



# SCHOOL REPORT FOR 2005–2006

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

**School: St Boniface Sep S (780499)**

**Board: Toronto Catholic District School Board (67059)**

I am pleased to provide you with this report, which provides an overview of contextual information, results over time and students' performance on EQAO's Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics for 2005–2006.

Experience has shown that data inform professional practice and provide a catalyst 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 for the past 10 years, 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 will help parents, educators and all who support a strong public education system to work together so that all students achieve their fullest potential.

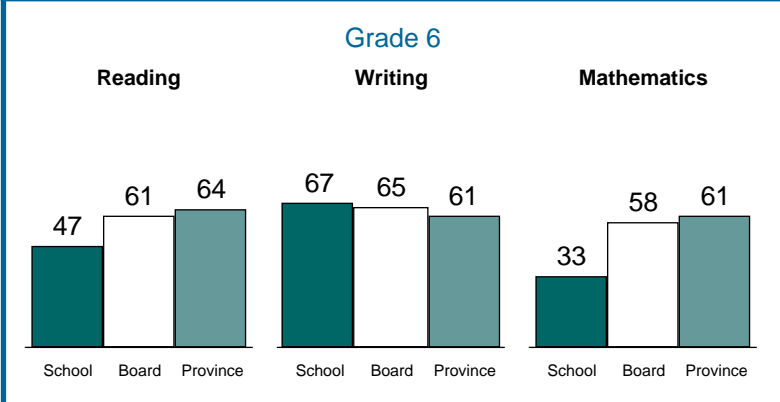
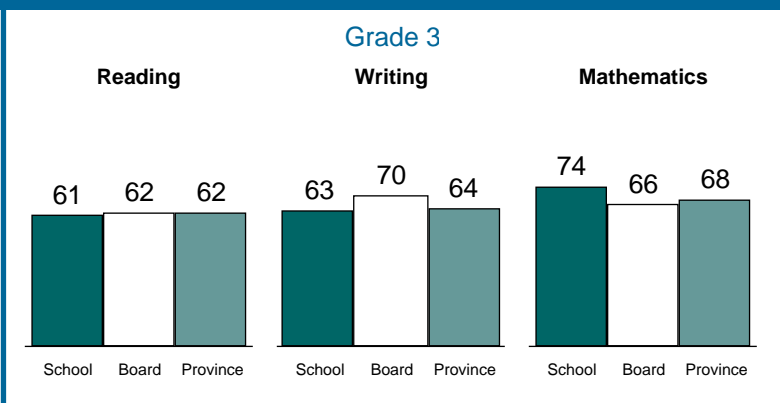
Sincerely,

Marguerite Jackson  
Chief Executive Officer

WHERE TO FIND . . .

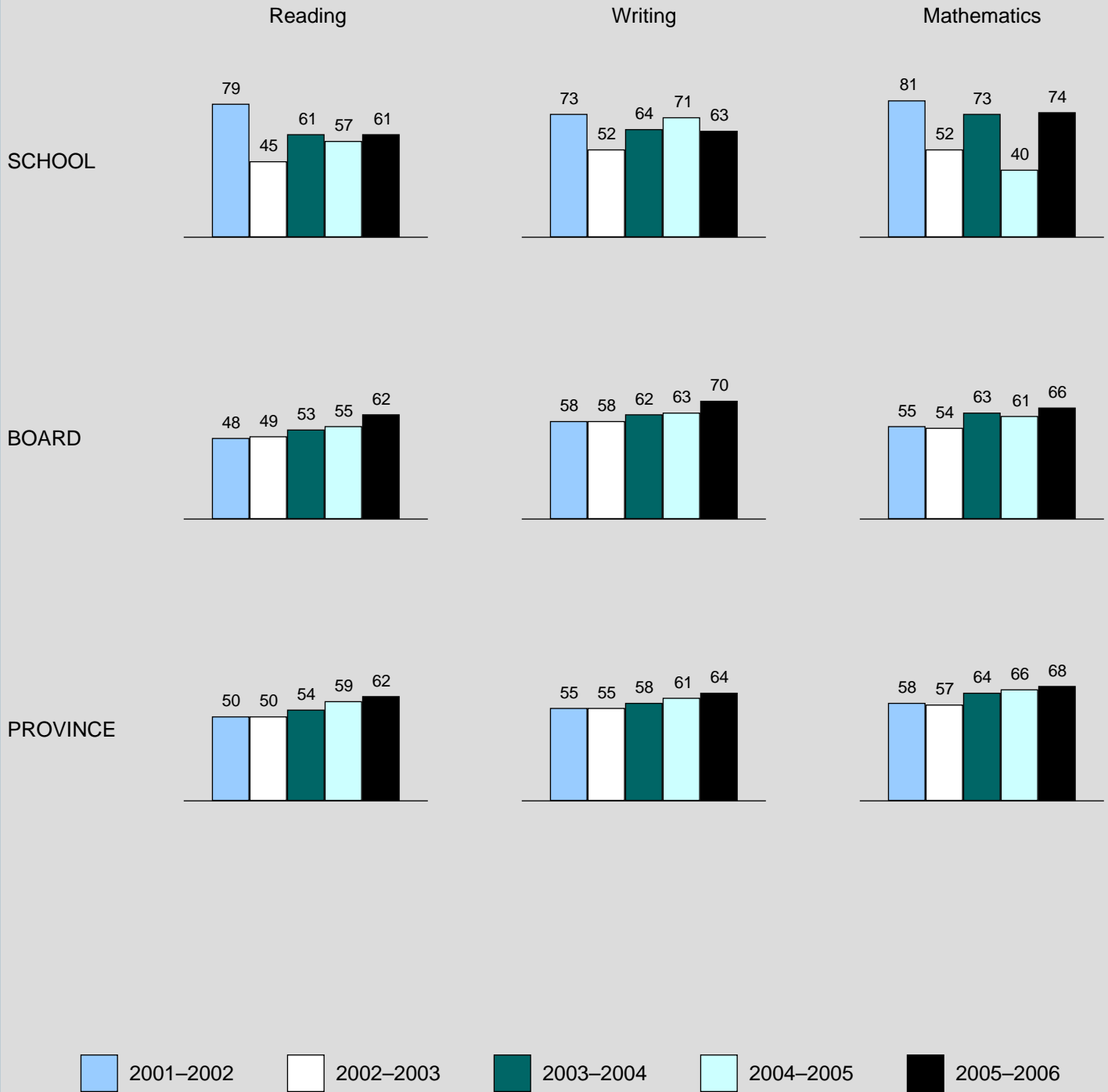
	PAGE	
	Grade 3	Grade 6
Percentages of all students at or above provincial standard:		
• 2005–2006	1	1
• Over time	2	3
Tips for using this report	4	4
Contextual information: 2005–2006	5	5
Percentages of students in all reporting categories: 2005–2006		
• All students	6	9
• Participating students	7	10
• All students by gender	8	11
Contextual information: Over time	12	12
Results for all students: Over time	13–15	16–18
Results for all students: Over time by gender	19	20
Explanation of terms	21	21

### PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2005–2006



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

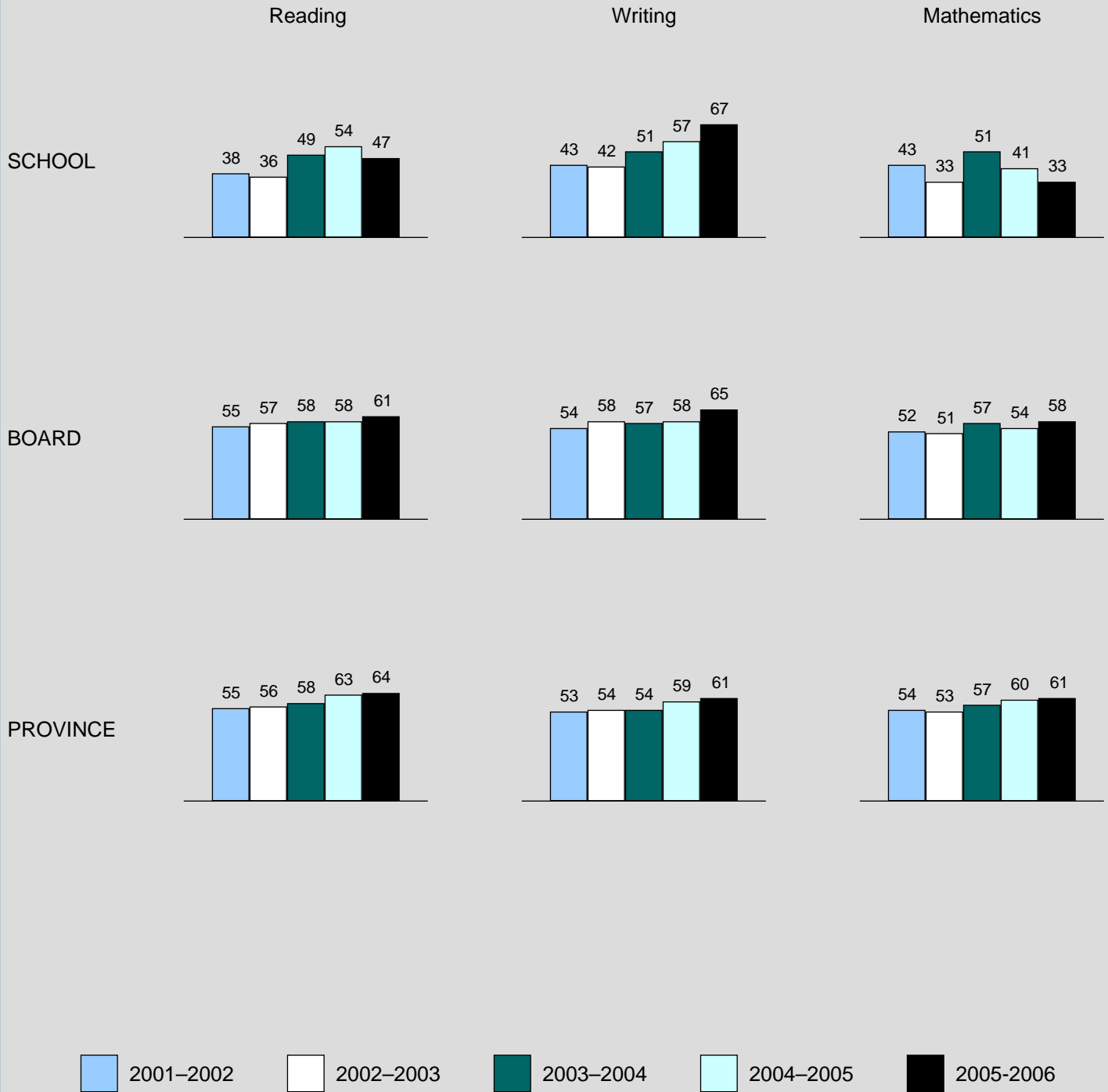
**Percentage of Students: Grade 3**



	<b>Total Number of Grade 3 Students</b>				
	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
School	52	33	44	35	38
Board	7 186	7 033	7 059	6 581	6 501
Province	139 727	140 860	141 245	135 740	132 782

**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>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
School	47	36	37	37	30
Board	7 046	6 899	6 806	6 858	7 029
Province	145 351	144 676	146 169	143 421	146 711

## TIPS

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



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



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



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



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

## ABOUT THIS SCHOOL OR BOARD REPORT

This report shows how well students have met curriculum expectations to the end of 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 year
- ◆ a comparison of results over the past five years to aid in monitoring improvement
- ◆ information about the characteristics of the students who participated
- ◆ summary graphs showing the percentage of students achieving the provincial standard in reading, writing and mathematics
- ◆ detailed tables and graphs showing results for all levels of achievement, results for gender and participation information
- ◆ an explanation of all terms used in this report.

### How to use this report

- ◆ Examine the contextual information to understand the similarities and differences between the school, the board and the province; the board and the province. Consider the challenges that any differences might present.
- ◆ Examine the results for reading, writing and mathematics.
  - Are these results consistent with what you would expect?
  - How do the school results compare to the board and the province; the board results compare to the province?
  - How do these results compare over time?
- ◆ 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](http://www.eqao.com).

## Results in Reading, Writing and Mathematics, 2005–2006

**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.

<b>Grade 3</b>	<b>School</b>	<b>Board</b>	<b>Province</b>
<i>Number of students</i>	<b>38</b>	<b>6 501</b>	<b>132 782</b>
Students participating in reading*	95%	94%	94%
writing*	95%	94%	94%
mathematics*	95%	94%	95%
Female	47%	49%	49%
Male	53%	51%	51%
ESL/ELD learners**	0%	2%	7%
Students with special needs (excluding gifted)**	21%	12%	12%
Born outside Canada	21%	16%	10%
In Canada less than one year	0%	1%	1%
In Canada one year or more but less than three years	5%	4%	2%
In Canada three years or more	16%	11%	6%
First language learned at home was other than English	26%	30%	18%
Year student entered current school:			
2005–2006	3%	11%	13%
2004–2005	16%	10%	15%
2003–2004	8%	12%	13%
Prior to 2002–2003	71%	66%	55%
Data not available	3%	2%	4%
<b>Grade 6</b>	<b>School</b>	<b>Board</b>	<b>Province</b>
<i>Number of students</i>	<b>30</b>	<b>7 029</b>	<b>146 711</b>
Students participating in reading	93%	95%	95%
writing	93%	95%	95%
mathematics	93%	95%	95%
Female	50%	49%	48%
Male	50%	51%	52%
ESL/ELD learners**	0%	2%	5%
Students with special needs (excluding gifted)**	27%	18%	15%
Born outside Canada	23%	18%	11%
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	23%	14%	8%
First language learned at home was other than English	30%	36%	17%
Year student entered current school:			
2005–2006	3%	10%	22%
2004–2005	13%	9%	13%
2003–2004	13%	8%	9%
Prior to 2002–2003	60%	71%	53%
Data not available	10%	2%	3%

† Contextual data pertaining to gender, student status, school background, 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 reported by the school.

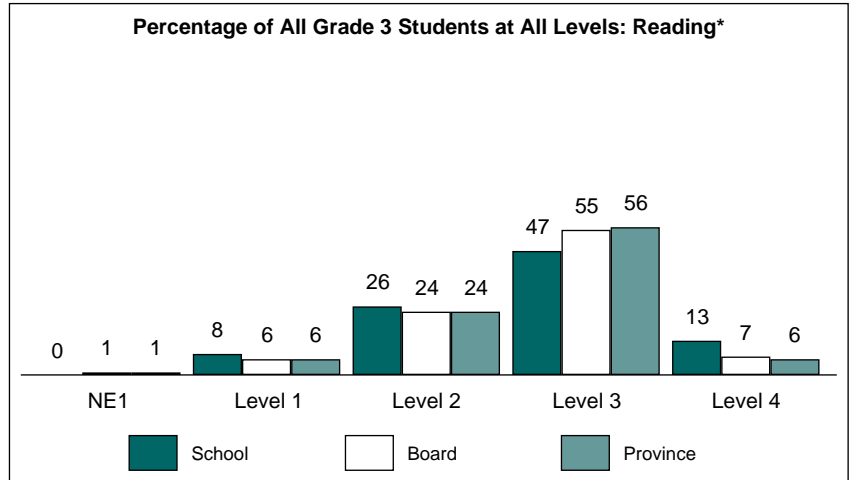
\* Not all French Immersion students wrote all components of the Grade 3 assessment; the numbers shown here reflect those students who wrote the components determined by the French Immersion participation option selected by their board.

\*\* See the Explanation of Terms.

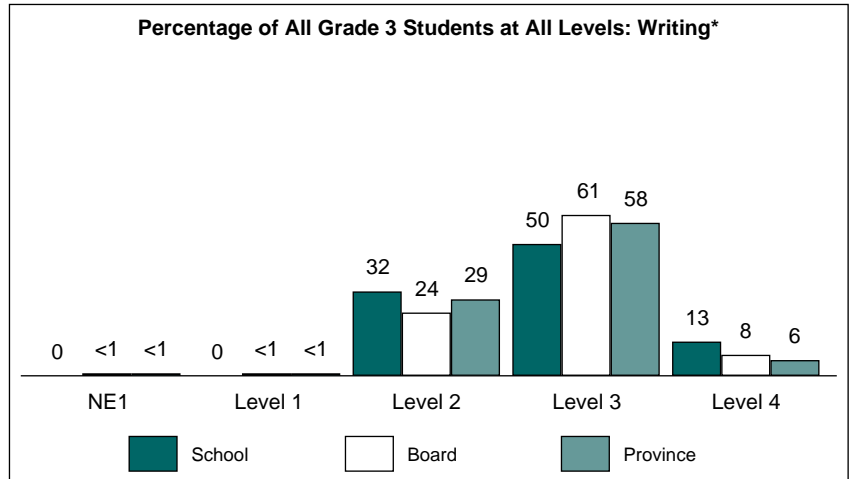
Results in Reading, Writing and Mathematics, 2005–2006

Grade 3: All Students

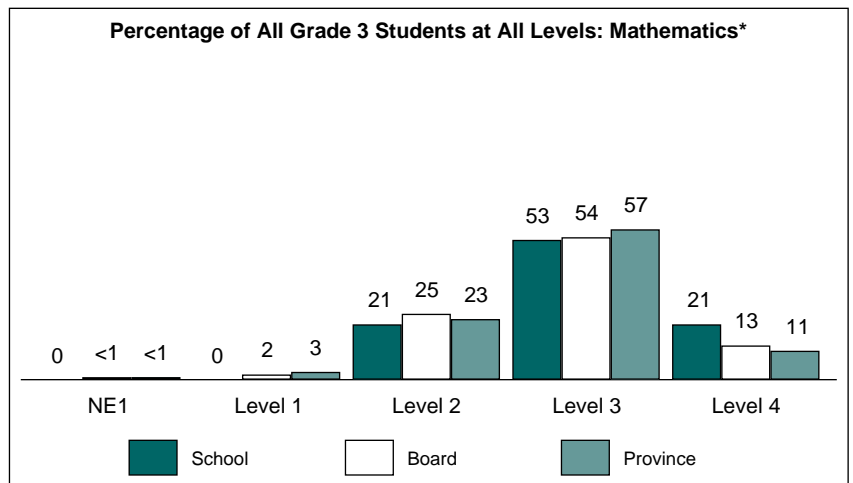
Grade 3: Reading*				
Number of Students	School 38		Board 6 366	Province 129 630
	#	%	%	%
Level 4	5	13%	7%	6%
Level 3	18	47%	55%	56%
Level 2	10	26%	24%	24%
Level 1	3	8%	6%	6%
NE1**	0	0%	1%	1%
Participating Students	36	95%	94%	94%
No Data	1	3%	2%	1%
Exempt	1	3%	4%	5%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>61%</b>	<b>62%</b>	<b>62%</b>



Grade 3: Writing*				
Number of Students	School 38		Board 6 366	Province 129 630
	#	%	%	%
Level 4	5	13%	8%	6%
Level 3	19	50%	61%	58%
Level 2	12	32%	24%	29%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	36	95%	94%	94%
No Data	1	3%	2%	1%
Exempt	1	3%	4%	5%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>63%</b>	<b>70%</b>	<b>64%</b>



Grade 3: Mathematics*				
Number of Students	School 38		Board 6 501	Province 132 782
	#	%	%	%
Level 4	8	21%	13%	11%
Level 3	20	53%	54%	57%
Level 2	8	21%	25%	23%
Level 1	0	0%	2%	3%
NE1**	0	0%	<1%	<1%
Participating Students	36	95%	94%	95%
No Data	1	3%	2%	1%
Exempt	1	3%	4%	4%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>74%</b>	<b>66%</b>	<b>68%</b>



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

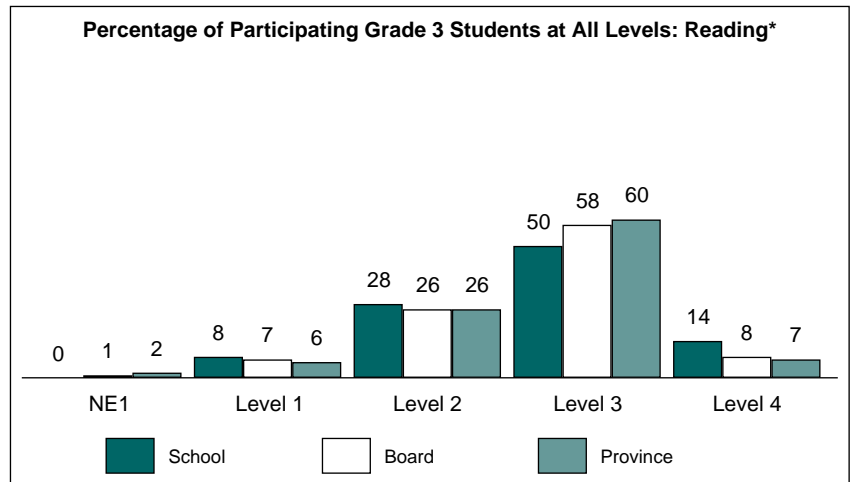
\*\* See the Explanation of Terms.

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

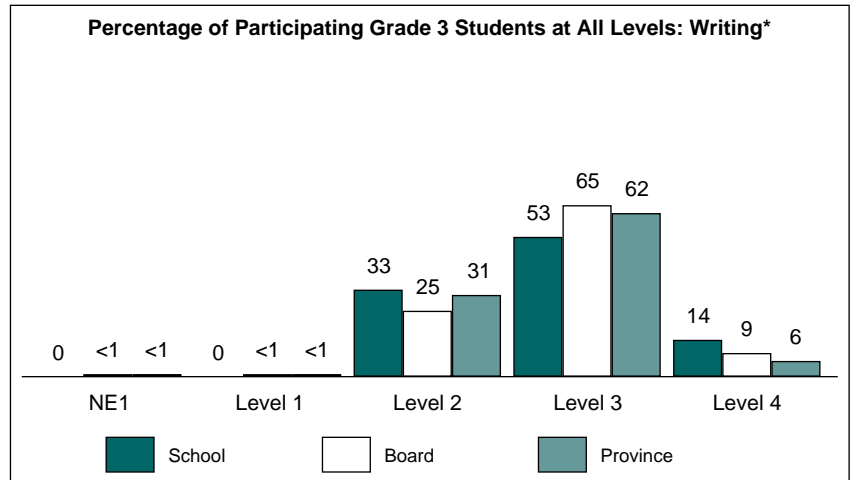
Results in Reading, Writing and Mathematics, 2005–2006

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

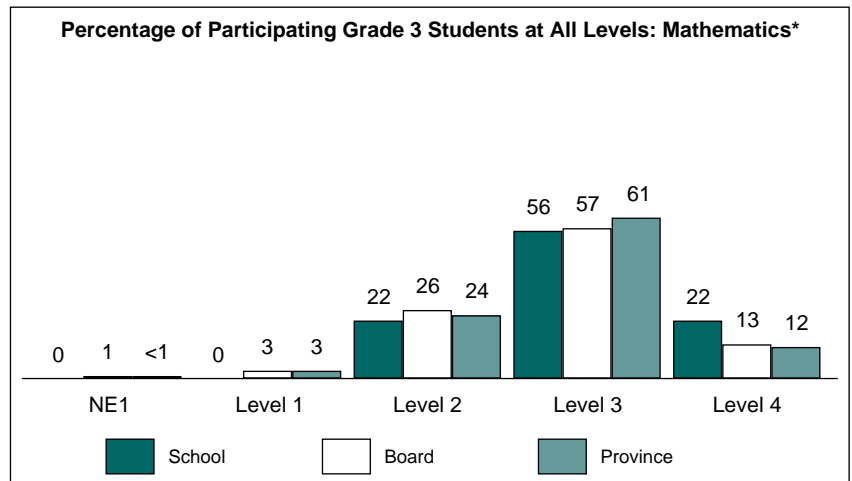
Grade 3: Reading*				
Number of Students	School 36		Board 5 965	Province 121 290
	#	%	%	%
Level 4	5	14%	8%	7%
Level 3	18	50%	58%	60%
Level 2	10	28%	26%	26%
Level 1	3	8%	7%	6%
NE1**	0	0%	1%	2%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>64%</b>	<b>66%</b>	<b>67%</b>



Grade 3: Writing*				
Number of Students	School 36		Board 5 978	Province 121 771
	#	%	%	%
Level 4	5	14%	9%	6%
Level 3	19	53%	65%	62%
Level 2	12	33%	25%	31%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>67%</b>	<b>74%</b>	<b>68%</b>



Grade 3: Mathematics*				
Number of Students	School 36		Board 6 113	Province 125 518
	#	%	%	%
Level 4	8	22%	13%	12%
Level 3	20	56%	57%	61%
Level 2	8	22%	26%	24%
Level 1	0	0%	3%	3%
NE1**	0	0%	1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>78%</b>	<b>71%</b>	<b>72%</b>



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

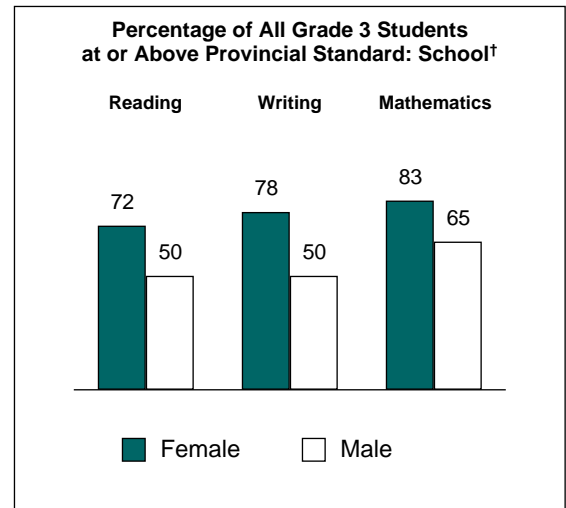
\*\* See the Explanation of Terms.

† 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.

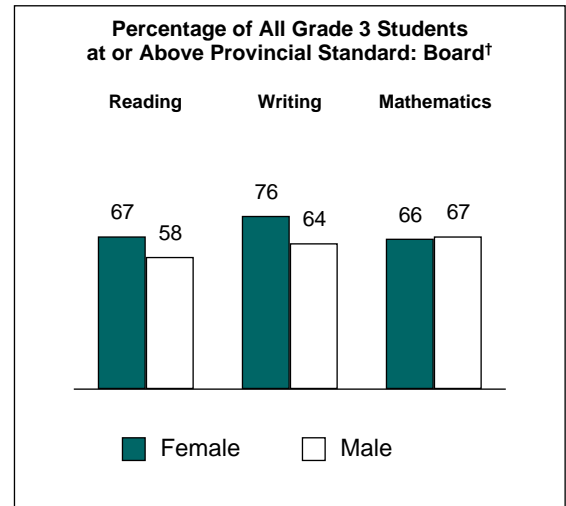
Results in Reading, Writing and Mathematics, 2005–2006

Grade 3: Gender††

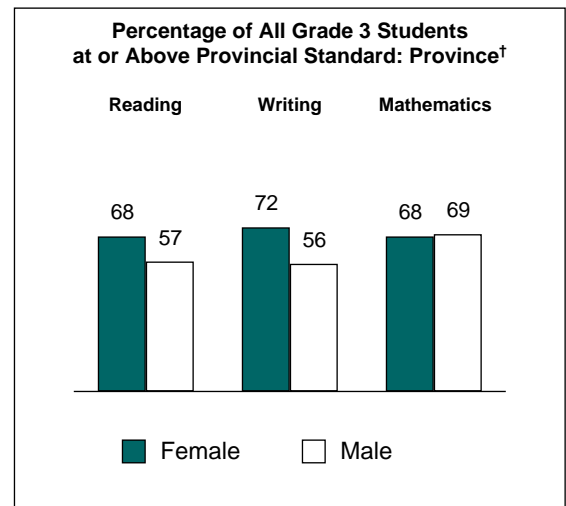
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 18	Male 20	Female 18	Male 20	Female 18	Male 20
Level 4	28%	0%	22%	5%	22%	20%
Level 3	44%	50%	56%	45%	61%	45%
Level 2	22%	30%	22%	40%	17%	25%
Level 1	6%	10%	0%	0%	0%	0%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	90%	100%	90%	100%	90%
No Data	0%	5%	0%	5%	0%	5%
Exempt	0%	5%	0%	5%	0%	5%
At or Above Provincial Standard (Levels 3 and 4)†	72%	50%	78%	50%	83%	65%



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 3 119	Male 3 247	Female 3 119	Male 3 247	Female 3 190	Male 3 311
Level 4	9%	6%	11%	6%	12%	13%
Level 3	58%	52%	65%	58%	54%	54%
Level 2	22%	26%	19%	28%	26%	23%
Level 1	5%	7%	<1%	<1%	3%	2%
NE1**	1%	2%	<1%	<1%	<1%	<1%
Participating Students	95%	92%	96%	92%	95%	93%
No Data	2%	3%	2%	2%	2%	3%
Exempt	3%	5%	3%	5%	3%	5%
At or Above Provincial Standard (Levels 3 and 4)†	67%	58%	76%	64%	66%	67%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 62 836	Male 66 742	Female 62 836	Male 66 742	Female 64 668	Male 68 062
Level 4	8%	4%	8%	4%	11%	11%
Level 3	60%	52%	64%	52%	57%	57%
Level 2	21%	27%	23%	35%	24%	22%
Level 1	4%	7%	<1%	1%	3%	2%
NE1**	1%	2%	<1%	1%	<1%	1%
Participating Students	95%	92%	95%	92%	96%	93%
No Data	1%	2%	1%	2%	1%	1%
Exempt	4%	6%	3%	6%	3%	5%
At or Above Provincial Standard (Levels 3 and 4)†	68%	57%	72%	56%	68%	69%



\* 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.

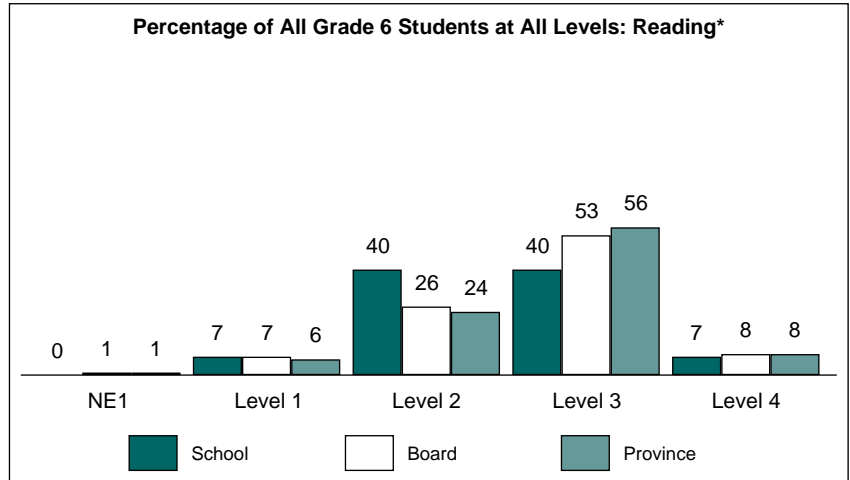
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

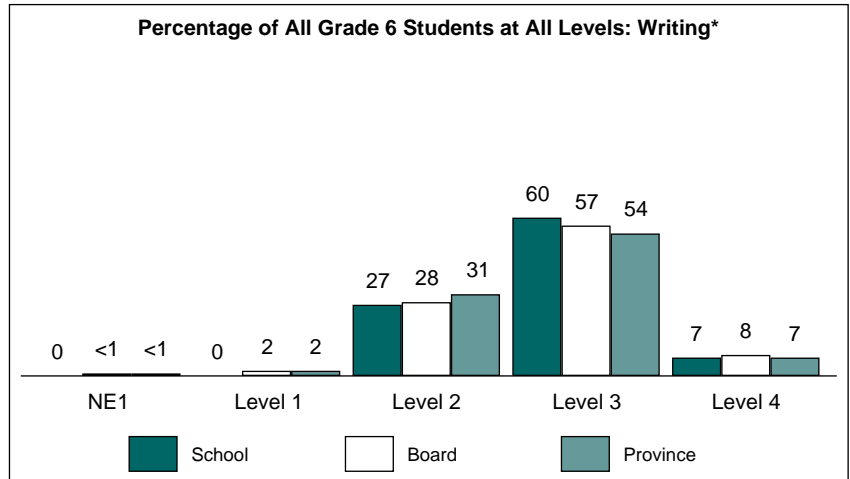
Results in Reading, Writing and Mathematics, 2005–2006

Grade 6: All Students

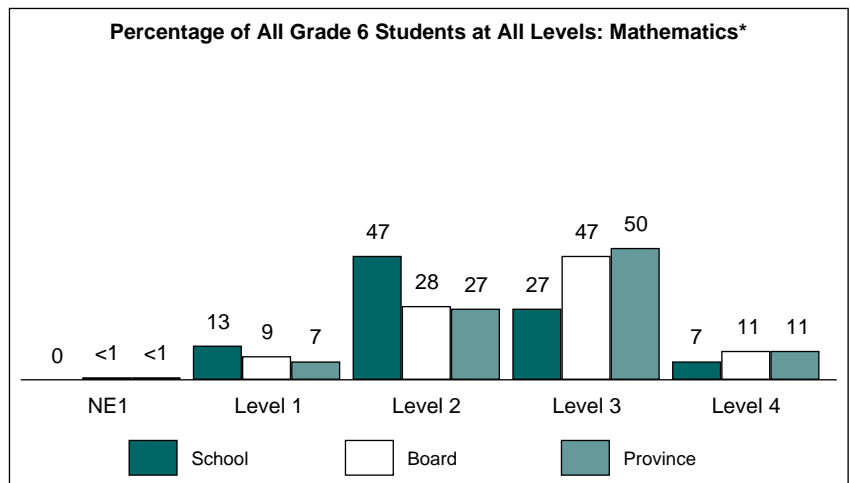
Grade 6: Reading*				
Number of Students	School 30		Board 7 029	Province 146 711
	#	%	%	%
Level 4	2	7%	8%	8%
Level 3	12	40%	53%	56%
Level 2	12	40%	26%	24%
Level 1	2	7%	7%	6%
NE1**	0	0%	1%	1%
Participating Students	28	93%	95%	95%
No Data	1	3%	1%	1%
Exempt	1	3%	3%	4%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>47%</b>	<b>61%</b>	<b>64%</b>



Grade 6: Writing*				
Number of Students	School 30		Board 7 029	Province 146 711
	#	%	%	%
Level 4	2	7%	8%	7%
Level 3	18	60%	57%	54%
Level 2	8	27%	28%	31%
Level 1	0	0%	2%	2%
NE1**	0	0%	<1%	<1%
Participating Students	28	93%	95%	95%
No Data	1	3%	1%	1%
Exempt	1	3%	3%	4%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>67%</b>	<b>65%</b>	<b>61%</b>



Grade 6: Mathematics*				
Number of Students	School 30		Board 7 029	Province 146 711
	#	%	%	%
Level 4	2	7%	11%	11%
Level 3	8	27%	47%	50%
Level 2	14	47%	28%	27%
Level 1	4	13%	9%	7%
NE1**	0	0%	<1%	<1%
Participating Students	28	93%	95%	95%
No Data	1	3%	2%	1%
Exempt	1	3%	3%	4%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>33%</b>	<b>58%</b>	<b>61%</b>



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

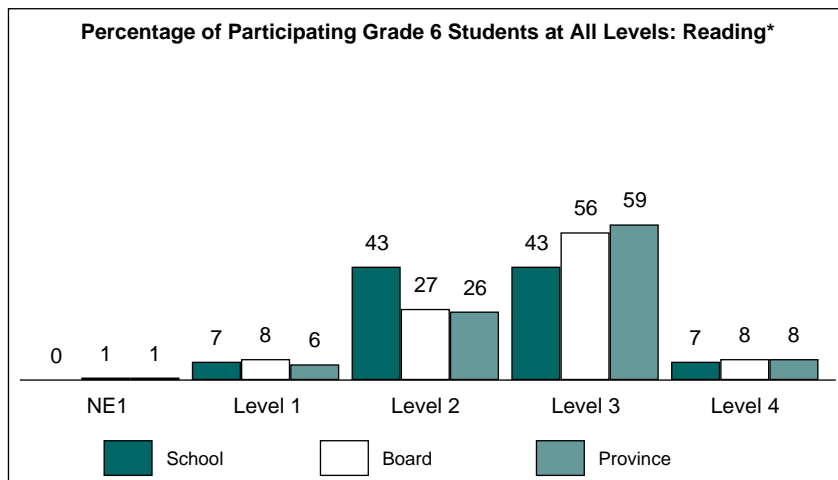
\*\* See the Explanation of Terms.

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

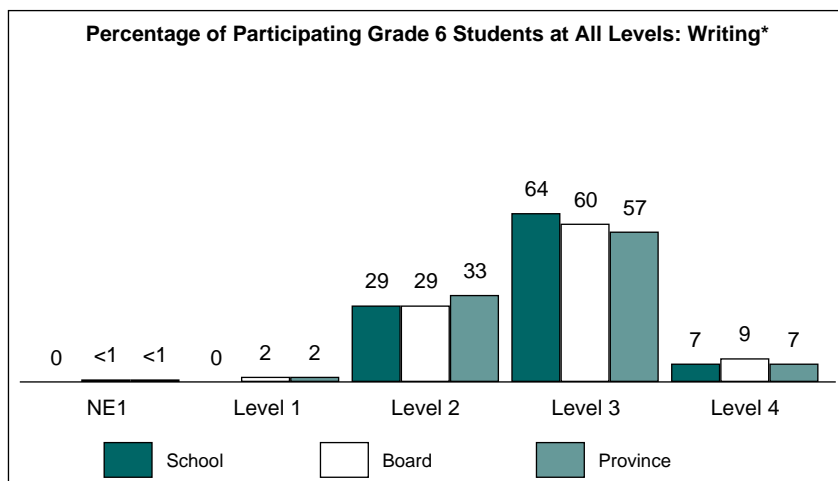
Results in Reading, Writing and Mathematics, 2005–2006

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

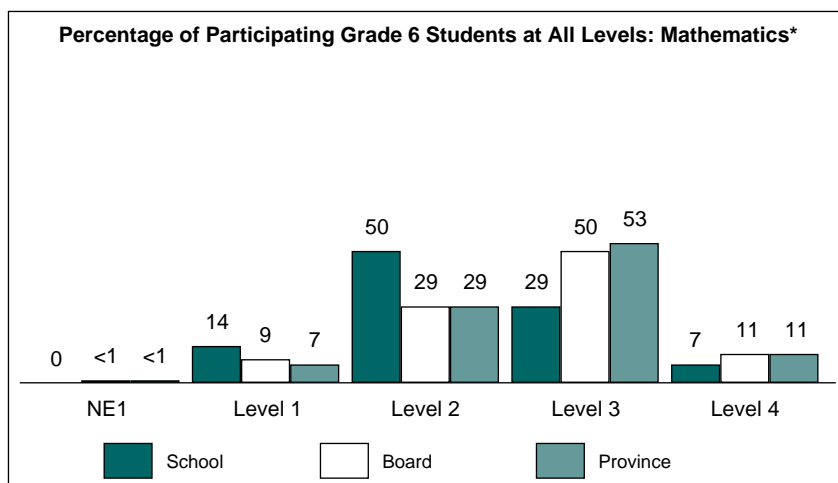
Grade 6: Reading*				
Number of Students	School 28		Board 6 694	Province 138 696
	#	%	%	%
Level 4	2	7%	8%	8%
Level 3	12	43%	56%	59%
Level 2	12	43%	27%	26%
Level 1	2	7%	8%	6%
NE1**	0	0%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		50%	64%	67%



Grade 6: Writing*				
Number of Students	School 28		Board 6 689	Province 138 812
	#	%	%	%
Level 4	2	7%	9%	7%
Level 3	18	64%	60%	57%
Level 2	8	29%	29%	33%
Level 1	0	0%	2%	2%
NE1**	0	0%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		71%	69%	65%



Grade 6: Mathematics*				
Number of Students	School 28		Board 6 684	Province 138 697
	#	%	%	%
Level 4	2	7%	11%	11%
Level 3	8	29%	50%	53%
Level 2	14	50%	29%	29%
Level 1	4	14%	9%	7%
NE1**	0	0%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		36%	61%	64%



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

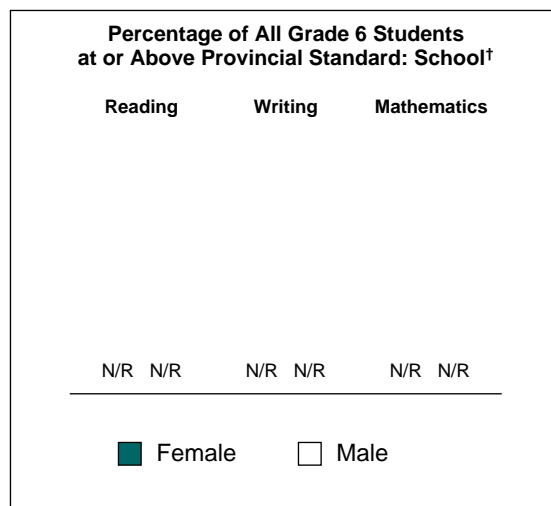
\*\* See the Explanation of Terms.

† 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.

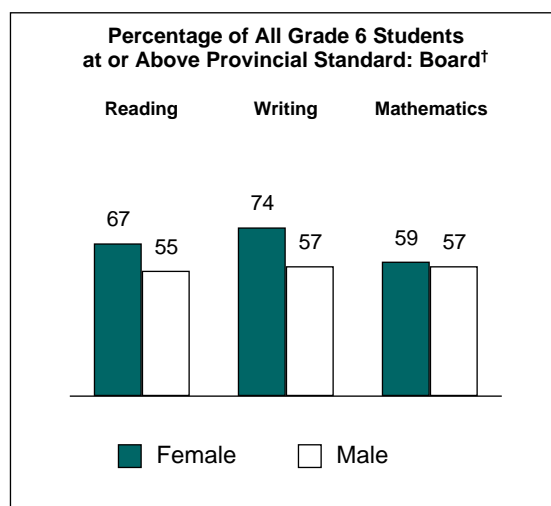
## Results in Reading, Writing and Mathematics, 2005–2006

### Grade 6: Gender††

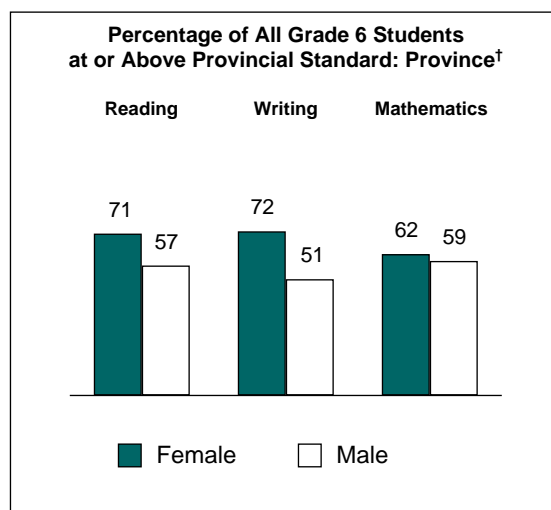
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
Participating 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 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 3 475	Male 3 554	Female 3 475	Male 3 554	Female 3 475	Male 3 554
Level 4	11%	5%	13%	4%	11%	10%
Level 3	57%	50%	61%	53%	49%	46%
Level 2	23%	29%	21%	34%	28%	28%
Level 1	5%	9%	1%	2%	8%	10%
NE1**	1%	1%	<1%	1%	<1%	<1%
Participating Students	96%	94%	96%	94%	96%	94%
No Data	1%	2%	1%	2%	1%	2%
Exempt	3%	4%	3%	4%	3%	4%
At or Above Provincial Standard (Levels 3 and 4)†	67%	55%	74%	57%	59%	57%



Grade 6: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 70 984	Male 75 697	Female 70 984	Male 75 697	Female 70 984	Male 75 697
Level 4	11%	5%	10%	4%	11%	11%
Level 3	60%	52%	62%	47%	52%	49%
Level 2	20%	28%	23%	39%	27%	27%
Level 1	4%	7%	1%	3%	6%	7%
NE1**	1%	1%	<1%	1%	<1%	<1%
Participating Students	96%	93%	96%	93%	96%	93%
No Data	1%	1%	1%	1%	1%	2%
Exempt	3%	5%	3%	5%	3%	5%
At or Above Provincial Standard (Levels 3 and 4)†	71%	57%	72%	51%	62%	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.

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

## Results Over Time, 2001–2002 to 2005–2006

**Contextual Information for School: Grade 3 and Grade 6†**

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

<b>Grade 3</b>	<b>2001–2002</b>	<b>2002–2003</b>	<b>2003–2004</b>	<b>2004–2005</b>	<b>2005–2006</b>
<i>Number of students</i>	<b>52</b>	<b>33</b>	<b>44</b>	<b>35</b>	<b>38</b>
Students participating in reading*	94%	94%	95%	100%	95%
writing*	94%	94%	95%	100%	95%
mathematics*	94%	94%	95%	100%	95%
Female	46%	52%	43%	49%	47%
Male	54%	48%	57%	51%	53%
ESL/ELD learners**	6%	9%	0%‡	3%‡	0%‡
Students with special needs (excluding gifted)**	12%	33%	14%‡	14%‡	21%‡
Born outside Canada	19%	18%	25%	23%	21%
In Canada less than one year	0%	0%	0%	6%	0%
In Canada one year or more but less than three years	8%	12%	5%	6%	5%
In Canada three years or more	12%	6%	20%	11%	16%
First language learned at home was other than English	37%	58%	39%	46%	26%
Attended three or more schools since Grade 1	4%	76%	11%	9%	N/A*

<b>Grade 6</b>	<b>2001–2002</b>	<b>2002–2003</b>	<b>2003–2004</b>	<b>2004–2005</b>	<b>2005–2006</b>
<i>Number of students</i>	<b>47</b>	<b>36</b>	<b>37</b>	<b>37</b>	<b>30</b>
Students participating in reading	100%	100%	100%	97%	93%
writing	100%	100%	100%	97%	93%
mathematics	100%	100%	100%	89%	93%
Female	40%	39%	43%	49%	50%
Male	60%	56%	57%	51%	50%
ESL/ELD learners**	15%	11%	19%‡	8%‡	0%‡
Students with special needs (excluding gifted)**	13%	19%	8%‡	14%‡	27%‡
Born outside Canada	40%	42%	49%	24%	23%
In Canada less than one year	0%	3%	3%	0%	0%
In Canada one year or more but less than three years	13%	8%	5%	11%	0%
In Canada three years or more	28%	28%	38%	14%	23%
First language learned at home was other than English	47%	31%	41%	30%	30%
Attended three or more schools since Grade 1	19%	14%	27%	19%	N/A*

† Contextual data pertaining to gender, student status, school background, place of birth and language learned at home are provided by schools and/or boards through the Student Data Collection process.

\* 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 boards.

\*\* 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.

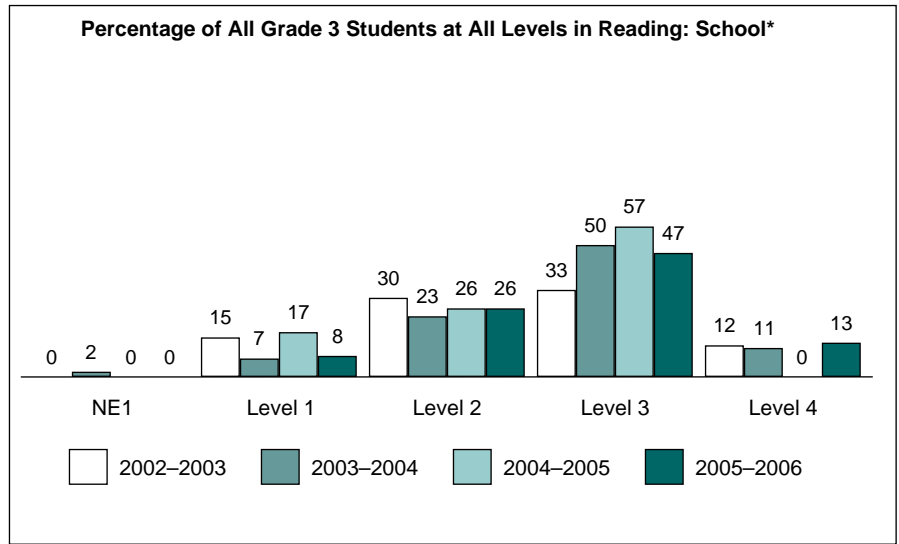
‡ Because the Individual Education Plan requirement became effective for the 2004 assessments, the percentage of students designated as having special needs may not be comparable with the percentages from previous years.

\* Question related to student mobility changed in 2006. Refer to page 5.

Results Over Time, 2002–2003 to 2005–2006\*

Grade 3: Reading

Grade 3 Reading: School*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
<i>Number of Students</i>	33	44	35	38
Level 4	12%	11%	0%	13%
Level 3	33%	50%	57%	47%
Level 2	30%	23%	26%	26%
Level 1	15%	7%	17%	8%
NE1**	0%	2%	0%	0%
NEIS††	3%	2%	---	---
<i>Participating Students</i>	94%	95%	100%	95%
No Data	6%	0%	0%	3%
Exempt	0%	5%	0%	3%
<b>At or Above Provincial Standard†</b>	45%	61%	57%	61%



Grade 3 Reading: Board*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
<i>Number of Students</i>	6 914	6 929	6 462	6 366
Level 4	5%	7%	5%	7%
Level 3	44%	47%	50%	55%
Level 2	27%	27%	29%	24%
Level 1	10%	7%	8%	6%
NE1**	<1%	1%	2%	1%
NEIS††	6%	5%	---	---
<i>Participating Students</i>	93%	93%	94%	94%
No Data	1%	1%	1%	2%
Exempt	6%	6%	6%	4%
<b>At or Above Provincial Standard†</b>	49%	53%	55%	62%



Grade 3 Reading: Province*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
<i>Number of Students</i>	138 198	138 290	132 667	129 630
Level 4	5%	6%	6%	6%
Level 3	45%	47%	53%	56%
Level 2	28%	27%	27%	24%
Level 1	8%	6%	7%	6%
NE1**	<1%	1%	2%	1%
NEIS††	8%	6%	---	---
<i>Participating Students</i>	93%	93%	94%	94%
No Data	1%	1%	1%	1%
Exempt	6%	6%	5%	5%
<b>At or Above Provincial Standard†</b>	50%	54%	59%	62%



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

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

† See the Explanation of Terms.

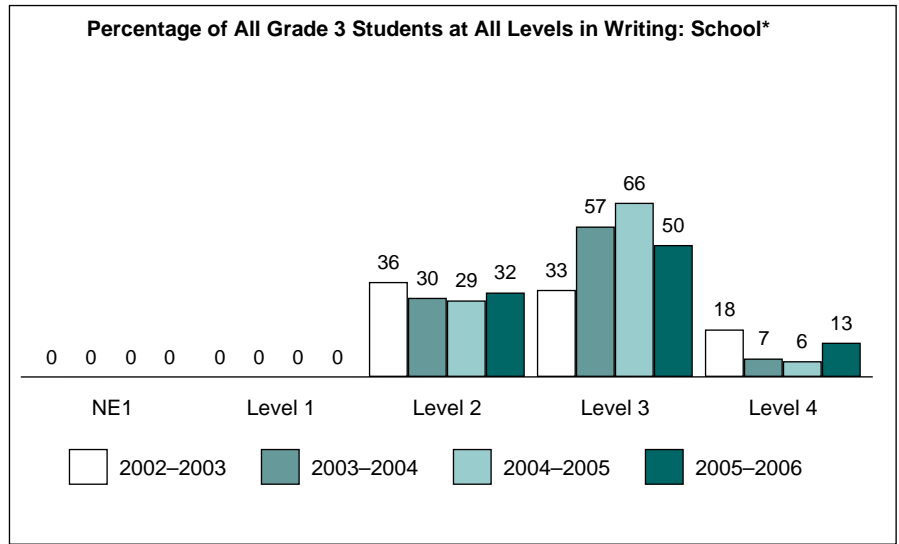
†† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

††† The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

Results Over Time, 2002–2003 to 2005–2006\*

Grade 3: Writing

Grade 3 Writing: School*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
Number of Students	33	44	35	38
Level 4	18%	7%	6%	13%
Level 3	33%	57%	66%	50%
Level 2	36%	30%	29%	32%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
NEIS††	6%	2%	---	---
Participating Students	94%	95%	100%	95%
No Data	6%	0%	0%	3%
Exempt	0%	5%	0%	3%
At or Above Provincial Standard†	52%	64%	71%	63%



Grade 3 Writing: Board*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
Number of Students	6 914	6 929	6 462	6 366
Level 4	9%	10%	7%	8%
Level 3	49%	51%	56%	61%
Level 2	30%	28%	28%	24%
Level 1	2%	1%	1%	<1%
NE1**	<1%	1%	1%	<1%
NEIS††	3%	3%	---	---
Participating Students	93%	94%	94%	94%
No Data	2%	1%	1%	2%
Exempt	6%	5%	5%	4%
At or Above Provincial Standard†	58%	62%	63%	70%



Grade 3 Writing: Province*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
Number of Students	138 198	138 290	132 667	129 630
Level 4	8%	9%	6%	6%
Level 3	48%	49%	55%	58%
Level 2	33%	31%	32%	29%
Level 1	2%	1%	1%	<1%
NE1**	<1%	1%	1%	<1%
NEIS††	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%	58%	61%	64%

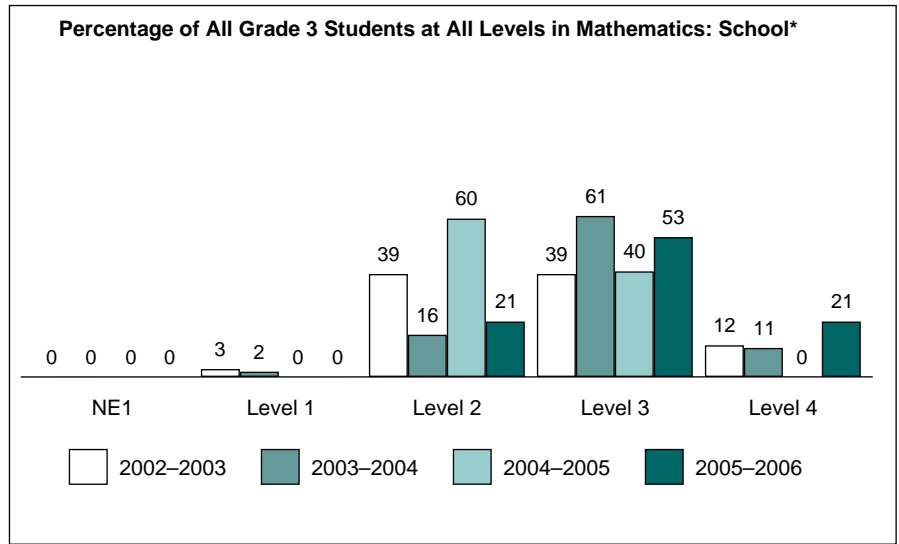


\* Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.  
 \* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.  
 \*\* See the Explanation of Terms.  
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.  
 †† The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

Results Over Time, 2002–2003 to 2005–2006\*

**Grade 3: Mathematics**

Grade 3 Mathematics: School*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
<i>Number of Students</i>	33	44	35	38
Level 4	12%	11%	0%	21%
Level 3	39%	61%	40%	53%
Level 2	39%	16%	60%	21%
Level 1	3%	2%	0%	0%
NE1**	0%	0%	0%	0%
NEIS††	0%	5%	---	---
<i>Participating Students</i>	94%	95%	100%	95%
No Data	6%	0%	0%	3%
Exempt	0%	5%	0%	3%
<b>At or Above Provincial Standard†</b>	52%	73%	40%	74%



Grade 3 Mathematics: Board*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
<i>Number of Students</i>	7 033	7 059	6 581	6 501
Level 4	8%	14%	9%	13%
Level 3	46%	49%	52%	54%
Level 2	28%	25%	28%	25%
Level 1	6%	3%	4%	2%
NE1**	<1%	<1%	1%	<1%
NEIS††	5%	2%	---	---
<i>Participating Students</i>	93%	94%	94%	94%
No Data	1%	1%	1%	2%
Exempt	5%	5%	5%	4%
<b>At or Above Provincial Standard†</b>	54%	63%	61%	66%



Grade 3 Mathematics: Province*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
<i>Number of Students</i>	140 860	141 245	135 740	132 782
Level 4	10%	13%	10%	11%
Level 3	47%	52%	56%	57%
Level 2	27%	25%	26%	23%
Level 1	4%	2%	3%	3%
NE1**	<1%	<1%	<1%	<1%
NEIS††	7%	3%	---	---
<i>Participating Students</i>	95%	94%	95%	95%
No Data	1%	1%	1%	1%
Exempt	4%	5%	4%	4%
<b>At or Above Provincial Standard†</b>	57%	64%	66%	68%

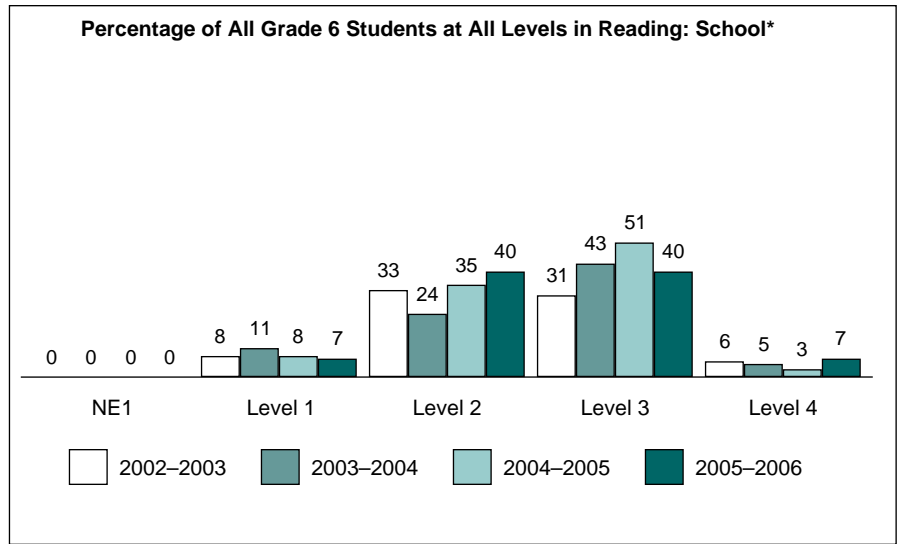


\* Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.  
 \* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.  
 \*\* See the Explanation of Terms.  
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.  
 †† The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

Results Over Time, 2002–2003 to 2005–2006\*

Grade 6: Reading

Grade 6 Reading: School*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
<i>Number of Students</i>	36	37	37	30
Level 4	6%	5%	3%	7%
Level 3	31%	43%	51%	40%
Level 2	33%	24%	35%	40%
Level 1	8%	11%	8%	7%
NE1**	0%	0%	0%	0%
NEIS††	22%	16%	---	---
<i>Participating Students</i>	100%	100%	97%	93%
No Data	0%	0%	0%	3%
Exempt	0%	0%	3%	3%
<b>At or Above Provincial Standard†</b>	36%	49%	54%	47%



Grade 6 Reading: Board*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
<i>Number of Students</i>	6 899	6 806	6 858	7 029
Level 4	10%	10%	7%	8%
Level 3	47%	48%	51%	53%
Level 2	25%	26%	28%	26%
Level 1	7%	7%	9%	7%
NE1**	<1%	1%	1%	1%
NEIS††	5%	5%	---	---
<i>Participating Students</i>	94%	96%	95%	95%
No Data	1%	<1%	1%	1%
Exempt	5%	4%	4%	3%
<b>At or Above Provincial Standard†</b>	57%	58%	58%	61%



Grade 6 Reading: Province*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
<i>Number of Students</i>	144 676	146 169	143 421	146 711
Level 4	9%	9%	8%	8%
Level 3	47%	49%	55%	56%
Level 2	27%	26%	25%	24%
Level 1	7%	6%	7%	6%
NE1**	<1%	<1%	1%	1%
NEIS††	5%	5%	---	---
<i>Participating Students</i>	95%	95%	95%	95%
No Data	1%	1%	1%	1%
Exempt	4%	4%	4%	4%
<b>At or Above Provincial Standard†</b>	56%	58%	63%	64%

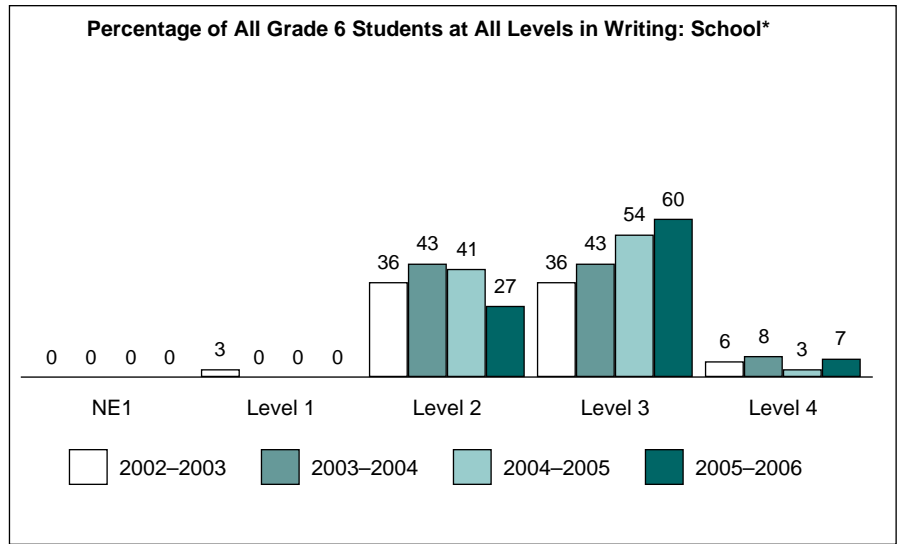


♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.  
 \* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.  
 \*\* See the Explanation of Terms.  
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.  
 †† The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

Results Over Time, 2002–2003 to 2005–2006\*

Grade 6: Writing

Grade 6 Writing: School*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
Number of Students	36	37	37	30
Level 4	6%	8%	3%	7%
Level 3	36%	43%	54%	60%
Level 2	36%	43%	41%	27%
Level 1	3%	0%	0%	0%
NE1**	0%	0%	0%	0%
NEIS††	19%	5%	---	---
Participating Students	100%	100%	97%	93%
No Data	0%	0%	0%	3%
Exempt	0%	0%	3%	3%
At or Above Provincial Standard†	42%	51%	57%	67%



Grade 6 Writing: Board*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
Number of Students	6 899	6 806	6 858	7 029
Level 4	11%	10%	8%	8%
Level 3	47%	47%	50%	57%
Level 2	30%	31%	34%	28%
Level 1	4%	4%	3%	2%
NE1**	0%	<1%	1%	<1%
NEIS††	3%	2%	---	---
Participating Students	94%	95%	95%	95%
No Data	1%	<1%	1%	1%
Exempt	5%	4%	4%	3%
At or Above Provincial Standard†	58%	57%	58%	65%



Grade 6 Writing: Province*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
Number of Students	144 676	146 168	143 421	146 711
Level 4	10%	9%	7%	7%
Level 3	43%	45%	51%	54%
Level 2	33%	34%	33%	31%
Level 1	5%	4%	2%	2%
NE1**	<1%	<1%	1%	<1%
NEIS††	3%	3%	---	---
Participating Students	95%	95%	95%	95%
No Data	1%	1%	1%	1%
Exempt	4%	4%	4%	4%
At or Above Provincial Standard†	54%	54%	59%	61%

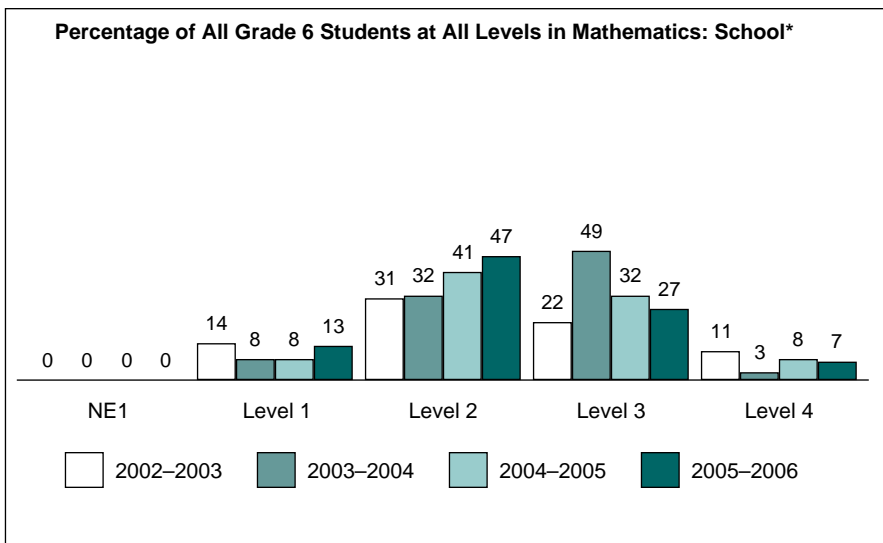


\* Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.  
 \* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.  
 \*\* See the Explanation of Terms.  
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.  
 †† The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

Results Over Time, 2002–2003 to 2005–2006\*

Grade 6: Mathematics

Grade 6 Mathematics: School*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
Number of Students	36	37	37	30
Level 4	11%	3%	8%	7%
Level 3	22%	49%	32%	27%
Level 2	31%	32%	41%	47%
Level 1	14%	8%	8%	13%
NE1**	0%	0%	0%	0%
NEIS††	22%	8%	---	---
Participating Students	100%	100%	89%	93%
No Data	0%	0%	0%	3%
Exempt	0%	0%	11%	3%
At or Above Provincial Standard†	33%	51%	41%	33%



Grade 6 Mathematics: Board*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
Number of Students	6 899	6 806	6 858	7 029
Level 4	13%	14%	9%	11%
Level 3	38%	43%	46%	47%
Level 2	27%	27%	32%	28%
Level 1	10%	8%	9%	9%
NE1**	<1%	<1%	<1%	<1%
NEIS††	6%	4%	---	---
Participating Students	94%	96%	95%	95%
No Data	1%	<1%	1%	2%
Exempt	5%	4%	4%	3%
At or Above Provincial Standard†	51%	57%	54%	58%



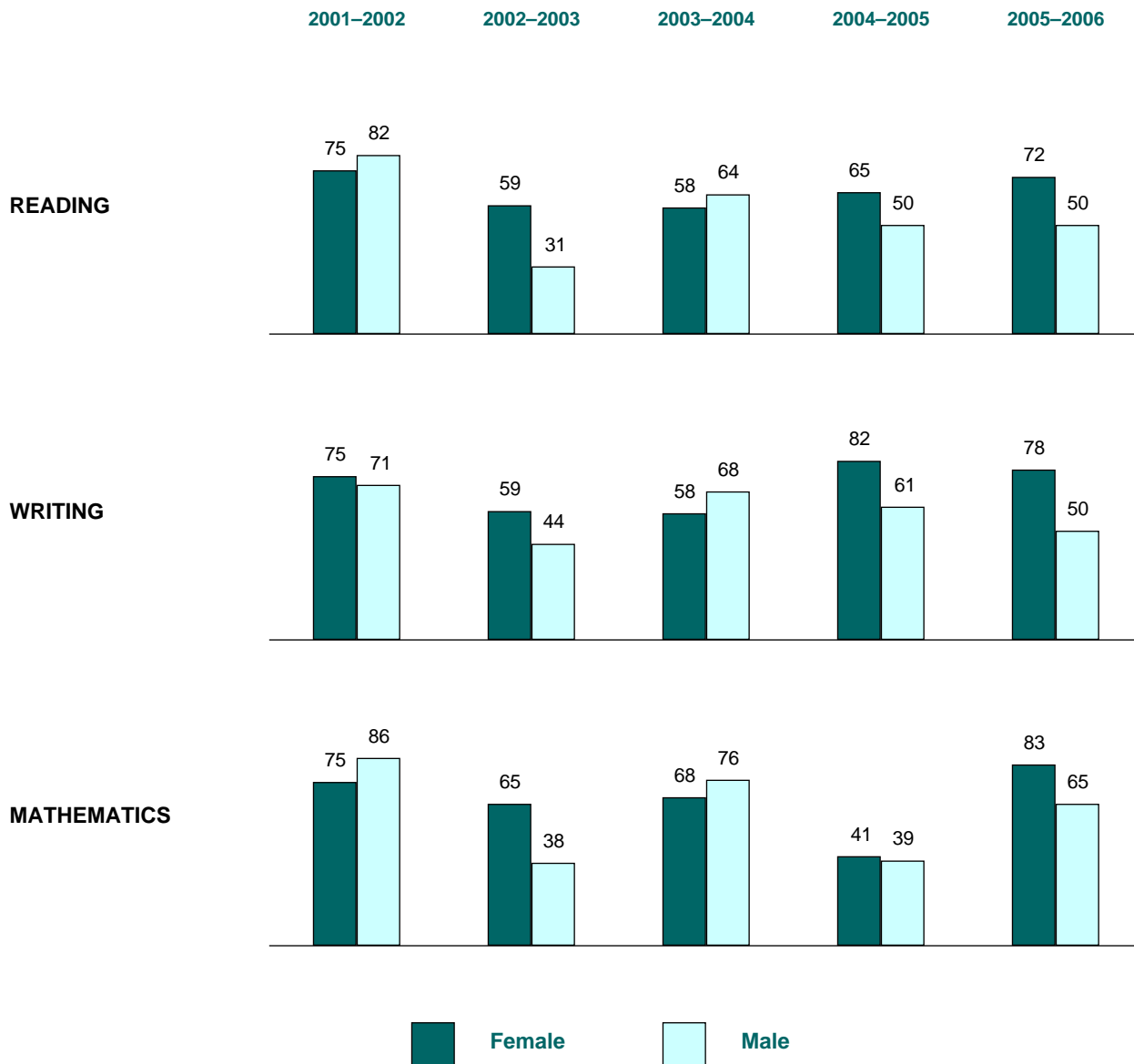
Grade 6 Mathematics: Province*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
Number of Students	144 676	146 168	143 421	146 711
Level 4	12%	13%	10%	11%
Level 3	41%	44%	50%	50%
Level 2	28%	27%	29%	27%
Level 1	8%	6%	6%	7%
NE1**	<1%	<1%	<1%	<1%
NEIS††	6%	4%	---	---
Participating Students	95%	95%	95%	95%
No Data	1%	1%	1%	1%
Exempt	4%	4%	4%	4%
At or Above Provincial Standard†	53%	57%	60%	61%



\* Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.  
 \* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.  
 \*\* See the Explanation of Terms.  
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.  
 †† The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

**RESULTS FOR ALL STUDENTS OVER TIME BY GENDER† AT THIS SCHOOL††**

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



**Total Number of Grade 3 Students†**

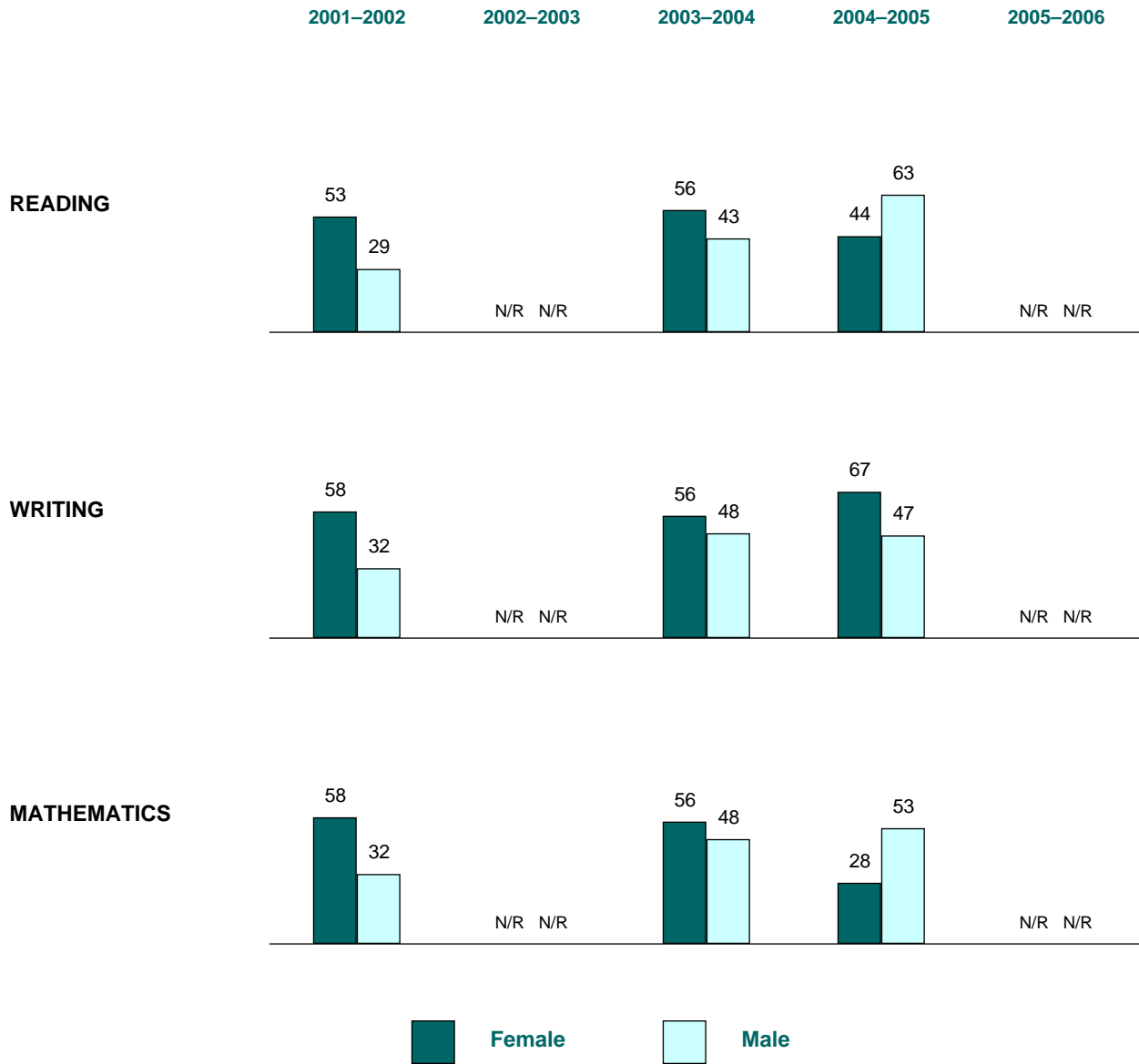
	<u>2001-2002</u>		<u>2002-2003</u>		<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	24	28	17	16	19	25	17	18	18	20

† Includes only students for whom gender data were available.

†† Refer to the board report for results for the board and to the provincial report for results for the province.

**RESULTS FOR ALL STUDENTS OVER TIME BY GENDER† AT THIS SCHOOL††**

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



Female Male

**Total Number of Grade 6 Students†**

	<u>2001-2002</u>		<u>2002-2003</u>		<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	19	28	14	20	16	21	18	19	15	15

† Includes only students for whom gender data were available.

†† Refer to the board report for results for the board and to the provincial report for results for the province.

## EXPLANATION OF TERMS

<b>All Students</b>	Results are reported for all students in the grade.
<b>Participating Students</b>	Results are reported only for those students who took part in the assessment (excludes "no data" and "exempt" categories).
<b>Provincial Standard</b>	The Ministry of Education has set Level 3 as the provincial standard.
<b>Level 4</b>	The student has demonstrated the required knowledge and skills. Achievement surpasses the provincial standard.
<b>Level 3</b>	The student has demonstrated most of the required knowledge and skills. Achievement is at the provincial standard.
<b>Level 2</b>	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.
<b>Level 1</b>	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.
<b>NE1</b>	"Not enough evidence for Level 1." The student has not demonstrated enough evidence of knowledge and understanding to be assigned Level 1.
<b>NEIS</b>	"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.
<b>No Data</b>	EQAO did not receive completed assessment booklets for this student.
<b>Exempt</b>	The student was formally exempted in one or more components of the assessment.
<b>ESL/ELD</b>	English as a second language (ESL)/English literacy development (ELD) learners are identified by the school.
<b>Students with Special Needs</b>	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.
<b>N/R</b>	"Not reported" indicates that the number of participating students in a school or board is so small (fewer than 15 in a group) that identification of individual student results might be possible; therefore, results are not reported publicly.
<b>N/D</b>	"No data available" is used to indicate that there were no students in the grade or subject for the group or year specified.