



Education
Quality and
Accountability
Office



SCHOOL REPORT FOR 2005–2006

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

School: St Fidelis S (789917)

Board: Toronto Catholic District School Board (67059)

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

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

We believe that every student deserves a good outcome from public education. Working with Ontario educators for the past 10 years, EQAO has designed assessments that provide a check on student learning at a few critical transition points, and a vehicle for assuring people that, at those points, all Ontario students are being assessed by the same yardstick. However, large-scale assessment results are one piece of the picture of how students are doing in our schools. These assessment results should be used in conjunction with school-based information. As well, regular assessments conducted by a student's teacher should be the primary method of supporting students in their schooling.

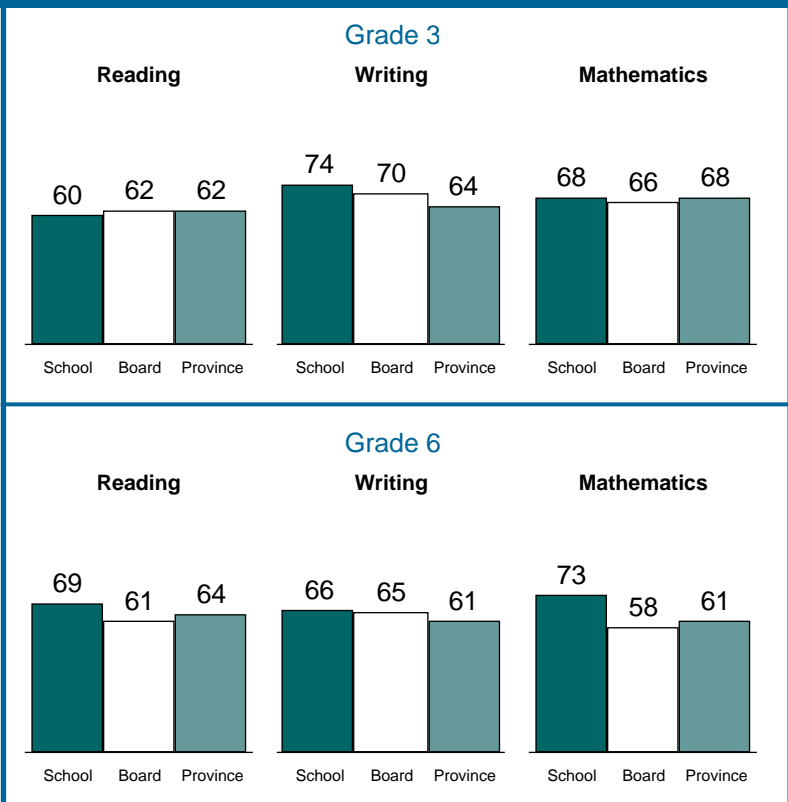
I hope this report will help parents, educators and all who support a strong public education system to work together so that all students achieve their fullest potential.

Sincerely,

Marguerite Jackson
Chief Executive Officer

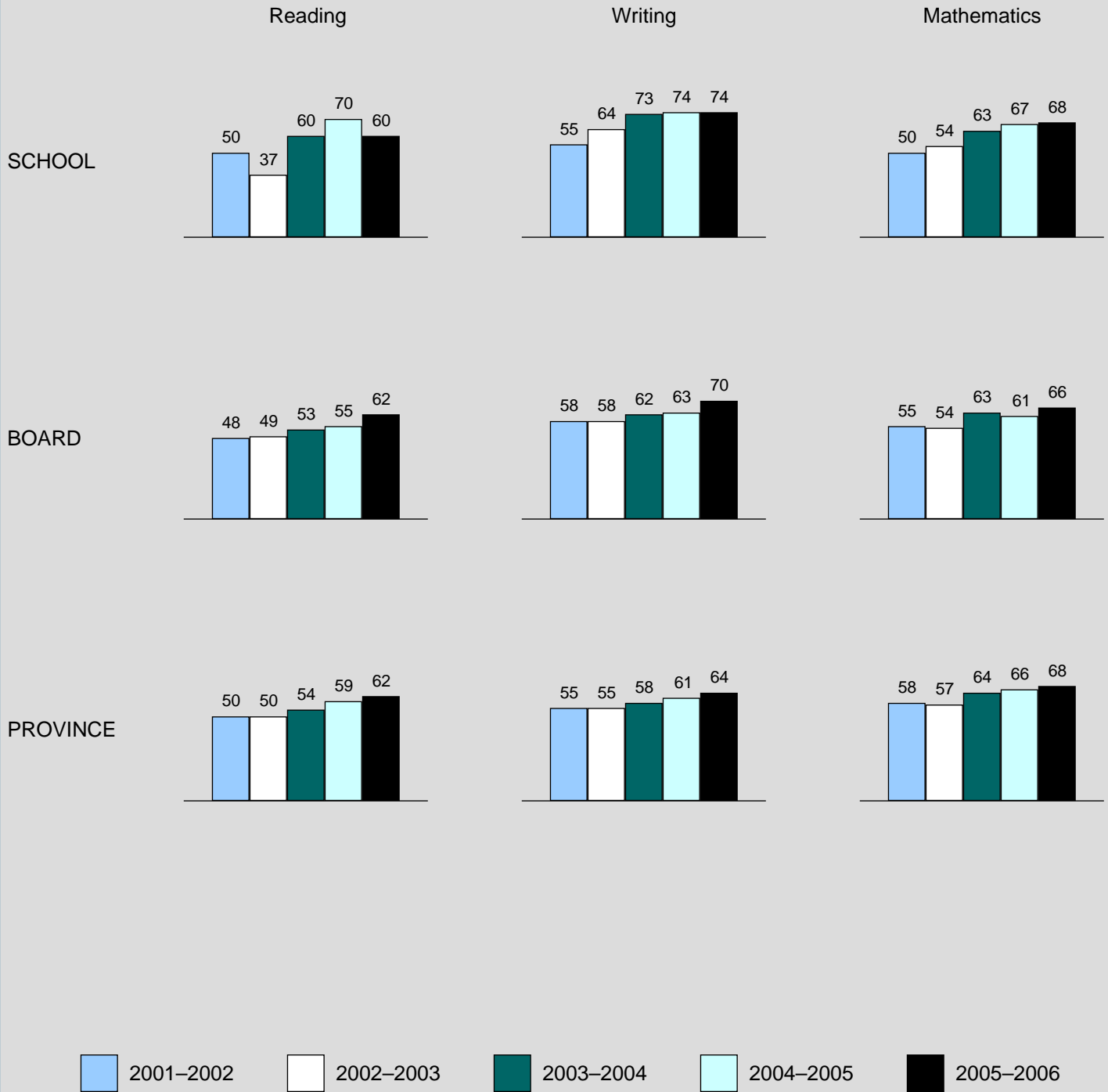
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2005–2006



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

Percentage of Students: Grade 3

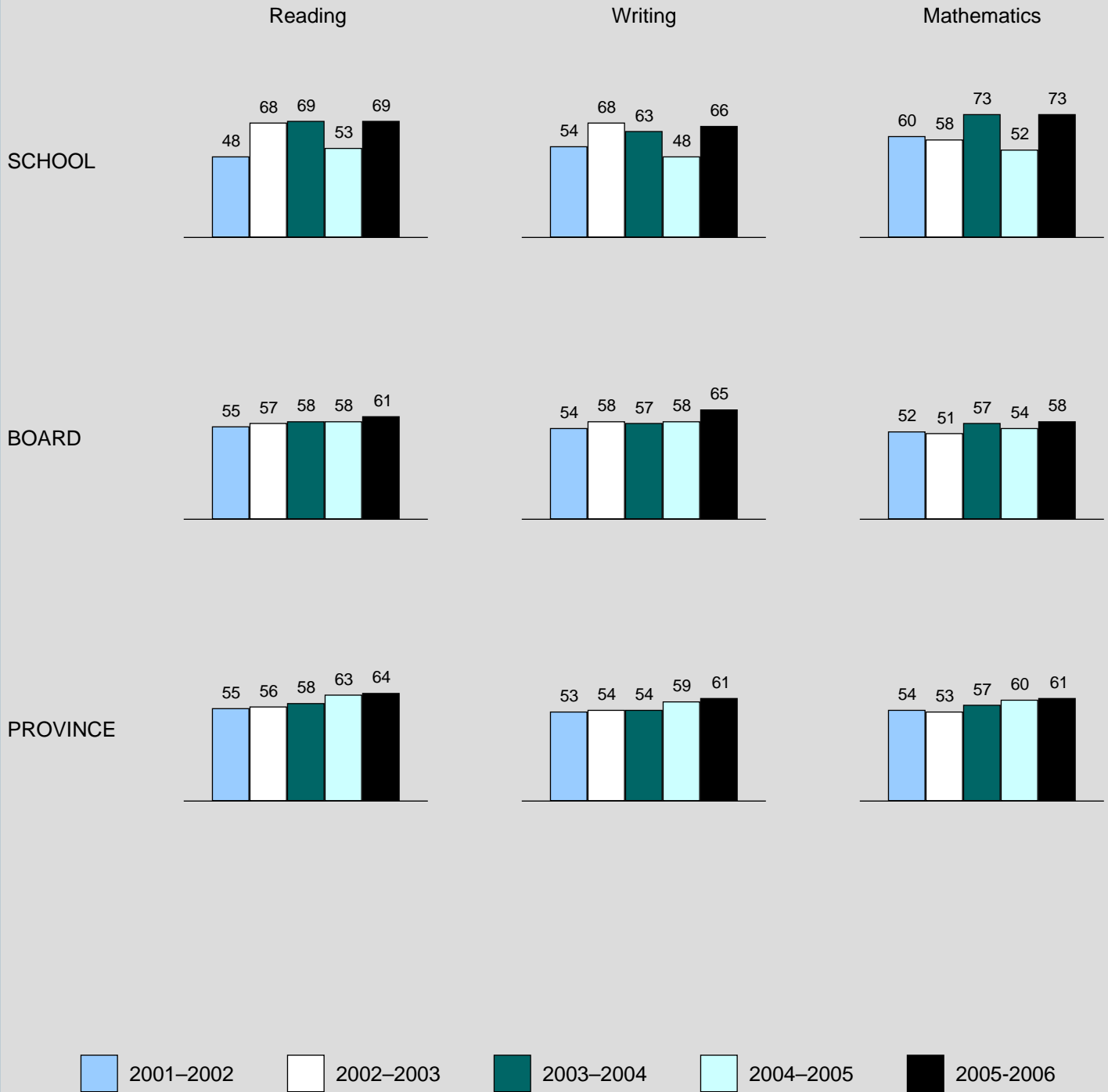


Total Number of Grade 3 Students

| | <u>2001-2002</u> | <u>2002-2003</u> | <u>2003-2004</u> | <u>2004-2005</u> | <u>2005-2006</u> |
|----------|------------------|------------------|------------------|------------------|------------------|
| School | 66 | 67 | 63 | 82 | 68 |
| Board | 7 186 | 7 033 | 7 059 | 6 581 | 6 501 |
| Province | 139 727 | 140 860 | 141 245 | 135 740 | 132 782 |

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

Percentage of Students: Grade 6



Total Number of Grade 6 Students

| | <u>2001-2002</u> | <u>2002-2003</u> | <u>2003-2004</u> | <u>2004-2005</u> | <u>2005-2006</u> |
|----------|------------------|------------------|------------------|------------------|------------------|
| School | 50 | 57 | 52 | 64 | 59 |
| Board | 7 046 | 6 899 | 6 806 | 6 858 | 7 029 |
| Province | 145 351 | 144 676 | 146 169 | 143 421 | 146 711 |

TIPS

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



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



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



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



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

ABOUT THIS SCHOOL OR BOARD REPORT

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

This report includes

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

How to use this report

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

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

Learn more about us at www.eqao.com.

Results in Reading, Writing and Mathematics, 2005–2006

Contextual Information: Grade 3 and Grade 6†

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

| Grade 3 | | School | Board | Province |
|---|--|-----------|--------------|----------------|
| <i>Number of students</i> | | 68 | 6 501 | 132 782 |
| Students participating in reading* | | 97% | 94% | 94% |
| writing* | | 97% | 94% | 94% |
| mathematics* | | 97% | 94% | 95% |
| Female | | 43% | 49% | 49% |
| Male | | 57% | 51% | 51% |
| ESL/ELD learners** | | 0% | 2% | 7% |
| Students with special needs (excluding gifted)** | | 7% | 12% | 12% |
| Born outside Canada | | 3% | 16% | 10% |
| In Canada less than one year | | 0% | 1% | 1% |
| In Canada one year or more but less than three years | | 3% | 4% | 2% |
| In Canada three years or more | | 0% | 11% | 6% |
| First language learned at home was other than English | | 10% | 30% | 18% |
| Year student entered current school: | | | | |
| 2005–2006 | | 6% | 11% | 13% |
| 2004–2005 | | 6% | 10% | 15% |
| 2003–2004 | | 6% | 12% | 13% |
| Prior to 2002–2003 | | 81% | 66% | 55% |
| Data not available | | 1% | 2% | 4% |
| Grade 6 | | School | Board | Province |
| <i>Number of students</i> | | 59 | 7 029 | 146 711 |
| Students participating in reading | | 100% | 95% | 95% |
| writing | | 100% | 95% | 95% |
| mathematics | | 100% | 95% | 95% |
| Female | | 39% | 49% | 48% |
| Male | | 61% | 51% | 52% |
| ESL/ELD learners** | | 0% | 2% | 5% |
| Students with special needs (excluding gifted)** | | 15% | 18% | 15% |
| Born outside Canada | | 5% | 18% | 11% |
| In Canada less than one year | | 0% | 1% | 1% |
| In Canada one year or more but less than three years | | 2% | 4% | 2% |
| In Canada three years or more | | 3% | 14% | 8% |
| First language learned at home was other than English | | 22% | 36% | 17% |
| Year student entered current school: | | | | |
| 2005–2006 | | 2% | 10% | 22% |
| 2004–2005 | | 8% | 9% | 13% |
| 2003–2004 | | 3% | 8% | 9% |
| Prior to 2002–2003 | | 86% | 71% | 53% |
| Data not available | | 0% | 2% | 3% |

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

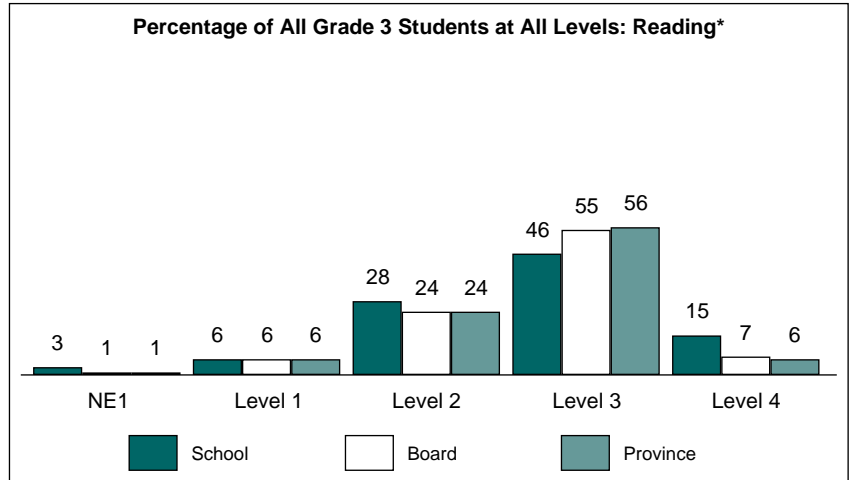
* Not all French Immersion students wrote all components of the Grade 3 assessment; the numbers shown here reflect those students who wrote the components determined by the French Immersion participation option selected by their board.

** See the Explanation of Terms.

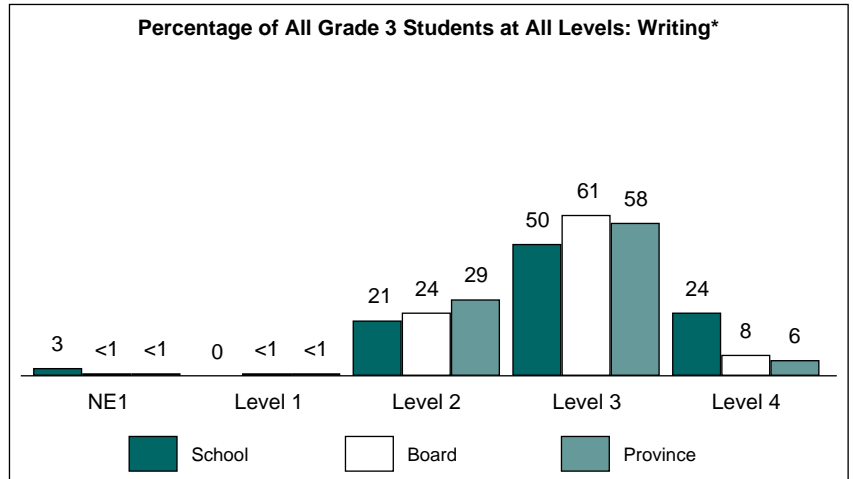
Results in Reading, Writing and Mathematics, 2005–2006

Grade 3: All Students

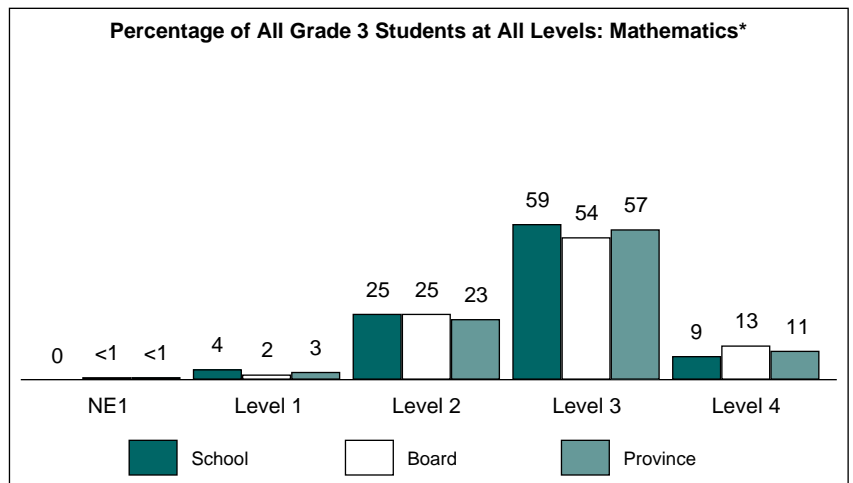
| Grade 3: Reading* | | | | |
|---|--------------|------------|----------------|---------------------|
| Number of Students | School 68 | | Board 6 366 | Province 129 630 |
| | # | % | % | % |
| Level 4 | 10 | 15% | 7% | 6% |
| Level 3 | 31 | 46% | 55% | 56% |
| Level 2 | 19 | 28% | 24% | 24% |
| Level 1 | 4 | 6% | 6% | 6% |
| NE1** | 2 | 3% | 1% | 1% |
| Participating Students | 66 | 97% | 94% | 94% |
| No Data | 0 | 0% | 2% | 1% |
| Exempt | 2 | 3% | 4% | 5% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 60% | 62% | 62% |



| Grade 3: Writing* | | | | |
|---|--------------|------------|----------------|---------------------|
| Number of Students | School 68 | | Board 6 366 | Province 129 630 |
| | # | % | % | % |
| Level 4 | 16 | 24% | 8% | 6% |
| Level 3 | 34 | 50% | 61% | 58% |
| Level 2 | 14 | 21% | 24% | 29% |
| Level 1 | 0 | 0% | <1% | <1% |
| NE1** | 2 | 3% | <1% | <1% |
| Participating Students | 66 | 97% | 94% | 94% |
| No Data | 0 | 0% | 2% | 1% |
| Exempt | 2 | 3% | 4% | 5% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 74% | 70% | 64% |



| Grade 3: Mathematics* | | | | |
|---|--------------|------------|----------------|---------------------|
| Number of Students | School 68 | | Board 6 501 | Province 132 782 |
| | # | % | % | % |
| Level 4 | 6 | 9% | 13% | 11% |
| Level 3 | 40 | 59% | 54% | 57% |
| Level 2 | 17 | 25% | 25% | 23% |
| Level 1 | 3 | 4% | 2% | 3% |
| NE1** | 0 | 0% | <1% | <1% |
| Participating Students | 66 | 97% | 94% | 95% |
| No Data | 0 | 0% | 2% | 1% |
| Exempt | 2 | 3% | 4% | 4% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 68% | 66% | 68% |



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

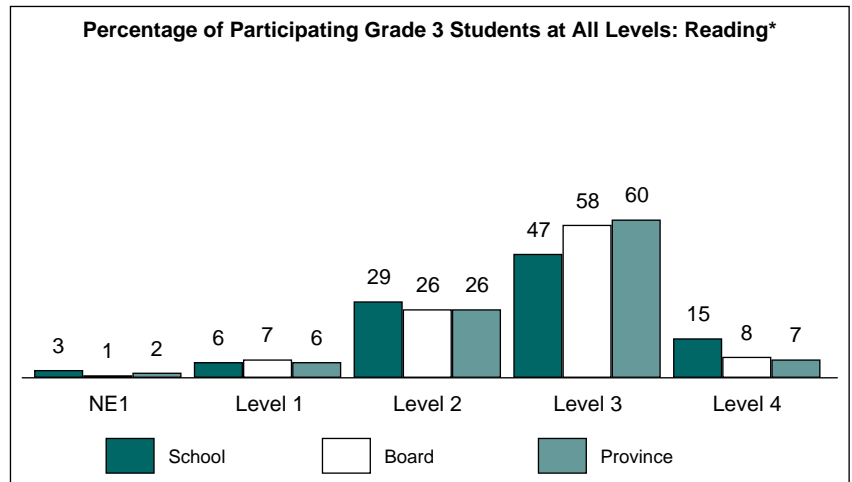
** See the Explanation of Terms.

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

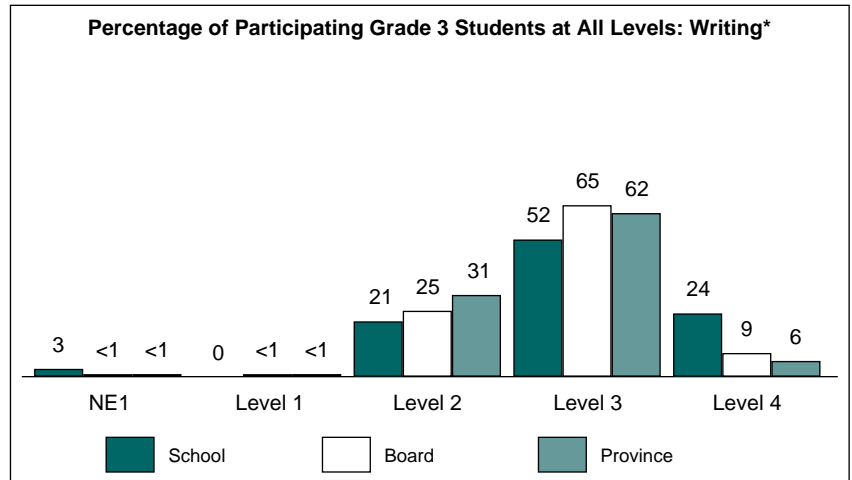
Results in Reading, Writing and Mathematics, 2005–2006

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

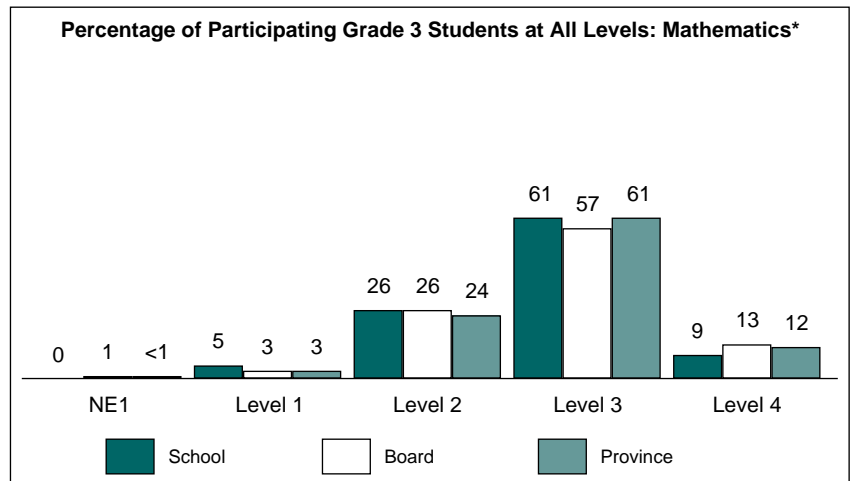
| Grade 3: Reading* | | | | |
|---|--------------|------------|----------------|---------------------|
| Number of Students | School 66 | | Board 5 965 | Province 121 290 |
| | # | % | % | % |
| Level 4 | 10 | 15% | 8% | 7% |
| Level 3 | 31 | 47% | 58% | 60% |
| Level 2 | 19 | 29% | 26% | 26% |
| Level 1 | 4 | 6% | 7% | 6% |
| NE1** | 2 | 3% | 1% | 2% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 62% | 66% | 67% |



| Grade 3: Writing* | | | | |
|---|--------------|------------|----------------|---------------------|
| Number of Students | School 66 | | Board 5 978 | Province 121 771 |
| | # | % | % | % |
| Level 4 | 16 | 24% | 9% | 6% |
| Level 3 | 34 | 52% | 65% | 62% |
| Level 2 | 14 | 21% | 25% | 31% |
| Level 1 | 0 | 0% | <1% | <1% |
| NE1** | 2 | 3% | <1% | <1% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 76% | 74% | 68% |



| Grade 3: Mathematics* | | | | |
|---|--------------|------------|----------------|---------------------|
| Number of Students | School 66 | | Board 6 113 | Province 125 518 |
| | # | % | % | % |
| Level 4 | 6 | 9% | 13% | 12% |
| Level 3 | 40 | 61% | 57% | 61% |
| Level 2 | 17 | 26% | 26% | 24% |
| Level 1 | 3 | 5% | 3% | 3% |
| NE1** | 0 | 0% | 1% | <1% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 70% | 71% | 72% |



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

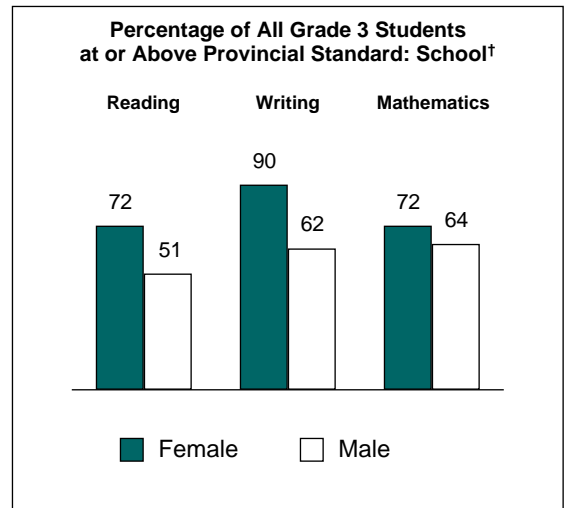
** See the Explanation of Terms.

† 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.

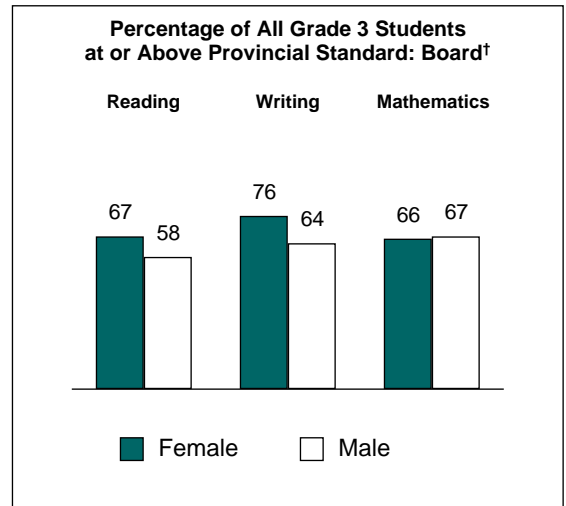
Results in Reading, Writing and Mathematics, 2005–2006

Grade 3: Gender††

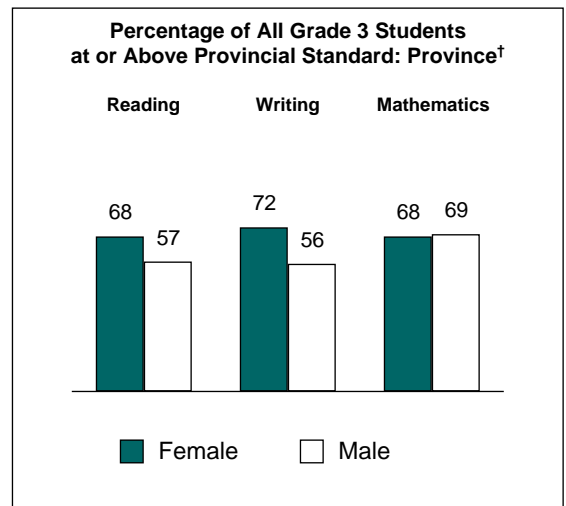
| Grade 3: School* | | | | | | |
|---|-----------|---------|-----------|---------|-------------|---------|
| Number of Students | Reading | | Writing | | Mathematics | |
| | Female 29 | Male 39 | Female 29 | Male 39 | Female 29 | Male 39 |
| Level 4 | 17% | 13% | 28% | 21% | 10% | 8% |
| Level 3 | 55% | 38% | 62% | 41% | 62% | 56% |
| Level 2 | 17% | 36% | 7% | 31% | 21% | 28% |
| Level 1 | 7% | 5% | 0% | 0% | 3% | 5% |
| NE1** | 0% | 5% | 0% | 5% | 0% | 0% |
| Participating Students | 97% | 97% | 97% | 97% | 97% | 97% |
| No Data | 0% | 0% | 0% | 0% | 0% | 0% |
| Exempt | 3% | 3% | 3% | 3% | 3% | 3% |
| At or Above Provincial Standard (Levels 3 and 4)† | 72% | 51% | 90% | 62% | 72% | 64% |



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



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



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

** See the Explanation of Terms.

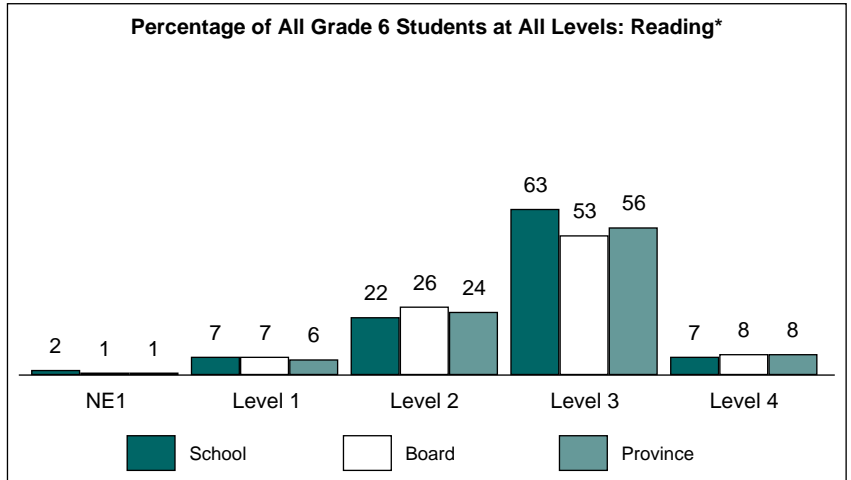
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

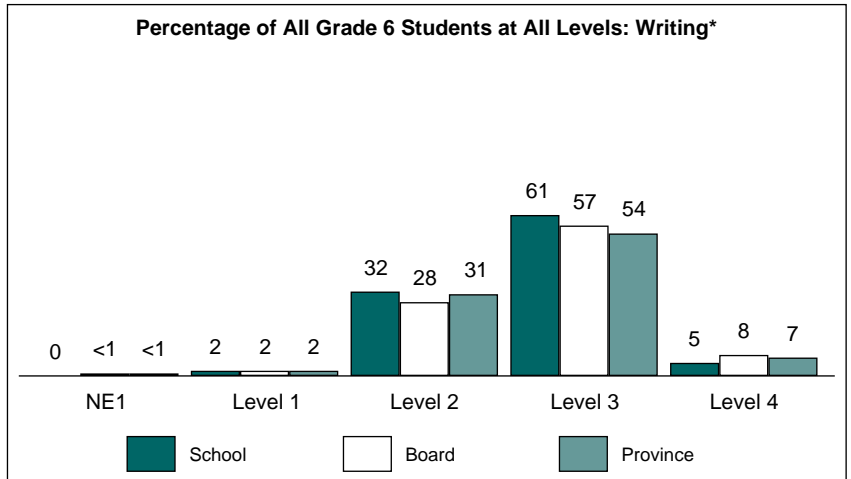
Results in Reading, Writing and Mathematics, 2005–2006

Grade 6: All Students

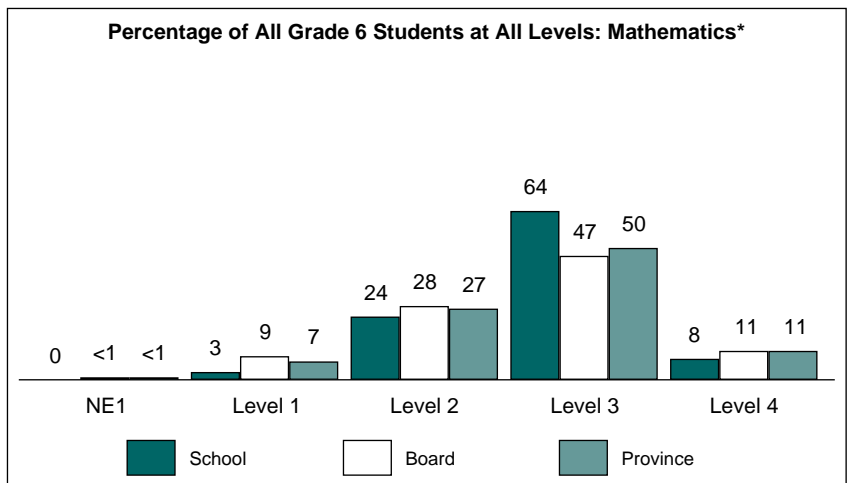
| Grade 6: Reading* | | | | |
|---|--------------|------------|----------------|---------------------|
| Number of Students | School 59 | | Board 7 029 | Province 146 711 |
| | # | % | % | % |
| Level 4 | 4 | 7% | 8% | 8% |
| Level 3 | 37 | 63% | 53% | 56% |
| Level 2 | 13 | 22% | 26% | 24% |
| Level 1 | 4 | 7% | 7% | 6% |
| NE1** | 1 | 2% | 1% | 1% |
| Participating Students | 59 | 100% | 95% | 95% |
| No Data | 0 | 0% | 1% | 1% |
| Exempt | 0 | 0% | 3% | 4% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 69% | 61% | 64% |



| Grade 6: Writing* | | | | |
|---|--------------|------------|----------------|---------------------|
| Number of Students | School 59 | | Board 7 029 | Province 146 711 |
| | # | % | % | % |
| Level 4 | 3 | 5% | 8% | 7% |
| Level 3 | 36 | 61% | 57% | 54% |
| Level 2 | 19 | 32% | 28% | 31% |
| Level 1 | 1 | 2% | 2% | 2% |
| NE1** | 0 | 0% | <1% | <1% |
| Participating Students | 59 | 100% | 95% | 95% |
| No Data | 0 | 0% | 1% | 1% |
| Exempt | 0 | 0% | 3% | 4% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 66% | 65% | 61% |



| Grade 6: Mathematics* | | | | |
|---|--------------|------------|----------------|---------------------|
| Number of Students | School 59 | | Board 7 029 | Province 146 711 |
| | # | % | % | % |
| Level 4 | 5 | 8% | 11% | 11% |
| Level 3 | 38 | 64% | 47% | 50% |
| Level 2 | 14 | 24% | 28% | 27% |
| Level 1 | 2 | 3% | 9% | 7% |
| NE1** | 0 | 0% | <1% | <1% |
| Participating Students | 59 | 100% | 95% | 95% |
| No Data | 0 | 0% | 2% | 1% |
| Exempt | 0 | 0% | 3% | 4% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 73% | 58% | 61% |



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

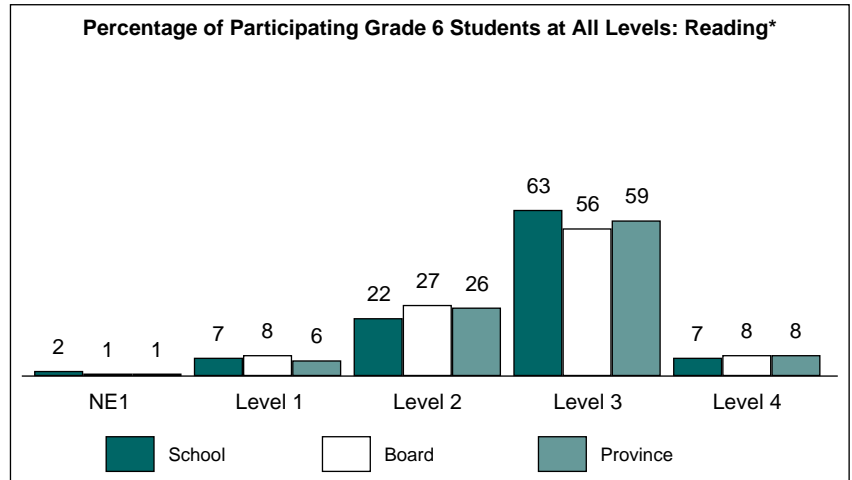
** See the Explanation of Terms.

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

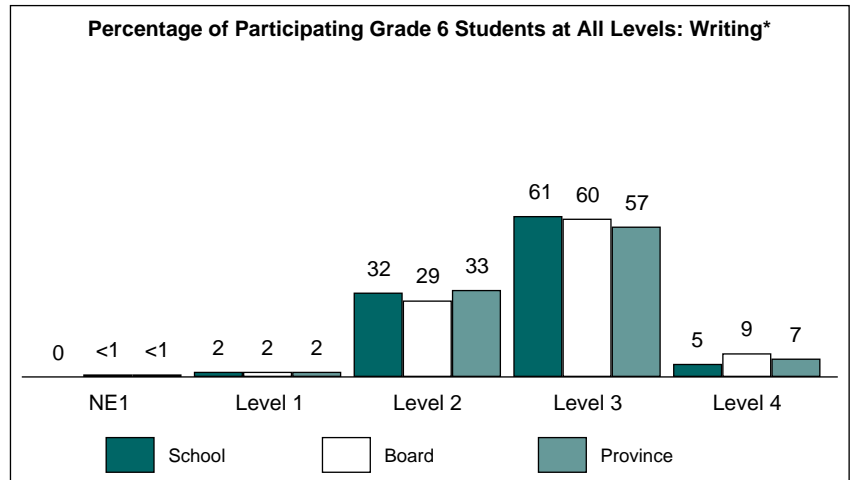
Results in Reading, Writing and Mathematics, 2005–2006

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

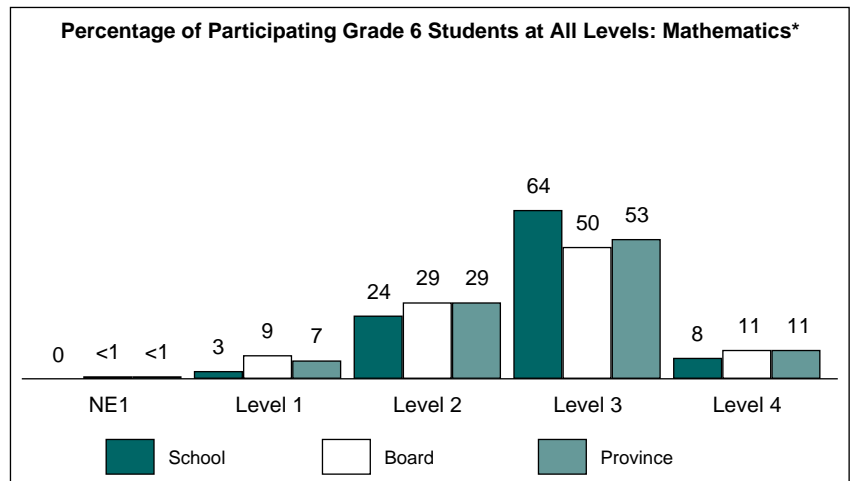
| Grade 6: Reading* | | | | |
|---|--------------|-----|----------------|---------------------|
| Number of Students | School 59 | | Board 6 694 | Province 138 696 |
| | # | % | % | % |
| Level 4 | 4 | 7% | 8% | 8% |
| Level 3 | 37 | 63% | 56% | 59% |
| Level 2 | 13 | 22% | 27% | 26% |
| Level 1 | 4 | 7% | 8% | 6% |
| NE1** | 1 | 2% | 1% | 1% |
| At or Above Provincial Standard (Levels 3 and 4) † | 69% | | 64% | 67% |



| Grade 6: Writing* | | | | |
|---|--------------|-----|----------------|---------------------|
| Number of Students | School 59 | | Board 6 689 | Province 138 812 |
| | # | % | % | % |
| Level 4 | 3 | 5% | 9% | 7% |
| Level 3 | 36 | 61% | 60% | 57% |
| Level 2 | 19 | 32% | 29% | 33% |
| Level 1 | 1 | 2% | 2% | 2% |
| NE1** | 0 | 0% | <1% | <1% |
| At or Above Provincial Standard (Levels 3 and 4) † | 66% | | 69% | 65% |



| Grade 6: Mathematics* | | | | |
|---|--------------|-----|----------------|---------------------|
| Number of Students | School 59 | | Board 6 684 | Province 138 697 |
| | # | % | % | % |
| Level 4 | 5 | 8% | 11% | 11% |
| Level 3 | 38 | 64% | 50% | 53% |
| Level 2 | 14 | 24% | 29% | 29% |
| Level 1 | 2 | 3% | 9% | 7% |
| NE1** | 0 | 0% | <1% | <1% |
| At or Above Provincial Standard (Levels 3 and 4) † | 73% | | 61% | 64% |



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

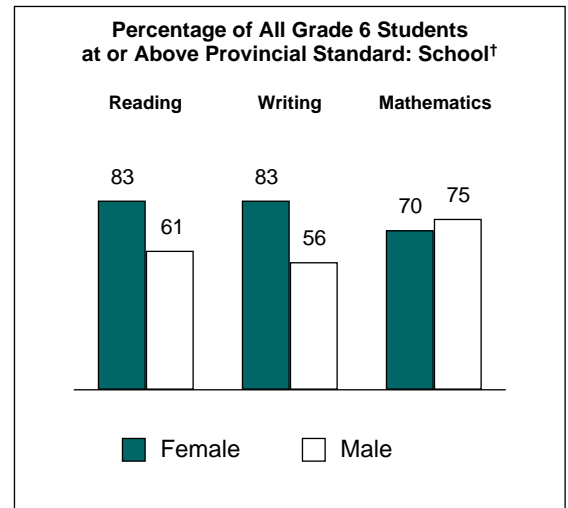
** See the Explanation of Terms.

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

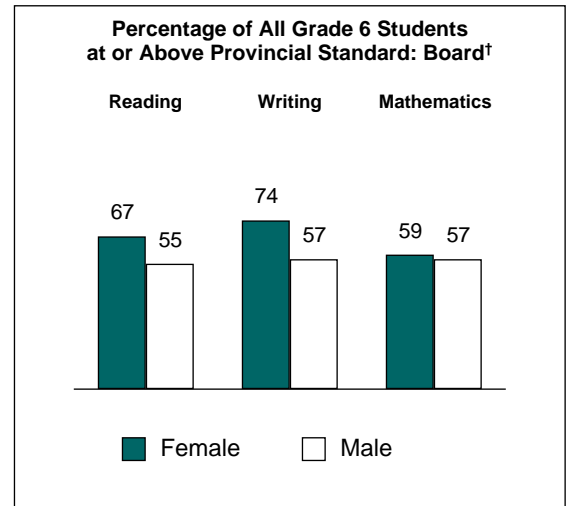
Results in Reading, Writing and Mathematics, 2005–2006

Grade 6: Gender††

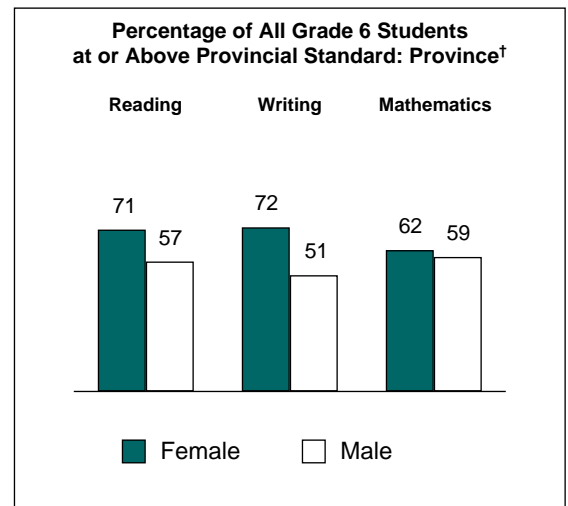
| Grade 6: School* | | | | | | |
|---|-----------|---------|-----------|---------|-------------|---------|
| Number of Students | Reading | | Writing | | Mathematics | |
| | Female 23 | Male 36 | Female 23 | Male 36 | Female 23 | Male 36 |
| Level 4 | 13% | 3% | 9% | 3% | 9% | 8% |
| Level 3 | 70% | 58% | 74% | 53% | 61% | 67% |
| Level 2 | 13% | 28% | 17% | 42% | 30% | 19% |
| Level 1 | 4% | 8% | 0% | 3% | 0% | 6% |
| NE1** | 0% | 3% | 0% | 0% | 0% | 0% |
| Participating Students | 100% | 100% | 100% | 100% | 100% | 100% |
| No Data | 0% | 0% | 0% | 0% | 0% | 0% |
| Exempt | 0% | 0% | 0% | 0% | 0% | 0% |
| At or Above Provincial Standard (Levels 3 and 4)† | 83% | 61% | 83% | 56% | 70% | 75% |



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



| Grade 6: Province* | | | | | | |
|---|---------------|-------------|---------------|-------------|---------------|-------------|
| Number of Students | Reading | | Writing | | Mathematics | |
| | Female 70 984 | Male 75 697 | Female 70 984 | Male 75 697 | Female 70 984 | Male 75 697 |
| Level 4 | 11% | 5% | 10% | 4% | 11% | 11% |
| Level 3 | 60% | 52% | 62% | 47% | 52% | 49% |
| Level 2 | 20% | 28% | 23% | 39% | 27% | 27% |
| Level 1 | 4% | 7% | 1% | 3% | 6% | 7% |
| NE1** | 1% | 1% | <1% | 1% | <1% | <1% |
| Participating Students | 96% | 93% | 96% | 93% | 96% | 93% |
| No Data | 1% | 1% | 1% | 1% | 1% | 2% |
| Exempt | 3% | 5% | 3% | 5% | 3% | 5% |
| At or Above Provincial Standard (Levels 3 and 4)† | 71% | 57% | 72% | 51% | 62% | 59% |



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

** See the Explanation of Terms.

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

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

Results Over Time, 2001–2002 to 2005–2006

Contextual Information for School: Grade 3 and Grade 6†

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

| Grade 3 | 2001–2002 | 2002–2003 | 2003–2004 | 2004–2005 | 2005–2006 |
|---|------------------|------------------|------------------|------------------|------------------|
| <i>Number of students</i> | 66 | 67 | 63 | 82 | 68 |
| Students participating in reading* | 88% | 94% | 95% | 96% | 97% |
| writing* | 94% | 94% | 95% | 96% | 97% |
| mathematics* | 94% | 94% | 95% | 96% | 97% |
| Female | 47% | 43% | 40% | 49% | 43% |
| Male | 53% | 57% | 60% | 51% | 57% |
| ESL/ELD learners** | 0% | 4% | 0% † | 1% † | 0% † |
| Students with special needs (excluding gifted)** | 11% | 7% | 5% † | 12% † | 7% † |
| Born outside Canada | 5% | 6% | 5% | 2% | 3% |
| In Canada less than one year | 0% | 1% | 0% | 1% | 0% |
| In Canada one year or more but less than three years | 0% | 1% | 0% | 0% | 3% |
| In Canada three years or more | 5% | 3% | 5% | 1% | 0% |
| First language learned at home was other than English | 20% | 13% | 16% | 12% | 10% |
| Attended three or more schools since Grade 1 | 3% | 3% | 17% | 1% | N/A* † |

| Grade 6 | 2001–2002 | 2002–2003 | 2003–2004 | 2004–2005 | 2005–2006 |
|---|------------------|------------------|------------------|------------------|------------------|
| <i>Number of students</i> | 50 | 57 | 52 | 64 | 59 |
| Students participating in reading | 94% | 98% | 96% | 100% | 100% |
| writing | 94% | 98% | 96% | 100% | 100% |
| mathematics | 94% | 98% | 96% | 100% | 100% |
| Female | 60% | 46% | 48% | 53% | 39% |
| Male | 40% | 54% | 52% | 45% | 61% |
| ESL/ELD learners** | 12% | 2% | 2% † | 2% † | 0% † |
| Students with special needs (excluding gifted)** | 18% | 16% | 12% † | 16% † | 15% † |
| Born outside Canada | 10% | 5% | 2% | 9% | 5% |
| In Canada less than one year | 0% | 0% | 2% | 2% | 0% |
| In Canada one year or more but less than three years | 0% | 0% | 0% | 0% | 2% |
| In Canada three years or more | 10% | 5% | 0% | 6% | 3% |
| First language learned at home was other than English | 4% | 7% | 6% | 11% | 22% |
| Attended three or more schools since Grade 1 | 4% | 12% | 12% | 11% | N/A* † |

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

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

** See the Explanation of Terms.

† As the definition for the English as a second language/English literacy development group changed effective the 2004 assessments from “students enrolled in an ESL/ELD program” to “students designated as ESL/ELD learners”, the percentage of students in this group may not be comparable with previous years.

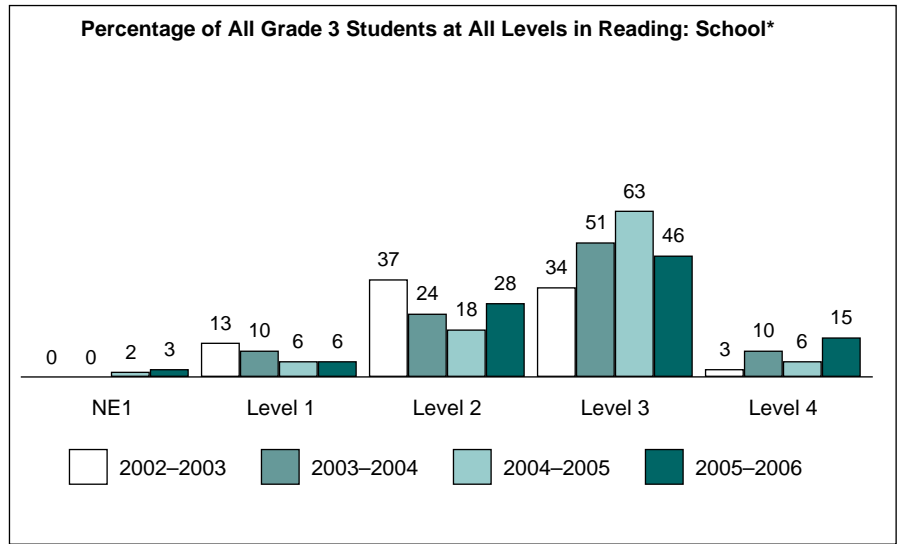
‡ Because the Individual Education Plan requirement became effective for the 2004 assessments, the percentage of students designated as having special needs may not be comparable with the percentages from previous years.

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

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

Grade 3: Reading

| Grade 3 Reading: School* | | | | |
|---|---------|---------|---------|---------|
| Year | '02-'03 | '03-'04 | '04-'05 | '05-'06 |
| <i>Number of Students</i> | 67 | 63 | 82 | 68 |
| Level 4 | 3% | 10% | 6% | 15% |
| Level 3 | 34% | 51% | 63% | 46% |
| Level 2 | 37% | 24% | 18% | 28% |
| Level 1 | 13% | 10% | 6% | 6% |
| NE1** | 0% | 0% | 2% | 3% |
| NEIS†† | 6% | 2% | --- | --- |
| <i>Participating Students</i> | 94% | 95% | 96% | 97% |
| No Data | 1% | 2% | 0% | 0% |
| Exempt | 4% | 3% | 4% | 3% |
| At or Above Provincial Standard† | 37% | 60% | 70% | 60% |



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



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

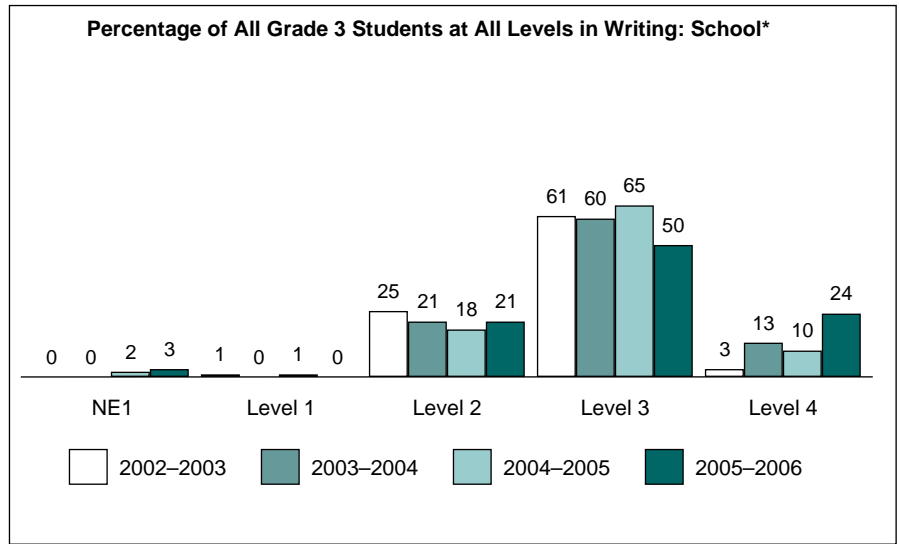


♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
 * Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
 ** See the Explanation of Terms.
 † These percentages are based on the actual number 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, 2002–2003 to 2005–2006*

Grade 3: Writing

| Grade 3 Writing: School* | | | | |
|----------------------------------|---------|---------|---------|---------|
| Year | '02-'03 | '03-'04 | '04-'05 | '05-'06 |
| Number of Students | 67 | 63 | 82 | 68 |
| Level 4 | 3% | 13% | 10% | 24% |
| Level 3 | 61% | 60% | 65% | 50% |
| Level 2 | 25% | 21% | 18% | 21% |
| Level 1 | 1% | 0% | 1% | 0% |
| NE1** | 0% | 0% | 2% | 3% |
| NEIS†† | 3% | 2% | --- | --- |
| Participating Students | 94% | 95% | 96% | 97% |
| No Data | 1% | 2% | 0% | 0% |
| Exempt | 4% | 3% | 4% | 3% |
| At or Above Provincial Standard† | 64% | 73% | 74% | 74% |



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



| Grade 3 Writing: Province* | | | | |
|----------------------------------|---------|---------|---------|---------|
| Year | '02-'03 | '03-'04 | '04-'05 | '05-'06 |
| Number of Students | 138 198 | 138 290 | 132 667 | 129 630 |
| Level 4 | 8% | 9% | 6% | 6% |
| Level 3 | 48% | 49% | 55% | 58% |
| Level 2 | 33% | 31% | 32% | 29% |
| Level 1 | 2% | 1% | 1% | <1% |
| NE1** | <1% | 1% | 1% | <1% |
| NEIS†† | 4% | 3% | --- | --- |
| Participating Students | 94% | 94% | 94% | 94% |
| No Data | 1% | 1% | 1% | 1% |
| Exempt | 5% | 5% | 5% | 5% |
| At or Above Provincial Standard† | 55% | 58% | 61% | 64% |

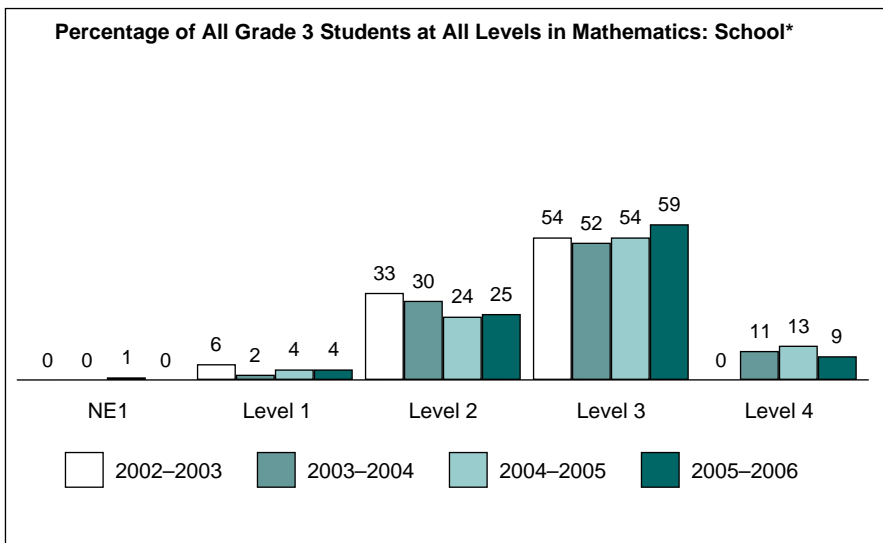


* Refer to the EQAO Web site (www.eqao.com) for data from previous years.
 * Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
 ** See the Explanation of Terms.
 † These percentages are based on the actual number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

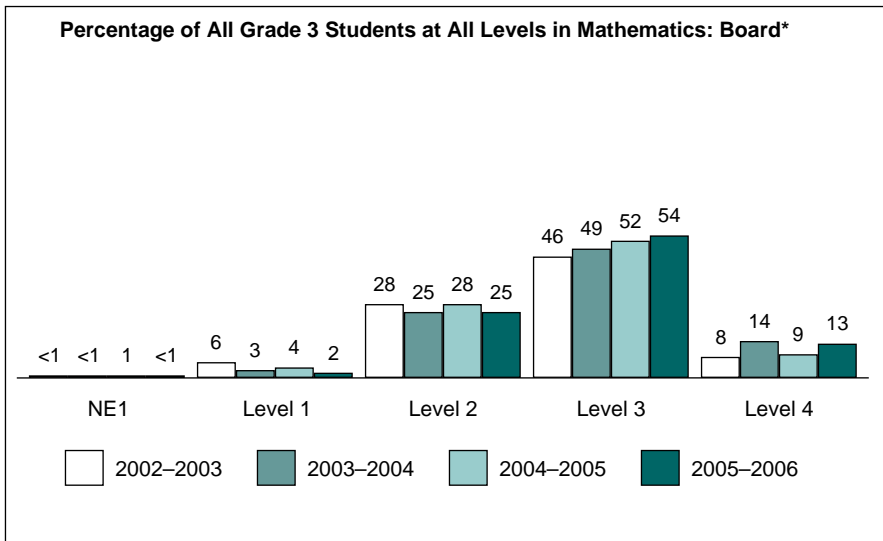
Results Over Time, 2002–2003 to 2005–2006*

Grade 3: Mathematics

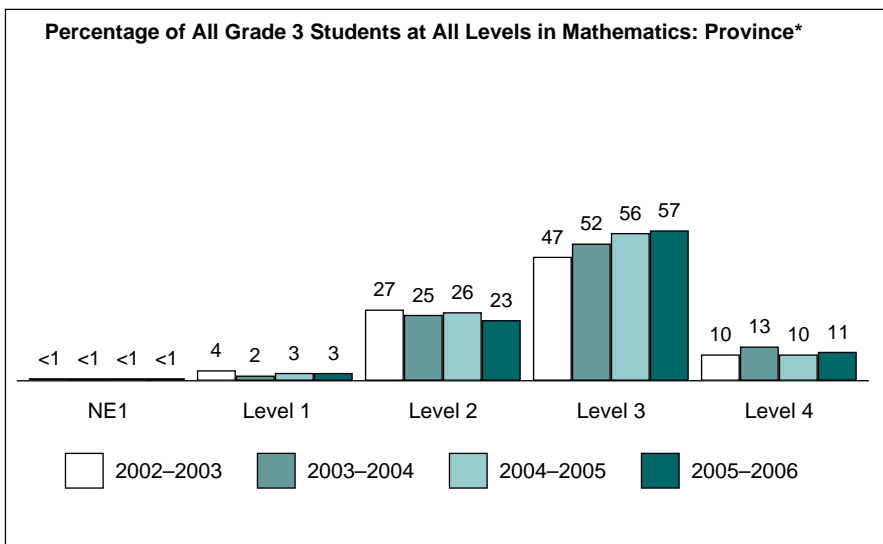
| Grade 3 Mathematics: School* | | | | |
|----------------------------------|---------|---------|---------|---------|
| Year | '02-'03 | '03-'04 | '04-'05 | '05-'06 |
| Number of Students | 67 | 63 | 82 | 68 |
| Level 4 | 0% | 11% | 13% | 9% |
| Level 3 | 54% | 52% | 54% | 59% |
| Level 2 | 33% | 30% | 24% | 25% |
| Level 1 | 6% | 2% | 4% | 4% |
| NE1** | 0% | 0% | 1% | 0% |
| NEIS†† | 1% | 0% | --- | --- |
| Participating Students | 94% | 95% | 96% | 97% |
| No Data | 1% | 2% | 0% | 0% |
| Exempt | 4% | 3% | 4% | 3% |
| At or Above Provincial Standard† | 54% | 63% | 67% | 68% |



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



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

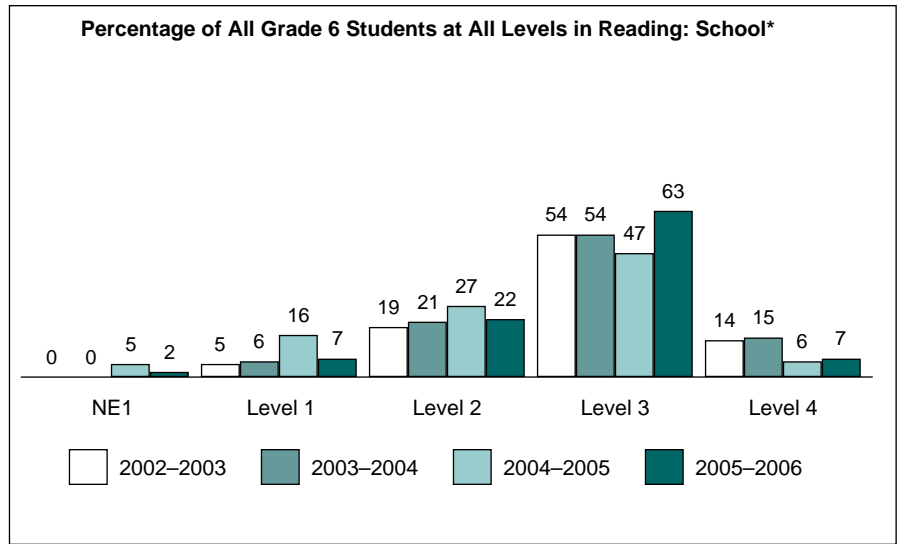


♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
 * Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
 ** See the Explanation of Terms.
 † These percentages are based on the actual number 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, 2002–2003 to 2005–2006*

Grade 6: Reading

| Grade 6 Reading: School* | | | | |
|---|---------|---------|---------|---------|
| Year | '02-'03 | '03-'04 | '04-'05 | '05-'06 |
| <i>Number of Students</i> | 57 | 52 | 64 | 59 |
| Level 4 | 14% | 15% | 6% | 7% |
| Level 3 | 54% | 54% | 47% | 63% |
| Level 2 | 19% | 21% | 27% | 22% |
| Level 1 | 5% | 6% | 16% | 7% |
| NE1** | 0% | 0% | 5% | 2% |
| NEIS†† | 5% | 0% | --- | --- |
| <i>Participating Students</i> | 98% | 96% | 100% | 100% |
| No Data | 0% | 0% | 0% | 0% |
| Exempt | 2% | 4% | 0% | 0% |
| At or Above Provincial Standard† | 68% | 69% | 53% | 69% |



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



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

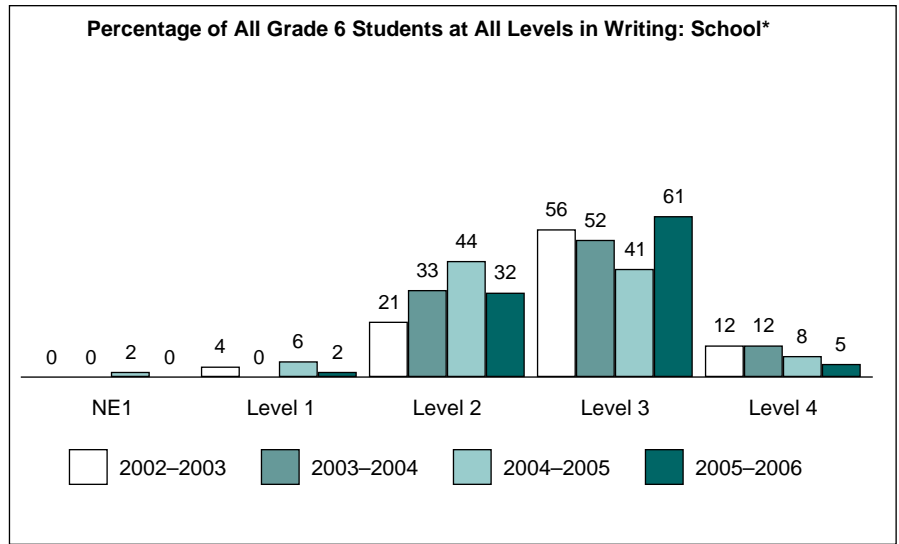


* Refer to the EQAO Web site (www.eqao.com) for data from previous years.
 * Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
 ** See the Explanation of Terms.
 † These percentages are based on the actual number 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, 2002–2003 to 2005–2006*

Grade 6: Writing

| Grade 6 Writing: School* | | | | |
|---|---------|---------|---------|---------|
| Year | '02-'03 | '03-'04 | '04-'05 | '05-'06 |
| <i>Number of Students</i> | 57 | 52 | 64 | 59 |
| Level 4 | 12% | 12% | 8% | 5% |
| Level 3 | 56% | 52% | 41% | 61% |
| Level 2 | 21% | 33% | 44% | 32% |
| Level 1 | 4% | 0% | 6% | 2% |
| NE1** | 0% | 0% | 2% | 0% |
| NEIS†† | 5% | 0% | --- | --- |
| <i>Participating Students</i> | 98% | 96% | 100% | 100% |
| No Data | 0% | 0% | 0% | 0% |
| Exempt | 2% | 4% | 0% | 0% |
| At or Above Provincial Standard† | 68% | 63% | 48% | 66% |



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



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

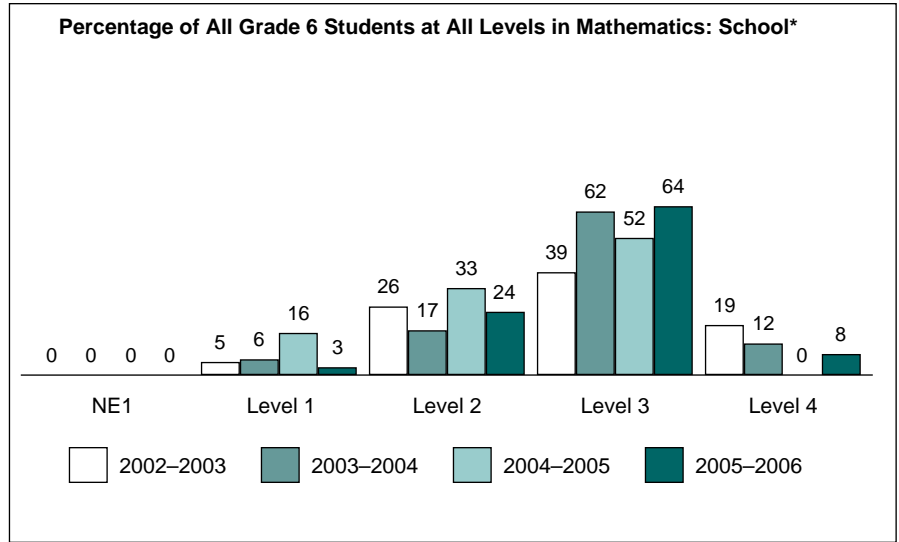


* Refer to the EQAO Web site (www.eqao.com) for data from previous years.
 * Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
 ** See the Explanation of Terms.
 † These percentages are based on the actual number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

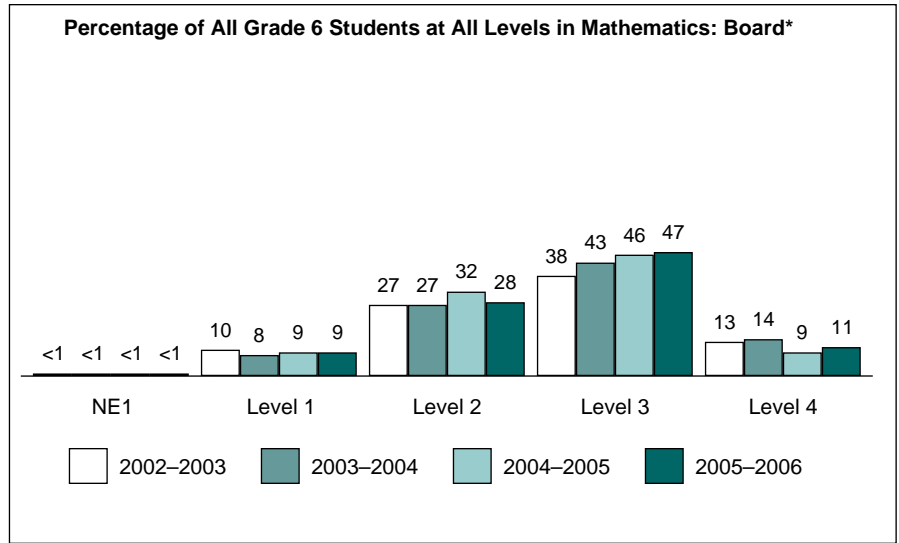
Results Over Time, 2002–2003 to 2005–2006*

Grade 6: Mathematics

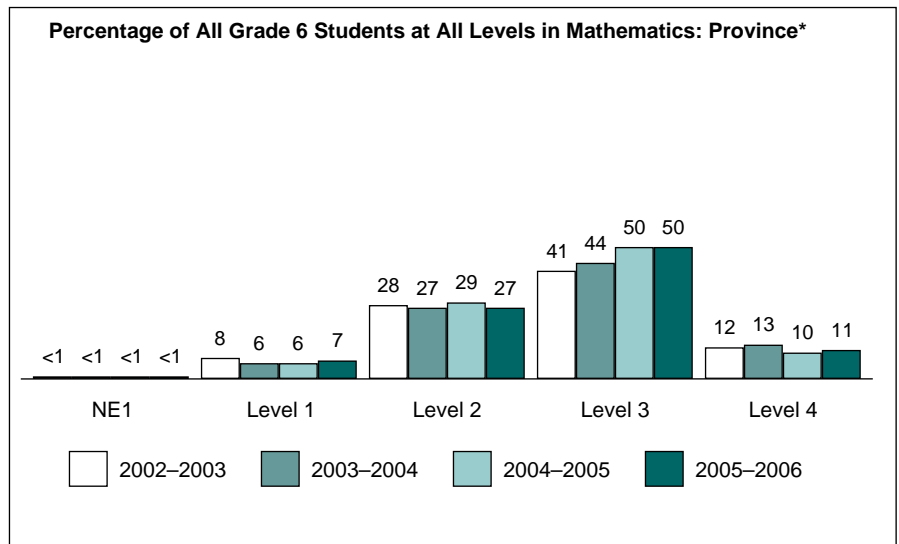
| Grade 6 Mathematics: School* | | | | |
|---|---------|---------|---------|---------|
| Year | '02-'03 | '03-'04 | '04-'05 | '05-'06 |
| <i>Number of Students</i> | 57 | 52 | 64 | 59 |
| Level 4 | 19% | 12% | 0% | 8% |
| Level 3 | 39% | 62% | 52% | 64% |
| Level 2 | 26% | 17% | 33% | 24% |
| Level 1 | 5% | 6% | 16% | 3% |
| NE1** | 0% | 0% | 0% | 0% |
| NEIS†† | 9% | 0% | --- | --- |
| <i>Participating Students</i> | 98% | 96% | 100% | 100% |
| No Data | 0% | 0% | 0% | 0% |
| Exempt | 2% | 4% | 0% | 0% |
| At or Above Provincial Standard† | 58% | 73% | 52% | 73% |



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



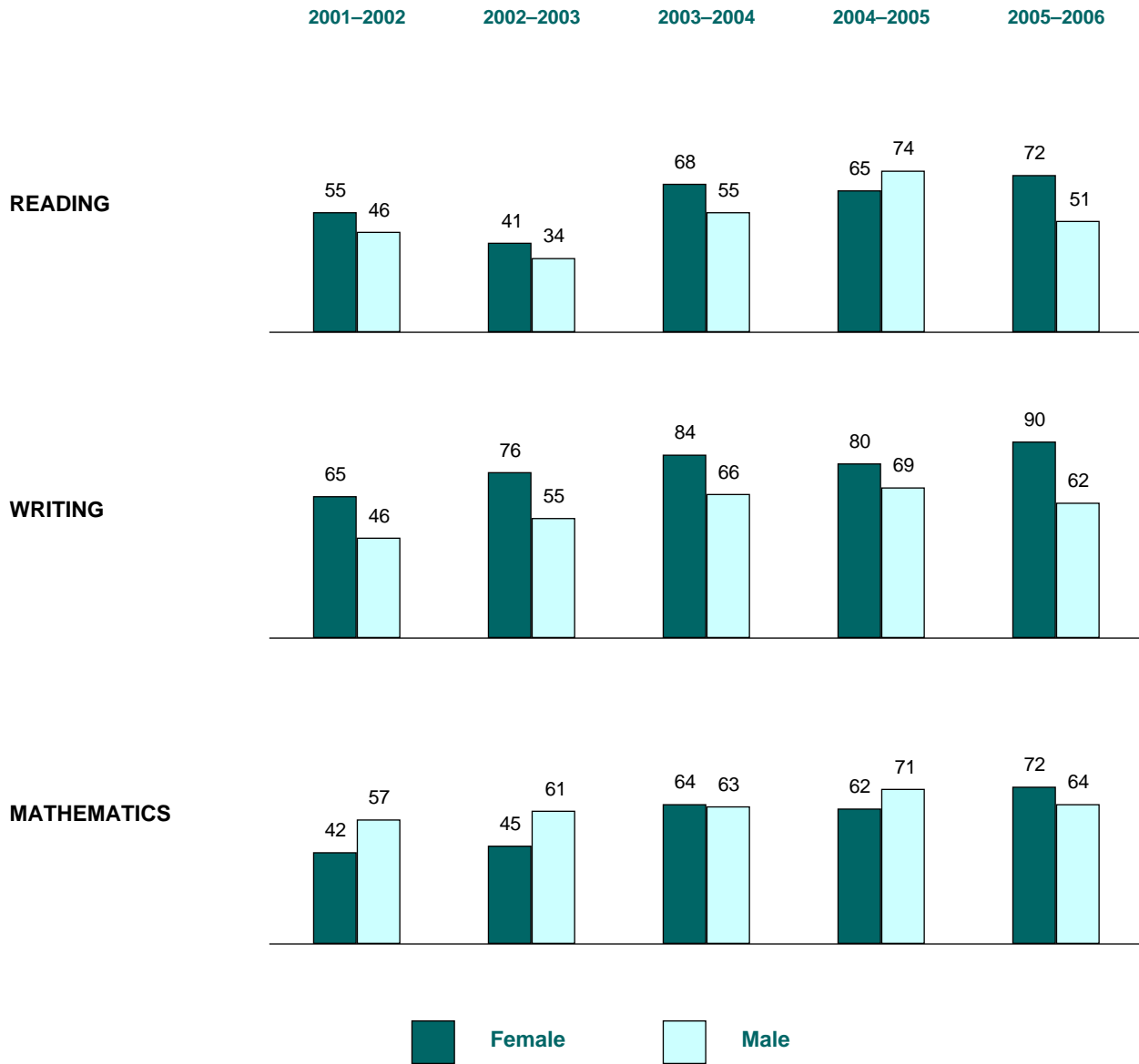
| Grade 6 Mathematics: Province* | | | | |
|---|---------|---------|---------|---------|
| Year | '02-'03 | '03-'04 | '04-'05 | '05-'06 |
| <i>Number of Students</i> | 144 676 | 146 168 | 143 421 | 146 711 |
| Level 4 | 12% | 13% | 10% | 11% |
| Level 3 | 41% | 44% | 50% | 50% |
| Level 2 | 28% | 27%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



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

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

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



Total Number of Grade 3 Students†

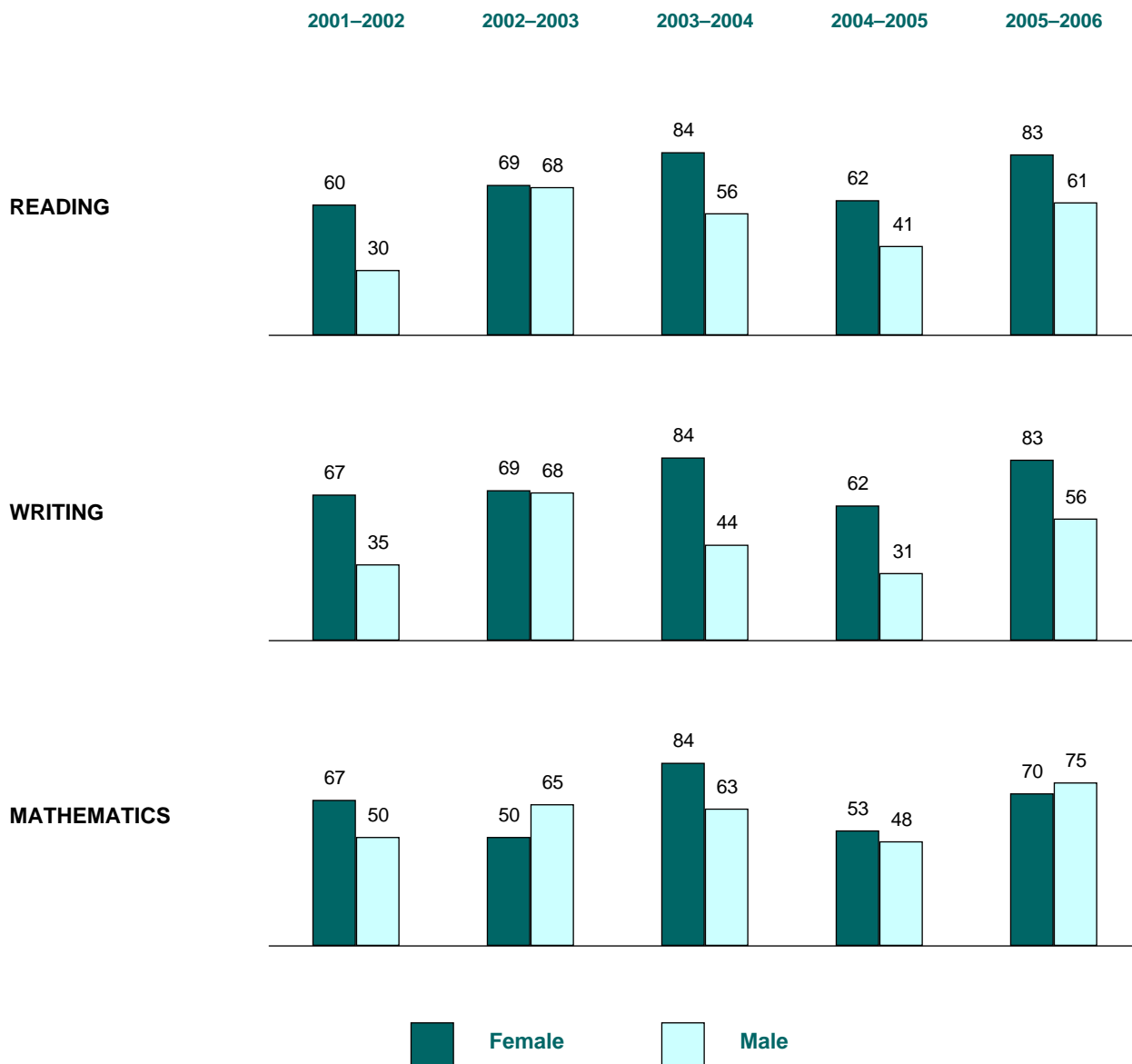
| | <u>2001-2002</u> | | <u>2002-2003</u> | | <u>2003-2004</u> | | <u>2004-2005</u> | | <u>2005-2006</u> | |
|--------|------------------|------|------------------|------|------------------|------|------------------|------|------------------|------|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| School | 31 | 35 | 29 | 38 | 25 | 38 | 40 | 42 | 29 | 39 |

† 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>2001-2002</u> | | <u>2002-2003</u> | | <u>2003-2004</u> | | <u>2004-2005</u> | | <u>2005-2006</u> | |
|--------|------------------|------|------------------|------|------------------|------|------------------|------|------------------|------|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| School | 30 | 20 | 26 | 31 | 25 | 27 | 34 | 29 | 23 | 36 |

† Includes only students for whom gender data were available.

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

EXPLANATION OF TERMS

| | |
|------------------------------------|---|
| All Students | Results are reported for all students in the grade. |
| Participating Students | Results are reported only for those students who took part in the assessment (excludes "no data" and "exempt" categories). |
| Provincial Standard | The Ministry of Education has set Level 3 as the provincial standard. |
| Level 4 | The student has demonstrated the required knowledge and skills. Achievement surpasses the provincial standard. |
| Level 3 | The student has demonstrated most of the required knowledge and skills. Achievement is at the provincial standard. |
| Level 2 | The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard. |
| Level 1 | The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard. |
| NE1 | "Not enough evidence for Level 1." The student has not demonstrated enough evidence of knowledge and understanding to be assigned Level 1. |
| NEIS | "Not Enough Information to Score." This category was eliminated in 2004–2005. Students are now assigned a level based on the work they submitted, with unanswered questions treated as incorrect. |
| No Data | EQAO did not receive completed assessment booklets for this student. |
| Exempt | The student was formally exempted in one or more components of the assessment. |
| ESL/ELD | English as a second language (ESL)/English literacy development (ELD) learners are identified by the school. |
| Students with Special Needs | These are students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students identified as gifted are not included. |
| N/R | "Not reported" indicates that the number of participating students in a school or board is so small (fewer than 15 in a group) that identification of individual student results might be possible; therefore, results are not reported publicly. |
| 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. |