



School/Community Report

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

Glen Street P.S.

929 Glen Street
Oshawa, ON
L1J 3T9
905-723-8821

Principal: Christina Baggesen

Vice-Principal: David Marchand

About Our School /Community

Glen Street Public School is a busy and vibrant learning community. We have approximately 400 JK to grade eight students. We are located in the heart of south Oshawa and we are part of the Durham District School Board. Our students live in variety of settings including townhouse complexes, low and high rise apartments and single family detached and semi-detached homes. Our community consists of a fairly dense and diverse population representing different ethnic backgrounds. We have a fair number of students joining us throughout the school year and this results in a turnover rate of approximately 30%. Glen Street Public School has been an integral part of its larger community since our doors opened 1971 and continues to maintain important links to local businesses and service providers.

Our staff offer a wide variety of extra-curricular activities to our students to engage them in school life and to promote healthy and active living. These activities include a healthy snack programme, sports teams, clubs and special interest groups. We have an enriching partnership with Oshawa Community Health Center. Their staff offer a number of after school programs for students and provide an important community link for our parents.

Our school includes four special education classes, a primary language class, a primary multiple exceptionalities class, a junior language class and a junior/intermediate multiple exceptionalities class. In addition to these special needs children, 20 % of our mainstream school population are identified and receive additional support from our Special Education Resource Teachers and Board support personnel. 28% of our grade 3 cohort involved in the 08/09 assessment were identified as compared with 12% at the DDSB level. 33% of our grade 6 cohort were identified as compared with 16% at the DDSB level.

About the 2008 - 2009 Results / Next Steps

EQAO data on Grade 3 and Grade 6 student achievement serves as information for improving curriculum delivery and assessment techniques. The results of this assessment will be shared with teachers, parents and our School Community Council. We will be reviewing and updating our school action plan for improvement. We will analyze the results, along with the other assessment tools used within the school (eg. Running Records, CASI, etc.) to assist us in developing a plan for overall improvement.

A summary of our school's results is as follows:

Grade 3 - Reading: 47% of our students performed at the provincial standard or higher.
Grade 3 - Writing: 53% of our students performed at the provincial standard or higher.
Grade 3 - Mathematics: 47% of our students performed at the provincial standard or higher.
Grade 6 - Reading: 36% of our students performed at the provincial standard or higher.
Grade 6 - Writing: 33% of our students performed at the provincial standard or higher.
Grade 6 - Mathematics: 17% of the students performed at the provincial standard or higher.

The majority of our students scored at levels 2 and 3. This means that a significant portion of our students are at the expected Ministry level or they are closely approaching the Ministry standard.

compared with 2007-2008 results, our grade three students showed significant growth in all areas. In particular, our writing scores improved by 24%. Our grade 6 students, maintained in the area of writing but dropped in both reading and mathematics. Student surveys showed that our students enjoy their studies and feel well supported in their learning by their teachers and by their families. They indicated an effective use of computers which is in keeping with the expectations of our current technological age. Both, increases in our scores as well as decreases will be closely examined by our teachers during their professional planning sessions as we work to develop strategies to address our growth areas. The staff at Glen Street Public School are committed to improving student achievement. Our school continues to receive support from a Literacy Coach and Special Education resources will continue to support our at risk students.

Glen Street is part of the Ministry of Education's "Ontario Focused Intervention Partnership (OFIP). This extra funding means that our teachers have the opportunity to work together, to study and implement high-yield, evidence based strategies that are proven to make a difference to student achievement. We will utilize coaching for teachers, release time for teacher collaboration, additional student and teacher resources as well as leadership development within the school setting.

During the coming year, we will build upon the success of two new initiatives in which we participated in the past year. One involved the support and guidance of the Literacy Numeracy Secretariat and involved our primary division in a structure called Teaching Learning Critical Pathways. We look forward to expanding this evidence based strategy to include our junior and intermediate teachers and students. The second project involved our intermediate students and focused on non-fiction reading strategies. Our grade 7 and 8 teachers will share their findings and thereby help their colleagues to improve their reading instruction and in turn improve student achievement.

Other strategies to improve student achievement will include:

- Dedicated blocks of uninterrupted time for literacy and numeracy;
- A school improvement team that meets regularly to look at the school data and plan next steps;
- Mechanisms to monitor regularly the growth and progress of specific students;
- A strategy for capacity building for school staff to improve instructional effectiveness;
- Common assessment tools;
- A renewed focus on writing instruction;
- Transparent learning intentions
- Resources tied to learning objectives and growth areas.

All of these strategies will form the cornerstone of our school plan for the 2009 -2010 school year. Should you have any questions about our results or a specific assessment, please call the school and speak with Ms. Baggesen, our principal or Mr. Marchand, our vice principal.



School Report



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

School: Glen Street PS (218103)
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.

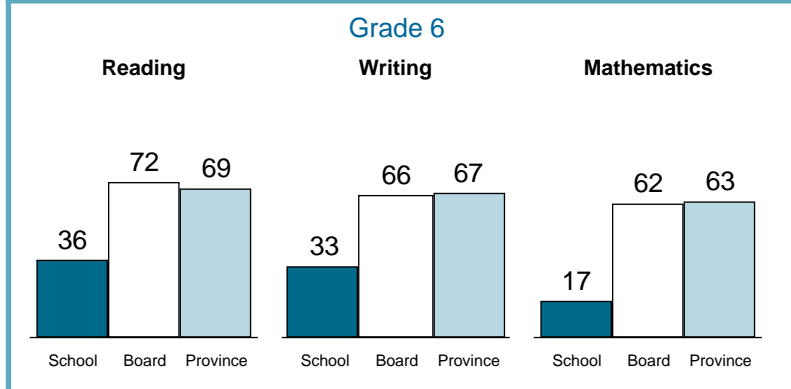
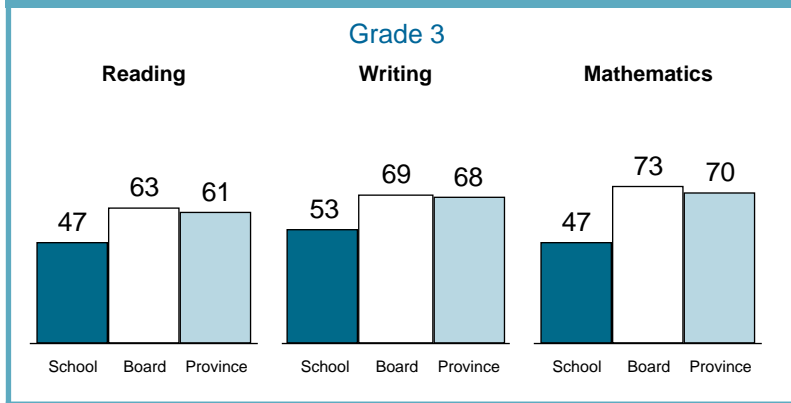
I trust this report will help parents, educators and all who support a strong public education system work together so that all students can reach their full potential.

Sincerely,

Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

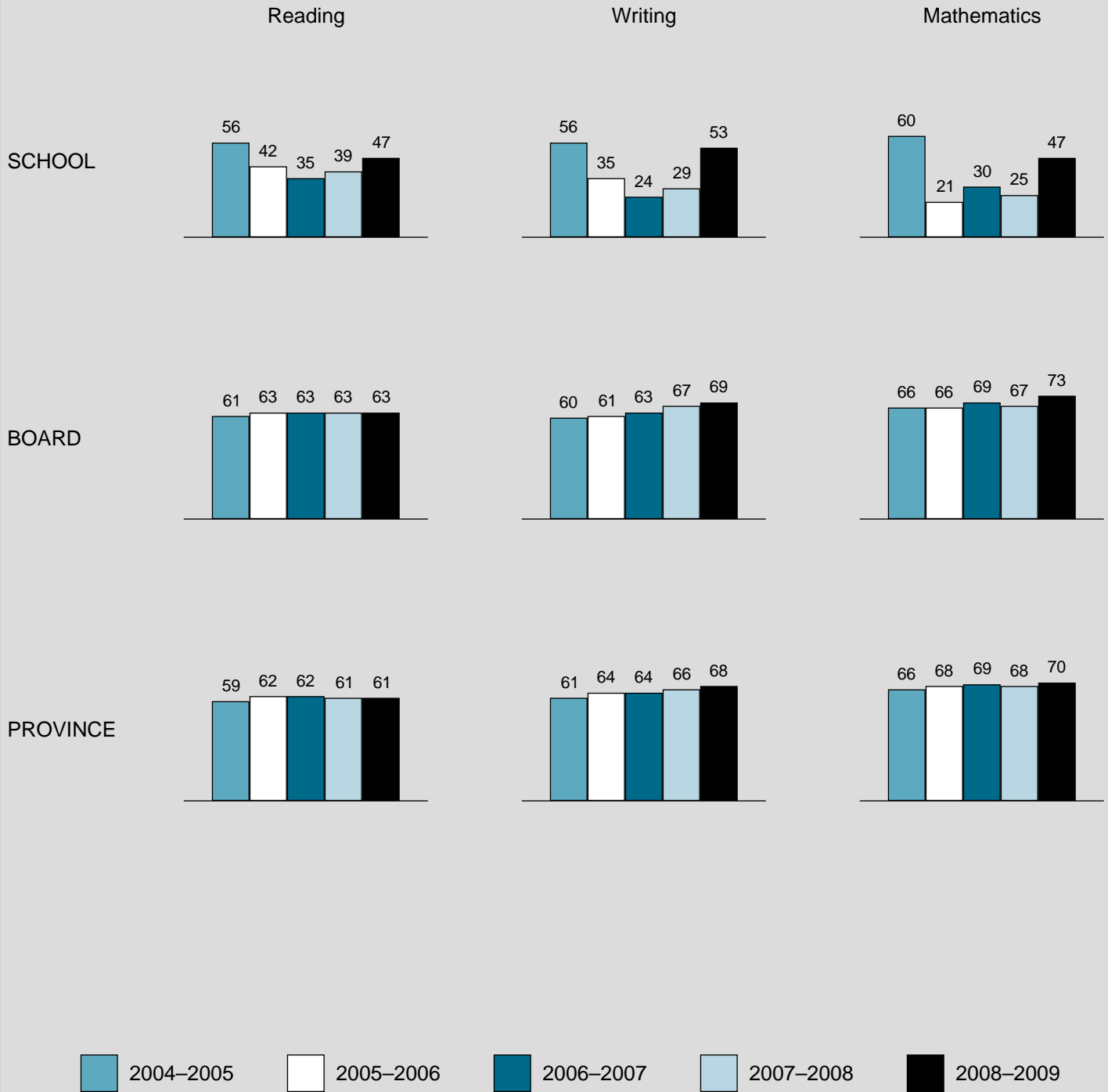
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2008–2009



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

Percentage of Students: Grade 3

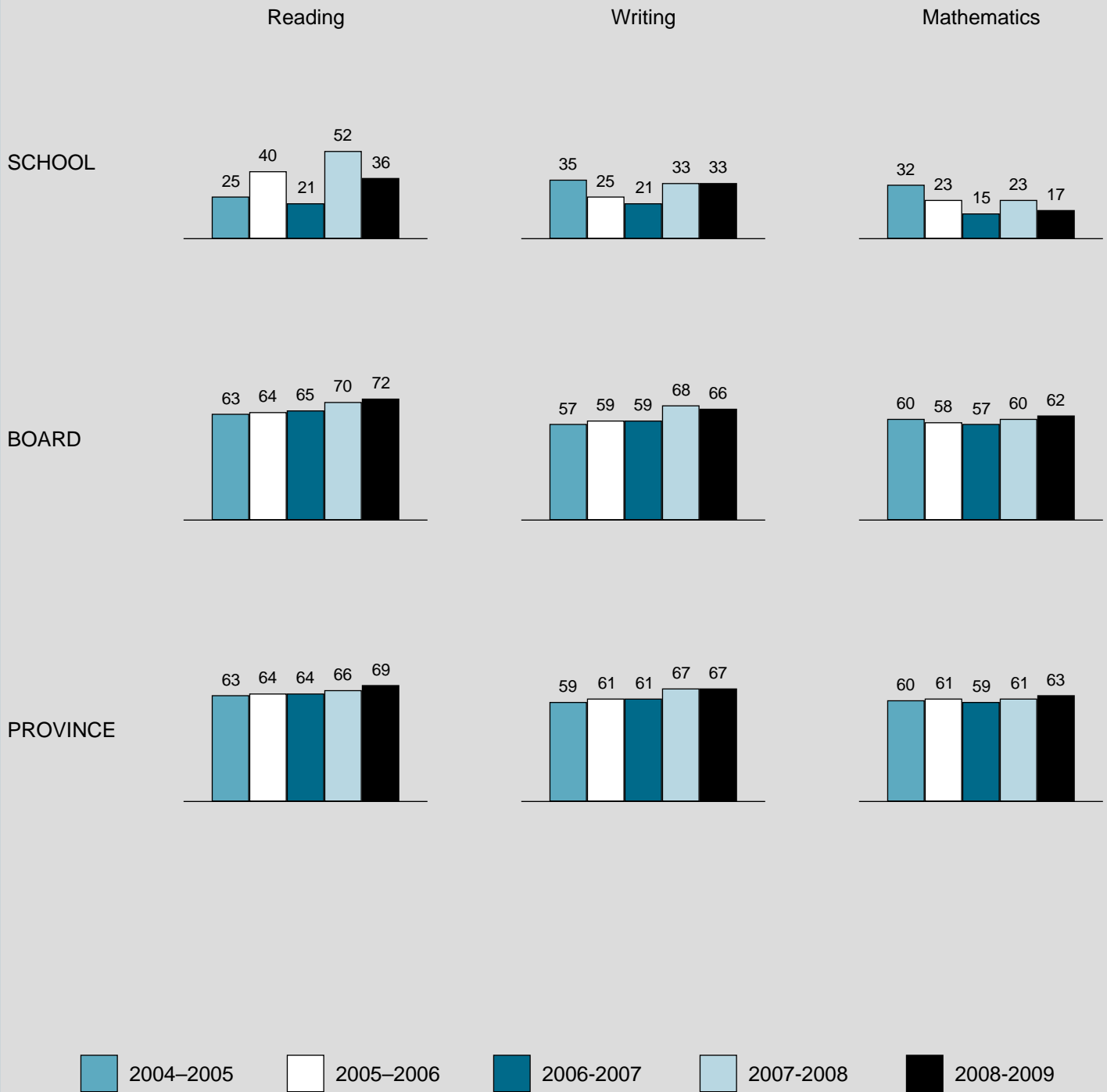


Total Number of Grade 3 Students

	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
School	50	48	37	51	47
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	40	48	34	48	42
Board	5 256	5 098	5 259	4 891	4 954
Province	143 421	146 711	145 901	140 420	136 076

TIPS

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



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



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



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



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

ABOUT THIS SCHOOL OR BOARD REPORT

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

This report includes

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

HOW TO USE THIS REPORT

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

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

Learn more about us at www.eqao.com.

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	47		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	19	40%	2 208	50%	60 999	49%
Male	28	60%	2 241	50%	64 482	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	0	0%	85	2%	11 281	9%
Students with special needs (excluding gifted)**	13	28%	538	12%	18 291	15%
Place of Birth						
Born in Canada	47	100%	4 195	94%	111 561	89%
Born outside Canada	0	0%	249	6%	13 717	11%
In Canada less than one year	0	0%	25	1%	804	1%
In Canada one year or more but less than three years	0	0%	38	1%	2 893	2%
In Canada three years or more	0	0%	183	4%	8 946	7%
Language						
First language learned at home was other than English	1	2%	271	6%	27 084	22%
Year Student Entered Current School						
Year of the assessment	6	13%	532	12%	16 746	13%
Year prior to the assessment	10	21%	507	11%	14 545	12%
2 years prior to the assessment	6	13%	850	19%	16 821	13%
3 or more years prior to the assessment	25	53%	2 552	57%	76 849	61%
Data not available	0	0%	8	<1%	520	<1%
Year Student Entered Current Board						
Year of the assessment	3	6%	280	6%	8 720	7%
Year prior to the assessment	5	11%	280	6%	8 048	6%
2 years prior to the assessment	4	9%	570	13%	11 982	10%
3 or more years prior to the assessment	35	74%	3 296	74%	93 098	74%
Data not available	0	0%	23	1%	3 633	3%

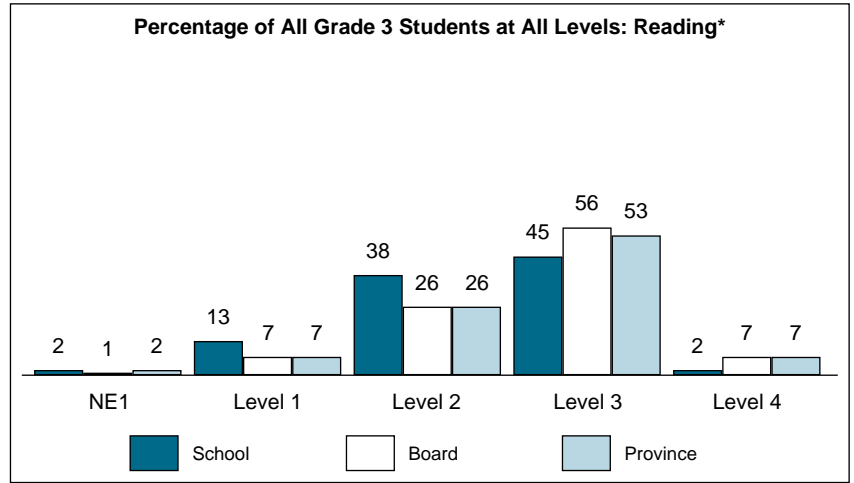
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

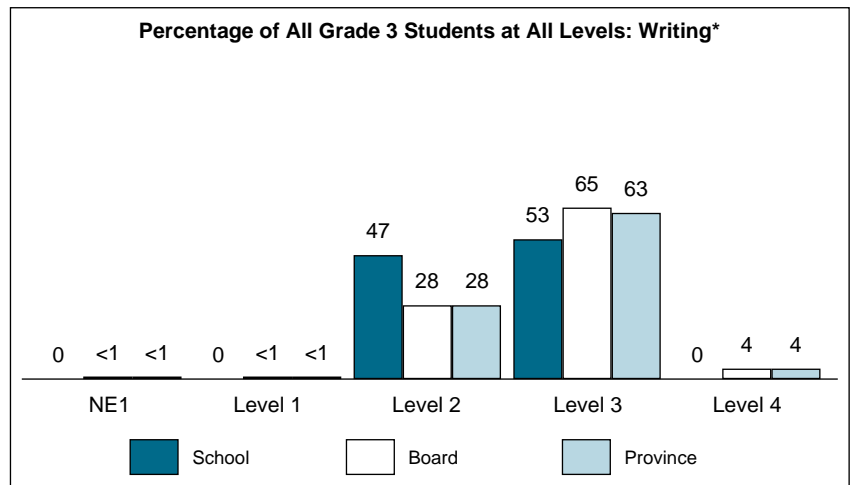
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: All Students^{††}

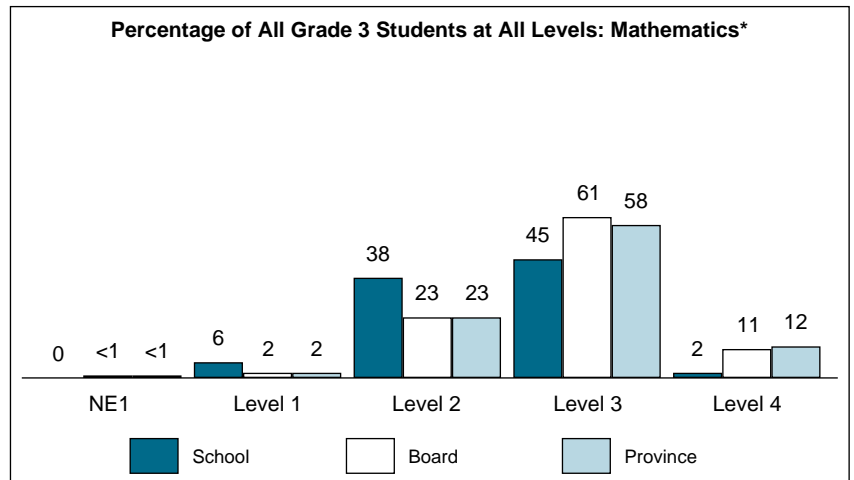
Grade 3: Reading*				
Number of Students	School 47		Board 3 926	Province 121 787
	#	%	%	%
Level 4	1	2%	7%	7%
Level 3	21	45%	56%	53%
Level 2	18	38%	26%	26%
Level 1	6	13%	7%	7%
NE1**	1	2%	1%	2%
Participating Students	47	100%	97%	95%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	4%
At or Above Provincial Standard (Levels 3 and 4) [†]		47%	63%	61%



Grade 3: Writing*				
Number of Students	School 47		Board 3 926	Province 121 788
	#	%	%	%
Level 4	0	0%	4%	4%
Level 3	25	53%	65%	63%
Level 2	22	47%	28%	28%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	47	100%	97%	96%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) [†]		53%	69%	68%



Grade 3: Mathematics*				
Number of Students	School 47		Board 4 449	Province 125 464
	#	%	%	%
Level 4	1	2%	11%	12%
Level 3	21	45%	61%	58%
Level 2	18	38%	23%	23%
Level 1	3	6%	2%	2%
NE1**	0	0%	<1%	<1%
Participating Students	43	91%	97%	96%
No Data	0	0%	<1%	1%
Exempt	4	9%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) [†]		47%	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.

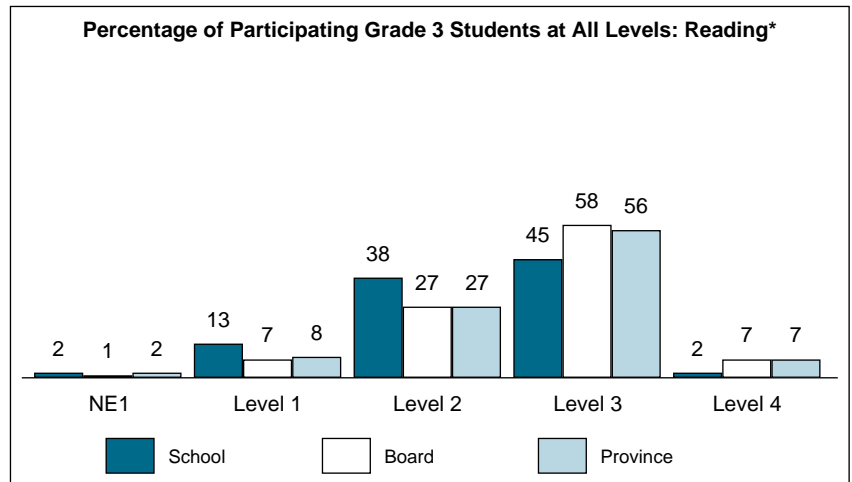
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

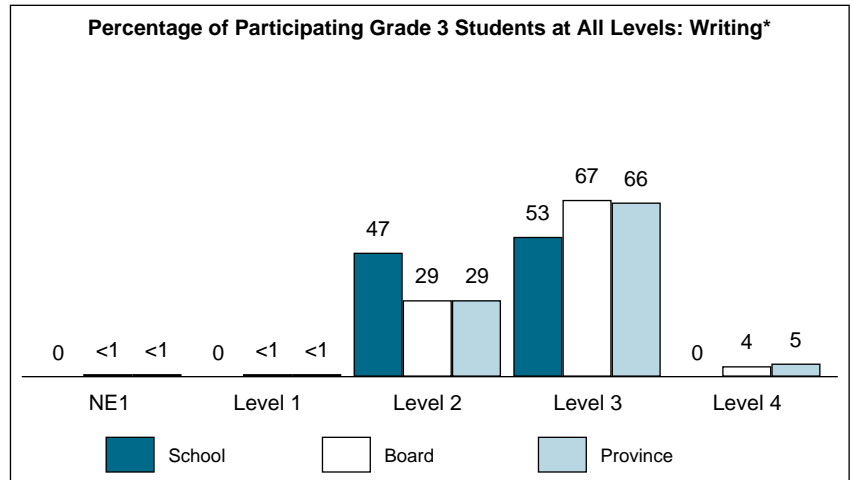
Results in Reading, Writing and Mathematics, 2008–2009

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

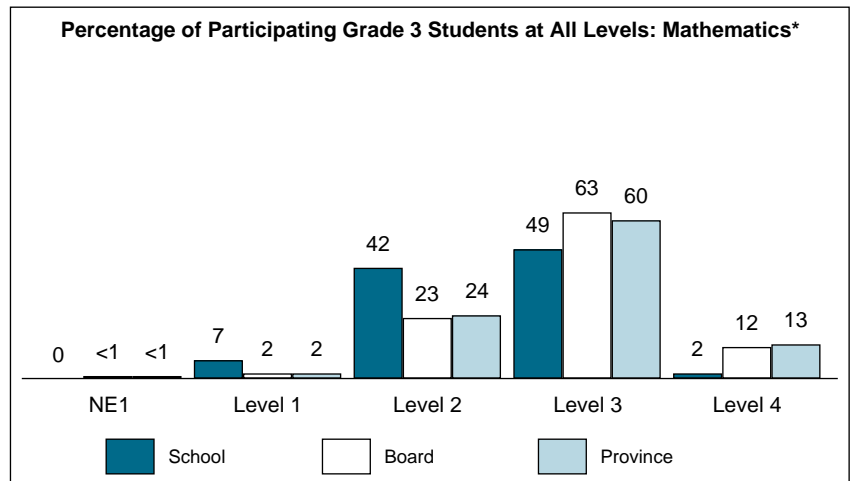
Grade 3: Reading*				
Number of Students	School 47		Board 3 803	Province 116 256
	#	%	%	%
Level 4	1	2%	7%	7%
Level 3	21	45%	58%	56%
Level 2	18	38%	27%	27%
Level 1	6	13%	7%	8%
NE1**	1	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †	47%		65%	63%



Grade 3: Writing*				
Number of Students	School 47		Board 3 804	Province 116 812
	#	%	%	%
Level 4	0	0%	4%	5%
Level 3	25	53%	67%	66%
Level 2	22	47%	29%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	53%		71%	71%



Grade 3: Mathematics*				
Number of Students	School 43		Board 4 326	Province 120 405
	#	%	%	%
Level 4	1	2%	12%	13%
Level 3	21	49%	63%	60%
Level 2	18	42%	23%	24%
Level 1	3	7%	2%	2%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	51%		75%	73%



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

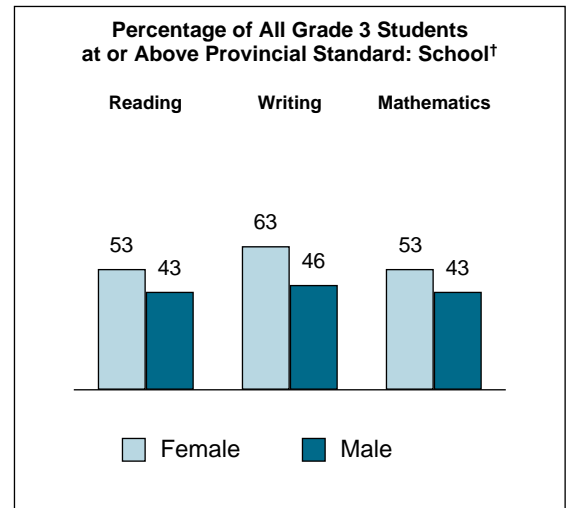
** See the Explanation of Terms.

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

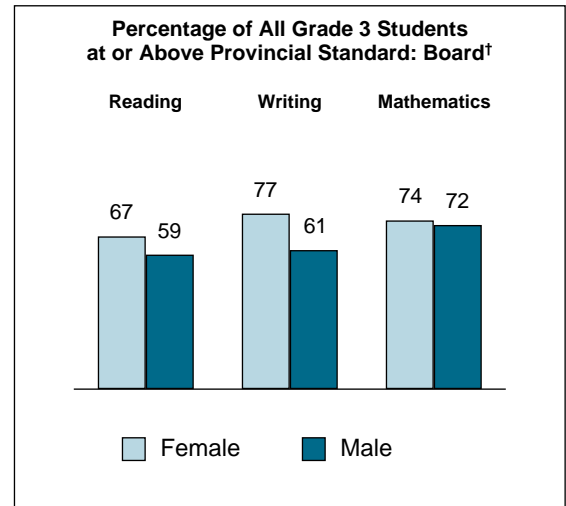
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: Gender††

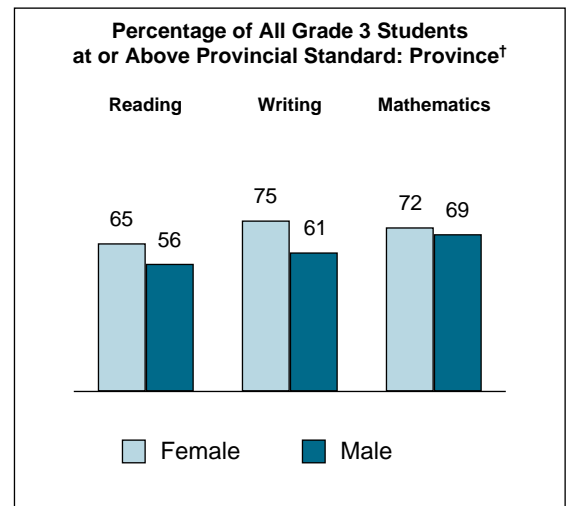
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	19	28	19	28	19	28
Level 4	5%	0%	0%	0%	5%	0%
Level 3	47%	43%	63%	46%	47%	43%
Level 2	37%	39%	37%	54%	32%	43%
Level 1	5%	18%	0%	0%	11%	4%
NE1**	5%	0%	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%	95%	89%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	0%	0%	0%	5%	11%
At or Above Provincial Standard (Levels 3 and 4)†	53%	43%	63%	46%	53%	43%



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	42		4 954		136 076	
Number of classes with Grade 6 students	4		318		8 285	
Number of schools with Grade 6 classes	Not applicable		105		3 216	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	20	48%	2 401	48%	66 276	49%
Male	22	52%	2 553	52%	69 800	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	0	0%	38	1%	7 538	6%
Students with special needs (excluding gifted)**	13	31%	806	16%	24 326	18%
Place of Birth						
Born in Canada	39	93%	4 608	93%	118 305	87%
Born outside Canada	3	7%	346	7%	17 592	13%
In Canada less than one year	0	0%	22	<1%	768	1%
In Canada one year or more but less than three years	0	0%	38	1%	2 991	2%
In Canada three years or more	3	7%	282	6%	12 798	9%
Language						
First language learned at home was other than English	2	5%	279	6%	27 824	20%
Year Student Entered Current School						
Year of the assessment	6	14%	544	11%	30 253	22%
Year prior to the assessment	10	24%	502	10%	13 485	10%
2 years prior to the assessment	3	7%	581	12%	12 503	9%
3 or more years prior to the assessment	23	55%	3 305	67%	79 176	58%
Data not available	0	0%	22	<1%	659	<1%
Year Student Entered Current Board						
Year of the assessment	4	10%	265	5%	9 175	7%
Year prior to the assessment	5	12%	266	5%	7 907	6%
2 years prior to the assessment	3	7%	310	6%	7 896	6%
3 or more years prior to the assessment	30	71%	4 087	82%	105 510	78%
Data not available	0	0%	26	1%	5 588	4%

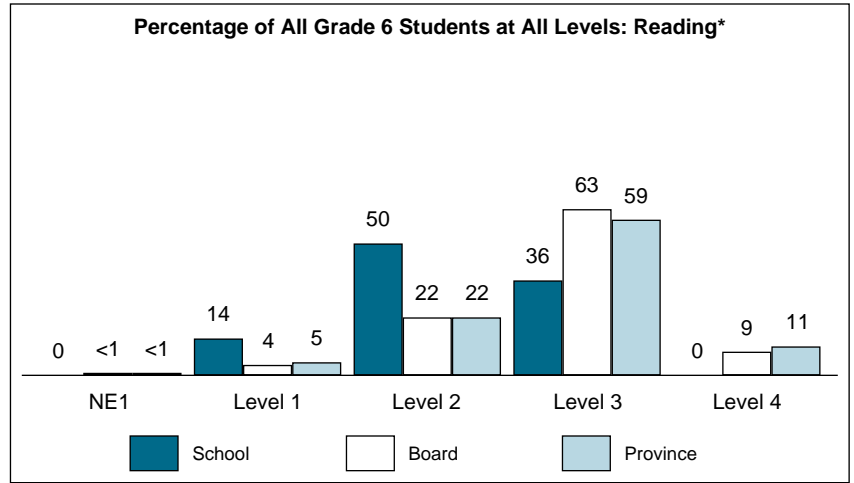
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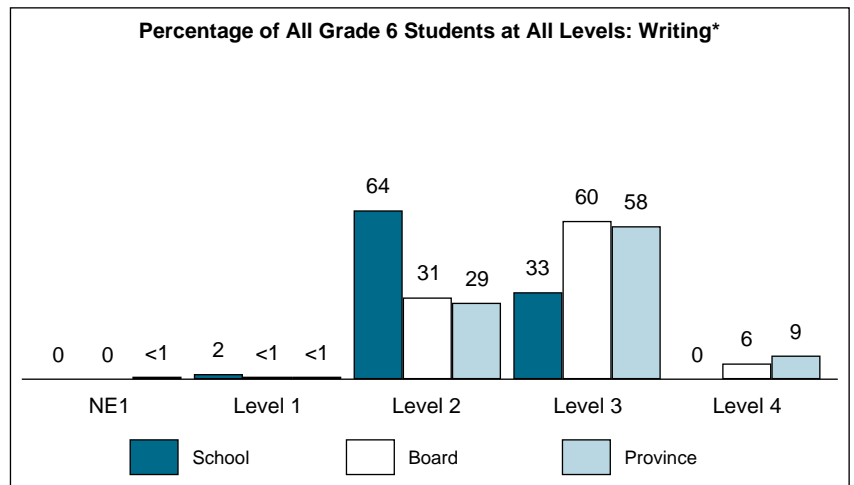
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: All Students

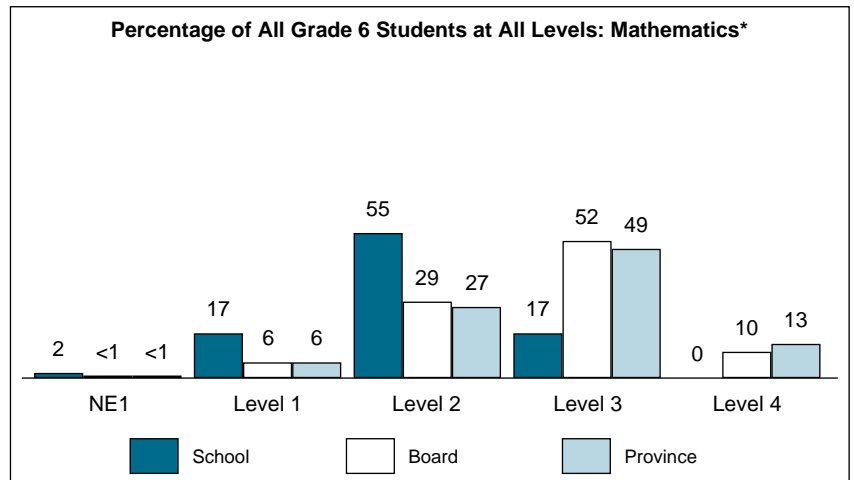
Grade 6: Reading*				
Number of Students	School 42		Board 4 954	Province 136 069
	#	%	%	%
Level 4	0	0%	9%	11%
Level 3	15	36%	63%	59%
Level 2	21	50%	22%	22%
Level 1	6	14%	4%	5%
NE1**	0	0%	<1%	<1%
Participating Students	42	100%	98%	96%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		36%	72%	69%



Grade 6: Writing*				
Number of Students	School 42		Board 4 954	Province 136 075
	#	%	%	%
Level 4	0	0%	6%	9%
Level 3	14	33%	60%	58%
Level 2	27	64%	31%	29%
Level 1	1	2%	<1%	<1%
NE1**	0	0%	0%	<1%
Participating Students	42	100%	98%	96%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		33%	66%	67%



Grade 6: Mathematics*				
Number of Students	School 42		Board 4 954	Province 136 075
	#	%	%	%
Level 4	0	0%	10%	13%
Level 3	7	17%	52%	49%
Level 2	23	55%	29%	27%
Level 1	7	17%	6%	6%
NE1**	1	2%	<1%	<1%
Participating Students	38	90%	97%	96%
No Data	0	0%	<1%	1%
Exempt	4	10%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		17%	62%	63%



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

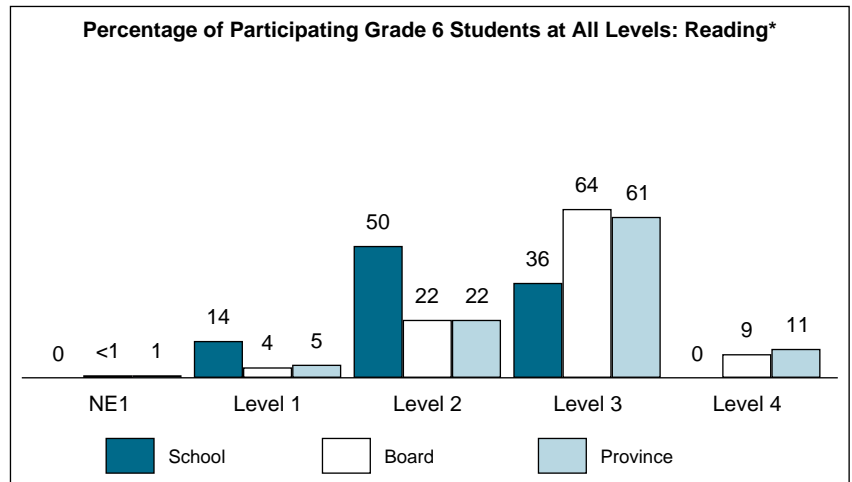
** See the Explanation of Terms.

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

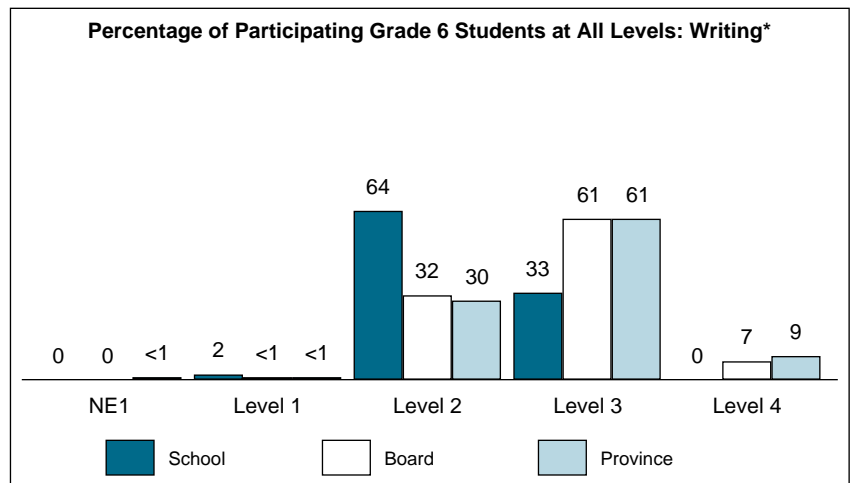
Results in Reading, Writing and Mathematics, 2008–2009

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

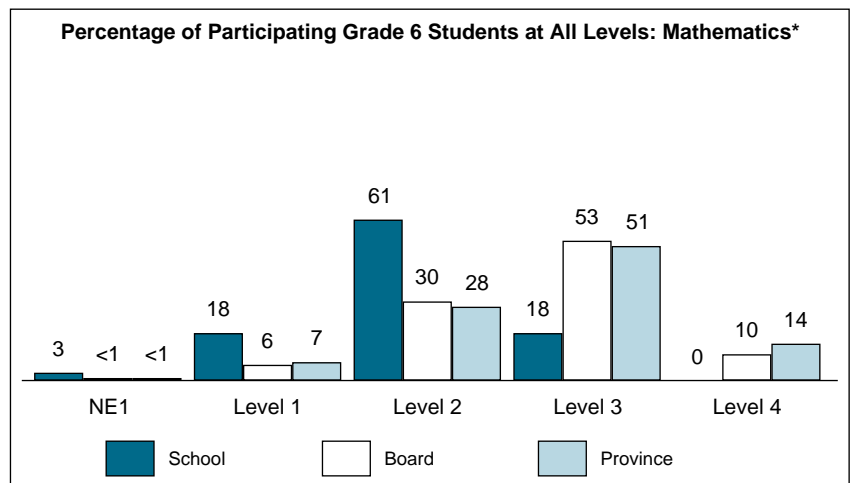
Grade 6: Reading*				
Number of Students	School 42		Board 4 845	Province 131 173
	#	%	%	%
Level 4	0	0%	9%	11%
Level 3	15	36%	64%	61%
Level 2	21	50%	22%	22%
Level 1	6	14%	4%	5%
NE1**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †	36%		73%	72%



Grade 6: Writing*				
Number of Students	School 42		Board 4 840	Province 131 296
	#	%	%	%
Level 4	0	0%	7%	9%
Level 3	14	33%	61%	61%
Level 2	27	64%	32%	30%
Level 1	1	2%	<1%	<1%
NE1**	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	33%		68%	70%



Grade 6: Mathematics*				
Number of Students	School 38		Board 4 815	Province 130 902
	#	%	%	%
Level 4	0	0%	10%	14%
Level 3	7	18%	53%	51%
Level 2	23	61%	30%	28%
Level 1	7	18%	6%	7%
NE1**	1	3%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	18%		64%	65%



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

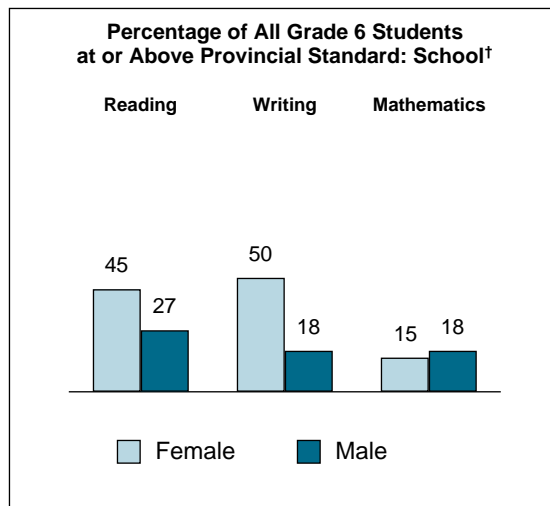
** See the Explanation of Terms.

† 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.

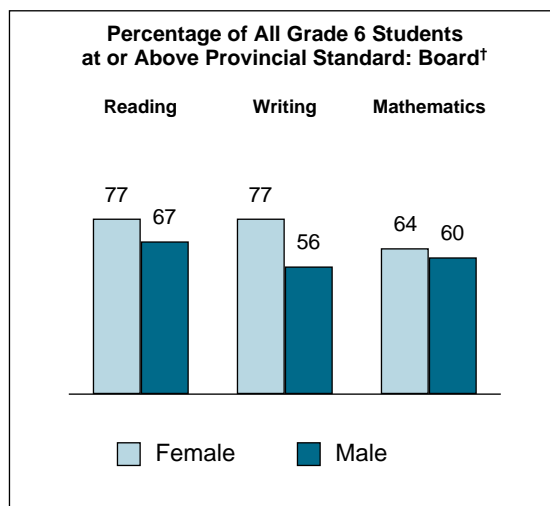
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: Gender††

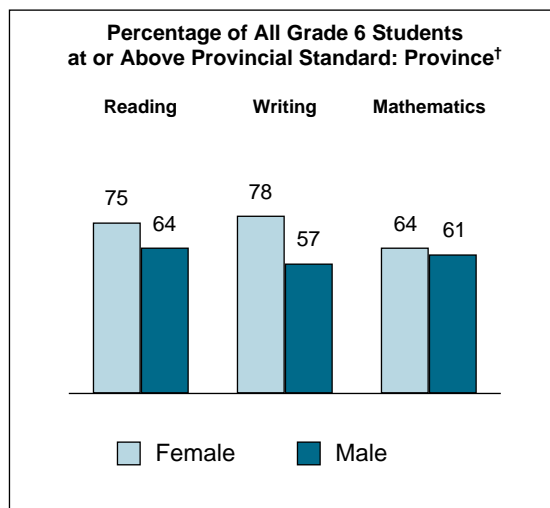
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 20	Male 22	Female 20	Male 22	Female 20	Male 22
Level 4	0%	0%	0%	0%	0%	0%
Level 3	45%	27%	50%	18%	15%	18%
Level 2	55%	45%	50%	77%	70%	41%
Level 1	0%	27%	0%	5%	15%	18%
NE1**	0%	0%	0%	0%	0%	5%
Participating Students	100%	100%	100%	100%	100%	82%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	0%	0%	0%	0%	18%
At or Above Provincial Standard (Levels 3 and 4)†	45%	27%	50%	18%	15%	18%



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	50	48	37	51	47
Participation in the Assessment					
Reading [†]	90%	81%	97%	98%	100%
Writing [†]	90%	81%	76%	98%	100%
Mathematics [†]	90%	81%	68%	92%	91%
Gender					
Female	56%	44%	35%	37%	40%
Male	38%	56%	65%	63%	60%
Student Status					
English language learners**	0%	8%	3%	4%	0%
Students with special needs (excluding gifted)**	16%	19%	32%	20%	28%
Place of Birth					
Born in Canada	92%	94%	100%	98%	100%
Born outside Canada	2%	6%	0%	2%	0%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	2%	6%	0%	2%	0%
Language					
First language learned at home was other than English	4%	8%	0%	4%	2%
Year Student Entered Current School					
Year of the assessment		15%	27%	27%	13%
Year prior to the assessment	Data not collected ^{††}	19%	24%	12%	21%
2 years prior to the assessment		15%	19%	14%	13%
3 or more years prior to the assessment		52%	30%	47%	53%
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.

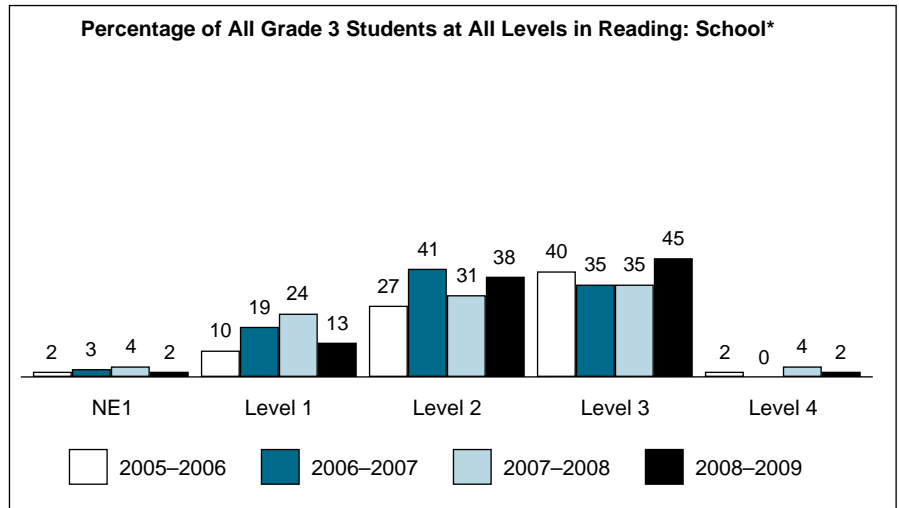
** See the Explanation of Terms.

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

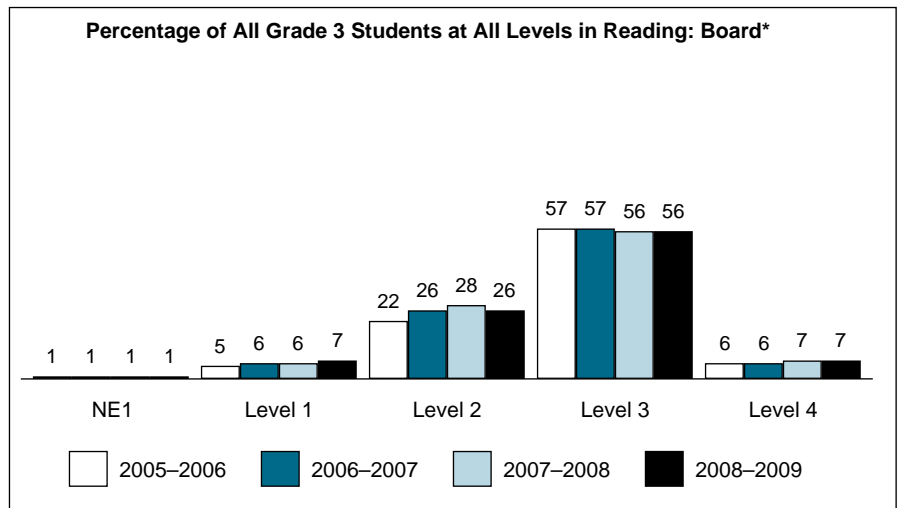
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Reading

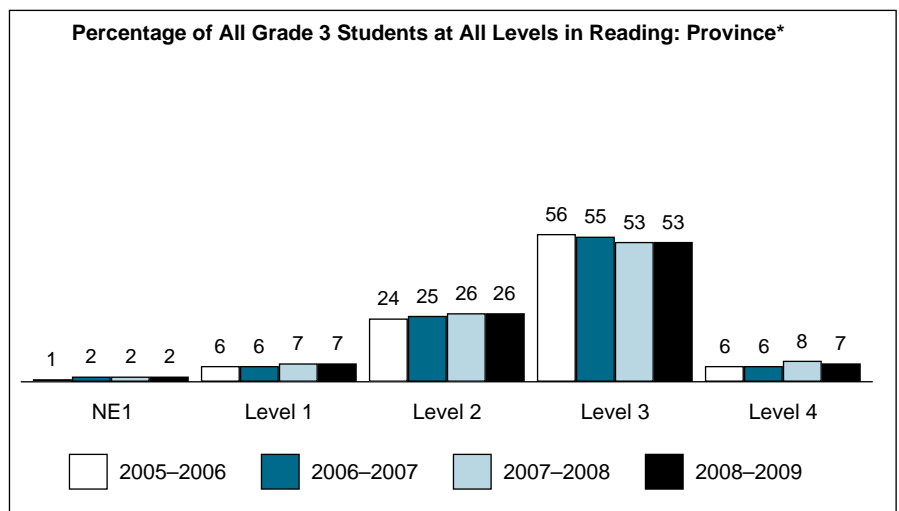
Grade 3 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	48	37	51	47
Level 4	2%	0%	4%	2%
Level 3	40%	35%	35%	45%
Level 2	27%	41%	31%	38%
Level 1	10%	19%	24%	13%
NE1**	2%	3%	4%	2%
Participating Students	81%	97%	98%	100%
No Data	0%	0%	0%	0%
Exempt	19%	3%	2%	0%
At or Above Provincial Standard†	42%	35%	39%	47%



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.

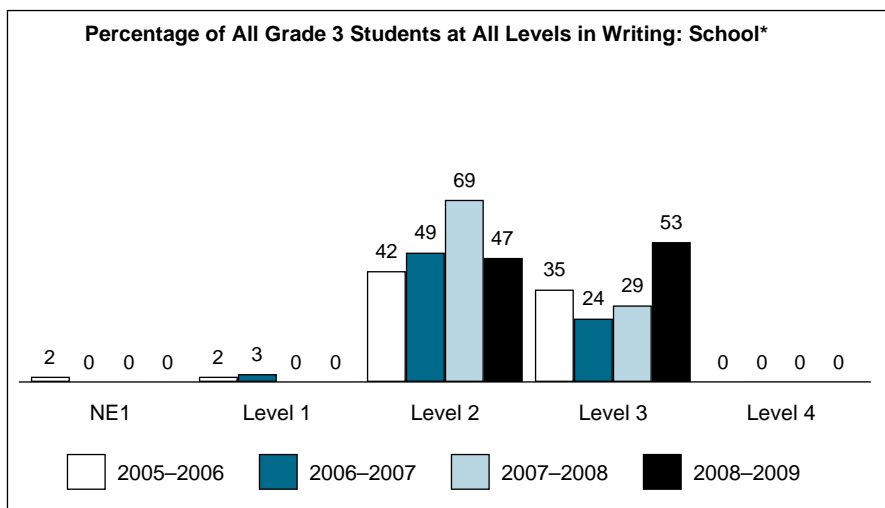
† See the Explanation of Terms.

‡ 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.

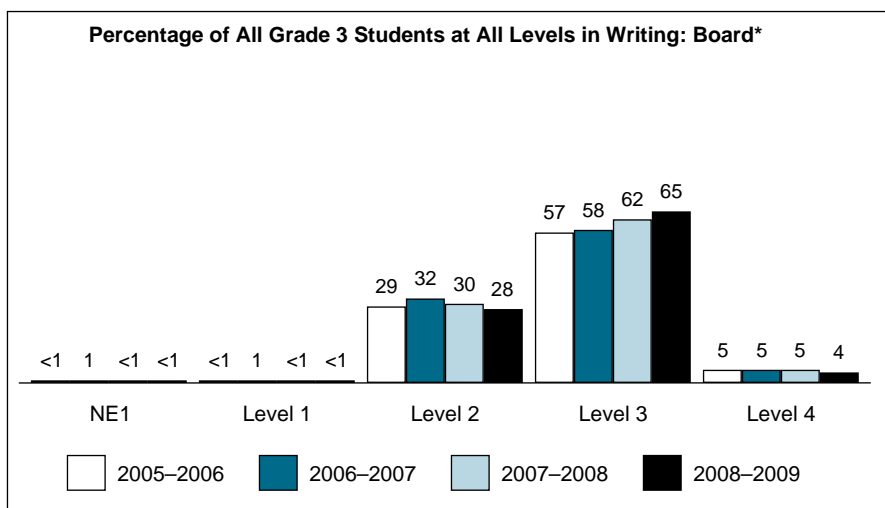
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Writing

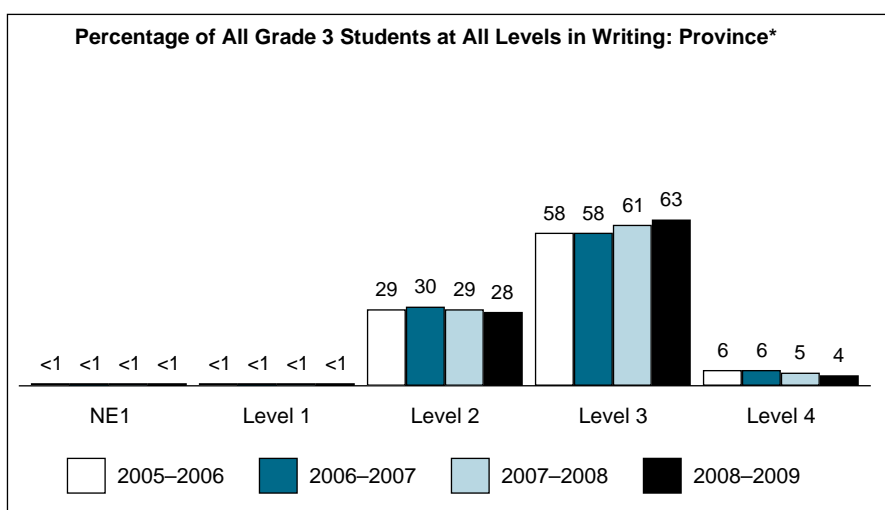
Grade 3 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	48	37	51	47
Level 4	0%	0%	0%	0%
Level 3	35%	24%	29%	53%
Level 2	42%	49%	69%	47%
Level 1	2%	3%	0%	0%
NE1**	2%	0%	0%	0%
Participating Students	81%	76%	98%	100%
No Data	0%	3%	0%	0%
Exempt	19%	22%	2%	0%
At or Above Provincial Standard†	35%	24%	29%	53%



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.

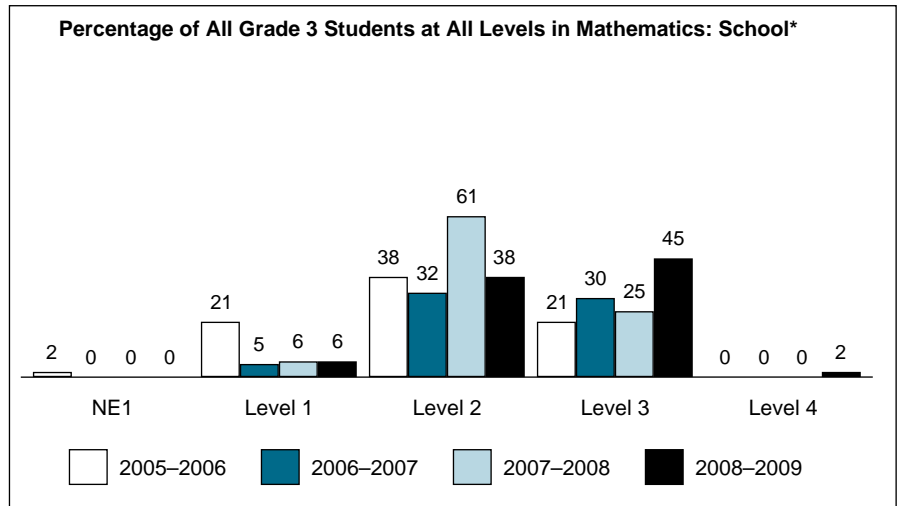
** See the Explanation of Terms.

† 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

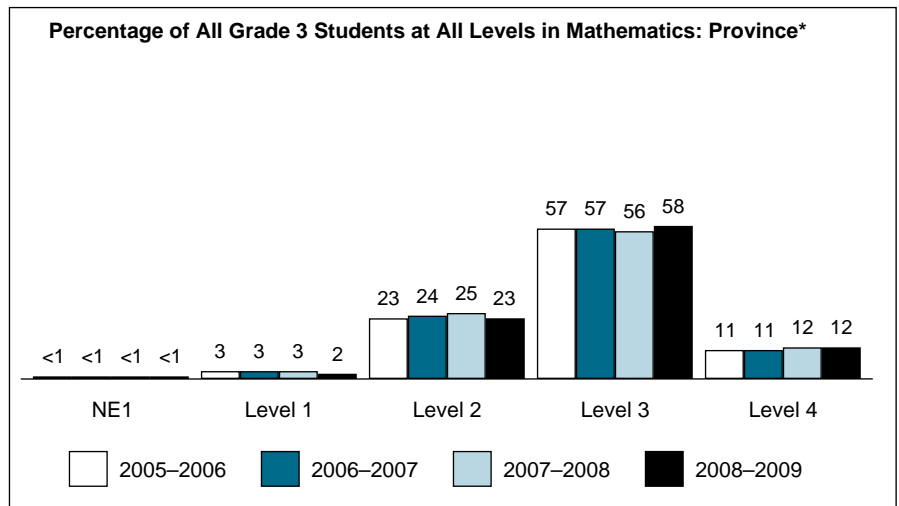
Grade 3 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	48	37	51	47
Level 4	0%	0%	0%	2%
Level 3	21%	30%	25%	45%
Level 2	38%	32%	61%	38%
Level 1	21%	5%	6%	6%
NE1**	2%	0%	0%	0%
Participating Students	81%	68%	92%	91%
No Data	0%	0%	0%	0%
Exempt	19%	32%	8%	9%
At or Above Provincial Standard†	21%	30%	25%	47%



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	40	48	34	48	42
Participation in the Assessment					
Reading	82%	73%	71%	100%	100%
Writing	82%	73%	71%	100%	100%
Mathematics	88%	75%	71%	94%	90%
Gender					
Female	45%	46%	44%	58%	48%
Male	55%	54%	56%	42%	52%
Student Status					
English language learners**	2%	8%	0%	2%	0%
Students with special needs (excluding gifted)**	28%	25%	41%	25%	31%
Place of Birth					
Born in Canada	98%	94%	94%	94%	93%
Born outside Canada	2%	6%	6%	6%	7%
In Canada less than one year	0%	2%	0%	2%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	2%	4%	0%	4%	7%
Language					
First language learned at home was other than English	2%	10%	6%	6%	5%
Year Student Entered Current School					
Year of the assessment		21%	24%	19%	14%
Year prior to the assessment	Data not collected††	21%	18%	8%	24%
2 years prior to the assessment		15%	6%	17%	7%
3 or more years prior to the assessment		44%	53%	56%	55%
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.

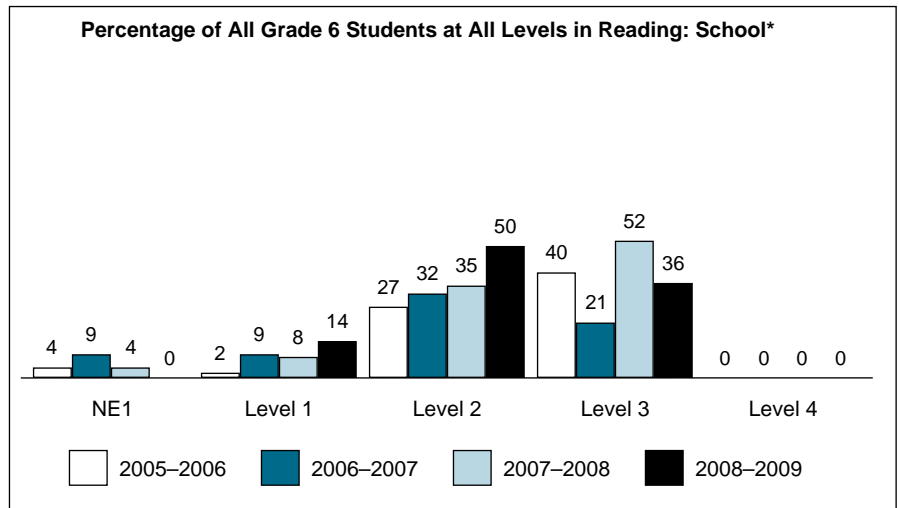
** See the Explanation of Terms.

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

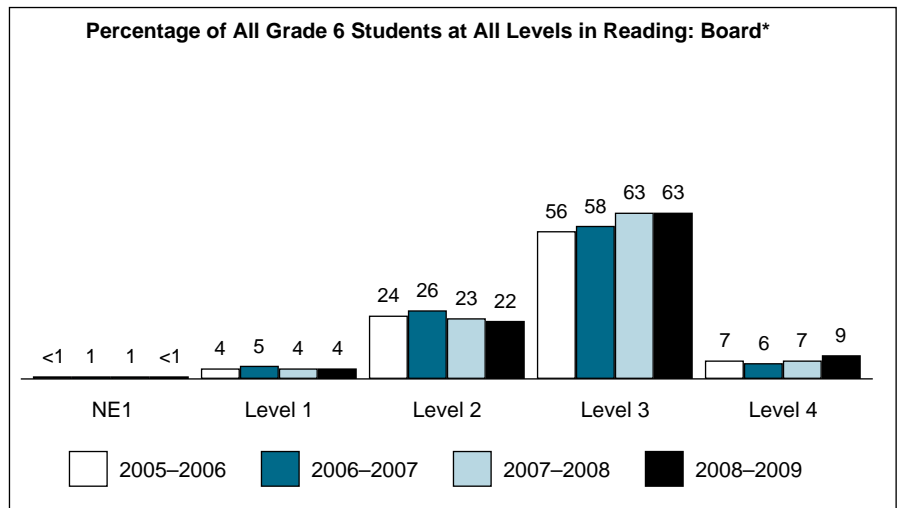
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Reading

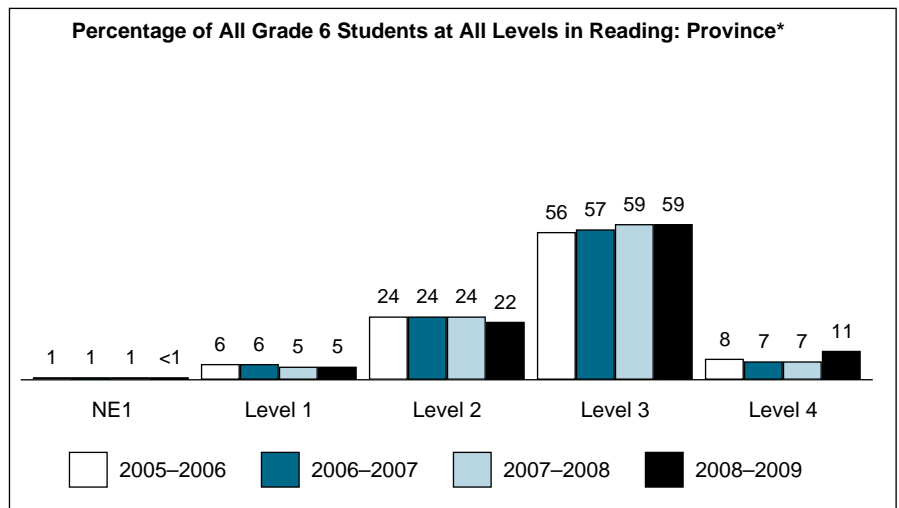
Grade 6 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	48	34	48	42
Level 4	0%	0%	0%	0%
Level 3	40%	21%	52%	36%
Level 2	27%	32%	35%	50%
Level 1	2%	9%	8%	14%
NE1**	4%	9%	4%	0%
Participating Students	73%	71%	100%	100%
No Data	0%	0%	0%	0%
Exempt	27%	29%	0%	0%
At or Above Provincial Standard†	40%	21%	52%	36%



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



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



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

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

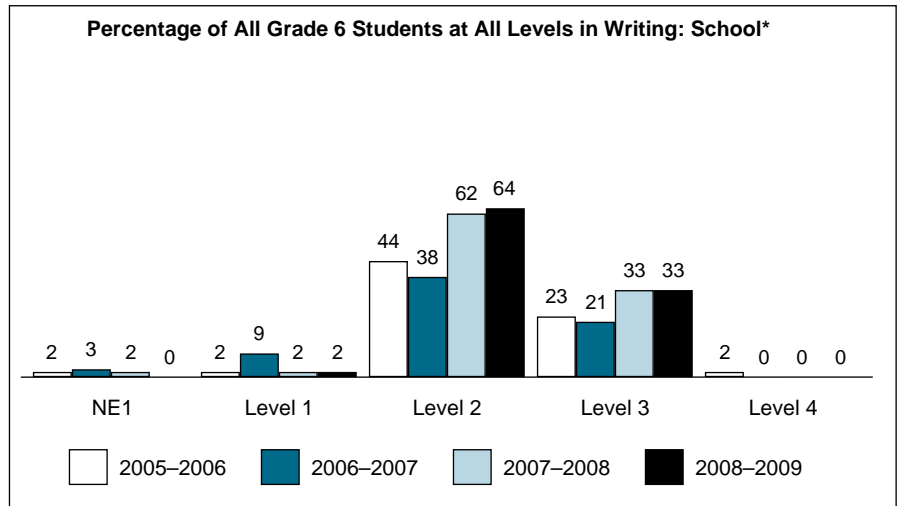
** See the Explanation of Terms.

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

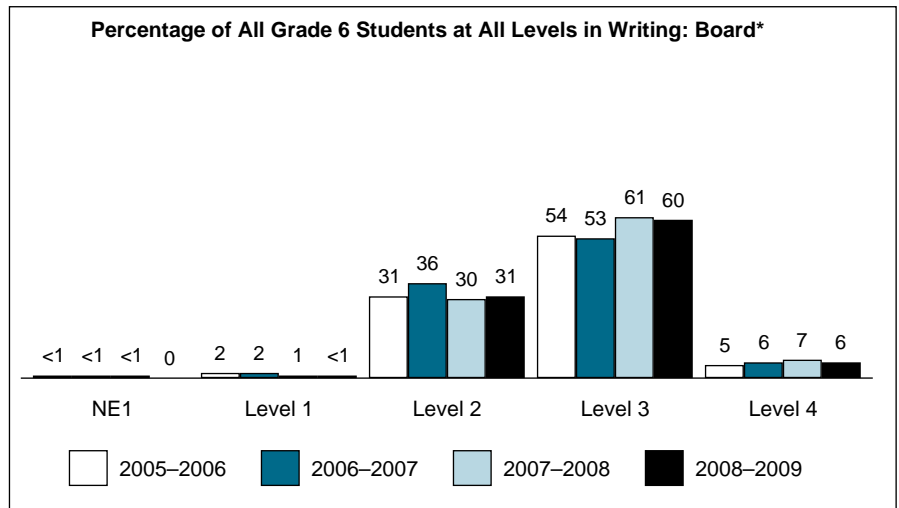
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Writing

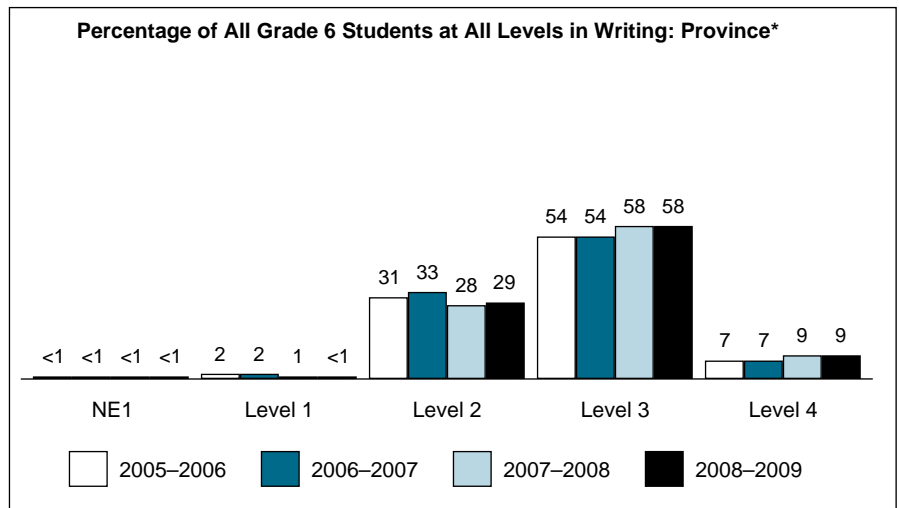
Grade 6 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	48	34	48	42
Level 4	2%	0%	0%	0%
Level 3	23%	21%	33%	33%
Level 2	44%	38%	62%	64%
Level 1	2%	9%	2%	2%
NE1**	2%	3%	2%	0%
Participating Students	73%	71%	100%	100%
No Data	0%	0%	0%	0%
Exempt	27%	29%	0%	0%
At or Above Provincial Standard†	25%	21%	33%	33%



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.

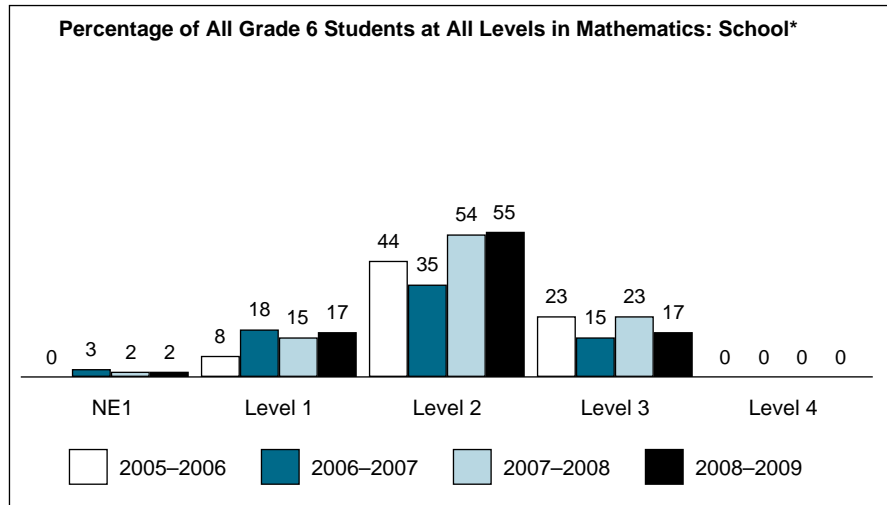
*** See the Explanation of Terms.

† 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.

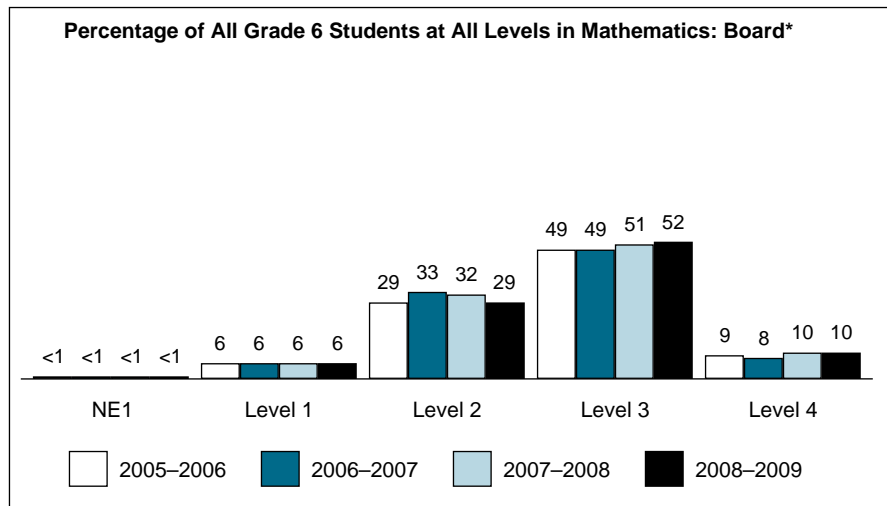
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Mathematics

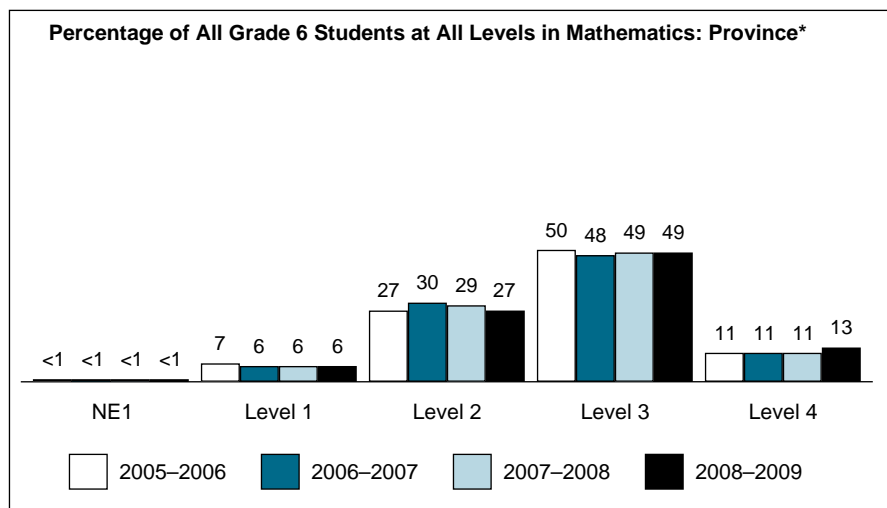
Grade 6 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	48	34	48	42
Level 4	0%	0%	0%	0%
Level 3	23%	15%	23%	17%
Level 2	44%	35%	54%	55%
Level 1	8%	18%	15%	17%
NE1**	0%	3%	2%	2%
Participating Students	75%	71%	94%	90%
No Data	0%	0%	0%	0%
Exempt	25%	29%	6%	10%
At or Above Provincial Standard†	23%	15%	23%	17%



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.

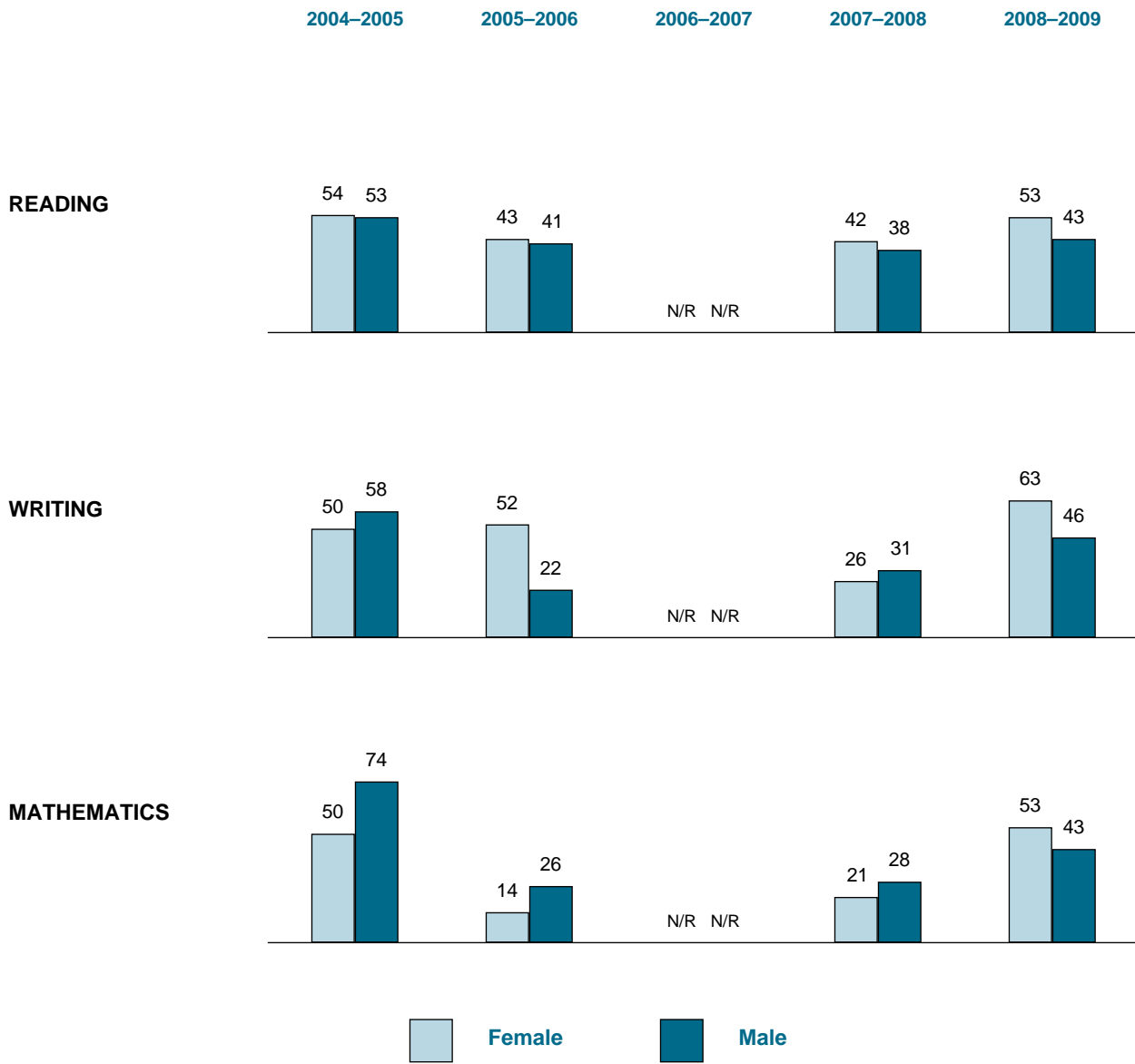
** Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† 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



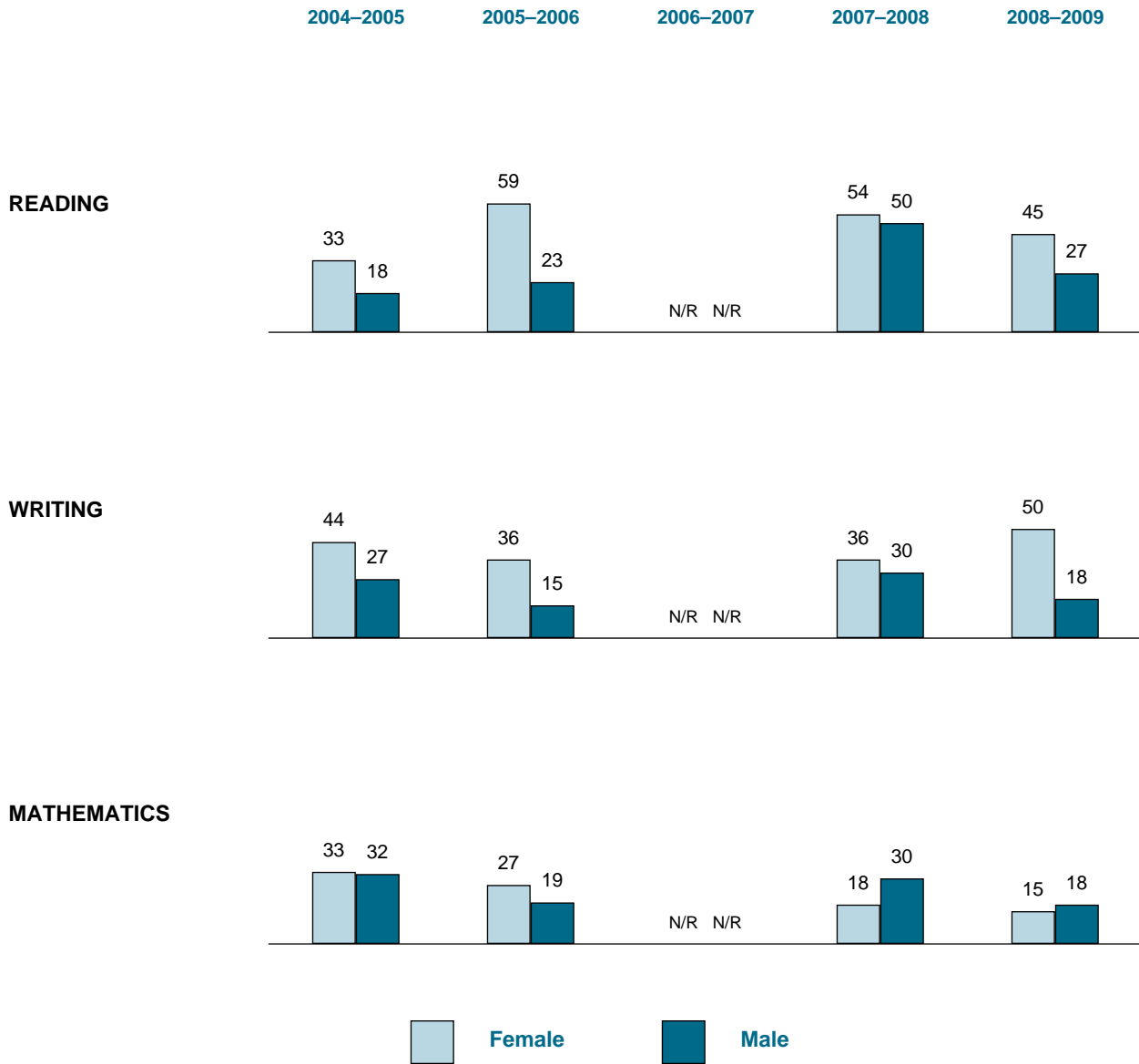
Total Number of Grade 3 Students†

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	28	19	21	27	13	24	19	32	19	28

† 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	22	22	26	15	19	28	20	20	22

† 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 (# = 47)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		24
I like to read.		25
I read by myself at home.		24
I read with someone older than me at home.		10
I use a computer for reading activities at school.		19
I am a good writer.		19
I like to write.		23
I write by myself at home.		27
Someone older than me helps me with my writing at home.		13
I use a computer for writing activities at school.		18
I am good at mathematics.		20
I like mathematics.		23
I use mathematics to solve problems outside school.		10
Someone older than me helps me with my mathematics at home.		17
I use a computer to learn mathematics at school.		16
I use a calculator to learn mathematics at school.		9
At home, there is a computer for me to use for school work.		30

* 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 (# = 47)		
Questionnaire Item	Percentage of Students*	Number of Students
Language(s) students speak at home:		
only or mostly English		46
another language (or other languages) as often as English		1
only or mostly another language (or other languages)		0
Language(s) that people speak to students at home:		
only or mostly English		46
another language (or other languages) as often as English		0
only or mostly another language (or other languages)		1

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 47)	Female* (# = 19)	Male* (# = 28)	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.	51%	53%	50%	68%	69%	67%	67%	69%	65%
I like to read.	53%	63%	46%	57%	65%	50%	61%	69%	53%
I read by myself at home.	51%	74%	36%	58%	60%	56%	59%	61%	57%
I read with someone older than me at home.	21%	21%	21%	16%	15%	17%	15%	14%	16%
I use a computer for reading activities at school.	40%	32%	46%	29%	30%	28%	22%	22%	23%
Writing									
I am a good writer.	40%	37%	43%	51%	57%	44%	48%	55%	42%
I like to write.	49%	47%	50%	50%	58%	42%	51%	60%	43%
I write by myself at home.	57%	58%	57%	54%	59%	49%	54%	59%	50%
Someone older than me helps me with my writing at home.	28%	32%	25%	16%	15%	17%	16%	14%	18%
I use a computer for writing activities at school.	38%	32%	43%	31%	30%	31%	26%	25%	26%
Mathematics									
I am good at mathematics.	43%	26%	54%	54%	46%	62%	53%	46%	60%
I like mathematics.	49%	37%	57%	57%	54%	60%	59%	57%	61%
I use mathematics to solve problems outside school.	21%	37%	11%	33%	32%	33%	31%	31%	32%
Someone older than me helps me with my mathematics at home.	36%	47%	29%	26%	29%	23%	26%	28%	24%
I use a computer to learn mathematics at school.	34%	21%	43%	27%	27%	26%	25%	25%	25%
I use a calculator to learn mathematics at school.	19%	16%	21%	16%	15%	16%	13%	11%	14%
Computer at home									
There is a computer for me to use for school work.	64%	74%	57%	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 (# = 47)	Female* (# = 19)	Male* (# = 28)	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	98%	95%	100%	89%	88%	89%	79%	78%	80%
another language (or other languages) as often as English	2%	5%	0%	8%	8%	7%	12%	13%	11%
only or mostly another language (or other languages)	0%	0%	0%	4%	4%	3%	8%	8%	8%
Language(s) that people speak to students at home:**									
only or mostly English	98%	95%	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)	2%	5%	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 (# = 41)				
Questionnaire Item	Percentage of Students*			Number of Students Who Answered "Yes"
I am a good reader.	54	41	5	22
I like to read.	39	54	7	16
I read by myself at home.	59	24	17	24
I read with someone older than me at home.	7	22	71	3
I use a computer for reading activities at school.	37	39	24	15
I am a good writer.	29	66	5	12
I like to write.	44	34	22	18
I write by myself at home.	44	34	22	18
Someone older than me helps me with my writing at home.	7	39	54	3
I use a computer for writing activities at school.	39	49	12	16
I am good at mathematics.	32	46	22	13
I like mathematics.	37	34	29	15
I use mathematics to solve problems outside school.	24	46	29	10
Someone older than me helps me with my mathematics at home.	17	51	32	7
I use a computer to learn mathematics at school.	27	39	34	11
I use a calculator to learn mathematics at school.	12	83	5	5
At home, there is a computer for me to use for school work.	68	27	5	28

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 (# = 41)		
Questionnaire Item	Percentage of Students*	Number of Students
Language(s) students speak at home:		
only or mostly English	93	38
another language (or other languages) as often as English	5	2
only or mostly another language (or other languages)	2	1
Language(s) that people speak to students at home:		
only or mostly English	93	38
another language (or other languages) as often as English	5	2
only or mostly another language (or other languages)	2	1

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 41)	Female* (# = 20)	Male* (# = 21)	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.	54%	50%	57%	65%	68%	63%	65%	69%	61%
I like to read.	39%	50%	29%	50%	61%	39%	53%	64%	42%
I read by myself at home.	59%	55%	62%	64%	73%	56%	70%	78%	62%
I read with someone older than me at home.	7%	5%	10%	5%	4%	5%	4%	3%	4%
I use a computer for reading activities at school.	37%	30%	43%	14%	14%	15%	13%	13%	14%
Writing									
I am a good writer.	29%	35%	24%	41%	49%	34%	42%	48%	36%
I like to write.	44%	55%	33%	41%	52%	30%	42%	52%	32%
I write by myself at home.	44%	45%	43%	45%	52%	37%	50%	57%	43%
Someone older than me helps me with my writing at home.	7%	5%	10%	10%	9%	10%	9%	7%	10%
I use a computer for writing activities at school.	39%	30%	48%	32%	32%	33%	30%	29%	31%
Mathematics									
I am good at mathematics.	32%	25%	38%	49%	41%	58%	49%	40%	57%
I like mathematics.	37%	30%	43%	43%	37%	49%	45%	38%	51%
I use mathematics to solve problems outside school.	24%	20%	29%	38%	36%	40%	35%	31%	38%
Someone older than me helps me with my mathematics at home.	17%	20%	14%	24%	28%	21%	22%	25%	19%
I use a computer to learn mathematics at school.	27%	20%	33%	12%	12%	12%	13%	13%	13%
I use a calculator to learn mathematics at school.	12%	15%	10%	27%	28%	25%	25%	26%	24%
Computer at home									
There is a computer for me to use for school work.	68%	65%	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 (# = 41)	Female* (# = 20)	Male* (# = 21)	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	93%	95%	90%	92%	92%	91%	81%	81%	82%
another language (or other languages) as often as English	5%	5%	5%	6%	6%	6%	12%	13%	11%
only or mostly another language (or other languages)	2%	0%	5%	2%	2%	3%	6%	6%	7%
Language(s) that people speak to students at home:**									
only or mostly English	93%	95%	90%	89%	89%	88%	76%	75%	76%
another language (or other languages) as often as English	5%	5%	5%	6%	6%	6%	12%	13%	12%
only or mostly another language (or other languages)	2%	0%	5%	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.