



School/Community Report

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

Bolton C. Falby P.S.

80 Falby Court
Ajax, ON
L1S 1N4
905-683-6240

Principal: John Wyatt

Vice-Principal: Shelley Craig

About Our School/Community

As a diverse population, Bolton C Falby Public School is a reflection of the wider society and an ethnocultural mosaic. It is a dynamic, achievement-centred, environment that provides students with a focus on individual excellence in academics, athletics, and arts. We have wonderful students that promote respectful interactions in our school community.

Our demographics are varied in nature. This year, 6% of our grade three students were born outside of Canada and 10% spoke another language, besides English, at home. 13% of our grade six students were born outside of Canada and 13% spoke another language, besides English, at home. Bolton C. Falby has a very transient student population, it is not unusual for a third to a half of each class to change over each year. 18% of the students in grade 3 and 11% of the students in grade 6 entered B.C.F. this current school year.

About the 2008- 2009 Results/Next Steps

At Bolton C. Falby we strive to develop a refined a culture of assessment and a strong focus on data informed instruction. EQAO is one small part of the complete picture in evaluating student achievement. The use of running records, diagnostic testing, CASI, and using best practices has assisted in student progress. By tracking individual student growth and building a portfolio on each child, that is shared with the literacy task force as well as parents, we are able to improve student achievement and plan for future success.

As a school, we continue to develop a strong home and school connection to benefit each child. We have seen positive growth in our students achievements on a day to day basis, particularly in reading, writing and numeracy. We continue to work towards improving student achievement on a daily basis by continuing on employing a number of high yield strategies.

Our grade three results demonstrate fair levels of achievement.

- In reading, 48% are considered at or above provincial standard (levels 3 and 4 or B and A on the report card). Another 37% are in level two and have demonstrated good skill development.
- In writing, 65% are at provincial standard or above. Another 34% are in level two.
- In mathematics, 50% are at or above provincial standard. Another 47% are in level two.

The grade six results demonstrated improvement in some areas, from last year's results.

- In reading, 43% are considered at or above the provincial standard. 41% of the students are in level two and have demonstrated good skill development
- In writing, 67 % are at or above provincial standard. Another 33% of the students are in level two.
- In mathematics, 41% are at or above provincial standard. 39% of the students are in level two and have demonstrated good skill development

These results indicate that the initiatives at the school in literacy and numeracy are making a difference in particular to students who were performing at level one (D and R on the report card) or insufficiently completing the test. We have been successful in helping most of our students achieve grade level performance criteria this year.

Next Steps

Last year we began to develop strategic units of study based on the development of a Critical Learning Path. This framework allowed teachers to work in professional teams to dialogue around student needs and growth to plan for student success. As a Professional Learning Community, we are going to refine these practices and build on these gains. Many strategies are in place and through their continued refinement, we will continue to plan for our student's success.

Our next steps include the continuation of the many literacy and numeracy initiatives that are currently in place and focusing on strategies that build stronger comprehension, analysis and problem solving skills. We have scheduled the 120 minute uninterrupted literacy block for students in grade 1-6. We continue to utilize and learn from the many board resource personnel such as our Literacy Facilitator, P/J Literacy Math Coach and Int. Math Coach, whom are an integral part of the Falby Learning Community.



School Report



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

School: Bolton C Falby PS (033952)
Board: Durham DSB (66060)

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

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

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

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

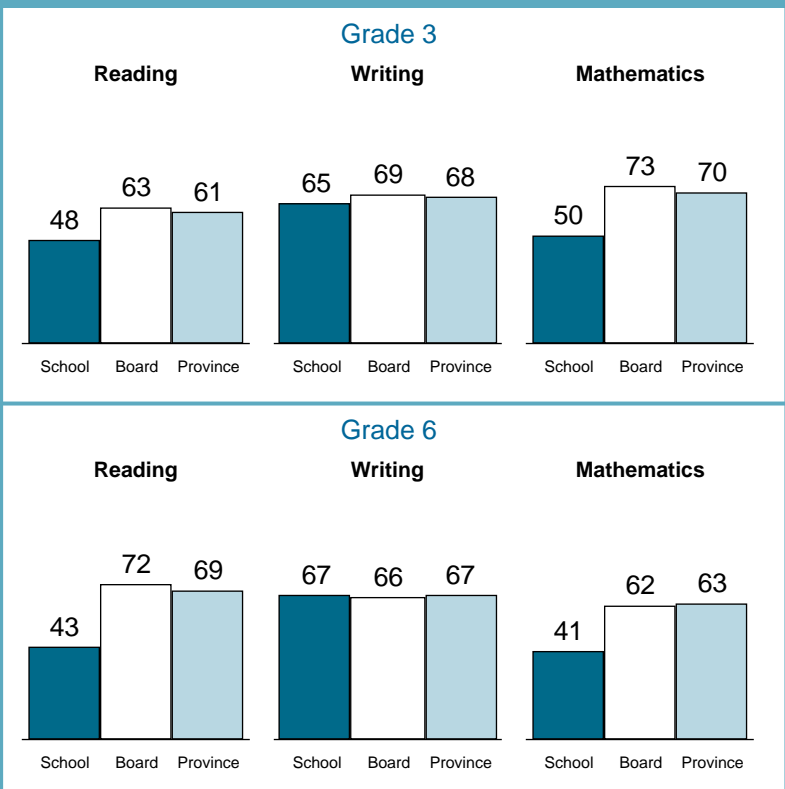
I trust this report will help parents, educators and all who support a strong public education system work together so that all students can reach their full potential.

Sincerely,

Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

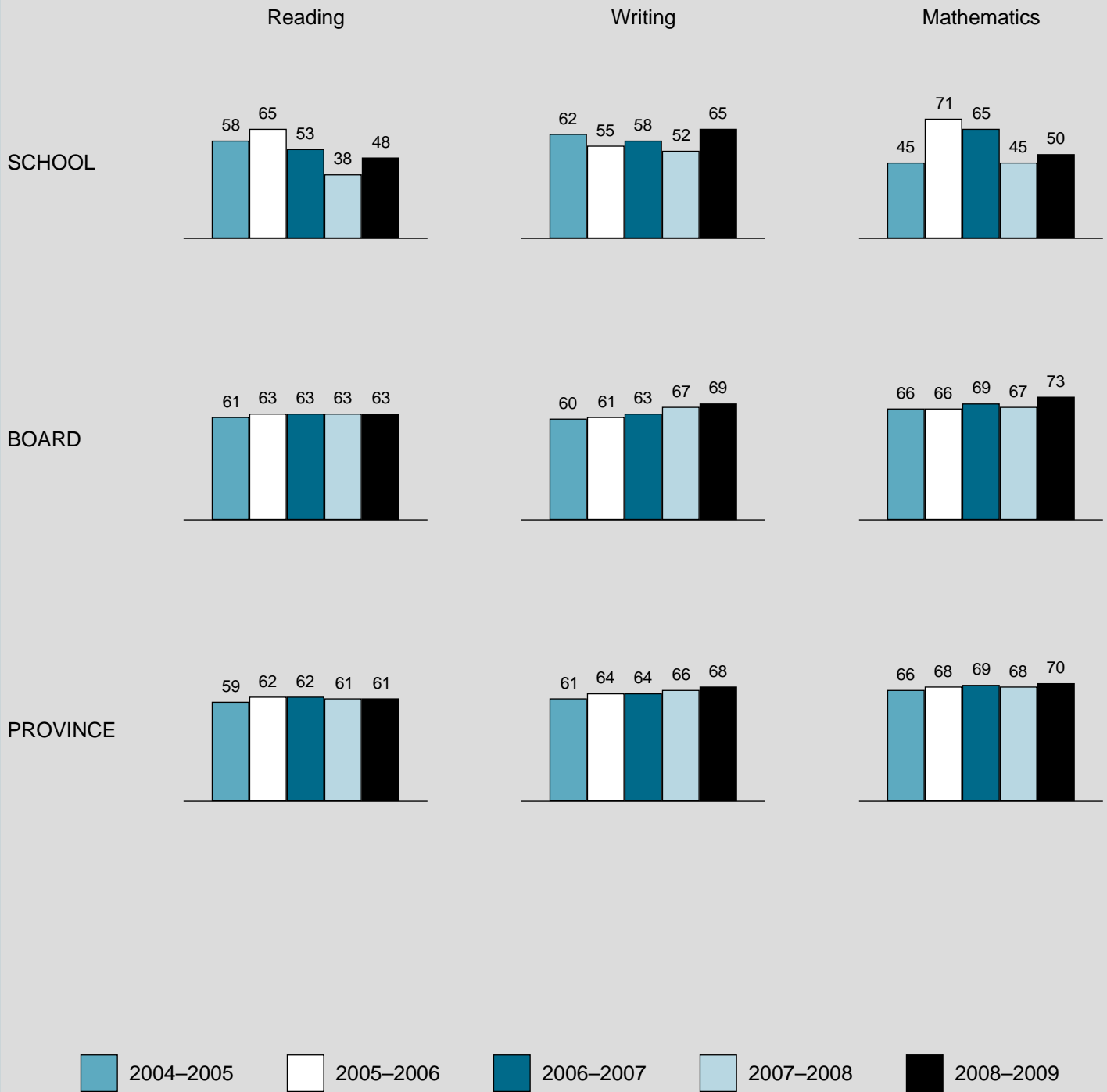
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2008–2009



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

Percentage of Students: Grade 3

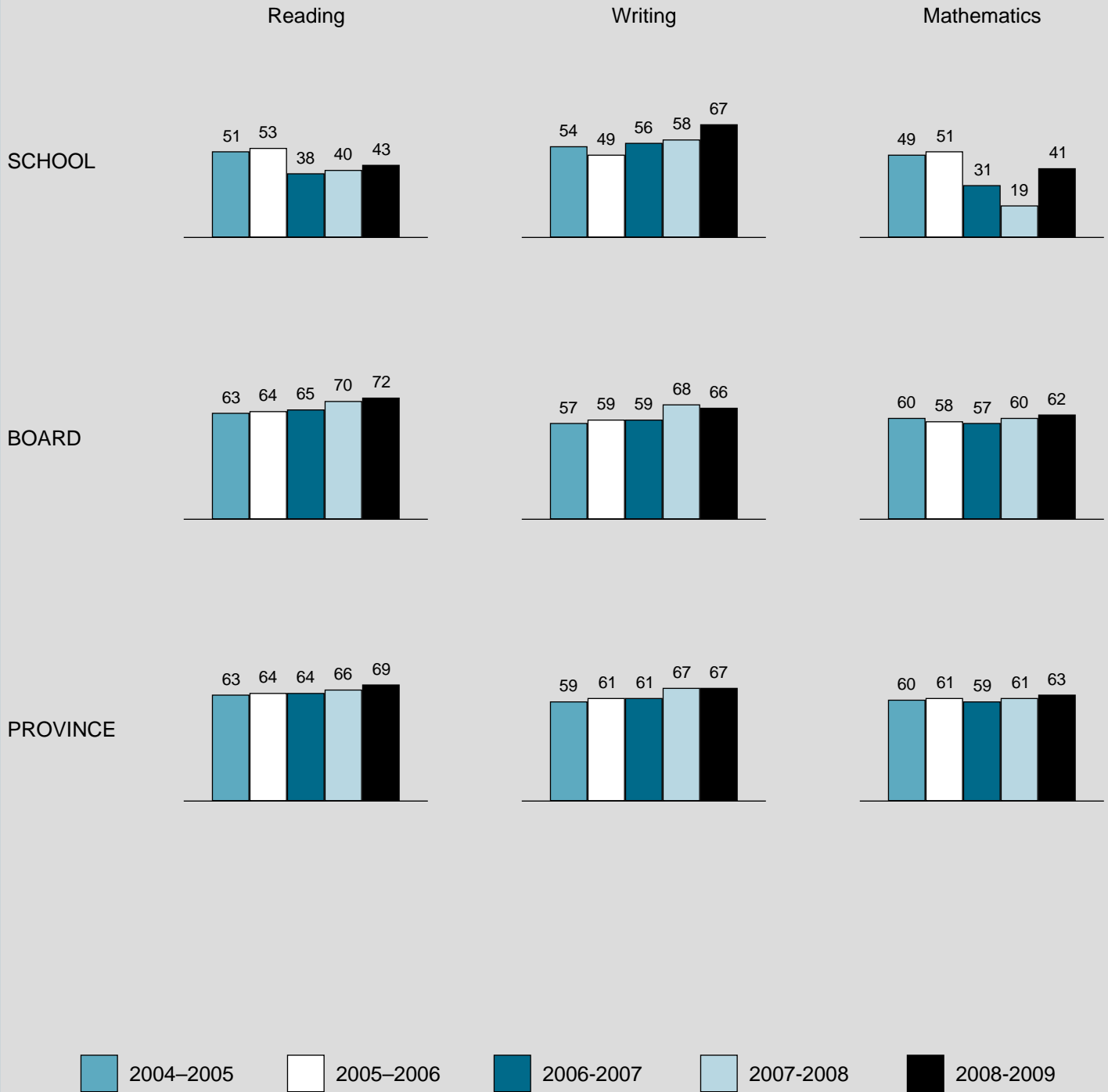


Total Number of Grade 3 Students

	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
School	53	51	57	58	62
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	70	51	64	62	46
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	62		4 449		125 481	
Number of classes with Grade 3 students	5		320		9 385	
Number of schools with Grade 3 classes	Not applicable		105		3 399	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	35	56%	2 208	50%	60 999	49%
Male	27	44%	2 241	50%	64 482	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	4	6%	85	2%	11 281	9%
Students with special needs (excluding gifted)**	16	26%	538	12%	18 291	15%
Place of Birth						
Born in Canada	58	94%	4 195	94%	111 561	89%
Born outside Canada	4	6%	249	6%	13 717	11%
In Canada less than one year	0	0%	25	1%	804	1%
In Canada one year or more but less than three years	1	2%	38	1%	2 893	2%
In Canada three years or more	3	5%	183	4%	8 946	7%
Language						
First language learned at home was other than English	6	10%	271	6%	27 084	22%
Year Student Entered Current School						
Year of the assessment	10	16%	532	12%	16 746	13%
Year prior to the assessment	11	18%	507	11%	14 545	12%
2 years prior to the assessment	7	11%	850	19%	16 821	13%
3 or more years prior to the assessment	34	55%	2 552	57%	76 849	61%
Data not available	0	0%	8	<1%	520	<1%
Year Student Entered Current Board						
Year of the assessment	7	11%	280	6%	8 720	7%
Year prior to the assessment	7	11%	280	6%	8 048	6%
2 years prior to the assessment	3	5%	570	13%	11 982	10%
3 or more years prior to the assessment	45	73%	3 296	74%	93 098	74%
Data not available	0	0%	23	1%	3 633	3%

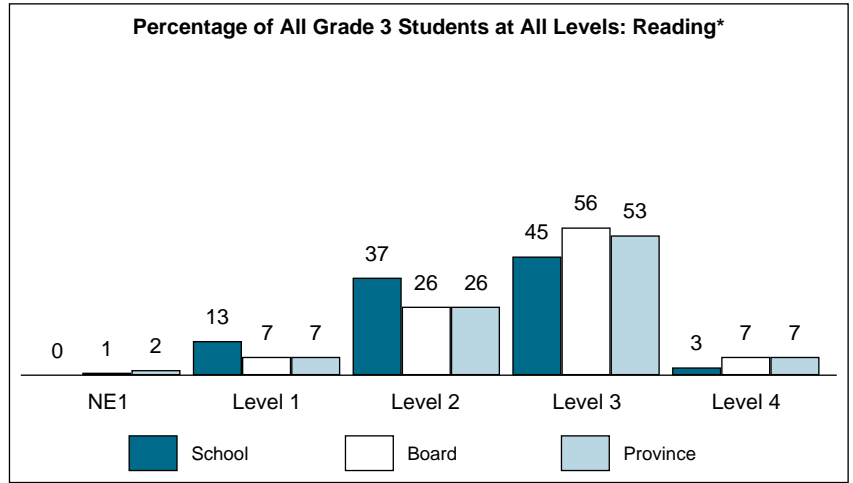
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

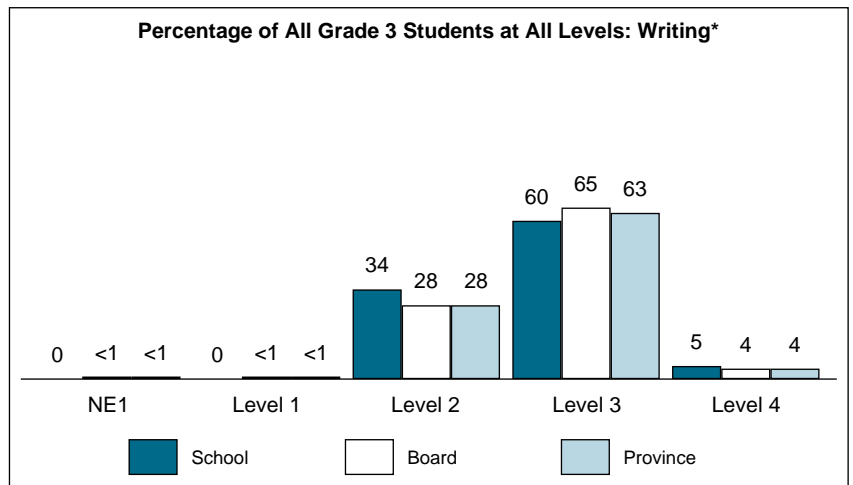
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: All Students^{††}

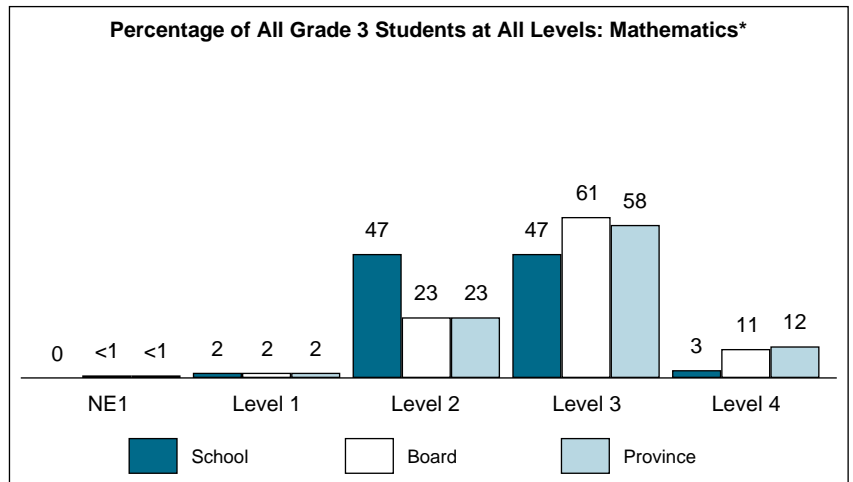
Grade 3: Reading*				
Number of Students	School 62		Board 3 926	Province 121 787
	#	%	%	%
Level 4	2	3%	7%	7%
Level 3	28	45%	56%	53%
Level 2	23	37%	26%	26%
Level 1	8	13%	7%	7%
NE1**	0	0%	1%	2%
Participating Students	61	98%	97%	95%
No Data	0	0%	1%	1%
Exempt	1	2%	3%	4%
At or Above Provincial Standard (Levels 3 and 4) [†]		48%	63%	61%



Grade 3: Writing*				
Number of Students	School 62		Board 3 926	Province 121 788
	#	%	%	%
Level 4	3	5%	4%	4%
Level 3	37	60%	65%	63%
Level 2	21	34%	28%	28%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	61	98%	97%	96%
No Data	0	0%	1%	1%
Exempt	1	2%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) [†]		65%	69%	68%



Grade 3: Mathematics*				
Number of Students	School 62		Board 4 449	Province 125 464
	#	%	%	%
Level 4	2	3%	11%	12%
Level 3	29	47%	61%	58%
Level 2	29	47%	23%	23%
Level 1	1	2%	2%	2%
NE1**	0	0%	<1%	<1%
Participating Students	61	98%	97%	96%
No Data	0	0%	<1%	1%
Exempt	1	2%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) [†]		50%	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.

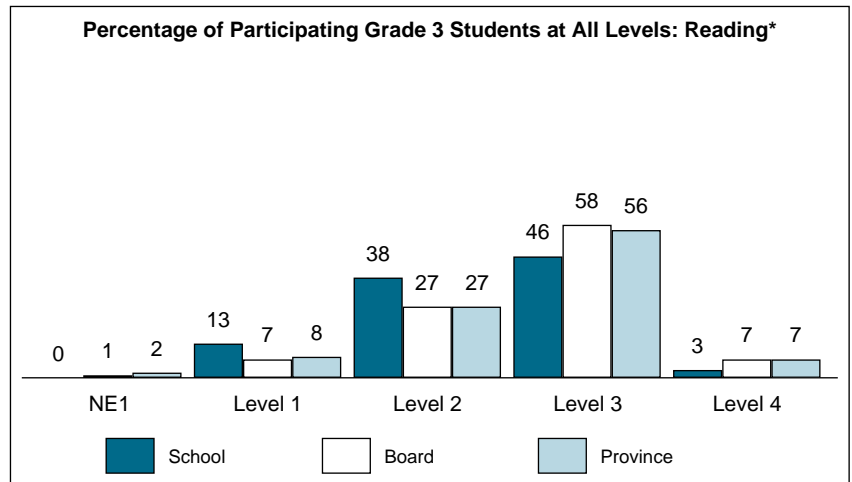
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

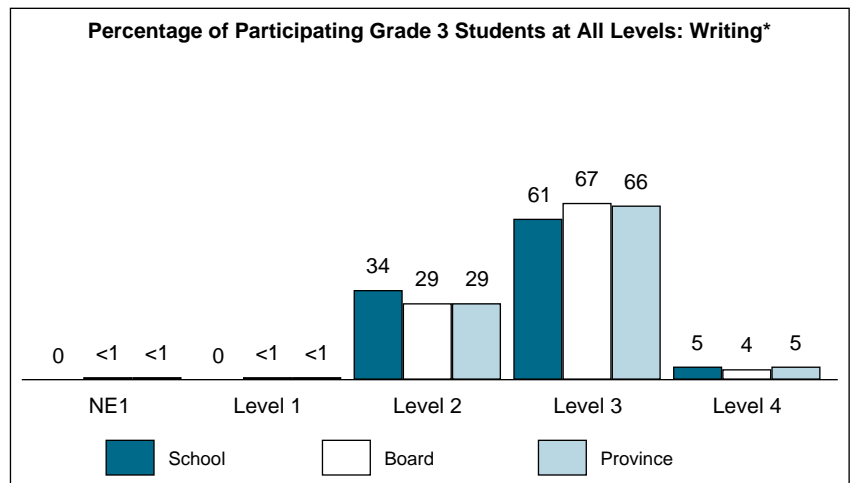
Results in Reading, Writing and Mathematics, 2008–2009

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

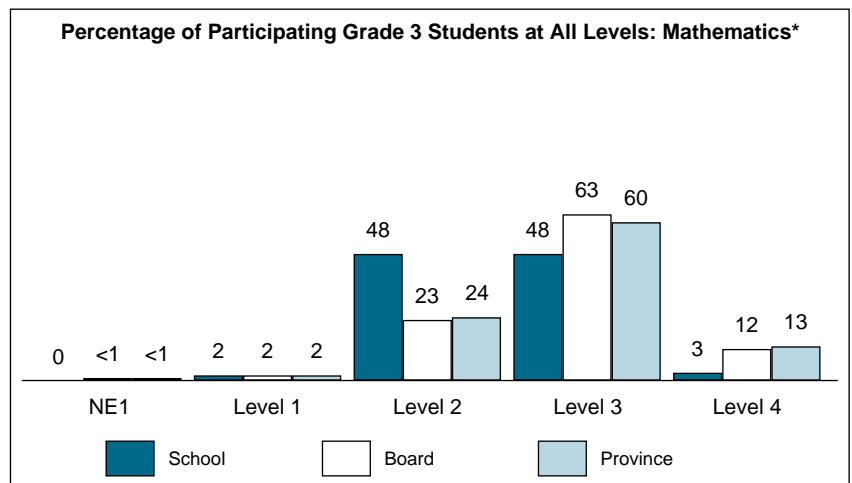
Grade 3: Reading*				
Number of Students	School 61		Board 3 803	Province 116 256
	#	%	%	%
Level 4	2	3%	7%	7%
Level 3	28	46%	58%	56%
Level 2	23	38%	27%	27%
Level 1	8	13%	7%	8%
NE1**	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †	49%		65%	63%



Grade 3: Writing*				
Number of Students	School 61		Board 3 804	Province 116 812
	#	%	%	%
Level 4	3	5%	4%	5%
Level 3	37	61%	67%	66%
Level 2	21	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 61		Board 4 326	Province 120 405
	#	%	%	%
Level 4	2	3%	12%	13%
Level 3	29	48%	63%	60%
Level 2	29	48%	23%	24%
Level 1	1	2%	2%	2%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	51%		75%	73%



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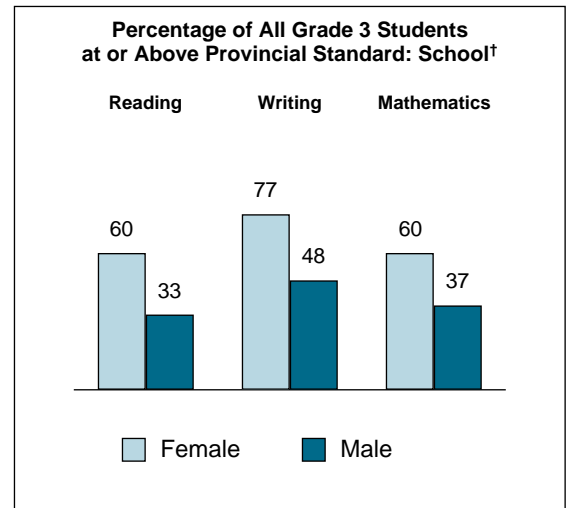
** See the Explanation of Terms.

† 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.

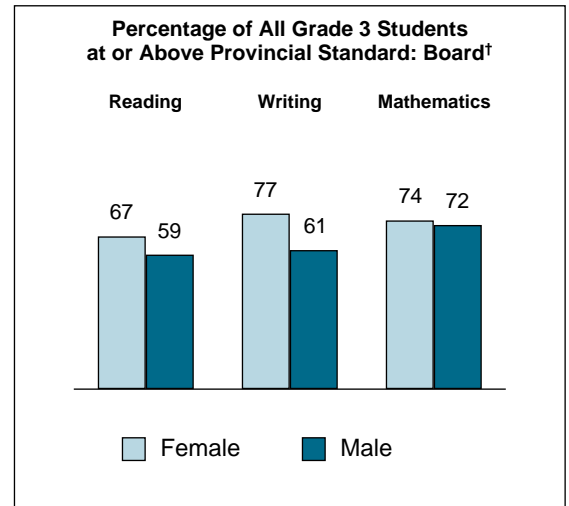
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: Gender††

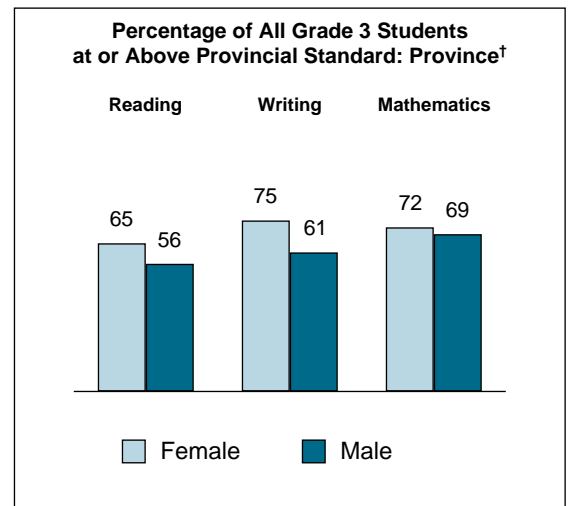
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	35	27	35	27	35	27
Level 4	6%	0%	6%	4%	6%	0%
Level 3	54%	33%	71%	44%	54%	37%
Level 2	26%	52%	20%	52%	37%	59%
Level 1	11%	15%	0%	0%	0%	4%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	97%	100%	97%	100%	97%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	3%	0%	3%	0%	3%	0%
At or Above Provincial Standard (Levels 3 and 4)†	60%	33%	77%	48%	60%	37%



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	
Enrolment						
Number of Grade 6 students	46		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	14	30%	2 401	48%	66 276	49%
Male	32	70%	2 553	52%	69 800	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	2	4%	38	1%	7 538	6%
Students with special needs (excluding gifted)**	15	33%	806	16%	24 326	18%
Place of Birth						
Born in Canada	40	87%	4 608	93%	118 305	87%
Born outside Canada	6	13%	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	1	2%	38	1%	2 991	2%
In Canada three years or more	5	11%	282	6%	12 798	9%
Language						
First language learned at home was other than English	6	13%	279	6%	27 824	20%
Year Student Entered Current School						
Year of the assessment	5	11%	544	11%	30 253	22%
Year prior to the assessment	5	11%	502	10%	13 485	10%
2 years prior to the assessment	11	24%	581	12%	12 503	9%
3 or more years prior to the assessment	24	52%	3 305	67%	79 176	58%
Data not available	1	2%	22	<1%	659	<1%
Year Student Entered Current Board						
Year of the assessment	2	4%	265	5%	9 175	7%
Year prior to the assessment	3	7%	266	5%	7 907	6%
2 years prior to the assessment	8	17%	310	6%	7 896	6%
3 or more years prior to the assessment	33	72%	4 087	82%	105 510	78%
Data not available	0	0%	26	1%	5 588	4%

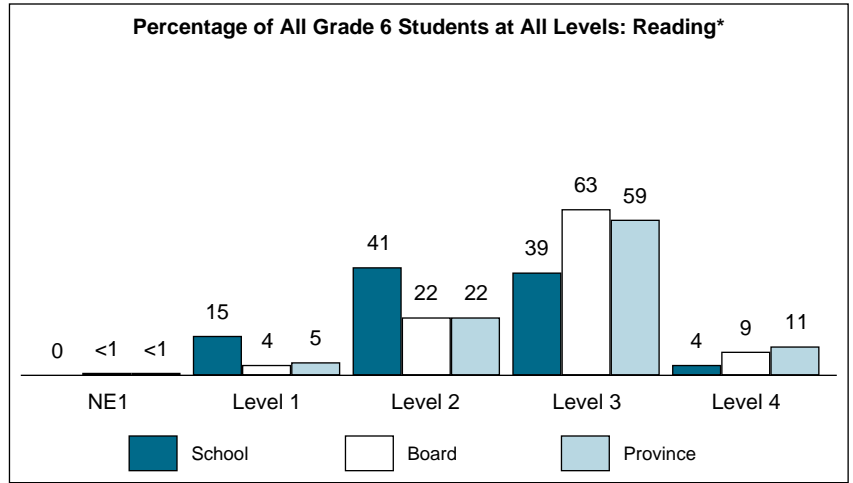
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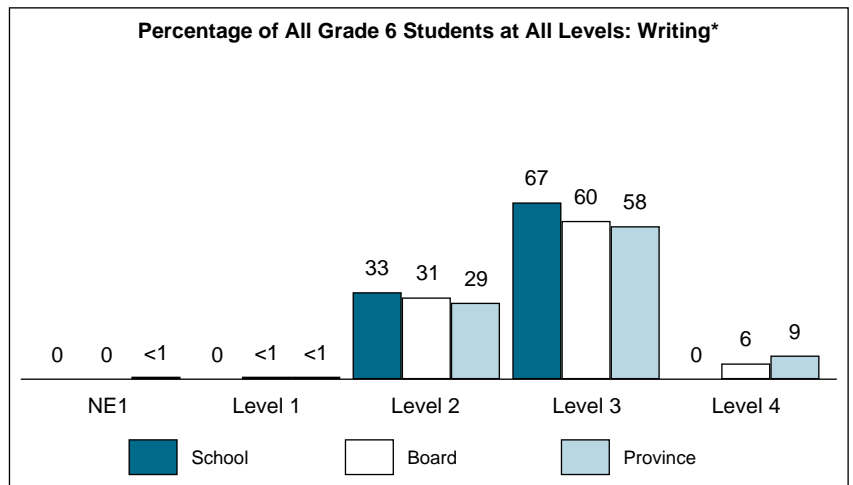
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: All Students

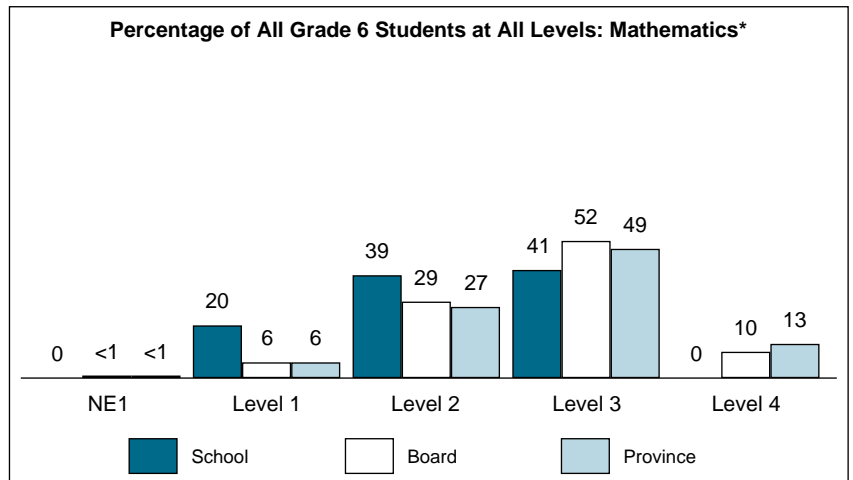
Grade 6: Reading*				
Number of Students	School 46		Board 4 954	Province 136 069
	#	%	%	%
Level 4	2	4%	9%	11%
Level 3	18	39%	63%	59%
Level 2	19	41%	22%	22%
Level 1	7	15%	4%	5%
NE1**	0	0%	<1%	<1%
Participating Students	46	100%	98%	96%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †	43%		72%	69%



Grade 6: Writing*				
Number of Students	School 46		Board 4 954	Province 136 075
	#	%	%	%
Level 4	0	0%	6%	9%
Level 3	31	67%	60%	58%
Level 2	15	33%	31%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
Participating Students	46	100%	98%	96%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †	67%		66%	67%



Grade 6: Mathematics*				
Number of Students	School 46		Board 4 954	Province 136 075
	#	%	%	%
Level 4	0	0%	10%	13%
Level 3	19	41%	52%	49%
Level 2	18	39%	29%	27%
Level 1	9	20%	6%	6%
NE1**	0	0%	<1%	<1%
Participating Students	46	100%	97%	96%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †	41%		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.

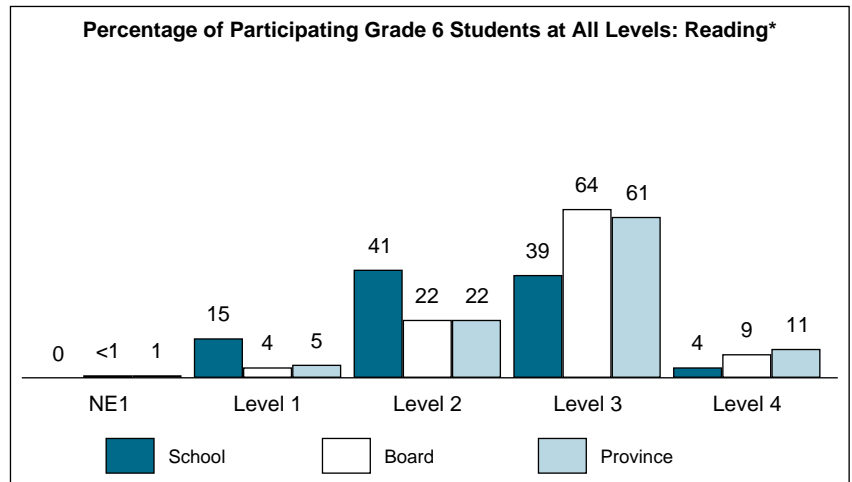
** See the Explanation of Terms.

† 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.

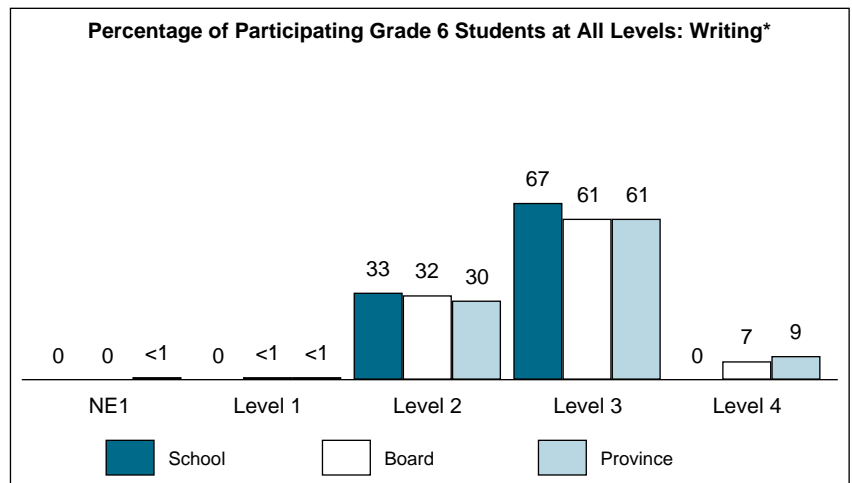
Results in Reading, Writing and Mathematics, 2008–2009

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

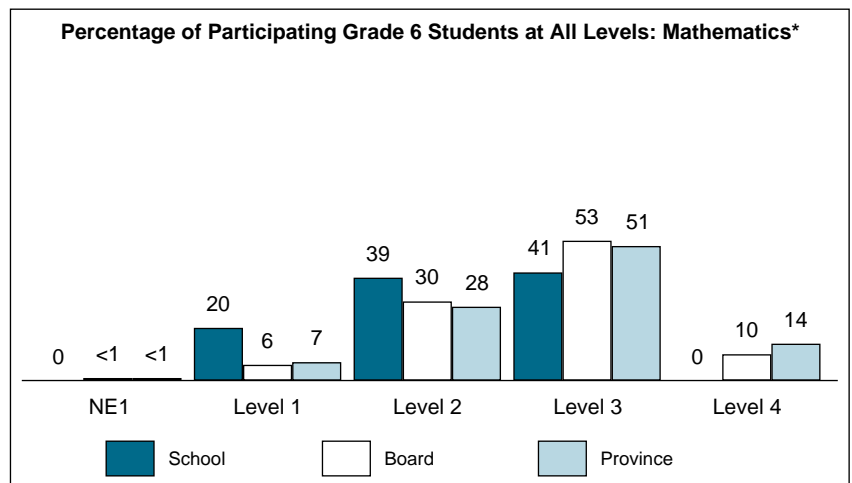
Grade 6: Reading*				
Number of Students	School 46		Board 4 845	Province 131 173
	#	%	%	%
Level 4	2	4%	9%	11%
Level 3	18	39%	64%	61%
Level 2	19	41%	22%	22%
Level 1	7	15%	4%	5%
NE1**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †	43%		73%	72%



Grade 6: Writing*				
Number of Students	School 46		Board 4 840	Province 131 296
	#	%	%	%
Level 4	0	0%	7%	9%
Level 3	31	67%	61%	61%
Level 2	15	33%	32%	30%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	67%		68%	70%



Grade 6: Mathematics*				
Number of Students	School 46		Board 4 815	Province 130 902
	#	%	%	%
Level 4	0	0%	10%	14%
Level 3	19	41%	53%	51%
Level 2	18	39%	30%	28%
Level 1	9	20%	6%	7%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	41%		64%	65%



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

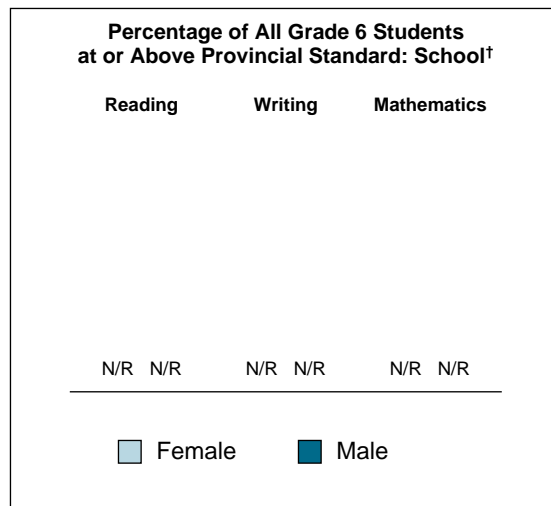
** See the Explanation of Terms.

† 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.

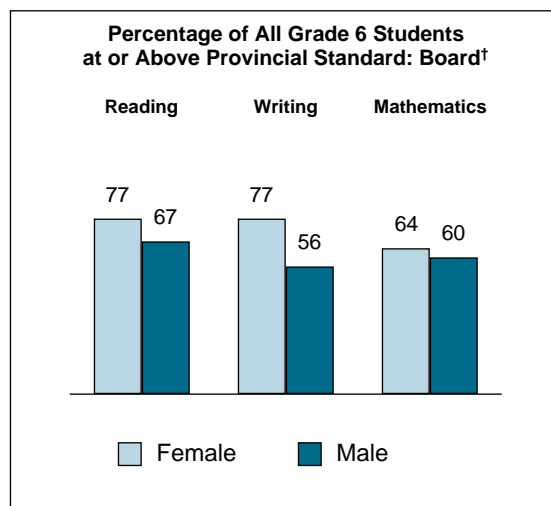
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: Gender††

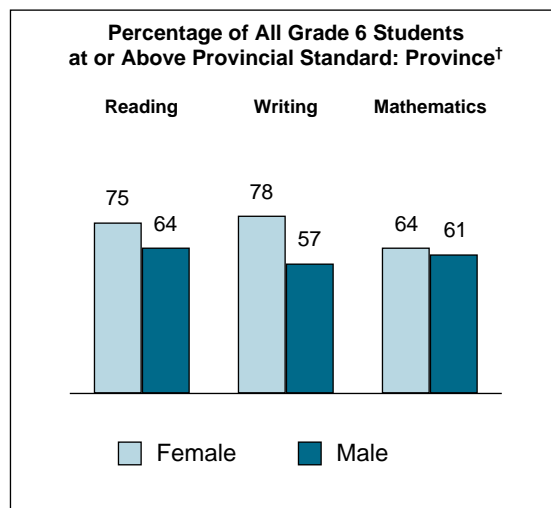
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
Participating 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	53	51	57	58	62
Participation in the Assessment					
Reading [†]	91%	86%	82%	83%	98%
Writing [†]	89%	86%	82%	79%	98%
Mathematics [†]	91%	86%	82%	88%	98%
Gender					
Female	42%	37%	56%	47%	56%
Male	58%	63%	44%	53%	44%
Student Status					
English language learners**	4%	16%	9%	7%	6%
Students with special needs (excluding gifted)**	17%	24%	32%	26%	26%
Place of Birth					
Born in Canada	83%	80%	82%	84%	94%
Born outside Canada	13%	20%	18%	16%	6%
In Canada less than one year	0%	2%	0%	7%	0%
In Canada one year or more but less than three years	4%	2%	5%	0%	2%
In Canada three years or more	9%	16%	7%	9%	5%
Language					
First language learned at home was other than English	17%	18%	37%	16%	10%
Year Student Entered Current School					
Year of the assessment		14%	19%	21%	16%
Year prior to the assessment	Data not collected ^{††}	25%	19%	14%	18%
2 years prior to the assessment		24%	28%	10%	11%
3 or more years prior to the assessment		33%	33%	55%	55%
Data not available		4%	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.

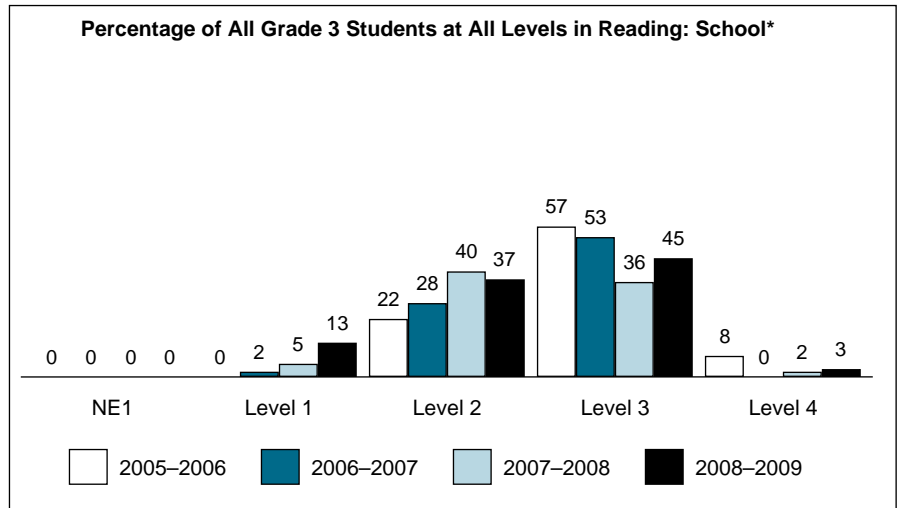
** See the Explanation of Terms.

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

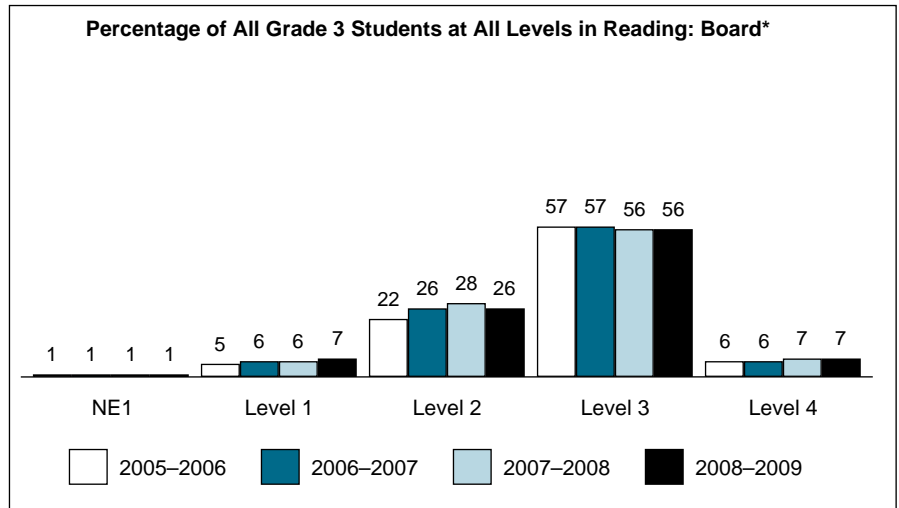
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Reading

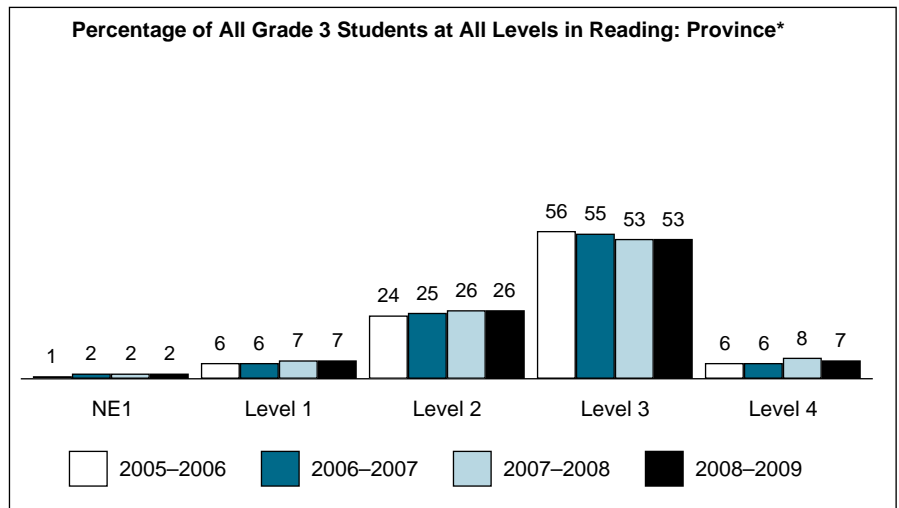
Grade 3 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	51	57	58	62
Level 4	8%	0%	2%	3%
Level 3	57%	53%	36%	45%
Level 2	22%	28%	40%	37%
Level 1	0%	2%	5%	13%
NE1**	0%	0%	0%	0%
Participating Students	86%	82%	83%	98%
No Data	0%	0%	0%	0%
Exempt	14%	18%	17%	2%
At or Above Provincial Standard†	65%	53%	38%	48%



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.

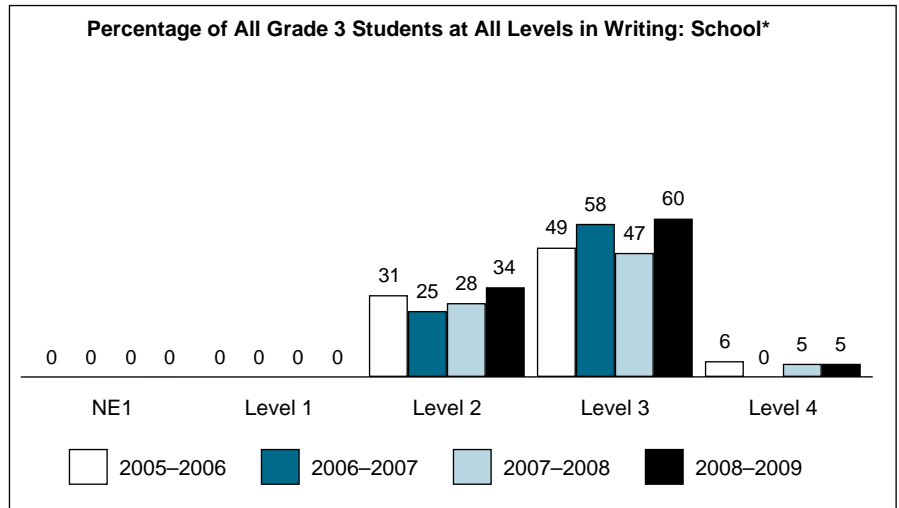
** See the Explanation of Terms.

† 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.

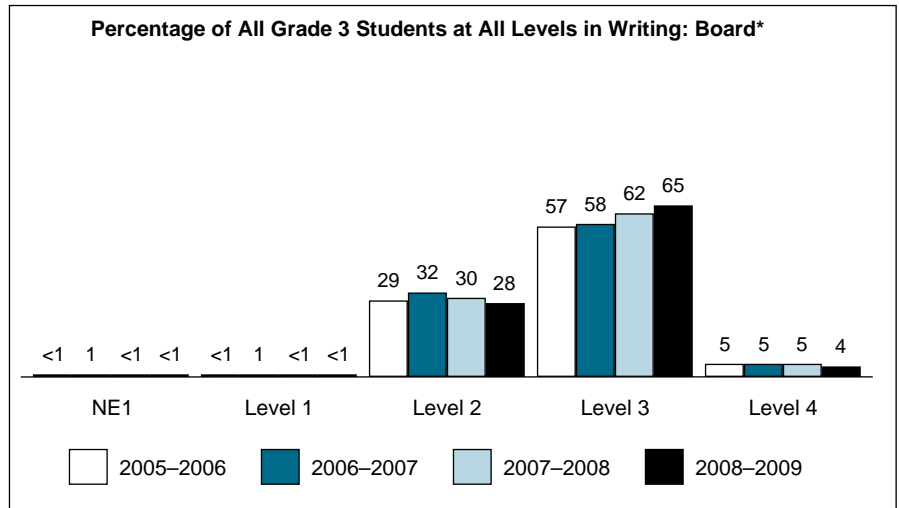
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Writing

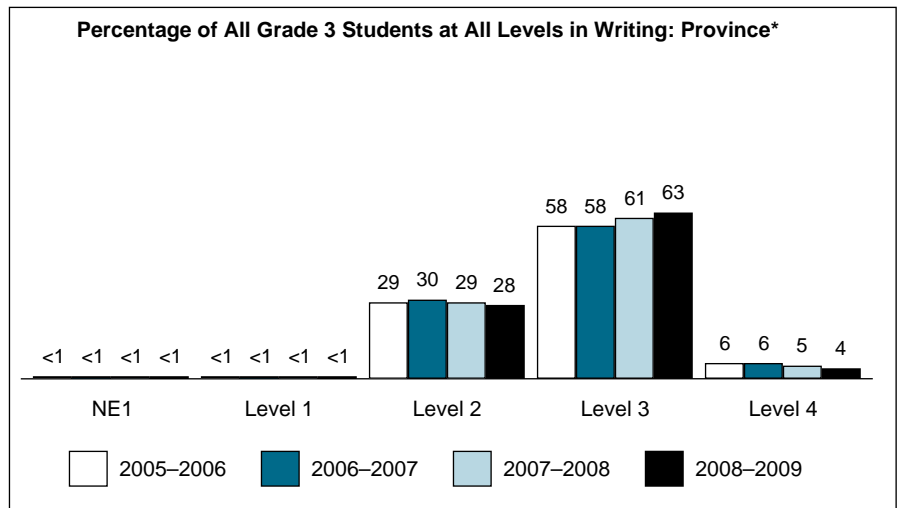
Grade 3 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	51	57	58	62
Level 4	6%	0%	5%	5%
Level 3	49%	58%	47%	60%
Level 2	31%	25%	28%	34%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	86%	82%	79%	98%
No Data	0%	0%	0%	0%
Exempt	14%	18%	21%	2%
At or Above Provincial Standard†	55%	58%	52%	65%



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.

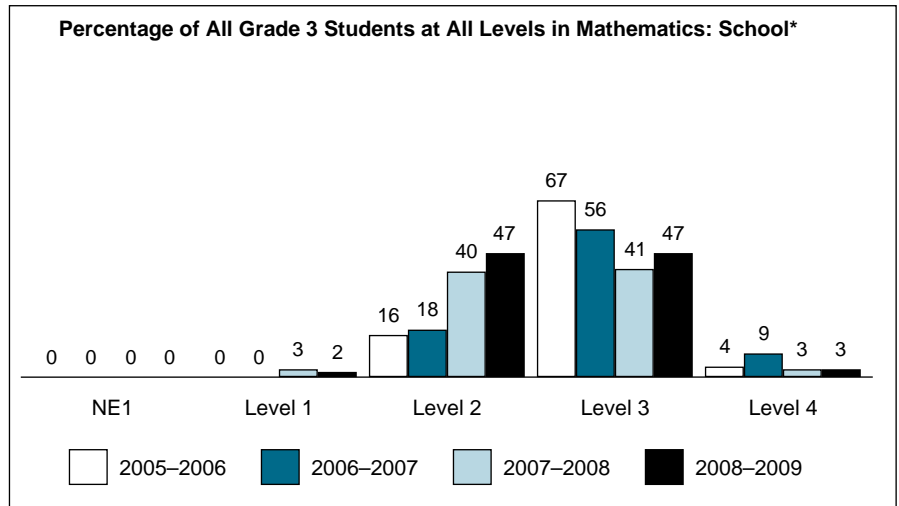
† See the Explanation of Terms.

‡ 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.

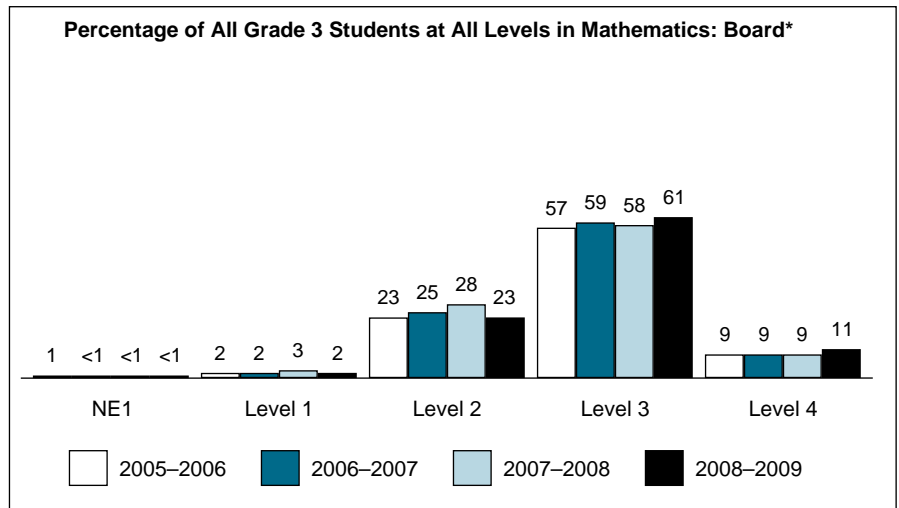
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Mathematics

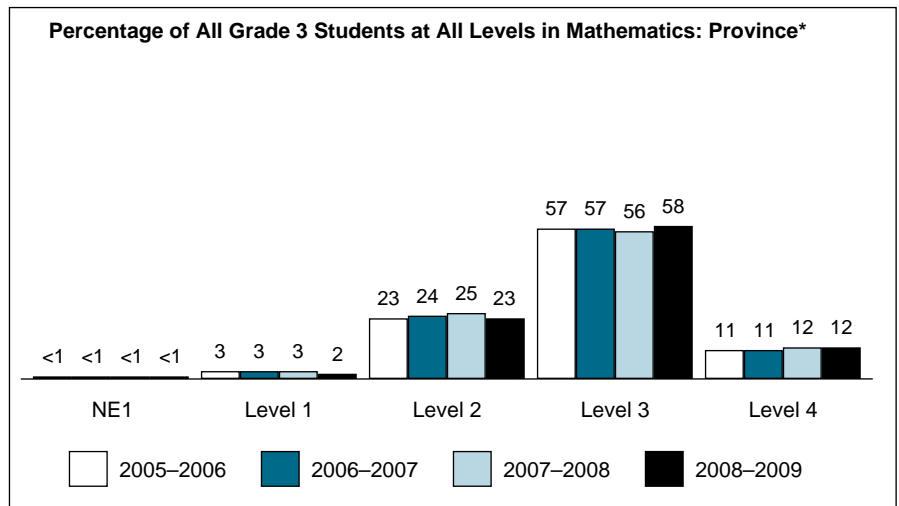
Grade 3 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	51	57	58	62
Level 4	4%	9%	3%	3%
Level 3	67%	56%	41%	47%
Level 2	16%	18%	40%	47%
Level 1	0%	0%	3%	2%
NE1**	0%	0%	0%	0%
Participating Students	86%	82%	88%	98%
No Data	0%	0%	0%	0%
Exempt	14%	18%	12%	2%
At or Above Provincial Standard†	71%	65%	45%	50%



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



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



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

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

*** See the Explanation of Terms.

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

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

Contextual Information over Time: Grade 6*

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

Grade 6	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Enrolment					
Number of students	70	51	64	62	46
Participation in the Assessment					
Reading	86%	90%	95%	98%	100%
Writing	86%	90%	95%	98%	100%
Mathematics	86%	90%	95%	98%	100%
Gender					
Female	40%	41%	58%	53%	30%
Male	56%	59%	42%	47%	70%
Student Status					
English language learners**	6%	14%	6%	0%	4%
Students with special needs (excluding gifted)**	24%	20%	16%	29%	33%
Place of Birth					
Born in Canada	74%	73%	78%	85%	87%
Born outside Canada	20%	27%	22%	15%	13%
In Canada less than one year	3%	2%	2%	0%	0%
In Canada one year or more but less than three years	7%	2%	2%	2%	2%
In Canada three years or more	9%	24%	9%	11%	11%
Language					
First language learned at home was other than English	26%	20%	33%	6%	13%
Year Student Entered Current School					
Year of the assessment		24%	23%	18%	11%
Year prior to the assessment	Data not collected††	31%	14%	13%	11%
2 years prior to the assessment		2%	19%	10%	24%
3 or more years prior to the assessment		43%	44%	58%	52%
Data not available		0%	0%	2%	2%

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

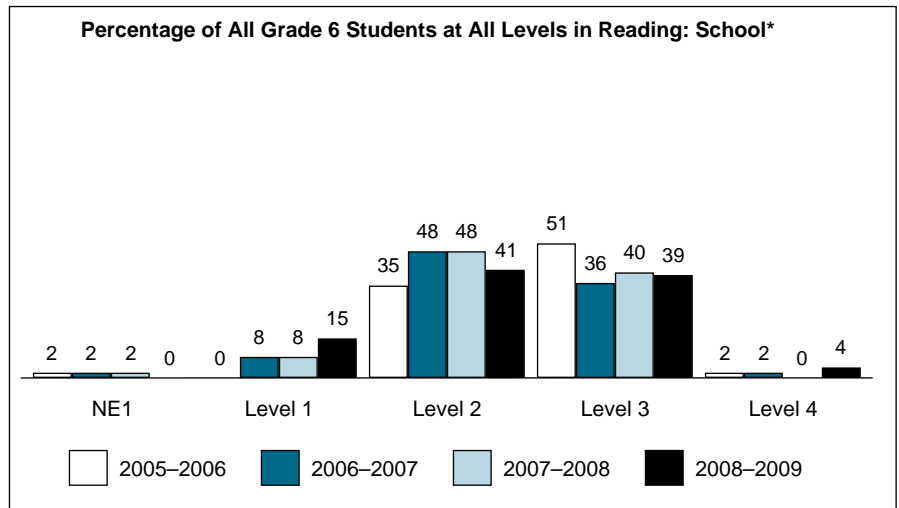
** See the Explanation of Terms.

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

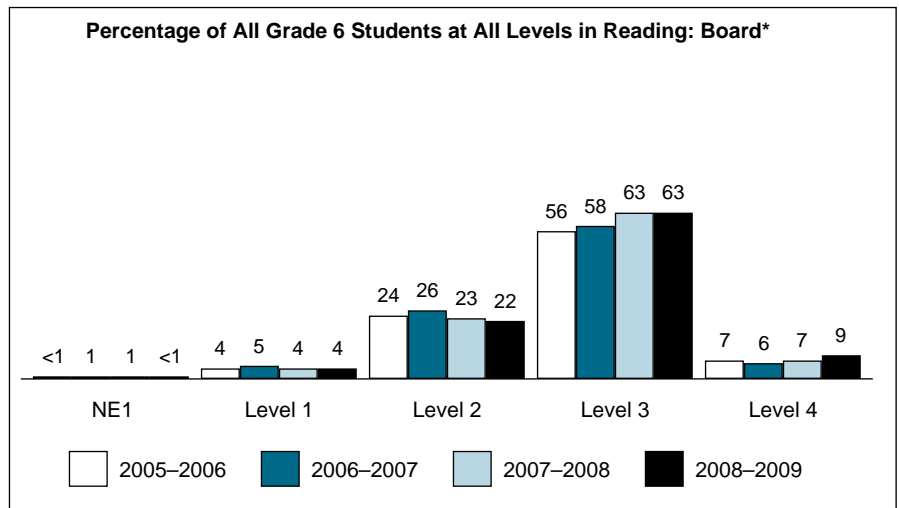
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Reading

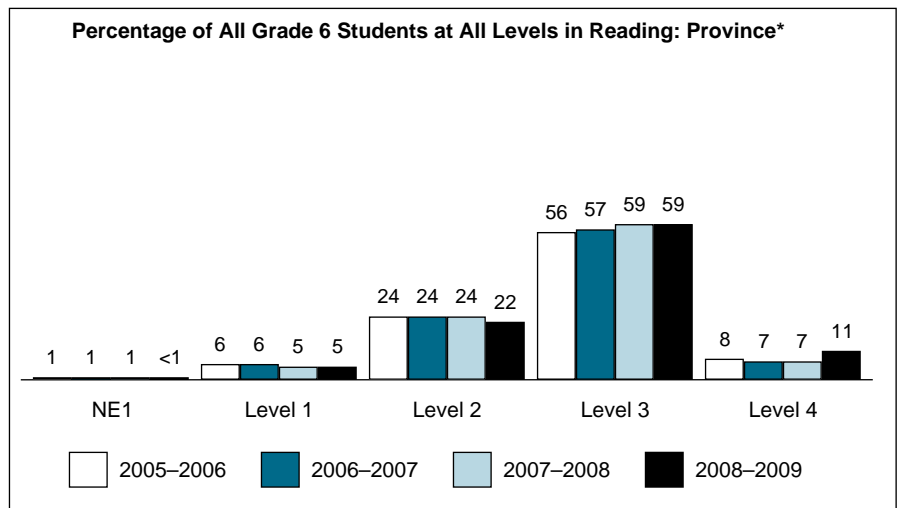
Grade 6 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	51	64	62	46
Level 4	2%	2%	0%	4%
Level 3	51%	36%	40%	39%
Level 2	35%	48%	48%	41%
Level 1	0%	8%	8%	15%
NE1**	2%	2%	2%	0%
Participating Students	90%	95%	98%	100%
No Data	0%	0%	0%	0%
Exempt	10%	5%	2%	0%
At or Above Provincial Standard†	53%	38%	40%	43%



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.

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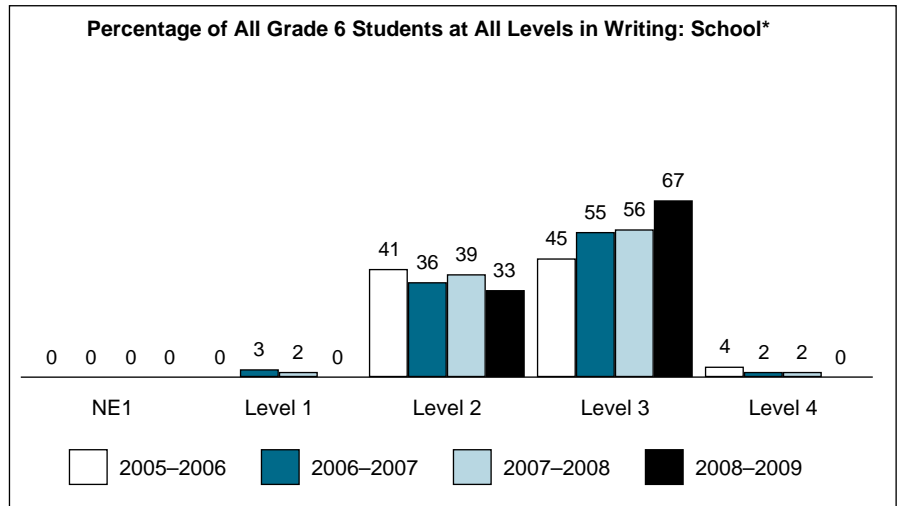
*** See the Explanation of Terms.

† 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.

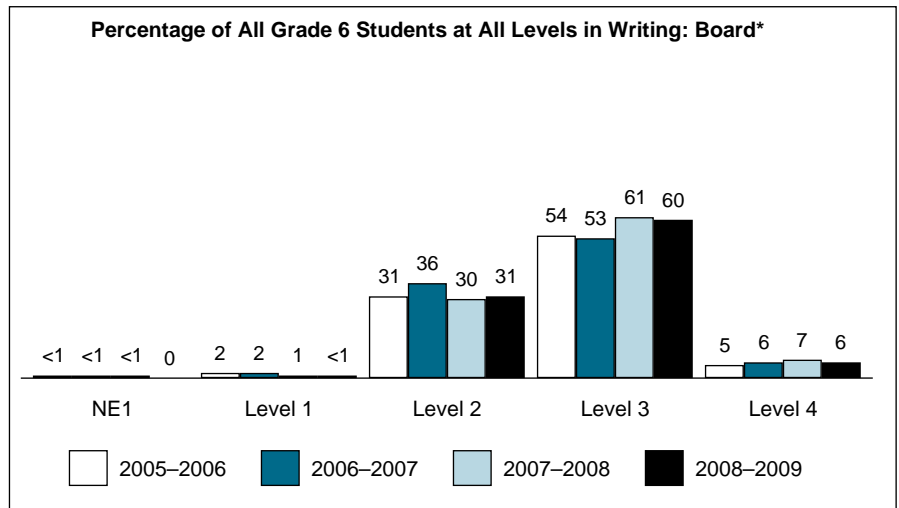
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Writing

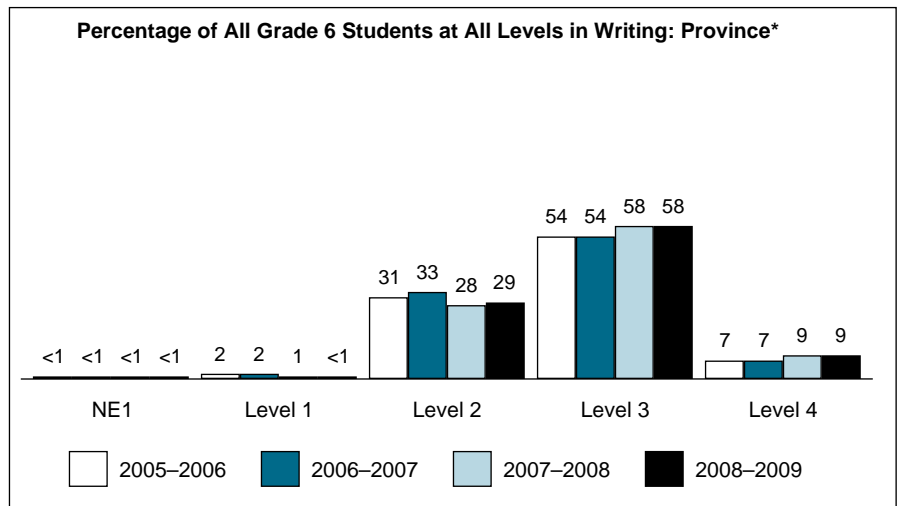
Grade 6 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	51	64	62	46
Level 4	4%	2%	2%	0%
Level 3	45%	55%	56%	67%
Level 2	41%	36%	39%	33%
Level 1	0%	3%	2%	0%
NE1**	0%	0%	0%	0%
Participating Students	90%	95%	98%	100%
No Data	0%	0%	0%	0%
Exempt	10%	5%	2%	0%
At or Above Provincial Standard†	49%	56%	58%	67%



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.

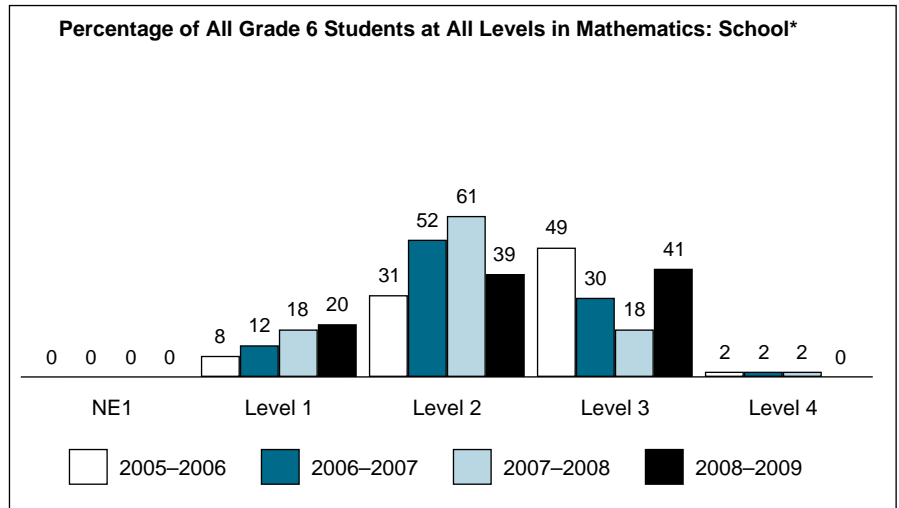
** See the Explanation of Terms.

† 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.

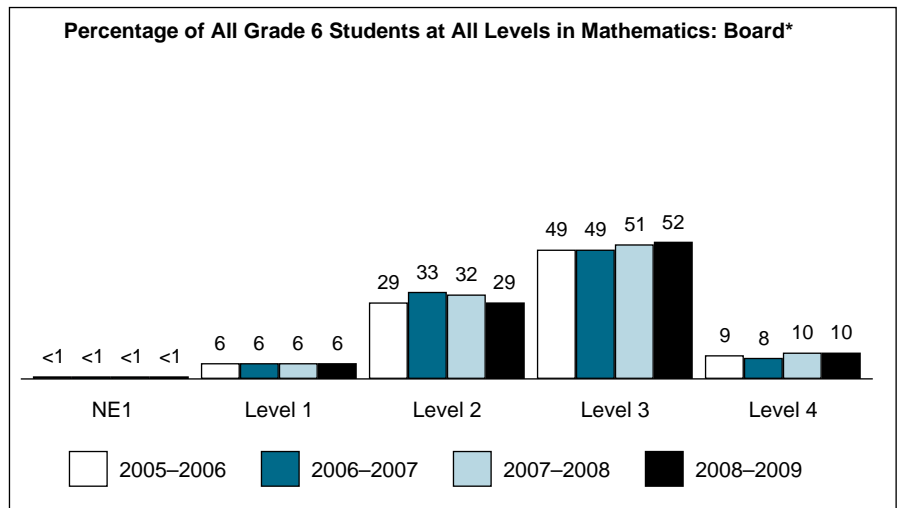
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Mathematics

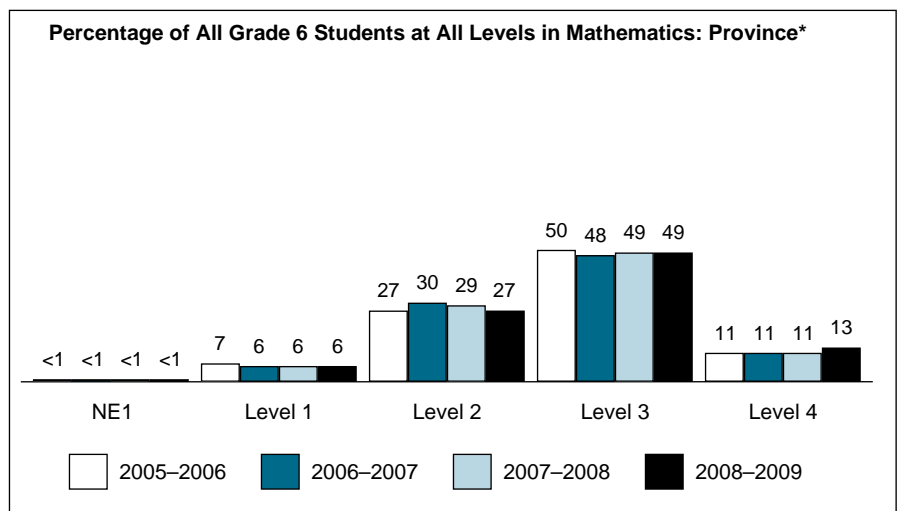
Grade 6 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	51	64	62	46
Level 4	2%	2%	2%	0%
Level 3	49%	30%	18%	41%
Level 2	31%	52%	61%	39%
Level 1	8%	12%	18%	20%
NE1**	0%	0%	0%	0%
Participating Students	90%	95%	98%	100%
No Data	0%	0%	0%	0%
Exempt	10%	5%	2%	0%
At or Above Provincial Standard†	51%	31%	19%	41%



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



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



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

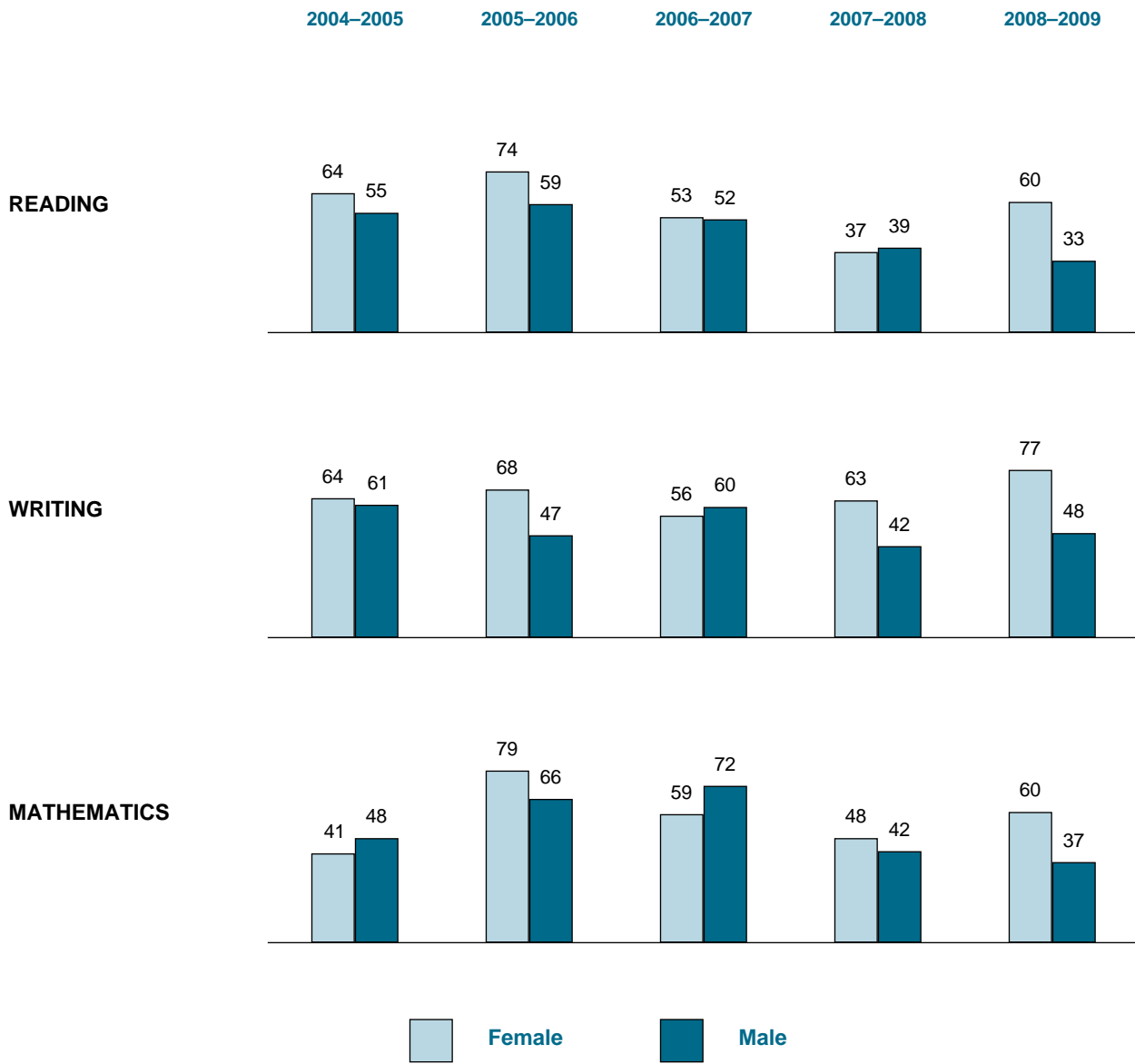
** Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† See the Explanation of Terms.

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

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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



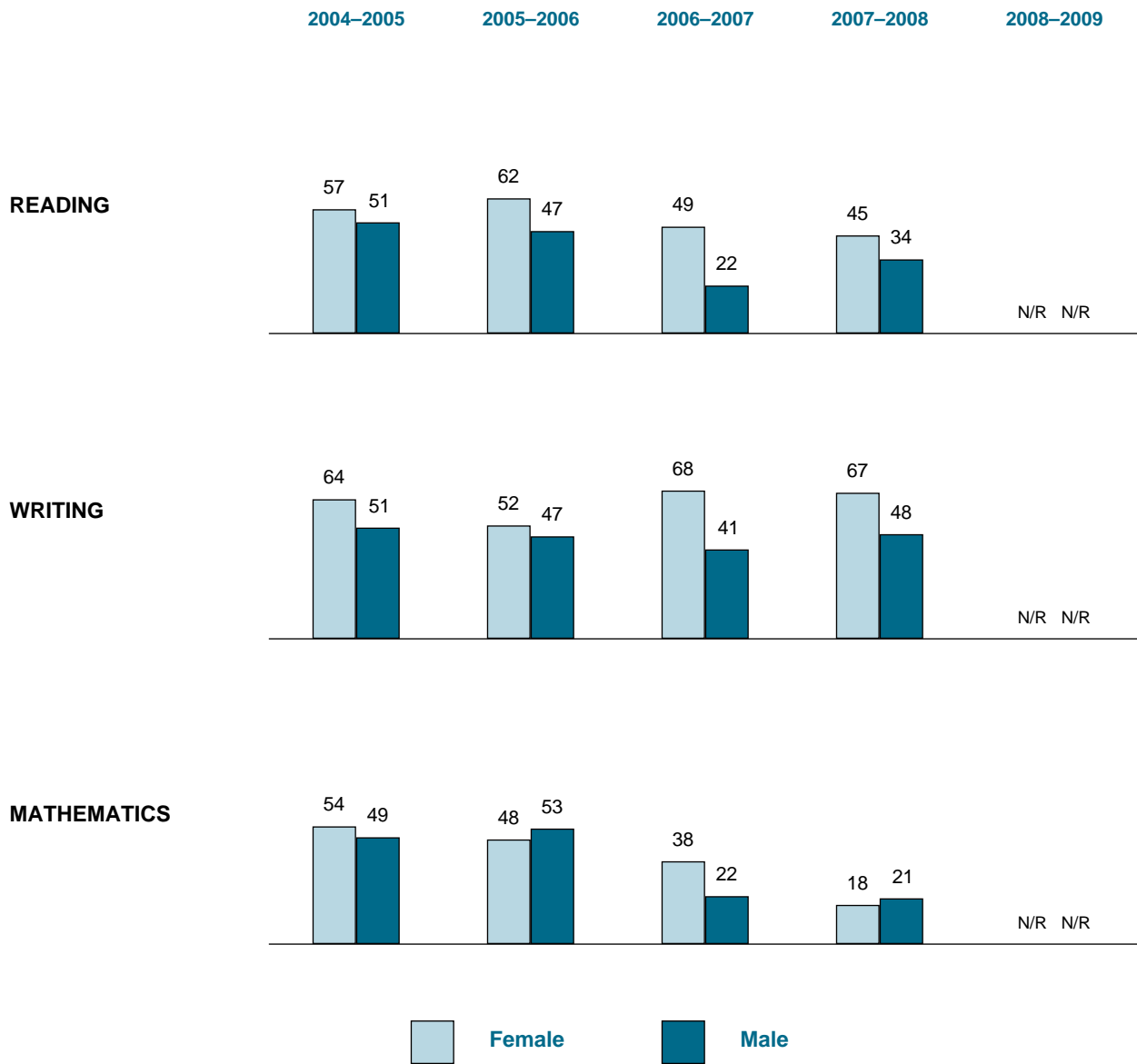
Total Number of Grade 3 Students†

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	22	31	19	32	32	25	27	31	35	27

† 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	28	39	21	30	37	27	33	29	14	32

† 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 (# = 61)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		37
I like to read.		35
I read by myself at home.		37
I read with someone older than me at home.		10
I use a computer for reading activities at school.		18
I am a good writer.		28
I like to write.		31
I write by myself at home.		35
Someone older than me helps me with my writing at home.		10
I use a computer for writing activities at school.		16
I am good at mathematics.		22
I like mathematics.		36
I use mathematics to solve problems outside school.		23
Someone older than me helps me with my mathematics at home.		19
I use a computer to learn mathematics at school.		10
I use a calculator to learn mathematics at school.		15
At home, there is a computer for me to use for school work.		27

* 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 (# = 61)		
Questionnaire Item	Percentage of Students*	Number of Students
Language(s) students speak at home:		
only or mostly English	77	47
another language (or other languages) as often as English	13	8
only or mostly another language (or other languages)	10	6
Language(s) that people speak to students at home:		
only or mostly English	84	51
another language (or other languages) as often as English	3	2
only or mostly another language (or other languages)	13	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 (# = 61)	Female* (# = 34)	Male* (# = 27)	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.	61%	71%	48%	68%	69%	67%	67%	69%	65%
I like to read.	57%	76%	33%	57%	65%	50%	61%	69%	53%
I read by myself at home.	61%	74%	44%	58%	60%	56%	59%	61%	57%
I read with someone older than me at home.	16%	9%	26%	16%	15%	17%	15%	14%	16%
I use a computer for reading activities at school.	30%	24%	37%	29%	30%	28%	22%	22%	23%
Writing									
I am a good writer.	46%	59%	30%	51%	57%	44%	48%	55%	42%
I like to write.	51%	53%	48%	50%	58%	42%	51%	60%	43%
I write by myself at home.	57%	65%	48%	54%	59%	49%	54%	59%	50%
Someone older than me helps me with my writing at home.	16%	9%	26%	16%	15%	17%	16%	14%	18%
I use a computer for writing activities at school.	26%	24%	30%	31%	30%	31%	26%	25%	26%
Mathematics									
I am good at mathematics.	36%	38%	33%	54%	46%	62%	53%	46%	60%
I like mathematics.	59%	56%	63%	57%	54%	60%	59%	57%	61%
I use mathematics to solve problems outside school.	38%	44%	30%	33%	32%	33%	31%	31%	32%
Someone older than me helps me with my mathematics at home.	31%	29%	33%	26%	29%	23%	26%	28%	24%
I use a computer to learn mathematics at school.	16%	18%	15%	27%	27%	26%	25%	25%	25%
I use a calculator to learn mathematics at school.	25%	18%	33%	16%	15%	16%	13%	11%	14%
Computer at home									
There is a computer for me to use for school work.	44%	44%	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 (# = 61)	Female* (# = 34)	Male* (# = 27)	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	77%	68%	89%	89%	88%	89%	79%	78%	80%
another language (or other languages) as often as English	13%	18%	7%	8%	8%	7%	12%	13%	11%
only or mostly another language (or other languages)	10%	15%	4%	4%	4%	3%	8%	8%	8%
Language(s) that people speak to students at home:**									
only or mostly English	84%	79%	89%	86%	86%	86%	74%	74%	75%
another language (or other languages) as often as English	3%	3%	4%	8%	7%	8%	12%	12%	11%
only or mostly another language (or other languages)	13%	18%	7%	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 (# = 46)				
Questionnaire Item	Percentage of Students*			Number of Students Who Answered "Yes"
	0		100	
I am a good reader.	52	41	7	24
I like to read.	20	65	15	9
I read by myself at home.	52	41	7	24
I read with someone older than me at home.	4	37	59	2
I use a computer for reading activities at school.	9	39	52	4
I am a good writer.	41	52	7	19
I like to write.	39	50	11	18
I write by myself at home.	61	22	15	28
Someone older than me helps me with my writing at home.	4	39	57	2
I use a computer for writing activities at school.	11	57	30	5
I am good at mathematics.	48	43	9	22
I like mathematics.	30	39	30	14
I use mathematics to solve problems outside school.	30	54	15	14
Someone older than me helps me with my mathematics at home.	17	57	26	8
I use a computer to learn mathematics at school.		43	54	1
I use a calculator to learn mathematics at school.	15	67	17	7
At home, there is a computer for me to use for school work.	67	24	9	31

■ 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 (# = 46)		
Questionnaire Item	Percentage of Students*	Number of Students
Language(s) students speak at home:		
only or mostly English	85	39
another language (or other languages) as often as English	7	3
only or mostly another language (or other languages)	9	4
Language(s) that people speak to students at home:		
only or mostly English	76	35
another language (or other languages) as often as English	9	4
only or mostly another language (or other languages)	15	7

* 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 (# = 46)	Female* (# = 14)	Male* (# = 32)	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.	52%	43%	56%	65%	68%	63%	65%	69%	61%
I like to read.	20%	36%	12%	50%	61%	39%	53%	64%	42%
I read by myself at home.	52%	50%	53%	64%	73%	56%	70%	78%	62%
I read with someone older than me at home.	4%	0%	6%	5%	4%	5%	4%	3%	4%
I use a computer for reading activities at school.	9%	7%	9%	14%	14%	15%	13%	13%	14%
Writing									
I am a good writer.	41%	36%	44%	41%	49%	34%	42%	48%	36%
I like to write.	39%	57%	31%	41%	52%	30%	42%	52%	32%
I write by myself at home.	61%	64%	59%	45%	52%	37%	50%	57%	43%
Someone older than me helps me with my writing at home.	4%	7%	3%	10%	9%	10%	9%	7%	10%
I use a computer for writing activities at school.	11%	14%	9%	32%	32%	33%	30%	29%	31%
Mathematics									
I am good at mathematics.	48%	29%	56%	49%	41%	58%	49%	40%	57%
I like mathematics.	30%	21%	34%	43%	37%	49%	45%	38%	51%
I use mathematics to solve problems outside school.	30%	14%	38%	38%	36%	40%	35%	31%	38%
Someone older than me helps me with my mathematics at home.	17%	21%	16%	24%	28%	21%	22%	25%	19%
I use a computer to learn mathematics at school.	2%	0%	3%	12%	12%	12%	13%	13%	13%
I use a calculator to learn mathematics at school.	15%	14%	16%	27%	28%	25%	25%	26%	24%
Computer at home									
There is a computer for me to use for school work.	67%	50%	75%	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 (# = 46)	Female* (# = 14)	Male* (# = 32)	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	85%	86%	84%	92%	92%	91%	81%	81%	82%
another language (or other languages) as often as English	7%	7%	6%	6%	6%	6%	12%	13%	11%
only or mostly another language (or other languages)	9%	7%	9%	2%	2%	3%	6%	6%	7%
Language(s) that people speak to students at home:**									
only or mostly English	76%	71%	78%	89%	89%	88%	76%	75%	76%
another language (or other languages) as often as English	9%	21%	3%	6%	6%	6%	12%	13%	12%
only or mostly another language (or other languages)	15%	7%	19%	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.