



School/Community Report

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

Kedron P.S.

1935 Ritson Road N.
Oshawa, ON
L1H 7K5
905-728-2851

Principal: Donovan Fraser

Vice-Principal: Manuel Salvati

About Our School/Community

Student Population: 431 students

Nature of School Population: blended community

Location of School: Ritson Road North in Oshawa

Focus of School Curriculum:

Implementation of Ministry Curricula with a focus on Mathematics, Reading, Writing

School Profile

Due to the new housing developments in the surrounding area, Kedron is a growing school. Some students are bussed to the school. The majority of the students are within walking distance.

Kedron is located in a developing area on Ritson Road north of Taunton Road in Oshawa. The Mission Statement of the school is to develop each child's full potential by promoting self-worth, respect for others and love of learning through academic opportunities. We must encourage students to think critically and learn to adapt in order to be able to meet the demands of the 21st century.

As well, we have an active SCC and parent volunteer group who work to support the school endeavours and act as an advisory group in decision making. The SCC has also been actively involved in fund-raising projects.

Kedron has an Area Jr./Int. Learning Strategies class on site. Students work in both small groups with the Learning Strategies teacher and in integrated classroom settings.

In addition, Kedron houses two secondary school Bridge Program construction classes. These students gain valuable skills on various construction sites and attend Kedron for their technical Training. They are on separate timetables and have special arrangements made for use of washroom facilities.

Staff

The staff has collaborated through Professional Learning Teams to develop and refine balanced literacy and numeracy programs in the classroom. The school was assigned a literacy/numeracy coach which worked in the classroom with kindergarten to grade six teachers. A literacy numeracy room with resources was created this year. The PLT workshops also included the services of a Program facilitator and a national literacy consultant.

The PLTs will again be offered this year for teachers. Intermediates will also be given opportunities to collaborate with other area teams.

After an analysis of last year's results, it was determined by staff and administration that new resources were necessary. As a result, the Literacy Place resource, which provides a comprehensive overview of balanced literacy in the classroom, was purchased for grades 1-6. The board purchased the resource for all kindergarten classes in the board. A national literacy consultant for the resource came to discuss its various uses in the classroom.

In addition, many staff members have attended workshops on differentiated instruction, balanced literacy and numeracy programs.

Staff members offer a wide variety of co-curricular activities to our students. Activities include, volleyball, soccer, basketball, cross-country, track and field, a movie club, Be the Change Club (a fund-raising group), and folk dancing.

The school also provides a Kiss-and Ride program to ensure that students arrive safely.

The school strives to toward excellence. The administration and EQAO teams and parents will be analyzing this years results for patterns and trends in order to determine further next steps for the school.

About the 2008-2009 Results/Next Steps

Note: Individual results will be provided for the parents of last year's grade 3 and 6 students.

Grade Three 37 students wrote the assessment. Four students required accommodations. Each student accounted for approximately 3% of the results. The results demonstrate a systemic growth pattern (steady improvement) in the primary division over the last 5 years.

Reading:

- 73% of students scored in levels 3 or 4
- 92% of students who wrote scored in level 2 or above

Writing:

- 78% of students scored in levels 3 or 4
- 100% of students scored at level 2 or above

Math:

- 78% scored in levels 3 or 4
- 100% of students who wrote scored in level 2 or above

Next Steps

- continued implementation of a balanced literacy program using newly purchased and other resources
- in servicing of teachers through "Techie Tuesdays" to provide technology support
- Further refinement of the balanced math program, with a focus on communication and thinking, through the problem-solving teaching model
- the school team will attend information sessions and target setting workshops based on EQAO results and our provincial report cards.
- Literacy and numeracy blocks have been scheduled into each day by teachers
- administrators and teachers, through collaboration, will ensure that assessment practices are consistent through the grade level and the school
- teachers will continue to use assessment such as Running Records to analyze data and determine

next steps for students

Grade Six

The school had 45 students this year. One student did not complete the assessment. Each student accounted for approximately 2% of the total scores. Seventy-eight per cent of these students wrote the Grade 3 EQAO Assessment at Kedron.

The data especially in the math area, has been inconsistent over that last 5 years. This will be an area of focus for the school's improvement team.

Reading:

- 64% scored in levels 3 or 4
- 94% Of the students taking the assessment scored in level 2 or above

Writing:

- 64% scored in levels 3 or 4
- Of the students taking the assessment 100% scored level 2 or above

Math:

- 49% of the students scored in levels 3 or 4
- Of the students taking the assessment 86% scored level 2 or above

Next Steps

- junior teachers will continue to implement a balanced literacy program using the newly purchased resources as well as other resources
 - all junior grades will use the problem-solving model in order to encourage thinking and communication. This will include the use of "rich" math tasks and differentiated instruction for all students.
 - administrators and teachers will collaborate to ensure that assessment practices are consistent through the grade level and the school
 - administrators and teachers, through collaboration, will ensure that assessment practices are consistent through the grade level and the school
- teachers will continue to use assessment such as Running Records to analyze data and determine next steps for students teachers will continue to use assessment such as CASI to analyze data and determine next steps for students
- in servicing of teachers through "Techie Tuesdays" to provide technology support

Summary

The staff will be meeting to discuss the results of the assessments and further implications for programming and instruction at Kedron Public School. The school plan will be refined with input from the staff, the school team and the SCC. It will contain measures to be put into effect during the 2009/2010 school year.

Parents and guardians are encouraged to meet with their child's teacher to discuss the balanced literacy and numeracy programs in the classrooms.



School Report



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

School: Kedron PS (124745)
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.

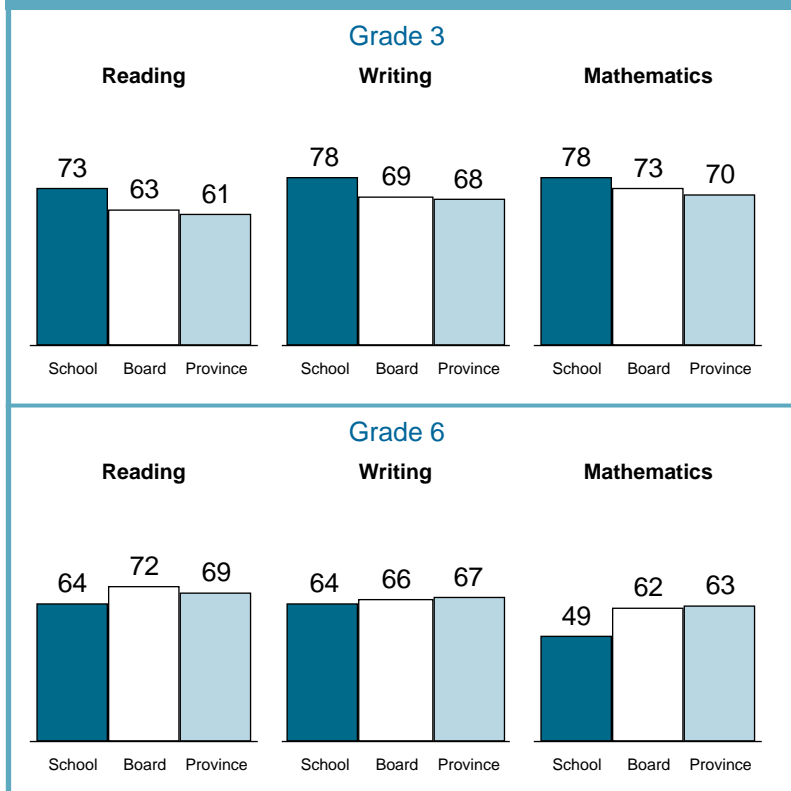
I trust this report will help parents, educators and all who support a strong public education system work together so that all students can reach their full potential.

Sincerely,

Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

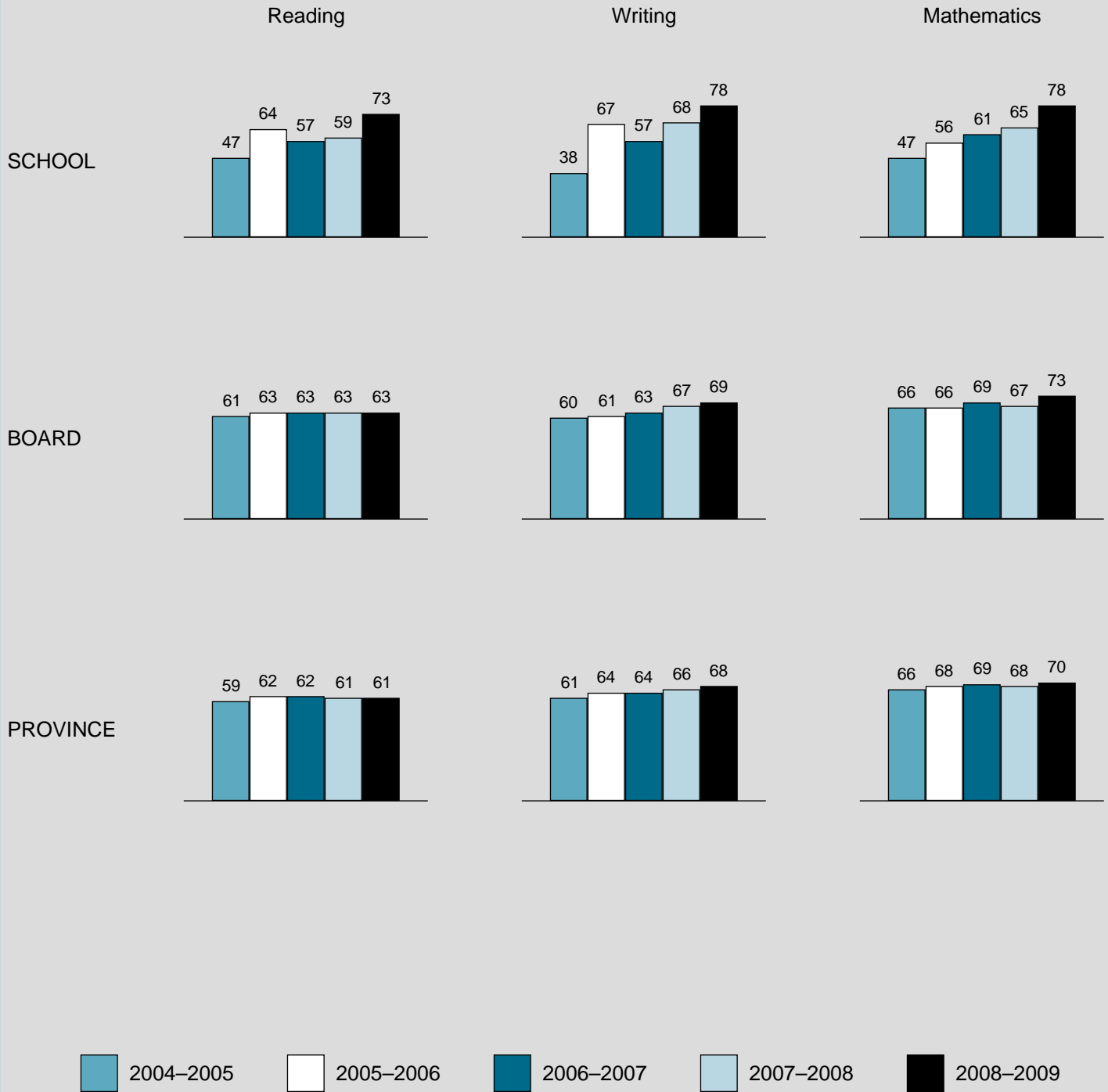
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2008–2009



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

Percentage of Students: Grade 3

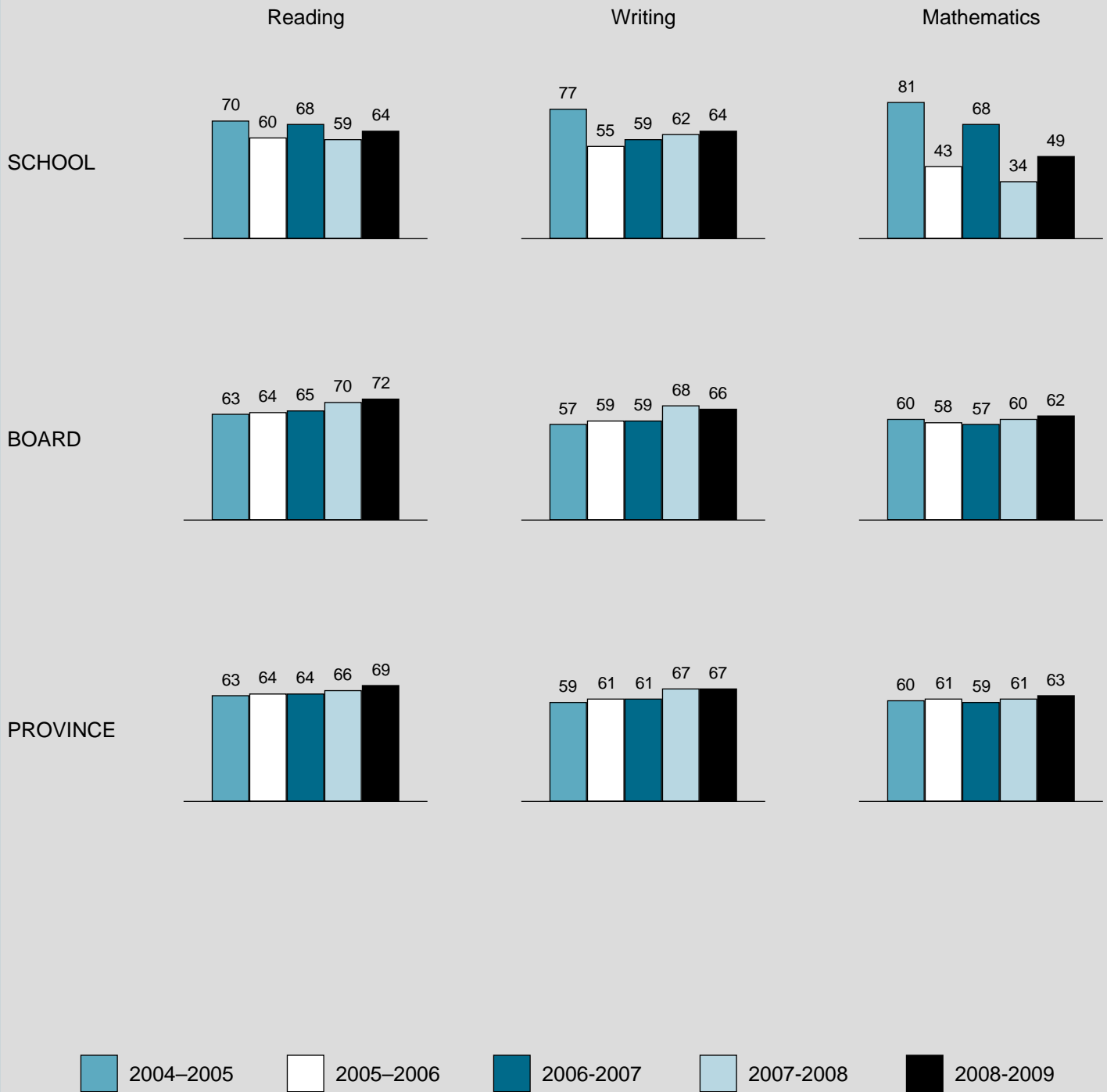


Total Number of Grade 3 Students

	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
School	32	39	28	37	37
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	43	42	37	32	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.

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	37		4 449		125 481	
Number of classes with Grade 3 students	3		320		9 385	
Number of schools with Grade 3 classes	Not applicable		105		3 399	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	18	49%	2 208	50%	60 999	49%
Male	19	51%	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)**	4	11%	538	12%	18 291	15%
Place of Birth						
Born in Canada	34	92%	4 195	94%	111 561	89%
Born outside Canada	3	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	1	3%	38	1%	2 893	2%
In Canada three years or more	2	5%	183	4%	8 946	7%
Language						
First language learned at home was other than English	1	3%	271	6%	27 084	22%
Year Student Entered Current School						
Year of the assessment	5	14%	532	12%	16 746	13%
Year prior to the assessment	5	14%	507	11%	14 545	12%
2 years prior to the assessment	4	11%	850	19%	16 821	13%
3 or more years prior to the assessment	23	62%	2 552	57%	76 849	61%
Data not available	0	0%	8	<1%	520	<1%
Year Student Entered Current Board						
Year of the assessment	1	3%	280	6%	8 720	7%
Year prior to the assessment	1	3%	280	6%	8 048	6%
2 years prior to the assessment	4	11%	570	13%	11 982	10%
3 or more years prior to the assessment	31	84%	3 296	74%	93 098	74%
Data not available	0	0%	23	1%	3 633	3%

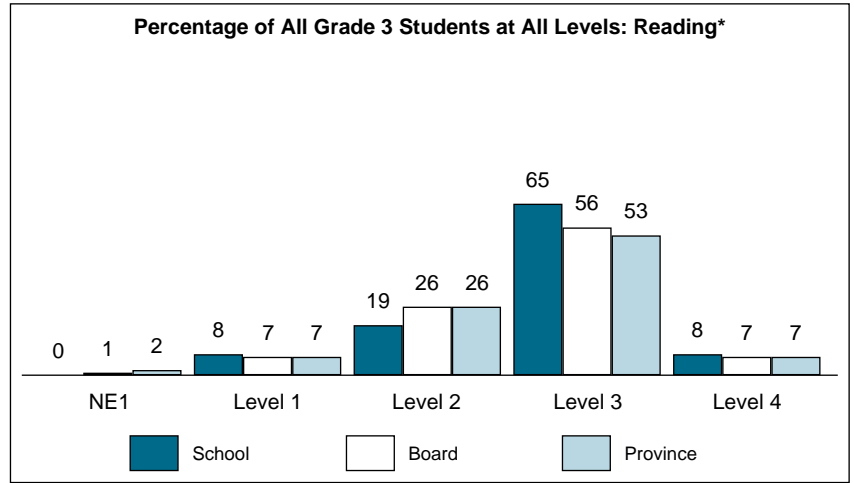
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

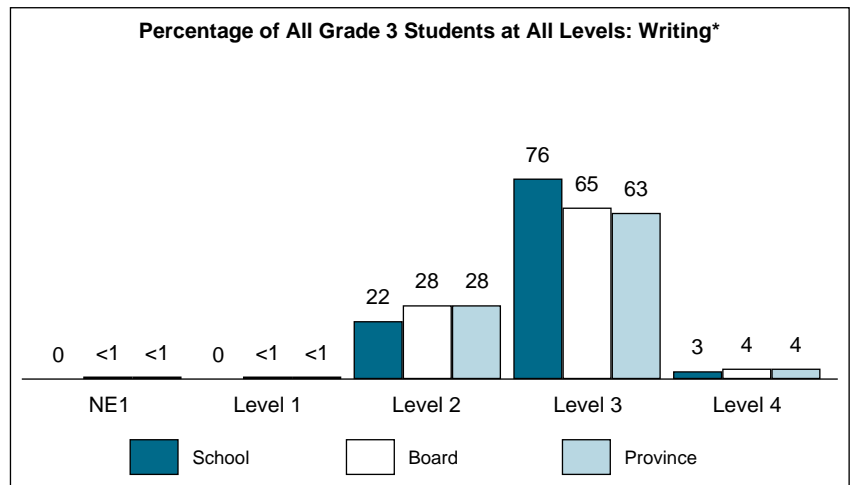
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: All Students^{††}

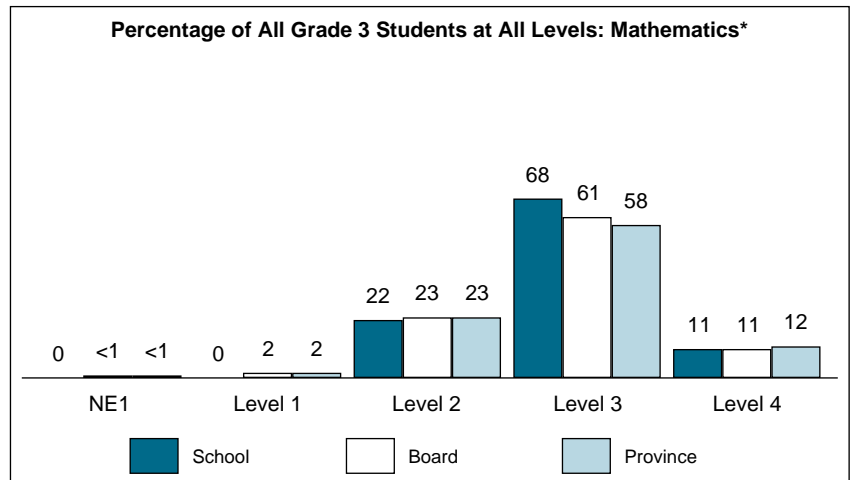
Grade 3: Reading*				
Number of Students	School 37		Board 3 926	Province 121 787
	#	%	%	%
Level 4	3	8%	7%	7%
Level 3	24	65%	56%	53%
Level 2	7	19%	26%	26%
Level 1	3	8%	7%	7%
NE1**	0	0%	1%	2%
Participating Students	37	100%	97%	95%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	4%
At or Above Provincial Standard (Levels 3 and 4) [†]		73%	63%	61%



Grade 3: Writing*				
Number of Students	School 37		Board 3 926	Province 121 788
	#	%	%	%
Level 4	1	3%	4%	4%
Level 3	28	76%	65%	63%
Level 2	8	22%	28%	28%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	37	100%	97%	96%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) [†]		78%	69%	68%



Grade 3: Mathematics*				
Number of Students	School 37		Board 4 449	Province 125 464
	#	%	%	%
Level 4	4	11%	11%	12%
Level 3	25	68%	61%	58%
Level 2	8	22%	23%	23%
Level 1	0	0%	2%	2%
NE1**	0	0%	<1%	<1%
Participating Students	37	100%	97%	96%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) [†]		78%	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.

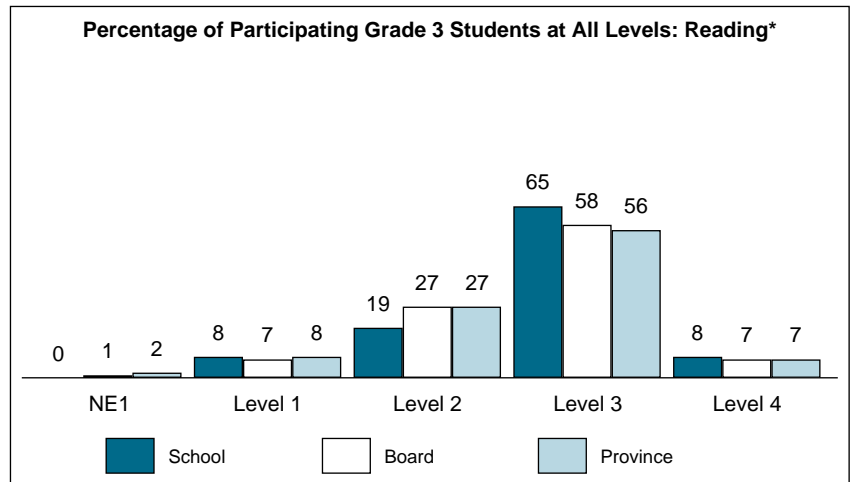
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

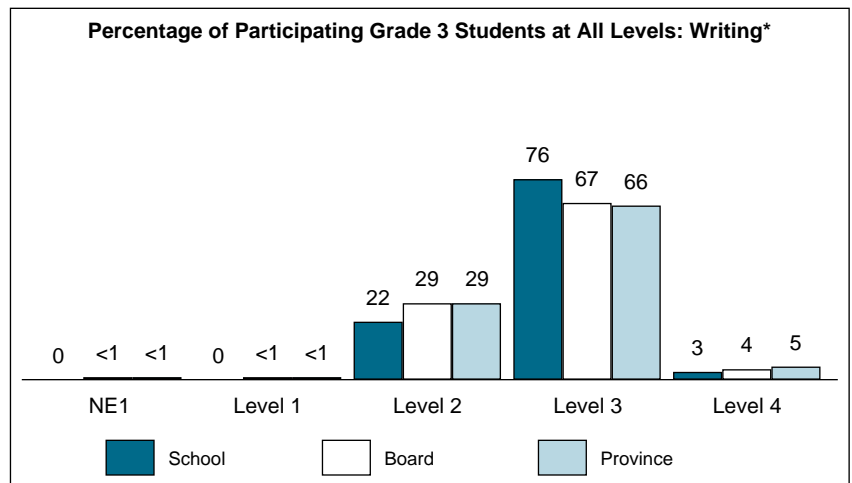
Results in Reading, Writing and Mathematics, 2008–2009

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

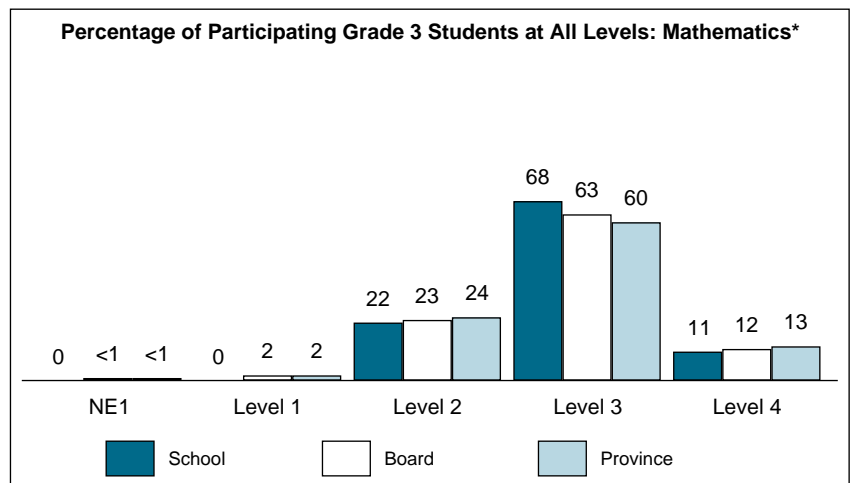
Grade 3: Reading*				
Number of Students	School 37		Board 3 803	Province 116 256
	#	%	%	%
Level 4	3	8%	7%	7%
Level 3	24	65%	58%	56%
Level 2	7	19%	27%	27%
Level 1	3	8%	7%	8%
NE1**	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †	73%		65%	63%



Grade 3: Writing*				
Number of Students	School 37		Board 3 804	Province 116 812
	#	%	%	%
Level 4	1	3%	4%	5%
Level 3	28	76%	67%	66%
Level 2	8	22%	29%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	78%		71%	71%



Grade 3: Mathematics*				
Number of Students	School 37		Board 4 326	Province 120 405
	#	%	%	%
Level 4	4	11%	12%	13%
Level 3	25	68%	63%	60%
Level 2	8	22%	23%	24%
Level 1	0	0%	2%	2%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	78%		75%	73%



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

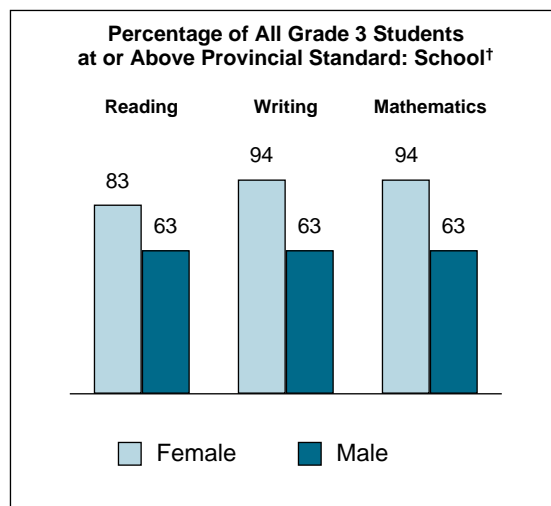
** See the Explanation of Terms.

† 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.

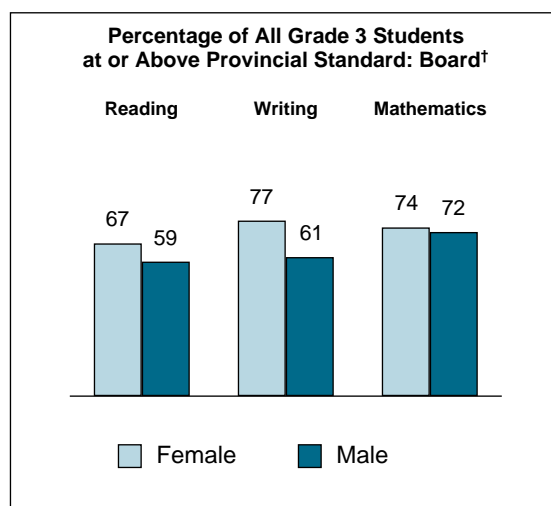
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: Gender††

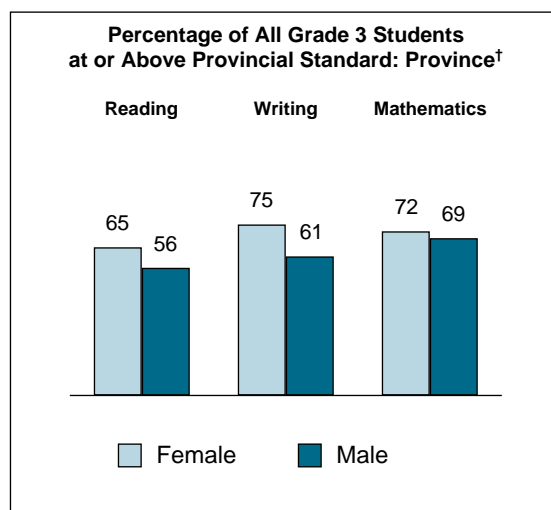
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
Level 4	11%	5%	6%	0%	17%	5%
Level 3	72%	58%	89%	63%	78%	58%
Level 2	17%	21%	6%	37%	6%	37%
Level 1	0%	16%	0%	0%	0%	0%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%	100%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	83%	63%	94%	63%	94%	63%



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
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
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	45		4 954		136 076	
Number of classes with Grade 6 students	3		318		8 285	
Number of schools with Grade 6 classes	Not applicable		105		3 216	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	26	58%	2 401	48%	66 276	49%
Male	19	42%	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)**	6	13%	806	16%	24 326	18%
Place of Birth						
Born in Canada	44	98%	4 608	93%	118 305	87%
Born outside Canada	1	2%	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	1	2%	282	6%	12 798	9%
Language						
First language learned at home was other than English	2	4%	279	6%	27 824	20%
Year Student Entered Current School						
Year of the assessment	4	9%	544	11%	30 253	22%
Year prior to the assessment	4	9%	502	10%	13 485	10%
2 years prior to the assessment	2	4%	581	12%	12 503	9%
3 or more years prior to the assessment	35	78%	3 305	67%	79 176	58%
Data not available	0	0%	22	<1%	659	<1%
Year Student Entered Current Board						
Year of the assessment	1	2%	265	5%	9 175	7%
Year prior to the assessment	2	4%	266	5%	7 907	6%
2 years prior to the assessment	0	0%	310	6%	7 896	6%
3 or more years prior to the assessment	42	93%	4 087	82%	105 510	78%
Data not available	0	0%	26	1%	5 588	4%

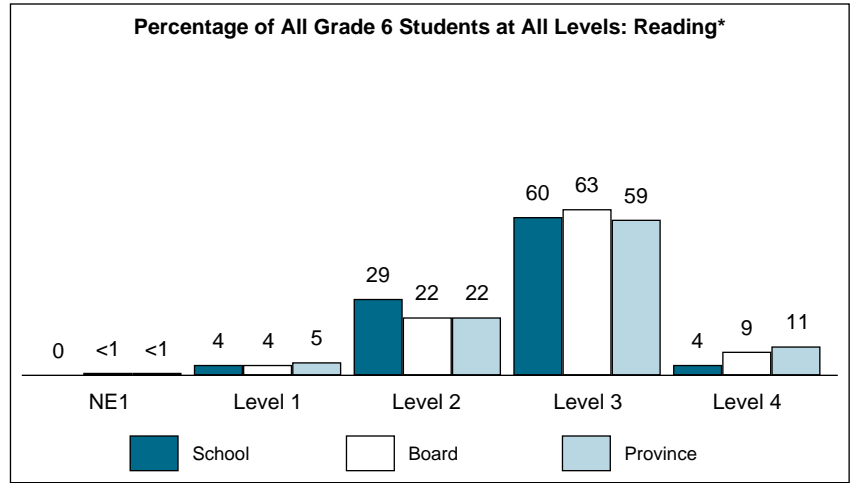
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** See the Explanation of Terms.

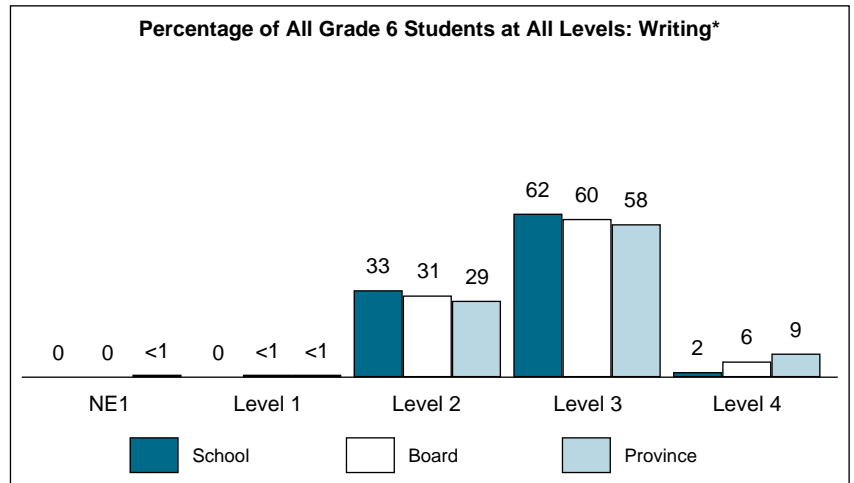
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: All Students

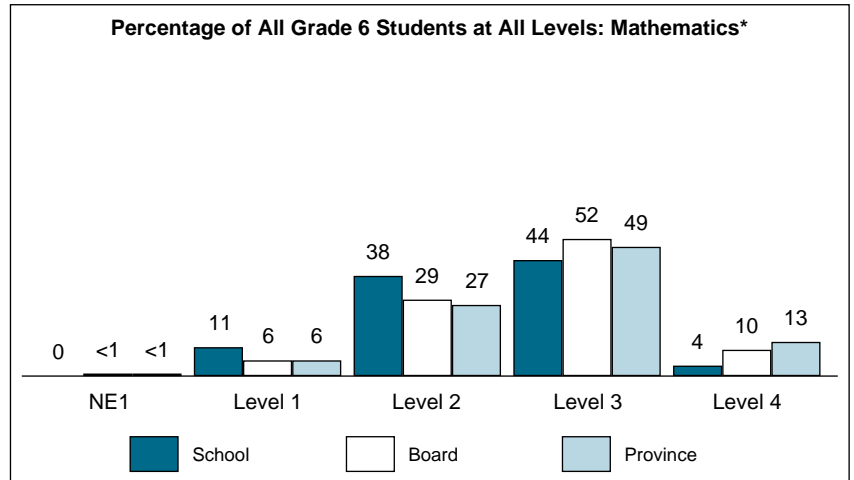
Grade 6: Reading*				
Number of Students	School 45		Board 4 954	Province 136 069
	#	%	%	%
Level 4	2	4%	9%	11%
Level 3	27	60%	63%	59%
Level 2	13	29%	22%	22%
Level 1	2	4%	4%	5%
NE1**	0	0%	<1%	<1%
Participating Students	44	98%	98%	96%
No Data	1	2%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		64%	72%	69%



Grade 6: Writing*				
Number of Students	School 45		Board 4 954	Province 136 075
	#	%	%	%
Level 4	1	2%	6%	9%
Level 3	28	62%	60%	58%
Level 2	15	33%	31%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
Participating Students	44	98%	98%	96%
No Data	1	2%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		64%	66%	67%



Grade 6: Mathematics*				
Number of Students	School 45		Board 4 954	Province 136 075
	#	%	%	%
Level 4	2	4%	10%	13%
Level 3	20	44%	52%	49%
Level 2	17	38%	29%	27%
Level 1	5	11%	6%	6%
NE1**	0	0%	<1%	<1%
Participating Students	44	98%	97%	96%
No Data	1	2%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		49%	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.

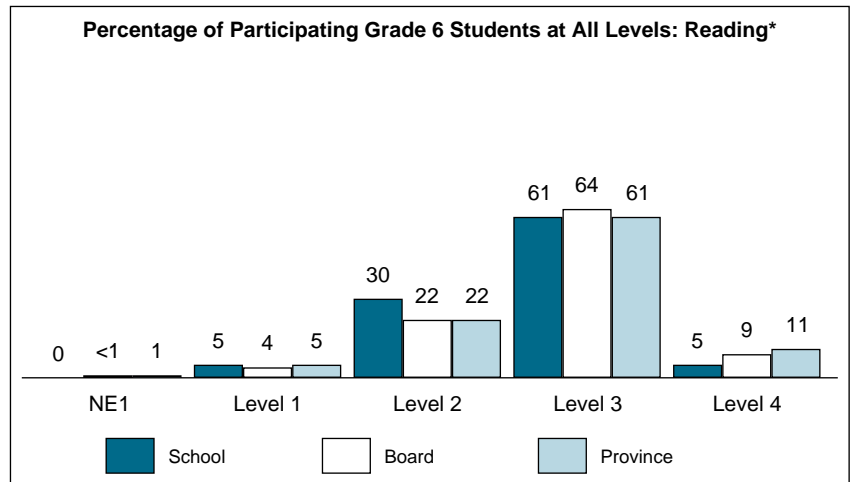
** See the Explanation of Terms.

† 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.

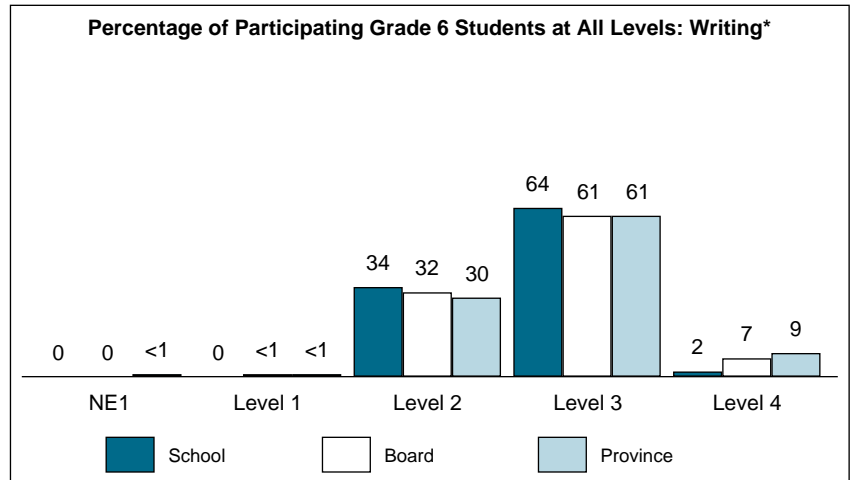
Results in Reading, Writing and Mathematics, 2008–2009

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

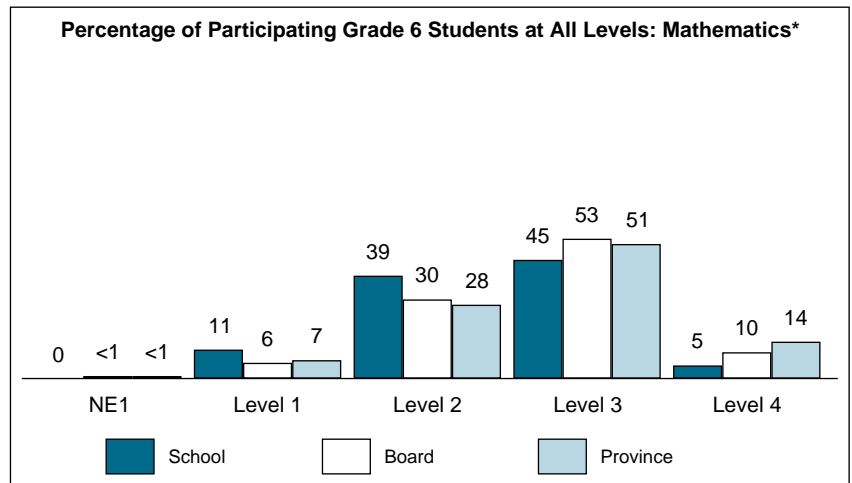
Grade 6: Reading*				
Number of Students	School 44		Board 4 845	Province 131 173
	#	%	%	%
Level 4	2	5%	9%	11%
Level 3	27	61%	64%	61%
Level 2	13	30%	22%	22%
Level 1	2	5%	4%	5%
NE1**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †	66%		73%	72%



Grade 6: Writing*				
Number of Students	School 44		Board 4 840	Province 131 296
	#	%	%	%
Level 4	1	2%	7%	9%
Level 3	28	64%	61%	61%
Level 2	15	34%	32%	30%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	66%		68%	70%



Grade 6: Mathematics*				
Number of Students	School 44		Board 4 815	Province 130 902
	#	%	%	%
Level 4	2	5%	10%	14%
Level 3	20	45%	53%	51%
Level 2	17	39%	30%	28%
Level 1	5	11%	6%	7%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	50%		64%	65%



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

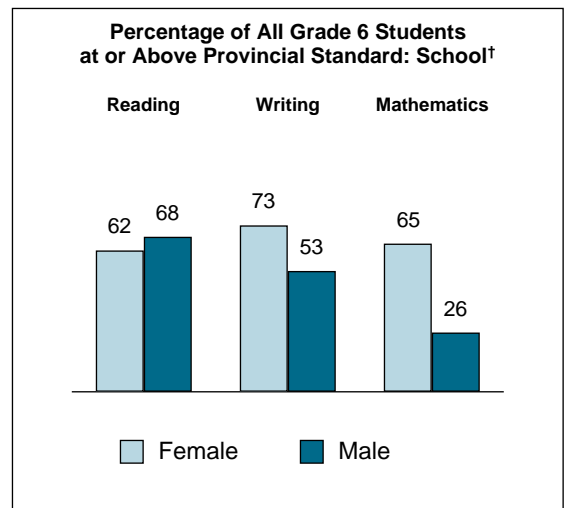
** See the Explanation of Terms.

† 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.

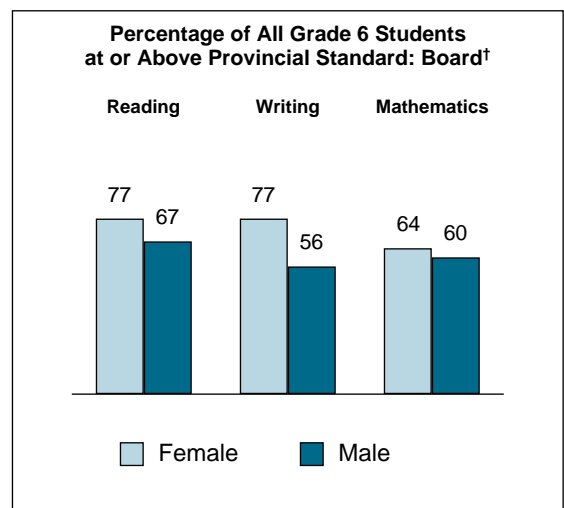
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: Gender††

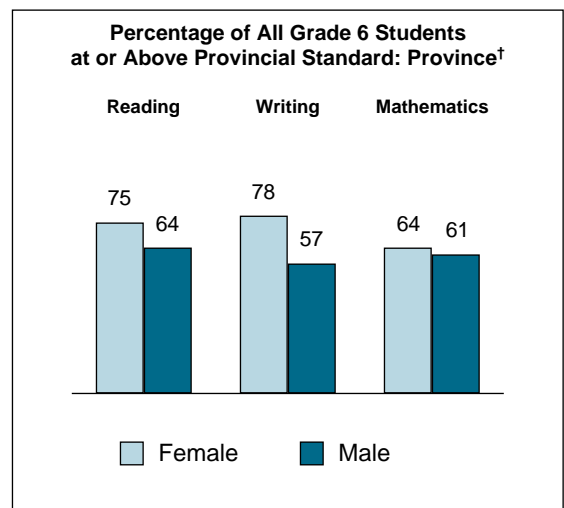
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	26	19	26	19	26	19
Level 4	8%	0%	4%	0%	4%	5%
Level 3	54%	68%	69%	53%	62%	21%
Level 2	31%	26%	27%	42%	23%	58%
Level 1	8%	0%	0%	0%	12%	11%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	95%	100%	95%	100%	95%
No Data	0%	5%	0%	5%	0%	5%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	62%	68%	73%	53%	65%	26%



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
Enrolment					
Number of students	32	39	28	37	37
Participation in the Assessment					
Reading [†]	84%	97%	100%	97%	100%
Writing [†]	84%	97%	100%	97%	100%
Mathematics [†]	84%	97%	100%	97%	100%
Gender					
Female	56%	59%	39%	62%	49%
Male	44%	41%	61%	38%	51%
Student Status					
English language learners**	0%	3%	0%	0%	0%
Students with special needs (excluding gifted)**	16%	3%	7%	11%	11%
Place of Birth					
Born in Canada	100%	97%	100%	95%	92%
Born outside Canada	0%	3%	0%	5%	8%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	3%
In Canada three years or more	0%	3%	0%	5%	5%
Language					
First language learned at home was other than English	3%	3%	0%	5%	3%
Year Student Entered Current School					
Year of the assessment		15%	0%	19%	14%
Year prior to the assessment	Data not collected ^{††}	8%	11%	8%	14%
2 years prior to the assessment		18%	14%	3%	11%
3 or more years prior to the assessment		59%	75%	70%	62%
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.

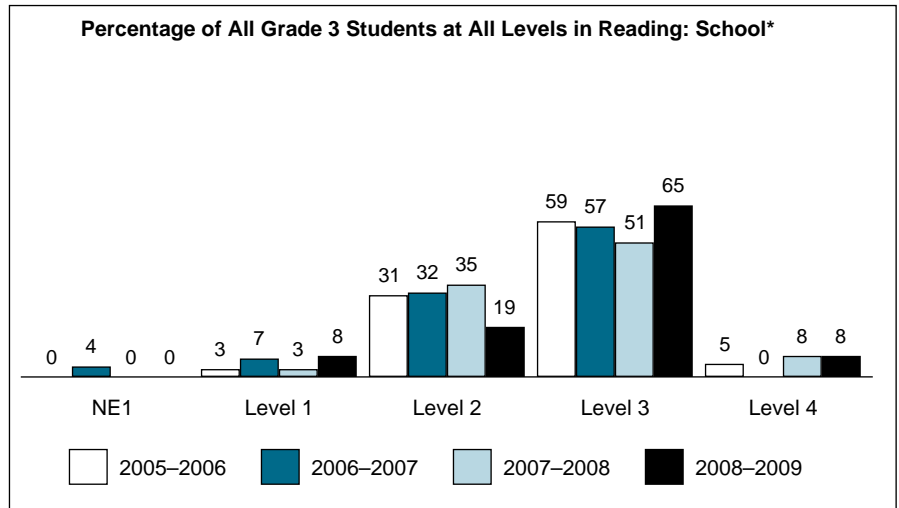
** See the Explanation of Terms.

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

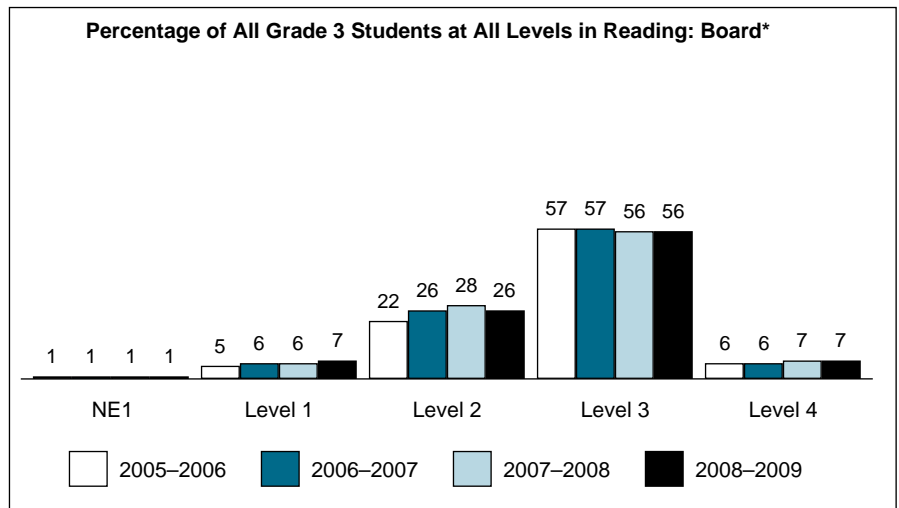
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Reading

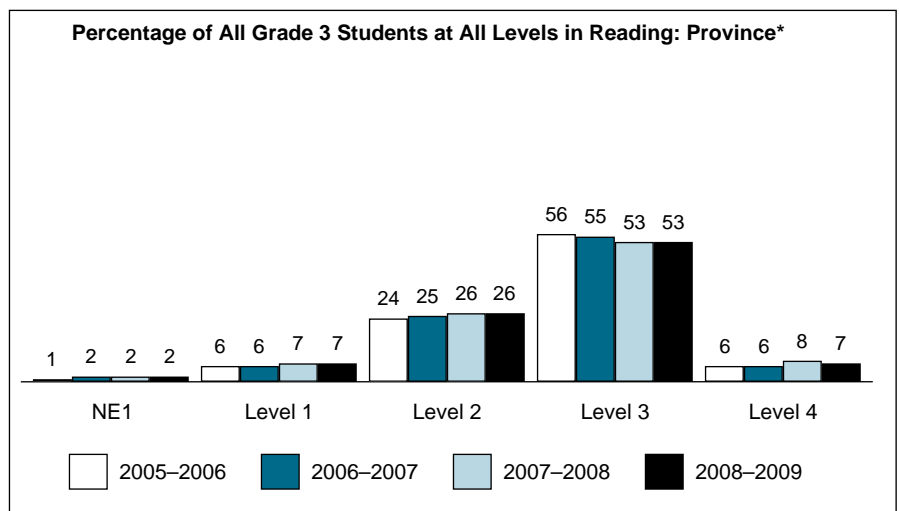
Grade 3 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	39	28	37	37
Level 4	5%	0%	8%	8%
Level 3	59%	57%	51%	65%
Level 2	31%	32%	35%	19%
Level 1	3%	7%	3%	8%
NE1**	0%	4%	0%	0%
Participating Students	97%	100%	97%	100%
No Data	0%	0%	3%	0%
Exempt	3%	0%	0%	0%
At or Above Provincial Standard†	64%	57%	59%	73%



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.

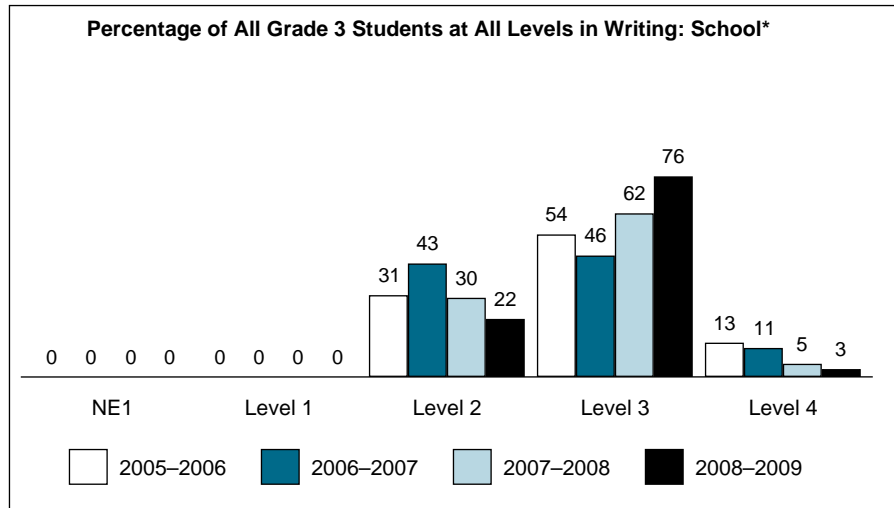
† See the Explanation of Terms.

‡ 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.

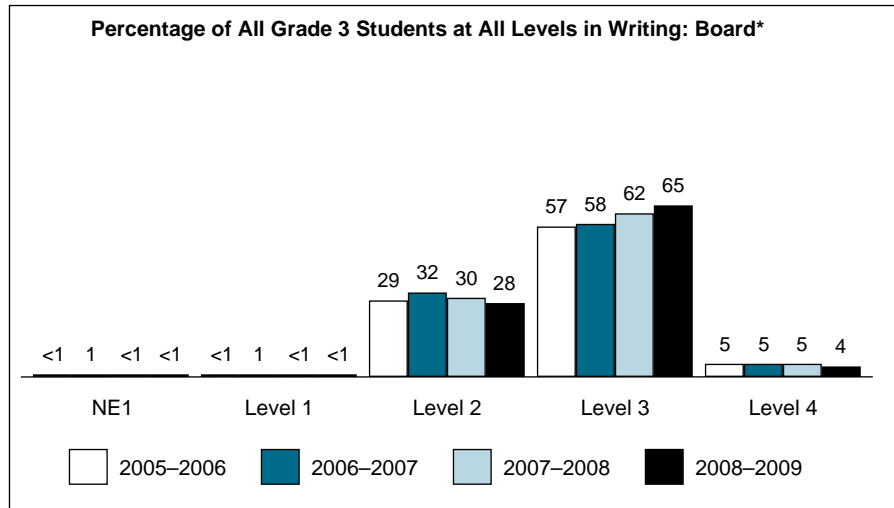
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Writing

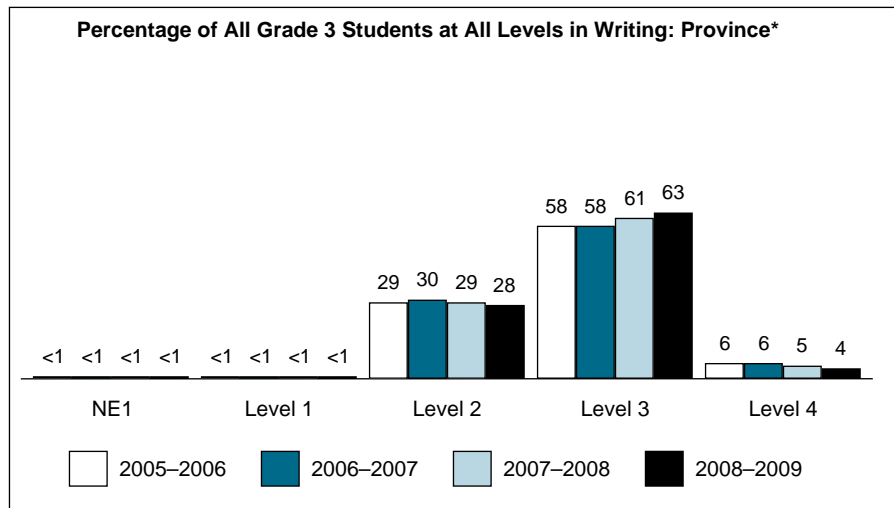
Grade 3 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	39	28	37	37
Level 4	13%	11%	5%	3%
Level 3	54%	46%	62%	76%
Level 2	31%	43%	30%	22%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	97%	100%	97%	100%
No Data	0%	0%	3%	0%
Exempt	3%	0%	0%	0%
At or Above Provincial Standard†	67%	57%	68%	78%



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.

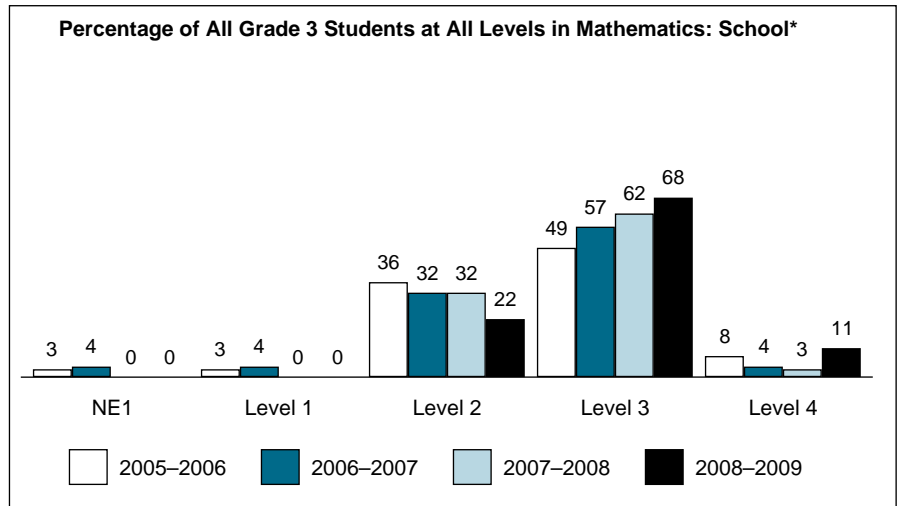
† See the Explanation of Terms.

‡ 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.

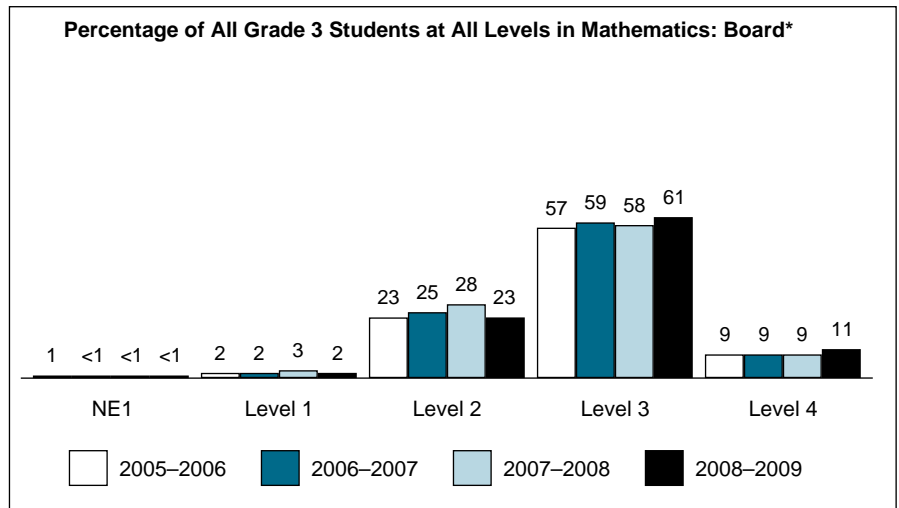
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Mathematics

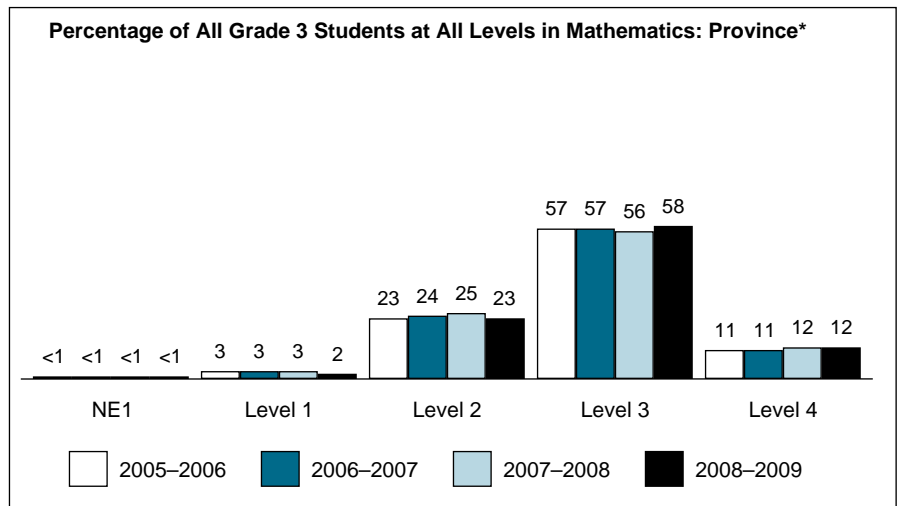
Grade 3 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	39	28	37	37
Level 4	8%	4%	3%	11%
Level 3	49%	57%	62%	68%
Level 2	36%	32%	32%	22%
Level 1	3%	4%	0%	0%
NE1**	3%	4%	0%	0%
Participating Students	97%	100%	97%	100%
No Data	0%	0%	3%	0%
Exempt	3%	0%	0%	0%
At or Above Provincial Standard†	56%	61%	65%	78%



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	43	42	37	32	45
Participation in the Assessment					
Reading	93%	76%	100%	100%	98%
Writing	93%	76%	100%	100%	98%
Mathematics	91%	79%	100%	100%	98%
Gender					
Female	60%	43%	54%	59%	58%
Male	40%	57%	46%	41%	42%
Student Status					
English language learners**	0%	2%	0%	0%	0%
Students with special needs (excluding gifted)**	9%	29%	14%	16%	13%
Place of Birth					
Born in Canada	95%	95%	97%	97%	98%
Born outside Canada	2%	5%	3%	3%	2%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	2%	0%	0%	0%
In Canada three years or more	2%	2%	0%	3%	2%
Language					
First language learned at home was other than English	7%	2%	3%	3%	4%
Year Student Entered Current School					
Year of the assessment		17%	11%	16%	9%
Year prior to the assessment	Data not collected††	17%	8%	6%	9%
2 years prior to the assessment		21%	8%	3%	4%
3 or more years prior to the assessment		45%	73%	75%	78%
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.

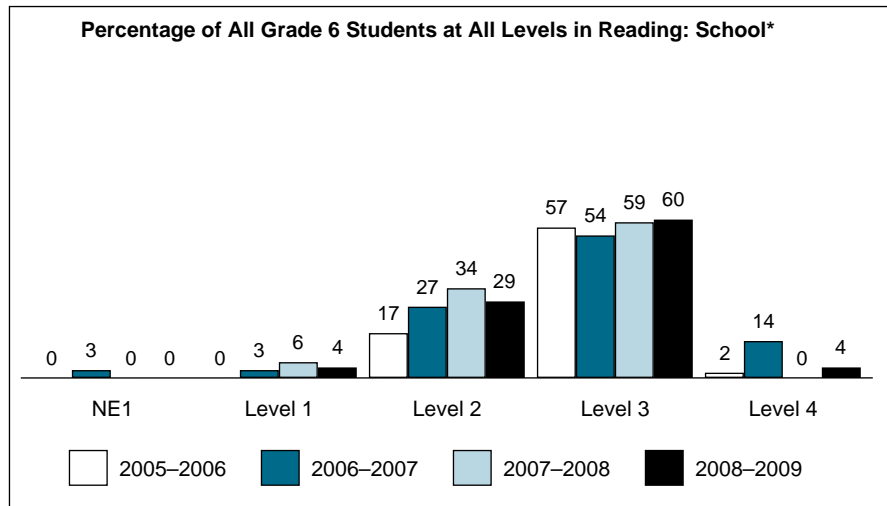
** See the Explanation of Terms.

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

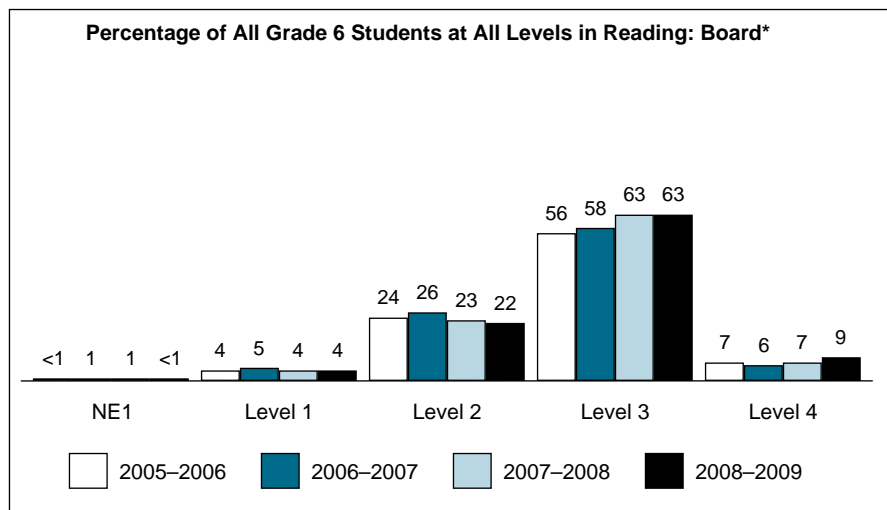
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Reading

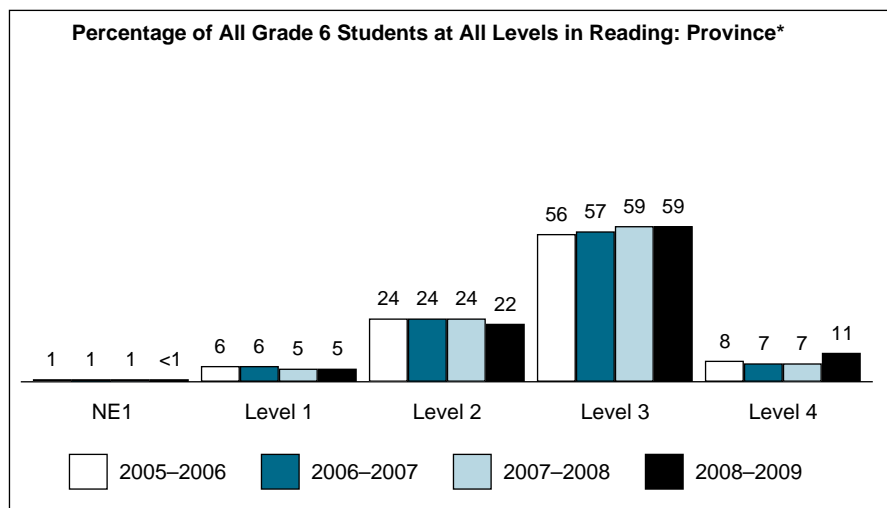
Grade 6 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	42	37	32	45
Level 4	2%	14%	0%	4%
Level 3	57%	54%	59%	60%
Level 2	17%	27%	34%	29%
Level 1	0%	3%	6%	4%
NE1**	0%	3%	0%	0%
Participating Students	76%	100%	100%	98%
No Data	0%	0%	0%	2%
Exempt	24%	0%	0%	0%
At or Above Provincial Standard†	60%	68%	59%	64%



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.

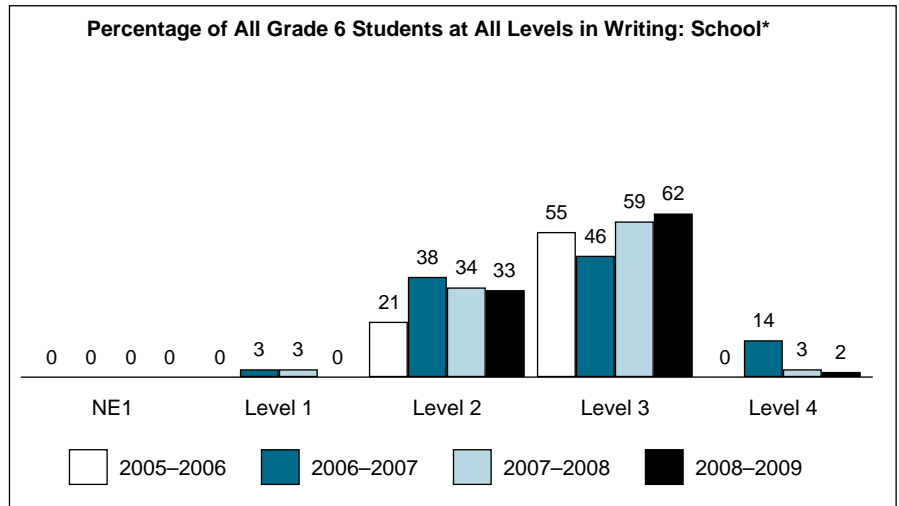
** See the Explanation of Terms.

† 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.

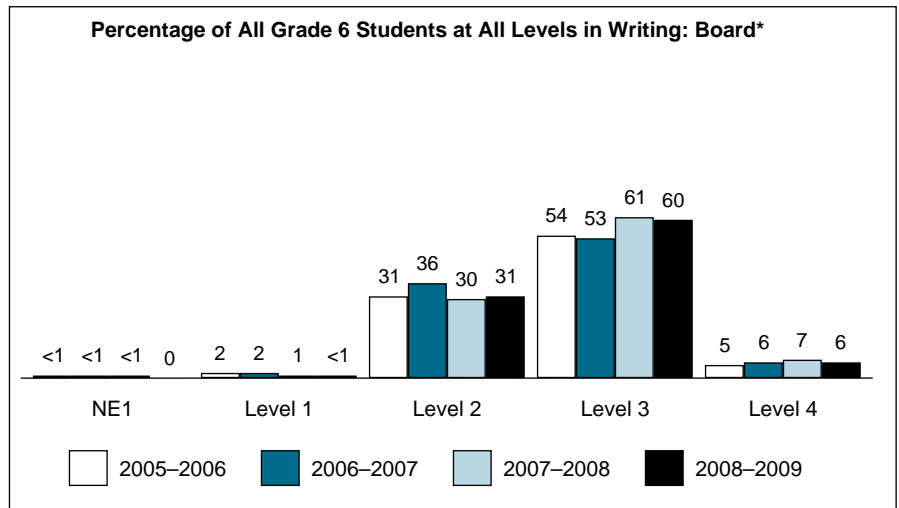
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Writing

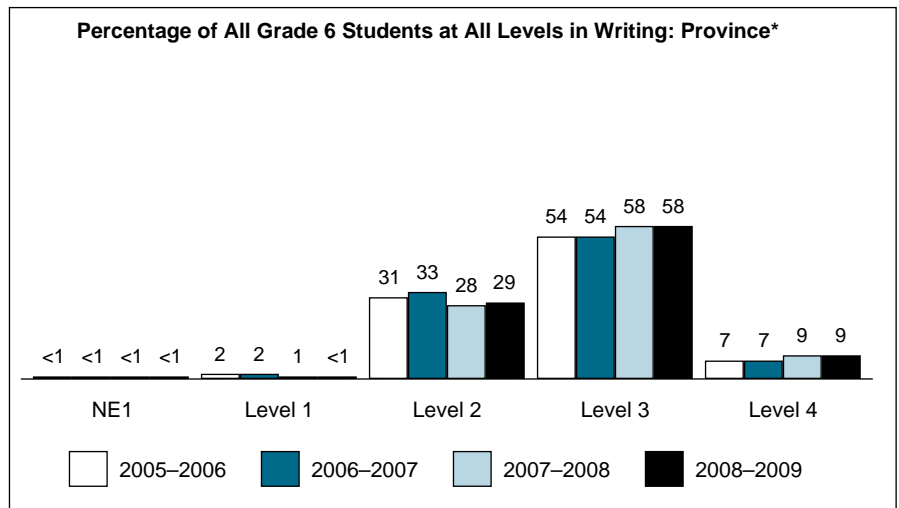
Grade 6 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	42	37	32	45
Level 4	0%	14%	3%	2%
Level 3	55%	46%	59%	62%
Level 2	21%	38%	34%	33%
Level 1	0%	3%	3%	0%
NE1**	0%	0%	0%	0%
Participating Students	76%	100%	100%	98%
No Data	0%	0%	0%	2%
Exempt	24%	0%	0%	0%
At or Above Provincial Standard†	55%	59%	62%	64%



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.

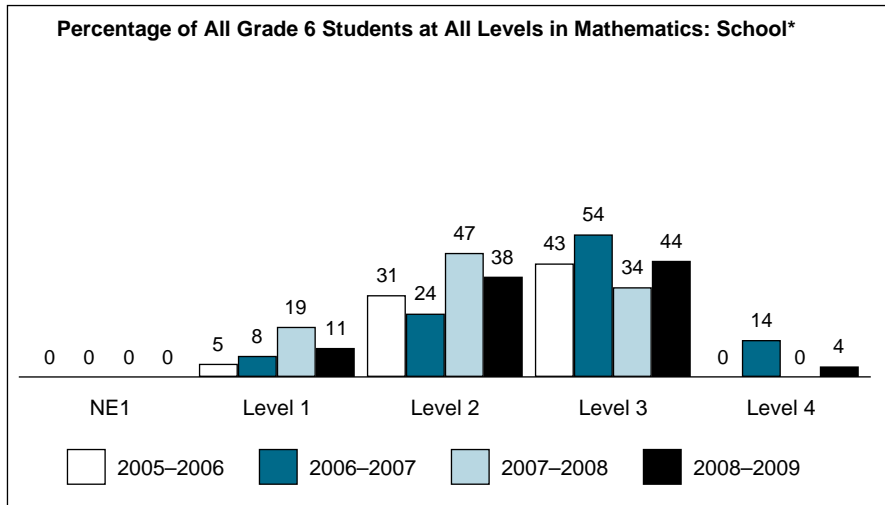
*** See the Explanation of Terms.

† 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.

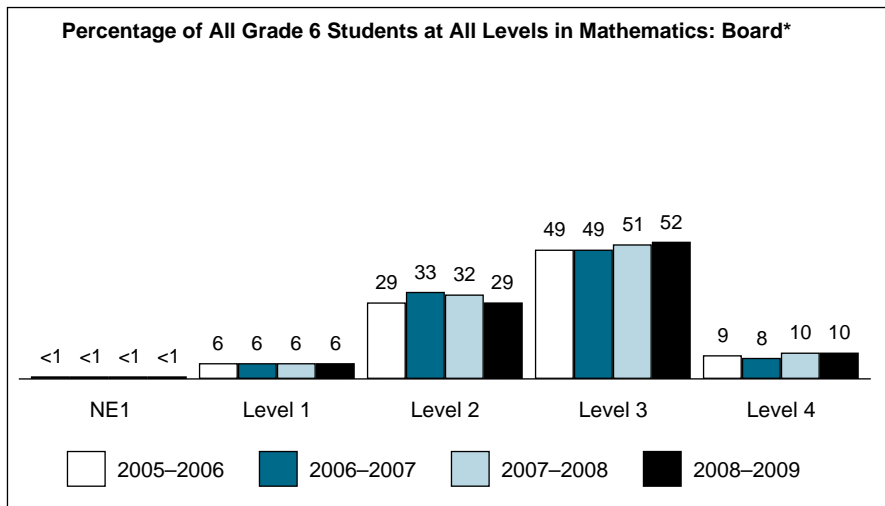
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Mathematics

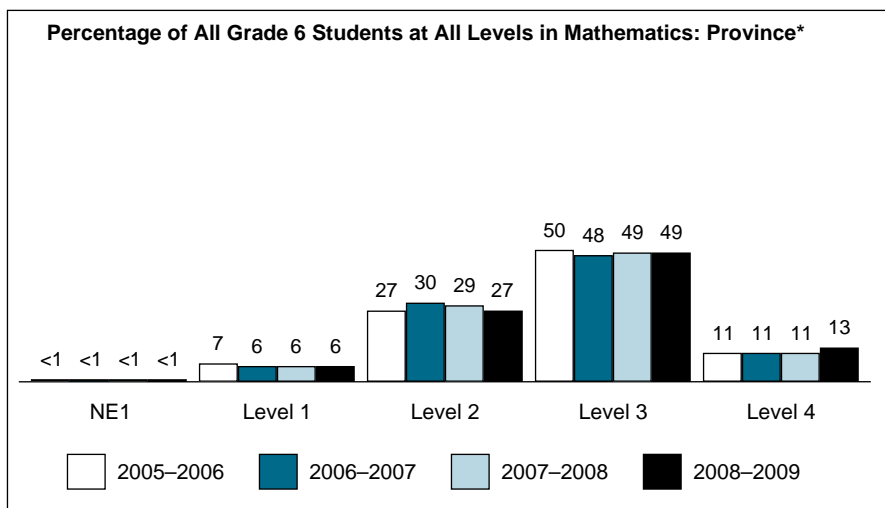
Grade 6 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	42	37	32	45
Level 4	0%	14%	0%	4%
Level 3	43%	54%	34%	44%
Level 2	31%	24%	47%	38%
Level 1	5%	8%	19%	11%
NE1**	0%	0%	0%	0%
Participating Students	79%	100%	100%	98%
No Data	0%	0%	0%	2%
Exempt	21%	0%	0%	0%
At or Above Provincial Standard†	43%	68%	34%	49%



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.

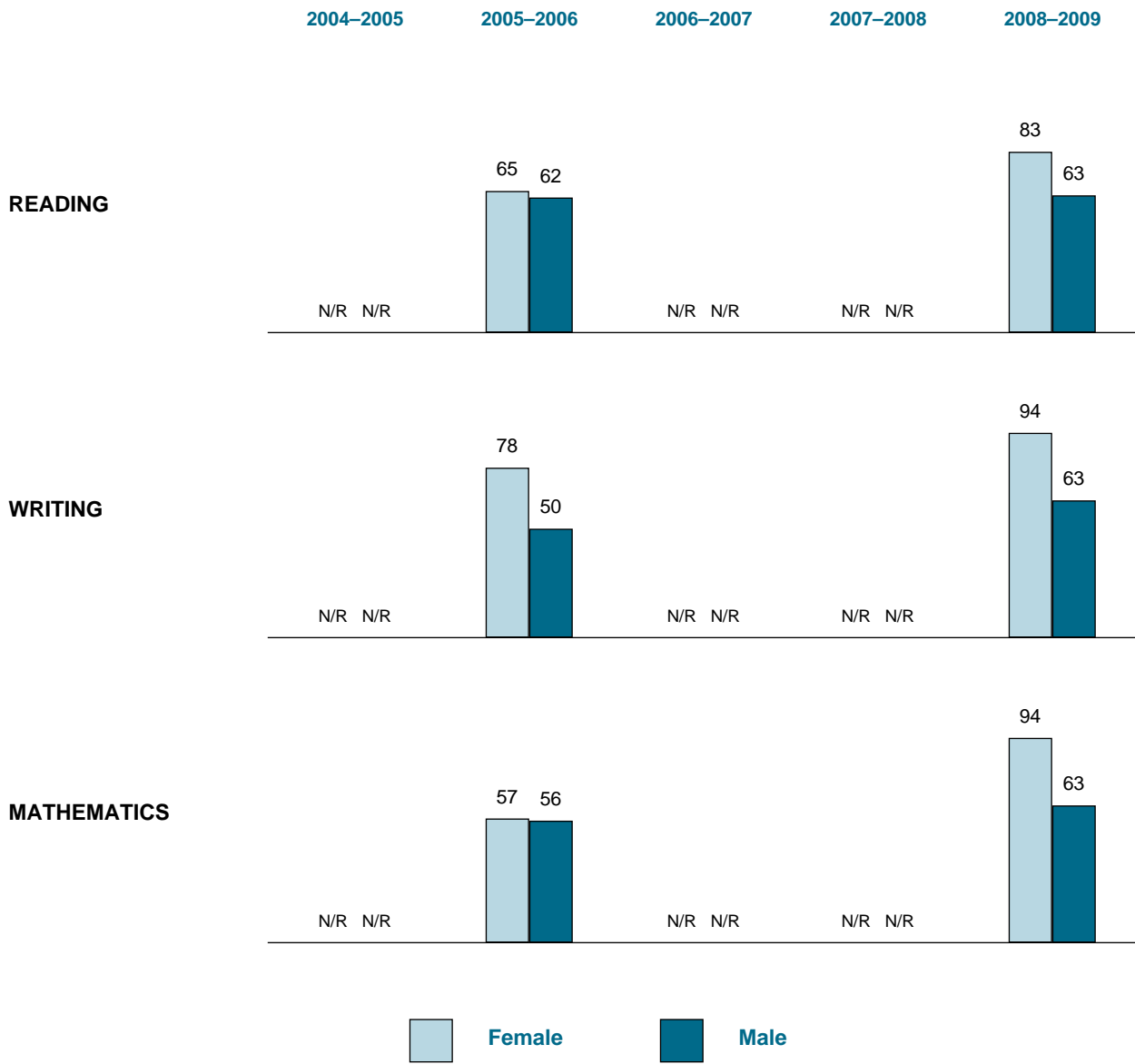
** Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† 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



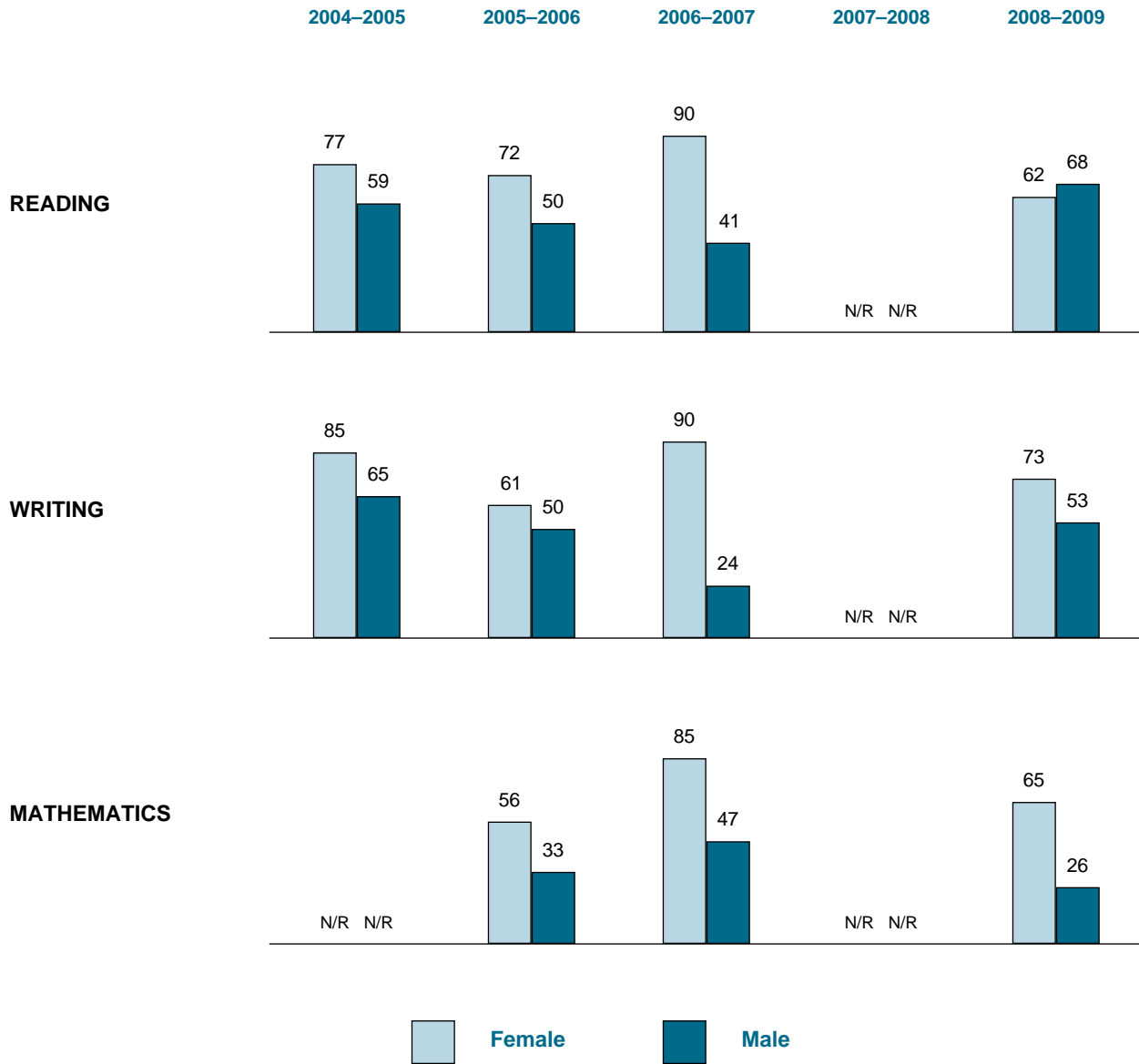
Total Number of Grade 3 Students†

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	18	14	23	16	11	17	23	14	18	19

† 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




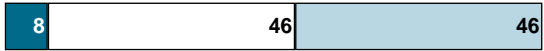
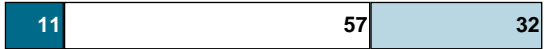




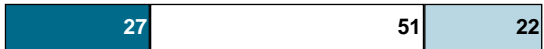




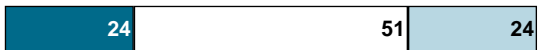
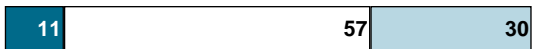
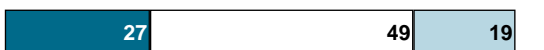



Total Number of Grade 6 Students†

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	26	17	18	24	20	17	19	13	26	19

† 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 (# = 37)				
Questionnaire Item	Percentage of Students*			Number of Students Who Answered "Yes"
	0		100	
I am a good reader.				28
I like to read.				23
I read by myself at home.				27
I read with someone older than me at home.				3
I use a computer for reading activities at school.				4
I am a good writer.				23
I like to write.				24
I write by myself at home.				25
Someone older than me helps me with my writing at home.				4
I use a computer for writing activities at school.				10
I am good at mathematics.				22
I like mathematics.				25
I use mathematics to solve problems outside school.				11
Someone older than me helps me with my mathematics at home.				9
I use a computer to learn mathematics at school.				9
I use a calculator to learn mathematics at school.				4
At home, there is a computer for me to use for school work.				10
				

* 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 (# = 37)		
Questionnaire Item	Percentage of Students*	Number of Students
Language(s) students speak at home:		
only or mostly English	92	34
another language (or other languages) as often as English	5	2
only or mostly another language (or other languages)	3	1
Language(s) that people speak to students at home:		
only or mostly English	92	34
another language (or other languages) as often as English	3	1
only or mostly another language (or other languages)	5	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 (# = 37)	Female* (# = 18)	Male* (# = 19)	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.	76%	94%	58%	68%	69%	67%	67%	69%	65%
I like to read.	62%	72%	53%	57%	65%	50%	61%	69%	53%
I read by myself at home.	73%	72%	74%	58%	60%	56%	59%	61%	57%
I read with someone older than me at home.	8%	11%	5%	16%	15%	17%	15%	14%	16%
I use a computer for reading activities at school.	11%	11%	11%	29%	30%	28%	22%	22%	23%
Writing									
I am a good writer.	62%	72%	53%	51%	57%	44%	48%	55%	42%
I like to write.	65%	78%	53%	50%	58%	42%	51%	60%	43%
I write by myself at home.	68%	67%	68%	54%	59%	49%	54%	59%	50%
Someone older than me helps me with my writing at home.	11%	6%	16%	16%	15%	17%	16%	14%	18%
I use a computer for writing activities at school.	27%	22%	32%	31%	30%	31%	26%	25%	26%
Mathematics									
I am good at mathematics.	59%	56%	63%	54%	46%	62%	53%	46%	60%
I like mathematics.	68%	67%	68%	57%	54%	60%	59%	57%	61%
I use mathematics to solve problems outside school.	30%	33%	26%	33%	32%	33%	31%	31%	32%
Someone older than me helps me with my mathematics at home.	24%	17%	32%	26%	29%	23%	26%	28%	24%
I use a computer to learn mathematics at school.	24%	22%	26%	27%	27%	26%	25%	25%	25%
I use a calculator to learn mathematics at school.	11%	0%	21%	16%	15%	16%	13%	11%	14%
Computer at home									
There is a computer for me to use for school work.	27%	33%	21%	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 (# = 37)	Female* (# = 18)	Male* (# = 19)	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	92%	94%	89%	89%	88%	89%	79%	78%	80%
another language (or other languages) as often as English	5%	0%	11%	8%	8%	7%	12%	13%	11%
only or mostly another language (or other languages)	3%	6%	0%	4%	4%	3%	8%	8%	8%
Language(s) that people speak to students at home:**									
only or mostly English	92%	94%	89%	86%	86%	86%	74%	74%	75%
another language (or other languages) as often as English	3%	0%	5%	8%	7%	8%	12%	12%	11%
only or mostly another language (or other languages)	5%	6%	5%	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.		21
I read by myself at home.		24
I read with someone older than me at home.		0
I use a computer for reading activities at school.		1
I am a good writer.		15
I like to write.		12
I write by myself at home.		14
Someone older than me helps me with my writing at home.		2
I use a computer for writing activities at school.		13
I am good at mathematics.		19
I like mathematics.		15
I use mathematics to solve problems outside school.		15
Someone older than me helps me with my mathematics at home.		11
I use a computer to learn mathematics at school.		4
I use a calculator to learn mathematics at school.		10
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
Language(s) students speak at home:		
only or mostly English		44
another language (or other languages) as often as English		0
only or mostly another language (or other languages)		0
Language(s) that people speak to students at home:		
only or mostly English		43
another language (or other languages) as often as English		1
only or mostly another language (or other languages)		0

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 44)	Female* (# = 26)	Male* (# = 18)	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.	64%	62%	67%	65%	68%	63%	65%	69%	61%
I like to read.	48%	50%	44%	50%	61%	39%	53%	64%	42%
I read by myself at home.	55%	58%	50%	64%	73%	56%	70%	78%	62%
I read with someone older than me at home.	0%	0%	0%	5%	4%	5%	4%	3%	4%
I use a computer for reading activities at school.	2%	4%	0%	14%	14%	15%	13%	13%	14%
Writing									
I am a good writer.	34%	42%	22%	41%	49%	34%	42%	48%	36%
I like to write.	27%	42%	6%	41%	52%	30%	42%	52%	32%
I write by myself at home.	32%	42%	17%	45%	52%	37%	50%	57%	43%
Someone older than me helps me with my writing at home.	5%	8%	0%	10%	9%	10%	9%	7%	10%
I use a computer for writing activities at school.	30%	31%	28%	32%	32%	33%	30%	29%	31%
Mathematics									
I am good at mathematics.	43%	46%	39%	49%	41%	58%	49%	40%	57%
I like mathematics.	34%	31%	39%	43%	37%	49%	45%	38%	51%
I use mathematics to solve problems outside school.	34%	15%	61%	38%	36%	40%	35%	31%	38%
Someone older than me helps me with my mathematics at home.	25%	27%	22%	24%	28%	21%	22%	25%	19%
I use a computer to learn mathematics at school.	9%	4%	17%	12%	12%	12%	13%	13%	13%
I use a calculator to learn mathematics at school.	23%	27%	17%	27%	28%	25%	25%	26%	24%
Computer at home									
There is a computer for me to use for school work.	80%	73%	89%	78%	81%	76%	79%	82%	77%

* Includes only students for whom gender data were available.

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 44)	Female* (# = 26)	Male* (# = 18)	All Students (# = 4 816)	Female* (# = 2 349)	Male* (# = 2 467)	All Students (# = 130 290)	Female* (# = 64 074)	Male* (# = 66 216)
Language(s) students speak at home:**									
only or mostly English	100%	100%	100%	92%	92%	91%	81%	81%	82%
another language (or other languages) as often as English	0%	0%	0%	6%	6%	6%	12%	13%	11%
only or mostly another language (or other languages)	0%	0%	0%	2%	2%	3%	6%	6%	7%
Language(s) that people speak to students at home:**									
only or mostly English	98%	96%	100%	89%	89%	88%	76%	75%	76%
another language (or other languages) as often as English	2%	4%	0%	6%	6%	6%	12%	13%	12%
only or mostly another language (or other languages)	0%	0%	0%	4%	4%	5%	12%	12%	12%

* Includes only students for whom gender data were available.

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

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

EXPLANATION OF TERMS

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