



# School Report



## Assessments of Reading, Writing and Mathematics Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2014–2015

**School: St Sebastian Elementary School (850217)**

**Board: Dufferin-Peel Catholic DSB (67083)**

On behalf of EQAO, I am pleased to provide you with the results of the 2014–2015 Assessments of Reading, Writing and Mathematics for the primary division (Grades 1–3) and junior division (Grades 4–6).

This report includes the 2015 results, as well as results for previous years, so you can track progress over time. You'll also find demographic and attitudinal information, which provides context for interpreting the achievement results. This school year was unique in that not all students participated in the provincial assessments because of labour action in the English-language public school system. As a result, there is no provincial-level information in this report.

Assessing all students against a provincial standard provides reliable and objective data at the student, school and board levels and helps uncover important trends. By analyzing EQAO data alongside other evidence, school boards and schools can make informed decisions about how to improve student learning and can track their progress toward their goals.

At EQAO, we strongly believe that good information—in the hands of dedicated professionals and school communities—can help to identify areas for improvement and inform targeted interventions. We are pleased to provide reliable and useful information about student achievement from Ontario's provincial assessment program for all partners in the education system.

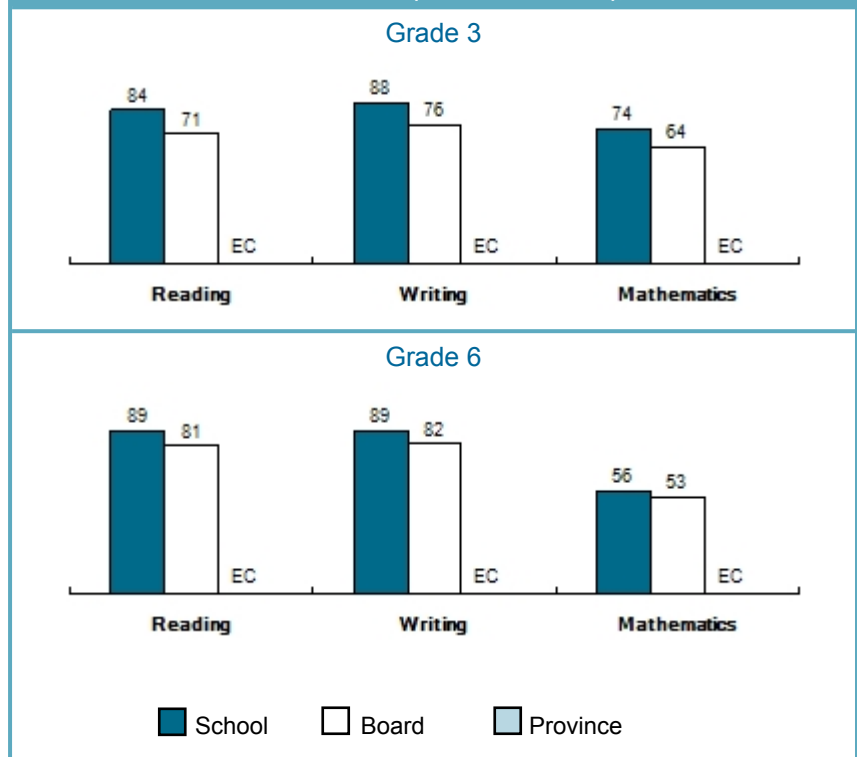
Sincerely,

Bruce Rodriguez  
Chief Executive Officer  
Education Quality and Accountability Office

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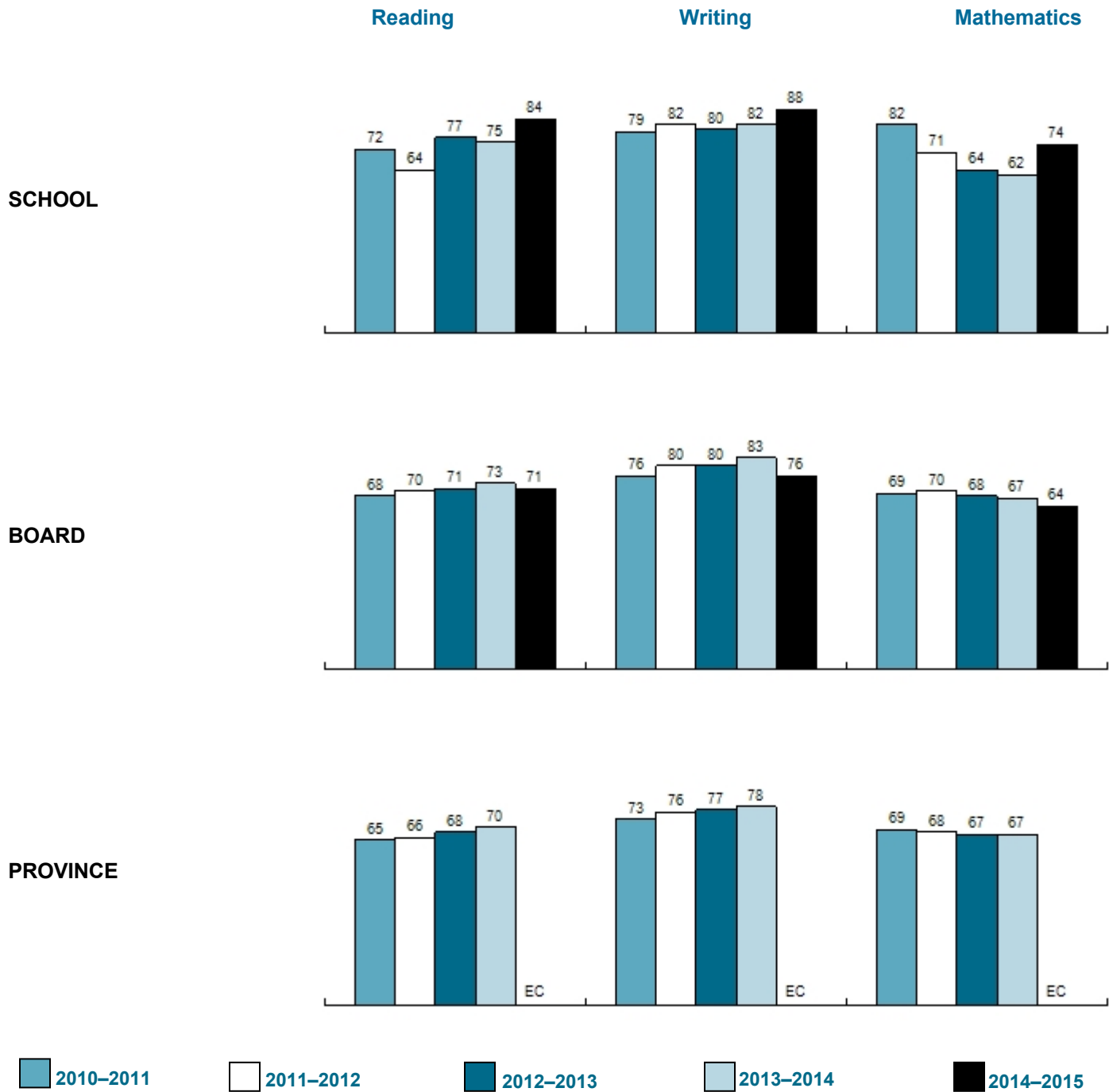
### PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2014–2015



## Assessments of Reading, Writing and Mathematics, 2014–2015

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

#### PERCENTAGE OF STUDENTS: Grade 3



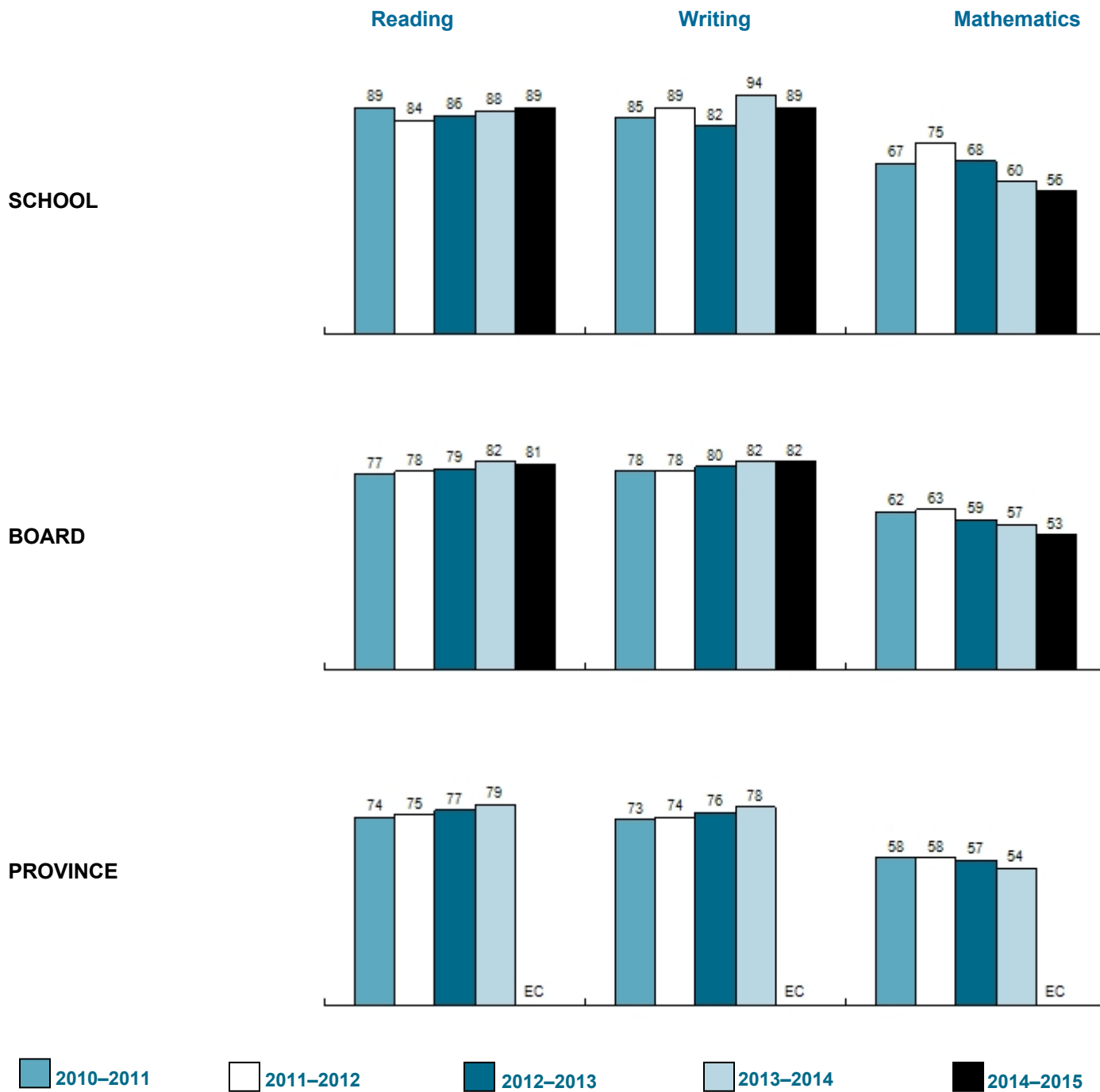
#### Total Number of Grade 3 Students

	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>
School	68	56	69	68	73
Board	4 966	4 877	5 105	5 051	4 928
Province	124 117	126 455	127 645	127 505	EC

## Assessments of Reading, Writing and Mathematics, 2014–2015

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

#### PERCENTAGE OF STUDENTS: Grade 6



#### Total Number of Grade 6 Students

	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>
School	72	56	76	72	55
Board	5 672	5 481	5 544	5 259	5 108
Province	132 308	129 477	131 589	127 286	EC

## Assessments of Reading, Writing and Mathematics, 2014–2015

### 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. Beginning in 2012–2013, results are not reported publicly for schools where fewer than 10 students participated because it might be possible to identify individual students. Prior to 2012–2013, results were not reported publicly for schools where fewer than 15 students participated.

### 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
- ◆ 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, 2014–2015

## 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	73		4 928		EC	
Number of classes with Grade 3 students	6		347		EC	
Number of schools with Grade 3 classes	Not applicable		123		EC	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Gender</b>						
Female	26	36%	2 354	48%	EC	EC
Male	47	64%	2 574	52%	EC	EC
Gender not specified	0	0%	0	0%	EC	EC
<b>Student Status</b>						
English language learners**	18	25%	1 347	27%	EC	EC
Students with special education needs (excluding gifted)**	6	8%	566	11%	EC	EC
<b>Place of Birth</b>						
Born in Canada	62	85%	4 312	88%	EC	EC
Born outside Canada	11	15%	606	12%	EC	EC
In Canada less than one year	0	0%	18	<1%	EC	EC
In Canada one year or more but less than three years	1	1%	129	3%	EC	EC
In Canada three years or more	10	14%	384	8%	EC	EC
<b>Language</b>						
First language learned at home was other than English	12	16%	1 027	21%	EC	EC
<b>Year Student Entered Current School</b>						
Year of the assessment	7	10%	548	11%	EC	EC
Year prior to the assessment	10	14%	541	11%	EC	EC
2 years prior to the assessment	13	18%	854	17%	EC	EC
3 or more years prior to the assessment	43	59%	2 974	60%	EC	EC
Data not available	0	0%	11	<1%	EC	EC
<b>Year Student Entered Current Board</b>						
Year of the assessment	4	5%	282	6%	EC	EC
Year prior to the assessment	6	8%	274	6%	EC	EC
2 years prior to the assessment	12	16%	590	12%	EC	EC
3 or more years prior to the assessment	51	70%	3 768	76%	EC	EC
Data not available	0	0%	14	<1%	EC	EC

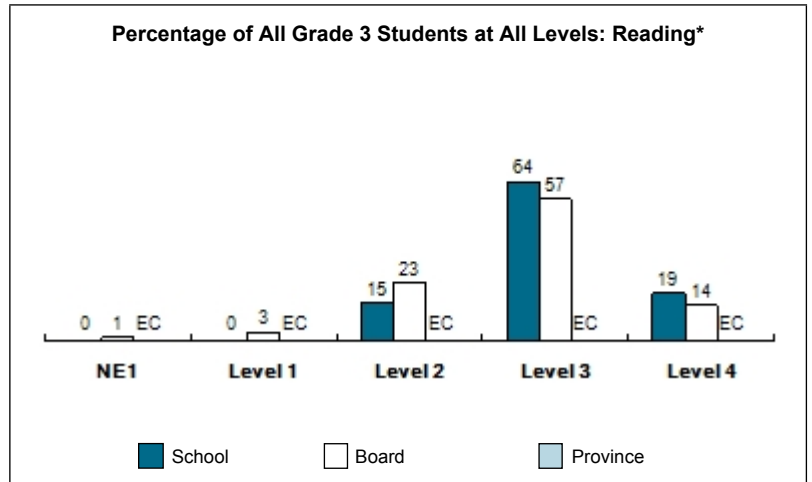
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

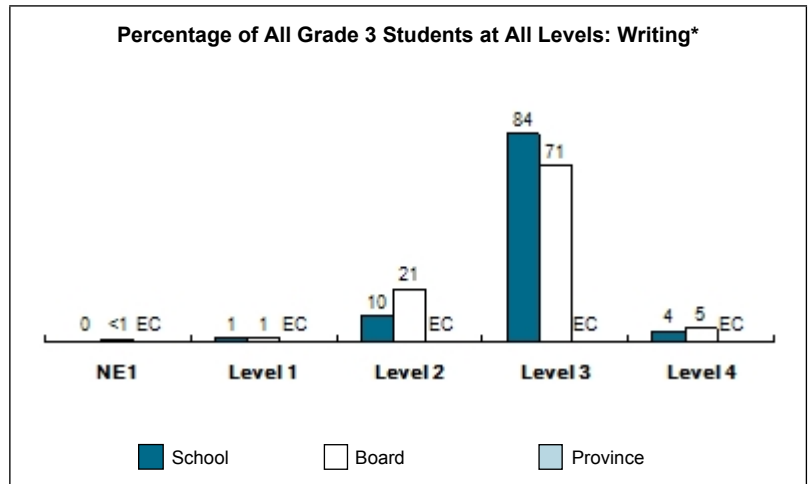
## Assessments of Reading, Writing and Mathematics, 2014–2015

### Grade 3: All Students<sup>††</sup>

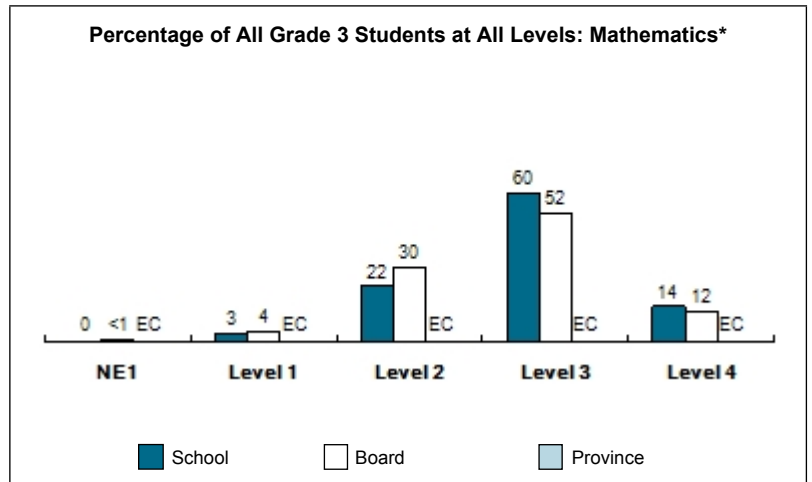
Grade 3: Reading*				
Number of Students	School 73		Board 4 927	Province EC
	#	%	%	%
Level 4	14	19%	14%	EC
Level 3	47	64%	57%	EC
Level 2	11	15%	23%	EC
Level 1	0	0%	3%	EC
NE1**	0	0%	1%	EC
Participating Students	72	99%	98%	EC
No Data	0	0%	<1%	EC
Exempt	1	1%	1%	EC
<b>At or Above Provincial Standard (Level 3 and 4)†</b>		<b>84%</b>	<b>71%</b>	<b>EC</b>



Grade 3: Writing*				
Number of Students	School 73		Board 4 927	Province EC
	#	%	%	%
Level 4	3	4%	5%	EC
Level 3	61	84%	71%	EC
Level 2	7	10%	21%	EC
Level 1	1	1%	1%	EC
NE1**	0	0%	<1%	EC
Participating Students	72	99%	98%	EC
No Data	0	0%	<1%	EC
Exempt	1	1%	1%	EC
<b>At or Above Provincial Standard (Level 3 and 4)†</b>		<b>88%</b>	<b>76%</b>	<b>EC</b>



Grade 3: Mathematics*				
Number of Students	School 73		Board 4 928	Province EC
	#	%	%	%
Level 4	10	14%	12%	EC
Level 3	44	60%	52%	EC
Level 2	16	22%	30%	EC
Level 1	2	3%	4%	EC
NE1**	0	0%	<1%	EC
Participating Students	72	99%	98%	EC
No Data	0	0%	<1%	EC
Exempt	1	1%	1%	EC
<b>At or Above Provincial Standard (Level 3 and 4)†</b>		<b>74%</b>	<b>64%</b>	<b>EC</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.

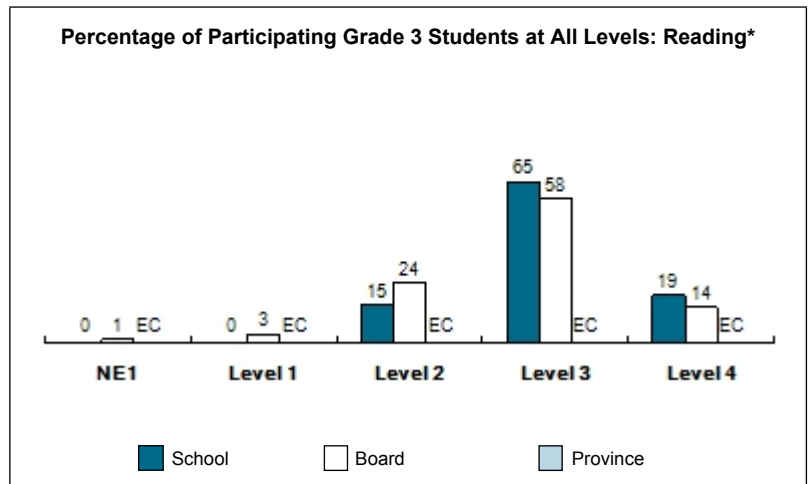
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

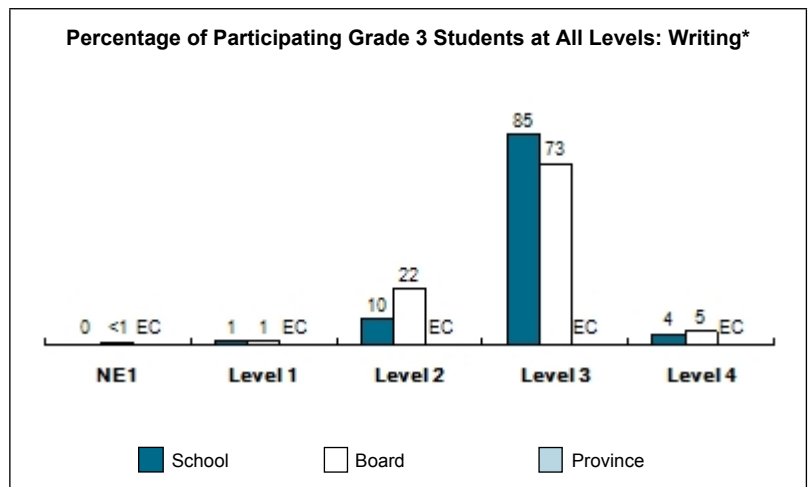
## Assessments of Reading, Writing and Mathematics, 2014–2015

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

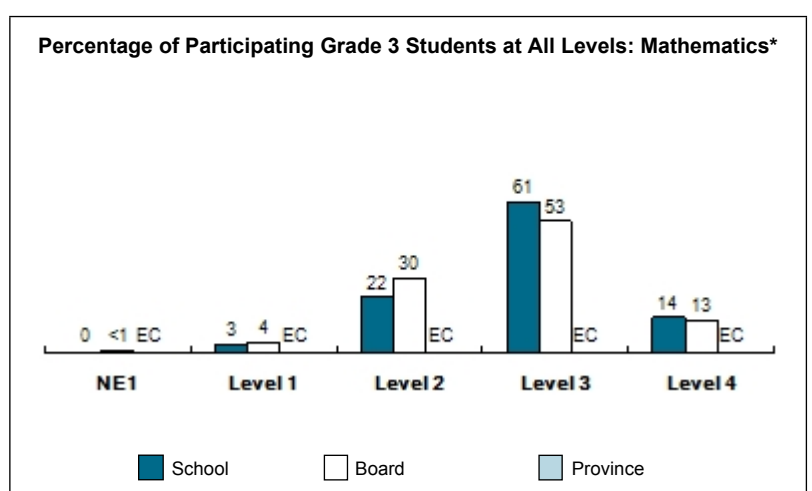
Grade 3: Reading*				
Number of Students	School 72		Board 4 842	Province EC
	#	%	%	%
Level 4	14	19%	14%	EC
Level 3	47	65%	58%	EC
Level 2	11	15%	24%	EC
Level 1	0	0%	3%	EC
NE1**	0	0%	1%	EC
<b>At or Above Provincial Standard (Level 3 and 4)†</b>	<b>85%</b>		<b>72%</b>	<b>EC</b>



Grade 3: Writing*				
Number of Students	School 72		Board 4 841	Province EC
	#	%	%	%
Level 4	3	4%	5%	EC
Level 3	61	85%	73%	EC
Level 2	7	10%	22%	EC
Level 1	1	1%	1%	EC
NE1**	0	0%	<1%	EC
<b>At or Above Provincial Standard (Level 3 and 4)†</b>	<b>89%</b>		<b>78%</b>	<b>EC</b>



Grade 3: Mathematics*				
Number of Students	School 72		Board 4 841	Province EC
	#	%	%	%
Level 4	10	14%	13%	EC
Level 3	44	61%	53%	EC
Level 2	16	22%	30%	EC
Level 1	2	3%	4%	EC
NE1**	0	0%	<1%	EC
<b>At or Above Provincial Standard (Level 3 and 4)†</b>	<b>75%</b>		<b>65%</b>	<b>EC</b>



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

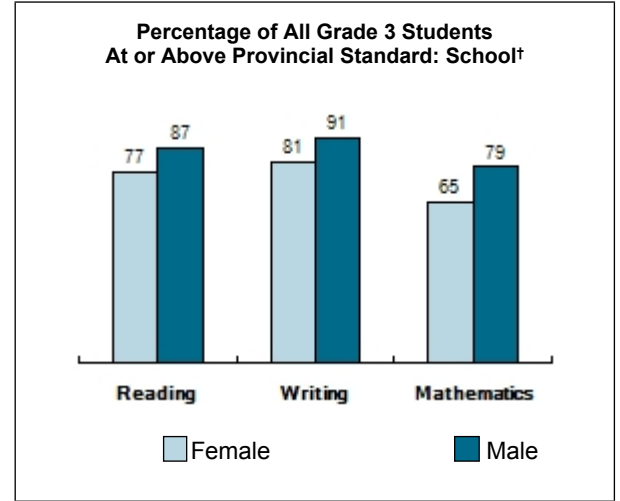
\*\* See the Explanation of Terms.

† 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.

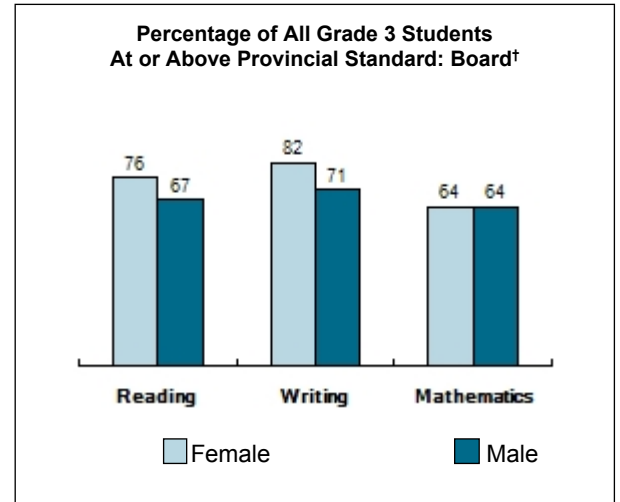
## Assessments of Reading, Writing and Mathematics, 2014–2015

### Grade 3: Gender<sup>††</sup>

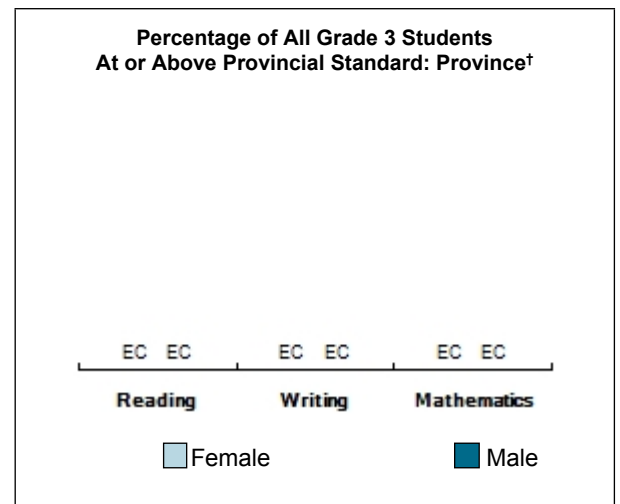
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 26	Male 47	Female 26	Male 47	Female 26	Male 47
Level 4	27%	15%	4%	4%	8%	17%
Level 3	50%	72%	77%	87%	58%	62%
Level 2	23%	11%	15%	6%	31%	17%
Level 1	0%	0%	4%	0%	4%	2%
NEI**	0%	0%	0%	0%	0%	0%
Participating Students	100%	98%	100%	98%	100%	98%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	2%	0%	2%	0%	2%
At or Above Provincial Standard (Level 3 and 4) <sup>†</sup>	77%	87%	81%	91%	65%	79%



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 2 354	Male 2 573	Female 2 354	Male 2 573	Female 2 354	Male 2 574
Level 4	17%	11%	7%	3%	11%	13%
Level 3	58%	56%	75%	68%	53%	51%
Level 2	20%	26%	16%	26%	31%	29%
Level 1	3%	4%	1%	1%	4%	4%
NEI**	<1%	1%	<1%	<1%	<1%	1%
Participating Students	99%	98%	99%	98%	99%	98%
No Data	<1%	<1%	<1%	<1%	<1%	<1%
Exempt	1%	2%	1%	2%	1%	2%
At or Above Provincial Standard (Level 3 and 4) <sup>†</sup>	76%	67%	82%	71%	64%	64%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female EC	Male EC	Female EC	Male EC	Female EC	Male EC
Level 4	EC	EC	EC	EC	EC	EC
Level 3	EC	EC	EC	EC	EC	EC
Level 2	EC	EC	EC	EC	EC	EC
Level 1	EC	EC	EC	EC	EC	EC
NEI**	EC	EC	EC	EC	EC	EC
Participating Students	EC	EC	EC	EC	EC	EC
No Data	EC	EC	EC	EC	EC	EC
Exempt	EC	EC	EC	EC	EC	EC
At or Above Provincial Standard (Level 3 and 4) <sup>†</sup>	EC	EC	EC	EC	EC	EC



\* 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, 2014–2015

## 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	55		5 108		EC	
Number of classes with Grade 6 students	3		378		EC	
Number of schools with Grade 6 classes	Not applicable		123		EC	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Gender</b>						
Female	22	40%	2 493	49%	EC	EC
Male	33	60%	2 615	51%	EC	EC
Gender not specified	0	0%	0	0%	EC	EC
<b>Student Status</b>						
English language learners**	10	18%	811	16%	EC	EC
Students with special education needs (excluding gifted)**	8	15%	861	17%	EC	EC
<b>Place of Birth</b>						
Born in Canada	44	80%	4 265	83%	EC	EC
Born outside Canada	11	20%	840	16%	EC	EC
In Canada less than one year	0	0%	22	<1%	EC	EC
In Canada one year or more but less than three years	0	0%	97	2%	EC	EC
In Canada three years or more	10	18%	657	13%	EC	EC
<b>Language</b>						
First language learned at home was other than English	17	31%	1 260	25%	EC	EC
<b>Year Student Entered Current School</b>						
Year of the assessment	0	0%	487	10%	EC	EC
Year prior to the assessment	3	5%	735	14%	EC	EC
2 years prior to the assessment	6	11%	355	7%	EC	EC
3 or more years prior to the assessment	46	84%	3 527	69%	EC	EC
Data not available	0	0%	4	<1%	EC	EC
<b>Year Student Entered Current Board</b>						
Year of the assessment	0	0%	279	5%	EC	EC
Year prior to the assessment	3	5%	253	5%	EC	EC
2 years prior to the assessment	2	4%	228	4%	EC	EC
3 or more years prior to the assessment	50	91%	4 342	85%	EC	EC
Data not available	0	0%	6	<1%	EC	EC

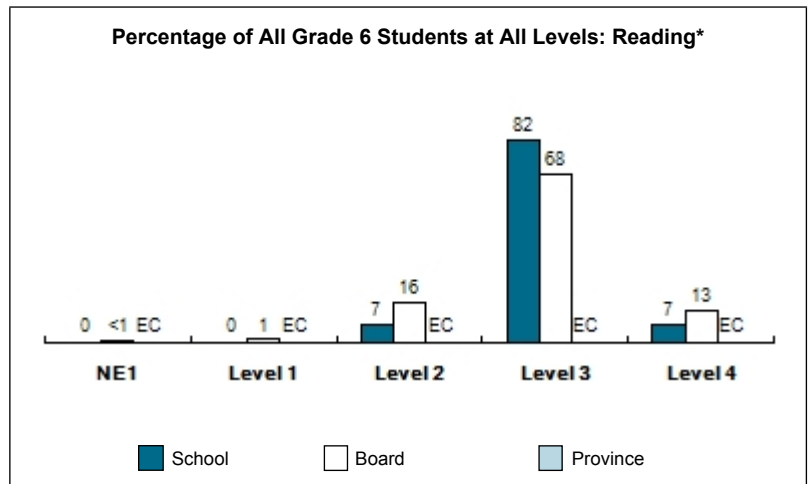
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\*\* See the Explanation of Terms.

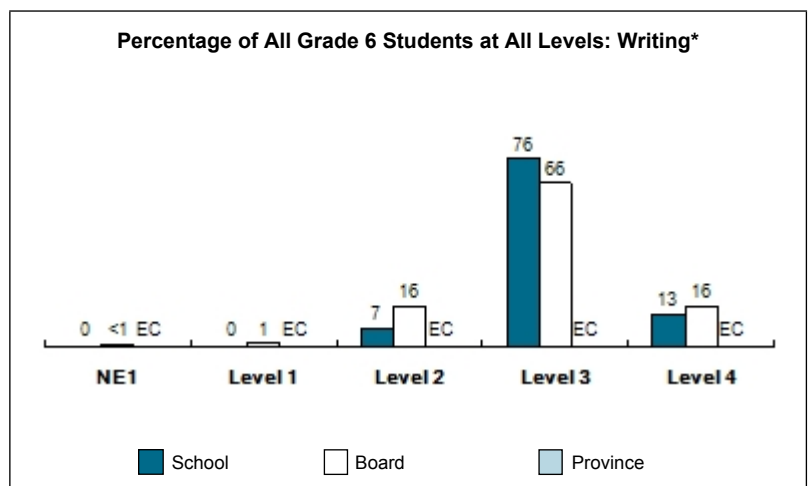
# Assessments of Reading, Writing and Mathematics, 2014–2015

## Grade 6: All Students

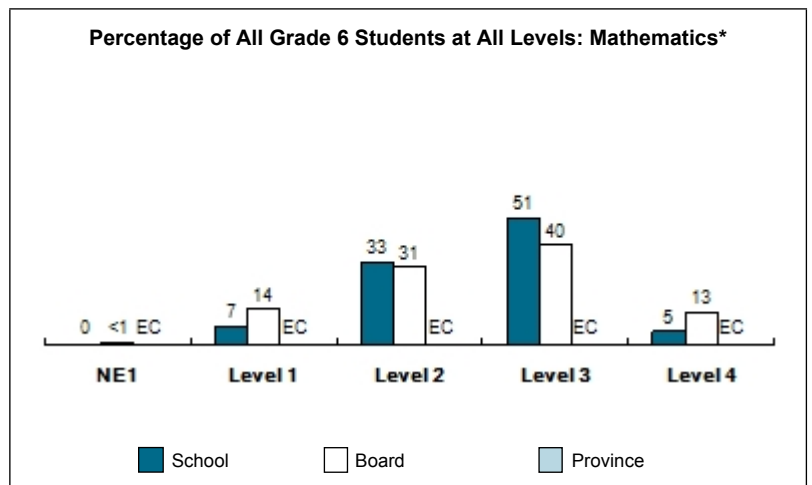
Grade 6: Reading*				
Number of Students	School 55		Board 5 108	Province EC
	#	%	%	%
Level 4	4	7%	13%	EC
Level 3	45	82%	68%	EC
Level 2	4	7%	16%	EC
Level 1	0	0%	1%	EC
NE1**	0	0%	<1%	EC
Participating Students	53	96%	98%	EC
No Data	0	0%	<1%	EC
Exempt	2	4%	1%	EC
<b>At or Above Provincial Standard (Level 3 and 4)†</b>		<b>89%</b>	<b>81%</b>	<b>EC</b>



Grade 6: Writing*				
Number of Students	School 55		Board 5 108	Province EC
	#	%	%	%
Level 4	7	13%	16%	EC
Level 3	42	76%	66%	EC
Level 2	4	7%	16%	EC
Level 1	0	0%	1%	EC
NE1**	0	0%	<1%	EC
Participating Students	53	96%	98%	EC
No Data	0	0%	<1%	EC
Exempt	2	4%	1%	EC
<b>At or Above Provincial Standard (Level 3 and 4)†</b>		<b>89%</b>	<b>82%</b>	<b>EC</b>



Grade 6: Mathematics*				
Number of Students	School 55		Board 5 107	Province EC
	#	%	%	%
Level 4	3	5%	13%	EC
Level 3	28	51%	40%	EC
Level 2	18	33%	31%	EC
Level 1	4	7%	14%	EC
NE1**	0	0%	<1%	EC
Participating Students	53	96%	98%	EC
No Data	0	0%	<1%	EC
Exempt	2	4%	1%	EC
<b>At or Above Provincial Standard (Level 3 and 4)†</b>		<b>56%</b>	<b>53%</b>	<b>EC</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.

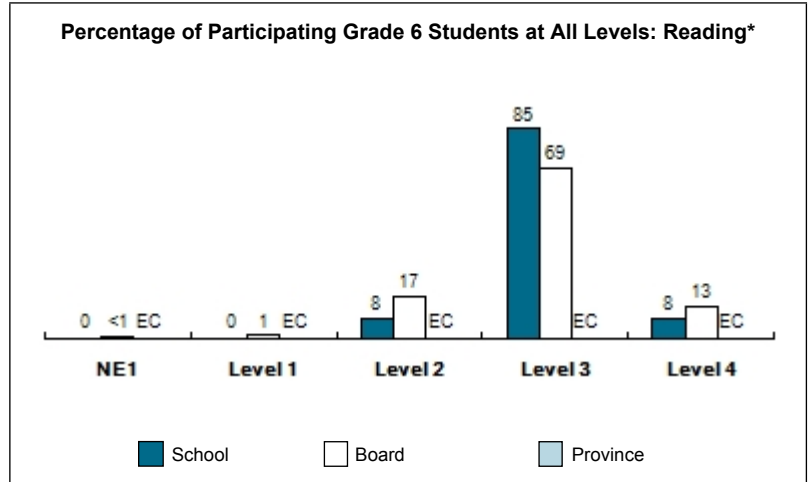
\*\* See the Explanation of Terms.

† 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.

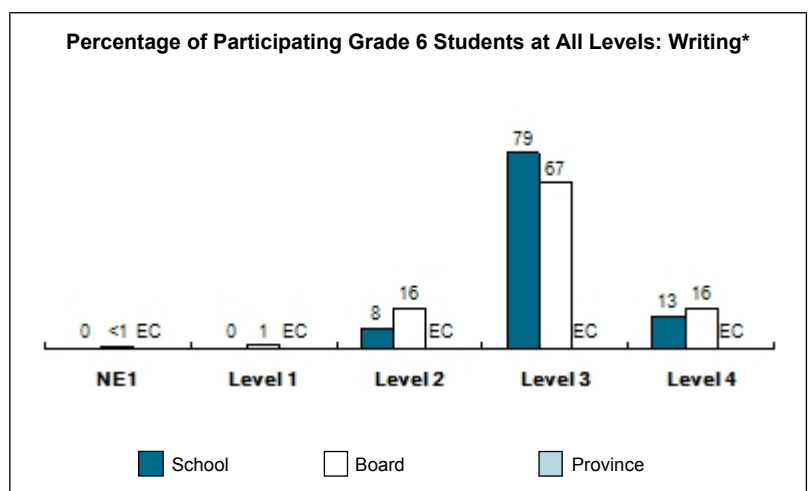
## Assessments of Reading, Writing and Mathematics, 2014–2015

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

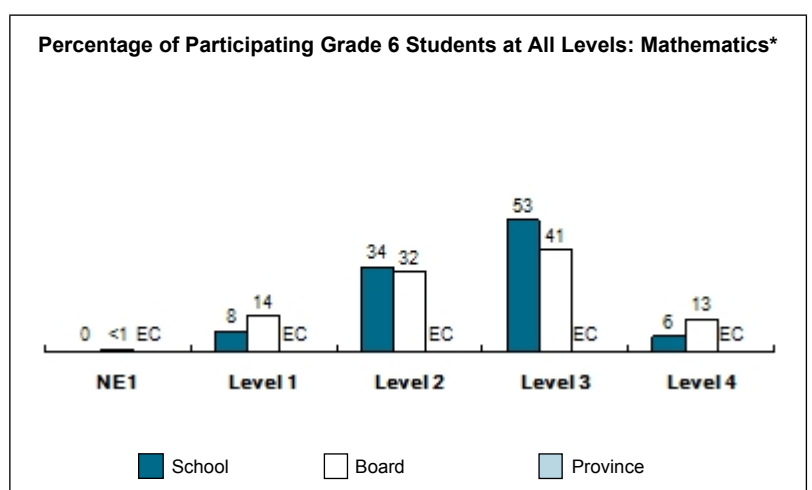
Grade 6: Reading*				
Number of Students	School 53		Board 5 026	Province EC
	#	%	%	%
Level 4	4	8%	13%	EC
Level 3	45	85%	69%	EC
Level 2	4	8%	17%	EC
Level 1	0	0%	1%	EC
NE1**	0	0%	<1%	EC
<b>At or Above Provincial Standard (Level 3 and 4)†</b>		<b>92%</b>	<b>82%</b>	<b>EC</b>



Grade 6: Writing*				
Number of Students	School 53		Board 5 025	Province EC
	#	%	%	%
Level 4	7	13%	16%	EC
Level 3	42	79%	67%	EC
Level 2	4	8%	16%	EC
Level 1	0	0%	1%	EC
NE1**	0	0%	<1%	EC
<b>At or Above Provincial Standard (Level 3 and 4)†</b>		<b>92%</b>	<b>83%</b>	<b>EC</b>



Grade 6: Mathematics*				
Number of Students	School 53		Board 5 015	Province EC
	#	%	%	%
Level 4	3	6%	13%	EC
Level 3	28	53%	41%	EC
Level 2	18	34%	32%	EC
Level 1	4	8%	14%	EC
NE1**	0	0%	<1%	EC
<b>At or Above Provincial Standard (Level 3 and 4)†</b>		<b>58%</b>	<b>54%</b>	<b>EC</b>



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

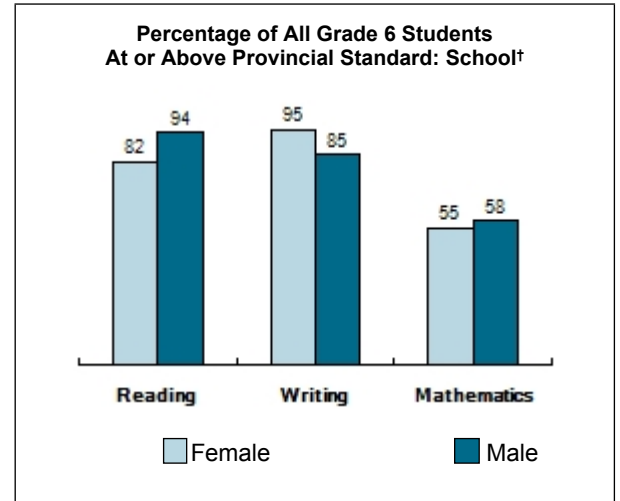
\*\* See the Explanation of Terms.

† 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.

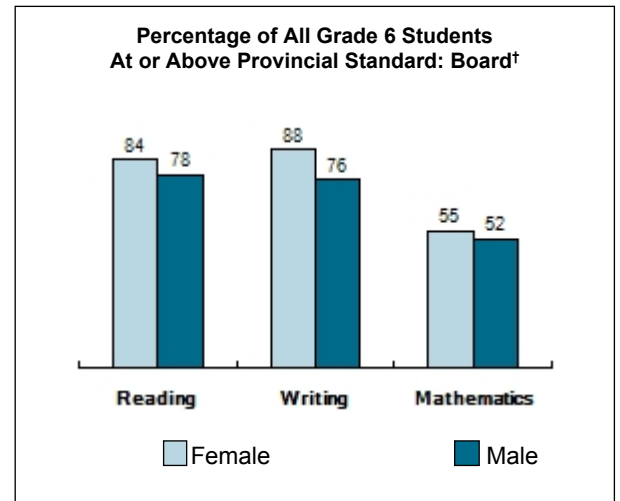
## Assessments of Reading, Writing and Mathematics, 2014–2015

### Grade 6: Gender<sup>††</sup>

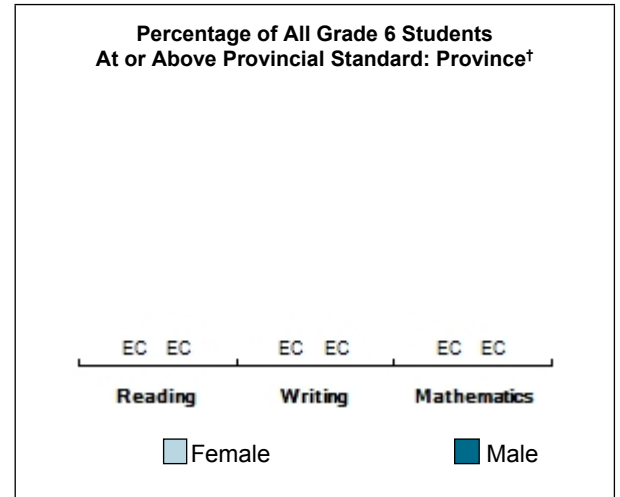
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 22	Male 33	Female 22	Male 33	Female 22	Male 33
Level 4	0%	12%	18%	9%	5%	6%
Level 3	82%	82%	77%	76%	50%	52%
Level 2	14%	3%	0%	12%	32%	33%
Level 1	0%	0%	0%	0%	9%	6%
NEI**	0%	0%	0%	0%	0%	0%
Participating Students	95%	97%	95%	97%	95%	97%
No Data	0%	0%	0%	0%	0%	0%
Exempt	5%	3%	5%	3%	5%	3%
At or Above Provincial Standard (Level 3 and 4) <sup>†</sup>	82%	94%	95%	85%	55%	58%



Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 2 493	Male 2 615	Female 2 493	Male 2 615	Female 2 492	Male 2 615
Level 4	17%	10%	23%	10%	13%	13%
Level 3	67%	68%	65%	66%	41%	39%
Level 2	14%	18%	10%	21%	31%	31%
Level 1	1%	1%	<1%	1%	13%	15%
NEI**	<1%	<1%	<1%	<1%	<1%	<1%
Participating Students	99%	98%	99%	98%	99%	98%
No Data	<1%	<1%	<1%	<1%	<1%	<1%
Exempt	1%	2%	1%	2%	1%	2%
At or Above Provincial Standard (Level 3 and 4) <sup>†</sup>	84%	78%	88%	76%	55%	52%



Grade 6: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female EC	Male EC	Female EC	Male EC	Female EC	Male EC
Level 4	EC	EC	EC	EC	EC	EC
Level 3	EC	EC	EC	EC	EC	EC
Level 2	EC	EC	EC	EC	EC	EC
Level 1	EC	EC	EC	EC	EC	EC
NEI**	EC	EC	EC	EC	EC	EC
Participating Students	EC	EC	EC	EC	EC	EC
No Data	EC	EC	EC	EC	EC	EC
Exempt	EC	EC	EC	EC	EC	EC
At or Above Provincial Standard (Level 3 and 4) <sup>†</sup>	EC	EC	EC	EC	EC	EC



\* 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, 2014–2015

### 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	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
<b>Enrolment</b>					
Number of students	68	56	69	68	73
<b>Participation in the Assessment</b>					
Reading†	99%	96%	99%	99%	99%
Writing†	99%	96%	99%	99%	99%
Mathematics†	99%	96%	99%	99%	99%
<b>Gender</b>					
Female	38%	43%	55%	37%	36%
Male	62%	57%	45%	63%	64%
<b>Student Status</b>					
English language learners**	49%	21%	25%	26%	25%
Students with special education needs (excluding gifted)**	4%	11%	13%	15%	8%
<b>Place of Birth</b>					
Born in Canada	84%	88%	80%	88%	85%
Born outside Canada	16%	12%	20%	12%	15%
In Canada less than one year	1%	0%	0%	0%	0%
In Canada one year or more but less than three years	1%	2%	7%	0%	1%
In Canada three years or more	10%	9%	12%	9%	14%
<b>Language</b>					
First language learned at home was other than English	29%	29%	29%	31%	16%
<b>Year Student Entered Current School</b>					
Year of the assessment	6%	7%	13%	4%	10%
Year prior to the assessment	9%	11%	6%	7%	14%
2 years prior to the assessment	13%	12%	14%	10%	18%
3 or more years prior to the assessment	72%	70%	67%	78%	59%
Data not available	0%	0%	0%	0%	0%

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

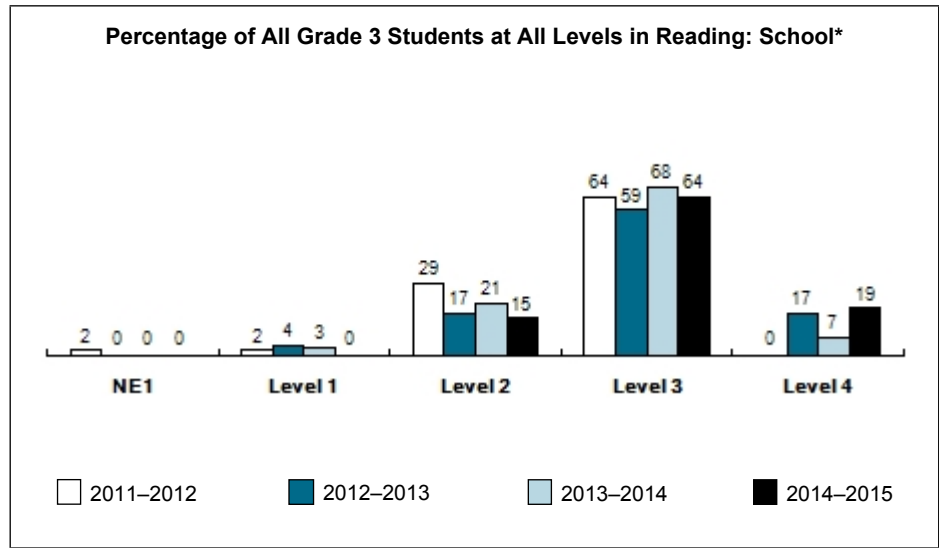
\*\* See the Explanation of Terms.

## Assessments of Reading, Writing and Mathematics, 2014–2015

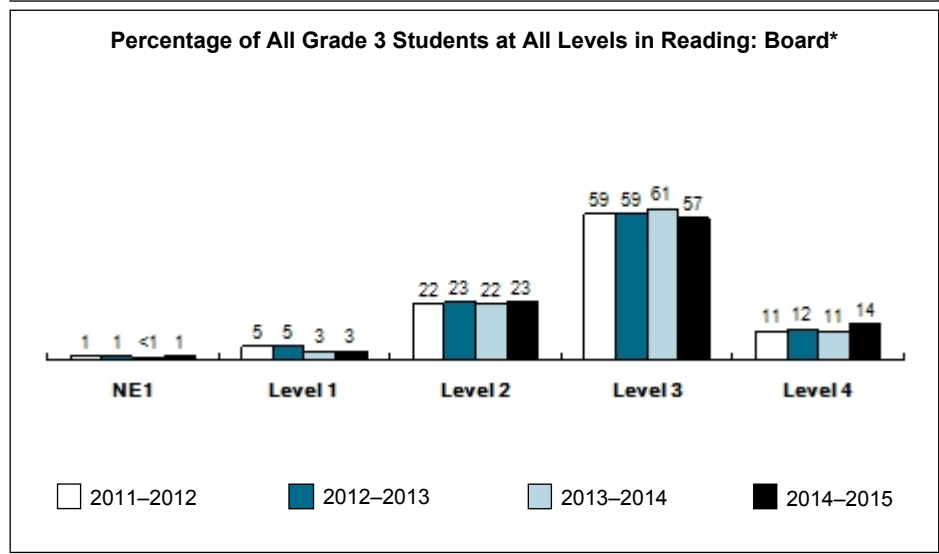
### Results over Time, 2011–2012 to 2014–2015\*

#### Grade 3: Reading

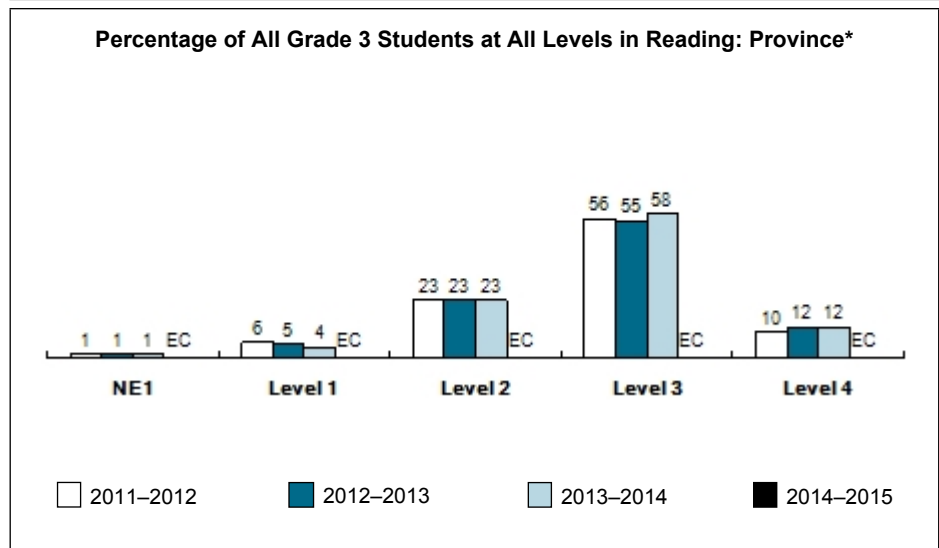
Grade 3 Reading: School*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
<i>Number of Students</i>	56	69	68	73
Level 4	0%	17%	7%	19%
Level 3	64%	59%	68%	64%
Level 2	29%	17%	21%	15%
Level 1	2%	4%	3%	0%
NE1**	2%	0%	0%	0%
<i>Participating Students</i>	96%	99%	99%	99%
No Data	0%	0%	0%	0%
Exempt	4%	1%	1%	1%
<b>At or Above Provincial Standard†</b>	64%	77%	75%	84%



Grade 3 Reading: Board*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
<i>Number of Students</i>	4 877	5 105	5 051	4 927
Level 4	11%	12%	11%	14%
Level 3	59%	59%	61%	57%
Level 2	22%	23%	22%	23%
Level 1	5%	5%	3%	3%
NE1**	1%	1%	<1%	1%
<i>Participating Students</i>	98%	99%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	2%	1%	1%	1%
<b>At or Above Provincial Standard†</b>	70%	71%	73%	71%



Grade 3 Reading: Province*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
<i>Number of Students</i>	121 727	122 450	122 018	EC
Level 4	10%	12%	12%	EC
Level 3	56%	55%	58%	EC
Level 2	23%	23%	23%	EC
Level 1	6%	5%	4%	EC
NE1**	1%	1%	1%	EC
<i>Participating Students</i>	97%	97%	97%	EC
No Data	<1%	1%	1%	EC
Exempt	3%	3%	2%	EC
<b>At or Above Provincial Standard†</b>	66%	68%	70%	EC

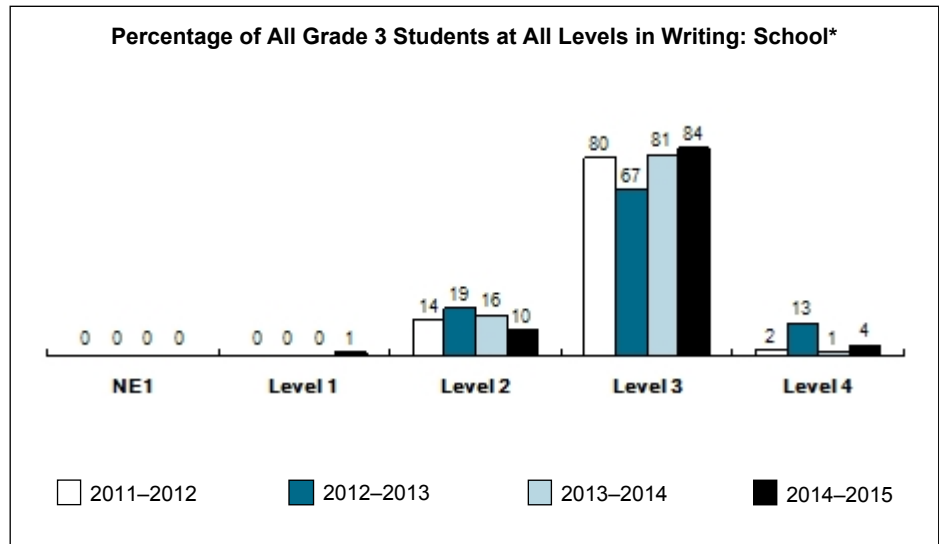


♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.  
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 \*\* See the Explanation of Terms.  
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at

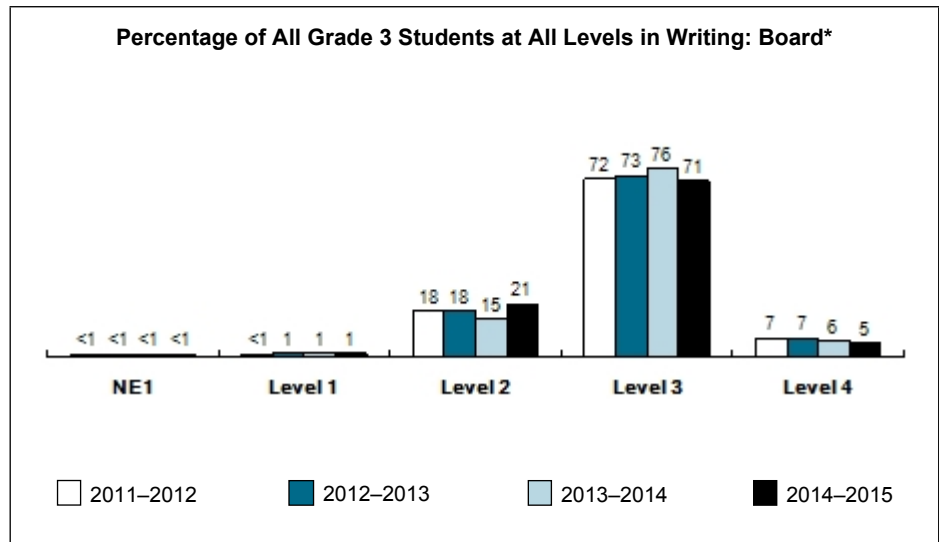
## Assessments of Reading, Writing and Mathematics, 2014–2015 Results over Time, 2011–2012 to 2014–2015\*

### Grade 3: Writing

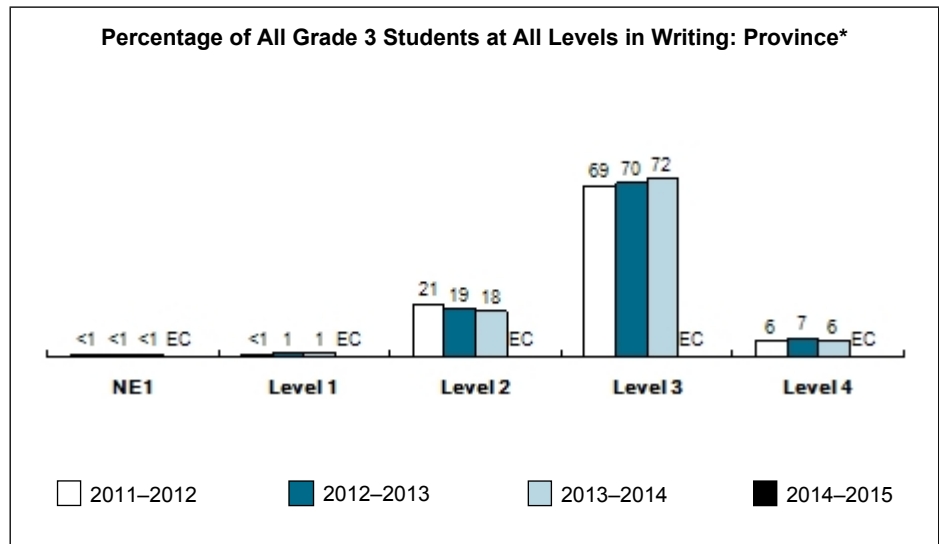
Grade 3 Writing: School*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
<i>Number of Students</i>	56	69	68	73
Level 4	2%	13%	1%	4%
Level 3	80%	67%	81%	84%
Level 2	14%	19%	16%	10%
Level 1	0%	0%	0%	1%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	96%	99%	99%	99%
No Data	0%	0%	0%	0%
Exempt	4%	1%	1%	1%
<b>At or Above Provincial Standard†</b>	82%	80%	82%	88%



Grade 3 Writing: Board*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
<i>Number of Students</i>	4 877	5 105	5 051	4 927
Level 4	7%	7%	6%	5%
Level 3	72%	73%	76%	71%
Level 2	18%	18%	15%	21%
Level 1	<1%	1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	99%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	2%	1%	1%	1%
<b>At or Above Provincial Standard†</b>	80%	80%	83%	76%



Grade 3 Writing: Province*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
<i>Number of Students</i>	121 727	122 447	122 018	EC
Level 4	6%	7%	6%	EC
Level 3	69%	70%	72%	EC
Level 2	21%	19%	18%	EC
Level 1	<1%	1%	1%	EC
NE1**	<1%	<1%	<1%	EC
<i>Participating Students</i>	97%	97%	97%	EC
No Data	1%	1%	1%	EC
Exempt	2%	2%	2%	EC
<b>At or Above Provincial Standard†</b>	76%	77%	78%	EC

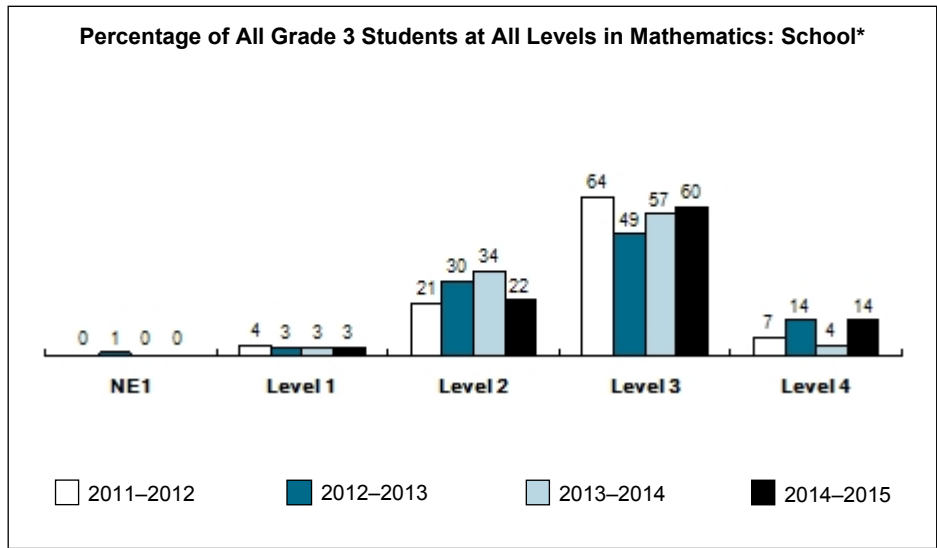


♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.  
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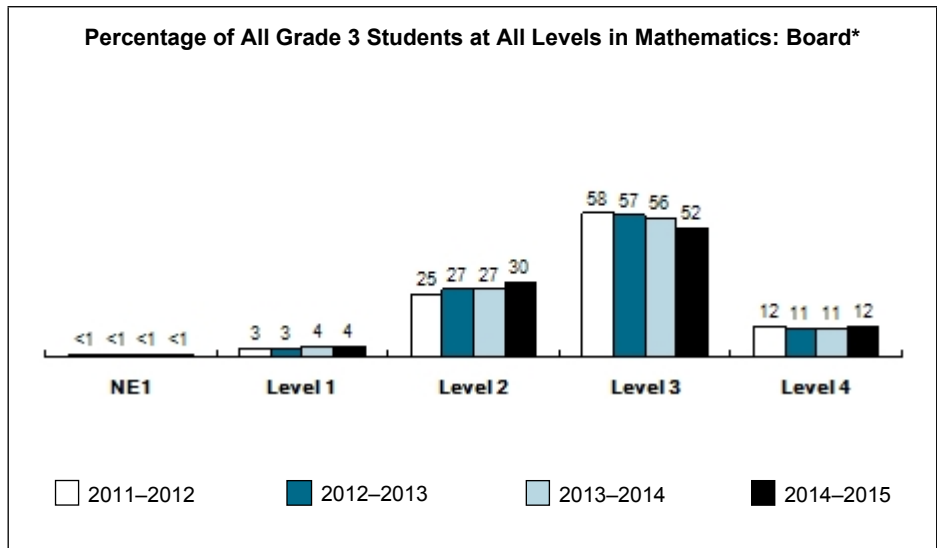
## Assessments of Reading, Writing and Mathematics, 2014–2015 Results over Time, 2011–2012 to 2014–2015\*

### Grade 3: Mathematics

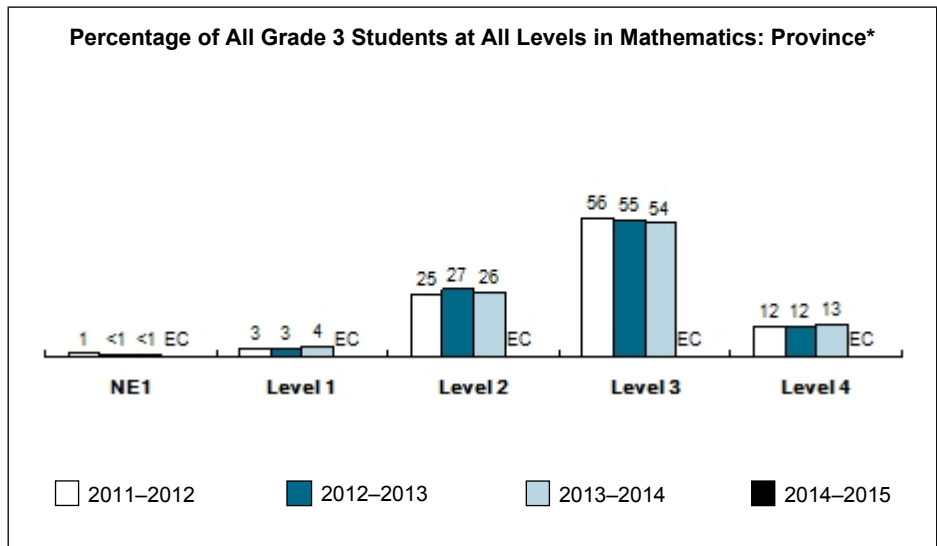
Grade 3 Mathematics: School*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
<i>Number of Students</i>	56	69	68	73
Level 4	7%	14%	4%	14%
Level 3	64%	49%	57%	60%
Level 2	21%	30%	34%	22%
Level 1	4%	3%	3%	3%
NE1**	0%	1%	0%	0%
<i>Participating Students</i>	96%	99%	99%	99%
No Data	0%	0%	0%	0%
Exempt	4%	1%	1%	1%
<b>At or Above Provincial Standard†</b>	71%	64%	62%	74%



Grade 3 Mathematics: Board*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
<i>Number of Students</i>	4 877	5 105	5 051	4 928
Level 4	12%	11%	11%	12%
Level 3	58%	57%	56%	52%
Level 2	25%	27%	27%	30%
Level 1	3%	3%	4%	4%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	2%	1%	1%	1%
<b>At or Above Provincial Standard†</b>	70%	68%	67%	64%



Grade 3 Mathematics: Province*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
<i>Number of Students</i>	126 439	127 633	127 504	EC
Level 4	12%	12%	13%	EC
Level 3	56%	55%	54%	EC
Level 2	25%	27%	26%	EC
Level 1	3%	3%	4%	EC
NE1**	1%	<1%	<1%	EC
<i>Participating Students</i>	97%	97%	97%	EC
No Data	1%	1%	1%	EC
Exempt	2%	2%	2%	EC
<b>At or Above Provincial Standard†</b>	68%	67%	67%	EC



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## Assessments of Reading, Writing and Mathematics, 2014–2015

### 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	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
<b>Enrolment</b>					
Number of students	72	56	76	72	55
<b>Participation in the Assessment</b>					
Reading	99%	98%	99%	100%	96%
Writing	99%	98%	99%	100%	96%
Mathematics	94%	96%	97%	100%	96%
<b>Gender</b>					
Female	47%	54%	57%	40%	40%
Male	53%	46%	43%	60%	60%
<b>Student Status</b>					
English language learners**	19%	18%	11%	29%	18%
Students with special education needs (excluding gifted)**	14%	12%	14%	8%	15%
<b>Place of Birth</b>					
Born in Canada	74%	61%	80%	78%	80%
Born outside Canada	26%	39%	20%	22%	20%
In Canada less than one year	1%	0%	0%	0%	0%
In Canada one year or more but less than three years	4%	2%	4%	6%	0%
In Canada three years or more	19%	36%	14%	14%	18%
<b>Language</b>					
First language learned at home was other than English	28%	41%	24%	28%	31%
<b>Year Student Entered Current School</b>					
Year of the assessment	14%	9%	9%	11%	0%
Year prior to the assessment	7%	2%	9%	4%	5%
2 years prior to the assessment	10%	12%	7%	10%	11%
3 or more years prior to the assessment	69%	77%	75%	75%	84%
Data not available	0%	0%	0%	0%	0%

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

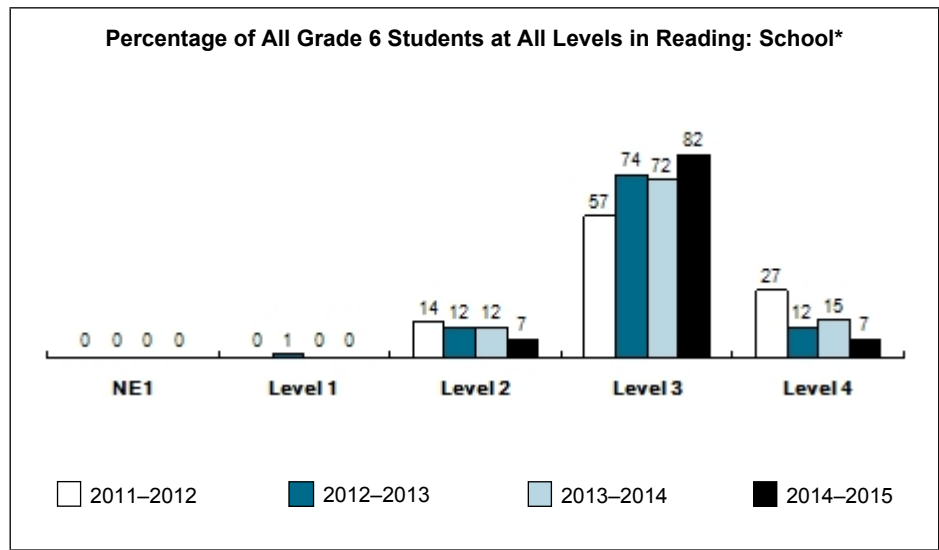
\*\* See the Explanation of Terms.

## Assessments of Reading, Writing and Mathematics, 2014–2015

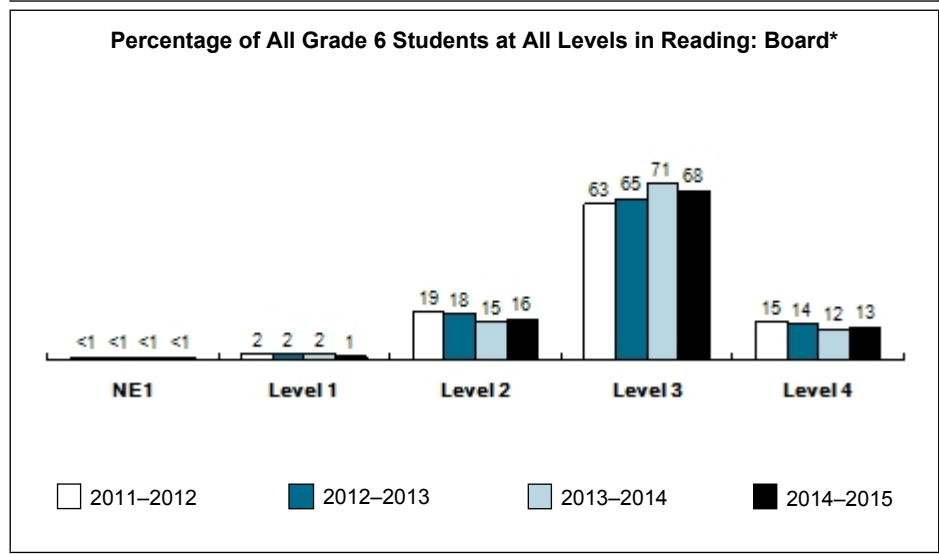
### Results over Time, 2011–2012 to 2014–2015\*

#### Grade 6: Reading

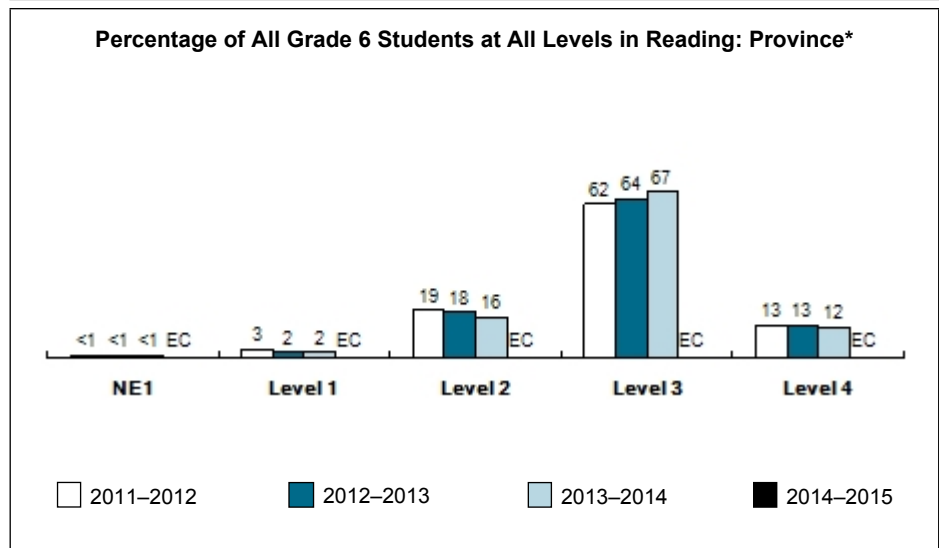
Grade 6 Reading: School*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
<i>Number of Students</i>	56	76	72	55
Level 4	27%	12%	15%	7%
Level 3	57%	74%	72%	82%
Level 2	14%	12%	12%	7%
Level 1	0%	1%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	98%	99%	100%	96%
No Data	0%	0%	0%	0%
Exempt	2%	1%	0%	4%
<b>At or Above Provincial Standard†</b>	84%	86%	88%	89%



Grade 6 Reading: Board*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
<i>Number of Students</i>	5 481	5 544	5 259	5 108
Level 4	15%	14%	12%	13%
Level 3	63%	65%	71%	68%
Level 2	19%	18%	15%	16%
Level 1	2%	2%	2%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	99%	99%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
<b>At or Above Provincial Standard†</b>	78%	79%	82%	81%



Grade 6 Reading: Province*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
<i>Number of Students</i>	129 420	131 514	127 261	EC
Level 4	13%	13%	12%	EC
Level 3	62%	64%	67%	EC
Level 2	19%	18%	16%	EC
Level 1	3%	2%	2%	EC
NE1**	<1%	<1%	<1%	EC
<i>Participating Students</i>	97%	98%	98%	EC
No Data	1%	<1%	<1%	EC
Exempt	2%	2%	2%	EC
<b>At or Above Provincial Standard†</b>	75%	77%	79%	EC

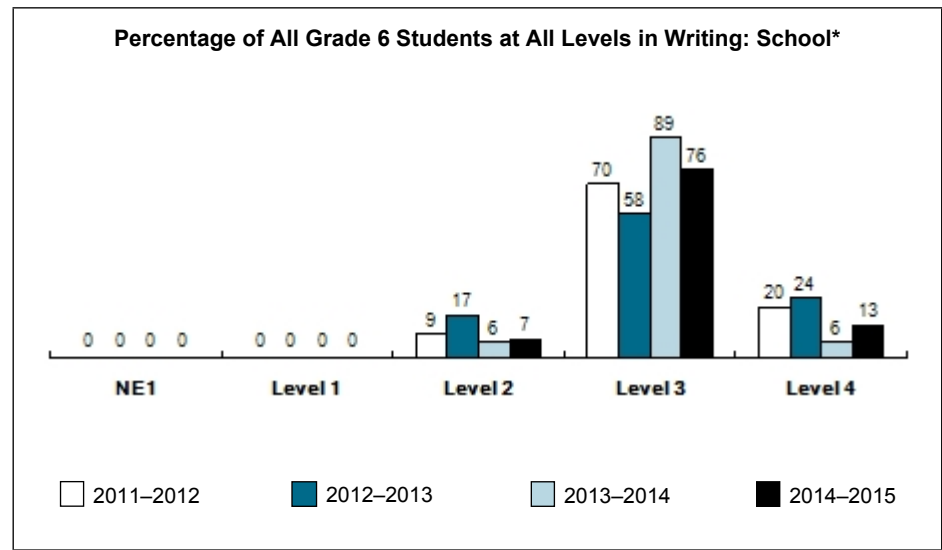


♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.  
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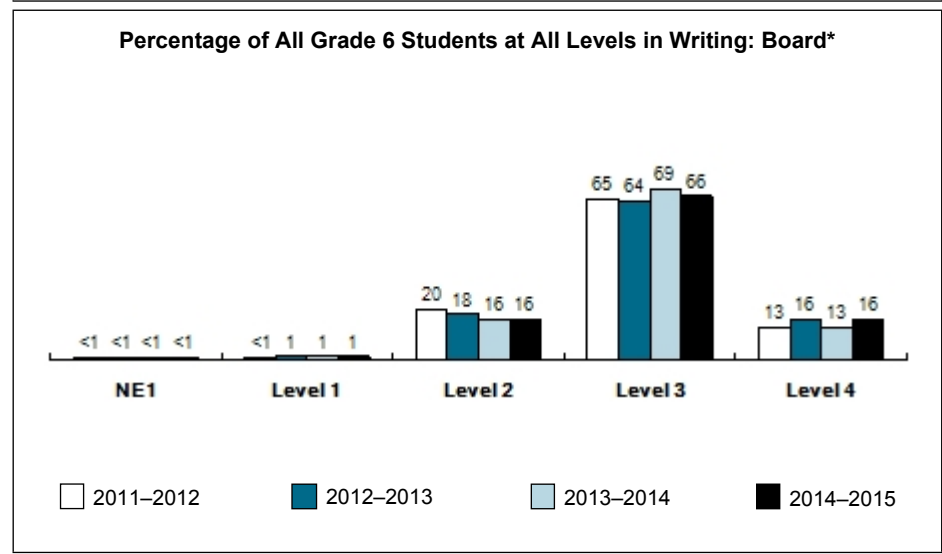
## Assessments of Reading, Writing and Mathematics, 2014–2015 Results over Time, 2011–2012 to 2014–2015\*

### Grade 6: Writing

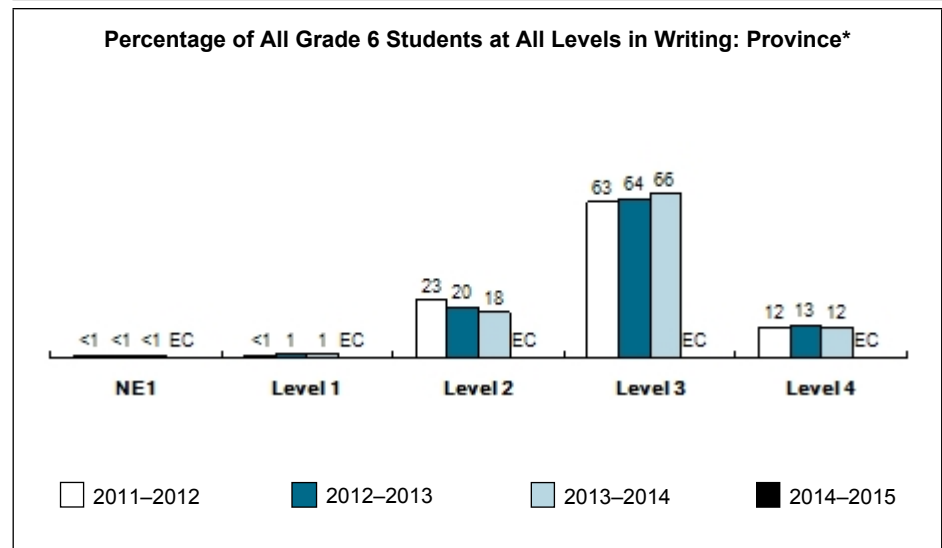
Grade 6 Writing: School*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
<i>Number of Students</i>	56	76	72	55
Level 4	20%	24%	6%	13%
Level 3	70%	58%	89%	76%
Level 2	9%	17%	6%	7%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	98%	99%	100%	96%
No Data	0%	0%	0%	0%
Exempt	2%	1%	0%	4%
<b>At or Above Provincial Standard†</b>	89%	82%	94%	89%



Grade 6 Writing: Board*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
<i>Number of Students</i>	5 481	5 544	5 259	5 108
Level 4	13%	16%	13%	16%
Level 3	65%	64%	69%	66%
Level 2	20%	18%	16%	16%
Level 1	<1%	1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	99%	99%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
<b>At or Above Provincial Standard†</b>	78%	80%	82%	82%



Grade 6 Writing: Province*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
<i>Number of Students</i>	129 420	131 504	127 207	EC
Level 4	12%	13%	12%	EC
Level 3	63%	64%	66%	EC
Level 2	23%	20%	18%	EC
Level 1	<1%	1%	1%	EC
NE1**	<1%	<1%	<1%	EC
<i>Participating Students</i>	97%	98%	98%	EC
No Data	1%	<1%	1%	EC
Exempt	2%	2%	2%	EC
<b>At or Above Provincial Standard†</b>	74%	76%	78%	EC



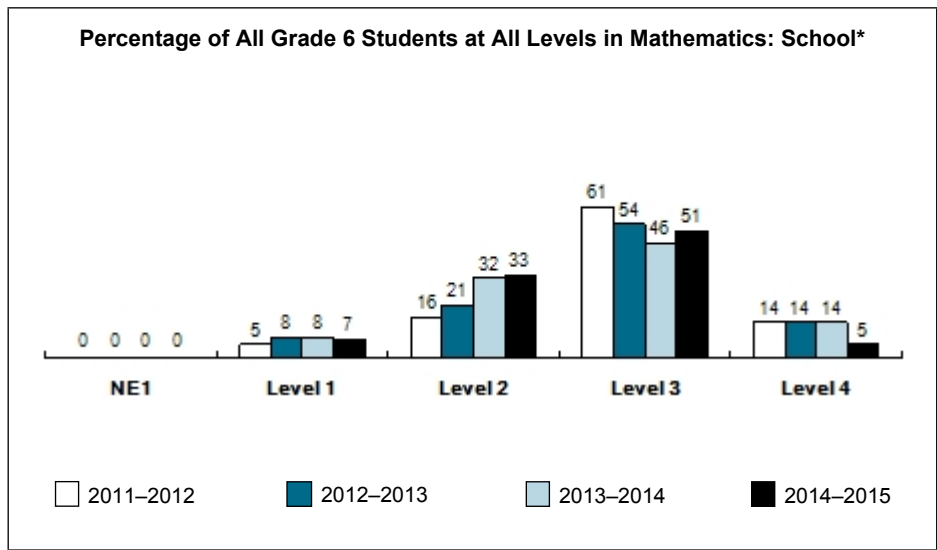
♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.  
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# Assessments of Reading, Writing and Mathematics, 2014–2015

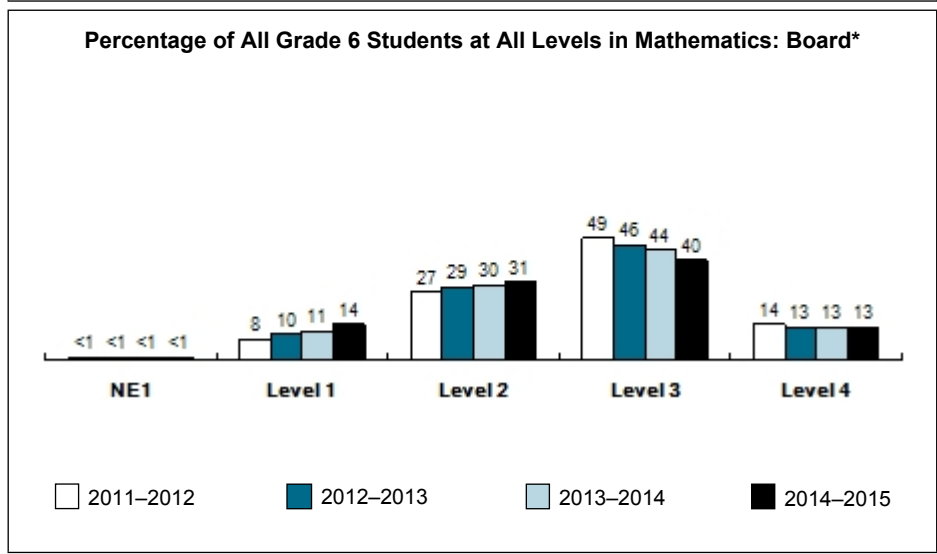
## Results over Time, 2011–2012 to 2014–2015\*

### Grade 6: Mathematics

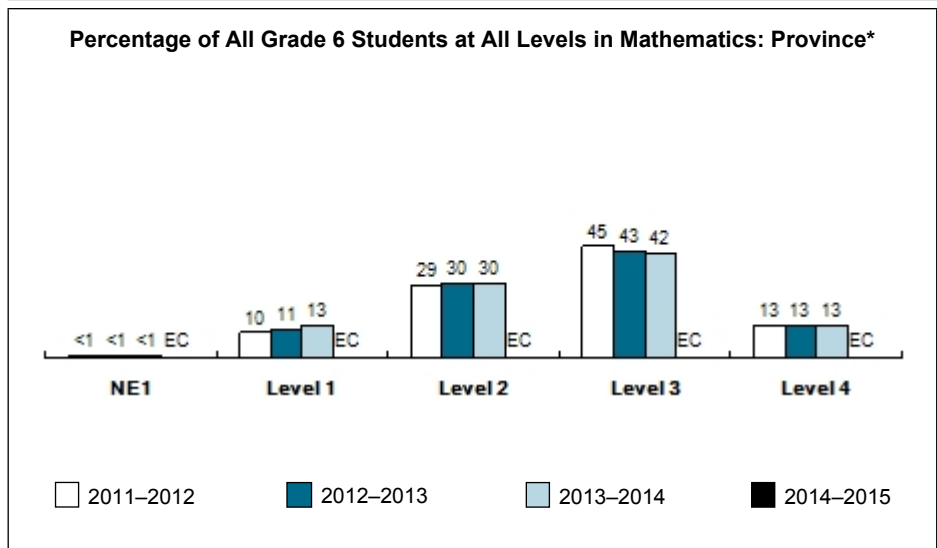
Grade 6 Mathematics: School*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
<i>Number of Students</i>	56	76	72	55
Level 4	14%	14%	14%	5%
Level 3	61%	54%	46%	51%
Level 2	16%	21%	32%	33%
Level 1	5%	8%	8%	7%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	96%	97%	100%	96%
No Data	0%	0%	0%	0%
Exempt	4%	3%	0%	4%
<b>At or Above Provincial Standard†</b>	75%	68%	60%	56%



Grade 6 Mathematics: Board*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
<i>Number of Students</i>	5 479	5 544	5 259	5 107
Level 4	14%	13%	13%	13%
Level 3	49%	46%	44%	40%
Level 2	27%	29%	30%	31%
Level 1	8%	10%	11%	14%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	99%	99%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
<b>At or Above Provincial Standard†</b>	63%	59%	57%	53%



Grade 6 Mathematics: Province*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
<i>Number of Students</i>	129 368	131 543	127 286	EC
Level 4	13%	13%	13%	EC
Level 3	45%	43%	42%	EC
Level 2	29%	30%	30%	EC
Level 1	10%	11%	13%	EC
NE1**	<1%	<1%	<1%	EC
<i>Participating Students</i>	97%	97%	98%	EC
No Data	1%	1%	1%	EC
Exempt	2%	2%	2%	EC
<b>At or Above Provincial Standard†</b>	58%	57%	54%	EC

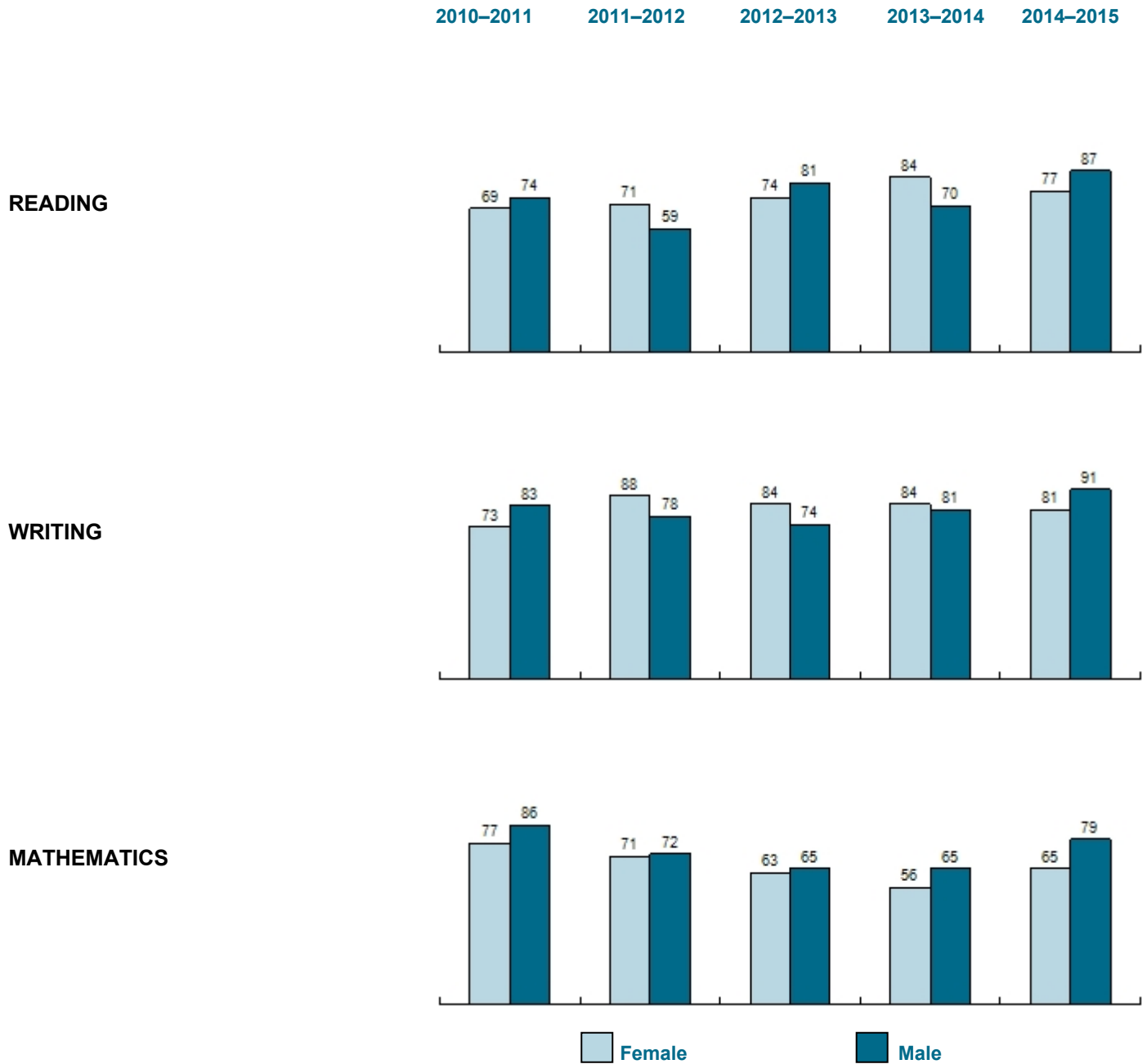


♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.  
 \* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100%.  
 \*\* See the Explanation of Terms.  
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at

## Assessments of Reading, Writing and Mathematics, 2014–2015

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

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



#### Total Number of Grade 3 Students\*

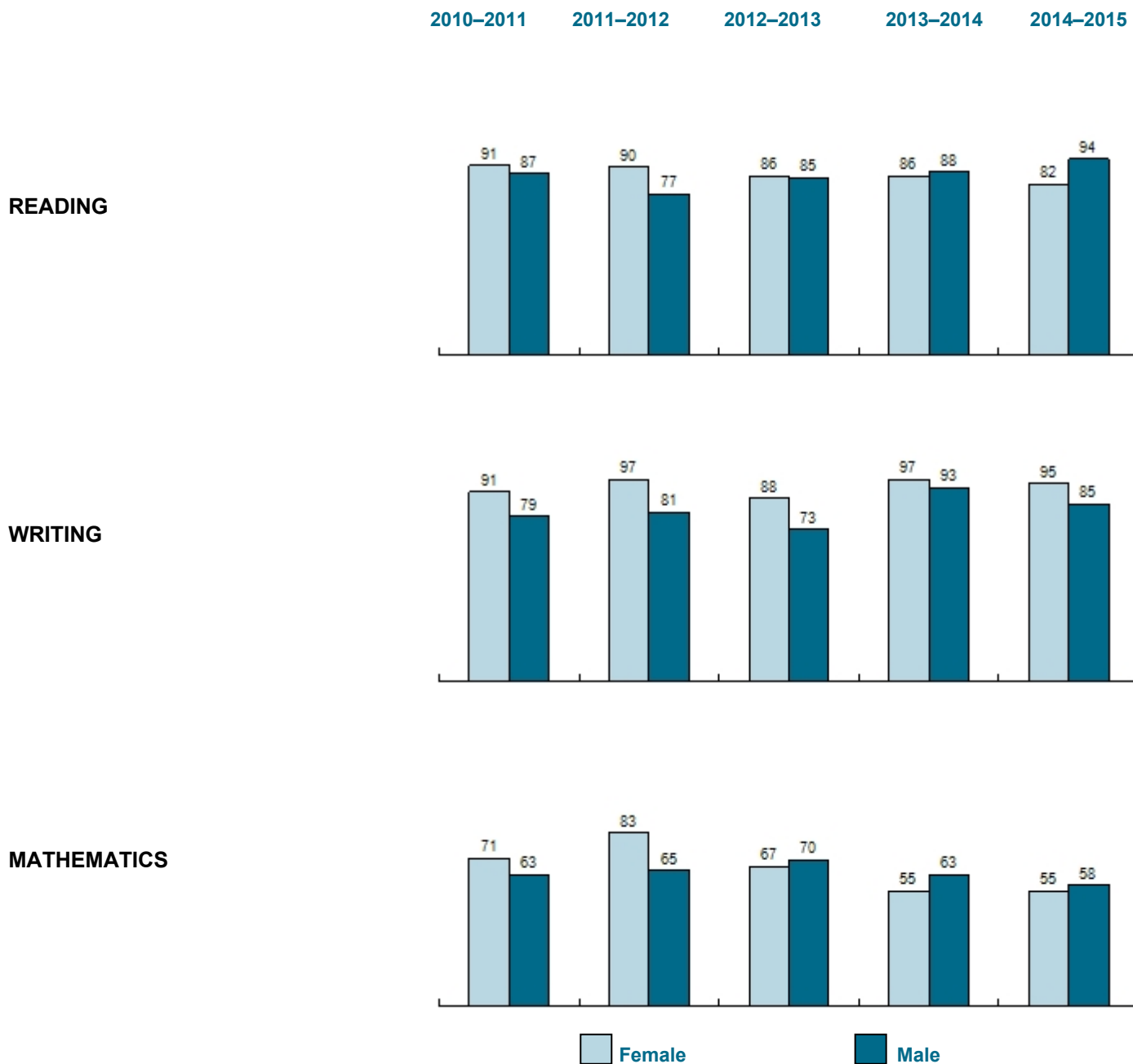
School	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	26	42	24	32	38	31	25	43	26	47

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

# Assessments of Reading, Writing and Mathematics, 2014–2015

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

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



### Total Number of Grade 6 Students\*

School	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	34	38	30	26	43	33	29	43	22	33

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

## Assessments of Reading, Writing and Mathematics, 2014–2015

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 69)				
	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Most of the time	
STUDENT ENGAGEMENT		Percentage of Students*		Number of students who answered "most of the time"
About reading:				
I like to read.			30	
I am a good reader.			60	
I am able to understand difficult reading passages.			25	
I do my best when I do reading activities in class.			56	
STUDENT ENGAGEMENT				
About writing:				
I like to write.			33	
I am a good writer.			35	
I am able to communicate my ideas in writing.			36	
I do my best when I do writing activities in class.			51	
COGNITIVE STRATEGIES USED IN LANGUAGE				
I make sure I understand what I am reading.			49	
I organize my ideas before I start to write.			38	
I edit my writing to make it better.			45	
I check my writing for spelling and grammar.			48	

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

## Assessments of Reading, Writing and Mathematics, 2014–2015

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 69)			
		<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Most of the time	
STUDENT ENGAGEMENT About mathematics:			<i>Number of students who answered "most of the time"</i>
			Percentage of Students*
I like mathematics.		52	
I am good at mathematics.		46	
I am able to answer difficult mathematics questions.		36	
I do my best when I do mathematics activities in class.		64	
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.		56	
I think about the steps I will use to solve the problem.		39	
		<input type="checkbox"/> Never <input type="checkbox"/> 1 or 2 times a month <input checked="" type="checkbox"/> 1 to 3 times a week <input type="checkbox"/> Every day or almost every day	
READING OUTSIDE SCHOOL How often do you read the following when you are not at school?			<i>Number of students who answered "every day or almost every day"</i>
			Percentage of Students*
Stories or novels		25	
Comics		14	
Books, newspapers, magazines or Web sites for information		26	
E-mail, text or instant messages		22	
Any other type of reading material		25	

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

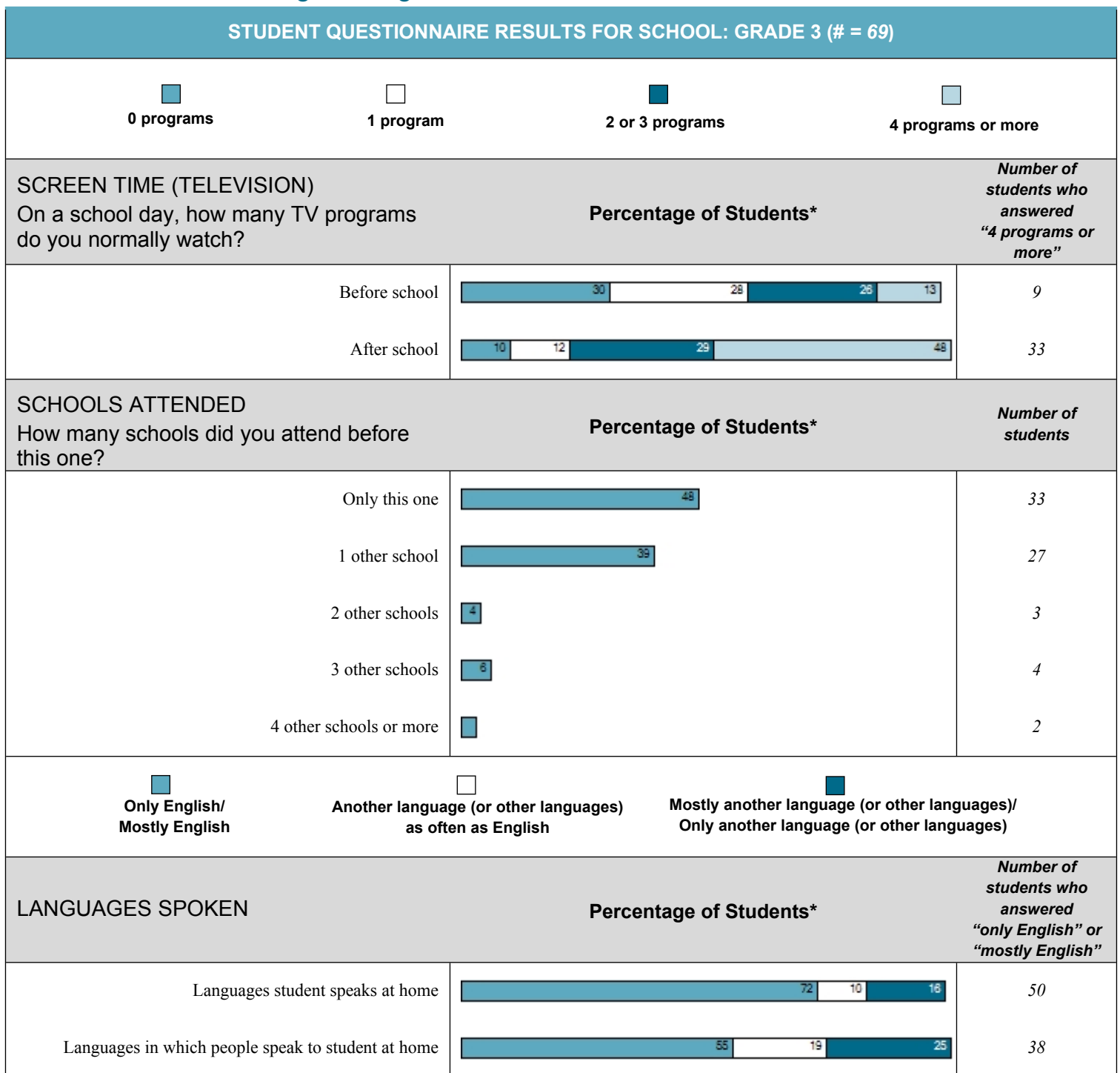


## Assessments of Reading, Writing and Mathematics, 2014–2015

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 69)					
	<input type="checkbox"/> Never	<input type="checkbox"/> 1 or 2 times a month	<input checked="" type="checkbox"/> 1 to 3 times a week	<input type="checkbox"/> Every day or almost every day	
<b>WRITING OUTSIDE SCHOOL</b>					
How often do you write the following (using paper or a computer) when you are not at school?			<i>Number of students who answered "every day or almost every day"</i>		
	<b>Percentage of Students*</b>				
Stories	23	41	14	22	15
Journal entries	38	20	18	28	18
E-mail, text or instant messages	42	19	7	32	22
Letters	51	33	7	7	5
<b>OUT-OF-SCHOOL ACTIVITIES</b>					
How often do you do the following when you are not at school?					
I participate in art, music or drama activities.	51	12	14	22	15
I participate in after-school clubs.	65	10	16	7	5
I participate in sports or other physical activities.	14	29		54	37
<b>PARENTAL ENGAGEMENT</b>					
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		14	70	48
We talk about the reading and writing work I do in school.	6	22	30	42	29
We talk about the mathematics work I do in school.	10	17	22	51	35
We read together.	36	25	12	28	19
We look at my school agenda.	7	7	13	71	49
We use a computer together.	29	38	17	14	10

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

## Assessments of Reading, Writing and Mathematics, 2014–2015



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

## Assessments of Reading, Writing and Mathematics, 2014–2015

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 69)	Female* (# = 24)	Male* (# = 45)	All (# = 4 808)	Female* (# = 2 309)	Male* (# = 2 499)	All (# = EC)	Female* (# = EC)	Male* (# = EC)
<b>STUDENT ENGAGEMENT</b>									
<b>About reading: Percentage of students who answered “most of the time”†</b>									
I like to read.	43%	42%	44%	44%	50%	38%	EC	EC	EC
I am a good reader.	87%	88%	87%	62%	64%	60%	EC	EC	EC
I am able to understand difficult reading passages.	36%	25%	42%	28%	26%	29%	EC	EC	EC
I do my best when I do reading activities in class.	81%	75%	84%	72%	77%	68%	EC	EC	EC
<b>STUDENT ENGAGEMENT</b>									
<b>About writing: Percentage of students who answered “most of the time”†</b>									
I like to write.	48%	46%	49%	48%	55%	42%	EC	EC	EC
I am a good writer.	51%	54%	49%	46%	53%	40%	EC	EC	EC
I am able to communicate my ideas in writing.	52%	46%	56%	41%	42%	40%	EC	EC	EC
I do my best when I do writing activities in class.	74%	67%	78%	68%	71%	65%	EC	EC	EC
<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.	71%	75%	69%	63%	66%	59%	EC	EC	EC
I organize my ideas before I start to write.	55%	50%	58%	41%	46%	36%	EC	EC	EC
I edit my writing to make it better.	65%	50%	73%	42%	45%	39%	EC	EC	EC
I check my writing for spelling and grammar.	70%	83%	62%	44%	50%	39%	EC	EC	EC
<b>STUDENT ENGAGEMENT</b>									
<b>About mathematics: Percentage of students who answered “most of the time”†</b>									
I like mathematics.	75%	54%	87%	62%	57%	66%	EC	EC	EC
I am good at mathematics.	67%	58%	71%	56%	49%	62%	EC	EC	EC
I am able to answer difficult mathematics questions.	52%	33%	62%	36%	29%	42%	EC	EC	EC
I do my best when I do mathematics activities in class.	93%	96%	91%	78%	78%	77%	EC	EC	EC
<b>COGNITIVE STRATEGIES USED IN MATHEMATICS</b>									
<b>When I am working on a mathematics problem, 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.	81%	88%	78%	67%	71%	63%	EC	EC	EC
I think about the steps I will use to solve the problem.	57%	33%	69%	48%	49%	47%	EC	EC	EC

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

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

## Assessments of Reading, Writing and Mathematics, 2014–2015

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 69)	Female* (# = 24)	Male* (# = 45)	All (# = 4 808)	Female* (# = 2 309)	Male* (# = 2 499)	All (# = EC)	Female* (# = EC)	Male* (# = EC)
<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	36%	50%	29%	32%	37%	27%	EC	EC	EC
Comics	20%	12%	24%	19%	15%	24%	EC	EC	EC
Books, newspapers, magazines or Web sites for information	38%	46%	33%	22%	25%	20%	EC	EC	EC
E-mails, text or instant messages	32%	38%	29%	23%	27%	19%	EC	EC	EC
Any other type of reading material	36%	42%	33%	31%	37%	26%	EC	EC	EC
<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	22%	29%	18%	15%	19%	12%	EC	EC	EC
Journal entries	26%	42%	18%	13%	18%	9%	EC	EC	EC
E-mails, text or instant messages	32%	42%	27%	21%	25%	18%	EC	EC	EC
Letters	7%	8%	7%	12%	14%	10%	EC	EC	EC
<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.	22%	46%	9%	22%	29%	15%	EC	EC	EC
I participate in after-school clubs.	7%	4%	9%	11%	12%	11%	EC	EC	EC
I participate in sports or other physical activities.	54%	42%	60%	39%	32%	45%	EC	EC	EC
<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.	70%	71%	69%	56%	62%	51%	EC	EC	EC
We talk about the reading and writing work I do in school.	42%	38%	44%	35%	39%	31%	EC	EC	EC
We talk about the mathematics work I do in school.	51%	50%	51%	42%	44%	39%	EC	EC	EC
We read together.	28%	38%	22%	25%	28%	23%	EC	EC	EC
We look at my school agenda.	71%	62%	76%	63%	63%	62%	EC	EC	EC
We use a computer together.	14%	21%	11%	16%	17%	15%	EC	EC	EC

\* 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, 2014–2015

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 69)	Female* (# = 24)	Male* (# = 45)	All (# = 4 808)	Female* (# = 2 309)	Male* (# = 2 499)	All (# = EC)	Female* (# = EC)	Male* (# = EC)
<b>SCREEN TIME (TELEVISION)</b>									
<b>On a school day, how many TV programs do you normally watch?</b>		<b>Percentage of students who answered “4 programs or more”†</b>							
Before school	13%	4%	18%	9%	6%	12%	EC	EC	EC
After school	48%	46%	49%	48%	44%	51%	EC	EC	EC
<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	87%	96%	82%	81%	82%	80%	EC	EC	EC
2 other schools/3 other schools	10%	4%	13%	14%	14%	14%	EC	EC	EC
4 other schools or more	3%	0%	4%	3%	2%	4%	EC	EC	EC
<b>LANGUAGES STUDENTS SPEAK AT HOME</b>									
		<b>Percentage of students‡</b>							
Only English/Mostly English	72%	71%	73%	67%	67%	67%	EC	EC	EC
Another language (or other languages) as often as English	10%	12%	9%	19%	20%	19%	EC	EC	EC
Mostly another language (or other languages)/ Only another language (or other languages)	16%	17%	16%	12%	12%	12%	EC	EC	EC
<b>LANGUAGES SPOKEN TO STUDENTS AT HOME</b>									
		<b>Percentage of students‡</b>							
Only English/Mostly English	55%	54%	56%	55%	54%	56%	EC	EC	EC
Another language (or other languages) as often as English	19%	17%	20%	20%	21%	19%	EC	EC	EC
Mostly another language (or other languages)/ Only another language (or other languages)	25%	29%	22%	22%	22%	21%	EC	EC	EC

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

† Other response options were “0 programs”, “1 program” and “2 or 3 programs”.

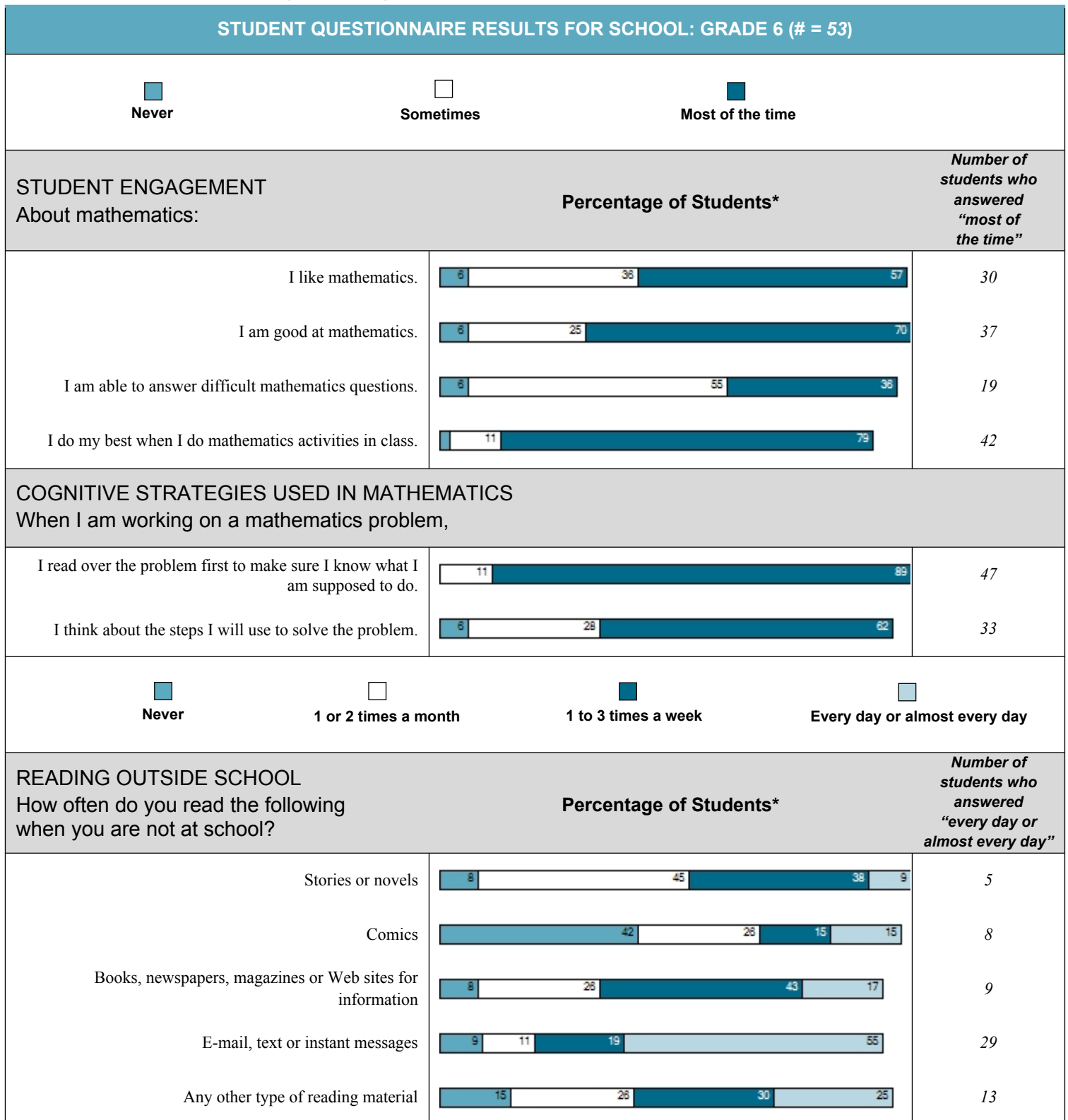
‡ Percentages may not add up to 100, due to rounding or to ambiguous or blank responses.

## Assessments of Reading, Writing and Mathematics, 2014–2015

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 53)				
		<input type="checkbox"/> <b>Never</b>	<input type="checkbox"/> <b>Sometimes</b>	<input type="checkbox"/> <b>Most of the time</b>
STUDENT ENGAGEMENT			Number of students who answered "most of the time"	
About reading:				
		Percentage of Students*		
I like to read.		15		
I am a good reader.		37		
I am able to understand difficult reading passages.		20		
I do my best when I do reading activities in class.		36		
STUDENT ENGAGEMENT				
About writing:				
I like to write.		16		
I am a good writer.		26		
I am able to communicate my ideas in writing.		26		
I do my best when I do writing activities in class.		31		
COGNITIVE STRATEGIES USED IN LANGUAGE				
I make sure I understand what I am reading.		36		
I organize my ideas before I start to write.		13		
I edit my writing to make it better.		19		
I check my writing for spelling and grammar.		27		

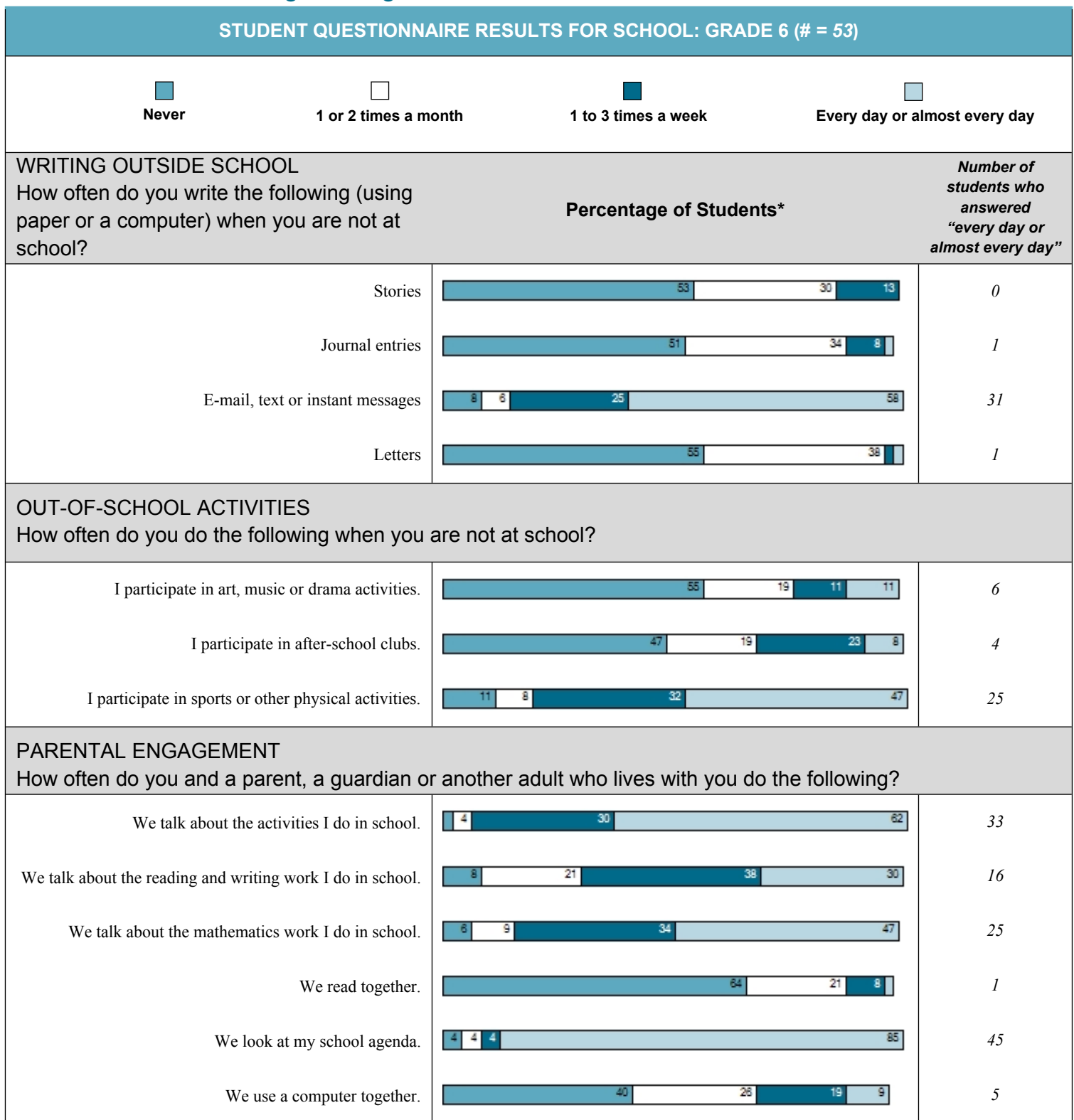
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## Assessments of Reading, Writing and Mathematics, 2014–2015



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

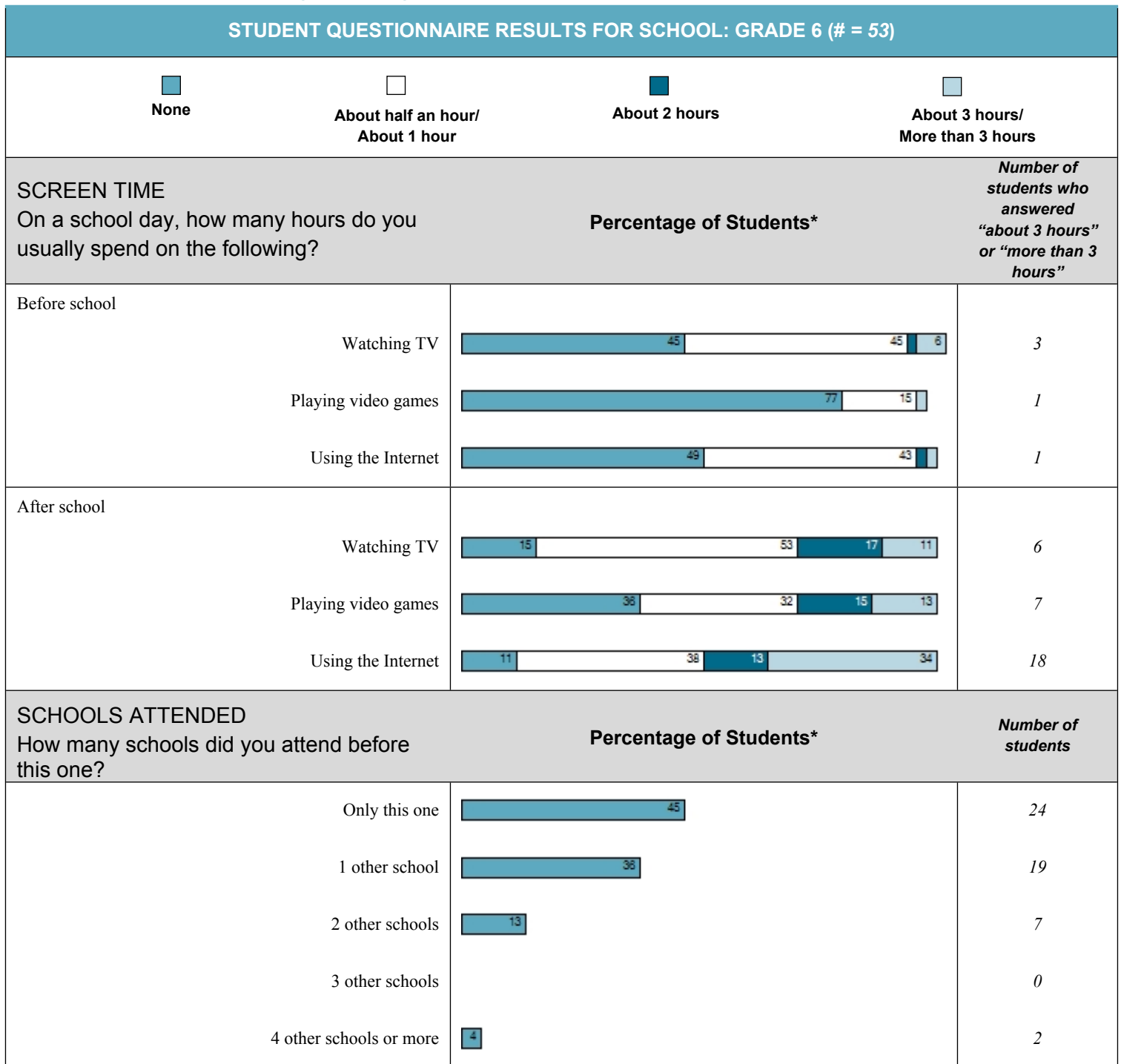
## Assessments of Reading, Writing and Mathematics, 2014–2015



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

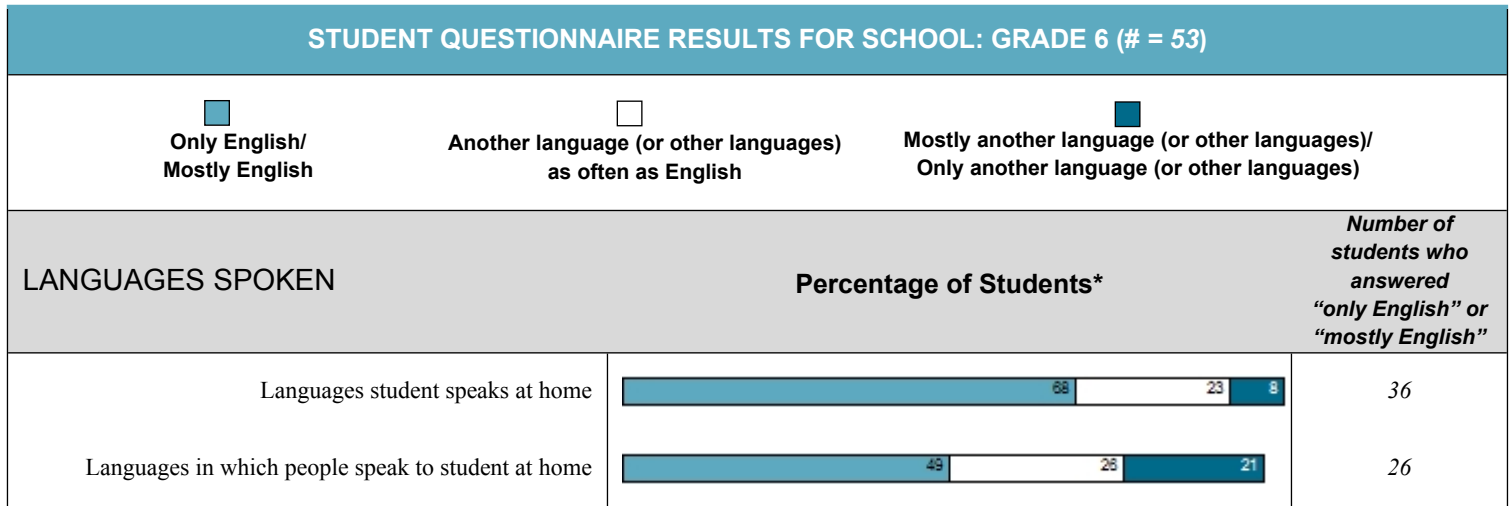


## Assessments of Reading, Writing and Mathematics, 2014–2015



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

## Assessments of Reading, Writing and Mathematics, 2014–2015



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

## Assessments of Reading, Writing and Mathematics, 2014–2015

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 53)	Female* (# = 21)	Male* (# = 32)	All (# = 4 996)	Female* (# = 2 452)	Male* (# = 2 544)	All (# = EC)	Female* (# = EC)	Male* (# = EC)
<b>STUDENT ENGAGEMENT</b>									
<b>About reading:</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I like to read.	28%	33%	25%	43%	50%	35%	EC	EC	EC
I am a good reader.	70%	67%	72%	65%	68%	62%	EC	EC	EC
I am able to understand difficult reading passages.	38%	24%	47%	38%	35%	40%	EC	EC	EC
I do my best when I do reading activities in class.	68%	81%	59%	72%	75%	68%	EC	EC	EC
<b>STUDENT ENGAGEMENT</b>									
<b>About writing:</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I like to write.	30%	38%	25%	37%	47%	28%	EC	EC	EC
I am a good writer.	49%	52%	47%	39%	45%	33%	EC	EC	EC
I am able to communicate my ideas in writing.	49%	43%	53%	45%	49%	42%	EC	EC	EC
I do my best when I do writing activities in class.	58%	67%	53%	67%	71%	63%	EC	EC	EC
<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.	68%	62%	72%	71%	74%	67%	EC	EC	EC
I organize my ideas before I start to write.	25%	19%	28%	33%	37%	29%	EC	EC	EC
I edit my writing to make it better.	36%	38%	34%	44%	50%	39%	EC	EC	EC
I check my writing for spelling and grammar.	51%	57%	47%	47%	50%	44%	EC	EC	EC
<b>STUDENT ENGAGEMENT</b>									
<b>About mathematics:</b>									
<b>Percentage of students who answered “most of the time”†</b>									
I like mathematics.	57%	57%	56%	51%	43%	58%	EC	EC	EC
I am good at mathematics.	70%	52%	81%	51%	44%	58%	EC	EC	EC
I am able to answer difficult mathematics questions.	36%	19%	47%	35%	27%	41%	EC	EC	EC
I do my best when I do mathematics activities in class.	79%	81%	78%	76%	74%	77%	EC	EC	EC
<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.	89%	95%	84%	80%	83%	77%	EC	EC	EC
I think about the steps I will use to solve the problem.	62%	62%	62%	51%	52%	51%	EC	EC	EC

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

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

## Assessments of Reading, Writing and Mathematics, 2014–2015

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 53)	Female* (# = 21)	Male* (# = 32)	All (# = 4 996)	Female* (# = 2 452)	Male* (# = 2 544)	All (# = EC)	Female* (# = EC)	Male* (# = EC)
<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	9%	14%	6%	24%	31%	18%	EC	EC	EC
Comics	15%	10%	19%	13%	8%	17%	EC	EC	EC
Books, newspapers, magazines or Web sites for information	17%	14%	19%	26%	29%	23%	EC	EC	EC
E-mail, text or instant messages	55%	71%	44%	56%	65%	46%	EC	EC	EC
Any other type of reading material	25%	19%	28%	23%	26%	21%	EC	EC	EC
<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	0%	0%	0%	6%	8%	4%	EC	EC	EC
Journal entries	2%	0%	3%	6%	8%	3%	EC	EC	EC
E-mail, text or instant messages	58%	86%	41%	52%	62%	42%	EC	EC	EC
Letters	2%	0%	3%	3%	3%	3%	EC	EC	EC
<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.	11%	19%	6%	14%	19%	10%	EC	EC	EC
I participate in after-school clubs.	8%	5%	9%	8%	9%	8%	EC	EC	EC
I participate in sports or other physical activities.	47%	24%	62%	40%	33%	47%	EC	EC	EC
<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.	62%	48%	72%	56%	58%	55%	EC	EC	EC
We talk about the reading and writing work I do in school.	30%	19%	38%	29%	30%	29%	EC	EC	EC
We talk about the mathematics work I do in school.	47%	29%	59%	39%	39%	39%	EC	EC	EC
We read together.	2%	0%	3%	6%	6%	6%	EC	EC	EC
We look at my school agenda.	85%	81%	88%	40%	37%	43%	EC	EC	EC
We use a computer together.	9%	5%	12%	9%	8%	10%	EC	EC	EC

\* 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, 2014–2015

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)		School			Board			Province		
		All (# = 53)	Female* (# = 21)	Male* (# = 32)	All (# = 4 996)	Female* (# = 2 452)	Male* (# = 2 544)	All (# = EC)	Female* (# = EC)	Male* (# = EC)
<b>SCREEN TIME</b>										
On a school day, how many hours do you usually spend on the following?		Percentage of students who answered “about 3 hours” or “more than 3 hours”†								
Before school	Watching TV	6%	10%	3%	2%	2%	2%	EC	EC	EC
	Playing video games	2%	0%	3%	2%	1%	3%	EC	EC	EC
	Using the Internet	2%	5%	0%	5%	4%	5%	EC	EC	EC
After school	Watching TV	11%	0%	19%	17%	18%	16%	EC	EC	EC
	Playing video games	13%	0%	22%	15%	6%	24%	EC	EC	EC
	Using the Internet	34%	38%	31%	33%	35%	31%	EC	EC	EC
<b>SCHOOLS ATTENDED</b>										
How many schools did you attend before this one?		Percentage of students‡								
	Only this school/1 other school	81%	86%	78%	74%	75%	73%	EC	EC	EC
	2 other schools/3 other schools	13%	14%	12%	19%	18%	19%	EC	EC	EC
	4 other schools or more	4%	0%	6%	4%	3%	4%	EC	EC	EC
<b>LANGUAGES STUDENTS SPEAK AT HOME</b>										
		Percentage of students‡								
	Only English/Mostly English	68%	76%	62%	72%	72%	71%	EC	EC	EC
	Another language (or other languages) as often as English	23%	19%	25%	17%	17%	17%	EC	EC	EC
	Mostly another language (or other languages)/ Only another language (or other languages)	8%	5%	9%	9%	8%	10%	EC	EC	EC
<b>LANGUAGES SPOKEN TO STUDENTS AT HOME</b>										
		Percentage of students‡								
	Only English/Mostly English	49%	57%	44%	60%	60%	60%	EC	EC	EC
	Another language (or other languages) as often as English	26%	24%	28%	19%	19%	18%	EC	EC	EC
	Mostly another language (or other languages)/ Only another language (or other languages)	21%	19%	22%	18%	18%	19%	EC	EC	EC

\* 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 ambiguous or blank responses.

## Assessments of Reading, Writing and Mathematics, 2014–2015

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.