



Detailed School Results



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

School: Ahlul Bayt Islamic S (665991)
Board: Ahlul Bayt Islamic S (02356)

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.

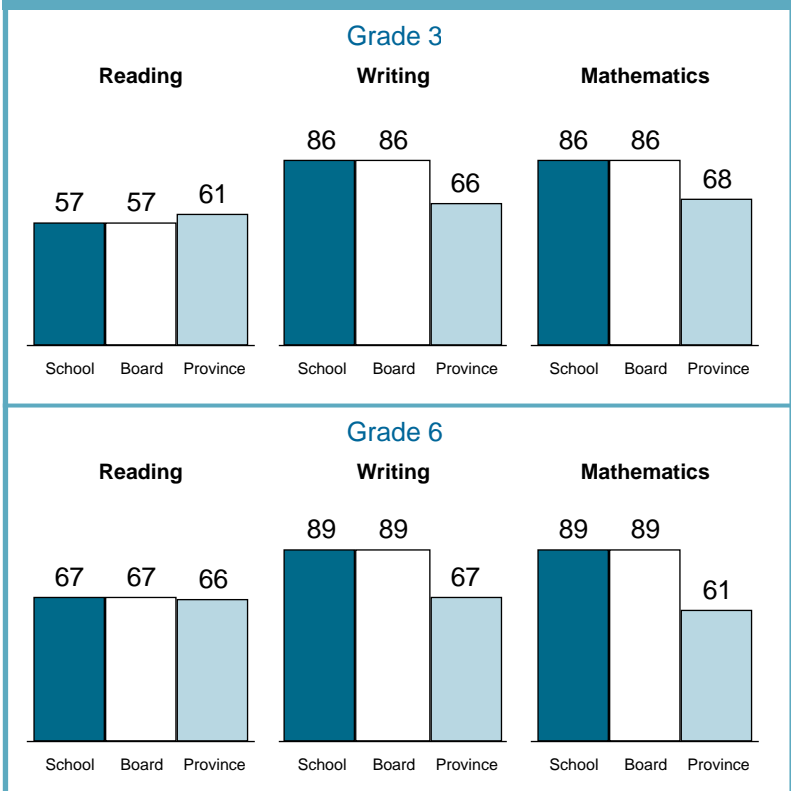
Sincerely,

Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

WHERE TO FIND . . .

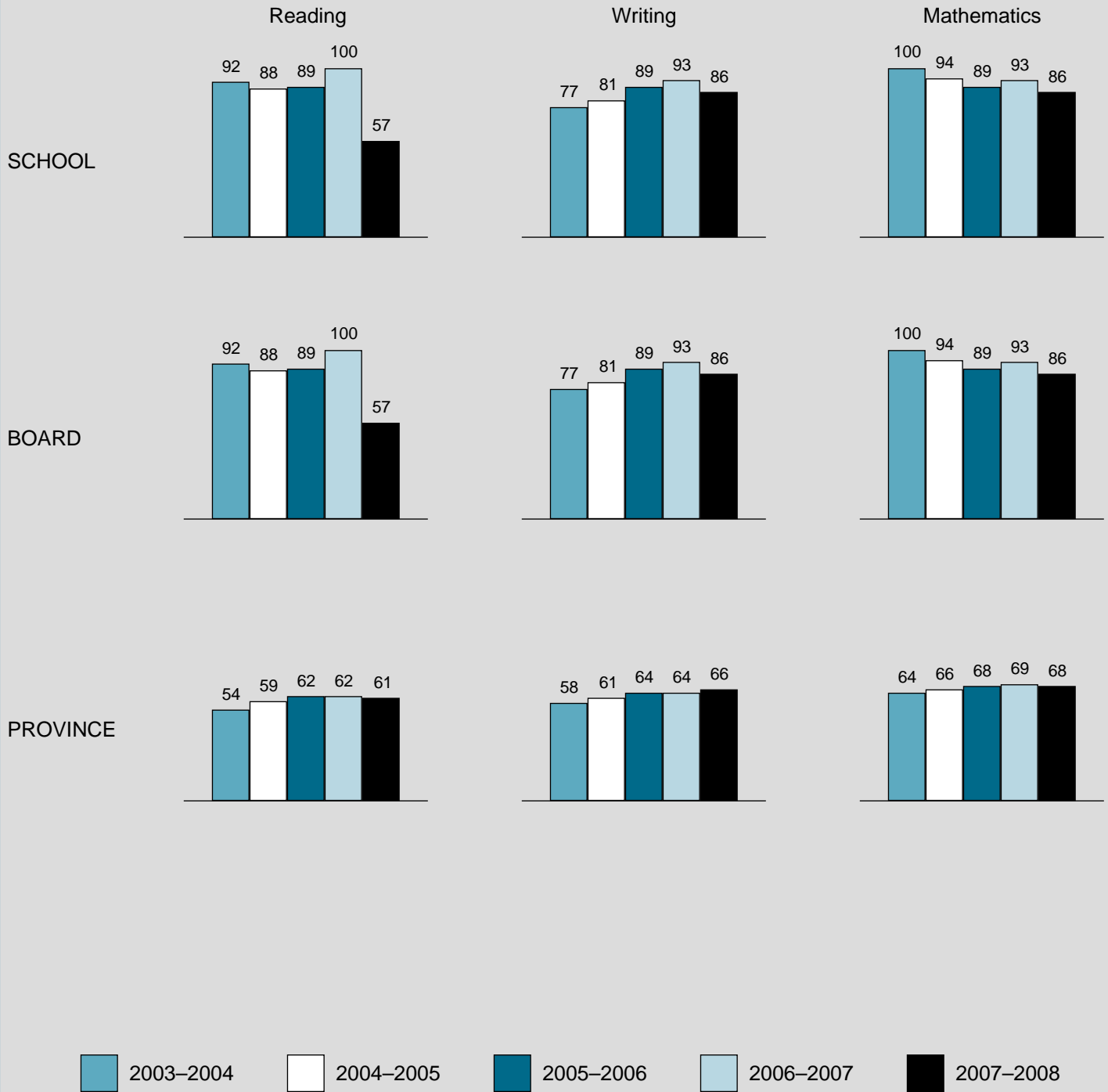
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2007–2008



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

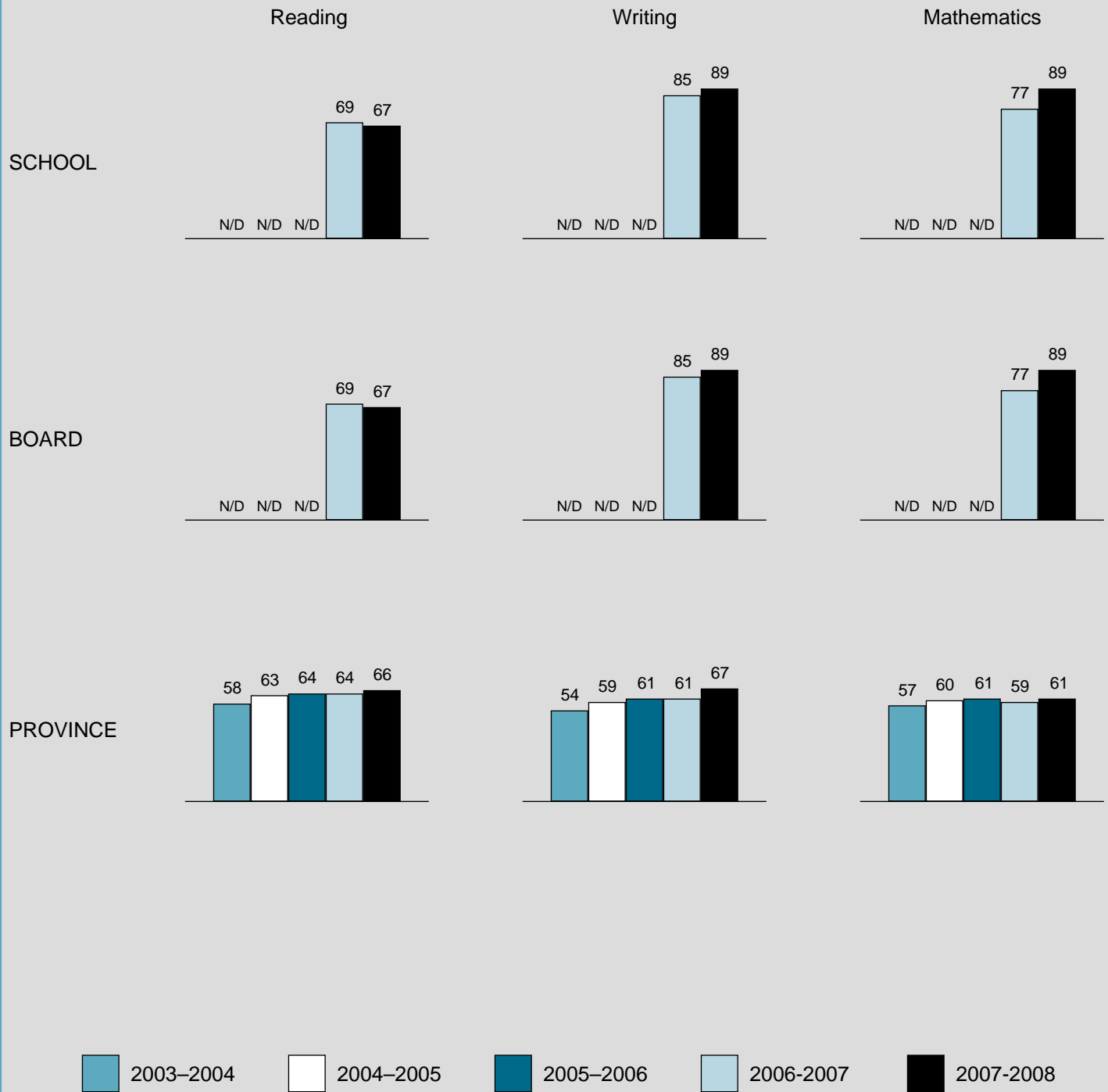
Percentage of Students: Grade 3



	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	13	16	9	14	14
Board	13	16	9	14	14
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	0	0	0	13	9
Board	0	0	0	13	9
Province	146 169	143 421	146 711	145 901	140 420

TIPS

Each school is unique. To appreciate the distinctive character of a school, 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. Results may vary considerably from year to year, and differences may look exaggerated. For example, in a class 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 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.

HOW SCHOOL STAFF CAN USE THIS REPORT

These guidelines reflect the 4C's (complete, compare, consistent, concealing) outlined in the EQAO guide referenced at the bottom of this page.

Examine the contextual information.

- Are these data **complete**? What other contextual information is available to help inform you about your school community?
- **Compare** the contextual information for your school over time. If there are differences, consider how these might influence student performance.
- Have there been any changes or **inconsistencies** in the pattern of students' participation that might have influenced the results? Consider exemption rates and student absenteeism.
- How does the profile of the student body at this school **compare** to that of the board and the province? Consider the challenges that any differences might present.

Examine the school results for reading, writing and mathematics this year.

- What percentage of *all* students achieved at or above the provincial standard (Levels 3 and 4)? approached the standard (Level 2)? performed below the standard (Level 1 and NE1)? Be aware that focusing only on students who achieve the provincial standard or above may result in **concealing** important information about the rest of your student body.
- How do the school results **compare** to the board results? the provincial results? the results for other schools with similar demographic profiles?

Compare the school results for the past four years.

- Are there any changes, trends or **inconsistencies** in the school results over time?
- How do the results for *all* students **compare** with those for *participating* students?
- How do the school results **compare** for female and male students?
- How do the school results over time **compare** to the board results? the provincial results? the results for other schools with similar demographic profiles?

Try to account for any trends, patterns or inconsistencies.

- Have there been any new initiatives or any changes in programs or resources at the school?
- How well is the range of students' needs being addressed in the school (e.g., students with special needs, English language learners, recent immigrants)?
- Are these results **consistent** with other information (e.g., classroom tests, report card marks, attendance, school surveys, results of schools with similar demographics)?
- Consider what influence student and staff attitudes might have on student performance (refer to the questionnaire results).

Consider how these results are being addressed and communicated.

- What are the school's goals for improvement? The provincial goal is for 75% of Grade 6 students to achieve the provincial standard.
- Refer to the *EQAO Guide to School and Board Improvement Planning* for additional information and to the strategies for success outlined in EQAO's provincial report.
- Share the school's improvement plans and acknowledge student improvement and school success through the school's newsletters, Web site, school council, etc.

For more help interpreting your school's results refer to

- EQAO's *Using Data to Promote Student Success: A Brief Guide to Assist School Administrators in Interpreting Their Data* (Primary and Junior Divisions).

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	14		14		128 660	
Number of classes with Grade 3 students	1		1		9 378	
Number of schools with Grade 3 classes	Not applicable		1		3 385	
Number Percent Number Percent Number Percent						
Gender						
Female	6	43%	6	43%	62 501	49%
Male	8	57%	8	57%	66 158	51%
Gender not specified	0	0%	0	0%	1	<1%
Student Status						
English language learners**	0	0%	0	0%	9 848	8%
Students with special needs (excluding gifted)**	0	0%	0	0%	17 089	13%
Place of Birth						
Born in Canada	13	93%	13	93%	114 855	89%
Born outside Canada	1	7%	1	7%	13 596	11%
In Canada less than one year	0	0%	0	0%	823	1%
In Canada one year or more but less than three years	1	7%	1	7%	3 000	2%
In Canada three years or more	0	0%	0	0%	8 792	7%
Language						
First language learned at home was other than English	14	100%	14	100%	26 230	20%
Year Student Entered Current School						
2007–2008	1	7%	1	7%	17 787	14%
2006–2007	3	21%	3	21%	14 301	11%
2005–2006	2	14%	2	14%	20 883	16%
Prior to 2005–2006	8	57%	8	57%	75 028	58%
Data not available	0	0%	0	0%	661	1%
Year Student Entered Current Board						
2007–2008	1	7%	1	7%	9 919	8%
2006–2007	3	21%	3	21%	9 438	7%
2005–2006	2	14%	2	14%	17 646	14%
Prior to 2005–2006	8	57%	8	57%	87 870	68%
Data not available	0	0%	0	0%	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.

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

Contextual Information: Grade 3 (continued)

Participation in the Assessment	School		Board		Province	
Number of Grade 3 students*						
Reading	14		14		125 088	
Writing	14		14		125 088	
Mathematics	14		14		128 659	
Number Percent Number Percent Number Percent						
Students who participated (excludes “no data” and “exempt”)**						
Reading	14	100%	14	100%	119 075	95%
Writing	14	100%	14	100%	119 623	96%
Mathematics	13	93%	13	93%	123 291	96%
Students who did not complete any part of the assessment (“no data”)**						
Reading	0	0%	0	0%	1 210	1%
Writing	0	0%	0	0%	1 159	1%
Mathematics	1	7%	1	7%	1 293	1%
Students who were exempted**						
All three subjects	0	0%	0	0%	3 825	3%
Reading	0	0%	0	0%	4 803	4%
Writing	0	0%	0	0%	4 306	3%
Mathematics	0	0%	0	0%	4 075	3%
Participating English language learners who received a special provision						
Reading	0	0%	0	0%	1 667	1%
Writing	0	0%	0	0%	1 686	1%
Mathematics	0	0%	0	0%	1 710	1%
Participating students who received one or more accommodations[†]						
Reading	0	0%	0	0%	11 743	10%
Writing	0	0%	0	0%	12 075	10%
Mathematics	0	0%	0	0%	12 001	10%

* 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.

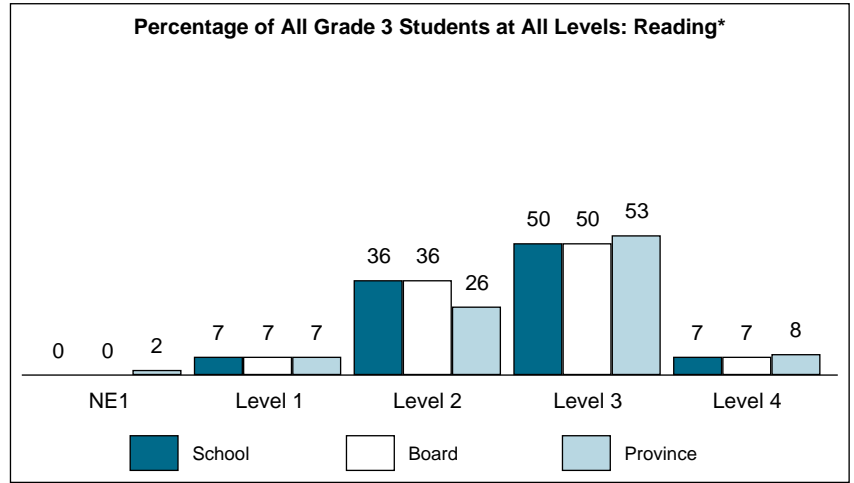
** See the Explanation of Terms.

† Includes students with an Individual Education Plan, students designated as English language learners and students receiving special permission.

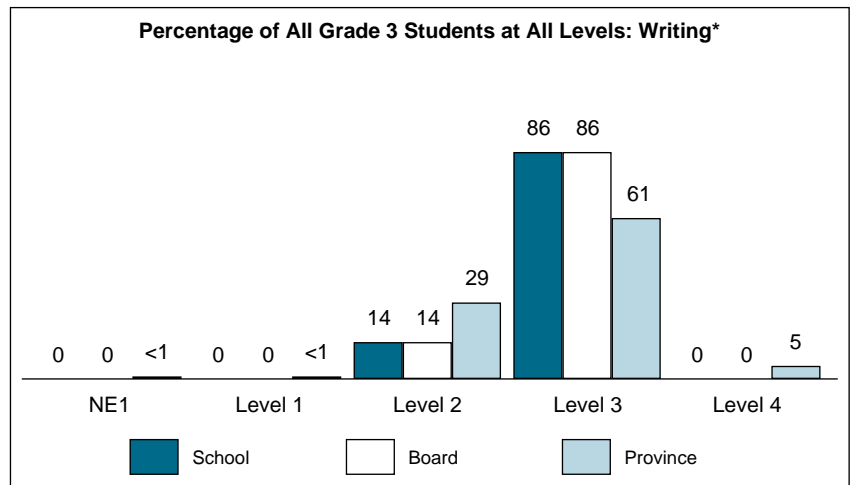
Results in Reading, Writing and Mathematics, 2007–2008

Grade 3: All Students^{††}

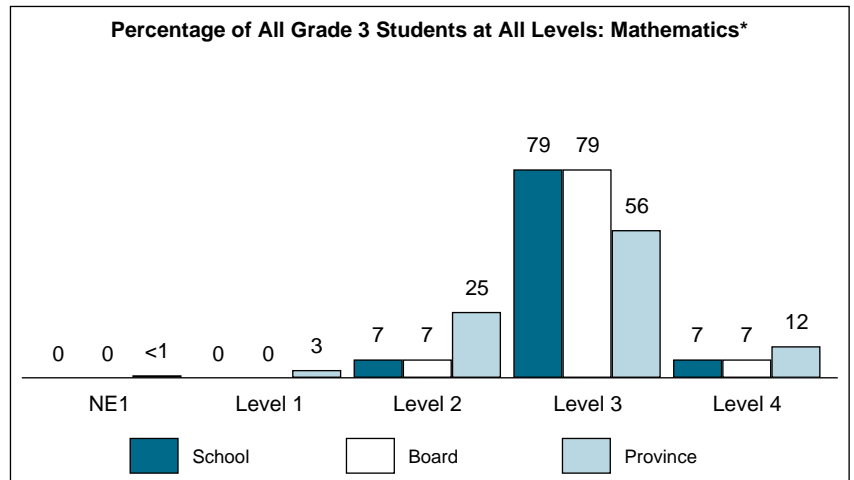
Grade 3: Reading*				
Number of Students	School 14		Board 14	Province 125 088
	#	%	%	%
Level 4	1	7%	7%	8%
Level 3	7	50%	50%	53%
Level 2	5	36%	36%	26%
Level 1	1	7%	7%	7%
NE1**	0	0%	0%	2%
Participating Students	14	100%	100%	95%
No Data	0	0%	0%	1%
Exempt	0	0%	0%	4%
At or Above Provincial Standard (Levels 3 and 4) †		57%	57%	61%



Grade 3: Writing*				
Number of Students	School 14		Board 14	Province 125 088
	#	%	%	%
Level 4	0	0%	0%	5%
Level 3	12	86%	86%	61%
Level 2	2	14%	14%	29%
Level 1	0	0%	0%	<1%
NE1**	0	0%	0%	<1%
Participating Students	14	100%	100%	96%
No Data	0	0%	0%	1%
Exempt	0	0%	0%	3%
At or Above Provincial Standard (Levels 3 and 4) †		86%	86%	66%



Grade 3: Mathematics*				
Number of Students	School 14		Board 14	Province 128 659
	#	%	%	%
Level 4	1	7%	7%	12%
Level 3	11	79%	79%	56%
Level 2	1	7%	7%	25%
Level 1	0	0%	0%	3%
NE1**	0	0%	0%	<1%
Participating Students	13	93%	93%	96%
No Data	1	7%	7%	1%
Exempt	0	0%	0%	3%
At or Above Provincial Standard (Levels 3 and 4) †		86%	86%	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.

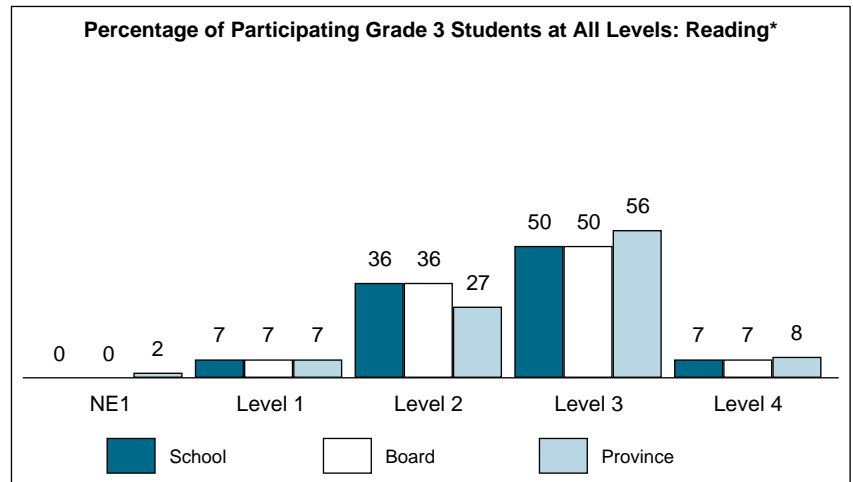
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

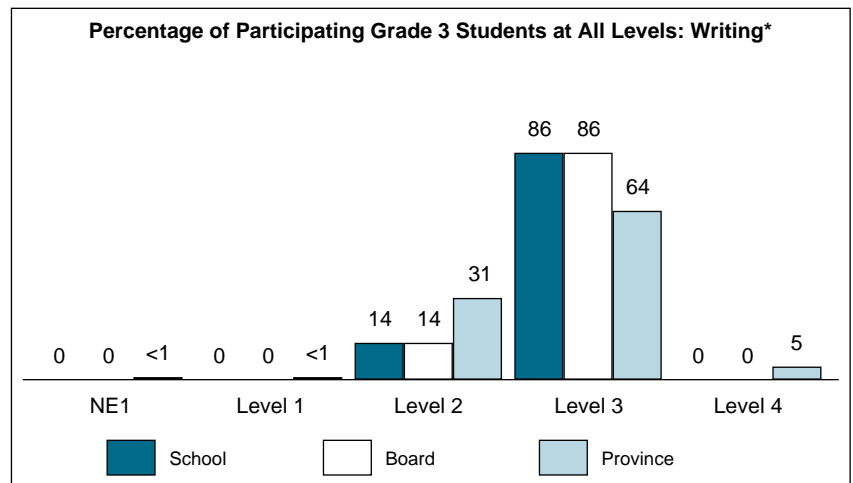
Results in Reading, Writing and Mathematics, 2007–2008

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

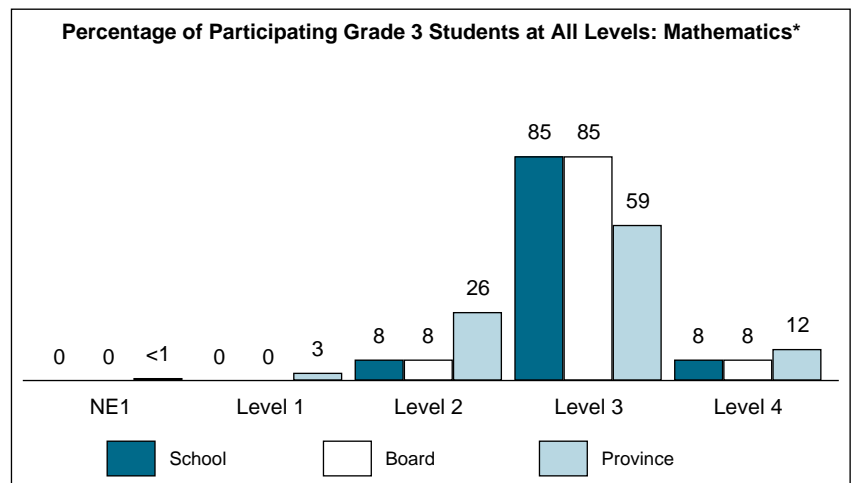
Grade 3: Reading*				
Number of Students	School 14		Board 14	Province 119 075
	#	%	%	%
Level 4	1	7%	7%	8%
Level 3	7	50%	50%	56%
Level 2	5	36%	36%	27%
Level 1	1	7%	7%	7%
NE1**	0	0%	0%	2%
At or Above Provincial Standard (Levels 3 and 4) †	57%		57%	64%



Grade 3: Writing*				
Number of Students	School 14		Board 14	Province 119 623
	#	%	%	%
Level 4	0	0%	0%	5%
Level 3	12	86%	86%	64%
Level 2	2	14%	14%	31%
Level 1	0	0%	0%	<1%
NE1**	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	86%		86%	69%



Grade 3: Mathematics*				
Number of Students	School 13		Board 13	Province 123 291
	#	%	%	%
Level 4	1	8%	8%	12%
Level 3	11	85%	85%	59%
Level 2	1	8%	8%	26%
Level 1	0	0%	0%	3%
NE1**	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	92%		92%	71%



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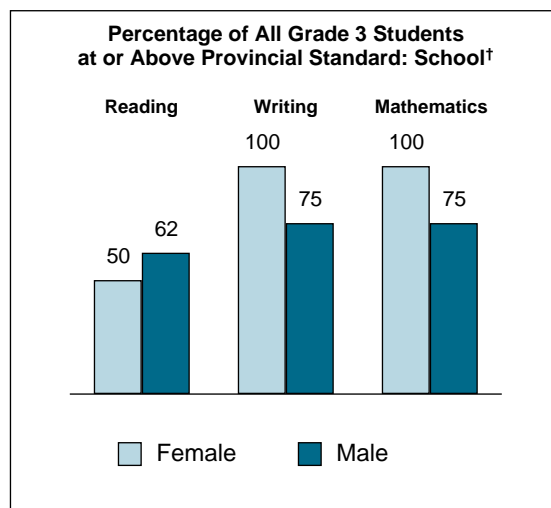
** See the Explanation of Terms.

† 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.

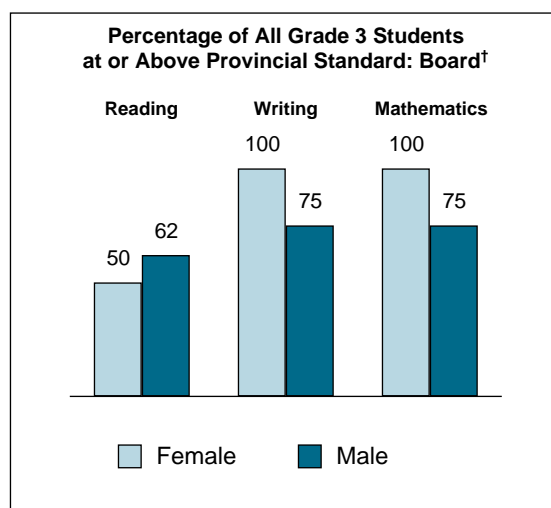
Results in Reading, Writing and Mathematics, 2007–2008

Grade 3: Gender††

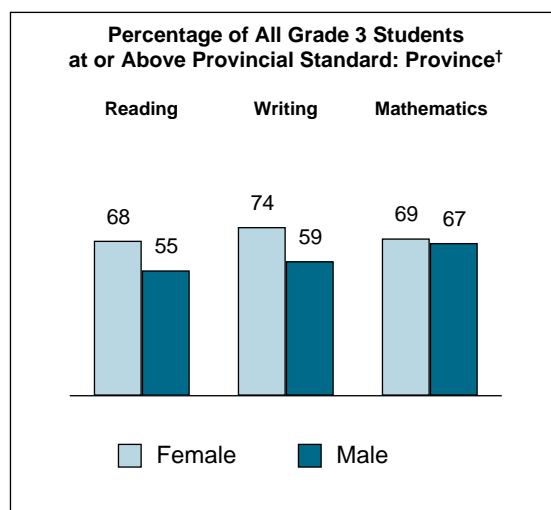
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 6	Male 8	Female 6	Male 8	Female 6	Male 8
Level 4	17%	0%	0%	0%	17%	0%
Level 3	33%	62%	100%	75%	83%	75%
Level 2	50%	25%	0%	25%	0%	12%
Level 1	0%	12%	0%	0%	0%	0%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%	100%	88%
No Data	0%	0%	0%	0%	0%	12%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	50%	62%	100%	75%	100%	75%



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 6	Male 8	Female 6	Male 8	Female 6	Male 8
Level 4	17%	0%	0%	0%	17%	0%
Level 3	33%	62%	100%	75%	83%	75%
Level 2	50%	25%	0%	25%	0%	12%
Level 1	0%	12%	0%	0%	0%	0%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%	100%	88%
No Data	0%	0%	0%	0%	0%	12%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	50%	62%	100%	75%	100%	75%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 60 445	Male 64 642	Female 60 445	Male 64 642	Female 62 501	Male 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.

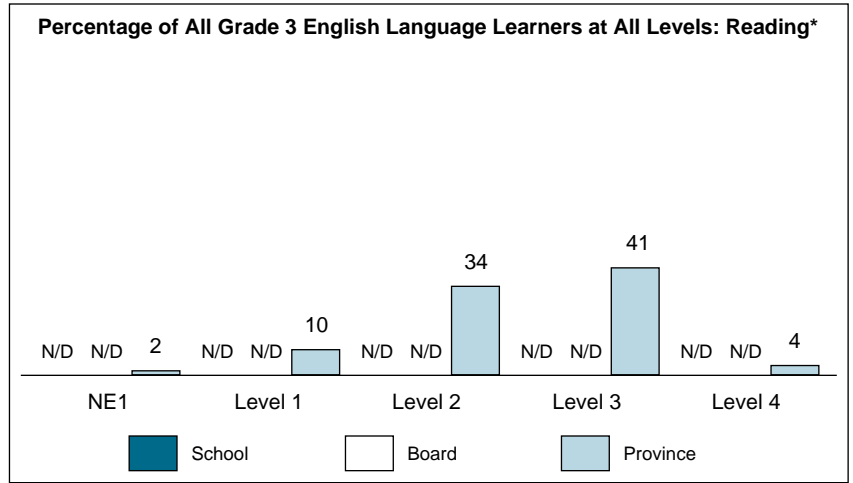
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

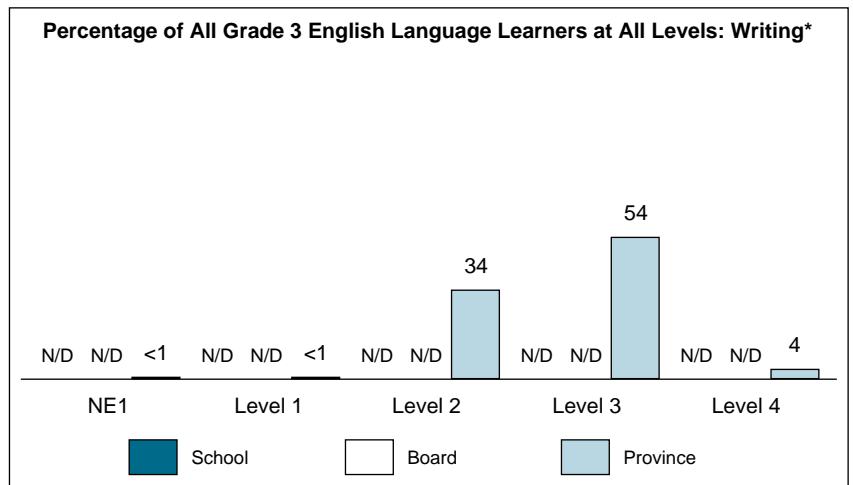
Results in Reading, Writing and Mathematics, 2007–2008

Grade 3: English Language Learners

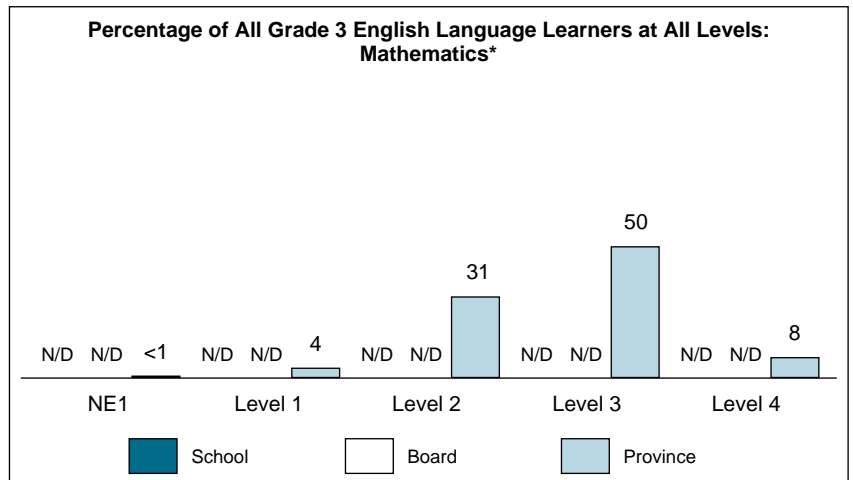
English Language Learners: Reading*				
Number of Students	School N/D		Board N/D	Province 9 775
	#	%	%	%
Level 4	N/D	N/D	N/D	4%
Level 3	N/D	N/D	N/D	41%
Level 2	N/D	N/D	N/D	34%
Level 1	N/D	N/D	N/D	10%
NE1**	N/D	N/D	N/D	2%
Participating Students	N/D	N/D	N/D	91%
No Data	N/D	N/D	N/D	1%
Exempt	N/D	N/D	N/D	7%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/D	45%



English Language Learners: Writing*				
Number of Students	School N/D		Board N/D	Province 9 775
	#	%	%	%
Level 4	N/D	N/D	N/D	4%
Level 3	N/D	N/D	N/D	54%
Level 2	N/D	N/D	N/D	34%
Level 1	N/D	N/D	N/D	<1%
NE1**	N/D	N/D	N/D	<1%
Participating Students	N/D	N/D	N/D	92%
No Data	N/D	N/D	N/D	1%
Exempt	N/D	N/D	N/D	6%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/D	58%



English Language Learners: Mathematics*				
Number of Students	School N/D		Board N/D	Province 9 848
	#	%	%	%
Level 4	N/D	N/D	N/D	8%
Level 3	N/D	N/D	N/D	50%
Level 2	N/D	N/D	N/D	31%
Level 1	N/D	N/D	N/D	4%
NE1**	N/D	N/D	N/D	<1%
Participating Students	N/D	N/D	N/D	93%
No Data	N/D	N/D	N/D	2%
Exempt	N/D	N/D	N/D	5%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/D	58%



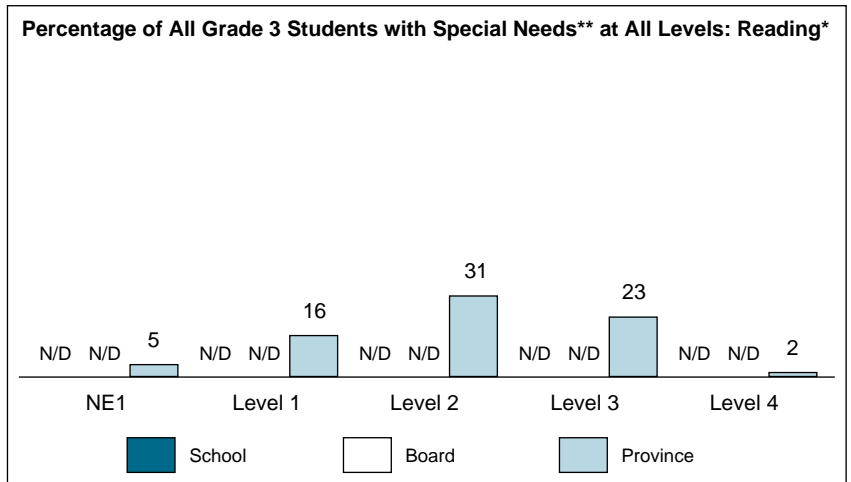
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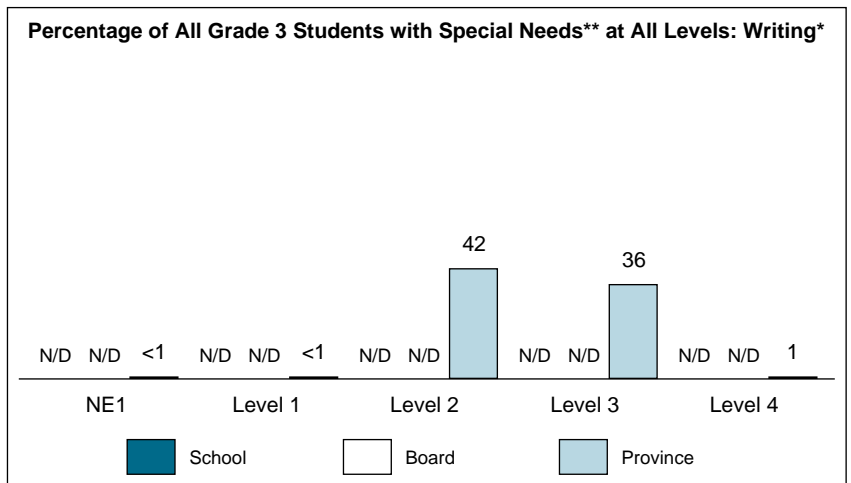
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Results in Reading, Writing and Mathematics, 2007–2008 Grade 3: Students with Special Needs (excluding gifted)

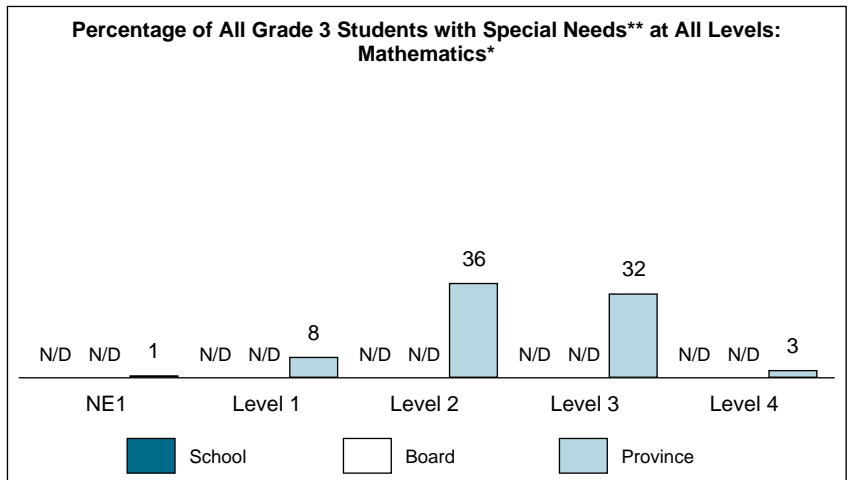
Students with Special Needs**: Reading*				
Number of Students	School N/D		Board N/D	Province 16 997
	#	%	%	%
Level 4	N/D	N/D	N/D	2%
Level 3	N/D	N/D	N/D	23%
Level 2	N/D	N/D	N/D	31%
Level 1	N/D	N/D	N/D	16%
NE1**	N/D	N/D	N/D	5%
Participating Students	N/D	N/D	N/D	77%
No Data	N/D	N/D	N/D	2%
Exempt	N/D	N/D	N/D	21%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/D	25%



Students with Special Needs**: Writing*				
Number of Students	School N/D		Board N/D	Province 16 997
	#	%	%	%
Level 4	N/D	N/D	N/D	1%
Level 3	N/D	N/D	N/D	36%
Level 2	N/D	N/D	N/D	42%
Level 1	N/D	N/D	N/D	<1%
NE1**	N/D	N/D	N/D	<1%
Participating Students	N/D	N/D	N/D	80%
No Data	N/D	N/D	N/D	2%
Exempt	N/D	N/D	N/D	18%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/D	37%



Students with Special Needs**: Mathematics*				
Number of Students	School N/D		Board N/D	Province 17 089
	#	%	%	%
Level 4	N/D	N/D	N/D	3%
Level 3	N/D	N/D	N/D	32%
Level 2	N/D	N/D	N/D	36%
Level 1	N/D	N/D	N/D	8%
NE1**	N/D	N/D	N/D	1%
Participating Students	N/D	N/D	N/D	81%
No Data	N/D	N/D	N/D	2%
Exempt	N/D	N/D	N/D	18%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/D	35%



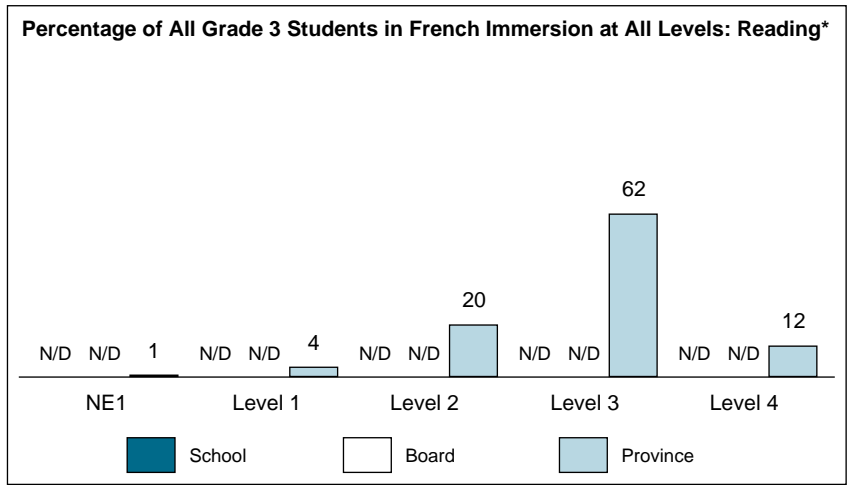
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

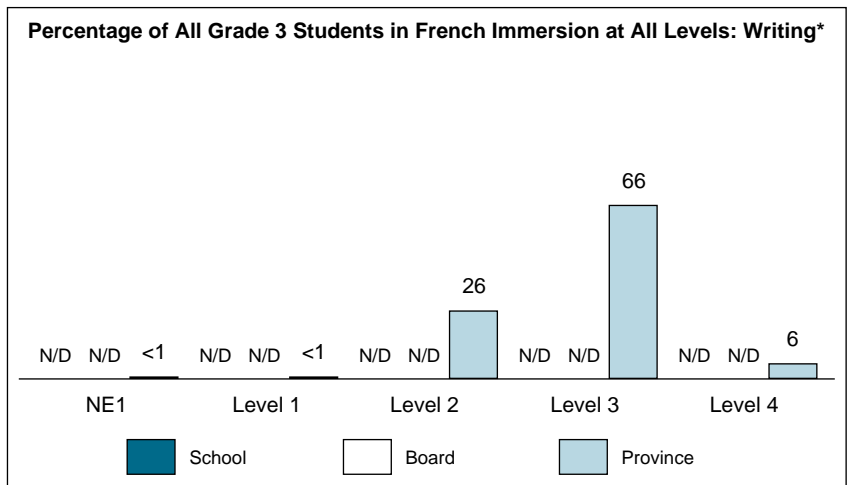
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Results in Reading, Writing and Mathematics, 2007–2008 Grade 3: Students Enrolled in French Immersion^{††}

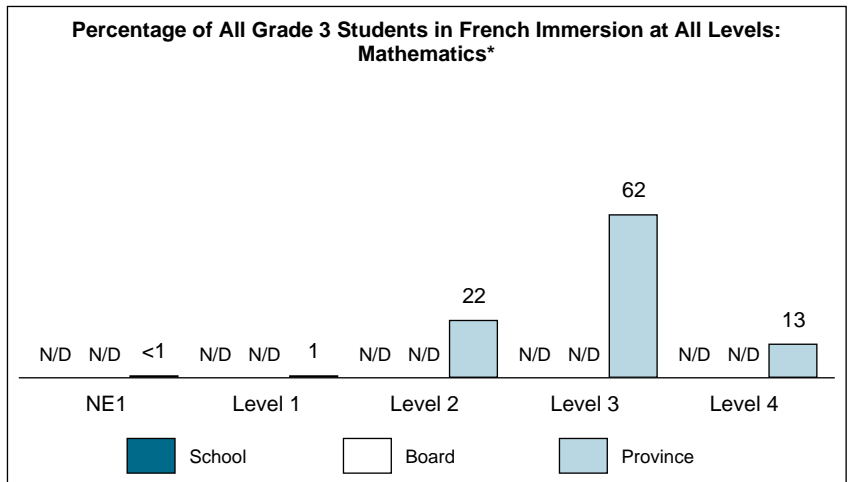
Students in French Immersion: Reading*				
Number of Students	School N/D		Board N/D	Province 7 299
	#	%	%	%
Level 4	N/D	N/D	N/D	12%
Level 3	N/D	N/D	N/D	62%
Level 2	N/D	N/D	N/D	20%
Level 1	N/D	N/D	N/D	4%
NE1**	N/D	N/D	N/D	1%
Participating Students	N/D	N/D	N/D	99%
No Data	N/D	N/D	N/D	1%
Exempt	N/D	N/D	N/D	<1%
At or Above Provincial Standard (Levels 3 and 4) [†]		N/D	N/D	74%



Students in French Immersion: Writing*				
Number of Students	School N/D		Board N/D	Province 7 299
	#	%	%	%
Level 4	N/D	N/D	N/D	6%
Level 3	N/D	N/D	N/D	66%
Level 2	N/D	N/D	N/D	26%
Level 1	N/D	N/D	N/D	<1%
NE1**	N/D	N/D	N/D	<1%
Participating Students	N/D	N/D	N/D	99%
No Data	N/D	N/D	N/D	1%
Exempt	N/D	N/D	N/D	<1%
At or Above Provincial Standard (Levels 3 and 4) [†]		N/D	N/D	73%



Students in French Immersion: Mathematics*				
Number of Students	School N/D		Board N/D	Province 10 876
	#	%	%	%
Level 4	N/D	N/D	N/D	13%
Level 3	N/D	N/D	N/D	62%
Level 2	N/D	N/D	N/D	22%
Level 1	N/D	N/D	N/D	1%
NE1**	N/D	N/D	N/D	<1%
Participating Students	N/D	N/D	N/D	99%
No Data	N/D	N/D	N/D	1%
Exempt	N/D	N/D	N/D	<1%
At or Above Provincial Standard (Levels 3 and 4) [†]		N/D	N/D	75%



* 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.

†† 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.

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	9		9		140 420	
Number of classes with Grade 6 students	1		1		8 400	
Number of schools with Grade 6 classes	Not applicable		1		3 199	
Number Percent Number Percent Number Percent						
Gender						
Female	7	78%	7	78%	68 266	49%
Male	2	22%	2	22%	72 154	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	0	0%	0	0%	6 639	5%
Students with special needs (excluding gifted)**	0	0%	0	0%	24 146	17%
Place of Birth						
Born in Canada	8	89%	8	89%	123 090	88%
Born outside Canada	1	11%	1	11%	17 139	12%
In Canada less than one year	0	0%	0	0%	781	1%
In Canada one year or more but less than three years	0	0%	0	0%	3 068	2%
In Canada three years or more	1	11%	1	11%	12 314	9%
Language						
First language learned at home was other than English	9	100%	9	100%	27 589	20%
Year Student Entered Current School						
2007–2008	0	0%	0	0%	31 842	23%
2006–2007	1	11%	1	11%	13 757	10%
2005–2006	2	22%	2	22%	16 422	12%
Prior to 2005–2006	6	67%	6	67%	77 751	55%
Data not available	0	0%	0	0%	648	<1%
Year Student Entered Current Board						
2007–2008	0	0%	0	0%	17 395	12%
2006–2007	1	11%	1	11%	8 361	6%
2005–2006	2	22%	2	22%	12 632	9%
Prior to 2005–2006	6	67%	6	67%	96 018	68%
Data not available	0	0%	0	0%	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.

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

Contextual Information: Grade 6 (continued)

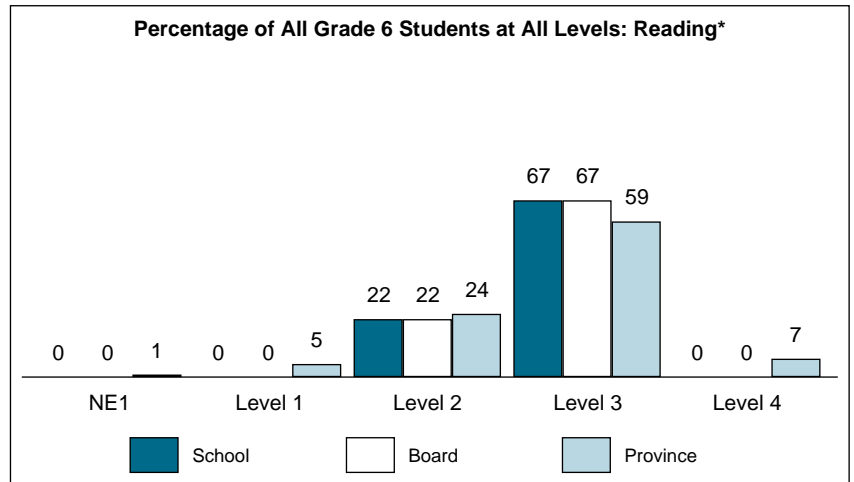
Participation in the Assessment	School		Board		Province	
Number of Grade 6 students						
Reading	9		9		140 420	
Writing	9		9		140 420	
Mathematics	9		9		140 358	
Number Percent Number Percent Number Percent						
Students who participated (excludes “no data” and “exempt”)*						
Reading	8	89%	8	89%	134 766	96%
Writing	8	89%	8	89%	134 882	96%
Mathematics	8	89%	8	89%	134 447	96%
Students who did not complete any part of the assessment (“no data”)*						
Reading	1	11%	1	11%	1 084	1%
Writing	1	11%	1	11%	1 116	1%
Mathematics	1	11%	1	11%	1 262	1%
Students who were exempted*						
All three subjects	0	0%	0	0%	4 052	3%
Reading	0	0%	0	0%	4 570	3%
Writing	0	0%	0	0%	4 422	3%
Mathematics	0	0%	0	0%	4 649	3%
Participating English language learners who received a special provision						
Reading	0	0%	0	0%	1 218	1%
Writing	0	0%	0	0%	1 228	1%
Mathematics	0	0%	0	0%	1 249	1%
Participating students who received one or more accommodations[†]						
Reading	0	0%	0	0%	15 845	12%
Writing	0	0%	0	0%	15 916	12%
Mathematics	0	0%	0	0%	15 063	11%

* See the Explanation of Terms.

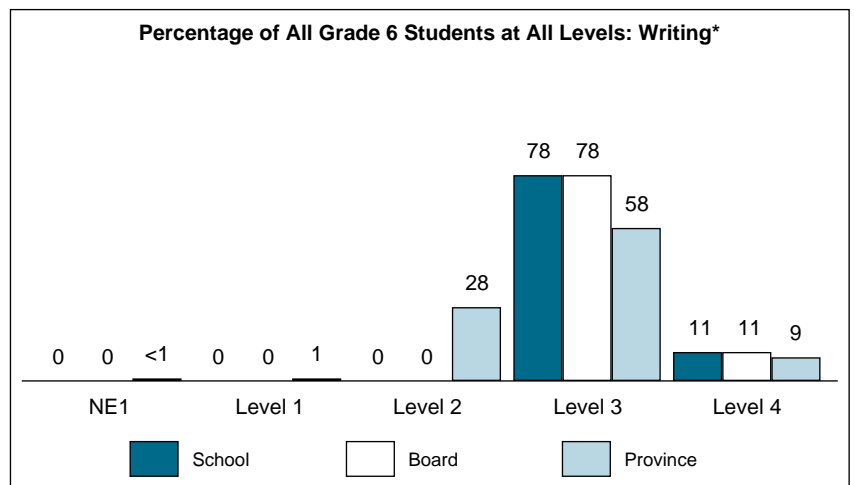
† Includes students with an Individual Education Plan, students designated as English language learners and students receiving special permission.

Results in Reading, Writing and Mathematics, 2007–2008 Grade 6: All Students

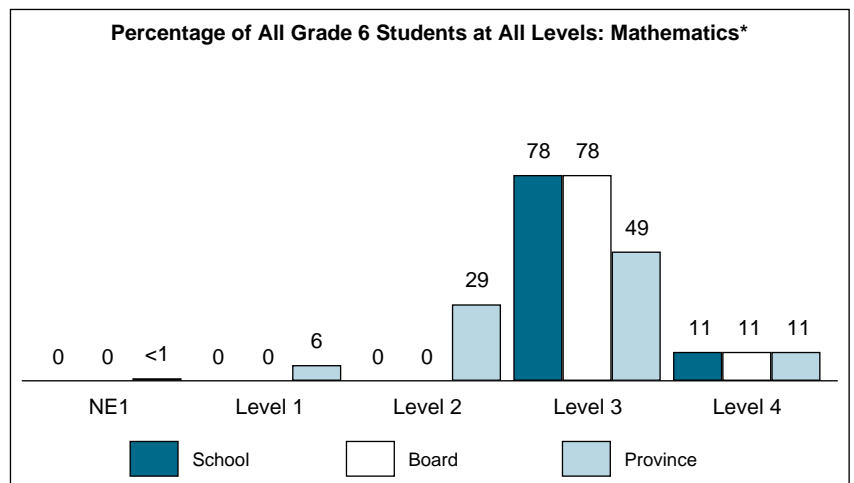
Grade 6: Reading*				
Number of Students	School 9		Board 9	Province 140 420
	#	%	%	%
Level 4	0	0%	0%	7%
Level 3	6	67%	67%	59%
Level 2	2	22%	22%	24%
Level 1	0	0%	0%	5%
NE1**	0	0%	0%	1%
Participating Students	8	89%	89%	96%
No Data	1	11%	11%	1%
Exempt	0	0%	0%	3%
At or Above Provincial Standard (Levels 3 and 4) †	67%		67%	66%



Grade 6: Writing*				
Number of Students	School 9		Board 9	Province 140 420
	#	%	%	%
Level 4	1	11%	11%	9%
Level 3	7	78%	78%	58%
Level 2	0	0%	0%	28%
Level 1	0	0%	0%	1%
NE1**	0	0%	0%	<1%
Participating Students	8	89%	89%	96%
No Data	1	11%	11%	1%
Exempt	0	0%	0%	3%
At or Above Provincial Standard (Levels 3 and 4) †	89%		89%	67%



Grade 6: Mathematics*				
Number of Students	School 9		Board 9	Province 140 358
	#	%	%	%
Level 4	1	11%	11%	11%
Level 3	7	78%	78%	49%
Level 2	0	0%	0%	29%
Level 1	0	0%	0%	6%
NE1**	0	0%	0%	<1%
Participating Students	8	89%	89%	96%
No Data	1	11%	11%	1%
Exempt	0	0%	0%	3%
At or Above Provincial Standard (Levels 3 and 4) †	89%		89%	61%



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

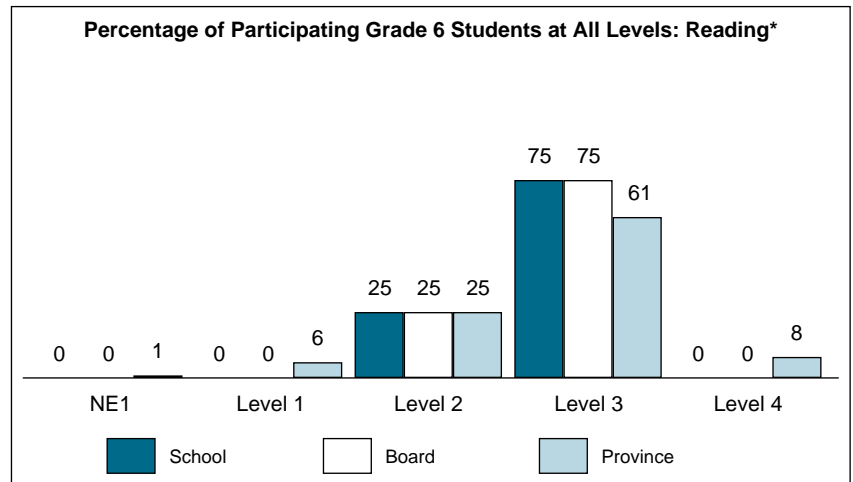
** See the Explanation of Terms.

† 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.

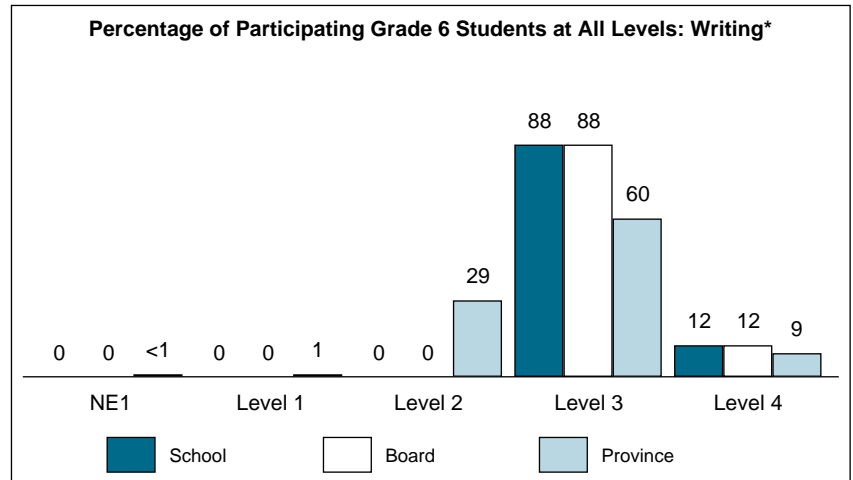
Results in Reading, Writing and Mathematics, 2007–2008

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

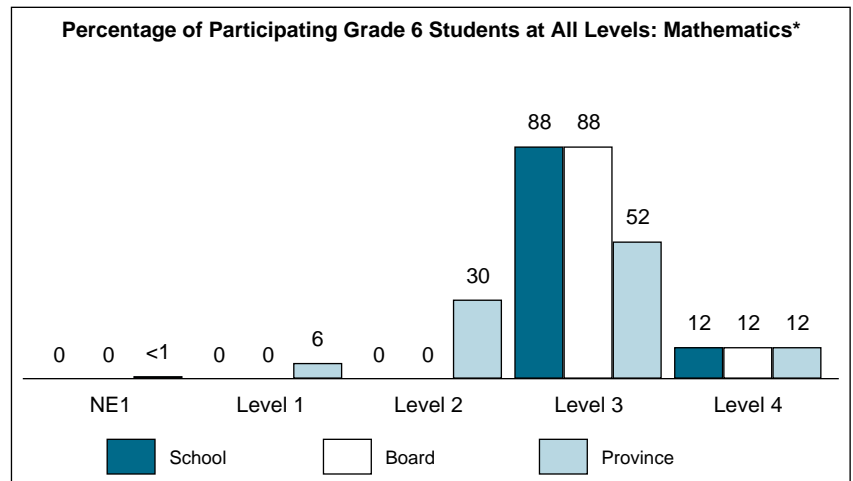
Grade 6: Reading*				
Number of Students	School 8		Board 8	Province 134 766
	#	%	%	%
Level 4	0	0%	0%	8%
Level 3	6	75%	75%	61%
Level 2	2	25%	25%	25%
Level 1	0	0%	0%	6%
NE1**	0	0%	0%	1%
At or Above Provincial Standard (Levels 3 and 4) †	75%		75%	69%



Grade 6: Writing*				
Number of Students	School 8		Board 8	Province 134 882
	#	%	%	%
Level 4	1	12%	12%	9%
Level 3	7	88%	88%	60%
Level 2	0	0%	0%	29%
Level 1	0	0%	0%	1%
NE1**	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	100%		100%	70%



Grade 6: Mathematics*				
Number of Students	School 8		Board 8	Province 134 447
	#	%	%	%
Level 4	1	12%	12%	12%
Level 3	7	88%	88%	52%
Level 2	0	0%	0%	30%
Level 1	0	0%	0%	6%
NE1**	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	100%		100%	63%



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

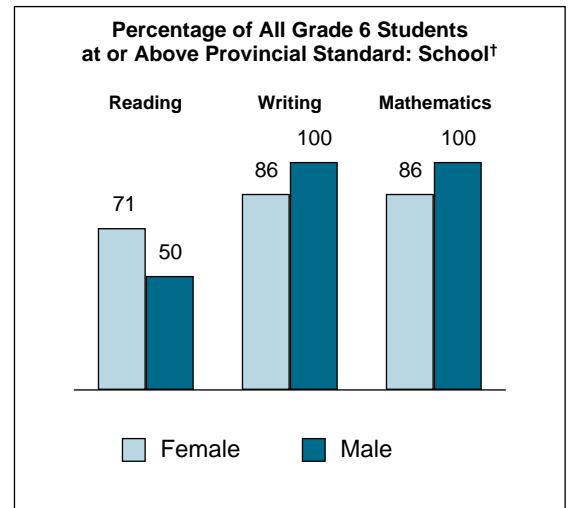
** See the Explanation of Terms.

† 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.

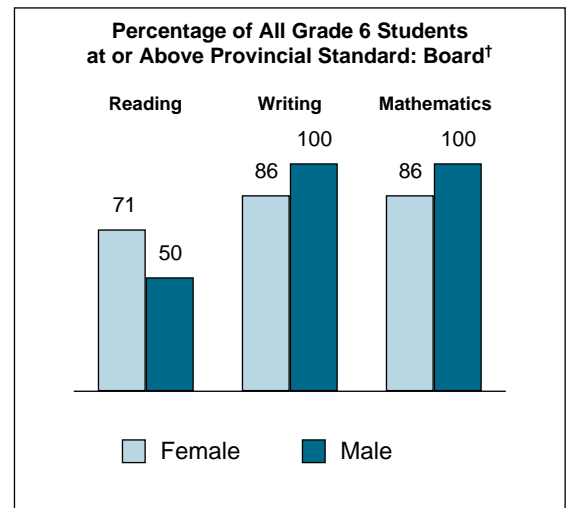
Results in Reading, Writing and Mathematics, 2007–2008

Grade 6: Gender††

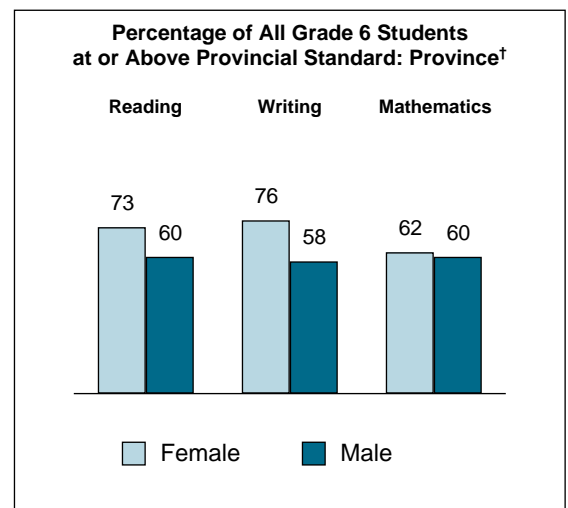
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 7	Male 2	Female 7	Male 2	Female 7	Male 2
Level 4	0%	0%	14%	0%	14%	0%
Level 3	71%	50%	71%	100%	71%	100%
Level 2	14%	50%	0%	0%	0%	0%
Level 1	0%	0%	0%	0%	0%	0%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	86%	100%	86%	100%	86%	100%
No Data	14%	0%	14%	0%	14%	0%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	71%	50%	86%	100%	86%	100%



Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 7	Male 2	Female 7	Male 2	Female 7	Male 2
Level 4	0%	0%	14%	0%	14%	0%
Level 3	71%	50%	71%	100%	71%	100%
Level 2	14%	50%	0%	0%	0%	0%
Level 1	0%	0%	0%	0%	0%	0%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	86%	100%	86%	100%	86%	100%
No Data	14%	0%	14%	0%	14%	0%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	71%	50%	86%	100%	86%	100%



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.

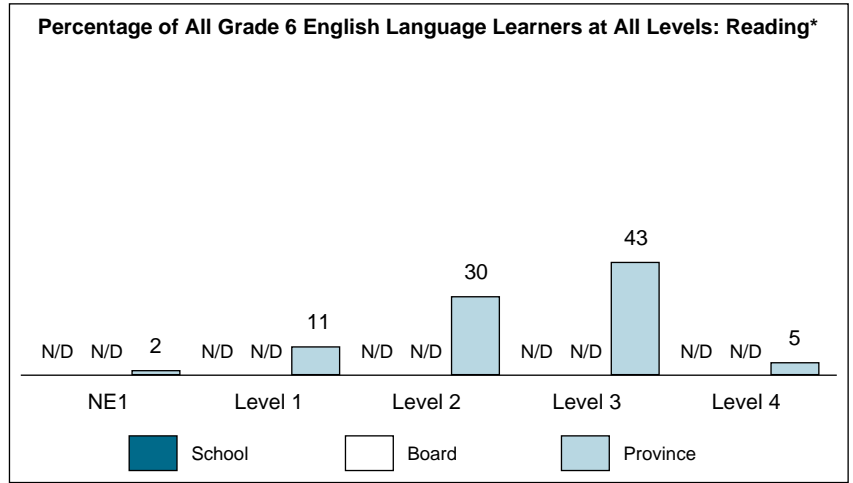
** See the Explanation of Terms.

† 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.

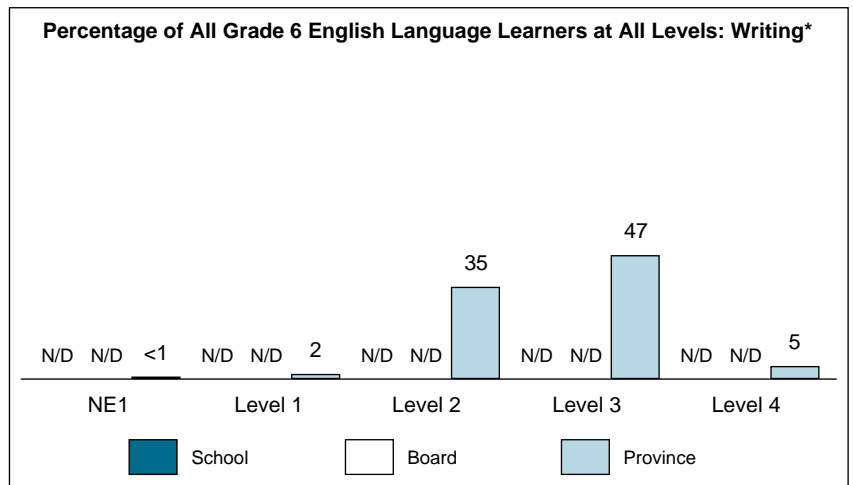
†† Results include only students for whom gender data were available.

Results in Reading, Writing and Mathematics, 2007–2008 Grade 6: English Language Learners

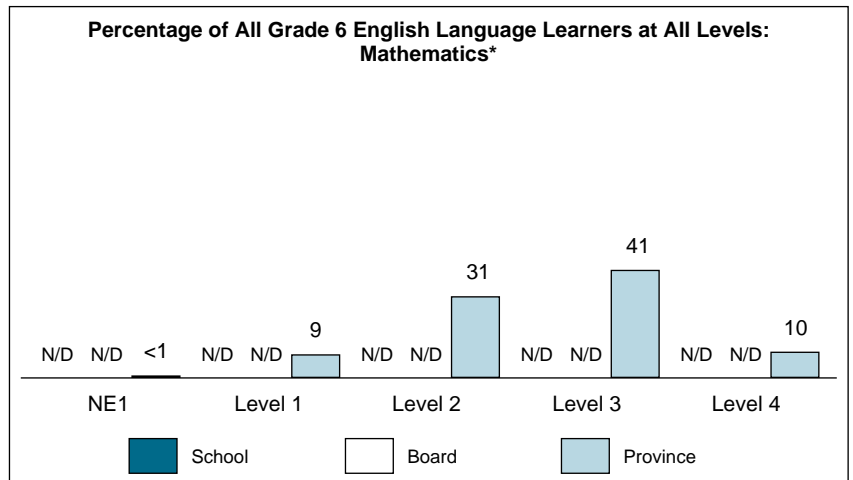
English Language Learners: Reading*				
Number of Students	School N/D		Board N/D	Province 6 639
	#	%	%	%
Level 4	N/D	N/D	N/D	5%
Level 3	N/D	N/D	N/D	43%
Level 2	N/D	N/D	N/D	30%
Level 1	N/D	N/D	N/D	11%
NE1**	N/D	N/D	N/D	2%
Participating Students	N/D	N/D	N/D	90%
No Data	N/D	N/D	N/D	1%
Exempt	N/D	N/D	N/D	8%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/D	48%



English Language Learners: Writing*				
Number of Students	School N/D		Board N/D	Province 6 639
	#	%	%	%
Level 4	N/D	N/D	N/D	5%
Level 3	N/D	N/D	N/D	47%
Level 2	N/D	N/D	N/D	35%
Level 1	N/D	N/D	N/D	2%
NE1**	N/D	N/D	N/D	<1%
Participating Students	N/D	N/D	N/D	90%
No Data	N/D	N/D	N/D	1%
Exempt	N/D	N/D	N/D	8%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/D	53%



English Language Learners: Mathematics*				
Number of Students	School N/D		Board N/D	Province 6 634
	#	%	%	%
Level 4	N/D	N/D	N/D	10%
Level 3	N/D	N/D	N/D	41%
Level 2	N/D	N/D	N/D	31%
Level 1	N/D	N/D	N/D	9%
NE1**	N/D	N/D	N/D	<1%
Participating Students	N/D	N/D	N/D	92%
No Data	N/D	N/D	N/D	1%
Exempt	N/D	N/D	N/D	7%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/D	51%



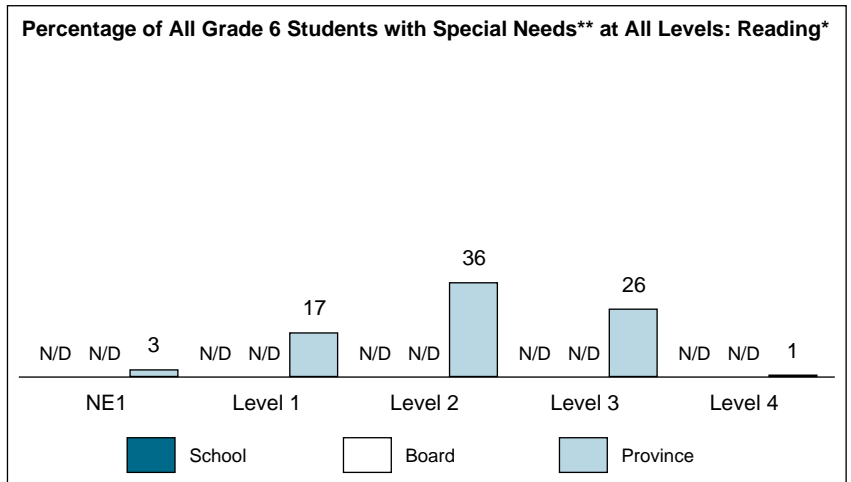
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

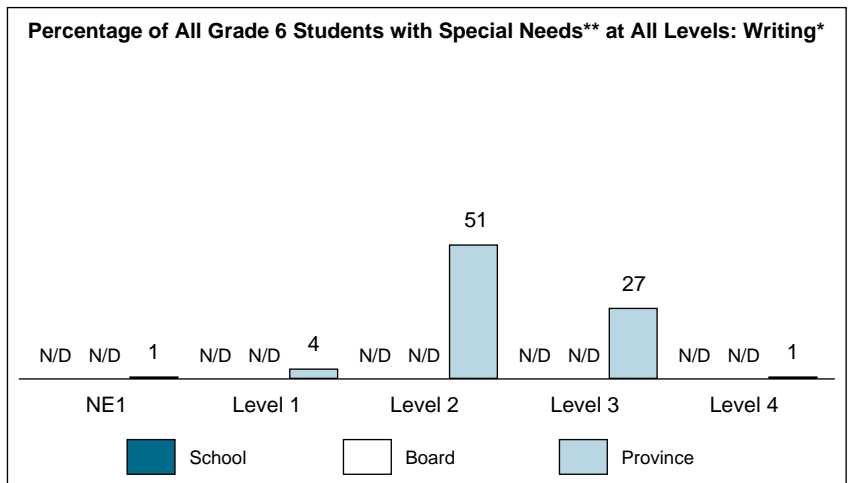
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Results in Reading, Writing and Mathematics, 2007–2008 Grade 6: Students with Special Needs (excluding gifted)

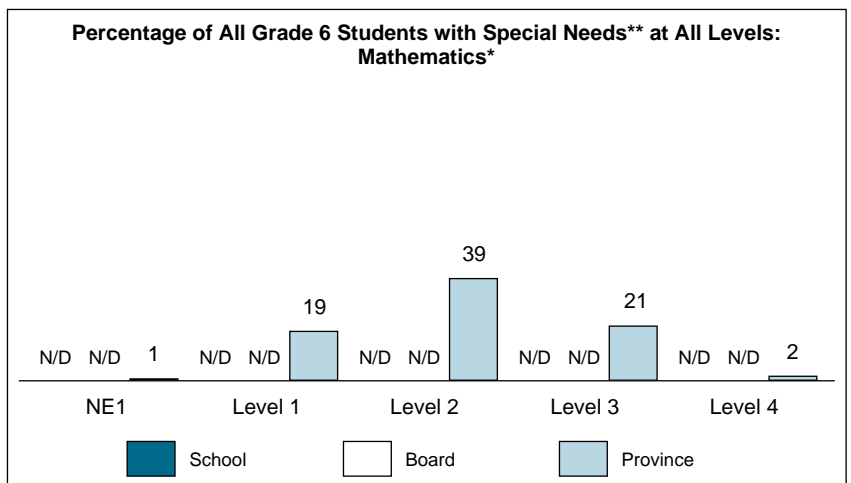
Students with Special Needs**: Reading*				
Number of Students	School N/D		Board N/D	Province 24 146
	#	%	%	%
Level 4	N/D	N/D	N/D	1%
Level 3	N/D	N/D	N/D	26%
Level 2	N/D	N/D	N/D	36%
Level 1	N/D	N/D	N/D	17%
NE1**	N/D	N/D	N/D	3%
Participating Students	N/D	N/D	N/D	83%
No Data	N/D	N/D	N/D	2%
Exempt	N/D	N/D	N/D	15%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/D	27%



Students with Special Needs**: Writing*				
Number of Students	School N/D		Board N/D	Province 24 146
	#	%	%	%
Level 4	N/D	N/D	N/D	1%
Level 3	N/D	N/D	N/D	27%
Level 2	N/D	N/D	N/D	51%
Level 1	N/D	N/D	N/D	4%
NE1**	N/D	N/D	N/D	1%
Participating Students	N/D	N/D	N/D	84%
No Data	N/D	N/D	N/D	2%
Exempt	N/D	N/D	N/D	15%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/D	28%



Students with Special Needs**: Mathematics*				
Number of Students	School N/D		Board N/D	Province 24 136
	#	%	%	%
Level 4	N/D	N/D	N/D	2%
Level 3	N/D	N/D	N/D	21%
Level 2	N/D	N/D	N/D	39%
Level 1	N/D	N/D	N/D	19%
NE1**	N/D	N/D	N/D	1%
Participating Students	N/D	N/D	N/D	82%
No Data	N/D	N/D	N/D	2%
Exempt	N/D	N/D	N/D	16%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	N/D	23%



* 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 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	13	16	9	14	14
Participation in the Assessment					
Reading [†]	100%	100%	100%	100%	100%
Writing [†]	100%	100%	100%	100%	100%
Mathematics [†]	100%	100%	100%	100%	93%
Gender					
Female	54%	69%	33%	36%	43%
Male	46%	31%	67%	64%	57%
Student Status					
English language learners**	100%	100%	100%	7%	0%
Students with special needs (excluding gifted)**	0%	0%	11%	7%	0%
Place of Birth					
Born in Canada	85%	75%	100%	86%	93%
Born outside Canada	15%	25%	0%	14%	7%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	8%	0%	0%	0%	7%
In Canada three years or more	8%	12%	0%	7%	0%
Language					
First language learned at home was other than English	100%	100%	100%	93%	100%
Year Student Entered Current School					
Year of the assessment	Data not collected ^{††}		11%	21%	7%
Year prior to the assessment			22%	14%	21%
2 years prior to the assessment			67%	21%	14%
3 or more years prior to the assessment			0%	43%	57%
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.

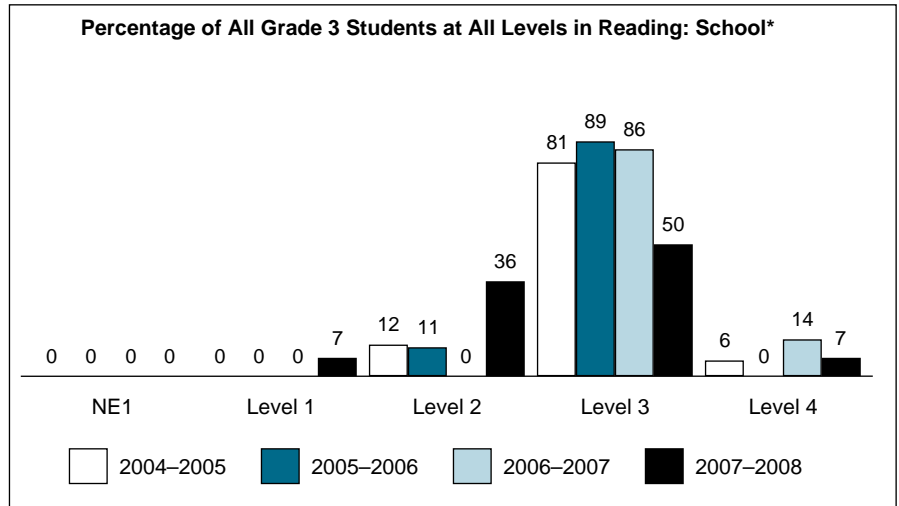
** See the Explanation of Terms.

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

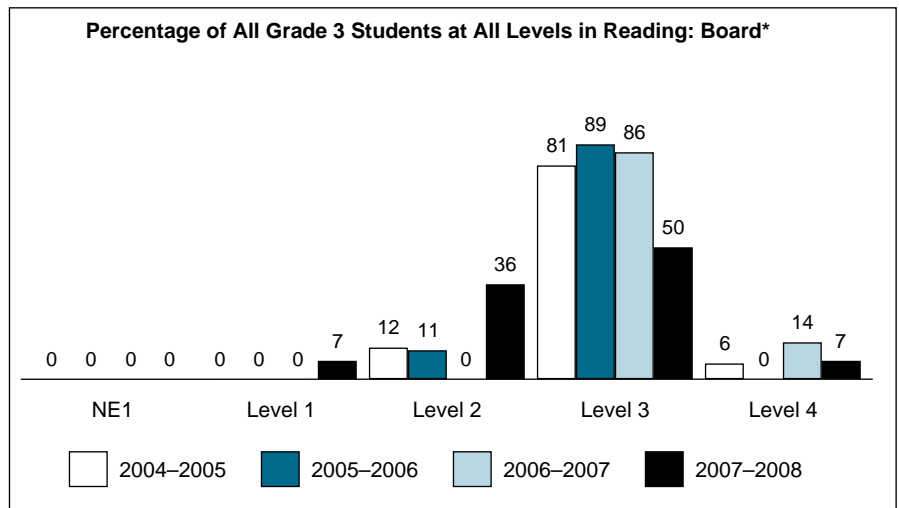
Results over Time, 2004–2005 to 2007–2008*

Grade 3: Reading

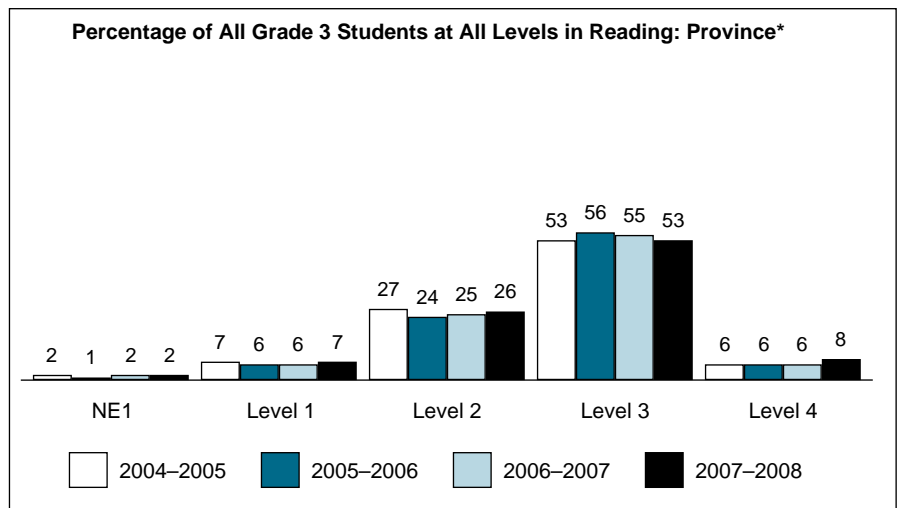
Grade 3 Reading: School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	16	9	14	14
Level 4	6%	0%	14%	7%
Level 3	81%	89%	86%	50%
Level 2	12%	11%	0%	36%
Level 1	0%	0%	0%	7%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	88%	89%	100%	57%



Grade 3 Reading: Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	16	9	14	14
Level 4	6%	0%	14%	7%
Level 3	81%	89%	86%	50%
Level 2	12%	11%	0%	36%
Level 1	0%	0%	0%	7%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	88%	89%	100%	57%



Grade 3 Reading: 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%	8%
Level 3	53%	56%	55%	53%
Level 2	27%	24%	25%	26%
Level 1	7%	6%	6%	7%
NE1**	2%	1%	2%	2%
<i>Participating Students</i>	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.

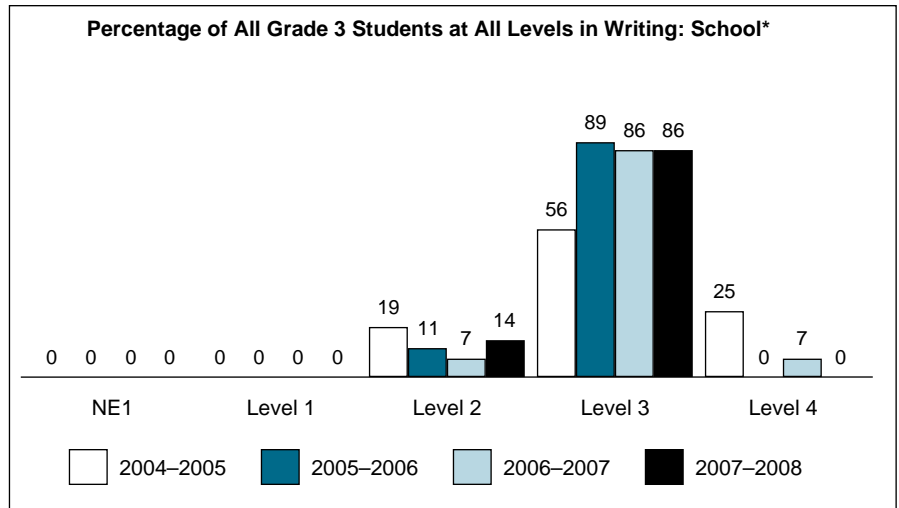
** See the Explanation of Terms.

† 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.

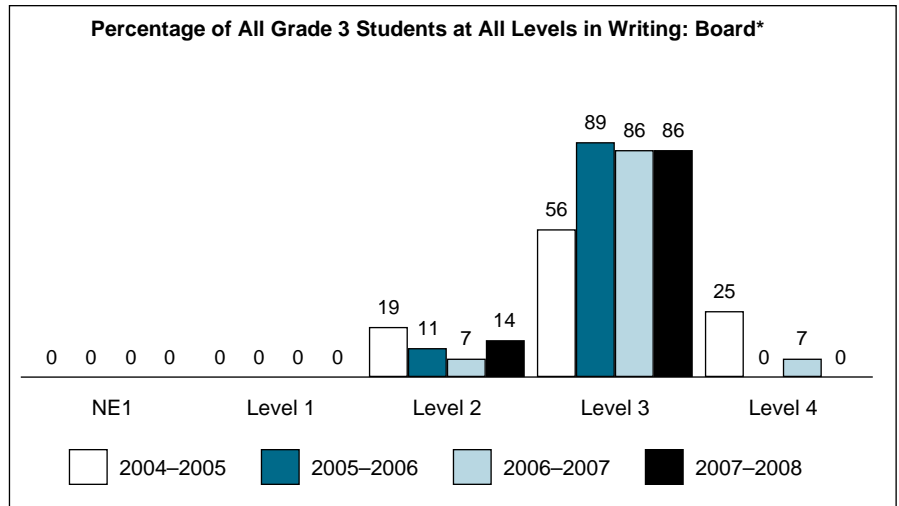
Results over Time, 2004–2005 to 2007–2008*

Grade 3: Writing

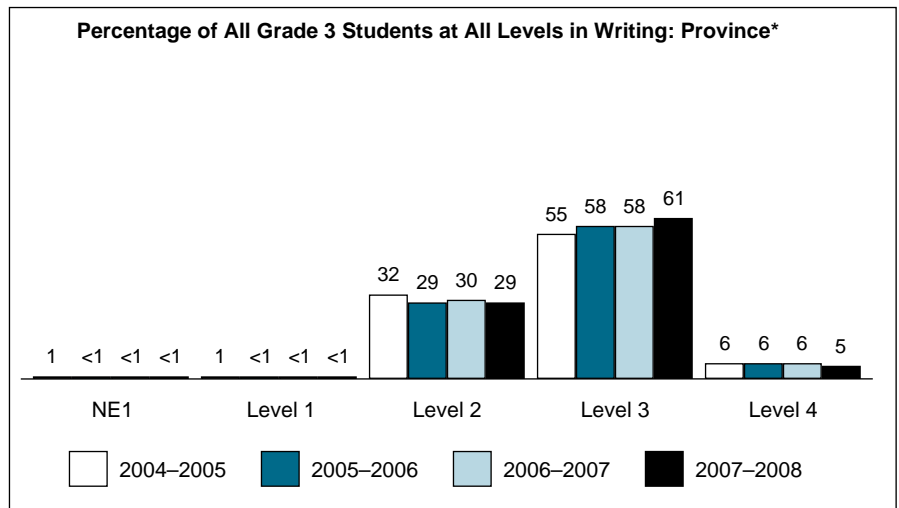
Grade 3 Writing: School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
Number of Students	16	9	14	14
Level 4	25%	0%	7%	0%
Level 3	56%	89%	86%	86%
Level 2	19%	11%	7%	14%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	81%	89%	93%	86%



Grade 3 Writing: Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
Number of Students	16	9	14	14
Level 4	25%	0%	7%	0%
Level 3	56%	89%	86%	86%
Level 2	19%	11%	7%	14%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	81%	89%	93%	86%



Grade 3 Writing: 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%	5%
Level 3	55%	58%	58%	61%
Level 2	32%	29%	30%	29%
Level 1	1%	<1%	<1%	<1%
NE1**	1%	<1%	<1%	<1%
Participating Students	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.

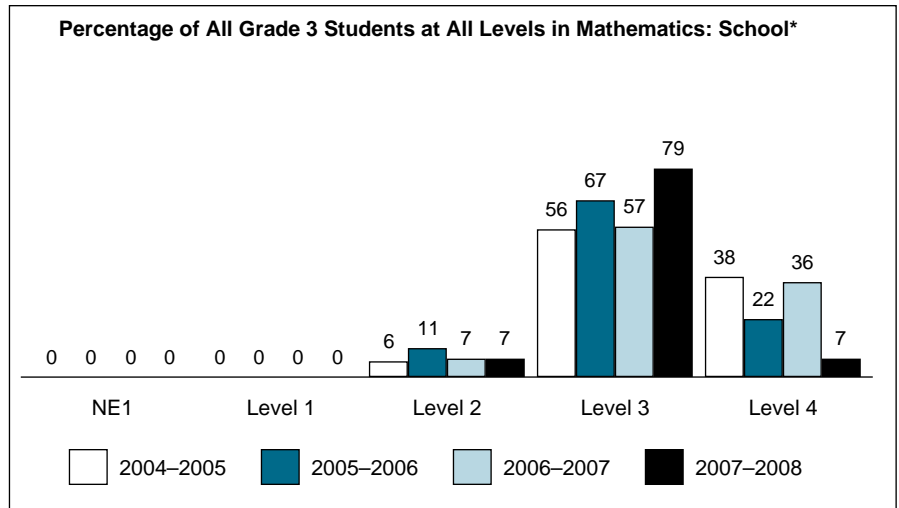
** See the Explanation of Terms.

† 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.

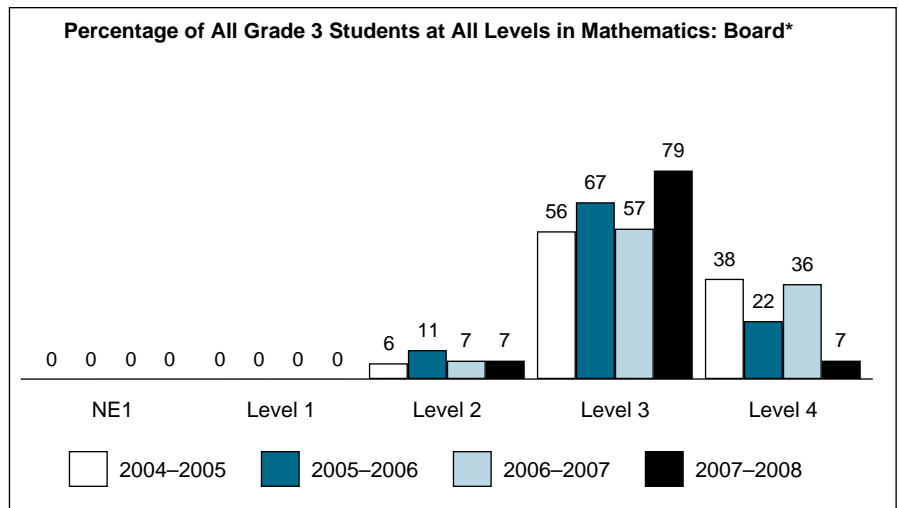
Results over Time, 2004–2005 to 2007–2008*

Grade 3: Mathematics

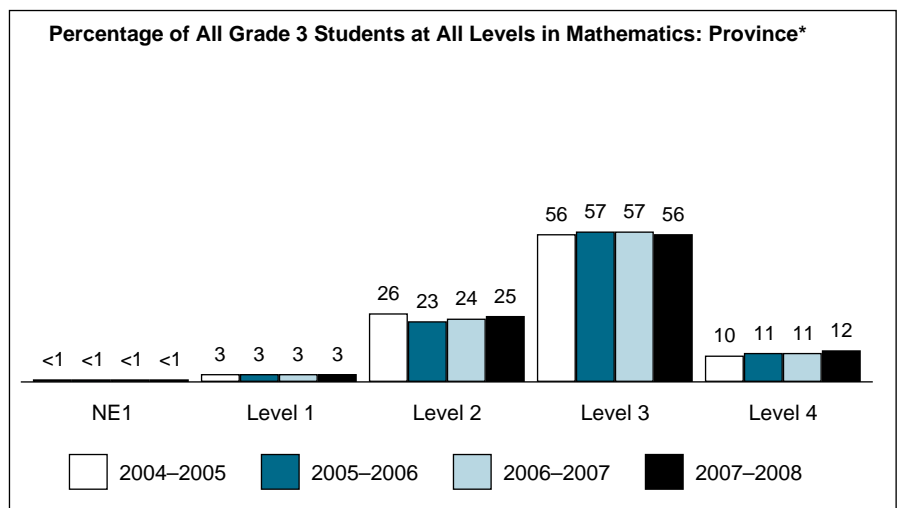
Grade 3 Mathematics: School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	16	9	14	14
Level 4	38%	22%	36%	7%
Level 3	56%	67%	57%	79%
Level 2	6%	11%	7%	7%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	93%
No Data	0%	0%	0%	7%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	94%	89%	93%	86%



Grade 3 Mathematics: Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	16	9	14	14
Level 4	38%	22%	36%	7%
Level 3	56%	67%	57%	79%
Level 2	6%	11%	7%	7%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	93%
No Data	0%	0%	0%	7%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	94%	89%	93%	86%



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	0	0	0	13	9
Participation in the Assessment					
Reading	-	-	-	92%	89%
Writing	-	-	-	92%	89%
Mathematics	-	-	-	92%	89%
Gender					
Female	-	-	-	46%	78%
Male	-	-	-	54%	22%
Student Status					
English language learners**	-	-	-	8%	0%
Students with special needs (excluding gifted)**	-	-	-	0%	0%
Place of Birth					
Born in Canada	-	-	-	69%	89%
Born outside Canada	-	-	-	31%	11%
In Canada less than one year	-	-	-	8%	0%
In Canada one year or more but less than three years	-	-	-	0%	0%
In Canada three years or more	-	-	-	23%	11%
Language					
First language learned at home was other than English	-	-	-	100%	100%
Year Student Entered Current School					
Year of the assessment				15%	0%
Year prior to the assessment				23%	11%
2 years prior to the assessment	Data not collected††			15%	22%
3 or more years prior to the assessment				46%	67%
Data not available				0%	0%

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

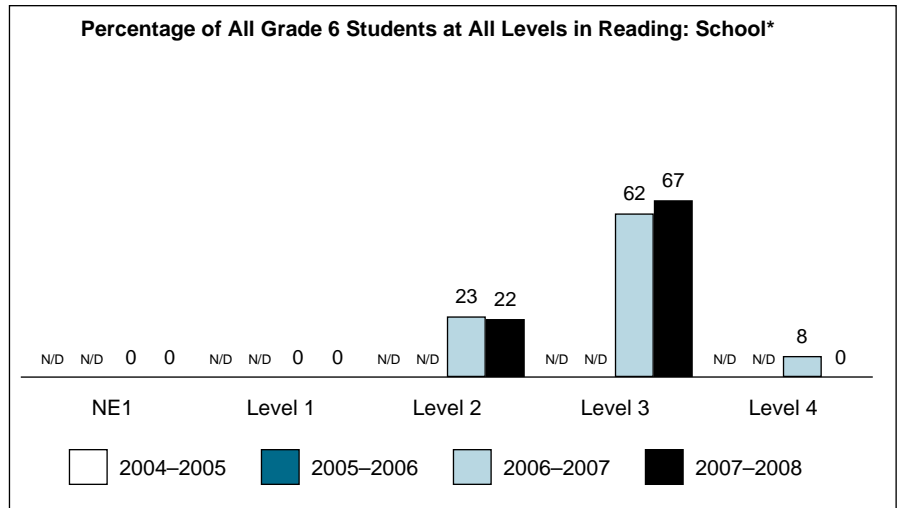
** See the Explanation of Terms.

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

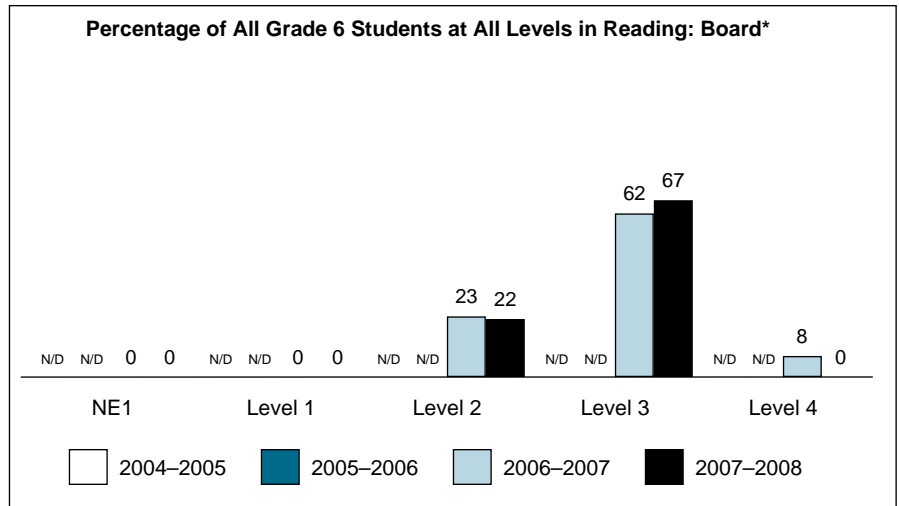
Results over Time, 2004–2005 to 2007–2008*

Grade 6: Reading

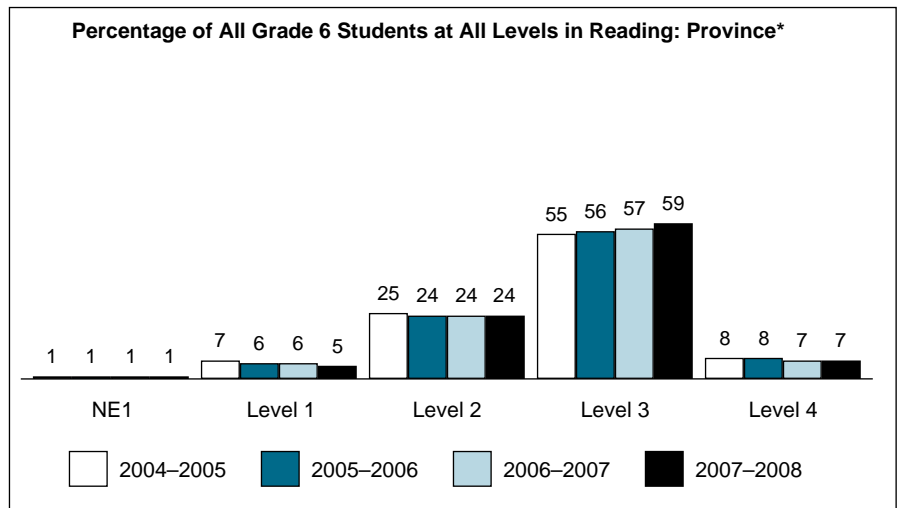
Grade 6 Reading: School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
Number of Students	N/D	N/D	13	9
Level 4	N/D	N/D	8%	0%
Level 3	N/D	N/D	62%	67%
Level 2	N/D	N/D	23%	22%
Level 1	N/D	N/D	0%	0%
NE1**	N/D	N/D	0%	0%
Participating Students	N/D	N/D	92%	89%
No Data	N/D	N/D	0%	11%
Exempt	N/D	N/D	8%	0%
At or Above Provincial Standard†	N/D	N/D	69%	67%



Grade 6 Reading: Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
Number of Students	N/D	N/D	13	9
Level 4	N/D	N/D	8%	0%
Level 3	N/D	N/D	62%	67%
Level 2	N/D	N/D	23%	22%
Level 1	N/D	N/D	0%	0%
NE1**	N/D	N/D	0%	0%
Participating Students	N/D	N/D	92%	89%
No Data	N/D	N/D	0%	11%
Exempt	N/D	N/D	8%	0%
At or Above Provincial Standard†	N/D	N/D	69%	67%



Grade 6 Reading: Province*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
Number of Students	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%
Participating Students	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.

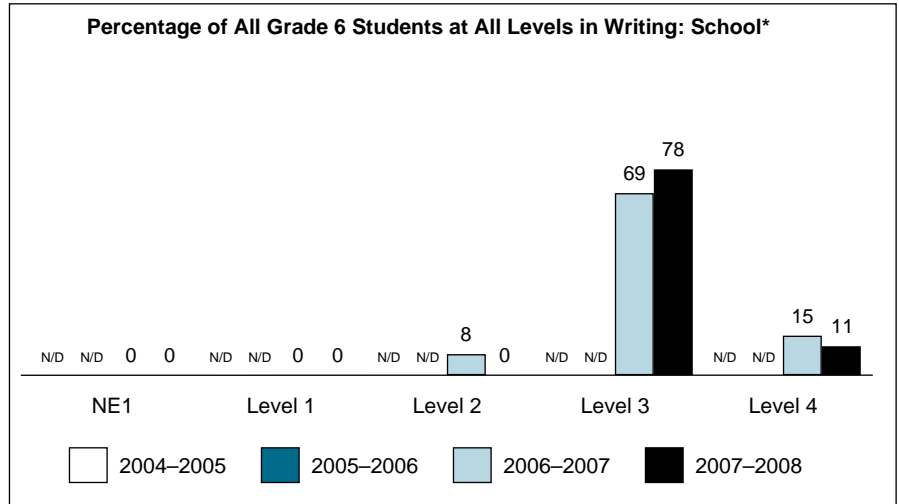
** See the Explanation of Terms.

† 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.

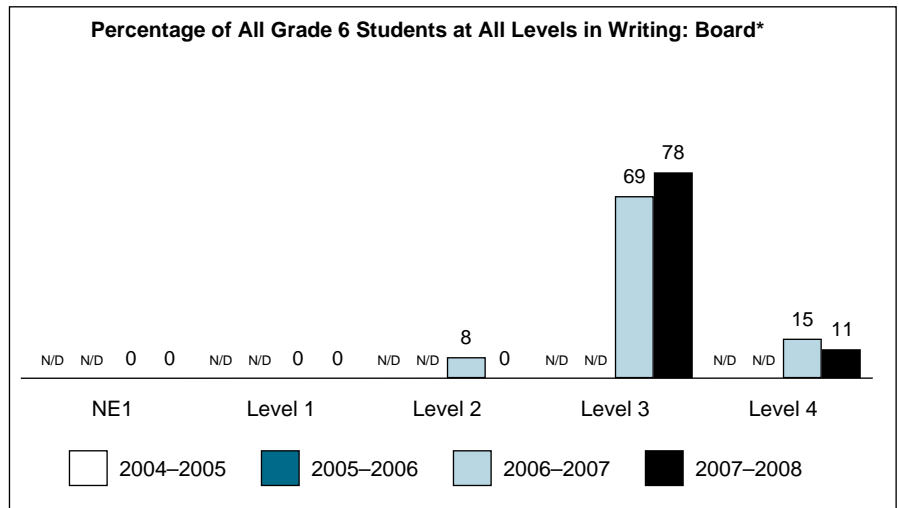
Results over Time, 2004–2005 to 2007–2008*

Grade 6: Writing

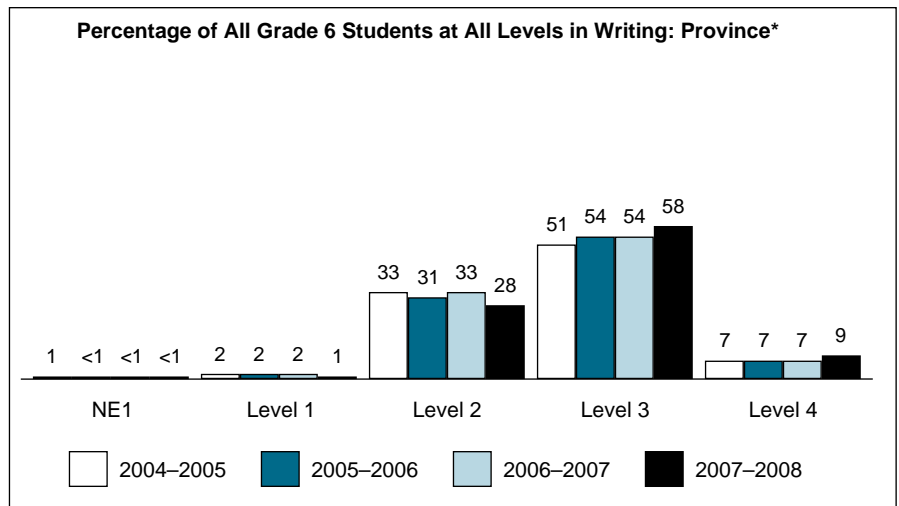
Grade 6 Writing: School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	N/D	N/D	13	9
Level 4	N/D	N/D	15%	11%
Level 3	N/D	N/D	69%	78%
Level 2	N/D	N/D	8%	0%
Level 1	N/D	N/D	0%	0%
NE1**	N/D	N/D	0%	0%
<i>Participating Students</i>	N/D	N/D	92%	89%
No Data	N/D	N/D	0%	11%
Exempt	N/D	N/D	8%	0%
At or Above Provincial Standard†	N/D	N/D	85%	89%



Grade 6 Writing: Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	N/D	N/D	13	9
Level 4	N/D	N/D	15%	11%
Level 3	N/D	N/D	69%	78%
Level 2	N/D	N/D	8%	0%
Level 1	N/D	N/D	0%	0%
NE1**	N/D	N/D	0%	0%
<i>Participating Students</i>	N/D	N/D	92%	89%
No Data	N/D	N/D	0%	11%
Exempt	N/D	N/D	8%	0%
At or Above Provincial Standard†	N/D	N/D	85%	89%



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.

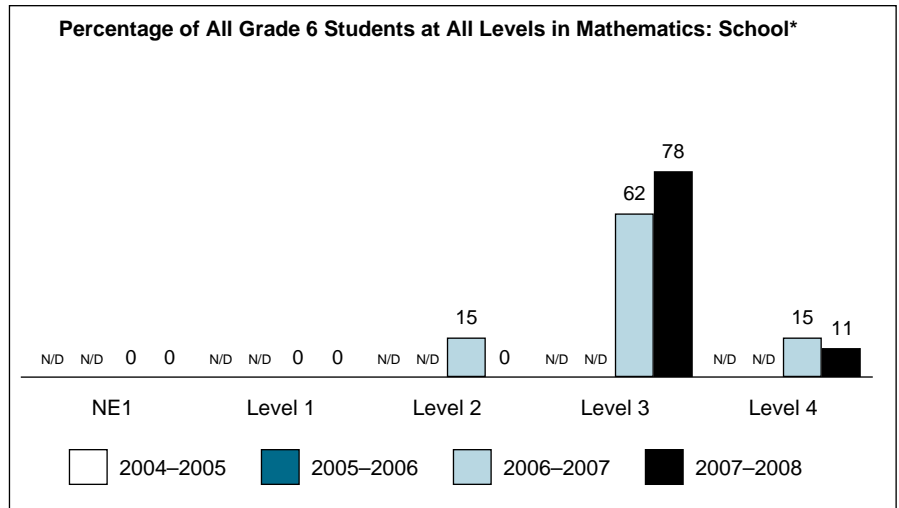
** See the Explanation of Terms.

† 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.

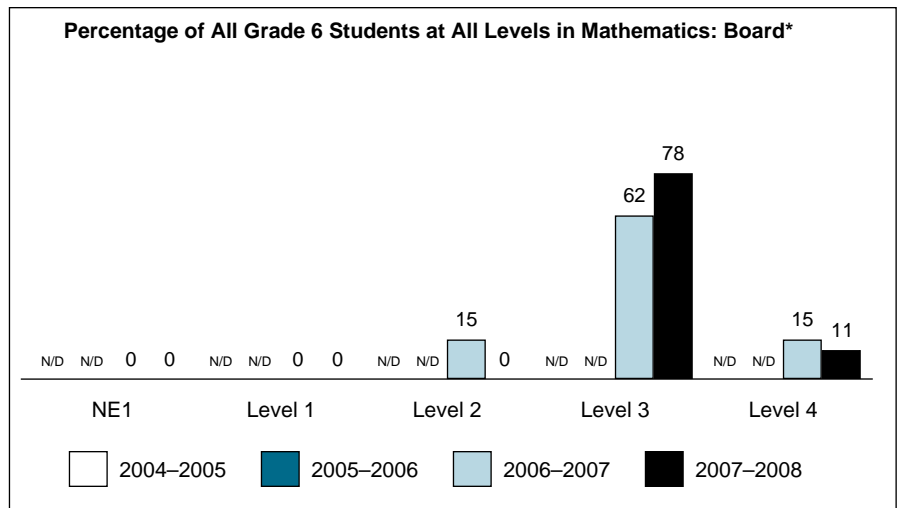
Results over Time, 2004–2005 to 2007–2008*

Grade 6: Mathematics

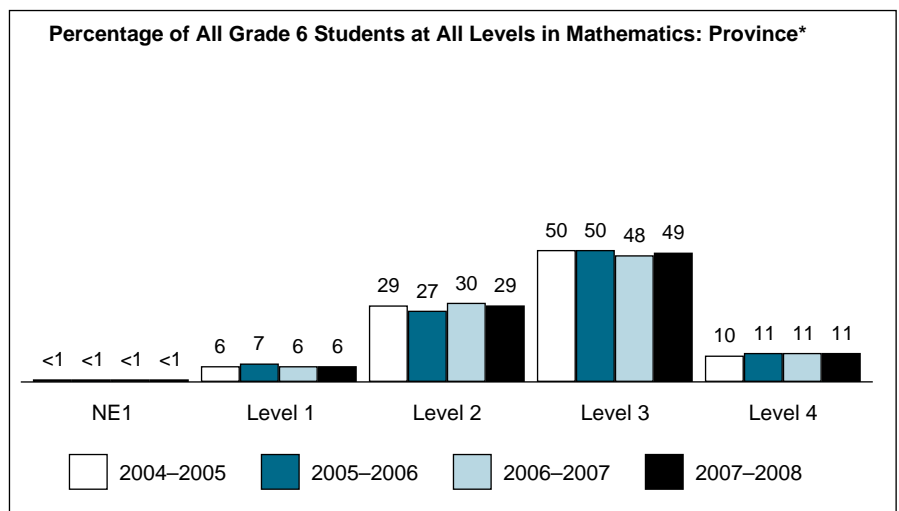
Grade 6 Mathematics: School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
Number of Students	N/D	N/D	13	9
Level 4	N/D	N/D	15%	11%
Level 3	N/D	N/D	62%	78%
Level 2	N/D	N/D	15%	0%
Level 1	N/D	N/D	0%	0%
NE1**	N/D	N/D	0%	0%
Participating Students	N/D	N/D	92%	89%
No Data	N/D	N/D	0%	11%
Exempt	N/D	N/D	8%	0%
At or Above Provincial Standard†	N/D	N/D	77%	89%



Grade 6 Mathematics: Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
Number of Students	N/D	N/D	13	9
Level 4	N/D	N/D	15%	11%
Level 3	N/D	N/D	62%	78%
Level 2	N/D	N/D	15%	0%
Level 1	N/D	N/D	0%	0%
NE1**	N/D	N/D	0%	0%
Participating Students	N/D	N/D	92%	89%
No Data	N/D	N/D	0%	11%
Exempt	N/D	N/D	8%	0%
At or Above Provincial Standard†	N/D	N/D	77%	89%



Grade 6 Mathematics: Province*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
Number of Students	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%
Participating Students	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.

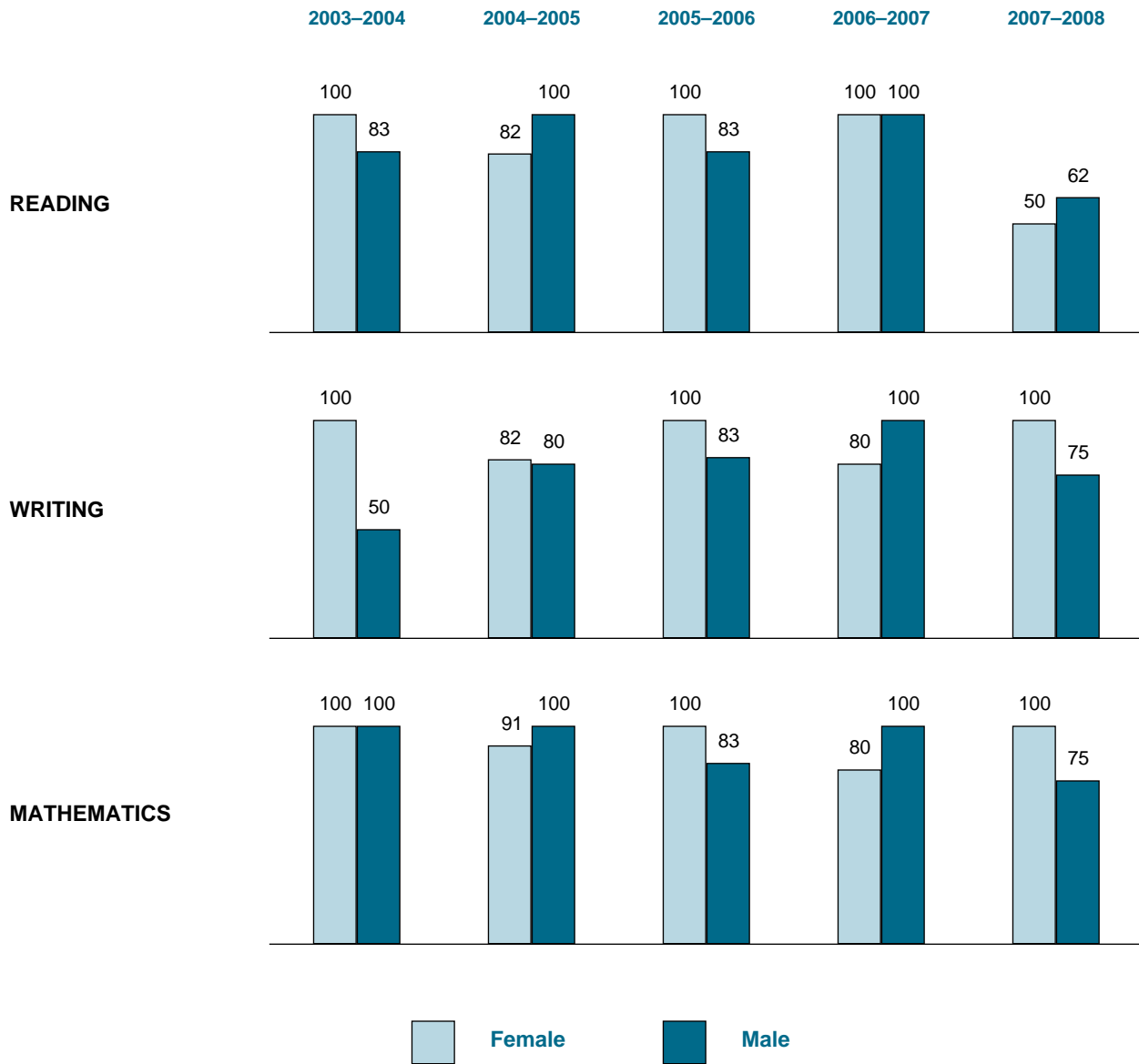
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† See the Explanation of Terms.

‡ 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



Female Male

Total Number of Grade 3 Students†

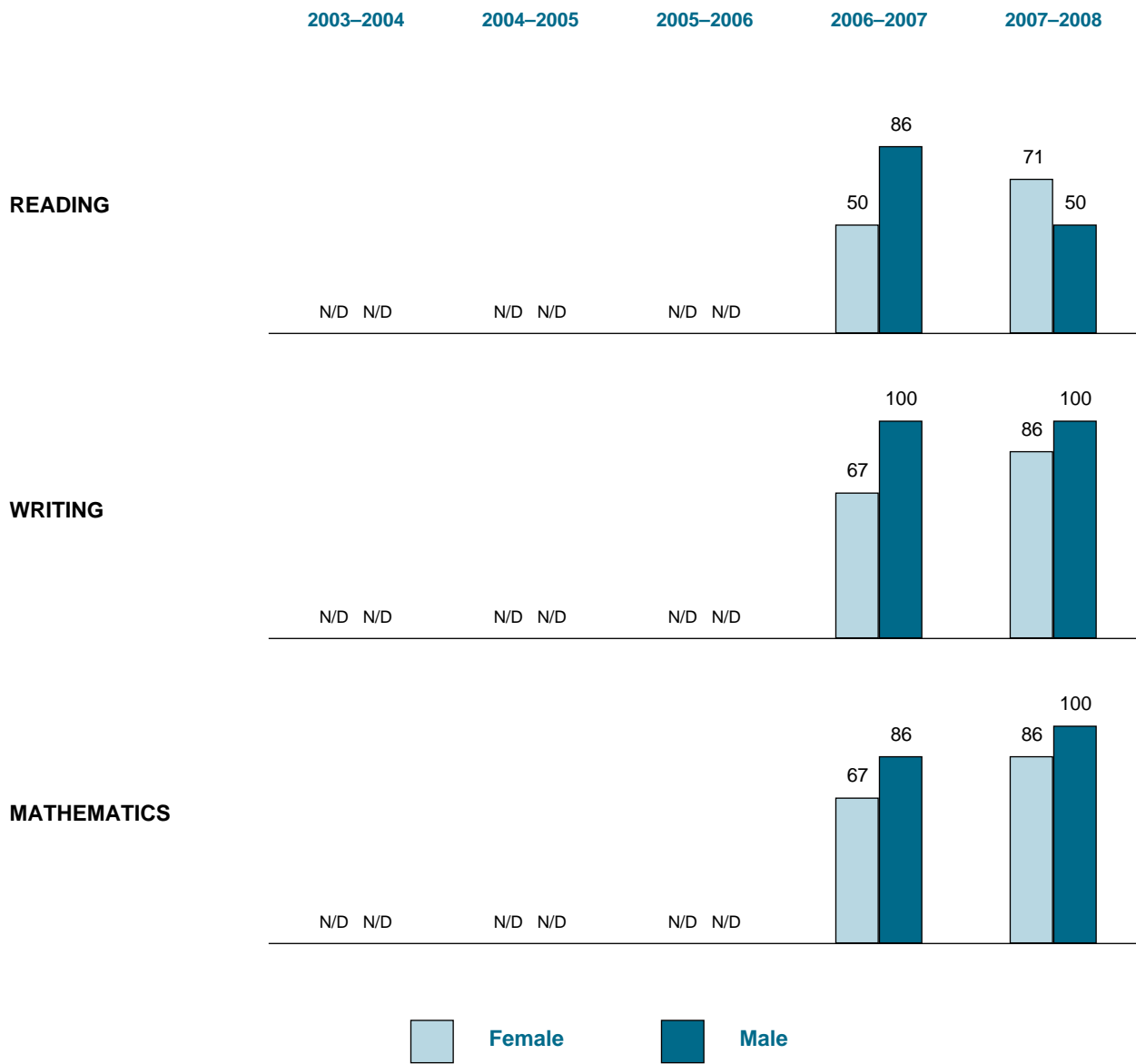
	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	7	6	11	5	3	6	5	9	6	8

† 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	0	0	0	0	0	0	6	7	7	2

† 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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 3 (# = 14)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		12
I like to read.		8
I read by myself at home.		12
I read with someone older than me at home.		1
I use a computer for reading activities at school.		1
I am a good writer.		5
I like to write.		7
I write by myself at home.		11
Someone older than me helps me with my writing at home.		4
I use a computer for writing activities at school.		1
I am good at mathematics.		8
I like mathematics.		8
I use mathematics to solve problems outside school.		0
Someone older than me helps me with my mathematics at home.		2
I use a computer to learn mathematics at school.		3
I use a calculator to learn mathematics at school.		0
At home, there is a computer for me to use for school work.		3

Yes Sometimes No

* 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 (# = 14)

Questionnaire Item	Percentage of Students*		Number of Students
Language(s) students speak at home:			
only or mostly English		57	8
another language (or languages) as often as English		0	0
only or mostly another language (or other languages)		21	3
Language(s) that people speak to students at home:			
only or mostly English		29	4
another language (or languages) as often as English		14	2
only or mostly another language (or other languages)		57	8

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 14)	Female* (# = 6)	Male* (# = 8)	All Students (# = 14)	Female* (# = 6)	Male* (# = 8)	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.	86%	83%	88%	86%	83%	88%	67%	69%	65%
I like to read.	57%	33%	75%	57%	33%	75%	59%	68%	51%
I read by myself at home.	86%	100%	75%	86%	100%	75%	58%	60%	56%
I read with someone older than me at home.	7%	0%	12%	7%	0%	12%	16%	15%	17%
I use a computer for reading activities at school.	7%	0%	12%	7%	0%	12%	23%	23%	23%
Writing									
I am a good writer.	36%	33%	38%	36%	33%	38%	50%	56%	43%
I like to write.	50%	0%	88%	50%	0%	88%	51%	59%	43%
I write by myself at home.	79%	83%	75%	79%	83%	75%	55%	59%	51%
Someone older than me helps me with my writing at home.	29%	0%	50%	29%	0%	50%	17%	15%	19%
I use a computer for writing activities at school.	7%	17%	0%	7%	17%	0%	28%	27%	28%
Mathematics									
I am good at mathematics.	57%	50%	62%	57%	50%	62%	53%	45%	60%
I like mathematics.	57%	17%	88%	57%	17%	88%	58%	55%	61%
I use mathematics to solve problems outside school.	0%	0%	0%	0%	0%	0%	32%	32%	32%
Someone older than me helps me with my mathematics at home.	14%	0%	25%	14%	0%	25%	27%	30%	25%
I use a computer to learn mathematics at school.	21%	0%	38%	21%	0%	38%	27%	27%	27%
I use a calculator to learn mathematics at school.	0%	0%	0%	0%	0%	0%	13%	12%	13%
Computer at home									
There is a computer for me to use for school work.	21%	17%	25%	21%	17%	25%	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 (# = 14)	Female* (# = 6)	Male* (# = 8)	All Students (# = 14)	Female* (# = 6)	Male* (# = 8)	All Students (# = 122 628)	Female* (# = 60 168)	Male* (# = 62 460)
Language(s) students speak at home:**									
only or mostly English	57%	83%	38%	57%	83%	38%	80%	80%	81%
another language (or languages) as often as English	0%	0%	0%	0%	0%	0%	12%	12%	11%
only or mostly another language (or other languages)	21%	0%	38%	21%	0%	38%	8%	8%	8%
Language(s) that people speak to students at home:**									
only or mostly English	29%	33%	25%	29%	33%	25%	76%	75%	76%
another language (or languages) as often as English	14%	33%	0%	14%	33%	0%	11%	12%	11%
only or mostly another language (or other languages)	57%	33%	75%	57%	33%	75%	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.

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STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = 8)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		7
I like to read.		7
I read by myself at home.		8
I read with someone older than me at home.		0
I use a computer for reading activities at school.		0
I am a good writer.		4
I like to write.		3
I write by myself at home.		6
Someone older than me helps me with my writing at home.		0
I use a computer for writing activities at school.		3
I am good at mathematics.		5
I like mathematics.		4
I use mathematics to solve problems outside school.		3
Someone older than me helps me with my mathematics at home.		0
I use a computer to learn mathematics at school.		0
I use a calculator to learn mathematics at school.		0
At home, there is a computer for me to use for school work.		7

Yes Sometimes No

* 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.

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STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = 8)

Questionnaire Item	Percentage of Students*		Number of Students
Language(s) students speak at home:			
only or mostly English		0	0
another language (or languages) as often as English		75	6
only or mostly another language (or other languages)		25	2
Language(s) that people speak to students at home:			
only or mostly English		0	0
another language (or languages) as often as English		50	4
only or mostly another language (or other languages)		50	4

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

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GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 8)	Female* (# = N/R)	Male* (# = N/R)	All Students (# = 8)	Female* (# = N/R)	Male* (# = N/R)	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.	88%	N/R	N/R	88%	N/R	N/R	64%	67%	61%
I like to read.	88%	N/R	N/R	88%	N/R	N/R	49%	58%	40%
I read by myself at home.	100%	N/R	N/R	100%	N/R	N/R	68%	75%	61%
I read with someone older than me at home.	0%	N/R	N/R	0%	N/R	N/R	4%	4%	5%
I use a computer for reading activities at school.	0%	N/R	N/R	0%	N/R	N/R	15%	14%	15%
Writing									
I am a good writer.	50%	N/R	N/R	50%	N/R	N/R	44%	50%	38%
I like to write.	38%	N/R	N/R	38%	N/R	N/R	41%	51%	32%
I write by myself at home.	75%	N/R	N/R	75%	N/R	N/R	51%	58%	45%
Someone older than me helps me with my writing at home.	0%	N/R	N/R	0%	N/R	N/R	9%	8%	10%
I use a computer for writing activities at school.	38%	N/R	N/R	38%	N/R	N/R	33%	32%	34%
Mathematics									
I am good at mathematics.	62%	N/R	N/R	62%	N/R	N/R	49%	40%	58%
I like mathematics.	50%	N/R	N/R	50%	N/R	N/R	44%	37%	51%
I use mathematics to solve problems outside school.	38%	N/R	N/R	38%	N/R	N/R	36%	33%	40%
Someone older than me helps me with my mathematics at home.	0%	N/R	N/R	0%	N/R	N/R	23%	27%	20%
I use a computer to learn mathematics at school.	0%	N/R	N/R	0%	N/R	N/R	14%	14%	14%
I use a calculator to learn mathematics at school.	0%	N/R	N/R	0%	N/R	N/R	26%	27%	24%
Computer at home									
There is a computer for me to use for school work.	88%	N/R	N/R	88%	N/R	N/R	80%	83%	78%

* Includes only students for whom gender data were available.

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GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 8)	Female* (# = N/R)	Male* (# = N/R)	All Students (# = 8)	Female* (# = N/R)	Male* (# = N/R)	All Students (# = 134 209)	Female* (# = 65 925)	Male* (# = 68 284)
Language(s) students speak at home:**									
only or mostly English	0%	N/R	N/R	0%	N/R	N/R	82%	82%	82%
another language (or languages) as often as English	75%	N/R	N/R	75%	N/R	N/R	12%	12%	11%
only or mostly another language (or other languages)	25%	N/R	N/R	25%	N/R	N/R	6%	6%	7%
Language(s) that people speak to students at home:**									
only or mostly English	0%	N/R	N/R	0%	N/R	N/R	76%	76%	76%
another language (or languages) as often as English	50%	N/R	N/R	50%	N/R	N/R	12%	13%	12%
only or mostly another language (or other languages)	50%	N/R	N/R	50%	N/R	N/R	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	Data for all students in the grade are reported. The number of students in each reporting category is reported as a percentage of all students in the grade (i.e., students at the four levels of achievement and those in the “exempt”, “no data”, and “NE1” categories described below).
Participating Students	Results are reported as a percentage of those students who took part in the assessment (i.e., students at the four levels of achievement and those in the “NE1” category described below). Students in the “exempt” and “no data” categories are excluded.
Levels 1–4	The levels of achievement are aligned with the four-level scale developed by the Ministry of Education and used on the Provincial Report Card. The Ministry of Education has set Level 3 as the provincial standard.
NE1	“Not Enough Evidence for Level 1” is used when students did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.
No Data	Non-exempt students who did not complete any part of the assessment due to absence or for medical or other reasons.
Exempt	Students who were formally exempted from participation 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</i> (2007). English language learners were formerly called English as a second language (ESL)/English literacy development (ELD) learners.
Students with Special Needs	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 whose sole identified exceptionality is gifted are not included in this subgroup.
N/R	“Not reported” indicates that the number of students responding to the Student Questionnaire is so small (fewer than six in a group) 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.