



# Preliminary Detailed School Results



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

**School: Princess Elizabeth PS (457540)**

**Board: DSB of Niagara (66150)**

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.

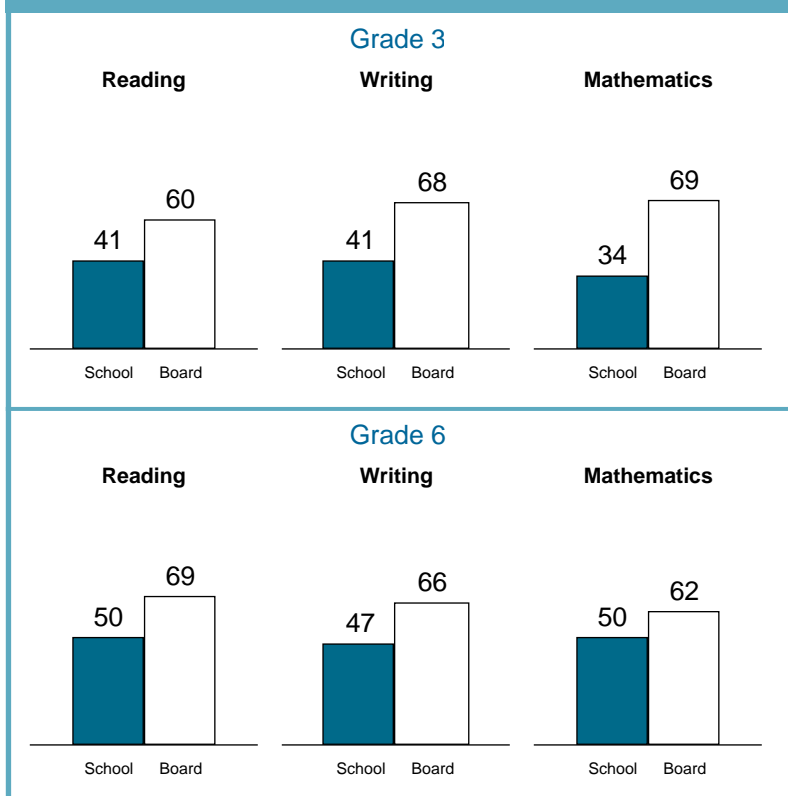
I trust this report will help parents, educators and all who support a strong public education system work together so that all students can reach their full potential.

Sincerely,

*Marguerite Jackson*  
 Chief Executive Officer  
 Education Quality and Accountability Office

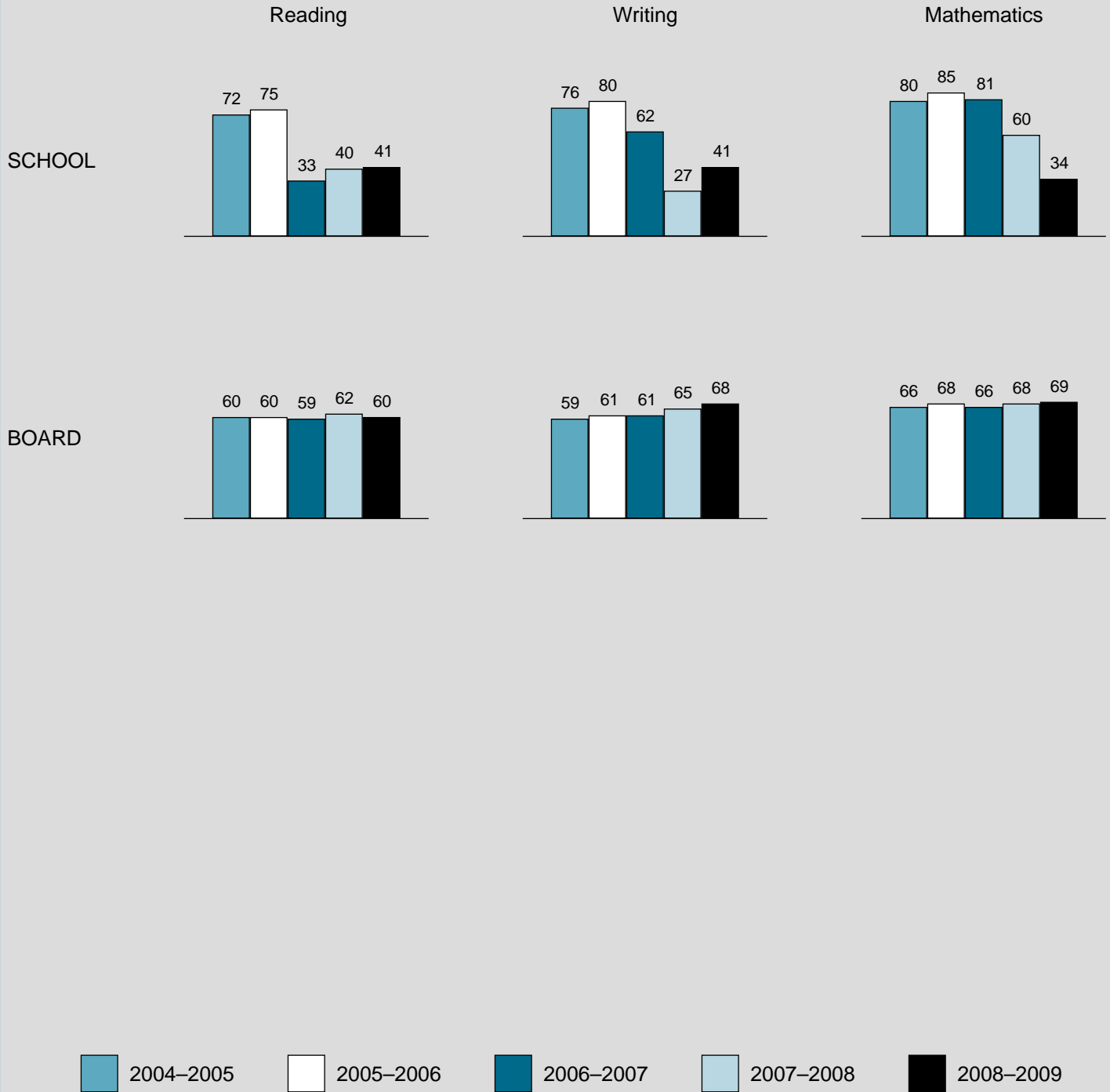
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**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2008–2009**



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

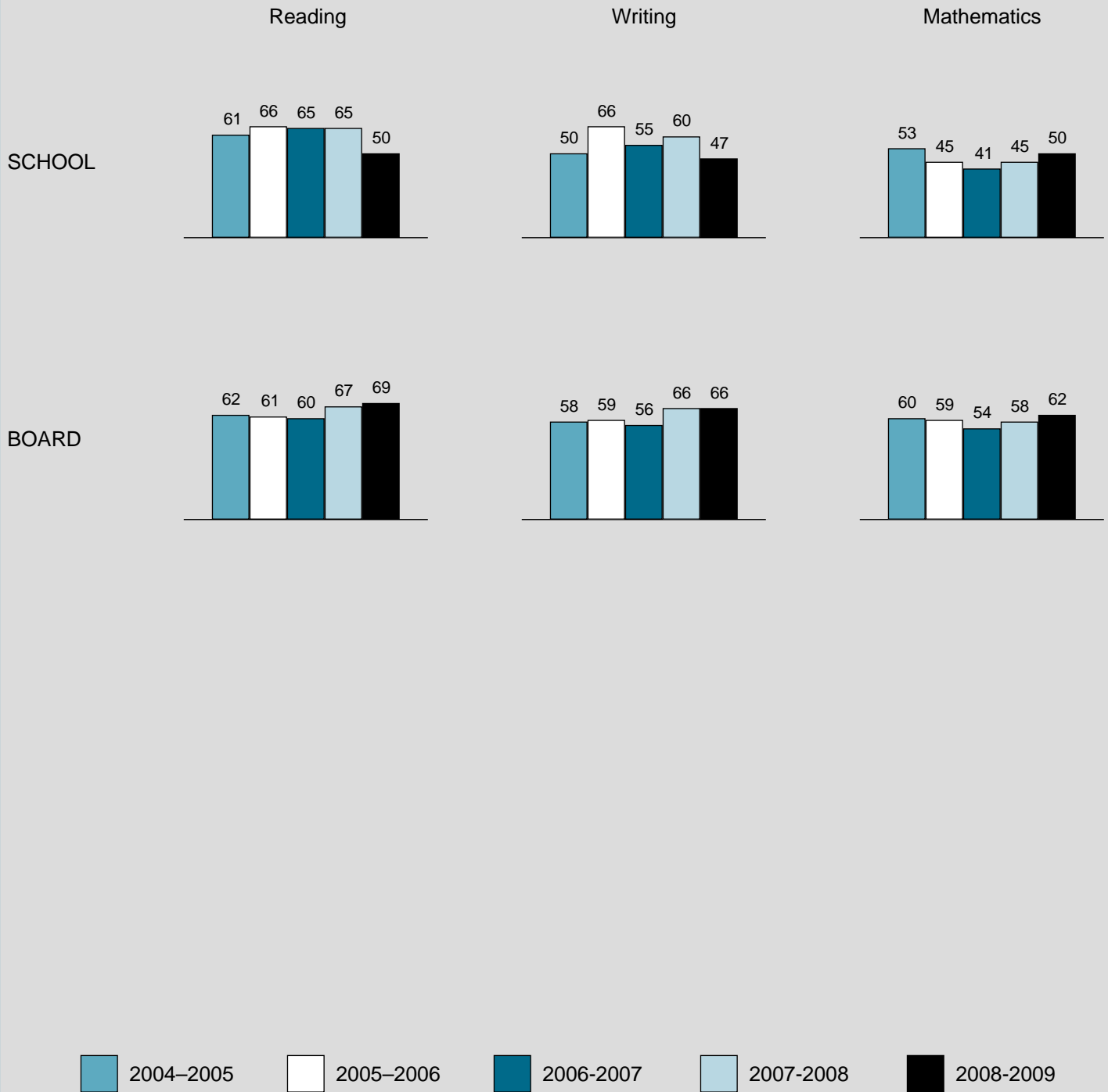
Percentage of Students: Grade 3



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	25	20	21	15	32
Board	2 849	2 711	2 677	2 544	2 433

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	38	44	49	40	34
Board	2 973	3 073	3 090	2 901	2 755

## TIPS

Each school is unique. To appreciate the distinctive character of a school, 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. Results may vary considerably from year to year, and differences may look exaggerated. For example, in a class 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 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.

## HOW SCHOOL STAFF CAN USE THIS REPORT

**These guidelines reflect the 4C's (complete, compare, consistent, concealing) outlined in the EQAO guide referenced at the bottom of this page.**

### Examine the contextual information.

- Are these data **complete**? What other contextual information is available to help inform you about your school community?
- **Compare** the contextual information for your school over time. If there are differences, consider how these might influence student performance.
- Have there been any changes or **inconsistencies** in the pattern of students' participation that might have influenced the results? Consider exemption rates and student absenteeism.
- How does the profile of the student body at this school **compare** to that of the board and the province? Consider the challenges that any differences might present.

### Examine the school results for reading, writing and mathematics this year.

- What percentage of *all* students achieved at or above the provincial standard (Levels 3 and 4)? approached the standard (Level 2)? performed below the standard (Level 1 and NE1)? Be aware that focusing only on students who achieve the provincial standard or above may result in **concealing** important information about the rest of your student body.
- How do the school results **compare** to the board results? the provincial results? the results for other schools with similar demographic profiles?

### Compare the school results for the past four years.

- Are there any changes, trends or **inconsistencies** in the school results over time?
- How do the results for *all* students **compare** with those for *participating* students?
- How do the school results **compare** for female and male students?
- How do the school results over time **compare** to the board results? the provincial results? the results for other schools with similar demographic profiles?

### Try to account for any trends, patterns or inconsistencies.

- Have there been any new initiatives or any changes in programs or resources at the school?
- How well is the range of students' needs being addressed in the school (e.g., students with special needs, English language learners, recent immigrants)?
- Are these results **consistent** with other information (e.g., classroom tests, report card marks, attendance, school surveys, results of schools with similar demographics)?
- Consider what influence student and staff attitudes might have on student performance (refer to the questionnaire results).

### Consider how these results are being addressed and communicated.

- What are the school's goals for improvement? The provincial goal is for 75% of Grade 6 students to achieve the provincial standard.
- Refer to the *EQAO Guide to School and Board Improvement Planning* for additional information and to the strategies for success outlined in EQAO's provincial report.
- Share the school's improvement plans and acknowledge student improvement and school success through the school's newsletters, Web site, school council, etc.

### For more help interpreting your school's results refer to

- EQAO's *Using Data to Promote Student Success: A Brief Guide to Assist School Administrators in Interpreting Their Data* (Primary and Junior Divisions).

## 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	
<b>Enrolment</b>				
Number of Grade 3 students	32		2 433	
Number of classes with Grade 3 students	3		191	
Number of schools with Grade 3 classes	Not applicable		90	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Gender</b>				
Female	19	59%	1 225	50%
Male	13	41%	1 208	50%
Gender not specified	0	0%	0	0%
<b>Student Status</b>				
English language learners**	1	3%	71	3%
Students with special needs (excluding gifted)**	8	25%	492	20%
<b>Place of Birth</b>				
Born in Canada	29	91%	2 299	94%
Born outside Canada	3	9%	129	5%
In Canada less than one year	1	3%	2	<1%
In Canada one year or more but less than three years	0	0%	30	1%
In Canada three years or more	2	6%	79	3%
<b>Language</b>				
First language learned at home was other than English	1	3%	143	6%
<b>Year Student Entered Current School</b>				
Year of the assessment	7	22%	313	13%
Year prior to the assessment	3	9%	226	9%
2 years prior to the assessment	7	22%	254	10%
3 or more years prior to the assessment	15	47%	1 628	67%
Data not available	0	0%	12	<1%
<b>Year Student Entered Current Board</b>				
Year of the assessment	4	12%	118	5%
Year prior to the assessment	2	6%	120	5%
2 years prior to the assessment	3	9%	128	5%
3 or more years prior to the assessment	23	72%	2 044	84%
Data not available	0	0%	23	1%

\* 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.

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

**Contextual Information: Grade 3 (continued)**

Participation in the Assessment	School		Board	
<b>Number of Grade 3 students*</b>				
Reading	32		2 433	
Writing	32		2 433	
Mathematics	32		2 433	
<b>Number Percent Number Percent</b>				
<b>Students who participated (excludes “no data” and “exempt”)**</b>				
Reading	30	94%	2 352	97%
Writing	30	94%	2 358	97%
Mathematics	29	91%	2 359	97%
<b>Students who did not complete any part of the assessment (“no data”)**</b>				
Reading	0	0%	22	1%
Writing	0	0%	21	1%
Mathematics	0	0%	21	1%
<b>Students who were exempted**</b>				
All three subjects	2	6%	47	2%
Reading	2	6%	59	2%
Writing	2	6%	54	2%
Mathematics	3	9%	53	2%
<b>Participating English language learners who received a special provision**</b>				
Reading	1	3%	24	1%
Writing	1	3%	24	1%
Mathematics	1	3%	24	1%
<b>Participating students who received one or more accommodations†**</b>				
Reading	7	23%	406	17%
Writing	7	23%	412	17%
Mathematics	6	21%	379	16%

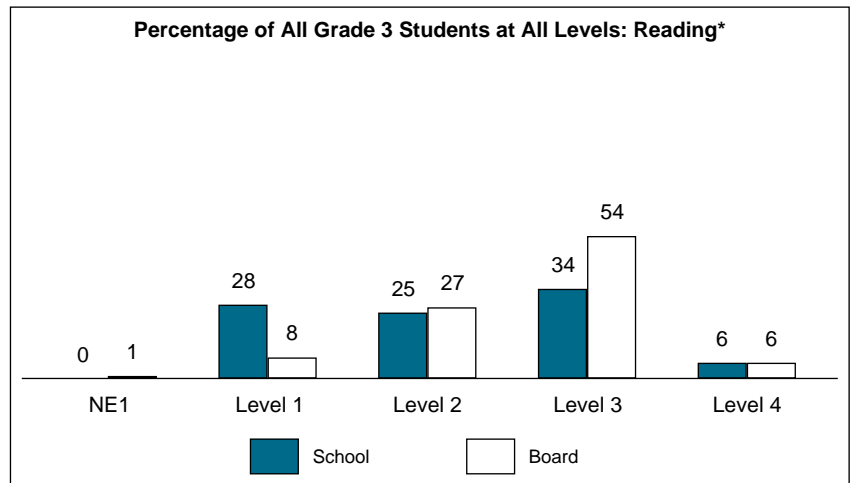
\* Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

\*\* See the Explanation of Terms.

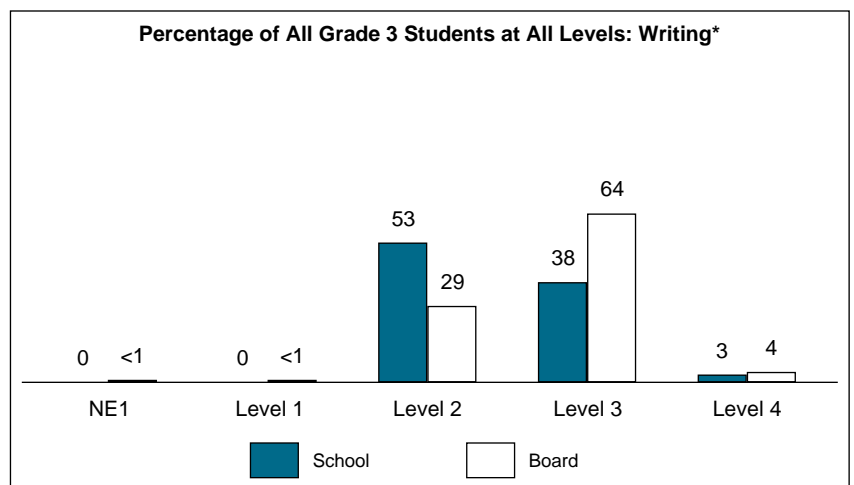
† Includes students with an Individual Education Plan, students designated as English language learners and students receiving special permission.

## Results in Reading, Writing and Mathematics, 2008–2009 Grade 3: All Students<sup>††</sup>

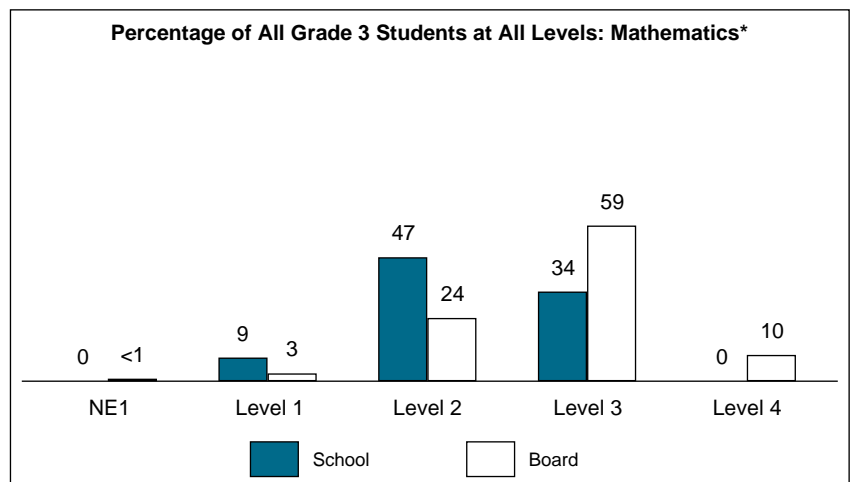
Grade 3: Reading*				
Number of Students	School 32		Board 2 433	
	#	%	#	%
Level 4	2	6%	2	6%
Level 3	11	34%	11	54%
Level 2	8	25%	8	27%
Level 1	9	28%	9	8%
NE1**	0	0%	0	1%
Participating Students	30	94%	30	97%
No Data	0	0%	0	1%
Exempt	2	6%	2	2%
<b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b>		<b>41%</b>	<b>60%</b>	



Grade 3: Writing*				
Number of Students	School 32		Board 2 433	
	#	%	#	%
Level 4	1	3%	1	4%
Level 3	12	38%	12	64%
Level 2	17	53%	17	29%
Level 1	0	0%	0	<1%
NE1**	0	0%	0	<1%
Participating Students	30	94%	30	97%
No Data	0	0%	0	1%
Exempt	2	6%	2	2%
<b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b>		<b>41%</b>	<b>68%</b>	



Grade 3: Mathematics*				
Number of Students	School 32		Board 2 433	
	#	%	#	%
Level 4	0	0%	0	10%
Level 3	11	34%	11	59%
Level 2	15	47%	15	24%
Level 1	3	9%	3	3%
NE1**	0	0%	0	<1%
Participating Students	29	91%	29	97%
No Data	0	0%	0	1%
Exempt	3	9%	3	2%
<b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b>		<b>34%</b>	<b>69%</b>	



\* 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.

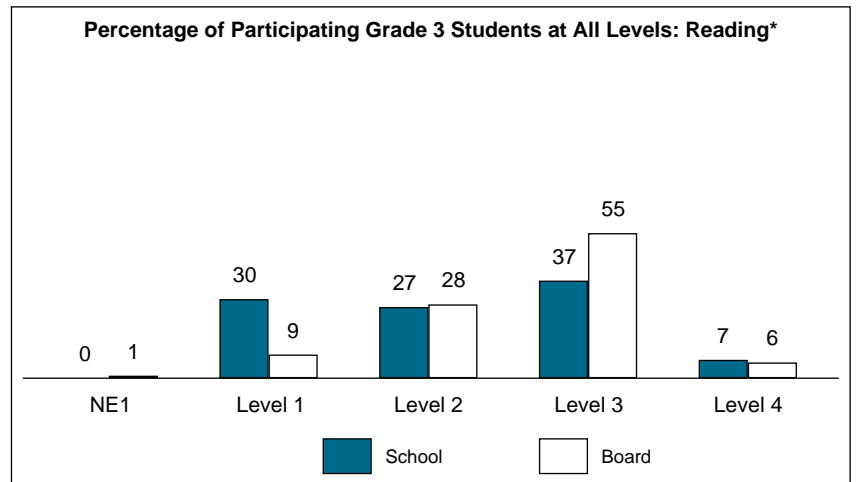
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

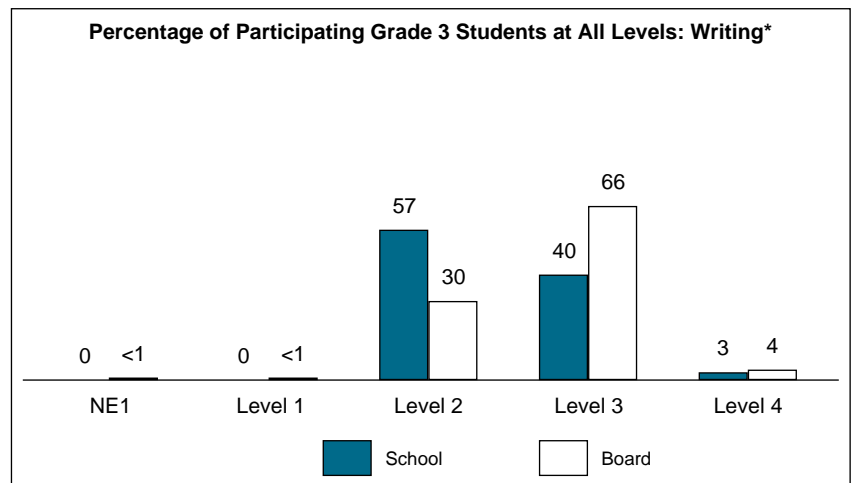
Results in Reading, Writing and Mathematics, 2008–2009

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

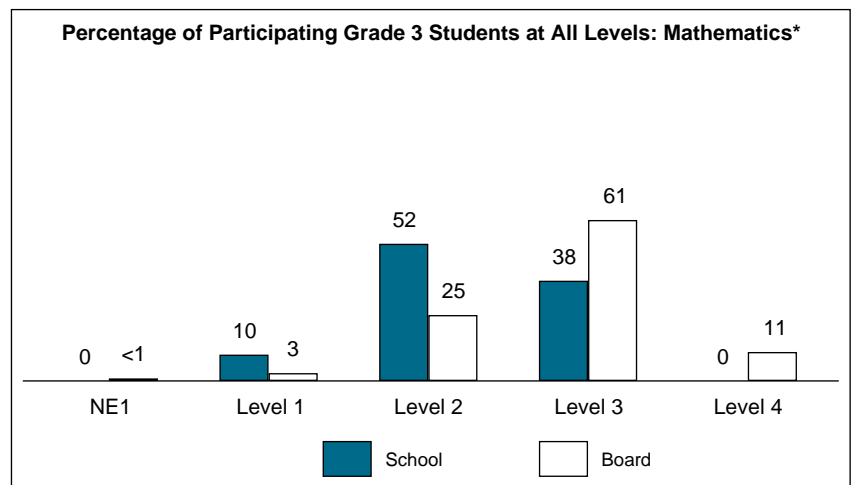
Grade 3: Reading*			
Number of Students	School 30		Board 2 352
	#	%	%
Level 4	2	7%	6%
Level 3	11	37%	55%
Level 2	8	27%	28%
Level 1	9	30%	9%
NE1**	0	0%	1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>			62%



Grade 3: Writing*			
Number of Students	School 30		Board 2 358
	#	%	%
Level 4	1	3%	4%
Level 3	12	40%	66%
Level 2	17	57%	30%
Level 1	0	0%	<1%
NE1**	0	0%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>			70%



Grade 3: Mathematics*			
Number of Students	School 29		Board 2 359
	#	%	%
Level 4	0	0%	11%
Level 3	11	38%	61%
Level 2	15	52%	25%
Level 1	3	10%	3%
NE1**	0	0%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>			71%



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

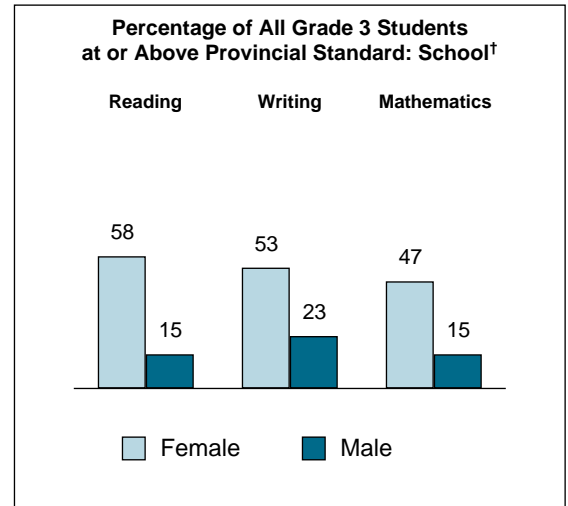
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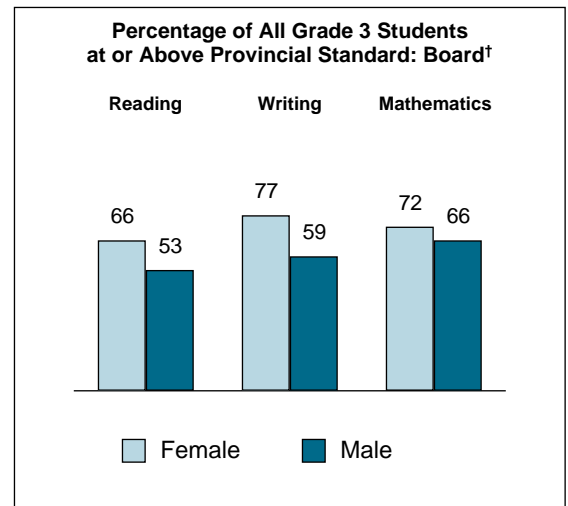
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: Gender††

Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 19	Male 13	Female 19	Male 13	Female 19	Male 13
Level 4	11%	0%	5%	0%	0%	0%
Level 3	47%	15%	47%	23%	47%	15%
Level 2	21%	31%	47%	62%	47%	46%
Level 1	21%	38%	0%	0%	5%	15%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	85%	100%	85%	100%	77%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	15%	0%	15%	0%	23%
At or Above Provincial Standard (Levels 3 and 4)†	58%	15%	53%	23%	47%	15%



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 1 225	Male 1 208	Female 1 225	Male 1 208	Female 1 225	Male 1 208
Level 4	8%	4%	6%	2%	11%	10%
Level 3	58%	49%	71%	57%	61%	57%
Level 2	24%	31%	21%	36%	24%	25%
Level 1	7%	10%	<1%	<1%	3%	4%
NE1**	1%	1%	<1%	0%	<1%	<1%
Participating Students	98%	95%	98%	96%	98%	96%
No Data	1%	1%	1%	1%	1%	1%
Exempt	1%	4%	1%	3%	1%	3%
At or Above Provincial Standard (Levels 3 and 4)†	66%	53%	77%	59%	72%	66%



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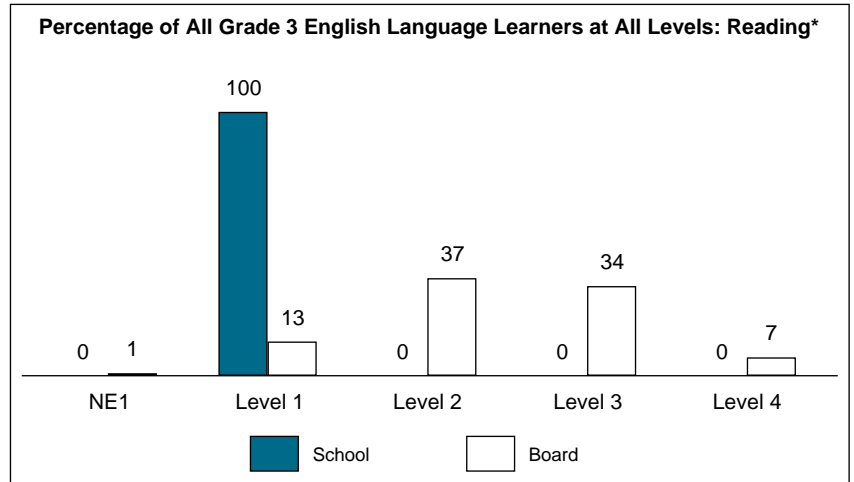
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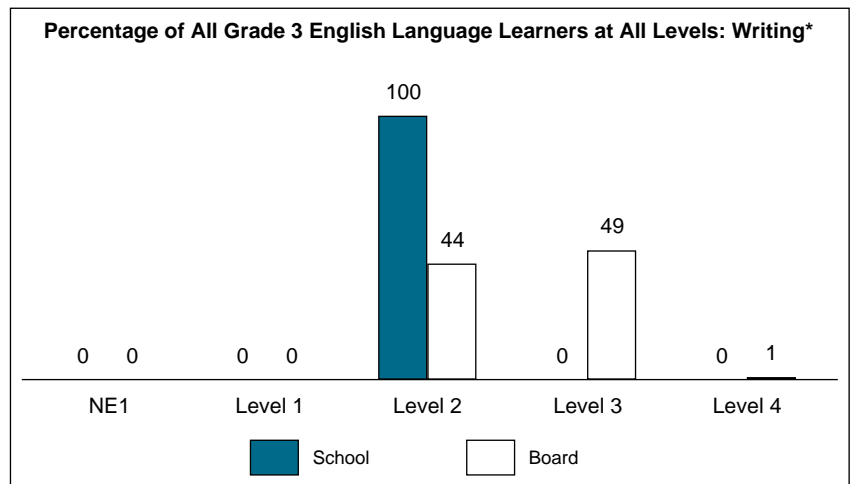
†† Results include only students for whom gender data were available.

## Results in Reading, Writing and Mathematics, 2008–2009 Grade 3: English Language Learners

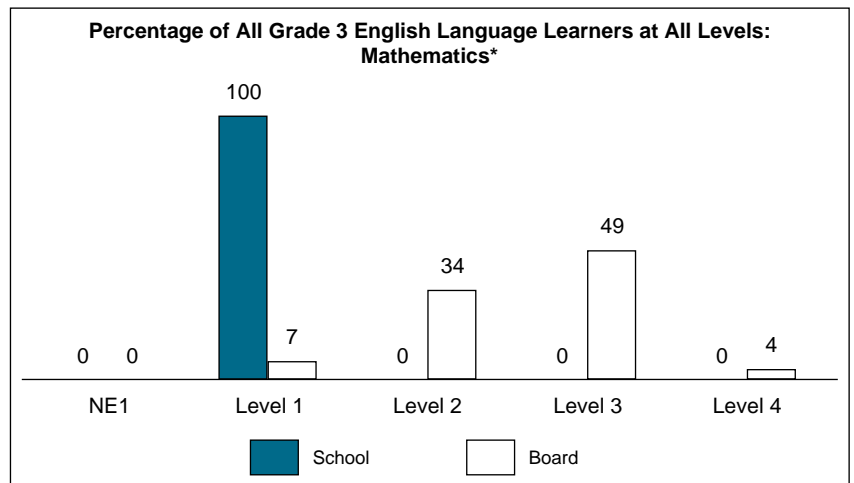
English Language Learners: Reading*			
Number of Students	School 1		Board 71
	#	%	%
Level 4	0	0%	7%
Level 3	0	0%	34%
Level 2	0	0%	37%
Level 1	1	100%	13%
NE1**	0	0%	1%
Participating Students	1	100%	92%
No Data	0	0%	0%
Exempt	0	0%	8%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>0%</b>	<b>41%</b>



English Language Learners: Writing*			
Number of Students	School 1		Board 71
	#	%	%
Level 4	0	0%	1%
Level 3	0	0%	49%
Level 2	1	100%	44%
Level 1	0	0%	0%
NE1**	0	0%	0%
Participating Students	1	100%	94%
No Data	0	0%	0%
Exempt	0	0%	6%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>0%</b>	<b>51%</b>



English Language Learners: Mathematics*			
Number of Students	School 1		Board 71
	#	%	%
Level 4	0	0%	4%
Level 3	0	0%	49%
Level 2	0	0%	34%
Level 1	1	100%	7%
NE1**	0	0%	0%
Participating Students	1	100%	94%
No Data	0	0%	0%
Exempt	0	0%	6%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>0%</b>	<b>54%</b>



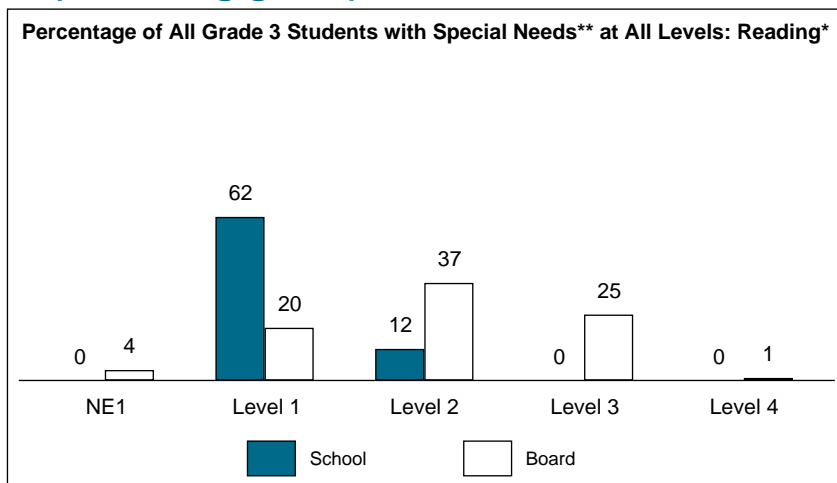
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\*\* See the Explanation of Terms.

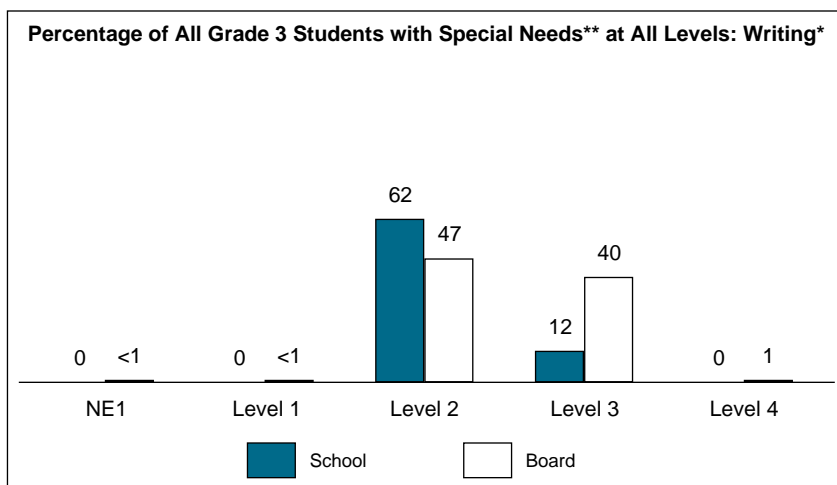
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

## Results in Reading, Writing and Mathematics, 2008–2009 Grade 3: Students with Special Needs (excluding gifted)

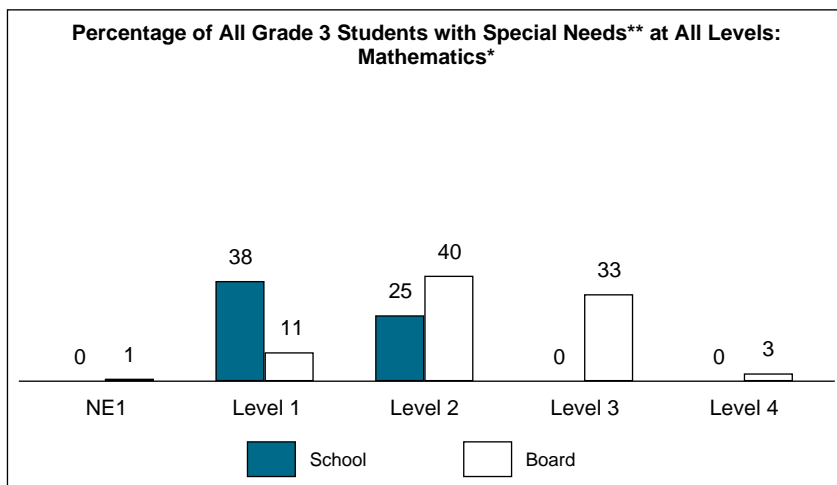
Students with Special Needs**: Reading*				
Number of Students	School 8		Board 492	
	#	%	#	%
Level 4	0	0%	1	1%
Level 3	0	0%	25	25%
Level 2	1	12%	37	37%
Level 1	5	62%	20	20%
NE1**	0	0%	4	4%
Participating Students	6	75%	87	87%
No Data	0	0%	2	2%
Exempt	2	25%	11	11%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>0%</b>	<b>26%</b>	



Students with Special Needs**: Writing*				
Number of Students	School 8		Board 492	
	#	%	#	%
Level 4	0	0%	1	1%
Level 3	1	12%	40	40%
Level 2	5	62%	47	47%
Level 1	0	0%	<1	<1%
NE1**	0	0%	<1	<1%
Participating Students	6	75%	88	88%
No Data	0	0%	2	2%
Exempt	2	25%	10	10%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>12%</b>	<b>41%</b>	



Students with Special Needs**: Mathematics*				
Number of Students	School 8		Board 492	
	#	%	#	%
Level 4	0	0%	3	3%
Level 3	0	0%	33	33%
Level 2	2	25%	40	40%
Level 1	3	38%	11	11%
NE1**	0	0%	1	1%
Participating Students	5	62%	88	88%
No Data	0	0%	2	2%
Exempt	3	38%	10	10%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>0%</b>	<b>36%</b>	



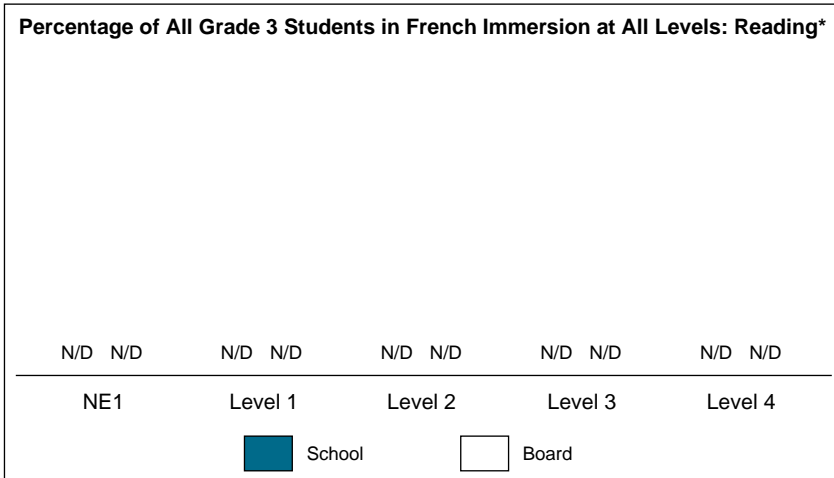
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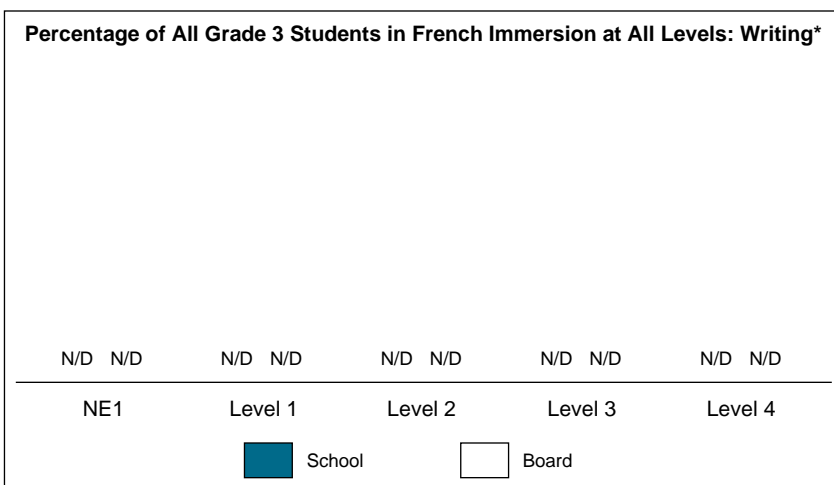
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

## Results in Reading, Writing and Mathematics, 2008–2009 Grade 3: Students Enrolled in French Immersion††

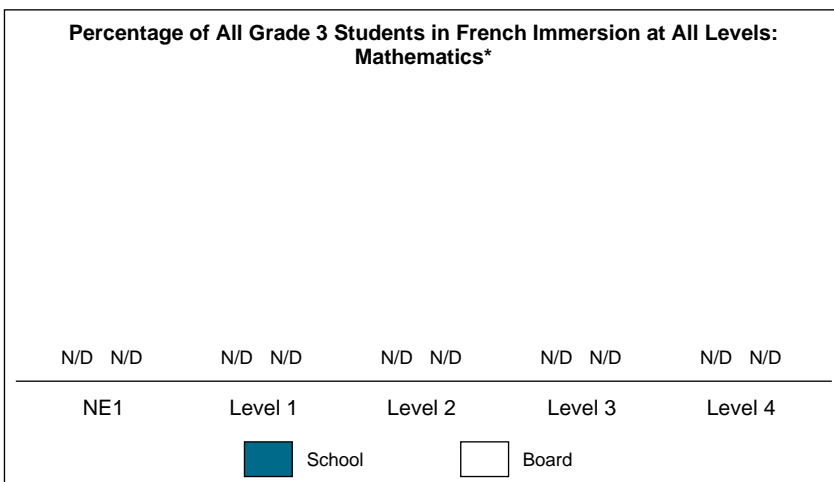
Students in French Immersion: Reading*				
Number of Students	School N/D		Board N/D	
	#	%	#	%
Level 4	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D
NE1**	N/D	N/D	N/D	N/D
Participating Students	N/D	N/D	N/D	N/D
No Data	N/D	N/D	N/D	N/D
Exempt	N/D	N/D	N/D	N/D
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/D	



Students in French Immersion: Writing*				
Number of Students	School N/D		Board N/D	
	#	%	#	%
Level 4	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D
NE1**	N/D	N/D	N/D	N/D
Participating Students	N/D	N/D	N/D	N/D
No Data	N/D	N/D	N/D	N/D
Exempt	N/D	N/D	N/D	N/D
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/D	



Students in French Immersion: Mathematics*				
Number of Students	School N/D		Board N/D	
	#	%	#	%
Level 4	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D
NE1**	N/D	N/D	N/D	N/D
Participating Students	N/D	N/D	N/D	N/D
No Data	N/D	N/D	N/D	N/D
Exempt	N/D	N/D	N/D	N/D
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/D	



\* 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.

## 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	
<b>Enrolment</b>				
Number of Grade 6 students	34		2 755	
Number of classes with Grade 6 students	3		168	
Number of schools with Grade 6 classes	Not applicable		91	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Gender</b>				
Female	15	44%	1 379	50%
Male	19	56%	1 376	50%
Gender not specified	0	0%	0	0%
<b>Student Status</b>				
English language learners**	0	0%	71	3%
Students with special needs (excluding gifted)**	4	12%	575	21%
<b>Place of Birth</b>				
Born in Canada	34	100%	2 584	94%
Born outside Canada	0	0%	164	6%
In Canada less than one year	0	0%	4	<1%
In Canada one year or more but less than three years	0	0%	41	1%
In Canada three years or more	0	0%	103	4%
<b>Language</b>				
First language learned at home was other than English	0	0%	159	6%
<b>Year Student Entered Current School</b>				
Year of the assessment	3	9%	346	13%
Year prior to the assessment	15	44%	403	15%
2 years prior to the assessment	5	15%	257	9%
3 or more years prior to the assessment	11	32%	1 733	63%
Data not available	0	0%	16	1%
<b>Year Student Entered Current Board</b>				
Year of the assessment	1	3%	120	4%
Year prior to the assessment	2	6%	133	5%
2 years prior to the assessment	4	12%	116	4%
3 or more years prior to the assessment	27	79%	2 350	85%
Data not available	0	0%	36	1%

\* 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.

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

**Contextual Information: Grade 6 (continued)**

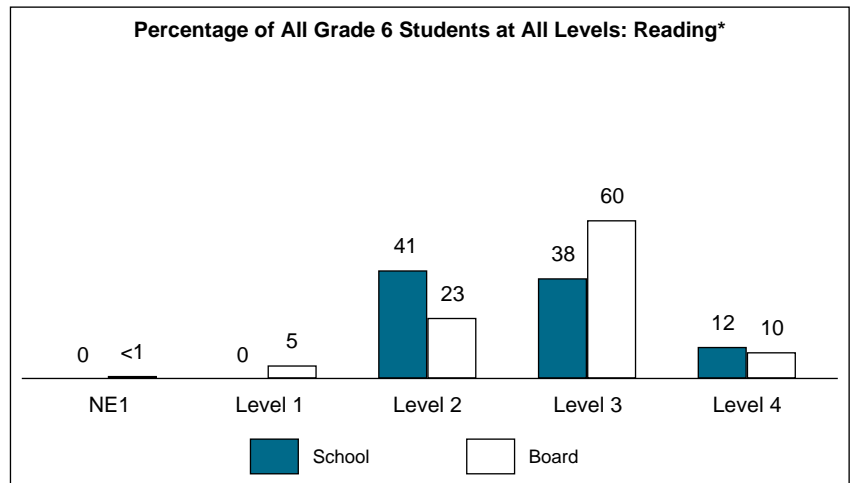
Participation in the Assessment	School		Board	
<b>Number of Grade 6 students</b>				
Reading	34		2 755	
Writing	34		2 755	
Mathematics	34		2 755	
<b>Number Percent Number Percent</b>				
<b>Students who participated (excludes “no data” and “exempt”)*</b>				
Reading	31	91%	2 676	97%
Writing	31	91%	2 676	97%
Mathematics	31	91%	2 666	97%
<b>Students who did not complete any part of the assessment (“no data”)*</b>				
Reading	0	0%	13	<1%
Writing	0	0%	13	<1%
Mathematics	0	0%	17	1%
<b>Students who were exempted*</b>				
All three subjects	3	9%	60	2%
Reading	3	9%	66	2%
Writing	3	9%	66	2%
Mathematics	3	9%	72	3%
<b>Participating English language learners who received a special provision*</b>				
Reading	0	0%	12	<1%
Writing	0	0%	12	<1%
Mathematics	0	0%	12	<1%
<b>Participating students who received one or more accommodations†*</b>				
Reading	3	10%	433	16%
Writing	3	10%	433	16%
Mathematics	3	10%	401	15%

\* See the Explanation of Terms.

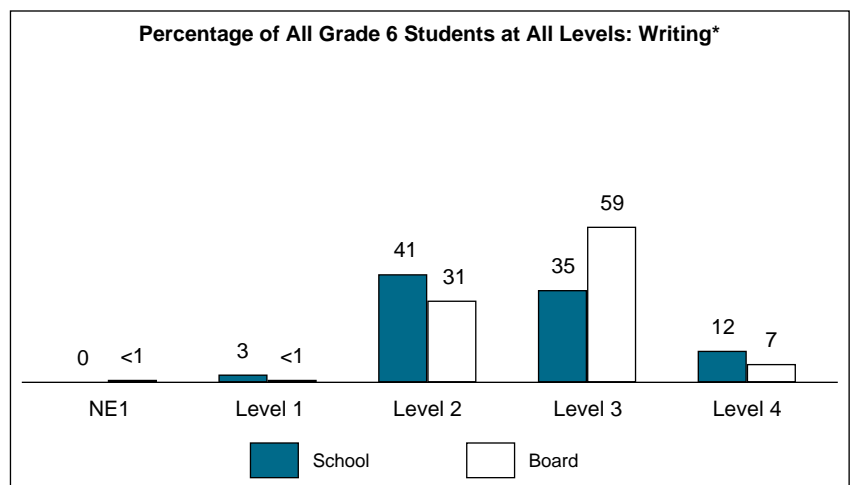
† Includes students with an Individual Education Plan, students designated as English language learners and students receiving special permission.

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

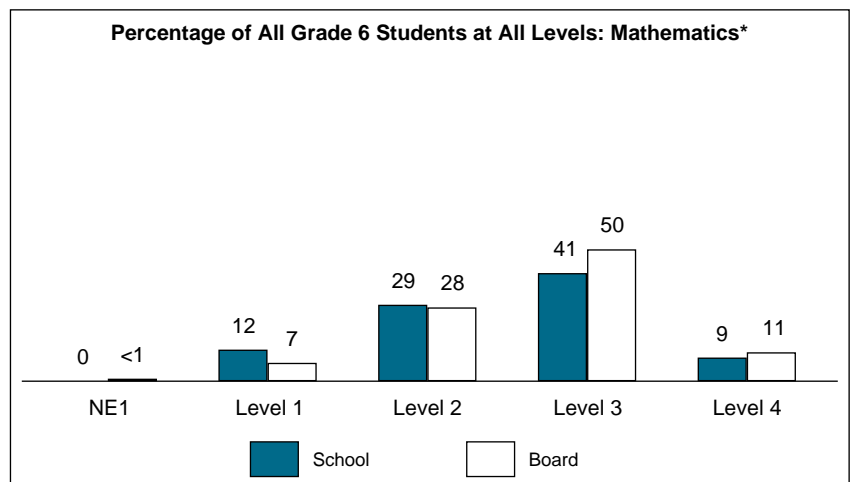
Grade 6: Reading*			
Number of Students	School 34		Board 2 755
	#	%	%
Level 4	4	12%	10%
Level 3	13	38%	60%
Level 2	14	41%	23%
Level 1	0	0%	5%
NE1**	0	0%	<1%
Participating Students	31	91%	97%
No Data	0	0%	<1%
Exempt	3	9%	2%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>50%</b>	<b>69%</b>



Grade 6: Writing*			
Number of Students	School 34		Board 2 755
	#	%	%
Level 4	4	12%	7%
Level 3	12	35%	59%
Level 2	14	41%	31%
Level 1	1	3%	<1%
NE1**	0	0%	<1%
Participating Students	31	91%	97%
No Data	0	0%	<1%
Exempt	3	9%	2%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>47%</b>	<b>66%</b>



Grade 6: Mathematics*			
Number of Students	School 34		Board 2 755
	#	%	%
Level 4	3	9%	11%
Level 3	14	41%	50%
Level 2	10	29%	28%
Level 1	4	12%	7%
NE1**	0	0%	<1%
Participating Students	31	91%	97%
No Data	0	0%	1%
Exempt	3	9%	3%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>50%</b>	<b>62%</b>



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

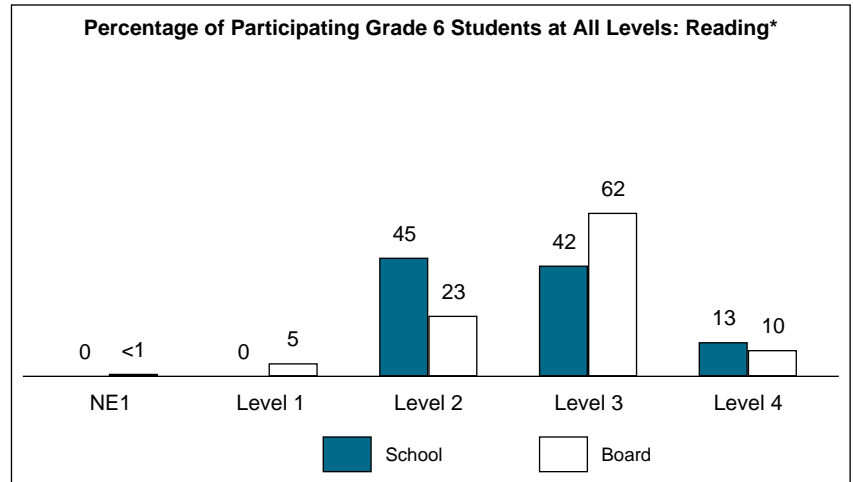
\*\* See the Explanation of Terms.

† 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.

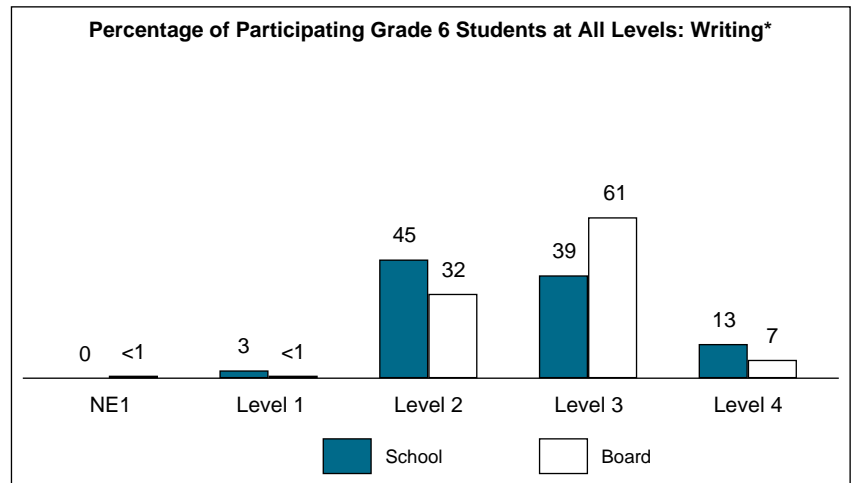
Results in Reading, Writing and Mathematics, 2008–2009

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

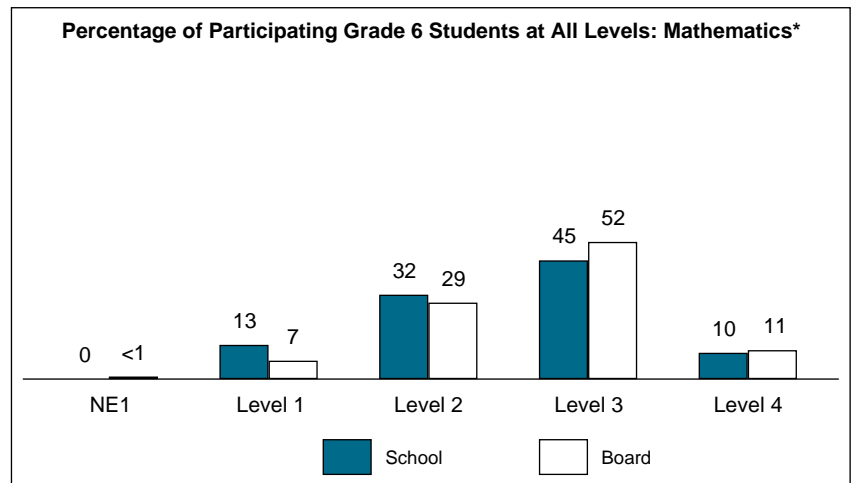
Grade 6: Reading*				
Number of Students	School 31		Board 2 676	
	#	%	#	%
Level 4	4	13%	10%	10%
Level 3	13	42%	62%	62%
Level 2	14	45%	23%	23%
Level 1	0	0%	5%	5%
NE1**	0	0%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		55%		72%



Grade 6: Writing*				
Number of Students	School 31		Board 2 676	
	#	%	#	%
Level 4	4	13%	7%	7%
Level 3	12	39%	61%	61%
Level 2	14	45%	32%	32%
Level 1	1	3%	<1%	<1%
NE1**	0	0%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		52%		67%



Grade 6: Mathematics*				
Number of Students	School 31		Board 2 666	
	#	%	#	%
Level 4	3	10%	11%	11%
Level 3	14	45%	52%	52%
Level 2	10	32%	29%	29%
Level 1	4	13%	7%	7%
NE1**	0	0%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		55%		64%



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

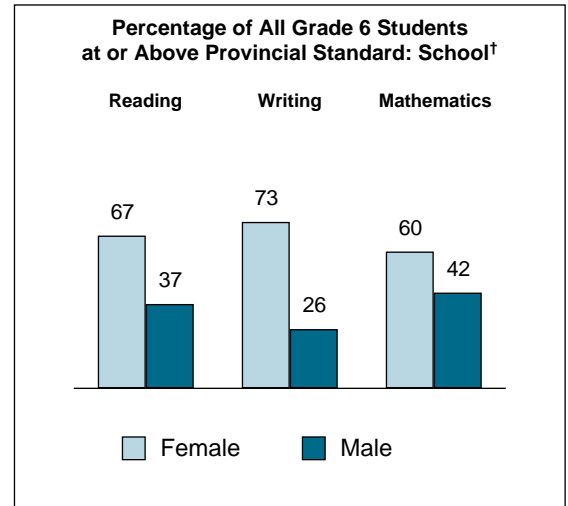
\*\* See the Explanation of Terms.

† 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.

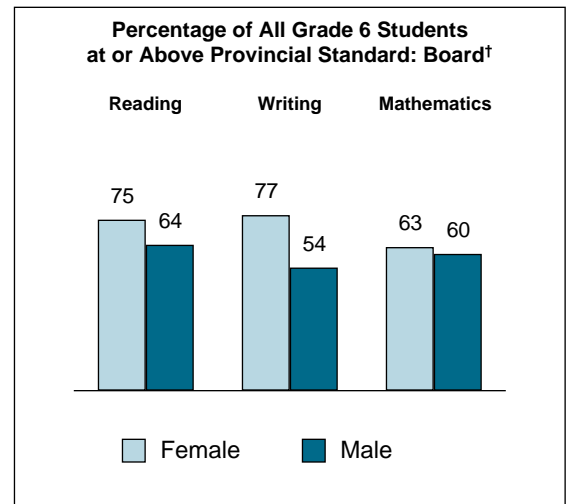
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: Gender††

Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 15	Male 19	Female 15	Male 19	Female 15	Male 19
Level 4	20%	5%	27%	0%	13%	5%
Level 3	47%	32%	47%	26%	47%	37%
Level 2	33%	47%	27%	53%	33%	26%
Level 1	0%	0%	0%	5%	7%	16%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	84%	100%	84%	100%	84%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	16%	0%	16%	0%	16%
At or Above Provincial Standard (Levels 3 and 4)†	67%	37%	73%	26%	60%	42%



Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 1 379	Male 1 376	Female 1 379	Male 1 376	Female 1 379	Male 1 376
Level 4	13%	6%	11%	3%	11%	11%
Level 3	62%	57%	66%	51%	52%	49%
Level 2	20%	26%	21%	41%	28%	28%
Level 1	3%	6%	<1%	1%	6%	7%
NE1**	<1%	<1%	<1%	<1%	<1%	<1%
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)†	75%	64%	77%	54%	63%	60%



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

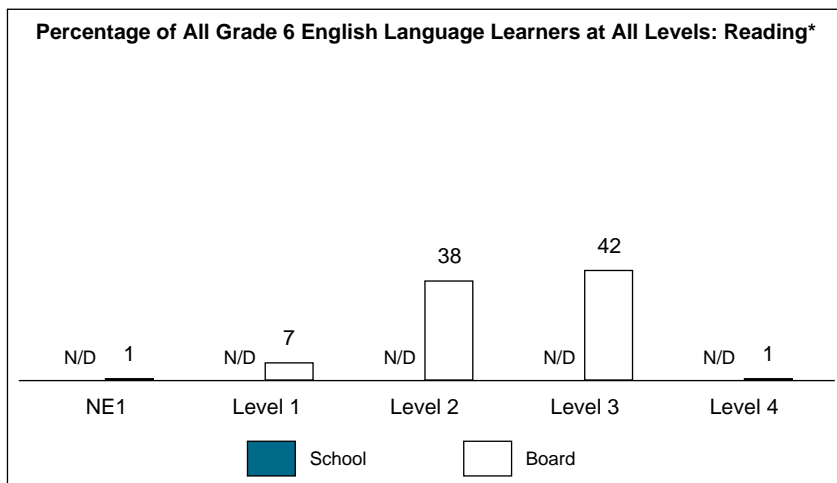
\*\* See the Explanation of Terms.

† 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.

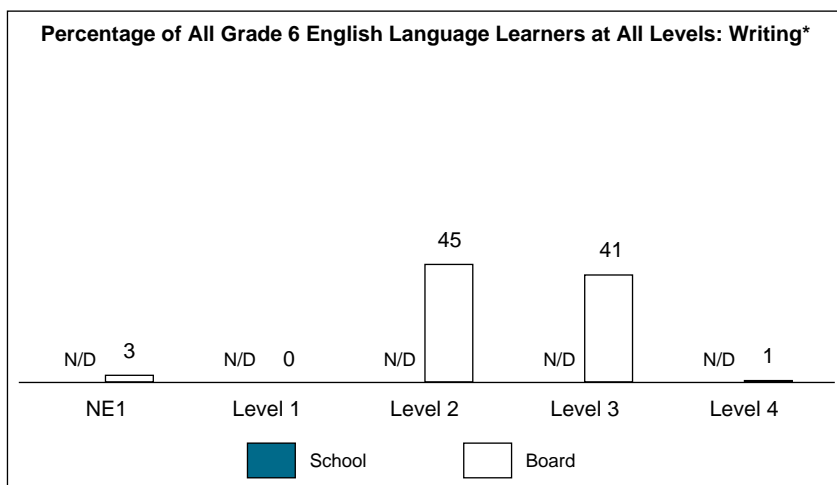
†† Results include only students for whom gender data were available.

## Results in Reading, Writing and Mathematics, 2008–2009 Grade 6: English Language Learners

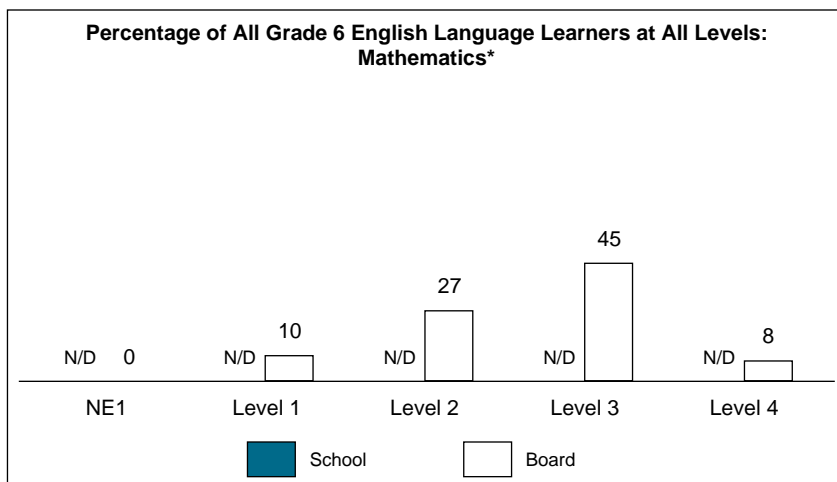
English Language Learners: Reading*			
Number of Students	School N/D		Board 71
	#	%	%
Level 4	N/D	N/D	1%
Level 3	N/D	N/D	42%
Level 2	N/D	N/D	38%
Level 1	N/D	N/D	7%
NE1**	N/D	N/D	1%
Participating Students	N/D	N/D	90%
No Data	N/D	N/D	1%
Exempt	N/D	N/D	8%
At or Above Provincial Standard (Levels 3 and 4) †			N/D 44%



English Language Learners: Writing*			
Number of Students	School N/D		Board 71
	#	%	%
Level 4	N/D	N/D	1%
Level 3	N/D	N/D	41%
Level 2	N/D	N/D	45%
Level 1	N/D	N/D	0%
NE1**	N/D	N/D	3%
Participating Students	N/D	N/D	90%
No Data	N/D	N/D	1%
Exempt	N/D	N/D	8%
At or Above Provincial Standard (Levels 3 and 4) †			N/D 42%



English Language Learners: Mathematics*			
Number of Students	School N/D		Board 71
	#	%	%
Level 4	N/D	N/D	8%
Level 3	N/D	N/D	45%
Level 2	N/D	N/D	27%
Level 1	N/D	N/D	10%
NE1**	N/D	N/D	0%
Participating Students	N/D	N/D	90%
No Data	N/D	N/D	1%
Exempt	N/D	N/D	8%
At or Above Provincial Standard (Levels 3 and 4) †			N/D 54%



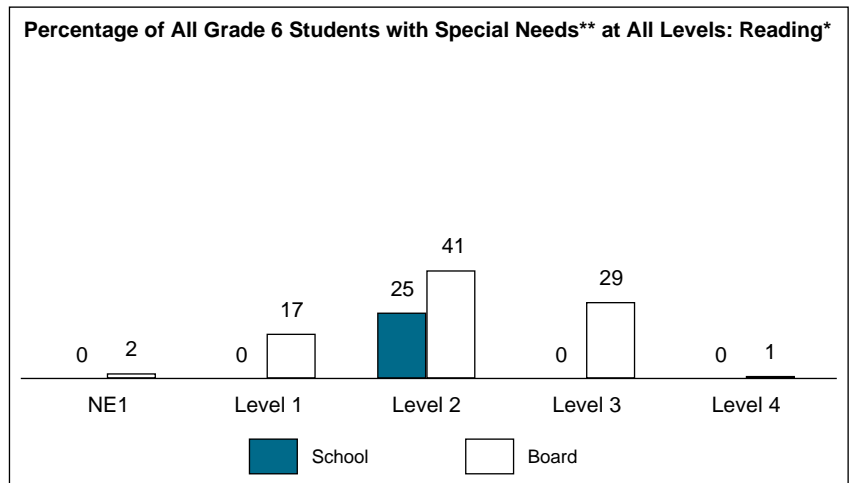
\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

\*\* See the Explanation of Terms.

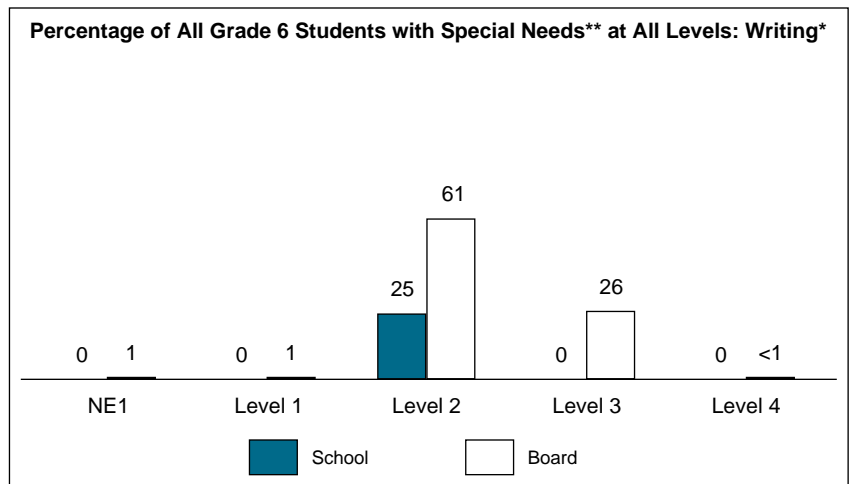
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

## Results in Reading, Writing and Mathematics, 2008–2009 Grade 6: Students with Special Needs (excluding gifted)

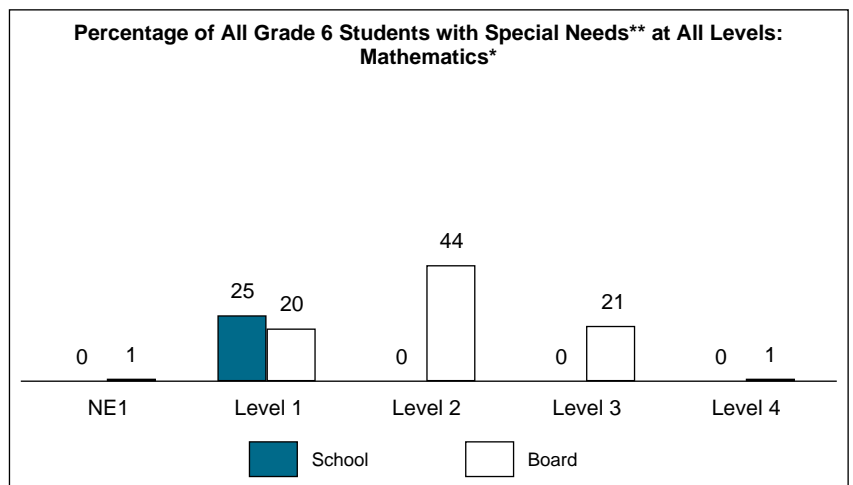
Students with Special Needs**: Reading*				
Number of Students	School 4		Board 575	
	#	%	#	%
Level 4	0	0%	1	1%
Level 3	0	0%	29	29%
Level 2	1	25%	41	41%
Level 1	0	0%	17	17%
NE1**	0	0%	2	2%
Participating Students	1	25%	89	89%
No Data	0	0%	<1	<1%
Exempt	3	75%	10	10%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>0%</b>	<b>29%</b>	



Students with Special Needs**: Writing*				
Number of Students	School 4		Board 575	
	#	%	#	%
Level 4	0	0%	<1	<1%
Level 3	0	0%	26	26%
Level 2	1	25%	61	61%
Level 1	0	0%	1	1%
NE1**	0	0%	1	1%
Participating Students	1	25%	89	89%
No Data	0	0%	<1	<1%
Exempt	3	75%	10	10%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>0%</b>	<b>26%</b>	



Students with Special Needs**: Mathematics*				
Number of Students	School 4		Board 575	
	#	%	#	%
Level 4	0	0%	1	1%
Level 3	0	0%	21	21%
Level 2	0	0%	44	44%
Level 1	1	25%	20	20%
NE1**	0	0%	1	1%
Participating Students	1	25%	87	87%
No Data	0	0%	1	1%
Exempt	3	75%	12	12%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>0%</b>	<b>21%</b>	



\* 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 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	25	20	21	15	32
<b>Participation in the Assessment</b>					
Reading <sup>†</sup>	96%	95%	86%	93%	94%
Writing <sup>†</sup>	96%	95%	86%	93%	94%
Mathematics <sup>†</sup>	96%	95%	86%	93%	91%
<b>Gender</b>					
Female	48%	35%	38%	47%	59%
Male	52%	65%	62%	53%	41%
<b>Student Status</b>					
English language learners**	0%	0%	0%	0%	3%
Students with special needs (excluding gifted)**	0%	10%	19%	33%	25%
<b>Place of Birth</b>					
Born in Canada	100%	100%	95%	93%	91%
Born outside Canada	0%	0%	5%	7%	9%
In Canada less than one year	0%	0%	0%	0%	3%
In Canada one year or more but less than three years	0%	0%	0%	7%	0%
In Canada three years or more	0%	0%	5%	0%	6%
<b>Language</b>					
First language learned at home was other than English	4%	0%	5%	7%	3%
<b>Year Student Entered Current School</b>					
Year of the assessment		5%	24%	0%	22%
Year prior to the assessment	Data not collected <sup>††</sup>	15%	14%	27%	9%
2 years prior to the assessment		10%	14%	7%	22%
3 or more years prior to the assessment		70%	43%	67%	47%
Data not available		0%	5%	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.

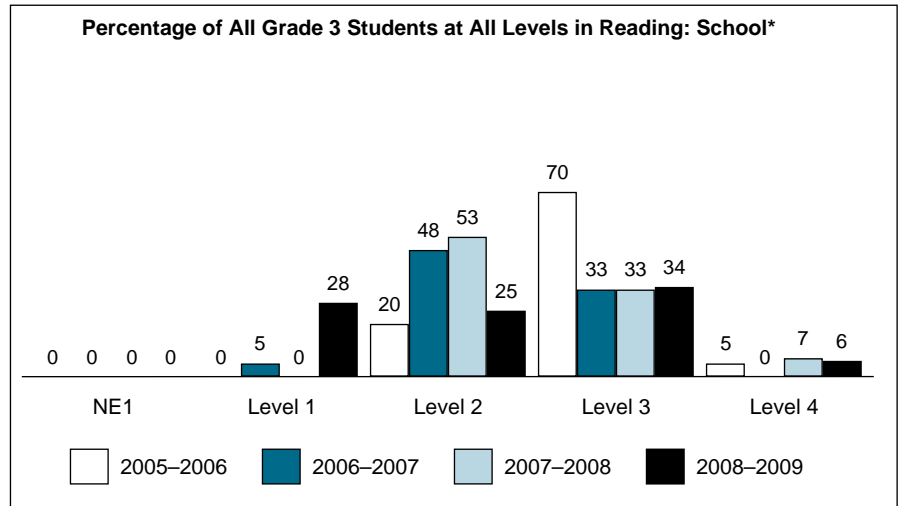
\*\* See the Explanation of Terms.

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

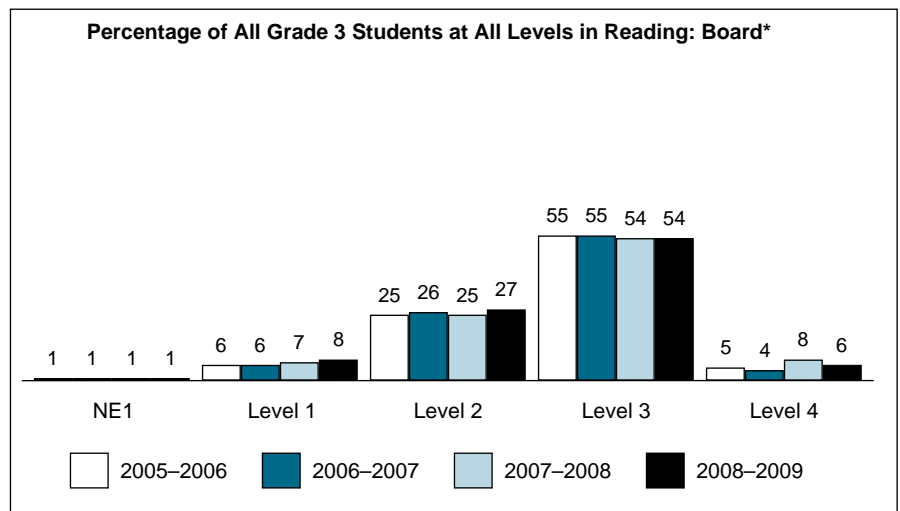
Results over Time, 2005–2006 to 2008–2009\*

Grade 3: Reading

Grade 3 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	20	21	15	32
Level 4	5%	0%	7%	6%
Level 3	70%	33%	33%	34%
Level 2	20%	48%	53%	25%
Level 1	0%	5%	0%	28%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	95%	86%	93%	94%
No Data	0%	0%	0%	0%
Exempt	5%	14%	7%	6%
<b>At or Above Provincial Standard†</b>	75%	33%	40%	41%



Grade 3 Reading: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	2 711	2 677	2 544	2 433
Level 4	5%	4%	8%	6%
Level 3	55%	55%	54%	54%
Level 2	25%	26%	25%	27%
Level 1	6%	6%	7%	8%
NE1**	1%	1%	1%	1%
<i>Participating Students</i>	92%	92%	96%	97%
No Data	2%	1%	1%	1%
Exempt	6%	7%	3%	2%
<b>At or Above Provincial Standard†</b>	60%	59%	62%	60%



◆ 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.

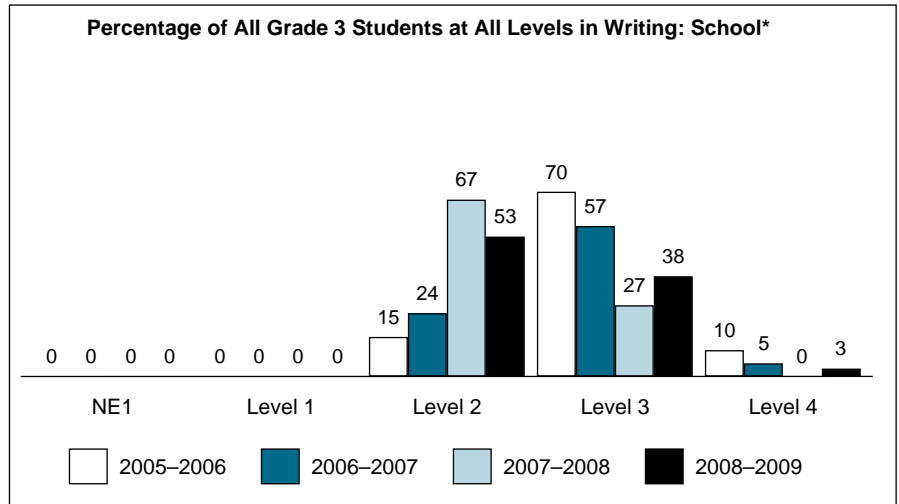
\*\* See the Explanation of Terms.

† 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.

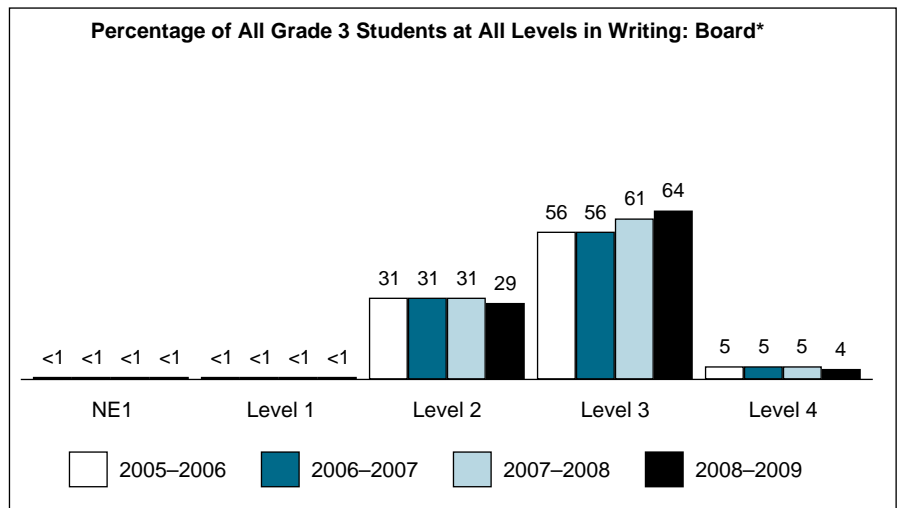
Results over Time, 2005–2006 to 2008–2009\*

Grade 3: Writing

Grade 3 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	20	21	15	32
Level 4	10%	5%	0%	3%
Level 3	70%	57%	27%	38%
Level 2	15%	24%	67%	53%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	95%	86%	93%	94%
No Data	0%	0%	0%	0%
Exempt	5%	14%	7%	6%
At or Above Provincial Standard†	80%	62%	27%	41%



Grade 3 Writing: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	2 711	2 677	2 544	2 433
Level 4	5%	5%	5%	4%
Level 3	56%	56%	61%	64%
Level 2	31%	31%	31%	29%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	93%	92%	96%	97%
No Data	2%	1%	1%	1%
Exempt	6%	6%	3%	2%
At or Above Provincial Standard†	61%	61%	65%	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.

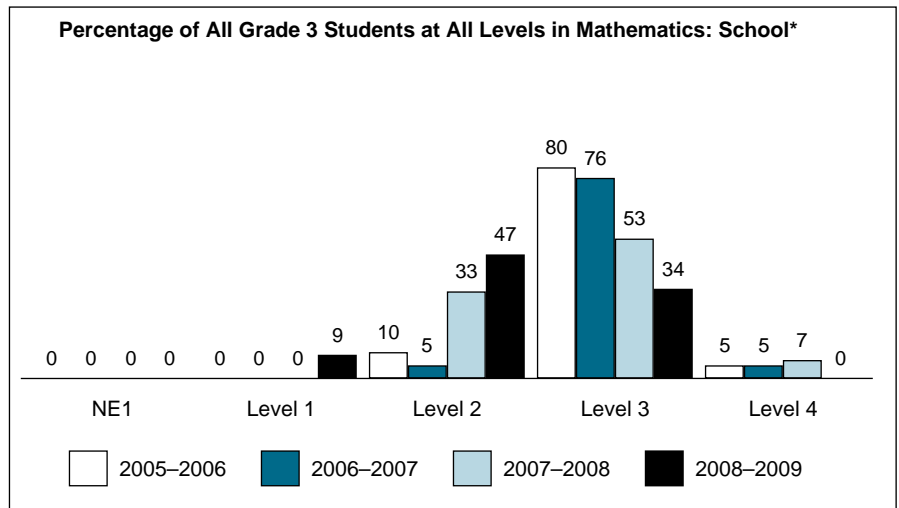
\*\* See the Explanation of Terms.

† 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.

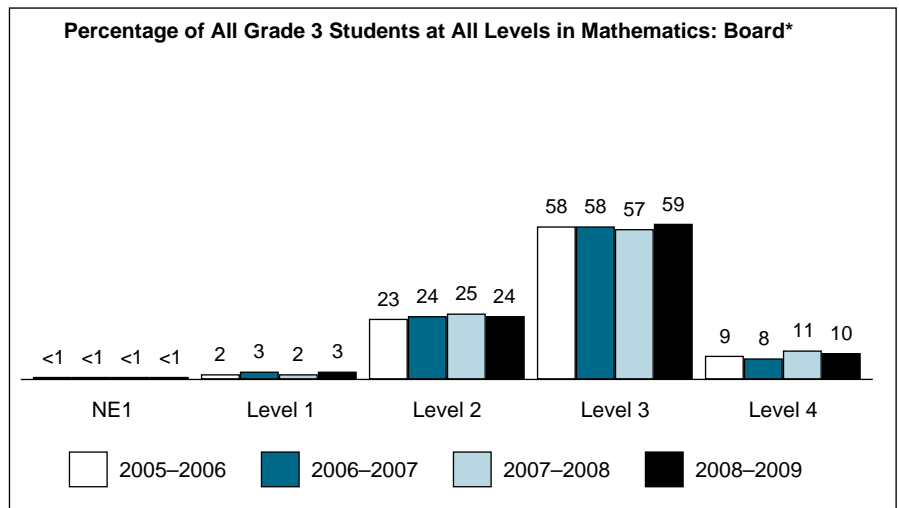
Results over Time, 2005–2006 to 2008–2009\*

Grade 3: Mathematics

Grade 3 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	20	21	15	32
Level 4	5%	5%	7%	0%
Level 3	80%	76%	53%	34%
Level 2	10%	5%	33%	47%
Level 1	0%	0%	0%	9%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	95%	86%	93%	91%
No Data	0%	0%	0%	0%
Exempt	5%	14%	7%	9%
<b>At or Above Provincial Standard†</b>	85%	81%	60%	34%



Grade 3 Mathematics: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	2 711	2 677	2 544	2 433
Level 4	9%	8%	11%	10%
Level 3	58%	58%	57%	59%
Level 2	23%	24%	25%	24%
Level 1	2%	3%	2%	3%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	93%	93%	96%	97%
No Data	2%	1%	1%	1%
Exempt	5%	6%	3%	2%
<b>At or Above Provincial Standard†</b>	68%	66%	68%	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.

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

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

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

Grade 6	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
<b>Enrolment</b>					
Number of students	38	44	49	40	34
<b>Participation in the Assessment</b>					
Reading	100%	95%	96%	95%	91%
Writing	100%	95%	96%	95%	91%
Mathematics	100%	95%	96%	95%	91%
<b>Gender</b>					
Female	45%	66%	65%	48%	44%
Male	50%	34%	35%	52%	56%
<b>Student Status</b>					
English language learners**	0%	0%	0%	0%	0%
Students with special needs (excluding gifted)**	5%	7%	6%	15%	12%
<b>Place of Birth</b>					
Born in Canada	95%	95%	96%	95%	100%
Born outside Canada	3%	5%	4%	5%	0%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	3%	5%	4%	5%	0%
<b>Language</b>					
First language learned at home was other than English	5%	2%	4%	5%	0%
<b>Year Student Entered Current School</b>					
Year of the assessment		2%	8%	5%	9%
Year prior to the assessment	Data not collected††	52%	55%	48%	44%
2 years prior to the assessment		9%	4%	12%	15%
3 or more years prior to the assessment		36%	33%	35%	32%
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.

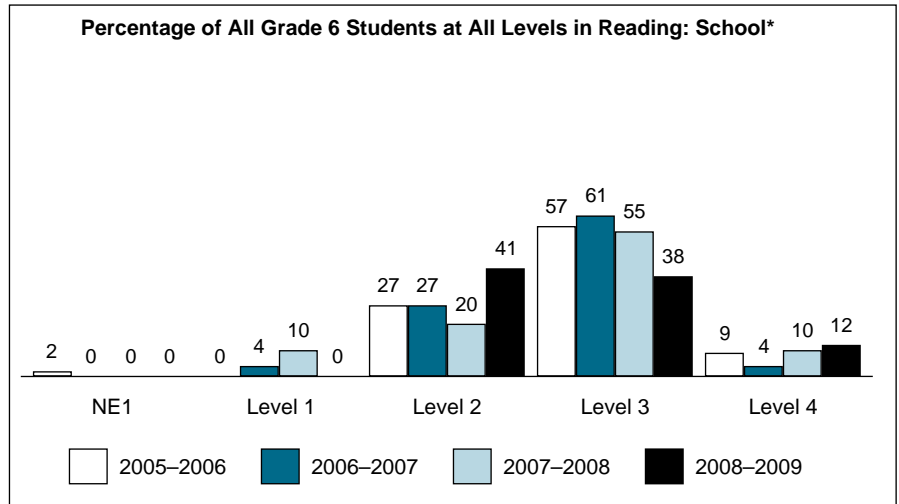
\*\* See the Explanation of Terms.

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

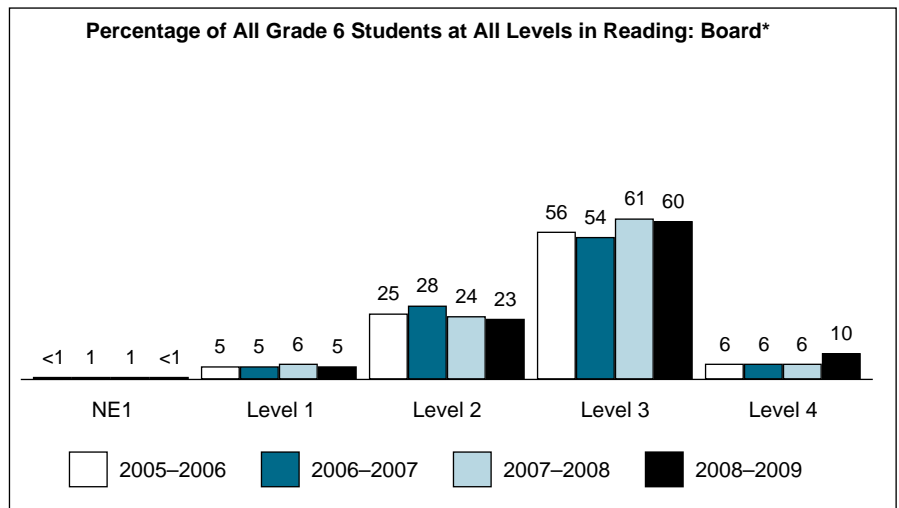
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Reading

Grade 6 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	44	49	40	34
Level 4	9%	4%	10%	12%
Level 3	57%	61%	55%	38%
Level 2	27%	27%	20%	41%
Level 1	0%	4%	10%	0%
NE1**	2%	0%	0%	0%
<i>Participating Students</i>	95%	96%	95%	91%
No Data	0%	0%	0%	0%
Exempt	5%	4%	5%	9%
<b>At or Above Provincial Standard†</b>	66%	65%	65%	50%



Grade 6 Reading: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	3 073	3 090	2 901	2 755
Level 4	6%	6%	6%	10%
Level 3	56%	54%	61%	60%
Level 2	25%	28%	24%	23%
Level 1	5%	5%	6%	5%
NE1**	<1%	1%	1%	<1%
<i>Participating Students</i>	92%	94%	97%	97%
No Data	2%	1%	1%	<1%
Exempt	6%	5%	2%	2%
<b>At or Above Provincial Standard†</b>	61%	60%	67%	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.

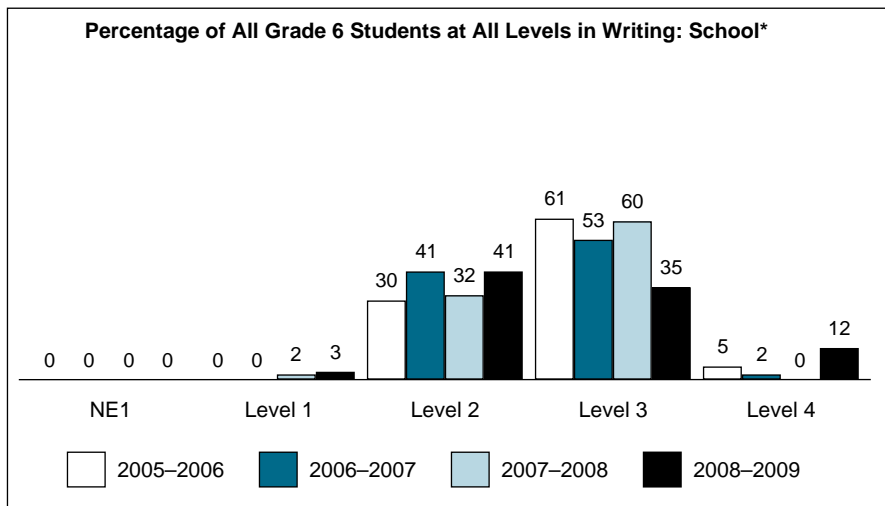
\*\* See the Explanation of Terms.

† 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.

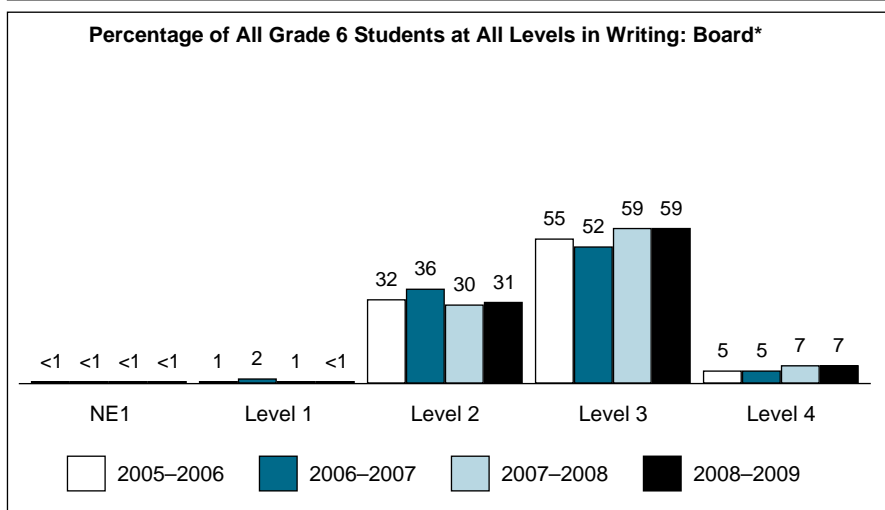
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Writing

Grade 6 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	44	49	40	34
Level 4	5%	2%	0%	12%
Level 3	61%	53%	60%	35%
Level 2	30%	41%	32%	41%
Level 1	0%	0%	2%	3%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	95%	96%	95%	91%
No Data	0%	0%	0%	0%
Exempt	5%	4%	5%	9%
<b>At or Above Provincial Standard†</b>	66%	55%	60%	47%



Grade 6 Writing: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	3 073	3 090	2 901	2 755
Level 4	5%	5%	7%	7%
Level 3	55%	52%	59%	59%
Level 2	32%	36%	30%	31%
Level 1	1%	2%	1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	92%	94%	97%	97%
No Data	2%	1%	1%	<1%
Exempt	6%	5%	2%	2%
<b>At or Above Provincial Standard†</b>	59%	56%	66%	66%



◆ 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.

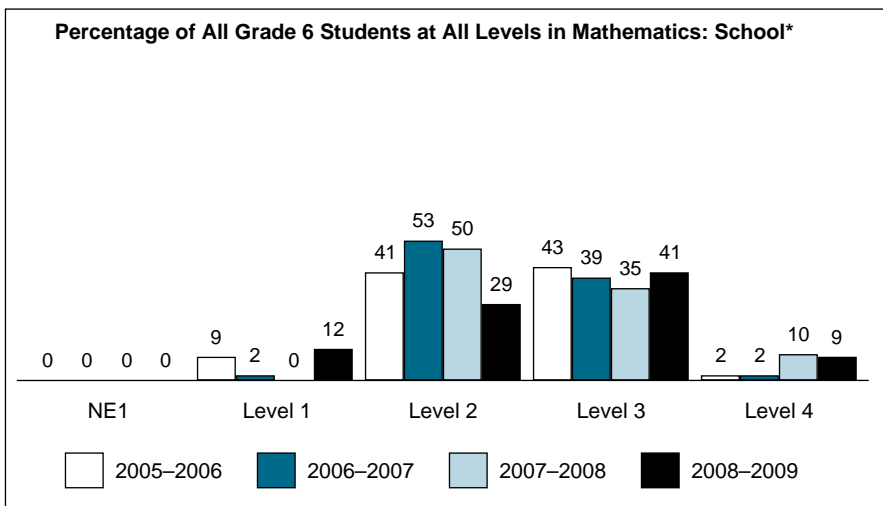
\*\* See the Explanation of Terms.

† 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.

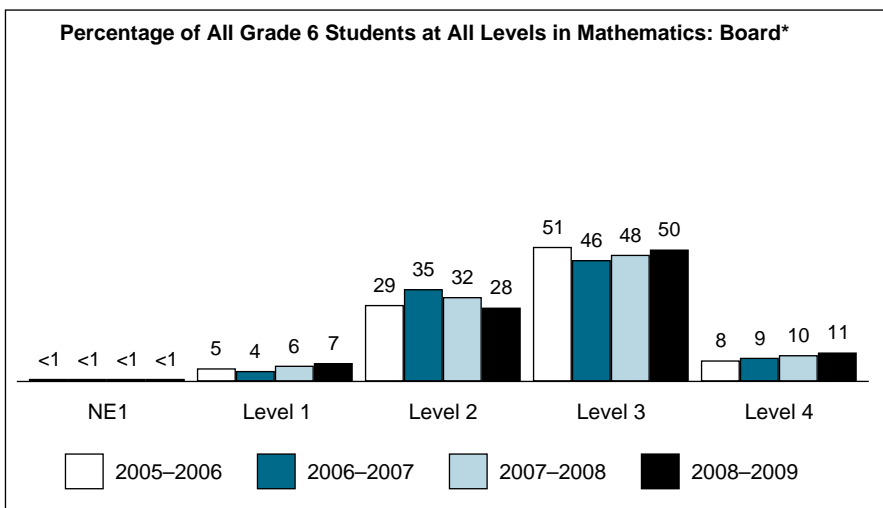
Results over Time, 2005–2006 to 2008–2009\*

Grade 6: Mathematics

Grade 6 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	44	49	40	34
Level 4	2%	2%	10%	9%
Level 3	43%	39%	35%	41%
Level 2	41%	53%	50%	29%
Level 1	9%	2%	0%	12%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	95%	96%	95%	91%
No Data	0%	0%	0%	0%
Exempt	5%	4%	5%	9%
<b>At or Above Provincial Standard†</b>	45%	41%	45%	50%



Grade 6 Mathematics: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	3 073	3 090	2 901	2 755
Level 4	8%	9%	10%	11%
Level 3	51%	46%	48%	50%
Level 2	29%	35%	32%	28%
Level 1	5%	4%	6%	7%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	93%	94%	97%	97%
No Data	2%	1%	1%	1%
Exempt	6%	5%	3%	3%
<b>At or Above Provincial Standard†</b>	59%	54%	58%	62%



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

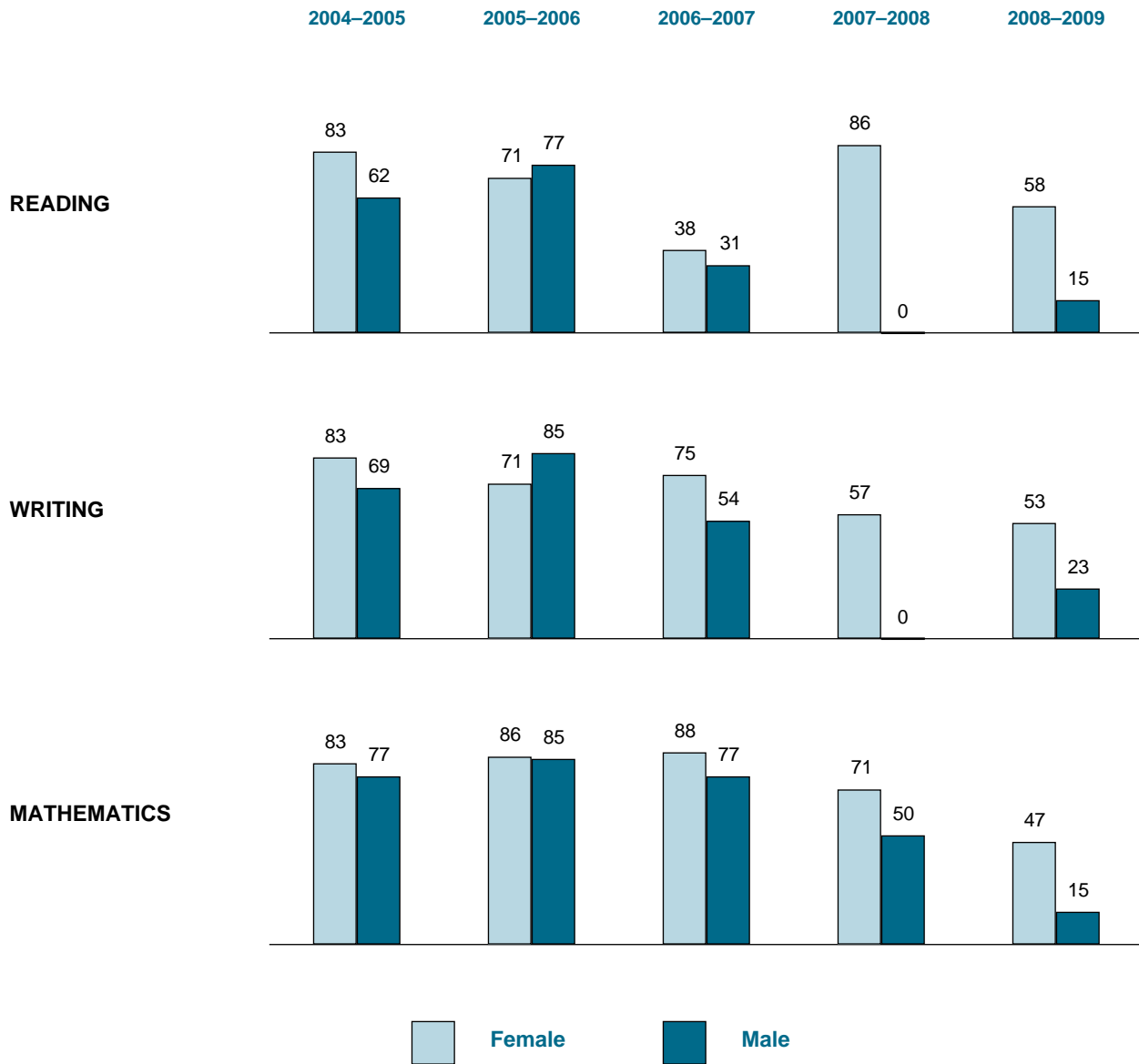
\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

\*\* See the Explanation of Terms.

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

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

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



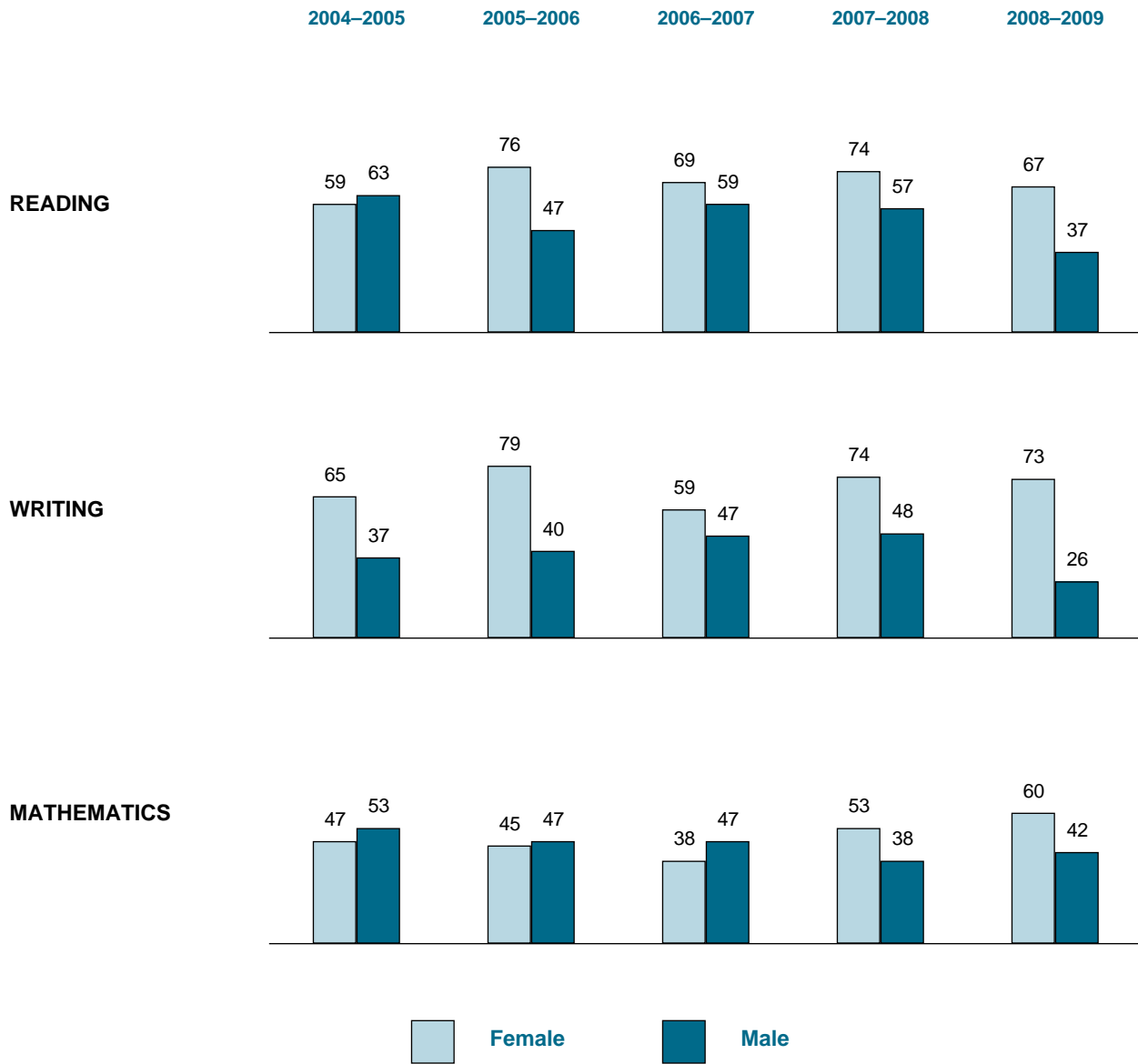
**Total Number of Grade 3 Students†**

	<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>		<u>2007-2008</u>		<u>2008-2009</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	12	13	7	13	8	13	7	8	19	13

† 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**



School	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	17	19	29	15	32	17	19	21	15	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 (# = 29)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		21
I like to read.		17
I read by myself at home.		18
I read with someone older than me at home.		3
I use a computer for reading activities at school.		6
I am a good writer.		20
I like to write.		16
I write by myself at home.		7
Someone older than me helps me with my writing at home.		2
I use a computer for writing activities at school.		10
I am good at mathematics.		16
I like mathematics.		14
I use mathematics to solve problems outside school.		6
Someone older than me helps me with my mathematics at home.		7
I use a computer to learn mathematics at school.		5
I use a calculator to learn mathematics at school.		4
At home, there is a computer for me to use for school work.		16

\* 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 (# = 29)		
Questionnaire Item	Percentage of Students*	Number of Students
<b>Language(s) students speak at home:</b>		
only or mostly English	93	27
another language (or other languages) as often as English	3	1
only or mostly another language (or other languages)	3	1
<b>Language(s) that people speak to students at home:</b>		
only or mostly English	90	26
another language (or other languages) as often as English	7	2
only or mostly another language (or other languages)	0	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		
	All Students (# = 29)	Female* (# = 19)	Male* (# = 10)	All Students (# = 2 351)	Female* (# = 1 199)	Male* (# = 1 152)
<b>Percentage of Students Who Answered “Yes” to the Statements Below</b>						
<b>Reading</b>						
I am a good reader.	72%	79%	60%	67%	71%	63%
I like to read.	59%	68%	40%	59%	69%	47%
I read by myself at home.	62%	68%	50%	53%	56%	50%
I read with someone older than me at home.	10%	5%	20%	17%	15%	19%
I use a computer for reading activities at school.	21%	16%	30%	25%	23%	28%
<b>Writing</b>						
I am a good writer.	69%	74%	60%	52%	59%	44%
I like to write.	55%	63%	40%	52%	60%	43%
I write by myself at home.	24%	37%	0%	49%	55%	43%
Someone older than me helps me with my writing at home.	7%	5%	10%	16%	14%	18%
I use a computer for writing activities at school.	34%	37%	30%	29%	29%	29%
<b>Mathematics</b>						
I am good at mathematics.	55%	63%	40%	54%	49%	58%
I like mathematics.	48%	63%	20%	56%	57%	55%
I use mathematics to solve problems outside school.	21%	26%	10%	31%	32%	30%
Someone older than me helps me with my mathematics at home.	24%	32%	10%	26%	27%	26%
I use a computer to learn mathematics at school.	17%	21%	10%	23%	21%	24%
I use a calculator to learn mathematics at school.	14%	5%	30%	12%	10%	14%
<b>Computer at home</b>						
There is a computer for me to use for school work.	55%	53%	60%	51%	50%	51%

\* 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		
	All Students (# = 29)	Female* (# = 19)	Male* (# = 10)	All Students (# = 2 351)	Female* (# = 1 199)	Male* (# = 1 152)
<b>Language(s) students speak at home:**</b>						
only or mostly English	<b>93%</b>	89%	100%	<b>91%</b>	91%	91%
another language (or other languages) as often as English	<b>3%</b>	5%	0%	<b>5%</b>	5%	5%
only or mostly another language (or other languages)	<b>3%</b>	5%	0%	<b>3%</b>	3%	4%
<b>Language(s) that people speak to students at home:**</b>						
only or mostly English	<b>90%</b>	95%	80%	<b>89%</b>	89%	90%
another language (or other languages) as often as English	<b>7%</b>	5%	10%	<b>5%</b>	5%	4%
only or mostly another language (or other languages)	<b>0%</b>	0%	0%	<b>5%</b>	5%	6%

\* 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 (# = 31)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		21
I like to read.		18
I read by myself at home.		21
I read with someone older than me at home.		1
I use a computer for reading activities at school.		0
I am a good writer.		17
I like to write.		14
I write by myself at home.		20
Someone older than me helps me with my writing at home.		1
I use a computer for writing activities at school.		8
I am good at mathematics.		15
I like mathematics.		13
I use mathematics to solve problems outside school.		8
Someone older than me helps me with my mathematics at home.		4
I use a computer to learn mathematics at school.		0
I use a calculator to learn mathematics at school.		7
At home, there is a computer for me to use for school work.		20

\* 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 (# = 31)		
Questionnaire Item	Percentage of Students*	Number of Students
<b>Language(s) students speak at home:</b>		
only or mostly English		29
another language (or other languages) as often as English		2
only or mostly another language (or other languages)		0
<b>Language(s) that people speak to students at home:</b>		
only or mostly English		29
another language (or other languages) as often as English		2
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		
	All Students (# = 31)	Female* (# = 15)	Male* (# = 16)	All Students (# = 2 659)	Female* (# = 1 351)	Male* (# = 1 308)
<b>Percentage of Students Who Answered “Yes” to the Statements Below</b>						
<b>Reading</b>						
I am a good reader.	68%	73%	62%	65%	68%	62%
I like to read.	58%	67%	50%	52%	63%	40%
I read by myself at home.	68%	60%	75%	63%	71%	54%
I read with someone older than me at home.	3%	0%	6%	4%	5%	4%
I use a computer for reading activities at school.	0%	0%	0%	14%	14%	14%
<b>Writing</b>						
I am a good writer.	55%	73%	38%	41%	46%	36%
I like to write.	45%	67%	25%	39%	49%	29%
I write by myself at home.	65%	73%	56%	42%	50%	34%
Someone older than me helps me with my writing at home.	3%	0%	6%	9%	8%	10%
I use a computer for writing activities at school.	26%	20%	31%	32%	31%	32%
<b>Mathematics</b>						
I am good at mathematics.	48%	40%	56%	47%	38%	56%
I like mathematics.	42%	40%	44%	42%	36%	49%
I use mathematics to solve problems outside school.	26%	33%	19%	32%	28%	36%
Someone older than me helps me with my mathematics at home.	13%	7%	19%	22%	26%	19%
I use a computer to learn mathematics at school.	0%	0%	0%	15%	16%	14%
I use a calculator to learn mathematics at school.	23%	20%	25%	30%	32%	29%
<b>Computer at home</b>						
There is a computer for me to use for school work.	65%	80%	50%	74%	77%	71%

\* 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		
	All Students (# = 31)	Female* (# = 15)	Male* (# = 16)	All Students (# = 2 659)	Female* (# = 1 351)	Male* (# = 1 308)
<b>Language(s) students speak at home:**</b>						
only or mostly English	<b>94%</b>	93%	94%	<b>92%</b>	91%	92%
another language (or other languages) as often as English	<b>6%</b>	7%	6%	<b>5%</b>	6%	4%
only or mostly another language (or other languages)	<b>0%</b>	0%	0%	<b>3%</b>	3%	3%
<b>Language(s) that people speak to students at home:**</b>						
only or mostly English	<b>94%</b>	87%	100%	<b>90%</b>	90%	91%
another language (or other languages) as often as English	<b>6%</b>	13%	0%	<b>5%</b>	6%	4%
only or mostly another language (or other languages)	<b>0%</b>	0%	0%	<b>5%</b>	4%	5%

\* 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 <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12</i> (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 <i>Guide for Accommodations, Special Provisions and Exemptions</i> .
<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 <i>Guide for Accommodations, Special Provisions and Exemptions</i> .
<b>N/R</b>	"Not reported" indicates that the number of students 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.