



# ***School/Community Report***

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

## ***Claremont P.S.***

1675 Central Street  
Claremont, ON  
L1Y 1A8  
905-649-2000

***Principal: Kristin Bugelli***

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

Claremont Public School is a small country school located in the hamlet of Claremont located between Pickering and Uxbridge. Formal education began in Claremont in 1824, with the current school built in 1923. Two additions to the school have been built since then. Claremont Public School is a Junior Kindergarten to Grade 8 school with a population of 187 students. We currently have 13.0 full-time equivalent teaching staff members and 1.5 Education Assistants. The majority of students walk to school, while the remainder of the students are bused. Many students start and finish their elementary education at Claremont Public School before attending secondary school.

At Claremont we work to provide a well-rounded educational experience. Our students are provided with the opportunity to participate in numerous extra-curricular activities in sports, music, drama and art, as well as a variety of special interest clubs. Our students, parents and staff value these opportunities and believe them to be an integral part of our students' education.

The Claremont community is a mixture of rural families and commuter families. It is very supportive of the school. Claremont is close to the Uxbridge/Pickering Town Line and the boundary between Durham Region and York Region. Because of its size, many community members travel outside of the community for work, shopping, medical and dental services and recreational activities. The community has many service clubs, e.g., Lions, Lioness, Legion, Legion Ladies Auxiliary, Masonic Lodge, Senior Citizens Group, Beavers, Cubs and Scouts. The community, school and SCC work on behalf of students to ensure that Claremont continues to focus on its mission "*Achievement for All.*"

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

The Grade 3 results continue to remain close to or above board level in those students achieving the level 3 standard. Reading results of 60% are approaching the provincial standard, while writing results at 68% and math results at 76% exceed the standard

The Grade 6 results in all three areas continue to remain above board level. Reading results show that 79% were at or above the standard, writing results show 79% and mathematics results show 67%.

School staff have reviewed these results at staff meetings and division meetings and the results will be shared with our School Community Council.

We will continue to engage our SERT and school resource personnel to help us program for students with special needs and provide interventions for all students. Strategies that have proven effective will continue to be implemented. We will continue to focus on High Yield instructional strategies with effective use of data from Observation survey, running records and CASI tools. We will continue to focus on Comprehensive Literacy and Numeracy programs, Differentiated Instruction, Reading for Meaning strategies, Assessment for Learning, Problem solving with effective use of Math Manipulatives, and EQAO style activities.



# School Report



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

**School: Claremont PS (443638)**  
**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.

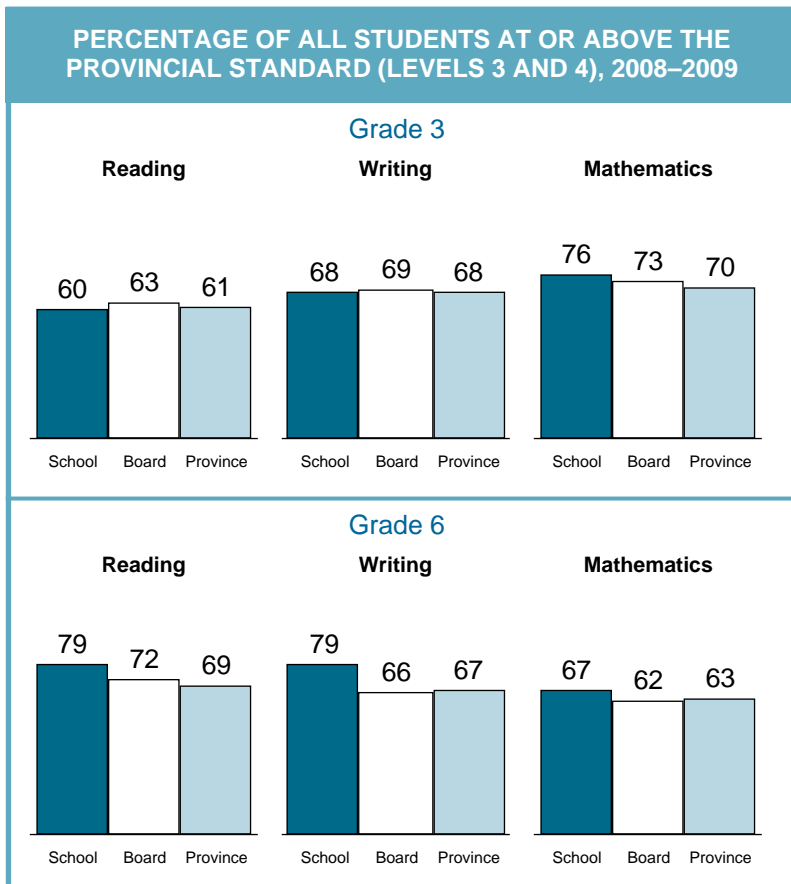
However, it should be remembered that EQAO’s assessment results are just one piece of information about student achievement. These results should be considered in conjunction with school-based information, such as that from classroom assessments.

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,

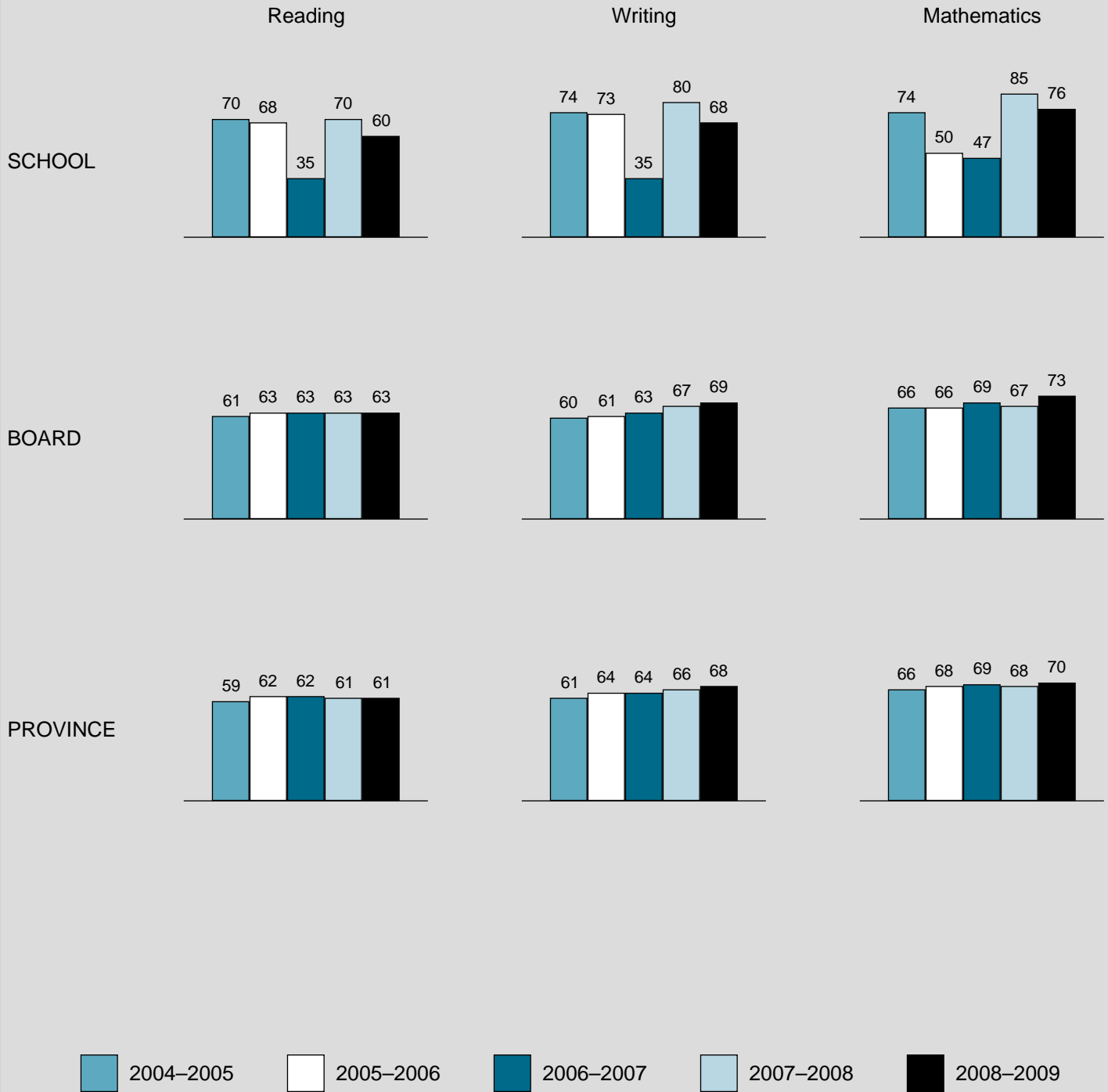
Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

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

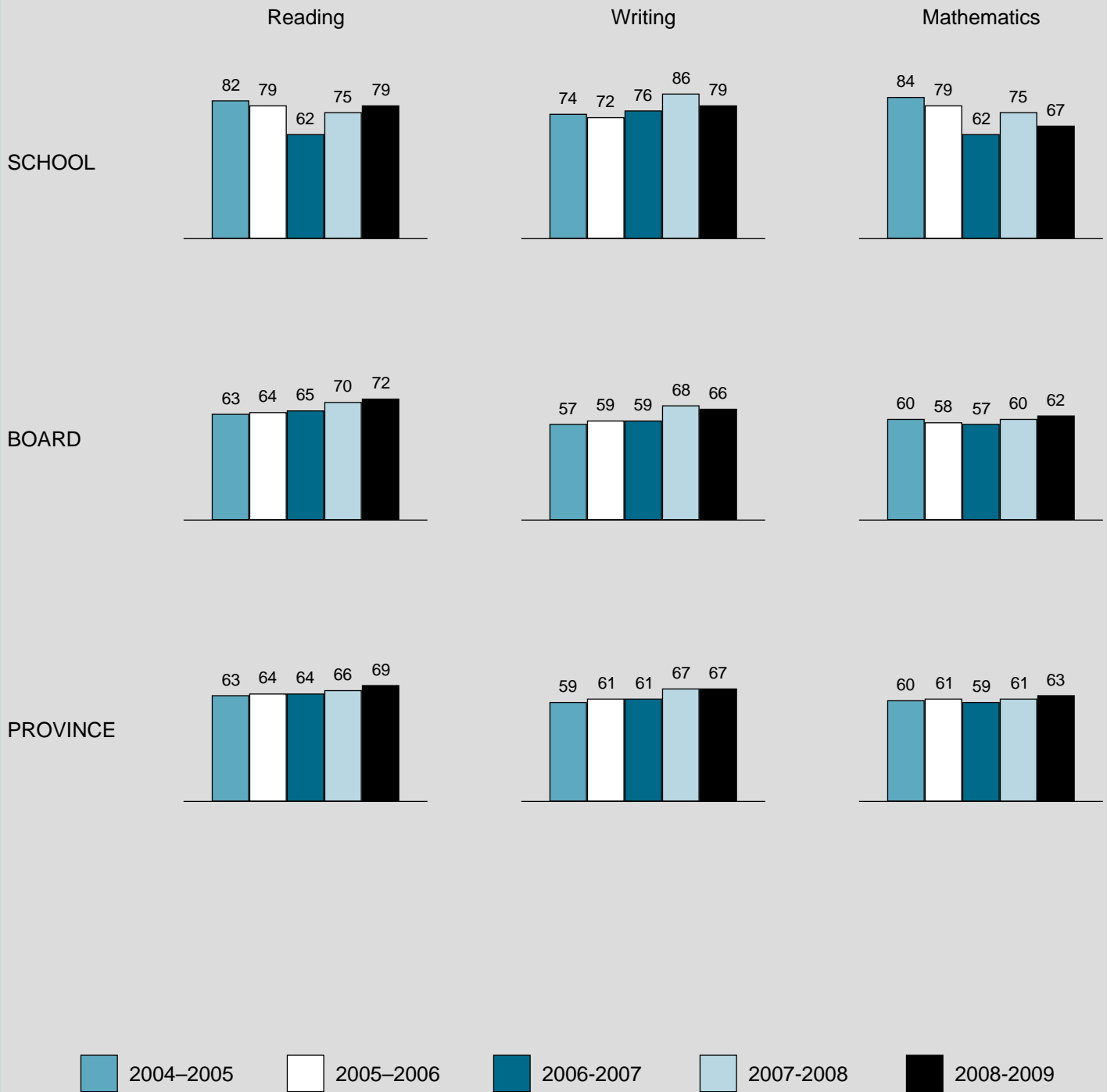
Percentage of Students: Grade 3



	Total Number of Grade 3 Students				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
School	27	22	17	20	25
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

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
School	38	29	21	28	24
Board	5 256	5 098	5 259	4 891	4 954
Province	143 421	146 711	145 901	140 420	136 076

## TIPS

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



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



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



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



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

## ABOUT THIS SCHOOL OR BOARD REPORT

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

### This report includes

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

## HOW TO USE THIS REPORT

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

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

Learn more about us at [www.eqao.com](http://www.eqao.com).

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

**Contextual Information: Grade 3\***

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

Demographic Information	School		Board		Province	
<b>Enrolment</b>						
Number of Grade 3 students	25		4 449		125 481	
Number of classes with Grade 3 students	2		320		9 385	
Number of schools with Grade 3 classes	Not applicable		105		3 399	
	Number	Percent	Number	Percent	Number	Percent
<b>Gender</b>						
Female	8	32%	2 208	50%	60 999	49%
Male	17	68%	2 241	50%	64 482	51%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status</b>						
English language learners**	0	0%	85	2%	11 281	9%
Students with special needs (excluding gifted)**	4	16%	538	12%	18 291	15%
<b>Place of Birth</b>						
Born in Canada	25	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%
<b>Language</b>						
First language learned at home was other than English	0	0%	271	6%	27 084	22%
<b>Year Student Entered Current School</b>						
Year of the assessment	2	8%	532	12%	16 746	13%
Year prior to the assessment	4	16%	507	11%	14 545	12%
2 years prior to the assessment	1	4%	850	19%	16 821	13%
3 or more years prior to the assessment	18	72%	2 552	57%	76 849	61%
Data not available	0	0%	8	<1%	520	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	0	0%	280	6%	8 720	7%
Year prior to the assessment	3	12%	280	6%	8 048	6%
2 years prior to the assessment	3	12%	570	13%	11 982	10%
3 or more years prior to the assessment	19	76%	3 296	74%	93 098	74%
Data not available	0	0%	23	1%	3 633	3%

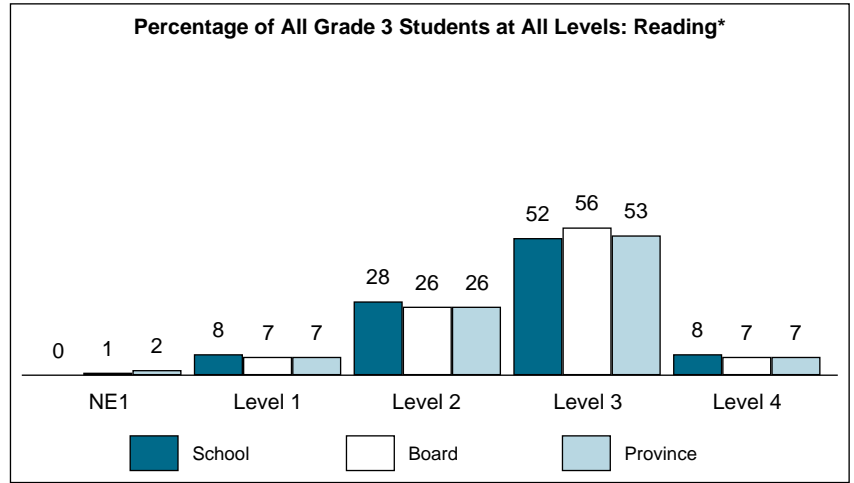
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

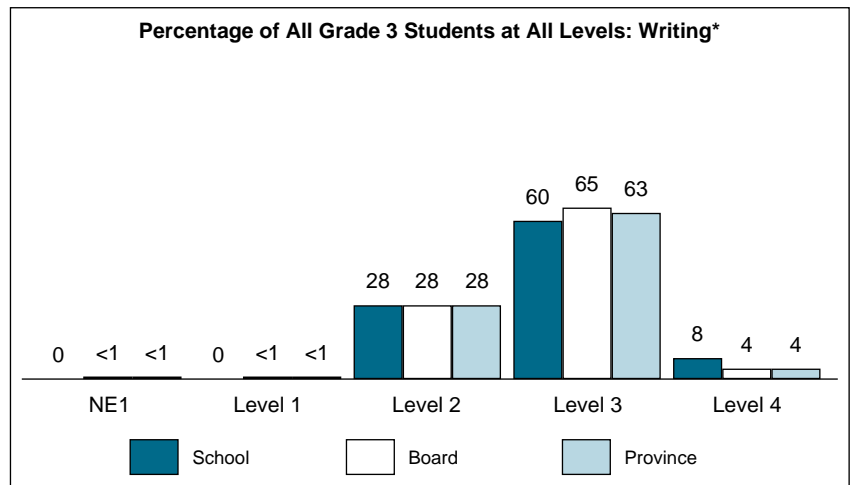
## Results in Reading, Writing and Mathematics, 2008–2009

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

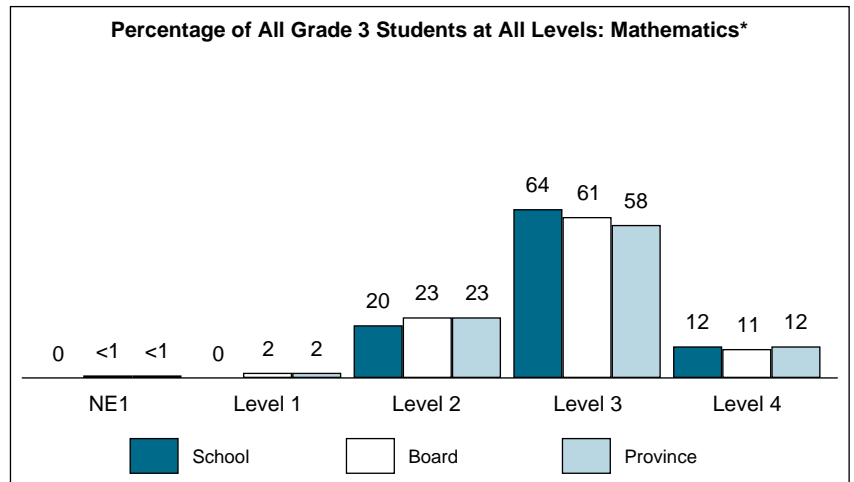
Grade 3: Reading*				
Number of Students	School 25		Board 3 926	Province 121 787
	#	%	%	%
Level 4	2	8%	7%	7%
Level 3	13	52%	56%	53%
Level 2	7	28%	26%	26%
Level 1	2	8%	7%	7%
NE1**	0	0%	1%	2%
Participating Students	24	96%	97%	95%
No Data	0	0%	1%	1%
Exempt	1	4%	3%	4%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		60%	63%	61%



Grade 3: Writing*				
Number of Students	School 25		Board 3 926	Province 121 788
	#	%	%	%
Level 4	2	8%	4%	4%
Level 3	15	60%	65%	63%
Level 2	7	28%	28%	28%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	24	96%	97%	96%
No Data	1	4%	1%	1%
Exempt	0	0%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		68%	69%	68%



Grade 3: Mathematics*				
Number of Students	School 25		Board 4 449	Province 125 464
	#	%	%	%
Level 4	3	12%	11%	12%
Level 3	16	64%	61%	58%
Level 2	5	20%	23%	23%
Level 1	0	0%	2%	2%
NE1**	0	0%	<1%	<1%
Participating Students	24	96%	97%	96%
No Data	0	0%	<1%	1%
Exempt	1	4%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		76%	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.

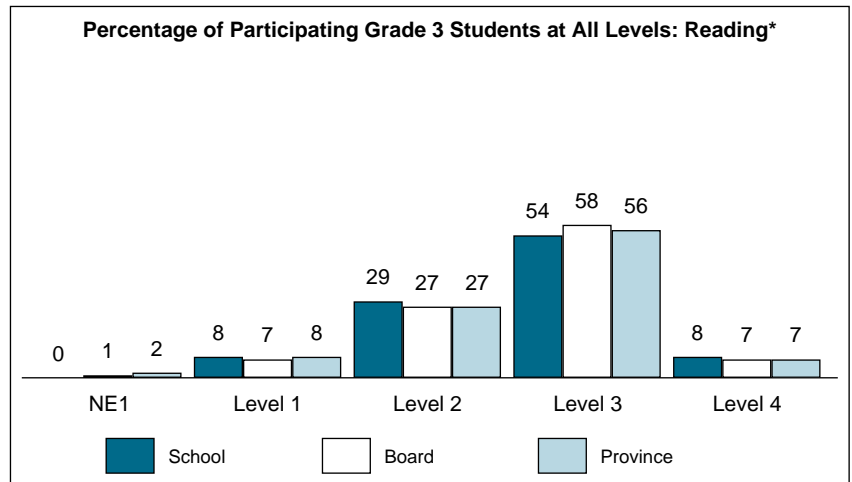
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

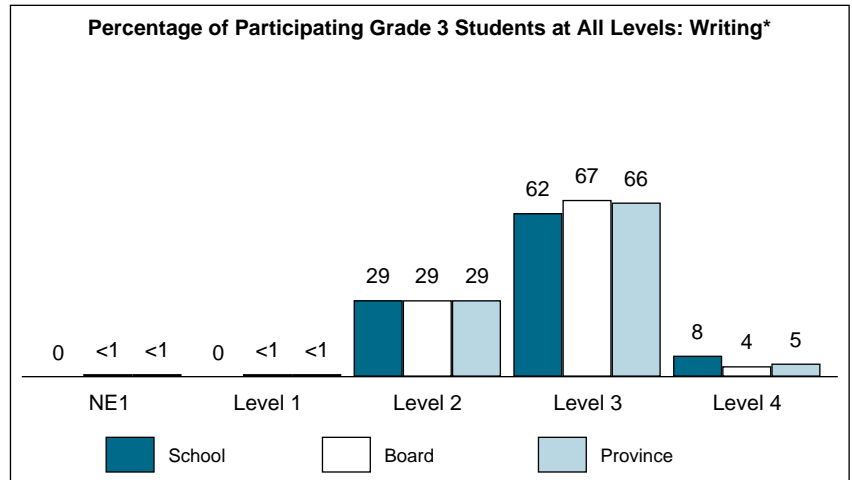
Results in Reading, Writing and Mathematics, 2008–2009

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

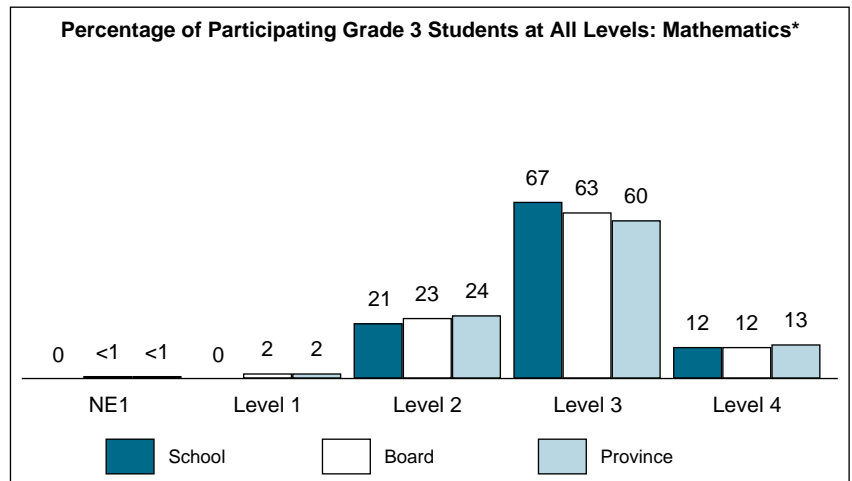
Grade 3: Reading*				
Number of Students	School 24		Board 3 803	Province 116 256
	#	%	%	%
Level 4	2	8%	7%	7%
Level 3	13	54%	58%	56%
Level 2	7	29%	27%	27%
Level 1	2	8%	7%	8%
NE1**	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †	62%		65%	63%



Grade 3: Writing*				
Number of Students	School 24		Board 3 804	Province 116 812
	#	%	%	%
Level 4	2	8%	4%	5%
Level 3	15	62%	67%	66%
Level 2	7	29%	29%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	71%		71%	71%



Grade 3: Mathematics*				
Number of Students	School 24		Board 4 326	Province 120 405
	#	%	%	%
Level 4	3	12%	12%	13%
Level 3	16	67%	63%	60%
Level 2	5	21%	23%	24%
Level 1	0	0%	2%	2%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	79%		75%	73%



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

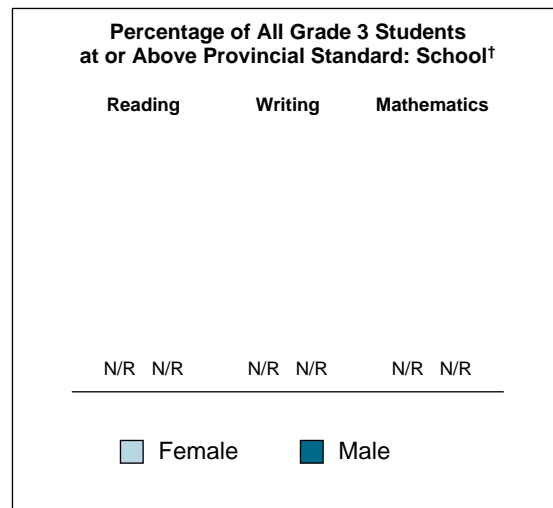
\*\* See the Explanation of Terms.

† 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.

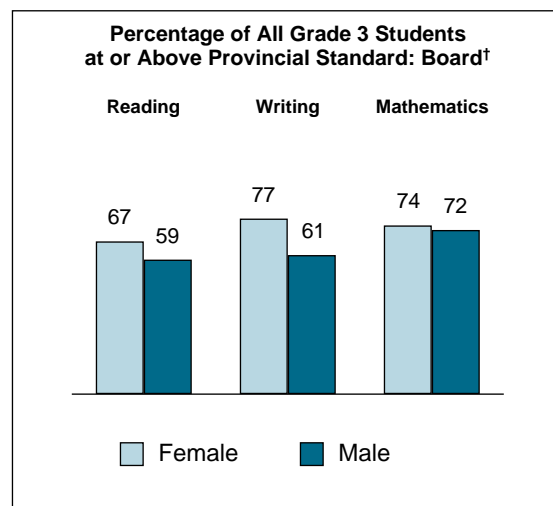
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: Gender††

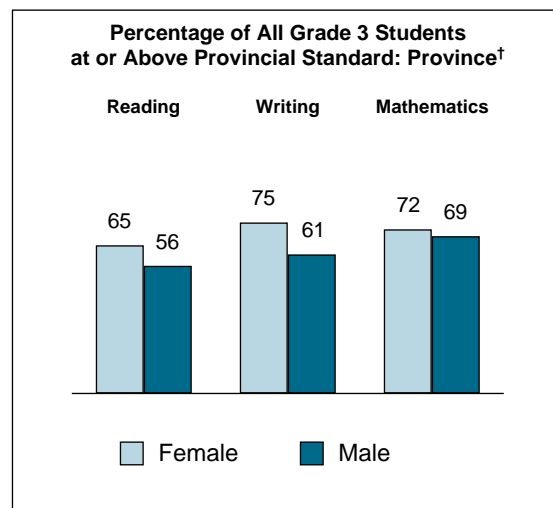
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
Participating 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.

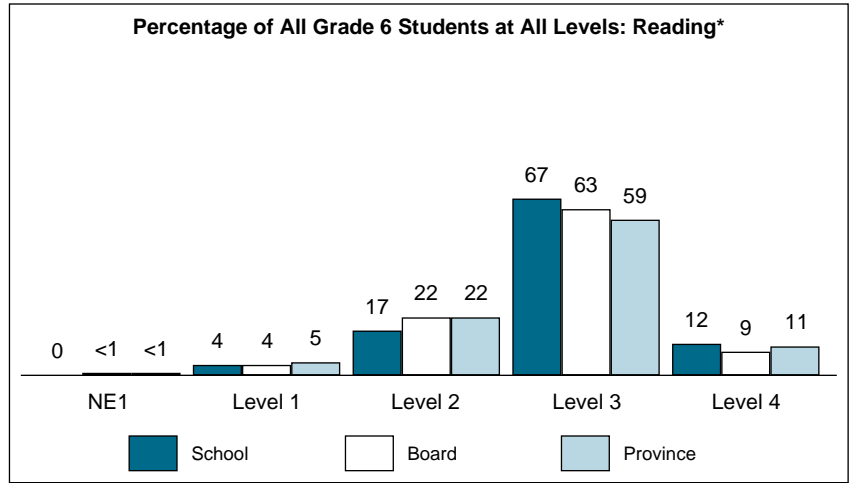
Demographic Information	School		Board		Province	
<b>Enrolment</b>						
Number of Grade 6 students	24		4 954		136 076	
Number of classes with Grade 6 students	1		318		8 285	
Number of schools with Grade 6 classes	Not applicable		105		3 216	
	Number	Percent	Number	Percent	Number	Percent
<b>Gender</b>						
Female	17	71%	2 401	48%	66 276	49%
Male	7	29%	2 553	52%	69 800	51%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status</b>						
English language learners**	0	0%	38	1%	7 538	6%
Students with special needs (excluding gifted)**	4	17%	806	16%	24 326	18%
<b>Place of Birth</b>						
Born in Canada	22	92%	4 608	93%	118 305	87%
Born outside Canada	2	8%	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	4%	38	1%	2 991	2%
In Canada three years or more	1	4%	282	6%	12 798	9%
<b>Language</b>						
First language learned at home was other than English	0	0%	279	6%	27 824	20%
<b>Year Student Entered Current School</b>						
Year of the assessment	2	8%	544	11%	30 253	22%
Year prior to the assessment	1	4%	502	10%	13 485	10%
2 years prior to the assessment	1	4%	581	12%	12 503	9%
3 or more years prior to the assessment	20	83%	3 305	67%	79 176	58%
Data not available	0	0%	22	<1%	659	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	0	0%	265	5%	9 175	7%
Year prior to the assessment	1	4%	266	5%	7 907	6%
2 years prior to the assessment	1	4%	310	6%	7 896	6%
3 or more years prior to the assessment	22	92%	4 087	82%	105 510	78%
Data not available	0	0%	26	1%	5 588	4%

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

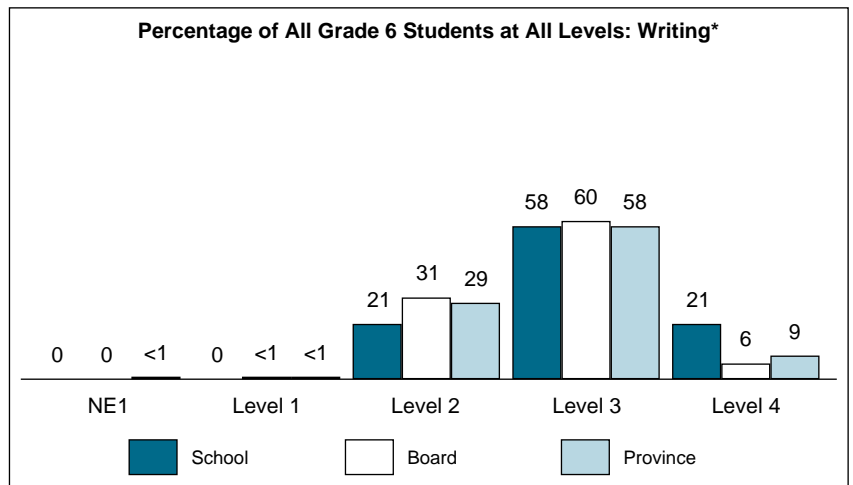
\*\* See the Explanation of Terms.

## Results in Reading, Writing and Mathematics, 2008–2009 Grade 6: All Students

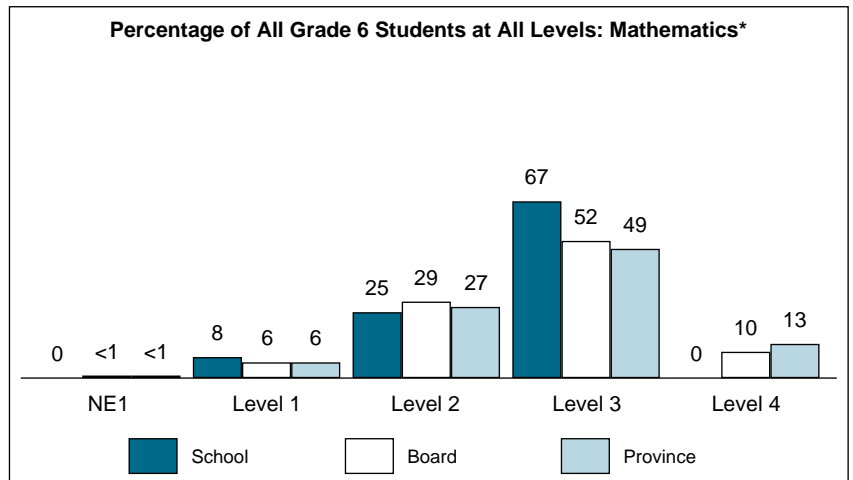
Grade 6: Reading*				
Number of Students	School 24		Board 4 954	Province 136 069
	#	%	%	%
Level 4	3	12%	9%	11%
Level 3	16	67%	63%	59%
Level 2	4	17%	22%	22%
Level 1	1	4%	4%	5%
NE1**	0	0%	<1%	<1%
Participating Students	24	100%	98%	96%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		79%	72%	69%



Grade 6: Writing*				
Number of Students	School 24		Board 4 954	Province 136 075
	#	%	%	%
Level 4	5	21%	6%	9%
Level 3	14	58%	60%	58%
Level 2	5	21%	31%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
Participating Students	24	100%	98%	96%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		79%	66%	67%



Grade 6: Mathematics*				
Number of Students	School 24		Board 4 954	Province 136 075
	#	%	%	%
Level 4	0	0%	10%	13%
Level 3	16	67%	52%	49%
Level 2	6	25%	29%	27%
Level 1	2	8%	6%	6%
NE1**	0	0%	<1%	<1%
Participating Students	24	100%	97%	96%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		67%	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.

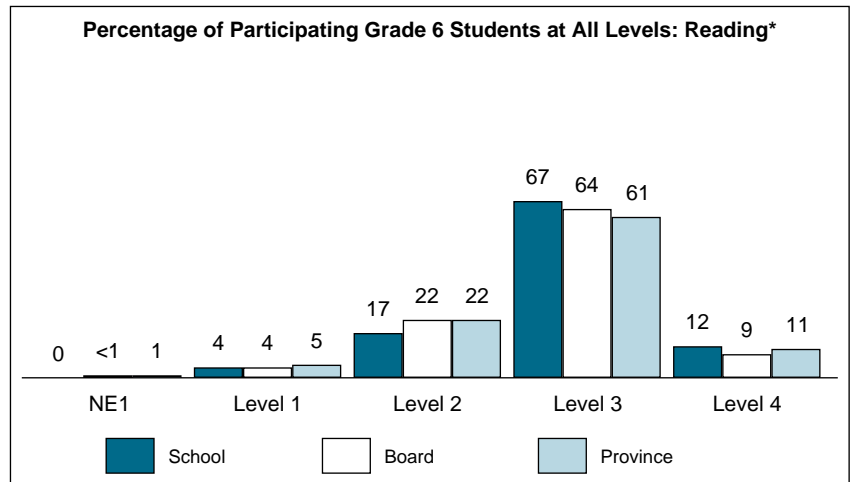
\*\* See the Explanation of Terms.

† 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.

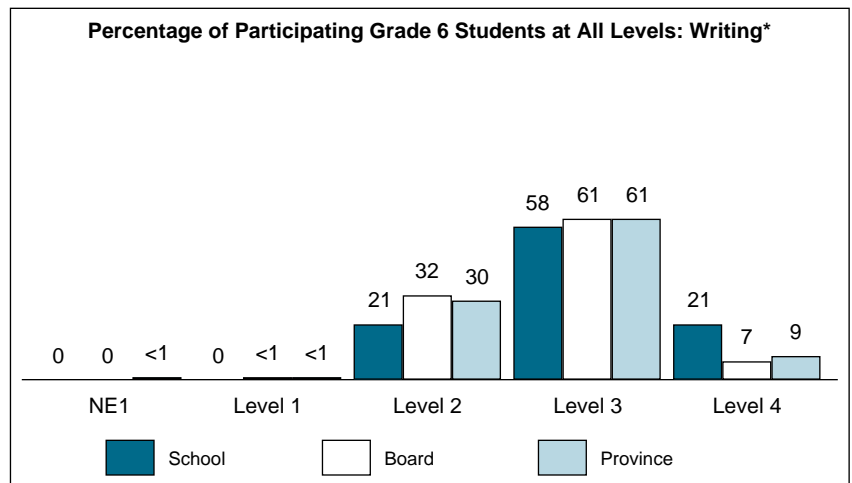
Results in Reading, Writing and Mathematics, 2008–2009

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

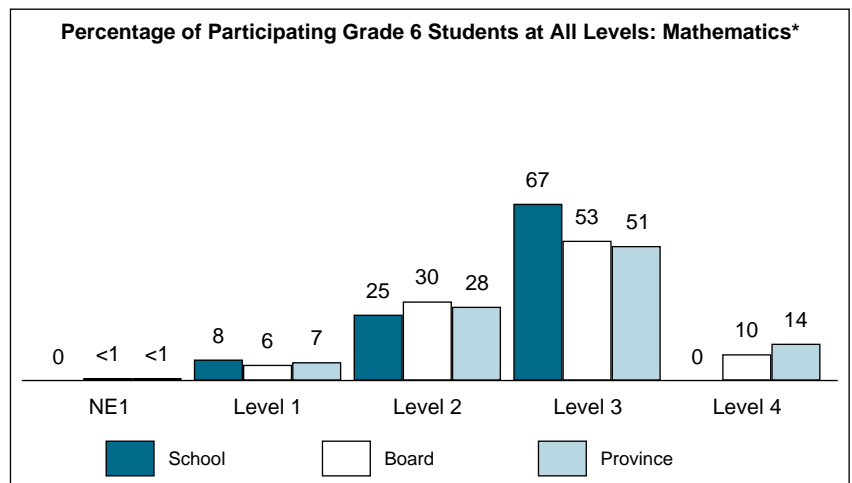
Grade 6: Reading*				
Number of Students	School 24		Board 4 845	Province 131 173
	#	%	%	%
Level 4	3	12%	9%	11%
Level 3	16	67%	64%	61%
Level 2	4	17%	22%	22%
Level 1	1	4%	4%	5%
NE1**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †	79%		73%	72%



Grade 6: Writing*				
Number of Students	School 24		Board 4 840	Province 131 296
	#	%	%	%
Level 4	5	21%	7%	9%
Level 3	14	58%	61%	61%
Level 2	5	21%	32%	30%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	79%		68%	70%



Grade 6: Mathematics*				
Number of Students	School 24		Board 4 815	Province 130 902
	#	%	%	%
Level 4	0	0%	10%	14%
Level 3	16	67%	53%	51%
Level 2	6	25%	30%	28%
Level 1	2	8%	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.

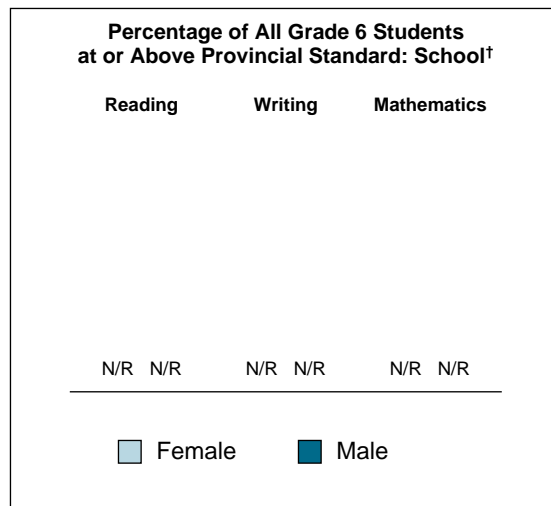
\*\* See the Explanation of Terms.

† 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.

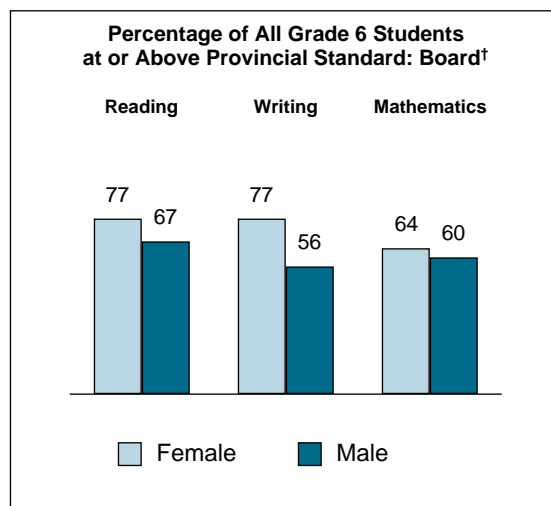
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: Gender††

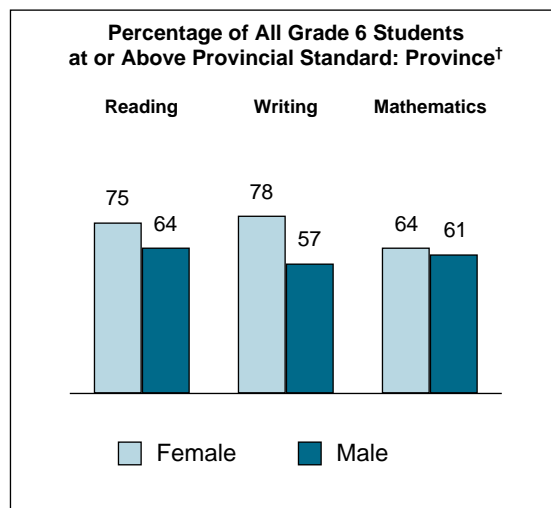
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
Participating 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
<b>Enrolment</b>					
Number of students	27	22	17	20	25
<b>Participation in the Assessment</b>					
Reading <sup>†</sup>	100%	100%	100%	95%	96%
Writing <sup>†</sup>	96%	100%	100%	100%	96%
Mathematics <sup>†</sup>	96%	100%	100%	100%	96%
<b>Gender</b>					
Female	44%	73%	47%	40%	32%
Male	56%	27%	53%	60%	68%
<b>Student Status</b>					
English language learners**	0%	0%	0%	0%	0%
Students with special needs (excluding gifted)**	7%	9%	0%	15%	16%
<b>Place of Birth</b>					
Born in Canada	96%	95%	94%	95%	100%
Born outside Canada	0%	5%	6%	5%	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%	6%	0%	0%
In Canada three years or more	0%	5%	0%	0%	0%
<b>Language</b>					
First language learned at home was other than English	0%	0%	0%	0%	0%
<b>Year Student Entered Current School</b>					
Year of the assessment		14%	6%	10%	8%
Year prior to the assessment	Data not collected <sup>††</sup>	5%	6%	0%	16%
2 years prior to the assessment		27%	6%	0%	4%
3 or more years prior to the assessment		55%	82%	90%	72%
Data not available		0%	0%	0%	0%

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

† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

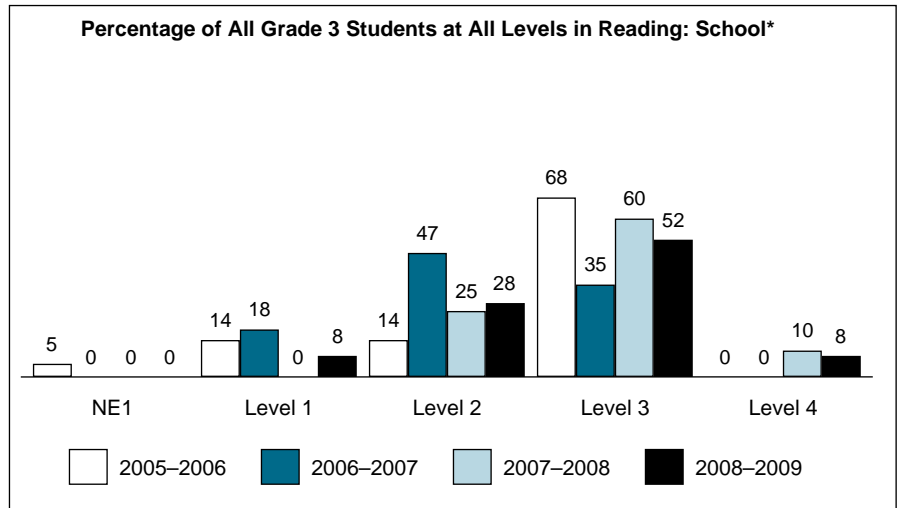
\*\* See the Explanation of Terms.

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

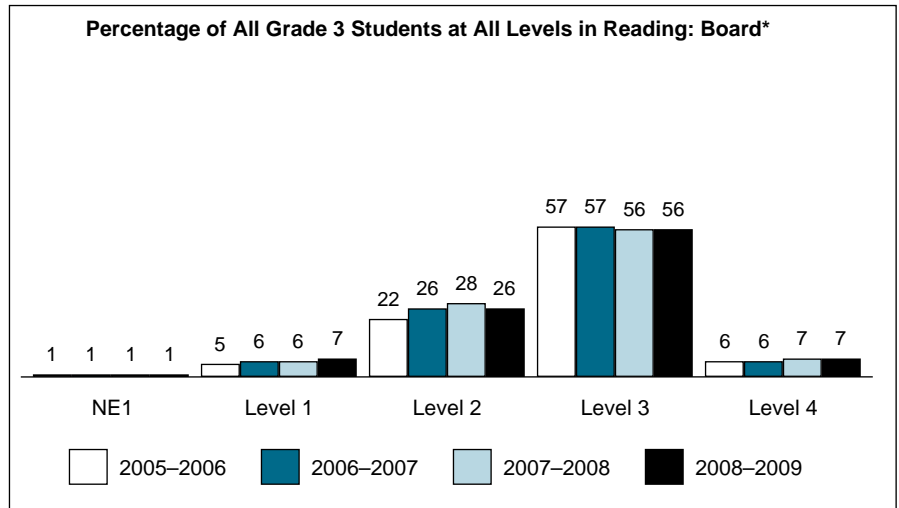
Results over Time, 2005–2006 to 2008–2009\*

Grade 3: Reading

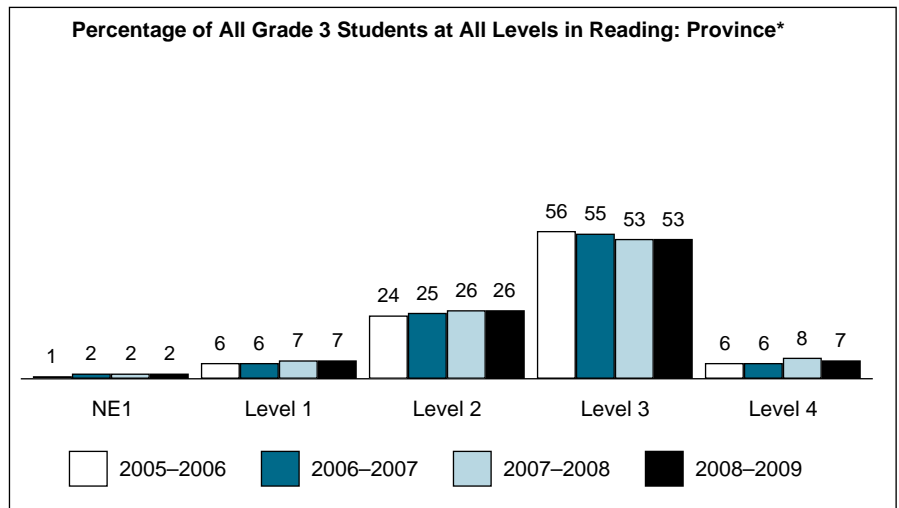
Grade 3 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	22	17	20	25
Level 4	0%	0%	10%	8%
Level 3	68%	35%	60%	52%
Level 2	14%	47%	25%	28%
Level 1	14%	18%	0%	8%
NE1**	5%	0%	0%	0%
Participating Students	100%	100%	95%	96%
No Data	0%	0%	0%	0%
Exempt	0%	0%	5%	4%
At or Above Provincial Standard†	68%	35%	70%	60%



Grade 3 Reading: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	4 208	4 142	4 103	3 926
Level 4	6%	6%	7%	7%
Level 3	57%	57%	56%	56%
Level 2	22%	26%	28%	26%
Level 1	5%	6%	6%	7%
NE1**	1%	1%	1%	1%
Participating Students	91%	96%	98%	97%
No Data	1%	1%	<1%	1%
Exempt	8%	4%	2%	3%
At or Above Provincial Standard†	63%	63%	63%	63%



Grade 3 Reading: Province*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	129 630	127 618	125 088	121 787
Level 4	6%	6%	8%	7%
Level 3	56%	55%	53%	53%
Level 2	24%	25%	26%	26%
Level 1	6%	6%	7%	7%
NE1**	1%	2%	2%	2%
Participating Students	94%	95%	95%	95%
No Data	1%	1%	1%	1%
Exempt	5%	4%	4%	4%
At or Above Provincial Standard†	62%	62%	61%	61%



\* Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

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

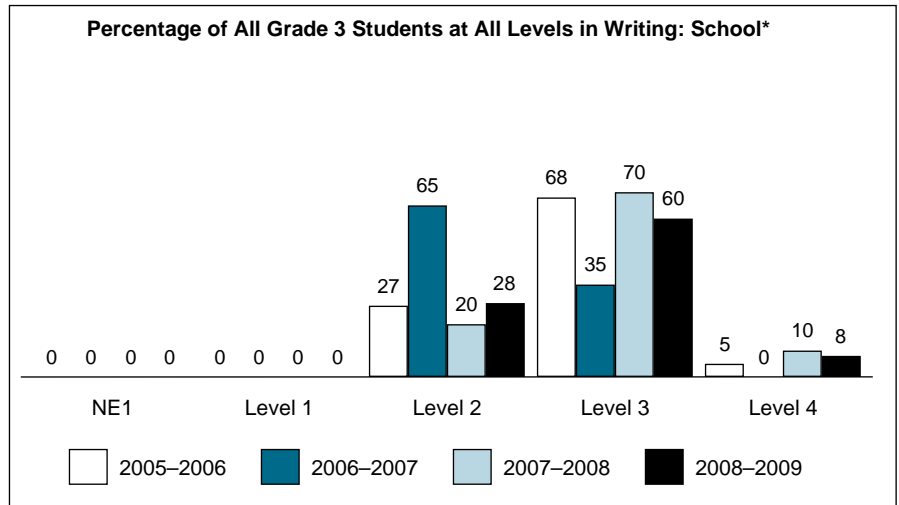
† See the Explanation of Terms.

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

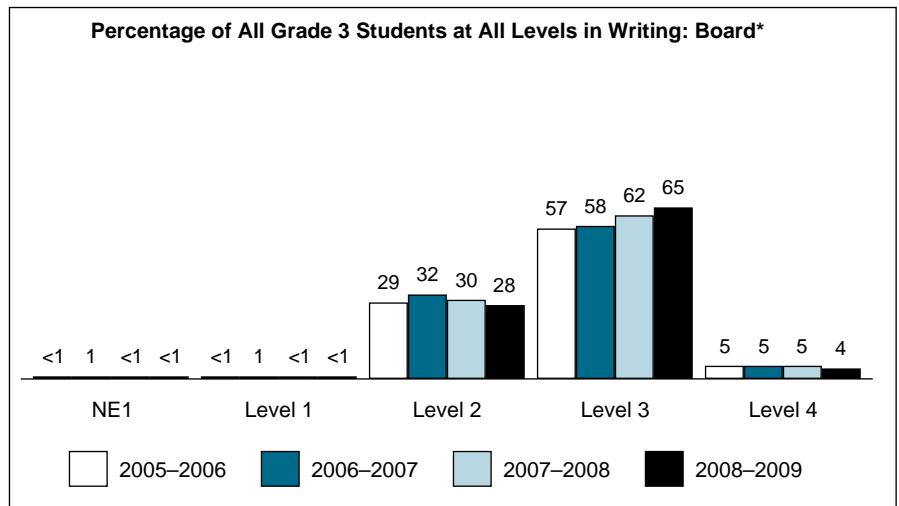
Results over Time, 2005–2006 to 2008–2009\*

Grade 3: Writing

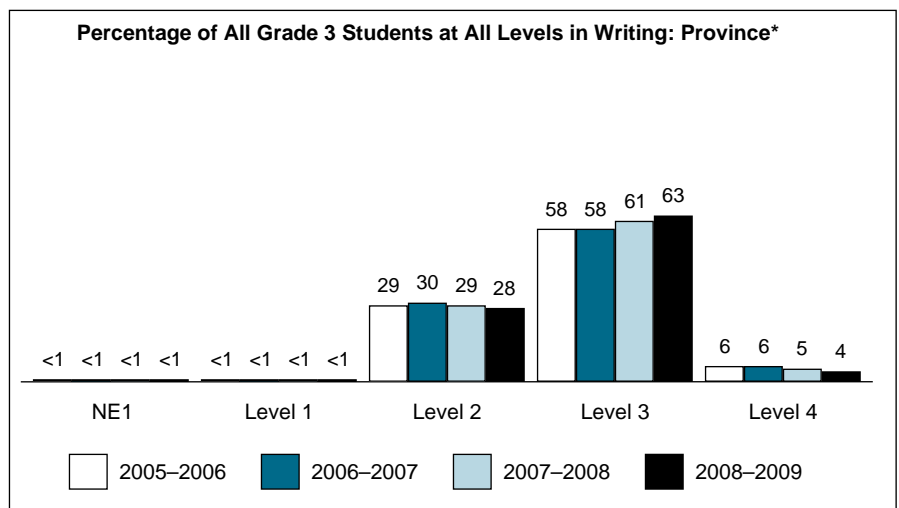
Grade 3 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	22	17	20	25
Level 4	5%	0%	10%	8%
Level 3	68%	35%	70%	60%
Level 2	27%	65%	20%	28%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	100%	100%	96%
No Data	0%	0%	0%	4%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	73%	35%	80%	68%



Grade 3 Writing: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	4 208	4 142	4 103	3 926
Level 4	5%	5%	5%	4%
Level 3	57%	58%	62%	65%
Level 2	29%	32%	30%	28%
Level 1	<1%	1%	<1%	<1%
NE1**	<1%	1%	<1%	<1%
Participating Students	91%	96%	98%	97%
No Data	1%	1%	<1%	1%
Exempt	8%	4%	2%	3%
At or Above Provincial Standard†	61%	63%	67%	69%



Grade 3 Writing: Province*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	129 630	127 618	125 088	121 788
Level 4	6%	6%	5%	4%
Level 3	58%	58%	61%	63%
Level 2	29%	30%	29%	28%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
Participating Students	94%	95%	96%	96%
No Data	1%	1%	1%	1%
Exempt	5%	4%	3%	3%
At or Above Provincial Standard†	64%	64%	66%	68%



\* Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

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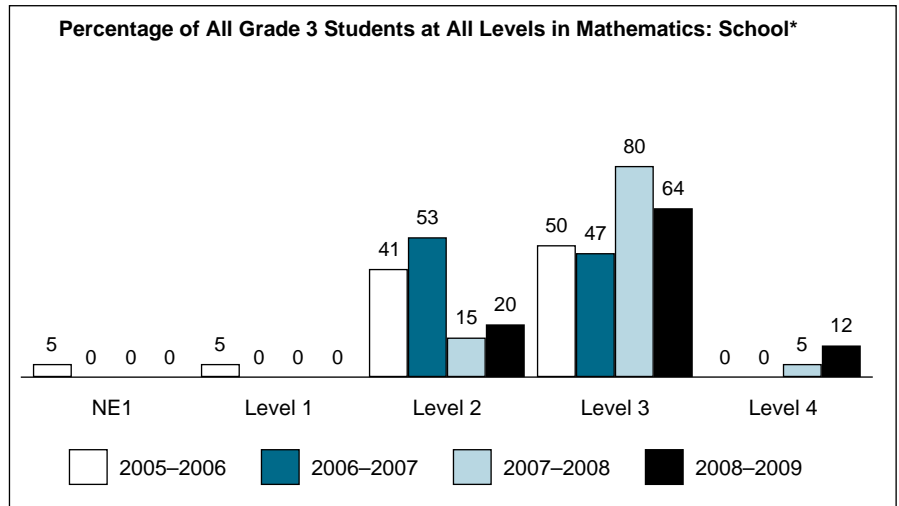
† See the Explanation of Terms.

‡ 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.

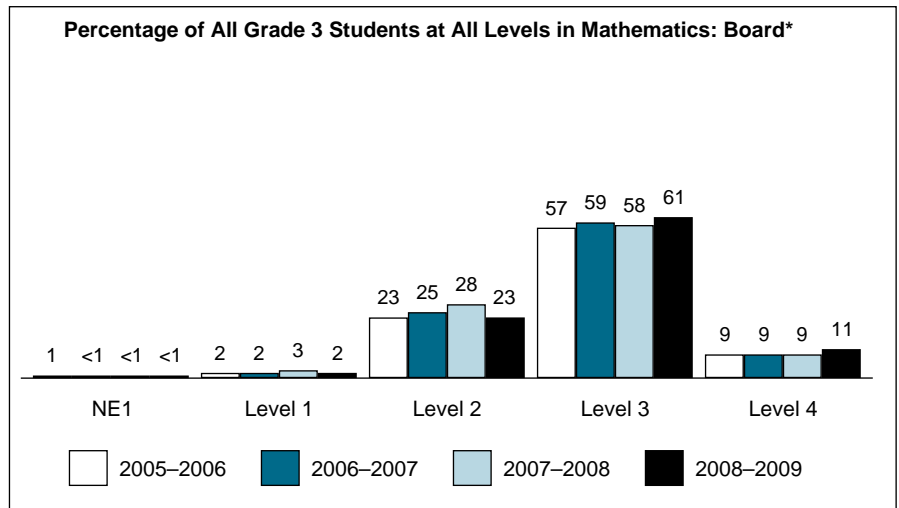
Results over Time, 2005–2006 to 2008–2009\*

Grade 3: Mathematics

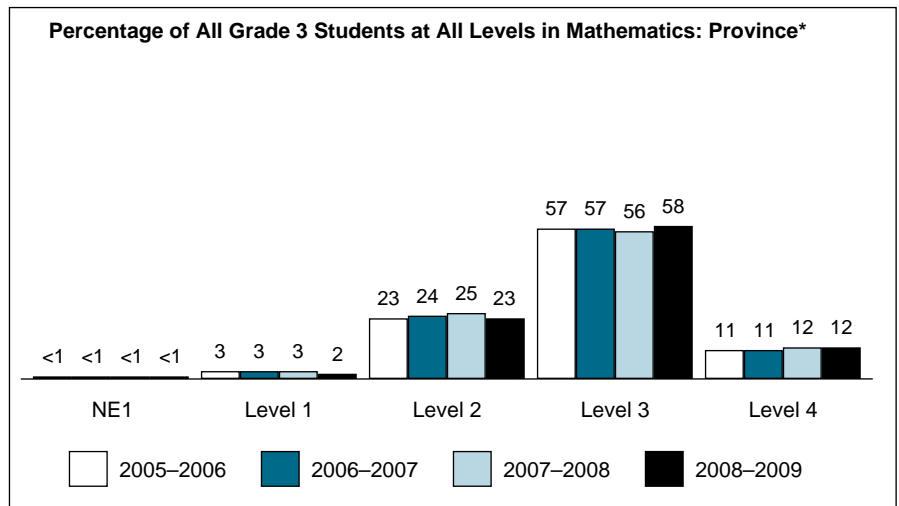
Grade 3 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	22	17	20	25
Level 4	0%	0%	5%	12%
Level 3	50%	47%	80%	64%
Level 2	41%	53%	15%	20%
Level 1	5%	0%	0%	0%
NE1**	5%	0%	0%	0%
Participating Students	100%	100%	100%	96%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	4%
At or Above Provincial Standard†	50%	47%	85%	76%



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%



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

\*\* See the Explanation of Terms.

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

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

**Contextual Information over Time: Grade 6\***

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

Grade 6	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
<b>Enrolment</b>					
Number of students	38	29	21	28	24
<b>Participation in the Assessment</b>					
Reading	100%	97%	100%	100%	100%
Writing	100%	97%	100%	100%	100%
Mathematics	100%	97%	100%	100%	100%
<b>Gender</b>					
Female	47%	66%	52%	50%	71%
Male	53%	34%	48%	50%	29%
<b>Student Status</b>					
English language learners**	0%	0%	0%	0%	0%
Students with special needs (excluding gifted)**	13%	14%	14%	14%	17%
<b>Place of Birth</b>					
Born in Canada	97%	100%	100%	100%	92%
Born outside Canada	3%	0%	0%	0%	8%
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%	4%
In Canada three years or more	3%	0%	0%	0%	4%
<b>Language</b>					
First language learned at home was other than English	3%	0%	0%	0%	0%
<b>Year Student Entered Current School</b>					
Year of the assessment		3%	5%	11%	8%
Year prior to the assessment	Data not collected††	0%	5%	4%	4%
2 years prior to the assessment		14%	5%	0%	4%
3 or more years prior to the assessment		83%	86%	86%	83%
Data not available		0%	0%	0%	0%

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

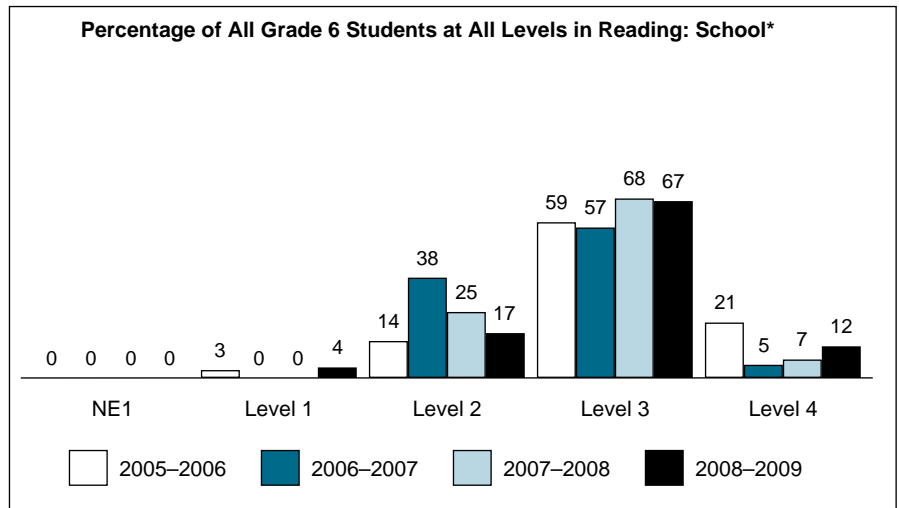
\*\* See the Explanation of Terms.

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

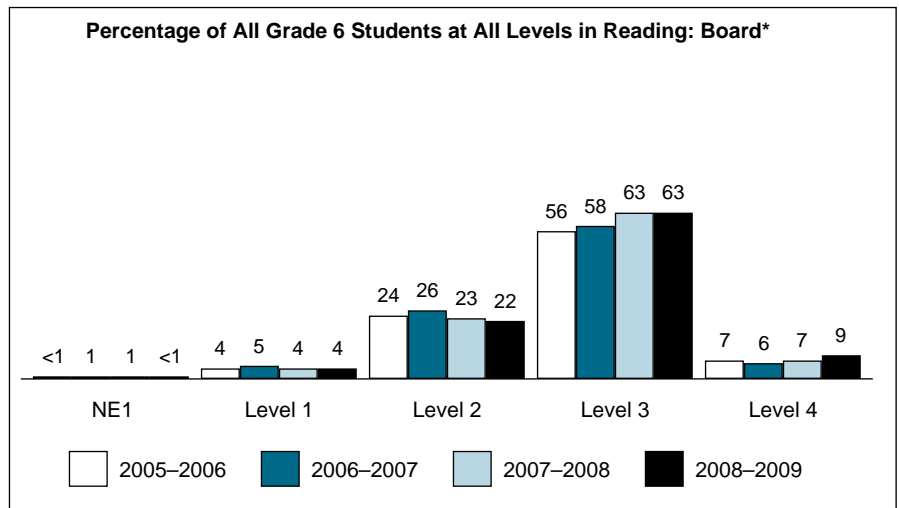
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Reading

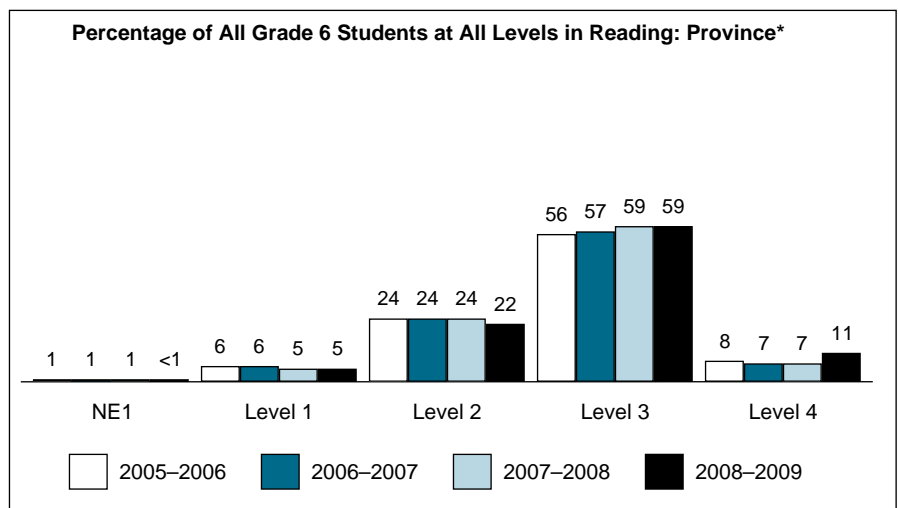
Grade 6 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	29	21	28	24
Level 4	21%	5%	7%	12%
Level 3	59%	57%	68%	67%
Level 2	14%	38%	25%	17%
Level 1	3%	0%	0%	4%
NE1**	0%	0%	0%	0%
Participating Students	97%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	3%	0%	0%	0%
At or Above Provincial Standard†	79%	62%	75%	79%



Grade 6 Reading: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	5 098	5 259	4 891	4 954
Level 4	7%	6%	7%	9%
Level 3	56%	58%	63%	63%
Level 2	24%	26%	23%	22%
Level 1	4%	5%	4%	4%
NE1**	<1%	1%	1%	<1%
Participating Students	93%	97%	99%	98%
No Data	1%	1%	1%	<1%
Exempt	7%	3%	1%	2%
At or Above Provincial Standard†	64%	65%	70%	72%



Grade 6 Reading: Province*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	146 711	145 901	140 420	136 069
Level 4	8%	7%	7%	11%
Level 3	56%	57%	59%	59%
Level 2	24%	24%	24%	22%
Level 1	6%	6%	5%	5%
NE1**	1%	1%	1%	<1%
Participating Students	95%	95%	96%	96%
No Data	1%	1%	1%	1%
Exempt	4%	3%	3%	3%
At or Above Provincial Standard†	64%	64%	66%	69%



♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

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

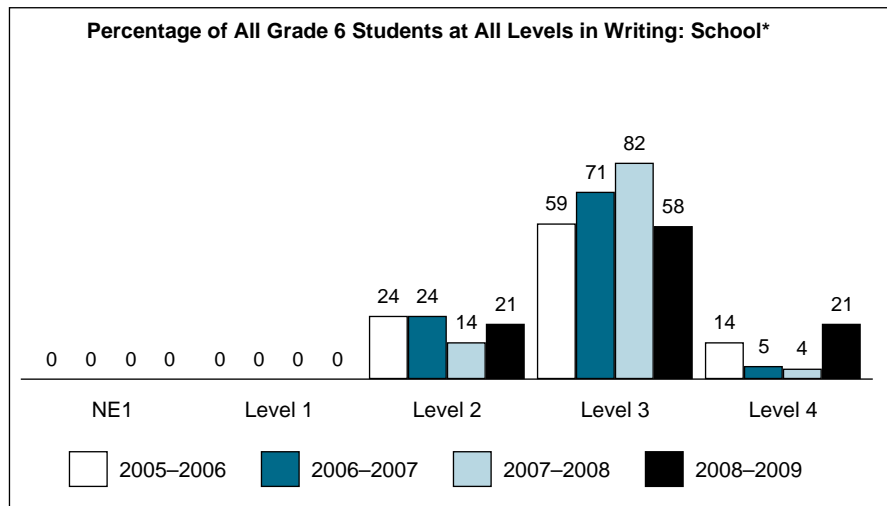
\*\* See the Explanation of Terms.

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

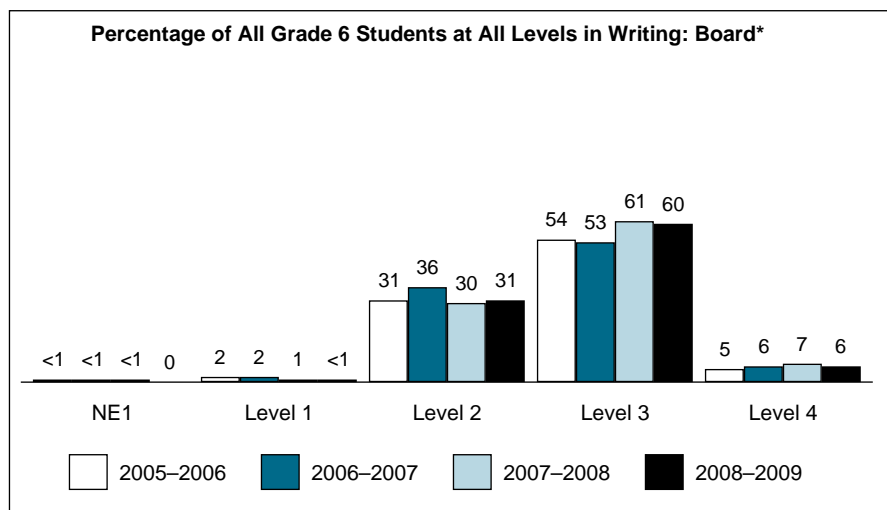
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Writing

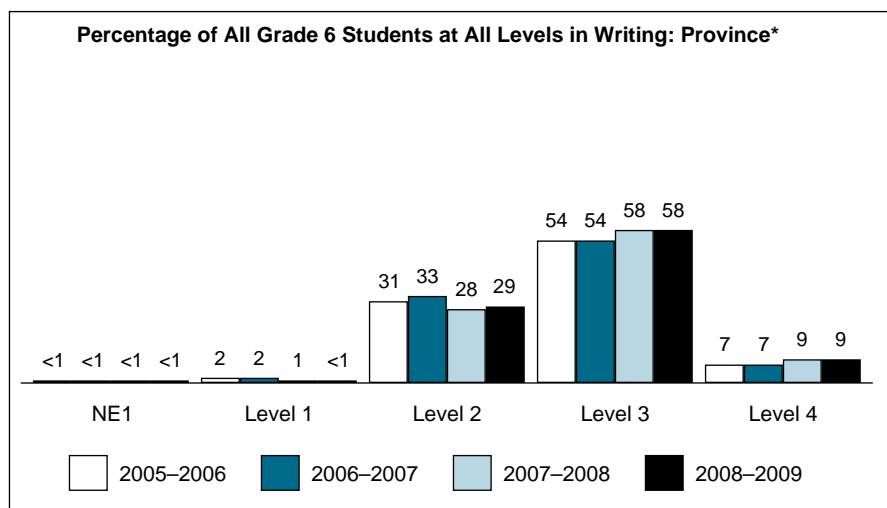
Grade 6 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	29	21	28	24
Level 4	14%	5%	4%	21%
Level 3	59%	71%	82%	58%
Level 2	24%	24%	14%	21%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	97%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	3%	0%	0%	0%
At or Above Provincial Standard†	72%	76%	86%	79%



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



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



\* Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

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

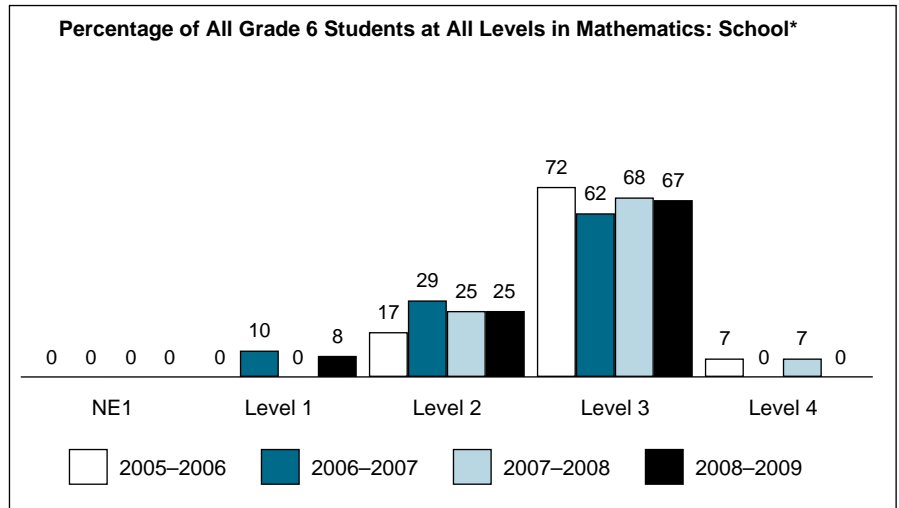
\*\*\* See the Explanation of Terms.

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

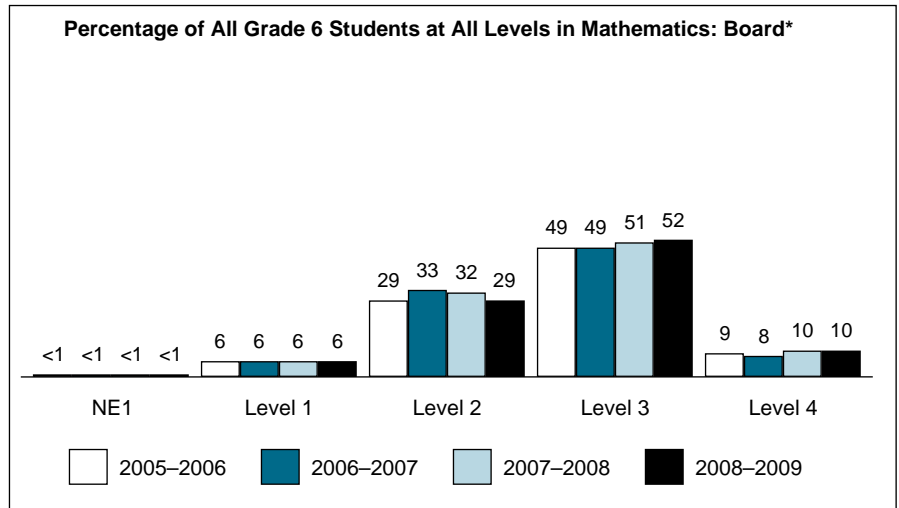
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Mathematics

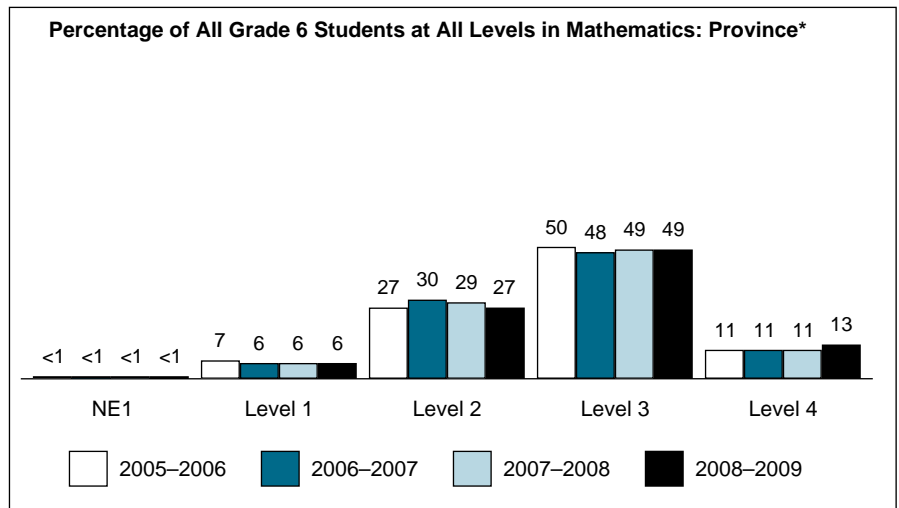
Grade 6 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	29	21	28	24
Level 4	7%	0%	7%	0%
Level 3	72%	62%	68%	67%
Level 2	17%	29%	25%	25%
Level 1	0%	10%	0%	8%
NE1**	0%	0%	0%	0%
Participating Students	97%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	3%	0%	0%	0%
At or Above Provincial Standard†	79%	62%	75%	67%



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



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



\* Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

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

† See the Explanation of Terms.

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

**RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†**

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

**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

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**WRITING**

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

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**MATHEMATICS**

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

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 **Female**       **Male**

**Total Number of Grade 3 Students†**

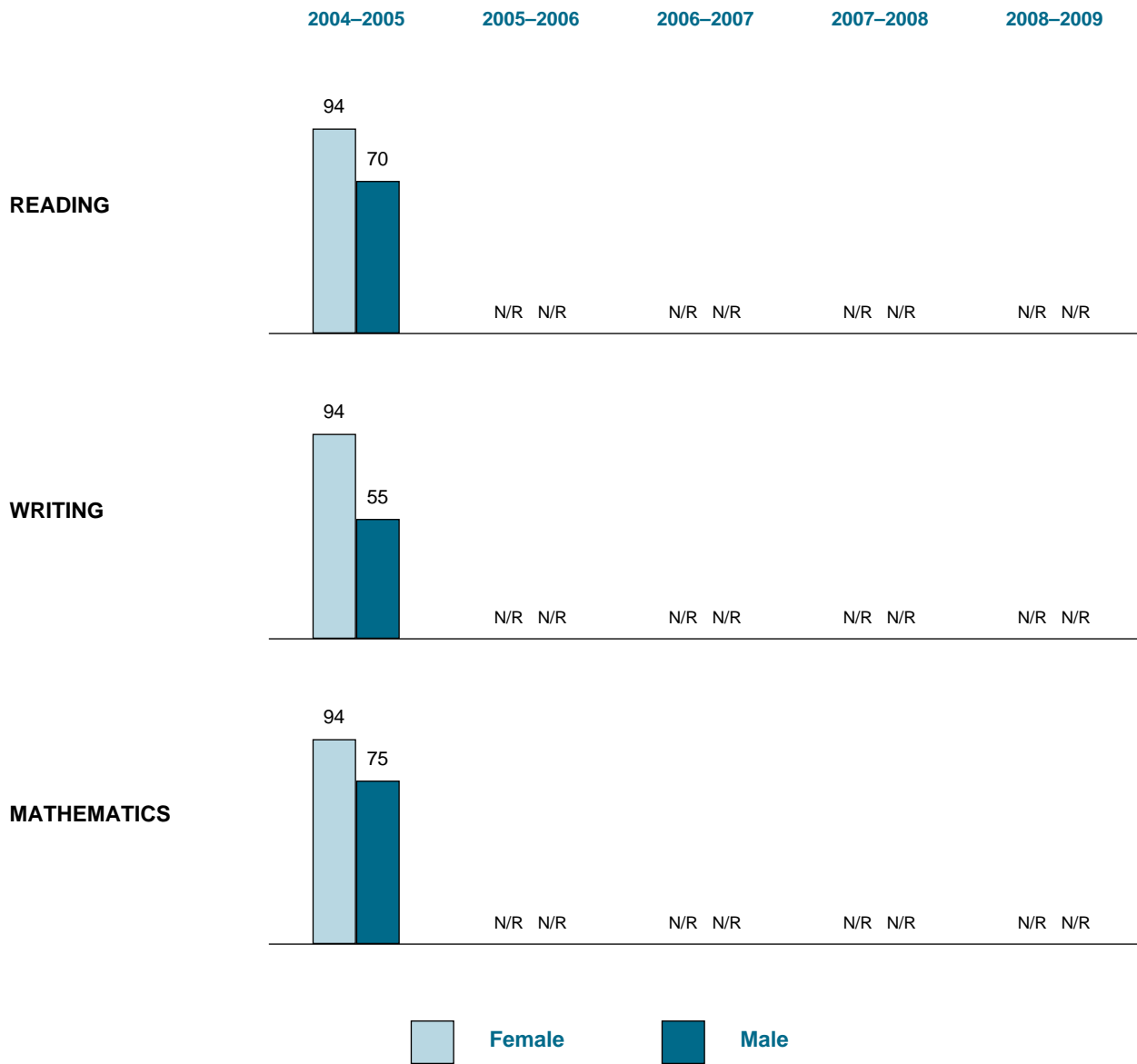
	<u>2004–2005</u>		<u>2005–2006</u>		<u>2006–2007</u>		<u>2007–2008</u>		<u>2008–2009</u>	
	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>

School	12	15	16	6	8	9	8	12	8	17
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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**



**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	18	20	19	10	11	10	14	14	17	7

† 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 (# = 24)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		18
I like to read.		13
I read by myself at home.		13
I read with someone older than me at home.		5
I use a computer for reading activities at school.		8
I am a good writer.		11
I like to write.		13
I write by myself at home.		11
Someone older than me helps me with my writing at home.		5
I use a computer for writing activities at school.		8
I am good at mathematics.		11
I like mathematics.		12
I use mathematics to solve problems outside school.		12
Someone older than me helps me with my mathematics at home.		5
I use a computer to learn mathematics at school.		12
I use a calculator to learn mathematics at school.		9
At home, there is a computer for me to use for school work.		12

\* 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 (# = 24)		
Questionnaire Item	Percentage of Students*	Number of Students
<b>Language(s) students speak at home:</b>		
only or mostly English		24
another language (or other languages) as often as English		0
only or mostly another language (or other languages)		0
<b>Language(s) that people speak to students at home:</b>		
only or mostly English		24
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 (# = 24)	Female* (# = 8)	Male* (# = 16)	All Students (# = 4 283)	Female* (# = 2 148)	Male* (# = 2 135)	All Students (# = 119 830)	Female* (# = 58 867)	Male* (# = 60 963)
<b>Percentage of Students Who Answered “Yes” to the Statements Below</b>									
<b>Reading</b>									
I am a good reader.	75%	100%	62%	68%	69%	67%	67%	69%	65%
I like to read.	54%	62%	50%	57%	65%	50%	61%	69%	53%
I read by myself at home.	54%	75%	44%	58%	60%	56%	59%	61%	57%
I read with someone older than me at home.	21%	12%	25%	16%	15%	17%	15%	14%	16%
I use a computer for reading activities at school.	33%	25%	38%	29%	30%	28%	22%	22%	23%
<b>Writing</b>									
I am a good writer.	46%	62%	38%	51%	57%	44%	48%	55%	42%
I like to write.	54%	75%	44%	50%	58%	42%	51%	60%	43%
I write by myself at home.	46%	38%	50%	54%	59%	49%	54%	59%	50%
Someone older than me helps me with my writing at home.	21%	12%	25%	16%	15%	17%	16%	14%	18%
I use a computer for writing activities at school.	33%	25%	38%	31%	30%	31%	26%	25%	26%
<b>Mathematics</b>									
I am good at mathematics.	46%	50%	44%	54%	46%	62%	53%	46%	60%
I like mathematics.	50%	62%	44%	57%	54%	60%	59%	57%	61%
I use mathematics to solve problems outside school.	50%	38%	56%	33%	32%	33%	31%	31%	32%
Someone older than me helps me with my mathematics at home.	21%	0%	31%	26%	29%	23%	26%	28%	24%
I use a computer to learn mathematics at school.	50%	38%	56%	27%	27%	26%	25%	25%	25%
I use a calculator to learn mathematics at school.	38%	38%	38%	16%	15%	16%	13%	11%	14%
<b>Computer at home</b>									
There is a computer for me to use for school work.	50%	62%	44%	52%	54%	50%	48%	50%	46%

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





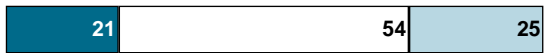


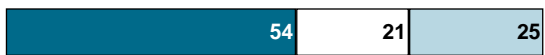
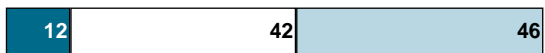
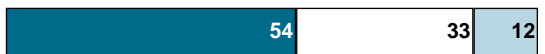



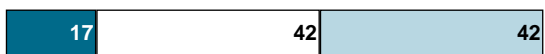
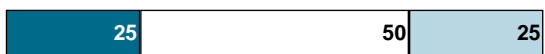
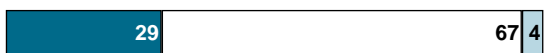

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2008–2009

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 24)	Female* (# = 8)	Male* (# = 16)	All Students (# = 4 283)	Female* (# = 2 148)	Male* (# = 2 135)	All Students (# = 119 830)	Female* (# = 58 867)	Male* (# = 60 963)
<b>Language(s) students speak at home:**</b>									
only or mostly English	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%
<b>Language(s) that people speak to students at home:**</b>									
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 (# = 24)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
	0 100	
I am a good reader.		19
I like to read.		12
I read by myself at home.		13
I read with someone older than me at home.		0
I use a computer for reading activities at school.		5
I am a good writer.		17
I like to write.		12
I write by myself at home.		13
Someone older than me helps me with my writing at home.		3
I use a computer for writing activities at school.		13
I am good at mathematics.		16
I like mathematics.		14
I use mathematics to solve problems outside school.		10
Someone older than me helps me with my mathematics at home.		4
I use a computer to learn mathematics at school.		6
I use a calculator to learn mathematics at school.		7
At home, there is a computer for me to use for school work.		19

■ 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 (# = 24)		
Questionnaire Item	Percentage of Students*	Number of Students
<b>Language(s) students speak at home:</b>		
only or mostly English		23
another language (or other languages) as often as English		1
only or mostly another language (or other languages)		0
<b>Language(s) that people speak to students at home:</b>		
only or mostly English		23
another language (or other languages) as often as English		1
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 (# = 24)	Female* (# = 17)	Male* (# = 7)	All Students (# = 4 816)	Female* (# = 2 349)	Male* (# = 2 467)	All Students (# = 130 290)	Female* (# = 64 074)	Male* (# = 66 216)
<b>Percentage of Students Who Answered “Yes” to the Statements Below</b>									
<b>Reading</b>									
I am a good reader.	79%	82%	71%	65%	68%	63%	65%	69%	61%
I like to read.	50%	53%	43%	50%	61%	39%	53%	64%	42%
I read by myself at home.	54%	71%	14%	64%	73%	56%	70%	78%	62%
I read with someone older than me at home.	0%	0%	0%	5%	4%	5%	4%	3%	4%
I use a computer for reading activities at school.	21%	24%	14%	14%	14%	15%	13%	13%	14%
<b>Writing</b>									
I am a good writer.	71%	71%	71%	41%	49%	34%	42%	48%	36%
I like to write.	50%	53%	43%	41%	52%	30%	42%	52%	32%
I write by myself at home.	54%	71%	14%	45%	52%	37%	50%	57%	43%
Someone older than me helps me with my writing at home.	12%	12%	14%	10%	9%	10%	9%	7%	10%
I use a computer for writing activities at school.	54%	65%	29%	32%	32%	33%	30%	29%	31%
<b>Mathematics</b>									
I am good at mathematics.	67%	71%	57%	49%	41%	58%	49%	40%	57%
I like mathematics.	58%	59%	57%	43%	37%	49%	45%	38%	51%
I use mathematics to solve problems outside school.	42%	41%	43%	38%	36%	40%	35%	31%	38%
Someone older than me helps me with my mathematics at home.	17%	24%	0%	24%	28%	21%	22%	25%	19%
I use a computer to learn mathematics at school.	25%	35%	0%	12%	12%	12%	13%	13%	13%
I use a calculator to learn mathematics at school.	29%	29%	29%	27%	28%	25%	25%	26%	24%
<b>Computer at home</b>									
There is a computer for me to use for school work.	79%	82%	71%	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 (# = 24)	Female* (# = 17)	Male* (# = 7)	All Students (# = 4 816)	Female* (# = 2 349)	Male* (# = 2 467)	All Students (# = 130 290)	Female* (# = 64 074)	Male* (# = 66 216)
<b>Language(s) students speak at home:**</b>									
only or mostly English	96%	100%	86%	92%	92%	91%	81%	81%	82%
another language (or other languages) as often as English	4%	0%	14%	6%	6%	6%	12%	13%	11%
only or mostly another language (or other languages)	0%	0%	0%	2%	2%	3%	6%	6%	7%
<b>Language(s) that people speak to students at home:**</b>									
only or mostly English	96%	100%	86%	89%	89%	88%	76%	75%	76%
another language (or other languages) as often as English	4%	0%	14%	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

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