



# *School/Community Report*

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

## *Glengrove P.S.*

1934 Glengrove Rd.  
Pickering, ON  
L1V 1X2  
905-839-1771

*Principal: Gert Rosenau*

*Vice-Principal: John McLeod*

## *Glengrove Public School EQAO Profile 2007 - 2008*

### *About Our School/Community*

Glengrove Public School is proud of its 400 students from Junior Kindergarten to Grade 8. We are a multi-cultural school where diversity is celebrated and students of all abilities have the opportunity to be engaged in meaningful activities in and out of classrooms. The majority of our students walk to school from within the neighbourhood, while some arrive by busing from communities to the north. There are a number of identified students at Glengrove receiving modified programming according to their Individual Education Plans. We host the area Junior/Intermediate Modified Class, with students being bussed from within Pickering. Our school has a part time ESL/ESD teacher who supports students and teachers through the classroom coach/mentor model. Maintaining a literacy focus, we have an Literacy Coach who works specifically with students up to grade 6 and who is in our school half time. Glengrove funds resources and professional development to support literacy and numeracy.

Our staff work collaboratively on Professional Learning Committees in the areas of Literacy, Numeracy, Character Education, Performing Arts, Healthy Living and Technology to lead curriculum focus groups and provide student development opportunities outside of regular classroom activities. Our vision is for each Glengrove student to achieve their fullest academic, social, physical and creative potential through consistent planning, instruction and assessment.

At Glengrove, we have instituted a Respect Program, through which students are recognized for integrity, respect and excellence each month at school assemblies, celebrations, and special events. Each month's "Key" characteristic or habit is taught through classroom lessons. School agendas were subsidized by the School Community Council, and contain character education materials, the school's Code of Conduct, and academic tips for achievement.

Our school continues to be involved in Board-wide initiatives such as Racing Against Drugs, VIP (Values, Influences and Peers) with the Durham Regional Police, Junior Achievement, Scientist in the School, and community partner visits.

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

Our 2008-2009 EQAO results are currently being analysed by our School Improvement Team. The team will create an EQAO plan which will inform our teaching and assessing methods. This action plan will then be incorporated into our overall school plan. The results supply additional and relevant data about our school and student achievement that is directly based on performances and the Ontario Curriculum. We realize that our sample size is very small (especially in the grade 3 results), which cause fluctuation in our results year to year.

Overall, our scores went down this year. We are again on par with our scores of previous years. Our scores in primary testing went up in writing, but dropped in the other areas. Our focus on literacy will continue, as well as prioritizing literacy resources this coming year. We trust our efforts will result in net increases in our scores this upcoming testing season.

### **Next Steps**

Glengrove P.S. continues to be committed to the improvement of student achievement in every grade. We are encouraged by the long term improvements in our results for Reading, Writing and Mathematics for both grade 3 and grade 6. For this we commend the staff and parents for their effort - our success is directly linked to their support.

### **School Plan**

Our school plan focuses on three areas that have a direct impact on EQAO results: literacy, numeracy and assessment. We continue to commit our energies to promote higher student achievement in literacy and mathematics throughout the school. Glengrove teachers are currently reviewing the results from last spring's EQAO and are discussing ways to make gains through our school's Professional Learning Committees for Literacy and Numeracy . Teachers from JK-8 will be reviewing last years' assessments and the results attained by our students. The schools' plans to improve student achievement include the following:

### **School-wide and Grade Level Initiatives in Literacy**

Again our school is committing funds to support literacy through the purchase of reading materials for all grade levels. All classroom teachers have established partnering units with our teacher-librarian. Primary students are scheduled a minimum of one visit to the library each week. Rotary for primary and junior students has been minimized to provide a longer block of uninterrupted time for literacy and numeracy.

This year all classroom teachers will be working with their grade partner(s) to focus on essential expectations for attaining higher results in literacy and numeracy. Regular assessment in reading is being conducted each term from Early Years to grade 3 using PM Benchmarks and grades 4 to 8 using C.A.S.I. to diagnose student strengths and weaknesses and created differentiated programming. The implementation of Guided Reading in grades 1 through 6 is being supported centrally by the Board, and school-wide by budget allocations. The establishment last year of the Literacy Room provides opportunities for teachers to borrow resources that are readily available for classroom use on specific skill areas.

### **Resource Support**

Our Literacy Coach for early years continues to work very closely with our school resource team and primary division to provide support in early language development up to grade 3. The coaching model is in place, in which a resource teacher works in classrooms to model lessons planning and implementation in partnership with teachers.

### **Volunteer Opportunities**

Our school has been fortunate to acquire volunteer help from several post secondary school students seeking service in our school to prepare for studies in education. Parent volunteers willing to read with our students continue to be encouraged.

### **Literacy Resources**

Last year our school invested heavily literacy resources. These new resources align with the Ontario curriculum and provide a basis for effective instruction in both reading and writing.

Grade 7 and 8 teachers currently focus on the use of math manipulatives and problem solving strategies necessary for success at high school. High school student mentors have been established to help facilitate a Homework Club after school.

### **Professional Learning Committees and Professional Development**

Our teachers are committed to meeting regularly to examine best practices in Literacy and Numeracy, to share resources, build common assessment strategies, and set school-wide goals for student learning. Professional Development is ongoing at all monthly staff meetings, through like-grade teacher meeting with other school professionals, and at sessions offered by the Durham District School Board .



# School Report



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

**School: Glengrove PS (219908)**  
**Board: Durham DSB (66060)**

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

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

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

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

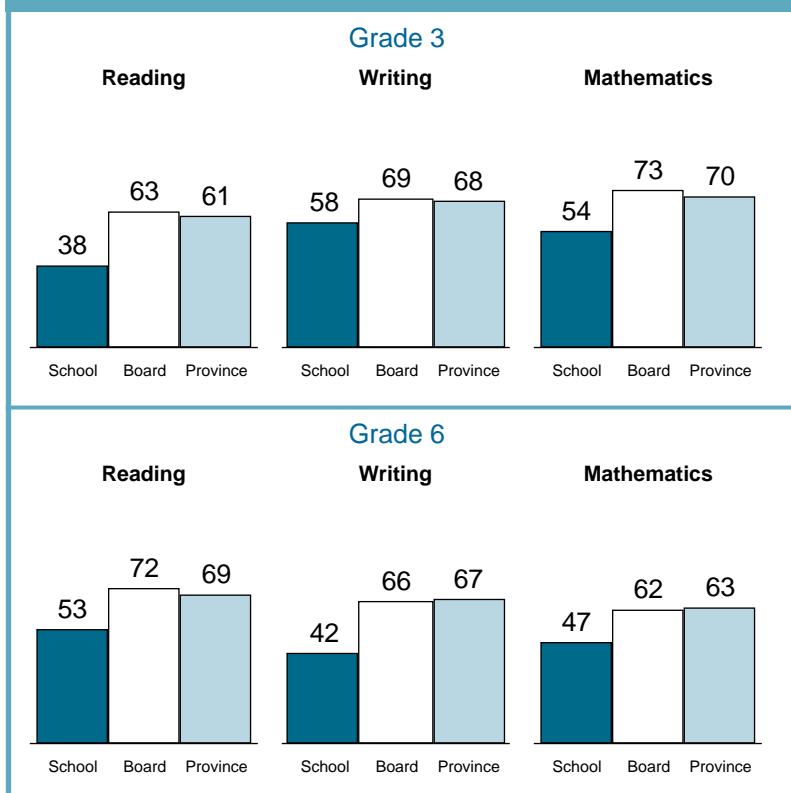
I trust this report will help parents, educators and all who support a strong public education system work together so that all students can reach their full potential.

Sincerely,

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

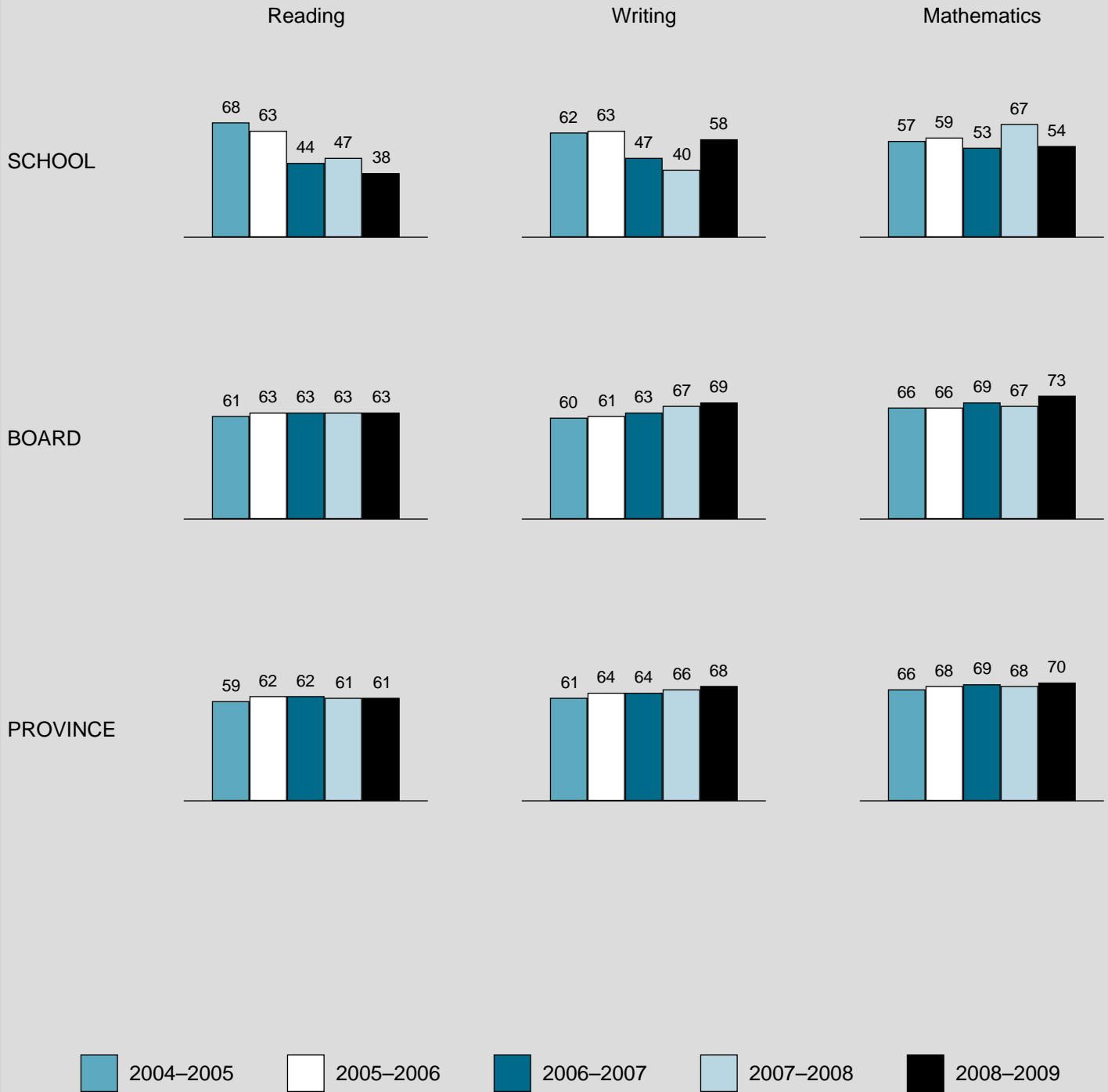
WHERE TO FIND . . .	PAGE	
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## PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2008–2009



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

Percentage of Students: Grade 3

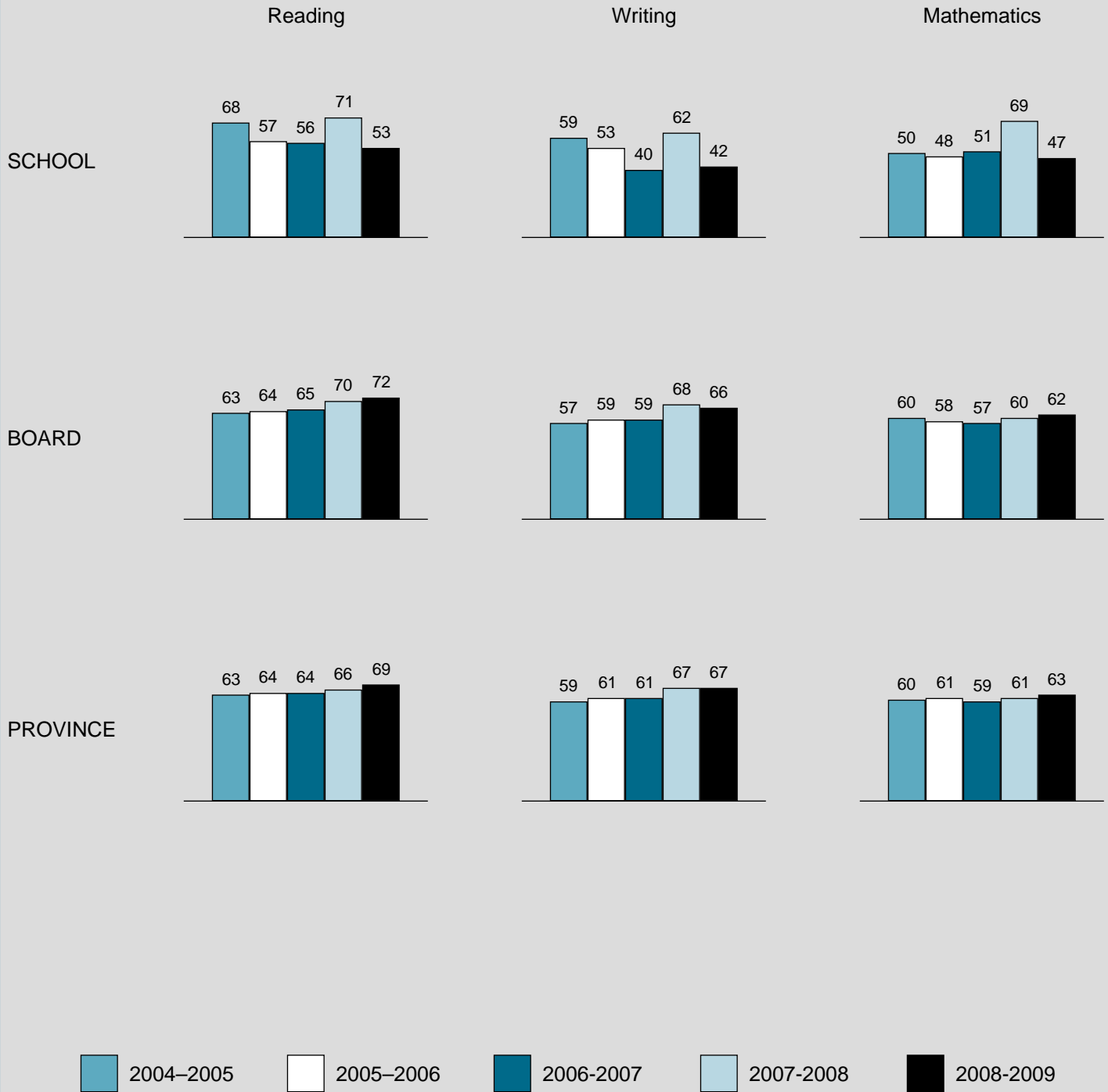


Total Number of Grade 3 Students

	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
School	47	41	59	45	24
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	66	60	55	45	45
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	24		4 449		125 481	
Number of classes with Grade 3 students	2		320		9 385	
Number of schools with Grade 3 classes	Not applicable		105		3 399	
	Number	Percent	Number	Percent	Number	Percent
<b>Gender</b>						
Female	18	75%	2 208	50%	60 999	49%
Male	6	25%	2 241	50%	64 482	51%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status</b>						
English language learners**	0	0%	85	2%	11 281	9%
Students with special needs (excluding gifted)**	2	8%	538	12%	18 291	15%
<b>Place of Birth</b>						
Born in Canada	22	92%	4 195	94%	111 561	89%
Born outside Canada	2	8%	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	2	8%	183	4%	8 946	7%
<b>Language</b>						
First language learned at home was other than English	1	4%	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	5	21%	507	11%	14 545	12%
2 years prior to the assessment	3	12%	850	19%	16 821	13%
3 or more years prior to the assessment	14	58%	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	1	4%	280	6%	8 720	7%
Year prior to the assessment	4	17%	280	6%	8 048	6%
2 years prior to the assessment	2	8%	570	13%	11 982	10%
3 or more years prior to the assessment	17	71%	3 296	74%	93 098	74%
Data not available	0	0%	23	1%	3 633	3%

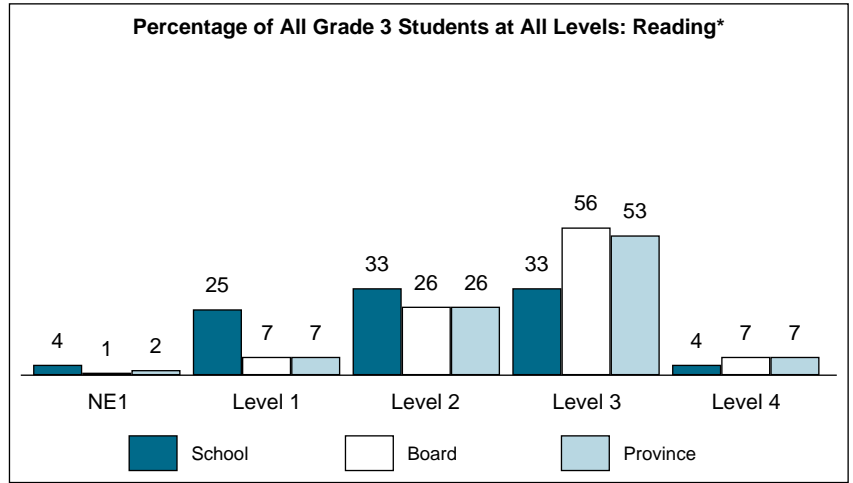
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

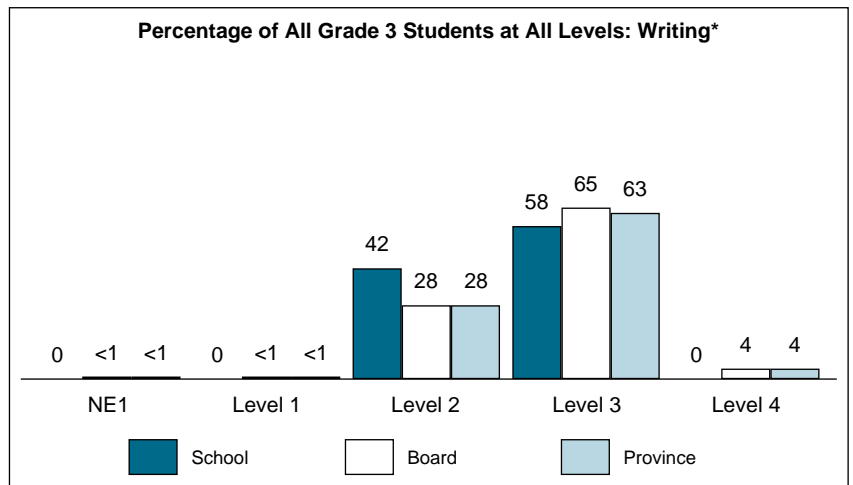
## Results in Reading, Writing and Mathematics, 2008–2009

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

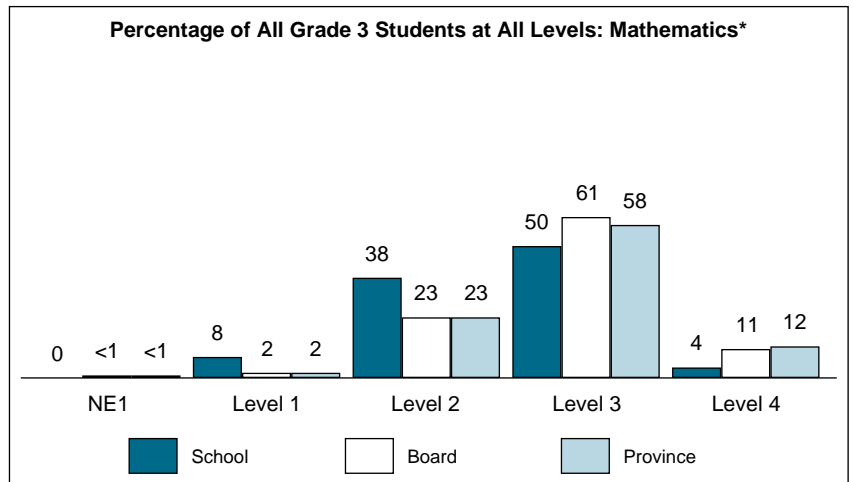
Grade 3: Reading*				
Number of Students	School 24		Board 3 926	Province 121 787
	#	%	%	%
Level 4	1	4%	7%	7%
Level 3	8	33%	56%	53%
Level 2	8	33%	26%	26%
Level 1	6	25%	7%	7%
NE1**	1	4%	1%	2%
Participating Students	24	100%	97%	95%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	4%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		38%	63%	61%



Grade 3: Writing*				
Number of Students	School 24		Board 3 926	Province 121 788
	#	%	%	%
Level 4	0	0%	4%	4%
Level 3	14	58%	65%	63%
Level 2	10	42%	28%	28%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	24	100%	97%	96%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		58%	69%	68%



Grade 3: Mathematics*				
Number of Students	School 24		Board 4 449	Province 125 464
	#	%	%	%
Level 4	1	4%	11%	12%
Level 3	12	50%	61%	58%
Level 2	9	38%	23%	23%
Level 1	2	8%	2%	2%
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) <sup>†</sup>		54%	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.

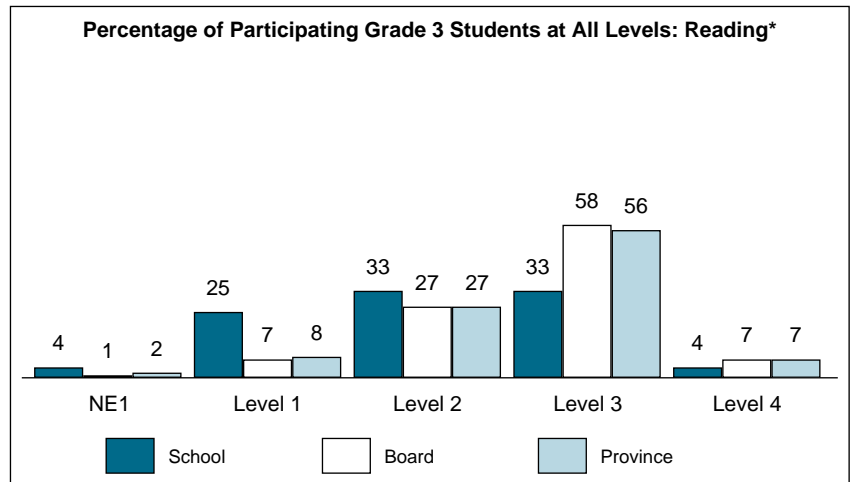
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

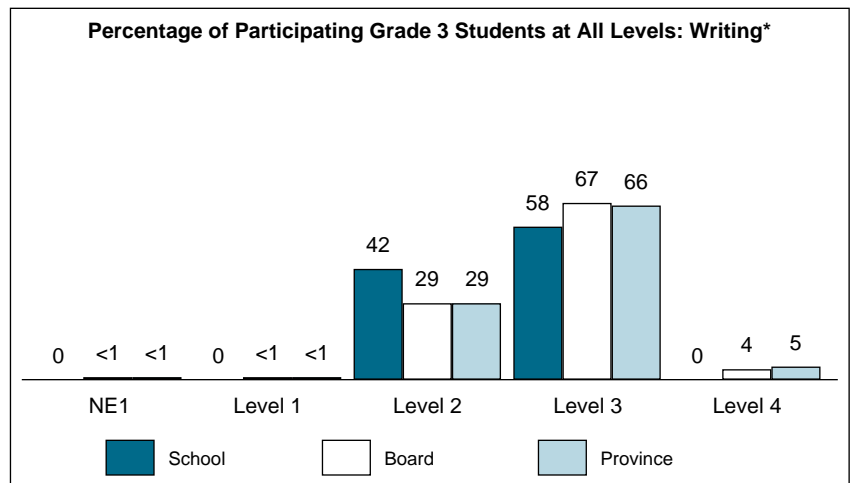
Results in Reading, Writing and Mathematics, 2008–2009

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

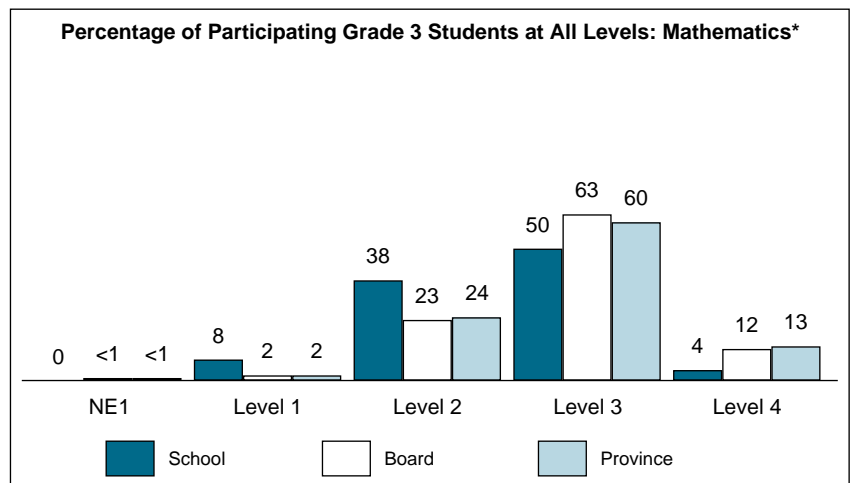
Grade 3: Reading*				
Number of Students	School 24		Board 3 803	Province 116 256
	#	%	%	%
Level 4	1	4%	7%	7%
Level 3	8	33%	58%	56%
Level 2	8	33%	27%	27%
Level 1	6	25%	7%	8%
NE1**	1	4%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †		38%	65%	63%



Grade 3: Writing*				
Number of Students	School 24		Board 3 804	Province 116 812
	#	%	%	%
Level 4	0	0%	4%	5%
Level 3	14	58%	67%	66%
Level 2	10	42%	29%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		58%	71%	71%



Grade 3: Mathematics*				
Number of Students	School 24		Board 4 326	Province 120 405
	#	%	%	%
Level 4	1	4%	12%	13%
Level 3	12	50%	63%	60%
Level 2	9	38%	23%	24%
Level 1	2	8%	2%	2%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		54%	75%	73%



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

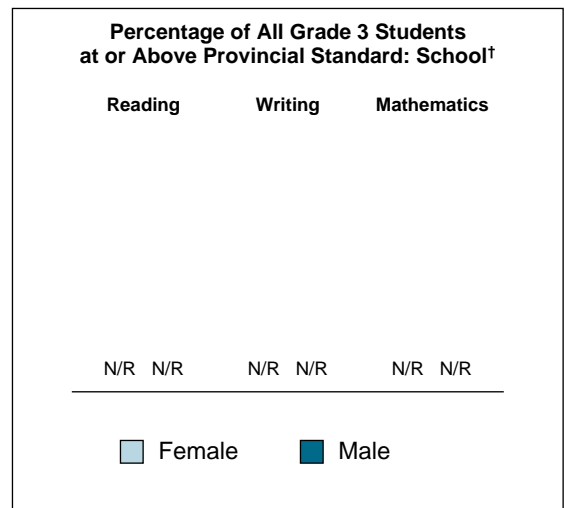
\*\* See the Explanation of Terms.

† 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.

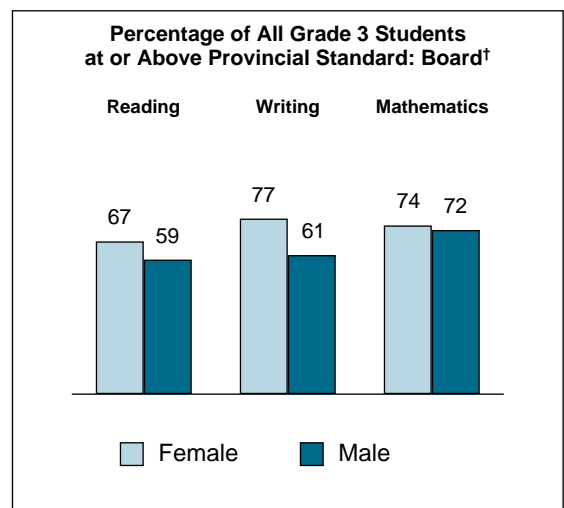
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: Gender††

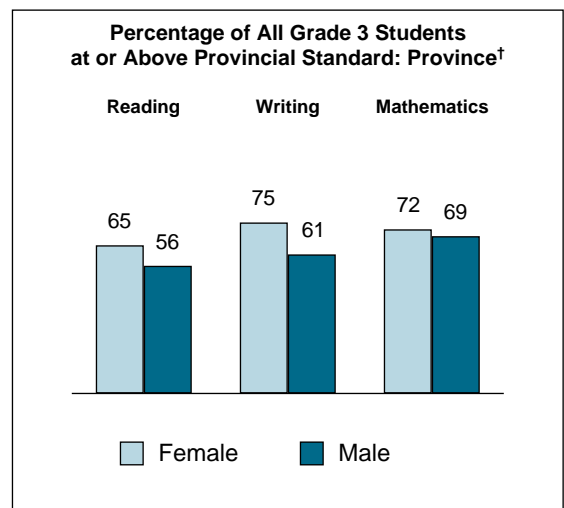
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
Participating 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	45		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
<b>Gender</b>						
Female	22	49%	2 401	48%	66 276	49%
Male	23	51%	2 553	52%	69 800	51%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status</b>						
English language learners**	1	2%	38	1%	7 538	6%
Students with special needs (excluding gifted)**	6	13%	806	16%	24 326	18%
<b>Place of Birth</b>						
Born in Canada	37	82%	4 608	93%	118 305	87%
Born outside Canada	8	18%	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	8	18%	282	6%	12 798	9%
<b>Language</b>						
First language learned at home was other than English	10	22%	279	6%	27 824	20%
<b>Year Student Entered Current School</b>						
Year of the assessment	4	9%	544	11%	30 253	22%
Year prior to the assessment	3	7%	502	10%	13 485	10%
2 years prior to the assessment	7	16%	581	12%	12 503	9%
3 or more years prior to the assessment	31	69%	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	1	2%	265	5%	9 175	7%
Year prior to the assessment	3	7%	266	5%	7 907	6%
2 years prior to the assessment	5	11%	310	6%	7 896	6%
3 or more years prior to the assessment	36	80%	4 087	82%	105 510	78%
Data not available	0	0%	26	1%	5 588	4%

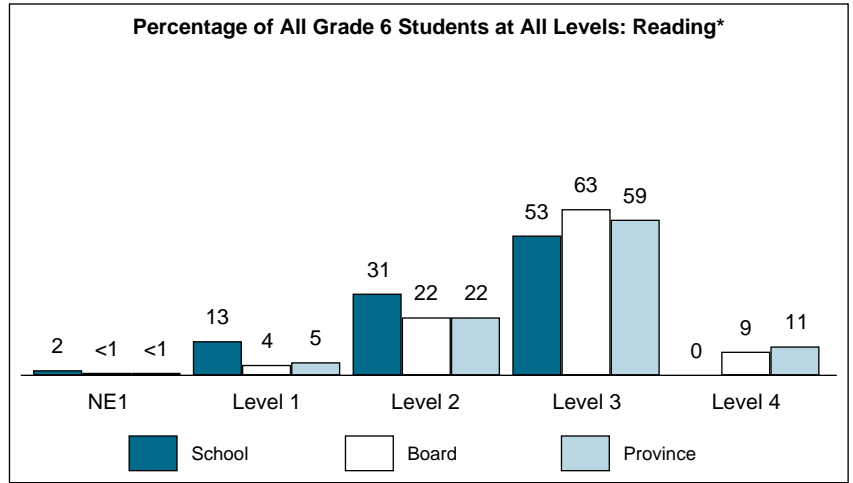
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

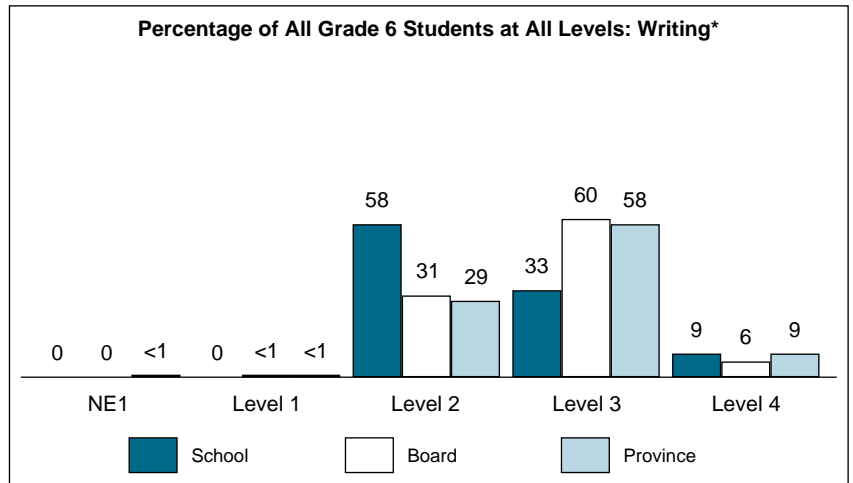
## Results in Reading, Writing and Mathematics, 2008–2009

### Grade 6: All Students

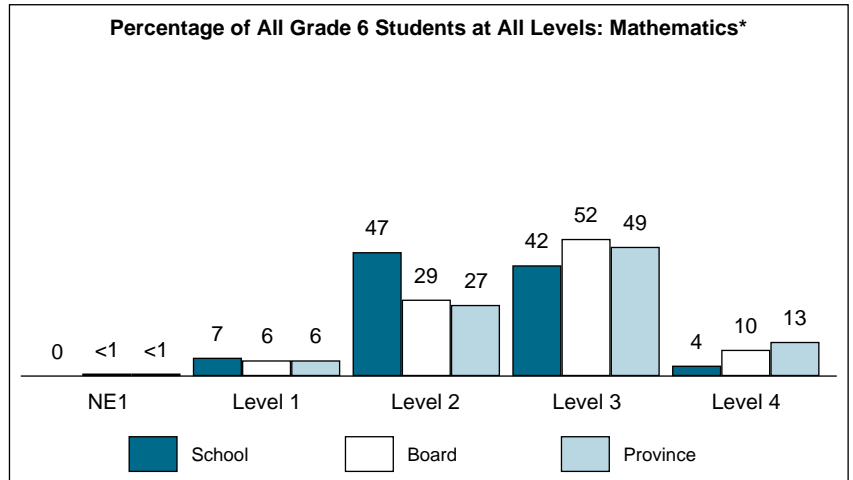
Grade 6: Reading*				
Number of Students	School 45		Board 4 954	Province 136 069
	#	%	%	%
Level 4	0	0%	9%	11%
Level 3	24	53%	63%	59%
Level 2	14	31%	22%	22%
Level 1	6	13%	4%	5%
NE1**	1	2%	<1%	<1%
Participating Students	45	100%	98%	96%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		53%	72%	69%



Grade 6: Writing*				
Number of Students	School 45		Board 4 954	Province 136 075
	#	%	%	%
Level 4	4	9%	6%	9%
Level 3	15	33%	60%	58%
Level 2	26	58%	31%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
Participating Students	45	100%	98%	96%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		42%	66%	67%



Grade 6: Mathematics*				
Number of Students	School 45		Board 4 954	Province 136 075
	#	%	%	%
Level 4	2	4%	10%	13%
Level 3	19	42%	52%	49%
Level 2	21	47%	29%	27%
Level 1	3	7%	6%	6%
NE1**	0	0%	<1%	<1%
Participating Students	45	100%	97%	96%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		47%	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.

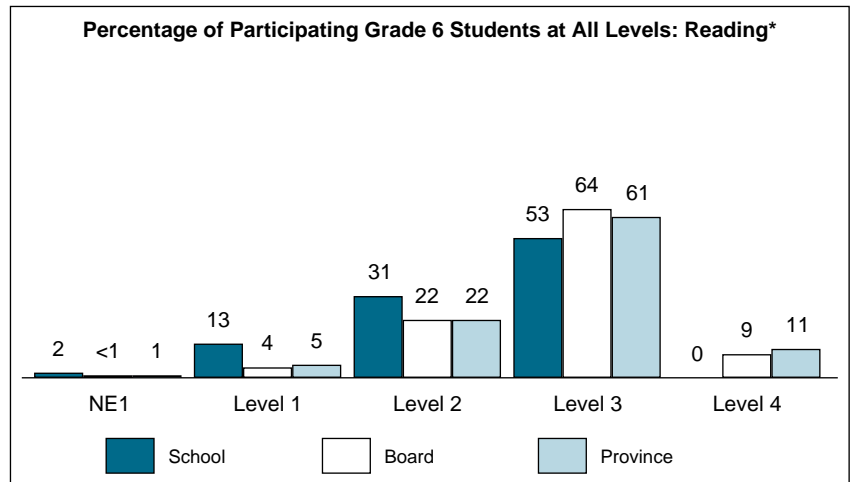
\*\* See the Explanation of Terms.

† 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.

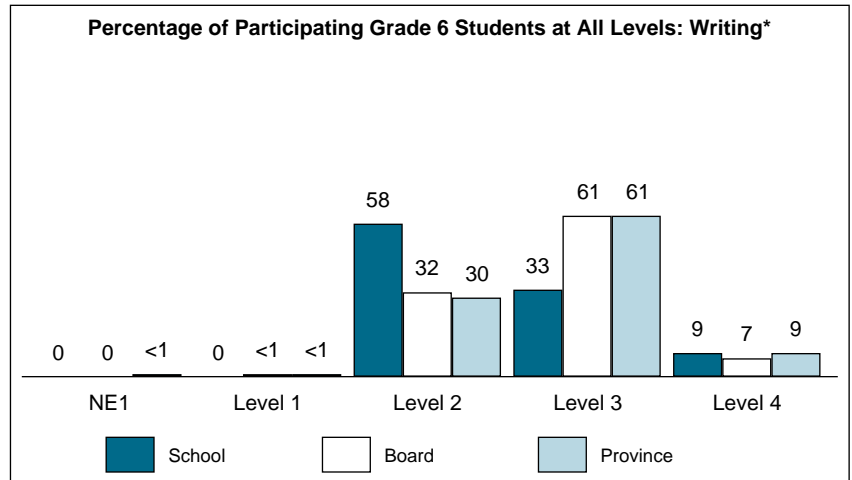
Results in Reading, Writing and Mathematics, 2008–2009

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

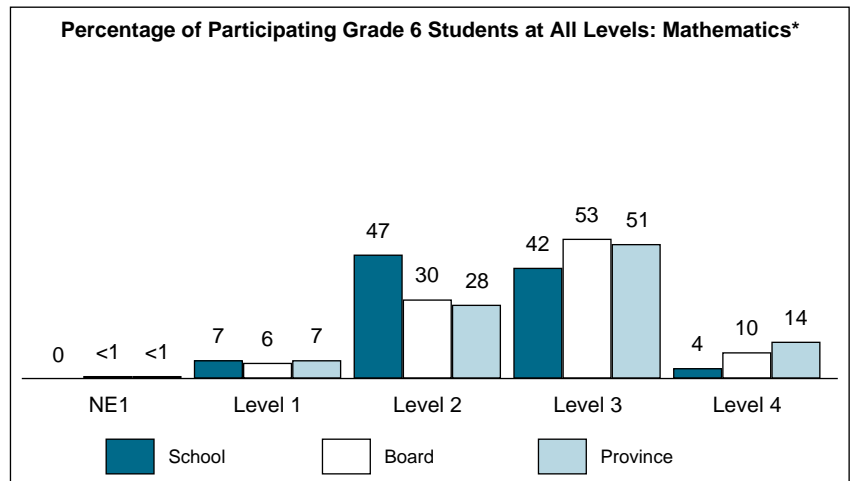
Grade 6: Reading*				
Number of Students	School 45		Board 4 845	Province 131 173
	#	%	%	%
Level 4	0	0%	9%	11%
Level 3	24	53%	64%	61%
Level 2	14	31%	22%	22%
Level 1	6	13%	4%	5%
NE1**	1	2%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †	53%		73%	72%



Grade 6: Writing*				
Number of Students	School 45		Board 4 840	Province 131 296
	#	%	%	%
Level 4	4	9%	7%	9%
Level 3	15	33%	61%	61%
Level 2	26	58%	32%	30%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	42%		68%	70%



Grade 6: Mathematics*				
Number of Students	School 45		Board 4 815	Province 130 902
	#	%	%	%
Level 4	2	4%	10%	14%
Level 3	19	42%	53%	51%
Level 2	21	47%	30%	28%
Level 1	3	7%	6%	7%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	47%		64%	65%



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

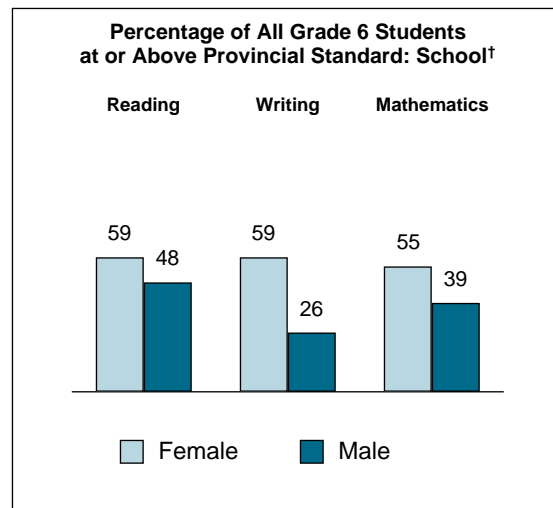
\*\* See the Explanation of Terms.

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

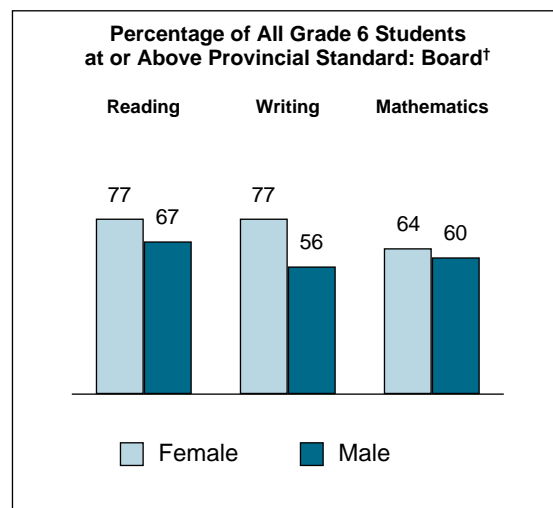
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: Gender††

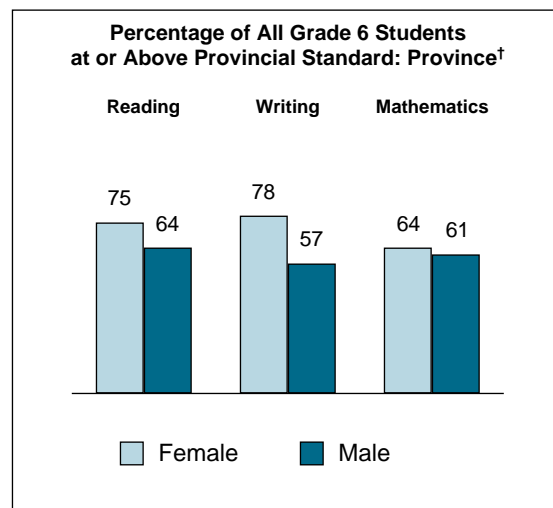
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	22	23	22	23	22	23
Level 4	0%	0%	14%	4%	5%	4%
Level 3	59%	48%	45%	22%	50%	35%
Level 2	27%	35%	41%	74%	41%	52%
Level 1	9%	17%	0%	0%	5%	9%
NE1**	5%	0%	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%	100%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	59%	48%	59%	26%	55%	39%



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



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



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

\*\* See the Explanation of Terms.

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

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

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

**Contextual Information over Time: Grade 3\***

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

Grade 3	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
<b>Enrolment</b>					
Number of students	47	41	59	45	24
<b>Participation in the Assessment</b>					
Reading <sup>†</sup>	100%	88%	93%	100%	100%
Writing <sup>†</sup>	100%	88%	95%	100%	100%
Mathematics <sup>†</sup>	100%	88%	95%	100%	100%
<b>Gender</b>					
Female	53%	54%	39%	42%	75%
Male	47%	46%	61%	58%	25%
<b>Student Status</b>					
English language learners**	0%	10%	5%	11%	0%
Students with special needs (excluding gifted)**	4%	12%	10%	9%	8%
<b>Place of Birth</b>					
Born in Canada	91%	83%	85%	87%	92%
Born outside Canada	2%	15%	15%	13%	8%
In Canada less than one year	0%	0%	2%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	7%	0%
In Canada three years or more	0%	15%	14%	7%	8%
<b>Language</b>					
First language learned at home was other than English	13%	24%	10%	13%	4%
<b>Year Student Entered Current School</b>					
Year of the assessment		12%	14%	22%	8%
Year prior to the assessment	Data not collected <sup>††</sup>	20%	14%	13%	21%
2 years prior to the assessment		15%	19%	16%	12%
3 or more years prior to the assessment		51%	53%	49%	58%
Data not available		2%	2%	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.

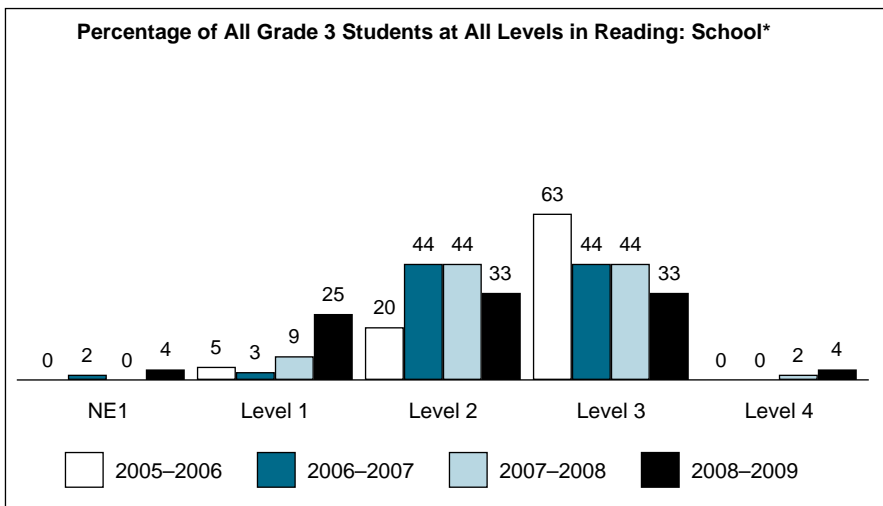
\*\* See the Explanation of Terms.

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

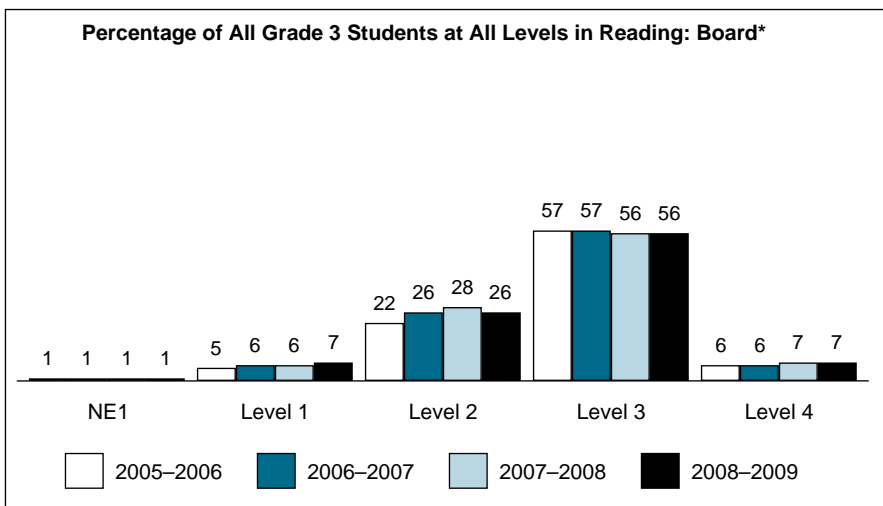
Results over Time, 2005–2006 to 2008–2009\*

Grade 3: Reading

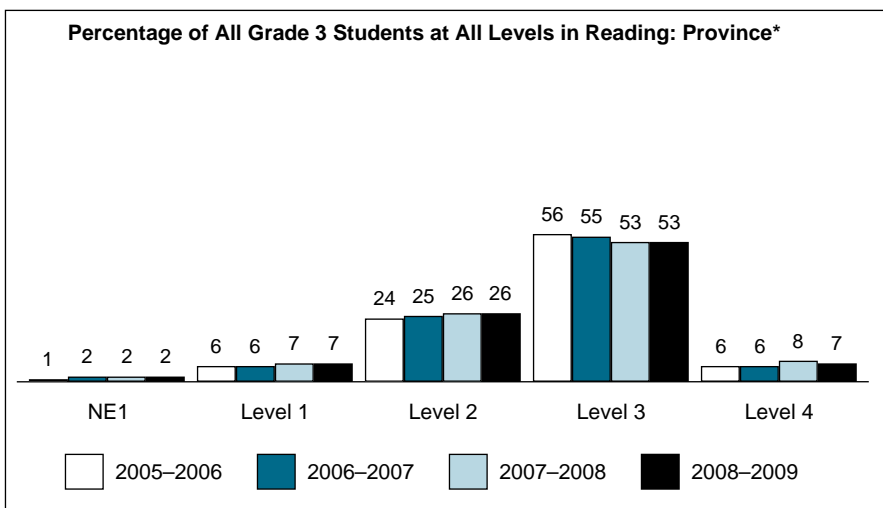
Grade 3 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	41	59	45	24
Level 4	0%	0%	2%	4%
Level 3	63%	44%	44%	33%
Level 2	20%	44%	44%	33%
Level 1	5%	3%	9%	25%
NE1**	0%	2%	0%	4%
Participating Students	88%	93%	100%	100%
No Data	0%	0%	0%	0%
Exempt	12%	7%	0%	0%
At or Above Provincial Standard†	63%	44%	47%	38%



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.

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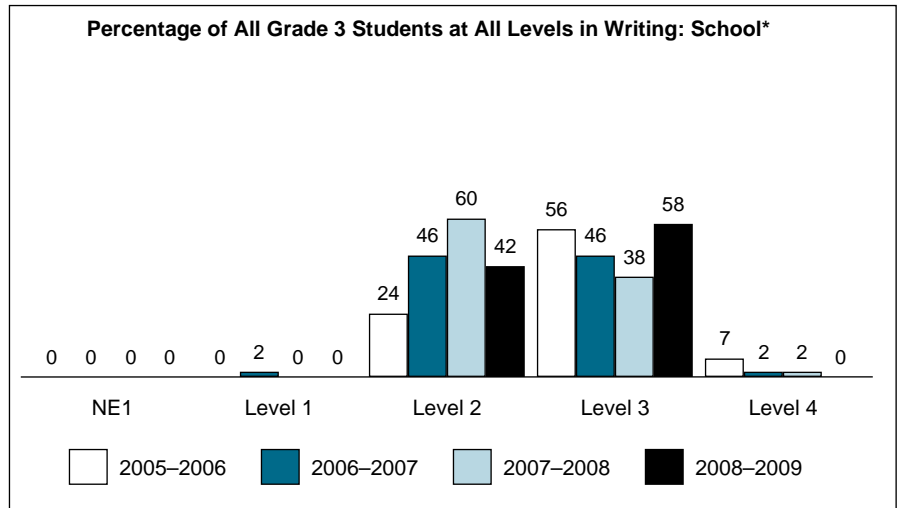
\*\* See the Explanation of Terms.

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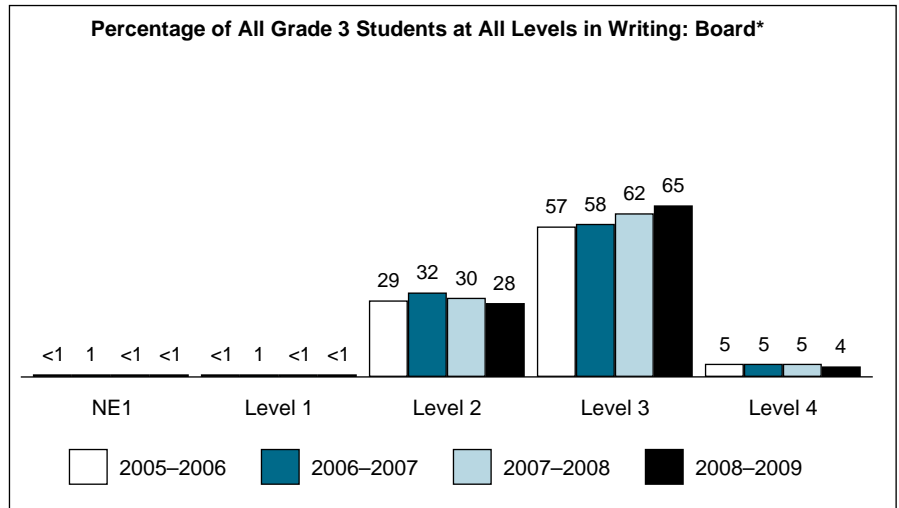
Results over Time, 2005–2006 to 2008–2009\*

Grade 3: Writing

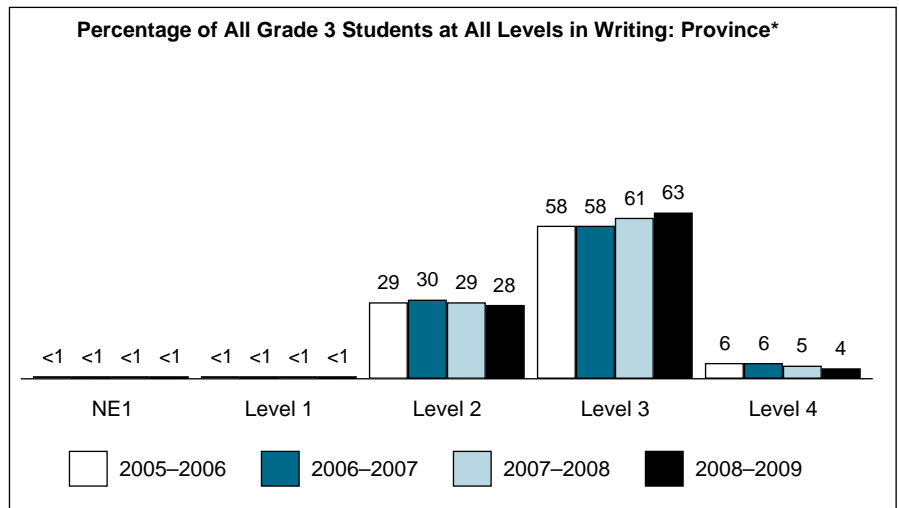
Grade 3 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	41	59	45	24
Level 4	7%	2%	2%	0%
Level 3	56%	46%	38%	58%
Level 2	24%	46%	60%	42%
Level 1	0%	2%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	88%	95%	100%	100%
No Data	0%	0%	0%	0%
Exempt	12%	5%	0%	0%
At or Above Provincial Standard†	63%	47%	40%	58%



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



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



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

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

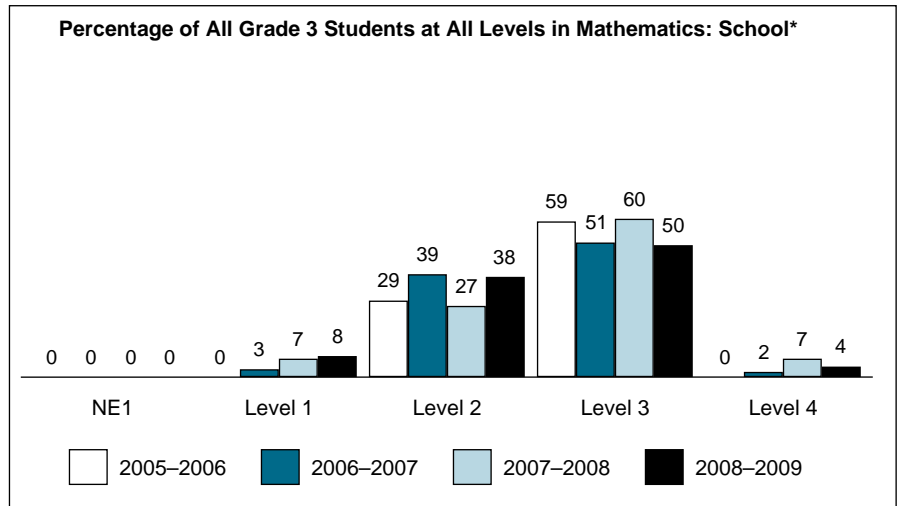
\*\* See the Explanation of Terms.

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

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

Grade 3: Mathematics

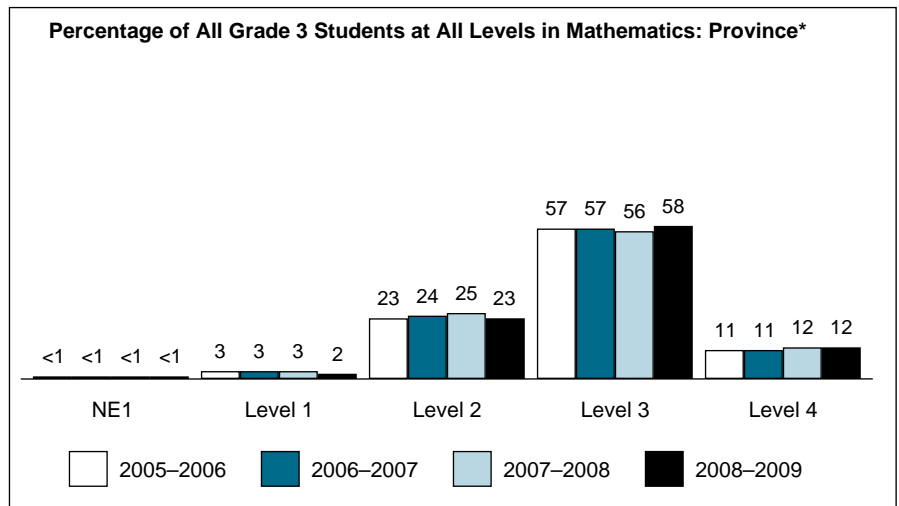
Grade 3 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	41	59	45	24
Level 4	0%	2%	7%	4%
Level 3	59%	51%	60%	50%
Level 2	29%	39%	27%	38%
Level 1	0%	3%	7%	8%
NE1**	0%	0%	0%	0%
Participating Students	88%	95%	100%	100%
No Data	0%	0%	0%	0%
Exempt	12%	5%	0%	0%
At or Above Provincial Standard†	59%	53%	67%	54%



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



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



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

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\*\* See the Explanation of Terms.

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

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

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

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

Grade 6	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
<b>Enrolment</b>					
Number of students	66	60	55	45	45
<b>Participation in the Assessment</b>					
Reading	88%	87%	87%	100%	100%
Writing	83%	87%	87%	100%	100%
Mathematics	89%	87%	85%	100%	100%
<b>Gender</b>					
Female	41%	65%	53%	49%	49%
Male	58%	35%	47%	51%	51%
<b>Student Status</b>					
English language learners**	0%	3%	2%	0%	2%
Students with special needs (excluding gifted)**	18%	25%	31%	9%	13%
<b>Place of Birth</b>					
Born in Canada	79%	87%	96%	93%	82%
Born outside Canada	14%	7%	4%	7%	18%
In Canada less than one year	2%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	4%	0%	0%
In Canada three years or more	12%	7%	0%	7%	18%
<b>Language</b>					
First language learned at home was other than English	15%	8%	13%	7%	22%
<b>Year Student Entered Current School</b>					
Year of the assessment		12%	20%	18%	9%
Year prior to the assessment	Data not collected††	12%	13%	9%	7%
2 years prior to the assessment		13%	4%	9%	16%
3 or more years prior to the assessment		57%	64%	64%	69%
Data not available		7%	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.

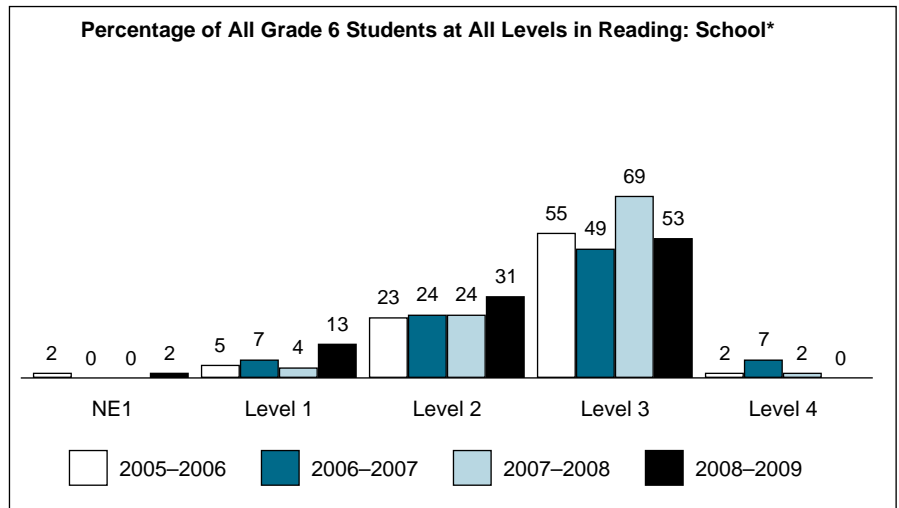
\*\* See the Explanation of Terms.

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

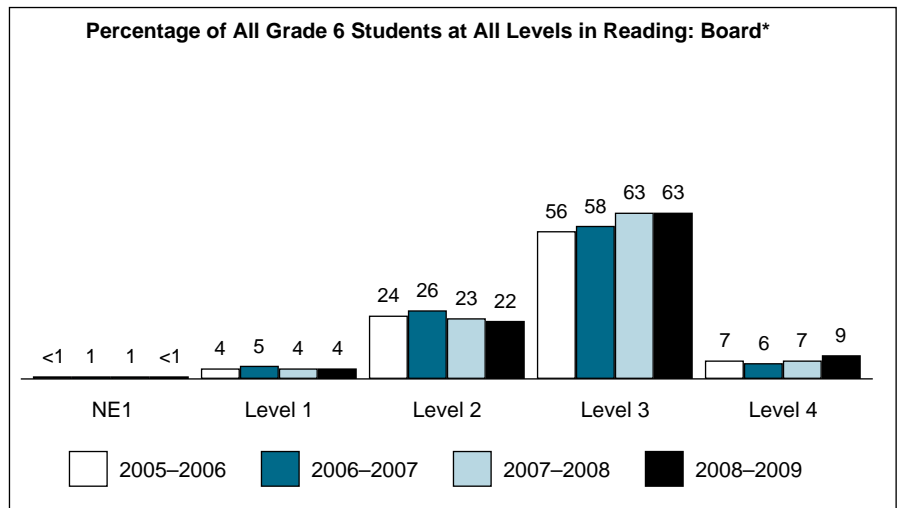
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Reading

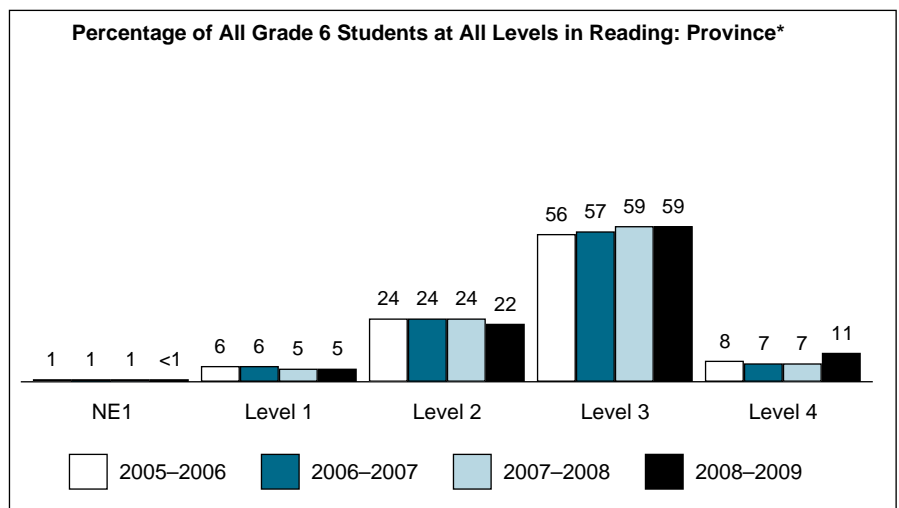
Grade 6 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	60	55	45	45
Level 4	2%	7%	2%	0%
Level 3	55%	49%	69%	53%
Level 2	23%	24%	24%	31%
Level 1	5%	7%	4%	13%
NE1**	2%	0%	0%	2%
Participating Students	87%	87%	100%	100%
No Data	0%	0%	0%	0%
Exempt	13%	13%	0%	0%
At or Above Provincial Standard†	57%	56%	71%	53%



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.

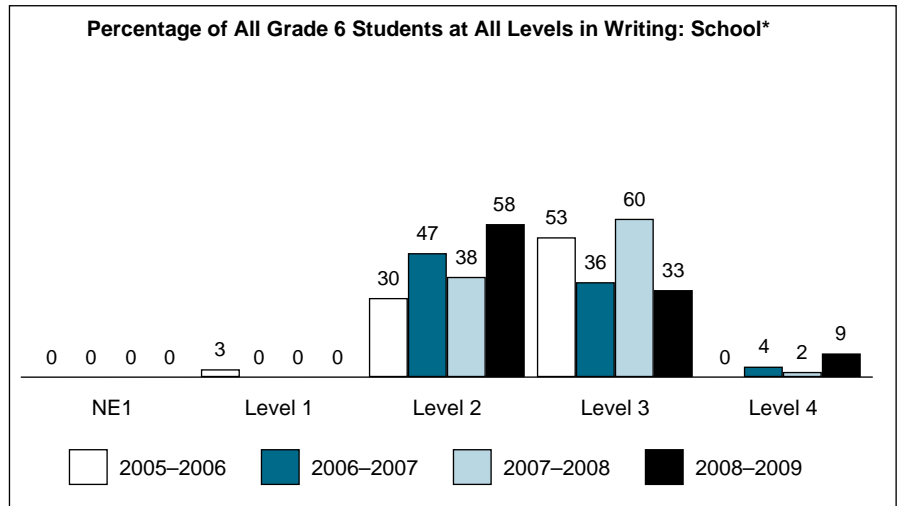
\*\* See the Explanation of Terms.

† 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.

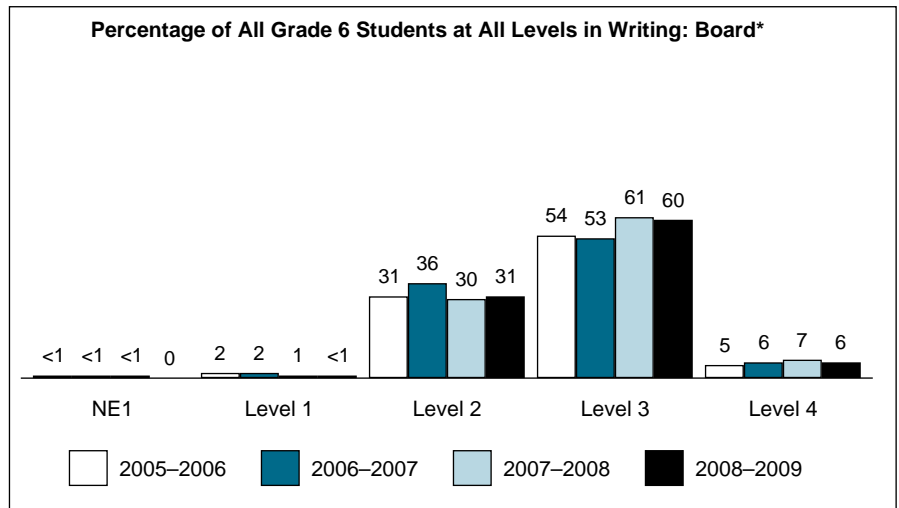
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Writing

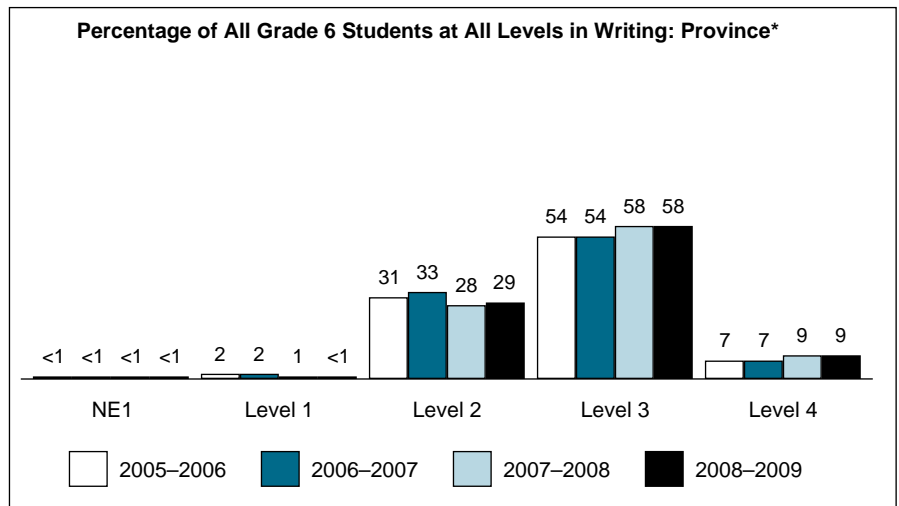
Grade 6 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	60	55	45	45
Level 4	0%	4%	2%	9%
Level 3	53%	36%	60%	33%
Level 2	30%	47%	38%	58%
Level 1	3%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	87%	87%	100%	100%
No Data	0%	0%	0%	0%
Exempt	13%	13%	0%	0%
At or Above Provincial Standard†	53%	40%	62%	42%



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.

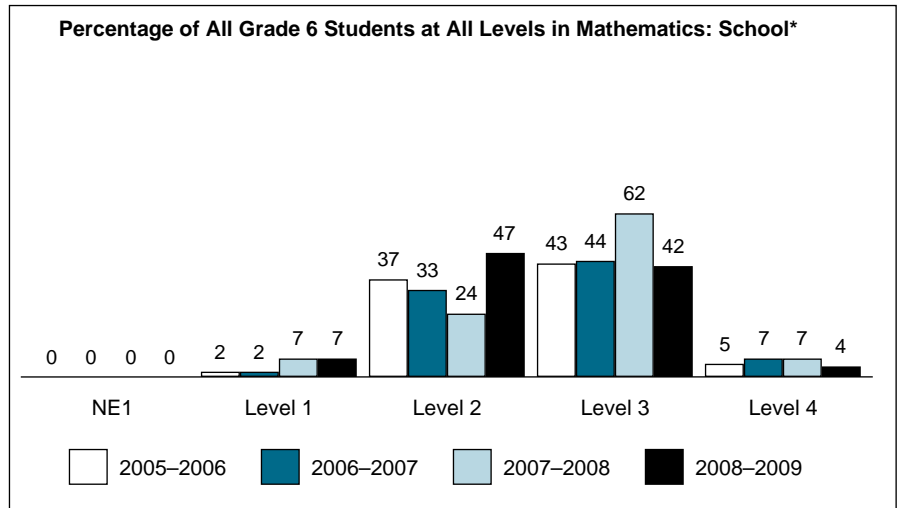
\*\* See the Explanation of Terms.

† 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.

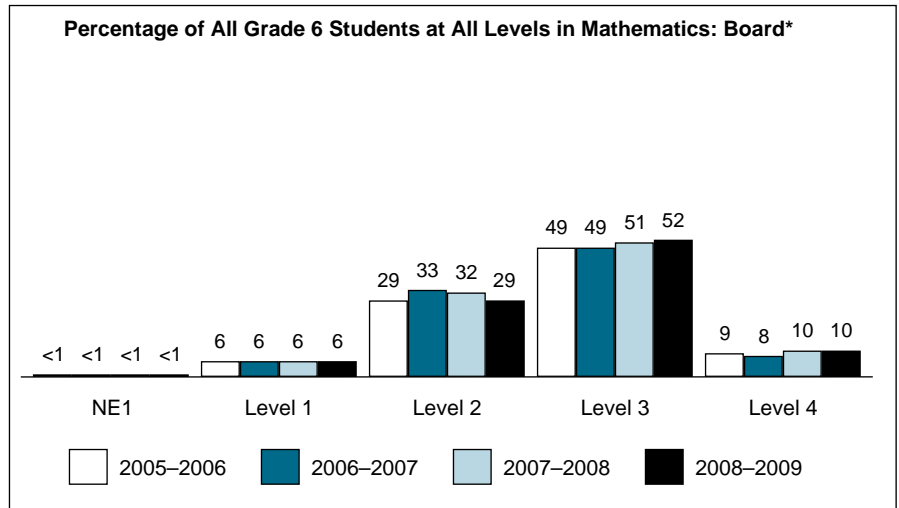
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Mathematics

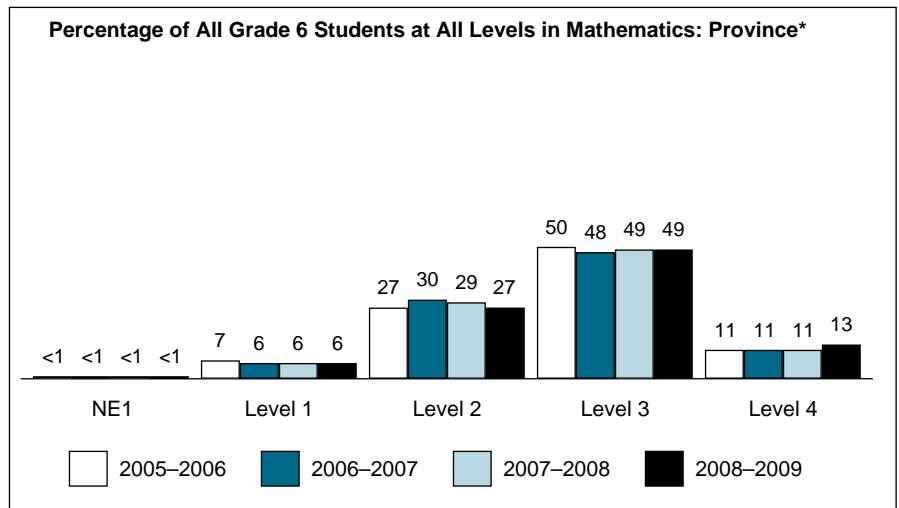
Grade 6 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	60	55	45	45
Level 4	5%	7%	7%	4%
Level 3	43%	44%	62%	42%
Level 2	37%	33%	24%	47%
Level 1	2%	2%	7%	7%
NE1**	0%	0%	0%	0%
Participating Students	87%	85%	100%	100%
No Data	2%	0%	0%	0%
Exempt	12%	15%	0%	0%
At or Above Provincial Standard†	48%	51%	69%	47%



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



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



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

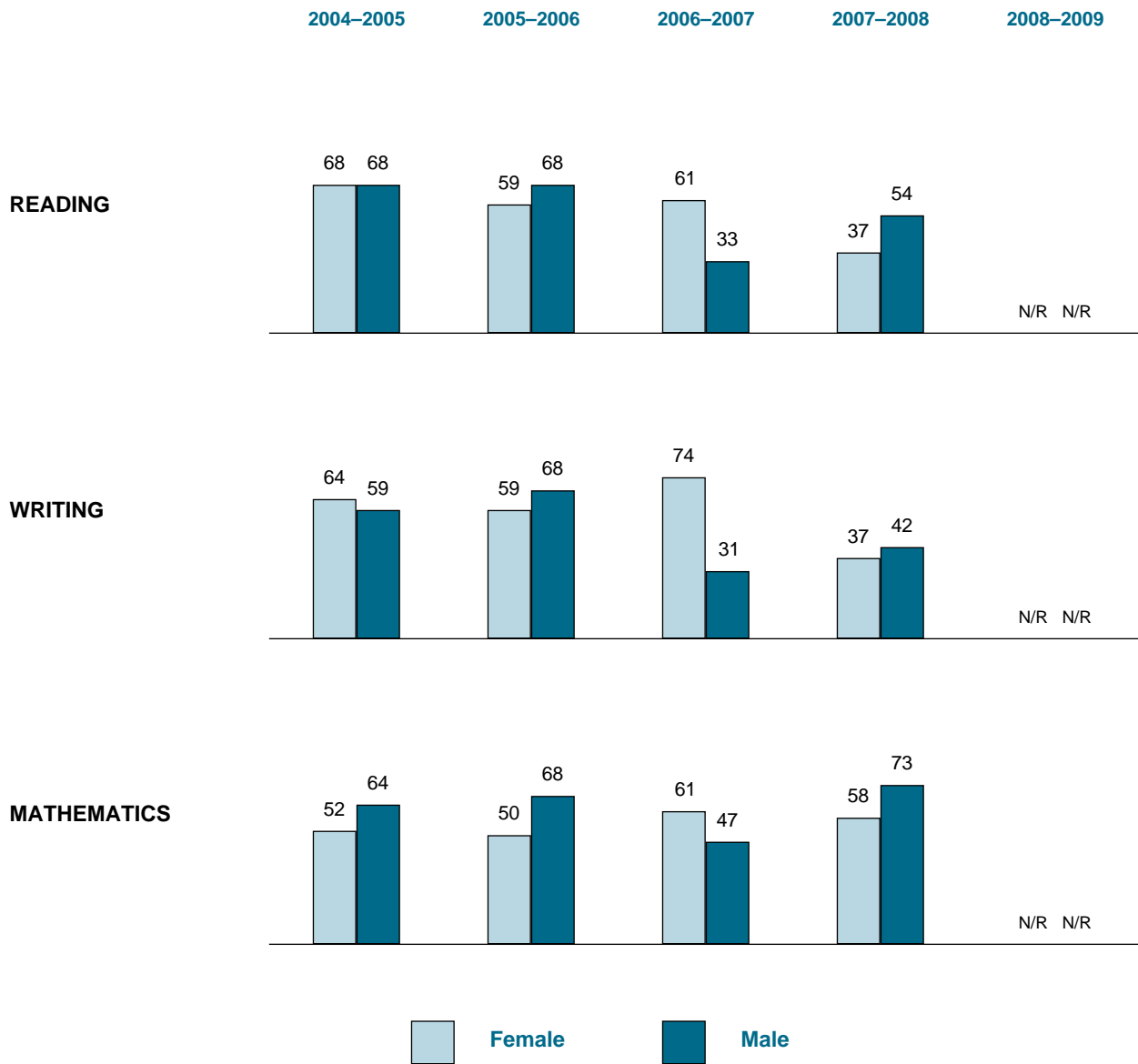
\*\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† See the Explanation of Terms.

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

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

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



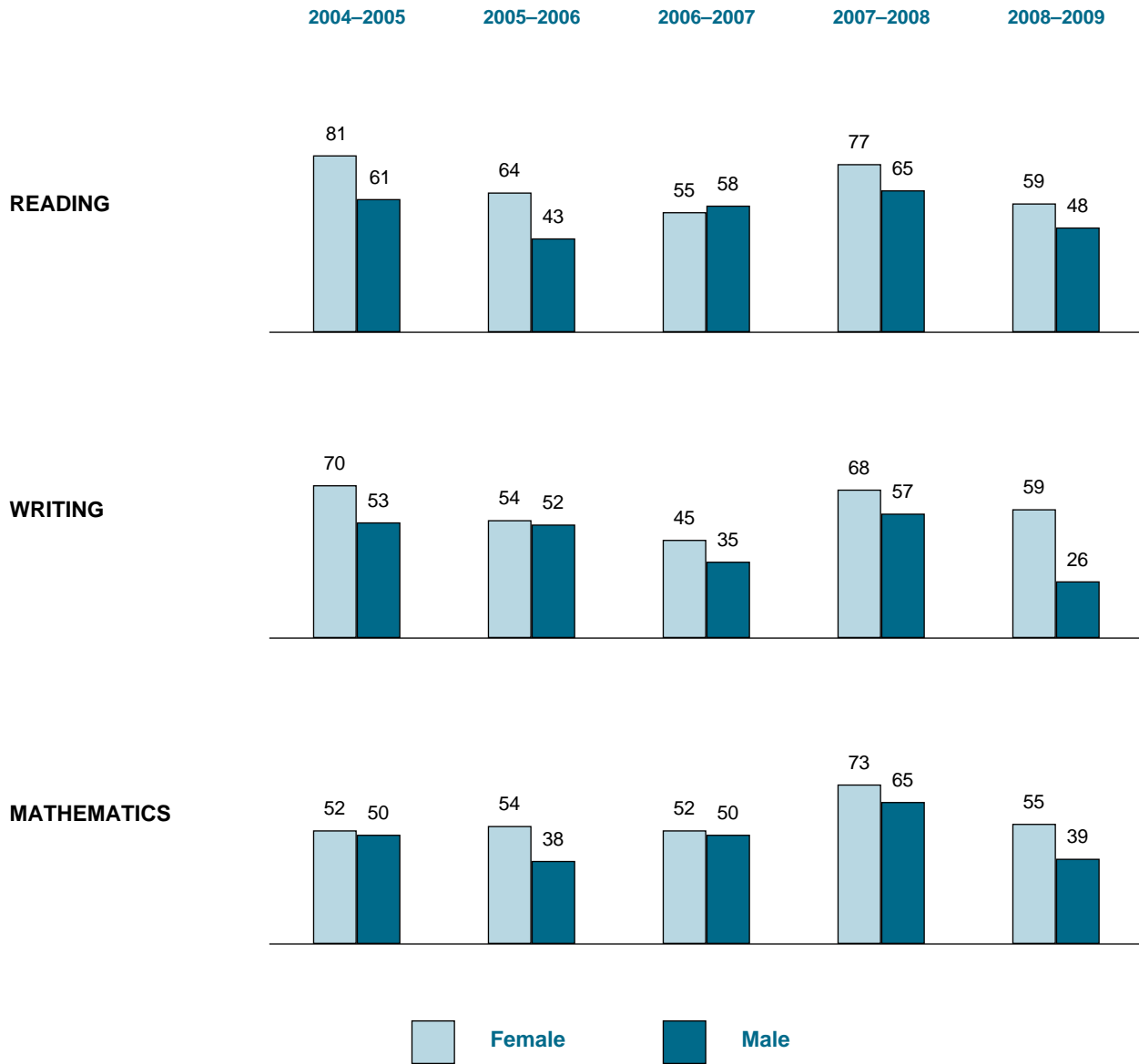
**Total Number of Grade 3 Students†**

	<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>		<u>2007-2008</u>		<u>2008-2009</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	25	22	22	19	23	36	19	26	18	6

† 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	27	38	39	21	29	26	22	23	22	23

† 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.		11
I like to read.		11
I read by myself at home.		15
I read with someone older than me at home.		1
I use a computer for reading activities at school.		6
I am a good writer.		7
I like to write.		12
I write by myself at home.		16
Someone older than me helps me with my writing at home.		2
I use a computer for writing activities at school.		9
I am good at mathematics.		10
I like mathematics.		8
I use mathematics to solve problems outside school.		6
Someone older than me helps me with my mathematics at home.		12
I use a computer to learn mathematics at school.		3
I use a calculator to learn mathematics at school.		4
At home, there is a computer for me to use for school work.		6

\* 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	75	18
another language (or other languages) as often as English	12	3
only or mostly another language (or other languages)	12	3
<b>Language(s) that people speak to students at home:</b>		
only or mostly English	75	18
another language (or other languages) as often as English	17	4
only or mostly another language (or other languages)	8	2

\* 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* (# = 18)	Male* (# = 6)	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.	46%	44%	50%	68%	69%	67%	67%	69%	65%
I like to read.	46%	50%	33%	57%	65%	50%	61%	69%	53%
I read by myself at home.	62%	56%	83%	58%	60%	56%	59%	61%	57%
I read with someone older than me at home.	4%	6%	0%	16%	15%	17%	15%	14%	16%
I use a computer for reading activities at school.	25%	22%	33%	29%	30%	28%	22%	22%	23%
<b>Writing</b>									
I am a good writer.	29%	39%	0%	51%	57%	44%	48%	55%	42%
I like to write.	50%	50%	50%	50%	58%	42%	51%	60%	43%
I write by myself at home.	67%	67%	67%	54%	59%	49%	54%	59%	50%
Someone older than me helps me with my writing at home.	8%	6%	17%	16%	15%	17%	16%	14%	18%
I use a computer for writing activities at school.	38%	39%	33%	31%	30%	31%	26%	25%	26%
<b>Mathematics</b>									
I am good at mathematics.	42%	33%	67%	54%	46%	62%	53%	46%	60%
I like mathematics.	33%	22%	67%	57%	54%	60%	59%	57%	61%
I use mathematics to solve problems outside school.	25%	28%	17%	33%	32%	33%	31%	31%	32%
Someone older than me helps me with my mathematics at home.	50%	44%	67%	26%	29%	23%	26%	28%	24%
I use a computer to learn mathematics at school.	12%	17%	0%	27%	27%	26%	25%	25%	25%
I use a calculator to learn mathematics at school.	17%	11%	33%	16%	15%	16%	13%	11%	14%
<b>Computer at home</b>									
There is a computer for me to use for school work.	25%	28%	17%	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* (# = 18)	Male* (# = 6)	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	75%	72%	83%	89%	88%	89%	79%	78%	80%
another language (or other languages) as often as English	12%	11%	17%	8%	8%	7%	12%	13%	11%
only or mostly another language (or other languages)	12%	17%	0%	4%	4%	3%	8%	8%	8%
<b>Language(s) that people speak to students at home:**</b>									
only or mostly English	75%	83%	50%	86%	86%	86%	74%	74%	75%
another language (or other languages) as often as English	17%	11%	33%	8%	7%	8%	12%	12%	11%
only or mostly another language (or other languages)	8%	6%	17%	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 (# = 44)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		28
I like to read.		14
I read by myself at home.		23
I read with someone older than me at home.		4
I use a computer for reading activities at school.		4
I am a good writer.		22
I like to write.		22
I write by myself at home.		21
Someone older than me helps me with my writing at home.		4
I use a computer for writing activities at school.		6
I am good at mathematics.		27
I like mathematics.		21
I use mathematics to solve problems outside school.		16
Someone older than me helps me with my mathematics at home.		9
I use a computer to learn mathematics at school.		4
I use a calculator to learn mathematics at school.		4
At home, there is a computer for me to use for school work.		35

\* 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 (# = 44)		
Questionnaire Item	Percentage of Students*	Number of Students
<b>Language(s) students speak at home:</b>		
only or mostly English	80	35
another language (or other languages) as often as English	14	6
only or mostly another language (or other languages)	7	3
<b>Language(s) that people speak to students at home:</b>		
only or mostly English	77	34
another language (or other languages) as often as English	16	7
only or mostly another language (or other languages)	7	3

\* 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 (# = 44)	Female* (# = 21)	Male* (# = 23)	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.	64%	67%	61%	65%	68%	63%	65%	69%	61%
I like to read.	32%	38%	26%	50%	61%	39%	53%	64%	42%
I read by myself at home.	52%	67%	39%	64%	73%	56%	70%	78%	62%
I read with someone older than me at home.	9%	5%	13%	5%	4%	5%	4%	3%	4%
I use a computer for reading activities at school.	9%	10%	9%	14%	14%	15%	13%	13%	14%
<b>Writing</b>									
I am a good writer.	50%	57%	43%	41%	49%	34%	42%	48%	36%
I like to write.	50%	48%	52%	41%	52%	30%	42%	52%	32%
I write by myself at home.	48%	43%	52%	45%	52%	37%	50%	57%	43%
Someone older than me helps me with my writing at home.	9%	5%	13%	10%	9%	10%	9%	7%	10%
I use a computer for writing activities at school.	14%	5%	22%	32%	32%	33%	30%	29%	31%
<b>Mathematics</b>									
I am good at mathematics.	61%	52%	70%	49%	41%	58%	49%	40%	57%
I like mathematics.	48%	52%	43%	43%	37%	49%	45%	38%	51%
I use mathematics to solve problems outside school.	36%	38%	35%	38%	36%	40%	35%	31%	38%
Someone older than me helps me with my mathematics at home.	20%	24%	17%	24%	28%	21%	22%	25%	19%
I use a computer to learn mathematics at school.	9%	10%	9%	12%	12%	12%	13%	13%	13%
I use a calculator to learn mathematics at school.	9%	19%	0%	27%	28%	25%	25%	26%	24%
<b>Computer at home</b>									
There is a computer for me to use for school work.	80%	76%	83%	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 (# = 44)	Female* (# = 21)	Male* (# = 23)	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	80%	81%	78%	92%	92%	91%	81%	81%	82%
another language (or other languages) as often as English	14%	19%	9%	6%	6%	6%	12%	13%	11%
only or mostly another language (or other languages)	7%	0%	13%	2%	2%	3%	6%	6%	7%
<b>Language(s) that people speak to students at home:**</b>									
only or mostly English	77%	81%	74%	89%	89%	88%	76%	75%	76%
another language (or other languages) as often as English	16%	14%	17%	6%	6%	6%	12%	13%	12%
only or mostly another language (or other languages)	7%	5%	9%	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.