



School Report



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

School: St Fidelis S (789917)

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), for 2008–2009. Included are student results for the current year, those from previous years and, to put these results in context, information about the local student populations.

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

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

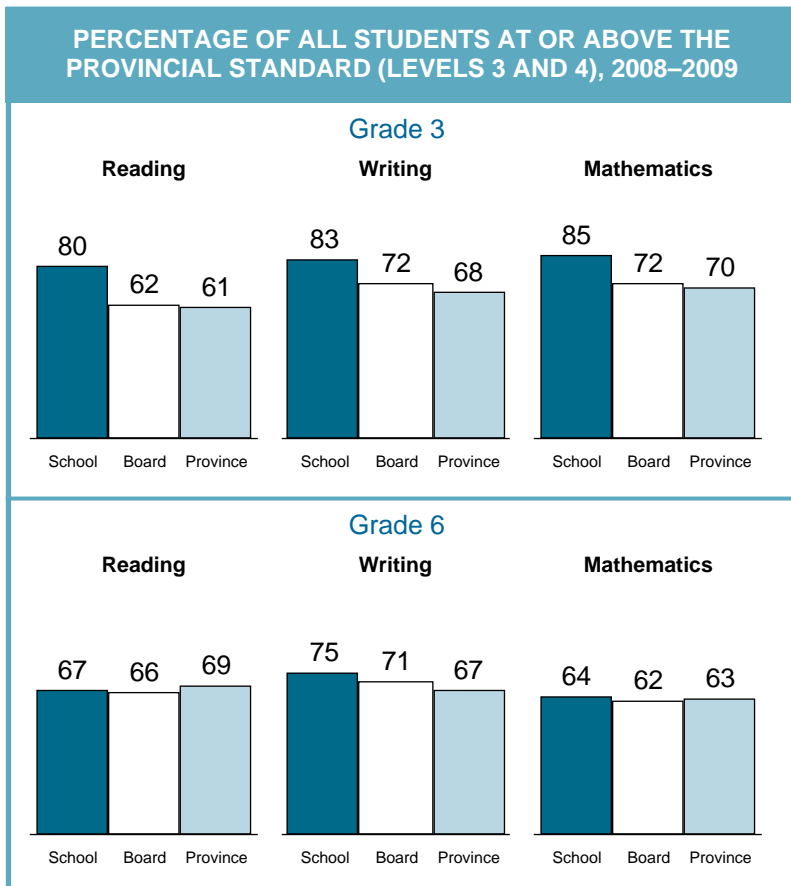
However, it should be remembered that EQAO’s assessment results are just one piece of information about student achievement. These results should be considered in conjunction with school-based information, such as that from classroom assessments.

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

Sincerely,

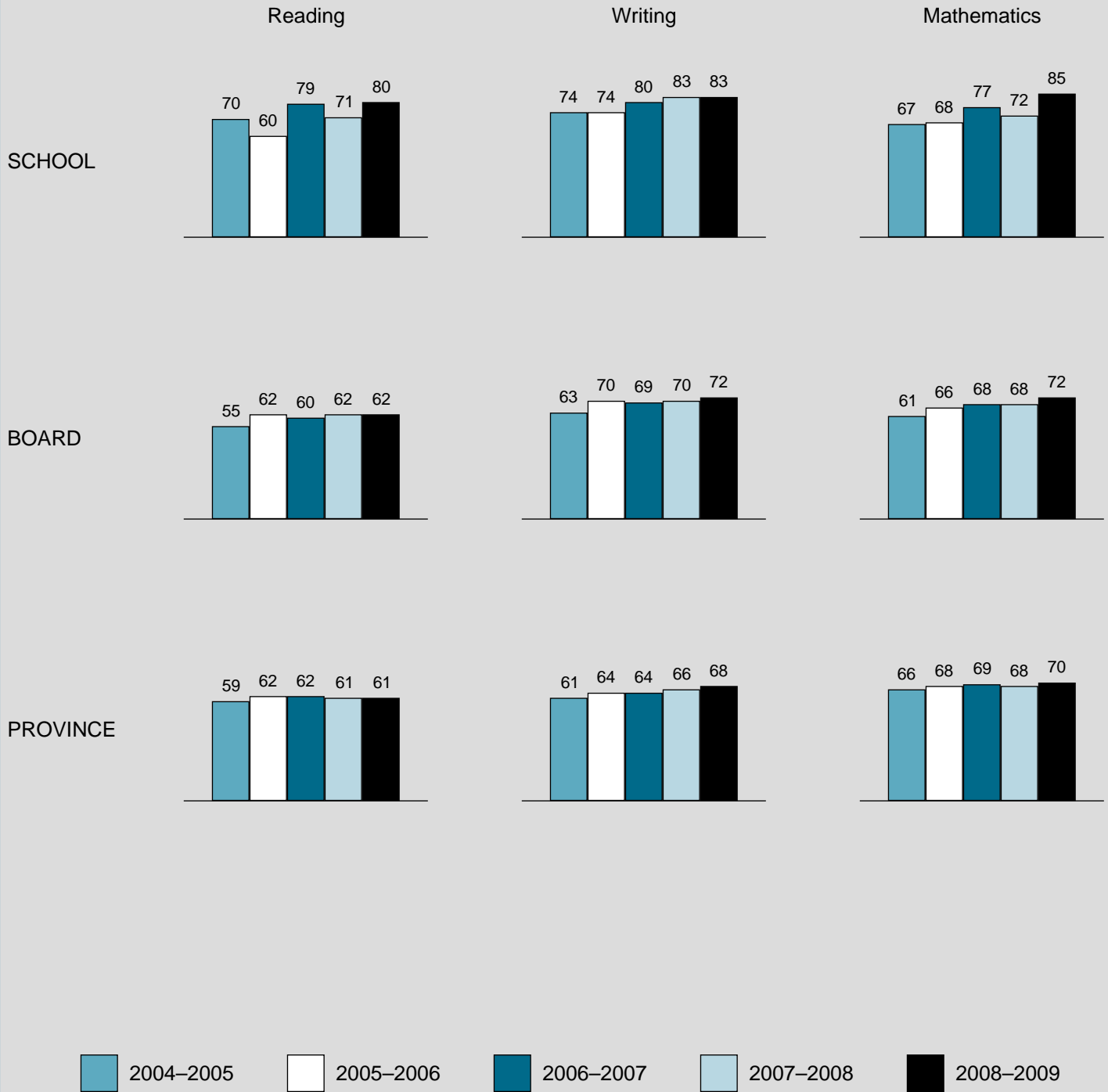
Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
Percentages of all students at or above the provincial standard:		
• 2008–2009	1	1
• Over time	2	3
Tips for using this report	4	4
Contextual information: 2008–2009	5	9
Results for groups of students: 2008–2009		
• All students	6	10
• Participating students	7	11
• Students by gender	8	12
Contextual information: Over time	13	17
Results for all students: Over time	14–16	18–20
Results for all students: Over time by gender	21	22
Student questionnaire results	23–26	27–30
Explanation of terms	31	31



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

Percentage of Students: Grade 3

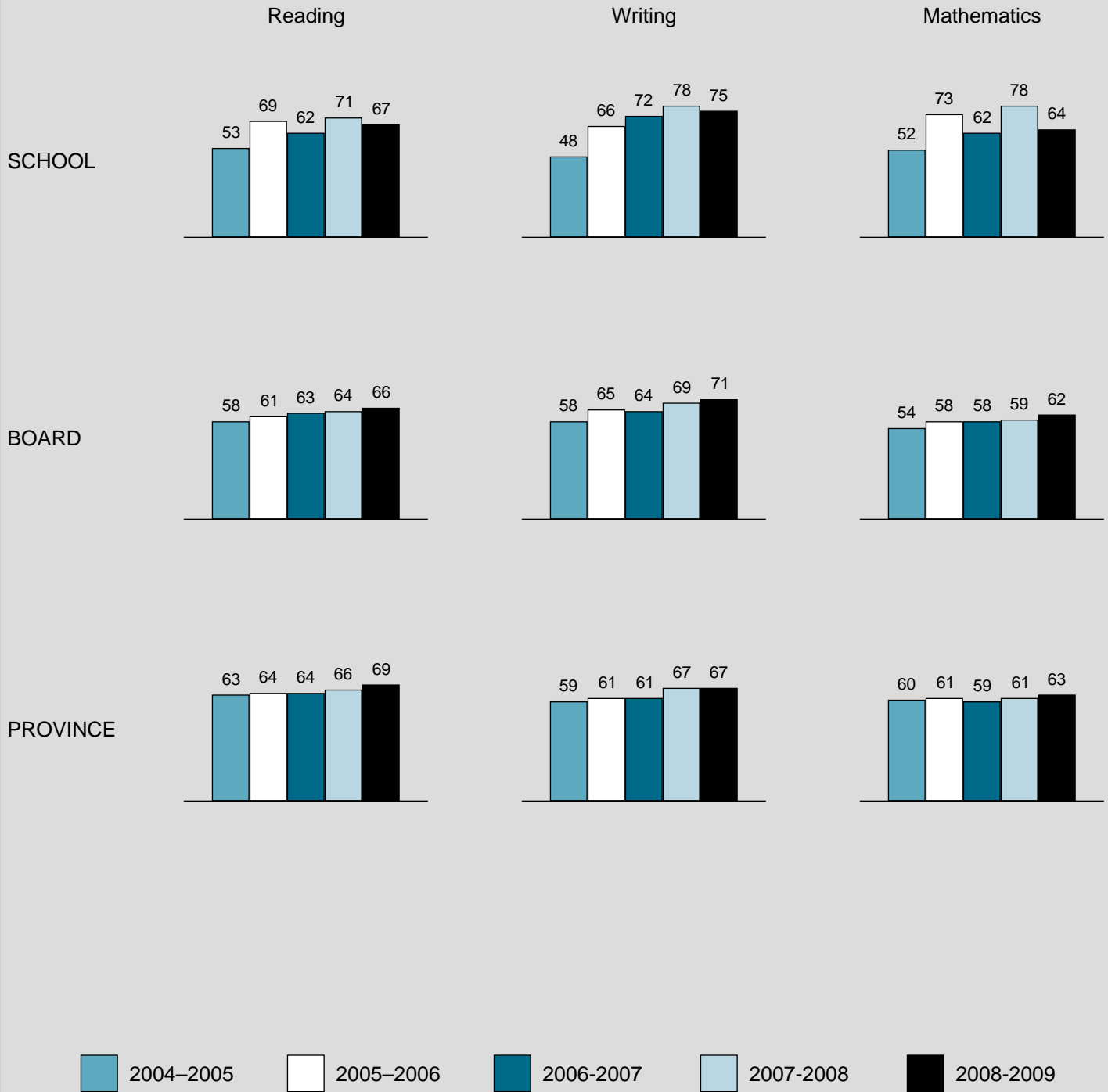


Total Number of Grade 3 Students

	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
School	82	68	56	58	60
Board	6 581	6 501	6 243	6 305	5 960
Province	135 740	132 782	131 012	128 660	125 481

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

Percentage of Students: Grade 6



	Total Number of Grade 6 Students				
	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
School	64	59	68	79	73
Board	6 858	7 029	7 061	6 702	6 756
Province	143 421	146 711	145 901	140 420	136 076

TIPS

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



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



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



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



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

ABOUT THIS SCHOOL OR BOARD REPORT

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

This report includes

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

HOW TO USE THIS REPORT

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

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

Learn more about us at www.eqao.com.

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

Contextual Information: Grade 3*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 3 students	60		5 960		125 481	
Number of classes with Grade 3 students	3		462		9 385	
Number of schools with Grade 3 classes	Not applicable		169		3 399	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	29	48%	2 969	50%	60 999	49%
Male	31	52%	2 991	50%	64 482	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	1	2%	607	10%	11 281	9%
Students with special needs (excluding gifted)**	4	7%	747	13%	18 291	15%
Place of Birth						
Born in Canada	60	100%	4 867	82%	111 561	89%
Born outside Canada	0	0%	1 077	18%	13 717	11%
In Canada less than one year	0	0%	60	1%	804	1%
In Canada one year or more but less than three years	0	0%	345	6%	2 893	2%
In Canada three years or more	0	0%	671	11%	8 946	7%
Language						
First language learned at home was other than English	4	7%	1 884	32%	27 084	22%
Year Student Entered Current School						
Year of the assessment	5	8%	700	12%	16 746	13%
Year prior to the assessment	1	2%	566	9%	14 545	12%
2 years prior to the assessment	5	8%	743	12%	16 821	13%
3 or more years prior to the assessment	49	82%	3 930	66%	76 849	61%
Data not available	0	0%	21	<1%	520	<1%
Year Student Entered Current Board						
Year of the assessment	2	3%	375	6%	8 720	7%
Year prior to the assessment	0	0%	350	6%	8 048	6%
2 years prior to the assessment	4	7%	501	8%	11 982	10%
3 or more years prior to the assessment	54	90%	4 687	79%	93 098	74%
Data not available	0	0%	47	1%	3 633	3%

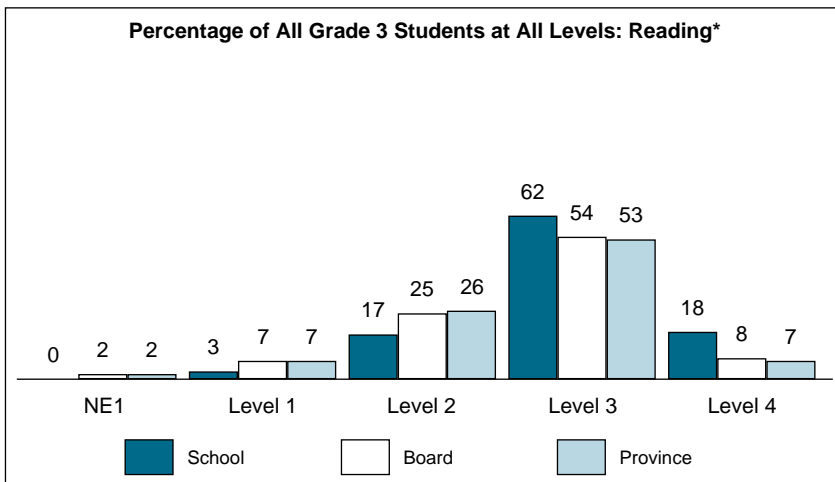
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

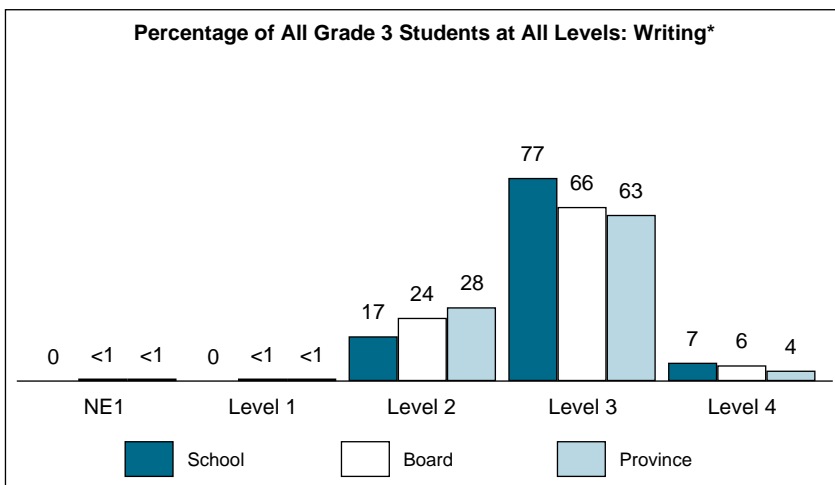
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: All Students^{††}

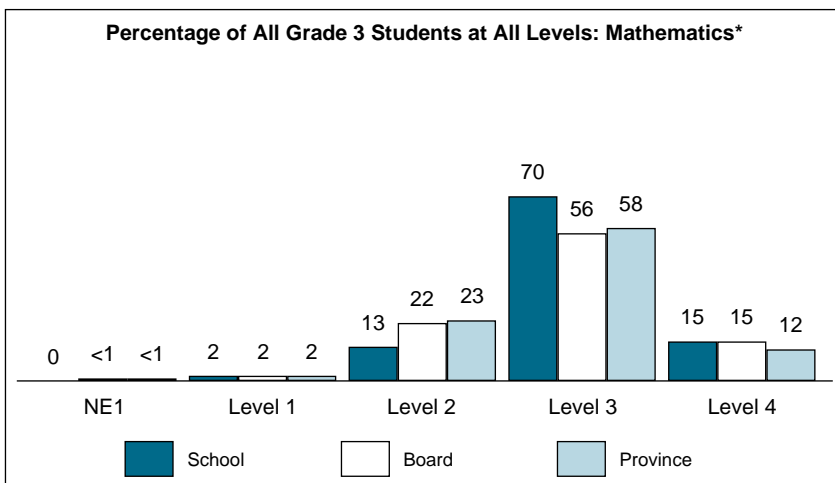
Grade 3: Reading*						
Number of Students	School 60		Board 5 780		Province 121 787	
	#	%	#	%	#	%
Level 4	11	18%	8	8%	7	7%
Level 3	37	62%	54	54%	53	53%
Level 2	10	17%	25	25%	26	26%
Level 1	2	3%	7	7%	7	7%
NE1**	0	0%	3	2%	2	2%
Participating Students	60	100%	95	95%	95	95%
No Data	0	0%	1	1%	1	1%
Exempt	0	0%	4	4%	4	4%
At or Above Provincial Standard (Levels 3 and 4) †	80%		62%		61%	



Grade 3: Writing*						
Number of Students	School 60		Board 5 780		Province 121 788	
	#	%	#	%	#	%
Level 4	4	7%	6	6%	4	4%
Level 3	46	77%	66	66%	63	63%
Level 2	10	17%	24	24%	28	28%
Level 1	0	0%	<1	<1%	<1	<1%
NE1**	0	0%	<1	<1%	<1	<1%
Participating Students	60	100%	96	96%	96	96%
No Data	0	0%	1	1%	1	1%
Exempt	0	0%	3	3%	3	3%
At or Above Provincial Standard (Levels 3 and 4) †	83%		72%		68%	



Grade 3: Mathematics*						
Number of Students	School 60		Board 5 960		Province 125 464	
	#	%	#	%	#	%
Level 4	9	15%	15	15%	12	12%
Level 3	42	70%	56	56%	58	58%
Level 2	8	13%	22	22%	23	23%
Level 1	1	2%	2	2%	2	2%
NE1**	0	0%	<1	<1%	<1	<1%
Participating Students	60	100%	96	96%	96	96%
No Data	0	0%	1	1%	1	1%
Exempt	0	0%	3	3%	3	3%
At or Above Provincial Standard (Levels 3 and 4) †	85%		72%		70%	



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

** See the Explanation of Terms.

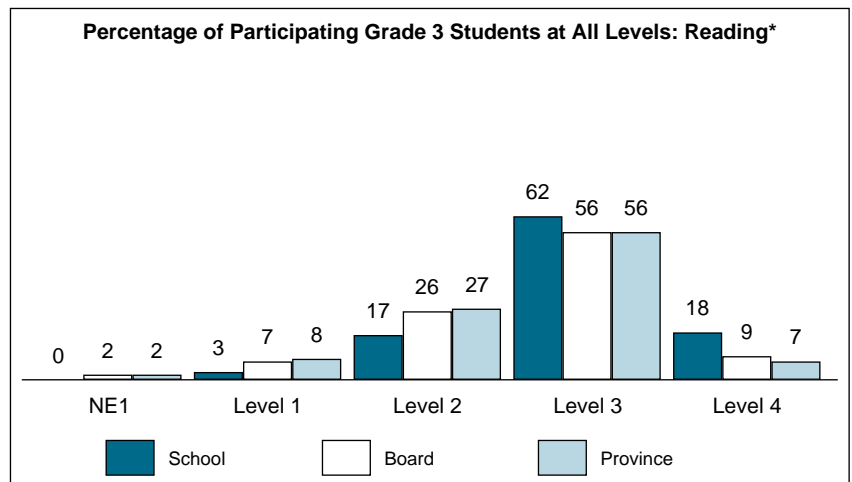
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

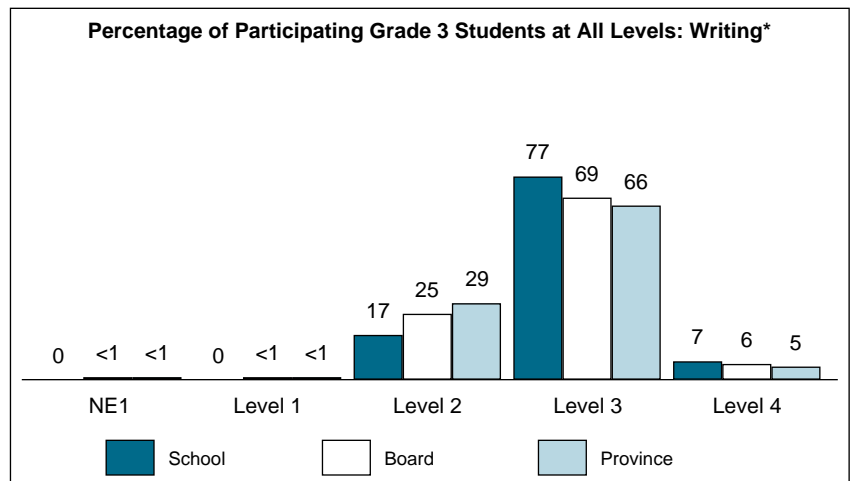
Results in Reading, Writing and Mathematics, 2008–2009

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

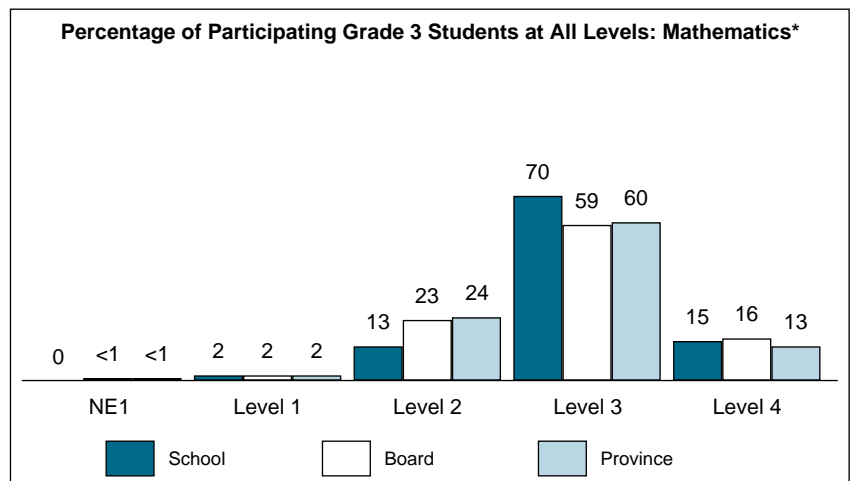
Grade 3: Reading*				
Number of Students	School 60		Board 5 503	Province 116 256
	#	%	%	%
Level 4	11	18%	9%	7%
Level 3	37	62%	56%	56%
Level 2	10	17%	26%	27%
Level 1	2	3%	7%	8%
NE1**	0	0%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		80%	65%	63%



Grade 3: Writing*				
Number of Students	School 60		Board 5 521	Province 116 812
	#	%	%	%
Level 4	4	7%	6%	5%
Level 3	46	77%	69%	66%
Level 2	10	17%	25%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		83%	75%	71%



Grade 3: Mathematics*				
Number of Students	School 60		Board 5 697	Province 120 405
	#	%	%	%
Level 4	9	15%	16%	13%
Level 3	42	70%	59%	60%
Level 2	8	13%	23%	24%
Level 1	1	2%	2%	2%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		85%	75%	73%



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

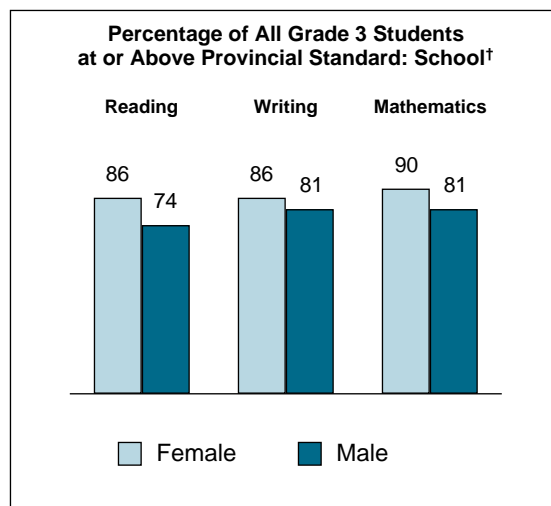
** See the Explanation of Terms.

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

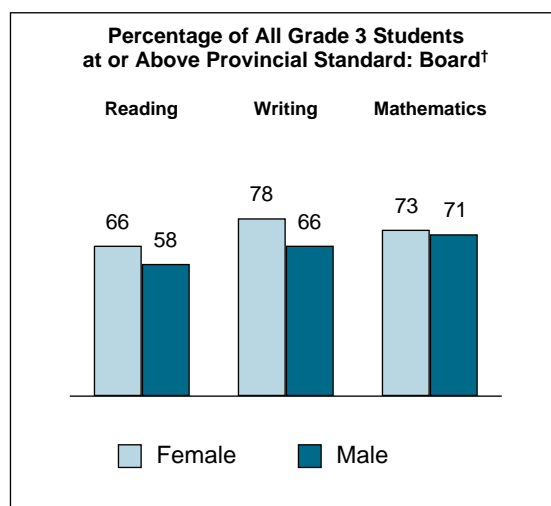
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: Gender††

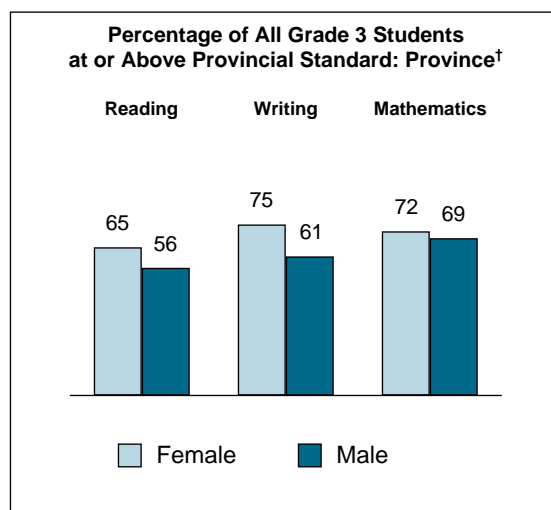
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	29	31	29	31	29	31
Level 4	31%	6%	14%	0%	17%	13%
Level 3	55%	68%	72%	81%	72%	68%
Level 2	7%	26%	14%	19%	7%	19%
Level 1	7%	0%	0%	0%	3%	0%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%	100%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	86%	74%	86%	81%	90%	81%



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	2 864	2 916	2 864	2 916	2 969	2 991
Level 4	10%	7%	8%	4%	15%	16%
Level 3	56%	51%	70%	62%	58%	55%
Level 2	24%	27%	18%	29%	22%	22%
Level 1	5%	8%	<1%	<1%	2%	2%
NE1**	1%	2%	0%	<1%	<1%	<1%
Participating Students	96%	94%	96%	95%	96%	95%
No Data	1%	1%	1%	1%	1%	1%
Exempt	3%	5%	3%	4%	3%	4%
At or Above Provincial Standard (Levels 3 and 4)†	66%	58%	78%	66%	73%	71%



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



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

** See the Explanation of Terms.

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

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

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

Contextual Information: Grade 6*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 6 students	73		6 756		136 076	
Number of classes with Grade 6 students	3		395		8 285	
Number of schools with Grade 6 classes	Not applicable		169		3 216	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	35	48%	3 311	49%	66 276	49%
Male	38	52%	3 445	51%	69 800	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	5	7%	711	11%	7 538	6%
Students with special needs (excluding gifted)**	14	19%	1 037	15%	24 326	18%
Place of Birth						
Born in Canada	66	90%	5 254	78%	118 305	87%
Born outside Canada	7	10%	1 491	22%	17 592	13%
In Canada less than one year	0	0%	62	1%	768	1%
In Canada one year or more but less than three years	4	5%	372	6%	2 991	2%
In Canada three years or more	3	4%	1 055	16%	12 798	9%
Language						
First language learned at home was other than English	10	14%	2 249	33%	27 824	20%
Year Student Entered Current School						
Year of the assessment	7	10%	758	11%	30 253	22%
Year prior to the assessment	4	5%	574	8%	13 485	10%
2 years prior to the assessment	2	3%	506	7%	12 503	9%
3 or more years prior to the assessment	60	82%	4 906	73%	79 176	58%
Data not available	0	0%	12	<1%	659	<1%
Year Student Entered Current Board						
Year of the assessment	5	7%	421	6%	9 175	7%
Year prior to the assessment	2	3%	295	4%	7 907	6%
2 years prior to the assessment	1	1%	280	4%	7 896	6%
3 or more years prior to the assessment	65	89%	5 731	85%	105 510	78%
Data not available	0	0%	29	<1%	5 588	4%

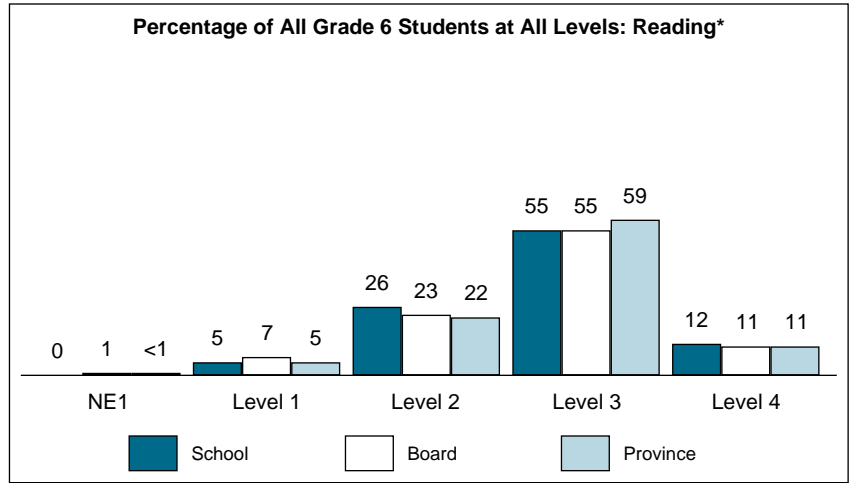
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

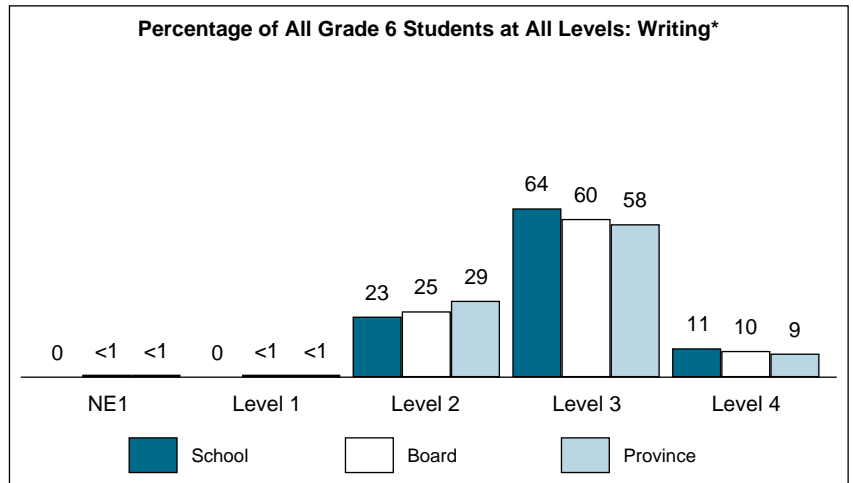
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: All Students

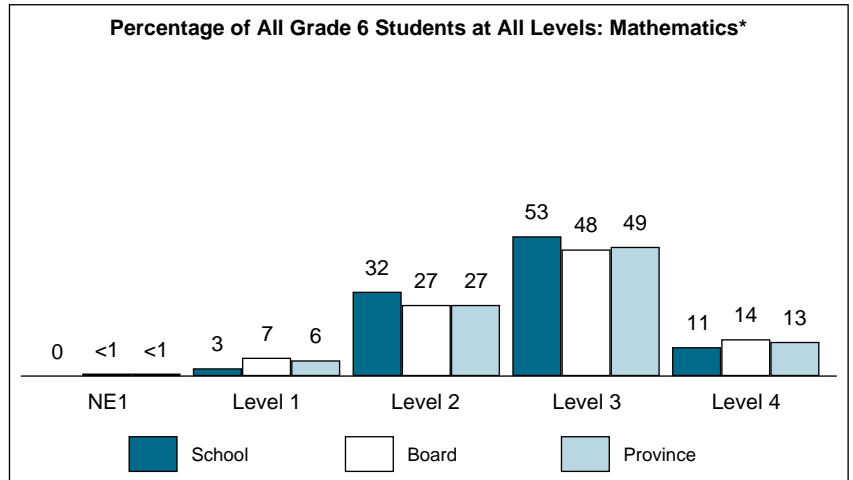
Grade 6: Reading*				
Number of Students	School 73		Board 6 753	Province 136 069
	#	%	%	%
Level 4	9	12%	11%	11%
Level 3	40	55%	55%	59%
Level 2	19	26%	23%	22%
Level 1	4	5%	7%	5%
NE1**	0	0%	1%	<1%
Participating Students	72	99%	97%	96%
No Data	0	0%	1%	1%
Exempt	1	1%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) †		67%	66%	69%



Grade 6: Writing*				
Number of Students	School 73		Board 6 753	Province 136 075
	#	%	%	%
Level 4	8	11%	10%	9%
Level 3	47	64%	60%	58%
Level 2	17	23%	25%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	72	99%	97%	96%
No Data	0	0%	1%	1%
Exempt	1	1%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) †		75%	71%	67%



Grade 6: Mathematics*				
Number of Students	School 73		Board 6 756	Province 136 075
	#	%	%	%
Level 4	8	11%	14%	13%
Level 3	39	53%	48%	49%
Level 2	23	32%	27%	27%
Level 1	2	3%	7%	6%
NE1**	0	0%	<1%	<1%
Participating Students	72	99%	97%	96%
No Data	0	0%	1%	1%
Exempt	1	1%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) †		64%	62%	63%



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

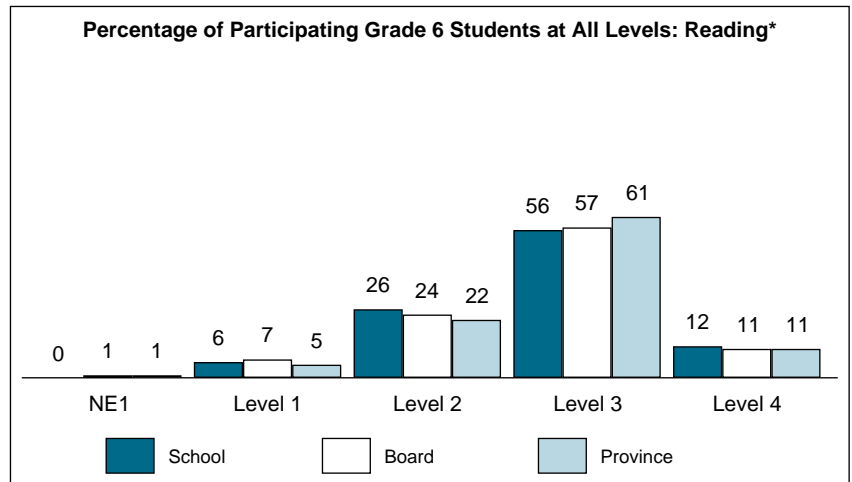
** See the Explanation of Terms.

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

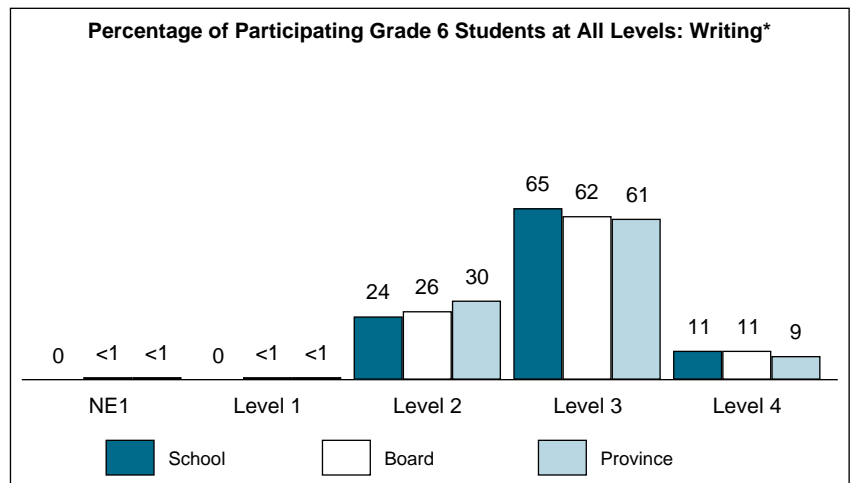
Results in Reading, Writing and Mathematics, 2008–2009

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

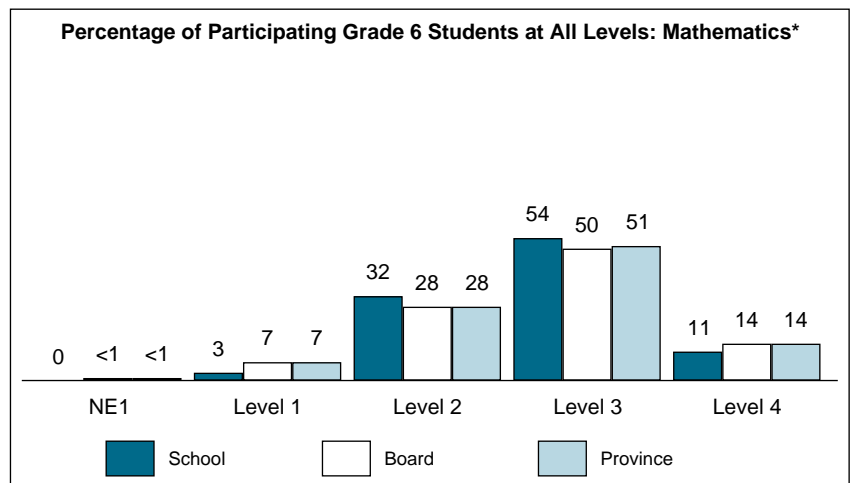
Grade 6: Reading*				
Number of Students	School 72		Board 6 519	Province 131 173
	#	%	%	%
Level 4	9	12%	11%	11%
Level 3	40	56%	57%	61%
Level 2	19	26%	24%	22%
Level 1	4	6%	7%	5%
NE1**	0	0%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		68%	68%	72%



Grade 6: Writing*				
Number of Students	School 72		Board 6 522	Province 131 296
	#	%	%	%
Level 4	8	11%	11%	9%
Level 3	47	65%	62%	61%
Level 2	17	24%	26%	30%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		76%	73%	70%



Grade 6: Mathematics*				
Number of Students	School 72		Board 6 520	Province 130 902
	#	%	%	%
Level 4	8	11%	14%	14%
Level 3	39	54%	50%	51%
Level 2	23	32%	28%	28%
Level 1	2	3%	7%	7%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		65%	64%	65%



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

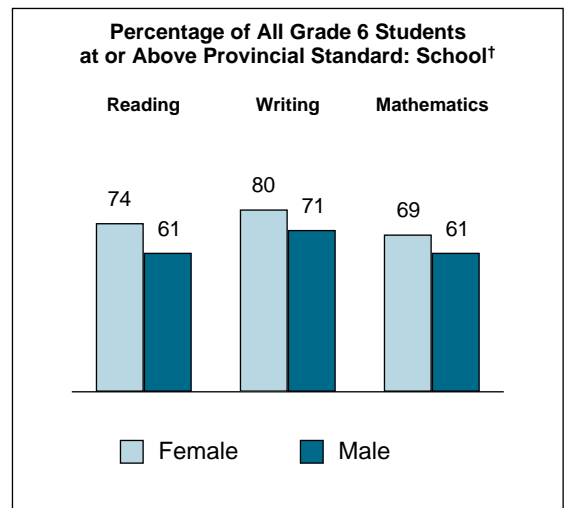
** See the Explanation of Terms.

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

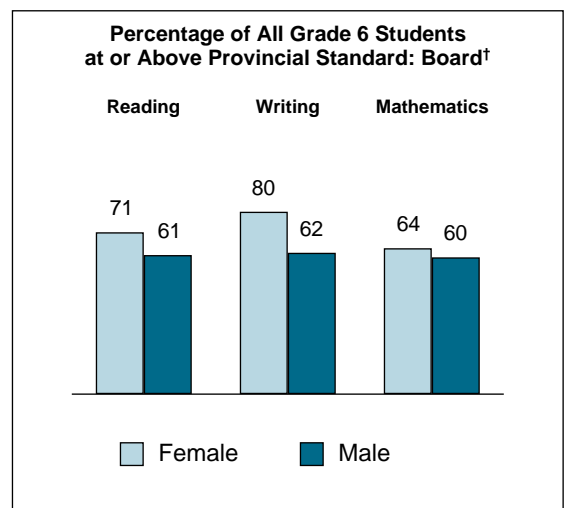
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: Gender††

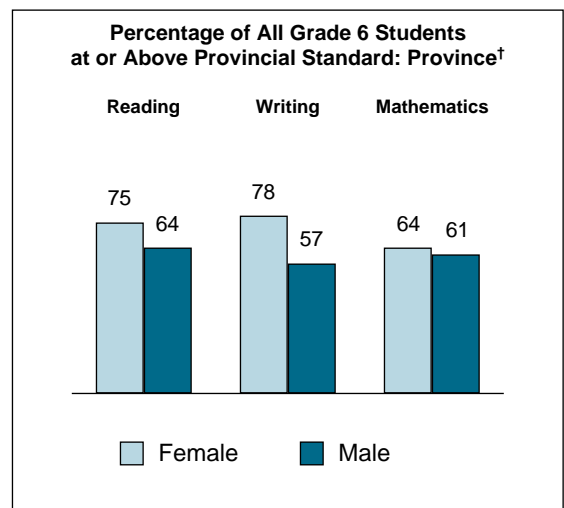
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 35	Male 38	Female 35	Male 38	Female 35	Male 38
Level 4	14%	11%	20%	3%	9%	13%
Level 3	60%	50%	60%	68%	60%	47%
Level 2	20%	32%	17%	29%	29%	34%
Level 1	3%	8%	0%	0%	0%	5%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	97%	100%	97%	100%	97%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	3%	0%	3%	0%	3%	0%
At or Above Provincial Standard (Levels 3 and 4)†	74%	61%	80%	71%	69%	61%



Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 3 310	Male 3 443	Female 3 310	Male 3 443	Female 3 311	Male 3 445
Level 4	14%	8%	15%	6%	13%	14%
Level 3	57%	52%	64%	56%	51%	46%
Level 2	21%	26%	17%	33%	28%	27%
Level 1	5%	9%	<1%	1%	6%	8%
NE1**	<1%	1%	<1%	<1%	<1%	<1%
Participating Students	97%	96%	97%	96%	97%	96%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	3%	2%	3%	2%	4%
At or Above Provincial Standard (Levels 3 and 4)†	71%	61%	80%	62%	64%	60%



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



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

** See the Explanation of Terms.

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

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

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

Contextual Information over Time: Grade 3*

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

Grade 3	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Enrolment					
Number of students	82	68	56	58	60
Participation in the Assessment					
Reading [†]	96%	97%	100%	100%	100%
Writing [†]	96%	97%	100%	100%	100%
Mathematics [†]	96%	97%	100%	100%	100%
Gender					
Female	49%	43%	46%	47%	48%
Male	51%	57%	54%	53%	52%
Student Status					
English language learners**	1%	0%	0%	3%	2%
Students with special needs (excluding gifted)**	12%	7%	5%	3%	7%
Place of Birth					
Born in Canada	93%	96%	95%	95%	100%
Born outside Canada	2%	3%	5%	5%	0%
In Canada less than one year	1%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	3%	2%	3%	0%
In Canada three years or more	1%	0%	4%	2%	0%
Language					
First language learned at home was other than English	12%	10%	12%	14%	7%
Year Student Entered Current School					
Year of the assessment		6%	4%	14%	8%
Year prior to the assessment	Data not collected ^{††}	6%	7%	5%	2%
2 years prior to the assessment		6%	9%	14%	8%
3 or more years prior to the assessment		81%	80%	67%	82%
Data not available		1%	0%	0%	0%

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

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

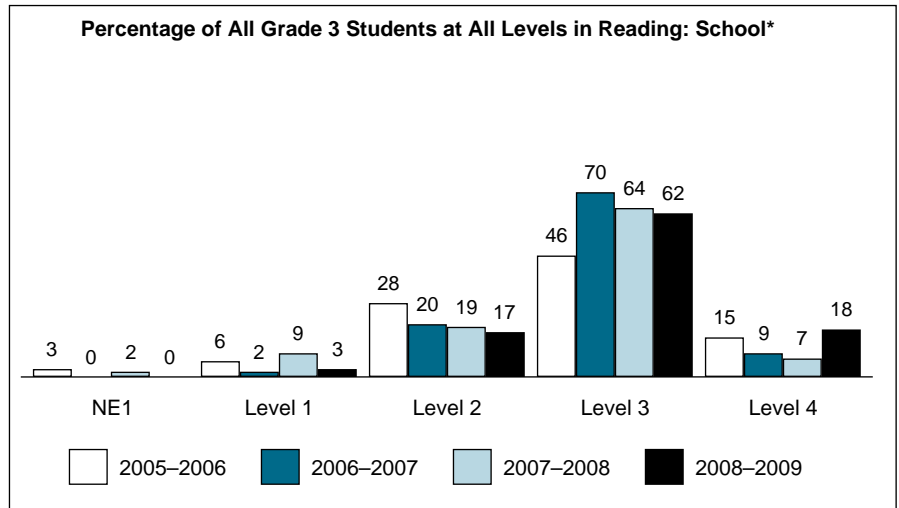
** See the Explanation of Terms.

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

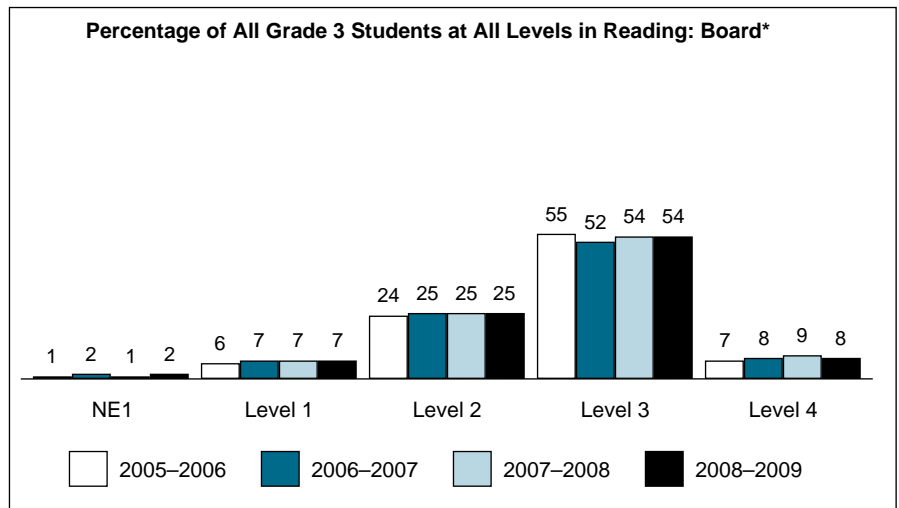
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Reading

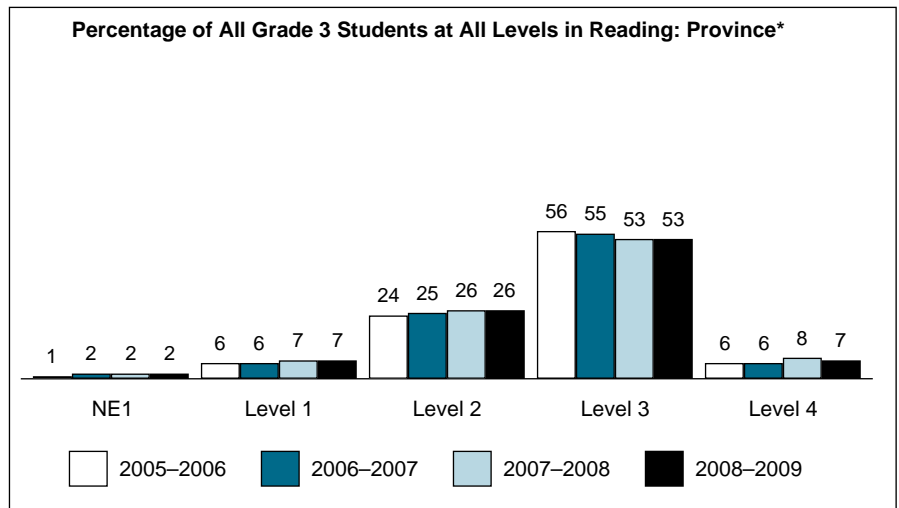
Grade 3 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	68	56	58	60
Level 4	15%	9%	7%	18%
Level 3	46%	70%	64%	62%
Level 2	28%	20%	19%	17%
Level 1	6%	2%	9%	3%
NE1**	3%	0%	2%	0%
<i>Participating Students</i>	97%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	3%	0%	0%	0%
At or Above Provincial Standard†	60%	79%	71%	80%



Grade 3 Reading: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	6 366	6 083	6 161	5 780
Level 4	7%	8%	9%	8%
Level 3	55%	52%	54%	54%
Level 2	24%	25%	25%	25%
Level 1	6%	7%	7%	7%
NE1**	1%	2%	1%	2%
<i>Participating Students</i>	94%	95%	95%	95%
No Data	2%	1%	1%	1%
Exempt	4%	4%	4%	4%
At or Above Provincial Standard†	62%	60%	62%	62%



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



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

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

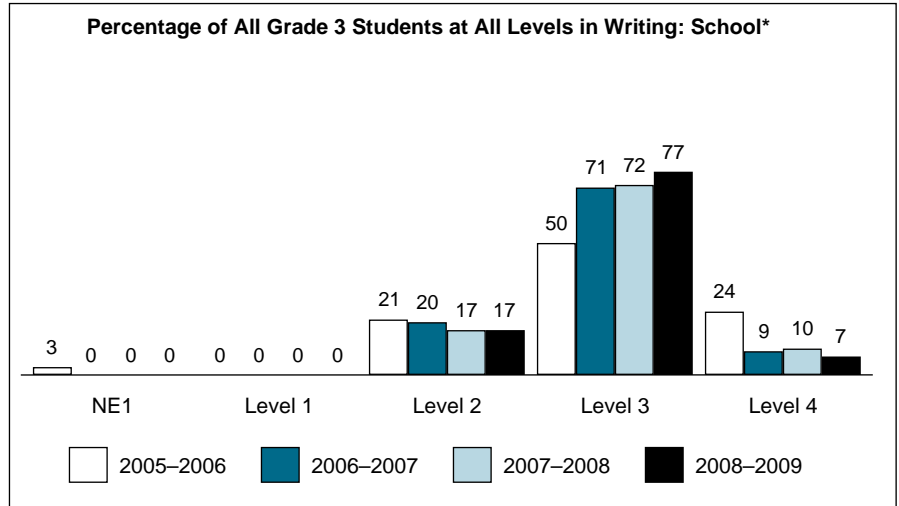
** See the Explanation of Terms.

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

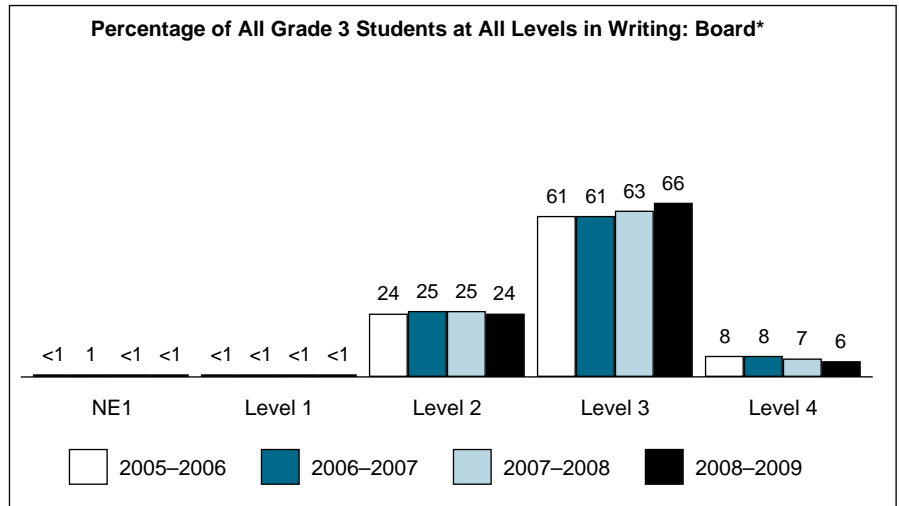
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Writing

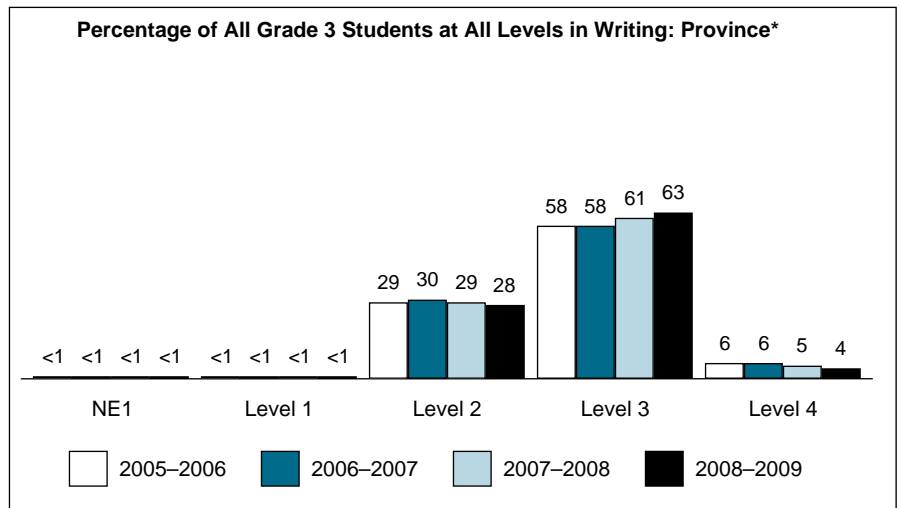
Grade 3 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	68	56	58	60
Level 4	24%	9%	10%	7%
Level 3	50%	71%	72%	77%
Level 2	21%	20%	17%	17%
Level 1	0%	0%	0%	0%
NE1**	3%	0%	0%	0%
Participating Students	97%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	3%	0%	0%	0%
At or Above Provincial Standard†	74%	80%	83%	83%



Grade 3 Writing: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	6 366	6 083	6 161	5 780
Level 4	8%	8%	7%	6%
Level 3	61%	61%	63%	66%
Level 2	24%	25%	25%	24%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	1%	<1%	<1%
Participating Students	94%	95%	95%	96%
No Data	2%	1%	1%	1%
Exempt	4%	4%	4%	3%
At or Above Provincial Standard†	70%	69%	70%	72%



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



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

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

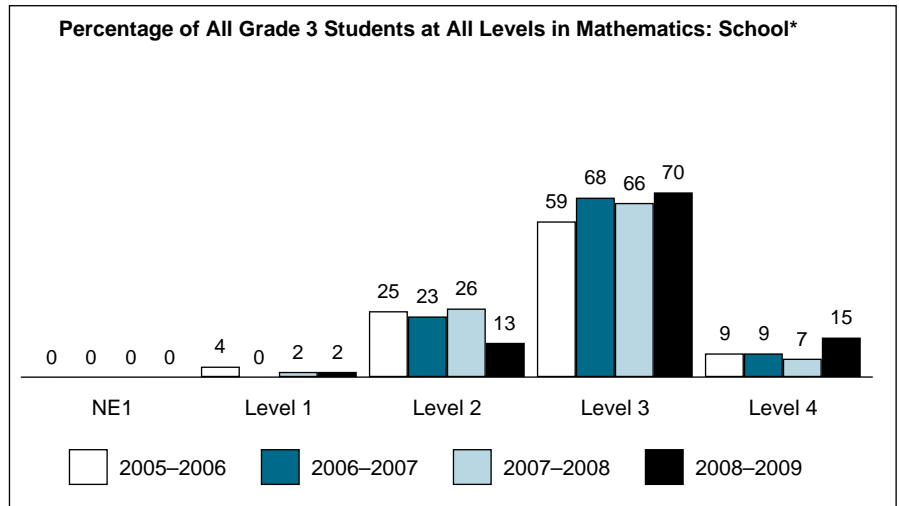
† See the Explanation of Terms.

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

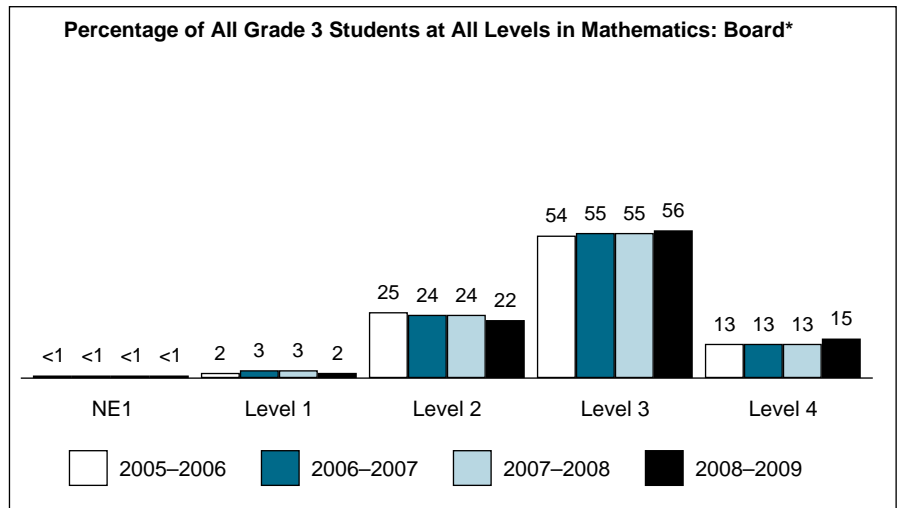
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Mathematics

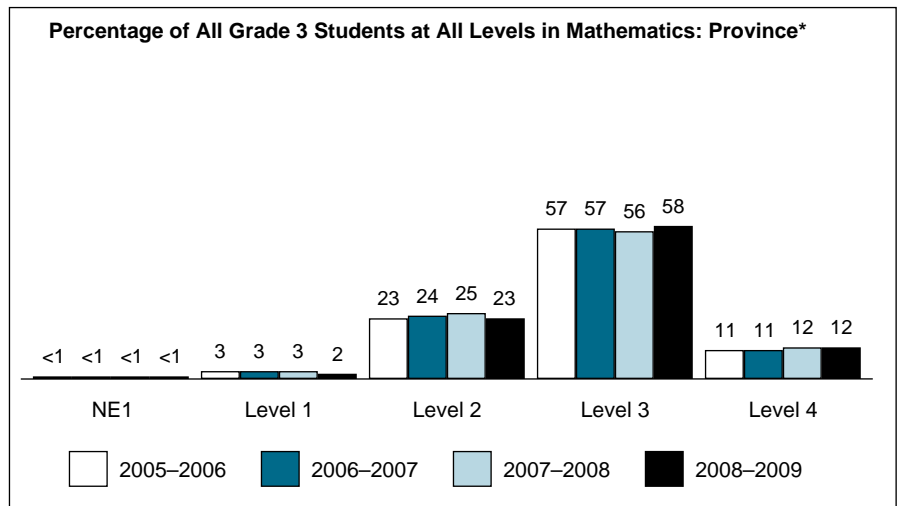
Grade 3 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	68	56	58	60
Level 4	9%	9%	7%	15%
Level 3	59%	68%	66%	70%
Level 2	25%	23%	26%	13%
Level 1	4%	0%	2%	2%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	97%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	3%	0%	0%	0%
At or Above Provincial Standard†	68%	77%	72%	85%



Grade 3 Mathematics: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	6 501	6 243	6 305	5 960
Level 4	13%	13%	13%	15%
Level 3	54%	55%	55%	56%
Level 2	25%	24%	24%	22%
Level 1	2%	3%	3%	2%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	94%	95%	95%	96%
No Data	2%	1%	1%	1%
Exempt	4%	4%	4%	3%
At or Above Provincial Standard†	66%	68%	68%	72%



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



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

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

** See the Explanation of Terms.

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

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

Contextual Information over Time: Grade 6*

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

Grade 6	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Enrolment					
Number of students	64	59	68	79	73
Participation in the Assessment					
Reading	100%	100%	99%	100%	99%
Writing	100%	100%	99%	100%	99%
Mathematics	100%	100%	99%	99%	99%
Gender					
Female	53%	39%	41%	51%	48%
Male	45%	61%	59%	49%	52%
Student Status					
English language learners**	2%	0%	1%	0%	7%
Students with special needs (excluding gifted)**	16%	15%	10%	13%	19%
Place of Birth					
Born in Canada	86%	95%	90%	97%	90%
Born outside Canada	9%	5%	10%	3%	10%
In Canada less than one year	2%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	2%	1%	1%	5%
In Canada three years or more	6%	3%	9%	1%	4%
Language					
First language learned at home was other than English	11%	22%	16%	19%	14%
Year Student Entered Current School					
Year of the assessment		2%	4%	9%	10%
Year prior to the assessment	Data not collected††	8%	9%	5%	5%
2 years prior to the assessment		3%	3%	1%	3%
3 or more years prior to the assessment		86%	84%	85%	82%
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.

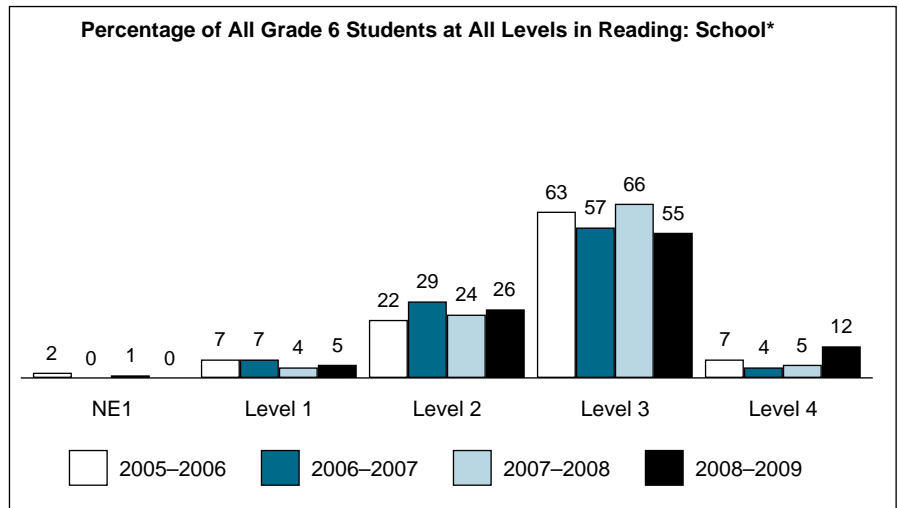
** See the Explanation of Terms.

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

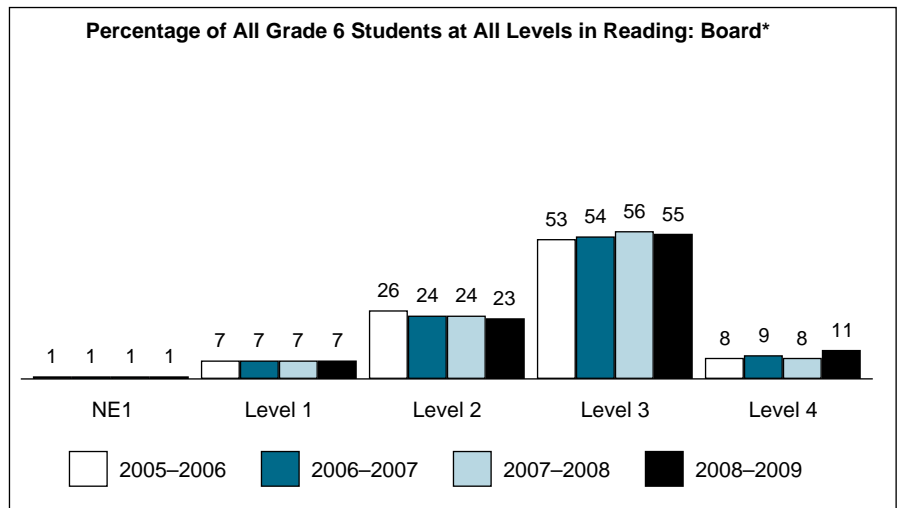
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Reading

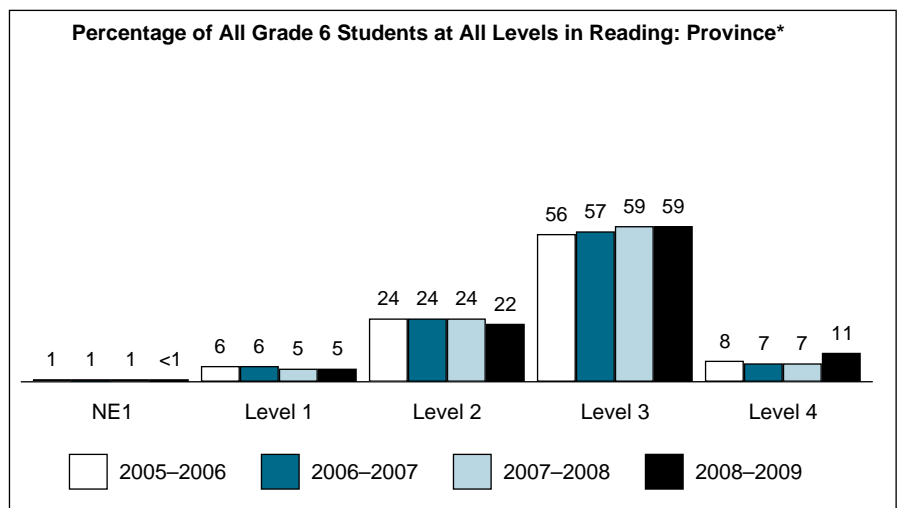
Grade 6 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	59	68	79	73
Level 4	7%	4%	5%	12%
Level 3	63%	57%	66%	55%
Level 2	22%	29%	24%	26%
Level 1	7%	7%	4%	5%
NE1**	2%	0%	1%	0%
<i>Participating Students</i>	100%	99%	100%	99%
No Data	0%	0%	0%	0%
Exempt	0%	1%	0%	1%
At or Above Provincial Standard†	69%	62%	71%	67%



Grade 6 Reading: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	7 029	7 061	6 702	6 753
Level 4	8%	9%	8%	11%
Level 3	53%	54%	56%	55%
Level 2	26%	24%	24%	23%
Level 1	7%	7%	7%	7%
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†	61%	63%	64%	66%



Grade 6 Reading: Province*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	146 711	145 901	140 420	136 069
Level 4	8%	7%	7%	11%
Level 3	56%	57%	59%	59%
Level 2	24%	24%	24%	22%
Level 1	6%	6%	5%	5%
NE1**	1%	1%	1%	<1%
<i>Participating Students</i>	95%	95%	96%	96%
No Data	1%	1%	1%	1%
Exempt	4%	3%	3%	3%
At or Above Provincial Standard†	64%	64%	66%	69%



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

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

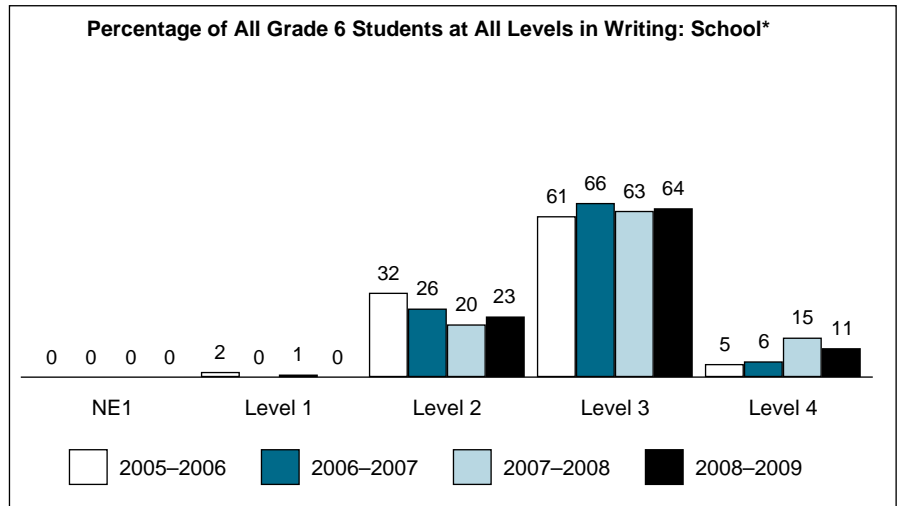
** See the Explanation of Terms.

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

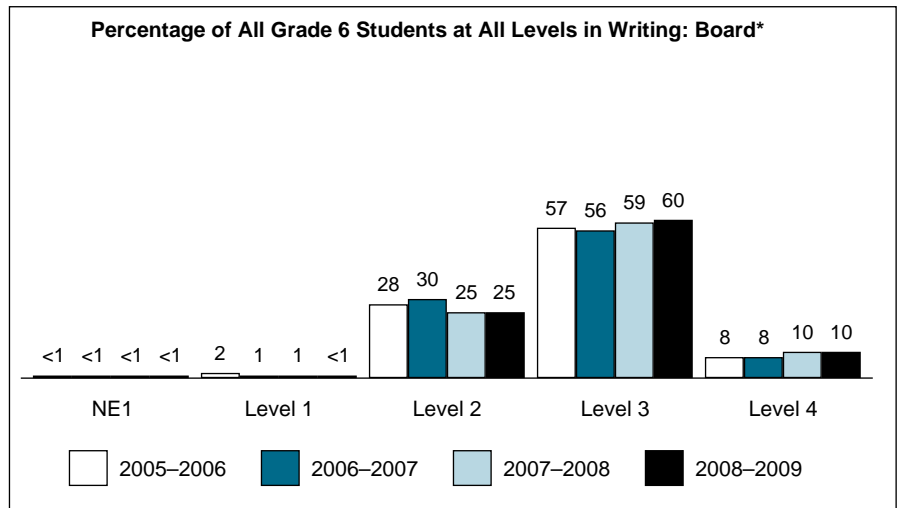
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Writing

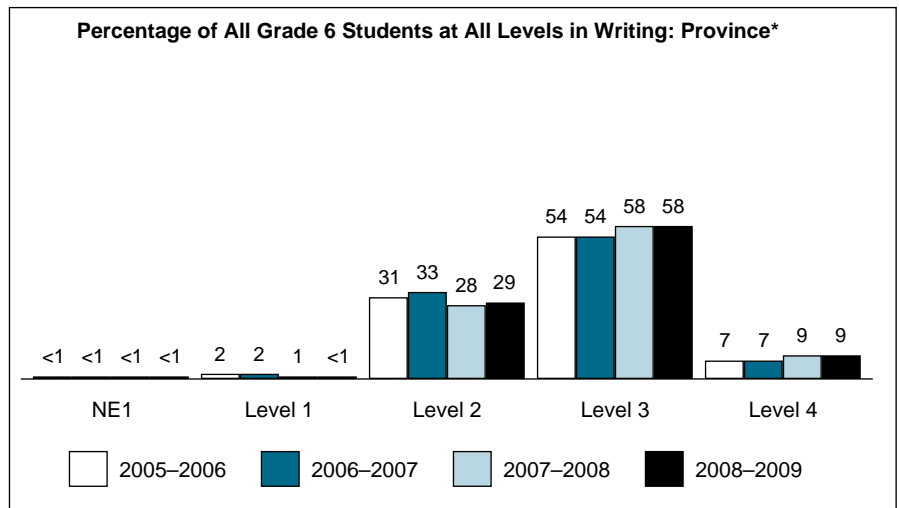
Grade 6 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	59	68	79	73
Level 4	5%	6%	15%	11%
Level 3	61%	66%	63%	64%
Level 2	32%	26%	20%	23%
Level 1	2%	0%	1%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	99%	100%	99%
No Data	0%	0%	0%	0%
Exempt	0%	1%	0%	1%
At or Above Provincial Standard†	66%	72%	78%	75%



Grade 6 Writing: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	7 029	7 061	6 702	6 753
Level 4	8%	8%	10%	10%
Level 3	57%	56%	59%	60%
Level 2	28%	30%	25%	25%
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%	3%
At or Above Provincial Standard†	65%	64%	69%	71%



Grade 6 Writing: Province*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	146 711	145 901	140 420	136 075
Level 4	7%	7%	9%	9%
Level 3	54%	54%	58%	58%
Level 2	31%	33%	28%	29%
Level 1	2%	2%	1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	95%	95%	96%	96%
No Data	1%	1%	1%	1%
Exempt	4%	3%	3%	3%
At or Above Provincial Standard†	61%	61%	67%	67%



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

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

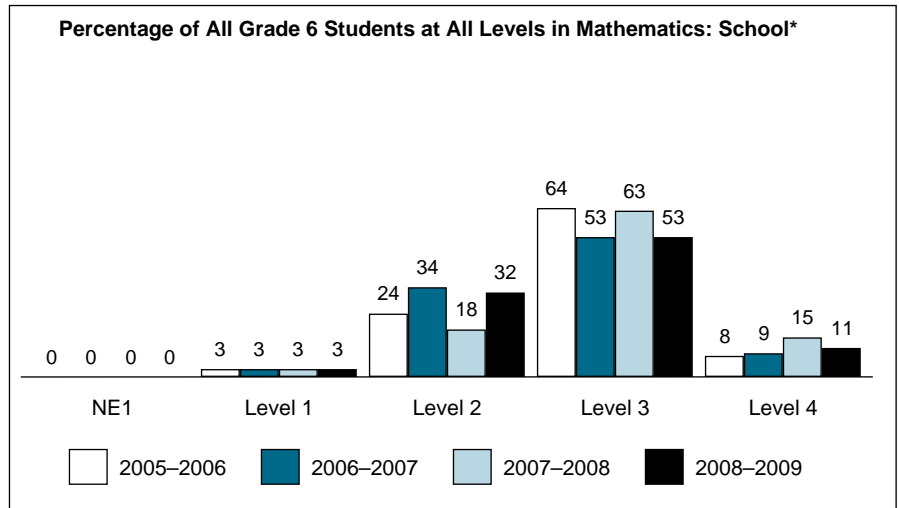
** See the Explanation of Terms.

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

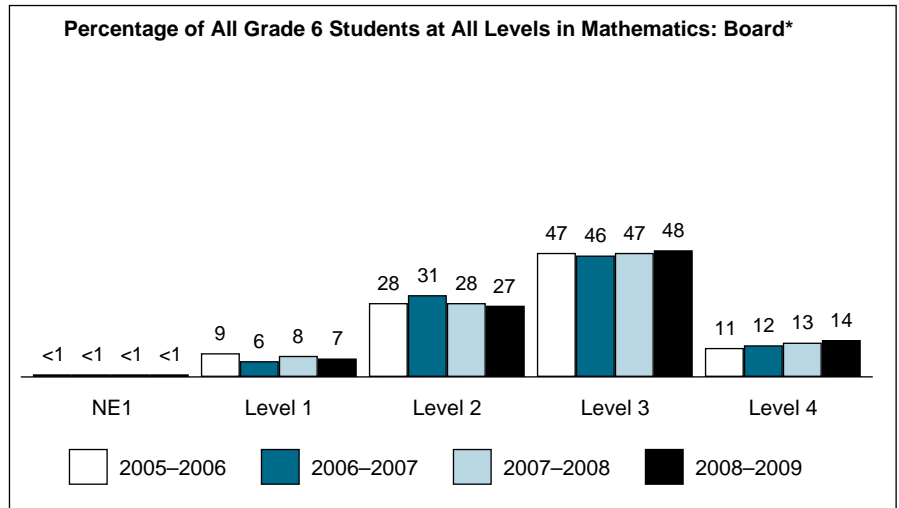
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Mathematics

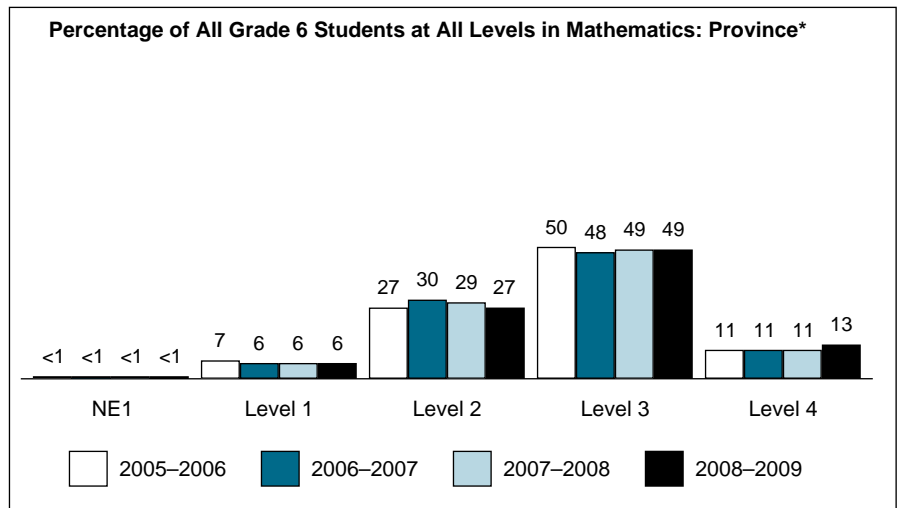
Grade 6 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	59	68	79	73
Level 4	8%	9%	15%	11%
Level 3	64%	53%	63%	53%
Level 2	24%	34%	18%	32%
Level 1	3%	3%	3%	3%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	99%	99%	99%
No Data	0%	0%	1%	0%
Exempt	0%	1%	0%	1%
At or Above Provincial Standard†	73%	62%	78%	64%



Grade 6 Mathematics: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	7 029	7 061	6 702	6 756
Level 4	11%	12%	13%	14%
Level 3	47%	46%	47%	48%
Level 2	28%	31%	28%	27%
Level 1	9%	6%	8%	7%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	95%	96%	96%	97%
No Data	2%	1%	1%	1%
Exempt	3%	3%	3%	3%
At or Above Provincial Standard†	58%	58%	59%	62%



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



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

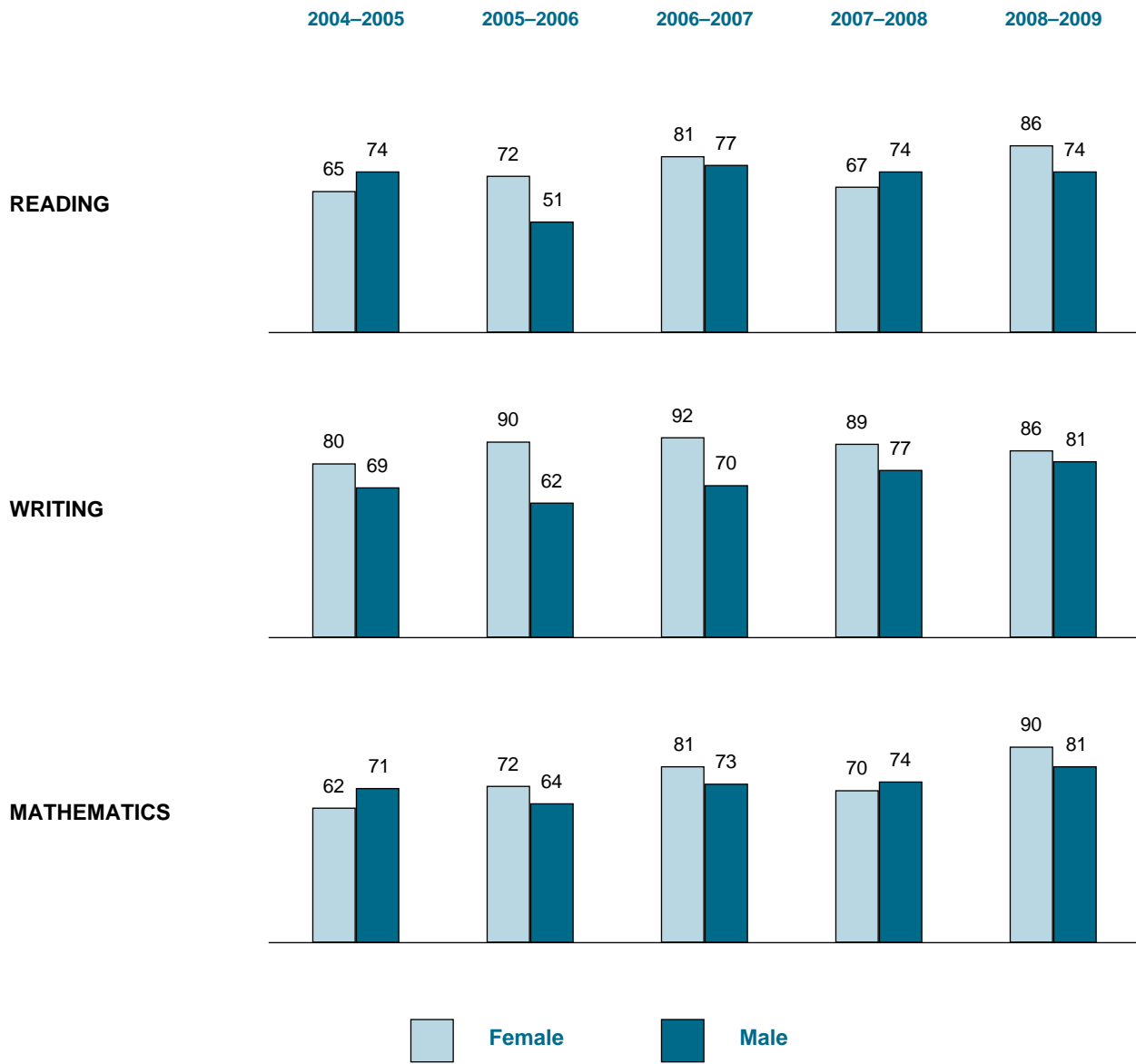
** Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† See the Explanation of Terms.

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

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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



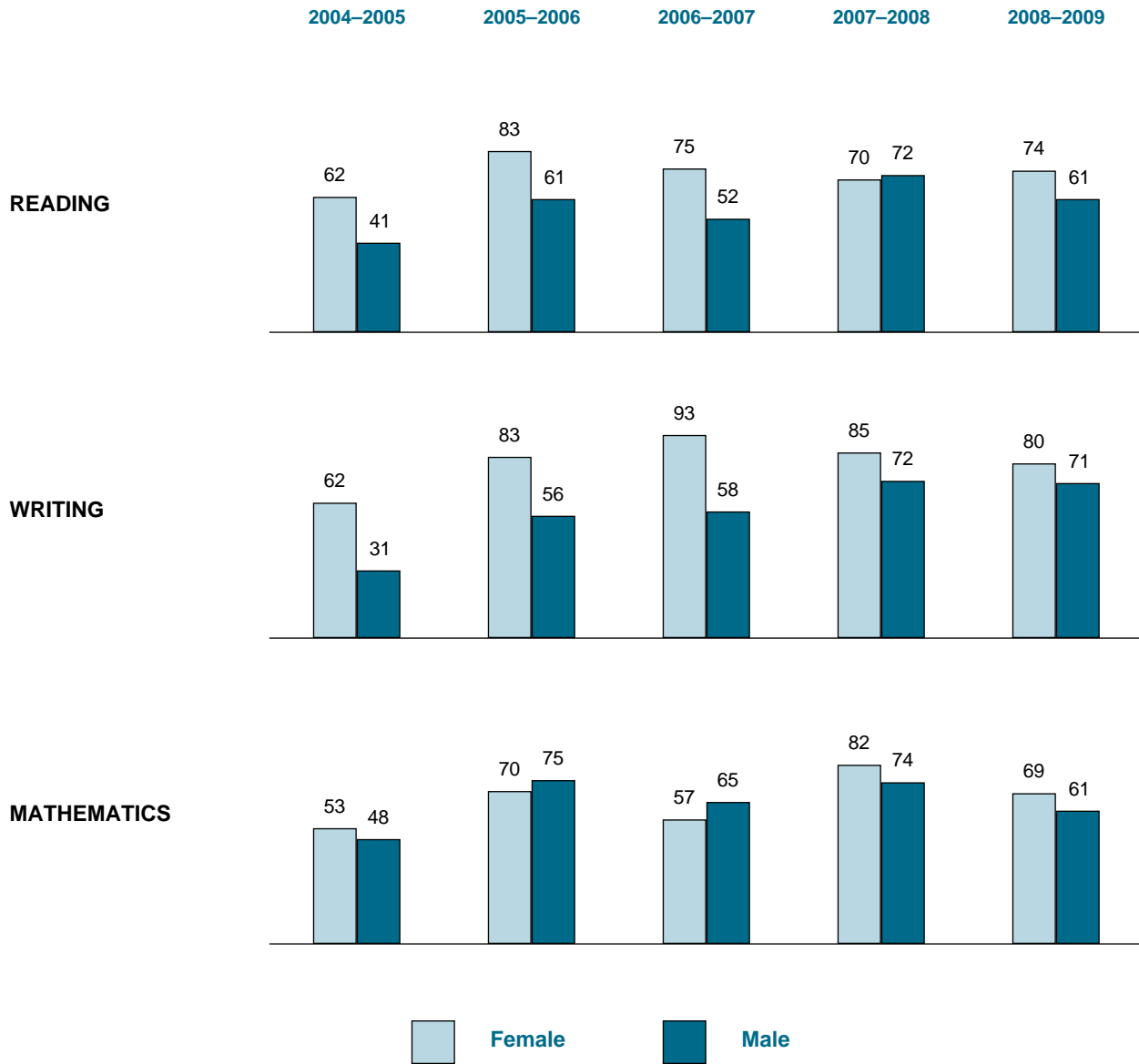
Total Number of Grade 3 Students†

	<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	40	42	29	39	26	30	27	31	29	31

† 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>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	34	29	23	36	28	40	40	39	35	38

† 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 (# = 59)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		35
I like to read.		31
I read by myself at home.		36
I read with someone older than me at home.		12
I use a computer for reading activities at school.		15
I am a good writer.		21
I like to write.		32
I write by myself at home.		35
Someone older than me helps me with my writing at home.		21
I use a computer for writing activities at school.		10
I am good at mathematics.		28
I like mathematics.		32
I use mathematics to solve problems outside school.		17
Someone older than me helps me with my mathematics at home.		33
I use a computer to learn mathematics at school.		3
I use a calculator to learn mathematics at school.		5
At home, there is a computer for me to use for school work.		23

* 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 (# = 59)		
Questionnaire Item	Percentage of Students*	Number of Students
Language(s) students speak at home:		
only or mostly English	92	54
another language (or other languages) as often as English	5	3
only or mostly another language (or other languages)	3	2
Language(s) that people speak to students at home:		
only or mostly English	85	50
another language (or other languages) as often as English	7	4
only or mostly another language (or other languages)	8	5

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 59)	Female* (# = 28)	Male* (# = 31)	All Students (# = 5 672)	Female* (# = 2 849)	Male* (# = 2 823)	All Students (# = 119 830)	Female* (# = 58 867)	Male* (# = 60 963)
Percentage of Students Who Answered “Yes” to the Statements Below									
Reading									
I am a good reader.	59%	54%	65%	64%	65%	63%	67%	69%	65%
I like to read.	53%	75%	32%	60%	69%	51%	61%	69%	53%
I read by myself at home.	61%	61%	61%	63%	66%	61%	59%	61%	57%
I read with someone older than me at home.	20%	14%	26%	14%	13%	15%	15%	14%	16%
I use a computer for reading activities at school.	25%	29%	23%	21%	20%	21%	22%	22%	23%
Writing									
I am a good writer.	36%	39%	32%	46%	50%	42%	48%	55%	42%
I like to write.	54%	68%	42%	51%	57%	45%	51%	60%	43%
I write by myself at home.	59%	68%	52%	59%	61%	57%	54%	59%	50%
Someone older than me helps me with my writing at home.	36%	36%	35%	19%	17%	20%	16%	14%	18%
I use a computer for writing activities at school.	17%	18%	16%	18%	17%	19%	26%	25%	26%
Mathematics									
I am good at mathematics.	47%	54%	42%	49%	41%	57%	53%	46%	60%
I like mathematics.	54%	50%	58%	59%	56%	62%	59%	57%	61%
I use mathematics to solve problems outside school.	29%	25%	32%	27%	27%	27%	31%	31%	32%
Someone older than me helps me with my mathematics at home.	56%	61%	52%	29%	29%	29%	26%	28%	24%
I use a computer to learn mathematics at school.	5%	4%	6%	23%	22%	23%	25%	25%	25%
I use a calculator to learn mathematics at school.	8%	7%	10%	16%	15%	17%	13%	11%	14%
Computer at home									
There is a computer for me to use for school work.	39%	50%	29%	45%	45%	44%	48%	50%	46%

* Includes only students for whom gender data were available.










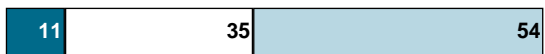
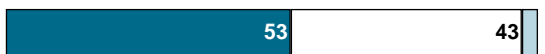




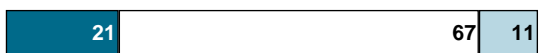

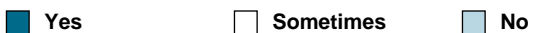
Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2008–2009

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 59)	Female* (# = 28)	Male* (# = 31)	All Students (# = 5 672)	Female* (# = 2 849)	Male* (# = 2 823)	All Students (# = 119 830)	Female* (# = 58 867)	Male* (# = 60 963)
Language(s) students speak at home:**									
only or mostly English	92%	96%	87%	69%	67%	70%	79%	78%	80%
another language (or other languages) as often as English	5%	0%	10%	19%	20%	18%	12%	13%	11%
only or mostly another language (or other languages)	3%	4%	3%	11%	12%	11%	8%	8%	8%
Language(s) that people speak to students at home:**									
only or mostly English	85%	86%	84%	59%	56%	62%	74%	74%	75%
another language (or other languages) as often as English	7%	7%	6%	20%	22%	19%	12%	12%	11%
only or mostly another language (or other languages)	8%	7%	10%	20%	22%	19%	14%	14%	13%

* Includes only students for whom gender data were available.

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

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = 72)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
	0 100	
I am a good reader.		54
I like to read.		33
I read by myself at home.		52
I read with someone older than me at home.		2
I use a computer for reading activities at school.		4
I am a good writer.		30
I like to write.		34
I write by myself at home.		42
Someone older than me helps me with my writing at home.		2
I use a computer for writing activities at school.		8
I am good at mathematics.		38
I like mathematics.		39
I use mathematics to solve problems outside school.		19
Someone older than me helps me with my mathematics at home.		10
I use a computer to learn mathematics at school.		4
I use a calculator to learn mathematics at school.		15
At home, there is a computer for me to use for school work.		54
		

* 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 (# = 72)		
Questionnaire Item	Percentage of Students*	Number of Students
Language(s) students speak at home:		
only or mostly English	82	59
another language (or other languages) as often as English	15	11
only or mostly another language (or other languages)	3	2
Language(s) that people speak to students at home:		
only or mostly English	72	52
another language (or other languages) as often as English	18	13
only or mostly another language (or other languages)	10	7

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 72)	Female* (# = 34)	Male* (# = 38)	All Students (# = 6 476)	Female* (# = 3 202)	Male* (# = 3 274)	All Students (# = 130 290)	Female* (# = 64 074)	Male* (# = 66 216)
Percentage of Students Who Answered “Yes” to the Statements Below									
Reading									
I am a good reader.	75%	74%	76%	61%	64%	59%	65%	69%	61%
I like to read.	46%	56%	37%	48%	60%	36%	53%	64%	42%
I read by myself at home.	72%	79%	66%	70%	78%	63%	70%	78%	62%
I read with someone older than me at home.	3%	0%	5%	3%	3%	4%	4%	3%	4%
I use a computer for reading activities at school.	6%	6%	5%	12%	11%	13%	13%	13%	14%
Writing									
I am a good writer.	42%	41%	42%	41%	44%	37%	42%	48%	36%
I like to write.	47%	47%	47%	42%	50%	34%	42%	52%	32%
I write by myself at home.	58%	59%	58%	58%	63%	52%	50%	57%	43%
Someone older than me helps me with my writing at home.	3%	0%	5%	9%	8%	10%	9%	7%	10%
I use a computer for writing activities at school.	11%	6%	16%	27%	26%	29%	30%	29%	31%
Mathematics									
I am good at mathematics.	53%	50%	55%	47%	37%	56%	49%	40%	57%
I like mathematics.	54%	53%	55%	47%	39%	55%	45%	38%	51%
I use mathematics to solve problems outside school.	26%	21%	32%	34%	32%	36%	35%	31%	38%
Someone older than me helps me with my mathematics at home.	14%	6%	21%	20%	23%	18%	22%	25%	19%
I use a computer to learn mathematics at school.	6%	3%	8%	13%	13%	12%	13%	13%	13%
I use a calculator to learn mathematics at school.	21%	18%	24%	25%	25%	24%	25%	26%	24%
Computer at home									
There is a computer for me to use for school work.	75%	79%	71%	79%	81%	76%	79%	82%	77%

* Includes only students for whom gender data were available.

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 72)	Female* (# = 34)	Male* (# = 38)	All Students (# = 6 476)	Female* (# = 3 202)	Male* (# = 3 274)	All Students (# = 130 290)	Female* (# = 64 074)	Male* (# = 66 216)
Language(s) students speak at home:**									
only or mostly English	82%	82%	82%	71%	70%	72%	81%	81%	82%
another language (or other languages) as often as English	15%	15%	16%	19%	20%	18%	12%	13%	11%
only or mostly another language (or other languages)	3%	3%	3%	10%	10%	10%	6%	6%	7%
Language(s) that people speak to students at home:**									
only or mostly English	72%	74%	71%	57%	55%	59%	76%	75%	76%
another language (or other languages) as often as English	18%	24%	13%	22%	24%	21%	12%	13%	12%
only or mostly another language (or other languages)	10%	3%	16%	20%	21%	20%	12%	12%	12%

* Includes only students for whom gender data were available.

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

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

EXPLANATION OF TERMS

All Students	Results are reported for all students in the grade.
Participating Students	Results are reported only for those students who took part in the assessment (excludes "no data" and "exempt" categories).
Provincial Standard	The Ministry of Education has set Level 3 as the provincial standard.
Level 4	The student has demonstrated the required knowledge and skills. Achievement surpasses the provincial standard.
Level 3	The student has demonstrated most of the required knowledge and skills. Achievement is at the provincial standard.
Level 2	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.
Level 1	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.
NE1	"Not enough evidence for Level 1" is used when students did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.
No Data	Students who did not complete any part of the assessment due to absence or for medical or other reasons.
Exempt	Students who were formally exempted from participation in one or more components of the assessment.
English Language Learners	Students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)</i> . 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 Needs (excluding gifted)	Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students identified as gifted are not included.
Students Receiving One or More Accommodations	Students identified by the school as receiving accommodations. Students identified as gifted are not included. Detailed information about accommodations is available in EQAO's <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.