EQAO
Education Quality and Accountability Office

SCHOOL REPORT FOR 2004–2005

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 *ready-to-use report*, which provides an overview of contextual information, results over time, and student performance on EQAO's Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics for 2004–2005.

Experience has shown that data inform professional practice and set the stage for improving student achievement. This report has been designed to assist you in your conversations about improving student achievement and planning interventions for students.

We believe that every student deserves a good outcome from public education. Working with Ontario educators, EQAO has designed assessments that provide a check on student learning at a few critical transition points, and a vehicle for assuring people that, at those points, all Ontario students are being assessed by the same yardstick. However, large-scale assessment results are one piece of the picture of how students are doing in our schools. These assessment results should be used in conjunction with school-based information. As well, regular assessments conducted by a student's teacher should be the primary method of supporting students in their schooling.

I hope this report, in conjunction with other school data, will help parents, educators and all who have an interest in a strong public education work together to ensure that every student achieves high levels of success.

Sincerely,

Marguerite Jackson
Chief Executive Officer

WHERE TO FIND . . .

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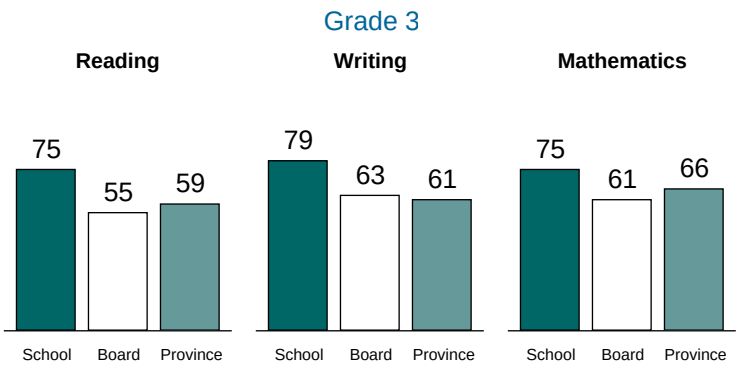
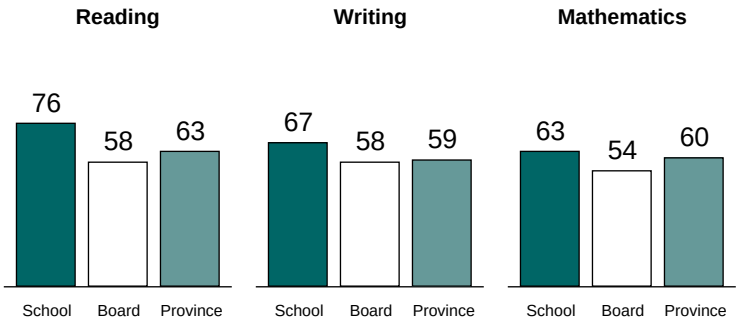
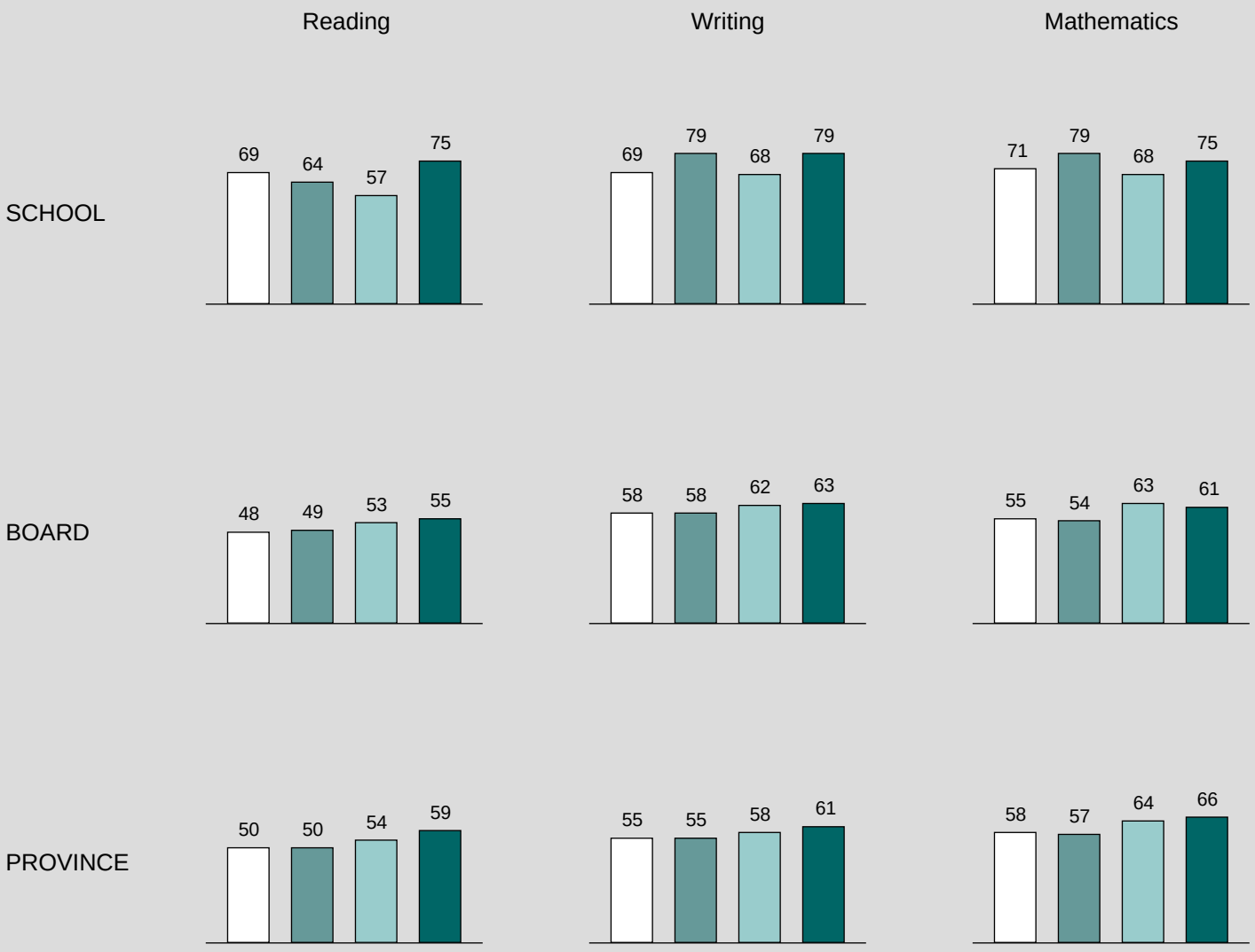
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2004–2005





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

GRADE 3 RESULTS

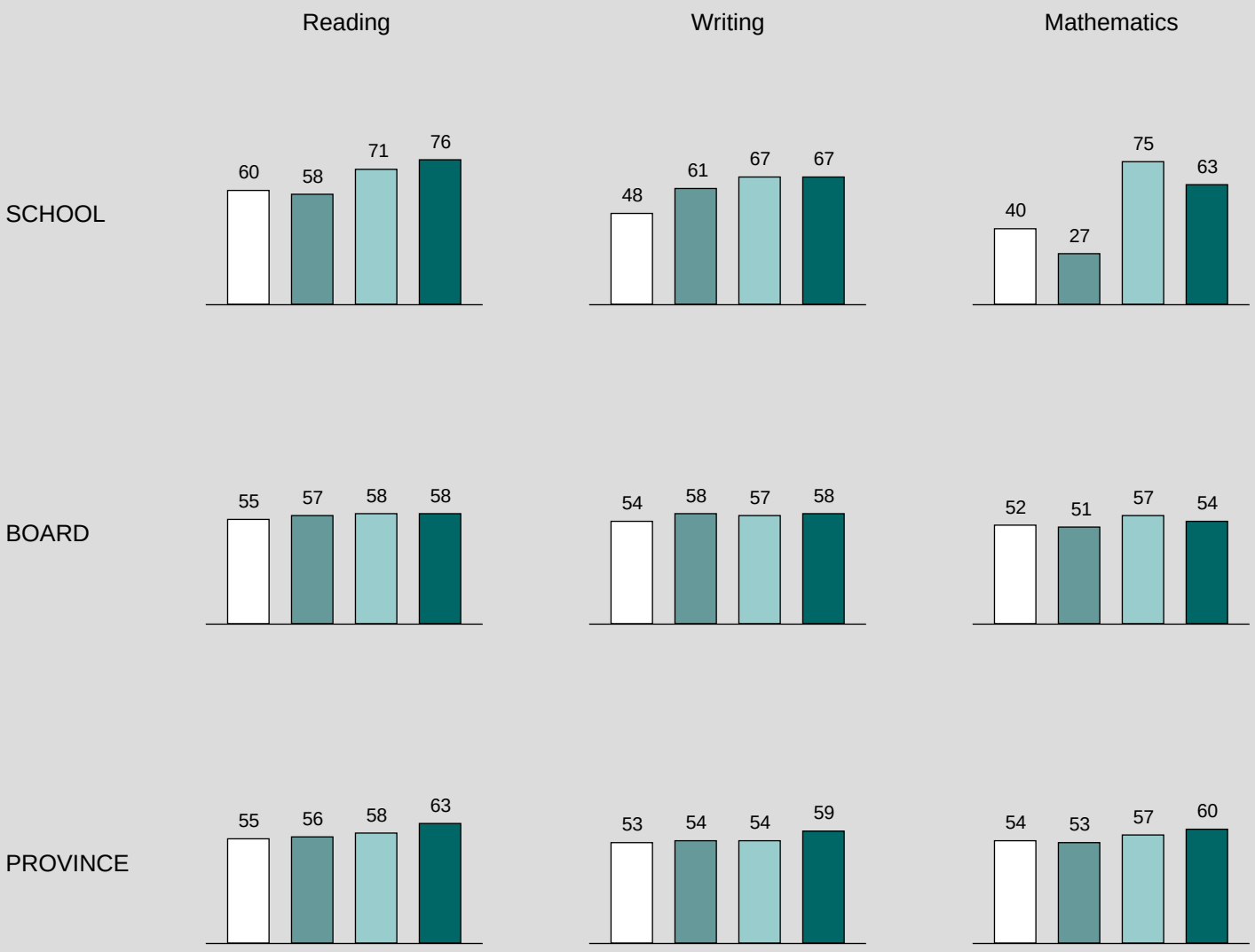


Note: The *number* of students is important to consider in interpreting the results. Numbers for each assessment year are included in the tables on pages 13–15.

2001–2002 2002–2003 2003–2004 2004–2005

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

GRADE 6 RESULTS



Note: The *number* of students is important to consider in interpreting the results. Numbers for each assessment year are included in the tables on pages 16–18.

2001–2002 2002–2003 2003–2004 2004–2005

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

Remember to 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.

WHAT IS IN THIS REPORT?

This report shows how well students at this school have met curriculum expectations to the end of Grade 3 and Grade 6. Students complete a set of test booklets that allow them to show what they have learned in reading, writing and mathematics. The assessments are based on *The Ontario Curriculum.*

This report includes

- results for this school compared to the board and province;
- a comparison of results over the past four years to aid in monitoring improvement and
- information about the characteristics of the students who participated.

Specifically, you will find

- summary graphs showing the percentage of students achieving the provincial standard in reading, writing and mathematics;
- detailed tables and graphs showing results for all levels of achievement, results for gender and participation information and
- an explanation of all terms used in this report.

HOW TO USE THIS REPORT

- Examine the contextual information to understand the similarities and differences between this school, the board and the province. Consider the challenges that any differences might present.
- Examine the school results for reading, writing and mathematics.
  - Are these results consistent with what you would expect?
  - How do these results compare to the board and provincial results?
  - How do these results compare over the four years?
- Speak to the school principal or the school council chair about the goals for school improvement related to reading, writing and mathematics.

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

Learn more about us at www.eqao.com.

Results in Reading, Writing and Mathematics, 2004–2005

Contextual Information: Grade 3 and Grade 6†

This information provides a context for interpreting the school's results in relation to those of the board and the province.

Grade 3	School	Board	Province
Number of students	***24***	***6 581***	***135 740***
Students participating in reading*	100%	94%	94%
writing*	100%	94%	94%
mathematics*	100%	94%	95%
Female	46%	48%	48%
Male	54%	51%	51%
ESL/ELD learners**	0%	4%	7%
Students with special needs (excluding gifted)**	21%	12%	11%
Born outside Canada	4%	17%	11%
In Canada less than one year	0%	2%	1%
In Canada one year or more but less than three years	0%	4%	2%
In Canada three years or more	0%	9%	7%
First language learned at home was other than English	25%	33%	20%
Attended three or more schools since Grade 1	0%	6%	8%

Grade 6	School	Board	Province
Number of students	***46***	***6 858***	***143 421***
Students participating in reading	98%	95%	95%
writing	98%	95%	95%
mathematics	98%	95%	95%
Female	48%	48%	48%
Male	52%	50%	51%
ESL/ELD learners**	2%	4%	4%
Students with special needs (excluding gifted)**	22%	15%	13%
Born outside Canada	13%	19%	13%
In Canada less than one year	0%	2%	1%
In Canada one year or more but less than three years	2%	3%	2%
In Canada three years or more	9%	13%	9%
First language learned at home was other than English	24%	33%	19%
Attended three or more schools since Grade 1	7%	15%	23%

† Contextual data pertaining to gender, student status, school background, place of birth and language learned at home are provided by schools on the **Student Information Form.**

* Not all French Immersion students wrote all components of the Grade 3 assessment; the numbers shown here reflect those students who wrote the components determined by the French Immersion participation option selected by their board.

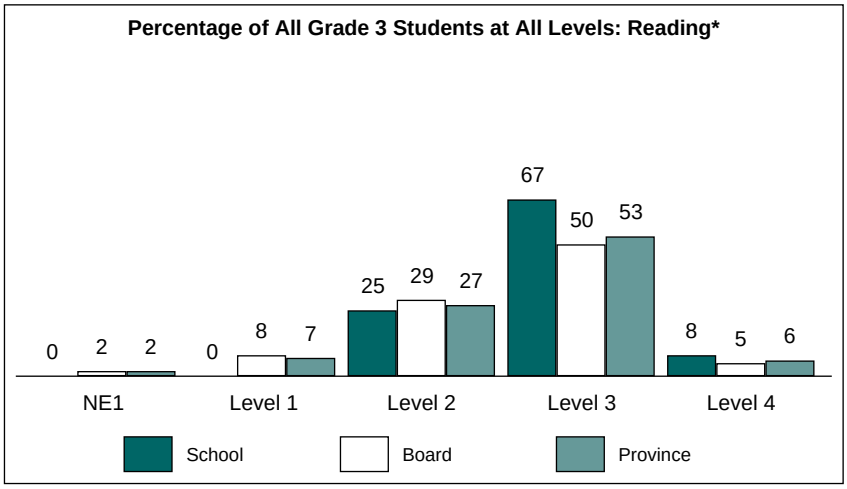
** See the Explanation of Terms.

Results in Reading, Writing and Mathematics, 2004–2005

Grade 3: All Students

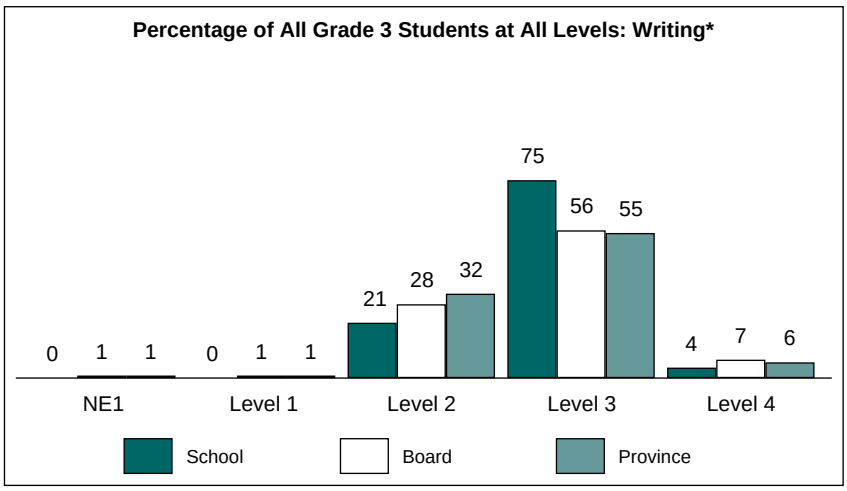
Grade 3: Reading*

Number of Students	School *24*		Board *6 462*	Province *132 667*
Level 4	*2*	8%	5%	6%
Level 3	*16*	67%	50%	53%
Level 2	*6*	25%	29%	27%
Level 1	*0*	0%	8%	7%
NE1**	*0*	0%	2%	2%
Participating Students	*24*	100%	94%	94%
No Data	*0*	0%	1%	1%
Exempt	*0*	0%	6%	5%
At or Above Provincial Standard (Levels 3 and 4) †		**75%**	**55%**	**59%**



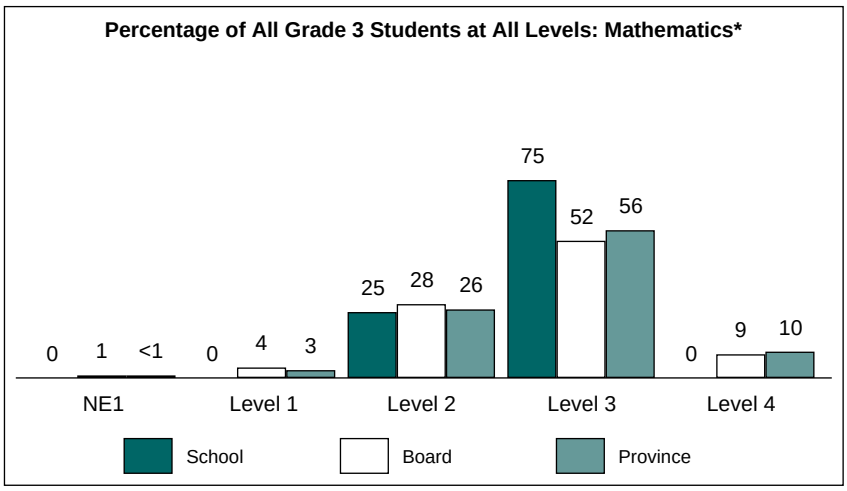
Grade 3: Writing*

Number of Students	School *24*		Board *6 462*	Province *132 667*
Level 4	*1*	4%	7%	6%
Level 3	*18*	75%	56%	55%
Level 2	*5*	21%	28%	32%
Level 1	*0*	0%	1%	1%
NE1**	*0*	0%	1%	1%
Participating Students	*24*	100%	94%	94%
No Data	*0*	0%	1%	1%
Exempt	*0*	0%	5%	5%
At or Above Provincial Standard (Levels 3 and 4) †		**79%**	**63%**	**61%**



Grade 3: Mathematics*

Number of Students	School *24*		Board *6 581*	Province *135 740*
Level 4	*0*	0%	9%	10%
Level 3	*18*	75%	52%	56%
Level 2	*6*	25%	28%	26%
Level 1	*0*	0%	4%	3%
NE1**	*0*	0%	1%	<1%
Participating Students	*24*	100%	94%	95%
No Data	*0*	0%	1%	1%
Exempt	*0*	0%	5%	4%
At or Above Provincial Standard (Levels 3 and 4) †		**75%**	**61%**	**66%**



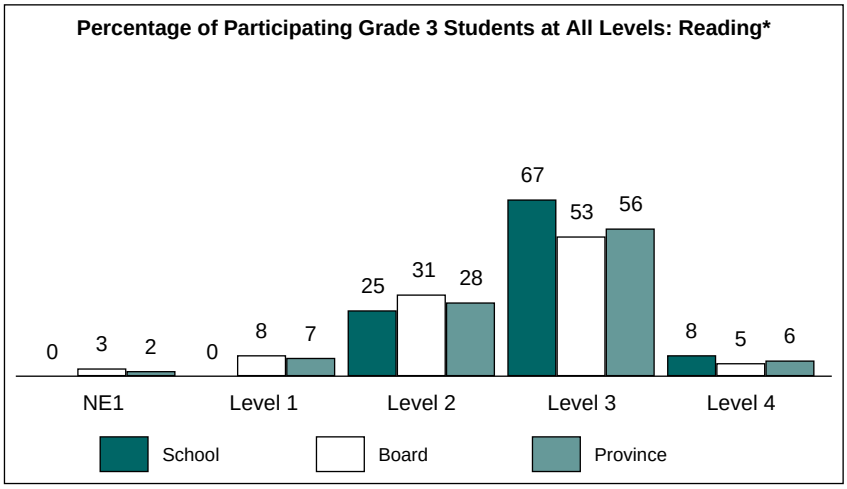
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the (rounded) percentages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

Results in Reading, Writing and Mathematics, 2004–2005

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

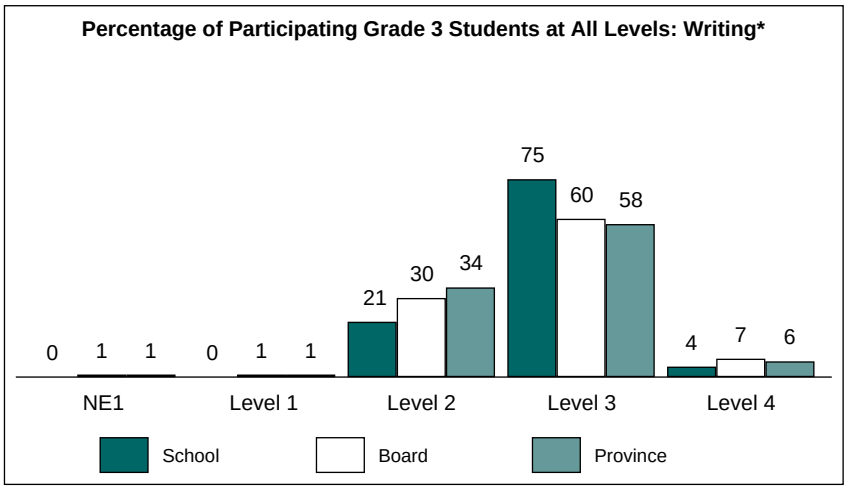
Grade 3: Reading*

Number of Students	School *24*		Board *6 056*	Province *124 580*
Level 4	*2*	8%	5%	6%
Level 3	*16*	67%	53%	56%
Level 2	*6*	25%	31%	28%
Level 1	*0*	0%	8%	7%
NE1**	*0*	0%	3%	2%
At or Above Provincial Standard (Levels 3 and 4) †		75%	58%	63%



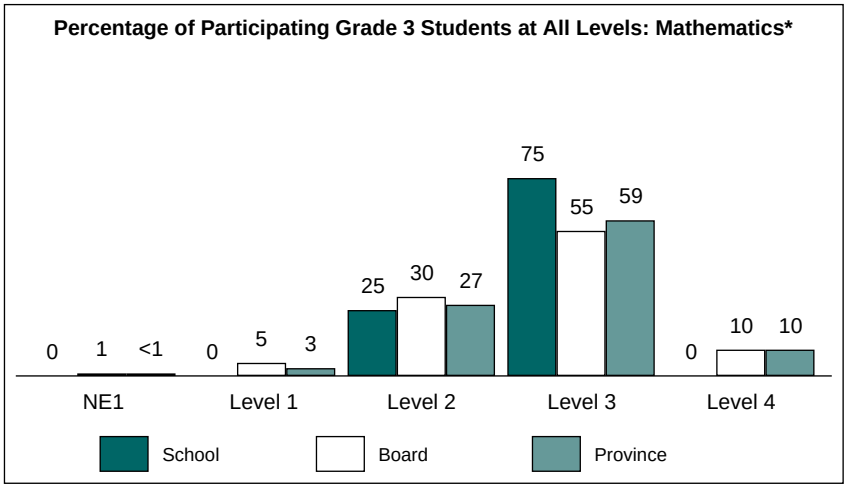
Grade 3: Writing*

Number of Students	School *24*		Board *6 060*	Province *125 045*
Level 4	*1*	4%	7%	6%
Level 3	*18*	75%	60%	58%
Level 2	*5*	21%	30%	34%
Level 1	*0*	0%	1%	1%
NE1**	*0*	0%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		79%	68%	64%



Grade 3: Mathematics*

Number of Students	School *24*		Board *6 194*	Province *128 835*
Level 4	*0*	0%	10%	10%
Level 3	*18*	75%	55%	59%
Level 2	*6*	25%	30%	27%
Level 1	*0*	0%	5%	3%
NE1**	*0*	0%	1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		75%	65%	69%



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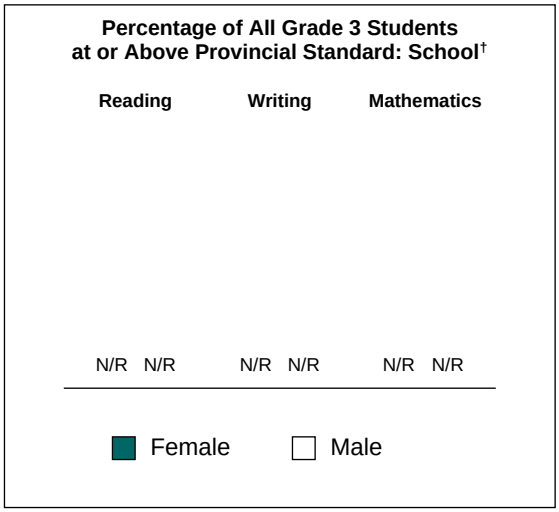
Results in Reading, Writing and Mathematics, 2004–2005

Grade 3: Gender††

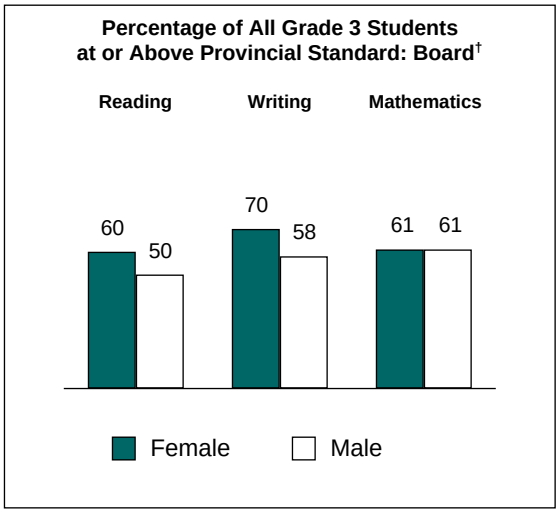
Grade 3: School*

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



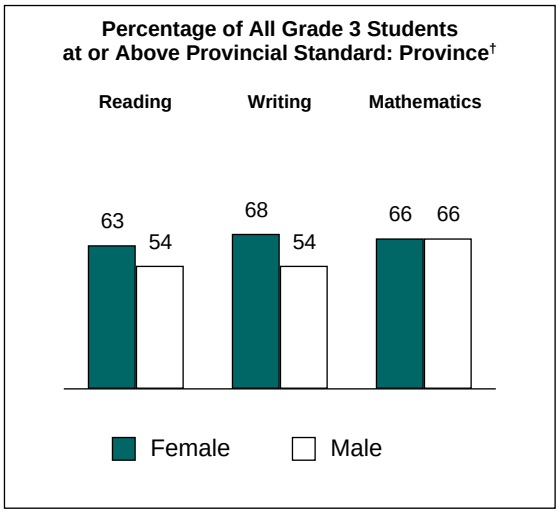
Grade 3: Board*

	Reading		Writing		Mathematics	
Number of Students	**Female** *3 087*	**Male** *3 290*	**Female** *3 087*	**Male** *3 290*	**Female** *3 150*	**Male** *3 342*
Level 4	7%	4%	9%	5%	9%	9%
Level 3	53%	47%	60%	53%	52%	52%
Level 2	28%	31%	25%	32%	29%	27%
Level 1	7%	9%	<1%	2%	4%	5%
NE1**	2%	3%	1%	1%	1%	1%
Participating Students	95%	93%	95%	93%	95%	93%
No Data	<1%	<1%	1%	<1%	1%	<1%
Exempt	4%	7%	4%	7%	4%	6%
At or Above Provincial Standard (Levels 3 and 4)†	60%	50%	70%	58%	61%	61%



Grade 3: Province*

	Reading		Writing		Mathematics	
Number of Students	**Female** *63 841*	**Male** *67 305*	**Female** *63 841*	**Male** *67 305*	**Female** *65 604*	**Male** *68 592*
Level 4	7%	4%	8%	4%	9%	10%
Level 3	56%	50%	60%	50%	56%	56%
Level 2	25%	28%	27%	37%	27%	25%
Level 1	6%	8%	<1%	1%	3%	3%
NE1**	1%	2%	1%	1%	<1%	1%
Participating Students	96%	93%	96%	93%	96%	94%
No Data	1%	1%	1%	1%	1%	1%
Exempt	4%	7%	3%	6%	3%	5%
At or Above Provincial Standard (Levels 3 and 4)†	63%	54%	68%	54%	66%	66%



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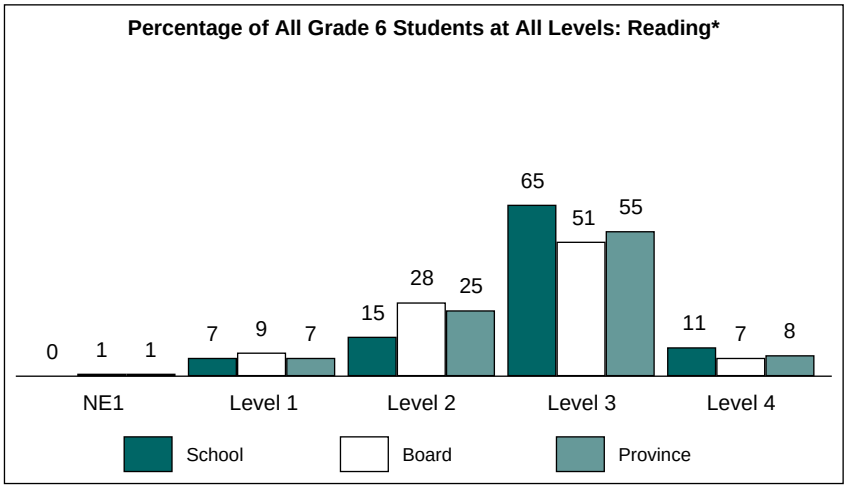
** See the Explanation of Terms.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the (rounded) percentages of students at Levels 3 and 4.
†† Results by gender include only students for whom gender data were available.

Results in Reading, Writing and Mathematics, 2004–2005

Grade 6: All Students

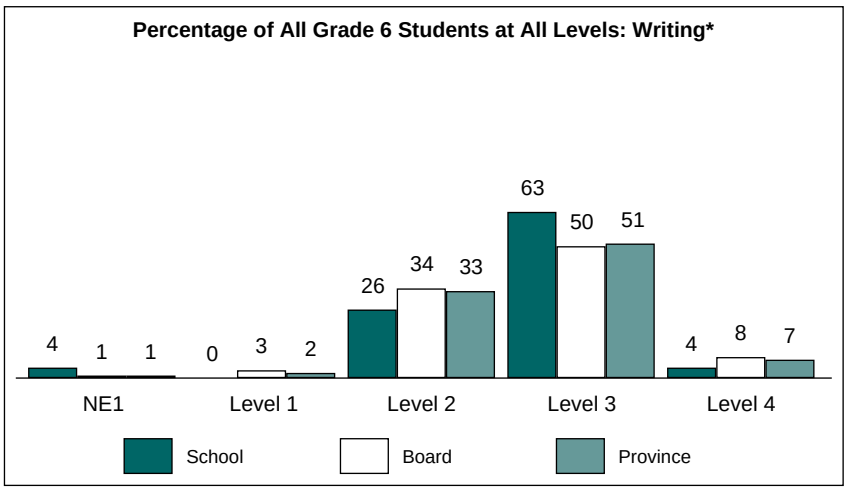
Grade 6: Reading*

Number of Students	School *46*		Board *6 858*	Province *143 421*
Level 4	*5*	11%	7%	8%
Level 3	*30*	65%	51%	55%
Level 2	*7*	15%	28%	25%
Level 1	*3*	7%	9%	7%
NE1**	*0*	0%	1%	1%
Participating Students	*45*	98%	95%	95%
No Data	*0*	0%	1%	1%
Exempt	*1*	2%	4%	4%
At or Above Provincial Standard (Levels 3 and 4) †		**76%**	**58%**	**63%**



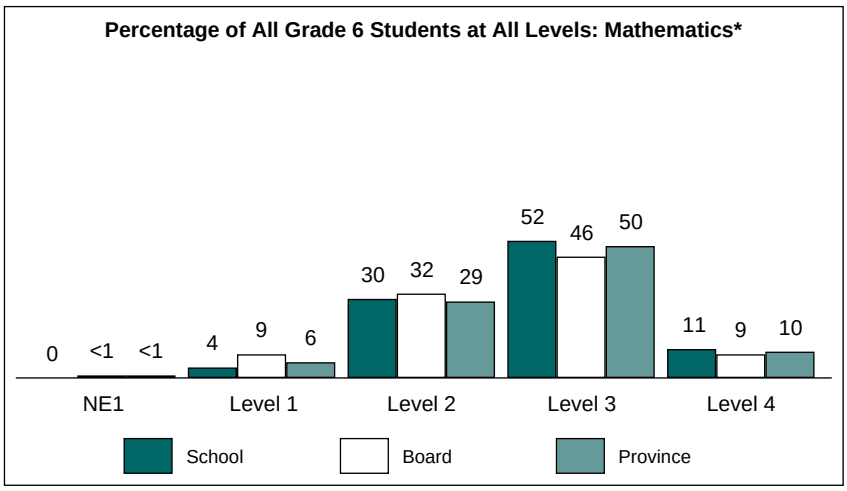
Grade 6: Writing*

Number of Students	School *46*		Board *6 858*	Province *143 421*
Level 4	*2*	4%	8%	7%
Level 3	*29*	63%	50%	51%
Level 2	*12*	26%	34%	33%
Level 1	*0*	0%	3%	2%
NE1**	*2*	4%	1%	1%
Participating Students	*45*	98%	95%	95%
No Data	*0*	0%	1%	1%
Exempt	*1*	2%	4%	4%
At or Above Provincial Standard (Levels 3 and 4) †		**67%**	**58%**	**59%**



Grade 6: Mathematics*

Number of Students	School *46*		Board *6 858*	Province *143 421*
Level 4	*5*	11%	9%	10%
Level 3	*24*	52%	46%	50%
Level 2	*14*	30%	32%	29%
Level 1	*2*	4%	9%	6%
NE1**	*0*	0%	<1%	<1%
Participating Students	*45*	98%	95%	95%
No Data	*0*	0%	1%	1%
Exempt	*1*	2%	4%	4%
At or Above Provincial Standard (Levels 3 and 4) †		**63%**	**54%**	**60%**



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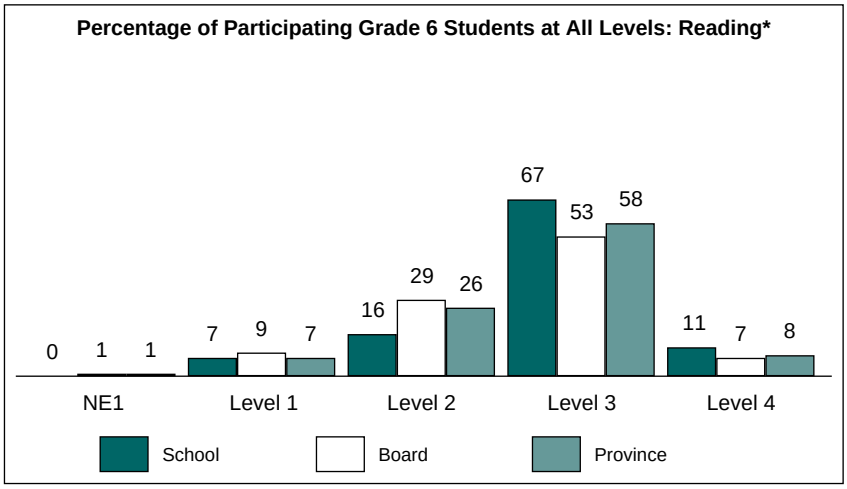
Results in Reading, Writing and Mathematics, 2004–2005

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

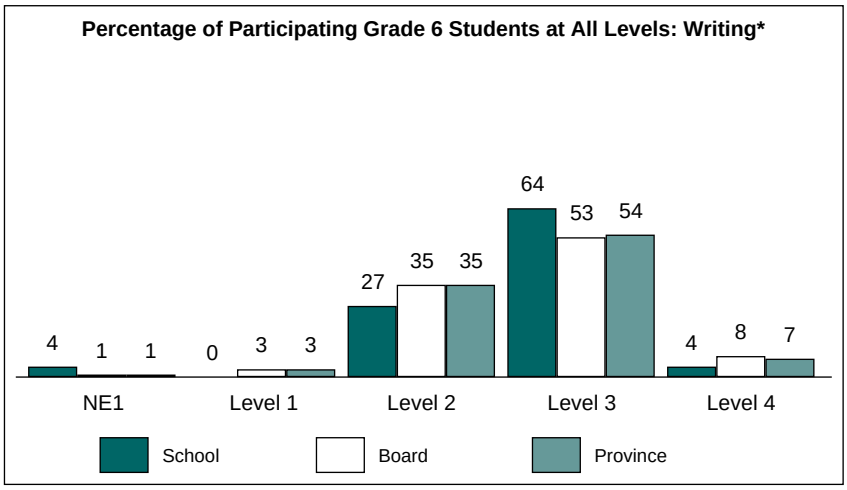
Grade 6: Reading*

Number of Students	School *45*		Board *6 548*	Province *136 846*
Level 4	*5*	11%	7%	8%
Level 3	*30*	67%	53%	58%
Level 2	*7*	16%	29%	26%
Level 1	*3*	7%	9%	7%
NE1**	*0*	0%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		78%	60%	66%



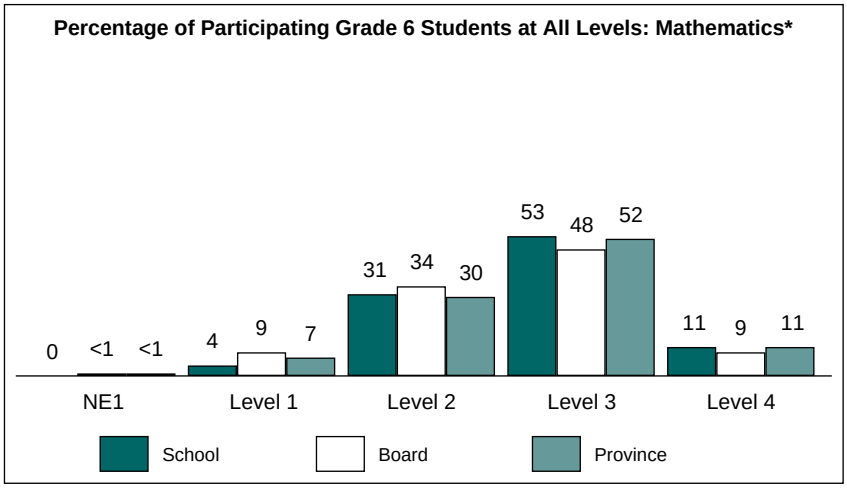
Grade 6: Writing*

Number of Students	School *45*		Board *6 545*	Province *136 809*
Level 4	*2*	4%	8%	7%
Level 3	*29*	64%	53%	54%
Level 2	*12*	27%	35%	35%
Level 1	*0*	0%	3%	3%
NE1**	*2*	4%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		69%	61%	61%



Grade 6: Mathematics*

Number of Students	School *45*		Board *6 525*	Province *136 810*
Level 4	*5*	11%	9%	11%
Level 3	*24*	53%	48%	52%
Level 2	*14*	31%	34%	30%
Level 1	*2*	4%	9%	7%
NE1**	*0*	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		64%	57%	63%



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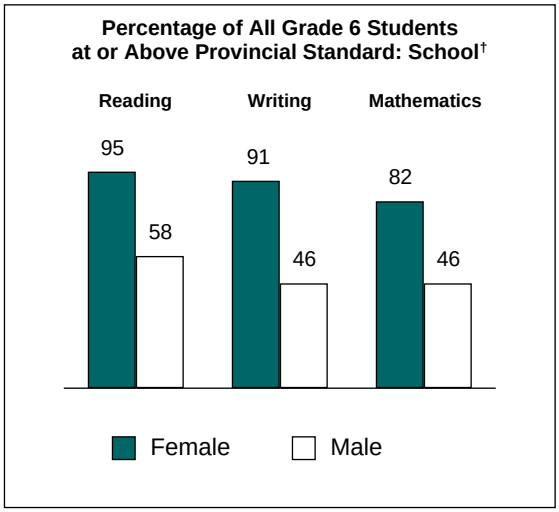
Results in Reading, Writing and Mathematics, 2004–2005

Grade 6: Gender††

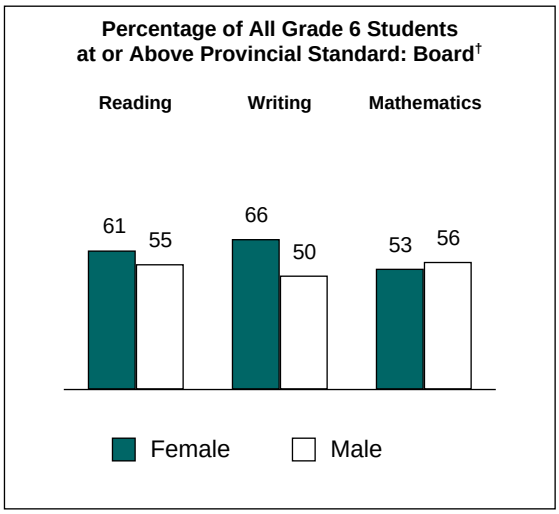
Grade 6: School*

	Reading		Writing		Mathematics	
Number of Students	**Female** *22*	**Male** *24*	**Female** *22*	**Male** *24*	**Female** *22*	**Male** *24*
Level 4	18%	4%	9%	0%	14%	8%
Level 3	77%	54%	82%	46%	68%	38%
Level 2	5%	25%	5%	46%	18%	42%
Level 1	0%	12%	0%	0%	0%	8%
NE1**	0%	0%	5%	4%	0%	0%
Participating Students	100%	96%	100%	96%	100%	96%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	4%	0%	4%	0%	4%
At or Above Provincial Standard (Levels 3 and 4)†	95%	58%	91%	46%	82%	46%



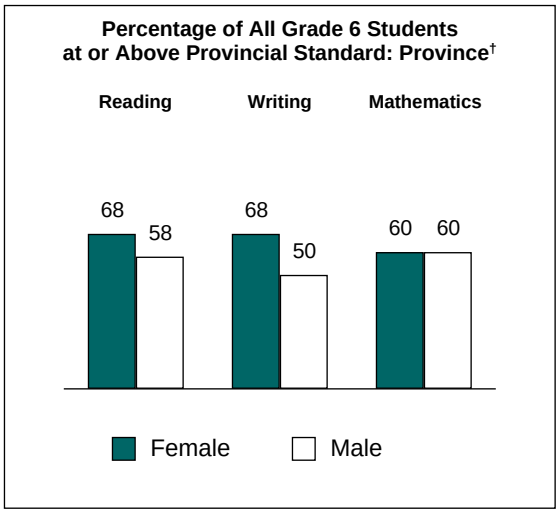
Grade 6: Board*

	Reading		Writing		Mathematics	
Number of Students	**Female** *3 310*	**Male** *3 454*	**Female** *3 310*	**Male** *3 454*	**Female** *3 310*	**Male** *3 454*
Level 4	8%	5%	10%	5%	8%	9%
Level 3	53%	49%	56%	45%	45%	47%
Level 2	27%	29%	28%	40%	34%	30%
Level 1	8%	10%	2%	4%	8%	9%
NE1**	1%	2%	1%	2%	0%	<1%
Participating Students	96%	95%	96%	95%	96%	95%
No Data	<1%	<1%	<1%	<1%	<1%	1%
Exempt	4%	4%	4%	4%	4%	5%
At or Above Provincial Standard (Levels 3 and 4)†	61%	55%	66%	50%	53%	56%



Grade 6: Province*

	Reading		Writing		Mathematics	
Number of Students	**Female** *68 858*	**Male** *72 537*	**Female** *68 858*	**Male** *72 537*	**Female** *68 858*	**Male** *72 537*
Level 4	10%	6%	10%	4%	10%	11%
Level 3	58%	52%	58%	45%	50%	49%
Level 2	23%	27%	27%	40%	30%	28%
Level 1	5%	8%	1%	4%	6%	7%
NE1**	1%	1%	<1%	1%	<1%	<1%
Participating Students	97%	95%	97%	95%	96%	95%
No Data	1%	1%	1%	1%	1%	1%
Exempt	3%	5%	3%	5%	3%	4%
At or Above Provincial Standard (Levels 3 and 4)†	68%	58%	68%	50%	60%	60%



* 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 by gender include only students for whom gender data were available.

Results over Time, 2001–2002 to 2004–2005

Contextual Information for School: Grade 3 and Grade 6†

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

Grade 3	2001–2002	2002–2003	2003–2004	2004–2005
Number of students	***42***	***28***	***28***	***24***
Students participating in reading*	93%	93%	100%	100%
writing*	98%	100%	100%	100%
mathematics*	93%	96%	100%	100%
Female	57%	46%	54%	46%
Male	43%	54%	46%	54%
ESL/ELD learners**	0%	11%	0%✚	0%✚
Students with special needs (excluding gifted)**	7%	14%	18%✦	21%✦
Born outside Canada	7%	7%	0%	4%
In Canada less than one year	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%
In Canada three years or more	7%	7%	0%	0%
First language learned at home was other than English	38%	14%	0%	25%
Attended three or more schools since Grade 1	2%	0%	0%	0%

Grade 6	2001–2002	2002–2003	2003–2004	2004–2005
Number of students	***25***	***33***	***24***	***46***
Students participating in reading	96%	85%	100%	98%
writing	96%	85%	100%	98%
mathematics	96%	85%	100%	98%
Female	40%	48%	54%	48%
Male	60%	33%	46%	52%
ESL/ELD learners**	4%	6%	4%✚	2%✚
Students with special needs (excluding gifted)**	16%	12%	21%✦	22%✦
Born outside Canada	4%	6%	0%	13%
In Canada less than one year	4%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	2%
In Canada three years or more	0%	6%	0%	9%
First language learned at home was other than English	20%	12%	0%	24%
Attended three or more schools since Grade 1	8%	6%	0%	7%

† Contextual data pertaining to gender, student status, school background, place of birth and language learned at home are provided by schools on the **Student Information Form.**

* Not all French Immersion students wrote all components of the Grade 3 assessment; the numbers shown here reflect those students who wrote the components determined by the French Immersion participation option selected by their board.

** See the Explanation of Terms.

✚ As the definition for the English as a second language/English literacy development group changed effective the 2004 assessments 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.

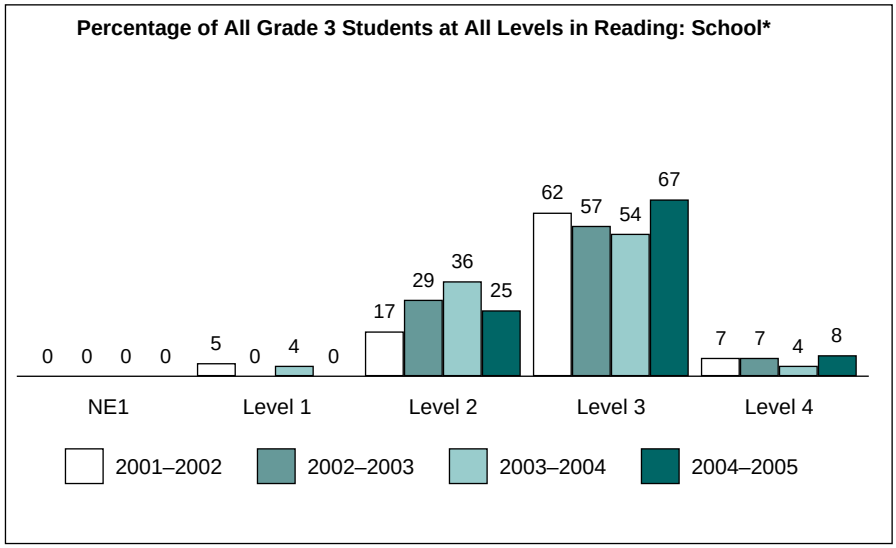
✦ Because the **Individual Education Plan** requirement became effective for the 2004 assessments, the percentage of students designated as having special needs may not be comparable with the percentages from previous years.

Results over Time 2001–2002 to 2004–2005

Grade 3: Reading

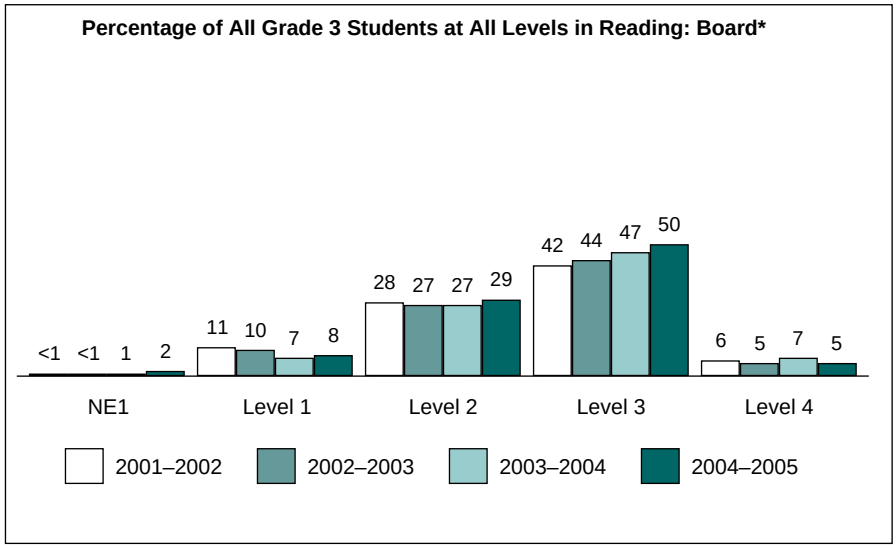
Grade 3 Reading: School*

Year	'01–'02	'02–'03	'03–'04	'04–'05
Number of Students	***42***	***28***	***28***	***24***
Level 4	7%	7%	4%	8%
Level 3	62%	57%	54%	67%
Level 2	17%	29%	36%	25%
Level 1	5%	0%	4%	0%
NE1**	0%	0%	0%	0%
NEIS††	2%	0%	4%	---
Participating Students	93%	93%	100%	100%
No Data	0%	0%	0%	0%
Exempt	7%	7%	0%	0%
At or Above Provincial Standard†	69%	64%	57%	75%



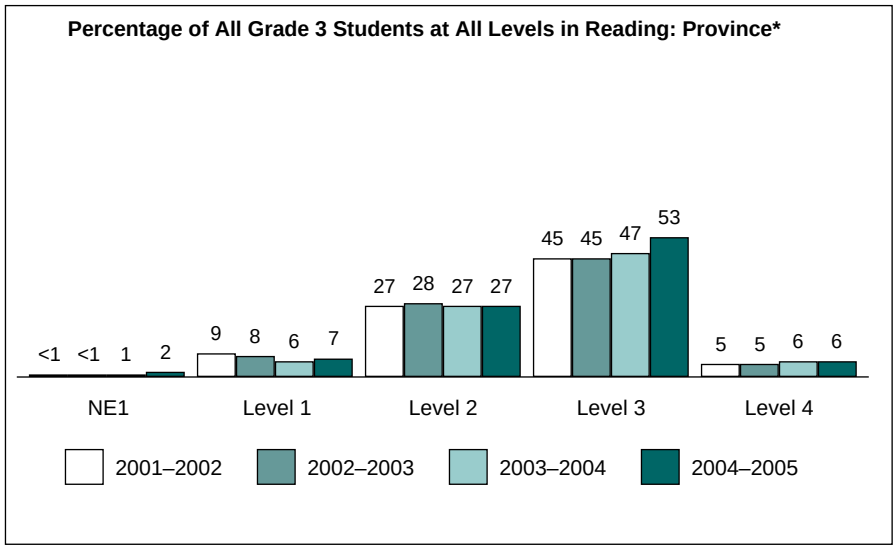
Grade 3 Reading: Board*

Year	'01–'02	'02–'03	'03–'04	'04–'05
Number of Students	***7 063***	***6 914***	***6 929***	***6 462***
Level 4	6%	5%	7%	5%
Level 3	42%	44%	47%	50%
Level 2	28%	27%	27%	29%
Level 1	11%	10%	7%	8%
NE1**	<1%	<1%	1%	2%
NEIS††	6%	6%	5%	---
Participating Students	93%	93%	93%	94%
No Data	<1%	1%	1%	1%
Exempt	7%	6%	6%	6%
At or Above Provincial Standard†	48%	49%	53%	55%



Grade 3 Reading: Province*

Year	'01–'02	'02–'03	'03–'04	'04–'05
Number of Students	***136 888***	***138 198***	***138 290***	***132 667***
Level 4	5%	5%	6%	6%
Level 3	45%	45%	47%	53%
Level 2	27%	28%	27%	27%
Level 1	9%	8%	6%	7%
NE1**	<1%	<1%	1%	2%
NEIS††	7%	8%	6%	---
Participating Students	94%	93%	93%	94%
No Data	<1%	1%	1%	1%
Exempt	6%	6%	6%	5%
At or Above Provincial Standard†	50%	50%	54%	59%



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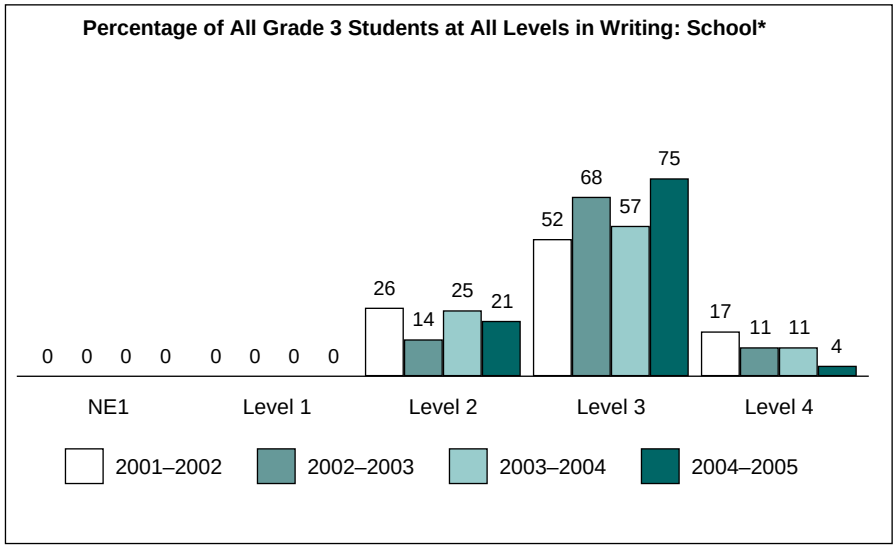
** See the Explanation of Terms.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the (rounded) percentages of students at Levels 3 and 4.
†† The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. See the Explanation of Terms.

Results over Time 2001–2002 to 2004–2005

Grade 3: Writing

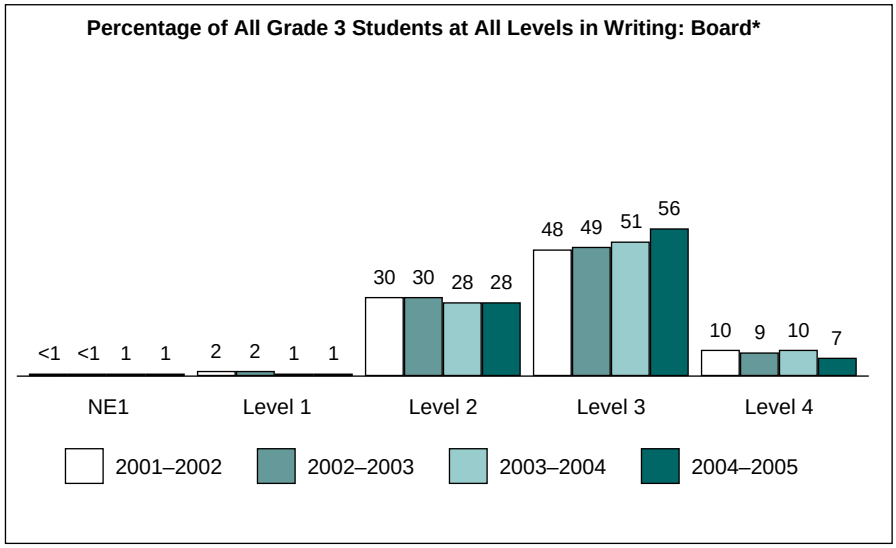
Grade 3 Writing: School*

Year	'01–'02	'02–'03	'03–'04	'04–'05
Number of Students	***42***	***28***	***28***	***24***
Level 4	17%	11%	11%	4%
Level 3	52%	68%	57%	75%
Level 2	26%	14%	25%	21%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
NEIS††	2%	7%	7%	---
Participating Students	98%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	2%	0%	0%	0%
At or Above Provincial Standard†	69%	79%	68%	79%



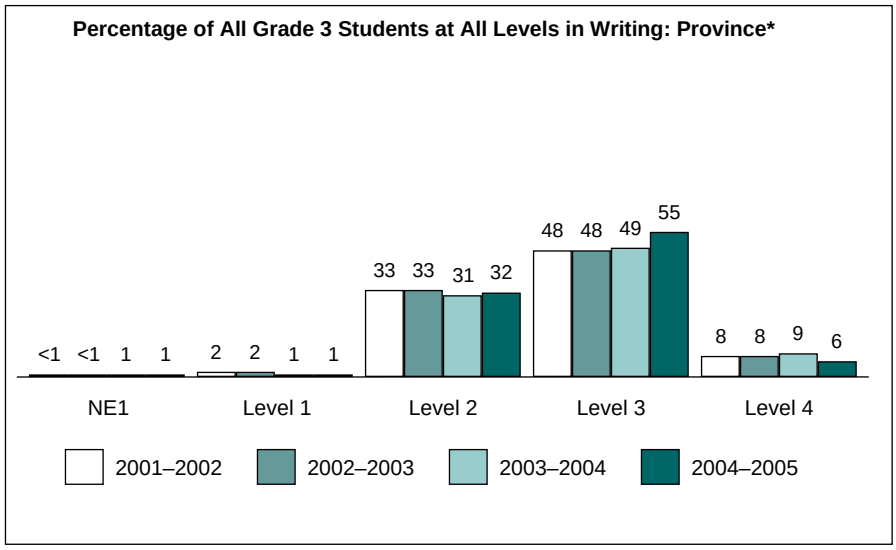
Grade 3 Writing: Board*

Year	'01–'02	'02–'03	'03–'04	'04–'05
Number of Students	***7 063***	***6 914***	***6 929***	***6 462***
Level 4	10%	9%	10%	7%
Level 3	48%	49%	51%	56%
Level 2	30%	30%	28%	28%
Level 1	2%	2%	1%	1%
NE1**	<1%	<1%	1%	1%
NEIS††	3%	3%	3%	---
Participating Students	93%	93%	94%	94%
No Data	<1%	2%	1%	1%
Exempt	6%	6%	5%	5%
At or Above Provincial Standard†	58%	58%	62%	63%



Grade 3 Writing: Province*

Year	'01–'02	'02–'03	'03–'04	'04–'05
Number of Students	***136 886***	***138 198***	***138 290***	***132 667***
Level 4	8%	8%	9%	6%
Level 3	48%	48%	49%	55%
Level 2	33%	33%	31%	32%
Level 1	2%	2%	1%	1%
NE1**	<1%	<1%	1%	1%
NEIS††	3%	4%	3%	---
Participating Students	94%	94%	94%	94%
No Data	<1%	1%	1%	1%
Exempt	5%	5%	5%	5%
At or Above Provincial Standard†	55%	55%	58%	61%



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** See the Explanation of Terms.
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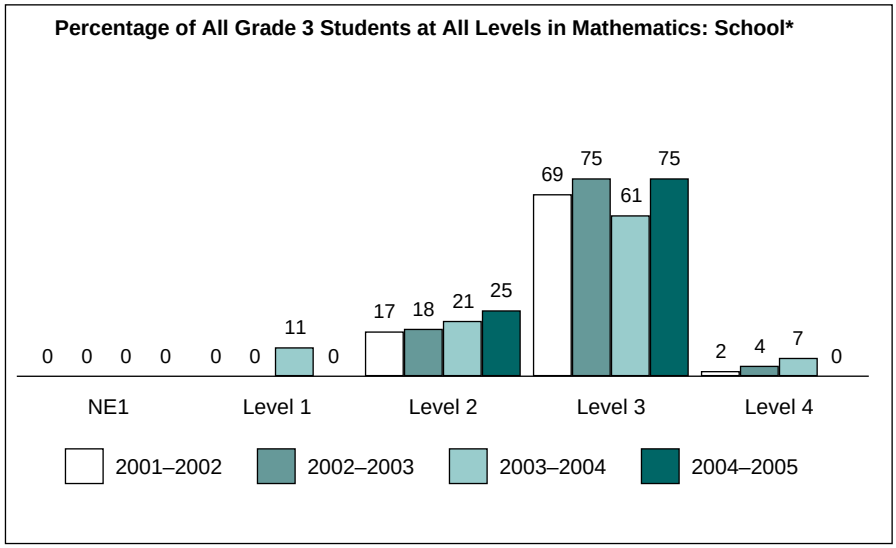
†† The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. See the Explanation of Terms.

Results over Time 2001–2002 to 2004–2005

Grade 3: Mathematics

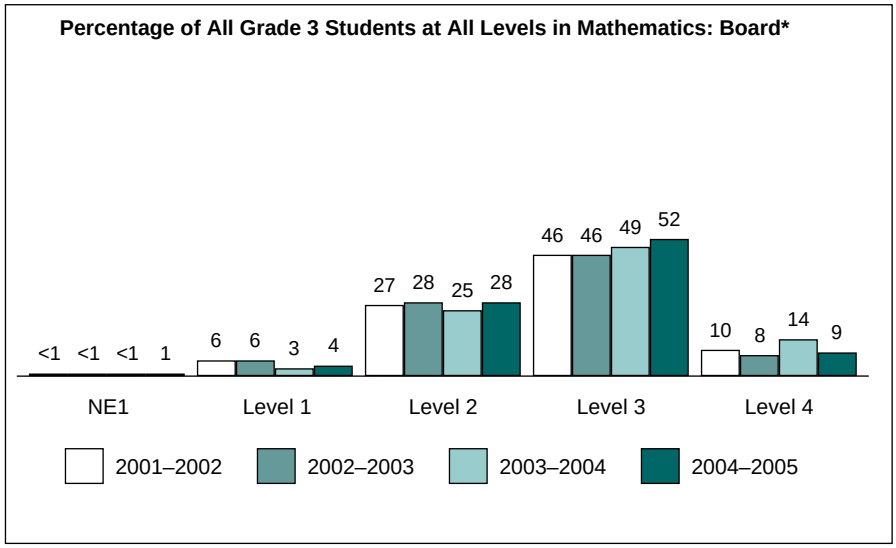
Grade 3 Mathematics: School*

Year	'01–'02	'02–'03	'03–'04	'04–'05
Number of Students	***42***	***28***	***28***	***24***
Level 4	2%	4%	7%	0%
Level 3	69%	75%	61%	75%
Level 2	17%	18%	21%	25%
Level 1	0%	0%	11%	0%
NE1**	0%	0%	0%	0%
NEIS††	5%	0%	0%	---
Participating Students	93%	96%	100%	100%
No Data	0%	0%	0%	0%
Exempt	7%	4%	0%	0%
At or Above Provincial Standard†	71%	79%	68%	75%



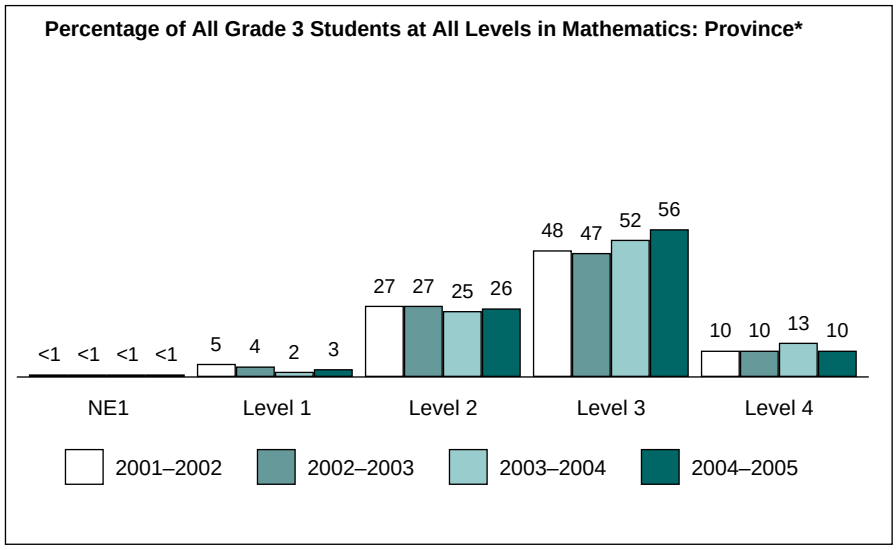
Grade 3 Mathematics: Board*

Year	'01–'02	'02–'03	'03–'04	'04–'05
Number of Students	***7 186***	***7 033***	***7 059***	***6 581***
Level 4	10%	8%	14%	9%
Level 3	46%	46%	49%	52%
Level 2	27%	28%	25%	28%
Level 1	6%	6%	3%	4%
NE1**	<1%	<1%	<1%	1%
NEIS††	5%	5%	2%	---
Participating Students	94%	93%	94%	94%
No Data	<1%	1%	1%	1%
Exempt	6%	5%	5%	5%
At or Above Provincial Standard†	55%	54%	63%	61%



Grade 3 Mathematics: Province*

Year	'01–'02	'02–'03	'03–'04	'04–'05
Number of Students	***139 725***	***140 860***	***141 245***	***135 740***
Level 4	10%	10%	13%	10%
Level 3	48%	47%	52%	56%
Level 2	27%	27%	25%	26%
Level 1	5%	4%	2%	3%
NE1**	<1%	<1%	<1%	<1%
NEIS††	5%	7%	3%	---
Participating Students	95%	95%	94%	95%
No Data	<1%	1%	1%	1%
Exempt	5%	4%	5%	4%
At or Above Provincial Standard†	58%	57%	64%	66%



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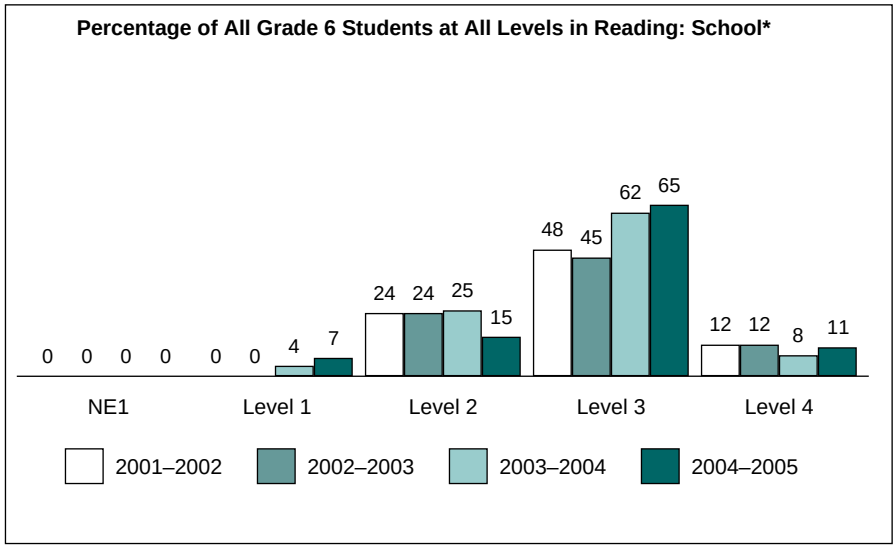
†† The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. See the Explanation of Terms.

Results over Time 2001–2002 to 2004–2005

Grade 6: Reading

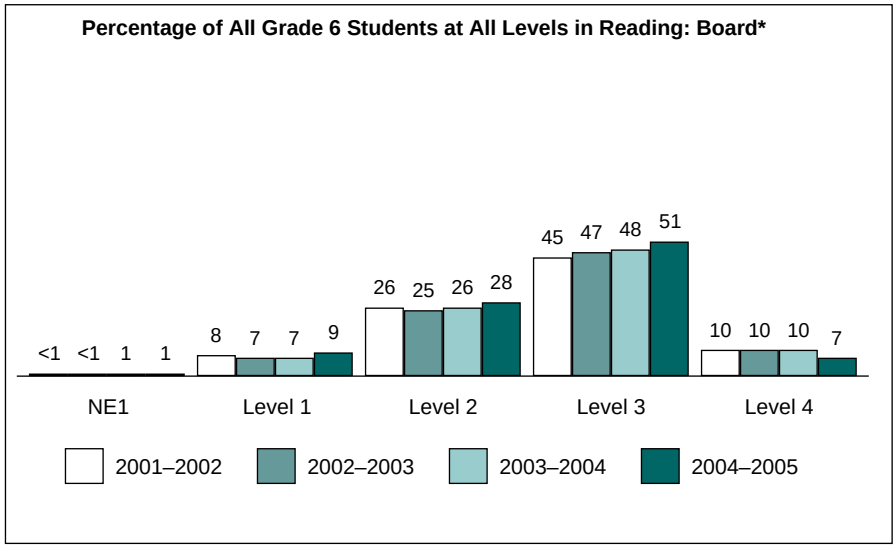
Grade 6 Reading: School*

Year	'01–'02	'02–'03	'03–'04	'04–'05
Number of Students	***25***	***33***	***24***	***46***
Level 4	12%	12%	8%	11%
Level 3	48%	45%	62%	65%
Level 2	24%	24%	25%	15%
Level 1	0%	0%	4%	7%
NE1**	0%	0%	0%	0%
NEIS††	12%	3%	0%	---
Participating Students	96%	85%	100%	98%
No Data	0%	0%	0%	0%
Exempt	4%	15%	0%	2%
At or Above Provincial Standard†	60%	58%	71%	76%



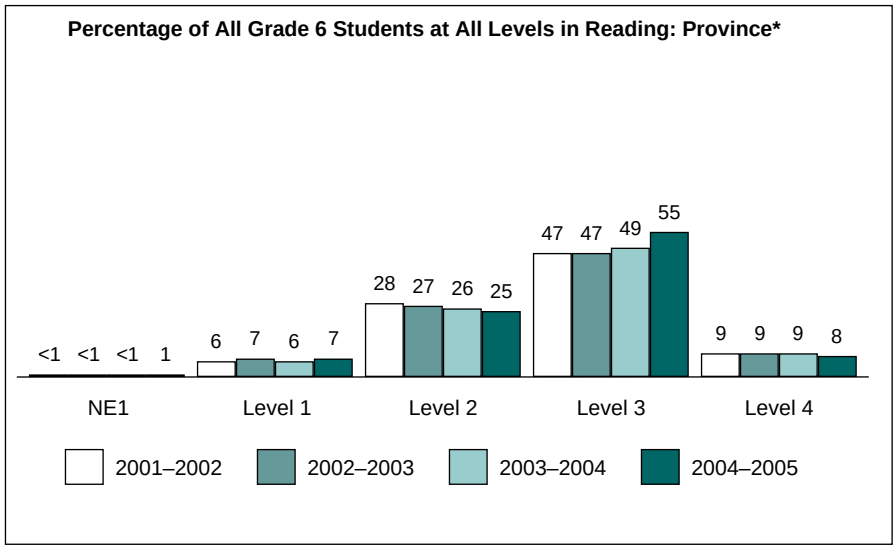
Grade 6 Reading: Board*

Year	'01–'02	'02–'03	'03–'04	'04–'05
Number of Students	***7 046***	***6 899***	***6 806***	***6 858***
Level 4	10%	10%	10%	7%
Level 3	45%	47%	48%	51%
Level 2	26%	25%	26%	28%
Level 1	8%	7%	7%	9%
NE1**	<1%	<1%	1%	1%
NEIS††	6%	5%	5%	---
Participating Students	95%	94%	96%	95%
No Data	<1%	1%	<1%	1%
Exempt	5%	5%	4%	4%
At or Above Provincial Standard†	55%	57%	58%	58%



Grade 6 Reading: Province*

Year	'01–'02	'02–'03	'03–'04	'04–'05
Number of Students	***145 351***	***144 676***	***146 169***	***143 421***
Level 4	9%	9%	9%	8%
Level 3	47%	47%	49%	55%
Level 2	28%	27%	26%	25%
Level 1	6%	7%	6%	7%
NE1**	<1%	<1%	<1%	1%
NEIS††	6%	5%	5%	---
Participating Students	96%	95%	95%	95%
No Data	<1%	1%	1%	1%
Exempt	4%	4%	4%	4%
At or Above Provincial Standard†	55%	56%	58%	63%



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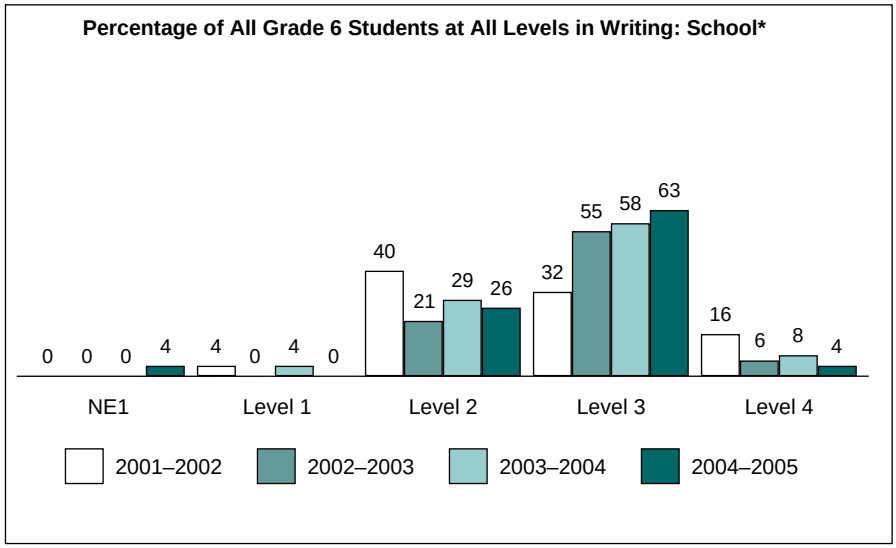
** See the Explanation of Terms.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the (rounded) percentages of students at Levels 3 and 4.
†† The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. See the Explanation of Terms.

Results over Time 2001–2002 to 2004–2005

Grade 6: Writing

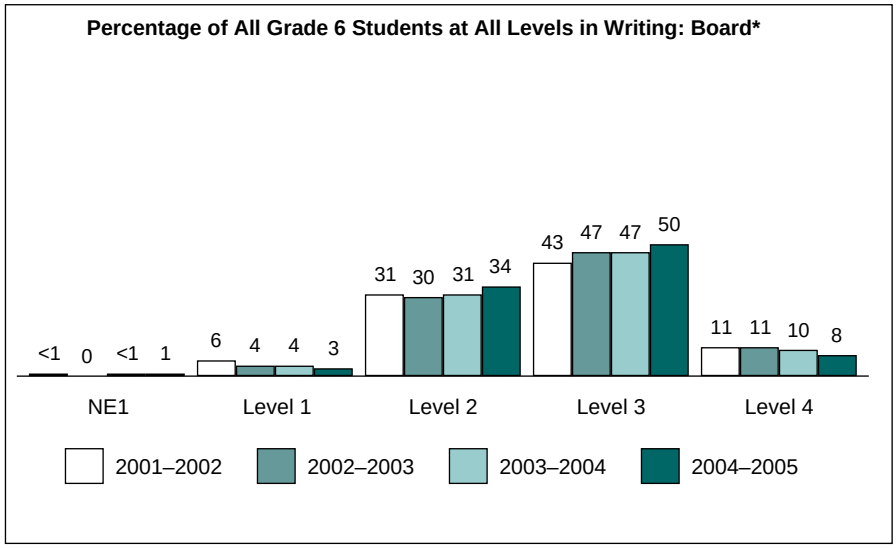
Grade 6 Writing: School*

Year	'01–'02	'02–'03	'03–'04	'04–'05
Number of Students	***25***	***33***	***24***	***46***
Level 4	16%	6%	8%	4%
Level 3	32%	55%	58%	63%
Level 2	40%	21%	29%	26%
Level 1	4%	0%	4%	0%
NE1**	0%	0%	0%	4%
NEIS††	4%	3%	0%	---
Participating Students	96%	85%	100%	98%
No Data	0%	0%	0%	0%
Exempt	4%	15%	0%	2%
At or Above Provincial Standard†	48%	61%	67%	67%



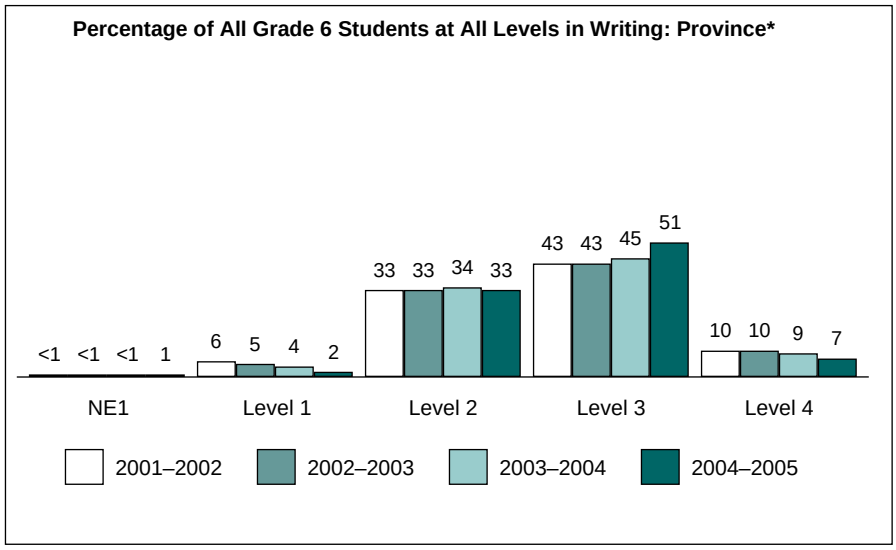
Grade 6 Writing: Board*

Year	'01–'02	'02–'03	'03–'04	'04–'05
Number of Students	***7 046***	***6 899***	***6 806***	***6 858***
Level 4	11%	11%	10%	8%
Level 3	43%	47%	47%	50%
Level 2	31%	30%	31%	34%
Level 1	6%	4%	4%	3%
NE1**	<1%	0%	<1%	1%
NEIS††	3%	3%	2%	---
Participating Students	95%	94%	95%	95%
No Data	<1%	1%	<1%	1%
Exempt	5%	5%	4%	4%
At or Above Provincial Standard†	54%	58%	57%	58%



Grade 6 Writing: Province*

Year	'01–'02	'02–'03	'03–'04	'04–'05
Number of Students	***145 350***	***144 676***	***146 168***	***143 421***
Level 4	10%	10%	9%	7%
Level 3	43%	43%	45%	51%
Level 2	33%	33%	34%	33%
Level 1	6%	5%	4%	2%
NE1**	<1%	<1%	<1%	1%
NEIS††	3%	3%	3%	---
Participating Students	96%	95%	95%	95%
No Data	<1%	1%	1%	1%
Exempt	4%	4%	4%	4%
At or Above Provincial Standard†	53%	54%	54%	59%



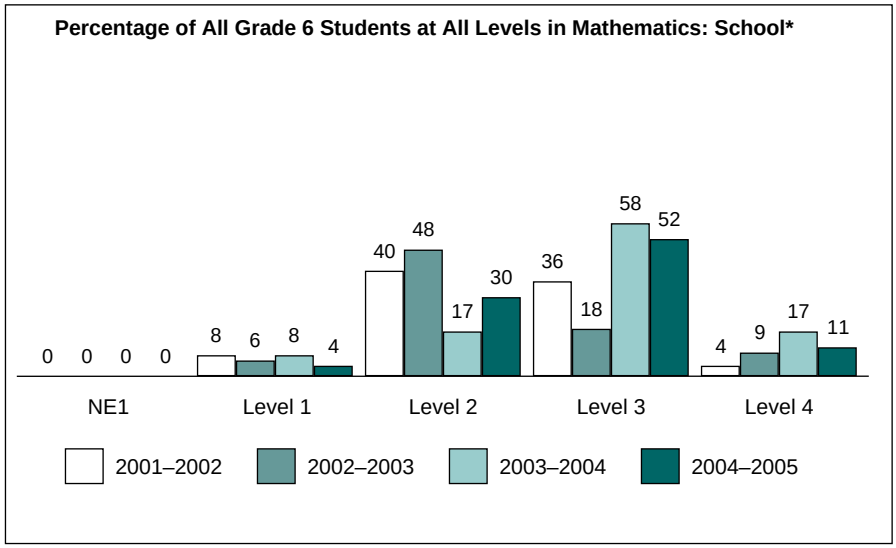
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
** See the Explanation of Terms.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the (rounded) percentages of students at Levels 3 and 4.
†† The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. See the Explanation of Terms.

Results over Time 2001–2002 to 2004–2005

Grade 6: Mathematics

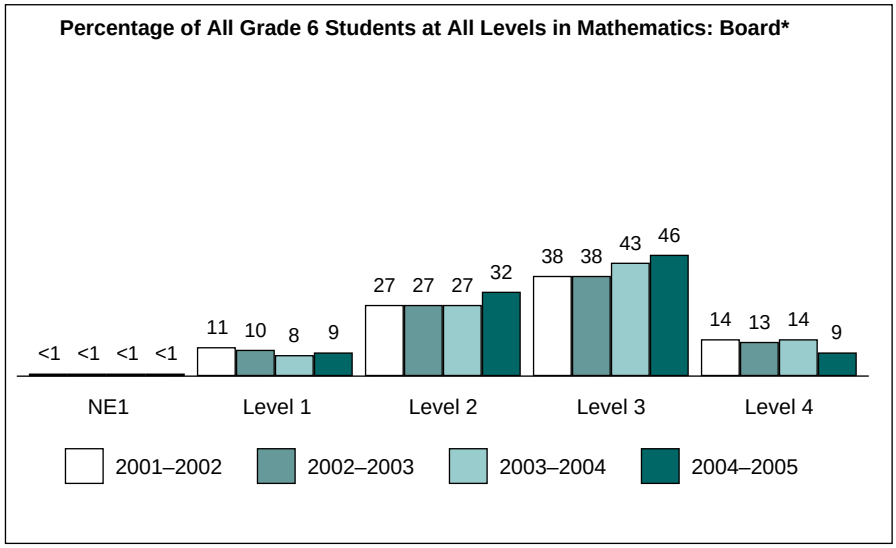
Grade 6 Mathematics: School*

Year	'01–'02	'02–'03	'03–'04	'04–'05
Number of Students	***25***	***33***	***24***	***46***
Level 4	4%	9%	17%	11%
Level 3	36%	18%	58%	52%
Level 2	40%	48%	17%	30%
Level 1	8%	6%	8%	4%
NE1**	0%	0%	0%	0%
NEIS††	8%	3%	0%	---
Participating Students	96%	85%	100%	98%
No Data	0%	0%	0%	0%
Exempt	4%	15%	0%	2%
At or Above Provincial Standard†	40%	27%	75%	63%



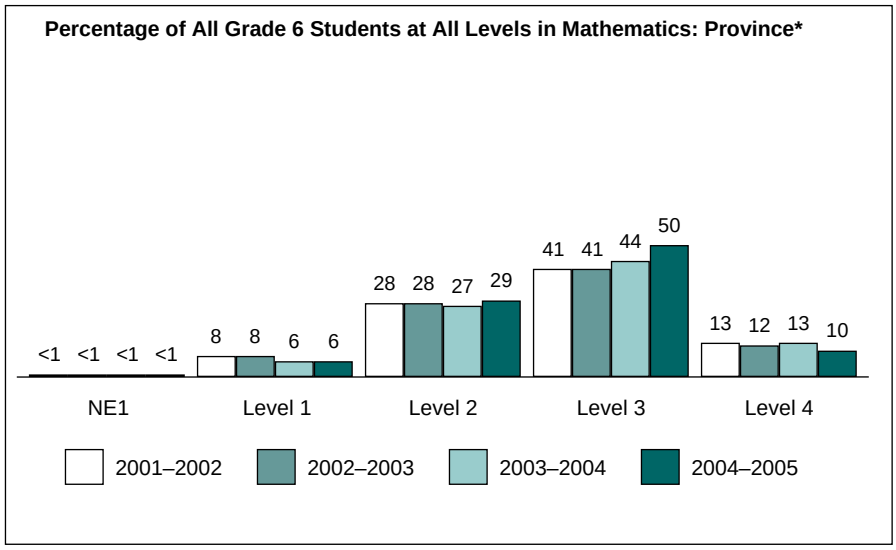
Grade 6 Mathematics: Board*

Year	'01–'02	'02–'03	'03–'04	'04–'05
Number of Students	***7 046***	***6 899***	***6 806***	***6 858***
Level 4	14%	13%	14%	9%
Level 3	38%	38%	43%	46%
Level 2	27%	27%	27%	32%
Level 1	11%	10%	8%	9%
NE1**	<1%	<1%	<1%	<1%
NEIS††	6%	6%	4%	---
Participating Students	95%	94%	96%	95%
No Data	<1%	1%	<1%	1%
Exempt	5%	5%	4%	4%
At or Above Provincial Standard†	52%	51%	57%	54%



Grade 6 Mathematics: Province*

Year	'01–'02	'02–'03	'03–'04	'04–'05
Number of Students	***145 351***	***144 676***	***146 168***	***143 421***
Level 4	13%	12%	13%	10%
Level 3	41%	41%	44%	50%
Level 2	28%	28%	27%	29%
Level 1	8%	8%	6%	6%
NE1**	<1%	<1%	<1%	<1%
NEIS††	5%	6%	4%	---
Participating Students	96%	95%	95%	95%
No Data	<1%	1%	1%	1%
Exempt	4%	4%	4%	4%
At or Above Provincial Standard†	54%	53%	57%	60%



* 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.
†† The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. See the Explanation of Terms.

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." The student has not demonstrated enough evidence of knowledge and understanding to be assigned Level 1.
NEIS	"Not Enough Information to Score." This category was eliminated in 2004–2005. Students are now assigned a level based on the work they submitted, with unanswered questions treated as incorrect.
No Data	EQAO did not receive completed assessment booklets for this student.
Exempt	The student was formally exempted in one or more components of the assessment.
ESL/ELD	English as a second language (ESL)/English literacy development (ELD) learners are identified by the school.
Students with Special Needs	These are students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students identified as gifted are not included.
N/R	"Not reported" indicates that the number of participating students in a school or board is so small that identification of individual student results might be possible; therefore, results are not reported.
N/D	"No data available" is used to indicate that there were no students in the grade or subject for the group or year specified.