

Detailed School Results



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

School: St Justin Martyr (816450)
Board: York Catholic DSB (67075)

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.

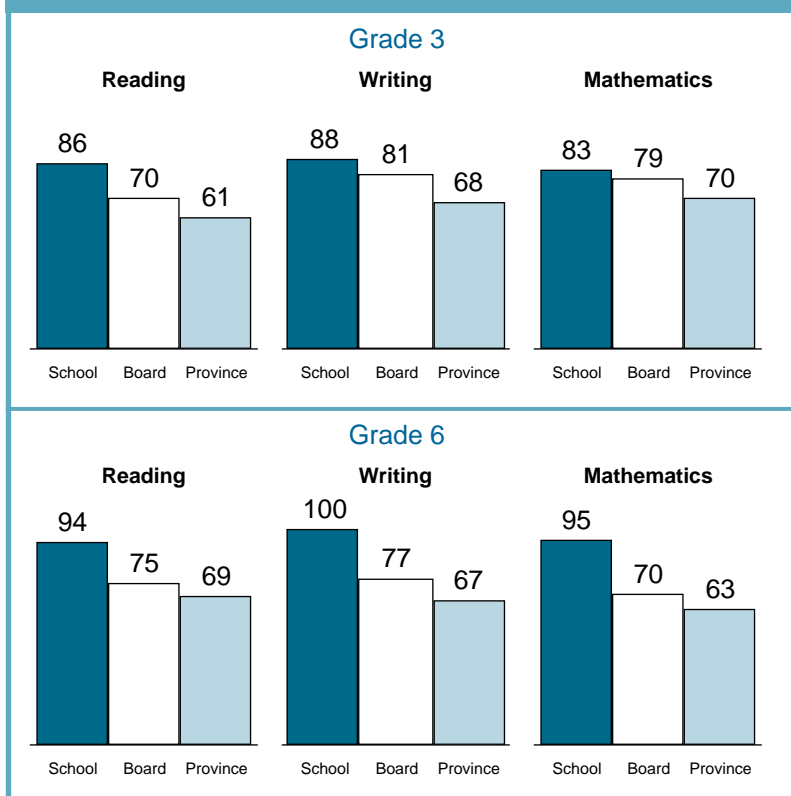
I trust this report will help parents, educators and all who support a strong public education system work together so that all students can reach their full potential.

Sincerely,

Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

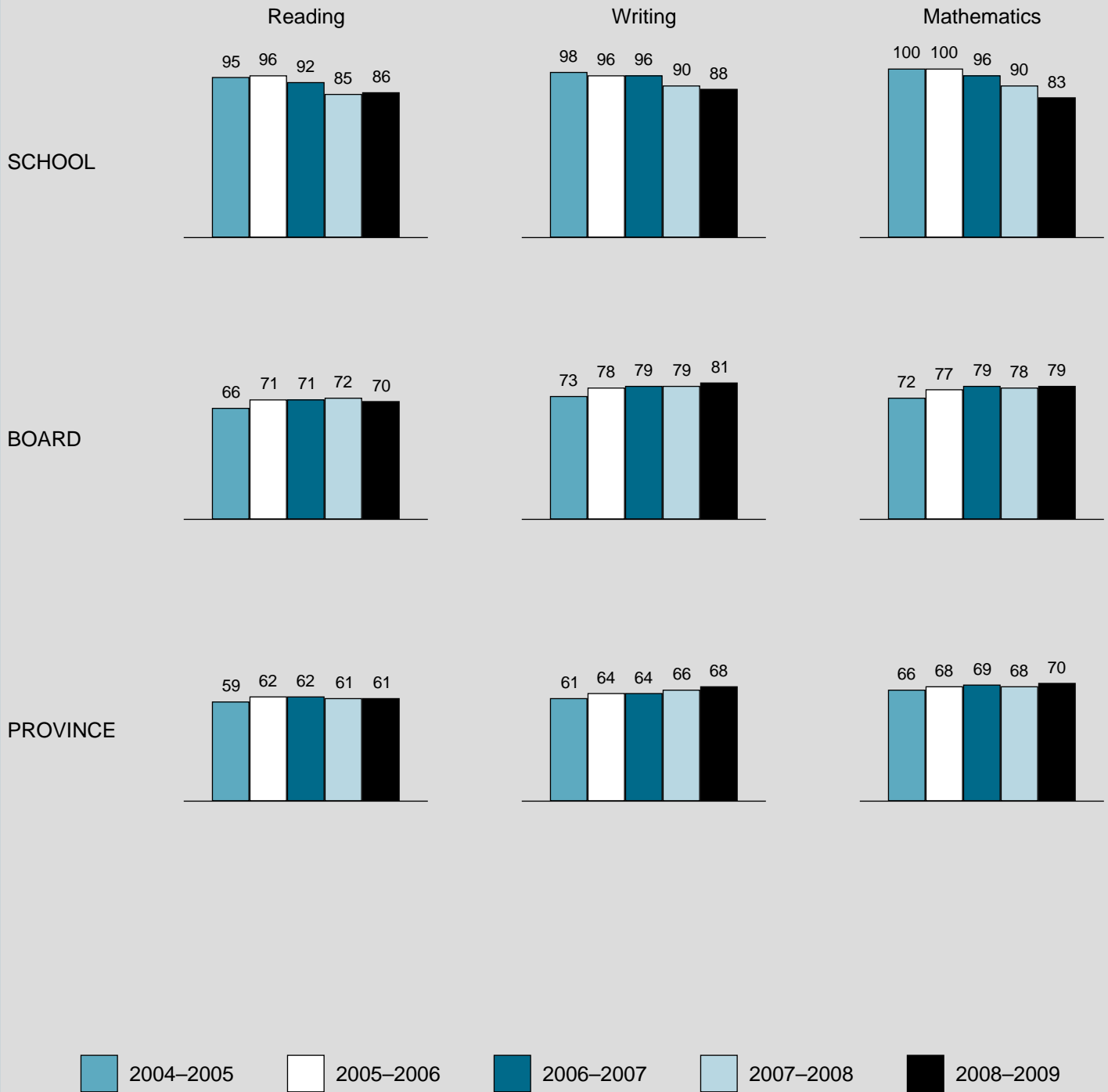
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2008–2009



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

Percentage of Students: Grade 3

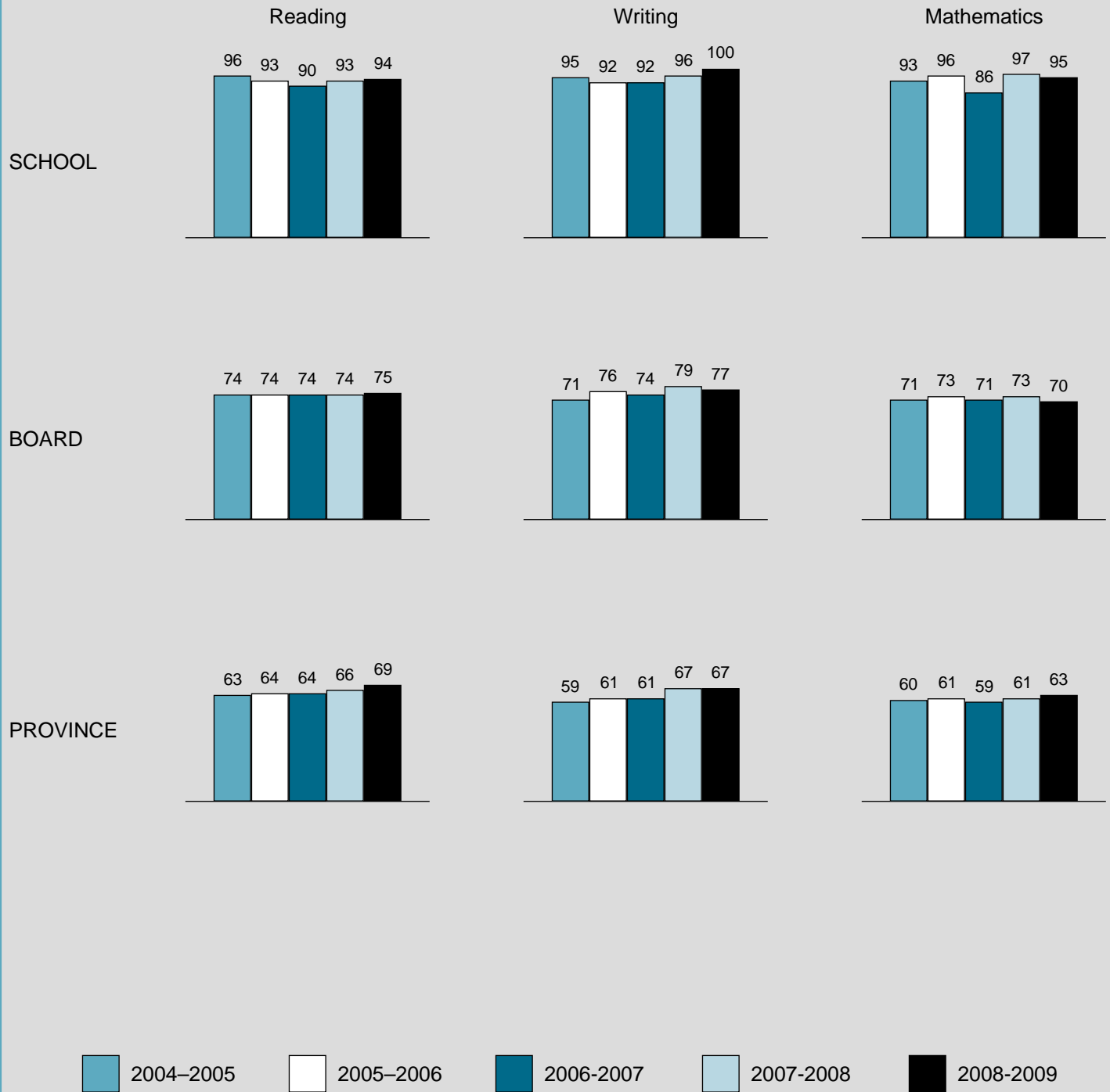


Total Number of Grade 3 Students

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
School	56	45	53	52	64
Board	3 817	3 918	3 700	3 705	3 721
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				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
School	76	71	86	96	87
Board	3 963	4 124	4 164	4 040	4 169
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	64		3 721		125 481	
Number of classes with Grade 3 students	3		218		9 385	
Number of schools with Grade 3 classes	Not applicable		83		3 399	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	23	36%	1 796	48%	60 999	49%
Male	41	64%	1 925	52%	64 482	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	10	16%	235	6%	11 281	9%
Students with special needs (excluding gifted)**	2	3%	309	8%	18 291	15%
Place of Birth						
Born in Canada	58	91%	3 463	93%	111 561	89%
Born outside Canada	6	9%	257	7%	13 717	11%
In Canada less than one year	0	0%	5	<1%	804	1%
In Canada one year or more but less than three years	0	0%	51	1%	2 893	2%
In Canada three years or more	6	9%	201	5%	8 946	7%
Language						
First language learned at home was other than English	43	67%	598	16%	27 084	22%
Year Student Entered Current School						
Year of the assessment	7	11%	286	8%	16 746	13%
Year prior to the assessment	11	17%	354	10%	14 545	12%
2 years prior to the assessment	29	45%	488	13%	16 821	13%
3 or more years prior to the assessment	17	27%	2 592	70%	76 849	61%
Data not available	0	0%	1	<1%	520	<1%
Year Student Entered Current Board						
Year of the assessment	4	6%	176	5%	8 720	7%
Year prior to the assessment	6	9%	188	5%	8 048	6%
2 years prior to the assessment	27	42%	325	9%	11 982	10%
3 or more years prior to the assessment	27	42%	2 918	78%	93 098	74%
Data not available	0	0%	114	3%	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	64		3 721		121 787	
Writing	64		3 721		121 788	
Mathematics	64		3 721		125 464	
Number Percent Number Percent Number Percent						
Students who participated (excludes “no data” and “exempt”)**						
Reading	63	98%	3 625	97%	116 256	95%
Writing	63	98%	3 627	97%	116 812	96%
Mathematics	63	98%	3 622	97%	120 405	96%
Students who did not complete any part of the assessment (“no data”)**						
Reading	1	2%	22	1%	1 092	1%
Writing	1	2%	23	1%	1 094	1%
Mathematics	1	2%	29	1%	1 196	1%
Students who were exempted**						
All three subjects	0	0%	66	2%	3 567	3%
Reading	0	0%	74	2%	4 439	4%
Writing	0	0%	71	2%	3 882	3%
Mathematics	0	0%	70	2%	3 863	3%
Participating English language learners who received a special provision**						
Reading	0	0%	26	1%	2 309	2%
Writing	0	0%	26	1%	2 353	2%
Mathematics	0	0%	25	1%	2 352	2%
Participating students who received one or more accommodations†**						
Reading	1	2%	278	8%	13 650	12%
Writing	1	2%	281	8%	14 104	12%
Mathematics	1	2%	273	8%	13 790	11%

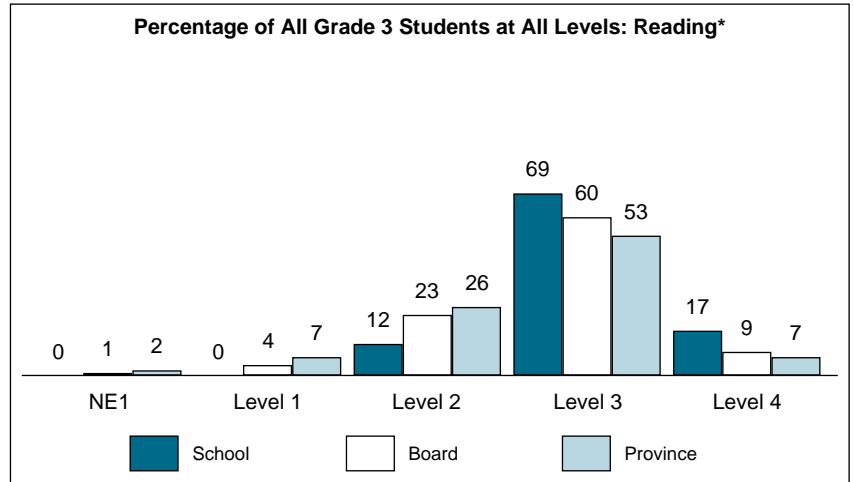
* Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

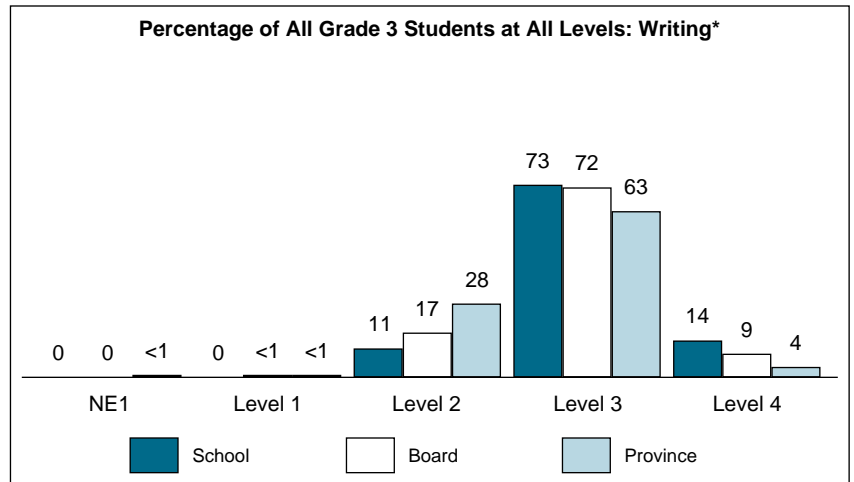
† Includes students with an Individual Education Plan, students designated as English language learners and students receiving special permission.

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

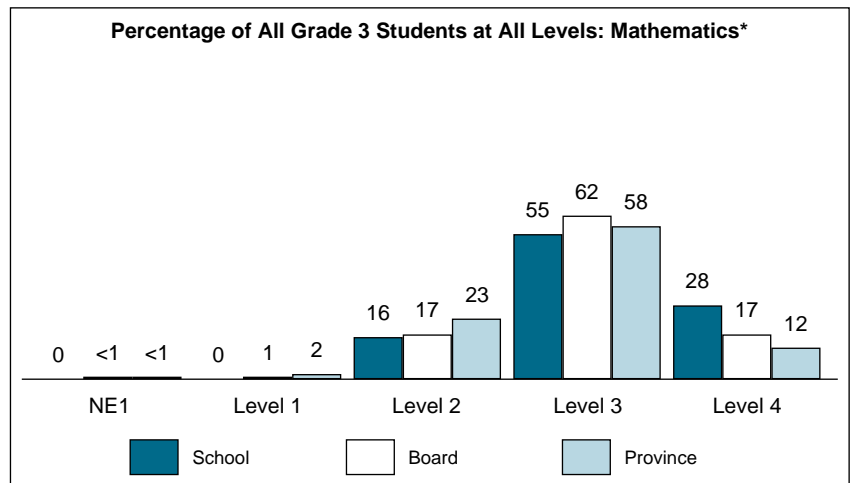
Grade 3: Reading*				
Number of Students	School 64		Board 3 721	Province 121 787
	#	%	%	%
Level 4	11	17%	9%	7%
Level 3	44	69%	60%	53%
Level 2	8	12%	23%	26%
Level 1	0	0%	4%	7%
NE1**	0	0%	1%	2%
Participating Students	63	98%	97%	95%
No Data	1	2%	1%	1%
Exempt	0	0%	2%	4%
At or Above Provincial Standard (Levels 3 and 4) [†]	86%		70%	61%



Grade 3: Writing*				
Number of Students	School 64		Board 3 721	Province 121 788
	#	%	%	%
Level 4	9	14%	9%	4%
Level 3	47	73%	72%	63%
Level 2	7	11%	17%	28%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
Participating Students	63	98%	97%	96%
No Data	1	2%	1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) [†]	88%		81%	68%



Grade 3: Mathematics*				
Number of Students	School 64		Board 3 721	Province 125 464
	#	%	%	%
Level 4	18	28%	17%	12%
Level 3	35	55%	62%	58%
Level 2	10	16%	17%	23%
Level 1	0	0%	1%	2%
NE1**	0	0%	<1%	<1%
Participating Students	63	98%	97%	96%
No Data	1	2%	1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) [†]	83%		79%	70%



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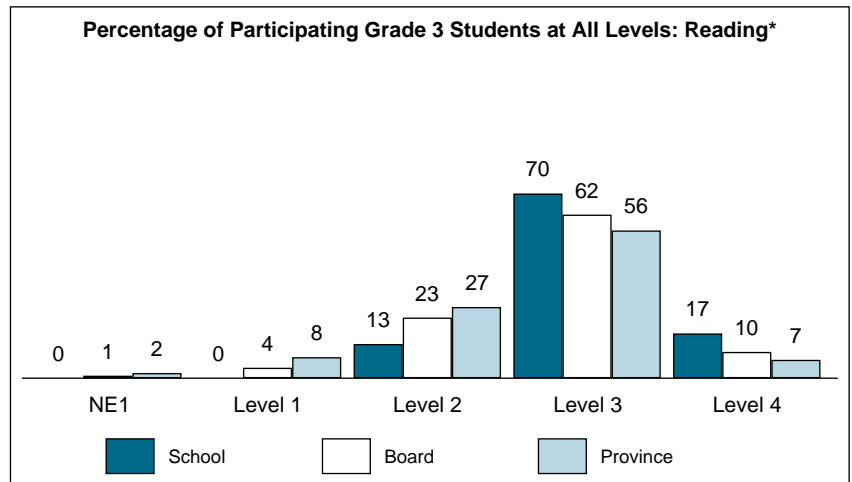
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

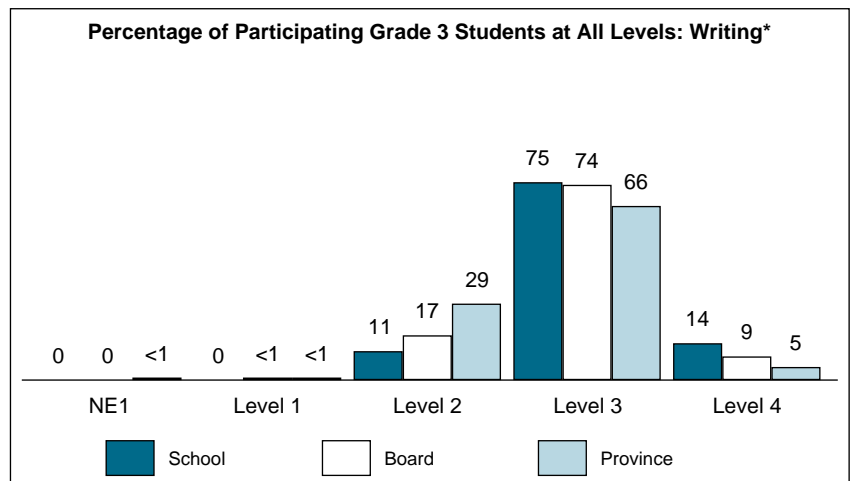
Results in Reading, Writing and Mathematics, 2008–2009

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

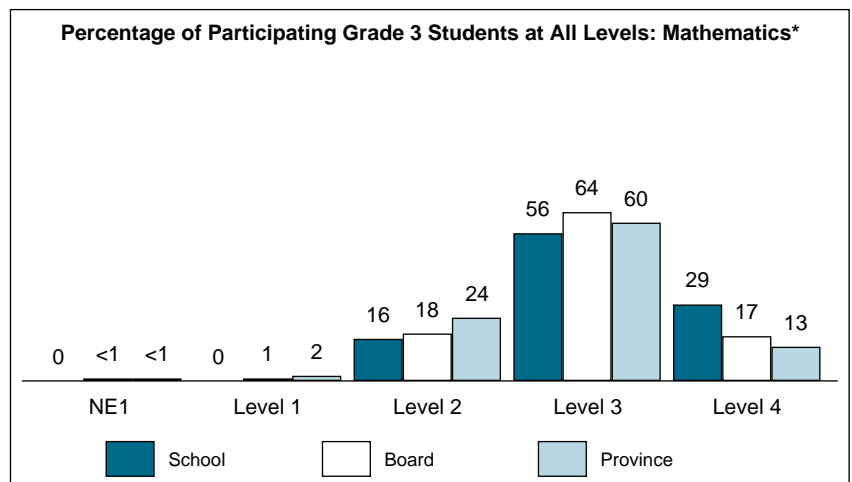
Grade 3: Reading*				
Number of Students	School 63		Board 3 625	Province 116 256
	#	%	%	%
Level 4	11	17%	10%	7%
Level 3	44	70%	62%	56%
Level 2	8	13%	23%	27%
Level 1	0	0%	4%	8%
NE1**	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †	87%		72%	63%



Grade 3: Writing*				
Number of Students	School 63		Board 3 627	Province 116 812
	#	%	%	%
Level 4	9	14%	9%	5%
Level 3	47	75%	74%	66%
Level 2	7	11%	17%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	89%		83%	71%



Grade 3: Mathematics*				
Number of Students	School 63		Board 3 622	Province 120 405
	#	%	%	%
Level 4	18	29%	17%	13%
Level 3	35	56%	64%	60%
Level 2	10	16%	18%	24%
Level 1	0	0%	1%	2%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	84%		81%	73%



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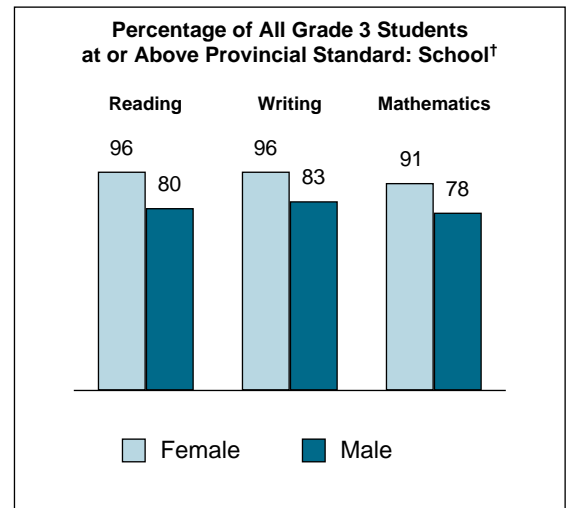
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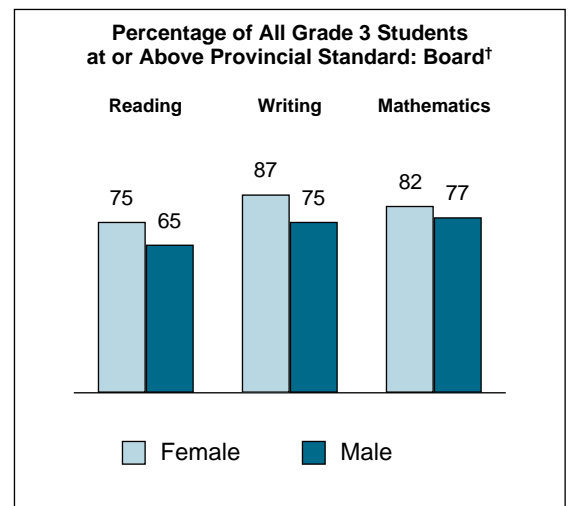
Results in Reading, Writing and Mathematics, 2008–2009

Grade 3: Gender††

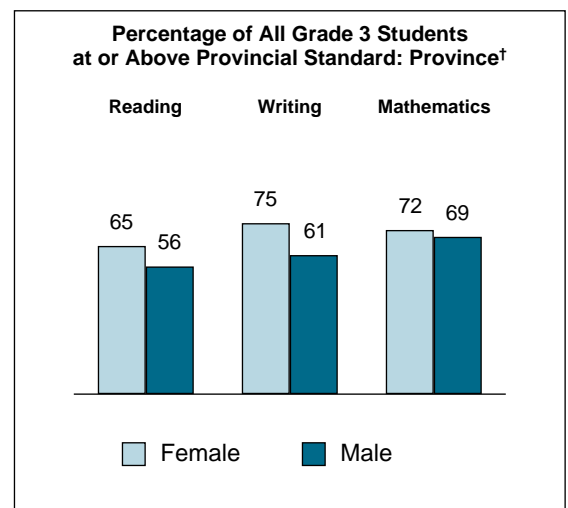
Grade 3: School*						
	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
Number of Students	23	41	23	41	23	41
Level 4	26%	12%	17%	12%	30%	27%
Level 3	70%	68%	78%	71%	61%	51%
Level 2	4%	17%	4%	15%	9%	20%
Level 1	0%	0%	0%	0%	0%	0%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	98%	100%	98%	100%	98%
No Data	0%	2%	0%	2%	0%	2%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	96%	80%	96%	83%	91%	78%



Grade 3: Board*						
	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
Number of Students	1 796	1 925	1 796	1 925	1 796	1 925
Level 4	12%	7%	13%	5%	17%	17%
Level 3	63%	58%	74%	70%	65%	60%
Level 2	20%	25%	12%	21%	16%	18%
Level 1	3%	5%	<1%	0%	1%	1%
NE1**	1%	1%	0%	0%	0%	<1%
Participating Students	98%	96%	98%	97%	98%	97%
No Data	<1%	1%	<1%	1%	1%	1%
Exempt	1%	3%	1%	3%	1%	3%
At or Above Provincial Standard (Levels 3 and 4)†	75%	65%	87%	75%	82%	77%



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



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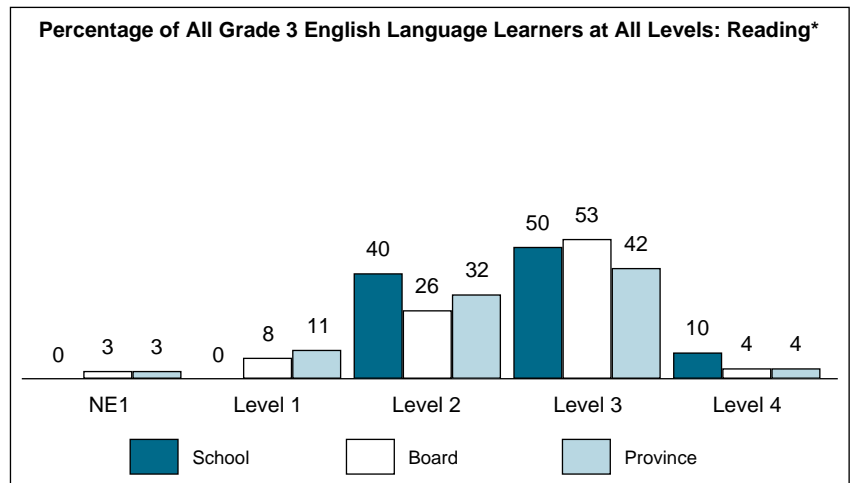
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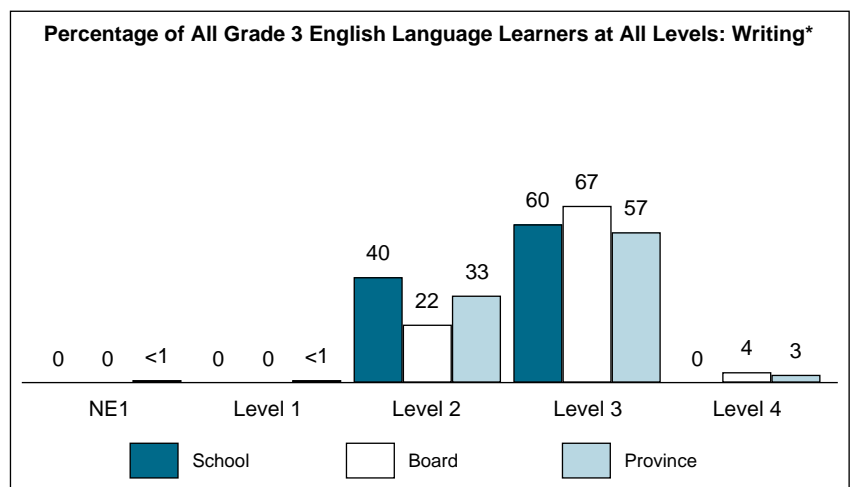
†† Results include only students for whom gender data were available.

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

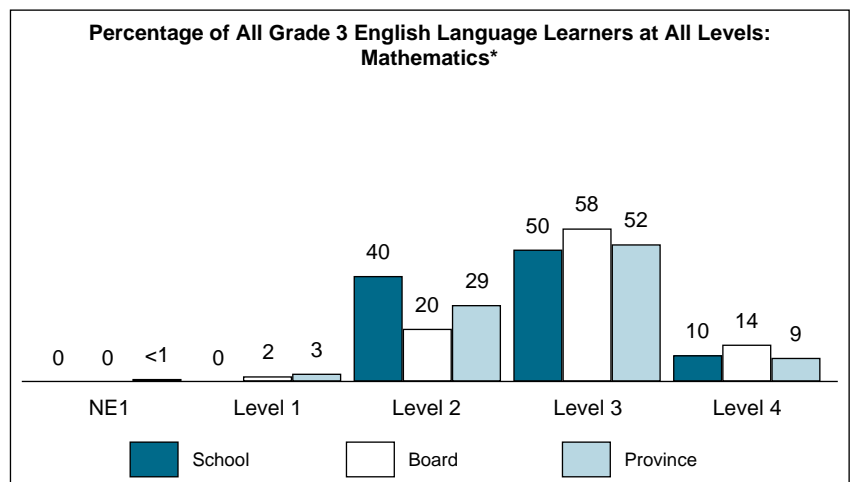
English Language Learners: Reading*				
Number of Students	School 10		Board 235	Province 11 229
	#	%	%	%
Level 4	1	10%	4%	4%
Level 3	5	50%	53%	42%
Level 2	4	40%	26%	32%
Level 1	0	0%	8%	11%
NE1**	0	0%	3%	3%
Participating Students	10	100%	93%	92%
No Data	0	0%	1%	1%
Exempt	0	0%	6%	7%
At or Above Provincial Standard (Levels 3 and 4) †	60%		57%	46%



English Language Learners: Writing*				
Number of Students	School 10		Board 235	Province 11 229
	#	%	%	%
Level 4	0	0%	4%	3%
Level 3	6	60%	67%	57%
Level 2	4	40%	22%	33%
Level 1	0	0%	0%	<1%
NE1**	0	0%	0%	<1%
Participating Students	10	100%	93%	93%
No Data	0	0%	1%	1%
Exempt	0	0%	6%	6%
At or Above Provincial Standard (Levels 3 and 4) †	60%		71%	60%



English Language Learners: Mathematics*				
Number of Students	School 10		Board 235	Province 11 278
	#	%	%	%
Level 4	1	10%	14%	9%
Level 3	5	50%	58%	52%
Level 2	4	40%	20%	29%
Level 1	0	0%	2%	3%
NE1**	0	0%	0%	<1%
Participating Students	10	100%	93%	94%
No Data	0	0%	2%	1%
Exempt	0	0%	5%	5%
At or Above Provincial Standard (Levels 3 and 4) †	60%		71%	62%



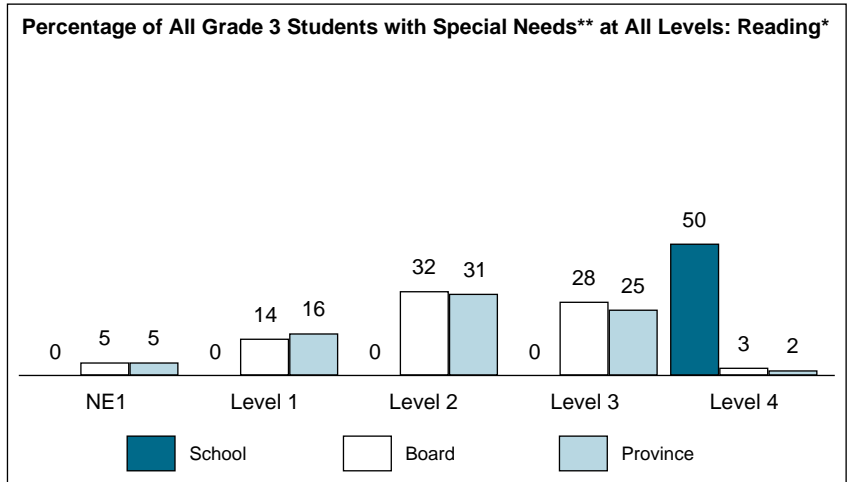
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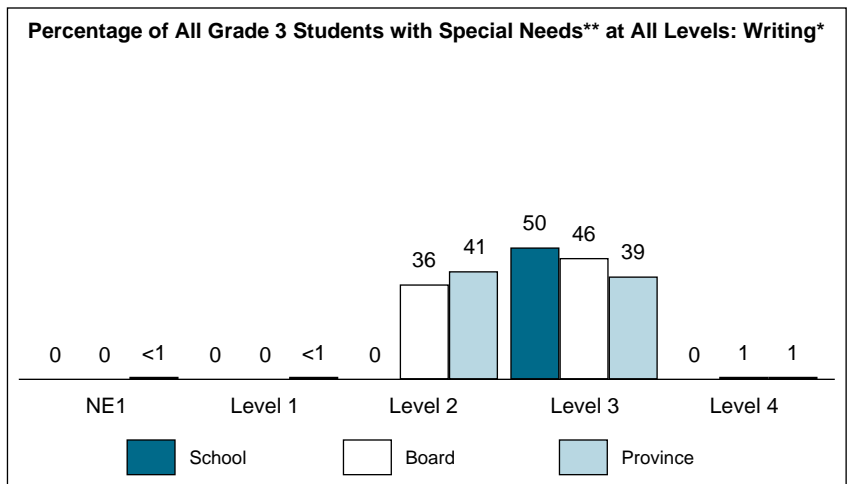
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Results in Reading, Writing and Mathematics, 2008–2009 Grade 3: Students with Special Needs (excluding gifted)

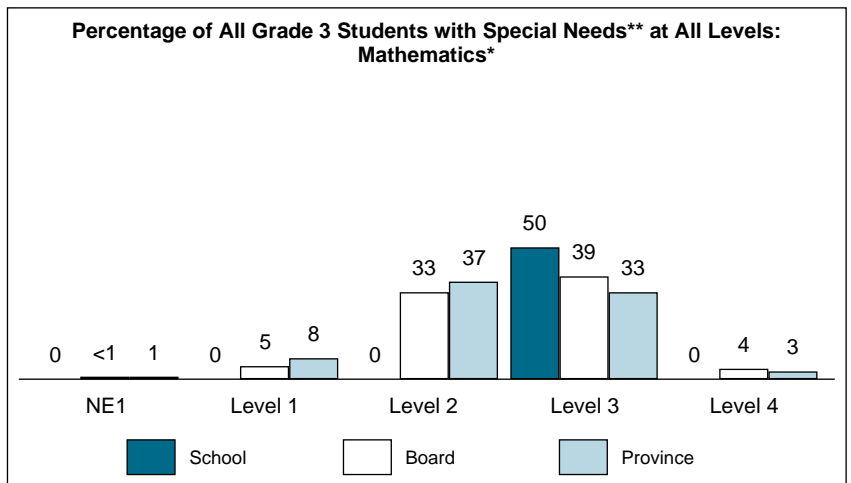
Students with Special Needs**: Reading*				
Number of Students	School 2		Board 309	Province 18 151
	#	%	%	%
Level 4	1	50%	3%	2%
Level 3	0	0%	28%	25%
Level 2	0	0%	32%	31%
Level 1	0	0%	14%	16%
NE1**	0	0%	5%	5%
Participating Students	1	50%	82%	80%
No Data	1	50%	2%	2%
Exempt	0	0%	16%	19%
At or Above Provincial Standard (Levels 3 and 4) †		50%	31%	27%



Students with Special Needs**: Writing*				
Number of Students	School 2		Board 309	Province 18 151
	#	%	%	%
Level 4	0	0%	1%	1%
Level 3	1	50%	46%	39%
Level 2	0	0%	36%	41%
Level 1	0	0%	0%	<1%
NE1**	0	0%	0%	<1%
Participating Students	1	50%	83%	82%
No Data	1	50%	2%	2%
Exempt	0	0%	15%	16%
At or Above Provincial Standard (Levels 3 and 4) †		50%	47%	40%



Students with Special Needs**: Mathematics*				
Number of Students	School 2		Board 309	Province 18 291
	#	%	%	%
Level 4	0	0%	4%	3%
Level 3	1	50%	39%	33%
Level 2	0	0%	33%	37%
Level 1	0	0%	5%	8%
NE1**	0	0%	<1%	1%
Participating Students	1	50%	82%	82%
No Data	1	50%	3%	2%
Exempt	0	0%	15%	17%
At or Above Provincial Standard (Levels 3 and 4) †		50%	43%	36%



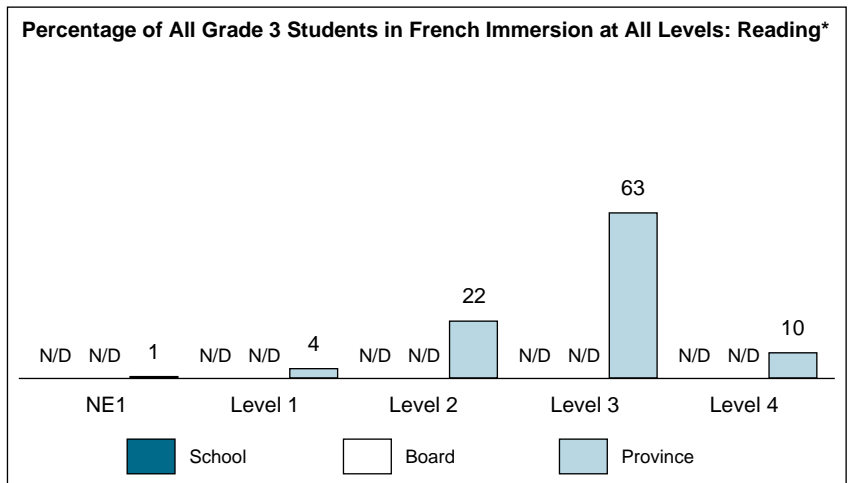
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** See the Explanation of Terms.

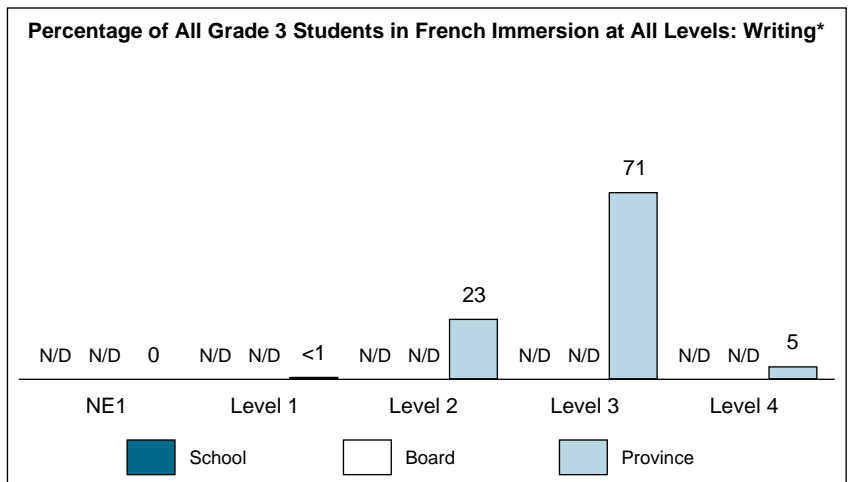
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

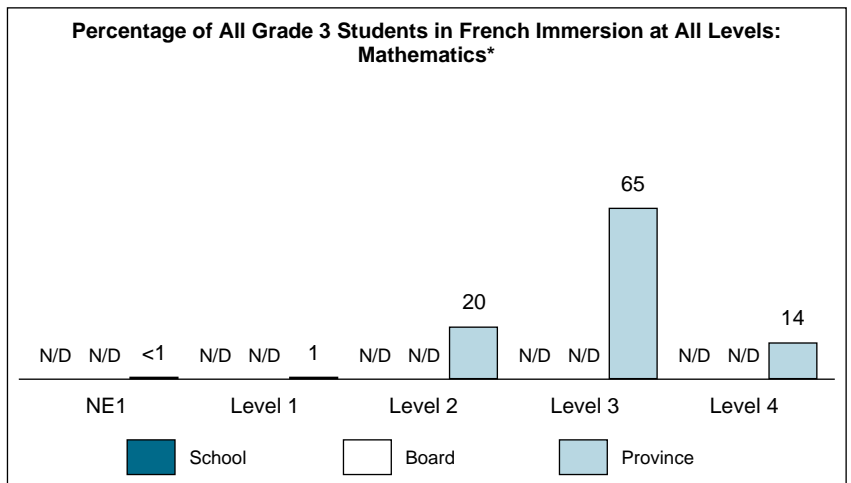
Students in French Immersion: Reading*				
Number of Students	School N/D		Board N/D	Province 7 714
	#	%	%	%
Level 4	N/D	N/D	N/D	10%
Level 3	N/D	N/D	N/D	63%
Level 2	N/D	N/D	N/D	22%
Level 1	N/D	N/D	N/D	4%
NE1**	N/D	N/D	N/D	1%
Participating Students	N/D	N/D	N/D	99%
No Data	N/D	N/D	N/D	1%
Exempt	N/D	N/D	N/D	<1%
At or Above Provincial Standard (Levels 3 and 4) †			N/D	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	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	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	87		4 169		136 076	
Number of classes with Grade 6 students	4		220		8 285	
Number of schools with Grade 6 classes	Not applicable		83		3 216	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	38	44%	2 020	48%	66 276	49%
Male	49	56%	2 149	52%	69 800	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	2	2%	134	3%	7 538	6%
Students with special needs (excluding gifted)**	3	3%	532	13%	24 326	18%
Place of Birth						
Born in Canada	74	85%	3 782	91%	118 305	87%
Born outside Canada	13	15%	383	9%	17 592	13%
In Canada less than one year	0	0%	6	<1%	768	1%
In Canada one year or more but less than three years	0	0%	46	1%	2 991	2%
In Canada three years or more	13	15%	331	8%	12 798	9%
Language						
First language learned at home was other than English	33	38%	620	15%	27 824	20%
Year Student Entered Current School						
Year of the assessment	5	6%	291	7%	30 253	22%
Year prior to the assessment	37	43%	471	11%	13 485	10%
2 years prior to the assessment	7	8%	271	7%	12 503	9%
3 or more years prior to the assessment	38	44%	3 134	75%	79 176	58%
Data not available	0	0%	2	<1%	659	<1%
Year Student Entered Current Board						
Year of the assessment	4	5%	149	4%	9 175	7%
Year prior to the assessment	6	7%	192	5%	7 907	6%
2 years prior to the assessment	6	7%	148	4%	7 896	6%
3 or more years prior to the assessment	64	74%	3 495	84%	105 510	78%
Data not available	7	8%	185	4%	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)

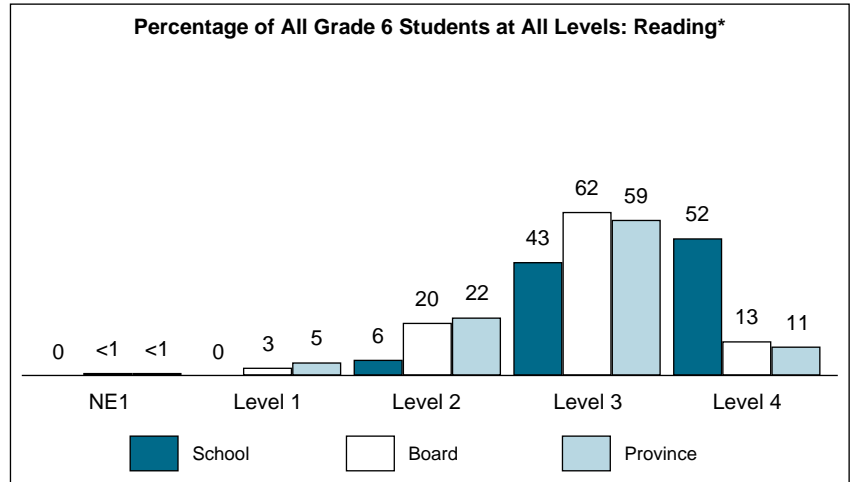
Participation in the Assessment	School		Board		Province	
Number of Grade 6 students						
Reading	87		4 169		136 069	
Writing	87		4 169		136 075	
Mathematics	87		4 165		136 075	
Number Percent Number Percent Number Percent						
Students who participated (excludes “no data” and “exempt”)*						
Reading	87	100%	4 073	98%	131 173	96%
Writing	87	100%	4 071	98%	131 296	96%
Mathematics	87	100%	4 059	97%	130 902	96%
Students who did not complete any part of the assessment (“no data”)*						
Reading	0	0%	20	<1%	988	1%
Writing	0	0%	21	1%	1 006	1%
Mathematics	0	0%	22	1%	1 122	1%
Students who were exempted*						
All three subjects	0	0%	73	2%	3 524	3%
Reading	0	0%	76	2%	3 908	3%
Writing	0	0%	77	2%	3 773	3%
Mathematics	0	0%	84	2%	4 051	3%
Participating English language learners who received a special provision*						
Reading	0	0%	36	1%	1 374	1%
Writing	0	0%	36	1%	1 393	1%
Mathematics	0	0%	35	1%	1 358	1%
Participating students who received one or more accommodations†*						
Reading	7	8%	473	12%	17 325	13%
Writing	7	8%	474	12%	17 442	13%
Mathematics	2	2%	410	10%	16 448	13%

* See the Explanation of Terms.

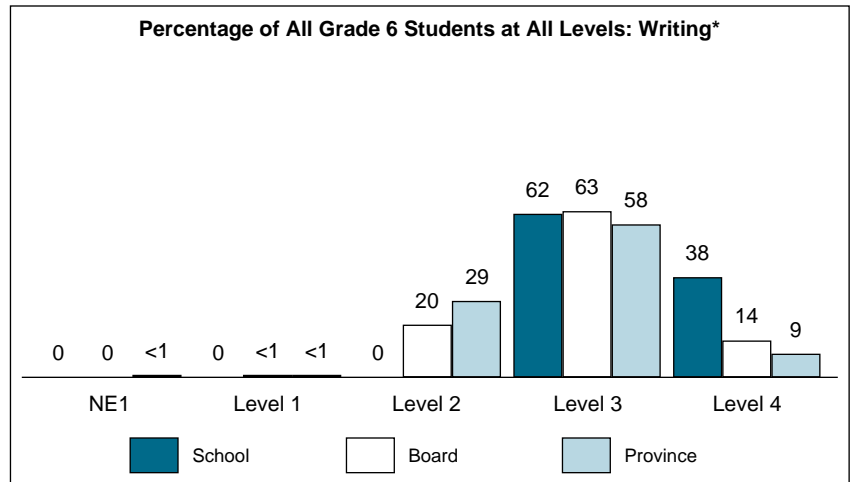
† Includes students with an Individual Education Plan, students designated as English language learners and students receiving special permission.

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

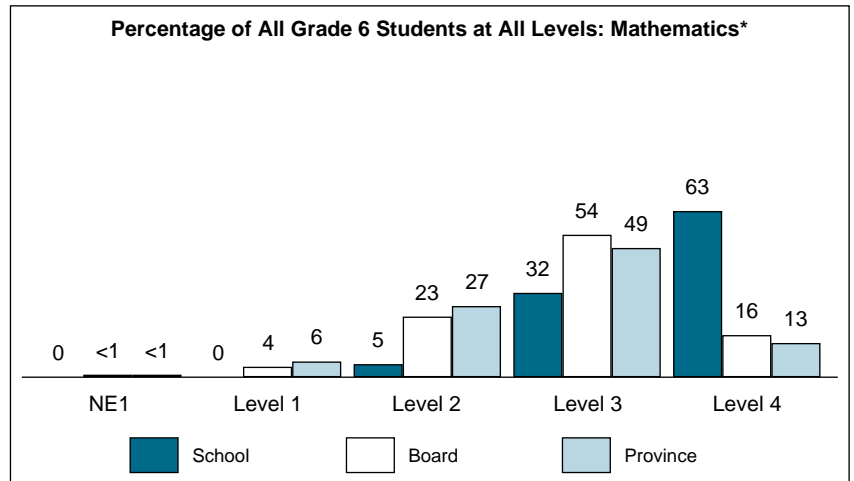
Grade 6: Reading*				
Number of Students	School 87		Board 4 169	Province 136 069
	#	%	%	%
Level 4	45	52%	13%	11%
Level 3	37	43%	62%	59%
Level 2	5	6%	20%	22%
Level 1	0	0%	3%	5%
NE1**	0	0%	<1%	<1%
Participating Students	87	100%	98%	96%
No Data	0	0%	<1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †	94%		75%	69%



Grade 6: Writing*				
Number of Students	School 87		Board 4 169	Province 136 075
	#	%	%	%
Level 4	33	38%	14%	9%
Level 3	54	62%	63%	58%
Level 2	0	0%	20%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
Participating Students	87	100%	98%	96%
No Data	0	0%	1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †	100%		77%	67%



Grade 6: Mathematics*				
Number of Students	School 87		Board 4 165	Province 136 075
	#	%	%	%
Level 4	55	63%	16%	13%
Level 3	28	32%	54%	49%
Level 2	4	5%	23%	27%
Level 1	0	0%	4%	6%
NE1**	0	0%	<1%	<1%
Participating Students	87	100%	97%	96%
No Data	0	0%	1%	1%
Exempt	0	0%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †	95%		70%	63%



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

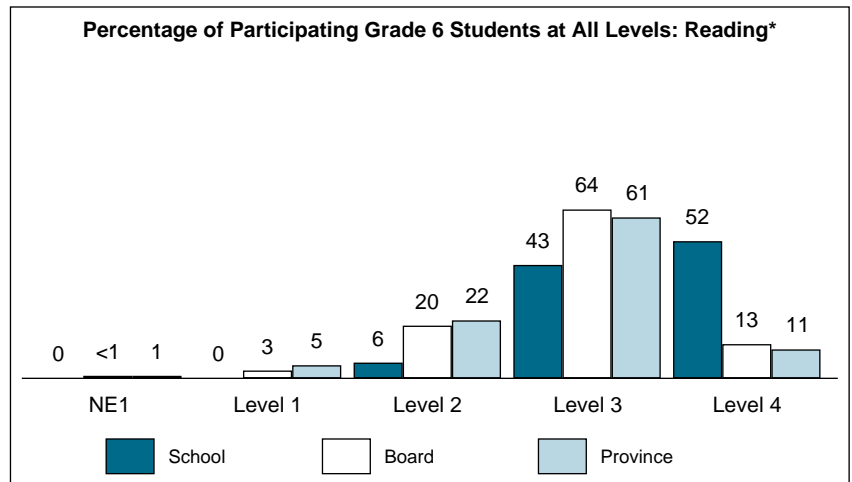
** See the Explanation of Terms.

† 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.

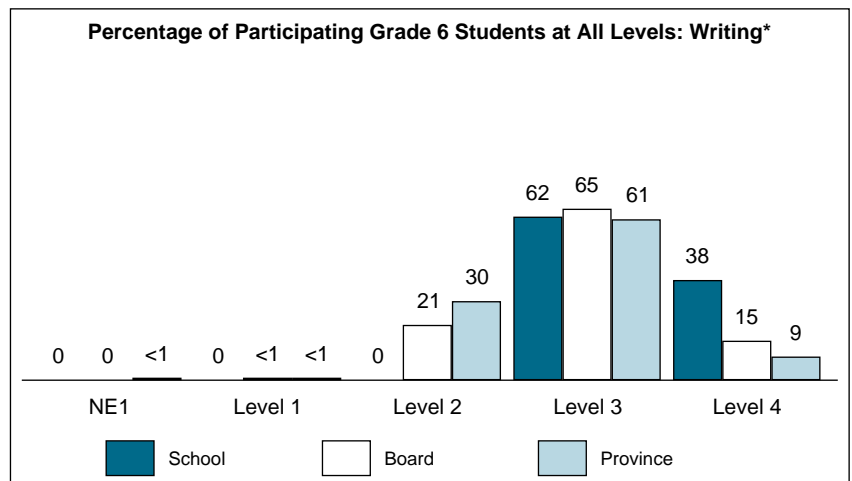
Results in Reading, Writing and Mathematics, 2008–2009

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

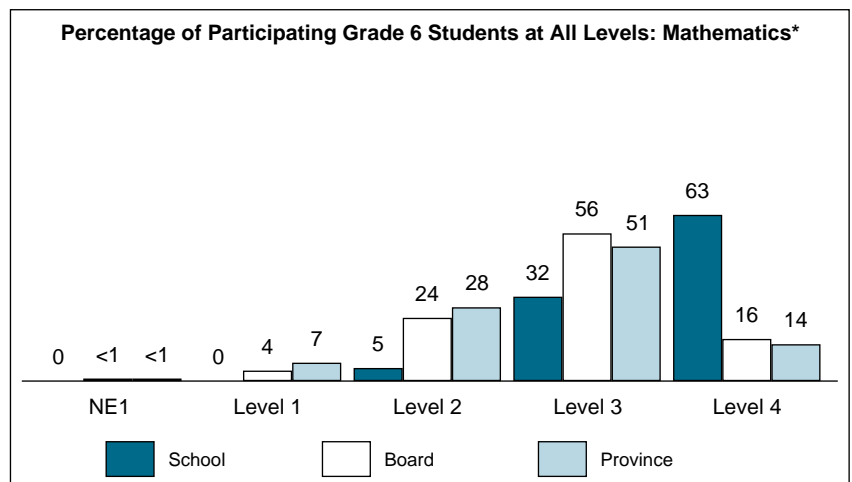
Grade 6: Reading*				
Number of Students	School 87		Board 4 073	Province 131 173
	#	%	%	%
Level 4	45	52%	13%	11%
Level 3	37	43%	64%	61%
Level 2	5	6%	20%	22%
Level 1	0	0%	3%	5%
NE1**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		94%	76%	72%



Grade 6: Writing*				
Number of Students	School 87		Board 4 071	Province 131 296
	#	%	%	%
Level 4	33	38%	15%	9%
Level 3	54	62%	65%	61%
Level 2	0	0%	21%	30%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		100%	79%	70%



Grade 6: Mathematics*				
Number of Students	School 87		Board 4 059	Province 130 902
	#	%	%	%
Level 4	55	63%	16%	14%
Level 3	28	32%	56%	51%
Level 2	4	5%	24%	28%
Level 1	0	0%	4%	7%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		95%	72%	65%



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

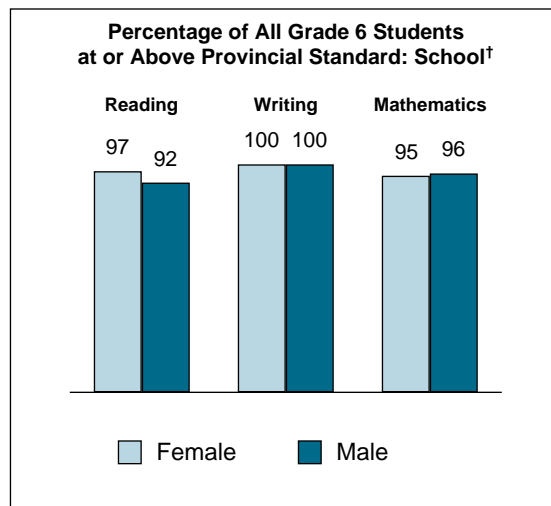
** See the Explanation of Terms.

† 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.

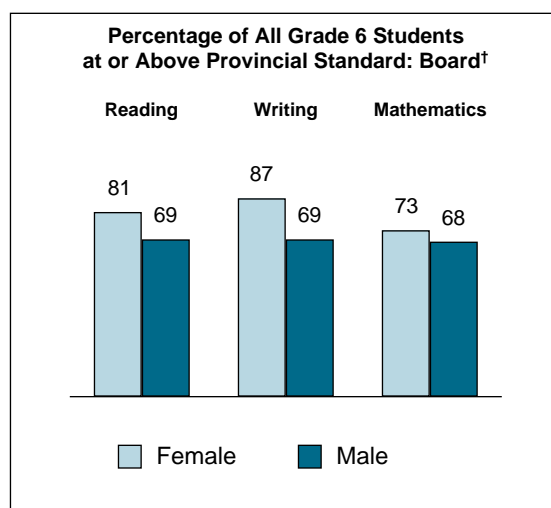
Results in Reading, Writing and Mathematics, 2008–2009

Grade 6: Gender††

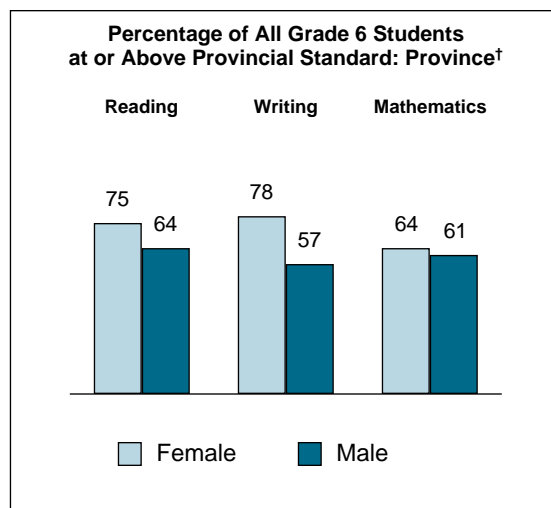
Grade 6: School*						
	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
Number of Students	38	49	38	49	38	49
Level 4	58%	47%	42%	35%	55%	69%
Level 3	39%	45%	58%	65%	39%	27%
Level 2	3%	8%	0%	0%	5%	4%
Level 1	0%	0%	0%	0%	0%	0%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	100%	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)†	97%	92%	100%	100%	95%	96%



Grade 6: Board*						
	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
Number of Students	2 020	2 149	2 020	2 149	2 018	2 147
Level 4	16%	9%	20%	9%	15%	17%
Level 3	65%	60%	66%	60%	58%	51%
Level 2	16%	23%	12%	28%	23%	23%
Level 1	2%	4%	<1%	<1%	3%	5%
NE1**	<1%	<1%	0%	0%	0%	<1%
Participating Students	99%	97%	99%	97%	98%	97%
No Data	<1%	1%	<1%	1%	<1%	1%
Exempt	1%	3%	1%	3%	1%	3%
At or Above Provincial Standard (Levels 3 and 4)†	81%	69%	87%	69%	73%	68%



Grade 6: Province*						
	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
Number of Students	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%
Participating Students	97%	96%	97%	96%	97%	95%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	4%	2%	4%	2%	4%
At or Above Provincial Standard (Levels 3 and 4)†	75%	64%	78%	57%	64%	61%



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

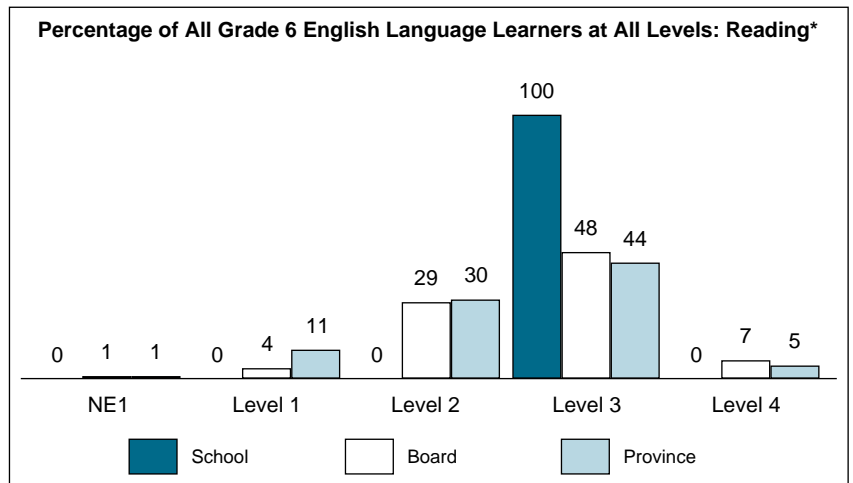
** See the Explanation of Terms.

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

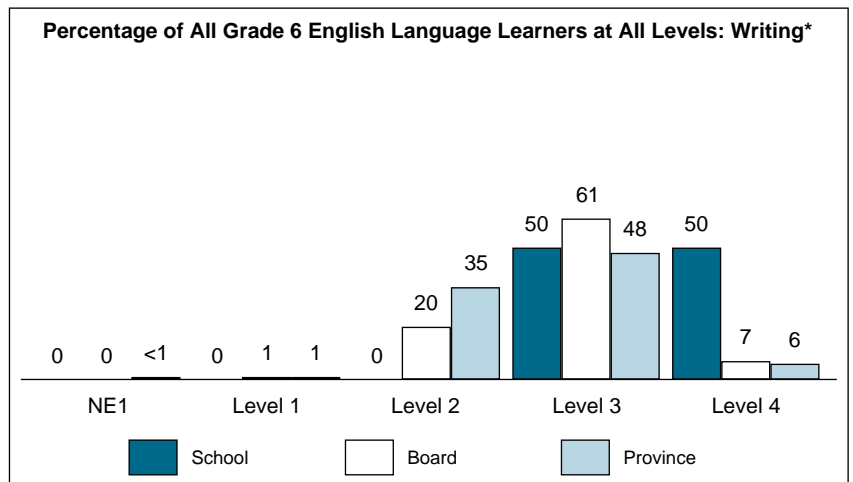
†† Results include only students for whom gender data were available.

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

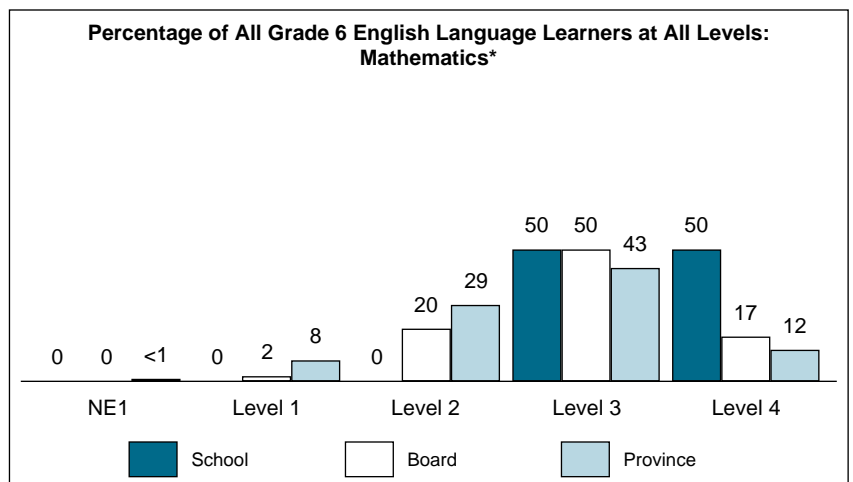
English Language Learners: Reading*				
Number of Students	School 2		Board 134	Province 7 538
	#	%	%	%
Level 4	0	0%	7%	5%
Level 3	2	100%	48%	44%
Level 2	0	0%	29%	30%
Level 1	0	0%	4%	11%
NE1**	0	0%	1%	1%
Participating Students	2	100%	90%	91%
No Data	0	0%	0%	1%
Exempt	0	0%	10%	8%
At or Above Provincial Standard (Levels 3 and 4) †	100%		55%	49%



English Language Learners: Writing*				
Number of Students	School 2		Board 134	Province 7 538
	#	%	%	%
Level 4	1	50%	7%	6%
Level 3	1	50%	61%	48%
Level 2	0	0%	20%	35%
Level 1	0	0%	1%	1%
NE1**	0	0%	0%	<1%
Participating Students	2	100%	90%	91%
No Data	0	0%	0%	1%
Exempt	0	0%	10%	8%
At or Above Provincial Standard (Levels 3 and 4) †	100%		69%	55%



English Language Learners: Mathematics*				
Number of Students	School 2		Board 133	Province 7 538
	#	%	%	%
Level 4	1	50%	17%	12%
Level 3	1	50%	50%	43%
Level 2	0	0%	20%	29%
Level 1	0	0%	2%	8%
NE1**	0	0%	0%	<1%
Participating Students	2	100%	89%	92%
No Data	0	0%	0%	1%
Exempt	0	0%	11%	7%
At or Above Provincial Standard (Levels 3 and 4) †	100%		68%	54%



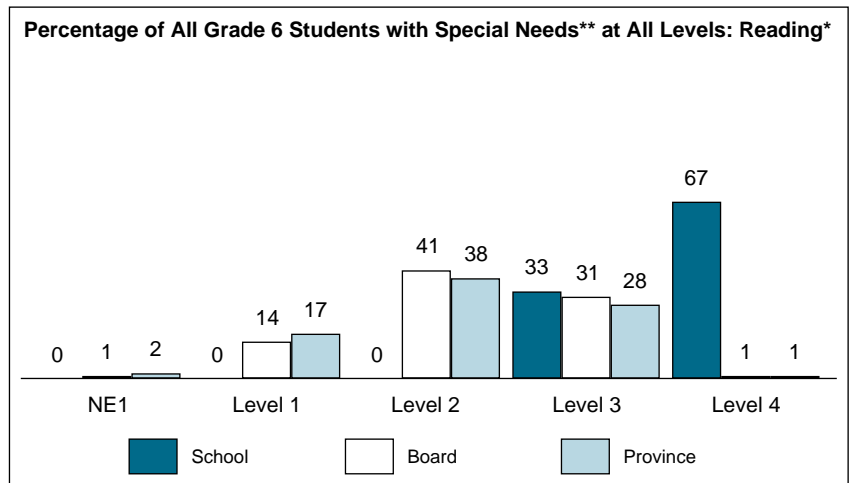
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

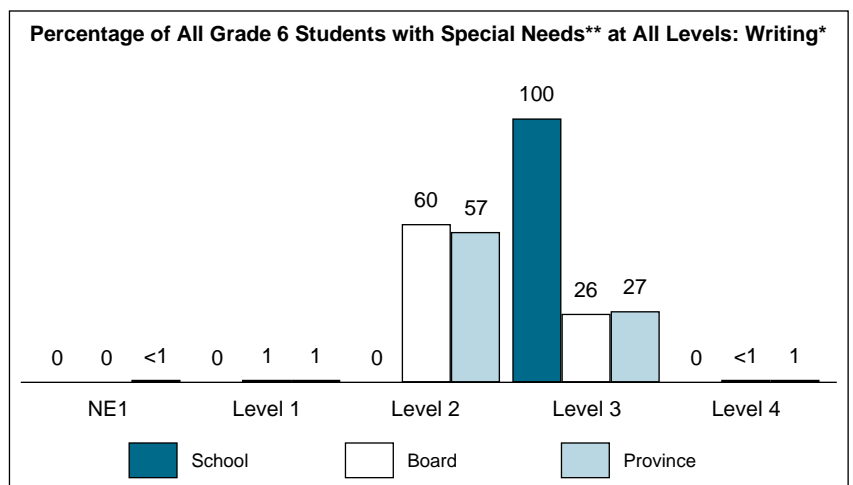
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

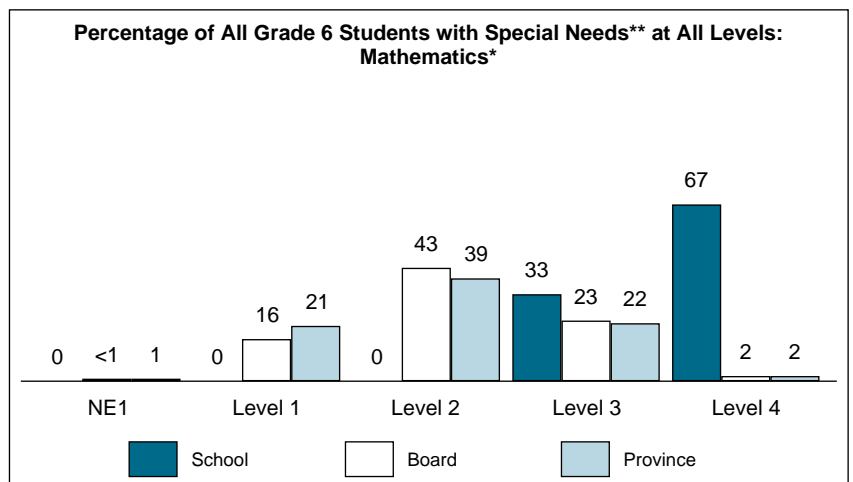
Students with Special Needs**: Reading*				
Number of Students	School 3		Board 532	Province 24 319
	#	%	%	%
Level 4	2	67%	1%	1%
Level 3	1	33%	31%	28%
Level 2	0	0%	41%	38%
Level 1	0	0%	14%	17%
NE1**	0	0%	1%	2%
Participating Students	3	100%	87%	86%
No Data	0	0%	1%	1%
Exempt	0	0%	12%	13%
At or Above Provincial Standard (Levels 3 and 4) †	100%		32%	29%



Students with Special Needs**: Writing*				
Number of Students	School 3		Board 532	Province 24 325
	#	%	%	%
Level 4	0	0%	<1%	1%
Level 3	3	100%	26%	27%
Level 2	0	0%	60%	57%
Level 1	0	0%	1%	1%
NE1**	0	0%	0%	<1%
Participating Students	3	100%	87%	87%
No Data	0	0%	1%	1%
Exempt	0	0%	12%	12%
At or Above Provincial Standard (Levels 3 and 4) †	100%		27%	28%



Students with Special Needs**: Mathematics*				
Number of Students	School 3		Board 529	Province 24 325
	#	%	%	%
Level 4	2	67%	2%	2%
Level 3	1	33%	23%	22%
Level 2	0	0%	43%	39%
Level 1	0	0%	16%	21%
NE1**	0	0%	<1%	1%
Participating Students	3	100%	86%	85%
No Data	0	0%	1%	1%
Exempt	0	0%	13%	14%
At or Above Provincial Standard (Levels 3 and 4) †	100%		25%	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	56	45	53	52	64
Participation in the Assessment					
Reading [†]	100%	100%	100%	94%	98%
Writing [†]	100%	100%	100%	94%	98%
Mathematics [†]	100%	100%	100%	94%	98%
Gender					
Female	46%	53%	43%	48%	36%
Male	54%	47%	57%	52%	64%
Student Status					
English language learners**	2%	0%	2%	6%	16%
Students with special needs (excluding gifted)**	5%	2%	2%	2%	3%
Place of Birth					
Born in Canada	89%	89%	94%	96%	91%
Born outside Canada	11%	11%	6%	4%	9%
In Canada less than one year	4%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	2%	4%	0%
In Canada three years or more	7%	11%	4%	0%	9%
Language					
First language learned at home was other than English	30%	20%	68%	44%	67%
Year Student Entered Current School					
Year of the assessment		7%	11%	19%	11%
Year prior to the assessment	Data not collected ^{††}	7%	25%	15%	17%
2 years prior to the assessment		13%	34%	25%	45%
3 or more years prior to the assessment		73%	30%	40%	27%
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.

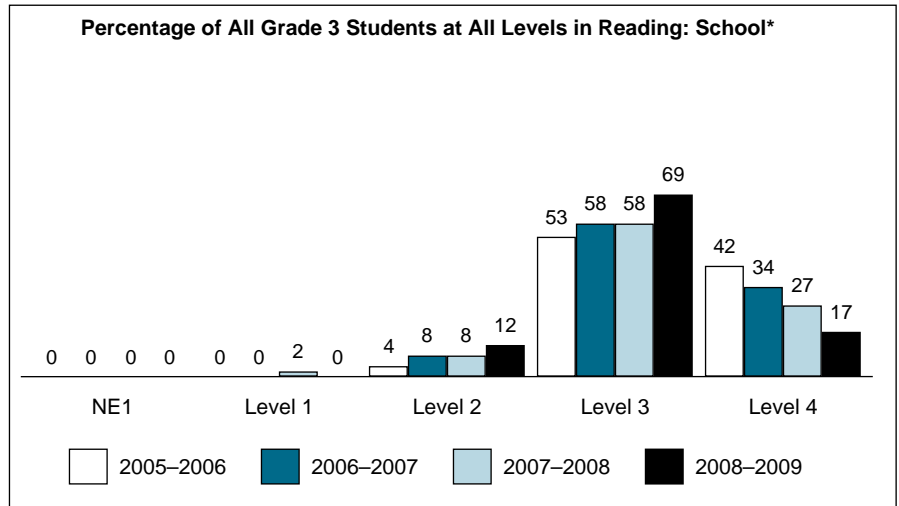
** See the Explanation of Terms.

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

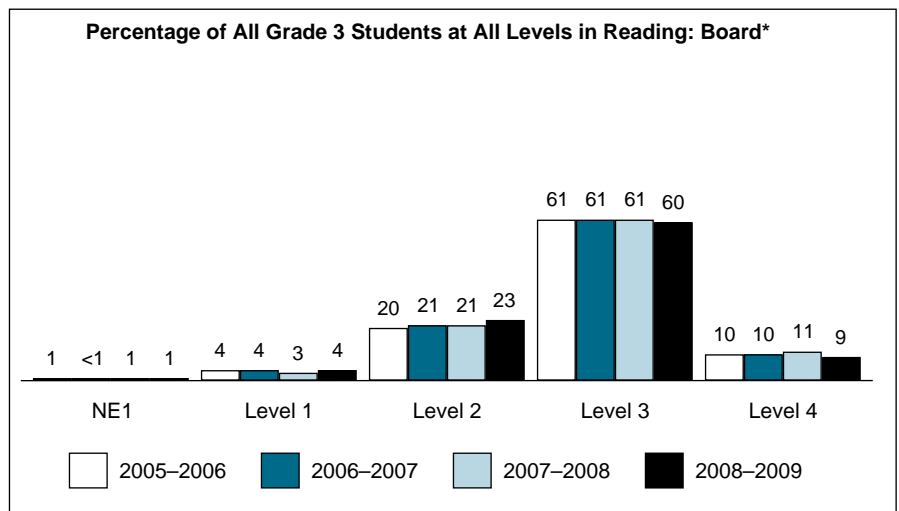
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Reading

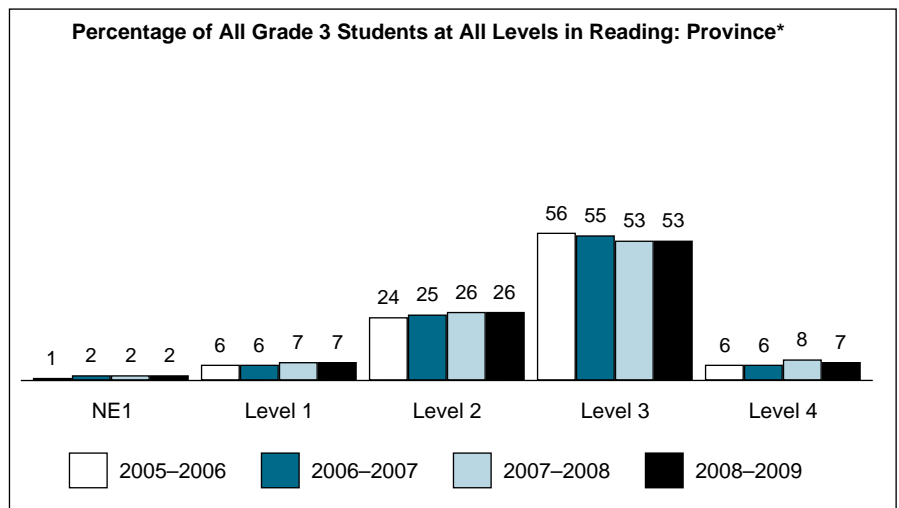
Grade 3 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	45	53	52	64
Level 4	42%	34%	27%	17%
Level 3	53%	58%	58%	69%
Level 2	4%	8%	8%	12%
Level 1	0%	0%	2%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	100%	94%	98%
No Data	0%	0%	0%	2%
Exempt	0%	0%	6%	0%
At or Above Provincial Standard†	96%	92%	85%	86%



Grade 3 Reading: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	3 918	3 700	3 705	3 721
Level 4	10%	10%	11%	9%
Level 3	61%	61%	61%	60%
Level 2	20%	21%	21%	23%
Level 1	4%	4%	3%	4%
NE1**	1%	<1%	1%	1%
Participating Students	96%	97%	97%	97%
No Data	1%	<1%	1%	1%
Exempt	4%	3%	3%	2%
At or Above Provincial Standard†	71%	71%	72%	70%



Grade 3 Reading: Province*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	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%
Participating Students	94%	95%	95%	95%
No Data	1%	1%	1%	1%
Exempt	5%	4%	4%	4%
At or Above Provincial Standard†	62%	62%	61%	61%



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

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

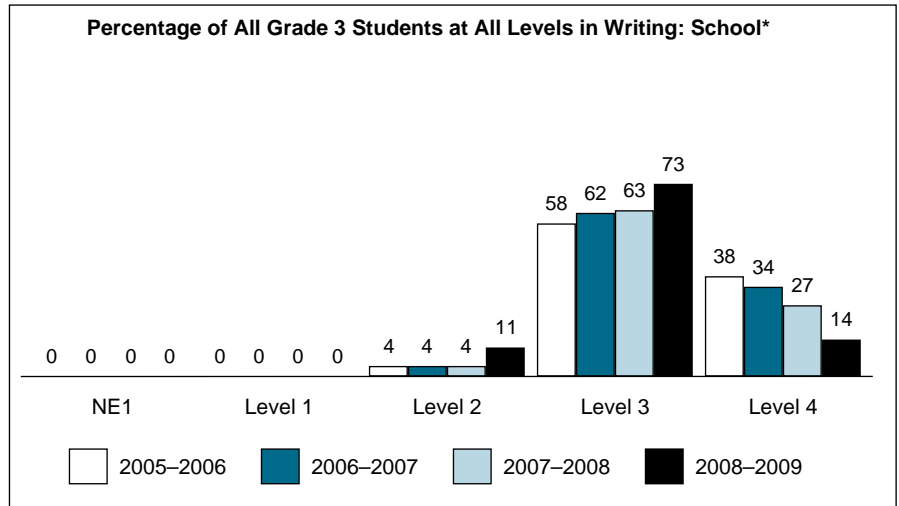
** See the Explanation of Terms.

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

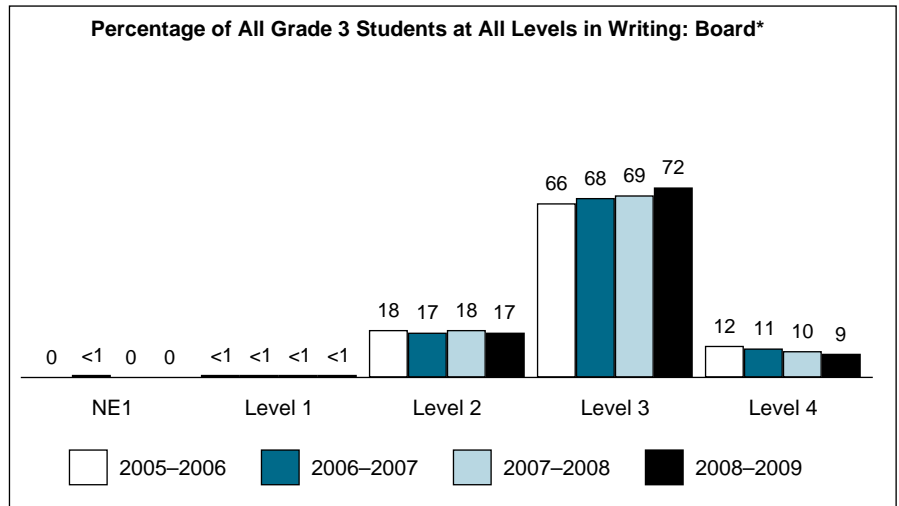
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Writing

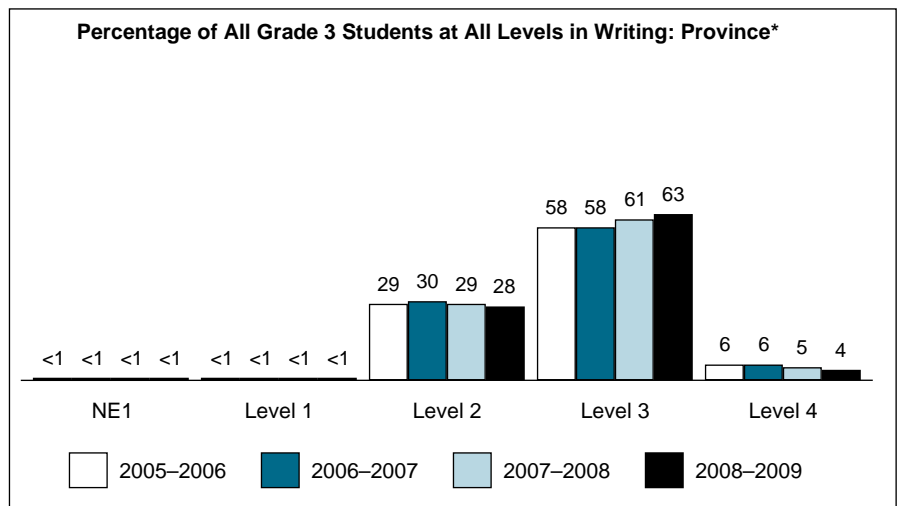
Grade 3 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	45	53	52	64
Level 4	38%	34%	27%	14%
Level 3	58%	62%	63%	73%
Level 2	4%	4%	4%	11%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	100%	94%	98%
No Data	0%	0%	0%	2%
Exempt	0%	0%	6%	0%
At or Above Provincial Standard†	96%	96%	90%	88%



Grade 3 Writing: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	3 918	3 700	3 705	3 721
Level 4	12%	11%	10%	9%
Level 3	66%	68%	69%	72%
Level 2	18%	17%	18%	17%
Level 1	<1%	<1%	<1%	<1%
NE1**	0%	<1%	0%	0%
Participating Students	96%	97%	97%	97%
No Data	1%	<1%	1%	1%
Exempt	4%	2%	2%	2%
At or Above Provincial Standard†	78%	79%	79%	81%



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



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

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

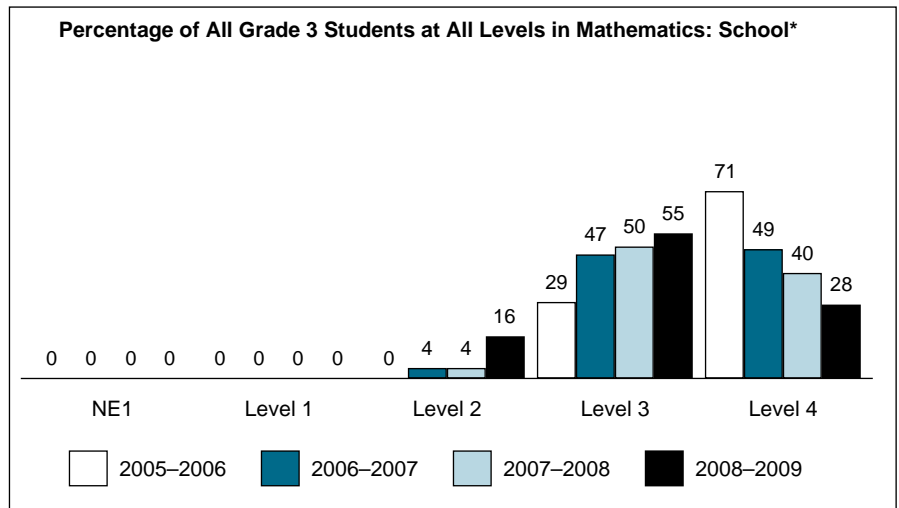
** See the Explanation of Terms.

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

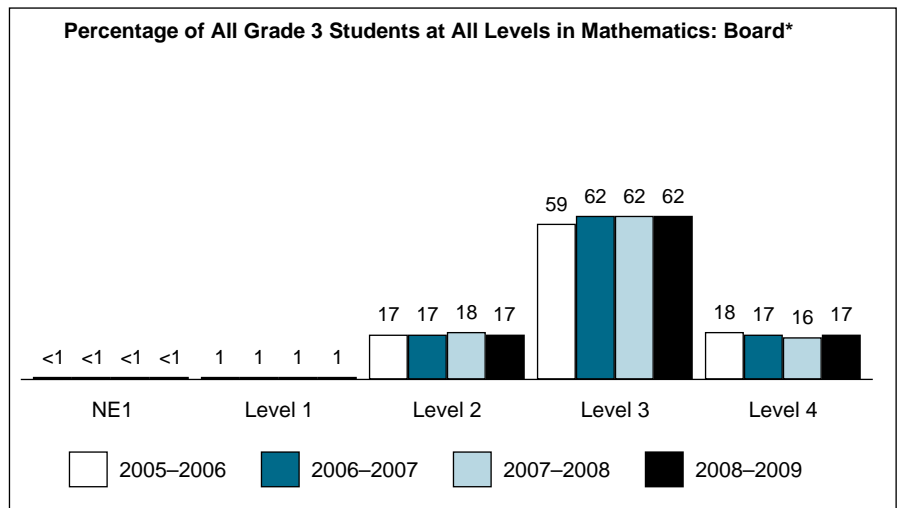
Results over Time, 2005–2006 to 2008–2009*

Grade 3: Mathematics

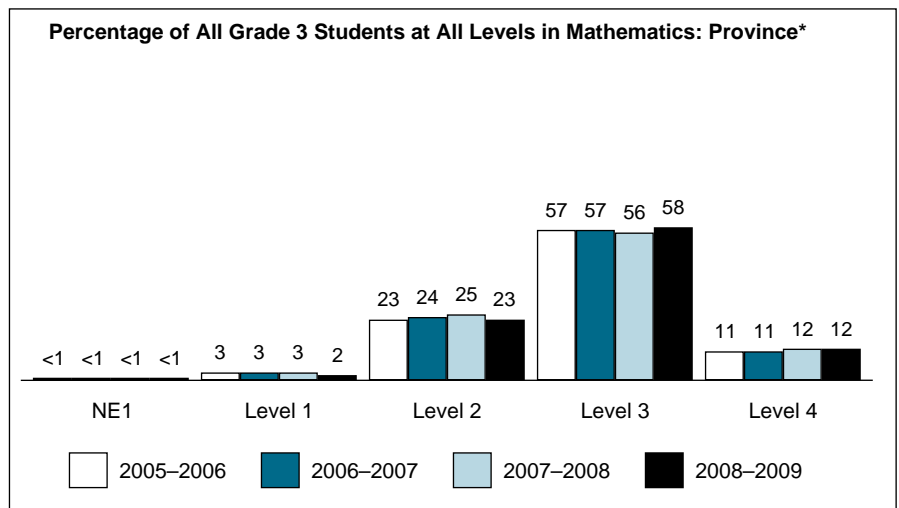
Grade 3 Mathematics: School*				
Year	'05–'06	'06–'07	'07–'08	'08–'09
Number of Students	45	53	52	64
Level 4	71%	49%	40%	28%
Level 3	29%	47%	50%	55%
Level 2	0%	4%	4%	16%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	100%	94%	98%
No Data	0%	0%	0%	2%
Exempt	0%	0%	6%	0%
At or Above Provincial Standard†	100%	96%	90%	83%



Grade 3 Mathematics: Board*				
Year	'05–'06	'06–'07	'07–'08	'08–'09
Number of Students	3 918	3 700	3 705	3 721
Level 4	18%	17%	16%	17%
Level 3	59%	62%	62%	62%
Level 2	17%	17%	18%	17%
Level 1	1%	1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
Participating Students	96%	97%	97%	97%
No Data	1%	<1%	1%	1%
Exempt	3%	2%	2%	2%
At or Above Provincial Standard†	77%	79%	78%	79%



Grade 3 Mathematics: Province*				
Year	'05–'06	'06–'07	'07–'08	'08–'09
Number of Students	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%
Participating Students	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.

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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	76	71	86	96	87
Participation in the Assessment					
Reading	99%	100%	99%	99%	100%
Writing	99%	100%	99%	99%	100%
Mathematics	99%	100%	99%	99%	100%
Gender					
Female	45%	39%	45%	36%	44%
Male	54%	61%	55%	64%	56%
Student Status					
English language learners**	7%	0%	5%	1%	2%
Students with special needs (excluding gifted)**	4%	1%	6%	3%	3%
Place of Birth					
Born in Canada	76%	92%	84%	85%	85%
Born outside Canada	21%	8%	16%	15%	15%
In Canada less than one year	0%	0%	1%	0%	0%
In Canada one year or more but less than three years	0%	0%	3%	0%	0%
In Canada three years or more	21%	8%	12%	15%	15%
Language					
First language learned at home was other than English	58%	13%	44%	46%	38%
Year Student Entered Current School					
Year of the assessment		4%	9%	4%	6%
Year prior to the assessment	Data not collected††	7%	26%	35%	43%
2 years prior to the assessment		10%	8%	7%	8%
3 or more years prior to the assessment		79%	57%	53%	44%
Data not available		0%	0%	0%	0%

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

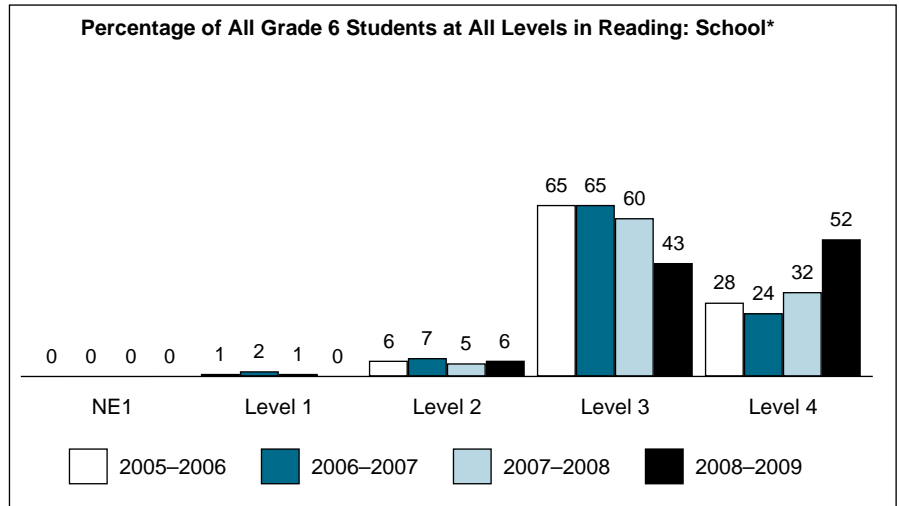
** See the Explanation of Terms.

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

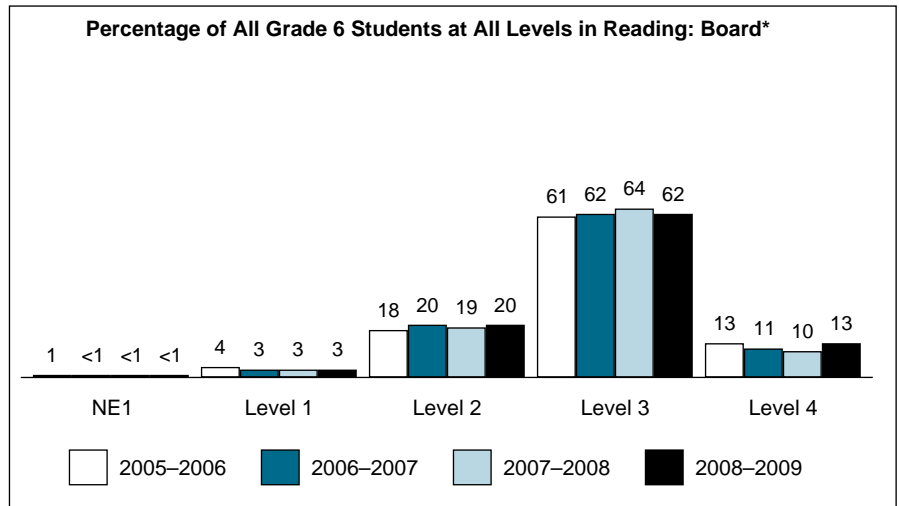
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Reading

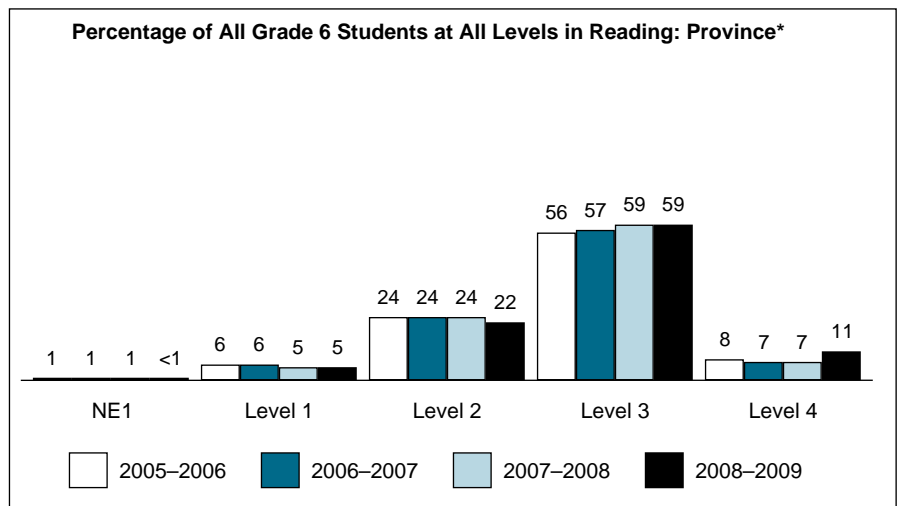
Grade 6 Reading: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	71	86	96	87
Level 4	28%	24%	32%	52%
Level 3	65%	65%	60%	43%
Level 2	6%	7%	5%	6%
Level 1	1%	2%	1%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	99%	99%	100%
No Data	0%	0%	0%	0%
Exempt	0%	1%	1%	0%
At or Above Provincial Standard†	93%	90%	93%	94%



Grade 6 Reading: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	4 124	4 164	4 040	4 169
Level 4	13%	11%	10%	13%
Level 3	61%	62%	64%	62%
Level 2	18%	20%	19%	20%
Level 1	4%	3%	3%	3%
NE1**	1%	<1%	<1%	<1%
Participating Students	97%	97%	97%	98%
No Data	1%	<1%	1%	<1%
Exempt	3%	2%	2%	2%
At or Above Provincial Standard†	74%	74%	74%	75%



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



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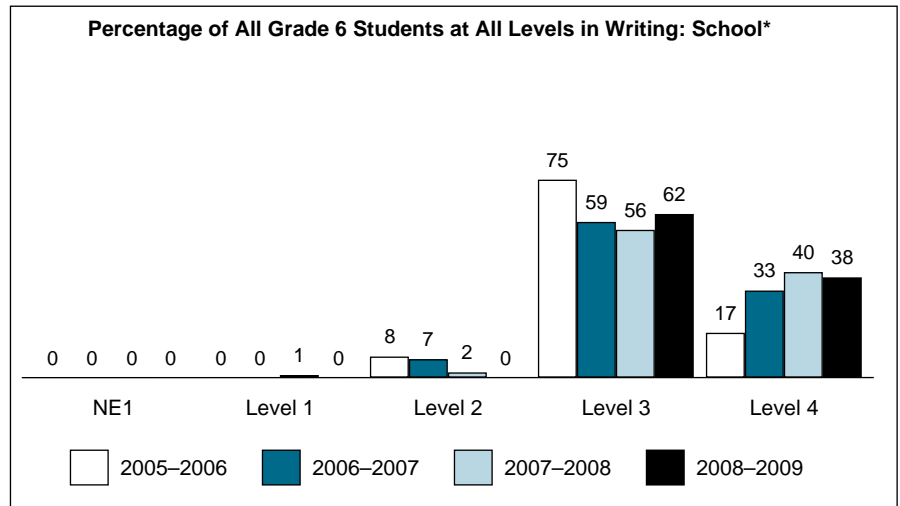
** See the Explanation of Terms.

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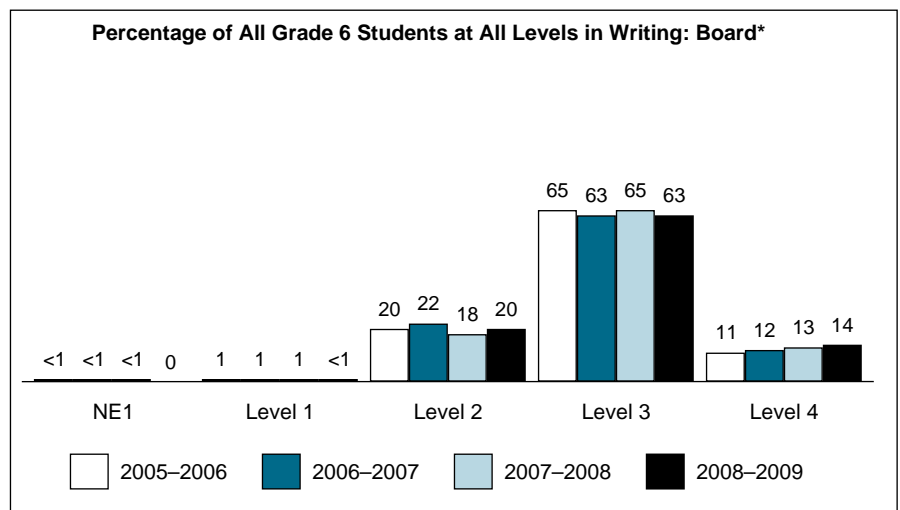
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Writing

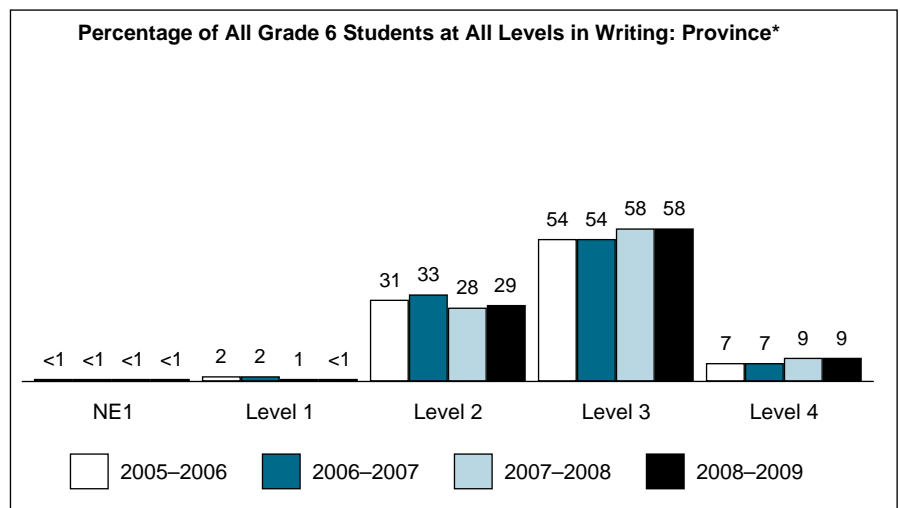
Grade 6 Writing: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	71	86	96	87
Level 4	17%	33%	40%	38%
Level 3	75%	59%	56%	62%
Level 2	8%	7%	2%	0%
Level 1	0%	0%	1%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	99%	99%	100%
No Data	0%	0%	0%	0%
Exempt	0%	1%	1%	0%
At or Above Provincial Standard†	92%	92%	96%	100%



Grade 6 Writing: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	4 124	4 164	4 040	4 169
Level 4	11%	12%	13%	14%
Level 3	65%	63%	65%	63%
Level 2	20%	22%	18%	20%
Level 1	1%	1%	1%	<1%
NE1**	<1%	<1%	<1%	0%
Participating Students	97%	97%	97%	98%
No Data	1%	<1%	1%	1%
Exempt	3%	2%	2%	2%
At or Above Provincial Standard†	76%	74%	79%	77%



Grade 6 Writing: Province*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	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%
Participating Students	95%	95%	96%	96%
No Data	1%	1%	1%	1%
Exempt	4%	3%	3%	3%
At or Above Provincial Standard†	61%	61%	67%	67%



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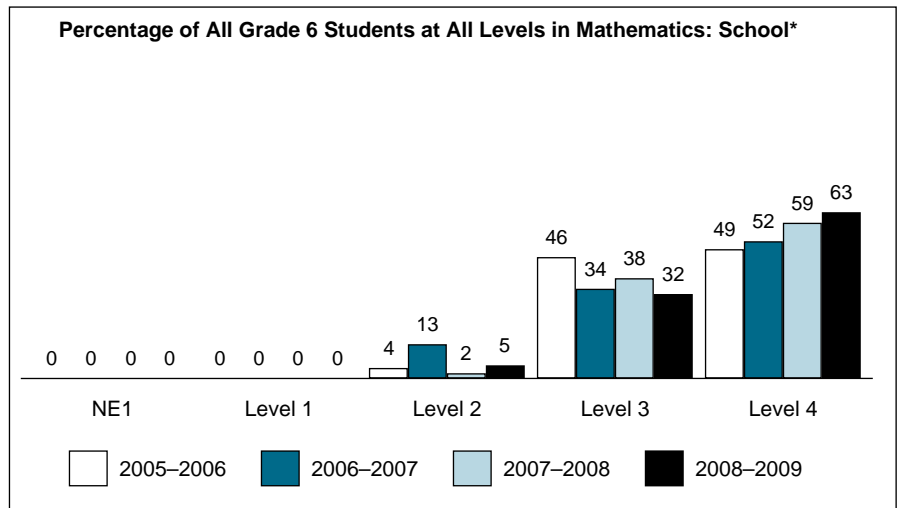
** See the Explanation of Terms.

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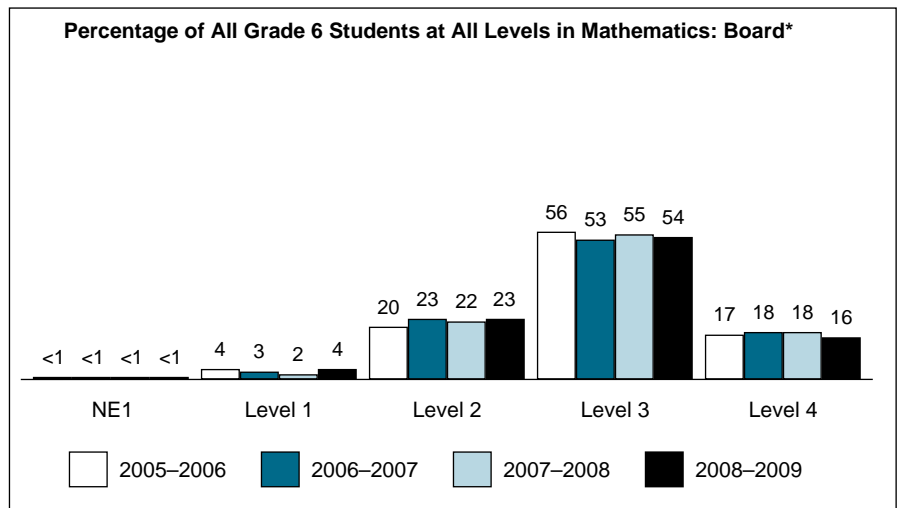
Results over Time, 2005–2006 to 2008–2009*

Grade 6: Mathematics

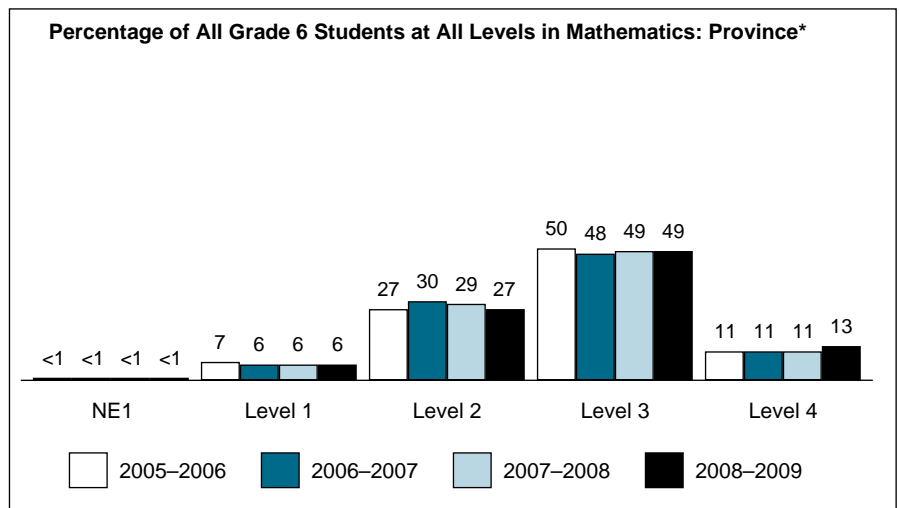
Grade 6 Mathematics: School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	71	86	96	87
Level 4	49%	52%	59%	63%
Level 3	46%	34%	38%	32%
Level 2	4%	13%	2%	5%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	99%	99%	100%
No Data	0%	0%	0%	0%
Exempt	0%	1%	1%	0%
At or Above Provincial Standard†	96%	86%	97%	95%



Grade 6 Mathematics: Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
Number of Students	4 124	4 164	4 040	4 165
Level 4	17%	18%	18%	16%
Level 3	56%	53%	55%	54%
Level 2	20%	23%	22%	23%
Level 1	4%	3%	2%	4%
NE1**	<1%	<1%	<1%	<1%
Participating Students	96%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	2%	3%	2%
At or Above Provincial Standard†	73%	71%	73%	70%



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.

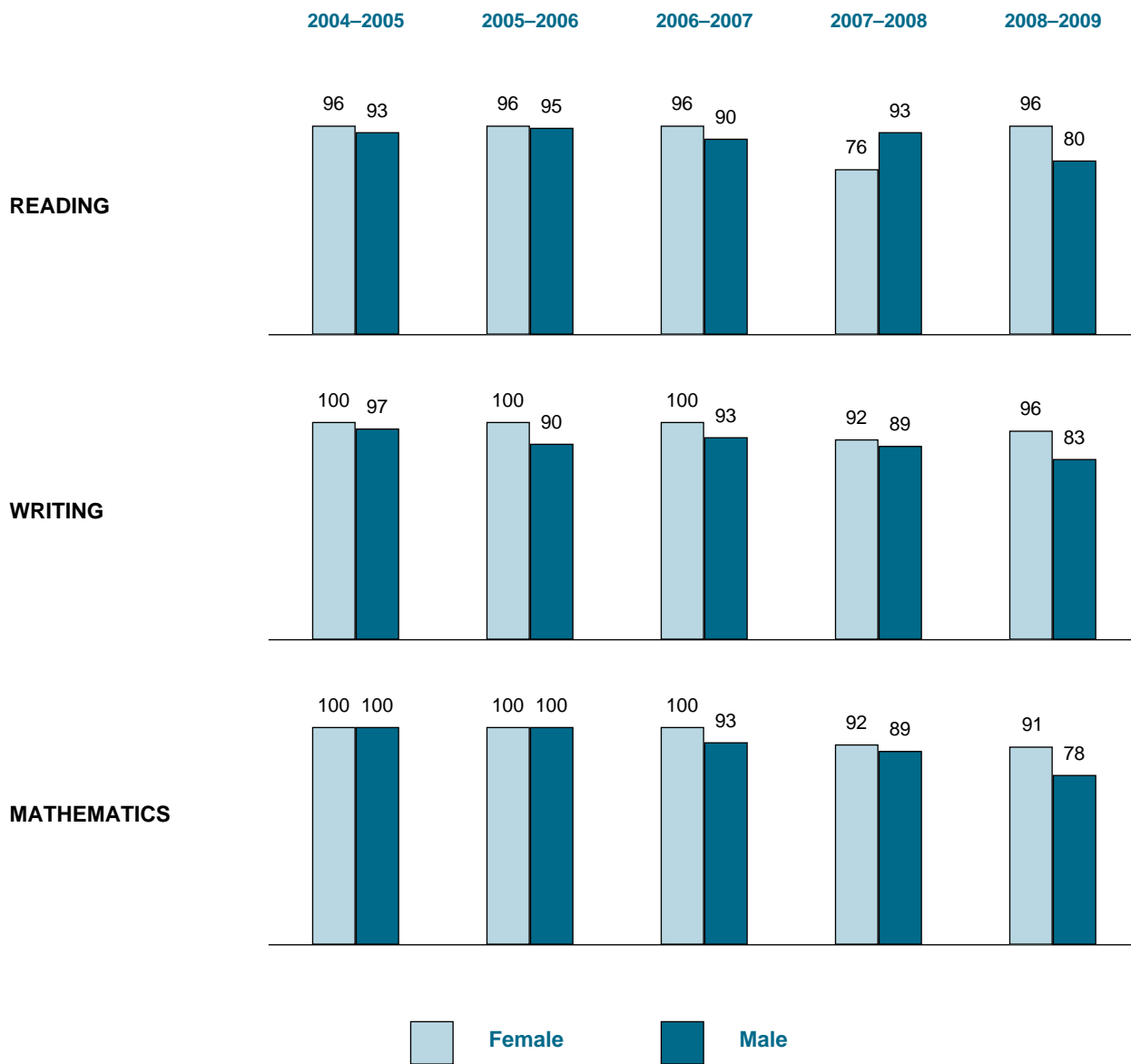
** Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

*** See the Explanation of Terms.

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RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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



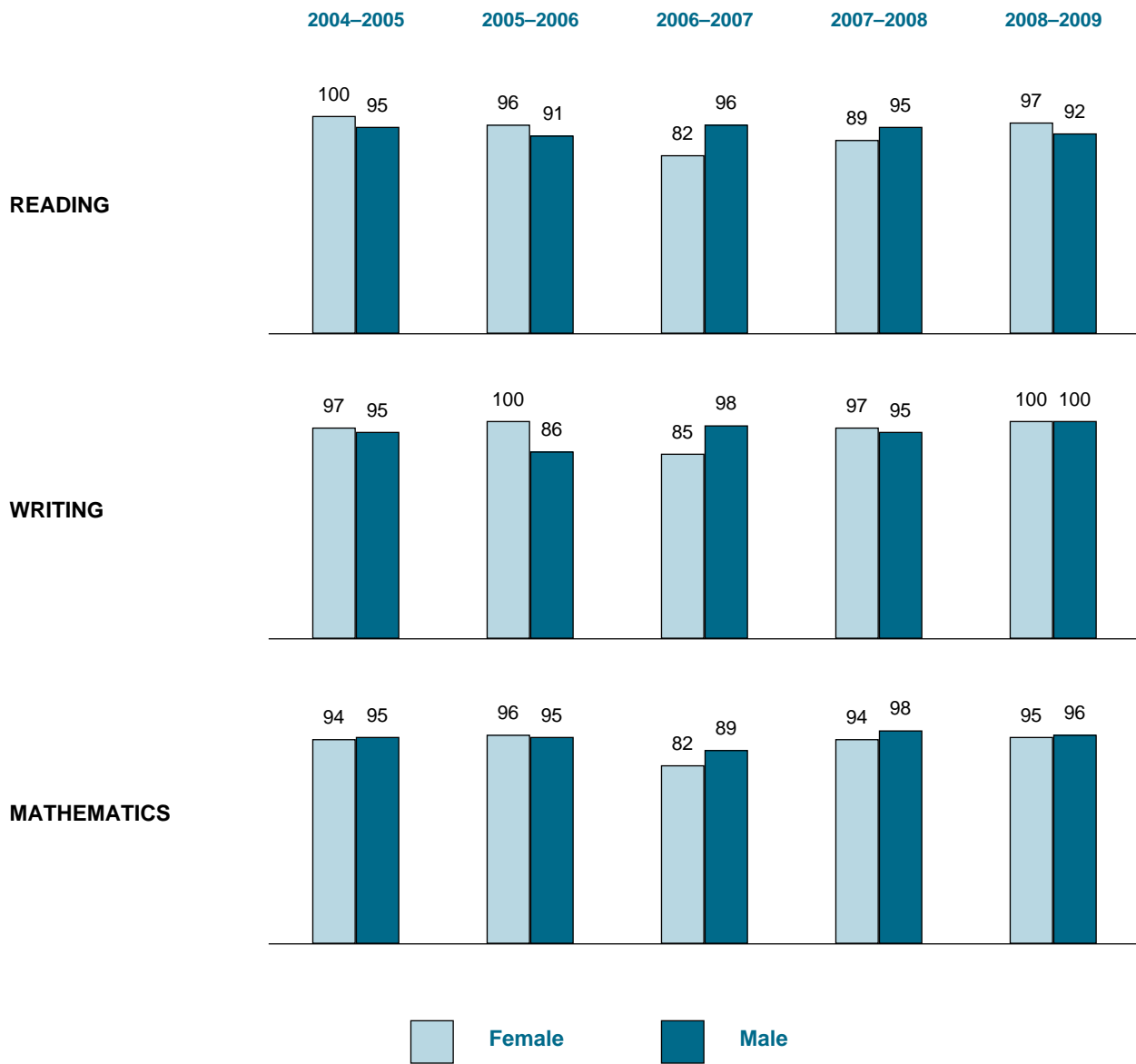
Total Number of Grade 3 Students†

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	26	30	24	21	23	30	25	27	23	41

† 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	34	41	28	43	39	47	35	61	38	49

† 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 (# = 63)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		48
I like to read.		47
I read by myself at home.		52
I read with someone older than me at home.		2
I use a computer for reading activities at school.		14
I am a good writer.		24
I like to write.		35
I write by myself at home.		40
Someone older than me helps me with my writing at home.		3
I use a computer for writing activities at school.		15
I am good at mathematics.		36
I like mathematics.		37
I use mathematics to solve problems outside school.		18
Someone older than me helps me with my mathematics at home.		10
I use a computer to learn mathematics at school.		21
I use a calculator to learn mathematics at school.		10
At home, there is a computer for me to use for school work.		31

* 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 (# = 63)

Questionnaire Item	Percentage of Students*		Number of Students
Language(s) students speak at home:			
only or mostly English		37	23
another language (or other languages) as often as English		43	27
only or mostly another language (or other languages)		21	13
Language(s) that people speak to students at home:			
only or mostly English		27	17
another language (or other languages) as often as English		35	22
only or mostly another language (or other languages)		38	24

* 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 (# = 63)	Female* (# = 23)	Male* (# = 40)	All Students (# = 3 581)	Female* (# = 1 742)	Male* (# = 1 839)	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.	76%	74%	78%	67%	68%	66%	67%	69%	65%
I like to read.	75%	78%	72%	57%	65%	50%	61%	69%	53%
I read by myself at home.	83%	91%	78%	62%	64%	60%	59%	61%	57%
I read with someone older than me at home.	3%	4%	2%	12%	12%	13%	15%	14%	16%
I use a computer for reading activities at school.	22%	22%	22%	17%	17%	16%	22%	22%	23%
Writing									
I am a good writer.	38%	43%	35%	47%	54%	41%	48%	55%	42%
I like to write.	56%	61%	52%	47%	54%	41%	51%	60%	43%
I write by myself at home.	63%	65%	62%	55%	60%	51%	54%	59%	50%
Someone older than me helps me with my writing at home.	5%	4%	5%	15%	13%	17%	16%	14%	18%
I use a computer for writing activities at school.	24%	22%	25%	21%	21%	21%	26%	25%	26%
Mathematics									
I am good at mathematics.	57%	48%	62%	56%	47%	64%	53%	46%	60%
I like mathematics.	59%	48%	65%	58%	53%	62%	59%	57%	61%
I use mathematics to solve problems outside school.	29%	30%	28%	32%	32%	32%	31%	31%	32%
Someone older than me helps me with my mathematics at home.	16%	17%	15%	24%	26%	23%	26%	28%	24%
I use a computer to learn mathematics at school.	33%	35%	32%	19%	20%	18%	25%	25%	25%
I use a calculator to learn mathematics at school.	16%	17%	15%	13%	13%	14%	13%	11%	14%
Computer at home									
There is a computer for me to use for school work.	49%	61%	42%	49%	51%	46%	48%	50%	46%

* Includes only students for whom gender data were available.










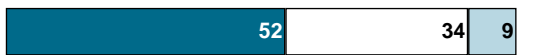

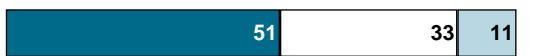



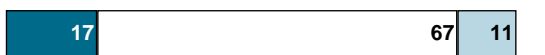


Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2008–2009

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 63)	Female* (# = 23)	Male* (# = 40)	All Students (# = 3 581)	Female* (# = 1 742)	Male* (# = 1 839)	All Students (# = 119 830)	Female* (# = 58 867)	Male* (# = 60 963)
Language(s) students speak at home:**									
only or mostly English	37%	39%	35%	83%	82%	83%	79%	78%	80%
another language (or other languages) as often as English	43%	39%	45%	12%	12%	11%	12%	13%	11%
only or mostly another language (or other languages)	21%	22%	20%	5%	6%	5%	8%	8%	8%
Language(s) that people speak to students at home:**									
only or mostly English	27%	30%	25%	76%	75%	77%	74%	74%	75%
another language (or other languages) as often as English	35%	22%	42%	13%	13%	12%	12%	12%	11%
only or mostly another language (or other languages)	38%	48%	32%	11%	11%	10%	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.

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STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = 87)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
	0 100	
I am a good reader.		65
I like to read.		56
I read by myself at home.		75
I read with someone older than me at home.		1
I use a computer for reading activities at school.		12
I am a good writer.		35
I like to write.		24
I write by myself at home.		48
Someone older than me helps me with my writing at home.		2
I use a computer for writing activities at school.		45
I am good at mathematics.		60
I like mathematics.		44
I use mathematics to solve problems outside school.		38
Someone older than me helps me with my mathematics at home.		10
I use a computer to learn mathematics at school.		6
I use a calculator to learn mathematics at school.		15
At home, there is a computer for me to use for school work.		80
		

* 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.

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STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = 87)

Questionnaire Item	Percentage of Students*		Number of Students
Language(s) students speak at home:			
only or mostly English		59	51
another language (or other languages) as often as English		25	22
only or mostly another language (or other languages)		16	14
Language(s) that people speak to students at home:			
only or mostly English		45	39
another language (or other languages) as often as English		25	22
only or mostly another language (or other languages)		30	26

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

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GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 87)	Female* (# = 38)	Male* (# = 49)	All Students (# = 4 014)	Female* (# = 1 968)	Male* (# = 2 046)	All Students (# = 130 290)	Female* (# = 64 074)	Male* (# = 66 216)
Percentage of Students Who Answered “Yes” to the Statements Below									
Reading									
I am a good reader.	75%	76%	73%	64%	67%	60%	65%	69%	61%
I like to read.	64%	71%	59%	46%	57%	35%	53%	64%	42%
I read by myself at home.	86%	92%	82%	71%	79%	63%	70%	78%	62%
I read with someone older than me at home.	1%	0%	2%	3%	2%	3%	4%	3%	4%
I use a computer for reading activities at school.	14%	16%	12%	13%	11%	15%	13%	13%	14%
Writing									
I am a good writer.	40%	42%	39%	42%	47%	37%	42%	48%	36%
I like to write.	28%	29%	27%	37%	45%	30%	42%	52%	32%
I write by myself at home.	55%	66%	47%	55%	60%	49%	50%	57%	43%
Someone older than me helps me with my writing at home.	2%	0%	4%	8%	7%	9%	9%	7%	10%
I use a computer for writing activities at school.	52%	47%	55%	32%	31%	33%	30%	29%	31%
Mathematics									
I am good at mathematics.	69%	53%	82%	53%	45%	61%	49%	40%	57%
I like mathematics.	51%	39%	59%	45%	37%	52%	45%	38%	51%
I use mathematics to solve problems outside school.	44%	42%	45%	34%	31%	38%	35%	31%	38%
Someone older than me helps me with my mathematics at home.	11%	16%	8%	17%	19%	14%	22%	25%	19%
I use a computer to learn mathematics at school.	7%	8%	6%	7%	7%	8%	13%	13%	13%
I use a calculator to learn mathematics at school.	17%	18%	16%	26%	27%	25%	25%	26%	24%
Computer at home									
There is a computer for me to use for school work.	92%	95%	90%	84%	87%	80%	79%	82%	77%

* Includes only students for whom gender data were available.

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GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 87)	Female* (# = 38)	Male* (# = 49)	All Students (# = 4 014)	Female* (# = 1 968)	Male* (# = 2 046)	All Students (# = 130 290)	Female* (# = 64 074)	Male* (# = 66 216)
Language(s) students speak at home:**									
only or mostly English	59%	61%	57%	84%	84%	84%	81%	81%	82%
another language (or other languages) as often as English	25%	24%	27%	11%	11%	10%	12%	13%	11%
only or mostly another language (or other languages)	16%	16%	16%	6%	5%	6%	6%	6%	7%
Language(s) that people speak to students at home:**									
only or mostly English	45%	47%	43%	75%	75%	76%	76%	75%	76%
another language (or other languages) as often as English	25%	24%	27%	13%	14%	13%	12%	13%	12%
only or mostly another language (or other languages)	30%	29%	31%	11%	11%	11%	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.

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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 English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (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 Guide for Accommodations, Special Provisions and Exemptions.
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 Guide for Accommodations, Special Provisions and Exemptions.
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.