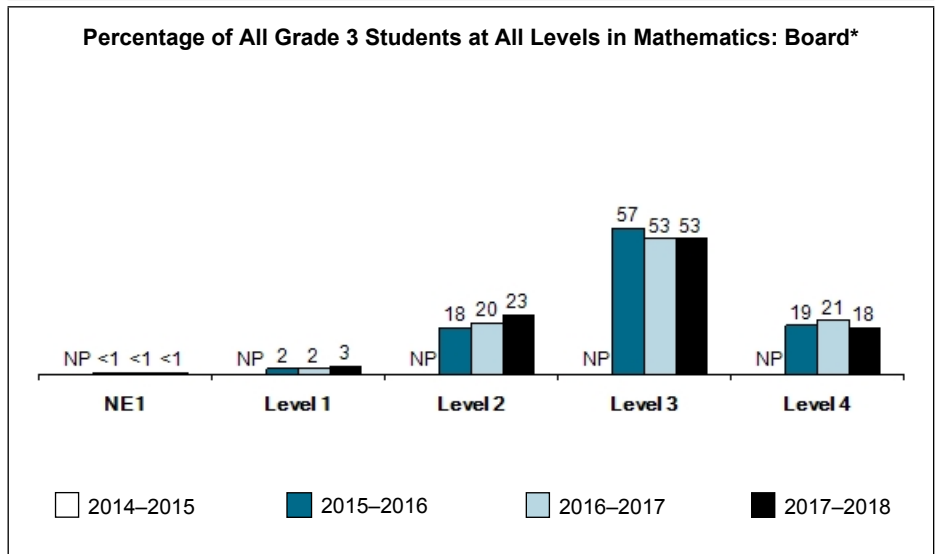
Results over Time, 2014–2015 to 2017–2018*

Grade 3: Mathematics

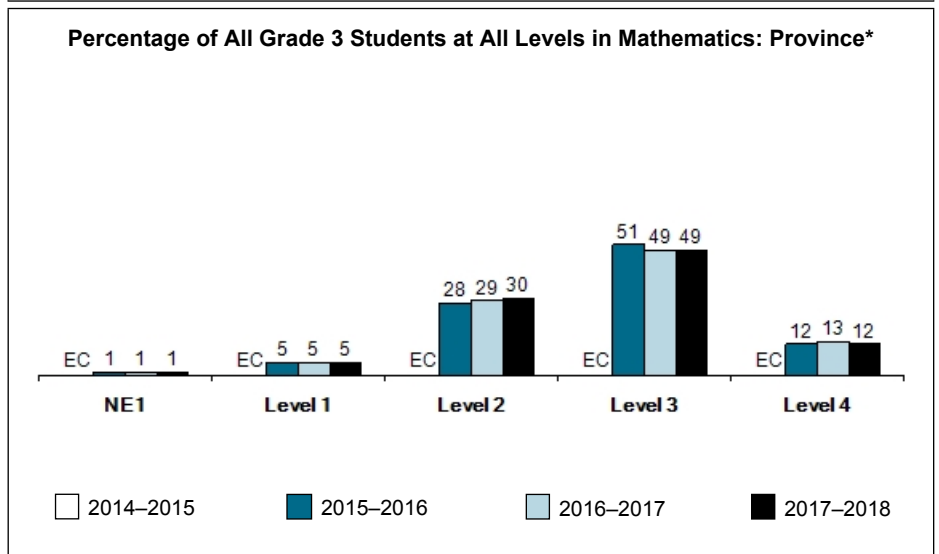
Grade 3 Mathematics: School*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
Number of Students	NP	68	69	85
Level 4	NP	15%	16%	8%
Level 3	NP	69%	65%	58%
Level 2	NP	16%	17%	31%
Level 1	NP	0%	1%	4%
NE1**	NP	0%	0%	0%
Participating Students	NP	100%	100%	100%
No Data	NP	0%	0%	0%
Exempt	NP	0%	0%	0%
At or Above Provincial Standard†	NP	84%	81%	66%



Grade 3 Mathematics: Board*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
Number of Students	NP	8 886	8 604	8 664
Level 4	NP	19%	21%	18%
Level 3	NP	57%	53%	53%
Level 2	NP	18%	20%	23%
Level 1	NP	2%	2%	3%
NE1**	NP	<1%	<1%	<1%
Participating Students	NP	97%	97%	97%
No Data	NP	1%	1%	1%
Exempt	NP	2%	2%	2%
At or Above Provincial Standard†	NP	76%	74%	71%



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



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

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

** See the Explanation of Terms.

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

Assessments of Reading, Writing and Mathematics, 2017–2018

Contextual Information over Time: Grade 6*

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

Grade 6	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Enrolment					
Number of students	0	NP	41	66	58
Participation in the Assessment					
Reading	-	NP	100%	98%	100%
Writing	-	NP	100%	98%	100%
Mathematics	-	NP	100%	98%	100%
Gender					
Female	-	NP	54%	48%	64%
Male	-	NP	46%	52%	36%
Student Status					
English language learners**	-	NP	7%	3%	3%
Students with special education needs (excluding gifted)**	-	NP	0%	8%	0%
Place of Birth					
Born in Canada	-	NP	88%	95%	98%
Born outside Canada	-	NP	12%	5%	2%
In Canada less than one year	-	NP	0%	0%	0%
In Canada one year or more but less than three years	-	NP	2%	0%	0%
In Canada three years or more	-	NP	10%	5%	2%
Language					
First language learned at home was other than English	-	NP	44%	36%	34%
Year Student Entered Current School					
Year of the assessment	-	NP	10%	23%	14%
Year prior to the assessment	-	NP	7%	14%	5%
2 years prior to the assessment	-	NP	5%	5%	0%
3 or more years prior to the assessment	-	NP	78%	59%	81%
Data not available	-	NP	0%	0%	0%
Year Student Entered Current Board					
Year of the assessment	-	NP	2%	20%	12%
Year prior to the assessment	-	NP	0%	12%	5%
2 years prior to the assessment	-	NP	2%	5%	0%
3 or more years prior to the assessment	-	NP	95%	64%	83%
Data not available	-	NP	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.

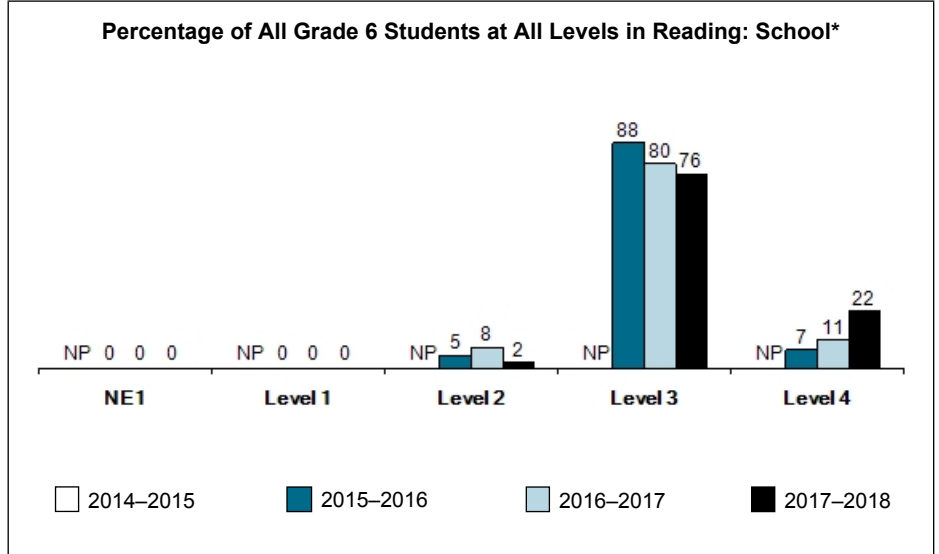
** See the Explanation of Terms.

Assessments of Reading, Writing and Mathematics, 2017–2018

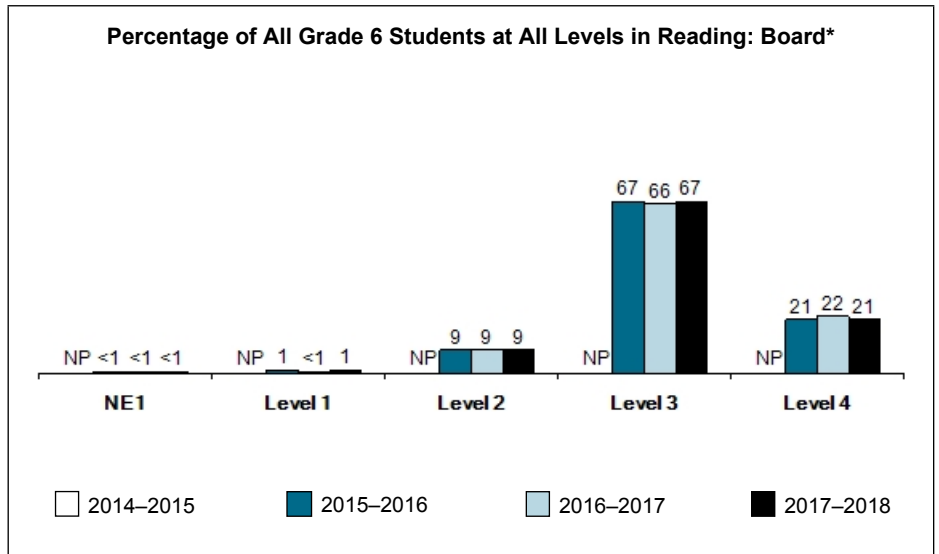
Results over Time, 2014–2015 to 2017–2018*

Grade 6: Reading

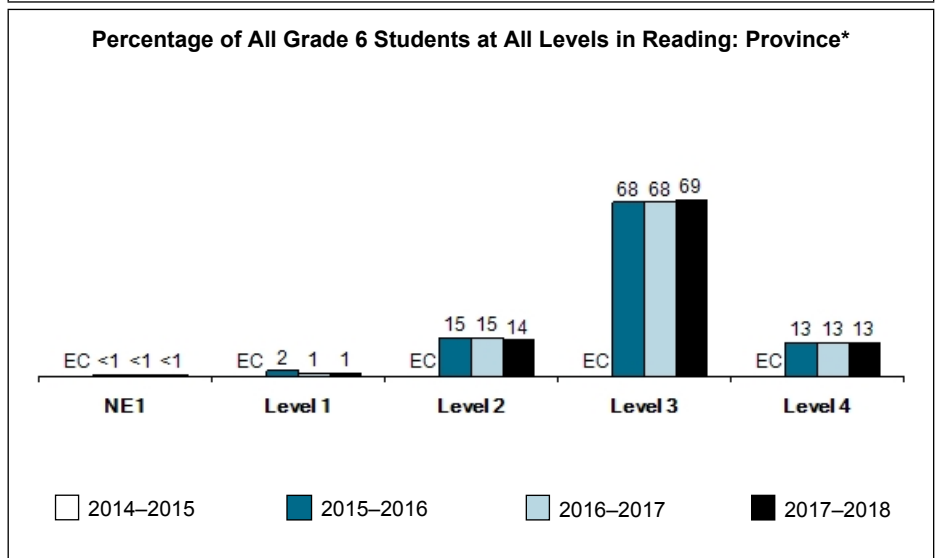
Grade 6 Reading: School*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
<i>Number of Students</i>	NP	41	66	58
Level 4	NP	7%	11%	22%
Level 3	NP	88%	80%	76%
Level 2	NP	5%	8%	2%
Level 1	NP	0%	0%	0%
NE1**	NP	0%	0%	0%
<i>Participating Students</i>	NP	100%	98%	100%
No Data	NP	0%	0%	0%
Exempt	NP	0%	2%	0%
At or Above Provincial Standard†	NP	95%	91%	98%



Grade 6 Reading: Board*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
<i>Number of Students</i>	NP	8 825	8 738	8 941
Level 4	NP	21%	22%	21%
Level 3	NP	67%	66%	67%
Level 2	NP	9%	9%	9%
Level 1	NP	1%	<1%	1%
NE1**	NP	<1%	<1%	<1%
<i>Participating Students</i>	NP	98%	97%	97%
No Data	NP	<1%	1%	<1%
Exempt	NP	2%	2%	2%
At or Above Provincial Standard†	NP	87%	87%	88%



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



♦ 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.

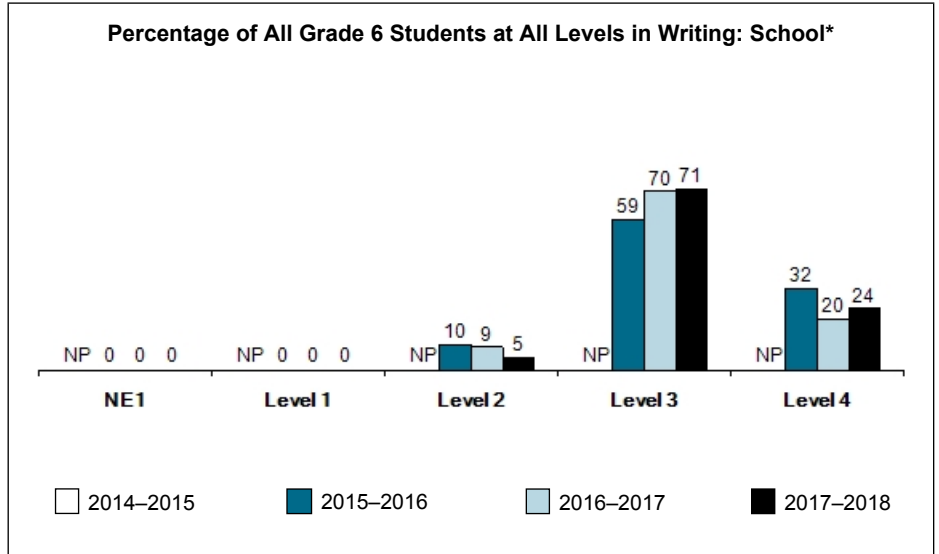
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

Assessments of Reading, Writing and Mathematics, 2017–2018

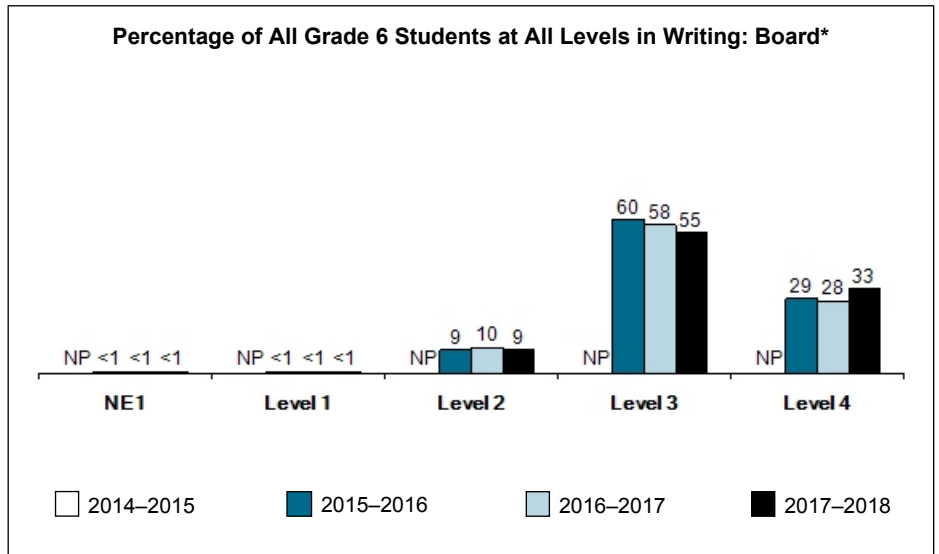
Results over Time, 2014–2015 to 2017–2018[♦]

Grade 6: Writing

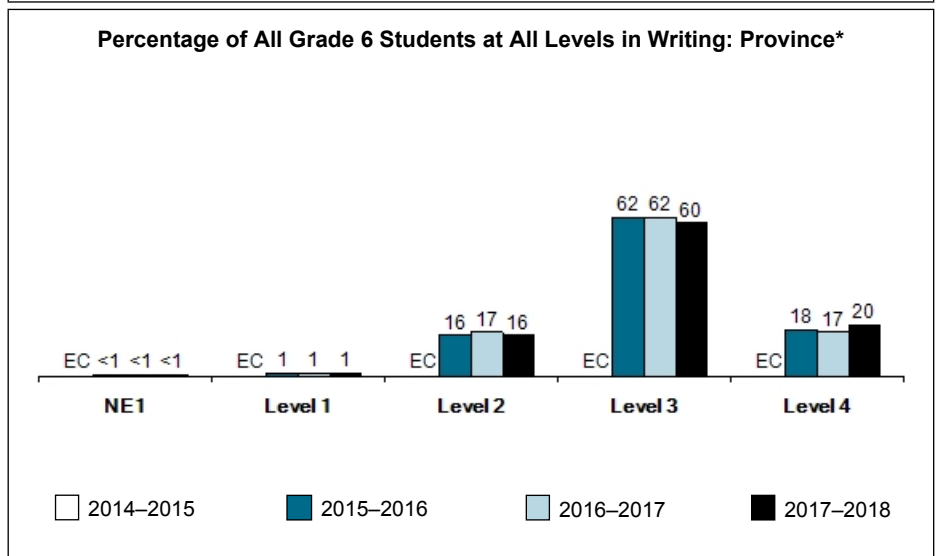
Grade 6 Writing: School*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
Number of Students	NP	41	66	58
Level 4	NP	32%	20%	24%
Level 3	NP	59%	70%	71%
Level 2	NP	10%	9%	5%
Level 1	NP	0%	0%	0%
NE1**	NP	0%	0%	0%
Participating Students	NP	100%	98%	100%
No Data	NP	0%	0%	0%
Exempt	NP	0%	2%	0%
At or Above Provincial Standard†	NP	90%	89%	95%



Grade 6 Writing: Board*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
Number of Students	NP	8 825	8 738	8 941
Level 4	NP	29%	28%	33%
Level 3	NP	60%	58%	55%
Level 2	NP	9%	10%	9%
Level 1	NP	<1%	<1%	<1%
NE1**	NP	<1%	<1%	<1%
Participating Students	NP	98%	97%	97%
No Data	NP	<1%	1%	1%
Exempt	NP	2%	2%	2%
At or Above Provincial Standard†	NP	88%	87%	88%



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



♦ 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.

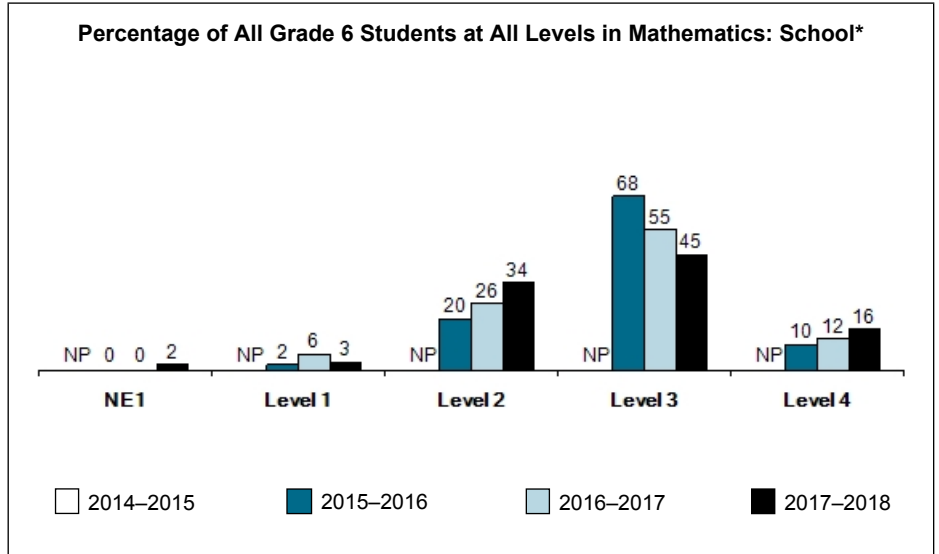
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

Assessments of Reading, Writing and Mathematics, 2017–2018

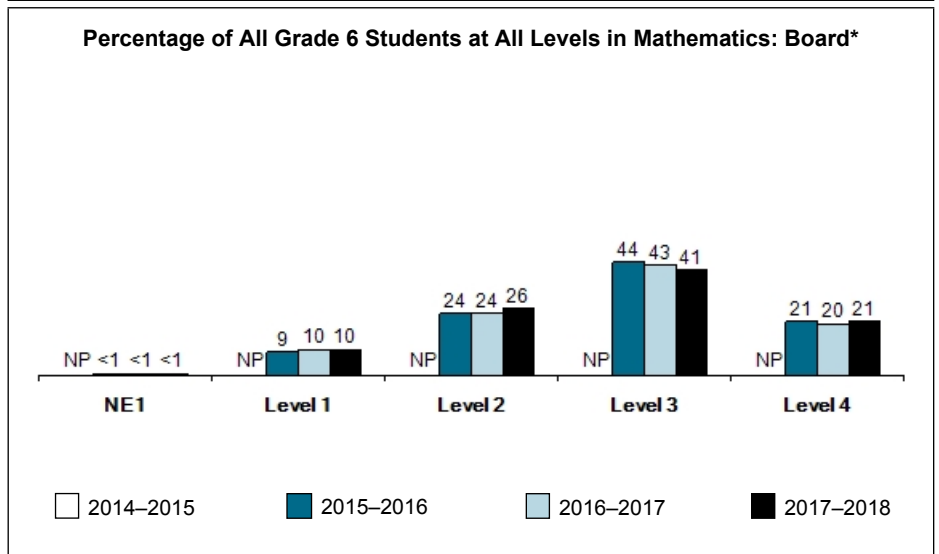
Results over Time, 2014–2015 to 2017–2018*

Grade 6: Mathematics

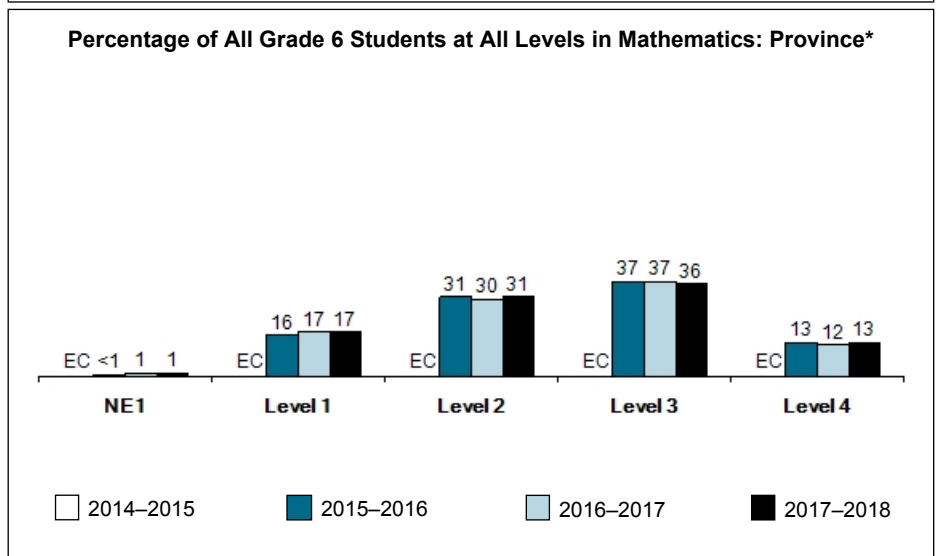
Grade 6 Mathematics: School*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
<i>Number of Students</i>	NP	41	66	58
Level 4	NP	10%	12%	16%
Level 3	NP	68%	55%	45%
Level 2	NP	20%	26%	34%
Level 1	NP	2%	6%	3%
NE1**	NP	0%	0%	2%
<i>Participating Students</i>	NP	100%	98%	100%
No Data	NP	0%	0%	0%
Exempt	NP	0%	2%	0%
At or Above Provincial Standard†	NP	78%	67%	60%



Grade 6 Mathematics: Board*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
<i>Number of Students</i>	NP	8 823	8 738	8 941
Level 4	NP	21%	20%	21%
Level 3	NP	44%	43%	41%
Level 2	NP	24%	24%	26%
Level 1	NP	9%	10%	10%
NE1**	NP	<1%	<1%	<1%
<i>Participating Students</i>	NP	98%	97%	98%
No Data	NP	<1%	1%	1%
Exempt	NP	1%	2%	2%
At or Above Provincial Standard†	NP	65%	63%	61%



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



♦ 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, 2017–2018

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER*

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

2013–2014 2014–2015 2015–2016 2016–2017 2017–2018

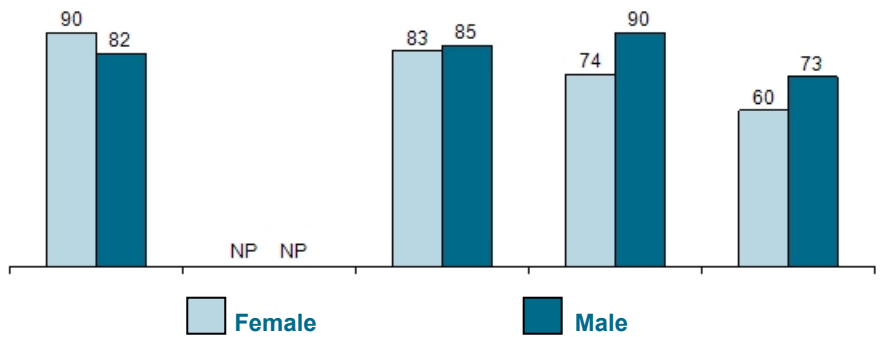
READING

N/D N/D NP NP N/D N/D N/D N/D N/D N/D

WRITING

N/D N/D NP NP N/D N/D N/D N/D N/D N/D

MATHEMATICS



Total Number of Grade 3 Students*

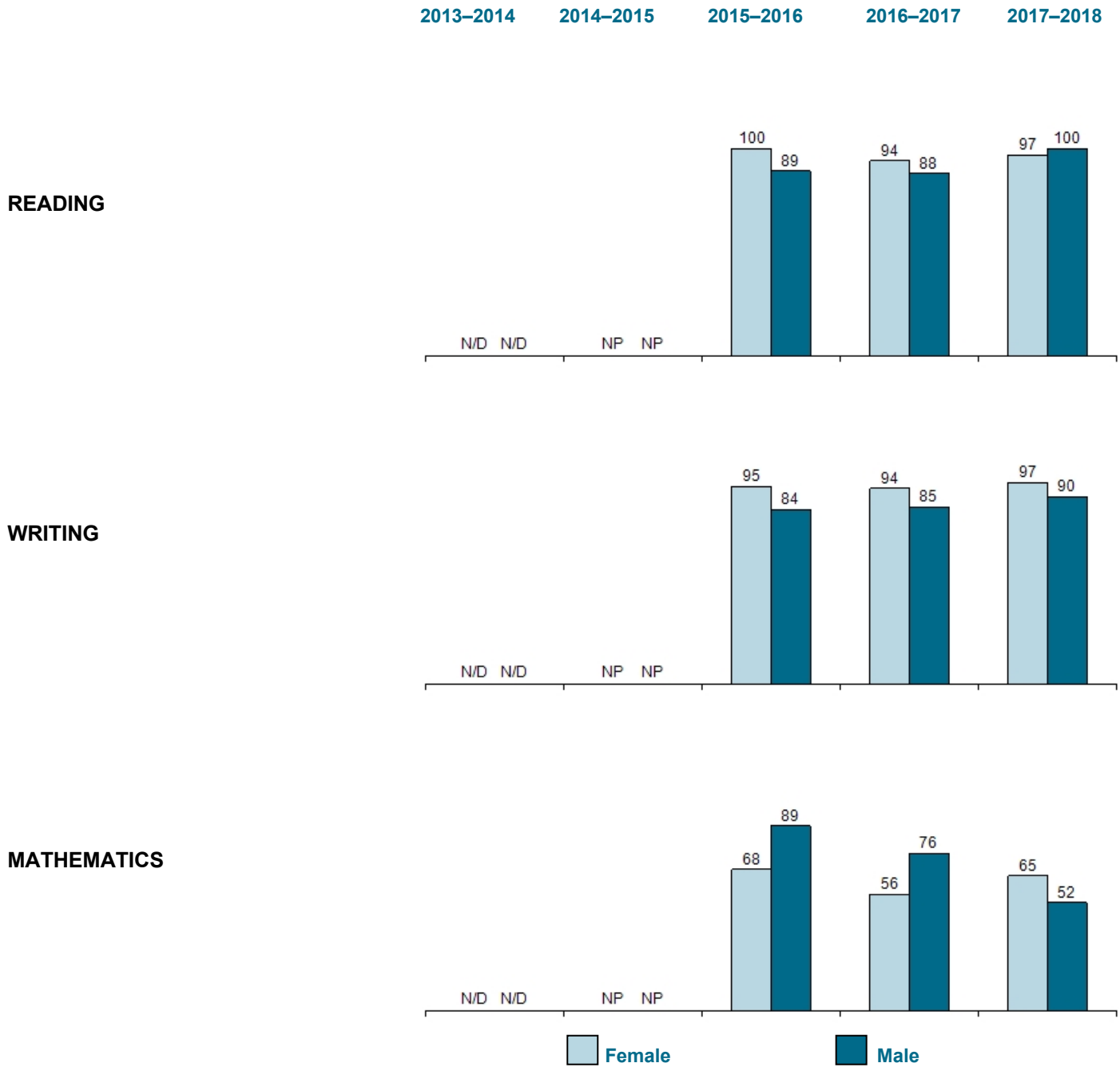
School	2013–2014		2014–2015		2015–2016		2016–2017		2017–2018	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	21	22	NP	NP	48	20	38	31	48	37

* Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, 2017–2018

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER*

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



Total Number of Grade 6 Students*

School	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	0	0	NP	NP	22	19	32	34	37	21

* Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 84)

Never

Sometimes

Most of the time

STUDENT ENGAGEMENT

About reading:

Percentage of Students*

Number of students who answered "most of the time"

I like to read.



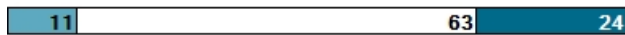
31

I am a good reader.



47

I am able to understand difficult reading passages.



20

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



56

STUDENT ENGAGEMENT

About writing:

I like to write.



41

I am a good writer.



31

I am able to communicate my ideas in writing.



37

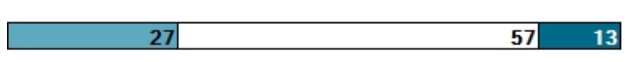
I do my best when I do writing activities in class.



53

COGNITIVE STRATEGIES USED IN LANGUAGE

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



11

I make sure I understand what I am reading.



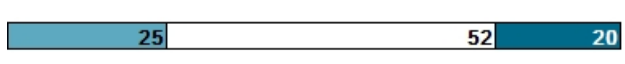
43

I slow down my reading if it is difficult.



48

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



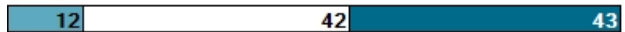
17

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



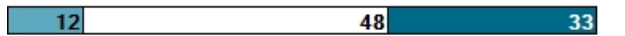
27

I organize my ideas before I start to write.



36

I edit my writing to make it better.



28

I check my writing for spelling and grammar.



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, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 84)

Never

Sometimes

Most of the time

INSTRUCTIONAL TOOLS USED IN READING AND WRITING

How often do you use the following when you read and write at school?

Percentage of Students*

Number of students who answered "most of the time"

A computer for reading activities	26	54	13	11
A computer for writing activities	17	42	36	30
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	14	54	27	23

STUDENT ENGAGEMENT

About mathematics:

I like mathematics.	7	38	52	44
I am good at mathematics.	10	35	54	45
I am able to answer difficult mathematics questions.	12	54	32	27
I do my best when I do mathematics activities in class.	20	77		65

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.	30	67		56
I think about the steps I will use to solve the problem.	6	51	40	34
I ask for help if I don't understand the problem.	39	56		47
I check my work for mistakes.	6	49	42	35
I check my answer to see if it makes sense.	4	36	57	48

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

Assessments of Reading, Writing and Mathematics, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 84)			
		<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Most of the time	
INSTRUCTIONAL TOOLS USED IN MATHEMATICS			<i>Number of students who answered "most of the time"</i>
How often do you use the following during mathematics activities at school?			Percentage of Students*
Manipulatives (e.g., base ten blocks, tiles)			19
A calculator			9
A computer to learn mathematics			19

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

Assessments of Reading, Writing and Mathematics, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 84)

Never

1 or 2 times a month

1 to 3 times a week

Every day or almost every day

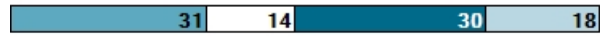
OUT-OF-SCHOOL ACTIVITIES

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

Percentage of Students*

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

I participate in art, music or drama activities.



15

I participate in after-school clubs.



9

I participate in sports or other physical activities.



35

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.



39

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



26

We talk about the mathematics work I do in school.



42

We read together.



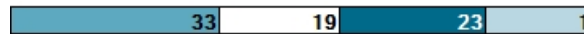
26

We look at my school agenda.



33

We use a computer together.



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, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 84)

SCHOOLS ATTENDED		Percentage of Students*	Number of students
How many schools did you attend before this one?			
Only this school	<input type="checkbox"/>	5	4
1 other school	<input type="checkbox"/>	55	46
2 other schools	<input type="checkbox"/>	24	20
3 other schools	<input type="checkbox"/>	4	3
4 other schools or more	<input type="checkbox"/>	6	5
		<input type="checkbox"/> Only English/ Mostly English <input type="checkbox"/> Another language (or other languages) as often as English <input type="checkbox"/> 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	<input type="checkbox"/>	51 29 13	43
Languages in which people speak to student at home	<input type="checkbox"/>	42 26 25	35

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

Assessments of Reading, Writing and Mathematics, 2017–2018

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 84)	Female* (# = 48)	Male* (# = 36)	All (# = 8 279)	Female* (# = 4 082)	Male* (# = 4 197)	All (# = 126 312)	Female* (# = 61 939)	Male* (# = 64 373)
STUDENT ENGAGEMENT									
About reading: Percentage of students who answered “most of the time”†									
I like to read.	37%	44%	28%	49%	54%	44%	46%	51%	41%
I am a good reader.	56%	54%	58%	58%	59%	57%	63%	65%	62%
I am able to understand difficult reading passages.	24%	21%	28%	28%	26%	30%	29%	27%	30%
I do my best when I do reading activities in class.	67%	60%	75%	70%	75%	65%	72%	76%	67%
STUDENT ENGAGEMENT									
About writing: Percentage of students who answered “most of the time”†									
I like to write.	49%	58%	36%	47%	56%	39%	50%	58%	43%
I am a good writer.	37%	46%	25%	44%	51%	37%	49%	55%	43%
I am able to communicate my ideas in writing.	44%	33%	58%	43%	45%	42%	44%	46%	43%
I do my best when I do writing activities in class.	63%	69%	56%	67%	73%	62%	70%	75%	66%
COGNITIVE STRATEGIES USED IN LANGUAGE									
Percentage of students who answered “most of the time”†									
Before I start to read, I try to predict what the text will be about.	13%	10%	17%	19%	19%	18%	19%	19%	20%
I make sure I understand what I am reading.	51%	58%	42%	64%	67%	62%	64%	67%	62%
I slow down my reading if it is difficult.	57%	58%	56%	52%	57%	48%	51%	55%	47%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	20%	21%	19%	34%	38%	31%	34%	37%	32%
When I am finished reading, I think about what I have read.	32%	33%	31%	35%	37%	33%	37%	38%	35%
I organize my ideas before I start to write.	43%	48%	36%	41%	44%	38%	40%	43%	37%
I edit my writing to make it better.	33%	35%	31%	42%	45%	38%	41%	45%	38%
I check my writing for spelling and grammar.	32%	40%	22%	43%	46%	40%	44%	48%	41%
INSTRUCTIONAL TOOLS USED IN READING AND WRITING									
How often do you use the following when you read and write at school? Percentage of students who answered “most of the time”†									
A computer for reading activities.	13%	10%	17%	16%	13%	18%	16%	14%	17%
A computer for writing activities.	36%	29%	44%	23%	21%	24%	21%	19%	22%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist).	27%	33%	19%	33%	37%	29%	34%	38%	30%

* Includes only students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, 2017–2018

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 84)	Female* (# = 48)	Male* (# = 36)	All (# = 8 279)	Female* (# = 4 082)	Male* (# = 4 197)	All (# = 126 312)	Female* (# = 61 939)	Male* (# = 64 373)
STUDENT ENGAGEMENT									
About mathematics:									
Percentage of students who answered “most of the time”†									
I like mathematics.	52%	44%	64%	58%	52%	64%	58%	53%	63%
I am good at mathematics.	54%	38%	75%	55%	46%	63%	56%	49%	63%
I am able to answer difficult mathematics questions.	32%	23%	44%	39%	30%	47%	38%	31%	46%
I do my best when I do mathematics activities in class.	77%	75%	81%	78%	78%	77%	78%	80%	77%
COGNITIVE STRATEGIES USED IN MATHEMATICS									
When I am working on a mathematics problem,									
Percentage of students who answered “most of the time”†									
I read over the problem first to make sure I know what I am supposed to do.	67%	67%	67%	71%	75%	67%	68%	72%	64%
I think about the steps I will use to solve the problem.	40%	42%	39%	46%	47%	45%	44%	45%	43%
I ask for help if I don't understand the problem.	56%	58%	53%	56%	61%	52%	53%	59%	48%
I check my work for mistakes.	42%	40%	44%	48%	48%	47%	51%	53%	49%
I check my answers to see if it makes sense.	57%	60%	53%	57%	60%	54%	60%	63%	57%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS									
How often do you use the following during mathematics activities at school?									
Percentage of students who answered “most of the time”†									
Manipulatives (e.g., base ten blocks, tiles)	23%	23%	22%	23%	25%	20%	27%	30%	24%
A calculator	11%	10%	11%	13%	12%	13%	15%	15%	15%
A computer to learn mathematics	23%	23%	22%	17%	16%	18%	20%	19%	21%

* Includes only students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, 2017–2018

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 84)	Female* (# = 48)	Male* (# = 36)	All (# = 8 279)	Female* (# = 4 082)	Male* (# = 4 197)	All (# = 126 312)	Female* (# = 61 939)	Male* (# = 64 373)
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.	18%	15%	22%	27%	32%	22%	25%	30%	19%
I participate in after-school clubs.	11%	10%	11%	17%	17%	16%	13%	14%	13%
I participate in sports or other physical activities.	42%	29%	58%	39%	33%	44%	39%	34%	44%
PARENTAL ENGAGEMENT									
How often do you and a parent, a guardian or another adult who lives with you do the following? Percentage of students who answered “every day or almost every day”†									
We talk about the activities I do in school.	46%	48%	44%	44%	48%	40%	48%	53%	44%
We talk about the reading and writing work I do in school.	31%	35%	25%	27%	29%	24%	30%	33%	27%
We talk about the mathematics work I do in school.	50%	44%	58%	36%	38%	34%	36%	38%	34%
We read together.	31%	29%	33%	26%	28%	25%	30%	33%	28%
We look at my school agenda.	39%	40%	39%	47%	47%	47%	47%	47%	46%
We use a computer together.	19%	17%	22%	13%	13%	14%	14%	13%	14%

* Includes only students for whom gender data were available.

† Other response options were “never”, “1 or 2 times a month” and “1 to 3 times a week.”

Assessments of Reading, Writing and Mathematics, 2017–2018

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 84)	Female* (# = 48)	Male* (# = 36)	All (# = 8 279)	Female* (# = 4 082)	Male* (# = 4 197)	All (# = 126 312)	Female* (# = 61 939)	Male* (# = 64 373)
SCHOOLS ATTENDED									
How many schools did you attend before this one?	Percentage of students†								
Only this school/1 other school	60%	56%	64%	67%	65%	68%	77%	78%	77%
2 other schools/3 other schools	27%	29%	25%	24%	25%	22%	16%	15%	16%
4 other schools or more	6%	4%	8%	6%	6%	6%	4%	4%	4%
LANGUAGES STUDENTS SPEAK AT HOME									
	Percentage of students†								
Only English/Mostly English	51%	44%	61%	53%	51%	55%	71%	70%	72%
Another language (or other languages) as often as English	29%	31%	25%	25%	28%	23%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	13%	15%	11%	18%	18%	19%	11%	11%	11%
LANGUAGES SPOKEN TO STUDENTS AT HOME									
	Percentage of students†								
Only English/Mostly English	42%	29%	58%	43%	43%	44%	65%	64%	66%
Another language (or other languages) as often as English	26%	29%	22%	21%	22%	21%	13%	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	25%	29%	19%	31%	31%	30%	17%	17%	17%

* Includes only students for whom gender data were available.

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



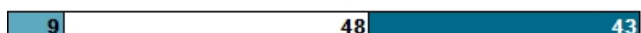

Assessments of Reading, Writing and Mathematics, 2017–2018

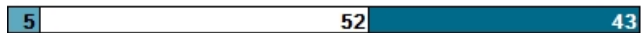
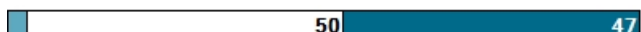


STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 58)






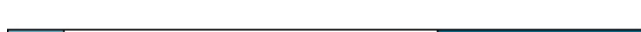


Never

Sometimes

Most of the time

STUDENT ENGAGEMENT About reading:		Percentage of Students*	Number of students who answered "most of the time"
I like to read.			33
I am a good reader.			39
I am able to understand difficult reading passages.			25
I do my best when I do reading activities in class.			41

STUDENT ENGAGEMENT About writing:		Percentage of Students*	Number of students who answered "most of the time"
I like to write.			25
I am a good writer.			27
I am able to communicate my ideas in writing.			35
I do my best when I do writing activities in class.			37

COGNITIVE STRATEGIES USED IN LANGUAGE		Percentage of Students*	Number of students who answered "most of the time"
Before I start to read, I try to predict what the text will be about.			13
I make sure I understand what I am reading.			47
I slow down my reading if it is difficult.			38
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).			28
When I am finished reading, I think about what I have read.			26
I organize my ideas before I start to write.			19
I edit my writing to make it better.			40
I check my writing for spelling and grammar.			33

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

Assessments of Reading, Writing and Mathematics, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 58)

Never

Sometimes

Most of the time

INSTRUCTIONAL TOOLS USED IN READING AND WRITING

How often do you use the following when you read and write at school?

Percentage of Students*

Number of students who answered "most of the time"

A computer for reading activities	28	64	9	5
A computer for writing activities	5	33	62	36
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	10	71	19	11
The Internet to find information		38	60	35

STUDENT ENGAGEMENT

About mathematics:

I like mathematics.	10	36	53	31
I am good at mathematics.		38	59	34
I am able to answer difficult mathematics questions.	10	53	36	21
I do my best when I do mathematics activities in class.		19	81	47

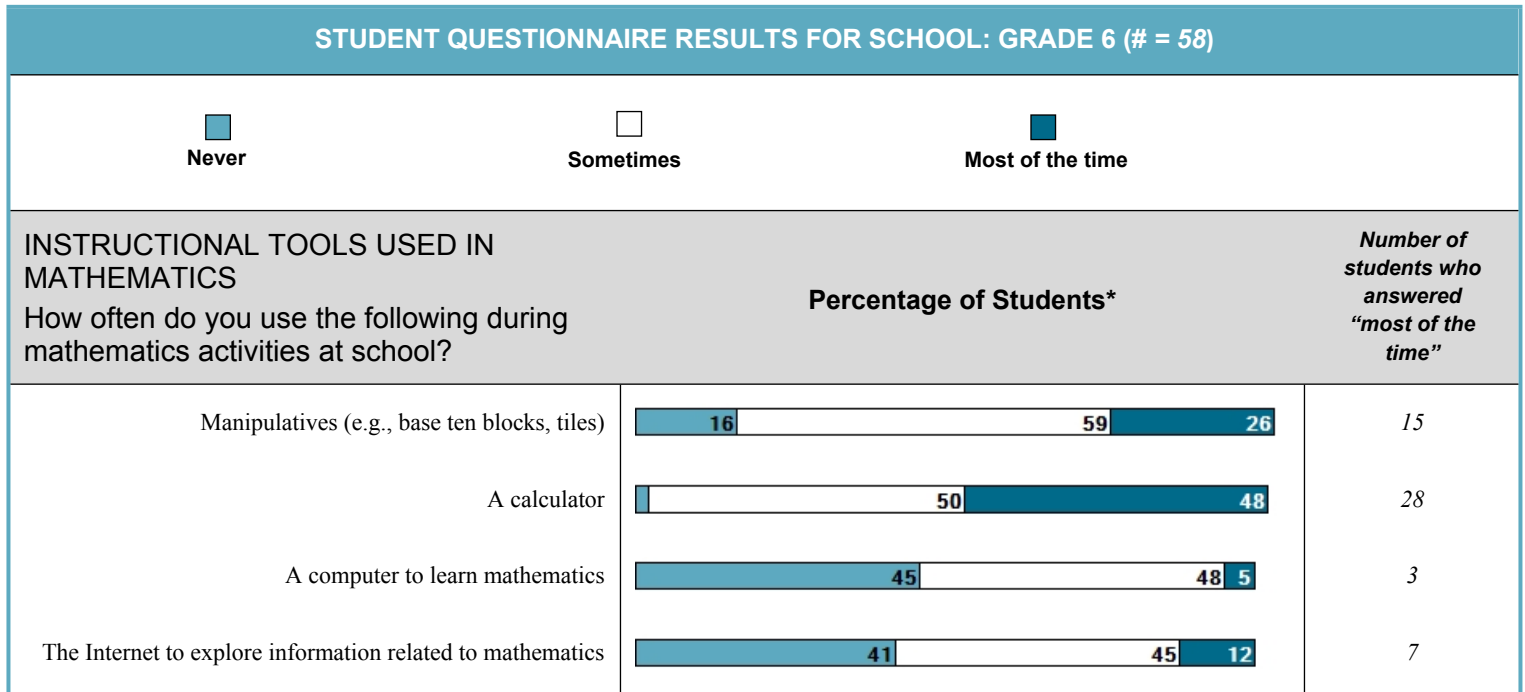
COGNITIVE STRATEGIES USED IN MATHEMATICS

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.		22	76	44
I think about the steps I will use to solve the problem.		31	66	38
I ask for help if I don't understand the problem.		38	59	34
I check my work for mistakes.		40	59	34
I check my answer to see if it makes sense.		21	79	46

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

Assessments of Reading, Writing and Mathematics, 2017–2018



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







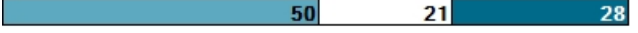
Assessments of Reading, Writing and Mathematics, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 58)					
	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
OUT-OF-SCHOOL ACTIVITIES					
How often do you do the following when you are not at school?	Percentage of Students*			Number of students who answered "every day or almost every day"	
I participate in art, music or drama activities.	41	14	36	5	3
I participate in after-school clubs.	47	19	16	14	8
I participate in sports or other physical activities.	9	5	45	41	24
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.	21	24	52		30
We talk about the reading and writing work I do in school.	10	26	50	14	8
We talk about the mathematics work I do in school.	7	17	40	36	21
We read together.	41	34	19	5	3
We look at my school agenda.	53	29	16		1
We use a computer together.	29	34	28	9	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, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 58)

SCHOOLS ATTENDED		Percentage of Students*	Number of students
How many schools did you attend before this one?			
Only this school		21	12
1 other school		52	30
2 other schools		17	10
3 other schools		5	3
4 other schools or more		5	3
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input checked="" type="checkbox"/> Only English/ Mostly English </div> <div style="text-align: center;"> <input type="checkbox"/> Another language (or other languages) as often as English </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> Mostly another language (or other languages)/ Only another language (or other languages) </div> </div>			
LANGUAGES SPOKEN		Percentage of Students*	Number of students who answered "only English" or "mostly English"
Languages student speaks at home			36
Languages in which people speak to student at home			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, 2017–2018

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 58)	Female* (# = 37)	Male* (# = 21)	All (# = 8 602)	Female* (# = 4 198)	Male* (# = 4 404)	All (# = 126 424)	Female* (# = 62 073)	Male* (# = 64 350)
STUDENT ENGAGEMENT									
About reading: Percentage of students who answered “most of the time”†									
I like to read.	57%	62%	48%	49%	57%	41%	43%	51%	36%
I am a good reader.	67%	76%	52%	65%	68%	61%	67%	71%	64%
I am able to understand difficult reading passages.	43%	41%	48%	42%	42%	43%	41%	41%	42%
I do my best when I do reading activities in class.	71%	73%	67%	69%	74%	63%	72%	77%	66%
STUDENT ENGAGEMENT									
About writing: Percentage of students who answered “most of the time”†									
I like to write.	43%	57%	19%	41%	53%	30%	42%	54%	30%
I am a good writer.	47%	57%	29%	39%	47%	32%	42%	50%	34%
I am able to communicate my ideas in writing.	60%	76%	33%	52%	58%	47%	50%	55%	45%
I do my best when I do writing activities in class.	64%	68%	57%	67%	74%	61%	70%	77%	64%
COGNITIVE STRATEGIES USED IN LANGUAGE									
Percentage of students who answered “most of the time”†									
Before I start to read, I try to predict what the text will be about.	22%	19%	29%	17%	16%	18%	16%	15%	16%
I make sure I understand what I am reading.	81%	95%	57%	75%	79%	71%	72%	75%	68%
I slow down my reading if it is difficult.	66%	68%	62%	57%	62%	52%	56%	62%	51%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	48%	57%	33%	45%	49%	41%	42%	46%	39%
When I am finished reading, I think about what I have read.	45%	49%	38%	41%	43%	38%	39%	41%	37%
I organize my ideas before I start to write.	33%	43%	14%	36%	41%	31%	34%	38%	30%
I edit my writing to make it better.	69%	78%	52%	56%	62%	50%	51%	58%	45%
I check my writing for spelling and grammar.	57%	62%	48%	58%	62%	54%	54%	59%	49%
INSTRUCTIONAL TOOLS USED IN READING AND WRITING									
How often do you use the following when you read and write at school? Percentage of students who answered “most of the time”†									
A computer for reading activities	9%	5%	14%	14%	11%	17%	12%	10%	15%
A computer for writing activities	62%	65%	57%	52%	51%	53%	36%	34%	38%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	19%	24%	10%	29%	33%	25%	28%	32%	25%
The Internet to find information	60%	59%	62%	65%	65%	65%	56%	56%	56%

* Includes only students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, 2017–2018

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 58)	Female* (# = 37)	Male* (# = 21)	All (# = 8 602)	Female* (# = 4 198)	Male* (# = 4 404)	All (# = 126 424)	Female* (# = 62 073)	Male* (# = 64 350)
STUDENT ENGAGEMENT									
About mathematics:									
Percentage of students who answered “most of the time”†									
I like mathematics.	53%	49%	62%	55%	46%	63%	50%	42%	58%
I am good at mathematics.	59%	57%	62%	56%	48%	63%	52%	44%	60%
I am able to answer difficult mathematics questions.	36%	32%	43%	42%	34%	50%	38%	29%	47%
I do my best when I do mathematics activities in class.	81%	84%	76%	77%	77%	77%	78%	78%	78%
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.	76%	81%	67%	82%	86%	77%	80%	84%	76%
I think about the steps I will use to solve the problem.	66%	62%	71%	53%	54%	52%	51%	51%	50%
I ask for help if I do not understand the problem.	59%	68%	43%	60%	64%	57%	58%	61%	54%
I check my work for mistakes.	59%	59%	57%	50%	51%	49%	49%	50%	47%
I check my answers to see if it makes sense.	79%	86%	67%	65%	68%	63%	64%	67%	62%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS									
How often do you use the following during mathematics activities at school?									
Percentage of students who answered “most of the time”†									
Manipulatives (e.g., base ten blocks, tiles)	26%	27%	24%	15%	16%	13%	17%	19%	15%
A calculator	48%	59%	29%	41%	45%	37%	51%	56%	46%
A computer to learn mathematics	5%	8%	0%	10%	9%	10%	10%	9%	11%
The Internet to explore information related to mathematics	12%	8%	19%	13%	12%	14%	13%	11%	14%

* Includes only students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, 2017–2018

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 58)	Female* (# = 37)	Male* (# = 21)	All (# = 8 602)	Female* (# = 4 198)	Male* (# = 4 404)	All (# = 126 424)	Female* (# = 62 073)	Male* (# = 64 350)
OUT-OF-SCHOOL ACTIVITIES									
How often do you do the following when you are not at school? Percentage of students who answered “every day or almost every day”†									
I participate in art, music or drama activities.	5%	8%	0%	17%	21%	13%	17%	21%	13%
I participate in after-school clubs.	14%	11%	19%	14%	14%	14%	10%	11%	10%
I participate in sports or other physical activities.	41%	32%	57%	43%	35%	50%	42%	36%	48%
PARENTAL ENGAGEMENT									
How often do you and a parent, a guardian or another adult who lives with you do the following? Percentage of students who answered “every day or almost every day”†									
We talk about the activities I do in school.	52%	49%	57%	42%	46%	39%	47%	51%	43%
We talk about the reading and writing work I do in school.	14%	14%	14%	19%	22%	17%	22%	25%	20%
We talk about the mathematics work I do in school.	36%	35%	38%	33%	34%	32%	34%	36%	33%
We read together.	5%	8%	0%	6%	6%	7%	8%	8%	9%
We look at my school agenda.	2%	0%	5%	21%	19%	22%	24%	24%	25%
We use a computer together.	9%	5%	14%	10%	9%	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.”

Assessments of Reading, Writing and Mathematics, 2017–2018

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 58)	Female* (# = 37)	Male* (# = 21)	All (# = 8 602)	Female* (# = 4 198)	Male* (# = 4 404)	All (# = 126 424)	Female* (# = 62 073)	Male* (# = 64 350)
SCHOOLS ATTENDED									
How many schools did you attend before this one?	Percentage of students†								
Only this school/1 other school	72%	73%	71%	68%	67%	68%	70%	70%	70%
2 other schools/3 other schools	22%	24%	19%	26%	27%	25%	22%	22%	22%
4 other schools or more	5%	3%	10%	5%	4%	5%	6%	6%	6%
LANGUAGES STUDENTS SPEAK AT HOME									
	Percentage of students†								
Only English/Mostly English	62%	57%	71%	58%	57%	58%	73%	73%	73%
Another language (or other languages) as often as English	19%	22%	14%	26%	28%	25%	17%	18%	16%
Mostly another language (or other languages)/ Only another language (or other languages)	19%	22%	14%	15%	14%	16%	8%	8%	9%
LANGUAGES SPOKEN TO STUDENTS AT HOME									
	Percentage of students†								
Only English/Mostly English	50%	46%	57%	44%	44%	45%	66%	66%	66%
Another language (or other languages) as often as English	21%	22%	19%	21%	22%	20%	15%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	28%	30%	24%	31%	31%	31%	16%	16%	16%

* Includes only students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, 2017–2018

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