



# ***School/Community Report***

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

## ***Athabasca Street P.S.***

65 Athabasca Street  
Oshawa, ON  
L1H 7H7  
905-723-8233

***Principal: Nancy Cleaveley***

***Vice-Principal: Diana Chevrier***

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

Our school is located in an established area of East Oshawa, with some of our students coming from new subdivisions to the north, an established subdivision to the south, and a few within walking distance of our school. Our total enrolment is 365. Sixteen percent of this year's tested population is identified as special needs. Our school has a regional special education class. Programming includes a diversified support structure for individual student achievement. Staff and community work together to establish a teaching and learning environment that is fun, safe, equitable, positive, and nurturing.

Through Professional Development, we are building expertise in the delivery of new initiatives in numeracy, literacy, and assessment. Literacy programming includes, Guided, Modelled, and Independent Reading and Writing, CASI, Running Records, Literacy Through Drama and computer assisted learning programs such as Academy of Reading and SuccessMaker. We develop a full understanding of numeracy skills through the use of manipulatives, mental math, and problem solving techniques. Parents play an active role in learning at Athabasca, assisting as volunteers in the classroom and the library.

Our library is the hub of literacy activities with Read Aloud periods, Literature Circles, Book Talks, Book Fairs and various other programs with special attention being given to the needs of boys, aboriginal and character education when making new library purchases.

Co-curricular activities such as sports teams, spirit days, student council, house league programs, and various clubs are available to students. Parents are very much a part of the Athabasca co-curricular experience. Parents organize our Healthy Snack program, Popcorn and Pizza days, our Grade Eight Graduation fund-raising activities and our Fun Fair in June.

Our school philosophy of success is reflected each month during our Spirit Assemblies. The school congregates in the gym at regular intervals to celebrate students who have contributed to school spirit and/or achieved great individual success at school. Individual success and social responsibility are key values at Athabasca. Individual classes take responsibility for presenting positive character traits through the Arts during these assemblies.

## ***About the 2009-2010 Results/Next Steps***

At Athabasca P.S. we have made gains every year since 2004 in our Reading, Writing and Mathematics scores at both the primary and junior level. Last year we made significant gains. Our goal is to continue this upward trend as we work as a team to in-service staff and inform them of current trends and initiatives.

This past year 75% of our Primary students were at or above the provincial standard in Mathematics and Writing and 56% met the standard in reading. At the junior level, 64% of our students met the Provincial standard in Reading, 50% in writing and 55% in Mathematics. Almost all of our remaining students are at level 2 and therefore close to meeting Provincial Standard. It is our goal to move these students to the next level in the next few years. In order to accomplish this, all staff members will continue to participate in professional development opportunities, and self-reflect to ensure best practices are implemented fully.. We are committed to using new reading, writing and mathematics resources, analysing current data and discovering areas where our students may need specific and targeted instruction. We greatly value the contribution of our parent volunteers in our programs and plan to continue this partnership to further improve and foster positive student learning .

With the efforts of so many, we have continued to make solid gains this year. Staff, students,

parents, and community all have a role to play in creating the teaching and learning environment necessary for individual success. We will continue to work as a team and engage in professional development and planning to ensure that Athabasca P.S. continues to be a caring, effective, enjoyable and positive environment for everyone!



# School Report



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

**School: Athabasca Street PS (026670)**  
**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.

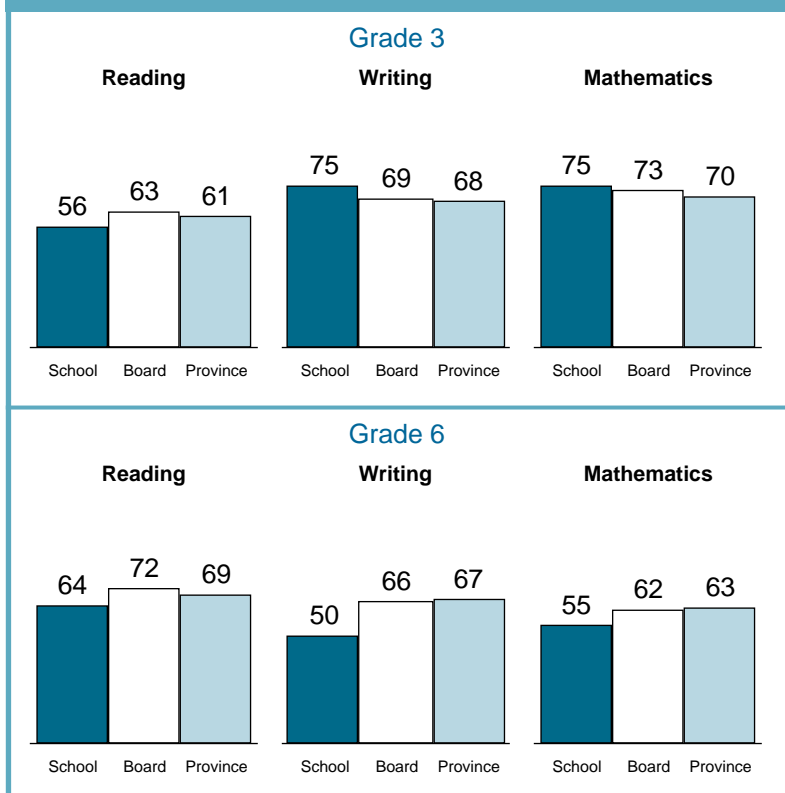
I trust this report will help parents, educators and all who support a strong public education system work together so that all students can reach their full potential.

Sincerely,

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

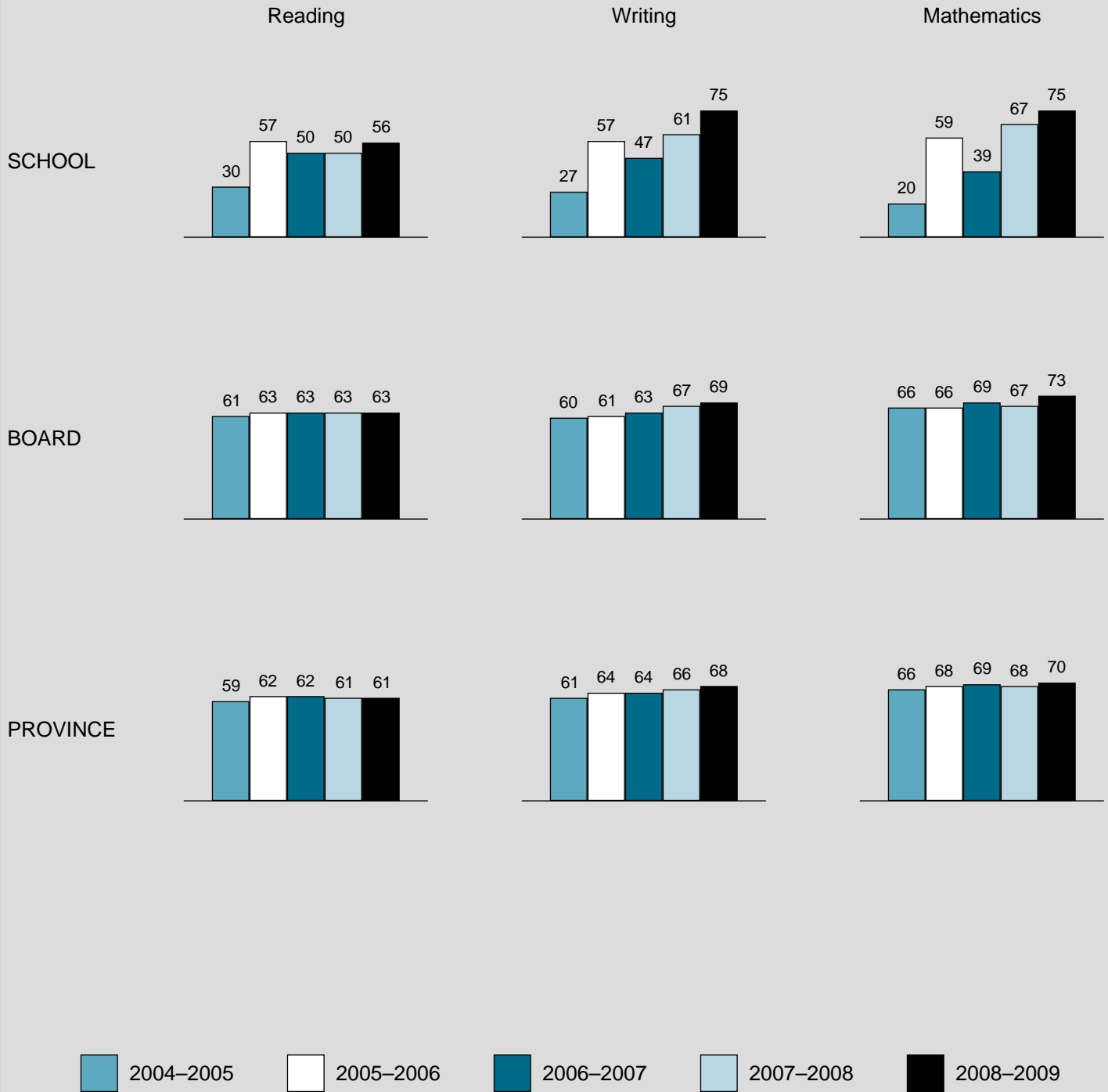
WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
<b>Percentages of all students at or above the provincial standard:</b>		
• 2008–2009 .....	1	1
• Over time .....	2	3
<b>Tips for using this report .....</b>	<b>4</b>	<b>4</b>
<b>Contextual information: 2008–2009 .....</b>	<b>5</b>	<b>9</b>
<b>Results for groups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

## 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**

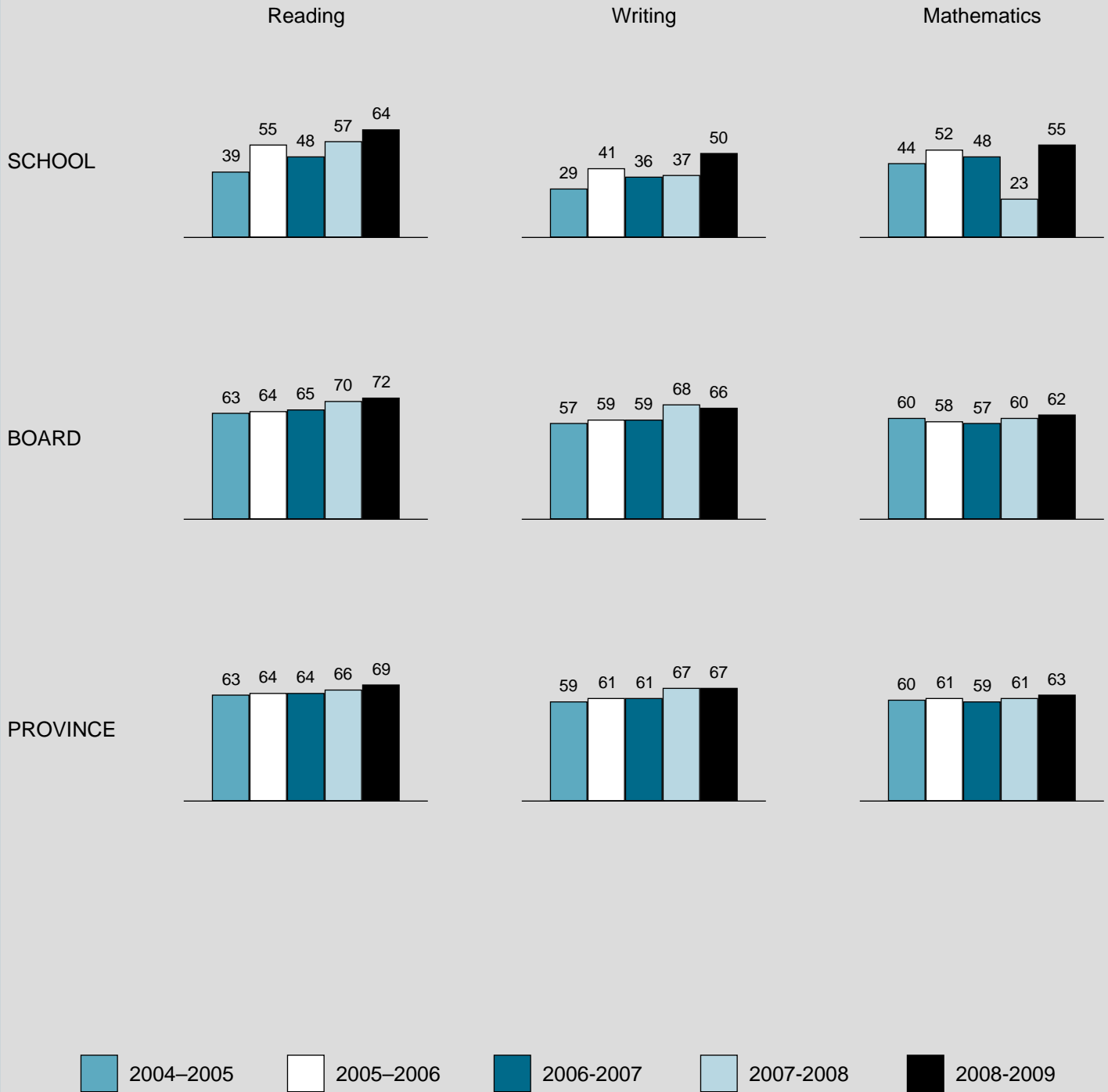


**Total Number of Grade 3 Students**

	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
School	30	37	38	36	36
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	29	33	35	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](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	36		4 449		125 481	
Number of classes with Grade 3 students	2		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	18	50%	2 208	50%	60 999	49%
Male	18	50%	2 241	50%	64 482	51%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status</b>						
English language learners**	0	0%	85	2%	11 281	9%
Students with special needs (excluding gifted)**	5	14%	538	12%	18 291	15%
<b>Place of Birth</b>						
Born in Canada	33	92%	4 195	94%	111 561	89%
Born outside Canada	2	6%	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	2	6%	183	4%	8 946	7%
<b>Language</b>						
First language learned at home was other than English	0	0%	271	6%	27 084	22%
<b>Year Student Entered Current School</b>						
Year of the assessment	9	25%	532	12%	16 746	13%
Year prior to the assessment	3	8%	507	11%	14 545	12%
2 years prior to the assessment	2	6%	850	19%	16 821	13%
3 or more years prior to the assessment	22	61%	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	3	8%	280	6%	8 720	7%
Year prior to the assessment	1	3%	280	6%	8 048	6%
2 years prior to the assessment	2	6%	570	13%	11 982	10%
3 or more years prior to the assessment	30	83%	3 296	74%	93 098	74%
Data not available	0	0%	23	1%	3 633	3%

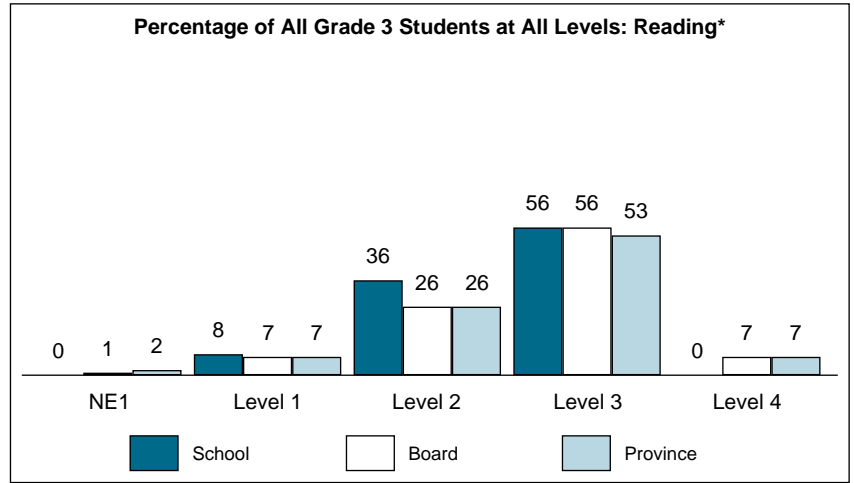
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

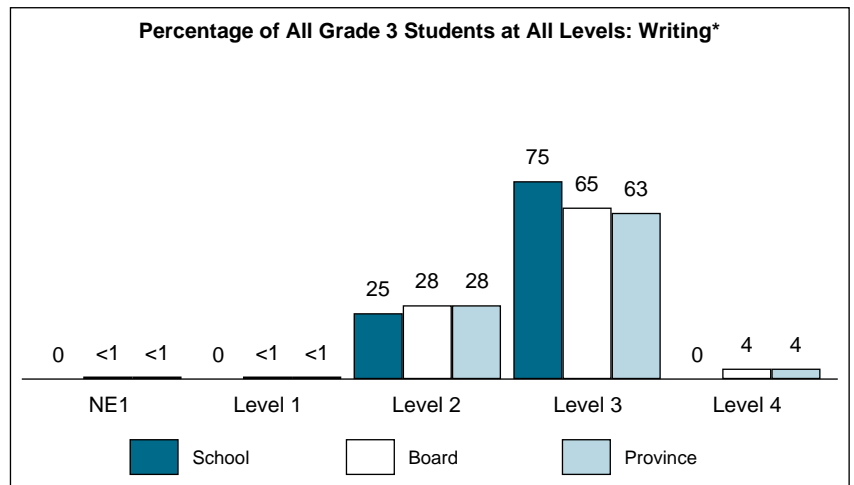
## Results in Reading, Writing and Mathematics, 2008–2009

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

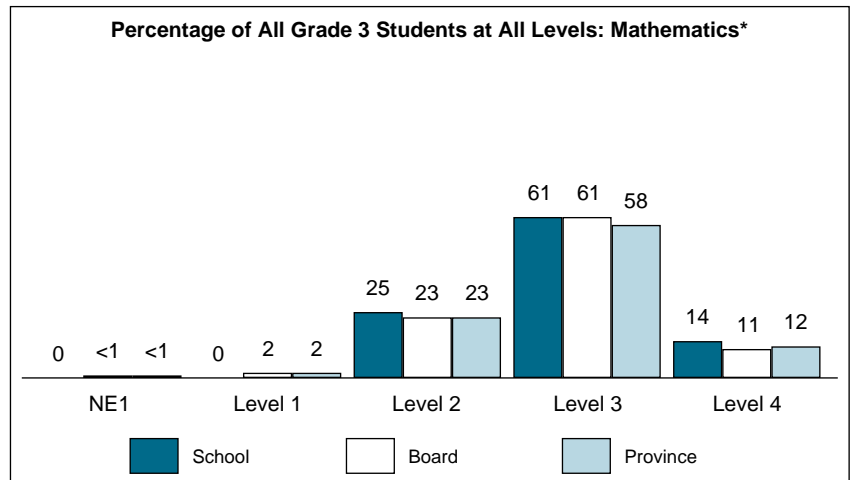
Grade 3: Reading*				
Number of Students	School 36		Board 3 926	Province 121 787
	#	%	%	%
Level 4	0	0%	7%	7%
Level 3	20	56%	56%	53%
Level 2	13	36%	26%	26%
Level 1	3	8%	7%	7%
NE1**	0	0%	1%	2%
Participating Students	36	100%	97%	95%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	4%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		56%	63%	61%



Grade 3: Writing*				
Number of Students	School 36		Board 3 926	Province 121 788
	#	%	%	%
Level 4	0	0%	4%	4%
Level 3	27	75%	65%	63%
Level 2	9	25%	28%	28%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	36	100%	97%	96%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		75%	69%	68%



Grade 3: Mathematics*				
Number of Students	School 36		Board 4 449	Province 125 464
	#	%	%	%
Level 4	5	14%	11%	12%
Level 3	22	61%	61%	58%
Level 2	9	25%	23%	23%
Level 1	0	0%	2%	2%
NE1**	0	0%	<1%	<1%
Participating Students	36	100%	97%	96%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		75%	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.

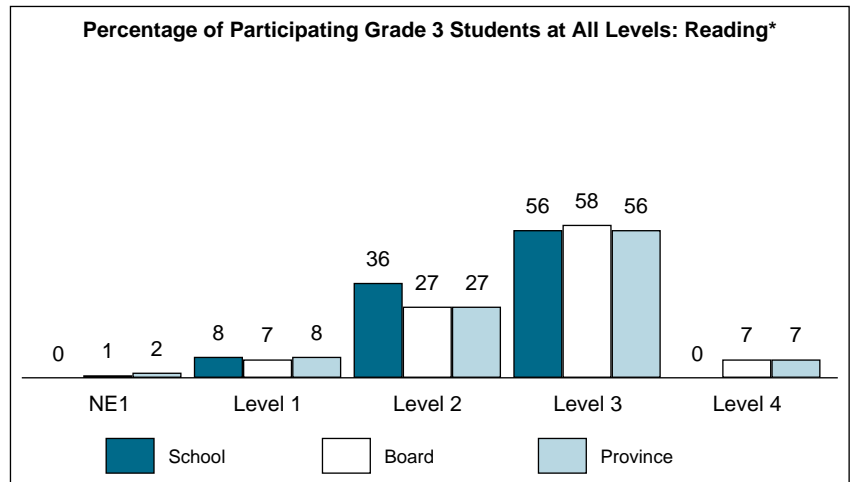
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

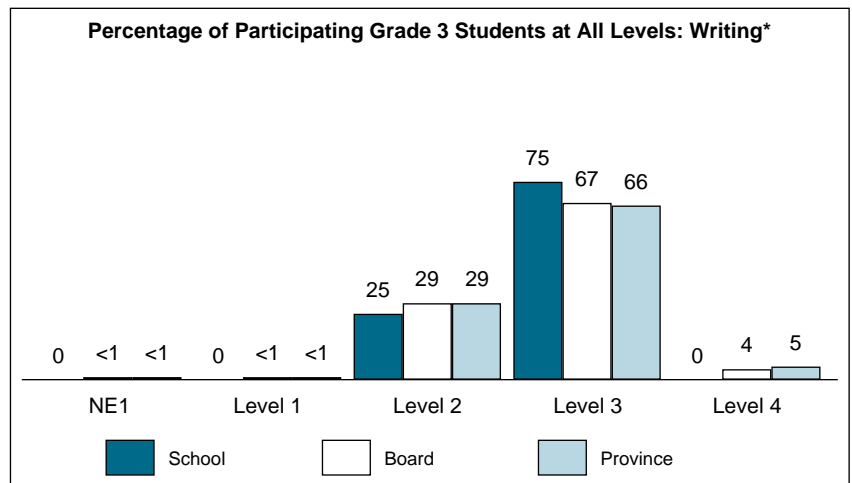
Results in Reading, Writing and Mathematics, 2008–2009

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

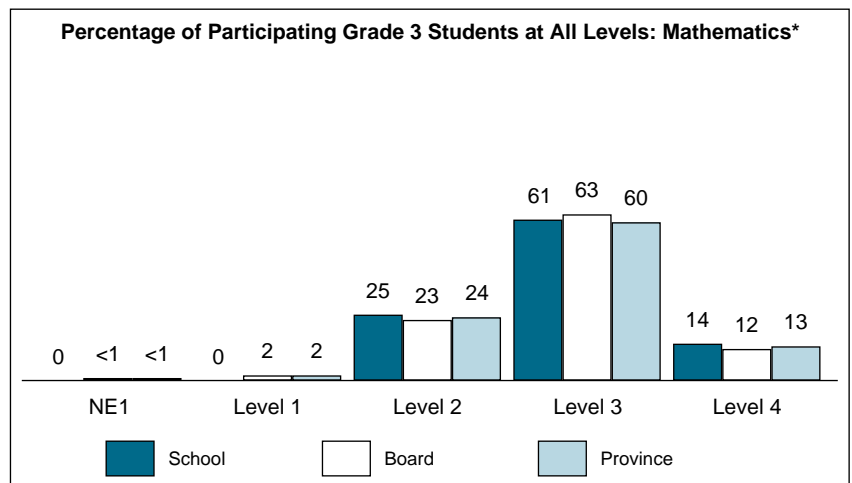
Grade 3: Reading*				
Number of Students	School 36		Board 3 803	Province 116 256
	#	%	%	%
Level 4	0	0%	7%	7%
Level 3	20	56%	58%	56%
Level 2	13	36%	27%	27%
Level 1	3	8%	7%	8%
NE1**	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †	56%		65%	63%



Grade 3: Writing*				
Number of Students	School 36		Board 3 804	Province 116 812
	#	%	%	%
Level 4	0	0%	4%	5%
Level 3	27	75%	67%	66%
Level 2	9	25%	29%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	75%		71%	71%



Grade 3: Mathematics*				
Number of Students	School 36		Board 4 326	Province 120 405
	#	%	%	%
Level 4	5	14%	12%	13%
Level 3	22	61%	63%	60%
Level 2	9	25%	23%	24%
Level 1	0	0%	2%	2%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	75%		75%	73%



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

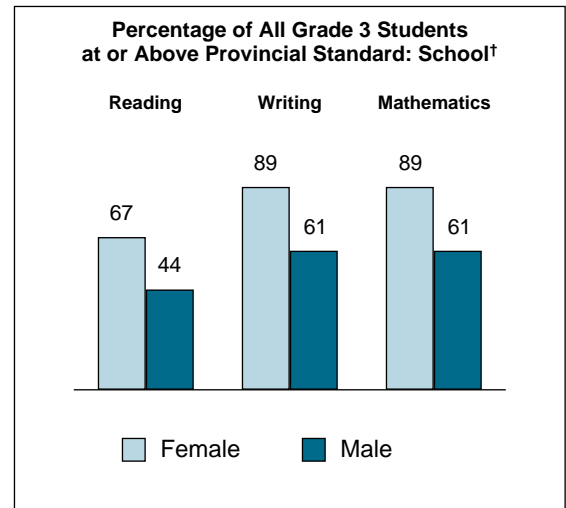
\*\* See the Explanation of Terms.

† 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.

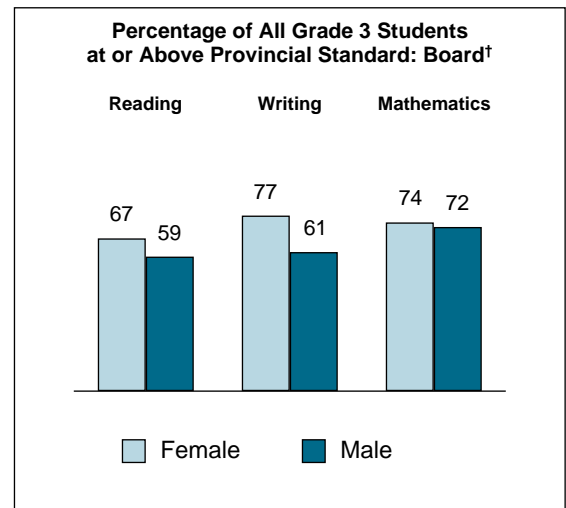
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: Gender††

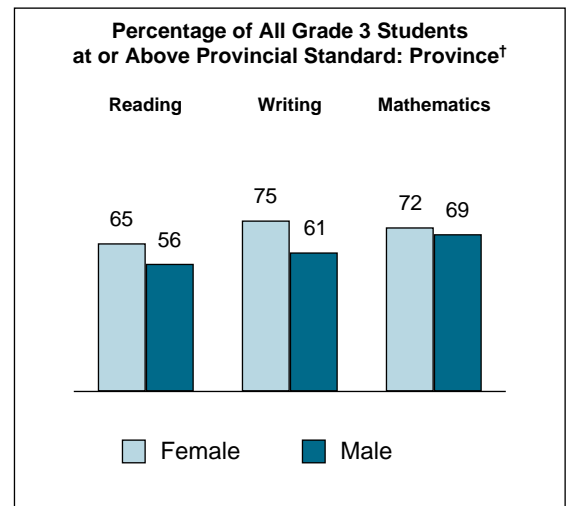
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	18	18	18	18	18	18
Level 4	0%	0%	0%	0%	17%	11%
Level 3	67%	44%	89%	61%	72%	50%
Level 2	28%	44%	11%	39%	11%	39%
Level 1	6%	11%	0%	0%	0%	0%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	100%	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)†	67%	44%	89%	61%	89%	61%



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	1 889	2 037	1 889	2 037	2 208	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	Male	Female	Male	Female	Male
	58 888	62 899	58 889	62 899	60 985	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	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
<b>Gender</b>						
Female	17	40%	2 401	48%	66 276	49%
Male	25	60%	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)**	7	17%	806	16%	24 326	18%
<b>Place of Birth</b>						
Born in Canada	41	98%	4 608	93%	118 305	87%
Born outside Canada	1	2%	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	1	2%	282	6%	12 798	9%
<b>Language</b>						
First language learned at home was other than English	1	2%	279	6%	27 824	20%
<b>Year Student Entered Current School</b>						
Year of the assessment	4	10%	544	11%	30 253	22%
Year prior to the assessment	5	12%	502	10%	13 485	10%
2 years prior to the assessment	2	5%	581	12%	12 503	9%
3 or more years prior to the assessment	30	71%	3 305	67%	79 176	58%
Data not available	1	2%	22	<1%	659	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	3	7%	265	5%	9 175	7%
Year prior to the assessment	1	2%	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	36	86%	4 087	82%	105 510	78%
Data not available	1	2%	26	1%	5 588	4%

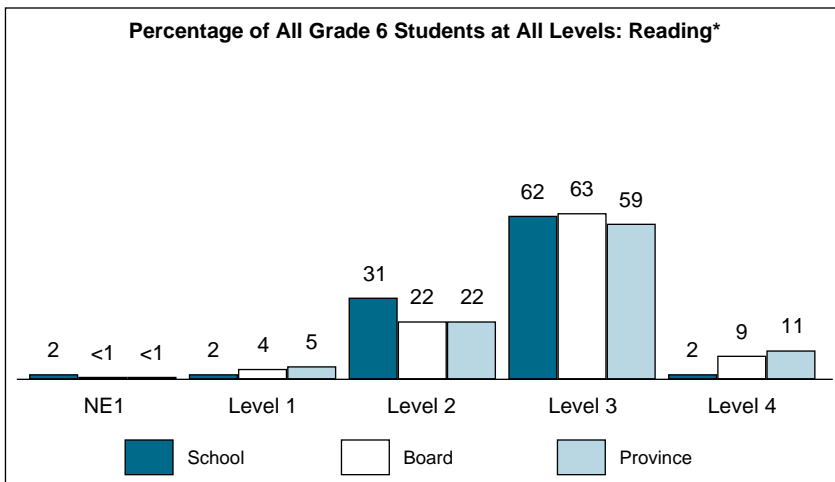
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

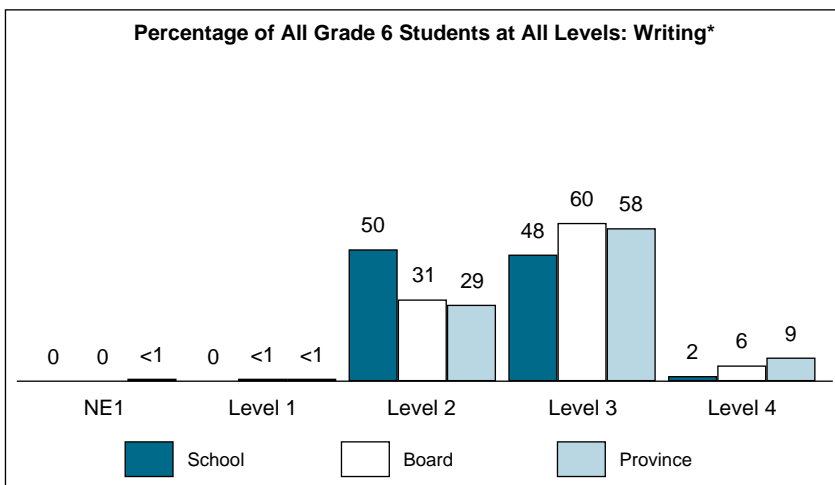
## Results in Reading, Writing and Mathematics, 2008–2009

### Grade 6: All Students

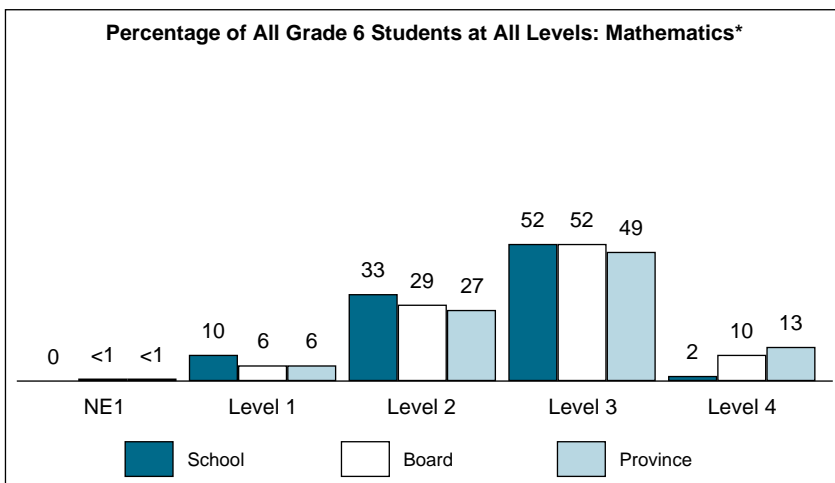
Grade 6: Reading*				
Number of Students	School 42		Board 4 954	Province 136 069
	#	%	%	%
Level 4	1	2%	9%	11%
Level 3	26	62%	63%	59%
Level 2	13	31%	22%	22%
Level 1	1	2%	4%	5%
NE1**	1	2%	<1%	<1%
Participating Students	42	100%	98%	96%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		64%	72%	69%



Grade 6: Writing*				
Number of Students	School 42		Board 4 954	Province 136 075
	#	%	%	%
Level 4	1	2%	6%	9%
Level 3	20	48%	60%	58%
Level 2	21	50%	31%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
Participating Students	42	100%	98%	96%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		50%	66%	67%



Grade 6: Mathematics*				
Number of Students	School 42		Board 4 954	Province 136 075
	#	%	%	%
Level 4	1	2%	10%	13%
Level 3	22	52%	52%	49%
Level 2	14	33%	29%	27%
Level 1	4	10%	6%	6%
NE1**	0	0%	<1%	<1%
Participating Students	41	98%	97%	96%
No Data	0	0%	<1%	1%
Exempt	1	2%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		55%	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.

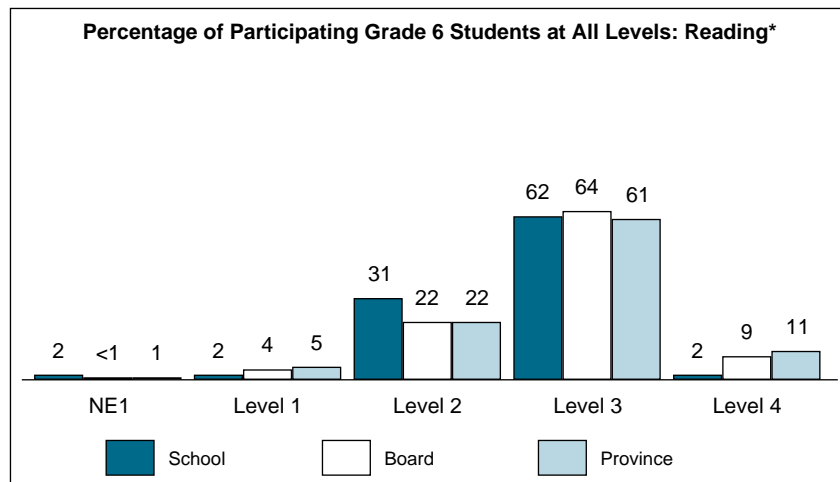
\*\* See the Explanation of Terms.

† 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.

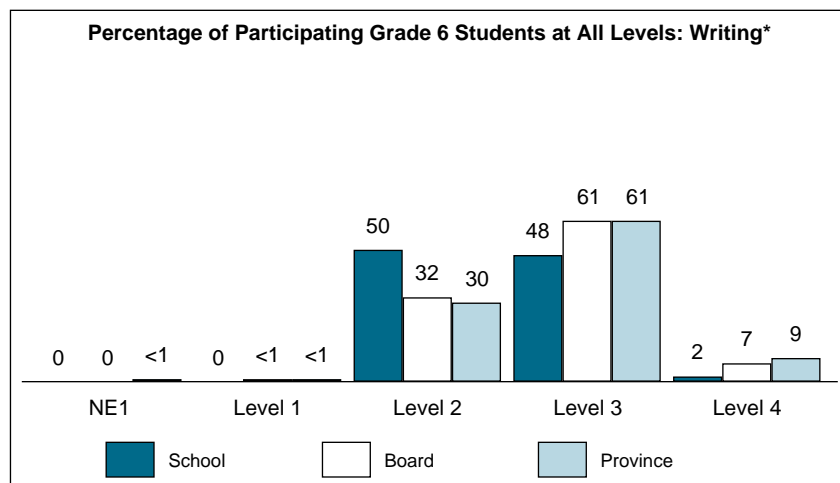
Results in Reading, Writing and Mathematics, 2008–2009

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

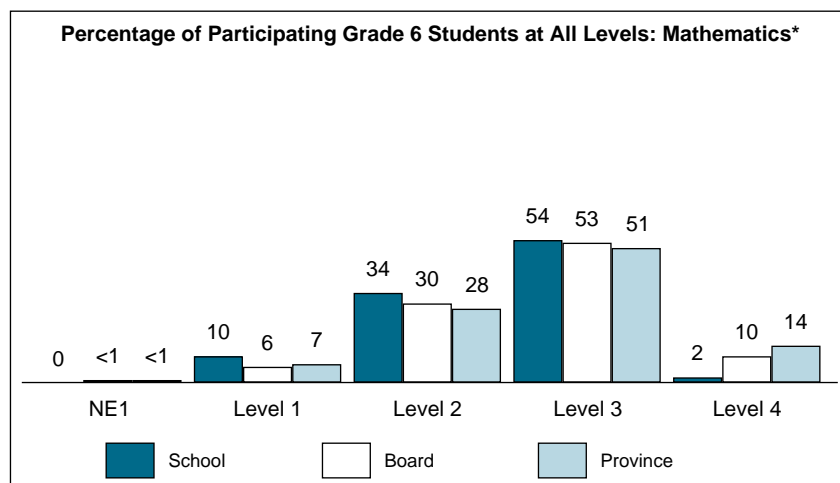
Grade 6: Reading*				
Number of Students	School 42		Board 4 845	Province 131 173
	#	%	%	%
Level 4	1	2%	9%	11%
Level 3	26	62%	64%	61%
Level 2	13	31%	22%	22%
Level 1	1	2%	4%	5%
NE1**	1	2%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †	64%		73%	72%



Grade 6: Writing*				
Number of Students	School 42		Board 4 840	Province 131 296
	#	%	%	%
Level 4	1	2%	7%	9%
Level 3	20	48%	61%	61%
Level 2	21	50%	32%	30%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	50%		68%	70%



Grade 6: Mathematics*				
Number of Students	School 41		Board 4 815	Province 130 902
	#	%	%	%
Level 4	1	2%	10%	14%
Level 3	22	54%	53%	51%
Level 2	14	34%	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.

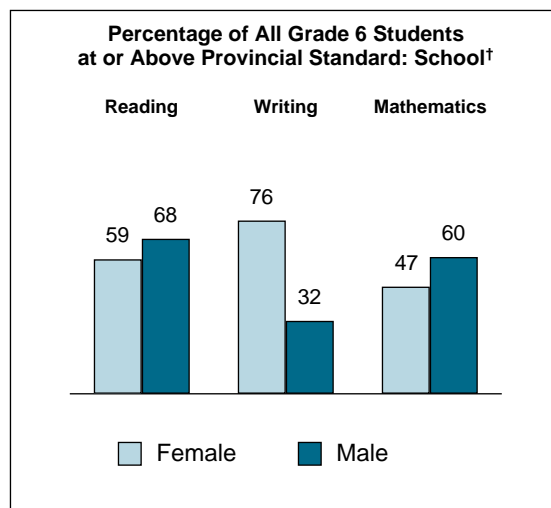
\*\* See the Explanation of Terms.

† 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.

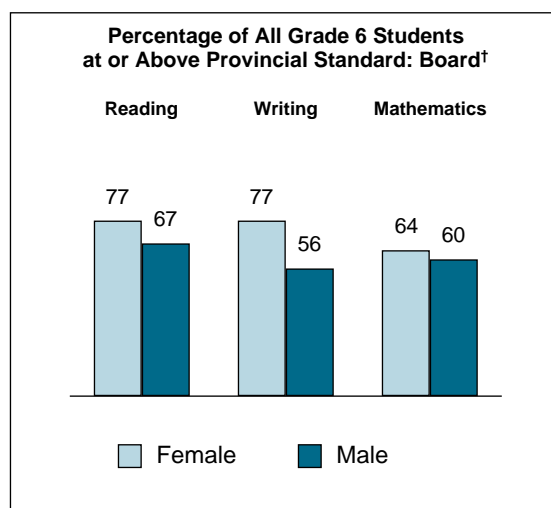
## Results in Reading, Writing and Mathematics, 2008–2009

### Grade 6: Gender††

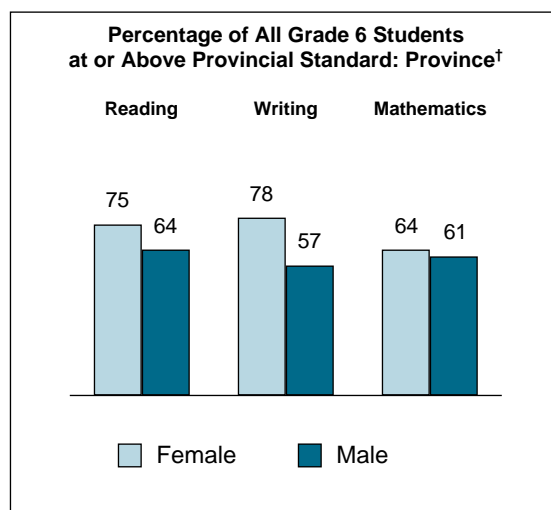
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 17	Male 25	Female 17	Male 25	Female 17	Male 25
Level 4	6%	0%	6%	0%	6%	0%
Level 3	53%	68%	71%	32%	41%	60%
Level 2	35%	28%	24%	68%	41%	28%
Level 1	0%	4%	0%	0%	6%	12%
NE1**	6%	0%	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%	94%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	0%	0%	0%	6%	0%
At or Above Provincial Standard (Levels 3 and 4)†	59%	68%	76%	32%	47%	60%



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	30	37	38	36	36
<b>Participation in the Assessment</b>					
Reading <sup>†</sup>	90%	97%	100%	92%	100%
Writing <sup>†</sup>	90%	95%	100%	100%	100%
Mathematics <sup>†</sup>	90%	95%	100%	100%	100%
<b>Gender</b>					
Female	57%	41%	74%	50%	50%
Male	43%	59%	26%	50%	50%
<b>Student Status</b>					
English language learners**	0%	3%	0%	0%	0%
Students with special needs (excluding gifted)**	17%	5%	16%	11%	14%
<b>Place of Birth</b>					
Born in Canada	87%	100%	100%	100%	92%
Born outside Canada	3%	0%	0%	0%	6%
In Canada less than one year	3%	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%	0%	0%	0%	6%
<b>Language</b>					
First language learned at home was other than English	3%	3%	0%	0%	0%
<b>Year Student Entered Current School</b>					
Year of the assessment		11%	18%	22%	25%
Year prior to the assessment	Data not collected <sup>††</sup>	5%	13%	22%	8%
2 years prior to the assessment		8%	3%	6%	6%
3 or more years prior to the assessment		76%	66%	50%	61%
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.

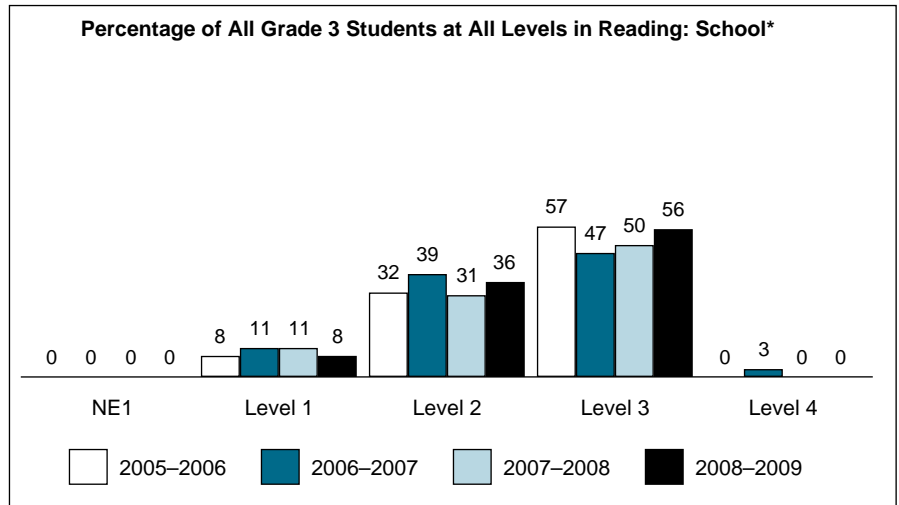
\*\* See the Explanation of Terms.

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

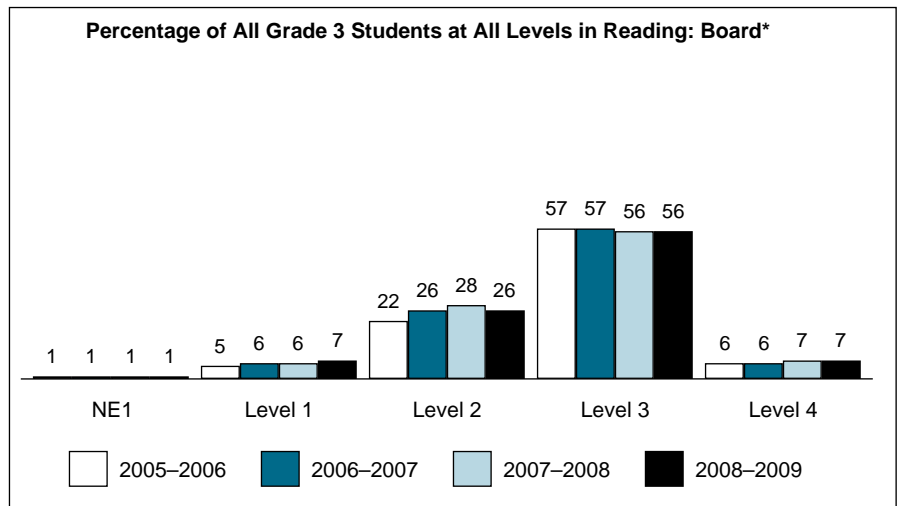
Results over Time, 2005–2006 to 2008–2009\*

Grade 3: Reading

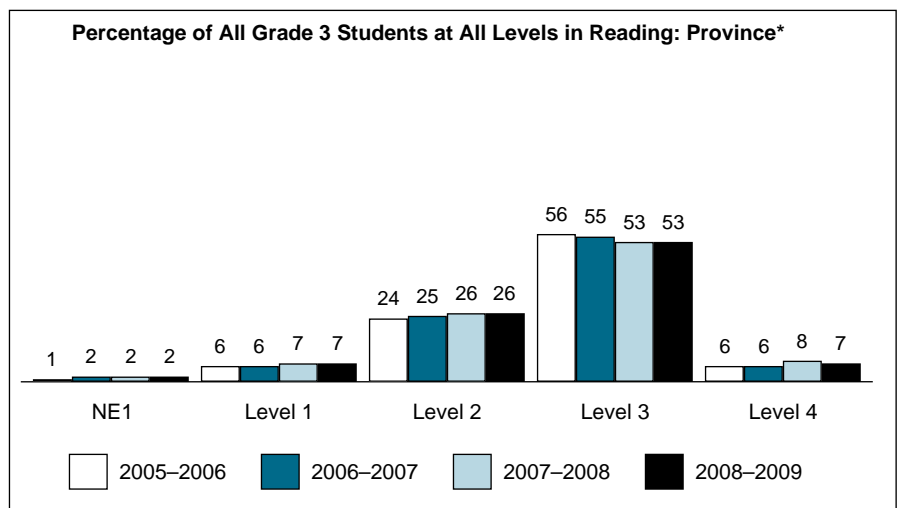
Grade 3 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	37	38	36	36
Level 4	0%	3%	0%	0%
Level 3	57%	47%	50%	56%
Level 2	32%	39%	31%	36%
Level 1	8%	11%	11%	8%
NE1**	0%	0%	0%	0%
Participating Students	97%	100%	92%	100%
No Data	0%	0%	0%	0%
Exempt	3%	0%	8%	0%
At or Above Provincial Standard†	57%	50%	50%	56%



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.

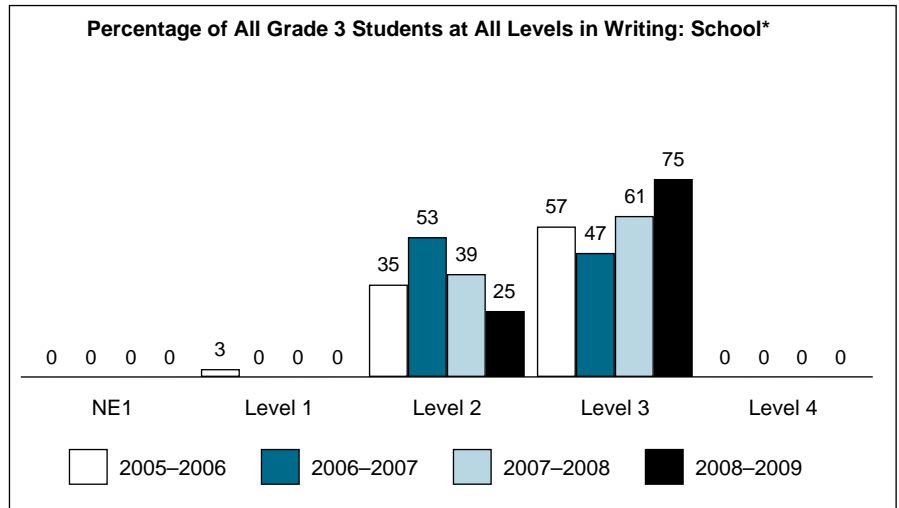
\*\* See the Explanation of Terms.

† 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.

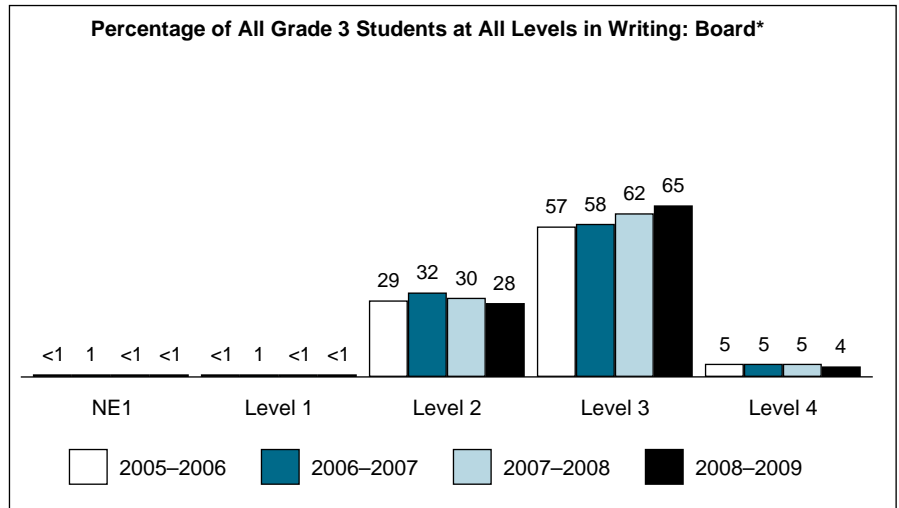
Results over Time, 2005–2006 to 2008–2009\*

Grade 3: Writing

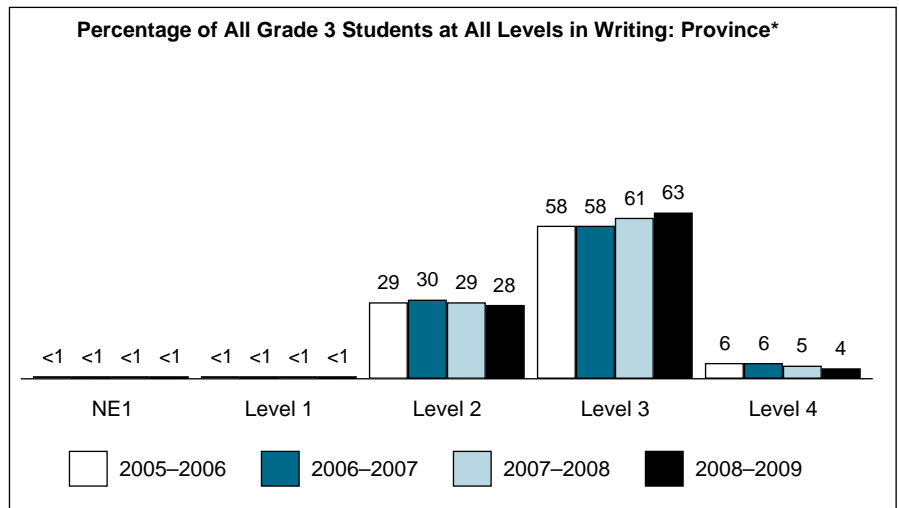
Grade 3 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	37	38	36	36
Level 4	0%	0%	0%	0%
Level 3	57%	47%	61%	75%
Level 2	35%	53%	39%	25%
Level 1	3%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	95%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	5%	0%	0%	0%
At or Above Provincial Standard†	57%	47%	61%	75%



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.

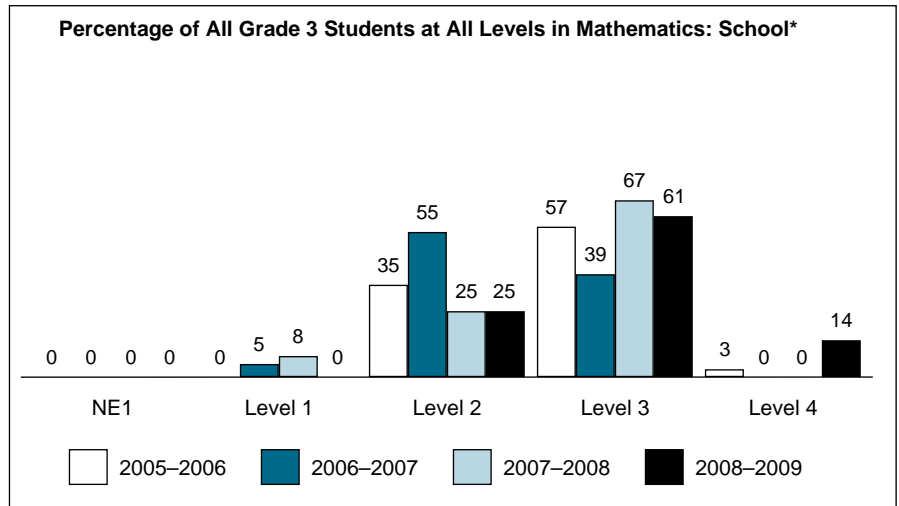
† See the Explanation of Terms.

‡ 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

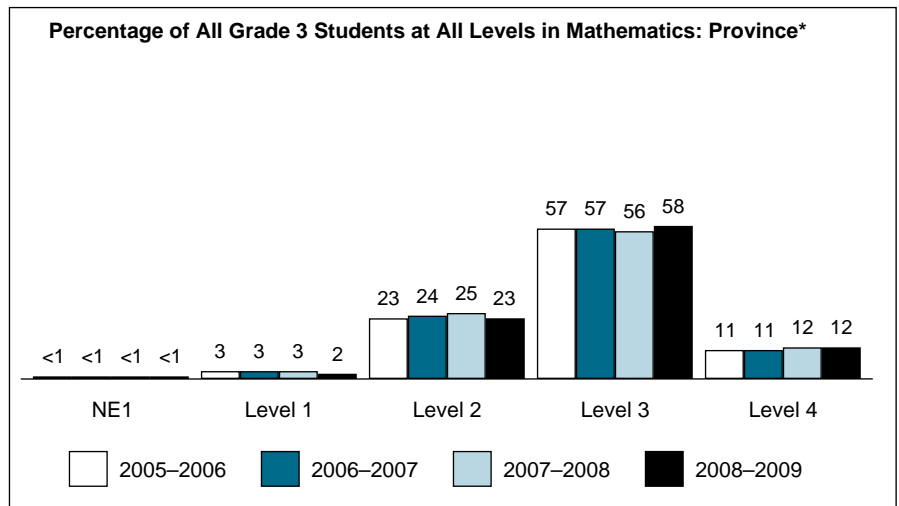
Grade 3 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	37	38	36	36
Level 4	3%	0%	0%	14%
Level 3	57%	39%	67%	61%
Level 2	35%	55%	25%	25%
Level 1	0%	5%	8%	0%
NE1**	0%	0%	0%	0%
Participating Students	95%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	5%	0%	0%	0%
At or Above Provincial Standard†	59%	39%	67%	75%



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	41	29	33	35	42
<b>Participation in the Assessment</b>					
Reading	90%	86%	100%	97%	100%
Writing	90%	86%	100%	97%	100%
Mathematics	93%	90%	100%	97%	98%
<b>Gender</b>					
Female	41%	48%	45%	57%	40%
Male	56%	52%	55%	43%	60%
<b>Student Status</b>					
English language learners**	0%	0%	0%	0%	0%
Students with special needs (excluding gifted)**	15%	14%	18%	14%	17%
<b>Place of Birth</b>					
Born in Canada	95%	97%	100%	91%	98%
Born outside Canada	2%	3%	0%	9%	2%
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%	3%	0%
In Canada three years or more	2%	3%	0%	6%	2%
<b>Language</b>					
First language learned at home was other than English	0%	0%	3%	3%	2%
<b>Year Student Entered Current School</b>					
Year of the assessment		14%	24%	20%	10%
Year prior to the assessment	Data not collected††	3%	15%	26%	12%
2 years prior to the assessment		10%	9%	9%	5%
3 or more years prior to the assessment		72%	52%	46%	71%
Data not available		0%	0%	0%	2%

\* 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.

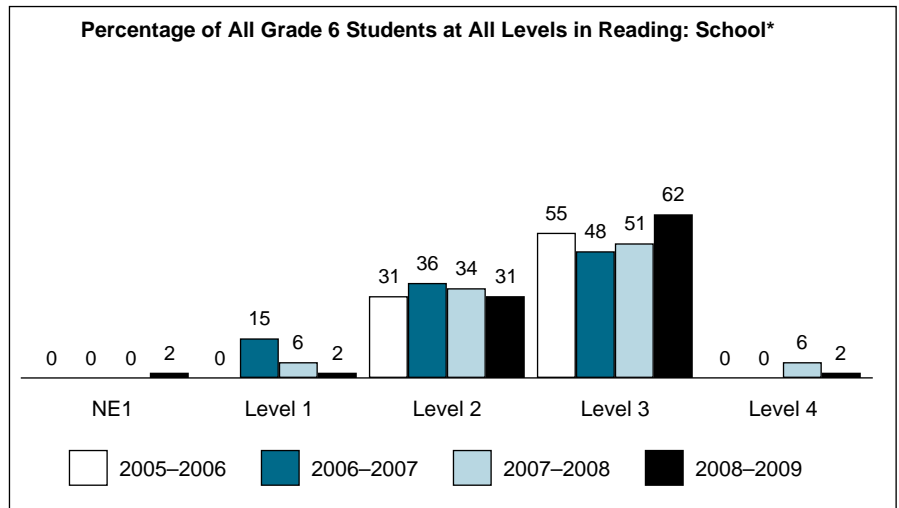
\*\* See the Explanation of Terms.

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

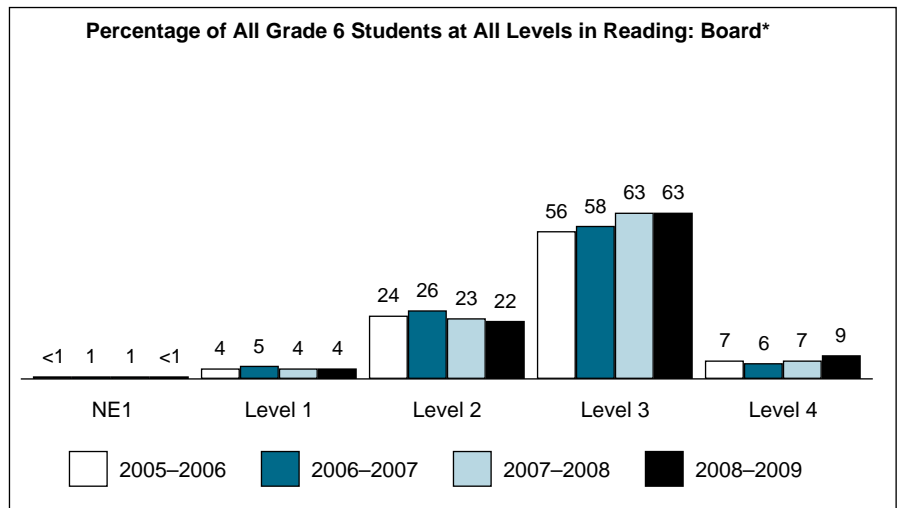
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Reading

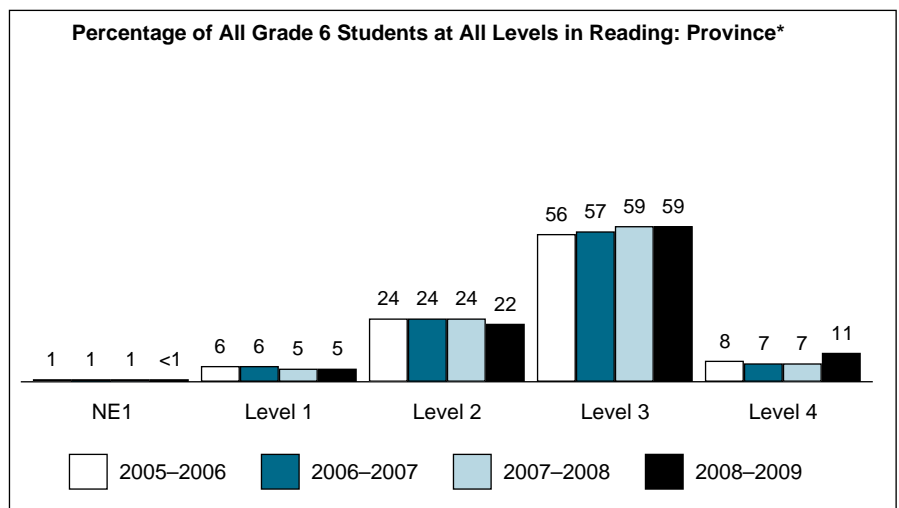
Grade 6 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	29	33	35	42
Level 4	0%	0%	6%	2%
Level 3	55%	48%	51%	62%
Level 2	31%	36%	34%	31%
Level 1	0%	15%	6%	2%
NE1**	0%	0%	0%	2%
Participating Students	86%	100%	97%	100%
No Data	0%	0%	3%	0%
Exempt	14%	0%	0%	0%
At or Above Provincial Standard†	55%	48%	57%	64%



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.

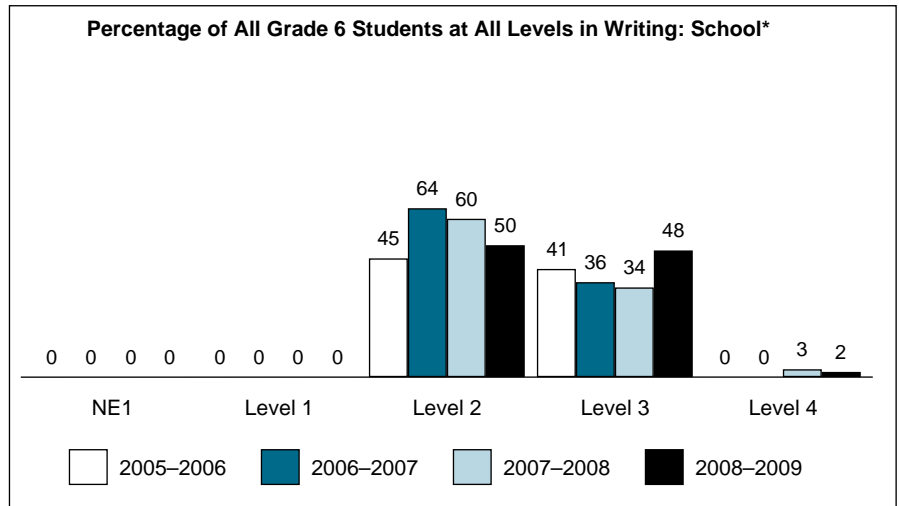
\*\* See the Explanation of Terms.

† 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.

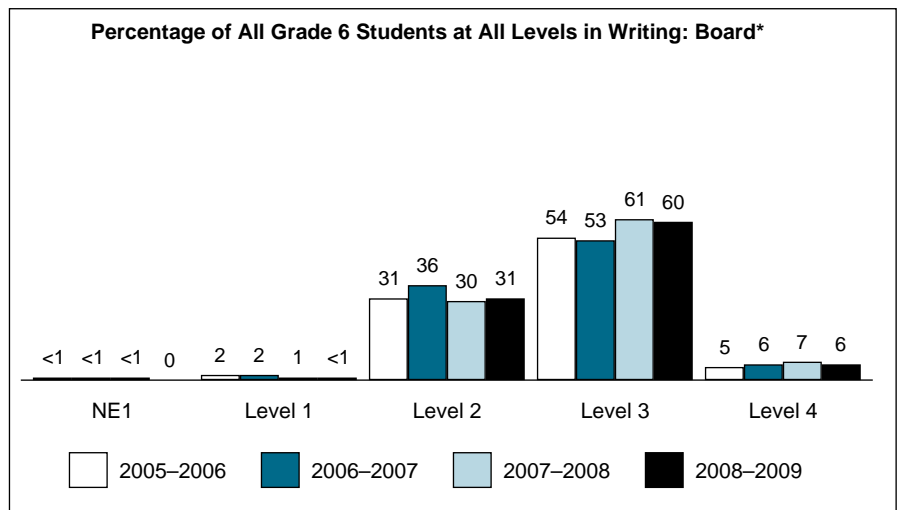
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Writing

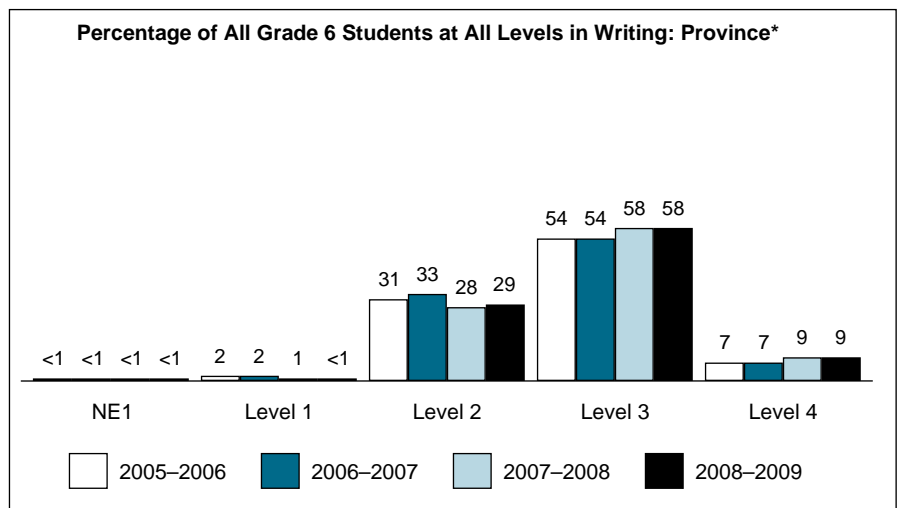
Grade 6 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	29	33	35	42
Level 4	0%	0%	3%	2%
Level 3	41%	36%	34%	48%
Level 2	45%	64%	60%	50%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	86%	100%	97%	100%
No Data	0%	0%	3%	0%
Exempt	14%	0%	0%	0%
At or Above Provincial Standard†	41%	36%	37%	50%



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.

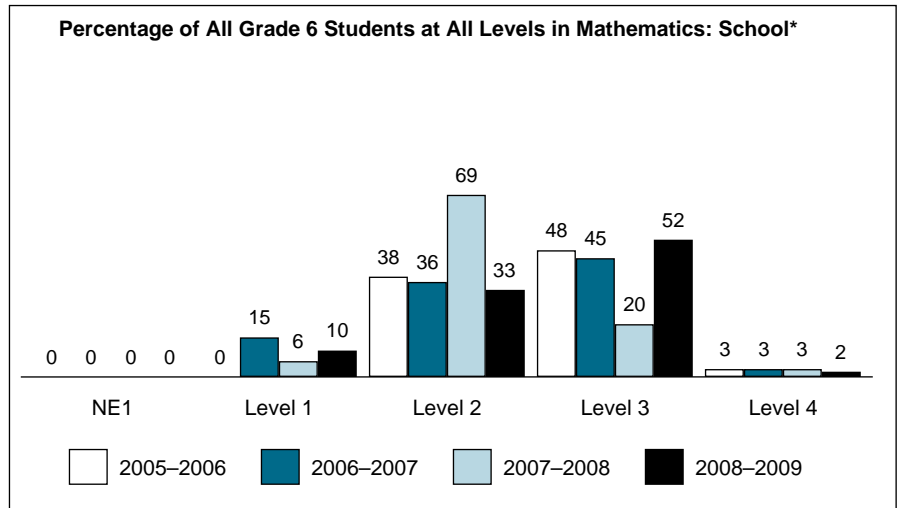
\*\*\* See the Explanation of Terms.

† 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.

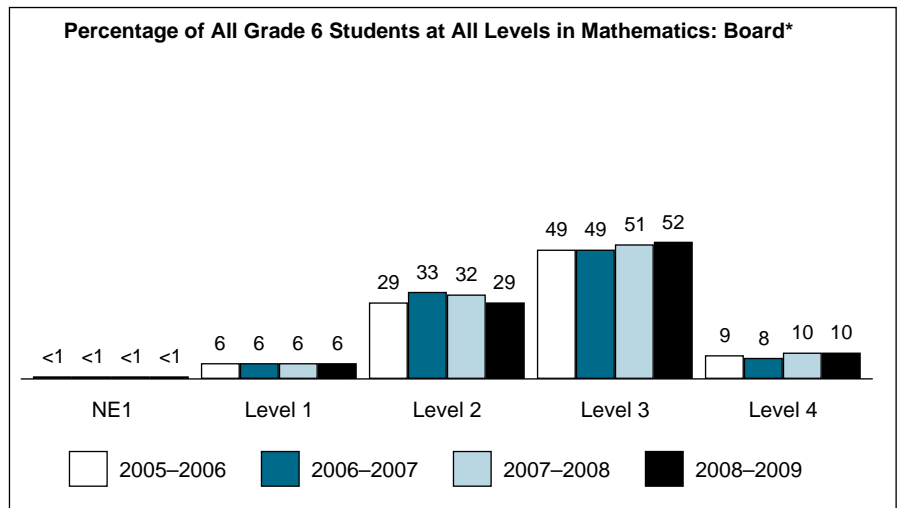
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Mathematics

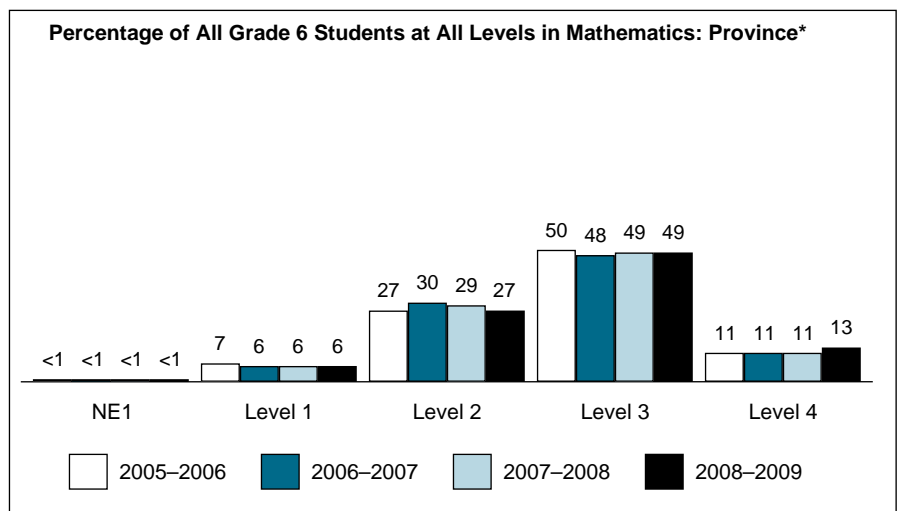
Grade 6 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	29	33	35	42
Level 4	3%	3%	3%	2%
Level 3	48%	45%	20%	52%
Level 2	38%	36%	69%	33%
Level 1	0%	15%	6%	10%
NE1**	0%	0%	0%	0%
Participating Students	90%	100%	97%	98%
No Data	0%	0%	3%	0%
Exempt	10%	0%	0%	2%
At or Above Provincial Standard†	52%	48%	23%	55%



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.

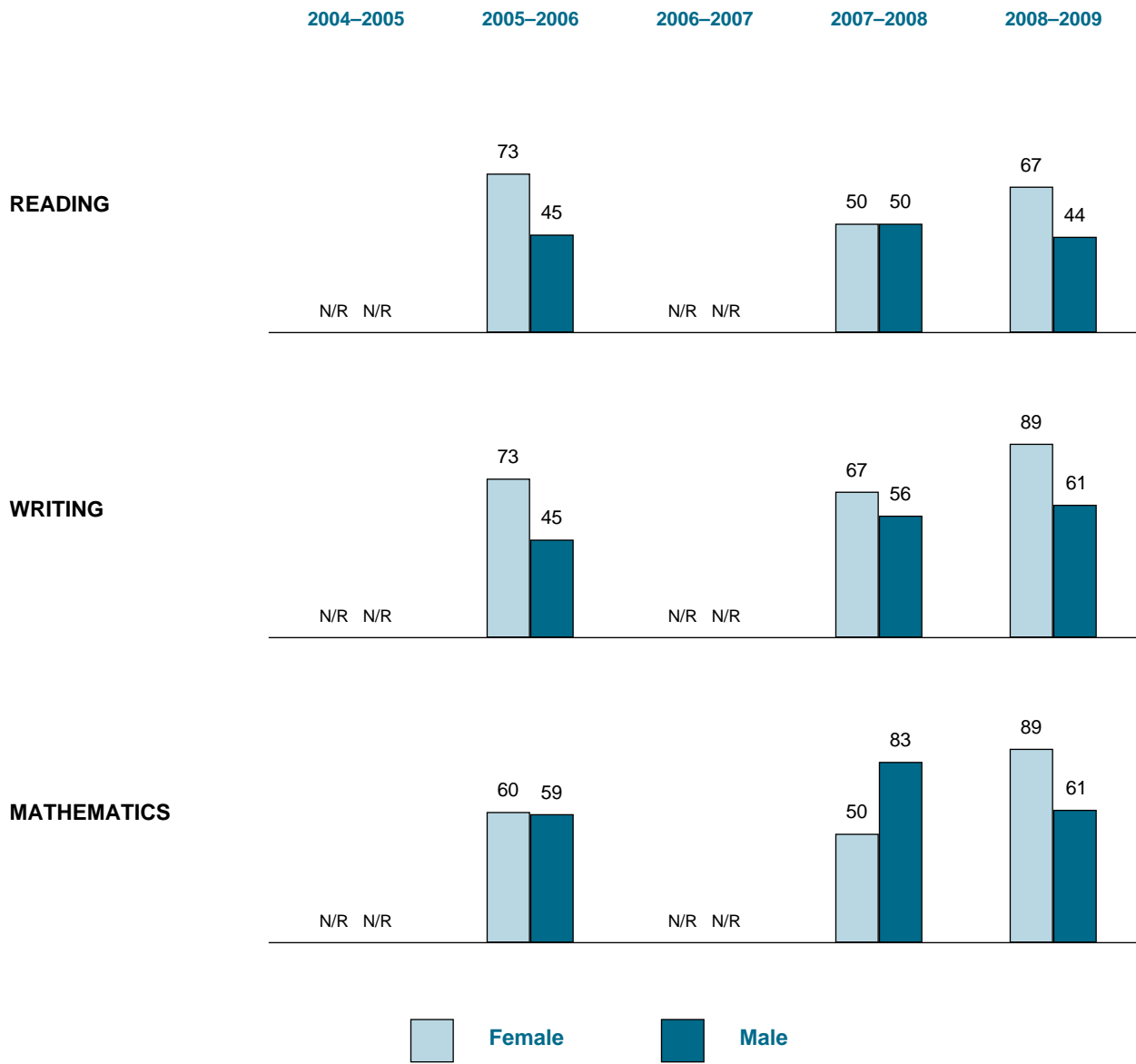
\*\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† 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**



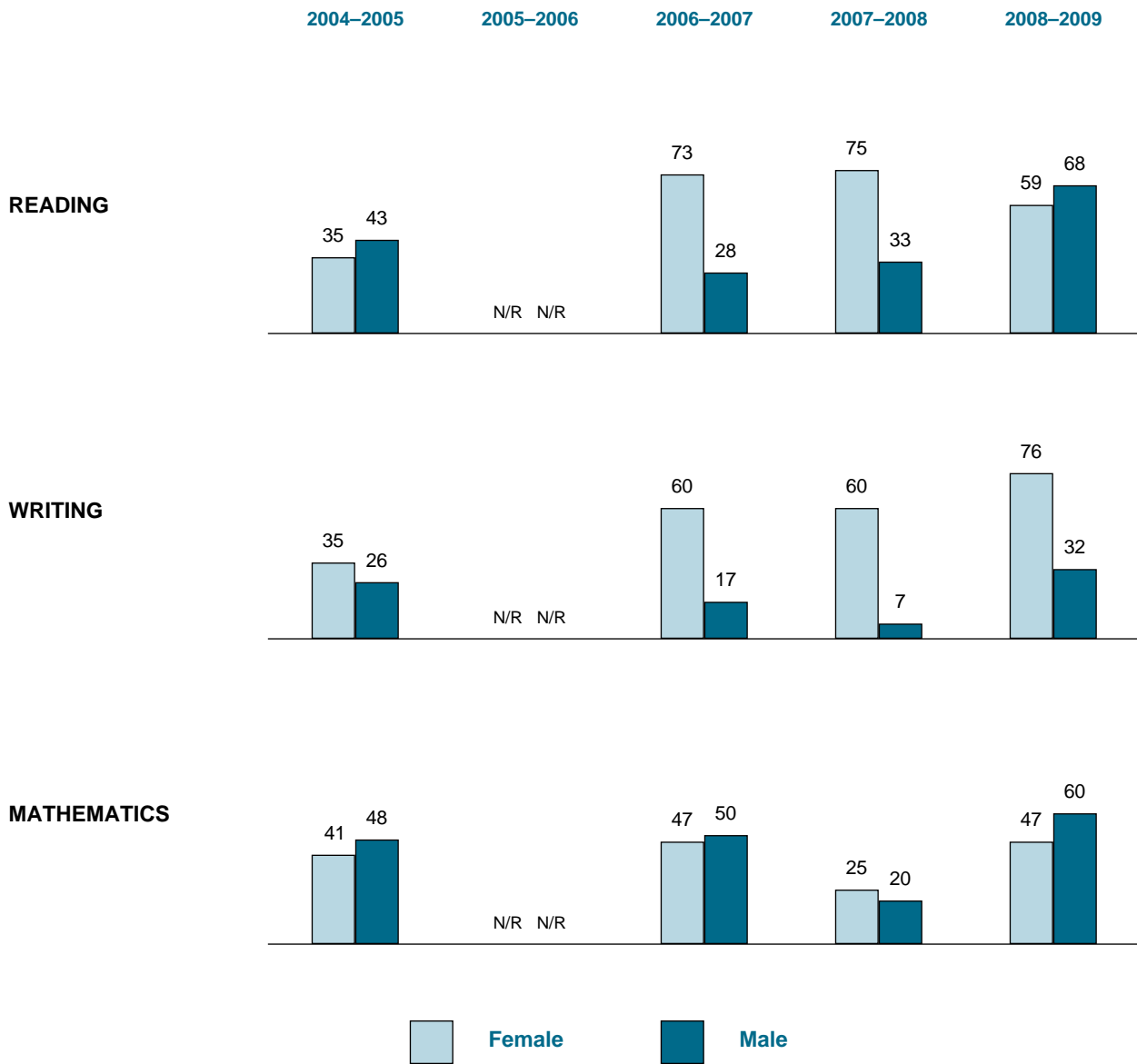
**Total Number of Grade 3 Students†**

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	17	13	15	22	28	10	18	18	18	18

† 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	17	23	14	15	15	18	20	15	17	25

† 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 (# = 36)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		27
I like to read.		19
I read by myself at home.		15
I read with someone older than me at home.		9
I use a computer for reading activities at school.		16
I am a good writer.		24
I like to write.		18
I write by myself at home.		20
Someone older than me helps me with my writing at home.		8
I use a computer for writing activities at school.		23
I am good at mathematics.		24
I like mathematics.		22
I use mathematics to solve problems outside school.		11
Someone older than me helps me with my mathematics at home.		9
I use a computer to learn mathematics at school.		12
I use a calculator to learn mathematics at school.		14
At home, there is a computer for me to use for school work.		14

\* 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 (# = 36)		
Questionnaire Item	Percentage of Students*	Number of Students
<b>Language(s) students speak at home:</b>		
only or mostly English	92	33
another language (or other languages) as often as English	6	2
only or mostly another language (or other languages)	3	1
<b>Language(s) that people speak to students at home:</b>		
only or mostly English	92	33
another language (or other languages) as often as English	6	2
only or mostly another language (or other languages)	3	1

\* 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 (# = 36)	Female* (# = 18)	Male* (# = 18)	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.	75%	78%	72%	68%	69%	67%	67%	69%	65%
I like to read.	53%	61%	44%	57%	65%	50%	61%	69%	53%
I read by myself at home.	42%	33%	50%	58%	60%	56%	59%	61%	57%
I read with someone older than me at home.	25%	22%	28%	16%	15%	17%	15%	14%	16%
I use a computer for reading activities at school.	44%	39%	50%	29%	30%	28%	22%	22%	23%
<b>Writing</b>									
I am a good writer.	67%	67%	67%	51%	57%	44%	48%	55%	42%
I like to write.	50%	56%	44%	50%	58%	42%	51%	60%	43%
I write by myself at home.	56%	56%	56%	54%	59%	49%	54%	59%	50%
Someone older than me helps me with my writing at home.	22%	17%	28%	16%	15%	17%	16%	14%	18%
I use a computer for writing activities at school.	64%	56%	72%	31%	30%	31%	26%	25%	26%
<b>Mathematics</b>									
I am good at mathematics.	67%	61%	72%	54%	46%	62%	53%	46%	60%
I like mathematics.	61%	72%	50%	57%	54%	60%	59%	57%	61%
I use mathematics to solve problems outside school.	31%	22%	39%	33%	32%	33%	31%	31%	32%
Someone older than me helps me with my mathematics at home.	25%	33%	17%	26%	29%	23%	26%	28%	24%
I use a computer to learn mathematics at school.	33%	33%	33%	27%	27%	26%	25%	25%	25%
I use a calculator to learn mathematics at school.	39%	33%	44%	16%	15%	16%	13%	11%	14%
<b>Computer at home</b>									
There is a computer for me to use for school work.	39%	11%	67%	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 (# = 36)	Female* (# = 18)	Male* (# = 18)	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	92%	100%	83%	89%	88%	89%	79%	78%	80%
another language (or other languages) as often as English	6%	0%	11%	8%	8%	7%	12%	13%	11%
only or mostly another language (or other languages)	3%	0%	6%	4%	4%	3%	8%	8%	8%
<b>Language(s) that people speak to students at home:**</b>									
only or mostly English	92%	100%	83%	86%	86%	86%	74%	74%	75%
another language (or other languages) as often as English	6%	0%	11%	8%	7%	8%	12%	12%	11%
only or mostly another language (or other languages)	3%	0%	6%	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 (# = 42)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		29
I like to read.		19
I read by myself at home.		27
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.		22
I like to write.		18
I write by myself at home.		20
Someone older than me helps me with my writing at home.		4
I use a computer for writing activities at school.		15
I am good at mathematics.		14
I like mathematics.		17
I use mathematics to solve problems outside school.		14
Someone older than me helps me with my mathematics at home.		10
I use a computer to learn mathematics at school.		5
I use a calculator to learn mathematics at school.		13
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 (# = 42)		
Questionnaire Item	Percentage of Students*	Number of Students
<b>Language(s) students speak at home:</b>		
only or mostly English		40
another language (or other languages) as often as English		1
only or mostly another language (or other languages)		1
<b>Language(s) that people speak to students at home:</b>		
only or mostly English		40
another language (or other languages) as often as English		0
only or mostly another language (or other languages)		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 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 42)	Female* (# = 17)	Male* (# = 25)	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.	69%	76%	64%	65%	68%	63%	65%	69%	61%
I like to read.	45%	65%	32%	50%	61%	39%	53%	64%	42%
I read by myself at home.	64%	71%	60%	64%	73%	56%	70%	78%	62%
I read with someone older than me at home.	7%	12%	4%	5%	4%	5%	4%	3%	4%
I use a computer for reading activities at school.	14%	29%	4%	14%	14%	15%	13%	13%	14%
<b>Writing</b>									
I am a good writer.	52%	65%	44%	41%	49%	34%	42%	48%	36%
I like to write.	43%	71%	24%	41%	52%	30%	42%	52%	32%
I write by myself at home.	48%	53%	44%	45%	52%	37%	50%	57%	43%
Someone older than me helps me with my writing at home.	10%	12%	8%	10%	9%	10%	9%	7%	10%
I use a computer for writing activities at school.	36%	41%	32%	32%	32%	33%	30%	29%	31%
<b>Mathematics</b>									
I am good at mathematics.	33%	18%	44%	49%	41%	58%	49%	40%	57%
I like mathematics.	40%	35%	44%	43%	37%	49%	45%	38%	51%
I use mathematics to solve problems outside school.	33%	35%	32%	38%	36%	40%	35%	31%	38%
Someone older than me helps me with my mathematics at home.	24%	29%	20%	24%	28%	21%	22%	25%	19%
I use a computer to learn mathematics at school.	12%	12%	12%	12%	12%	12%	13%	13%	13%
I use a calculator to learn mathematics at school.	31%	24%	36%	27%	28%	25%	25%	26%	24%
<b>Computer at home</b>									
There is a computer for me to use for school work.	79%	88%	72%	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 (# = 42)	Female* (# = 17)	Male* (# = 25)	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	95%	100%	92%	92%	92%	91%	81%	81%	82%
another language (or other languages) as often as English	2%	0%	4%	6%	6%	6%	12%	13%	11%
only or mostly another language (or other languages)	2%	0%	4%	2%	2%	3%	6%	6%	7%
<b>Language(s) that people speak to students at home:**</b>									
only or mostly English	95%	100%	92%	89%	89%	88%	76%	75%	76%
another language (or other languages) as often as English	0%	0%	0%	6%	6%	6%	12%	13%	12%
only or mostly another language (or other languages)	5%	0%	8%	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.