



# ***School/Community Report***

2008 - 2009 EQAO  
Primary (Grades 1-3) and  
Junior (Grades 4-6)  
Assessments of  
Reading, Writing and Mathematics

## ***Adelaide McLaughlin P.S.***

630 Stevenson Road North  
Oshawa, ON  
L1J 5P1  
905-728-0521

***Principal: Penni Barker-Adams***

***Vice-Principal: Jeff Rousell***

## ***About Our School /Community***

Adelaide McLaughlin Public School is a Junior Kindergarten to Grade 8 school located in northwest Oshawa, Ontario at the corner of Rossland and Stevenson Roads. The school was built in 1958 and celebrated its 50<sup>th</sup> anniversary last year. The student population is currently 365. The student population comprises a mix of walking and bussed students. Adelaide now has 22 teachers and 5 educational assistants, including 1.2 Special Education Resource teachers and a part time Library Resource teacher. Included in the student population are two Associated Classes and three all day, every other day, Junior and Senior Kindergarten classes.

Adelaide has established a reputation for being a student-centred environment. Our curriculum emphasizes high standards of literacy and numeracy which reflect the Ontario Curriculum. We offer students an opportunity to participate in many activities which enrich the quality of education they receive on a daily basis. Parents as well as other members of the community participate in the learning environment that is provided for all students before, during and after school.

We have two Special Education programs at Adelaide McLaughlin. The two Associated Programs are at the primary, junior and intermediate levels. Our philosophy is to integrate students from these programs into the academic and cultural life of the school to the level of each student's ability. These students are usually exempt from participating in the EQAO assessment due to their unique exceptionalities.

Our goal is to enable every student to achieve success in school and to translate that success into a rich, responsible and purposeful life. We strive to provide a well-balanced program to stress cognitive, affective and psychomotor development; we incorporate a wide variety of teaching strategies; we strive for excellence and creativity; we attempt to instill relevancy into the curriculum; we embed character education throughout the curriculum, and we continue to develop an interesting, stimulating and educational environment. Students in our intermediate division have the opportunity to participate in student government through the Student Council and a variety of leadership opportunities. We encourage all of our students to get involved and commit to their school community.

Students who require assistance in social, emotional or academic areas find staff and students to be supportive, proactive and dedicated to making everyone feel valued and accepted. Students follow the rules based on Respect and Responsibility for Self, Others and the Environment. We recognize the achievements of students, volunteers and staff at monthly all-school assemblies. Students have the opportunity to actively participate in choir, drama, inter-mural and co-curricular athletics, Racing Against Drugs, the Values Influences and Peers (VIP) program and a variety of clubs. Both our SCC and the school library strongly support the *Silver Birch/Red Maple/Blue Spruce* and *Battle of the Books* programs which introduce selected Canadian authors of both fiction and non-fiction who have published new books. Up to 40 or more of our students help to review these books by reading all selections with the assistance of teaching staff. We support our Foster Child, the Heart and Stroke Foundation, the United Way, Denise House, the Oshawa Food Bank/Saint Vincent's Kitchen, and many other community projects. The Adelaide staff is dedicated to guiding, encouraging and nurturing children so that they will achieve maximum success in all aspects of their lives.

## ***About the 2008 - 2009 Results/Next Steps***

Data on student achievement is one important source of information to improve practice and program delivery. The staff at Adelaide McLaughlin Public School review the school's Action Plan annually, making revisions as necessary to enhance student learning. The Action Plan is also shared with the School Community Council and with the Superintendent of Schools for the Oshawa Area.

The school staff analyse and discuss the Provincial Assessment results and their meaning for the programs and instruction at Adelaide McLaughlin Public School. The results are shared with all teachers, parents of grade 4 and 7 students, the School Community Council and any interested parents who wish a copy of the results. In October, and on-going throughout the year, results are reviewed and discussed at staff meetings as well as in-school literacy and numeracy committees. The School Growth Team will do an in-depth analysis of the data (the actual student and school scores) and contextual information (gender, student status, school background, language spoken, special needs of students, etc) and will make recommendations for the school's priorities, resources and implementation strategies. Consultation with the School Community Council will be an integral part of this process. The staff will review the suggestions from the School Growth Team and formally put the plan in place. The plan is reviewed each term at division meetings.

A summary of our results is as follows:

In grade 3, 47% of the students achieved at or above the provincial standard in reading (82% of our students achieved level 2, 3 or 4). In writing, 65% of the students achieved at or above the provincial standard (95% of our students achieved level 2, 3 or 4). In mathematics, 62% of the students achieved at or above the provincial standard (95% of our students achieved level 2, 3 or 4). The math and writing scores are comparable to last year's results. We have started many new practices this year across the primary division and anticipate seeing a rise in scores as students become more proficient at expressing themselves in written form after have consistency in teaching practice over a number of years.

In grade 6, 68% of the students achieved at or above the provincial standard in reading (81% of our students achieved level 2, 3 or 4). In writing, 62% of the students achieved at or above the provincial standard (93% of our students achieved level 2, 3 or 4). In mathematics, 64% of the students achieved at or above the provincial standard (85% of our students achieved level 2, 3 or 4). These scores show a slight increase from last years scores. We have started many new practices this year across the junior division and anticipate seeing a rise in scores as students become more proficient at expressing themselves in written form after have consistency in teaching practice over a number of years flowing from primary into the junior division.

**Adelaide McLaughlin continues to provide its staff with additional pertinent Professional Development that focuses on the areas of the assessment, literacy and numeracy. Adelaide is in the third year of its new school plan focusing on literacy and numeracy. Our goal is to continue to examine our current instructional strategies, find new strategies and to assist those students in level 2 to develop the skills and knowledge necessary to achieve at level 3. The Adelaide staff, with support from our Literacy Coach, Math Coach, Instructional Facilitator and administration, have begun to use common planning in the area of literacy to ensure consistency and a continuum of student learning. Staff are focusing on implementing an effective comprehensive literacy program that encompasses all of the components that research tells us are the best instructional strategies. In the area of math staff are planning more effective use of math manipulatives and beginning to use the problem solving model. Together we are studying educational researcher, Ken O Connor's book entitled, How to Grade for Learning to enhance our assessment practices to better meet the needs of our students and to improve student achievement.**

**Through Professional Learning Teams our staff will also regularly examine our student data, and study, share and learn effective instructional strategies to increase their own capacity and skill level to best serve our students.**

Adelaide McLaughlin is proud of the efforts of its students, staff, and community. We will continue to work together in the coming year to support our entire school community in all areas of their school life.



# School Report



Assessments of Reading, Writing and Mathematics  
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2008–2009

**School: Adelaide Mclaughlin PS (002801)**  
**Board: Durham DSB (66060)**

I am pleased to provide you with this report on the Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), for 2008–2009. Included are student results for the current year, those from previous years and, to put these results in context, information about the local student populations.

Throughout the province and since the inception of the agency, EQAO results have helped inform professional practice and have served as a catalyst for improving student achievement. This report has been designed to assist you in your conversations about improved student learning.

We believe that every student deserves the best outcome from public education. That’s why, in close collaboration with Ontario educators, EQAO continues to develop assessments that gauge the achievement of all Ontario students against the learning expectations outlined in The Ontario Curriculum. These assessments ensure that every student in Ontario’s publicly funded school system is assessed using the same yard stick at key stages in his or her schooling.

However, it should be remembered that EQAO’s assessment results are just one piece of information about student achievement. These results should be considered in conjunction with school-based information, such as that from classroom assessments.

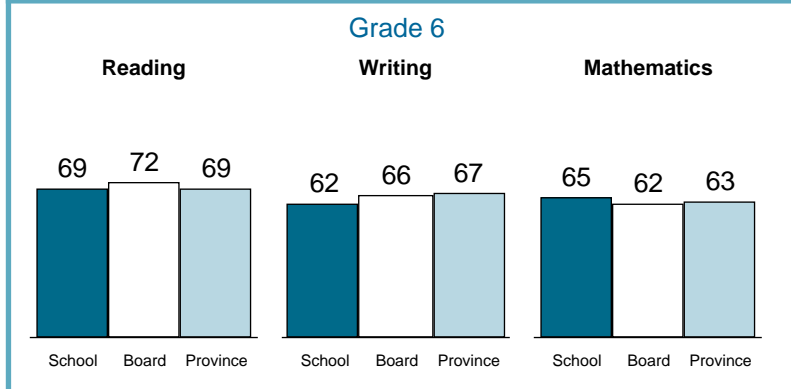
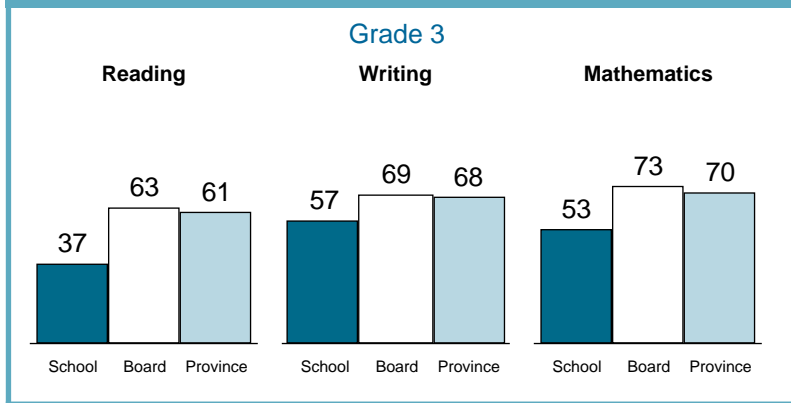
I trust this report will help parents, educators and all who support a strong public education system work together so that all students can reach their full potential.

Sincerely,

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

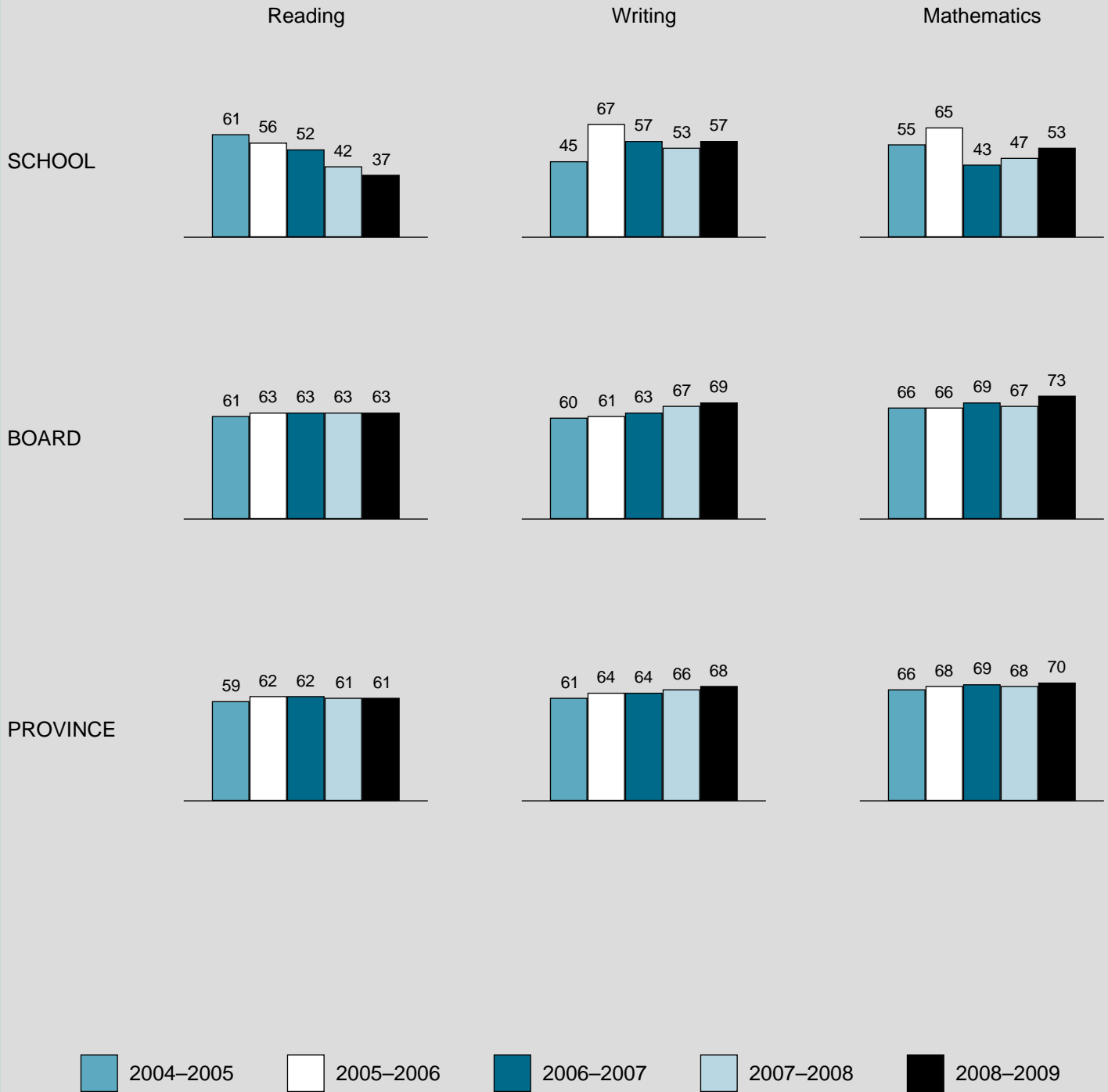
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**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2008–2009**



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

Percentage of Students: Grade 3

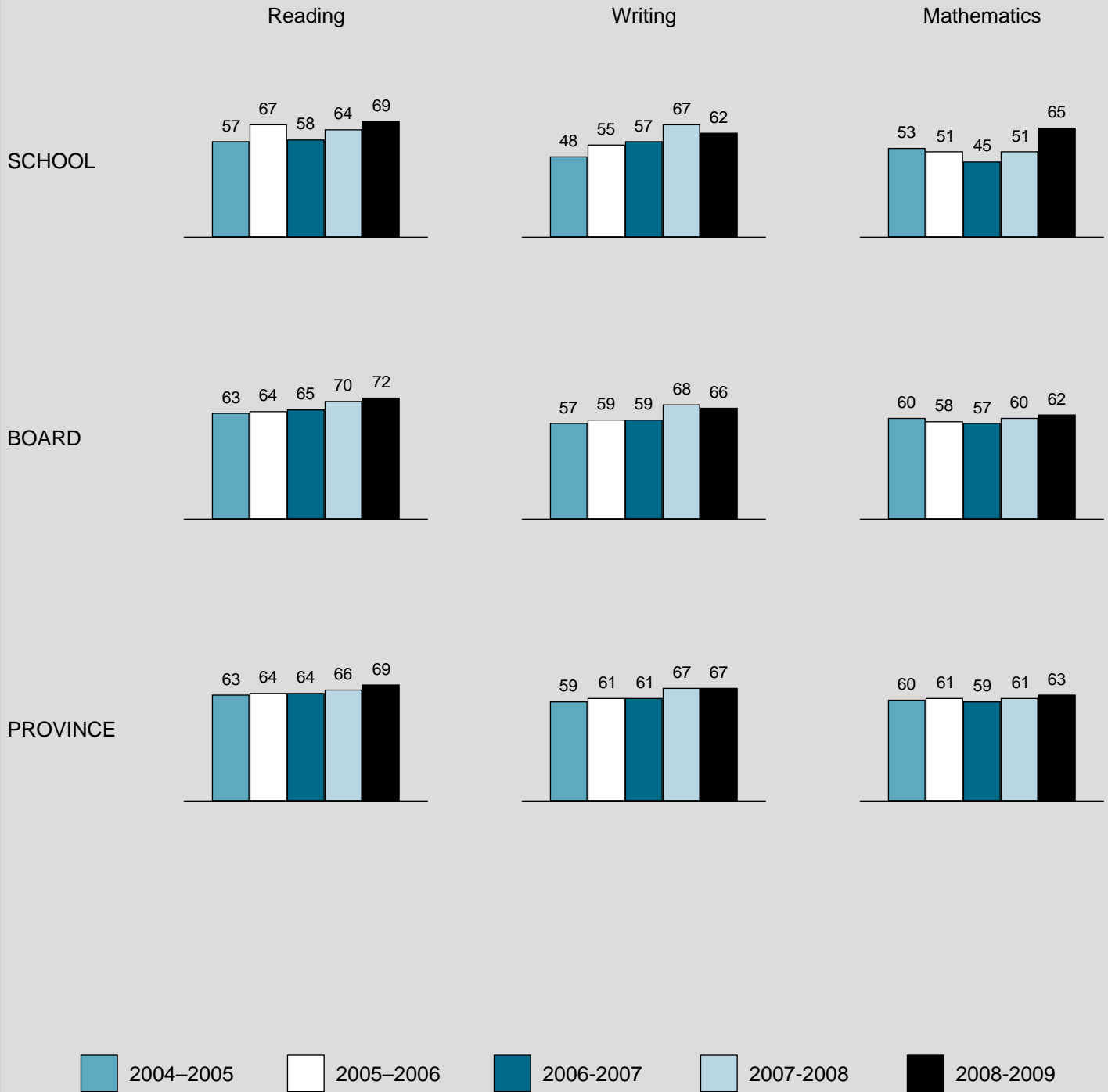


Total Number of Grade 3 Students

	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
School	44	43	46	38	30
Board	4 593	4 653	4 602	4 604	4 449
Province	135 740	132 782	131 012	128 660	125 481

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

Percentage of Students: Grade 6



Total Number of Grade 6 Students

	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
School	58	51	60	45	48
Board	5 256	5 098	5 259	4 891	4 954
Province	143 421	146 711	145 901	140 420	136 076

## 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 where fewer than 15 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 over the past four years 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, Primary and Junior Divisions, 2008–2009

**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	30		4 449		125 481	
Number of classes with Grade 3 students	3		320		9 385	
Number of schools with Grade 3 classes	Not applicable		105		3 399	
	Number	Percent	Number	Percent	Number	Percent
<b>Gender</b>						
Female	19	63%	2 208	50%	60 999	49%
Male	11	37%	2 241	50%	64 482	51%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status</b>						
English language learners**	1	3%	85	2%	11 281	9%
Students with special needs (excluding gifted)**	4	13%	538	12%	18 291	15%
<b>Place of Birth</b>						
Born in Canada	29	97%	4 195	94%	111 561	89%
Born outside Canada	1	3%	249	6%	13 717	11%
In Canada less than one year	0	0%	25	1%	804	1%
In Canada one year or more but less than three years	0	0%	38	1%	2 893	2%
In Canada three years or more	1	3%	183	4%	8 946	7%
<b>Language</b>						
First language learned at home was other than English	2	7%	271	6%	27 084	22%
<b>Year Student Entered Current School</b>						
Year of the assessment	6	20%	532	12%	16 746	13%
Year prior to the assessment	4	13%	507	11%	14 545	12%
2 years prior to the assessment	3	10%	850	19%	16 821	13%
3 or more years prior to the assessment	17	57%	2 552	57%	76 849	61%
Data not available	0	0%	8	<1%	520	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	2	7%	280	6%	8 720	7%
Year prior to the assessment	3	10%	280	6%	8 048	6%
2 years prior to the assessment	2	7%	570	13%	11 982	10%
3 or more years prior to the assessment	23	77%	3 296	74%	93 098	74%
Data not available	0	0%	23	1%	3 633	3%

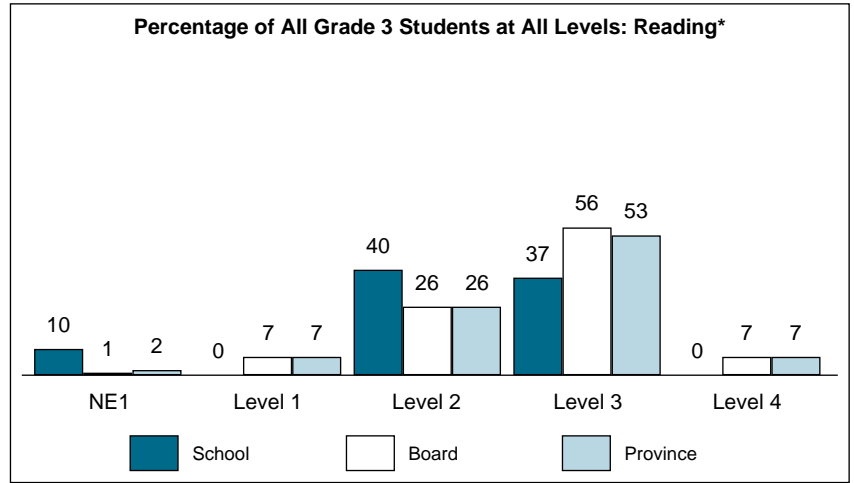
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

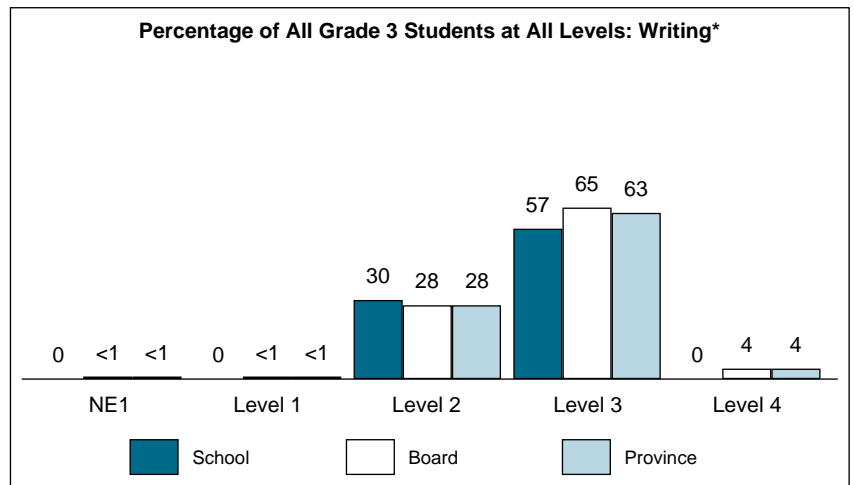
## Results in Reading, Writing and Mathematics, 2008–2009

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

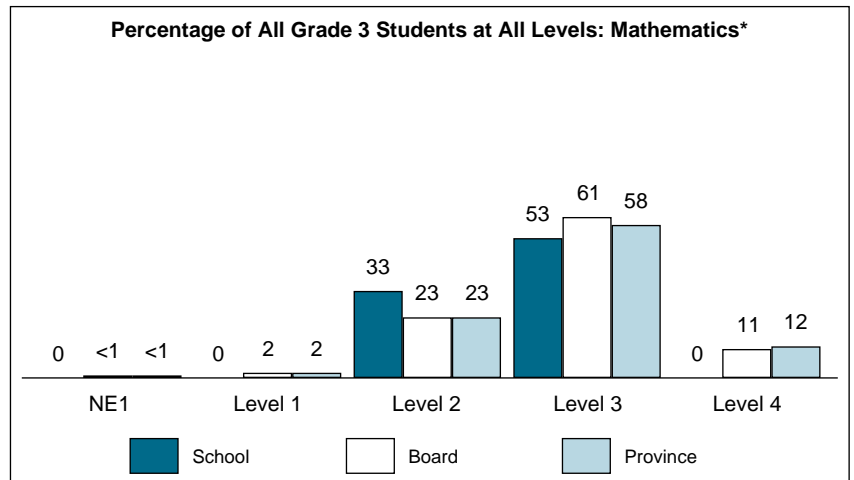
Grade 3: Reading*				
Number of Students	School 30		Board 3 926	Province 121 787
	#	%	%	%
Level 4	0	0%	7%	7%
Level 3	11	37%	56%	53%
Level 2	12	40%	26%	26%
Level 1	0	0%	7%	7%
NE1**	3	10%	1%	2%
Participating Students	26	87%	97%	95%
No Data	0	0%	1%	1%
Exempt	4	13%	3%	4%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		37%	63%	61%



Grade 3: Writing*				
Number of Students	School 30		Board 3 926	Province 121 788
	#	%	%	%
Level 4	0	0%	4%	4%
Level 3	17	57%	65%	63%
Level 2	9	30%	28%	28%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	26	87%	97%	96%
No Data	0	0%	1%	1%
Exempt	4	13%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		57%	69%	68%



Grade 3: Mathematics*				
Number of Students	School 30		Board 4 449	Province 125 464
	#	%	%	%
Level 4	0	0%	11%	12%
Level 3	16	53%	61%	58%
Level 2	10	33%	23%	23%
Level 1	0	0%	2%	2%
NE1**	0	0%	<1%	<1%
Participating Students	26	87%	97%	96%
No Data	0	0%	<1%	1%
Exempt	4	13%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		53%	73%	70%



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

\*\* See the Explanation of Terms.

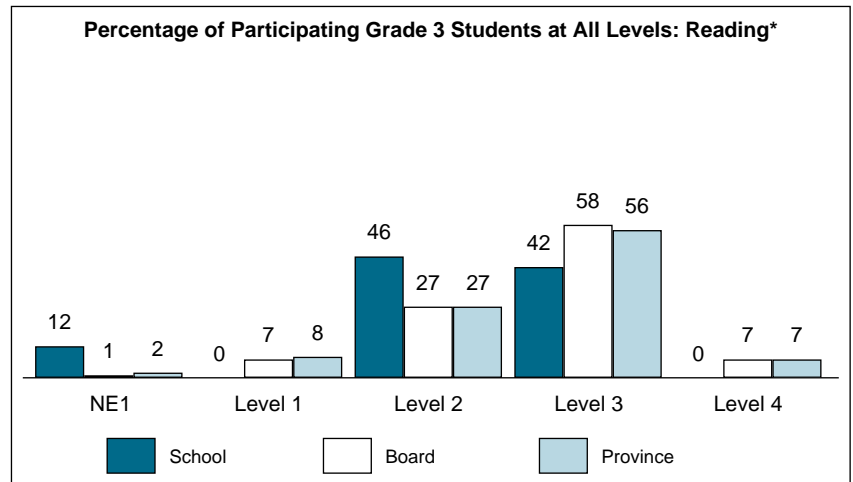
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

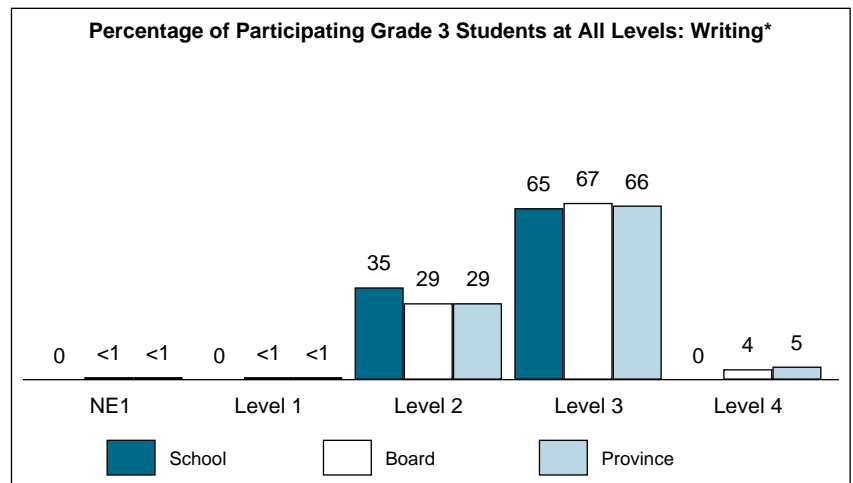
Results in Reading, Writing and Mathematics, 2008–2009

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

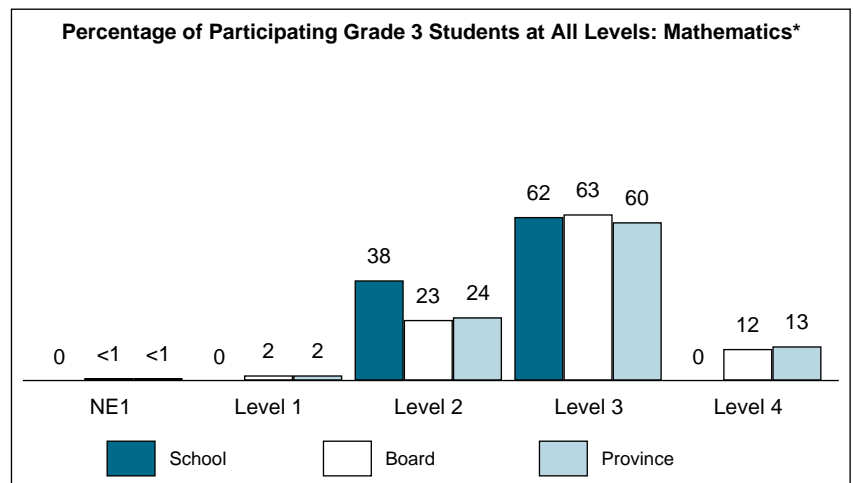
Grade 3: Reading*				
Number of Students	School 26		Board 3 803	Province 116 256
	#	%	%	%
Level 4	0	0%	7%	7%
Level 3	11	42%	58%	56%
Level 2	12	46%	27%	27%
Level 1	0	0%	7%	8%
NE1**	3	12%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †	42%		65%	63%



Grade 3: Writing*				
Number of Students	School 26		Board 3 804	Province 116 812
	#	%	%	%
Level 4	0	0%	4%	5%
Level 3	17	65%	67%	66%
Level 2	9	35%	29%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	65%		71%	71%



Grade 3: Mathematics*				
Number of Students	School 26		Board 4 326	Province 120 405
	#	%	%	%
Level 4	0	0%	12%	13%
Level 3	16	62%	63%	60%
Level 2	10	38%	23%	24%
Level 1	0	0%	2%	2%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	62%		75%	73%



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

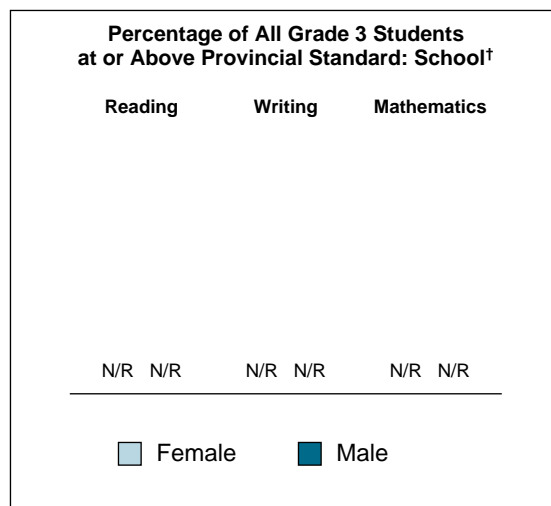
\*\* See the Explanation of Terms.

† 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.

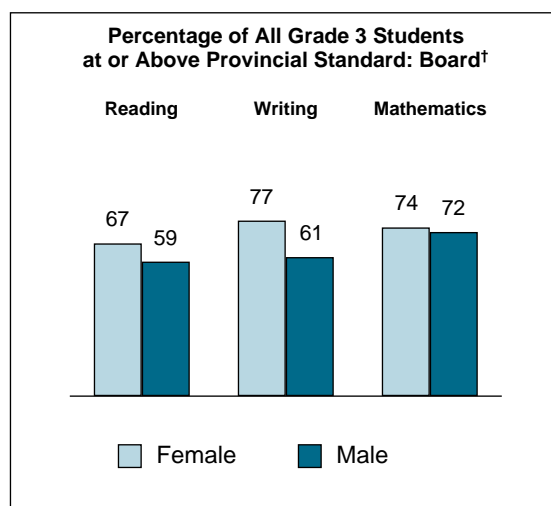
## Results in Reading, Writing and Mathematics, 2008–2009

### Grade 3: Gender††

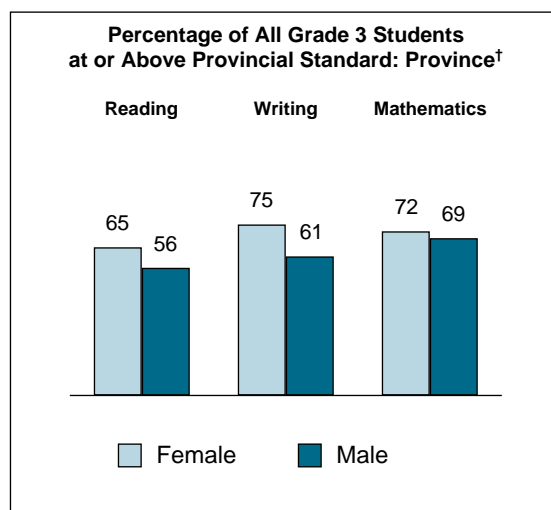
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
Participating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



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 1 889	Male 2 037	Female 1 889	Male 2 037	Female 2 208	Male 2 241
Level 4	9%	6%	5%	2%	11%	11%
Level 3	58%	54%	71%	59%	63%	60%
Level 2	24%	28%	21%	35%	22%	23%
Level 1	6%	7%	<1%	<1%	2%	2%
NE1**	1%	1%	0%	<1%	<1%	0%
Participating Students	98%	96%	98%	96%	98%	96%
No Data	<1%	1%	<1%	1%	<1%	1%
Exempt	2%	3%	2%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	67%	59%	77%	61%	74%	72%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 58 888	Male 62 899	Female 58 889	Male 62 899	Female 60 985	Male 64 479
Level 4	9%	5%	6%	3%	12%	12%
Level 3	56%	51%	69%	58%	59%	56%
Level 2	24%	28%	22%	34%	23%	24%
Level 1	6%	8%	<1%	<1%	2%	2%
NE1**	1%	2%	<1%	<1%	<1%	<1%
Participating Students	97%	94%	97%	95%	97%	95%
No Data	1%	1%	1%	1%	1%	1%
Exempt	3%	5%	2%	4%	2%	4%
At or Above Provincial Standard (Levels 3 and 4)†	65%	56%	75%	61%	72%	69%



\* Because percentages in tables are rounded, percentages may not add 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, Primary and Junior Divisions, 2008–2009

**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	48		4 954		136 076	
Number of classes with Grade 6 students	3		318		8 285	
Number of schools with Grade 6 classes	Not applicable		105		3 216	
	Number	Percent	Number	Percent	Number	Percent
<b>Gender</b>						
Female	17	35%	2 401	48%	66 276	49%
Male	31	65%	2 553	52%	69 800	51%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status</b>						
English language learners**	0	0%	38	1%	7 538	6%
Students with special needs (excluding gifted)**	8	17%	806	16%	24 326	18%
<b>Place of Birth</b>						
Born in Canada	46	96%	4 608	93%	118 305	87%
Born outside Canada	2	4%	346	7%	17 592	13%
In Canada less than one year	0	0%	22	<1%	768	1%
In Canada one year or more but less than three years	0	0%	38	1%	2 991	2%
In Canada three years or more	2	4%	282	6%	12 798	9%
<b>Language</b>						
First language learned at home was other than English	3	6%	279	6%	27 824	20%
<b>Year Student Entered Current School</b>						
Year of the assessment	7	15%	544	11%	30 253	22%
Year prior to the assessment	5	10%	502	10%	13 485	10%
2 years prior to the assessment	3	6%	581	12%	12 503	9%
3 or more years prior to the assessment	33	69%	3 305	67%	79 176	58%
Data not available	0	0%	22	<1%	659	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	2	4%	265	5%	9 175	7%
Year prior to the assessment	4	8%	266	5%	7 907	6%
2 years prior to the assessment	2	4%	310	6%	7 896	6%
3 or more years prior to the assessment	40	83%	4 087	82%	105 510	78%
Data not available	0	0%	26	1%	5 588	4%

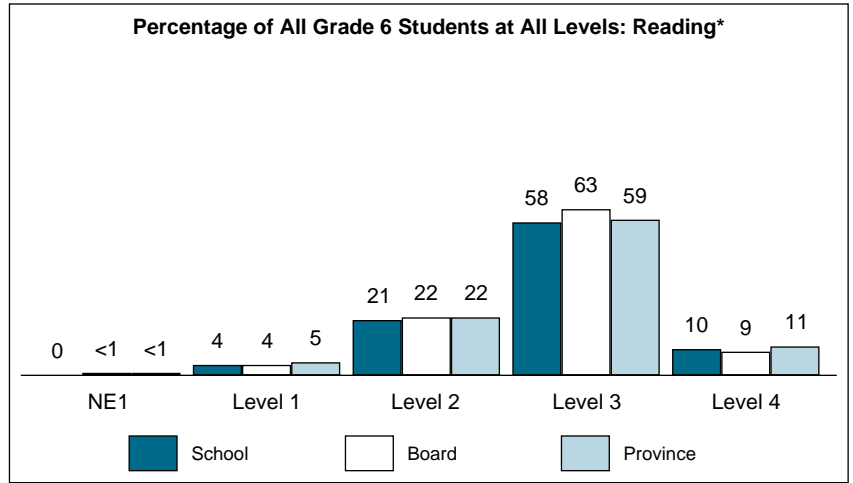
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

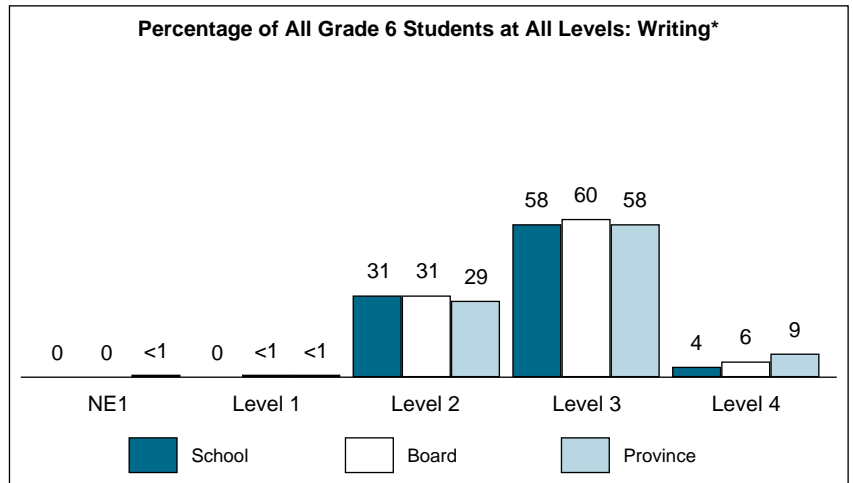
## Results in Reading, Writing and Mathematics, 2008–2009

### Grade 6: All Students

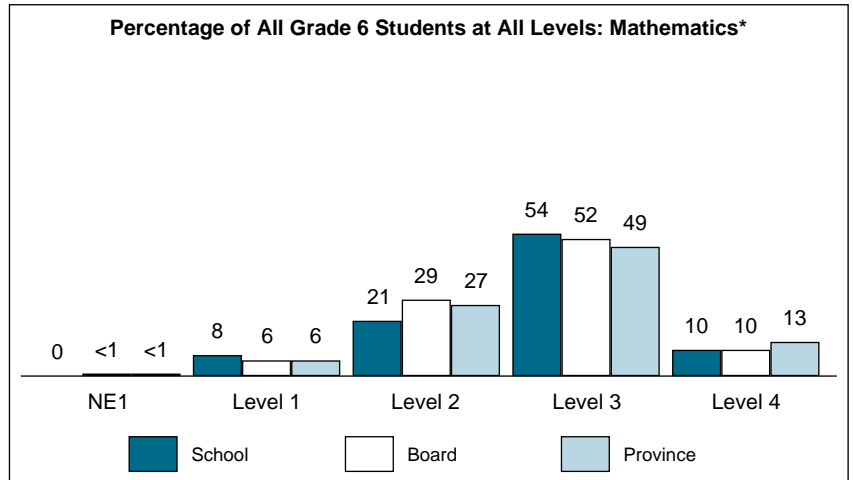
Grade 6: Reading*				
Number of Students	School 48		Board 4 954	Province 136 069
	#	%	%	%
Level 4	5	10%	9%	11%
Level 3	28	58%	63%	59%
Level 2	10	21%	22%	22%
Level 1	2	4%	4%	5%
NE1**	0	0%	<1%	<1%
Participating Students	45	94%	98%	96%
No Data	0	0%	<1%	1%
Exempt	3	6%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		69%	72%	69%



Grade 6: Writing*				
Number of Students	School 48		Board 4 954	Province 136 075
	#	%	%	%
Level 4	2	4%	6%	9%
Level 3	28	58%	60%	58%
Level 2	15	31%	31%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
Participating Students	45	94%	98%	96%
No Data	0	0%	<1%	1%
Exempt	3	6%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		62%	66%	67%



Grade 6: Mathematics*				
Number of Students	School 48		Board 4 954	Province 136 075
	#	%	%	%
Level 4	5	10%	10%	13%
Level 3	26	54%	52%	49%
Level 2	10	21%	29%	27%
Level 1	4	8%	6%	6%
NE1**	0	0%	<1%	<1%
Participating Students	45	94%	97%	96%
No Data	0	0%	<1%	1%
Exempt	3	6%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		65%	62%	63%



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

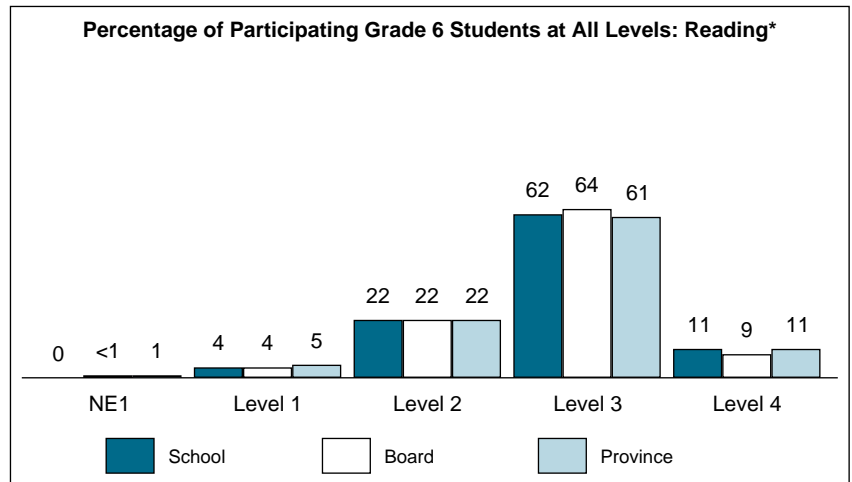
\*\* See the Explanation of Terms.

† 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.

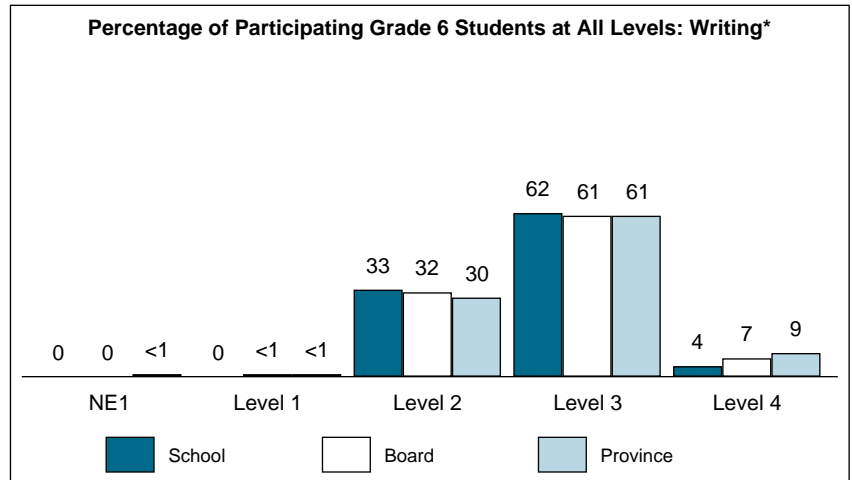
Results in Reading, Writing and Mathematics, 2008–2009

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

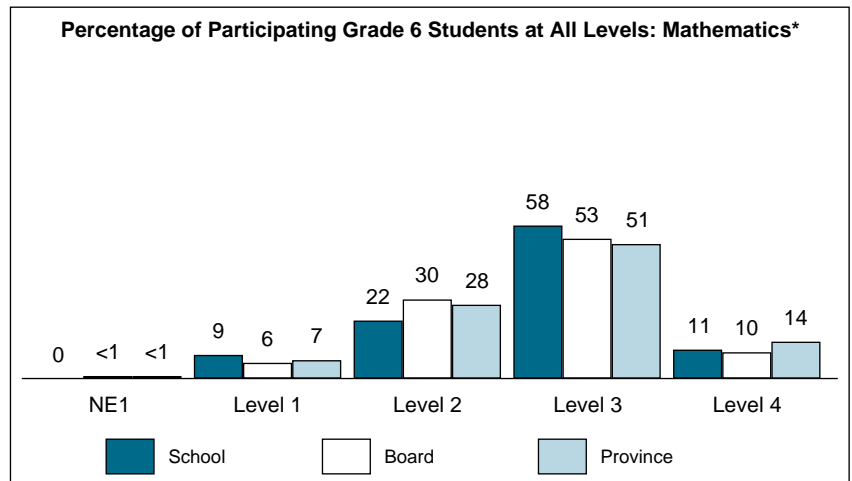
Grade 6: Reading*				
Number of Students	School 45		Board 4 845	Province 131 173
	#	%	%	%
Level 4	5	11%	9%	11%
Level 3	28	62%	64%	61%
Level 2	10	22%	22%	22%
Level 1	2	4%	4%	5%
NE1**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †	73%		73%	72%



Grade 6: Writing*				
Number of Students	School 45		Board 4 840	Province 131 296
	#	%	%	%
Level 4	2	4%	7%	9%
Level 3	28	62%	61%	61%
Level 2	15	33%	32%	30%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	67%		68%	70%



Grade 6: Mathematics*				
Number of Students	School 45		Board 4 815	Province 130 902
	#	%	%	%
Level 4	5	11%	10%	14%
Level 3	26	58%	53%	51%
Level 2	10	22%	30%	28%
Level 1	4	9%	6%	7%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	69%		64%	65%



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

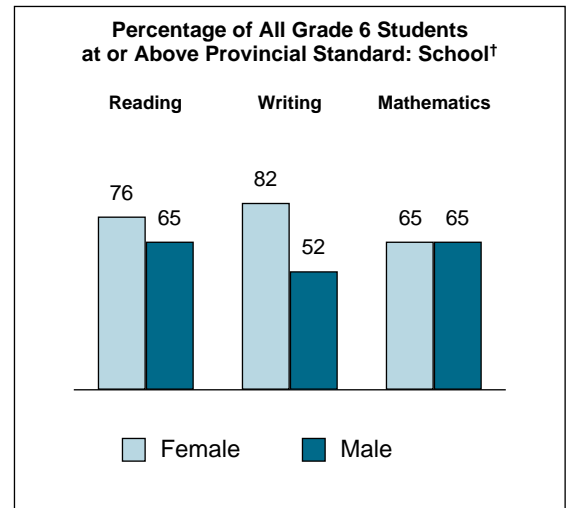
\*\* See the Explanation of Terms.

† 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.

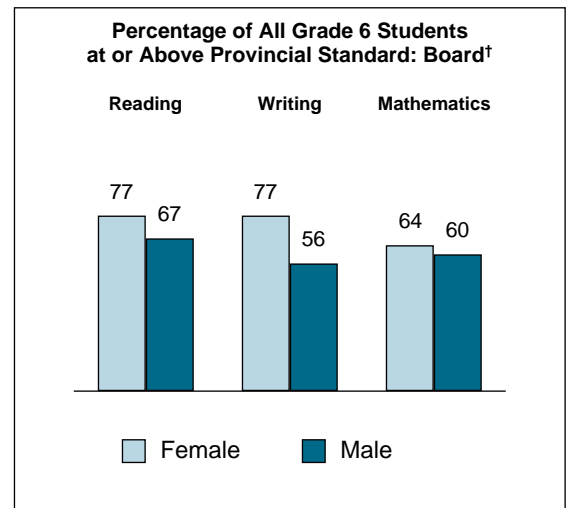
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: Gender††

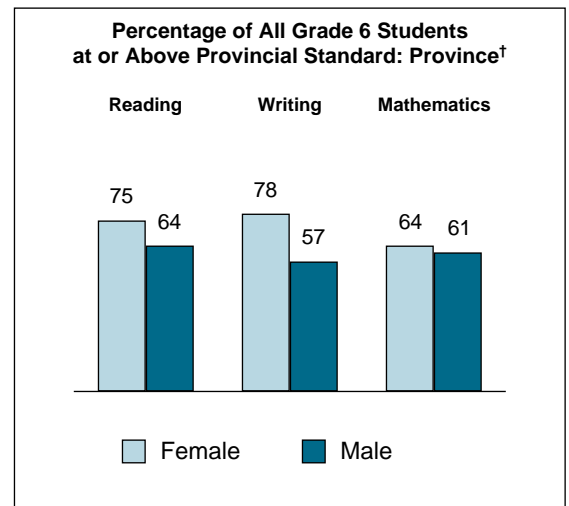
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 17	Male 31	Female 17	Male 31	Female 17	Male 31
Level 4	29%	0%	12%	0%	18%	6%
Level 3	47%	65%	71%	52%	47%	58%
Level 2	12%	26%	12%	42%	24%	19%
Level 1	6%	3%	0%	0%	6%	10%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	94%	94%	94%	94%	94%	94%
No Data	0%	0%	0%	0%	0%	0%
Exempt	6%	6%	6%	6%	6%	6%
At or Above Provincial Standard (Levels 3 and 4)†	76%	65%	82%	52%	65%	65%



Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 2 401	Male 2 553	Female 2 401	Male 2 553	Female 2 401	Male 2 553
Level 4	12%	6%	10%	3%	10%	10%
Level 3	65%	61%	67%	53%	54%	50%
Level 2	18%	25%	21%	41%	29%	29%
Level 1	3%	5%	<1%	<1%	5%	7%
NE1**	<1%	<1%	0%	0%	<1%	<1%
Participating Students	98%	97%	98%	97%	98%	97%
No Data	<1%	<1%	<1%	<1%	1%	<1%
Exempt	1%	2%	1%	3%	1%	3%
At or Above Provincial Standard (Levels 3 and 4)†	77%	67%	77%	56%	64%	60%



Grade 6: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 66 270	Male 69 799	Female 66 275	Male 69 800	Female 66 275	Male 69 800
Level 4	14%	8%	13%	5%	13%	13%
Level 3	61%	57%	65%	52%	52%	47%
Level 2	19%	24%	20%	37%	27%	27%
Level 1	4%	6%	<1%	1%	5%	7%
NE1**	<1%	1%	<1%	<1%	<1%	<1%
Participating Students	97%	96%	97%	96%	97%	95%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	4%	2%	4%	2%	4%
At or Above Provincial Standard (Levels 3 and 4)†	75%	64%	78%	57%	64%	61%



\* Because percentages in tables are rounded, percentages may not add 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, Primary and Junior Divisions, 2008–2009

**Contextual Information over Time: Grade 3\***

This information provides a context for interpreting the school's results over the past five years.

Grade 3	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
<b>Enrolment</b>					
Number of students	44	43	46	38	30
<b>Participation in the Assessment</b>					
Reading <sup>†</sup>	91%	91%	89%	95%	87%
Writing <sup>†</sup>	91%	91%	89%	95%	87%
Mathematics <sup>†</sup>	91%	91%	89%	95%	87%
<b>Gender</b>					
Female	48%	42%	41%	55%	63%
Male	52%	58%	59%	45%	37%
<b>Student Status</b>					
English language learners**	0%	5%	0%	3%	3%
Students with special needs (excluding gifted)**	9%	9%	11%	11%	13%
<b>Place of Birth</b>					
Born in Canada	100%	98%	96%	100%	97%
Born outside Canada	0%	2%	4%	0%	3%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	0%	2%	2%	0%	3%
<b>Language</b>					
First language learned at home was other than English	2%	5%	4%	5%	7%
<b>Year Student Entered Current School</b>					
Year of the assessment		12%	9%	11%	20%
Year prior to the assessment	Data not collected <sup>††</sup>	9%	13%	8%	13%
2 years prior to the assessment		9%	17%	8%	10%
3 or more years prior to the assessment		70%	61%	74%	57%
Data not available		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.

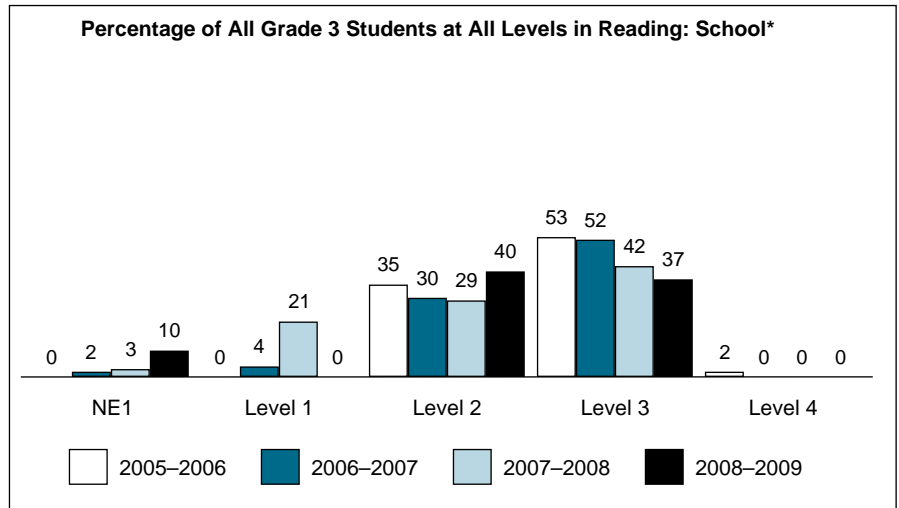
\*\* See the Explanation of Terms.

†† The question related to student mobility changed in 2005–2006.

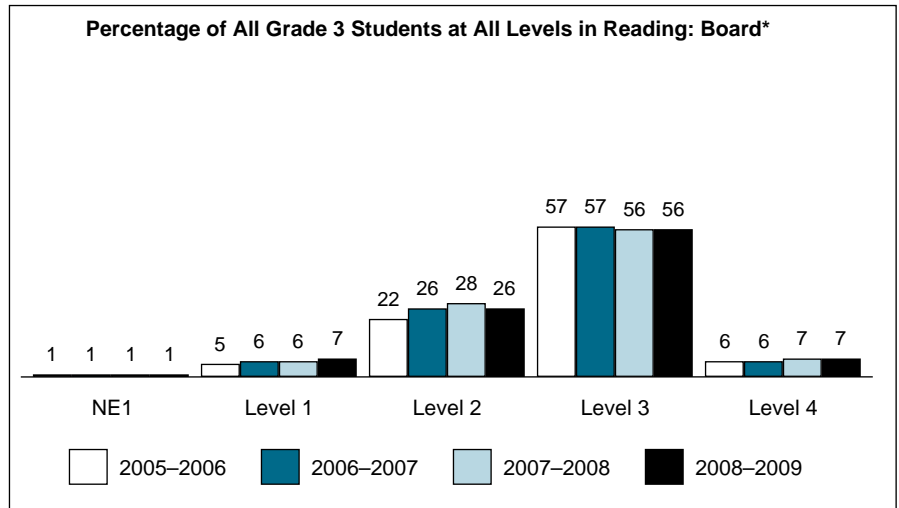
Results over Time, 2005–2006 to 2008–2009\*

Grade 3: Reading

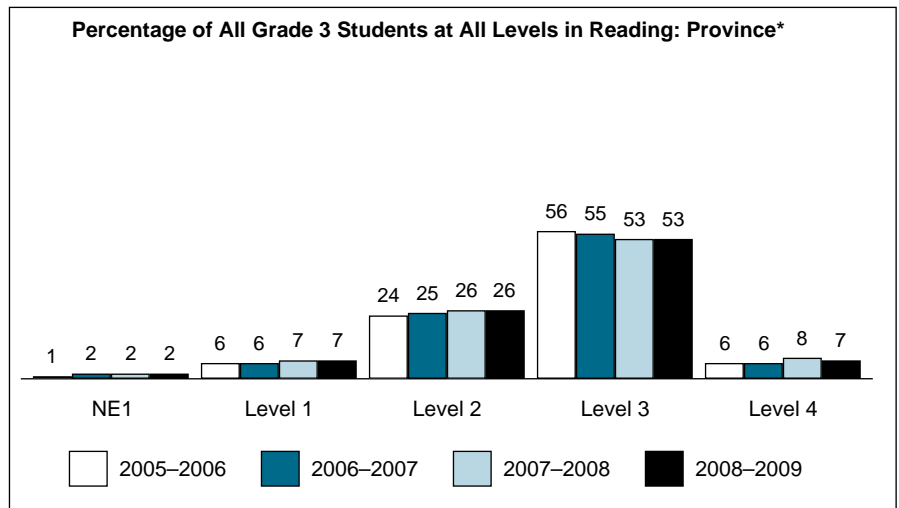
Grade 3 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	43	46	38	30
Level 4	2%	0%	0%	0%
Level 3	53%	52%	42%	37%
Level 2	35%	30%	29%	40%
Level 1	0%	4%	21%	0%
NE1**	0%	2%	3%	10%
Participating Students	91%	89%	95%	87%
No Data	0%	0%	0%	0%
Exempt	9%	11%	5%	13%
At or Above Provincial Standard†	56%	52%	42%	37%



Grade 3 Reading: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	4 208	4 142	4 103	3 926
Level 4	6%	6%	7%	7%
Level 3	57%	57%	56%	56%
Level 2	22%	26%	28%	26%
Level 1	5%	6%	6%	7%
NE1**	1%	1%	1%	1%
Participating Students	91%	96%	98%	97%
No Data	1%	1%	<1%	1%
Exempt	8%	4%	2%	3%
At or Above Provincial Standard†	63%	63%	63%	63%



Grade 3 Reading: Province*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	129 630	127 618	125 088	121 787
Level 4	6%	6%	8%	7%
Level 3	56%	55%	53%	53%
Level 2	24%	25%	26%	26%
Level 1	6%	6%	7%	7%
NE1**	1%	2%	2%	2%
Participating Students	94%	95%	95%	95%
No Data	1%	1%	1%	1%
Exempt	5%	4%	4%	4%
At or Above Provincial Standard†	62%	62%	61%	61%



\* 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 to 100.

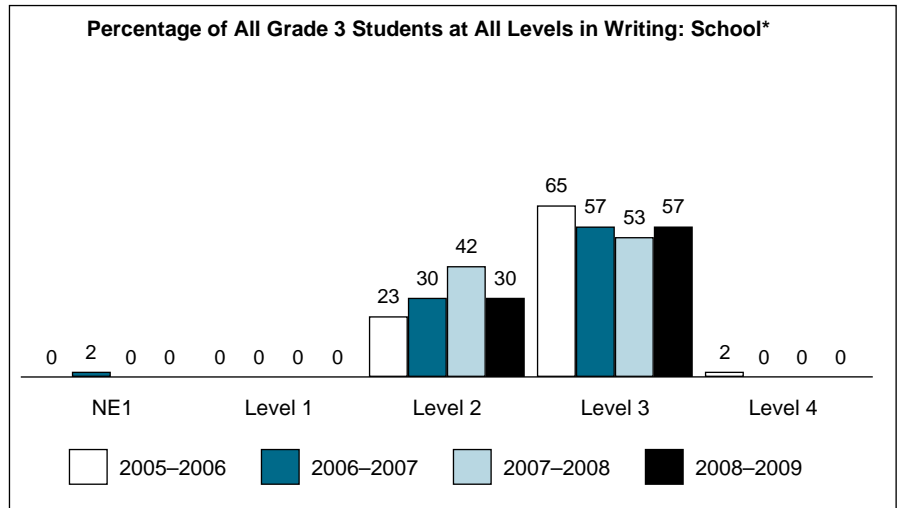
† See the Explanation of Terms.

‡ 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.

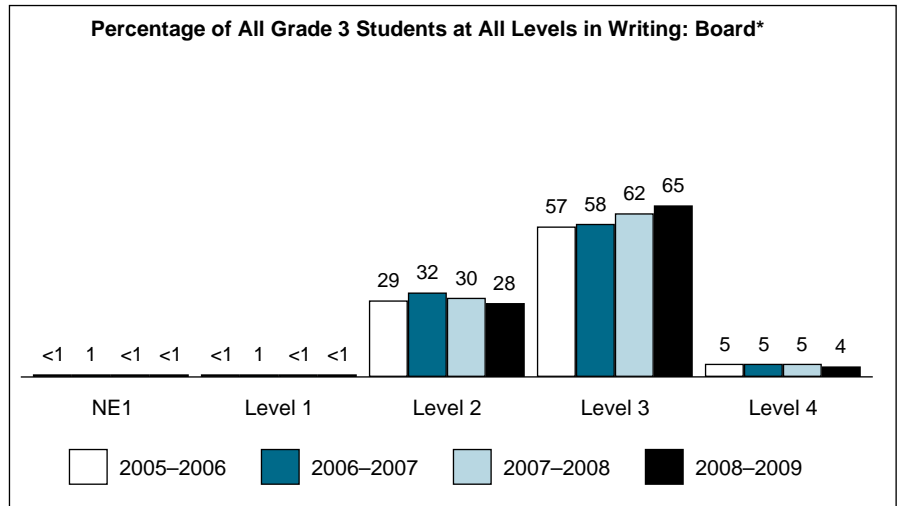
Results over Time, 2005–2006 to 2008–2009\*

Grade 3: Writing

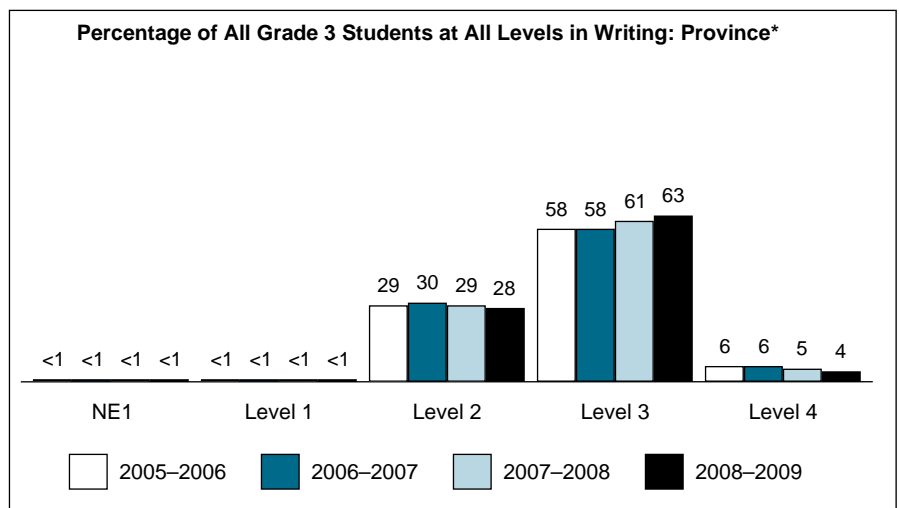
Grade 3 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	43	46	38	30
Level 4	2%	0%	0%	0%
Level 3	65%	57%	53%	57%
Level 2	23%	30%	42%	30%
Level 1	0%	0%	0%	0%
NE1**	0%	2%	0%	0%
Participating Students	91%	89%	95%	87%
No Data	0%	0%	0%	0%
Exempt	9%	11%	5%	13%
At or Above Provincial Standard†	67%	57%	53%	57%



Grade 3 Writing: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	4 208	4 142	4 103	3 926
Level 4	5%	5%	5%	4%
Level 3	57%	58%	62%	65%
Level 2	29%	32%	30%	28%
Level 1	<1%	1%	<1%	<1%
NE1**	<1%	1%	<1%	<1%
Participating Students	91%	96%	98%	97%
No Data	1%	1%	<1%	1%
Exempt	8%	4%	2%	3%
At or Above Provincial Standard†	61%	63%	67%	69%



Grade 3 Writing: Province*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	129 630	127 618	125 088	121 788
Level 4	6%	6%	5%	4%
Level 3	58%	58%	61%	63%
Level 2	29%	30%	29%	28%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
Participating Students	94%	95%	96%	96%
No Data	1%	1%	1%	1%
Exempt	5%	4%	3%	3%
At or Above Provincial Standard†	64%	64%	66%	68%



\* 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 to 100.

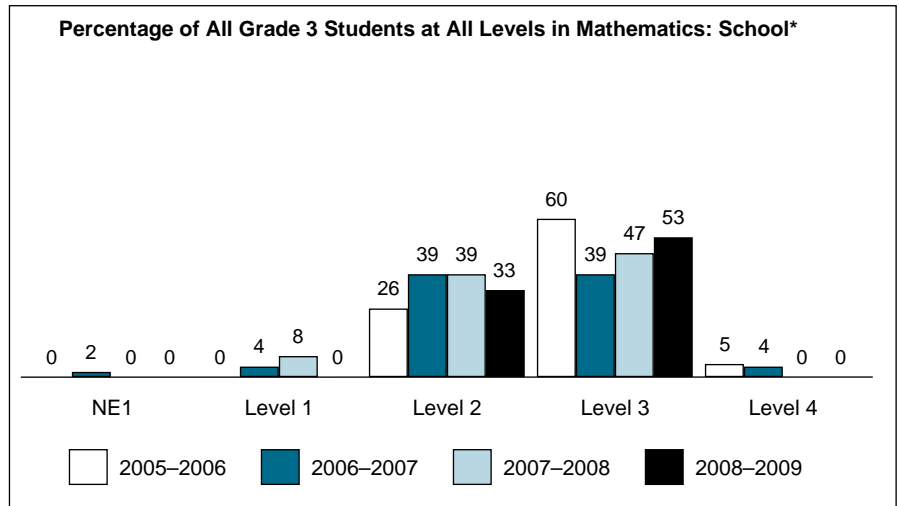
† See the Explanation of Terms.

‡ 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.

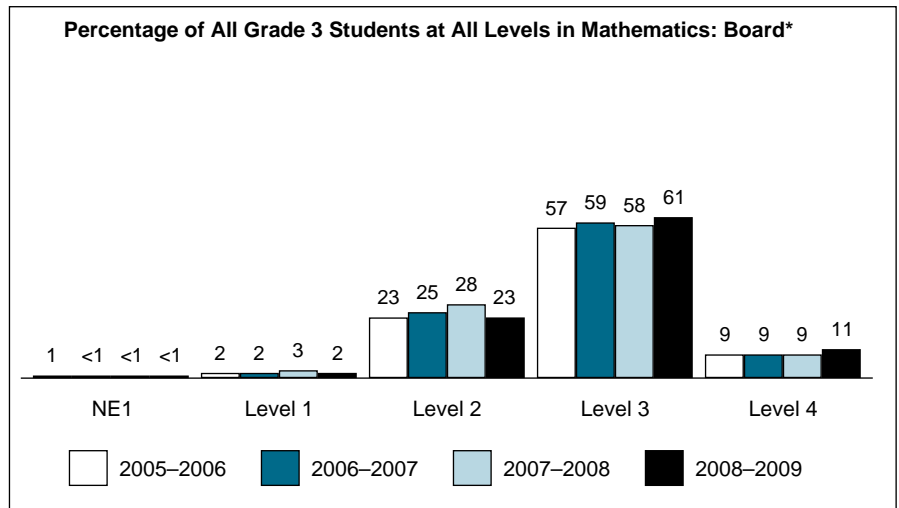
Results over Time, 2005–2006 to 2008–2009\*

Grade 3: Mathematics

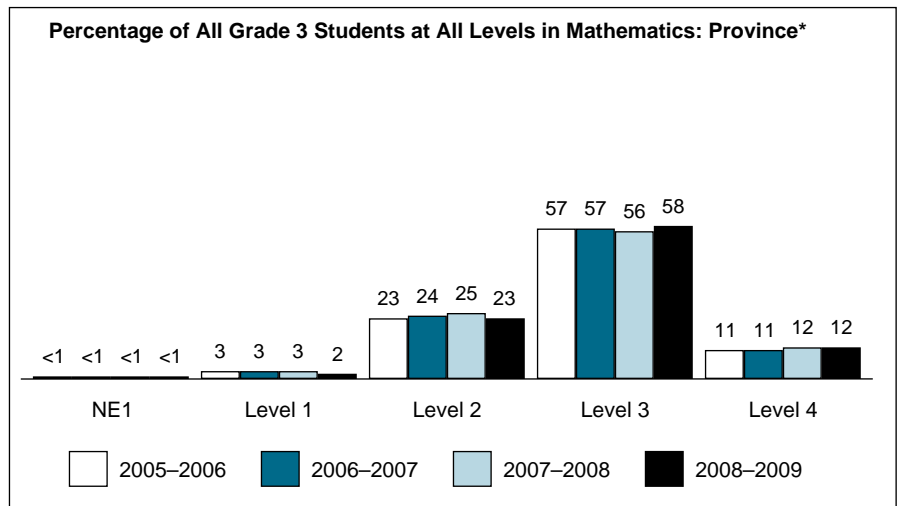
Grade 3 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	43	46	38	30
Level 4	5%	4%	0%	0%
Level 3	60%	39%	47%	53%
Level 2	26%	39%	39%	33%
Level 1	0%	4%	8%	0%
NE1**	0%	2%	0%	0%
Participating Students	91%	89%	95%	87%
No Data	0%	0%	0%	0%
Exempt	9%	11%	5%	13%
At or Above Provincial Standard†	65%	43%	47%	53%



Grade 3 Mathematics: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	4 653	4 602	4 604	4 449
Level 4	9%	9%	9%	11%
Level 3	57%	59%	58%	61%
Level 2	23%	25%	28%	23%
Level 1	2%	2%	3%	2%
NE1**	1%	<1%	<1%	<1%
Participating Students	92%	96%	98%	97%
No Data	1%	1%	<1%	<1%
Exempt	7%	3%	1%	2%
At or Above Provincial Standard†	66%	69%	67%	73%



Grade 3 Mathematics: Province*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	132 782	130 996	128 659	125 464
Level 4	11%	11%	12%	12%
Level 3	57%	57%	56%	58%
Level 2	23%	24%	25%	23%
Level 1	3%	3%	3%	2%
NE1**	<1%	<1%	<1%	<1%
Participating Students	95%	95%	96%	96%
No Data	1%	1%	1%	1%
Exempt	4%	3%	3%	3%
At or Above Provincial Standard†	68%	69%	68%	70%



♦ 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 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, Primary and Junior Divisions, 2008–2009

**Contextual Information over Time: Grade 6\***

This information provides a context for interpreting the school's results over the past five years.

Grade 6	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
<b>Enrolment</b>					
Number of students	58	51	60	45	48
<b>Participation in the Assessment</b>					
Reading	93%	92%	100%	100%	94%
Writing	93%	92%	100%	100%	94%
Mathematics	93%	92%	98%	100%	94%
<b>Gender</b>					
Female	43%	41%	52%	58%	35%
Male	41%	59%	48%	42%	65%
<b>Student Status</b>					
English language learners**	0%	2%	0%	0%	0%
Students with special needs (excluding gifted)**	10%	14%	10%	7%	17%
<b>Place of Birth</b>					
Born in Canada	98%	92%	97%	100%	96%
Born outside Canada	0%	6%	3%	0%	4%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	0%	4%	3%	0%	4%
<b>Language</b>					
First language learned at home was other than English	3%	2%	3%	0%	6%
<b>Year Student Entered Current School</b>					
Year of the assessment		8%	20%	4%	15%
Year prior to the assessment	Data not collected††	18%	5%	13%	10%
2 years prior to the assessment		12%	5%	7%	6%
3 or more years prior to the assessment		61%	70%	76%	69%
Data not available		2%	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.

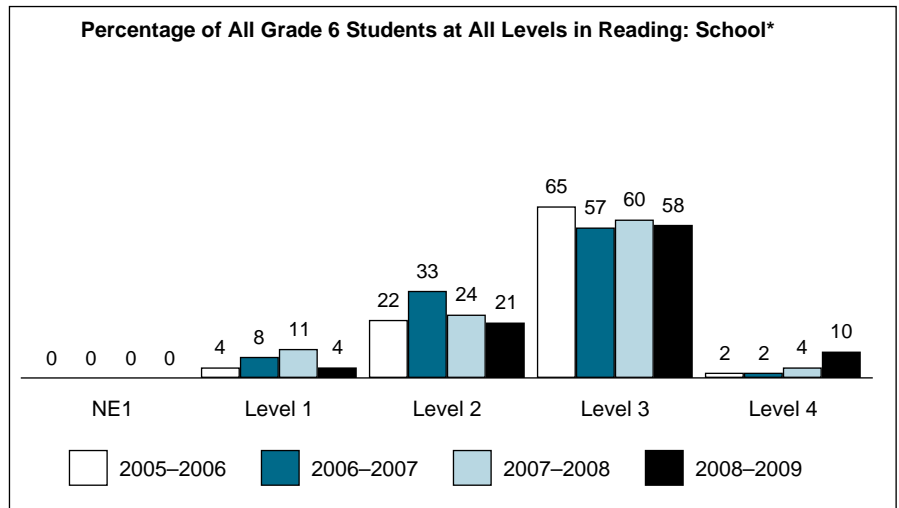
\*\* See the Explanation of Terms.

†† The question related to student mobility changed in 2005–2006.

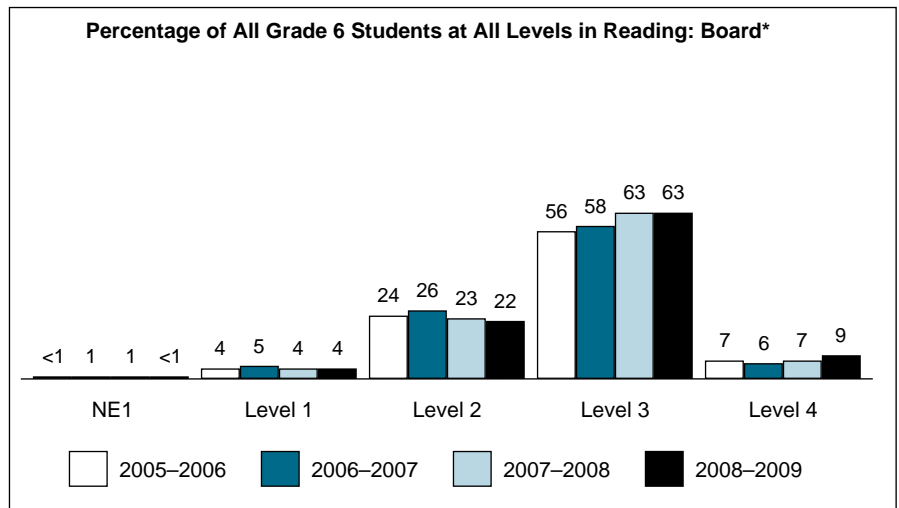
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Reading

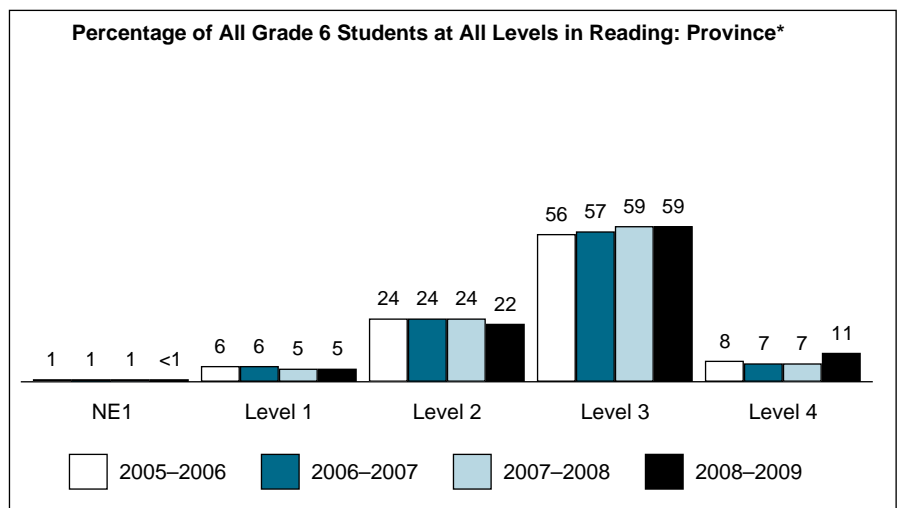
Grade 6 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	51	60	45	48
Level 4	2%	2%	4%	10%
Level 3	65%	57%	60%	58%
Level 2	22%	33%	24%	21%
Level 1	4%	8%	11%	4%
NE1**	0%	0%	0%	0%
Participating Students	92%	100%	100%	94%
No Data	0%	0%	0%	0%
Exempt	8%	0%	0%	6%
At or Above Provincial Standard†	67%	58%	64%	69%



Grade 6 Reading: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	5 098	5 259	4 891	4 954
Level 4	7%	6%	7%	9%
Level 3	56%	58%	63%	63%
Level 2	24%	26%	23%	22%
Level 1	4%	5%	4%	4%
NE1**	<1%	1%	1%	<1%
Participating Students	93%	97%	99%	98%
No Data	1%	1%	1%	<1%
Exempt	7%	3%	1%	2%
At or Above Provincial Standard†	64%	65%	70%	72%



Grade 6 Reading: Province*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	146 711	145 901	140 420	136 069
Level 4	8%	7%	7%	11%
Level 3	56%	57%	59%	59%
Level 2	24%	24%	24%	22%
Level 1	6%	6%	5%	5%
NE1**	1%	1%	1%	<1%
Participating Students	95%	95%	96%	96%
No Data	1%	1%	1%	1%
Exempt	4%	3%	3%	3%
At or Above Provincial Standard†	64%	64%	66%	69%



♦ 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 to 100.

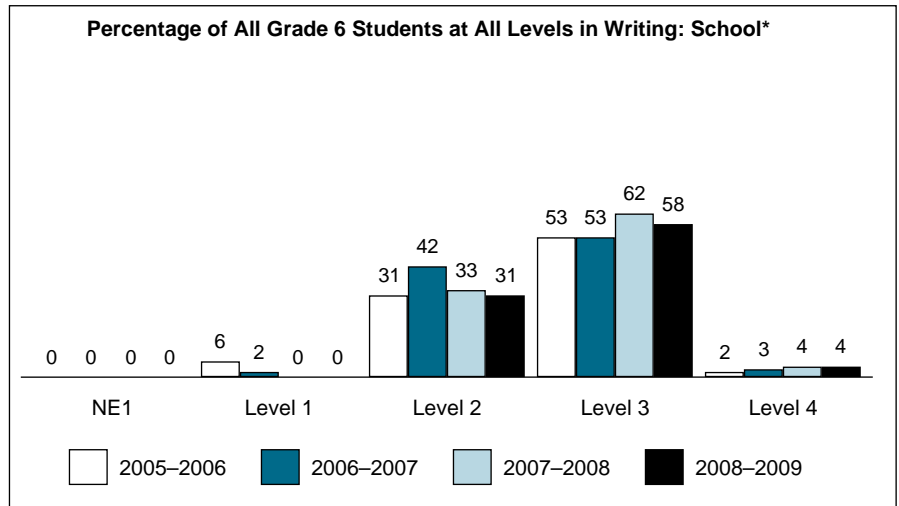
\*\* See the Explanation of Terms.

† 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.

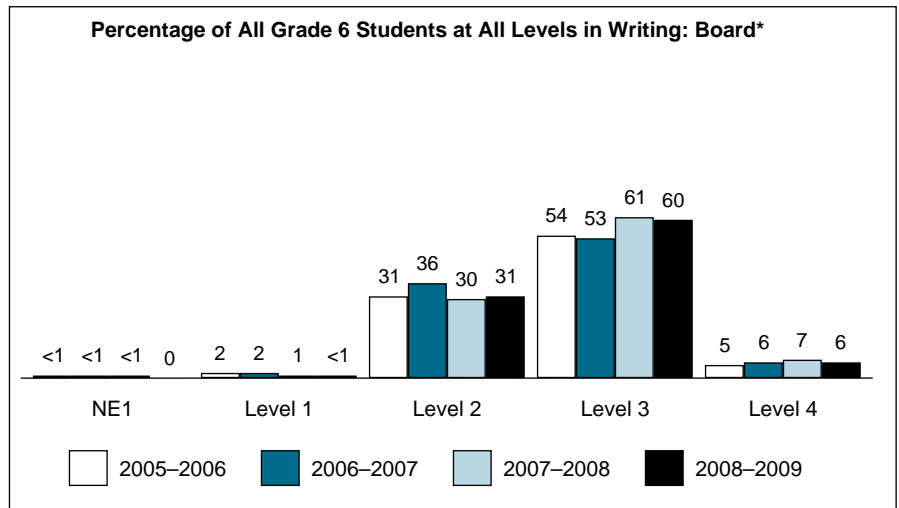
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Writing

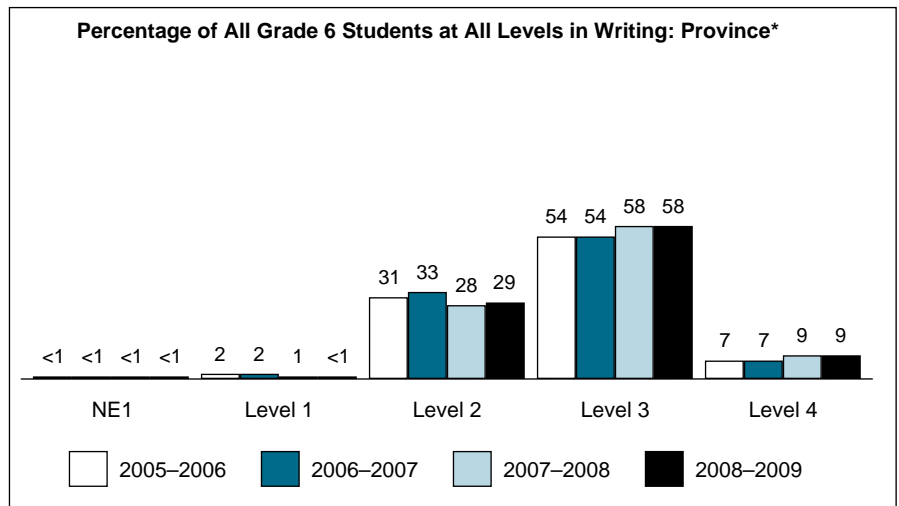
Grade 6 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	51	60	45	48
Level 4	2%	3%	4%	4%
Level 3	53%	53%	62%	58%
Level 2	31%	42%	33%	31%
Level 1	6%	2%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	92%	100%	100%	94%
No Data	0%	0%	0%	0%
Exempt	8%	0%	0%	6%
At or Above Provincial Standard†	55%	57%	67%	62%



Grade 6 Writing: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	5 098	5 259	4 891	4 954
Level 4	5%	6%	7%	6%
Level 3	54%	53%	61%	60%
Level 2	31%	36%	30%	31%
Level 1	2%	2%	1%	<1%
NE1**	<1%	<1%	<1%	0%
Participating Students	93%	97%	99%	98%
No Data	1%	1%	1%	<1%
Exempt	7%	3%	1%	2%
At or Above Provincial Standard†	59%	59%	68%	66%



Grade 6 Writing: Province*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	146 711	145 901	140 420	136 075
Level 4	7%	7%	9%	9%
Level 3	54%	54%	58%	58%
Level 2	31%	33%	28%	29%
Level 1	2%	2%	1%	<1%
NE1**	<1%	<1%	<1%	<1%
Participating Students	95%	95%	96%	96%
No Data	1%	1%	1%	1%
Exempt	4%	3%	3%	3%
At or Above Provincial Standard†	61%	61%	67%	67%



\* 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 to 100.

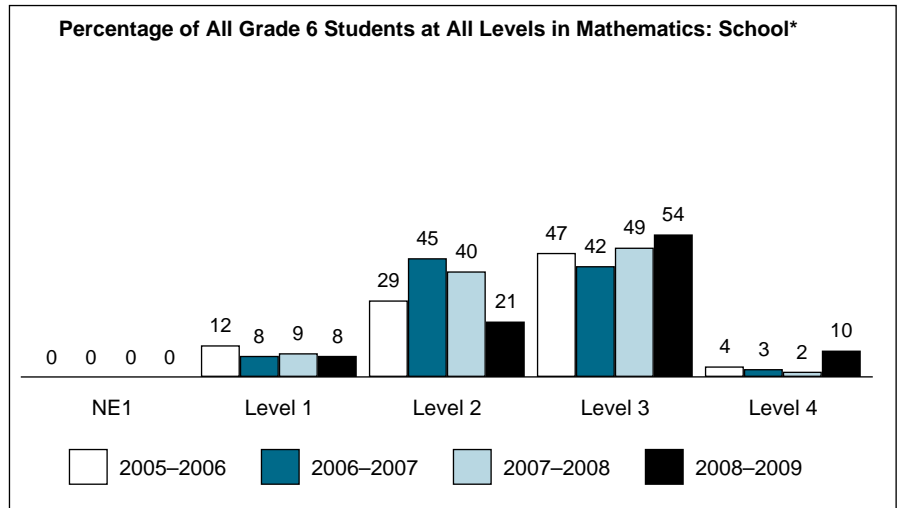
\*\*\* See the Explanation of Terms.

† 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.

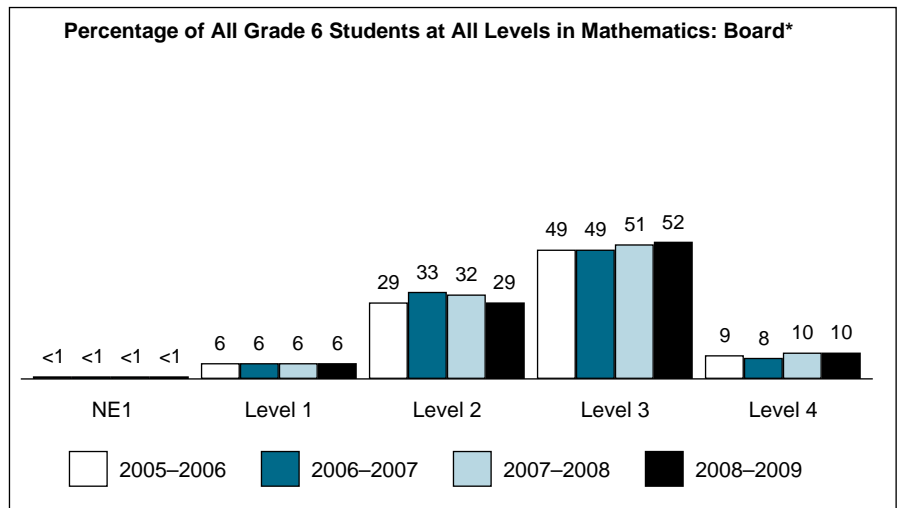
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Mathematics

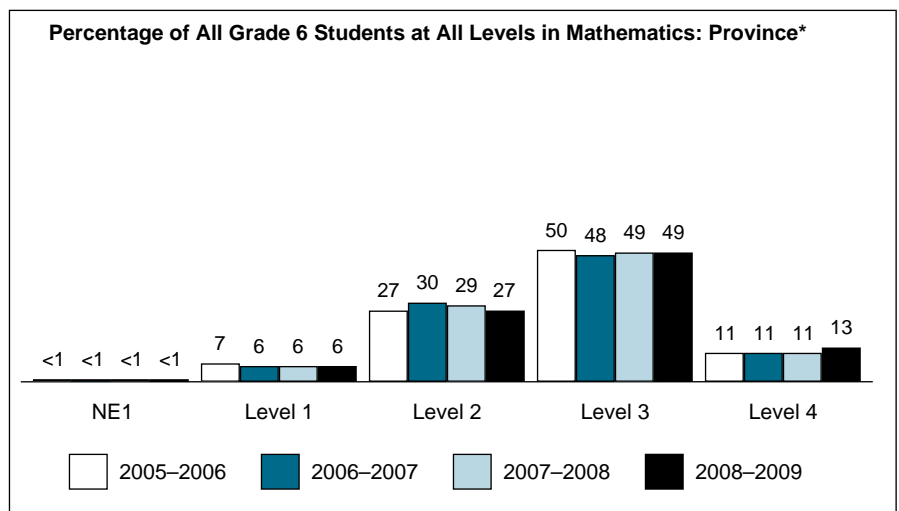
Grade 6 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	51	60	45	48
Level 4	4%	3%	2%	10%
Level 3	47%	42%	49%	54%
Level 2	29%	45%	40%	21%
Level 1	12%	8%	9%	8%
NE1**	0%	0%	0%	0%
Participating Students	92%	98%	100%	94%
No Data	0%	0%	0%	0%
Exempt	8%	2%	0%	6%
At or Above Provincial Standard†	51%	45%	51%	65%



Grade 6 Mathematics: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	5 098	5 259	4 891	4 954
Level 4	9%	8%	10%	10%
Level 3	49%	49%	51%	52%
Level 2	29%	33%	32%	29%
Level 1	6%	6%	6%	6%
NE1**	<1%	<1%	<1%	<1%
Participating Students	93%	96%	98%	97%
No Data	1%	1%	1%	<1%
Exempt	6%	3%	1%	2%
At or Above Provincial Standard†	58%	57%	60%	62%



Grade 6 Mathematics: Province*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	146 711	145 901	140 358	136 075
Level 4	11%	11%	11%	13%
Level 3	50%	48%	49%	49%
Level 2	27%	30%	29%	27%
Level 1	7%	6%	6%	6%
NE1**	<1%	<1%	<1%	<1%
Participating Students	95%	95%	96%	96%
No Data	1%	1%	1%	1%
Exempt	4%	4%	3%	3%
At or Above Provincial Standard†	61%	59%	61%	63%



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

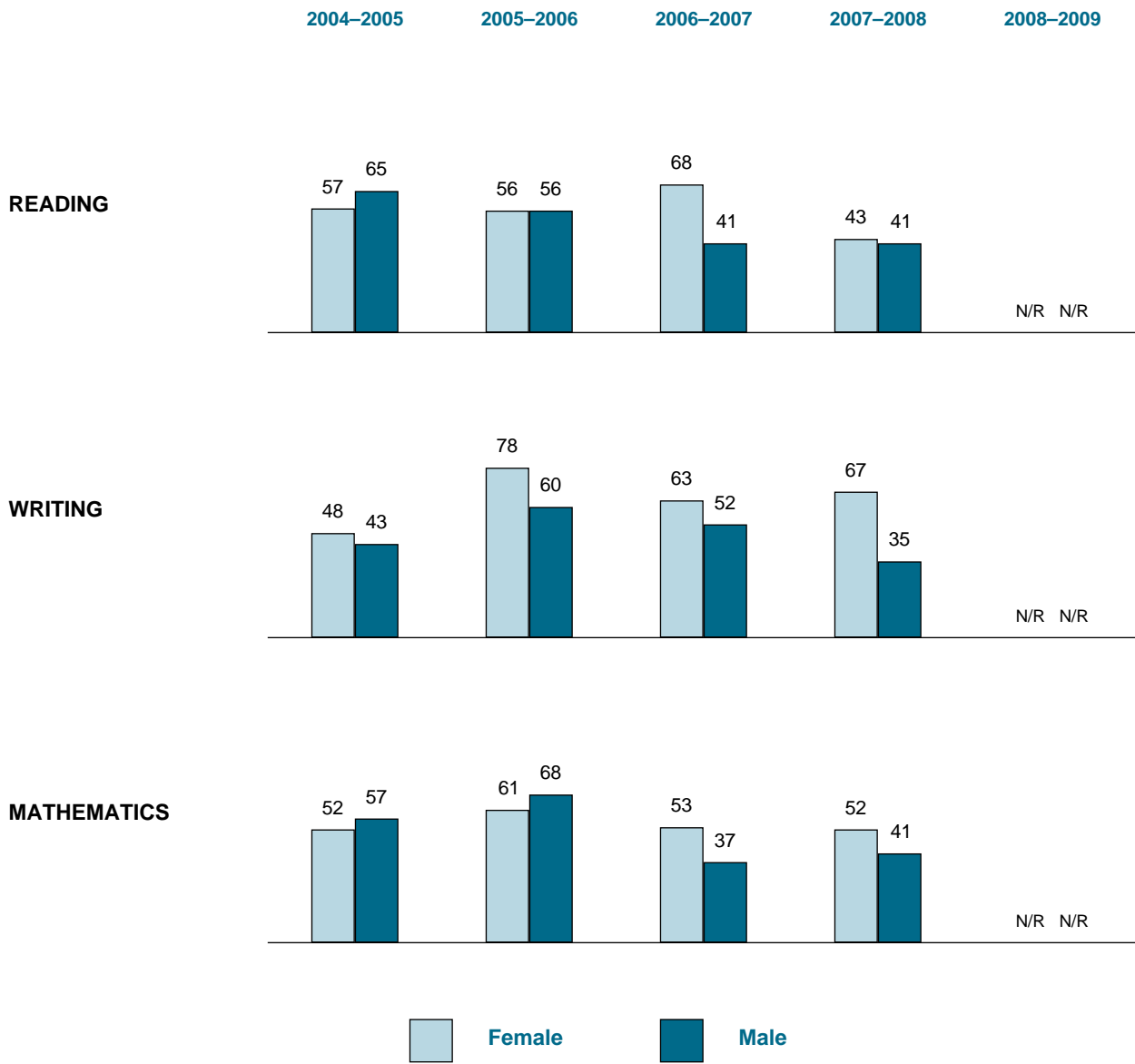
\*\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† 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 FOR ALL STUDENTS OVER TIME BY GENDER†**

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



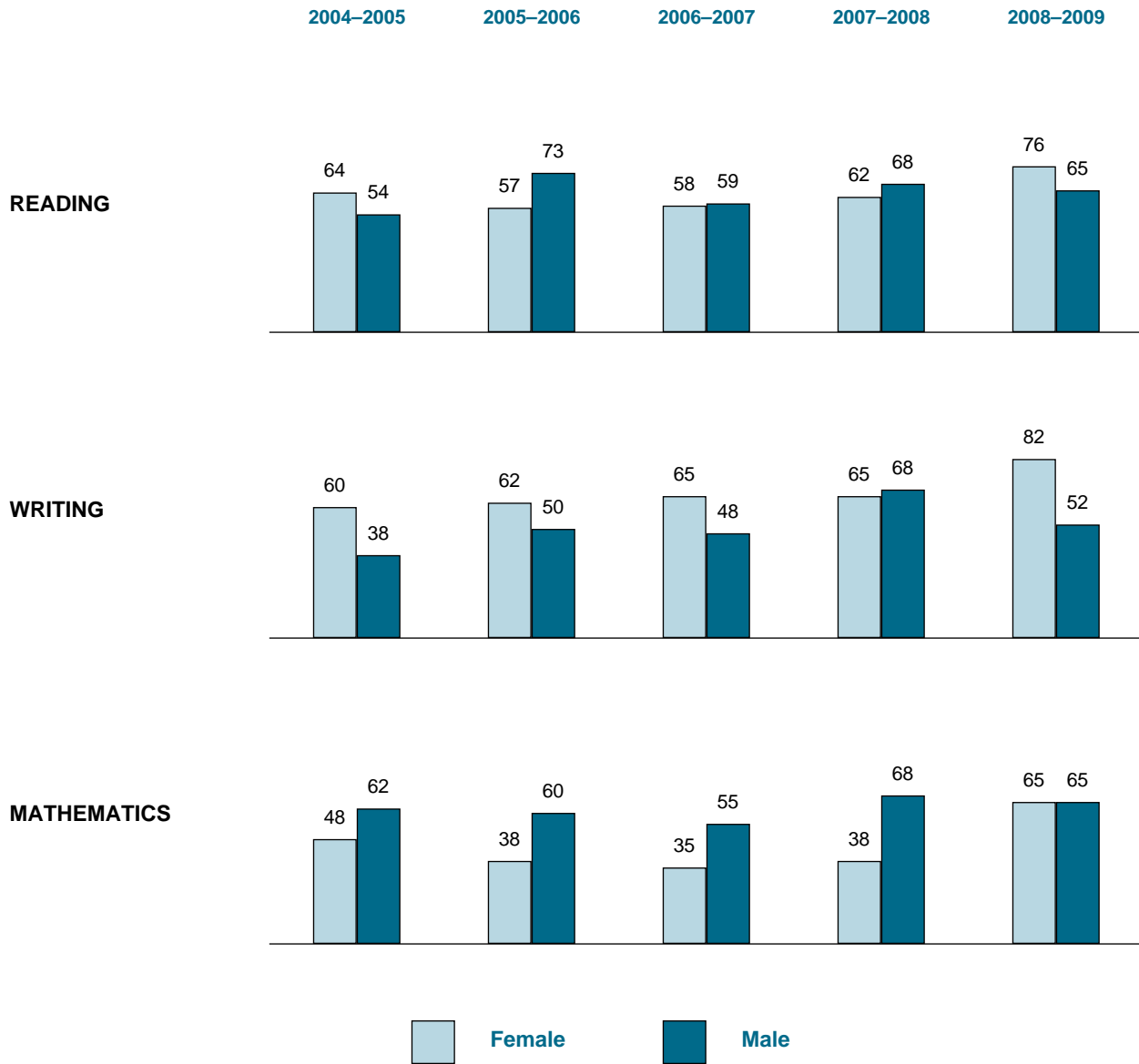
**Total Number of Grade 3 Students†**

	<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>		<u>2007-2008</u>		<u>2008-2009</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	21	23	18	25	19	27	21	17	19	11

† Includes only students for whom gender data were available.

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

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



**Total Number of Grade 6 Students†**

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	25	24	21	30	31	29	26	19	17	31

† Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2008–2009

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 3 (# = 25)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		20
I like to read.		16
I read by myself at home.		15
I read with someone older than me at home.		6
I use a computer for reading activities at school.		11
I am a good writer.		12
I like to write.		14
I write by myself at home.		14
Someone older than me helps me with my writing at home.		6
I use a computer for writing activities at school.		8
I am good at mathematics.		14
I like mathematics.		18
I use mathematics to solve problems outside school.		13
Someone older than me helps me with my mathematics at home.		7
I use a computer to learn mathematics at school.		9
I use a calculator to learn mathematics at school.		14
At home, there is a computer for me to use for school work.		7

\* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2008–2009

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 3 (# = 25)		
Questionnaire Item	Percentage of Students*	Number of Students
<b>Language(s) students speak at home:</b>		
only or mostly English	96	24
another language (or other languages) as often as English	0	0
only or mostly another language (or other languages)	4	1
<b>Language(s) that people speak to students at home:</b>		
only or mostly English	76	19
another language (or other languages) as often as English	0	0
only or mostly another language (or other languages)	8	2

\* Percentages may not add to 100, due to a lack of or ambiguous responses.

## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2008–2009

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 25)	Female* (# = 16)	Male* (# = 9)	All Students (# = 4 283)	Female* (# = 2 148)	Male* (# = 2 135)	All Students (# = 119 830)	Female* (# = 58 867)	Male* (# = 60 963)
<b>Percentage of Students Who Answered “Yes” to the Statements Below</b>									
<b>Reading</b>									
I am a good reader.	80%	75%	89%	68%	69%	67%	67%	69%	65%
I like to read.	64%	62%	67%	57%	65%	50%	61%	69%	53%
I read by myself at home.	60%	62%	56%	58%	60%	56%	59%	61%	57%
I read with someone older than me at home.	24%	19%	33%	16%	15%	17%	15%	14%	16%
I use a computer for reading activities at school.	44%	44%	44%	29%	30%	28%	22%	22%	23%
<b>Writing</b>									
I am a good writer.	48%	38%	67%	51%	57%	44%	48%	55%	42%
I like to write.	56%	50%	67%	50%	58%	42%	51%	60%	43%
I write by myself at home.	56%	50%	67%	54%	59%	49%	54%	59%	50%
Someone older than me helps me with my writing at home.	24%	19%	33%	16%	15%	17%	16%	14%	18%
I use a computer for writing activities at school.	32%	38%	22%	31%	30%	31%	26%	25%	26%
<b>Mathematics</b>									
I am good at mathematics.	56%	38%	89%	54%	46%	62%	53%	46%	60%
I like mathematics.	72%	69%	78%	57%	54%	60%	59%	57%	61%
I use mathematics to solve problems outside school.	52%	50%	56%	33%	32%	33%	31%	31%	32%
Someone older than me helps me with my mathematics at home.	28%	38%	11%	26%	29%	23%	26%	28%	24%
I use a computer to learn mathematics at school.	36%	50%	11%	27%	27%	26%	25%	25%	25%
I use a calculator to learn mathematics at school.	56%	75%	22%	16%	15%	16%	13%	11%	14%
<b>Computer at home</b>									
There is a computer for me to use for school work.	28%	25%	33%	52%	54%	50%	48%	50%	46%

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





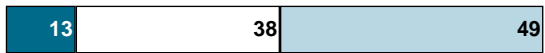



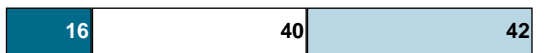
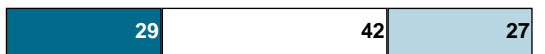
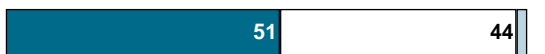




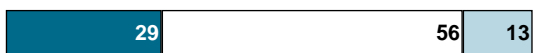

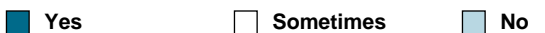
## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2008–2009

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 25)	Female* (# = 16)	Male* (# = 9)	All Students (# = 4 283)	Female* (# = 2 148)	Male* (# = 2 135)	All Students (# = 119 830)	Female* (# = 58 867)	Male* (# = 60 963)
<b>Language(s) students speak at home:**</b>									
only or mostly English	96%	94%	100%	89%	88%	89%	79%	78%	80%
another language (or other languages) as often as English	0%	0%	0%	8%	8%	7%	12%	13%	11%
only or mostly another language (or other languages)	4%	6%	0%	4%	4%	3%	8%	8%	8%
<b>Language(s) that people speak to students at home:**</b>									
only or mostly English	76%	75%	78%	86%	86%	86%	74%	74%	75%
another language (or other languages) as often as English	0%	0%	0%	8%	7%	8%	12%	12%	11%
only or mostly another language (or other languages)	8%	12%	0%	6%	6%	6%	14%	14%	13%

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

\*\* Percentages may not add to 100, due to a lack of or ambiguous responses.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2008–2009

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = 45)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
	0 100	
I am a good reader.		28
I like to read.		22
I read by myself at home.		26
I read with someone older than me at home.		3
I use a computer for reading activities at school.		6
I am a good writer.		15
I like to write.		12
I write by myself at home.		17
Someone older than me helps me with my writing at home.		7
I use a computer for writing activities at school.		13
I am good at mathematics.		23
I like mathematics.		21
I use mathematics to solve problems outside school.		18
Someone older than me helps me with my mathematics at home.		18
I use a computer to learn mathematics at school.		10
I use a calculator to learn mathematics at school.		13
At home, there is a computer for me to use for school work.		38
		

\* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2008–2009

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = 45)		
Questionnaire Item	Percentage of Students*	Number of Students
<b>Language(s) students speak at home:</b>		
only or mostly English	96	43
another language (or other languages) as often as English	2	1
only or mostly another language (or other languages)	2	1
<b>Language(s) that people speak to students at home:</b>		
only or mostly English	91	41
another language (or other languages) as often as English	2	1
only or mostly another language (or other languages)	7	3

\* Percentages may not add to 100, due to a lack of or ambiguous responses.

### Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2008–2009

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 45)	Female* (# = 16)	Male* (# = 29)	All Students (# = 4 816)	Female* (# = 2 349)	Male* (# = 2 467)	All Students (# = 130 290)	Female* (# = 64 074)	Male* (# = 66 216)
<b>Percentage of Students Who Answered “Yes” to the Statements Below</b>									
<b>Reading</b>									
I am a good reader.	62%	75%	55%	65%	68%	63%	65%	69%	61%
I like to read.	49%	81%	31%	50%	61%	39%	53%	64%	42%
I read by myself at home.	58%	69%	52%	64%	73%	56%	70%	78%	62%
I read with someone older than me at home.	7%	6%	7%	5%	4%	5%	4%	3%	4%
I use a computer for reading activities at school.	13%	6%	17%	14%	14%	15%	13%	13%	14%
<b>Writing</b>									
I am a good writer.	33%	50%	24%	41%	49%	34%	42%	48%	36%
I like to write.	27%	44%	17%	41%	52%	30%	42%	52%	32%
I write by myself at home.	38%	50%	31%	45%	52%	37%	50%	57%	43%
Someone older than me helps me with my writing at home.	16%	12%	17%	10%	9%	10%	9%	7%	10%
I use a computer for writing activities at school.	29%	19%	34%	32%	32%	33%	30%	29%	31%
<b>Mathematics</b>									
I am good at mathematics.	51%	50%	52%	49%	41%	58%	49%	40%	57%
I like mathematics.	47%	31%	55%	43%	37%	49%	45%	38%	51%
I use mathematics to solve problems outside school.	40%	44%	38%	38%	36%	40%	35%	31%	38%
Someone older than me helps me with my mathematics at home.	40%	44%	38%	24%	28%	21%	22%	25%	19%
I use a computer to learn mathematics at school.	22%	19%	24%	12%	12%	12%	13%	13%	13%
I use a calculator to learn mathematics at school.	29%	25%	31%	27%	28%	25%	25%	26%	24%
<b>Computer at home</b>									
There is a computer for me to use for school work.	84%	94%	79%	78%	81%	76%	79%	82%	77%

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

## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2008–2009

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 45)	Female* (# = 16)	Male* (# = 29)	All Students (# = 4 816)	Female* (# = 2 349)	Male* (# = 2 467)	All Students (# = 130 290)	Female* (# = 64 074)	Male* (# = 66 216)
<b>Language(s) students speak at home:**</b>									
only or mostly English	96%	100%	93%	92%	92%	91%	81%	81%	82%
another language (or other languages) as often as English	2%	0%	3%	6%	6%	6%	12%	13%	11%
only or mostly another language (or other languages)	2%	0%	3%	2%	2%	3%	6%	6%	7%
<b>Language(s) that people speak to students at home:**</b>									
only or mostly English	91%	94%	90%	89%	89%	88%	76%	75%	76%
another language (or other languages) as often as English	2%	0%	3%	6%	6%	6%	12%	13%	12%
only or mostly another language (or other languages)	7%	6%	7%	4%	4%	5%	12%	12%	12%

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

\*\* Percentages may not add to 100, due to a lack of or ambiguous responses.

## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2008–2009

## 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 complete any part of the assessment due to absence or for medical 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 English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007). Prior to 2007, English language learners were called English as a second language (ESL)/English literacy development (ELD) learners.
<b>English Language Learners Receiving a Special Provision</b>	English language learners identified by the school as receiving a special provision. Detailed information about special provisions is available in EQAO's Guide for Accommodations, Special Provisions and Exemptions.
<b>Students with Special 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 identified as gifted are not included.
<b>Students Receiving One or More Accommodations</b>	Students identified by the school as receiving accommodations. Students identified as gifted are not included. Detailed information about accommodations is available in EQAO's Guide for Accommodations, Special Provisions and Exemptions.
<b>N/R</b>	"Not reported" indicates that the number of students participating (fewer than 15 in a group) or responding to the Student Questionnaire is so small (fewer than six in a group) 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 for some or all students are being withheld by EQAO. For further information, please contact the school principal.