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), 2009–2010

## School: Kensal Park PS (289710)
## Board: Thames Valley District School Board (66044)

I am pleased to provide you with this report on the Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2009–2010. Included are student results for the current year and previous years, which allow school communities to track progress over time. This report also provides demographic and attitudinal information about the student populations that were assessed, in order to help put these results in context.

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

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

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

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

Sincerely,

*Marguerite Jackson*
Chief Executive Officer
Education Quality and Accountability Office

**WHERE TO FIND . . .**


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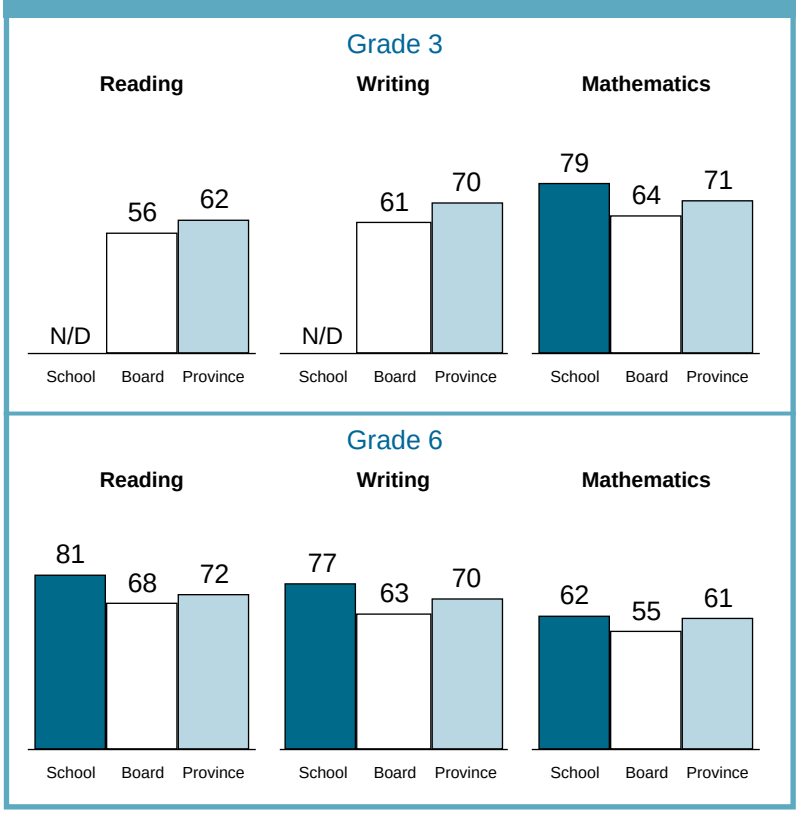
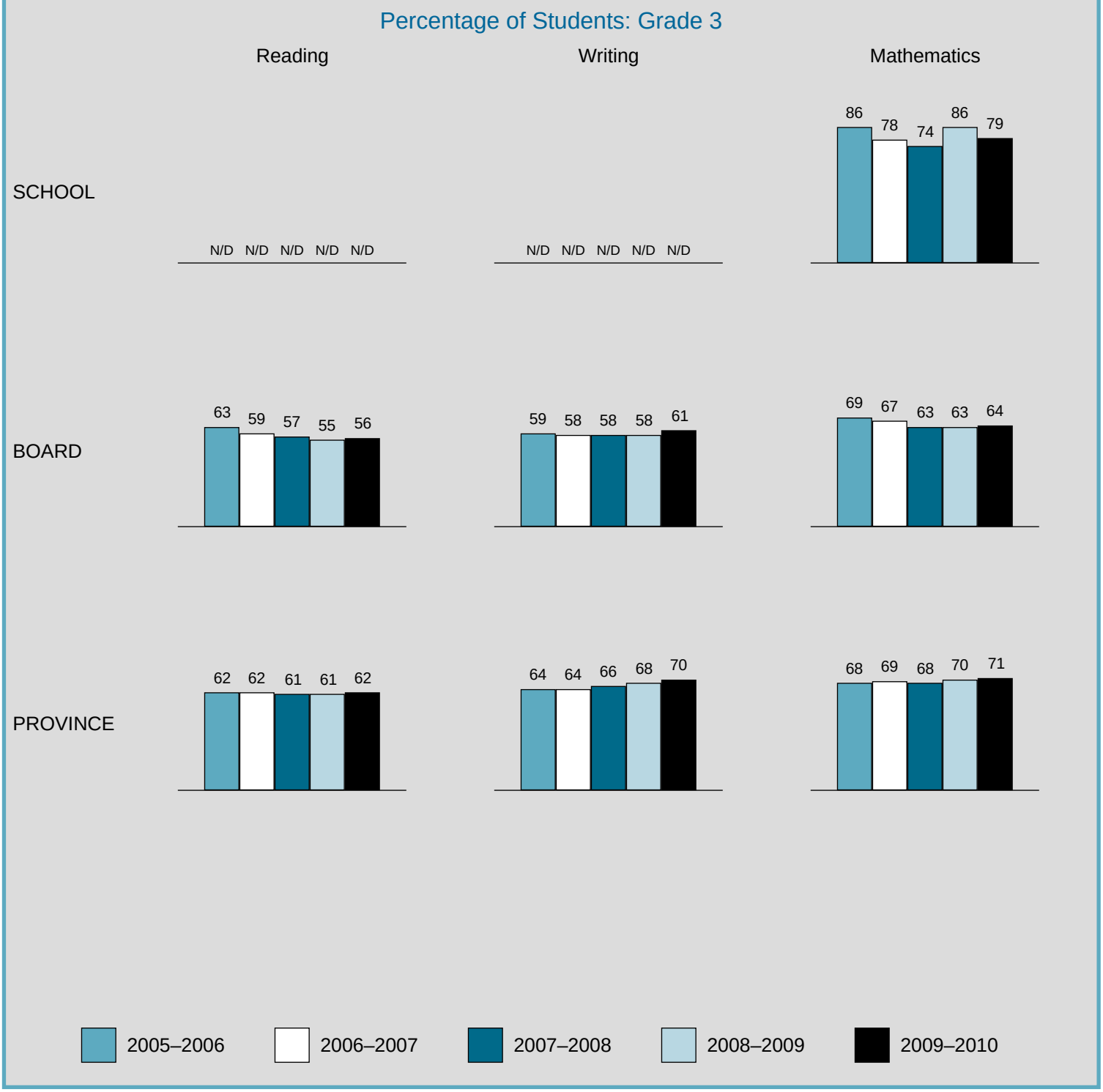
### PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2009–2010



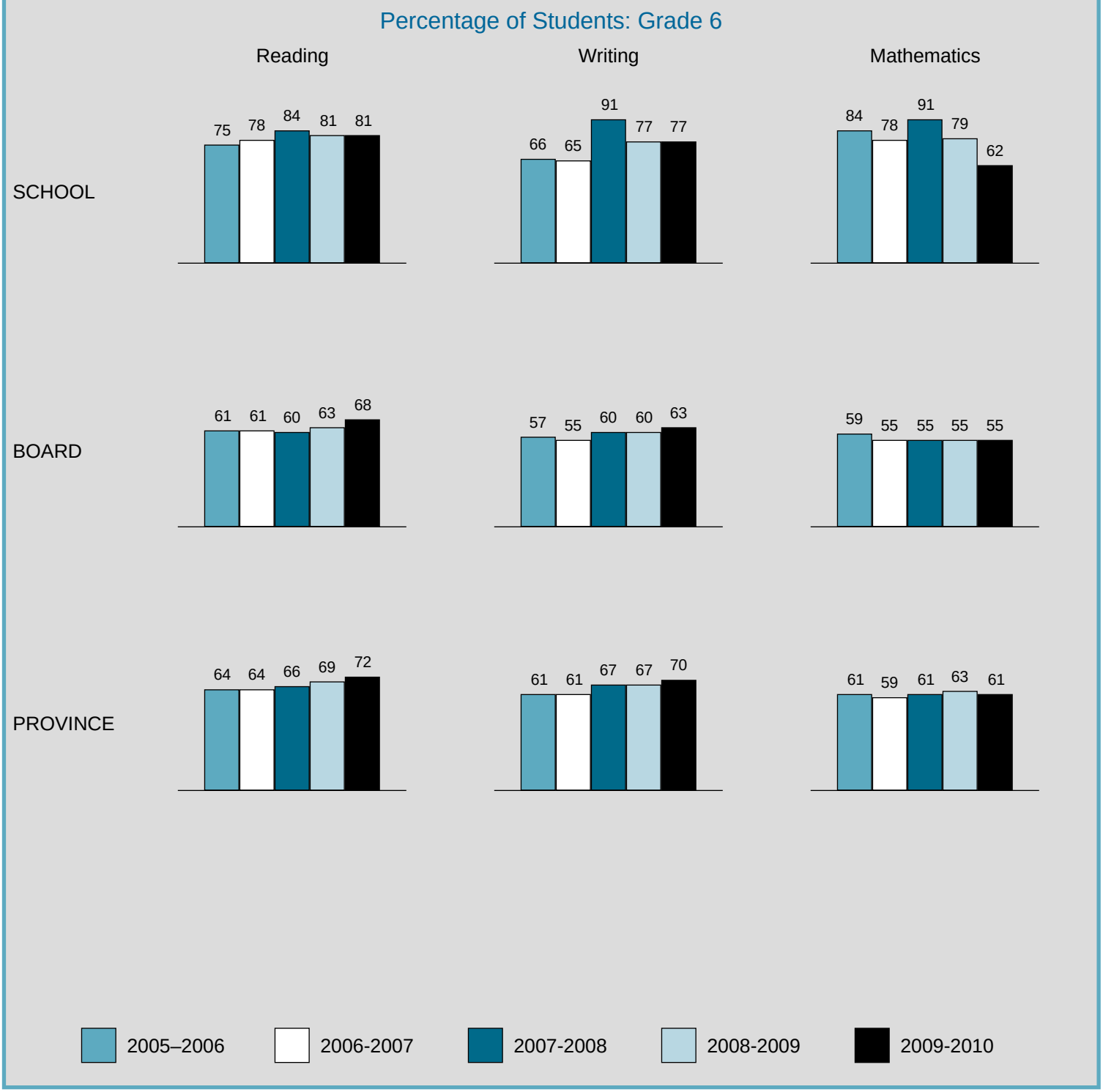
## RESULTS FOR ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME




**Total Number of Grade 3 Students**

| | 2005–2006 | 2006–2007 | 2007–2008 | 2008–2009 | 2009–2010 |
|---|---|---|---|---|---|
| School | *63* | *46* | *58* | *69* | *71* |
| Board | *5 283* | *5 182* | *5 124* | *4 830* | *5 066* |
| Province | *132 782* | *131 012* | *128 660* | *125 481* | *127 789* |

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




**Total Number of Grade 6 Students**

| | 2005–2006 | 2006–2007 | 2007–2008 | 2008–2009 | 2009–2010 |
|---|---|---|---|---|---|
| School | *64* | *37* | *44* | *47* | *48* |
| Board | *6 074* | *6 023* | *5 644* | *5 375* | *5 308* |
| Province | *146 711* | *145 901* | *140 420* | *136 076* | *134 294* |

## TIPS

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

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

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

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

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

## ABOUT THIS SCHOOL OR BOARD REPORT

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

### This report includes

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

## HOW TO USE THIS REPORT

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

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

Learn more about us at www.eqao.com.

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

# Contextual Information: Grade 3*

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

| Demographic Information | School | | Board | | Province | |
|---|---|---|---|---|---|---|
| **Enrolment** | | | | | | |
| Number of Grade 3 students | *71* | | *5 066* | | *127 789* | |
| Number of classes with Grade 3 students | *4* | | *364* | | *9 461* | |
| Number of schools with Grade 3 classes | Not applicable | | *143* | | *3 375* | |
| | **Number** | **Percent** | **Number** | **Percent** | **Number** | **Percent** |
| **Gender** | | | | | | |
| Female | *42* | 59% | *2 516* | 50% | *62 341* | 49% |
| Male | *29* | 41% | *2 550* | 50% | *65 446* | 51% |
| Gender not specified | *0* | 0% | *0* | 0% | *2* | <1% |
| **Student Status** | | | | | | |
| English language learners** | *6* | 8% | *438* | 9% | *11 992* | 9% |
| Students with special education needs (excluding gifted)** | *0* | 0% | *502* | 10% | *19 352* | 15% |
| **Place of Birth** | | | | | | |
| Born in Canada | *66* | 93% | *4 725* | 93% | *114 929* | 90% |
| Born outside Canada | *5* | 7% | *323* | 6% | *12 670* | 10% |
| In Canada less than one year | *0* | 0% | *19* | <1% | *747* | 1% |
| In Canada one year or more but less than three years | *0* | 0% | *97* | 2% | *2 865* | 2% |
| In Canada three years or more | *5* | 7% | *179* | 4% | *8 271* | 6% |
| **Language** | | | | | | |
| First language learned at home was other than English | *5* | 7% | *497* | 10% | *27 279* | 21% |
| **Year Student Entered Current School** | | | | | | |
| Year of the assessment | *0* | 0% | *931* | 18% | *16 829* | 13% |
| Year prior to the assessment | *7* | 10% | *575* | 11% | *13 604* | 11% |
| 2 years prior to the assessment | *25* | 35% | *556* | 11% | *17 460* | 14% |
| 3 or more years prior to the assessment | *39* | 55% | *2 986* | 59% | *79 491* | 62% |
| Data not available | *0* | 0% | *18* | <1% | *405* | <1% |
| **Year Student Entered Current Board** | | | | | | |
| Year of the assessment | *0* | 0% | *274* | 5% | *8 323* | 7% |
| Year prior to the assessment | *6* | 8% | *263* | 5% | *7 489* | 6% |
| 2 years prior to the assessment | *10* | 14% | *301* | 6% | *11 033* | 9% |
| 3 or more years prior to the assessment | *55* | 77% | *4 184* | 83% | *97 453* | 76% |
| Data not available | *0* | 0% | *44* | 1% | *3 491* | 3% |

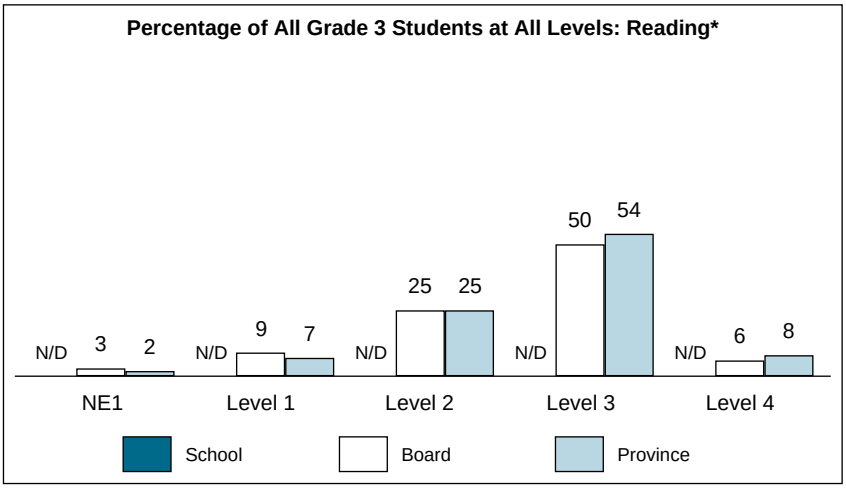
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

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

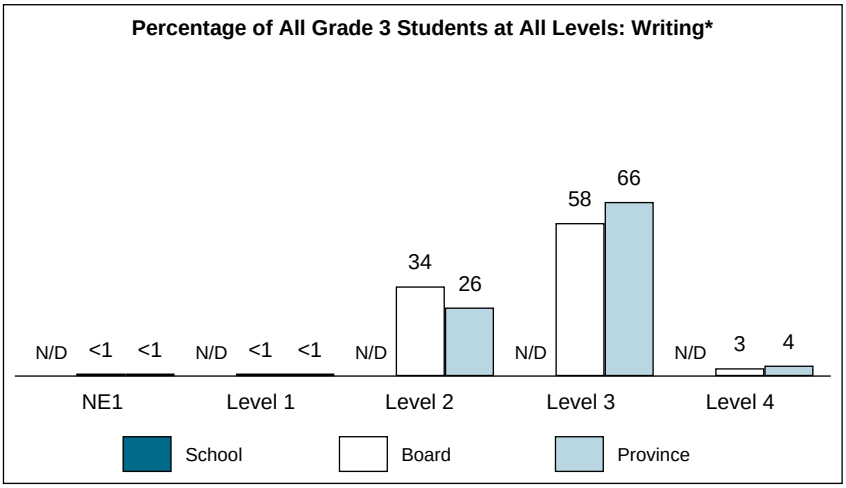
### Grade 3: Reading*

| *Number of Students* | School *N/D* | | Board *4 617* | Province *123 813* |
|---|---|---|---|---|
| | # | % | % | % |
| **Level 4** | *N/D* | N/D | 6% | 8% |
| **Level 3** | *N/D* | N/D | 50% | 54% |
| **Level 2** | *N/D* | N/D | 25% | 25% |
| **Level 1** | *N/D* | N/D | 9% | 7% |
| **NE1**** | *N/D* | N/D | 3% | 2% |
| *Participating Students* | *N/D* | N/D | 94% | 96% |
| **No Data** | *N/D* | N/D | 1% | 1% |
| **Exempt** | *N/D* | N/D | 6% | 3% |
| **At or Above Provincial Standard (Levels 3 and 4)** † | | **N/D** | **56%** | **62%** |



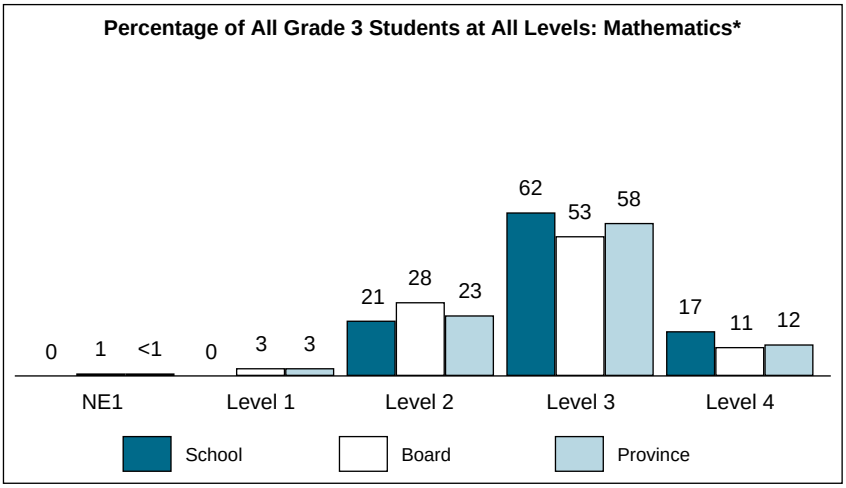

### Grade 3: Writing*

| *Number of Students* | School *N/D* | | Board *4 617* | Province *123 800* |
|---|---|---|---|---|
| | # | % | % | % |
| **Level 4** | *N/D* | N/D | 3% | 4% |
| **Level 3** | *N/D* | N/D | 58% | 66% |
| **Level 2** | *N/D* | N/D | 34% | 26% |
| **Level 1** | *N/D* | N/D | <1% | <1% |
| **NE1**** | *N/D* | N/D | <1% | <1% |
| *Participating Students* | *N/D* | N/D | 95% | 97% |
| **No Data** | *N/D* | N/D | 1% | 1% |
| **Exempt** | *N/D* | N/D | 4% | 3% |
| **At or Above Provincial Standard (Levels 3 and 4)** † | | **N/D** | **61%** | **70%** |




### Grade 3: Mathematics*

| *Number of Students* | School *71* | | Board *5 066* | Province *127 726* |
|---|---|---|---|---|
| | # | % | % | % |
| **Level 4** | *12* | 17% | 11% | 12% |
| **Level 3** | *44* | 62% | 53% | 58% |
| **Level 2** | *15* | 21% | 28% | 23% |
| **Level 1** | *0* | 0% | 3% | 3% |
| **NE1**** | *0* | 0% | 1% | <1% |
| *Participating Students* | *71* | 100% | 95% | 97% |
| **No Data** | *0* | 0% | 1% | 1% |
| **Exempt** | *0* | 0% | 4% | 3% |
| **At or Above Provincial Standard (Levels 3 and 4)** † | | **79%** | **64%** | **71%** |

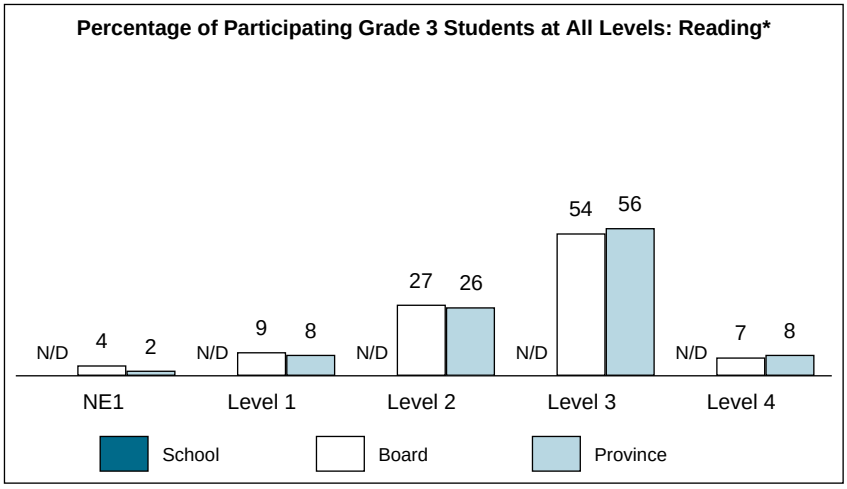



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages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

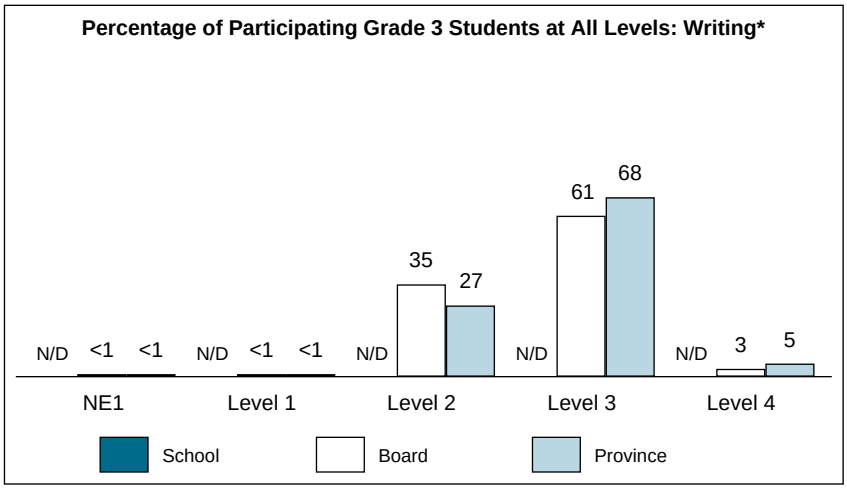
## Results in Reading, Writing and Mathematics, 2009–2010

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

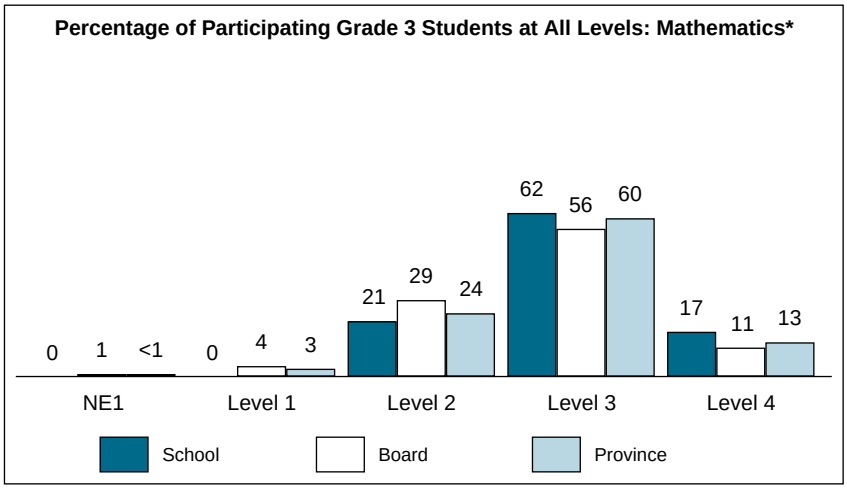
| Grade 3: Reading* | School | | Board | Province |
|---|---|---|---|---|
| *Number of Students* | *N/D* | | *4 334* | *119 249* |
| | # | % | % | % |
| **Level 4** | *N/D* | N/D | 7% | 8% |
| **Level 3** | *N/D* | N/D | 54% | 56% |
| **Level 2** | *N/D* | N/D | 27% | 26% |
| **Level 1** | *N/D* | N/D | 9% | 8% |
| **NE1**** | *N/D* | N/D | 4% | 2% |
| **At or Above Provincial Standard (Levels 3 and 4)** † | | N/D | 60% | 64% |




| Grade 3: Writing* | School | | Board | Province |
|---|---|---|---|---|
| *Number of Students* | *N/D* | | *4 387* | *119 771* |
| | # | % | % | % |
| **Level 4** | *N/D* | N/D | 3% | 5% |
| **Level 3** | *N/D* | N/D | 61% | 68% |
| **Level 2** | *N/D* | N/D | 35% | 27% |
| **Level 1** | *N/D* | N/D | <1% | <1% |
| **NE1**** | *N/D* | N/D | <1% | <1% |
| **At or Above Provincial Standard (Levels 3 and 4)** † | | N/D | 64% | 73% |




| Grade 3: Mathematics* | School | | Board | Province |
|---|---|---|---|---|
| *Number of Students* | *71* | | *4 832* | *123 568* |
| | # | % | % | % |
| **Level 4** | *12* | 17% | 11% | 13% |
| **Level 3** | *44* | 62% | 56% | 60% |
| **Level 2** | *15* | 21% | 29% | 24% |
| **Level 1** | *0* | 0% | 4% | 3% |
| **NE1**** | *0* | 0% | 1% | <1% |
| **At or Above Provincial Standard (Levels 3 and 4)** † | | 79% | 67% | 73% |



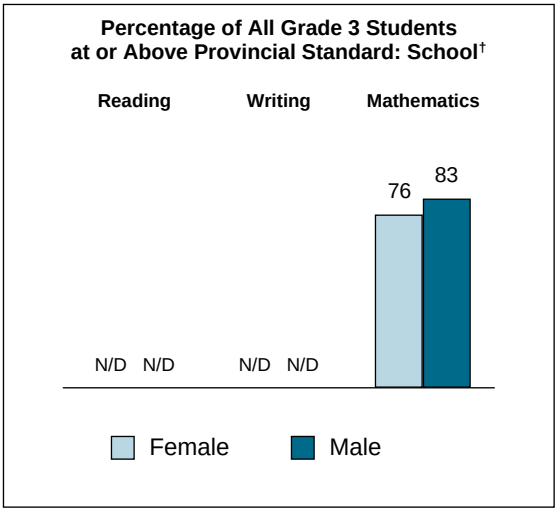

* Because percentages in tables and graphs are rounded, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

## Results in Reading, Writing and Mathematics, 2009–2010

# Grade 3: Gender††

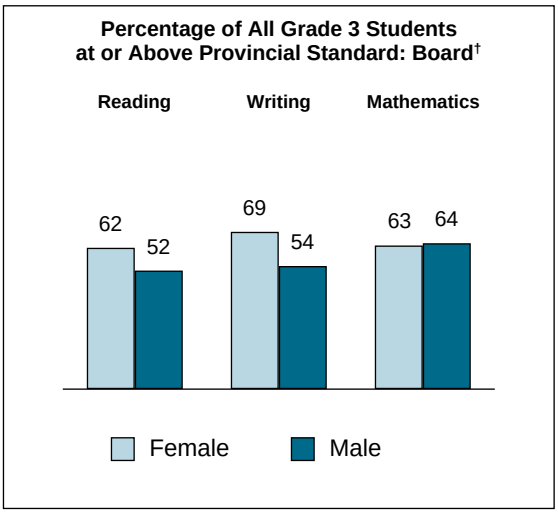
### Grade 3: School*

| | Reading | | Writing | | Mathematics | |
|---|---|---|---|---|---|---|
| *Number of Students* | Female *N/D* | Male *N/D* | Female *N/D* | Male *N/D* | Female *42* | Male *29* |
| **Level 4** | N/D | N/D | N/D | N/D | 14% | 21% |
| **Level 3** | N/D | N/D | N/D | N/D | 62% | 62% |
| **Level 2** | N/D | N/D | N/D | N/D | 24% | 17% |
| **Level 1** | N/D | N/D | N/D | N/D | 0% | 0% |
| **NE1**** | N/D | N/D | N/D | N/D | 0% | 0% |
| *Participating Students* | N/D | N/D | N/D | N/D | 100% | 100% |
| **No Data** | N/D | N/D | N/D | N/D | 0% | 0% |
| **Exempt** | N/D | N/D | N/D | N/D | 0% | 0% |
| **At or Above Provincial Standard (Levels 3 and 4)†** | N/D | N/D | N/D | N/D | 76% | 83% |



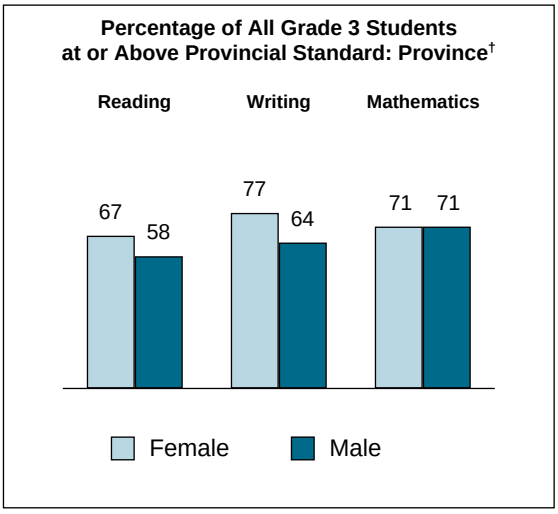

### Grade 3: Board*

| | Reading | | Writing | | Mathematics | |
|---|---|---|---|---|---|---|
| *Number of Students* | Female *2 256* | Male *2 361* | Female *2 256* | Male *2 361* | Female *2 516* | Male *2 550* |
| **Level 4** | 8% | 4% | 4% | 2% | 10% | 11% |
| **Level 3** | 53% | 47% | 64% | 52% | 53% | 53% |
| **Level 2** | 24% | 27% | 27% | 40% | 29% | 27% |
| **Level 1** | 7% | 10% | <1% | <1% | 4% | 3% |
| **NE1**** | 2% | 4% | <1% | <1% | <1% | 1% |
| *Participating Students* | 96% | 92% | 96% | 94% | 97% | 94% |
| **No Data** | <1% | 1% | <1% | 1% | <1% | 1% |
| **Exempt** | 4% | 7% | 4% | 5% | 3% | 5% |
| **At or Above Provincial Standard (Levels 3 and 4)†** | 62% | 52% | 69% | 54% | 63% | 64% |




### Grade 3: Province*

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




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

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

# Contextual Information: Grade 6*

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

| Demographic Information | School | | Board | | Province | |
|---|---|---|---|---|---|---|
| **Enrolment** | | | | | | |
| Number of Grade 6 students | *48* | | *5 308* | | *134 294* | |
| Number of classes with Grade 6 students | *3* | | *318* | | *8 258* | |
| Number of schools with Grade 6 classes | Not applicable | | *144* | | *3 194* | |
| | **Number** | **Percent** | **Number** | **Percent** | **Number** | **Percent** |
| **Gender** | | | | | | |
| Female | *33* | 69% | *2 592* | 49% | *65 369* | 49% |
| Male | *15* | 31% | *2 715* | 51% | *68 904* | 51% |
| Gender not specified | *0* | 0% | *1* | <1% | *21* | <1% |
| **Student Status** | | | | | | |
| English language learners** | *1* | 2% | *316* | 6% | *7 794* | 6% |
| Students with special education needs (excluding gifted)** | *3* | 6% | *826* | 16% | *24 831* | 18% |
| **Place of Birth** | | | | | | |
| Born in Canada | *47* | 98% | *4 898* | 92% | *116 650* | 87% |
| Born outside Canada | *1* | 2% | *396* | 7% | *17 457* | 13% |
| In Canada less than one year | *0* | 0% | *22* | <1% | *749* | 1% |
| In Canada one year or more but less than three years | *0* | 0% | *98* | 2% | *2 904* | 2% |
| In Canada three years or more | *1* | 2% | *247* | 5% | *12 991* | 10% |
| **Language** | | | | | | |
| First language learned at home was other than English | *2* | 4% | *463* | 9% | *28 173* | 21% |
| **Year Student Entered Current School** | | | | | | |
| Year of the assessment | *2* | 4% | *822* | 15% | *30 185* | 22% |
| Year prior to the assessment | *4* | 8% | *632* | 12% | *13 136* | 10% |
| 2 years prior to the assessment | *4* | 8% | *561* | 11% | *12 429* | 9% |
| 3 or more years prior to the assessment | *38* | 79% | *3 267* | 62% | *78 037* | 58% |
| Data not available | *0* | 0% | *26* | <1% | *507* | <1% |
| **Year Student Entered Current Board** | | | | | | |
| Year of the assessment | *1* | 2% | *253* | 5% | *8 972* | 7% |
| Year prior to the assessment | *2* | 4% | *230* | 4% | *7 262* | 5% |
| 2 years prior to the assessment | *0* | 0% | *212* | 4% | *7 005* | 5% |
| 3 or more years prior to the assessment | *45* | 94% | *4 537* | 85% | *105 816* | 79% |
| Data not available | *0* | 0% | *76* | 1% | *5 239* | 4% |

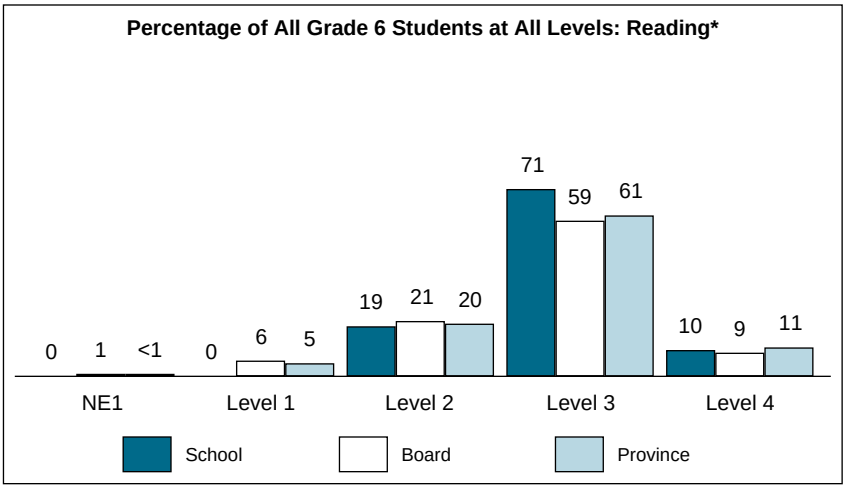
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

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

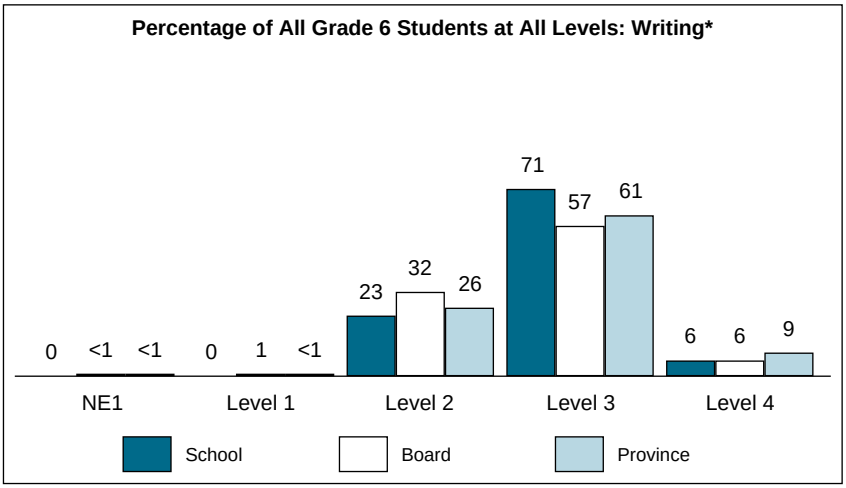
### Grade 6: Reading*

| *Number of Students* | School 48 | | Board 5 308 | Province 134 201 |
|---|---|---|---|---|
| | # | % | % | % |
| **Level 4** | 5 | 10% | 9% | 11% |
| **Level 3** | 34 | 71% | 59% | 61% |
| **Level 2** | 9 | 19% | 21% | 20% |
| **Level 1** | 0 | 0% | 6% | 5% |
| **NE1**** | 0 | 0% | 1% | <1% |
| *Participating Students* | 48 | 100% | 96% | 97% |
| **No Data** | 0 | 0% | <1% | 1% |
| **Exempt** | 0 | 0% | 4% | 2% |
| **At or Above Provincial Standard (Levels 3 and 4)** † | | **81%** | **68%** | **72%** |



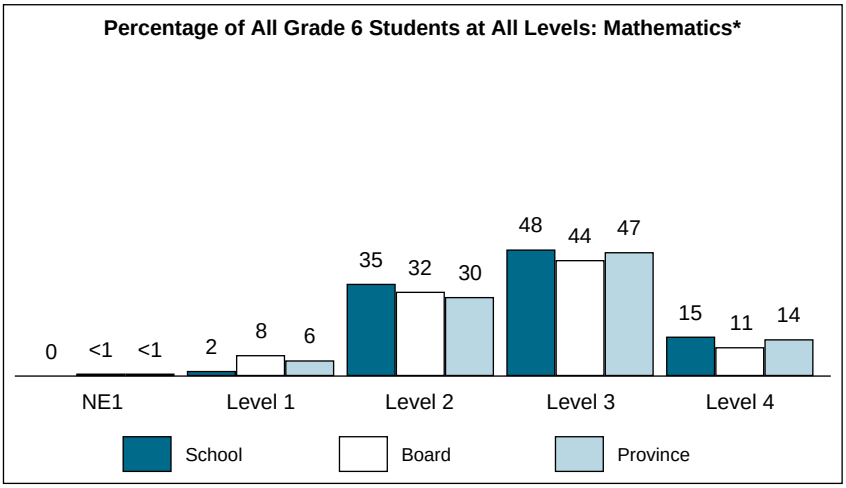

### Grade 6: Writing*

| *Number of Students* | School 48 | | Board 5 308 | Province 134 288 |
|---|---|---|---|---|
| | # | % | % | % |
| **Level 4** | 3 | 6% | 6% | 9% |
| **Level 3** | 34 | 71% | 57% | 61% |
| **Level 2** | 11 | 23% | 32% | 26% |
| **Level 1** | 0 | 0% | 1% | <1% |
| **NE1**** | 0 | 0% | <1% | <1% |
| *Participating Students* | 48 | 100% | 96% | 97% |
| **No Data** | 0 | 0% | <1% | 1% |
| **Exempt** | 0 | 0% | 4% | 2% |
| **At or Above Provincial Standard (Levels 3 and 4)** † | | **77%** | **63%** | **70%** |




### Grade 6: Mathematics*

| *Number of Students* | School 48 | | Board 5 306 | Province 134 241 |
|---|---|---|---|---|
| | # | % | % | % |
| **Level 4** | 7 | 15% | 11% | 14% |
| **Level 3** | 23 | 48% | 44% | 47% |
| **Level 2** | 17 | 35% | 32% | 30% |
| **Level 1** | 1 | 2% | 8% | 6% |
| **NE1**** | 0 | 0% | <1% | <1% |
| *Participating Students* | 48 | 100% | 95% | 97% |
| **No Data** | 0 | 0% | 1% | 1% |
| **Exempt** | 0 | 0% | 4% | 3% |
| **At or Above Provincial Standard (Levels 3 and 4)** † | | **62%** | **55%** | **61%** |

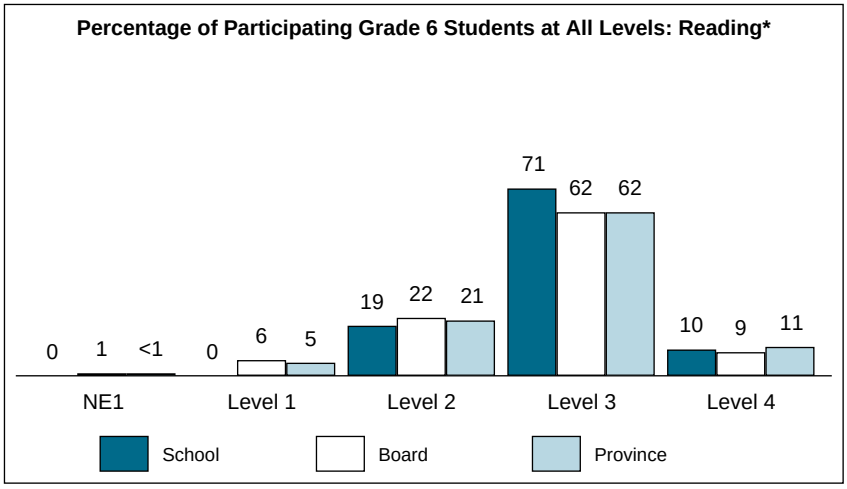



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages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

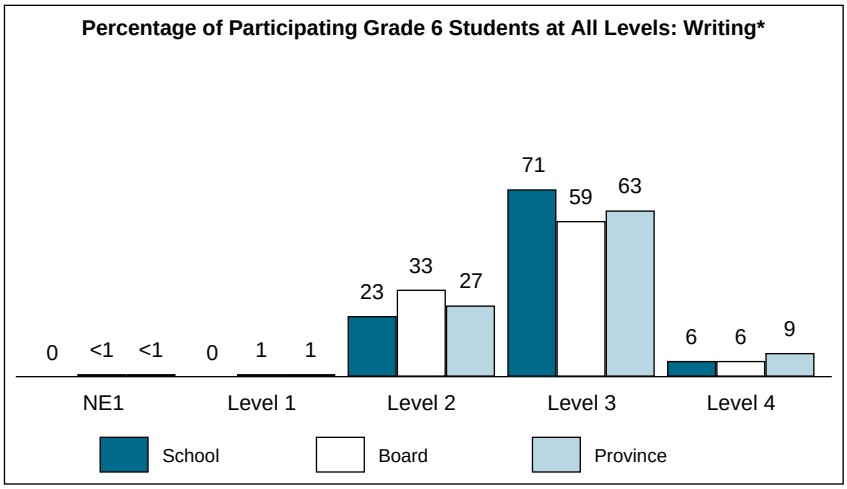
## Results in Reading, Writing and Mathematics, 2009–2010

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

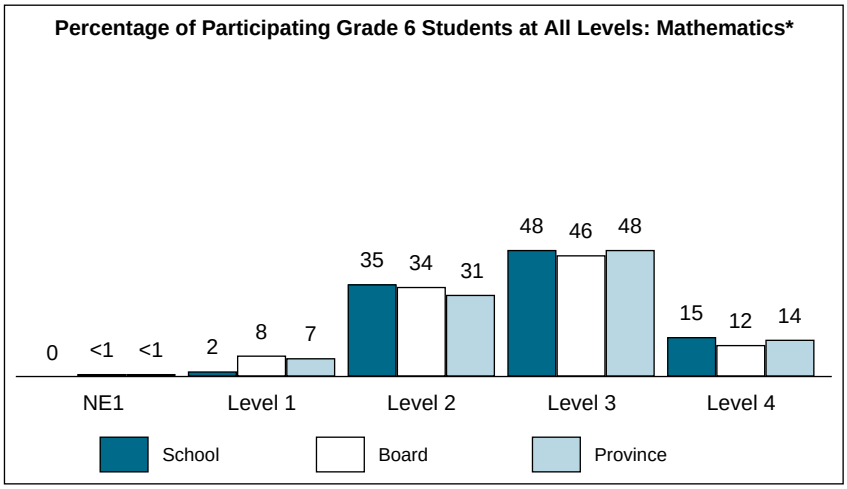
| Grade 6: Reading* | | | | |
|---|---|---|---|---|
| *Number of Students* | School *48* | | Board *5 071* | Province *130 135* |
| | # | % | % | % |
| **Level 4** | 5 | 10% | 9% | 11% |
| **Level 3** | 34 | 71% | 62% | 62% |
| **Level 2** | 9 | 19% | 22% | 21% |
| **Level 1** | 0 | 0% | 6% | 5% |
| **NE1**** | 0 | 0% | 1% | <1% |
| **At or Above Provincial Standard (Levels 3 and 4)** † | | 81% | 71% | 74% |




| Grade 6: Writing* | | | | |
|---|---|---|---|---|
| *Number of Students* | School *48* | | Board *5 080* | Province *130 304* |
| | # | % | % | % |
| **Level 4** | 3 | 6% | 6% | 9% |
| **Level 3** | 34 | 71% | 59% | 63% |
| **Level 2** | 11 | 23% | 33% | 27% |
| **Level 1** | 0 | 0% | 1% | 1% |
| **NE1**** | 0 | 0% | <1% | <1% |
| **At or Above Provincial Standard (Levels 3 and 4)** † | | 77% | 65% | 72% |




| Grade 6: Mathematics* | | | | |
|---|---|---|---|---|
| *Number of Students* | School *48* | | Board *5 064* | Province *129 882* |
| | # | % | % | % |
| **Level 4** | 7 | 15% | 12% | 14% |
| **Level 3** | 23 | 48% | 46% | 48% |
| **Level 2** | 17 | 35% | 34% | 31% |
| **Level 1** | 1 | 2% | 8% | 7% |
| **NE1**** | 0 | 0% | <1% | <1% |
| **At or Above Provincial Standard (Levels 3 and 4)** † | | 62% | 58% | 63% |

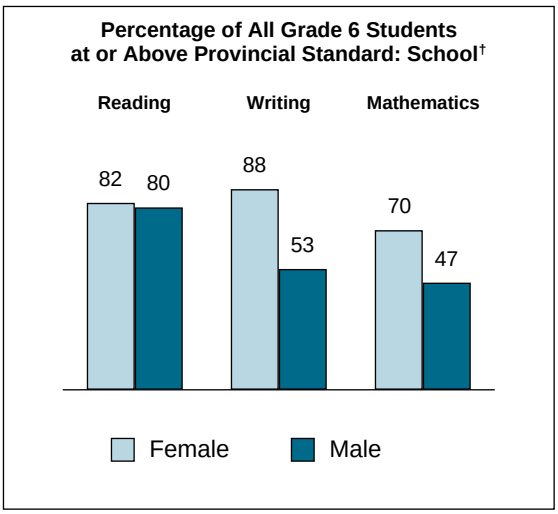



* Because percentages in tables and graphs are rounded, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

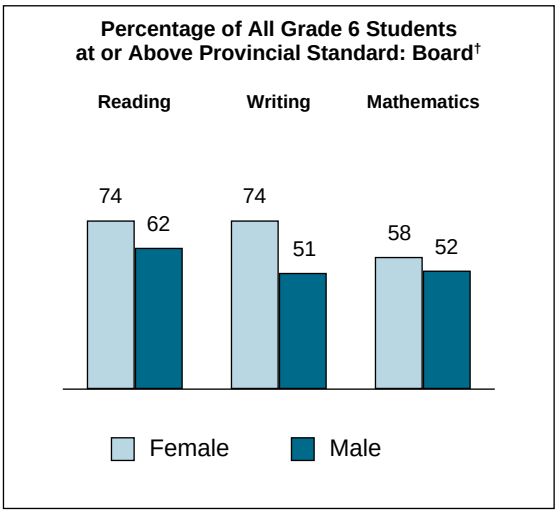
## Results in Reading, Writing and Mathematics, 2009–2010

# Grade 6: Gender††

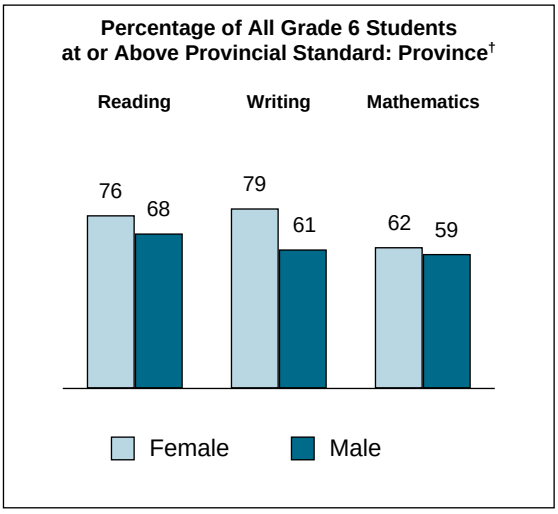
| Grade 6: School* | Reading | | Writing | | Mathematics | |
|---|---|---|---|---|---|---|
| *Number of Students* | Female *33* | Male *15* | Female *33* | Male *15* | Female *33* | Male *15* |
| **Level 4** | 15% | 0% | 6% | 7% | 18% | 7% |
| **Level 3** | 67% | 80% | 82% | 47% | 52% | 40% |
| **Level 2** | 18% | 20% | 12% | 47% | 27% | 53% |
| **Level 1** | 0% | 0% | 0% | 0% | 3% | 0% |
| **NE1**** | 0% | 0% | 0% | 0% | 0% | 0% |
| *Participating Students* | 100% | 100% | 100% | 100% | 100% | 100% |
| **No Data** | 0% | 0% | 0% | 0% | 0% | 0% |
| **Exempt** | 0% | 0% | 0% | 0% | 0% | 0% |
| **At or Above Provincial Standard (Levels 3 and 4)†** | 82% | 80% | 88% | 53% | 70% | 47% |




| Grade 6: Board* | Reading | | Writing | | Mathematics | |
|---|---|---|---|---|---|---|
| *Number of Students* | Female *2 592* | Male *2 715* | Female *2 592* | Male *2 715* | Female *2 591* | Male *2 714* |
| **Level 4** | 11% | 7% | 9% | 4% | 11% | 12% |
| **Level 3** | 63% | 56% | 66% | 48% | 47% | 40% |
| **Level 2** | 19% | 24% | 23% | 41% | 32% | 32% |
| **Level 1** | 5% | 7% | <1% | 1% | 7% | 9% |
| **NE1**** | <1% | 1% | <1% | <1% | <1% | 1% |
| *Participating Students* | 97% | 94% | 97% | 94% | 97% | 94% |
| **No Data** | 1% | <1% | <1% | 1% | 1% | 1% |
| **Exempt** | 2% | 6% | 2% | 5% | 2% | 6% |
| **At or Above Provincial Standard (Levels 3 and 4)†** | 74% | 62% | 74% | 51% | 58% | 52% |




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




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

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

## Contextual Information over Time: Grade 3*

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

| Grade 3 | 2005–2006 | 2006–2007 | 2007–2008 | 2008–2009 | 2009–2010 |
|---|---|---|---|---|---|
| **Enrolment** | | | | | |
| Number of students | *63* | *46* | *58* | *69* | *71* |
| **Participation in the Assessment** | | | | | |
| Reading† | - | - | - | - | - |
| Writing† | - | - | - | - | - |
| Mathematics† | 100% | 100% | 100% | 100% | 100% |
| **Gender** | | | | | |
| Female | 51% | 72% | 48% | 46% | 59% |
| Male | 49% | 28% | 52% | 54% | 41% |
| **Student Status** | | | | | |
| English language learners** | 0% | 0% | 7% | 4% | 8% |
| Students with special education needs (excluding gifted)** | 5% | 0% | 2% | 3% | 0% |
| **Place of Birth** | | | | | |
| Born in Canada | 92% | 96% | 95% | 94% | 93% |
| Born outside Canada | 5% | 4% | 5% | 6% | 7% |
| In Canada less than one year | 0% | 0% | 0% | 0% | 0% |
| In Canada one year or more but less than three years | 0% | 0% | 0% | 0% | 0% |
| In Canada three years or more | 0% | 2% | 3% | 3% | 7% |
| **Language** | | | | | |
| First language learned at home was other than English | 0% | 2% | 9% | 6% | 7% |
| **Year Student Entered Current School** | | | | | |
| Year of the assessment | 2% | 2% | 7% | 9% | 0% |
| Year prior to the assessment | 3% | 4% | 14% | 6% | 10% |
| 2 years prior to the assessment | 33% | 22% | 33% | 28% | 35% |
| 3 or more years prior to the assessment | 59% | 72% | 47% | 58% | 55% |
| Data not available | 3% | 0% | 0% | 0% | 0% |

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

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

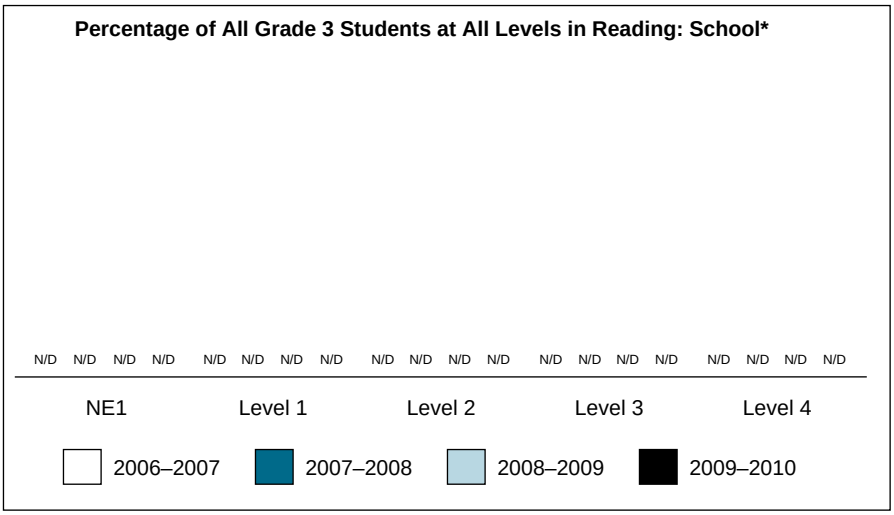
** See the Explanation of Terms.

## Results over Time, 2006–2007 to 2009–2010♦

# Grade 3: Reading

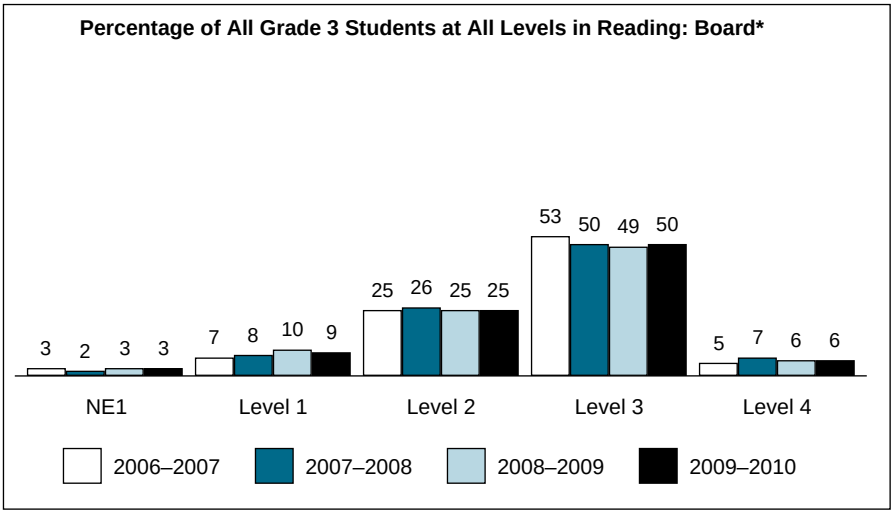
### Grade 3 Reading: School*

| Year | '06–'07 | '07–'08 | '08–'09 | '09–'10 |
|---|---|---|---|---|
| *Number of Students* | ***N/D*** | ***N/D*** | ***N/D*** | ***N/D*** |
| **Level 4** | N/D | N/D | N/D | N/D |
| **Level 3** | N/D | N/D | N/D | N/D |
| **Level 2** | N/D | N/D | N/D | N/D |
| **Level 1** | N/D | N/D | N/D | N/D |
| **NE1**** | N/D | N/D | N/D | N/D |
| *Participating Students* | N/D | N/D | N/D | N/D |
| **No Data** | N/D | N/D | N/D | N/D |
| **Exempt** | N/D | N/D | N/D | N/D |
| **At or Above Provincial Standard†** | N/D | N/D | N/D | N/D |



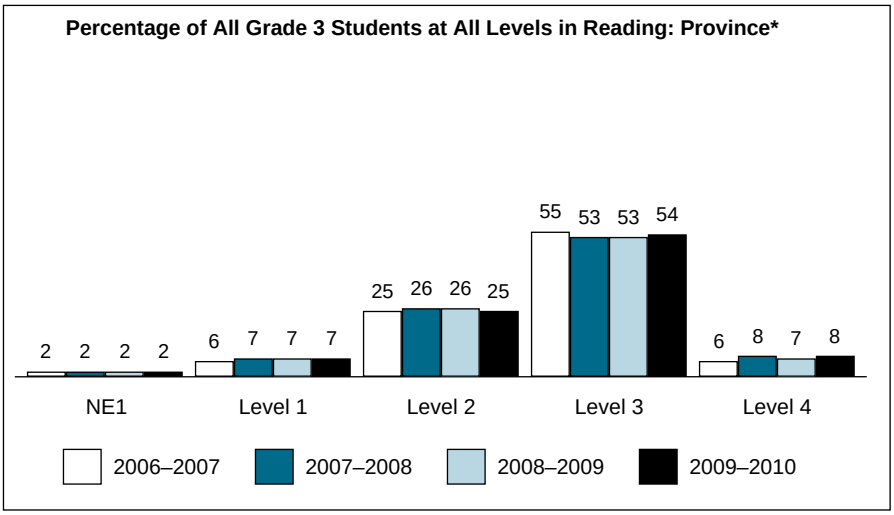

### Grade 3 Reading: Board*

| Year | '06–'07 | '07–'08 | '08–'09 | '09–'10 |
|---|---|---|---|---|
| *Number of Students* | ***4 821*** | ***4 737*** | ***4 462*** | ***4 617*** |
| **Level 4** | 5% | 7% | 6% | 6% |
| **Level 3** | 53% | 50% | 49% | 50% |
| **Level 2** | 25% | 26% | 25% | 25% |
| **Level 1** | 7% | 8% | 10% | 9% |
| **NE1**** | 3% | 2% | 3% | 3% |
| *Participating Students* | 94% | 93% | 93% | 94% |
| **No Data** | 1% | 1% | 1% | 1% |
| **Exempt** | 5% | 6% | 6% | 6% |
| **At or Above Provincial Standard†** | 59% | 57% | 55% | 56% |




### Grade 3 Reading: Province*

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



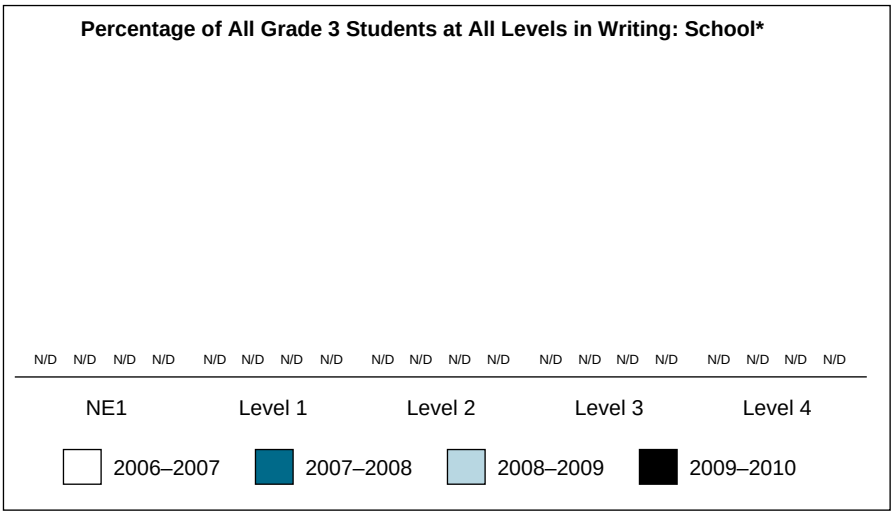

♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number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

## Results over Time, 2006–2007 to 2009–2010♦

# Grade 3: Writing

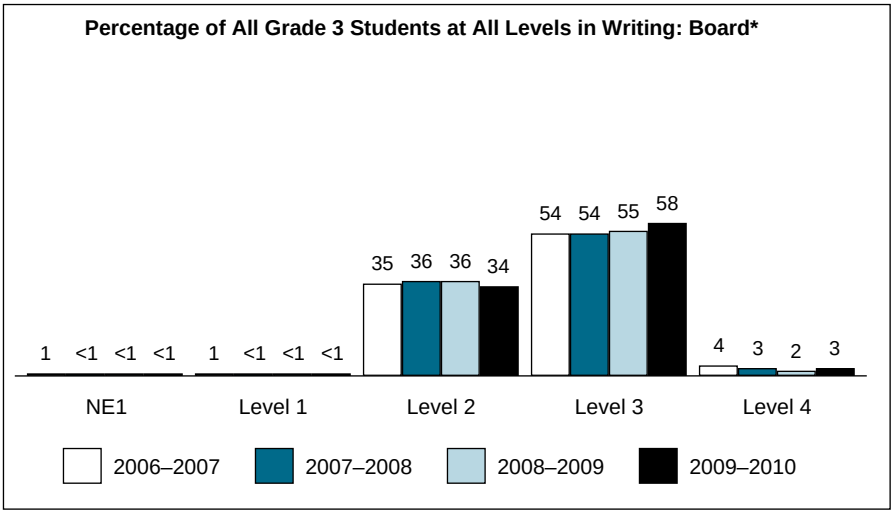
### Grade 3 Writing: School*

| Year | '06–'07 | '07–'08 | '08–'09 | '09–'10 |
|---|---|---|---|---|
| *Number of Students* | ***N/D*** | ***N/D*** | ***N/D*** | ***N/D*** |
| **Level 4** | N/D | N/D | N/D | N/D |
| **Level 3** | N/D | N/D | N/D | N/D |
| **Level 2** | N/D | N/D | N/D | N/D |
| **Level 1** | N/D | N/D | N/D | N/D |
| **NE1**** | N/D | N/D | N/D | N/D |
| *Participating Students* | N/D | N/D | N/D | N/D |
| **No Data** | N/D | N/D | N/D | N/D |
| **Exempt** | N/D | N/D | N/D | N/D |
| **At or Above Provincial Standard†** | N/D | N/D | N/D | N/D |



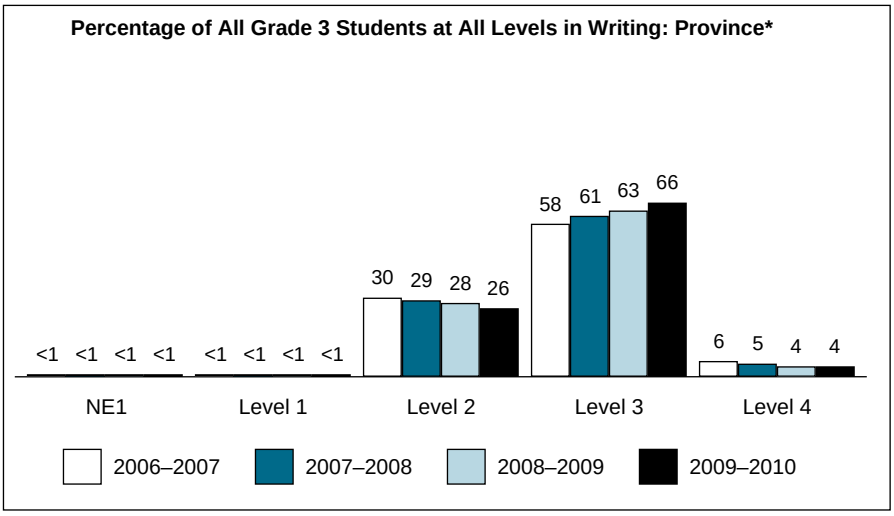

### Grade 3 Writing: Board*

| Year | '06–'07 | '07–'08 | '08–'09 | '09–'10 |
|---|---|---|---|---|
| *Number of Students* | ***4 821*** | ***4 737*** | ***4 463*** | ***4 617*** |
| **Level 4** | 4% | 3% | 2% | 3% |
| **Level 3** | 54% | 54% | 55% | 58% |
| **Level 2** | 35% | 36% | 36% | 34% |
| **Level 1** | 1% | <1% | <1% | <1% |
| **NE1**** | 1% | <1% | <1% | <1% |
| *Participating Students* | 94% | 94% | 94% | 95% |
| **No Data** | 1% | 1% | 1% | 1% |
| **Exempt** | 5% | 5% | 5% | 4% |
| **At or Above Provincial Standard†** | 58% | 58% | 58% | 61% |




### Grade 3 Writing: Province*

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



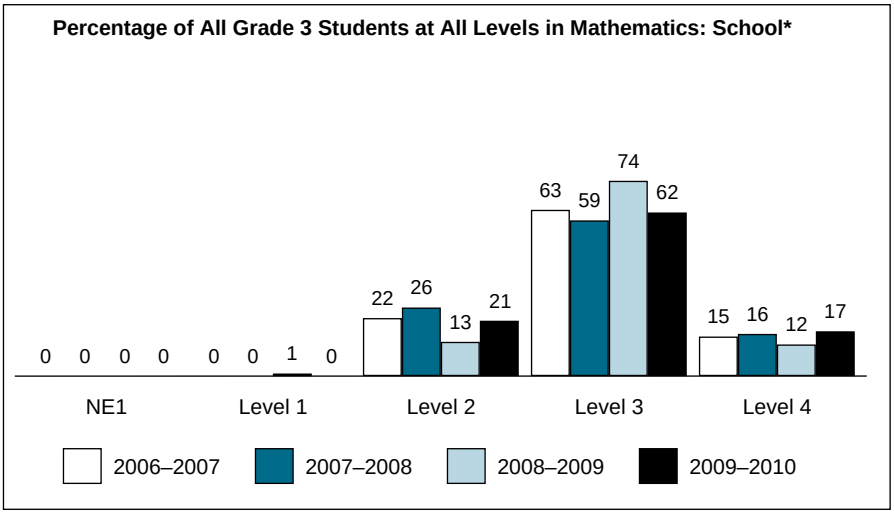

♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number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

## Results over Time, 2006–2007 to 2009–2010♦

# Grade 3: Mathematics

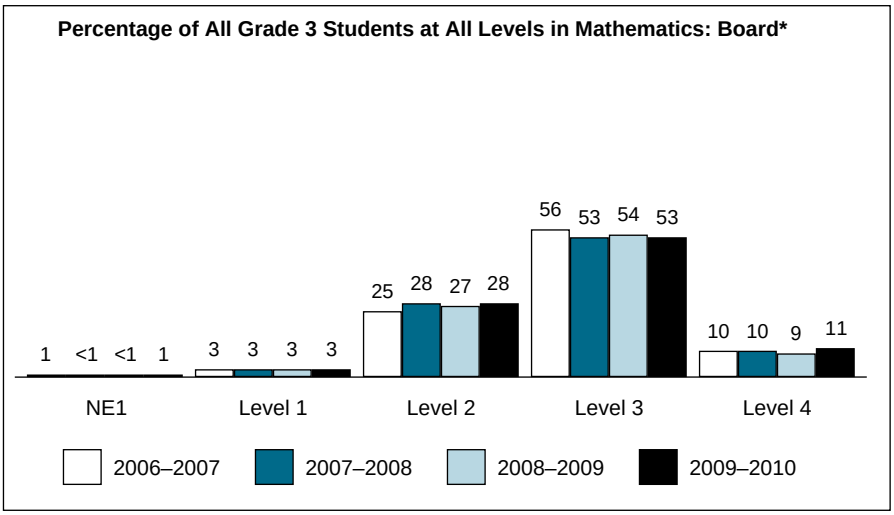
### Grade 3 Mathematics: School*

| Year | '06–'07 | '07–'08 | '08–'09 | '09–'10 |
|---|---|---|---|---|
| *Number of Students* | ***46*** | ***58*** | ***69*** | ***71*** |
| **Level 4** | 15% | 16% | 12% | 17% |
| **Level 3** | 63% | 59% | 74% | 62% |
| **Level 2** | 22% | 26% | 13% | 21% |
| **Level 1** | 0% | 0% | 1% | 0% |
| **NE1**** | 0% | 0% | 0% | 0% |
| *Participating Students* | 100% | 100% | 100% | 100% |
| **No Data** | 0% | 0% | 0% | 0% |
| **Exempt** | 0% | 0% | 0% | 0% |
| **At or Above Provincial Standard†** | 78% | 74% | 86% | 79% |



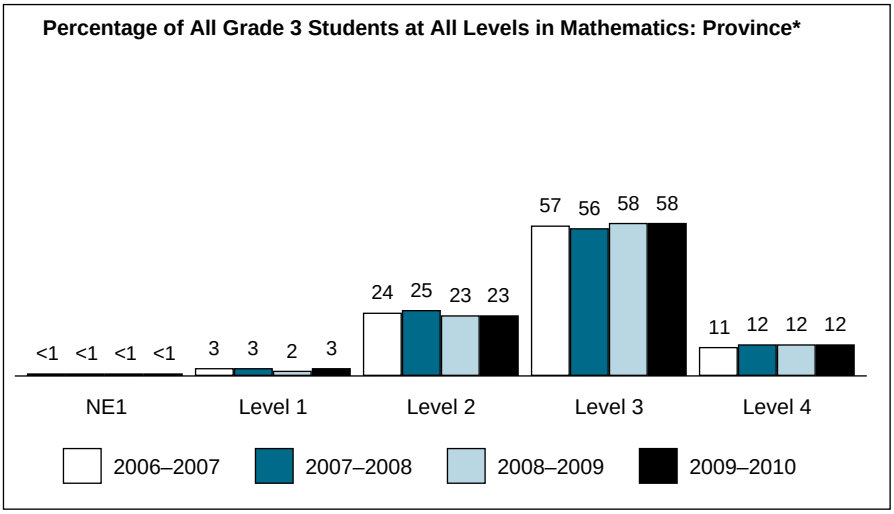

### Grade 3 Mathematics: Board*

| Year | '06–'07 | '07–'08 | '08–'09 | '09–'10 |
|---|---|---|---|---|
| *Number of Students* | ***5 182*** | ***5 124*** | ***4 830*** | ***5 066*** |
| **Level 4** | 10% | 10% | 9% | 11% |
| **Level 3** | 56% | 53% | 54% | 53% |
| **Level 2** | 25% | 28% | 27% | 28% |
| **Level 1** | 3% | 3% | 3% | 3% |
| **NE1**** | 1% | <1% | <1% | 1% |
| *Participating Students* | 96% | 94% | 94% | 95% |
| **No Data** | 1% | 1% | 1% | 1% |
| **Exempt** | 4% | 4% | 5% | 4% |
| **At or Above Provincial Standard†** | 67% | 63% | 63% | 64% |




### Grade 3 Mathematics: Province*

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




♦ 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, 2009–2010

## Contextual Information over Time: Grade 6*

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

| Grade 6 | 2005–2006 | 2006–2007 | 2007–2008 | 2008–2009 | 2009–2010 |
|---|---|---|---|---|---|
| **Enrolment** | | | | | |
| Number of students | *64* | *37* | *44* | *47* | *48* |
| **Participation in the Assessment** | | | | | |
| Reading | 98% | 95% | 100% | 98% | 100% |
| Writing | 98% | 95% | 100% | 98% | 100% |
| Mathematics | 98% | 95% | 100% | 98% | 100% |
| **Gender** | | | | | |
| Female | 69% | 54% | 59% | 49% | 69% |
| Male | 31% | 46% | 41% | 51% | 31% |
| **Student Status** | | | | | |
| English language learners** | 2% | 0% | 0% | 4% | 2% |
| Students with special education needs (excluding gifted)** | 5% | 3% | 2% | 4% | 6% |
| **Place of Birth** | | | | | |
| Born in Canada | 100% | 100% | 98% | 94% | 98% |
| Born outside Canada | 0% | 0% | 2% | 6% | 2% |
| In Canada less than one year | 0% | 0% | 0% | 0% | 0% |
| In Canada one year or more but less than three years | 0% | 0% | 0% | 0% | 0% |
| In Canada three years or more | 0% | 0% | 2% | 6% | 2% |
| **Language** | | | | | |
| First language learned at home was other than English | 3% | 0% | 0% | 2% | 4% |
| **Year Student Entered Current School** | | | | | |
| Year of the assessment | 9% | 3% | 9% | 9% | 4% |
| Year prior to the assessment | 5% | 0% | 5% | 2% | 8% |
| 2 years prior to the assessment | 3% | 8% | 7% | 6% | 8% |
| 3 or more years prior to the assessment | 83% | 89% | 80% | 83% | 79% |
| 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.

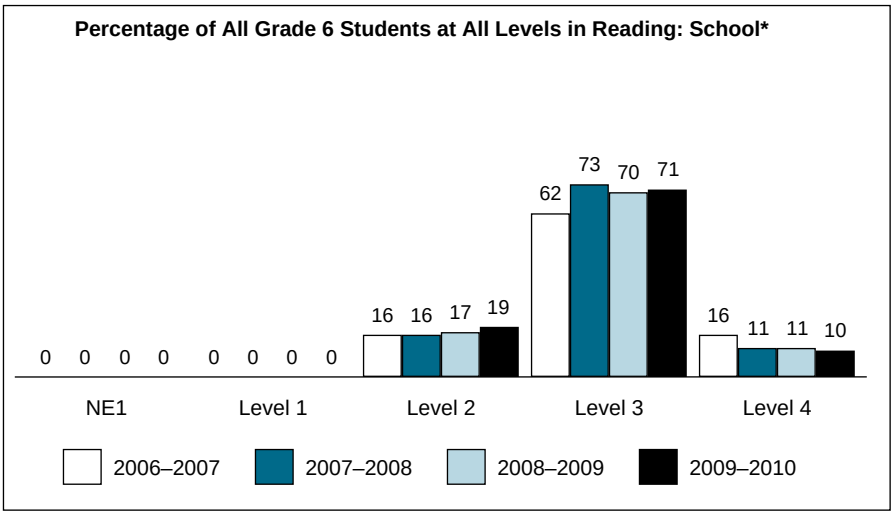
** See the Explanation of Terms.

## Results over Time, 2006–2007 to 2009–2010◆

# Grade 6: Reading

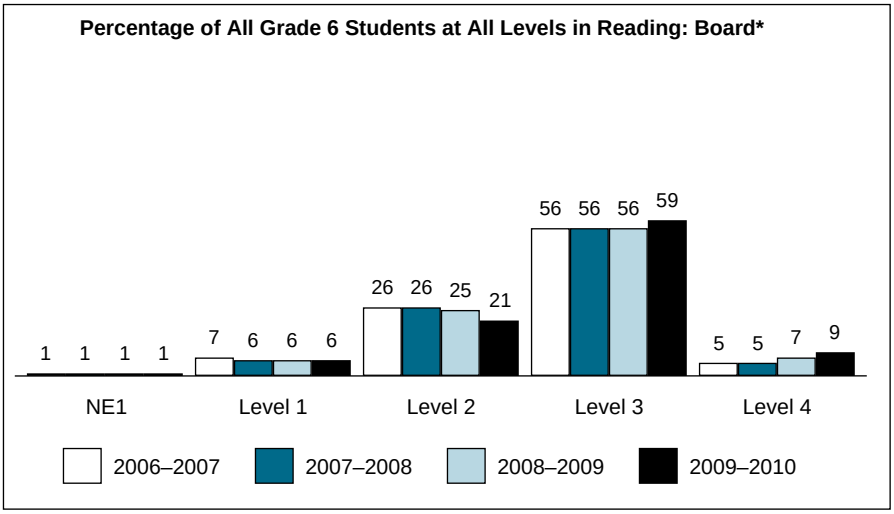
### Grade 6 Reading: School*

| Year | '06–'07 | '07–'08 | '08–'09 | '09–'10 |
|---|---|---|---|---|
| *Number of Students* | ***37*** | ***44*** | ***47*** | ***48*** |
| **Level 4** | 16% | 11% | 11% | 10% |
| **Level 3** | 62% | 73% | 70% | 71% |
| **Level 2** | 16% | 16% | 17% | 19% |
| **Level 1** | 0% | 0% | 0% | 0% |
| **NE1**** | 0% | 0% | 0% | 0% |
| *Participating Students* | 95% | 100% | 98% | 100% |
| **No Data** | 3% | 0% | 0% | 0% |
| **Exempt** | 3% | 0% | 2% | 0% |
| **At or Above Provincial Standard†** | 78% | 84% | 81% | 81% |



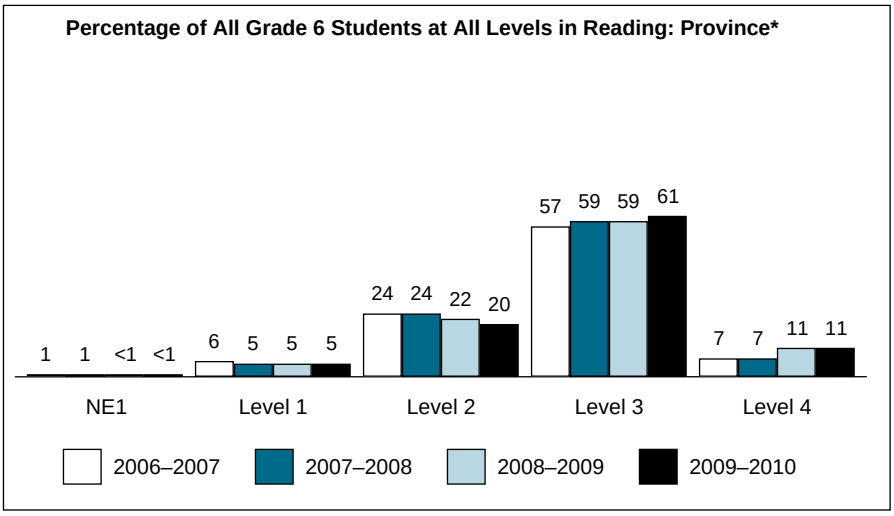

### Grade 6 Reading: Board*

| Year | '06–'07 | '07–'08 | '08–'09 | '09–'10 |
|---|---|---|---|---|
| *Number of Students* | ***6 023*** | ***5 644*** | ***5 375*** | ***5 308*** |
| **Level 4** | 5% | 5% | 7% | 9% |
| **Level 3** | 56% | 56% | 56% | 59% |
| **Level 2** | 26% | 26% | 25% | 21% |
| **Level 1** | 7% | 6% | 6% | 6% |
| **NE1**** | 1% | 1% | 1% | 1% |
| *Participating Students* | 95% | 94% | 95% | 96% |
| **No Data** | 1% | 1% | 1% | <1% |
| **Exempt** | 4% | 5% | 4% | 4% |
| **At or Above Provincial Standard†** | 61% | 60% | 63% | 68% |




### Grade 6 Reading: Province*

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



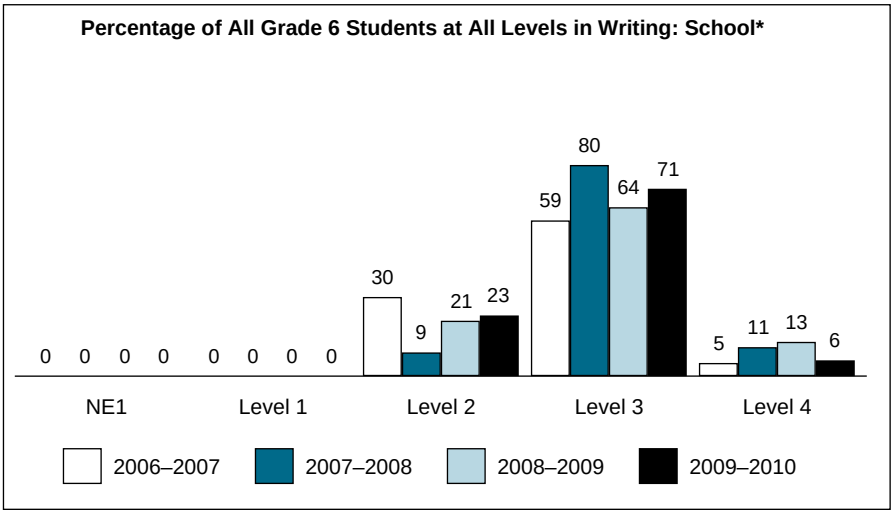

◆ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number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

## Results over Time, 2006–2007 to 2009–2010♦

# Grade 6: Writing

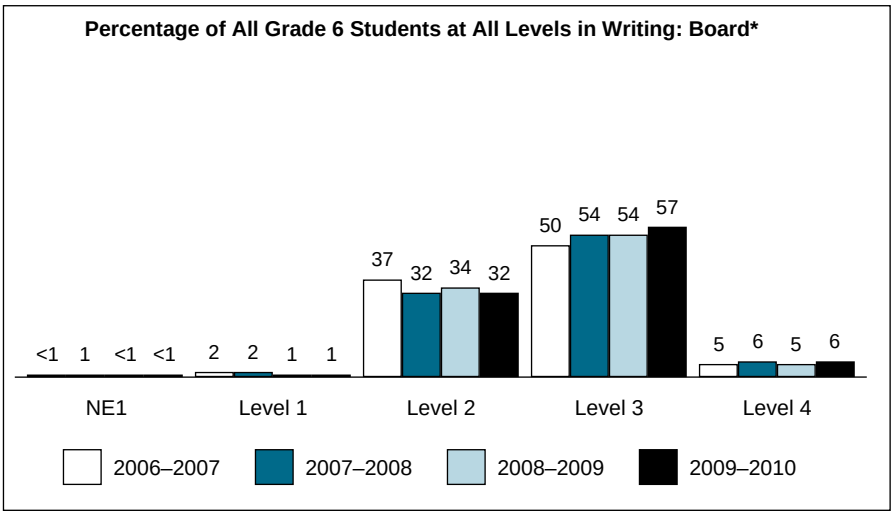
### Grade 6 Writing: School*

| Year | '06–'07 | '07–'08 | '08–'09 | '09–'10 |
|---|---|---|---|---|
| *Number of Students* | ***37*** | ***44*** | ***47*** | ***48*** |
| **Level 4** | 5% | 11% | 13% | 6% |
| **Level 3** | 59% | 80% | 64% | 71% |
| **Level 2** | 30% | 9% | 21% | 23% |
| **Level 1** | 0% | 0% | 0% | 0% |
| **NE1**** | 0% | 0% | 0% | 0% |
| *Participating Students* | 95% | 100% | 98% | 100% |
| **No Data** | 3% | 0% | 0% | 0% |
| **Exempt** | 3% | 0% | 2% | 0% |
| **At or Above Provincial Standard†** | 65% | 91% | 77% | 77% |



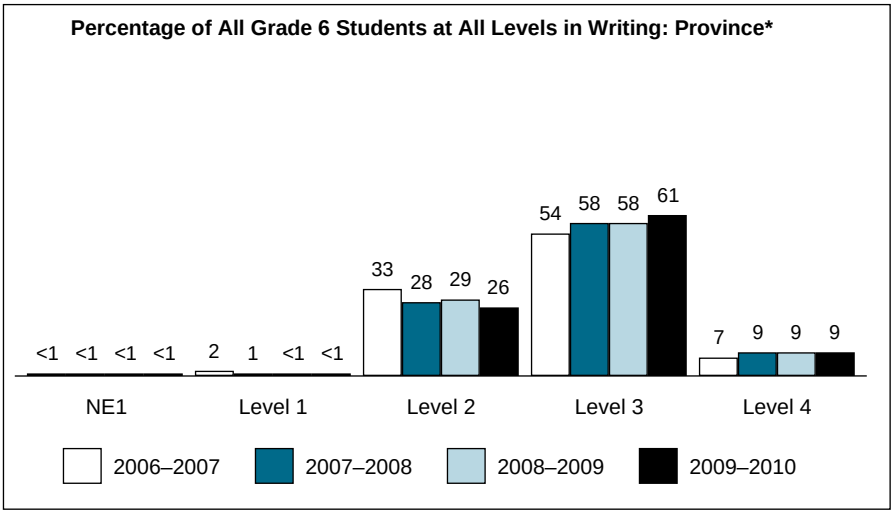

### Grade 6 Writing: Board*

| Year | '06–'07 | '07–'08 | '08–'09 | '09–'10 |
|---|---|---|---|---|
| *Number of Students* | ***6 023*** | ***5 644*** | ***5 375*** | ***5 308*** |
| **Level 4** | 5% | 6% | 5% | 6% |
| **Level 3** | 50% | 54% | 54% | 57% |
| **Level 2** | 37% | 32% | 34% | 32% |
| **Level 1** | 2% | 2% | 1% | 1% |
| **NE1**** | <1% | 1% | <1% | <1% |
| *Participating Students* | 95% | 95% | 95% | 96% |
| **No Data** | 1% | 1% | 1% | <1% |
| **Exempt** | 4% | 5% | 4% | 4% |
| **At or Above Provincial Standard†** | 55% | 60% | 60% | 63% |




### Grade 6 Writing: Province*

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



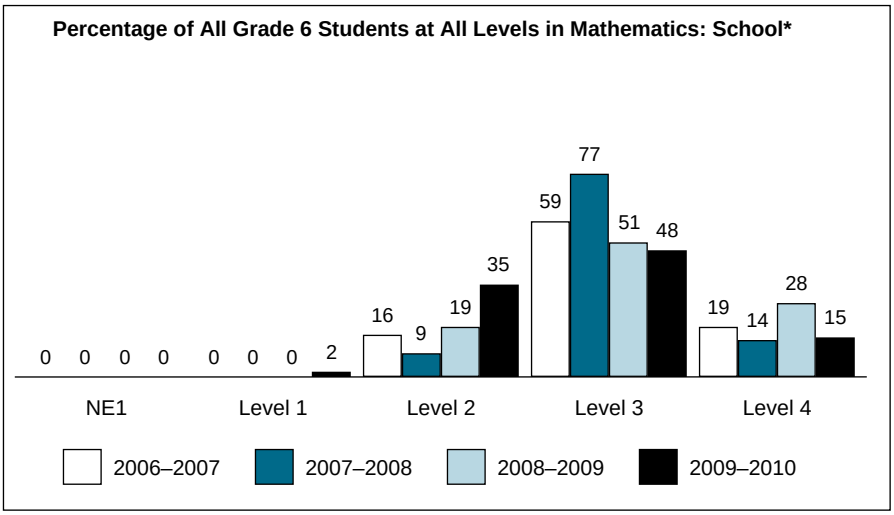

♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number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

## Results over Time, 2006–2007 to 2009–2010♦

# Grade 6: Mathematics

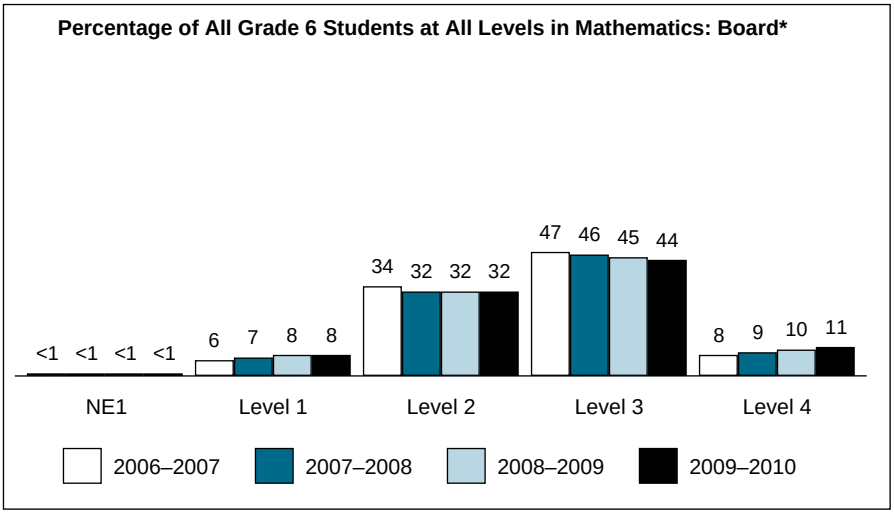
### Grade 6 Mathematics: School*

| Year | '06–'07 | '07–'08 | '08–'09 | '09–'10 |
|---|---|---|---|---|
| *Number of Students* | ***37*** | ***44*** | ***47*** | ***48*** |
| **Level 4** | 19% | 14% | 28% | 15% |
| **Level 3** | 59% | 77% | 51% | 48% |
| **Level 2** | 16% | 9% | 19% | 35% |
| **Level 1** | 0% | 0% | 0% | 2% |
| **NE1**** | 0% | 0% | 0% | 0% |
| *Participating Students* | 95% | 100% | 98% | 100% |
| **No Data** | 3% | 0% | 0% | 0% |
| **Exempt** | 3% | 0% | 2% | 0% |
| **At or Above Provincial Standard†** | 78% | 91% | 79% | 62% |



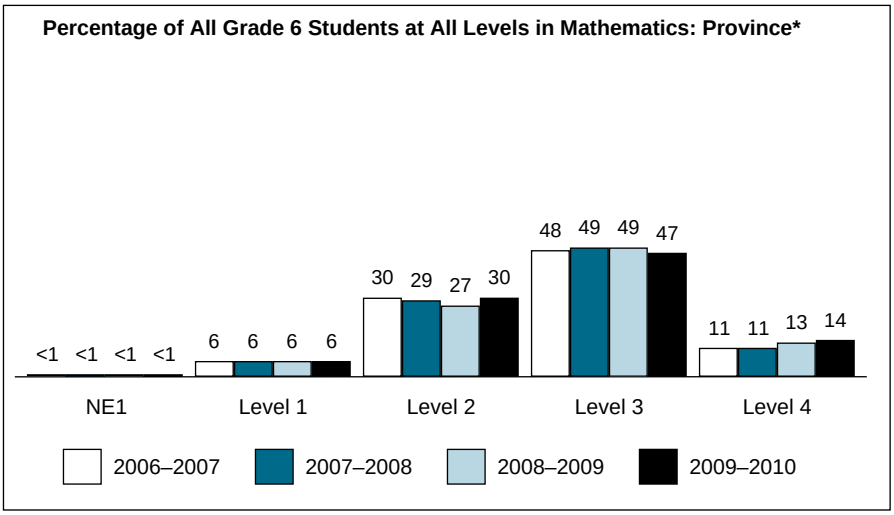

### Grade 6 Mathematics: Board*

| Year | '06–'07 | '07–'08 | '08–'09 | '09–'10 |
|---|---|---|---|---|
| *Number of Students* | ***6 023*** | ***5 644*** | ***5 375*** | ***5 306*** |
| **Level 4** | 8% | 9% | 10% | 11% |
| **Level 3** | 47% | 46% | 45% | 44% |
| **Level 2** | 34% | 32% | 32% | 32% |
| **Level 1** | 6% | 7% | 8% | 8% |
| **NE1**** | <1% | <1% | <1% | <1% |
| *Participating Students* | 95% | 94% | 94% | 95% |
| **No Data** | 1% | 1% | 1% | 1% |
| **Exempt** | 4% | 5% | 5% | 4% |
| **At or Above Provincial Standard†** | 55% | 55% | 55% | 55% |




### Grade 6 Mathematics: Province*

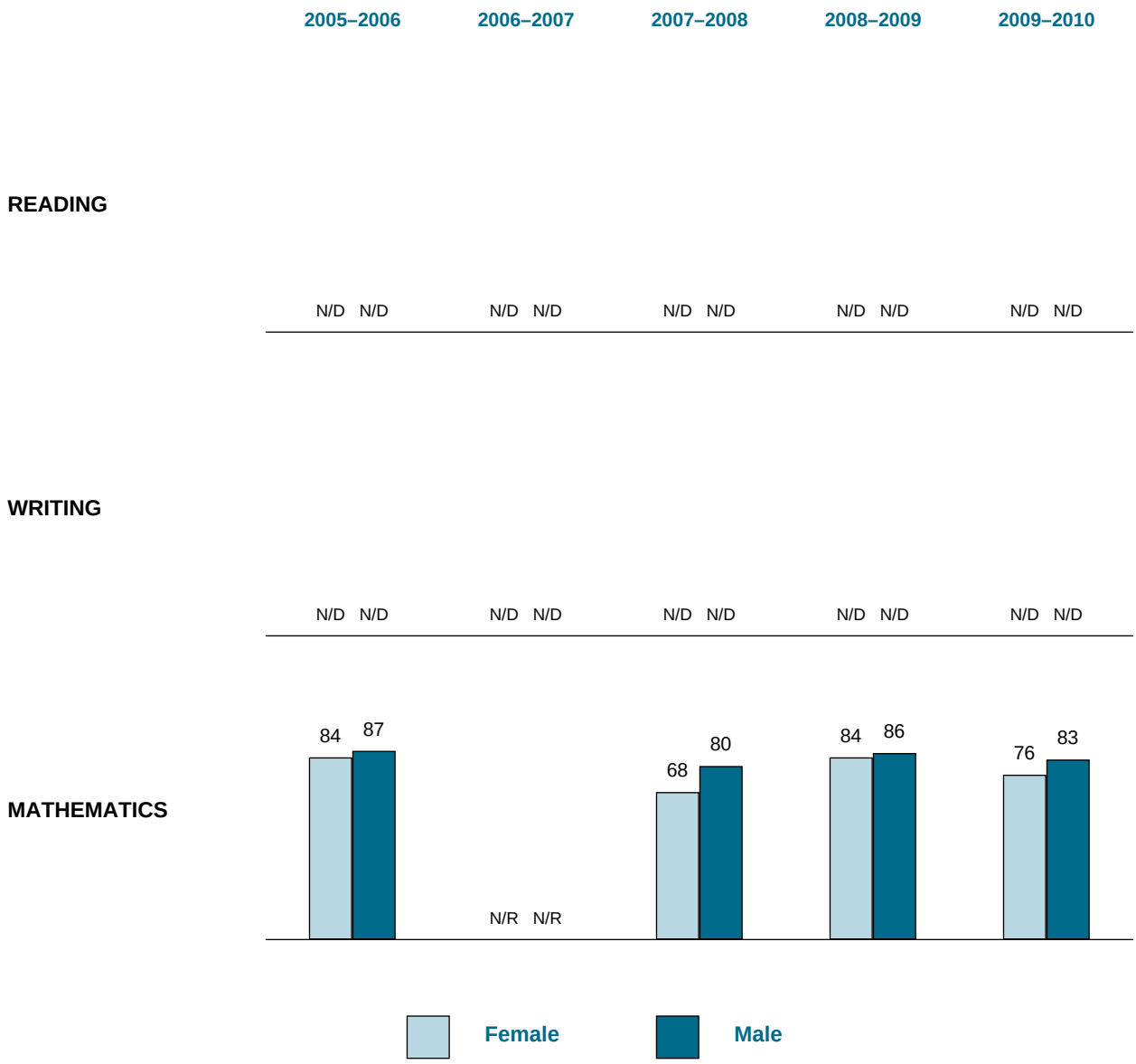
| Year | '06–'07 | '07–'08 | '08–'09 | '09–'10 |
|---|---|---|---|---|
| *Number of Students* | ***145 901*** | ***140 358*** | ***136 075*** | ***134 241*** |
| **Level 4** | 11% | 11% | 13% | 14% |
| **Level 3** | 48% | 49% | 49% | 47% |
| **Level 2** | 30% | 29% | 27% | 30% |
| **Level 1** | 6% |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




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

## RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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



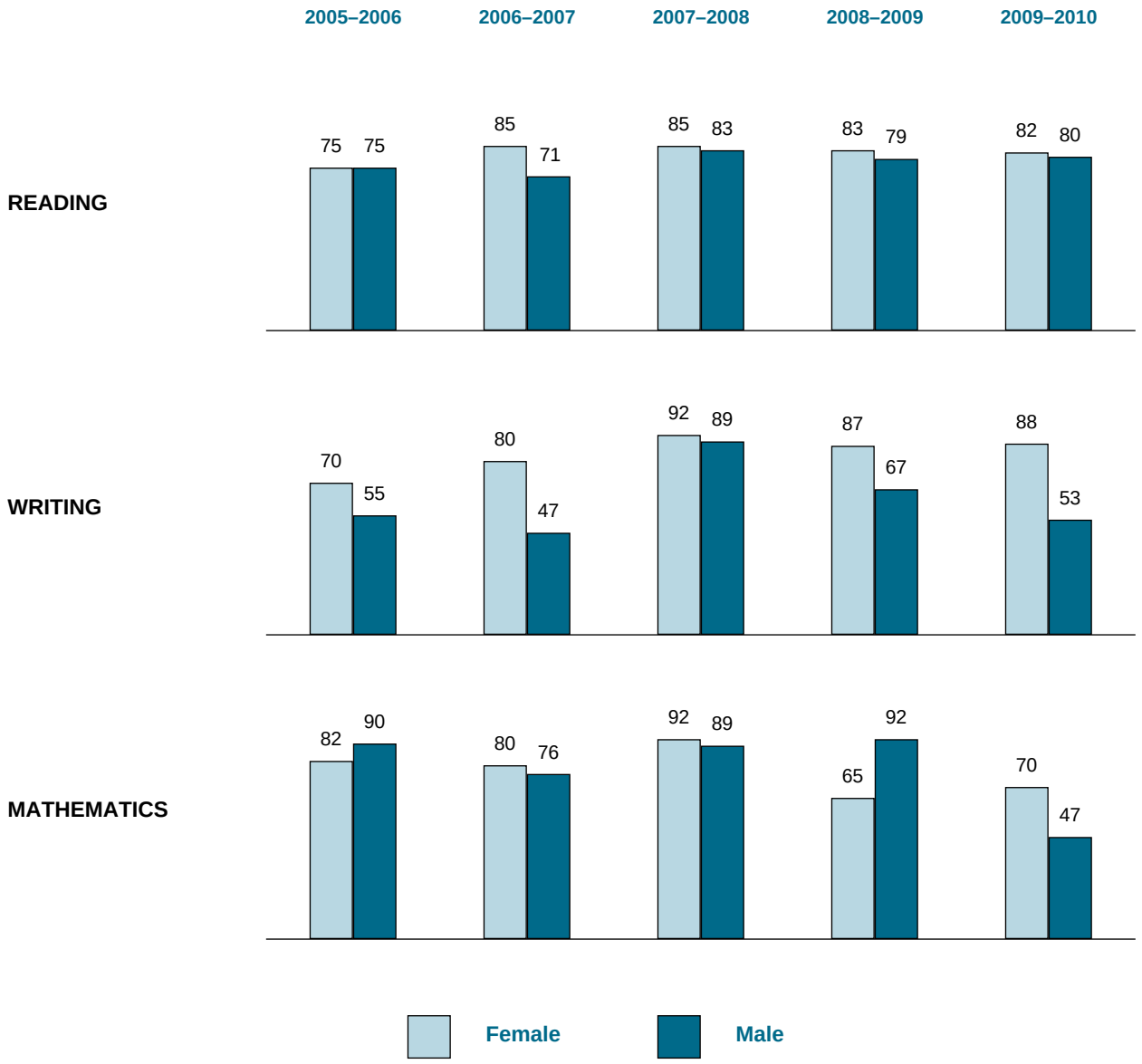

### Total Number of Grade 3 Students†

| | 2005–2006 | | 2006–2007 | | 2007–2008 | | 2008–2009 | | 2009–2010 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| School | *32* | *31* | *33* | *13* | *28* | *30* | *32* | *37* | *42* | *29* |

† 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†

| | 2005–2006 | | 2006–2007 | | 2007–2008 | | 2008–2009 | | 2009–2010 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| School | *44* | *20* | *20* | *17* | *26* | *18* | *23* | *24* | *33* | *15* |

† Includes only students for whom gender data were available.

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

### STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 71)

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

Never | Sometimes | Most of the time

| STUDENT ENGAGEMENT<br>How do you feel about mathematics? | Never | Sometimes | Most of the time | Number of students who answered "most of the time" |
|---|---|---|---|---|
| I like mathematics. | 4 | 37 | 58 | *41* |
| I am good at mathematics. | | 39 | 58 | *41* |
| I am able to answer difficult mathematics questions. | 4 | 66 | 27 | *19* |
| I try to do my best when I do mathematics activities in class. | | 11 | 87 | *62* |
| **COGNITIVE STRATEGIES**<br>How often do you do the following when you are working on a mathematics problem? | | | | |
| I read over the whole problem first to make sure I know what I am supposed to do. | | 25 | 73 | *52* |
| I ask for help if I do not understand the problem. | | 27 | 68 | *48* |
| I think about the steps I will use to solve the problem. | | 52 | 44 | *31* |
| I check my work for mistakes. | 6 | 39 | 52 | *37* |
| I check my answer to see if it makes sense. | | 27 | 68 | *48* |
| **INSTRUCTIONAL TOOLS**<br>How often do you use the following during mathematics activities at school? | | | | |
| Manipulatives | 8 | 73 | 15 | *11* |
| A calculator | 15 | 63 | 20 | *14* |
| A computer to learn mathematics | 30 | 46 | 21 | *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, 2009–2010

### STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 71)

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

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

| READING OUTSIDE SCHOOL<br>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" |
|---|---|---|---|---|---|
| | Percentage of Students* | | | | |
| Stories or novels | 10 | 8 | 31 | 49 | *35* |
| Comics or graphic novels | 30 | 23 | 30 | 14 | *10* |
| Books, newspapers, magazines or websites for information | 20 | 27 | 37 | 14 | *10* |
| E-mails, text or instant messages | 49 | 20 | 13 | 15 | *11* |
| Other things | 11 | 17 | 21 | 49 | *35* |
| **OUT-OF-SCHOOL ACTIVITIES**<br>How often do you do the following when you are not at school? | | | | | |
| I read by myself. | | 8 | 20 | 68 | *48* |
| I play video games. | 14 | 18 | 23 | 44 | *31* |
| I use the Internet. | 6 | 20 | 32 | 41 | *29* |
| I participate in sports or other physical activities. | 6 | 4 | 38 | 48 | *34* |
| I participate in art, music, dance or drama activities. | 23 | 23 | 34 | 18 | *13* |
| I participate in after-school clubs. | 75 | 6 | 10 | 6 | *4* |
| **PARENTAL ENGAGEMENT**<br>How often do you and a parent, a guardian or another adult who lives with you do the following? | | | | | |
| We talk about the mathematics work I do in school. | 18 | 24 | 30 | 25 | *18* |
| We talk about the activities I do in school. | 8 | 17 | 32 | 41 | *29* |
| We read together. | 21 | 30 | 23 | 23 | *16* |
| We look at my school agenda. | 4 | 11 | 14 | 66 | *47* |
| We use a computer together. | 38 | 34 | 20 | 7 | *5* |

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

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

## STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 71)

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

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

| SCREEN TIME<br>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 | 48 | 28 | 13 | 6 | *4* |
| After school | 7 | 18 | 27 | 46 | *33* |

**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 | 73 | 14 | 11 | *52* |
| Languages in which people speak to student at home | 70 | 11 | 15 | *50* |

| SCHOOLS ATTENDED<br>How many schools did you attend before this one? | Percentage of Students | Number of students |
|---|---|---|
| Only this school | 18 | *13* |
| 1 other school | 46 | *33* |
| 2 other schools | 23 | *16* |
| 3 other schools | 6 | *4* |
| 4 other schools or more | 4 | *3* |

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

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

| GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)<br><br>Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing. | School | | | Board | | | Province | | |
|---|---|---|---|---|---|---|---|---|---|
| | All Students (# = 71) | Female* (# = 42) | Male* (# = 29) | All Students (# = 4 813) | Female* (# = 2 418) | Male* (# = 2 395) | All Students (# = 123 025) | Female* (# = 60 511) | Male* (# = 62 514) |
| STUDENT ENGAGEMENT IN MATHEMATICS | Percentage of students who answered "most of the time"† | | | | | | | | |
| I like mathematics. | **58%** | 57% | 59% | **49%** | 50% | 47% | **50%** | 49% | 51% |
| I am good at mathematics. | **58%** | 52% | 66% | **49%** | 49% | 50% | **49%** | 47% | 51% |
| I am able to answer difficult mathematics questions. | **27%** | 26% | 28% | **28%** | 25% | 30% | **26%** | 23% | 29% |
| I try to do my best when I do mathematics activities in class. | **87%** | 93% | 79% | **88%** | 91% | 85% | **87%** | 90% | 85% |
| COGNITIVE STRATEGIES USED IN MATHEMATICS | Percentage of students who answered "most of the time"† | | | | | | | | |
| I read over the whole problem first to make sure I know what I am supposed to do. | **73%** | 86% | 55% | **73%** | 79% | 67% | **70%** | 75% | 65% |
| I ask for help if I do not understand the problem. | **68%** | 69% | 66% | **47%** | 53% | 42% | **46%** | 51% | 42% |
| I think about the steps I will use to solve the problem. | **44%** | 52% | 31% | **49%** | 52% | 46% | **48%** | 49% | 47% |
| I check my work for mistakes. | **52%** | 64% | 34% | **52%** | 57% | 47% | **50%** | 54% | 45% |
| I check my answer to see if it makes sense. | **68%** | 71% | 62% | **63%** | 69% | 58% | **60%** | 64% | 56% |
| INSTRUCTIONAL TOOLS USED IN MATHEMATICS | Percentage of students who answered "most of the time"† | | | | | | | | |
| Manipulatives | **15%** | 14% | 17% | **23%** | 25% | 22% | **24%** | 26% | 23% |
| A calculator | **20%** | 19% | 21% | **13%** | 13% | 12% | **11%** | 10% | 11% |
| A computer to learn mathematics | **21%** | 21% | 21% | **24%** | 23% | 24% | **16%** | 16% | 16% |
| READING OUTSIDE SCHOOL | Percentage of students who answered "every day or almost every day"‡ | | | | | | | | |
| Stories or novels | **49%** | 48% | 52% | **49%** | 56% | 43% | **47%** | 54% | 41% |
| Comics or graphic novels | **14%** | 7% | 24% | **19%** | 14% | 24% | **21%** | 15% | 27% |
| Books, newspapers, magazines or websites for information | **14%** | 14% | 14% | **26%** | 29% | 23% | **27%** | 30% | 25% |
| E-mails, text or instant messages | **15%** | 12% | 21% | **18%** | 19% | 17% | **17%** | 17% | 16% |
| Other things | **49%** | 40% | 62% | **45%** | 47% | 43% | **45%** | 47% | 43% |

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

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

| GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)<br><br>Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing. | School | | | Board | | | Province | | |
|---|---|---|---|---|---|---|---|---|---|
| | All Students (# = 71) | Female* (# = 42) | Male* (# = 29) | All Students (# = 4 813) | Female* (# = 2 418) | Male* (# = 2 395) | All Students (# = 123 025) | Female* (# = 60 511) | Male* (# = 62 514) |
| OUT-OF-SCHOOL ACTIVITIES | Percentage of students who answered "every day or almost every day"† | | | | | | | | |
| I read by myself. | **68%** | 67% | 69% | **58%** | 65% | 51% | **57%** | 64% | 50% |
| I play video games. | **44%** | 24% | 72% | **39%** | 20% | 58% | **37%** | 18% | 55% |
| I use the Internet. | **41%** | 36% | 48% | **43%** | 40% | 46% | **42%** | 39% | 44% |
| I participate in sports or other physical activities. | **48%** | 48% | 48% | **50%** | 47% | 53% | **49%** | 44% | 54% |
| I participate in art, music, dance or drama activities. | **18%** | 31% | 0% | **30%** | 39% | 21% | **27%** | 36% | 19% |
| I participate in after-school clubs. | **6%** | 5% | 7% | **10%** | 11% | 9% | **12%** | 11% | 12% |
| PARENTAL ENGAGEMENT | Percentage of students who answered "every day or almost every day"† | | | | | | | | |
| We talk about the mathematics work I do in school. | **25%** | 26% | 24% | **27%** | 29% | 24% | **27%** | 30% | 24% |
| We talk about the activities I do in school. | **41%** | 48% | 31% | **45%** | 51% | 39% | **46%** | 51% | 40% |
| We read together. | **23%** | 21% | 24% | **23%** | 25% | 21% | **21%** | 23% | 19% |
| We look at my school agenda. | **66%** | 64% | 69% | **49%** | 51% | 46% | **54%** | 56% | 53% |
| We use a computer together. | **7%** | 7% | 7% | **13%** | 13% | 14% | **13%** | 13% | 13% |
| SCREEN TIME (WATCHING TV) | Percentage of students who answered "4 programs or more"‡ | | | | | | | | |
| Before school | **6%** | 0% | 14% | **13%** | 8% | 18% | **10%** | 6% | 14% |
| After school | **46%** | 38% | 59% | **54%** | 48% | 59% | **53%** | 49% | 57% |

* Only includes students for whom gender data were available.
† Other response options were "never," "1 or 2 times a month" and "1 to 3 times a week."
‡ Other response options were "0 programs," "1 program" and "2 or 3 programs."

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

| GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)<br><br>Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing. | School | | | Board | | | Province | | |
|---|---|---|---|---|---|---|---|---|---|
| | All Students (# = 71) | Female* (# = 42) | Male* (# = 29) | All Students (# = 4 813) | Female* (# = 2 418) | Male* (# = 2 395) | All Students (# = 123 025) | Female* (# = 60 511) | Male* (# = 62 514) |
| LANGUAGES STUDENTS SPEAK AT HOME† | Percentage of students | | | | | | | | |
| Only English/Mostly English | **73%** | 74% | 72% | **85%** | 85% | 85% | **73%** | 72% | 74% |
| Another language (or other languages) as often as English | **14%** | 10% | 21% | **9%** | 9% | 9% | **16%** | 17% | 15% |
| Mostly another language (or other languages)/ Only another language (or other languages) | **11%** | 14% | 7% | **6%** | 5% | 6% | **10%** | 10% | 10% |
| LANGUAGES SPOKEN TO STUDENTS AT HOME† | Percentage of students | | | | | | | | |
| Only English/Mostly English | **70%** | 71% | 69% | **83%** | 84% | 83% | **70%** | 69% | 71% |
| Another language (or other languages) as often as English | **11%** | 12% | 10% | **8%** | 8% | 8% | **14%** | 15% | 13% |
| Mostly another language (or other languages)/ Only another language (or other languages) | **15%** | 14% | 17% | **8%** | 8% | 8% | **15%** | 16% | 15% |
| SCHOOLS ATTENDED† | Percentage of students | | | | | | | | |
| Only this school/1 other school | **65%** | 62% | 69% | **78%** | 78% | 79% | **80%** | 80% | 80% |
| 2 other schools/3 other schools | **28%** | 31% | 24% | **16%** | 16% | 15% | **16%** | 16% | 16% |
| 4 other schools or more | **4%** | 2% | 7% | **5%** | 5% | 5% | **4%** | 4% | 4% |

* Only includes students for whom gender data were available.
† Percentages may not add to 100, due to a lack of or ambiguous responses.

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

### STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 48)

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

Never | Sometimes | Most of the time

| STUDENT ENGAGEMENT<br>How do you feel about mathematics? | Never | Sometimes | Most of the time | Number of students who answered "most of the time" |
|---|---|---|---|---|
| I like mathematics. | 8 | 33 | 58 | *28* |
| I am good at mathematics. | | 40 | 58 | *28* |
| I am able to answer difficult mathematics questions. | 4 | 60 | 33 | *16* |
| I try to do my best when I do mathematics activities in class. | | 17 | 81 | *39* |
| **COGNITIVE STRATEGIES**<br>How often do you do the following when you are working on a mathematics problem? | | | | |
| I read over the whole problem first to make sure I know what I am supposed to do. | | 19 | 79 | *38* |
| I ask for help if I do not understand the problem. | | 29 | 69 | *33* |
| I think about the steps I will use to solve the problem. | 6 | 56 | 35 | *17* |
| I check my work for mistakes. | 4 | 60 | 33 | *16* |
| I check my answer to see if it makes sense. | | 25 | 75 | *36* |
| **INSTRUCTIONAL TOOLS**<br>How often do you use the following during mathematics activities at school? | | | | |
| Manipulatives | 23 | 56 | 17 | *8* |
| A calculator | | 33 | 67 | *32* |
| A computer to learn mathematics | 31 | 46 | 21 | *10* |
| The Internet to explore information related to mathematics | 58 | 33 | 6 | *3* |

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

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

### STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 48)

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

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

| READING OUTSIDE SCHOOL<br>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 | | 25 | 15 | 58 | *28* |
| Comics or graphic novels | 25 | 46 | 17 | 10 | *5* |
| Books, newspapers, magazines or websites for information | 6 | 21 | 33 | 38 | *18* |
| E-mails, text or instant messages | | 10 | 21 | 62 | *30* |
| Other things | 4 | 17 | 23 | 54 | *26* |
| **OUT-OF-SCHOOL ACTIVITIES**<br>How often do you do the following when you are not at school? | | | | | |
| I read by myself. | 4 | 15 | 21 | 56 | *27* |
| I play video games. | 12 | 25 | 33 | 25 | *12* |
| I use the Internet. | | | 33 | 60 | *29* |
| I participate in sports or other physical activities. | | 4 | 27 | 67 | *32* |
| I participate in art, music, dance or drama activities. | 10 | 21 | 42 | 19 | *9* |
| I participate in after-school clubs. | 60 | 10 | 12 | 8 | *4* |
| **PARENTAL ENGAGEMENT**<br>How often do you and a parent, a guardian or another adult who lives with you do the following? | | | | | |
| We talk about the mathematics work I do in school. | 17 | 38 | 31 | 12 | *6* |
| We talk about the activities I do in school. | 6 | 8 | 44 | 38 | *18* |
| We read together. | 48 | 33 | 15 | | *0* |
| We look at my school agenda. | 33 | 29 | 17 | 17 | *8* |
| We use a computer together. | 38 | 35 | 21 | | *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, 2009–2010

### STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 48)

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

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

| SCREEN TIME<br>How many hours do you usually do the following on a school day? | | Percentage of Students* | | | | Number of students who answered "about 3 hours" or "more than 3 hours" |
|---|---|---|---|---|---|---|
| Before School | Watching TV. | 79 | 19 | | | 0 |
| | Playing video games. | 83 | 10 | | | 0 |
| | Using the Internet. | 69 | 23 | | | 1 |
| After School | Watching TV. | 19 | 50 | 6 | 21 | 10 |
| | Playing video games. | 44 | 33 | 4 | 17 | 8 |
| | Using the Internet. | 8 | 48 | 19 | 21 | 10 |

**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 | 75 | 19 | 4 | 36 |
| Languages in which people speak to student at home | 81 | 10 | 6 | 39 |

| SCHOOLS ATTENDED<br>How many schools did you attend before this one? | Percentage of Students* | Number of students |
|---|---|---|
| Only this school | 38 | 18 |
| 1 other school | 42 | 20 |
| 2 other schools | 15 | 7 |
| 3 other schools | 2 | 1 |
| 4 other schools or more | 2 | 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, 2009–2010

| GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)<br><br>Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing. | School | | | Board | | | Province | | |
|---|---|---|---|---|---|---|---|---|---|
| | All Students (# = 48) | Female* (# = 33) | Male* (# = 15) | All Students (# = 5 054) | Female* (# = 2 510) | Male* (# = 2 544) | All Students (# = 129 209) | Female* (# = 63 475) | Male* (# = 65 718) |
| STUDENT ENGAGEMENT IN MATHEMATICS | Percentage of students who answered "most of the time"† | | | | | | | | |
| I like mathematics. | **58%** | 58% | 60% | **37%** | 35% | 39% | **40%** | 37% | 44% |
| I am good at mathematics. | **58%** | 64% | 47% | **47%** | 44% | 49% | **48%** | 45% | 51% |
| I am able to answer difficult mathematics questions. | **33%** | 39% | 20% | **26%** | 22% | 30% | **28%** | 23% | 32% |
| I try to do my best when I do mathematics activities in class. | **81%** | 79% | 87% | **86%** | 91% | 80% | **84%** | 88% | 81% |
| COGNITIVE STRATEGIES USED IN MATHEMATICS | Percentage of students who answered "most of the time"† | | | | | | | | |
| I read over the whole problem first to make sure I know what I am supposed to do. | **79%** | 73% | 93% | **73%** | 80% | 67% | **72%** | 78% | 66% |
| I ask for help if I do not understand the problem. | **69%** | 73% | 60% | **51%** | 57% | 45% | **52%** | 57% | 47% |
| I think about the steps I will use to solve the problem. | **35%** | 30% | 47% | **36%** | 37% | 36% | **39%** | 40% | 38% |
| I check my work for mistakes. | **33%** | 33% | 33% | **34%** | 38% | 30% | **36%** | 39% | 33% |
| I check my answer to see if it makes sense. | **75%** | 79% | 67% | **59%** | 63% | 54% | **59%** | 62% | 55% |
| INSTRUCTIONAL TOOLS USED IN MATHEMATICS | Percentage of students who answered "most of the time"† | | | | | | | | |
| Manipulatives | **17%** | 18% | 13% | **8%** | 8% | 7% | **9%** | 10% | 9% |
| A calculator | **67%** | 70% | 60% | **39%** | 43% | 35% | **38%** | 42% | 35% |
| A computer to learn mathematics | **21%** | 24% | 13% | **9%** | 9% | 9% | **6%** | 5% | 6% |
| The Internet to explore information related to mathematics | **6%** | 6% | 7% | **5%** | 4% | 5% | **5%** | 5% | 5% |
| READING OUTSIDE SCHOOL | Percentage of students who answered "every day or almost every day"‡ | | | | | | | | |
| Stories or novels | **58%** | 67% | 40% | **41%** | 50% | 32% | **38%** | 48% | 30% |
| Comics or graphic novels | **10%** | 12% | 7% | **12%** | 8% | 17% | **14%** | 10% | 18% |
| Books, newspapers, magazines or websites for information | **38%** | 42% | 27% | **27%** | 29% | 25% | **29%** | 32% | 27% |
| E-mails, text or instant messages | **62%** | 61% | 67% | **47%** | 53% | 40% | **46%** | 53% | 40% |
| Other things | **54%** | 45% | 73% | **35%** | 35% | 34% | **35%** | 36% | 35% |

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

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

| GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)<br><br>Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing. | School | | | Board | | | Province | | |
|---|---|---|---|---|---|---|---|---|---|
| | All Students (# = 48) | Female* (# = 33) | Male* (# = 15) | All Students (# = 5 054) | Female* (# = 2 510) | Male* (# = 2 544) | All Students (# = 129 209) | Female* (# = 63 475) | Male* (# = 65 718) |
| OUT-OF-SCHOOL ACTIVITIES | Percentage of students who answered "every day or almost every day"† | | | | | | | | |
| I read by myself. | **56%** | 64% | 40% | **49%** | 58% | 40% | **47%** | 56% | 39% |
| I play video games. | **25%** | 9% | 60% | **30%** | 10% | 48% | **28%** | 11% | 45% |
| I use the Internet. | **60%** | 48% | 87% | **58%** | 60% | 56% | **59%** | 61% | 57% |
| I participate in sports or other physical activities. | **67%** | 58% | 87% | **52%** | 46% | 57% | **50%** | 43% | 58% |
| I participate in art, music, dance or drama activities. | **19%** | 24% | 7% | **21%** | 27% | 15% | **20%** | 26% | 13% |
| I participate in after-school clubs. | **8%** | 9% | 7% | **6%** | 8% | 5% | **8%** | 9% | 7% |
| PARENTAL ENGAGEMENT | Percentage of students who answered "every day or almost every day"† | | | | | | | | |
| We talk about the mathematics work I do in school. | **12%** | 12% | 13% | **13%** | 15% | 12% | **16%** | 17% | 15% |
| We talk about the activities I do in school. | **38%** | 45% | 20% | **37%** | 42% | 32% | **38%** | 42% | 34% |
| We read together. | **0%** | 0% | 0% | **5%** | 4% | 5% | **4%** | 4% | 4% |
| We look at my school agenda. | **17%** | 15% | 20% | **24%** | 25% | 24% | **29%** | 29% | 30% |
| We use a computer together. | **2%** | 3% | 0% | **5%** | 5% | 5% | **5%** | 5% | 5% |
| SCREEN TIME | Percentage of students who answered "about 3 hours" or "more than 3 hours"‡ | | | | | | | | |
| Before School — Watching TV | **0%** | 0% | 0% | **2%** | 1% | 3% | **2%** | 1% | 2% |
| Before School — Playing video games | **0%** | 0% | 0% | **2%** | <1% | 3% | **1%** | <1% | 3% |
| Before School — Using the Internet | **2%** | 0% | 7% | **2%** | 1% | 3% | **2%** | 2% | 2% |
| After School — Watching TV | **21%** | 12% | 40% | **19%** | 17% | 21% | **21%** | 19% | 22% |
| After School — Playing video games | **17%** | 6% | 40% | **12%** | 3% | 20% | **12%** | 3% | 20% |
| After School — Using the Internet | **21%** | 15% | 33% | **18%** | 18% | 18% | **20%** | 20% | 19% |

* Only includes students for whom gender data were available.
† Other response options were "never," "1 or 2 times a month" and "1 to 3 times a week."
‡ Other response options were "none," "about half an hour," "about 1 hour" and "about 2 hours."

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

| GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)<br><br>Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing. | School | | | Board | | | Province | | |
|---|---|---|---|---|---|---|---|---|---|
| | All Students (# = 48) | Female* (# = 33) | Male* (# = 15) | All Students (# = 5 054) | Female* (# = 2 510) | Male* (# = 2 544) | All Students (# = 129 209) | Female* (# = 63 475) | Male* (# = 65 718) |
| LANGUAGES STUDENTS SPEAK AT HOME† | Percentage of students | | | | | | | | |
| Only English/Mostly English | **75%** | 76% | 73% | **86%** | 87% | 86% | **77%** | 77% | 77% |
| Another language (or other languages) as often as English | **19%** | 15% | 27% | **8%** | 8% | 8% | **15%** | 15% | 14% |
| Mostly another language (or other languages)/ Only another language (or other languages) | **4%** | 6% | 0% | **4%** | 4% | 4% | **7%** | 7% | 8% |
| LANGUAGES SPOKEN TO STUDENTS AT HOME† | Percentage of students | | | | | | | | |
| Only English/Mostly English | **81%** | 85% | 73% | **85%** | 85% | 84% | **72%** | 72% | 72% |
| Another language (or other languages) as often as English | **10%** | 6% | 20% | **7%** | 8% | 7% | **14%** | 15% | 13% |
| Mostly another language (or other languages)/ Only another language (or other languages) | **6%** | 6% | 7% | **7%** | 7% | 7% | **13%** | 13% | 13% |
| SCHOOLS ATTENDED† | Percentage of students | | | | | | | | |
| Only this school/1 other school | **79%** | 79% | 80% | **72%** | 72% | 71% | **68%** | 68% | 68% |
| 2 other schools/3 other schools | **17%** | 18% | 13% | **20%** | 20% | 19% | **24%** | 24% | 23% |
| 4 other schools or more | **2%** | 0% | 7% | **8%** | 8% | 8% | **7%** | 7% | 7% |

* Only includes students for whom gender data were available.
† Percentages may not add to 100, due to a lack of or ambiguous responses.

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

### EXPLANATION OF TERMS

| | |
|---|---|
| **All Students** | Results are reported for all students in the grade. |
| **Participating Students** | Results are reported only for those students who took part in the assessment (excludes "no data" and "exempt" categories). |
| **Provincial Standard** | The Ministry of Education has set Level 3 as the provincial standard. |
| **Level 4** | The student has demonstrated the required knowledge and skills. Achievement surpasses the provincial standard. |
| **Level 3** | The student has demonstrated most of the required knowledge and skills. Achievement is at the provincial standard. |
| **Level 2** | The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard. |
| **Level 1** | The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard. |
| **NE1** | "Not enough evidence for Level 1" is used when students did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1. |
| **No Data** | Students who did not complete any part of the assessment due to absence or for medical or other reasons. |
| **Exempt** | Students who were formally exempted from participation in one or more components of the assessment. |
| **English Language Learners** | Students who have been identified by the school in accordance with *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 identified as gifted are not included. |
| **Students Receiving One or More Accommodations** | Students identified by the school as receiving accommodations. Detailed information about accommodations is available in EQAO's *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 for some or all students are being withheld by EQAO. For further information, please contact the school principal. |