



SCHOOL REPORT FOR 2003–2004

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics

School: Holy Angels Sep S (714062)
Board: Toronto Catholic District School Board (67059)

I am pleased to provide you with this redesigned school report. This report provides an overview of school contextual information and EQAO student performance data for 2003–2004, as well as previous years' EQAO results for the school, board and province. Student assessment is most effective when data are interpreted in context, examined over time to determine trends in performance, and used to inform professional dialogue and school improvement planning.

I hope this new report, in conjunction with other school data, will help parents, educators and members of the community work collaboratively to ensure that every student achieves high levels of success.

Sincerely,

Marguerite Jackson
 Chief Executive Officer

This report comprises school, board and provincial results for 2003–2004 as well as comparisons of data for the past three years.

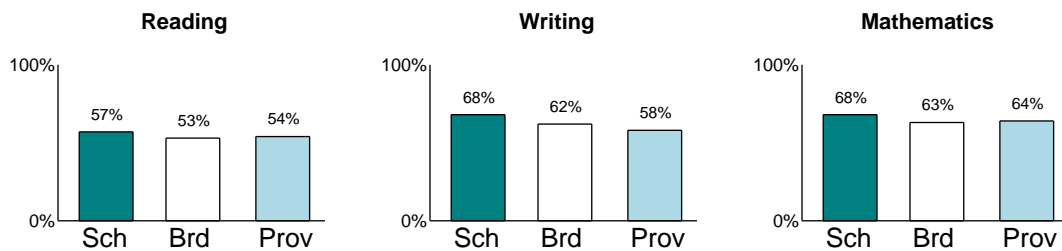
The report provides you with

- Graphs of percentages of students at or above the provincial standard
- Results for students at all levels of achievement
- Contextual information
- A "how to use" page with some reflective and guiding questions
- An explanation of terms

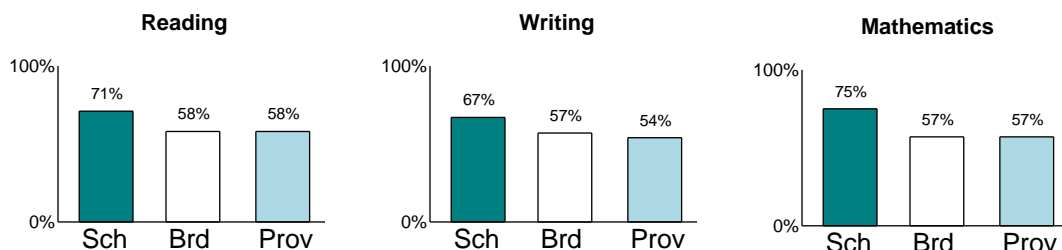
Using Data to Promote Student Success

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD*: 2003–2004

Grade 3



Grade 6



* Provincial standard: Level 3.

■ School (Sch) □ Board (Brd) ■ Province (Prov)

Comparison of Results Over Time

Percentage of All Students at or Above the Provincial Standard*

Provincial Results Over Time

Grade 3

Reading

Fifty-four percent (54%) of the students achieved at or above the provincial standard* in 2003–2004. This is a 4% increase from 2001–2002.

Writing

Fifty-eight percent (58%) of the students achieved at or above the provincial standard* in 2003–2004. This is a 3% increase from 2001–2002.

Mathematics

Sixty-four percent (64%) of the students achieved at or above the provincial standard* in 2003–2004. This is a 6% increase from 2001–2002.

Grade 6

Reading

Fifty-eight percent (58%) of the students achieved at or above the provincial standard* in 2003–2004. This is a 3% increase from 2001–2002.

Writing

The results have remained stable over the past three years. Between 53 and 54% of the students achieved at or above the provincial standard*.

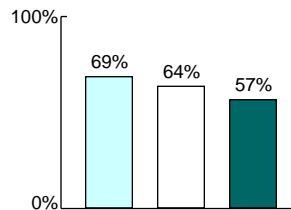
Mathematics

Fifty-seven percent (57%) of the students achieved at or above the provincial standard* in 2003–2004. This is a 3% increase from 2001–2002.

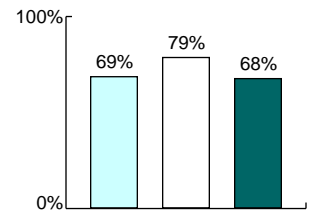
School Results Over Time

Grade 3

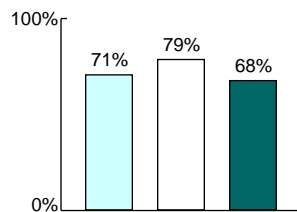
Reading



Writing

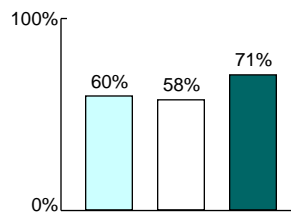


Mathematics

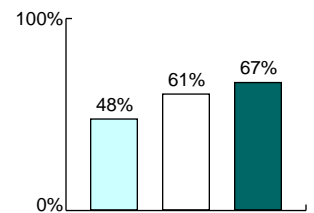


Grade 6

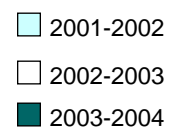
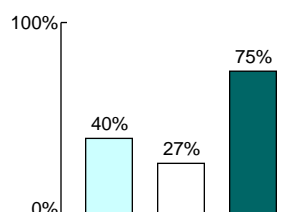
Reading



Writing



Mathematics



* Provincial standard: Level 3.

How to Use This Report

Review the contextual information.

- What percentage of students in this school participated in the assessments? How many students were exempted, provided no data or did not provide enough information to score?
- What percentages of students were female? male? ESL/ELD learners? students with special needs? born outside of Canada? students whose primary language was not English? What percentage attended more than three schools since Grade 1?
- 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.

Review the school results for reading, writing and mathematics.

- 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)?
- How do these percentages compare with those for *participating* students?
- How do these school results compare to the board results? to the provincial results? to the results of other schools with similar demographic profiles?

Compare the school results for the past three years.

- Are there any changes, trends or inconsistencies in the school results over the past three years?
- Are the school results over the past three years similar to or different from the board results? the provincial results? the results of other schools with similar profiles?

Try to account for any trends, patterns or inconsistencies.

- Have there been any changes in the level of student participation that might have influenced the results?
- Have there been any new initiatives? any changes in programs or resources at the school?
- How well is the range of students' needs being addressed in the school?
- Are these results consistent with other information (e.g., classroom tests, report card marks, school surveys, results of similar schools)?

Consider how these results are being addressed.

- What are the school's goals for improvement? The long-term provincial goal is for 75% of students to achieve the provincial standard.
- Refer to the school's improvement plans, newsletters, Web site, school council, local school profile and to the *EQAO Guide to School and Board Improvement Planning* for additional information.
- Acknowledge student improvement and school successes.

Guiding Principles

Each school is unique, and to appreciate the distinctive character of a school or a board, it is necessary to understand the features and characteristics of the community it serves.



These assessments capture performance at a specific point of time each year. The results should be considered together with other school information about student performance in reading, writing and mathematics.



Differences in results may look exaggerated if the number of students is very small. For example, in a class of 20 students, an increase or a decrease of 10% means a net change of only two students. Exercise caution in interpreting results.



If trends in a three-year period are difficult to identify, a longer time span may need to be considered.

Contextual Information for School, Board and Province: 2003–2004

The information below provides a context for interpreting the school's results in relation to the school board and the province. These contextual factors are derived from the **Student Information Form**. Some data may be missing because they were not reported by schools.

Grade 3	School	Board	Province
Number of students	28	7 059	141 245
Students participating in reading*	100%	93%	93%
writing*	100%	94%	94%
mathematics*	100%	94%	94%
Female	54%	49%	48%
Male	46%	51%	51%
ESL/ELD learners**	0%	3%	6%
Students with special needs (excluding gifted)**	18%	11%	12%
Born outside of Canada	0%	16%	11%
In Canada less than one year	0%	2%	1%
In Canada one year or more but less than three years	0%	3%	2%
In Canada three years or more	0%	9%	6%
First language learned at home other than English	0%	33%	20%
Attended three or more schools since Grade 1	0%	5%	8%

Grade 6	School	Board	Province
Number of students	24	6 806	146 169
Students participating in reading	100%	96%	95%
writing	100%	95%	95%
mathematics	100%	96%	95%
Female	54%	49%	49%
Male	46%	51%	51%
ESL/ELD learners**	4%	5%	4%
Students with special needs (excluding gifted)**	21%	13%	13%
Born outside of Canada	0%	20%	13%
In Canada less than one year	0%	1%	1%
In Canada one year or more but less than three years	0%	4%	2%
In Canada three years or more	0%	13%	8%
First language learned at home other than English	0%	33%	19%
Attended three or more schools since Grade 1	0%	15%	23%

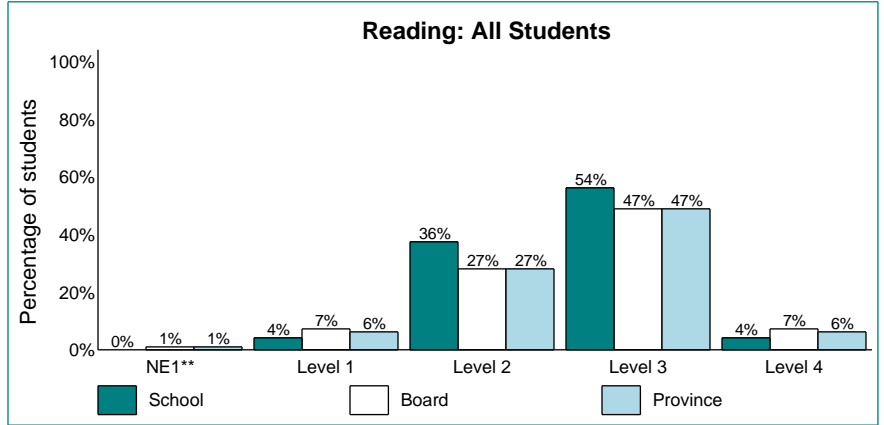
*In schools with French Immersion program classes some students may not write all components of the assessment in Grade 3; the percentages shown are based on those students who were expected to write each component.

**See "Explanation of Terms" on the final page of this report.

Results in Reading, Writing and Mathematics: All Students* Grade 3: 2003–2004

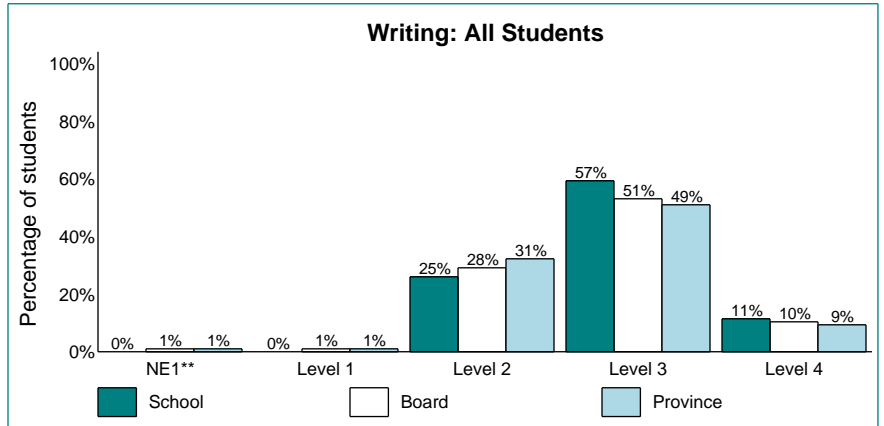
Reading

	School	Board	Province
Number of Students	28	6 929	138 290
Level 4	4%	7%	6%
Level 3	54%	47%	47%
Level 2	36%	27%	27%
Level 1	4%	7%	6%
NE1**	0%	1%	1%
NEIS**	4%	5%	6%
No Data	0%	1%	1%
Exempt	0%	6%	6%
At or above the provincial standard†	57%	53%	54%



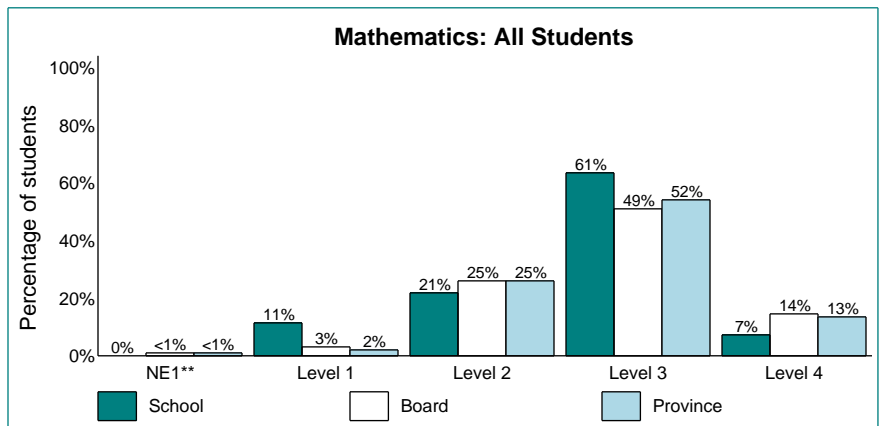
Writing

	School	Board	Province
Number of Students	28	6 929	138 290
Level 4	11%	10%	9%
Level 3	57%	51%	49%
Level 2	25%	28%	31%
Level 1	0%	1%	1%
NE1**	0%	1%	1%
NEIS**	7%	3%	3%
No Data	0%	1%	1%
Exempt	0%	5%	5%
At or above the provincial standard†	68%	62%	58%



Mathematics

	School	Board	Province
Number of Students	28	7 059	141 245
Level 4	7%	14%	13%
Level 3	61%	49%	52%
Level 2	21%	25%	25%
Level 1	11%	3%	2%
NE1**	0%	<1%	<1%
NEIS**	0%	2%	3%
No Data	0%	1%	1%
Exempt	0%	5%	5%
At or above the provincial standard†	68%	63%	64%



*Percentages in tables may not add up to 100, due to rounding. Percentages in bar graphs will not add up to 100, as not all categories of reporting are shown.

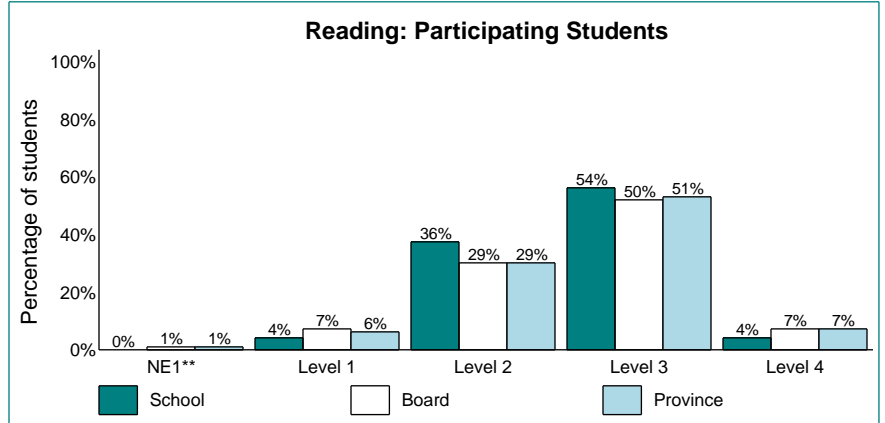
** See Explanation of Terms, on the final page of this report.

†At or above the provincial standard (Levels 3 and 4). These percentages are based upon actual counts of students and cannot be calculated by simply adding (rounded) percentages of students at Levels 3 and 4.

Results in Reading, Writing and Mathematics: Participating Students* Grade 3: 2003–2004

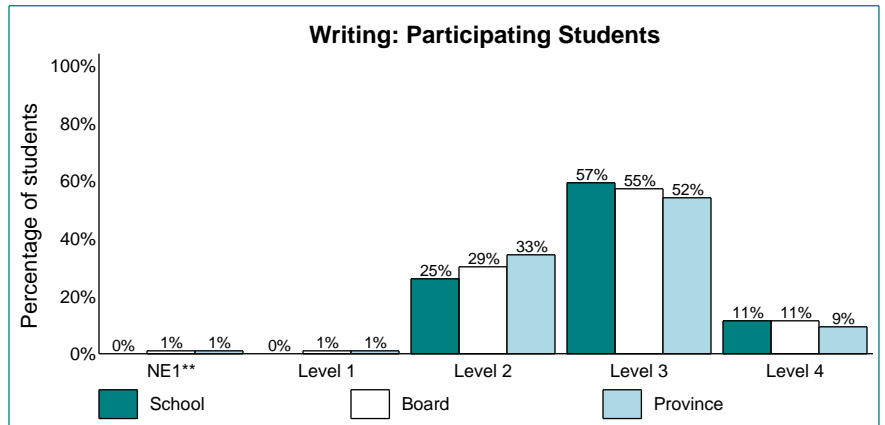
Reading

	School	Board	Province
Number of Students	28	6 465	128 731
Level 4	4%	7%	7%
Level 3	54%	50%	51%
Level 2	36%	29%	29%
Level 1	4%	7%	6%
NE1**	0%	1%	1%
NEIS**	4%	6%	7%
At or above the provincial standard†	57%	57%	57%



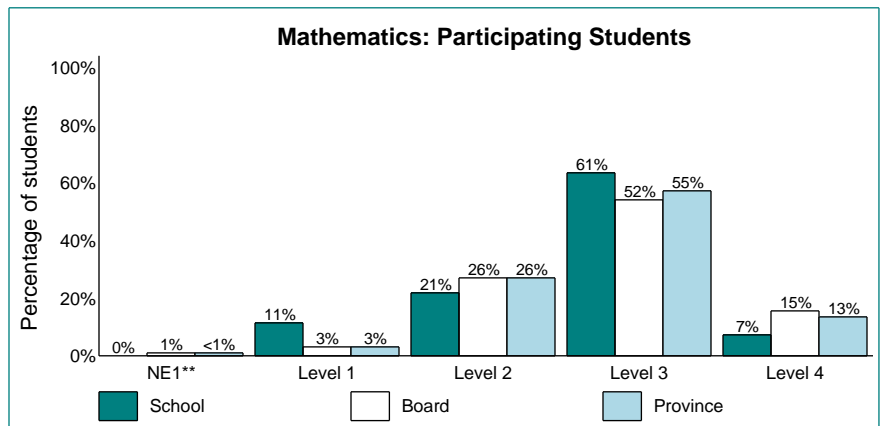
Writing

	School	Board	Province
Number of Students	28	6 509	129 386
Level 4	11%	11%	9%
Level 3	57%	55%	52%
Level 2	25%	29%	33%
Level 1	0%	1%	1%
NE1**	0%	1%	1%
NEIS**	7%	3%	3%
At or above the provincial standard†	68%	66%	62%



Mathematics

	School	Board	Province
Number of Students	28	6 639	133 110
Level 4	7%	15%	13%
Level 3	61%	52%	55%
Level 2	21%	26%	26%
Level 1	11%	3%	3%
NE1**	0%	1%	<1%
NEIS**	0%	3%	3%
At or above the provincial standard†	68%	67%	68%



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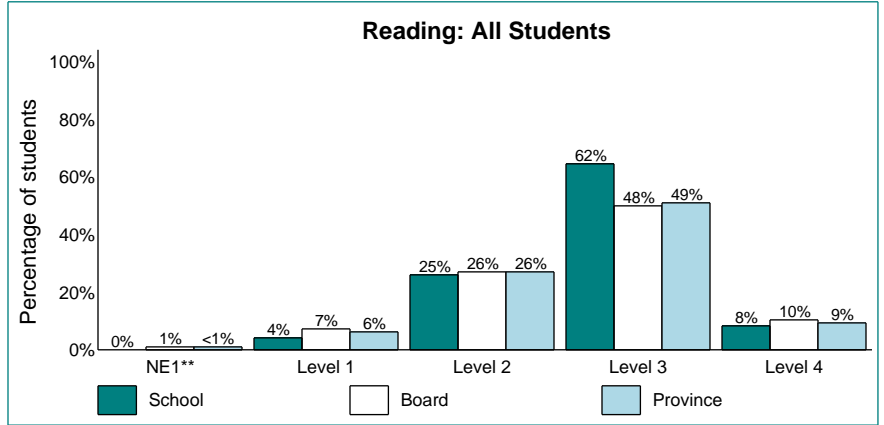
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Results in Reading, Writing and Mathematics: All Students* Grade 6: 2003–2004

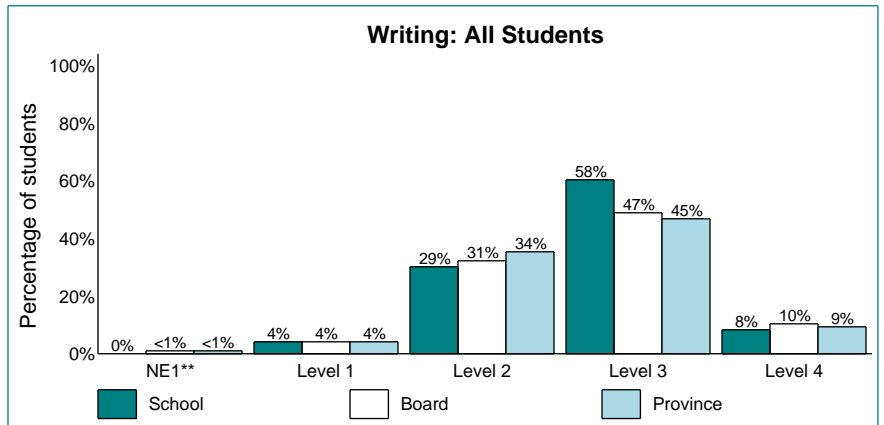
Reading

	School	Board	Province
Number of Students	24	6 806	146 169
Level 4	8%	10%	9%
Level 3	62%	48%	49%
Level 2	25%	26%	26%
Level 1	4%	7%	6%
NE1**	0%	1%	<1%
NEIS**	0%	5%	5%
No Data	0%	<1%	1%
Exempt	0%	4%	4%
At or above the provincial standard†	71%	58%	58%



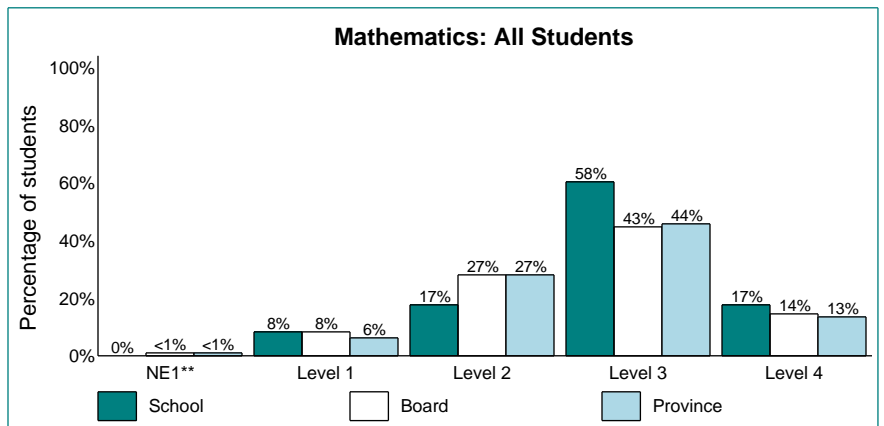
Writing

	School	Board	Province
Number of Students	24	6 806	146 168
Level 4	8%	10%	9%
Level 3	58%	47%	45%
Level 2	29%	31%	34%
Level 1	4%	4%	4%
NE1**	0%	<1%	<1%
NEIS**	0%	2%	3%
No Data	0%	<1%	1%
Exempt	0%	4%	4%
At or above the provincial standard†	67%	57%	54%



Mathematics

	School	Board	Province
Number of Students	24	6 806	146 168
Level 4	17%	14%	13%
Level 3	58%	43%	44%
Level 2	17%	27%	27%
Level 1	8%	8%	6%
NE1**	0%	<1%	<1%
NEIS**	0%	4%	4%
No Data	0%	<1%	1%
Exempt	0%	4%	4%
At or above the provincial standard†	75%	57%	57%



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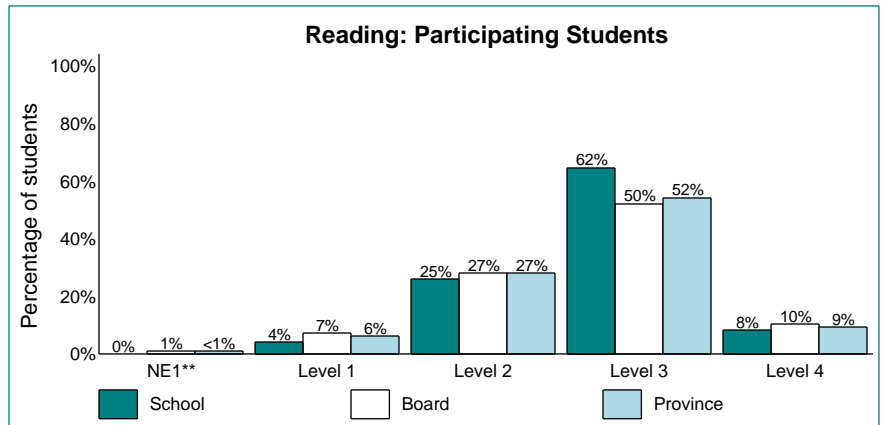
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†At or above the provincial standard (Levels 3 and 4). These percentages are based upon actual counts of students and cannot be calculated by simply adding (rounded) percentages of students at Levels 3 and 4.

Results in Reading, Writing and Mathematics: Participating Students* Grade 6: 2003–2004

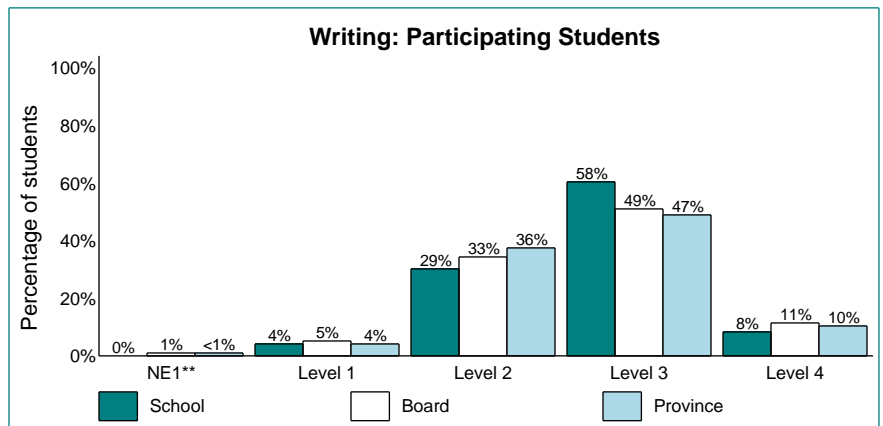
Reading

	School	Board	Province
Number of Students	24	6 504	138 431
Level 4	8%	10%	9%
Level 3	62%	50%	52%
Level 2	25%	27%	27%
Level 1	4%	7%	6%
NE1**	0%	1%	<1%
NEIS**	0%	5%	5%
At or above the provincial standard†	71%	60%	61%



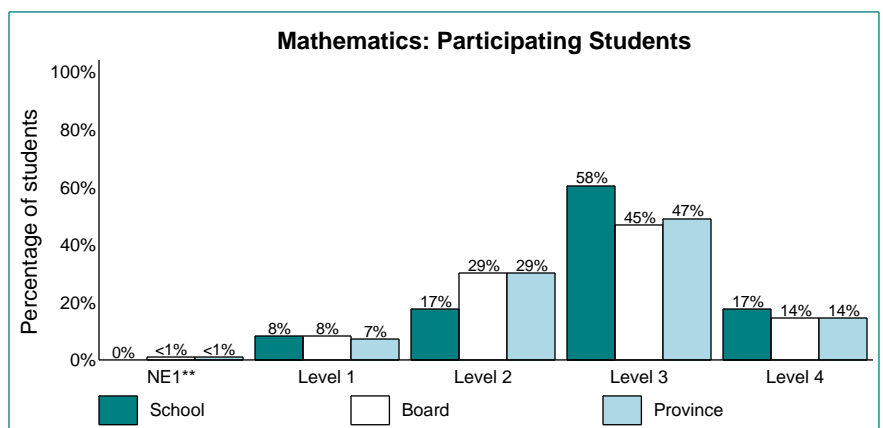
Writing

	School	Board	Province
Number of Students	24	6 499	138 471
Level 4	8%	11%	10%
Level 3	58%	49%	47%
Level 2	29%	33%	36%
Level 1	4%	5%	4%
NE1**	0%	1%	<1%
NEIS**	0%	2%	3%
At or above the provincial standard†	67%	60%	57%



Mathematics

	School	Board	Province
Number of Students	24	6 505	138 586
Level 4	17%	14%	14%
Level 3	58%	45%	47%
Level 2	17%	29%	29%
Level 1	8%	8%	7%
NE1**	0%	<1%	<1%
NEIS**	0%	4%	4%
At or above the provincial standard†	75%	59%	61%



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** See Explanation of Terms, on the final page of this report.

†At or above the provincial standard (Levels 3 and 4). These percentages are based upon actual counts of students and cannot be calculated by simply adding (rounded) percentages of students at Levels 3 and 4.

Contextual Information for School: 2001–2002, 2002–2003, 2003–2004

The information below provides a context for interpreting the results over the past three years. These contextual factors are derived from the **Student Information Form**. Some data may be missing because they were not reported by schools.

Grade 3	2001-2002	2002-2003	2003-2004
Number of students	42	28	28
Students participating in reading*	93%	93%	100%
writing*	98%	100%	100%
mathematics*	93%	96%	100%
Female	57%	46%	54%
Male	43%	54%	46%
ESL/ELD learners**	0%	11%	0% ¹
Students with special needs (excluding gifted)**	7%	14%	18% ²
Born outside of Canada	7%	7%	0%
In Canada less than one year	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%
In Canada three years or more	7%	7%	0%
First language learned at home other than English	38%	14%	0%
Attended three or more schools since Grade 1	2%	0%	0%

Grade 6	2001-2002	2002-2003	2003-2004
Number of students	25	33	24
Students participating in reading	96%	85%	100%
writing	96%	85%	100%
mathematics	96%	85%	100%
Female	40%	48%	54%
Male	60%	33%	46%
ESL/ELD learners**	4%	6%	4% ¹
Students with special needs (excluding gifted)**	16%	12%	21% ²
Born outside of Canada	4%	6%	0%
In Canada less than one year	4%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%
In Canada three years or more	0%	6%	0%
First language learned at home other than English	20%	12%	0%
Attended three or more schools since Grade 1	8%	6%	0%

* In schools with French Immersion program classes some students may not write all components of the assessment in Grade 3; the percentages shown are based on those students who were expected to write each component.

** See Explanation of Terms, on the final page of this report.

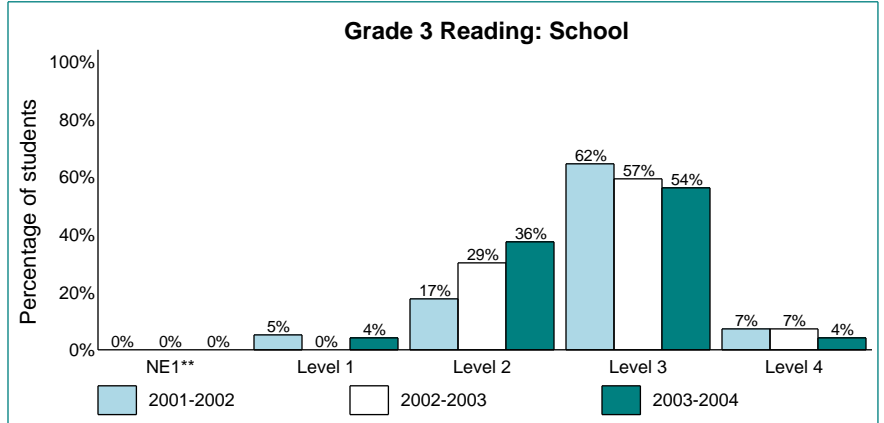
¹ As the definition for the English as a second language/English literacy development group changed this year from “students enrolled in an ESL/ELD program” to “students designated as ESL/ELD learners,” the percentage of students in this group may not be comparable with previous years.

² Since the requirement of an Individual Education Plan became effective for the 2004 assessments, the percentage of students designated as having special needs that year may not be comparable with the percentages in previous years.

Comparison of Results Over Time for All Students* Grade 3 Reading: 2001–2002 to 2003–2004

School Results

Year	'01-'02	'02-'03	'03-'04
Number of Students	42	28	28
Level 4	7%	7%	4%
Level 3	62%	57%	54%
Level 2	17%	29%	36%
Level 1	5%	0%	4%
NE1**	0%	0%	0%
NEIS**	2%	0%	4%
No Data	0%	0%	0%
Exempt	7%	7%	0%
At or above the provincial standard†	69%	64%	57%



Board Results

Year	'01-'02	'02-'03	'03-'04
Number of Students	7 063	6 914	6 929
Level 4	6%	5%	7%
Level 3	42%	44%	47%
Level 2	28%	27%	27%
Level 1	11%	10%	7%
NE1**	<1%	<1%	1%
NEIS**	6%	6%	5%
No Data	<1%	1%	1%
Exempt	7%	6%	6%
At or above the provincial standard†	48%	49%	53%



Provincial Results

Year	'01-'02	'02-'03	'03-'04
Number of Students	136 888	138 198	138 290
Level 4	5%	5%	6%
Level 3	45%	45%	47%
Level 2	27%	28%	27%
Level 1	9%	8%	6%
NE1**	<1%	<1%	1%
NEIS**	7%	8%	6%
No Data	<1%	1%	1%
Exempt	6%	6%	6%
At or above the provincial standard†	50%	50%	54%



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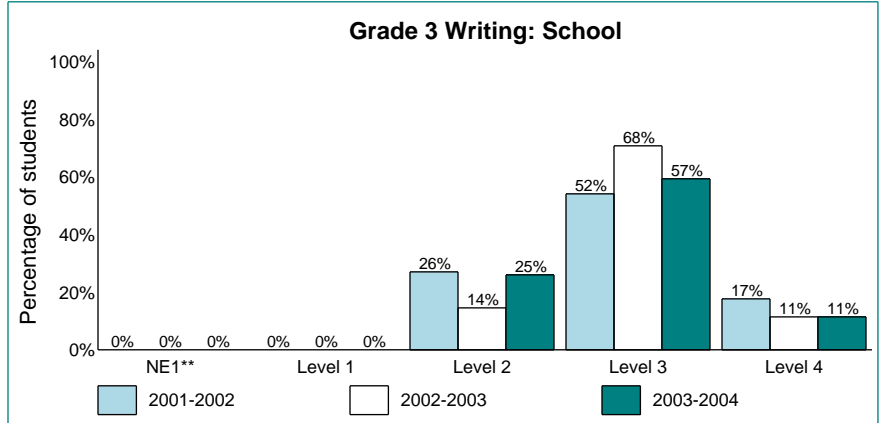
** See Explanation of Terms, on the final page of this report.

†At or above the provincial standard (Levels 3 and 4). These percentages are based upon actual counts of students and cannot be calculated by simply adding (rounded) percentages of students at Levels 3 and 4.

Comparison of Results Over Time for All Students* Grade 3 Writing: 2001–2002 to 2003–2004

School Results

Year	'01-'02	'02-'03	'03-'04
Number of Students	42	28	28
Level 4	17%	11%	11%
Level 3	52%	68%	57%
Level 2	26%	14%	25%
Level 1	0%	0%	0%
NE1**	0%	0%	0%
NEIS**	2%	7%	7%
No Data	0%	0%	0%
Exempt	2%	0%	0%
At or above the provincial standard†	69%	79%	68%



Board Results

Year	'01-'02	'02-'03	'03-'04
Number of Students	7 063	6 914	6 929
Level 4	10%	9%	10%
Level 3	48%	49%	51%
Level 2	30%	30%	28%
Level 1	2%	2%	1%
NE1**	<1%	<1%	1%
NEIS**	3%	3%	3%
No Data	<1%	2%	1%
Exempt	6%	6%	5%
At or above the provincial standard†	58%	58%	62%



Provincial Results

Year	'01-'02	'02-'03	'03-'04
Number of Students	136 886	138 198	138 290
Level 4	8%	8%	9%
Level 3	48%	48%	49%
Level 2	33%	33%	31%
Level 1	2%	2%	1%
NE1**	<1%	<1%	1%
NEIS**	3%	4%	3%
No Data	<1%	1%	1%
Exempt	5%	5%	5%
At or above the provincial standard†	55%	55%	58%



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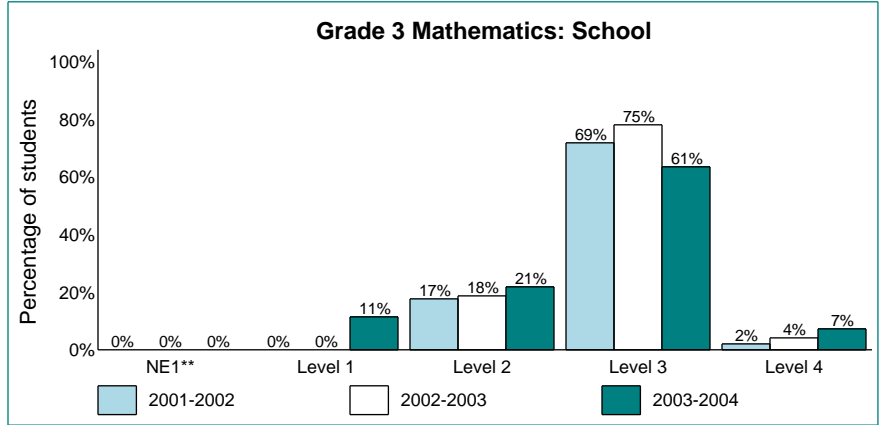
** See Explanation of Terms, on the final page of this report.

†At or above the provincial standard (Levels 3 and 4). These percentages are based upon actual counts of students and cannot be calculated by simply adding (rounded) percentages of students at Levels 3 and 4.

Comparison of Results Over Time for All Students* Grade 3 Mathematics: 2001–2002 to 2003–2004

School Results

Year	'01-'02	'02-'03	'03-'04
Number of Students	42	28	28
Level 4	2%	4%	7%
Level 3	69%	75%	61%
Level 2	17%	18%	21%
Level 1	0%	0%	11%
NE1**	0%	0%	0%
NEIS**	5%	0%	0%
No Data	0%	0%	0%
Exempt	7%	4%	0%
At or above the provincial standard†	71%	79%	68%



Board Results

Year	'01-'02	'02-'03	'03-'04
Number of Students	7 186	7 033	7 059
Level 4	10%	8%	14%
Level 3	46%	46%	49%
Level 2	27%	28%	25%
Level 1	6%	6%	3%
NE1**	<1%	<1%	<1%
NEIS**	5%	5%	2%
No Data	<1%	1%	1%
Exempt	6%	5%	5%
At or above the provincial standard†	55%	54%	63%



Provincial Results

Year	'01-'02	'02-'03	'03-'04
Number of Students	139 725	140 860	141 245
Level 4	10%	10%	13%
Level 3	48%	47%	52%
Level 2	27%	27%	25%
Level 1	5%	4%	2%
NE1**	<1%	<1%	<1%
NEIS**	5%	7%	3%
No Data	<1%	1%	1%
Exempt	5%	4%	5%
At or above the provincial standard†	58%	57%	64%



*Percentages in tables may not add up to 100, due to rounding. Percentages in bar graphs will not add up to 100, as not all categories of reporting are shown.

** See Explanation of Terms, on the final page of this report.

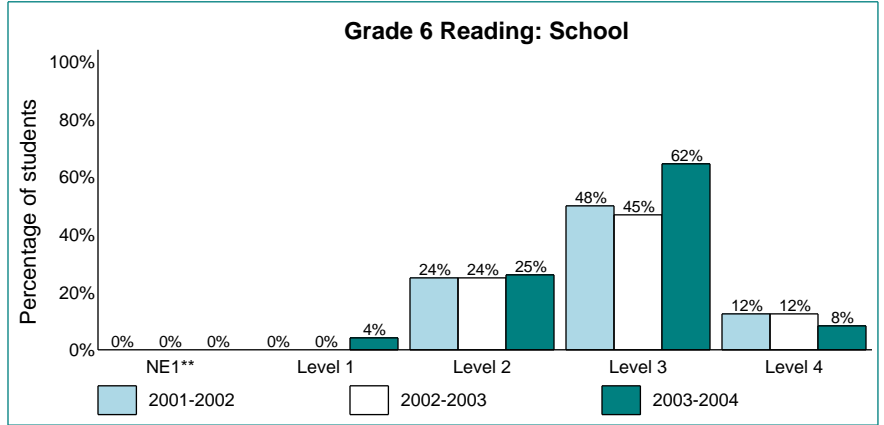
†At or above the provincial standard (Levels 3 and 4). These percentages are based upon actual counts of students and cannot be calculated by simply adding (rounded) percentages of students at Levels 3 and 4.

Comparison of Results Over Time for All Students*

Grade 6 Reading: 2001–2002 to 2003–2004

School Results

Year	'01-'02	'02-'03	'03-'04
Number of Students	25	33	24
Level 4	12%	12%	8%
Level 3	48%	45%	62%
Level 2	24%	24%	25%
Level 1	0%	0%	4%
NE1**	0%	0%	0%
NEIS**	12%	3%	0%
No Data	0%	0%	0%
Exempt	4%	15%	0%
At or above the provincial standard†	60%	58%	71%



Board Results

Year	'01-'02	'02-'03	'03-'04
Number of Students	7 046	6 899	6 806
Level 4	10%	10%	10%
Level 3	45%	47%	48%
Level 2	26%	25%	26%
Level 1	8%	7%	7%
NE1**	<1%	<1%	1%
NEIS**	6%	5%	5%
No Data	<1%	1%	<1%
Exempt	5%	5%	4%
At or above the provincial standard†	55%	57%	58%



Provincial Results

Year	'01-'02	'02-'03	'03-'04
Number of Students	145 351	144 676	146 169
Level 4	9%	9%	9%
Level 3	47%	47%	49%
Level 2	28%	27%	26%
Level 1	6%	7%	6%
NE1**	<1%	<1%	<1%
NEIS**	6%	5%	5%
No Data	<1%	1%	1%
Exempt	4%	4%	4%
At or above the provincial standard†	55%	56%	58%



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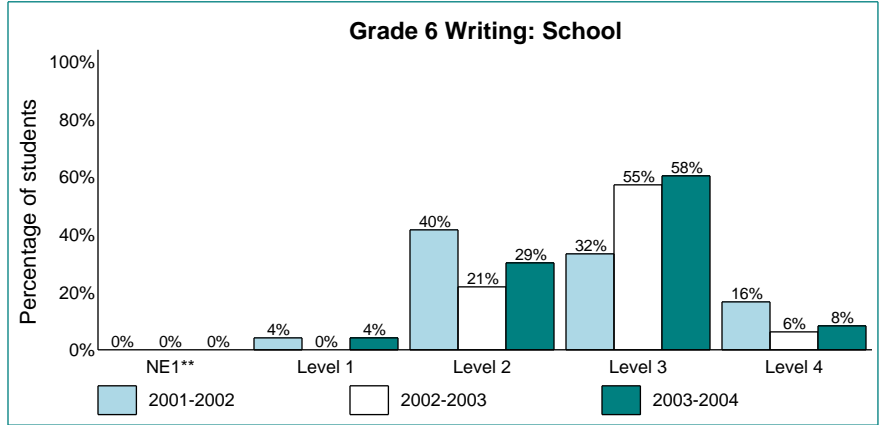
†At or above the provincial standard (Levels 3 and 4). These percentages are based upon actual counts of students and cannot be calculated by simply adding (rounded) percentages of students at Levels 3 and 4.

Comparison of Results Over Time for All Students*

Grade 6 Writing: 2001–2002 to 2003–2004

School Results

Year	'01-'02	'02-'03	'03-'04
Number of Students	25	33	24
Level 4	16%	6%	8%
Level 3	32%	55%	58%
Level 2	40%	21%	29%
Level 1	4%	0%	4%
NE1**	0%	0%	0%
NEIS**	4%	3%	0%
No Data	0%	0%	0%
Exempt	4%	15%	0%
At or above the provincial standard†	48%	61%	67%



Board Results

Year	'01-'02	'02-'03	'03-'04
Number of Students	7 046	6 899	6 806
Level 4	11%	11%	10%
Level 3	43%	47%	47%
Level 2	31%	30%	31%
Level 1	6%	4%	4%
NE1**	<1%	0%	<1%
NEIS**	3%	3%	2%
No Data	<1%	1%	<1%
Exempt	5%	5%	4%
At or above the provincial standard†	54%	58%	57%



Provincial Results

Year	'01-'02	'02-'03	'03-'04
Number of Students	145 350	144 676	146 168
Level 4	10%	10%	9%
Level 3	43%	43%	45%
Level 2	33%	33%	34%
Level 1	6%	5%	4%
NE1**	<1%	<1%	<1%
NEIS**	3%	3%	3%
No Data	<1%	1%	1%
Exempt	4%	4%	4%
At or above the provincial standard†	53%	54%	54%



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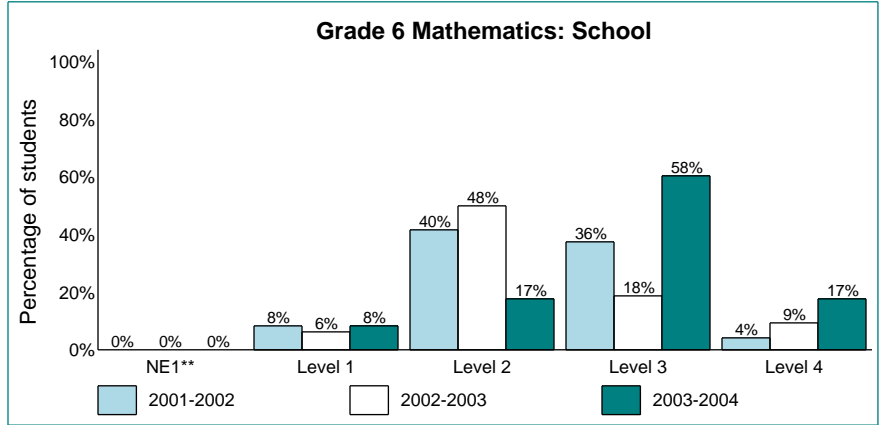
** See Explanation of Terms, on the final page of this report.

†At or above the provincial standard (Levels 3 and 4). These percentages are based upon actual counts of students and cannot be calculated by simply adding (rounded) percentages of students at Levels 3 and 4.

Comparison of Results Over Time for All Students* Grade 6 Mathematics: 2001–2002 to 2003–2004

School Results

Year	'01-'02	'02-'03	'03-'04
Number of Students	25	33	24
Level 4	4%	9%	17%
Level 3	36%	18%	58%
Level 2	40%	48%	17%
Level 1	8%	6%	8%
NE1**	0%	0%	0%
NEIS**	8%	3%	0%
No Data	0%	0%	0%
Exempt	4%	15%	0%
At or above the provincial standard†	40%	27%	75%



Board Results

Year	'01-'02	'02-'03	'03-'04
Number of Students	7 046	6 899	6 806
Level 4	14%	13%	14%
Level 3	38%	38%	43%
Level 2	27%	27%	27%
Level 1	11%	10%	8%
NE1**	<1%	<1%	<1%
NEIS**	6%	6%	4%
No Data	<1%	1%	<1%
Exempt	5%	5%	4%
At or above the provincial standard†	52%	51%	57%



Provincial Results

Year	'01-'02	'02-'03	'03-'04
Number of Students	145 351	144 676	146 168
Level 4	13%	12%	13%
Level 3	41%	41%	44%
Level 2	28%	28%	27%
Level 1	8%	8%	6%
NE1**	<1%	<1%	<1%
NEIS**	5%	6%	4%
No Data	<1%	1%	1%
Exempt	4%	4%	4%
At or above the provincial standard†	54%	53%	57%



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** See Explanation of Terms, on the final page of this report.

†At or above the provincial standard (Levels 3 and 4). These percentages are based upon actual counts of students and cannot be calculated by simply adding (rounded) percentages of students at Levels 3 and 4.

Explanation of Terms	
All Students	Results are reported for all students in the grade (formerly Method 1). Since the bar graphs do not show the exempt, no data and NEIS categories, percentages in these graphs will not add up to 100.
Participating Students	Results are reported only for those students who took part in the assessment (formerly Method 2). Since the bar graphs do not show the exempt, no data and NEIS categories, percentages in these graphs will not add up to 100.
Provincial Standard	The Ministry of Education, in <i>The Ontario Curriculum</i> , has set Level 3 as the provincial standard. Level 3 identifies a high level of achievement of the provincial expectations.
Levels 1-4	<p>The levels of achievement are aligned with the four-level scale developed by the Ministry of Education and used on the Provincial Report Card.</p> <p>Level 4: The student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard.</p> <p>Level 3: The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard.</p> <p>Level 2: The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.</p> <p>Level 1: The student has demonstrated some of the required knowledge and skills in a limited ways. Achievement falls much below the provincial standard.</p>
NE1	“Not Enough Evidence for Level 1” is used when students have provided enough information to score but have not demonstrated enough evidence of knowledge and understanding to be assigned Level 1.
NEIS	“Not Enough Information to Score” is used when large sections of students’ work are missing due to absence or for other reasons, such that a level of achievement cannot be assigned for an overall score.
No Data	Non-exempt students for whom EQAO did not receive completed assessment booklets.
Exempt	Students who were formally exempted from participation in one or more components of the assessment as identified by the school on the Student Information Form.
ESL/ELD	English as a second language (ESL)/English literacy development (ELD) are students identified by the school as ESL/ELD learners on the Student Information Form.
Students with Special Needs	Students formally identified by an Identification, Placement and Review Committee, and/or students who have an Individual Education Plan. Students whose sole identified exceptionality is giftedness are not included.
N/R	“Not reported” is used to indicate that the number of participating students in a school or board is so small that identification of individual student results would be possible; therefore the numbers are not reported.
N/D	“No data available” is used to indicate that there were no students in a given grade or subject for a given year.