Education Quality and Accountability Office

EQAO

School Report

Assessments of Reading, Writing and Mathematics
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2010–2011

School: Kortright Hill S (145882)
Board: Upper Grand DSB (66117)

On behalf of EQAO, I am pleased to provide you with this report on the results of the 2010–2011 Assessments of Reading, Writing and Mathematics for the primary and junior divisions. Enclosed you will find student results for both the 2010–2011 school year and previous years, so that you can gauge progress over time. You will also find demographic and attitudinal information about the student population assessed, which will support deeper analysis and provide an important context for these results.

Since the creation of this agency, EQAO data have been a catalyst for improving student learning and achievement at all levels of the education system. From Ontario's classrooms and staff rooms to its school boards and Ministry, educators and education professionals from across the province have become increasingly sophisticated at using EQAO data as an integral part of their continuous improvement efforts.

Within schools, EQAO data are used regularly to guide school improvement initiatives by helping to identify areas of strength and areas needing improvement and by helping to support changes in instructional practices that may be required. The provincial test results can also help schools engage in meaningful discussions about student achievement with their parent community. We all know that parents can and do exert a powerful influence on their children's work habits, behaviour, attitudes toward school and, ultimately, learning and achievement. EQAO is pleased to help strengthen the partnership between home and school by offering a series of resources for parents and educators, available on the agency's Web site, to help school communities engage in the kind of meaningful, data-based dialogue that supports student success.

Of course, EQAO data are only one of the sources of information that should be used to assess student achievement. Provincial testing results should always be considered alongside other school and school board-based information.

At EQAO, we are proud to deliver powerful information that supports Ontario's parents, educators and administrators in their efforts to improve student achievement. I trust that this report will provide you with a valuable set of tools to further support the drive toward excellence in your school community. I am confident that the information in the report will contribute to our shared commitment and purposeful actions toward helping each student reach his or her highest potential.

Sincerely,

Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

WHERE TO FIND . . .

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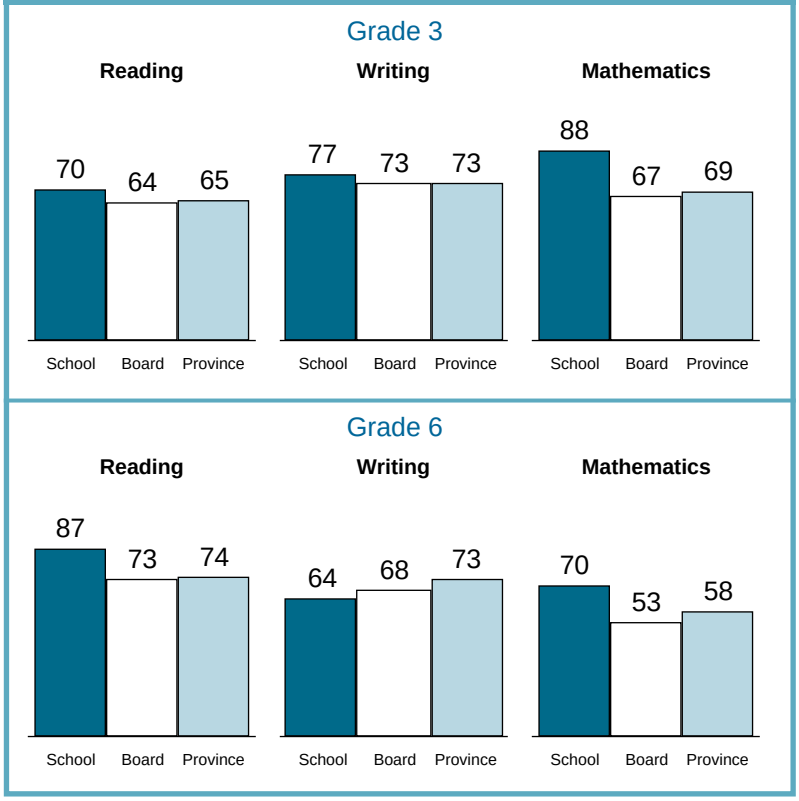
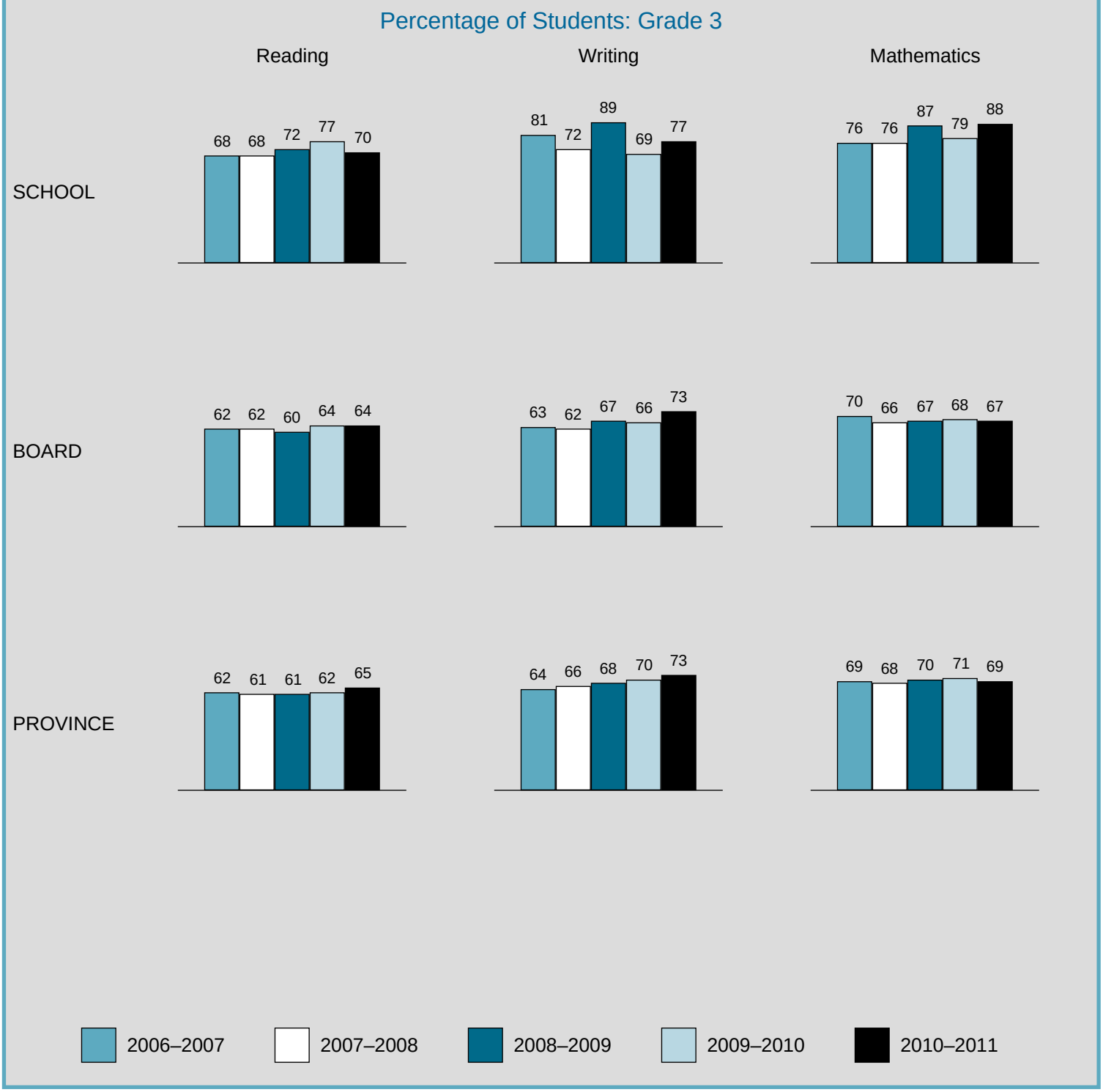
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2010–2011



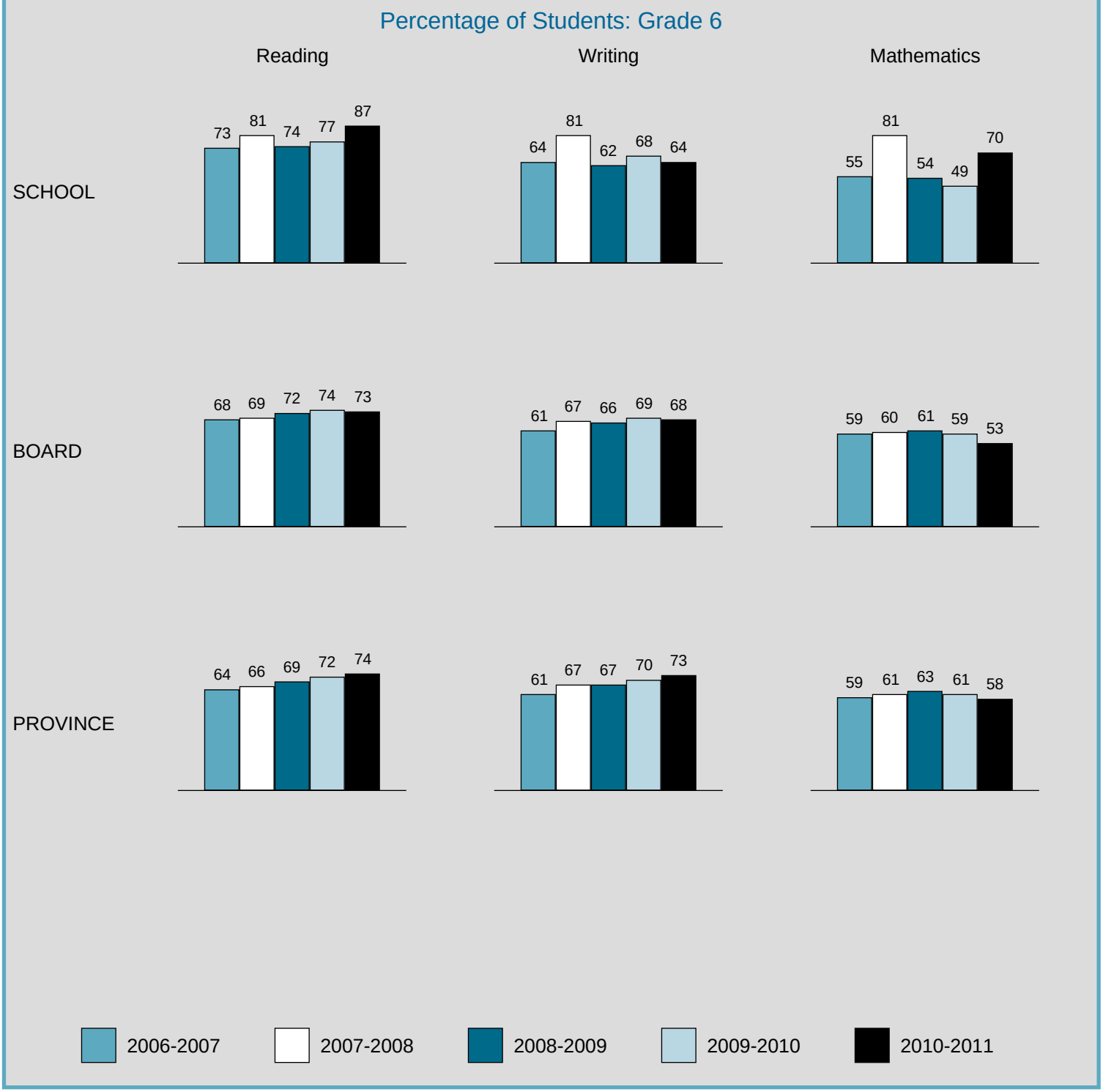
RESULTS FOR ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



Total Number of Grade 3 Students

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
School	*62*	*74*	*47*	*48*	*56*
Board	*2 224*	*2 230*	*2 155*	*2 128*	*2 113*
Province	*131 012*	*128 660*	*125 481*	*127 789*	*124 117*

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



Total Number of Grade 6 Students

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
School	*78*	*69*	*68*	*53*	*61*
Board	*2 479*	*2 418*	*2 357*	*2 256*	*2 297*
Province	*145 901*	*140 420*	*136 076*	*134 294*	*132 308*

TIPS

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

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

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

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

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

ABOUT THIS SCHOOL OR BOARD REPORT

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

This report includes

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

HOW TO USE THIS REPORT

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

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

Learn more about us at www.eqao.com.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

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	*56*		*2 113*		*124 117*	
Number of classes with Grade 3 students	*3*		*161*		*9 324*	
Number of schools with Grade 3 classes	Not applicable		*59*		*3 363*	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Gender						
Female	*28*	50%	*1 076*	51%	*60 584*	49%
Male	*28*	50%	*1 037*	49%	*63 533*	51%
Gender not specified	*0*	0%	*0*	0%	*0*	0%
Student Status						
English language learners**	*0*	0%	*47*	2%	*12 367*	10%
Students with special education needs (excluding gifted)**	*7*	12%	*390*	18%	*19 409*	16%
Place of Birth						
Born in Canada	*54*	96%	*1 997*	95%	*111 482*	90%
Born outside Canada	*2*	4%	*109*	5%	*12 469*	10%
In Canada less than one year	*0*	0%	*8*	<1%	*761*	1%
In Canada one year or more but less than three years	*0*	0%	*15*	1%	*2 612*	2%
In Canada three years or more	*2*	4%	*86*	4%	*8 288*	7%
Language						
First language learned at home was other than English	*5*	9%	*189*	9%	*27 117*	22%
Year Student Entered Current School						
Year of the assessment	*7*	12%	*256*	12%	*16 738*	13%
Year prior to the assessment	*7*	12%	*220*	10%	*13 578*	11%
2 years prior to the assessment	*6*	11%	*248*	12%	*17 016*	14%
3 or more years prior to the assessment	*36*	64%	*1 388*	66%	*76 409*	62%
Data not available	*0*	0%	*1*	<1%	*376*	<1%
Year Student Entered Current Board						
Year of the assessment	*3*	5%	*99*	5%	*7 882*	6%
Year prior to the assessment	*1*	2%	*106*	5%	*7 107*	6%
2 years prior to the assessment	*2*	4%	*91*	4%	*10 488*	8%
3 or more years prior to the assessment	*37*	66%	*1 335*	63%	*95 132*	77%
Data not available	*13*	23%	*482*	23%	*3 508*	3%

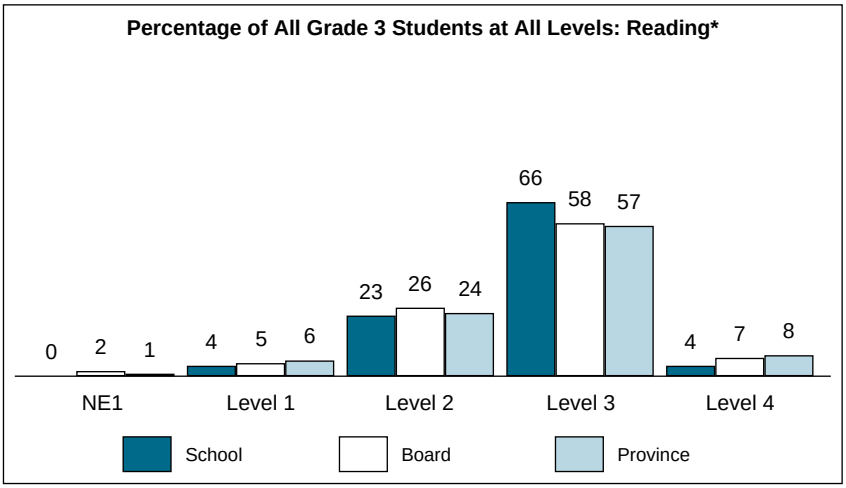
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

Results in Reading, Writing and Mathematics, 2010–2011
Grade 3: All Students††

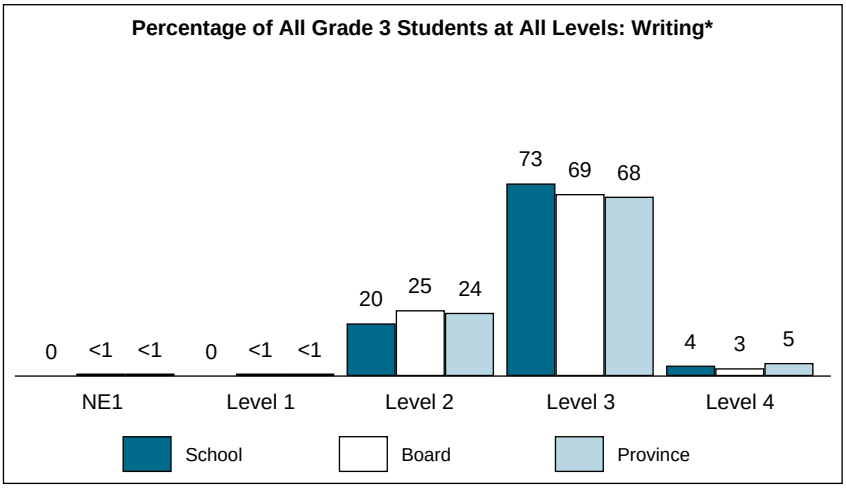
Grade 3: Reading*

Number of Students	School 56		Board 2 113	Province 119 914
	#	%	%	%
Level 4	2	4%	7%	8%
Level 3	37	66%	58%	57%
Level 2	13	23%	26%	24%
Level 1	2	4%	5%	6%
NE1**	0	0%	2%	1%
Participating Students	54	96%	97%	97%
No Data	0	0%	1%	1%
Exempt	2	4%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) †		**70%**	**64%**	**65%**



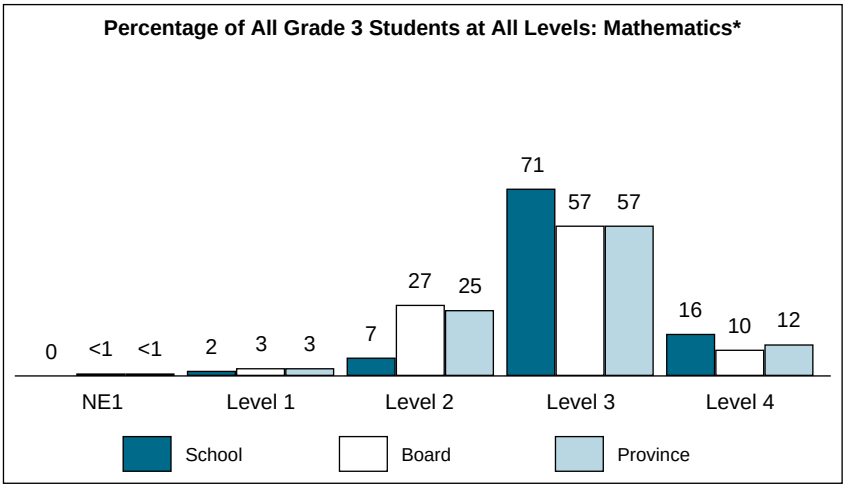
Grade 3: Writing*

Number of Students	School 56		Board 2 113	Province 119 873
	#	%	%	%
Level 4	2	4%	3%	5%
Level 3	41	73%	69%	68%
Level 2	11	20%	25%	24%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	54	96%	97%	97%
No Data	0	0%	1%	1%
Exempt	2	4%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		**77%**	**73%**	**73%**



Grade 3: Mathematics*

Number of Students	School 56		Board 2 113	Province 124 104
	#	%	%	%
Level 4	9	16%	10%	12%
Level 3	40	71%	57%	57%
Level 2	4	7%	27%	25%
Level 1	1	2%	3%	3%
NE1**	0	0%	<1%	<1%
Participating Students	54	96%	98%	97%
No Data	0	0%	1%	1%
Exempt	2	4%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		**88%**	**67%**	**69%**

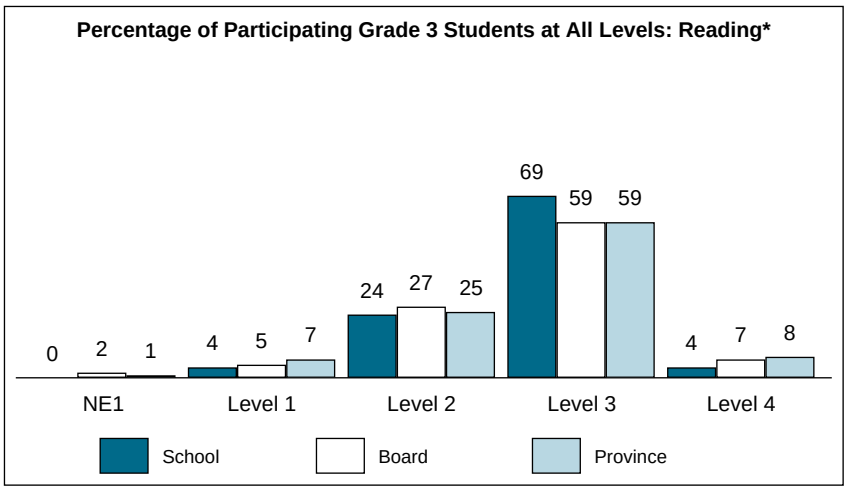


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.
†† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

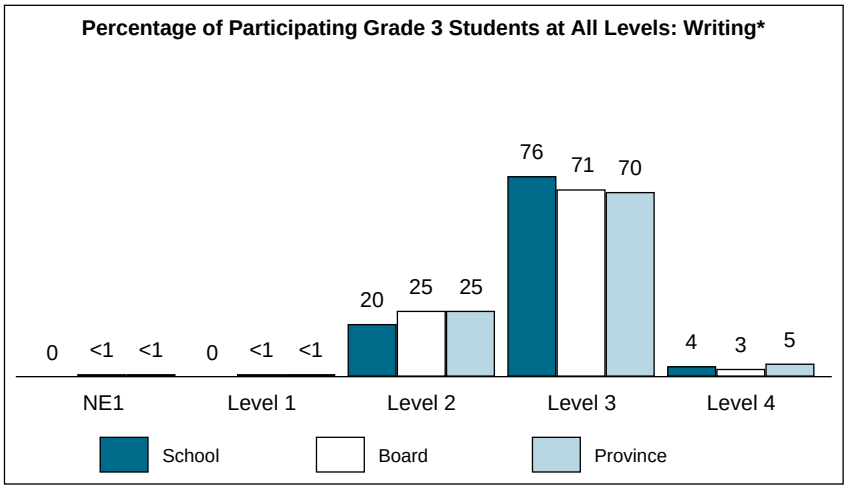
Results in Reading, Writing and Mathematics, 2010–2011

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

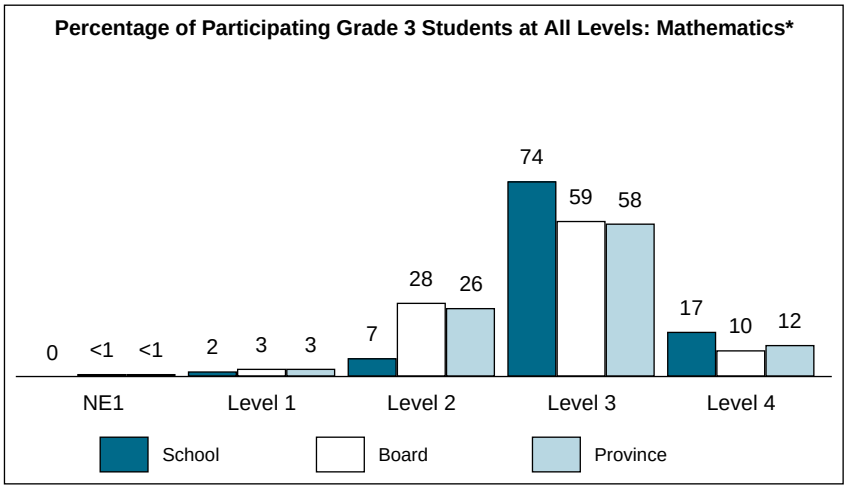
Grade 3: Reading*				
Number of Students	School *54*		Board *2 051*	Province *115 908*
	#	%	%	%
Level 4	2	4%	7%	8%
Level 3	37	69%	59%	59%
Level 2	13	24%	27%	25%
Level 1	2	4%	5%	7%
NE1**	0	0%	2%	1%
At or Above Provincial Standard (Levels 3 and 4) †		72%	66%	67%



Grade 3: Writing*				
Number of Students	School *54*		Board *2 060*	Province *116 286*
	#	%	%	%
Level 4	2	4%	3%	5%
Level 3	41	76%	71%	70%
Level 2	11	20%	25%	25%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		80%	74%	75%



Grade 3: Mathematics*				
Number of Students	School *54*		Board *2 061*	Province *120 441*
	#	%	%	%
Level 4	9	17%	10%	12%
Level 3	40	74%	59%	58%
Level 2	4	7%	28%	26%
Level 1	1	2%	3%	3%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		91%	69%	71%

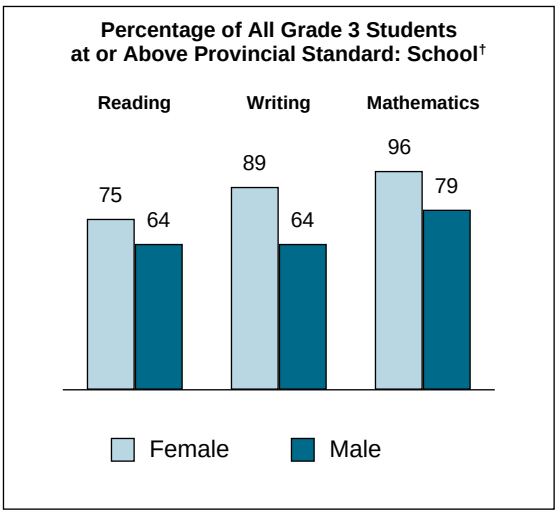


* Because percentages in tables and graphs are rounded, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

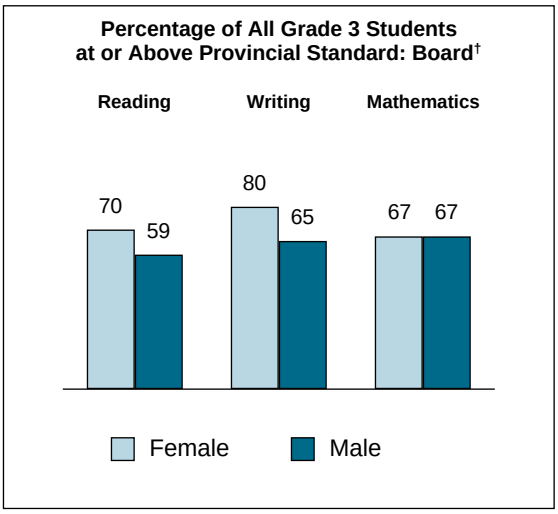
Results in Reading, Writing and Mathematics, 2010–2011

Grade 3: Gender††

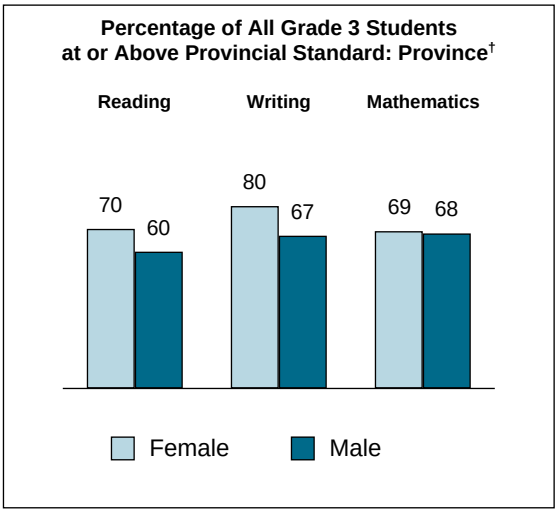
Grade 3: School*	Reading		Writing		Mathematics	
Number of Students	Female *28*	Male *28*	Female *28*	Male *28*	Female *28*	Male *28*
Level 4	4%	4%	4%	4%	21%	11%
Level 3	71%	61%	86%	61%	75%	68%
Level 2	21%	25%	11%	29%	0%	14%
Level 1	4%	4%	0%	0%	4%	0%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	93%	100%	93%	100%	93%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	7%	0%	7%	0%	7%
At or Above Provincial Standard (Levels 3 and 4)†	75%	64%	89%	64%	96%	79%



Grade 3: Board*	Reading		Writing		Mathematics	
Number of Students	Female *1 076*	Male *1 037*	Female *1 076*	Male *1 037*	Female *1 076*	Male *1 037*
Level 4	9%	5%	5%	1%	11%	8%
Level 3	61%	54%	75%	63%	56%	59%
Level 2	24%	29%	18%	32%	27%	27%
Level 1	4%	6%	0%	<1%	4%	3%
NE1**	1%	3%	0%	<1%	<1%	<1%
Participating Students	98%	96%	98%	97%	98%	97%
No Data	1%	1%	1%	1%	1%	<1%
Exempt	2%	3%	1%	3%	1%	3%
At or Above Provincial Standard (Levels 3 and 4)†	70%	59%	80%	65%	67%	67%



Grade 3: Province*	Reading		Writing		Mathematics	
Number of Students	Female *58 169*	Male *61 745*	Female *58 150*	Male *61 723*	Female *60 578*	Male *63 526*
Level 4	10%	6%	6%	3%	12%	12%
Level 3	60%	54%	73%	64%	57%	56%
Level 2	21%	27%	18%	30%	25%	25%
Level 1	5%	7%	<1%	<1%	3%	3%
NE1**	1%	2%	<1%	<1%	<1%	<1%
Participating Students	97%	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)†	70%	60%	80%	67%	69%	68%



* Because percentages in tables are rounded, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.
†† Results include only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

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	*61*		*2 297*		*132 308*	
Number of classes with Grade 6 students	*3*		*141*		*8 299*	
Number of schools with Grade 6 classes	Not applicable		*59*		*3 189*	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Gender						
Female	*27*	44%	*1 102*	48%	*64 201*	49%
Male	*34*	56%	*1 195*	52%	*68 070*	51%
Gender not specified	*0*	0%	*0*	0%	*37*	<1%
Student Status						
English language learners**	*0*	0%	*45*	2%	*8 163*	6%
Students with special education needs (excluding gifted)**	*9*	15%	*464*	20%	*25 063*	19%
Place of Birth						
Born in Canada	*59*	97%	*2 114*	92%	*114 872*	87%
Born outside Canada	*2*	3%	*181*	8%	*17 244*	13%
In Canada less than one year	*0*	0%	*16*	1%	*765*	1%
In Canada one year or more but less than three years	*0*	0%	*11*	<1%	*2 707*	2%
In Canada three years or more	*2*	3%	*154*	7%	*12 897*	10%
Language						
First language learned at home was other than English	*4*	7%	*245*	11%	*28 342*	21%
Year Student Entered Current School						
Year of the assessment	*4*	7%	*307*	13%	*29 646*	22%
Year prior to the assessment	*5*	8%	*242*	11%	*12 823*	10%
2 years prior to the assessment	*3*	5%	*219*	10%	*11 858*	9%
3 or more years prior to the assessment	*49*	80%	*1 528*	67%	*77 507*	59%
Data not available	*0*	0%	*1*	<1%	*474*	<1%
Year Student Entered Current Board						
Year of the assessment	*2*	3%	*121*	5%	*7 554*	6%
Year prior to the assessment	*4*	7%	*97*	4%	*6 950*	5%
2 years prior to the assessment	*3*	5%	*84*	4%	*6 508*	5%
3 or more years prior to the assessment	*43*	70%	*1 307*	57%	*105 637*	80%
Data not available	*9*	15%	*688*	30%	*5 659*	4%

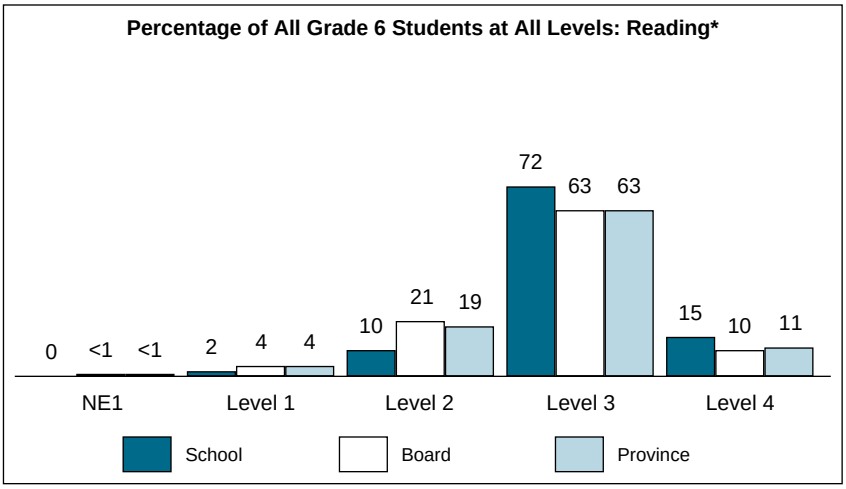
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

Results in Reading, Writing and Mathematics, 2010–2011
Grade 6: All Students

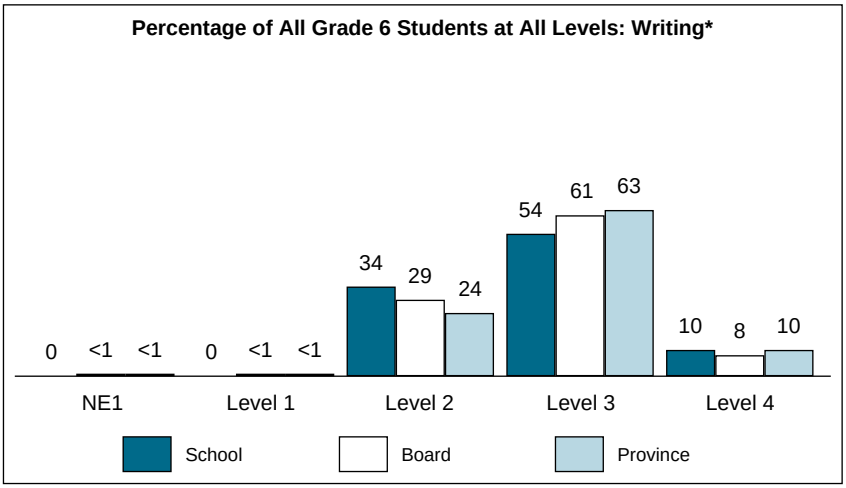
Grade 6: Reading*

Number of Students	School 61		Board 2 297	Province 132 283
	#	%	%	%
Level 4	9	15%	10%	11%
Level 3	44	72%	63%	63%
Level 2	6	10%	21%	19%
Level 1	1	2%	4%	4%
NE1**	0	0%	<1%	<1%
Participating Students	60	98%	98%	97%
No Data	0	0%	1%	1%
Exempt	1	2%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		**87%**	**73%**	**74%**



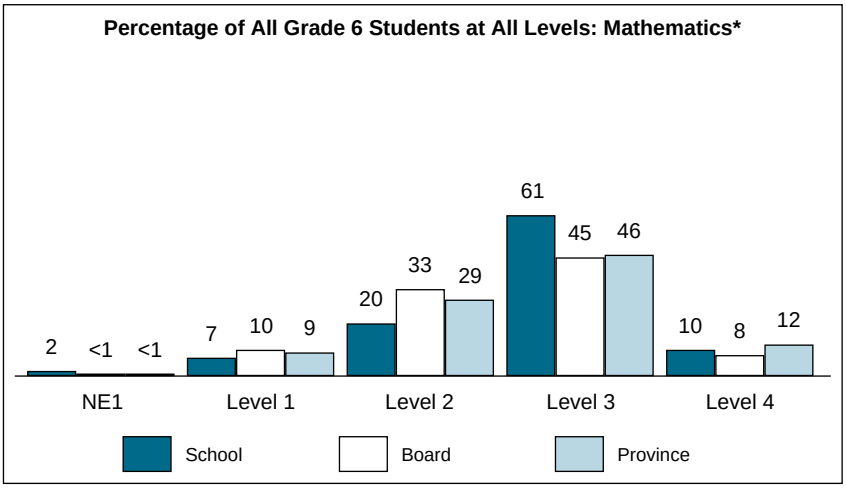
Grade 6: Writing*

Number of Students	School 61		Board 2 297	Province 132 266
	#	%	%	%
Level 4	6	10%	8%	10%
Level 3	33	54%	61%	63%
Level 2	21	34%	29%	24%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	60	98%	98%	97%
No Data	0	0%	1%	1%
Exempt	1	2%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		**64%**	**68%**	**73%**



Grade 6: Mathematics*

Number of Students	School 61		Board 2 297	Province 132 223
	#	%	%	%
Level 4	6	10%	8%	12%
Level 3	37	61%	45%	46%
Level 2	12	20%	33%	29%
Level 1	4	7%	10%	9%
NE1**	1	2%	<1%	<1%
Participating Students	60	98%	97%	97%
No Data	0	0%	1%	1%
Exempt	1	2%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		**70%**	**53%**	**58%**

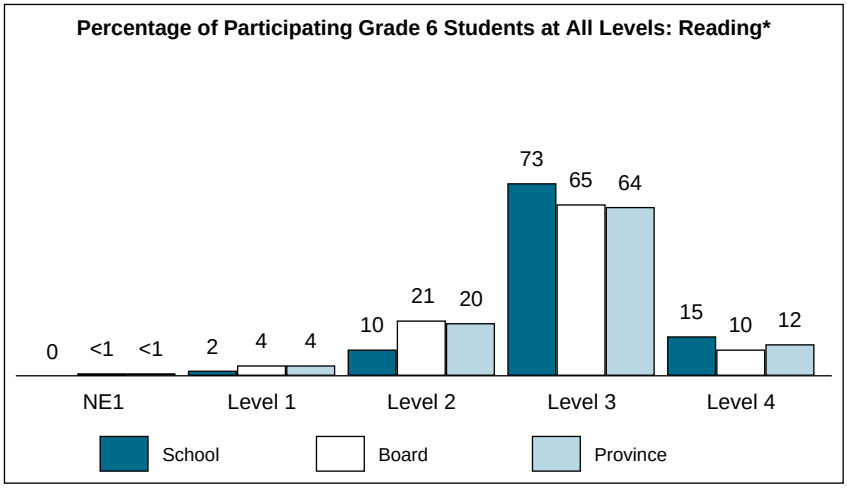


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

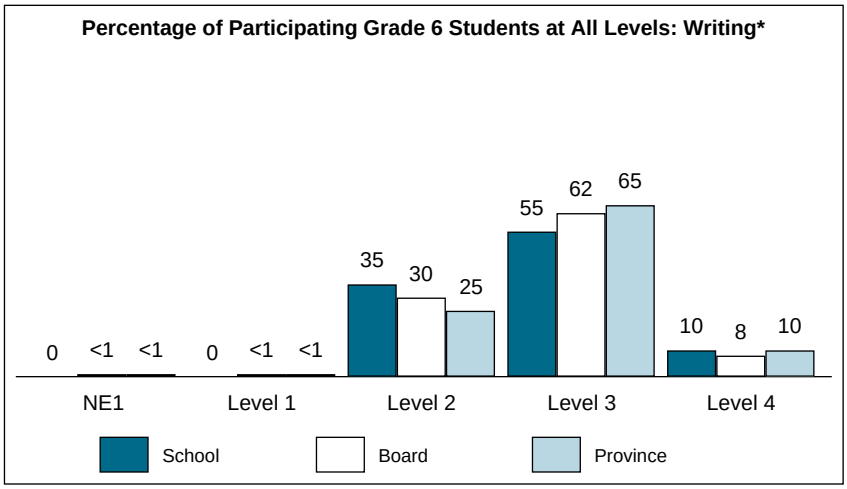
Results in Reading, Writing and Mathematics, 2010–2011

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

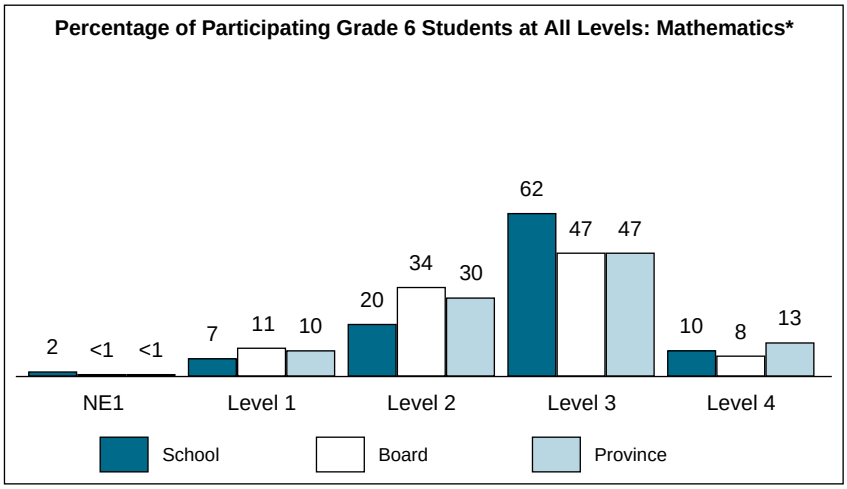
Grade 6: Reading*				
Number of Students	School *60*		Board *2 243*	Province *128 685*
	#	%	%	%
Level 4	9	15%	10%	12%
Level 3	44	73%	65%	64%
Level 2	6	10%	21%	20%
Level 1	1	2%	4%	4%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		88%	75%	76%



Grade 6: Writing*				
Number of Students	School *60*		Board *2 244*	Province *128 811*
	#	%	%	%
Level 4	6	10%	8%	10%
Level 3	33	55%	62%	65%
Level 2	21	35%	30%	25%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		65%	70%	75%



Grade 6: Mathematics*				
Number of Students	School *60*		Board *2 234*	Province *128 474*
	#	%	%	%
Level 4	6	10%	8%	13%
Level 3	37	62%	47%	47%
Level 2	12	20%	34%	30%
Level 1	4	7%	11%	10%
NE1**	1	2%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		72%	55%	60%

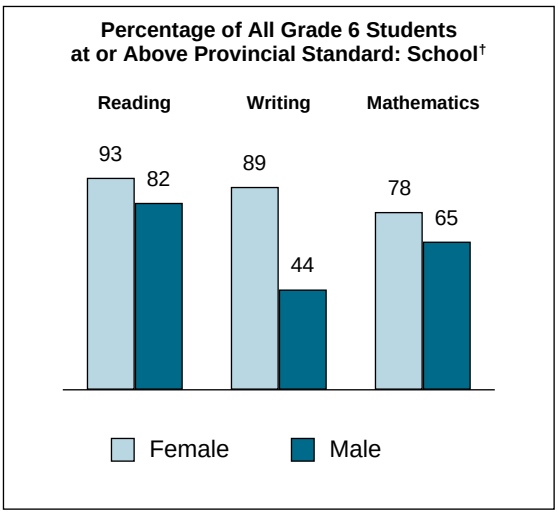


* Because percentages in tables and graphs are rounded, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

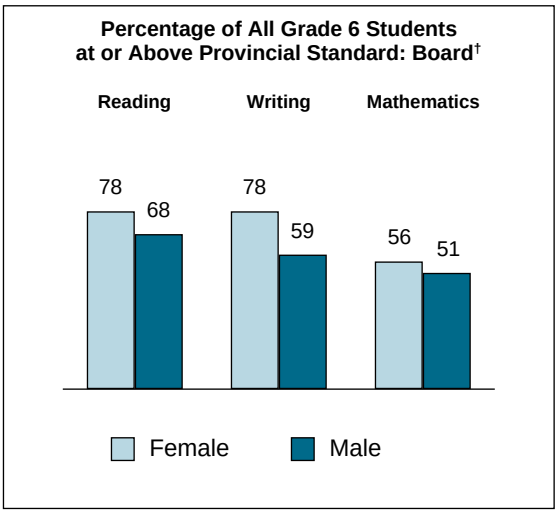
Results in Reading, Writing and Mathematics, 2010–2011

Grade 6: Gender††

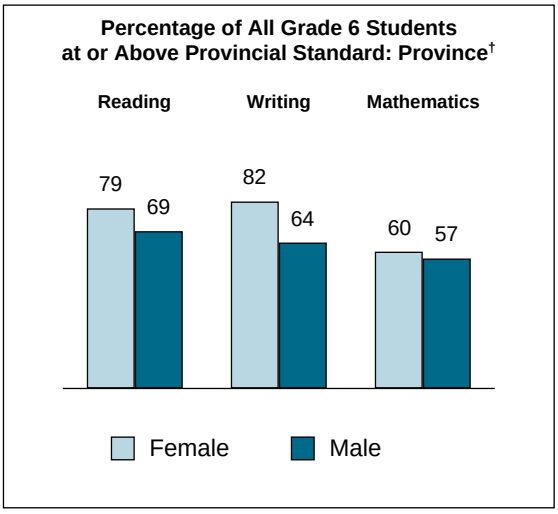
Grade 6: School*	Reading		Writing		Mathematics	
Number of Students	Female *27*	Male *34*	Female *27*	Male *34*	Female *27*	Male *34*
Level 4	19%	12%	15%	6%	11%	9%
Level 3	74%	71%	74%	38%	67%	56%
Level 2	7%	12%	11%	53%	15%	24%
Level 1	0%	3%	0%	0%	7%	6%
NE1**	0%	0%	0%	0%	0%	3%
Participating Students	100%	97%	100%	97%	100%	97%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	3%	0%	3%	0%	3%
At or Above Provincial Standard (Levels 3 and 4)†	93%	82%	89%	44%	78%	65%



Grade 6: Board*	Reading		Writing		Mathematics	
Number of Students	Female *1 102*	Male *1 195*	Female *1 102*	Male *1 195*	Female *1 102*	Male *1 195*
Level 4	14%	6%	11%	4%	8%	8%
Level 3	64%	62%	67%	54%	48%	43%
Level 2	17%	25%	19%	38%	31%	34%
Level 1	3%	5%	<1%	<1%	10%	11%
NE1**	<1%	<1%	0%	<1%	<1%	1%
Participating Students	98%	97%	98%	97%	98%	97%
No Data	<1%	1%	<1%	1%	1%	1%
Exempt	2%	2%	2%	2%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†	78%	68%	78%	59%	56%	51%



Grade 6: Province*	Reading		Writing		Mathematics	
Number of Students	Female *64 192*	Male *68 054*	Female *64 183*	Male *68 046*	Female *64 153*	Male *68 033*
Level 4	15%	8%	14%	6%	13%	12%
Level 3	64%	61%	68%	59%	47%	44%
Level 2	16%	23%	16%	32%	29%	30%
Level 1	3%	5%	<1%	1%	9%	10%
NE1**	<1%	<1%	<1%	<1%	<1%	<1%
Participating Students	98%	97%	98%	97%	98%	97%
No Data	<1%	1%	<1%	1%	1%	1%
Exempt	2%	3%	1%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	79%	69%	82%	64%	60%	57%



* Because percentages in tables are rounded, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.
†† Results include only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

Contextual Information over Time: Grade 3*

This information provides a context for interpreting the school's results of the current and previous administrations.

Grade 3	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Enrolment					
Number of students	*62*	*74*	*47*	*48*	*56*
Participation in the Assessment					
Reading†	97%	100%	96%	98%	96%
Writing†	97%	100%	96%	98%	96%
Mathematics†	97%	100%	96%	98%	96%
Gender					
Female	45%	42%	53%	54%	50%
Male	55%	58%	47%	46%	50%
Student Status					
English language learners**	3%	1%	4%	6%	0%
Students with special education needs (excluding gifted)**	16%	8%	9%	12%	12%
Place of Birth					
Born in Canada	89%	93%	94%	96%	96%
Born outside Canada	11%	7%	4%	4%	4%
In Canada less than one year	0%	0%	0%	2%	0%
In Canada one year or more but less than three years	3%	1%	0%	0%	0%
In Canada three years or more	8%	5%	4%	2%	4%
Language					
First language learned at home was other than English	15%	11%	13%	8%	9%
Year Student Entered Current School					
Year of the assessment	15%	7%	17%	17%	12%
Year prior to the assessment	8%	7%	9%	2%	12%
2 years prior to the assessment	13%	9%	19%	12%	11%
3 or more years prior to the assessment	65%	77%	55%	69%	64%
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.

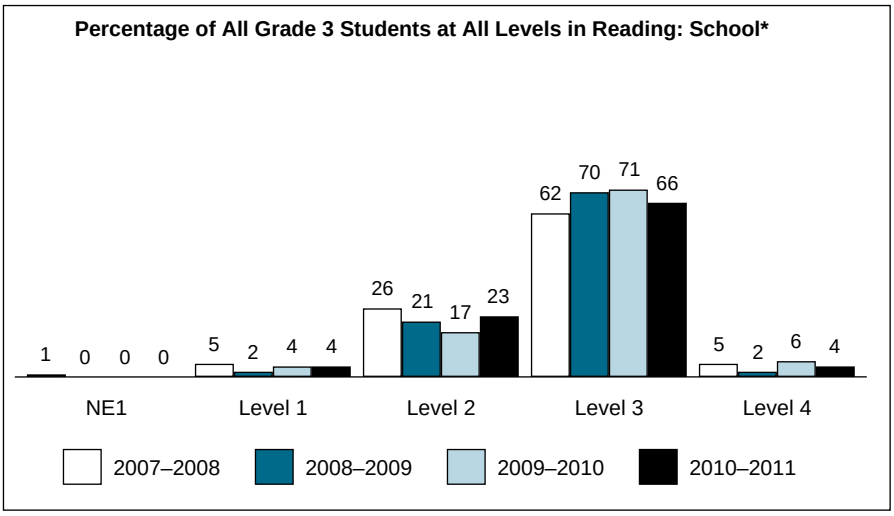
** See the Explanation of Terms.

Results over Time, 2007–2008 to 2010–2011♦

Grade 3: Reading

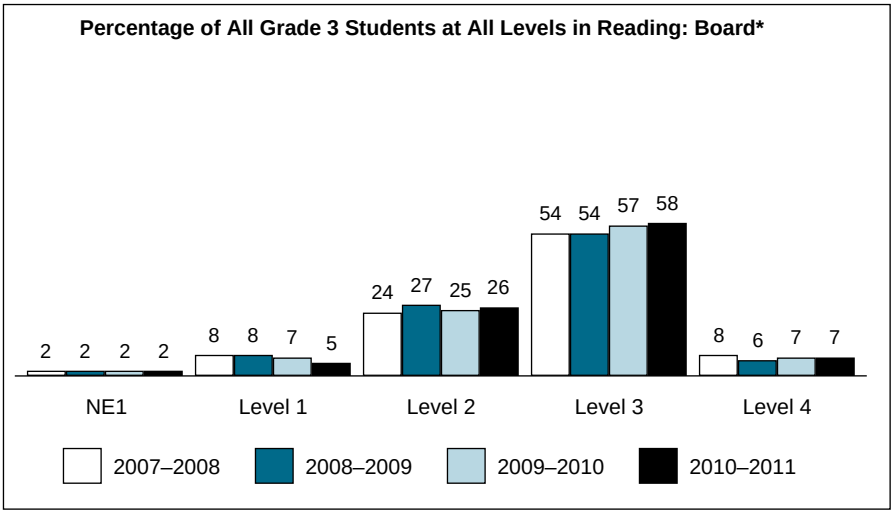
Grade 3 Reading: School*

Year	'07–'08	'08–'09	'09–'10	'10–'11
Number of Students	***74***	***47***	***48***	***56***
Level 4	5%	2%	6%	4%
Level 3	62%	70%	71%	66%
Level 2	26%	21%	17%	23%
Level 1	5%	2%	4%	4%
NE1**	1%	0%	0%	0%
Participating Students	100%	96%	98%	96%
No Data	0%	0%	0%	0%
Exempt	0%	4%	2%	4%
At or Above Provincial Standard†	68%	72%	77%	70%



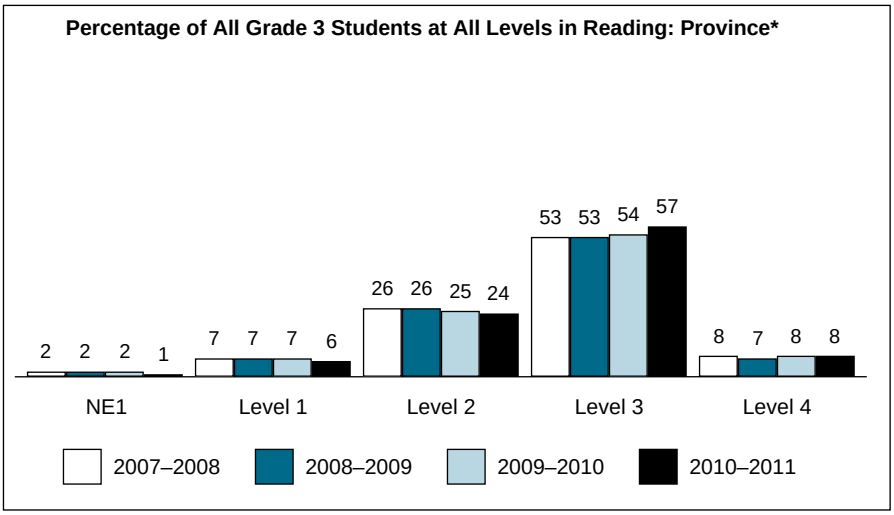
Grade 3 Reading: Board*

Year	'07–'08	'08–'09	'09–'10	'10–'11
Number of Students	***2 230***	***2 155***	***2 128***	***2 113***
Level 4	8%	6%	7%	7%
Level 3	54%	54%	57%	58%
Level 2	24%	27%	25%	26%
Level 1	8%	8%	7%	5%
NE1**	2%	2%	2%	2%
Participating Students	96%	97%	98%	97%
No Data	1%	1%	<1%	1%
Exempt	3%	2%	2%	2%
At or Above Provincial Standard†	62%	60%	64%	64%



Grade 3 Reading: Province*

Year	'07–'08	'08–'09	'09–'10	'10–'11
Number of Students	***125 088***	***121 787***	***123 813***	***119 914***
Level 4	8%	7%	8%	8%
Level 3	53%	53%	54%	57%
Level 2	26%	26%	25%	24%
Level 1	7%	7%	7%	6%
NE1**	2%	2%	2%	1%
Participating Students	95%	95%	96%	97%
No Data	1%	1%	1%	1%
Exempt	4%	4%	3%	3%
At or Above Provincial Standard†	61%	61%	62%	65%



♦ 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.
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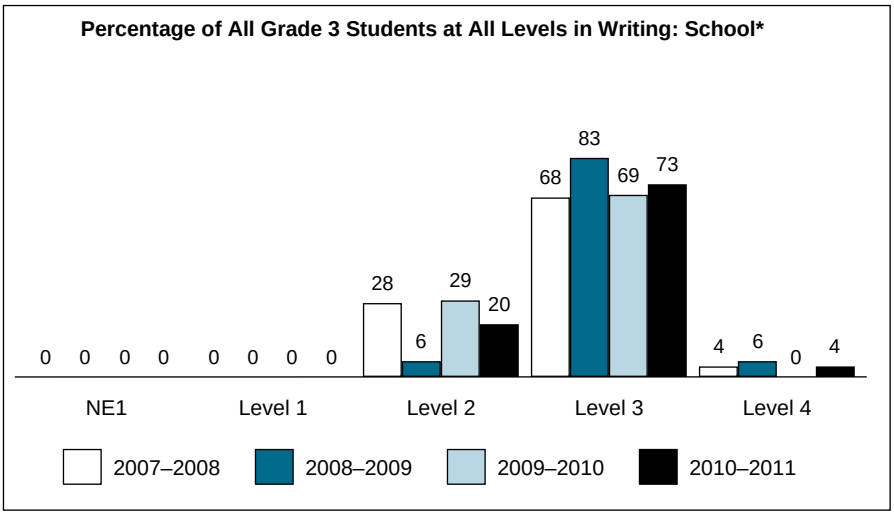
Results over Time, 2007–2008 to 2010–2011♦

Grade 3: Writing

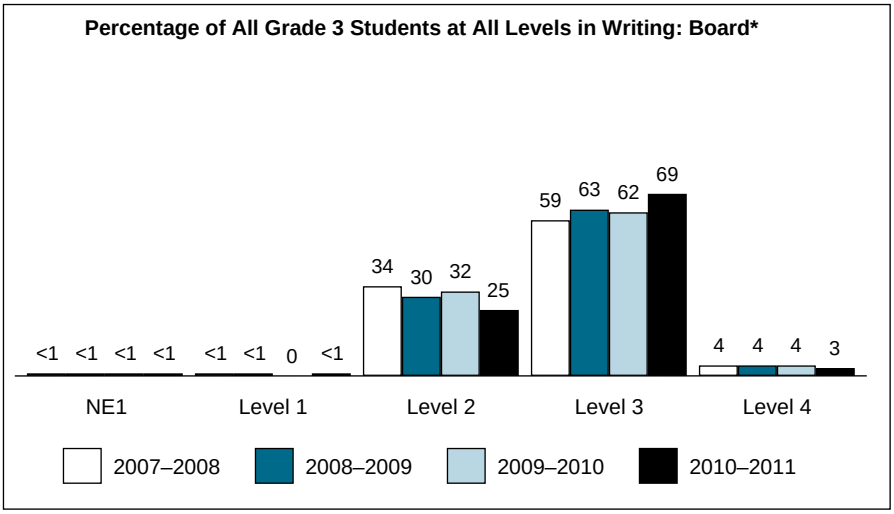
Grade 3 Writing: School*

Year	'07–'08	'08–'09	'09–'10	'10–'11
Number of Students	*74*	*47*	*48*	*56*
Level 4	4%	6%	0%	4%
Level 3	68%	83%	69%	73%
Level 2	28%	6%	29%	20%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	96%	98%	96%
No Data	0%	0%	0%	0%
Exempt	0%	4%	2%	4%
At or Above Provincial Standard†	72%	89%	69%	77%



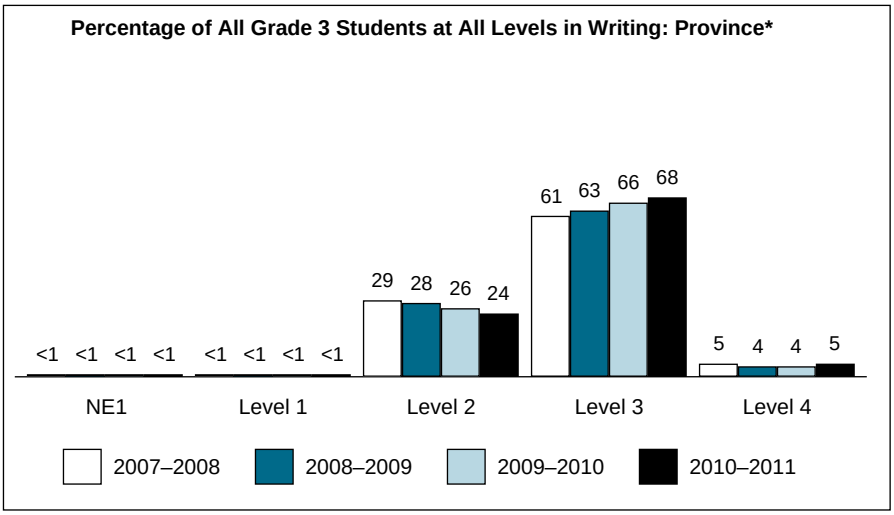
Grade 3 Writing: Board*

Year	'07–'08	'08–'09	'09–'10	'10–'11
Number of Students	*2 230*	*2 155*	*2 128*	*2 113*
Level 4	4%	4%	4%	3%
Level 3	59%	63%	62%	69%
Level 2	34%	30%	32%	25%
Level 1	<1%	<1%	0%	<1%
NE1**	<1%	<1%	<1%	<1%
Participating Students	97%	97%	98%	97%
No Data	1%	1%	<1%	1%
Exempt	3%	2%	2%	2%
At or Above Provincial Standard†	62%	67%	66%	73%



Grade 3 Writing: Province*

Year	'07–'08	'08–'09	'09–'10	'10–'11
Number of Students	*125 088*	*121 788*	*123 800*	*119 873*
Level 4	5%	4%	4%	5%
Level 3	61%	63%	66%	68%
Level 2	29%	28%	26%	24%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
Participating Students	96%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	2%
At or Above Provincial Standard†	66%	68%	70%	73%



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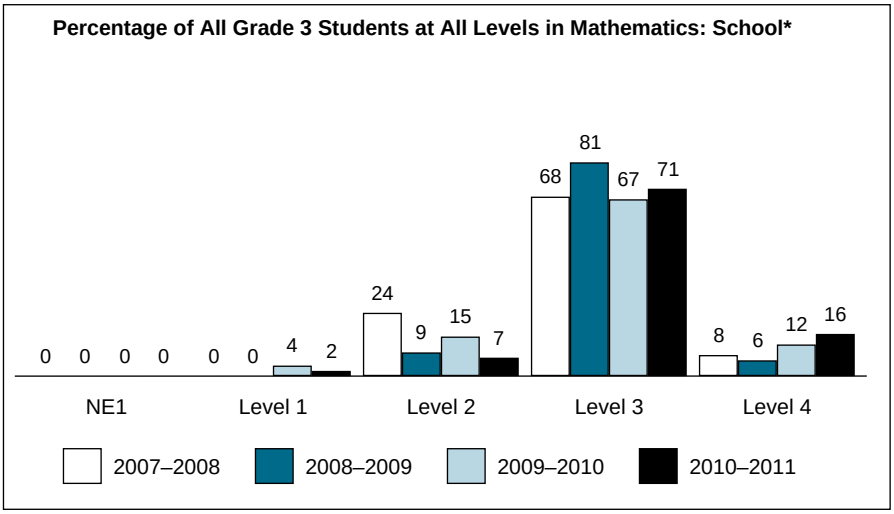
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Results over Time, 2007–2008 to 2010–2011♦

Grade 3: Mathematics

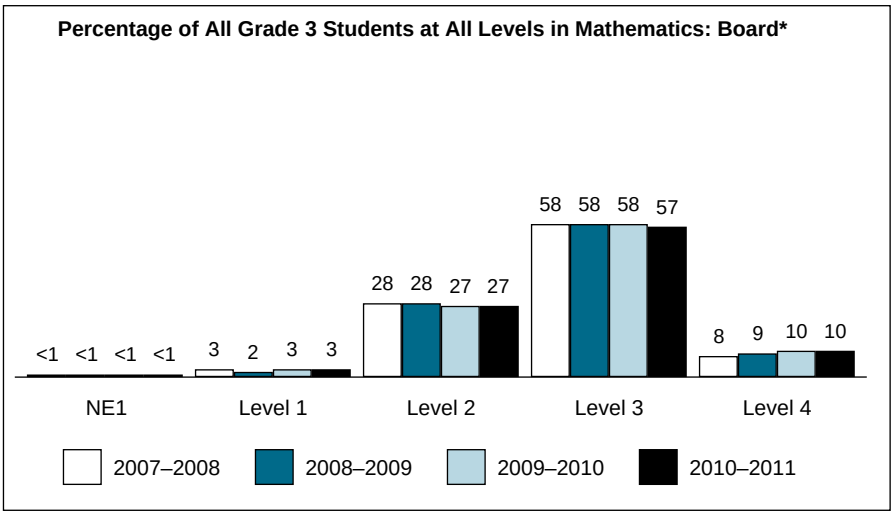
Grade 3 Mathematics: School*

Year	'07–'08	'08–'09	'09–'10	'10–'11
Number of Students	***74***	***47***	***48***	***56***
Level 4	8%	6%	12%	16%
Level 3	68%	81%	67%	71%
Level 2	24%	9%	15%	7%
Level 1	0%	0%	4%	2%
NE1**	0%	0%	0%	0%
Participating Students	100%	96%	98%	96%
No Data	0%	0%	0%	0%
Exempt	0%	4%	2%	4%
At or Above Provincial Standard†	76%	87%	79%	88%



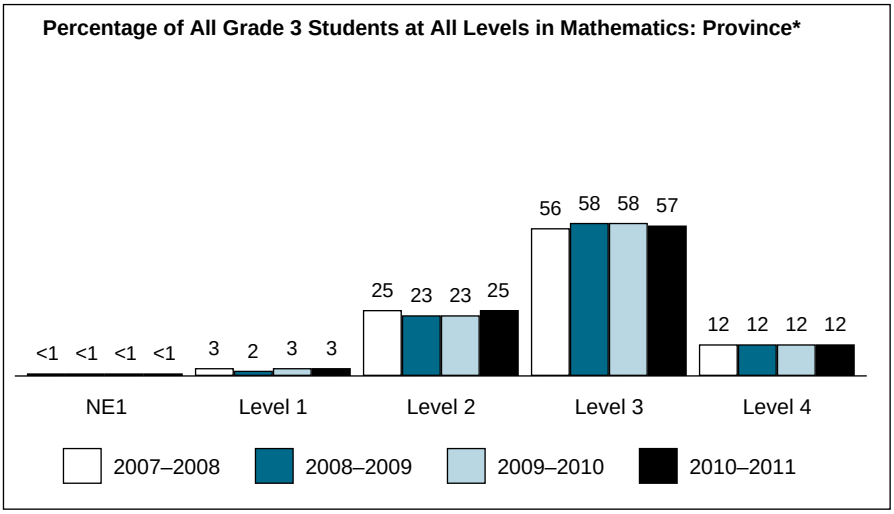
Grade 3 Mathematics: Board*

Year	'07–'08	'08–'09	'09–'10	'10–'11
Number of Students	***2 230***	***2 155***	***2 128***	***2 113***
Level 4	8%	9%	10%	10%
Level 3	58%	58%	58%	57%
Level 2	28%	28%	27%	27%
Level 1	3%	2%	3%	3%
NE1**	<1%	<1%	<1%	<1%
Participating Students	97%	98%	98%	98%
No Data	1%	<1%	<1%	1%
Exempt	2%	2%	1%	2%
At or Above Provincial Standard†	66%	67%	68%	67%



Grade 3 Mathematics: Province*

Year	'07–'08	'08–'09	'09–'10	'10–'11
Number of Students	***128 659***	***125 464***	***127 726***	***124 104***
Level 4	12%	12%	12%	12%
Level 3	56%	58%	58%	57%
Level 2	25%	23%	23%	25%
Level 1	3%	2%	3%	3%
NE1**	<1%	<1%	<1%	<1%
Participating Students	96%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	2%
At or Above Provincial Standard†	68%	70%	71%	69%



♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

Contextual Information over Time: Grade 6*

This information provides a context for interpreting the school's results of the current and previous administrations.

Grade 6	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Enrolment					
Number of students	*78*	*69*	*68*	*53*	*61*
Participation in the Assessment					
Reading	99%	100%	97%	100%	98%
Writing	99%	100%	97%	100%	98%
Mathematics	99%	100%	97%	100%	98%
Gender					
Female	47%	46%	40%	53%	44%
Male	53%	54%	60%	47%	56%
Student Status					
English language learners**	3%	1%	4%	0%	0%
Students with special education needs (excluding gifted)**	15%	14%	24%	19%	15%
Place of Birth					
Born in Canada	87%	84%	87%	91%	97%
Born outside Canada	13%	16%	13%	9%	3%
In Canada less than one year	1%	0%	1%	0%	0%
In Canada one year or more but less than three years	4%	1%	0%	2%	0%
In Canada three years or more	8%	14%	12%	8%	3%
Language					
First language learned at home was other than English	21%	9%	13%	13%	7%
Year Student Entered Current School					
Year of the assessment	10%	9%	13%	4%	7%
Year prior to the assessment	6%	16%	1%	13%	8%
2 years prior to the assessment	12%	6%	3%	9%	5%
3 or more years prior to the assessment	72%	70%	82%	74%	80%
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.

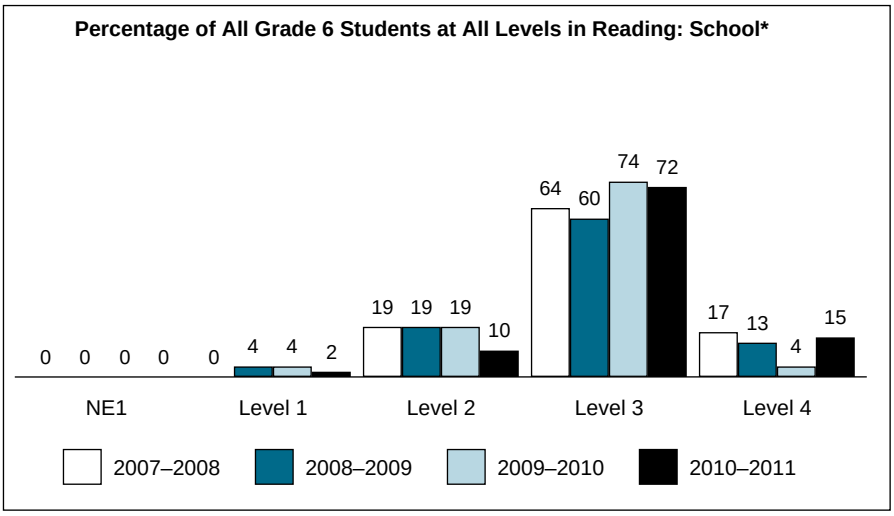
** See the Explanation of Terms.

Results over Time, 2007–2008 to 2010–2011◆

Grade 6: Reading

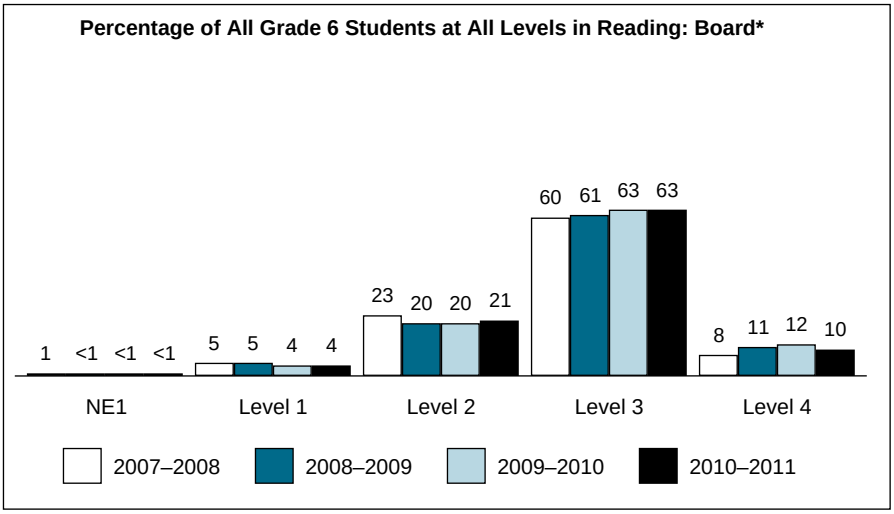
Grade 6 Reading: School*

Year	'07–'08	'08–'09	'09–'10	'10–'11
Number of Students	***69***	***68***	***53***	***61***
Level 4	17%	13%	4%	15%
Level 3	64%	60%	74%	72%
Level 2	19%	19%	19%	10%
Level 1	0%	4%	4%	2%
NE1**	0%	0%	0%	0%
Participating Students	100%	97%	100%	98%
No Data	0%	1%	0%	0%
Exempt	0%	1%	0%	2%
At or Above Provincial Standard†	81%	74%	77%	87%



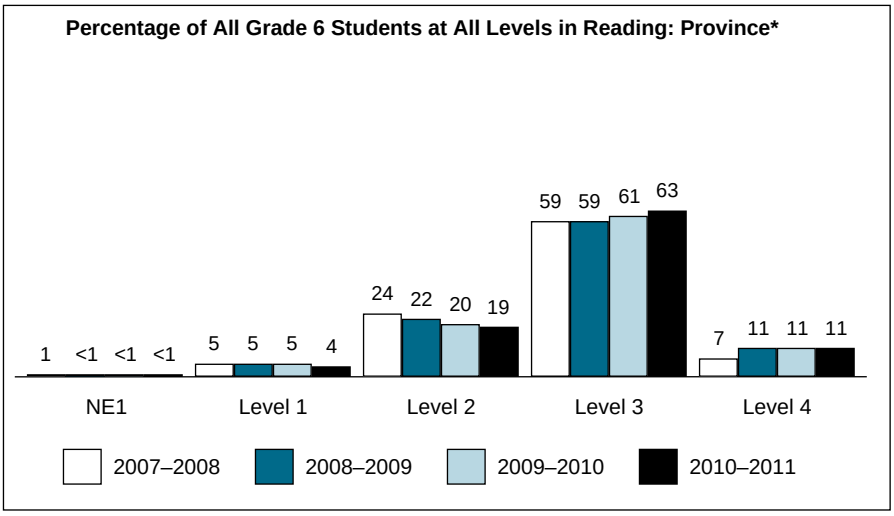
Grade 6 Reading: Board*

Year	'07–'08	'08–'09	'09–'10	'10–'11
Number of Students	***2 418***	***2 357***	***2 256***	***2 297***
Level 4	8%	11%	12%	10%
Level 3	60%	61%	63%	63%
Level 2	23%	20%	20%	21%
Level 1	5%	5%	4%	4%
NE1**	1%	<1%	<1%	<1%
Participating Students	97%	97%	98%	98%
No Data	1%	1%	<1%	1%
Exempt	2%	2%	1%	2%
At or Above Provincial Standard†	69%	72%	74%	73%



Grade 6 Reading: Province*

Year	'07–'08	'08–'09	'09–'10	'10–'11
Number of Students	***140 420***	***136 069***	***134 201***	***132 283***
Level 4	7%	11%	11%	11%
Level 3	59%	59%	61%	63%
Level 2	24%	22%	20%	19%
Level 1	5%	5%	5%	4%
NE1**	1%	<1%	<1%	<1%
Participating Students	96%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	2%	2%
At or Above Provincial Standard†	66%	69%	72%	74%



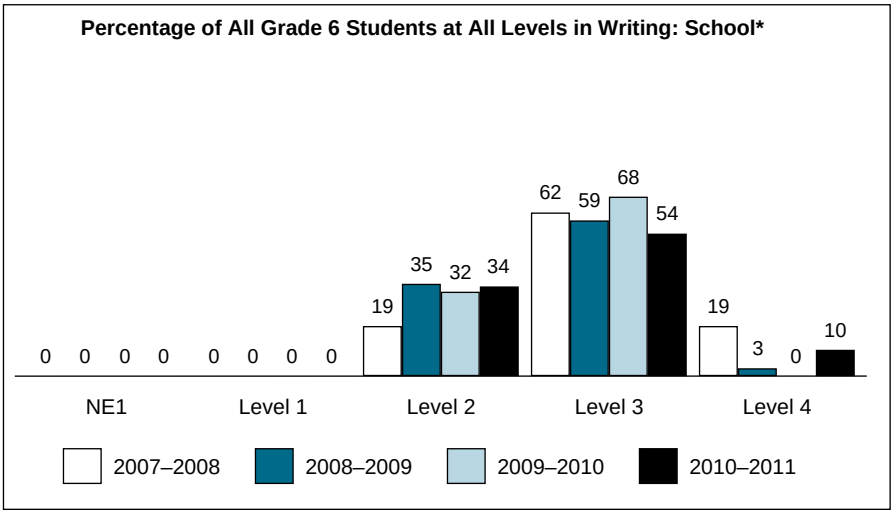
◆ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Results over Time, 2007–2008 to 2010–2011♦

Grade 6: Writing

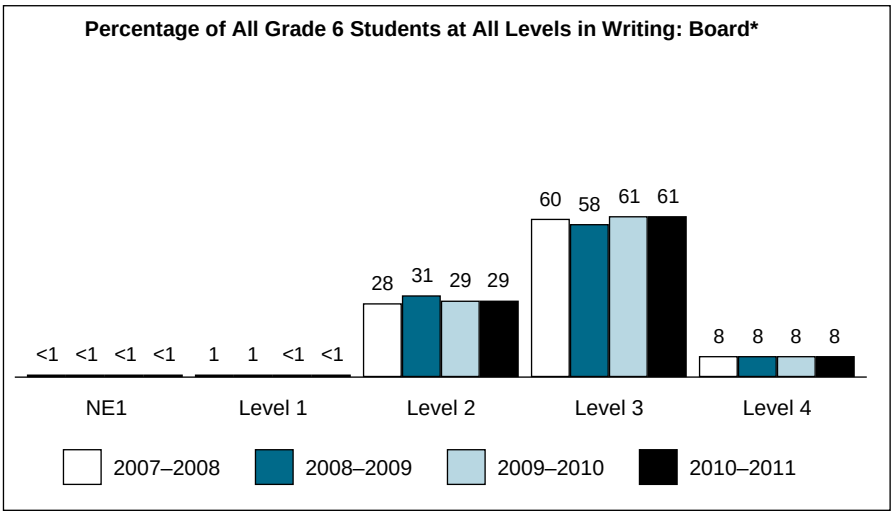
Grade 6 Writing: School*

Year	'07–'08	'08–'09	'09–'10	'10–'11
Number of Students	***69***	***68***	***53***	***61***
Level 4	19%	3%	0%	10%
Level 3	62%	59%	68%	54%
Level 2	19%	35%	32%	34%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	97%	100%	98%
No Data	0%	1%	0%	0%
Exempt	0%	1%	0%	2%
At or Above Provincial Standard†	81%	62%	68%	64%



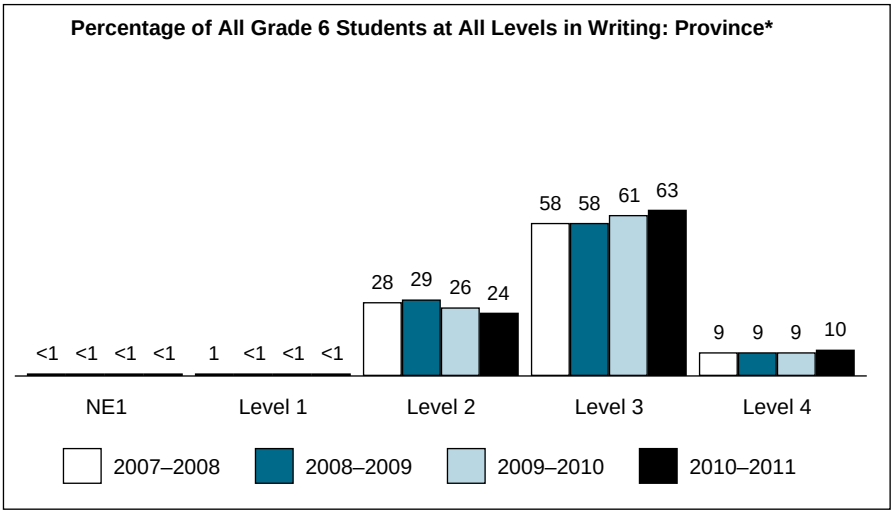
Grade 6 Writing: Board*

Year	'07–'08	'08–'09	'09–'10	'10–'11
Number of Students	***2 418***	***2 357***	***2 256***	***2 297***
Level 4	8%	8%	8%	8%
Level 3	60%	58%	61%	61%
Level 2	28%	31%	29%	29%
Level 1	1%	1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
Participating Students	97%	97%	98%	98%
No Data	1%	1%	<1%	1%
Exempt	2%	2%	1%	2%
At or Above Provincial Standard†	67%	66%	69%	68%



Grade 6 Writing: Province*

Year	'07–'08	'08–'09	'09–'10	'10–'11
Number of Students	***140 420***	***136 075***	***134 288***	***132 266***
Level 4	9%	9%	9%	10%
Level 3	58%	58%	61%	63%
Level 2	28%	29%	26%	24%
Level 1	1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
Participating Students	96%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	2%	2%
At or Above Provincial Standard†	67%	67%	70%	73%



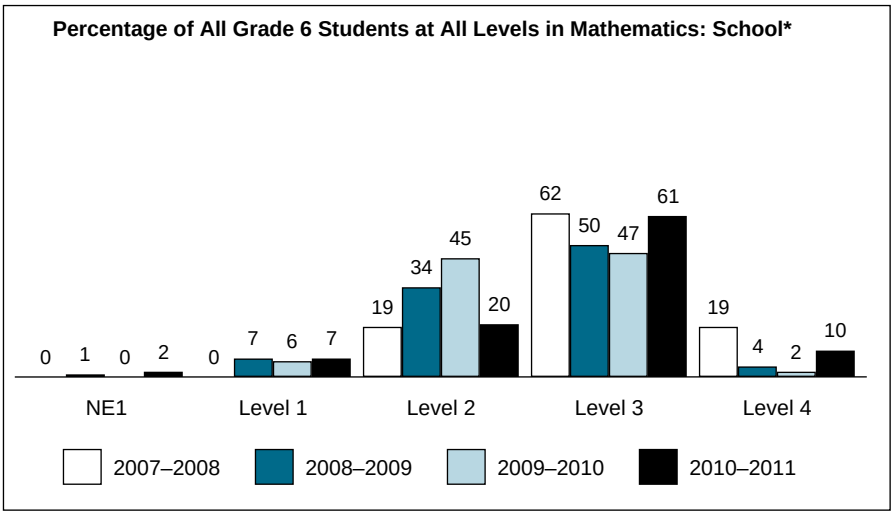
♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Results over Time, 2007–2008 to 2010–2011♦

Grade 6: Mathematics

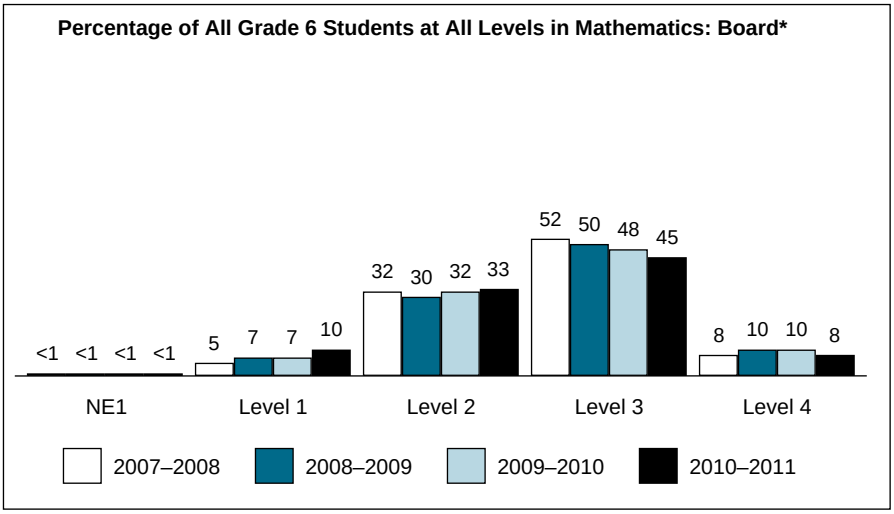
Grade 6 Mathematics: School*

Year	'07–'08	'08–'09	'09–'10	'10–'11
Number of Students	***69***	***68***	***53***	***61***
Level 4	19%	4%	2%	10%
Level 3	62%	50%	47%	61%
Level 2	19%	34%	45%	20%
Level 1	0%	7%	6%	7%
NE1**	0%	1%	0%	2%
Participating Students	100%	97%	100%	98%
No Data	0%	1%	0%	0%
Exempt	0%	1%	0%	2%
At or Above Provincial Standard†	81%	54%	49%	70%



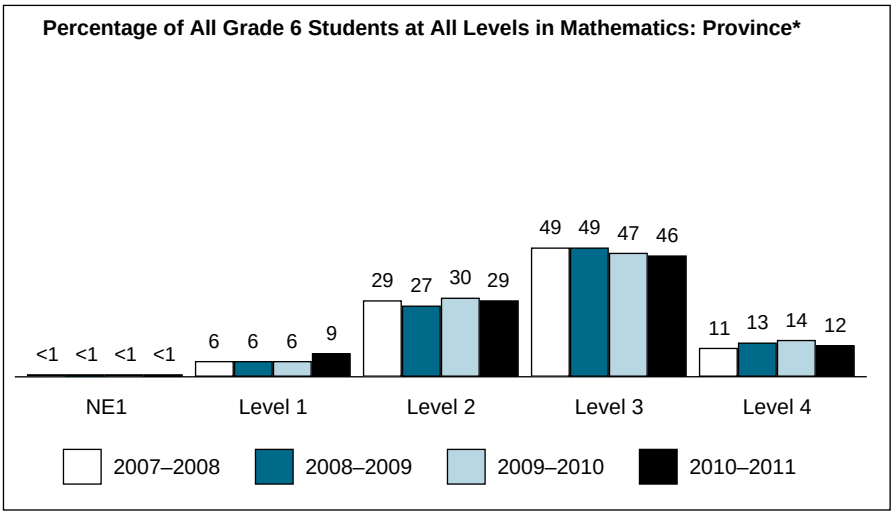
Grade 6 Mathematics: Board*

Year	'07–'08	'08–'09	'09–'10	'10–'11
Number of Students	***2 418***	***2 357***	***2 256***	***2 297***
Level 4	8%	10%	10%	8%
Level 3	52%	50%	48%	45%
Level 2	32%	30%	32%	33%
Level 1	5%	7%	7%	10%
NE1**	<1%	<1%	<1%	<1%
Participating Students	97%	97%	98%	97%
No Data	1%	1%	1%	1%
Exempt	2%	2%	1%	2%
At or Above Provincial Standard†	60%	61%	59%	53%



Grade 6 Mathematics: Province*

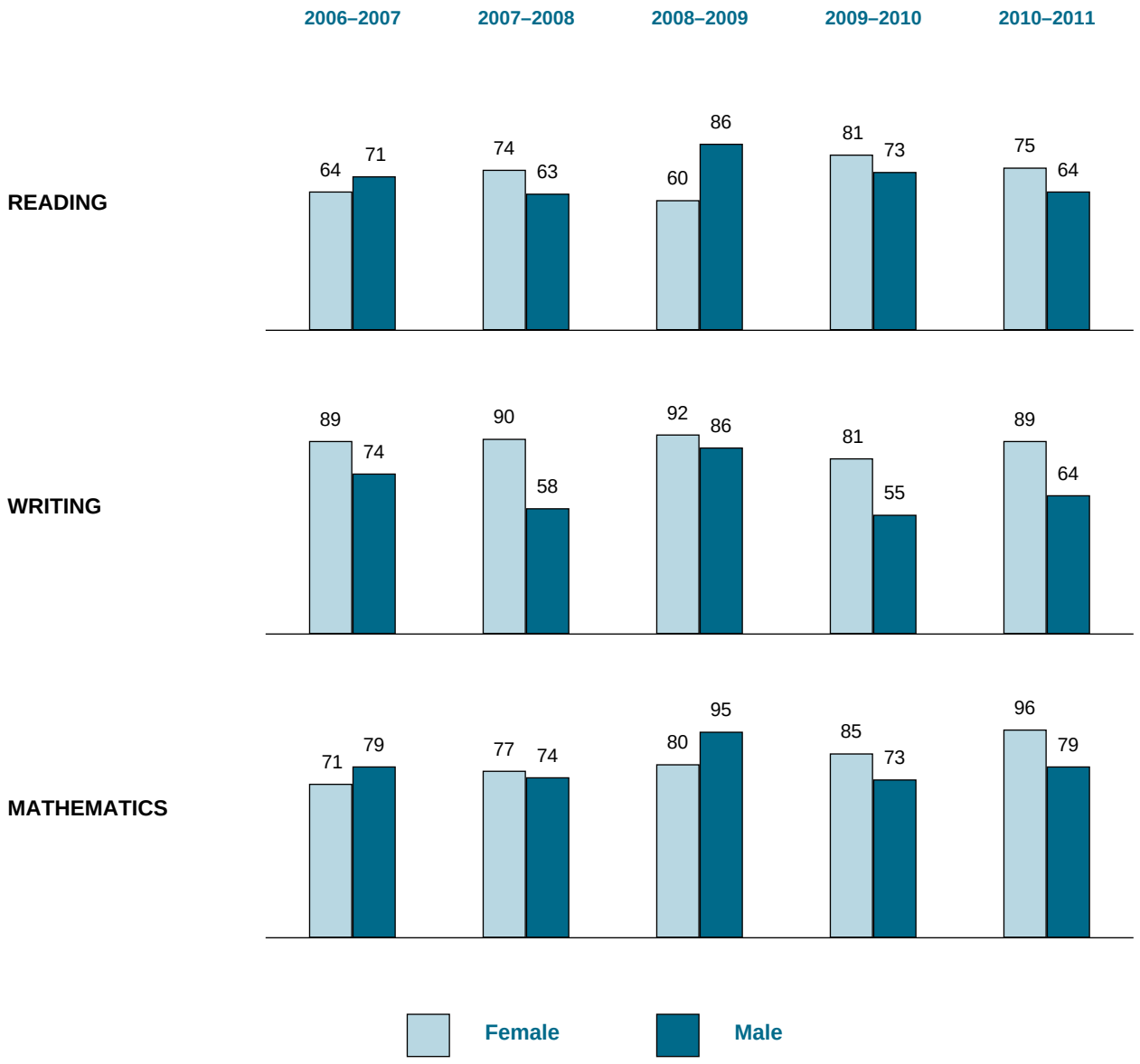
Year	'07–'08	'08–'09	'09–'10	'10–'11
Number of Students	***140 358***	***136 075***	***134 241***	***132 223***
Level 4	11%	13%	14%	12%
Level 3	49%	49%	47%	46%
Level 2	29%	27%	30%	29%
Level 1	6%	6%	6%	9%
NE1**	<1%	<1%	<1%	<1%
Participating Students	96%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	2%
At or Above Provincial Standard†	61%	63%	61%	58%



♦ 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



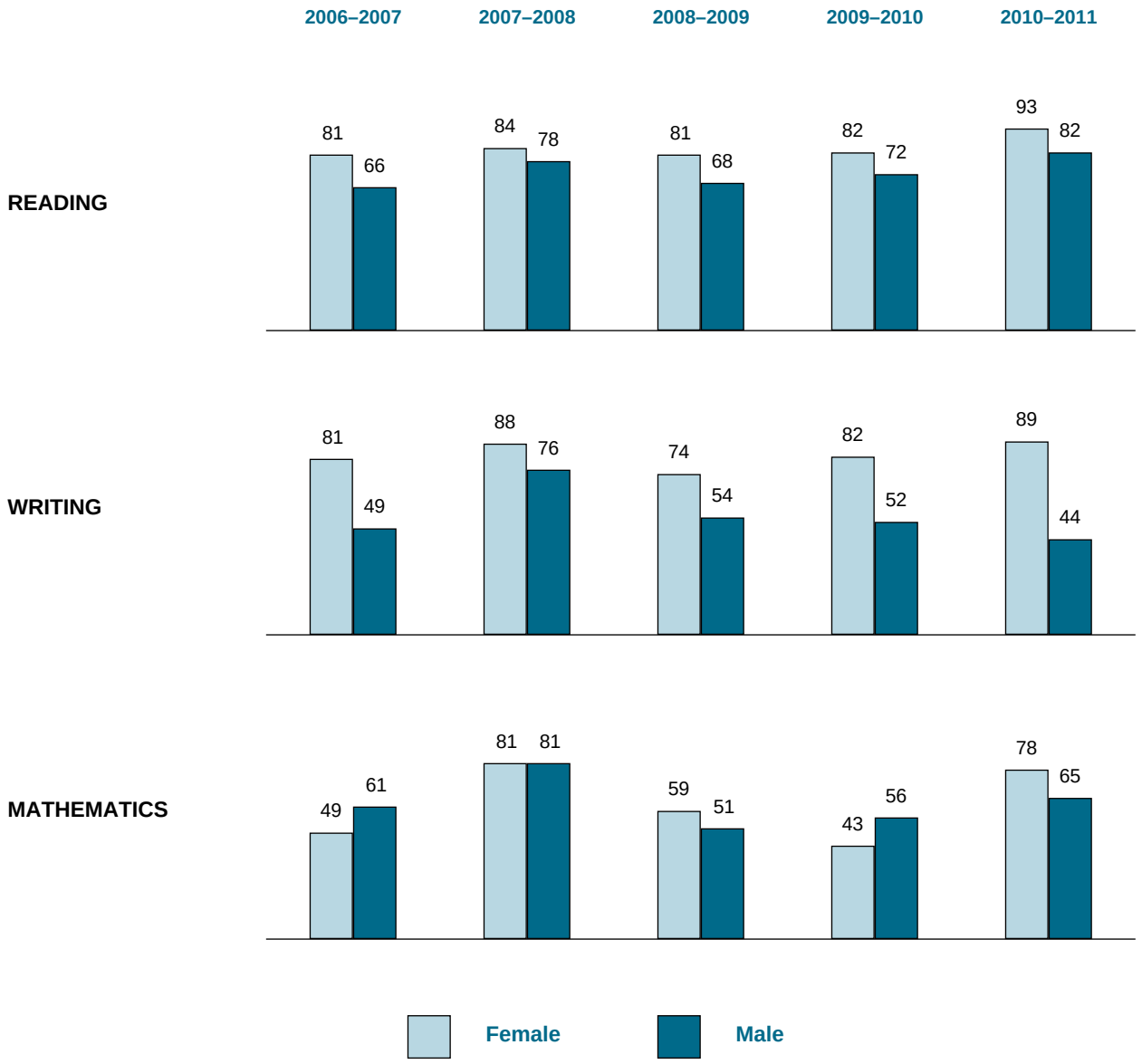
Total Number of Grade 3 Students†

	2006–2007		2007–2008		2008–2009		2009–2010		2010–2011	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	*28*	*34*	*31*	*43*	*25*	*22*	*26*	*22*	*28*	*28*

† 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†

	2006–2007		2007–2008		2008–2009		2009–2010		2010–2011	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	*37*	*41*	*32*	*37*	*27*	*41*	*28*	*25*	*27*	*34*

† Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 54)

Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.

Never | Sometimes | Most of the time

STUDENT ENGAGEMENT How do you feel about reading?	Never	Sometimes	Most of the time	Number of students who answered "most of the time"
I like to read.	4	43	52	28
I am a good reader.		22	78	42
I am able to understand difficult reading passages.	9	50	41	22
I try to do my best when I do reading activities in class.		7	93	50

COGNITIVE STRATEGIES How often do you do the following when you read?	Never	Sometimes	Most of the time	Number of students who answered "most of the time"
Before I start to read, I try to predict what the text will be about.	15	69	17	9
I make sure that I understand what I am reading.		26	72	39
I slow down my reading if it is difficult.		50	46	25
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	22	43	35	19
When I am finished reading, I think about what I have read.	19	46	35	19

Never | 1 or 2 times a month | 1 to 3 times a week | Every day or almost every day

READING OUTSIDE SCHOOL How often do you read the following when you are not at school?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	Number of students who answered "every day or almost every day"
Stories or novels	6	19	33	43	23
Comics or graphic novels	22	33	20	20	11
Books, newspapers, magazines or websites for information	24	41	15	19	10
E-mails, text or instant messages	61	17	11	11	6
Other things	24	17	24	33	18

* 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, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 54)

Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.

Never | Sometimes | Most of the time

STUDENT ENGAGEMENT How do you feel about writing?	Never	Sometimes	Most of the time	Number of students who answered "most of the time"
I like to write.		54	44	24
I am a good writer.		37	61	33
I am able to communicate my ideas in writing.		54	44	24
I try to do my best when I do writing activities in class.		4	96	52

Never | 1 or 2 times a month | 1 to 3 times a week | Every day or almost every day

COGNITIVE STRATEGIES How often do you do the following when you write?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	Number of students who answered "every day or almost every day"
I organize my ideas before I start to write.	6	63	31		17
I edit my writing to make it better.	7	56	37		20
I check my writing for spelling and grammar.	11	52	37		20
WRITING OUTSIDE SCHOOL How often do you write the following (using paper or a computer) when you are not at school?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	Number of students who answered "every day or almost every day"
Stories	19	65	7	9	5
Journal entries	67	17	7	9	5
E-mail, text or instant messages	59	17	15	9	5
Letters	39	43	9	9	5
Other things	24	31	17	28	15

* 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, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 54)

Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.

Never | Sometimes | Most of the time

INSTRUCTIONAL TOOLS USED IN READING AND WRITING How often do you use the following when you read and write at school?	Never	Sometimes	Most of the time	Percentage of Students*	Number of students who answered "most of the time"
A computer for reading activities	20	67	9		5
A computer for writing activities	4	72	22		12
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	11	67	20		11

Never | 1 or 2 times a month | 1 to 3 times a week | Every day or almost every day

OUT-OF-SCHOOL ACTIVITIES How often do you do the following when you are not at school?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	Percentage of Students*	Number of students who answered "every day or almost every day"
I read by myself.	11	15	20	52		28
I play video games.	24	15	15	44		24
I use the Internet.	7	17	41	33		18
I participate in sports or other physical activities.	4	9	30	57		31
I participate in art, music, dance or drama activities.	20	24	22	33		18
I participate in after-school clubs.	63	4	15	19		10

PARENTAL ENGAGEMENT How often do you and a parent, a guardian or another adult who lives with you do the following?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	Percentage of Students*	Number of students who answered "every day or almost every day"
We talk about the reading and writing work I do in school.	17	39	22	22		12
We talk about the activities I do in school.	6	35	22	37		20
We read together.	26	30	24	19		10
We look at my school agenda.	13	15	15	56		30
We use a computer together.	43	30	7	20		11

* 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, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 54)

Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.

0 programs | **1 program** | **2 or 3 programs** | **4 programs or more**

SCREEN TIME (TELEVISION) How many TV programs do you normally watch on a school day?	Percentage of Students*				Number of students who answered "4 programs or more"
Before school	41	15	31	11	*6*
After school	11	15	26	46	*25*

SCHOOLS ATTENDED How many schools did you attend before this one?	Percentage of Students*	Number of students
Only this school	48	*26*
1 other school	41	*22*
2 other schools	9	*5*
3 other schools	0	*0*
4 other schools or more	0	*0*

Only English/ Mostly English | **Another language (or other languages) as often as English** | **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	91	7		*49*
Languages in which people speak to student at home	91	6	4	*49*

* 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, 2010–2011

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male) Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.	School			Board			Province		
	All Students (# = 54)	Female* (# = 28)	Male* (# = 26)	All Students (# = 2 035)	Female* (# = 1 048)	Male* (# = 987)	All Students (# = 119 869)	Female* (# = 58 912)	Male* (# = 60 957)
STUDENT ENGAGEMENT IN READING	Percentage of students who answered "most of the time"†								
I like to read.	**52%**	61%	42%	**48%**	57%	39%	**50%**	57%	42%
I am a good reader.	**78%**	75%	81%	**68%**	70%	65%	**66%**	68%	64%
I am able to understand difficult reading passages.	**41%**	29%	54%	**33%**	31%	35%	**31%**	29%	33%
I try to do my best when I do reading activities in class.	**93%**	93%	92%	**85%**	89%	81%	**83%**	86%	79%
COGNITIVE STRATEGIES USED IN READING	Percentage of students who answered "most of the time"†								
Before I start to read, I try to predict what the text will be about.	**17%**	11%	23%	**19%**	19%	19%	**21%**	21%	21%
I make sure that I understand what I am reading.	**72%**	68%	77%	**71%**	74%	68%	**71%**	75%	68%
I slow down my reading if it is difficult.	**46%**	39%	54%	**55%**	59%	50%	**53%**	57%	48%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	**35%**	25%	46%	**39%**	43%	35%	**40%**	44%	36%
When I am finished reading, I think about what I have read.	**35%**	39%	31%	**42%**	45%	38%	**42%**	45%	39%
READING OUTSIDE SCHOOL	Percentage of students who answered "every day or almost every day"‡								
Stories or novels	**43%**	43%	42%	**44%**	50%	38%	**44%**	51%	38%
Comics or graphic novels	**20%**	11%	31%	**22%**	16%	28%	**23%**	17%	29%
Books, newspapers, magazines or websites for information	**19%**	18%	19%	**23%**	27%	19%	**26%**	30%	23%
E-mails, text or instant messages	**11%**	18%	4%	**15%**	15%	16%	**19%**	19%	18%
Other things	**33%**	39%	27%	**44%**	49%	39%	**45%**	47%	42%

* Only includes students for whom gender data were available.
† Other response options were "sometimes" and "never."
‡ Other response options were "1 to 3 times a week," "1 or 2 times a month" and "never."

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male) Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.	School			Board			Province		
	All Students (# = 54)	Female* (# = 28)	Male* (# = 26)	All Students (# = 2 035)	Female* (# = 1 048)	Male* (# = 987)	All Students (# = 119 869)	Female* (# = 58 912)	Male* (# = 60 957)
STUDENT ENGAGEMENT IN WRITING	Percentage of students who answered "most of the time"†								
I like to write.	**44%**	54%	35%	**46%**	53%	39%	**48%**	56%	40%
I am a good writer.	**61%**	68%	54%	**54%**	61%	46%	**49%**	56%	42%
I am able to communicate my ideas in writing.	**44%**	50%	38%	**43%**	46%	41%	**44%**	45%	42%
I try to do my best when I do writing activities in class.	**96%**	96%	96%	**83%**	88%	78%	**81%**	85%	77%
COGNITIVE STRATEGIES USED IN WRITING	Percentage of students who answered "most of the time"†								
I organize my ideas before I start to write.	**31%**	25%	38%	**41%**	45%	38%	**43%**	47%	39%
I edit my writing to make it better.	**37%**	39%	35%	**49%**	56%	42%	**48%**	54%	43%
I check my writing for spelling and grammar.	**37%**	36%	38%	**47%**	52%	41%	**48%**	53%	43%
WRITING OUTSIDE SCHOOL	Percentage of students who answered "every day or almost every day"‡								
Stories	**9%**	11%	8%	**15%**	18%	12%	**16%**	20%	13%
Journal entries	**9%**	18%	0%	**13%**	17%	8%	**14%**	20%	9%
E-mail, text or instant messages	**9%**	14%	4%	**16%**	16%	15%	**18%**	18%	17%
Letters	**9%**	14%	4%	**10%**	11%	8%	**11%**	13%	9%
Other things	**28%**	32%	23%	**32%**	36%	27%	**34%**	38%	30%
INSTRUCTIONAL TOOLS USED IN READING AND WRITING	Percentage of students who answered "most of the time"†								
A computer for reading activities	**9%**	11%	8%	**12%**	11%	12%	**15%**	14%	16%
A computer for writing activities	**22%**	25%	19%	**17%**	17%	18%	**21%**	20%	21%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	**20%**	21%	19%	**38%**	43%	33%	**41%**	46%	36%
OUT-OF-SCHOOL ACTIVITIES	Percentage of students who answered "every day or almost every day"‡								
I read by myself.	**52%**	50%	54%	**52%**	60%	43%	**53%**	60%	46%
I play video games.	**44%**	18%	73%	**40%**	22%	59%	**40%**	20%	58%
I use the Internet.	**33%**	29%	38%	**38%**	36%	41%	**44%**	41%	48%
I participate in sports or other physical activities.	**57%**	57%	58%	**51%**	47%	56%	**49%**	44%	54%
I participate in art, music, dance or drama activities.	**33%**	43%	23%	**28%**	37%	19%	**28%**	37%	19%
I participate in after-school clubs.	**19%**	25%	12%	**9%**	9%	8%	**12%**	13%	12%

* Only includes students for whom gender data were available.
† Other response options were "sometimes" and "never."
‡ Other response options were "1 to 3 times a week," "1 or 2 times a month" and "never."

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male) Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.	School			Board			Province		
	All Students (# = 54)	Female* (# = 28)	Male* (# = 26)	All Students (# = 2 035)	Female* (# = 1 048)	Male* (# = 987)	All Students (# = 119 869)	Female* (# = 58 912)	Male* (# = 60 957)
SCREEN TIME (WATCHING TV)	Percentage of students who answered "4 programs or more"†								
Before school	**11%**	7%	15%	**11%**	8%	15%	**11%**	8%	15%
After school	**46%**	43%	50%	**51%**	45%	57%	**54%**	49%	58%
PARENTAL ENGAGEMENT	Percentage of students who answered "every day or almost every day"‡								
We talk about the reading and writing work I do in school.	**22%**	21%	23%	**29%**	33%	25%	**33%**	37%	29%
We talk about the activities I do in school.	**37%**	36%	38%	**44%**	48%	39%	**44%**	49%	39%
We read together.	**19%**	25%	12%	**22%**	25%	19%	**21%**	24%	19%
We look at my school agenda.	**56%**	54%	58%	**55%**	57%	52%	**54%**	55%	52%
We use a computer together.	**20%**	25%	15%	**10%**	9%	11%	**14%**	14%	14%
SCHOOLS ATTENDED	Percentage of students§								
Only this school/1 other school	**89%**	89%	88%	**82%**	83%	80%	**78%**	79%	78%
2 other schools/3 other schools	**9%**	7%	12%	**14%**	14%	14%	**16%**	16%	16%
4 other schools or more	**0%**	0%	0%	**3%**	2%	3%	**4%**	4%	4%
LANGUAGES STUDENTS SPEAK AT HOME	Percentage of students§								
Only English/Mostly English	**91%**	93%	88%	**85%**	84%	86%	**71%**	70%	73%
Another language (or other languages) as often as English	**7%**	4%	12%	**9%**	11%	8%	**17%**	18%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	**2%**	4%	0%	**4%**	4%	4%	**11%**	11%	10%
LANGUAGES SPOKEN TO STUDENTS AT HOME	Percentage of students§								
Only English/Mostly English	**91%**	89%	92%	**85%**	84%	86%	**69%**	67%	70%
Another language (or other languages) as often as English	**6%**	4%	8%	**7%**	8%	7%	**14%**	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	**4%**	7%	0%	**7%**	8%	7%	**16%**	17%	15%

* Only includes students for whom gender data were available.
† Other response options were "2 or 3 programs," "1 program" and "0 programs."
‡ Other response options were "1 to 3 times a week," "1 or 2 times a month" and "never."
§ Percentages may not add to 100, due to a lack of or ambiguous responses.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 55)

Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.

Never | Sometimes | Most of the time

STUDENT ENGAGEMENT How do you feel about reading?	Never	Sometimes	Most of the time	Number of students who answered "most of the time"
I like to read.		40	53	29
I am a good reader.		24	71	39
I am able to understand difficult reading passages.		53	40	22
I try to do my best when I do reading activities in class.		20	76	42

COGNITIVE STRATEGIES How often do you do the following when you read?	Never	Sometimes	Most of the time	Number of students who answered "most of the time"
Before I start to read, I try to predict what the text will be about.	40	42	11	6
I make sure that I understand what I am reading.		20	78	43
I slow down my reading if it is difficult.	7	29	56	31
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	20	36	36	20
When I am finished reading, I think about what I have read.	13	51	29	16

Never | 1 or 2 times a month | 1 to 3 times a week | Every day or almost every day

READING OUTSIDE SCHOOL How often do you read the following when you are not at school?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	Number of students who answered "every day or almost every day"
Stories or novels	4	25	33	33	18
Comics or graphic novels	16	47	16	11	6
Books, newspapers, magazines or websites for information		31	33	29	16
E-mails, text or instant messages	15	16	18	40	22
Other things	7	29	24	31	17

* 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, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 55)

Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.

Never | Sometimes | Most of the time

STUDENT ENGAGEMENT How do you feel about writing?	Never	Sometimes	Most of the time	Number of students who answered "most of the time"
I like to write.	4	62	29	16
I am a good writer.	7	49	36	20
I am able to communicate my ideas in writing.		49	44	24
I try to do my best when I do writing activities in class.		11	85	47

Never | 1 or 2 times a month | 1 to 3 times a week | Every day or almost every day

COGNITIVE STRATEGIES How often do you do the following when you write?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	Number of students who answered "every day or almost every day"
I organize my ideas before I start to write.	9	67	16		9
I edit my writing to make it better.		60	31		17
I check my writing for spelling and grammar.	7	49	38		21

WRITING OUTSIDE SCHOOL How often do you write the following (using paper or a computer) when you are not at school?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	Number of students who answered "every day or almost every day"
Stories	40	31	16		1
Journal entries	58	20	9		1
E-mail, text or instant messages	13	18	20	45	25
Letters	44	44	4		0
Other things	15	40	16	16	9

* 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, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 55)

Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.

Never | Sometimes | Most of the time

INSTRUCTIONAL TOOLS USED IN READING AND WRITING How often do you use the following when you read and write at school?	Never	Sometimes	Most of the time	Number of students who answered "most of the time"
A computer for reading activities	62	25	7	4
A computer for writing activities	22	62	7	4
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	5	64	24	13
The Internet to find information	4	49	38	21

Never | 1 or 2 times a month | 1 to 3 times a week | Every day or almost every day

OUT-OF-SCHOOL ACTIVITIES How often do you do the following when you are not at school?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	Number of students who answered "every day or almost every day"
I read by myself.	4	15	27	44	24
I play video games.	4	29	27	31	17
I use the Internet.		7	18	62	34
I participate in sports or other physical activities.			33	58	32
I participate in art, music, dance or drama activities.	20	27	25	16	9
I participate in after-school clubs.	47	15	20	5	3

PARENTAL ENGAGEMENT How often do you and a parent, a guardian or another adult who lives with you do the following?	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	Number of students who answered "every day or almost every day"
We talk about the reading and writing work I do in school.	15	22	36	18	10
We talk about the activities I do in school.	5	22	24	42	23
We read together.	58	22	5		1
We look at my school agenda.	33	20	15	22	12
We use a computer together.	33	36	18		1

* 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, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 55)

Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.

None | **About half an hour/ About 1 hour** | **About 2 hours** | **About 3 hours/ More than 3 hours**

SCREEN TIME How many hours do you usually spend doing the following on a school day?		None	About half an hour/ About 1 hour	About 2 hours	About 3 hours/ More than 3 hours	Number of students who answered "about 3 hours" or "more than 3 hours"
		Percentage of Students*				
Before School	Watching TV.	44	45			0
	Playing video games.	73	15			0
	Using the Internet.	60	29			1
After School	Watching TV.	15	47	15	15	8
	Playing video games.	25	40	5	18	10
	Using the Internet.	9	53	11	16	9

SCHOOLS ATTENDED How many schools did you attend before this one?	Percentage of Students*	Number of students
Only this school	53	29
1 other school	35	19
2 other schools	2	1
3 other schools	5	3
4 other schools or more	2	1

Only English/ Mostly English | **Another language (or other languages) as often as English** | **Mostly another language (or other languages)/ Only another language (or other languages)**

LANGUAGES SPOKEN	Only English/ Mostly English	Another language (or other languages) as often as English	Mostly another language (or other languages)/ Only another language (or other languages)	Number of students who answered "only English" or "mostly English"
	Percentage of Students*			
Languages student speaks at home	85	9		47
Languages in which people speak to student at home	82	11	4	45

* 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, 2010–2011

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male) Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.	School			Board			Province		
	All Students (# = 55)	Female* (# = 24)	Male* (# = 31)	All Students (# = 2 192)	Female* (# = 1 055)	Male* (# = 1 137)	All Students (# = 127 973)	Female* (# = 62 590)	Male* (# = 65 359)
STUDENT ENGAGEMENT IN READING	Percentage of students who answered "most of the time"†								
I like to read.	**53%**	58%	48%	**47%**	58%	37%	**50%**	59%	41%
I am a good reader.	**71%**	79%	65%	**66%**	71%	63%	**66%**	70%	63%
I am able to understand difficult reading passages.	**40%**	42%	39%	**41%**	38%	43%	**40%**	39%	41%
I try to do my best when I do reading activities in class.	**76%**	71%	81%	**80%**	88%	74%	**81%**	85%	76%
COGNITIVE STRATEGIES USED IN READING	Percentage of students who answered "most of the time"†								
Before I start to read, I try to predict what the text will be about.	**11%**	8%	13%	**11%**	9%	13%	**14%**	13%	15%
I make sure that I understand what I am reading.	**78%**	75%	81%	**68%**	73%	64%	**71%**	75%	67%
I slow down my reading if it is difficult.	**56%**	42%	68%	**57%**	63%	51%	**56%**	62%	51%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	**36%**	33%	39%	**41%**	46%	36%	**44%**	48%	39%
When I am finished reading, I think about what I have read.	**29%**	21%	35%	**41%**	44%	39%	**42%**	45%	39%
READING OUTSIDE SCHOOL	Percentage of students who answered "every day or almost every day"‡								
Stories or novels	**33%**	42%	26%	**36%**	44%	28%	**35%**	43%	27%
Comics or graphic novels	**11%**	4%	16%	**13%**	8%	17%	**14%**	10%	18%
Books, newspapers, magazines or websites for information	**29%**	17%	39%	**23%**	25%	22%	**26%**	28%	24%
E-mails, text or instant messages	**40%**	42%	39%	**44%**	51%	38%	**48%**	55%	41%
Other things	**31%**	42%	23%	**34%**	35%	33%	**34%**	35%	34%

* Only includes students for whom gender data were available.
† Other response options were "sometimes" and "never."
‡ Other response options were "1 to 3 times a week," "1 or 2 times a month" and "never."

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male) Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.	School			Board			Province		
	All Students (# = 55)	Female* (# = 24)	Male* (# = 31)	All Students (# = 2 192)	Female* (# = 1 055)	Male* (# = 1 137)	All Students (# = 127 973)	Female* (# = 62 590)	Male* (# = 65 359)
STUDENT ENGAGEMENT IN WRITING	Percentage of students who answered "most of the time"†								
I like to write.	**29%**	33%	26%	**39%**	51%	27%	**39%**	50%	28%
I am a good writer.	**36%**	46%	29%	**42%**	51%	34%	**41%**	48%	34%
I am able to communicate my ideas in writing.	**44%**	42%	45%	**44%**	47%	40%	**44%**	48%	41%
I try to do my best when I do writing activities in class.	**85%**	79%	90%	**79%**	85%	74%	**78%**	84%	73%
COGNITIVE STRATEGIES USED IN WRITING	Percentage of students who answered "most of the time"†								
I organize my ideas before I start to write.	**16%**	12%	19%	**32%**	35%	29%	**34%**	38%	31%
I edit my writing to make it better.	**31%**	38%	26%	**48%**	56%	40%	**51%**	59%	44%
I check my writing for spelling and grammar.	**38%**	38%	39%	**47%**	55%	40%	**51%**	57%	46%
WRITING OUTSIDE SCHOOL	Percentage of students who answered "every day or almost every day"‡								
Stories	**2%**	4%	0%	**5%**	7%	4%	**6%**	8%	4%
Journal entries	**2%**	0%	3%	**6%**	11%	2%	**8%**	12%	3%
E-mail, text or instant messages	**45%**	54%	39%	**41%**	48%	35%	**45%**	52%	38%
Letters	**0%**	0%	0%	**3%**	4%	2%	**3%**	4%	3%
Other things	**16%**	25%	10%	**23%**	25%	21%	**24%**	26%	22%
INSTRUCTIONAL TOOLS USED IN READING AND WRITING	Percentage of students who answered "most of the time"†								
A computer for reading activities	**7%**	4%	10%	**7%**	5%	9%	**8%**	6%	9%
A computer for writing activities	**7%**	4%	10%	**20%**	18%	22%	**24%**	22%	25%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	**24%**	21%	26%	**35%**	38%	31%	**38%**	43%	33%
The Internet to find information	**38%**	29%	45%	**41%**	40%	42%	**48%**	48%	48%
OUT-OF-SCHOOL ACTIVITIES	Percentage of students who answered "every day or almost every day"‡								
I read by myself.	**44%**	46%	42%	**43%**	52%	34%	**43%**	51%	35%
I play video games.	**31%**	8%	48%	**30%**	10%	48%	**30%**	13%	47%
I use the Internet.	**62%**	62%	61%	**55%**	57%	54%	**60%**	61%	59%
I participate in sports or other physical activities.	**58%**	42%	71%	**49%**	44%	54%	**49%**	43%	56%
I participate in art, music, dance or drama activities.	**16%**	17%	16%	**17%**	23%	11%	**19%**	27%	12%
I participate in after-school clubs.	**5%**	0%	10%	**6%**	7%	5%	**8%**	9%	8%

* Only includes students for whom gender data were available.
† Other response options were "sometimes" and "never."
‡ Other response options were "1 to 3 times a week," "1 or 2 times a month" and "never."

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male) Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.	School			Board			Province		
	All Students (# = 55)	Female* (# = 24)	Male* (# = 31)	All Students (# = 2 192)	Female* (# = 1 055)	Male* (# = 1 137)	All Students (# = 127 973)	Female* (# = 62 590)	Male* (# = 65 359)
SCREEN TIME	Percentage of students who answered "about 3 hours" or "more than 3 hours"†								
Before School — Watching TV	**0%**	0%	0%	**2%**	1%	2%	**2%**	1%	3%
Playing video games	**0%**	0%	0%	**2%**	1%	3%	**2%**	<1%	3%
Using the Internet	**2%**	4%	0%	**2%**	2%	2%	**2%**	2%	3%
After School — Watching TV	**15%**	8%	19%	**17%**	15%	19%	**20%**	19%	21%
Playing video games	**18%**	0%	32%	**13%**	3%	22%	**13%**	4%	22%
Using the Internet	**16%**	17%	16%	**15%**	14%	16%	**20%**	20%	20%
PARENTAL ENGAGEMENT	Percentage of students who answered "every day or almost every day"‡								
We talk about the reading and writing work I do in school.	**18%**	17%	19%	**18%**	21%	14%	**21%**	23%	19%
We talk about the activities I do in school.	**42%**	38%	45%	**38%**	44%	33%	**38%**	42%	35%
We read together.	**2%**	0%	3%	**4%**	4%	4%	**4%**	4%	4%
We look at my school agenda.	**22%**	17%	26%	**28%**	31%	26%	**29%**	28%	30%
We use a computer together.	**2%**	4%	0%	**4%**	5%	4%	**6%**	6%	6%
SCHOOLS ATTENDED	Percentage of students§								
Only this school/1 other school	**87%**	96%	81%	**73%**	74%	72%	**69%**	69%	68%
2 other schools/3 other schools	**7%**	0%	13%	**19%**	18%	20%	**23%**	23%	22%
4 other schools or more	**2%**	0%	3%	**6%**	6%	5%	**7%**	7%	7%
LANGUAGES STUDENTS SPEAK AT HOME	Percentage of students§								
Only English/Mostly English	**85%**	83%	87%	**85%**	86%	85%	**75%**	76%	75%
Another language (or other languages) as often as English	**9%**	8%	10%	**8%**	7%	9%	**15%**	16%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	**2%**	4%	0%	**4%**	4%	4%	**7%**	7%	8%
LANGUAGES SPOKEN TO STUDENTS AT HOME	Percentage of students§								
Only English/Mostly English	**82%**	83%	81%	**84%**	85%	83%	**71%**	71%	71%
Another language (or other languages) as often as English	**11%**	8%	13%	**7%**	6%	8%	**14%**	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	**4%**	4%	3%	**6%**	7%	5%	**13%**	13%	13%

* Only includes students for whom gender data were available.
† Other response options were "about 2 hours," "about 1 hour," "about half an hour" and "none."
‡ Other response options were "1 to 3 times a week," "1 or 2 times a month" and "never."
§ Percentages may not add to 100, due to a lack of or ambiguous responses.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

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 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 whose sole identified exceptionality is giftedness 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 *Guide for Accommodations, Special Provisions and Exemptions*.
N/R	“Not reported” indicates that the number of students participating (fewer than 15 in a group) or responding to the Student Questionnaire is so small (fewer than six in a group) that identification of individual student results might be possible; therefore, results are not reported.
N/D	“No data available” is used to indicate that there were no students in the grade or subject for the group or year specified.
W	Results are being withheld by EQAO. For further information, please contact the school principal.