



School Report



Assessments of Reading, Writing and Mathematics

Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2006–2007

School: Stuart Scott PS (539961)
Board: York Region DSB (66095)

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

Throughout the province, EQAO data inform professional practice and act as a catalyst for improving student achievement. This report has been designed to assist you in your conversations about improving student achievement and planning interventions for students.

We believe that every student deserves the best outcome from public education. Working with Ontario educators, EQAO continues to design assessments that are directly linked to *The Ontario Curriculum*. These assessments provide a means of measuring student learning at a few critical transition points and are a vehicle for assuring people that, at those points, all Ontario students are being assessed by the same yardstick.

However, large-scale assessment results are just one piece of the picture of how students are doing in our schools. These assessment results should be considered in conjunction with school-based information. As well, regular assessments conducted by a student’s teacher should be the primary method of supporting students in their schooling.

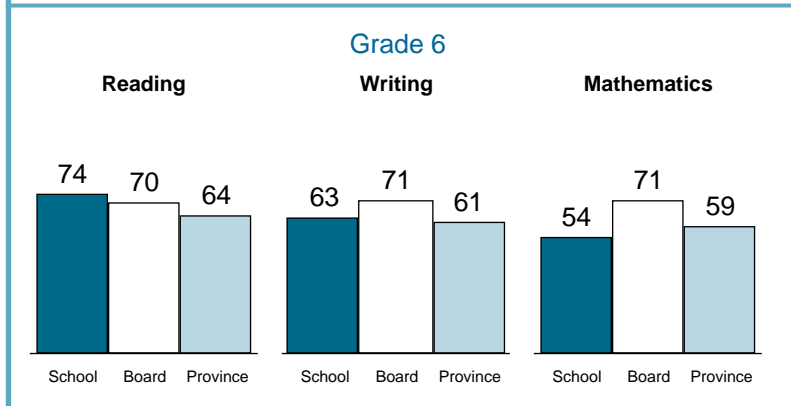
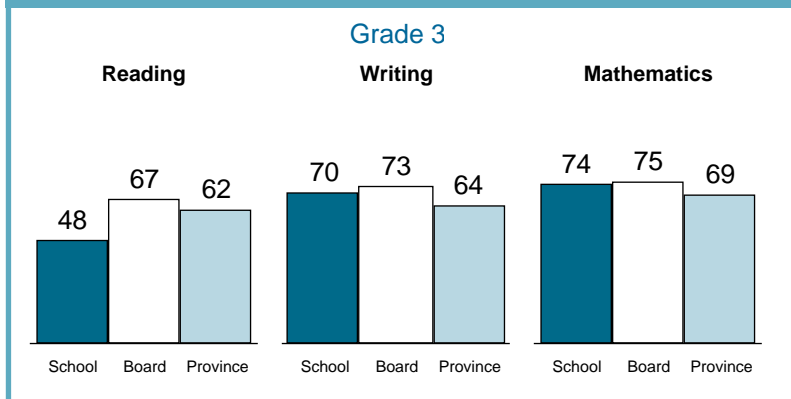
I hope this report will help parents, educators and all who support a strong public education system to work together so that all students achieve their fullest potential.

Sincerely,

Marguerite Jackson
 Chief Executive Officer

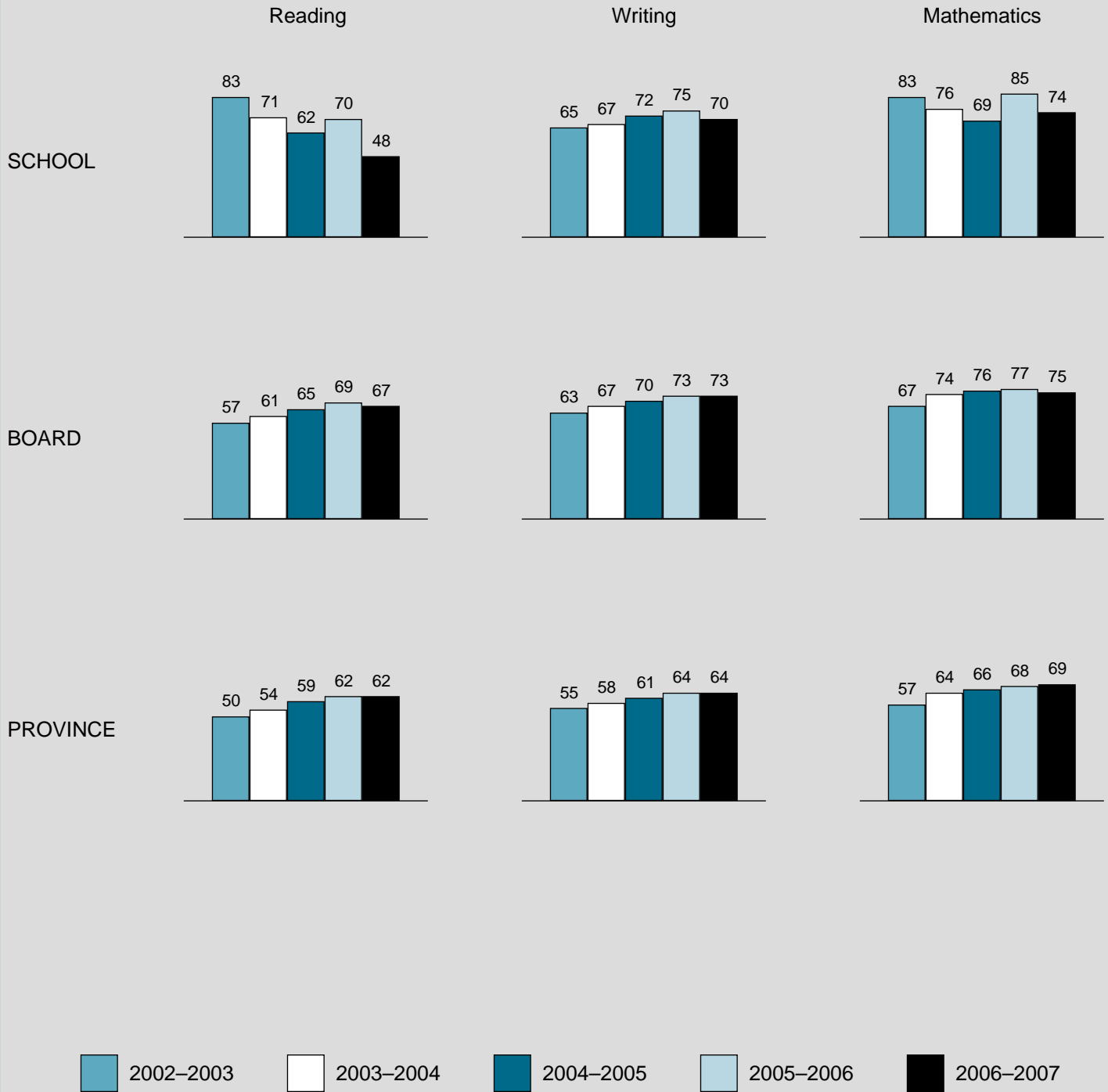
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2006–2007



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

Percentage of Students: Grade 3

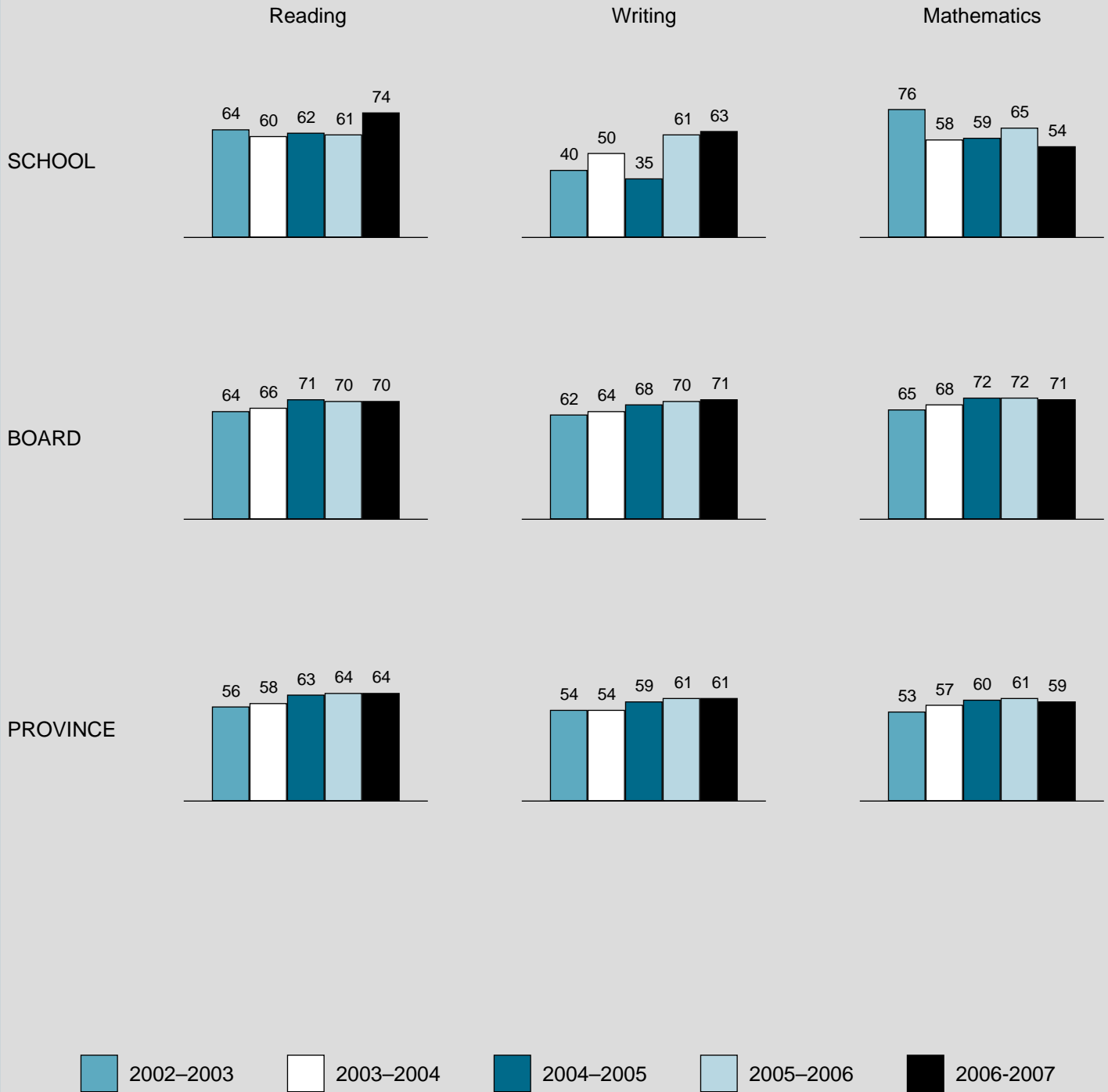


Total Number of Grade 3 Students

	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>
School	23	21	29	20	23
Board	6 692	6 959	7 009	6 946	7 008
Province	140 860	141 245	135 740	132 782	131 012

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

Percentage of Students: Grade 6



Total Number of Grade 6 Students

	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>
School	25	40	34	23	35
Board	7 241	7 454	7 653	8 110	8 173
Province	144 676	146 169	143 421	146 711	145 901

TIPS

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



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



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



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



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

ABOUT THIS SCHOOL OR BOARD REPORT

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

This report includes

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

How to use this report

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

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

Learn more about us at www.eqao.com.

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

Contextual Information: Grade 3*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 3 students	23		7 008		131 012	
Number of classes with Grade 3 students	1		495		8 693	
Number of schools with Grade 3 classes	Not applicable		144		3 378	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	9	39%	3 412	49%	63 830	49%
Male	14	61%	3 596	51%	67 167	51%
Gender not specified	0	0%	0	0%	15	<1%
Student Status						
ESL/ELD learners**	0	0%	945	13%	10 116	8%
Students with special needs (excluding gifted)**	4	17%	678	10%	16 575	13%
Place of Birth						
Born in Canada	23	100%	5 955	85%	116 315	89%
Born outside Canada	0	0%	1 040	15%	14 279	11%
In Canada less than one year	0	0%	812	12%	1 709	1%
In Canada one year or more but less than three years	0	0%	54	1%	3 020	2%
In Canada three years or more	0	0%	162	2%	8 066	6%
Language						
First language learned at home was other than English	2	9%	2 517	36%	22 434	17%
Year Student Entered Current School						
2006–2007	6	26%	837	12%	17 516	13%
2005–2006	0	0%	939	13%	19 614	15%
2004–2005	1	4%	1 595	23%	20 917	16%
Prior to 2004–2005	16	70%	3 454	49%	71 675	55%
Data not available	0	0%	183	3%	1 290	1%
Year Student Entered Current Board						
2006–2007	6	26%	758	11%	8 539	7%
2005–2006	0	0%	866	12%	12 968	10%
2004–2005	0	0%	1 551	22%	15 866	12%
Prior to 2004–2005	17	74%	3 632	52%	77 908	59%
Data not available	0	0%	201	3%	15 731	12%

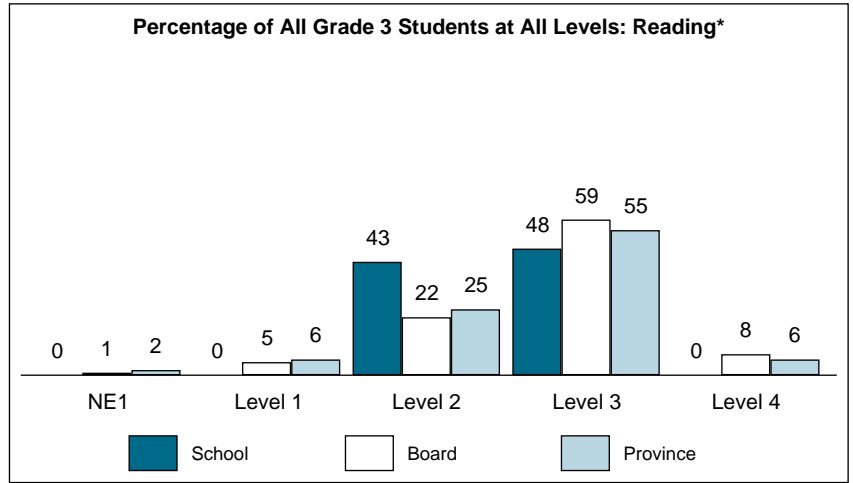
* Contextual data pertaining to gender, student status, school background, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not reported by the school.

** See the Explanation of Terms.

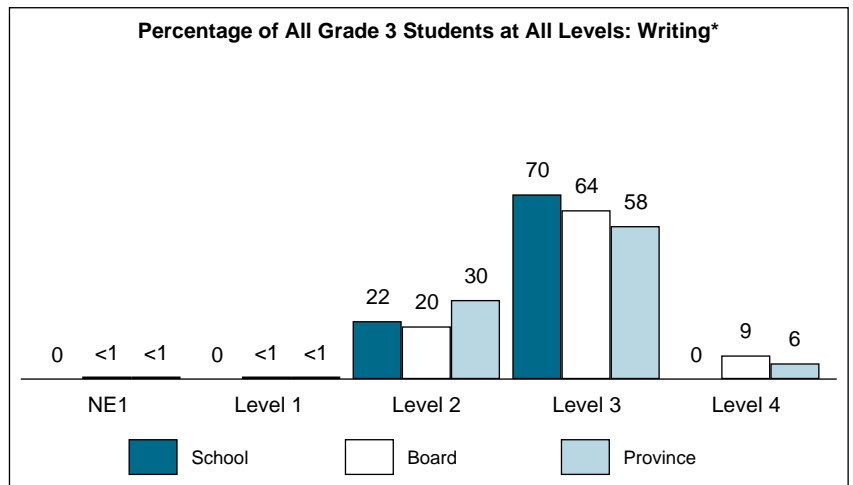
Results in Reading, Writing and Mathematics, 2006–2007

Grade 3: All Students^{††}

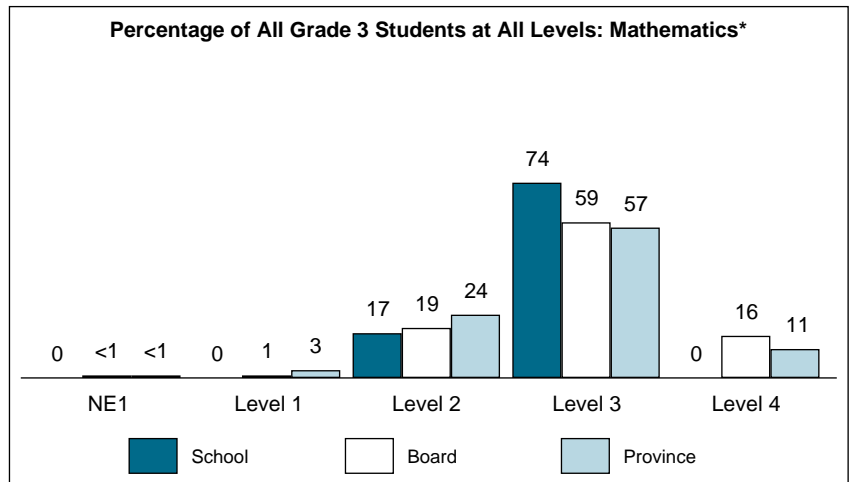
Grade 3: Reading*				
Number of Students	School 23		Board 6 199	Province 127 618
	#	%	%	%
Level 4	0	0%	8%	6%
Level 3	11	48%	59%	55%
Level 2	10	43%	22%	25%
Level 1	0	0%	5%	6%
NE1**	0	0%	1%	2%
Participating Students	21	91%	94%	95%
No Data	0	0%	1%	1%
Exempt	2	9%	5%	4%
At or Above Provincial Standard (Levels 3 and 4) †		48%	67%	62%



Grade 3: Writing*				
Number of Students	School 23		Board 6 199	Province 127 618
	#	%	%	%
Level 4	0	0%	9%	6%
Level 3	16	70%	64%	58%
Level 2	5	22%	20%	30%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	21	91%	94%	95%
No Data	0	0%	1%	1%
Exempt	2	9%	5%	4%
At or Above Provincial Standard (Levels 3 and 4) †		70%	73%	64%



Grade 3: Mathematics*				
Number of Students	School 23		Board 7 008	Province 130 996
	#	%	%	%
Level 4	0	0%	16%	11%
Level 3	17	74%	59%	57%
Level 2	4	17%	19%	24%
Level 1	0	0%	1%	3%
NE1**	0	0%	<1%	<1%
Participating Students	21	91%	95%	95%
No Data	0	0%	1%	1%
Exempt	2	9%	4%	3%
At or Above Provincial Standard (Levels 3 and 4) †		74%	75%	69%



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

** See the Explanation of Terms.

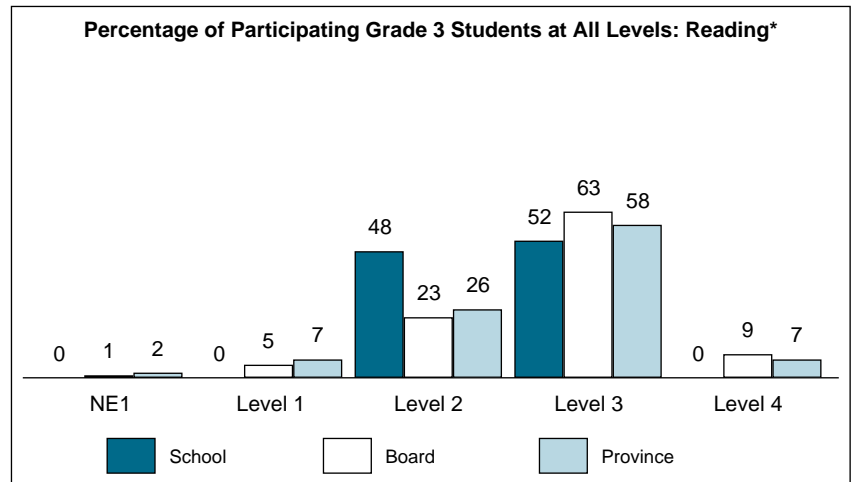
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

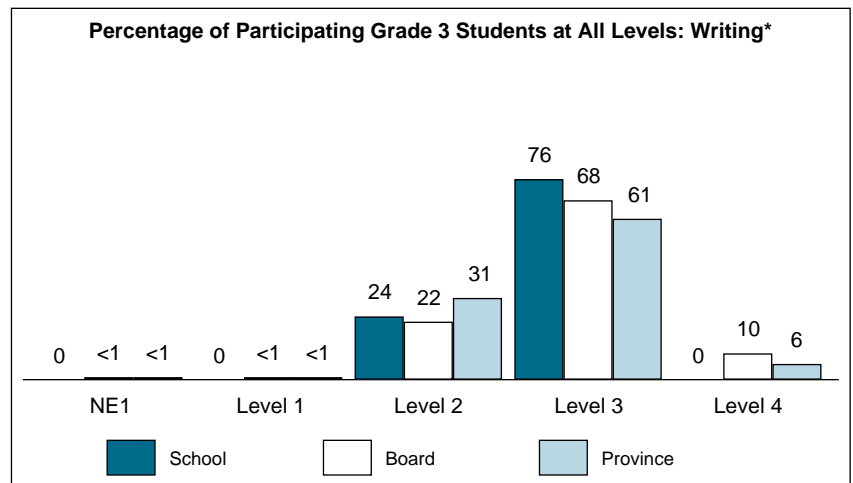
Results in Reading, Writing and Mathematics, 2006–2007

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

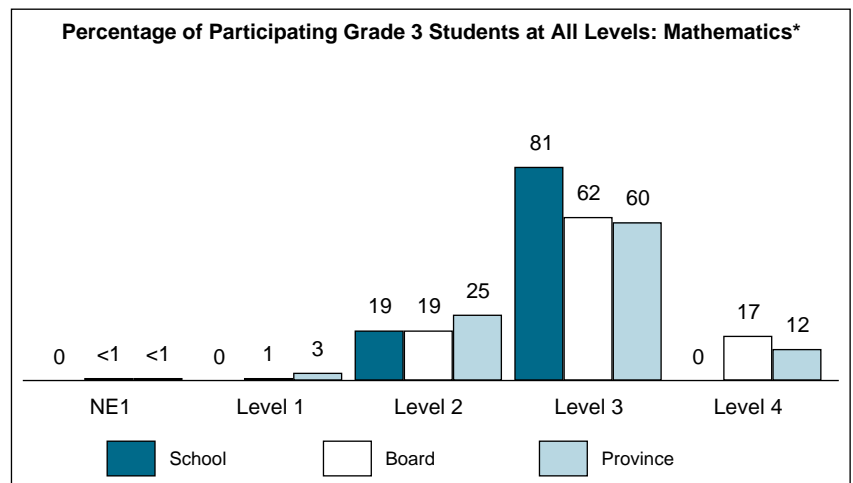
Grade 3: Reading*				
Number of Students	School 21		Board 5 823	Province 121 001
	#	%	%	%
Level 4	0	0%	9%	7%
Level 3	11	52%	63%	58%
Level 2	10	48%	23%	26%
Level 1	0	0%	5%	7%
NE1**	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †		52%	71%	65%



Grade 3: Writing*				
Number of Students	School 21		Board 5 814	Province 121 235
	#	%	%	%
Level 4	0	0%	10%	6%
Level 3	16	76%	68%	61%
Level 2	5	24%	22%	31%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		76%	78%	68%



Grade 3: Mathematics*				
Number of Students	School 21		Board 6 660	Province 125 095
	#	%	%	%
Level 4	0	0%	17%	12%
Level 3	17	81%	62%	60%
Level 2	4	19%	19%	25%
Level 1	0	0%	1%	3%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		81%	79%	72%



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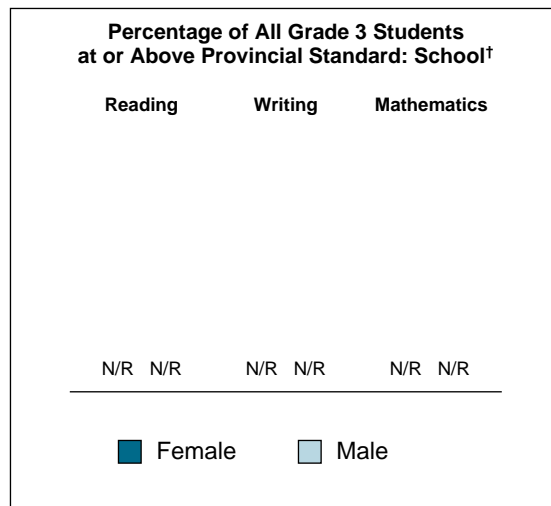
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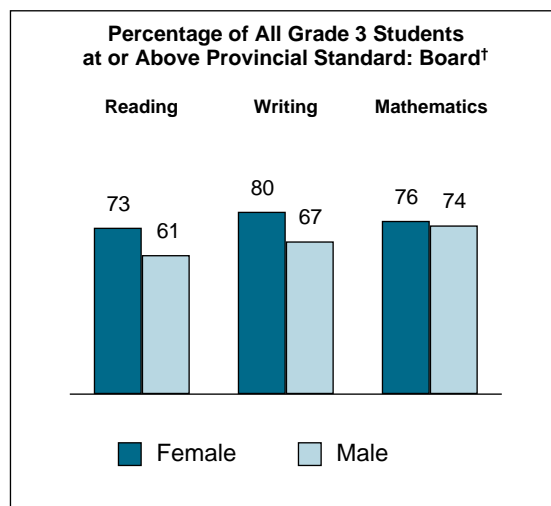
Results in Reading, Writing and Mathematics, 2006–2007

Grade 3: Gender††

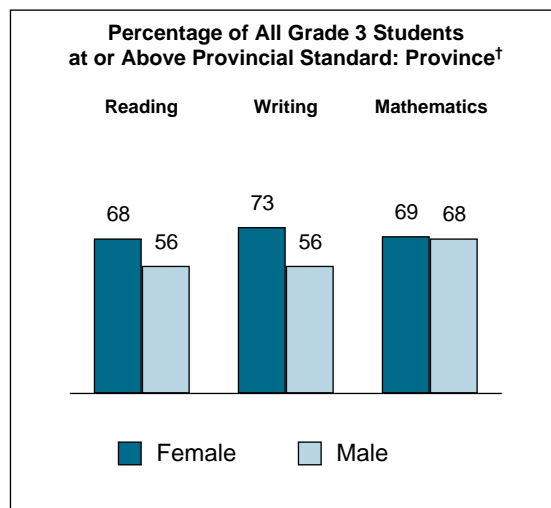
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
Participating Students	N/R	N/R	N/R	N/R	N/R	N/R
No Data	N/R	N/R	N/R	N/R	N/R	N/R
Exempt	N/R	N/R	N/R	N/R	N/R	N/R
At or Above Provincial Standard (Levels 3 and 4)†	N/R	N/R	N/R	N/R	N/R	N/R



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 2 939	Male 3 260	Female 2 939	Male 3 260	Female 3 412	Male 3 596
Level 4	10%	6%	13%	6%	16%	17%
Level 3	63%	55%	67%	61%	60%	57%
Level 2	18%	25%	15%	25%	19%	18%
Level 1	3%	6%	<1%	<1%	1%	1%
NE1**	1%	1%	<1%	<1%	<1%	<1%
Participating Students	95%	93%	95%	92%	96%	94%
No Data	1%	1%	1%	1%	1%	1%
Exempt	4%	6%	4%	6%	3%	5%
At or Above Provincial Standard (Levels 3 and 4)†	73%	61%	80%	67%	76%	74%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 61 875	Male 65 728	Female 61 875	Male 65 728	Female 63 821	Male 67 160
Level 4	8%	4%	9%	3%	11%	11%
Level 3	59%	51%	64%	53%	58%	56%
Level 2	22%	28%	23%	36%	24%	23%
Level 1	5%	8%	<1%	1%	2%	3%
NE1**	1%	2%	<1%	1%	<1%	1%
Participating Students	96%	93%	96%	94%	97%	95%
No Data	1%	1%	1%	1%	1%	1%
Exempt	3%	5%	3%	5%	3%	4%
At or Above Provincial Standard (Levels 3 and 4)†	68%	56%	73%	56%	69%	68%



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

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

Contextual Information: Grade 6*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 6 students	35		8 173		145 901	
Number of classes with Grade 6 students	2		524		8 566	
Number of schools with Grade 6 classes	Not applicable		144		3 195	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	20	57%	3 863	47%	70 863	49%
Male	15	43%	4 310	53%	75 036	51%
Gender not specified	0	0%	0	0%	2	<1%
Student Status						
ESL/ELD learners**	3	9%	748	9%	6 630	5%
Students with special needs (excluding gifted)**	12	34%	1 249	15%	24 633	17%
Place of Birth						
Born in Canada	31	89%	6 593	81%	127 738	88%
Born outside Canada	4	11%	1 562	19%	17 733	12%
In Canada less than one year	3	9%	1 249	15%	2 163	1%
In Canada one year or more but less than three years	1	3%	52	1%	3 019	2%
In Canada three years or more	0	0%	247	3%	11 035	8%
Language						
First language learned at home was other than English	3	9%	2 874	35%	24 183	17%
Year Student Entered Current School						
2006–2007	19	54%	1 012	12%	31 824	22%
2005–2006	2	6%	1 152	14%	19 410	13%
2004–2005	1	3%	1 120	14%	17 412	12%
Prior to 2004–2005	13	37%	4 695	57%	75 021	51%
Data not available	0	0%	194	2%	2 234	2%
Year Student Entered Current Board						
2006–2007	16	46%	911	11%	9 764	7%
2005–2006	2	6%	1 063	13%	13 069	9%
2004–2005	1	3%	1 027	13%	14 101	10%
Prior to 2004–2005	16	46%	4 962	61%	88 527	61%
Data not available	0	0%	210	3%	20 440	14%

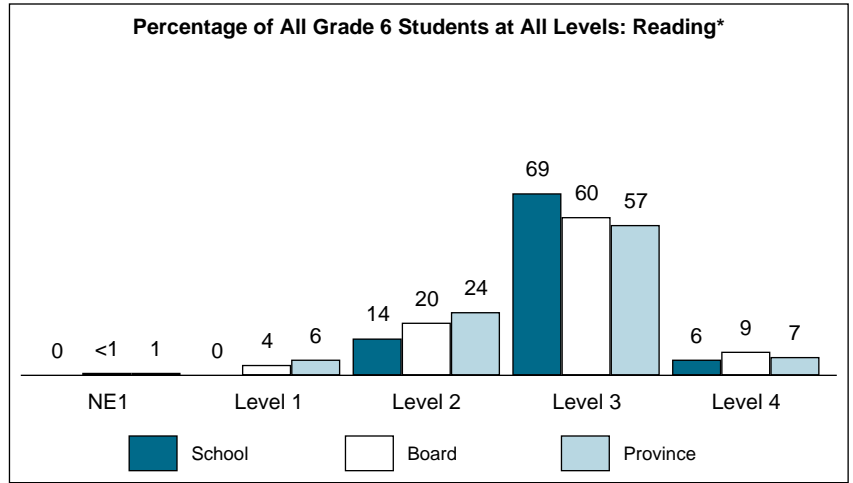
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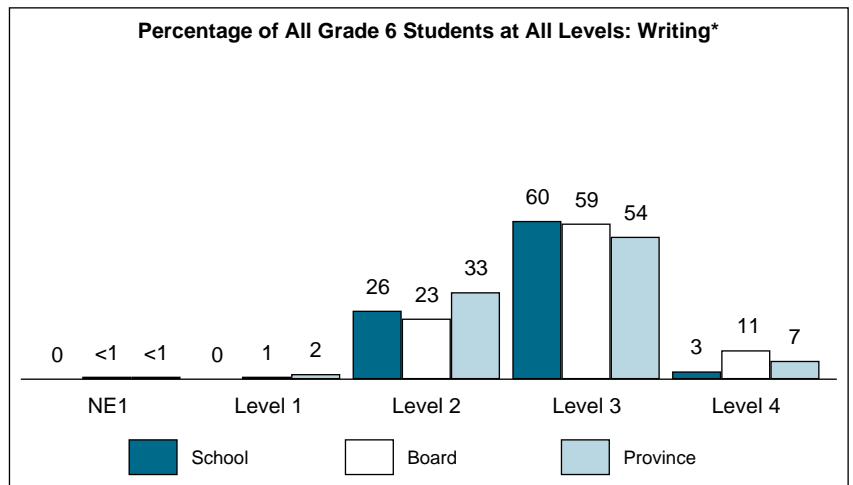
Results in Reading, Writing and Mathematics, 2006–2007

Grade 6: All Students

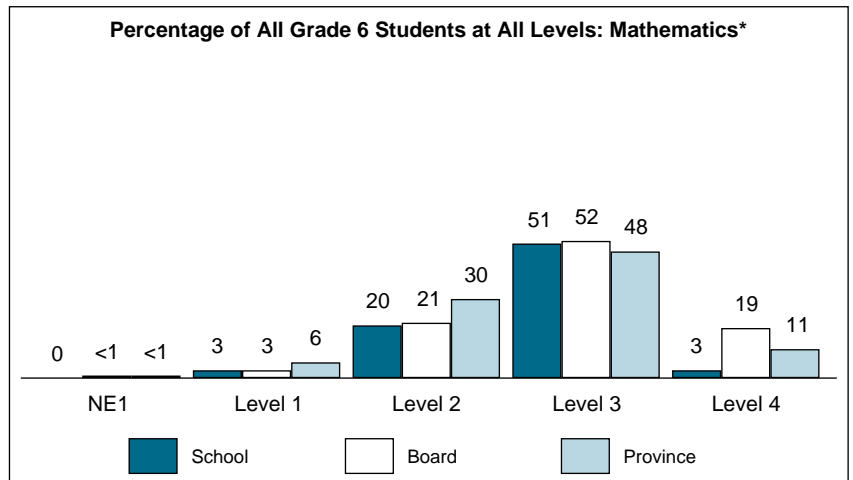
Grade 6: Reading*						
Number of Students	School 35		Board 8 173		Province 145 901	
	#	%	%	%		
Level 4	2	6%	9%	7%		
Level 3	24	69%	60%	57%		
Level 2	5	14%	20%	24%		
Level 1	0	0%	4%	6%		
NE1**	0	0%	<1%	1%		
Participating Students	31	89%	94%	95%		
No Data	0	0%	1%	1%		
Exempt	4	11%	5%	3%		
At or Above Provincial Standard (Levels 3 and 4) †	74%		70%		64%	



Grade 6: Writing*						
Number of Students	School 35		Board 8 173		Province 145 901	
	#	%	%	%		
Level 4	1	3%	11%	7%		
Level 3	21	60%	59%	54%		
Level 2	9	26%	23%	33%		
Level 1	0	0%	1%	2%		
NE1**	0	0%	<1%	<1%		
Participating Students	31	89%	94%	95%		
No Data	0	0%	1%	1%		
Exempt	4	11%	5%	3%		
At or Above Provincial Standard (Levels 3 and 4) †	63%		71%		61%	



Grade 6: Mathematics*						
Number of Students	School 35		Board 8 173		Province 145 901	
	#	%	%	%		
Level 4	1	3%	19%	11%		
Level 3	18	51%	52%	48%		
Level 2	7	20%	21%	30%		
Level 1	1	3%	3%	6%		
NE1**	0	0%	<1%	<1%		
Participating Students	27	77%	94%	95%		
No Data	0	0%	1%	1%		
Exempt	8	23%	5%	4%		
At or Above Provincial Standard (Levels 3 and 4) †	54%		71%		59%	



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

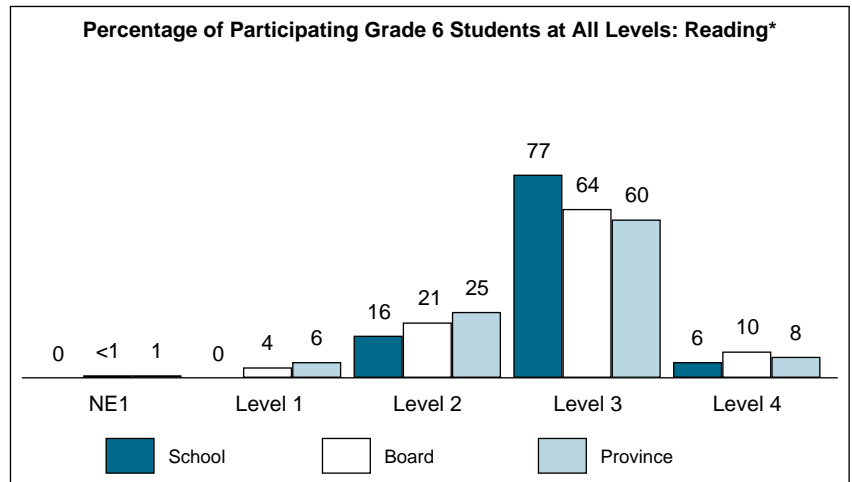
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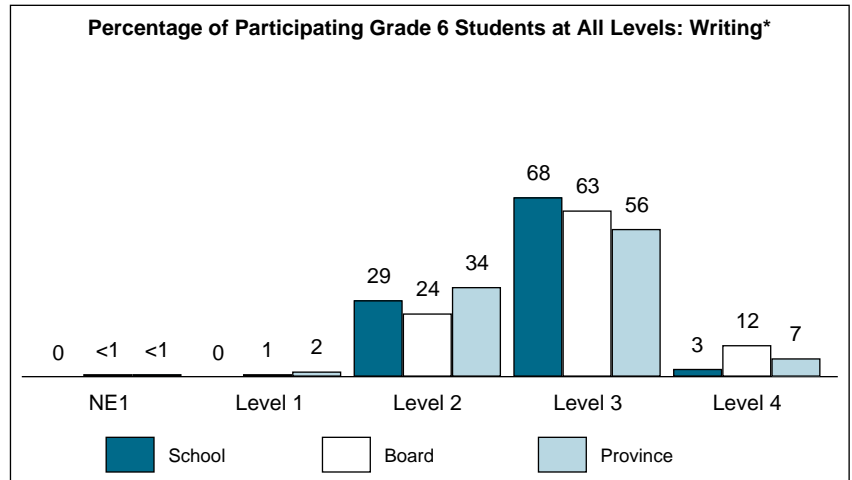
Results in Reading, Writing and Mathematics, 2006–2007

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

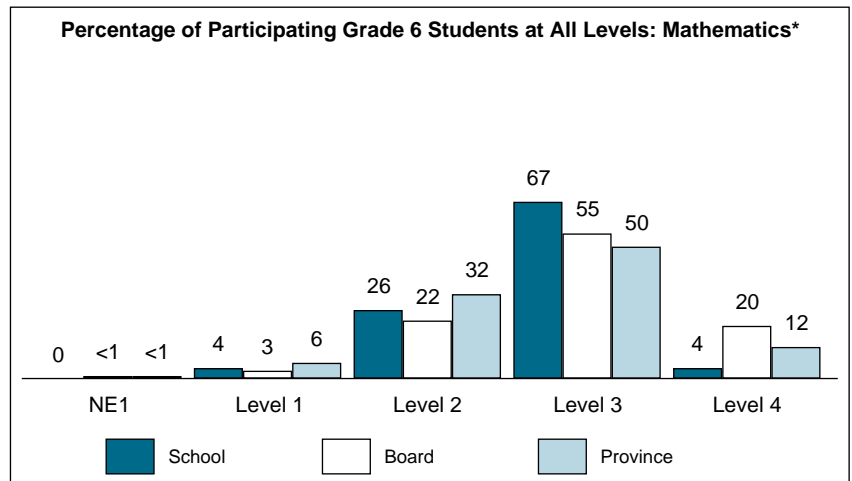
Grade 6: Reading*				
Number of Students	School 31		Board 7 701	Province 139 317
	#	%	%	%
Level 4	2	6%	10%	8%
Level 3	24	77%	64%	60%
Level 2	5	16%	21%	25%
Level 1	0	0%	4%	6%
NE1**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		84%	74%	67%



Grade 6: Writing*				
Number of Students	School 31		Board 7 701	Province 139 329
	#	%	%	%
Level 4	1	3%	12%	7%
Level 3	21	68%	63%	56%
Level 2	9	29%	24%	34%
Level 1	0	0%	1%	2%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		71%	75%	63%



Grade 6: Mathematics*				
Number of Students	School 27		Board 7 706	Province 139 140
	#	%	%	%
Level 4	1	4%	20%	12%
Level 3	18	67%	55%	50%
Level 2	7	26%	22%	32%
Level 1	1	4%	3%	6%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		70%	75%	62%



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

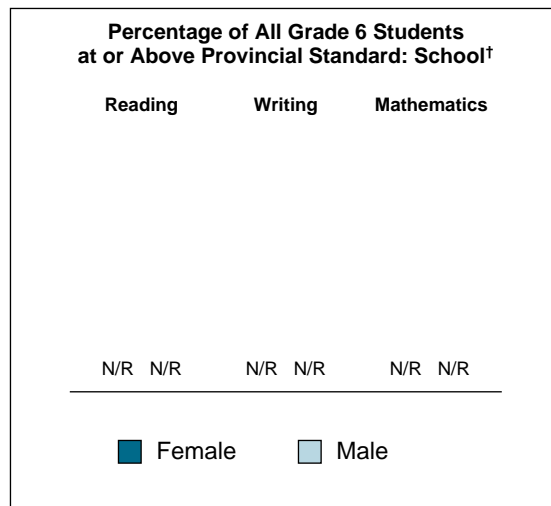
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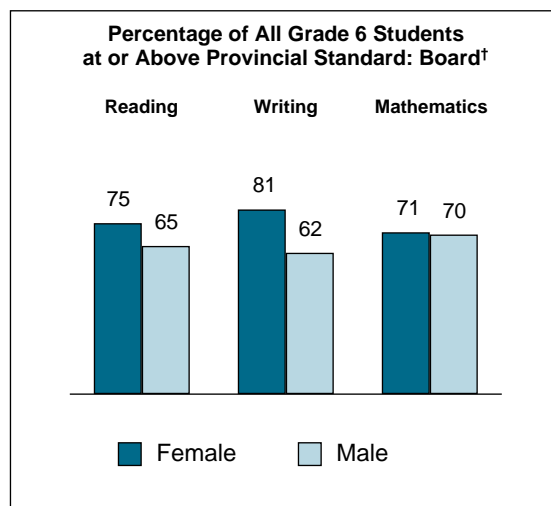
Results in Reading, Writing and Mathematics, 2006–2007

Grade 6: Gender††

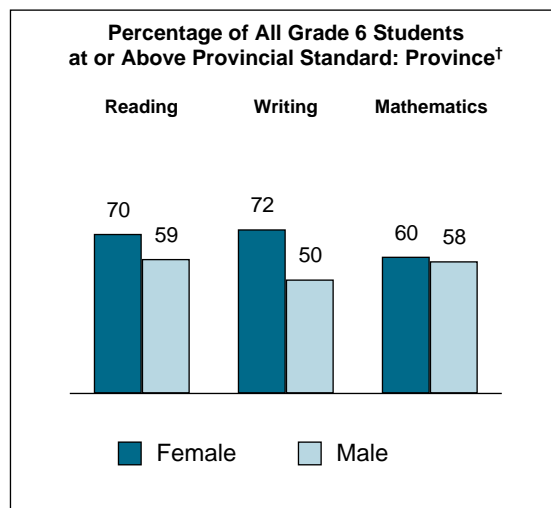
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
Participating Students	N/R	N/R	N/R	N/R	N/R	N/R
No Data	N/R	N/R	N/R	N/R	N/R	N/R
Exempt	N/R	N/R	N/R	N/R	N/R	N/R
At or Above Provincial Standard (Levels 3 and 4)†	N/R	N/R	N/R	N/R	N/R	N/R



Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 3 863	Male 4 310	Female 3 863	Male 4 310	Female 3 863	Male 4 310
Level 4	12%	7%	17%	7%	18%	19%
Level 3	64%	58%	64%	55%	53%	51%
Level 2	17%	23%	15%	30%	21%	20%
Level 1	3%	5%	<1%	1%	3%	3%
NE1**	<1%	<1%	0%	<1%	<1%	<1%
Participating Students	96%	93%	96%	93%	95%	93%
No Data	1%	1%	1%	1%	1%	1%
Exempt	4%	6%	4%	6%	4%	6%
At or Above Provincial Standard (Levels 3 and 4)†	75%	65%	81%	62%	71%	70%



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



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

** See the Explanation of Terms.

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

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

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

Contextual Information over Time: Grade 3*

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

Grade 3	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Enrolment					
Number of students	23	21	29	20	23
Participation in the Assessment					
Reading [†]	91%	81%	93%	95%	91%
Writing [†]	91%	81%	93%	95%	91%
Mathematics [†]	91%	81%	93%	100%	91%
Gender					
Female	43%	57%	34%	30%	39%
Male	57%	43%	66%	70%	61%
Student Status					
ESL/ELD learners**	0% ⁺	0%	3%	10%	0%
Students with special needs (excluding gifted)**	22% ⁺⁺	14%	21%	15%	17%
Place of Birth					
Born in Canada	n/a	86%	100%	90%	100%
Born outside Canada	9%	14%	0%	0%	0%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	9%	14%	0%	0%	0%
Language					
First language learned at home was other than English	13%	14%	7%	10%	9%
Year Student Entered Current School					
Year of the assessment				25%	26%
Year prior to the assessment				5%	0%
2 years prior to the assessment	Data not collected ^{††}			20%	4%
3 or more years prior to the assessment				50%	70%
Data not available				0%	0%

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

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

** See the Explanation of Terms.

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

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

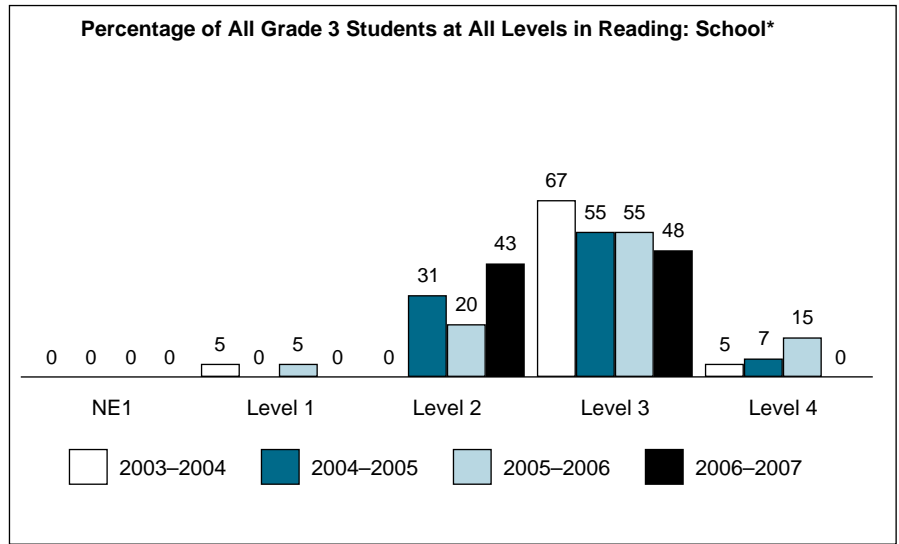
^{††} The question related to student mobility changed in 2005–2006.

n/a Information not available.

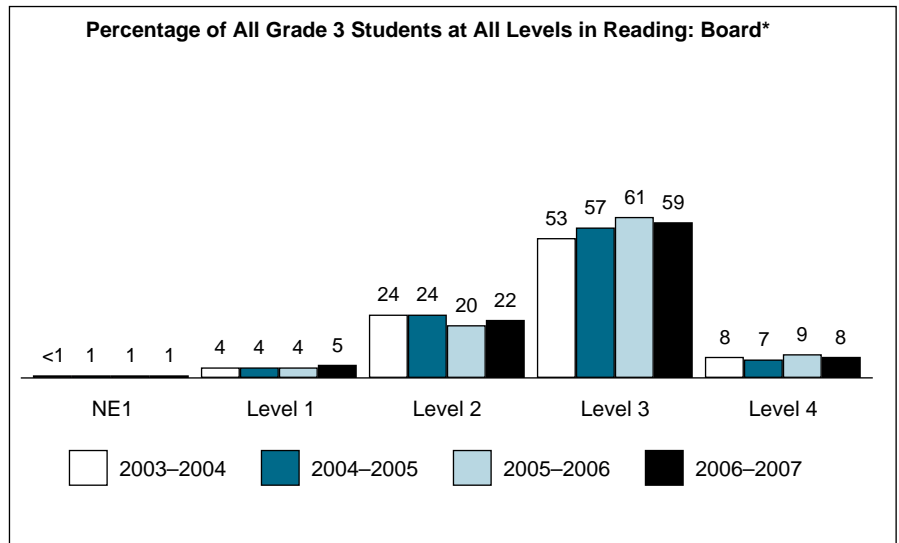
Results over Time, 2003–2004 to 2006–2007*

Grade 3: Reading

Grade 3 Reading: School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	21	29	20	23
Level 4	5%	7%	15%	0%
Level 3	67%	55%	55%	48%
Level 2	0%	31%	20%	43%
Level 1	5%	0%	5%	0%
NE1**	0%	0%	0%	0%
NEIS††	5%	---	---	---
<i>Participating Students</i>	81%	93%	95%	91%
No Data	5%	0%	0%	0%
Exempt	14%	7%	5%	9%
At or Above Provincial Standard†	71%	62%	70%	48%



Grade 3 Reading: Board*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	6 321	6 311	6 179	6 199
Level 4	8%	7%	9%	8%
Level 3	53%	57%	61%	59%
Level 2	24%	24%	20%	22%
Level 1	4%	4%	4%	5%
NE1**	<1%	1%	1%	1%
NEIS††	4%	---	---	---
<i>Participating Students</i>	93%	94%	94%	94%
No Data	1%	1%	1%	1%
Exempt	6%	6%	5%	5%
At or Above Provincial Standard†	61%	65%	69%	67%



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

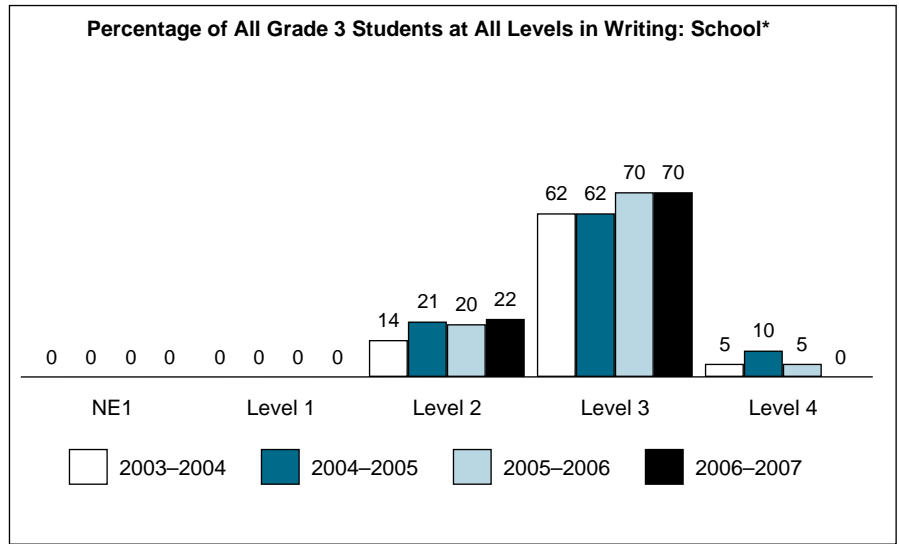


♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
 * Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
 ** See the Explanation of Terms.
 † These percentages are based on the actual number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

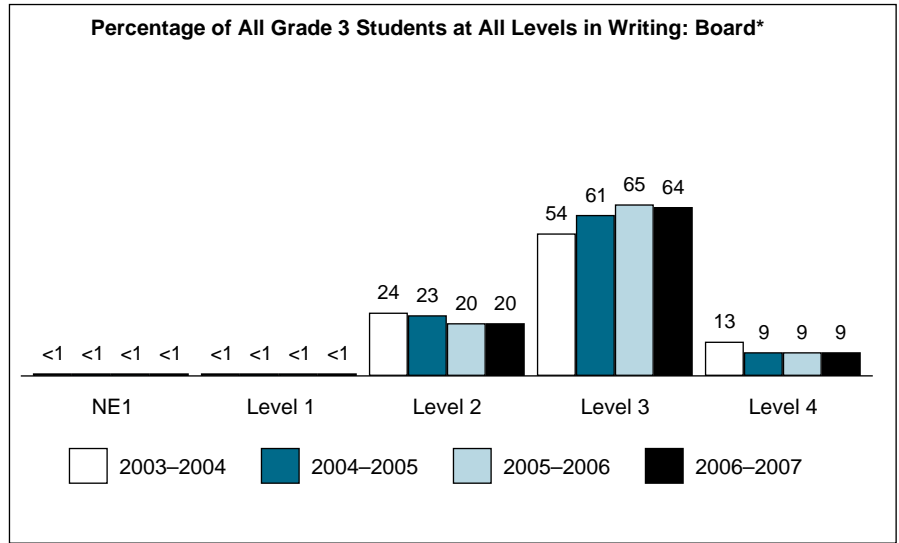
Results over Time, 2003–2004 to 2006–2007*

Grade 3: Writing

Grade 3 Writing: School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	21	29	20	23
Level 4	5%	10%	5%	0%
Level 3	62%	62%	70%	70%
Level 2	14%	21%	20%	22%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
NEIS††	0%	---	---	---
<i>Participating Students</i>	81%	93%	95%	91%
No Data	5%	0%	0%	0%
Exempt	14%	7%	5%	9%
At or Above Provincial Standard†	67%	72%	75%	70%



Grade 3 Writing: Board*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	6 321	6 311	6 179	6 199
Level 4	13%	9%	9%	9%
Level 3	54%	61%	65%	64%
Level 2	24%	23%	20%	20%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
NEIS††	2%	---	---	---
<i>Participating Students</i>	93%	94%	94%	94%
No Data	1%	1%	1%	1%
Exempt	6%	5%	5%	5%
At or Above Provincial Standard†	67%	70%	73%	73%



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

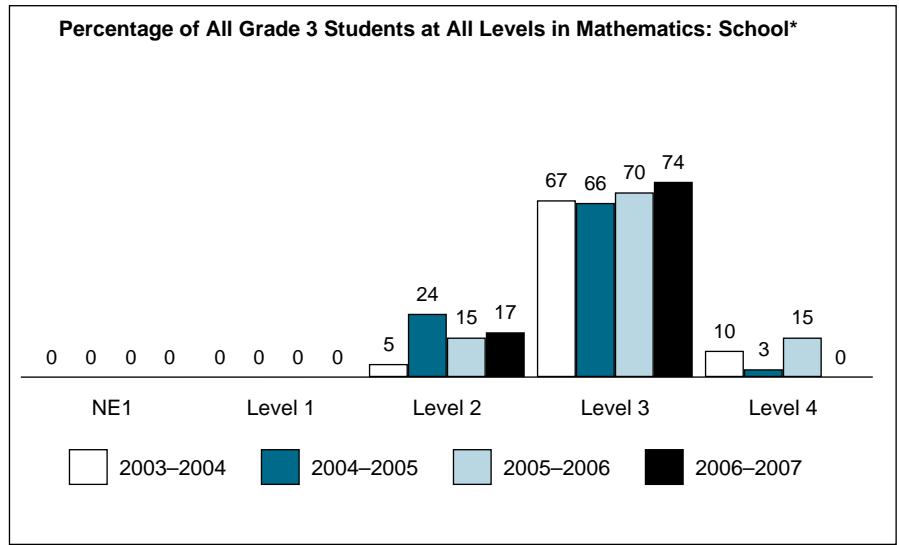


♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
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 †† The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

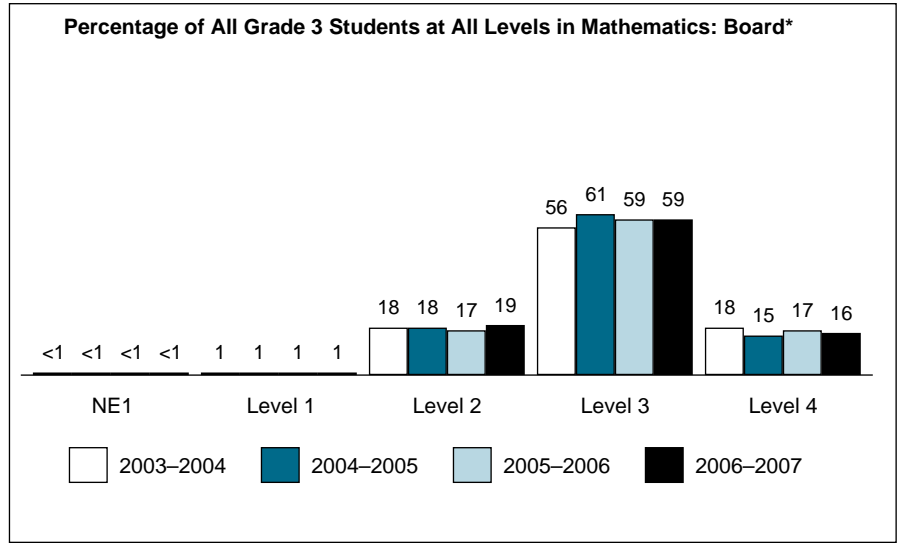
Results over Time, 2003–2004 to 2006–2007*

Grade 3: Mathematics

Grade 3 Mathematics: School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	21	29	20	23
Level 4	10%	3%	15%	0%
Level 3	67%	66%	70%	74%
Level 2	5%	24%	15%	17%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
NEIS††	0%	---	---	---
<i>Participating Students</i>	81%	93%	100%	91%
No Data	5%	0%	0%	0%
Exempt	14%	7%	0%	9%
At or Above Provincial Standard†	76%	69%	85%	74%



Grade 3 Mathematics: Board*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	6 959	7 009	6 946	7 008
Level 4	18%	15%	17%	16%
Level 3	56%	61%	59%	59%
Level 2	18%	18%	17%	19%
Level 1	1%	1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
NEIS††	2%	---	---	---
<i>Participating Students</i>	94%	95%	95%	95%
No Data	1%	1%	1%	1%
Exempt	5%	4%	4%	4%
At or Above Provincial Standard†	74%	76%	77%	75%



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



♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
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 †† The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

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

Contextual Information over Time: Grade 6*

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

Grade 6	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Enrolment					
Number of students	25	40	34	23	35
Participation in the Assessment					
Reading	88%	75%	82%	74%	89%
Writing	88%	75%	79%	74%	89%
Mathematics	88%	75%	74%	74%	77%
Gender					
Female	60%	62%	53%	43%	57%
Male	40%	38%	47%	57%	43%
Student Status					
ESL/ELD learners**	16% ⁺	5%	15%	9%	9%
Students with special needs (excluding gifted)**	44% ⁺⁺	55%	50%	35%	34%
Place of Birth					
Born in Canada	n/a	100%	82%	91%	89%
Born outside Canada	20%	0%	18%	9%	11%
In Canada less than one year	0%	0%	0%	0%	9%
In Canada one year or more but less than three years	8%	0%	0%	0%	3%
In Canada three years or more	12%	0%	18%	9%	0%
Language					
First language learned at home was other than English	20%	5%	15%	9%	9%
Year Student Entered Current School					
Year of the assessment				22%	54%
Year prior to the assessment				13%	6%
2 years prior to the assessment	Data not collected ^{††}			4%	3%
3 or more years prior to the assessment				61%	37%
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 percentage of students in this year may not be comparable with those of later years as the definition for the ESL/ELD group changed in 2004 from "students enrolled in an ESL/ELD program" to "students designated as ESL/ELD learners".

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

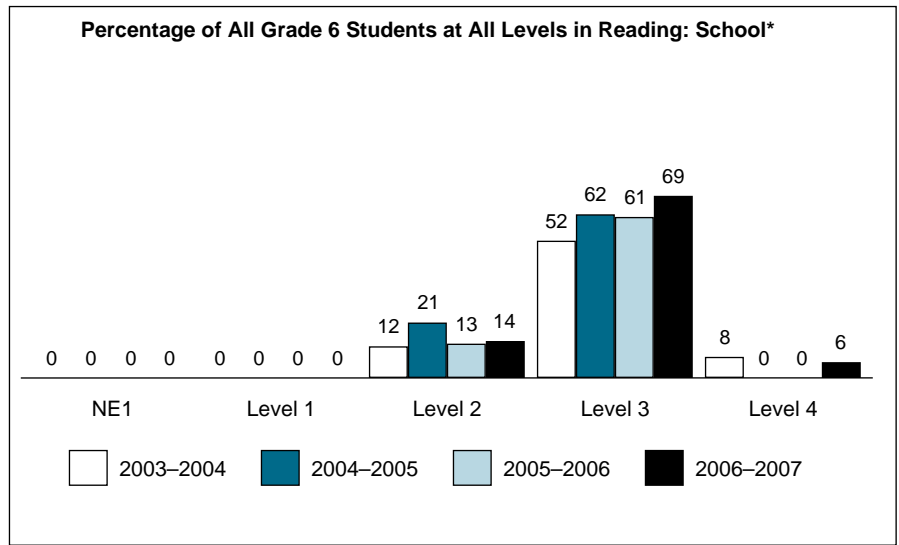
^{††} The question related to student mobility changed in 2005–2006.

n/a Information not available.

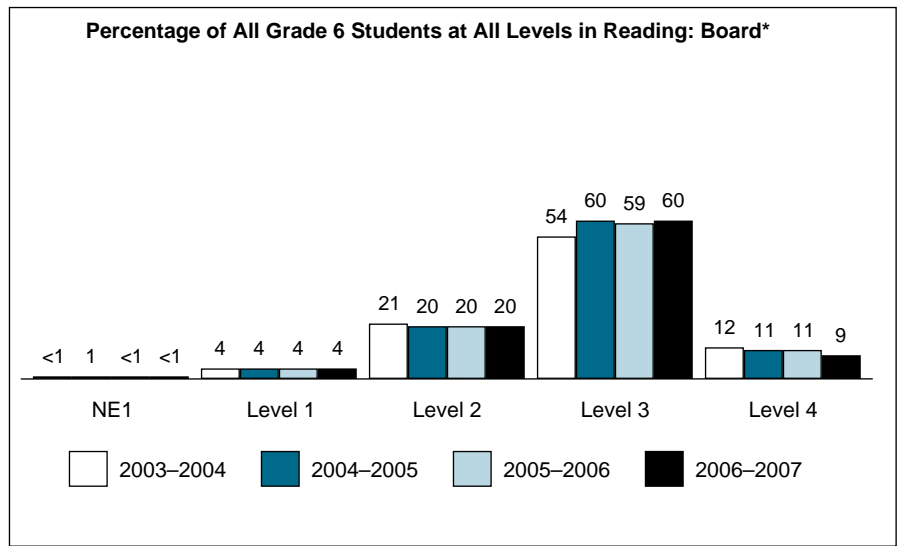
Results over Time, 2003–2004 to 2006–2007*

Grade 6: Reading

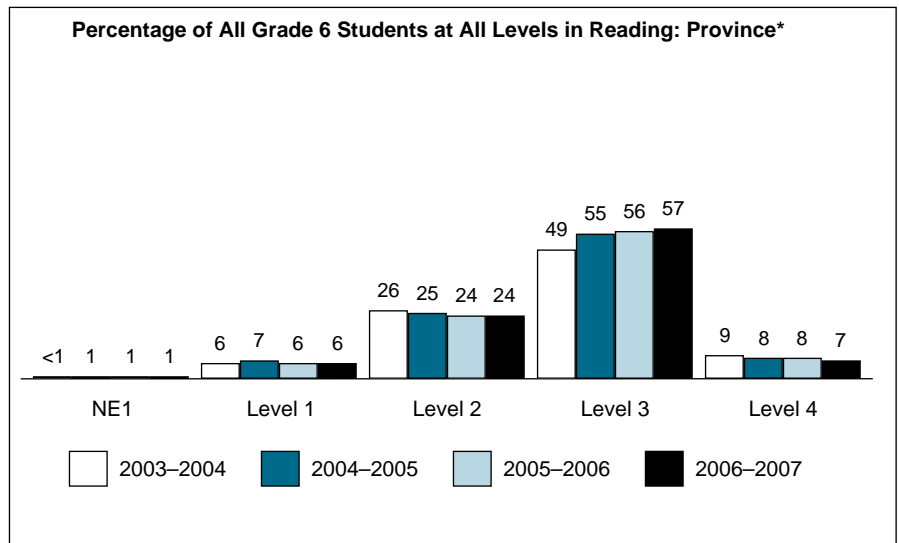
Grade 6 Reading: School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	40	34	23	35
Level 4	8%	0%	0%	6%
Level 3	52%	62%	61%	69%
Level 2	12%	21%	13%	14%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
NEIS††	2%	---	---	---
<i>Participating Students</i>	75%	82%	74%	89%
No Data	0%	3%	0%	0%
Exempt	25%	15%	26%	11%
At or Above Provincial Standard†	60%	62%	61%	74%



Grade 6 Reading: Board*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	7 454	7 653	8 110	8 173
Level 4	12%	11%	11%	9%
Level 3	54%	60%	59%	60%
Level 2	21%	20%	20%	20%
Level 1	4%	4%	4%	4%
NE1**	<1%	1%	<1%	<1%
NEIS††	3%	---	---	---
<i>Participating Students</i>	94%	95%	94%	94%
No Data	1%	1%	1%	1%
Exempt	6%	4%	5%	5%
At or Above Provincial Standard†	66%	71%	70%	70%



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

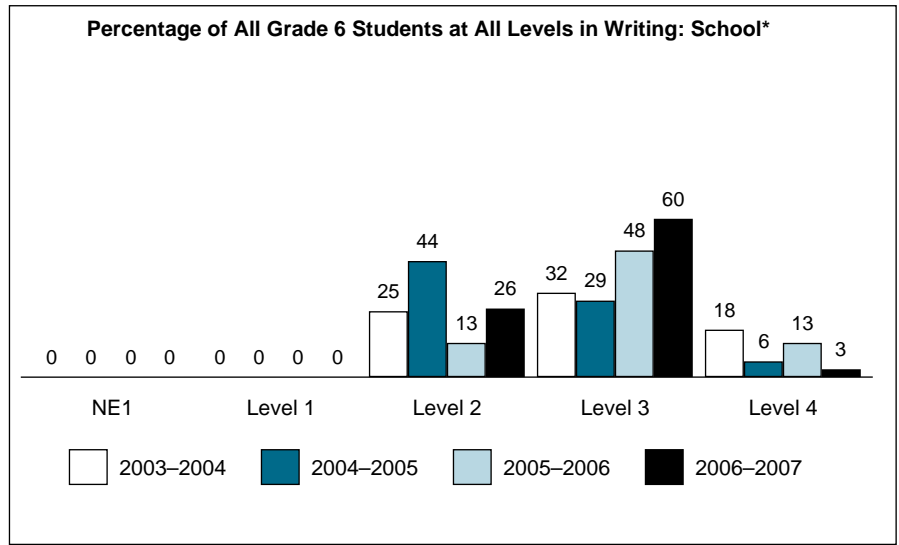


♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
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 ** See the Explanation of Terms.
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 †† The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

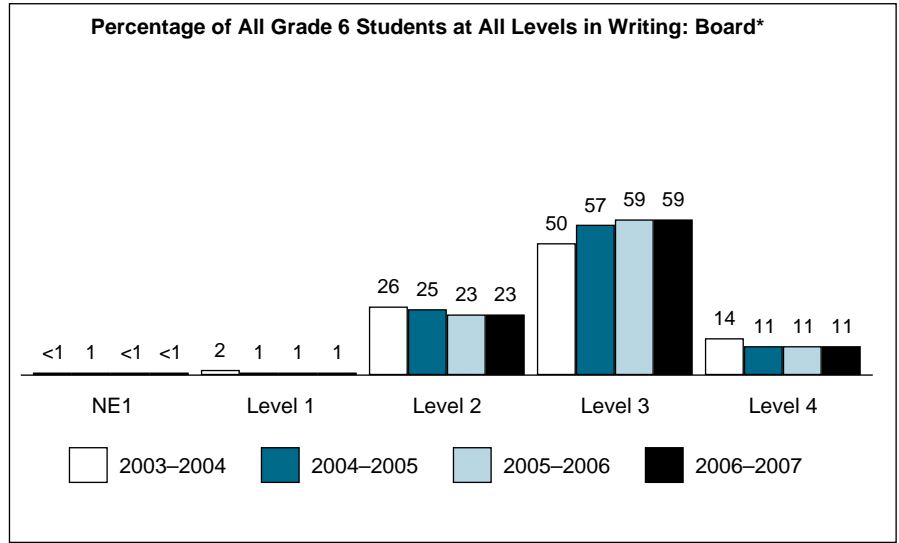
Results over Time, 2003–2004 to 2006–2007*

Grade 6: Writing

Grade 6 Writing: School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	40	34	23	35
Level 4	18%	6%	13%	3%
Level 3	32%	29%	48%	60%
Level 2	25%	44%	13%	26%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
NEIS††	0%	---	---	---
<i>Participating Students</i>	75%	79%	74%	89%
No Data	0%	3%	0%	0%
Exempt	25%	18%	26%	11%
At or Above Provincial Standard†	50%	35%	61%	63%



Grade 6 Writing: Board*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	7 454	7 653	8 110	8 173
Level 4	14%	11%	11%	11%
Level 3	50%	57%	59%	59%
Level 2	26%	25%	23%	23%
Level 1	2%	1%	1%	1%
NE1**	<1%	1%	<1%	<1%
NEIS††	2%	---	---	---
<i>Participating Students</i>	94%	95%	94%	94%
No Data	1%	1%	1%	1%
Exempt	6%	4%	5%	5%
At or Above Provincial Standard†	64%	68%	70%	71%



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

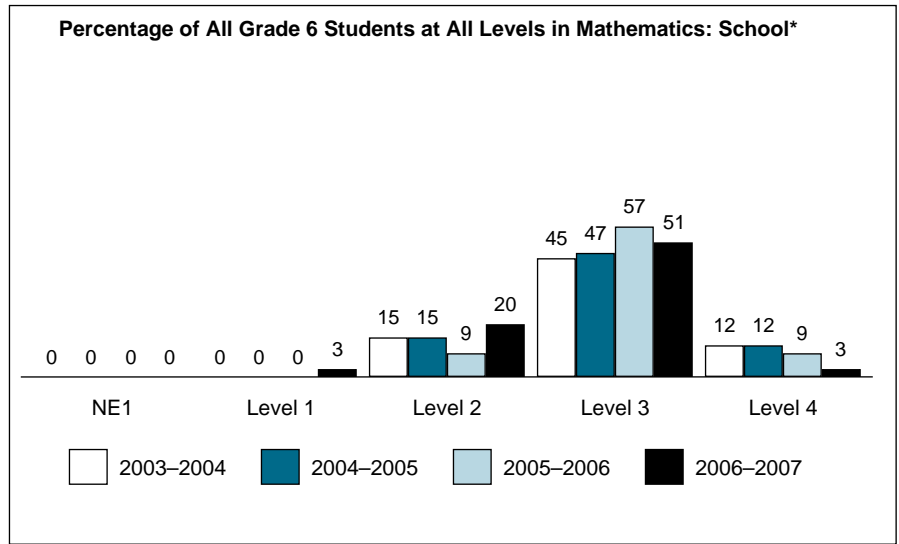


♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
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 ** See the Explanation of Terms.
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.
 †† The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

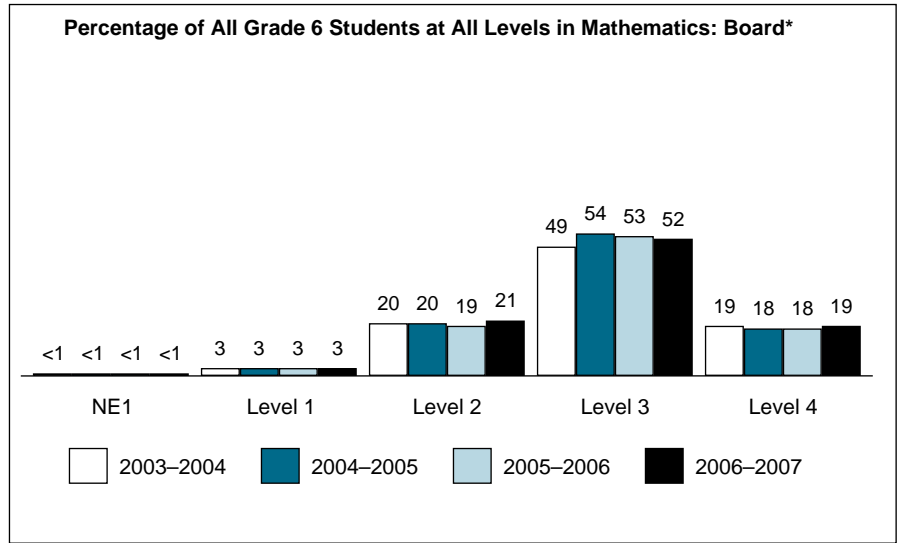
Results over Time, 2003–2004 to 2006–2007*

Grade 6: Mathematics

Grade 6 Mathematics: School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	40	34	23	35
Level 4	12%	12%	9%	3%
Level 3	45%	47%	57%	51%
Level 2	15%	15%	9%	20%
Level 1	0%	0%	0%	3%
NE1**	0%	0%	0%	0%
NEIS††	2%	---	---	---
<i>Participating Students</i>	75%	74%	74%	77%
No Data	0%	3%	0%	0%
Exempt	25%	24%	26%	23%
At or Above Provincial Standard†	58%	59%	65%	54%



Grade 6 Mathematics: Board*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	7 454	7 653	8 110	8 173
Level 4	19%	18%	18%	19%
Level 3	49%	54%	53%	52%
Level 2	20%	20%	19%	21%
Level 1	3%	3%	3%	3%
NE1**	<1%	<1%	<1%	<1%
NEIS††	2%	---	---	---
<i>Participating Students</i>	94%	95%	94%	94%
No Data	1%	1%	1%	1%
Exempt	5%	4%	5%	5%
At or Above Provincial Standard†	68%	72%	72%	71%



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



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

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

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

2002–2003 2003–2004 2004–2005 2005–2006 2006–2007

READING


N/R N/R N/R N/R N/R N/R N/R N/R N/R N/R

WRITING

N/R N/R N/R N/R N/R N/R N/R N/R N/R N/R

MATHEMATICS

N/R N/R N/R N/R N/R N/R N/R N/R N/R N/R

 **Female**  **Male**

Total Number of Grade 3 Students†

	<u>2002–2003</u>		<u>2003–2004</u>		<u>2004–2005</u>		<u>2005–2006</u>		<u>2006–2007</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	10	13	12	9	10	19	6	14	9	14

† Includes only students for whom gender data were available.

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

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

2002–2003 2003–2004 2004–2005 2005–2006 2006–2007

READING

N/R N/R N/R N/R N/R N/R N/R N/R N/R N/R

WRITING

N/R N/R N/R N/R N/R N/R N/R N/R N/R N/R

MATHEMATICS

N/R N/R N/R N/R N/R N/R N/R N/R N/R N/R

 **Female**  **Male**

Total Number of Grade 6 Students†

	<u>2002–2003</u>		<u>2003–2004</u>		<u>2004–2005</u>		<u>2005–2006</u>		<u>2006–2007</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	15	10	25	15	18	16	10	13	20	15

† Includes only students for whom gender data were available.

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

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 3 (# = 21)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.		14
I like to read.		16
I read by myself at home.		14
I read with someone older than me at home.		2
I use a computer for reading activities at school.		0
I am a good writer.		14
I like to write.		13
I write by myself at home.		14
Someone older than me helps me with my writing at home.		1
I use a computer for writing activities at school.		1
I am good at mathematics.		13
I like mathematics.		17
I use mathematics to solve problems outside school.		9
Someone older than me helps me with my mathematics at home.		3
I use a computer to learn mathematics at school.		1
I use a calculator to learn mathematics at school.		0
At home, there is a computer for me to use for school work.		9

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

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 3 (# = 21)		
Questionnaire Item	Percentage of Students*	Number of Students
Language(s) students speak at home:		
only or mostly English		19
another language (or languages) as often as English		1
only or mostly another language (or other languages)		1
Language(s) that people speak to students at home:		
only or mostly English		19
another language (or languages) as often as English		1
only or mostly another language (or other languages)		1

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

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

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 21)	Female* (# = 8)	Male* (# = 13)	All Students (# = 6 636)	Female* (# = 3 274)	Male* (# = 3 362)	All Students (# = 124 539)	Female* (# = 61 379)	Male* (# = 63 145)
Percentage of Students Who Answered “Yes” to the Statements Below									
Reading									
I am a good reader.	67%	62%	69%	66%	67%	64%	68%	70%	66%
I like to read.	76%	100%	62%	59%	67%	52%	58%	67%	50%
I read by myself at home.	67%	75%	62%	63%	64%	62%	59%	61%	57%
I read with someone older than me at home.	10%	12%	8%	13%	13%	14%	16%	15%	17%
I use a computer for reading activities at school.	0%	0%	0%	17%	18%	16%	24%	24%	24%
Writing									
I am a good writer.	67%	88%	54%	45%	51%	40%	51%	58%	45%
I like to write.	62%	75%	54%	49%	57%	41%	53%	61%	45%
I write by myself at home.	67%	62%	69%	59%	63%	56%	56%	61%	52%
Someone older than me helps me with my writing at home.	5%	0%	8%	14%	13%	16%	17%	15%	18%
I use a computer for writing activities at school.	5%	0%	8%	25%	25%	26%	29%	28%	29%
Mathematics									
I am good at mathematics.	62%	62%	62%	55%	46%	64%	53%	46%	61%
I like mathematics.	81%	88%	77%	60%	54%	65%	57%	54%	60%
I use mathematics to solve problems outside school.	43%	38%	46%	34%	34%	35%	34%	34%	34%
Someone older than me helps me with my mathematics at home.	14%	12%	15%	23%	26%	20%	27%	30%	25%
I use a computer to learn mathematics at school.	5%	12%	0%	17%	17%	17%	27%	27%	27%
I use a calculator to learn mathematics at school.	0%	0%	0%	9%	9%	9%	13%	12%	14%
Computer at home									
There is a computer for me to use for school work.	43%	38%	46%	53%	55%	51%	50%	51%	48%

* Includes only students for whom gender data were available.


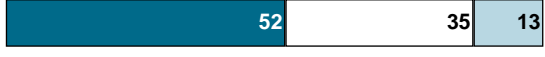

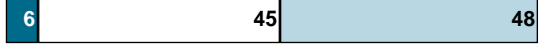



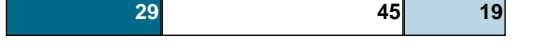
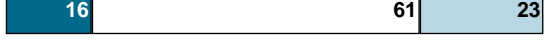




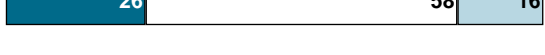
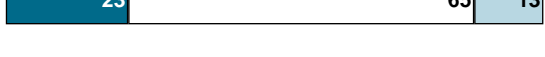
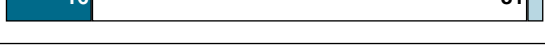


Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2006–2007

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 21)	Female* (# = 8)	Male* (# = 13)	All Students (# = 6 636)	Female* (# = 3 274)	Male* (# = 3 362)	All Students (# = 124 539)	Female* (# = 61 379)	Male* (# = 63 145)
Language(s) students speak at home:**									
only or mostly English	90%	100%	85%	66%	66%	67%	79%	79%	80%
another language (or languages) as often as English	5%	0%	8%	20%	20%	19%	12%	12%	11%
only or mostly another language (or other languages)	5%	0%	8%	13%	13%	13%	8%	9%	8%
Language(s) that people speak to students at home:**									
only or mostly English	90%	100%	85%	59%	59%	58%	76%	75%	76%
another language (or languages) as often as English	5%	0%	8%	18%	18%	18%	11%	11%	11%
only or mostly another language (or other languages)	5%	0%	8%	23%	23%	23%	13%	13%	12%

* Includes only students for whom gender data were available.

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

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = 31)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
	0 100	
I am a good reader.		23
I like to read.		16
I read by myself at home.		17
I read with someone older than me at home.		2
I use a computer for reading activities at school.		12
I am a good writer.		12
I like to write.		21
I write by myself at home.		9
Someone older than me helps me with my writing at home.		5
I use a computer for writing activities at school.		23
I am good at mathematics.		17
I like mathematics.		15
I use mathematics to solve problems outside school.		14
Someone older than me helps me with my mathematics at home.		8
I use a computer to learn mathematics at school.		7
I use a calculator to learn mathematics at school.		5
At home, there is a computer for me to use for school work.		22
		

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

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = 31)		
Questionnaire Item	Percentage of Students*	Number of Students
Language(s) students speak at home:		
only or mostly English	94	29
another language (or languages) as often as English	0	0
only or mostly another language (or other languages)	6	2
Language(s) that people speak to students at home:		
only or mostly English	90	28
another language (or languages) as often as English	3	1
only or mostly another language (or other languages)	6	2

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 31)	Female* (# = 19)	Male* (# = 12)	All Students (# = 7 716)	Female* (# = 3 696)	Male* (# = 4 020)	All Students (# = 138 935)	Female* (# = 68 318)	Male* (# = 70 615)
Percentage of Students Who Answered “Yes” to the Statements Below									
Reading									
I am a good reader.	74%	84%	58%	59%	62%	56%	62%	65%	59%
I like to read.	52%	58%	42%	50%	58%	44%	47%	55%	38%
I read by myself at home.	55%	68%	33%	73%	78%	68%	66%	73%	60%
I read with someone older than me at home.	6%	11%	0%	4%	4%	4%	4%	4%	4%
I use a computer for reading activities at school.	39%	47%	25%	13%	13%	14%	15%	15%	15%
Writing									
I am a good writer.	39%	53%	17%	41%	47%	36%	44%	50%	38%
I like to write.	68%	95%	25%	41%	51%	32%	42%	52%	33%
I write by myself at home.	29%	32%	25%	55%	62%	50%	52%	59%	45%
Someone older than me helps me with my writing at home.	16%	11%	25%	8%	7%	9%	9%	8%	10%
I use a computer for writing activities at school.	74%	79%	67%	38%	36%	39%	35%	34%	35%
Mathematics									
I am good at mathematics.	55%	58%	50%	55%	43%	65%	49%	40%	58%
I like mathematics.	48%	47%	50%	49%	40%	57%	45%	37%	52%
I use mathematics to solve problems outside school.	45%	47%	42%	41%	37%	44%	37%	34%	40%
Someone older than me helps me with my mathematics at home.	26%	26%	25%	21%	25%	17%	23%	27%	20%
I use a computer to learn mathematics at school.	23%	26%	17%	9%	9%	10%	15%	15%	14%
I use a calculator to learn mathematics at school.	16%	11%	25%	20%	21%	20%	24%	25%	23%
Computer at home									
There is a computer for me to use for school work.	71%	63%	83%	85%	88%	83%	80%	82%	78%

* Includes only students for whom gender data were available.

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 31)	Female* (# = 19)	Male* (# = 12)	All Students (# = 7 716)	Female* (# = 3 696)	Male* (# = 4 020)	All Students (# = 138 935)	Female* (# = 68 318)	Male* (# = 70 615)
Language(s) students speak at home:**									
only or mostly English	94%	89%	100%	69%	69%	68%	82%	82%	82%
another language (or languages) as often as English	0%	0%	0%	21%	22%	20%	12%	12%	11%
only or mostly another language (or other languages)	6%	11%	0%	11%	9%	12%	6%	6%	7%
Language(s) that people speak to students at home:**									
only or mostly English	90%	89%	92%	58%	59%	58%	77%	76%	77%
another language (or languages) as often as English	3%	5%	0%	20%	20%	19%	12%	12%	11%
only or mostly another language (or other languages)	6%	5%	8%	22%	21%	23%	12%	11%	12%

* Includes only students for whom gender data were available.

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

EXPLANATION OF TERMS

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