



# School Report



## Assessments of Reading, Writing and Mathematics Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

**School: Bayshore PS (036340)**

**Board: Ottawa-Carleton DSB (66184)**

On behalf of EQAO, I am pleased to provide you with the results of the 2016–2017 Assessments of Reading, Writing and Mathematics for the primary (Grades 1–3) and junior (Grades 4–6) divisions. This report includes the 2016–2017 school and board results, as well as results from previous years, so you can track progress over time. You will also find demographic and attitudinal information, which provides context for interpreting achievement results.

By developing assessments that gauge student achievement against the learning expectations outlined in *The Ontario Curriculum*, EQAO ensures that every student in Ontario’s school system is assessed using the same yardstick at key stages in his or her schooling. In doing so, EQAO is able to provide reliable and objective data at the individual student, school and board levels that support educators in their professional practice.

Of course, the information that EQAO provides is not limited to student achievement results and also includes contextual, attitudinal and behavioural data. This wide range of data enables school and board communities to gain richer insights into students’ learning. By using EQAO data in conjunction with classroom and school-board information, educators across the province have been able to make evidence-based decisions in their planning and to monitor the progress of their initiatives. Because of this, EQAO data have served as a catalyst for improving student achievement since the inception of the agency, in 1996.

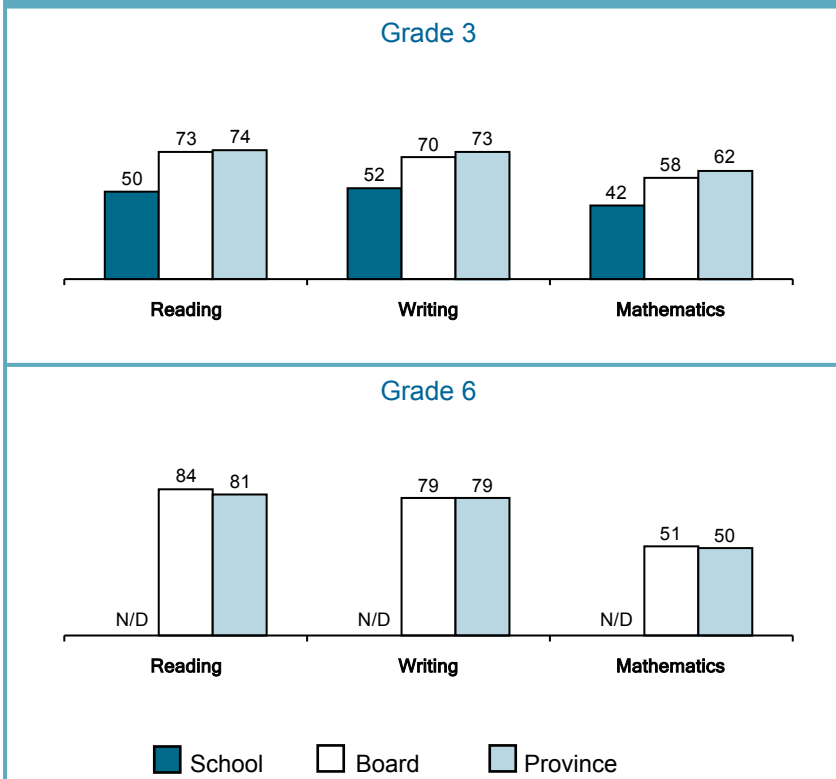
We hope you will find this report useful. It has been designed to assist you in your conversations about improving student learning. We look forward to continuing our partnership with you as we all work toward helping students meet, at the minimum, the provincial standard.

Sincerely,

Norah Marsh  
Chief Executive Officer  
Education Quality and Accountability Office

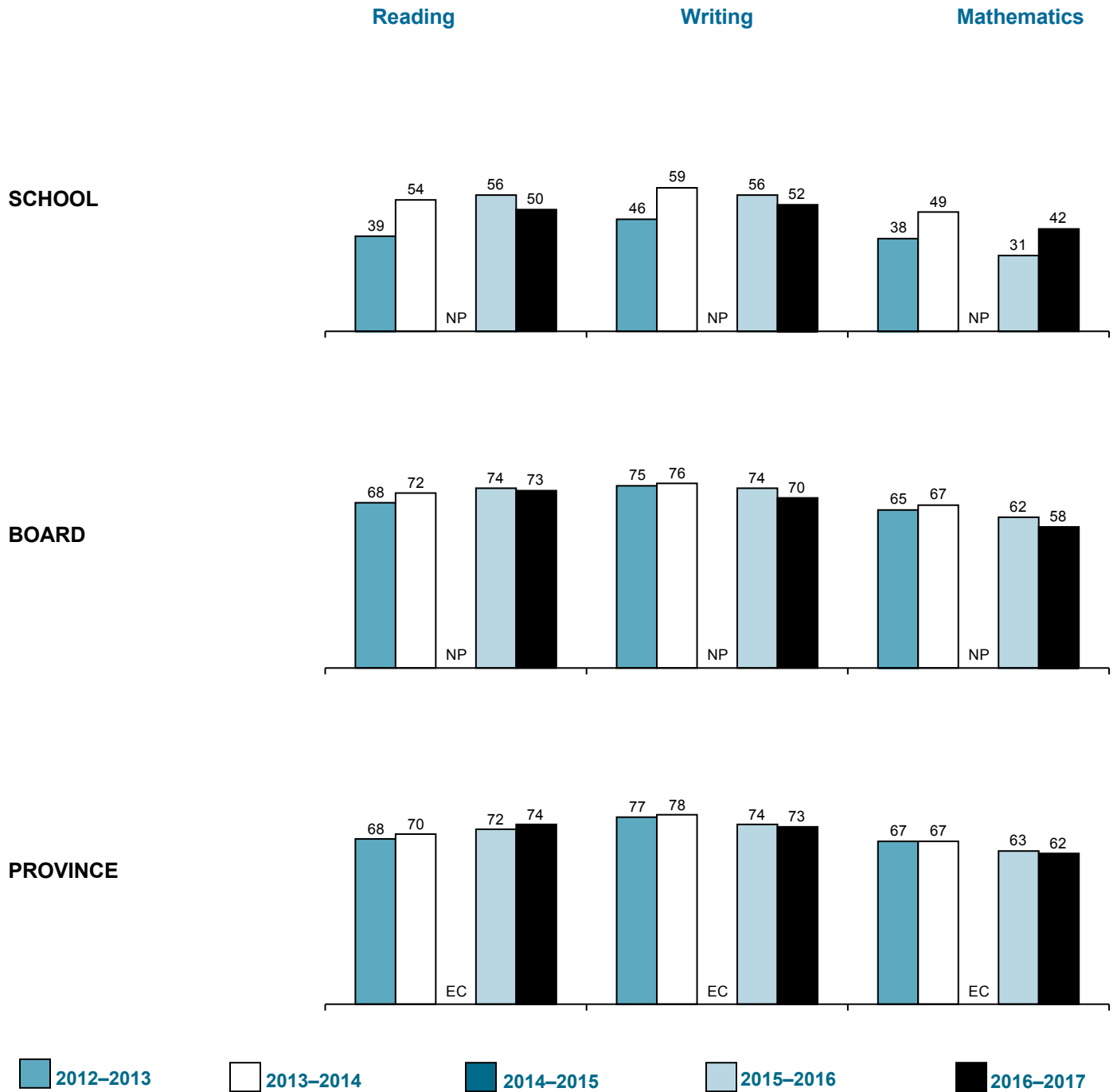
WHERE TO FIND...	PAGE	
	Grade 3	Grade 6
<b>Percentages of all students at or above the provincial standard:</b>		
• 2016–2017 .....	1	1
• Over time .....	2	3
Tips for using this report .....	4	4
Contextual information: 2016–2017 .....	5	9
<b>Results for groups of students: 2016–2017</b>		
• All students .....	6	10
• Participating students .....	7	11
• Students by gender .....	8	12
Contextual information: Over time .....	13	17
Results for all students: Over time .....	14	18
Results for all students: Over time by gender .....	21	22
Student questionnaire results .....	23	30
Explanation of terms .....	37	37

### PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2016–2017



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

PERCENTAGE OF STUDENTS: Grade 3



Total Number of Grade 3 Students

	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
School	56	41	NP	36	60
Board	5 107	4 791	NP	4 781	4 927
Province	127 645	127 505	EC	125 484	132 992

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

**PERCENTAGE OF STUDENTS: Grade 6**

Reading

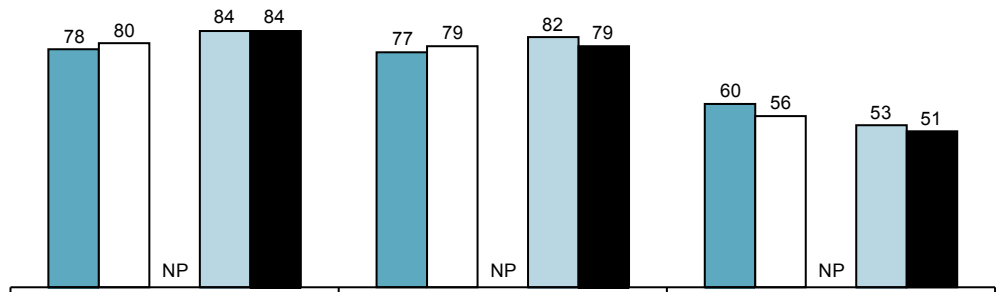
Writing

Mathematics

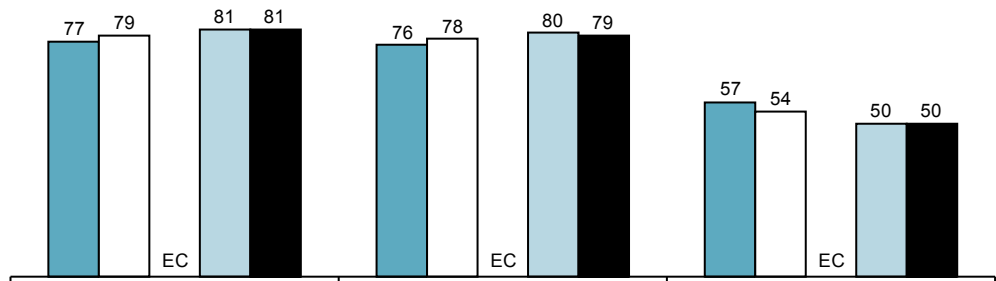
**SCHOOL**

N/D N/D N/D N/D N/D      N/D N/D N/D N/D N/D      N/D N/D N/D N/D N/D

**BOARD**



**PROVINCE**



2012-2013

2013-2014

2014-2015

2015-2016

2016-2017

**Total Number of Grade 6 Students**

	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
School	0	0	0	0	0
Board	4 903	4 914	NP	5 001	4 807
Province	131 589	127 286	EC	123 685	130 775

## Assessments of Reading, Writing and Mathematics, 2016–2017

## 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 for gender and participation information;
- ◆ student questionnaire results; and
- ◆ an explanation of all terms used in this report.

## HOW TO USE THIS REPORT

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

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

Learn more about us at [www.eqao.com](http://www.eqao.com).

## Assessments of Reading, Writing and Mathematics, 2016–2017

**Contextual Information: Grade 3\***

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

Demographic Information	School		Board		Province	
<b>Enrolment</b>						
Number of Grade 3 students	60		4 927		132 992	
Number of classes with Grade 3 students	3		365		10 098	
Number of schools with Grade 3 classes	Not applicable		103		3 317	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Gender</b>						
Female	30	50%	2 456	50%	64 691	49%
Male	30	50%	2 471	50%	68 301	51%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status</b>						
English language learners**	26	43%	880	18%	17 849	13%
Students with special education needs (excluding gifted)**	14	23%	956	19%	24 077	18%
<b>Place of Birth</b>						
Born in Canada	35	58%	4 278	87%	118 988	89%
Born outside Canada	25	42%	640	13%	13 723	10%
In Canada less than one year	0	0%	18	<1%	982	1%
In Canada one year or more but less than three years	8	13%	198	4%	3 323	2%
In Canada three years or more	16	27%	372	8%	8 591	6%
<b>Language</b>						
First language learned at home was other than English	48	80%	1 191	24%	28 979	22%
<b>Year Student Entered Current School</b>						
Year of the assessment	12	20%	740	15%	17 064	13%
Year prior to the assessment	8	13%	571	12%	14 673	11%
2 years prior to the assessment	7	12%	611	12%	19 187	14%
3 or more years prior to the assessment	33	55%	3 000	61%	81 933	62%
Data not available	0	0%	5	<1%	135	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	11	18%	350	7%	8 285	6%
Year prior to the assessment	5	8%	347	7%	7 747	6%
2 years prior to the assessment	8	13%	381	8%	9 898	7%
3 or more years prior to the assessment	36	60%	3 839	78%	106 764	80%
Data not available	0	0%	10	<1%	298	<1%

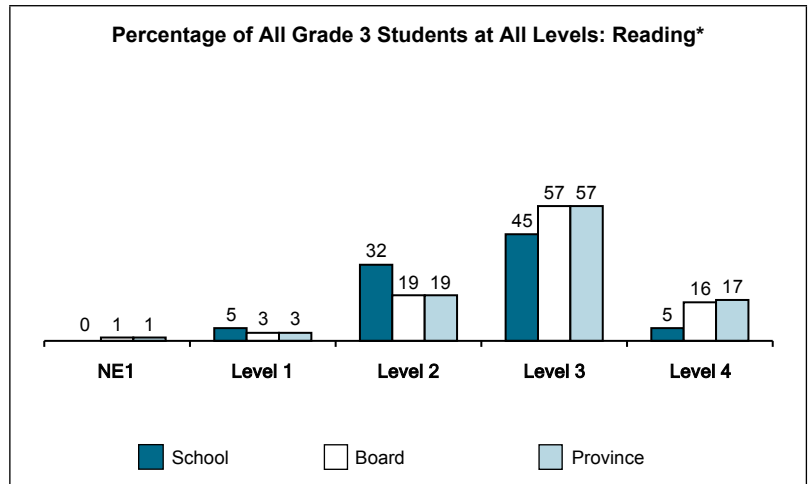
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

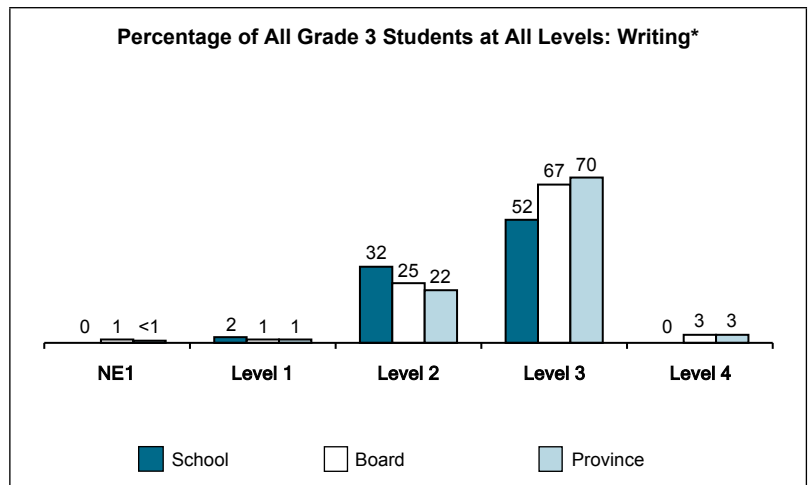
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 3: All Students<sup>††</sup>

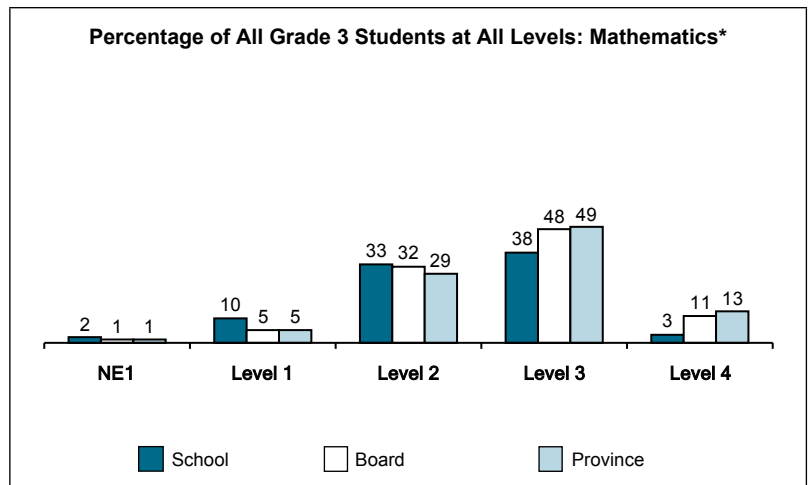
Grade 3: Reading*				
Number of Students	School 60		Board 4 906	Province 126 016
	#	%	%	%
Level 4	3	5%	16%	17%
Level 3	27	45%	57%	57%
Level 2	19	32%	19%	19%
Level 1	3	5%	3%	3%
NEI**	0	0%	1%	1%
Participating Students	52	87%	96%	97%
No Data	1	2%	1%	1%
Exempt	7	12%	4%	3%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		<b>50%</b>	<b>73%</b>	<b>74%</b>



Grade 3: Writing*				
Number of Students	School 60		Board 4 906	Province 126 036
	#	%	%	%
Level 4	0	0%	3%	3%
Level 3	31	52%	67%	70%
Level 2	19	32%	25%	22%
Level 1	1	2%	1%	1%
NEI**	0	0%	1%	<1%
Participating Students	51	85%	96%	97%
No Data	2	3%	1%	1%
Exempt	7	12%	3%	2%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		<b>52%</b>	<b>70%</b>	<b>73%</b>



Grade 3: Mathematics*				
Number of Students	School 60		Board 4 927	Province 132 983
	#	%	%	%
Level 4	2	3%	11%	13%
Level 3	23	38%	48%	49%
Level 2	20	33%	32%	29%
Level 1	6	10%	5%	5%
NEI**	1	2%	1%	1%
Participating Students	52	87%	96%	97%
No Data	1	2%	1%	1%
Exempt	7	12%	3%	2%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		<b>42%</b>	<b>58%</b>	<b>62%</b>

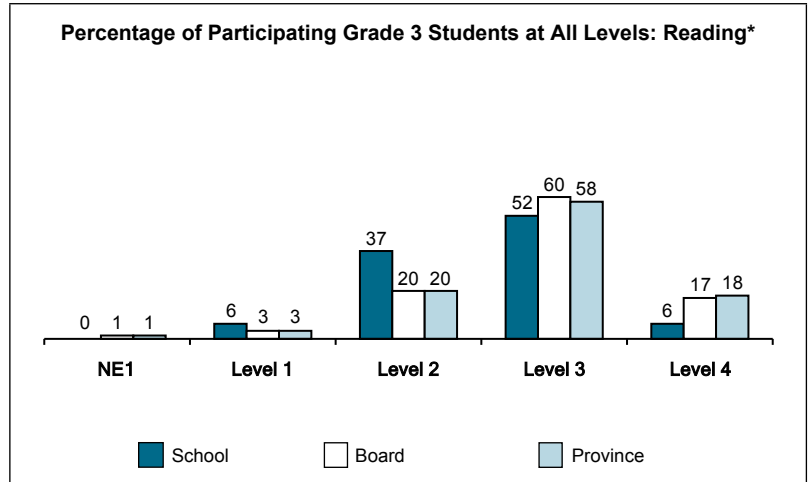


\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.  
 \*\* See the Explanation of Terms.  
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.  
 †† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

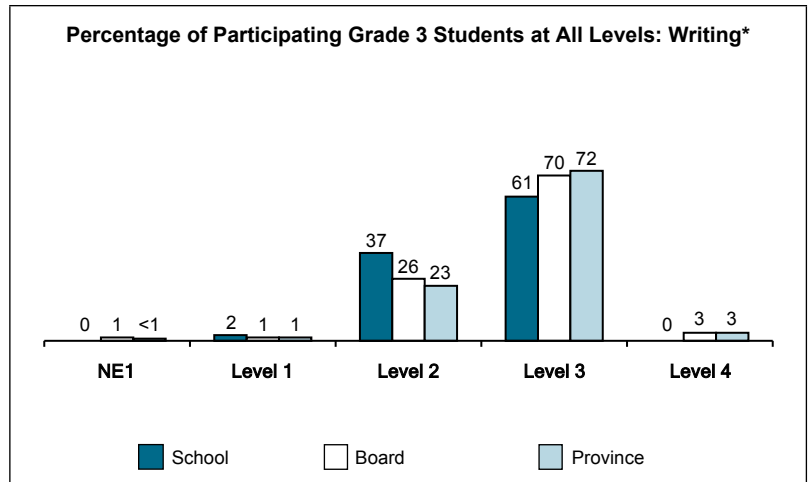
Assessments of Reading, Writing and Mathematics, 2016–2017

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

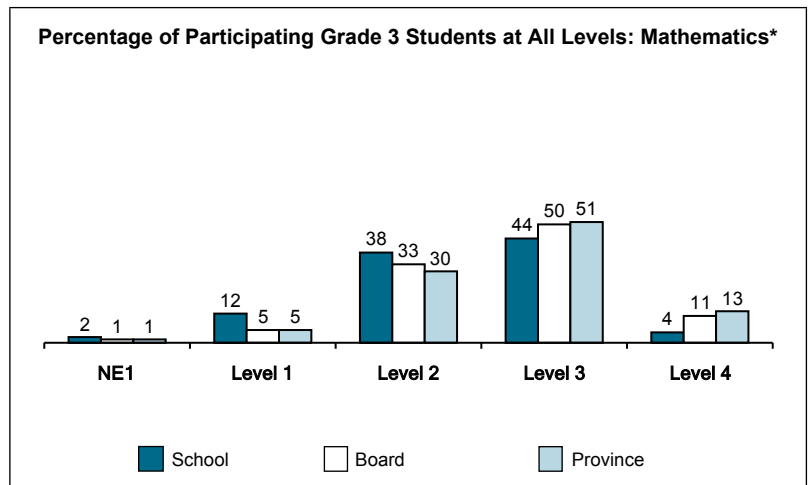
Grade 3: Reading*				
Number of Students	School 52		Board 4 688	Province 122 003
	#	%	%	%
Level 4	3	6%	17%	18%
Level 3	27	52%	60%	58%
Level 2	19	37%	20%	20%
Level 1	3	6%	3%	3%
NE1**	0	0%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>58%</b>		<b>76%</b>	<b>76%</b>



Grade 3: Writing*				
Number of Students	School 51		Board 4 696	Province 122 199
	#	%	%	%
Level 4	0	0%	3%	3%
Level 3	31	61%	70%	72%
Level 2	19	37%	26%	23%
Level 1	1	2%	1%	1%
NE1**	0	0%	1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>61%</b>		<b>73%</b>	<b>76%</b>



Grade 3: Mathematics*				
Number of Students	School 52		Board 4 733	Province 129 191
	#	%	%	%
Level 4	2	4%	11%	13%
Level 3	23	44%	50%	51%
Level 2	20	38%	33%	30%
Level 1	6	12%	5%	5%
NE1**	1	2%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>48%</b>		<b>61%</b>	<b>64%</b>



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

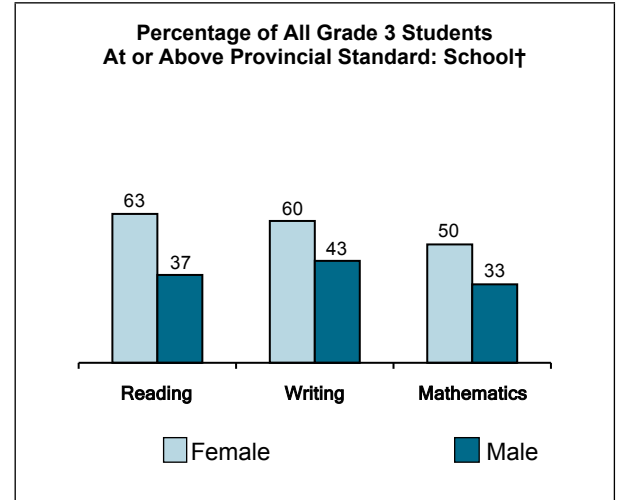
\*\* See the Explanation of Terms.

† 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.

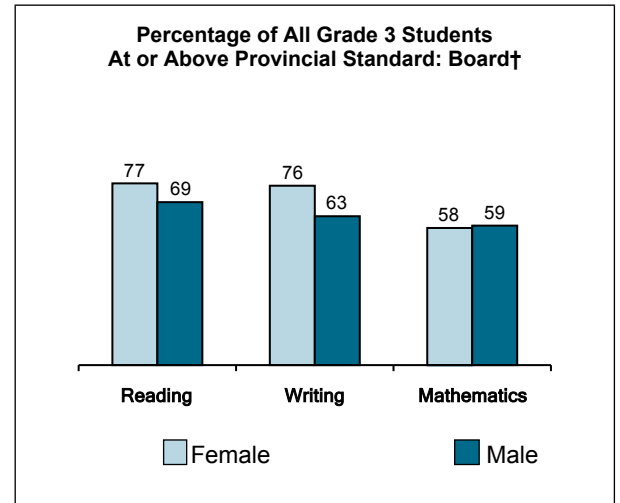
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 3: Gender††

Grade 3: School*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 30	Male 30	Female 30	Male 30	Female 30	Male 30
Level 4	7%	3%	0%	0%	3%	3%
Level 3	57%	33%	60%	43%	47%	30%
Level 2	20%	43%	23%	40%	27%	40%
Level 1	3%	7%	0%	3%	10%	10%
NEI**	0%	0%	0%	0%	0%	3%
<i>Participating Students</i>	87%	87%	83%	87%	87%	87%
No Data	3%	0%	7%	0%	3%	0%
Exempt	10%	13%	10%	13%	10%	13%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>63%</b>	<b>37%</b>	<b>60%</b>	<b>43%</b>	<b>50%</b>	<b>33%</b>



Grade 3: Board*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 2 443	Male 2 463	Female 2 443	Male 2 463	Female 2 456	Male 2 471
Level 4	21%	11%	4%	1%	10%	11%
Level 3	57%	57%	71%	62%	48%	48%
Level 2	16%	22%	20%	30%	32%	31%
Level 1	3%	3%	1%	1%	5%	5%
NEI**	<1%	1%	<1%	1%	1%	<1%
<i>Participating Students</i>	96%	95%	97%	95%	97%	95%
No Data	1%	1%	1%	1%	1%	1%
Exempt	3%	4%	3%	4%	2%	4%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>77%</b>	<b>69%</b>	<b>76%</b>	<b>63%</b>	<b>58%</b>	<b>59%</b>



Grade 3: Province*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 60 812	Male 65 204	Female 60 817	Male 65 219	Female 64 685	Male 68 298
Level 4	22%	13%	5%	2%	12%	13%
Level 3	57%	57%	75%	65%	49%	49%
Level 2	17%	22%	17%	27%	31%	28%
Level 1	2%	3%	1%	1%	5%	5%
NEI**	<1%	1%	<1%	1%	<1%	1%
<i>Participating Students</i>	98%	96%	98%	96%	98%	96%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	3%	2%	3%	2%	3%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>78%</b>	<b>70%</b>	<b>80%</b>	<b>67%</b>	<b>62%</b>	<b>63%</b>



\* Because percentages in tables are rounded, 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.

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



## Assessments of Reading, Writing and Mathematics, 2016–2017

**Contextual Information: Grade 6\***

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

Demographic Information	School		Board		Province	
<b>Enrolment</b>						
Number of Grade 6 students	0		4 807		130 775	
Number of classes with Grade 6 students	0		280		8 394	
Number of schools with Grade 6 classes	Not applicable		94		3 145	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Gender</b>						
Female	0	-	2 259	47%	63 445	49%
Male	0	-	2 548	53%	67 330	51%
Gender not specified	0	-	0	0%	0	0%
<b>Student Status</b>						
English language learners**	0	-	1 049	22%	14 238	11%
Students with special education needs (excluding gifted)**	0	-	1 122	23%	28 345	22%
<b>Place of Birth</b>						
Born in Canada	0	-	4 099	85%	114 230	87%
Born outside Canada	0	-	697	14%	16 324	12%
In Canada less than one year	0	-	10	<1%	786	1%
In Canada one year or more but less than three years	0	-	150	3%	3 045	2%
In Canada three years or more	0	-	492	10%	11 764	9%
<b>Language</b>						
First language learned at home was other than English	0	-	1 277	27%	29 758	23%
<b>Year Student Entered Current School</b>						
Year of the assessment	0	-	984	20%	27 713	21%
Year prior to the assessment	0	-	558	12%	12 625	10%
2 years prior to the assessment	0	-	594	12%	11 572	9%
3 or more years prior to the assessment	0	-	2 667	55%	78 785	60%
Data not available	0	-	4	<1%	80	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	0	-	279	6%	7 190	5%
Year prior to the assessment	0	-	269	6%	6 480	5%
2 years prior to the assessment	0	-	206	4%	5 705	4%
3 or more years prior to the assessment	0	-	4 044	84%	109 729	84%
Data not available	0	-	9	<1%	1 671	1%

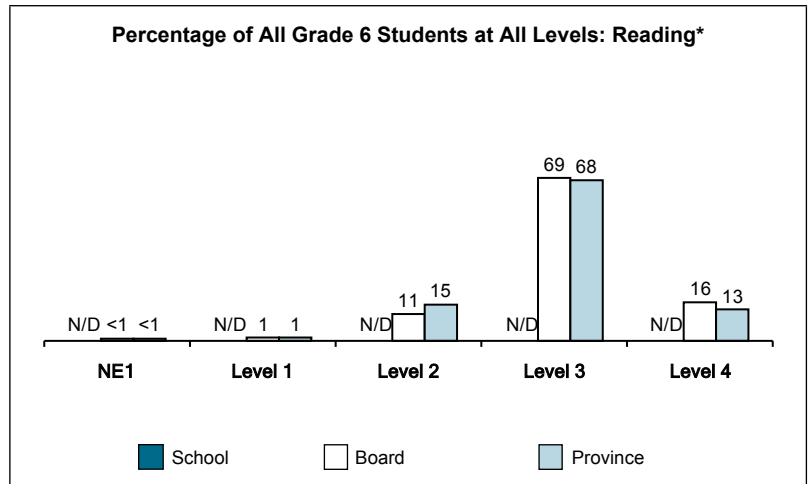
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

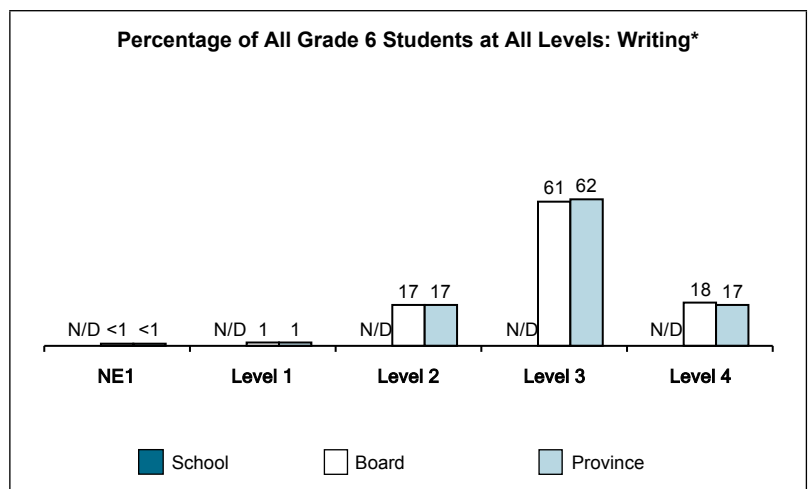
Assessments of Reading, Writing and Mathematics, 2016–2017

**Grade 6: All Students**

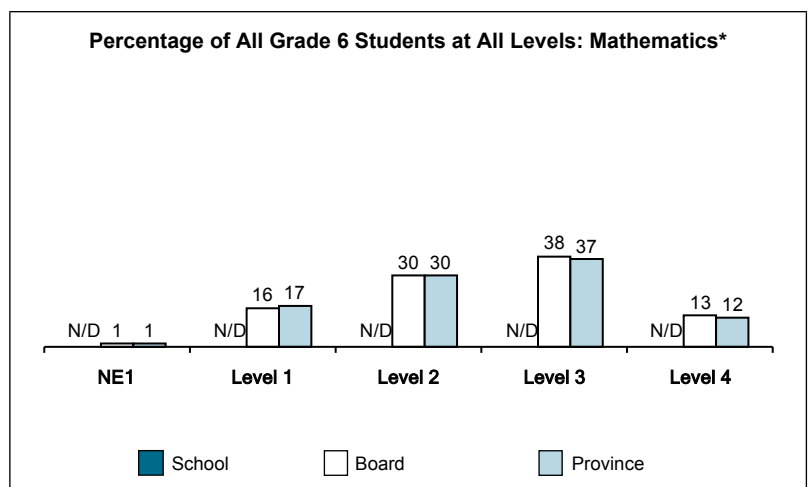
Grade 6: Reading*				
Number of Students	School N/D		Board 4 807	Province 130 767
	#	%	%	%
Level 4	N/D	N/D	16%	13%
Level 3	N/D	N/D	69%	68%
Level 2	N/D	N/D	11%	15%
Level 1	N/D	N/D	1%	1%
NE1**	N/D	N/D	<1%	<1%
Participating Students	N/D	N/D	97%	97%
No Data	N/D	N/D	1%	1%
Exempt	N/D	N/D	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		N/D	84%	81%



Grade 6: Writing*				
Number of Students	School N/D		Board 4 807	Province 130 773
	#	%	%	%
Level 4	N/D	N/D	18%	17%
Level 3	N/D	N/D	61%	62%
Level 2	N/D	N/D	17%	17%
Level 1	N/D	N/D	1%	1%
NE1**	N/D	N/D	<1%	<1%
Participating Students	N/D	N/D	97%	97%
No Data	N/D	N/D	1%	1%
Exempt	N/D	N/D	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		N/D	79%	79%



Grade 6: Mathematics*				
Number of Students	School N/D		Board 4 802	Province 130 652
	#	%	%	%
Level 4	N/D	N/D	13%	12%
Level 3	N/D	N/D	38%	37%
Level 2	N/D	N/D	30%	30%
Level 1	N/D	N/D	16%	17%
NE1**	N/D	N/D	1%	1%
Participating Students	N/D	N/D	97%	97%
No Data	N/D	N/D	1%	1%
Exempt	N/D	N/D	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		N/D	51%	50%



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

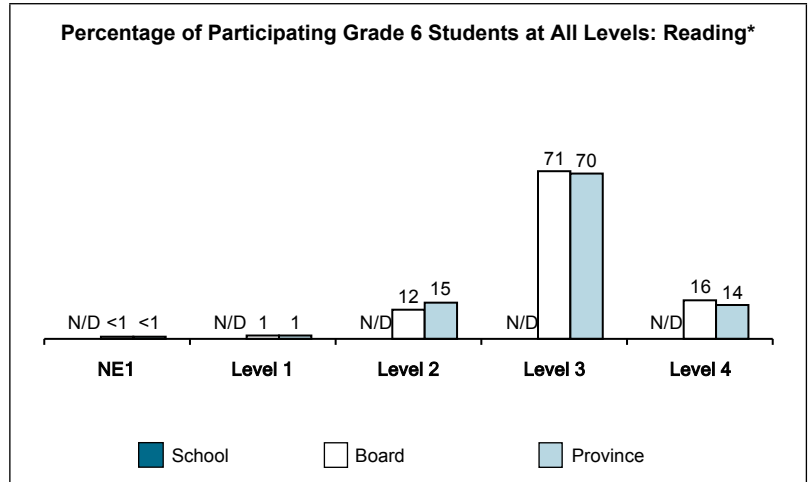
\*\* See the Explanation of Terms.

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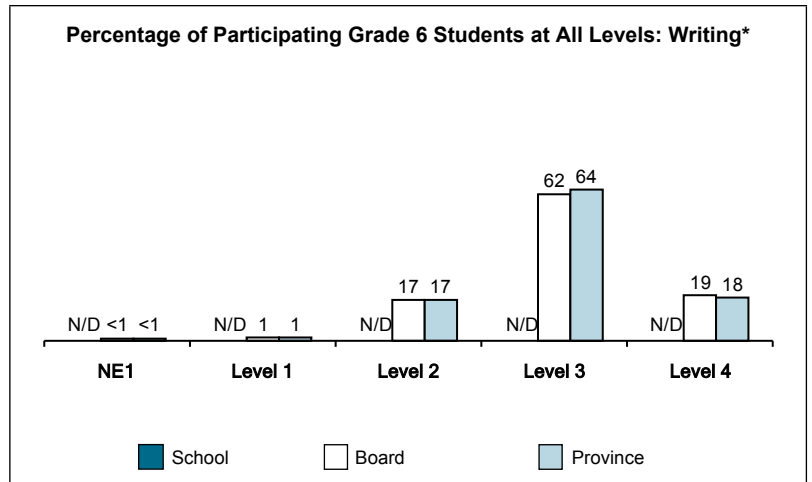
Assessments of Reading, Writing and Mathematics, 2016–2017

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

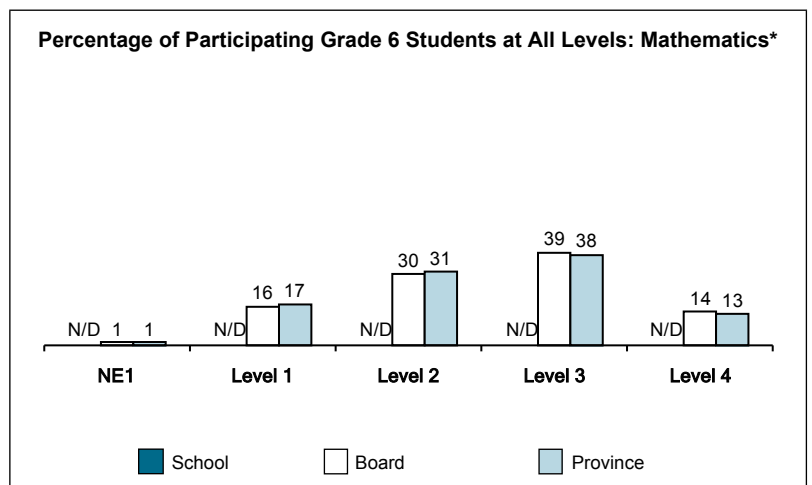
Grade 6: Reading*				
Number of Students	School N/D		Board 4 682	Province 127 220
	#	%	%	%
Level 4	N/D	N/D	16%	14%
Level 3	N/D	N/D	71%	70%
Level 2	N/D	N/D	12%	15%
Level 1	N/D	N/D	1%	1%
NE1**	N/D	N/D	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		N/D	<b>87%</b>	<b>83%</b>



Grade 6: Writing*				
Number of Students	School N/D		Board 4 682	Province 127 258
	#	%	%	%
Level 4	N/D	N/D	19%	18%
Level 3	N/D	N/D	62%	64%
Level 2	N/D	N/D	17%	17%
Level 1	N/D	N/D	1%	1%
NE1**	N/D	N/D	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		N/D	<b>81%</b>	<b>81%</b>



Grade 6: Mathematics*				
Number of Students	School N/D		Board 4 673	Province 127 059
	#	%	%	%
Level 4	N/D	N/D	14%	13%
Level 3	N/D	N/D	39%	38%
Level 2	N/D	N/D	30%	31%
Level 1	N/D	N/D	16%	17%
NE1**	N/D	N/D	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		N/D	<b>53%</b>	<b>51%</b>



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

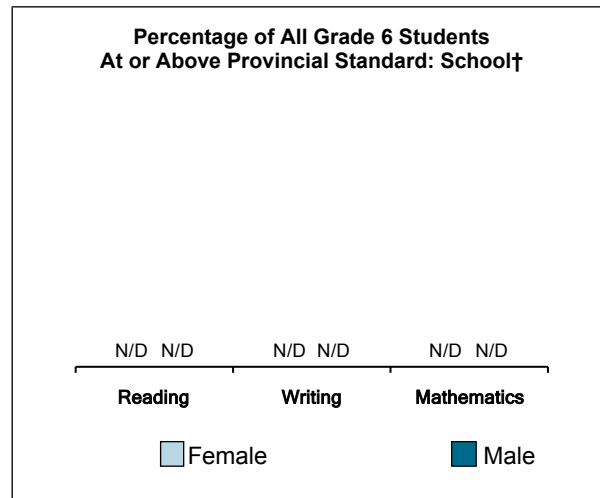
\*\* See the Explanation of Terms.

† 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.

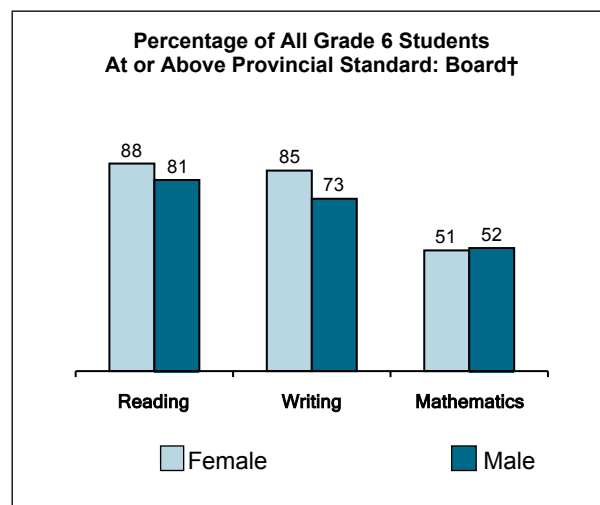
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 6: Gender††

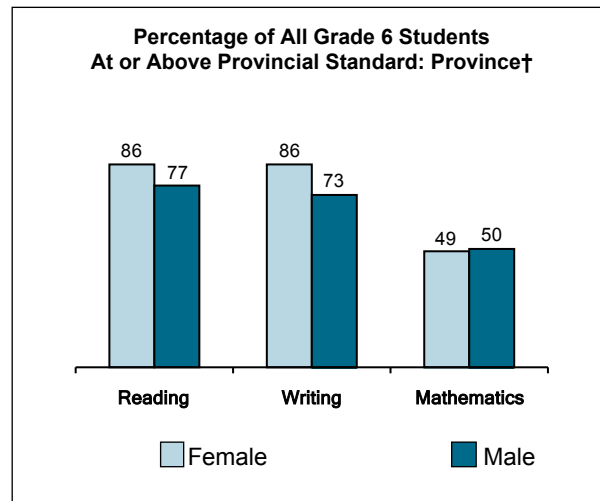
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/D	Male N/D	Female N/D	Male N/D	Female N/D	Male N/D
Level 4	N/D	N/D	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D	N/D	N/D
NE1**	N/D	N/D	N/D	N/D	N/D	N/D
Participating Students	N/D	N/D	N/D	N/D	N/D	N/D
No Data Exempt	N/D	N/D	N/D	N/D	N/D	N/D
At or Above Provincial Standard (Levels 3 and 4)†	N/D	N/D	N/D	N/D	N/D	N/D



Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 2 259	Male 2 548	Female 2 259	Male 2 548	Female 2 257	Male 2 545
Level 4	21%	11%	25%	12%	13%	14%
Level 3	67%	70%	60%	61%	38%	38%
Level 2	9%	14%	11%	22%	31%	28%
Level 1	1%	2%	1%	1%	16%	16%
NE1**	<1%	<1%	<1%	1%	<1%	1%
Participating Students	98%	97%	98%	97%	98%	97%
No Data Exempt	1%	1%	1%	1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	88%	81%	85%	73%	51%	52%



Grade 6: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 63 443	Male 67 324	Female 63 445	Male 67 328	Female 63 378	Male 67 274
Level 4	18%	9%	24%	11%	12%	13%
Level 3	68%	67%	62%	62%	37%	37%
Level 2	11%	18%	11%	23%	32%	29%
Level 1	1%	1%	1%	1%	16%	17%
NE1**	<1%	<1%	<1%	<1%	<1%	1%
Participating Students	98%	97%	98%	97%	98%	97%
No Data Exempt	1%	1%	1%	1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	86%	77%	86%	73%	49%	50%



\* Because percentages in tables and graphs are rounded, 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.

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

**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	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
<b>Enrolment</b>					
Number of students	56	41	NP	36	60
<b>Participation in the Assessment</b>					
Reading†	79%	83%	NP	86%	87%
Writing†	79%	83%	NP	86%	85%
Mathematics†	77%	83%	NP	86%	87%
<b>Gender</b>					
Female	45%	46%	NP	50%	50%
Male	55%	54%	NP	50%	50%
<b>Student Status</b>					
English language learners**	77%	68%	NP	64%	43%
Students with special education needs (excluding gifted)**	14%	17%	NP	25%	23%
<b>Place of Birth</b>					
Born in Canada	48%	51%	NP	58%	58%
Born outside Canada	52%	49%	NP	42%	42%
In Canada less than one year	2%	0%	NP	6%	0%
In Canada one year or more but less than three years	18%	12%	NP	11%	13%
In Canada three years or more	29%	27%	NP	17%	27%
<b>Language</b>					
First language learned at home was other than English	82%	78%	NP	81%	80%
<b>Year Student Entered Current School</b>					
Year of the assessment	27%	24%	NP	22%	20%
Year prior to the assessment	20%	15%	NP	25%	13%
2 years prior to the assessment	18%	22%	NP	6%	12%
3 or more years prior to the assessment	36%	39%	NP	47%	55%
Data not available	0%	0%	NP	0%	0%
<b>Year Student Entered Current Board</b>					
Year of the assessment	14%	22%	NP	11%	18%
Year prior to the assessment	18%	15%	NP	25%	8%
2 years prior to the assessment	16%	17%	NP	8%	13%
3 or more years prior to the assessment	52%	46%	NP	56%	60%
Data not available	0%	0%	NP	0%	0%

\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

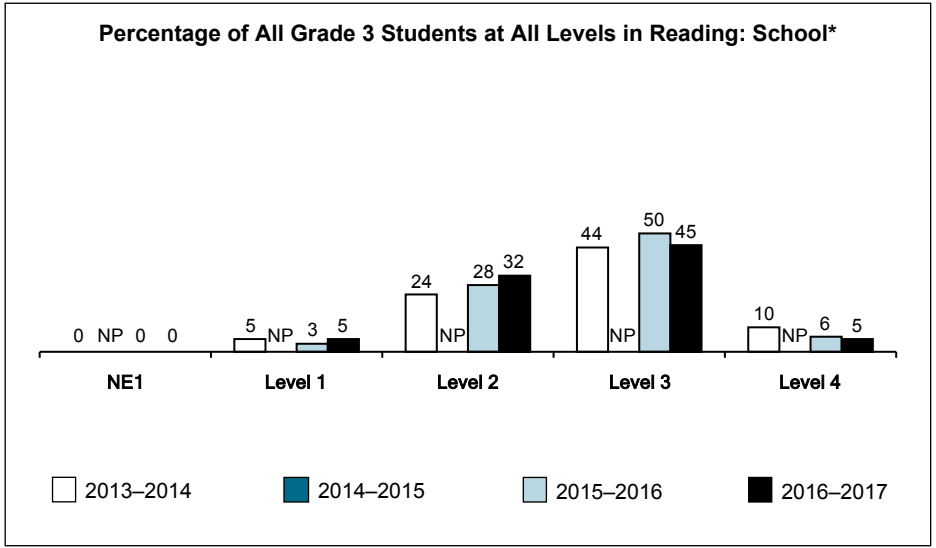
\*\* See the Explanation of Terms.

Assessments of Reading, Writing and Mathematics, 2016–2017

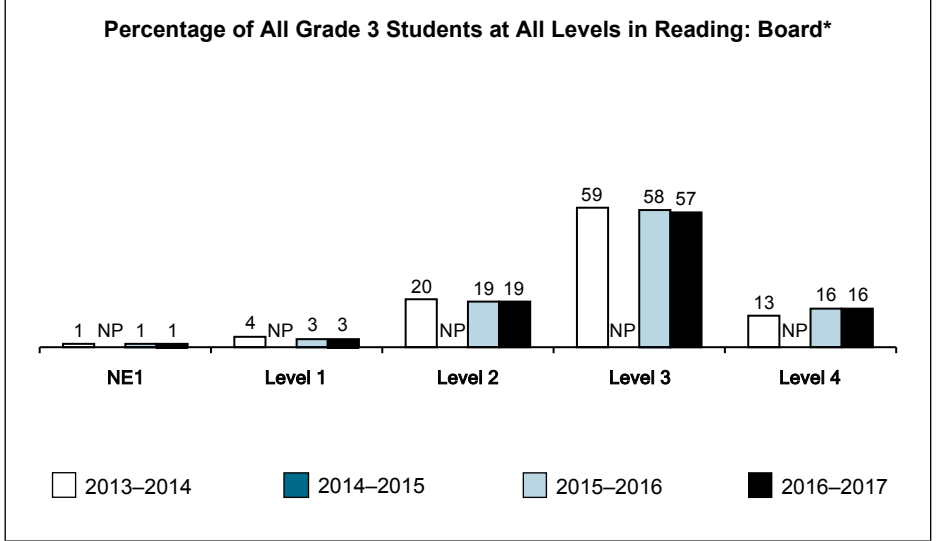
Results over Time, 2013–2014 to 2016–2017\*

Grade 3: Reading

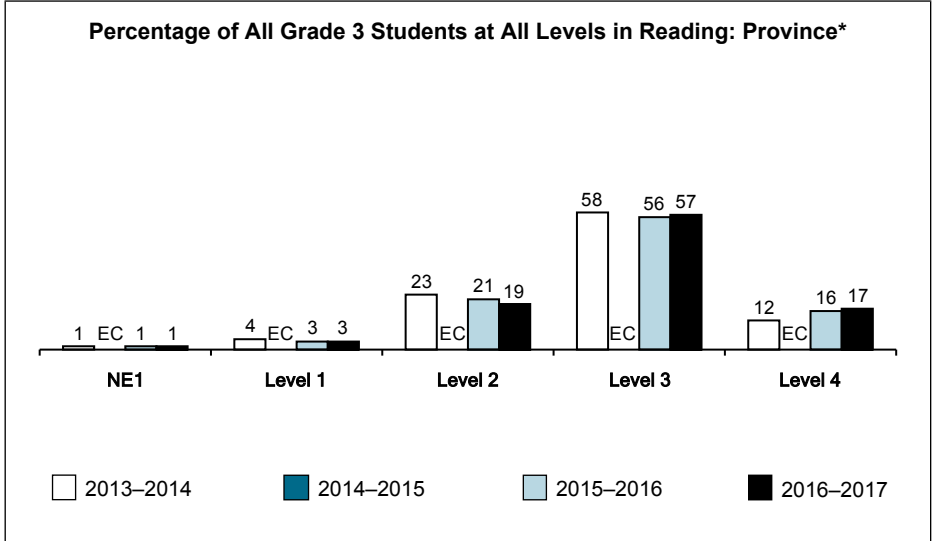
Grade 3 Reading: School*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
Number of Students	41	NP	36	60
Level 4	10%	NP	6%	5%
Level 3	44%	NP	50%	45%
Level 2	24%	NP	28%	32%
Level 1	5%	NP	3%	5%
NE1**	0%	NP	0%	0%
Participating Students	83%	NP	86%	87%
No Data	0%	NP	0%	2%
Exempt	17%	NP	14%	12%
At or Above Provincial Standard†	54%	NP	56%	50%



Grade 3 Reading: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
Number of Students	4 791	NP	4 779	4 906
Level 4	13%	NP	16%	16%
Level 3	59%	NP	58%	57%
Level 2	20%	NP	19%	19%
Level 1	4%	NP	3%	3%
NE1**	1%	NP	1%	1%
Participating Students	96%	NP	96%	96%
No Data	1%	NP	1%	1%
Exempt	3%	NP	3%	4%
At or Above Provincial Standard†	72%	NP	74%	73%



Grade 3 Reading: Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
Number of Students	122 018	EC	118 838	126 016
Level 4	12%	EC	16%	17%
Level 3	58%	EC	56%	57%
Level 2	23%	EC	21%	19%
Level 1	4%	EC	3%	3%
NE1**	1%	EC	1%	1%
Participating Students	97%	EC	97%	97%
No Data	1%	EC	1%	1%
Exempt	2%	EC	3%	3%
At or Above Provincial Standard†	70%	EC	72%	74%



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

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\*\* See the Explanation of Terms.

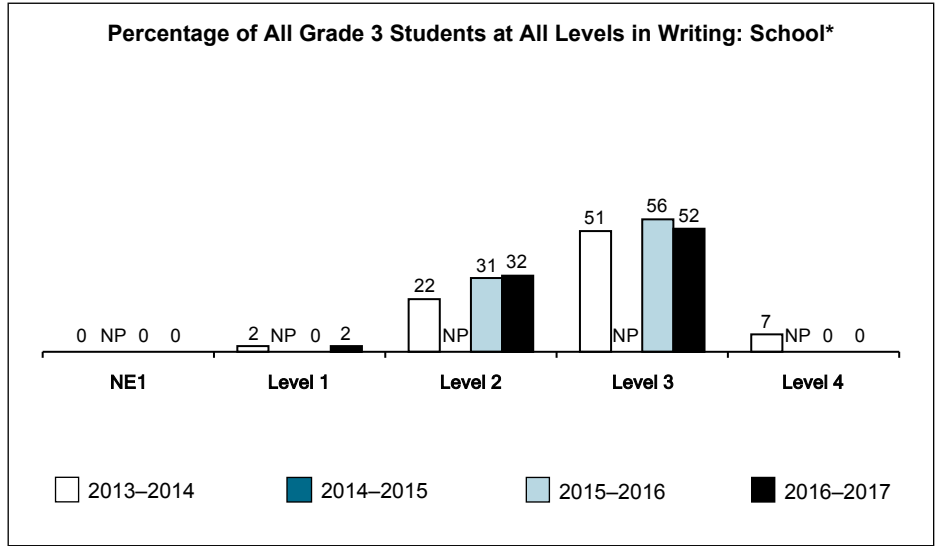
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Assessments of Reading, Writing and Mathematics, 2016–2017

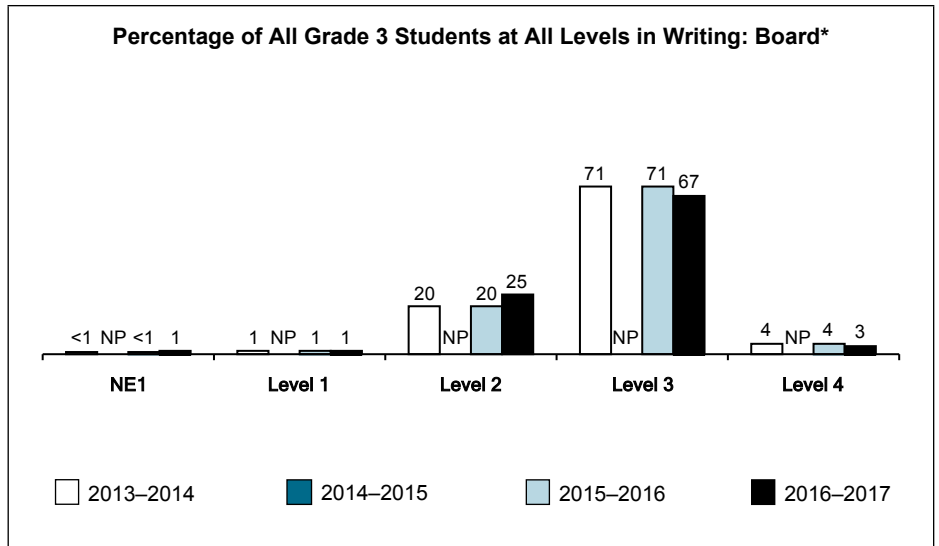
Results over Time, 2013–2014 to 2016–2017\*

Grade 3: Writing

Grade 3 Writing: School*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
Number of Students	41	NP	36	60
Level 4	7%	NP	0%	0%
Level 3	51%	NP	56%	52%
Level 2	22%	NP	31%	32%
Level 1	2%	NP	0%	2%
NE1**	0%	NP	0%	0%
Participating Students	83%	NP	86%	85%
No Data	0%	NP	0%	3%
Exempt	17%	NP	14%	12%
At or Above Provincial Standard†	59%	NP	56%	52%



Grade 3 Writing: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
Number of Students	4 791	NP	4 779	4 906
Level 4	4%	NP	4%	3%
Level 3	71%	NP	71%	67%
Level 2	20%	NP	20%	25%
Level 1	1%	NP	1%	1%
NE1**	<1%	NP	<1%	1%
Participating Students	97%	NP	96%	96%
No Data	1%	NP	1%	1%
Exempt	2%	NP	3%	3%
At or Above Provincial Standard†	76%	NP	74%	70%



Grade 3 Writing: Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
Number of Students	122 018	EC	118 860	126 036
Level 4	6%	EC	4%	3%
Level 3	72%	EC	70%	70%
Level 2	18%	EC	22%	22%
Level 1	1%	EC	1%	1%
NE1**	<1%	EC	<1%	<1%
Participating Students	97%	EC	97%	97%
No Data	1%	EC	1%	1%
Exempt	2%	EC	2%	2%
At or Above Provincial Standard†	78%	EC	74%	73%



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\*\* See the Explanation of Terms.

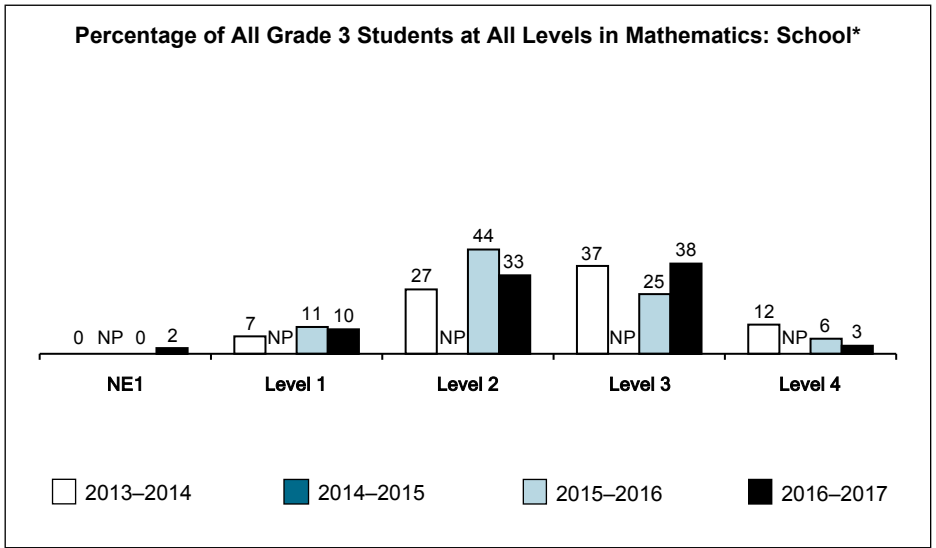
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Assessments of Reading, Writing and Mathematics, 2016–2017

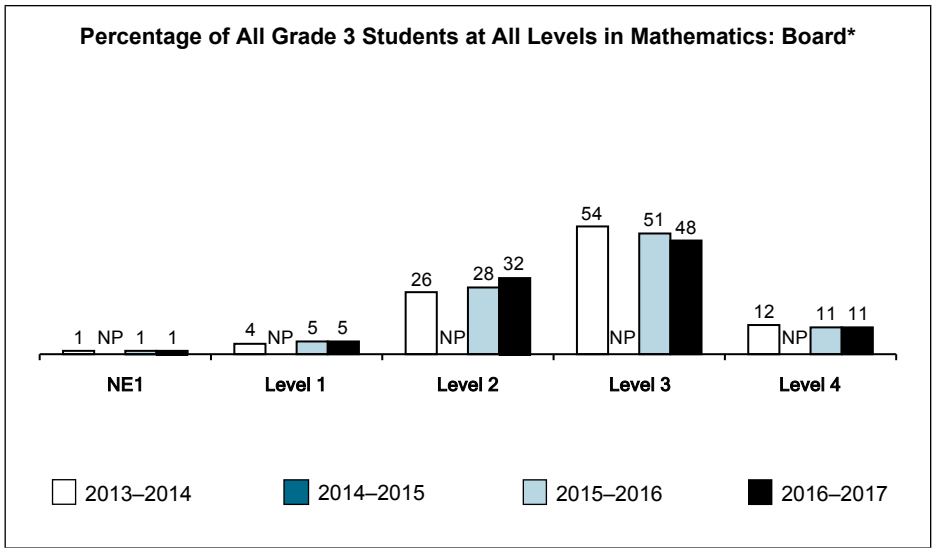
Results over Time, 2013–2014 to 2016–2017\*

Grade 3: Mathematics

Grade 3 Mathematics: School*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	41	NP	36	60
Level 4	12%	NP	6%	3%
Level 3	37%	NP	25%	38%
Level 2	27%	NP	44%	33%
Level 1	7%	NP	11%	10%
NE1**	0%	NP	0%	2%
<i>Participating Students</i>	83%	NP	86%	87%
No Data	0%	NP	0%	2%
Exempt	17%	NP	14%	12%
<b>At or Above Provincial Standard†</b>	<b>49%</b>	<b>NP</b>	<b>31%</b>	<b>42%</b>



Grade 3 Mathematics: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	4 791	NP	4 780	4 927
Level 4	12%	NP	11%	11%
Level 3	54%	NP	51%	48%
Level 2	26%	NP	28%	32%
Level 1	4%	NP	5%	5%
NE1**	1%	NP	1%	1%
<i>Participating Students</i>	96%	NP	96%	96%
No Data	1%	NP	1%	1%
Exempt	2%	NP	3%	3%
<b>At or Above Provincial Standard†</b>	<b>67%</b>	<b>NP</b>	<b>62%</b>	<b>58%</b>



Grade 3 Mathematics: Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	127 504	EC	125 471	132 983
Level 4	13%	EC	12%	13%
Level 3	54%	EC	51%	49%
Level 2	26%	EC	28%	29%
Level 1	4%	EC	5%	5%
NE1**	<1%	EC	1%	1%
<i>Participating Students</i>	97%	EC	97%	97%
No Data	1%	EC	1%	1%
Exempt	2%	EC	2%	2%
<b>At or Above Provincial Standard†</b>	<b>67%</b>	<b>EC</b>	<b>63%</b>	<b>62%</b>



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

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

\*\* See the Explanation of Terms.

† 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, 2016–2017

**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	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
<b>Enrolment</b>					
Number of students	0	0	0	0	0
<b>Participation in the Assessment</b>					
Reading	-	-	-	-	-
Writing	-	-	-	-	-
Mathematics	-	-	-	-	-
<b>Gender</b>					
Female	-	-	-	-	-
Male	-	-	-	-	-
<b>Student Status</b>					
English language learners**	-	-	-	-	-
Students with special education needs (excluding gifted)**	-	-	-	-	-
<b>Place of Birth</b>					
Born in Canada	-	-	-	-	-
Born outside Canada	-	-	-	-	-
In Canada less than one year	-	-	-	-	-
In Canada one year or more but less than three years	-	-	-	-	-
In Canada three years or more	-	-	-	-	-
<b>Language</b>					
First language learned at home was other than English	-	-	-	-	-
<b>Year Student Entered Current School</b>					
Year of the assessment	-	-	-	-	-
Year prior to the assessment	-	-	-	-	-
2 years prior to the assessment	-	-	-	-	-
3 or more years prior to the assessment	-	-	-	-	-
Data not available	-	-	-	-	-
<b>Year Student Entered Current Board</b>					
Year of the assessment	-	-	-	-	-
Year prior to the assessment	-	-	-	-	-
2 years prior to the assessment	-	-	-	-	-
3 or more years prior to the assessment	-	-	-	-	-
Data not available	-	-	-	-	-

\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

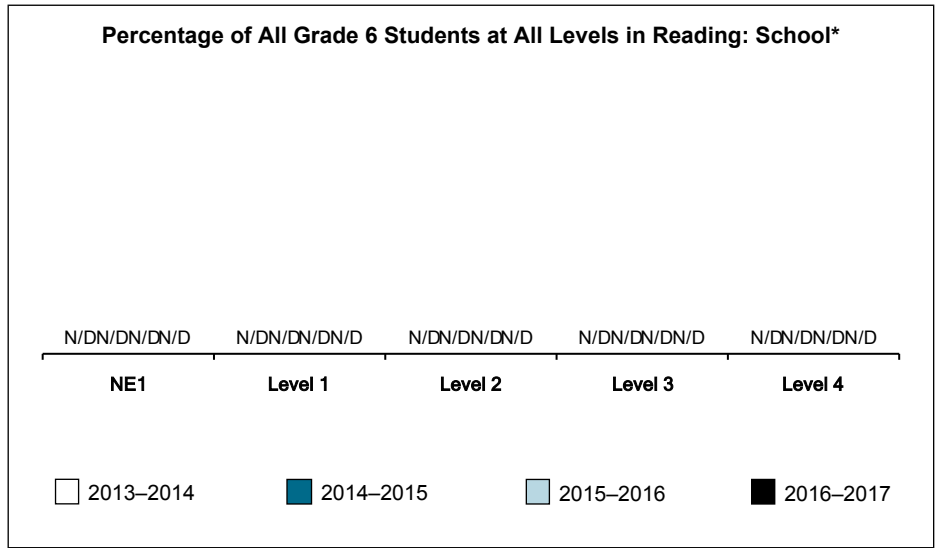
\*\* See the Explanation of Terms.

Assessments of Reading, Writing and Mathematics, 2016–2017

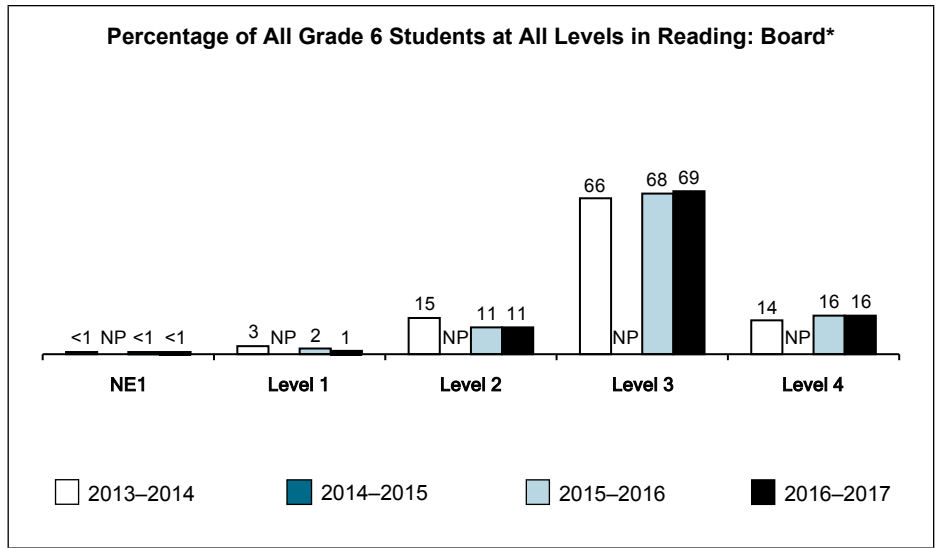
Results over Time, 2013–2014 to 2016–2017\*

Grade 6: Reading

Grade 6 Reading: School*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
Number of Students	N/D	N/D	N/D	N/D
Level 4	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D
NE1**	N/D	N/D	N/D	N/D
Participating Students	N/D	N/D	N/D	N/D
No Data	N/D	N/D	N/D	N/D
Exempt	N/D	N/D	N/D	N/D
At or Above Provincial Standard†	N/D	N/D	N/D	N/D



Grade 6 Reading: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
Number of Students	4 910	NP	5 001	4 807
Level 4	14%	NP	16%	16%
Level 3	66%	NP	68%	69%
Level 2	15%	NP	11%	11%
Level 1	3%	NP	2%	1%
NE1**	<1%	NP	<1%	<1%
Participating Students	98%	NP	97%	97%
No Data	1%	NP	1%	1%
Exempt	2%	NP	2%	2%
At or Above Provincial Standard†	80%	NP	84%	84%



Grade 6 Reading: Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
Number of Students	127 261	EC	123 592	130 767
Level 4	12%	EC	13%	13%
Level 3	67%	EC	68%	68%
Level 2	16%	EC	15%	15%
Level 1	2%	EC	2%	1%
NE1**	<1%	EC	<1%	<1%
Participating Students	98%	EC	97%	97%
No Data	<1%	EC	1%	1%
Exempt	2%	EC	2%	2%
At or Above Provincial Standard†	79%	EC	81%	81%



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

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\*\* See the Explanation of Terms.

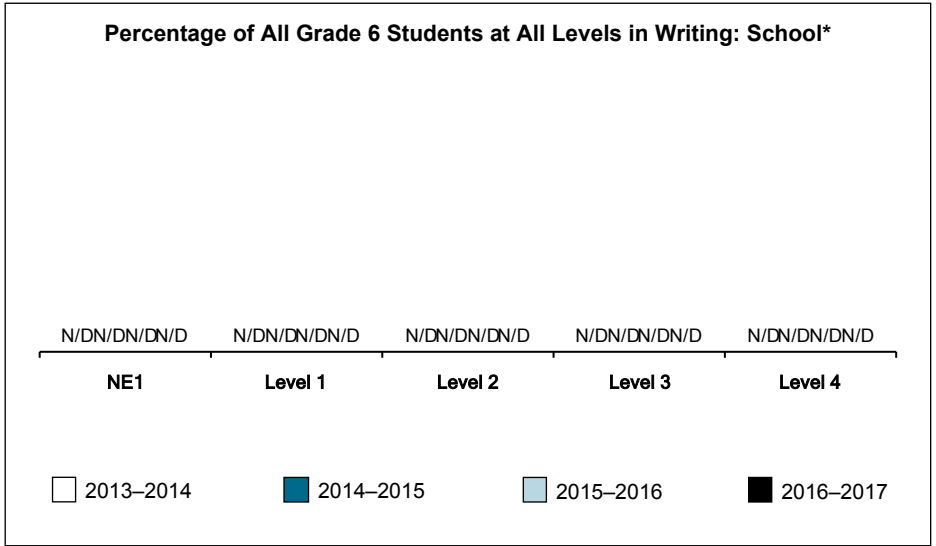
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Assessments of Reading, Writing and Mathematics, 2016–2017

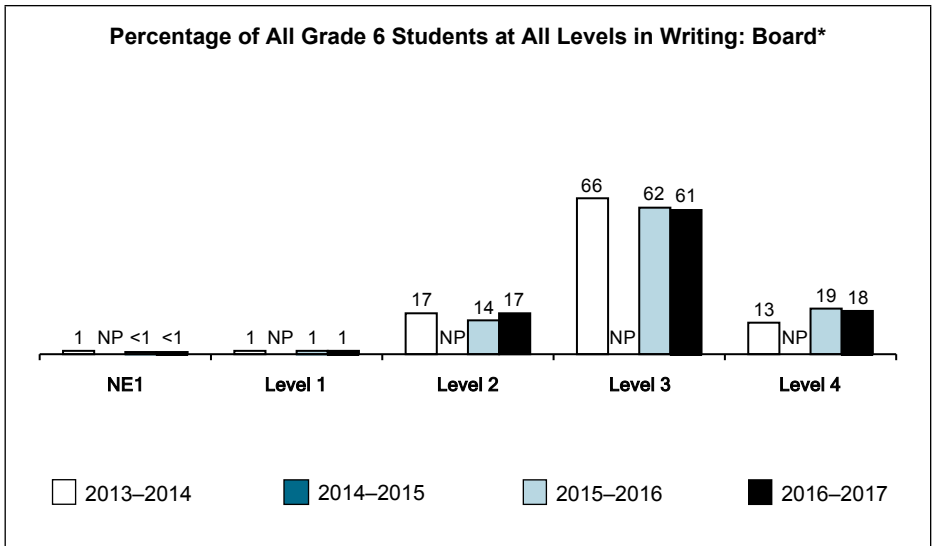
Results over Time, 2013–2014 to 2016–2017\*

Grade 6: Writing

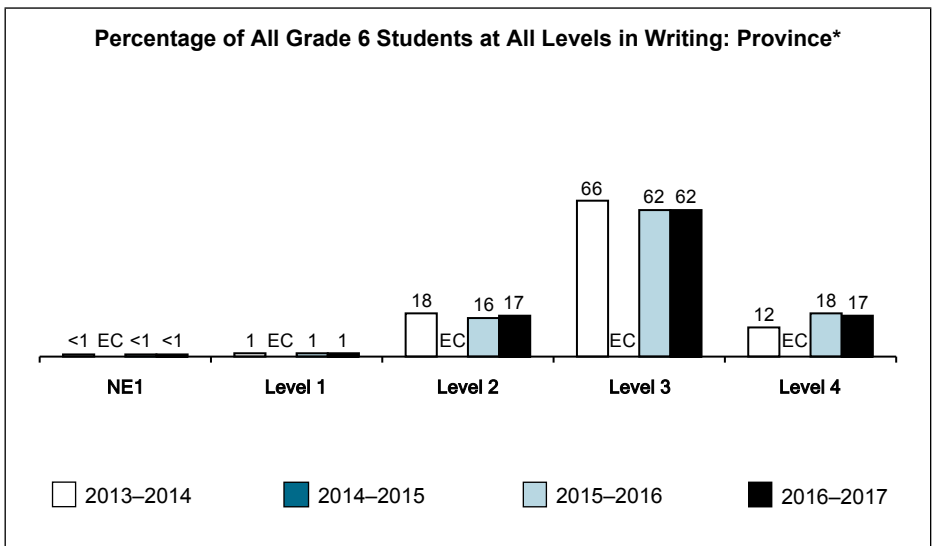
Grade 6 Writing: School*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
Number of Students	N/D	N/D	N/D	N/D
Level 4	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D
NE1**	N/D	N/D	N/D	N/D
Participating Students	N/D	N/D	N/D	N/D
No Data	N/D	N/D	N/D	N/D
Exempt	N/D	N/D	N/D	N/D
At or Above Provincial Standard†	N/D	N/D	N/D	N/D



Grade 6 Writing: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
Number of Students	4 910	NP	5 001	4 807
Level 4	13%	NP	19%	18%
Level 3	66%	NP	62%	61%
Level 2	17%	NP	14%	17%
Level 1	1%	NP	1%	1%
NE1**	1%	NP	<1%	<1%
Participating Students	98%	NP	97%	97%
No Data	1%	NP	1%	1%
Exempt	2%	NP	2%	2%
At or Above Provincial Standard†	79%	NP	82%	79%



Grade 6 Writing: Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
Number of Students	127 207	EC	123 617	130 773
Level 4	12%	EC	18%	17%
Level 3	66%	EC	62%	62%
Level 2	18%	EC	16%	17%
Level 1	1%	EC	1%	1%
NE1**	<1%	EC	<1%	<1%
Participating Students	98%	EC	97%	97%
No Data	1%	EC	1%	1%
Exempt	2%	EC	2%	2%
At or Above Provincial Standard†	78%	EC	80%	79%



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

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\*\* See the Explanation of Terms.

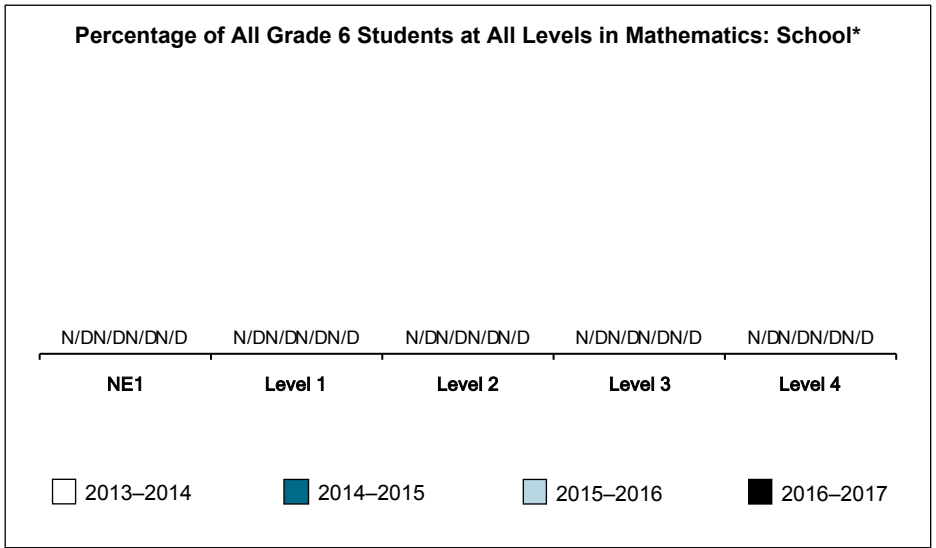
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Assessments of Reading, Writing and Mathematics, 2016–2017

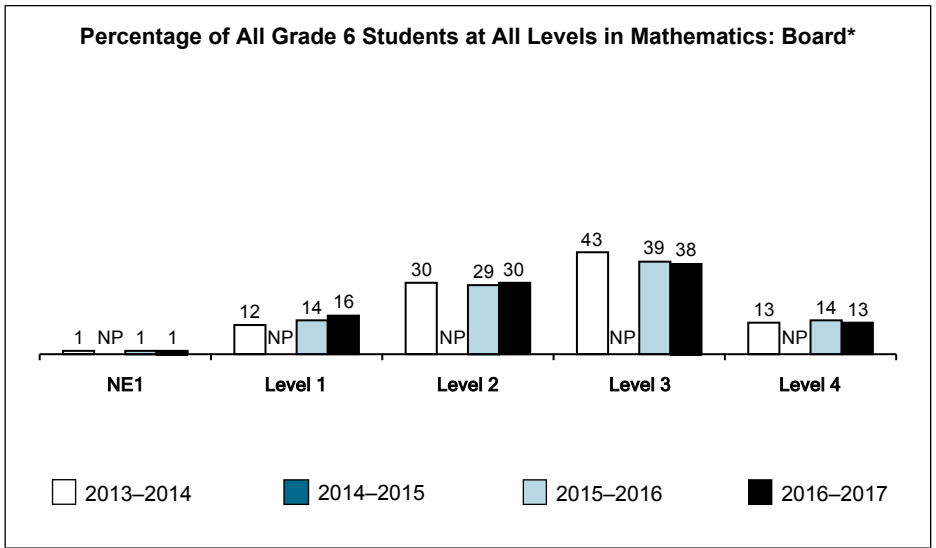
Results over Time, 2013–2014 to 2016–2017\*

Grade 6: Mathematics

Grade 6 Mathematics: School*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
Number of Students	N/D	N/D	N/D	N/D
Level 4	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D
NE1**	N/D	N/D	N/D	N/D
Participating Students	N/D	N/D	N/D	N/D
No Data	N/D	N/D	N/D	N/D
Exempt	N/D	N/D	N/D	N/D
At or Above Provincial Standard†	N/D	N/D	N/D	N/D



Grade 6 Mathematics: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
Number of Students	4 912	NP	5 001	4 802
Level 4	13%	NP	14%	13%
Level 3	43%	NP	39%	38%
Level 2	30%	NP	29%	30%
Level 1	12%	NP	14%	16%
NE1**	1%	NP	1%	1%
Participating Students	98%	NP	97%	97%
No Data	1%	NP	1%	1%
Exempt	2%	NP	2%	2%
At or Above Provincial Standard†	56%	NP	53%	51%



Grade 6 Mathematics: Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
Number of Students	127 286	EC	123 666	130 652
Level 4	13%	EC	13%	12%
Level 3	42%	EC	37%	37%
Level 2	30%	EC	31%	30%
Level 1	13%	EC	16%	17%
NE1**	<1%	EC	<1%	1%
Participating Students	98%	EC	97%	97%
No Data	1%	EC	1%	1%
Exempt	2%	EC	2%	2%
At or Above Provincial Standard†	54%	EC	50%	50%



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

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

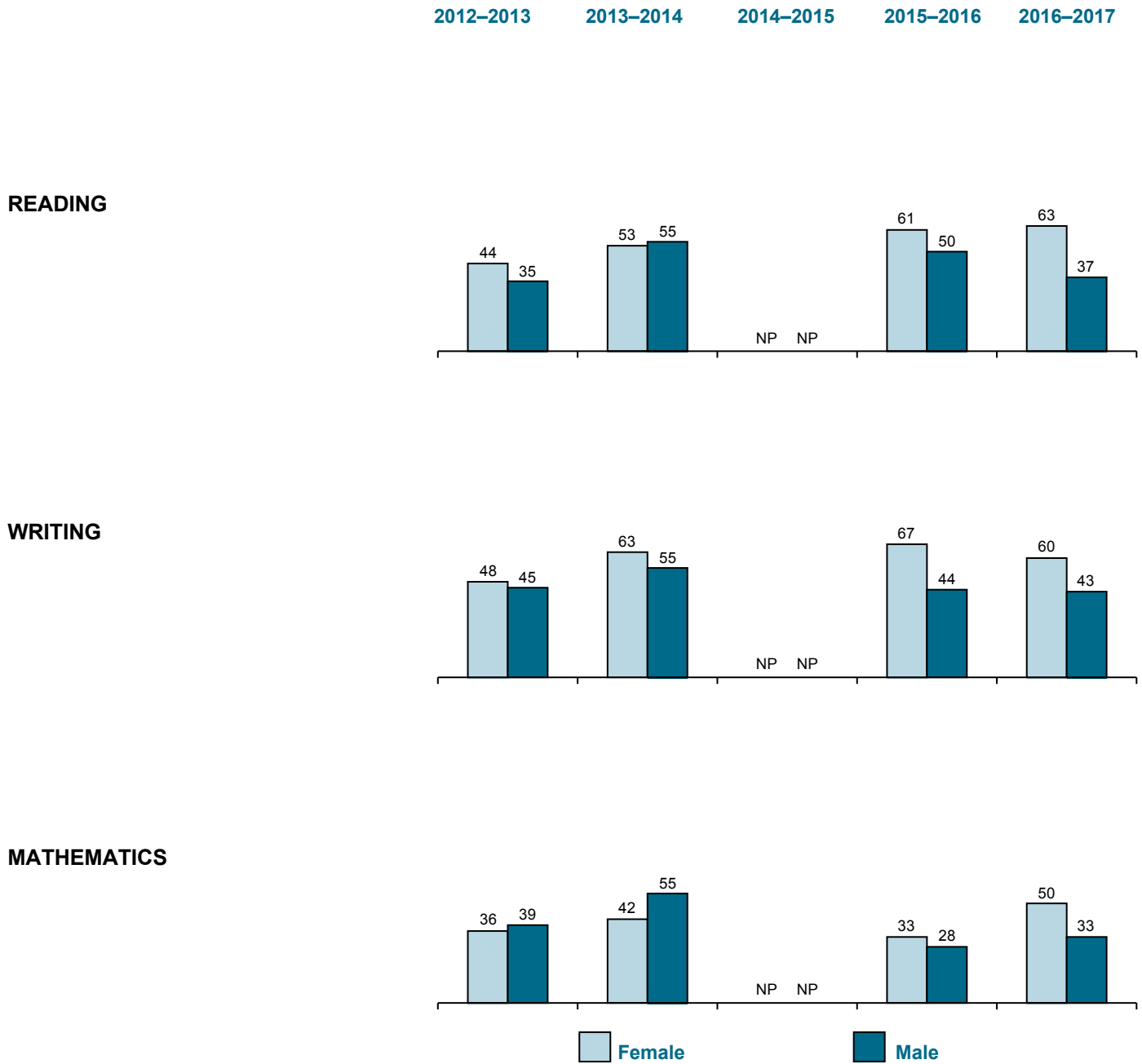
\*\* See the Explanation of Terms.

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

Assessments of Reading, Writing and Mathematics, 2016–2017

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER\*

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



Total Number of Grade 3 Students\*

School	2012–2013		2013–2014		2014–2015		2015–2016		2016–2017	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	25	31	19	22	NP	NP	18	18	30	30

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

**RESULTS FOR ALL STUDENTS OVER TIME BY GENDER\***

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

2012–2013      2013–2014      2014–2015      2015–2016      2016–2017

**READING**

N/D N/D      N/D N/D      N/D N/D      N/D N/D      N/D N/D

**WRITING**

N/D N/D      N/D N/D      N/D N/D      N/D N/D      N/D N/D

**MATHEMATICS**

N/D N/D      N/D N/D      N/D N/D      N/D N/D      N/D N/D

Female Male

**Total Number of Grade 6 Students\***

	2012–2013		2013–2014		2014–2015		2015–2016		2016–2017	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	0	0	0	0	0	0	0	0	0	0

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

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 51)

Never

Sometimes

Most of the time

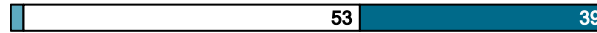
STUDENT ENGAGEMENT

About reading:

Percentage of Students\*

Number of students who answered "most of the time"

I like to read.



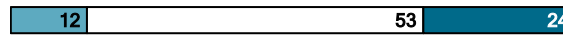
20

I am a good reader.



23

I am able to understand difficult reading passages.



12

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



29

STUDENT ENGAGEMENT

About writing:

I like to write.



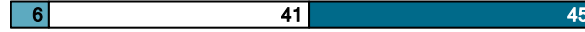
25

I am a good writer.



27

I am able to communicate my ideas in writing.



23

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



28

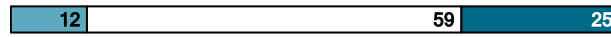
COGNITIVE STRATEGIES USED IN LANGUAGE

I make sure I understand what I am reading.



30

I organize my ideas before I start to write.



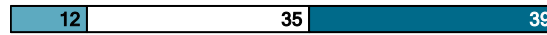
13

I edit my writing to make it better.



12

I check my writing for spelling and grammar.



20

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

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 51)

Never


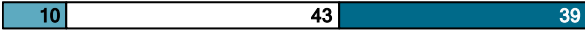
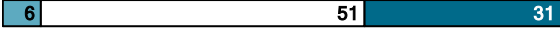

Sometimes

Most of the time


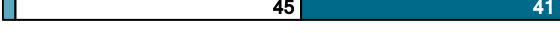
STUDENT ENGAGEMENT  
About mathematics:

Percentage of Students\*

Number of students who answered "most of the time"

I like mathematics.		26
I am good at mathematics.		20
I am able to answer difficult mathematics questions.		16
I do my best when I do mathematics activities in class.		33

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.		27
I think about the steps I will use to solve the problem.		21

Never

1 or 2 times a month



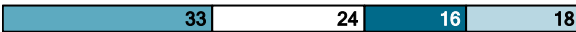


1 to 3 times a week

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
Comics		4
Books, newspapers, magazines or Web sites for information		9
E-mail, text or instant messages		10
Any other type of reading material		10

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



Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 51)

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	33	24	8	20	10
Journal entries	37	20	18	6	3
E-mail, text or instant messages	45	10	6	16	8
Letters	25	25	16	10	5

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.	35	8	12	25	13
I participate in after-school clubs.	61	6	6	14	7
I participate in sports or other physical activities.	22	20	16	29	15

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.	16	12	18	35	18
We talk about the reading and writing work I do in school.	22	12	12	35	18
We talk about the mathematics work I do in school.	18	12	18	31	16
We read together.	22	22	20	18	9
We look at my school agenda.	22	18	14	22	11
We use a computer together.	31	20	20	12	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, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 51)

 0 programs

 1 program

 2 or 3 programs

 4 programs or more

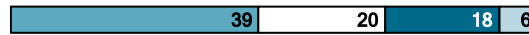
SCREEN TIME (TELEVISION)

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



3

After school



17

SCHOOLS ATTENDED

How many schools did you attend before this one?

Percentage of Students\*

Number of students

Only this school



17

1 other school



18

2 other schools



3

3 other schools




4


4 other schools or more



3

 Only English/  
Mostly English

 Another language (or other languages)  
as often as English

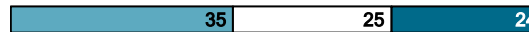
 Mostly another language (or other languages)/  
Only another language (or other languages)

LANGUAGES SPOKEN

Percentage of Students\*

Number of students who answered "only English" or "mostly English"

Languages student speaks at home



18

Languages in which people speak to student at home



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, 2016–2017

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 51)	Female* (# = 26)	Male* (# = 25)	All (# = 4 654)	Female* (# = 2 338)	Male* (# = 2 316)	All (# = 127 977)	Female* (# = 62 721)	Male* (# = 65 256)
<b>STUDENT ENGAGEMENT</b>									
<b>About reading:</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I like to read.	39%	54%	24%	53%	60%	46%	46%	51%	40%
I am a good reader.	45%	50%	40%	67%	69%	66%	63%	65%	62%
I am able to understand difficult reading passages.	24%	23%	24%	33%	31%	35%	30%	28%	32%
I do my best when I do reading activities in class.	57%	62%	52%	75%	79%	71%	73%	77%	68%
<b>STUDENT ENGAGEMENT</b>									
<b>About writing:</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I like to write.	49%	50%	48%	47%	54%	40%	47%	54%	40%
I am a good writer.	53%	46%	60%	51%	57%	44%	49%	55%	42%
I am able to communicate my ideas in writing.	45%	58%	32%	45%	47%	43%	43%	45%	42%
I do my best when I do writing activities in class.	55%	54%	56%	71%	77%	65%	68%	73%	63%
<b>COGNITIVE STRATEGIES USED IN LANGUAGE</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I make sure I understand what I am reading.	59%	69%	48%	66%	68%	64%	65%	67%	62%
I organize my ideas before I start to write.	25%	23%	28%	38%	41%	35%	40%	44%	36%
I edit my writing to make it better.	24%	27%	20%	41%	45%	36%	40%	45%	36%
I check my writing for spelling and grammar.	39%	54%	24%	43%	46%	40%	44%	48%	40%
<b>STUDENT ENGAGEMENT</b>									
<b>About mathematics:</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I like mathematics.	51%	54%	48%	59%	55%	64%	58%	53%	63%
I am good at mathematics.	39%	38%	40%	58%	51%	64%	56%	49%	62%
I am able to answer difficult mathematics questions.	31%	35%	28%	40%	32%	48%	38%	31%	46%
I do my best when I do mathematics activities in class.	65%	69%	60%	79%	81%	77%	77%	78%	75%
<b>COGNITIVE STRATEGIES USED IN MATHEMATICS</b>									
<b>When I am working on a mathematics problem,</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I read over the problem first to make sure I know what I am supposed to do.	53%	62%	44%	70%	73%	67%	67%	72%	63%
I think about the steps I will use to solve the problem.	41%	58%	24%	49%	50%	48%	49%	51%	47%

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

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

Assessments of Reading, Writing and Mathematics, 2016–2017

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 51)	Female* (# = 26)	Male* (# = 25)	All (# = 4 654)	Female* (# = 2 338)	Male* (# = 2 316)	All (# = 127 977)	Female* (# = 62 721)	Male* (# = 65 256)
<b>READING OUTSIDE SCHOOL</b>									
How often do you read the following when you are not at school? <span style="float: right;">Percentage of students who answered “every day or almost every day”†</span>									
Stories or novels	25%	31%	20%	43%	48%	39%	38%	42%	33%
Comics	8%	12%	4%	21%	17%	25%	19%	15%	23%
Books, newspapers, magazines or Web sites for information	18%	15%	20%	19%	19%	19%	20%	21%	19%
E-mails, text or instant messages	20%	12%	28%	19%	22%	16%	23%	25%	20%
Any other type of reading material	20%	27%	12%	32%	35%	29%	31%	35%	28%
<b>WRITING OUTSIDE SCHOOL</b>									
How often do you write the following (using paper or a computer) when you are not at school? <span style="float: right;">Percentage of students who answered “every day or almost every day”†</span>									
Stories	20%	31%	8%	16%	19%	13%	17%	20%	14%
Journal entries	6%	4%	8%	12%	16%	7%	13%	17%	9%
E-mails, text or instant messages	16%	19%	12%	18%	21%	15%	21%	24%	19%
Letters	10%	12%	8%	9%	10%	9%	11%	13%	10%
<b>OUT-OF-SCHOOL ACTIVITIES</b>									
How often do you do the following when you are not at school? <span style="float: right;">Percentage of students who answered “every day or almost every day”†</span>									
I participate in art, music or drama activities.	25%	27%	24%	22%	28%	16%	23%	29%	17%
I participate in after-school clubs.	14%	12%	16%	15%	14%	15%	13%	14%	13%
I participate in sports or other physical activities.	29%	27%	32%	39%	34%	45%	39%	33%	44%
<b>PARENTAL ENGAGEMENT</b>									
How often do you and a parent, a guardian or another adult who lives with you do the following? <span style="float: right;">Percentage of students who answered “every day or almost every day”†</span>									
We talk about the activities I do in school.	35%	42%	28%	52%	57%	48%	54%	58%	49%
We talk about the reading and writing work I do in school.	35%	42%	28%	30%	34%	27%	33%	36%	29%
We talk about the mathematics work I do in school.	31%	46%	16%	32%	34%	30%	36%	39%	34%
We read together.	18%	15%	20%	31%	34%	29%	27%	29%	25%
We look at my school agenda.	22%	19%	24%	33%	33%	33%	46%	47%	45%
We use a computer together.	12%	4%	20%	14%	13%	15%	15%	15%	16%

\* 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, 2016–2017

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 51)	Female* (# = 26)	Male* (# = 25)	All (# = 4 654)	Female* (# = 2 338)	Male* (# = 2 316)	All (# = 127 977)	Female* (# = 62 721)	Male* (# = 65 256)
<b>SCREEN TIME (TELEVISION)</b>									
On a school day, how many TV programs do you normally watch? <span style="float: right;">Percentage of students who answered "4 programs or more"†</span>									
Before school	6%	4%	8%	10%	7%	13%	10%	8%	13%
After school	33%	31%	36%	36%	33%	38%	41%	38%	43%
<b>SCHOOLS ATTENDED</b>									
How many schools did you attend before this one? <span style="float: right;">Percentage of students‡</span>									
Only this school/1 other school	69%	73%	64%	75%	77%	74%	77%	78%	77%
2 other schools/3 other schools	14%	12%	16%	17%	17%	18%	16%	16%	16%
4 other schools or more	6%	8%	4%	4%	4%	4%	4%	4%	4%
<b>LANGUAGES STUDENTS SPEAK AT HOME</b>									
Percentage of students‡									
Only English/Mostly English	35%	35%	36%	69%	68%	70%	71%	70%	72%
Another language (or other languages) as often as English	25%	31%	20%	17%	18%	15%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	24%	19%	28%	11%	12%	11%	11%	11%	11%
<b>LANGUAGES SPOKEN TO STUDENTS AT HOME</b>									
Percentage of students‡									
Only English/Mostly English	20%	27%	12%	64%	63%	65%	65%	64%	66%
Another language (or other languages) as often as English	18%	15%	20%	13%	15%	12%	13%	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	49%	46%	52%	18%	18%	17%	17%	17%	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, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = N/D)

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.		N/D
I am a good reader.		N/D
I am able to understand difficult reading passages.		N/D
I do my best when I do reading activities in class.		N/D
STUDENT ENGAGEMENT About writing:		
I like to write.		N/D
I am a good writer.		N/D
I am able to communicate my ideas in writing.		N/D
I do my best when I do writing activities in class.		N/D
COGNITIVE STRATEGIES USED IN LANGUAGE		
I make sure I understand what I am reading.		N/D
I organize my ideas before I start to write.		N/D
I edit my writing to make it better.		N/D
I check my writing for spelling and grammar.		N/D

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

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = N/D)

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.

N/D

I am good at mathematics.

N/D

I am able to answer difficult mathematics questions.

N/D

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

N/D

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.

N/D

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

N/D

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

N/D

Comics

N/D

Books, newspapers, magazines or Web sites for information

N/D

E-mail, text or instant messages

N/D

Any other type of reading material

N/D

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

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = N/D)

Never

1 or 2 times a month

1 to 3 times a week

Every day or almost every day

WRITING OUTSIDE SCHOOL

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

Percentage of Students\*

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

Stories

N/D

Journal entries

N/D

E-mail, text or instant messages

N/D

Letters

N/D

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.

N/D

I participate in after-school clubs.

N/D

I participate in sports or other physical activities.

N/D

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.

N/D

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

N/D

We talk about the mathematics work I do in school.

N/D

We read together.

N/D

We look at my school agenda.

N/D

We use a computer together.

N/D

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



Assessments of Reading, Writing and Mathematics, 2016–2017

**STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = N/D)**

<b>SCHOOLS ATTENDED</b>		<b>Percentage of Students*</b>	<b>Number of students</b>
How many schools did you attend before this one?			
	Only this school		N/D
	1 other school		N/D
	2 other schools		N/D
	3 other schools		N/D
	4 other schools or more		N/D
<input checked="" type="checkbox"/> <b>Only English/ Mostly English</b>		<input type="checkbox"/> <b>Another language (or other languages) as often as English</b>	<input checked="" type="checkbox"/> <b>Mostly another language (or other languages)/ Only another language (or other languages)</b>
<b>LANGUAGES SPOKEN</b>		<b>Percentage of Students*</b>	<b>Number of students who answered "only English" or "mostly English"</b>
	Languages student speaks at home		N/D
	Languages in which people speak to student at home		N/D

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = N/D)	Female* (# = N/D)	Male* (# = N/D)	All (# = 4 610)	Female* (# = 2 173)	Male* (# = 2 437)	All (# = 126 022)	Female* (# = 61 577)	Male* (# = 64 445)
<b>STUDENT ENGAGEMENT</b>									
<b>About reading:</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I like to read.	N/D	N/D	N/D	50%	59%	43%	45%	53%	37%
I am a good reader.	N/D	N/D	N/D	72%	76%	69%	68%	71%	64%
I am able to understand difficult reading passages.	N/D	N/D	N/D	47%	46%	47%	42%	41%	43%
I do my best when I do reading activities in class.	N/D	N/D	N/D	75%	81%	70%	73%	78%	68%
<b>STUDENT ENGAGEMENT</b>									
<b>About writing:</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I like to write.	N/D	N/D	N/D	41%	53%	30%	40%	51%	28%
I am a good writer.	N/D	N/D	N/D	44%	52%	38%	42%	50%	34%
I am able to communicate my ideas in writing.	N/D	N/D	N/D	53%	58%	49%	48%	53%	44%
I do my best when I do writing activities in class.	N/D	N/D	N/D	73%	78%	69%	69%	75%	63%
<b>COGNITIVE STRATEGIES USED IN LANGUAGE</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I make sure I understand what I am reading.	N/D	N/D	N/D	73%	75%	71%	72%	75%	68%
I organize my ideas before I start to write.	N/D	N/D	N/D	30%	33%	26%	31%	36%	27%
I edit my writing to make it better.	N/D	N/D	N/D	50%	58%	43%	47%	54%	40%
I check my writing for spelling and grammar.	N/D	N/D	N/D	50%	55%	46%	50%	56%	45%
<b>STUDENT ENGAGEMENT</b>									
<b>About mathematics:</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I like mathematics.	N/D	N/D	N/D	55%	46%	63%	51%	43%	58%
I am good at mathematics.	N/D	N/D	N/D	57%	48%	65%	53%	46%	61%
I am able to answer difficult mathematics questions.	N/D	N/D	N/D	43%	32%	53%	40%	31%	48%
I do my best when I do mathematics activities in class.	N/D	N/D	N/D	79%	78%	80%	77%	77%	77%
<b>COGNITIVE STRATEGIES USED IN MATHEMATICS</b>									
<b>When I am working on a mathematics problem,</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I read over the problem first to make sure I know what I am supposed to do.	N/D	N/D	N/D	83%	86%	79%	80%	84%	76%
I think about the steps I will use to solve the problem.	N/D	N/D	N/D	55%	54%	55%	52%	54%	51%

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

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

Assessments of Reading, Writing and Mathematics, 2016–2017

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = N/D)	Female* (# = N/D)	Male* (# = N/D)	All (# = 4 610)	Female* (# = 2 173)	Male* (# = 2 437)	All (# = 126 022)	Female* (# = 61 577)	Male* (# = 64 445)
<b>READING OUTSIDE SCHOOL</b>									
How often do you read the following when you are not at school? <span style="float: right;">Percentage of students who answered “every day or almost every day”†</span>									
Stories or novels	N/D	N/D	N/D	36%	43%	30%	29%	35%	23%
Comics	N/D	N/D	N/D	16%	13%	18%	12%	10%	15%
Books, newspapers, magazines or Web sites for information	N/D	N/D	N/D	26%	27%	26%	24%	25%	24%
E-mail, text or instant messages	N/D	N/D	N/D	49%	58%	41%	56%	64%	49%
Any other type of reading material	N/D	N/D	N/D	29%	32%	27%	27%	29%	24%
<b>WRITING OUTSIDE SCHOOL</b>									
How often do you write the following (using paper or a computer) when you are not at school? <span style="float: right;">Percentage of students who answered “every day or almost every day”†</span>									
Stories	N/D	N/D	N/D	7%	9%	5%	7%	8%	5%
Journal entries	N/D	N/D	N/D	6%	10%	3%	7%	10%	4%
E-mail, text or instant messages	N/D	N/D	N/D	47%	55%	39%	53%	61%	45%
Letters	N/D	N/D	N/D	3%	3%	3%	3%	4%	3%
<b>OUT-OF-SCHOOL ACTIVITIES</b>									
How often do you do the following when you are not at school? <span style="float: right;">Percentage of students who answered “every day or almost every day”†</span>									
I participate in art, music or drama activities.	N/D	N/D	N/D	15%	19%	12%	15%	20%	11%
I participate in after-school clubs.	N/D	N/D	N/D	9%	9%	9%	10%	10%	9%
I participate in sports or other physical activities.	N/D	N/D	N/D	45%	38%	50%	42%	35%	48%
<b>PARENTAL ENGAGEMENT</b>									
How often do you and a parent, a guardian or another adult who lives with you do the following? <span style="float: right;">Percentage of students who answered “every day or almost every day”†</span>									
We talk about the activities I do in school.	N/D	N/D	N/D	53%	54%	52%	56%	59%	53%
We talk about the reading and writing work I do in school.	N/D	N/D	N/D	31%	32%	31%	31%	33%	28%
We talk about the mathematics work I do in school.	N/D	N/D	N/D	36%	36%	35%	39%	41%	37%
We read together.	N/D	N/D	N/D	9%	8%	9%	7%	7%	7%
We look at my school agenda.	N/D	N/D	N/D	18%	17%	18%	26%	25%	26%
We use a computer together.	N/D	N/D	N/D	10%	9%	11%	10%	10%	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, 2016–2017

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = N/D)	Female* (# = N/D)	Male* (# = N/D)	All (# = 4 610)	Female* (# = 2 173)	Male* (# = 2 437)	All (# = 126 022)	Female* (# = 61 577)	Male* (# = 64 445)
<b>SCHOOLS ATTENDED</b>									
<b>How many schools did you attend before this one?</b>				<b>Percentage of students†</b>					
Only this school/1 other school	N/D	N/D	N/D	66%	67%	66%	69%	69%	68%
2 other schools/3 other schools	N/D	N/D	N/D	23%	22%	23%	22%	22%	22%
4 other schools or more	N/D	N/D	N/D	6%	6%	6%	6%	6%	6%
<b>LANGUAGES STUDENTS SPEAK AT HOME</b>									
				<b>Percentage of students†</b>					
Only English/Mostly English	N/D	N/D	N/D	68%	69%	68%	72%	72%	73%
Another language (or other languages) as often as English	N/D	N/D	N/D	19%	20%	19%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	N/D	N/D	N/D	8%	7%	10%	8%	8%	9%
<b>LANGUAGES SPOKEN TO STUDENTS AT HOME</b>									
				<b>Percentage of students†</b>					
Only English/Mostly English	N/D	N/D	N/D	63%	64%	62%	66%	66%	66%
Another language (or other languages) as often as English	N/D	N/D	N/D	16%	16%	15%	14%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	N/D	N/D	N/D	16%	14%	17%	15%	15%	16%

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

† Other response options were “none”, “about half an hour”, “about 1 hour” and “about 2 hours”.

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

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