



# Detailed School Results



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

**School: Ahlul Bayt Islamic S (665991)**

**Board: Ahlul Bayt Islamic S (02356)**

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.

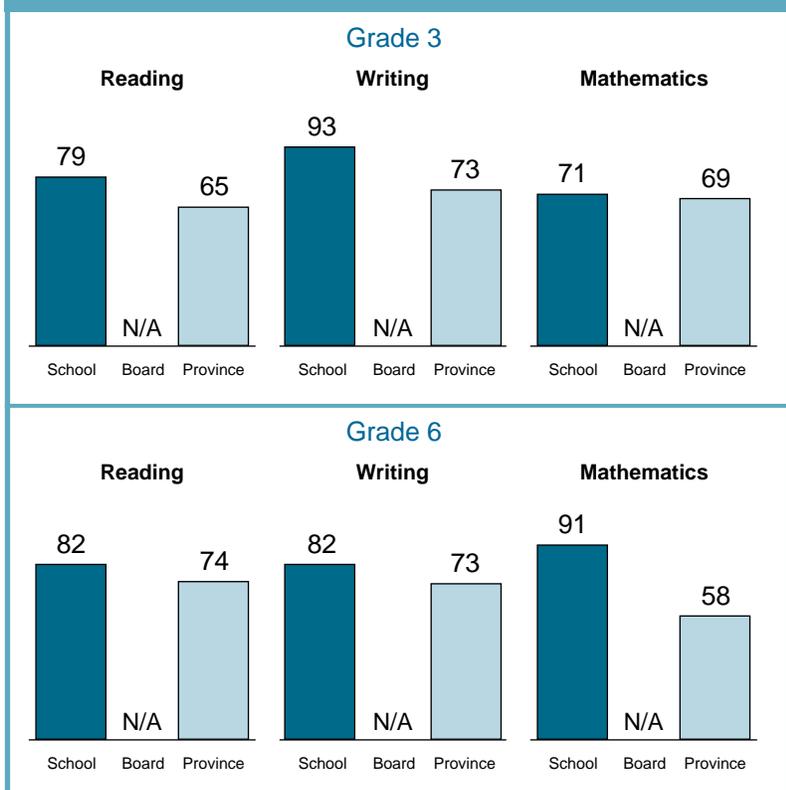
At EQAO, we are proud to deliver powerful information that supports Ontario’s parents, educators and administrators in their efforts to improve student achievement. I trust that this report will provide you with a valuable set of tools to further support the drive toward excellence in your school community. 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

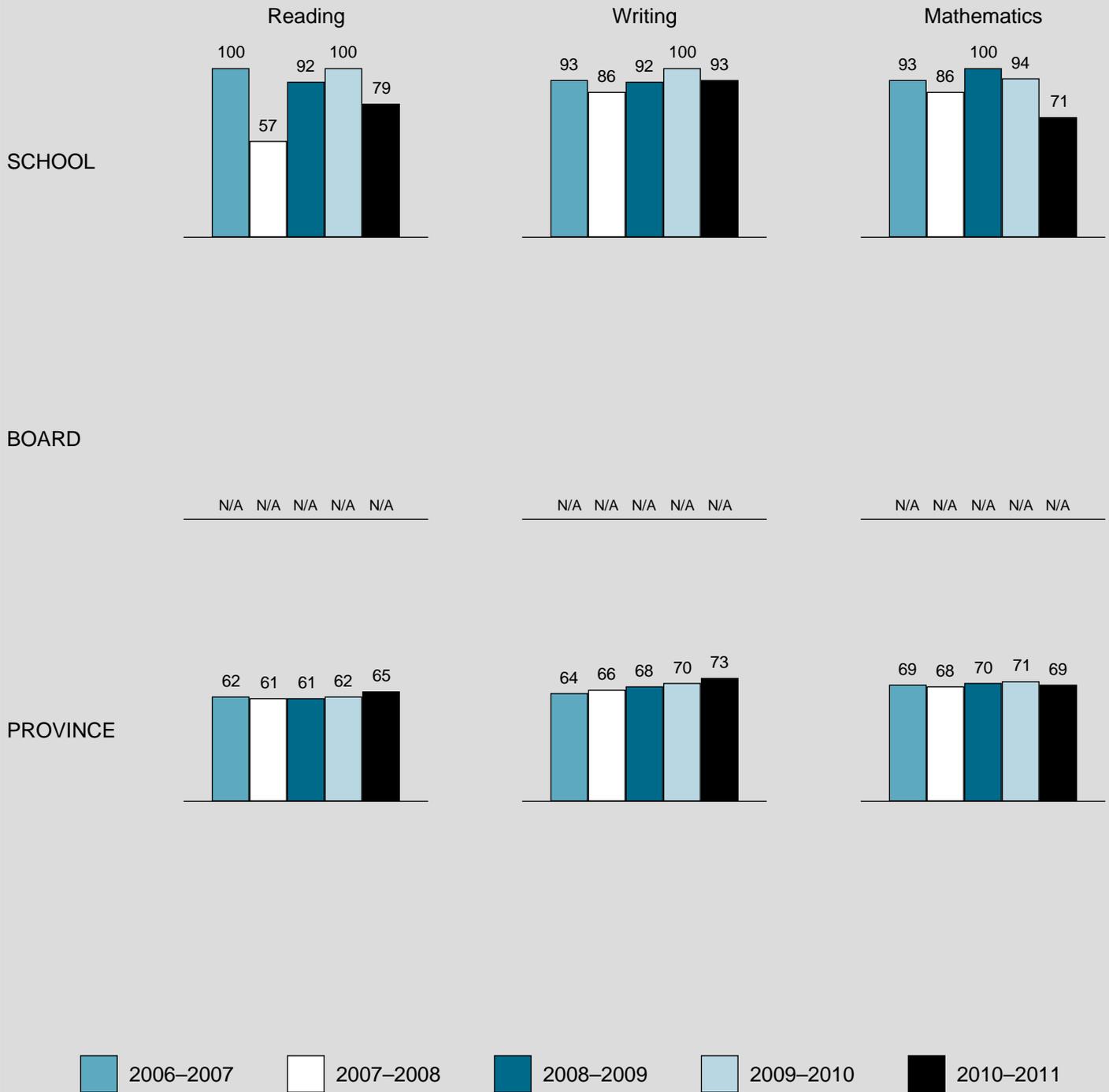
WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
<b>Percentages of all students at or above the provincial standard:</b>		
• 2010–2011 .....	1	1
• Over time .....	2	3
<b>Tips for using this report .....</b>	4	4
<b>Contextual information: 2010–2011 .....</b>	5, 6	13, 14
<b>Results for groups of students: 2010–2011</b>		
• All students .....	7	15
• Participating students .....	8	16
• Students by gender.....	9	17
• English language learners .....	10	18
• Students with special education needs .....	11	19
• Students enrolled in French Immersion .....	12	N/A
<b>Contextual information: Over time .....</b>	20	24
<b>Results for all students: Over time .....</b>	21–23	25–27
<b>Results for all students: Over time by gender.....</b>	28	29
<b>Student questionnaire results .....</b>	30–36	37–43
<b>Explanation of terms .....</b>	44	44

### 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

Percentage of Students: Grade 3

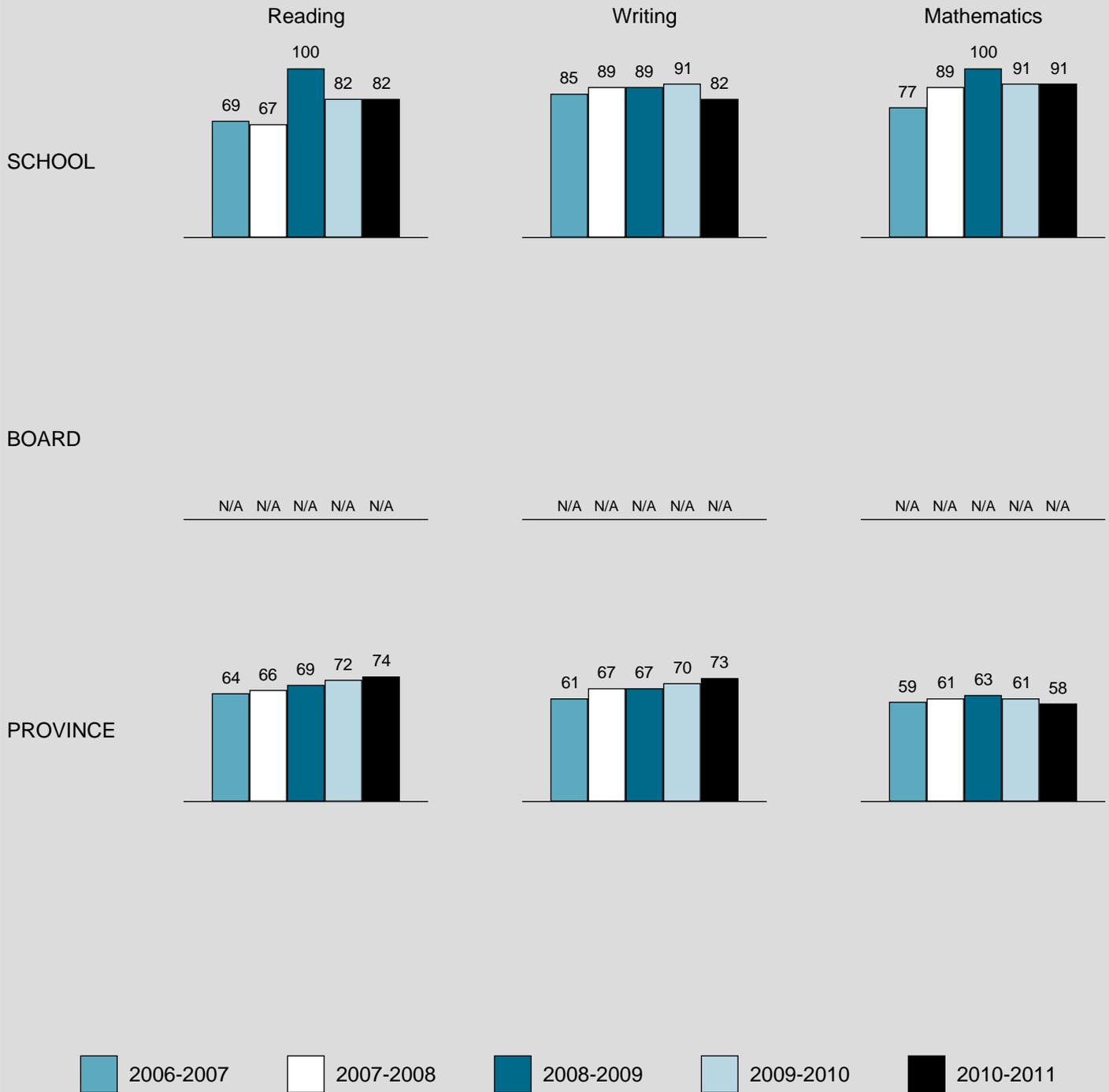


Total Number of Grade 3 Students

	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
School	14	14	13	16	14
Board	N/A	N/A	N/A	N/A	N/A
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

Percentage of Students: Grade 6



Total Number of Grade 6 Students

	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
School	13	9	9	11	11
Board	N/A	N/A	N/A	N/A	N/A
Province	145 901	140 420	136 076	134 294	132 308

## TIPS

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



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



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



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



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

## HOW SCHOOL STAFF CAN USE THIS REPORT

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

### Examine the contextual information.

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

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

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

### Compare the school results for the current and previous administrations.

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

### Try to account for any trends, patterns or inconsistencies.

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

### Consider how these results are being addressed and communicated.

- What are the school's goals for improvement? The provincial goal is for 75% of Grade 6 students to achieve the provincial standard.
- For additional information, refer to the *EQAO Guide to School and Board Improvement Planning* and the "Summary of Results and Strategies for Teachers."
- Share the school's improvement plans and acknowledge student improvement and school success through the school's newsletters, Web site, school council, etc.

### For more help interpreting your school's results refer to

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

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

**Contextual Information: Grade 3\***

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

Demographic Information	School		Board		Province	
<b>Enrolment</b>						
Number of Grade 3 students	14		N/A		124 117	
Number of classes with Grade 3 students	1		N/A		9 324	
Number of schools with Grade 3 classes	Not applicable		N/A		3 363	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Gender</b>						
Female	9	64%	N/A	N/A	60 584	49%
Male	5	36%	N/A	N/A	63 533	51%
Gender not specified	0	0%	N/A	N/A	0	0%
<b>Student Status</b>						
English language learners**	0	0%	N/A	N/A	12 367	10%
Students with special education needs (excluding gifted)**	0	0%	N/A	N/A	19 409	16%
<b>Place of Birth</b>						
Born in Canada	14	100%	N/A	N/A	111 482	90%
Born outside Canada	0	0%	N/A	N/A	12 469	10%
In Canada less than one year	0	0%	N/A	N/A	761	1%
In Canada one year or more but less than three years	0	0%	N/A	N/A	2 612	2%
In Canada three years or more	0	0%	N/A	N/A	8 288	7%
<b>Language</b>						
First language learned at home was other than English	14	100%	N/A	N/A	27 117	22%
<b>Year Student Entered Current School</b>						
Year of the assessment	3	21%	N/A	N/A	16 738	13%
Year prior to the assessment	2	14%	N/A	N/A	13 578	11%
2 years prior to the assessment	2	14%	N/A	N/A	17 016	14%
3 or more years prior to the assessment	7	50%	N/A	N/A	76 409	62%
Data not available	0	0%	N/A	N/A	376	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	3	21%	N/A	N/A	7 882	6%
Year prior to the assessment	2	14%	N/A	N/A	7 107	6%
2 years prior to the assessment	2	14%	N/A	N/A	10 488	8%
3 or more years prior to the assessment	7	50%	N/A	N/A	95 132	77%
Data not available	0	0%	N/A	N/A	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.

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

**Contextual Information: Grade 3 (continued)**

Participation in the Assessment	School		Board		Province	
<b>Number of Grade 3 students*</b>						
Reading	14		N/A		119 914	
Writing	14		N/A		119 873	
Mathematics	14		N/A		124 104	
<b>Number Percent Number Percent Number Percent</b>						
<b>Students who participated (excludes “no data” and “exempt”)**</b>						
Reading	14	100%	N/A	N/A	115 908	97%
Writing	14	100%	N/A	N/A	116 286	97%
Mathematics	14	100%	N/A	N/A	120 441	97%
<b>Students who did not complete any part of the assessment (“no data”)**</b>						
Reading	0	0%	N/A	N/A	719	1%
Writing	0	0%	N/A	N/A	739	1%
Mathematics	0	0%	N/A	N/A	772	1%
<b>Students who were exempted**</b>						
All three subjects	0	0%	N/A	N/A	2 658	2%
Reading	0	0%	N/A	N/A	3 287	3%
Writing	0	0%	N/A	N/A	2 848	2%
Mathematics	0	0%	N/A	N/A	2 891	2%
<b>Participating English language learners who received a special provision**</b>						
Reading	0	0%	N/A	N/A	2 535	2%
Writing	0	0%	N/A	N/A	2 564	2%
Mathematics	0	0%	N/A	N/A	2 565	2%
<b>Participating students who received one or more accommodations†**</b>						
Reading	0	0%	N/A	N/A	16 600	14%
Writing	0	0%	N/A	N/A	16 915	15%
Mathematics	0	0%	N/A	N/A	16 651	14%

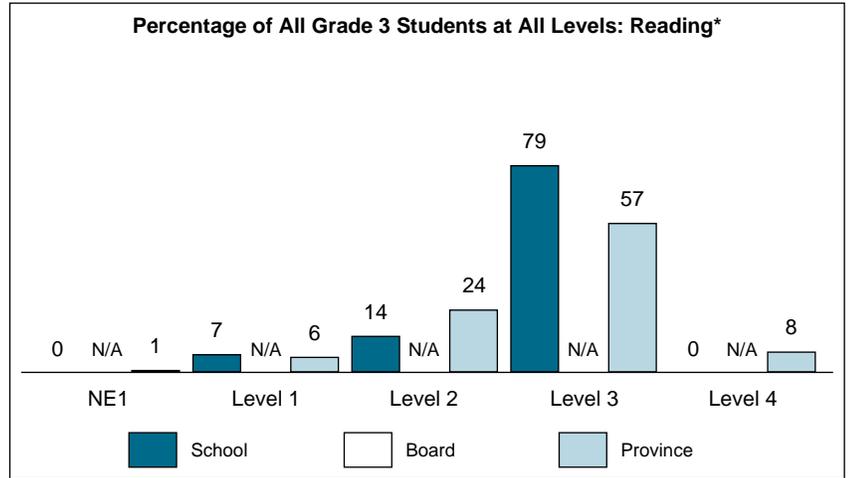
\* Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

\*\* See the Explanation of Terms.

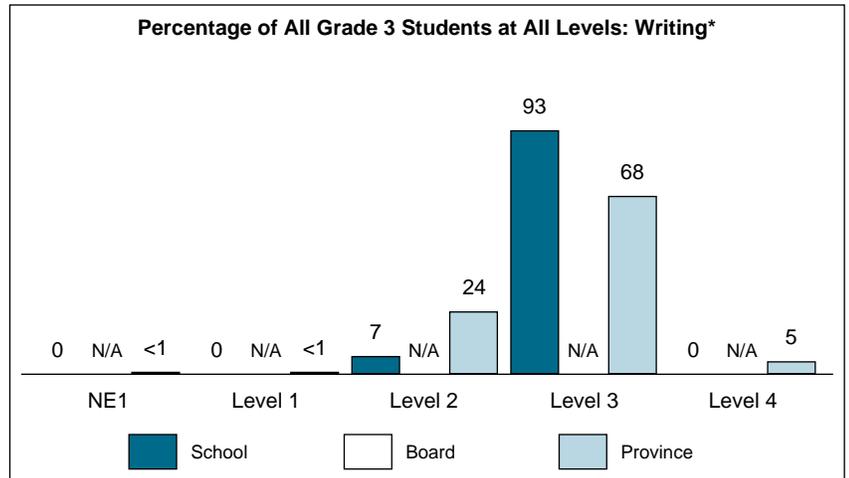
† Includes students with an Individual Education Plan, students designated as English language learners and students receiving special permission.

## Results in Reading, Writing and Mathematics, 2010–2011 Grade 3: All Students<sup>††</sup>

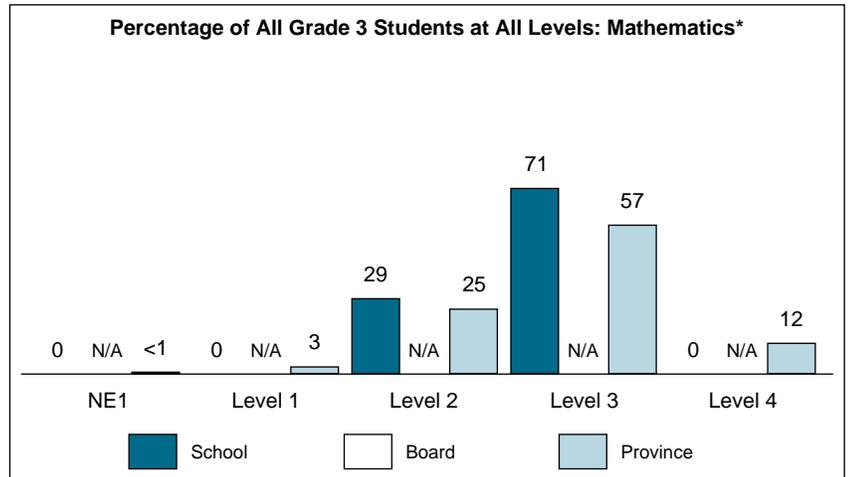
Grade 3: Reading*				
Number of Students	School 14		Board N/A	Province 119 914
	#	%	%	%
Level 4	0	0%	N/A	8%
Level 3	11	79%	N/A	57%
Level 2	2	14%	N/A	24%
Level 1	1	7%	N/A	6%
NE1**	0	0%	N/A	1%
Participating Students	14	100%	N/A	97%
No Data	0	0%	N/A	1%
Exempt	0	0%	N/A	3%
<b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b>		<b>79%</b>	<b>N/A</b>	<b>65%</b>



Grade 3: Writing*				
Number of Students	School 14		Board N/A	Province 119 873
	#	%	%	%
Level 4	0	0%	N/A	5%
Level 3	13	93%	N/A	68%
Level 2	1	7%	N/A	24%
Level 1	0	0%	N/A	<1%
NE1**	0	0%	N/A	<1%
Participating Students	14	100%	N/A	97%
No Data	0	0%	N/A	1%
Exempt	0	0%	N/A	2%
<b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b>		<b>93%</b>	<b>N/A</b>	<b>73%</b>



Grade 3: Mathematics*				
Number of Students	School 14		Board N/A	Province 124 104
	#	%	%	%
Level 4	0	0%	N/A	12%
Level 3	10	71%	N/A	57%
Level 2	4	29%	N/A	25%
Level 1	0	0%	N/A	3%
NE1**	0	0%	N/A	<1%
Participating Students	14	100%	N/A	97%
No Data	0	0%	N/A	1%
Exempt	0	0%	N/A	2%
<b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b>		<b>71%</b>	<b>N/A</b>	<b>69%</b>



\* 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.

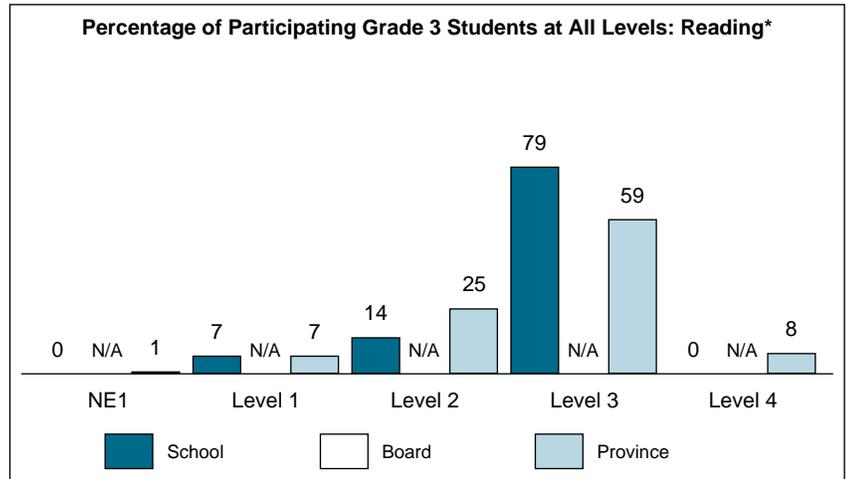
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

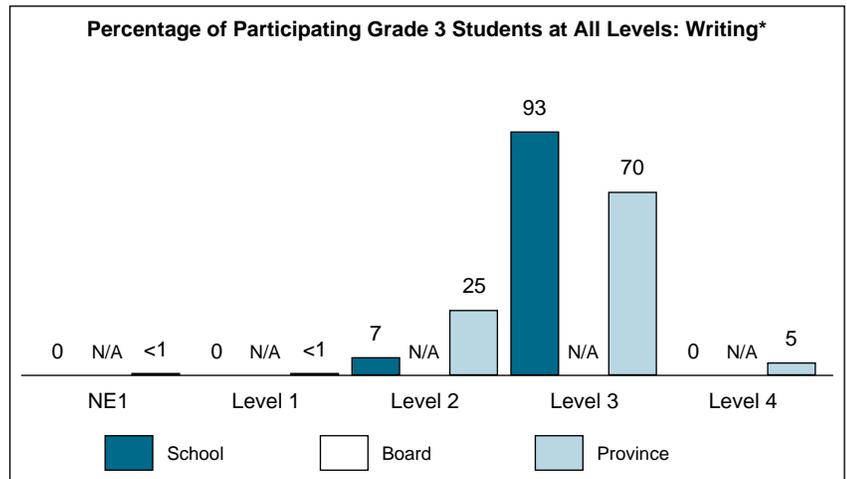
Results in Reading, Writing and Mathematics, 2010–2011

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

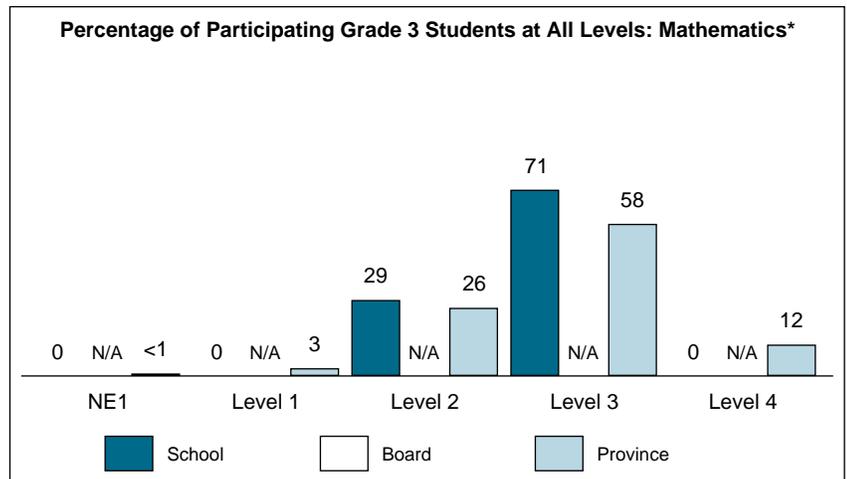
Grade 3: Reading*				
Number of Students	School 14		Board N/A	Province 115 908
	#	%	%	%
Level 4	0	0%	N/A	8%
Level 3	11	79%	N/A	59%
Level 2	2	14%	N/A	25%
Level 1	1	7%	N/A	7%
NE1**	0	0%	N/A	1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	79%		N/A	67%



Grade 3: Writing*				
Number of Students	School 14		Board N/A	Province 116 286
	#	%	%	%
Level 4	0	0%	N/A	5%
Level 3	13	93%	N/A	70%
Level 2	1	7%	N/A	25%
Level 1	0	0%	N/A	<1%
NE1**	0	0%	N/A	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	93%		N/A	75%



Grade 3: Mathematics*				
Number of Students	School 14		Board N/A	Province 120 441
	#	%	%	%
Level 4	0	0%	N/A	12%
Level 3	10	71%	N/A	58%
Level 2	4	29%	N/A	26%
Level 1	0	0%	N/A	3%
NE1**	0	0%	N/A	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	71%		N/A	71%



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

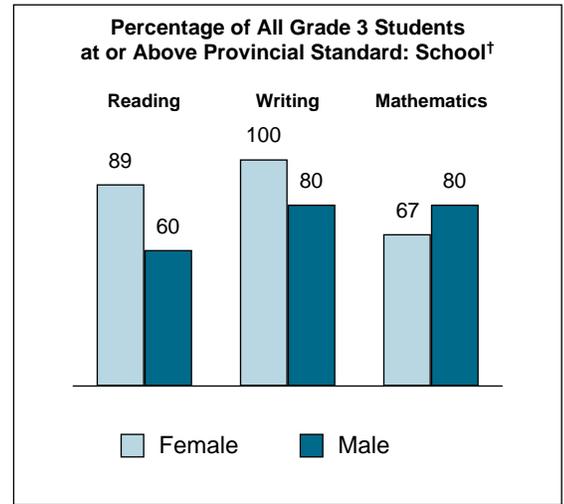
\*\* See the Explanation of Terms.

† 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.

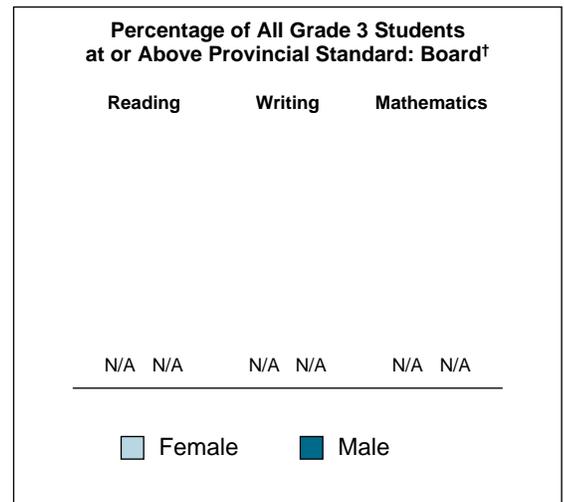
Results in Reading, Writing and Mathematics, 2010–2011

Grade 3: Gender††

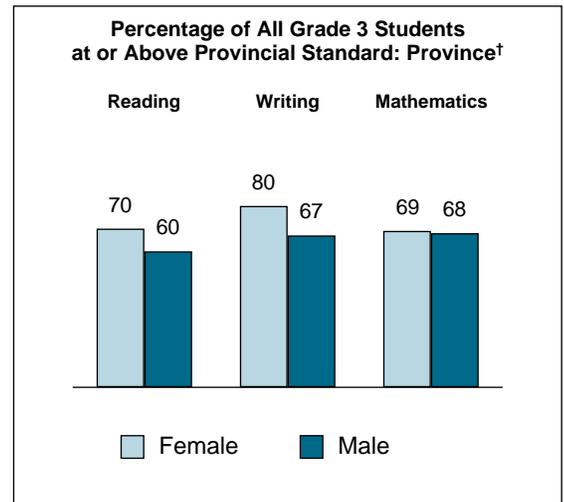
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	9	5	9	5	9	5
Level 4	0%	0%	0%	0%	0%	0%
Level 3	89%	60%	100%	80%	67%	80%
Level 2	11%	20%	0%	20%	33%	20%
Level 1	0%	20%	0%	0%	0%	0%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%	100%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	89%	60%	100%	80%	67%	80%



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



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	58 169	61 745	58 150	61 723	60 578	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.

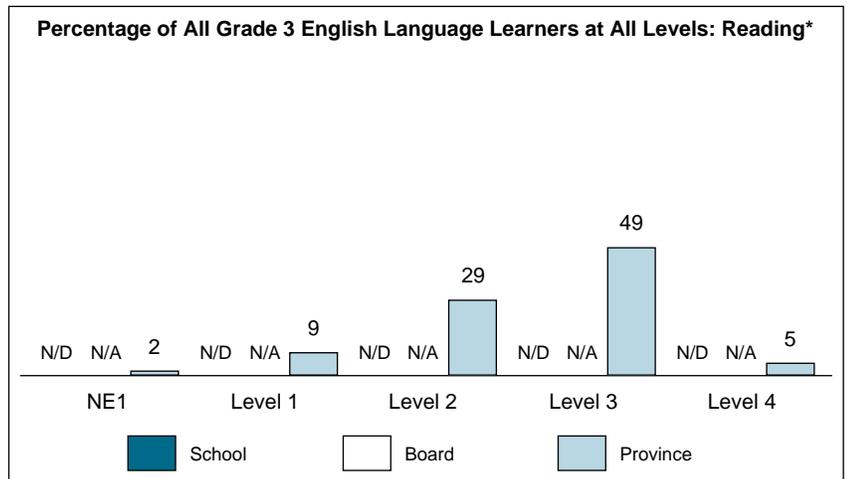
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

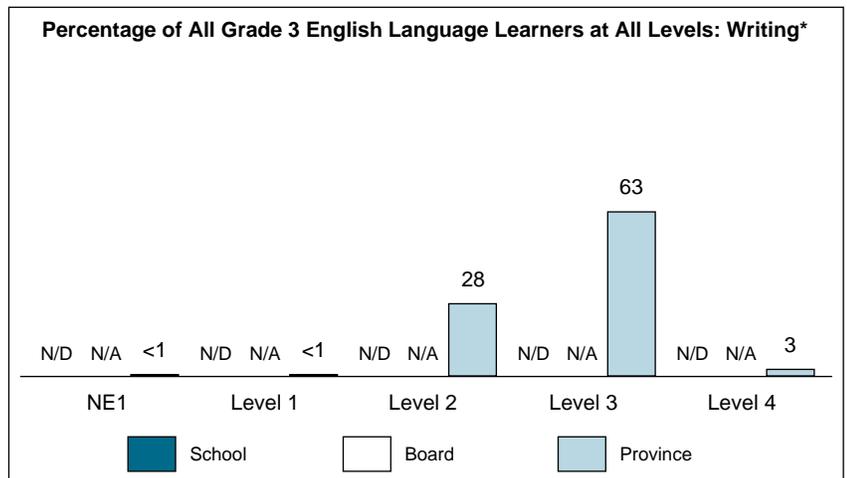
## Results in Reading, Writing and Mathematics, 2010–2011

### Grade 3: English Language Learners

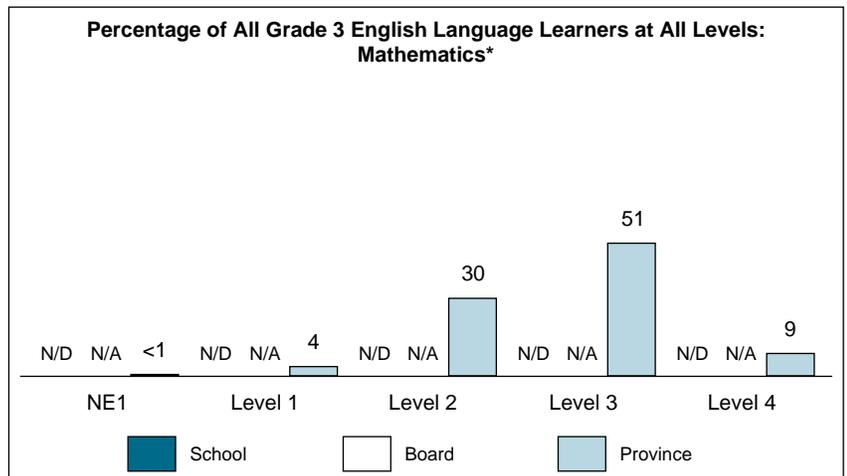
English Language Learners: Reading*				
Number of Students	School N/D		Board N/A	Province 12 316
	#	%	%	%
Level 4	N/D	N/D	N/A	5%
Level 3	N/D	N/D	N/A	49%
Level 2	N/D	N/D	N/A	29%
Level 1	N/D	N/D	N/A	9%
NE1**	N/D	N/D	N/A	2%
Participating Students	N/D	N/D	N/A	94%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	5%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>N/D</b>	<b>N/A</b>	<b>54%</b>



English Language Learners: Writing*				
Number of Students	School N/D		Board N/A	Province 12 318
	#	%	%	%
Level 4	N/D	N/D	N/A	3%
Level 3	N/D	N/D	N/A	63%
Level 2	N/D	N/D	N/A	28%
Level 1	N/D	N/D	N/A	<1%
NE1**	N/D	N/D	N/A	<1%
Participating Students	N/D	N/D	N/A	95%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	4%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>N/D</b>	<b>N/A</b>	<b>66%</b>



English Language Learners: Mathematics*				
Number of Students	School N/D		Board N/A	Province 12 366
	#	%	%	%
Level 4	N/D	N/D	N/A	9%
Level 3	N/D	N/D	N/A	51%
Level 2	N/D	N/D	N/A	30%
Level 1	N/D	N/D	N/A	4%
NE1**	N/D	N/D	N/A	<1%
Participating Students	N/D	N/D	N/A	95%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	4%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>N/D</b>	<b>N/A</b>	<b>60%</b>



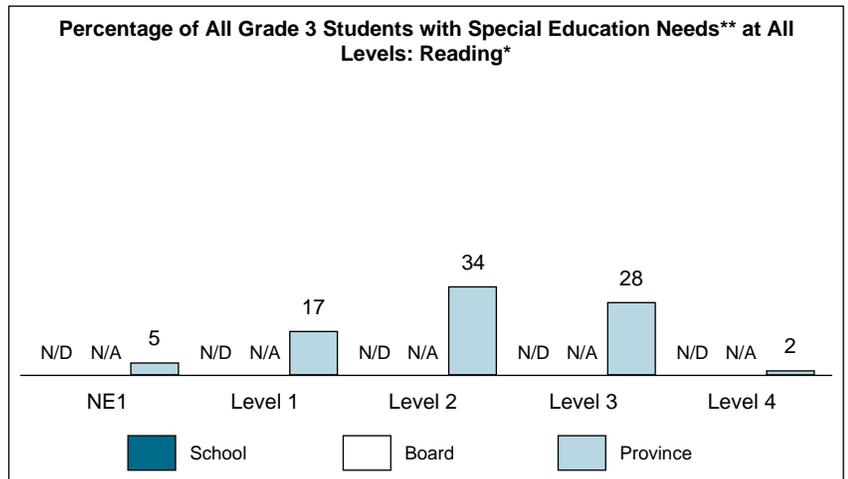
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\*\* See the Explanation of Terms.

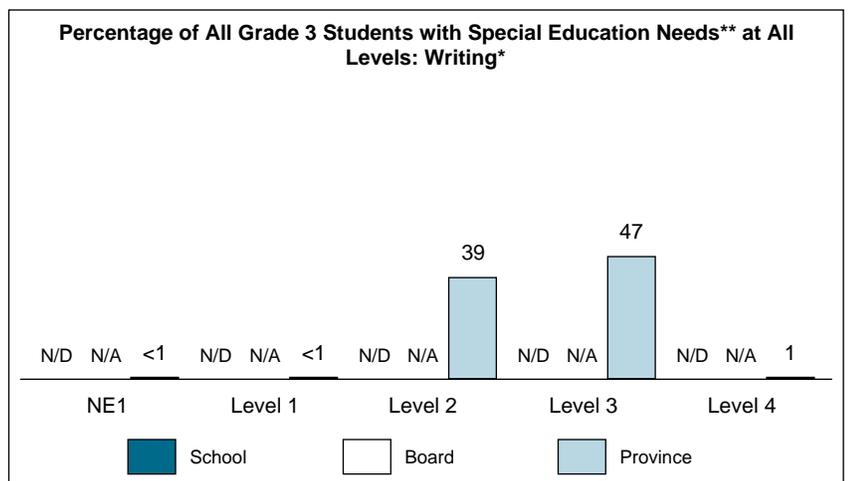
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

## Results in Reading, Writing and Mathematics, 2010–2011 Grade 3: Students with Special Education Needs (excluding gifted)

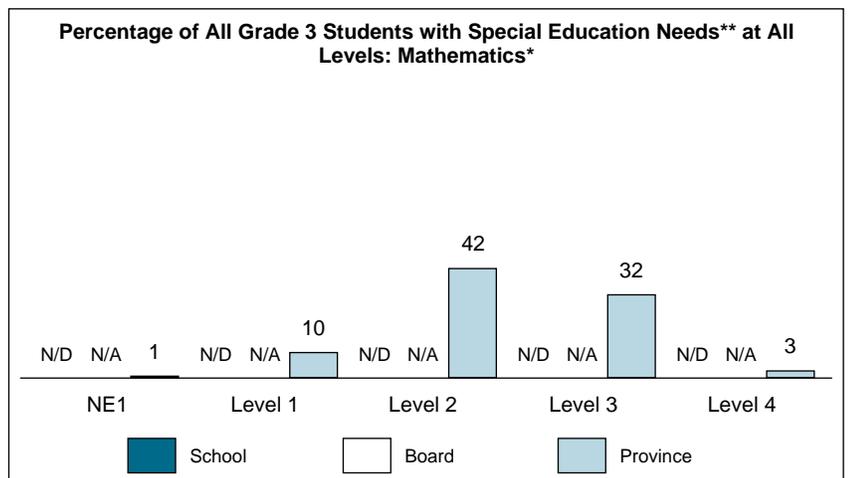
Students with Special Education Needs**: Reading*				
Number of Students	School N/D		Board N/A	Province 19 230
	#	%	%	%
Level 4	N/D	N/D	N/A	2%
Level 3	N/D	N/D	N/A	28%
Level 2	N/D	N/D	N/A	34%
Level 1	N/D	N/D	N/A	17%
NE1**	N/D	N/D	N/A	5%
Participating Students	N/D	N/D	N/A	86%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	13%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>N/D</b>	<b>N/A</b>	<b>30%</b>



Students with Special Education Needs**: Writing*				
Number of Students	School N/D		Board N/A	Province 19 224
	#	%	%	%
Level 4	N/D	N/D	N/A	1%
Level 3	N/D	N/D	N/A	47%
Level 2	N/D	N/D	N/A	39%
Level 1	N/D	N/D	N/A	<1%
NE1**	N/D	N/D	N/A	<1%
Participating Students	N/D	N/D	N/A	88%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	11%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>N/D</b>	<b>N/A</b>	<b>48%</b>



Students with Special Education Needs**: Mathematics*				
Number of Students	School N/D		Board N/A	Province 19 408
	#	%	%	%
Level 4	N/D	N/D	N/A	3%
Level 3	N/D	N/D	N/A	32%
Level 2	N/D	N/D	N/A	42%
Level 1	N/D	N/D	N/A	10%
NE1**	N/D	N/D	N/A	1%
Participating Students	N/D	N/D	N/A	87%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	12%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>N/D</b>	<b>N/A</b>	<b>34%</b>



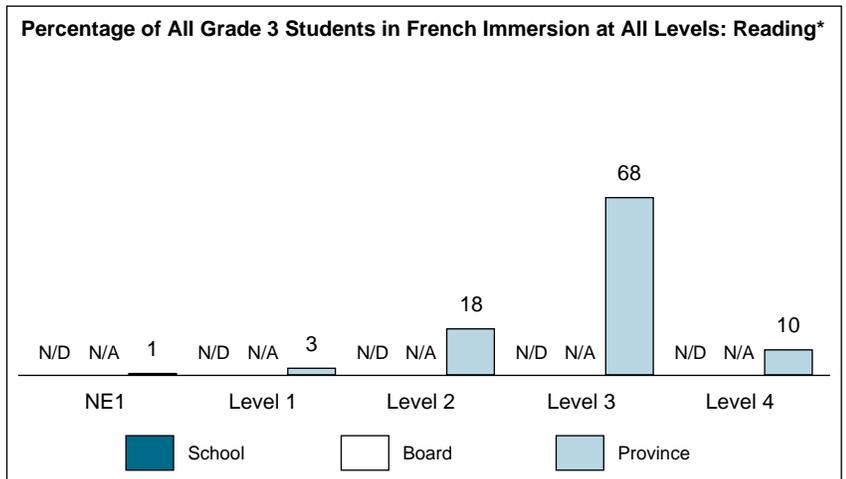
\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

\*\* See the Explanation of Terms.

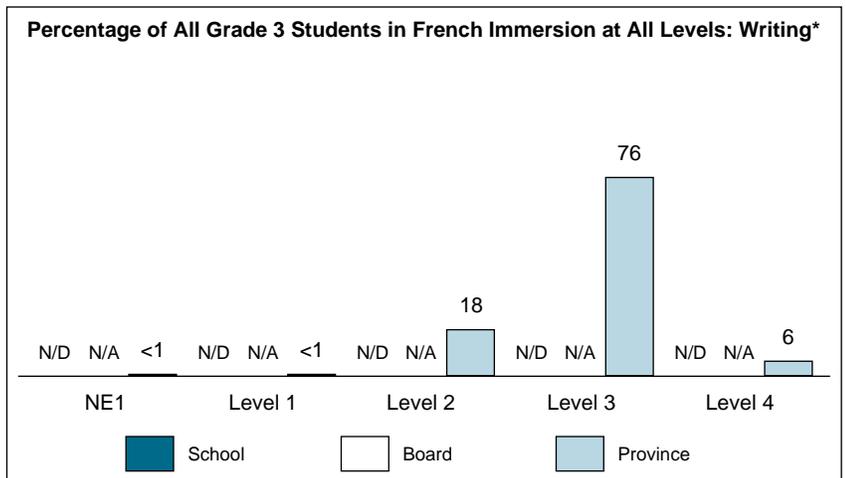
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

## Results in Reading, Writing and Mathematics, 2010–2011 Grade 3: Students Enrolled in French Immersion††

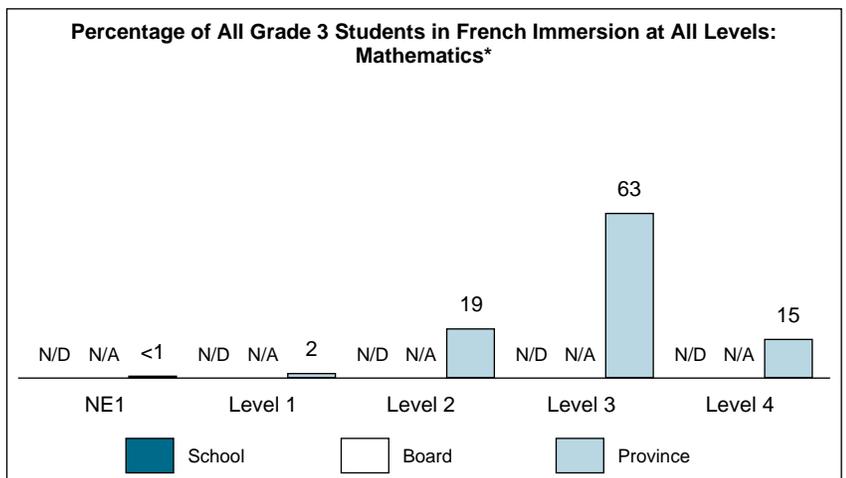
Students in French Immersion: Reading*				
Number of Students	School N/D		Board N/A	Province 9 352
	#	%	%	%
Level 4	N/D	N/D	N/A	10%
Level 3	N/D	N/D	N/A	68%
Level 2	N/D	N/D	N/A	18%
Level 1	N/D	N/D	N/A	3%
NE1**	N/D	N/D	N/A	1%
Participating Students	N/D	N/D	N/A	99%
No Data	N/D	N/D	N/A	<1%
Exempt	N/D	N/D	N/A	<1%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A	78%



Students in French Immersion: Writing*				
Number of Students	School N/D		Board N/A	Province 9 337
	#	%	%	%
Level 4	N/D	N/D	N/A	6%
Level 3	N/D	N/D	N/A	76%
Level 2	N/D	N/D	N/A	18%
Level 1	N/D	N/D	N/A	<1%
NE1**	N/D	N/D	N/A	<1%
Participating Students	N/D	N/D	N/A	99%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	<1%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A	82%



Students in French Immersion: Mathematics*				
Number of Students	School N/D		Board N/A	Province 13 536
	#	%	%	%
Level 4	N/D	N/D	N/A	15%
Level 3	N/D	N/D	N/A	63%
Level 2	N/D	N/D	N/A	19%
Level 1	N/D	N/D	N/A	2%
NE1**	N/D	N/D	N/A	<1%
Participating Students	N/D	N/D	N/A	99%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	<1%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A	78%



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

\*\* See the Explanation of Terms.

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

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

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

**Contextual Information: Grade 6\***

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

Demographic Information	School		Board		Province	
<b>Enrolment</b>						
Number of Grade 6 students	11		N/A		132 308	
Number of classes with Grade 6 students	1		N/A		8 299	
Number of schools with Grade 6 classes	Not applicable		N/A		3 189	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Gender</b>						
Female	3	27%	N/A	N/A	64 201	49%
Male	8	73%	N/A	N/A	68 070	51%
Gender not specified	0	0%	N/A	N/A	37	<1%
<b>Student Status</b>						
English language learners**	0	0%	N/A	N/A	8 163	6%
Students with special education needs (excluding gifted)**	0	0%	N/A	N/A	25 063	19%
<b>Place of Birth</b>						
Born in Canada	10	91%	N/A	N/A	114 872	87%
Born outside Canada	1	9%	N/A	N/A	17 244	13%
In Canada less than one year	0	0%	N/A	N/A	765	1%
In Canada one year or more but less than three years	0	0%	N/A	N/A	2 707	2%
In Canada three years or more	1	9%	N/A	N/A	12 897	10%
<b>Language</b>						
First language learned at home was other than English	11	100%	N/A	N/A	28 342	21%
<b>Year Student Entered Current School</b>						
Year of the assessment	0	0%	N/A	N/A	29 646	22%
Year prior to the assessment	0	0%	N/A	N/A	12 823	10%
2 years prior to the assessment	2	18%	N/A	N/A	11 858	9%
3 or more years prior to the assessment	9	82%	N/A	N/A	77 507	59%
Data not available	0	0%	N/A	N/A	474	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	0	0%	N/A	N/A	7 554	6%
Year prior to the assessment	0	0%	N/A	N/A	6 950	5%
2 years prior to the assessment	2	18%	N/A	N/A	6 508	5%
3 or more years prior to the assessment	9	82%	N/A	N/A	105 637	80%
Data not available	0	0%	N/A	N/A	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.

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

**Contextual Information: Grade 6 (continued)**

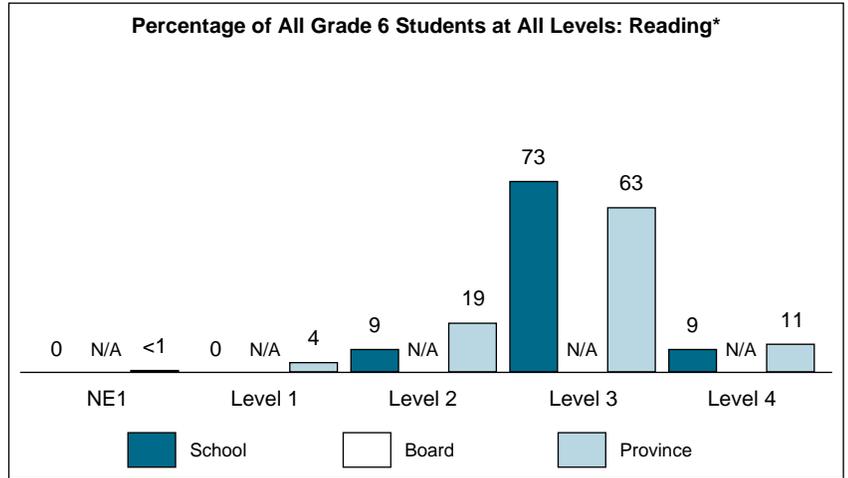
Participation in the Assessment	School		Board		Province	
<b>Number of Grade 6 students</b>						
Reading	11		N/A		132 283	
Writing	11		N/A		132 266	
Mathematics	11		N/A		132 223	
<b>Number Percent Number Percent Number Percent</b>						
<b>Students who participated (excludes “no data” and “exempt”)*</b>						
Reading	10	91%	N/A	N/A	128 685	97%
Writing	10	91%	N/A	N/A	128 811	97%
Mathematics	10	91%	N/A	N/A	128 474	97%
<b>Students who did not complete any part of the assessment (“no data”)*</b>						
Reading	1	9%	N/A	N/A	694	1%
Writing	1	9%	N/A	N/A	727	1%
Mathematics	1	9%	N/A	N/A	754	1%
<b>Students who were exempted*</b>						
All three subjects	0	0%	N/A	N/A	2 564	2%
Reading	0	0%	N/A	N/A	2 904	2%
Writing	0	0%	N/A	N/A	2 728	2%
Mathematics	0	0%	N/A	N/A	2 995	2%
<b>Participating English language learners who received a special provision*</b>						
Reading	0	0%	N/A	N/A	1 466	1%
Writing	0	0%	N/A	N/A	1 486	1%
Mathematics	0	0%	N/A	N/A	1 497	1%
<b>Participating students who received one or more accommodations†*</b>						
Reading	0	0%	N/A	N/A	19 875	15%
Writing	0	0%	N/A	N/A	19 974	16%
Mathematics	0	0%	N/A	N/A	19 262	15%

\* See the Explanation of Terms.

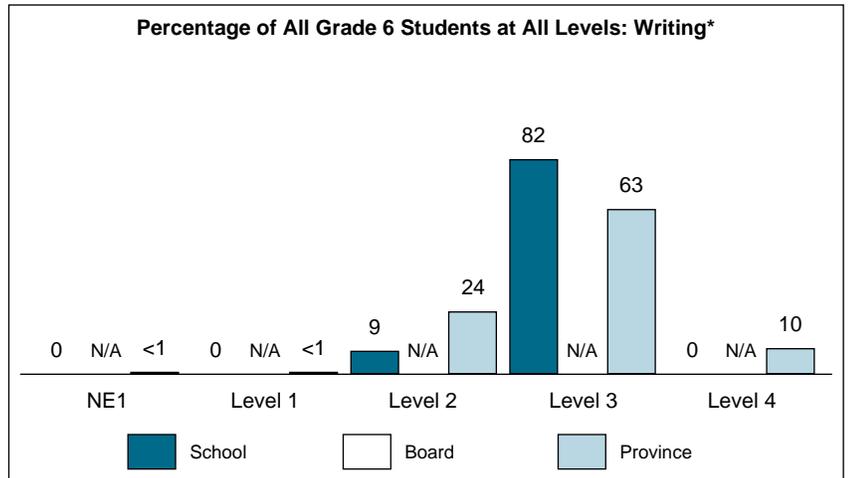
† Includes students with an Individual Education Plan, students designated as English language learners and students receiving special permission.

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

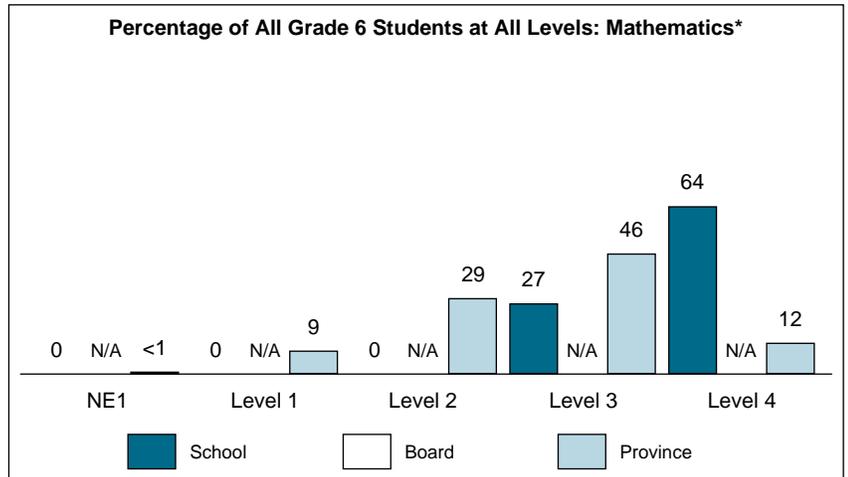
Grade 6: Reading*				
Number of Students	School 11		Board N/A	Province 132 283
	#	%	%	%
Level 4	1	9%	N/A	11%
Level 3	8	73%	N/A	63%
Level 2	1	9%	N/A	19%
Level 1	0	0%	N/A	4%
NE1**	0	0%	N/A	<1%
Participating Students	10	91%	N/A	97%
No Data	1	9%	N/A	1%
Exempt	0	0%	N/A	2%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>82%</b>		<b>N/A</b>	<b>74%</b>



Grade 6: Writing*				
Number of Students	School 11		Board N/A	Province 132 266
	#	%	%	%
Level 4	0	0%	N/A	10%
Level 3	9	82%	N/A	63%
Level 2	1	9%	N/A	24%
Level 1	0	0%	N/A	<1%
NE1**	0	0%	N/A	<1%
Participating Students	10	91%	N/A	97%
No Data	1	9%	N/A	1%
Exempt	0	0%	N/A	2%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>82%</b>		<b>N/A</b>	<b>73%</b>



Grade 6: Mathematics*				
Number of Students	School 11		Board N/A	Province 132 223
	#	%	%	%
Level 4	7	64%	N/A	12%
Level 3	3	27%	N/A	46%
Level 2	0	0%	N/A	29%
Level 1	0	0%	N/A	9%
NE1**	0	0%	N/A	<1%
Participating Students	10	91%	N/A	97%
No Data	1	9%	N/A	1%
Exempt	0	0%	N/A	2%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>91%</b>		<b>N/A</b>	<b>58%</b>



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

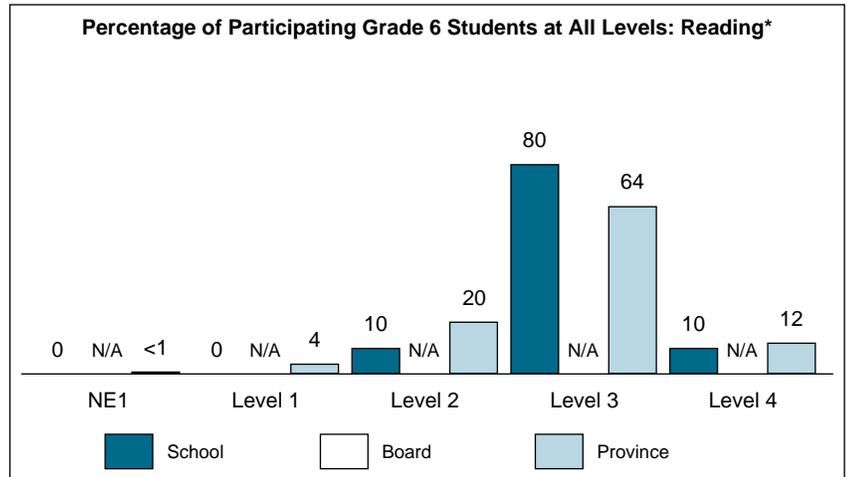
\*\* See the Explanation of Terms.

† 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.

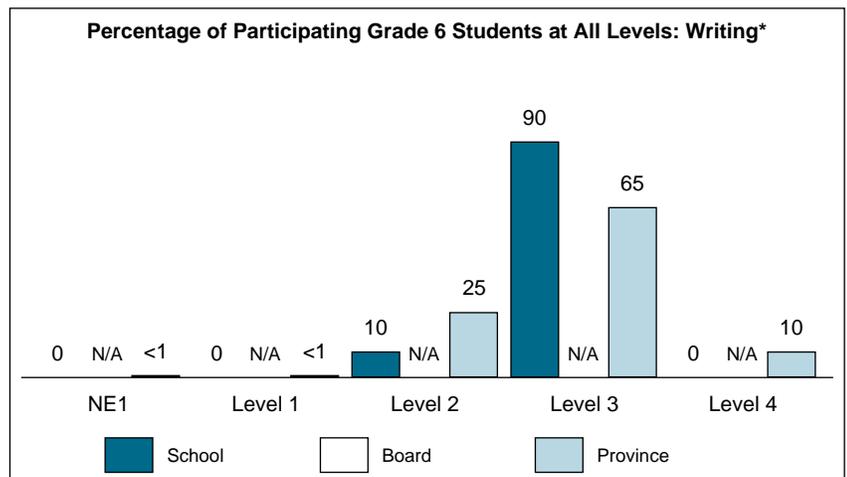
Results in Reading, Writing and Mathematics, 2010–2011

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

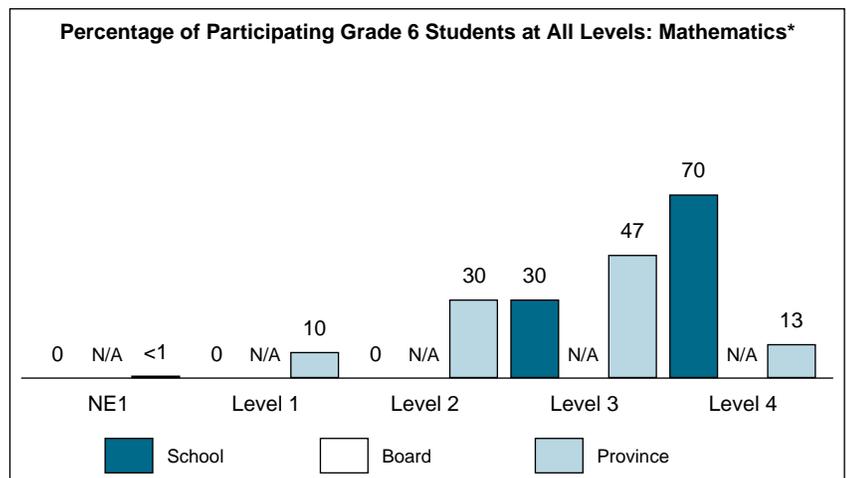
Grade 6: Reading*				
Number of Students	School 10		Board N/A	Province 128 685
	#	%	%	%
Level 4	1	10%	N/A	12%
Level 3	8	80%	N/A	64%
Level 2	1	10%	N/A	20%
Level 1	0	0%	N/A	4%
NE1**	0	0%	N/A	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	90%		N/A	76%



Grade 6: Writing*				
Number of Students	School 10		Board N/A	Province 128 811
	#	%	%	%
Level 4	0	0%	N/A	10%
Level 3	9	90%	N/A	65%
Level 2	1	10%	N/A	25%
Level 1	0	0%	N/A	<1%
NE1**	0	0%	N/A	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	90%		N/A	75%



Grade 6: Mathematics*				
Number of Students	School 10		Board N/A	Province 128 474
	#	%	%	%
Level 4	7	70%	N/A	13%
Level 3	3	30%	N/A	47%
Level 2	0	0%	N/A	30%
Level 1	0	0%	N/A	10%
NE1**	0	0%	N/A	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	100%		N/A	60%



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

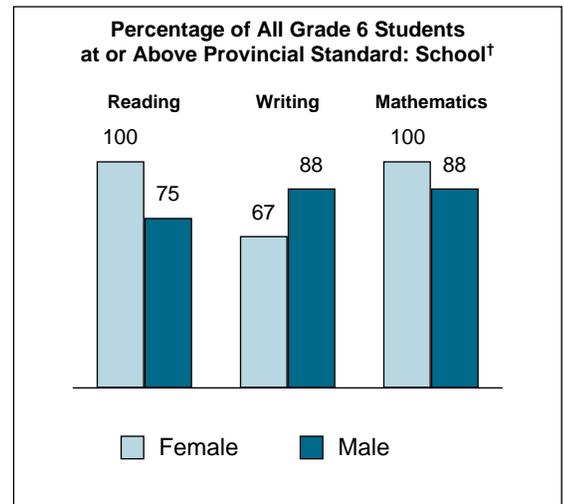
\*\* See the Explanation of Terms.

† 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.

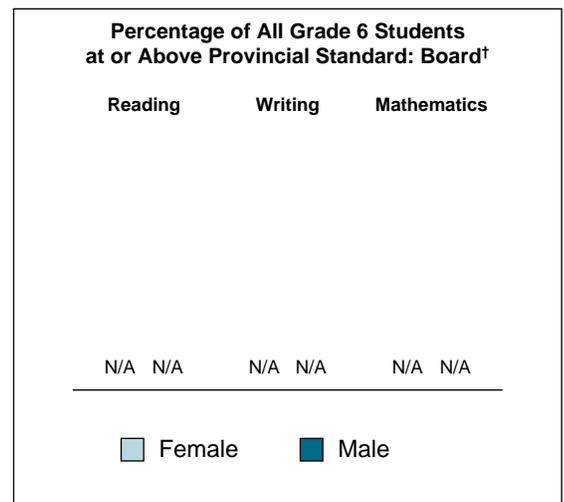
Results in Reading, Writing and Mathematics, 2010–2011

Grade 6: Gender††

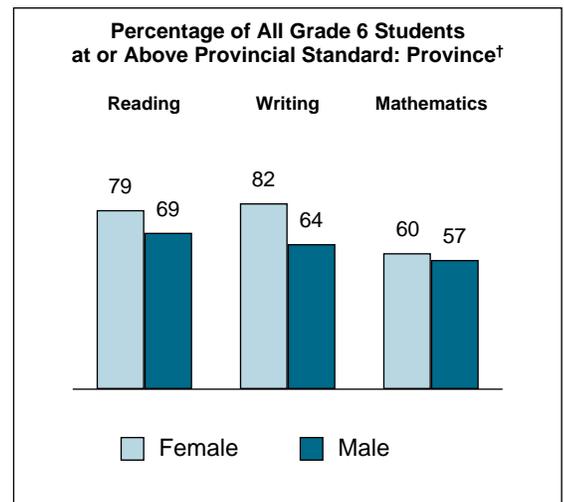
Grade 6: School*						
	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
<i>Number of Students</i>	3	8	3	8	3	8
Level 4	0%	12%	0%	0%	100%	50%
Level 3	100%	62%	67%	88%	0%	38%
Level 2	0%	12%	33%	0%	0%	0%
Level 1	0%	0%	0%	0%	0%	0%
NE1**	0%	0%	0%	0%	0%	0%
<i>Participating Students</i>	100%	88%	100%	88%	100%	88%
No Data	0%	12%	0%	12%	0%	12%
Exempt	0%	0%	0%	0%	0%	0%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	100%	75%	67%	88%	100%	88%



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



Grade 6: Province*						
	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
<i>Number of Students</i>	64 192	68 054	64 183	68 046	64 153	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%
<i>Participating Students</i>	98%	97%	98%	97%	98%	97%
No Data	<1%	1%	<1%	1%	1%	1%
Exempt	2%	3%	1%	3%	2%	3%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	79%	69%	82%	64%	60%	57%



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

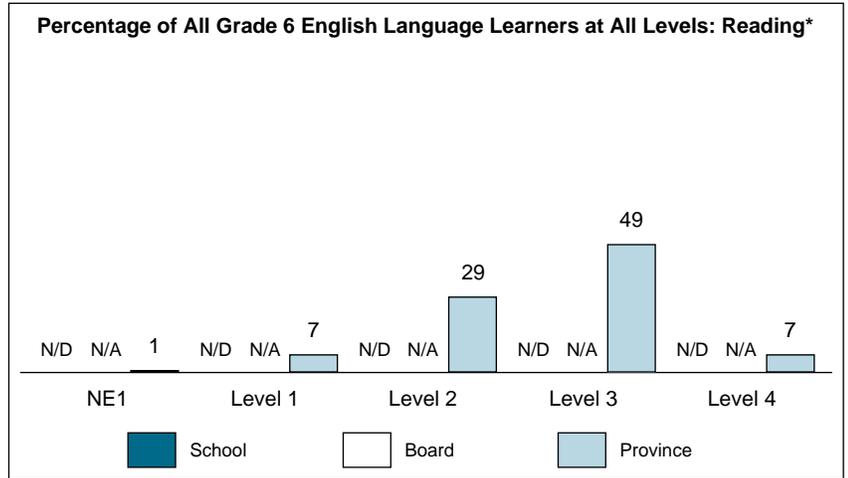
\*\* See the Explanation of Terms.

† 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.

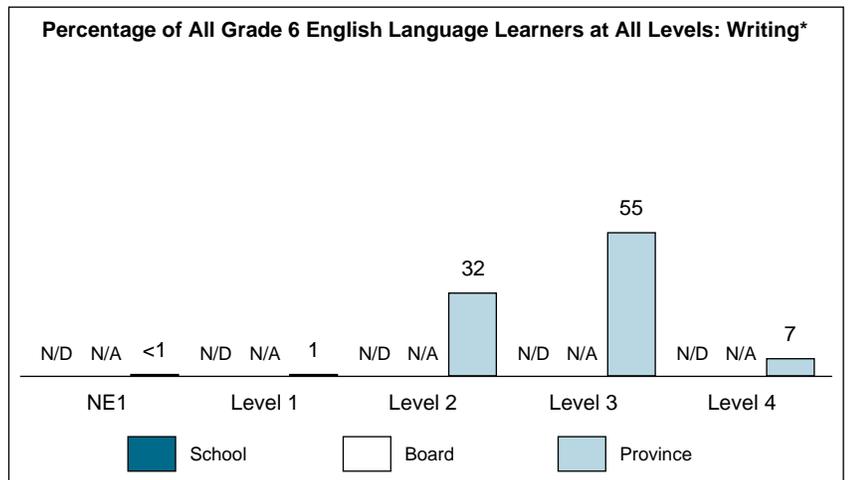
†† Results include only students for whom gender data were available.

## Results in Reading, Writing and Mathematics, 2010–2011 Grade 6: English Language Learners

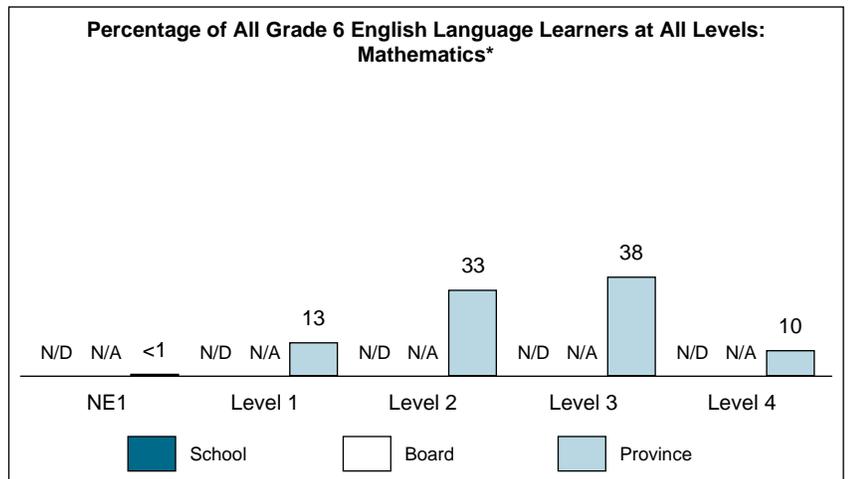
English Language Learners: Reading*				
Number of Students	School N/D		Board N/A	Province 8 159
	#	%	%	%
Level 4	N/D	N/D	N/A	7%
Level 3	N/D	N/D	N/A	49%
Level 2	N/D	N/D	N/A	29%
Level 1	N/D	N/D	N/A	7%
NE1**	N/D	N/D	N/A	1%
Participating Students	N/D	N/D	N/A	93%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	6%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>N/D</b>	<b>N/A</b>	<b>56%</b>



English Language Learners: Writing*				
Number of Students	School N/D		Board N/A	Province 8 157
	#	%	%	%
Level 4	N/D	N/D	N/A	7%
Level 3	N/D	N/D	N/A	55%
Level 2	N/D	N/D	N/A	32%
Level 1	N/D	N/D	N/A	1%
NE1**	N/D	N/D	N/A	<1%
Participating Students	N/D	N/D	N/A	94%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	5%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>N/D</b>	<b>N/A</b>	<b>61%</b>



English Language Learners: Mathematics*				
Number of Students	School N/D		Board N/A	Province 8 158
	#	%	%	%
Level 4	N/D	N/D	N/A	10%
Level 3	N/D	N/D	N/A	38%
Level 2	N/D	N/D	N/A	33%
Level 1	N/D	N/D	N/A	13%
NE1**	N/D	N/D	N/A	<1%
Participating Students	N/D	N/D	N/A	95%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	4%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>N/D</b>	<b>N/A</b>	<b>48%</b>



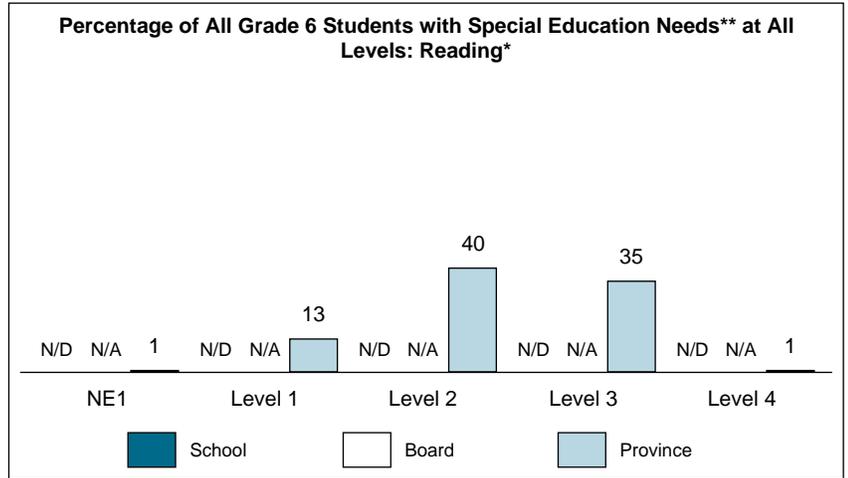
\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

\*\* See the Explanation of Terms.

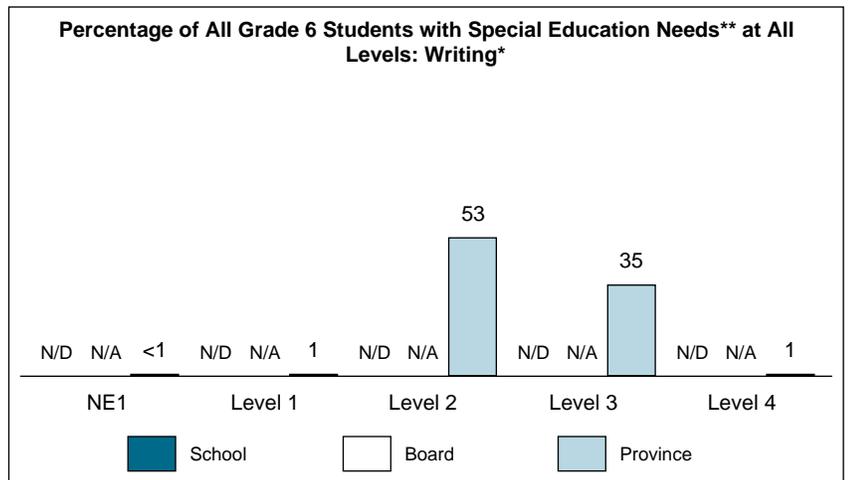
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

## Results in Reading, Writing and Mathematics, 2010–2011 Grade 6: Students with Special Education Needs (excluding gifted)

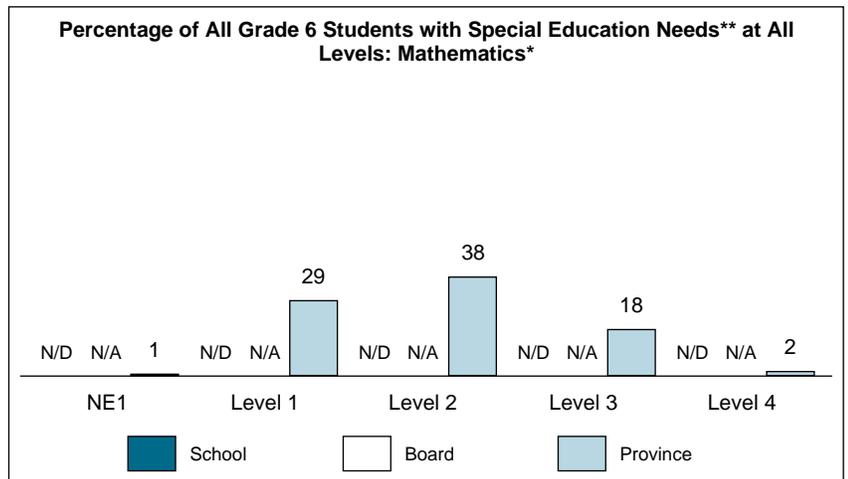
Students with Special Education Needs**: Reading*				
Number of Students	School N/D		Board N/A	Province 25 052
	#	%	%	%
Level 4	N/D	N/D	N/A	1%
Level 3	N/D	N/D	N/A	35%
Level 2	N/D	N/D	N/A	40%
Level 1	N/D	N/D	N/A	13%
NE1**	N/D	N/D	N/A	1%
Participating Students	N/D	N/D	N/A	90%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	9%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>N/D</b>	<b>N/A</b>	<b>36%</b>



Students with Special Education Needs**: Writing*				
Number of Students	School N/D		Board N/A	Province 25 050
	#	%	%	%
Level 4	N/D	N/D	N/A	1%
Level 3	N/D	N/D	N/A	35%
Level 2	N/D	N/D	N/A	53%
Level 1	N/D	N/D	N/A	1%
NE1**	N/D	N/D	N/A	<1%
Participating Students	N/D	N/D	N/A	90%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	9%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>N/D</b>	<b>N/A</b>	<b>36%</b>



Students with Special Education Needs**: Mathematics*				
Number of Students	School N/D		Board N/A	Province 25 053
	#	%	%	%
Level 4	N/D	N/D	N/A	2%
Level 3	N/D	N/D	N/A	18%
Level 2	N/D	N/D	N/A	38%
Level 1	N/D	N/D	N/A	29%
NE1**	N/D	N/D	N/A	1%
Participating Students	N/D	N/D	N/A	89%
No Data	N/D	N/D	N/A	1%
Exempt	N/D	N/D	N/A	10%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>N/D</b>	<b>N/A</b>	<b>20%</b>



\* 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 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
<b>Enrolment</b>					
Number of students	14	14	13	16	14
<b>Participation in the Assessment</b>					
Reading <sup>†</sup>	100%	100%	100%	100%	100%
Writing <sup>†</sup>	100%	100%	100%	100%	100%
Mathematics <sup>†</sup>	100%	93%	100%	100%	100%
<b>Gender</b>					
Female	36%	43%	62%	50%	64%
Male	64%	57%	38%	50%	36%
<b>Student Status</b>					
English language learners**	7%	0%	0%	0%	0%
Students with special education needs (excluding gifted)**	7%	0%	0%	0%	0%
<b>Place of Birth</b>					
Born in Canada	86%	93%	92%	75%	100%
Born outside Canada	14%	7%	8%	25%	0%
In Canada less than one year	0%	0%	0%	6%	0%
In Canada one year or more but less than three years	0%	7%	0%	0%	0%
In Canada three years or more	7%	0%	0%	19%	0%
<b>Language</b>					
First language learned at home was other than English	93%	100%	85%	100%	100%
<b>Year Student Entered Current School</b>					
Year of the assessment	21%	7%	8%	94%	21%
Year prior to the assessment	14%	21%	0%	0%	14%
2 years prior to the assessment	21%	14%	8%	0%	14%
3 or more years prior to the assessment	43%	57%	85%	6%	50%
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.

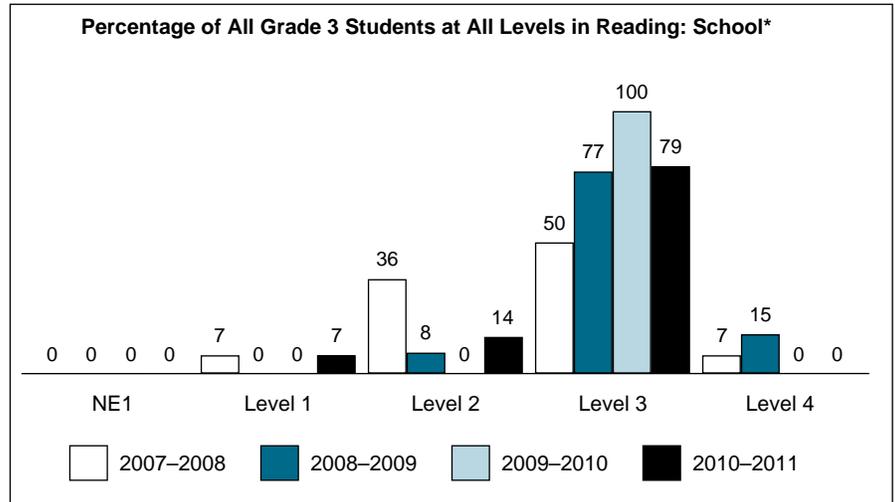
† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

\*\* See the Explanation of Terms.

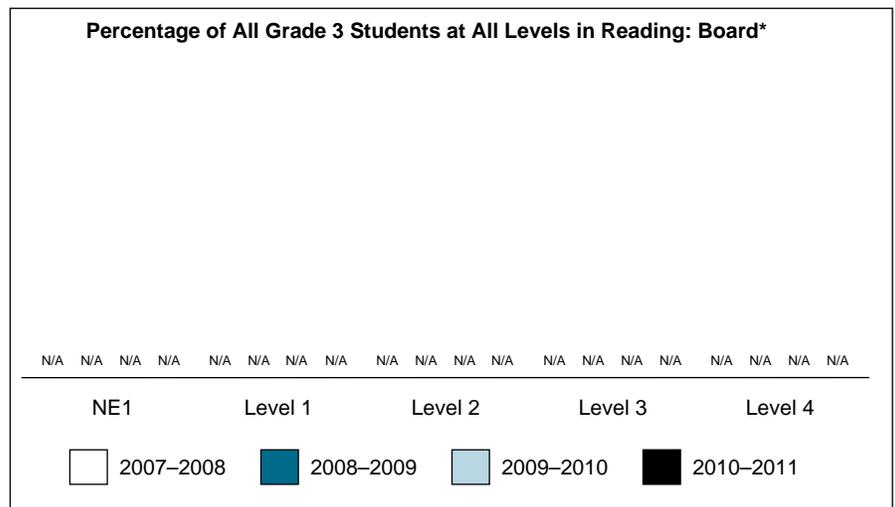
Results over Time, 2007–2008 to 2010–2011\*

Grade 3: Reading

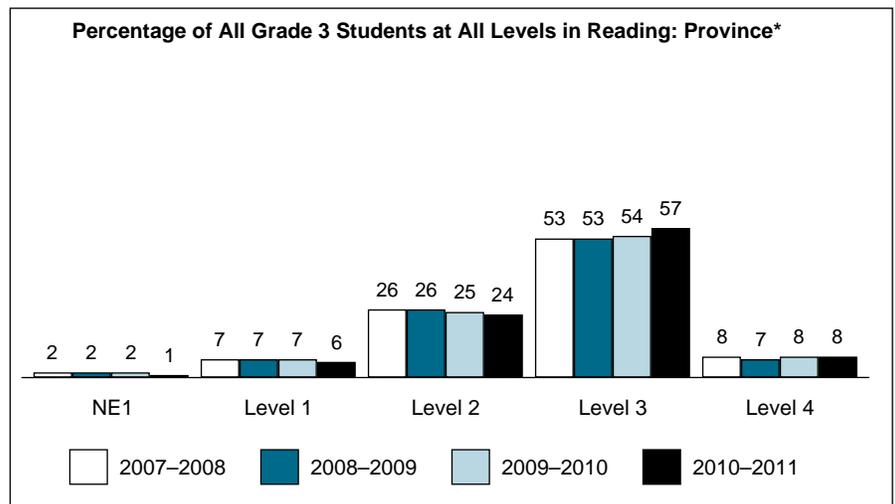
Grade 3 Reading: School*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	14	13	16	14
Level 4	7%	15%	0%	0%
Level 3	50%	77%	100%	79%
Level 2	36%	8%	0%	14%
Level 1	7%	0%	0%	7%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
<b>At or Above Provincial Standard†</b>	57%	92%	100%	79%



Grade 3 Reading: Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A
<i>Participating Students</i>	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A
<b>At or Above Provincial Standard†</b>	N/A	N/A	N/A	N/A



Grade 3 Reading: Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	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%
<i>Participating Students</i>	95%	95%	96%	97%
No Data	1%	1%	1%	1%
Exempt	4%	4%	3%	3%
<b>At or Above Provincial Standard†</b>	61%	61%	62%	65%



♦ Refer to the EQAO Web site ([www.eqao.com](http://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.

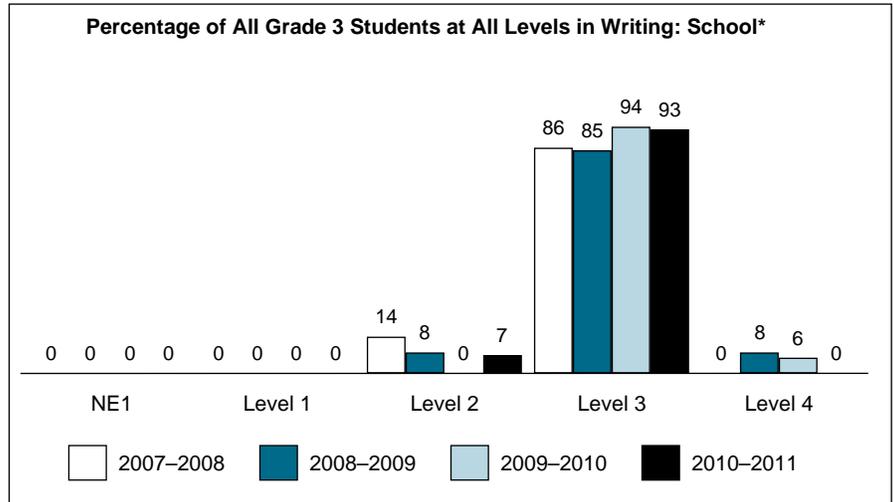
\*\* See the Explanation of Terms.

† 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.

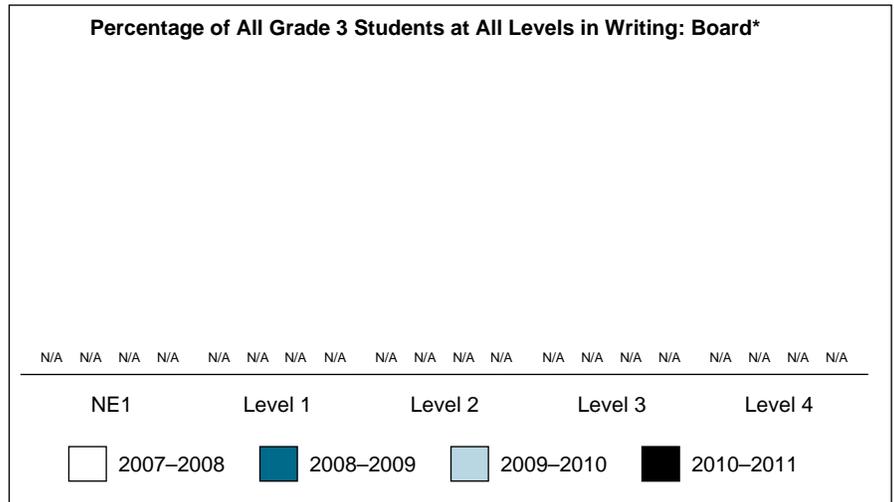
Results over Time, 2007–2008 to 2010–2011\*

Grade 3: Writing

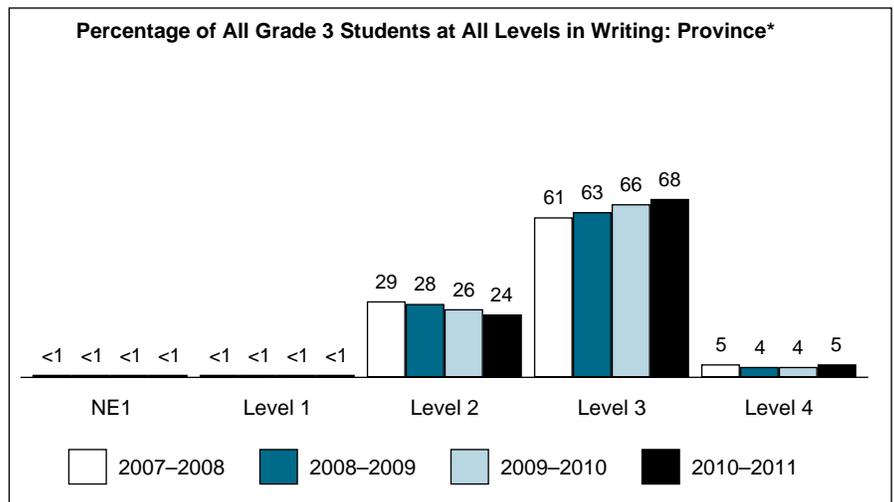
Grade 3 Writing: School*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
Number of Students	14	13	16	14
Level 4	0%	8%	6%	0%
Level 3	86%	85%	94%	93%
Level 2	14%	8%	0%	7%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	86%	92%	100%	93%



Grade 3 Writing: Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
Number of Students	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A
Participating Students	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A
At or Above Provincial Standard†	N/A	N/A	N/A	N/A



Grade 3 Writing: Province*				
Year	'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%



\* Refer to the EQAO Web site ([www.eqao.com](http://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.

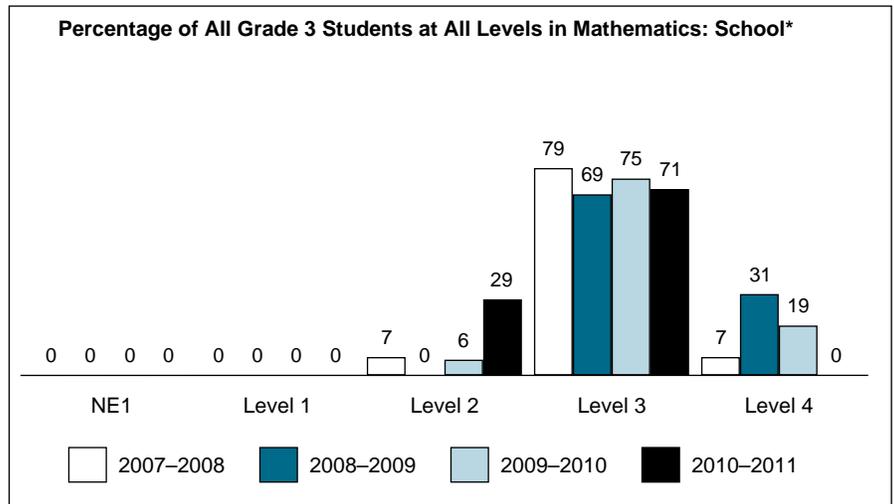
\*\*\* See the Explanation of Terms.

† 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.

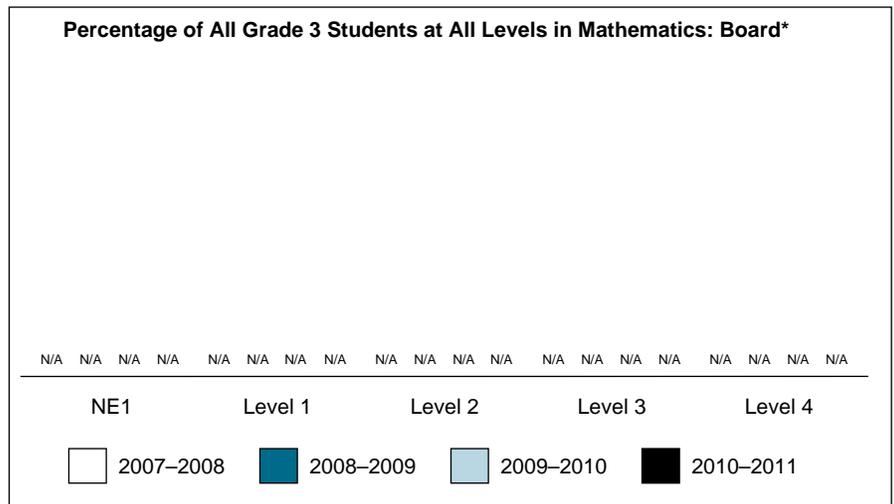
Results over Time, 2007–2008 to 2010–2011\*

Grade 3: Mathematics

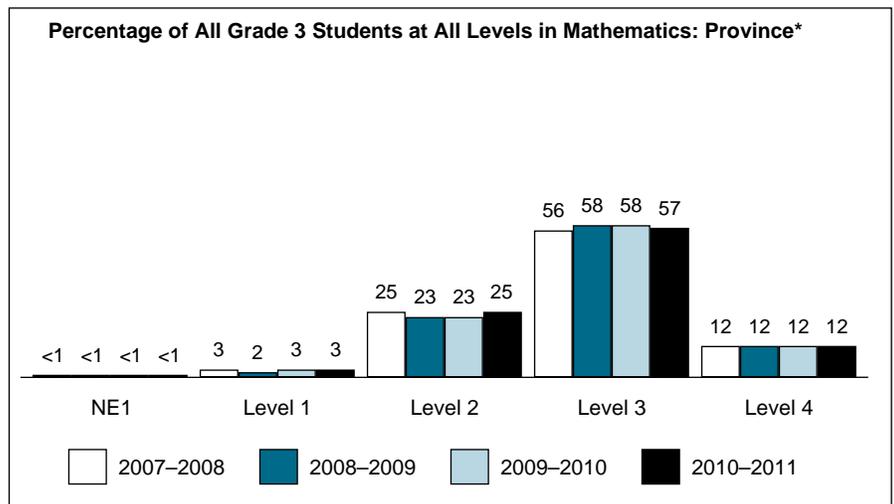
Grade 3 Mathematics: School*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
Number of Students	14	13	16	14
Level 4	7%	31%	19%	0%
Level 3	79%	69%	75%	71%
Level 2	7%	0%	6%	29%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	93%	100%	100%	100%
No Data	7%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	86%	100%	94%	71%



Grade 3 Mathematics: Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
Number of Students	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A
Participating Students	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A
At or Above Provincial Standard†	N/A	N/A	N/A	N/A



Grade 3 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](http://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
<b>Enrolment</b>					
Number of students	13	9	9	11	11
<b>Participation in the Assessment</b>					
Reading	92%	89%	100%	91%	91%
Writing	92%	89%	100%	91%	91%
Mathematics	92%	89%	100%	91%	91%
<b>Gender</b>					
Female	46%	78%	33%	55%	27%
Male	54%	22%	67%	45%	73%
<b>Student Status</b>					
English language learners**	8%	0%	0%	0%	0%
Students with special education needs (excluding gifted)**	0%	0%	0%	0%	0%
<b>Place of Birth</b>					
Born in Canada	69%	89%	100%	82%	91%
Born outside Canada	31%	11%	0%	18%	9%
In Canada less than one year	8%	0%	0%	9%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	23%	11%	0%	9%	9%
<b>Language</b>					
First language learned at home was other than English	100%	100%	100%	100%	100%
<b>Year Student Entered Current School</b>					
Year of the assessment	15%	0%	11%	100%	0%
Year prior to the assessment	23%	11%	0%	0%	0%
2 years prior to the assessment	15%	22%	0%	0%	18%
3 or more years prior to the assessment	46%	67%	89%	0%	82%
Data not available	0%	0%	0%	0%	0%

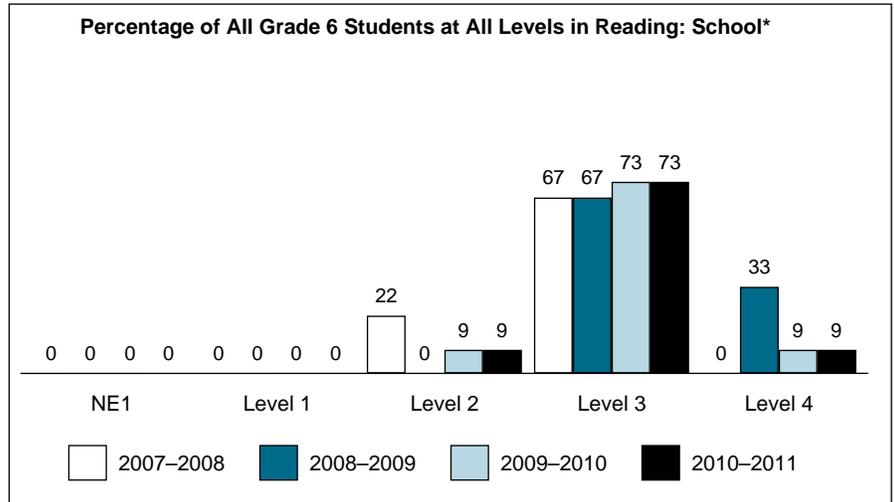
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

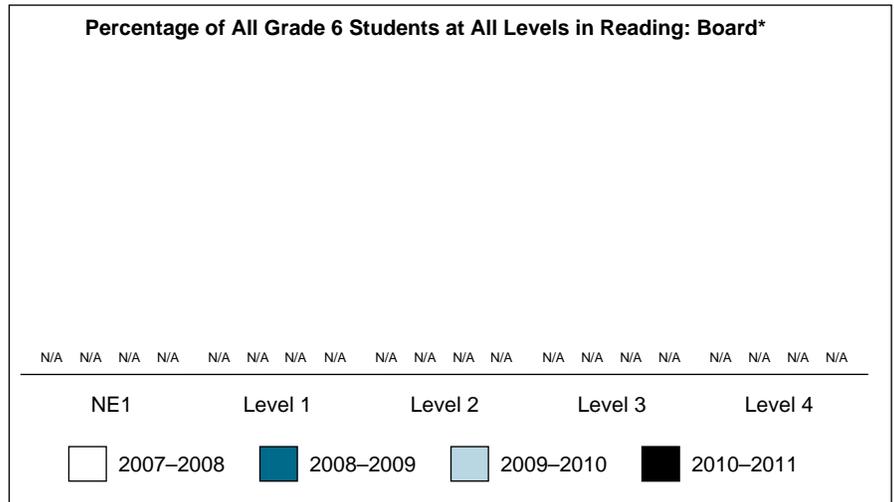
Results over Time, 2007–2008 to 2010–2011\*

Grade 6: Reading

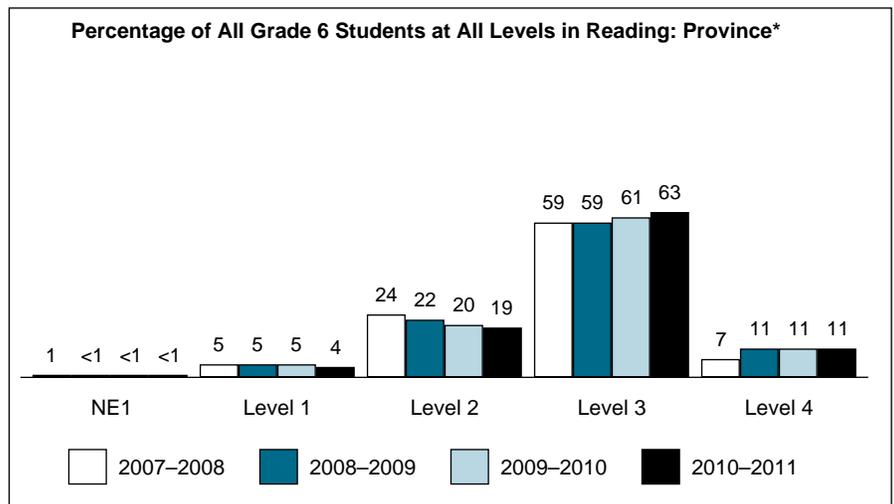
Grade 6 Reading: School*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
Number of Students	9	9	11	11
Level 4	0%	33%	9%	9%
Level 3	67%	67%	73%	73%
Level 2	22%	0%	9%	9%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	89%	100%	91%	91%
No Data	11%	0%	9%	9%
Exempt	0%	0%	0%	0%
At or Above Provincial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



Grade 6 Reading: Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
Number of Students	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A
Participating Students	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A
At or Above Provincial Standard†	N/A	N/A	N/A	N/A



Grade 6 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](http://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.

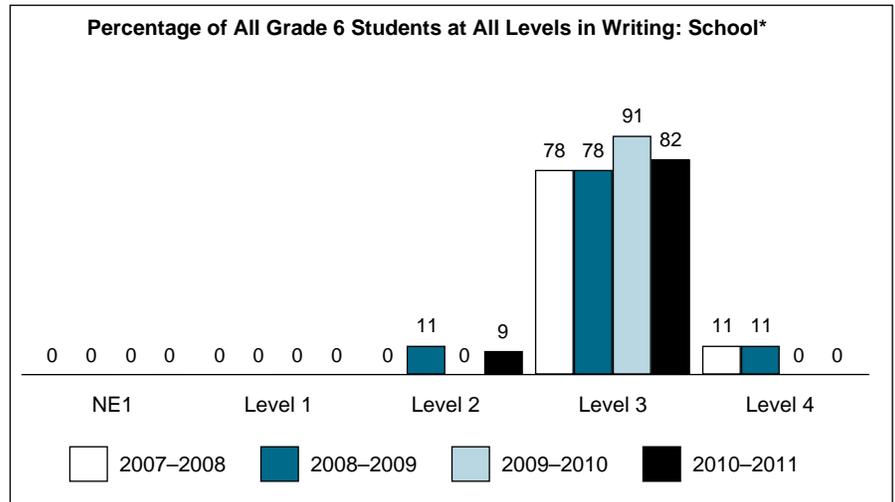
\*\*\* See the Explanation of Terms.

† 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.

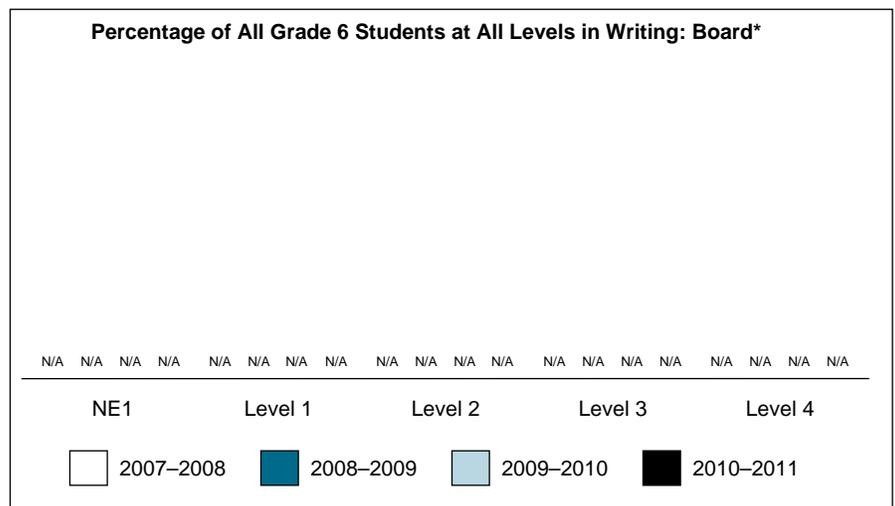
Results over Time, 2007–2008 to 2010–2011\*

Grade 6: Writing

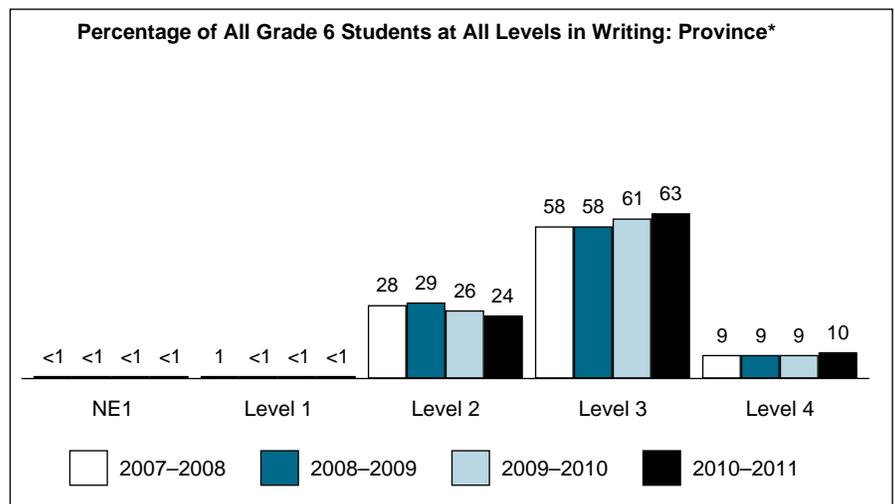
Grade 6 Writing: School*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	9	9	11	11
Level 4	11%	11%	0%	0%
Level 3	78%	78%	91%	82%
Level 2	0%	11%	0%	9%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	89%	100%	91%	91%
No Data	11%	0%	9%	9%
Exempt	0%	0%	0%	0%
<b>At or Above Provincial Standard†</b>	89%	89%	91%	82%



Grade 6 Writing: Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A
<i>Participating Students</i>	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A
<b>At or Above Provincial Standard†</b>	N/A	N/A	N/A	N/A



Grade 6 Writing: Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	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%
<i>Participating Students</i>	96%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	2%	2%
<b>At or Above Provincial Standard†</b>	67%	67%	70%	73%



♦ Refer to the EQAO Web site ([www.eqao.com](http://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.

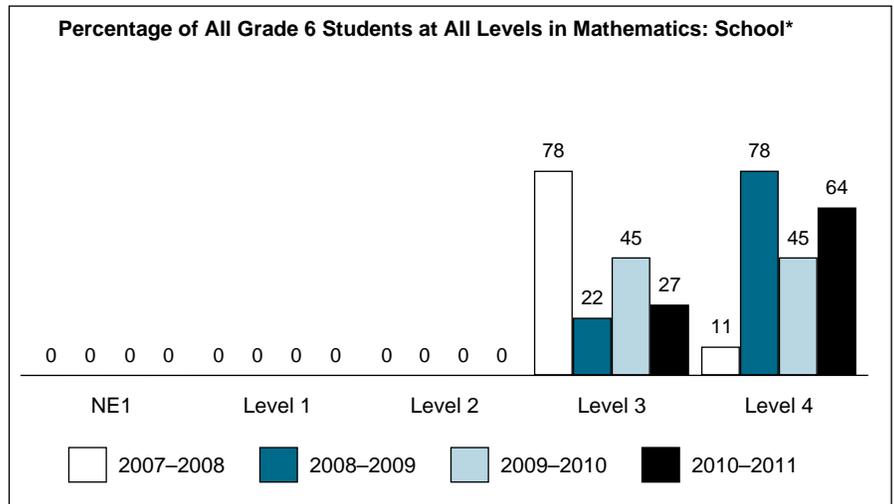
\*\* See the Explanation of Terms.

† 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.

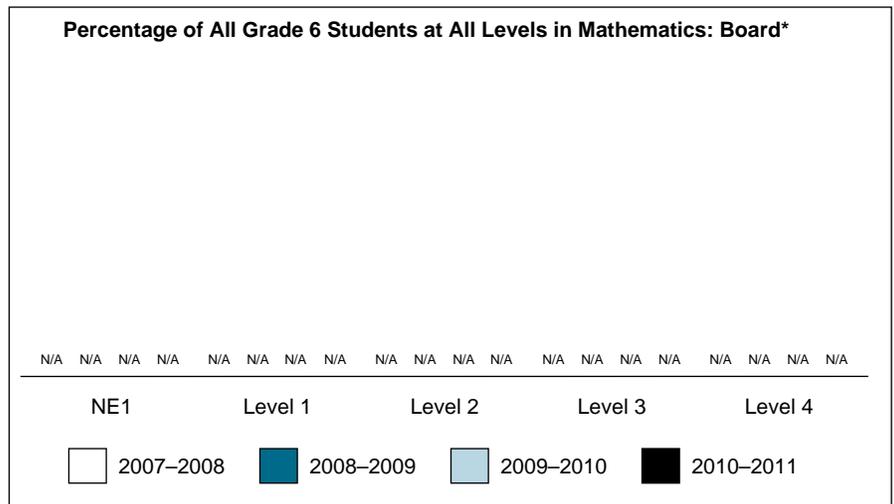
Results over Time, 2007–2008 to 2010–2011\*

Grade 6: Mathematics

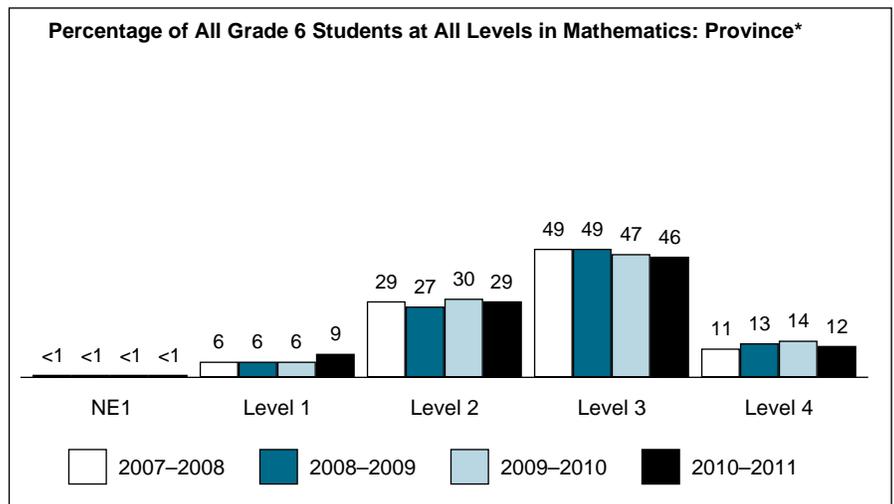
Grade 6 Mathematics: School*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	9	9	11	11
Level 4	11%	78%	45%	64%
Level 3	78%	22%	45%	27%
Level 2	0%	0%	0%	0%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	89%	100%	91%	91%
No Data	11%	0%	9%	9%
Exempt	0%	0%	0%	0%
<b>At or Above Provincial Standard†</b>	89%	100%	91%	91%



Grade 6 Mathematics: Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A
<i>Participating Students</i>	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A
<b>At or Above Provincial Standard†</b>	N/A	N/A	N/A	N/A



Grade 6 Mathematics: Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	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%
<i>Participating Students</i>	96%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	2%
<b>At or Above Provincial Standard†</b>	61%	63%	61%	58%



\* Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

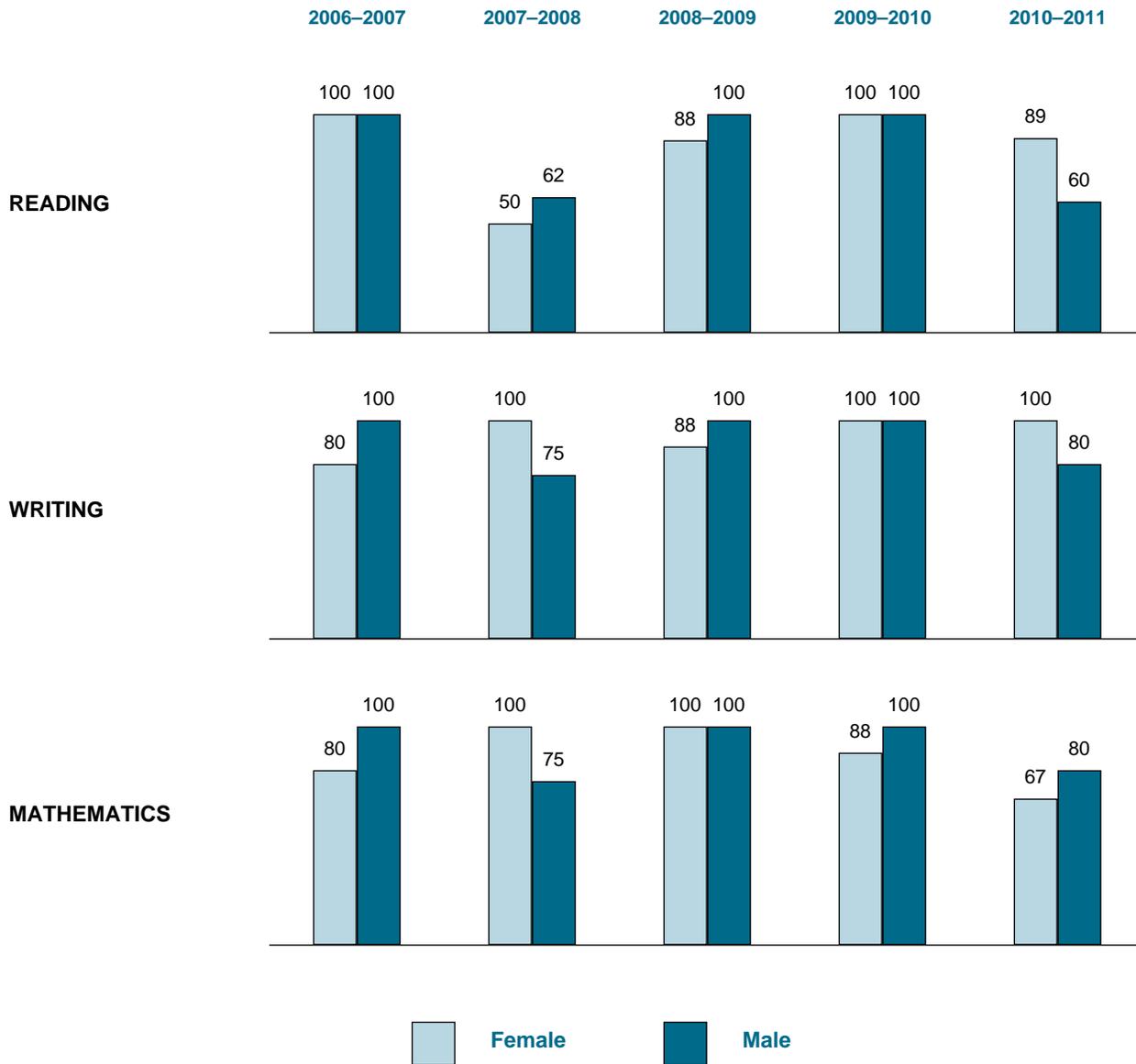
\*\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

\*\*\* See the Explanation of Terms.

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

**RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†**

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



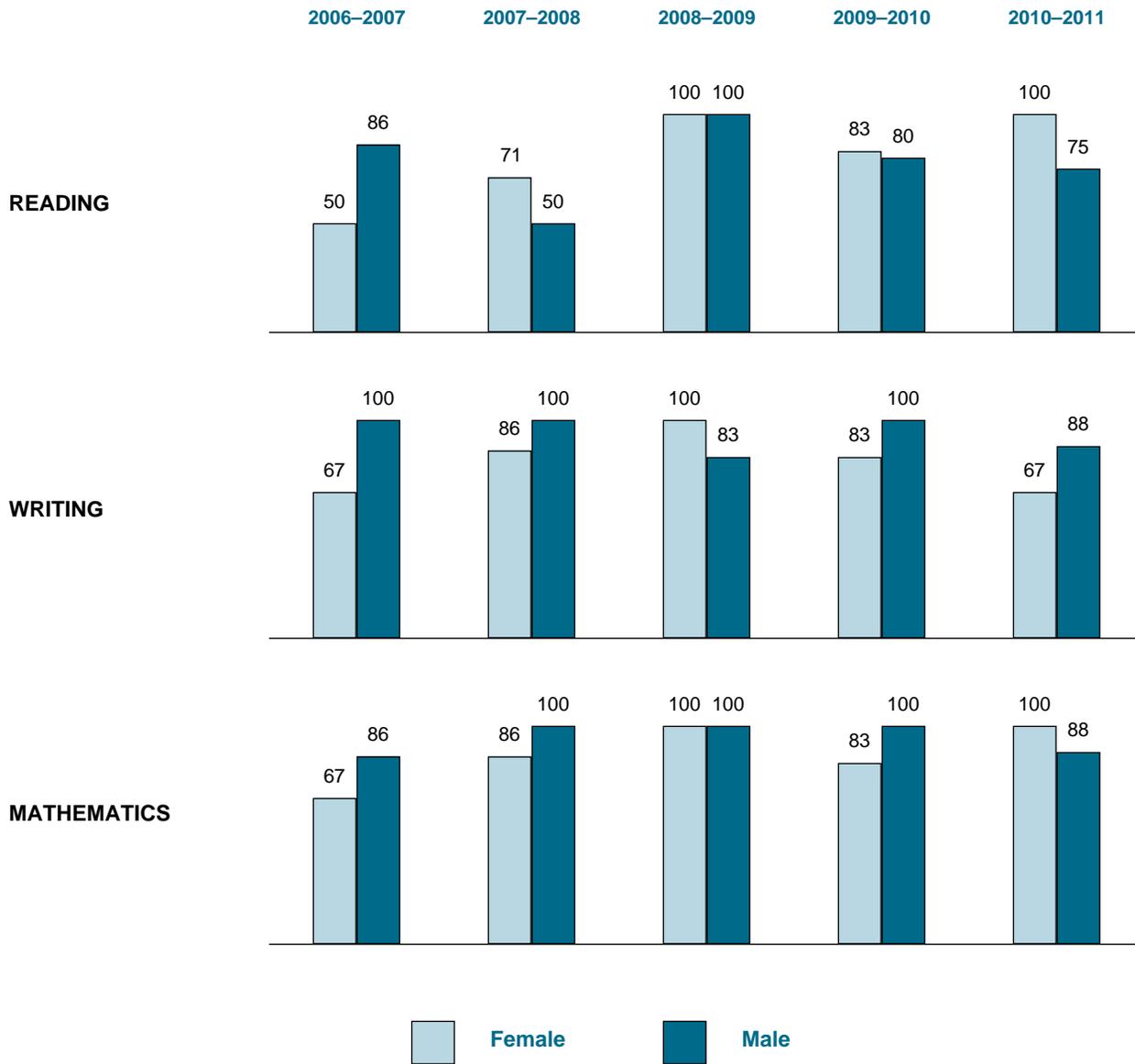
**Total Number of Grade 3 Students†**

	<u>2006-2007</u>		<u>2007-2008</u>		<u>2008-2009</u>		<u>2009-2010</u>		<u>2010-2011</u>	
	Female	Male								
School	5	9	6	8	8	5	8	8	9	5

† Includes only students for whom gender data were available.

**RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†**

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



	<u>2006-2007</u>		<u>2007-2008</u>		<u>2008-2009</u>		<u>2009-2010</u>		<u>2010-2011</u>	
	Female	Male								
School	6	7	7	2	3	6	6	5	3	8

† 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 (# = 14)			
Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.			
		<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time	
<b>STUDENT ENGAGEMENT</b>		Percentage of Students*	Number of students who answered "most of the time"
How do you feel about reading?			
I like to read.			7
I am a good reader.			8
I am able to understand difficult reading passages.			5
I try to do my best when I do reading activities in class.			12
<b>COGNITIVE STRATEGIES</b>			
How often do you do the following when you read?			
Before I start to read, I try to predict what the text will be about.			6
I make sure that I understand what I am reading.			9
I slow down my reading if it is difficult.			6
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).			4
When I am finished reading, I think about what I have read.			8
		<input type="checkbox"/> Never <input type="checkbox"/> 1 or 2 times a month <input type="checkbox"/> 1 to 3 times a week <input type="checkbox"/> Every day or almost every day	
<b>READING OUTSIDE SCHOOL</b>		Percentage of Students*	Number of students who answered "every day or almost every day"
How often do you read the following when you are not at school?			
Stories or novels			7
Comics or graphic novels			4
Books, newspapers, magazines or websites for information			5
E-mails, text or instant messages			1
Other things			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 (# = 14)**  
 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		Percentage of Students*	Number of students who answered "most of the time"
How do you feel about writing?			
I like to write.			9
I am a good writer.			8
I am able to communicate my ideas in writing.			7
I try to do my best when I do writing activities in class.			12

**COGNITIVE STRATEGIES**  
 How often do you do the following when you write?

I organize my ideas before I start to write.		6
I edit my writing to make it better.		9
I check my writing for spelling and grammar.		7

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

**WRITING OUTSIDE SCHOOL**  
 How often do you write the following (using paper or a computer) when you are not at school?

WRITING OUTSIDE SCHOOL		Percentage of Students*	Number of students who answered "every day or almost every day"
How often do you write the following (using paper or a computer) when you are not at school?			
Stories			5
Journal entries			4
E-mail, text or instant messages			1
Letters			3
Other things			7

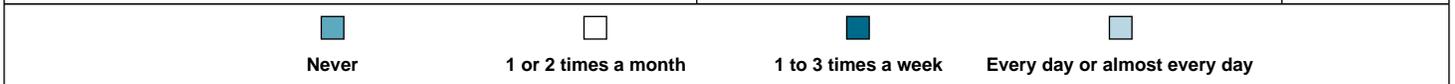
\* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a bar, the percentage of responses is smaller than four.

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

**STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 14)**  
 Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.



INSTRUCTIONAL TOOLS USED IN READING AND WRITING How often do you use the following when you read and write at school?	Percentage of Students*	Number of students who answered "most of the time"
A computer for reading activities		0
A computer for writing activities		4
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)		4



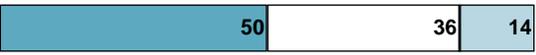
OUT-OF-SCHOOL ACTIVITIES How often do you do the following when you are not at school?	Percentage of Students*	Number of students who answered "every day or almost every day"
I read by myself.		7
I play video games.		6
I use the Internet.		6
I participate in sports or other physical activities.		9
I participate in art, music, dance or drama activities.		5
I participate in after-school clubs.		0

**PARENTAL ENGAGEMENT**  
 How often do you and a parent, a guardian or another adult who lives with you do the following?

We talk about the reading and writing work I do in school.		7
We talk about the activities I do in school.		6
We read together.		2
We look at my school agenda.		11
We use a computer together.		2

\* 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 (# = 14)			
Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.			
<input type="checkbox"/> 0 programs		<input type="checkbox"/> 1 program	
<input checked="" type="checkbox"/> 2 or 3 programs		<input type="checkbox"/> 4 programs or more	
<b>SCREEN TIME (TELEVISION)</b>		Percentage of Students*	
How many TV programs do you normally watch on a school day?		Number of students who answered "4 programs or more"	
Before school		2	
After school		2	
<b>SCHOOLS ATTENDED</b>		Percentage of Students*	
How many schools did you attend before this one?		Number of students	
Only this school		3	
1 other school		8	
2 other schools		2	
3 other schools		1	
4 other schools or more		0	
<input checked="" type="checkbox"/> Only English/ Mostly English		<input type="checkbox"/> Another language (or other languages) as often as English	
		<input checked="" type="checkbox"/> Mostly another language (or other languages)/ Only another language (or other languages)	
<b>LANGUAGES SPOKEN</b>		Percentage of Students*	
Languages student speaks at home		Number of students who answered "only English" or "mostly English"	
Languages in which people speak to student at home		2	

\* 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)	School			Board			Province		
	All Students (# = 14)	Female* (# = 9)	Male* (# = 5)	All Students (# = N/A)	Female* (# = N/A)	Male* (# = N/A)	All Students (# = 119 869)	Female* (# = 58 912)	Male* (# = 60 957)
<b>STUDENT ENGAGEMENT IN READING</b> Percentage of students who answered “most of the time”†									
I like to read.	50%	78%	0%	N/A	N/A	N/A	50%	57%	42%
I am a good reader.	57%	67%	40%	N/A	N/A	N/A	66%	68%	64%
I am able to understand difficult reading passages.	36%	44%	20%	N/A	N/A	N/A	31%	29%	33%
I try to do my best when I do reading activities in class.	86%	78%	100%	N/A	N/A	N/A	83%	86%	79%
<b>COGNITIVE STRATEGIES USED IN READING</b> Percentage of students who answered “most of the time”†									
Before I start to read, I try to predict what the text will be about.	43%	44%	40%	N/A	N/A	N/A	21%	21%	21%
I make sure that I understand what I am reading.	64%	78%	40%	N/A	N/A	N/A	71%	75%	68%
I slow down my reading if it is difficult.	43%	44%	40%	N/A	N/A	N/A	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).	29%	22%	40%	N/A	N/A	N/A	40%	44%	36%
When I am finished reading, I think about what I have read.	57%	56%	60%	N/A	N/A	N/A	42%	45%	39%
<b>READING OUTSIDE SCHOOL</b> Percentage of students who answered “every day or almost every day”‡									
Stories or novels	50%	44%	60%	N/A	N/A	N/A	44%	51%	38%
Comics or graphic novels	29%	44%	0%	N/A	N/A	N/A	23%	17%	29%
Books, newspapers, magazines or websites for information	36%	56%	0%	N/A	N/A	N/A	26%	30%	23%
E-mails, text or instant messages	7%	0%	20%	N/A	N/A	N/A	19%	19%	18%
Other things	79%	100%	40%	N/A	N/A	N/A	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)	School			Board			Province		
	All Students (# = 14)	Female* (# = 9)	Male* (# = 5)	All Students (# = N/A)	Female* (# = N/A)	Male* (# = N/A)	All Students (# = 119 869)	Female* (# = 58 912)	Male* (# = 60 957)
Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.									
<b>STUDENT ENGAGEMENT IN WRITING</b> Percentage of students who answered “most of the time”†									
I like to write.	64%	56%	80%	N/A	N/A	N/A	48%	56%	40%
I am a good writer.	57%	67%	40%	N/A	N/A	N/A	49%	56%	42%
I am able to communicate my ideas in writing.	50%	56%	40%	N/A	N/A	N/A	44%	45%	42%
I try to do my best when I do writing activities in class.	86%	89%	80%	N/A	N/A	N/A	81%	85%	77%
<b>COGNITIVE STRATEGIES USED IN WRITING</b> Percentage of students who answered “most of the time”†									
I organize my ideas before I start to write.	43%	56%	20%	N/A	N/A	N/A	43%	47%	39%
I edit my writing to make it better.	64%	67%	60%	N/A	N/A	N/A	48%	54%	43%
I check my writing for spelling and grammar.	50%	67%	20%	N/A	N/A	N/A	48%	53%	43%
<b>WRITING OUTSIDE SCHOOL</b> Percentage of students who answered “every day or almost every day”‡									
Stories	36%	44%	20%	N/A	N/A	N/A	16%	20%	13%
Journal entries	29%	33%	20%	N/A	N/A	N/A	14%	20%	9%
E-mail, text or instant messages	7%	0%	20%	N/A	N/A	N/A	18%	18%	17%
Letters	21%	11%	40%	N/A	N/A	N/A	11%	13%	9%
Other things	50%	56%	40%	N/A	N/A	N/A	34%	38%	30%
<b>INSTRUCTIONAL TOOLS USED IN READING AND WRITING</b> Percentage of students who answered “most of the time”†									
A computer for reading activities	0%	0%	0%	N/A	N/A	N/A	15%	14%	16%
A computer for writing activities	29%	33%	20%	N/A	N/A	N/A	21%	20%	21%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	29%	44%	0%	N/A	N/A	N/A	41%	46%	36%
<b>OUT-OF-SCHOOL ACTIVITIES</b> Percentage of students who answered “every day or almost every day”‡									
I read by myself.	50%	67%	20%	N/A	N/A	N/A	53%	60%	46%
I play video games.	43%	33%	60%	N/A	N/A	N/A	40%	20%	58%
I use the Internet.	43%	33%	60%	N/A	N/A	N/A	44%	41%	48%
I participate in sports or other physical activities.	64%	67%	60%	N/A	N/A	N/A	49%	44%	54%
I participate in art, music, dance or drama activities.	36%	56%	0%	N/A	N/A	N/A	28%	37%	19%
I participate in after-school clubs.	0%	0%	0%	N/A	N/A	N/A	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)	School			Board			Province		
	All Students (# = 14)	Female* (# = 9)	Male* (# = 5)	All Students (# = N/A)	Female* (# = N/A)	Male* (# = N/A)	All Students (# = 119 869)	Female* (# = 58 912)	Male* (# = 60 957)
Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.									
<b>SCREEN TIME (WATCHING TV)</b> Percentage of students who answered "4 programs or more" <sup>†</sup>									
Before school	14%	0%	40%	N/A	N/A	N/A	11%	8%	15%
After school	14%	11%	20%	N/A	N/A	N/A	54%	49%	58%
<b>PARENTAL ENGAGEMENT</b> Percentage of students who answered "every day or almost every day" <sup>‡</sup>									
We talk about the reading and writing work I do in school.	50%	44%	60%	N/A	N/A	N/A	33%	37%	29%
We talk about the activities I do in school.	43%	33%	60%	N/A	N/A	N/A	44%	49%	39%
We read together.	14%	22%	0%	N/A	N/A	N/A	21%	24%	19%
We look at my school agenda.	79%	78%	80%	N/A	N/A	N/A	54%	55%	52%
We use a computer together.	14%	22%	0%	N/A	N/A	N/A	14%	14%	14%
<b>SCHOOLS ATTENDED</b> Percentage of students <sup>§</sup>									
Only this school/1 other school	79%	89%	60%	N/A	N/A	N/A	78%	79%	78%
2 other schools/3 other schools	21%	11%	40%	N/A	N/A	N/A	16%	16%	16%
4 other schools or more	0%	0%	0%	N/A	N/A	N/A	4%	4%	4%
<b>LANGUAGES STUDENTS SPEAK AT HOME</b> Percentage of students <sup>§</sup>									
Only English/Mostly English	21%	33%	0%	N/A	N/A	N/A	71%	70%	73%
Another language (or other languages) as often as English	50%	44%	60%	N/A	N/A	N/A	17%	18%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	29%	22%	40%	N/A	N/A	N/A	11%	11%	10%
<b>LANGUAGES SPOKEN TO STUDENTS AT HOME</b> Percentage of students <sup>§</sup>									
Only English/Mostly English	14%	22%	0%	N/A	N/A	N/A	69%	67%	70%
Another language (or other languages) as often as English	43%	33%	60%	N/A	N/A	N/A	14%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	43%	44%	40%	N/A	N/A	N/A	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 (# = 10)			
Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.			
		<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time	
<b>STUDENT ENGAGEMENT</b>		Percentage of Students*	Number of students who answered "most of the time"
How do you feel about reading?			
I like to read.		5	
I am a good reader.		10	
I am able to understand difficult reading passages.		3	
I try to do my best when I do reading activities in class.		9	
<b>COGNITIVE STRATEGIES</b>			
How often do you do the following when you read?			
Before I start to read, I try to predict what the text will be about.		2	
I make sure that I understand what I am reading.		6	
I slow down my reading if it is difficult.		6	
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).		3	
When I am finished reading, I think about what I have read.		3	
		<input type="checkbox"/> Never <input type="checkbox"/> 1 or 2 times a month <input type="checkbox"/> 1 to 3 times a week <input type="checkbox"/> Every day or almost every day	
<b>READING OUTSIDE SCHOOL</b>		Percentage of Students*	Number of students who answered "every day or almost every day"
How often do you read the following when you are not at school?			
Stories or novels		5	
Comics or graphic novels		1	
Books, newspapers, magazines or websites for information		4	
E-mails, text or instant messages		2	
Other things		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, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 10)					
Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.					
		<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Most of the time			
STUDENT ENGAGEMENT		Percentage of Students*	Number of students who answered "most of the time"		
How do you feel about writing?					
I like to write.	50	50	5		
I am a good writer.	10	90	9		
I am able to communicate my ideas in writing.	30	70	7		
I try to do my best when I do writing activities in class.	10	90	9		
COGNITIVE STRATEGIES					
How often do you do the following when you write?					
I organize my ideas before I start to write.	10	70	20	2	
I edit my writing to make it better.	60	40	4		
I check my writing for spelling and grammar.	10	30	60	6	
		<input type="checkbox"/> Never <input type="checkbox"/> 1 or 2 times a month <input checked="" type="checkbox"/> 1 to 3 times a week <input type="checkbox"/> Every day or almost every day			
WRITING OUTSIDE SCHOOL		Percentage of Students*	Number of students who answered "every day or almost every day"		
How often do you write the following (using paper or a computer) when you are not at school?					
Stories	10	30	40	10	1
Journal entries	30	40	20	0	
E-mail, text or instant messages	40	20	10	20	2
Letters	60	20	10	0	
Other things	30	20	40	4	

\* 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.

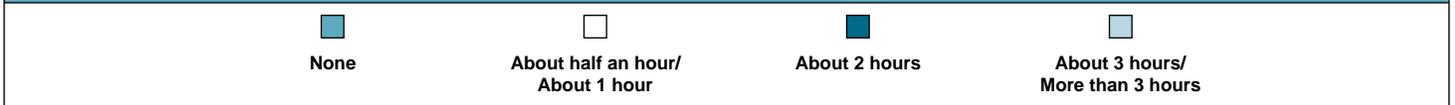
Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 10)					
Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.					
	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Most of the time		
<b>INSTRUCTIONAL TOOLS USED IN READING AND WRITING</b>		Percentage of Students*			
How often do you use the following when you read and write at school?		Number of students who answered "most of the time"			
A computer for reading activities	<input type="checkbox"/> 80	<input type="checkbox"/> 20	0		
A computer for writing activities	<input type="checkbox"/> 70	<input type="checkbox"/> 30	0		
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	<input type="checkbox"/> 10	<input type="checkbox"/> 40	<input type="checkbox"/> 50	5	
The Internet to find information	<input type="checkbox"/> 50	<input type="checkbox"/> 30	<input type="checkbox"/> 20	2	
	<input type="checkbox"/> Never	<input type="checkbox"/> 1 or 2 times a month	<input type="checkbox"/> 1 to 3 times a week	<input type="checkbox"/> Every day or almost every day	
<b>OUT-OF-SCHOOL ACTIVITIES</b>		Percentage of Students*			
How often do you do the following when you are not at school?		Number of students who answered "every day or almost every day"			
I read by myself.	<input type="checkbox"/> 30	<input type="checkbox"/> 10	<input type="checkbox"/> 50	5	
I play video games.	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 50	<input type="checkbox"/> 20	2
I use the Internet.	<input type="checkbox"/> 10	<input type="checkbox"/> 20	<input type="checkbox"/> 20	<input type="checkbox"/> 30	3
I participate in sports or other physical activities.	<input type="checkbox"/> 10	<input type="checkbox"/> 70			7
I participate in art, music, dance or drama activities.	<input type="checkbox"/> 70	<input type="checkbox"/> 10	<input type="checkbox"/> 10		1
I participate in after-school clubs.	<input type="checkbox"/> 70	<input type="checkbox"/> 10	<input type="checkbox"/> 10		0
<b>PARENTAL ENGAGEMENT</b>		Percentage of Students*			
How often do you and a parent, a guardian or another adult who lives with you do the following?		Number of students who answered "every day or almost every day"			
We talk about the reading and writing work I do in school.	<input type="checkbox"/> 30	<input type="checkbox"/> 10	<input type="checkbox"/> 20	<input type="checkbox"/> 30	3
We talk about the activities I do in school.	<input type="checkbox"/> 20	<input type="checkbox"/> 20	<input type="checkbox"/> 50		5
We read together.	<input type="checkbox"/> 80	<input type="checkbox"/> 10			0
We look at my school agenda.	<input type="checkbox"/> 30	<input type="checkbox"/> 10	<input type="checkbox"/> 50		5
We use a computer together.	<input type="checkbox"/> 50	<input type="checkbox"/> 20	<input type="checkbox"/> 20		0

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

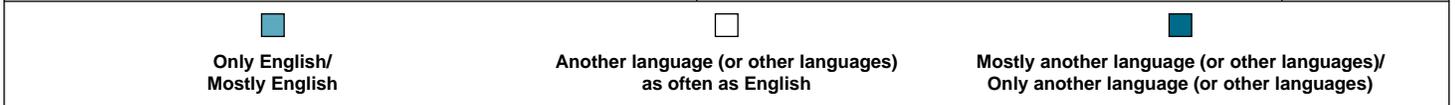
Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

**STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 10)**  
 Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.



SCREEN TIME		Percentage of Students*		Number of students who answered "about 3 hours" or "more than 3 hours"	
How many hours do you usually spend doing the following on a school day?					
Before School	Watching TV.	70	20	0	
	Playing video games.	80	10	0	
	Using the Internet.	70	20	0	
After School	Watching TV.	50	30	10	1
	Playing video games.	40	40	10	1
	Using the Internet.	30	40	10	10

SCHOOLS ATTENDED		Percentage of Students*		Number of students
How many schools did you attend before this one?				
	Only this school	20		2
	1 other school	70		7
	2 other schools	0		0
	3 other schools	0		0
	4 other schools or more	0		0



LANGUAGES SPOKEN		Percentage of Students*		Number of students who answered "only English" or "mostly English"	
	Languages student speaks at home	10	30	50	1
	Languages in which people speak to student at home	10	10	70	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

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 (# = 10)	Female* (# = 3)	Male* (# = 7)	All Students (# = N/A)	Female* (# = N/A)	Male* (# = N/A)	All Students (# = 127 973)	Female* (# = 62 590)	Male* (# = 65 359)
<b>STUDENT ENGAGEMENT IN READING</b> Percentage of students who answered “most of the time”†									
I like to read.	50%	33%	57%	N/A	N/A	N/A	50%	59%	41%
I am a good reader.	100%	100%	100%	N/A	N/A	N/A	66%	70%	63%
I am able to understand difficult reading passages.	30%	0%	43%	N/A	N/A	N/A	40%	39%	41%
I try to do my best when I do reading activities in class.	90%	100%	86%	N/A	N/A	N/A	81%	85%	76%
<b>COGNITIVE STRATEGIES USED IN READING</b> Percentage of students who answered “most of the time”†									
Before I start to read, I try to predict what the text will be about.	20%	33%	14%	N/A	N/A	N/A	14%	13%	15%
I make sure that I understand what I am reading.	60%	33%	71%	N/A	N/A	N/A	71%	75%	67%
I slow down my reading if it is difficult.	60%	67%	57%	N/A	N/A	N/A	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).	30%	33%	29%	N/A	N/A	N/A	44%	48%	39%
When I am finished reading, I think about what I have read.	30%	0%	43%	N/A	N/A	N/A	42%	45%	39%
<b>READING OUTSIDE SCHOOL</b> Percentage of students who answered “every day or almost every day”‡									
Stories or novels	50%	0%	71%	N/A	N/A	N/A	35%	43%	27%
Comics or graphic novels	10%	0%	14%	N/A	N/A	N/A	14%	10%	18%
Books, newspapers, magazines or websites for information	40%	33%	43%	N/A	N/A	N/A	26%	28%	24%
E-mails, text or instant messages	20%	33%	14%	N/A	N/A	N/A	48%	55%	41%
Other things	30%	33%	29%	N/A	N/A	N/A	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)	School			Board			Province		
	All Students (# = 10)	Female* (# = 3)	Male* (# = 7)	All Students (# = N/A)	Female* (# = N/A)	Male* (# = N/A)	All Students (# = 127 973)	Female* (# = 62 590)	Male* (# = 65 359)
Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.									
<b>STUDENT ENGAGEMENT IN WRITING</b> Percentage of students who answered “most of the time”†									
I like to write.	50%	100%	29%	N/A	N/A	N/A	39%	50%	28%
I am a good writer.	90%	67%	100%	N/A	N/A	N/A	41%	48%	34%
I am able to communicate my ideas in writing.	70%	33%	86%	N/A	N/A	N/A	44%	48%	41%
I try to do my best when I do writing activities in class.	90%	100%	86%	N/A	N/A	N/A	78%	84%	73%
<b>COGNITIVE STRATEGIES USED IN WRITING</b> Percentage of students who answered “most of the time”†									
I organize my ideas before I start to write.	20%	0%	29%	N/A	N/A	N/A	34%	38%	31%
I edit my writing to make it better.	40%	33%	43%	N/A	N/A	N/A	51%	59%	44%
I check my writing for spelling and grammar.	60%	67%	57%	N/A	N/A	N/A	51%	57%	46%
<b>WRITING OUTSIDE SCHOOL</b> Percentage of students who answered “every day or almost every day”‡									
Stories	10%	0%	14%	N/A	N/A	N/A	6%	8%	4%
Journal entries	0%	0%	0%	N/A	N/A	N/A	8%	12%	3%
E-mail, text or instant messages	20%	33%	14%	N/A	N/A	N/A	45%	52%	38%
Letters	0%	0%	0%	N/A	N/A	N/A	3%	4%	3%
Other things	40%	33%	43%	N/A	N/A	N/A	24%	26%	22%
<b>INSTRUCTIONAL TOOLS USED IN READING AND WRITING</b> Percentage of students who answered “most of the time”†									
A computer for reading activities	0%	0%	0%	N/A	N/A	N/A	8%	6%	9%
A computer for writing activities	0%	0%	0%	N/A	N/A	N/A	24%	22%	25%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	50%	0%	71%	N/A	N/A	N/A	38%	43%	33%
The Internet to find information	20%	33%	14%	N/A	N/A	N/A	48%	48%	48%
<b>OUT-OF-SCHOOL ACTIVITIES</b> Percentage of students who answered “every day or almost every day”‡									
I read by myself.	50%	33%	57%	N/A	N/A	N/A	43%	51%	35%
I play video games.	20%	67%	0%	N/A	N/A	N/A	30%	13%	47%
I use the Internet.	30%	67%	14%	N/A	N/A	N/A	60%	61%	59%
I participate in sports or other physical activities.	70%	100%	57%	N/A	N/A	N/A	49%	43%	56%
I participate in art, music, dance or drama activities.	10%	33%	0%	N/A	N/A	N/A	19%	27%	12%
I participate in after-school clubs.	0%	0%	0%	N/A	N/A	N/A	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)		School			Board			Province		
		All Students (# = 10)	Female* (# = 3)	Male* (# = 7)	All Students (# = N/A)	Female* (# = N/A)	Male* (# = N/A)	All Students (# = 127 973)	Female* (# = 62 590)	Male* (# = 65 359)
Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.										
<b>SCREEN TIME</b>		Percentage of students who answered “about 3 hours” or “more than 3 hours”†								
Before School	Watching TV	0%	0%	0%	N/A	N/A	N/A	2%	1%	3%
	Playing video games	0%	0%	0%	N/A	N/A	N/A	2%	<1%	3%
	Using the Internet	0%	0%	0%	N/A	N/A	N/A	2%	2%	3%
After School	Watching TV	10%	0%	14%	N/A	N/A	N/A	20%	19%	21%
	Playing video games	10%	33%	0%	N/A	N/A	N/A	13%	4%	22%
	Using the Internet	10%	33%	0%	N/A	N/A	N/A	20%	20%	20%
<b>PARENTAL ENGAGEMENT</b>		Percentage of students who answered “every day or almost every day”‡								
	We talk about the reading and writing work I do in school.	30%	33%	29%	N/A	N/A	N/A	21%	23%	19%
	We talk about the activities I do in school.	50%	67%	43%	N/A	N/A	N/A	38%	42%	35%
	We read together.	0%	0%	0%	N/A	N/A	N/A	4%	4%	4%
	We look at my school agenda.	50%	33%	57%	N/A	N/A	N/A	29%	28%	30%
	We use a computer together.	0%	0%	0%	N/A	N/A	N/A	6%	6%	6%
<b>SCHOOLS ATTENDED</b>		Percentage of students§								
	Only this school/1 other school	90%	100%	86%	N/A	N/A	N/A	69%	69%	68%
	2 other schools/3 other schools	0%	0%	0%	N/A	N/A	N/A	23%	23%	22%
	4 other schools or more	0%	0%	0%	N/A	N/A	N/A	7%	7%	7%
<b>LANGUAGES STUDENTS SPEAK AT HOME</b>		Percentage of students§								
	Only English/Mostly English	10%	0%	14%	N/A	N/A	N/A	75%	76%	75%
	Another language (or other languages) as often as English	30%	0%	43%	N/A	N/A	N/A	15%	16%	15%
	Mostly another language (or other languages)/ Only another language (or other languages)	50%	100%	29%	N/A	N/A	N/A	7%	7%	8%
<b>LANGUAGES SPOKEN TO STUDENTS AT HOME</b>		Percentage of students§								
	Only English/Mostly English	10%	0%	14%	N/A	N/A	N/A	71%	71%	71%
	Another language (or other languages) as often as English	10%	0%	14%	N/A	N/A	N/A	14%	15%	14%
	Mostly another language (or other languages)/ Only another language (or other languages)	70%	100%	57%	N/A	N/A	N/A	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

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