



School/Community Report

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

Altona Forest P.S.

405 Woodsmere Cres.
Pickering, ON
L1V 7A3
905-839-9900

Principal: Margaret Lazarus

Vice-Principal: Imran Syed

About the School/Community

Altona Forest Public School opened in April 2000 at a beautiful architecturally designed facility. The school is located in the city of Pickering just east of Metro Toronto. The community consists of a well-established older neighbourhood as well as newer homes that characterize the rapid growth of the Durham Region.

Altona Forest is a JK to grade 8 school with an enrolment of 442 students (197 girls and 245 boys). We have two special education classes: a junior/intermediate Associated class and a Primary Language class. In addition, approximately 15 % of our students qualify for English as a Second Language support and 25 % of our students have been identified as “at risk”. Both groups benefit from individualized programming. A support staff of 6.5 educational assistants, 2 custodians, a part-time cleaner and an office administrator work alongside 25.9 teachers. As a priority school, our staff receives additional training and our students benefit for the weekly involvement of an itinerant Literacy/ Numeracy Coach and an ESL teacher. Our staff is very qualified and knowledgeable. They work diligently with a committed group of parent volunteers.

Our school is fortunate as it enjoys the support of community agencies such as The Durham Regional Police, Ajax Youth Centre, the Municipal Public Library, Durham Nutrition, many local businesses and a very committed School Community Council (SCC).

Our philosophy is to provide each student with the opportunity to achieve success and meet the academic achievement standards established by the Ontario Ministry of Education and Training. Along with providing opportunities for students to excel in the Arts and Athletics, we are committed to delivering Academic programs in literacy and mathematics that provide students with the necessary tools and skills for the future. Parents, students and staff work together respecting our different community and learning needs. At Altona Forest caring shows and each learner grows.

About the Results/Next Steps

The EQAO assessment of Reading, Writing and Mathematics is based on expectations developed by the Ministry of Education and Training. According to these standards, students are expected to perform at level 3 or 4. The assessment gives a “snap shot” of how students achieved during the week of the assessment and only on part of the curriculum.

This year, our **Primary Assessment** results again represented consistent growth/improvement. We are approaching the Ministry of Education target that 75% of all children reach the level 3 & 4 criteria. This represents a tremendous success for our school and reflects the extra effort that our staff and community extend to meet all student needs.

In the past, consistent with provincial and board data, we have always had a great discrepancy between our male and female results. This year our results for both genders were similar for all subjects. All our results will be analyzed in greater depth with our primary teachers to develop successful learning/teaching strategies.

This year our **Junior Assessment** reading results indicated an area of weakness as the scores declined significantly. However, writing scores remained constant when compared with previous years. Our math scores also declined by 10% from the score we achieved last year. Our boys

and girls performed very differently on each assessment. Our girls continue to out-perform the boys in reading, writing and math. We will continue to look for ways to promote male learning and continue to ask for support from our community members.

School Improvement

An analysis of the student questionnaires for both grades 3 and grade 6 suggested that a large portion of our students get parental help with their mathematical homework but less with their reading. We will continue to implement school strategies that promote parent involvement such as parent workshops and seminars that target literacy and numeracy.

Altona Forest's results are shared with all teachers and parents. As followup, grade 4 and grade 7 teachers will analyze individual results to promote student success. This year's primary division (JK to grade 3) and junior division teachers (Grade 4 to grade 6) and intermediate teachers (Grade 7 & 8) will be involved in developing the school improvement plan in consultation with DDSB curriculum specialists. In addition, EQAO results and the School Improvement Plan are always shared with our School Community Council (SCC).

Incorporated into the school plan will be the school's continued emphasis on literacy & numeracy and evidence-based strategies proven to increase student success. Specifically we are focusing on the following:

- a daily home reading program using leveled reading materials
- a balanced literacy program with uninterrupted blocks of time for literacy & numeracy
- weekly process writing with an emphasis on non-fiction writing in all subjects
- increased use of manipulative materials within the math program,
- emphasis on higher order thinking (specifically inferencing and making connections)
- increased emphasis on mathematical problem solving and the use of math journals
- increasing classroom resources and emphasizing "high-yield" teaching strategies for all learners (particularly males)
- continuous professional development for all teachers
- continuous monitoring of student progress

We focus on three key concepts suggested by Professor Michael Fullan (Special Advisor to the Premier and Minister of Education):

- move slowly and improvement will sustain itself
- move forward with a purpose
- move to create a culture of learning for all students and staff

We will continue to work as a team to plan, implement and monitor our school improvement.



School Report



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

School: Altona Forest PS (014052)
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.

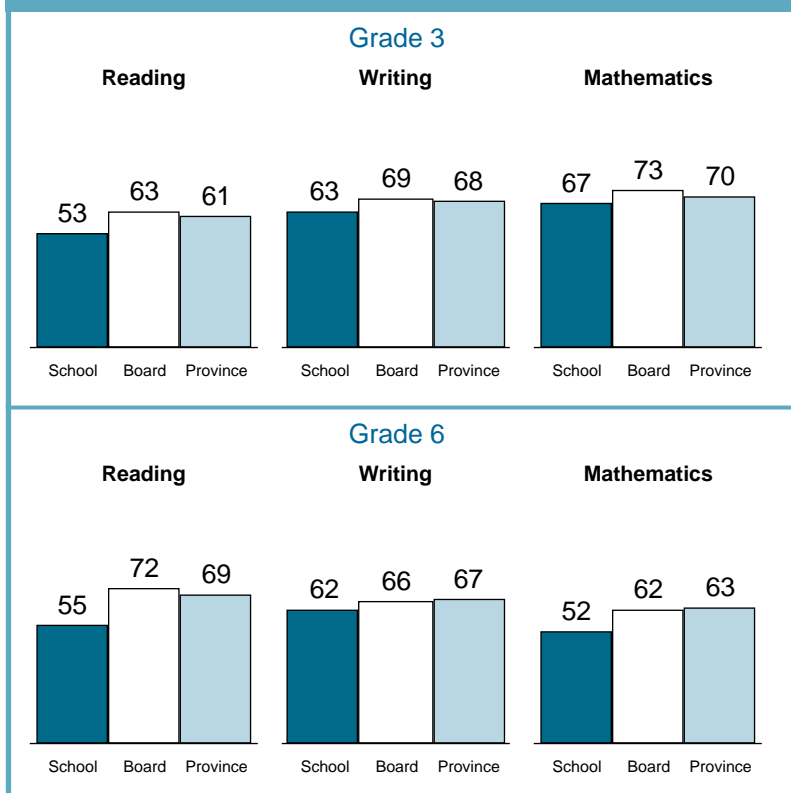
I trust this report will help parents, educators and all who support a strong public education system work together so that all students can reach their full potential.

Sincerely,

Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

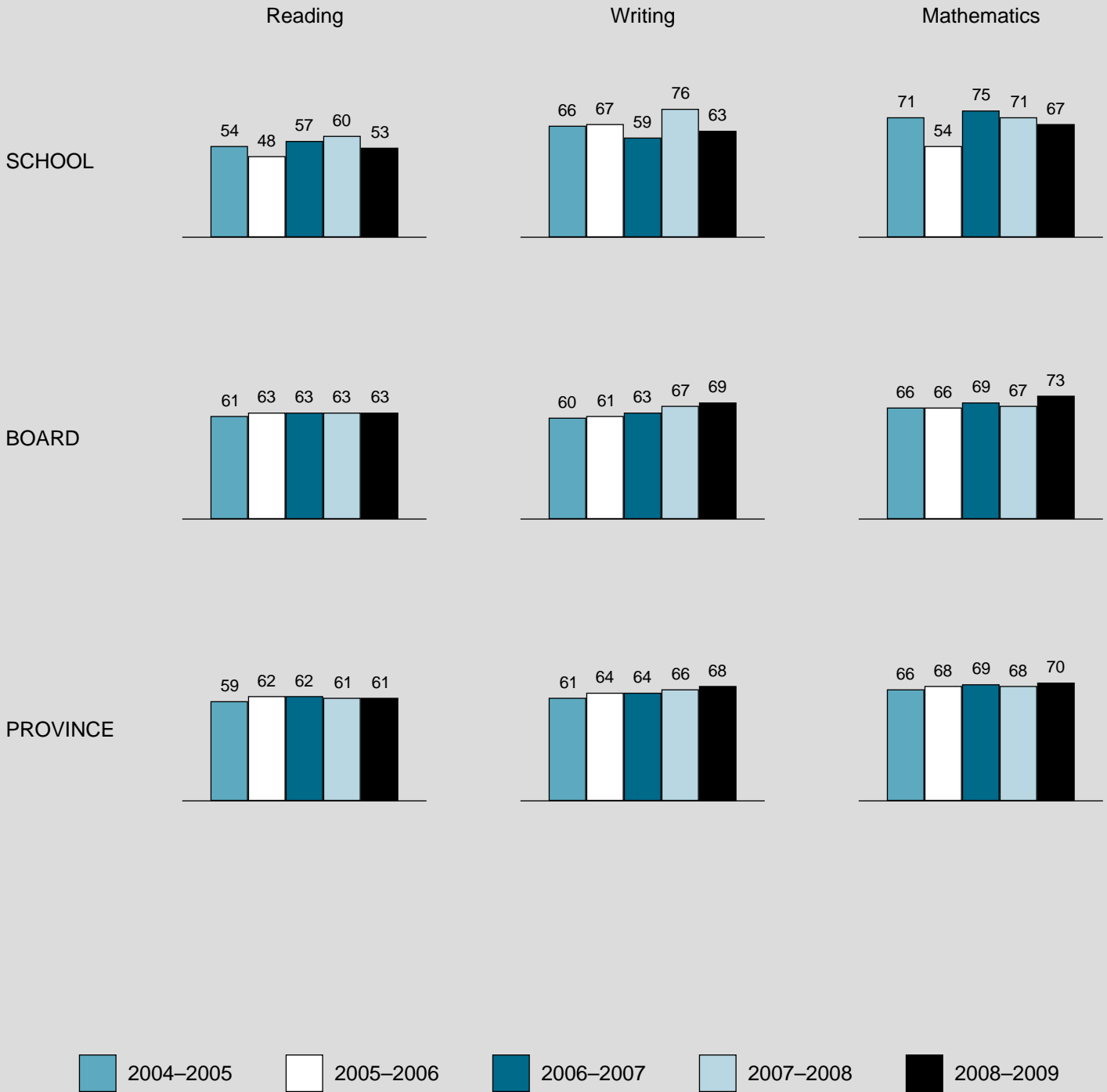
WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
Percentages of all students at or above the provincial standard:		
• 2008–2009	1	1
• Over time	2	3
Tips for using this report	4	4
Contextual information: 2008–2009	5	9
Results for groups of students: 2008–2009		
• All students	6	10
• Participating students	7	11
• Students by gender.....	8	12
Contextual information: Over time	13	17
Results for all students: Over time	14–16	18–20
Results for all students: Over time by gender.....	21	22
Student questionnaire results	23–26	27–30
Explanation of terms	31	31

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

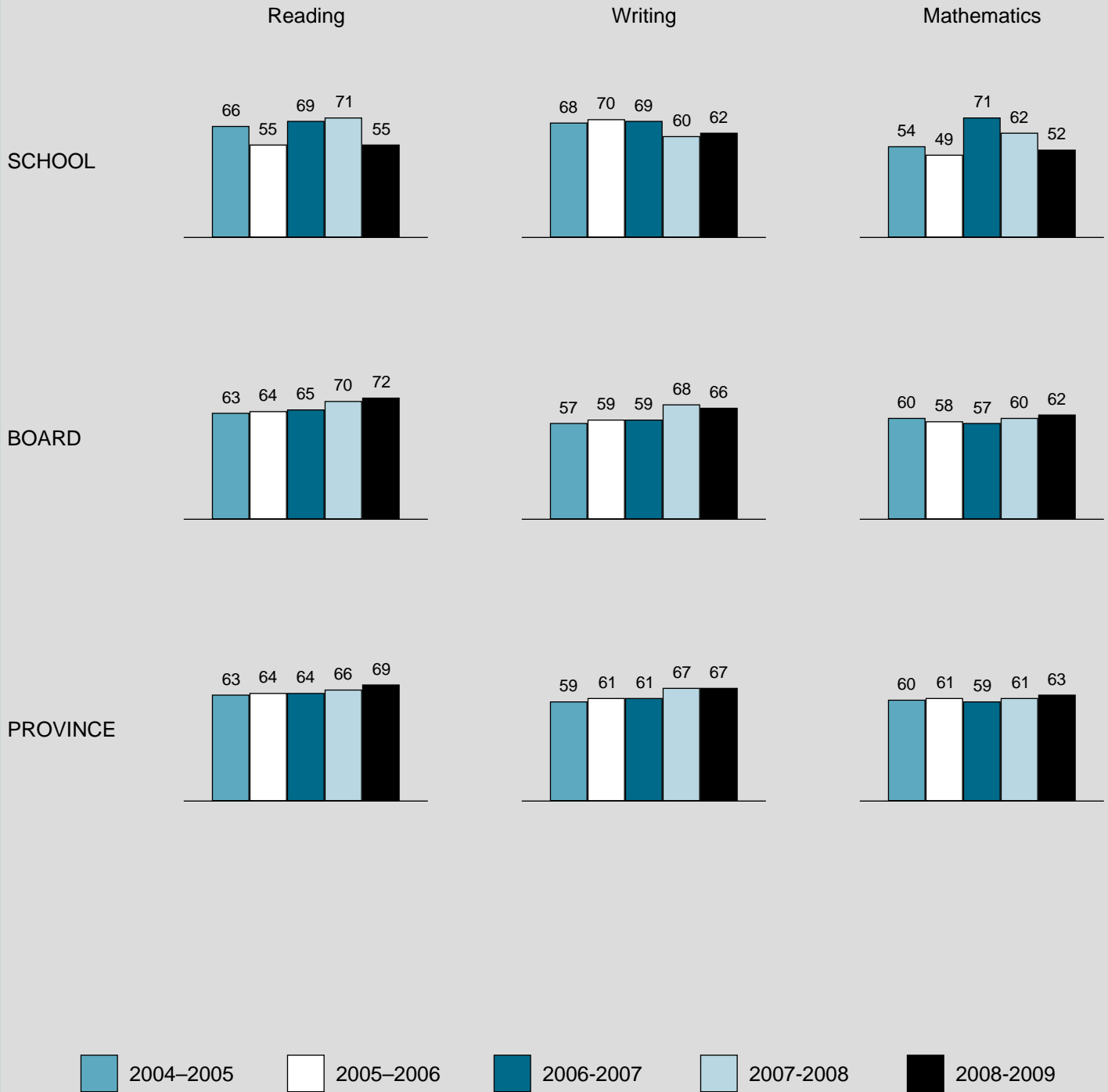


Total Number of Grade 3 Students

	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
School	59	48	44	42	43
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	41	47	59	52	42
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.

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	
Enrolment						
Number of Grade 3 students	43		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
Gender						
Female	19	44%	2 208	50%	60 999	49%
Male	24	56%	2 241	50%	64 482	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	5	12%	85	2%	11 281	9%
Students with special needs (excluding gifted)**	8	19%	538	12%	18 291	15%
Place of Birth						
Born in Canada	39	91%	4 195	94%	111 561	89%
Born outside Canada	4	9%	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	4	9%	183	4%	8 946	7%
Language						
First language learned at home was other than English	11	26%	271	6%	27 084	22%
Year Student Entered Current School						
Year of the assessment	8	19%	532	12%	16 746	13%
Year prior to the assessment	1	2%	507	11%	14 545	12%
2 years prior to the assessment	8	19%	850	19%	16 821	13%
3 or more years prior to the assessment	26	60%	2 552	57%	76 849	61%
Data not available	0	0%	8	<1%	520	<1%
Year Student Entered Current Board						
Year of the assessment	6	14%	280	6%	8 720	7%
Year prior to the assessment	0	0%	280	6%	8 048	6%
2 years prior to the assessment	8	19%	570	13%	11 982	10%
3 or more years prior to the assessment	29	67%	3 296	74%	93 098	74%
Data not available	0	0%	23	1%	3 633	3%

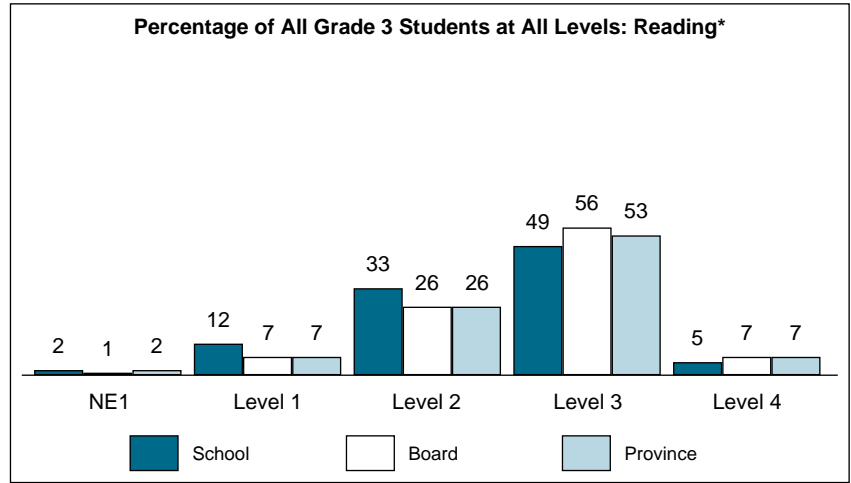
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

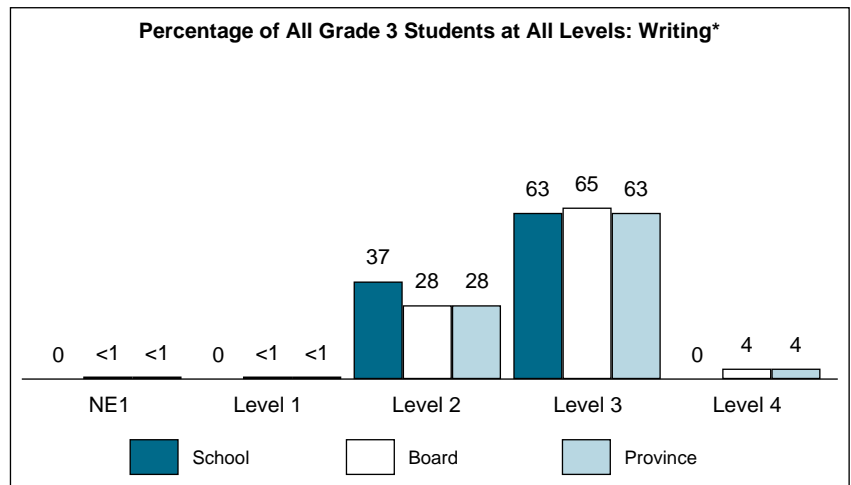
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: All Students^{††}

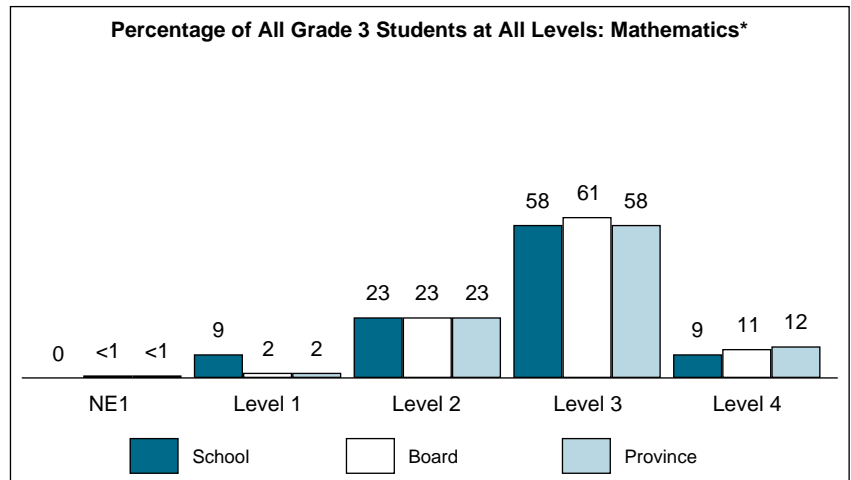
Grade 3: Reading*				
Number of Students	School 43		Board 3 926	Province 121 787
	#	%	%	%
Level 4	2	5%	7%	7%
Level 3	21	49%	56%	53%
Level 2	14	33%	26%	26%
Level 1	5	12%	7%	7%
NE1**	1	2%	1%	2%
Participating Students	43	100%	97%	95%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	4%
At or Above Provincial Standard (Levels 3 and 4) [†]		53%	63%	61%



Grade 3: Writing*				
Number of Students	School 43		Board 3 926	Province 121 788
	#	%	%	%
Level 4	0	0%	4%	4%
Level 3	27	63%	65%	63%
Level 2	16	37%	28%	28%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	43	100%	97%	96%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) [†]		63%	69%	68%



Grade 3: Mathematics*				
Number of Students	School 43		Board 4 449	Province 125 464
	#	%	%	%
Level 4	4	9%	11%	12%
Level 3	25	58%	61%	58%
Level 2	10	23%	23%	23%
Level 1	4	9%	2%	2%
NE1**	0	0%	<1%	<1%
Participating Students	43	100%	97%	96%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) [†]		67%	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.

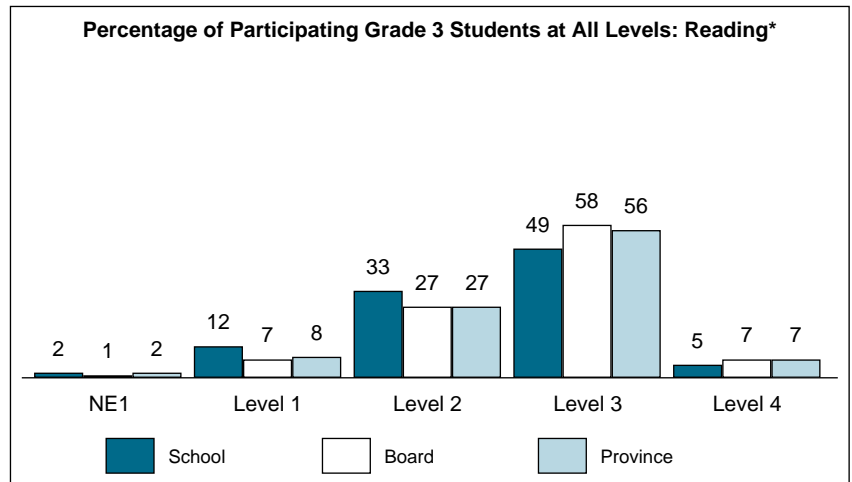
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

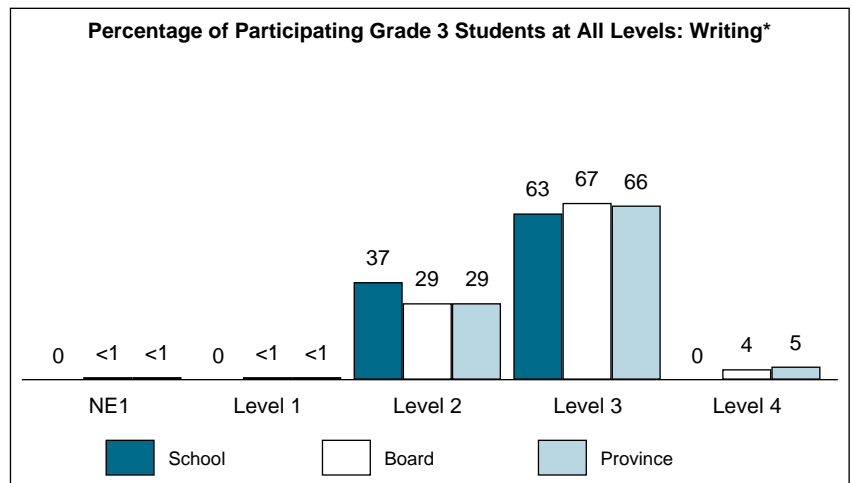
Results in Reading, Writing and Mathematics, 2008–2009

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

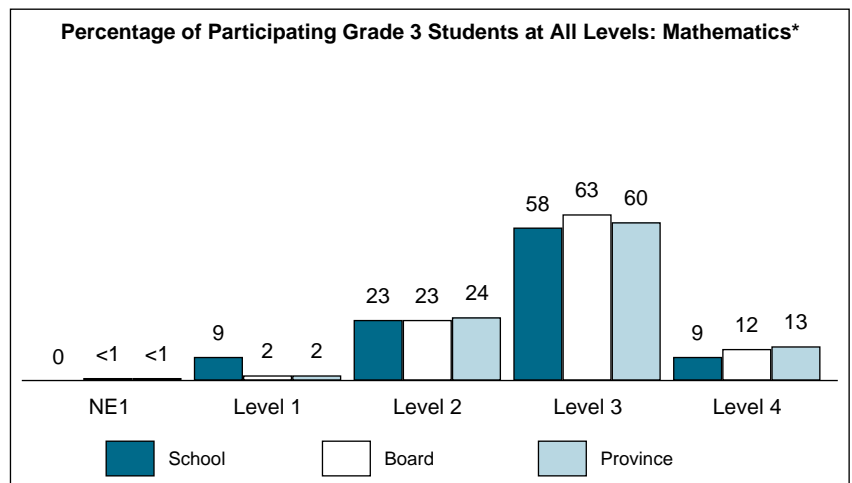
Grade 3: Reading*				
Number of Students	School 43		Board 3 803	Province 116 256
	#	%	%	%
Level 4	2	5%	7%	7%
Level 3	21	49%	58%	56%
Level 2	14	33%	27%	27%
Level 1	5	12%	7%	8%
NE1**	1	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †	53%		65%	63%



Grade 3: Writing*				
Number of Students	School 43		Board 3 804	Province 116 812
	#	%	%	%
Level 4	0	0%	4%	5%
Level 3	27	63%	67%	66%
Level 2	16	37%	29%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	63%		71%	71%



Grade 3: Mathematics*				
Number of Students	School 43		Board 4 326	Province 120 405
	#	%	%	%
Level 4	4	9%	12%	13%
Level 3	25	58%	63%	60%
Level 2	10	23%	23%	24%
Level 1	4	9%	2%	2%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	67%		75%	73%



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

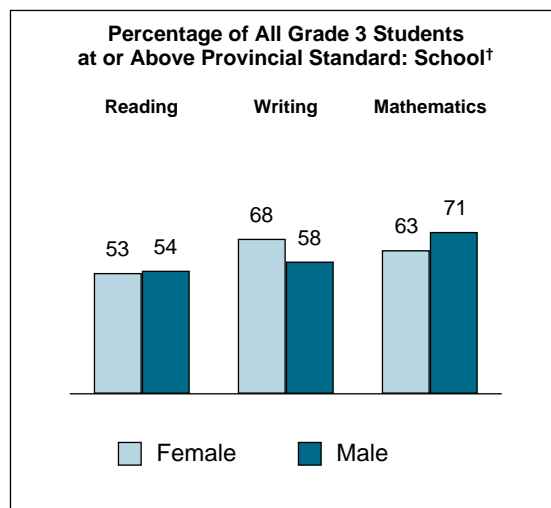
** See the Explanation of Terms.

† 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.

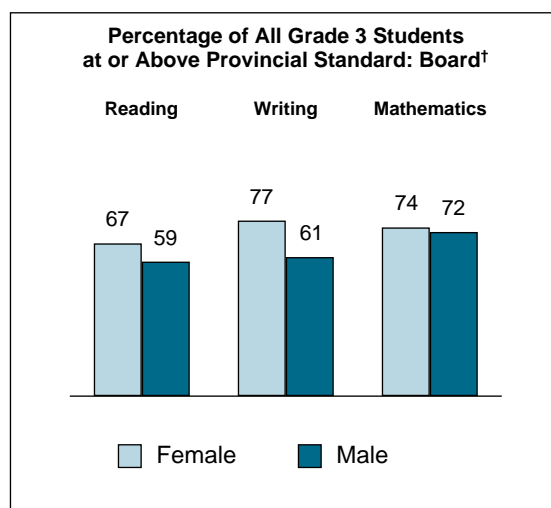
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: Gender††

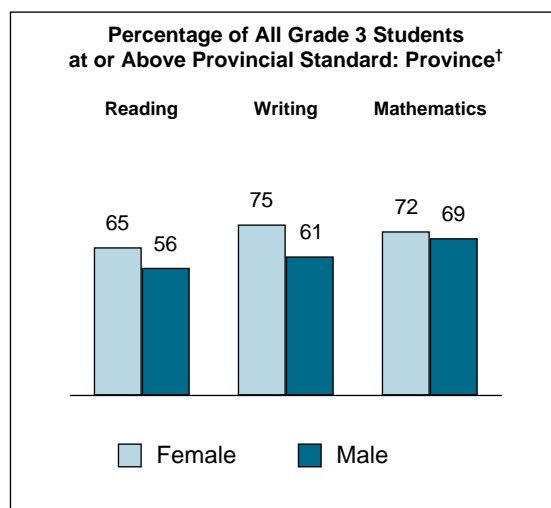
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 19	Male 24	Female 19	Male 24	Female 19	Male 24
Level 4	0%	8%	0%	0%	11%	8%
Level 3	53%	46%	68%	58%	53%	62%
Level 2	42%	25%	32%	42%	32%	17%
Level 1	5%	17%	0%	0%	5%	12%
NE1**	0%	4%	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%	100%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	53%	54%	68%	58%	63%	71%



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	
Enrolment						
Number of Grade 6 students	42		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
Gender						
Female	21	50%	2 401	48%	66 276	49%
Male	21	50%	2 553	52%	69 800	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	0	0%	38	1%	7 538	6%
Students with special needs (excluding gifted)**	10	24%	806	16%	24 326	18%
Place of Birth						
Born in Canada	35	83%	4 608	93%	118 305	87%
Born outside Canada	7	17%	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	2	5%	38	1%	2 991	2%
In Canada three years or more	5	12%	282	6%	12 798	9%
Language						
First language learned at home was other than English	5	12%	279	6%	27 824	20%
Year Student Entered Current School						
Year of the assessment	5	12%	544	11%	30 253	22%
Year prior to the assessment	5	12%	502	10%	13 485	10%
2 years prior to the assessment	3	7%	581	12%	12 503	9%
3 or more years prior to the assessment	29	69%	3 305	67%	79 176	58%
Data not available	0	0%	22	<1%	659	<1%
Year Student Entered Current Board						
Year of the assessment	4	10%	265	5%	9 175	7%
Year prior to the assessment	2	5%	266	5%	7 907	6%
2 years prior to the assessment	1	2%	310	6%	7 896	6%
3 or more years prior to the assessment	35	83%	4 087	82%	105 510	78%
Data not available	0	0%	26	1%	5 588	4%

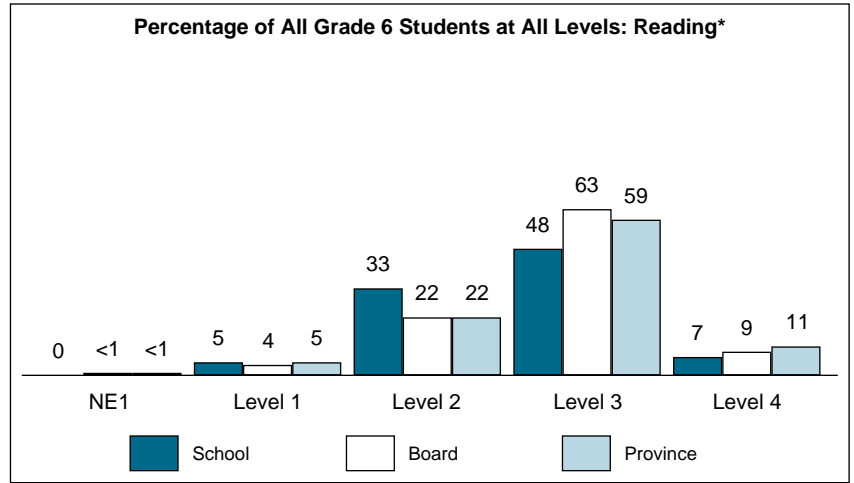
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

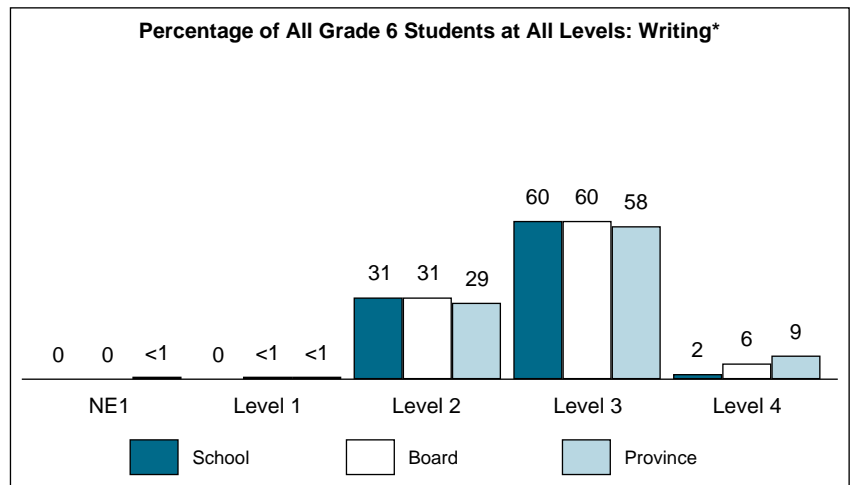
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: All Students

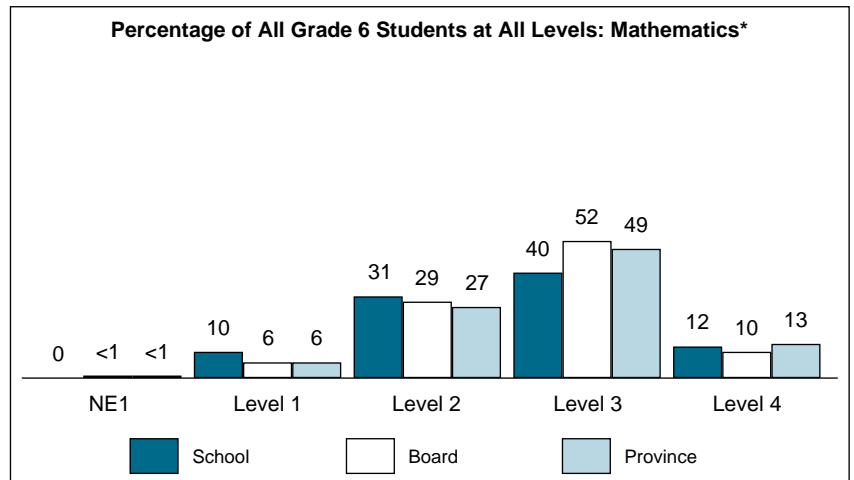
Grade 6: Reading*				
Number of Students	School 42		Board 4 954	Province 136 069
	#	%	%	%
Level 4	3	7%	9%	11%
Level 3	20	48%	63%	59%
Level 2	14	33%	22%	22%
Level 1	2	5%	4%	5%
NE1**	0	0%	<1%	<1%
Participating Students	39	93%	98%	96%
No Data	0	0%	<1%	1%
Exempt	3	7%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †	55%		72%	69%



Grade 6: Writing*				
Number of Students	School 42		Board 4 954	Province 136 075
	#	%	%	%
Level 4	1	2%	6%	9%
Level 3	25	60%	60%	58%
Level 2	13	31%	31%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
Participating Students	39	93%	98%	96%
No Data	0	0%	<1%	1%
Exempt	3	7%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †	62%		66%	67%



Grade 6: Mathematics*				
Number of Students	School 42		Board 4 954	Province 136 075
	#	%	%	%
Level 4	5	12%	10%	13%
Level 3	17	40%	52%	49%
Level 2	13	31%	29%	27%
Level 1	4	10%	6%	6%
NE1**	0	0%	<1%	<1%
Participating Students	39	93%	97%	96%
No Data	0	0%	<1%	1%
Exempt	3	7%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †	52%		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.

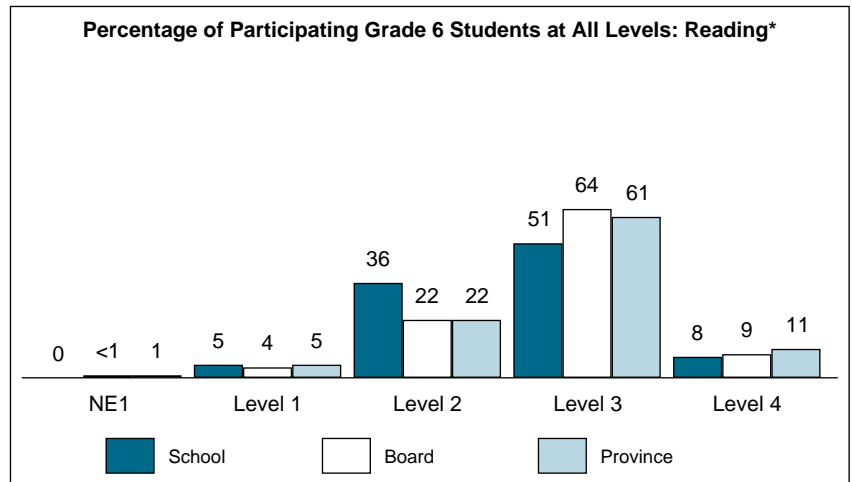
** See the Explanation of Terms.

† 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.

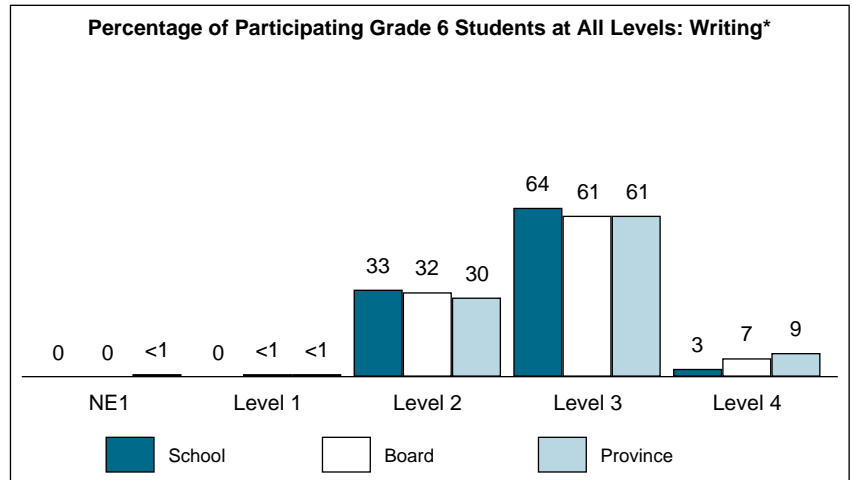
Results in Reading, Writing and Mathematics, 2008–2009

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

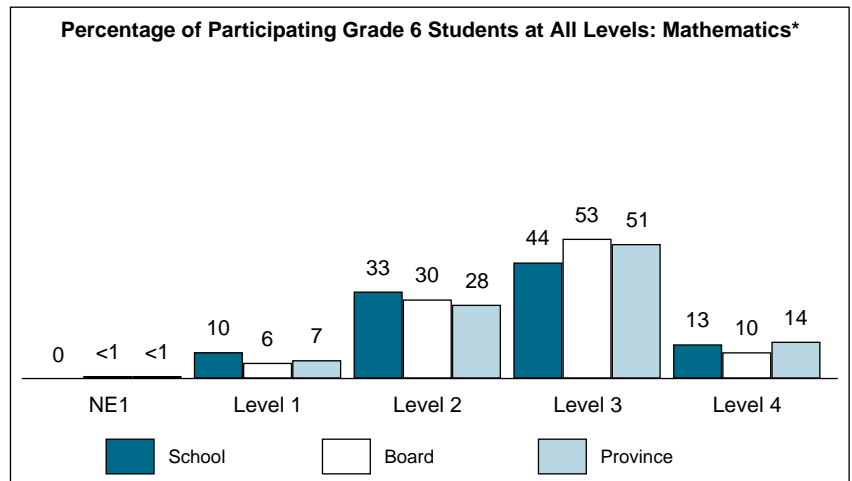
Grade 6: Reading*				
Number of Students	School 39		Board 4 845	Province 131 173
	#	%	%	%
Level 4	3	8%	9%	11%
Level 3	20	51%	64%	61%
Level 2	14	36%	22%	22%
Level 1	2	5%	4%	5%
NE1**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †	59%		73%	72%



Grade 6: Writing*				
Number of Students	School 39		Board 4 840	Province 131 296
	#	%	%	%
Level 4	1	3%	7%	9%
Level 3	25	64%	61%	61%
Level 2	13	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 39		Board 4 815	Province 130 902
	#	%	%	%
Level 4	5	13%	10%	14%
Level 3	17	44%	53%	51%
Level 2	13	33%	30%	28%
Level 1	4	10%	6%	7%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	56%		64%	65%



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

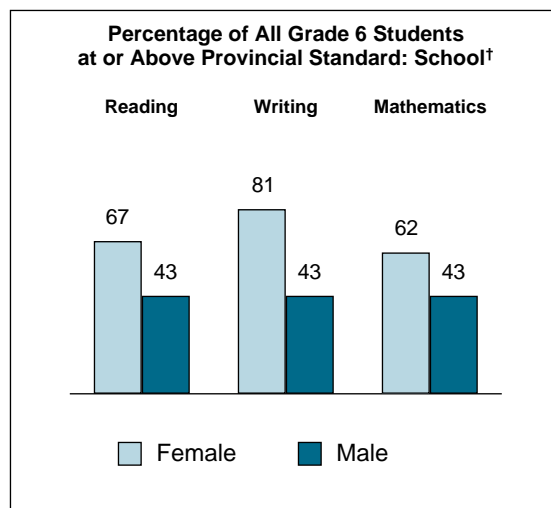
** See the Explanation of Terms.

† 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.

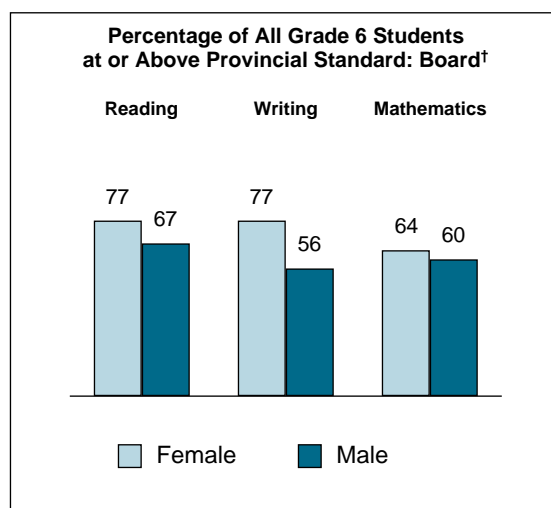
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: Gender††

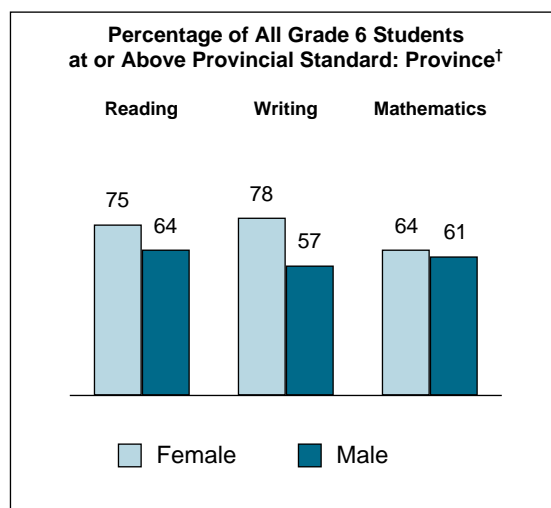
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 21	Male 21	Female 21	Male 21	Female 21	Male 21
Level 4	10%	5%	5%	0%	19%	5%
Level 3	57%	38%	76%	43%	43%	38%
Level 2	29%	38%	19%	43%	33%	29%
Level 1	5%	5%	0%	0%	5%	14%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	86%	100%	86%	100%	86%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	14%	0%	14%	0%	14%
At or Above Provincial Standard (Levels 3 and 4)†	67%	43%	81%	43%	62%	43%



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
Enrolment					
Number of students	59	48	44	42	43
Participation in the Assessment					
Reading [†]	85%	88%	100%	100%	100%
Writing [†]	85%	88%	100%	100%	100%
Mathematics [†]	85%	90%	100%	100%	100%
Gender					
Female	36%	54%	39%	31%	44%
Male	64%	46%	61%	69%	56%
Student Status					
English language learners**	7%	8%	2%	7%	12%
Students with special needs (excluding gifted)**	12%	17%	7%	29%	19%
Place of Birth					
Born in Canada	92%	88%	93%	93%	91%
Born outside Canada	8%	10%	7%	7%	9%
In Canada less than one year	0%	0%	5%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	7%	10%	0%	7%	9%
Language					
First language learned at home was other than English	20%	12%	20%	17%	26%
Year Student Entered Current School					
Year of the assessment		10%	9%	10%	19%
Year prior to the assessment	Data not collected ^{††}	12%	5%	19%	2%
2 years prior to the assessment		12%	25%	19%	19%
3 or more years prior to the assessment		62%	61%	52%	60%
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.

† 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.

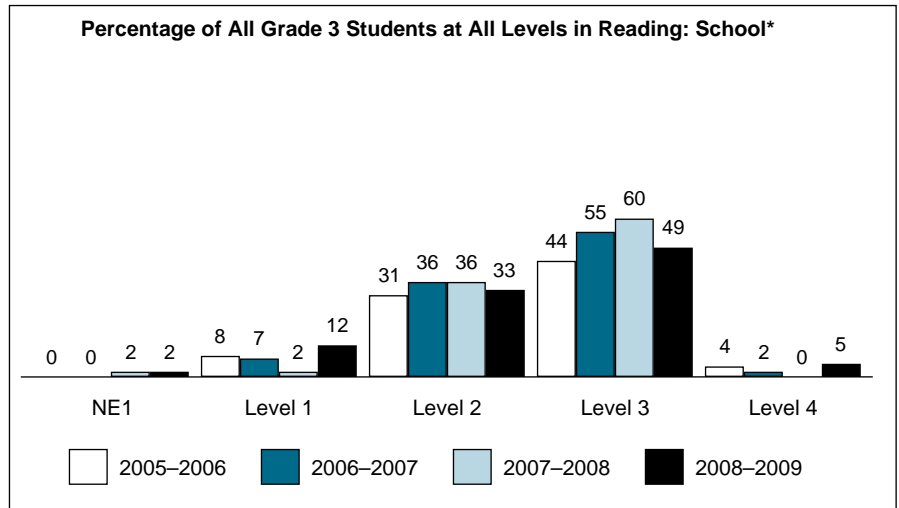
** See the Explanation of Terms.

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

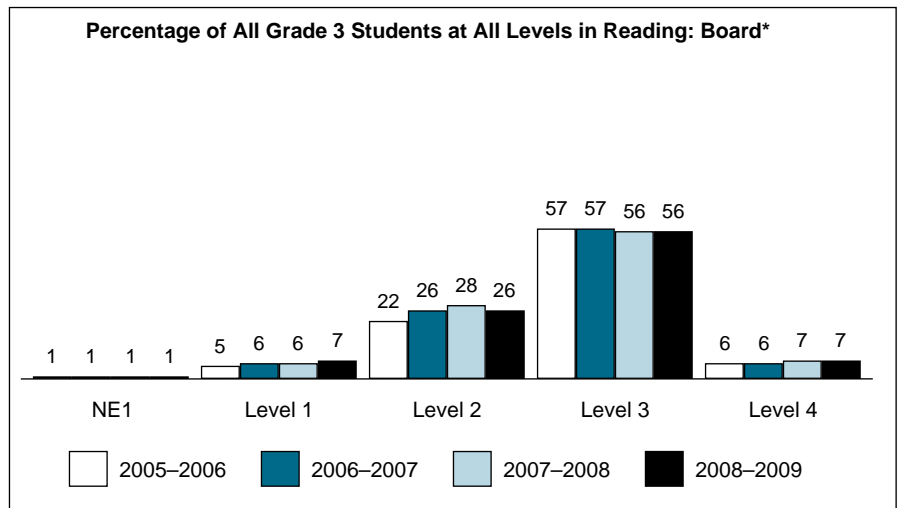
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Reading

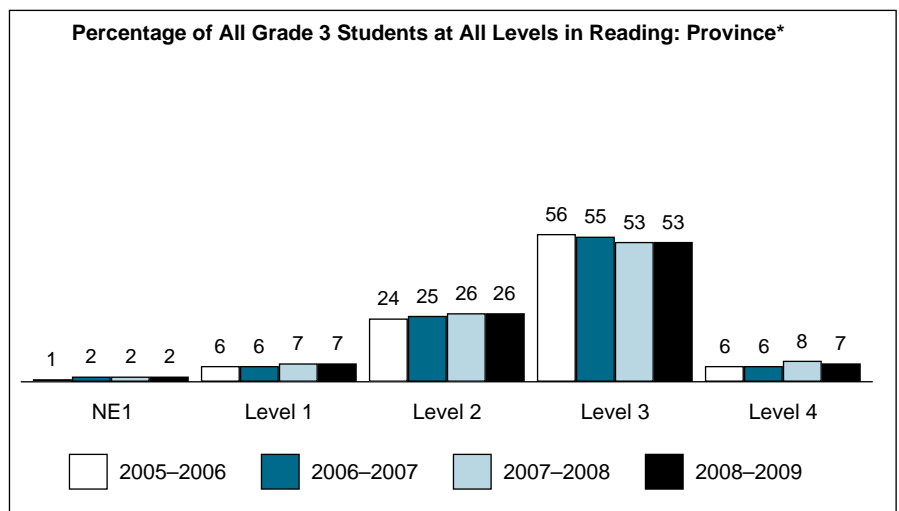
Grade 3 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	48	44	42	43
Level 4	4%	2%	0%	5%
Level 3	44%	55%	60%	49%
Level 2	31%	36%	36%	33%
Level 1	8%	7%	2%	12%
NE1**	0%	0%	2%	2%
Participating Students	88%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	12%	0%	0%	0%
At or Above Provincial Standard†	48%	57%	60%	53%



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) 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.

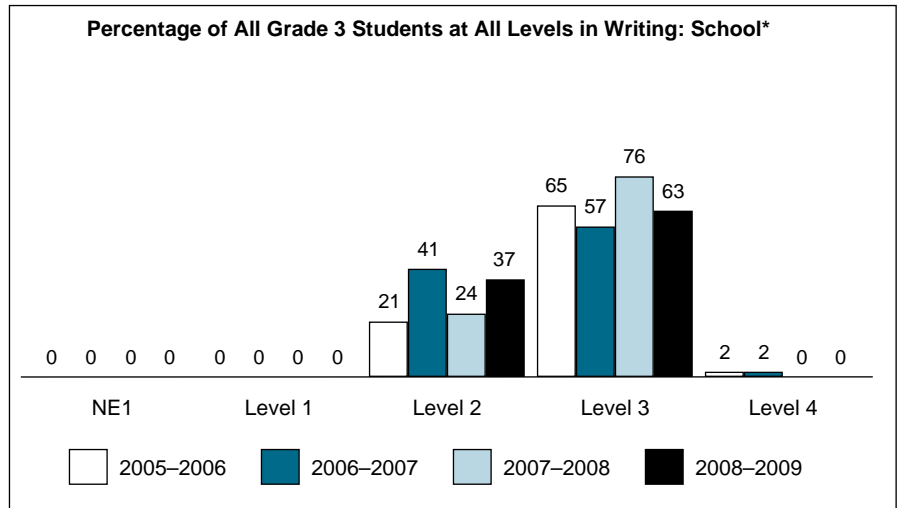
† See the Explanation of Terms.

‡ 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.

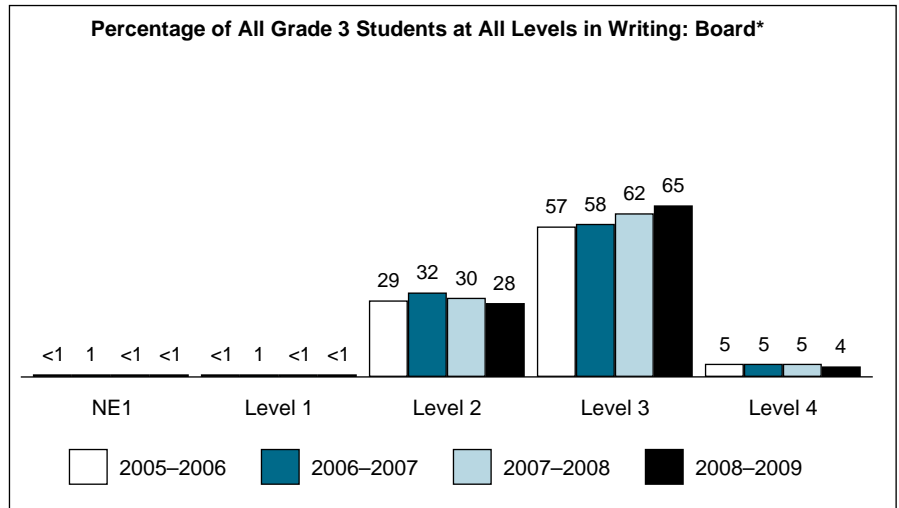
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Writing

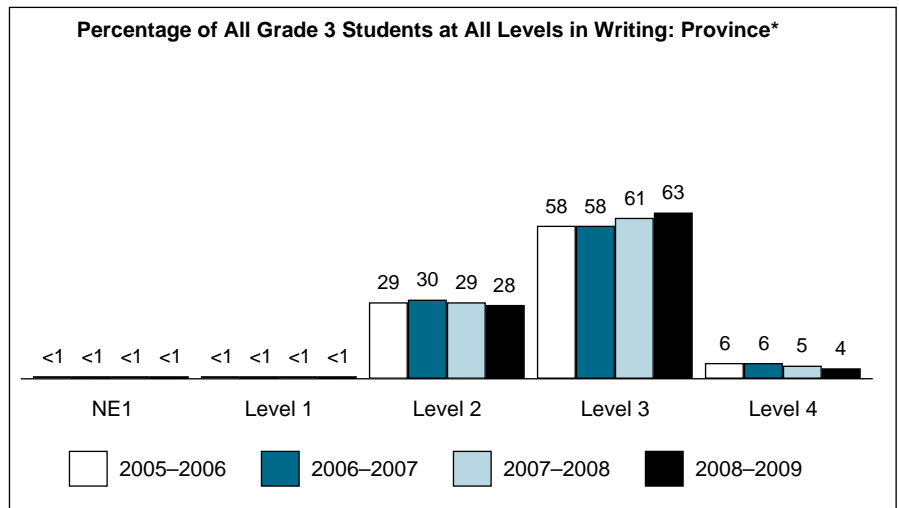
Grade 3 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	48	44	42	43
Level 4	2%	2%	0%	0%
Level 3	65%	57%	76%	63%
Level 2	21%	41%	24%	37%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	88%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	12%	0%	0%	0%
At or Above Provincial Standard†	67%	59%	76%	63%



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) 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.

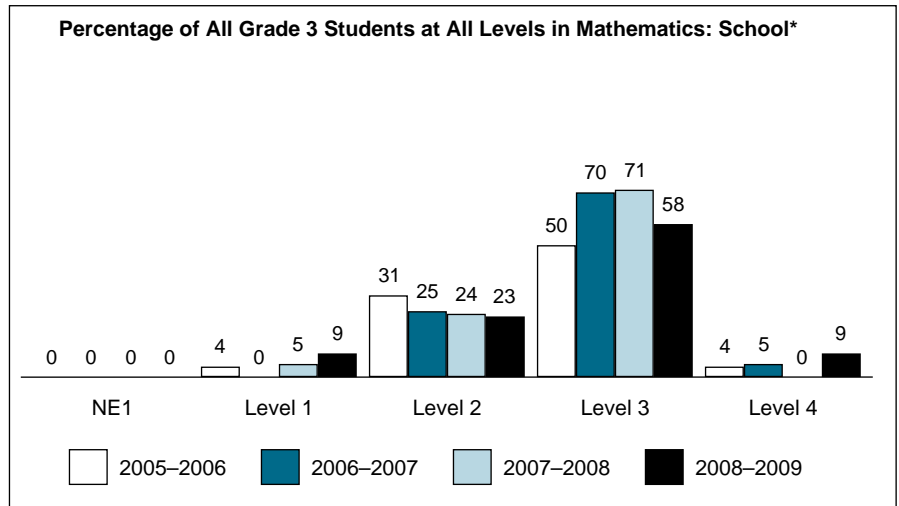
† See the Explanation of Terms.

‡ 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

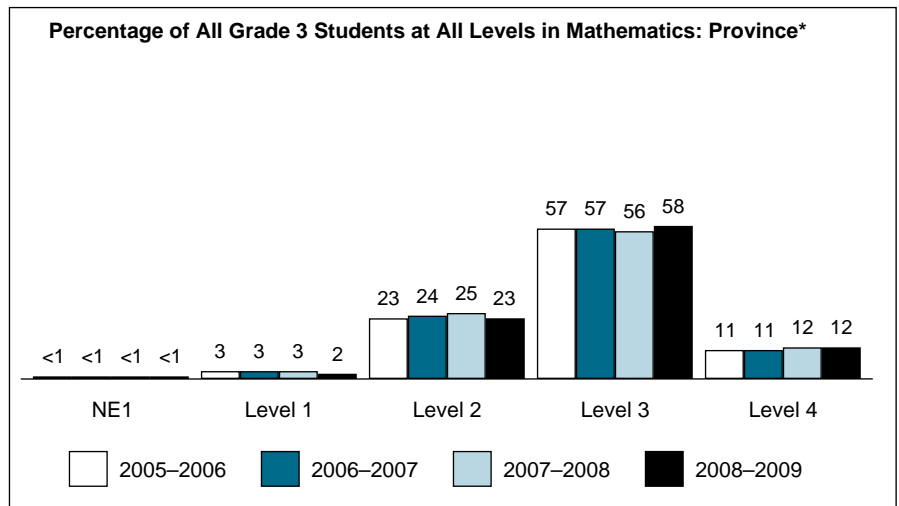
Grade 3 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	48	44	42	43
Level 4	4%	5%	0%	9%
Level 3	50%	70%	71%	58%
Level 2	31%	25%	24%	23%
Level 1	4%	0%	5%	9%
NE1**	0%	0%	0%	0%
Participating Students	90%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	10%	0%	0%	0%
At or Above Provincial Standard†	54%	75%	71%	67%



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) 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
Enrolment					
Number of students	41	47	59	52	42
Participation in the Assessment					
Reading	100%	89%	93%	100%	93%
Writing	100%	89%	93%	100%	93%
Mathematics	100%	87%	93%	100%	93%
Gender					
Female	54%	49%	46%	46%	50%
Male	46%	51%	54%	54%	50%
Student Status					
English language learners**	2%	9%	0%	4%	0%
Students with special needs (excluding gifted)**	5%	21%	17%	12%	24%
Place of Birth					
Born in Canada	93%	91%	97%	85%	83%
Born outside Canada	7%	9%	3%	15%	17%
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%	2%	5%
In Canada three years or more	7%	9%	3%	13%	12%
Language					
First language learned at home was other than English	10%	13%	2%	21%	12%
Year Student Entered Current School					
Year of the assessment		19%	12%	13%	12%
Year prior to the assessment	Data not collected††	19%	14%	13%	12%
2 years prior to the assessment		9%	8%	12%	7%
3 or more years prior to the assessment		53%	66%	62%	69%
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.

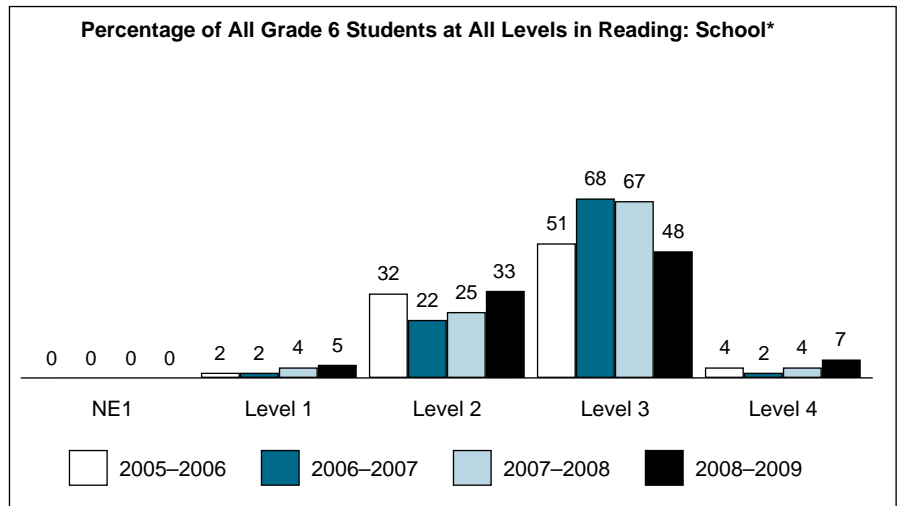
** See the Explanation of Terms.

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

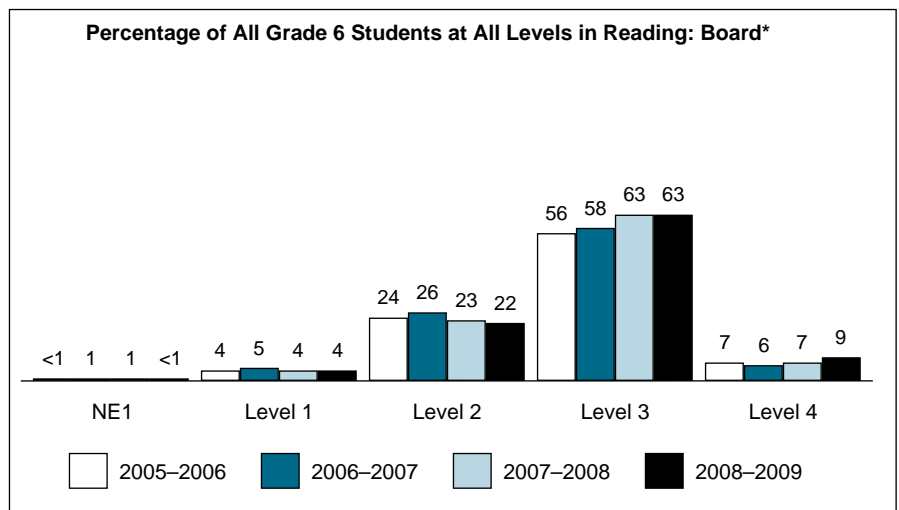
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Reading

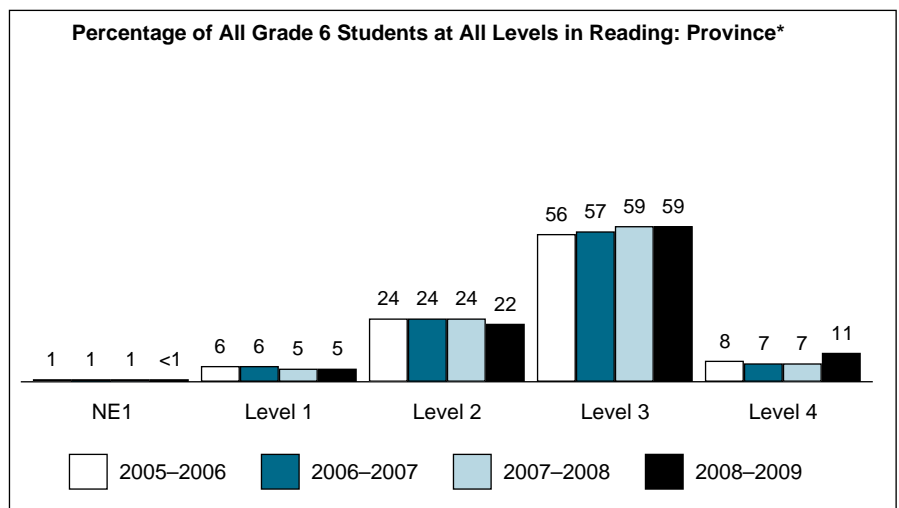
Grade 6 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	47	59	52	42
Level 4	4%	2%	4%	7%
Level 3	51%	68%	67%	48%
Level 2	32%	22%	25%	33%
Level 1	2%	2%	4%	5%
NE1**	0%	0%	0%	0%
Participating Students	89%	93%	100%	93%
No Data	0%	0%	0%	0%
Exempt	11%	7%	0%	7%
At or Above Provincial Standard†	55%	69%	71%	55%



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) 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.

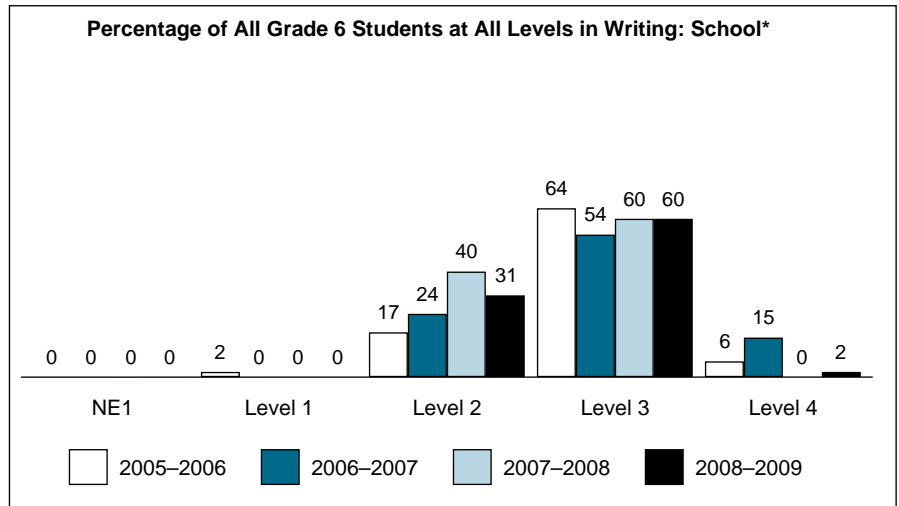
** See the Explanation of Terms.

† 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.

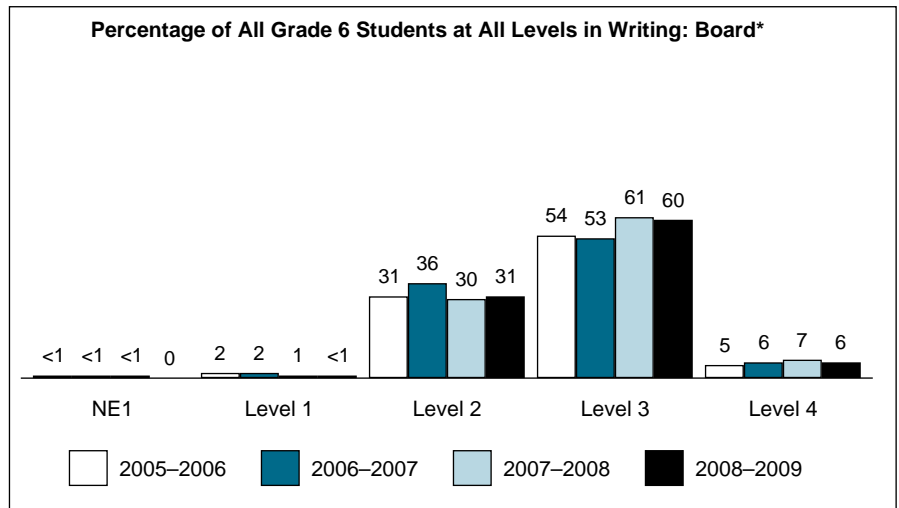
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Writing

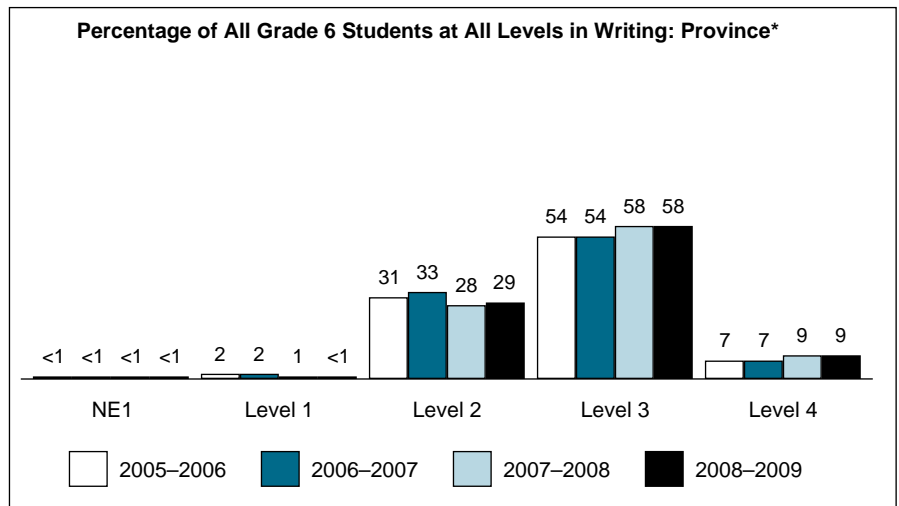
Grade 6 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	47	59	52	42
Level 4	6%	15%	0%	2%
Level 3	64%	54%	60%	60%
Level 2	17%	24%	40%	31%
Level 1	2%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	89%	93%	100%	93%
No Data	0%	0%	0%	0%
Exempt	11%	7%	0%	7%
At or Above Provincial Standard†	70%	69%	60%	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) 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.

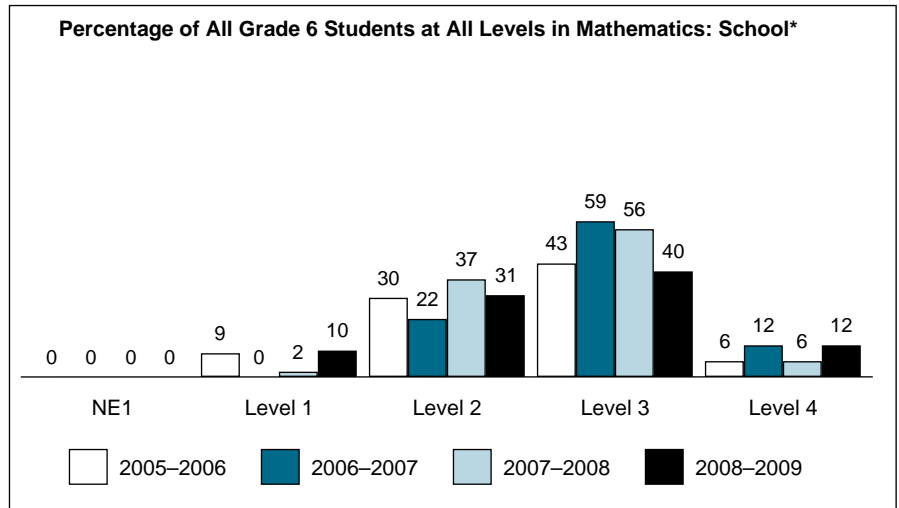
*** See the Explanation of Terms.

† 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.

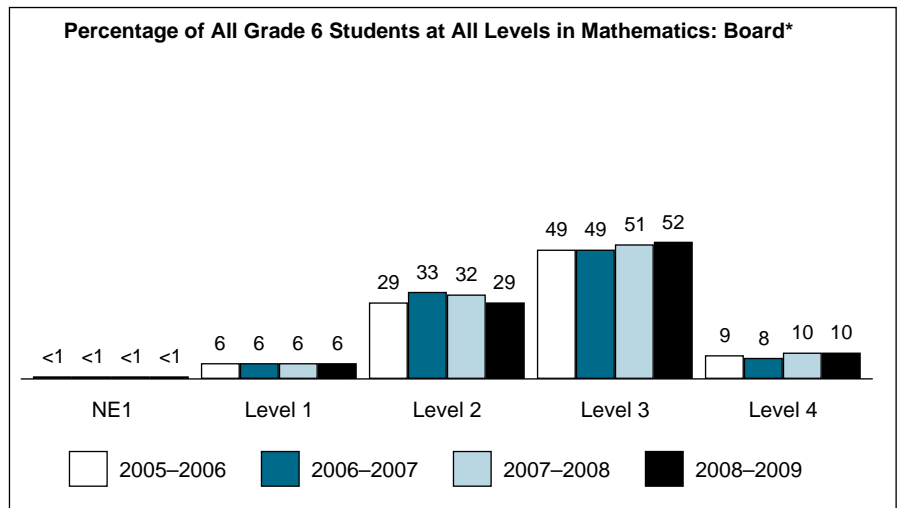
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Mathematics

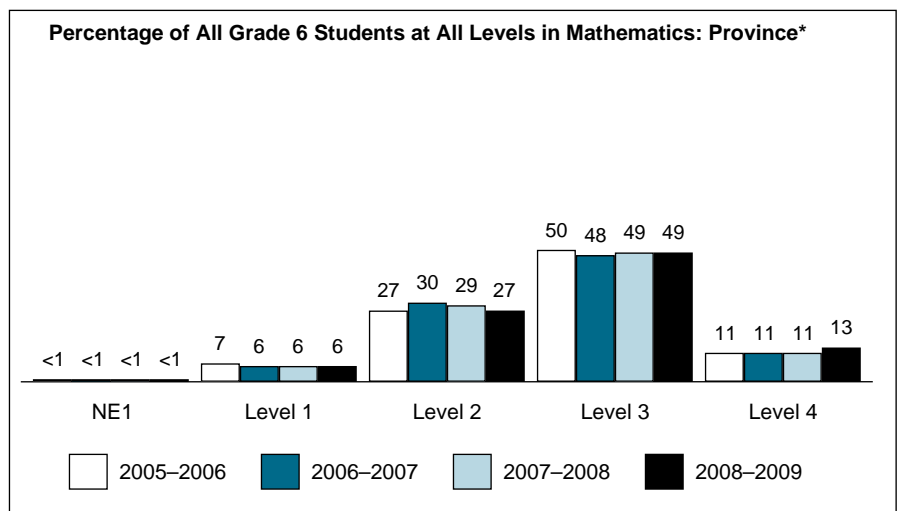
Grade 6 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	47	59	52	42
Level 4	6%	12%	6%	12%
Level 3	43%	59%	56%	40%
Level 2	30%	22%	37%	31%
Level 1	9%	0%	2%	10%
NE1**	0%	0%	0%	0%
Participating Students	87%	93%	100%	93%
No Data	0%	0%	0%	0%
Exempt	13%	7%	0%	7%
At or Above Provincial Standard†	49%	71%	62%	52%



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) for data from previous years.

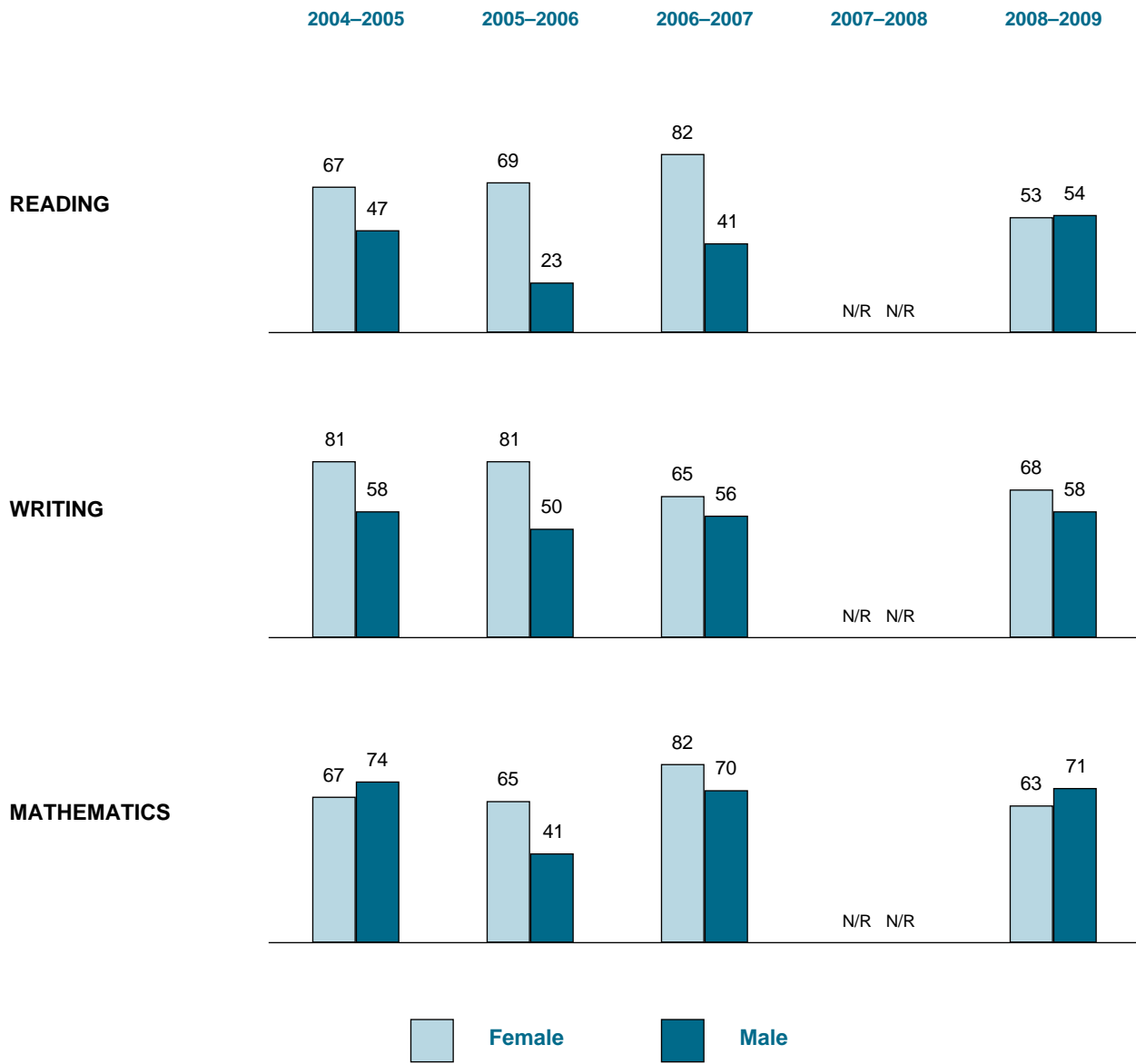
** Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† 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



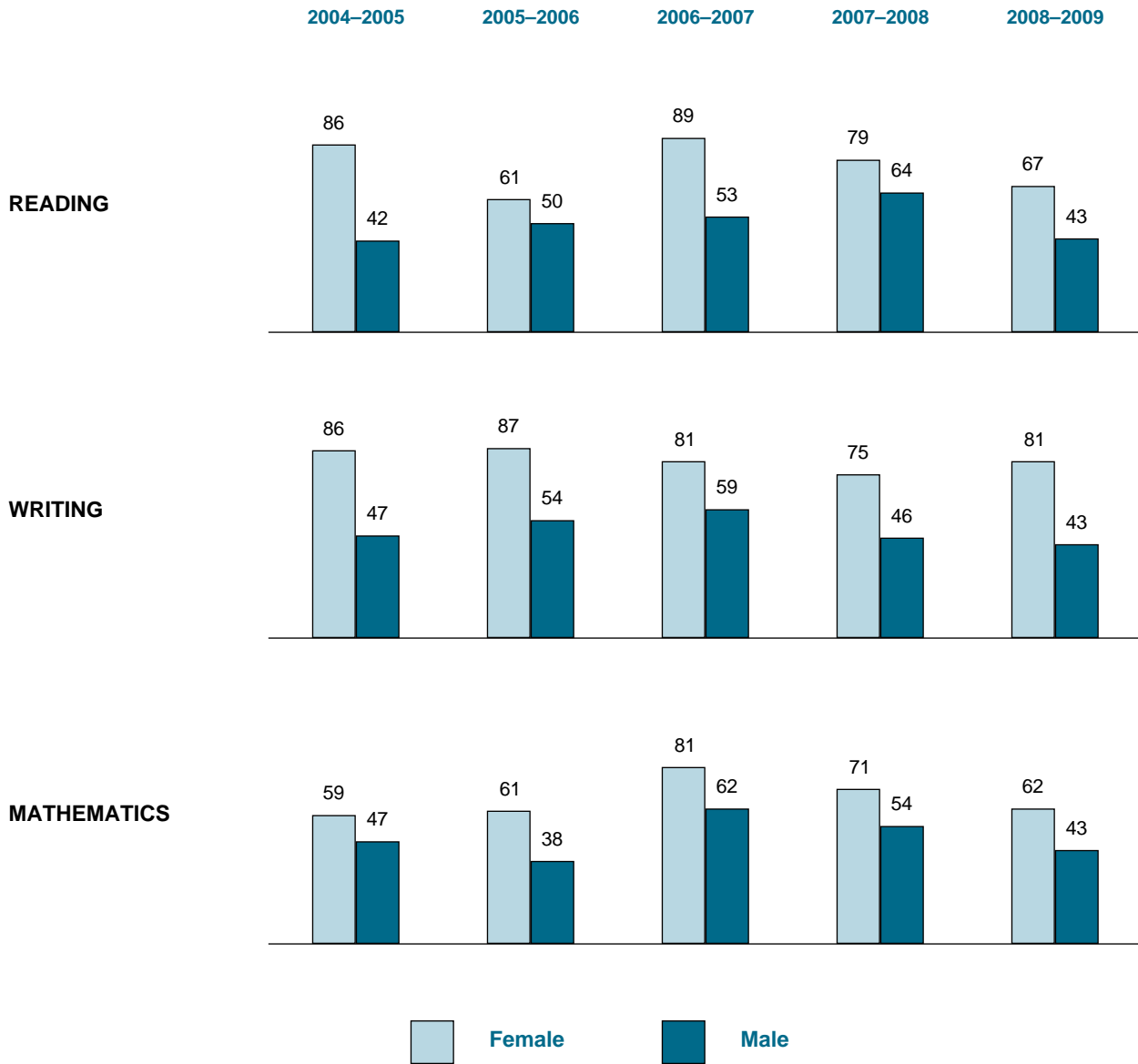
Total Number of Grade 3 Students†

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	21	38	26	22	17	27	13	29	19	24

† 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	22	19	23	24	27	32	24	28	21	21

† 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 (# = 43)				
Questionnaire Item	Percentage of Students*			Number of Students Who Answered "Yes"
	0		100	
I am a good reader.	74	23		32
I like to read.	63	30	5	27
I read by myself at home.	77	14	7	33
I read with someone older than me at home.	21	33	47	9
I use a computer for reading activities at school.	49	30	21	21
I am a good writer.	56	40	5	24
I like to write.	51	44		22
I write by myself at home.	72	19	9	31
Someone older than me helps me with my writing at home.	14	37	47	6
I use a computer for writing activities at school.	37	51	12	16
I am good at mathematics.	44	47	9	19
I like mathematics.	60	26	14	26
I use mathematics to solve problems outside school.	37	44	19	16
Someone older than me helps me with my mathematics at home.	26	51	23	11
I use a computer to learn mathematics at school.	14	44	40	6
I use a calculator to learn mathematics at school.	12	74	14	5
At home, there is a computer for me to use for school work.	49	23	28	21

■ Yes □ Sometimes ■ No

* 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 (# = 43)		
Questionnaire Item	Percentage of Students*	Number of Students
Language(s) students speak at home:		
only or mostly English	74	32
another language (or other languages) as often as English	16	7
only or mostly another language (or other languages)	9	4
Language(s) that people speak to students at home:		
only or mostly English	65	28
another language (or other languages) as often as English	26	11
only or mostly another language (or other languages)	9	4

* 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 (# = 43)	Female* (# = 19)	Male* (# = 24)	All Students (# = 4 283)	Female* (# = 2 148)	Male* (# = 2 135)	All Students (# = 119 830)	Female* (# = 58 867)	Male* (# = 60 963)
Percentage of Students Who Answered “Yes” to the Statements Below									
Reading									
I am a good reader.	74%	58%	88%	68%	69%	67%	67%	69%	65%
I like to read.	63%	63%	62%	57%	65%	50%	61%	69%	53%
I read by myself at home.	77%	68%	83%	58%	60%	56%	59%	61%	57%
I read with someone older than me at home.	21%	5%	33%	16%	15%	17%	15%	14%	16%
I use a computer for reading activities at school.	49%	53%	46%	29%	30%	28%	22%	22%	23%
Writing									
I am a good writer.	56%	47%	62%	51%	57%	44%	48%	55%	42%
I like to write.	51%	63%	42%	50%	58%	42%	51%	60%	43%
I write by myself at home.	72%	74%	71%	54%	59%	49%	54%	59%	50%
Someone older than me helps me with my writing at home.	14%	11%	17%	16%	15%	17%	16%	14%	18%
I use a computer for writing activities at school.	37%	37%	38%	31%	30%	31%	26%	25%	26%
Mathematics									
I am good at mathematics.	44%	32%	54%	54%	46%	62%	53%	46%	60%
I like mathematics.	60%	58%	62%	57%	54%	60%	59%	57%	61%
I use mathematics to solve problems outside school.	37%	37%	38%	33%	32%	33%	31%	31%	32%
Someone older than me helps me with my mathematics at home.	26%	32%	21%	26%	29%	23%	26%	28%	24%
I use a computer to learn mathematics at school.	14%	21%	8%	27%	27%	26%	25%	25%	25%
I use a calculator to learn mathematics at school.	12%	11%	12%	16%	15%	16%	13%	11%	14%
Computer at home									
There is a computer for me to use for school work.	49%	58%	42%	52%	54%	50%	48%	50%	46%

* Includes only students for whom gender data were available.




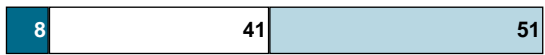
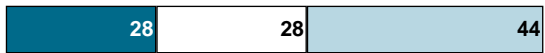



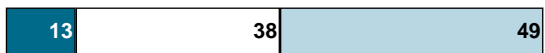
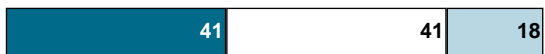
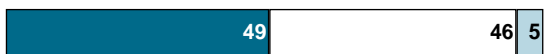



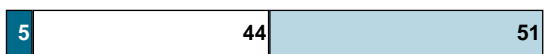
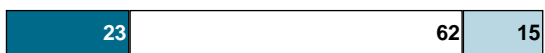

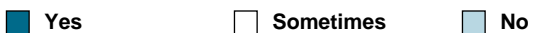
Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2008–2009

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 43)	Female* (# = 19)	Male* (# = 24)	All Students (# = 4 283)	Female* (# = 2 148)	Male* (# = 2 135)	All Students (# = 119 830)	Female* (# = 58 867)	Male* (# = 60 963)
Language(s) students speak at home:**									
only or mostly English	74%	74%	75%	89%	88%	89%	79%	78%	80%
another language (or other languages) as often as English	16%	16%	17%	8%	8%	7%	12%	13%	11%
only or mostly another language (or other languages)	9%	11%	8%	4%	4%	3%	8%	8%	8%
Language(s) that people speak to students at home:**									
only or mostly English	65%	58%	71%	86%	86%	86%	74%	74%	75%
another language (or other languages) as often as English	26%	32%	21%	8%	7%	8%	12%	12%	11%
only or mostly another language (or other languages)	9%	11%	8%	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 (# = 39)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
	0 100	
I am a good reader.		30
I like to read.		24
I read by myself at home.		20
I read with someone older than me at home.		3
I use a computer for reading activities at school.		11
I am a good writer.		24
I like to write.		18
I write by myself at home.		23
Someone older than me helps me with my writing at home.		5
I use a computer for writing activities at school.		16
I am good at mathematics.		19
I like mathematics.		14
I use mathematics to solve problems outside school.		19
Someone older than me helps me with my mathematics at home.		16
I use a computer to learn mathematics at school.		2
I use a calculator to learn mathematics at school.		9
At home, there is a computer for me to use for school work.		33
		

* 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 (# = 39)		
Questionnaire Item	Percentage of Students*	Number of Students
Language(s) students speak at home:		
only or mostly English	77	30
another language (or other languages) as often as English	15	6
only or mostly another language (or other languages)	8	3
Language(s) that people speak to students at home:		
only or mostly English	69	27
another language (or other languages) as often as English	21	8
only or mostly another language (or other languages)	10	4

* 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 (# = 39)	Female* (# = 21)	Male* (# = 18)	All Students (# = 4 816)	Female* (# = 2 349)	Male* (# = 2 467)	All Students (# = 130 290)	Female* (# = 64 074)	Male* (# = 66 216)
Percentage of Students Who Answered “Yes” to the Statements Below									
Reading									
I am a good reader.	77%	81%	72%	65%	68%	63%	65%	69%	61%
I like to read.	62%	76%	44%	50%	61%	39%	53%	64%	42%
I read by myself at home.	51%	57%	44%	64%	73%	56%	70%	78%	62%
I read with someone older than me at home.	8%	10%	6%	5%	4%	5%	4%	3%	4%
I use a computer for reading activities at school.	28%	19%	39%	14%	14%	15%	13%	13%	14%
Writing									
I am a good writer.	62%	76%	44%	41%	49%	34%	42%	48%	36%
I like to write.	46%	57%	33%	41%	52%	30%	42%	52%	32%
I write by myself at home.	59%	62%	56%	45%	52%	37%	50%	57%	43%
Someone older than me helps me with my writing at home.	13%	14%	11%	10%	9%	10%	9%	7%	10%
I use a computer for writing activities at school.	41%	38%	44%	32%	32%	33%	30%	29%	31%
Mathematics									
I am good at mathematics.	49%	52%	44%	49%	41%	58%	49%	40%	57%
I like mathematics.	36%	33%	39%	43%	37%	49%	45%	38%	51%
I use mathematics to solve problems outside school.	49%	38%	61%	38%	36%	40%	35%	31%	38%
Someone older than me helps me with my mathematics at home.	41%	43%	39%	24%	28%	21%	22%	25%	19%
I use a computer to learn mathematics at school.	5%	0%	11%	12%	12%	12%	13%	13%	13%
I use a calculator to learn mathematics at school.	23%	33%	11%	27%	28%	25%	25%	26%	24%
Computer at home									
There is a computer for me to use for school work.	85%	81%	89%	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 (# = 39)	Female* (# = 21)	Male* (# = 18)	All Students (# = 4 816)	Female* (# = 2 349)	Male* (# = 2 467)	All Students (# = 130 290)	Female* (# = 64 074)	Male* (# = 66 216)
Language(s) students speak at home:**									
only or mostly English	77%	81%	72%	92%	92%	91%	81%	81%	82%
another language (or other languages) as often as English	15%	19%	11%	6%	6%	6%	12%	13%	11%
only or mostly another language (or other languages)	8%	0%	17%	2%	2%	3%	6%	6%	7%
Language(s) that people speak to students at home:**									
only or mostly English	69%	67%	72%	89%	89%	88%	76%	75%	76%
another language (or other languages) as often as English	21%	29%	11%	6%	6%	6%	12%	13%	12%
only or mostly another language (or other languages)	10%	5%	17%	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

All Students	Results are reported for all students in the grade.
Participating Students	Results are reported only for those students who took part in the assessment (excludes "no data" and "exempt" categories).
Provincial Standard	The Ministry of Education has set Level 3 as the provincial standard.
Level 4	The student has demonstrated the required knowledge and skills. Achievement surpasses the provincial standard.
Level 3	The student has demonstrated most of the required knowledge and skills. Achievement is at the provincial standard.
Level 2	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.
Level 1	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.
NE1	"Not enough evidence for Level 1" is used when students did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.
No Data	Students who did not complete any part of the assessment due to absence or for medical or other reasons.
Exempt	Students who were formally exempted from participation in one or more components of the assessment.
English Language Learners	Students who have been identified by the school in accordance with English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007). Prior to 2007, English language learners were called English as a second language (ESL)/English literacy development (ELD) learners.
English Language Learners Receiving a Special Provision	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.
Students with Special Needs (excluding gifted)	Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students identified as gifted are not included.
Students Receiving One or More Accommodations	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.
N/R	"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.
N/D	"No data available" is used to indicate that there were no students in the grade or subject for the group or year specified.
W	Results for some or all students are being withheld by EQAO. For further information, please contact the school principal.