



School Report



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

School: George Webster PS (213535)
Board: Toronto DSB (66052)

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.

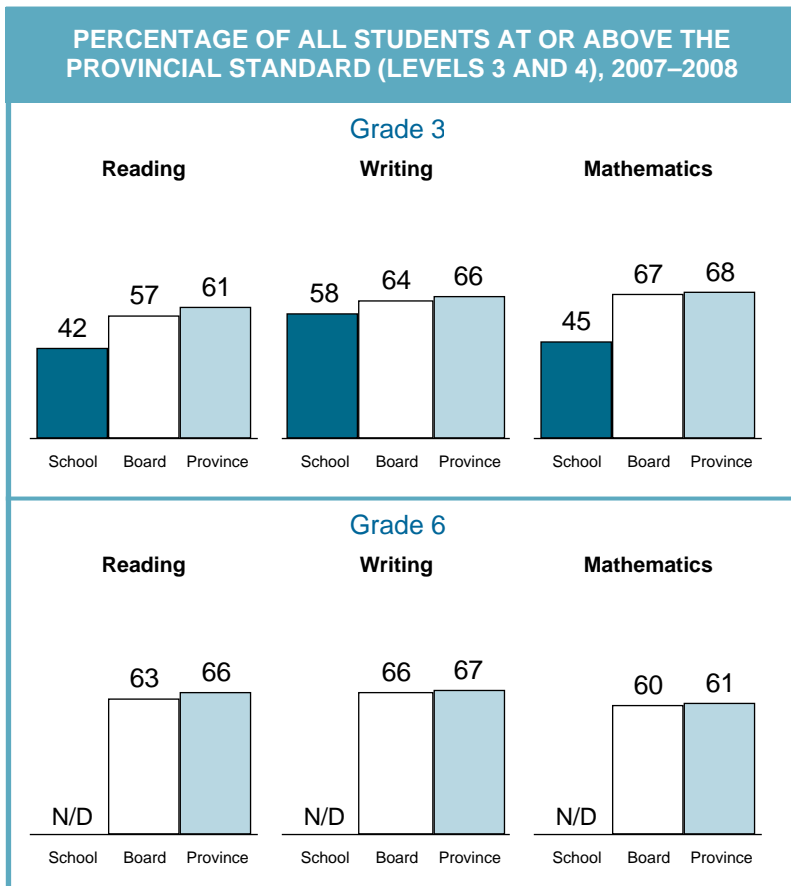
Large-scale testing results are just one of the many tools that support student learning. These results are a snapshot of achievement and should be considered alongside school-based information. Regular assessments conducted in the classroom remain the fundamental method of assessing and supporting students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

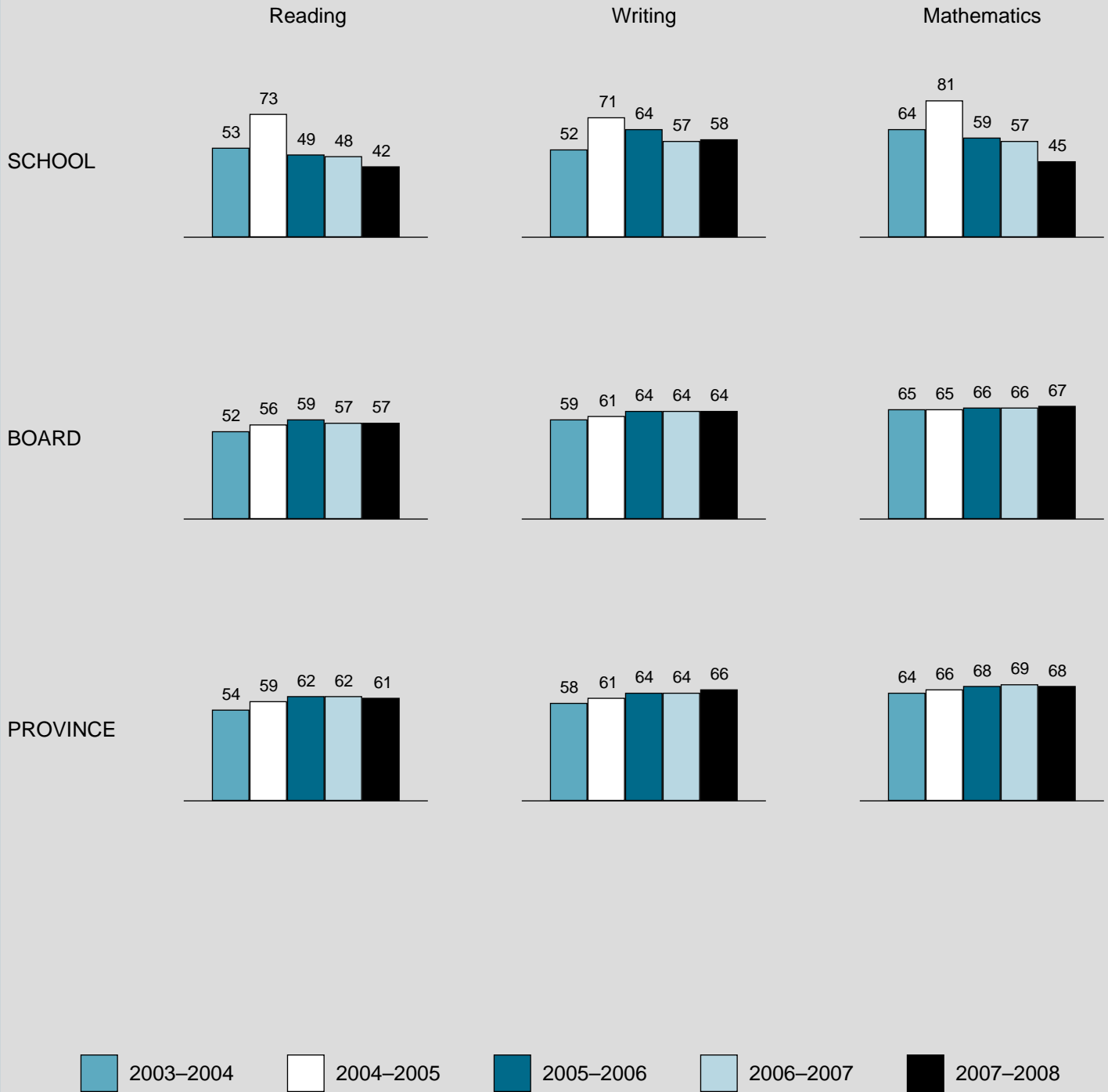
Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

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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	87	75	69	56	71
Board	20 157	19 094	18 401	17 813	17 210
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

Reading

Writing

Mathematics

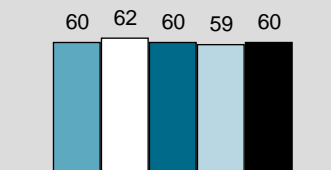
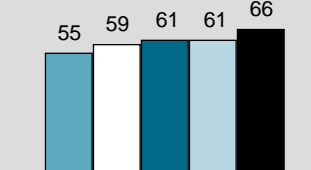
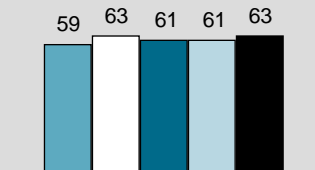
SCHOOL

N/D N/D N/D N/D N/D

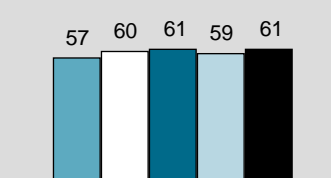
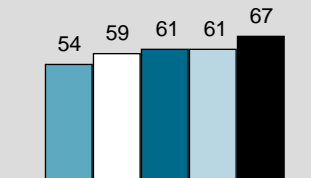
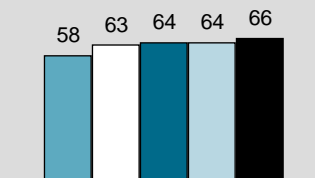
N/D N/D N/D N/D N/D

N/D N/D N/D N/D N/D

BOARD



PROVINCE



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	0	0
Board	18 671	18 492	19 238	19 086	18 355
Province	146 169	143 421	146 711	145 901	140 420

TIPS

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



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



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



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



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

ABOUT THIS SCHOOL OR BOARD REPORT

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

This report includes

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

HOW TO USE THIS REPORT

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

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

Learn more about us at www.eqao.com.

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

Contextual Information: Grade 3*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 3 students	71		17 210		128 660	
Number of classes with Grade 3 students	6		1 529		9 378	
Number of schools with Grade 3 classes	Not applicable		400		3 385	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	38	54%	8 333	48%	62 501	49%
Male	33	46%	8 877	52%	66 158	51%
Gender not specified	0	0%	0	0%	1	<1%
Student Status						
English language learners**	3	4%	709	4%	9 848	8%
Students with special needs (excluding gifted)**	17	24%	2 824	16%	17 089	13%
Place of Birth						
Born in Canada	46	65%	13 161	76%	114 855	89%
Born outside Canada	25	35%	4 020	23%	13 596	11%
In Canada less than one year	1	1%	183	1%	823	1%
In Canada one year or more but less than three years	10	14%	917	5%	3 000	2%
In Canada three years or more	12	17%	2 484	14%	8 792	7%
Language						
First language learned at home was other than English	35	49%	8 264	48%	26 230	20%
Year Student Entered Current School						
2007–2008	10	14%	2 429	14%	17 787	14%
2006–2007	16	23%	2 094	12%	14 301	11%
2005–2006	9	13%	2 315	13%	20 883	16%
Prior to 2005–2006	35	49%	10 314	60%	75 028	58%
Data not available	1	1%	58	<1%	661	1%
Year Student Entered Current Board						
2007–2008	1	1%	1 160	7%	9 919	8%
2006–2007	11	15%	1 191	7%	9 438	7%
2005–2006	7	10%	1 531	9%	17 646	14%
Prior to 2005–2006	51	72%	13 186	77%	87 870	68%
Data not available	1	1%	142	1%	3 787	3%

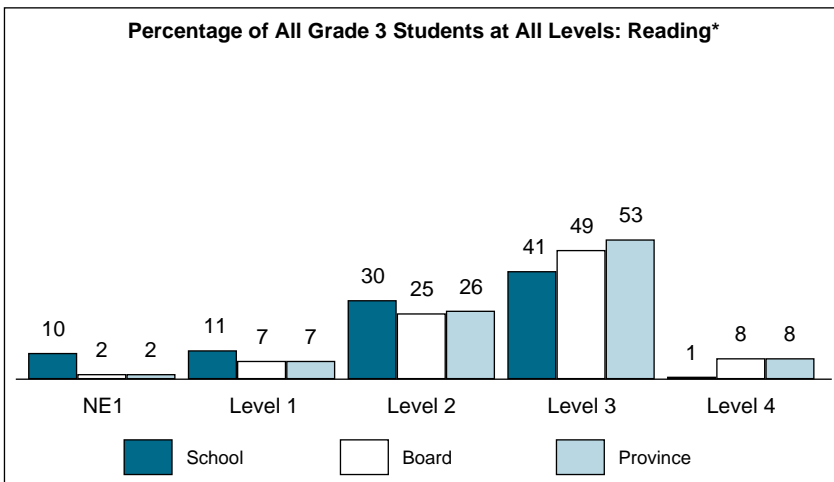
* Contextual data pertaining to gender, student status, school background, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not reported by the school.

** See the Explanation of Terms.

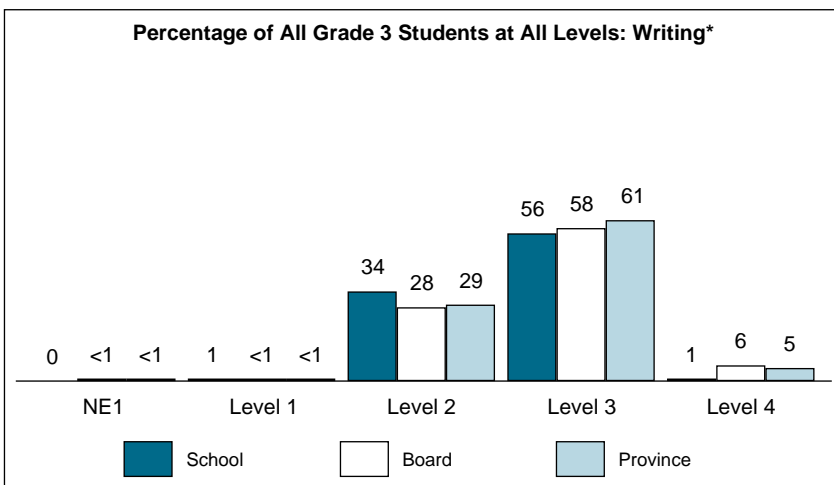
Results in Reading, Writing and Mathematics, 2007–2008

Grade 3: All Students^{††}

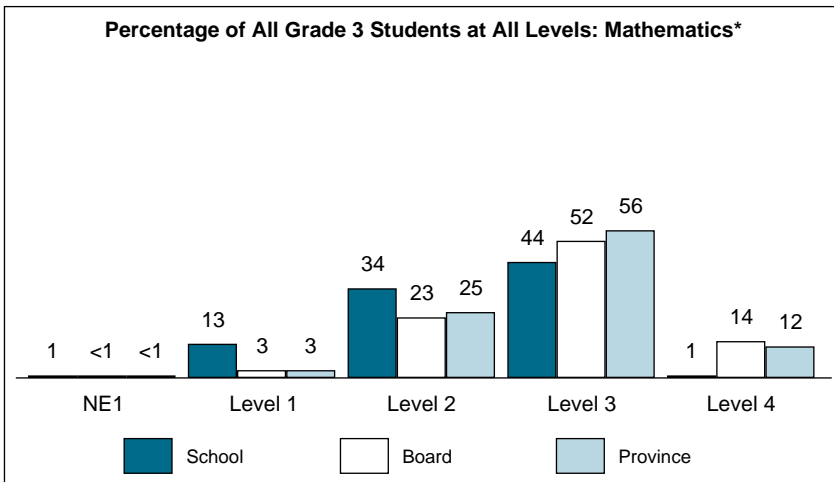
Grade 3: Reading*				
Number of Students	School 71		Board 15 866	Province 125 088
	#	%	%	%
Level 4	1	1%	8%	8%
Level 3	29	41%	49%	53%
Level 2	21	30%	25%	26%
Level 1	8	11%	7%	7%
NE1**	7	10%	2%	2%
Participating Students	66	93%	92%	95%
No Data	1	1%	2%	1%
Exempt	4	6%	6%	4%
At or Above Provincial Standard (Levels 3 and 4) †		42%	57%	61%



Grade 3: Writing*				
Number of Students	School 71		Board 15 866	Province 125 088
	#	%	%	%
Level 4	1	1%	6%	5%
Level 3	40	56%	58%	61%
Level 2	24	34%	28%	29%
Level 1	1	1%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	66	93%	92%	96%
No Data	1	1%	2%	1%
Exempt	4	6%	6%	3%
At or Above Provincial Standard (Levels 3 and 4) †		58%	64%	66%



Grade 3: Mathematics*				
Number of Students	School 71		Board 17 210	Province 128 659
	#	%	%	%
Level 4	1	1%	14%	12%
Level 3	31	44%	52%	56%
Level 2	24	34%	23%	25%
Level 1	9	13%	3%	3%
NE1**	1	1%	<1%	<1%
Participating Students	66	93%	93%	96%
No Data	1	1%	2%	1%
Exempt	4	6%	5%	3%
At or Above Provincial Standard (Levels 3 and 4) †		45%	67%	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.

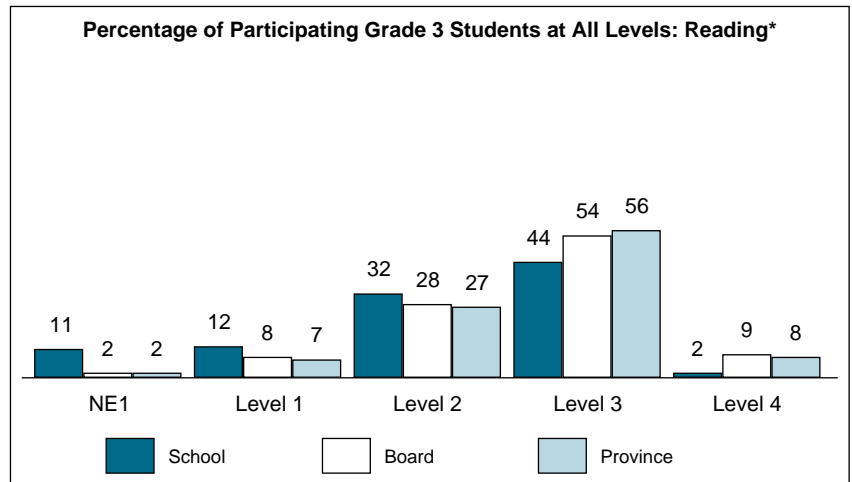
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

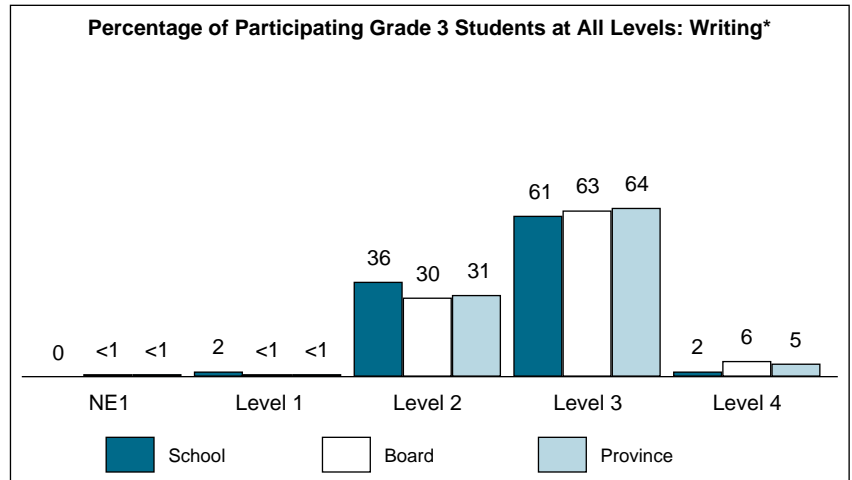
Results in Reading, Writing and Mathematics, 2007–2008

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

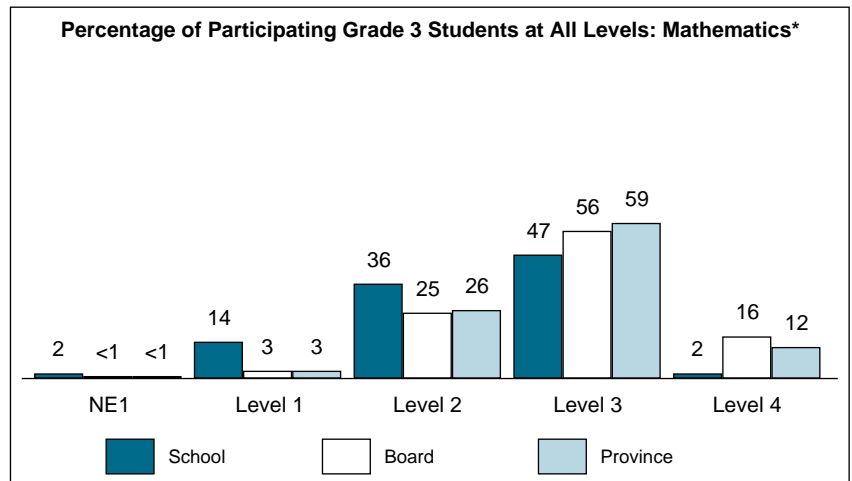
Grade 3: Reading*				
Number of Students	School 66		Board 14 579	Province 119 075
	#	%	%	%
Level 4	1	2%	9%	8%
Level 3	29	44%	54%	56%
Level 2	21	32%	28%	27%
Level 1	8	12%	8%	7%
NE1**	7	11%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		45%	62%	64%



Grade 3: Writing*				
Number of Students	School 66		Board 14 638	Province 119 623
	#	%	%	%
Level 4	1	2%	6%	5%
Level 3	40	61%	63%	64%
Level 2	24	36%	30%	31%
Level 1	1	2%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		62%	69%	69%



Grade 3: Mathematics*				
Number of Students	School 66		Board 16 055	Province 123 291
	#	%	%	%
Level 4	1	2%	16%	12%
Level 3	31	47%	56%	59%
Level 2	24	36%	25%	26%
Level 1	9	14%	3%	3%
NE1**	1	2%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		48%	72%	71%



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

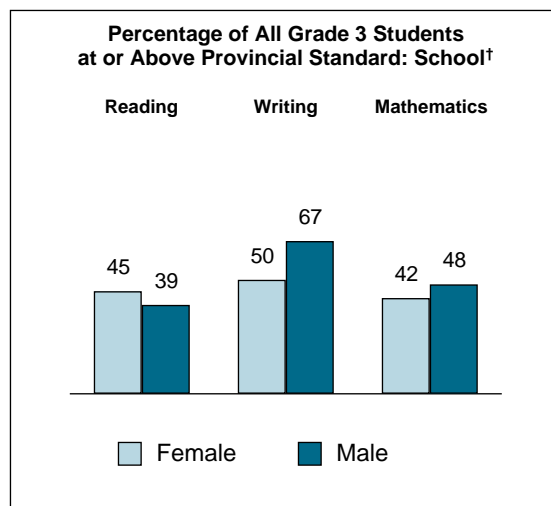
** See the Explanation of Terms.

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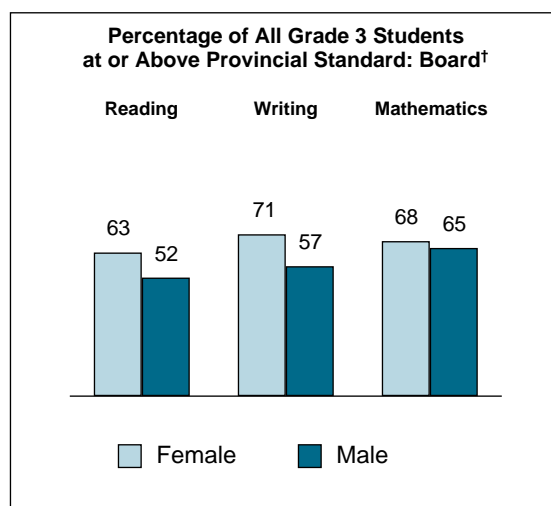
Results in Reading, Writing and Mathematics, 2007–2008

Grade 3: Gender††

Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 38	Male 33	Female 38	Male 33	Female 38	Male 33
Level 4	3%	0%	0%	3%	3%	0%
Level 3	42%	39%	50%	64%	39%	48%
Level 2	32%	27%	45%	21%	39%	27%
Level 1	13%	9%	0%	3%	13%	12%
NE1**	5%	15%	0%	0%	0%	3%
Participating Students	95%	91%	95%	91%	95%	91%
No Data	3%	0%	3%	0%	3%	0%
Exempt	3%	9%	3%	9%	3%	9%
At or Above Provincial Standard (Levels 3 and 4)†	45%	39%	50%	67%	42%	48%



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 7 593	Male 8 273	Female 7 593	Male 8 273	Female 8 333	Male 8 877
Level 4	11%	6%	8%	4%	14%	15%
Level 3	52%	46%	63%	53%	54%	50%
Level 2	23%	28%	23%	33%	23%	23%
Level 1	6%	8%	<1%	<1%	3%	3%
NE1**	1%	2%	<1%	<1%	<1%	1%
Participating Students	93%	91%	94%	91%	94%	92%
No Data	2%	2%	2%	2%	2%	2%
Exempt	5%	8%	5%	7%	4%	6%
At or Above Provincial Standard (Levels 3 and 4)†	63%	52%	71%	57%	68%	65%



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.

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	0		18 355		140 420	
Number of classes with Grade 6 students	0		1 361		8 400	
Number of schools with Grade 6 classes	Not applicable		327		3 199	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	0	-	8 843	48%	68 266	49%
Male	0	-	9 512	52%	72 154	51%
Gender not specified	0	-	0	0%	0	0%
Student Status						
English language learners**	0	-	614	3%	6 639	5%
Students with special needs (excluding gifted)**	0	-	3 529	19%	24 146	17%
Place of Birth						
Born in Canada	0	-	13 262	72%	123 090	88%
Born outside Canada	0	-	5 072	28%	17 139	12%
In Canada less than one year	0	-	143	1%	781	1%
In Canada one year or more but less than three years	0	-	972	5%	3 068	2%
In Canada three years or more	0	-	3 479	19%	12 314	9%
Language						
First language learned at home was other than English	0	-	9 046	49%	27 589	20%
Year Student Entered Current School						
2007–2008	0	-	7 057	38%	31 842	23%
2006–2007	0	-	1 477	8%	13 757	10%
2005–2006	0	-	1 706	9%	16 422	12%
Prior to 2005–2006	0	-	8 062	44%	77 751	55%
Data not available	0	-	53	<1%	648	<1%
Year Student Entered Current Board						
2007–2008	0	-	1 116	6%	17 395	12%
2006–2007	0	-	1 141	6%	8 361	6%
2005–2006	0	-	1 105	6%	12 632	9%
Prior to 2005–2006	0	-	14 835	81%	96 018	68%
Data not available	0	-	158	1%	6 014	4%

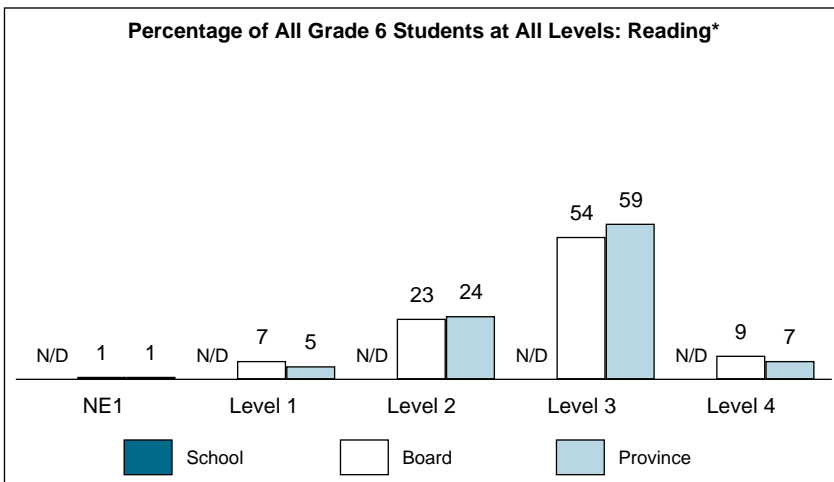
* Contextual data pertaining to gender, student status, school background, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not reported by the school.

** See the Explanation of Terms.

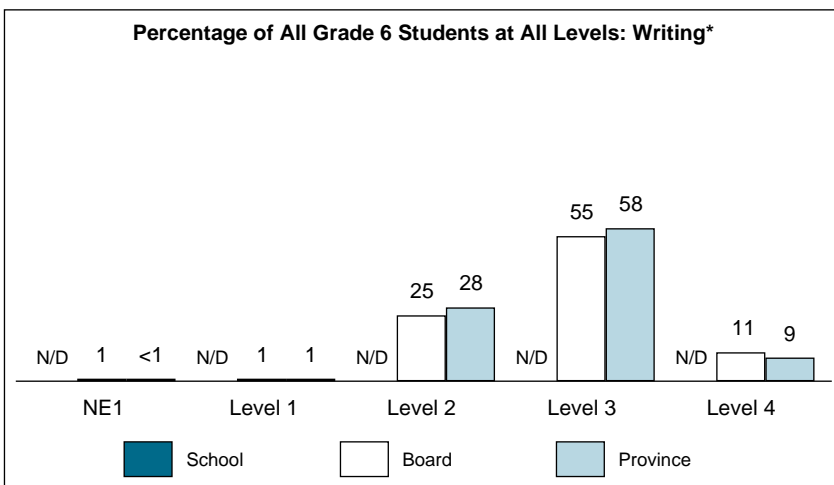
Results in Reading, Writing and Mathematics, 2007–2008

Grade 6: All Students

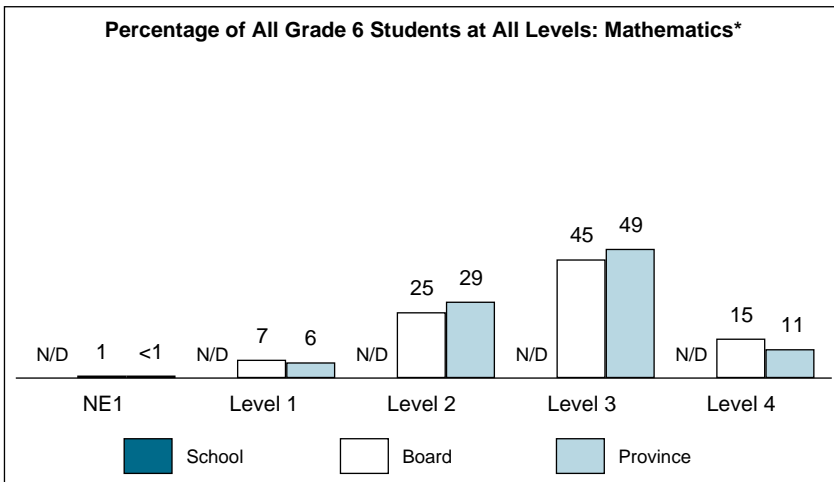
Grade 6: Reading*				
Number of Students	School N/D		Board 18 355	Province 140 420
	#	%	%	%
Level 4	N/D	N/D	9%	7%
Level 3	N/D	N/D	54%	59%
Level 2	N/D	N/D	23%	24%
Level 1	N/D	N/D	7%	5%
NE1**	N/D	N/D	1%	1%
Participating Students	N/D	N/D	93%	96%
No Data	N/D	N/D	1%	1%
Exempt	N/D	N/D	5%	3%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	63%	66%



Grade 6: Writing*				
Number of Students	School N/D		Board 18 355	Province 140 420
	#	%	%	%
Level 4	N/D	N/D	11%	9%
Level 3	N/D	N/D	55%	58%
Level 2	N/D	N/D	25%	28%
Level 1	N/D	N/D	1%	1%
NE1**	N/D	N/D	1%	<1%
Participating Students	N/D	N/D	93%	96%
No Data	N/D	N/D	1%	1%
Exempt	N/D	N/D	5%	3%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	66%	67%



Grade 6: Mathematics*				
Number of Students	School N/D		Board 18 355	Province 140 358
	#	%	%	%
Level 4	N/D	N/D	15%	11%
Level 3	N/D	N/D	45%	49%
Level 2	N/D	N/D	25%	29%
Level 1	N/D	N/D	7%	6%
NE1**	N/D	N/D	1%	<1%
Participating Students	N/D	N/D	93%	96%
No Data	N/D	N/D	2%	1%
Exempt	N/D	N/D	5%	3%
At or Above Provincial Standard (Levels 3 and 4) †		N/D	60%	61%



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

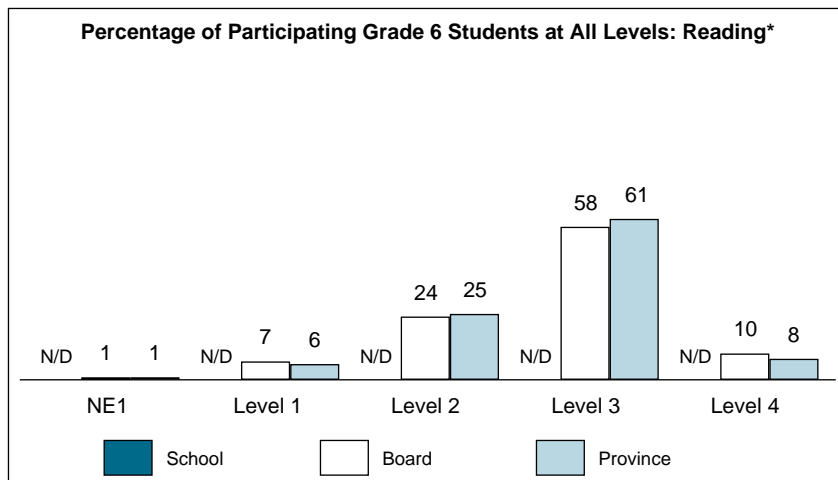
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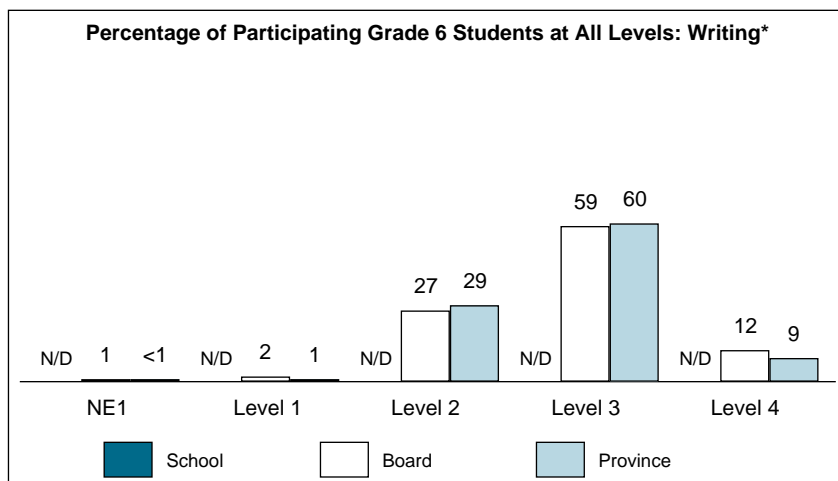
Results in Reading, Writing and Mathematics, 2007–2008

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

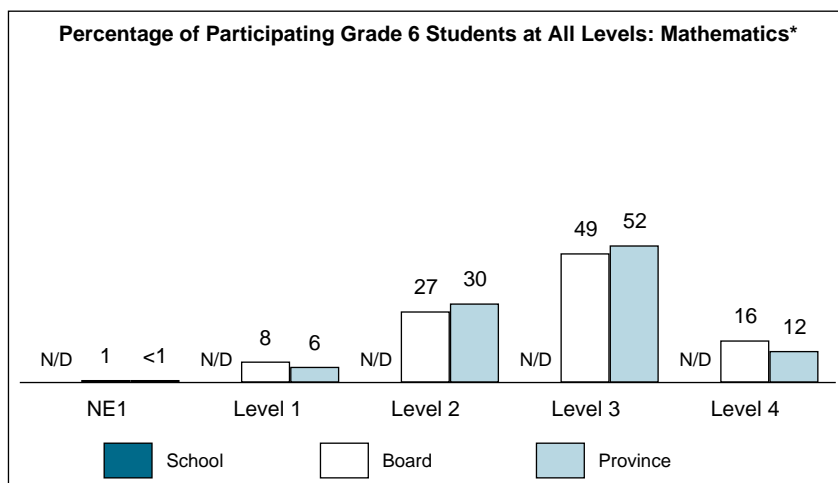
Grade 6: Reading*				
Number of Students	School N/D		Board 17 155	Province 134 766
	#	%	%	%
Level 4	N/D	N/D	10%	8%
Level 3	N/D	N/D	58%	61%
Level 2	N/D	N/D	24%	25%
Level 1	N/D	N/D	7%	6%
NE1**	N/D	N/D	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †	N/D		67%	69%



Grade 6: Writing*				
Number of Students	School N/D		Board 17 160	Province 134 882
	#	%	%	%
Level 4	N/D	N/D	12%	9%
Level 3	N/D	N/D	59%	60%
Level 2	N/D	N/D	27%	29%
Level 1	N/D	N/D	2%	1%
NE1**	N/D	N/D	1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	N/D		71%	70%



Grade 6: Mathematics*				
Number of Students	School N/D		Board 17 156	Province 134 447
	#	%	%	%
Level 4	N/D	N/D	16%	12%
Level 3	N/D	N/D	49%	52%
Level 2	N/D	N/D	27%	30%
Level 1	N/D	N/D	8%	6%
NE1**	N/D	N/D	1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	N/D		65%	63%



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

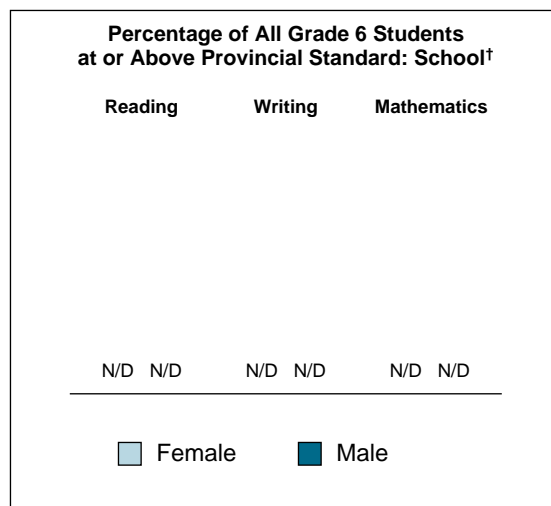
** See the Explanation of Terms.

† 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.

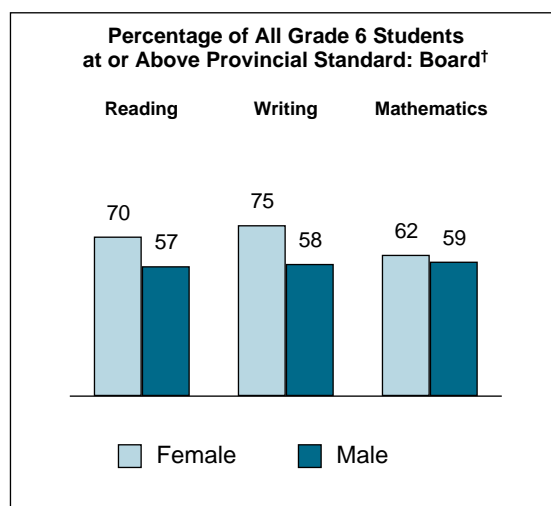
Results in Reading, Writing and Mathematics, 2007–2008

Grade 6: Gender††

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



Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 8 843	Male 9 512	Female 8 843	Male 9 512	Female 8 843	Male 9 512
Level 4	12%	6%	15%	7%	15%	15%
Level 3	57%	51%	59%	51%	47%	44%
Level 2	20%	25%	20%	31%	26%	25%
Level 1	4%	9%	1%	2%	7%	7%
NE1**	1%	2%	<1%	1%	1%	1%
Participating Students	95%	92%	95%	92%	95%	92%
No Data	1%	2%	1%	2%	1%	2%
Exempt	4%	7%	4%	6%	4%	6%
At or Above Provincial Standard (Levels 3 and 4)†	70%	57%	75%	58%	62%	59%



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



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

** See the Explanation of Terms.

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

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

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

Contextual Information over Time: Grade 3*

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

Grade 3	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008
Enrolment					
Number of students	87	75	69	56	71
Participation in the Assessment					
Reading [†]	87%	93%	90%	82%	93%
Writing [†]	93%	93%	91%	82%	93%
Mathematics [†]	89%	93%	91%	84%	93%
Gender					
Female	40%	52%	48%	50%	54%
Male	60%	47%	52%	50%	46%
Student Status					
English language learners**	70%	57%	14%	27%	4%
Students with special needs (excluding gifted)**	26%	16%	25%	18%	24%
Place of Birth					
Born in Canada	45%	51%	54%	55%	65%
Born outside Canada	52%	48%	46%	45%	35%
In Canada less than one year	5%	4%	9%	5%	1%
In Canada one year or more but less than three years	23%	11%	12%	11%	14%
In Canada three years or more	22%	31%	26%	29%	17%
Language					
First language learned at home was other than English	71%	67%	57%	61%	49%
Year Student Entered Current School					
Year of the assessment			14%	36%	14%
Year prior to the assessment			14%	9%	23%
2 years prior to the assessment	Data not collected ^{††}		17%	12%	13%
3 or more years prior to the assessment			54%	43%	49%
Data not available			0%	0%	1%

* 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.

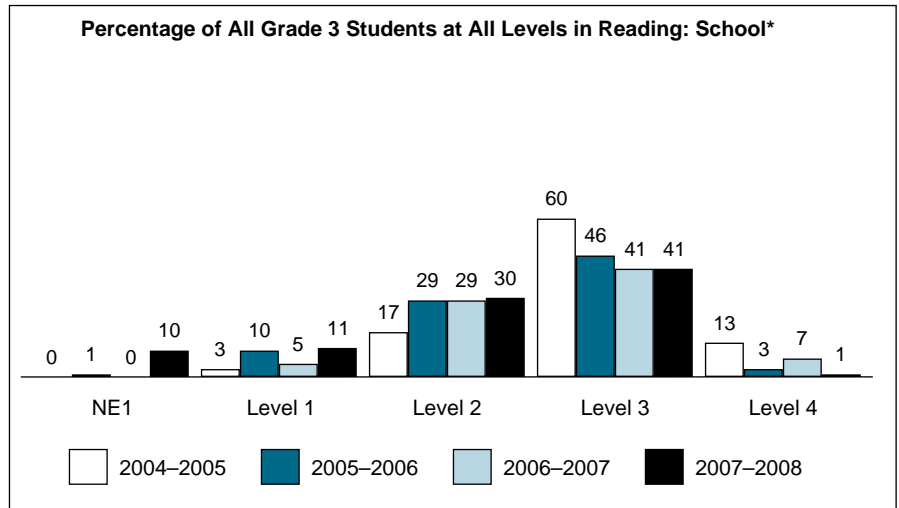
** See the Explanation of Terms.

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

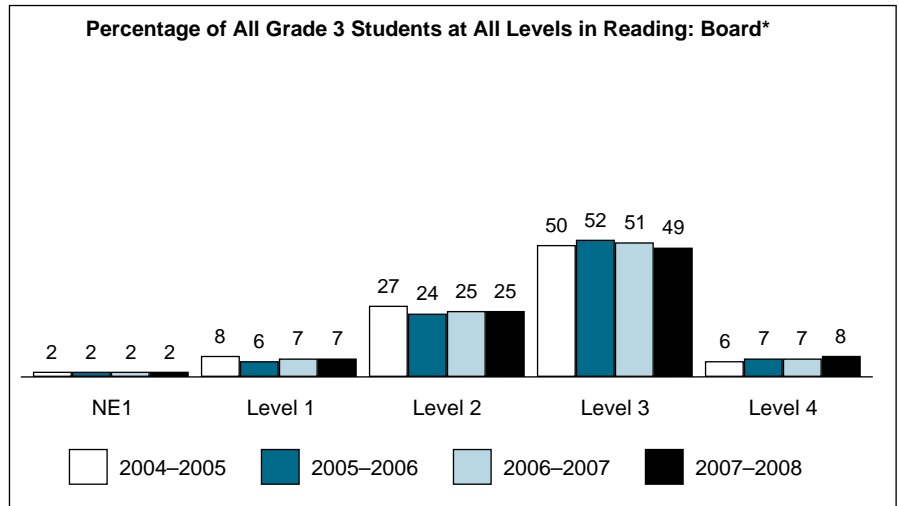
Results over Time, 2004–2005 to 2007–2008*

Grade 3: Reading

Grade 3 Reading: School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	75	69	56	71
Level 4	13%	3%	7%	1%
Level 3	60%	46%	41%	41%
Level 2	17%	29%	29%	30%
Level 1	3%	10%	5%	11%
NE1**	0%	1%	0%	10%
<i>Participating Students</i>	93%	90%	82%	93%
No Data	0%	1%	4%	1%
Exempt	7%	9%	14%	6%
At or Above Provincial Standard†	73%	49%	48%	42%



Grade 3 Reading: Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	17 843	17 219	16 526	15 866
Level 4	6%	7%	7%	8%
Level 3	50%	52%	51%	49%
Level 2	27%	24%	25%	25%
Level 1	8%	6%	7%	7%
NE1**	2%	2%	2%	2%
<i>Participating Students</i>	92%	91%	91%	92%
No Data	1%	3%	2%	2%
Exempt	7%	6%	6%	6%
At or Above Provincial Standard†	56%	59%	57%	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.

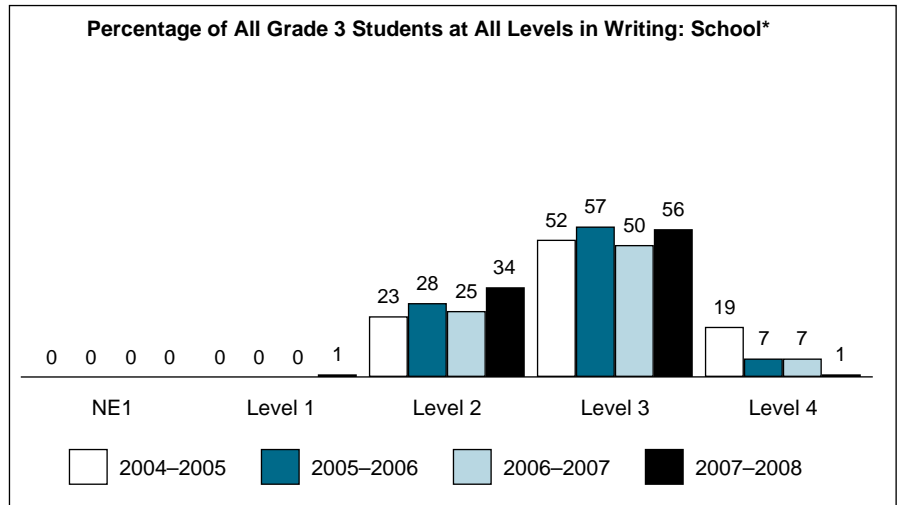
† See the Explanation of Terms.

‡ 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.

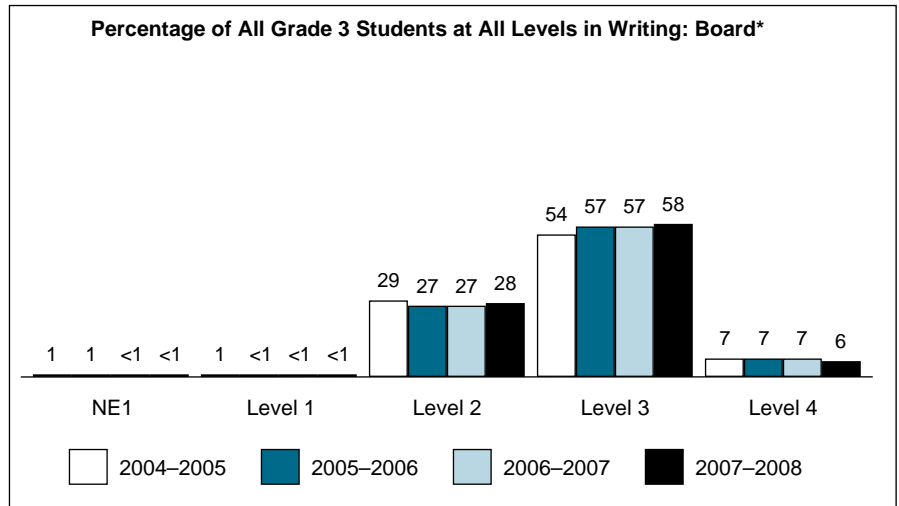
Results over Time, 2004–2005 to 2007–2008*

Grade 3: Writing

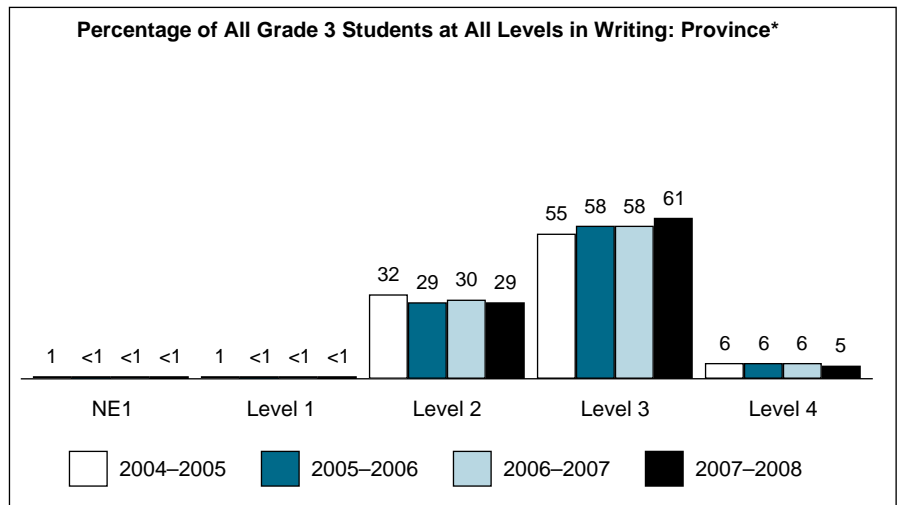
Grade 3 Writing: School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
Number of Students	75	69	56	71
Level 4	19%	7%	7%	1%
Level 3	52%	57%	50%	56%
Level 2	23%	28%	25%	34%
Level 1	0%	0%	0%	1%
NE1**	0%	0%	0%	0%
Participating Students	93%	91%	82%	93%
No Data	0%	1%	4%	1%
Exempt	7%	7%	14%	6%
At or Above Provincial Standard†	71%	64%	57%	58%



Grade 3 Writing: Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
Number of Students	17 843	17 219	16 525	15 866
Level 4	7%	7%	7%	6%
Level 3	54%	57%	57%	58%
Level 2	29%	27%	27%	28%
Level 1	1%	<1%	<1%	<1%
NE1**	1%	1%	<1%	<1%
Participating Students	92%	91%	91%	92%
No Data	1%	3%	3%	2%
Exempt	6%	6%	6%	6%
At or Above Provincial Standard†	61%	64%	64%	64%



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.

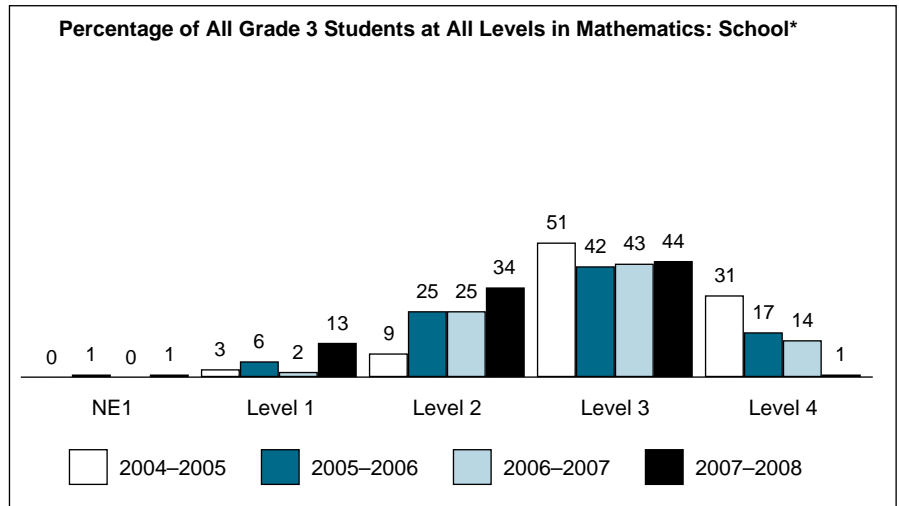
** See the Explanation of Terms.

† 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.

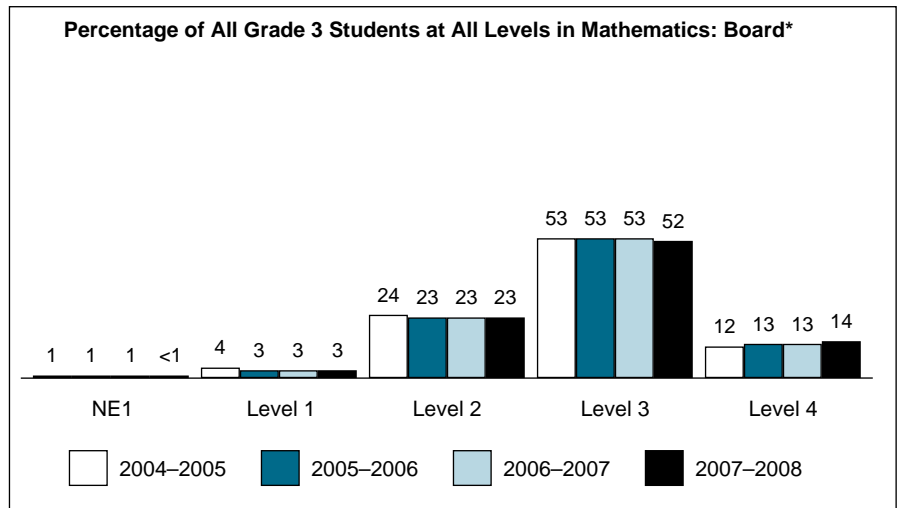
Results over Time, 2004–2005 to 2007–2008*

Grade 3: Mathematics

Grade 3 Mathematics: School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	75	69	56	71
Level 4	31%	17%	14%	1%
Level 3	51%	42%	43%	44%
Level 2	9%	25%	25%	34%
Level 1	3%	6%	2%	13%
NE1**	0%	1%	0%	1%
<i>Participating Students</i>	93%	91%	84%	93%
No Data	0%	1%	4%	1%
Exempt	7%	7%	12%	6%
At or Above Provincial Standard†	81%	59%	57%	45%



Grade 3 Mathematics: Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	19 094	18 401	17 813	17 210
Level 4	12%	13%	13%	14%
Level 3	53%	53%	53%	52%
Level 2	24%	23%	23%	23%
Level 1	4%	3%	3%	3%
NE1**	1%	1%	1%	<1%
<i>Participating Students</i>	94%	93%	93%	93%
No Data	1%	2%	2%	2%
Exempt	5%	5%	5%	5%
At or Above Provincial Standard†	65%	66%	66%	67%



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.

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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.

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	0	0
Participation in the Assessment					
Reading	-	-	-	-	-
Writing	-	-	-	-	-
Mathematics	-	-	-	-	-
Gender					
Female	-	-	-	-	-
Male	-	-	-	-	-
Student Status					
English language learners**	-	-	-	-	-
Students with special needs (excluding gifted)**	-	-	-	-	-
Place of Birth					
Born in Canada	-	-	-	-	-
Born outside Canada	-	-	-	-	-
In Canada less than one year	-	-	-	-	-
In Canada one year or more but less than three years	-	-	-	-	-
In Canada three years or more	-	-	-	-	-
Language					
First language learned at home was other than English	-	-	-	-	-
Year Student Entered Current School					
Year of the assessment			-	-	-
Year prior to the assessment			-	-	-
2 years prior to the assessment	Data not collected††		-	-	-
3 or more years prior to the assessment	Data not collected††		-	-	-
Data not available	Data not collected††		-	-	-

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

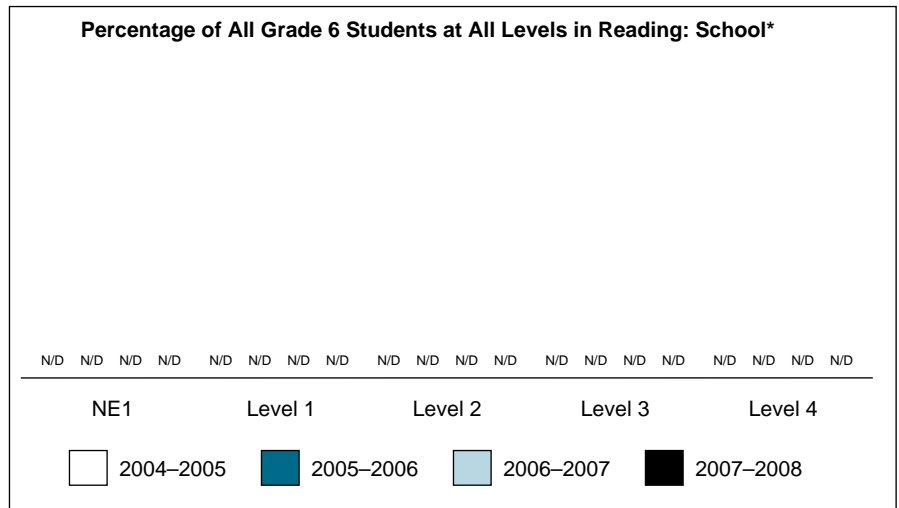
** See the Explanation of Terms.

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

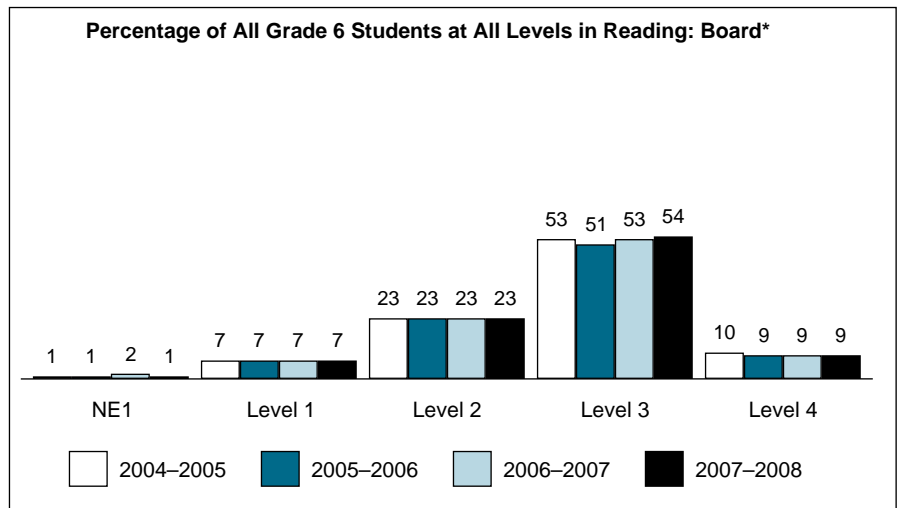
Results over Time, 2004–2005 to 2007–2008*

Grade 6: Reading

Grade 6 Reading: School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	N/D	N/D	N/D	N/D
Level 4	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D
NE1**	N/D	N/D	N/D	N/D
<i>Participating Students</i>	N/D	N/D	N/D	N/D
No Data	N/D	N/D	N/D	N/D
Exempt	N/D	N/D	N/D	N/D
At or Above Provincial Standard†	N/D	N/D	N/D	N/D



Grade 6 Reading: Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	18 492	19 238	19 086	18 355
Level 4	10%	9%	9%	9%
Level 3	53%	51%	53%	54%
Level 2	23%	23%	23%	23%
Level 1	7%	7%	7%	7%
NE1**	1%	1%	2%	1%
<i>Participating Students</i>	94%	92%	93%	93%
No Data	1%	2%	2%	1%
Exempt	4%	5%	5%	5%
At or Above Provincial Standard†	63%	61%	61%	63%



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



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

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

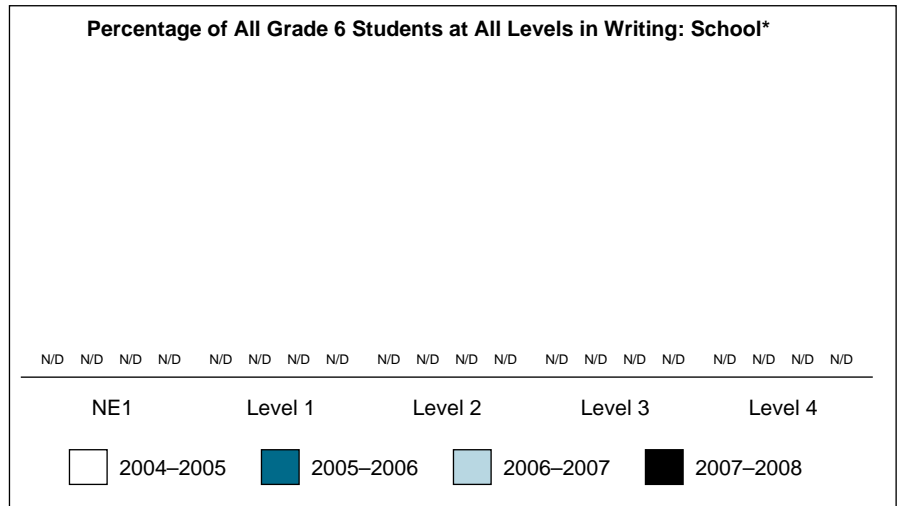
** See the Explanation of Terms.

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

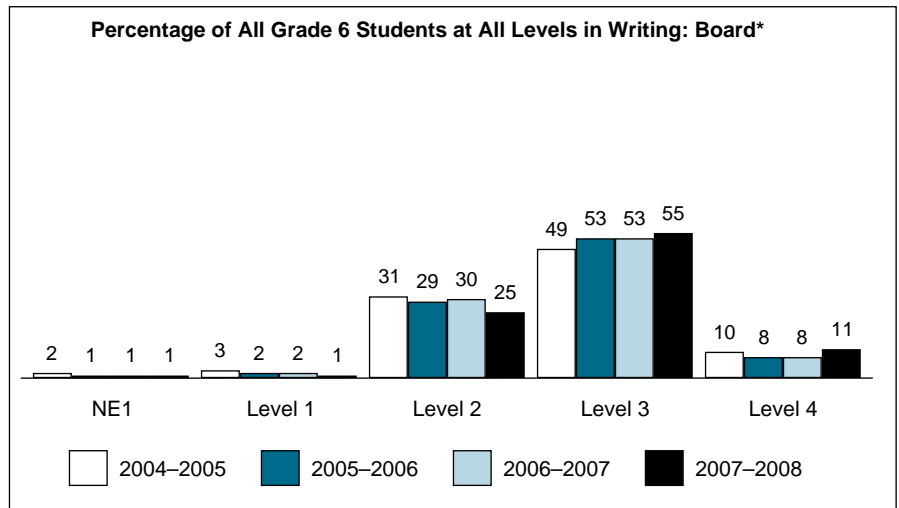
Results over Time, 2004–2005 to 2007–2008*

Grade 6: Writing

Grade 6 Writing: School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	N/D	N/D	N/D	N/D
Level 4	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D
NE1**	N/D	N/D	N/D	N/D
<i>Participating Students</i>	N/D	N/D	N/D	N/D
No Data	N/D	N/D	N/D	N/D
Exempt	N/D	N/D	N/D	N/D
At or Above Provincial Standard†	N/D	N/D	N/D	N/D



Grade 6 Writing: Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	18 492	19 238	19 086	18 355
Level 4	10%	8%	8%	11%
Level 3	49%	53%	53%	55%
Level 2	31%	29%	30%	25%
Level 1	3%	2%	2%	1%
NE1**	2%	1%	1%	1%
<i>Participating Students</i>	94%	93%	93%	93%
No Data	1%	2%	2%	1%
Exempt	4%	5%	5%	5%
At or Above Provincial Standard†	59%	61%	61%	66%



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.

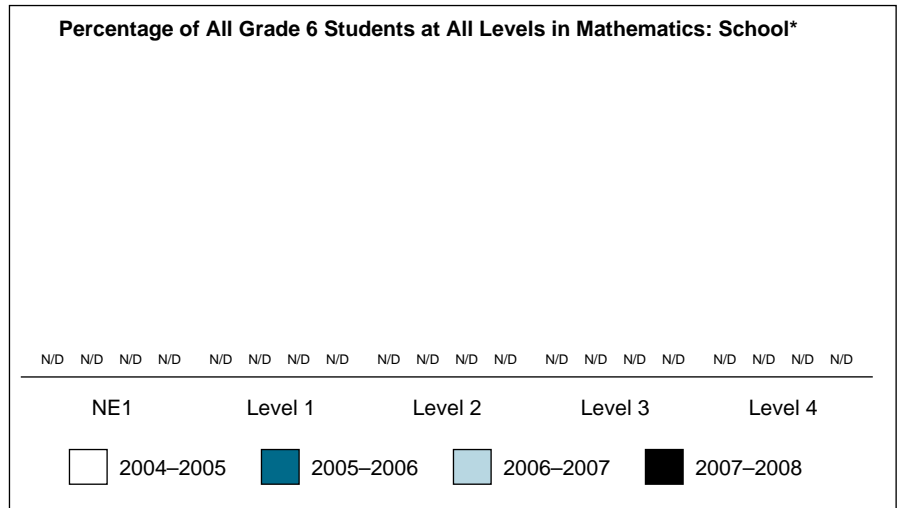
** See the Explanation of Terms.

† 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.

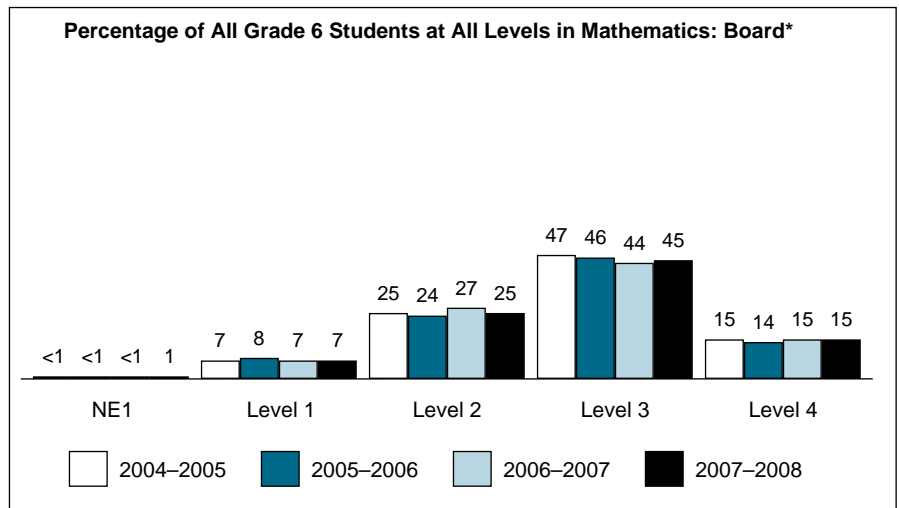
Results over Time, 2004–2005 to 2007–2008*

Grade 6: Mathematics

Grade 6 Mathematics: School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
Number of Students	N/D	N/D	N/D	N/D
Level 4	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D
NE1**	N/D	N/D	N/D	N/D
Participating Students	N/D	N/D	N/D	N/D
No Data	N/D	N/D	N/D	N/D
Exempt	N/D	N/D	N/D	N/D
At or Above Provincial Standard†	N/D	N/D	N/D	N/D



Grade 6 Mathematics: Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
Number of Students	18 492	19 238	19 086	18 355
Level 4	15%	14%	15%	15%
Level 3	47%	46%	44%	45%
Level 2	25%	24%	27%	25%
Level 1	7%	8%	7%	7%
NE1**	<1%	<1%	<1%	1%
Participating Students	95%	93%	93%	93%
No Data	1%	2%	2%	2%
Exempt	4%	5%	5%	5%
At or Above Provincial Standard†	62%	60%	59%	60%



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.

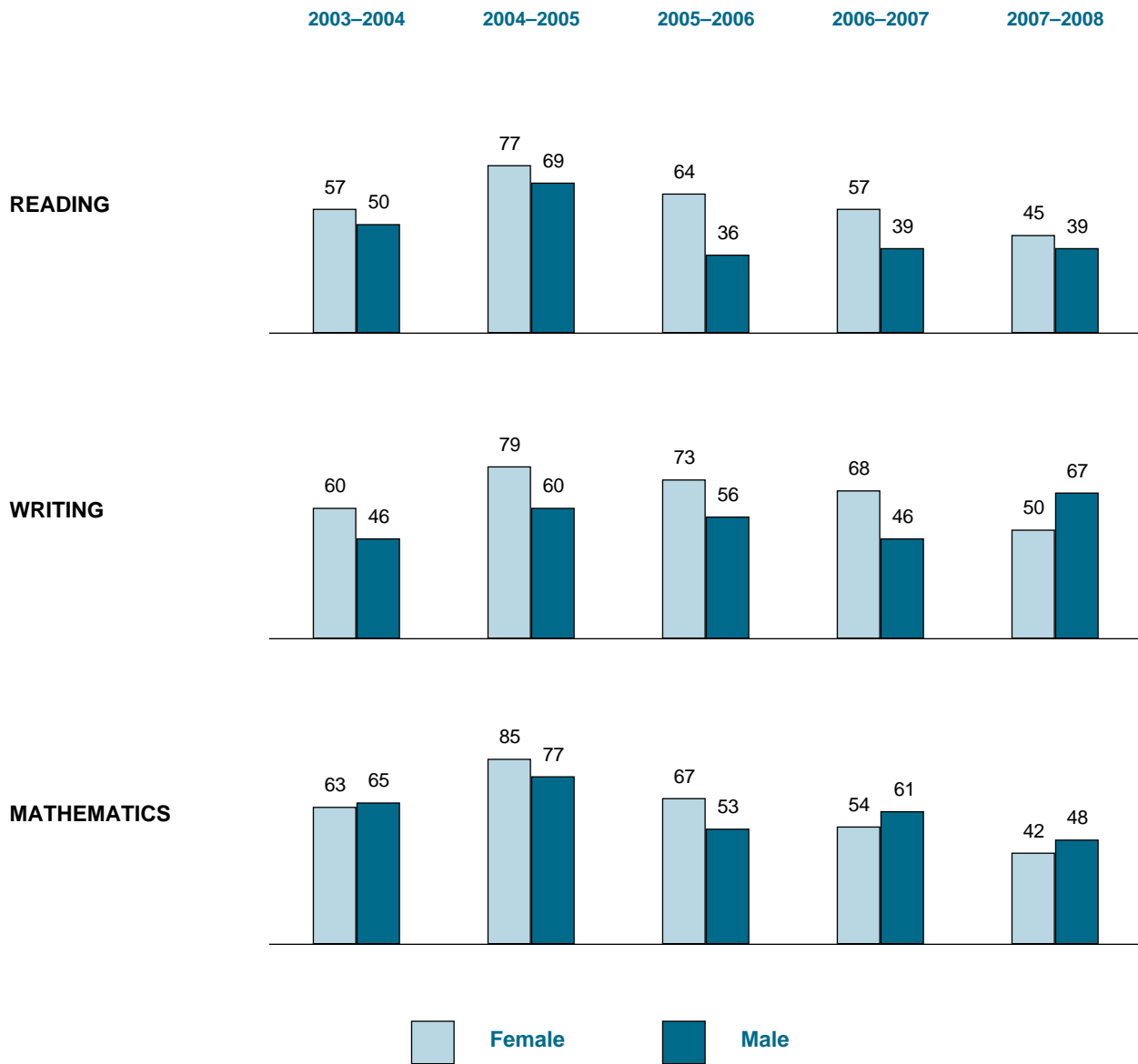
** Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† See the Explanation of Terms.

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

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

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



School	Total Number of Grade 3 Students†									
	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	35	52	39	35	33	36	28	28	38	33

† 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

	2003–2004		2004–2005		2005–2006		2006–2007		2007–2008	
READING	N/D N/D		N/D N/D		N/D N/D		N/D N/D		N/D N/D	
WRITING	N/D N/D		N/D N/D		N/D N/D		N/D N/D		N/D N/D	
MATHEMATICS	N/D N/D		N/D N/D		N/D N/D		N/D N/D		N/D N/D	

Female
 Male

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	0	0	0	0

† 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 (# = 66)				
Questionnaire Item	Percentage of Students*			Number of Students Who Answered "Yes"
	0		100	
I am a good reader.	67	32		44
I like to read.	76	18	5	50
I read by myself at home.	61	32	6	40
I read with someone older than me at home.	21	33	45	14
I use a computer for reading activities at school.	41	44	15	27
I am a good writer.	52	41	8	34
I like to write.	61	32	6	40
I write by myself at home.	52	38	8	34
Someone older than me helps me with my writing at home.	29	44	27	19
I use a computer for writing activities at school.	18	56	26	12
I am good at mathematics.	52	42	6	34
I like mathematics.	77	11	11	51
I use mathematics to solve problems outside school.	38	27	33	25
Someone older than me helps me with my mathematics at home.	36	41	23	24
I use a computer to learn mathematics at school.	32	35	33	21
I use a calculator to learn mathematics at school.	12	48	39	8
At home, there is a computer for me to use for school work.	62	20	18	41

■ 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 (# = 66)		
Questionnaire Item	Percentage of Students*	Number of Students
Language(s) students speak at home:		
only or mostly English	50	33
another language (or languages) as often as English	29	19
only or mostly another language (or other languages)	21	14
Language(s) that people speak to students at home:		
only or mostly English	47	31
another language (or languages) as often as English	18	12
only or mostly another language (or other languages)	35	23

* 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 (# = 66)	Female* (# = 36)	Male* (# = 30)	All Students (# = 15 988)	Female* (# = 7 833)	Male* (# = 8 155)	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.	67%	69%	63%	65%	66%	65%	67%	69%	65%
I like to read.	76%	81%	70%	65%	73%	57%	59%	68%	51%
I read by myself at home.	61%	56%	67%	65%	67%	64%	58%	60%	56%
I read with someone older than me at home.	21%	25%	17%	14%	13%	15%	16%	15%	17%
I use a computer for reading activities at school.	41%	33%	50%	20%	20%	21%	23%	23%	23%
Writing									
I am a good writer.	52%	58%	43%	47%	52%	42%	50%	56%	43%
I like to write.	61%	64%	57%	55%	63%	48%	51%	59%	43%
I write by myself at home.	52%	50%	53%	63%	65%	61%	55%	59%	51%
Someone older than me helps me with my writing at home.	29%	33%	23%	16%	15%	17%	17%	15%	19%
I use a computer for writing activities at school.	18%	17%	20%	25%	25%	26%	28%	27%	28%
Mathematics									
I am good at mathematics.	52%	42%	63%	53%	45%	61%	53%	45%	60%
I like mathematics.	77%	81%	73%	64%	60%	68%	58%	55%	61%
I use mathematics to solve problems outside school.	38%	44%	30%	34%	34%	34%	32%	32%	32%
Someone older than me helps me with my mathematics at home.	36%	44%	27%	26%	28%	23%	27%	30%	25%
I use a computer to learn mathematics at school.	32%	33%	30%	20%	20%	20%	27%	27%	27%
I use a calculator to learn mathematics at school.	12%	11%	13%	11%	10%	12%	13%	12%	13%
Computer at home									
There is a computer for me to use for school work.	62%	67%	57%	48%	49%	47%	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 (# = 66)	Female* (# = 36)	Male* (# = 30)	All Students (# = 15 988)	Female* (# = 7 833)	Male* (# = 8 155)	All Students (# = 122 628)	Female* (# = 60 168)	Male* (# = 62 460)
Language(s) students speak at home:**									
only or mostly English	50%	56%	43%	61%	59%	62%	80%	80%	81%
another language (or languages) as often as English	29%	25%	33%	22%	23%	20%	12%	12%	11%
only or mostly another language (or other languages)	21%	19%	23%	17%	17%	17%	8%	8%	8%
Language(s) that people speak to students at home:**									
only or mostly English	47%	50%	43%	52%	51%	54%	76%	75%	76%
another language (or languages) as often as English	18%	19%	17%	21%	22%	20%	11%	12%	11%
only or mostly another language (or other languages)	35%	31%	40%	26%	27%	25%	13%	13%	12%

* Includes only students for whom gender data were available.

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

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL: GRADE 6 (# = N/D)		
Questionnaire Item	Percentage of Students*	Number of Students Who Answered "Yes"
I am a good reader.	N/D	N/D
I like to read.	N/D	N/D
I read by myself at home.	N/D	N/D
I read with someone older than me at home.	N/D	N/D
I use a computer for reading activities at school.	N/D	N/D
I am a good writer.	N/D	N/D
I like to write.	N/D	N/D
I write by myself at home.	N/D	N/D
Someone older than me helps me with my writing at home.	N/D	N/D
I use a computer for writing activities at school.	N/D	N/D
I am good at mathematics.	N/D	N/D
I like mathematics.	N/D	N/D
I use mathematics to solve problems outside school.	N/D	N/D
Someone older than me helps me with my mathematics at home.	N/D	N/D
I use a computer to learn mathematics at school.	N/D	N/D
I use a calculator to learn mathematics at school.	N/D	N/D
At home, there is a computer for me to use for school work.	N/D	N/D
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> 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 6 (# = N/D)		
Questionnaire Item	Percentage of Students*	
Number of Students		
Language(s) students speak at home:		
only or mostly English	N/D	N/D
another language (or languages) as often as English	N/D	N/D
only or mostly another language (or other languages)	N/D	N/D
Language(s) that people speak to students at home:		
only or mostly English	N/D	N/D
another language (or languages) as often as English	N/D	N/D
only or mostly another language (or other languages)	N/D	N/D

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

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = N/D)	Female* (# = N/D)	Male* (# = N/D)	All Students (# = 17 061)	Female* (# = 8 371)	Male* (# = 8 690)	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.	N/D	N/D	N/D	63%	65%	61%	64%	67%	61%
I like to read.	N/D	N/D	N/D	55%	63%	47%	49%	58%	40%
I read by myself at home.	N/D	N/D	N/D	75%	81%	70%	68%	75%	61%
I read with someone older than me at home.	N/D	N/D	N/D	4%	3%	4%	4%	4%	5%
I use a computer for reading activities at school.	N/D	N/D	N/D	14%	14%	14%	15%	14%	15%
Writing									
I am a good writer.	N/D	N/D	N/D	43%	47%	39%	44%	50%	38%
I like to write.	N/D	N/D	N/D	46%	54%	39%	41%	51%	32%
I write by myself at home.	N/D	N/D	N/D	62%	67%	57%	51%	58%	45%
Someone older than me helps me with my writing at home.	N/D	N/D	N/D	9%	8%	10%	9%	8%	10%
I use a computer for writing activities at school.	N/D	N/D	N/D	31%	29%	33%	33%	32%	34%
Mathematics									
I am good at mathematics.	N/D	N/D	N/D	52%	42%	61%	49%	40%	58%
I like mathematics.	N/D	N/D	N/D	51%	42%	59%	44%	37%	51%
I use mathematics to solve problems outside school.	N/D	N/D	N/D	38%	35%	42%	36%	33%	40%
Someone older than me helps me with my mathematics at home.	N/D	N/D	N/D	22%	25%	20%	23%	27%	20%
I use a computer to learn mathematics at school.	N/D	N/D	N/D	11%	11%	11%	14%	14%	14%
I use a calculator to learn mathematics at school.	N/D	N/D	N/D	17%	18%	17%	26%	27%	24%
Computer at home									
There is a computer for me to use for school work.	N/D	N/D	N/D	81%	84%	78%	80%	83%	78%

* Includes only students for whom gender data were available.

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

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = N/D)	Female* (# = N/D)	Male* (# = N/D)	All Students (# = 17 061)	Female* (# = 8 371)	Male* (# = 8 690)	All Students (# = 134 209)	Female* (# = 65 925)	Male* (# = 68 284)
Language(s) students speak at home:**									
only or mostly English	N/D	N/D	N/D	61%	60%	61%	82%	82%	82%
another language (or languages) as often as English	N/D	N/D	N/D	24%	25%	23%	12%	12%	11%
only or mostly another language (or other languages)	N/D	N/D	N/D	15%	14%	15%	6%	6%	7%
Language(s) that people speak to students at home:**									
only or mostly English	N/D	N/D	N/D	51%	50%	52%	76%	76%	76%
another language (or languages) as often as English	N/D	N/D	N/D	23%	24%	22%	12%	13%	12%
only or mostly another language (or other languages)	N/D	N/D	N/D	26%	26%	25%	12%	11%	12%

* Includes only students for whom gender data were available.

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

EXPLANATION OF TERMS

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