



# ***School/Community Report***

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

***S.A. Cawker P.S.***

16200 Old Simcoe Rd.

Port Perry, ON

L9L 1P3

905-985-4491

***Principal: Brad Shearing***

***Vice-Principal: Marlene Phemister***

### *About Our School / Community*

S.A. Cawker Public School opened its doors in 1989 in scenic Port Perry on Lake Scugog. Scugog Township is predominantly a farming, rural community, housing a rapidly growing urban community. The first Scugog school began in 1827 as a missionary school on what is now the Port Perry waterfront.

Presently, S.A. Cawker houses 502 junior kindergarten to grade 8 students who live in the core of Port Perry, on Scugog Island and the rural area north of Port Perry to Seagrave. Students from the hamlets of Epsom, Greenbank, and Seagrave attend S.A. Cawker for grades 7 and 8. Our student population is enriched with students from a Primary/Junior Behaviour Assessment class, a Learning Strategies class, a Primary/Junior Associated class, a Multiple Exceptionalities class, and a Resource class. We are also a host school for a Grove class. Our staff is comprised of 32 teachers, 10 educational assistants, 1 secretary, 3 custodians and 2 administrators.

Our dedicated teaching staff partners diligently with our Special Education Resource Teachers and Board facilitator, support staff from psychological services, speech and language, and social work and attendance, to meet the diversified needs of students.

S.A. Cawker staff is committed to delivering strong academic programs focussed on literacy and numeracy and to providing opportunities for students to develop the knowledge, skills and attitudes required to become successful, lifelong learners. We work collaboratively with the community to achieve our motto, **“Fostering Spirited Excellence In A Caring Community”**. Students and staff enjoy the benefits of an active, supportive School Community Council. The academic focus of our school is enhanced by an abundance of extra-curricular programs provided by staff in band, choir, drama, various clubs and numerous sports.

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

The EQAO assessment results are shared with the entire staff, the parent community and our School Community Council. A team of teachers along with administrators will be closely analysing the data in order to create an EQAO Action Plan, reviewing past strategies and working on developing new strategies to continue to develop our students' skills.

EQAO results are reported as percentages in levels 1 to 4, with levels 3 and 4 considered to be at and above the provincial standard. In Grade 3, levels 3 and 4 were attained by 69% of the students in Reading, 67% in Writing and 73% in Mathematics. These results are higher than the Board and the Province in all areas except Writing where the DDSB average was 69% and the provincial average was 68%.

In Grade 6, levels 3 and 4 were attained by 72% of the students in Reading, 57% in Writing and 70% in Mathematics. These results are also higher than the Board and the Province in all areas except Writing where the DDSB average was 66% and the provincial average was 67%..

During the 2009-2010 school year we will continue to focus on the many school-based initiatives that are in place to improve Reading, Writing and Mathematics achievement for S.A. Cawker students. As part of our School Plan, we will continue as a staff to be committed to ensuring quality programming for our students in these three areas through staff professional development, team planning, and through the creation and implementation of initiatives that focus on student learning and achievement. Assessment will also be a focus for our plan this year. Teachers will be analysing and using baseline testing data from Running Records and the CASI to assist in the development of learning goals for students. We will continue working on our initiatives focussing on the use of guided reading instruction and literature circles. Last year we purchased reading materials for primary grades, focussing on shared reading and reading assessment and also allocated funds to purchase mathematics resources for primary, junior and intermediate grades; the intermediate resources include an on-line tutorial for remediation. As part of the Reading for Meaning professional development sessions offered to teachers through the Board, we acquired additional reading resources for Primary and Junior students. Additional math manipulatives were also acquired in the Junior division as teachers participated in the mathematics professional development sessions offered through the Board. As in the past year, we will continue to liaise with the math and language facilitator throughout the year to help enhance teacher instruction in the area of language and mathematics.



# School Report



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

**School: S A Cawker PS (509736)**  
**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.

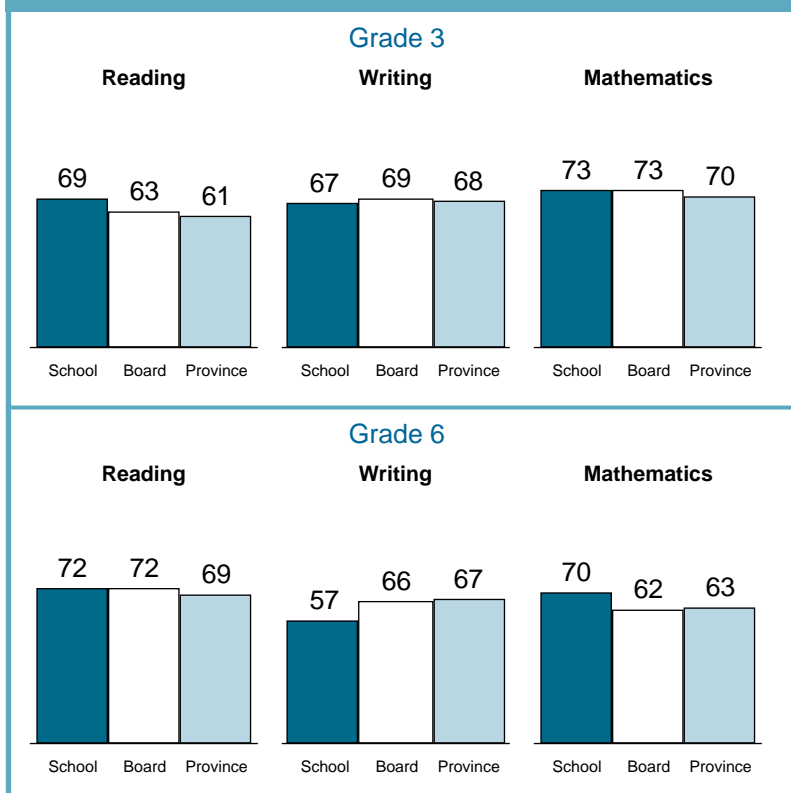
I trust this report will help parents, educators and all who support a strong public education system work together so that all students can reach their full potential.

Sincerely,

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

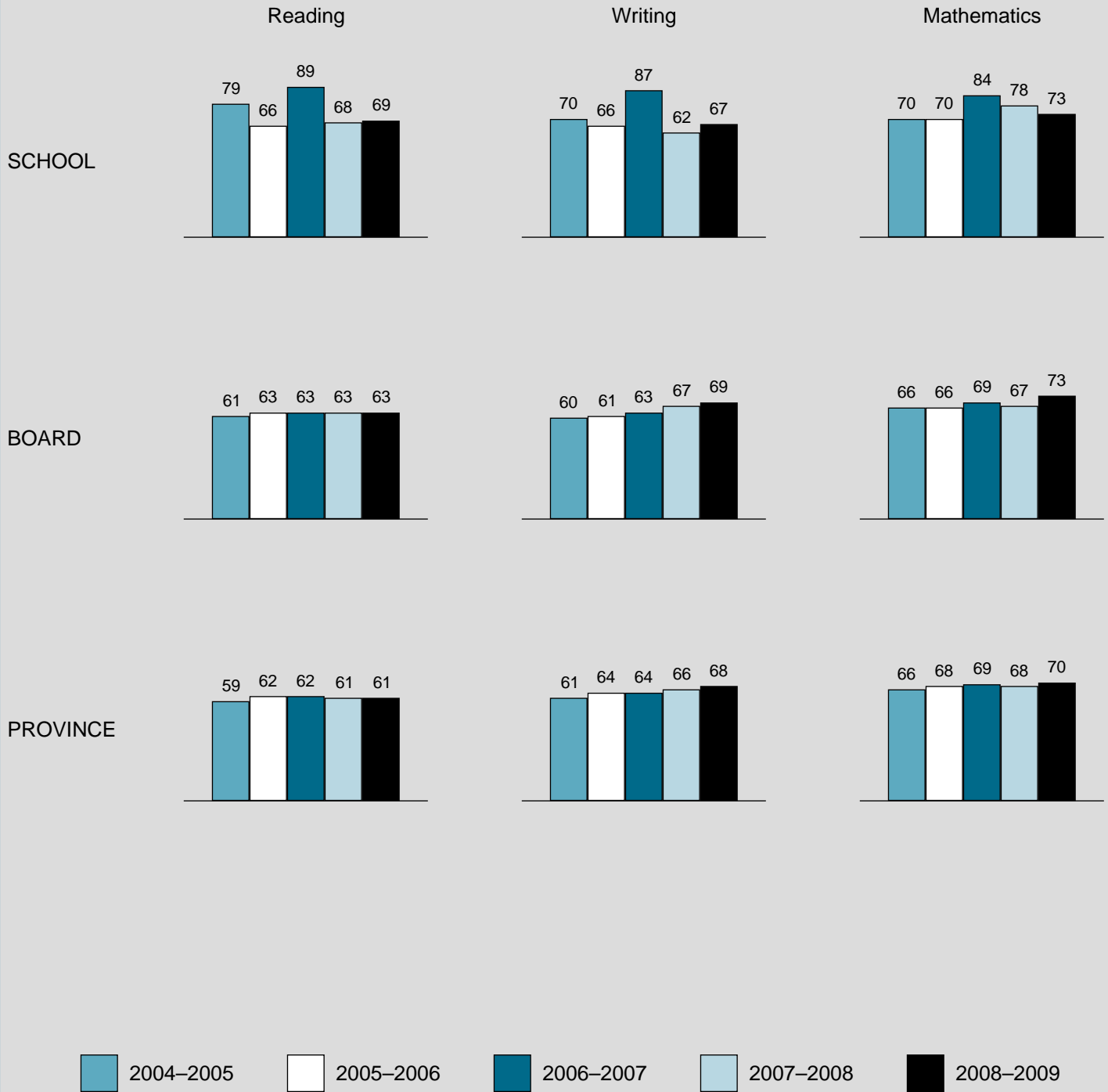
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2008–2009



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

Percentage of Students: Grade 3

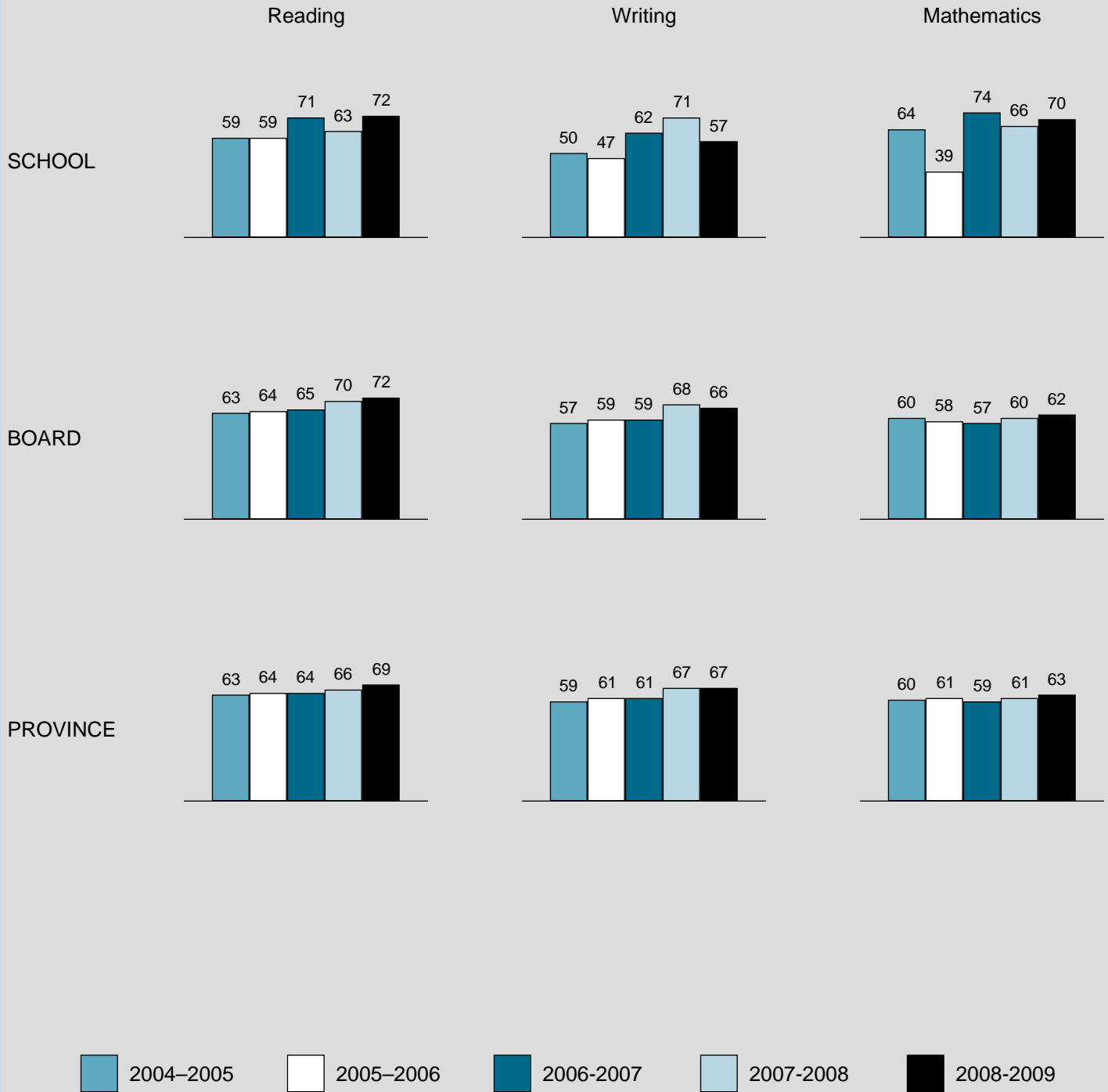


Total Number of Grade 3 Students

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
School	53	47	38	40	45
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	64	51	34	59	53
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	45		4 449		125 481	
Number of classes with Grade 3 students	4		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	17	38%	2 208	50%	60 999	49%
Male	28	62%	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)**	10	22%	538	12%	18 291	15%
<b>Place of Birth</b>						
Born in Canada	44	98%	4 195	94%	111 561	89%
Born outside Canada	1	2%	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	1	2%	183	4%	8 946	7%
<b>Language</b>						
First language learned at home was other than English	0	0%	271	6%	27 084	22%
<b>Year Student Entered Current School</b>						
Year of the assessment	9	20%	532	12%	16 746	13%
Year prior to the assessment	2	4%	507	11%	14 545	12%
2 years prior to the assessment	12	27%	850	19%	16 821	13%
3 or more years prior to the assessment	22	49%	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	3	7%	280	6%	8 720	7%
Year prior to the assessment	1	2%	280	6%	8 048	6%
2 years prior to the assessment	4	9%	570	13%	11 982	10%
3 or more years prior to the assessment	35	78%	3 296	74%	93 098	74%
Data not available	2	4%	23	1%	3 633	3%

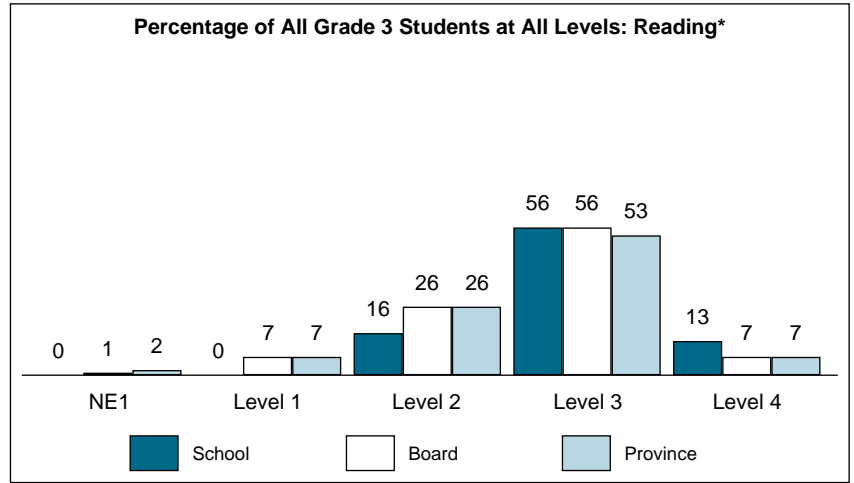
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

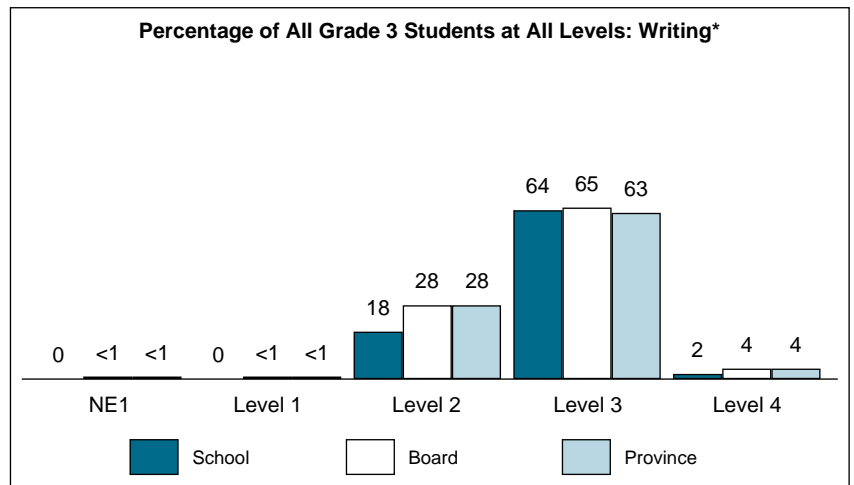
## Results in Reading, Writing and Mathematics, 2008–2009

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

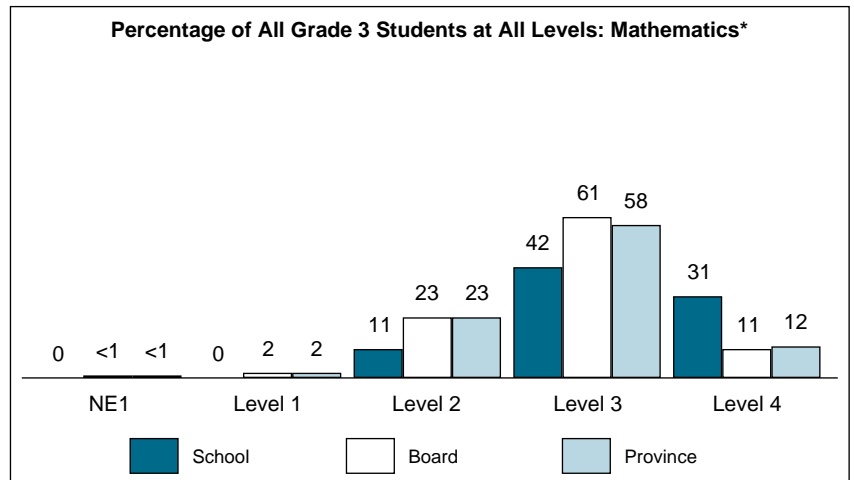
Grade 3: Reading*				
Number of Students	School 45		Board 3 926	Province 121 787
	#	%	%	%
Level 4	6	13%	7%	7%
Level 3	25	56%	56%	53%
Level 2	7	16%	26%	26%
Level 1	0	0%	7%	7%
NE1**	0	0%	1%	2%
Participating Students	38	84%	97%	95%
No Data	0	0%	1%	1%
Exempt	7	16%	3%	4%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		69%	63%	61%



Grade 3: Writing*				
Number of Students	School 45		Board 3 926	Province 121 788
	#	%	%	%
Level 4	1	2%	4%	4%
Level 3	29	64%	65%	63%
Level 2	8	18%	28%	28%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	38	84%	97%	96%
No Data	0	0%	1%	1%
Exempt	7	16%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		67%	69%	68%



Grade 3: Mathematics*				
Number of Students	School 45		Board 4 449	Province 125 464
	#	%	%	%
Level 4	14	31%	11%	12%
Level 3	19	42%	61%	58%
Level 2	5	11%	23%	23%
Level 1	0	0%	2%	2%
NE1**	0	0%	<1%	<1%
Participating Students	38	84%	97%	96%
No Data	0	0%	<1%	1%
Exempt	7	16%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>		73%	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.

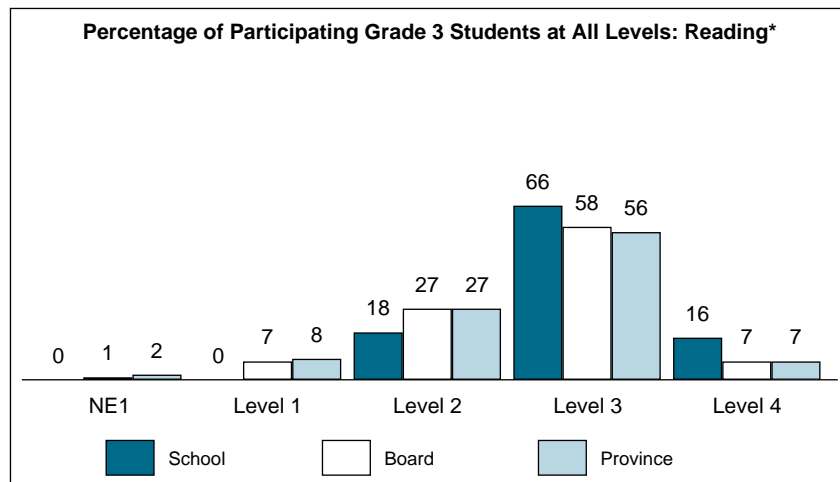
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

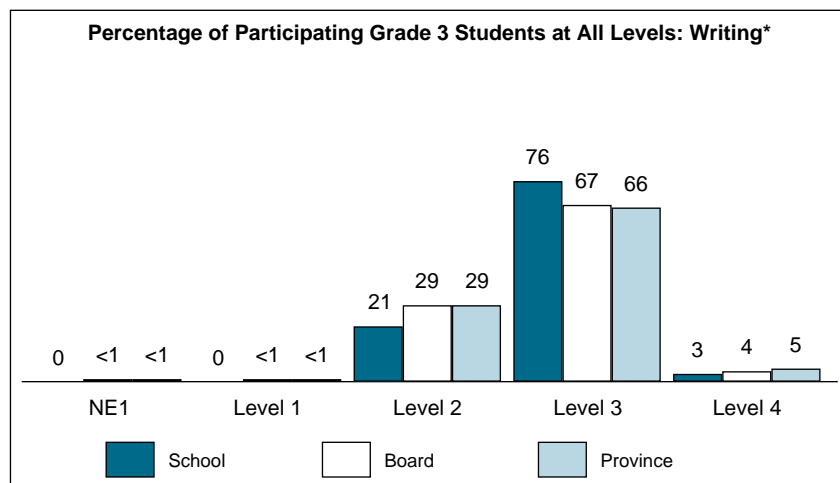
Results in Reading, Writing and Mathematics, 2008–2009

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

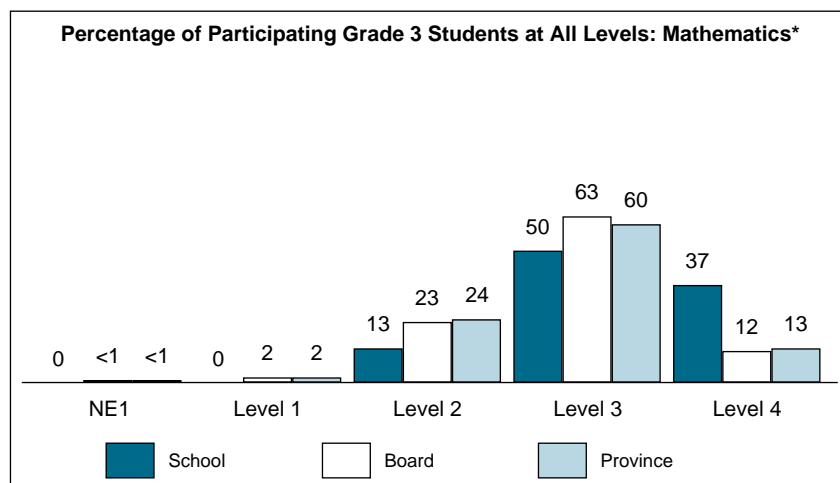
Grade 3: Reading*				
Number of Students	School 38		Board 3 803	Province 116 256
	#	%	%	%
Level 4	6	16%	7%	7%
Level 3	25	66%	58%	56%
Level 2	7	18%	27%	27%
Level 1	0	0%	7%	8%
NE1**	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †	82%		65%	63%



Grade 3: Writing*				
Number of Students	School 38		Board 3 804	Province 116 812
	#	%	%	%
Level 4	1	3%	4%	5%
Level 3	29	76%	67%	66%
Level 2	8	21%	29%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	79%		71%	71%



Grade 3: Mathematics*				
Number of Students	School 38		Board 4 326	Province 120 405
	#	%	%	%
Level 4	14	37%	12%	13%
Level 3	19	50%	63%	60%
Level 2	5	13%	23%	24%
Level 1	0	0%	2%	2%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	87%		75%	73%



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

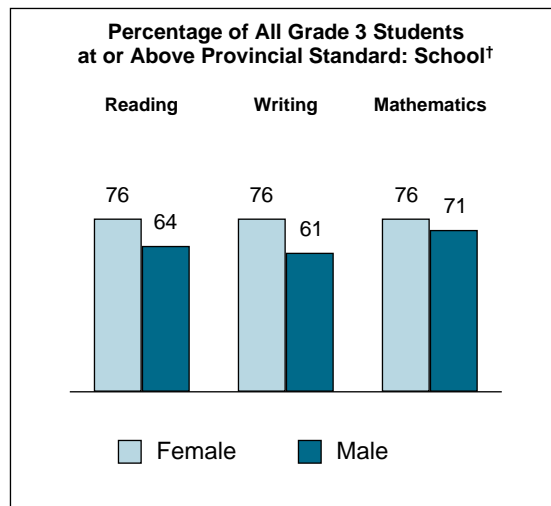
\*\* See the Explanation of Terms.

† 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.

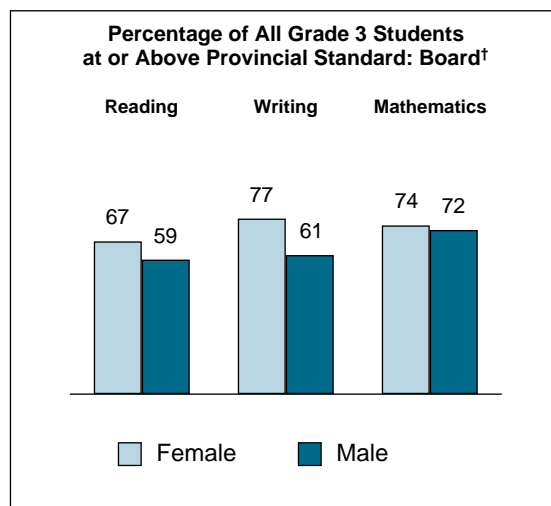
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: Gender††

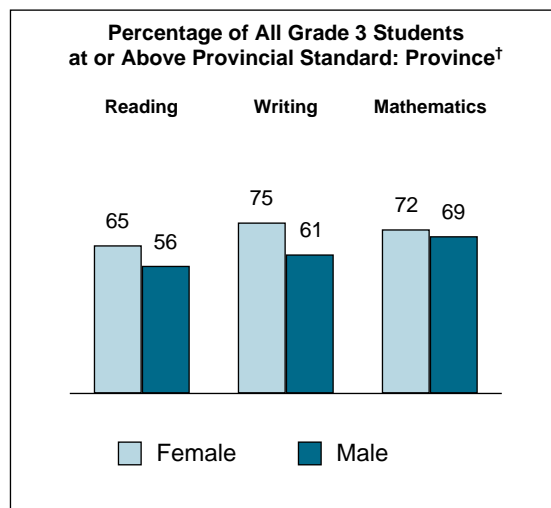
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	17	28	17	28	17	28
Level 4	18%	11%	6%	0%	29%	32%
Level 3	59%	54%	71%	61%	47%	39%
Level 2	12%	18%	12%	21%	12%	11%
Level 1	0%	0%	0%	0%	0%	0%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	88%	82%	88%	82%	88%	82%
No Data	0%	0%	0%	0%	0%	0%
Exempt	12%	18%	12%	18%	12%	18%
At or Above Provincial Standard (Levels 3 and 4)†	76%	64%	76%	61%	76%	71%



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	1 889	2 037	1 889	2 037	2 208	2 241
Level 4	9%	6%	5%	2%	11%	11%
Level 3	58%	54%	71%	59%	63%	60%
Level 2	24%	28%	21%	35%	22%	23%
Level 1	6%	7%	<1%	<1%	2%	2%
NE1**	1%	1%	0%	<1%	<1%	0%
Participating Students	98%	96%	98%	96%	98%	96%
No Data	<1%	1%	<1%	1%	<1%	1%
Exempt	2%	3%	2%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	67%	59%	77%	61%	74%	72%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	58 888	62 899	58 889	62 899	60 985	64 479
Level 4	9%	5%	6%	3%	12%	12%
Level 3	56%	51%	69%	58%	59%	56%
Level 2	24%	28%	22%	34%	23%	24%
Level 1	6%	8%	<1%	<1%	2%	2%
NE1**	1%	2%	<1%	<1%	<1%	<1%
Participating Students	97%	94%	97%	95%	97%	95%
No Data	1%	1%	1%	1%	1%	1%
Exempt	3%	5%	2%	4%	2%	4%
At or Above Provincial Standard (Levels 3 and 4)†	65%	56%	75%	61%	72%	69%



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

\*\* See the Explanation of Terms.

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

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

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

**Contextual Information: Grade 6\***

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

Demographic Information	School		Board		Province	
<b>Enrolment</b>						
Number of Grade 6 students	53		4 954		136 076	
Number of classes with Grade 6 students	6		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	26	49%	2 401	48%	66 276	49%
Male	27	51%	2 553	52%	69 800	51%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status</b>						
English language learners**	0	0%	38	1%	7 538	6%
Students with special needs (excluding gifted)**	12	23%	806	16%	24 326	18%
<b>Place of Birth</b>						
Born in Canada	49	92%	4 608	93%	118 305	87%
Born outside Canada	4	8%	346	7%	17 592	13%
In Canada less than one year	1	2%	22	<1%	768	1%
In Canada one year or more but less than three years	0	0%	38	1%	2 991	2%
In Canada three years or more	3	6%	282	6%	12 798	9%
<b>Language</b>						
First language learned at home was other than English	0	0%	279	6%	27 824	20%
<b>Year Student Entered Current School</b>						
Year of the assessment	6	11%	544	11%	30 253	22%
Year prior to the assessment	4	8%	502	10%	13 485	10%
2 years prior to the assessment	6	11%	581	12%	12 503	9%
3 or more years prior to the assessment	36	68%	3 305	67%	79 176	58%
Data not available	1	2%	22	<1%	659	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	2	4%	265	5%	9 175	7%
Year prior to the assessment	2	4%	266	5%	7 907	6%
2 years prior to the assessment	3	6%	310	6%	7 896	6%
3 or more years prior to the assessment	45	85%	4 087	82%	105 510	78%
Data not available	1	2%	26	1%	5 588	4%

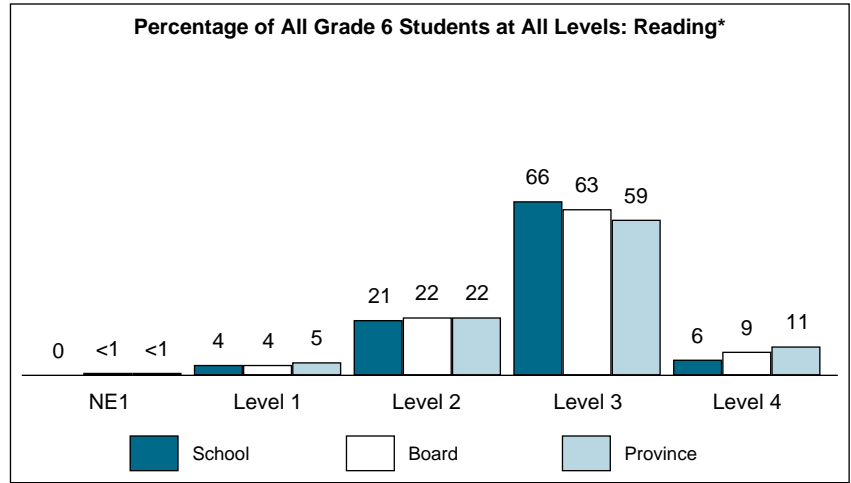
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

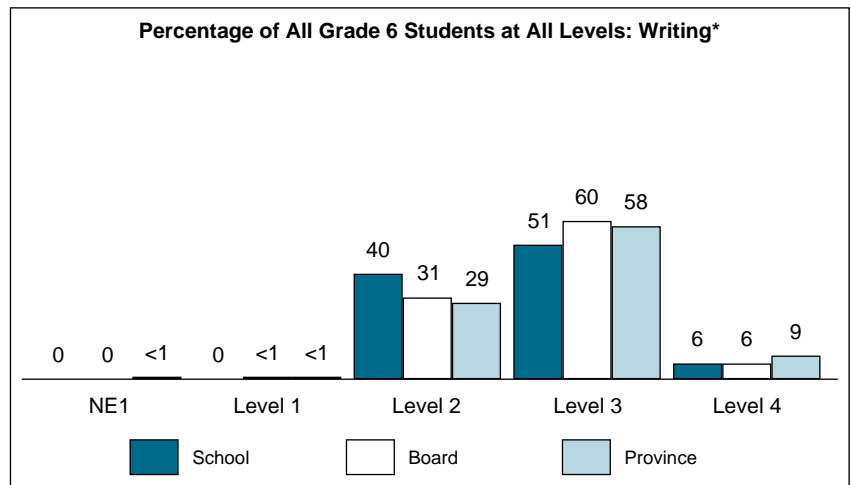
## Results in Reading, Writing and Mathematics, 2008–2009

### Grade 6: All Students

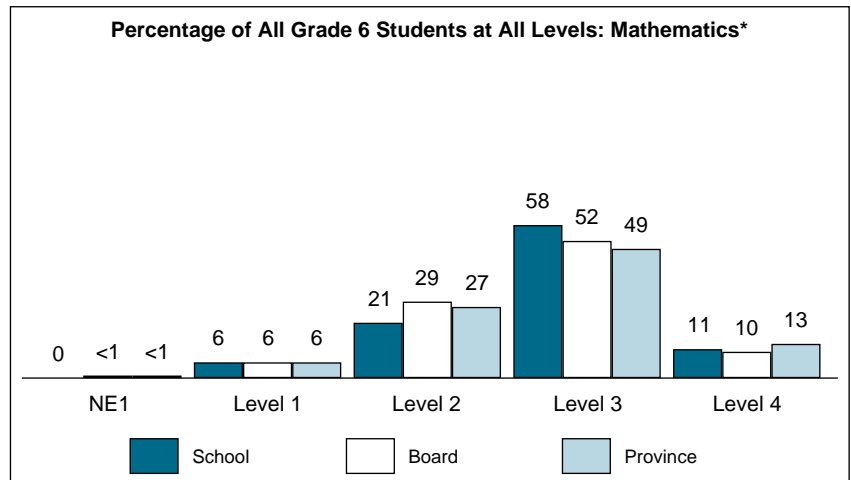
Grade 6: Reading*				
Number of Students	School 53		Board 4 954	Province 136 069
	#	%	%	%
Level 4	3	6%	9%	11%
Level 3	35	66%	63%	59%
Level 2	11	21%	22%	22%
Level 1	2	4%	4%	5%
NE1**	0	0%	<1%	<1%
Participating Students	51	96%	98%	96%
No Data	1	2%	<1%	1%
Exempt	1	2%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		72%	72%	69%



Grade 6: Writing*				
Number of Students	School 53		Board 4 954	Province 136 075
	#	%	%	%
Level 4	3	6%	6%	9%
Level 3	27	51%	60%	58%
Level 2	21	40%	31%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
Participating Students	51	96%	98%	96%
No Data	1	2%	<1%	1%
Exempt	1	2%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		57%	66%	67%



Grade 6: Mathematics*				
Number of Students	School 53		Board 4 954	Province 136 075
	#	%	%	%
Level 4	6	11%	10%	13%
Level 3	31	58%	52%	49%
Level 2	11	21%	29%	27%
Level 1	3	6%	6%	6%
NE1**	0	0%	<1%	<1%
Participating Students	51	96%	97%	96%
No Data	1	2%	<1%	1%
Exempt	1	2%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		70%	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.

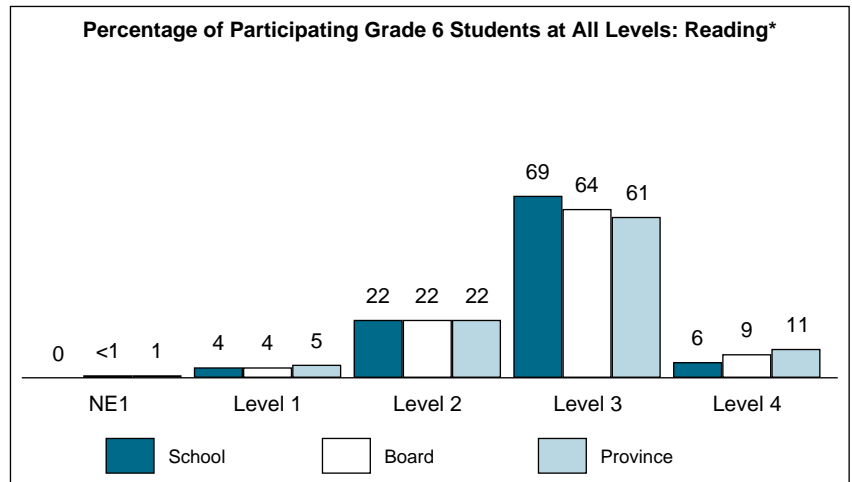
\*\* See the Explanation of Terms.

† 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.

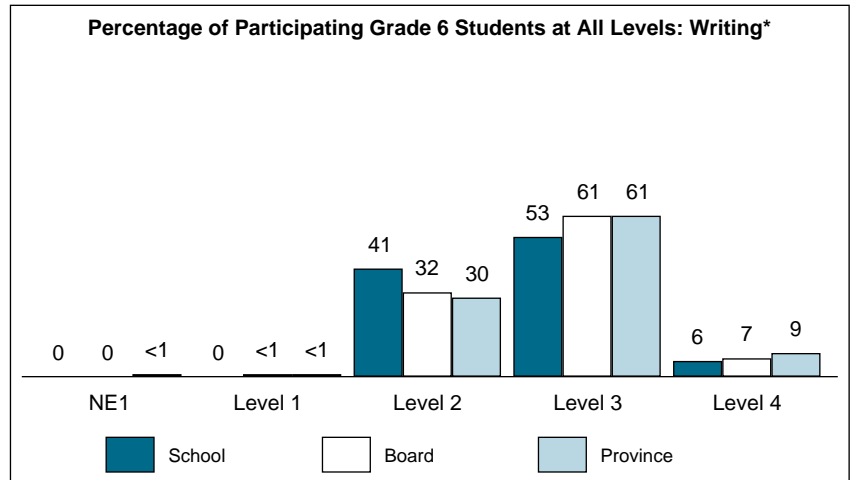
Results in Reading, Writing and Mathematics, 2008–2009

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

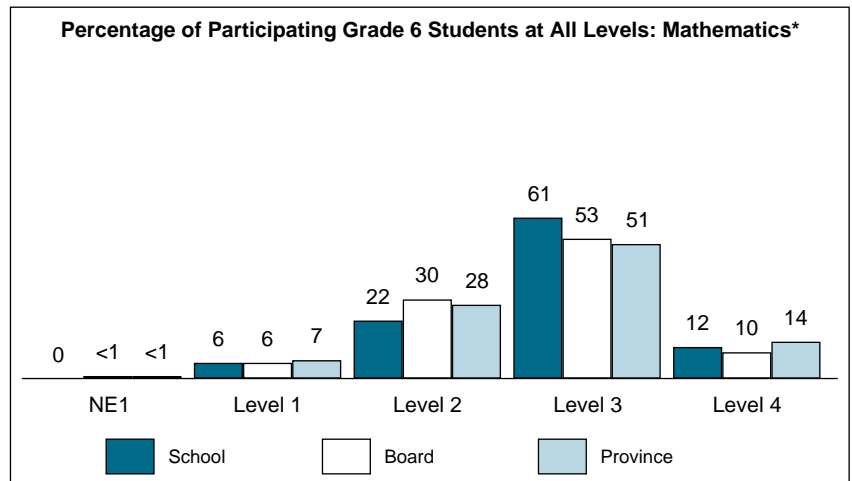
Grade 6: Reading*				
Number of Students	School 51		Board 4 845	Province 131 173
	#	%	%	%
Level 4	3	6%	9%	11%
Level 3	35	69%	64%	61%
Level 2	11	22%	22%	22%
Level 1	2	4%	4%	5%
NE1**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †	75%		73%	72%



Grade 6: Writing*				
Number of Students	School 51		Board 4 840	Province 131 296
	#	%	%	%
Level 4	3	6%	7%	9%
Level 3	27	53%	61%	61%
Level 2	21	41%	32%	30%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	59%		68%	70%



Grade 6: Mathematics*				
Number of Students	School 51		Board 4 815	Province 130 902
	#	%	%	%
Level 4	6	12%	10%	14%
Level 3	31	61%	53%	51%
Level 2	11	22%	30%	28%
Level 1	3	6%	6%	7%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	73%		64%	65%



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

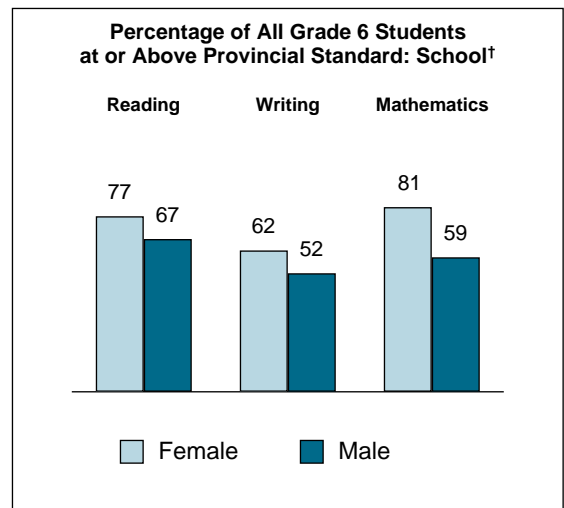
\*\* See the Explanation of Terms.

† 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.

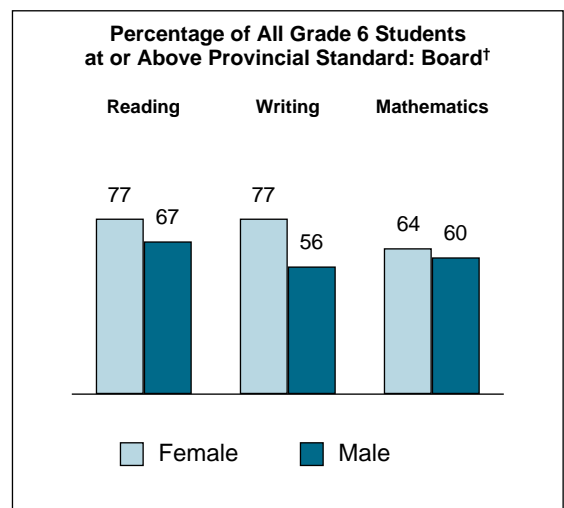
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: Gender††

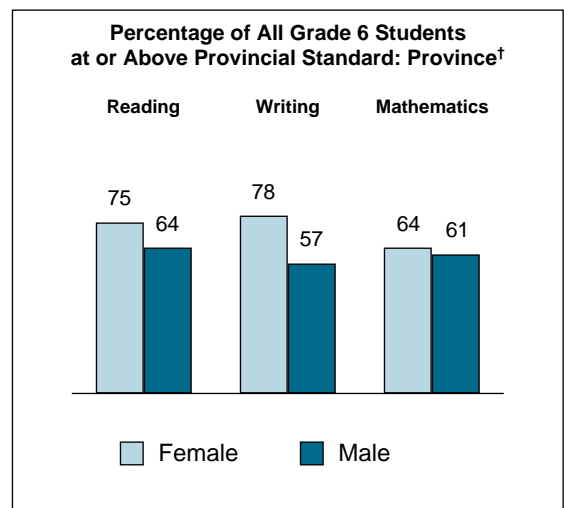
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 26	Male 27	Female 26	Male 27	Female 26	Male 27
Level 4	4%	7%	12%	0%	19%	4%
Level 3	73%	59%	50%	52%	62%	56%
Level 2	15%	26%	31%	48%	12%	30%
Level 1	0%	7%	0%	0%	0%	11%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	92%	100%	92%	100%	92%	100%
No Data	4%	0%	4%	0%	4%	0%
Exempt	4%	0%	4%	0%	4%	0%
At or Above Provincial Standard (Levels 3 and 4)†	77%	67%	62%	52%	81%	59%



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



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



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

\*\* See the Explanation of Terms.

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

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

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

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

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

Grade 3	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
<b>Enrolment</b>					
Number of students	53	47	38	40	45
<b>Participation in the Assessment</b>					
Reading <sup>†</sup>	94%	81%	97%	98%	84%
Writing <sup>†</sup>	94%	81%	97%	98%	84%
Mathematics <sup>†</sup>	94%	83%	97%	98%	84%
<b>Gender</b>					
Female	55%	43%	50%	58%	38%
Male	45%	57%	50%	42%	62%
<b>Student Status</b>					
English language learners**	0%	0%	0%	0%	0%
Students with special needs (excluding gifted)**	6%	21%	16%	10%	22%
<b>Place of Birth</b>					
Born in Canada	98%	68%	100%	92%	98%
Born outside Canada	2%	32%	0%	8%	2%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	0%	32%	0%	8%	2%
<b>Language</b>					
First language learned at home was other than English	0%	0%	0%	0%	0%
<b>Year Student Entered Current School</b>					
Year of the assessment		21%	13%	12%	20%
Year prior to the assessment	Data not collected <sup>††</sup>	9%	18%	15%	4%
2 years prior to the assessment		15%	5%	10%	27%
3 or more years prior to the assessment		53%	61%	62%	49%
Data not available		2%	3%	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.

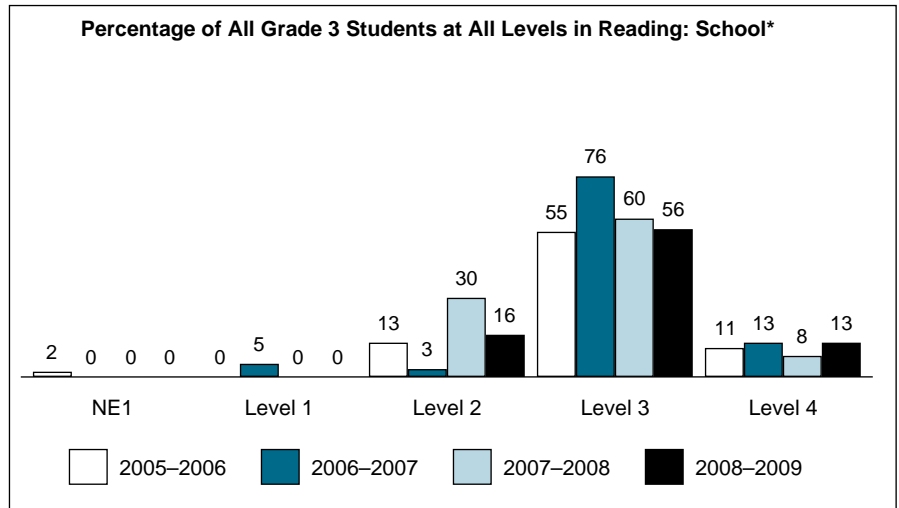
\*\* See the Explanation of Terms.

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

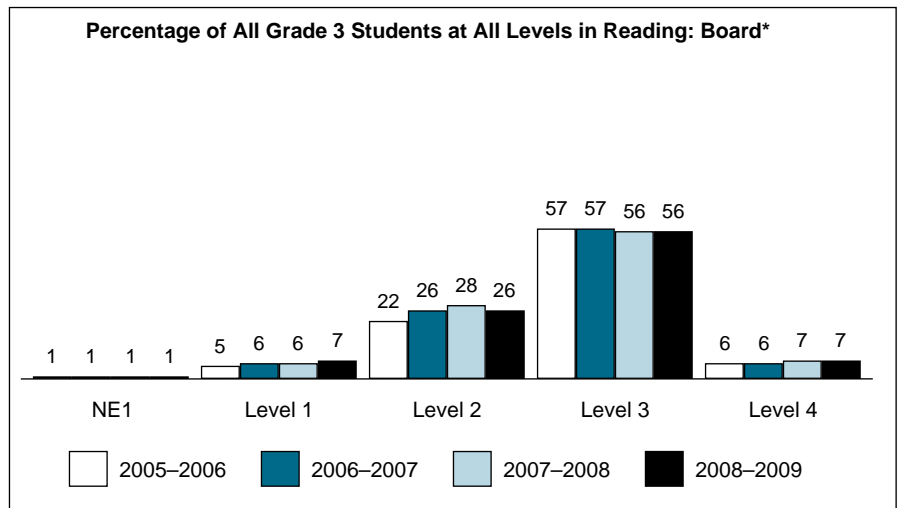
Results over Time, 2005–2006 to 2008–2009\*

Grade 3: Reading

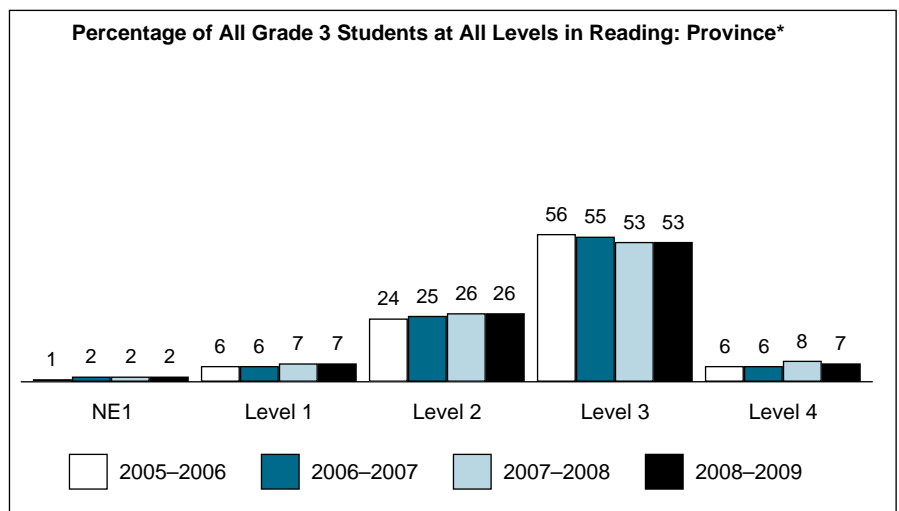
Grade 3 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	47	38	40	45
Level 4	11%	13%	8%	13%
Level 3	55%	76%	60%	56%
Level 2	13%	3%	30%	16%
Level 1	0%	5%	0%	0%
NE1**	2%	0%	0%	0%
Participating Students	81%	97%	98%	84%
No Data	0%	0%	0%	0%
Exempt	19%	3%	2%	16%
At or Above Provincial Standard†	66%	89%	68%	69%



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



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



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

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

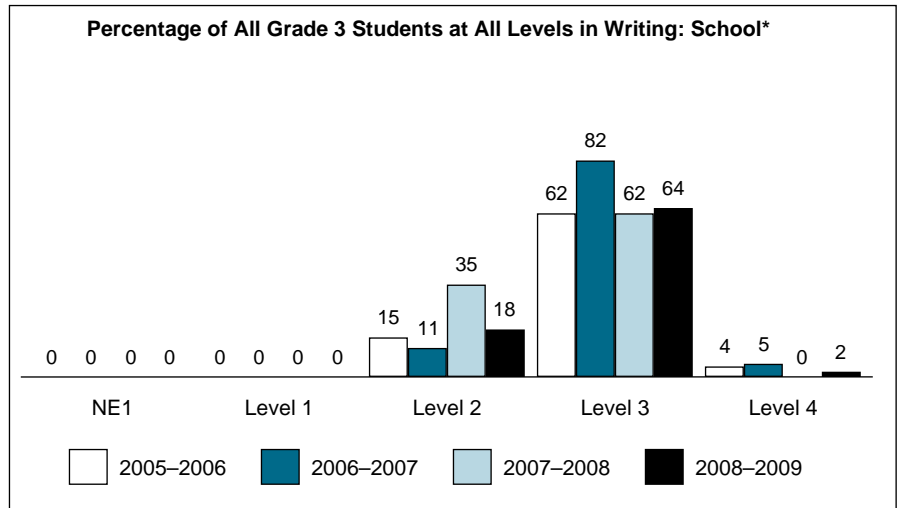
\*\* See the Explanation of Terms.

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

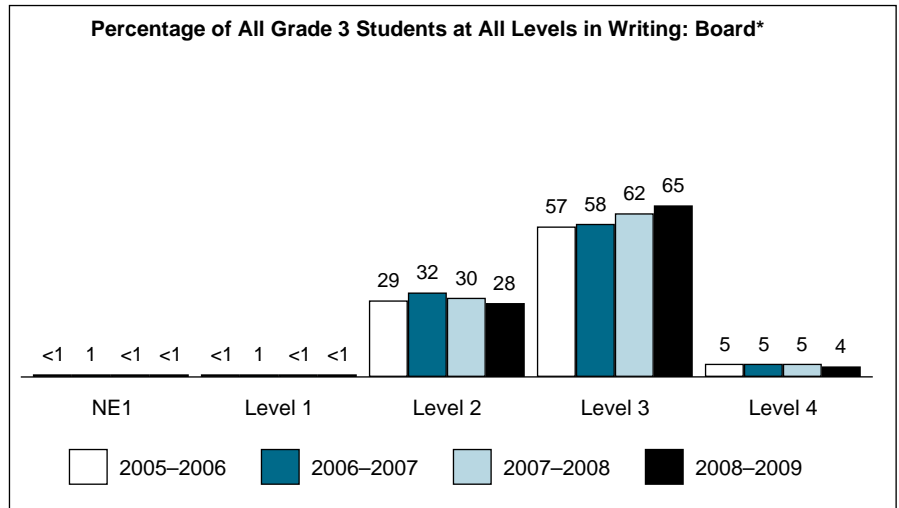
Results over Time, 2005–2006 to 2008–2009\*

Grade 3: Writing

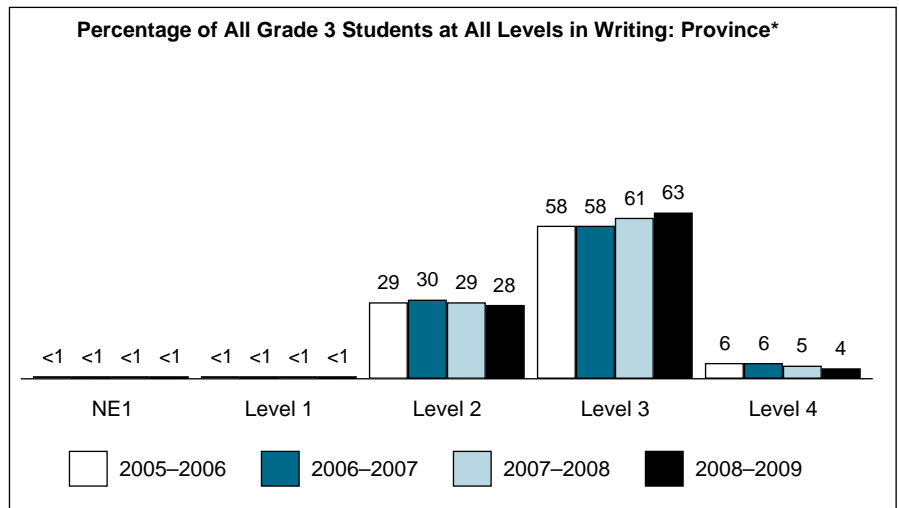
Grade 3 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	47	38	40	45
Level 4	4%	5%	0%	2%
Level 3	62%	82%	62%	64%
Level 2	15%	11%	35%	18%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	81%	97%	98%	84%
No Data	0%	0%	0%	0%
Exempt	19%	3%	2%	16%
At or Above Provincial Standard†	66%	87%	62%	67%



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.

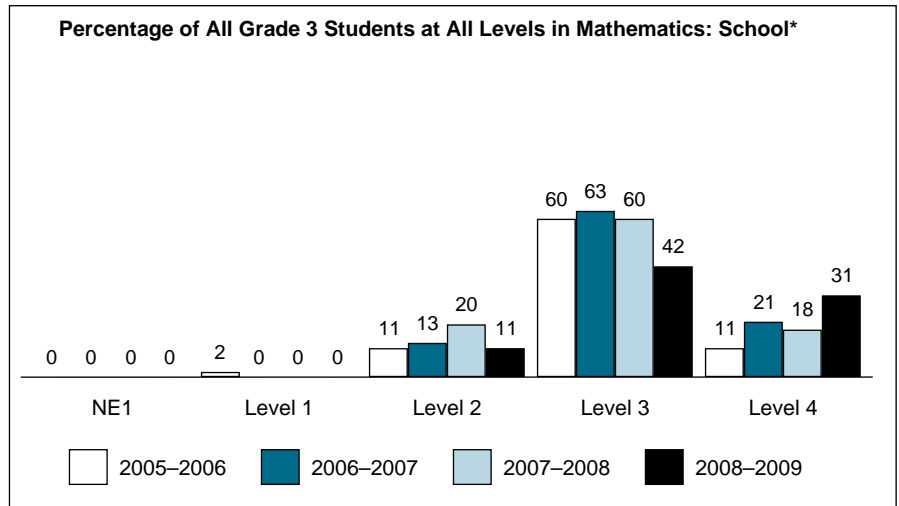
† See the Explanation of Terms.

‡ 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

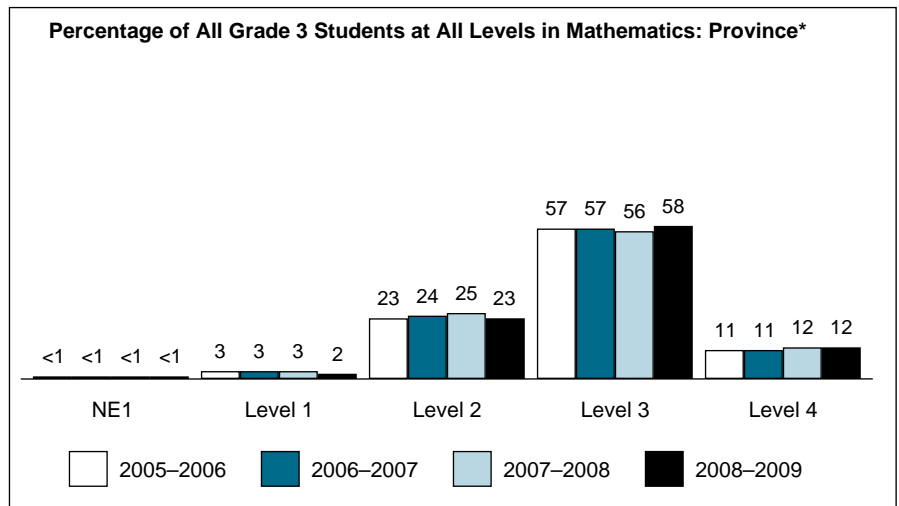
Grade 3 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	47	38	40	45
Level 4	11%	21%	18%	31%
Level 3	60%	63%	60%	42%
Level 2	11%	13%	20%	11%
Level 1	2%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	83%	97%	98%	84%
No Data	0%	0%	0%	0%
Exempt	17%	3%	2%	16%
At or Above Provincial Standard†	70%	84%	78%	73%



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.

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

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

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

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

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

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

Grade 6	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
<b>Enrolment</b>					
Number of students	64	51	34	59	53
<b>Participation in the Assessment</b>					
Reading	86%	78%	97%	98%	96%
Writing	86%	78%	97%	98%	96%
Mathematics	86%	82%	97%	98%	96%
<b>Gender</b>					
Female	52%	47%	44%	61%	49%
Male	48%	53%	56%	39%	51%
<b>Student Status</b>					
English language learners**	0%	0%	0%	0%	0%
Students with special needs (excluding gifted)**	28%	25%	15%	22%	23%
<b>Place of Birth</b>					
Born in Canada	98%	94%	97%	97%	92%
Born outside Canada	2%	4%	3%	3%	8%
In Canada less than one year	0%	0%	0%	0%	2%
In Canada one year or more but less than three years	0%	0%	3%	0%	0%
In Canada three years or more	2%	4%	0%	3%	6%
<b>Language</b>					
First language learned at home was other than English	3%	0%	0%	2%	0%
<b>Year Student Entered Current School</b>					
Year of the assessment		12%	6%	3%	11%
Year prior to the assessment	Data not collected††	16%	15%	5%	8%
2 years prior to the assessment		2%	18%	17%	11%
3 or more years prior to the assessment		69%	59%	75%	68%
Data not available		2%	3%	0%	2%

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

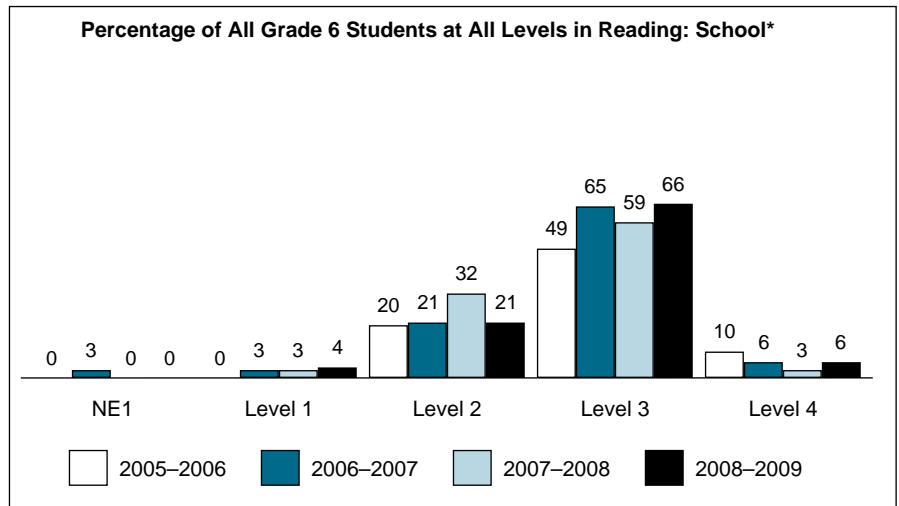
\*\* See the Explanation of Terms.

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

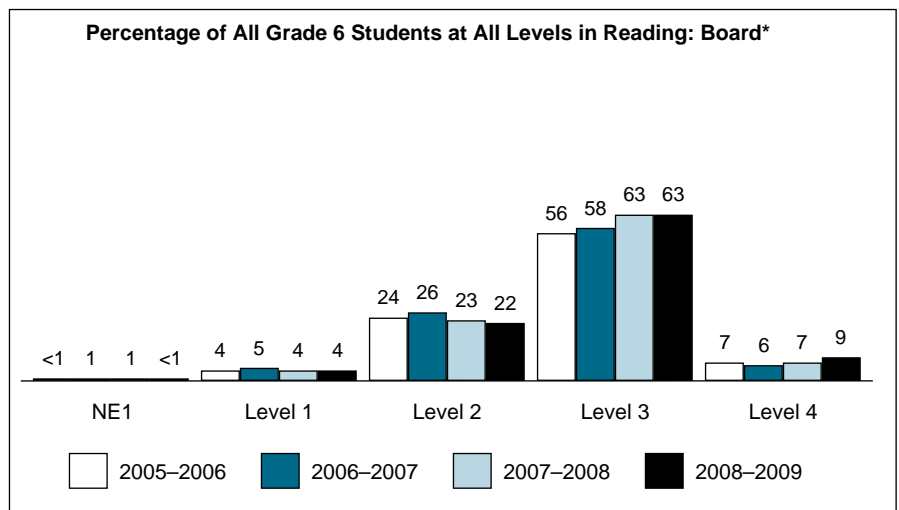
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Reading

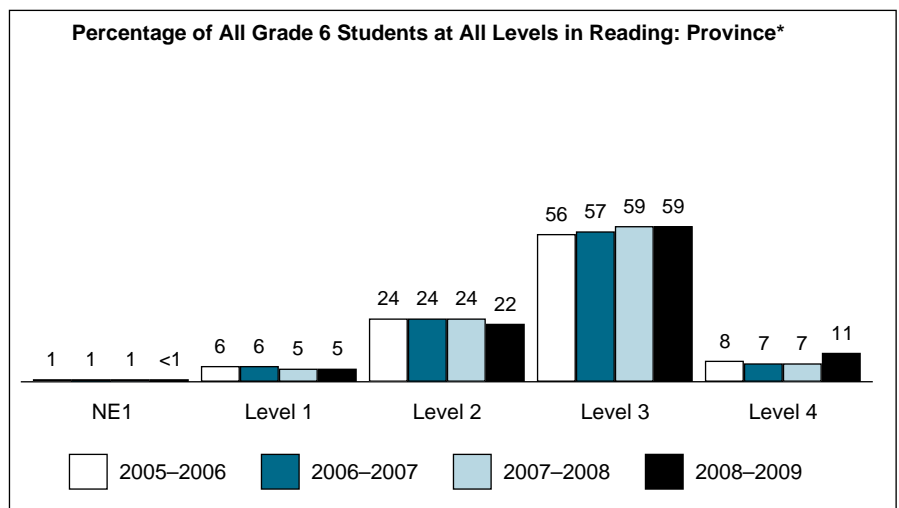
Grade 6 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	51	34	59	53
Level 4	10%	6%	3%	6%
Level 3	49%	65%	59%	66%
Level 2	20%	21%	32%	21%
Level 1	0%	3%	3%	4%
NE1**	0%	3%	0%	0%
Participating Students	78%	97%	98%	96%
No Data	0%	0%	0%	2%
Exempt	22%	3%	2%	2%
At or Above Provincial Standard†	59%	71%	63%	72%



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.

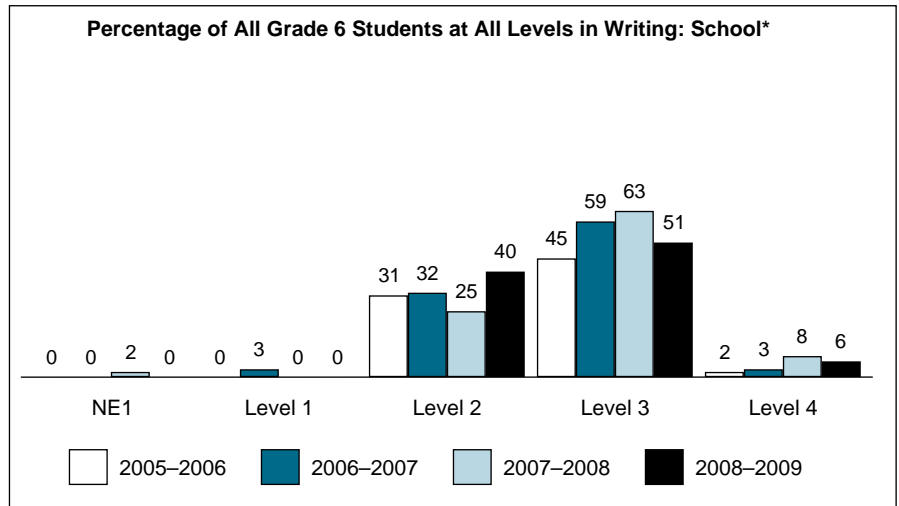
\*\* See the Explanation of Terms.

† 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.

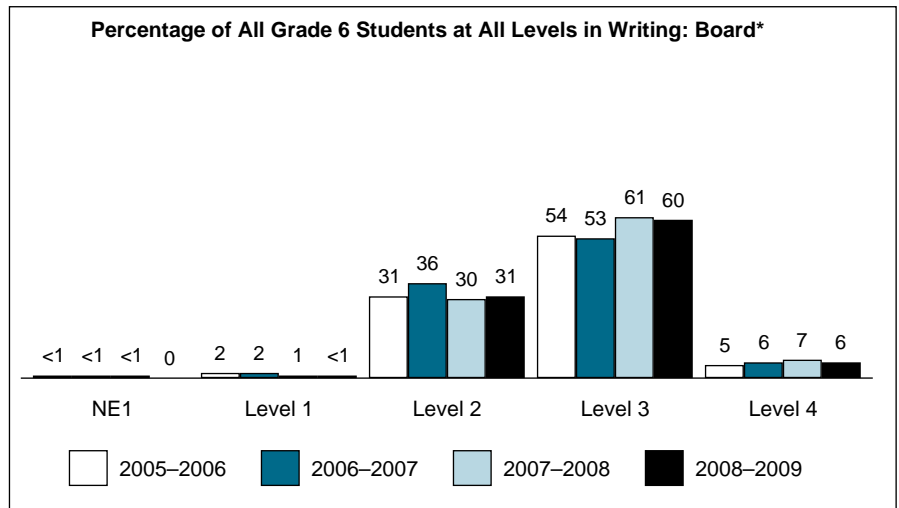
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Writing

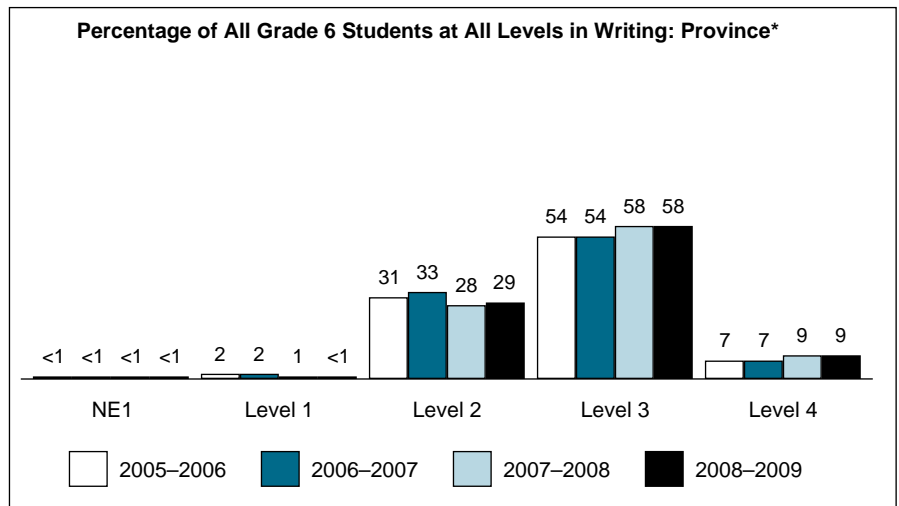
Grade 6 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	51	34	59	53
Level 4	2%	3%	8%	6%
Level 3	45%	59%	63%	51%
Level 2	31%	32%	25%	40%
Level 1	0%	3%	0%	0%
NE1**	0%	0%	2%	0%
Participating Students	78%	97%	98%	96%
No Data	0%	0%	0%	2%
Exempt	22%	3%	2%	2%
At or Above Provincial Standard†	47%	62%	71%	57%



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.

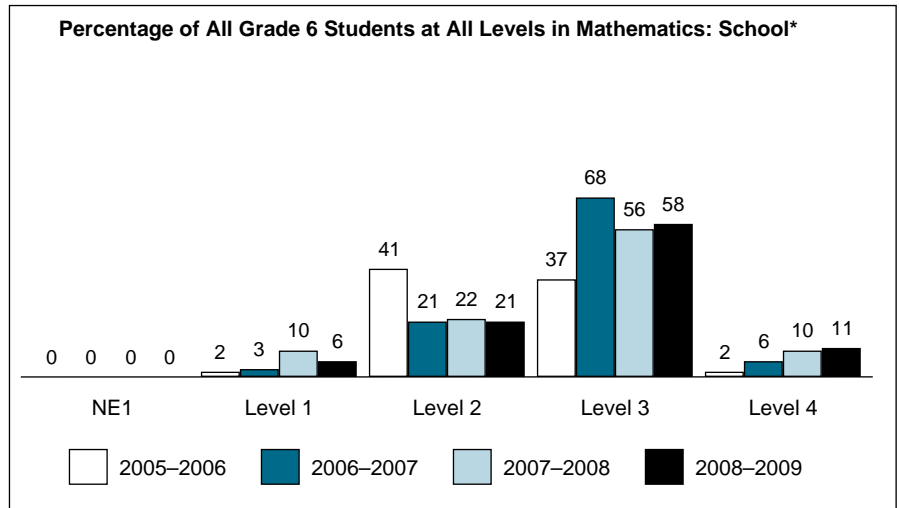
\*\* See the Explanation of Terms.

† 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.

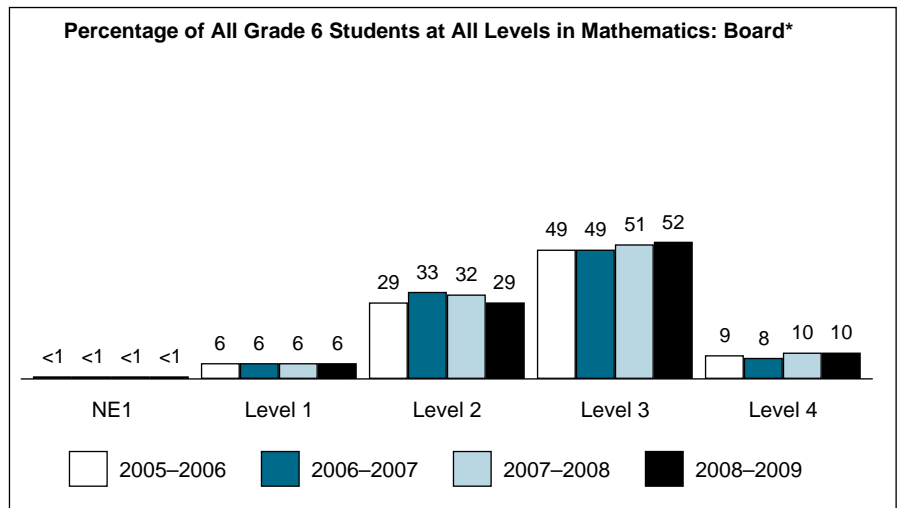
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Mathematics

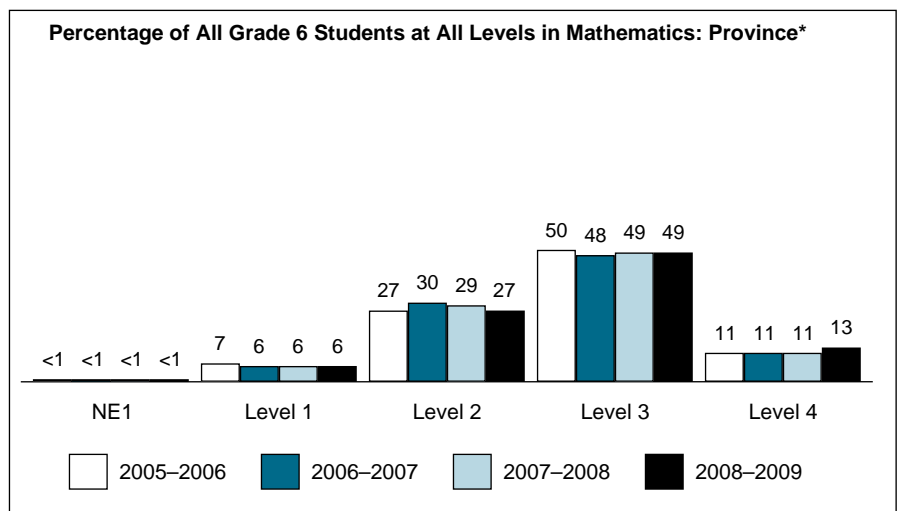
Grade 6 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	51	34	59	53
Level 4	2%	6%	10%	11%
Level 3	37%	68%	56%	58%
Level 2	41%	21%	22%	21%
Level 1	2%	3%	10%	6%
NE1**	0%	0%	0%	0%
Participating Students	82%	97%	98%	96%
No Data	2%	0%	0%	2%
Exempt	16%	3%	2%	2%
At or Above Provincial Standard†	39%	74%	66%	70%



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.

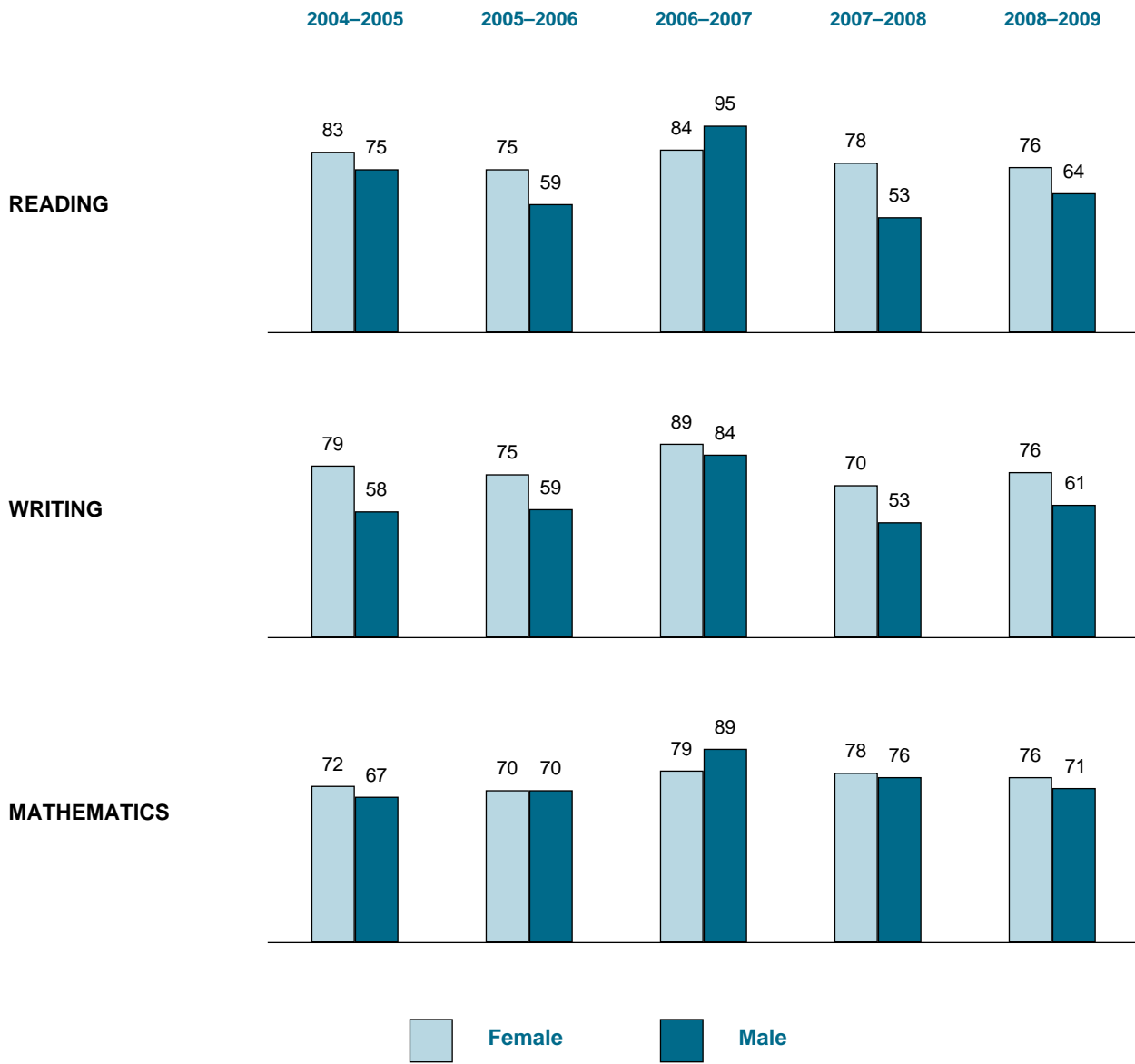
\*\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† 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



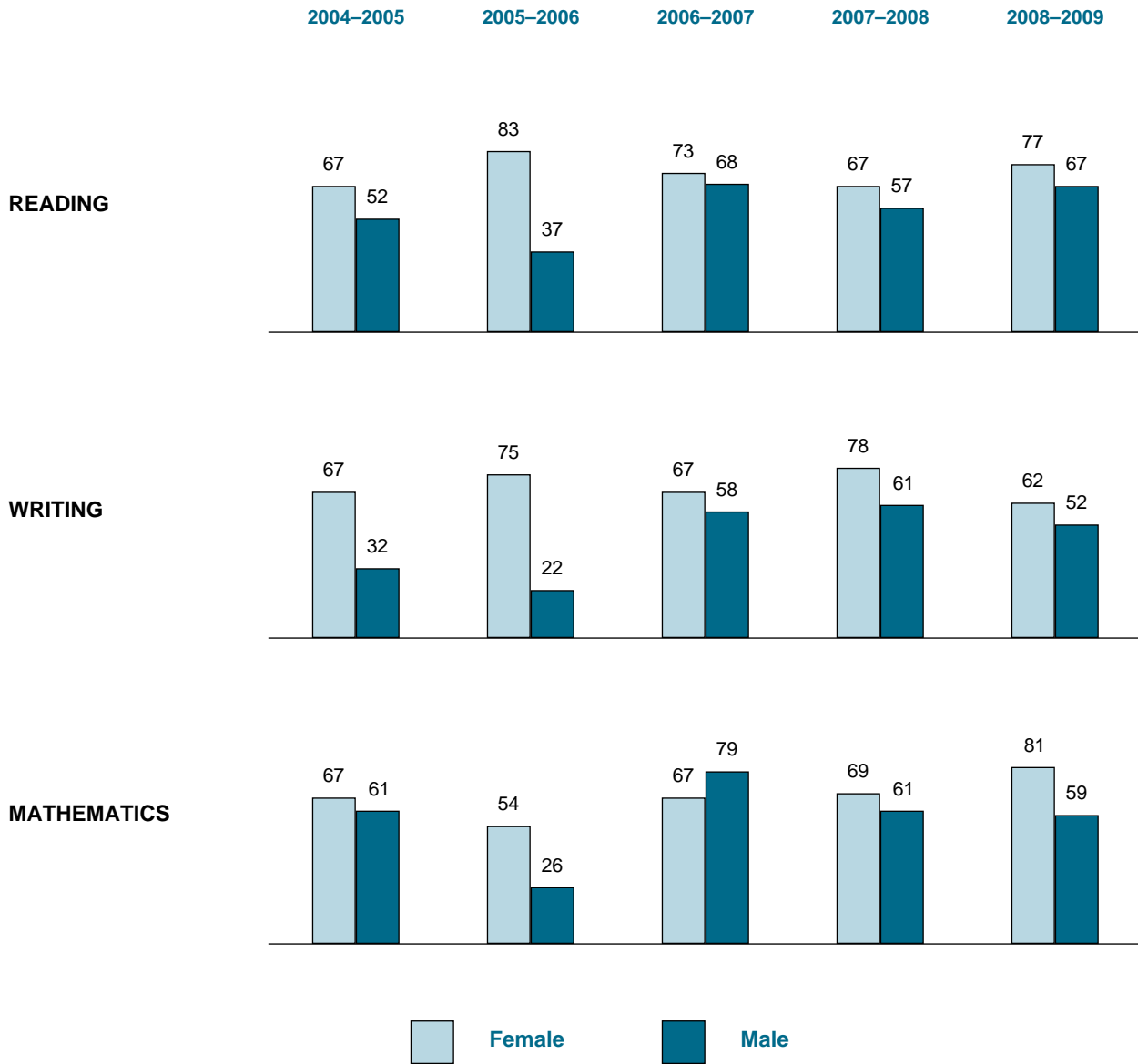
**Total Number of Grade 3 Students†**

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	29	24	20	27	19	19	23	17	17	28

† Includes only students for whom gender data were available.

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

**Percentage of Students At or Above the Provincial Standard (Levels 3 and 4): Grade 6**



**Total Number of Grade 6 Students†**

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	33	31	24	27	15	19	36	23	26	27

† 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 (# = 38)				
Questionnaire Item	Percentage of Students*			Number of Students Who Answered "Yes"
	0		100	
I am a good reader.	74	21	5	28
I like to read.	47	47		18
I read by myself at home.	53	34	13	20
I read with someone older than me at home.	13	34	53	5
I use a computer for reading activities at school.	42	47	11	16
I am a good writer.	58	39		22
I like to write.	50	29	21	19
I write by myself at home.	45	39	16	17
Someone older than me helps me with my writing at home.	26	45	29	10
I use a computer for writing activities at school.	45	47	8	17
I am good at mathematics.	68	29		26
I like mathematics.	61	26	13	23
I use mathematics to solve problems outside school.	39	37	24	15
Someone older than me helps me with my mathematics at home.	26	45	29	10
I use a computer to learn mathematics at school.	5		92	1
I use a calculator to learn mathematics at school.	5	53	42	2
At home, there is a computer for me to use for school work.	47	26	26	18

■ Yes      □ Sometimes      ■ No

\* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 3 (# = 38)		
Questionnaire Item	Percentage of Students*	Number of Students
<b>Language(s) students speak at home:</b>		
only or mostly English		38
another language (or other languages) as often as English		0
only or mostly another language (or other languages)		0
<b>Language(s) that people speak to students at home:</b>		
only or mostly English		37
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 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 38)	Female* (# = 15)	Male* (# = 23)	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.	74%	73%	74%	68%	69%	67%	67%	69%	65%
I like to read.	47%	67%	35%	57%	65%	50%	61%	69%	53%
I read by myself at home.	53%	67%	43%	58%	60%	56%	59%	61%	57%
I read with someone older than me at home.	13%	7%	17%	16%	15%	17%	15%	14%	16%
I use a computer for reading activities at school.	42%	53%	35%	29%	30%	28%	22%	22%	23%
<b>Writing</b>									
I am a good writer.	58%	73%	48%	51%	57%	44%	48%	55%	42%
I like to write.	50%	67%	39%	50%	58%	42%	51%	60%	43%
I write by myself at home.	45%	53%	39%	54%	59%	49%	54%	59%	50%
Someone older than me helps me with my writing at home.	26%	20%	30%	16%	15%	17%	16%	14%	18%
I use a computer for writing activities at school.	45%	53%	39%	31%	30%	31%	26%	25%	26%
<b>Mathematics</b>									
I am good at mathematics.	68%	80%	61%	54%	46%	62%	53%	46%	60%
I like mathematics.	61%	60%	61%	57%	54%	60%	59%	57%	61%
I use mathematics to solve problems outside school.	39%	40%	39%	33%	32%	33%	31%	31%	32%
Someone older than me helps me with my mathematics at home.	26%	27%	26%	26%	29%	23%	26%	28%	24%
I use a computer to learn mathematics at school.	3%	7%	0%	27%	27%	26%	25%	25%	25%
I use a calculator to learn mathematics at school.	5%	7%	4%	16%	15%	16%	13%	11%	14%
<b>Computer at home</b>									
There is a computer for me to use for school work.	47%	47%	48%	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 (# = 38)	Female* (# = 15)	Male* (# = 23)	All Students (# = 4 283)	Female* (# = 2 148)	Male* (# = 2 135)	All Students (# = 119 830)	Female* (# = 58 867)	Male* (# = 60 963)
<b>Language(s) students speak at home:**</b>									
only or mostly English	100%	100%	100%	89%	88%	89%	79%	78%	80%
another language (or other languages) as often as English	0%	0%	0%	8%	8%	7%	12%	13%	11%
only or mostly another language (or other languages)	0%	0%	0%	4%	4%	3%	8%	8%	8%
<b>Language(s) that people speak to students at home:**</b>									
only or mostly English	97%	93%	100%	86%	86%	86%	74%	74%	75%
another language (or other languages) as often as English	3%	7%	0%	8%	7%	8%	12%	12%	11%
only or mostly another language (or other languages)	0%	0%	0%	6%	6%	6%	14%	14%	13%

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

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

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = 51)				
Questionnaire Item	Percentage of Students*			Number of Students Who Answered "Yes"
	0		100	
I am a good reader.	47	39	12	24
I like to read.	49	16	33	25
I read by myself at home.	53	25	20	27
I read with someone older than me at home.	4	37	57	2
I use a computer for reading activities at school.	14	39	45	7
I am a good writer.	29	55	12	15
I like to write.	22	51	24	11
I write by myself at home.	37	39	20	19
Someone older than me helps me with my writing at home.	8	31	57	4
I use a computer for writing activities at school.	24	61	12	12
I am good at mathematics.	39	45	12	20
I like mathematics.	24	25	45	12
I use mathematics to solve problems outside school.	29	51	16	15
Someone older than me helps me with my mathematics at home.	14	53	29	7
I use a computer to learn mathematics at school.	4	16	76	2
I use a calculator to learn mathematics at school.	35	57	4	18
At home, there is a computer for me to use for school work.	75	14	12	38

■ Yes      □ Sometimes      ■ No

\* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = 51)		
Questionnaire Item	Percentage of Students*	Number of Students
<b>Language(s) students speak at home:</b>		
only or mostly English		51
another language (or other languages) as often as English		0
only or mostly another language (or other languages)		0
<b>Language(s) that people speak to students at home:</b>		
only or mostly English		51
another language (or other languages) as often as English		0
only or mostly another language (or other languages)		0

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 51)	Female* (# = 24)	Male* (# = 27)	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.	47%	54%	41%	65%	68%	63%	65%	69%	61%
I like to read.	49%	50%	48%	50%	61%	39%	53%	64%	42%
I read by myself at home.	53%	58%	48%	64%	73%	56%	70%	78%	62%
I read with someone older than me at home.	4%	8%	0%	5%	4%	5%	4%	3%	4%
I use a computer for reading activities at school.	14%	8%	19%	14%	14%	15%	13%	13%	14%
<b>Writing</b>									
I am a good writer.	29%	38%	22%	41%	49%	34%	42%	48%	36%
I like to write.	22%	25%	19%	41%	52%	30%	42%	52%	32%
I write by myself at home.	37%	50%	26%	45%	52%	37%	50%	57%	43%
Someone older than me helps me with my writing at home.	8%	4%	11%	10%	9%	10%	9%	7%	10%
I use a computer for writing activities at school.	24%	29%	19%	32%	32%	33%	30%	29%	31%
<b>Mathematics</b>									
I am good at mathematics.	39%	42%	37%	49%	41%	58%	49%	40%	57%
I like mathematics.	24%	21%	26%	43%	37%	49%	45%	38%	51%
I use mathematics to solve problems outside school.	29%	33%	26%	38%	36%	40%	35%	31%	38%
Someone older than me helps me with my mathematics at home.	14%	17%	11%	24%	28%	21%	22%	25%	19%
I use a computer to learn mathematics at school.	4%	4%	4%	12%	12%	12%	13%	13%	13%
I use a calculator to learn mathematics at school.	35%	29%	41%	27%	28%	25%	25%	26%	24%
<b>Computer at home</b>									
There is a computer for me to use for school work.	75%	88%	63%	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 (# = 51)	Female* (# = 24)	Male* (# = 27)	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	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%
<b>Language(s) that people speak to students at home:**</b>									
only or mostly English	100%	100%	100%	89%	89%	88%	76%	75%	76%
another language (or other languages) as often as English	0%	0%	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

<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.