



School Report



Assessments of Reading, Writing and Mathematics
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2007–2008

School: Stella Maris Sep S (859591)
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), 2007–2008. Included are student results for the current and previous years. To put these results in context, this report also provides information about the assessed student populations.

Across the province, EQAO data have helped inform teaching practices and continue to serve as a catalyst for improving student achievement. This report is intended to help you foster constructive conversations about improving student achievement and assist you in the planning of educational strategies.

Every student deserves the best outcome from the public education system. That is why, with the guidance of Ontario educators, EQAO continues to design assessments that are directly based on curriculum expectations. These assessments not only ensure that Ontario students' achievement is measured at key stages in their education, they also assure people that all students are assessed against a common benchmark.

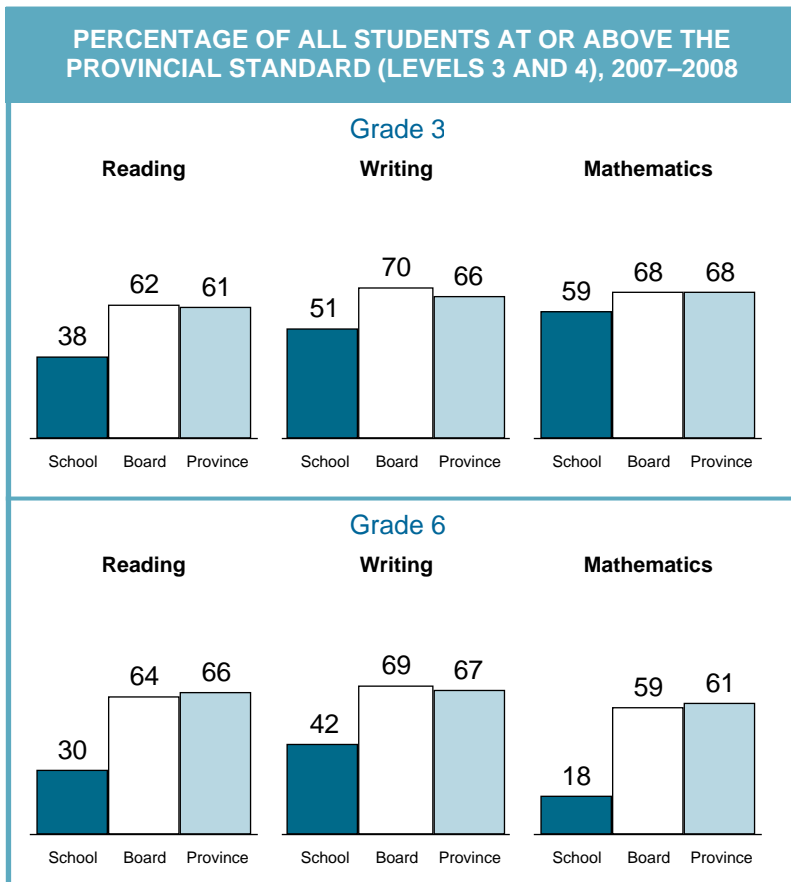
Large-scale testing results are just one of the many tools that support student learning. These results are a snapshot of achievement and should be considered alongside school-based information. Regular assessments conducted in the classroom remain the fundamental method of assessing and supporting students throughout their education.

I trust that this report will help parents, educators and all who are committed to a strong public education system work together so that all students achieve to the best of their abilities.

Sincerely,

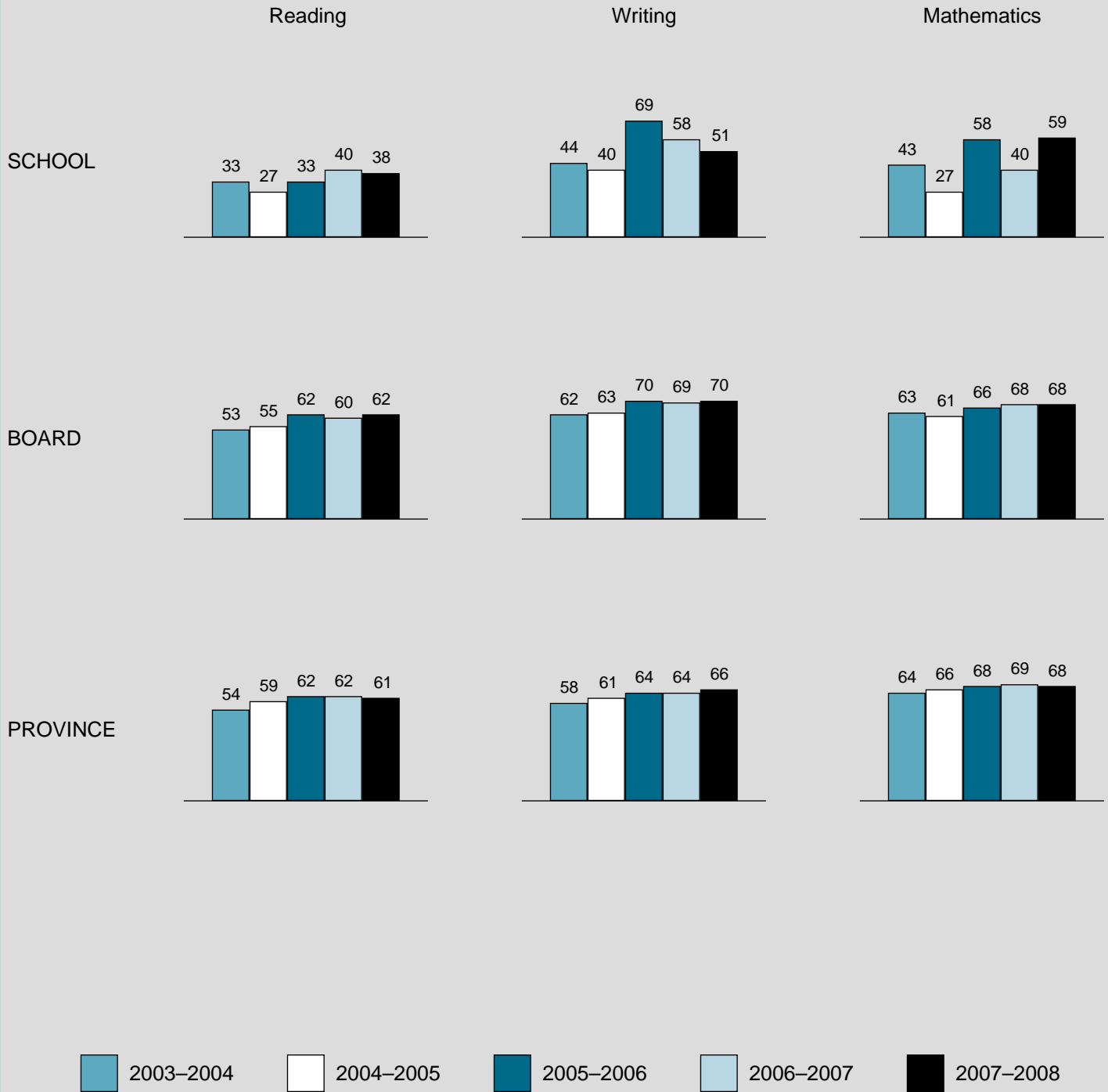
Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
Percentages of all students at or above the provincial standard:		
• 2007–2008	1	1
• Over time	2	3
Tips for using this report	4	4
Contextual information: 2007–2008	5	9
Results for groups of students: 2007–2008		
• All students	6	10
• Participating students	7	11
• Students by gender	8	12
Contextual information: Over time	13	17
Results for all students: Over time	14–16	18–20
Results for all students: Over time by gender	21	22
Student questionnaire results	23–26	27–30
Explanation of terms	31	31



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

Percentage of Students: Grade 3

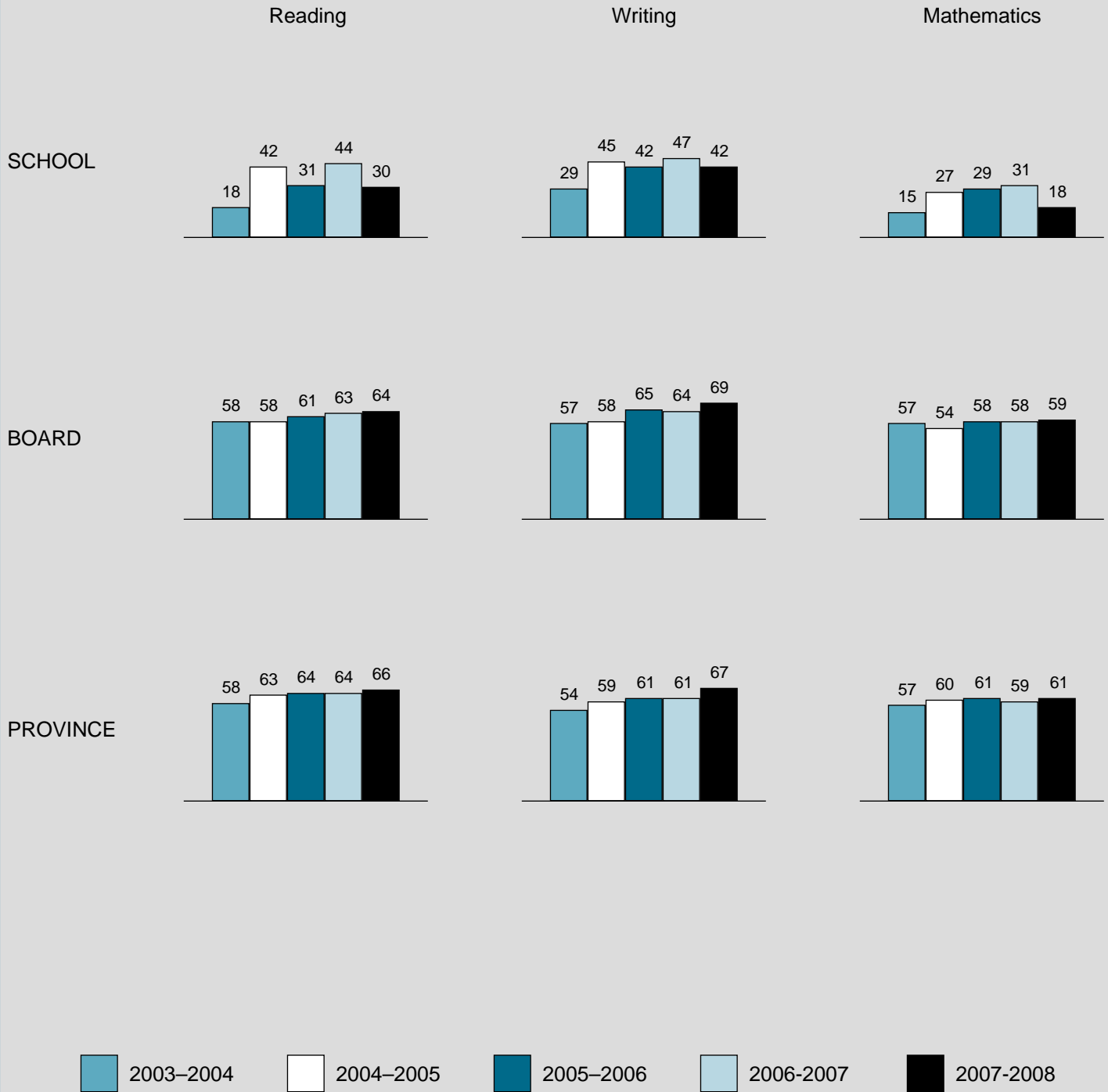


Total Number of Grade 3 Students

	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
School	63	55	45	50	39
Board	7 059	6 581	6 501	6 243	6 305
Province	141 245	135 740	132 782	131 012	128 660

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>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
School	73	60	62	55	57
Board	6 806	6 858	7 029	7 061	6 702
Province	146 169	143 421	146 711	145 901	140 420

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 four 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 (refer to the questionnaire results)?
- ◆ Speak to school or board staff about the goals for school improvement related to reading, writing and mathematics.

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

Learn more about us at www.eqao.com.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2007–2008

Contextual Information: Grade 3*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 3 students	39		6 305		128 660	
Number of classes with Grade 3 students	3		450		9 378	
Number of schools with Grade 3 classes	Not applicable		169		3 385	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	22	56%	3 085	49%	62 501	49%
Male	17	44%	3 220	51%	66 158	51%
Gender not specified	0	0%	0	0%	1	<1%
Student Status						
English language learners**	4	10%	129	2%	9 848	8%
Students with special needs (excluding gifted)**	3	8%	755	12%	17 089	13%
Place of Birth						
Born in Canada	31	79%	5 207	83%	114 855	89%
Born outside Canada	8	21%	1 086	17%	13 596	11%
In Canada less than one year	1	3%	44	1%	823	1%
In Canada one year or more but less than three years	3	8%	288	5%	3 000	2%
In Canada three years or more	4	10%	751	12%	8 792	7%
Language						
First language learned at home was other than English	19	49%	1 930	31%	26 230	20%
Year Student Entered Current School						
2007–2008	4	10%	706	11%	17 787	14%
2006–2007	4	10%	615	10%	14 301	11%
2005–2006	1	3%	786	12%	20 883	16%
Prior to 2005–2006	30	77%	4 185	66%	75 028	58%
Data not available	0	0%	13	<1%	661	1%
Year Student Entered Current Board						
2007–2008	1	3%	375	6%	9 919	8%
2006–2007	3	8%	348	6%	9 438	7%
2005–2006	1	3%	556	9%	17 646	14%
Prior to 2005–2006	34	87%	4 995	79%	87 870	68%
Data not available	0	0%	31	<1%	3 787	3%

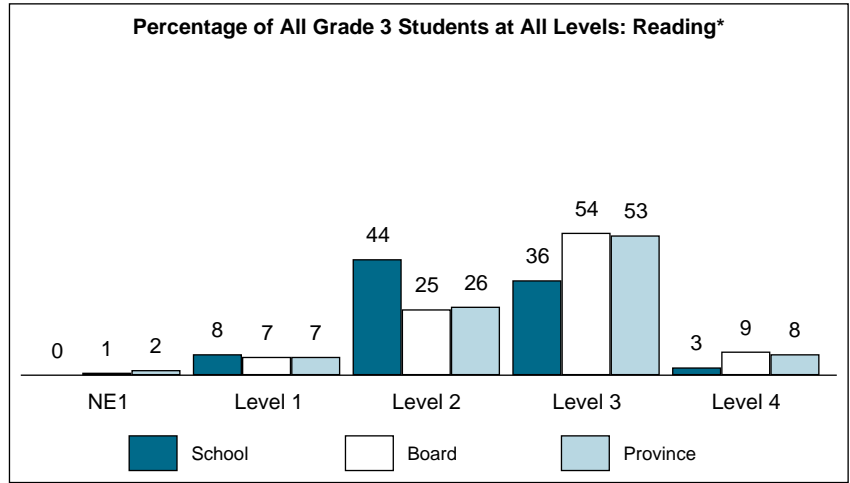
* Contextual data pertaining to gender, student status, school background, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not reported by the school.

** See the Explanation of Terms.

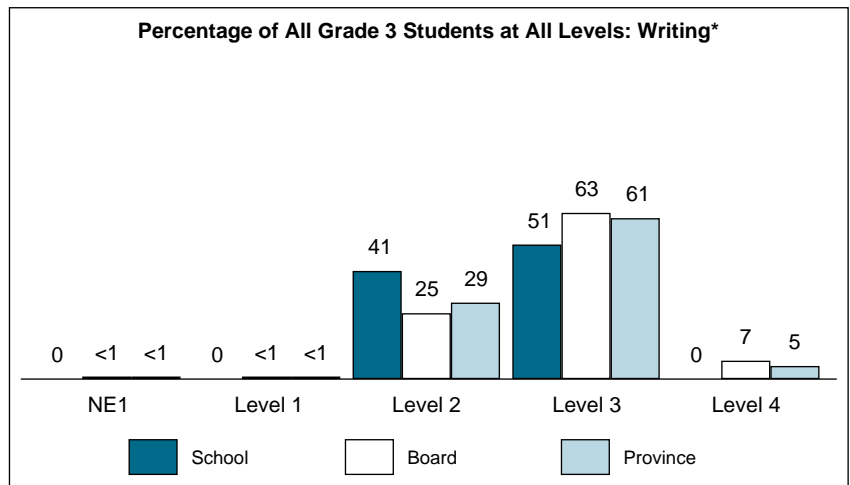
Results in Reading, Writing and Mathematics, 2007–2008

Grade 3: All Students^{††}

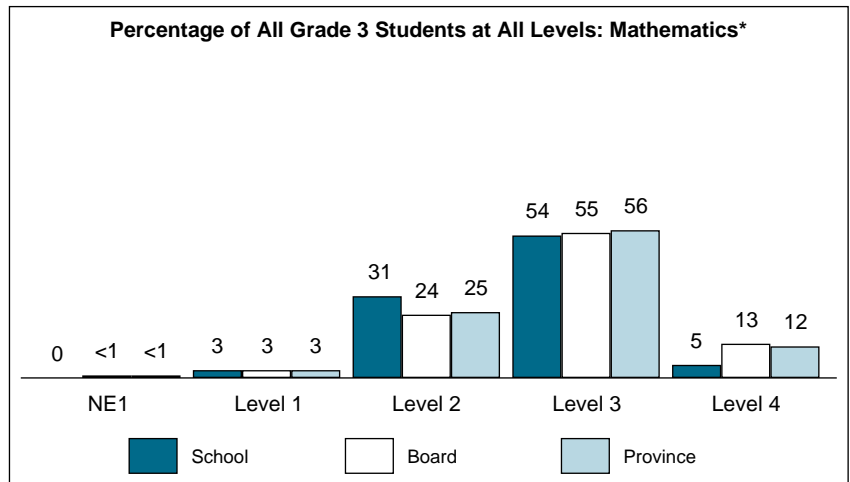
Grade 3: Reading*						
Number of Students	School 39		Board 6 161		Province 125 088	
	#	%	%	%		
Level 4	1	3%	9%	8%		
Level 3	14	36%	54%	53%		
Level 2	17	44%	25%	26%		
Level 1	3	8%	7%	7%		
NE1**	0	0%	1%	2%		
Participating Students	35	90%	95%	95%		
No Data	0	0%	1%	1%		
Exempt	4	10%	4%	4%		
At or Above Provincial Standard (Levels 3 and 4) †		38%	62%	61%		



Grade 3: Writing*						
Number of Students	School 39		Board 6 161		Province 125 088	
	#	%	%	%		
Level 4	0	0%	7%	5%		
Level 3	20	51%	63%	61%		
Level 2	16	41%	25%	29%		
Level 1	0	0%	<1%	<1%		
NE1**	0	0%	<1%	<1%		
Participating Students	36	92%	95%	96%		
No Data	0	0%	1%	1%		
Exempt	3	8%	4%	3%		
At or Above Provincial Standard (Levels 3 and 4) †		51%	70%	66%		



Grade 3: Mathematics*						
Number of Students	School 39		Board 6 305		Province 128 659	
	#	%	%	%		
Level 4	2	5%	13%	12%		
Level 3	21	54%	55%	56%		
Level 2	12	31%	24%	25%		
Level 1	1	3%	3%	3%		
NE1**	0	0%	<1%	<1%		
Participating Students	36	92%	95%	96%		
No Data	0	0%	1%	1%		
Exempt	3	8%	4%	3%		
At or Above Provincial Standard (Levels 3 and 4) †		59%	68%	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.

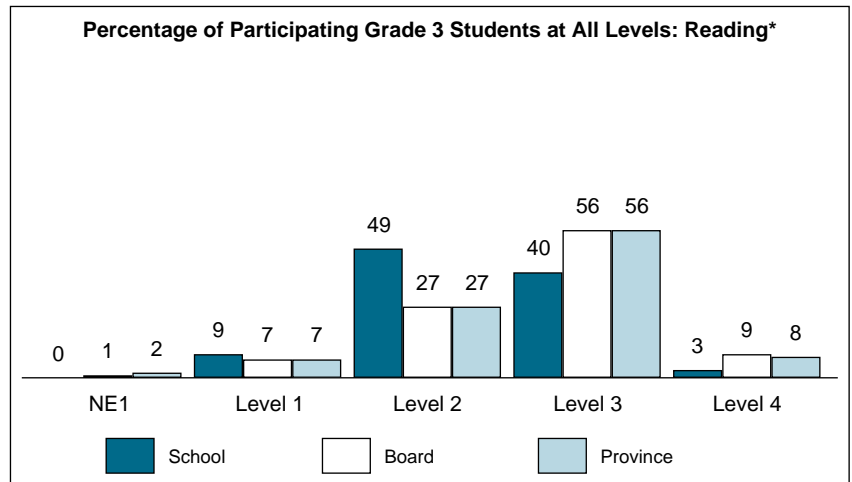
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

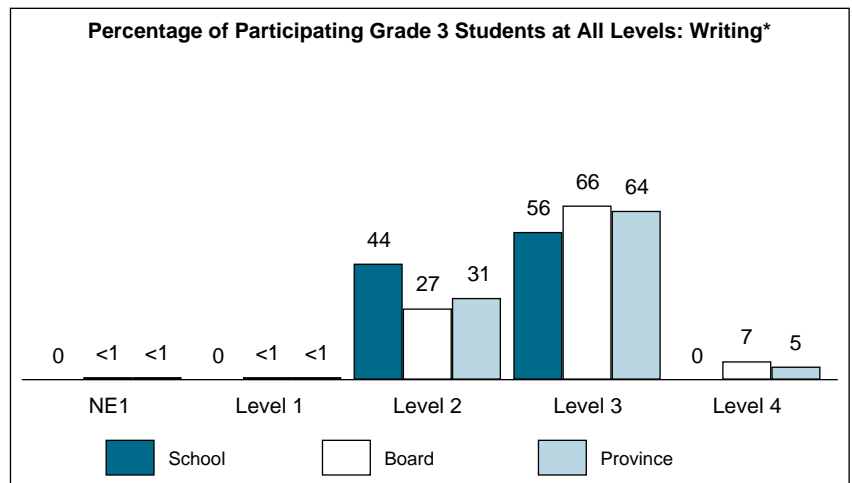
Results in Reading, Writing and Mathematics, 2007–2008

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

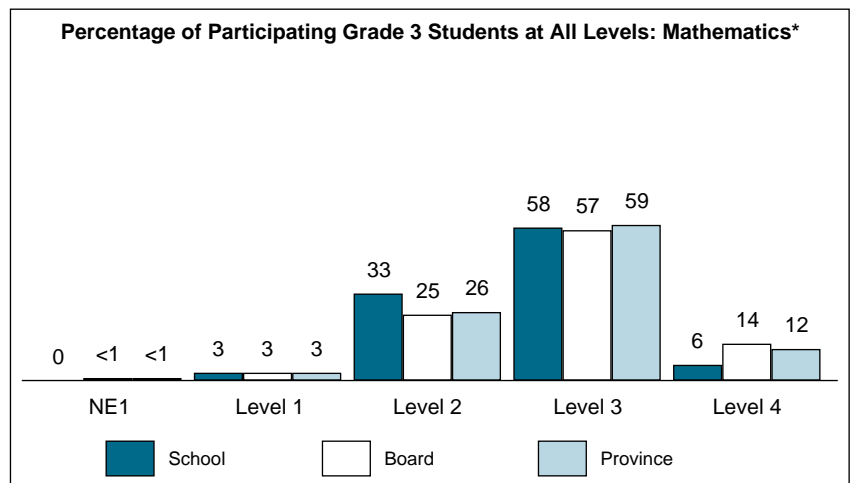
Grade 3: Reading*				
Number of Students	School 35		Board 5 869	Province 119 075
	#	%	%	%
Level 4	1	3%	9%	8%
Level 3	14	40%	56%	56%
Level 2	17	49%	27%	27%
Level 1	3	9%	7%	7%
NE1**	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †		43%	65%	64%



Grade 3: Writing*				
Number of Students	School 36		Board 5 872	Province 119 623
	#	%	%	%
Level 4	0	0%	7%	5%
Level 3	20	56%	66%	64%
Level 2	16	44%	27%	31%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		56%	73%	69%



Grade 3: Mathematics*				
Number of Students	School 36		Board 6 021	Province 123 291
	#	%	%	%
Level 4	2	6%	14%	12%
Level 3	21	58%	57%	59%
Level 2	12	33%	25%	26%
Level 1	1	3%	3%	3%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		64%	72%	71%



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

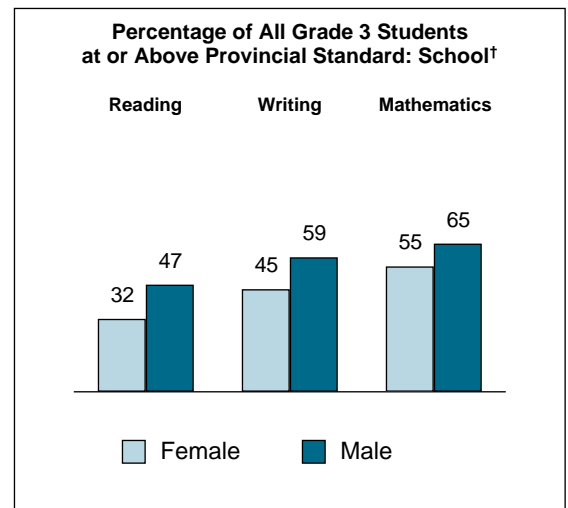
** See the Explanation of Terms.

† 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.

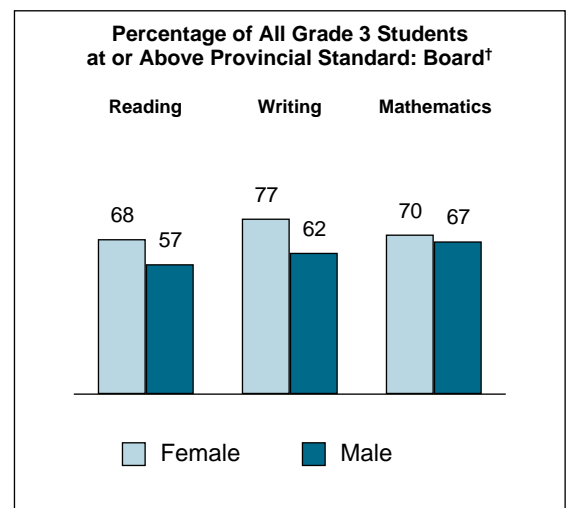
Results in Reading, Writing and Mathematics, 2007–2008

Grade 3: Gender††

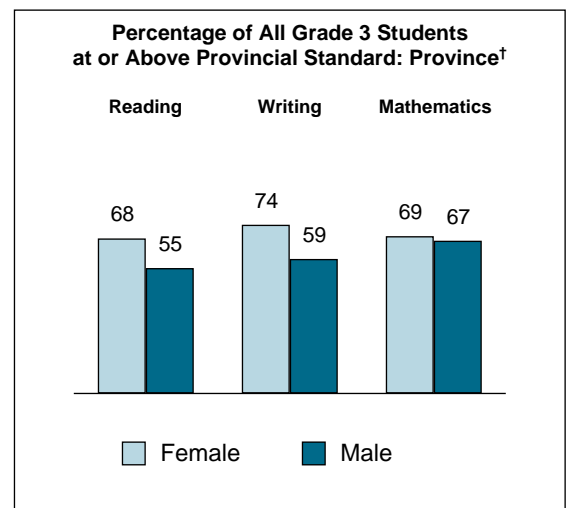
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	22	17	22	17	22	17
Level 4	5%	0%	0%	0%	0%	12%
Level 3	27%	47%	45%	59%	55%	53%
Level 2	41%	47%	41%	41%	32%	29%
Level 1	9%	6%	0%	0%	0%	6%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	82%	100%	86%	100%	86%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	18%	0%	14%	0%	14%	0%
At or Above Provincial Standard (Levels 3 and 4)†	32%	47%	45%	59%	55%	65%



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	2 998	3 163	2 998	3 163	3 085	3 220
Level 4	12%	6%	9%	4%	13%	14%
Level 3	56%	51%	68%	58%	56%	53%
Level 2	23%	28%	19%	31%	24%	24%
Level 1	5%	8%	<1%	<1%	3%	3%
NE1**	1%	2%	<1%	<1%	<1%	<1%
Participating Students	97%	94%	97%	94%	96%	95%
No Data	1%	1%	1%	1%	1%	1%
Exempt	3%	5%	3%	5%	3%	5%
At or Above Provincial Standard (Levels 3 and 4)†	68%	57%	77%	62%	70%	67%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
	60 445	64 642	60 445	64 642	62 501	66 157
Level 4	11%	5%	7%	3%	11%	12%
Level 3	57%	50%	67%	56%	57%	55%
Level 2	22%	29%	23%	35%	25%	25%
Level 1	5%	8%	<1%	<1%	2%	3%
NE1**	1%	2%	<1%	<1%	<1%	<1%
Participating Students	96%	94%	97%	95%	97%	95%
No Data	1%	1%	1%	1%	1%	1%
Exempt	3%	5%	2%	4%	2%	4%
At or Above Provincial Standard (Levels 3 and 4)†	68%	55%	74%	59%	69%	67%



* 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 include only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2007–2008

Contextual Information: Grade 6*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 6 students	57		6 702		140 420	
Number of classes with Grade 6 students	2		399		8 400	
Number of schools with Grade 6 classes	Not applicable		169		3 199	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	21	37%	3 233	48%	68 266	49%
Male	36	63%	3 469	52%	72 154	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	6	11%	186	3%	6 639	5%
Students with special needs (excluding gifted)**	12	21%	1 161	17%	24 146	17%
Place of Birth						
Born in Canada	47	82%	5 364	80%	123 090	88%
Born outside Canada	10	18%	1 329	20%	17 139	12%
In Canada less than one year	3	5%	45	1%	781	1%
In Canada one year or more but less than three years	3	5%	289	4%	3 068	2%
In Canada three years or more	4	7%	992	15%	12 314	9%
Language						
First language learned at home was other than English	40	70%	2 234	33%	27 589	20%
Year Student Entered Current School						
2007–2008	8	14%	762	11%	31 842	23%
2006–2007	1	2%	560	8%	13 757	10%
2005–2006	5	9%	544	8%	16 422	12%
Prior to 2005–2006	43	75%	4 824	72%	77 751	55%
Data not available	0	0%	12	<1%	648	<1%
Year Student Entered Current Board						
2007–2008	5	9%	398	6%	17 395	12%
2006–2007	1	2%	284	4%	8 361	6%
2005–2006	2	4%	319	5%	12 632	9%
Prior to 2005–2006	49	86%	5 667	85%	96 018	68%
Data not available	0	0%	34	1%	6 014	4%

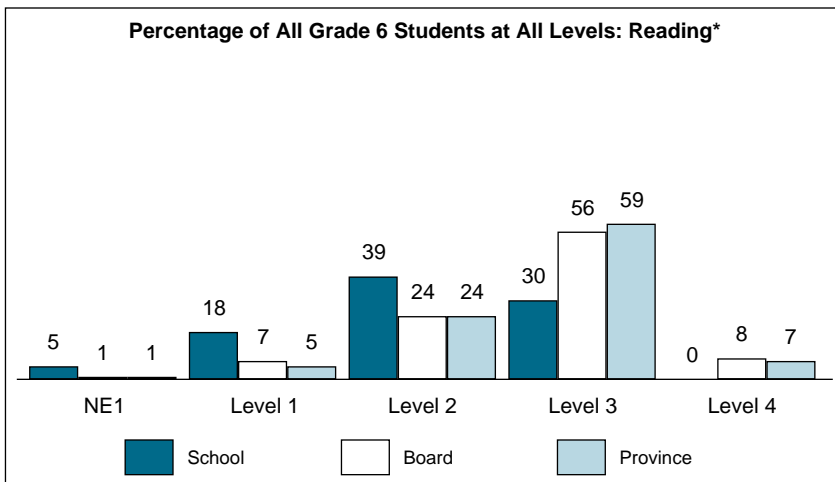
* Contextual data pertaining to gender, student status, school background, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not reported by the school.

** See the Explanation of Terms.

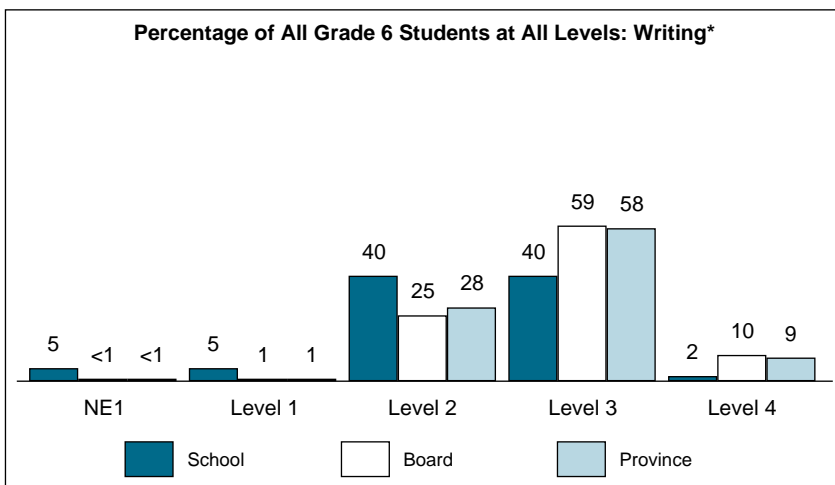
Results in Reading, Writing and Mathematics, 2007–2008

Grade 6: All Students

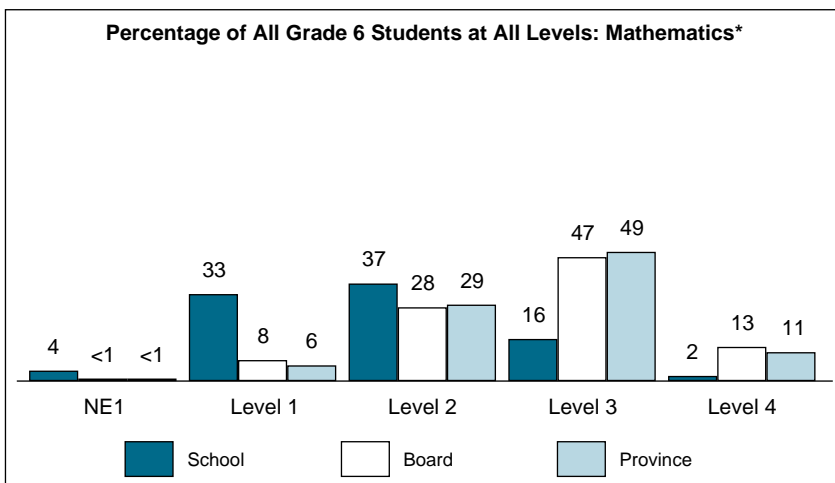
Grade 6: Reading*				
Number of Students	School 57		Board 6 702	Province 140 420
	#	%	%	%
Level 4	0	0%	8%	7%
Level 3	17	30%	56%	59%
Level 2	22	39%	24%	24%
Level 1	10	18%	7%	5%
NE1**	3	5%	1%	1%
Participating Students	52	91%	96%	96%
No Data	0	0%	<1%	1%
Exempt	5	9%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) †		30%	64%	66%



Grade 6: Writing*				
Number of Students	School 57		Board 6 702	Province 140 420
	#	%	%	%
Level 4	1	2%	10%	9%
Level 3	23	40%	59%	58%
Level 2	23	40%	25%	28%
Level 1	3	5%	1%	1%
NE1**	3	5%	<1%	<1%
Participating Students	53	93%	96%	96%
No Data	0	0%	<1%	1%
Exempt	4	7%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) †		42%	69%	67%



Grade 6: Mathematics*				
Number of Students	School 57		Board 6 702	Province 140 358
	#	%	%	%
Level 4	1	2%	13%	11%
Level 3	9	16%	47%	49%
Level 2	21	37%	28%	29%
Level 1	19	33%	8%	6%
NE1**	2	4%	<1%	<1%
Participating Students	52	91%	96%	96%
No Data	0	0%	1%	1%
Exempt	5	9%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) †		18%	59%	61%



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

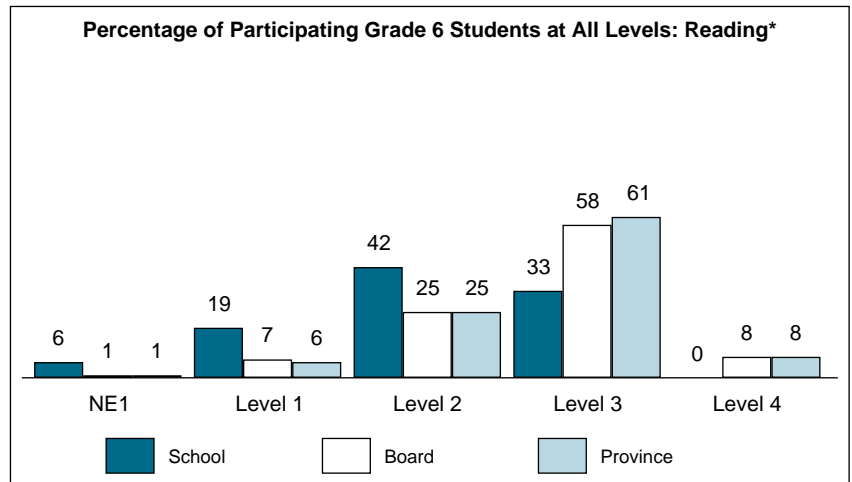
** See the Explanation of Terms.

† 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.

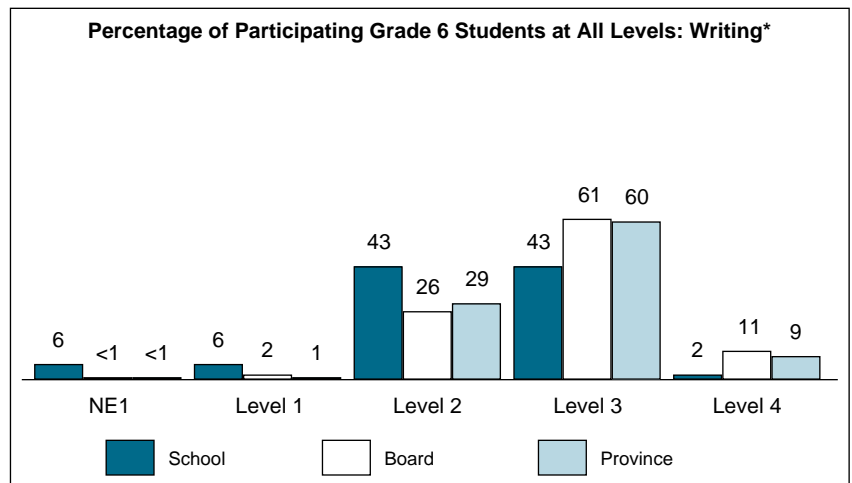
Results in Reading, Writing and Mathematics, 2007–2008

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

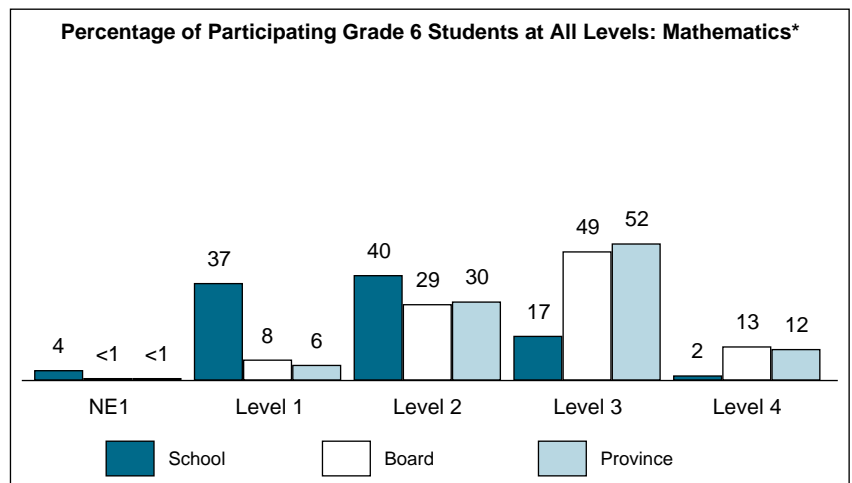
Grade 6: Reading*				
Number of Students	School 52		Board 6 450	Province 134 766
	#	%	%	%
Level 4	0	0%	8%	8%
Level 3	17	33%	58%	61%
Level 2	22	42%	25%	25%
Level 1	10	19%	7%	6%
NE1**	3	6%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		33%	66%	69%



Grade 6: Writing*				
Number of Students	School 53		Board 6 447	Province 134 882
	#	%	%	%
Level 4	1	2%	11%	9%
Level 3	23	43%	61%	60%
Level 2	23	43%	26%	29%
Level 1	3	6%	2%	1%
NE1**	3	6%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		45%	72%	70%



Grade 6: Mathematics*				
Number of Students	School 52		Board 6 431	Province 134 447
	#	%	%	%
Level 4	1	2%	13%	12%
Level 3	9	17%	49%	52%
Level 2	21	40%	29%	30%
Level 1	19	37%	8%	6%
NE1**	2	4%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		19%	62%	63%



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

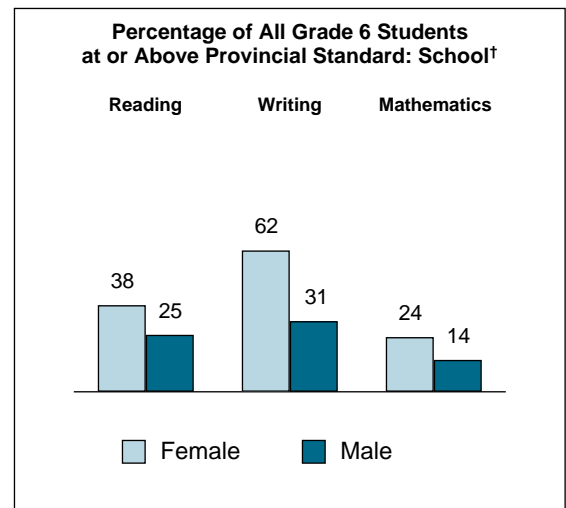
** See the Explanation of Terms.

† 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.

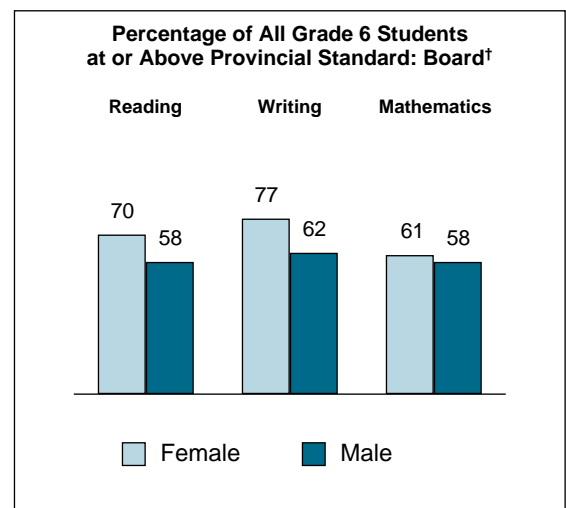
Results in Reading, Writing and Mathematics, 2007–2008

Grade 6: Gender††

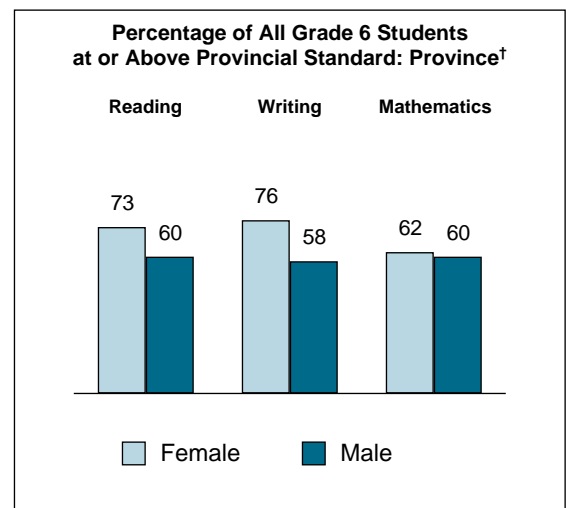
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 21	Male 36	Female 21	Male 36	Female 21	Male 36
Level 4	0%	0%	5%	0%	5%	0%
Level 3	38%	25%	57%	31%	19%	14%
Level 2	29%	44%	14%	56%	33%	39%
Level 1	14%	19%	5%	6%	24%	39%
NE1**	0%	8%	0%	8%	0%	6%
Participating Students	81%	97%	81%	100%	81%	97%
No Data	0%	0%	0%	0%	0%	0%
Exempt	19%	3%	19%	0%	19%	3%
At or Above Provincial Standard (Levels 3 and 4)†	38%	25%	62%	31%	24%	14%



Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 3 233	Male 3 469	Female 3 233	Male 3 469	Female 3 233	Male 3 469
Level 4	11%	5%	14%	6%	13%	13%
Level 3	59%	53%	63%	55%	48%	45%
Level 2	21%	28%	19%	31%	28%	28%
Level 1	5%	9%	1%	2%	7%	8%
NE1**	1%	1%	<1%	1%	<1%	1%
Participating Students	97%	96%	97%	95%	97%	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)†	70%	58%	77%	62%	61%	58%



Grade 6: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 68 266	Male 72 154	Female 68 266	Male 72 154	Female 68 235	Male 72 123
Level 4	10%	5%	13%	5%	11%	12%
Level 3	62%	55%	63%	53%	50%	48%
Level 2	20%	27%	20%	35%	29%	28%
Level 1	4%	7%	1%	2%	6%	6%
NE1**	<1%	1%	<1%	1%	<1%	<1%
Participating Students	97%	95%	97%	95%	97%	95%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	4%	2%	4%	2%	4%
At or Above Provincial Standard (Levels 3 and 4)†	73%	60%	76%	58%	62%	60%



* 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 include only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2007–2008

Contextual Information over Time: Grade 3*

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

Grade 3	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008
Enrolment					
Number of students	63	55	45	50	39
Participation in the Assessment					
Reading [†]	87%	96%	93%	98%	90%
Writing [†]	87%	96%	98%	98%	92%
Mathematics [†]	87%	96%	98%	98%	92%
Gender					
Female	48%	33%	53%	48%	56%
Male	52%	67%	47%	52%	44%
Student Status					
English language learners**	13%	5%	2%	2%	10%
Students with special needs (excluding gifted)**	22%	16%	29%	12%	8%
Place of Birth					
Born in Canada	81%	91%	96%	86%	79%
Born outside Canada	19%	9%	4%	14%	21%
In Canada less than one year	2%	0%	0%	2%	3%
In Canada one year or more but less than three years	10%	5%	2%	4%	8%
In Canada three years or more	8%	4%	2%	8%	10%
Language					
First language learned at home was other than English	67%	62%	58%	64%	49%
Year Student Entered Current School					
Year of the assessment			4%	4%	10%
Year prior to the assessment			4%	6%	10%
2 years prior to the assessment	Data not collected ^{††}		13%	6%	3%
3 or more years prior to the assessment			78%	84%	77%
Data not available			0%	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.

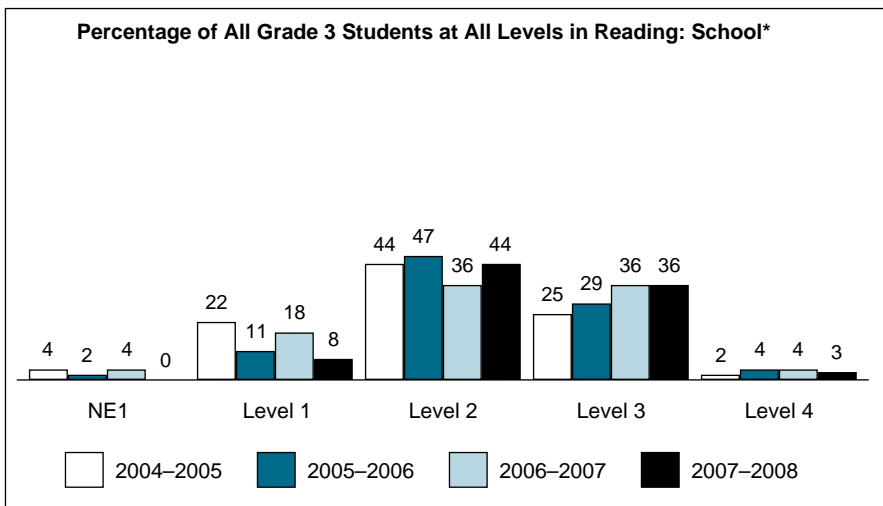
** See the Explanation of Terms.

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

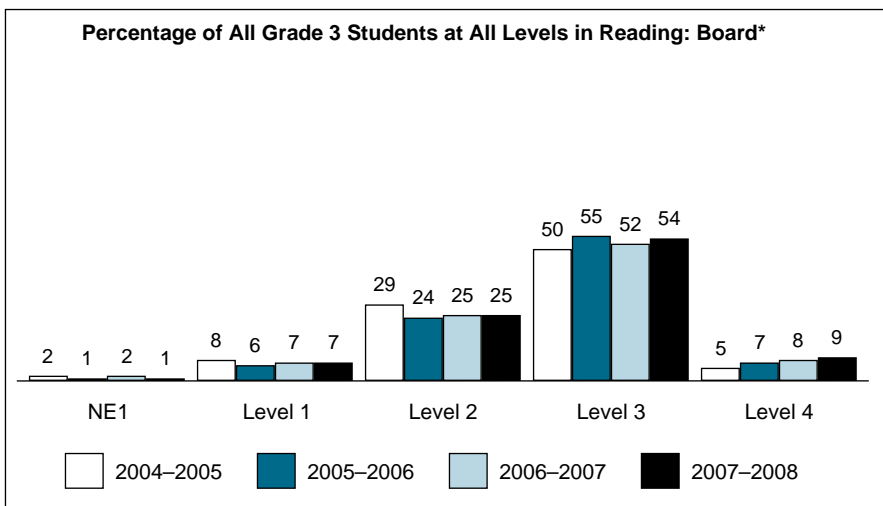
Results over Time, 2004–2005 to 2007–2008*

Grade 3: Reading

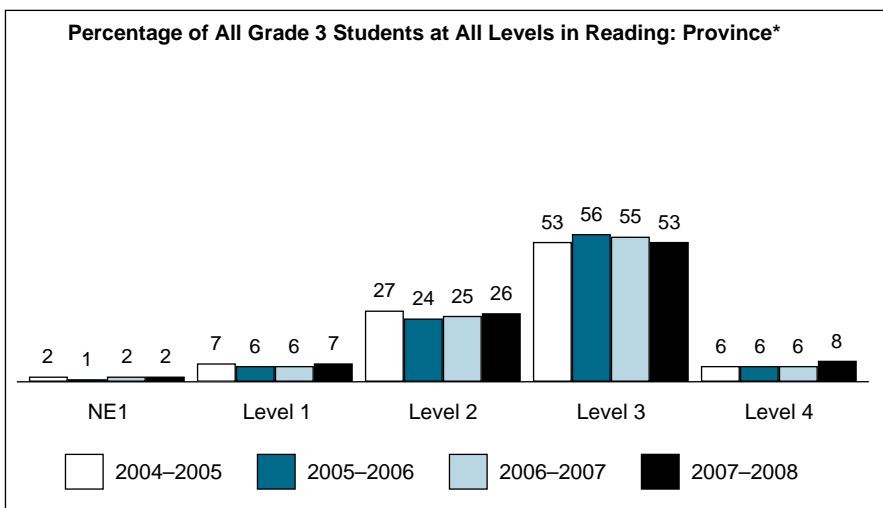
Grade 3 Reading: School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
Number of Students	55	45	50	39
Level 4	2%	4%	4%	3%
Level 3	25%	29%	36%	36%
Level 2	44%	47%	36%	44%
Level 1	22%	11%	18%	8%
NE1**	4%	2%	4%	0%
Participating Students	96%	93%	98%	90%
No Data	0%	0%	0%	0%
Exempt	4%	7%	2%	10%
At or Above Provincial Standard†	27%	33%	40%	38%



Grade 3 Reading: Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
Number of Students	6 462	6 366	6 083	6 161
Level 4	5%	7%	8%	9%
Level 3	50%	55%	52%	54%
Level 2	29%	24%	25%	25%
Level 1	8%	6%	7%	7%
NE1**	2%	1%	2%	1%
Participating Students	94%	94%	95%	95%
No Data	1%	2%	1%	1%
Exempt	6%	4%	4%	4%
At or Above Provincial Standard†	55%	62%	60%	62%



Grade 3 Reading: Province*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
Number of Students	132 667	129 630	127 618	125 088
Level 4	6%	6%	6%	8%
Level 3	53%	56%	55%	53%
Level 2	27%	24%	25%	26%
Level 1	7%	6%	6%	7%
NE1**	2%	1%	2%	2%
Participating Students	94%	94%	95%	95%
No Data	1%	1%	1%	1%
Exempt	5%	5%	4%	4%
At or Above Provincial Standard†	59%	62%	62%	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.

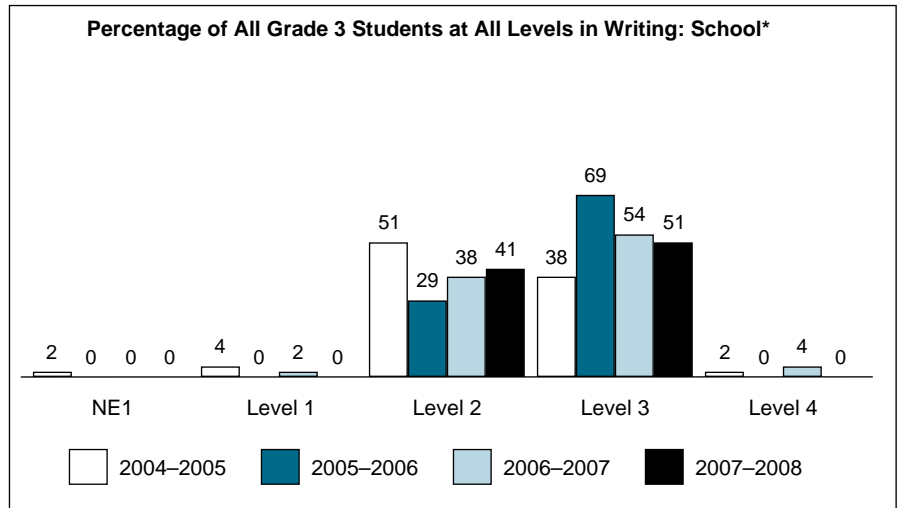
** See the Explanation of Terms.

† 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.

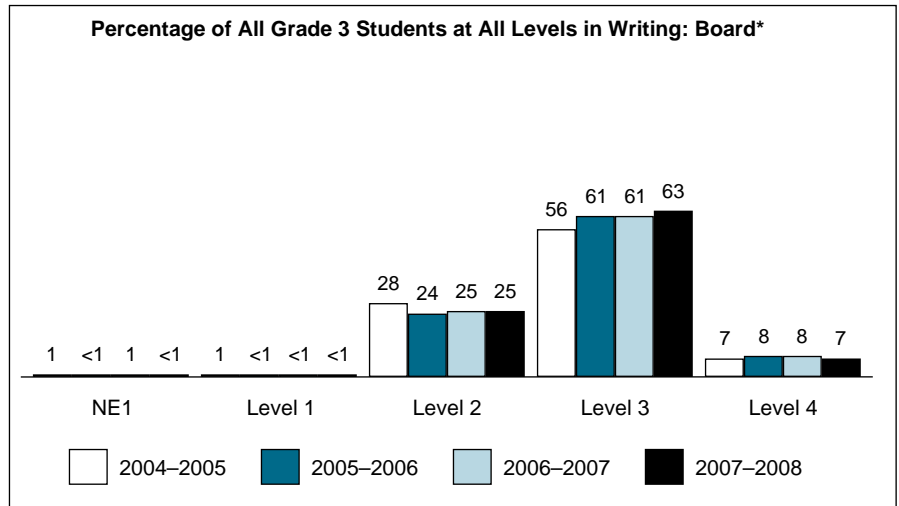
Results over Time, 2004–2005 to 2007–2008*

Grade 3: Writing

Grade 3 Writing: School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	55	45	50	39
Level 4	2%	0%	4%	0%
Level 3	38%	69%	54%	51%
Level 2	51%	29%	38%	41%
Level 1	4%	0%	2%	0%
NE1**	2%	0%	0%	0%
<i>Participating Students</i>	96%	98%	98%	92%
No Data	0%	0%	0%	0%
Exempt	4%	2%	2%	8%
At or Above Provincial Standard†	40%	69%	58%	51%



Grade 3 Writing: Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	6 462	6 366	6 083	6 161
Level 4	7%	8%	8%	7%
Level 3	56%	61%	61%	63%
Level 2	28%	24%	25%	25%
Level 1	1%	<1%	<1%	<1%
NE1**	1%	<1%	1%	<1%
<i>Participating Students</i>	94%	94%	95%	95%
No Data	1%	2%	1%	1%
Exempt	5%	4%	4%	4%
At or Above Provincial Standard†	63%	70%	69%	70%



Grade 3 Writing: Province*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	132 667	129 630	127 618	125 088
Level 4	6%	6%	6%	5%
Level 3	55%	58%	58%	61%
Level 2	32%	29%	30%	29%
Level 1	1%	<1%	<1%	<1%
NE1**	1%	<1%	<1%	<1%
<i>Participating Students</i>	94%	94%	95%	96%
No Data	1%	1%	1%	1%
Exempt	5%	5%	4%	3%
At or Above Provincial Standard†	61%	64%	64%	66%



* 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.

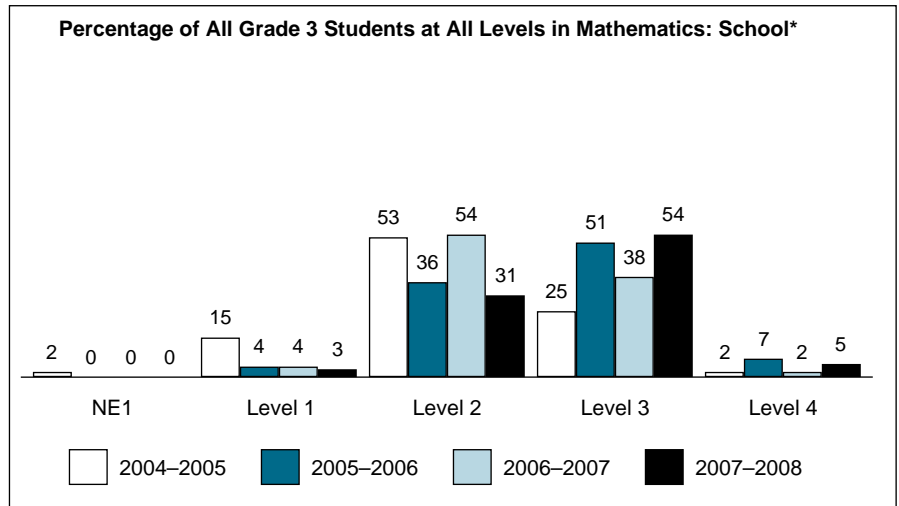
† See the Explanation of Terms.

‡ 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.

Results over Time, 2004–2005 to 2007–2008*

Grade 3: Mathematics

Grade 3 Mathematics: School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	55	45	50	39
Level 4	2%	7%	2%	5%
Level 3	25%	51%	38%	54%
Level 2	53%	36%	54%	31%
Level 1	15%	4%	4%	3%
NE1**	2%	0%	0%	0%
<i>Participating Students</i>	96%	98%	98%	92%
No Data	0%	0%	0%	0%
Exempt	4%	2%	2%	8%
At or Above Provincial Standard†	27%	58%	40%	59%



Grade 3 Mathematics: Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	6 581	6 501	6 243	6 305
Level 4	9%	13%	13%	13%
Level 3	52%	54%	55%	55%
Level 2	28%	25%	24%	24%
Level 1	4%	2%	3%	3%
NE1**	1%	<1%	<1%	<1%
<i>Participating Students</i>	94%	94%	95%	95%
No Data	1%	2%	1%	1%
Exempt	5%	4%	4%	4%
At or Above Provincial Standard†	61%	66%	68%	68%



Grade 3 Mathematics: Province*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	135 740	132 782	130 996	128 659
Level 4	10%	11%	11%	12%
Level 3	56%	57%	57%	56%
Level 2	26%	23%	24%	25%
Level 1	3%	3%	3%	3%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	95%	95%	95%	96%
No Data	1%	1%	1%	1%
Exempt	4%	4%	3%	3%
At or Above Provincial Standard†	66%	68%	69%	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.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2007–2008

Contextual Information over Time: Grade 6*

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

Grade 6	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008
Enrolment					
Number of students	73	60	62	55	57
Participation in the Assessment					
Reading	95%	100%	97%	98%	91%
Writing	95%	100%	97%	98%	93%
Mathematics	93%	100%	97%	98%	91%
Gender					
Female	48%	55%	61%	51%	37%
Male	51%	45%	39%	49%	63%
Student Status					
English language learners**	7%	3%	10%	0%	11%
Students with special needs (excluding gifted)**	23%	15%	35%	33%	21%
Place of Birth					
Born in Canada	78%	82%	77%	78%	82%
Born outside Canada	21%	17%	21%	22%	18%
In Canada less than one year	0%	2%	2%	0%	5%
In Canada one year or more but less than three years	3%	2%	8%	4%	5%
In Canada three years or more	18%	13%	11%	18%	7%
Language					
First language learned at home was other than English	42%	38%	74%	75%	70%
Year Student Entered Current School					
Year of the assessment	Data not collected ^{††}		3%	13%	14%
Year prior to the assessment			8%	5%	2%
2 years prior to the assessment			15%	7%	9%
3 or more years prior to the assessment			71%	75%	75%
Data not available			3%	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.

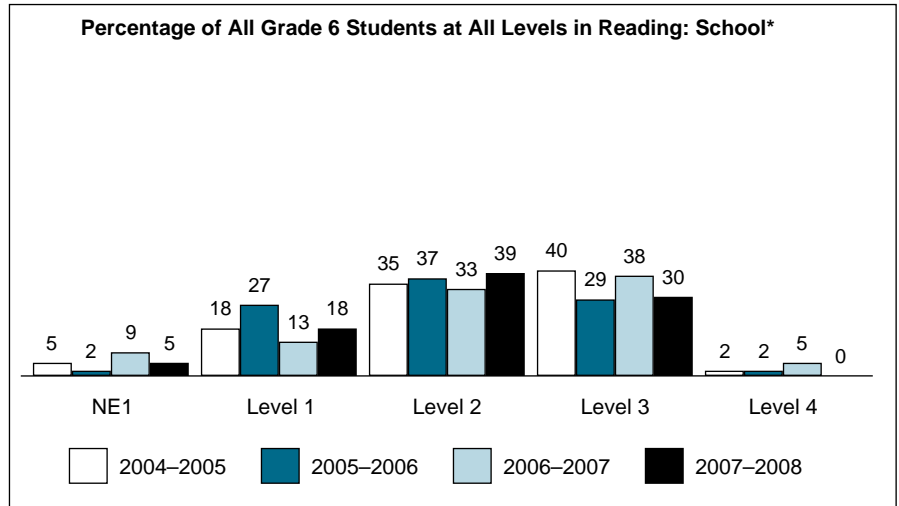
** See the Explanation of Terms.

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

Results over Time, 2004–2005 to 2007–2008*

Grade 6: Reading

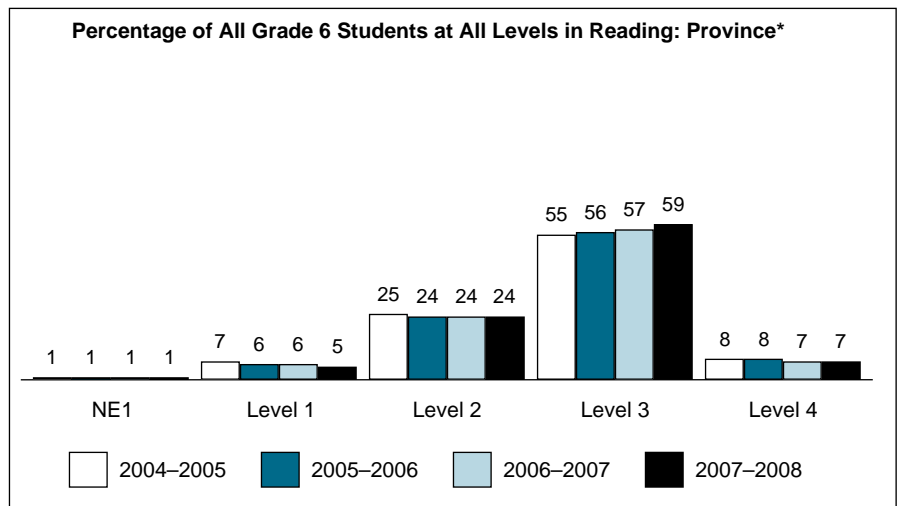
Grade 6 Reading: School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	60	62	55	57
Level 4	2%	2%	5%	0%
Level 3	40%	29%	38%	30%
Level 2	35%	37%	33%	39%
Level 1	18%	27%	13%	18%
NE1**	5%	2%	9%	5%
<i>Participating Students</i>	100%	97%	98%	91%
No Data	0%	0%	2%	0%
Exempt	0%	3%	0%	9%
At or Above Provincial Standard†	42%	31%	44%	30%



Grade 6 Reading: Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	6 858	7 029	7 061	6 702
Level 4	7%	8%	9%	8%
Level 3	51%	53%	54%	56%
Level 2	28%	26%	24%	24%
Level 1	9%	7%	7%	7%
NE1**	1%	1%	1%	1%
<i>Participating Students</i>	95%	95%	96%	96%
No Data	1%	1%	1%	<1%
Exempt	4%	3%	3%	3%
At or Above Provincial Standard†	58%	61%	63%	64%



Grade 6 Reading: Province*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	143 421	146 711	145 901	140 420
Level 4	8%	8%	7%	7%
Level 3	55%	56%	57%	59%
Level 2	25%	24%	24%	24%
Level 1	7%	6%	6%	5%
NE1**	1%	1%	1%	1%
<i>Participating Students</i>	95%	95%	95%	96%
No Data	1%	1%	1%	1%
Exempt	4%	4%	3%	3%
At or Above Provincial Standard†	63%	64%	64%	66%



♦ 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.

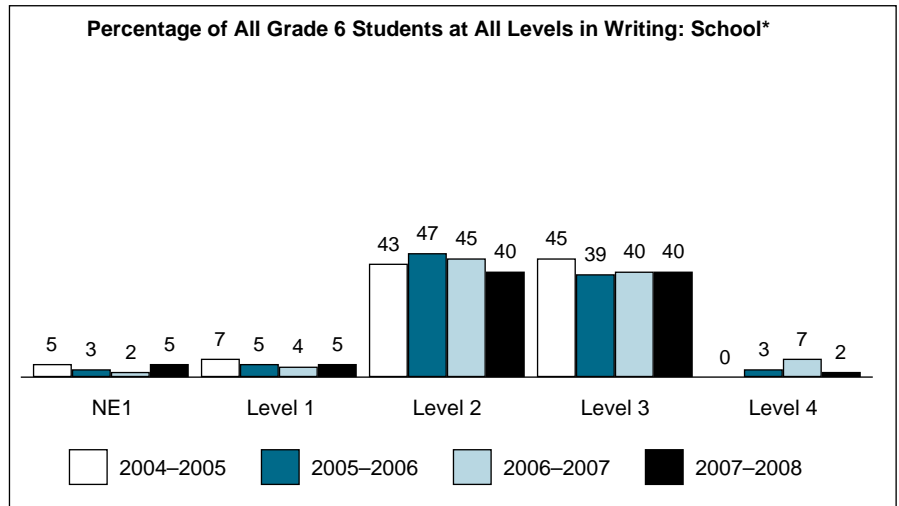
** See the Explanation of Terms.

† 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.

Results over Time, 2004–2005 to 2007–2008*

Grade 6: Writing

Grade 6 Writing: School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	60	62	55	57
Level 4	0%	3%	7%	2%
Level 3	45%	39%	40%	40%
Level 2	43%	47%	45%	40%
Level 1	7%	5%	4%	5%
NE1**	5%	3%	2%	5%
<i>Participating Students</i>	100%	97%	98%	93%
No Data	0%	0%	2%	0%
Exempt	0%	3%	0%	7%
At or Above Provincial Standard†	45%	42%	47%	42%



Grade 6 Writing: Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	6 858	7 029	7 061	6 702
Level 4	8%	8%	8%	10%
Level 3	50%	57%	56%	59%
Level 2	34%	28%	30%	25%
Level 1	3%	2%	1%	1%
NE1**	1%	<1%	<1%	<1%
<i>Participating Students</i>	95%	95%	96%	96%
No Data	1%	1%	1%	<1%
Exempt	4%	3%	3%	3%
At or Above Provincial Standard†	58%	65%	64%	69%



Grade 6 Writing: Province*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	143 421	146 711	145 901	140 420
Level 4	7%	7%	7%	9%
Level 3	51%	54%	54%	58%
Level 2	33%	31%	33%	28%
Level 1	2%	2%	2%	1%
NE1**	1%	<1%	<1%	<1%
<i>Participating Students</i>	95%	95%	95%	96%
No Data	1%	1%	1%	1%
Exempt	4%	4%	3%	3%
At or Above Provincial Standard†	59%	61%	61%	67%



♦ 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.

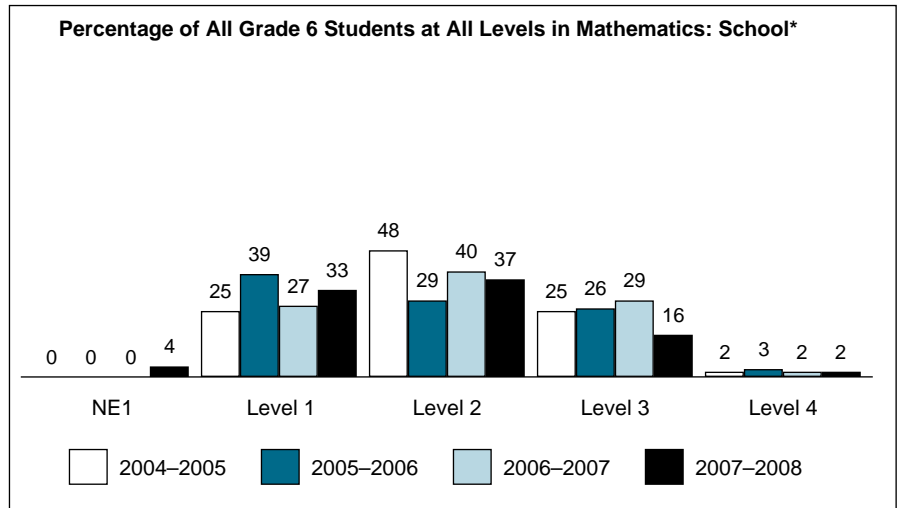
** See the Explanation of Terms.

† 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.

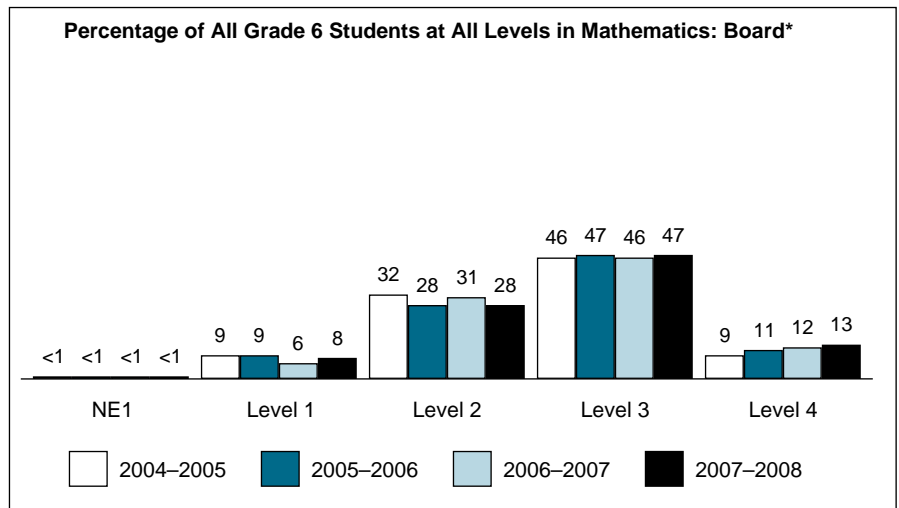
Results over Time, 2004–2005 to 2007–2008*

Grade 6: Mathematics

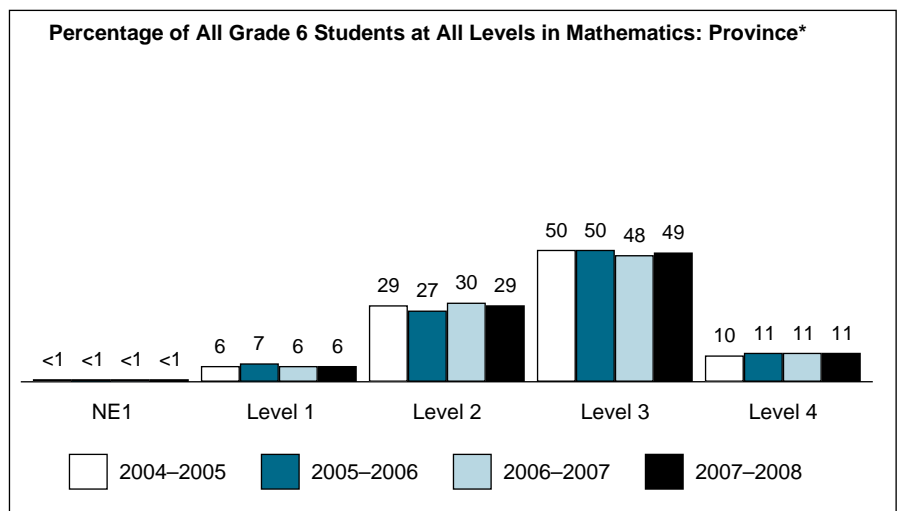
Grade 6 Mathematics: School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	60	62	55	57
Level 4	2%	3%	2%	2%
Level 3	25%	26%	29%	16%
Level 2	48%	29%	40%	37%
Level 1	25%	39%	27%	33%
NE1**	0%	0%	0%	4%
<i>Participating Students</i>	100%	97%	98%	91%
No Data	0%	0%	2%	0%
Exempt	0%	3%	0%	9%
At or Above Provincial Standard†	27%	29%	31%	18%



Grade 6 Mathematics: Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	6 858	7 029	7 061	6 702
Level 4	9%	11%	12%	13%
Level 3	46%	47%	46%	47%
Level 2	32%	28%	31%	28%
Level 1	9%	9%	6%	8%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	95%	95%	96%	96%
No Data	1%	2%	1%	1%
Exempt	4%	3%	3%	3%
At or Above Provincial Standard†	54%	58%	58%	59%



Grade 6 Mathematics: Province*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	143 421	146 711	145 901	140 358
Level 4	10%	11%	11%	11%
Level 3	50%	50%	48%	49%
Level 2	29%	27%	30%	29%
Level 1	6%	7%	6%	6%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	95%	95%	95%	96%
No Data	1%	1%	1%	1%
Exempt	4%	4%	4%	3%
At or Above Provincial Standard†	60%	61%	59%	61%



* Refer to the EQAO Web site (www.eqao.com) for data from previous years.

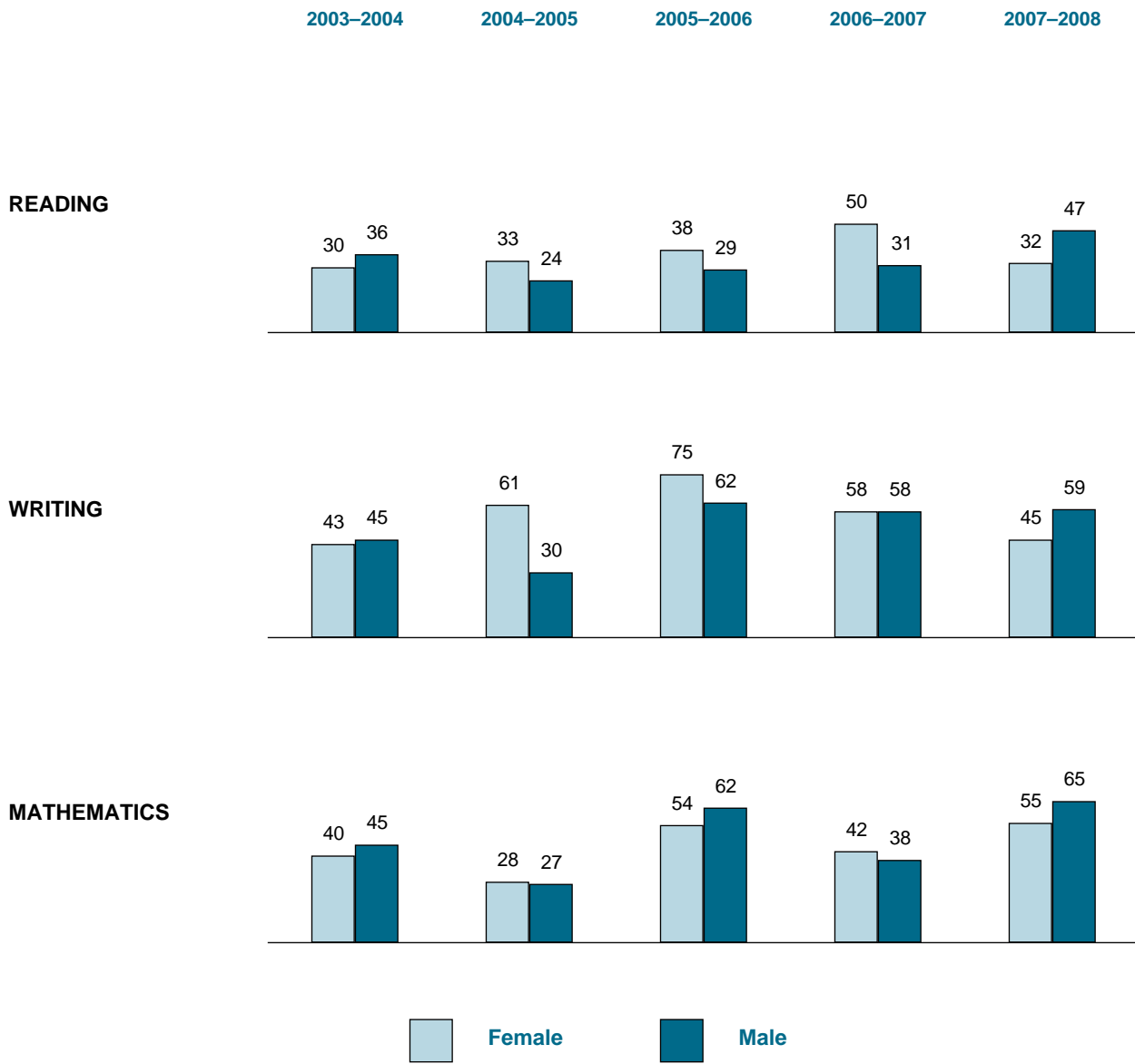
** Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† 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.

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

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



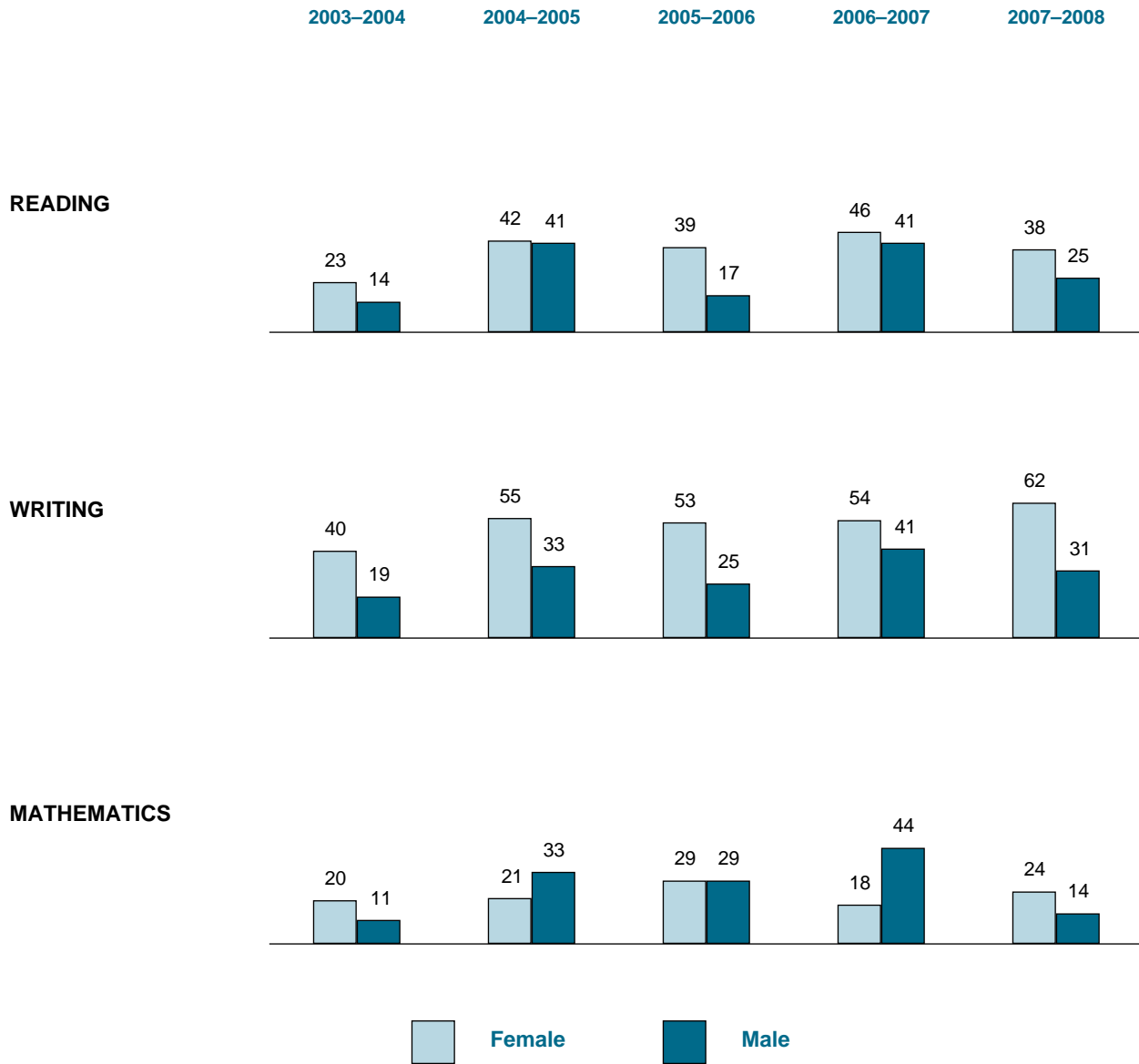
School	Total Number of Grade 3 Students†									
	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	30	33	18	37	24	21	24	26	22	17

† 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



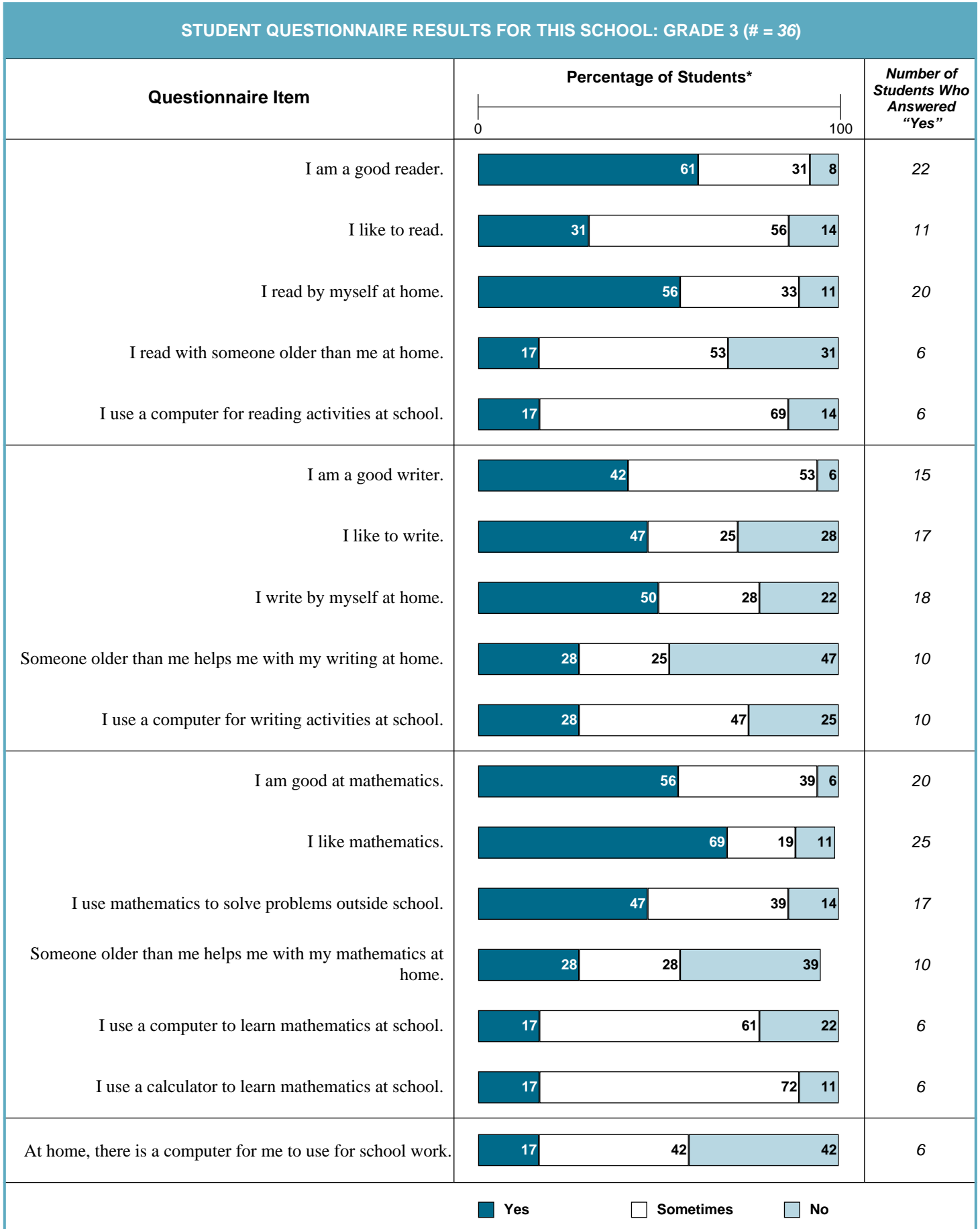
Total Number of Grade 6 Students†

	<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>		<u>2007-2008</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	35	37	33	27	38	24	28	27	21	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.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2007–2008



* 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, 2007–2008

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 3 (# = 36)		
Questionnaire Item	Percentage of Students*	Number of Students
Language(s) students speak at home:		
only or mostly English	64	23
another language (or languages) as often as English	19	7
only or mostly another language (or other languages)	17	6
Language(s) that people speak to students at home:		
only or mostly English	53	19
another language (or languages) as often as English	19	7
only or mostly another language (or other languages)	28	10

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2007–2008

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 36)	Female* (# = 19)	Male* (# = 17)	All Students (# = 5 976)	Female* (# = 2 959)	Male* (# = 3 017)	All Students (# = 122 628)	Female* (# = 60 168)	Male* (# = 62 460)
Percentage of Students Who Answered “Yes” to the Statements Below									
Reading									
I am a good reader.	61%	58%	65%	64%	66%	63%	67%	69%	65%
I like to read.	31%	32%	29%	57%	66%	49%	59%	68%	51%
I read by myself at home.	56%	63%	47%	62%	64%	60%	58%	60%	56%
I read with someone older than me at home.	17%	21%	12%	14%	13%	16%	16%	15%	17%
I use a computer for reading activities at school.	17%	16%	18%	22%	21%	23%	23%	23%	23%
Writing									
I am a good writer.	42%	53%	29%	45%	50%	41%	50%	56%	43%
I like to write.	47%	53%	41%	51%	57%	46%	51%	59%	43%
I write by myself at home.	50%	58%	41%	59%	63%	56%	55%	59%	51%
Someone older than me helps me with my writing at home.	28%	16%	41%	18%	16%	21%	17%	15%	19%
I use a computer for writing activities at school.	28%	26%	29%	21%	20%	22%	28%	27%	28%
Mathematics									
I am good at mathematics.	56%	37%	76%	48%	39%	57%	53%	45%	60%
I like mathematics.	69%	58%	82%	58%	54%	62%	58%	55%	61%
I use mathematics to solve problems outside school.	47%	42%	53%	31%	30%	32%	32%	32%	32%
Someone older than me helps me with my mathematics at home.	28%	47%	6%	29%	32%	26%	27%	30%	25%
I use a computer to learn mathematics at school.	17%	16%	18%	24%	23%	24%	27%	27%	27%
I use a calculator to learn mathematics at school.	17%	16%	18%	15%	14%	16%	13%	12%	13%
Computer at home									
There is a computer for me to use for school work.	17%	16%	18%	46%	47%	45%	49%	51%	47%

* Includes only students for whom gender data were available.


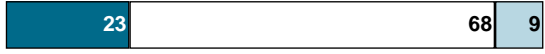


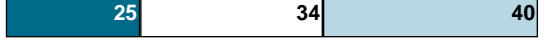
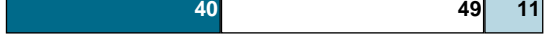

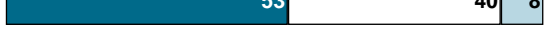

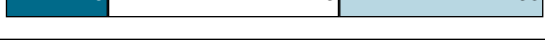


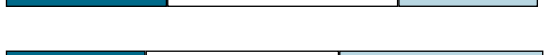
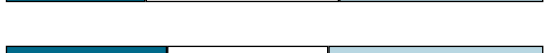
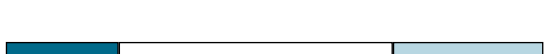

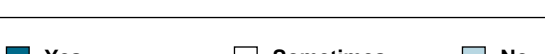

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2007–2008

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 36)	Female* (# = 19)	Male* (# = 17)	All Students (# = 5 976)	Female* (# = 2 959)	Male* (# = 3 017)	All Students (# = 122 628)	Female* (# = 60 168)	Male* (# = 62 460)
Language(s) students speak at home:**									
only or mostly English	64%	53%	76%	71%	69%	72%	80%	80%	81%
another language (or languages) as often as English	19%	26%	12%	19%	20%	17%	12%	12%	11%
only or mostly another language (or other languages)	17%	21%	12%	10%	11%	10%	8%	8%	8%
Language(s) that people speak to students at home:**									
only or mostly English	53%	37%	71%	60%	58%	61%	76%	75%	76%
another language (or languages) as often as English	19%	32%	6%	21%	21%	20%	11%	12%	11%
only or mostly another language (or other languages)	28%	32%	24%	19%	20%	18%	13%	13%	12%

* Includes only students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2007–2008

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = 53)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
	0 100	
I am a good reader.		33
I like to read.		12
I read by myself at home.		22
I read with someone older than me at home.		4
I use a computer for reading activities at school.		13
I am a good writer.		21
I like to write.		25
I write by myself at home.		28
Someone older than me helps me with my writing at home.		5
I use a computer for writing activities at school.		10
I am good at mathematics.		13
I like mathematics.		19
I use mathematics to solve problems outside school.		16
Someone older than me helps me with my mathematics at home.		14
I use a computer to learn mathematics at school.		16
I use a calculator to learn mathematics at school.		11
At home, there is a computer for me to use for school work.		34
		

* 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, 2007–2008

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = 53)		
Questionnaire Item	Percentage of Students*	Number of Students
Language(s) students speak at home:		
only or mostly English	47	25
another language (or languages) as often as English	36	19
only or mostly another language (or other languages)	17	9
Language(s) that people speak to students at home:		
only or mostly English	42	22
another language (or languages) as often as English	25	13
only or mostly another language (or other languages)	34	18

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2007–2008

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 53)	Female* (# = 17)	Male* (# = 36)	All Students (# = 6 423)	Female* (# = 3 125)	Male* (# = 3 298)	All Students (# = 134 209)	Female* (# = 65 925)	Male* (# = 68 284)
Percentage of Students Who Answered “Yes” to the Statements Below									
Reading									
I am a good reader.	62%	59%	64%	61%	63%	59%	64%	67%	61%
I like to read.	23%	29%	19%	43%	53%	34%	49%	58%	40%
I read by myself at home.	42%	47%	39%	67%	74%	60%	68%	75%	61%
I read with someone older than me at home.	8%	0%	11%	4%	4%	5%	4%	4%	5%
I use a computer for reading activities at school.	25%	12%	31%	16%	16%	16%	15%	14%	15%
Writing									
I am a good writer.	40%	59%	31%	42%	45%	39%	44%	50%	38%
I like to write.	47%	59%	42%	42%	48%	36%	41%	51%	32%
I write by myself at home.	53%	47%	56%	57%	62%	53%	51%	58%	45%
Someone older than me helps me with my writing at home.	9%	0%	14%	9%	8%	11%	9%	8%	10%
I use a computer for writing activities at school.	19%	12%	22%	32%	31%	32%	33%	32%	34%
Mathematics									
I am good at mathematics.	25%	24%	25%	47%	39%	55%	49%	40%	58%
I like mathematics.	36%	35%	36%	47%	40%	54%	44%	37%	51%
I use mathematics to solve problems outside school.	30%	12%	39%	35%	33%	36%	36%	33%	40%
Someone older than me helps me with my mathematics at home.	26%	29%	25%	22%	24%	21%	23%	27%	20%
I use a computer to learn mathematics at school.	30%	24%	33%	12%	12%	12%	14%	14%	14%
I use a calculator to learn mathematics at school.	21%	18%	22%	27%	29%	25%	26%	27%	24%
Computer at home									
There is a computer for me to use for school work.	64%	76%	58%	78%	81%	75%	80%	83%	78%

* Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2007–2008

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 53)	Female* (# = 17)	Male* (# = 36)	All Students (# = 6 423)	Female* (# = 3 125)	Male* (# = 3 298)	All Students (# = 134 209)	Female* (# = 65 925)	Male* (# = 68 284)
Language(s) students speak at home:**									
only or mostly English	47%	47%	47%	71%	70%	71%	82%	82%	82%
another language (or languages) as often as English	36%	35%	36%	19%	20%	18%	12%	12%	11%
only or mostly another language (or other languages)	17%	18%	17%	10%	10%	10%	6%	6%	7%
Language(s) that people speak to students at home:**									
only or mostly English	42%	53%	36%	58%	55%	60%	76%	76%	76%
another language (or languages) as often as English	25%	18%	28%	22%	23%	22%	12%	13%	12%
only or mostly another language (or other languages)	34%	29%	36%	20%	21%	18%	12%	11%	12%

* Includes only students for whom gender data were available.

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

EXPLANATION OF TERMS

All Students	Results are reported for all students in the grade.
Participating Students	Results are reported only for those students who took part in the assessment (excludes "no data" and "exempt" categories).
Provincial Standard	The Ministry of Education has set Level 3 as the provincial standard.
Level 4	The student has demonstrated the required knowledge and skills. Achievement surpasses the provincial standard.
Level 3	The student has demonstrated most of the required knowledge and skills. Achievement is at the provincial standard.
Level 2	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.
Level 1	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.
NE1	"Not enough evidence for Level 1." The student has not demonstrated enough evidence of knowledge and understanding to be assigned Level 1.
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.
English Language Learners	These are students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)</i> . English language learners were formerly called English as a second language (ESL)/English literacy development (ELD) learners.
Students with Special Needs	These are students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students identified as gifted are not included.
N/R	"Not reported" indicates that the number of students participating (fewer than 15 in a group) or responding to the Student Questionnaire (fewer than six in a group) is so small that identification of individual student results might be possible; therefore, results are not reported.
N/D	"No data available" is used to indicate that there were no students in the grade or subject for the group or year specified.
W	Results for some or all students are being withheld by EQAO. For further information, please contact the school principal.