



# School Report



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

**School: Our Lady of the Assumption Sep School (748773)**  
**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.

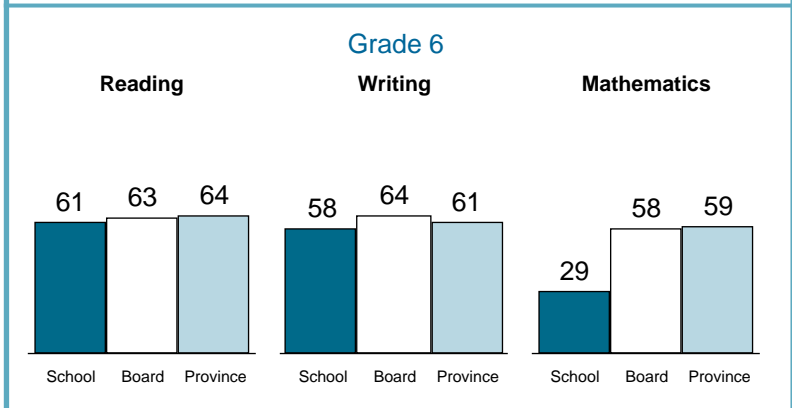
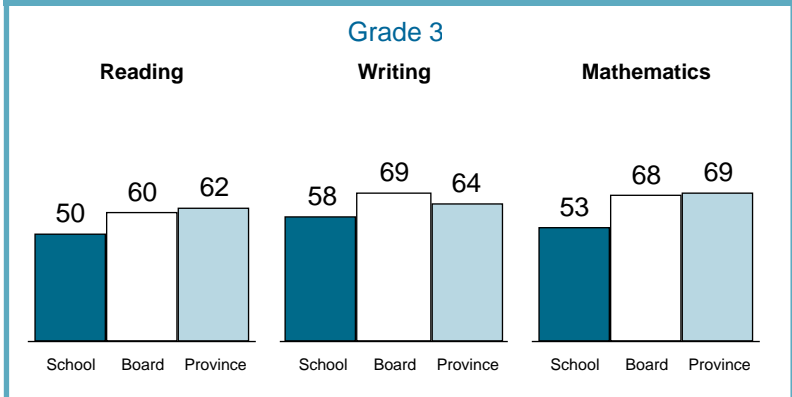
I hope this report will help parents, educators and all who support a strong public education system to work together so that all students achieve their fullest potential.

Sincerely,

Marguerite Jackson  
 Chief Executive Officer

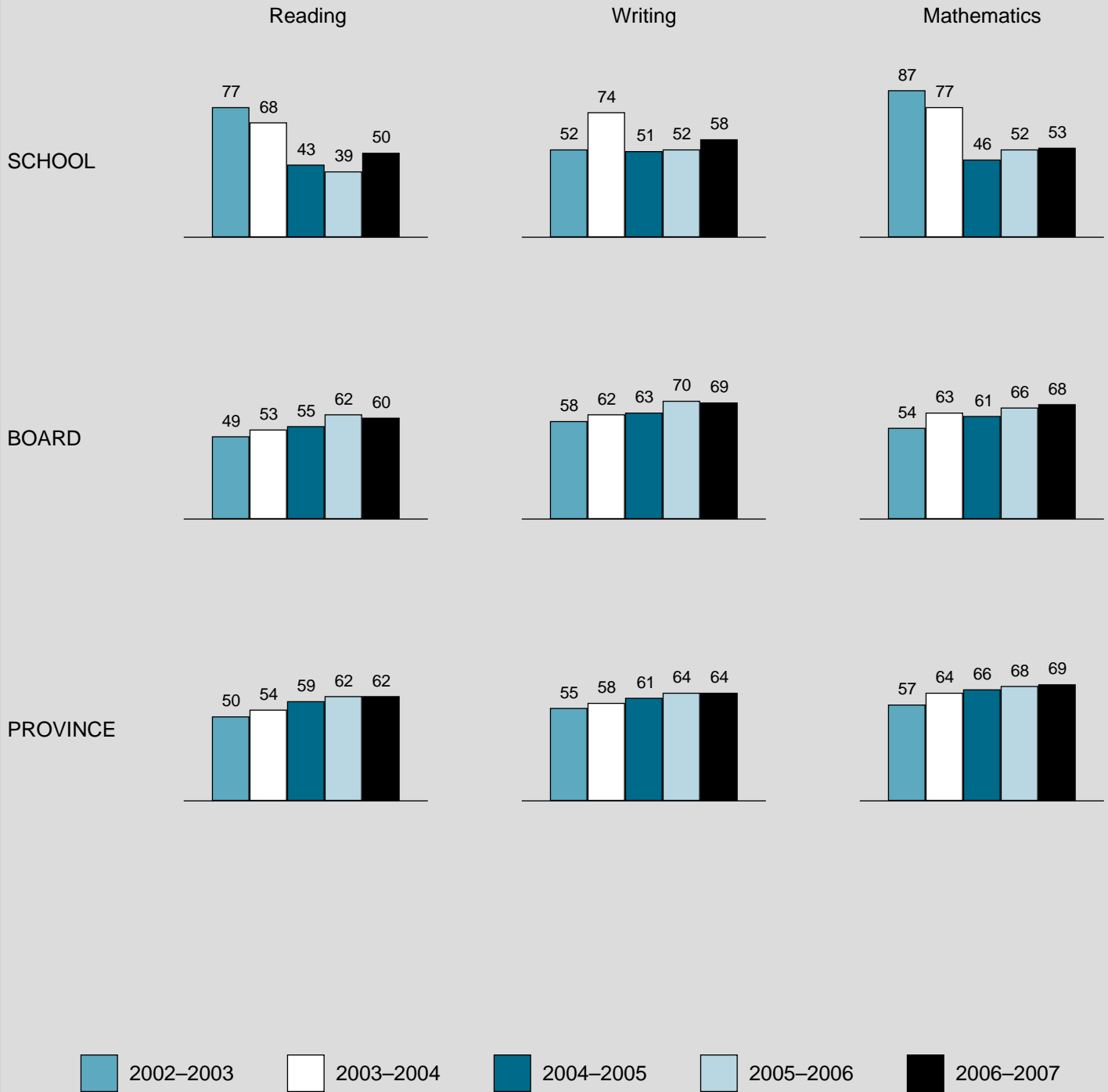
WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
<b>Percentages of all students at or above the provincial standard:</b>		
• 2006–2007 .....	1	1
• Over time .....	2	3
<b>Tips for using this report</b> .....	4	4
<b>Contextual information: 2006–2007</b> .....	5	9
<b>Results for groups of students: 2006–2007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

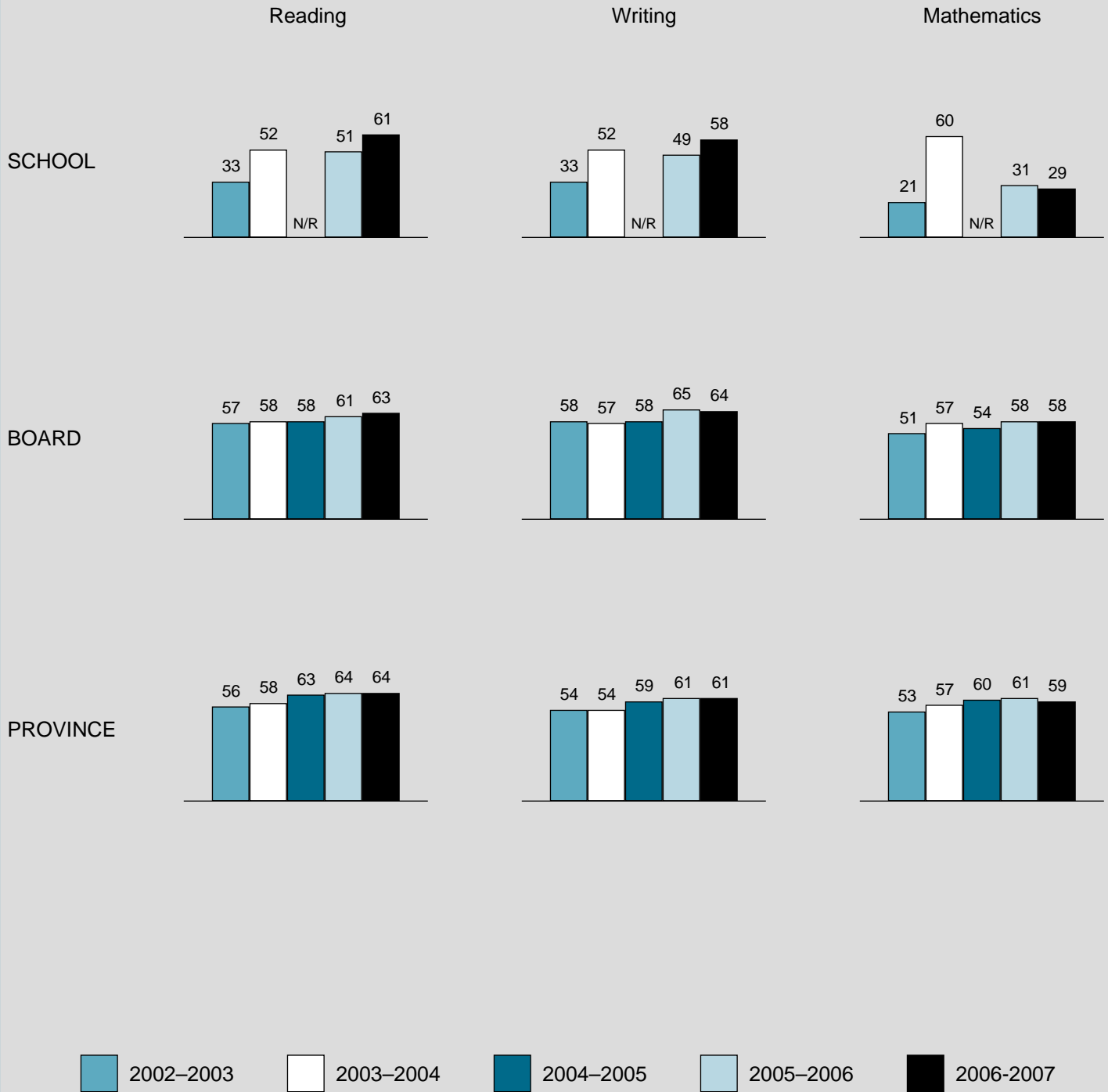


Total Number of Grade 3 Students

	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>
School	31	31	35	23	36
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	24	25	18	35	31
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](http://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	
<b>Enrolment</b>						
Number of Grade 3 students	36		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	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Gender</b>						
Female	23	64%	3 096	50%	63 830	49%
Male	13	36%	3 147	50%	67 167	51%
Gender not specified	0	0%	0	0%	15	<1%
<b>Student Status</b>						
ESL/ELD learners**	1	3%	206	3%	10 116	8%
Students with special needs (excluding gifted)**	0	0%	853	14%	16 575	13%
<b>Place of Birth</b>						
Born in Canada	25	69%	5 181	83%	116 315	89%
Born outside Canada	11	31%	1 037	17%	14 279	11%
In Canada less than one year	1	3%	42	1%	1 709	1%
In Canada one year or more but less than three years	2	6%	282	5%	3 020	2%
In Canada three years or more	8	22%	704	11%	8 066	6%
<b>Language</b>						
First language learned at home was other than English	24	67%	1 903	30%	22 434	17%
<b>Year Student Entered Current School</b>						
2006–2007	8	22%	691	11%	17 516	13%
2005–2006	2	6%	659	11%	19 614	15%
2004–2005	9	25%	756	12%	20 917	16%
Prior to 2004–2005	17	47%	4 106	66%	71 675	55%
Data not available	0	0%	31	<1%	1 290	1%
<b>Year Student Entered Current Board</b>						
2006–2007	3	8%	348	6%	8 539	7%
2005–2006	2	6%	402	6%	12 968	10%
2004–2005	7	19%	509	8%	15 866	12%
Prior to 2004–2005	24	67%	4 934	79%	77 908	59%
Data not available	0	0%	50	1%	15 731	12%

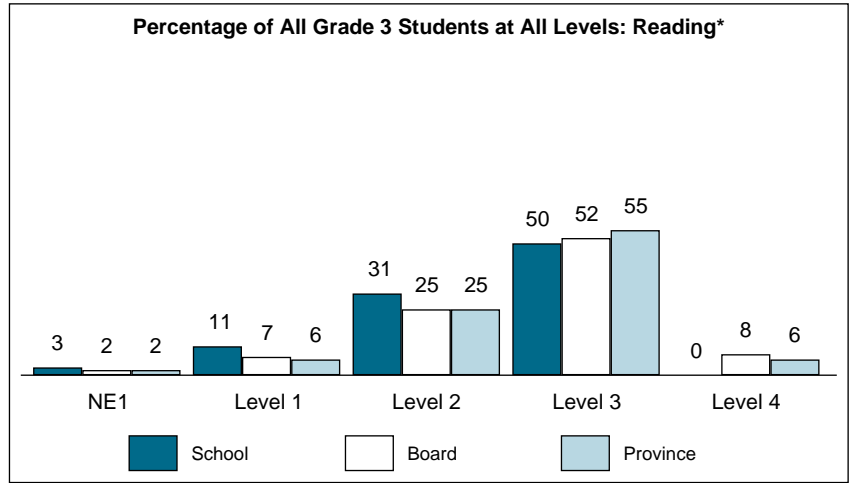
\* Contextual data pertaining to gender, student status, school background, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not reported by the school.

\*\* See the Explanation of Terms.

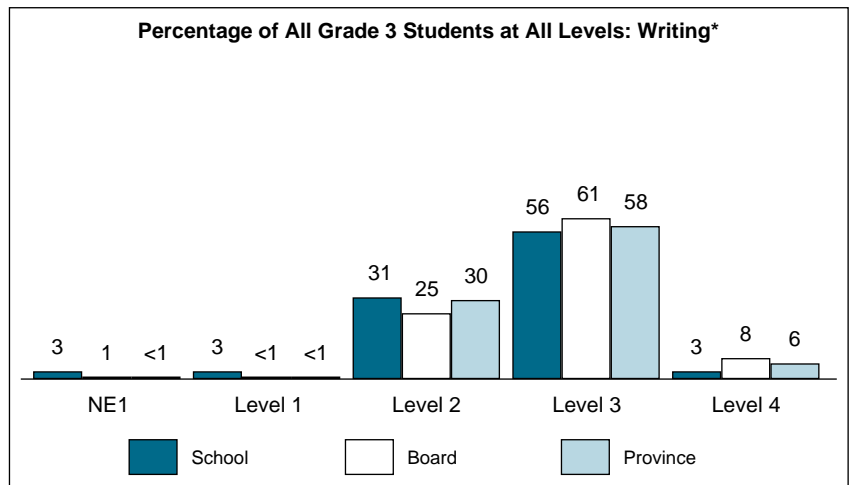
## Results in Reading, Writing and Mathematics, 2006–2007

### Grade 3: All Students<sup>††</sup>

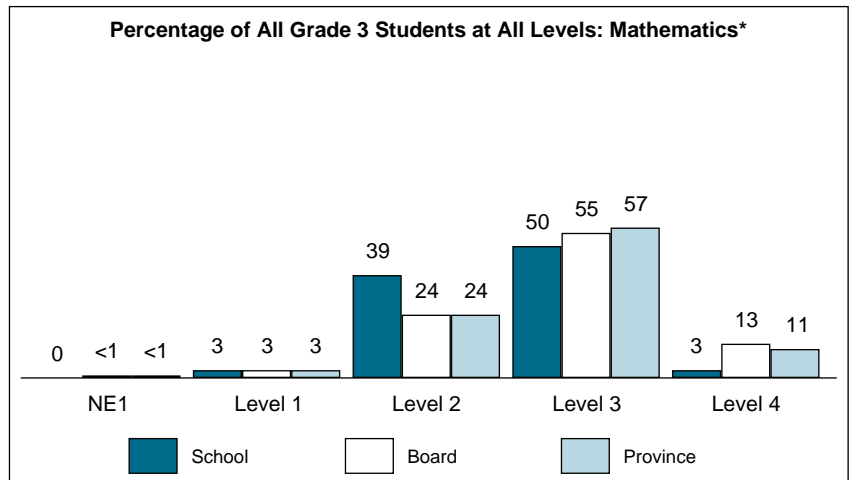
Grade 3: Reading*				
Number of Students	School 36		Board 6 083	Province 127 618
	#	%	%	%
Level 4	0	0%	8%	6%
Level 3	18	50%	52%	55%
Level 2	11	31%	25%	25%
Level 1	4	11%	7%	6%
NE1**	1	3%	2%	2%
Participating Students	34	94%	95%	95%
No Data	0	0%	1%	1%
Exempt	2	6%	4%	4%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>50%</b>	<b>60%</b>	<b>62%</b>



Grade 3: Writing*				
Number of Students	School 36		Board 6 083	Province 127 618
	#	%	%	%
Level 4	1	3%	8%	6%
Level 3	20	56%	61%	58%
Level 2	11	31%	25%	30%
Level 1	1	3%	<1%	<1%
NE1**	1	3%	1%	<1%
Participating Students	34	94%	95%	95%
No Data	0	0%	1%	1%
Exempt	2	6%	4%	4%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>58%</b>	<b>69%</b>	<b>64%</b>



Grade 3: Mathematics*				
Number of Students	School 36		Board 6 243	Province 130 996
	#	%	%	%
Level 4	1	3%	13%	11%
Level 3	18	50%	55%	57%
Level 2	14	39%	24%	24%
Level 1	1	3%	3%	3%
NE1**	0	0%	<1%	<1%
Participating Students	34	94%	95%	95%
No Data	0	0%	1%	1%
Exempt	2	6%	4%	3%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>53%</b>	<b>68%</b>	<b>69%</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.

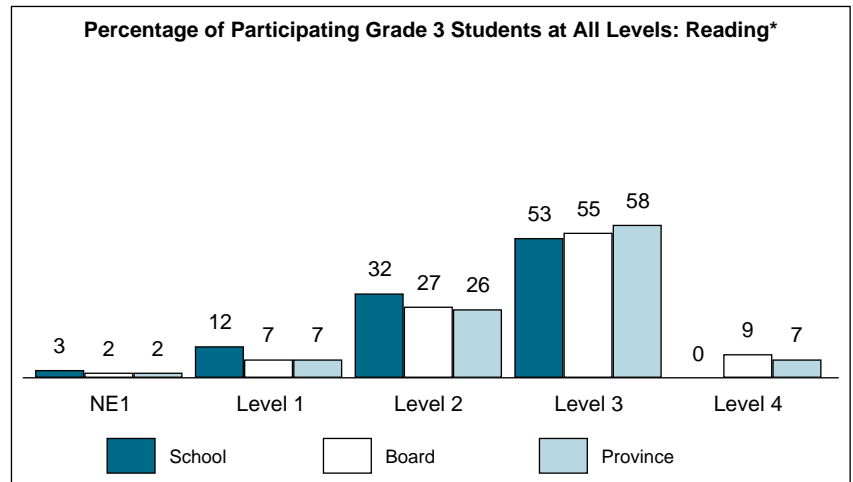
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

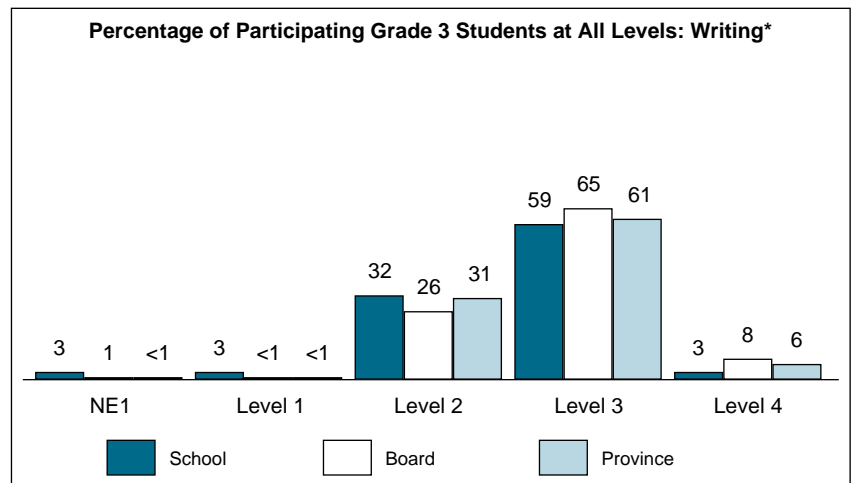
Results in Reading, Writing and Mathematics, 2006–2007

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

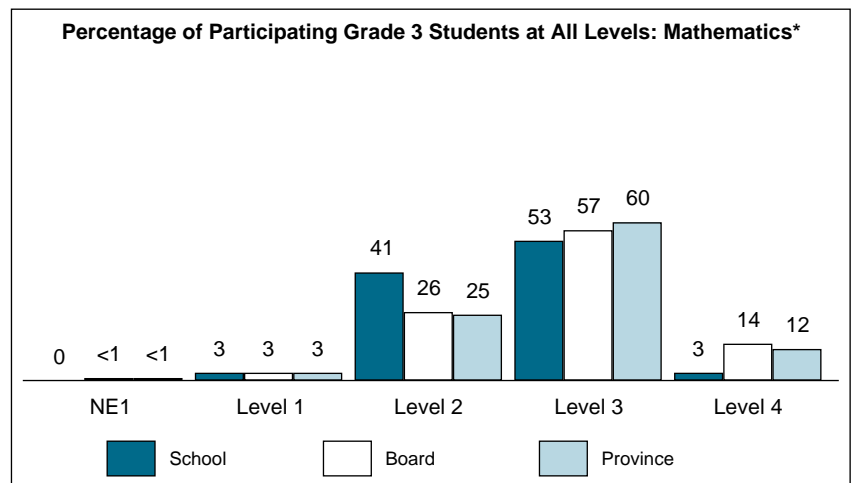
Grade 3: Reading*				
Number of Students	School 34		Board 5 768	Province 121 001
	#	%	%	%
Level 4	0	0%	9%	7%
Level 3	18	53%	55%	58%
Level 2	11	32%	27%	26%
Level 1	4	12%	7%	7%
NE1**	1	3%	2%	2%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		53%	64%	65%



Grade 3: Writing*				
Number of Students	School 34		Board 5 779	Province 121 235
	#	%	%	%
Level 4	1	3%	8%	6%
Level 3	20	59%	65%	61%
Level 2	11	32%	26%	31%
Level 1	1	3%	<1%	<1%
NE1**	1	3%	1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		62%	73%	68%



Grade 3: Mathematics*				
Number of Students	School 34		Board 5 938	Province 125 095
	#	%	%	%
Level 4	1	3%	14%	12%
Level 3	18	53%	57%	60%
Level 2	14	41%	26%	25%
Level 1	1	3%	3%	3%
NE1**	0	0%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		56%	71%	72%



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

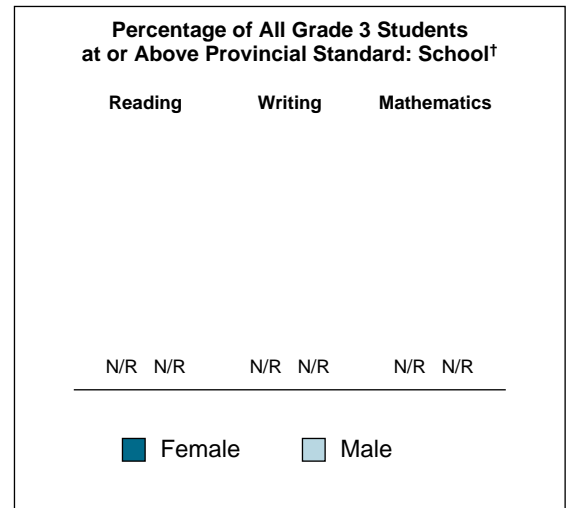
\*\* See the Explanation of Terms.

† 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.

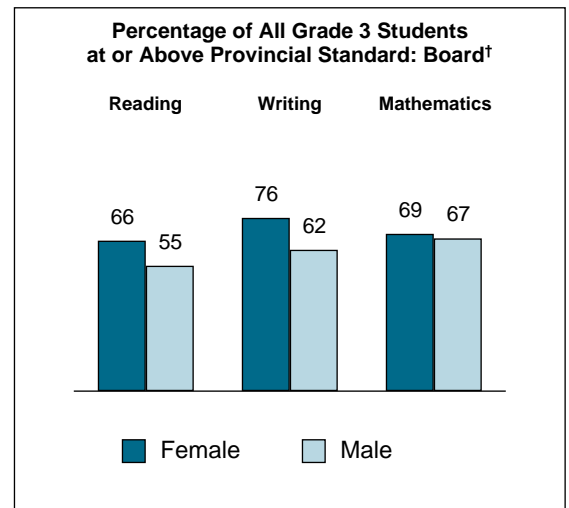
Results in Reading, Writing and Mathematics, 2006–2007

Grade 3: Gender††

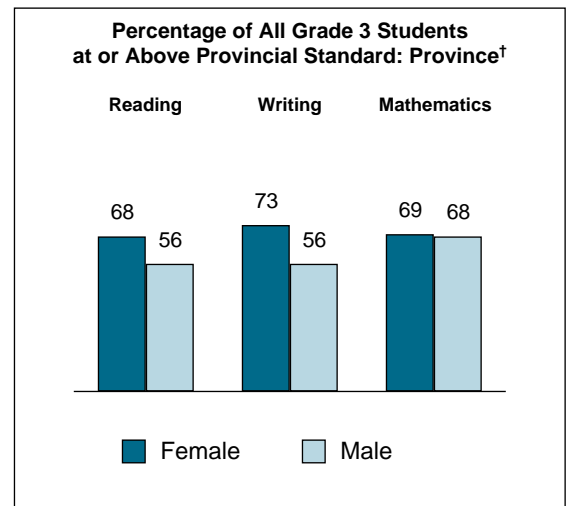
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
Participating 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	
<b>Enrolment</b>						
Number of Grade 6 students	31		7 061		145 901	
Number of classes with Grade 6 students	1		403		8 566	
Number of schools with Grade 6 classes	Not applicable		169		3 195	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Gender</b>						
Female	17	55%	3 438	49%	70 863	49%
Male	14	45%	3 623	51%	75 036	51%
Gender not specified	0	0%	0	0%	2	<1%
<b>Student Status</b>						
ESL/ELD learners**	5	16%	234	3%	6 630	5%
Students with special needs (excluding gifted)**	6	19%	1 322	19%	24 633	17%
<b>Place of Birth</b>						
Born in Canada	22	71%	5 760	82%	127 738	88%
Born outside Canada	9	29%	1 282	18%	17 733	12%
In Canada less than one year	3	10%	42	1%	2 163	1%
In Canada one year or more but less than three years	2	6%	301	4%	3 019	2%
In Canada three years or more	4	13%	935	13%	11 035	8%
<b>Language</b>						
First language learned at home was other than English	20	65%	2 573	36%	24 183	17%
<b>Year Student Entered Current School</b>						
2006–2007	3	10%	733	10%	31 824	22%
2005–2006	2	6%	702	10%	19 410	13%
2004–2005	4	13%	495	7%	17 412	12%
Prior to 2004–2005	22	71%	5 119	72%	75 021	51%
Data not available	0	0%	12	<1%	2 234	2%
<b>Year Student Entered Current Board</b>						
2006–2007	3	10%	334	5%	9 764	7%
2005–2006	1	3%	362	5%	13 069	9%
2004–2005	2	6%	282	4%	14 101	10%
Prior to 2004–2005	25	81%	6 047	86%	88 527	61%
Data not available	0	0%	36	1%	20 440	14%

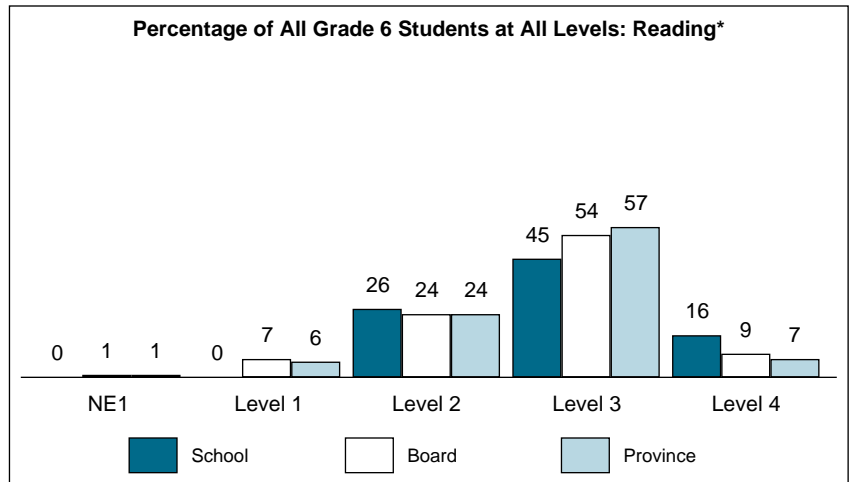
\* Contextual data pertaining to gender, student status, school background, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not reported by the school.

\*\* See the Explanation of Terms.

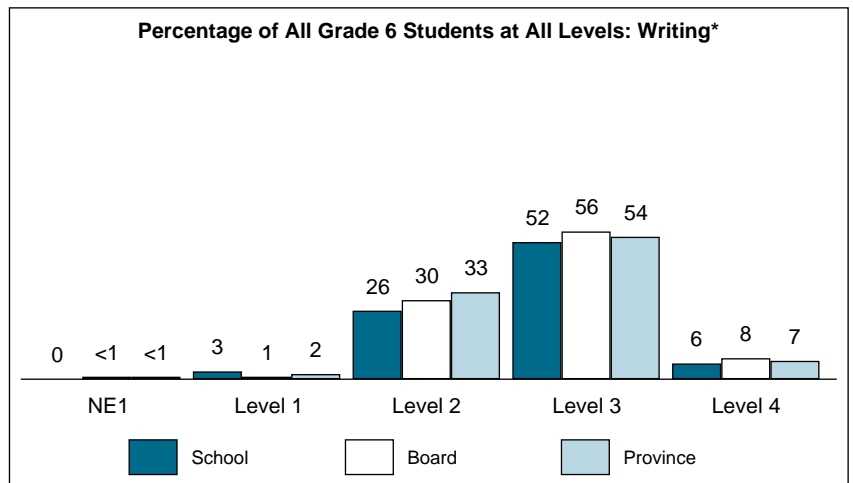
## Results in Reading, Writing and Mathematics, 2006–2007

### Grade 6: All Students

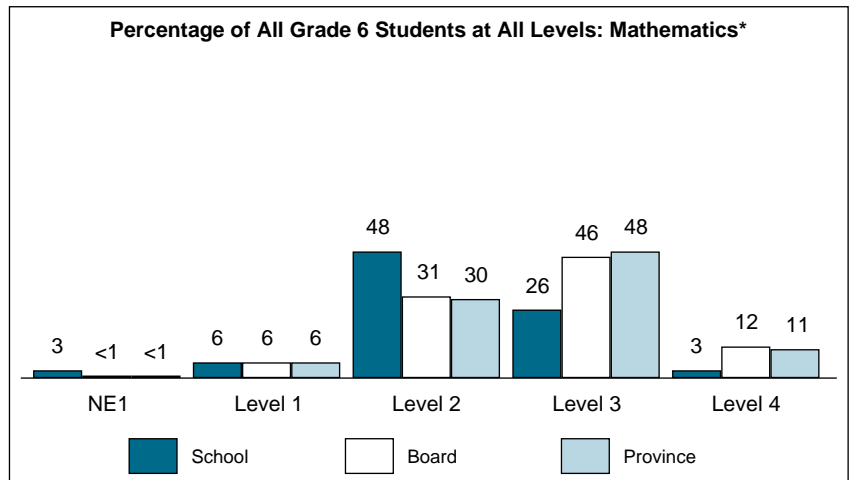
Grade 6: Reading*				
Number of Students	School 31		Board 7 061	Province 145 901
	#	%	%	%
Level 4	5	16%	9%	7%
Level 3	14	45%	54%	57%
Level 2	8	26%	24%	24%
Level 1	0	0%	7%	6%
NE1**	0	0%	1%	1%
Participating Students	27	87%	96%	95%
No Data	0	0%	1%	1%
Exempt	4	13%	3%	3%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>61%</b>	<b>63%</b>	<b>64%</b>



Grade 6: Writing*				
Number of Students	School 31		Board 7 061	Province 145 901
	#	%	%	%
Level 4	2	6%	8%	7%
Level 3	16	52%	56%	54%
Level 2	8	26%	30%	33%
Level 1	1	3%	1%	2%
NE1**	0	0%	<1%	<1%
Participating Students	27	87%	96%	95%
No Data	0	0%	1%	1%
Exempt	4	13%	3%	3%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>58%</b>	<b>64%</b>	<b>61%</b>



Grade 6: Mathematics*				
Number of Students	School 31		Board 7 061	Province 145 901
	#	%	%	%
Level 4	1	3%	12%	11%
Level 3	8	26%	46%	48%
Level 2	15	48%	31%	30%
Level 1	2	6%	6%	6%
NE1**	1	3%	<1%	<1%
Participating Students	27	87%	96%	95%
No Data	0	0%	1%	1%
Exempt	4	13%	3%	4%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>29%</b>	<b>58%</b>	<b>59%</b>



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

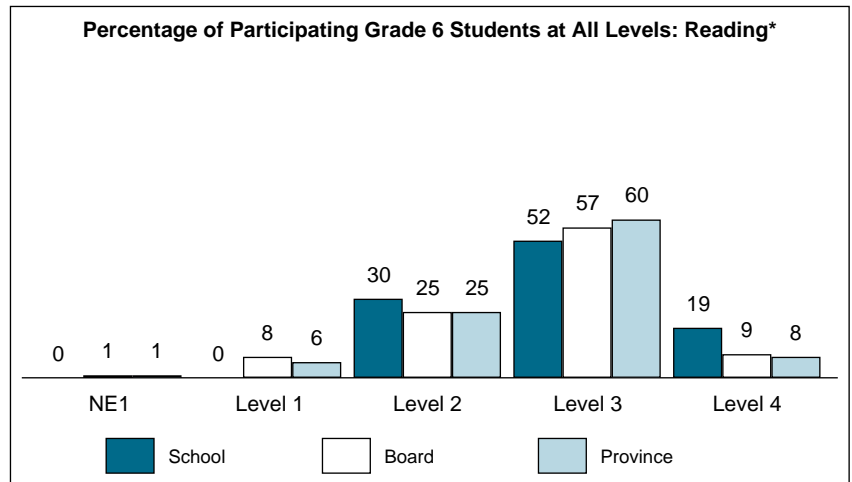
\*\* See the Explanation of Terms.

† 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.

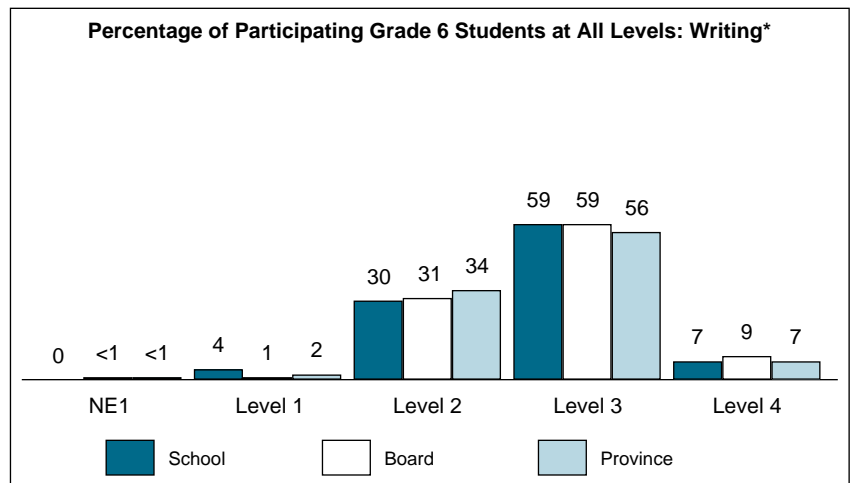
Results in Reading, Writing and Mathematics, 2006–2007

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

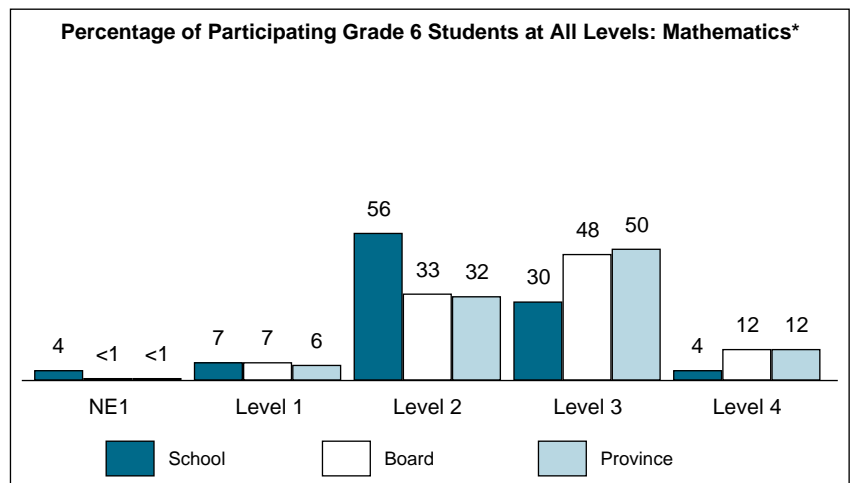
Grade 6: Reading*				
Number of Students	School 27		Board 6 775	Province 139 317
	#	%	%	%
Level 4	5	19%	9%	8%
Level 3	14	52%	57%	60%
Level 2	8	30%	25%	25%
Level 1	0	0%	8%	6%
NE1**	0	0%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>70%</b>	<b>66%</b>	<b>67%</b>



Grade 6: Writing*				
Number of Students	School 27		Board 6 774	Province 139 329
	#	%	%	%
Level 4	2	7%	9%	7%
Level 3	16	59%	59%	56%
Level 2	8	30%	31%	34%
Level 1	1	4%	1%	2%
NE1**	0	0%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>67%</b>	<b>67%</b>	<b>63%</b>



Grade 6: Mathematics*				
Number of Students	School 27		Board 6 754	Province 139 140
	#	%	%	%
Level 4	1	4%	12%	12%
Level 3	8	30%	48%	50%
Level 2	15	56%	33%	32%
Level 1	2	7%	7%	6%
NE1**	1	4%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>33%</b>	<b>61%</b>	<b>62%</b>



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

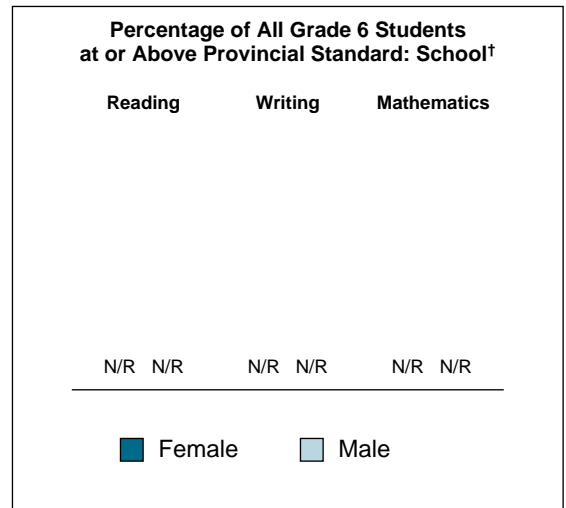
\*\* See the Explanation of Terms.

† 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.

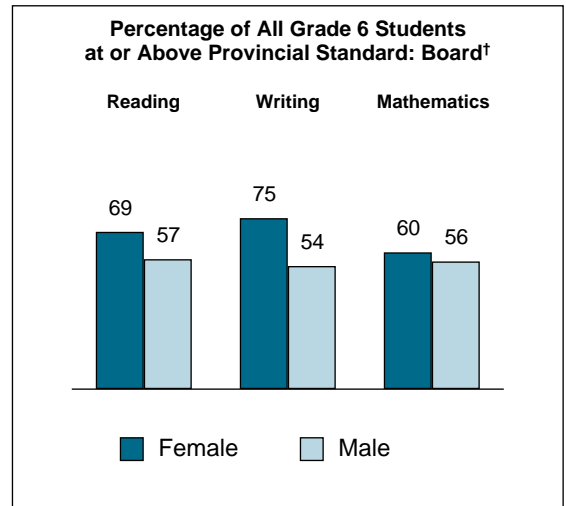
Results in Reading, Writing and Mathematics, 2006–2007

Grade 6: Gender††

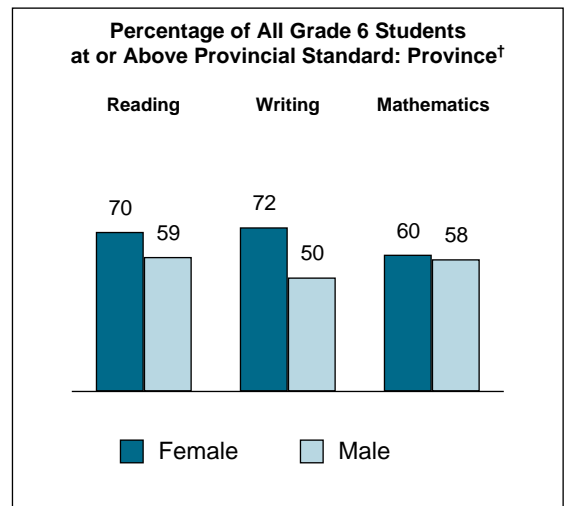
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
Participating 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
<b>Enrolment</b>					
Number of students	31	31	35	23	36
<b>Participation in the Assessment</b>					
Reading <sup>†</sup>	97%	94%	91%	91%	94%
Writing <sup>†</sup>	97%	94%	91%	91%	94%
Mathematics <sup>†</sup>	97%	97%	91%	91%	94%
<b>Gender</b>					
Female	48%	48%	66%	57%	64%
Male	52%	52%	34%	43%	36%
<b>Student Status</b>					
ESL/ELD learners**	0% <sup>+</sup>	0%	0%	4%	3%
Students with special needs (excluding gifted)**	32% <sup>++</sup>	13%	6%	26%	0%
<b>Place of Birth</b>					
Born in Canada	n/a	90%	80%	74%	69%
Born outside Canada	26%	10%	20%	26%	31%
In Canada less than one year	0%	0%	9%	4%	3%
In Canada one year or more but less than three years	16%	0%	0%	9%	6%
In Canada three years or more	10%	10%	11%	13%	22%
<b>Language</b>					
First language learned at home was other than English	68%	48%	63%	43%	67%
<b>Year Student Entered Current School</b>					
Year of the assessment	Data not collected <sup>††</sup>			39%	22%
Year prior to the assessment				4%	6%
2 years prior to the assessment				17%	25%
3 or more years prior to the assessment				39%	47%
Data not available				0%	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.

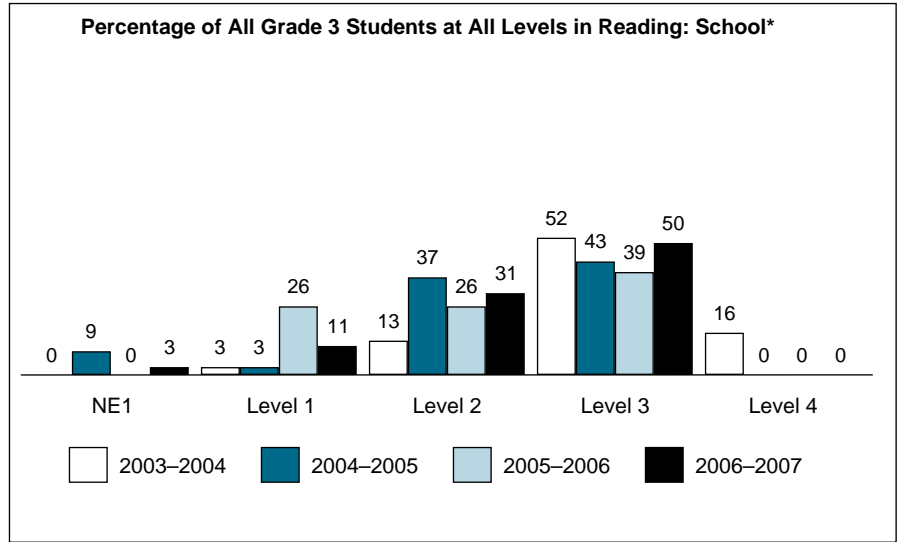
†† The question related to student mobility changed in 2005–2006.

n/a Information not available.

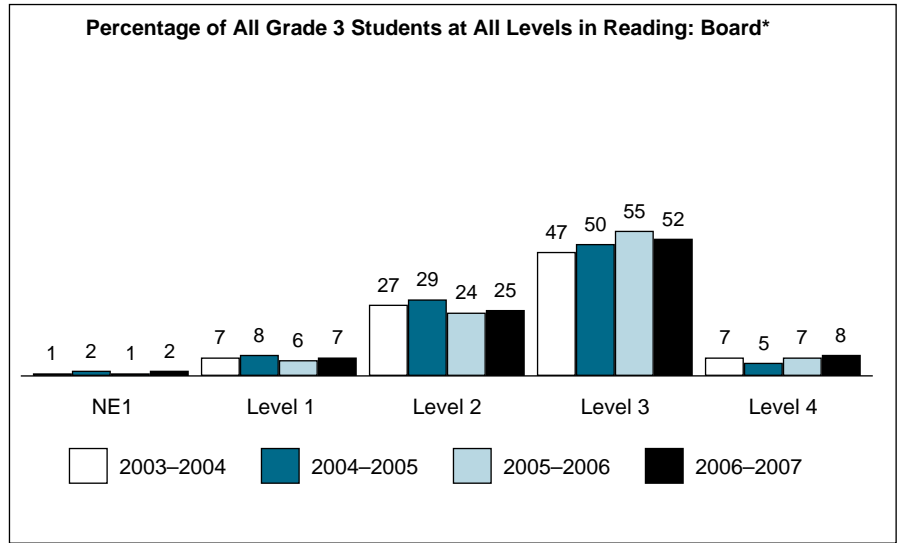
Results over Time, 2003–2004 to 2006–2007\*

Grade 3: Reading

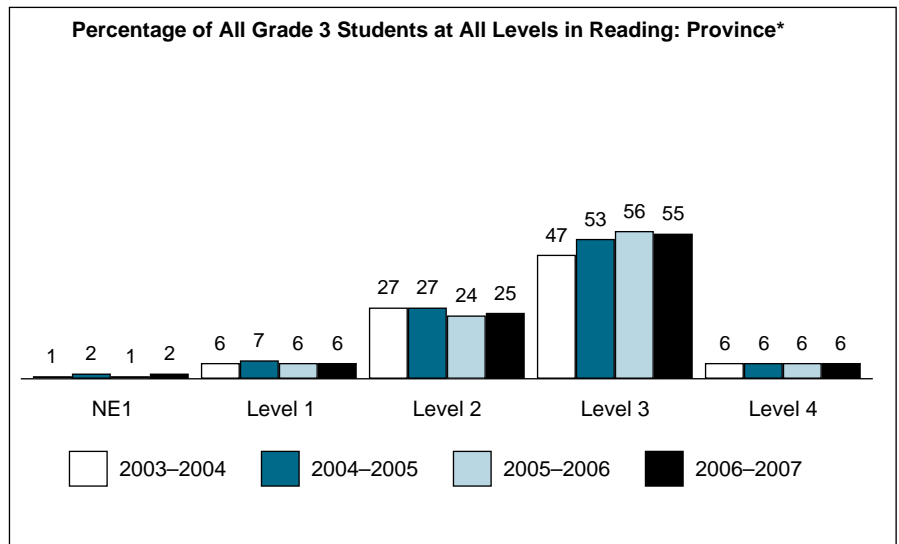
Grade 3 Reading: School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	31	35	23	36
Level 4	16%	0%	0%	0%
Level 3	52%	43%	39%	50%
Level 2	13%	37%	26%	31%
Level 1	3%	3%	26%	11%
NE1**	0%	9%	0%	3%
NEIS††	10%	---	---	---
<i>Participating Students</i>	94%	91%	91%	94%
No Data	0%	3%	4%	0%
Exempt	6%	6%	4%	6%
<b>At or Above Provincial Standard†</b>	68%	43%	39%	50%



Grade 3 Reading: Board*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	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%	---	---	---
<i>Participating Students</i>	93%	94%	94%	95%
No Data	1%	1%	2%	1%
Exempt	6%	6%	4%	4%
<b>At or Above Provincial Standard†</b>	53%	55%	62%	60%



Grade 3 Reading: Province*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	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%	---	---	---
<i>Participating Students</i>	93%	94%	94%	95%
No Data	1%	1%	1%	1%
Exempt	6%	5%	5%	4%
<b>At or Above Provincial Standard†</b>	54%	59%	62%	62%

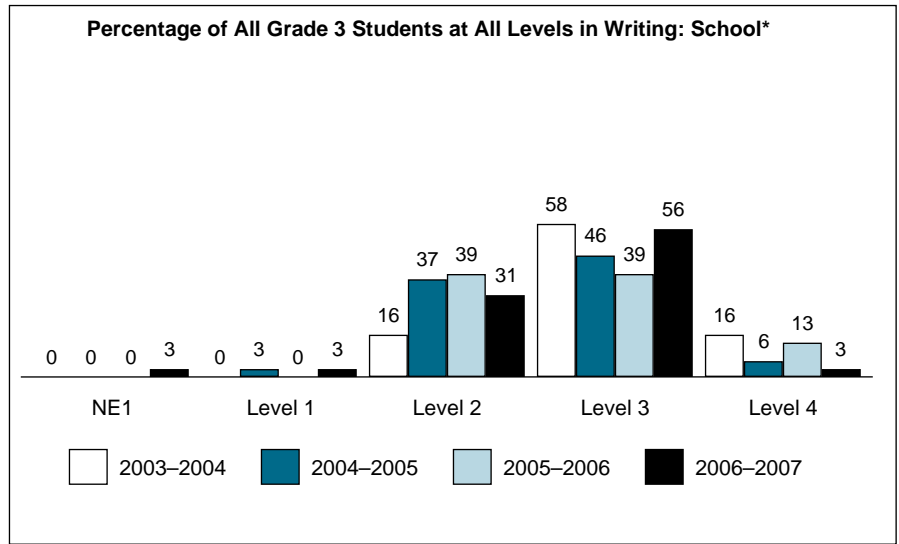


♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.  
 \* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.  
 \*\* See the Explanation of Terms.  
 † These percentages 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.

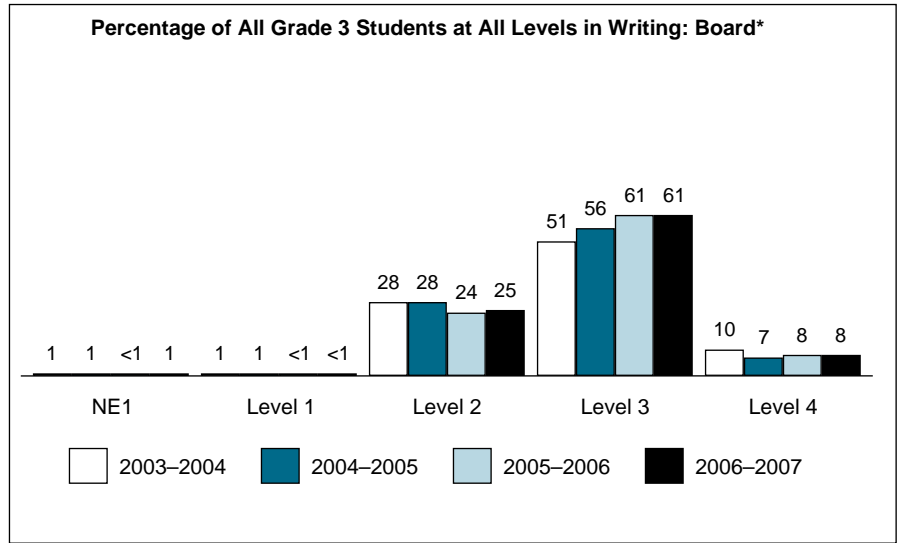
Results over Time, 2003–2004 to 2006–2007\*

Grade 3: Writing

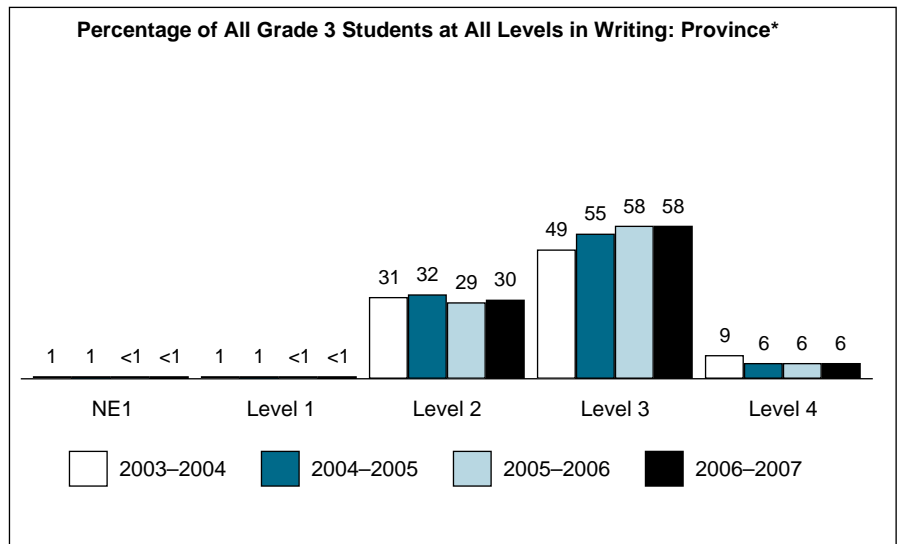
Grade 3 Writing: School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	31	35	23	36
Level 4	16%	6%	13%	3%
Level 3	58%	46%	39%	56%
Level 2	16%	37%	39%	31%
Level 1	0%	3%	0%	3%
NE1**	0%	0%	0%	3%
NEIS††	3%	---	---	---
<i>Participating Students</i>	94%	91%	91%	94%
No Data	0%	3%	4%	0%
Exempt	6%	6%	4%	6%
<b>At or Above Provincial Standard†</b>	74%	51%	52%	58%



Grade 3 Writing: Board*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	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%	---	---	---
<i>Participating Students</i>	94%	94%	94%	95%
No Data	1%	1%	2%	1%
Exempt	5%	5%	4%	4%
<b>At or Above Provincial Standard†</b>	62%	63%	70%	69%



Grade 3 Writing: Province*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	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%	---	---	---
<i>Participating Students</i>	94%	94%	94%	95%
No Data	1%	1%	1%	1%
Exempt	5%	5%	5%	4%
<b>At or Above Provincial Standard†</b>	58%	61%	64%	64%

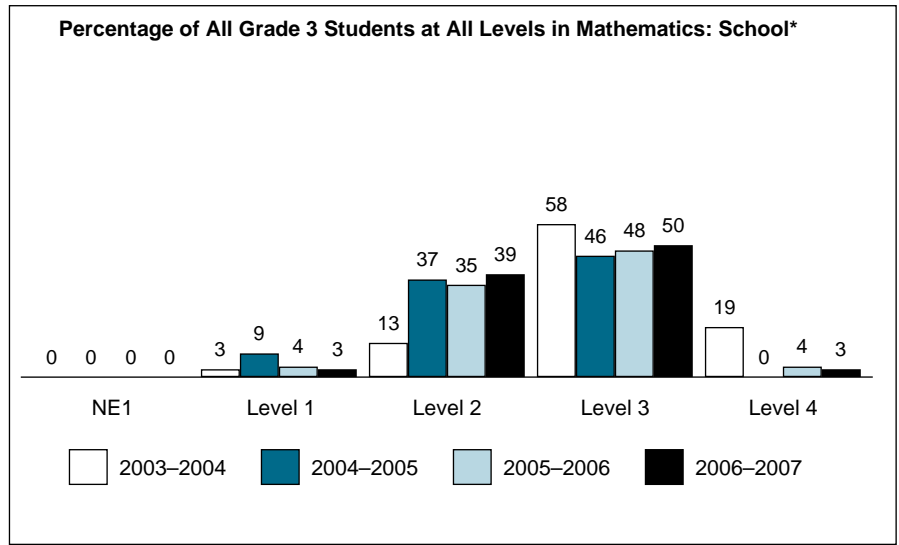


♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.  
 \* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.  
 \*\* See the Explanation of Terms.  
 † These percentages 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.

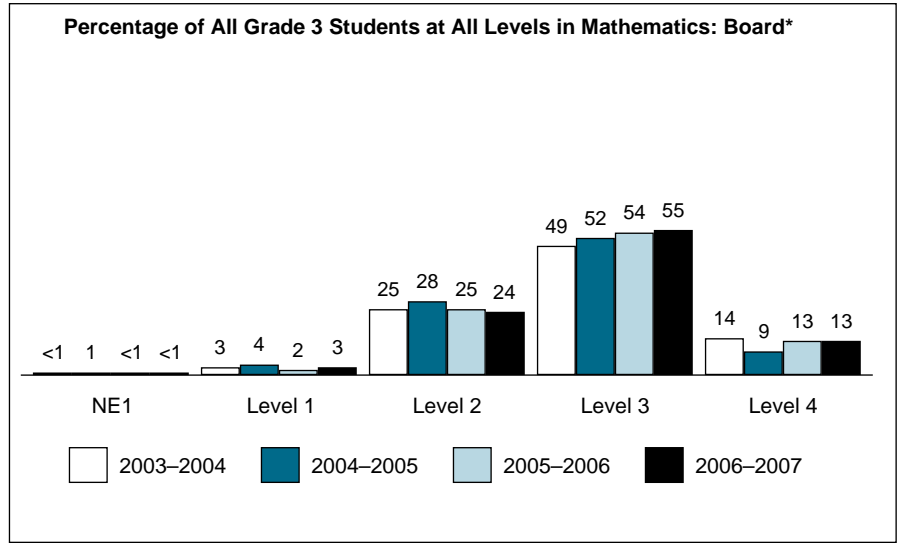
Results over Time, 2003–2004 to 2006–2007\*

**Grade 3: Mathematics**

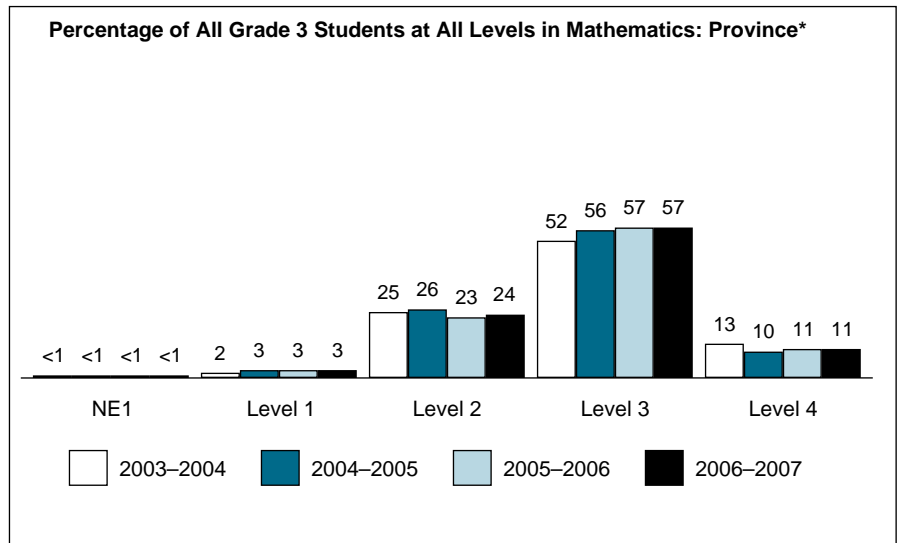
Grade 3 Mathematics: School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	31	35	23	36
Level 4	19%	0%	4%	3%
Level 3	58%	46%	48%	50%
Level 2	13%	37%	35%	39%
Level 1	3%	9%	4%	3%
NE1**	0%	0%	0%	0%
NEIS††	3%	---	---	---
<i>Participating Students</i>	97%	91%	91%	94%
No Data	0%	3%	4%	0%
Exempt	3%	6%	4%	6%
<b>At or Above Provincial Standard†</b>	77%	46%	52%	53%



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%
<b>At or Above Provincial Standard†</b>	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%
<b>At or Above Provincial Standard†</b>	64%	66%	68%	69%



♦ 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.



## 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
<b>Enrolment</b>					
Number of students	24	25	18	35	31
<b>Participation in the Assessment</b>					
Reading	71%	88%	72%	91%	87%
Writing	71%	84%	72%	91%	87%
Mathematics	67%	88%	78%	91%	87%
<b>Gender</b>					
Female	50%	60%	61%	46%	55%
Male	50%	40%	39%	54%	45%
<b>Student Status</b>					
ESL/ELD learners**	17% <sup>+</sup>	12%	44%	6%	16%
Students with special needs (excluding gifted)**	62% <sup>++</sup>	8%	11%	11%	19%
<b>Place of Birth</b>					
Born in Canada	n/a	68%	28%	66%	71%
Born outside Canada	33%	32%	72%	31%	29%
In Canada less than one year	8%	0%	17%	0%	10%
In Canada one year or more but less than three years	8%	0%	17%	11%	6%
In Canada three years or more	17%	32%	39%	20%	13%
<b>Language</b>					
First language learned at home was other than English	75%	48%	94%	57%	65%
<b>Year Student Entered Current School</b>					
Year of the assessment				29%	10%
Year prior to the assessment				6%	6%
2 years prior to the assessment	Data not collected <sup>††</sup>			6%	13%
3 or more years prior to the assessment				57%	71%
Data not available				3%	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.

<sup>+</sup> 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".

<sup>++</sup> 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.

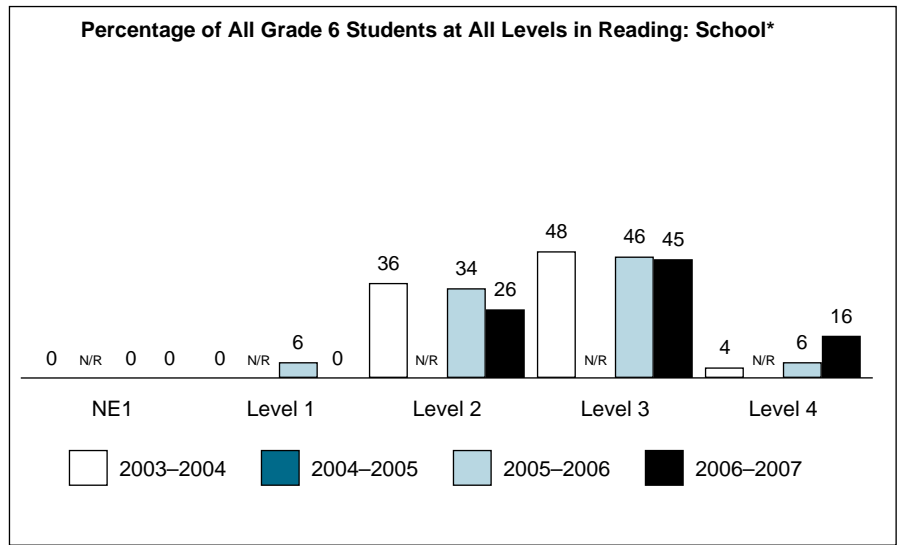
<sup>††</sup> The question related to student mobility changed in 2005–2006.

n/a Information not available.

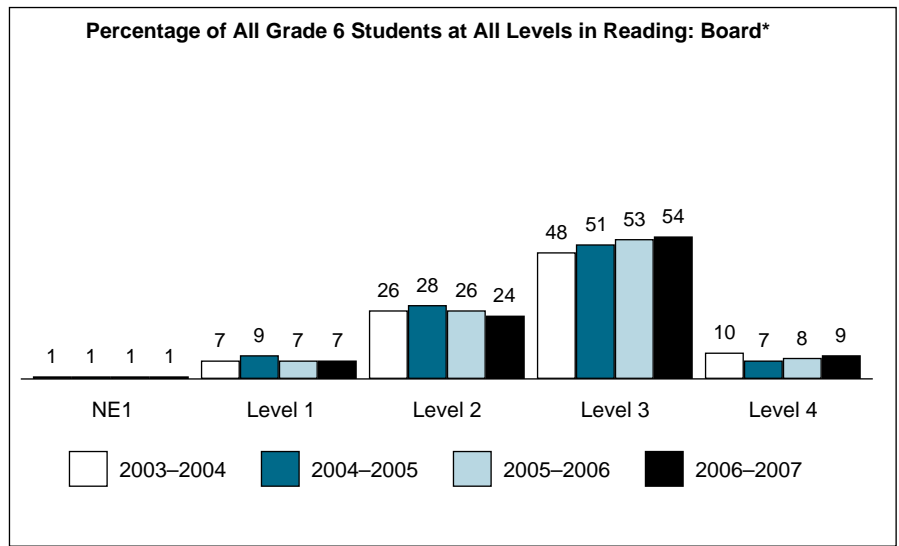
Results over Time, 2003–2004 to 2006–2007\*

Grade 6: Reading

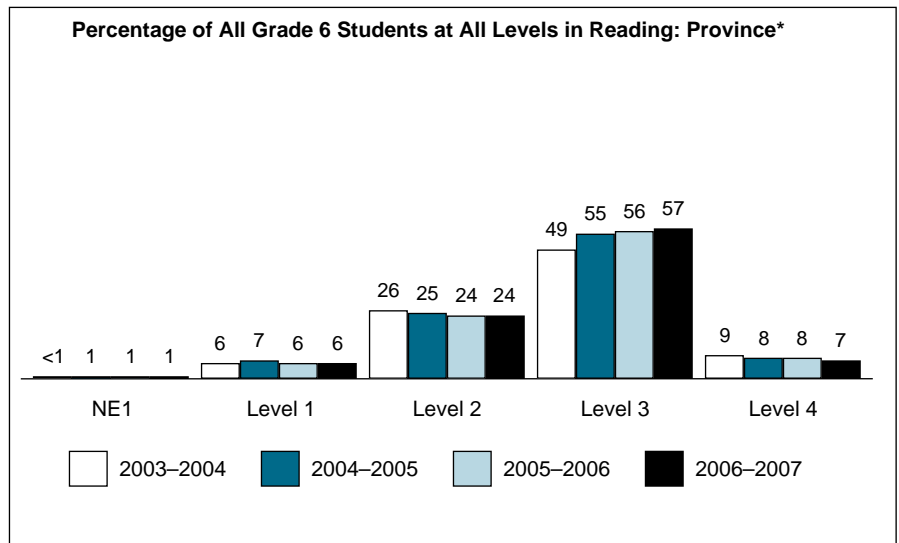
Grade 6 Reading: School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	25	N/R	35	31
Level 4	4%	N/R	6%	16%
Level 3	48%	N/R	46%	45%
Level 2	36%	N/R	34%	26%
Level 1	0%	N/R	6%	0%
NE1**	0%	N/R	0%	0%
NEIS††	0%	---	---	---
<i>Participating Students</i>	88%	N/R	91%	87%
No Data	0%	N/R	6%	0%
Exempt	12%	N/R	3%	13%
<b>At or Above Provincial Standard†</b>	52%	N/R	51%	61%



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%
<b>At or Above Provincial Standard†</b>	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%
<b>At or Above Provincial Standard†</b>	58%	63%	64%	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.

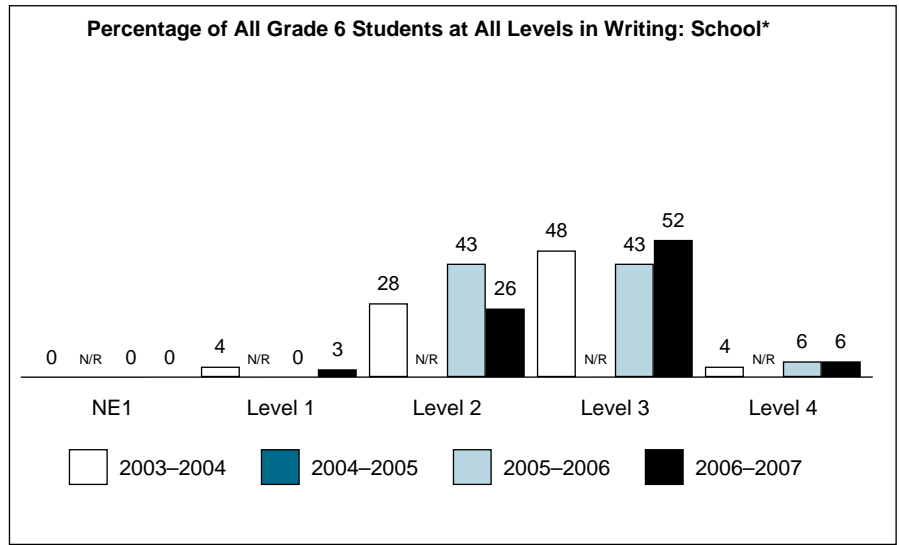
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

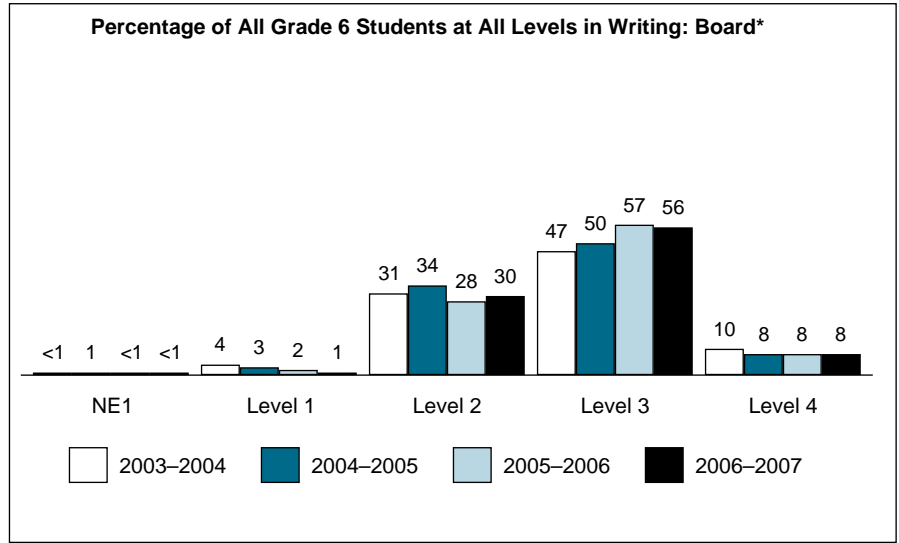
Results over Time, 2003–2004 to 2006–2007\*

Grade 6: Writing

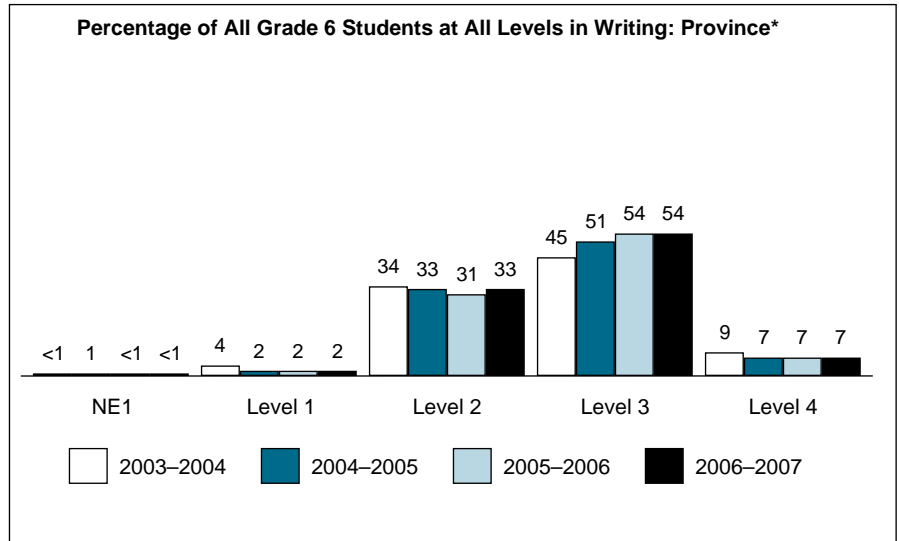
Grade 6 Writing: School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	25	N/R	35	31
Level 4	4%	N/R	6%	6%
Level 3	48%	N/R	43%	52%
Level 2	28%	N/R	43%	26%
Level 1	4%	N/R	0%	3%
NE1**	0%	N/R	0%	0%
NEIS††	0%	---	---	---
<i>Participating Students</i>	84%	N/R	91%	87%
No Data	0%	N/R	6%	0%
Exempt	16%	N/R	3%	13%
<b>At or Above Provincial Standard†</b>	52%	N/R	49%	58%



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%
<b>At or Above Provincial Standard†</b>	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%
<b>At or Above Provincial Standard†</b>	54%	59%	61%	61%

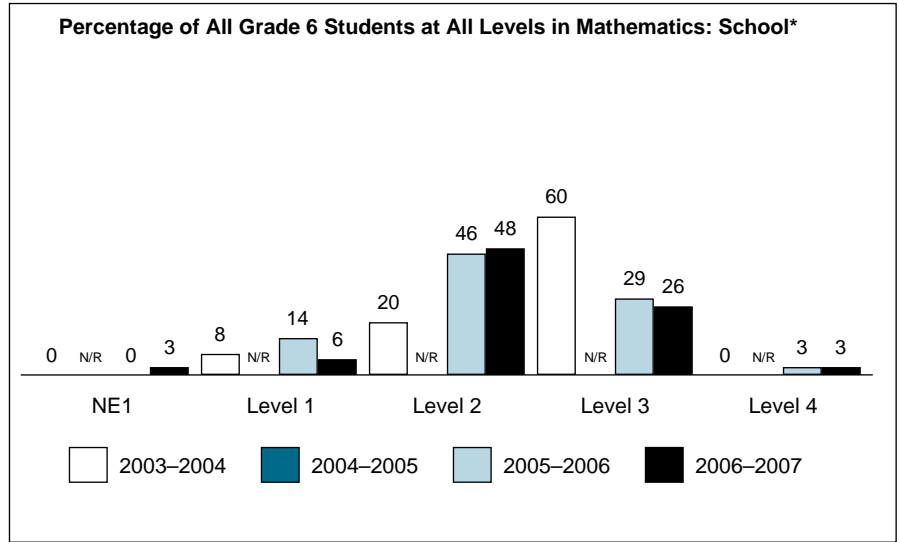


♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.  
 \* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.  
 \*\* See the Explanation of Terms.  
 † These percentages 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.

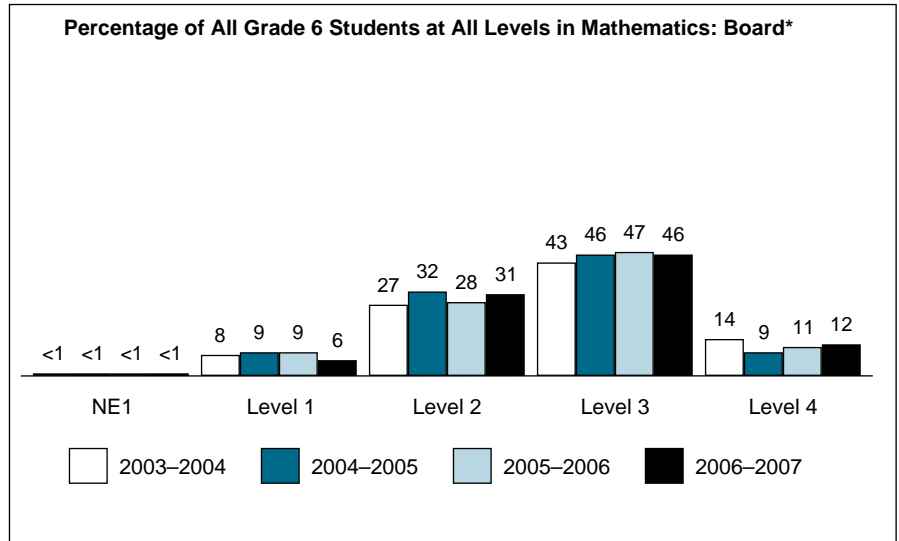
Results over Time, 2003–2004 to 2006–2007\*

**Grade 6: Mathematics**

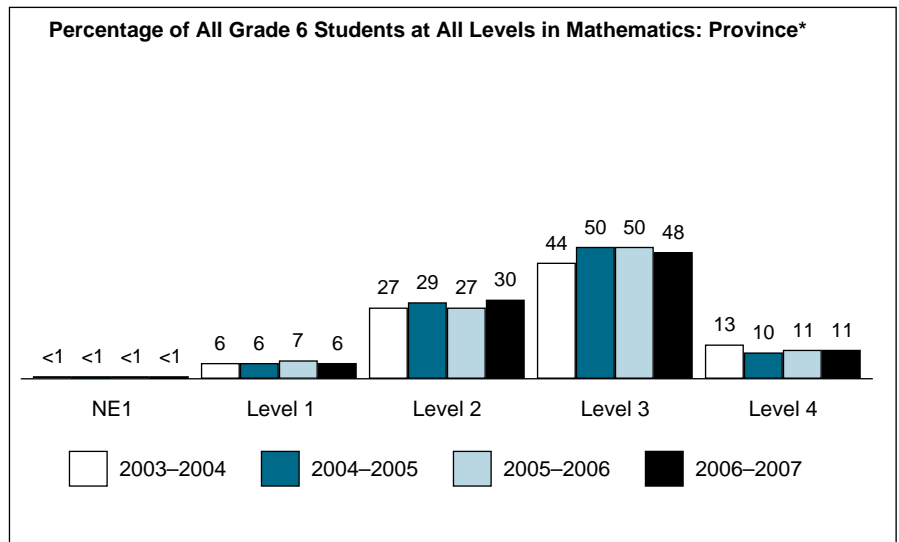
Grade 6 Mathematics: School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	25	N/R	35	31
Level 4	0%	N/R	3%	3%
Level 3	60%	N/R	29%	26%
Level 2	20%	N/R	46%	48%
Level 1	8%	N/R	14%	6%
NE1**	0%	N/R	0%	3%
NEIS††	0%	---	---	---
<i>Participating Students</i>	88%	N/R	91%	87%
No Data	0%	N/R	6%	0%
Exempt	12%	N/R	3%	13%
<b>At or Above Provincial Standard†</b>	60%	N/R	31%	29%



Grade 6 Mathematics: 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	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%	---	---	---
<i>Participating Students</i>	96%	95%	95%	96%
No Data	<1%	1%	2%	1%
Exempt	4%	4%	3%	3%
<b>At or Above Provincial Standard†</b>	57%	54%	58%	58%



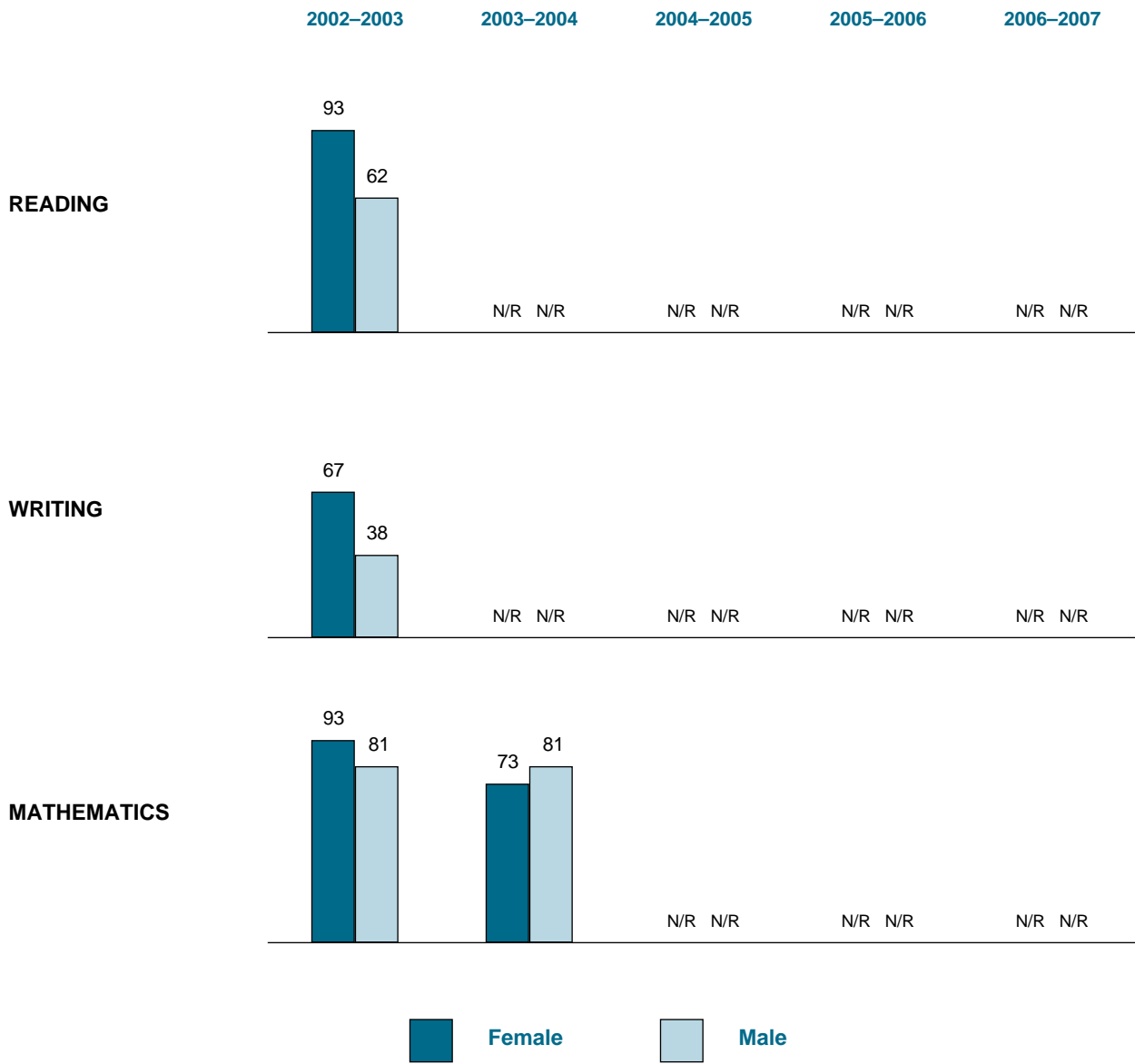
Grade 6 Mathematics: Province*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	146 168	143 421	146 711	145 901
Level 4	13%	10%	11%	11%
Level 3	44%	50%	50%	48%
Level 2	27%	29%	27%	30%
Level 1	6%	6%	7%	6%
NE1**	<1%	<1%	<1%	<1%
NEIS††	4%	---	---	---
<i>Participating Students</i>	95%	95%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



♦ 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†**

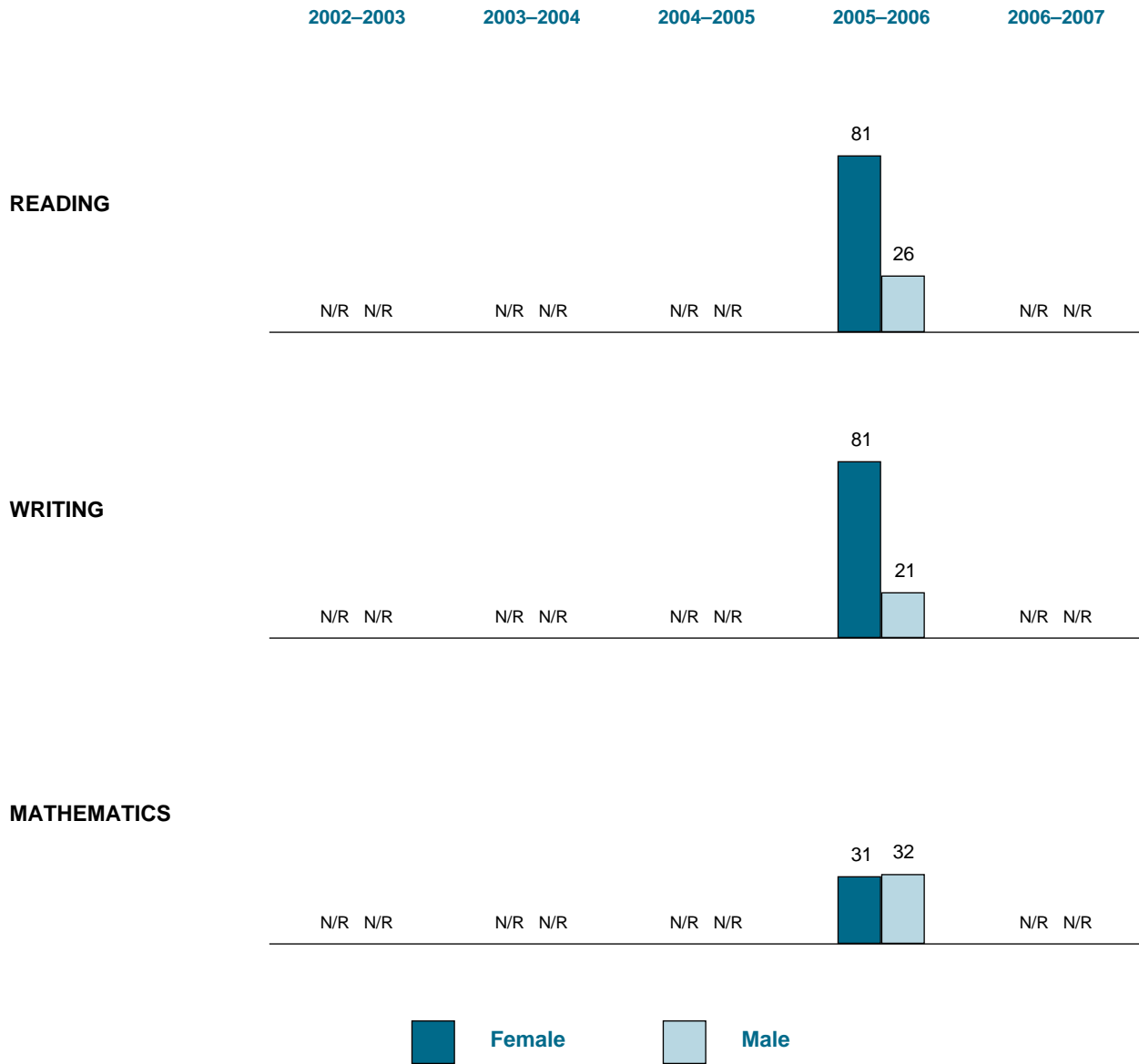
	<u>2002-2003</u>		<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	15	16	15	16	23	12	13	10	23	13

† 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**

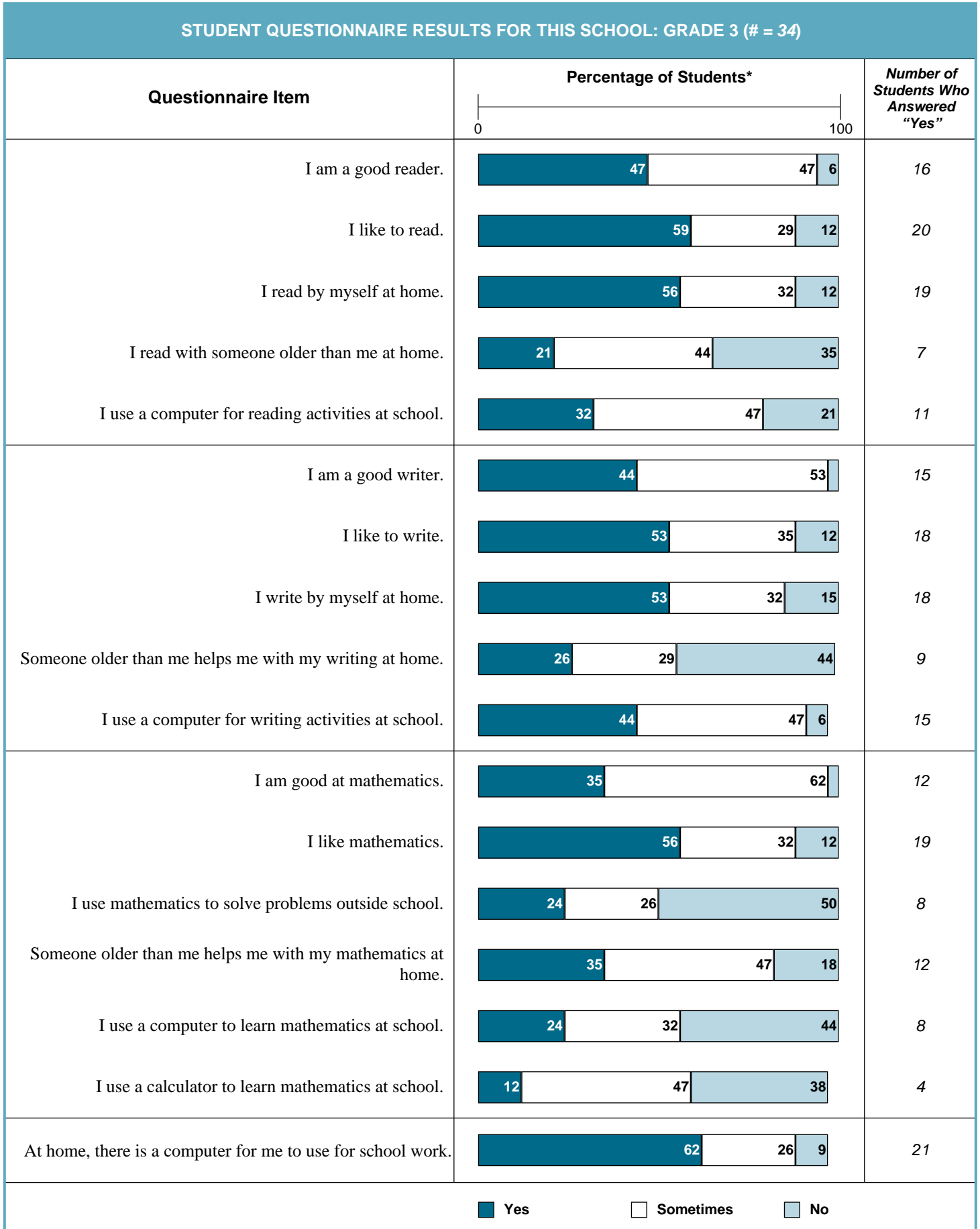


<b>Total Number of Grade 6 Students†</b>										
	<u>2002-2003</u>		<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	12	12	15	10	11	7	16	19	17	14

† 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



\* 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 (# = 34)		
Questionnaire Item	Percentage of Students*	Number of Students
<b>Language(s) students speak at home:</b>		
only or mostly English	62	21
another language (or languages) as often as English	21	7
only or mostly another language (or other languages)	15	5
<b>Language(s) that people speak to students at home:</b>		
only or mostly English	41	14
another language (or languages) as often as English	26	9
only or mostly another language (or other languages)	32	11

\* 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 (# = 34)	Female* (# = 21)	Male* (# = 13)	All Students (# = 5 916)	Female* (# = 2 967)	Male* (# = 2 949)	All Students (# = 124 539)	Female* (# = 61 379)	Male* (# = 63 145)
<b>Percentage of Students Who Answered “Yes” to the Statements Below</b>									
<b>Reading</b>									
I am a good reader.	47%	43%	54%	65%	66%	63%	68%	70%	66%
I like to read.	59%	57%	62%	56%	65%	48%	58%	67%	50%
I read by myself at home.	56%	67%	38%	64%	66%	61%	59%	61%	57%
I read with someone older than me at home.	21%	14%	31%	13%	13%	13%	16%	15%	17%
I use a computer for reading activities at school.	32%	33%	31%	20%	21%	20%	24%	24%	24%
<b>Writing</b>									
I am a good writer.	44%	38%	54%	48%	54%	43%	51%	58%	45%
I like to write.	53%	57%	46%	53%	59%	47%	53%	61%	45%
I write by myself at home.	53%	62%	38%	60%	64%	57%	56%	61%	52%
Someone older than me helps me with my writing at home.	26%	14%	46%	18%	15%	20%	17%	15%	18%
I use a computer for writing activities at school.	44%	57%	23%	21%	22%	21%	29%	28%	29%
<b>Mathematics</b>									
I am good at mathematics.	35%	43%	23%	49%	41%	56%	53%	46%	61%
I like mathematics.	56%	62%	46%	59%	55%	63%	57%	54%	60%
I use mathematics to solve problems outside school.	24%	24%	23%	32%	33%	31%	34%	34%	34%
Someone older than me helps me with my mathematics at home.	35%	33%	38%	29%	31%	27%	27%	30%	25%
I use a computer to learn mathematics at school.	24%	33%	8%	24%	24%	24%	27%	27%	27%
I use a calculator to learn mathematics at school.	12%	14%	8%	15%	14%	15%	13%	12%	14%
<b>Computer at home</b>									
There is a computer for me to use for school work.	62%	76%	38%	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 (# = 34)	Female* (# = 21)	Male* (# = 13)	All Students (# = 5 916)	Female* (# = 2 967)	Male* (# = 2 949)	All Students (# = 124 539)	Female* (# = 61 379)	Male* (# = 63 145)
<b>Language(s) students speak at home:**</b>									
only or mostly English	<b>62%</b>	76%	38%	<b>68%</b>	65%	70%	<b>79%</b>	79%	80%
another language (or languages) as often as English	<b>21%</b>	10%	38%	<b>20%</b>	21%	19%	<b>12%</b>	12%	11%
only or mostly another language (or other languages)	<b>15%</b>	14%	15%	<b>12%</b>	14%	11%	<b>8%</b>	9%	8%
<b>Language(s) that people speak to students at home:**</b>									
only or mostly English	<b>41%</b>	43%	38%	<b>57%</b>	55%	60%	<b>76%</b>	75%	76%
another language (or languages) as often as English	<b>26%</b>	19%	38%	<b>22%</b>	23%	21%	<b>11%</b>	11%	11%
only or mostly another language (or other languages)	<b>32%</b>	38%	23%	<b>20%</b>	22%	18%	<b>13%</b>	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 (# = 25)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		6
I like to read.		7
I read by myself at home.		16
I read with someone older than me at home.		0
I use a computer for reading activities at school.		2
I am a good writer.		3
I like to write.		4
I write by myself at home.		14
Someone older than me helps me with my writing at home.		4
I use a computer for writing activities at school.		7
I am good at mathematics.		3
I like mathematics.		10
I use mathematics to solve problems outside school.		7
Someone older than me helps me with my mathematics at home.		3
I use a computer to learn mathematics at school.		12
I use a calculator to learn mathematics at school.		2
At home, there is a computer for me to use for school work.		21

\* 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 (# = 25)		
Questionnaire Item	Percentage of Students*	Number of Students
<b>Language(s) students speak at home:</b>		
only or mostly English	60	15
another language (or languages) as often as English	24	6
only or mostly another language (or other languages)	16	4
<b>Language(s) that people speak to students at home:</b>		
only or mostly English	32	8
another language (or languages) as often as English	36	9
only or mostly another language (or other languages)	32	8

\* 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 (# = 25)	Female* (# = 14)	Male* (# = 11)	All Students (# = 6 744)	Female* (# = 3 312)	Male* (# = 3 432)	All Students (# = 138 935)	Female* (# = 68 318)	Male* (# = 70 615)
<b>Percentage of Students Who Answered “Yes” to the Statements Below</b>									
<b>Reading</b>									
I am a good reader.	24%	29%	18%	59%	60%	59%	62%	65%	59%
I like to read.	28%	29%	27%	42%	51%	34%	47%	55%	38%
I read by myself at home.	64%	71%	55%	65%	71%	60%	66%	73%	60%
I read with someone older than me at home.	0%	0%	0%	4%	3%	5%	4%	4%	4%
I use a computer for reading activities at school.	8%	7%	9%	15%	13%	17%	15%	15%	15%
<b>Writing</b>									
I am a good writer.	12%	14%	9%	41%	44%	39%	44%	50%	38%
I like to write.	16%	21%	9%	43%	50%	37%	42%	52%	33%
I write by myself at home.	56%	79%	27%	57%	63%	51%	52%	59%	45%
Someone older than me helps me with my writing at home.	16%	7%	27%	9%	7%	11%	9%	8%	10%
I use a computer for writing activities at school.	28%	29%	27%	33%	33%	34%	35%	34%	35%
<b>Mathematics</b>									
I am good at mathematics.	12%	7%	18%	46%	37%	54%	49%	40%	58%
I like mathematics.	40%	29%	55%	47%	39%	55%	45%	37%	52%
I use mathematics to solve problems outside school.	28%	29%	27%	35%	31%	38%	37%	34%	40%
Someone older than me helps me with my mathematics at home.	12%	7%	18%	22%	23%	21%	23%	27%	20%
I use a computer to learn mathematics at school.	48%	50%	45%	12%	11%	12%	15%	15%	14%
I use a calculator to learn mathematics at school.	8%	7%	9%	23%	24%	23%	24%	25%	23%
<b>Computer at home</b>									
There is a computer for me to use for school work.	84%	93%	73%	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 (# = 25)	Female* (# = 14)	Male* (# = 11)	All Students (# = 6 744)	Female* (# = 3 312)	Male* (# = 3 432)	All Students (# = 138 935)	Female* (# = 68 318)	Male* (# = 70 615)
<b>Language(s) students speak at home:**</b>									
only or mostly English	<b>60%</b>	64%	55%	<b>70%</b>	69%	71%	<b>82%</b>	82%	82%
another language (or languages) as often as English	<b>24%</b>	14%	36%	<b>19%</b>	20%	19%	<b>12%</b>	12%	11%
only or mostly another language (or other languages)	<b>16%</b>	21%	9%	<b>10%</b>	11%	10%	<b>6%</b>	6%	7%
<b>Language(s) that people speak to students at home:**</b>									
only or mostly English	<b>32%</b>	36%	27%	<b>57%</b>	55%	59%	<b>77%</b>	76%	77%
another language (or languages) as often as English	<b>36%</b>	29%	45%	<b>23%</b>	23%	22%	<b>12%</b>	12%	11%
only or mostly another language (or other languages)	<b>32%</b>	36%	27%	<b>20%</b>	22%	19%	<b>12%</b>	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

<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 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.
<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.
<b>W</b>	Results for some or all students are being withheld by EQAO. For further information, please contact the school principal.