



School Report



Assessments of Reading, Writing and Mathematics
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2006–2007

School: Sacred Heart Sep S (756334)
Board: Toronto Catholic District School Board (67059)

I am pleased to provide you with this report on the Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6) for 2006–2007. Included are student results for the current year, those from previous years and, to put these results in context, information about the student populations.

Throughout the province, EQAO data inform professional practice and act as 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 the best outcome from public education. Working with Ontario educators, EQAO continues to design assessments that are directly linked to *The Ontario Curriculum*. These assessments provide a means of measuring student learning at a few critical transition points and are 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 just one piece of the picture of how students are doing in our schools. These assessment results should be considered 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.

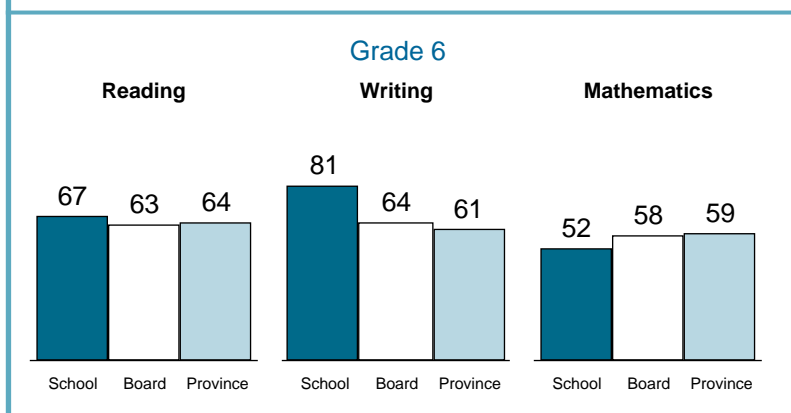
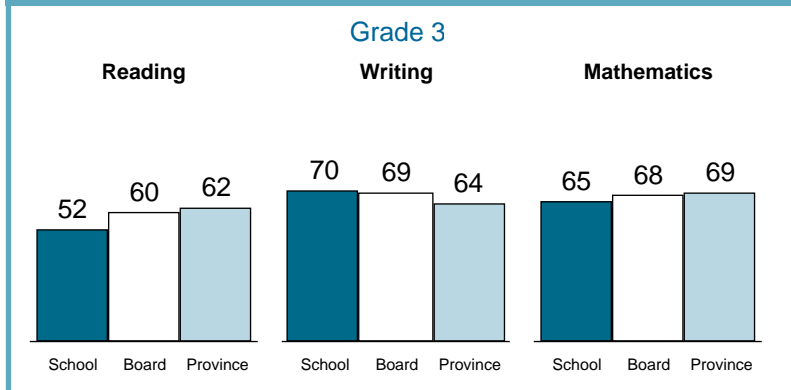
I hope this report will help parents, educators and all who support a strong public education system to work together so that all students achieve their fullest potential.

Sincerely,

Marguerite Jackson
 Chief Executive Officer

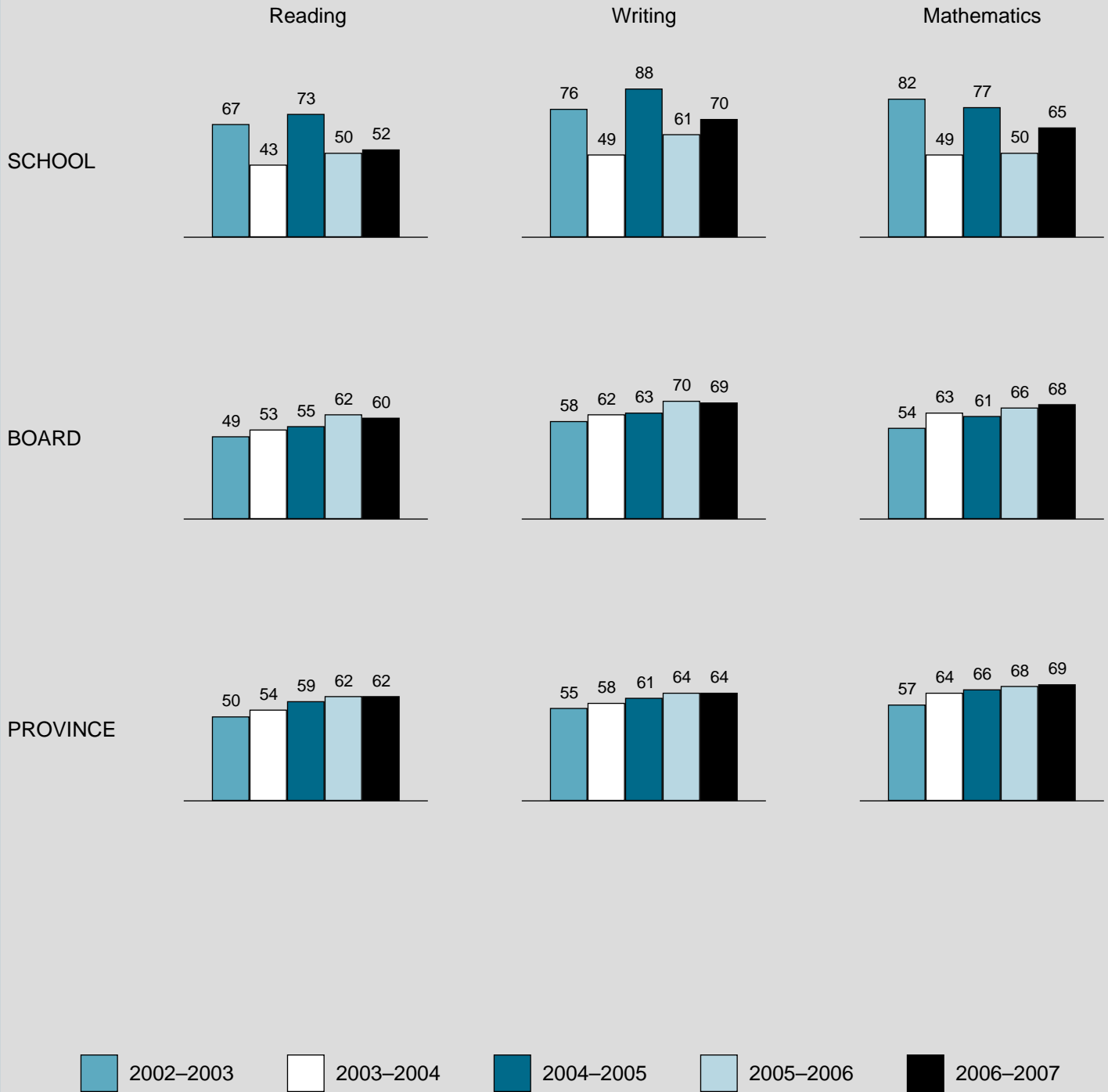
WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
Percentages of all students at or above the provincial standard:		
• 2006–2007	1	1
• Over time	2	3
Tips for using this report	4	4
Contextual information: 2006–2007	5	9
Results for groups of students: 2006–2007		
• All students	6	10
• Participating students	7	11
• All students by gender.....	8	12
Contextual information: Over time	13	17
Results for all students: Over time	14–16	18–20
Results for all students: Over time by gender	21	22
Student questionnaire results	23–26	27–30
Explanation of terms	31	31

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2006–2007



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

Percentage of Students: Grade 3

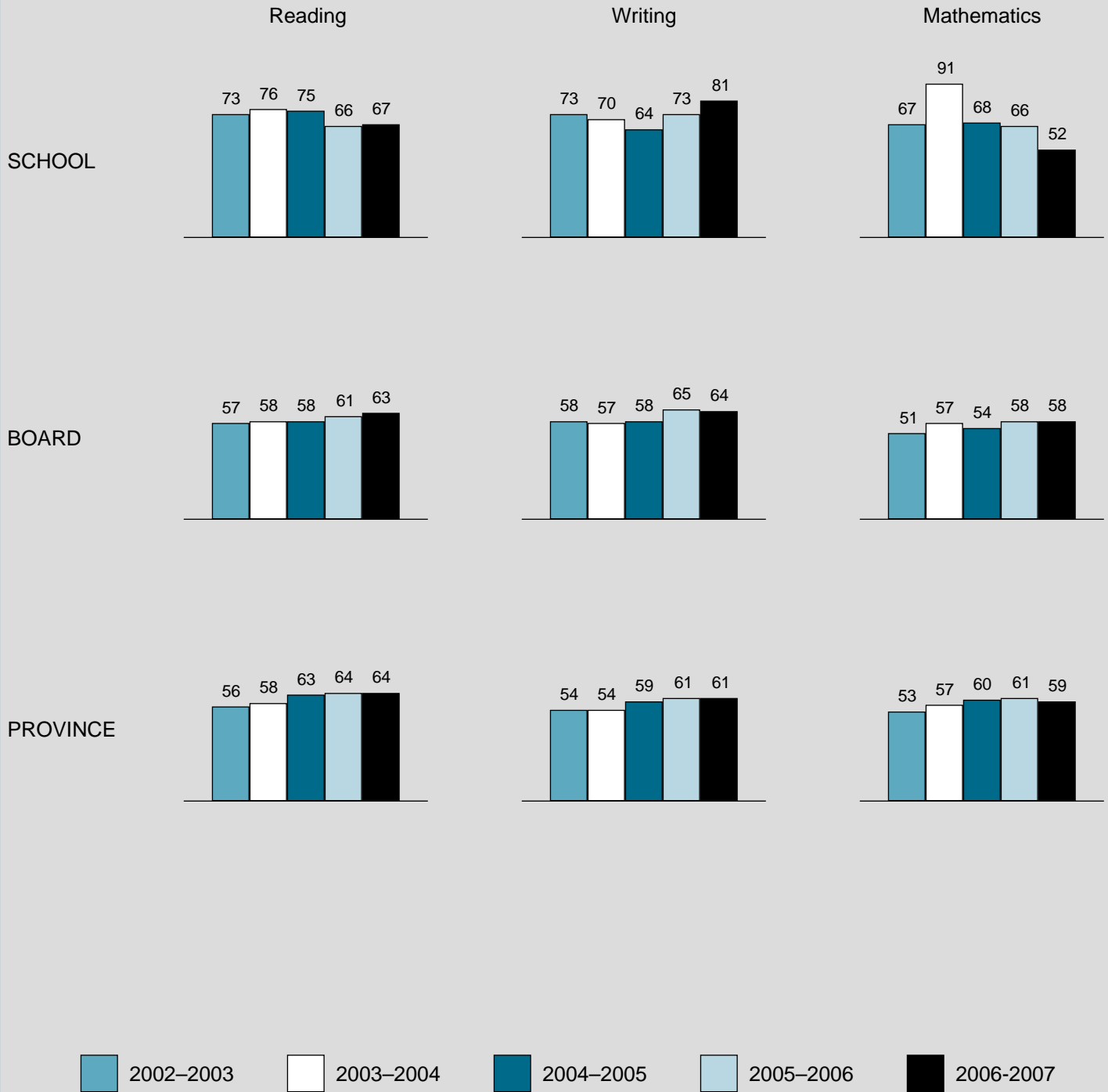


Total Number of Grade 3 Students

	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>
School	45	35	26	46	23
Board	7 033	7 059	6 581	6 501	6 243
Province	140 860	141 245	135 740	132 782	131 012

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>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>
School	55	33	28	41	21
Board	6 899	6 806	6 858	7 029	7 061
Province	144 676	146 169	143 421	146 711	145 901

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 the Primary Division and the end of the Junior Division. 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
- ◆ student questionnaire results
- ◆ 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?
 - What influence might students' attitudes have on student performance?
- ◆ 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.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2006–2007

Contextual Information: Grade 3*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 3 students	23		6 243		131 012	
Number of classes with Grade 3 students	2		424		8 693	
Number of schools with Grade 3 classes	Not applicable		169		3 378	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	10	43%	3 096	50%	63 830	49%
Male	13	57%	3 147	50%	67 167	51%
Gender not specified	0	0%	0	0%	15	<1%
Student Status						
ESL/ELD learners**	0	0%	206	3%	10 116	8%
Students with special needs (excluding gifted)**	4	17%	853	14%	16 575	13%
Place of Birth						
Born in Canada	22	96%	5 181	83%	116 315	89%
Born outside Canada	1	4%	1 037	17%	14 279	11%
In Canada less than one year	0	0%	42	1%	1 709	1%
In Canada one year or more but less than three years	0	0%	282	5%	3 020	2%
In Canada three years or more	1	4%	704	11%	8 066	6%
Language						
First language learned at home was other than English	5	22%	1 903	30%	22 434	17%
Year Student Entered Current School						
2006–2007	2	9%	691	11%	17 516	13%
2005–2006	3	13%	659	11%	19 614	15%
2004–2005	0	0%	756	12%	20 917	16%
Prior to 2004–2005	18	78%	4 106	66%	71 675	55%
Data not available	0	0%	31	<1%	1 290	1%
Year Student Entered Current Board						
2006–2007	1	4%	348	6%	8 539	7%
2005–2006	1	4%	402	6%	12 968	10%
2004–2005	0	0%	509	8%	15 866	12%
Prior to 2004–2005	21	91%	4 934	79%	77 908	59%
Data not available	0	0%	50	1%	15 731	12%

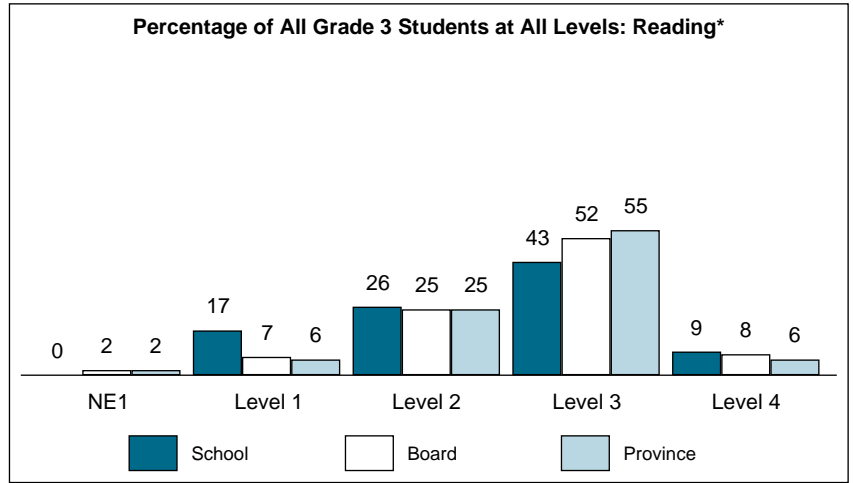
* Contextual data pertaining to gender, student status, school background, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not reported by the school.

** See the Explanation of Terms.

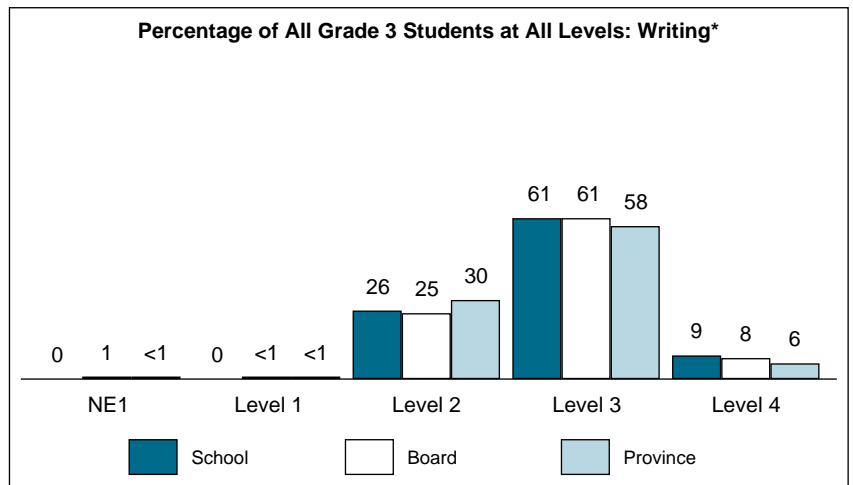
Results in Reading, Writing and Mathematics, 2006–2007

Grade 3: All Students^{††}

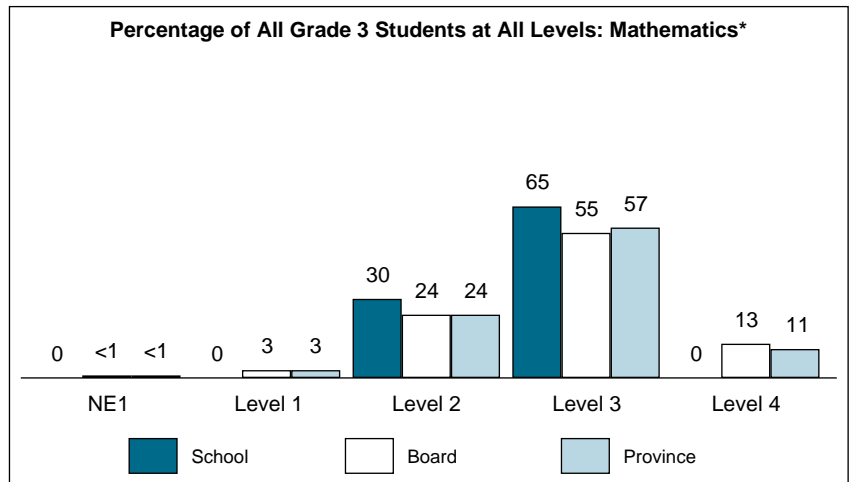
Grade 3: Reading*				
Number of Students	School 23		Board 6 083	Province 127 618
	#	%	%	%
Level 4	2	9%	8%	6%
Level 3	10	43%	52%	55%
Level 2	6	26%	25%	25%
Level 1	4	17%	7%	6%
NE1**	0	0%	2%	2%
Participating Students	22	96%	95%	95%
No Data	1	4%	1%	1%
Exempt	0	0%	4%	4%
At or Above Provincial Standard (Levels 3 and 4) †		52%	60%	62%



Grade 3: Writing*				
Number of Students	School 23		Board 6 083	Province 127 618
	#	%	%	%
Level 4	2	9%	8%	6%
Level 3	14	61%	61%	58%
Level 2	6	26%	25%	30%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	1%	<1%
Participating Students	22	96%	95%	95%
No Data	1	4%	1%	1%
Exempt	0	0%	4%	4%
At or Above Provincial Standard (Levels 3 and 4) †		70%	69%	64%



Grade 3: Mathematics*				
Number of Students	School 23		Board 6 243	Province 130 996
	#	%	%	%
Level 4	0	0%	13%	11%
Level 3	15	65%	55%	57%
Level 2	7	30%	24%	24%
Level 1	0	0%	3%	3%
NE1**	0	0%	<1%	<1%
Participating Students	22	96%	95%	95%
No Data	1	4%	1%	1%
Exempt	0	0%	4%	3%
At or Above Provincial Standard (Levels 3 and 4) †		65%	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.

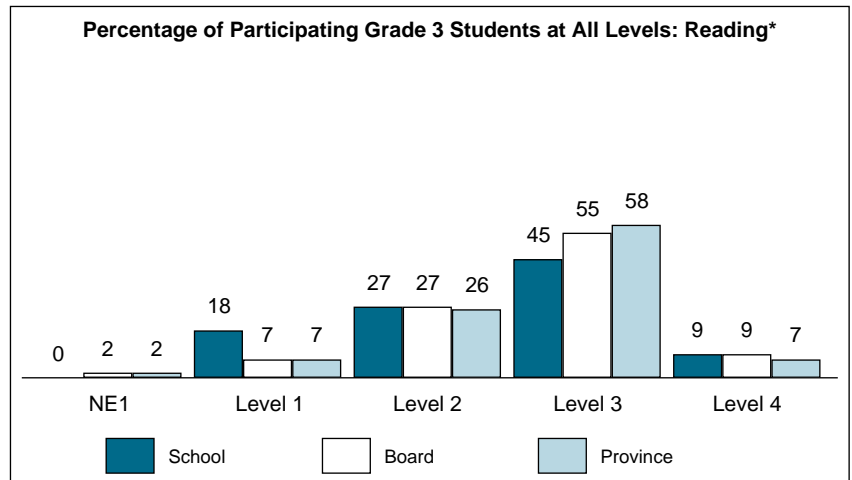
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† Some French Immersion students did not write all components of the assessment in Grade 3; the numbers shown are based on the number of students who were expected to write each component.

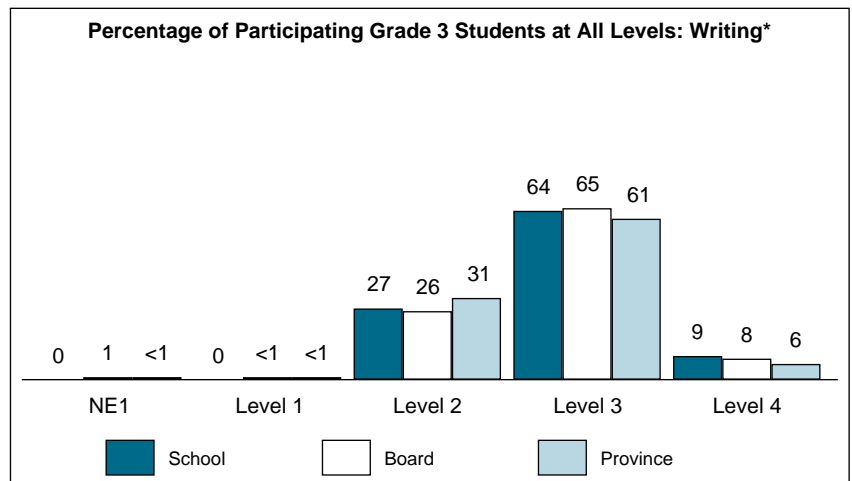
Results in Reading, Writing and Mathematics, 2006–2007

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

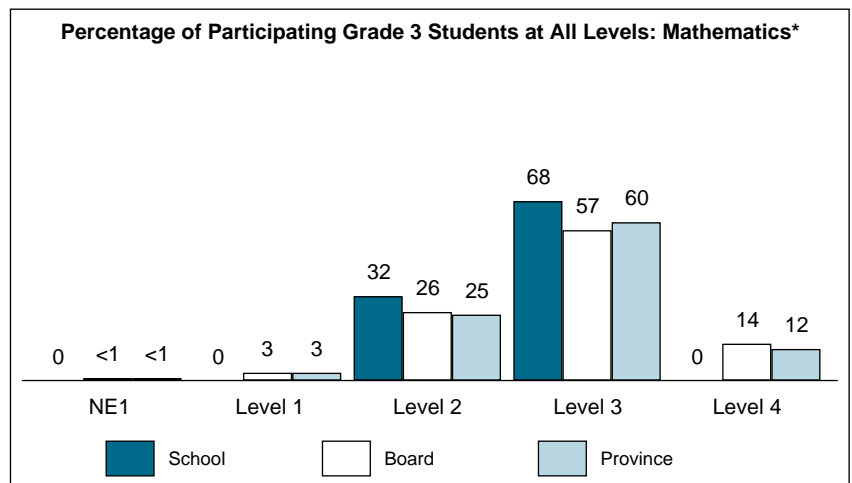
Grade 3: Reading*				
Number of Students	School 22		Board 5 768	Province 121 001
	#	%	%	%
Level 4	2	9%	9%	7%
Level 3	10	45%	55%	58%
Level 2	6	27%	27%	26%
Level 1	4	18%	7%	7%
NE1**	0	0%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		55%	64%	65%



Grade 3: Writing*				
Number of Students	School 22		Board 5 779	Province 121 235
	#	%	%	%
Level 4	2	9%	8%	6%
Level 3	14	64%	65%	61%
Level 2	6	27%	26%	31%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		73%	73%	68%



Grade 3: Mathematics*				
Number of Students	School 22		Board 5 938	Province 125 095
	#	%	%	%
Level 4	0	0%	14%	12%
Level 3	15	68%	57%	60%
Level 2	7	32%	26%	25%
Level 1	0	0%	3%	3%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		68%	71%	72%



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

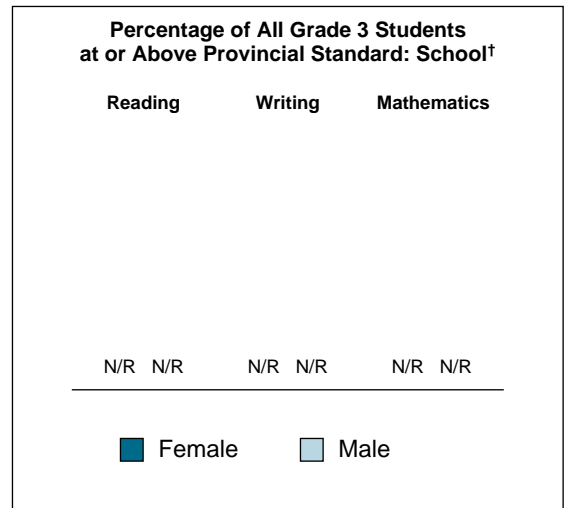
** See the Explanation of Terms.

† 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.

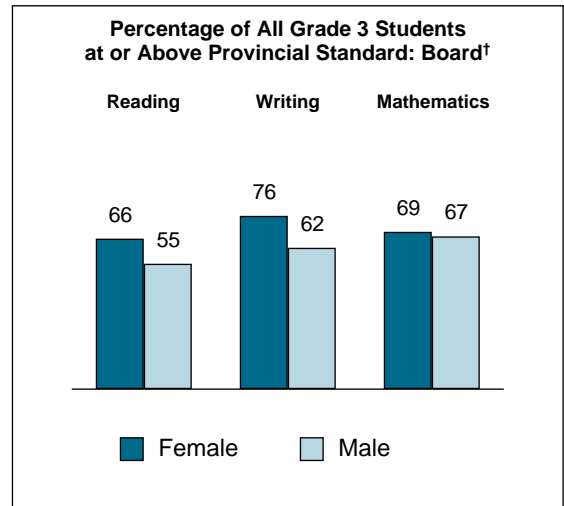
Results in Reading, Writing and Mathematics, 2006–2007

Grade 3: Gender††

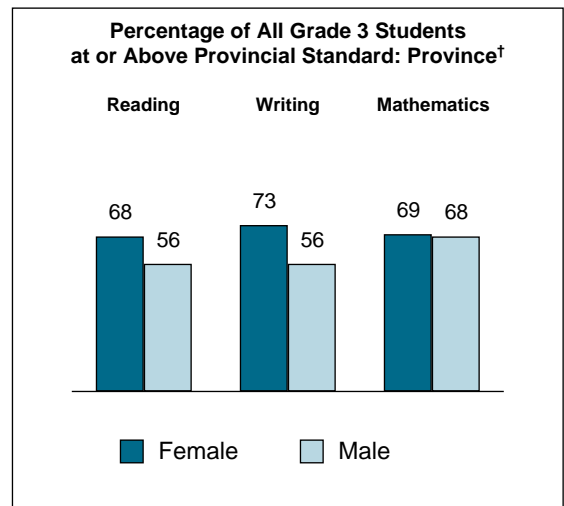
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
Participating 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 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 2 992	Male 3 091	Female 2 992	Male 3 091	Female 3 096	Male 3 147
Level 4	10%	6%	10%	5%	14%	13%
Level 3	56%	49%	66%	57%	55%	54%
Level 2	24%	27%	19%	31%	25%	23%
Level 1	5%	9%	<1%	1%	2%	3%
NE1**	1%	3%	<1%	1%	<1%	<1%
Participating Students	96%	94%	96%	94%	96%	94%
No Data	1%	1%	1%	1%	1%	1%
Exempt	3%	5%	3%	5%	3%	5%
At or Above Provincial Standard (Levels 3 and 4)†	66%	55%	76%	62%	69%	67%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 61 875	Male 65 728	Female 61 875	Male 65 728	Female 63 821	Male 67 160
Level 4	8%	4%	9%	3%	11%	11%
Level 3	59%	51%	64%	53%	58%	56%
Level 2	22%	28%	23%	36%	24%	23%
Level 1	5%	8%	<1%	1%	2%	3%
NE1**	1%	2%	<1%	1%	<1%	1%
Participating Students	96%	93%	96%	94%	97%	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%	56%	73%	56%	69%	68%



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

** See the Explanation of Terms.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2006–2007

Contextual Information: Grade 6*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 6 students	21		7 061		145 901	
Number of classes with Grade 6 students	2		403		8 566	
Number of schools with Grade 6 classes	Not applicable		169		3 195	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	8	38%	3 438	49%	70 863	49%
Male	13	62%	3 623	51%	75 036	51%
Gender not specified	0	0%	0	0%	2	<1%
Student Status						
ESL/ELD learners**	0	0%	234	3%	6 630	5%
Students with special needs (excluding gifted)**	1	5%	1 322	19%	24 633	17%
Place of Birth						
Born in Canada	18	86%	5 760	82%	127 738	88%
Born outside Canada	3	14%	1 282	18%	17 733	12%
In Canada less than one year	0	0%	42	1%	2 163	1%
In Canada one year or more but less than three years	0	0%	301	4%	3 019	2%
In Canada three years or more	3	14%	935	13%	11 035	8%
Language						
First language learned at home was other than English	4	19%	2 573	36%	24 183	17%
Year Student Entered Current School						
2006–2007	1	5%	733	10%	31 824	22%
2005–2006	0	0%	702	10%	19 410	13%
2004–2005	1	5%	495	7%	17 412	12%
Prior to 2004–2005	19	90%	5 119	72%	75 021	51%
Data not available	0	0%	12	<1%	2 234	2%
Year Student Entered Current Board						
2006–2007	0	0%	334	5%	9 764	7%
2005–2006	0	0%	362	5%	13 069	9%
2004–2005	0	0%	282	4%	14 101	10%
Prior to 2004–2005	21	100%	6 047	86%	88 527	61%
Data not available	0	0%	36	1%	20 440	14%

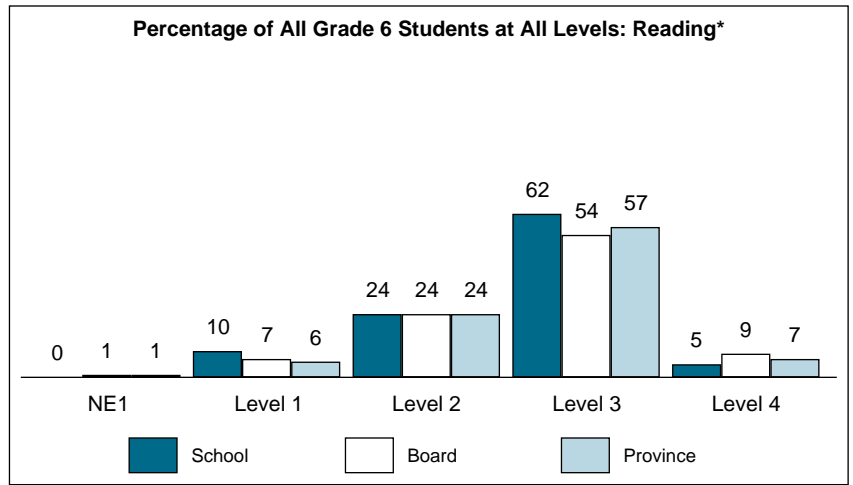
* Contextual data pertaining to gender, student status, school background, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not reported by the school.

** See the Explanation of Terms.

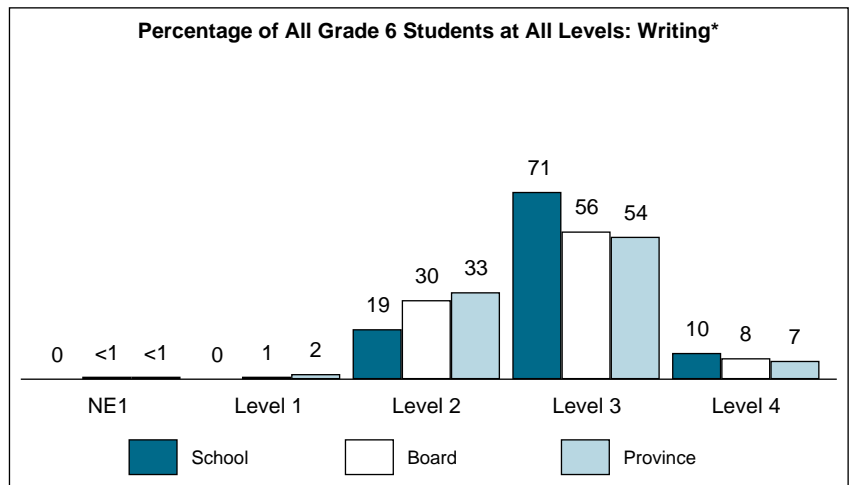
Results in Reading, Writing and Mathematics, 2006–2007

Grade 6: All Students

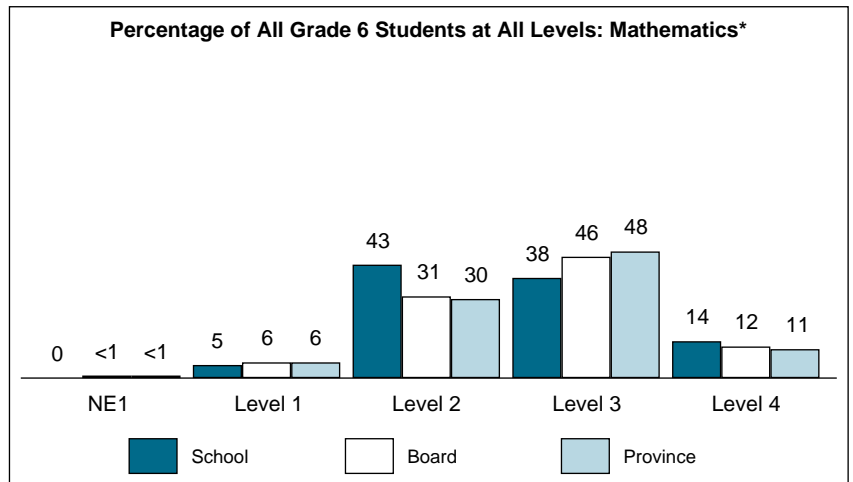
Grade 6: Reading*				
Number of Students	School 21		Board 7 061	Province 145 901
	#	%	%	%
Level 4	1	5%	9%	7%
Level 3	13	62%	54%	57%
Level 2	5	24%	24%	24%
Level 1	2	10%	7%	6%
NE1**	0	0%	1%	1%
Participating Students	21	100%	96%	95%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) †		67%	63%	64%



Grade 6: Writing*				
Number of Students	School 21		Board 7 061	Province 145 901
	#	%	%	%
Level 4	2	10%	8%	7%
Level 3	15	71%	56%	54%
Level 2	4	19%	30%	33%
Level 1	0	0%	1%	2%
NE1**	0	0%	<1%	<1%
Participating Students	21	100%	96%	95%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) †		81%	64%	61%



Grade 6: Mathematics*				
Number of Students	School 21		Board 7 061	Province 145 901
	#	%	%	%
Level 4	3	14%	12%	11%
Level 3	8	38%	46%	48%
Level 2	9	43%	31%	30%
Level 1	1	5%	6%	6%
NE1**	0	0%	<1%	<1%
Participating Students	21	100%	96%	95%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	4%
At or Above Provincial Standard (Levels 3 and 4) †		52%	58%	59%



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

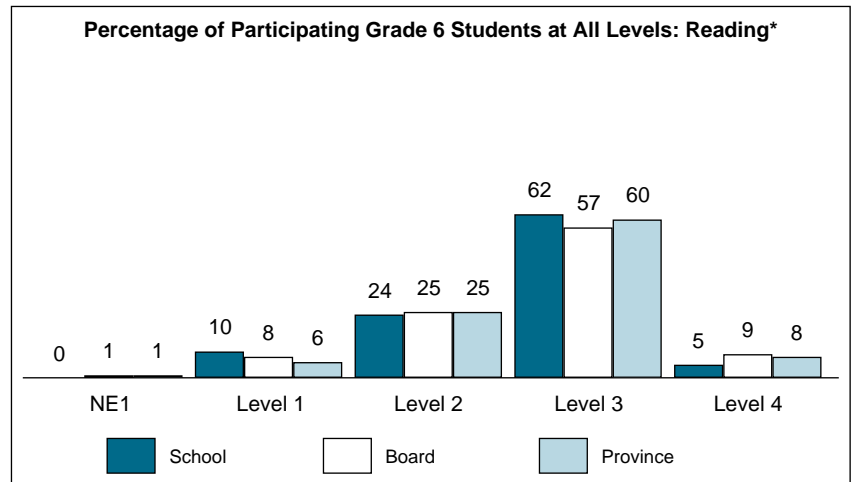
** See the Explanation of Terms.

† 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.

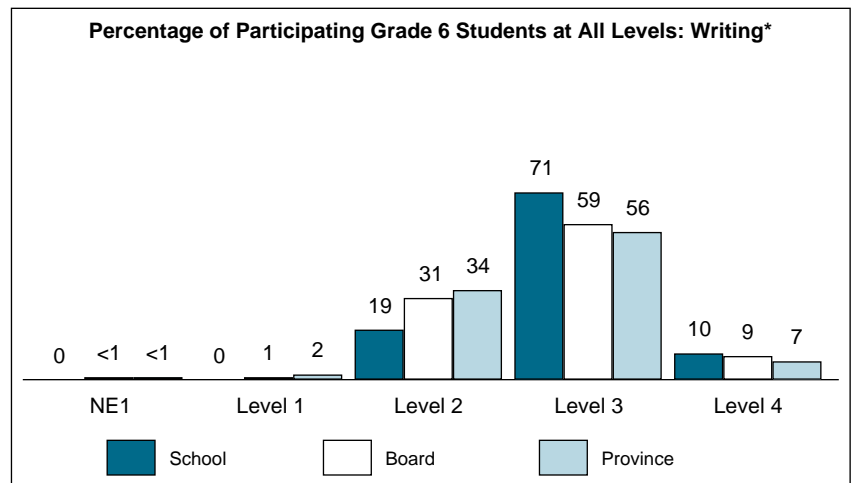
Results in Reading, Writing and Mathematics, 2006–2007

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

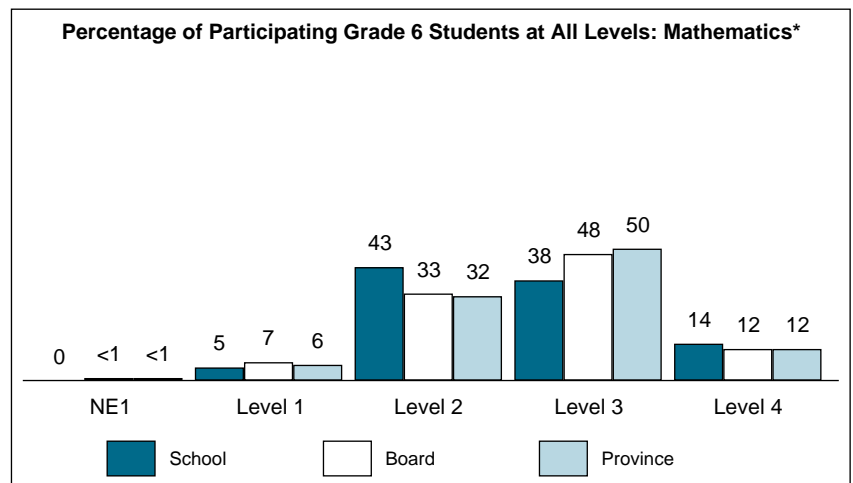
Grade 6: Reading*				
Number of Students	School 21		Board 6 775	Province 139 317
	#	%	%	%
Level 4	1	5%	9%	8%
Level 3	13	62%	57%	60%
Level 2	5	24%	25%	25%
Level 1	2	10%	8%	6%
NE1**	0	0%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		67%	66%	67%



Grade 6: Writing*				
Number of Students	School 21		Board 6 774	Province 139 329
	#	%	%	%
Level 4	2	10%	9%	7%
Level 3	15	71%	59%	56%
Level 2	4	19%	31%	34%
Level 1	0	0%	1%	2%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		81%	67%	63%



Grade 6: Mathematics*				
Number of Students	School 21		Board 6 754	Province 139 140
	#	%	%	%
Level 4	3	14%	12%	12%
Level 3	8	38%	48%	50%
Level 2	9	43%	33%	32%
Level 1	1	5%	7%	6%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		52%	61%	62%



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

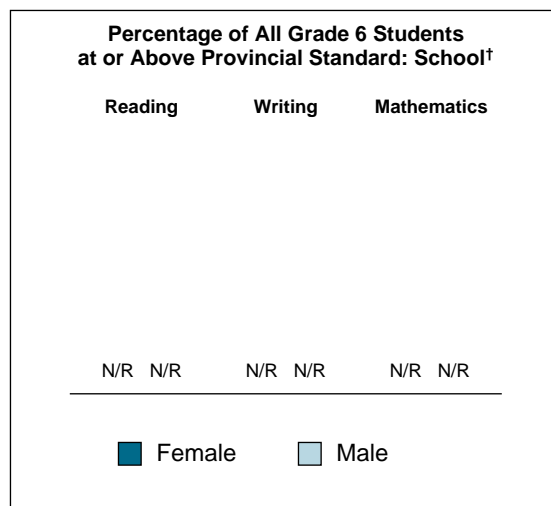
** See the Explanation of Terms.

† 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.

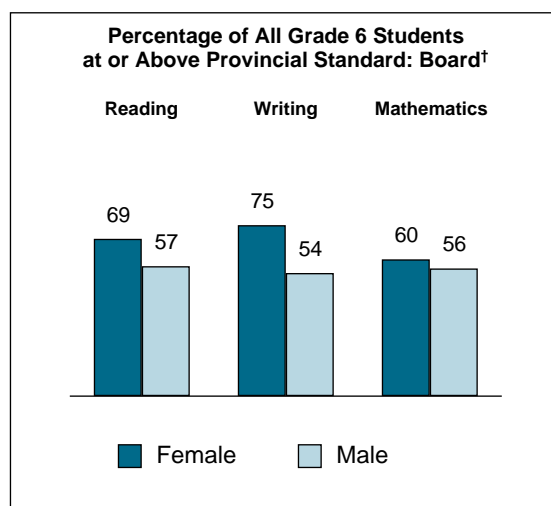
Results in Reading, Writing and Mathematics, 2006–2007

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 3 438	Male 3 623	Female 3 438	Male 3 623	Female 3 438	Male 3 623
Level 4	11%	6%	12%	5%	12%	11%
Level 3	58%	51%	63%	49%	48%	44%
Level 2	23%	26%	21%	39%	31%	32%
Level 1	5%	10%	1%	2%	6%	7%
NE1**	1%	2%	<1%	<1%	0%	<1%
Participating Students	97%	95%	97%	95%	96%	95%
No Data	1%	1%	1%	1%	1%	1%
Exempt	3%	4%	3%	4%	3%	4%
At or Above Provincial Standard (Levels 3 and 4)†	69%	57%	75%	54%	60%	56%



Grade 6: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 70 863	Male 75 036	Female 70 863	Male 75 036	Female 70 863	Male 75 036
Level 4	10%	5%	10%	4%	11%	12%
Level 3	61%	53%	62%	46%	49%	47%
Level 2	21%	27%	24%	41%	31%	30%
Level 1	4%	8%	1%	3%	5%	6%
NE1**	1%	1%	<1%	<1%	<1%	<1%
Participating Students	97%	94%	97%	94%	96%	94%
No Data	1%	1%	1%	1%	1%	1%
Exempt	3%	4%	2%	4%	3%	4%
At or Above Provincial Standard (Levels 3 and 4)†	70%	59%	72%	50%	60%	58%



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

** See the Explanation of Terms.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2006–2007

Contextual Information over Time: Grade 3*

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

Grade 3	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Enrolment					
Number of students	45	35	26	46	23
Participation in the Assessment					
Reading [†]	87%	91%	100%	89%	96%
Writing [†]	87%	91%	100%	91%	96%
Mathematics [†]	87%	91%	100%	91%	96%
Gender					
Female	49%	40%	42%	46%	43%
Male	51%	60%	58%	54%	57%
Student Status					
ESL/ELD learners**	4% ⁺	9%	4%	0%	0%
Students with special needs (excluding gifted)**	16% ⁺⁺	14%	4%	20%	17%
Place of Birth					
Born in Canada	n/a	83%	81%	67%	96%
Born outside Canada	38%	17%	19%	22%	4%
In Canada less than one year	2%	0%	8%	0%	0%
In Canada one year or more but less than three years	13%	3%	0%	4%	0%
In Canada three years or more	16%	14%	12%	17%	4%
Language					
First language learned at home was other than English	20%	11%	58%	28%	22%
Year Student Entered Current School					
Year of the assessment				13%	9%
Year prior to the assessment				13%	13%
2 years prior to the assessment	Data not collected ^{††}			13%	0%
3 or more years prior to the assessment				50%	78%
Data not available				11%	0%

* 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.

† Some French Immersion students did not write all components of the assessment in Grade 3; the numbers shown are based on the number of students who were expected to write each component.

** See the Explanation of Terms.

⁺ The percentage of students in this year may not be comparable with those of later years as the definition for the ESL/ELD group changed in 2004 from "students enrolled in an ESL/ELD program" to "students designated as ESL/ELD learners".

⁺⁺ The percentage of students designated as having special needs in this year may not be comparable with those of later years because the Individual Education Plan requirement came into effect for the 2004 assessments.

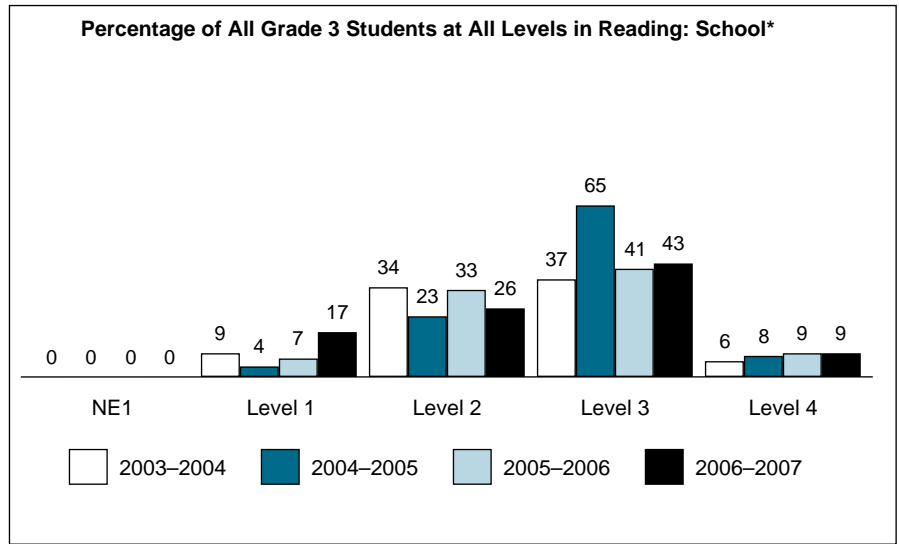
^{††} The question related to student mobility changed in 2005–2006.

n/a Information not available.

Results over Time, 2003–2004 to 2006–2007*

Grade 3: Reading

Grade 3 Reading: School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
Number of Students	35	26	46	23
Level 4	6%	8%	9%	9%
Level 3	37%	65%	41%	43%
Level 2	34%	23%	33%	26%
Level 1	9%	4%	7%	17%
NE1**	0%	0%	0%	0%
NEIS††	6%	---	---	---
Participating Students	91%	100%	89%	96%
No Data	0%	0%	0%	4%
Exempt	9%	0%	11%	0%
At or Above Provincial Standard†	43%	73%	50%	52%



Grade 3 Reading: Board*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
Number of Students	6 929	6 462	6 366	6 083
Level 4	7%	5%	7%	8%
Level 3	47%	50%	55%	52%
Level 2	27%	29%	24%	25%
Level 1	7%	8%	6%	7%
NE1**	1%	2%	1%	2%
NEIS††	5%	---	---	---
Participating Students	93%	94%	94%	95%
No Data	1%	1%	2%	1%
Exempt	6%	6%	4%	4%
At or Above Provincial Standard†	53%	55%	62%	60%



Grade 3 Reading: Province*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
Number of Students	138 290	132 667	129 630	127 618
Level 4	6%	6%	6%	6%
Level 3	47%	53%	56%	55%
Level 2	27%	27%	24%	25%
Level 1	6%	7%	6%	6%
NE1**	1%	2%	1%	2%
NEIS††	6%	---	---	---
Participating Students	93%	94%	94%	95%
No Data	1%	1%	1%	1%
Exempt	6%	5%	5%	4%
At or Above Provincial Standard†	54%	59%	62%	62%

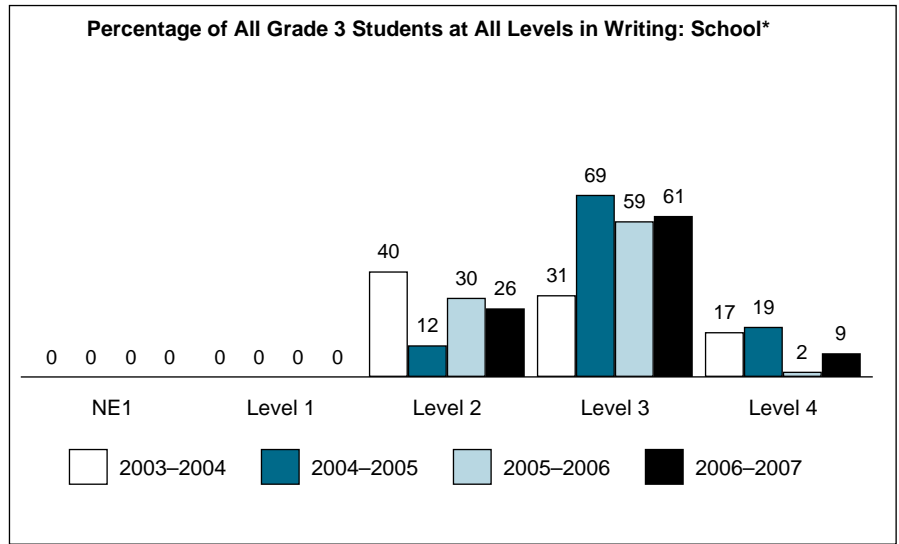


♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
 * Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
 ** See the Explanation of Terms.
 † These percentages are based on the actual number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

Results over Time, 2003–2004 to 2006–2007*

Grade 3: Writing

Grade 3 Writing: School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
Number of Students	35	26	46	23
Level 4	17%	19%	2%	9%
Level 3	31%	69%	59%	61%
Level 2	40%	12%	30%	26%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
NEIS††	3%	---	---	---
Participating Students	91%	100%	91%	96%
No Data	0%	0%	0%	4%
Exempt	9%	0%	9%	0%
At or Above Provincial Standard†	49%	88%	61%	70%



Grade 3 Writing: Board*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
Number of Students	6 929	6 462	6 366	6 083
Level 4	10%	7%	8%	8%
Level 3	51%	56%	61%	61%
Level 2	28%	28%	24%	25%
Level 1	1%	1%	<1%	<1%
NE1**	1%	1%	<1%	1%
NEIS††	3%	---	---	---
Participating Students	94%	94%	94%	95%
No Data	1%	1%	2%	1%
Exempt	5%	5%	4%	4%
At or Above Provincial Standard†	62%	63%	70%	69%



Grade 3 Writing: Province*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
Number of Students	138 290	132 667	129 630	127 618
Level 4	9%	6%	6%	6%
Level 3	49%	55%	58%	58%
Level 2	31%	32%	29%	30%
Level 1	1%	1%	<1%	<1%
NE1**	1%	1%	<1%	<1%
NEIS††	3%	---	---	---
Participating Students	94%	94%	94%	95%
No Data	1%	1%	1%	1%
Exempt	5%	5%	5%	4%
At or Above Provincial Standard†	58%	61%	64%	64%

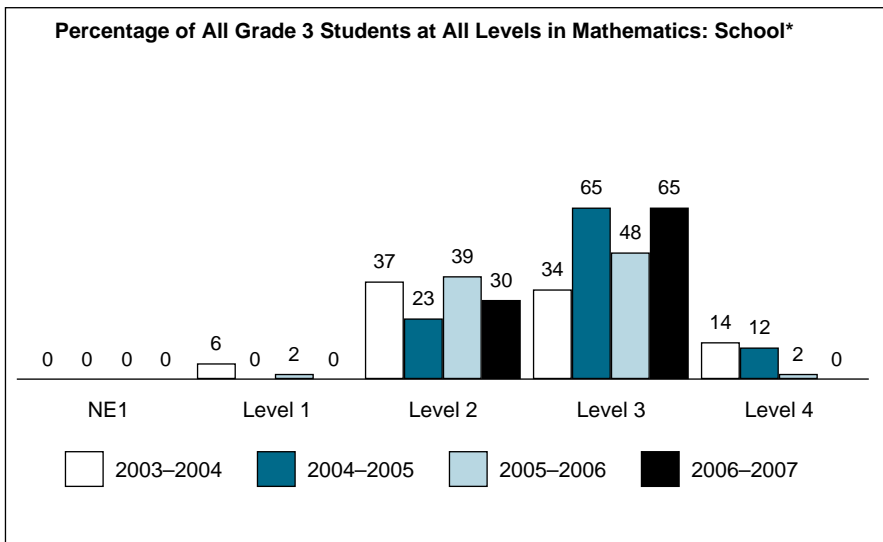


♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
 * Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
 ** See the Explanation of Terms.
 † These percentages are based on the actual number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

Results over Time, 2003–2004 to 2006–2007*

Grade 3: Mathematics

Grade 3 Mathematics: School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	35	26	46	23
Level 4	14%	12%	2%	0%
Level 3	34%	65%	48%	65%
Level 2	37%	23%	39%	30%
Level 1	6%	0%	2%	0%
NE1**	0%	0%	0%	0%
NEIS††	0%	---	---	---
<i>Participating Students</i>	91%	100%	91%	96%
No Data	0%	0%	0%	4%
Exempt	9%	0%	9%	0%
At or Above Provincial Standard†	49%	77%	50%	65%



Grade 3 Mathematics: Board*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	7 059	6 581	6 501	6 243
Level 4	14%	9%	13%	13%
Level 3	49%	52%	54%	55%
Level 2	25%	28%	25%	24%
Level 1	3%	4%	2%	3%
NE1**	<1%	1%	<1%	<1%
NEIS††	2%	---	---	---
<i>Participating Students</i>	94%	94%	94%	95%
No Data	1%	1%	2%	1%
Exempt	5%	5%	4%	4%
At or Above Provincial Standard†	63%	61%	66%	68%



Grade 3 Mathematics: Province*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	141 245	135 740	132 782	130 996
Level 4	13%	10%	11%	11%
Level 3	52%	56%	57%	57%
Level 2	25%	26%	23%	24%
Level 1	2%	3%	3%	3%
NE1**	<1%	<1%	<1%	<1%
NEIS††	3%	---	---	---
<i>Participating Students</i>	94%	95%	95%	95%
No Data	1%	1%	1%	1%
Exempt	5%	4%	4%	3%
At or Above Provincial Standard†	64%	66%	68%	69%



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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2006–2007

Contextual Information over Time: Grade 6*

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

Grade 6	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Enrolment					
Number of students	55	33	28	41	21
Participation in the Assessment					
Reading	100%	97%	100%	88%	100%
Writing	100%	97%	100%	88%	100%
Mathematics	100%	97%	100%	88%	100%
Gender					
Female	42%	30%	46%	46%	38%
Male	58%	70%	54%	54%	62%
Student Status					
ESL/ELD learners**	4% ⁺	0%	0%	2%	0%
Students with special needs (excluding gifted)**	15% ⁺⁺	21%	14%	27%	5%
Place of Birth					
Born in Canada	n/a	88%	68%	63%	86%
Born outside Canada	24%	12%	32%	22%	14%
In Canada less than one year	2%	0%	7%	0%	0%
In Canada one year or more but less than three years	2%	3%	0%	2%	0%
In Canada three years or more	18%	9%	25%	20%	14%
Language					
First language learned at home was other than English	16%	12%	39%	24%	19%
Year Student Entered Current School					
Year of the assessment				2%	5%
Year prior to the assessment				17%	0%
2 years prior to the assessment	Data not collected ^{††}			5%	5%
3 or more years prior to the assessment				61%	90%
Data not available				15%	0%

* 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.

** See the Explanation of Terms.

⁺ The percentage of students in this year may not be comparable with those of later years as the definition for the ESL/ELD group changed in 2004 from "students enrolled in an ESL/ELD program" to "students designated as ESL/ELD learners".

⁺⁺ The percentage of students designated as having special needs in this year may not be comparable with those of later years because the Individual Education Plan requirement came into effect for the 2004 assessments.

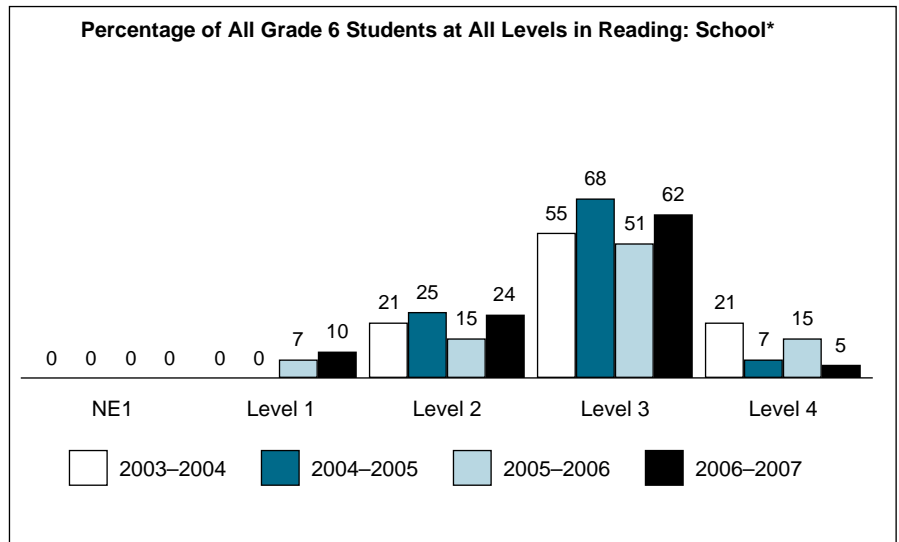
^{††} The question related to student mobility changed in 2005–2006.

n/a Information not available.

Results over Time, 2003–2004 to 2006–2007*

Grade 6: Reading

Grade 6 Reading: School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	33	28	41	21
Level 4	21%	7%	15%	5%
Level 3	55%	68%	51%	62%
Level 2	21%	25%	15%	24%
Level 1	0%	0%	7%	10%
NE1**	0%	0%	0%	0%
NEIS††	0%	---	---	---
<i>Participating Students</i>	97%	100%	88%	100%
No Data	0%	0%	0%	0%
Exempt	3%	0%	12%	0%
At or Above Provincial Standard†	76%	75%	66%	67%



Grade 6 Reading: Board*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	6 806	6 858	7 029	7 061
Level 4	10%	7%	8%	9%
Level 3	48%	51%	53%	54%
Level 2	26%	28%	26%	24%
Level 1	7%	9%	7%	7%
NE1**	1%	1%	1%	1%
NEIS††	5%	---	---	---
<i>Participating Students</i>	96%	95%	95%	96%
No Data	<1%	1%	1%	1%
Exempt	4%	4%	3%	3%
At or Above Provincial Standard†	58%	58%	61%	63%



Grade 6 Reading: Province*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	146 169	143 421	146 711	145 901
Level 4	9%	8%	8%	7%
Level 3	49%	55%	56%	57%
Level 2	26%	25%	24%	24%
Level 1	6%	7%	6%	6%
NE1**	<1%	1%	1%	1%
NEIS††	5%	---	---	---
<i>Participating Students</i>	95%	95%	95%	95%
No Data	1%	1%	1%	1%
Exempt	4%	4%	4%	3%
At or Above Provincial Standard†	58%	63%	64%	64%

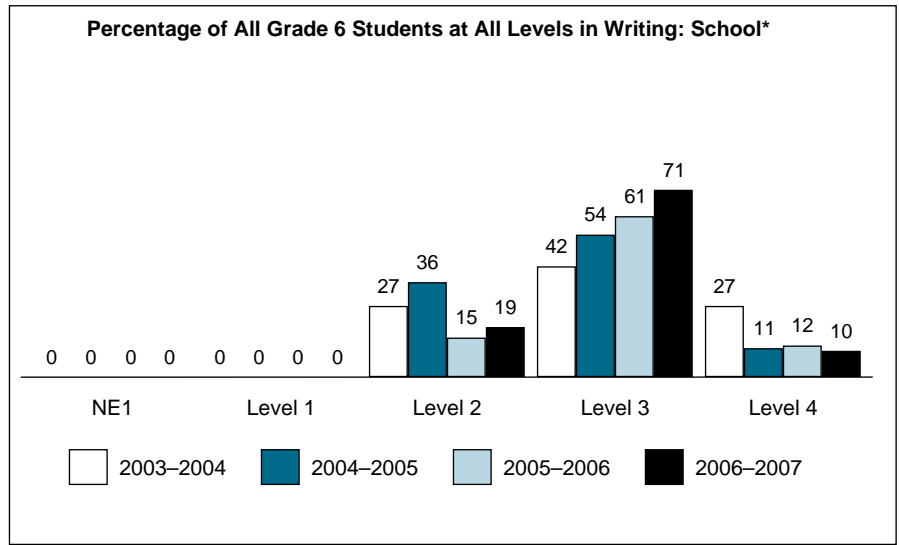


♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
 * Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
 ** See the Explanation of Terms.
 † These percentages are based on the actual number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

Results over Time, 2003–2004 to 2006–2007*

Grade 6: Writing

Grade 6 Writing: School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	33	28	41	21
Level 4	27%	11%	12%	10%
Level 3	42%	54%	61%	71%
Level 2	27%	36%	15%	19%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
NEIS††	0%	---	---	---
<i>Participating Students</i>	97%	100%	88%	100%
No Data	0%	0%	0%	0%
Exempt	3%	0%	12%	0%
At or Above Provincial Standard†	70%	64%	73%	81%



Grade 6 Writing: Board*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	6 806	6 858	7 029	7 061
Level 4	10%	8%	8%	8%
Level 3	47%	50%	57%	56%
Level 2	31%	34%	28%	30%
Level 1	4%	3%	2%	1%
NE1**	<1%	1%	<1%	<1%
NEIS††	2%	---	---	---
<i>Participating Students</i>	95%	95%	95%	96%
No Data	<1%	1%	1%	1%
Exempt	4%	4%	3%	3%
At or Above Provincial Standard†	57%	58%	65%	64%



Grade 6 Writing: Province*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	146 168	143 421	146 711	145 901
Level 4	9%	7%	7%	7%
Level 3	45%	51%	54%	54%
Level 2	34%	33%	31%	33%
Level 1	4%	2%	2%	2%
NE1**	<1%	1%	<1%	<1%
NEIS††	3%	---	---	---
<i>Participating Students</i>	95%	95%	95%	95%
No Data	1%	1%	1%	1%
Exempt	4%	4%	4%	3%
At or Above Provincial Standard†	54%	59%	61%	61%

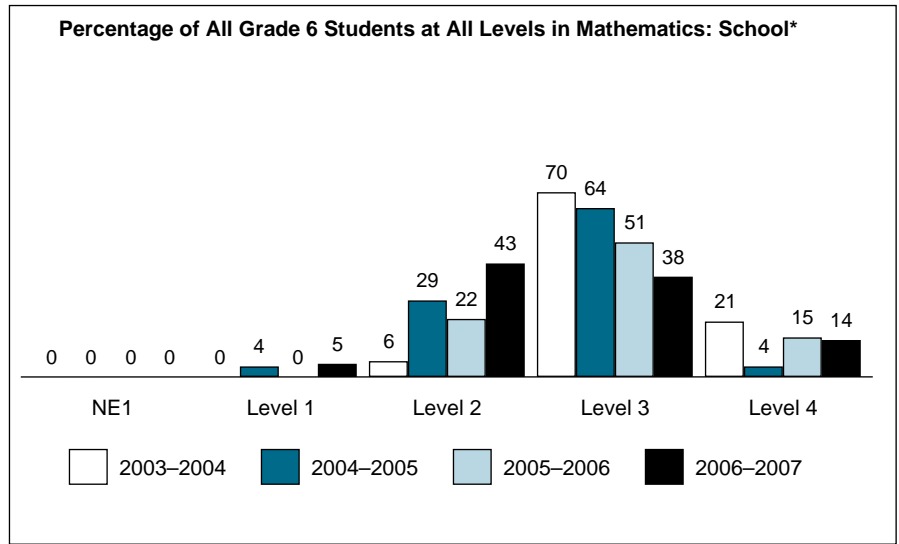


♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
 * Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
 ** See the Explanation of Terms.
 † These percentages are based on the actual number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

Results over Time, 2003–2004 to 2006–2007*

Grade 6: Mathematics

Grade 6 Mathematics: School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
Number of Students	33	28	41	21
Level 4	21%	4%	15%	14%
Level 3	70%	64%	51%	38%
Level 2	6%	29%	22%	43%
Level 1	0%	4%	0%	5%
NE1**	0%	0%	0%	0%
NEIS††	0%	---	---	---
Participating Students	97%	100%	88%	100%
No Data	0%	0%	0%	0%
Exempt	3%	0%	12%	0%
At or Above Provincial Standard†	91%	68%	66%	52%



Grade 6 Mathematics: Board*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
Number of Students	6 806	6 858	7 029	7 061
Level 4	14%	9%	11%	12%
Level 3	43%	46%	47%	46%
Level 2	27%	32%	28%	31%
Level 1	8%	9%	9%	6%
NE1**	<1%	<1%	<1%	<1%
NEIS††	4%	---	---	---
Participating Students	96%	95%	95%	96%
No Data	<1%	1%	2%	1%
Exempt	4%	4%	3%	3%
At or Above Provincial Standard†	57%	54%	58%	58%



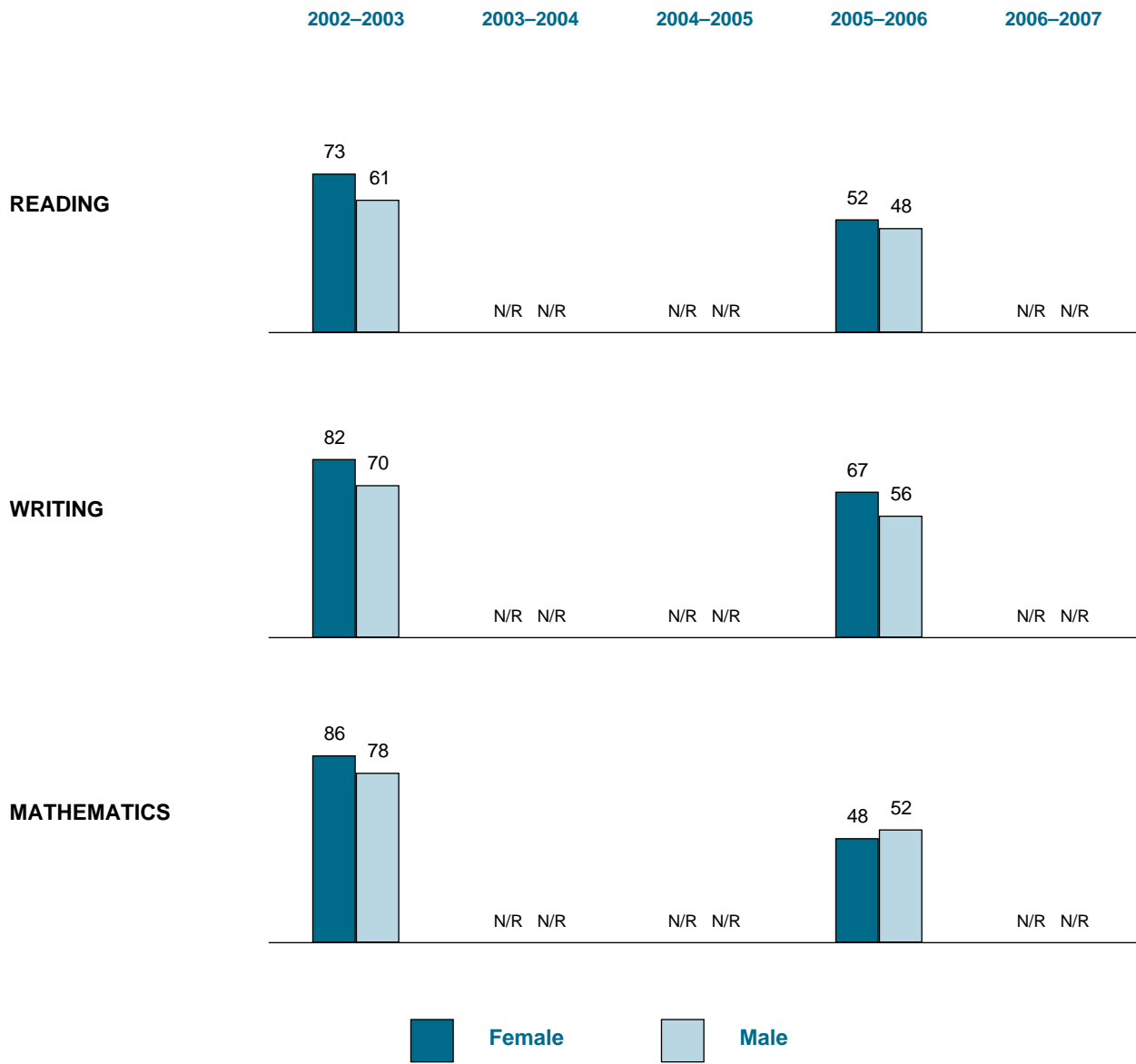
Grade 6 Mathematics: Province*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
Number of Students	146 168	143 421	146 711	145 901
Level 4	13%	10%	11%	11%
Level 3	44%	50%	50%	48%
Level 2	27%	29%	27%	30%
Level 1	6%	6%	7%	6%
NE1**	<1%	<1%	<1%	<1%
NEIS††	4%	---	---	---
Participating Students	95%	95%	95%	95%
No Data	1%	1%	1%	1%
Exempt	4%	4%	4%	4%
At or Above Provincial Standard†	57%	60%	61%	59%



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



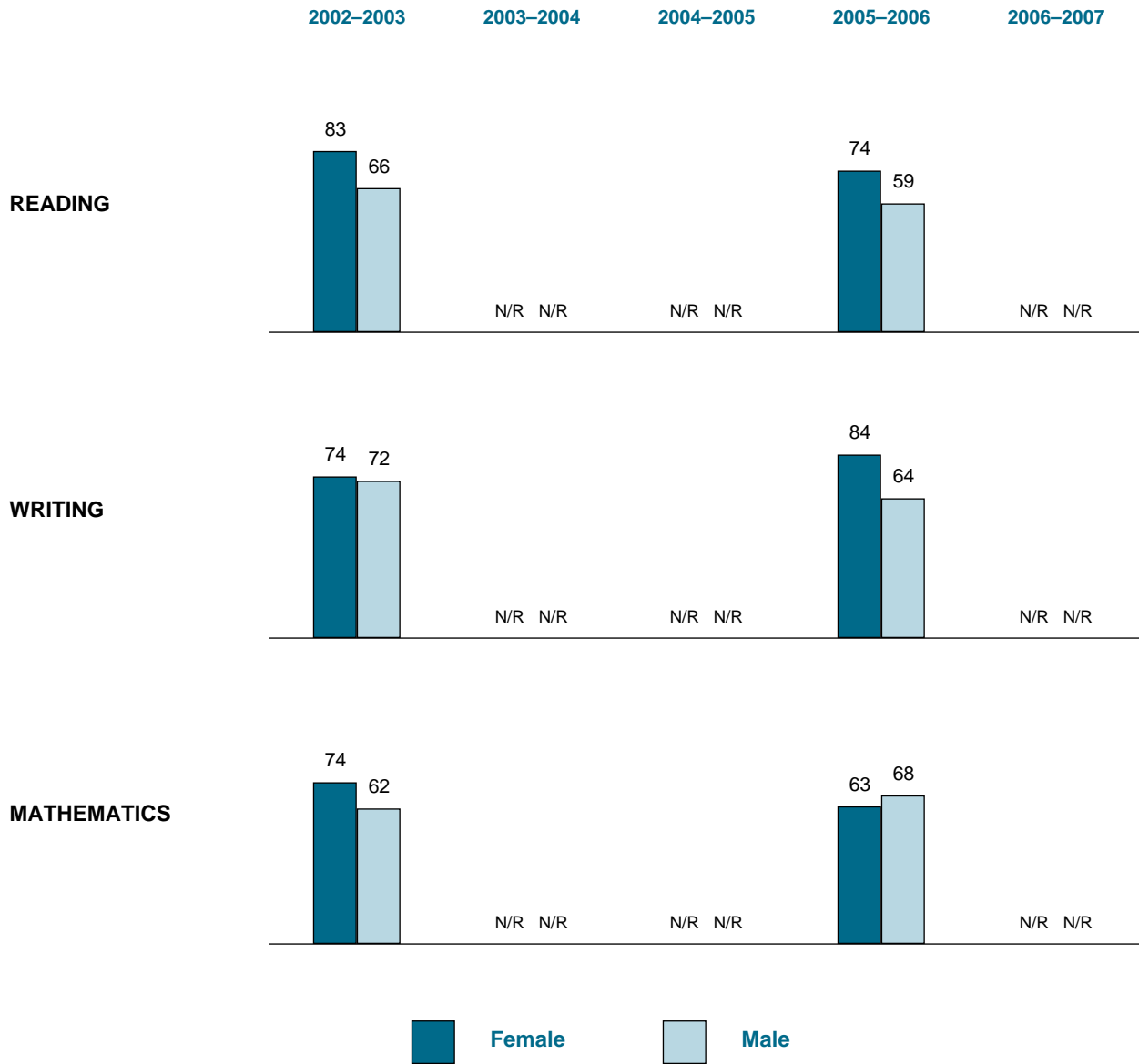
School	Total Number of Grade 3 Students†									
	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	22	23	14	21	11	15	21	25	10	13

† 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



	Total Number of Grade 6 Students†									
	<u>2002-2003</u>		<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	23	32	10	23	13	15	19	22	8	13

† 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.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2006–2007

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 3 (# = 22)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		14
I like to read.		11
I read by myself at home.		17
I read with someone older than me at home.		0
I use a computer for reading activities at school.		8
I am a good writer.		6
I like to write.		11
I write by myself at home.		14
Someone older than me helps me with my writing at home.		5
I use a computer for writing activities at school.		7
I am good at mathematics.		12
I like mathematics.		15
I use mathematics to solve problems outside school.		3
Someone older than me helps me with my mathematics at home.		5
I use a computer to learn mathematics at school.		8
I use a calculator to learn mathematics at school.		6
At home, there is a computer for me to use for school work.		14

* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2006–2007

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 3 (# = 22)		
Questionnaire Item	Percentage of Students*	Number of Students
Language(s) students speak at home:		
only or mostly English	82	18
another language (or languages) as often as English	9	2
only or mostly another language (or other languages)	9	2
Language(s) that people speak to students at home:		
only or mostly English	82	18
another language (or languages) as often as English	9	2
only or mostly another language (or other languages)	9	2

* Percentages may not add to 100, due to a lack of or ambiguous responses.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2006–2007

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 22)	Female* (# = 10)	Male* (# = 12)	All Students (# = 5 916)	Female* (# = 2 967)	Male* (# = 2 949)	All Students (# = 124 539)	Female* (# = 61 379)	Male* (# = 63 145)
Percentage of Students Who Answered “Yes” to the Statements Below									
Reading									
I am a good reader.	64%	70%	58%	65%	66%	63%	68%	70%	66%
I like to read.	50%	60%	42%	56%	65%	48%	58%	67%	50%
I read by myself at home.	77%	70%	83%	64%	66%	61%	59%	61%	57%
I read with someone older than me at home.	0%	0%	0%	13%	13%	13%	16%	15%	17%
I use a computer for reading activities at school.	36%	20%	50%	20%	21%	20%	24%	24%	24%
Writing									
I am a good writer.	27%	50%	8%	48%	54%	43%	51%	58%	45%
I like to write.	50%	50%	50%	53%	59%	47%	53%	61%	45%
I write by myself at home.	64%	70%	58%	60%	64%	57%	56%	61%	52%
Someone older than me helps me with my writing at home.	23%	30%	17%	18%	15%	20%	17%	15%	18%
I use a computer for writing activities at school.	32%	30%	33%	21%	22%	21%	29%	28%	29%
Mathematics									
I am good at mathematics.	55%	40%	67%	49%	41%	56%	53%	46%	61%
I like mathematics.	68%	70%	67%	59%	55%	63%	57%	54%	60%
I use mathematics to solve problems outside school.	14%	20%	8%	32%	33%	31%	34%	34%	34%
Someone older than me helps me with my mathematics at home.	23%	40%	8%	29%	31%	27%	27%	30%	25%
I use a computer to learn mathematics at school.	36%	40%	33%	24%	24%	24%	27%	27%	27%
I use a calculator to learn mathematics at school.	27%	30%	25%	15%	14%	15%	13%	12%	14%
Computer at home									
There is a computer for me to use for school work.	64%	70%	58%	46%	49%	44%	50%	51%	48%

* Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2006–2007

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 22)	Female* (# = 10)	Male* (# = 12)	All Students (# = 5 916)	Female* (# = 2 967)	Male* (# = 2 949)	All Students (# = 124 539)	Female* (# = 61 379)	Male* (# = 63 145)
Language(s) students speak at home:**									
only or mostly English	82%	90%	75%	68%	65%	70%	79%	79%	80%
another language (or languages) as often as English	9%	0%	17%	20%	21%	19%	12%	12%	11%
only or mostly another language (or other languages)	9%	10%	8%	12%	14%	11%	8%	9%	8%
Language(s) that people speak to students at home:**									
only or mostly English	82%	80%	83%	57%	55%	60%	76%	75%	76%
another language (or languages) as often as English	9%	0%	17%	22%	23%	21%	11%	11%	11%
only or mostly another language (or other languages)	9%	20%	0%	20%	22%	18%	13%	13%	12%

* Includes only students for whom gender data were available.

** Percentages may not add to 100, due to a lack of or ambiguous responses.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2006–2007

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = 19)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		4
I like to read.		5
I read by myself at home.		11
I read with someone older than me at home.		1
I use a computer for reading activities at school.		4
I am a good writer.		6
I like to write.		2
I write by myself at home.		11
Someone older than me helps me with my writing at home.		4
I use a computer for writing activities at school.		9
I am good at mathematics.		9
I like mathematics.		10
I use mathematics to solve problems outside school.		5
Someone older than me helps me with my mathematics at home.		2
I use a computer to learn mathematics at school.		9
I use a calculator to learn mathematics at school.		4
At home, there is a computer for me to use for school work.		15

* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2006–2007

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = 19)		
Questionnaire Item	Percentage of Students*	Number of Students
Language(s) students speak at home:		
only or mostly English	89	17
another language (or languages) as often as English	11	2
only or mostly another language (or other languages)	0	0
Language(s) that people speak to students at home:		
only or mostly English	58	11
another language (or languages) as often as English	42	8
only or mostly another language (or other languages)	0	0

* Percentages may not add to 100, due to a lack of or ambiguous responses.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2006–2007

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 19)	Female* (# = 7)	Male* (# = 12)	All Students (# = 6 744)	Female* (# = 3 312)	Male* (# = 3 432)	All Students (# = 138 935)	Female* (# = 68 318)	Male* (# = 70 615)
Percentage of Students Who Answered “Yes” to the Statements Below									
Reading									
I am a good reader.	21%	43%	8%	59%	60%	59%	62%	65%	59%
I like to read.	26%	43%	17%	42%	51%	34%	47%	55%	38%
I read by myself at home.	58%	86%	42%	65%	71%	60%	66%	73%	60%
I read with someone older than me at home.	5%	0%	8%	4%	3%	5%	4%	4%	4%
I use a computer for reading activities at school.	21%	29%	17%	15%	13%	17%	15%	15%	15%
Writing									
I am a good writer.	32%	43%	25%	41%	44%	39%	44%	50%	38%
I like to write.	11%	0%	17%	43%	50%	37%	42%	52%	33%
I write by myself at home.	58%	86%	42%	57%	63%	51%	52%	59%	45%
Someone older than me helps me with my writing at home.	21%	14%	25%	9%	7%	11%	9%	8%	10%
I use a computer for writing activities at school.	47%	57%	42%	33%	33%	34%	35%	34%	35%
Mathematics									
I am good at mathematics.	47%	29%	58%	46%	37%	54%	49%	40%	58%
I like mathematics.	53%	29%	67%	47%	39%	55%	45%	37%	52%
I use mathematics to solve problems outside school.	26%	14%	33%	35%	31%	38%	37%	34%	40%
Someone older than me helps me with my mathematics at home.	11%	14%	8%	22%	23%	21%	23%	27%	20%
I use a computer to learn mathematics at school.	47%	57%	42%	12%	11%	12%	15%	15%	14%
I use a calculator to learn mathematics at school.	21%	14%	25%	23%	24%	23%	24%	25%	23%
Computer at home									
There is a computer for me to use for school work.	79%	71%	83%	79%	81%	76%	80%	82%	78%

* Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2006–2007

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 19)	Female* (# = 7)	Male* (# = 12)	All Students (# = 6 744)	Female* (# = 3 312)	Male* (# = 3 432)	All Students (# = 138 935)	Female* (# = 68 318)	Male* (# = 70 615)
Language(s) students speak at home:**									
only or mostly English	89%	71%	100%	70%	69%	71%	82%	82%	82%
another language (or languages) as often as English	11%	29%	0%	19%	20%	19%	12%	12%	11%
only or mostly another language (or other languages)	0%	0%	0%	10%	11%	10%	6%	6%	7%
Language(s) that people speak to students at home:**									
only or mostly English	58%	71%	50%	57%	55%	59%	77%	76%	77%
another language (or languages) as often as English	42%	29%	50%	23%	23%	22%	12%	12%	11%
only or mostly another language (or other languages)	0%	0%	0%	20%	22%	19%	12%	11%	12%

* Includes only students for whom gender data were available.

** Percentages may not add to 100, due to a lack of or ambiguous responses.

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 students participating (fewer than 15 in a group) or responding to the Student Questionnaire (fewer than six in a group) 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.
W	Results for some or all students are being withheld by EQAO. For further information, please contact the school principal.