



School/Community Report

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

Beaverton Public School

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Principal: Gayle Gailits

Beaverton Public School

About Our School/Community

Beaverton is located on the east shore of Lake Simcoe, at the mouth of the Beaver River. Beaverton Public School celebrated its 75th anniversary in May, 2000. The current main building was constructed in 1924 and additions were opened in 1965 and 1987. Some of our parents and grandparents are former students of Beaverton Public School. As well, there are many young families who have made Beaverton their home and contribute positively to Beaverton Public School.

Further renovations to Beaverton Public School were completed in October 2004 which included a new Library, a Special Educational Resource Room, two intermediate classrooms, a teachers' work room and a brand new office area. All of our students are now housed in the main building! The summer of 2005 saw renovations extend outside of the school building. After our four portables were removed from the school grounds, our parking lot was increased, paved and converted to a 'kiss-and-ride' drive-through area and parking lot which has reduced traffic congestion in the street, making it safer for BPS students, parents and staff members.

Our enrollment for the 2008 - 2009 school year opened at 183. We have 8 classrooms from Junior Kindergarten to Grade 8 and a half-time Special Education Resource Room servicing our Junior and Intermediate students. Our total staff allocation is 12.5 which includes a Special Education Resource Teacher, Core French Teacher, Librarian and Principal. In addition to our dedicated teaching staff, we have a number of very committed individuals who complete our staff team including our educational assistants, lunchroom supervisors, secretary and custodians. We work together to ensure the safety and education of our students.

Parents are welcome at Beaverton Public School. Some volunteer in classrooms and in various other capacities. A number of parents are part of our School Community Council that meets regularly, supporting and advising our staff in school initiatives, while other parent volunteers choose to organize fund-raising projects to support student curricular and extra-curricular activities. Our Parent Volunteers model good citizenship for our students and are an integral part of our school community. Our SCC is committed to organizing a variety of events for staff, students and parents. They are looking forward to meeting our new parents and others throughout the school year.

Our staff offers a range of extra-curricular activities to encourage the development of students outside of the classroom. These include intramural and extramural team sports, computer and environmental clubs, choir and band performances, student council, S.T.A.R. (*Students Together Against Racism*) Camp opportunities and Special Play/Activity Days.

Our teachers have welcomed and supported Brock High School students during their Co-operative Education placements in our school and they have also acted as host teachers to a number of Teacher Candidates, from various Universities, during their practicum placements. Along with various mentorship programs, new teachers are able to gain a variety of experiences while working with their host teachers in the classroom.

BPS staff and students have assisted needy families through the *Free the Children* organization where money was raised to help build a school in an African village. BPS staff, students and their families are always there to assist others in need. Our school regularly contributes to our local Brock Food Bank and has often donated clothing and other items to needy children in our area. BPS will continue supporting such worthy causes in order to make a positive difference in the lives of many others.

E.Q.A.O. 2008 - 2009 Test Results and Next Steps

The following chart shows the percentage of students achieving a level 3 or 4, in each subject area, on

last year's 2008-9 E.Q.A.O. assessment and compares these scores to the Board's results:

	READING		WRITING		MATHEMATICS	
GRADE	BPS	BOARD	BPS	BOARD	BPS	BOARD
3	56	63	75	68	81	73
6	76	72	65	66	59	62

We were very pleased to see the gains achieved in Grade 3 Writing and Mathematics. Our ranking in both these areas surpassed that of the Board's. More dramatic, was the increase in scores seen by our Grade 6 students in all areas of the assessments. We saw huge growth in Reading with an increase of 36 % of Grade 6 students now achieving levels 3 and 4, an increase of 35% of Grade 6 students achieving provincial expectations in Writing and an increase of 39% of our Grade 6 students achieving a level 3 or 4 in Mathematics.

Way to go, BPS students!

Next Steps

We are pleased with the results of the 2008 - 2009 assessment and recognize there is always room for improvement.

- * We will continue to work on strategies that will focus on all 3 subject areas in order to achieve levels 3 and 4, in each area, by all our students.
- * Exemplars will still be used at each grade level to assist students in understanding what level 3 and 4 work looks like.
- * Good work habits and organizational skills will continue to be stressed as major contributing factors to achieving higher level scores.
- * Teachers will encourage higher-level thinking skills through more complex questioning techniques.
- * Individualized attention will continue to be offered through our Resource Room and by our Educational Assistants. Parent volunteers (Home Reading Program) will further assist our needy students.
- * Professional development opportunities continue to be offered by the Board to help teachers strengthen their teaching and assessment strategies.
- * Our Literacy Coach will be working with teachers to model effective reading strategies.
- * Our S.E.R.T. will continue working with small groups of students and provide valuable resource material to our teachers.
- * The focus on Literacy and Numeracy will continue as teachers develop programmes, based on assessment results, that will concentrate on students' strengths and weaknesses.

* Teachers at all grade levels will continue to be part of the team that prepares our students for the annual assessments.

School results are always shared with Teachers, our SCC and our Parents. Parent input, and their continued involvement in their child's education, is essential as we work together on a collaborative solution for improvement.



School Report



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

School: Beaverton PS (038164)
Board: Durham DSB (66060)

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

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

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

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

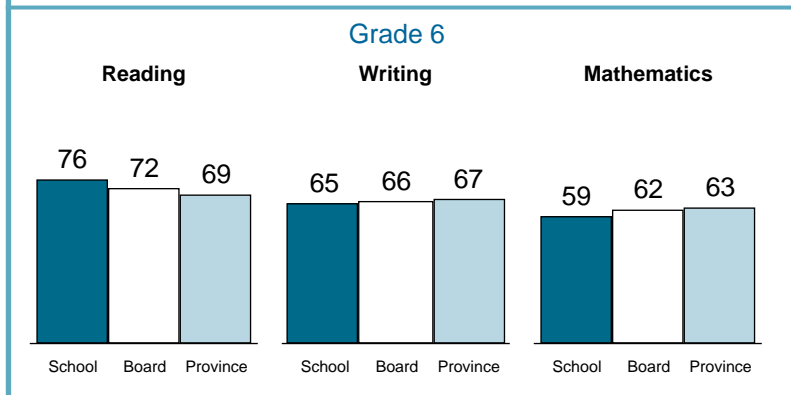
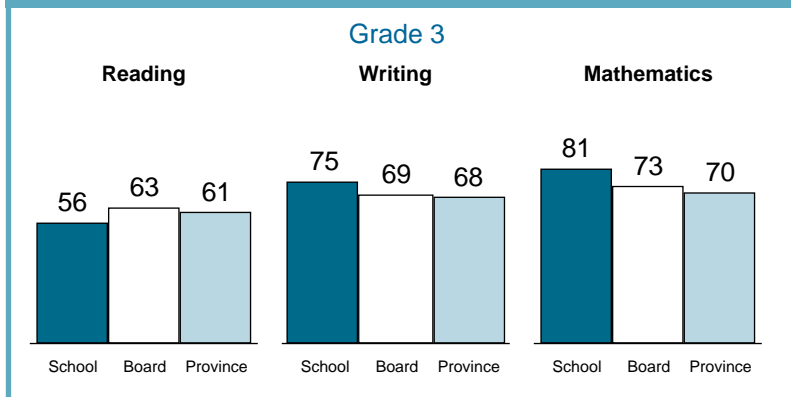
I trust this report will help parents, educators and all who support a strong public education system work together so that all students can reach their full potential.

Sincerely,

Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

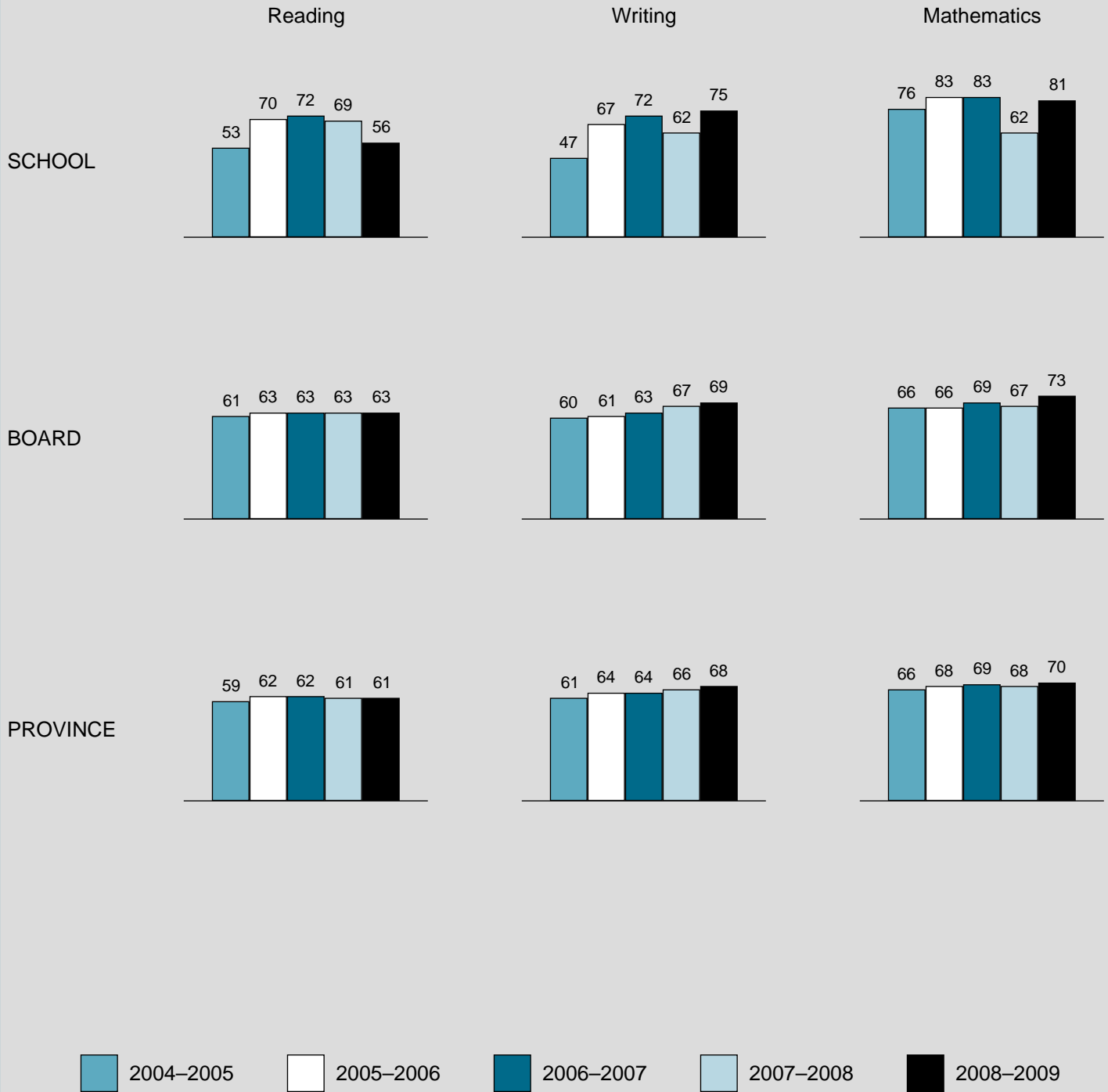
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	Grade 3	Grade 6
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2008–2009



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

Percentage of Students: Grade 3

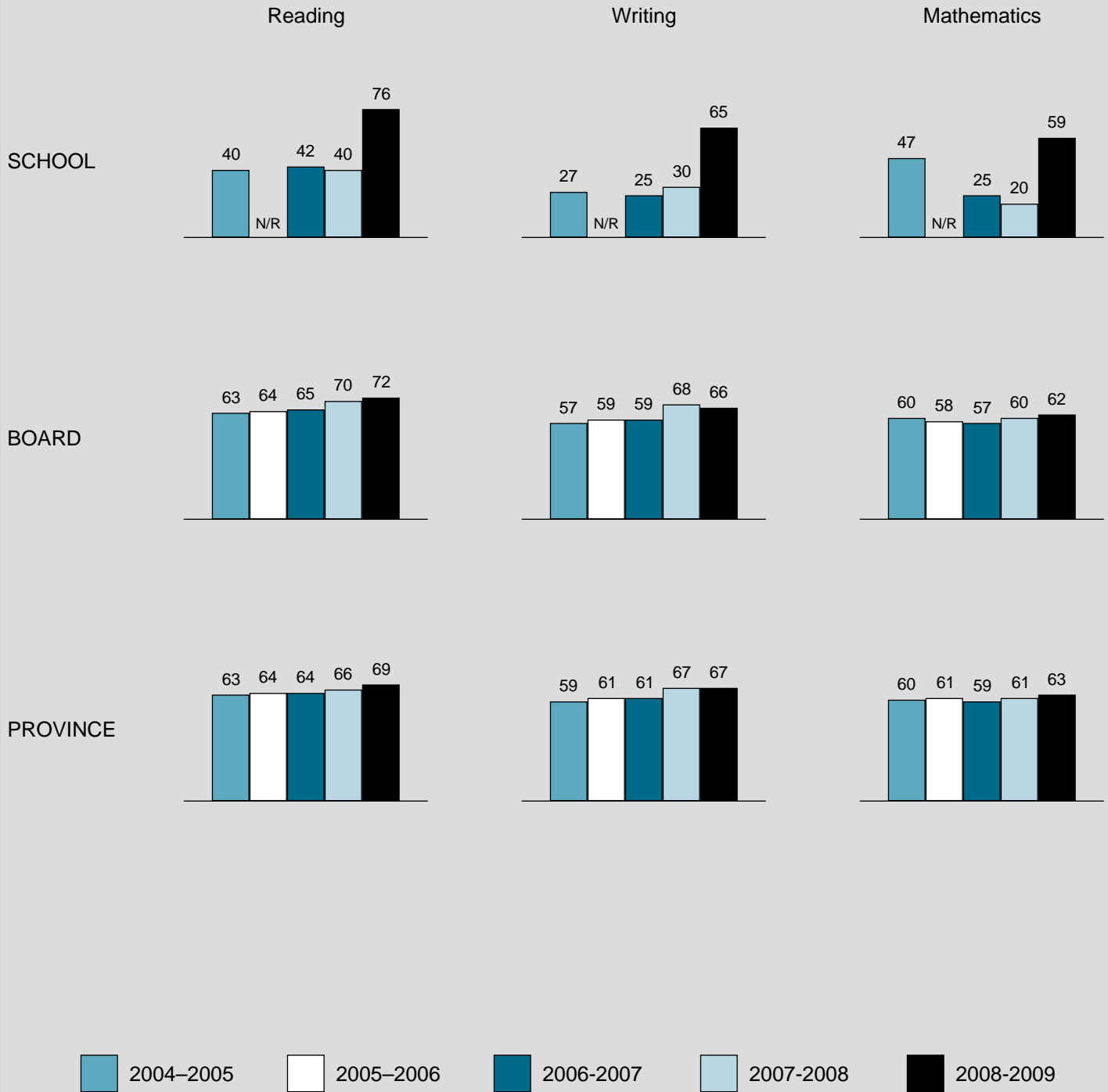


Total Number of Grade 3 Students

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
School	17	30	18	16	16
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	30	17	24	20	17
Board	5 256	5 098	5 259	4 891	4 954
Province	143 421	146 711	145 901	140 420	136 076

TIPS

Each school or board is unique. To appreciate the distinctive character of a school or board, look at the contextual information to understand the features and characteristics of the community it serves.



Every assessment captures the performance of students at one point in time each year. Consider the results along with other information about students' achievement in reading, writing and mathematics.



Exercise caution when interpreting results for small schools or boards. Results may vary considerably from year to year, and differences may look exaggerated. For example, in a school of 20 students, a difference of 10% represents only two students.



Trends may be difficult to identify or to interpret. This is especially true in small schools or boards, or in schools where there is a high turnover in the student population.



EQAO values students' privacy. Results are not reported publicly for schools where fewer than 15 students participated, because it might be possible to identify individual students.

ABOUT THIS SCHOOL OR BOARD REPORT

This report shows how well students have met curriculum expectations to the end of the Primary Division and the end of the Junior Division. Students complete a set of test booklets that allow them to show what they have learned in reading, writing and mathematics. The assessments are based on The Ontario Curriculum.

This report includes

- ◆ results for this year
- ◆ a comparison of results over the past four years to aid in monitoring improvement
- ◆ information about the characteristics of the students who participated
- ◆ summary graphs showing the percentage of students achieving the provincial standard in reading, writing and mathematics
- ◆ detailed tables and graphs showing results for all levels of achievement, results for gender and participation information
- ◆ student questionnaire results
- ◆ an explanation of all terms used in this report.

HOW TO USE THIS REPORT

- ◆ Examine the contextual information to understand the similarities and differences between the school, the board and the province; the board and the province. Consider the challenges that any differences might present.
- ◆ Examine the results for reading, writing and mathematics.
 - Are these results consistent with what you would expect?
 - How do the school results compare to the board and the province; the board results compare to the province?
 - How do these results compare over time?
 - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- ◆ Speak to school or board staff about the goals for school improvement related to reading, writing and mathematics.

The Education Quality and Accountability Office is an independent agency that gathers information about student achievement through province-wide assessments. Each year, all Grade 3 and Grade 6 students across Ontario take part in these assessments of reading, writing and mathematics. Individual results are reported to students and to parents and guardians. School, board and provincial results are released publicly.

Learn more about us at www.eqao.com.

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

Contextual Information: Grade 3*

This information provides a context for interpreting the school's results.

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 3 students	16		4 449		125 481	
Number of classes with Grade 3 students	1		320		9 385	
Number of schools with Grade 3 classes	Not applicable		105		3 399	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	8	50%	2 208	50%	60 999	49%
Male	8	50%	2 241	50%	64 482	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	0	0%	85	2%	11 281	9%
Students with special needs (excluding gifted)**	2	12%	538	12%	18 291	15%
Place of Birth						
Born in Canada	16	100%	4 195	94%	111 561	89%
Born outside Canada	0	0%	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	0	0%	183	4%	8 946	7%
Language						
First language learned at home was other than English	0	0%	271	6%	27 084	22%
Year Student Entered Current School						
Year of the assessment	4	25%	532	12%	16 746	13%
Year prior to the assessment	1	6%	507	11%	14 545	12%
2 years prior to the assessment	1	6%	850	19%	16 821	13%
3 or more years prior to the assessment	10	62%	2 552	57%	76 849	61%
Data not available	0	0%	8	<1%	520	<1%
Year Student Entered Current Board						
Year of the assessment	4	25%	280	6%	8 720	7%
Year prior to the assessment	1	6%	280	6%	8 048	6%
2 years prior to the assessment	0	0%	570	13%	11 982	10%
3 or more years prior to the assessment	11	69%	3 296	74%	93 098	74%
Data not available	0	0%	23	1%	3 633	3%

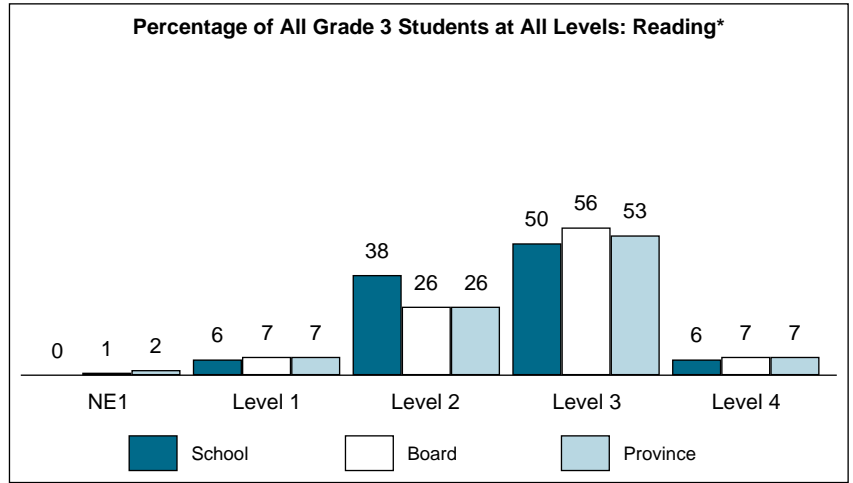
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

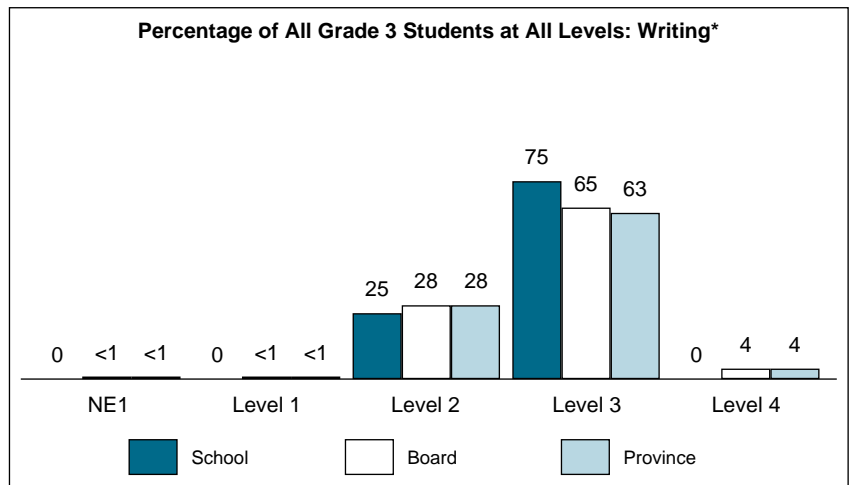
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: All Students^{††}

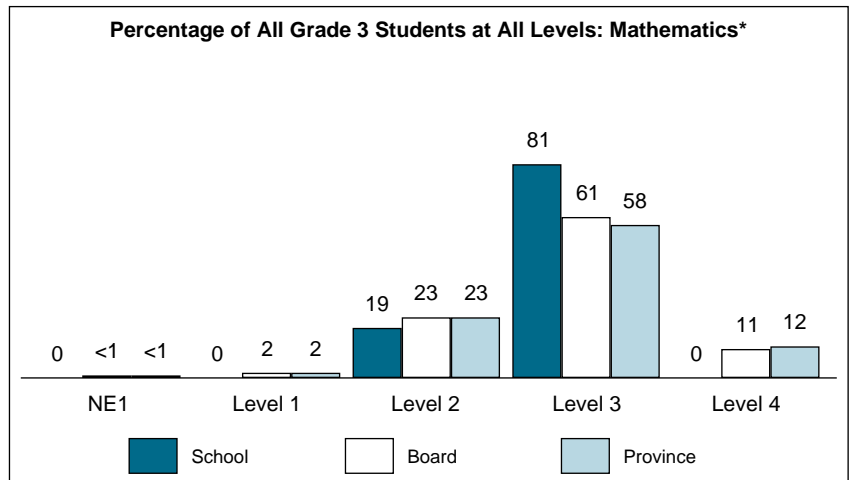
Grade 3: Reading*				
Number of Students	School 16		Board 3 926	Province 121 787
	#	%	%	%
Level 4	1	6%	7%	7%
Level 3	8	50%	56%	53%
Level 2	6	38%	26%	26%
Level 1	1	6%	7%	7%
NE1**	0	0%	1%	2%
Participating Students	16	100%	97%	95%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	4%
At or Above Provincial Standard (Levels 3 and 4) [†]		56%	63%	61%



Grade 3: Writing*				
Number of Students	School 16		Board 3 926	Province 121 788
	#	%	%	%
Level 4	0	0%	4%	4%
Level 3	12	75%	65%	63%
Level 2	4	25%	28%	28%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	16	100%	97%	96%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) [†]		75%	69%	68%



Grade 3: Mathematics*				
Number of Students	School 16		Board 4 449	Province 125 464
	#	%	%	%
Level 4	0	0%	11%	12%
Level 3	13	81%	61%	58%
Level 2	3	19%	23%	23%
Level 1	0	0%	2%	2%
NE1**	0	0%	<1%	<1%
Participating Students	16	100%	97%	96%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) [†]		81%	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.

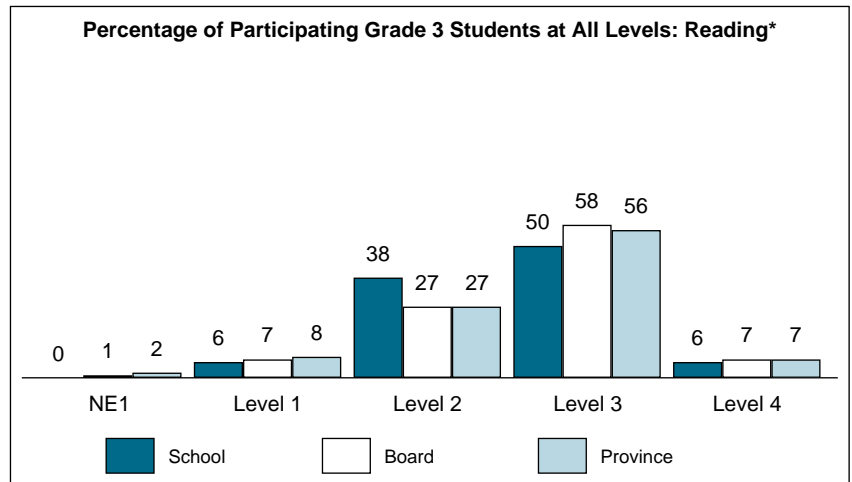
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

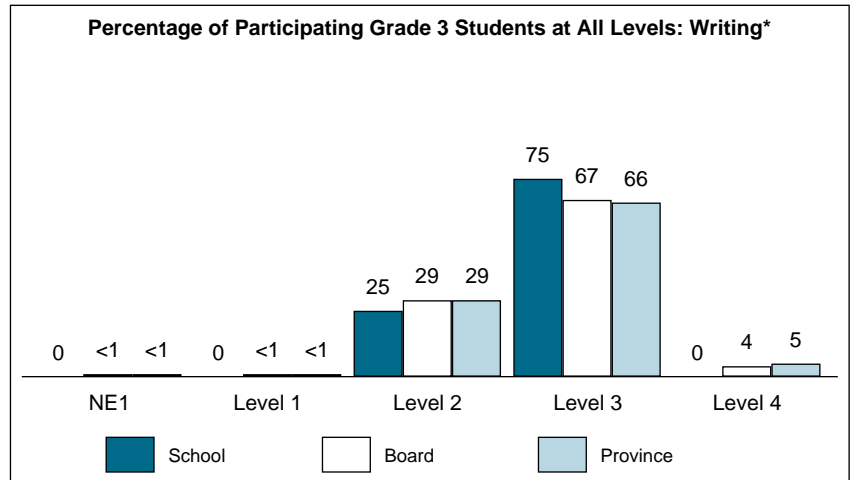
Results in Reading, Writing and Mathematics, 2008–2009

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

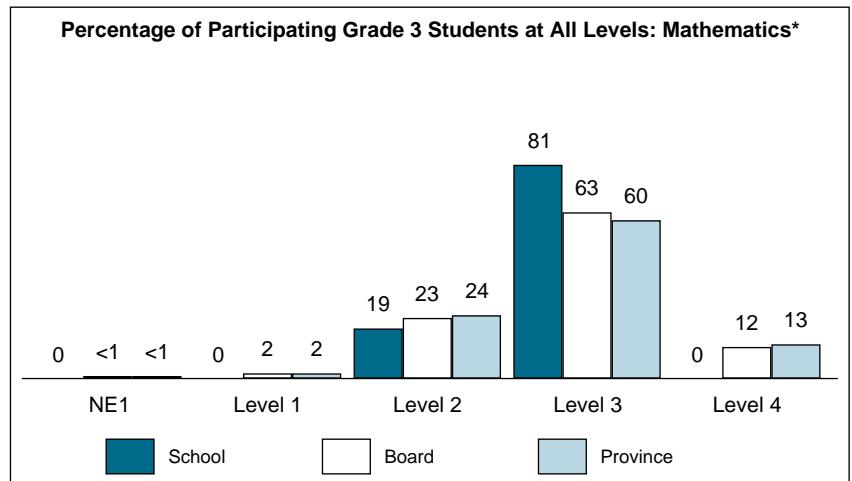
Grade 3: Reading*				
Number of Students	School 16		Board 3 803	Province 116 256
	#	%	%	%
Level 4	1	6%	7%	7%
Level 3	8	50%	58%	56%
Level 2	6	38%	27%	27%
Level 1	1	6%	7%	8%
NE1**	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †	56%		65%	63%



Grade 3: Writing*				
Number of Students	School 16		Board 3 804	Province 116 812
	#	%	%	%
Level 4	0	0%	4%	5%
Level 3	12	75%	67%	66%
Level 2	4	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 16		Board 4 326	Province 120 405
	#	%	%	%
Level 4	0	0%	12%	13%
Level 3	13	81%	63%	60%
Level 2	3	19%	23%	24%
Level 1	0	0%	2%	2%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	81%		75%	73%



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

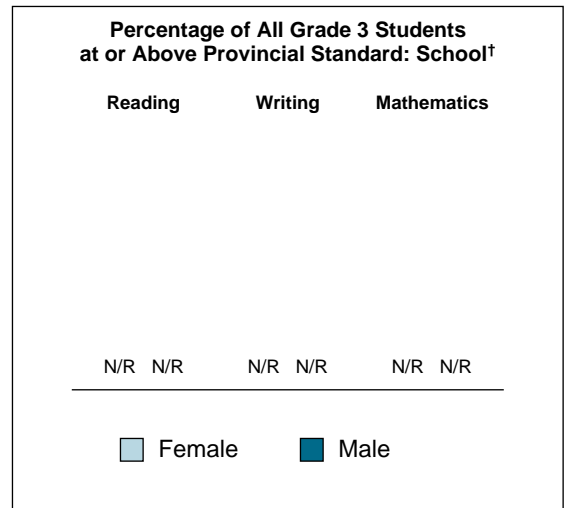
** See the Explanation of Terms.

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

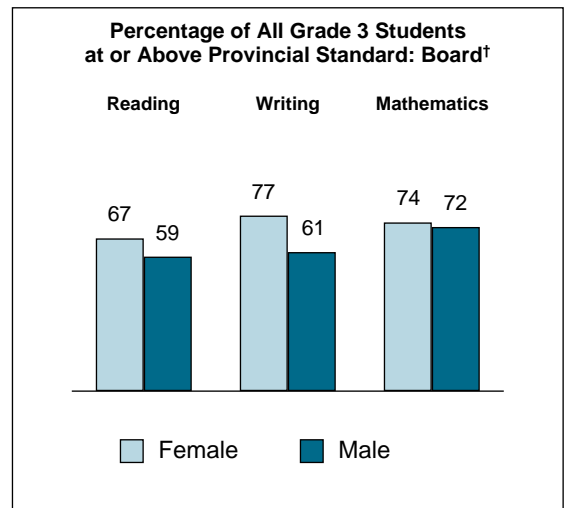
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: Gender††

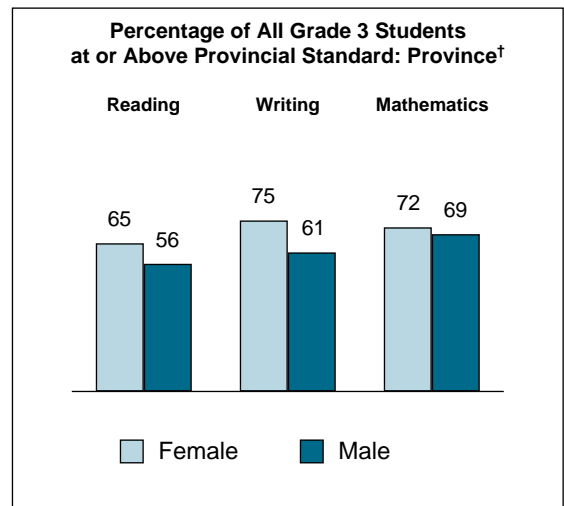
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
Participating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



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



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



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

** See the Explanation of Terms.

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

†† Results include only students for whom gender data were available.

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

Contextual Information: Grade 6*

This information provides a context for interpreting the school's results.

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 6 students	17		4 954		136 076	
Number of classes with Grade 6 students	2		318		8 285	
Number of schools with Grade 6 classes	Not applicable		105		3 216	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	7	41%	2 401	48%	66 276	49%
Male	10	59%	2 553	52%	69 800	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	0	0%	38	1%	7 538	6%
Students with special needs (excluding gifted)**	3	18%	806	16%	24 326	18%
Place of Birth						
Born in Canada	17	100%	4 608	93%	118 305	87%
Born outside Canada	0	0%	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	0	0%	282	6%	12 798	9%
Language						
First language learned at home was other than English	0	0%	279	6%	27 824	20%
Year Student Entered Current School						
Year of the assessment	1	6%	544	11%	30 253	22%
Year prior to the assessment	2	12%	502	10%	13 485	10%
2 years prior to the assessment	0	0%	581	12%	12 503	9%
3 or more years prior to the assessment	13	76%	3 305	67%	79 176	58%
Data not available	1	6%	22	<1%	659	<1%
Year Student Entered Current Board						
Year of the assessment	1	6%	265	5%	9 175	7%
Year prior to the assessment	1	6%	266	5%	7 907	6%
2 years prior to the assessment	0	0%	310	6%	7 896	6%
3 or more years prior to the assessment	14	82%	4 087	82%	105 510	78%
Data not available	1	6%	26	1%	5 588	4%

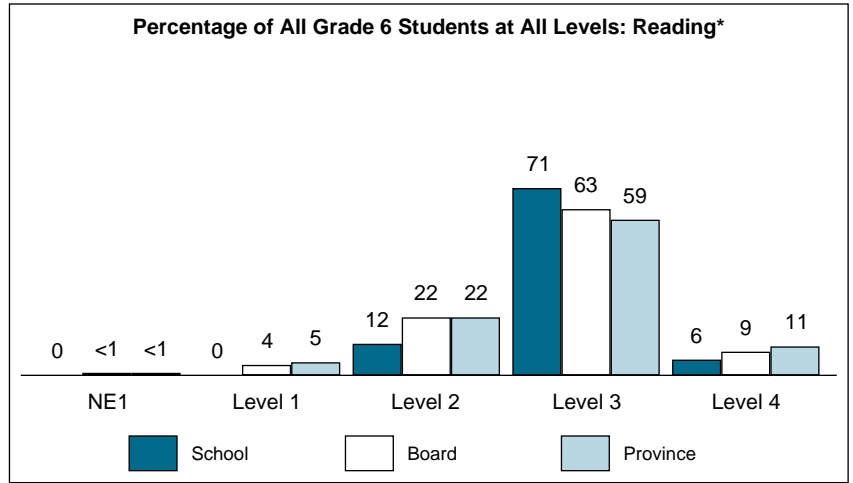
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

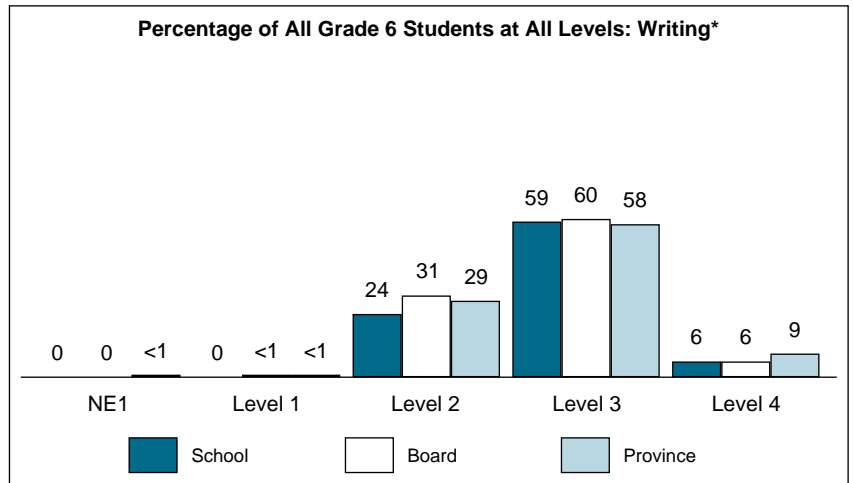
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: All Students

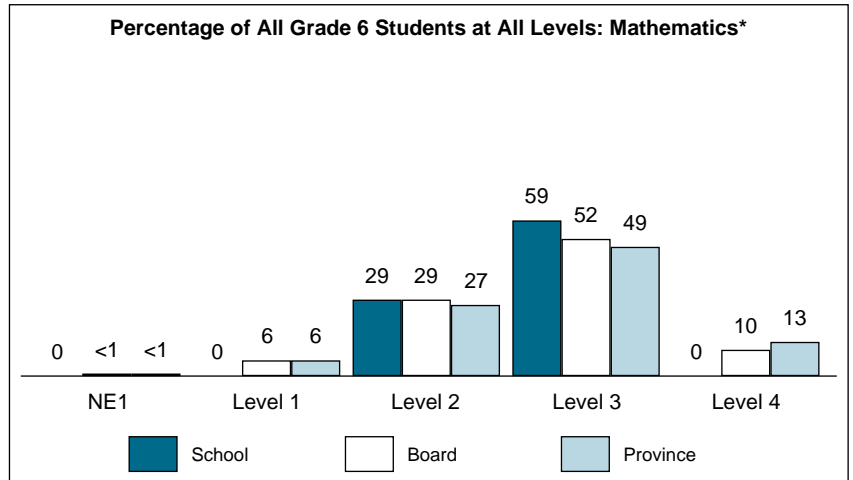
Grade 6: Reading*				
Number of Students	School 17		Board 4 954	Province 136 069
	#	%	%	%
Level 4	1	6%	9%	11%
Level 3	12	71%	63%	59%
Level 2	2	12%	22%	22%
Level 1	0	0%	4%	5%
NE1**	0	0%	<1%	<1%
Participating Students	15	88%	98%	96%
No Data	1	6%	<1%	1%
Exempt	1	6%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		76%	72%	69%



Grade 6: Writing*				
Number of Students	School 17		Board 4 954	Province 136 075
	#	%	%	%
Level 4	1	6%	6%	9%
Level 3	10	59%	60%	58%
Level 2	4	24%	31%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
Participating Students	15	88%	98%	96%
No Data	1	6%	<1%	1%
Exempt	1	6%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		65%	66%	67%



Grade 6: Mathematics*				
Number of Students	School 17		Board 4 954	Province 136 075
	#	%	%	%
Level 4	0	0%	10%	13%
Level 3	10	59%	52%	49%
Level 2	5	29%	29%	27%
Level 1	0	0%	6%	6%
NE1**	0	0%	<1%	<1%
Participating Students	15	88%	97%	96%
No Data	1	6%	<1%	1%
Exempt	1	6%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		59%	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.

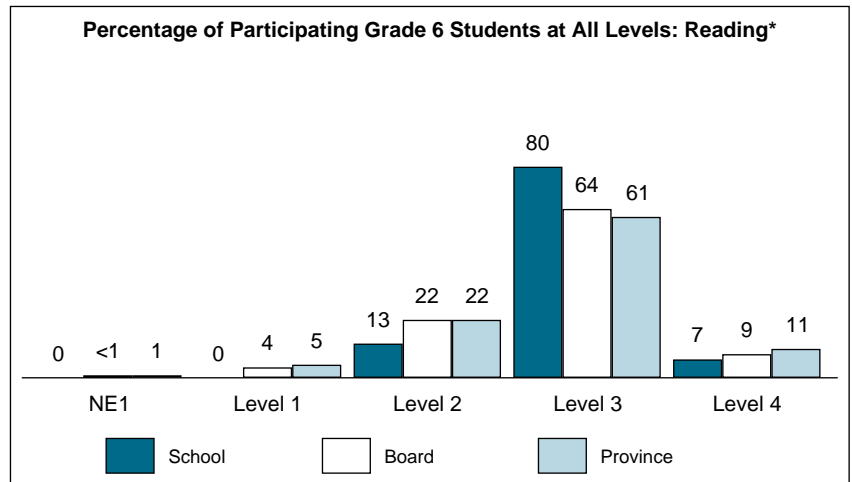
** See the Explanation of Terms.

† 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.

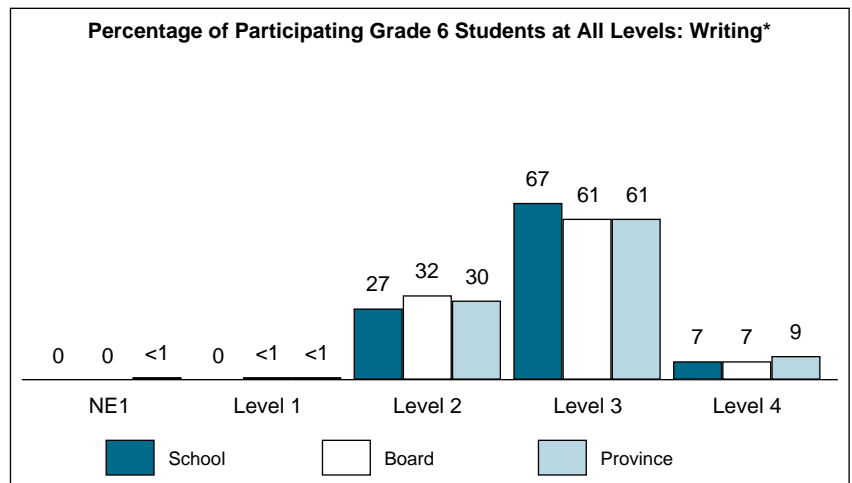
Results in Reading, Writing and Mathematics, 2008–2009

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

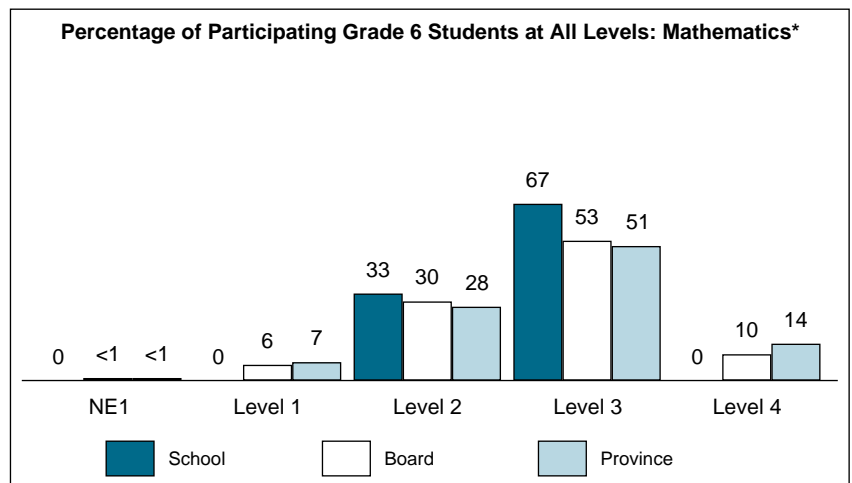
Grade 6: Reading*				
Number of Students	School 15		Board 4 845	Province 131 173
	#	%	%	%
Level 4	1	7%	9%	11%
Level 3	12	80%	64%	61%
Level 2	2	13%	22%	22%
Level 1	0	0%	4%	5%
NE1**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †	87%		73%	72%



Grade 6: Writing*				
Number of Students	School 15		Board 4 840	Province 131 296
	#	%	%	%
Level 4	1	7%	7%	9%
Level 3	10	67%	61%	61%
Level 2	4	27%	32%	30%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	73%		68%	70%



Grade 6: Mathematics*				
Number of Students	School 15		Board 4 815	Province 130 902
	#	%	%	%
Level 4	0	0%	10%	14%
Level 3	10	67%	53%	51%
Level 2	5	33%	30%	28%
Level 1	0	0%	6%	7%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	67%		64%	65%



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

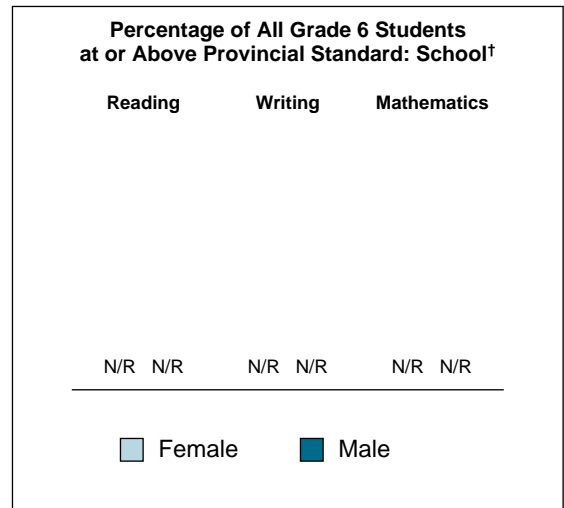
** See the Explanation of Terms.

† 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.

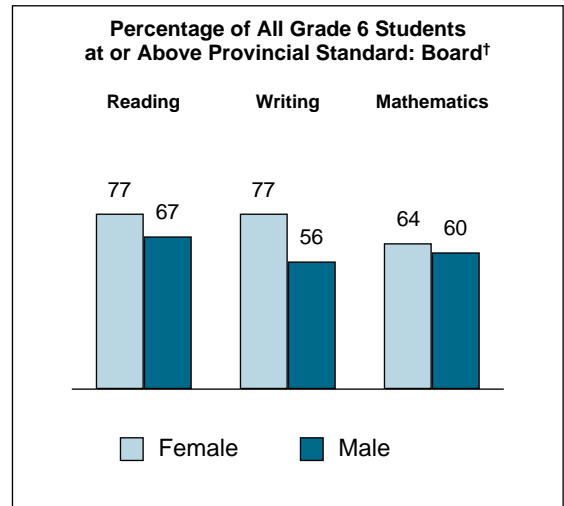
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: Gender††

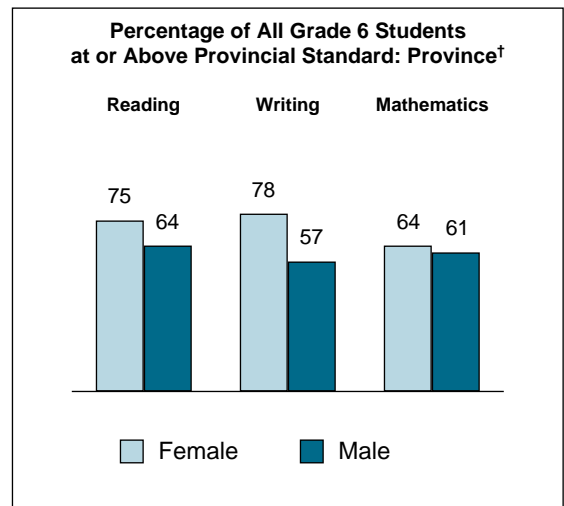
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
Participating Students	N/R	N/R	N/R	N/R	N/R	N/R
No Data	N/R	N/R	N/R	N/R	N/R	N/R
Exempt	N/R	N/R	N/R	N/R	N/R	N/R
At or Above Provincial Standard (Levels 3 and 4)†	N/R	N/R	N/R	N/R	N/R	N/R



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



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



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

** See the Explanation of Terms.

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

†† Results include only students for whom gender data were available.

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

Contextual Information over Time: Grade 3*

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

Grade 3	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Enrolment					
Number of students	17	30	18	16	16
Participation in the Assessment					
Reading [†]	88%	93%	89%	94%	100%
Writing [†]	88%	93%	89%	94%	100%
Mathematics [†]	88%	93%	89%	94%	100%
Gender					
Female	24%	40%	67%	62%	50%
Male	76%	60%	33%	38%	50%
Student Status					
English language learners**	0%	0%	0%	0%	0%
Students with special needs (excluding gifted)**	18%	20%	17%	6%	12%
Place of Birth					
Born in Canada	100%	100%	100%	100%	100%
Born outside Canada	0%	0%	0%	0%	0%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	0%	0%	0%	0%	0%
Language					
First language learned at home was other than English	0%	0%	0%	0%	0%
Year Student Entered Current School					
Year of the assessment		17%	17%	25%	25%
Year prior to the assessment	Data not collected ^{††}	7%	11%	12%	6%
2 years prior to the assessment		10%	6%	6%	6%
3 or more years prior to the assessment		63%	67%	56%	62%
Data not available		3%	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.

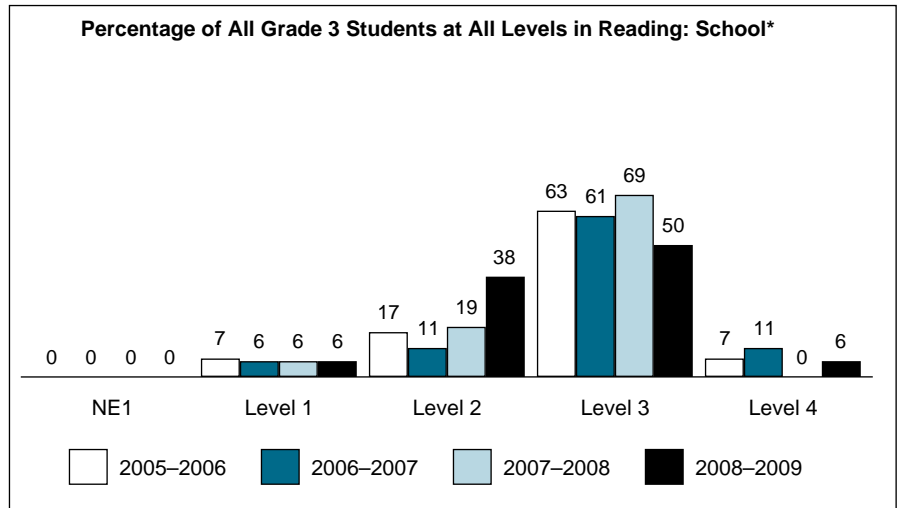
** See the Explanation of Terms.

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

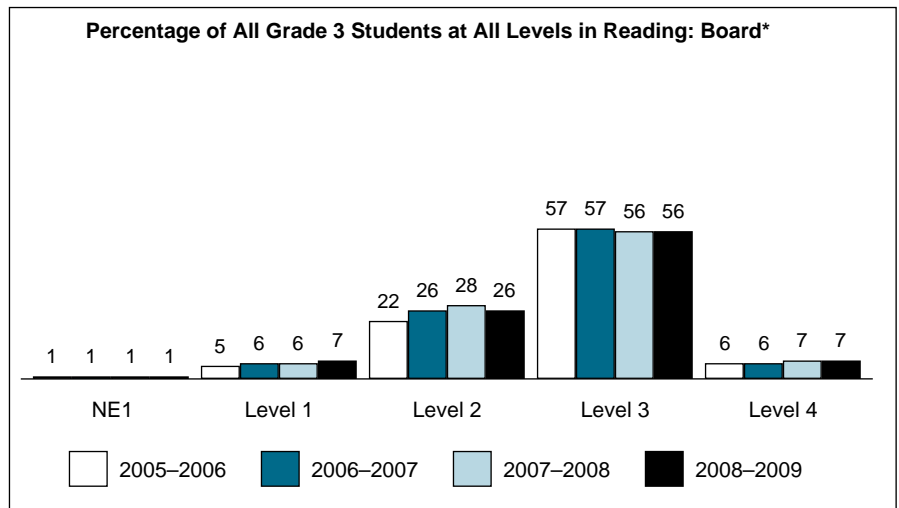
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Reading

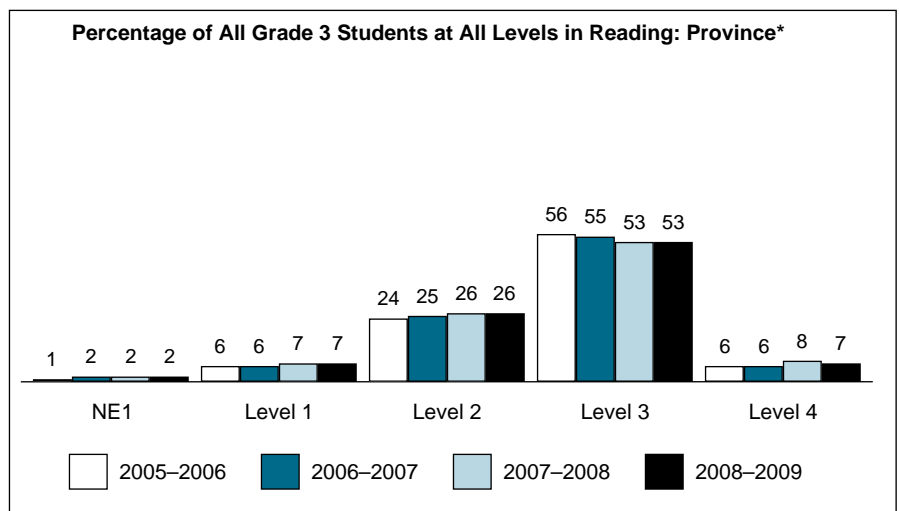
Grade 3 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	30	18	16	16
Level 4	7%	11%	0%	6%
Level 3	63%	61%	69%	50%
Level 2	17%	11%	19%	38%
Level 1	7%	6%	6%	6%
NE1**	0%	0%	0%	0%
Participating Students	93%	89%	94%	100%
No Data	0%	6%	0%	0%
Exempt	7%	6%	6%	0%
At or Above Provincial Standard†	70%	72%	69%	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) 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.

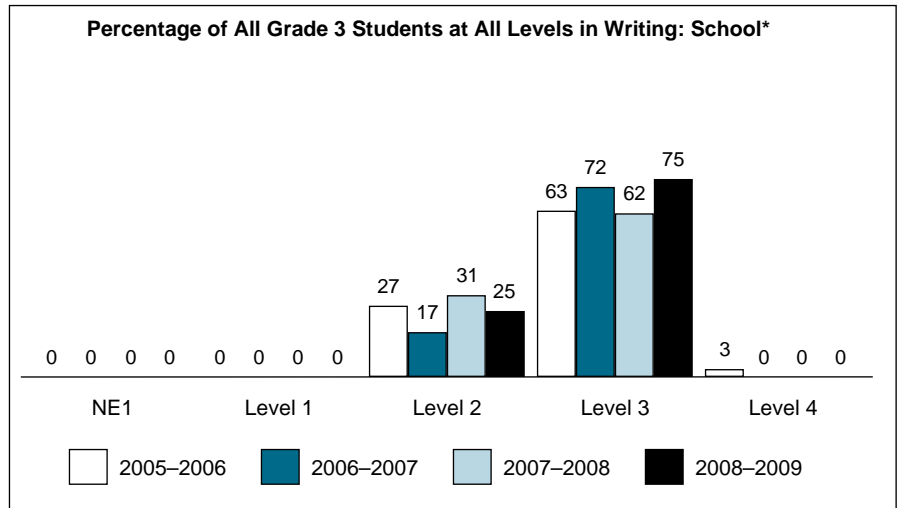
** See the Explanation of Terms.

† 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.

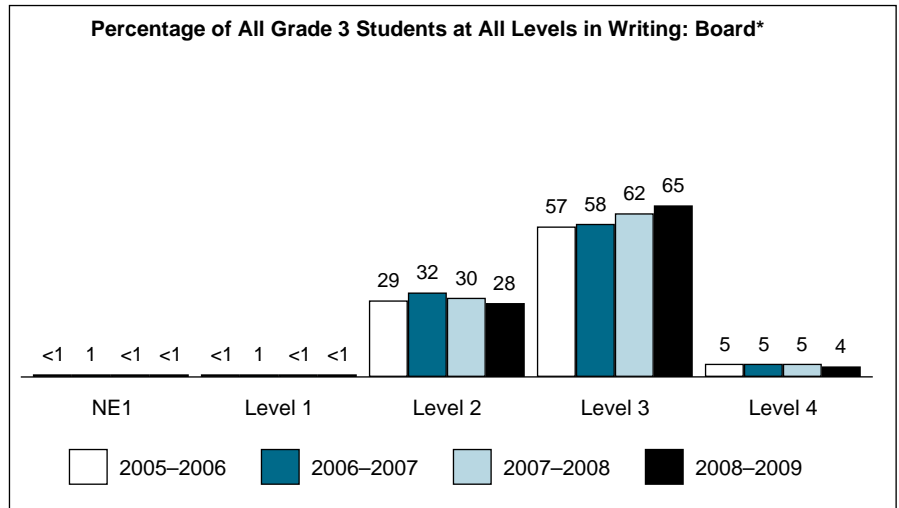
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Writing

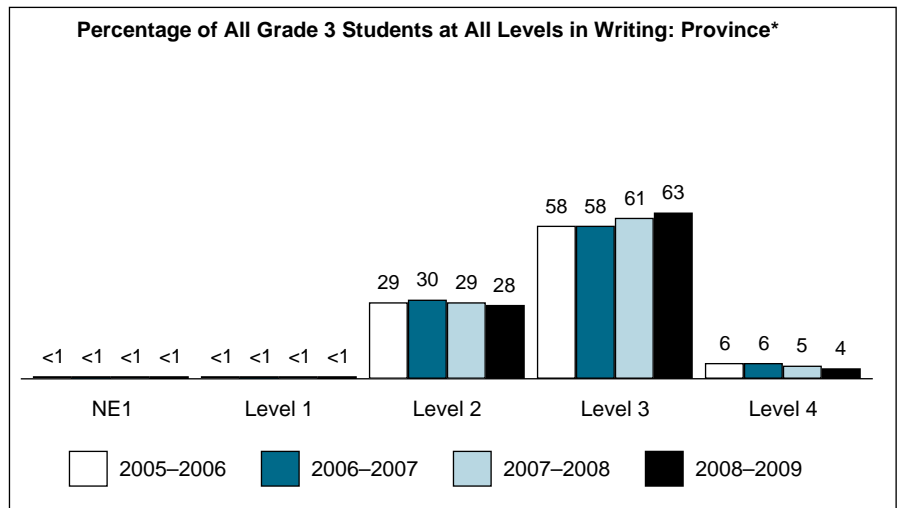
Grade 3 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	30	18	16	16
Level 4	3%	0%	0%	0%
Level 3	63%	72%	62%	75%
Level 2	27%	17%	31%	25%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	93%	89%	94%	100%
No Data	0%	6%	0%	0%
Exempt	7%	6%	6%	0%
At or Above Provincial Standard†	67%	72%	62%	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) 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.

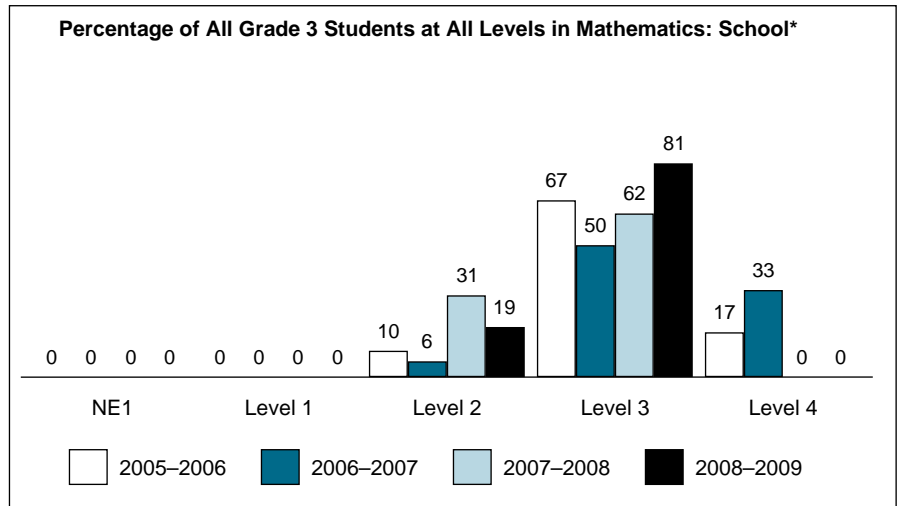
† See the Explanation of Terms.

‡ 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.

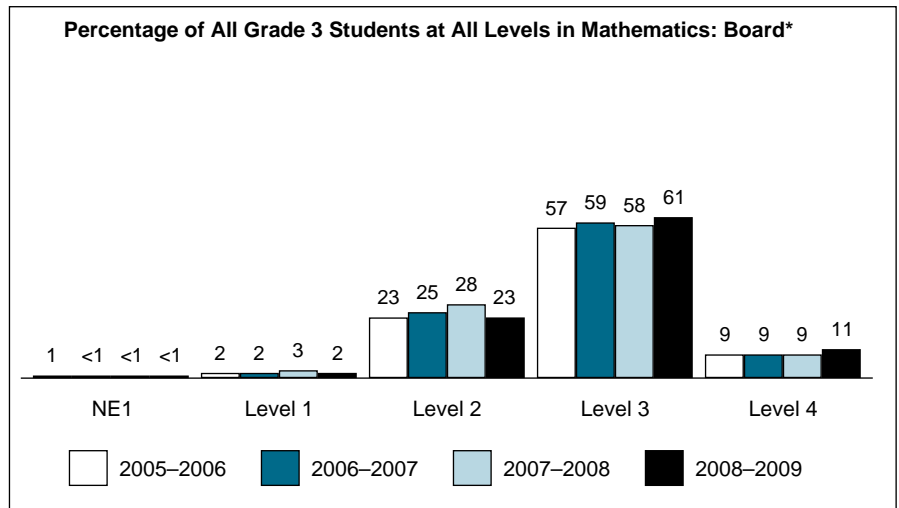
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Mathematics

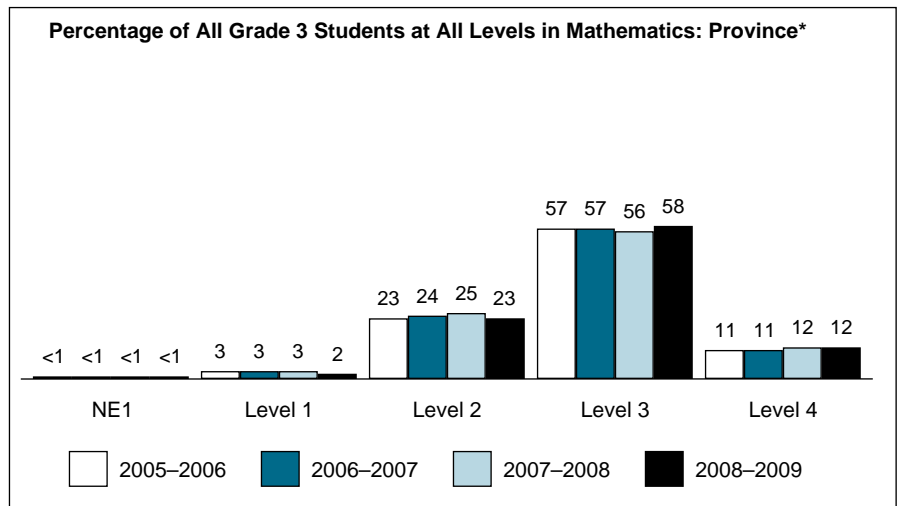
Grade 3 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	30	18	16	16
Level 4	17%	33%	0%	0%
Level 3	67%	50%	62%	81%
Level 2	10%	6%	31%	19%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	93%	89%	94%	100%
No Data	0%	6%	0%	0%
Exempt	7%	6%	6%	0%
At or Above Provincial Standard†	83%	83%	62%	81%



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



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



♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.

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** See the Explanation of Terms.

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

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

Contextual Information over Time: Grade 6*

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

Grade 6	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Enrolment					
Number of students	30	17	24	20	17
Participation in the Assessment					
Reading	97%	76%	92%	100%	88%
Writing	97%	76%	92%	100%	88%
Mathematics	97%	76%	83%	100%	88%
Gender					
Female	47%	65%	38%	40%	41%
Male	47%	35%	62%	60%	59%
Student Status					
English language learners**	0%	0%	0%	0%	0%
Students with special needs (excluding gifted)**	7%	24%	25%	40%	18%
Place of Birth					
Born in Canada	83%	94%	96%	100%	100%
Born outside Canada	10%	6%	4%	0%	0%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	3%	0%	0%	0%	0%
In Canada three years or more	3%	6%	4%	0%	0%
Language					
First language learned at home was other than English	0%	0%	0%	0%	0%
Year Student Entered Current School					
Year of the assessment		12%	8%	15%	6%
Year prior to the assessment	Data not collected††	12%	12%	20%	12%
2 years prior to the assessment		6%	8%	0%	0%
3 or more years prior to the assessment		71%	71%	65%	76%
Data not available		0%	0%	0%	6%

* 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.

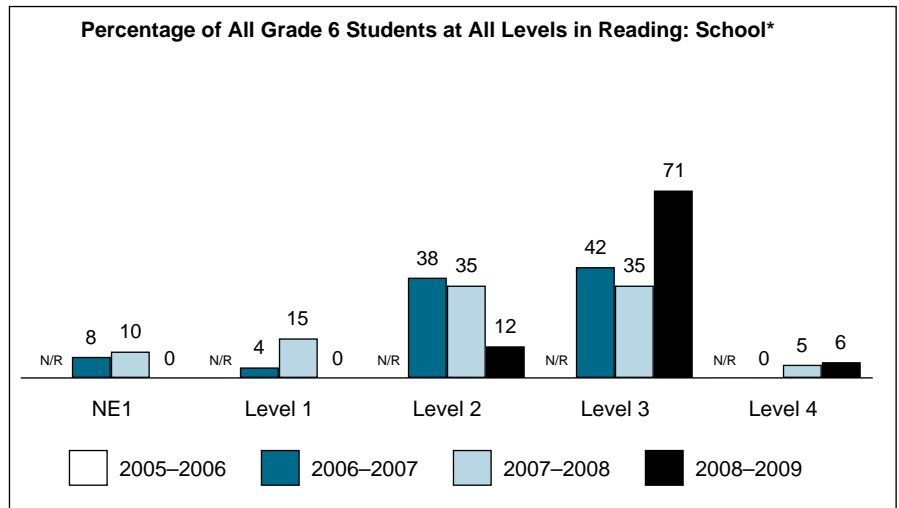
** See the Explanation of Terms.

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

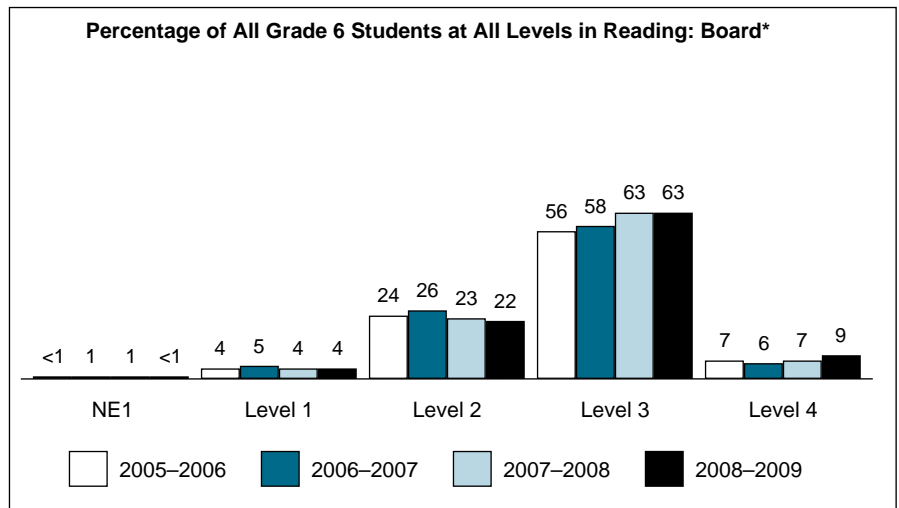
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Reading

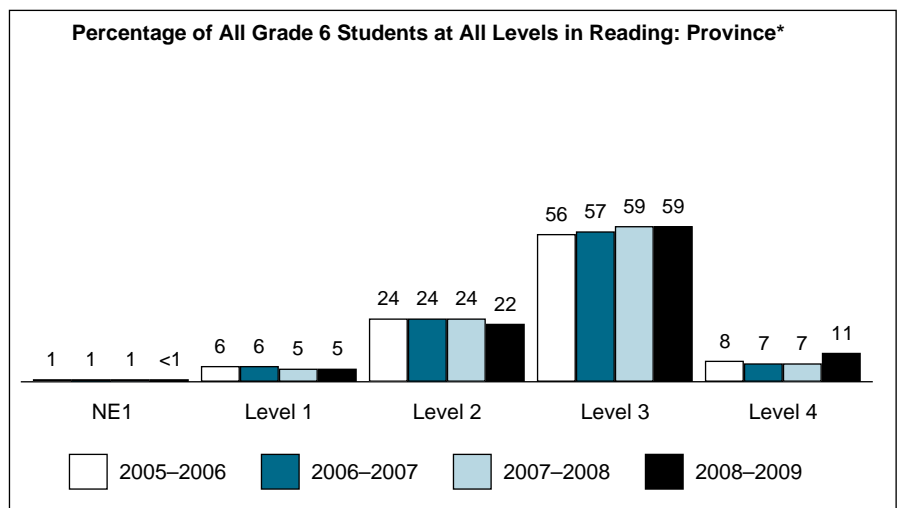
Grade 6 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	N/R	24	20	17
Level 4	N/R	0%	5%	6%
Level 3	N/R	42%	35%	71%
Level 2	N/R	38%	35%	12%
Level 1	N/R	4%	15%	0%
NE1**	N/R	8%	10%	0%
Participating Students	N/R	92%	100%	88%
No Data	N/R	0%	0%	6%
Exempt	N/R	8%	0%	6%
At or Above Provincial Standard†	N/R	42%	40%	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) 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.

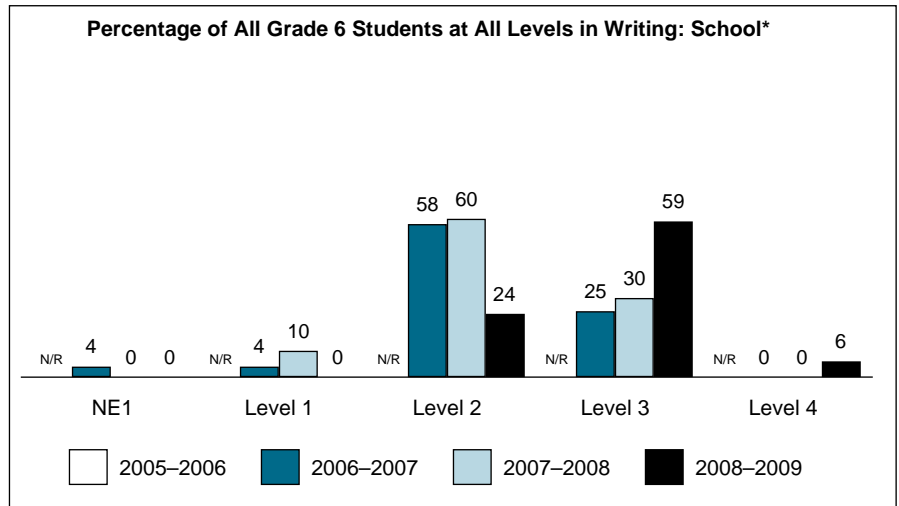
*** See the Explanation of Terms.

† 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.

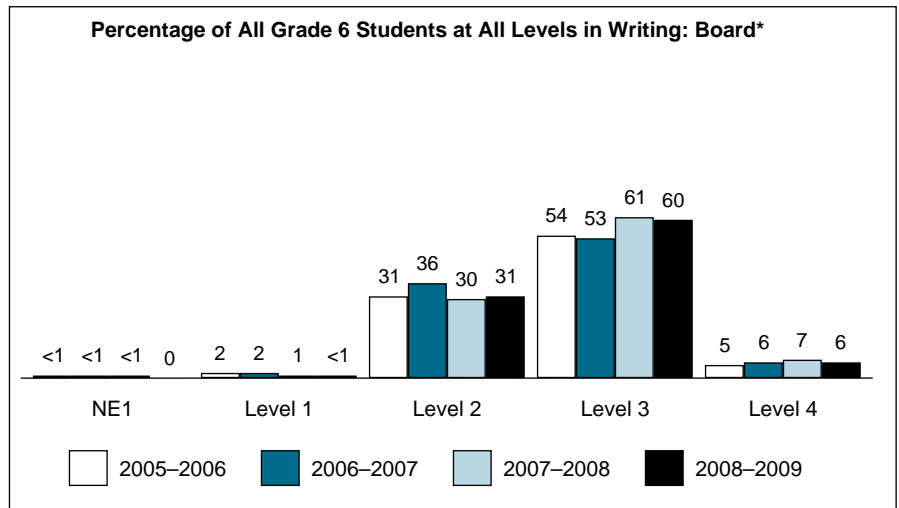
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Writing

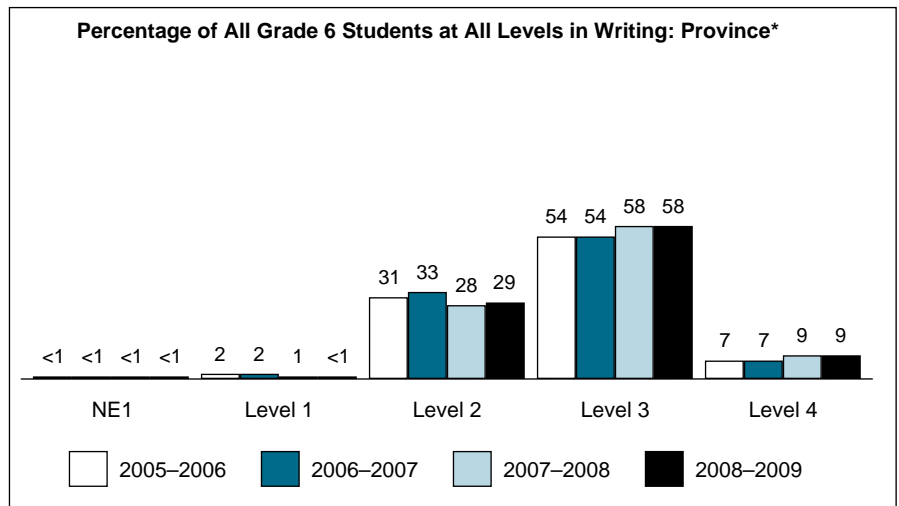
Grade 6 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	N/R	24	20	17
Level 4	N/R	0%	0%	6%
Level 3	N/R	25%	30%	59%
Level 2	N/R	58%	60%	24%
Level 1	N/R	4%	10%	0%
NE1**	N/R	4%	0%	0%
Participating Students	N/R	92%	100%	88%
No Data	N/R	0%	0%	6%
Exempt	N/R	8%	0%	6%
At or Above Provincial Standard†	N/R	25%	30%	65%



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



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



* Refer to the EQAO Web site (www.eqao.com) for data from previous years.

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

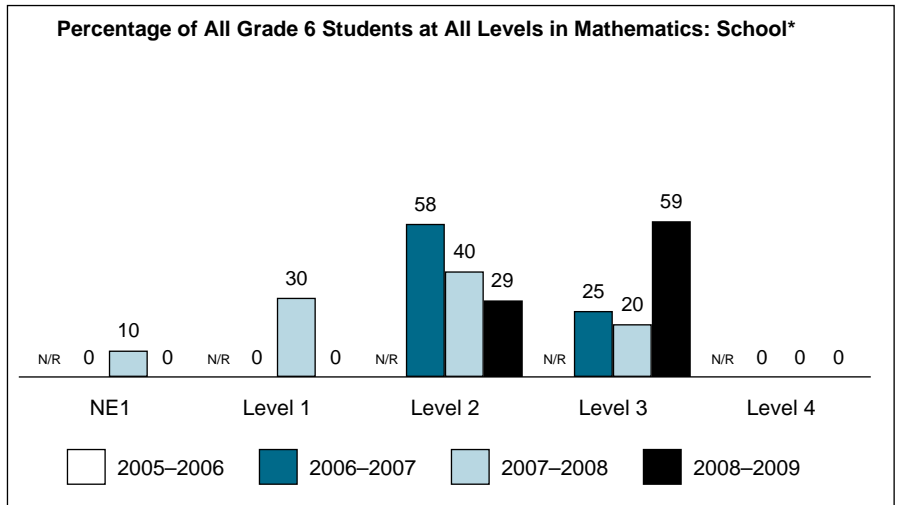
*** See the Explanation of Terms.

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

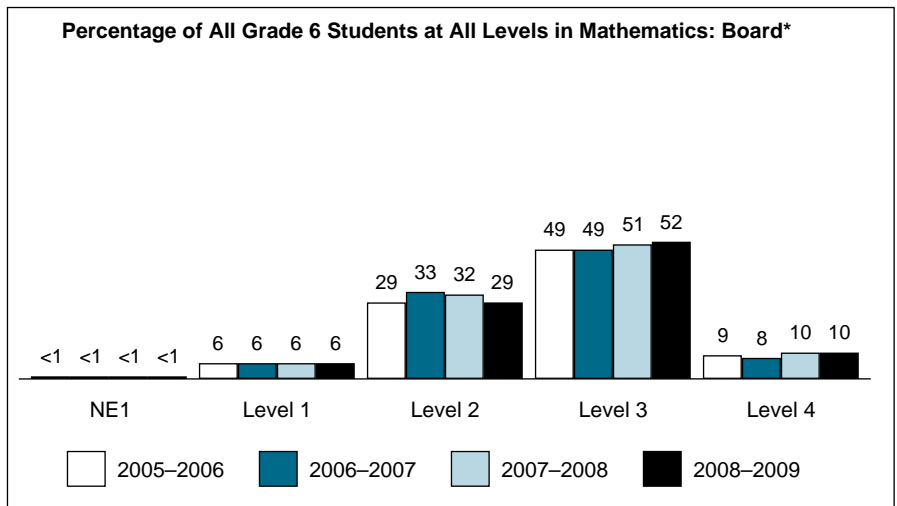
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Mathematics

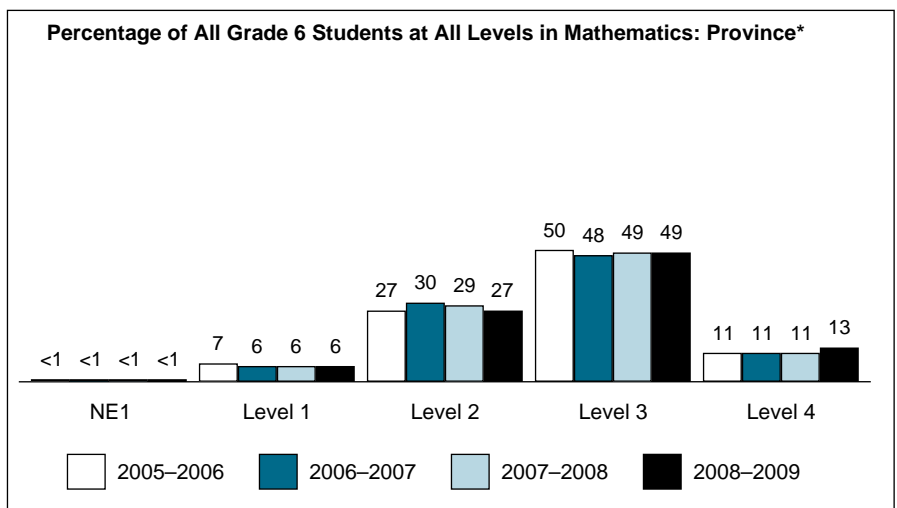
Grade 6 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	N/R	24	20	17
Level 4	N/R	0%	0%	0%
Level 3	N/R	25%	20%	59%
Level 2	N/R	58%	40%	29%
Level 1	N/R	0%	30%	0%
NE1**	N/R	0%	10%	0%
Participating Students	N/R	83%	100%	88%
No Data	N/R	8%	0%	6%
Exempt	N/R	8%	0%	6%
At or Above Provincial Standard†	N/R	25%	20%	59%



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



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



* Refer to the EQAO Web site (www.eqao.com) for data from previous years.

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

† See the Explanation of Terms.

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

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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

2004–2005 2005–2006 2006–2007 2007–2008 2008–2009

READING

N/R N/R N/R N/R N/R N/R N/R N/R N/R N/R

WRITING

N/R N/R N/R N/R N/R N/R N/R N/R N/R N/R

MATHEMATICS

N/R N/R N/R N/R N/R N/R N/R N/R N/R N/R

 Female  Male

Total Number of Grade 3 Students†

	<u>2004–2005</u>		<u>2005–2006</u>		<u>2006–2007</u>		<u>2007–2008</u>		<u>2008–2009</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male

School	4	13	12	18	12	6	10	6	8	8
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† 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

2004–2005 2005–2006 2006–2007 2007–2008 2008–2009

READING

N/R N/R N/R N/R N/R N/R N/R N/R N/R N/R

WRITING

N/R N/R N/R N/R N/R N/R N/R N/R N/R N/R

MATHEMATICS

N/R N/R N/R N/R N/R N/R N/R N/R N/R N/R



Female



Male

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>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male

School	14	14	11	6	9	15	8	12	7	10
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† 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 (# = 16)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		12
I like to read.		5
I read by myself at home.		8
I read with someone older than me at home.		1
I use a computer for reading activities at school.		2
I am a good writer.		13
I like to write.		4
I write by myself at home.		8
Someone older than me helps me with my writing at home.		1
I use a computer for writing activities at school.		3
I am good at mathematics.		12
I like mathematics.		8
I use mathematics to solve problems outside school.		3
Someone older than me helps me with my mathematics at home.		5
I use a computer to learn mathematics at school.		2
I use a calculator to learn mathematics at school.		1
At home, there is a computer for me to use for school work.		6

Yes Sometimes No

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

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 3 (# = 16)		
Questionnaire Item	Percentage of Students*	Number of Students
Language(s) students speak at home:		
only or mostly English		16
another language (or other languages) as often as English		0
only or mostly another language (or other languages)		0
Language(s) that people speak to students at home:		
only or mostly English		16
another language (or other languages) as often as English		0
only or mostly another language (or other languages)		0

* 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 (# = 16)	Female* (# = 8)	Male* (# = 8)	All Students (# = 4 283)	Female* (# = 2 148)	Male* (# = 2 135)	All Students (# = 119 830)	Female* (# = 58 867)	Male* (# = 60 963)
Percentage of Students Who Answered “Yes” to the Statements Below									
Reading									
I am a good reader.	75%	88%	62%	68%	69%	67%	67%	69%	65%
I like to read.	31%	62%	0%	57%	65%	50%	61%	69%	53%
I read by myself at home.	50%	50%	50%	58%	60%	56%	59%	61%	57%
I read with someone older than me at home.	6%	12%	0%	16%	15%	17%	15%	14%	16%
I use a computer for reading activities at school.	12%	25%	0%	29%	30%	28%	22%	22%	23%
Writing									
I am a good writer.	81%	88%	75%	51%	57%	44%	48%	55%	42%
I like to write.	25%	50%	0%	50%	58%	42%	51%	60%	43%
I write by myself at home.	50%	62%	38%	54%	59%	49%	54%	59%	50%
Someone older than me helps me with my writing at home.	6%	12%	0%	16%	15%	17%	16%	14%	18%
I use a computer for writing activities at school.	19%	25%	12%	31%	30%	31%	26%	25%	26%
Mathematics									
I am good at mathematics.	75%	88%	62%	54%	46%	62%	53%	46%	60%
I like mathematics.	50%	50%	50%	57%	54%	60%	59%	57%	61%
I use mathematics to solve problems outside school.	19%	25%	12%	33%	32%	33%	31%	31%	32%
Someone older than me helps me with my mathematics at home.	31%	38%	25%	26%	29%	23%	26%	28%	24%
I use a computer to learn mathematics at school.	12%	25%	0%	27%	27%	26%	25%	25%	25%
I use a calculator to learn mathematics at school.	6%	0%	12%	16%	15%	16%	13%	11%	14%
Computer at home									
There is a computer for me to use for school work.	38%	38%	38%	52%	54%	50%	48%	50%	46%

* Includes only students for whom gender data were available.





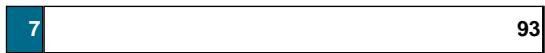



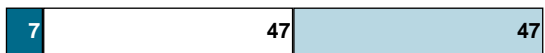
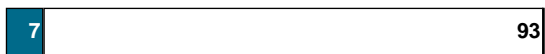
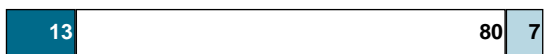



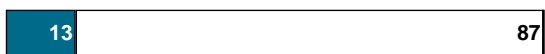
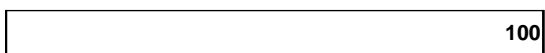

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2008–2009

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

* Includes only students for whom gender data were available.

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

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = 15)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
	0 100	
I am a good reader.		7
I like to read.		4
I read by myself at home.		7
I read with someone older than me at home.		1
I use a computer for reading activities at school.		1
I am a good writer.		5
I like to write.		3
I write by myself at home.		6
Someone older than me helps me with my writing at home.		1
I use a computer for writing activities at school.		1
I am good at mathematics.		2
I like mathematics.		2
I use mathematics to solve problems outside school.		3
Someone older than me helps me with my mathematics at home.		7
I use a computer to learn mathematics at school.		2
I use a calculator to learn mathematics at school.		0
At home, there is a computer for me to use for school work.		13

Yes
 Sometimes
 No

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

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = 15)		
Questionnaire Item	Percentage of Students*	Number of Students
Language(s) students speak at home:		
only or mostly English		15
another language (or other languages) as often as English		0
only or mostly another language (or other languages)		0
Language(s) that people speak to students at home:		
only or mostly English		15
another language (or other languages) as often as English		0
only or mostly another language (or other languages)		0

* 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 (# = 15)	Female* (# = 6)	Male* (# = 9)	All Students (# = 4 816)	Female* (# = 2 349)	Male* (# = 2 467)	All Students (# = 130 290)	Female* (# = 64 074)	Male* (# = 66 216)
Percentage of Students Who Answered “Yes” to the Statements Below									
Reading									
I am a good reader.	47%	67%	33%	65%	68%	63%	65%	69%	61%
I like to read.	27%	50%	11%	50%	61%	39%	53%	64%	42%
I read by myself at home.	47%	83%	22%	64%	73%	56%	70%	78%	62%
I read with someone older than me at home.	7%	0%	11%	5%	4%	5%	4%	3%	4%
I use a computer for reading activities at school.	7%	17%	0%	14%	14%	15%	13%	13%	14%
Writing									
I am a good writer.	33%	50%	22%	41%	49%	34%	42%	48%	36%
I like to write.	20%	50%	0%	41%	52%	30%	42%	52%	32%
I write by myself at home.	40%	67%	22%	45%	52%	37%	50%	57%	43%
Someone older than me helps me with my writing at home.	7%	0%	11%	10%	9%	10%	9%	7%	10%
I use a computer for writing activities at school.	7%	17%	0%	32%	32%	33%	30%	29%	31%
Mathematics									
I am good at mathematics.	13%	17%	11%	49%	41%	58%	49%	40%	57%
I like mathematics.	13%	17%	11%	43%	37%	49%	45%	38%	51%
I use mathematics to solve problems outside school.	20%	0%	33%	38%	36%	40%	35%	31%	38%
Someone older than me helps me with my mathematics at home.	47%	83%	22%	24%	28%	21%	22%	25%	19%
I use a computer to learn mathematics at school.	13%	33%	0%	12%	12%	12%	13%	13%	13%
I use a calculator to learn mathematics at school.	0%	0%	0%	27%	28%	25%	25%	26%	24%
Computer at home									
There is a computer for me to use for school work.	87%	83%	89%	78%	81%	76%	79%	82%	77%

* Includes only students for whom gender data were available.

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 15)	Female* (# = 6)	Male* (# = 9)	All Students (# = 4 816)	Female* (# = 2 349)	Male* (# = 2 467)	All Students (# = 130 290)	Female* (# = 64 074)	Male* (# = 66 216)
Language(s) students speak at home:**									
only or mostly English	100%	100%	100%	92%	92%	91%	81%	81%	82%
another language (or other languages) as often as English	0%	0%	0%	6%	6%	6%	12%	13%	11%
only or mostly another language (or other languages)	0%	0%	0%	2%	2%	3%	6%	6%	7%
Language(s) that people speak to students at home:**									
only or mostly English	100%	100%	100%	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)	0%	0%	0%	4%	4%	5%	12%	12%	12%

* Includes only students for whom gender data were available.

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

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

EXPLANATION OF TERMS

All Students	Results are reported for all students in the grade.
Participating Students	Results are reported only for those students who took part in the assessment (excludes "no data" and "exempt" categories).
Provincial Standard	The Ministry of Education has set Level 3 as the provincial standard.
Level 4	The student has demonstrated the required knowledge and skills. Achievement surpasses the provincial standard.
Level 3	The student has demonstrated most of the required knowledge and skills. Achievement is at the provincial standard.
Level 2	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.
Level 1	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.
NE1	"Not enough evidence for Level 1" is used when students did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.
No Data	Students who did not complete any part of the assessment due to absence or for medical or other reasons.
Exempt	Students who were formally exempted from participation in one or more components of the assessment.
English Language Learners	Students who have been identified by the school in accordance with English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007). Prior to 2007, English language learners were called English as a second language (ESL)/English literacy development (ELD) learners.
English Language Learners Receiving a Special Provision	English language learners identified by the school as receiving a special provision. Detailed information about special provisions is available in EQAO's Guide for Accommodations, Special Provisions and Exemptions.
Students with Special Needs (excluding gifted)	Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students identified as gifted are not included.
Students Receiving One or More Accommodations	Students identified by the school as receiving accommodations. Students identified as gifted are not included. Detailed information about accommodations is available in EQAO's Guide for Accommodations, Special Provisions and Exemptions.
N/R	"Not reported" indicates that the number of students participating (fewer than 15 in a group) or responding to the Student Questionnaire is so small (fewer than six in a group) that identification of individual student results might be possible; therefore, results are not reported.
N/D	"No data available" is used to indicate that there were no students in the grade or subject for the group or year specified.
W	Results for some or all students are being withheld by EQAO. For further information, please contact the school principal.