



Preliminary Detailed School Results



Assessments of Reading, Writing and Mathematics
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2011–2012

School: Ahlul Bayt Islamic S (665991)

Board: Ahlul Bayt Islamic S (02356)

EQAO is pleased to provide you with the results of the 2011–2012 Assessments of Reading, Writing and Mathematics for the primary division (Grades 1–3) and junior division (Grades 4–6). This report contains student results for the current year and previous years to help you track the progress of your student population over time. It also includes contextual and attitudinal information that can help you conduct in-depth analyses of student achievement.

By assessing all students in our education system at key stages in their education, EQAO’s provincial testing program has been providing objective and reliable data that are an independent gauge of student learning. These data are used as a catalyst for improvement at the individual student level through to the school, school-board and ministry levels. They provide a clearer picture of student progress and a solid foundation upon which parents, policymakers, school and school-board staff can base their strategies to support students in their learning.

EQAO data help school teams identify areas of student strength, target areas requiring support and plan for improvement. They also provide additional evidence that helps teachers and parents engage in meaningful conversations about individual students’ achievement. At the school-board level, EQAO data are used by directors of education as a key source of student-achievement information to create annual school-board reports and by trustees to establish multi-year school-board plans. Since 2009, school boards have also been required by legislation to consult with school councils on policies and guidelines related to student achievement, and EQAO data support these conversations as well.

Of course, it should be remembered that EQAO data are just one part of the picture. Provincial test results are a valuable indicator of student achievement and should always be examined together with other achievement information—such as report card grades and classroom assessment results—in order to get a complete picture of student skills, abilities and knowledge.

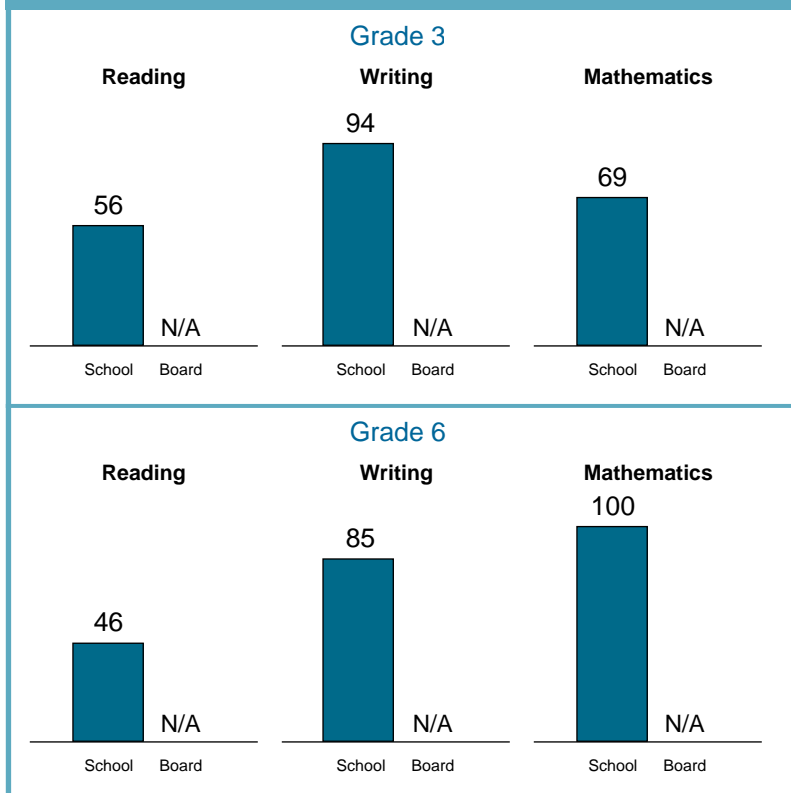
At EQAO, we are proud to support public accountability in education through our province-wide testing program and our strong partnerships with educators, school-board teams and parents. I trust the powerful information contained in this report will continue to support efforts to help all students reach their highest potential.

Sincerely,

Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

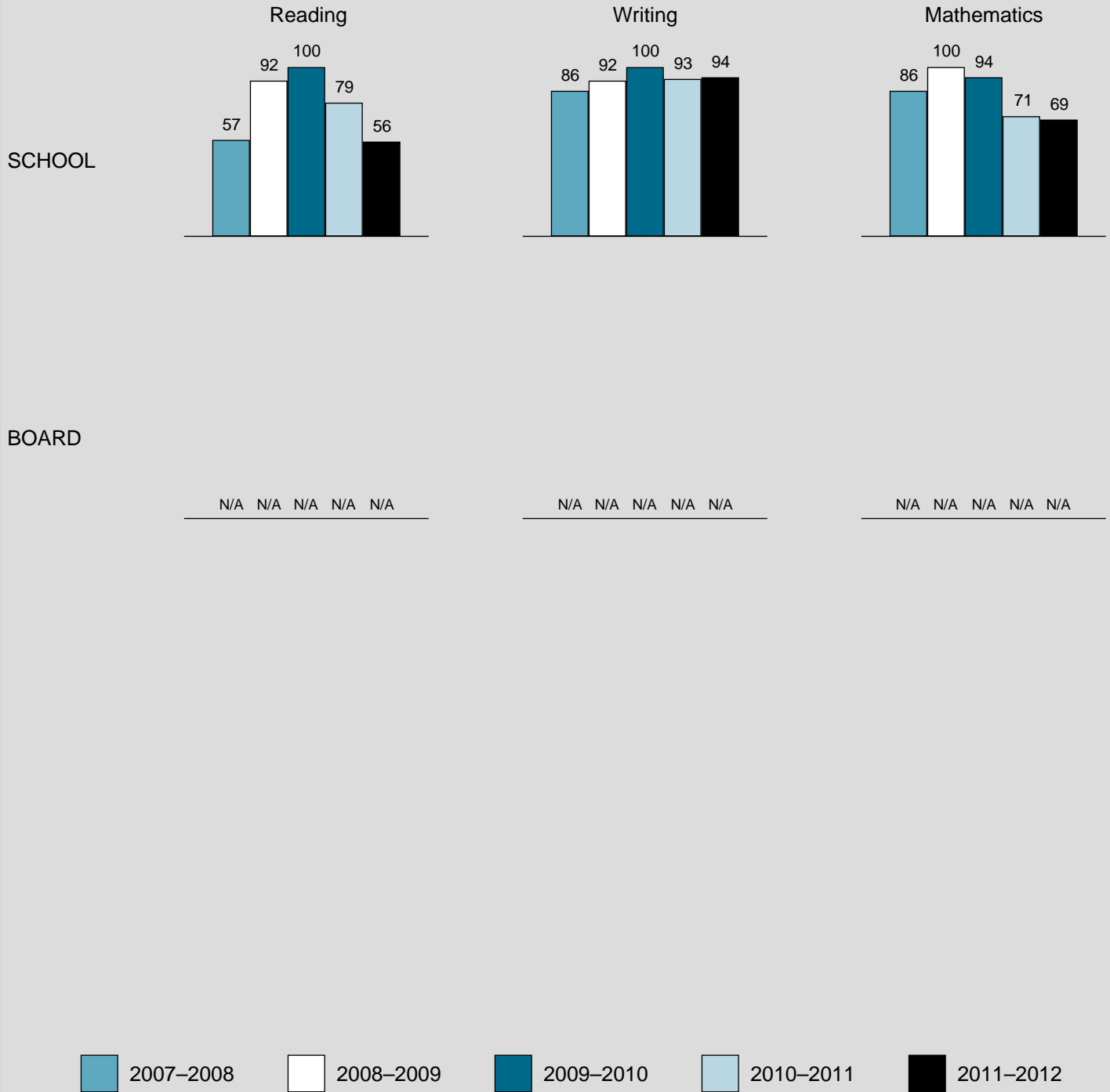
WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
Percentages of all students at or above the provincial standard:		
• 2011–2012	1	1
• Over time	2	3
Tips for using this report	4	4
Contextual information: 2011–2012	5, 6	13, 14
Results for groups of students: 2011–2012		
• All students	7	15
• Participating students	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
Contextual information: Over time	20	24
Results for all students: Over time	21–23	25–27
Results for all students: Over time by gender.....	28	29
Student questionnaire results	30–35	36–41
Explanation of terms	42	42

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2011–2012



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

Percentage of Students: Grade 3

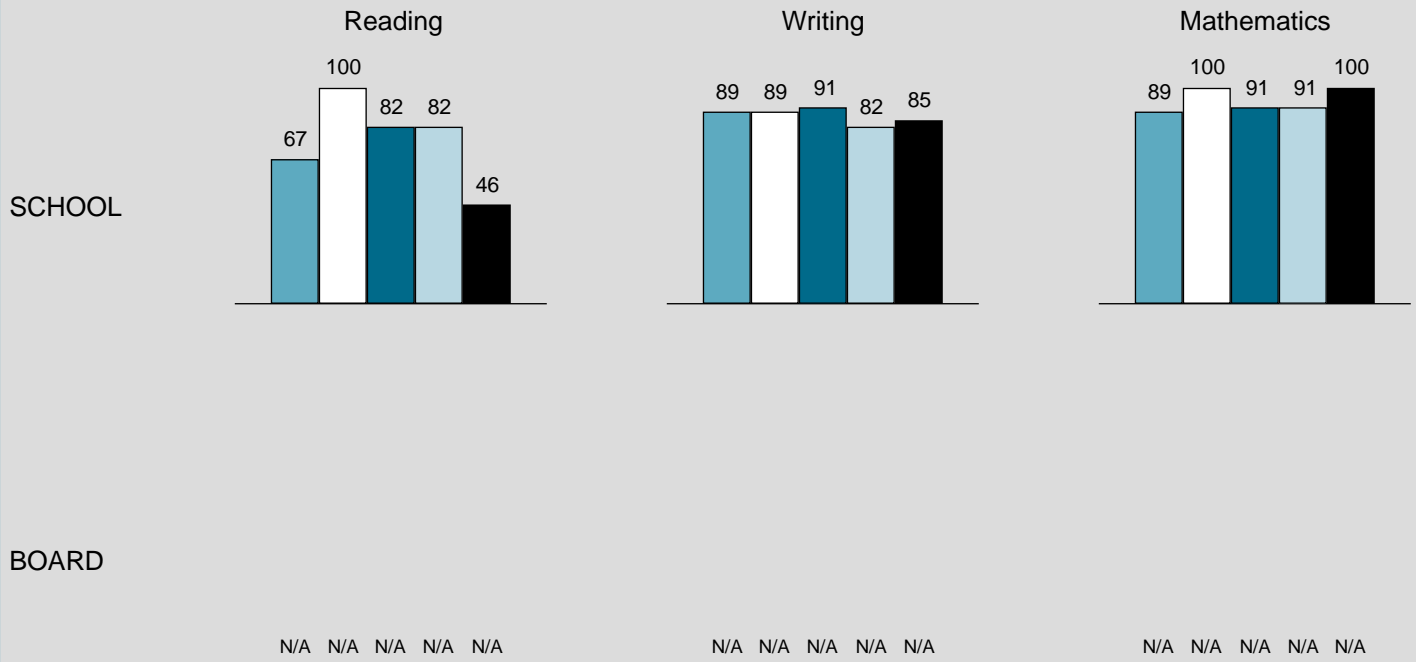


Total Number of Grade 3 Students

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	14	13	16	14	16
Board	N/A	N/A	N/A	N/A	N/A

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>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	9	9	11	11	13
Board	N/A	N/A	N/A	N/A	N/A

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, 2011–2012

Contextual Information: Grade 3*

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

Demographic Information	School		Board	
Enrolment				
Number of Grade 3 students	16		N/A	
Number of classes with Grade 3 students	1		N/A	
Number of schools with Grade 3 classes	Not applicable		N/A	
	Number	Percent	Number	Percent
Gender				
Female	8	50%	N/A	N/A
Male	8	50%	N/A	N/A
Gender not specified	0	0%	N/A	N/A
Student Status				
English language learners**	0	0%	N/A	N/A
Students with special education needs (excluding gifted)**	0	0%	N/A	N/A
Place of Birth				
Born in Canada	13	81%	N/A	N/A
Born outside Canada	3	19%	N/A	N/A
In Canada less than one year	0	0%	N/A	N/A
In Canada one year or more but less than three years	2	12%	N/A	N/A
In Canada three years or more	1	6%	N/A	N/A
Language				
First language learned at home was other than English	15	94%	N/A	N/A
Year Student Entered Current School				
Year of the assessment	0	0%	N/A	N/A
Year prior to the assessment	2	12%	N/A	N/A
2 years prior to the assessment	3	19%	N/A	N/A
3 or more years prior to the assessment	11	69%	N/A	N/A
Data not available	0	0%	N/A	N/A
Year Student Entered Current Board				
Year of the assessment	0	0%	N/A	N/A
Year prior to the assessment	2	12%	N/A	N/A
2 years prior to the assessment	3	19%	N/A	N/A
3 or more years prior to the assessment	11	69%	N/A	N/A
Data not available	0	0%	N/A	N/A

* 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, 2011–2012

Contextual Information: Grade 3 (continued)

Participation in the Assessment	School		Board	
Number of Grade 3 students*				
Reading	16		N/A	
Writing	16		N/A	
Mathematics	16		N/A	
Number Percent Number Percent				
Students who participated (excludes “no data” and “exempt”)**				
Reading	16	100%	N/A	N/A
Writing	16	100%	N/A	N/A
Mathematics	16	100%	N/A	N/A
Students who did not complete any part of the assessment (“no data”)**				
Reading	0	0%	N/A	N/A
Writing	0	0%	N/A	N/A
Mathematics	0	0%	N/A	N/A
Students who were exempted**				
All three subjects	0	0%	N/A	N/A
Reading	0	0%	N/A	N/A
Writing	0	0%	N/A	N/A
Mathematics	0	0%	N/A	N/A
Participating English language learners who received a special provision**				
Reading	0	0%	N/A	N/A
Writing	0	0%	N/A	N/A
Mathematics	0	0%	N/A	N/A
Participating students who received one or more accommodations†**				
Reading	1	6%	N/A	N/A
Writing	1	6%	N/A	N/A
Mathematics	1	6%	N/A	N/A

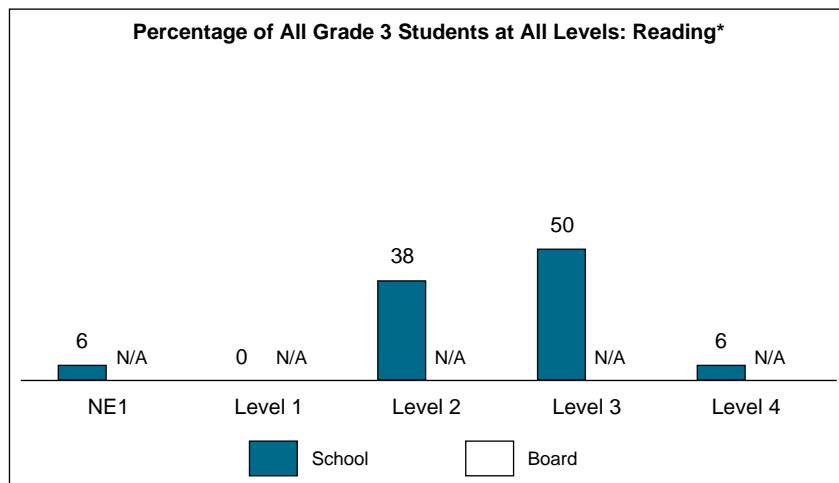
* Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

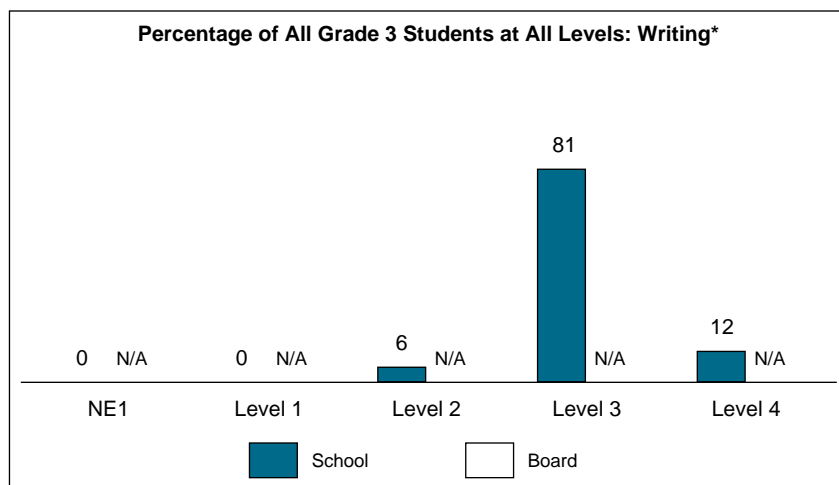
† Includes students with an Individual Education Plan, students designated as English language learners and students receiving special permission.

Results in Reading, Writing and Mathematics, 2011–2012 Grade 3: All Students^{††}

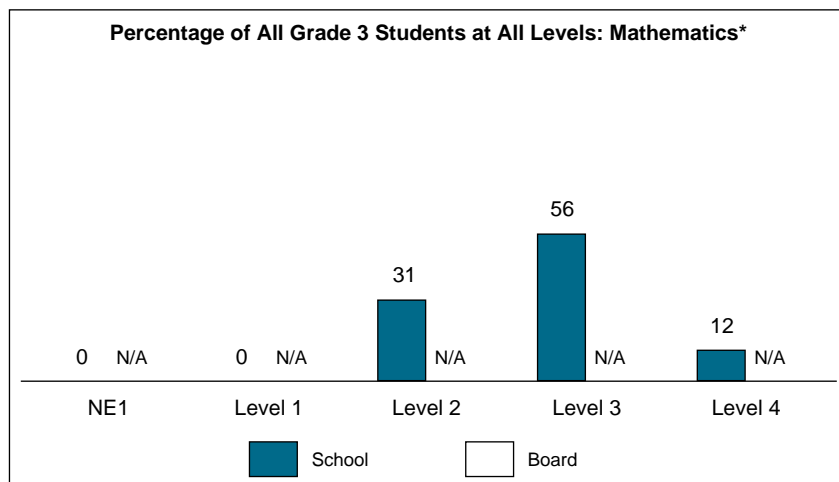
Grade 3: Reading*			
Number of Students	School 16		Board N/A
	#	%	%
Level 4	1	6%	N/A
Level 3	8	50%	N/A
Level 2	6	38%	N/A
Level 1	0	0%	N/A
NE1**	1	6%	N/A
Participating Students	16	100%	N/A
No Data	0	0%	N/A
Exempt	0	0%	N/A
At or Above Provincial Standard (Levels 3 and 4)[†]		56%	N/A



Grade 3: Writing*			
Number of Students	School 16		Board N/A
	#	%	%
Level 4	2	12%	N/A
Level 3	13	81%	N/A
Level 2	1	6%	N/A
Level 1	0	0%	N/A
NE1**	0	0%	N/A
Participating Students	16	100%	N/A
No Data	0	0%	N/A
Exempt	0	0%	N/A
At or Above Provincial Standard (Levels 3 and 4)[†]		94%	N/A



Grade 3: Mathematics*			
Number of Students	School 16		Board N/A
	#	%	%
Level 4	2	12%	N/A
Level 3	9	56%	N/A
Level 2	5	31%	N/A
Level 1	0	0%	N/A
NE1**	0	0%	N/A
Participating Students	16	100%	N/A
No Data	0	0%	N/A
Exempt	0	0%	N/A
At or Above Provincial Standard (Levels 3 and 4)[†]		69%	N/A



* 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.

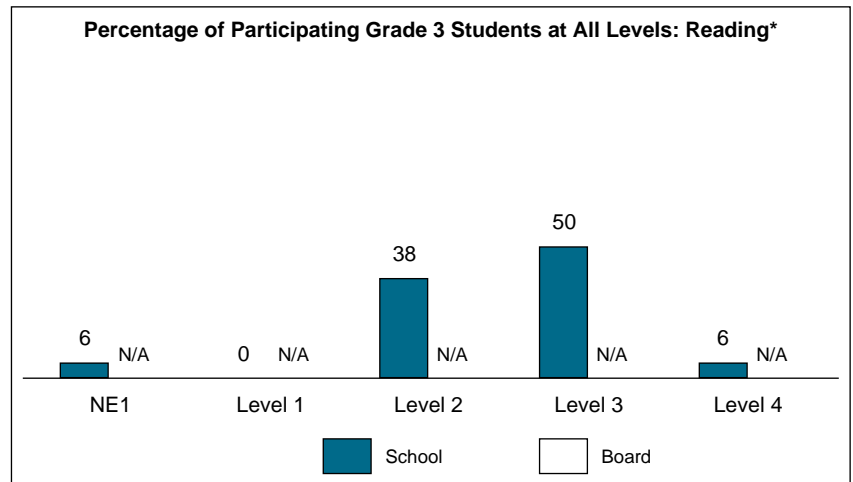
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

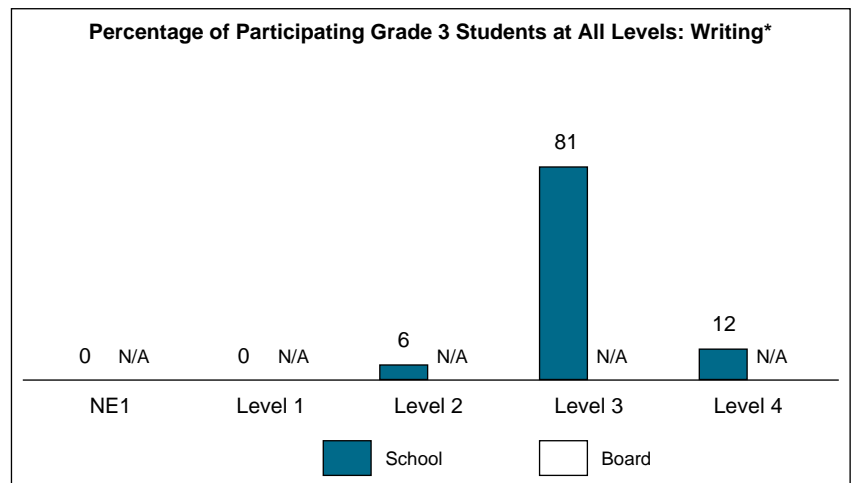
Results in Reading, Writing and Mathematics, 2011–2012

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

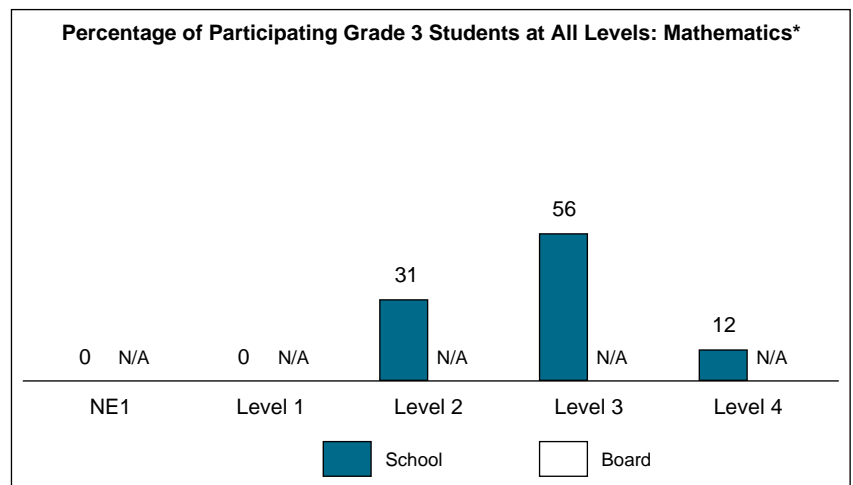
Grade 3: Reading*			
Number of Students	School 16		Board N/A
	#	%	%
Level 4	1	6%	N/A
Level 3	8	50%	N/A
Level 2	6	38%	N/A
Level 1	0	0%	N/A
NE1**	1	6%	N/A
At or Above Provincial Standard (Levels 3 and 4) †	56%		N/A



Grade 3: Writing*			
Number of Students	School 16		Board N/A
	#	%	%
Level 4	2	12%	N/A
Level 3	13	81%	N/A
Level 2	1	6%	N/A
Level 1	0	0%	N/A
NE1**	0	0%	N/A
At or Above Provincial Standard (Levels 3 and 4) †	94%		N/A



Grade 3: Mathematics*			
Number of Students	School 16		Board N/A
	#	%	%
Level 4	2	12%	N/A
Level 3	9	56%	N/A
Level 2	5	31%	N/A
Level 1	0	0%	N/A
NE1**	0	0%	N/A
At or Above Provincial Standard (Levels 3 and 4) †	69%		N/A



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

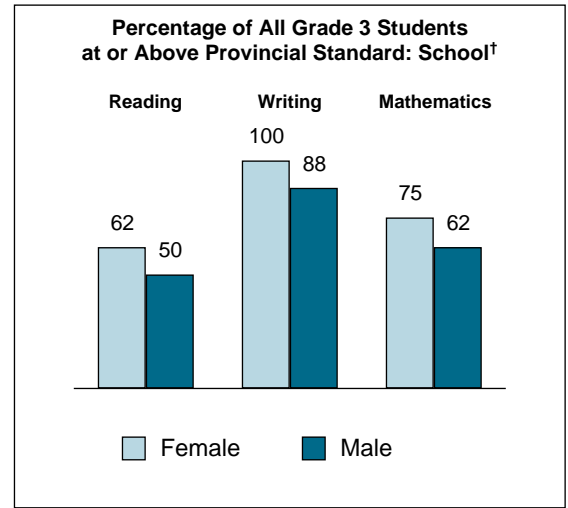
** See the Explanation of Terms.

† 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.

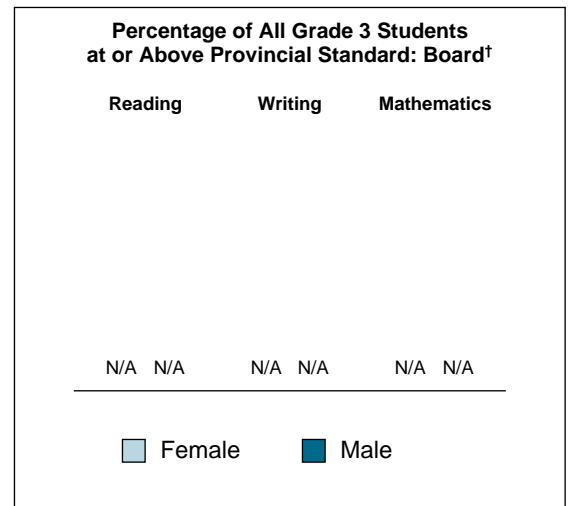
Results in Reading, Writing and Mathematics, 2011–2012

Grade 3: Gender††

Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female %	Male %	Female %	Male %	Female %	Male %
Level 4	0%	12%	25%	0%	12%	12%
Level 3	62%	38%	75%	88%	62%	50%
Level 2	38%	38%	0%	12%	25%	38%
Level 1	0%	0%	0%	0%	0%	0%
NE1**	0%	12%	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)†	62%	50%	100%	88%	75%	62%



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



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

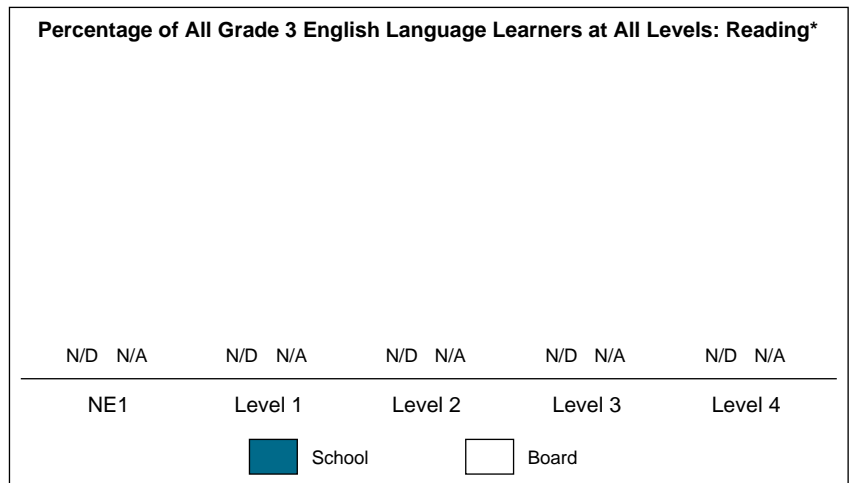
** See the Explanation of Terms.

† 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.

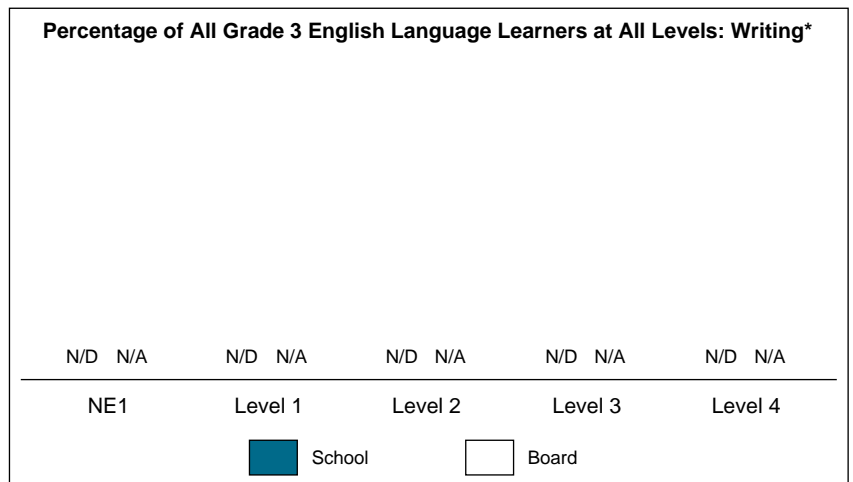
†† Results include only students for whom gender data were available.

Results in Reading, Writing and Mathematics, 2011–2012 Grade 3: English Language Learners

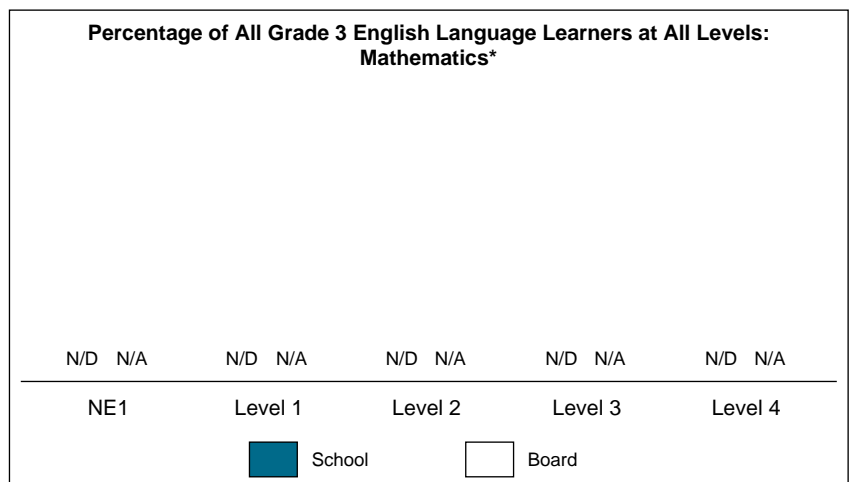
English Language Learners: Reading*			
Number of Students	School N/D		Board N/A
	#	%	%
Level 4	N/D	N/D	N/A
Level 3	N/D	N/D	N/A
Level 2	N/D	N/D	N/A
Level 1	N/D	N/D	N/A
NE1**	N/D	N/D	N/A
Participating Students	N/D	N/D	N/A
No Data	N/D	N/D	N/A
Exempt	N/D	N/D	N/A
At or Above Provincial Standard (Levels 3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



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



English Language Learners: Mathematics*			
Number of Students	School N/D		Board N/A
	#	%	%
Level 4	N/D	N/D	N/A
Level 3	N/D	N/D	N/A
Level 2	N/D	N/D	N/A
Level 1	N/D	N/D	N/A
NE1**	N/D	N/D	N/A
Participating Students	N/D	N/D	N/A
No Data	N/D	N/D	N/A
Exempt	N/D	N/D	N/A
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A



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

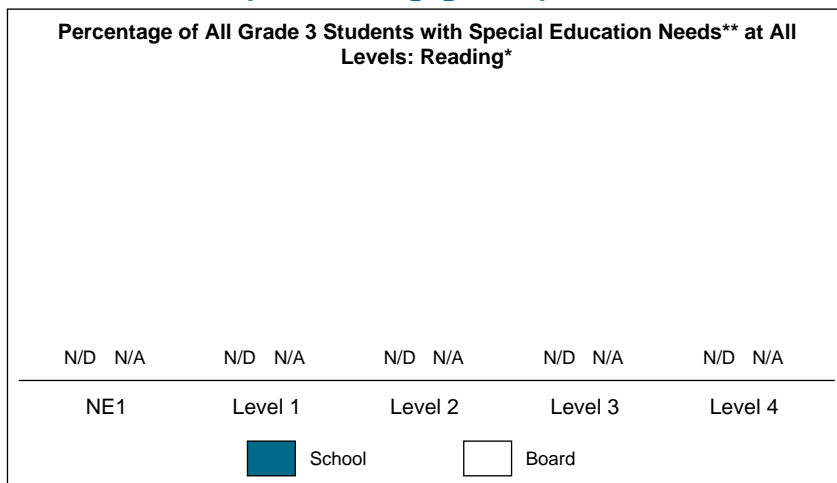
** See the Explanation of Terms.

† 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, 2011–2012 Grade 3: Students with Special Education Needs (excluding gifted)

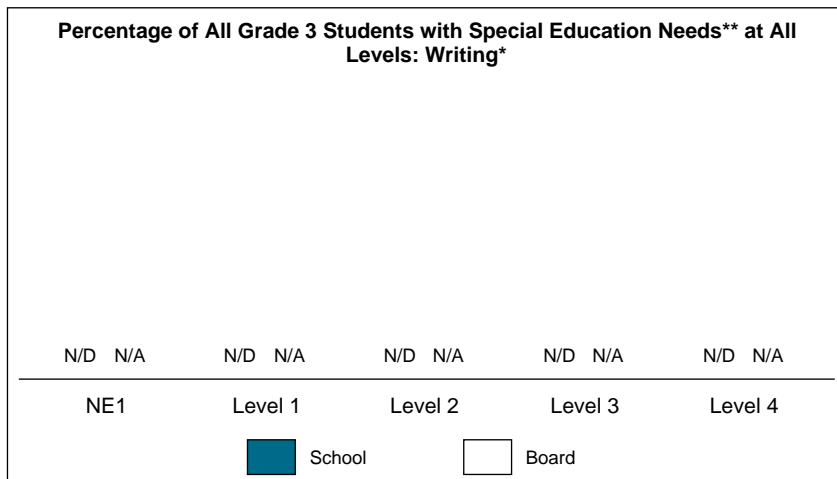
Students with Special Education Needs**: Reading*

Number of Students	School N/D		Board N/A
	#	%	%
Level 4	N/D	N/D	N/A
Level 3	N/D	N/D	N/A
Level 2	N/D	N/D	N/A
Level 1	N/D	N/D	N/A
NE1**	N/D	N/D	N/A
Participating Students	N/D	N/D	N/A
No Data	N/D	N/D	N/A
Exempt	N/D	N/D	N/A
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A



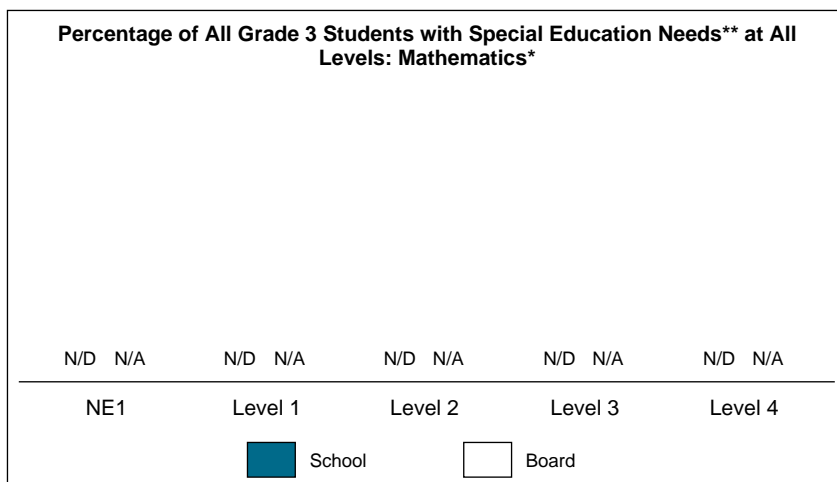
Students with Special Education Needs**: Writing*

Number of Students	School N/D		Board N/A
	#	%	%
Level 4	N/D	N/D	N/A
Level 3	N/D	N/D	N/A
Level 2	N/D	N/D	N/A
Level 1	N/D	N/D	N/A
NE1**	N/D	N/D	N/A
Participating Students	N/D	N/D	N/A
No Data	N/D	N/D	N/A
Exempt	N/D	N/D	N/A
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A



Students with Special Education Needs**: Mathematics*

Number of Students	School N/D		Board N/A
	#	%	%
Level 4	N/D	N/D	N/A
Level 3	N/D	N/D	N/A
Level 2	N/D	N/D	N/A
Level 1	N/D	N/D	N/A
NE1**	N/D	N/D	N/A
Participating Students	N/D	N/D	N/A
No Data	N/D	N/D	N/A
Exempt	N/D	N/D	N/A
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A



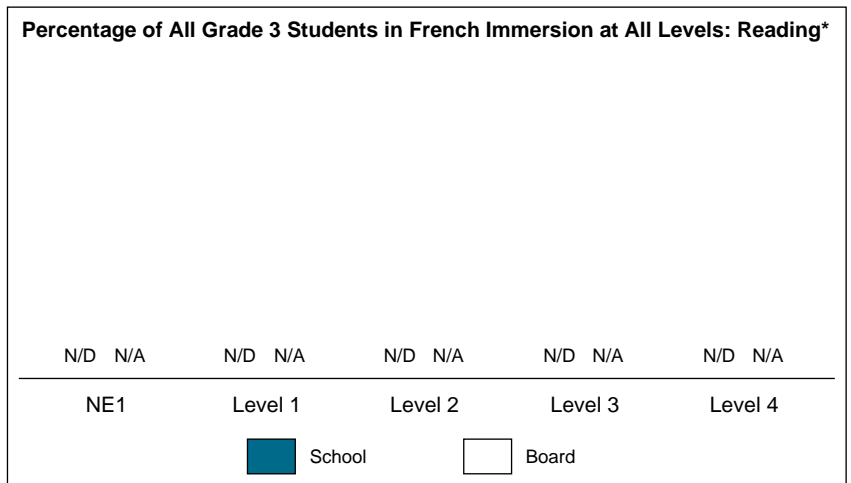
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

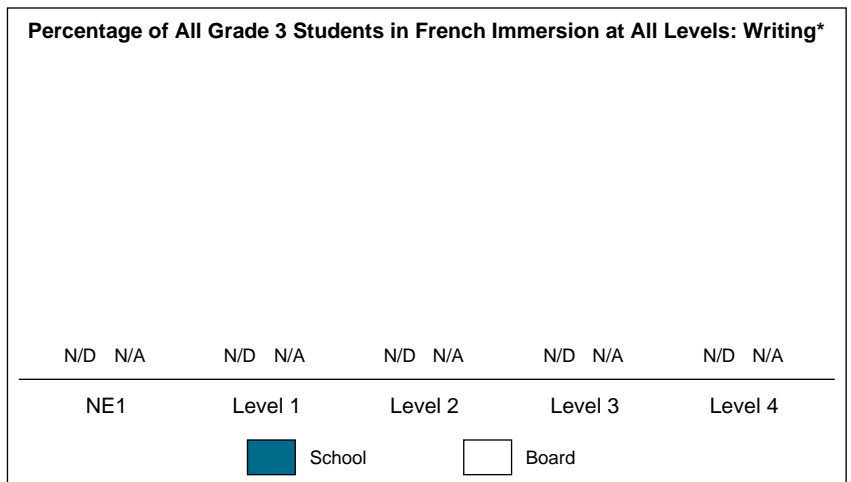
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Results in Reading, Writing and Mathematics, 2011–2012 Grade 3: Students Enrolled in French Immersion††

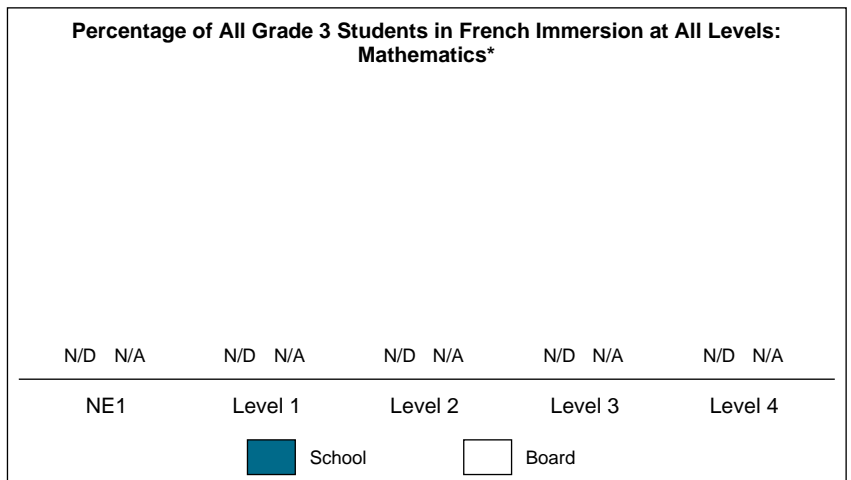
Students in French Immersion: Reading*			
Number of Students	School N/D		Board N/A
	#	%	%
Level 4	N/D	N/D	N/A
Level 3	N/D	N/D	N/A
Level 2	N/D	N/D	N/A
Level 1	N/D	N/D	N/A
NE1**	N/D	N/D	N/A
Participating Students	N/D	N/D	N/A
No Data	N/D	N/D	N/A
Exempt	N/D	N/D	N/A
At or Above Provincial Standard (Levels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



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



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



* 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, 2011–2012

Contextual Information: Grade 6*

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

Demographic Information	School		Board	
Enrolment				
Number of Grade 6 students	13		N/A	
Number of classes with Grade 6 students	1		N/A	
Number of schools with Grade 6 classes	Not applicable		N/A	
	Number	Percent	Number	Percent
Gender				
Female	8	62%	N/A	N/A
Male	5	38%	N/A	N/A
Gender not specified	0	0%	N/A	N/A
Student Status				
English language learners**	0	0%	N/A	N/A
Students with special education needs (excluding gifted)**	0	0%	N/A	N/A
Place of Birth				
Born in Canada	11	85%	N/A	N/A
Born outside Canada	2	15%	N/A	N/A
In Canada less than one year	0	0%	N/A	N/A
In Canada one year or more but less than three years	0	0%	N/A	N/A
In Canada three years or more	1	8%	N/A	N/A
Language				
First language learned at home was other than English	12	92%	N/A	N/A
Year Student Entered Current School				
Year of the assessment	0	0%	N/A	N/A
Year prior to the assessment	0	0%	N/A	N/A
2 years prior to the assessment	2	15%	N/A	N/A
3 or more years prior to the assessment	11	85%	N/A	N/A
Data not available	0	0%	N/A	N/A
Year Student Entered Current Board				
Year of the assessment	0	0%	N/A	N/A
Year prior to the assessment	0	0%	N/A	N/A
2 years prior to the assessment	2	15%	N/A	N/A
3 or more years prior to the assessment	11	85%	N/A	N/A
Data not available	0	0%	N/A	N/A

* 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, 2011–2012

Contextual Information: Grade 6 (continued)

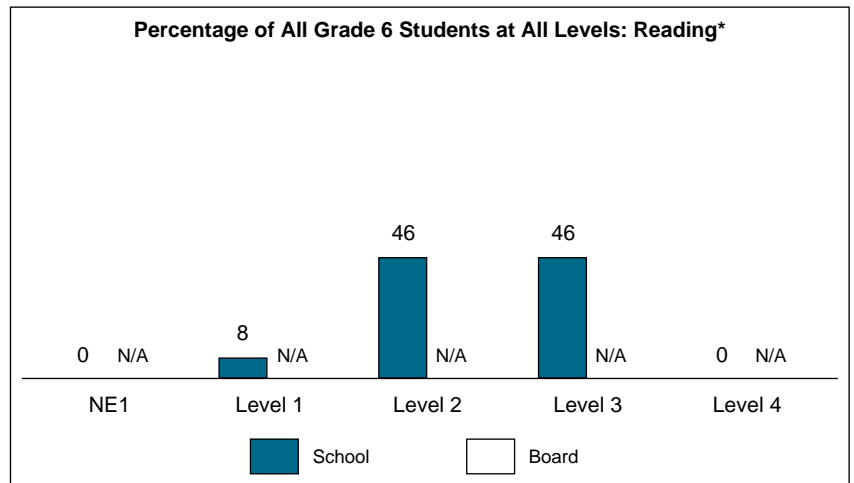
Participation in the Assessment	School		Board	
Number of Grade 6 students				
Reading	13		N/A	
Writing	13		N/A	
Mathematics	13		N/A	
Number Percent Number Percent				
Students who participated (excludes “no data” and “exempt”)*				
Reading	13	100%	N/A	N/A
Writing	13	100%	N/A	N/A
Mathematics	13	100%	N/A	N/A
Students who did not complete any part of the assessment (“no data”)*				
Reading	0	0%	N/A	N/A
Writing	0	0%	N/A	N/A
Mathematics	0	0%	N/A	N/A
Students who were exempted*				
All three subjects	0	0%	N/A	N/A
Reading	0	0%	N/A	N/A
Writing	0	0%	N/A	N/A
Mathematics	0	0%	N/A	N/A
Participating English language learners who received a special provision*				
Reading	0	0%	N/A	N/A
Writing	0	0%	N/A	N/A
Mathematics	0	0%	N/A	N/A
Participating students who received one or more accommodations[†]*				
Reading	0	0%	N/A	N/A
Writing	0	0%	N/A	N/A
Mathematics	0	0%	N/A	N/A

* See the Explanation of Terms.

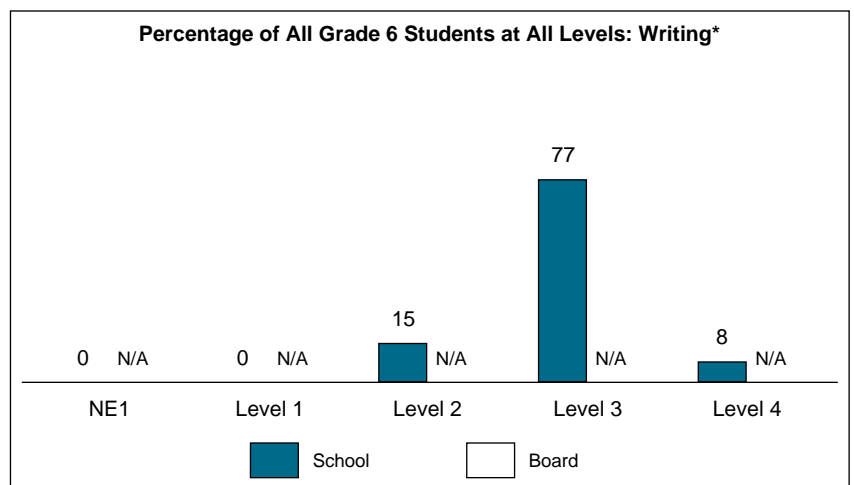
[†] Includes students with an Individual Education Plan, students designated as English language learners and students receiving special permission.

Results in Reading, Writing and Mathematics, 2011–2012 Grade 6: All Students

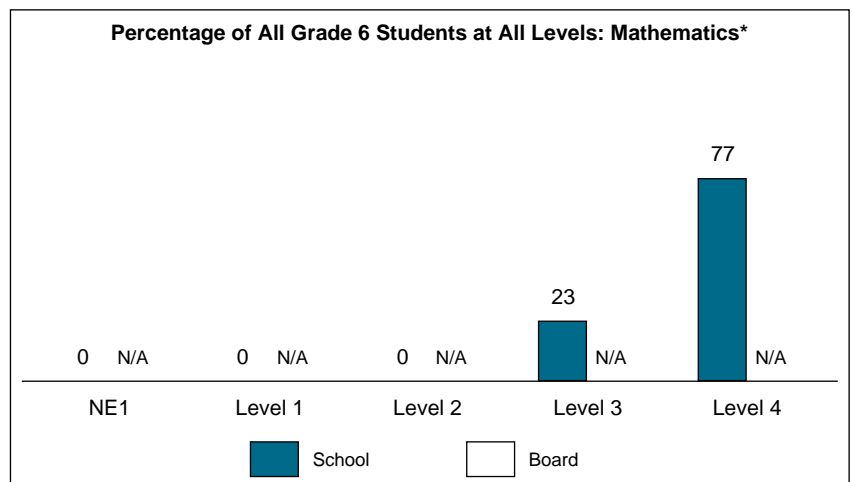
Grade 6: Reading*			
Number of Students	School 13		Board N/A
	#	%	%
Level 4	0	0%	N/A
Level 3	6	46%	N/A
Level 2	6	46%	N/A
Level 1	1	8%	N/A
NE1**	0	0%	N/A
Participating Students	13	100%	N/A
No Data	0	0%	N/A
Exempt	0	0%	N/A
At or Above Provincial Standard (Levels 3 and 4) †		46%	N/A



Grade 6: Writing*			
Number of Students	School 13		Board N/A
	#	%	%
Level 4	1	8%	N/A
Level 3	10	77%	N/A
Level 2	2	15%	N/A
Level 1	0	0%	N/A
NE1**	0	0%	N/A
Participating Students	13	100%	N/A
No Data	0	0%	N/A
Exempt	0	0%	N/A
At or Above Provincial Standard (Levels 3 and 4) †		85%	N/A



Grade 6: Mathematics*			
Number of Students	School 13		Board N/A
	#	%	%
Level 4	10	77%	N/A
Level 3	3	23%	N/A
Level 2	0	0%	N/A
Level 1	0	0%	N/A
NE1**	0	0%	N/A
Participating Students	13	100%	N/A
No Data	0	0%	N/A
Exempt	0	0%	N/A
At or Above Provincial Standard (Levels 3 and 4) †		100%	N/A



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

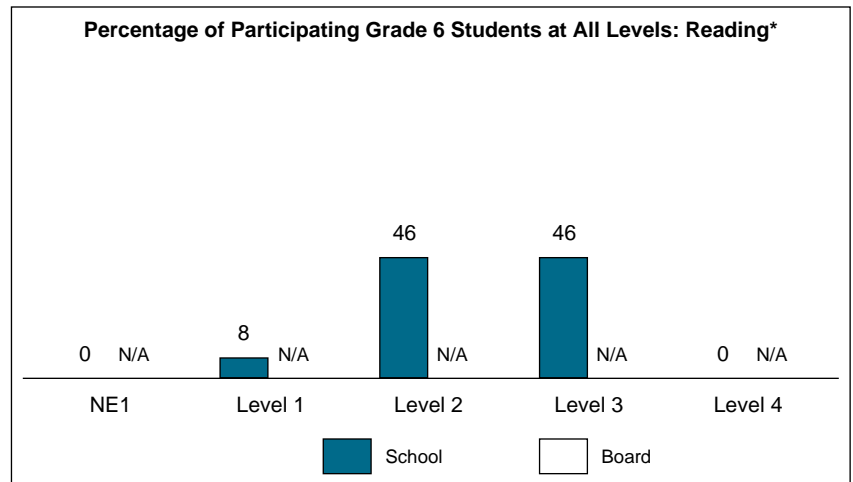
** See the Explanation of Terms.

† 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.

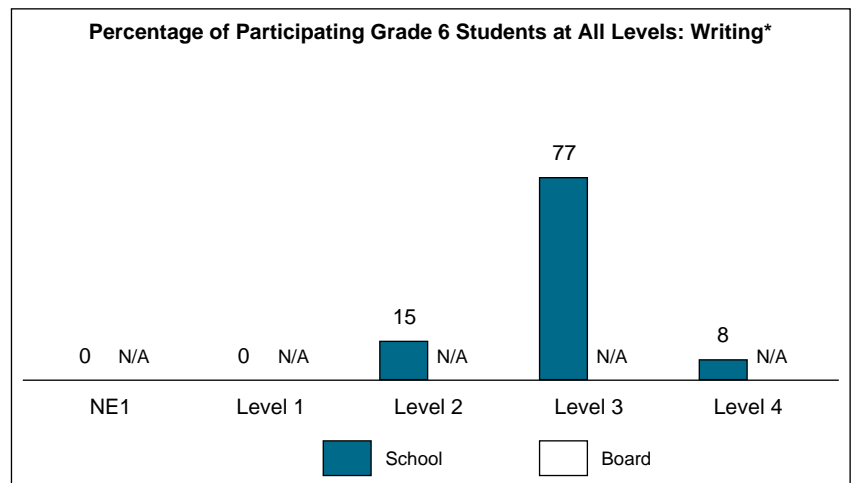
Results in Reading, Writing and Mathematics, 2011–2012

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

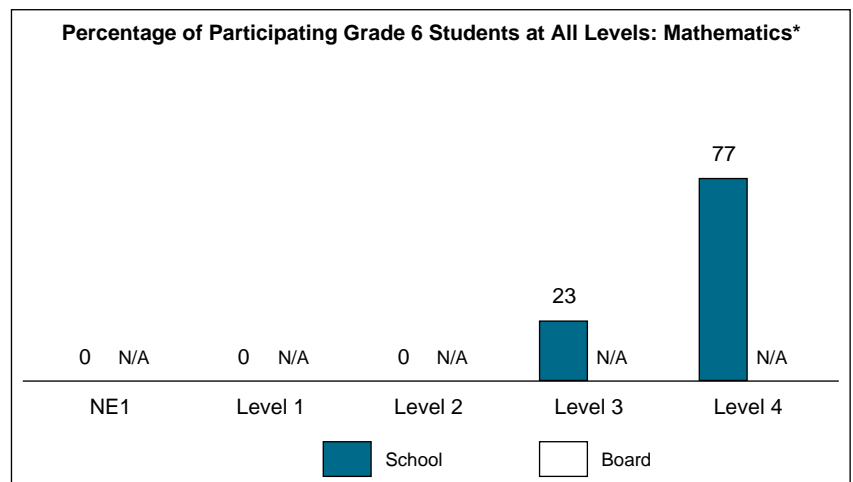
Grade 6: Reading*			
Number of Students	School 13		Board N/A
	#	%	%
Level 4	0	0%	N/A
Level 3	6	46%	N/A
Level 2	6	46%	N/A
Level 1	1	8%	N/A
NE1**	0	0%	N/A
At or Above Provincial Standard (Levels 3 and 4) †			46%



Grade 6: Writing*			
Number of Students	School 13		Board N/A
	#	%	%
Level 4	1	8%	N/A
Level 3	10	77%	N/A
Level 2	2	15%	N/A
Level 1	0	0%	N/A
NE1**	0	0%	N/A
At or Above Provincial Standard (Levels 3 and 4) †			85%



Grade 6: Mathematics*			
Number of Students	School 13		Board N/A
	#	%	%
Level 4	10	77%	N/A
Level 3	3	23%	N/A
Level 2	0	0%	N/A
Level 1	0	0%	N/A
NE1**	0	0%	N/A
At or Above Provincial Standard (Levels 3 and 4) †			100%



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

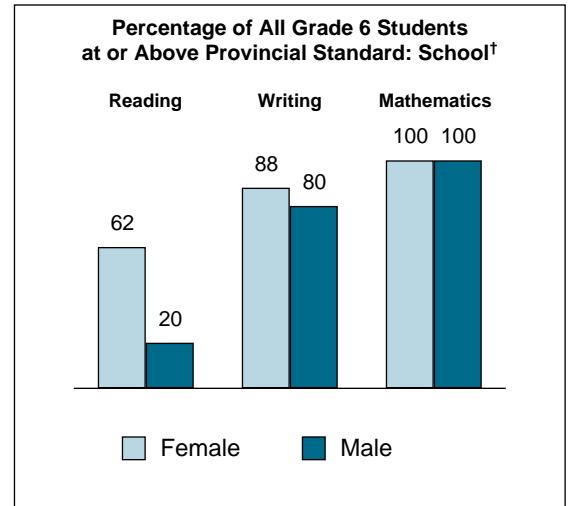
** See the Explanation of Terms.

† 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.

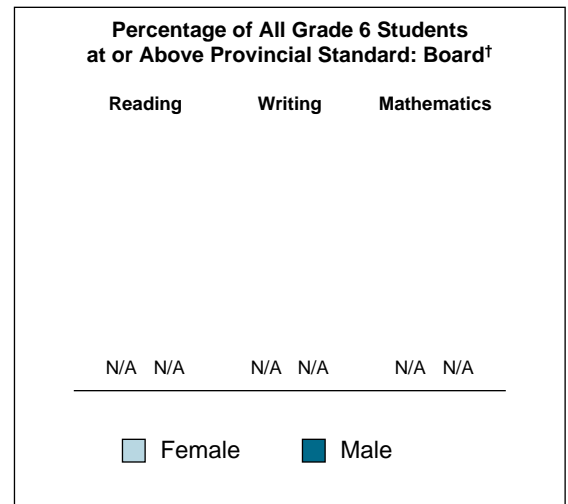
Results in Reading, Writing and Mathematics, 2011–2012

Grade 6: Gender††

Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 8	Male 5	Female 8	Male 5	Female 8	Male 5
Level 4	0%	0%	0%	20%	75%	80%
Level 3	62%	20%	88%	60%	25%	20%
Level 2	38%	60%	12%	20%	0%	0%
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)†	62%	20%	88%	80%	100%	100%



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



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

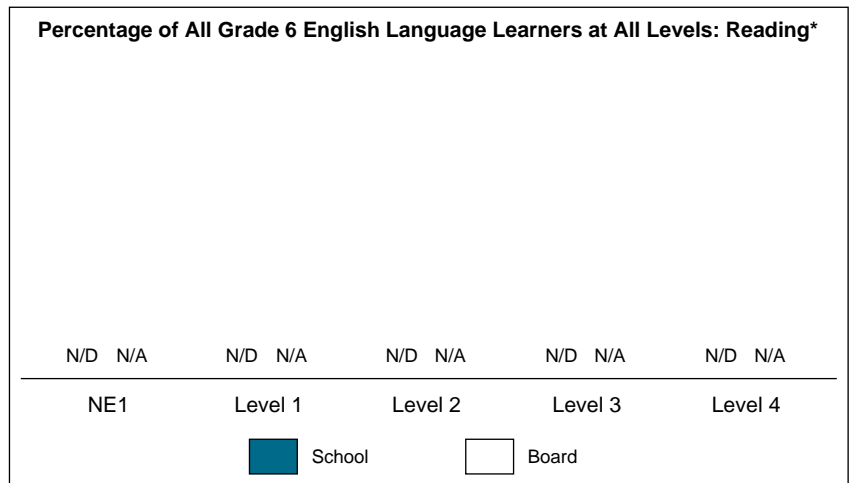
** See the Explanation of Terms.

† 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.

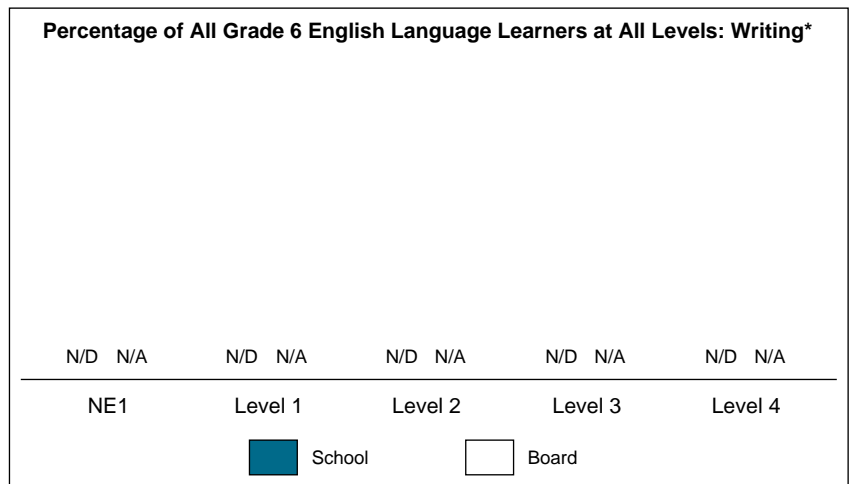
†† Results include only students for whom gender data were available.

Results in Reading, Writing and Mathematics, 2011–2012 Grade 6: English Language Learners

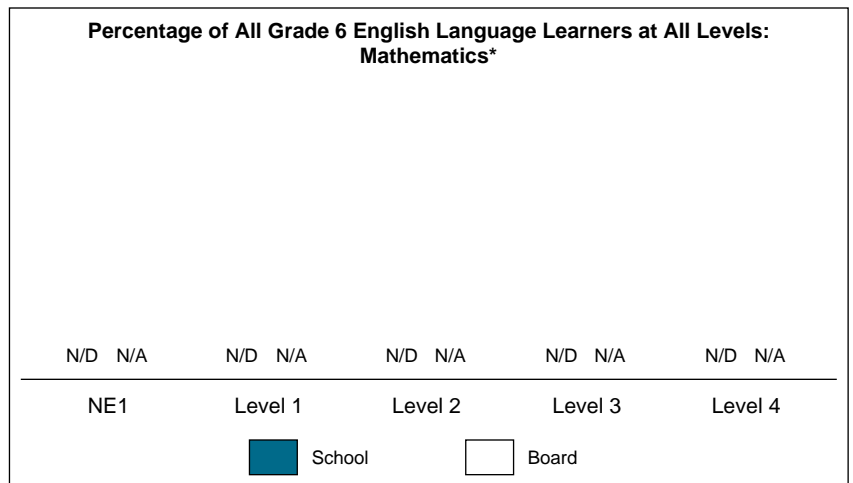
English Language Learners: Reading*			
Number of Students	School N/D		Board N/A
	#	%	%
Level 4	N/D	N/D	N/A
Level 3	N/D	N/D	N/A
Level 2	N/D	N/D	N/A
Level 1	N/D	N/D	N/A
NE1**	N/D	N/D	N/A
Participating Students	N/D	N/D	N/A
No Data	N/D	N/D	N/A
Exempt	N/D	N/D	N/A
At or Above Provincial Standard (Levels 3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



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



English Language Learners: Mathematics*			
Number of Students	School N/D		Board N/A
	#	%	%
Level 4	N/D	N/D	N/A
Level 3	N/D	N/D	N/A
Level 2	N/D	N/D	N/A
Level 1	N/D	N/D	N/A
NE1**	N/D	N/D	N/A
Participating Students	N/D	N/D	N/A
No Data	N/D	N/D	N/A
Exempt	N/D	N/D	N/A
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A



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

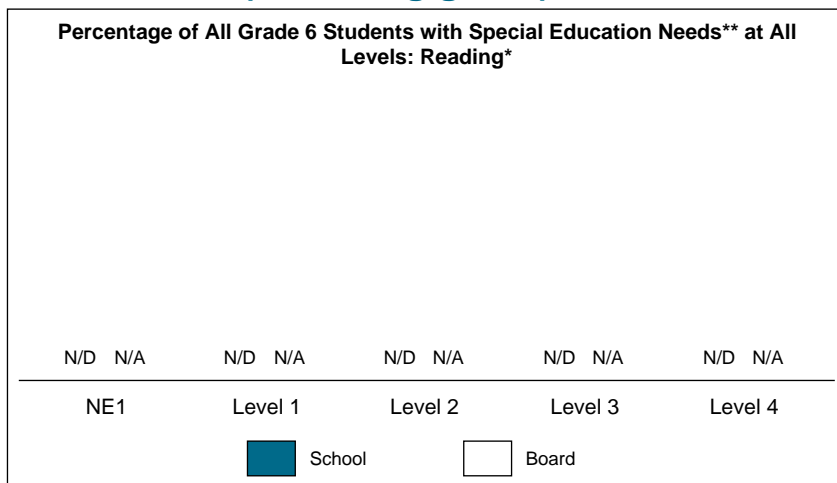
** See the Explanation of Terms.

† 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, 2011–2012 Grade 6: Students with Special Education Needs (excluding gifted)

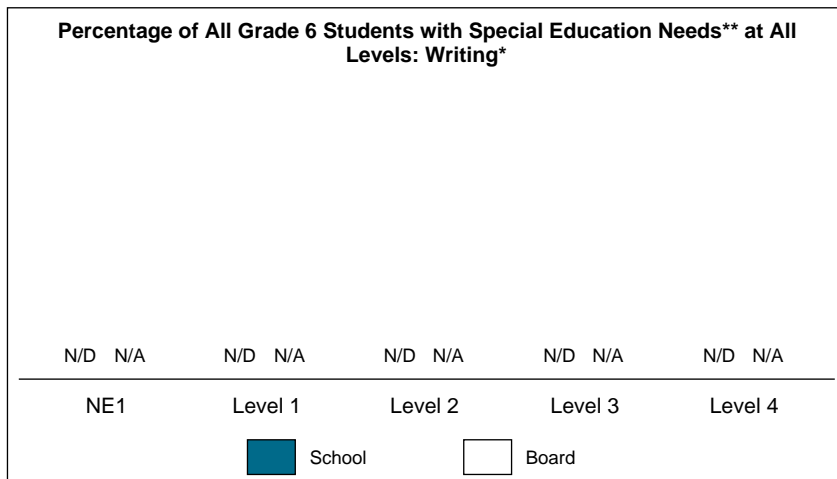
Students with Special Education Needs**: Reading*

Number of Students	School N/D		Board N/A
	#	%	%
Level 4	N/D	N/D	N/A
Level 3	N/D	N/D	N/A
Level 2	N/D	N/D	N/A
Level 1	N/D	N/D	N/A
NE1**	N/D	N/D	N/A
Participating Students	N/D	N/D	N/A
No Data	N/D	N/D	N/A
Exempt	N/D	N/D	N/A
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A



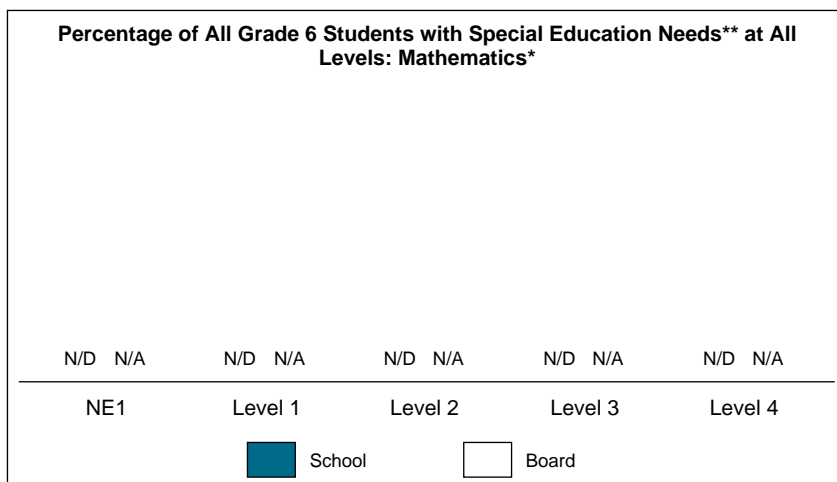
Students with Special Education Needs**: Writing*

Number of Students	School N/D		Board N/A
	#	%	%
Level 4	N/D	N/D	N/A
Level 3	N/D	N/D	N/A
Level 2	N/D	N/D	N/A
Level 1	N/D	N/D	N/A
NE1**	N/D	N/D	N/A
Participating Students	N/D	N/D	N/A
No Data	N/D	N/D	N/A
Exempt	N/D	N/D	N/A
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A



Students with Special Education Needs**: Mathematics*

Number of Students	School N/D		Board N/A
	#	%	%
Level 4	N/D	N/D	N/A
Level 3	N/D	N/D	N/A
Level 2	N/D	N/D	N/A
Level 1	N/D	N/D	N/A
NE1**	N/D	N/D	N/A
Participating Students	N/D	N/D	N/A
No Data	N/D	N/D	N/A
Exempt	N/D	N/D	N/A
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/A



* 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, 2011–2012

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	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Enrolment					
Number of students	14	13	16	14	16
Participation in the Assessment					
Reading [†]	100%	100%	100%	100%	100%
Writing [†]	100%	100%	100%	100%	100%
Mathematics [†]	93%	100%	100%	100%	100%
Gender					
Female	43%	62%	50%	64%	50%
Male	57%	38%	50%	36%	50%
Student Status					
English language learners**	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)**	0%	0%	0%	0%	0%
Place of Birth					
Born in Canada	93%	92%	75%	100%	81%
Born outside Canada	7%	8%	25%	0%	19%
In Canada less than one year	0%	0%	6%	0%	0%
In Canada one year or more but less than three years	7%	0%	0%	0%	12%
In Canada three years or more	0%	0%	19%	0%	6%
Language					
First language learned at home was other than English	100%	85%	100%	100%	94%
Year Student Entered Current School					
Year of the assessment	7%	8%	94%	21%	0%
Year prior to the assessment	21%	0%	0%	14%	12%
2 years prior to the assessment	14%	8%	0%	14%	19%
3 or more years prior to the assessment	57%	85%	6%	50%	69%
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.

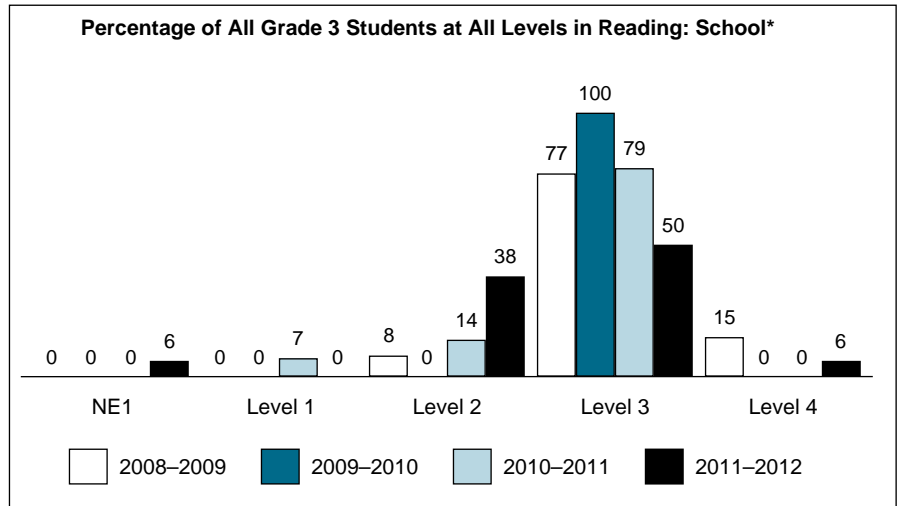
† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

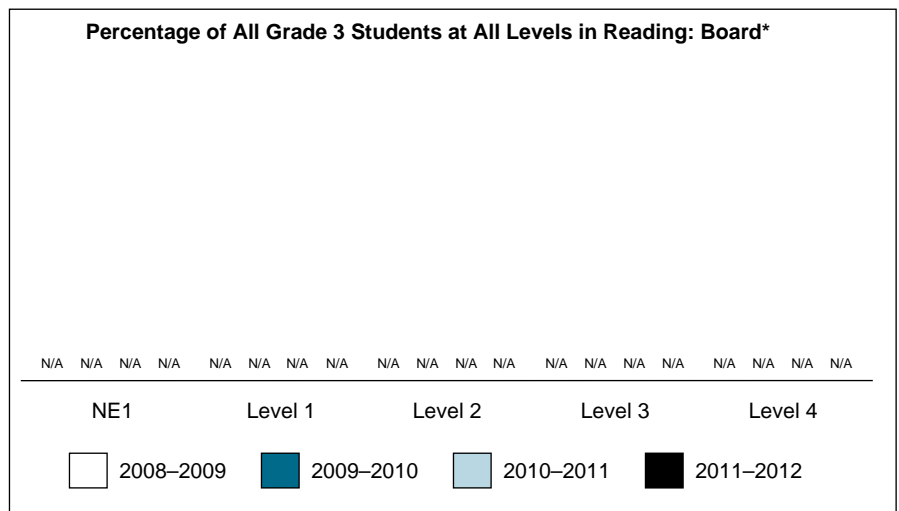
Results over Time, 2008–2009 to 2011–2012*

Grade 3: Reading

Grade 3 Reading: School*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	13	16	14	16
Level 4	15%	0%	0%	6%
Level 3	77%	100%	79%	50%
Level 2	8%	0%	14%	38%
Level 1	0%	0%	7%	0%
NE1**	0%	0%	0%	6%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	92%	100%	79%	56%



Grade 3 Reading: Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A
<i>Participating Students</i>	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A
At or Above Provincial Standard†	N/A	N/A	N/A	N/A



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

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

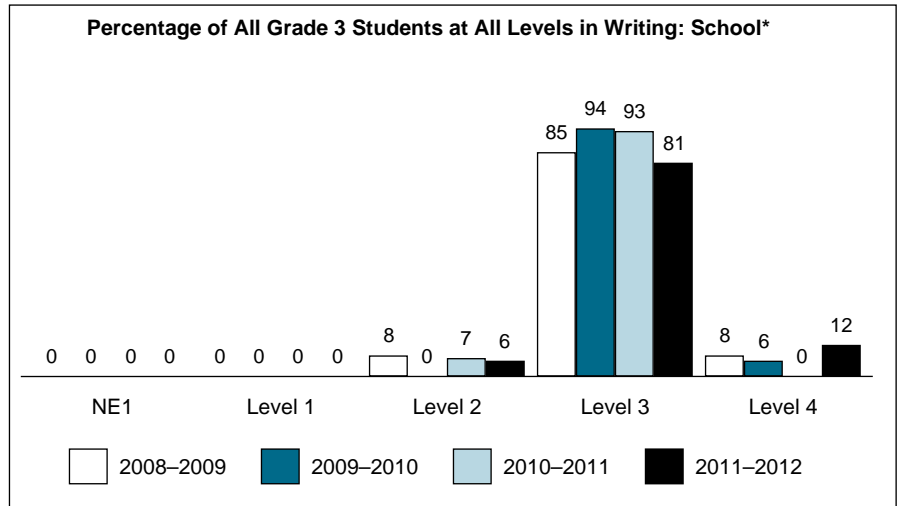
** See the Explanation of Terms.

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

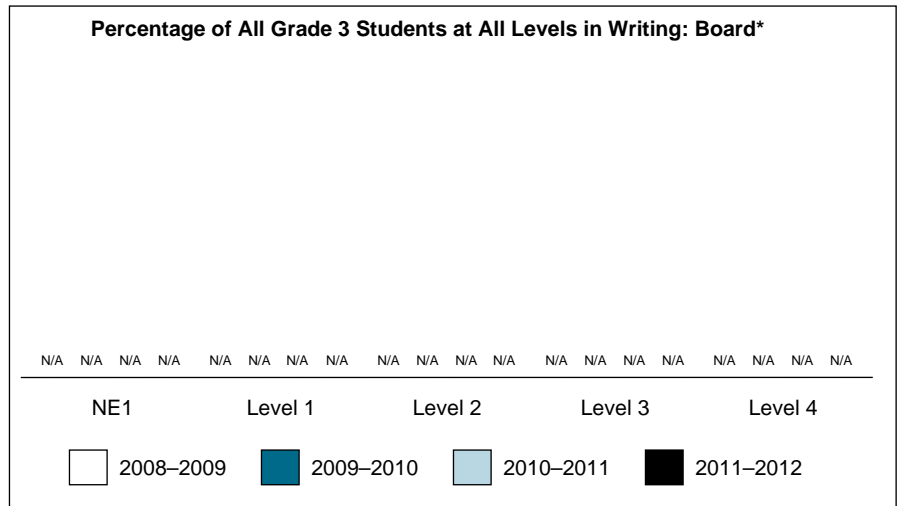
Results over Time, 2008–2009 to 2011–2012*

Grade 3: Writing

Grade 3 Writing: School*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	13	16	14	16
Level 4	8%	6%	0%	12%
Level 3	85%	94%	93%	81%
Level 2	8%	0%	7%	6%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	92%	100%	93%	94%



Grade 3 Writing: Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A
<i>Participating Students</i>	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A
At or Above Provincial Standard†	N/A	N/A	N/A	N/A



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

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

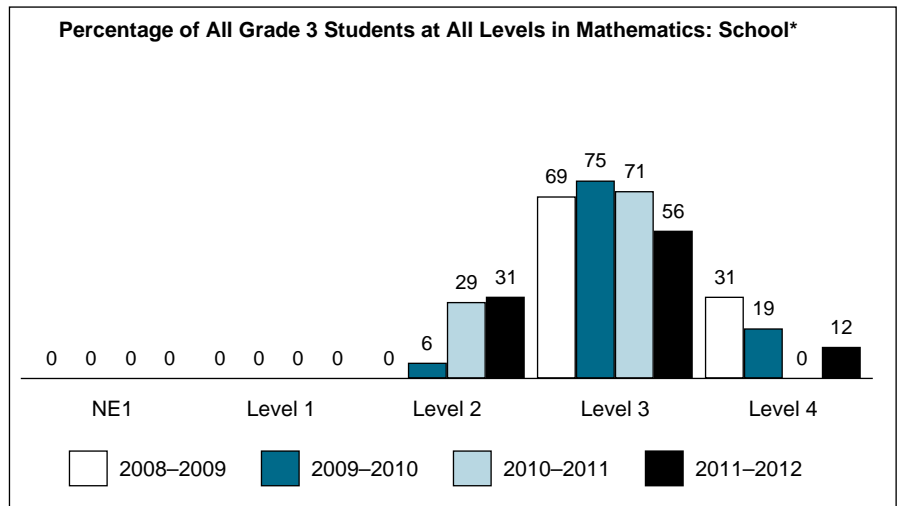
** See the Explanation of Terms.

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

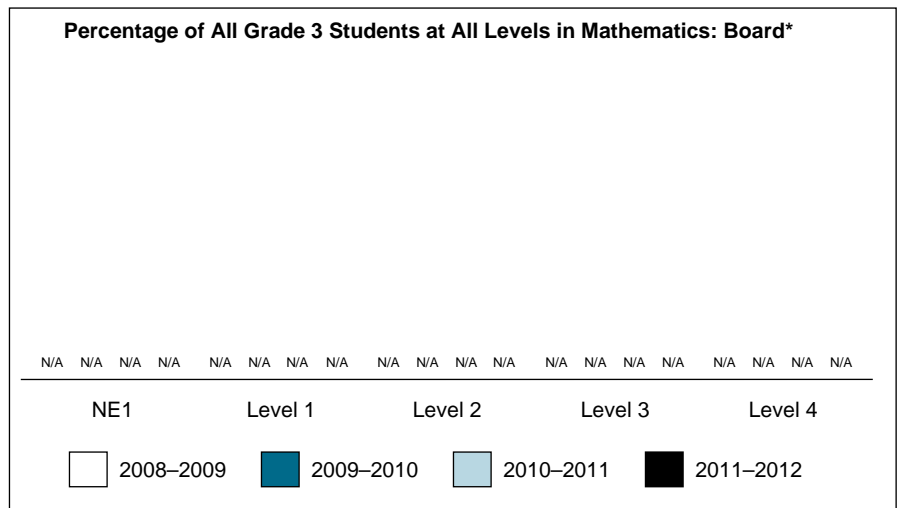
Results over Time, 2008–2009 to 2011–2012*

Grade 3: Mathematics

Grade 3 Mathematics: School*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	13	16	14	16
Level 4	31%	19%	0%	12%
Level 3	69%	75%	71%	56%
Level 2	0%	6%	29%	31%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	100%	94%	71%	69%



Grade 3 Mathematics: Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A
<i>Participating Students</i>	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A
At or Above Provincial Standard†	N/A	N/A	N/A	N/A



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

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

** See the Explanation of Terms.

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

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	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Enrolment					
Number of students	9	9	11	11	13
Participation in the Assessment					
Reading	89%	100%	91%	91%	100%
Writing	89%	100%	91%	91%	100%
Mathematics	89%	100%	91%	91%	100%
Gender					
Female	78%	33%	55%	27%	62%
Male	22%	67%	45%	73%	38%
Student Status					
English language learners**	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)**	0%	0%	0%	0%	0%
Place of Birth					
Born in Canada	89%	100%	82%	91%	85%
Born outside Canada	11%	0%	18%	9%	15%
In Canada less than one year	0%	0%	9%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	11%	0%	9%	9%	8%
Language					
First language learned at home was other than English	100%	100%	100%	100%	92%
Year Student Entered Current School					
Year of the assessment	0%	11%	100%	0%	0%
Year prior to the assessment	11%	0%	0%	0%	0%
2 years prior to the assessment	22%	0%	0%	18%	15%
3 or more years prior to the assessment	67%	89%	0%	82%	85%
Data not available	0%	0%	0%	0%	0%

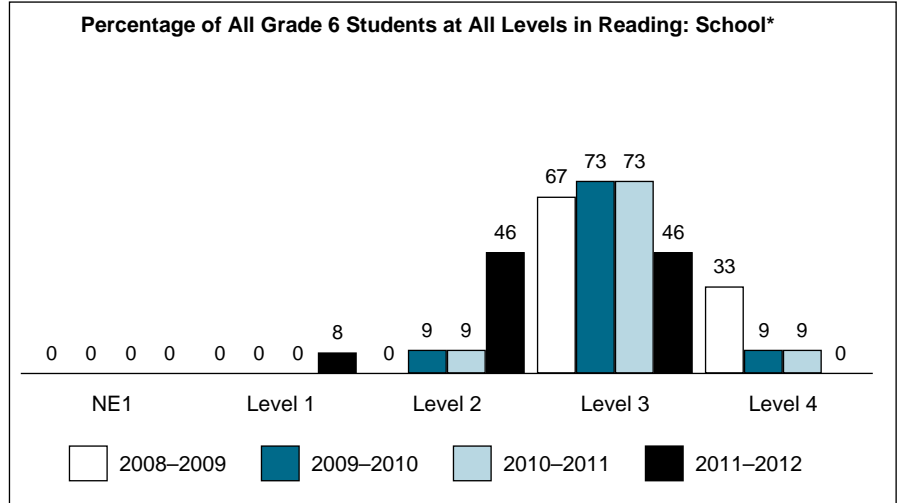
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

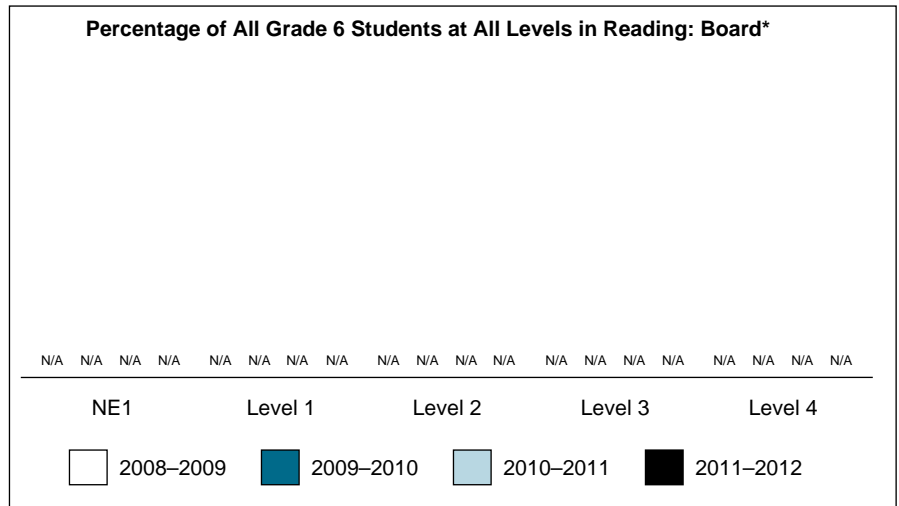
Results over Time, 2008–2009 to 2011–2012*

Grade 6: Reading

Grade 6 Reading: School*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	9	11	11	13
Level 4	33%	9%	9%	0%
Level 3	67%	73%	73%	46%
Level 2	0%	9%	9%	46%
Level 1	0%	0%	0%	8%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	91%	91%	100%
No Data	0%	9%	9%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	100%	82%	82%	46%



Grade 6 Reading: Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A
<i>Participating Students</i>	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A
At or Above Provincial Standard†	N/A	N/A	N/A	N/A



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

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

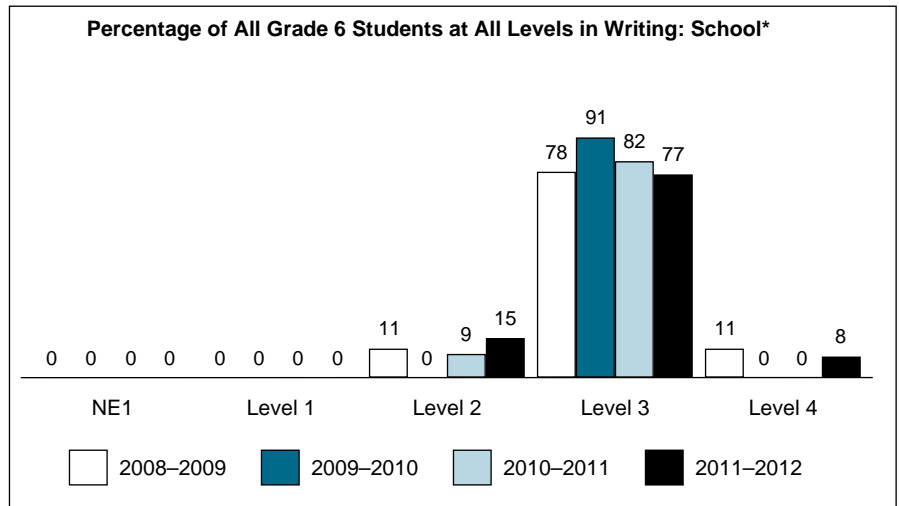
** See the Explanation of Terms.

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

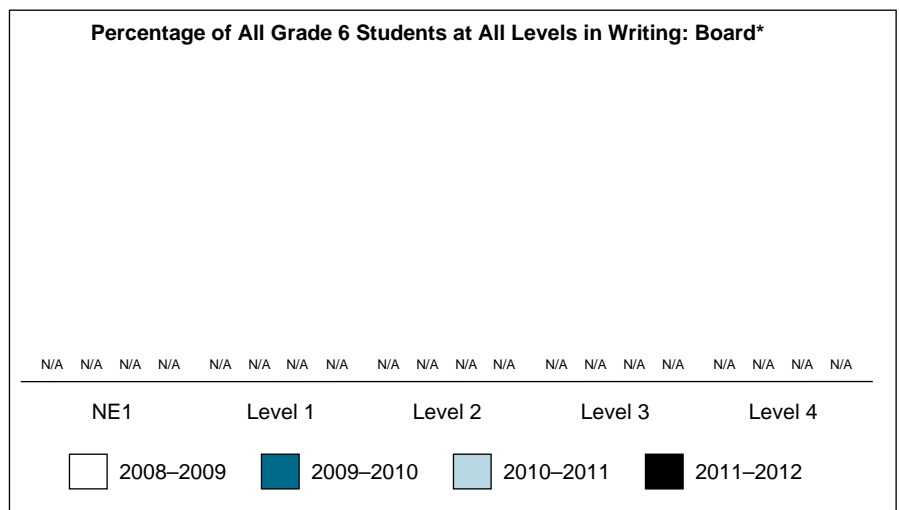
Results over Time, 2008–2009 to 2011–2012*

Grade 6: Writing

Grade 6 Writing: School†				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	9	11	11	13
Level 4	11%	0%	0%	8%
Level 3	78%	91%	82%	77%
Level 2	11%	0%	9%	15%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	91%	91%	100%
No Data	0%	9%	9%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	89%	91%	82%	85%



Grade 6 Writing: Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A
<i>Participating Students</i>	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A
At or Above Provincial Standard†	N/A	N/A	N/A	N/A



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

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

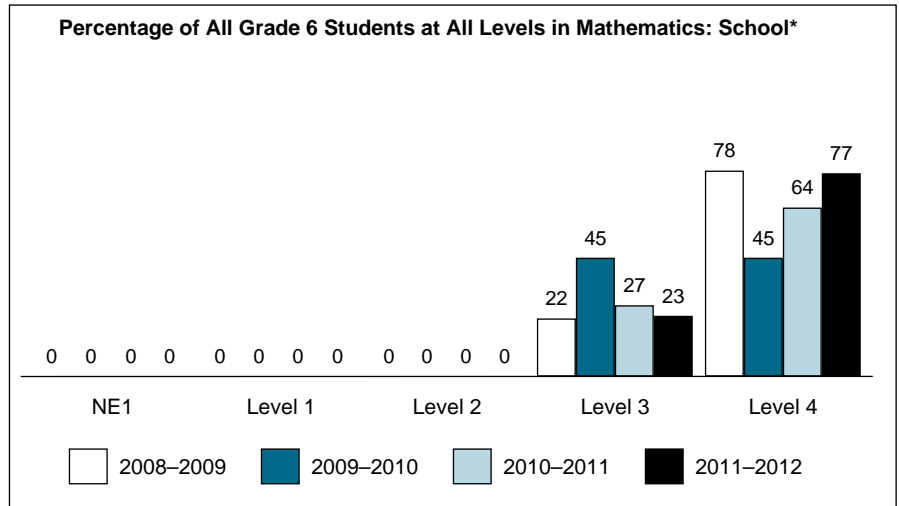
** See the Explanation of Terms.

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

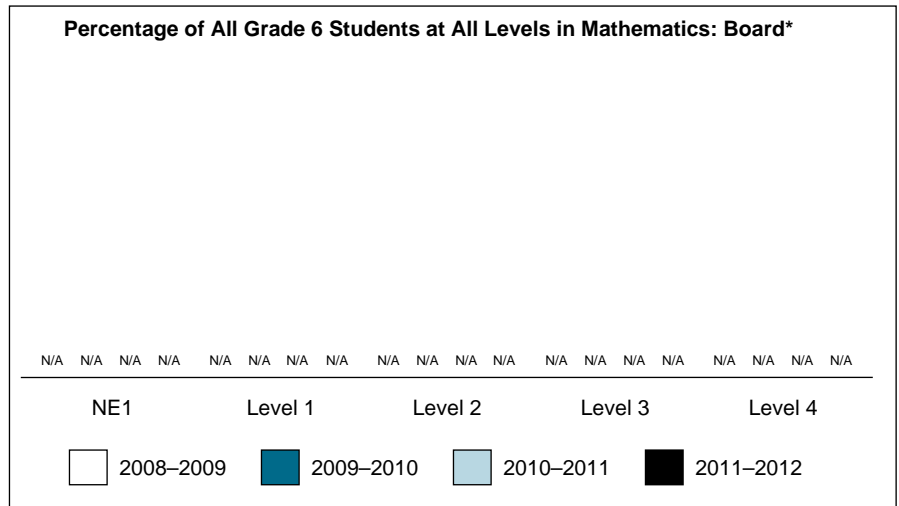
Results over Time, 2008–2009 to 2011–2012*

Grade 6: Mathematics

Grade 6 Mathematics: School*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	9	11	11	13
Level 4	78%	45%	64%	77%
Level 3	22%	45%	27%	23%
Level 2	0%	0%	0%	0%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	91%	91%	100%
No Data	0%	9%	9%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	100%	91%	91%	100%



Grade 6 Mathematics: Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A
Level 1	N/A	N/A	N/A	N/A
NE1**	N/A	N/A	N/A	N/A
<i>Participating Students</i>	N/A	N/A	N/A	N/A
No Data	N/A	N/A	N/A	N/A
Exempt	N/A	N/A	N/A	N/A
At or Above Provincial Standard†	N/A	N/A	N/A	N/A



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

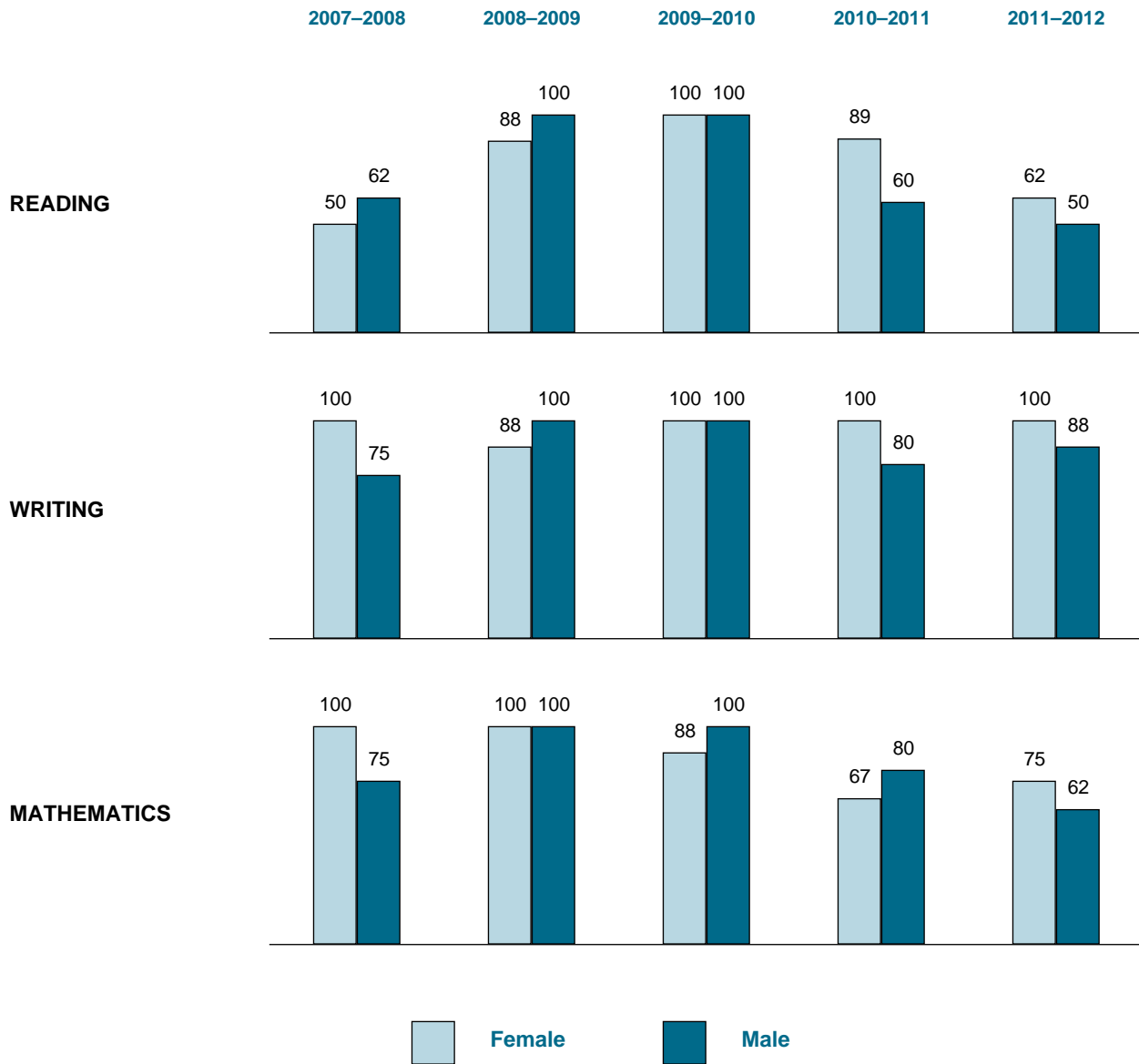
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

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

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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



Female Male

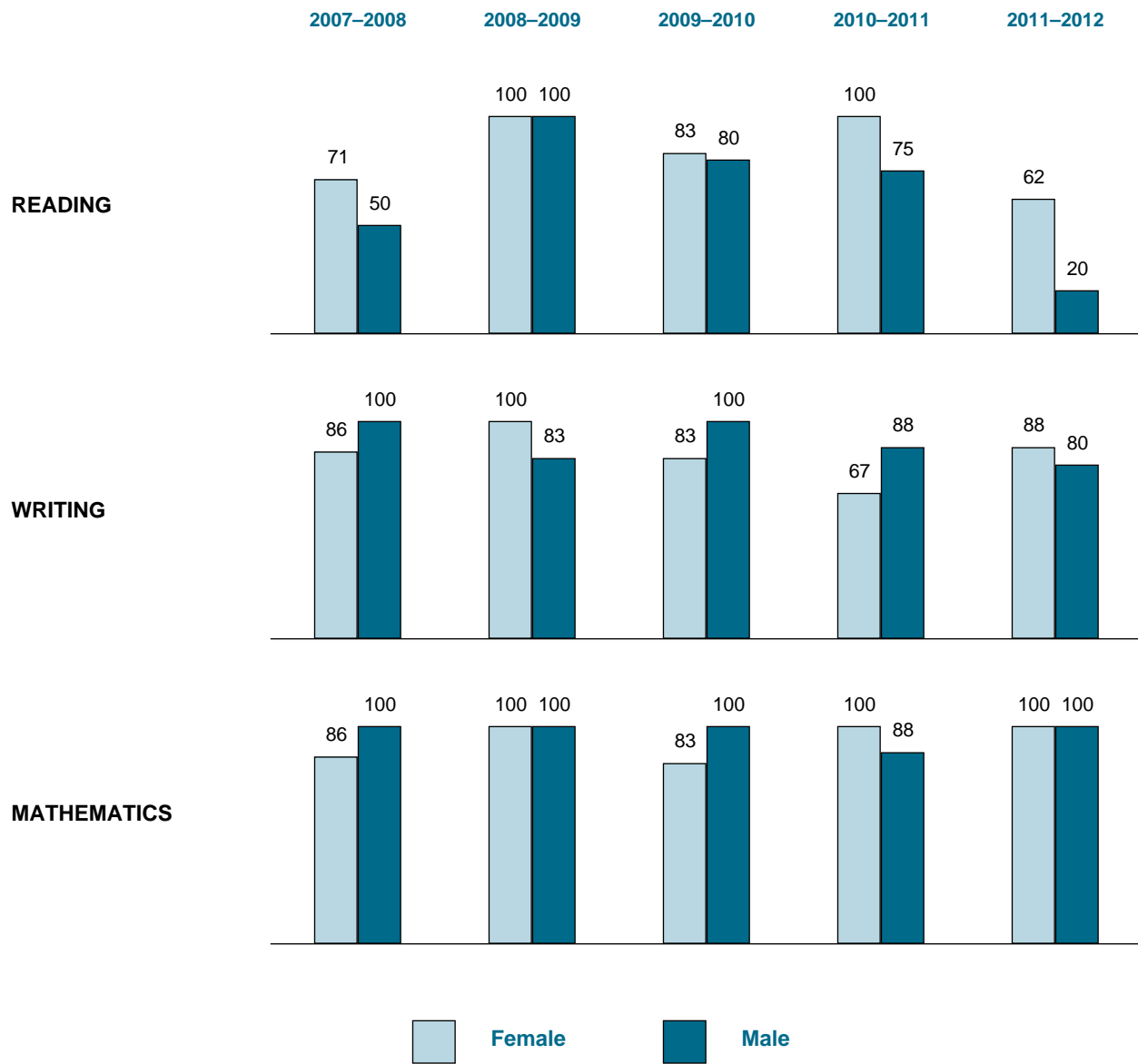
Total Number of Grade 3 Students†

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	6	8	8	5	8	8	9	5	8	8

† Includes only students for whom gender data were available.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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



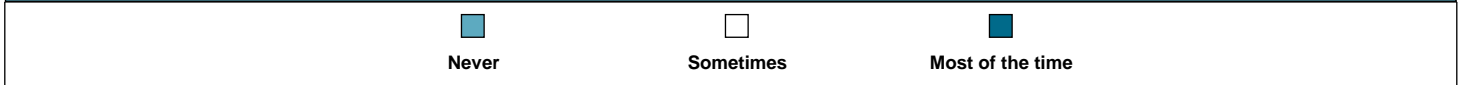
Total Number of Grade 6 Students†

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	7	2	3	6	6	5	3	8	8	5

† Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 15)
 Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



STUDENT ENGAGEMENT
 How do you feel about mathematics? Percentage of Students* Number of students who answered "most of the time"

I like mathematics.	60	40	6
I am good at mathematics.	53	47	7
I am able to answer difficult mathematics questions.	87	13	2
I try to do my best when I do mathematics activities in class.	100		15

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

I read over the whole problem first to make sure I know what I am supposed to do.	33	67	10
I ask for help if I do not understand the problem.	73	27	4
I think about the steps I will use to solve the problem.	13	40	47
I check my work for mistakes.	7	60	33
I check my answer to see if it makes sense.	33	67	10

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

Manipulatives	20	73	7	1
A calculator	7	73	20	3
A computer to learn mathematics	73	27	0	

* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. 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, 2011–2012

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 15)						
Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day		
READING OUTSIDE SCHOOL				Number of students who answered "every day or almost every day"		
How often do you read the following when you are not at school?						
Stories or novels	7	7	47	40	6	
Comics or graphic novels		47	40	7	7	1
Books, newspapers, magazines or websites for information		60	13	27		4
E-mails, text or instant messages			73	20	7	0
Other things	20	7	27	47		7
OUT-OF-SCHOOL ACTIVITIES						
How often do you do the following when you are not at school?						
I read by myself.	13	7		80		12
I play video games.	13	13	27	47		7
I use the Internet.	7	7	27	60		9
I participate in sports or other physical activities.		67	7	13	13	2
I participate in art, music or drama activities.		53	27	13	7	1
I participate in after-school clubs.			80	7	13	0
PARENTAL ENGAGEMENT						
How often do you and a parent, a guardian or another adult who lives with you do the following?						
We talk about the mathematics work I do in school.	13	27	33	27		4
We talk about the activities I do in school.	7	27	33	33		5
We read together.		60	7	20	13	2
We look at my school agenda.	7	7		87		13
We use a computer together.		60	13	7	20	3

* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. 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, 2011–2012

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 15)			
Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.			
		<input type="checkbox"/> 0 programs <input type="checkbox"/> 1 program <input checked="" type="checkbox"/> 2 or 3 programs <input type="checkbox"/> 4 programs or more	
SCREEN TIME		Percentage of Students*	Number of students who answered "4 programs or more"
How many TV programs do you normally watch on a school day?			
	Before school		0
	After school		10
		<input checked="" type="checkbox"/> Only English/ Mostly English <input type="checkbox"/> Another language (or other languages) as often as English <input checked="" type="checkbox"/> Mostly another language (or other languages)/ Only another language (or other languages)	
LANGUAGES SPOKEN		Percentage of Students*	Number of students who answered "only English" or "mostly English"
Languages student speaks at home			
	Languages in which people speak to student at home		4
SCHOOLS ATTENDED		Percentage of Students	Number of students
How many schools did you attend before this one?			
	Only this school		10
	1 other school		1
	2 other schools		2
	3 other schools		1
	4 other schools or more		1

* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. 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, 2011–2012

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male) Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.	School			Board		
	All Students (# = 15)	Female* (# = 7)	Male* (# = 8)	All Students (# =)	Female* (# =)	Male* (# =)
STUDENT ENGAGEMENT IN MATHEMATICS Percentage of students who answered “most of the time”†						
I like mathematics.	40%	29%	50%	N/A	N/A	N/A
I am good at mathematics.	47%	57%	38%	N/A	N/A	N/A
I am able to answer difficult mathematics questions.	13%	14%	12%	N/A	N/A	N/A
I try to do my best when I do mathematics activities in class.	100%	100%	100%	N/A	N/A	N/A
COGNITIVE STRATEGIES USED IN MATHEMATICS Percentage of students who answered “most of the time”†						
I read over the whole problem first to make sure I know what I am supposed to do.	67%	57%	75%	N/A	N/A	N/A
I ask for help if I do not understand the problem.	27%	43%	12%	N/A	N/A	N/A
I think about the steps I will use to solve the problem.	47%	57%	38%	N/A	N/A	N/A
I check my work for mistakes.	33%	14%	50%	N/A	N/A	N/A
I check my answer to see if it makes sense.	67%	71%	62%	N/A	N/A	N/A
INSTRUCTIONAL TOOLS USED IN MATHEMATICS Percentage of students who answered “most of the time”†						
Manipulatives	7%	0%	12%	N/A	N/A	N/A
A calculator	20%	0%	38%	N/A	N/A	N/A
A computer to learn mathematics	0%	0%	0%	N/A	N/A	N/A
READING OUTSIDE SCHOOL Percentage of students who answered “every day or almost every day”‡						
Stories or novels	40%	57%	25%	N/A	N/A	N/A
Comics or graphic novels	7%	14%	0%	N/A	N/A	N/A
Books, newspapers, magazines or websites for information	27%	43%	12%	N/A	N/A	N/A
E-mails, text or instant messages	0%	0%	0%	N/A	N/A	N/A
Other things	47%	71%	25%	N/A	N/A	N/A

* Only includes students for whom gender data were available.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board		
	All Students (# = 15)	Female* (# = 7)	Male* (# = 8)	All Students (# =)	Female* (# =)	Male* (# =)
Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.						
OUT-OF-SCHOOL ACTIVITIES						
Percentage of students who answered “every day or almost every day”†						
I read by myself.	80%	100%	62%	N/A	N/A	N/A
I play video games.	47%	29%	62%	N/A	N/A	N/A
I use the Internet.	60%	71%	50%	N/A	N/A	N/A
I participate in sports or other physical activities.	13%	0%	25%	N/A	N/A	N/A
I participate in art, music or drama activities.	7%	0%	12%	N/A	N/A	N/A
I participate in after-school clubs.	0%	0%	0%	N/A	N/A	N/A
PARENTAL ENGAGEMENT						
Percentage of students who answered “every day or almost every day”†						
We talk about the mathematics work I do in school.	27%	43%	12%	N/A	N/A	N/A
We talk about the activities I do in school.	33%	43%	25%	N/A	N/A	N/A
We read together.	13%	14%	12%	N/A	N/A	N/A
We look at my school agenda.	87%	86%	88%	N/A	N/A	N/A
We use a computer together.	20%	29%	12%	N/A	N/A	N/A
SCREEN TIME (WATCHING TV)						
Percentage of students who answered “4 programs or more”‡						
Before school	0%	0%	0%	N/A	N/A	N/A
After school	67%	43%	88%	N/A	N/A	N/A

* Only includes students for whom gender data were available.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board		
	All Students (# = 15)	Female* (# = 7)	Male* (# = 8)	All Students (# =)	Female* (# =)	Male* (# =)
Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.						
LANGUAGES STUDENTS SPEAK AT HOME†				Percentage of students		
Only English/Mostly English	33%	29%	38%	N/A	N/A	N/A
Another language (or other languages) as often as English	47%	57%	38%	N/A	N/A	N/A
Mostly another language (or other languages)/ Only another language (or other languages)	20%	14%	25%	N/A	N/A	N/A
LANGUAGES SPOKEN TO STUDENTS AT HOME†				Percentage of students		
Only English/Mostly English	27%	29%	25%	N/A	N/A	N/A
Another language (or other languages) as often as English	27%	29%	25%	N/A	N/A	N/A
Mostly another language (or other languages)/ Only another language (or other languages)	47%	43%	50%	N/A	N/A	N/A
SCHOOLS ATTENDED†				Percentage of students		
Only this school/1 other school	73%	71%	75%	N/A	N/A	N/A
2 other schools/3 other schools	20%	29%	12%	N/A	N/A	N/A
4 other schools or more	7%	0%	12%	N/A	N/A	N/A

* Only includes students for whom gender data were available.

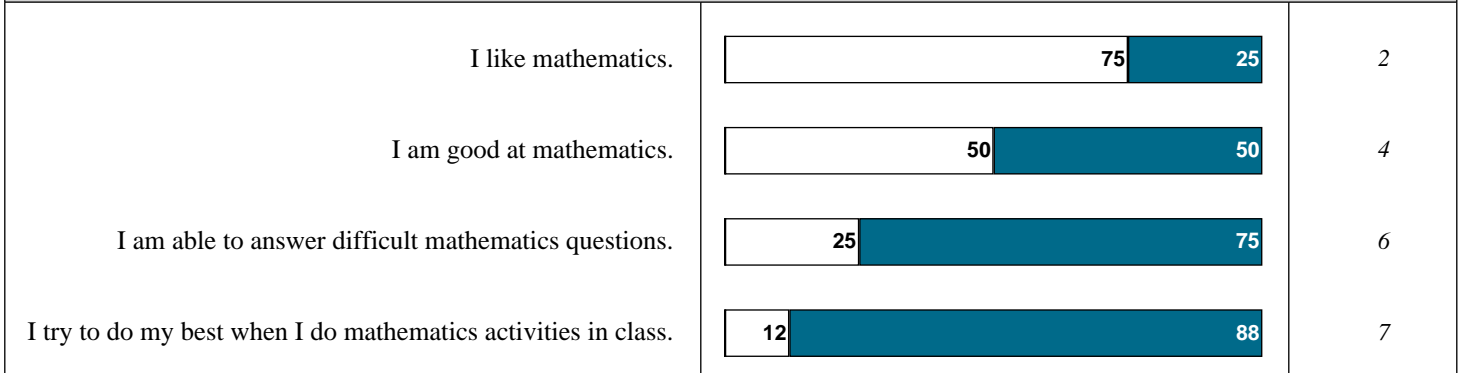
† Percentages may not add to 100, due to rounding or to ambiguous responses or blanks.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

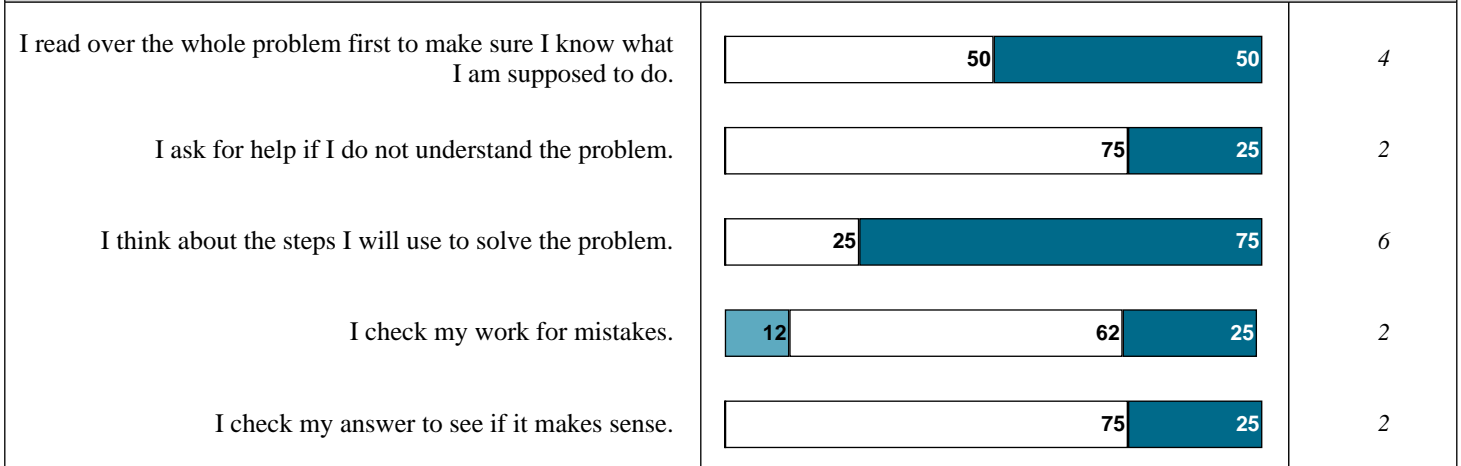
STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 8)
 Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



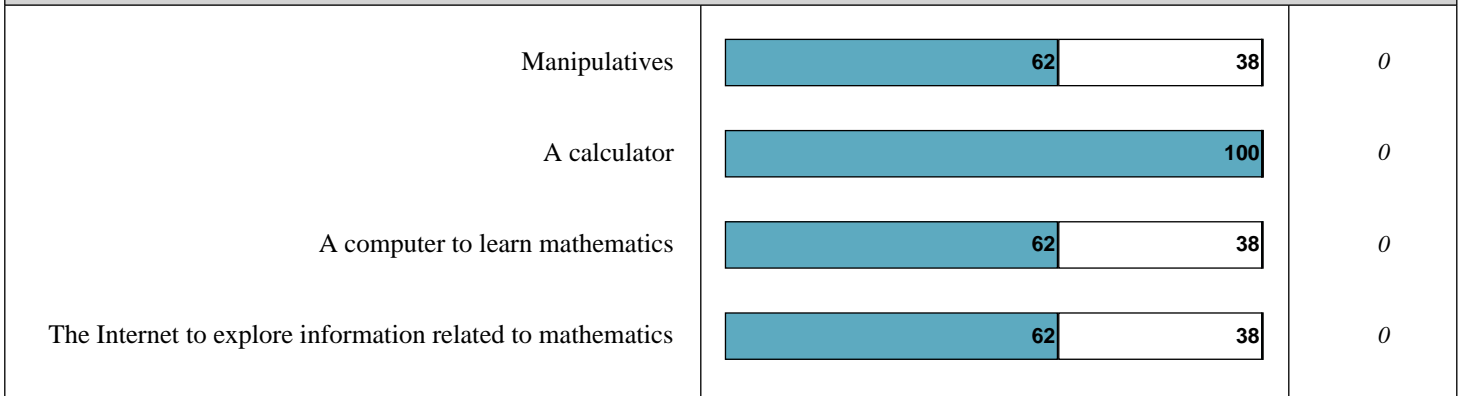
STUDENT ENGAGEMENT
 How do you feel about mathematics? Percentage of Students* Number of students who answered "most of the time"



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



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



* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. 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, 2011–2012

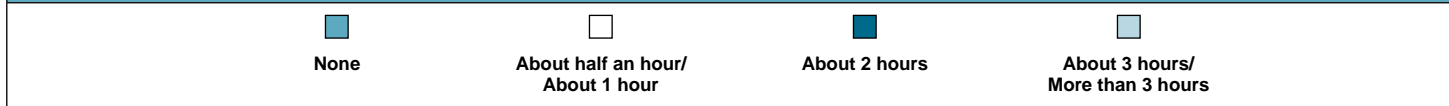
STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 8)							
Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.							
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day			
READING OUTSIDE SCHOOL				Number of students who answered "every day or almost every day"			
How often do you read the following when you are not at school? Percentage of Students*							
Stories or novels	12	25	50	12	1		
Comics or graphic novels		38		62	0		
Books, newspapers, magazines or websites for information		38		50	12		
E-mails, text or instant messages		38	38	12	12	1	
Other things	12	25	38	25	2		
OUT-OF-SCHOOL ACTIVITIES							
How often do you do the following when you are not at school?							
I read by myself.	12	25	12	38	3		
I play video games.	12		50	12	25	2	
I use the Internet.	12		50	38	3		
I participate in sports or other physical activities.		25	12	62	5		
I participate in art, music or drama activities.			62	12	25	0	
I participate in after-school clubs.		38	12	50	0		
PARENTAL ENGAGEMENT							
How often do you and a parent, a guardian or another adult who lives with you do the following?							
We talk about the mathematics work I do in school.	12	25	25	38	3		
We talk about the activities I do in school.	12	25		62	5		
We read together.		50	12	25	12	1	
We look at my school agenda.	12	12	12	62	5		
We use a computer together.			62	12	12	12	1

* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. 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, 2011–2012

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 8)

Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.

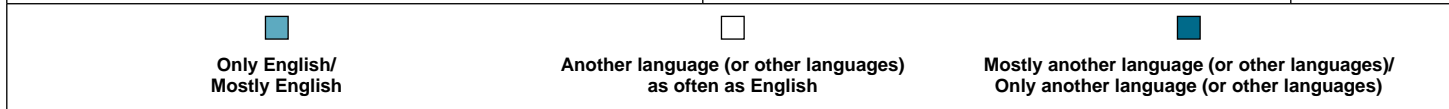
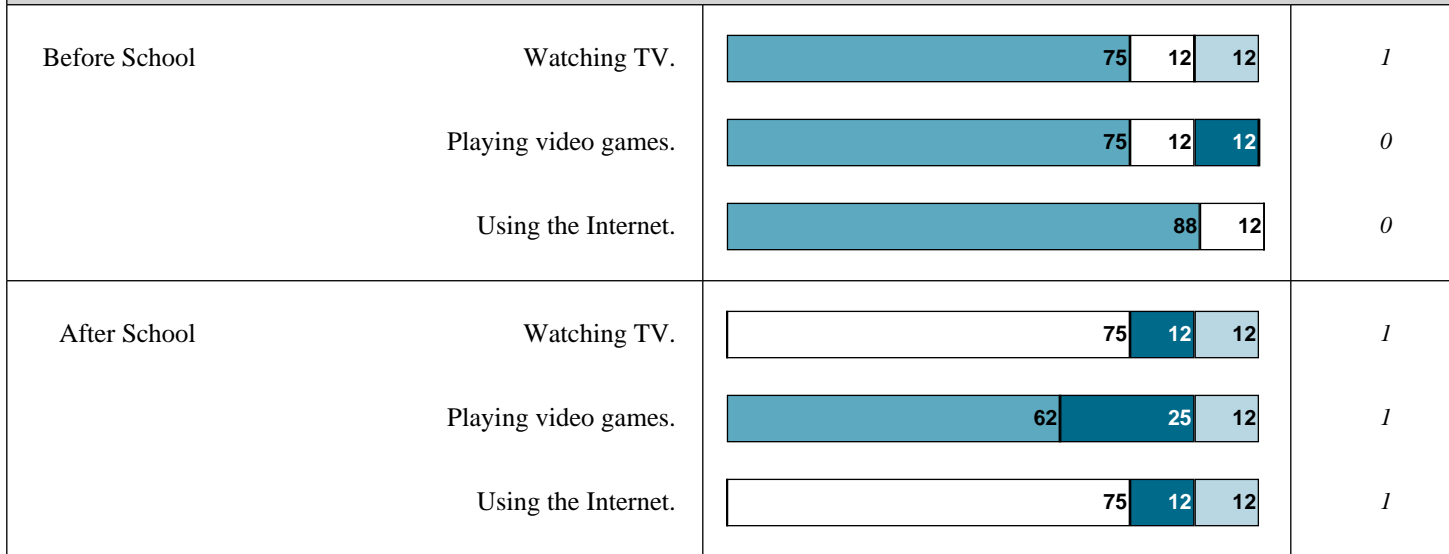


SCREEN TIME

How many hours do you usually do the following on a school day?

Percentage of Students*

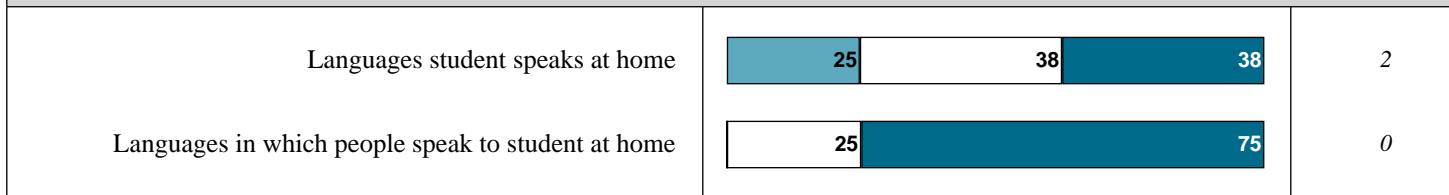
Number of students who answered "about 3 hours" or "more than 3 hours"



LANGUAGES SPOKEN

Percentage of Students*

Number of students who answered "only English" or "mostly English"

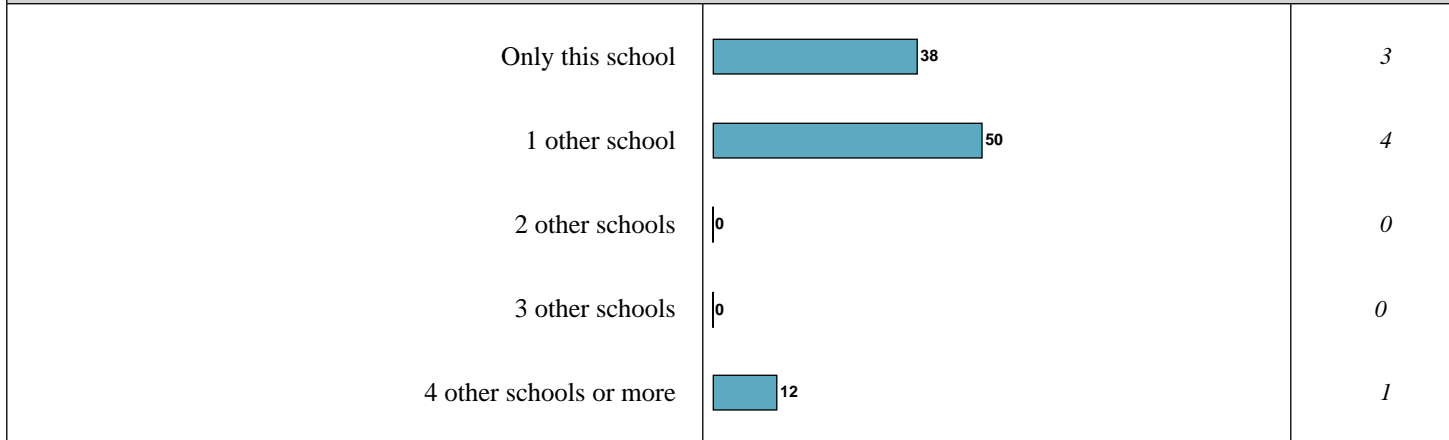


SCHOOLS ATTENDED

How many schools did you attend before this one?

Percentage of Students*

Number of students



* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. 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, 2011–2012

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board		
	All Students (# = 8)	Female* (# = 5)	Male* (# = 3)	All Students (# =)	Female* (# =)	Male* (# =)
Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.						
STUDENT ENGAGEMENT IN MATHEMATICS						
Percentage of students who answered “most of the time”†						
I like mathematics.	25%	0%	67%	N/A	N/A	N/A
I am good at mathematics.	50%	40%	67%	N/A	N/A	N/A
I am able to answer difficult mathematics questions.	75%	60%	100%	N/A	N/A	N/A
I try to do my best when I do mathematics activities in class.	88%	100%	67%	N/A	N/A	N/A
COGNITIVE STRATEGIES USED IN MATHEMATICS						
Percentage of students who answered “most of the time”†						
I read over the whole problem first to make sure I know what I am supposed to do.	50%	40%	67%	N/A	N/A	N/A
I ask for help if I do not understand the problem.	25%	40%	0%	N/A	N/A	N/A
I think about the steps I will use to solve the problem.	75%	60%	100%	N/A	N/A	N/A
I check my work for mistakes.	25%	0%	67%	N/A	N/A	N/A
I check my answer to see if it makes sense.	25%	20%	33%	N/A	N/A	N/A
INSTRUCTIONAL TOOLS USED IN MATHEMATICS						
Percentage of students who answered “most of the time”†						
Manipulatives	0%	0%	0%	N/A	N/A	N/A
A calculator	0%	0%	0%	N/A	N/A	N/A
A computer to learn mathematics	0%	0%	0%	N/A	N/A	N/A
The Internet to explore information related to mathematics	0%	0%	0%	N/A	N/A	N/A
READING OUTSIDE SCHOOL						
Percentage of students who answered “every day or almost every day”‡						
Stories or novels	12%	20%	0%	N/A	N/A	N/A
Comics or graphic novels	0%	0%	0%	N/A	N/A	N/A
Books, newspapers, magazines or websites for information	12%	20%	0%	N/A	N/A	N/A
E-mails, text or instant messages	12%	20%	0%	N/A	N/A	N/A
Other things	25%	20%	33%	N/A	N/A	N/A

* Only includes students for whom gender data were available.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)		School			Board		
		All Students (# = 8)	Female* (# = 5)	Male* (# = 3)	All Students (# =)	Female* (# =)	Male* (# =)
Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.							
OUT-OF-SCHOOL ACTIVITIES		Percentage of students who answered “every day or almost every day”†					
I read by myself.	38%	40%	33%	N/A	N/A	N/A	
I play video games.	25%	0%	67%	N/A	N/A	N/A	
I use the Internet.	38%	40%	33%	N/A	N/A	N/A	
I participate in sports or other physical activities.	62%	60%	67%	N/A	N/A	N/A	
I participate in art, music or drama activities.	0%	0%	0%	N/A	N/A	N/A	
I participate in after-school clubs.	0%	0%	0%	N/A	N/A	N/A	
PARENTAL ENGAGEMENT		Percentage of students who answered “every day or almost every day”†					
We talk about the mathematics work I do in school.	38%	40%	33%	N/A	N/A	N/A	
We talk about the activities I do in school.	62%	40%	100%	N/A	N/A	N/A	
We read together.	12%	20%	0%	N/A	N/A	N/A	
We look at my school agenda.	62%	80%	33%	N/A	N/A	N/A	
We use a computer together.	12%	20%	0%	N/A	N/A	N/A	
SCREEN TIME		Percentage of students who answered “about 3 hours” or “more than 3 hours”‡					
Before School	Watching TV	12%	20%	0%	N/A	N/A	N/A
	Playing video games	0%	0%	0%	N/A	N/A	N/A
	Using the Internet	0%	0%	0%	N/A	N/A	N/A
After School	Watching TV	12%	0%	33%	N/A	N/A	N/A
	Playing video games	12%	0%	33%	N/A	N/A	N/A
	Using the Internet	12%	0%	33%	N/A	N/A	N/A

* Only includes students for whom gender data were available.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board		
	All Students (# = 8)	Female* (# = 5)	Male* (# = 3)	All Students (# =)	Female* (# =)	Male* (# =)
Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.						
LANGUAGES STUDENTS SPEAK AT HOME†						
Percentage of students						
Only English/Mostly English	25%	20%	33%	N/A	N/A	N/A
Another language (or other languages) as often as English	38%	40%	33%	N/A	N/A	N/A
Mostly another language (or other languages)/ Only another language (or other languages)	38%	40%	33%	N/A	N/A	N/A
LANGUAGES SPOKEN TO STUDENTS AT HOME†						
Percentage of students						
Only English/Mostly English	0%	0%	0%	N/A	N/A	N/A
Another language (or other languages) as often as English	25%	40%	0%	N/A	N/A	N/A
Mostly another language (or other languages)/ Only another language (or other languages)	75%	60%	100%	N/A	N/A	N/A
SCHOOLS ATTENDED†						
Percentage of students						
Only this school/1 other school	88%	100%	67%	N/A	N/A	N/A
2 other schools/3 other schools	0%	0%	0%	N/A	N/A	N/A
4 other schools or more	12%	0%	33%	N/A	N/A	N/A

* Only includes students for whom gender data were available.

† Percentages may not add to 100, due to rounding or to ambiguous responses or blanks.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

EXPLANATION OF TERMS

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