



Detailed School Results



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

School: Ahlul Bayt Islamic S (665991)
Board: Ahlul Bayt Islamic S (02356)

I am pleased to provide you with this report on the Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), for 2008–2009. Included are student results for the current year, those from previous years and, to put these results in context, information about the local student populations.

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

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

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

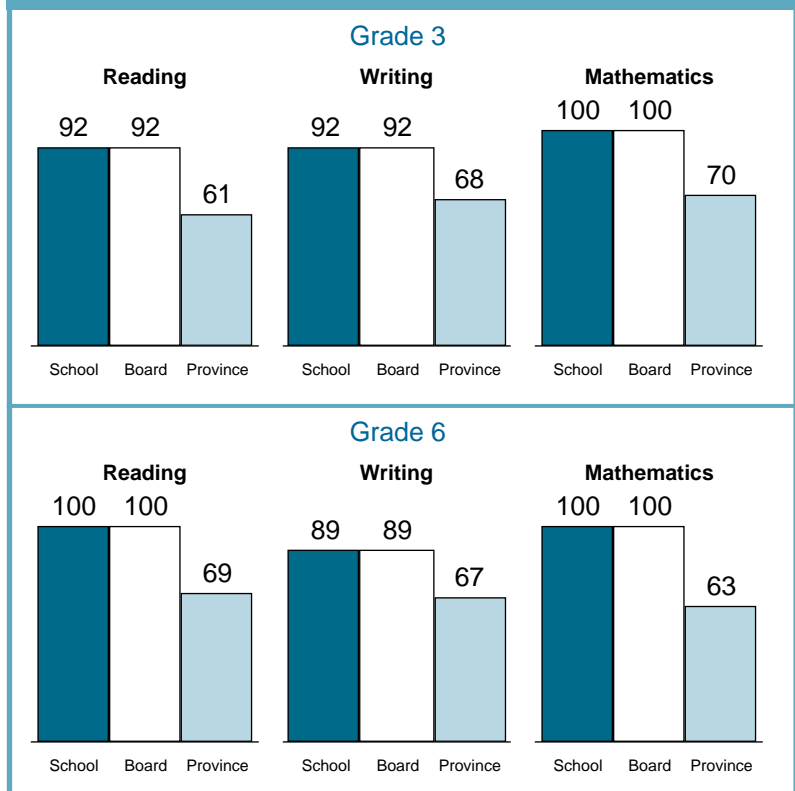
I trust this report will help parents, educators and all who support a strong public education system work together so that all students can reach their full potential.

Sincerely,

Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

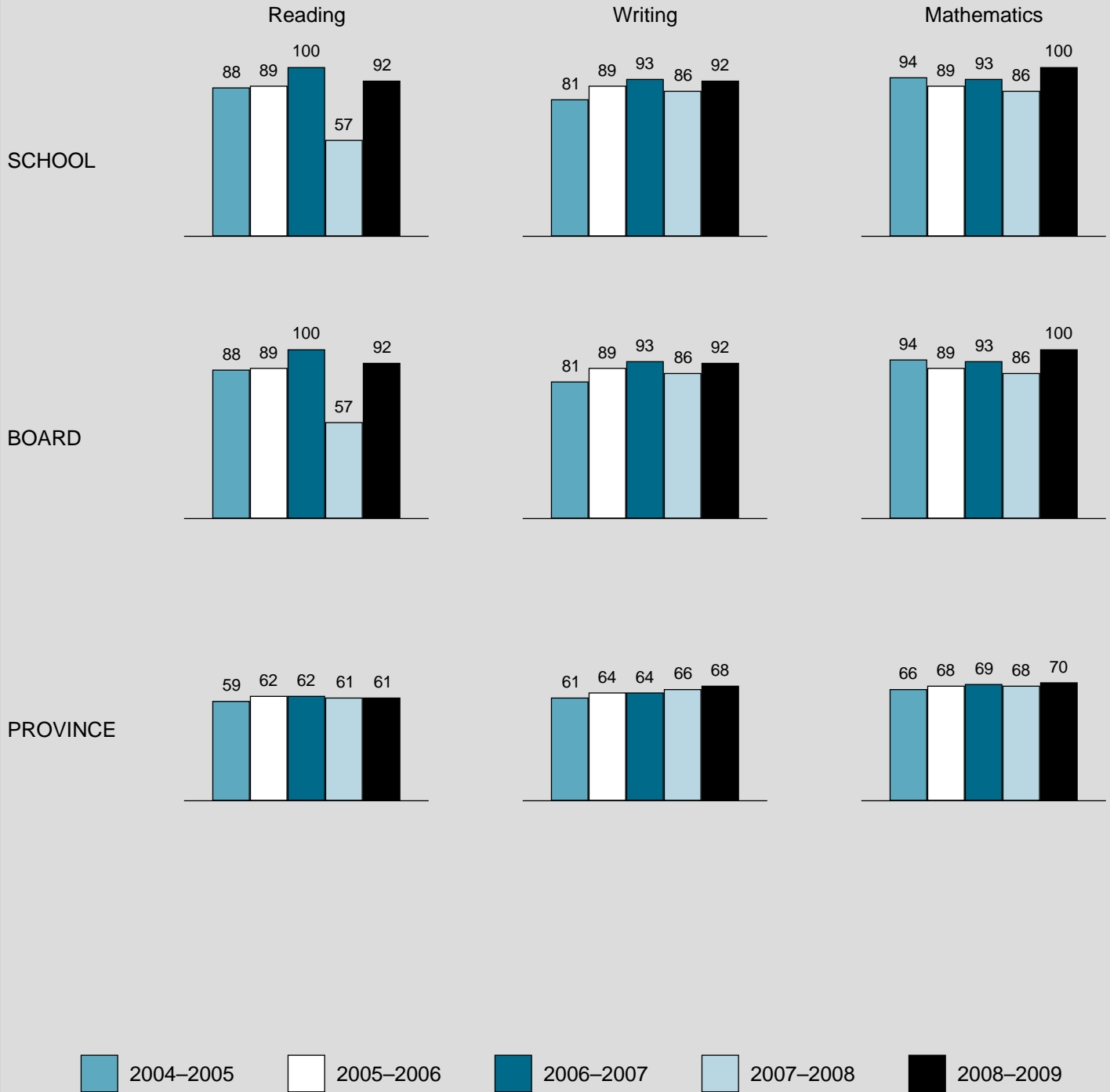
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2008–2009



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

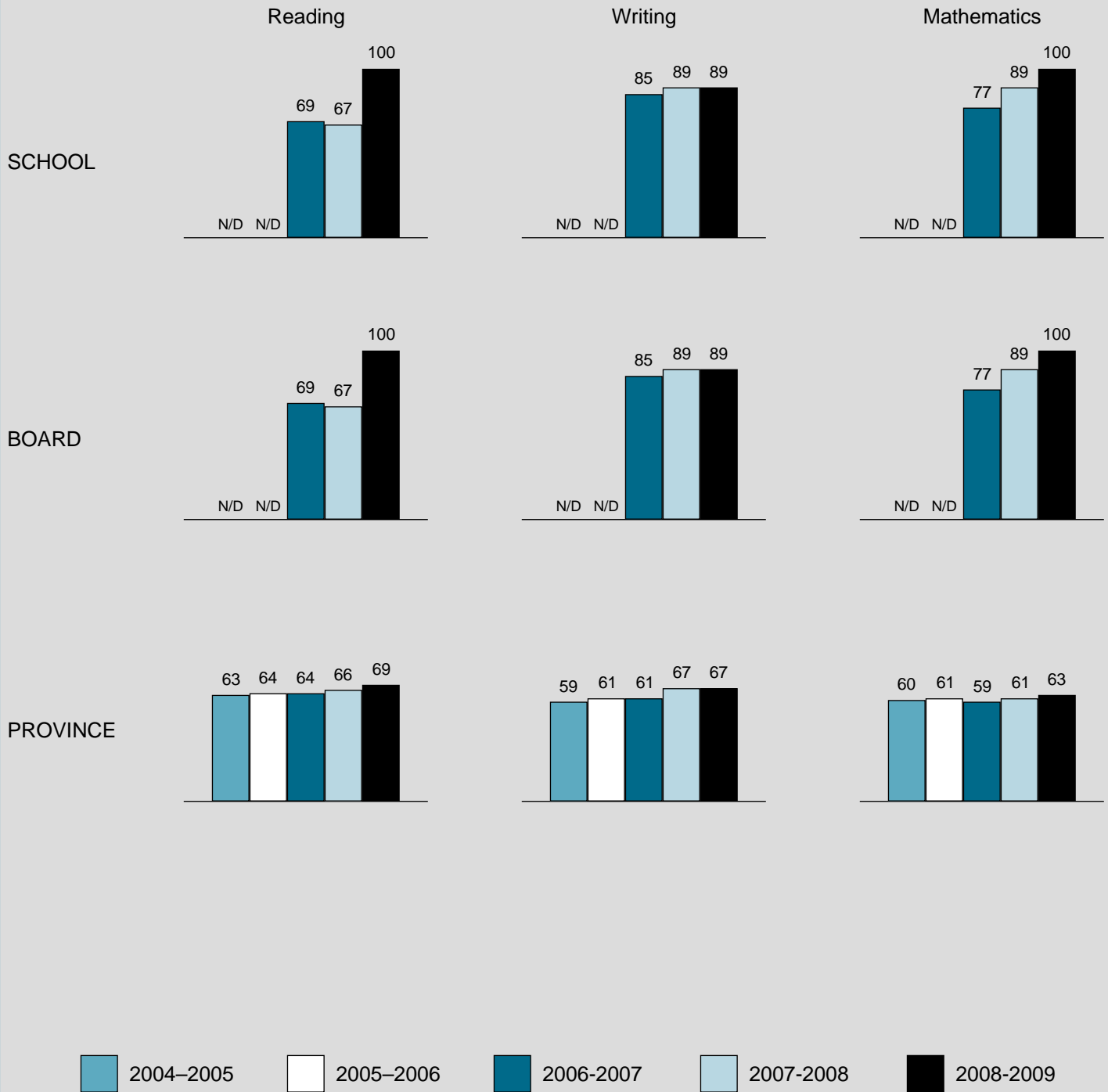
Percentage of Students: Grade 3



| | Total Number of Grade 3 Students | | | | |
|----------|----------------------------------|------------------|------------------|------------------|------------------|
| | <u>2004-2005</u> | <u>2005-2006</u> | <u>2006-2007</u> | <u>2007-2008</u> | <u>2008-2009</u> |
| School | 16 | 9 | 14 | 14 | 13 |
| Board | 16 | 9 | 14 | 14 | 13 |
| 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 | 0 | 0 | 13 | 9 | 9 |
| Board | 0 | 0 | 13 | 9 | 9 |
| Province | 143 421 | 146 711 | 145 901 | 140 420 | 136 076 |

TIPS

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



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



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



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



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

HOW SCHOOL STAFF CAN USE THIS REPORT

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

Examine the contextual information.

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

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

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

Compare the school results for the past four years.

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

Try to account for any trends, patterns or inconsistencies.

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

Consider how these results are being addressed and communicated.

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

For more help interpreting your school's results refer to

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

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

Contextual Information: Grade 3*

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

| Demographic Information | School | | Board | | Province | |
|---|----------------|----------------|---------------|----------------|---------------|----------------|
| Enrolment | | | | | | |
| Number of Grade 3 students | 13 | | 13 | | 125 481 | |
| Number of classes with Grade 3 students | 2 | | 2 | | 9 385 | |
| Number of schools with Grade 3 classes | Not applicable | | 1 | | 3 399 | |
| | Number | Percent | Number | Percent | Number | Percent |
| Gender | | | | | | |
| Female | 8 | 62% | 8 | 62% | 60 999 | 49% |
| Male | 5 | 38% | 5 | 38% | 64 482 | 51% |
| Gender not specified | 0 | 0% | 0 | 0% | 0 | 0% |
| Student Status | | | | | | |
| English language learners** | 0 | 0% | 0 | 0% | 11 281 | 9% |
| Students with special needs (excluding gifted)** | 0 | 0% | 0 | 0% | 18 291 | 15% |
| Place of Birth | | | | | | |
| Born in Canada | 12 | 92% | 12 | 92% | 111 561 | 89% |
| Born outside Canada | 1 | 8% | 1 | 8% | 13 717 | 11% |
| In Canada less than one year | 0 | 0% | 0 | 0% | 804 | 1% |
| In Canada one year or more but less than three years | 0 | 0% | 0 | 0% | 2 893 | 2% |
| In Canada three years or more | 0 | 0% | 0 | 0% | 8 946 | 7% |
| Language | | | | | | |
| First language learned at home was other than English | 11 | 85% | 11 | 85% | 27 084 | 22% |
| Year Student Entered Current School | | | | | | |
| Year of the assessment | 1 | 8% | 1 | 8% | 16 746 | 13% |
| Year prior to the assessment | 0 | 0% | 0 | 0% | 14 545 | 12% |
| 2 years prior to the assessment | 1 | 8% | 1 | 8% | 16 821 | 13% |
| 3 or more years prior to the assessment | 11 | 85% | 11 | 85% | 76 849 | 61% |
| Data not available | 0 | 0% | 0 | 0% | 520 | <1% |
| Year Student Entered Current Board | | | | | | |
| Year of the assessment | 1 | 8% | 1 | 8% | 8 720 | 7% |
| Year prior to the assessment | 0 | 0% | 0 | 0% | 8 048 | 6% |
| 2 years prior to the assessment | 1 | 8% | 1 | 8% | 11 982 | 10% |
| 3 or more years prior to the assessment | 11 | 85% | 11 | 85% | 93 098 | 74% |
| Data not available | 0 | 0% | 0 | 0% | 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.

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

Contextual Information: Grade 3 (continued)

| Participation in the Assessment | School | | Board | | Province | |
|---|--------|------|-------|------|----------|-----|
| Number of Grade 3 students* | | | | | | |
| Reading | 13 | | 13 | | 121 787 | |
| Writing | 13 | | 13 | | 121 788 | |
| Mathematics | 13 | | 13 | | 125 464 | |
| Number Percent Number Percent Number Percent | | | | | | |
| Students who participated (excludes “no data” and “exempt”)** | | | | | | |
| Reading | 13 | 100% | 13 | 100% | 116 256 | 95% |
| Writing | 13 | 100% | 13 | 100% | 116 812 | 96% |
| Mathematics | 13 | 100% | 13 | 100% | 120 405 | 96% |
| Students who did not complete any part of the assessment (“no data”)** | | | | | | |
| Reading | 0 | 0% | 0 | 0% | 1 092 | 1% |
| Writing | 0 | 0% | 0 | 0% | 1 094 | 1% |
| Mathematics | 0 | 0% | 0 | 0% | 1 196 | 1% |
| Students who were exempted** | | | | | | |
| All three subjects | 0 | 0% | 0 | 0% | 3 567 | 3% |
| Reading | 0 | 0% | 0 | 0% | 4 439 | 4% |
| Writing | 0 | 0% | 0 | 0% | 3 882 | 3% |
| Mathematics | 0 | 0% | 0 | 0% | 3 863 | 3% |
| Participating English language learners who received a special provision** | | | | | | |
| Reading | 0 | 0% | 0 | 0% | 2 309 | 2% |
| Writing | 0 | 0% | 0 | 0% | 2 353 | 2% |
| Mathematics | 0 | 0% | 0 | 0% | 2 352 | 2% |
| Participating students who received one or more accommodations†** | | | | | | |
| Reading | 1 | 8% | 1 | 8% | 13 650 | 12% |
| Writing | 1 | 8% | 1 | 8% | 14 104 | 12% |
| Mathematics | 1 | 8% | 1 | 8% | 13 790 | 11% |

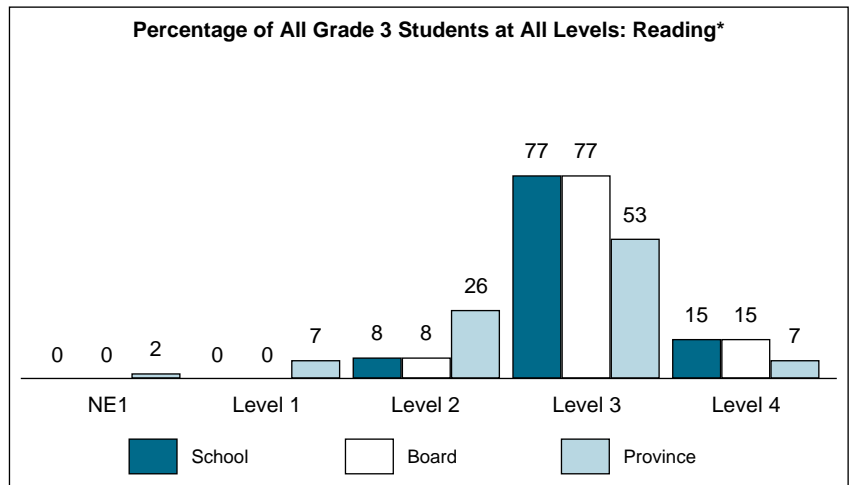
* Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

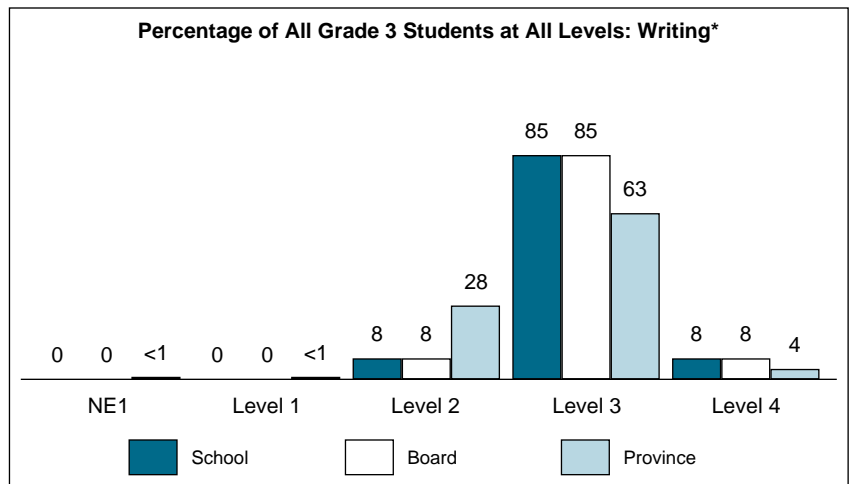
† Includes students with an Individual Education Plan, students designated as English language learners and students receiving special permission.

Results in Reading, Writing and Mathematics, 2008–2009 Grade 3: All Students^{††}

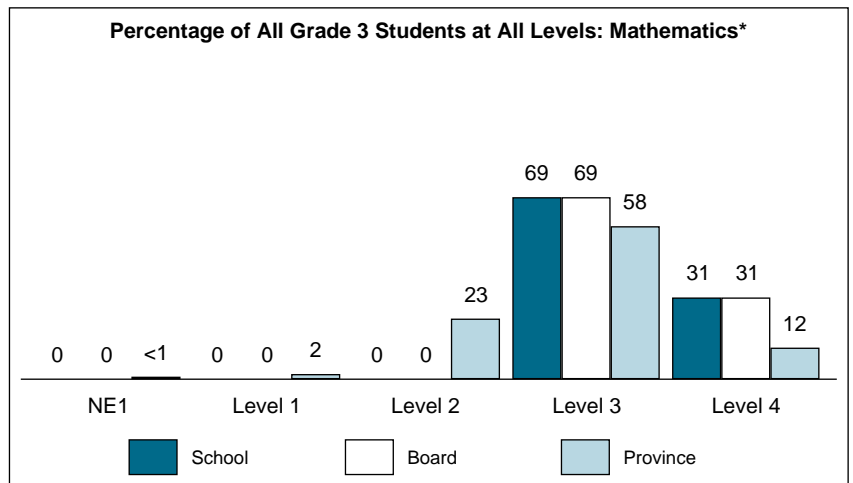
| Grade 3: Reading* | | | | |
|---|-----------|------------|------------|------------------|
| Number of Students | School 13 | | Board 13 | Province 121 787 |
| | # | % | % | % |
| Level 4 | 2 | 15% | 15% | 7% |
| Level 3 | 10 | 77% | 77% | 53% |
| Level 2 | 1 | 8% | 8% | 26% |
| Level 1 | 0 | 0% | 0% | 7% |
| NE1** | 0 | 0% | 0% | 2% |
| Participating Students | 13 | 100% | 100% | 95% |
| No Data | 0 | 0% | 0% | 1% |
| Exempt | 0 | 0% | 0% | 4% |
| At or Above Provincial Standard (Levels 3 and 4)[†] | | 92% | 92% | 61% |



| Grade 3: Writing* | | | | |
|---|-----------|------------|------------|------------------|
| Number of Students | School 13 | | Board 13 | Province 121 788 |
| | # | % | % | % |
| Level 4 | 1 | 8% | 8% | 4% |
| Level 3 | 11 | 85% | 85% | 63% |
| Level 2 | 1 | 8% | 8% | 28% |
| Level 1 | 0 | 0% | 0% | <1% |
| NE1** | 0 | 0% | 0% | <1% |
| Participating Students | 13 | 100% | 100% | 96% |
| No Data | 0 | 0% | 0% | 1% |
| Exempt | 0 | 0% | 0% | 3% |
| At or Above Provincial Standard (Levels 3 and 4)[†] | | 92% | 92% | 68% |



| Grade 3: Mathematics* | | | | |
|---|-----------|-------------|-------------|------------------|
| Number of Students | School 13 | | Board 13 | Province 125 464 |
| | # | % | % | % |
| Level 4 | 4 | 31% | 31% | 12% |
| Level 3 | 9 | 69% | 69% | 58% |
| Level 2 | 0 | 0% | 0% | 23% |
| Level 1 | 0 | 0% | 0% | 2% |
| NE1** | 0 | 0% | 0% | <1% |
| Participating Students | 13 | 100% | 100% | 96% |
| No Data | 0 | 0% | 0% | 1% |
| Exempt | 0 | 0% | 0% | 3% |
| At or Above Provincial Standard (Levels 3 and 4)[†] | | 100% | 100% | 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.

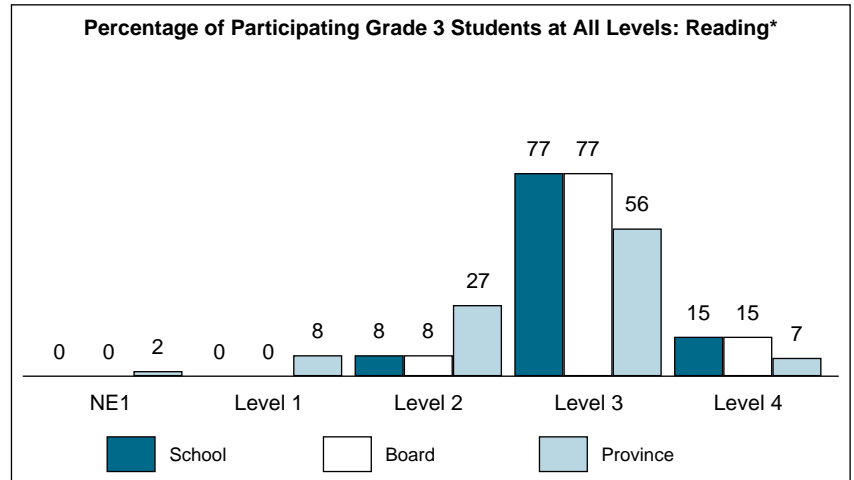
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

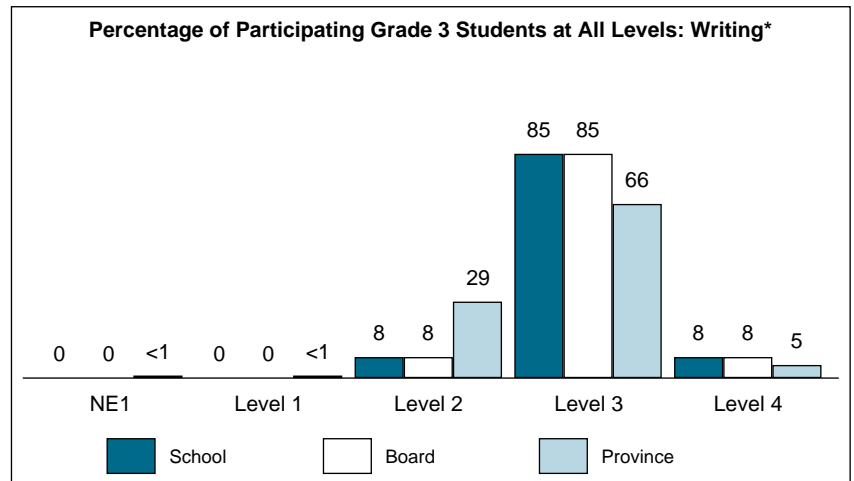
Results in Reading, Writing and Mathematics, 2008–2009

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

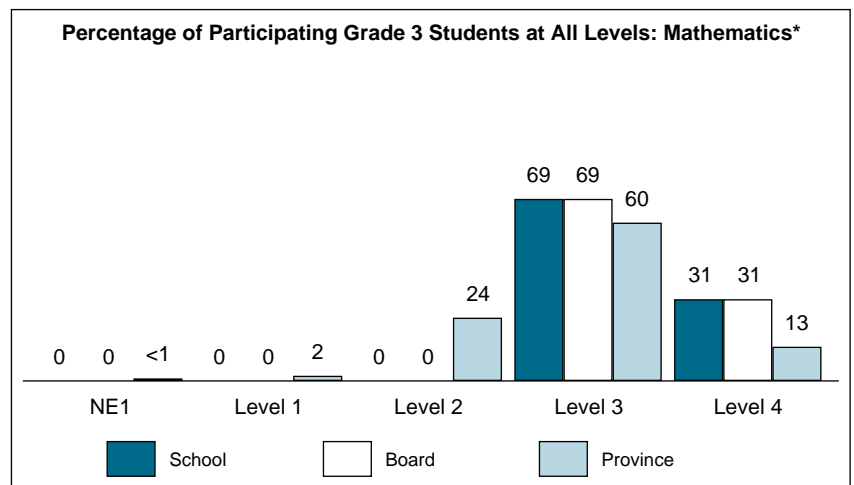
| Grade 3: Reading* | | | | |
|---|-----------|-----|----------|------------------|
| Number of Students | School 13 | | Board 13 | Province 116 256 |
| | # | % | % | % |
| Level 4 | 2 | 15% | 15% | 7% |
| Level 3 | 10 | 77% | 77% | 56% |
| Level 2 | 1 | 8% | 8% | 27% |
| Level 1 | 0 | 0% | 0% | 8% |
| NE1** | 0 | 0% | 0% | 2% |
| At or Above Provincial Standard (Levels 3 and 4) † | 92% | | 92% | 63% |



| Grade 3: Writing* | | | | |
|---|-----------|-----|----------|------------------|
| Number of Students | School 13 | | Board 13 | Province 116 812 |
| | # | % | % | % |
| Level 4 | 1 | 8% | 8% | 5% |
| Level 3 | 11 | 85% | 85% | 66% |
| Level 2 | 1 | 8% | 8% | 29% |
| Level 1 | 0 | 0% | 0% | <1% |
| NE1** | 0 | 0% | 0% | <1% |
| At or Above Provincial Standard (Levels 3 and 4) † | 92% | | 92% | 71% |



| Grade 3: Mathematics* | | | | |
|---|-----------|-----|----------|------------------|
| Number of Students | School 13 | | Board 13 | Province 120 405 |
| | # | % | % | % |
| Level 4 | 4 | 31% | 31% | 13% |
| Level 3 | 9 | 69% | 69% | 60% |
| Level 2 | 0 | 0% | 0% | 24% |
| Level 1 | 0 | 0% | 0% | 2% |
| NE1** | 0 | 0% | 0% | <1% |
| At or Above Provincial Standard (Levels 3 and 4) † | 100% | | 100% | 73% |



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

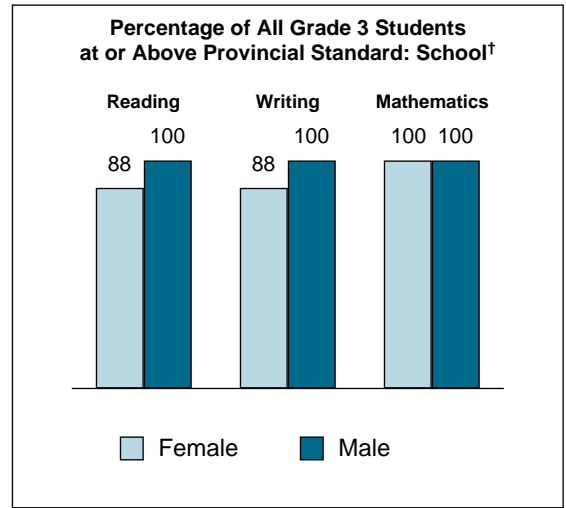
** See the Explanation of Terms.

† 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.

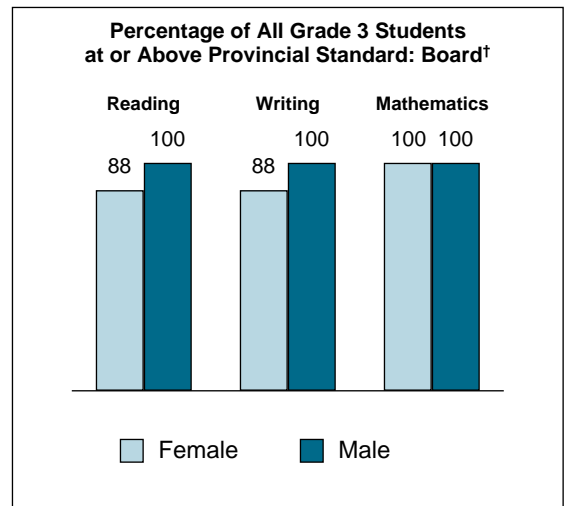
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: Gender††

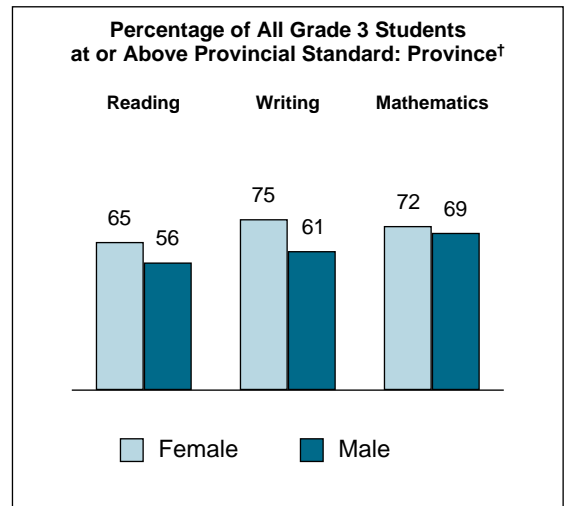
| Grade 3: School* | | | | | | |
|---|----------|--------|----------|--------|-------------|--------|
| Number of Students | Reading | | Writing | | Mathematics | |
| | Female 8 | Male 5 | Female 8 | Male 5 | Female 8 | Male 5 |
| Level 4 | 12% | 20% | 12% | 0% | 25% | 40% |
| Level 3 | 75% | 80% | 75% | 100% | 75% | 60% |
| Level 2 | 12% | 0% | 12% | 0% | 0% | 0% |
| Level 1 | 0% | 0% | 0% | 0% | 0% | 0% |
| NE1** | 0% | 0% | 0% | 0% | 0% | 0% |
| Participating Students | 100% | 100% | 100% | 100% | 100% | 100% |
| No Data | 0% | 0% | 0% | 0% | 0% | 0% |
| Exempt | 0% | 0% | 0% | 0% | 0% | 0% |
| At or Above Provincial Standard (Levels 3 and 4)† | 88% | 100% | 88% | 100% | 100% | 100% |



| Grade 3: Board* | | | | | | |
|---|----------|--------|----------|--------|-------------|--------|
| Number of Students | Reading | | Writing | | Mathematics | |
| | Female 8 | Male 5 | Female 8 | Male 5 | Female 8 | Male 5 |
| Level 4 | 12% | 20% | 12% | 0% | 25% | 40% |
| Level 3 | 75% | 80% | 75% | 100% | 75% | 60% |
| Level 2 | 12% | 0% | 12% | 0% | 0% | 0% |
| Level 1 | 0% | 0% | 0% | 0% | 0% | 0% |
| NE1** | 0% | 0% | 0% | 0% | 0% | 0% |
| Participating Students | 100% | 100% | 100% | 100% | 100% | 100% |
| No Data | 0% | 0% | 0% | 0% | 0% | 0% |
| Exempt | 0% | 0% | 0% | 0% | 0% | 0% |
| At or Above Provincial Standard (Levels 3 and 4)† | 88% | 100% | 88% | 100% | 100% | 100% |



| Grade 3: Province* | | | | | | |
|---|---------------|-------------|---------------|-------------|---------------|-------------|
| Number of Students | Reading | | Writing | | Mathematics | |
| | Female 58 888 | Male 62 899 | Female 58 889 | Male 62 899 | Female 60 985 | Male 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.

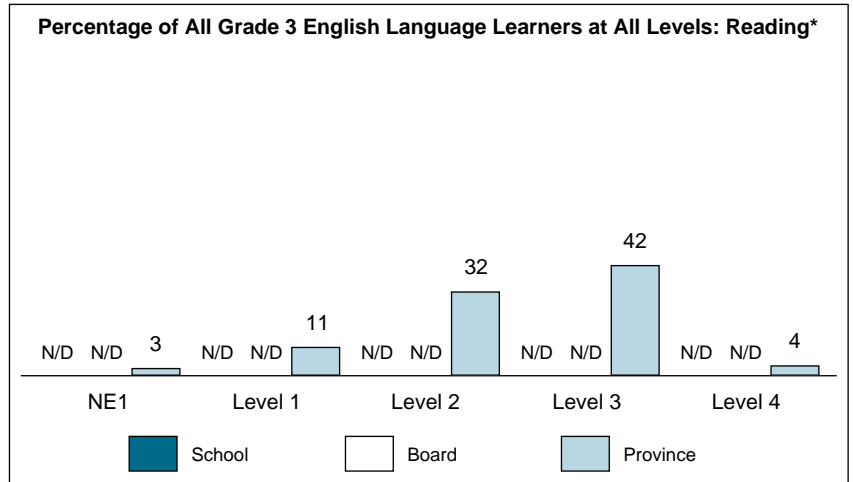
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

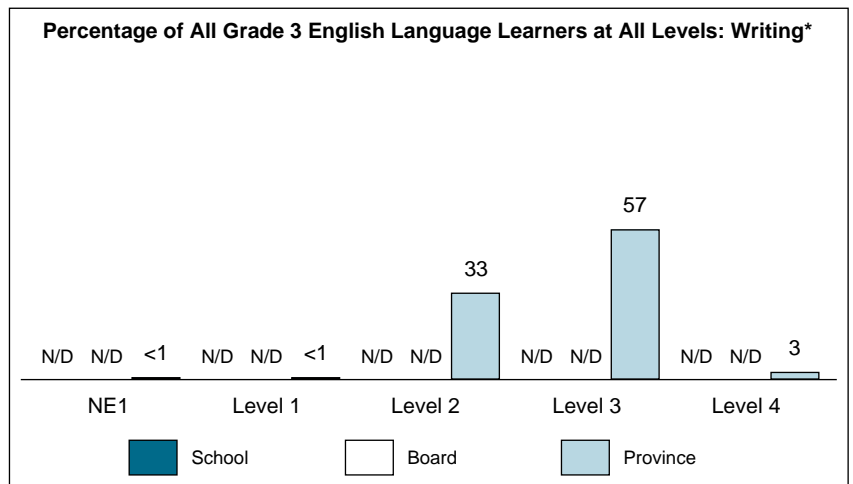
†† Results include only students for whom gender data were available.

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

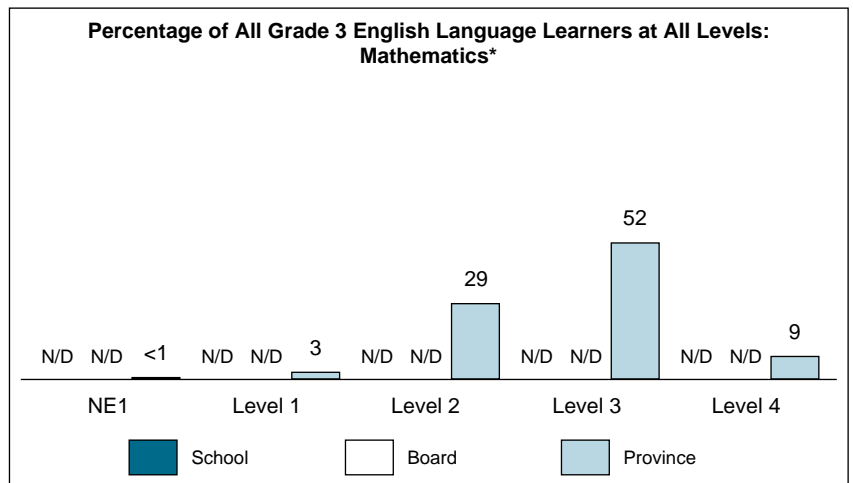
| English Language Learners: Reading* | | | | |
|--|---------------|-----|--------------|--------------------|
| Number of Students | School N/D | | Board N/D | Province 11 229 |
| | # | % | % | % |
| Level 4 | N/D | N/D | N/D | 4% |
| Level 3 | N/D | N/D | N/D | 42% |
| Level 2 | N/D | N/D | N/D | 32% |
| Level 1 | N/D | N/D | N/D | 11% |
| NE1** | N/D | N/D | N/D | 3% |
| Participating Students | N/D | N/D | N/D | 92% |
| No Data | N/D | N/D | N/D | 1% |
| Exempt | N/D | N/D | N/D | 7% |
| At or Above Provincial Standard (Levels 3 and 4) † | | N/D | N/D | 46% |



| English Language Learners: Writing* | | | | |
|--|---------------|-----|--------------|--------------------|
| Number of Students | School N/D | | Board N/D | Province 11 229 |
| | # | % | % | % |
| Level 4 | N/D | N/D | N/D | 3% |
| Level 3 | N/D | N/D | N/D | 57% |
| Level 2 | N/D | N/D | N/D | 33% |
| Level 1 | N/D | N/D | N/D | <1% |
| NE1** | N/D | N/D | N/D | <1% |
| Participating Students | N/D | N/D | N/D | 93% |
| No Data | N/D | N/D | N/D | 1% |
| Exempt | N/D | N/D | N/D | 6% |
| At or Above Provincial Standard (Levels 3 and 4) † | | N/D | N/D | 60% |



| English Language Learners: Mathematics* | | | | |
|--|---------------|-----|--------------|--------------------|
| Number of Students | School N/D | | Board N/D | Province 11 278 |
| | # | % | % | % |
| Level 4 | N/D | N/D | N/D | 9% |
| Level 3 | N/D | N/D | N/D | 52% |
| Level 2 | N/D | N/D | N/D | 29% |
| Level 1 | N/D | N/D | N/D | 3% |
| NE1** | N/D | N/D | N/D | <1% |
| Participating Students | N/D | N/D | N/D | 94% |
| No Data | N/D | N/D | N/D | 1% |
| Exempt | N/D | N/D | N/D | 5% |
| At or Above Provincial Standard (Levels 3 and 4) † | | N/D | N/D | 62% |



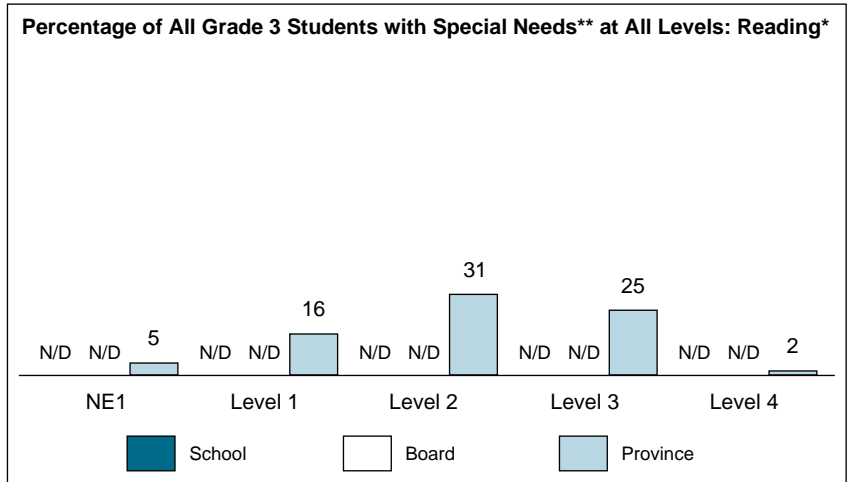
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** See the Explanation of Terms.

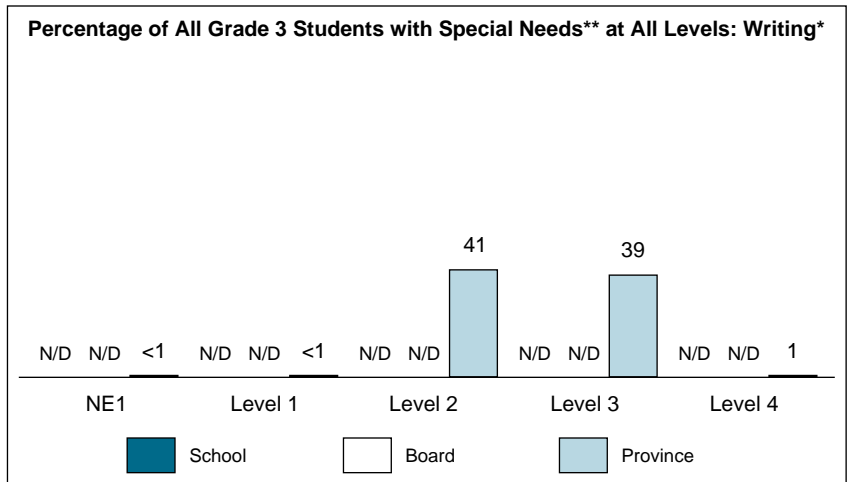
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

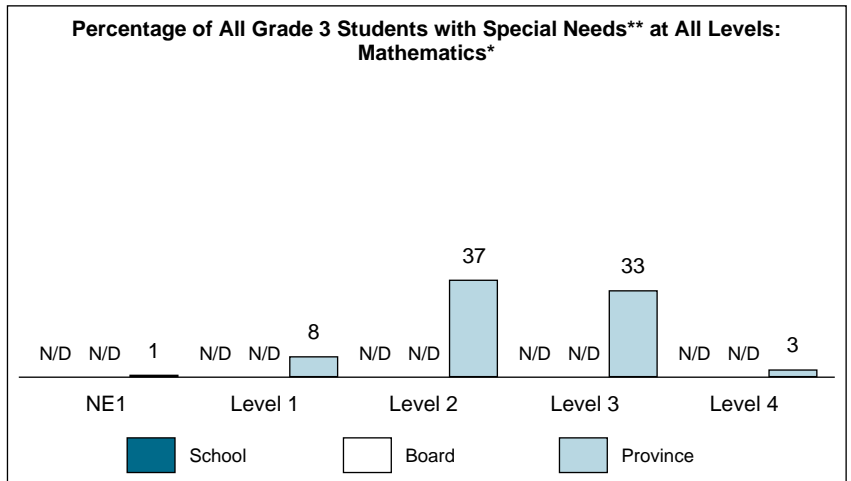
| Students with Special Needs**: Reading* | | | | |
|--|---------------|-----|--------------|--------------------|
| Number of Students | School N/D | | Board N/D | Province 18 151 |
| | # | % | % | % |
| Level 4 | N/D | N/D | N/D | 2% |
| Level 3 | N/D | N/D | N/D | 25% |
| Level 2 | N/D | N/D | N/D | 31% |
| Level 1 | N/D | N/D | N/D | 16% |
| NE1** | N/D | N/D | N/D | 5% |
| Participating Students | N/D | N/D | N/D | 80% |
| No Data | N/D | N/D | N/D | 2% |
| Exempt | N/D | N/D | N/D | 19% |
| At or Above Provincial Standard (Levels 3 and 4) † | | N/D | N/D | 27% |



| Students with Special Needs**: Writing* | | | | |
|--|---------------|-----|--------------|--------------------|
| Number of Students | School N/D | | Board N/D | Province 18 151 |
| | # | % | % | % |
| Level 4 | N/D | N/D | N/D | 1% |
| Level 3 | N/D | N/D | N/D | 39% |
| Level 2 | N/D | N/D | N/D | 41% |
| Level 1 | N/D | N/D | N/D | <1% |
| NE1** | N/D | N/D | N/D | <1% |
| Participating Students | N/D | N/D | N/D | 82% |
| No Data | N/D | N/D | N/D | 2% |
| Exempt | N/D | N/D | N/D | 16% |
| At or Above Provincial Standard (Levels 3 and 4) † | | N/D | N/D | 40% |



| Students with Special Needs**: Mathematics* | | | | |
|--|---------------|-----|--------------|--------------------|
| Number of Students | School N/D | | Board N/D | Province 18 291 |
| | # | % | % | % |
| Level 4 | N/D | N/D | N/D | 3% |
| Level 3 | N/D | N/D | N/D | 33% |
| Level 2 | N/D | N/D | N/D | 37% |
| Level 1 | N/D | N/D | N/D | 8% |
| NE1** | N/D | N/D | N/D | 1% |
| Participating Students | N/D | N/D | N/D | 82% |
| No Data | N/D | N/D | N/D | 2% |
| Exempt | N/D | N/D | N/D | 17% |
| At or Above Provincial Standard (Levels 3 and 4) † | | N/D | N/D | 36% |



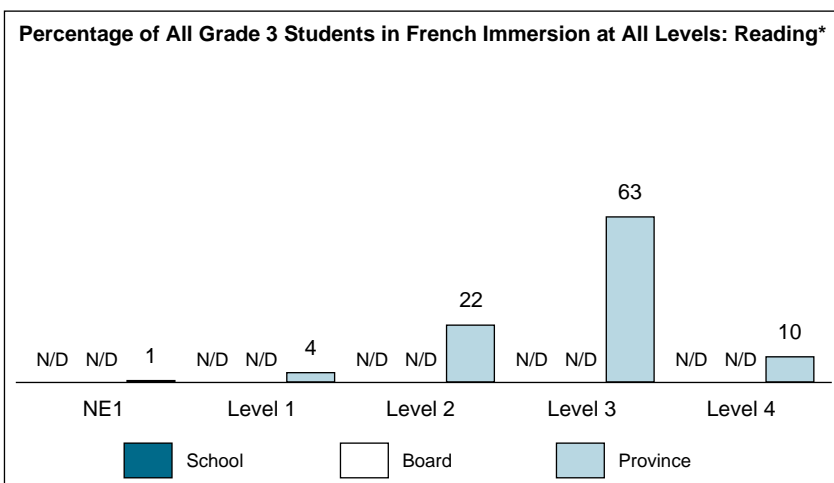
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

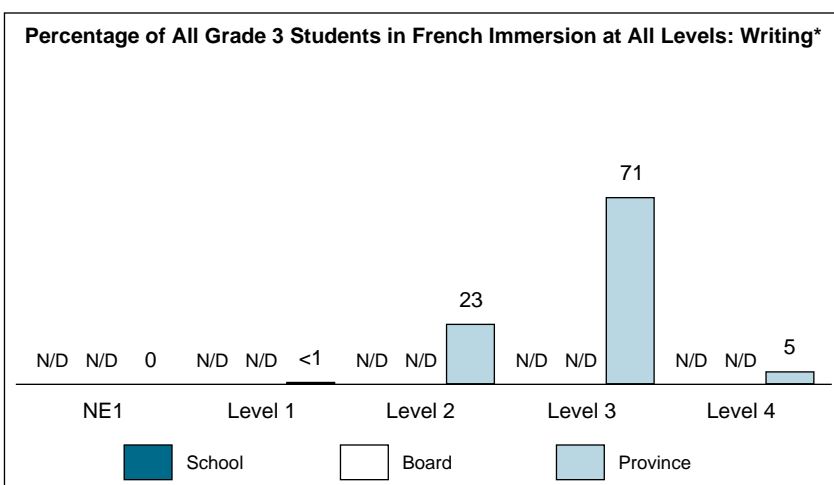
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

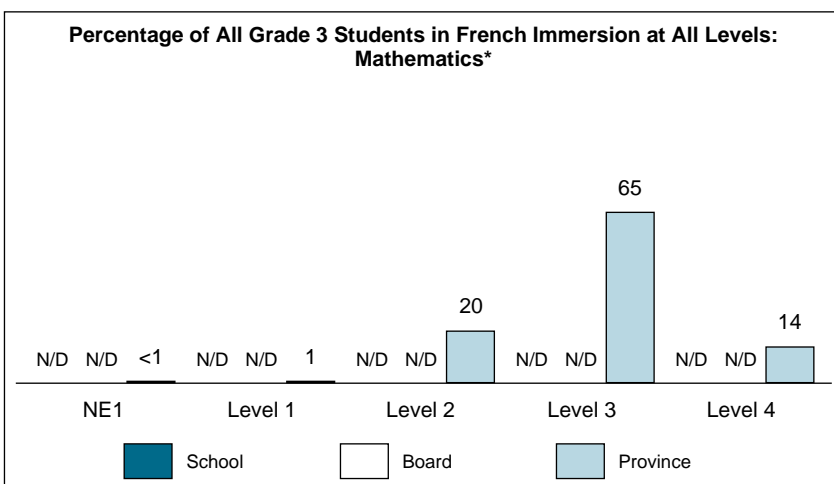
| Students in French Immersion: Reading* | | | | |
|---|---------------|------------|--------------|-------------------|
| Number of Students | School N/D | | Board N/D | Province 7 714 |
| | # | % | % | % |
| Level 4 | N/D | N/D | N/D | 10% |
| Level 3 | N/D | N/D | N/D | 63% |
| Level 2 | N/D | N/D | N/D | 22% |
| Level 1 | N/D | N/D | N/D | 4% |
| NE1** | N/D | N/D | N/D | 1% |
| Participating Students | N/D | N/D | N/D | 99% |
| No Data | N/D | N/D | N/D | 1% |
| Exempt | N/D | N/D | N/D | <1% |
| At or Above Provincial Standard (Levels 3 and 4) † | | N/D | N/D | 73% |



| Students in French Immersion: Writing* | | | | |
|---|---------------|------------|--------------|-------------------|
| Number of Students | School N/D | | Board N/D | Province 7 714 |
| | # | % | % | % |
| Level 4 | N/D | N/D | N/D | 5% |
| Level 3 | N/D | N/D | N/D | 71% |
| Level 2 | N/D | N/D | N/D | 23% |
| Level 1 | N/D | N/D | N/D | <1% |
| NE1** | N/D | N/D | N/D | 0% |
| Participating Students | N/D | N/D | N/D | 99% |
| No Data | N/D | N/D | N/D | 1% |
| Exempt | N/D | N/D | N/D | <1% |
| At or Above Provincial Standard (Levels 3 and 4) † | | N/D | N/D | 76% |



| Students in French Immersion: Mathematics* | | | | |
|---|---------------|------------|--------------|--------------------|
| Number of Students | School N/D | | Board N/D | Province 11 392 |
| | # | % | % | % |
| Level 4 | N/D | N/D | N/D | 14% |
| Level 3 | N/D | N/D | N/D | 65% |
| Level 2 | N/D | N/D | N/D | 20% |
| Level 1 | N/D | N/D | N/D | 1% |
| NE1** | N/D | N/D | N/D | <1% |
| Participating Students | N/D | N/D | N/D | 99% |
| No Data | N/D | N/D | N/D | 1% |
| Exempt | N/D | N/D | N/D | <1% |
| At or Above Provincial Standard (Levels 3 and 4) † | | N/D | N/D | 78% |



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

** See the Explanation of Terms.

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

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

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

Contextual Information: Grade 6*

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

| Demographic Information | School | | Board | | Province | |
|---|----------------|----------------|---------------|----------------|---------------|----------------|
| Enrolment | | | | | | |
| Number of Grade 6 students | 9 | | 9 | | 136 076 | |
| Number of classes with Grade 6 students | 1 | | 1 | | 8 285 | |
| Number of schools with Grade 6 classes | Not applicable | | 1 | | 3 216 | |
| | Number | Percent | Number | Percent | Number | Percent |
| Gender | | | | | | |
| Female | 3 | 33% | 3 | 33% | 66 276 | 49% |
| Male | 6 | 67% | 6 | 67% | 69 800 | 51% |
| Gender not specified | 0 | 0% | 0 | 0% | 0 | 0% |
| Student Status | | | | | | |
| English language learners** | 0 | 0% | 0 | 0% | 7 538 | 6% |
| Students with special needs (excluding gifted)** | 0 | 0% | 0 | 0% | 24 326 | 18% |
| Place of Birth | | | | | | |
| Born in Canada | 9 | 100% | 9 | 100% | 118 305 | 87% |
| Born outside Canada | 0 | 0% | 0 | 0% | 17 592 | 13% |
| In Canada less than one year | 0 | 0% | 0 | 0% | 768 | 1% |
| In Canada one year or more but less than three years | 0 | 0% | 0 | 0% | 2 991 | 2% |
| In Canada three years or more | 0 | 0% | 0 | 0% | 12 798 | 9% |
| Language | | | | | | |
| First language learned at home was other than English | 9 | 100% | 9 | 100% | 27 824 | 20% |
| Year Student Entered Current School | | | | | | |
| Year of the assessment | 1 | 11% | 1 | 11% | 30 253 | 22% |
| Year prior to the assessment | 0 | 0% | 0 | 0% | 13 485 | 10% |
| 2 years prior to the assessment | 0 | 0% | 0 | 0% | 12 503 | 9% |
| 3 or more years prior to the assessment | 8 | 89% | 8 | 89% | 79 176 | 58% |
| Data not available | 0 | 0% | 0 | 0% | 659 | <1% |
| Year Student Entered Current Board | | | | | | |
| Year of the assessment | 1 | 11% | 1 | 11% | 9 175 | 7% |
| Year prior to the assessment | 0 | 0% | 0 | 0% | 7 907 | 6% |
| 2 years prior to the assessment | 0 | 0% | 0 | 0% | 7 896 | 6% |
| 3 or more years prior to the assessment | 8 | 89% | 8 | 89% | 105 510 | 78% |
| Data not available | 0 | 0% | 0 | 0% | 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.

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

Contextual Information: Grade 6 (continued)

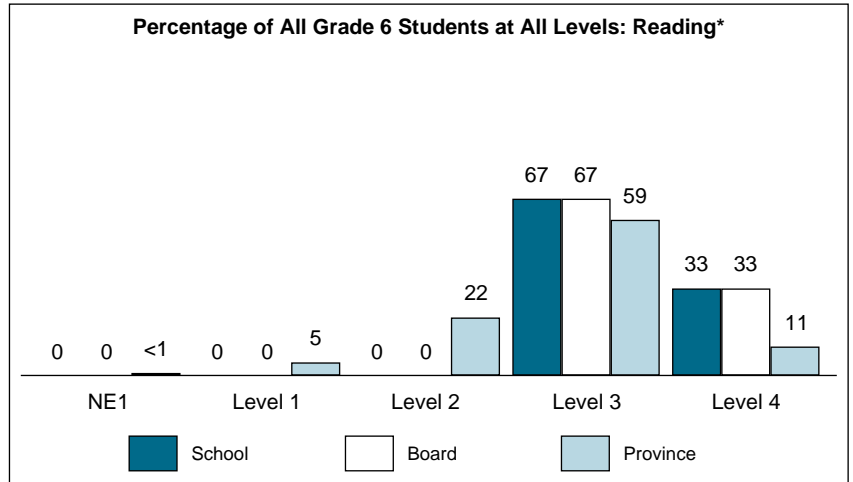
| Participation in the Assessment | School | | Board | | Province | |
|--|--------|------|-------|------|----------|-----|
| Number of Grade 6 students | | | | | | |
| Reading | 9 | | 9 | | 136 069 | |
| Writing | 9 | | 9 | | 136 075 | |
| Mathematics | 9 | | 9 | | 136 075 | |
| Number Percent Number Percent Number Percent | | | | | | |
| Students who participated (excludes “no data” and “exempt”)* | | | | | | |
| Reading | 9 | 100% | 9 | 100% | 131 173 | 96% |
| Writing | 9 | 100% | 9 | 100% | 131 296 | 96% |
| Mathematics | 9 | 100% | 9 | 100% | 130 902 | 96% |
| Students who did not complete any part of the assessment (“no data”)* | | | | | | |
| Reading | 0 | 0% | 0 | 0% | 988 | 1% |
| Writing | 0 | 0% | 0 | 0% | 1 006 | 1% |
| Mathematics | 0 | 0% | 0 | 0% | 1 122 | 1% |
| Students who were exempted* | | | | | | |
| All three subjects | 0 | 0% | 0 | 0% | 3 524 | 3% |
| Reading | 0 | 0% | 0 | 0% | 3 908 | 3% |
| Writing | 0 | 0% | 0 | 0% | 3 773 | 3% |
| Mathematics | 0 | 0% | 0 | 0% | 4 051 | 3% |
| Participating English language learners who received a special provision* | | | | | | |
| Reading | 0 | 0% | 0 | 0% | 1 374 | 1% |
| Writing | 0 | 0% | 0 | 0% | 1 393 | 1% |
| Mathematics | 0 | 0% | 0 | 0% | 1 358 | 1% |
| Participating students who received one or more accommodations†* | | | | | | |
| Reading | 0 | 0% | 0 | 0% | 17 325 | 13% |
| Writing | 0 | 0% | 0 | 0% | 17 442 | 13% |
| Mathematics | 0 | 0% | 0 | 0% | 16 448 | 13% |

* See the Explanation of Terms.

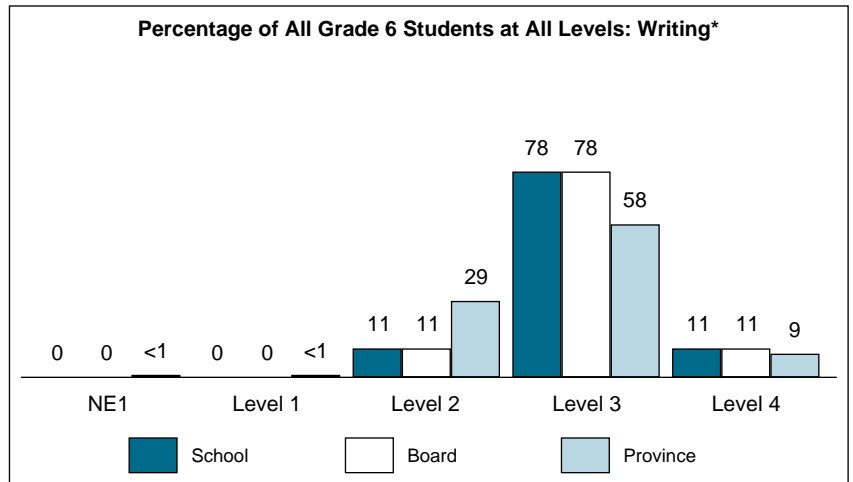
† Includes students with an Individual Education Plan, students designated as English language learners and students receiving special permission.

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

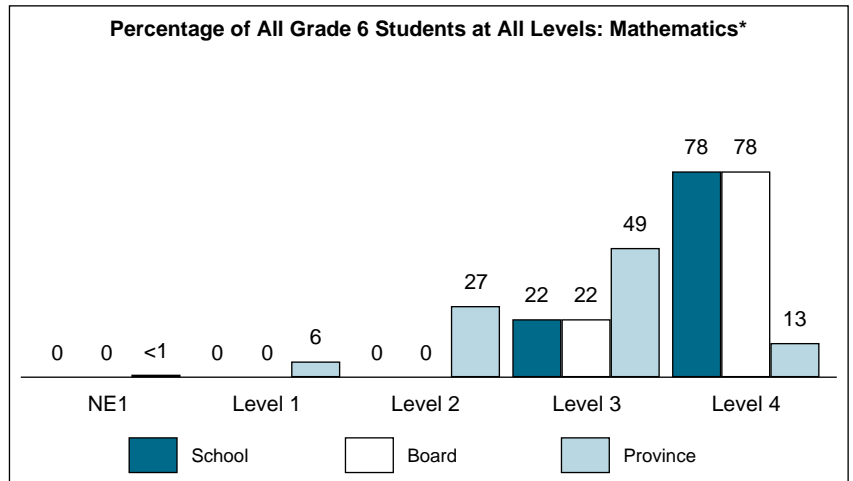
| Grade 6: Reading* | | | | |
|---|-------------|-------------|------------|---------------------|
| Number of Students | School 9 | | Board 9 | Province 136 069 |
| | # | % | % | % |
| Level 4 | 3 | 33% | 33% | 11% |
| Level 3 | 6 | 67% | 67% | 59% |
| Level 2 | 0 | 0% | 0% | 22% |
| Level 1 | 0 | 0% | 0% | 5% |
| NE1** | 0 | 0% | 0% | <1% |
| Participating Students | 9 | 100% | 100% | 96% |
| No Data | 0 | 0% | 0% | 1% |
| Exempt | 0 | 0% | 0% | 3% |
| At or Above Provincial Standard (Levels 3 and 4) † | 100% | 100% | 69% | |



| Grade 6: Writing* | | | | |
|---|-------------|------------|------------|---------------------|
| Number of Students | School 9 | | Board 9 | Province 136 075 |
| | # | % | % | % |
| Level 4 | 1 | 11% | 11% | 9% |
| Level 3 | 7 | 78% | 78% | 58% |
| Level 2 | 1 | 11% | 11% | 29% |
| Level 1 | 0 | 0% | 0% | <1% |
| NE1** | 0 | 0% | 0% | <1% |
| Participating Students | 9 | 100% | 100% | 96% |
| No Data | 0 | 0% | 0% | 1% |
| Exempt | 0 | 0% | 0% | 3% |
| At or Above Provincial Standard (Levels 3 and 4) † | 89% | 89% | 67% | |



| Grade 6: Mathematics* | | | | |
|---|-------------|-------------|------------|---------------------|
| Number of Students | School 9 | | Board 9 | Province 136 075 |
| | # | % | % | % |
| Level 4 | 7 | 78% | 78% | 13% |
| Level 3 | 2 | 22% | 22% | 49% |
| Level 2 | 0 | 0% | 0% | 27% |
| Level 1 | 0 | 0% | 0% | 6% |
| NE1** | 0 | 0% | 0% | <1% |
| Participating Students | 9 | 100% | 100% | 96% |
| No Data | 0 | 0% | 0% | 1% |
| Exempt | 0 | 0% | 0% | 3% |
| At or Above Provincial Standard (Levels 3 and 4) † | 100% | 100% | 63% | |



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

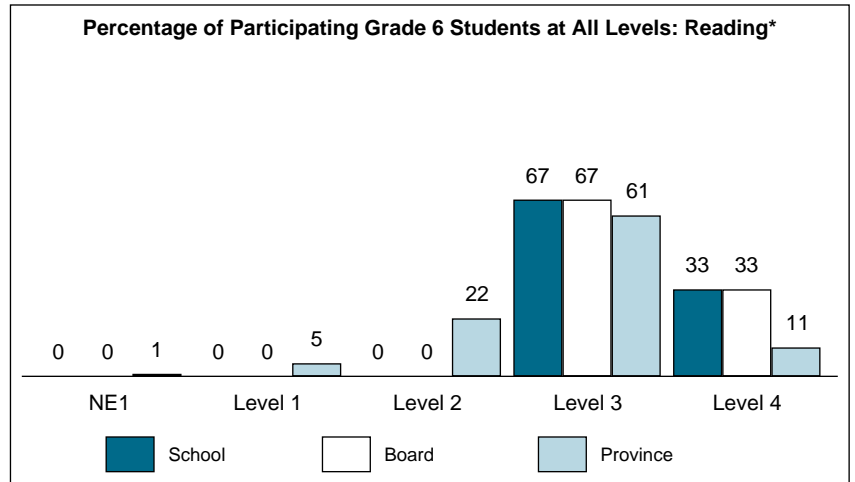
** See the Explanation of Terms.

† 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.

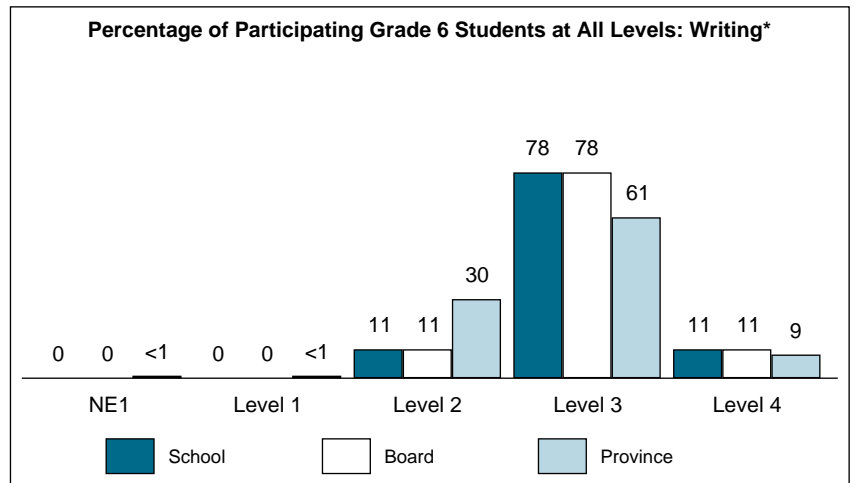
Results in Reading, Writing and Mathematics, 2008–2009

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

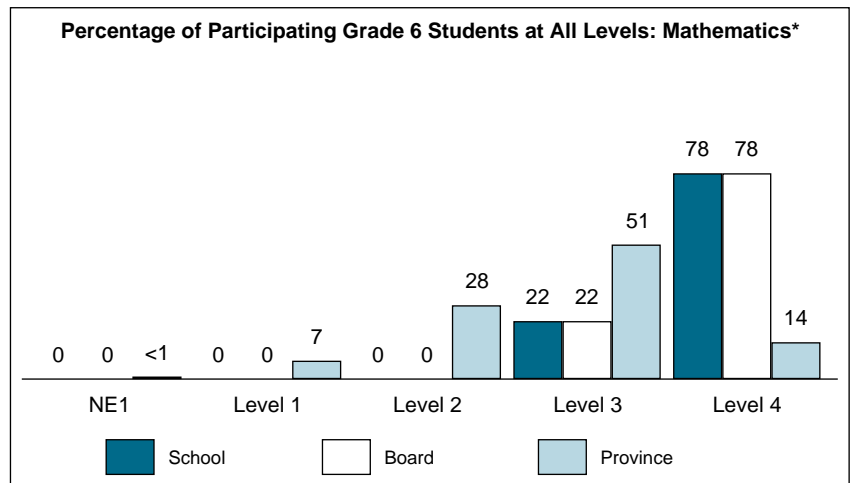
| Grade 6: Reading* | | | | |
|---|----------|-----|---------|------------------|
| Number of Students | School 9 | | Board 9 | Province 131 173 |
| | # | % | % | % |
| Level 4 | 3 | 33% | 33% | 11% |
| Level 3 | 6 | 67% | 67% | 61% |
| Level 2 | 0 | 0% | 0% | 22% |
| Level 1 | 0 | 0% | 0% | 5% |
| NE1** | 0 | 0% | 0% | 1% |
| At or Above Provincial Standard (Levels 3 and 4) † | 100% | | 100% | 72% |



| Grade 6: Writing* | | | | |
|---|----------|-----|---------|------------------|
| Number of Students | School 9 | | Board 9 | Province 131 296 |
| | # | % | % | % |
| Level 4 | 1 | 11% | 11% | 9% |
| Level 3 | 7 | 78% | 78% | 61% |
| Level 2 | 1 | 11% | 11% | 30% |
| Level 1 | 0 | 0% | 0% | <1% |
| NE1** | 0 | 0% | 0% | <1% |
| At or Above Provincial Standard (Levels 3 and 4) † | 89% | | 89% | 70% |



| Grade 6: Mathematics* | | | | |
|---|----------|-----|---------|------------------|
| Number of Students | School 9 | | Board 9 | Province 130 902 |
| | # | % | % | % |
| Level 4 | 7 | 78% | 78% | 14% |
| Level 3 | 2 | 22% | 22% | 51% |
| Level 2 | 0 | 0% | 0% | 28% |
| Level 1 | 0 | 0% | 0% | 7% |
| NE1** | 0 | 0% | 0% | <1% |
| At or Above Provincial Standard (Levels 3 and 4) † | 100% | | 100% | 65% |



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

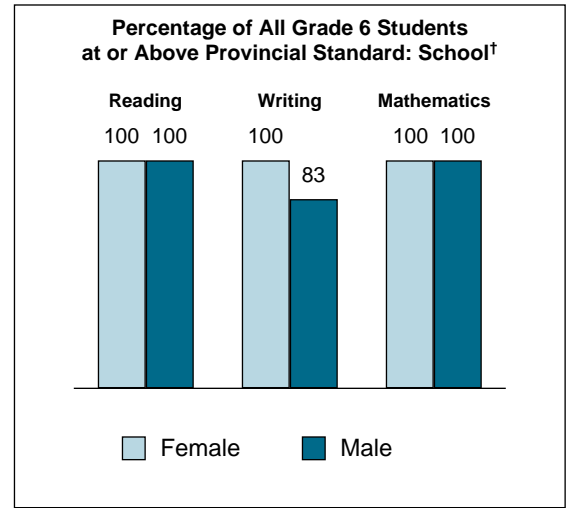
** See the Explanation of Terms.

† 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.

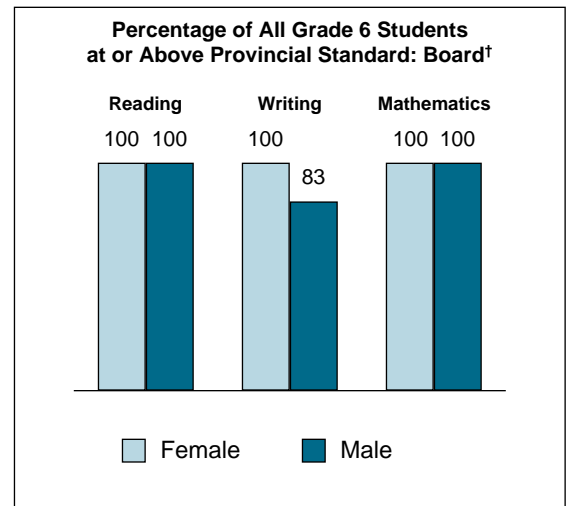
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: Gender††

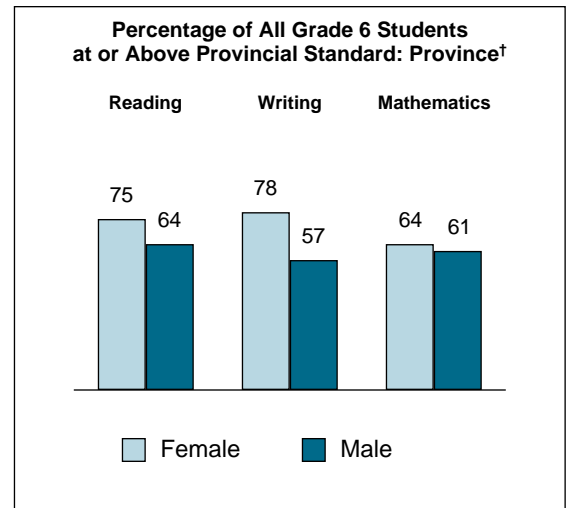
| Grade 6: School* | | | | | | |
|--|---------|------|---------|------|-------------|------|
| | Reading | | Writing | | Mathematics | |
| | Female | Male | Female | Male | Female | Male |
| <i>Number of Students</i> | 3 | 6 | 3 | 6 | 3 | 6 |
| Level 4 | 0% | 50% | 33% | 0% | 67% | 83% |
| Level 3 | 100% | 50% | 67% | 83% | 33% | 17% |
| Level 2 | 0% | 0% | 0% | 17% | 0% | 0% |
| Level 1 | 0% | 0% | 0% | 0% | 0% | 0% |
| NE1** | 0% | 0% | 0% | 0% | 0% | 0% |
| <i>Participating Students</i> | 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)† | 100% | 100% | 100% | 83% | 100% | 100% |



| Grade 6: Board* | | | | | | |
|--|---------|------|---------|------|-------------|------|
| | Reading | | Writing | | Mathematics | |
| | Female | Male | Female | Male | Female | Male |
| <i>Number of Students</i> | 3 | 6 | 3 | 6 | 3 | 6 |
| Level 4 | 0% | 50% | 33% | 0% | 67% | 83% |
| Level 3 | 100% | 50% | 67% | 83% | 33% | 17% |
| Level 2 | 0% | 0% | 0% | 17% | 0% | 0% |
| Level 1 | 0% | 0% | 0% | 0% | 0% | 0% |
| NE1** | 0% | 0% | 0% | 0% | 0% | 0% |
| <i>Participating Students</i> | 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)† | 100% | 100% | 100% | 83% | 100% | 100% |



| Grade 6: Province* | | | | | | |
|--|---------|--------|---------|--------|-------------|--------|
| | Reading | | Writing | | Mathematics | |
| | Female | Male | Female | Male | Female | Male |
| <i>Number of Students</i> | 66 270 | 69 799 | 66 275 | 69 800 | 66 275 | 69 800 |
| Level 4 | 14% | 8% | 13% | 5% | 13% | 13% |
| Level 3 | 61% | 57% | 65% | 52% | 52% | 47% |
| Level 2 | 19% | 24% | 20% | 37% | 27% | 27% |
| Level 1 | 4% | 6% | <1% | 1% | 5% | 7% |
| NE1** | <1% | 1% | <1% | <1% | <1% | <1% |
| <i>Participating Students</i> | 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.

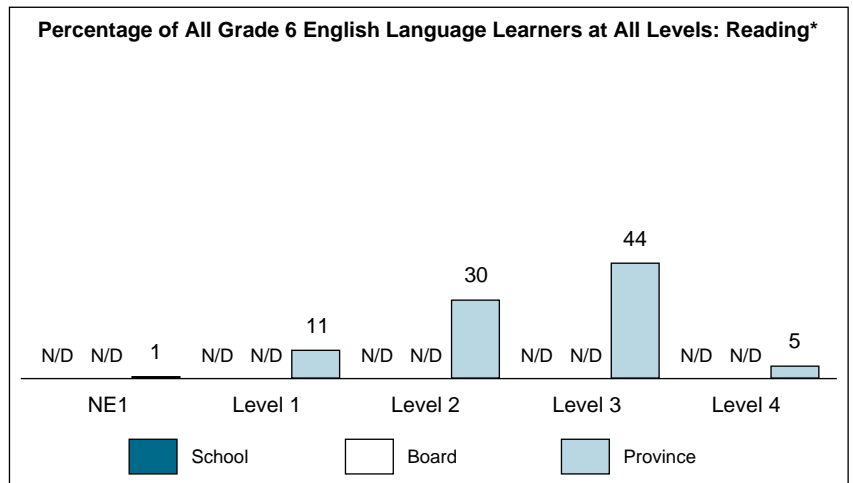
** See the Explanation of Terms.

† 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.

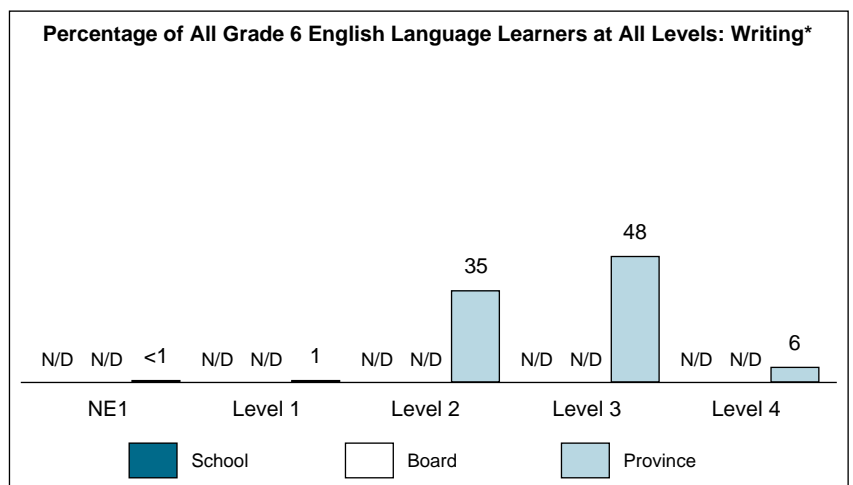
†† Results include only students for whom gender data were available.

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

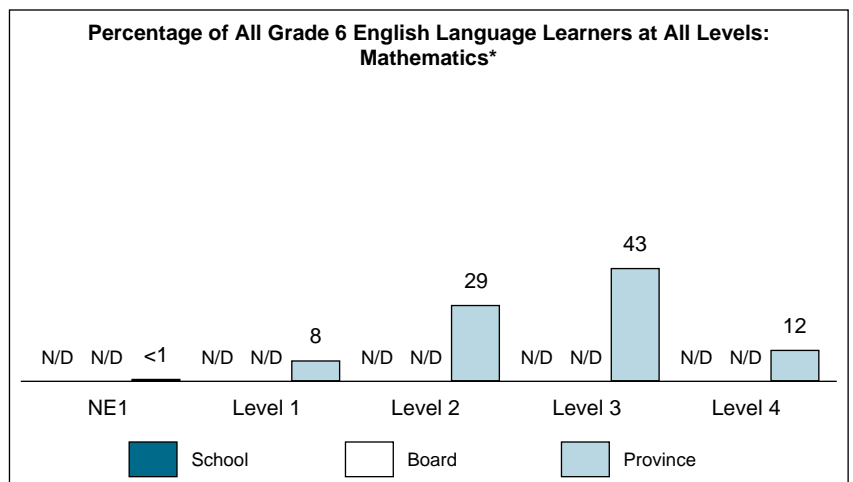
| English Language Learners: Reading* | | | | |
|---|---------------|-----|--------------|-------------------|
| Number of Students | School N/D | | Board N/D | Province 7 538 |
| | # | % | % | % |
| Level 4 | N/D | N/D | N/D | 5% |
| Level 3 | N/D | N/D | N/D | 44% |
| Level 2 | N/D | N/D | N/D | 30% |
| Level 1 | N/D | N/D | N/D | 11% |
| NE1** | N/D | N/D | N/D | 1% |
| Participating Students | N/D | N/D | N/D | 91% |
| No Data | N/D | N/D | N/D | 1% |
| Exempt | N/D | N/D | N/D | 8% |
| At or Above Provincial Standard (Levels 3 and 4) † | N/D | | N/D | 49% |



| English Language Learners: Writing* | | | | |
|---|---------------|-----|--------------|-------------------|
| Number of Students | School N/D | | Board N/D | Province 7 538 |
| | # | % | % | % |
| Level 4 | N/D | N/D | N/D | 6% |
| Level 3 | N/D | N/D | N/D | 48% |
| Level 2 | N/D | N/D | N/D | 35% |
| Level 1 | N/D | N/D | N/D | 1% |
| NE1** | N/D | N/D | N/D | <1% |
| Participating Students | N/D | N/D | N/D | 91% |
| No Data | N/D | N/D | N/D | 1% |
| Exempt | N/D | N/D | N/D | 8% |
| At or Above Provincial Standard (Levels 3 and 4) † | N/D | | N/D | 55% |



| English Language Learners: Mathematics* | | | | |
|---|---------------|-----|--------------|-------------------|
| Number of Students | School N/D | | Board N/D | Province 7 538 |
| | # | % | % | % |
| Level 4 | N/D | N/D | N/D | 12% |
| Level 3 | N/D | N/D | N/D | 43% |
| Level 2 | N/D | N/D | N/D | 29% |
| Level 1 | N/D | N/D | N/D | 8% |
| NE1** | N/D | N/D | N/D | <1% |
| Participating Students | N/D | N/D | N/D | 92% |
| No Data | N/D | N/D | N/D | 1% |
| Exempt | N/D | N/D | N/D | 7% |
| At or Above Provincial Standard (Levels 3 and 4) † | N/D | | N/D | 54% |



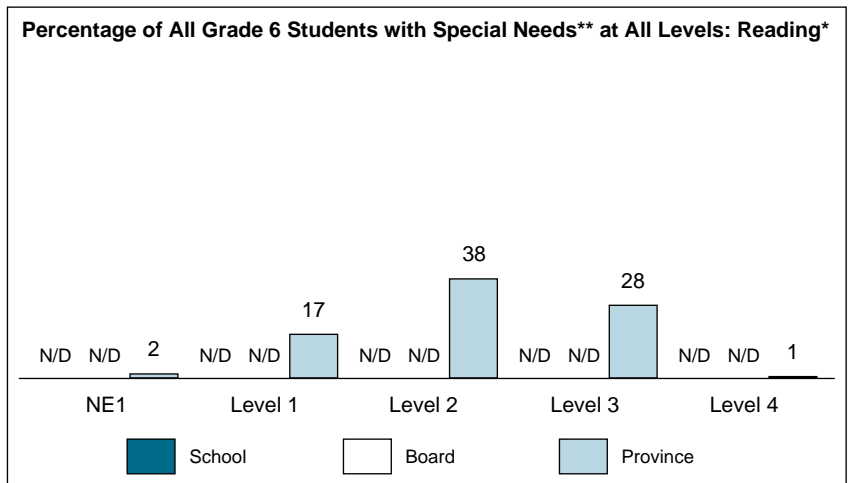
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

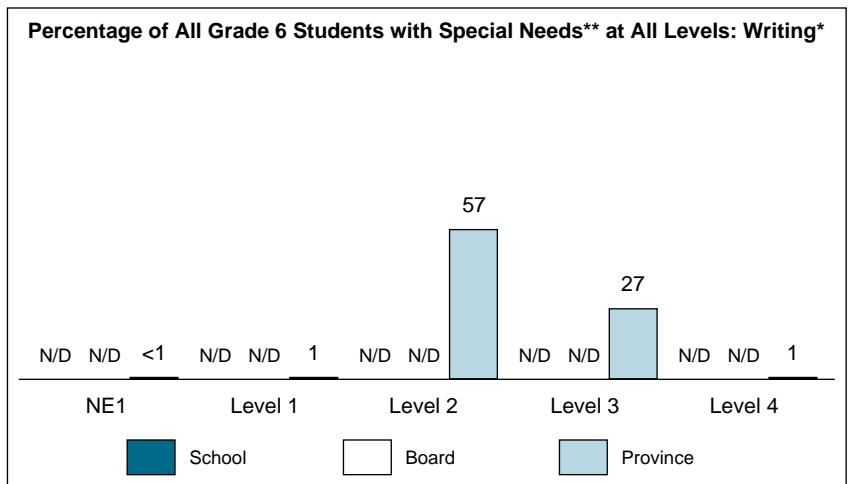
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

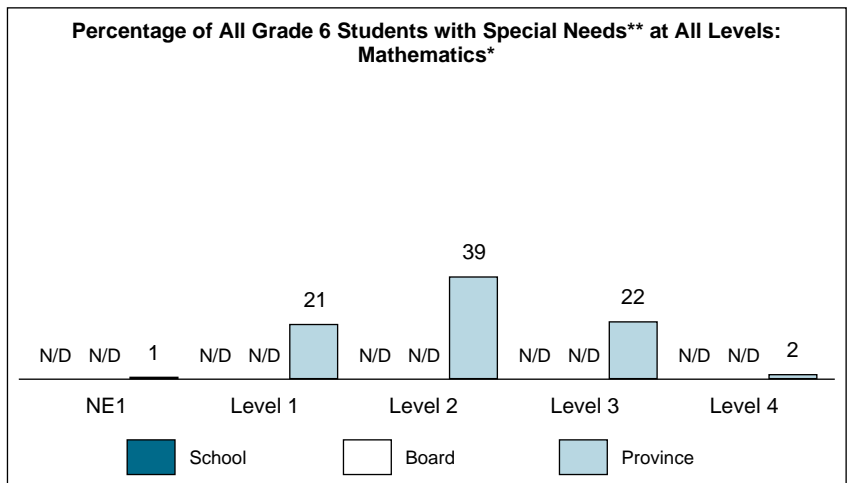
| Students with Special Needs**: Reading* | | | | |
|--|---------------|-----|--------------|--------------------|
| Number of Students | School N/D | | Board N/D | Province 24 319 |
| | # | % | % | % |
| Level 4 | N/D | N/D | N/D | 1% |
| Level 3 | N/D | N/D | N/D | 28% |
| Level 2 | N/D | N/D | N/D | 38% |
| Level 1 | N/D | N/D | N/D | 17% |
| NE1** | N/D | N/D | N/D | 2% |
| Participating Students | N/D | N/D | N/D | 86% |
| No Data | N/D | N/D | N/D | 1% |
| Exempt | N/D | N/D | N/D | 13% |
| At or Above Provincial Standard (Levels 3 and 4) † | | N/D | N/D | 29% |



| Students with Special Needs**: Writing* | | | | |
|--|---------------|-----|--------------|--------------------|
| Number of Students | School N/D | | Board N/D | Province 24 325 |
| | # | % | % | % |
| Level 4 | N/D | N/D | N/D | 1% |
| Level 3 | N/D | N/D | N/D | 27% |
| Level 2 | N/D | N/D | N/D | 57% |
| Level 1 | N/D | N/D | N/D | 1% |
| NE1** | N/D | N/D | N/D | <1% |
| Participating Students | N/D | N/D | N/D | 87% |
| No Data | N/D | N/D | N/D | 1% |
| Exempt | N/D | N/D | N/D | 12% |
| At or Above Provincial Standard (Levels 3 and 4) † | | N/D | N/D | 28% |



| Students with Special Needs**: Mathematics* | | | | |
|--|---------------|-----|--------------|--------------------|
| Number of Students | School N/D | | Board N/D | Province 24 325 |
| | # | % | % | % |
| Level 4 | N/D | N/D | N/D | 2% |
| Level 3 | N/D | N/D | N/D | 22% |
| Level 2 | N/D | N/D | N/D | 39% |
| Level 1 | N/D | N/D | N/D | 21% |
| NE1** | N/D | N/D | N/D | 1% |
| Participating Students | N/D | N/D | N/D | 85% |
| No Data | N/D | N/D | N/D | 1% |
| Exempt | N/D | N/D | N/D | 14% |
| At or Above Provincial Standard (Levels 3 and 4) † | | N/D | N/D | 24% |



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

** See the Explanation of Terms.

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

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

Contextual Information over Time: Grade 3*

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

| Grade 3 | 2004–2005 | 2005–2006 | 2006–2007 | 2007–2008 | 2008–2009 |
|---|----------------------------------|-----------|-----------|-----------|-----------|
| Enrolment | | | | | |
| Number of students | 16 | 9 | 14 | 14 | 13 |
| Participation in the Assessment | | | | | |
| Reading [†] | 100% | 100% | 100% | 100% | 100% |
| Writing [†] | 100% | 100% | 100% | 100% | 100% |
| Mathematics [†] | 100% | 100% | 100% | 93% | 100% |
| Gender | | | | | |
| Female | 69% | 33% | 36% | 43% | 62% |
| Male | 31% | 67% | 64% | 57% | 38% |
| Student Status | | | | | |
| English language learners** | 100% | 100% | 7% | 0% | 0% |
| Students with special needs (excluding gifted)** | 0% | 11% | 7% | 0% | 0% |
| Place of Birth | | | | | |
| Born in Canada | 75% | 100% | 86% | 93% | 92% |
| Born outside Canada | 25% | 0% | 14% | 7% | 8% |
| In Canada less than one year | 0% | 0% | 0% | 0% | 0% |
| In Canada one year or more but less than three years | 0% | 0% | 0% | 7% | 0% |
| In Canada three years or more | 12% | 0% | 7% | 0% | 0% |
| Language | | | | | |
| First language learned at home was other than English | 100% | 100% | 93% | 100% | 85% |
| Year Student Entered Current School | | | | | |
| Year of the assessment | | 11% | 21% | 7% | 8% |
| Year prior to the assessment | Data not collected ^{††} | 22% | 14% | 21% | 0% |
| 2 years prior to the assessment | | 67% | 21% | 14% | 8% |
| 3 or more years prior to the assessment | | 0% | 43% | 57% | 85% |
| Data not available | | 0% | 0% | 0% | 0% |

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

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

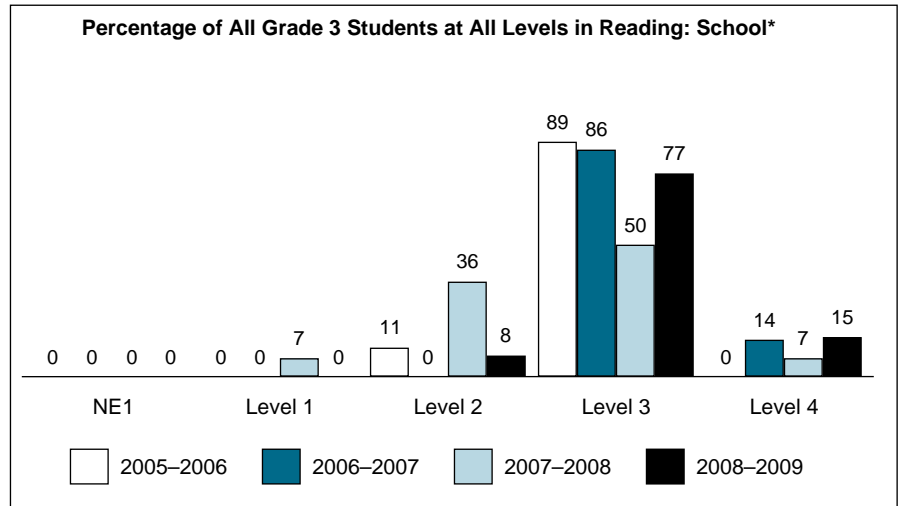
** See the Explanation of Terms.

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

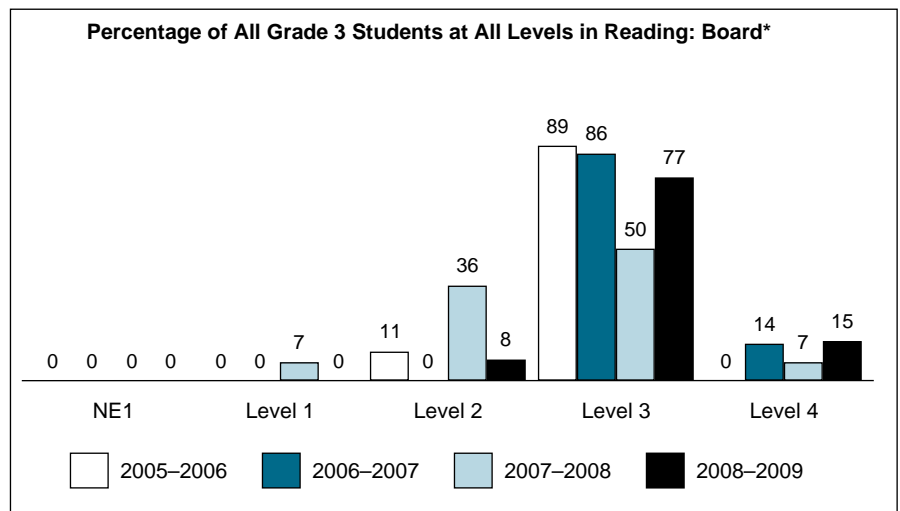
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Reading

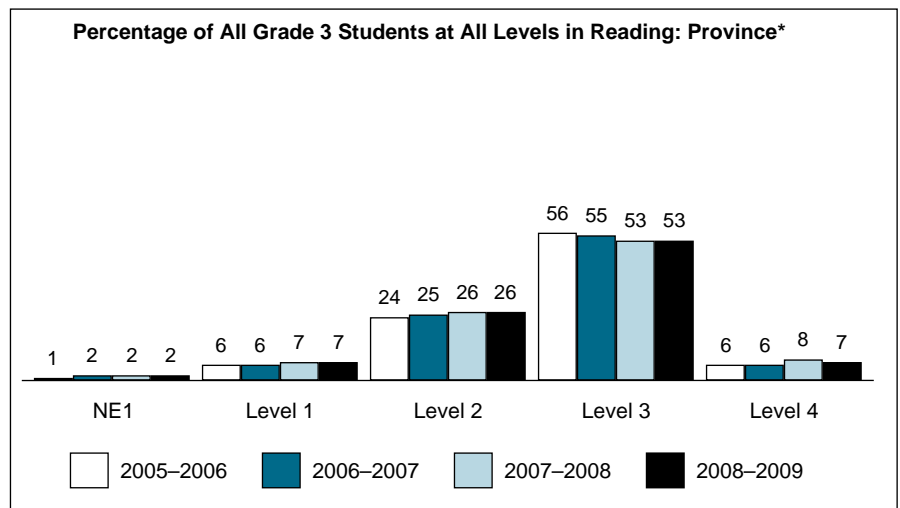
| Grade 3 Reading: School* | | | | |
|---|---------|---------|---------|---------|
| Year | '05-'06 | '06-'07 | '07-'08 | '08-'09 |
| <i>Number of Students</i> | 9 | 14 | 14 | 13 |
| Level 4 | 0% | 14% | 7% | 15% |
| Level 3 | 89% | 86% | 50% | 77% |
| Level 2 | 11% | 0% | 36% | 8% |
| Level 1 | 0% | 0% | 7% | 0% |
| NE1** | 0% | 0% | 0% | 0% |
| <i>Participating Students</i> | 100% | 100% | 100% | 100% |
| No Data | 0% | 0% | 0% | 0% |
| Exempt | 0% | 0% | 0% | 0% |
| At or Above Provincial Standard† | 89% | 100% | 57% | 92% |



| Grade 3 Reading: Board* | | | | |
|---|---------|---------|---------|---------|
| Year | '05-'06 | '06-'07 | '07-'08 | '08-'09 |
| <i>Number of Students</i> | 9 | 14 | 14 | 13 |
| Level 4 | 0% | 14% | 7% | 15% |
| Level 3 | 89% | 86% | 50% | 77% |
| Level 2 | 11% | 0% | 36% | 8% |
| Level 1 | 0% | 0% | 7% | 0% |
| NE1** | 0% | 0% | 0% | 0% |
| <i>Participating Students</i> | 100% | 100% | 100% | 100% |
| No Data | 0% | 0% | 0% | 0% |
| Exempt | 0% | 0% | 0% | 0% |
| At or Above Provincial Standard† | 89% | 100% | 57% | 92% |



| 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.

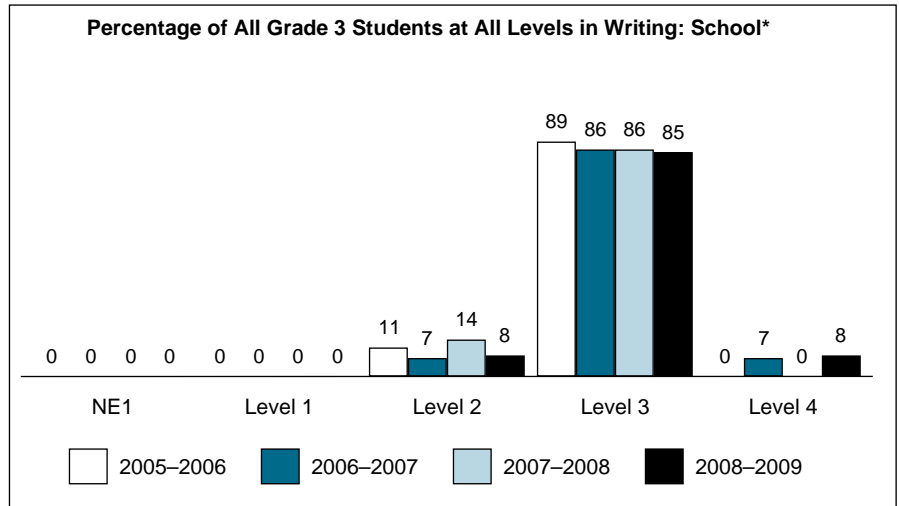
** See the Explanation of Terms.

† 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.

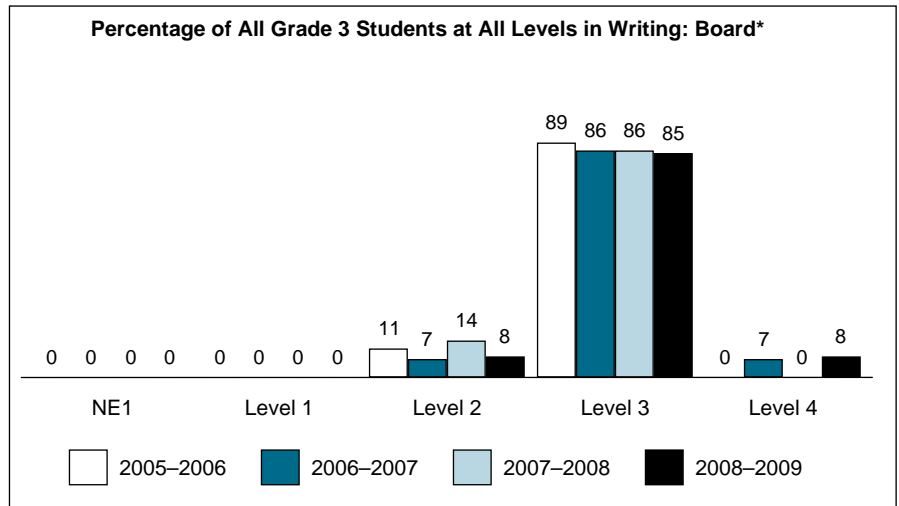
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Writing

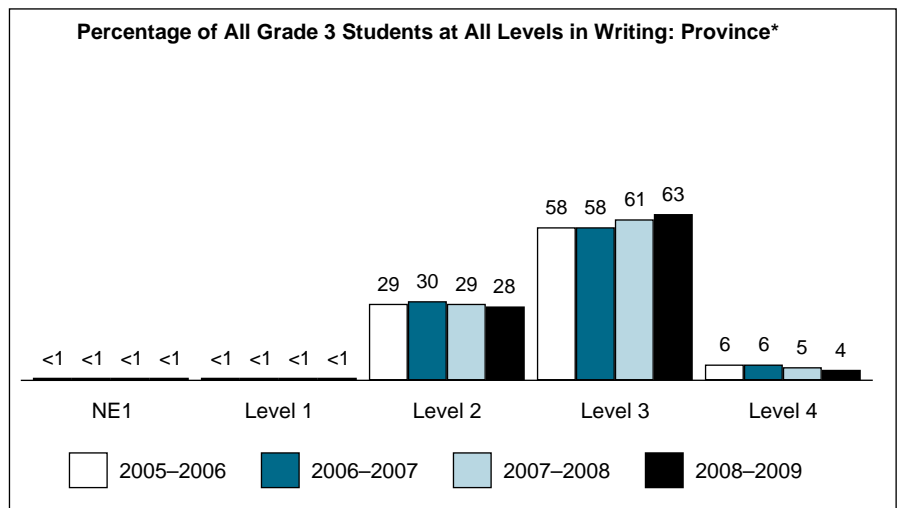
| Grade 3 Writing: School* | | | | |
|---|---------|---------|---------|---------|
| Year | '05-'06 | '06-'07 | '07-'08 | '08-'09 |
| <i>Number of Students</i> | 9 | 14 | 14 | 13 |
| Level 4 | 0% | 7% | 0% | 8% |
| Level 3 | 89% | 86% | 86% | 85% |
| Level 2 | 11% | 7% | 14% | 8% |
| Level 1 | 0% | 0% | 0% | 0% |
| NE1** | 0% | 0% | 0% | 0% |
| <i>Participating Students</i> | 100% | 100% | 100% | 100% |
| No Data | 0% | 0% | 0% | 0% |
| Exempt | 0% | 0% | 0% | 0% |
| At or Above Provincial Standard† | 89% | 93% | 86% | 92% |



| Grade 3 Writing: Board* | | | | |
|---|---------|---------|---------|---------|
| Year | '05-'06 | '06-'07 | '07-'08 | '08-'09 |
| <i>Number of Students</i> | 9 | 14 | 14 | 13 |
| Level 4 | 0% | 7% | 0% | 8% |
| Level 3 | 89% | 86% | 86% | 85% |
| Level 2 | 11% | 7% | 14% | 8% |
| Level 1 | 0% | 0% | 0% | 0% |
| NE1** | 0% | 0% | 0% | 0% |
| <i>Participating Students</i> | 100% | 100% | 100% | 100% |
| No Data | 0% | 0% | 0% | 0% |
| Exempt | 0% | 0% | 0% | 0% |
| At or Above Provincial Standard† | 89% | 93% | 86% | 92% |



| Grade 3 Writing: Province* | | | | |
|---|---------|---------|---------|---------|
| Year | '05-'06 | '06-'07 | '07-'08 | '08-'09 |
| <i>Number of Students</i> | 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% |
| <i>Participating Students</i> | 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.

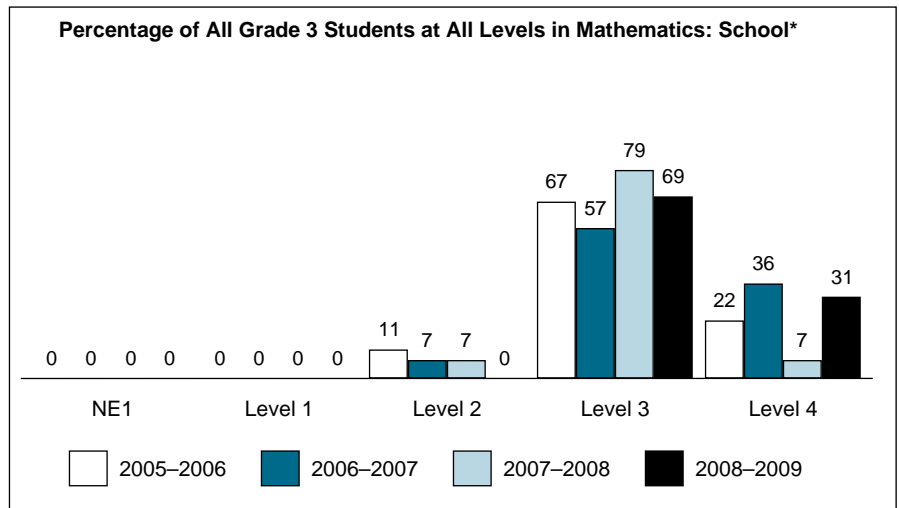
*** See the Explanation of Terms.

† 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.

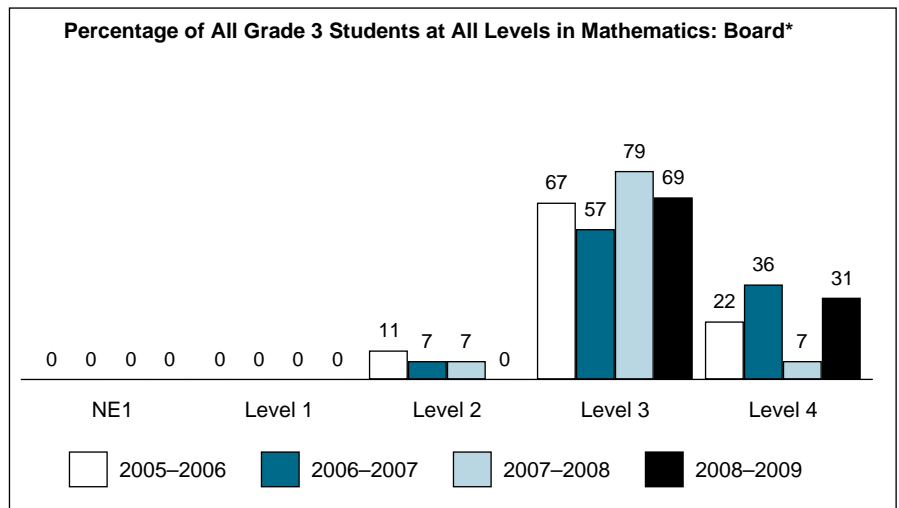
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Mathematics

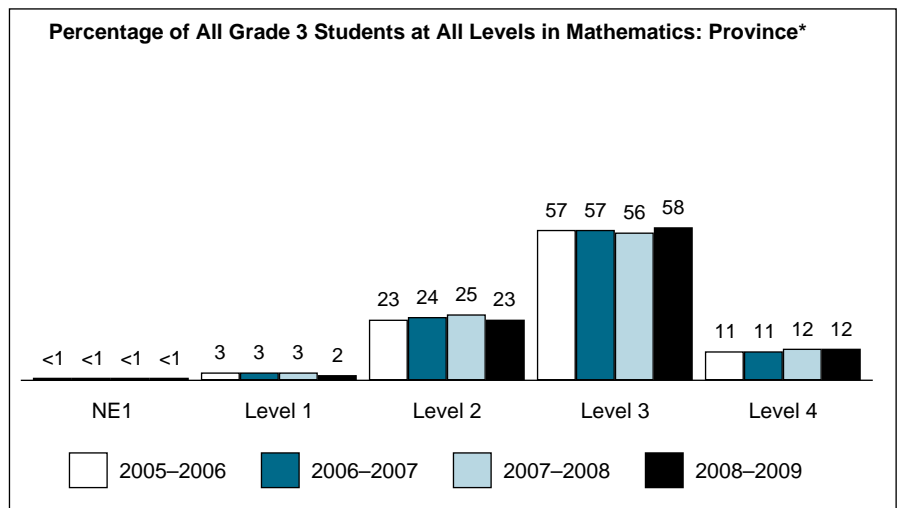
| Grade 3 Mathematics: School* | | | | |
|---|---------|---------|---------|---------|
| Year | '05-'06 | '06-'07 | '07-'08 | '08-'09 |
| <i>Number of Students</i> | 9 | 14 | 14 | 13 |
| Level 4 | 22% | 36% | 7% | 31% |
| Level 3 | 67% | 57% | 79% | 69% |
| Level 2 | 11% | 7% | 7% | 0% |
| Level 1 | 0% | 0% | 0% | 0% |
| NE1** | 0% | 0% | 0% | 0% |
| <i>Participating Students</i> | 100% | 100% | 93% | 100% |
| No Data | 0% | 0% | 7% | 0% |
| Exempt | 0% | 0% | 0% | 0% |
| At or Above Provincial Standard† | 89% | 93% | 86% | 100% |



| Grade 3 Mathematics: Board* | | | | |
|---|---------|---------|---------|---------|
| Year | '05-'06 | '06-'07 | '07-'08 | '08-'09 |
| <i>Number of Students</i> | 9 | 14 | 14 | 13 |
| Level 4 | 22% | 36% | 7% | 31% |
| Level 3 | 67% | 57% | 79% | 69% |
| Level 2 | 11% | 7% | 7% | 0% |
| Level 1 | 0% | 0% | 0% | 0% |
| NE1** | 0% | 0% | 0% | 0% |
| <i>Participating Students</i> | 100% | 100% | 93% | 100% |
| No Data | 0% | 0% | 7% | 0% |
| Exempt | 0% | 0% | 0% | 0% |
| At or Above Provincial Standard† | 89% | 93% | 86% | 100% |



| 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 | 0 | 0 | 13 | 9 | 9 |
| Participation in the Assessment | | | | | |
| Reading | - | - | 92% | 89% | 100% |
| Writing | - | - | 92% | 89% | 100% |
| Mathematics | - | - | 92% | 89% | 100% |
| Gender | | | | | |
| Female | - | - | 46% | 78% | 33% |
| Male | - | - | 54% | 22% | 67% |
| Student Status | | | | | |
| English language learners** | - | - | 8% | 0% | 0% |
| Students with special needs (excluding gifted)** | - | - | 0% | 0% | 0% |
| Place of Birth | | | | | |
| Born in Canada | - | - | 69% | 89% | 100% |
| Born outside Canada | - | - | 31% | 11% | 0% |
| In Canada less than one year | - | - | 8% | 0% | 0% |
| In Canada one year or more but less than three years | - | - | 0% | 0% | 0% |
| In Canada three years or more | - | - | 23% | 11% | 0% |
| Language | | | | | |
| First language learned at home was other than English | - | - | 100% | 100% | 100% |
| Year Student Entered Current School | | | | | |
| Year of the assessment | | - | 15% | 0% | 11% |
| Year prior to the assessment | Data not collected†† | - | 23% | 11% | 0% |
| 2 years prior to the assessment | | - | 15% | 22% | 0% |
| 3 or more years prior to the assessment | | - | 46% | 67% | 89% |
| Data not available | | - | 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.

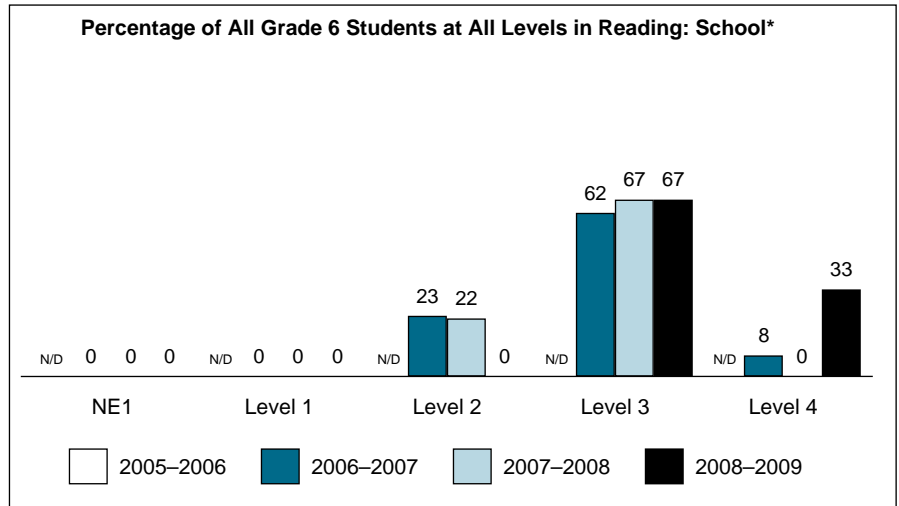
** See the Explanation of Terms.

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

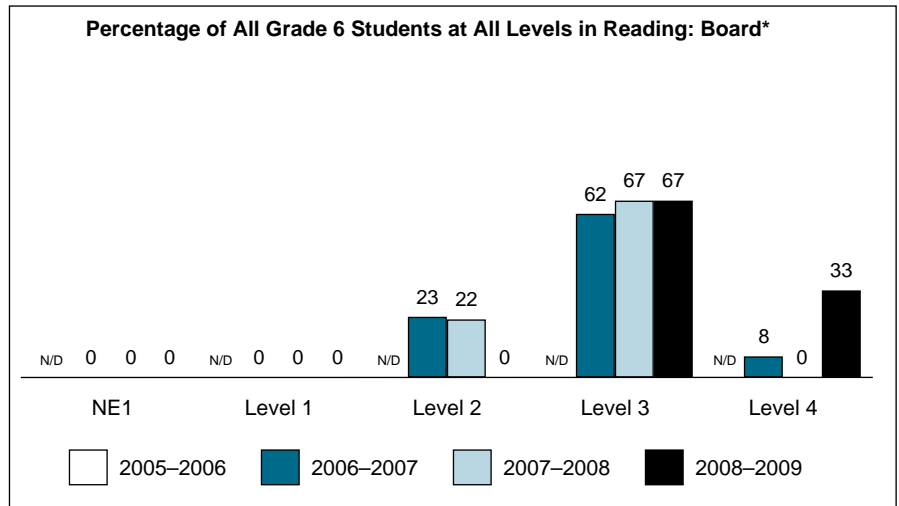
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Reading

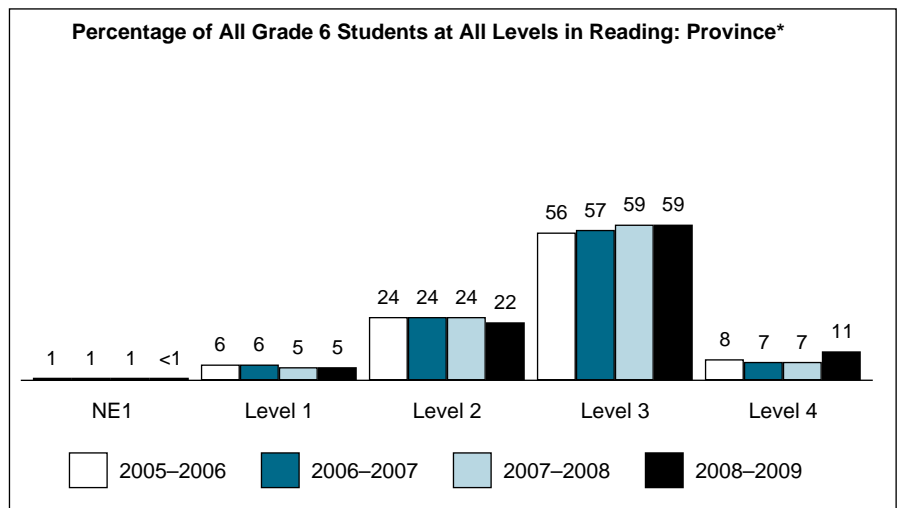
| Grade 6 Reading: School* | | | | |
|----------------------------------|------------|------------|------------|-------------|
| Year | '05-'06 | '06-'07 | '07-'08 | '08-'09 |
| <i>Number of Students</i> | <i>N/D</i> | <i>13</i> | <i>9</i> | <i>9</i> |
| Level 4 | N/D | 8% | 0% | 33% |
| Level 3 | N/D | 62% | 67% | 67% |
| Level 2 | N/D | 23% | 22% | 0% |
| Level 1 | N/D | 0% | 0% | 0% |
| NE1** | N/D | 0% | 0% | 0% |
| <i>Participating Students</i> | <i>N/D</i> | <i>92%</i> | <i>89%</i> | <i>100%</i> |
| No Data | N/D | 0% | 11% | 0% |
| Exempt | N/D | 8% | 0% | 0% |
| At or Above Provincial Standard† | N/D | 69% | 67% | 100% |



| Grade 6 Reading: Board* | | | | |
|----------------------------------|------------|------------|------------|-------------|
| Year | '05-'06 | '06-'07 | '07-'08 | '08-'09 |
| <i>Number of Students</i> | <i>N/D</i> | <i>13</i> | <i>9</i> | <i>9</i> |
| Level 4 | N/D | 8% | 0% | 33% |
| Level 3 | N/D | 62% | 67% | 67% |
| Level 2 | N/D | 23% | 22% | 0% |
| Level 1 | N/D | 0% | 0% | 0% |
| NE1** | N/D | 0% | 0% | 0% |
| <i>Participating Students</i> | <i>N/D</i> | <i>92%</i> | <i>89%</i> | <i>100%</i> |
| No Data | N/D | 0% | 11% | 0% |
| Exempt | N/D | 8% | 0% | 0% |
| At or Above Provincial Standard† | N/D | 69% | 67% | 100% |



| Grade 6 Reading: Province* | | | | |
|----------------------------------|----------------|----------------|----------------|----------------|
| Year | '05-'06 | '06-'07 | '07-'08 | '08-'09 |
| <i>Number of Students</i> | <i>146 711</i> | <i>145 901</i> | <i>140 420</i> | <i>136 069</i> |
| 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> | <i>95%</i> | <i>95%</i> | <i>96%</i> | <i>96%</i> |
| 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.

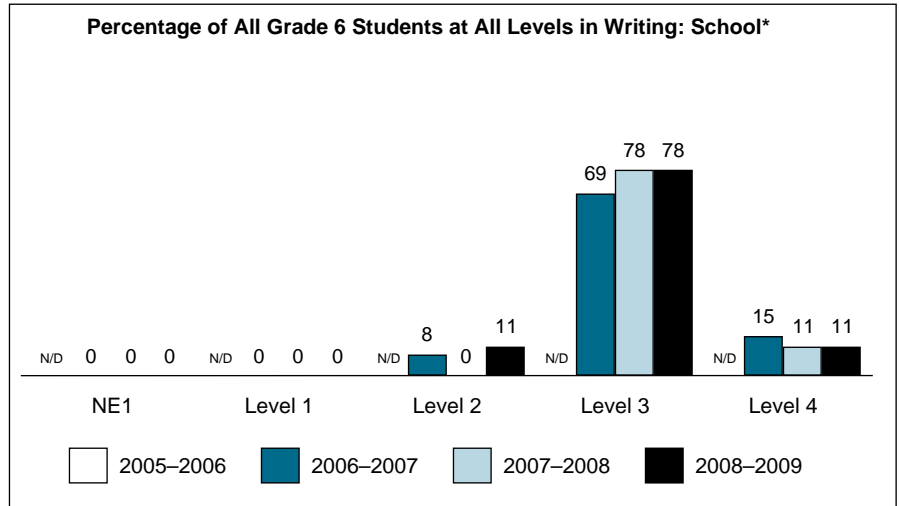
*** See the Explanation of Terms.

† 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.

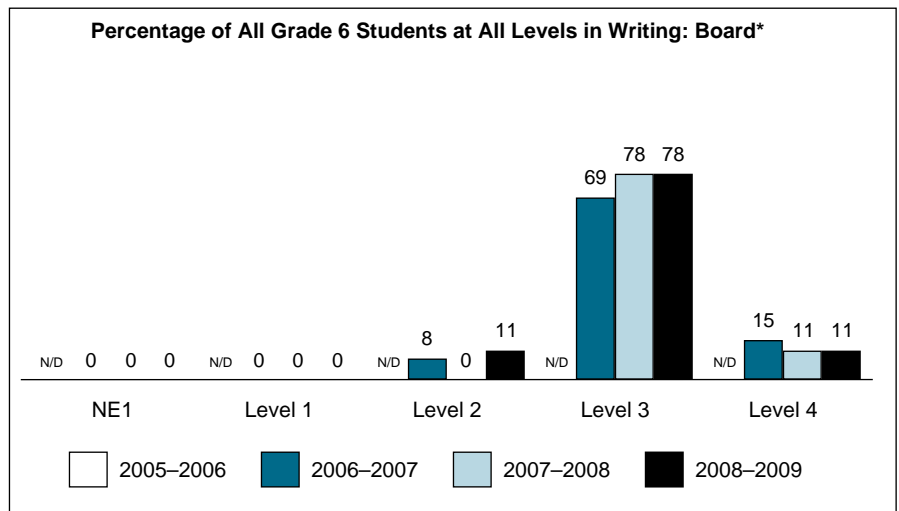
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Writing

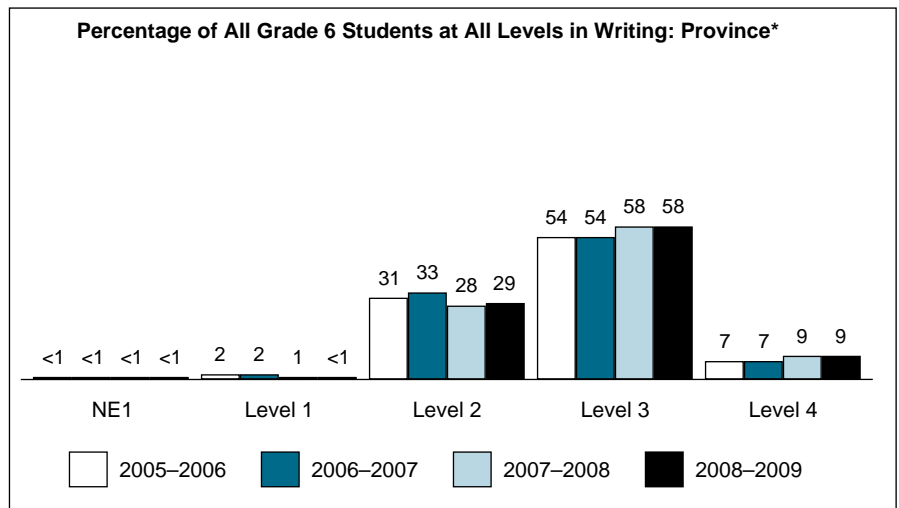
| Grade 6 Writing: School* | | | | |
|---|---------|---------|---------|---------|
| Year | '05-'06 | '06-'07 | '07-'08 | '08-'09 |
| <i>Number of Students</i> | N/D | 13 | 9 | 9 |
| Level 4 | N/D | 15% | 11% | 11% |
| Level 3 | N/D | 69% | 78% | 78% |
| Level 2 | N/D | 8% | 0% | 11% |
| Level 1 | N/D | 0% | 0% | 0% |
| NE1** | N/D | 0% | 0% | 0% |
| <i>Participating Students</i> | N/D | 92% | 89% | 100% |
| No Data | N/D | 0% | 11% | 0% |
| Exempt | N/D | 8% | 0% | 0% |
| At or Above Provincial Standard† | N/D | 85% | 89% | 89% |



| Grade 6 Writing: Board* | | | | |
|---|---------|---------|---------|---------|
| Year | '05-'06 | '06-'07 | '07-'08 | '08-'09 |
| <i>Number of Students</i> | N/D | 13 | 9 | 9 |
| Level 4 | N/D | 15% | 11% | 11% |
| Level 3 | N/D | 69% | 78% | 78% |
| Level 2 | N/D | 8% | 0% | 11% |
| Level 1 | N/D | 0% | 0% | 0% |
| NE1** | N/D | 0% | 0% | 0% |
| <i>Participating Students</i> | N/D | 92% | 89% | 100% |
| No Data | N/D | 0% | 11% | 0% |
| Exempt | N/D | 8% | 0% | 0% |
| At or Above Provincial Standard† | N/D | 85% | 89% | 89% |



| 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.

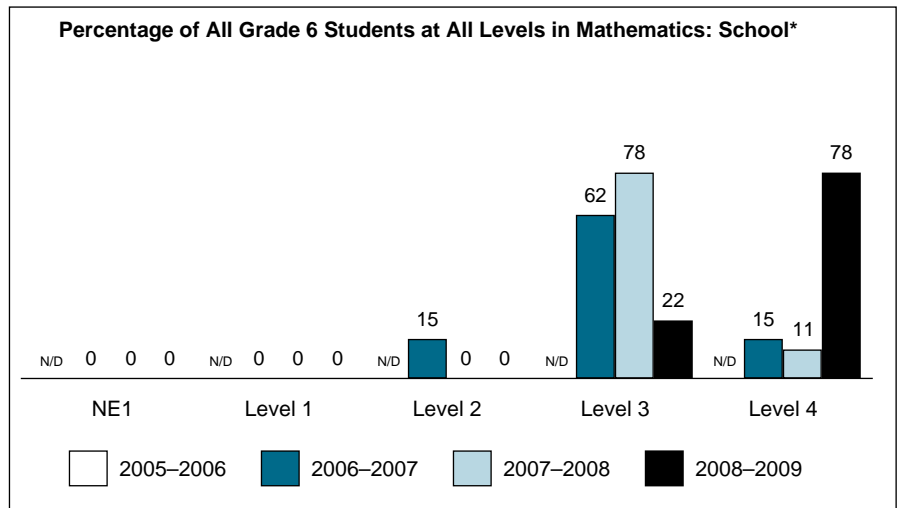
** See the Explanation of Terms.

† 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.

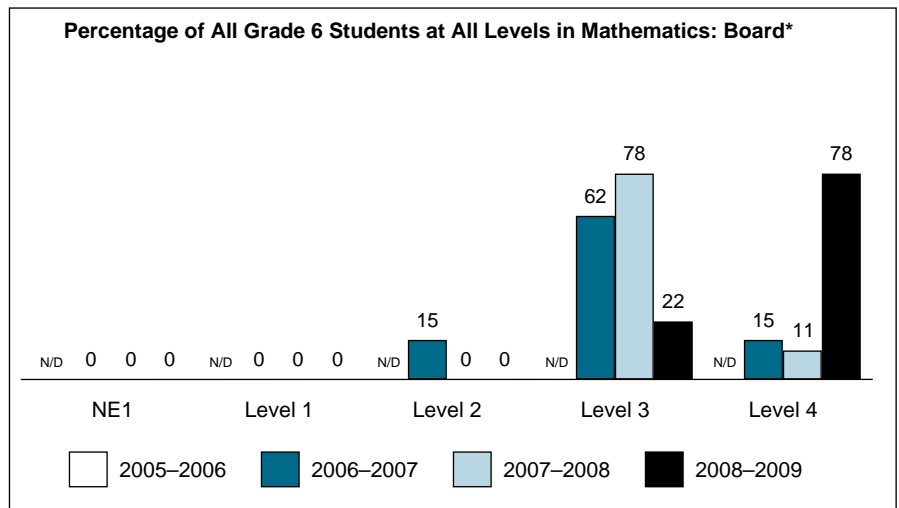
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Mathematics

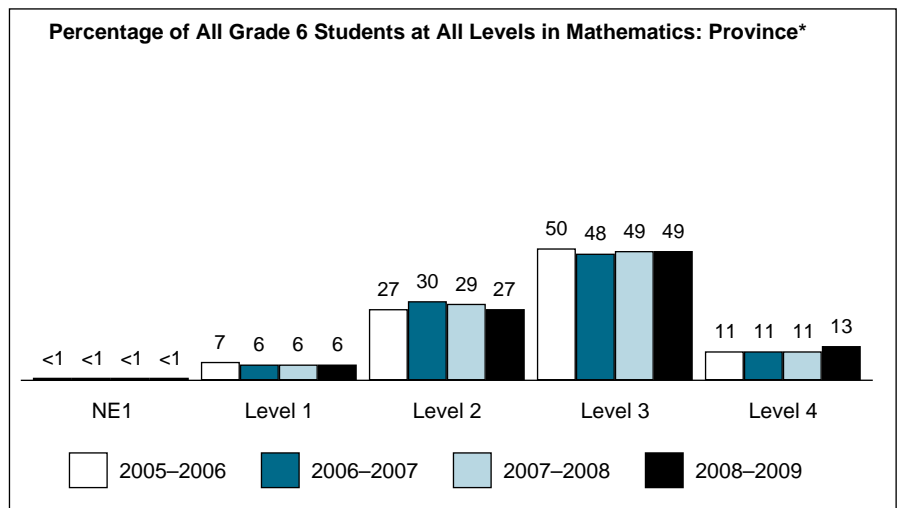
| Grade 6 Mathematics: School* | | | | |
|----------------------------------|---------|---------|---------|---------|
| Year | '05-'06 | '06-'07 | '07-'08 | '08-'09 |
| Number of Students | N/D | 13 | 9 | 9 |
| Level 4 | N/D | 15% | 11% | 78% |
| Level 3 | N/D | 62% | 78% | 22% |
| Level 2 | N/D | 15% | 0% | 0% |
| Level 1 | N/D | 0% | 0% | 0% |
| NE1** | N/D | 0% | 0% | 0% |
| Participating Students | N/D | 92% | 89% | 100% |
| No Data | N/D | 0% | 11% | 0% |
| Exempt | N/D | 8% | 0% | 0% |
| At or Above Provincial Standard† | N/D | 77% | 89% | 100% |



| Grade 6 Mathematics: Board* | | | | |
|----------------------------------|---------|---------|---------|---------|
| Year | '05-'06 | '06-'07 | '07-'08 | '08-'09 |
| Number of Students | N/D | 13 | 9 | 9 |
| Level 4 | N/D | 15% | 11% | 78% |
| Level 3 | N/D | 62% | 78% | 22% |
| Level 2 | N/D | 15% | 0% | 0% |
| Level 1 | N/D | 0% | 0% | 0% |
| NE1** | N/D | 0% | 0% | 0% |
| Participating Students | N/D | 92% | 89% | 100% |
| No Data | N/D | 0% | 11% | 0% |
| Exempt | N/D | 8% | 0% | 0% |
| At or Above Provincial Standard† | N/D | 77% | 89% | 100% |



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



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

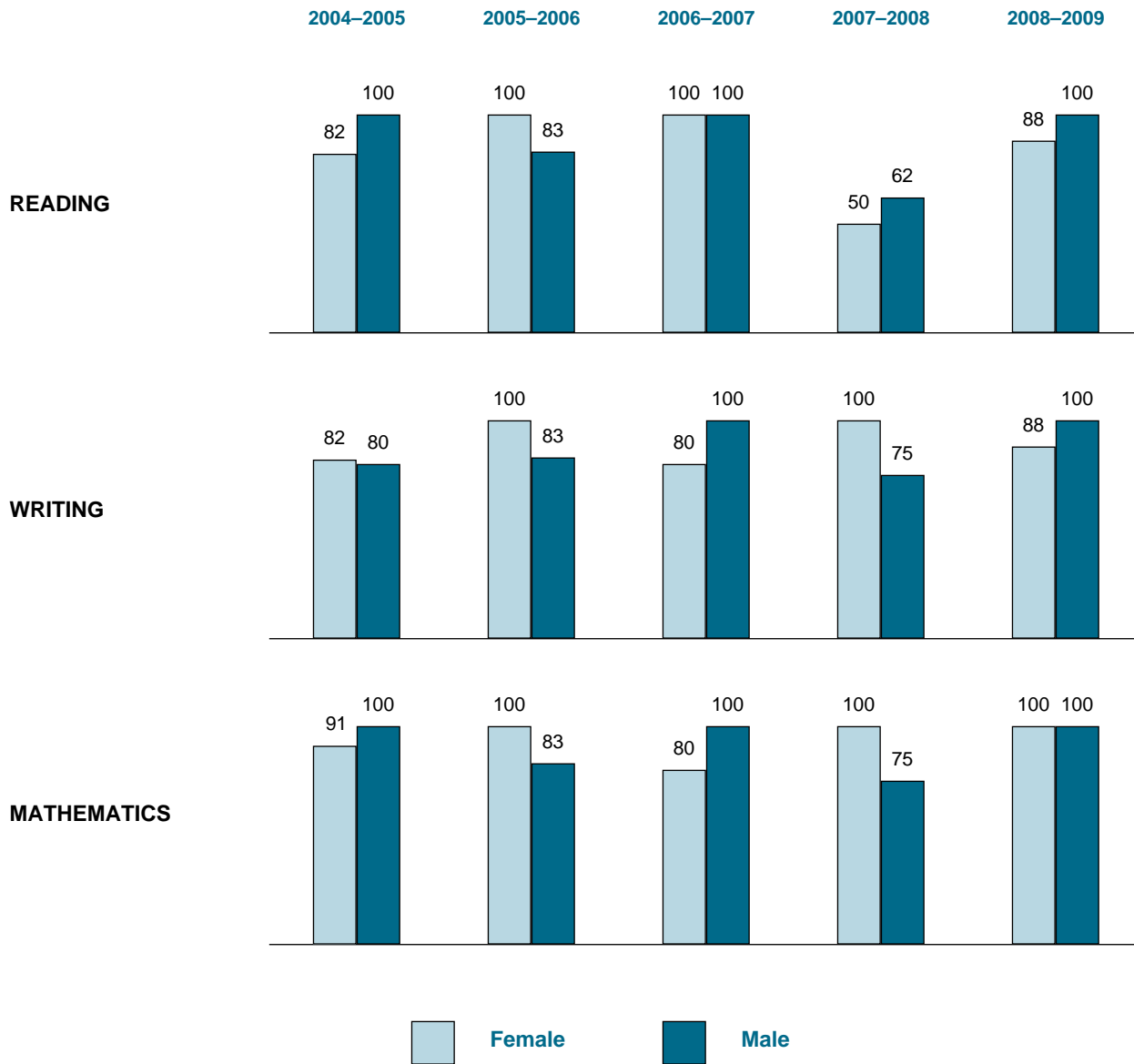
** Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

*** See the Explanation of Terms.

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

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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

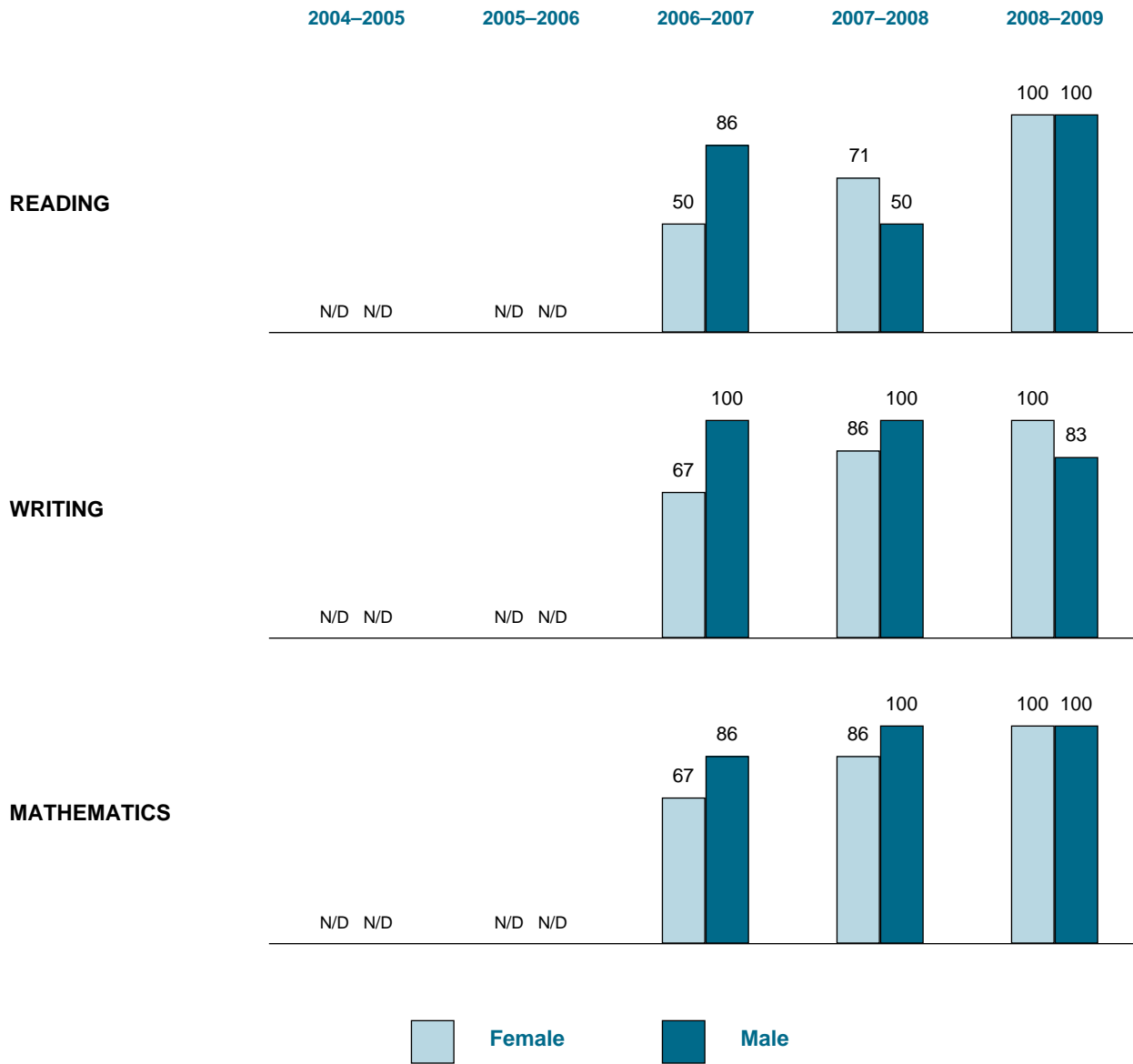


| School | Total Number of Grade 3 Students† | | | | | | | | | |
|--------|-----------------------------------|------|-----------|------|-----------|------|-----------|------|-----------|------|
| | 2004-2005 | | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | |
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| School | 11 | 5 | 3 | 6 | 5 | 9 | 6 | 8 | 8 | 5 |

† Includes only students for whom gender data were available.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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



Total Number of Grade 6 Students†

| | 2004-2005 | | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | |
|--------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| School | 0 | 0 | 0 | 0 | 6 | 7 | 7 | 2 | 3 | 6 |

† 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 (# = 13)

| Questionnaire Item | Percentage of Students* | | | Number of Students Who Answered "Yes" |
|---|-------------------------|-----------|----|---------------------------------------|
| | Yes | Sometimes | No | |
| I am a good reader. | 85 | 15 | | 11 |
| I like to read. | 38 | 46 | 15 | 5 |
| I read by myself at home. | 69 | 31 | | 9 |
| I read with someone older than me at home. | 8 | 23 | 69 | 1 |
| I use a computer for reading activities at school. | 46 | 15 | 38 | 6 |
| I am a good writer. | 54 | 46 | | 7 |
| I like to write. | 46 | 31 | 23 | 6 |
| I write by myself at home. | 77 | 23 | | 10 |
| Someone older than me helps me with my writing at home. | 15 | 46 | 38 | 2 |
| I use a computer for writing activities at school. | 15 | 38 | 46 | 2 |
| I am good at mathematics. | 77 | 23 | | 10 |
| I like mathematics. | 54 | 15 | 31 | 7 |
| I use mathematics to solve problems outside school. | 8 | 31 | 62 | 1 |
| Someone older than me helps me with my mathematics at home. | 8 | 46 | 46 | 1 |
| I use a computer to learn mathematics at school. | 15 | 15 | 69 | 2 |
| I use a calculator to learn mathematics at school. | 15 | 54 | 31 | 2 |
| At home, there is a computer for me to use for school work. | 77 | 15 | 8 | 10 |

■ Yes □ Sometimes ■ No

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

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 3 (# = 13)

| Questionnaire Item | Percentage of Students* | | Number of Students |
|---|-------------------------|----|--------------------|
| | | | |
| Language(s) students speak at home: | | | |
| only or mostly English | | 23 | 3 |
| another language (or other languages) as often as English | | 38 | 5 |
| only or mostly another language (or other languages) | | 38 | 5 |
| Language(s) that people speak to students at home: | | | |
| only or mostly English | | 8 | 1 |
| another language (or other languages) as often as English | | 31 | 4 |
| only or mostly another language (or other languages) | | 62 | 8 |

* 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 (# = 13) | Female* (# = N/R) | Male* (# = N/R) | All Students (# = 13) | Female* (# = N/R) | Male* (# = N/R) | 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. | 85% | N/R | N/R | 85% | N/R | N/R | 67% | 69% | 65% |
| I like to read. | 38% | N/R | N/R | 38% | N/R | N/R | 61% | 69% | 53% |
| I read by myself at home. | 69% | N/R | N/R | 69% | N/R | N/R | 59% | 61% | 57% |
| I read with someone older than me at home. | 8% | N/R | N/R | 8% | N/R | N/R | 15% | 14% | 16% |
| I use a computer for reading activities at school. | 46% | N/R | N/R | 46% | N/R | N/R | 22% | 22% | 23% |
| Writing | | | | | | | | | |
| I am a good writer. | 54% | N/R | N/R | 54% | N/R | N/R | 48% | 55% | 42% |
| I like to write. | 46% | N/R | N/R | 46% | N/R | N/R | 51% | 60% | 43% |
| I write by myself at home. | 77% | N/R | N/R | 77% | N/R | N/R | 54% | 59% | 50% |
| Someone older than me helps me with my writing at home. | 15% | N/R | N/R | 15% | N/R | N/R | 16% | 14% | 18% |
| I use a computer for writing activities at school. | 15% | N/R | N/R | 15% | N/R | N/R | 26% | 25% | 26% |
| Mathematics | | | | | | | | | |
| I am good at mathematics. | 77% | N/R | N/R | 77% | N/R | N/R | 53% | 46% | 60% |
| I like mathematics. | 54% | N/R | N/R | 54% | N/R | N/R | 59% | 57% | 61% |
| I use mathematics to solve problems outside school. | 8% | N/R | N/R | 8% | N/R | N/R | 31% | 31% | 32% |
| Someone older than me helps me with my mathematics at home. | 8% | N/R | N/R | 8% | N/R | N/R | 26% | 28% | 24% |
| I use a computer to learn mathematics at school. | 15% | N/R | N/R | 15% | N/R | N/R | 25% | 25% | 25% |
| I use a calculator to learn mathematics at school. | 15% | N/R | N/R | 15% | N/R | N/R | 13% | 11% | 14% |
| Computer at home | | | | | | | | | |
| There is a computer for me to use for school work. | 77% | N/R | N/R | 77% | N/R | N/R | 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 (# = 13) | Female* (# = N/R) | Male* (# = N/R) | All Students (# = 13) | Female* (# = N/R) | Male* (# = N/R) | All Students (# = 119 830) | Female* (# = 58 867) | Male* (# = 60 963) |
| Language(s) students speak at home:** | | | | | | | | | |
| only or mostly English | 23% | N/R | N/R | 23% | N/R | N/R | 79% | 78% | 80% |
| another language (or other languages) as often as English | 38% | N/R | N/R | 38% | N/R | N/R | 12% | 13% | 11% |
| only or mostly another language (or other languages) | 38% | N/R | N/R | 38% | N/R | N/R | 8% | 8% | 8% |
| Language(s) that people speak to students at home:** | | | | | | | | | |
| only or mostly English | 8% | N/R | N/R | 8% | N/R | N/R | 74% | 74% | 75% |
| another language (or other languages) as often as English | 31% | N/R | N/R | 31% | N/R | N/R | 12% | 12% | 11% |
| only or mostly another language (or other languages) | 62% | N/R | N/R | 62% | N/R | N/R | 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 (# = 9) | | |
|--|-------------------------|---------------------------------------|
| Questionnaire Item | Percentage of Students* | Number of Students Who Answered "Yes" |
| | | |
| I am a good reader. | | 8 |
| I like to read. | | 8 |
| I read by myself at home. | | 9 |
| I read with someone older than me at home. | | 1 |
| I use a computer for reading activities at school. | | 1 |
| I am a good writer. | | 4 |
| I like to write. | | 2 |
| I write by myself at home. | | 8 |
| Someone older than me helps me with my writing at home. | | 0 |
| I use a computer for writing activities at school. | | 1 |
| I am good at mathematics. | | 6 |
| I like mathematics. | | 5 |
| I use mathematics to solve problems outside school. | | 5 |
| Someone older than me helps me with my mathematics at home. | | 0 |
| I use a computer to learn mathematics at school. | | 0 |
| I use a calculator to learn mathematics at school. | | 0 |
| At home, there is a computer for me to use for school work. | | 6 |

Yes Sometimes No

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

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = 9)

| Questionnaire Item | Percentage of Students* | | Number of Students |
|---|-------------------------|----|--------------------|
| | | | |
| Language(s) students speak at home: | | | |
| only or mostly English | | 67 | 6 |
| another language (or other languages) as often as English | | 33 | 3 |
| only or mostly another language (or other languages) | | 0 | 0 |
| Language(s) that people speak to students at home: | | | |
| only or mostly English | | 33 | 3 |
| another language (or other languages) as often as English | | 44 | 4 |
| only or mostly another language (or other languages) | | 22 | 2 |

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

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

| GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male) | School | | | Board | | | Province | | |
|--|-------------------------|----------------------|--------------------|-------------------------|----------------------|--------------------|-------------------------------|-------------------------|-----------------------|
| | All Students (# = 9) | Female* (# = N/R) | Male* (# = N/R) | All Students (# = 9) | Female* (# = N/R) | Male* (# = N/R) | 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. | 89% | N/R | N/R | 89% | N/R | N/R | 65% | 69% | 61% |
| I like to read. | 89% | N/R | N/R | 89% | N/R | N/R | 53% | 64% | 42% |
| I read by myself at home. | 100% | N/R | N/R | 100% | N/R | N/R | 70% | 78% | 62% |
| I read with someone older than me at home. | 11% | N/R | N/R | 11% | N/R | N/R | 4% | 3% | 4% |
| I use a computer for reading activities at school. | 11% | N/R | N/R | 11% | N/R | N/R | 13% | 13% | 14% |
| Writing | | | | | | | | | |
| I am a good writer. | 44% | N/R | N/R | 44% | N/R | N/R | 42% | 48% | 36% |
| I like to write. | 22% | N/R | N/R | 22% | N/R | N/R | 42% | 52% | 32% |
| I write by myself at home. | 89% | N/R | N/R | 89% | N/R | N/R | 50% | 57% | 43% |
| Someone older than me helps me with my writing at home. | 0% | N/R | N/R | 0% | N/R | N/R | 9% | 7% | 10% |
| I use a computer for writing activities at school. | 11% | N/R | N/R | 11% | N/R | N/R | 30% | 29% | 31% |
| Mathematics | | | | | | | | | |
| I am good at mathematics. | 67% | N/R | N/R | 67% | N/R | N/R | 49% | 40% | 57% |
| I like mathematics. | 56% | N/R | N/R | 56% | N/R | N/R | 45% | 38% | 51% |
| I use mathematics to solve problems outside school. | 56% | N/R | N/R | 56% | N/R | N/R | 35% | 31% | 38% |
| Someone older than me helps me with my mathematics at home. | 0% | N/R | N/R | 0% | N/R | N/R | 22% | 25% | 19% |
| I use a computer to learn mathematics at school. | 0% | N/R | N/R | 0% | N/R | N/R | 13% | 13% | 13% |
| I use a calculator to learn mathematics at school. | 0% | N/R | N/R | 0% | N/R | N/R | 25% | 26% | 24% |
| Computer at home | | | | | | | | | |
| There is a computer for me to use for school work. | 67% | N/R | N/R | 67% | N/R | N/R | 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 (# = 9) | Female* (# = N/R) | Male* (# = N/R) | All Students (# = 9) | Female* (# = N/R) | Male* (# = N/R) | All Students (# = 130 290) | Female* (# = 64 074) | Male* (# = 66 216) |
| Language(s) students speak at home:** | | | | | | | | | |
| only or mostly English | 67% | N/R | N/R | 67% | N/R | N/R | 81% | 81% | 82% |
| another language (or other languages) as often as English | 33% | N/R | N/R | 33% | N/R | N/R | 12% | 13% | 11% |
| only or mostly another language (or other languages) | 0% | N/R | N/R | 0% | N/R | N/R | 6% | 6% | 7% |
| Language(s) that people speak to students at home:** | | | | | | | | | |
| only or mostly English | 33% | N/R | N/R | 33% | N/R | N/R | 76% | 75% | 76% |
| another language (or other languages) as often as English | 44% | N/R | N/R | 44% | N/R | N/R | 12% | 13% | 12% |
| only or mostly another language (or other languages) | 22% | N/R | N/R | 22% | N/R | N/R | 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</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 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 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. |