



Detailed School Results



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

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

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

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

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

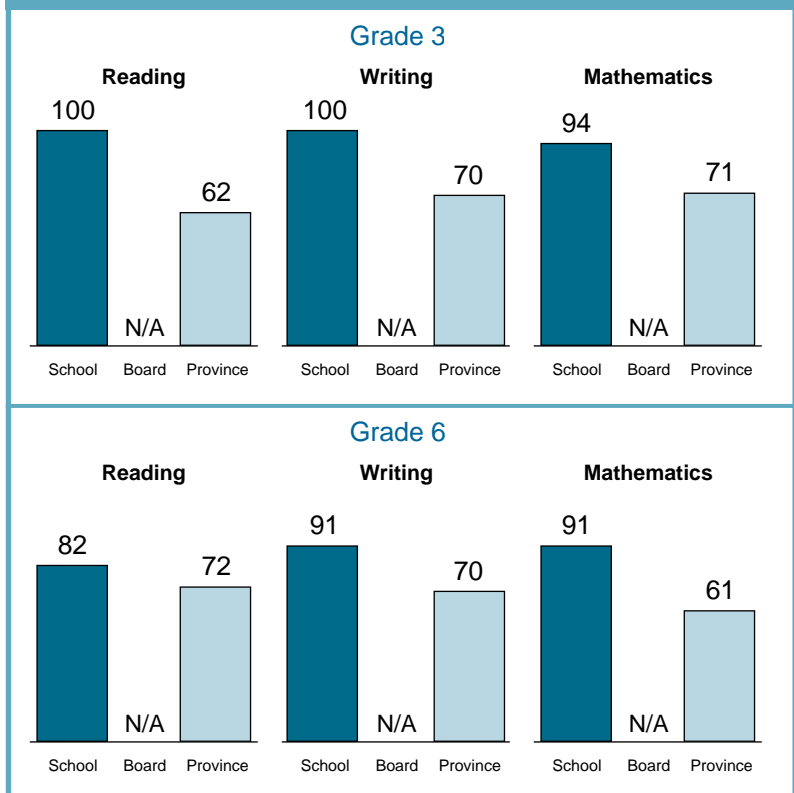
I trust that this report will help parents, educators and all who are committed to a strong public education system to work together so that all students realize their full potential.

Sincerely,

Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

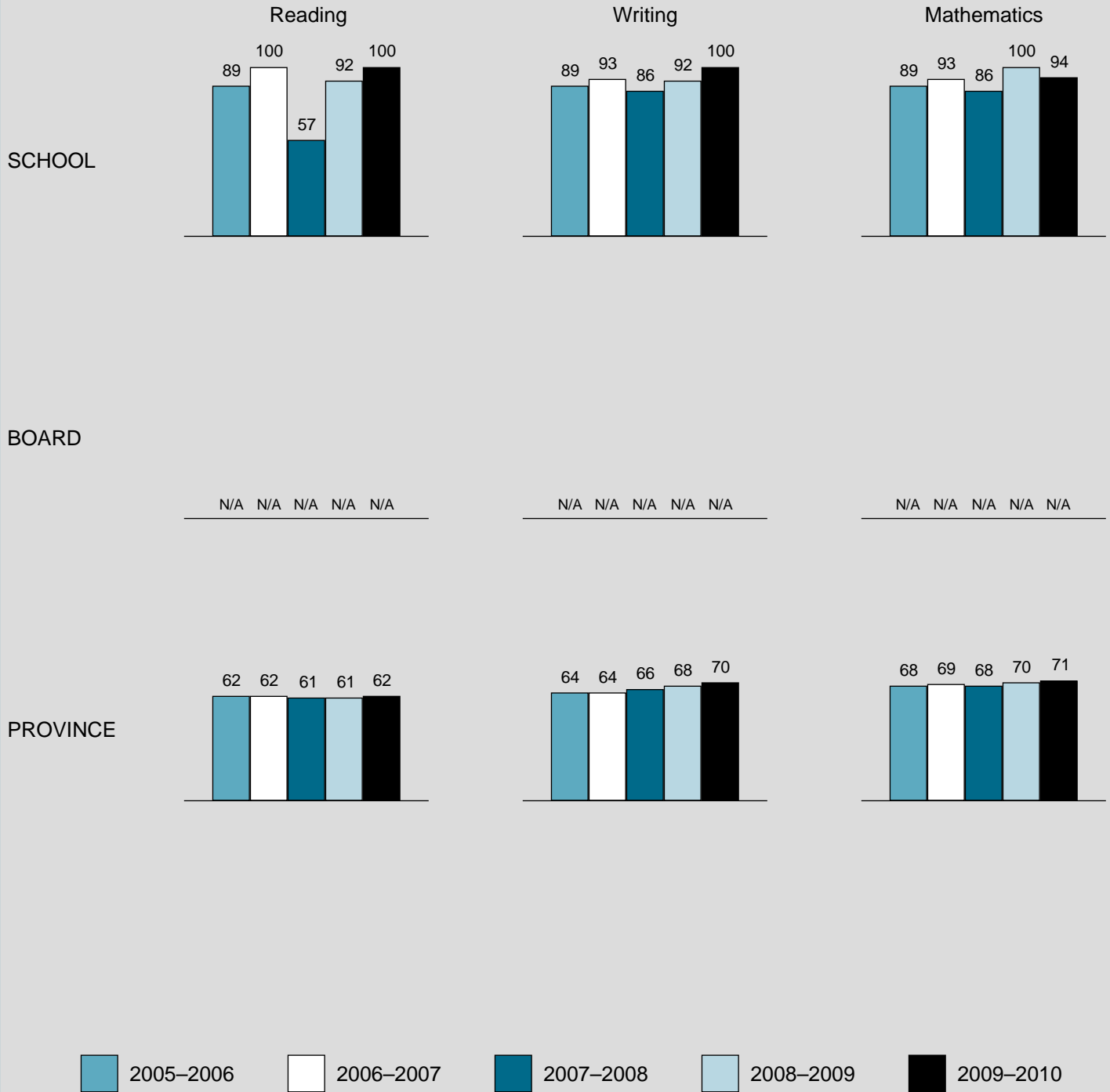
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2009–2010



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

Percentage of Students: Grade 3

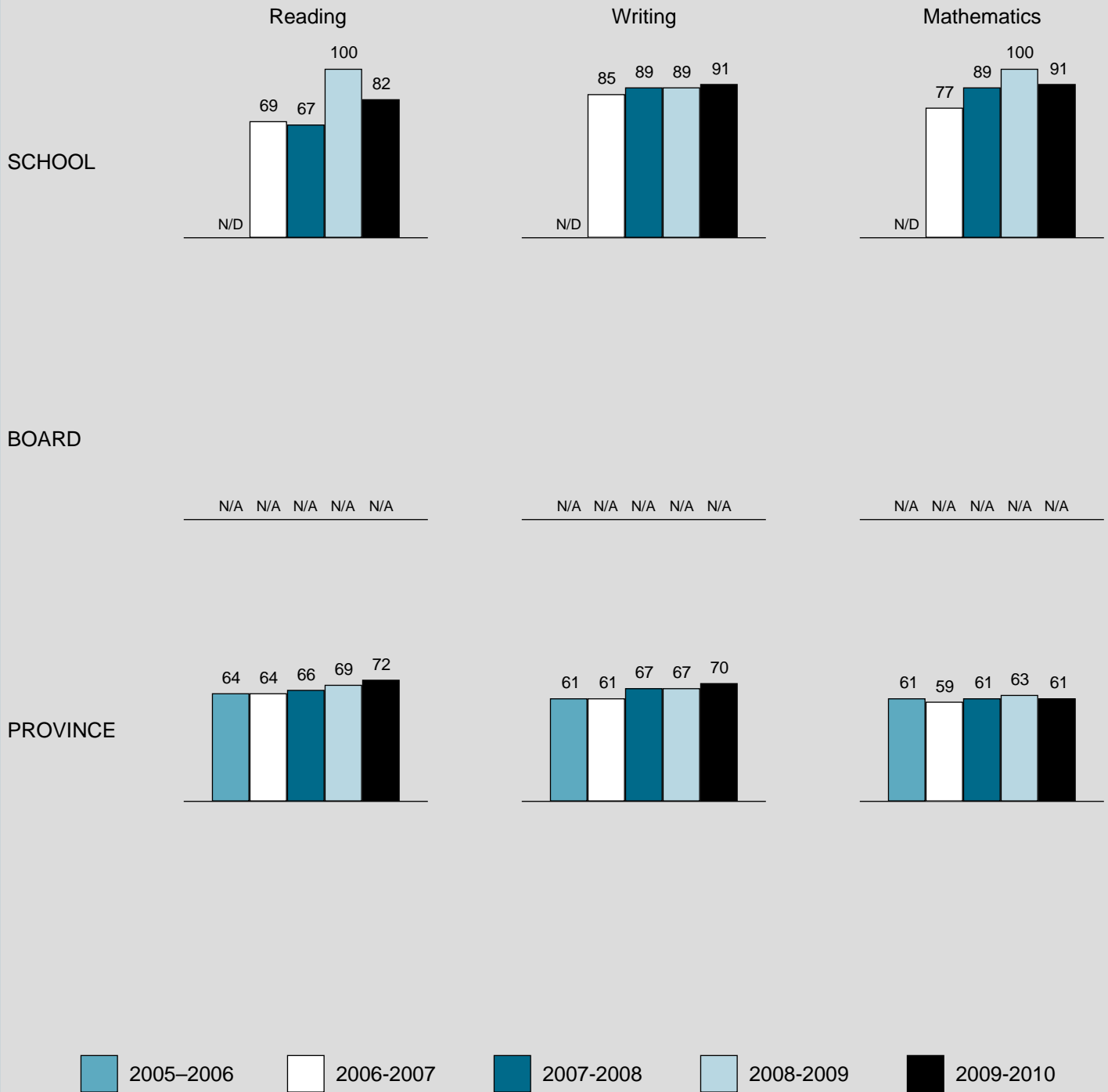


Total Number of Grade 3 Students

	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
School	9	14	14	13	16
Board	N/A	N/A	N/A	N/A	N/A
Province	132 782	131 012	128 660	125 481	127 789

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

Percentage of Students: Grade 6



Total Number of Grade 6 Students

	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
School	0	13	9	9	11
Board	N/A	N/A	N/A	N/A	N/A
Province	146 711	145 901	140 420	136 076	134 294

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 education 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, 2009–2010

Contextual Information: Grade 3*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 3 students	16		N/A		127 789	
Number of classes with Grade 3 students	2		N/A		9 461	
Number of schools with Grade 3 classes	Not applicable		N/A		3 375	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	8	50%	N/A	N/A	62 341	49%
Male	8	50%	N/A	N/A	65 446	51%
Gender not specified	0	0%	N/A	N/A	2	<1%
Student Status						
English language learners**	0	0%	N/A	N/A	11 992	9%
Students with special education needs (excluding gifted)**	0	0%	N/A	N/A	19 352	15%
Place of Birth						
Born in Canada	12	75%	N/A	N/A	114 929	90%
Born outside Canada	4	25%	N/A	N/A	12 670	10%
In Canada less than one year	1	6%	N/A	N/A	747	1%
In Canada one year or more but less than three years	0	0%	N/A	N/A	2 865	2%
In Canada three years or more	3	19%	N/A	N/A	8 271	6%
Language						
First language learned at home was other than English	16	100%	N/A	N/A	27 279	21%
Year Student Entered Current School						
Year of the assessment	15	94%	N/A	N/A	16 829	13%
Year prior to the assessment	0	0%	N/A	N/A	13 604	11%
2 years prior to the assessment	0	0%	N/A	N/A	17 460	14%
3 or more years prior to the assessment	1	6%	N/A	N/A	79 491	62%
Data not available	0	0%	N/A	N/A	405	<1%
Year Student Entered Current Board						
Year of the assessment	15	94%	N/A	N/A	8 323	7%
Year prior to the assessment	0	0%	N/A	N/A	7 489	6%
2 years prior to the assessment	0	0%	N/A	N/A	11 033	9%
3 or more years prior to the assessment	1	6%	N/A	N/A	97 453	76%
Data not available	0	0%	N/A	N/A	3 491	3%

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

** See the Explanation of Terms.

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

Contextual Information: Grade 3 (continued)

Participation in the Assessment	School		Board		Province	
Number of Grade 3 students*						
Reading	16		N/A		123 813	
Writing	16		N/A		123 800	
Mathematics	16		N/A		127 726	
Number Percent Number Percent Number Percent						
Students who participated (excludes “no data” and “exempt”)**						
Reading	16	100%	N/A	N/A	119 249	96%
Writing	16	100%	N/A	N/A	119 771	97%
Mathematics	16	100%	N/A	N/A	123 568	97%
Students who did not complete any part of the assessment (“no data”)**						
Reading	0	0%	N/A	N/A	778	1%
Writing	0	0%	N/A	N/A	768	1%
Mathematics	0	0%	N/A	N/A	848	1%
Students who were exempted**						
All three subjects	0	0%	N/A	N/A	3 028	2%
Reading	0	0%	N/A	N/A	3 786	3%
Writing	0	0%	N/A	N/A	3 261	3%
Mathematics	0	0%	N/A	N/A	3 310	3%
Participating English language learners who received a special provision**						
Reading	0	0%	N/A	N/A	2 482	2%
Writing	0	0%	N/A	N/A	2 517	2%
Mathematics	0	0%	N/A	N/A	2 431	2%
Participating students who received one or more accommodations†**						
Reading	0	0%	N/A	N/A	16 259	14%
Writing	0	0%	N/A	N/A	16 677	14%
Mathematics	0	0%	N/A	N/A	16 387	13%

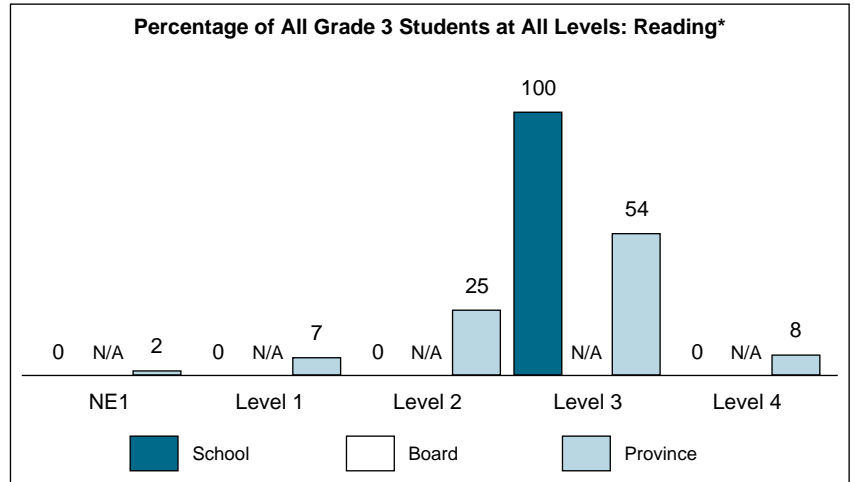
* Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

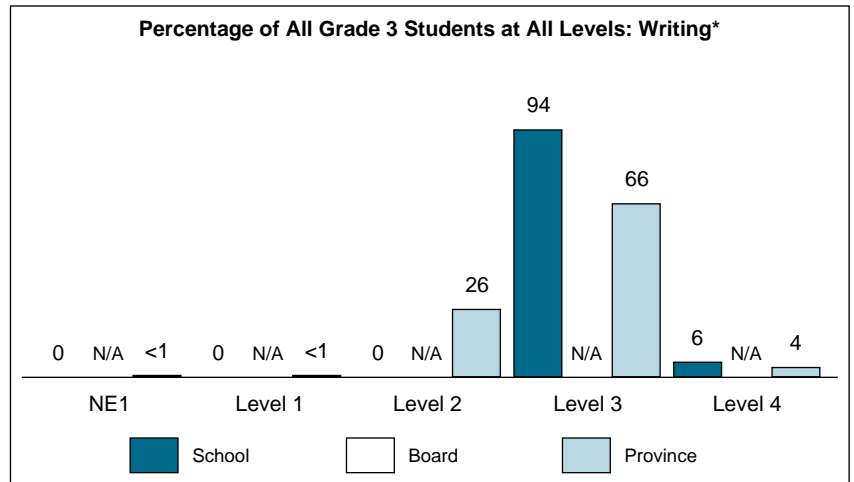
† Includes students with an Individual Education Plan, students designated as English language learners and students receiving special permission.

Results in Reading, Writing and Mathematics, 2009–2010 Grade 3: All Students^{††}

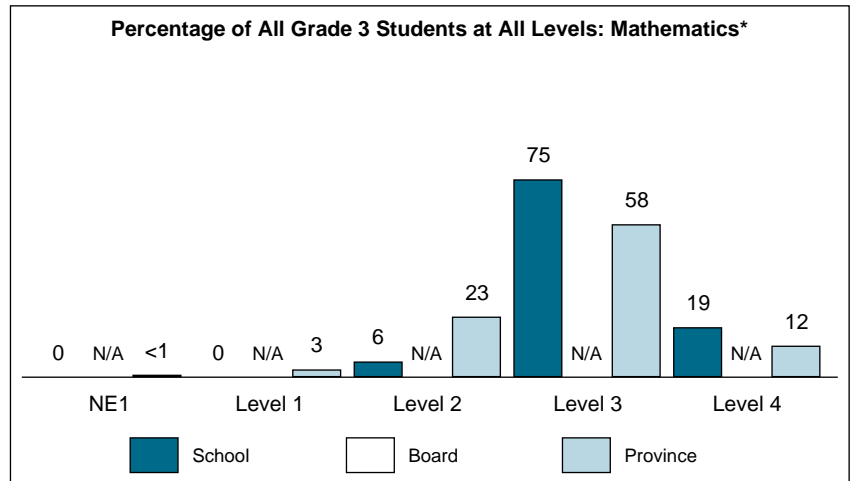
Grade 3: Reading*				
Number of Students	School 16		Board N/A	Province 123 813
	#	%	%	%
Level 4	0	0%	N/A	8%
Level 3	16	100%	N/A	54%
Level 2	0	0%	N/A	25%
Level 1	0	0%	N/A	7%
NE1**	0	0%	N/A	2%
Participating Students	16	100%	N/A	96%
No Data	0	0%	N/A	1%
Exempt	0	0%	N/A	3%
At or Above Provincial Standard (Levels 3 and 4)[†]	100%		N/A	62%



Grade 3: Writing*				
Number of Students	School 16		Board N/A	Province 123 800
	#	%	%	%
Level 4	1	6%	N/A	4%
Level 3	15	94%	N/A	66%
Level 2	0	0%	N/A	26%
Level 1	0	0%	N/A	<1%
NE1**	0	0%	N/A	<1%
Participating Students	16	100%	N/A	97%
No Data	0	0%	N/A	1%
Exempt	0	0%	N/A	3%
At or Above Provincial Standard (Levels 3 and 4)[†]	100%		N/A	70%



Grade 3: Mathematics*				
Number of Students	School 16		Board N/A	Province 127 726
	#	%	%	%
Level 4	3	19%	N/A	12%
Level 3	12	75%	N/A	58%
Level 2	1	6%	N/A	23%
Level 1	0	0%	N/A	3%
NE1**	0	0%	N/A	<1%
Participating Students	16	100%	N/A	97%
No Data	0	0%	N/A	1%
Exempt	0	0%	N/A	3%
At or Above Provincial Standard (Levels 3 and 4)[†]	94%		N/A	71%



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

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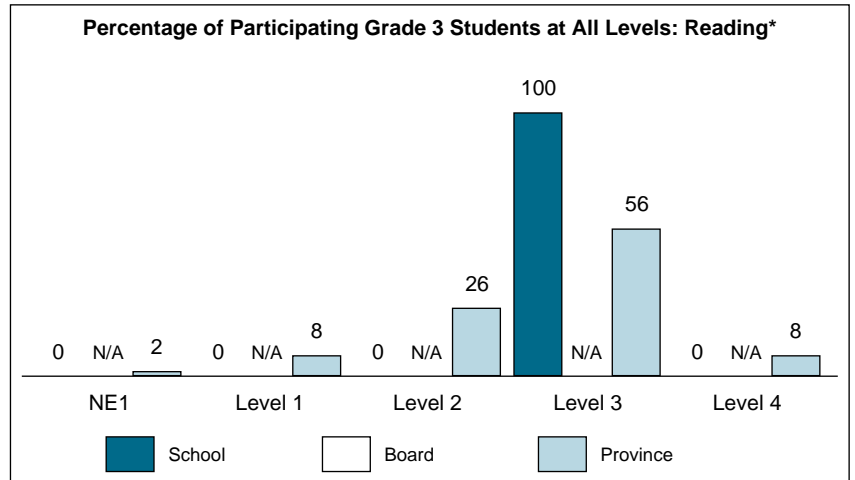
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

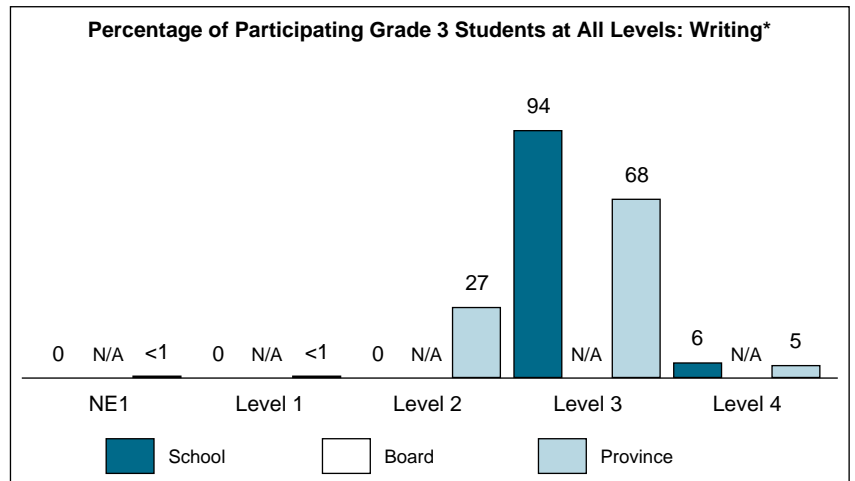
Results in Reading, Writing and Mathematics, 2009–2010

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

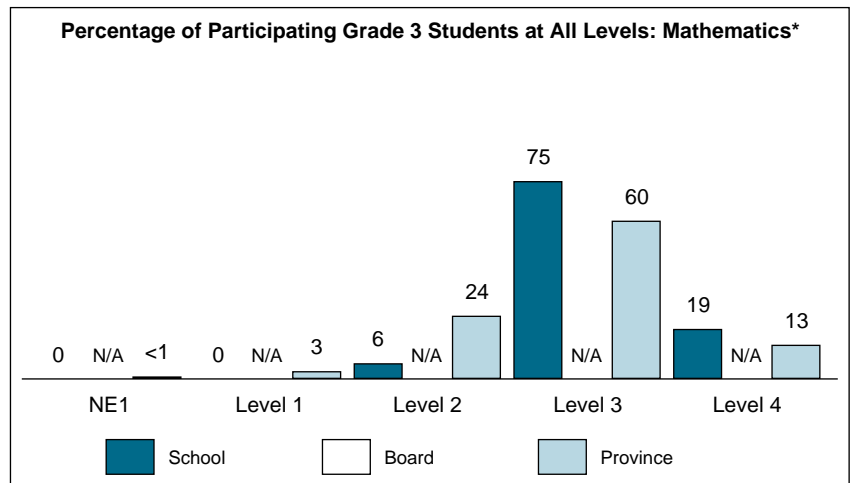
Grade 3: Reading*				
Number of Students	School 16		Board N/A	Province 119 249
	#	%	%	%
Level 4	0	0%	N/A	8%
Level 3	16	100%	N/A	56%
Level 2	0	0%	N/A	26%
Level 1	0	0%	N/A	8%
NE1**	0	0%	N/A	2%
At or Above Provincial Standard (Levels 3 and 4) †	100%		N/A	64%



Grade 3: Writing*				
Number of Students	School 16		Board N/A	Province 119 771
	#	%	%	%
Level 4	1	6%	N/A	5%
Level 3	15	94%	N/A	68%
Level 2	0	0%	N/A	27%
Level 1	0	0%	N/A	<1%
NE1**	0	0%	N/A	<1%
At or Above Provincial Standard (Levels 3 and 4) †	100%		N/A	73%



Grade 3: Mathematics*				
Number of Students	School 16		Board N/A	Province 123 568
	#	%	%	%
Level 4	3	19%	N/A	13%
Level 3	12	75%	N/A	60%
Level 2	1	6%	N/A	24%
Level 1	0	0%	N/A	3%
NE1**	0	0%	N/A	<1%
At or Above Provincial Standard (Levels 3 and 4) †	94%		N/A	73%



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

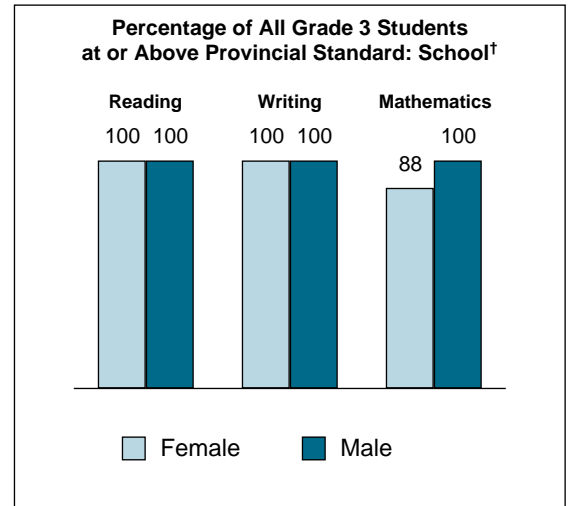
** See the Explanation of Terms.

† 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.

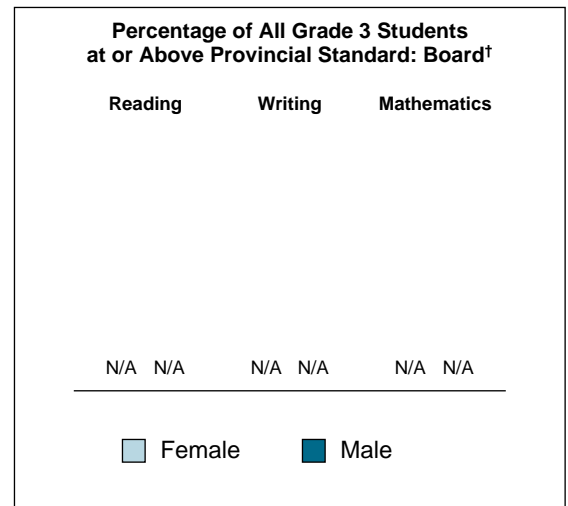
Results in Reading, Writing and Mathematics, 2009–2010

Grade 3: Gender††

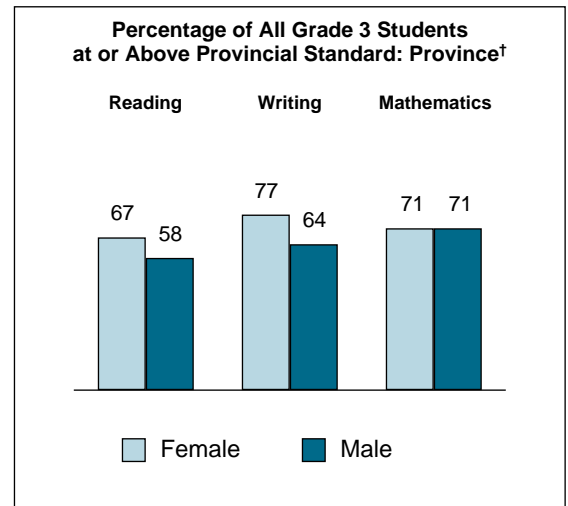
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female %	Male %	Female %	Male %	Female %	Male %
Level 4	0%	0%	12%	0%	12%	25%
Level 3	100%	100%	88%	100%	75%	75%
Level 2	0%	0%	0%	0%	12%	0%
Level 1	0%	0%	0%	0%	0%	0%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	100%	100%	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)†	100%	100%	100%	100%	88%	100%



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female N/A	Male N/A	Female N/A	Male N/A	Female N/A	Male N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A	N/A	N/A
Participating Students	N/A	N/A	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A	N/A	N/A
At or Above Provincial Standard (Levels 3 and 4)†	N/A	N/A	N/A	N/A	N/A	N/A



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



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

** See the Explanation of Terms.

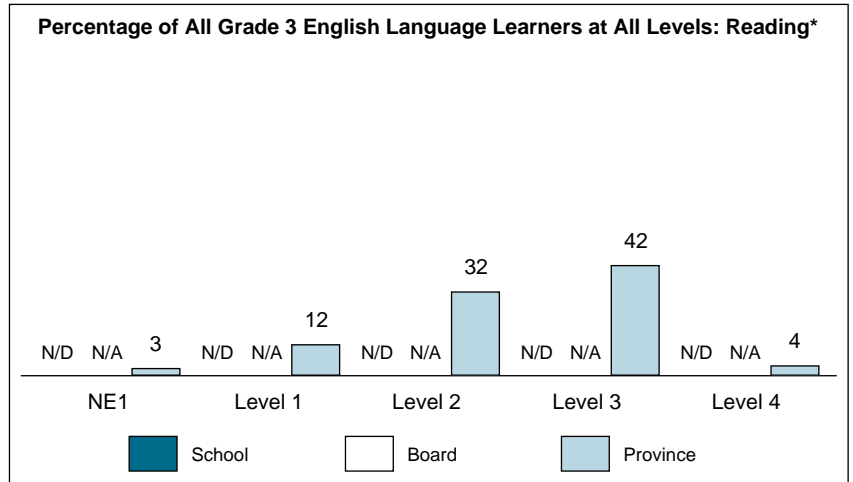
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

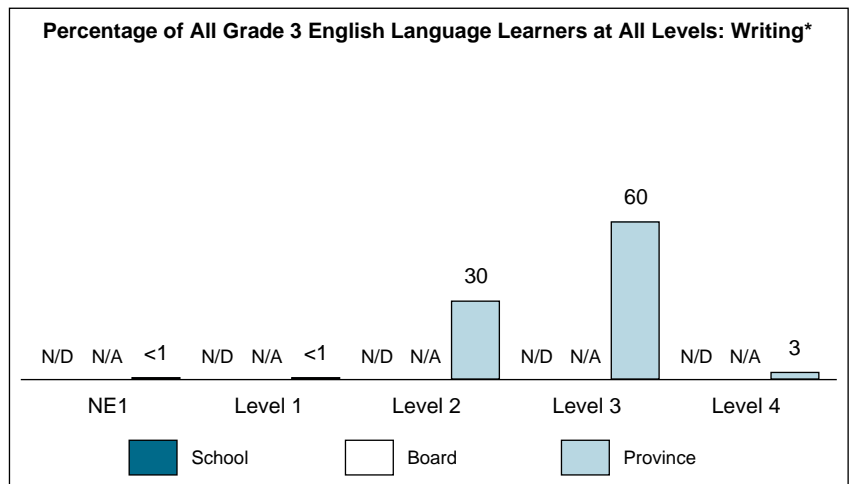
Results in Reading, Writing and Mathematics, 2009–2010

Grade 3: English Language Learners

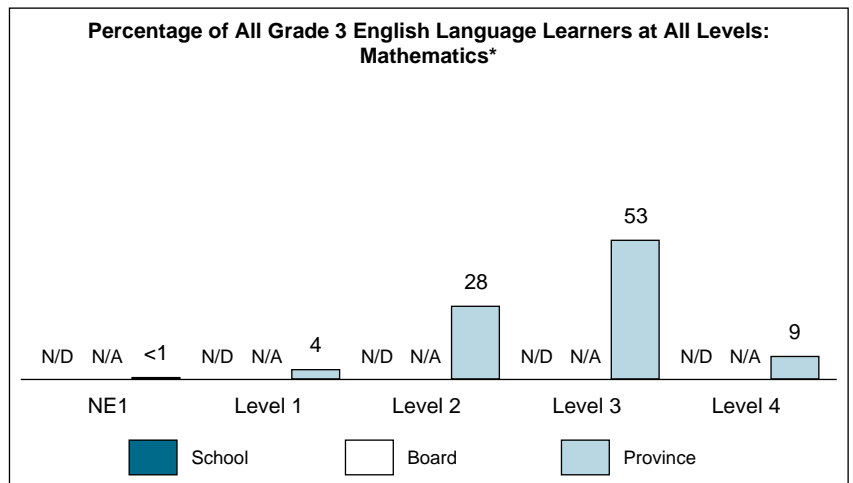
English Language Learners: Reading*				
Number of Students	School N/D		Board N/A	Province 11 921
	#	%	%	%
Level 4	N/D	N/D	N/A	4%
Level 3	N/D	N/D	N/A	42%
Level 2	N/D	N/D	N/A	32%
Level 1	N/D	N/D	N/A	12%
NE1**	N/D	N/D	N/A	3%
Participating Students	N/D	N/D	N/A	93%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	6%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A	46%



English Language Learners: Writing*				
Number of Students	School N/D		Board N/A	Province 11 922
	#	%	%	%
Level 4	N/D	N/D	N/A	3%
Level 3	N/D	N/D	N/A	60%
Level 2	N/D	N/D	N/A	30%
Level 1	N/D	N/D	N/A	<1%
NE1**	N/D	N/D	N/A	<1%
Participating Students	N/D	N/D	N/A	94%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	5%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A	64%



English Language Learners: Mathematics*				
Number of Students	School N/D		Board N/A	Province 11 990
	#	%	%	%
Level 4	N/D	N/D	N/A	9%
Level 3	N/D	N/D	N/A	53%
Level 2	N/D	N/D	N/A	28%
Level 1	N/D	N/D	N/A	4%
NE1**	N/D	N/D	N/A	<1%
Participating Students	N/D	N/D	N/A	94%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	5%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A	62%



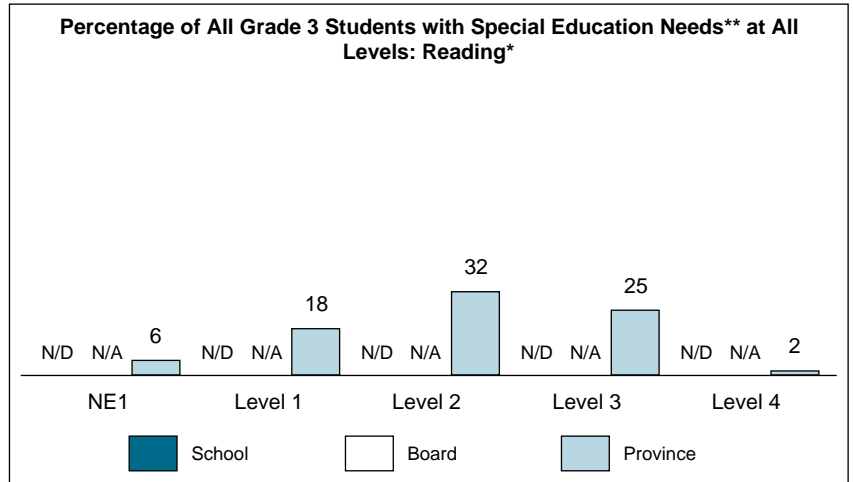
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** See the Explanation of Terms.

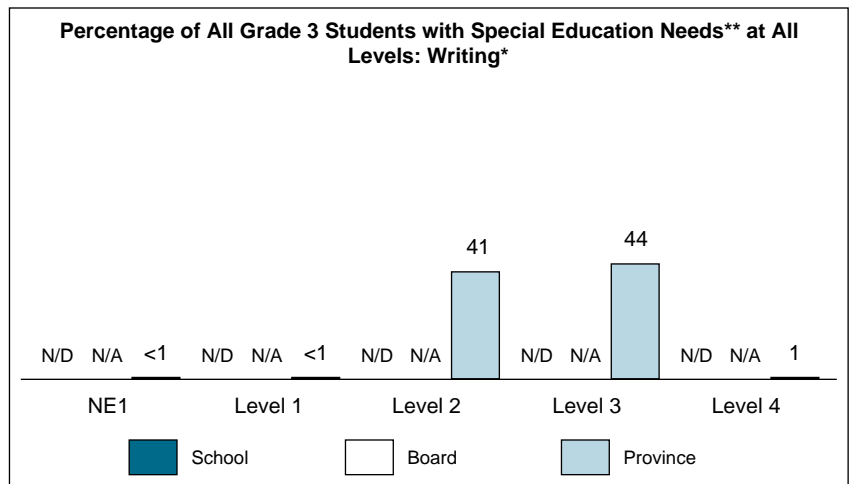
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Results in Reading, Writing and Mathematics, 2009–2010 Grade 3: Students with Special Education Needs (excluding gifted)

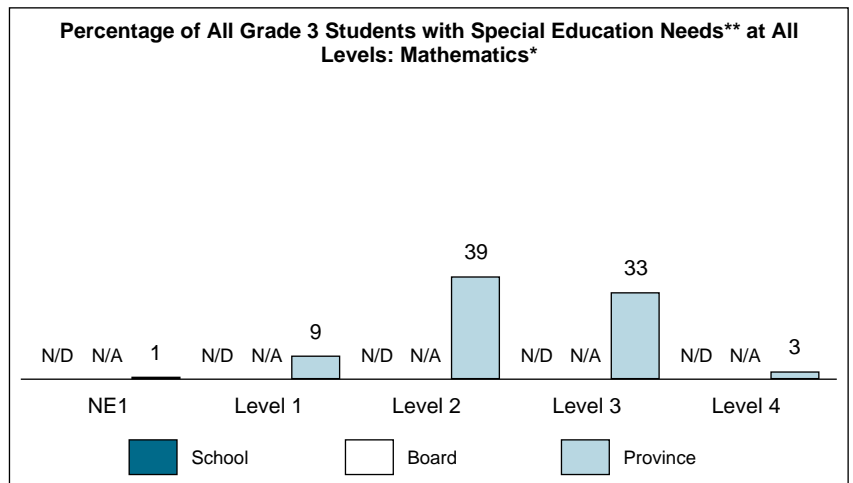
Students with Special Education Needs**: Reading*				
Number of Students	School N/D		Board N/A	Province 19 234
	#	%	%	%
Level 4	N/D	N/D	N/A	2%
Level 3	N/D	N/D	N/A	25%
Level 2	N/D	N/D	N/A	32%
Level 1	N/D	N/D	N/A	18%
NE1**	N/D	N/D	N/A	6%
Participating Students	N/D	N/D	N/A	84%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	15%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A	27%



Students with Special Education Needs**: Writing*				
Number of Students	School N/D		Board N/A	Province 19 232
	#	%	%	%
Level 4	N/D	N/D	N/A	1%
Level 3	N/D	N/D	N/A	44%
Level 2	N/D	N/D	N/A	41%
Level 1	N/D	N/D	N/A	<1%
NE1**	N/D	N/D	N/A	<1%
Participating Students	N/D	N/D	N/A	86%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	13%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A	45%



Students with Special Education Needs**: Mathematics*				
Number of Students	School N/D		Board N/A	Province 19 338
	#	%	%	%
Level 4	N/D	N/D	N/A	3%
Level 3	N/D	N/D	N/A	33%
Level 2	N/D	N/D	N/A	39%
Level 1	N/D	N/D	N/A	9%
NE1**	N/D	N/D	N/A	1%
Participating Students	N/D	N/D	N/A	86%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	13%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A	37%



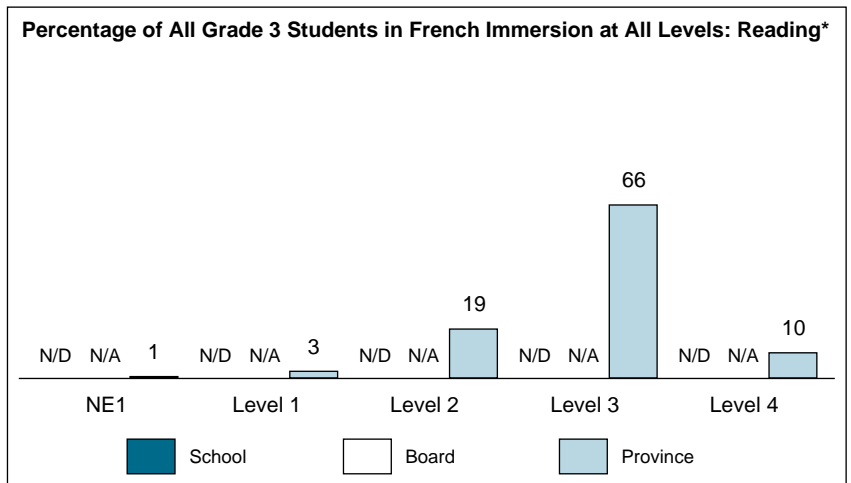
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

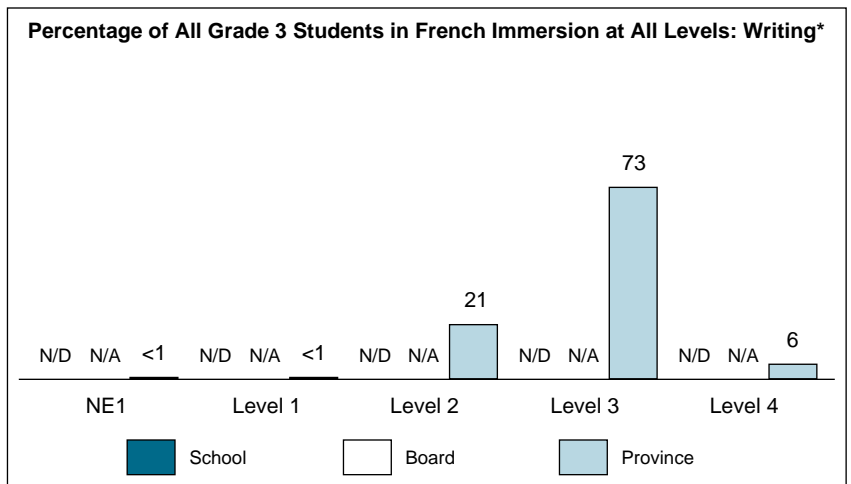
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Results in Reading, Writing and Mathematics, 2009–2010 Grade 3: Students Enrolled in French Immersion††

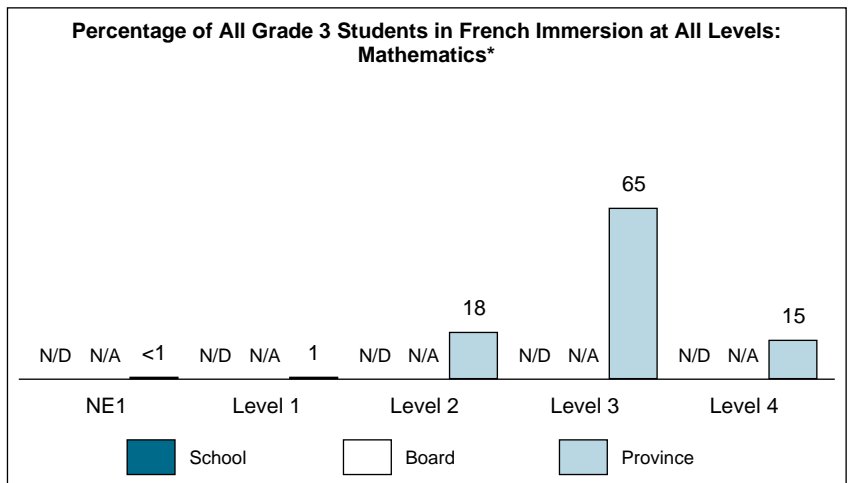
Students in French Immersion: Reading*				
Number of Students	School N/D		Board N/A	Province 8 584
	#	%	%	%
Level 4	N/D	N/D	N/A	10%
Level 3	N/D	N/D	N/A	66%
Level 2	N/D	N/D	N/A	19%
Level 1	N/D	N/D	N/A	3%
NE1**	N/D	N/D	N/A	1%
Participating Students	N/D	N/D	N/A	99%
No Data	N/D	N/D	N/A	<1%
Exempt	N/D	N/D	N/A	<1%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A	76%



Students in French Immersion: Writing*				
Number of Students	School N/D		Board N/A	Province 8 583
	#	%	%	%
Level 4	N/D	N/D	N/A	6%
Level 3	N/D	N/D	N/A	73%
Level 2	N/D	N/D	N/A	21%
Level 1	N/D	N/D	N/A	<1%
NE1**	N/D	N/D	N/A	<1%
Participating Students	N/D	N/D	N/A	99%
No Data	N/D	N/D	N/A	<1%
Exempt	N/D	N/D	N/A	<1%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A	78%



Students in French Immersion: Mathematics*				
Number of Students	School N/D		Board N/A	Province 12 507
	#	%	%	%
Level 4	N/D	N/D	N/A	15%
Level 3	N/D	N/D	N/A	65%
Level 2	N/D	N/D	N/A	18%
Level 1	N/D	N/D	N/A	1%
NE1**	N/D	N/D	N/A	<1%
Participating Students	N/D	N/D	N/A	99%
No Data	N/D	N/D	N/A	<1%
Exempt	N/D	N/D	N/A	<1%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A	80%



* 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, 2009–2010

Contextual Information: Grade 6*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 6 students	11		N/A		134 294	
Number of classes with Grade 6 students	1		N/A		8 258	
Number of schools with Grade 6 classes	Not applicable		N/A		3 194	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	6	55%	N/A	N/A	65 369	49%
Male	5	45%	N/A	N/A	68 904	51%
Gender not specified	0	0%	N/A	N/A	21	<1%
Student Status						
English language learners**	0	0%	N/A	N/A	7 794	6%
Students with special education needs (excluding gifted)**	0	0%	N/A	N/A	24 831	18%
Place of Birth						
Born in Canada	9	82%	N/A	N/A	116 650	87%
Born outside Canada	2	18%	N/A	N/A	17 457	13%
In Canada less than one year	1	9%	N/A	N/A	749	1%
In Canada one year or more but less than three years	0	0%	N/A	N/A	2 904	2%
In Canada three years or more	1	9%	N/A	N/A	12 991	10%
Language						
First language learned at home was other than English	11	100%	N/A	N/A	28 173	21%
Year Student Entered Current School						
Year of the assessment	11	100%	N/A	N/A	30 185	22%
Year prior to the assessment	0	0%	N/A	N/A	13 136	10%
2 years prior to the assessment	0	0%	N/A	N/A	12 429	9%
3 or more years prior to the assessment	0	0%	N/A	N/A	78 037	58%
Data not available	0	0%	N/A	N/A	507	<1%
Year Student Entered Current Board						
Year of the assessment	11	100%	N/A	N/A	8 972	7%
Year prior to the assessment	0	0%	N/A	N/A	7 262	5%
2 years prior to the assessment	0	0%	N/A	N/A	7 005	5%
3 or more years prior to the assessment	0	0%	N/A	N/A	105 816	79%
Data not available	0	0%	N/A	N/A	5 239	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, 2009–2010

Contextual Information: Grade 6 (continued)

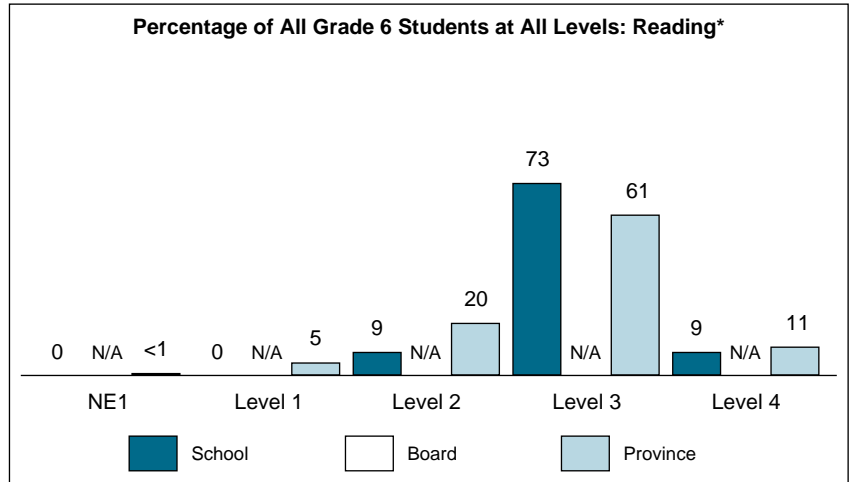
Participation in the Assessment	School		Board		Province	
Number of Grade 6 students						
Reading	11		N/A		134 201	
Writing	11		N/A		134 288	
Mathematics	11		N/A		134 241	
Number Percent Number Percent Number Percent						
Students who participated (excludes “no data” and “exempt”)*						
Reading	10	91%	N/A	N/A	130 135	97%
Writing	10	91%	N/A	N/A	130 304	97%
Mathematics	10	91%	N/A	N/A	129 882	97%
Students who did not complete any part of the assessment (“no data”)*						
Reading	1	9%	N/A	N/A	765	1%
Writing	1	9%	N/A	N/A	788	1%
Mathematics	1	9%	N/A	N/A	879	1%
Students who were exempted*						
All three subjects	0	0%	N/A	N/A	2 991	2%
Reading	0	0%	N/A	N/A	3 301	2%
Writing	0	0%	N/A	N/A	3 196	2%
Mathematics	0	0%	N/A	N/A	3 480	3%
Participating English language learners who received a special provision*						
Reading	0	0%	N/A	N/A	1 457	1%
Writing	0	0%	N/A	N/A	1 474	1%
Mathematics	0	0%	N/A	N/A	1 451	1%
Participating students who received one or more accommodations†*						
Reading	0	0%	N/A	N/A	19 211	15%
Writing	0	0%	N/A	N/A	19 262	15%
Mathematics	0	0%	N/A	N/A	18 491	14%

* See the Explanation of Terms.

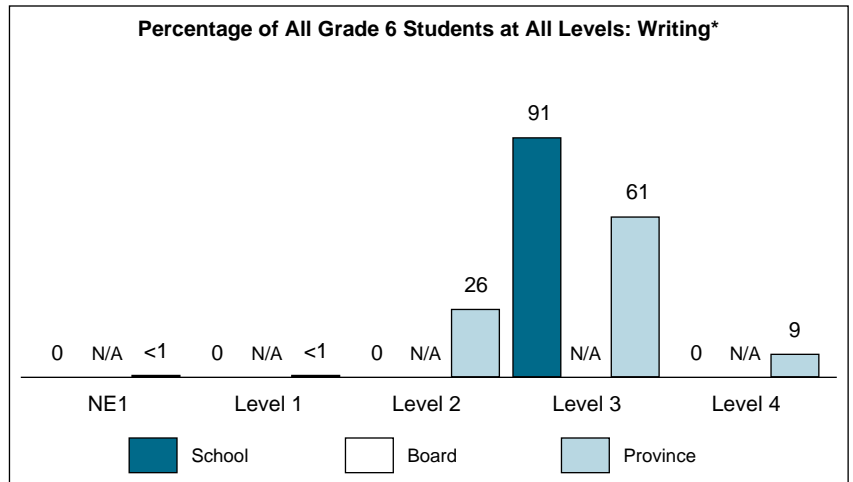
† Includes students with an Individual Education Plan, students designated as English language learners and students receiving special permission.

Results in Reading, Writing and Mathematics, 2009–2010 Grade 6: All Students

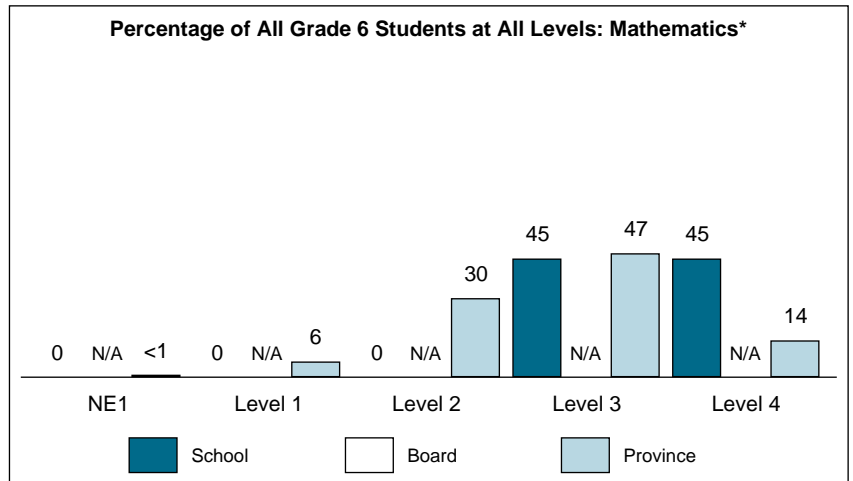
Grade 6: Reading*				
Number of Students	School 11		Board N/A	Province 134 201
	#	%	%	%
Level 4	1	9%	N/A	11%
Level 3	8	73%	N/A	61%
Level 2	1	9%	N/A	20%
Level 1	0	0%	N/A	5%
NE1**	0	0%	N/A	<1%
Participating Students	10	91%	N/A	97%
No Data	1	9%	N/A	1%
Exempt	0	0%	N/A	2%
At or Above Provincial Standard (Levels 3 and 4) †	82%		N/A	72%



Grade 6: Writing*				
Number of Students	School 11		Board N/A	Province 134 288
	#	%	%	%
Level 4	0	0%	N/A	9%
Level 3	10	91%	N/A	61%
Level 2	0	0%	N/A	26%
Level 1	0	0%	N/A	<1%
NE1**	0	0%	N/A	<1%
Participating Students	10	91%	N/A	97%
No Data	1	9%	N/A	1%
Exempt	0	0%	N/A	2%
At or Above Provincial Standard (Levels 3 and 4) †	91%		N/A	70%



Grade 6: Mathematics*				
Number of Students	School 11		Board N/A	Province 134 241
	#	%	%	%
Level 4	5	45%	N/A	14%
Level 3	5	45%	N/A	47%
Level 2	0	0%	N/A	30%
Level 1	0	0%	N/A	6%
NE1**	0	0%	N/A	<1%
Participating Students	10	91%	N/A	97%
No Data	1	9%	N/A	1%
Exempt	0	0%	N/A	3%
At or Above Provincial Standard (Levels 3 and 4) †	91%		N/A	61%



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

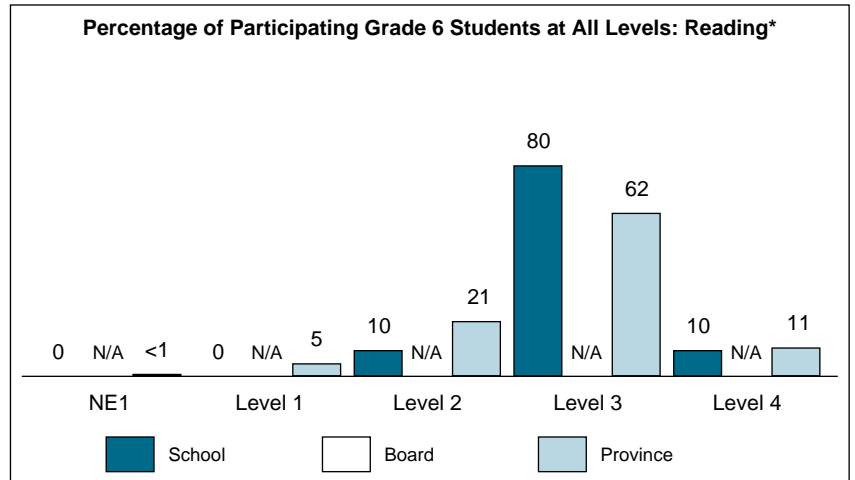
** See the Explanation of Terms.

† 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.

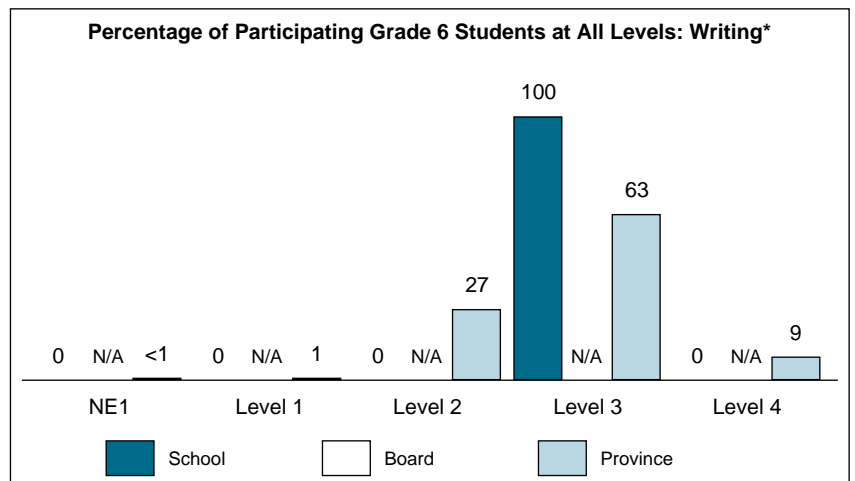
Results in Reading, Writing and Mathematics, 2009–2010

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

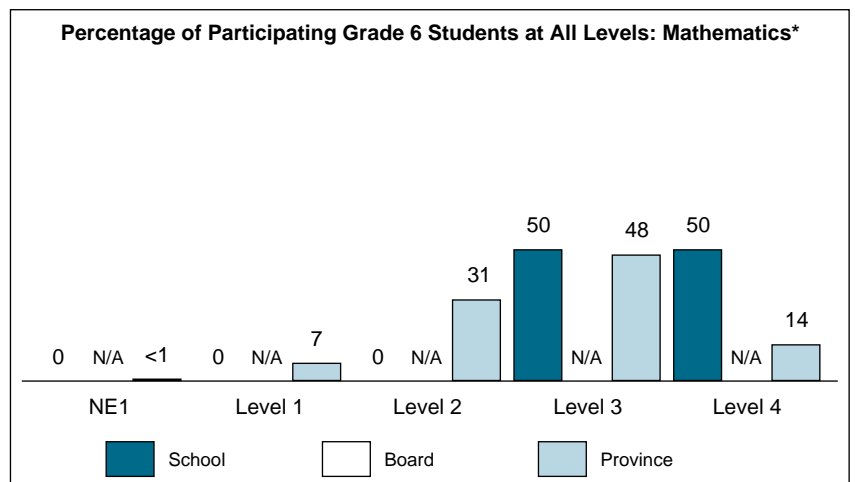
Grade 6: Reading*				
Number of Students	School 10		Board N/A	Province 130 135
	#	%	%	%
Level 4	1	10%	N/A	11%
Level 3	8	80%	N/A	62%
Level 2	1	10%	N/A	21%
Level 1	0	0%	N/A	5%
NE1**	0	0%	N/A	<1%
At or Above Provincial Standard (Levels 3 and 4) †	90%		N/A	74%



Grade 6: Writing*				
Number of Students	School 10		Board N/A	Province 130 304
	#	%	%	%
Level 4	0	0%	N/A	9%
Level 3	10	100%	N/A	63%
Level 2	0	0%	N/A	27%
Level 1	0	0%	N/A	1%
NE1**	0	0%	N/A	<1%
At or Above Provincial Standard (Levels 3 and 4) †	100%		N/A	72%



Grade 6: Mathematics*				
Number of Students	School 10		Board N/A	Province 129 882
	#	%	%	%
Level 4	5	50%	N/A	14%
Level 3	5	50%	N/A	48%
Level 2	0	0%	N/A	31%
Level 1	0	0%	N/A	7%
NE1**	0	0%	N/A	<1%
At or Above Provincial Standard (Levels 3 and 4) †	100%		N/A	63%



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

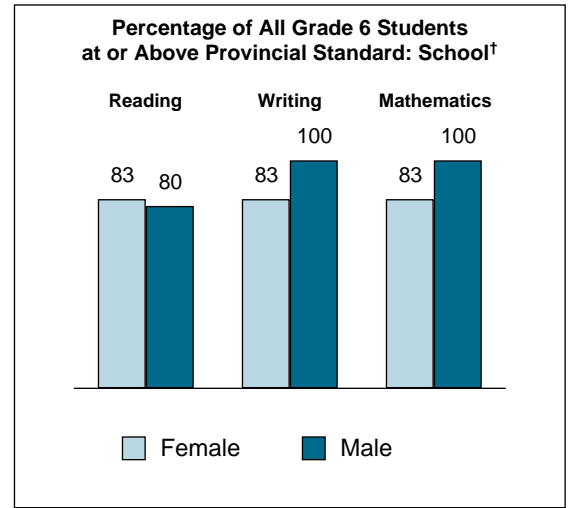
** See the Explanation of Terms.

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

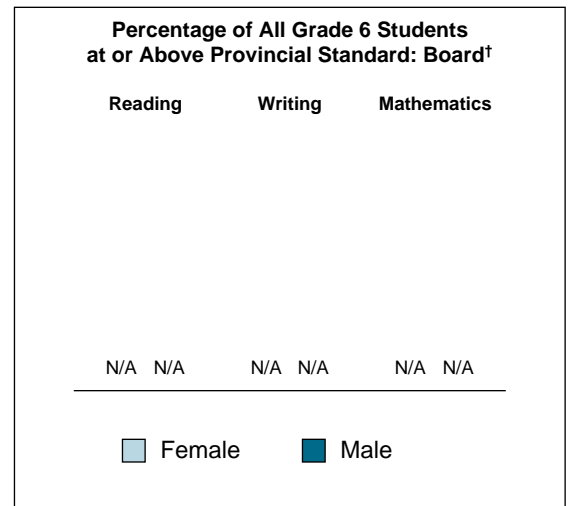
Results in Reading, Writing and Mathematics, 2009–2010

Grade 6: Gender††

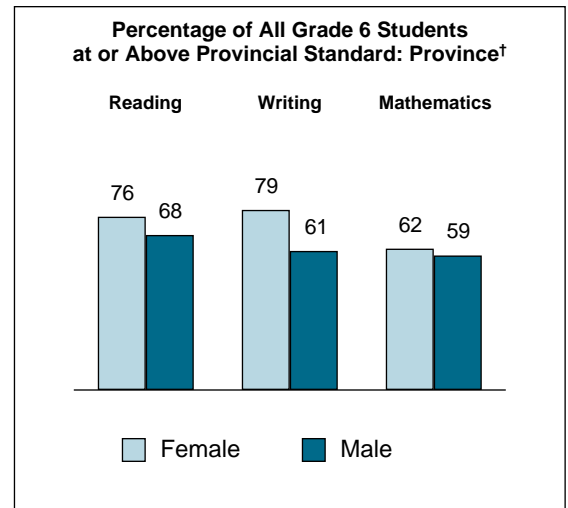
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 6	Male 5	Female 6	Male 5	Female 6	Male 5
Level 4	17%	0%	0%	0%	33%	60%
Level 3	67%	80%	83%	100%	50%	40%
Level 2	0%	20%	0%	0%	0%	0%
Level 1	0%	0%	0%	0%	0%	0%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	83%	100%	83%	100%	83%	100%
No Data	17%	0%	17%	0%	17%	0%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	83%	80%	83%	100%	83%	100%



Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female N/A	Male N/A	Female N/A	Male N/A	Female N/A	Male N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A	N/A	N/A
Participating Students	N/A	N/A	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A	N/A	N/A
At or Above Provincial Standard (Levels 3 and 4)†	N/A	N/A	N/A	N/A	N/A	N/A



Grade 6: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 65 329	Male 68 851	Female 65 369	Male 68 898	Female 65 342	Male 68 878
Level 4	13%	9%	13%	5%	14%	14%
Level 3	62%	59%	67%	56%	49%	45%
Level 2	18%	22%	18%	34%	30%	30%
Level 1	4%	6%	<1%	1%	6%	7%
NE1**	<1%	1%	<1%	<1%	<1%	<1%
Participating Students	98%	96%	98%	96%	98%	96%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	3%	2%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	76%	68%	79%	61%	62%	59%



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

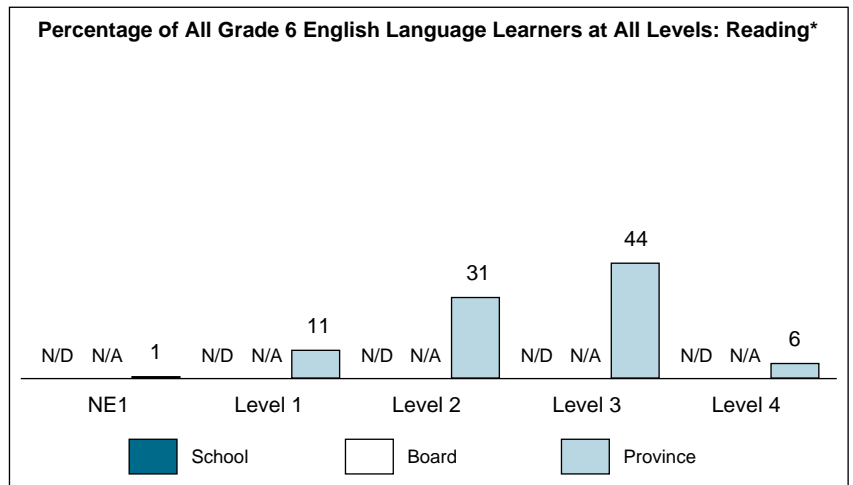
** See the Explanation of Terms.

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

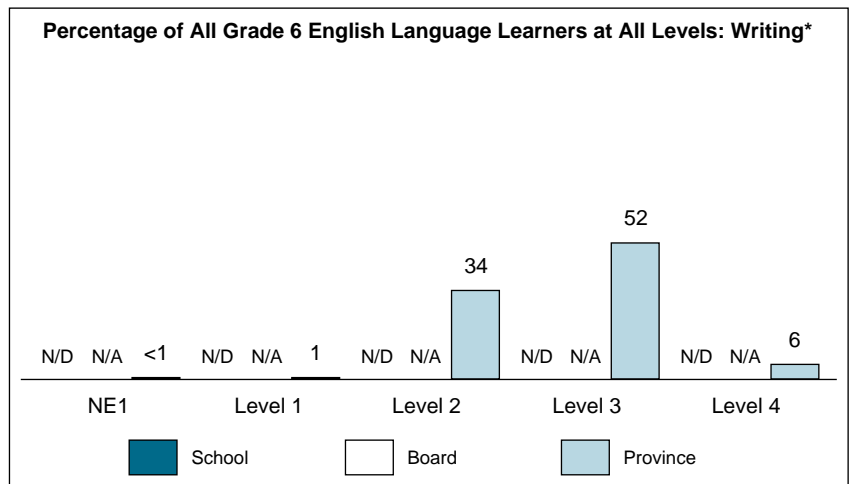
†† Results include only students for whom gender data were available.

Results in Reading, Writing and Mathematics, 2009–2010 Grade 6: English Language Learners

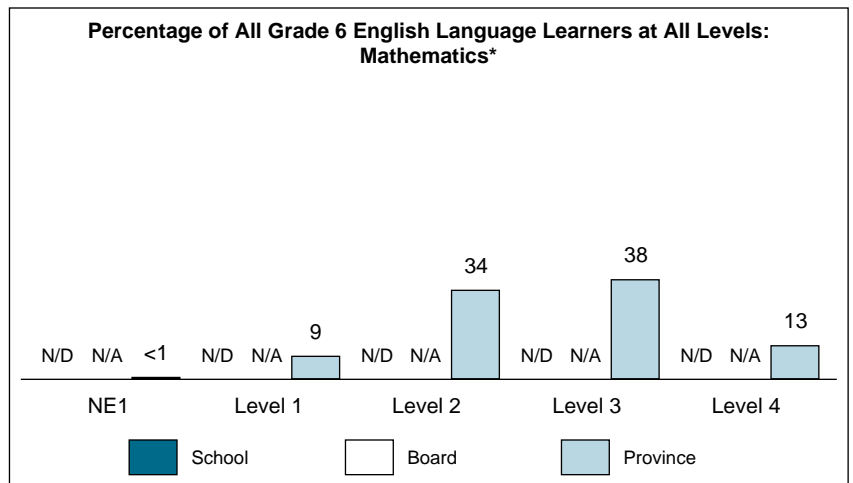
English Language Learners: Reading*				
Number of Students	School N/D		Board N/A	Province 7 773
	#	%	%	%
Level 4	N/D	N/D	N/A	6%
Level 3	N/D	N/D	N/A	44%
Level 2	N/D	N/D	N/A	31%
Level 1	N/D	N/D	N/A	11%
NE1**	N/D	N/D	N/A	1%
Participating Students	N/D	N/D	N/A	93%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	6%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A	50%



English Language Learners: Writing*				
Number of Students	School N/D		Board N/A	Province 7 793
	#	%	%	%
Level 4	N/D	N/D	N/A	6%
Level 3	N/D	N/D	N/A	52%
Level 2	N/D	N/D	N/A	34%
Level 1	N/D	N/D	N/A	1%
NE1**	N/D	N/D	N/A	<1%
Participating Students	N/D	N/D	N/A	93%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	6%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A	58%



English Language Learners: Mathematics*				
Number of Students	School N/D		Board N/A	Province 7 794
	#	%	%	%
Level 4	N/D	N/D	N/A	13%
Level 3	N/D	N/D	N/A	38%
Level 2	N/D	N/D	N/A	34%
Level 1	N/D	N/D	N/A	9%
NE1**	N/D	N/D	N/A	<1%
Participating Students	N/D	N/D	N/A	94%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	5%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A	51%



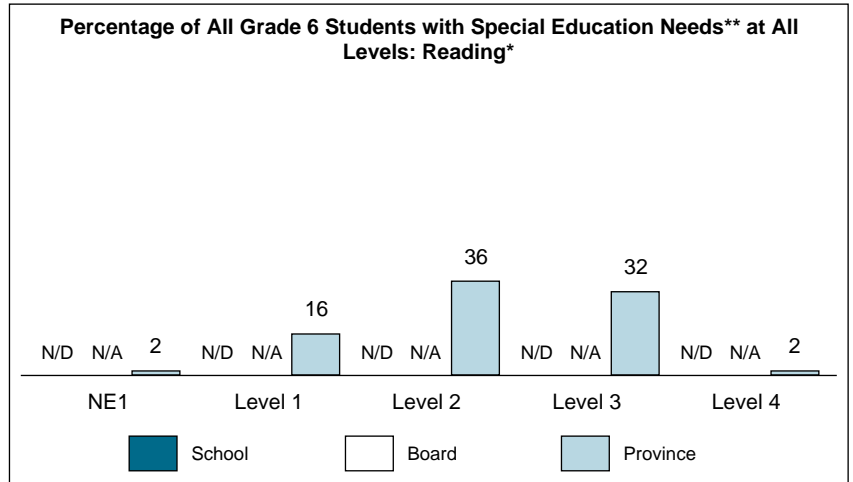
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

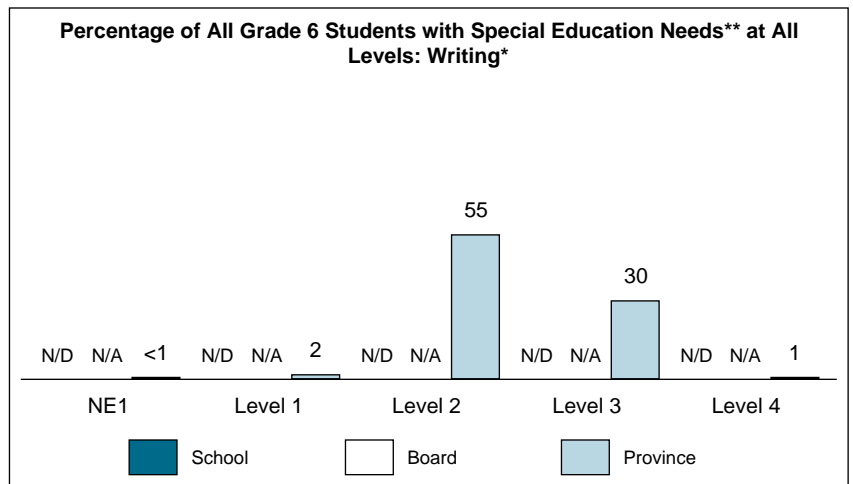
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Results in Reading, Writing and Mathematics, 2009–2010 Grade 6: Students with Special Education Needs (excluding gifted)

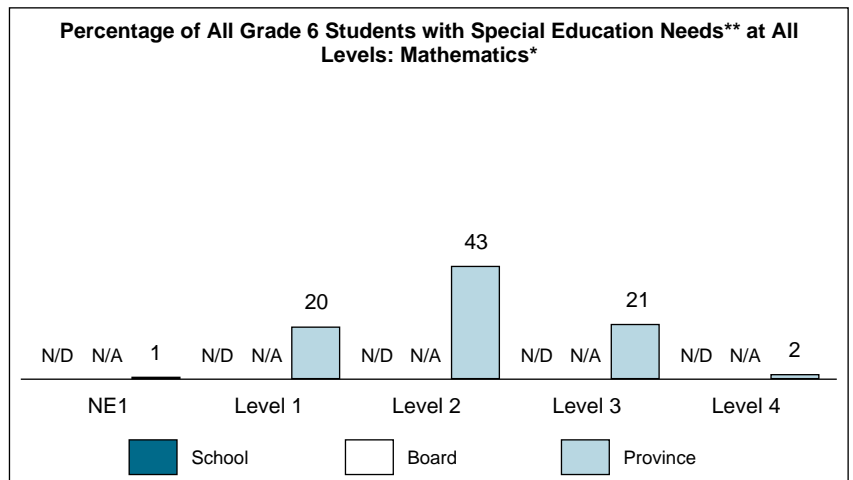
Students with Special Education Needs**: Reading*				
Number of Students	School N/D		Board N/A	Province 24 813
	#	%	%	%
Level 4	N/D	N/D	N/A	2%
Level 3	N/D	N/D	N/A	32%
Level 2	N/D	N/D	N/A	36%
Level 1	N/D	N/D	N/A	16%
NE1**	N/D	N/D	N/A	2%
Participating Students	N/D	N/D	N/A	89%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	11%
At or Above Provincial Standard (Levels 3 and 4) †	N/D		N/A	34%



Students with Special Education Needs**: Writing*				
Number of Students	School N/D		Board N/A	Province 24 827
	#	%	%	%
Level 4	N/D	N/D	N/A	1%
Level 3	N/D	N/D	N/A	30%
Level 2	N/D	N/D	N/A	55%
Level 1	N/D	N/D	N/A	2%
NE1**	N/D	N/D	N/A	<1%
Participating Students	N/D	N/D	N/A	89%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	10%
At or Above Provincial Standard (Levels 3 and 4) †	N/D		N/A	31%



Students with Special Education Needs**: Mathematics*				
Number of Students	School N/D		Board N/A	Province 24 812
	#	%	%	%
Level 4	N/D	N/D	N/A	2%
Level 3	N/D	N/D	N/A	21%
Level 2	N/D	N/D	N/A	43%
Level 1	N/D	N/D	N/A	20%
NE1**	N/D	N/D	N/A	1%
Participating Students	N/D	N/D	N/A	87%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	12%
At or Above Provincial Standard (Levels 3 and 4) †	N/D		N/A	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, 2009–2010

Contextual Information over Time: Grade 3*

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

Grade 3	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Enrolment					
Number of students	9	14	14	13	16
Participation in the Assessment					
Reading [†]	100%	100%	100%	100%	100%
Writing [†]	100%	100%	100%	100%	100%
Mathematics [†]	100%	100%	93%	100%	100%
Gender					
Female	33%	36%	43%	62%	50%
Male	67%	64%	57%	38%	50%
Student Status					
English language learners**	100%	7%	0%	0%	0%
Students with special education needs (excluding gifted)**	11%	7%	0%	0%	0%
Place of Birth					
Born in Canada	100%	86%	93%	92%	75%
Born outside Canada	0%	14%	7%	8%	25%
In Canada less than one year	0%	0%	0%	0%	6%
In Canada one year or more but less than three years	0%	0%	7%	0%	0%
In Canada three years or more	0%	7%	0%	0%	19%
Language					
First language learned at home was other than English	100%	93%	100%	85%	100%
Year Student Entered Current School					
Year of the assessment	11%	21%	7%	8%	94%
Year prior to the assessment	22%	14%	21%	0%	0%
2 years prior to the assessment	67%	21%	14%	8%	0%
3 or more years prior to the assessment	0%	43%	57%	85%	6%
Data not available	0%	0%	0%	0%	0%

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

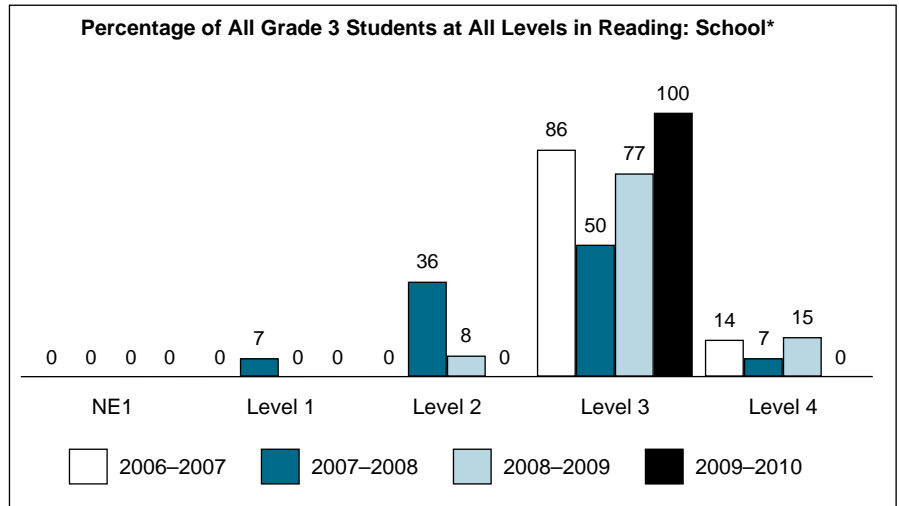
† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

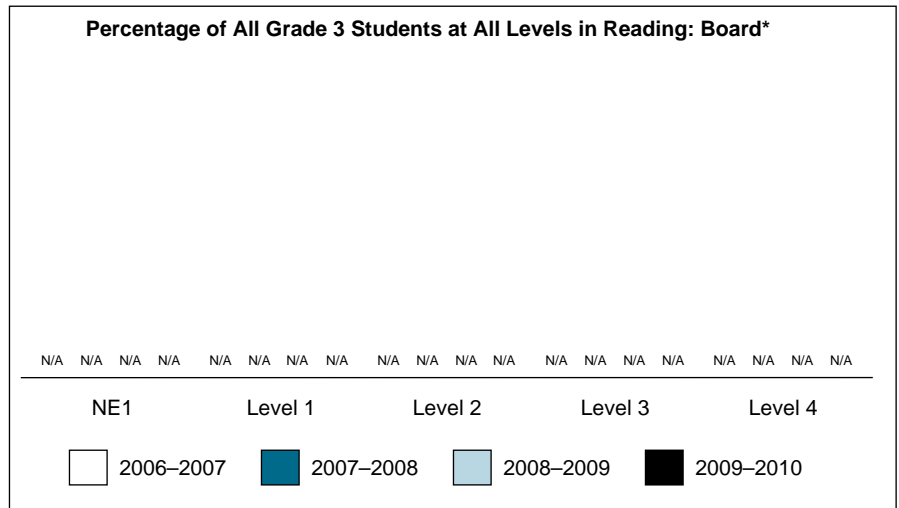
Results over Time, 2006–2007 to 2009–2010*

Grade 3: Reading

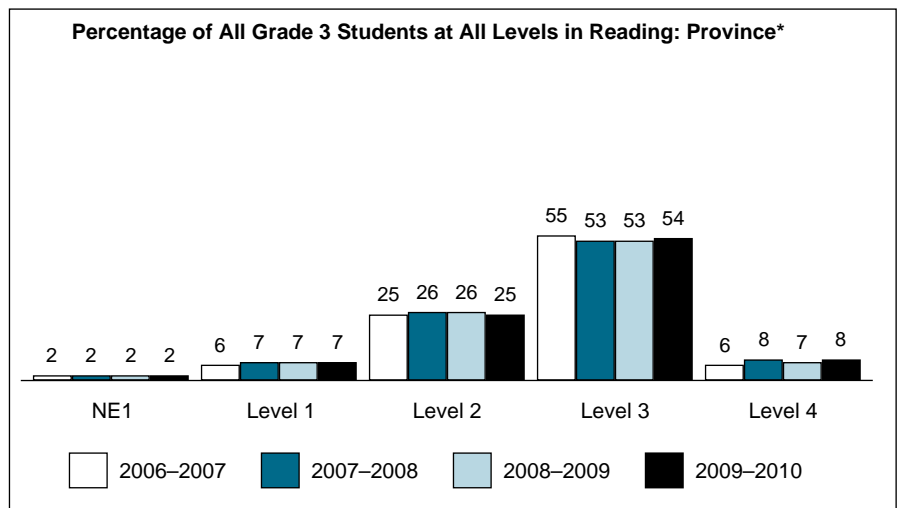
Grade 3 Reading: School*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	14	14	13	16
Level 4	14%	7%	15%	0%
Level 3	86%	50%	77%	100%
Level 2	0%	36%	8%	0%
Level 1	0%	7%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	100%	57%	92%	100%



Grade 3 Reading: Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A
<i>Participating Students</i>	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A
At or Above Provincial Standard†	N/A	N/A	N/A	N/A



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



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

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

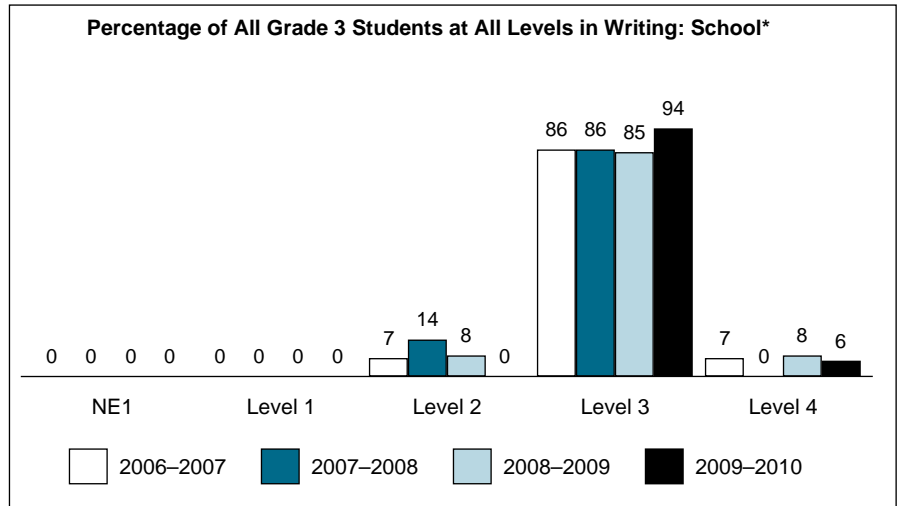
** See the Explanation of Terms.

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

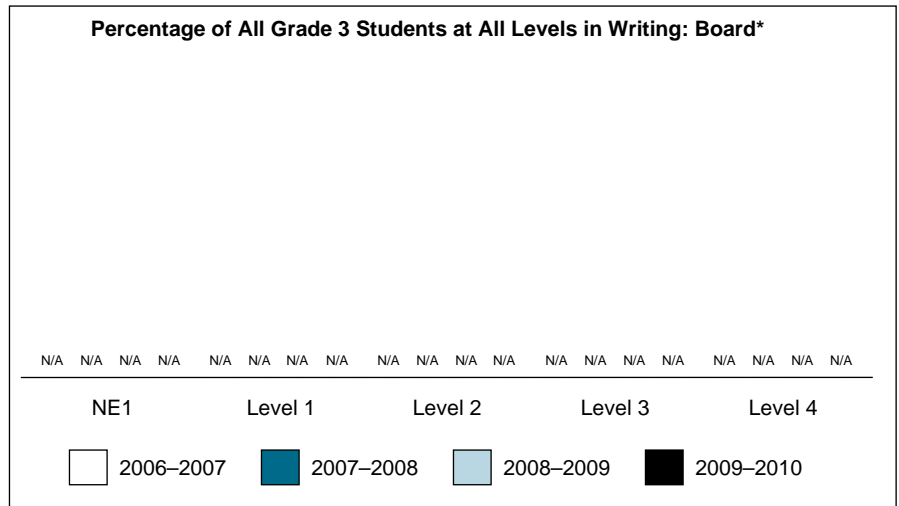
Results over Time, 2006–2007 to 2009–2010*

Grade 3: Writing

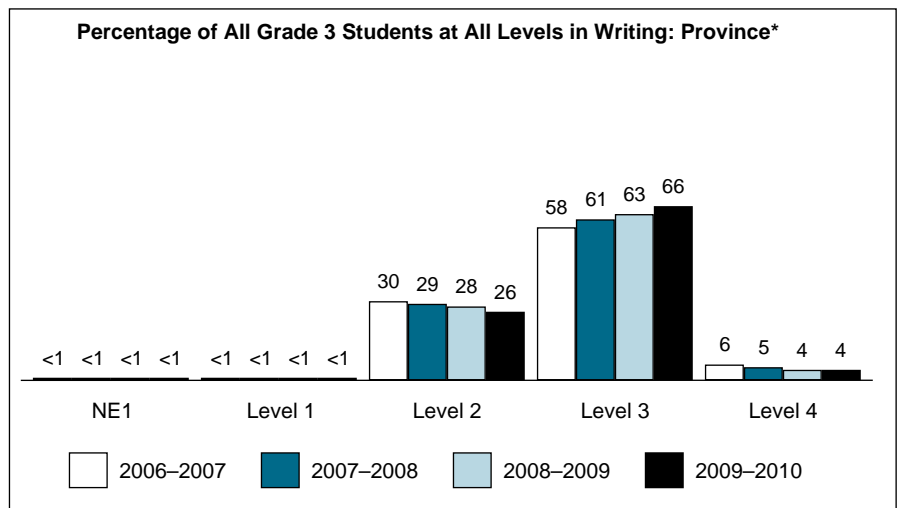
Grade 3 Writing: School*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
Number of Students	14	14	13	16
Level 4	7%	0%	8%	6%
Level 3	86%	86%	85%	94%
Level 2	7%	14%	8%	0%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	93%	86%	92%	100%



Grade 3 Writing: Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
Number of Students	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A
Participating Students	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A
At or Above Provincial Standard†	N/A	N/A	N/A	N/A



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



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

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

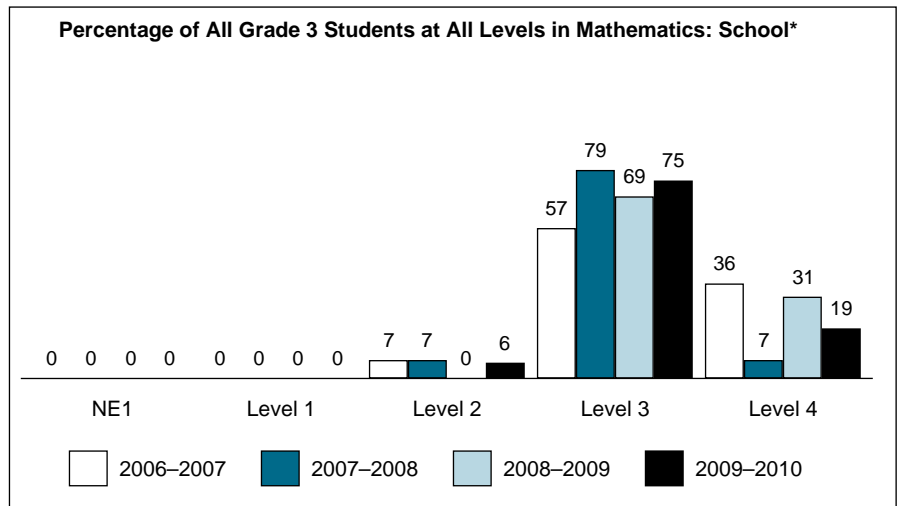
** See the Explanation of Terms.

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

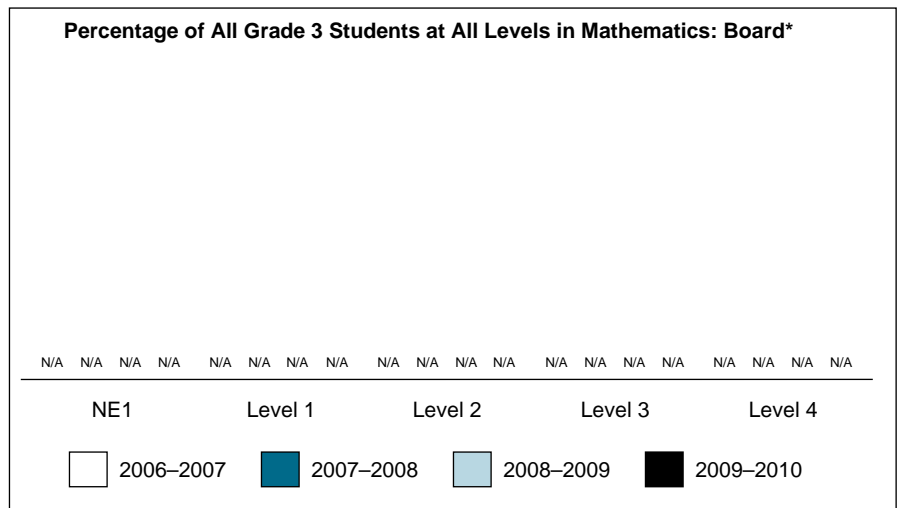
Results over Time, 2006–2007 to 2009–2010*

Grade 3: Mathematics

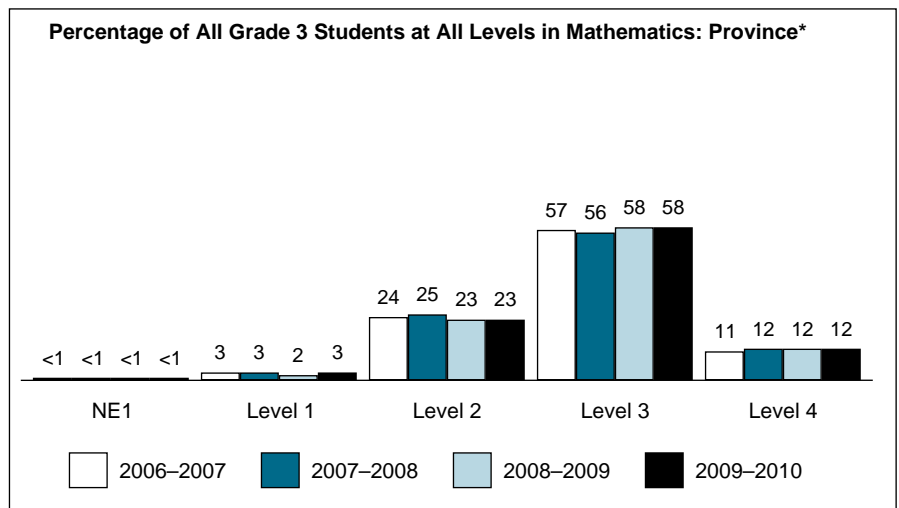
Grade 3 Mathematics: School*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	14	14	13	16
Level 4	36%	7%	31%	19%
Level 3	57%	79%	69%	75%
Level 2	7%	7%	0%	6%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	93%	100%	100%
No Data	0%	7%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	93%	86%	100%	94%



Grade 3 Mathematics: Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A
<i>Participating Students</i>	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A
At or Above Provincial Standard†	N/A	N/A	N/A	N/A



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



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

Contextual Information over Time: Grade 6*

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

Grade 6	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Enrolment					
Number of students	0	13	9	9	11
Participation in the Assessment					
Reading	-	92%	89%	100%	91%
Writing	-	92%	89%	100%	91%
Mathematics	-	92%	89%	100%	91%
Gender					
Female	-	46%	78%	33%	55%
Male	-	54%	22%	67%	45%
Student Status					
English language learners**	-	8%	0%	0%	0%
Students with special education needs (excluding gifted)**	-	0%	0%	0%	0%
Place of Birth					
Born in Canada	-	69%	89%	100%	82%
Born outside Canada	-	31%	11%	0%	18%
In Canada less than one year	-	8%	0%	0%	9%
In Canada one year or more but less than three years	-	0%	0%	0%	0%
In Canada three years or more	-	23%	11%	0%	9%
Language					
First language learned at home was other than English	-	100%	100%	100%	100%
Year Student Entered Current School					
Year of the assessment	-	15%	0%	11%	100%
Year prior to the assessment	-	23%	11%	0%	0%
2 years prior to the assessment	-	15%	22%	0%	0%
3 or more years prior to the assessment	-	46%	67%	89%	0%
Data not available	-	0%	0%	0%	0%

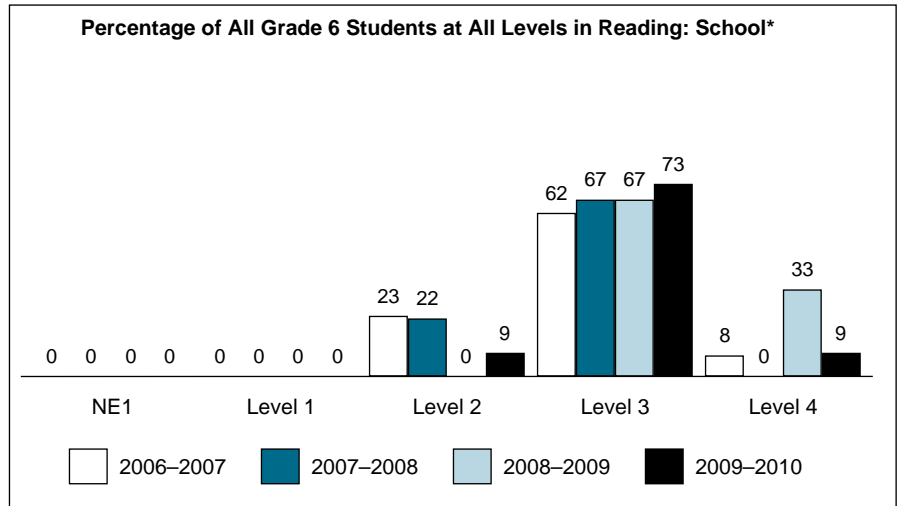
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

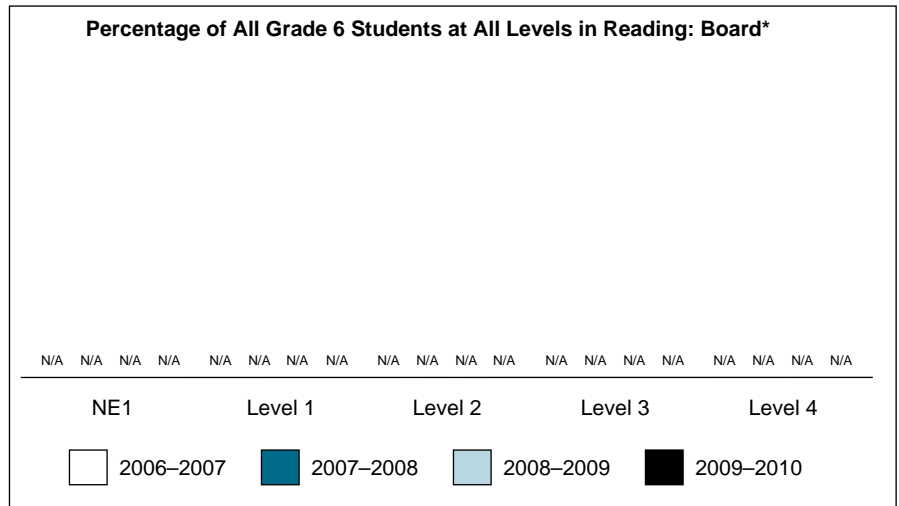
Results over Time, 2006–2007 to 2009–2010*

Grade 6: Reading

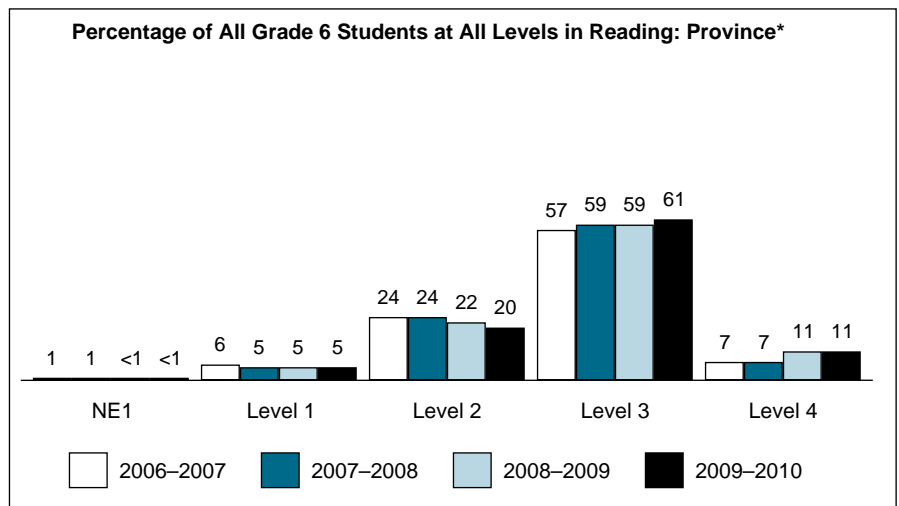
Grade 6 Reading: School*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	13	9	9	11
Level 4	8%	0%	33%	9%
Level 3	62%	67%	67%	73%
Level 2	23%	22%	0%	9%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	92%	89%	100%	91%
No Data	0%	11%	0%	9%
Exempt	8%	0%	0%	0%
At or Above Provincial Standard†	69%	67%	100%	82%



Grade 6 Reading: Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A
<i>Participating Students</i>	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A
At or Above Provincial Standard†	N/A	N/A	N/A	N/A



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



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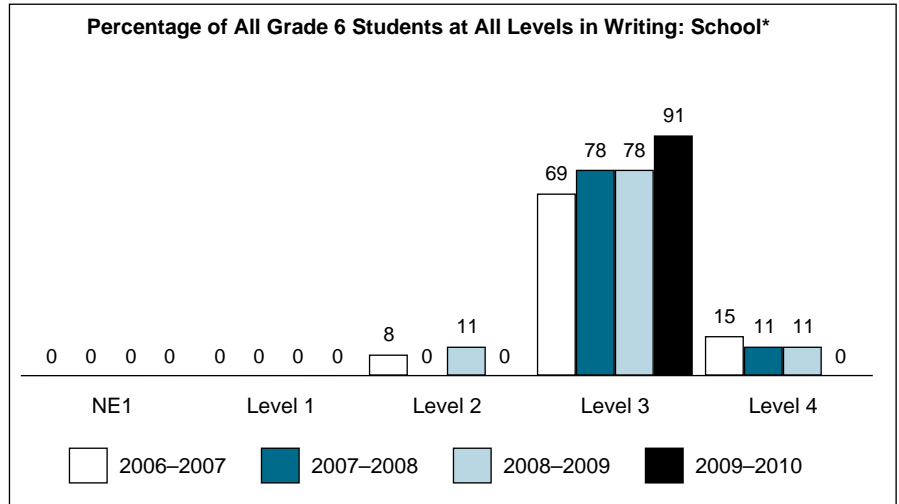
*** See the Explanation of Terms.

† 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.

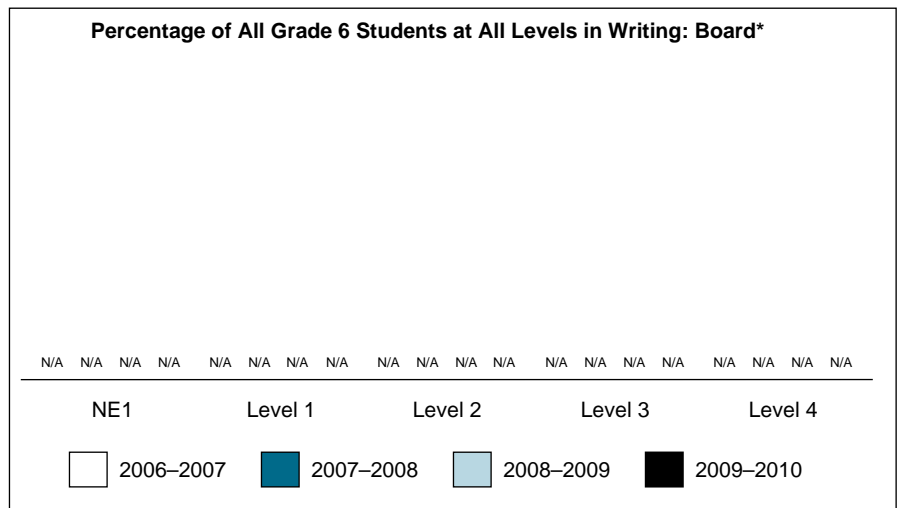
Results over Time, 2006–2007 to 2009–2010*

Grade 6: Writing

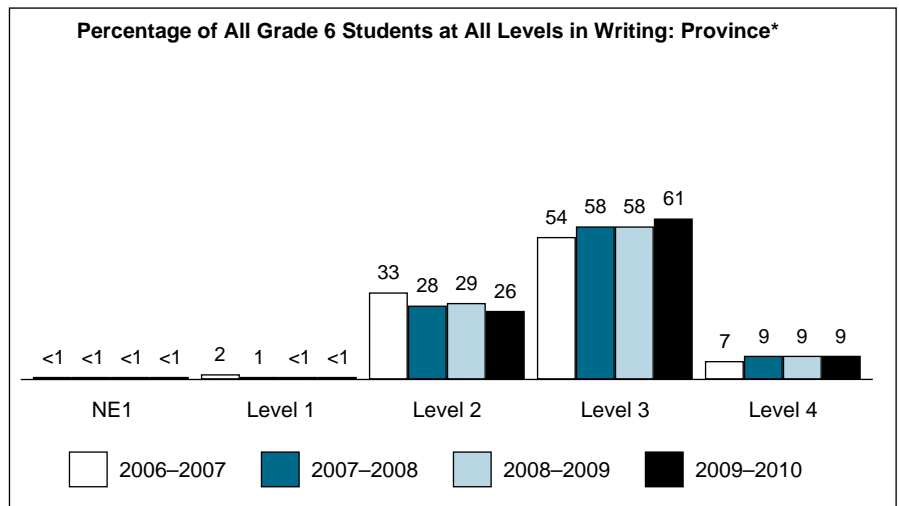
Grade 6 Writing: School*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	13	9	9	11
Level 4	15%	11%	11%	0%
Level 3	69%	78%	78%	91%
Level 2	8%	0%	11%	0%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	92%	89%	100%	91%
No Data	0%	11%	0%	9%
Exempt	8%	0%	0%	0%
At or Above Provincial Standard†	85%	89%	89%	91%



Grade 6 Writing: Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A
<i>Participating Students</i>	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A
At or Above Provincial Standard†	N/A	N/A	N/A	N/A



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



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

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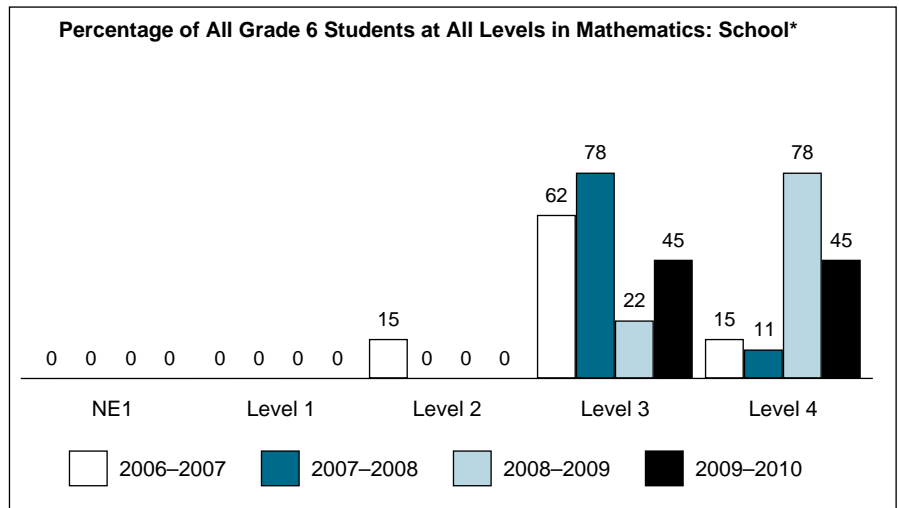
** See the Explanation of Terms.

† 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.

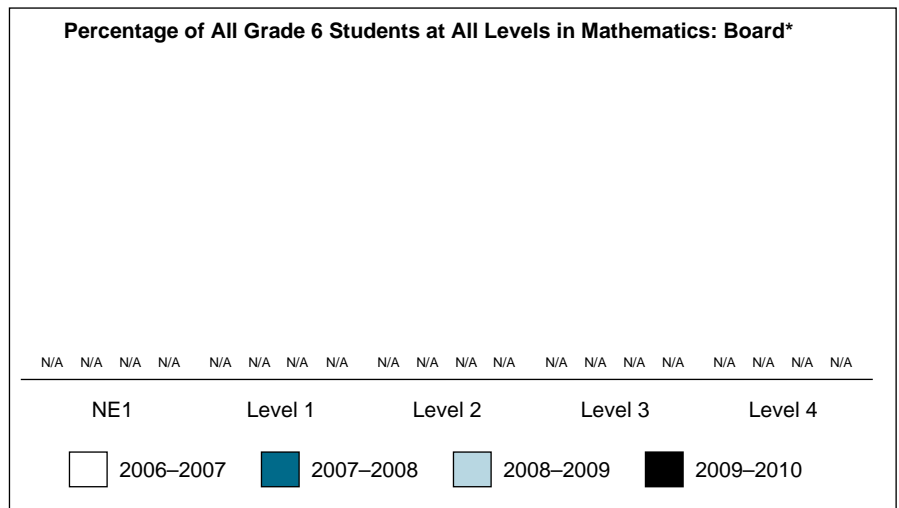
Results over Time, 2006–2007 to 2009–2010*

Grade 6: Mathematics

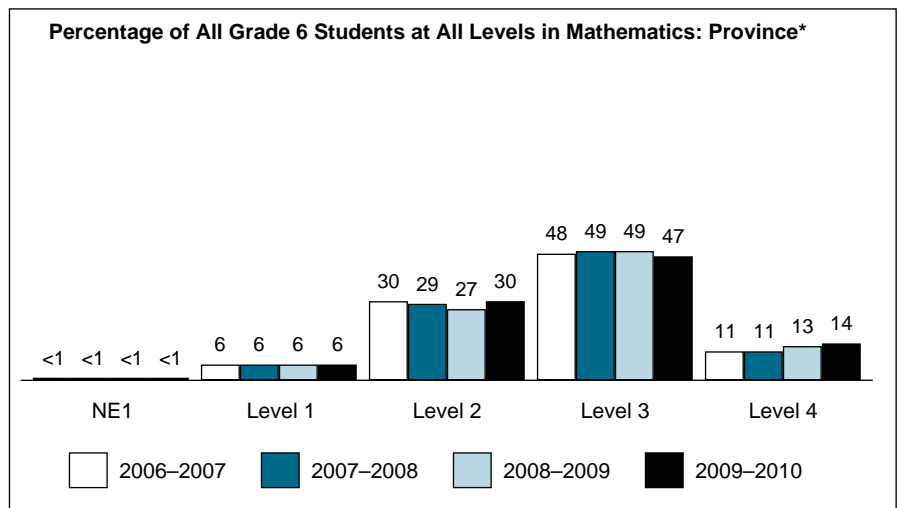
Grade 6 Mathematics: School*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
Number of Students	13	9	9	11
Level 4	15%	11%	78%	45%
Level 3	62%	78%	22%	45%
Level 2	15%	0%	0%	0%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	92%	89%	100%	91%
No Data	0%	11%	0%	9%
Exempt	8%	0%	0%	0%
At or Above Provincial Standard†	77%	89%	100%	91%



Grade 6 Mathematics: Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
Number of Students	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A
Participating Students	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A
At or Above Provincial Standard†	N/A	N/A	N/A	N/A



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



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

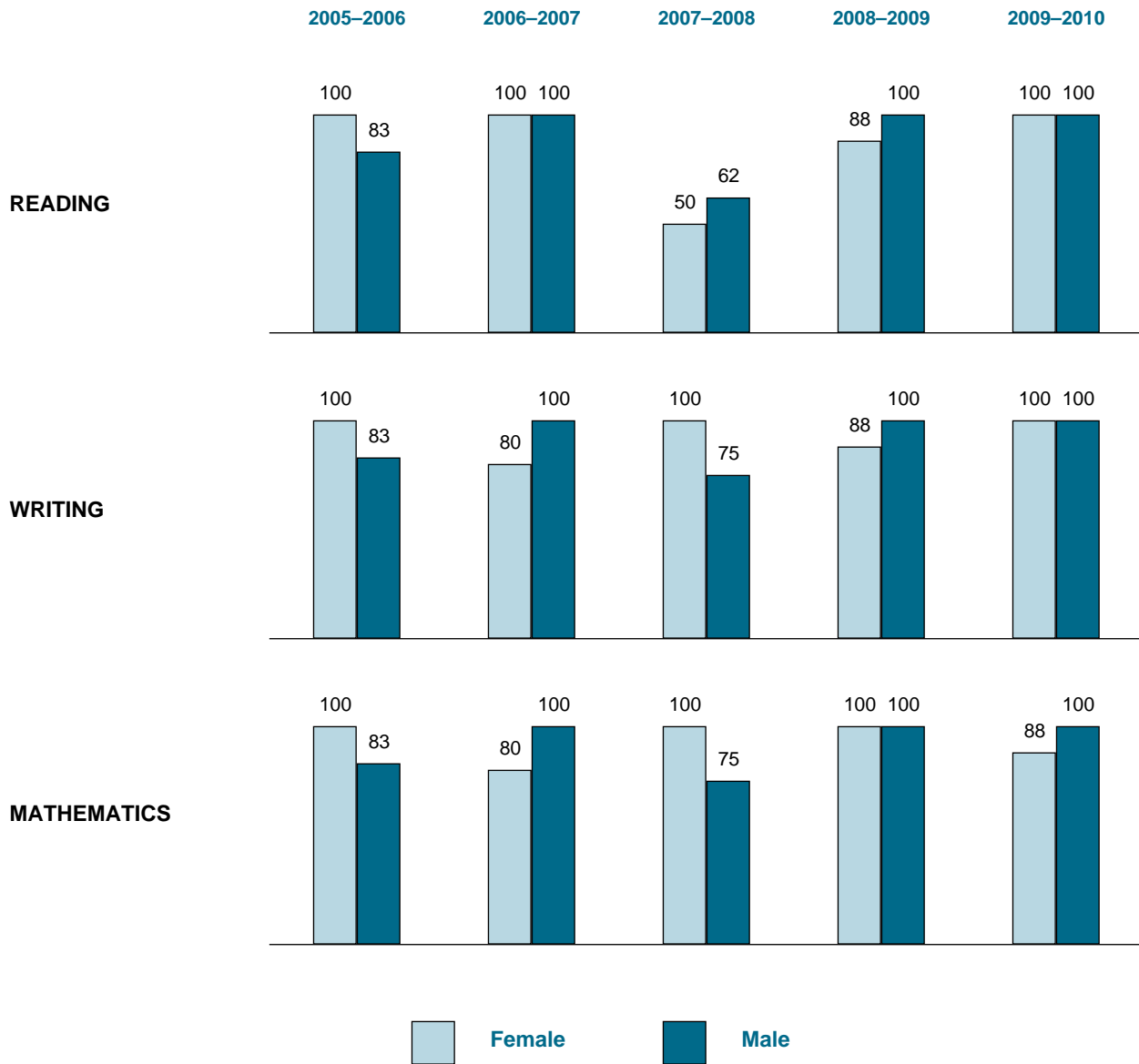
** Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

*** See the Explanation of Terms.

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

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER

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



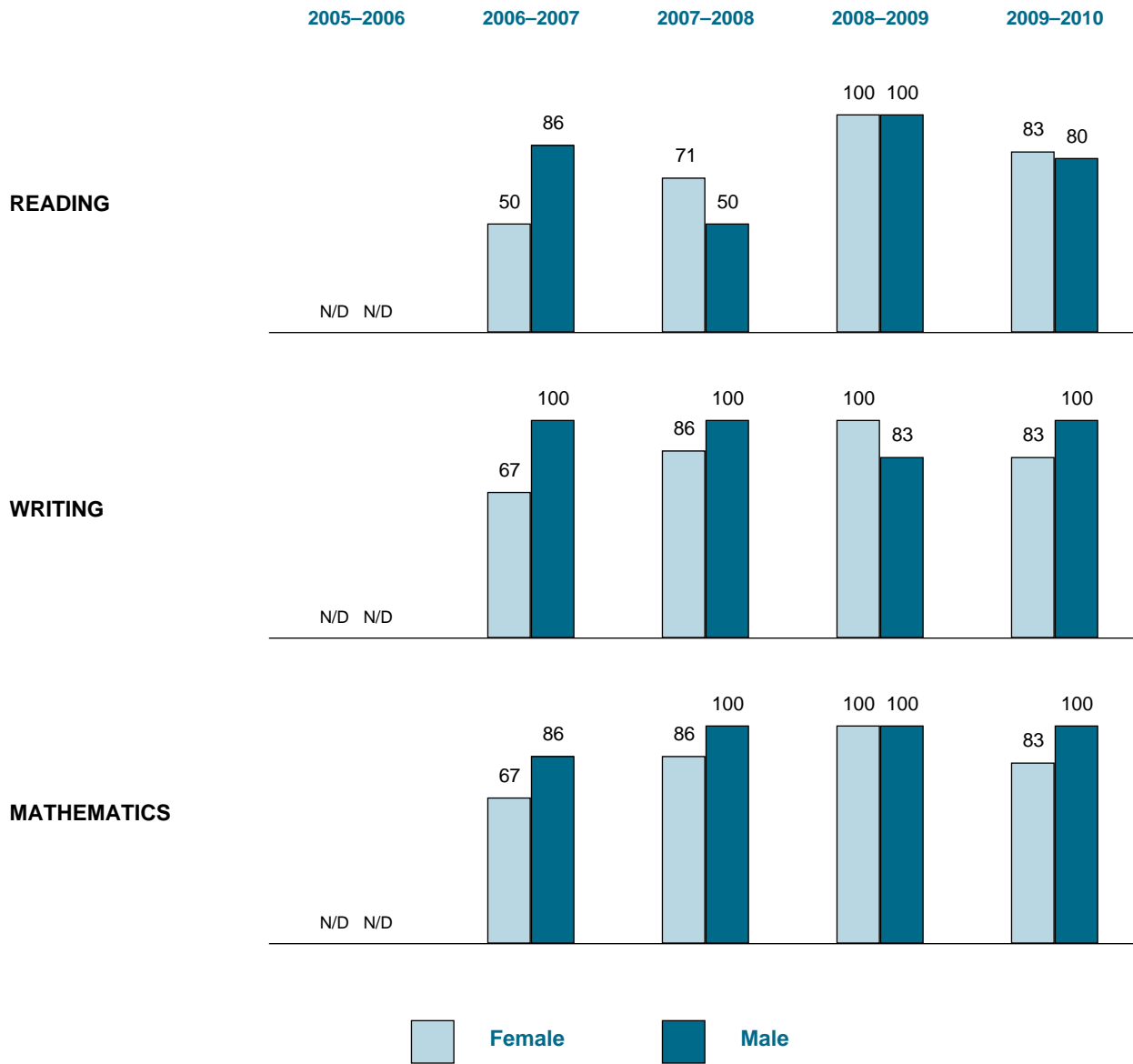
Total Number of Grade 3 Students†

	<u>2005-2006</u>		<u>2006-2007</u>		<u>2007-2008</u>		<u>2008-2009</u>		<u>2009-2010</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	3	6	5	9	6	8	8	5	8	8

† Includes only students for whom gender data were available.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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



Total Number of Grade 6 Students†

	<u>2005-2006</u>		<u>2006-2007</u>		<u>2007-2008</u>		<u>2008-2009</u>		<u>2009-2010</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	0	0	6	7	7	2	3	6	6	5

† Includes only students for whom gender data were available.

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 16)

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

		<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Most of the time	
STUDENT ENGAGEMENT			
How do you feel about mathematics?		Percentage of Students*	Number of students who answered "most of the time"
I like mathematics.		6	
I am good at mathematics.		10	
I am able to answer difficult mathematics questions.		3	
I try to do my best when I do mathematics activities in class.		14	
COGNITIVE STRATEGIES			
How often do you do the following when you are working on a mathematics problem?			
I read over the whole problem first to make sure I know what I am supposed to do.		12	
I ask for help if I do not understand the problem.		2	
I think about the steps I will use to solve the problem.		8	
I check my work for mistakes.		11	
I check my answer to see if it makes sense.		8	
INSTRUCTIONAL TOOLS			
How often do you use the following during mathematics activities at school?			
Manipulatives		3	
A calculator		1	
A computer to learn mathematics		0	

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

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 16)						
Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.						
	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day		
READING OUTSIDE SCHOOL				Number of students who answered "every day or almost every day"		
How often do you read the following when you are not at school? Percentage of Students*						
Stories or novels	6	31	31	31	5	
Comics or graphic novels			56	38	6	
Books, newspapers, magazines or websites for information	25	25	25	25	4	
E-mails, text or instant messages			62	12	19	6
Other things	6	25	31	38	6	
OUT-OF-SCHOOL ACTIVITIES						
How often do you do the following when you are not at school?						
I read by myself.	6	38	31	25	4	
I play video games.	25	12	50	12	2	
I use the Internet.	12	19	50	19	3	
I participate in sports or other physical activities.	12	31	12	38	6	
I participate in art, music, dance or drama activities.			56	25	12	6
I participate in after-school clubs.				88	6	
PARENTAL ENGAGEMENT						
How often do you and a parent, a guardian or another adult who lives with you do the following?						
We talk about the mathematics work I do in school.	25	25	31	19	3	
We talk about the activities I do in school.		44	19	6	31	
We read together.			69	19	12	
We look at my school agenda.		38	6	6	50	
We use a computer together.			62	25	6	6

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

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 16)			
Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.			
		<input type="checkbox"/> 0 programs <input type="checkbox"/> 1 program <input checked="" type="checkbox"/> 2 or 3 programs <input type="checkbox"/> 4 programs or more	
SCREEN TIME		Percentage of Students*	Number of students who answered "4 programs or more"
How many TV programs do you normally watch on a school day?			
	Before school		0
	After school		6
		<input checked="" type="checkbox"/> Only English/ Mostly English <input type="checkbox"/> Another language (or other languages) as often as English <input checked="" type="checkbox"/> Mostly another language (or other languages)/ Only another language (or other languages)	
LANGUAGES SPOKEN		Percentage of Students*	Number of students who answered "only English" or "mostly English"
Languages student speaks at home			
	Languages student speaks at home		6
	Languages in which people speak to student at home		3
SCHOOLS ATTENDED		Percentage of Students	Number of students
How many schools did you attend before this one?			
	Only this school		11
	1 other school		0
	2 other schools		4
	3 other schools		1
	4 other schools or more		0

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 16)	Female* (# = 8)	Male* (# = 8)	All Students (# = 16)	Female* (# = 8)	Male* (# = 8)	All Students (# = 123 025)	Female* (# = 60 511)	Male* (# = 62 514)
STUDENT ENGAGEMENT IN MATHEMATICS Percentage of students who answered “most of the time”†									
I like mathematics.	38%	38%	38%	38%	38%	38%	50%	49%	51%
I am good at mathematics.	62%	62%	62%	62%	62%	62%	49%	47%	51%
I am able to answer difficult mathematics questions.	19%	12%	25%	19%	12%	25%	26%	23%	29%
I try to do my best when I do mathematics activities in class.	88%	100%	75%	88%	100%	75%	87%	90%	85%
COGNITIVE STRATEGIES USED IN MATHEMATICS Percentage of students who answered “most of the time”†									
I read over the whole problem first to make sure I know what I am supposed to do.	75%	62%	88%	75%	62%	88%	70%	75%	65%
I ask for help if I do not understand the problem.	12%	12%	12%	12%	12%	12%	46%	51%	42%
I think about the steps I will use to solve the problem.	50%	25%	75%	50%	25%	75%	48%	49%	47%
I check my work for mistakes.	69%	62%	75%	69%	62%	75%	50%	54%	45%
I check my answer to see if it makes sense.	50%	38%	62%	50%	38%	62%	60%	64%	56%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS Percentage of students who answered “most of the time”†									
Manipulatives	19%	25%	12%	19%	25%	12%	24%	26%	23%
A calculator	6%	12%	0%	6%	12%	0%	11%	10%	11%
A computer to learn mathematics	0%	0%	0%	0%	0%	0%	16%	16%	16%
READING OUTSIDE SCHOOL Percentage of students who answered “every day or almost every day”‡									
Stories or novels	31%	25%	38%	31%	25%	38%	47%	54%	41%
Comics or graphic novels	6%	0%	12%	6%	0%	12%	21%	15%	27%
Books, newspapers, magazines or websites for information	25%	25%	25%	25%	25%	25%	27%	30%	25%
E-mails, text or instant messages	6%	12%	0%	6%	12%	0%	17%	17%	16%
Other things	38%	38%	38%	38%	38%	38%	45%	47%	43%

* Only includes students for whom gender data were available.

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

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 16)	Female* (# = 8)	Male* (# = 8)	All Students (# = 16)	Female* (# = 8)	Male* (# = 8)	All Students (# = 123 025)	Female* (# = 60 511)	Male* (# = 62 514)
OUT-OF-SCHOOL ACTIVITIES Percentage of students who answered “every day or almost every day” [†]									
I read by myself.	25%	25%	25%	25%	25%	25%	57%	64%	50%
I play video games.	12%	12%	12%	12%	12%	12%	37%	18%	55%
I use the Internet.	19%	12%	25%	19%	12%	25%	42%	39%	44%
I participate in sports or other physical activities.	38%	50%	25%	38%	50%	25%	49%	44%	54%
I participate in art, music, dance or drama activities.	6%	12%	0%	6%	12%	0%	27%	36%	19%
I participate in after-school clubs.	0%	0%	0%	0%	0%	0%	12%	11%	12%
PARENTAL ENGAGEMENT Percentage of students who answered “every day or almost every day” [†]									
We talk about the mathematics work I do in school.	19%	12%	25%	19%	12%	25%	27%	30%	24%
We talk about the activities I do in school.	31%	38%	25%	31%	38%	25%	46%	51%	40%
We read together.	0%	0%	0%	0%	0%	0%	21%	23%	19%
We look at my school agenda.	50%	38%	62%	50%	38%	62%	54%	56%	53%
We use a computer together.	6%	12%	0%	6%	12%	0%	13%	13%	13%
SCREEN TIME (WATCHING TV) Percentage of students who answered “4 programs or more” [‡]									
Before school	0%	0%	0%	0%	0%	0%	10%	6%	14%
After school	38%	75%	0%	38%	75%	0%	53%	49%	57%

* Only includes students for whom gender data were available.

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

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 16)	Female* (# = 8)	Male* (# = 8)	All Students (# = 16)	Female* (# = 8)	Male* (# = 8)	All Students (# = 123 025)	Female* (# = 60 511)	Male* (# = 62 514)
Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.									
LANGUAGES STUDENTS SPEAK AT HOME† Percentage of students									
Only English/Mostly English	38%	38%	38%	38%	38%	38%	73%	72%	74%
Another language (or other languages) as often as English	38%	38%	38%	38%	38%	38%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	25%	25%	25%	25%	25%	25%	10%	10%	10%
LANGUAGES SPOKEN TO STUDENTS AT HOME† Percentage of students									
Only English/Mostly English	19%	25%	12%	19%	25%	12%	70%	69%	71%
Another language (or other languages) as often as English	38%	25%	50%	38%	25%	50%	14%	15%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	44%	50%	38%	44%	50%	38%	15%	16%	15%
SCHOOLS ATTENDED† Percentage of students									
Only this school/1 other school	69%	62%	75%	69%	62%	75%	80%	80%	80%
2 other schools/3 other schools	31%	38%	25%	31%	38%	25%	16%	16%	16%
4 other schools or more	0%	0%	0%	0%	0%	0%	4%	4%	4%

* Only includes students for whom gender data were available.

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

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 10)

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



Never



Sometimes



Most of the time

STUDENT ENGAGEMENT

How do you feel about mathematics?

Percentage of Students*

Number of students who answered "most of the time"

I like mathematics.		6
I am good at mathematics.		7
I am able to answer difficult mathematics questions.		3
I try to do my best when I do mathematics activities in class.		8

COGNITIVE STRATEGIES

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

I read over the whole problem first to make sure I know what I am supposed to do.		5
I ask for help if I do not understand the problem.		7
I think about the steps I will use to solve the problem.		5
I check my work for mistakes.		2
I check my answer to see if it makes sense.		5

INSTRUCTIONAL TOOLS

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

Manipulatives		0
A calculator		0
A computer to learn mathematics		0
The Internet to explore information related to mathematics		0

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

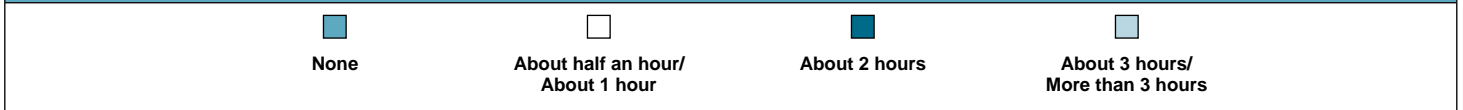
Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 10)			
Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.			
		<input type="checkbox"/> Never <input type="checkbox"/> 1 or 2 times a month <input type="checkbox"/> 1 to 3 times a week <input type="checkbox"/> Every day or almost every day	
READING OUTSIDE SCHOOL How often do you read the following when you are not at school?			Percentage of Students* Number of students who answered "every day or almost every day"
Stories or novels		4	
Comics or graphic novels		0	
Books, newspapers, magazines or websites for information		0	
E-mails, text or instant messages		4	
Other things		4	
OUT-OF-SCHOOL ACTIVITIES How often do you do the following when you are not at school?			
I read by myself.		5	
I play video games.		2	
I use the Internet.		5	
I participate in sports or other physical activities.		5	
I participate in art, music, dance or drama activities.		0	
I participate in after-school clubs.		0	
PARENTAL ENGAGEMENT How often do you and a parent, a guardian or another adult who lives with you do the following?			
We talk about the mathematics work I do in school.		2	
We talk about the activities I do in school.		2	
We read together.		0	
We look at my school agenda.		1	
We use a computer together.		0	

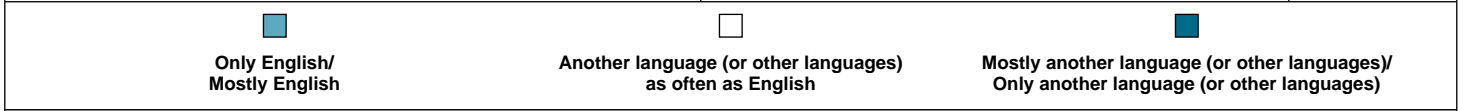
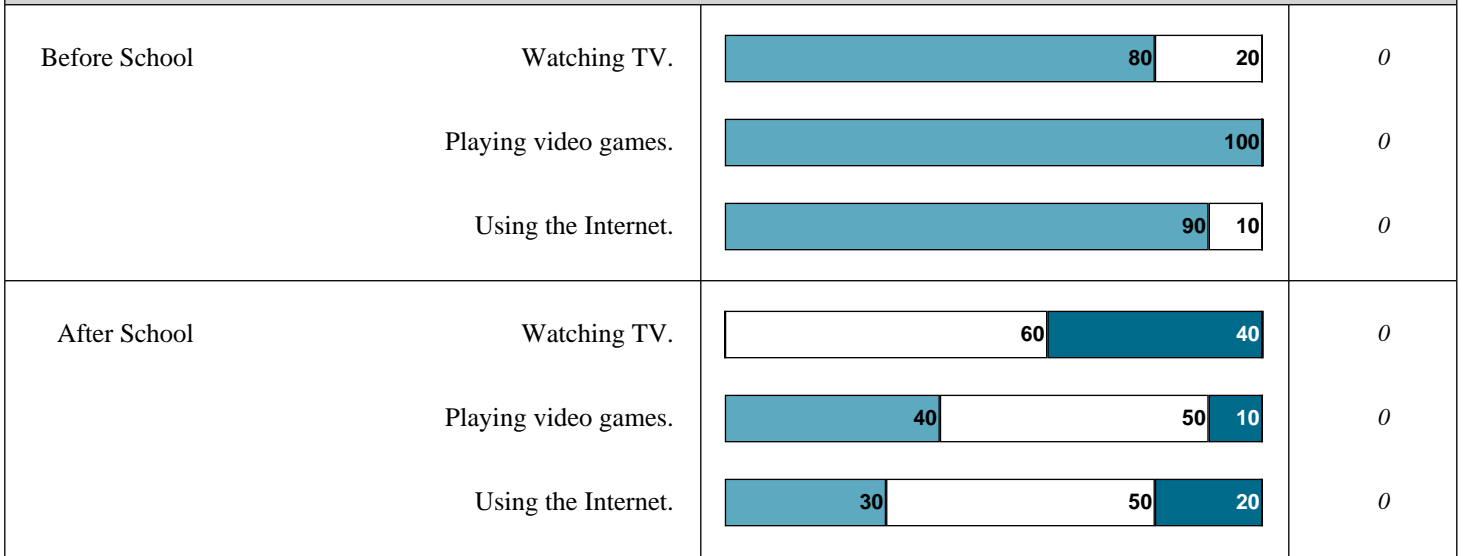
* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a bar, the percentage of responses is smaller than four.

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 10)
 Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.



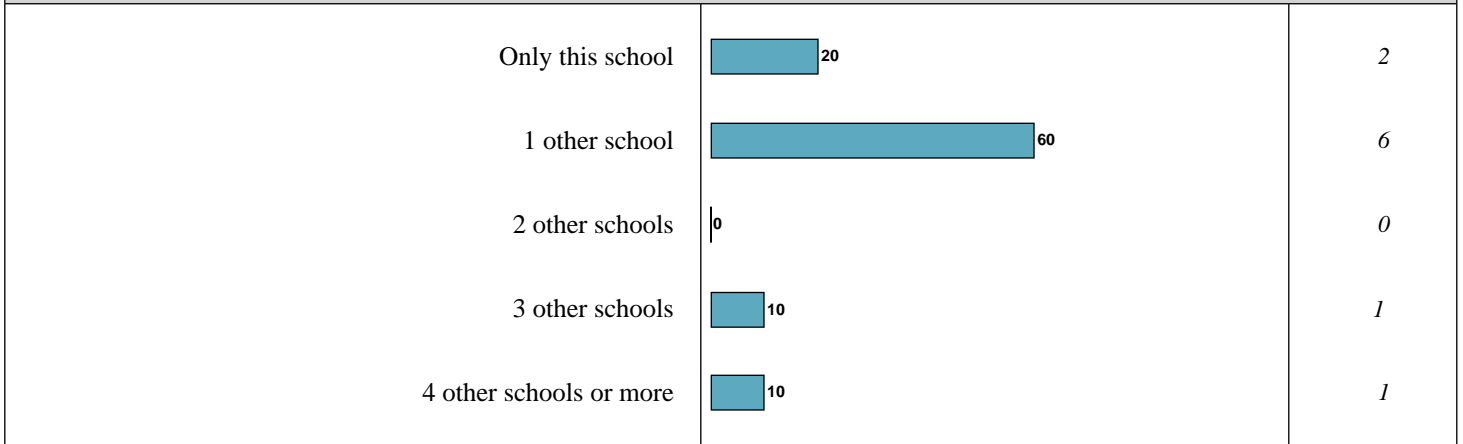
SCREEN TIME
 How many hours do you usually do the following on a school day? Percentage of Students* Number of students who answered "about 3 hours" or "more than 3 hours"



LANGUAGES SPOKEN
 Percentage of Students* Number of students who answered "only English" or "mostly English"



SCHOOLS ATTENDED
 How many schools did you attend before this one? Percentage of Students* Number of students



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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 10)	Female* (# = 5)	Male* (# = 5)	All Students (# = 10)	Female* (# = 5)	Male* (# = 5)	All Students (# = 129 209)	Female* (# = 63 475)	Male* (# = 65 718)
Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.									
STUDENT ENGAGEMENT IN MATHEMATICS Percentage of students who answered “most of the time”†									
I like mathematics.	60%	20%	100%	60%	20%	100%	40%	37%	44%
I am good at mathematics.	70%	60%	80%	70%	60%	80%	48%	45%	51%
I am able to answer difficult mathematics questions.	30%	40%	20%	30%	40%	20%	28%	23%	32%
I try to do my best when I do mathematics activities in class.	80%	80%	80%	80%	80%	80%	84%	88%	81%
COGNITIVE STRATEGIES USED IN MATHEMATICS Percentage of students who answered “most of the time”†									
I read over the whole problem first to make sure I know what I am supposed to do.	50%	80%	20%	50%	80%	20%	72%	78%	66%
I ask for help if I do not understand the problem.	70%	40%	100%	70%	40%	100%	52%	57%	47%
I think about the steps I will use to solve the problem.	50%	40%	60%	50%	40%	60%	39%	40%	38%
I check my work for mistakes.	20%	20%	20%	20%	20%	20%	36%	39%	33%
I check my answer to see if it makes sense.	50%	60%	40%	50%	60%	40%	59%	62%	55%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS Percentage of students who answered “most of the time”†									
Manipulatives	0%	0%	0%	0%	0%	0%	9%	10%	9%
A calculator	0%	0%	0%	0%	0%	0%	38%	42%	35%
A computer to learn mathematics	0%	0%	0%	0%	0%	0%	6%	5%	6%
The Internet to explore information related to mathematics	0%	0%	0%	0%	0%	0%	5%	5%	5%
READING OUTSIDE SCHOOL Percentage of students who answered “every day or almost every day”‡									
Stories or novels	40%	80%	0%	40%	80%	0%	38%	48%	30%
Comics or graphic novels	0%	0%	0%	0%	0%	0%	14%	10%	18%
Books, newspapers, magazines or websites for information	0%	0%	0%	0%	0%	0%	29%	32%	27%
E-mails, text or instant messages	40%	40%	40%	40%	40%	40%	46%	53%	40%
Other things	40%	40%	40%	40%	40%	40%	35%	36%	35%

* Only includes students for whom gender data were available.

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

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province			
	All Students (# = 10)	Female* (# = 5)	Male* (# = 5)	All Students (# = 10)	Female* (# = 5)	Male* (# = 5)	All Students (# = 129 209)	Female* (# = 63 475)	Male* (# = 65 718)	
OUT-OF-SCHOOL ACTIVITIES Percentage of students who answered “every day or almost every day”†										
I read by myself.	50%	80%	20%	50%	80%	20%	47%	56%	39%	
I play video games.	20%	0%	40%	20%	0%	40%	28%	11%	45%	
I use the Internet.	50%	40%	60%	50%	40%	60%	59%	61%	57%	
I participate in sports or other physical activities.	50%	20%	80%	50%	20%	80%	50%	43%	58%	
I participate in art, music, dance or drama activities.	0%	0%	0%	0%	0%	0%	20%	26%	13%	
I participate in after-school clubs.	0%	0%	0%	0%	0%	0%	8%	9%	7%	
PARENTAL ENGAGEMENT Percentage of students who answered “every day or almost every day”†										
We talk about the mathematics work I do in school.	20%	20%	20%	20%	20%	20%	16%	17%	15%	
We talk about the activities I do in school.	20%	20%	20%	20%	20%	20%	38%	42%	34%	
We read together.	0%	0%	0%	0%	0%	0%	4%	4%	4%	
We look at my school agenda.	10%	0%	20%	10%	0%	20%	29%	29%	30%	
We use a computer together.	0%	0%	0%	0%	0%	0%	5%	5%	5%	
SCREEN TIME Percentage of students who answered “about 3 hours” or “more than 3 hours”‡										
Before School	Watching TV	0%	0%	0%	0%	0%	0%	2%	1%	2%
	Playing video games	0%	0%	0%	0%	0%	0%	1%	<1%	3%
	Using the Internet	0%	0%	0%	0%	0%	0%	2%	2%	2%
After School	Watching TV	0%	0%	0%	0%	0%	0%	21%	19%	22%
	Playing video games	0%	0%	0%	0%	0%	0%	12%	3%	20%
	Using the Internet	0%	0%	0%	0%	0%	0%	20%	20%	19%

* Only includes students for whom gender data were available.

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

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 10)	Female* (# = 5)	Male* (# = 5)	All Students (# = 10)	Female* (# = 5)	Male* (# = 5)	All Students (# = 129 209)	Female* (# = 63 475)	Male* (# = 65 718)
Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.									
LANGUAGES STUDENTS SPEAK AT HOME† Percentage of students									
Only English/Mostly English	50%	60%	40%	50%	60%	40%	77%	77%	77%
Another language (or other languages) as often as English	50%	40%	60%	50%	40%	60%	15%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	0%	0%	0%	0%	0%	0%	7%	7%	8%
LANGUAGES SPOKEN TO STUDENTS AT HOME† Percentage of students									
Only English/Mostly English	30%	60%	0%	30%	60%	0%	72%	72%	72%
Another language (or other languages) as often as English	60%	40%	80%	60%	40%	80%	14%	15%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	10%	0%	20%	10%	0%	20%	13%	13%	13%
SCHOOLS ATTENDED† Percentage of students									
Only this school/1 other school	80%	80%	80%	80%	80%	80%	68%	68%	68%
2 other schools/3 other schools	10%	0%	20%	10%	0%	20%	24%	24%	23%
4 other schools or more	10%	20%	0%	10%	20%	0%	7%	7%	7%

* Only includes students for whom gender data were available.

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

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

EXPLANATION OF TERMS

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