



# ***School/Community Report***

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

## ***Bayview Heights P.S.***

1400 Garvolin Ave.  
Pickering, ON  
L1W 1J6  
905-839-1146

***Principal: Silvia Peterson***

***Vice-Principal: Tracy Marek***

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

Bayview Heights Public School serves a transient and diverse community in south Pickering. The school is situated in a large residential area in close proximity to the Pickering Town Centre and the Nuclear Power Plant. Students living in the immediate vicinity walk to school, while those living north of the 401 in the community surrounding the Pickering Town Centre are bussed to school.

Bayview Heights Public School is a JK-8 school with an enrolment of approximately 540 students. Our support staff of secretaries, custodians and Educational Assistants work alongside 30 staff members. Two Special Education classes, the Junior Language Class and the Junior/Intermediate Learning Strategies Class serve some of the students of Pickering. As well, our Special Education Resource teachers deliver a full range of integrated services to our identified students and our students at risk. Dedicated staff members support our students and continue to be in-serviced in a variety of teaching methodology to enhance student achievement. An ESL (English as a Second Language) population is served by special programmes offered by the ESL teacher. A Literacy Coach/teacher works with teachers in the primary and junior divisions. A demonstration centre is situated in the school and a Board facilitator provides professional development opportunities to the schools in Pickering in the areas of literacy and numeracy.

The staff works closely with an Area Team that assists with social and emotional issues that confront students. The school also has a committed group of parent volunteers who support academic programming in the school, fundraise and represent the community on the School Community Council.

We are a community that values lifelong learning. We work together respecting our different economic, cultural and learning needs. Our students are given the opportunity to experience a variety of clubs and co-curricular activities. Students have a choice among choirs, bands, art, athletics, library and other events outside the usual hours to round out their school life.

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

The assessment scales for Reading, Writing and Mathematics were based on the expectations developed by the Ministry of Education and Training. According to these standards, students were expected to perform at Level 3. The four levels of performance do not correspond to particular marks or grades. The results of the grade 3 and 6 EQAO Assessment does not give an overall assessment of any one student's achievements. The EQAO assessment is designed to describe a student's level of achievement for the EQAO assessment only.

The percentage of Bayview Heights grade three students performing at levels three and four in Reading was above last year's results. There was an increase of 2% from the previous year. In 2008 the grade three students scored 63% and 65% in 2009. The grade three students scored above the Board level in Reading. It is important to note that in 2007 the reading score was at 49%. In Writing, the grade three students scored 38% in 2007, 69% in 2008 and 63% in 2009. The students scored 43% in Mathematics in 2007 and 67% in both 2008 and 2009.

The grade six Reading scores increased from the previous year. In Reading, grade six students

scored 51% in 2007, 62% in 2008 and 76% in 2009. In Writing, grade six students scored 49% in 2007, 75% in 2008 and 69% in 2009. The grade six students scored 41% in Mathematics in 2007, 52% in 2008 and 60% in 2009. Overall, the grade six students significantly improved in the areas of Reading and Mathematics. The scores in Reading and Writing were higher than the Board's.

The staff and school will continue to refine and improve instructional practices and programmes in Reading, Writing and Mathematics. Under the direction of the School Improvement Team, Literacy, Numeracy and Assessment Task Forces, lead teachers, division chairs and Board facilitators, and with the assistance of parents and the School Community Council these foci will be coordinated and organized through school, divisional and like-grade initiatives. Plans for the upcoming year will include a closer analysis of data to improve student achievement, the implementation of high yield strategies, on going assessment and teacher moderation and feedback to students, and deepening the focus on mathematics. The school will continue daily, school wide independent reading with response journals, continue and expand a balanced literacy timetable, and instruction in writing will include the full implementation of the Ontario Writing Assessment. In addition, the three part math lesson will be utilized by all teachers in math instruction and math journals and math word walls will be implemented in all classrooms. The staff will continue to focus on consistency within grades, the use of exemplars and build on the Professional Learning Community within the school.



# School Report



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

**School: Bayview Heights PS (036609)**  
**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.

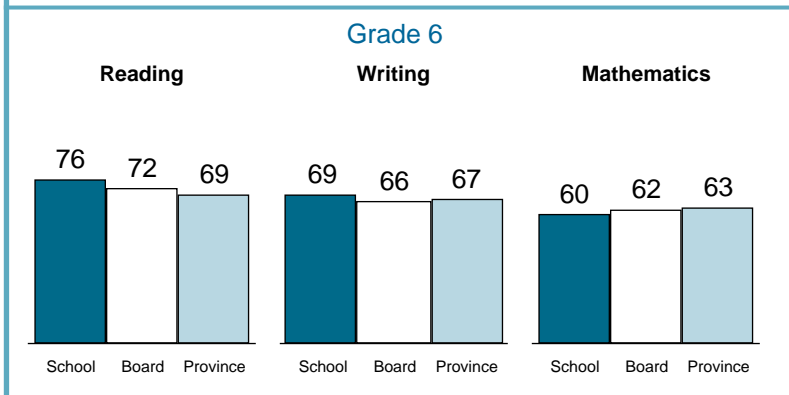
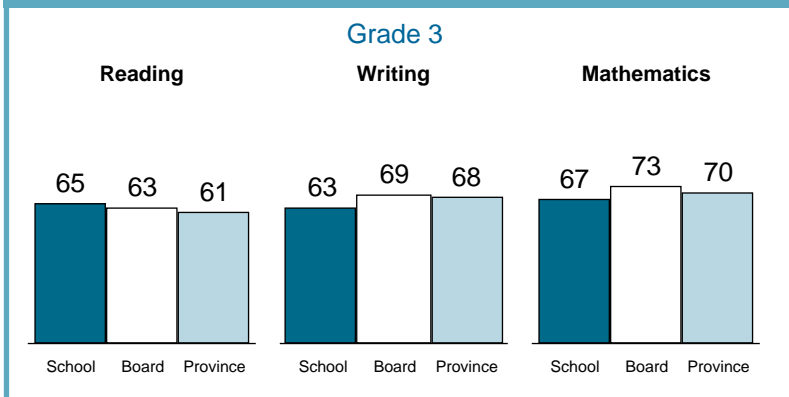
I trust this report will help parents, educators and all who support a strong public education system work together so that all students can reach their full potential.

Sincerely,

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

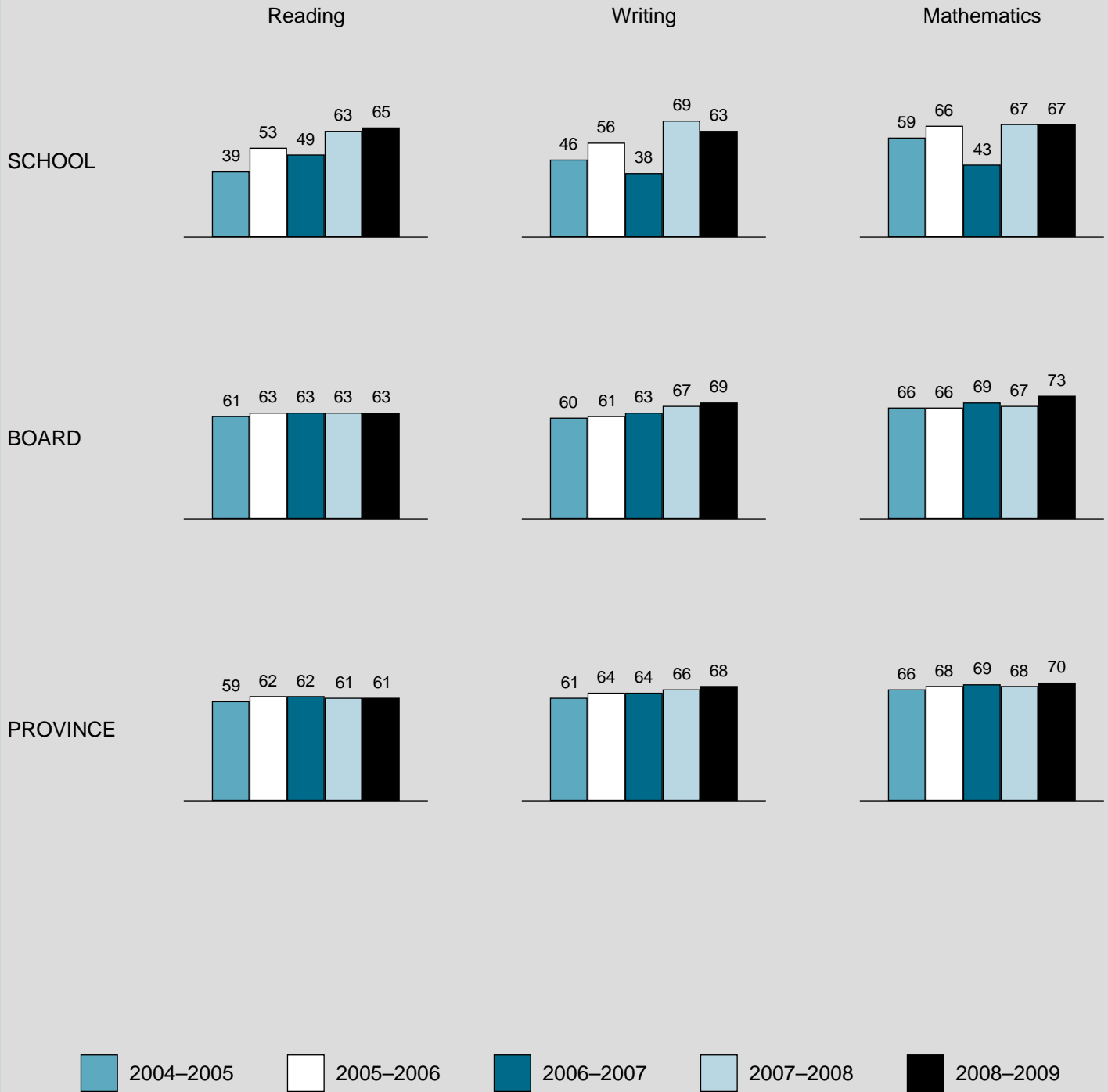
WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
<b>Percentages of all students at or above the provincial standard:</b>		
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**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2008–2009**



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

Percentage of Students: Grade 3

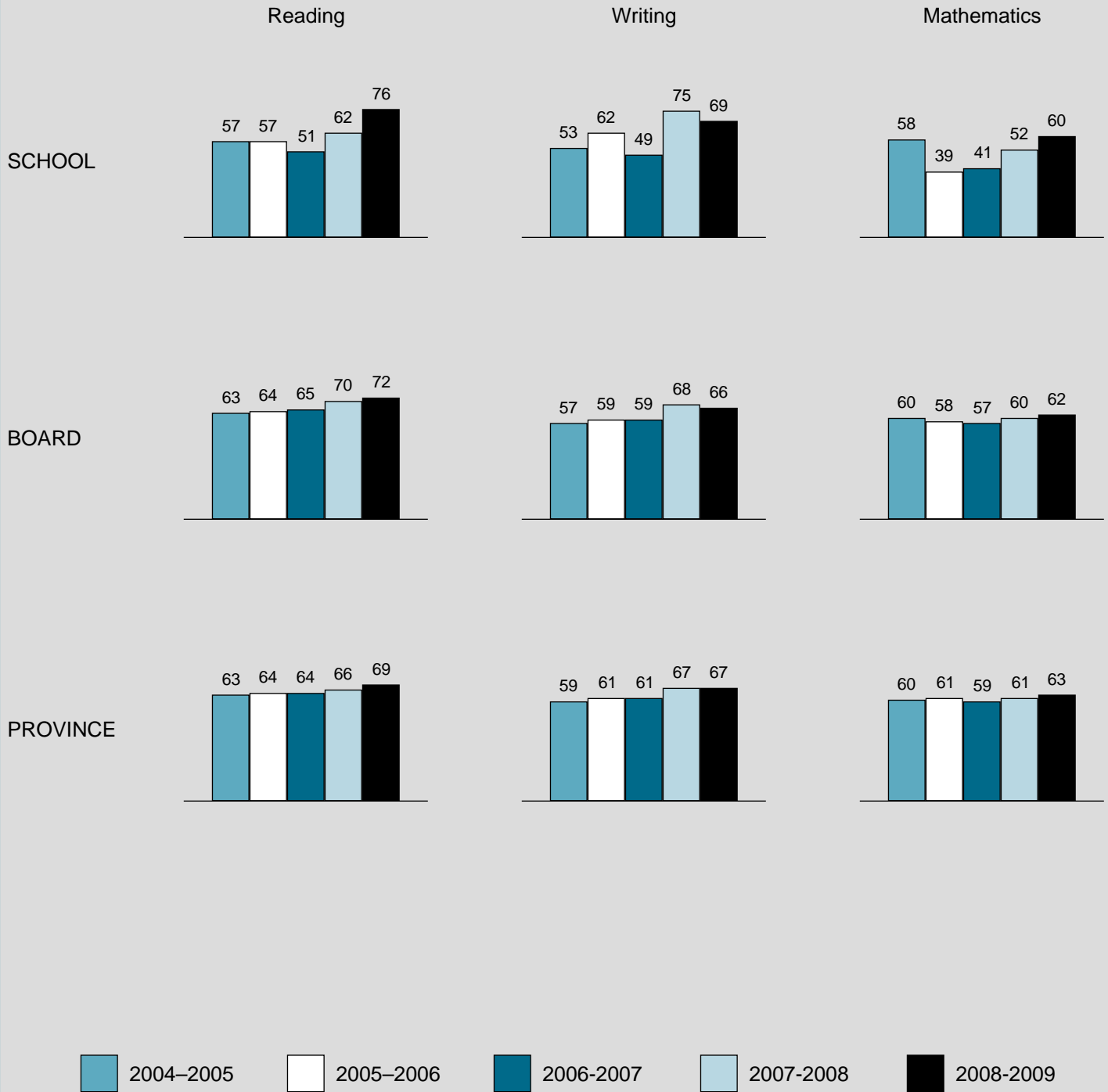


Total Number of Grade 3 Students

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
School	54	64	47	51	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	74	77	79	61	62
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	43		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	42%	2 208	50%	60 999	49%
Male	25	58%	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)**	2	5%	538	12%	18 291	15%
<b>Place of Birth</b>						
Born in Canada	35	81%	4 195	94%	111 561	89%
Born outside Canada	7	16%	249	6%	13 717	11%
In Canada less than one year	1	2%	25	1%	804	1%
In Canada one year or more but less than three years	2	5%	38	1%	2 893	2%
In Canada three years or more	4	9%	183	4%	8 946	7%
<b>Language</b>						
First language learned at home was other than English	6	14%	271	6%	27 084	22%
<b>Year Student Entered Current School</b>						
Year of the assessment	7	16%	532	12%	16 746	13%
Year prior to the assessment	10	23%	507	11%	14 545	12%
2 years prior to the assessment	4	9%	850	19%	16 821	13%
3 or more years prior to the assessment	22	51%	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	6	14%	280	6%	8 720	7%
Year prior to the assessment	7	16%	280	6%	8 048	6%
2 years prior to the assessment	4	9%	570	13%	11 982	10%
3 or more years prior to the assessment	26	60%	3 296	74%	93 098	74%
Data not available	0	0%	23	1%	3 633	3%

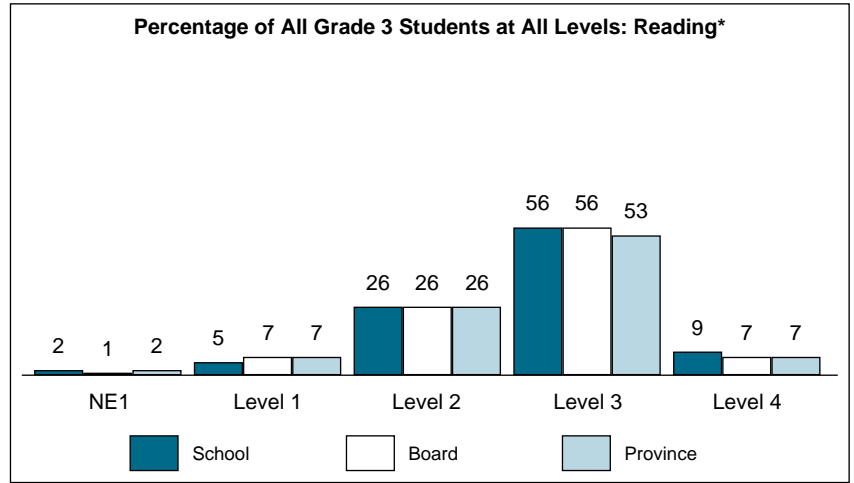
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

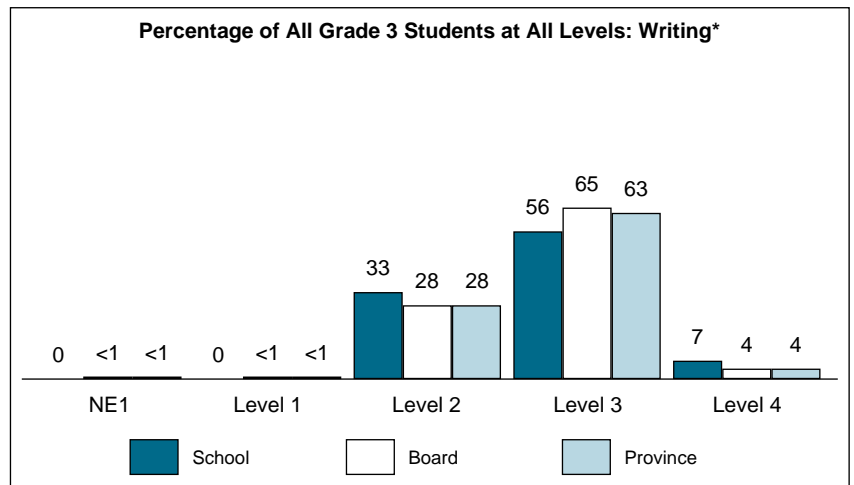
## Results in Reading, Writing and Mathematics, 2008–2009

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

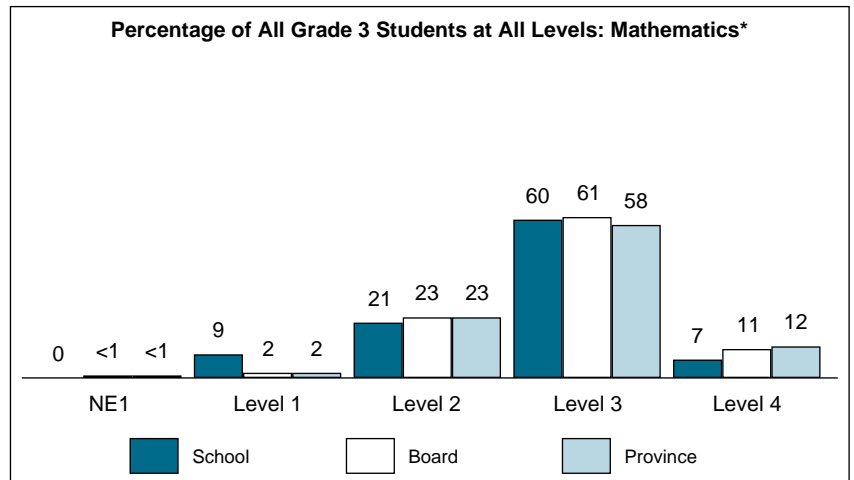
Grade 3: Reading*				
Number of Students	School 43		Board 3 926	Province 121 787
	#	%	%	%
Level 4	4	9%	7%	7%
Level 3	24	56%	56%	53%
Level 2	11	26%	26%	26%
Level 1	2	5%	7%	7%
NE1**	1	2%	1%	2%
Participating Students	42	98%	97%	95%
No Data	0	0%	1%	1%
Exempt	1	2%	3%	4%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		65%	63%	61%



Grade 3: Writing*				
Number of Students	School 43		Board 3 926	Province 121 788
	#	%	%	%
Level 4	3	7%	4%	4%
Level 3	24	56%	65%	63%
Level 2	14	33%	28%	28%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	41	95%	97%	96%
No Data	0	0%	1%	1%
Exempt	2	5%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		63%	69%	68%



Grade 3: Mathematics*				
Number of Students	School 43		Board 4 449	Province 125 464
	#	%	%	%
Level 4	3	7%	11%	12%
Level 3	26	60%	61%	58%
Level 2	9	21%	23%	23%
Level 1	4	9%	2%	2%
NE1**	0	0%	<1%	<1%
Participating Students	42	98%	97%	96%
No Data	0	0%	<1%	1%
Exempt	1	2%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		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.

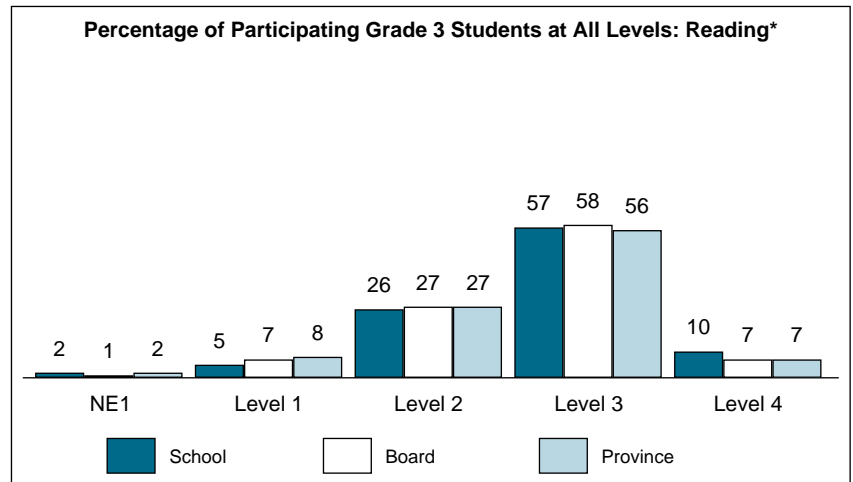
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

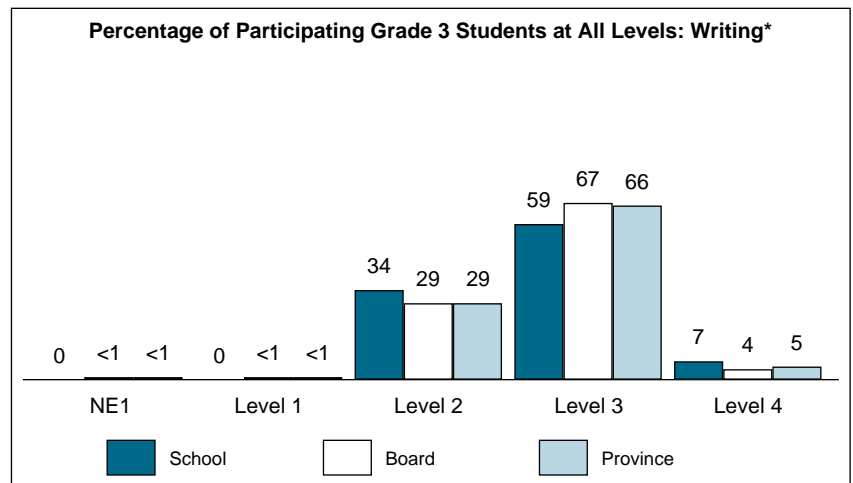
Results in Reading, Writing and Mathematics, 2008–2009

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

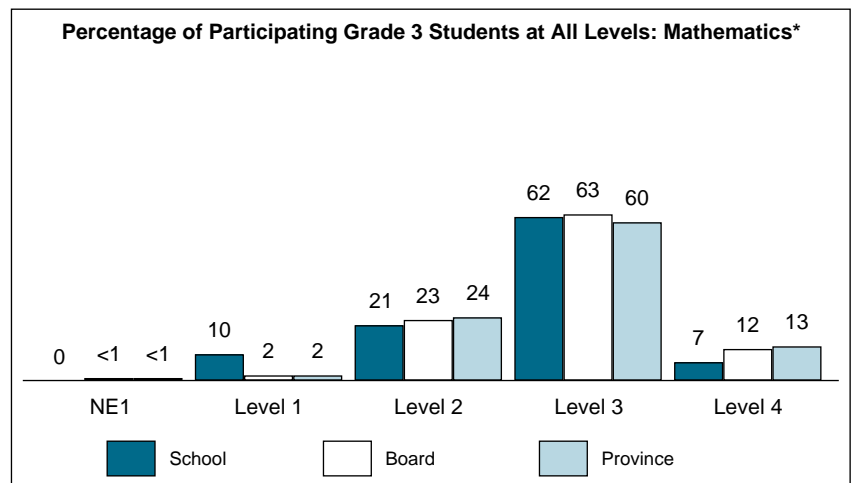
Grade 3: Reading*				
Number of Students	School 42		Board 3 803	Province 116 256
	#	%	%	%
Level 4	4	10%	7%	7%
Level 3	24	57%	58%	56%
Level 2	11	26%	27%	27%
Level 1	2	5%	7%	8%
NE1**	1	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †	67%		65%	63%



Grade 3: Writing*				
Number of Students	School 41		Board 3 804	Province 116 812
	#	%	%	%
Level 4	3	7%	4%	5%
Level 3	24	59%	67%	66%
Level 2	14	34%	29%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	66%		71%	71%



Grade 3: Mathematics*				
Number of Students	School 42		Board 4 326	Province 120 405
	#	%	%	%
Level 4	3	7%	12%	13%
Level 3	26	62%	63%	60%
Level 2	9	21%	23%	24%
Level 1	4	10%	2%	2%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	69%		75%	73%



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

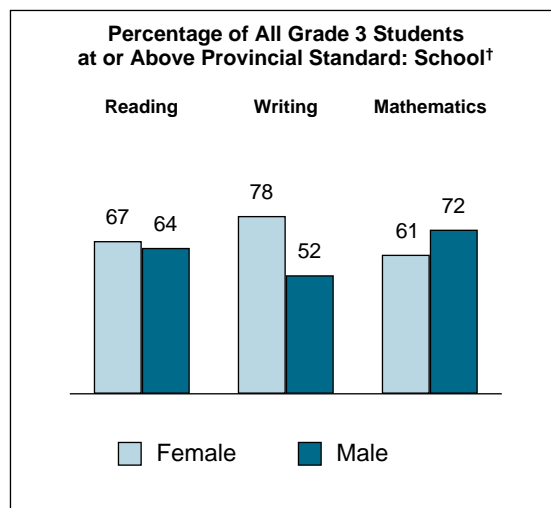
\*\* See the Explanation of Terms.

† 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.

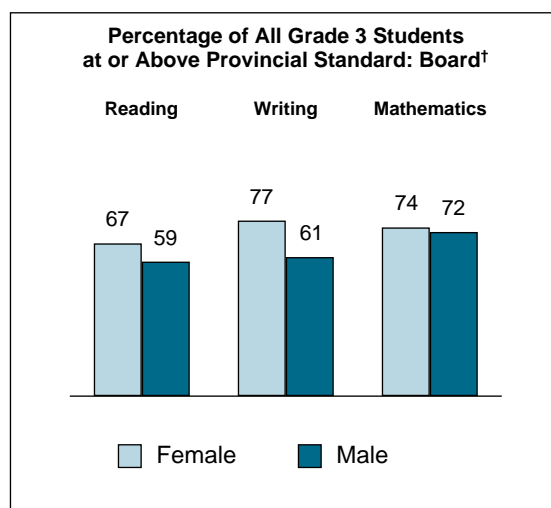
## Results in Reading, Writing and Mathematics, 2008–2009

### Grade 3: Gender††

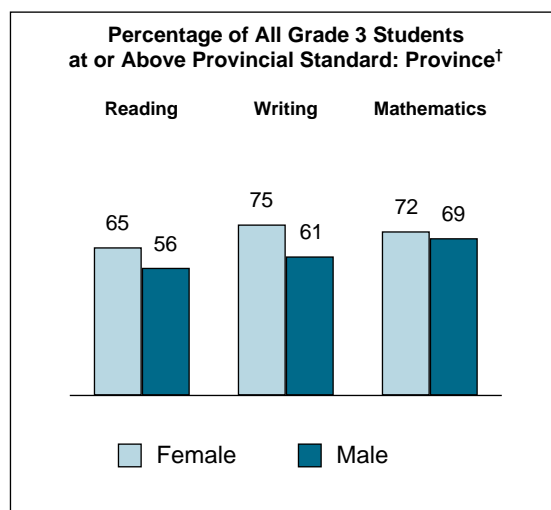
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	18	25	18	25	18	25
Level 4	11%	8%	11%	4%	0%	12%
Level 3	56%	56%	67%	48%	61%	60%
Level 2	28%	24%	17%	44%	28%	16%
Level 1	0%	8%	0%	0%	6%	12%
NE1**	0%	4%	0%	0%	0%	0%
Participating Students	94%	100%	94%	96%	94%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	6%	0%	6%	4%	6%	0%
At or Above Provincial Standard (Levels 3 and 4)†	67%	64%	78%	52%	61%	72%



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	62		4 954		136 076	
Number of classes with Grade 6 students	5		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	28	45%	2 401	48%	66 276	49%
Male	34	55%	2 553	52%	69 800	51%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status</b>						
English language learners**	1	2%	38	1%	7 538	6%
Students with special needs (excluding gifted)**	8	13%	806	16%	24 326	18%
<b>Place of Birth</b>						
Born in Canada	48	77%	4 608	93%	118 305	87%
Born outside Canada	14	23%	346	7%	17 592	13%
In Canada less than one year	3	5%	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	11	18%	282	6%	12 798	9%
<b>Language</b>						
First language learned at home was other than English	6	10%	279	6%	27 824	20%
<b>Year Student Entered Current School</b>						
Year of the assessment	10	16%	544	11%	30 253	22%
Year prior to the assessment	10	16%	502	10%	13 485	10%
2 years prior to the assessment	6	10%	581	12%	12 503	9%
3 or more years prior to the assessment	36	58%	3 305	67%	79 176	58%
Data not available	0	0%	22	<1%	659	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	7	11%	265	5%	9 175	7%
Year prior to the assessment	4	6%	266	5%	7 907	6%
2 years prior to the assessment	8	13%	310	6%	7 896	6%
3 or more years prior to the assessment	43	69%	4 087	82%	105 510	78%
Data not available	0	0%	26	1%	5 588	4%

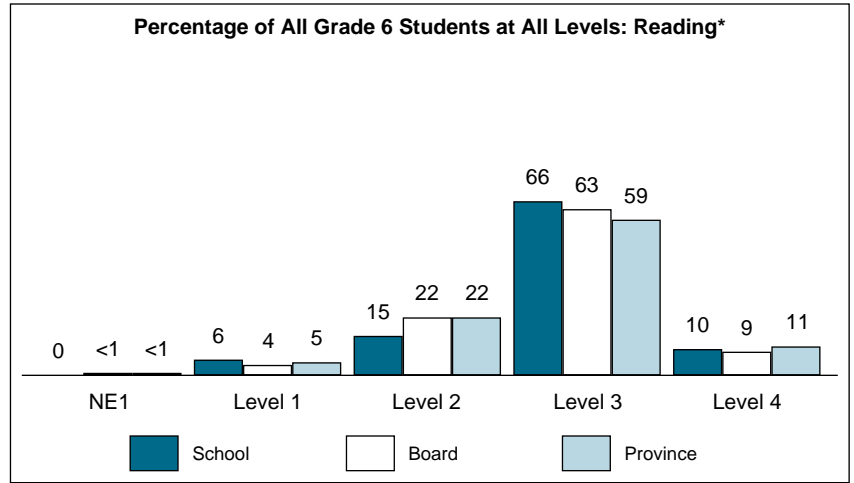
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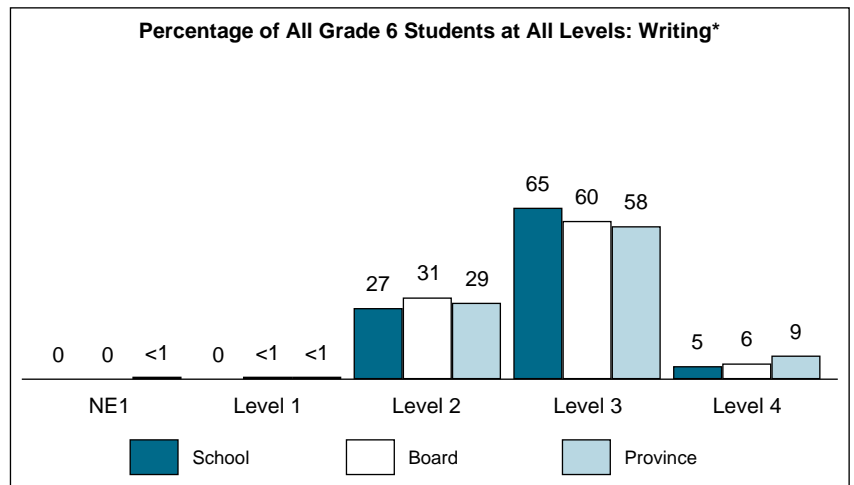
## Results in Reading, Writing and Mathematics, 2008–2009

### Grade 6: All Students

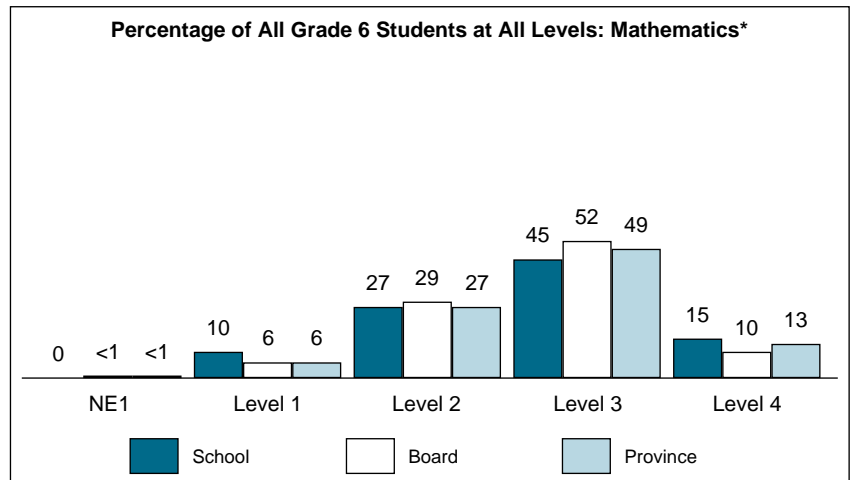
Grade 6: Reading*				
Number of Students	School 62		Board 4 954	Province 136 069
	#	%	%	%
Level 4	6	10%	9%	11%
Level 3	41	66%	63%	59%
Level 2	9	15%	22%	22%
Level 1	4	6%	4%	5%
NE1**	0	0%	<1%	<1%
Participating Students	60	97%	98%	96%
No Data	0	0%	<1%	1%
Exempt	2	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		76%	72%	69%



Grade 6: Writing*				
Number of Students	School 62		Board 4 954	Province 136 075
	#	%	%	%
Level 4	3	5%	6%	9%
Level 3	40	65%	60%	58%
Level 2	17	27%	31%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
Participating Students	60	97%	98%	96%
No Data	0	0%	<1%	1%
Exempt	2	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		69%	66%	67%



Grade 6: Mathematics*				
Number of Students	School 62		Board 4 954	Province 136 075
	#	%	%	%
Level 4	9	15%	10%	13%
Level 3	28	45%	52%	49%
Level 2	17	27%	29%	27%
Level 1	6	10%	6%	6%
NE1**	0	0%	<1%	<1%
Participating Students	60	97%	97%	96%
No Data	0	0%	<1%	1%
Exempt	2	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		60%	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.

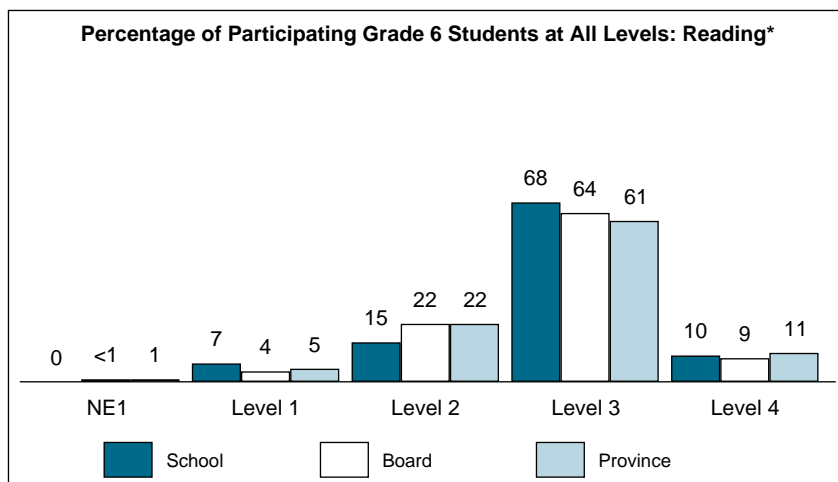
\*\* See the Explanation of Terms.

† 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.

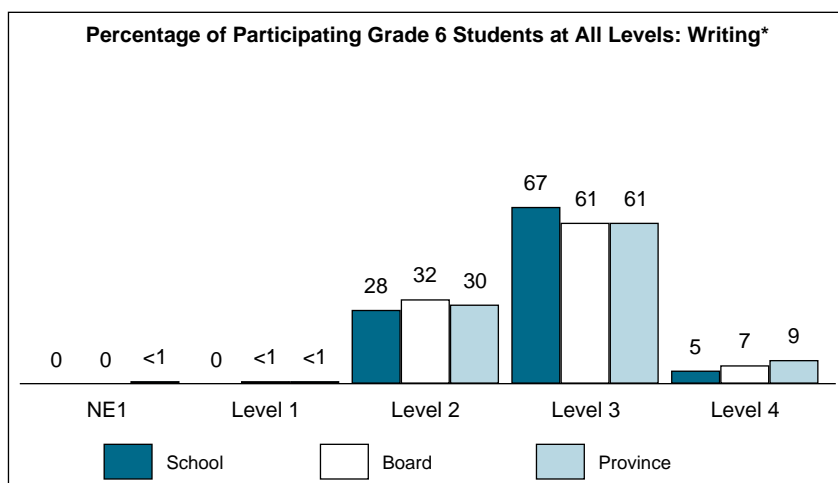
Results in Reading, Writing and Mathematics, 2008–2009

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

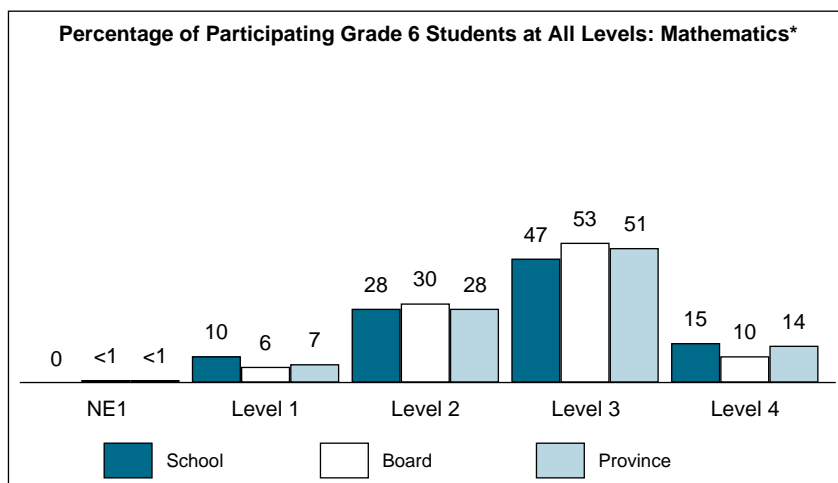
Grade 6: Reading*				
Number of Students	School 60		Board 4 845	Province 131 173
	#	%	%	%
Level 4	6	10%	9%	11%
Level 3	41	68%	64%	61%
Level 2	9	15%	22%	22%
Level 1	4	7%	4%	5%
NE1**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		78%	73%	72%



Grade 6: Writing*				
Number of Students	School 60		Board 4 840	Province 131 296
	#	%	%	%
Level 4	3	5%	7%	9%
Level 3	40	67%	61%	61%
Level 2	17	28%	32%	30%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		72%	68%	70%



Grade 6: Mathematics*				
Number of Students	School 60		Board 4 815	Province 130 902
	#	%	%	%
Level 4	9	15%	10%	14%
Level 3	28	47%	53%	51%
Level 2	17	28%	30%	28%
Level 1	6	10%	6%	7%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		62%	64%	65%



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

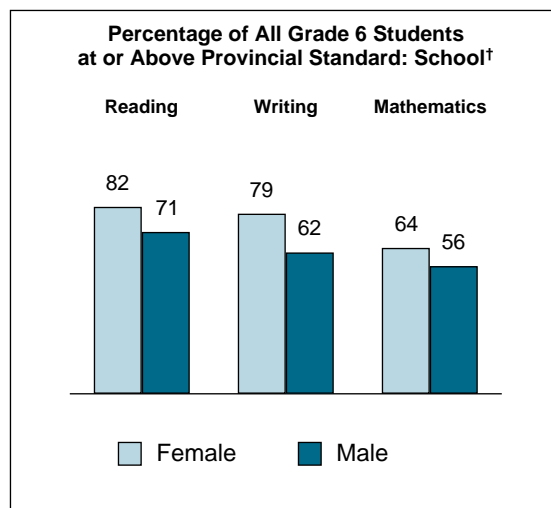
\*\* See the Explanation of Terms.

† 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.

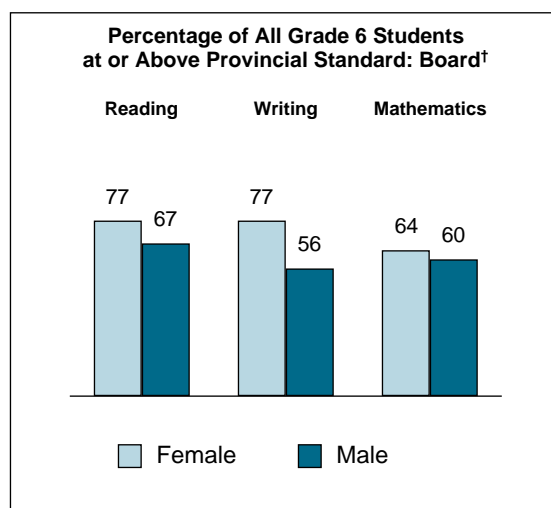
## Results in Reading, Writing and Mathematics, 2008–2009

### Grade 6: Gender††

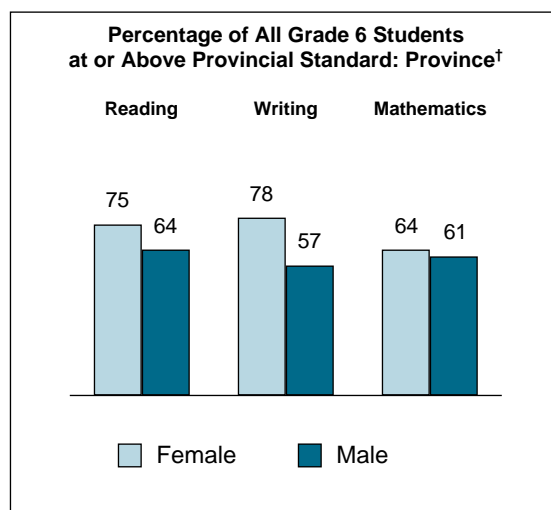
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	28	34	28	34	28	34
Level 4	14%	6%	7%	3%	11%	18%
Level 3	68%	65%	71%	59%	54%	38%
Level 2	11%	18%	18%	35%	25%	29%
Level 1	4%	9%	0%	0%	7%	12%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	96%	97%	96%	97%	96%	97%
No Data	0%	0%	0%	0%	0%	0%
Exempt	4%	3%	4%	3%	4%	3%
At or Above Provincial Standard (Levels 3 and 4)†	82%	71%	79%	62%	64%	56%



Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	2 401	2 553	2 401	2 553	2 401	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	Male	Female	Male	Female	Male
	66 270	69 799	66 275	69 800	66 275	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	54	64	47	51	43
<b>Participation in the Assessment</b>					
Reading <sup>†</sup>	100%	91%	100%	100%	98%
Writing <sup>†</sup>	100%	91%	100%	100%	95%
Mathematics <sup>†</sup>	98%	91%	100%	100%	98%
<b>Gender</b>					
Female	50%	45%	51%	43%	42%
Male	50%	55%	49%	57%	58%
<b>Student Status</b>					
English language learners**	4%	8%	9%	6%	0%
Students with special needs (excluding gifted)**	6%	8%	4%	6%	5%
<b>Place of Birth</b>					
Born in Canada	80%	83%	89%	86%	81%
Born outside Canada	20%	17%	11%	14%	16%
In Canada less than one year	0%	2%	4%	0%	2%
In Canada one year or more but less than three years	6%	2%	4%	2%	5%
In Canada three years or more	15%	12%	2%	12%	9%
<b>Language</b>					
First language learned at home was other than English	24%	22%	11%	10%	14%
<b>Year Student Entered Current School</b>					
Year of the assessment		16%	13%	22%	16%
Year prior to the assessment	Data not collected <sup>††</sup>	19%	13%	18%	23%
2 years prior to the assessment		14%	13%	16%	9%
3 or more years prior to the assessment		52%	57%	43%	51%
Data not available		0%	4%	2%	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.

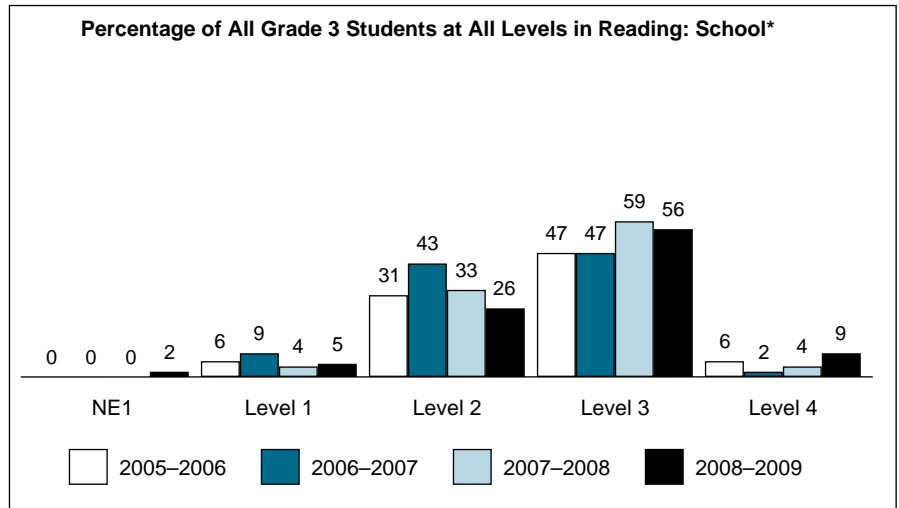
\*\* See the Explanation of Terms.

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

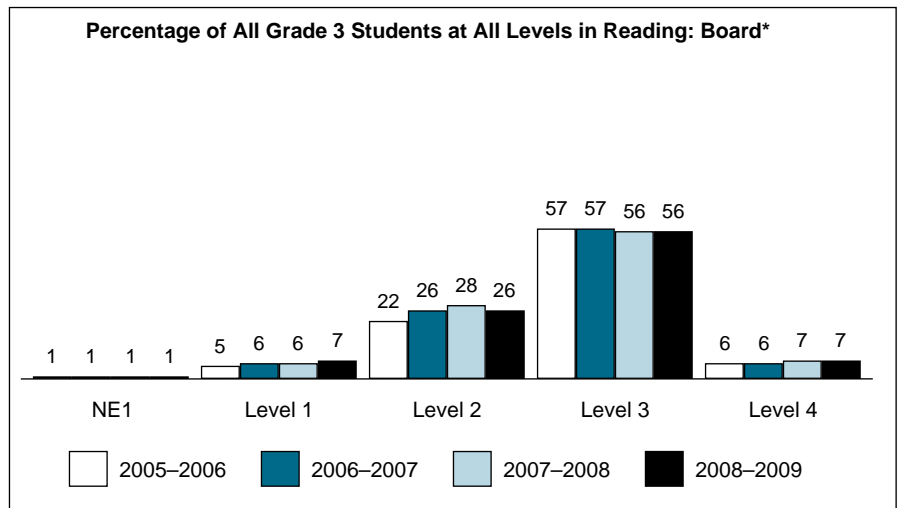
Results over Time, 2005–2006 to 2008–2009\*

Grade 3: Reading

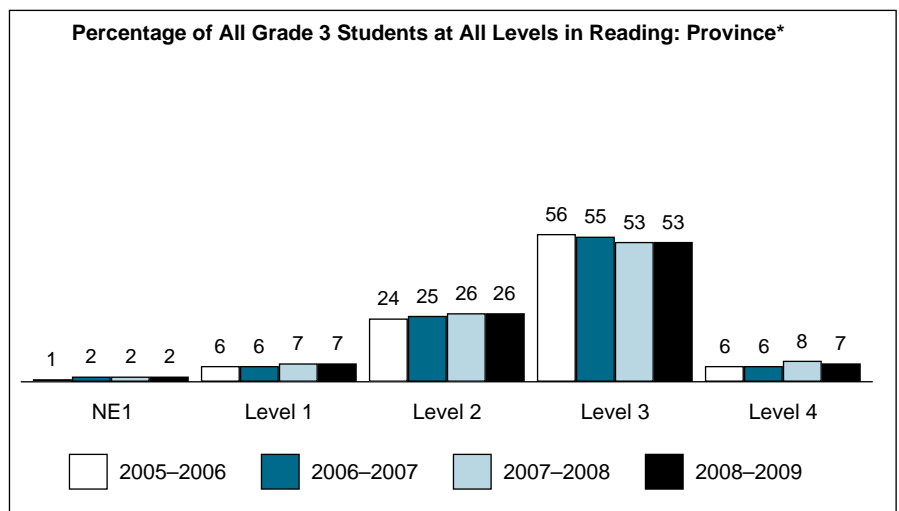
Grade 3 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	64	47	51	43
Level 4	6%	2%	4%	9%
Level 3	47%	47%	59%	56%
Level 2	31%	43%	33%	26%
Level 1	6%	9%	4%	5%
NE1**	0%	0%	0%	2%
Participating Students	91%	100%	100%	98%
No Data	2%	0%	0%	0%
Exempt	8%	0%	0%	2%
At or Above Provincial Standard†	53%	49%	63%	65%



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.

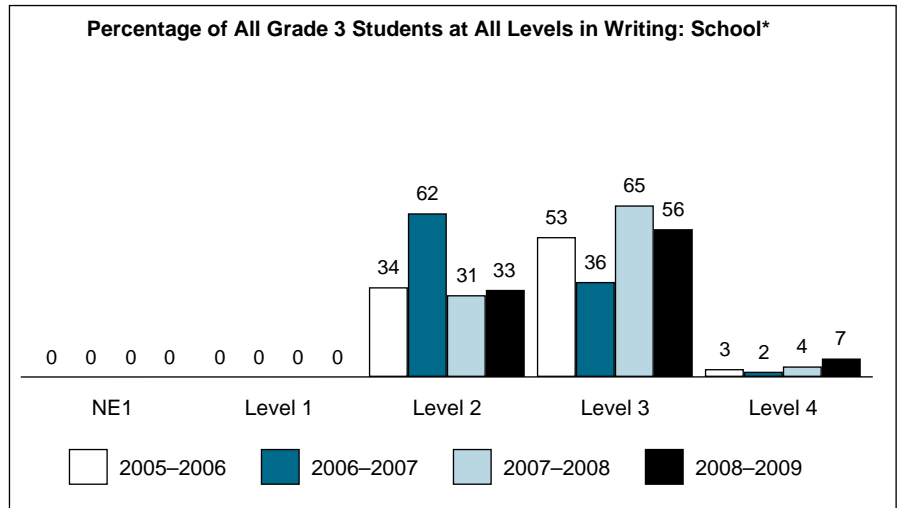
† See the Explanation of Terms.

‡ 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.

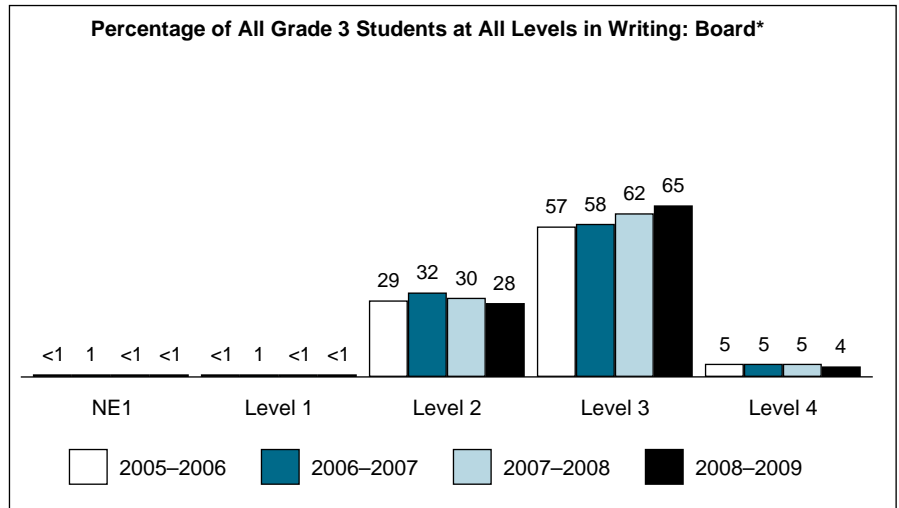
Results over Time, 2005–2006 to 2008–2009\*

Grade 3: Writing

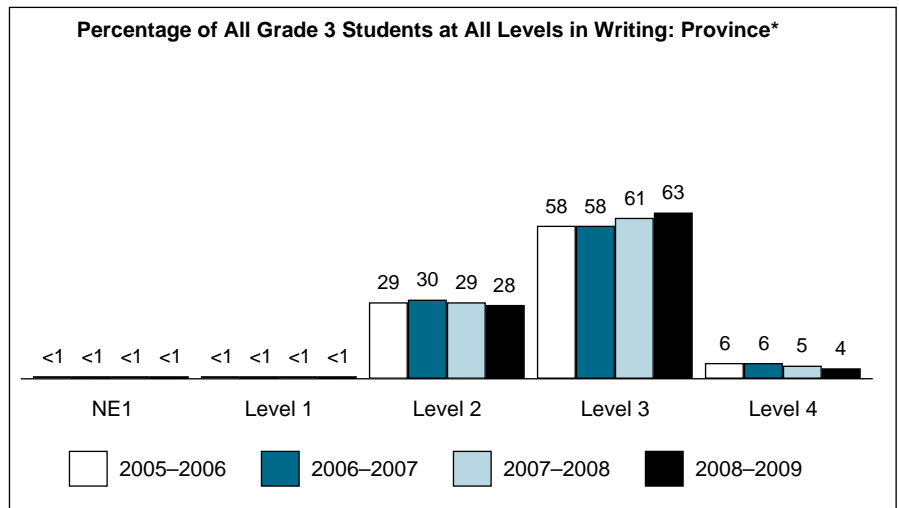
Grade 3 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	64	47	51	43
Level 4	3%	2%	4%	7%
Level 3	53%	36%	65%	56%
Level 2	34%	62%	31%	33%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	91%	100%	100%	95%
No Data	2%	0%	0%	0%
Exempt	8%	0%	0%	5%
At or Above Provincial Standard†	56%	38%	69%	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](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.

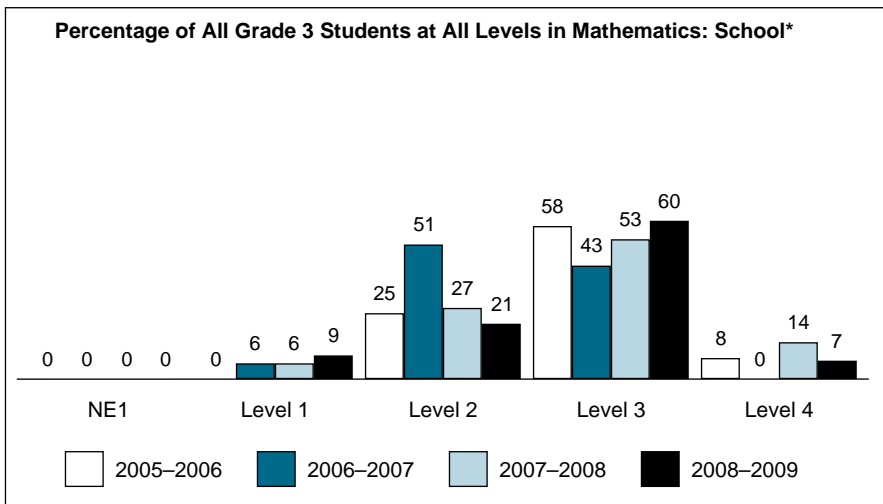
† See the Explanation of Terms.

‡ 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.

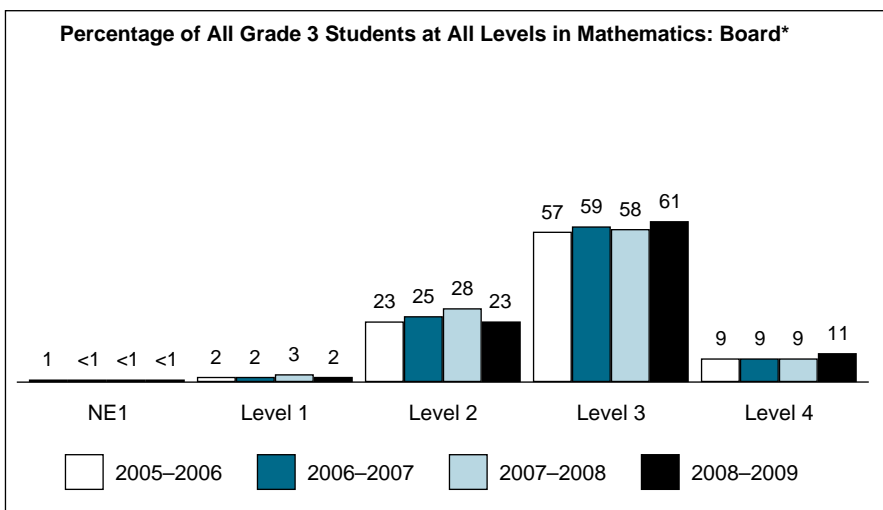
Results over Time, 2005–2006 to 2008–2009\*

Grade 3: Mathematics

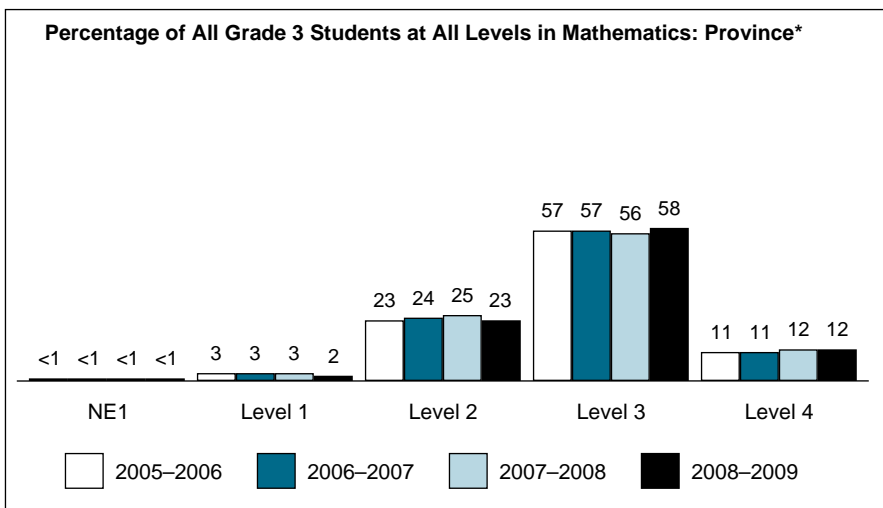
Grade 3 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	64	47	51	43
Level 4	8%	0%	14%	7%
Level 3	58%	43%	53%	60%
Level 2	25%	51%	27%	21%
Level 1	0%	6%	6%	9%
NE1**	0%	0%	0%	0%
Participating Students	91%	100%	100%	98%
No Data	2%	0%	0%	0%
Exempt	8%	0%	0%	2%
At or Above Provincial Standard†	66%	43%	67%	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](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	74	77	79	61	62
<b>Participation in the Assessment</b>					
Reading	97%	88%	99%	97%	97%
Writing	97%	90%	99%	97%	97%
Mathematics	97%	90%	99%	97%	97%
<b>Gender</b>					
Female	45%	42%	58%	44%	45%
Male	54%	58%	42%	56%	55%
<b>Student Status</b>					
English language learners**	1%	5%	9%	5%	2%
Students with special needs (excluding gifted)**	14%	14%	27%	15%	13%
<b>Place of Birth</b>					
Born in Canada	54%	86%	78%	77%	77%
Born outside Canada	19%	14%	22%	23%	23%
In Canada less than one year	1%	3%	3%	2%	5%
In Canada one year or more but less than three years	0%	5%	3%	2%	0%
In Canada three years or more	18%	6%	14%	20%	18%
<b>Language</b>					
First language learned at home was other than English	22%	13%	16%	15%	10%
<b>Year Student Entered Current School</b>					
Year of the assessment		17%	15%	18%	16%
Year prior to the assessment	Data not collected††	14%	11%	16%	16%
2 years prior to the assessment		9%	14%	16%	10%
3 or more years prior to the assessment		60%	58%	49%	58%
Data not available		0%	1%	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.

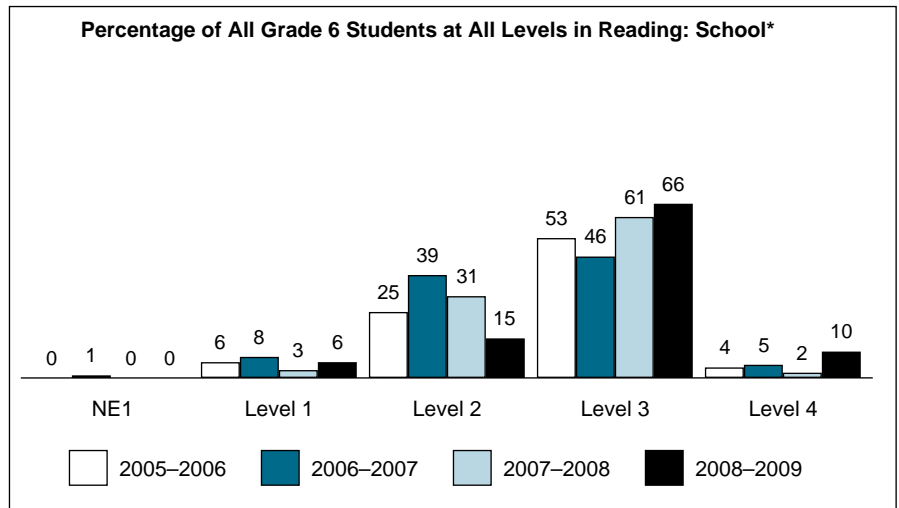
\*\* See the Explanation of Terms.

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

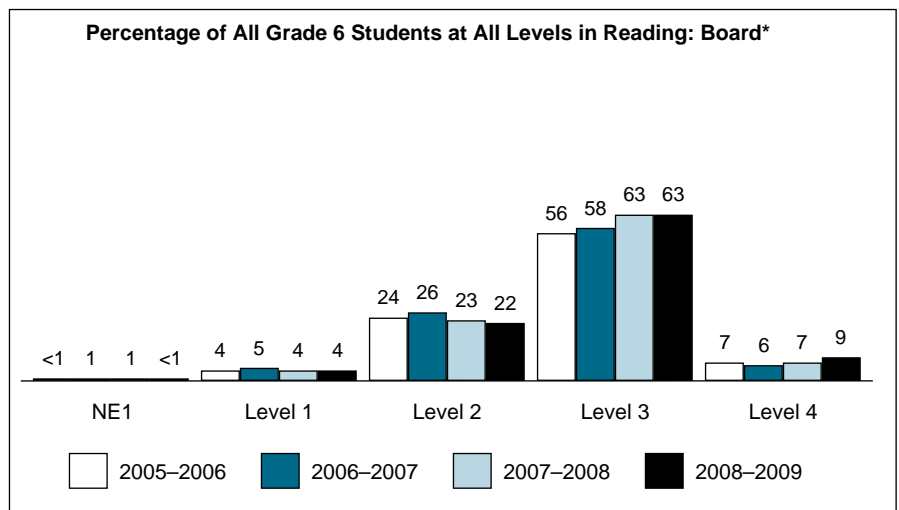
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Reading

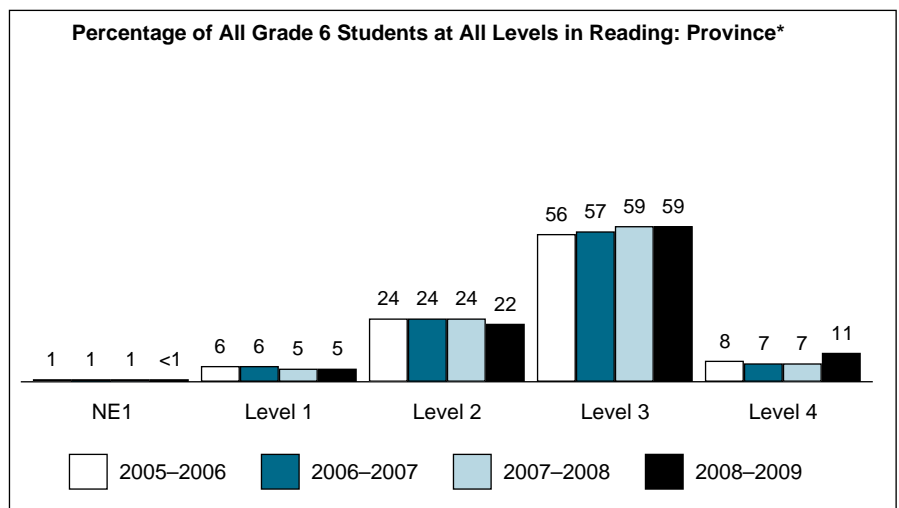
Grade 6 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	77	79	61	62
Level 4	4%	5%	2%	10%
Level 3	53%	46%	61%	66%
Level 2	25%	39%	31%	15%
Level 1	6%	8%	3%	6%
NE1**	0%	1%	0%	0%
Participating Students	88%	99%	97%	97%
No Data	0%	1%	3%	0%
Exempt	12%	0%	0%	3%
At or Above Provincial Standard†	57%	51%	62%	76%



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.

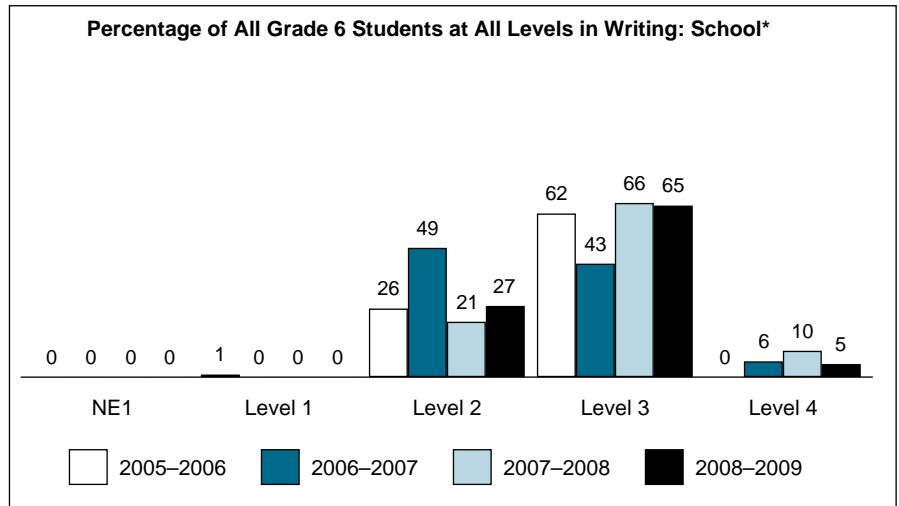
\*\* See the Explanation of Terms.

† 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.

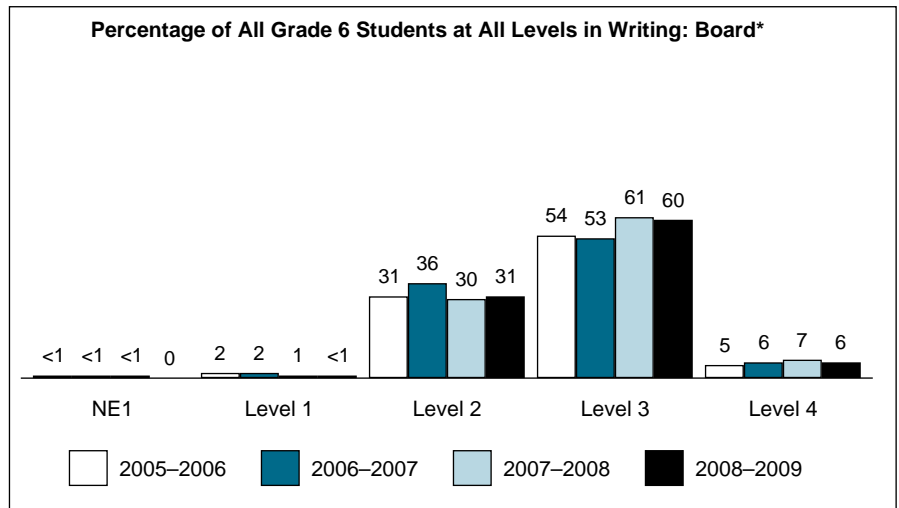
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Writing

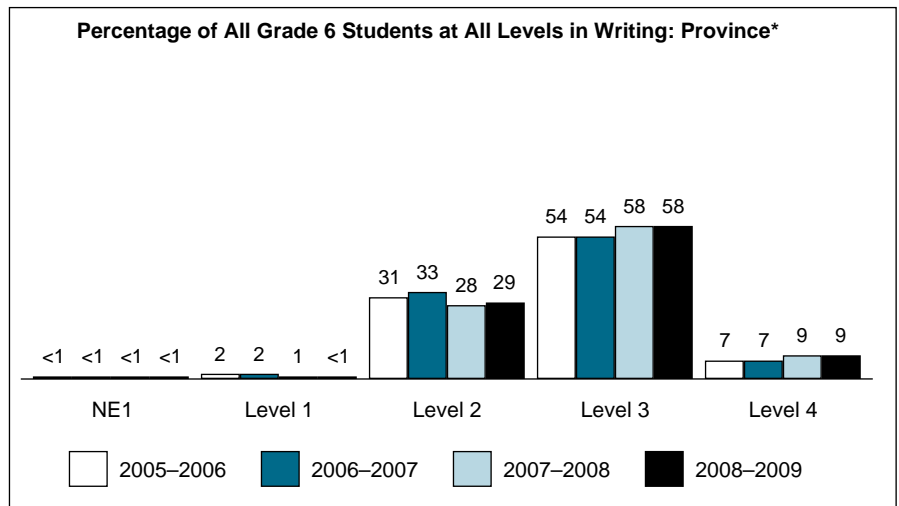
Grade 6 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	77	79	61	62
Level 4	0%	6%	10%	5%
Level 3	62%	43%	66%	65%
Level 2	26%	49%	21%	27%
Level 1	1%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	90%	99%	97%	97%
No Data	0%	1%	3%	0%
Exempt	10%	0%	0%	3%
At or Above Provincial Standard†	62%	49%	75%	69%



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.

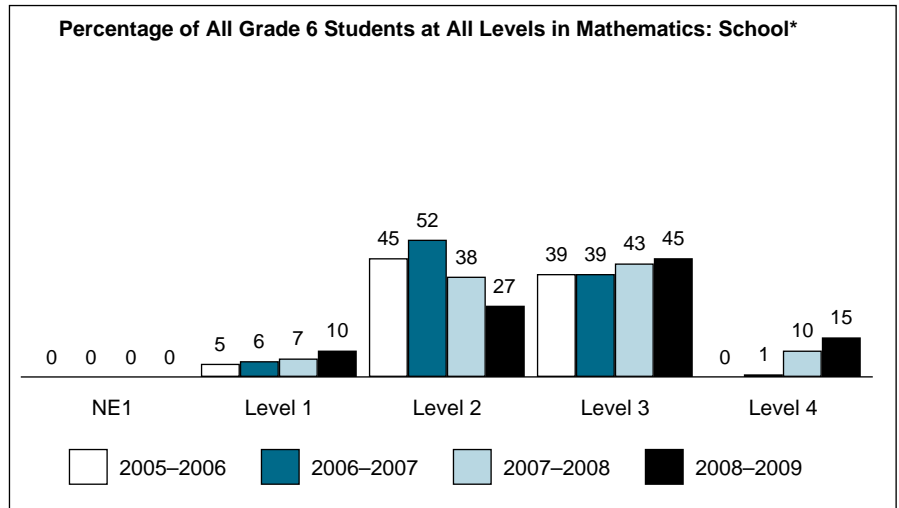
\*\*\* See the Explanation of Terms.

† 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.

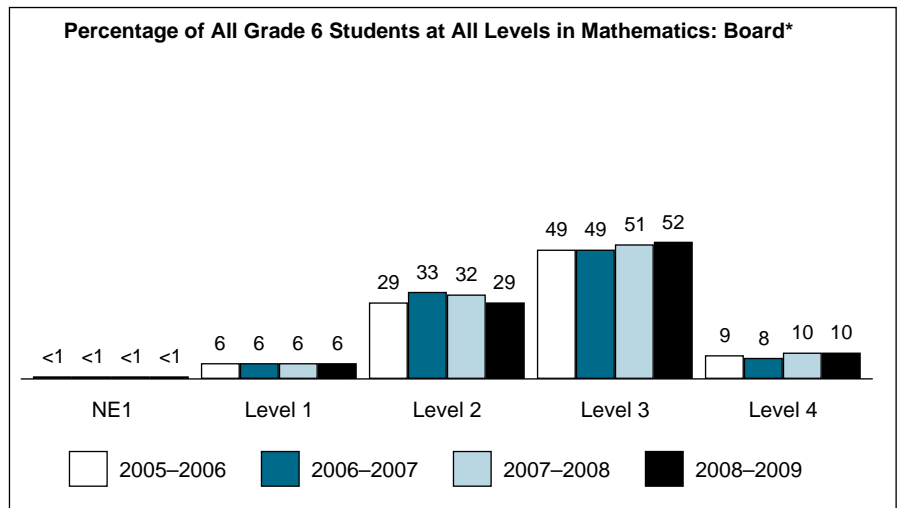
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Mathematics

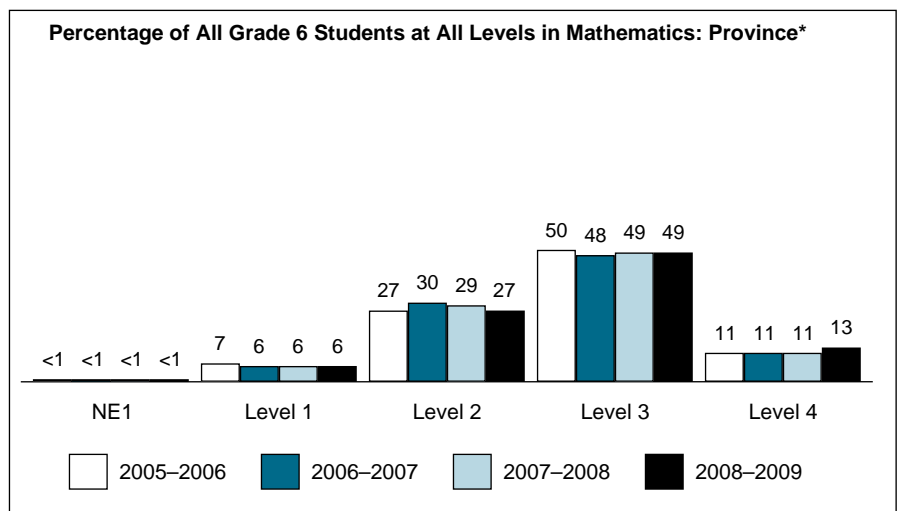
Grade 6 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	77	79	61	62
Level 4	0%	1%	10%	15%
Level 3	39%	39%	43%	45%
Level 2	45%	52%	38%	27%
Level 1	5%	6%	7%	10%
NE1**	0%	0%	0%	0%
Participating Students	90%	99%	97%	97%
No Data	0%	1%	3%	0%
Exempt	10%	0%	0%	3%
At or Above Provincial Standard†	39%	41%	52%	60%



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.

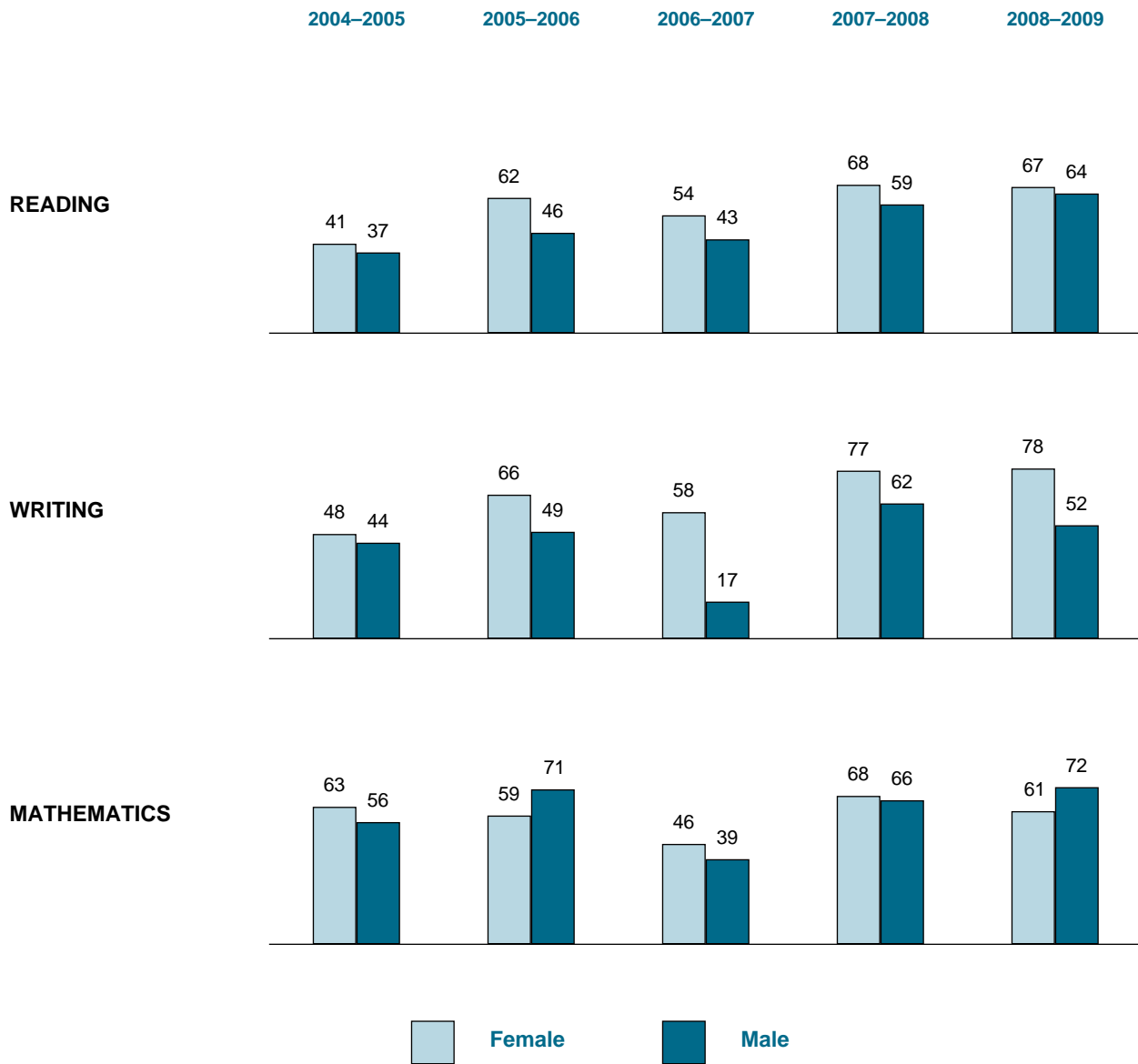
\*\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† 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**



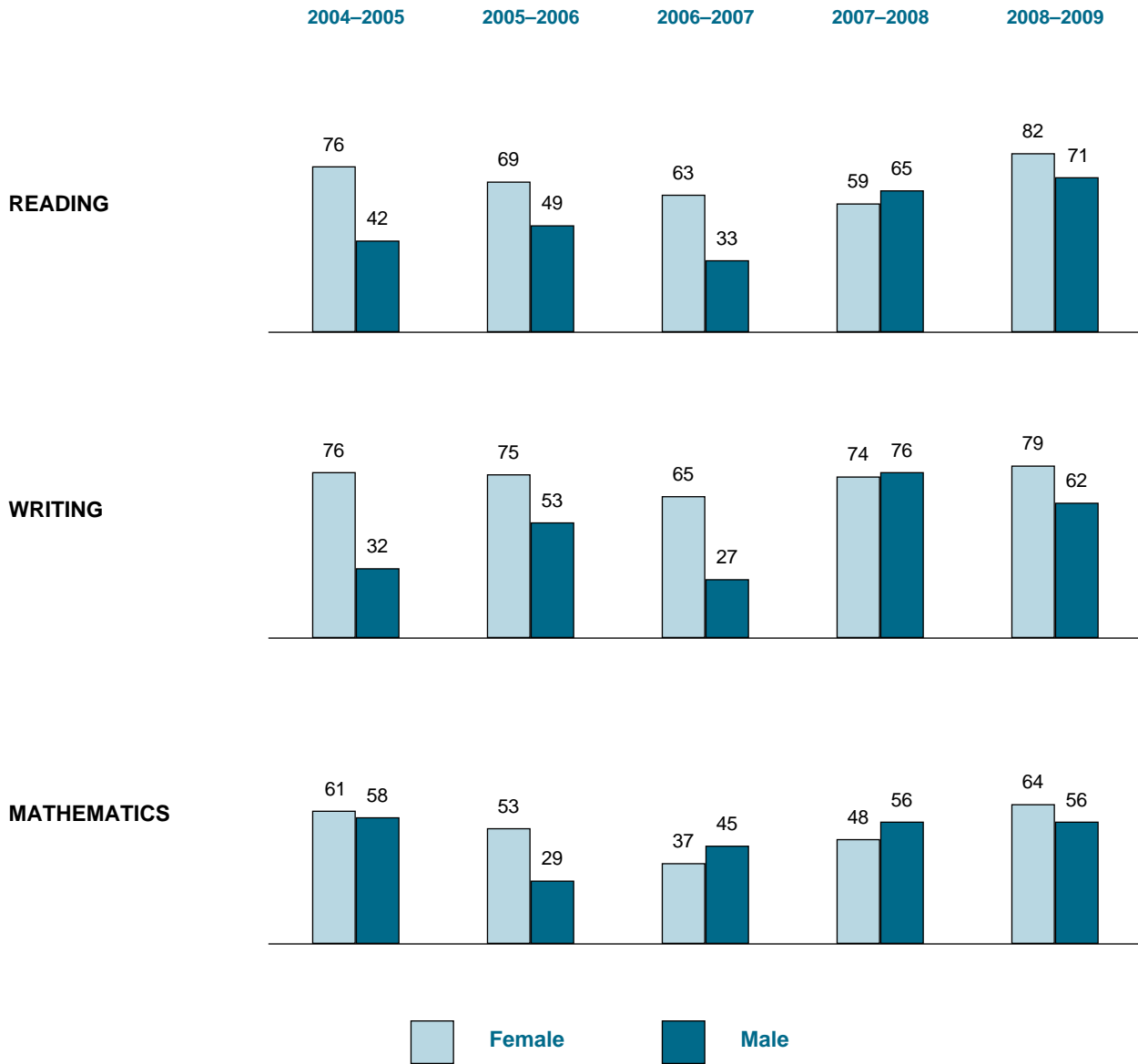
**Total Number of Grade 3 Students†**

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	27	27	29	35	24	23	22	29	18	25

† 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	33	40	32	45	46	33	27	34	28	34

† 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 (# = 42)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		35
I like to read.		27
I read by myself at home.		29
I read with someone older than me at home.		5
I use a computer for reading activities at school.		11
I am a good writer.		26
I like to write.		25
I write by myself at home.		21
Someone older than me helps me with my writing at home.		7
I use a computer for writing activities at school.		20
I am good at mathematics.		23
I like mathematics.		22
I use mathematics to solve problems outside school.		16
Someone older than me helps me with my mathematics at home.		8
I use a computer to learn mathematics at school.		20
I use a calculator to learn mathematics at school.		17
At home, there is a computer for me to use for school work.		23

\* 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 (# = 42)		
Questionnaire Item	Percentage of Students*	Number of Students
<b>Language(s) students speak at home:</b>		
only or mostly English	74	31
another language (or other languages) as often as English	17	7
only or mostly another language (or other languages)	10	4
<b>Language(s) that people speak to students at home:</b>		
only or mostly English	74	31
another language (or other languages) as often as English	7	3
only or mostly another language (or other languages)	19	8

\* 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 (# = 42)	Female* (# = 17)	Male* (# = 25)	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.	83%	82%	84%	68%	69%	67%	67%	69%	65%
I like to read.	64%	94%	44%	57%	65%	50%	61%	69%	53%
I read by myself at home.	69%	76%	64%	58%	60%	56%	59%	61%	57%
I read with someone older than me at home.	12%	18%	8%	16%	15%	17%	15%	14%	16%
I use a computer for reading activities at school.	26%	24%	28%	29%	30%	28%	22%	22%	23%
<b>Writing</b>									
I am a good writer.	62%	71%	56%	51%	57%	44%	48%	55%	42%
I like to write.	60%	82%	44%	50%	58%	42%	51%	60%	43%
I write by myself at home.	50%	53%	48%	54%	59%	49%	54%	59%	50%
Someone older than me helps me with my writing at home.	17%	12%	20%	16%	15%	17%	16%	14%	18%
I use a computer for writing activities at school.	48%	59%	40%	31%	30%	31%	26%	25%	26%
<b>Mathematics</b>									
I am good at mathematics.	55%	47%	60%	54%	46%	62%	53%	46%	60%
I like mathematics.	52%	71%	40%	57%	54%	60%	59%	57%	61%
I use mathematics to solve problems outside school.	38%	35%	40%	33%	32%	33%	31%	31%	32%
Someone older than me helps me with my mathematics at home.	19%	35%	8%	26%	29%	23%	26%	28%	24%
I use a computer to learn mathematics at school.	48%	41%	52%	27%	27%	26%	25%	25%	25%
I use a calculator to learn mathematics at school.	40%	47%	36%	16%	15%	16%	13%	11%	14%
<b>Computer at home</b>									
There is a computer for me to use for school work.	55%	71%	44%	52%	54%	50%	48%	50%	46%

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





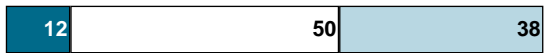

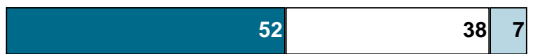

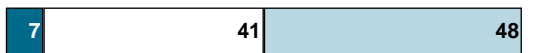
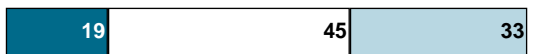
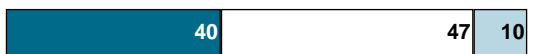
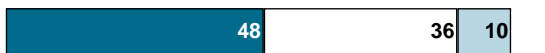


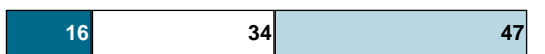
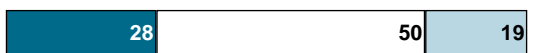

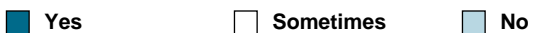
Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2008–2009

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 42)	Female* (# = 17)	Male* (# = 25)	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	74%	76%	72%	89%	88%	89%	79%	78%	80%
another language (or other languages) as often as English	17%	12%	20%	8%	8%	7%	12%	13%	11%
only or mostly another language (or other languages)	10%	12%	8%	4%	4%	3%	8%	8%	8%
<b>Language(s) that people speak to students at home:**</b>									
only or mostly English	74%	71%	76%	86%	86%	86%	74%	74%	75%
another language (or other languages) as often as English	7%	12%	4%	8%	7%	8%	12%	12%	11%
only or mostly another language (or other languages)	19%	18%	20%	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 (# = 58)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
	0 100	
I am a good reader.		36
I like to read.		39
I read by myself at home.		41
I read with someone older than me at home.		2
I use a computer for reading activities at school.		7
I am a good writer.		26
I like to write.		30
I write by myself at home.		29
Someone older than me helps me with my writing at home.		4
I use a computer for writing activities at school.		11
I am good at mathematics.		23
I like mathematics.		28
I use mathematics to solve problems outside school.		26
Someone older than me helps me with my mathematics at home.		22
I use a computer to learn mathematics at school.		9
I use a calculator to learn mathematics at school.		16
At home, there is a computer for me to use for school work.		46
		

\* 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 (# = 58)		
Questionnaire Item	Percentage of Students*	Number of Students
<b>Language(s) students speak at home:</b>		
only or mostly English	78	45
another language (or other languages) as often as English	12	7
only or mostly another language (or other languages)	10	6
<b>Language(s) that people speak to students at home:</b>		
only or mostly English	78	45
another language (or other languages) as often as English	3	2
only or mostly another language (or other languages)	19	11

\* 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 (# = 58)	Female* (# = 27)	Male* (# = 31)	All Students (# = 4 816)	Female* (# = 2 349)	Male* (# = 2 467)	All Students (# = 130 290)	Female* (# = 64 074)	Male* (# = 66 216)
<b>Percentage of Students Who Answered “Yes” to the Statements Below</b>									
<b>Reading</b>									
I am a good reader.	62%	70%	55%	65%	68%	63%	65%	69%	61%
I like to read.	67%	85%	52%	50%	61%	39%	53%	64%	42%
I read by myself at home.	71%	74%	68%	64%	73%	56%	70%	78%	62%
I read with someone older than me at home.	3%	4%	3%	5%	4%	5%	4%	3%	4%
I use a computer for reading activities at school.	12%	7%	16%	14%	14%	15%	13%	13%	14%
<b>Writing</b>									
I am a good writer.	45%	44%	45%	41%	49%	34%	42%	48%	36%
I like to write.	52%	63%	42%	41%	52%	30%	42%	52%	32%
I write by myself at home.	50%	56%	45%	45%	52%	37%	50%	57%	43%
Someone older than me helps me with my writing at home.	7%	7%	6%	10%	9%	10%	9%	7%	10%
I use a computer for writing activities at school.	19%	19%	19%	32%	32%	33%	30%	29%	31%
<b>Mathematics</b>									
I am good at mathematics.	40%	30%	48%	49%	41%	58%	49%	40%	57%
I like mathematics.	48%	41%	55%	43%	37%	49%	45%	38%	51%
I use mathematics to solve problems outside school.	45%	52%	39%	38%	36%	40%	35%	31%	38%
Someone older than me helps me with my mathematics at home.	38%	33%	42%	24%	28%	21%	22%	25%	19%
I use a computer to learn mathematics at school.	16%	15%	16%	12%	12%	12%	13%	13%	13%
I use a calculator to learn mathematics at school.	28%	26%	29%	27%	28%	25%	25%	26%	24%
<b>Computer at home</b>									
There is a computer for me to use for school work.	79%	81%	77%	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 (# = 58)	Female* (# = 27)	Male* (# = 31)	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	78%	78%	77%	92%	92%	91%	81%	81%	82%
another language (or other languages) as often as English	12%	15%	10%	6%	6%	6%	12%	13%	11%
only or mostly another language (or other languages)	10%	7%	13%	2%	2%	3%	6%	6%	7%
<b>Language(s) that people speak to students at home:**</b>									
only or mostly English	78%	78%	77%	89%	89%	88%	76%	75%	76%
another language (or other languages) as often as English	3%	0%	6%	6%	6%	6%	12%	13%	12%
only or mostly another language (or other languages)	19%	22%	16%	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.