



School Report



Assessments of Reading, Writing and Mathematics
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2009–2010

School: Father Serra Sep S (706426)
Board: Toronto Catholic District School Board (67059)

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), 2009–2010. Included are student results for the current year and previous years, which allow school communities to track progress over time. This report also provides demographic and attitudinal information about the student populations that were assessed, in order to help put these results in context.

EQAO’s assessments measure the achievement of all students in Ontario’s publicly funded schools at important stages in their education. One of the assessments’ key strengths is the fact that they assess every student against the learning expectations outlined in *The Ontario Curriculum* and report on achievement in relation to the provincial standard. After an exhaustive review of the provincial testing program in 2009, the Auditor General of Ontario confirmed that EQAO assessments reflect curriculum expectations fairly and accurately, are consistent in difficulty from one year to the next and are administered and marked so as to ensure that their results are valid, consistent and reliable indicators of student achievement. The Auditor General’s conclusions highlight how EQAO test results help teachers and administrators to identify large-scale challenges in literacy and math and focus their attention where it’s needed most.

Since the inception of the provincial testing program in 1996, EQAO data have helped inform teaching practices, and they continue to serve as a catalyst for improving student achievement all across Ontario. This report is intended to help you foster constructive conversations about student achievement and assist you in the planning of improvement strategies.

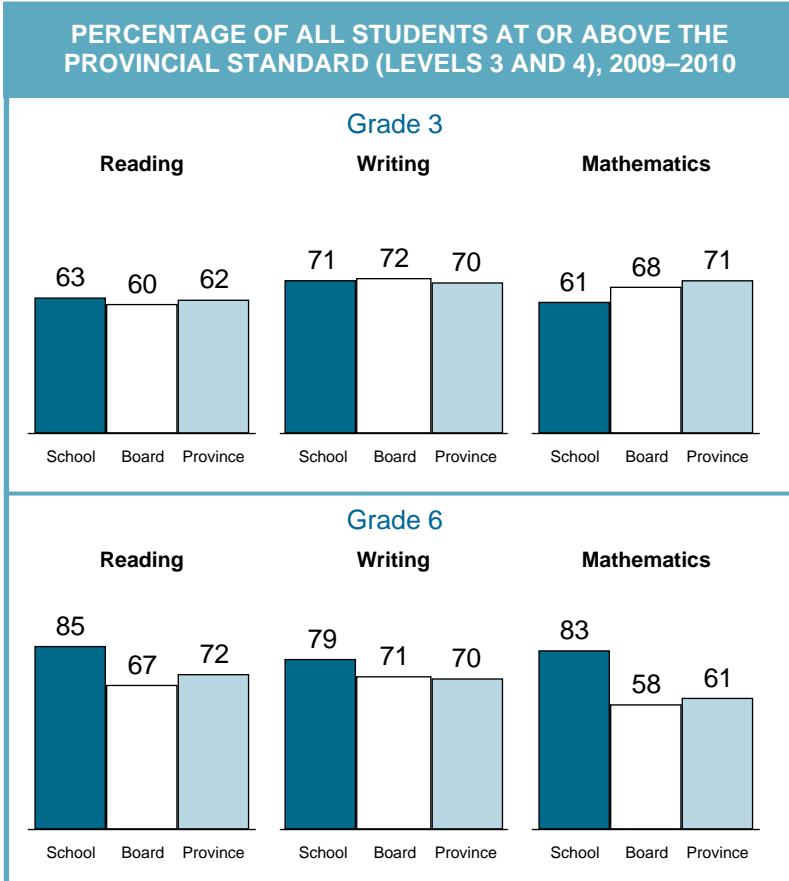
Of course, it should be remembered that EQAO’s assessment results are just one piece of information about student achievement. That is why they should be considered along with other school-based information. Regular assessments conducted in the classroom remain the fundamental method of assessing and supporting students throughout their education.

I trust that this report will help parents, educators and all who are committed to a strong public education system to work together so that all students realize their full potential.

Sincerely,

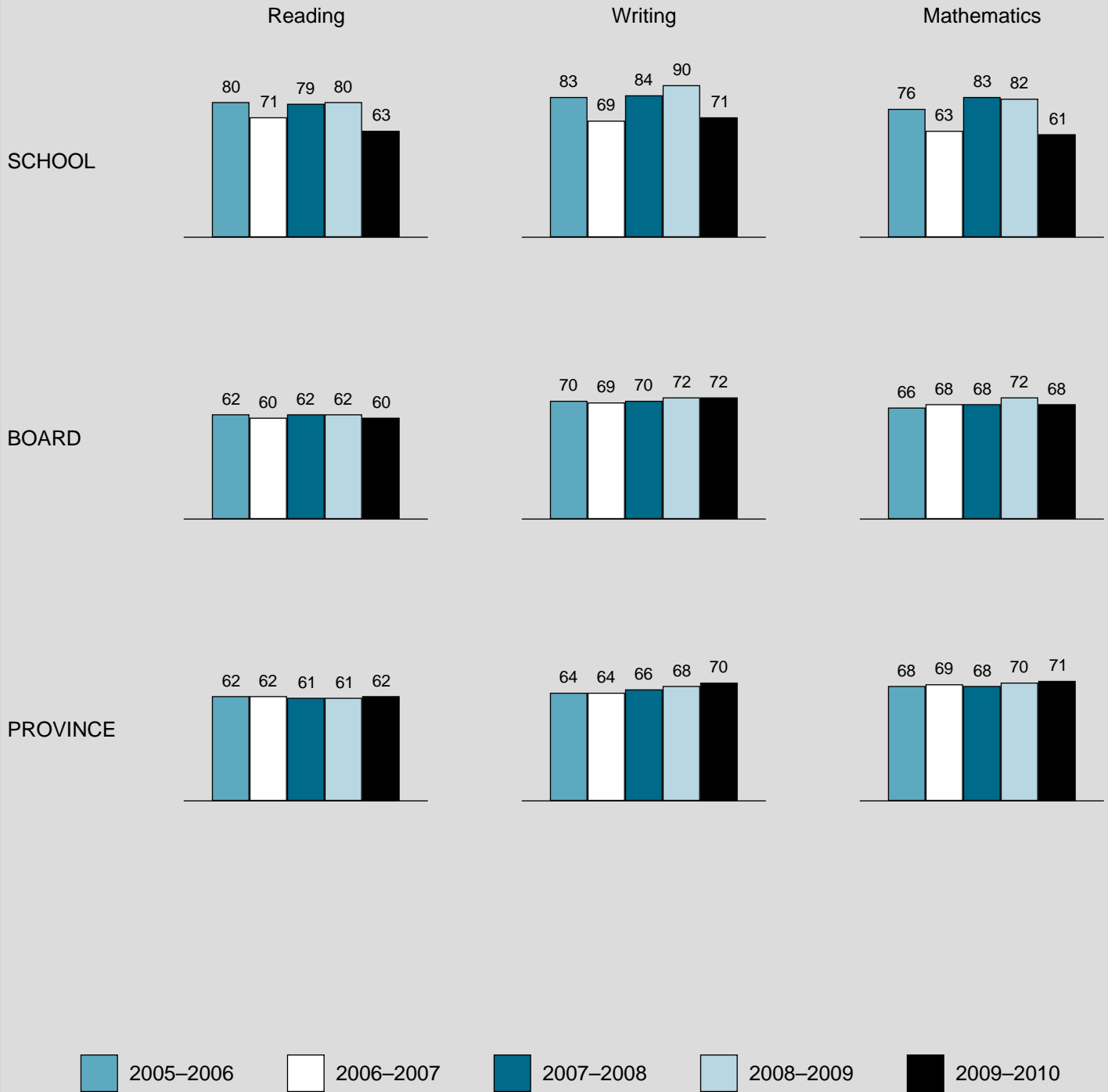
Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

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

Percentage of Students: Grade 3

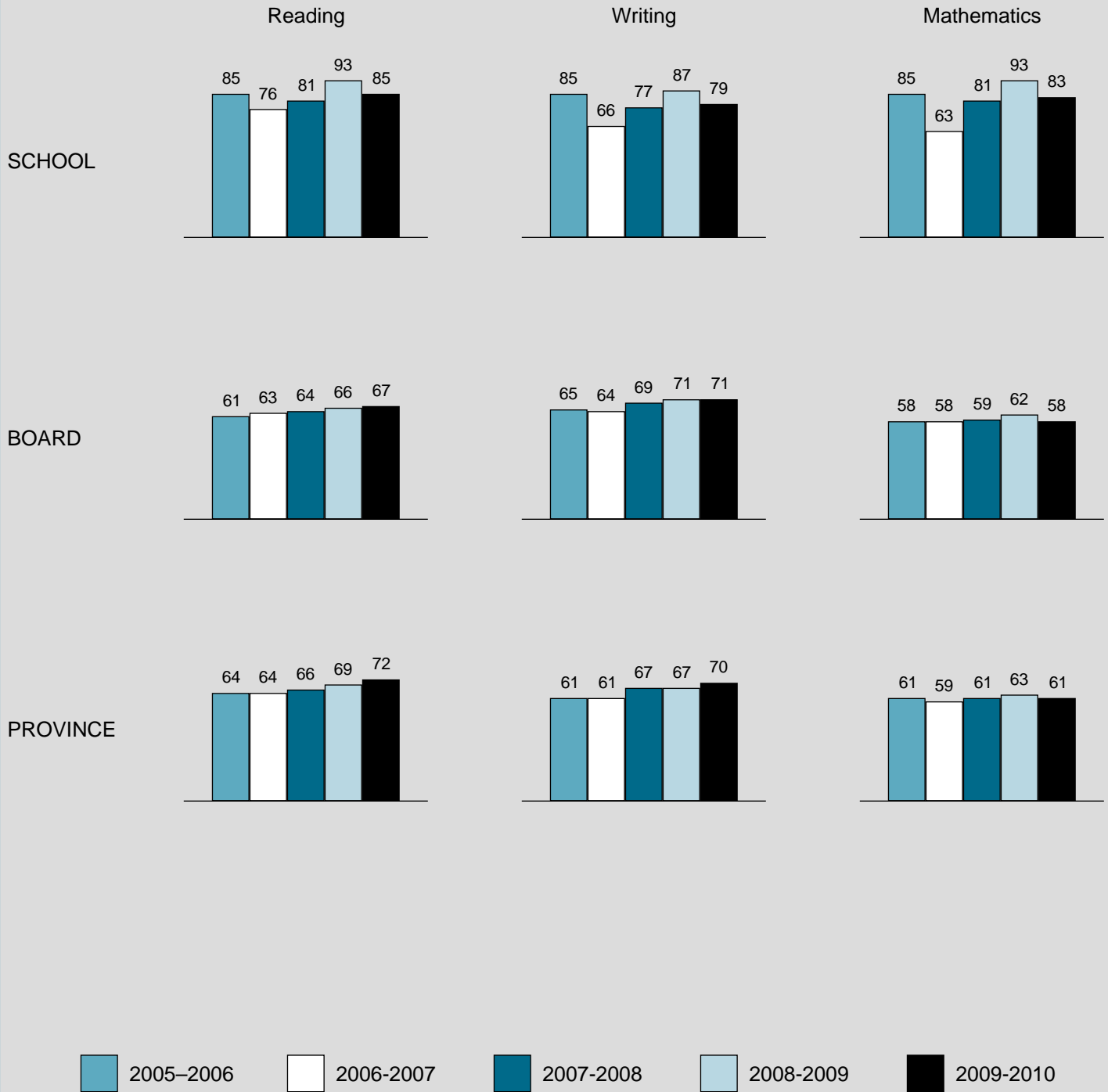


Total Number of Grade 3 Students

	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
School	59	62	58	49	41
Board	6 501	6 243	6 305	5 960	6 293
Province	132 782	131 012	128 660	125 481	127 789

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>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
School	55	67	74	60	66
Board	7 029	7 061	6 702	6 756	6 507
Province	146 711	145 901	140 420	136 076	134 294

TIPS

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



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



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



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



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

ABOUT THIS SCHOOL OR BOARD REPORT

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

This report includes

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

HOW TO USE THIS REPORT

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

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

Learn more about us at www.eqao.com.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

Contextual Information: Grade 3*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 3 students	41		6 293		127 789	
Number of classes with Grade 3 students	3		485		9 461	
Number of schools with Grade 3 classes	Not applicable		169		3 375	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	21	51%	3 103	49%	62 341	49%
Male	20	49%	3 190	51%	65 446	51%
Gender not specified	0	0%	0	0%	2	<1%
Student Status						
English language learners**	2	5%	548	9%	11 992	9%
Students with special education needs (excluding gifted)**	3	7%	909	14%	19 352	15%
Place of Birth						
Born in Canada	38	93%	5 268	84%	114 929	90%
Born outside Canada	3	7%	1 011	16%	12 670	10%
In Canada less than one year	0	0%	62	1%	747	1%
In Canada one year or more but less than three years	2	5%	331	5%	2 865	2%
In Canada three years or more	1	2%	616	10%	8 271	6%
Language						
First language learned at home was other than English	3	7%	1 901	30%	27 279	21%
Year Student Entered Current School						
Year of the assessment	2	5%	723	11%	16 829	13%
Year prior to the assessment	3	7%	592	9%	13 604	11%
2 years prior to the assessment	6	15%	755	12%	17 460	14%
3 or more years prior to the assessment	30	73%	4 208	67%	79 491	62%
Data not available	0	0%	15	<1%	405	<1%
Year Student Entered Current Board						
Year of the assessment	0	0%	384	6%	8 323	7%
Year prior to the assessment	3	7%	361	6%	7 489	6%
2 years prior to the assessment	4	10%	533	8%	11 033	9%
3 or more years prior to the assessment	34	83%	4 969	79%	97 453	76%
Data not available	0	0%	46	1%	3 491	3%

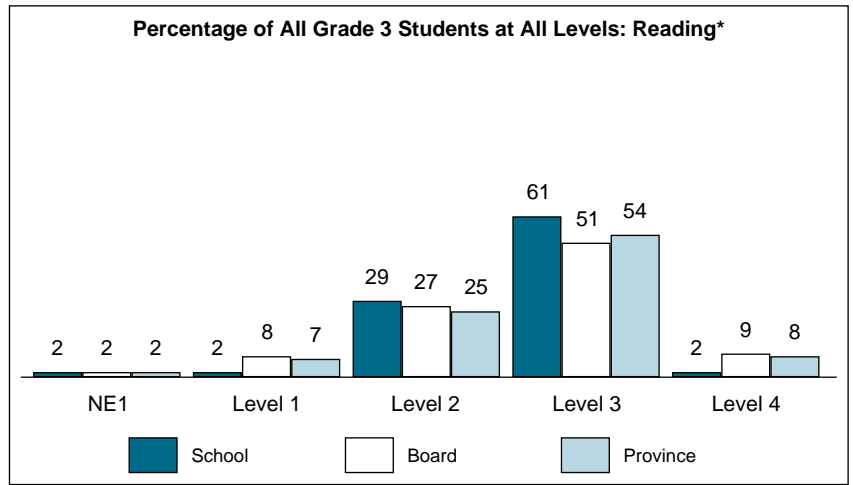
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

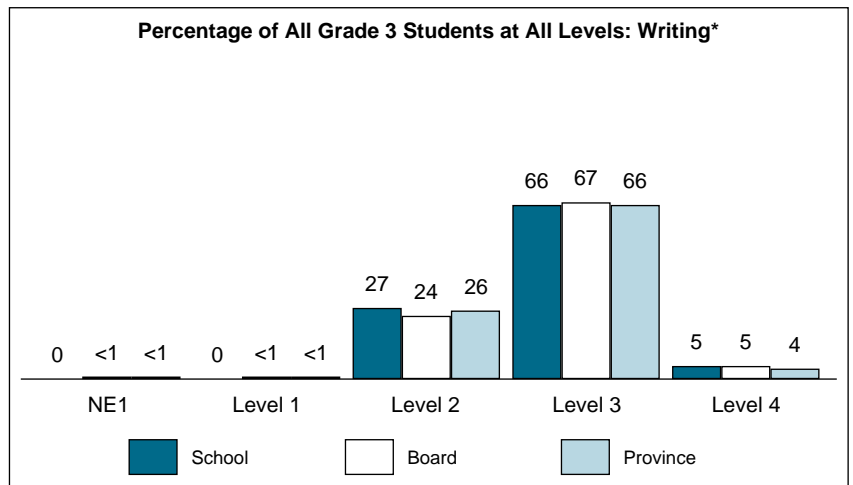
Results in Reading, Writing and Mathematics, 2009–2010

Grade 3: All Students^{††}

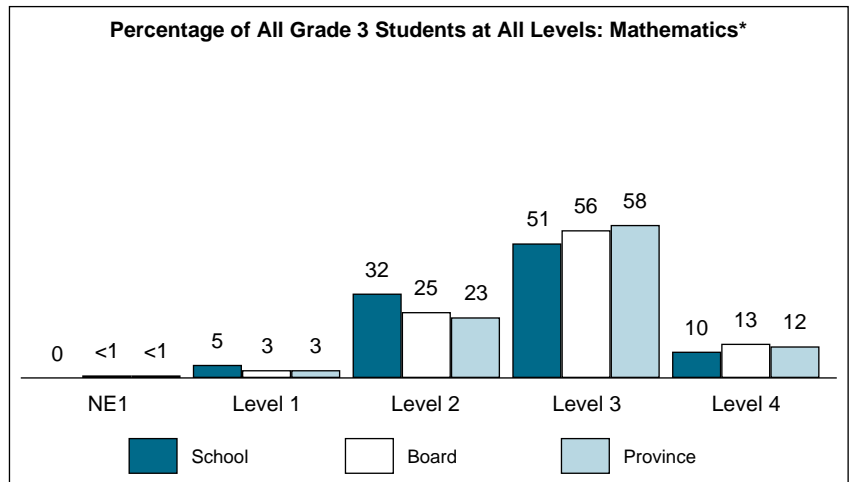
Grade 3: Reading*				
Number of Students	School 41		Board 6 100	Province 123 813
	#	%	%	%
Level 4	1	2%	9%	8%
Level 3	25	61%	51%	54%
Level 2	12	29%	27%	25%
Level 1	1	2%	8%	7%
NE1**	1	2%	2%	2%
Participating Students	40	98%	96%	96%
No Data	0	0%	1%	1%
Exempt	1	2%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) †		63%	60%	62%



Grade 3: Writing*				
Number of Students	School 41		Board 6 100	Province 123 800
	#	%	%	%
Level 4	2	5%	5%	4%
Level 3	27	66%	67%	66%
Level 2	11	27%	24%	26%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	40	98%	97%	97%
No Data	0	0%	1%	1%
Exempt	1	2%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) †		71%	72%	70%



Grade 3: Mathematics*				
Number of Students	School 41		Board 6 292	Province 127 726
	#	%	%	%
Level 4	4	10%	13%	12%
Level 3	21	51%	56%	58%
Level 2	13	32%	25%	23%
Level 1	2	5%	3%	3%
NE1**	0	0%	<1%	<1%
Participating Students	40	98%	97%	97%
No Data	0	0%	1%	1%
Exempt	1	2%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) †		61%	68%	71%



* 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.

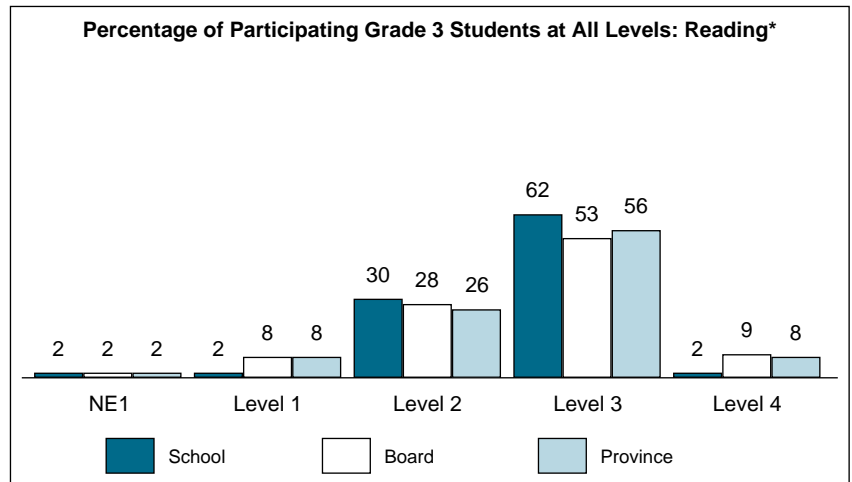
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

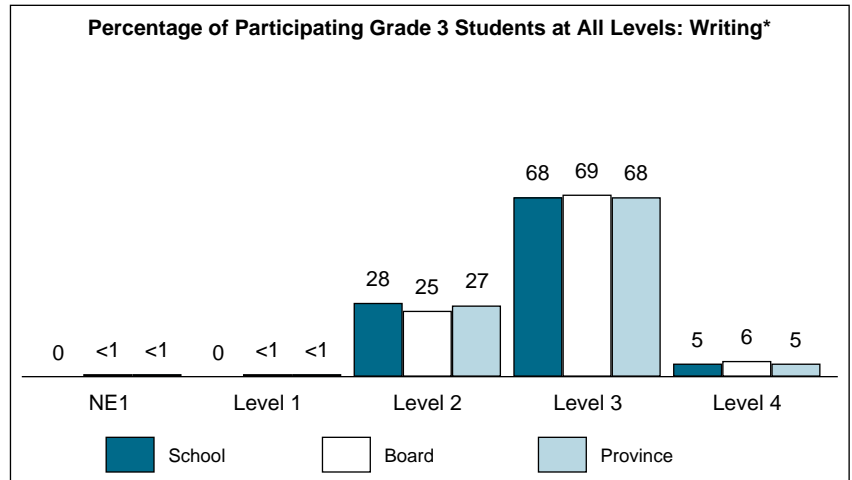
Results in Reading, Writing and Mathematics, 2009–2010

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

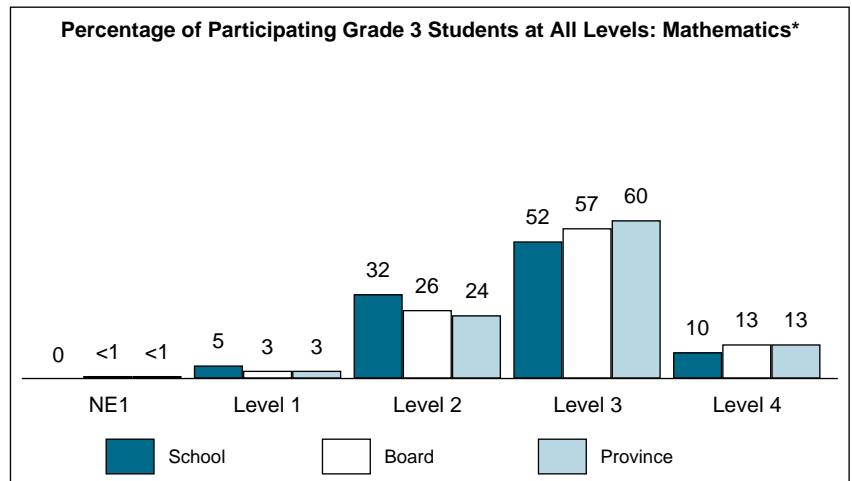
Grade 3: Reading*				
Number of Students	School 40		Board 5 877	Province 119 249
	#	%	%	%
Level 4	1	2%	9%	8%
Level 3	25	62%	53%	56%
Level 2	12	30%	28%	26%
Level 1	1	2%	8%	8%
NE1**	1	2%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		65%	62%	64%



Grade 3: Writing*				
Number of Students	School 40		Board 5 890	Province 119 771
	#	%	%	%
Level 4	2	5%	6%	5%
Level 3	27	68%	69%	68%
Level 2	11	28%	25%	27%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		72%	75%	73%



Grade 3: Mathematics*				
Number of Students	School 40		Board 6 080	Province 123 568
	#	%	%	%
Level 4	4	10%	13%	13%
Level 3	21	52%	57%	60%
Level 2	13	32%	26%	24%
Level 1	2	5%	3%	3%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		62%	71%	73%



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

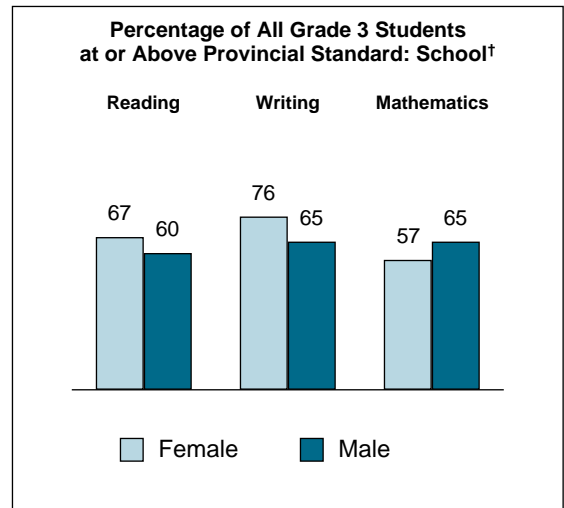
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

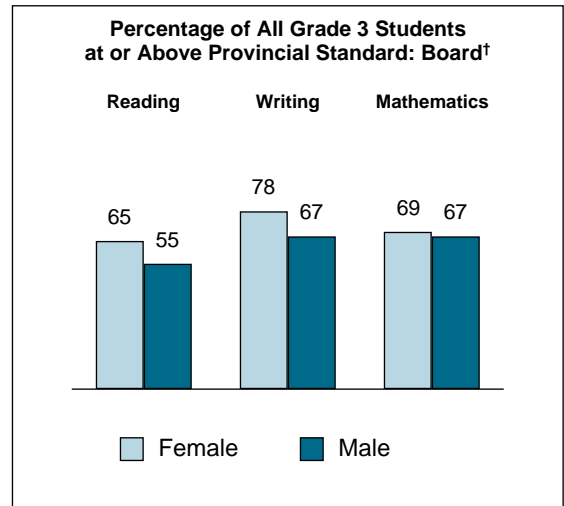
Results in Reading, Writing and Mathematics, 2009–2010

Grade 3: Gender††

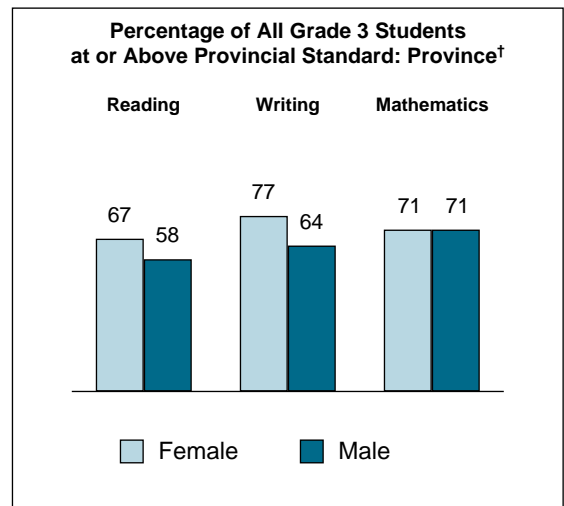
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 21	Male 20	Female 21	Male 20	Female 21	Male 20
Level 4	5%	0%	5%	5%	10%	10%
Level 3	62%	60%	71%	60%	48%	55%
Level 2	24%	35%	19%	35%	33%	30%
Level 1	0%	5%	0%	0%	5%	5%
NE1**	5%	0%	0%	0%	0%	0%
Participating Students	95%	100%	95%	100%	95%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	5%	0%	5%	0%	5%	0%
At or Above Provincial Standard (Levels 3 and 4)†	67%	60%	76%	65%	57%	65%



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 2 976	Male 3 124	Female 2 976	Male 3 124	Female 3 102	Male 3 190
Level 4	11%	7%	8%	3%	12%	14%
Level 3	54%	48%	70%	63%	58%	53%
Level 2	24%	29%	19%	29%	25%	25%
Level 1	7%	9%	<1%	<1%	3%	3%
NE1**	1%	2%	<1%	<1%	<1%	<1%
Participating Students	97%	95%	97%	96%	97%	96%
No Data	1%	<1%	1%	<1%	1%	1%
Exempt	2%	4%	2%	4%	2%	4%
At or Above Provincial Standard (Levels 3 and 4)†	65%	55%	78%	67%	69%	67%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 60 067	Male 63 745	Female 60 060	Male 63 739	Female 62 307	Male 65 418
Level 4	10%	6%	6%	3%	11%	13%
Level 3	57%	52%	70%	61%	59%	58%
Level 2	23%	27%	21%	32%	24%	22%
Level 1	6%	8%	<1%	<1%	3%	2%
NE1**	1%	2%	<1%	<1%	<1%	<1%
Participating Students	97%	95%	98%	96%	98%	96%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	4%	2%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	67%	58%	77%	64%	71%	71%



* 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, 2009–2010

Contextual Information: Grade 6*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 6 students	66		6 507		134 294	
Number of classes with Grade 6 students	3		406		8 258	
Number of schools with Grade 6 classes	Not applicable		169		3 194	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	25	38%	3 224	50%	65 369	49%
Male	41	62%	3 278	50%	68 904	51%
Gender not specified	0	0%	5	<1%	21	<1%
Student Status						
English language learners**	0	0%	661	10%	7 794	6%
Students with special education needs (excluding gifted)**	13	20%	1 093	17%	24 831	18%
Place of Birth						
Born in Canada	65	98%	5 058	78%	116 650	87%
Born outside Canada	1	2%	1 442	22%	17 457	13%
In Canada less than one year	0	0%	76	1%	749	1%
In Canada one year or more but less than three years	0	0%	344	5%	2 904	2%
In Canada three years or more	1	2%	1 022	16%	12 991	10%
Language						
First language learned at home was other than English	21	32%	2 205	34%	28 173	21%
Year Student Entered Current School						
Year of the assessment	3	5%	682	10%	30 185	22%
Year prior to the assessment	4	6%	565	9%	13 136	10%
2 years prior to the assessment	4	6%	485	7%	12 429	9%
3 or more years prior to the assessment	55	83%	4 762	73%	78 037	58%
Data not available	0	0%	13	<1%	507	<1%
Year Student Entered Current Board						
Year of the assessment	1	2%	383	6%	8 972	7%
Year prior to the assessment	3	5%	319	5%	7 262	5%
2 years prior to the assessment	0	0%	262	4%	7 005	5%
3 or more years prior to the assessment	62	94%	5 514	85%	105 816	79%
Data not available	0	0%	29	<1%	5 239	4%

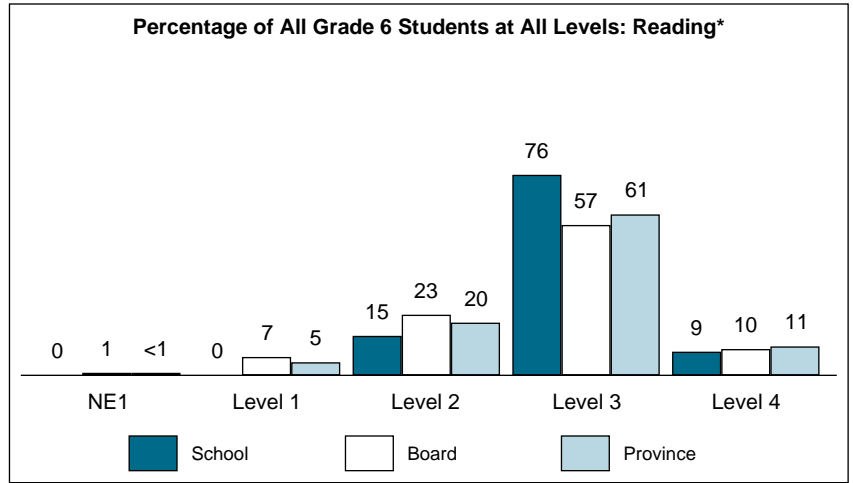
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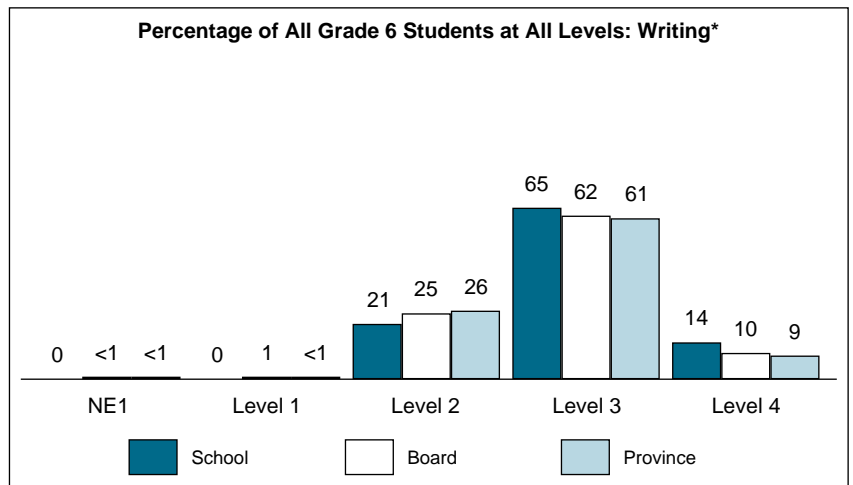
Results in Reading, Writing and Mathematics, 2009–2010

Grade 6: All Students

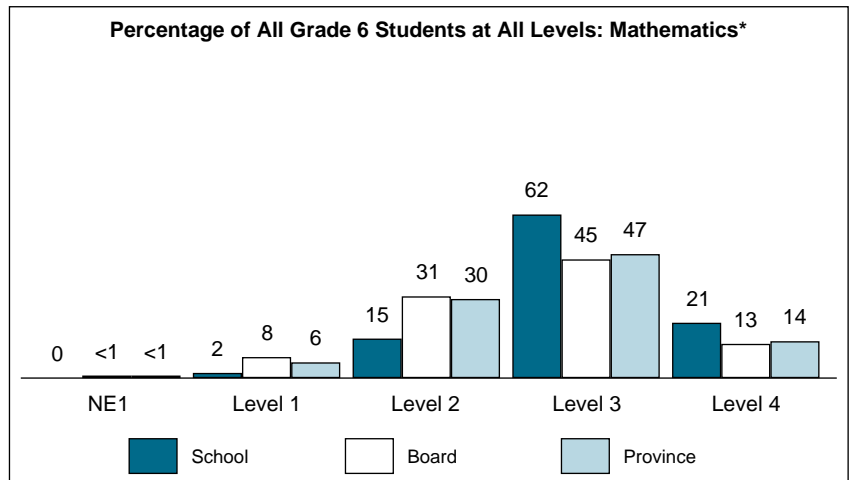
Grade 6: Reading*				
Number of Students	School 66		Board 6 507	Province 134 201
	#	%	%	%
Level 4	6	9%	10%	11%
Level 3	50	76%	57%	61%
Level 2	10	15%	23%	20%
Level 1	0	0%	7%	5%
NE1**	0	0%	1%	<1%
Participating Students	66	100%	97%	97%
No Data	0	0%	1%	1%
Exempt	0	0%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †	85%		67%	72%



Grade 6: Writing*				
Number of Students	School 66		Board 6 507	Province 134 288
	#	%	%	%
Level 4	9	14%	10%	9%
Level 3	43	65%	62%	61%
Level 2	14	21%	25%	26%
Level 1	0	0%	1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	66	100%	97%	97%
No Data	0	0%	1%	1%
Exempt	0	0%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †	79%		71%	70%



Grade 6: Mathematics*				
Number of Students	School 66		Board 6 502	Province 134 241
	#	%	%	%
Level 4	14	21%	13%	14%
Level 3	41	62%	45%	47%
Level 2	10	15%	31%	30%
Level 1	1	2%	8%	6%
NE1**	0	0%	<1%	<1%
Participating Students	66	100%	97%	97%
No Data	0	0%	1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †	83%		58%	61%



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

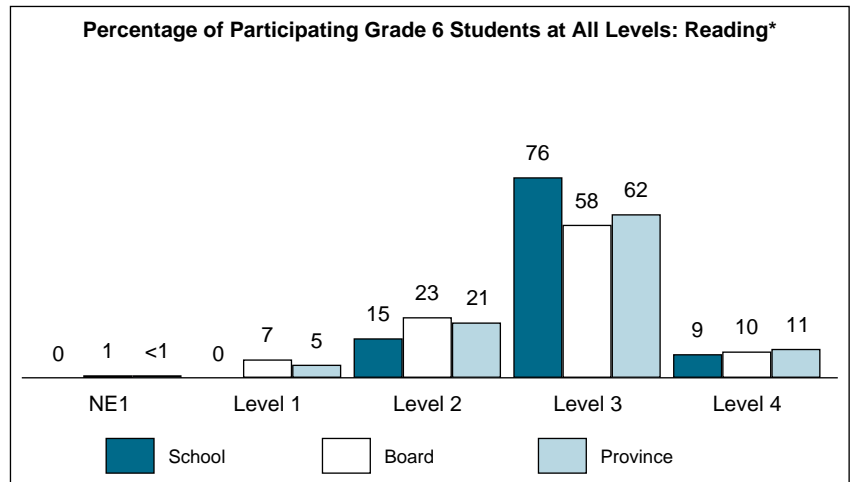
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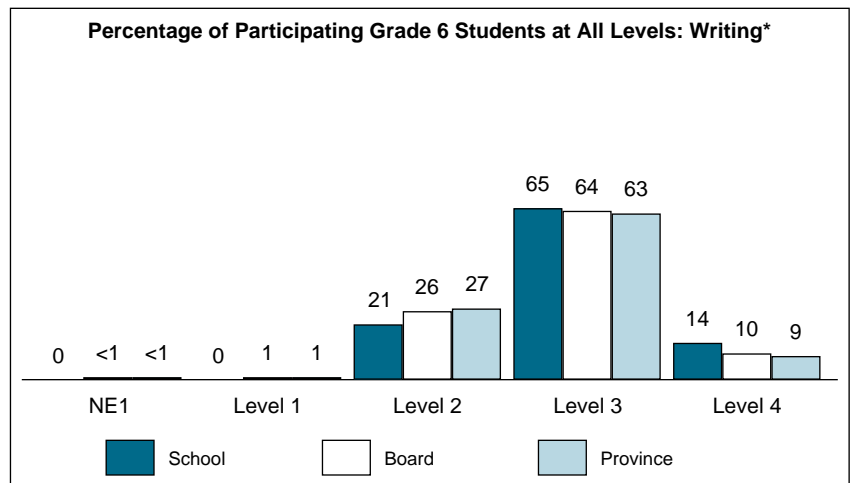
Results in Reading, Writing and Mathematics, 2009–2010

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

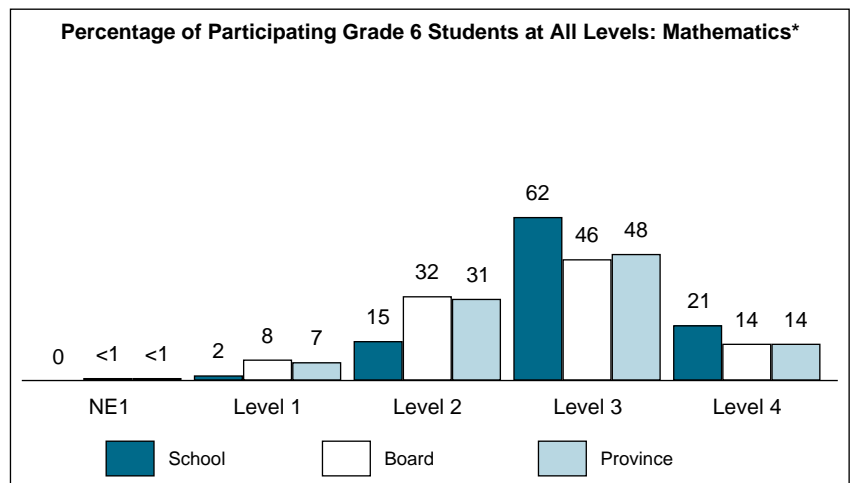
Grade 6: Reading*				
Number of Students	School 66		Board 6 324	Province 130 135
	#	%	%	%
Level 4	6	9%	10%	11%
Level 3	50	76%	58%	62%
Level 2	10	15%	23%	21%
Level 1	0	0%	7%	5%
NE1**	0	0%	1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	85%		69%	74%



Grade 6: Writing*				
Number of Students	School 66		Board 6 328	Province 130 304
	#	%	%	%
Level 4	9	14%	10%	9%
Level 3	43	65%	64%	63%
Level 2	14	21%	26%	27%
Level 1	0	0%	1%	1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	79%		73%	72%



Grade 6: Mathematics*				
Number of Students	School 66		Board 6 314	Province 129 882
	#	%	%	%
Level 4	14	21%	14%	14%
Level 3	41	62%	46%	48%
Level 2	10	15%	32%	31%
Level 1	1	2%	8%	7%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	83%		60%	63%



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

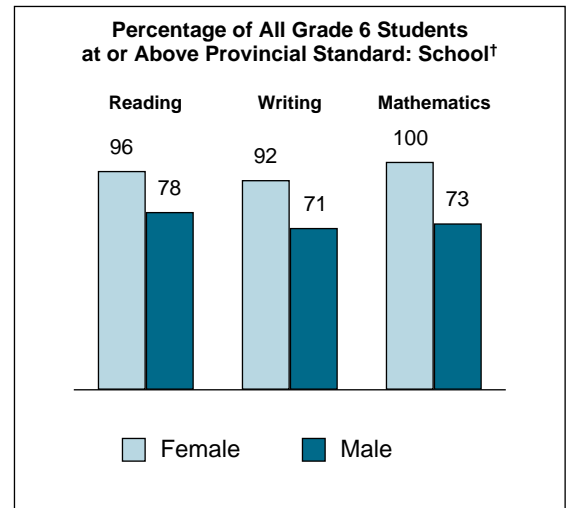
** See the Explanation of Terms.

† 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.

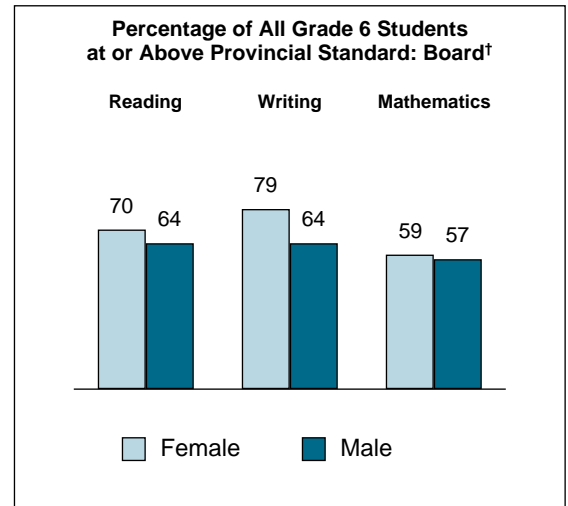
Results in Reading, Writing and Mathematics, 2009–2010

Grade 6: Gender††

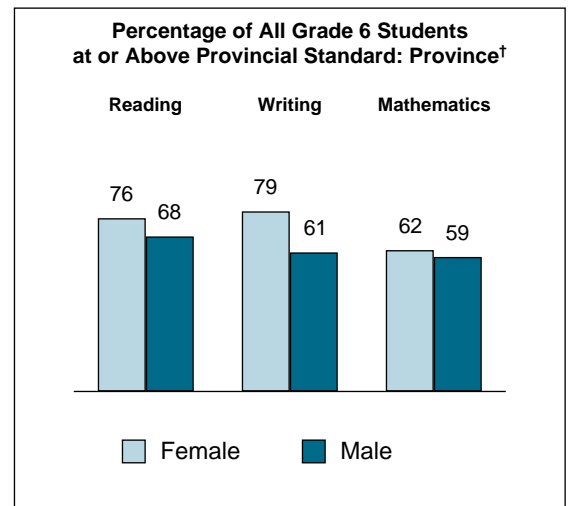
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 25	Male 41	Female 25	Male 41	Female 25	Male 41
Level 4	20%	2%	20%	10%	24%	20%
Level 3	76%	76%	72%	61%	76%	54%
Level 2	4%	22%	8%	29%	0%	24%
Level 1	0%	0%	0%	0%	0%	2%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%	100%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	96%	78%	92%	71%	100%	73%



Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 3 224	Male 3 278	Female 3 224	Male 3 278	Female 3 221	Male 3 276
Level 4	12%	8%	13%	6%	14%	13%
Level 3	58%	56%	66%	58%	46%	43%
Level 2	22%	24%	18%	32%	31%	31%
Level 1	6%	8%	<1%	1%	7%	9%
NE1**	<1%	1%	<1%	<1%	<1%	<1%
Participating Students	98%	96%	98%	97%	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)†	70%	64%	79%	64%	59%	57%



Grade 6: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 65 329	Male 68 851	Female 65 369	Male 68 898	Female 65 342	Male 68 878
Level 4	13%	9%	13%	5%	14%	14%
Level 3	62%	59%	67%	56%	49%	45%
Level 2	18%	22%	18%	34%	30%	30%
Level 1	4%	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)†	76%	68%	79%	61%	62%	59%



* 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, 2009–2010

Contextual Information over Time: Grade 3*

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

Grade 3	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Enrolment					
Number of students	59	62	58	49	41
Participation in the Assessment					
Reading [†]	100%	100%	98%	96%	98%
Writing [†]	100%	100%	98%	96%	98%
Mathematics [†]	100%	100%	98%	96%	98%
Gender					
Female	42%	42%	57%	51%	51%
Male	58%	58%	43%	49%	49%
Student Status					
English language learners**	0%	0%	0%	0%	5%
Students with special education needs (excluding gifted)**	5%	13%	10%	6%	7%
Place of Birth					
Born in Canada	100%	100%	98%	98%	93%
Born outside Canada	0%	0%	2%	2%	7%
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%	5%
In Canada three years or more	0%	0%	2%	2%	2%
Language					
First language learned at home was other than English	27%	35%	36%	22%	7%
Year Student Entered Current School					
Year of the assessment	3%	3%	5%	2%	5%
Year prior to the assessment	3%	5%	10%	4%	7%
2 years prior to the assessment	15%	16%	19%	20%	15%
3 or more years prior to the assessment	78%	76%	66%	73%	73%
Data not available	0%	0%	0%	0%	0%

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

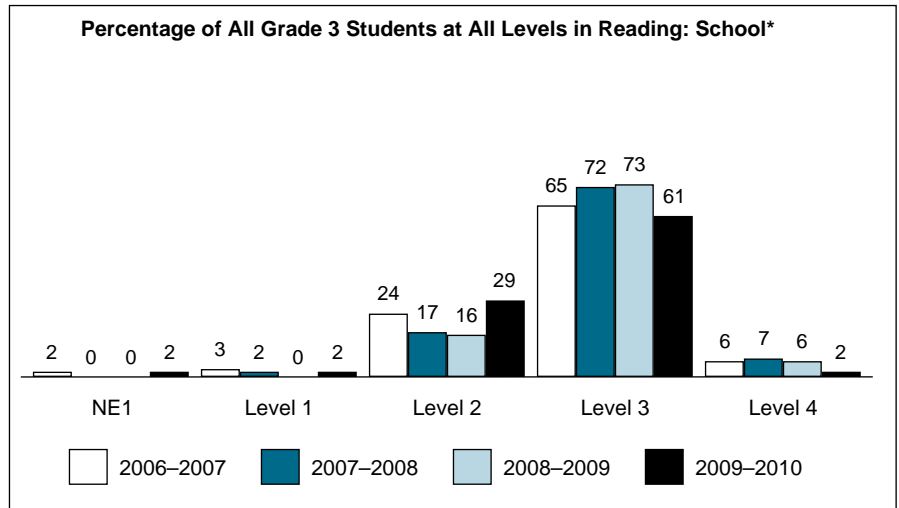
† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

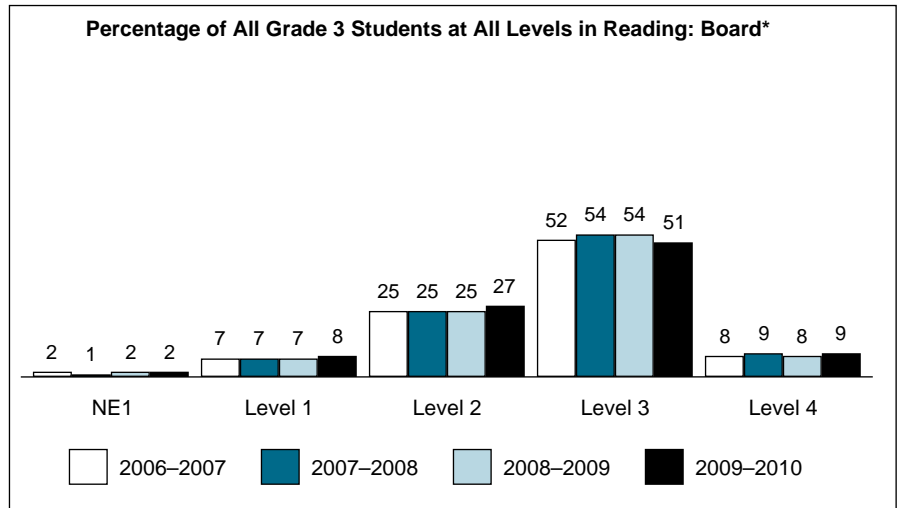
Results over Time, 2006–2007 to 2009–2010*

Grade 3: Reading

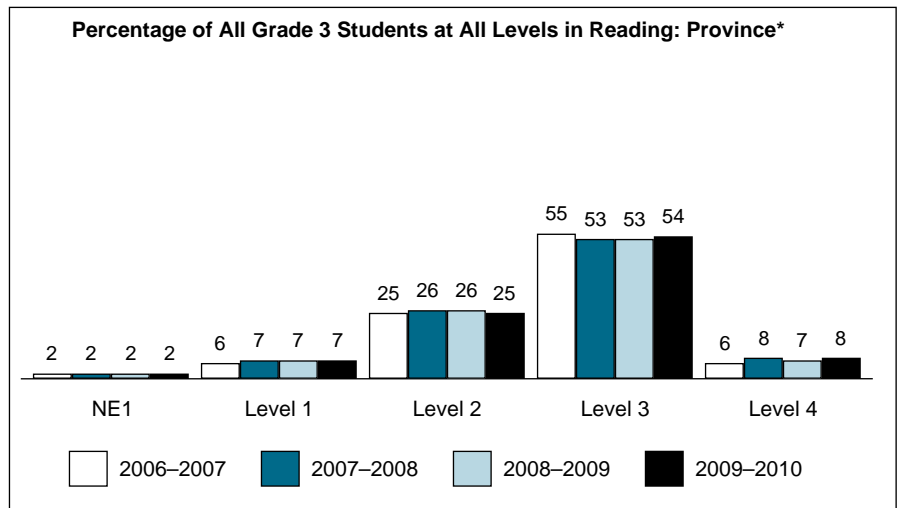
Grade 3 Reading: School*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
Number of Students	62	58	49	41
Level 4	6%	7%	6%	2%
Level 3	65%	72%	73%	61%
Level 2	24%	17%	16%	29%
Level 1	3%	2%	0%	2%
NE1**	2%	0%	0%	2%
Participating Students	100%	98%	96%	98%
No Data	0%	0%	4%	0%
Exempt	0%	2%	0%	2%
At or Above Provincial Standard†	71%	79%	80%	63%



Grade 3 Reading: Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
Number of Students	6 083	6 161	5 780	6 100
Level 4	8%	9%	8%	9%
Level 3	52%	54%	54%	51%
Level 2	25%	25%	25%	27%
Level 1	7%	7%	7%	8%
NE1**	2%	1%	2%	2%
Participating Students	95%	95%	95%	96%
No Data	1%	1%	1%	1%
Exempt	4%	4%	4%	3%
At or Above Provincial Standard†	60%	62%	62%	60%



Grade 3 Reading: Province*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
Number of Students	127 618	125 088	121 787	123 813
Level 4	6%	8%	7%	8%
Level 3	55%	53%	53%	54%
Level 2	25%	26%	26%	25%
Level 1	6%	7%	7%	7%
NE1**	2%	2%	2%	2%
Participating Students	95%	95%	95%	96%
No Data	1%	1%	1%	1%
Exempt	4%	4%	4%	3%
At or Above Provincial Standard†	62%	61%	61%	62%



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

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

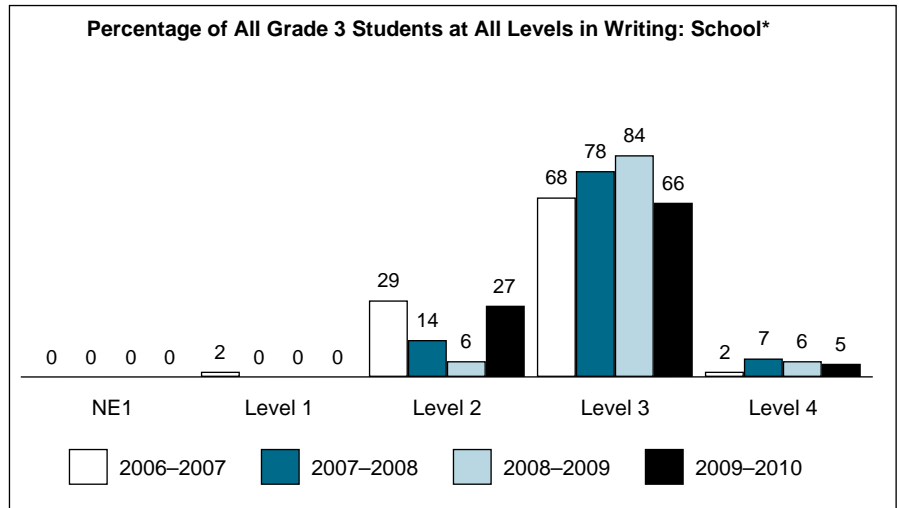
** See the Explanation of Terms.

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

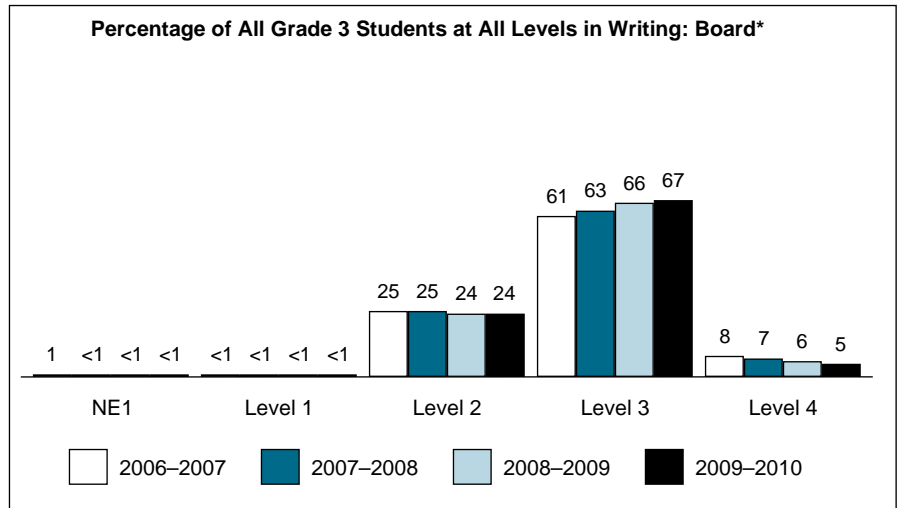
Results over Time, 2006–2007 to 2009–2010*

Grade 3: Writing

Grade 3 Writing: School*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	62	58	49	41
Level 4	2%	7%	6%	5%
Level 3	68%	78%	84%	66%
Level 2	29%	14%	6%	27%
Level 1	2%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	98%	96%	98%
No Data	0%	0%	4%	0%
Exempt	0%	2%	0%	2%
At or Above Provincial Standard†	69%	84%	90%	71%



Grade 3 Writing: Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	6 083	6 161	5 780	6 100
Level 4	8%	7%	6%	5%
Level 3	61%	63%	66%	67%
Level 2	25%	25%	24%	24%
Level 1	<1%	<1%	<1%	<1%
NE1**	1%	<1%	<1%	<1%
<i>Participating Students</i>	95%	95%	96%	97%
No Data	1%	1%	1%	1%
Exempt	4%	4%	3%	3%
At or Above Provincial Standard†	69%	70%	72%	72%



Grade 3 Writing: Province*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	127 618	125 088	121 788	123 800
Level 4	6%	5%	4%	4%
Level 3	58%	61%	63%	66%
Level 2	30%	29%	28%	26%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	95%	96%	96%	97%
No Data	1%	1%	1%	1%
Exempt	4%	3%	3%	3%
At or Above Provincial Standard†	64%	66%	68%	70%



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

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

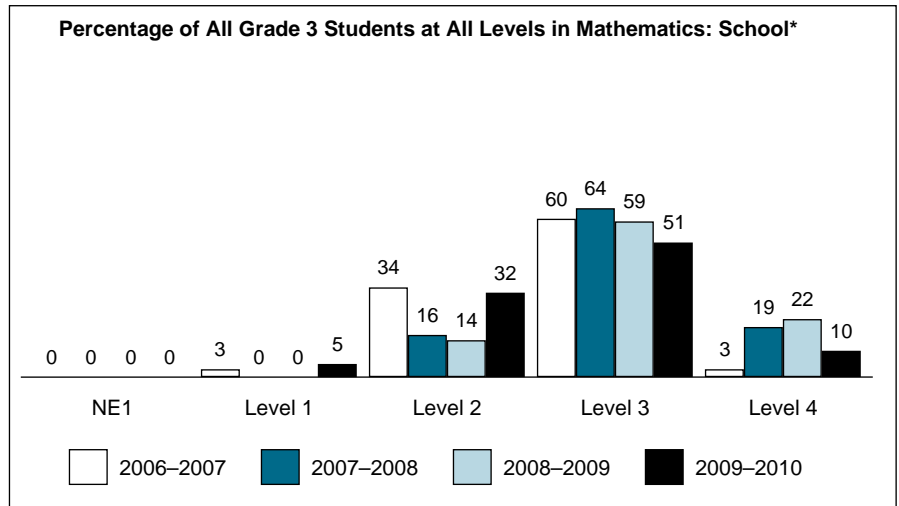
** See the Explanation of Terms.

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

Results over Time, 2006–2007 to 2009–2010*

Grade 3: Mathematics

Grade 3 Mathematics: School*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	62	58	49	41
Level 4	3%	19%	22%	10%
Level 3	60%	64%	59%	51%
Level 2	34%	16%	14%	32%
Level 1	3%	0%	0%	5%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	98%	96%	98%
No Data	0%	0%	4%	0%
Exempt	0%	2%	0%	2%
At or Above Provincial Standard†	63%	83%	82%	61%



Grade 3 Mathematics: Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	6 243	6 305	5 960	6 292
Level 4	13%	13%	15%	13%
Level 3	55%	55%	56%	56%
Level 2	24%	24%	22%	25%
Level 1	3%	3%	2%	3%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	95%	95%	96%	97%
No Data	1%	1%	1%	1%
Exempt	4%	4%	3%	3%
At or Above Provincial Standard†	68%	68%	72%	68%



Grade 3 Mathematics: Province*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	130 996	128 659	125 464	127 726
Level 4	11%	12%	12%	12%
Level 3	57%	56%	58%	58%
Level 2	24%	25%	23%	23%
Level 1	3%	3%	2%	3%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	95%	96%	96%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	3%
At or Above Provincial Standard†	69%	68%	70%	71%



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

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

** See the Explanation of Terms.

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

Contextual Information over Time: Grade 6*

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

Grade 6	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Enrolment					
Number of students	55	67	74	60	66
Participation in the Assessment					
Reading	98%	97%	99%	100%	100%
Writing	98%	97%	99%	100%	100%
Mathematics	98%	97%	99%	100%	100%
Gender					
Female	42%	30%	53%	43%	38%
Male	58%	70%	47%	57%	62%
Student Status					
English language learners**	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)**	13%	13%	16%	3%	20%
Place of Birth					
Born in Canada	98%	97%	96%	100%	98%
Born outside Canada	0%	3%	4%	0%	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%	1%	0%	0%
In Canada three years or more	0%	3%	3%	0%	2%
Language					
First language learned at home was other than English	20%	21%	19%	23%	32%
Year Student Entered Current School					
Year of the assessment	2%	3%	4%	3%	5%
Year prior to the assessment	5%	4%	8%	3%	6%
2 years prior to the assessment	4%	4%	3%	0%	6%
3 or more years prior to the assessment	87%	88%	85%	93%	83%
Data not available	2%	0%	0%	0%	0%

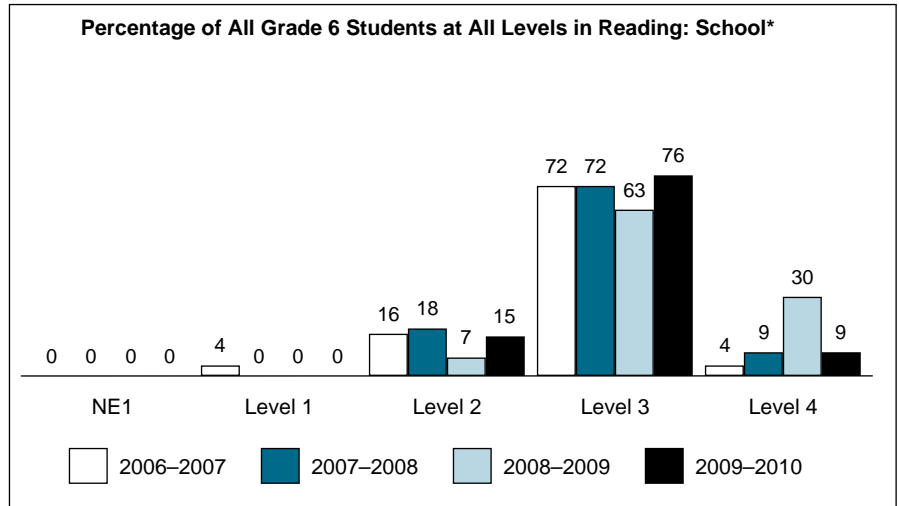
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

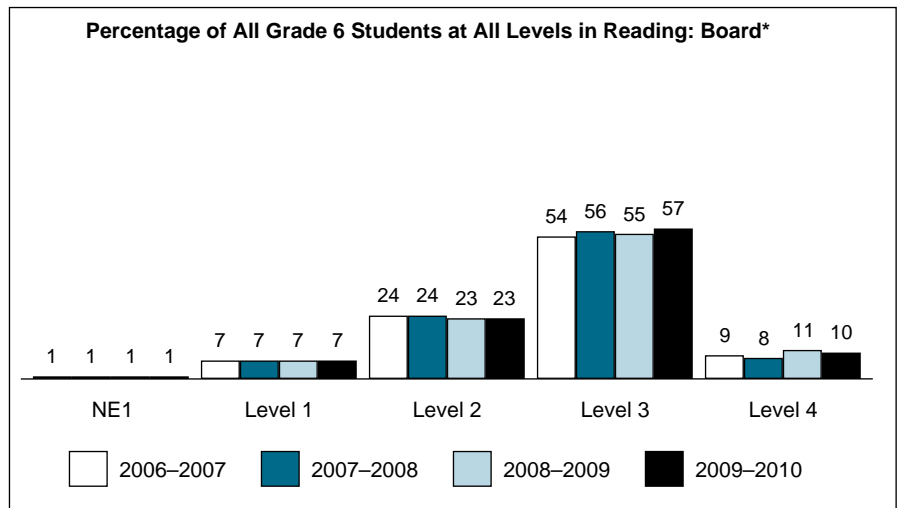
Results over Time, 2006–2007 to 2009–2010*

Grade 6: Reading

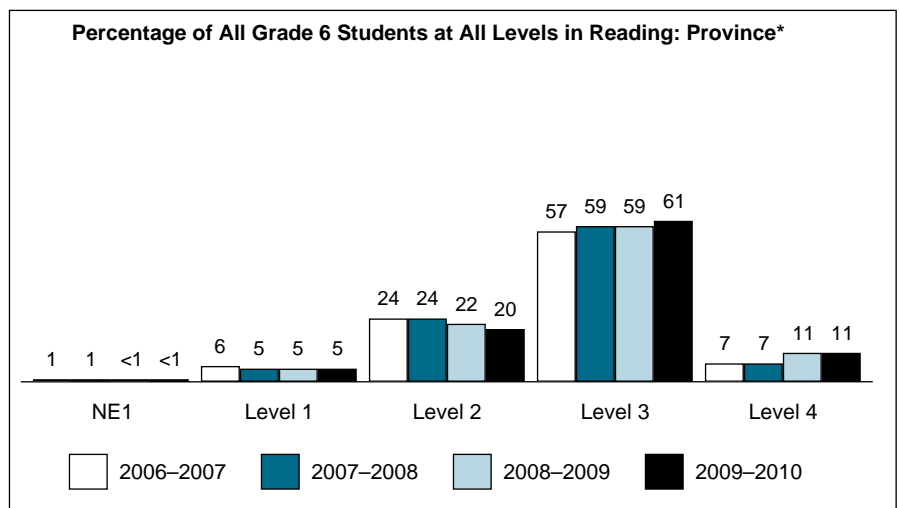
Grade 6 Reading: School*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	67	74	60	66
Level 4	4%	9%	30%	9%
Level 3	72%	72%	63%	76%
Level 2	16%	18%	7%	15%
Level 1	4%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	97%	99%	100%	100%
No Data	3%	0%	0%	0%
Exempt	0%	1%	0%	0%
At or Above Provincial Standard†	76%	81%	93%	85%



Grade 6 Reading: Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	7 061	6 702	6 753	6 507
Level 4	9%	8%	11%	10%
Level 3	54%	56%	55%	57%
Level 2	24%	24%	23%	23%
Level 1	7%	7%	7%	7%
NE1**	1%	1%	1%	1%
<i>Participating Students</i>	96%	96%	97%	97%
No Data	1%	<1%	1%	1%
Exempt	3%	3%	3%	2%
At or Above Provincial Standard†	63%	64%	66%	67%



Grade 6 Reading: Province*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	145 901	140 420	136 069	134 201
Level 4	7%	7%	11%	11%
Level 3	57%	59%	59%	61%
Level 2	24%	24%	22%	20%
Level 1	6%	5%	5%	5%
NE1**	1%	1%	<1%	<1%
<i>Participating Students</i>	95%	96%	96%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	2%
At or Above Provincial Standard†	64%	66%	69%	72%



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

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

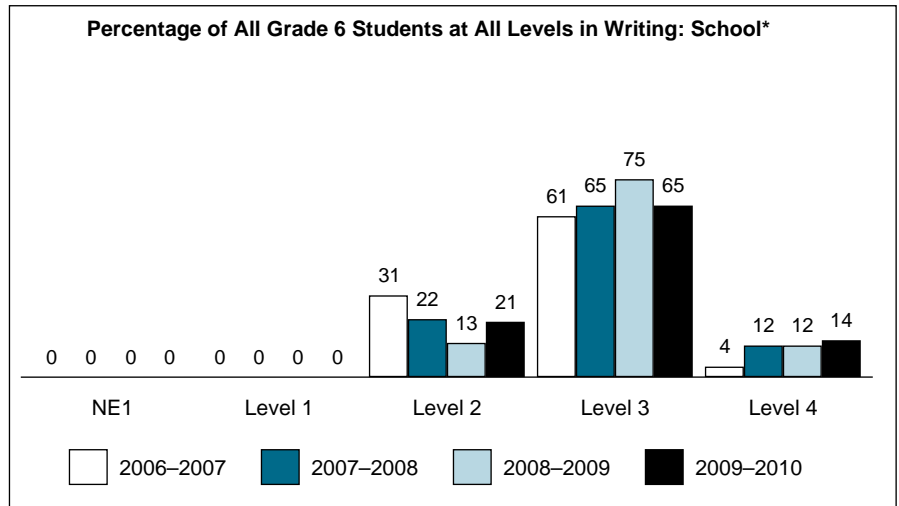
** See the Explanation of Terms.

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

Results over Time, 2006–2007 to 2009–2010*

Grade 6: Writing

Grade 6 Writing: School*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	67	74	60	66
Level 4	4%	12%	12%	14%
Level 3	61%	65%	75%	65%
Level 2	31%	22%	13%	21%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	97%	99%	100%	100%
No Data	3%	0%	0%	0%
Exempt	0%	1%	0%	0%
At or Above Provincial Standard†	66%	77%	87%	79%



Grade 6 Writing: Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	7 061	6 702	6 753	6 507
Level 4	8%	10%	10%	10%
Level 3	56%	59%	60%	62%
Level 2	30%	25%	25%	25%
Level 1	1%	1%	<1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	96%	97%	97%
No Data	1%	<1%	1%	1%
Exempt	3%	3%	3%	2%
At or Above Provincial Standard†	64%	69%	71%	71%



Grade 6 Writing: Province*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	145 901	140 420	136 075	134 288
Level 4	7%	9%	9%	9%
Level 3	54%	58%	58%	61%
Level 2	33%	28%	29%	26%
Level 1	2%	1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	95%	96%	96%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	2%
At or Above Provincial Standard†	61%	67%	67%	70%



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

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

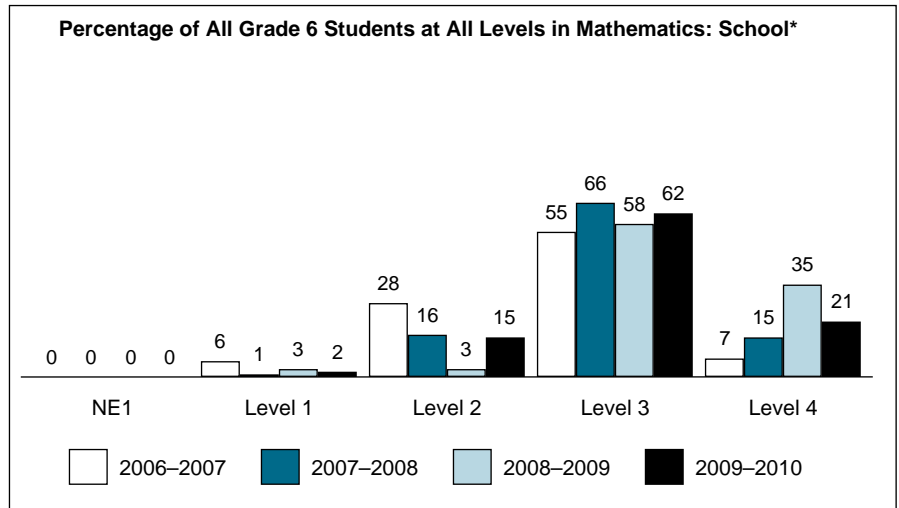
** See the Explanation of Terms.

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

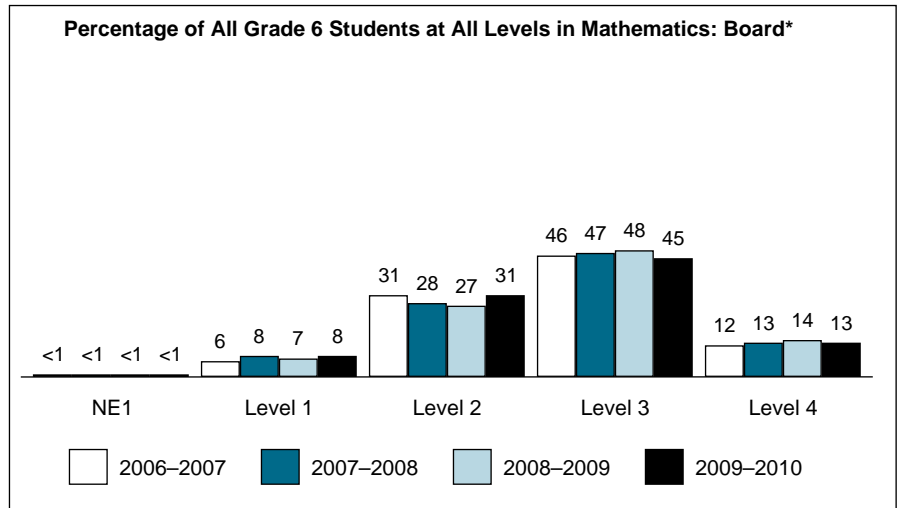
Results over Time, 2006–2007 to 2009–2010*

Grade 6: Mathematics

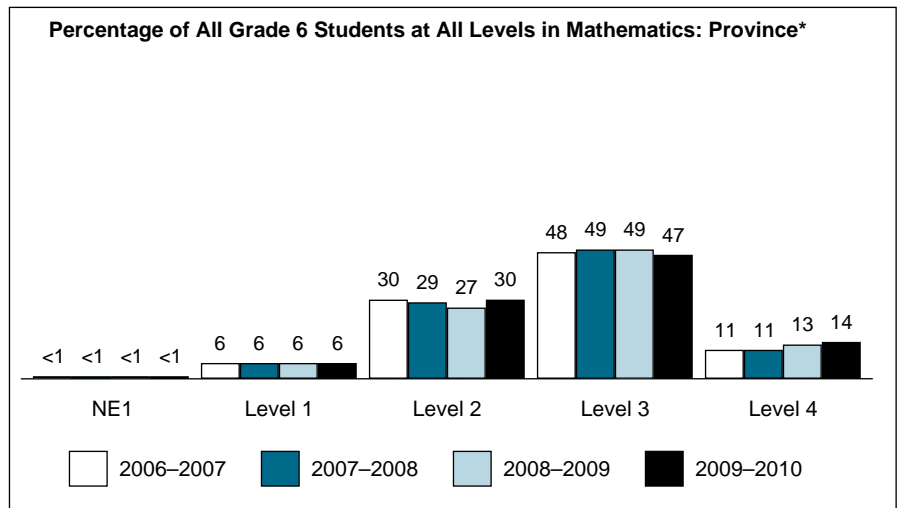
Grade 6 Mathematics: School*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	67	74	60	66
Level 4	7%	15%	35%	21%
Level 3	55%	66%	58%	62%
Level 2	28%	16%	3%	15%
Level 1	6%	1%	3%	2%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	97%	99%	100%	100%
No Data	3%	0%	0%	0%
Exempt	0%	1%	0%	0%
At or Above Provincial Standard†	63%	81%	93%	83%



Grade 6 Mathematics: Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	7 061	6 702	6 756	6 502
Level 4	12%	13%	14%	13%
Level 3	46%	47%	48%	45%
Level 2	31%	28%	27%	31%
Level 1	6%	8%	7%	8%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	2%
At or Above Provincial Standard†	58%	59%	62%	58%



Grade 6 Mathematics: Province*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	145 901	140 358	136 075	134 241
Level 4	11%	11%	13%	14%
Level 3	48%	49%	49%	47%
Level 2	30%	29%	27%	30%
Level 1	6%	6%	6%	6%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	95%	96%	96%	97%
No Data	1%	1%	1%	1%
Exempt	4%	3%	3%	3%
At or Above Provincial Standard†	59%	61%	63%	61%



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

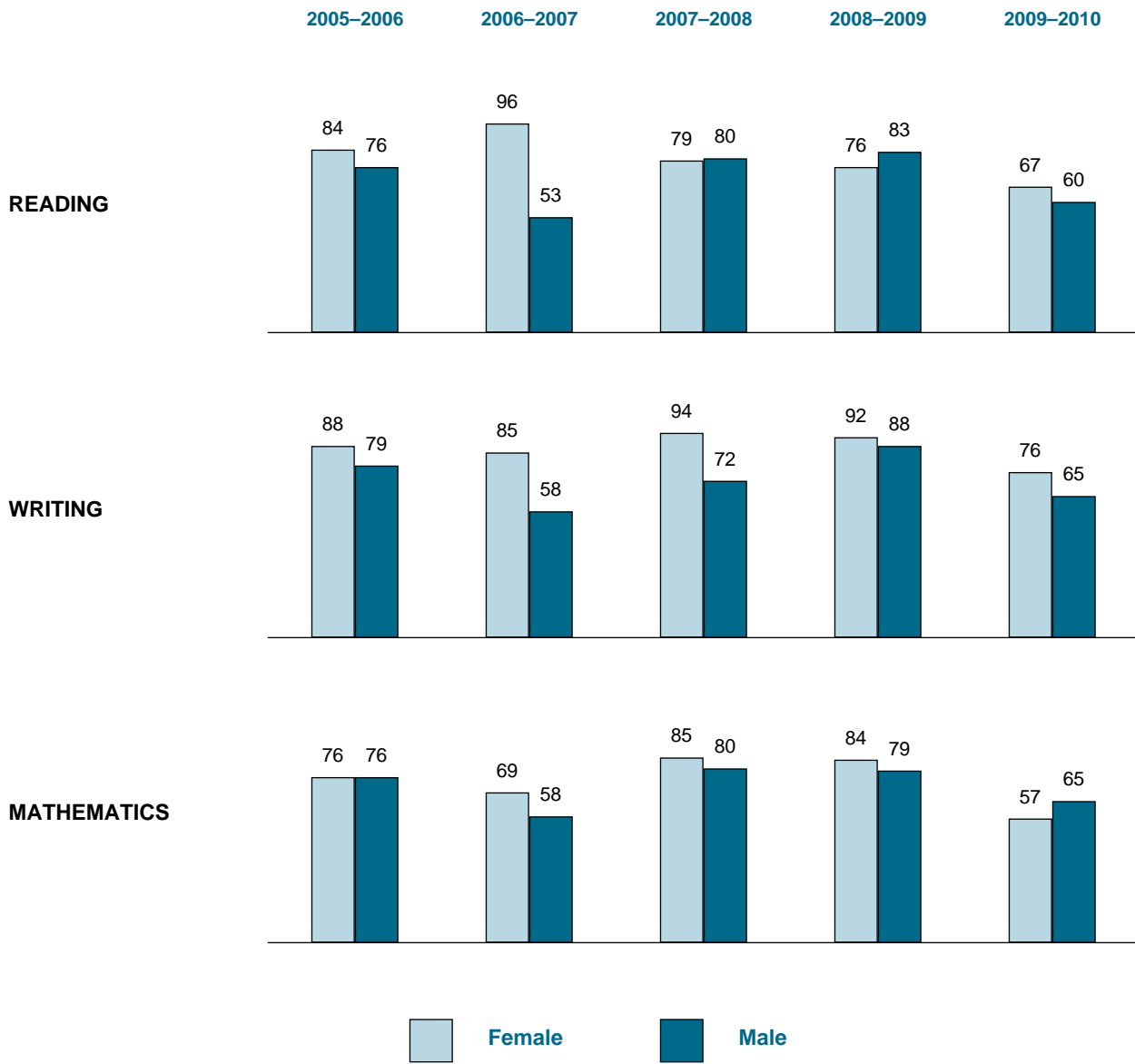
** Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† See the Explanation of Terms.

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

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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



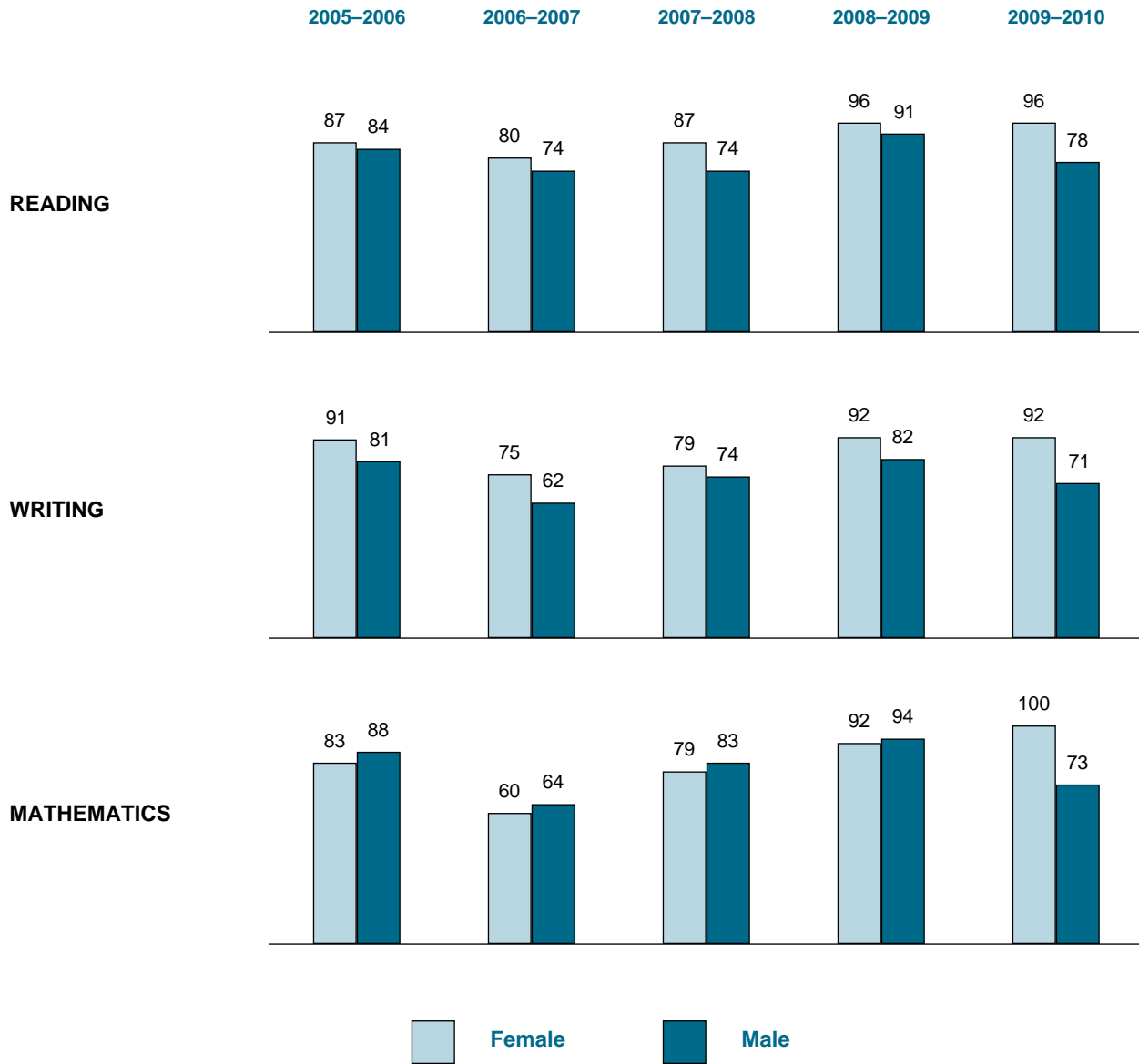
Total Number of Grade 3 Students†

	<u>2005-2006</u>		<u>2006-2007</u>		<u>2007-2008</u>		<u>2008-2009</u>		<u>2009-2010</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	25	34	26	36	33	25	25	24	21	20

† 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



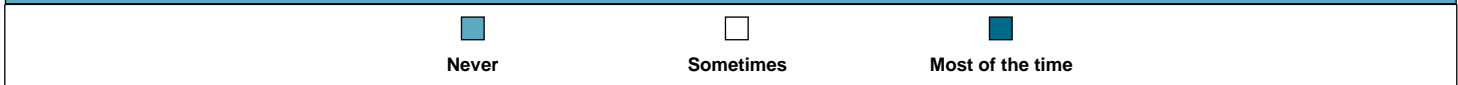
Total Number of Grade 6 Students†

	<u>2005-2006</u>		<u>2006-2007</u>		<u>2007-2008</u>		<u>2008-2009</u>		<u>2009-2010</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	23	32	20	47	39	35	26	34	25	41

† Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 39)
 Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.



STUDENT ENGAGEMENT		Percentage of Students*			Number of students who answered "most of the time"
How do you feel about mathematics?		Never	Sometimes	Most of the time	
I like mathematics.		10	56	33	13
I am good at mathematics.			26	72	28
I am able to answer difficult mathematics questions.		13	67	21	8
I try to do my best when I do mathematics activities in class.		5	15	79	31

COGNITIVE STRATEGIES
 How often do you do the following when you are working on a mathematics problem?

I read over the whole problem first to make sure I know what I am supposed to do.			33	64	25
I ask for help if I do not understand the problem.		10	49	41	16
I think about the steps I will use to solve the problem.		8	38	54	21
I check my work for mistakes.		8	33	59	23
I check my answer to see if it makes sense.		5	23	72	28





INSTRUCTIONAL TOOLS
 How often do you use the following during mathematics activities at school?

Manipulatives		8	69	23	9
A calculator		28	54	18	7
A computer to learn mathematics		44	41	13	5

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

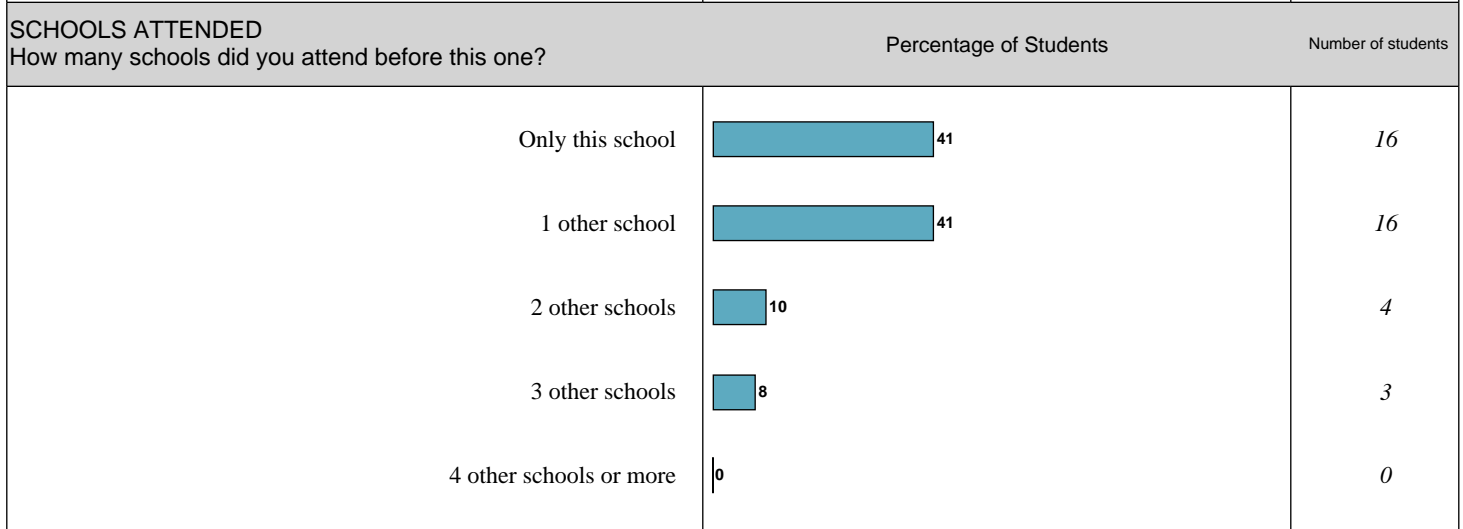
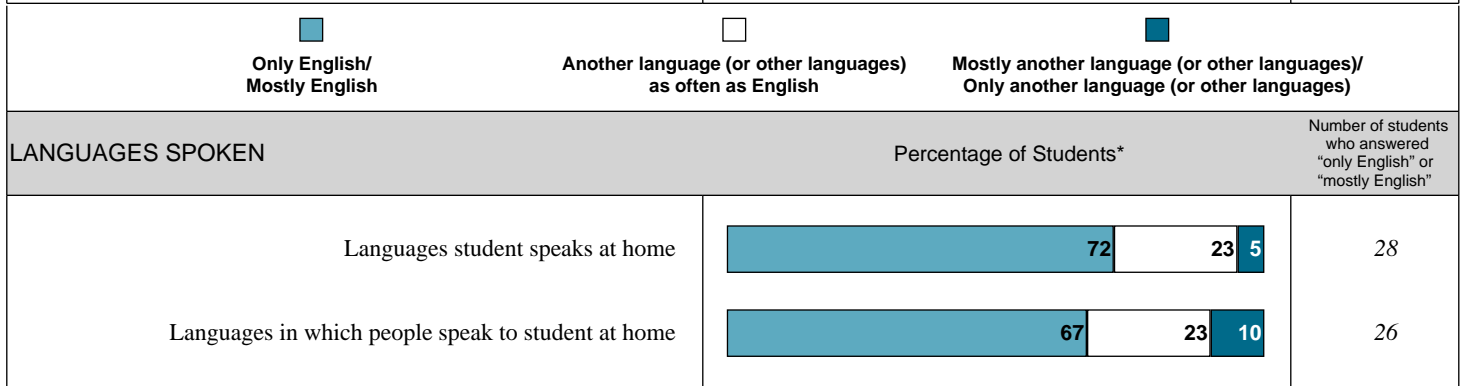
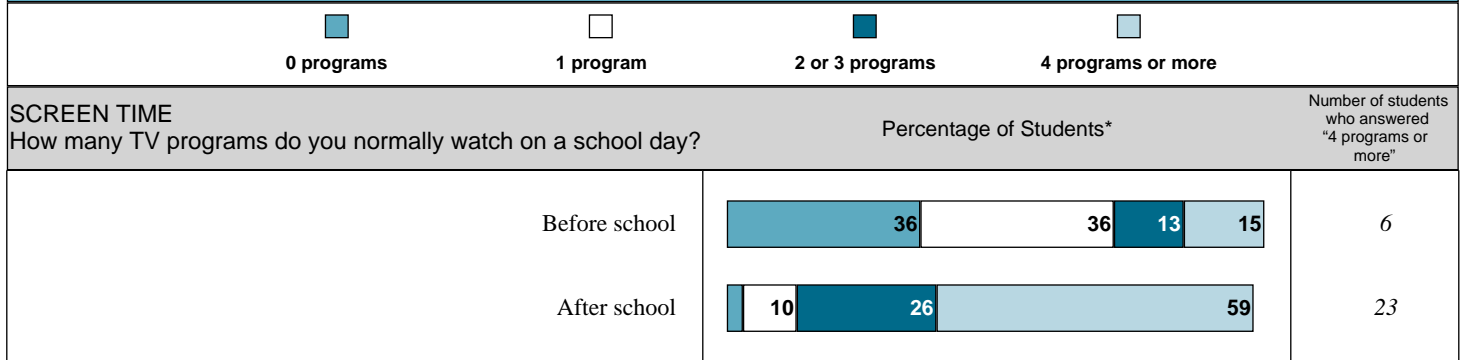
STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 39)
 Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.

						
		Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
READING OUTSIDE SCHOOL						Number of students who answered "every day or almost every day"
How often do you read the following when you are not at school? Percentage of Students*						
	Stories or novels	13	21	21	46	18
	Comics or graphic novels	28	18	23	31	12
	Books, newspapers, magazines or websites for information	15	33	41	8	3
	E-mails, text or instant messages	49	13	21	18	7
	Other things	13	8	13	67	26
OUT-OF-SCHOOL ACTIVITIES						
How often do you do the following when you are not at school?						
	I read by myself.	15	33	49		19
	I play video games.	23	26	21	31	12
	I use the Internet.	5	26	28	41	16
	I participate in sports or other physical activities.	15	31	51		20
	I participate in art, music, dance or drama activities.	44	15	15	26	10
	I participate in after-school clubs.	49	10	10	31	12
PARENTAL ENGAGEMENT						
How often do you and a parent, a guardian or another adult who lives with you do the following?						
	We talk about the mathematics work I do in school.	21	18	31	31	12
	We talk about the activities I do in school.	10	15	26	49	19
	We read together.	41	18	23	15	6
	We look at my school agenda.	23	15	13	46	18
	We use a computer together.	51	18	10	21	8

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 39)
 Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.



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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male) Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.	School			Board			Province		
	All Students (# = 39)	Female* (# = 20)	Male* (# = 19)	All Students (# = 6 056)	Female* (# = 3 011)	Male* (# = 3 045)	All Students (# = 123 025)	Female* (# = 60 511)	Male* (# = 62 514)
STUDENT ENGAGEMENT IN MATHEMATICS									
Percentage of students who answered “most of the time”†									
I like mathematics.	33%	20%	47%	48%	45%	51%	50%	49%	51%
I am good at mathematics.	72%	80%	63%	44%	42%	47%	49%	47%	51%
I am able to answer difficult mathematics questions.	21%	15%	26%	22%	19%	25%	26%	23%	29%
I try to do my best when I do mathematics activities in class.	79%	90%	68%	84%	87%	81%	87%	90%	85%
COGNITIVE STRATEGIES USED IN MATHEMATICS									
Percentage of students who answered “most of the time”†									
I read over the whole problem first to make sure I know what I am supposed to do.	64%	65%	63%	65%	70%	60%	70%	75%	65%
I ask for help if I do not understand the problem.	41%	55%	26%	40%	45%	35%	46%	51%	42%
I think about the steps I will use to solve the problem.	54%	55%	53%	45%	45%	45%	48%	49%	47%
I check my work for mistakes.	59%	50%	68%	49%	53%	45%	50%	54%	45%
I check my answer to see if it makes sense.	72%	90%	53%	57%	60%	53%	60%	64%	56%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS									
Percentage of students who answered “most of the time”†									
Manipulatives	23%	35%	11%	29%	31%	28%	24%	26%	23%
A calculator	18%	15%	21%	12%	10%	13%	11%	10%	11%
A computer to learn mathematics	13%	25%	0%	15%	14%	15%	16%	16%	16%
READING OUTSIDE SCHOOL									
Percentage of students who answered “every day or almost every day”‡									
Stories or novels	46%	45%	47%	42%	50%	35%	47%	54%	41%
Comics or graphic novels	31%	15%	47%	24%	17%	30%	21%	15%	27%
Books, newspapers, magazines or websites for information	8%	5%	11%	28%	31%	24%	27%	30%	25%
E-mails, text or instant messages	18%	20%	16%	18%	18%	18%	17%	17%	16%
Other things	67%	70%	63%	47%	49%	46%	45%	47%	43%

* Only includes students for whom gender data were available.

† Other response options were “never” and “sometimes.”

‡ Other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male) Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.	School			Board			Province		
	All Students (# = 39)	Female* (# = 20)	Male* (# = 19)	All Students (# = 6 056)	Female* (# = 3 011)	Male* (# = 3 045)	All Students (# = 123 025)	Female* (# = 60 511)	Male* (# = 62 514)
OUT-OF-SCHOOL ACTIVITIES Percentage of students who answered “every day or almost every day”†									
I read by myself.	49%	50%	47%	54%	62%	47%	57%	64%	50%
I play video games.	31%	15%	47%	38%	21%	55%	37%	18%	55%
I use the Internet.	41%	30%	53%	43%	41%	45%	42%	39%	44%
I participate in sports or other physical activities.	51%	35%	68%	46%	40%	52%	49%	44%	54%
I participate in art, music, dance or drama activities.	26%	40%	11%	26%	33%	19%	27%	36%	19%
I participate in after-school clubs.	31%	25%	37%	14%	13%	15%	12%	11%	12%
PARENTAL ENGAGEMENT Percentage of students who answered “every day or almost every day”†									
We talk about the mathematics work I do in school.	31%	35%	26%	30%	34%	27%	27%	30%	24%
We talk about the activities I do in school.	49%	55%	42%	46%	51%	40%	46%	51%	40%
We read together.	15%	10%	21%	20%	22%	19%	21%	23%	19%
We look at my school agenda.	46%	35%	58%	47%	47%	47%	54%	56%	53%
We use a computer together.	21%	20%	21%	17%	17%	17%	13%	13%	13%
SCREEN TIME (WATCHING TV) Percentage of students who answered “4 programs or more”‡									
Before school	15%	10%	21%	11%	8%	13%	10%	6%	14%
After school	59%	55%	63%	59%	55%	63%	53%	49%	57%

* Only includes students for whom gender data were available.

† Other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

‡ Other response options were “0 programs,” “1 program” and “2 or 3 programs.”

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

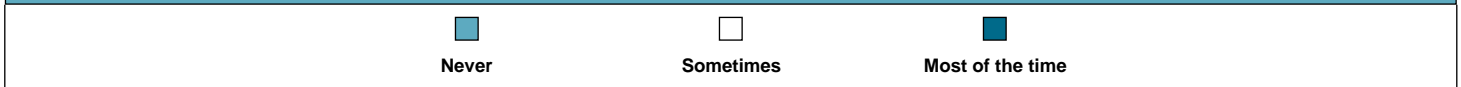
GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male) Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.	School			Board			Province		
	All Students (# = 39)	Female* (# = 20)	Male* (# = 19)	All Students (# = 6 056)	Female* (# = 3 011)	Male* (# = 3 045)	All Students (# = 123 025)	Female* (# = 60 511)	Male* (# = 62 514)
LANGUAGES STUDENTS SPEAK AT HOME†									
	Percentage of students								
Only English/Mostly English	72%	65%	79%	59%	56%	61%	73%	72%	74%
Another language (or other languages) as often as English	23%	30%	16%	25%	27%	23%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	5%	5%	5%	16%	17%	15%	10%	10%	10%
LANGUAGES SPOKEN TO STUDENTS AT HOME†									
	Percentage of students								
Only English/Mostly English	67%	60%	74%	51%	48%	53%	70%	69%	71%
Another language (or other languages) as often as English	23%	30%	16%	24%	26%	22%	14%	15%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	10%	10%	11%	25%	26%	24%	15%	16%	15%
SCHOOLS ATTENDED†									
	Percentage of students								
Only this school/1 other school	82%	85%	79%	81%	82%	80%	80%	80%	80%
2 other schools/3 other schools	18%	15%	21%	15%	14%	16%	16%	16%	16%
4 other schools or more	0%	0%	0%	3%	3%	3%	4%	4%	4%

* Only includes students for whom gender data were available.

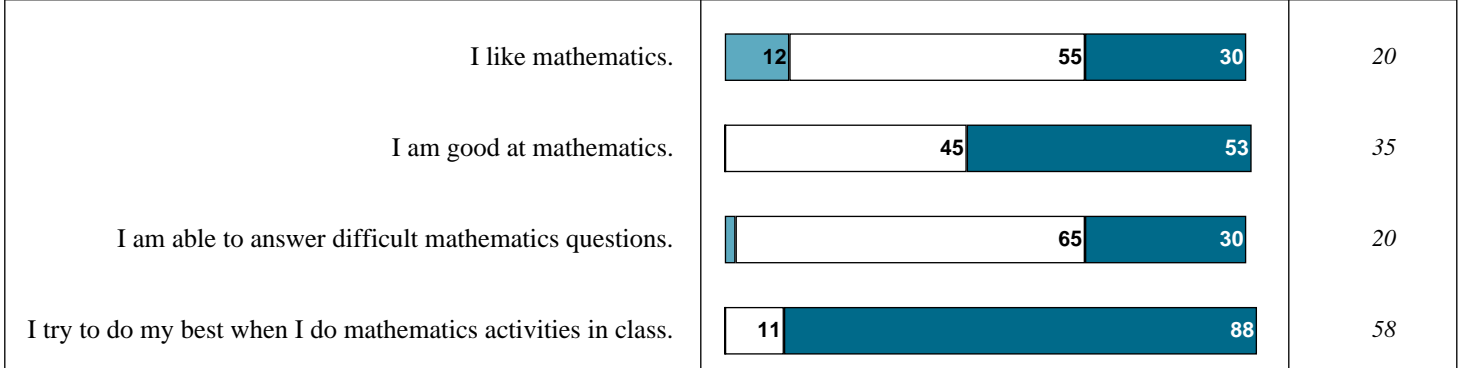
† Percentages may not add to 100, due to a lack of or ambiguous responses.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

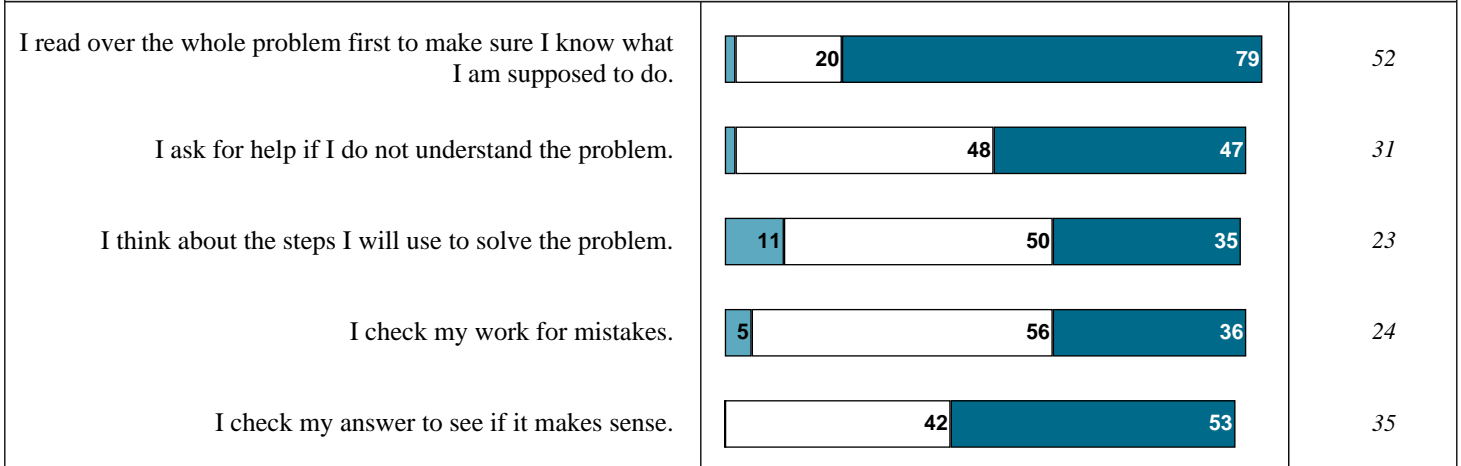
STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 66)
 Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.



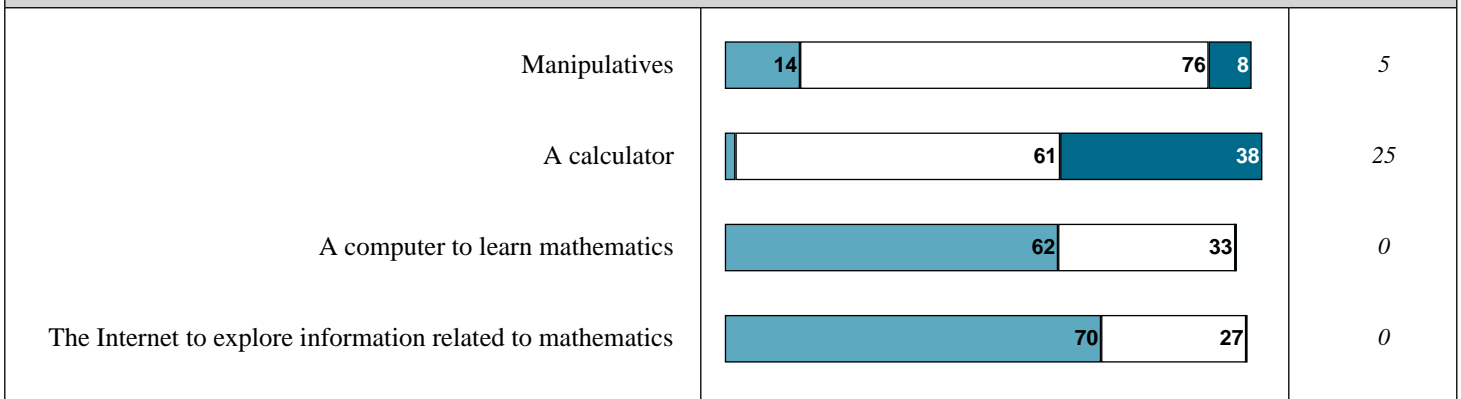
STUDENT ENGAGEMENT
 How do you feel about mathematics? Percentage of Students* Number of students who answered "most of the time"



COGNITIVE STRATEGIES
 How often do you do the following when you are working on a mathematics problem?



INSTRUCTIONAL TOOLS
 How often do you use the following during mathematics activities at school?



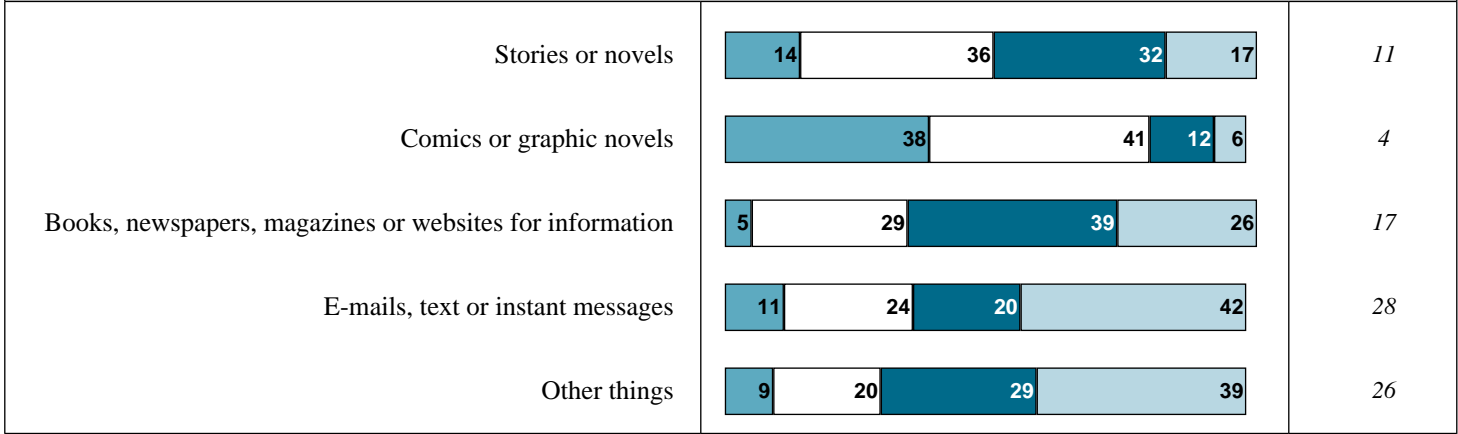
* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

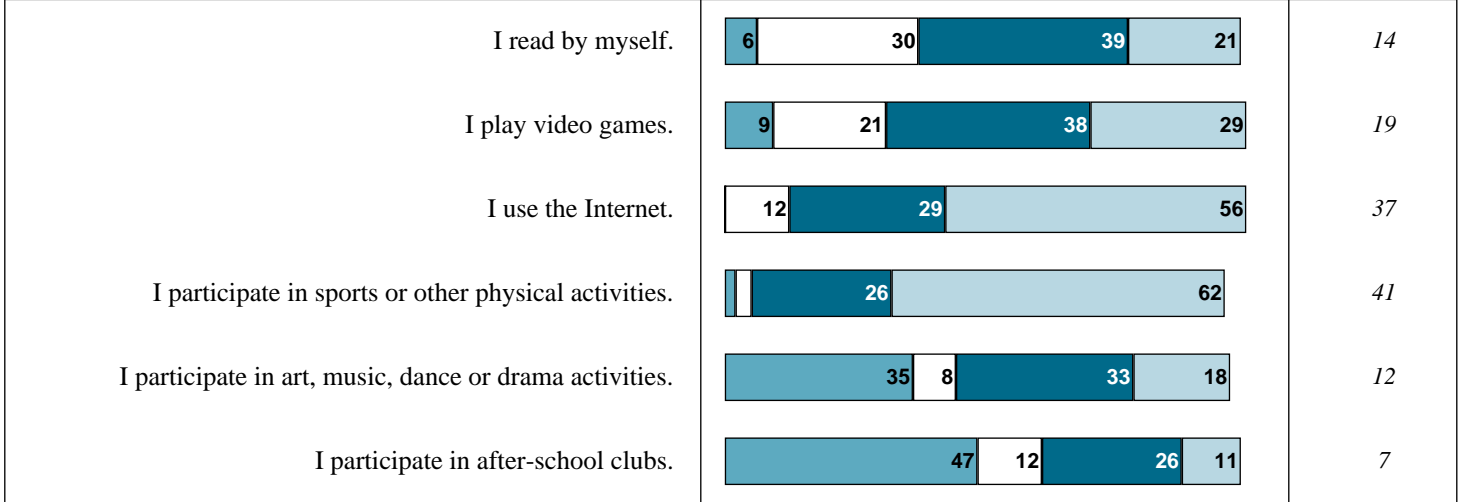
STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 66)
 Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.



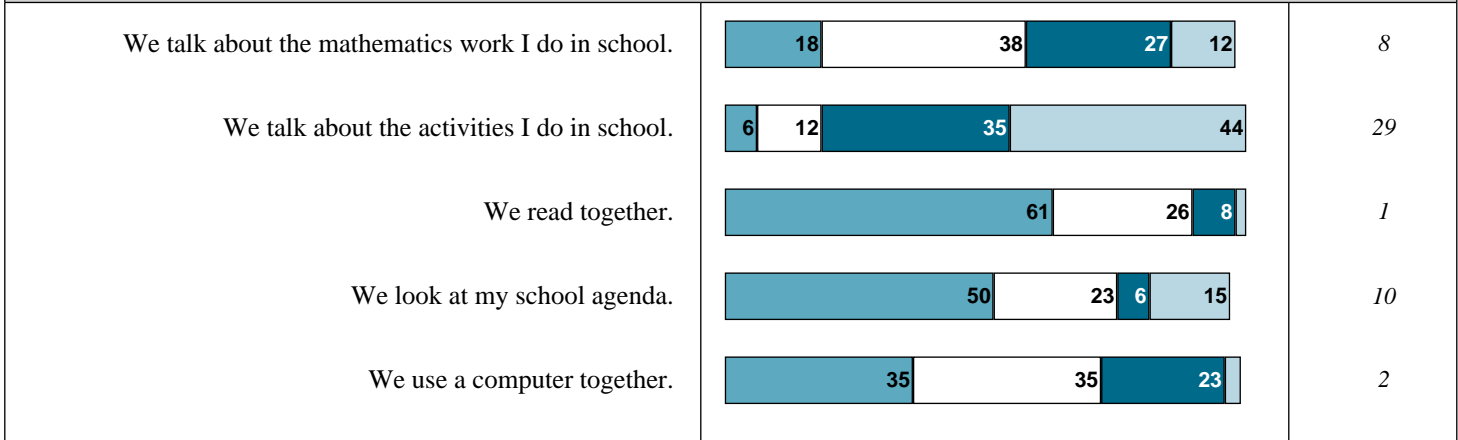
READING OUTSIDE SCHOOL
 How often do you read the following when you are not at school? Percentage of Students* Number of students who answered "every day or almost every day"



OUT-OF-SCHOOL ACTIVITIES
 How often do you do the following when you are not at school?



PARENTAL ENGAGEMENT
 How often do you and a parent, a guardian or another adult who lives with you do the following?



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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 66)

Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.



SCREEN TIME		Percentage of Students*		Number of students who answered "about 3 hours" or "more than 3 hours"
How many hours do you usually do the following on a school day?				
Before School	Watching TV.	42	48	2
	Playing video games.	83	9	2
	Using the Internet.	70	23	2
After School	Watching TV.	45	30	18
	Playing video games.	24	48	11
	Using the Internet.	11	48	23



LANGUAGES SPOKEN		Percentage of Students*		Number of students who answered "only English" or "mostly English"
Languages student speaks at home		89	5	5
Languages in which people speak to student at home		77	15	6

SCHOOLS ATTENDED		Percentage of Students*		Number of students
How many schools did you attend before this one?				
Only this school		53		35
1 other school		32		21
2 other schools		8		5
3 other schools		6		4
4 other schools or more		0		0

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male) Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.	School			Board			Province		
	All Students (# = 66)	Female* (# = 25)	Male* (# = 41)	All Students (# = 6 296)	Female* (# = 3 146)	Male* (# = 3 145)	All Students (# = 129 209)	Female* (# = 63 475)	Male* (# = 65 718)
STUDENT ENGAGEMENT IN MATHEMATICS Percentage of students who answered “most of the time”†									
I like mathematics.	30%	24%	34%	38%	34%	42%	40%	37%	44%
I am good at mathematics.	53%	56%	51%	44%	42%	47%	48%	45%	51%
I am able to answer difficult mathematics questions.	30%	20%	37%	25%	21%	29%	28%	23%	32%
I try to do my best when I do mathematics activities in class.	88%	92%	85%	82%	85%	78%	84%	88%	81%
COGNITIVE STRATEGIES USED IN MATHEMATICS Percentage of students who answered “most of the time”†									
I read over the whole problem first to make sure I know what I am supposed to do.	79%	80%	78%	70%	76%	64%	72%	78%	66%
I ask for help if I do not understand the problem.	47%	56%	41%	45%	49%	42%	52%	57%	47%
I think about the steps I will use to solve the problem.	35%	44%	29%	38%	37%	38%	39%	40%	38%
I check my work for mistakes.	36%	36%	37%	37%	40%	34%	36%	39%	33%
I check my answer to see if it makes sense.	53%	68%	44%	58%	62%	54%	59%	62%	55%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS Percentage of students who answered “most of the time”†									
Manipulatives	8%	0%	12%	11%	12%	10%	9%	10%	9%
A calculator	38%	44%	34%	39%	43%	35%	38%	42%	35%
A computer to learn mathematics	0%	0%	0%	6%	6%	6%	6%	5%	6%
The Internet to explore information related to mathematics	0%	0%	0%	5%	5%	5%	5%	5%	5%
READING OUTSIDE SCHOOL Percentage of students who answered “every day or almost every day”‡									
Stories or novels	17%	16%	17%	31%	38%	23%	38%	48%	30%
Comics or graphic novels	6%	4%	7%	15%	11%	20%	14%	10%	18%
Books, newspapers, magazines or websites for information	26%	36%	20%	29%	34%	25%	29%	32%	27%
E-mails, text or instant messages	42%	48%	39%	47%	54%	40%	46%	53%	40%
Other things	39%	40%	39%	38%	38%	37%	35%	36%	35%

* Only includes students for whom gender data were available.

† Other response options were “never” and “sometimes.”

‡ Other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province			
	All Students (# = 66)	Female* (# = 25)	Male* (# = 41)	All Students (# = 6 296)	Female* (# = 3 146)	Male* (# = 3 145)	All Students (# = 129 209)	Female* (# = 63 475)	Male* (# = 65 718)	
OUT-OF-SCHOOL ACTIVITIES Percentage of students who answered “every day or almost every day”†										
I read by myself.	21%	24%	20%	40%	48%	31%	47%	56%	39%	
I play video games.	29%	12%	39%	30%	13%	47%	28%	11%	45%	
I use the Internet.	56%	72%	46%	61%	65%	57%	59%	61%	57%	
I participate in sports or other physical activities.	62%	60%	63%	47%	37%	56%	50%	43%	58%	
I participate in art, music, dance or drama activities.	18%	40%	5%	19%	26%	13%	20%	26%	13%	
I participate in after-school clubs.	11%	16%	7%	8%	8%	9%	8%	9%	7%	
PARENTAL ENGAGEMENT Percentage of students who answered “every day or almost every day”†										
We talk about the mathematics work I do in school.	12%	8%	15%	16%	17%	16%	16%	17%	15%	
We talk about the activities I do in school.	44%	52%	39%	37%	41%	34%	38%	42%	34%	
We read together.	2%	4%	0%	4%	4%	4%	4%	4%	4%	
We look at my school agenda.	15%	4%	22%	18%	17%	19%	29%	29%	30%	
We use a computer together.	3%	0%	5%	6%	6%	6%	5%	5%	5%	
SCREEN TIME Percentage of students who answered “about 3 hours” or “more than 3 hours”‡										
Before School	Watching TV	3%	0%	5%	3%	2%	4%	2%	1%	2%
	Playing video games	3%	0%	5%	2%	1%	4%	1%	<1%	3%
	Using the Internet	3%	0%	5%	3%	2%	3%	2%	2%	2%
After School	Watching TV	18%	20%	17%	29%	29%	29%	21%	19%	22%
	Playing video games	12%	0%	20%	14%	5%	24%	12%	3%	20%
	Using the Internet	15%	12%	17%	28%	29%	26%	20%	20%	19%

* Only includes students for whom gender data were available.

† Other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

‡ Other response options were “none,” “about half an hour,” “about 1 hour” and “about 2 hours.”

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male) Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.	School			Board			Province		
	All Students (# = 66)	Female* (# = 25)	Male* (# = 41)	All Students (# = 6 296)	Female* (# = 3 146)	Male* (# = 3 145)	All Students (# = 129 209)	Female* (# = 63 475)	Male* (# = 65 718)
LANGUAGES STUDENTS SPEAK AT HOME†									
Percentage of students									
Only English/Mostly English	89%	92%	88%	62%	61%	64%	77%	77%	77%
Another language (or other languages) as often as English	5%	4%	5%	24%	26%	23%	15%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	5%	4%	5%	12%	13%	12%	7%	7%	8%
LANGUAGES SPOKEN TO STUDENTS AT HOME†									
Percentage of students									
Only English/Mostly English	77%	80%	76%	50%	49%	52%	72%	72%	72%
Another language (or other languages) as often as English	15%	12%	17%	26%	26%	25%	14%	15%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	6%	8%	5%	23%	24%	22%	13%	13%	13%
SCHOOLS ATTENDED†									
Percentage of students									
Only this school/1 other school	85%	88%	83%	76%	76%	76%	68%	68%	68%
2 other schools/3 other schools	14%	12%	15%	19%	19%	19%	24%	24%	23%
4 other schools or more	0%	0%	0%	5%	4%	5%	7%	7%	7%

* Only includes 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, 2009–2010

EXPLANATION OF TERMS

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