



The Grades 3, 6 and 9 Provincial Report, 2005–2006: English-Language Schools

THE RESULTS OF THE GRADE 3 AND GRADE 6 ASSESSMENTS OF READING, WRITING AND MATHEMATICS
AND THE GRADE 9 ASSESSMENT OF MATHEMATICS

September 2006



Education
Quality and
Accountability
Office

The Grades 3, 6 and 9 Provincial Report, 2005–2006: English-Language Schools

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AND THE GRADE 9 ASSESSMENT OF MATHEMATICS

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Message from the Chair

EQAO is celebrating its 10th year of providing independent information designed to enhance student learning in Ontario's publicly funded schools and to support teachers and other educators in their role as leaders of learning. As we mark this anniversary, we have much to celebrate.

Over the past decade, EQAO's assessment practices and processes have been informed by a commitment to learning, including our own.

The information in our assessments provides an independent and reliable gauge of how well our students are meeting the expectations of *The Ontario Curriculum* in reading, writing and mathematics. This cycle of feedback and learning contributes to a growing culture of evidence-based decision making that weaves large-scale assessment results into the complex fabric of school, classroom and student evaluation. As a result, we see an increasing focus on improvement at all levels of the public education system, reflected in improved results each year, at each testing level and in all three foundational-skill areas. Our aim is to ensure that EQAO results provide key assistance to the teacher's important role of leading their students' learning.

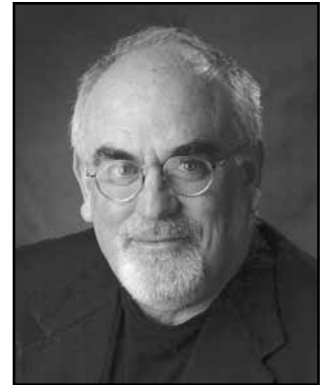
As EQAO testing has become a familiar and constructive part of the Ontario educational landscape, it has also become a matter of general public interest. Every year, provincial-testing results spark conversations from the supper table to the teachers' lounge, from the board table to the Ontario legislature, reminding us that student success and improvement concern all Ontarians and that our collective future well-being depends on the progress of our students today.

Educators know that improving students' foundational skills is a shared responsibility, and, beginning in the 2006–2007 school year, EQAO terminology will change to further acknowledge that fact—its Grade 3 test will be renamed the “Primary” assessment and its Grade 6 test will be called the “Junior” assessment. A name change may seem a minor thing, but it is meant to better reflect the important fact that EQAO tests measure the *cumulative* knowledge and skills acquired by the end of those key stages of education and emphasize that literacy and numeracy should not be viewed as the sole responsibility of Grades 3 and 6 language-arts and mathematics teachers.

In its first 10 years, EQAO has developed world-class assessment programs that provide parents, educators, policy makers and the public with a reliable picture of the progress Ontario's schools are making in fulfilling their roles as centres of learning. Our commitment to students and their learning, to our excellent teachers and other educators who provide the key to ongoing improvement in student learning, and to parents and the public has not wavered since the EQAO's inception in 1996. We resolve to maintain this commitment as we move forward, always with learning in mind.



Charles E. Pascal
Chair, Board of Directors



Charles E. Pascal
Chair,
Board of Directors

Message from the CEO

EQAO is pleased to present the results of the 2005–2006 provincial assessments of reading, writing and mathematics for students in Grades 3 and 6, and of mathematics for students in Grade 9. For 10 years EQAO tests have been providing parents, educators and the public with a clear, independent indication of how well we are meeting our long-term goal to improve student achievement in these three foundational areas. I am pleased to say that this year's results continue the general upward trend we have seen in recent years.

This evidence of continuing improvement is a testament to the dedicated and focused efforts of school and board staffs across the province to ensure students reach their fullest potential. Students have made gains in all grades and in all subjects.

Working with Ontario educators for the past 10 years, EQAO has designed assessments that provide a check on student learning at a few critical transition points. These teacher-created assessments based on *The Ontario Curriculum* provide a vehicle for assuring people that, at specific points, all Ontario students are being assessed by the same yardstick according to a common standard. As large-scale assessment results are one piece of the picture of how students are doing in our schools, they should be used in conjunction with school-based information, including regular assessments conducted by a student's teacher, to spark discussions about improving student learning.

Experience has shown that data inform professional practice and provide a catalyst for improving student achievement. We have provided the information in this provincial report to assist in conversations about improving student achievement and planning interventions for students. I invite you to visit our Web site, www.eqao.com, for further information.

The essential purpose of EQAO assessments is to provide insights into student learning that will help educators to respond to students' needs and position them for success. We believe that every student deserves a good outcome from public education. Working together, we are making a difference.

Sincerely,



Marguerite Jackson
Chief Executive Officer



Marguerite Jackson
Chief Executive Officer

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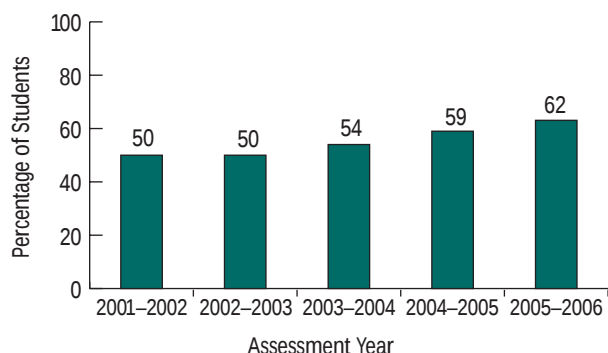
Grades 3, 6 and 9 Results at a Glance

Grade 3

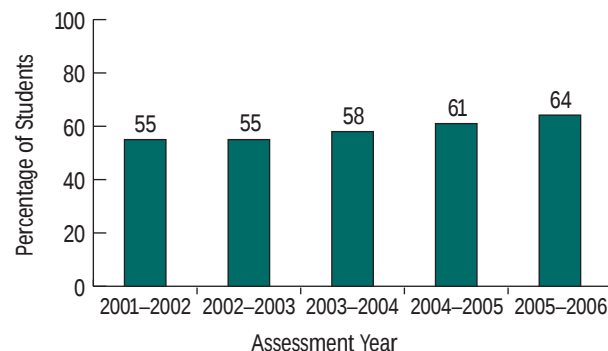
Comparison of Results over Time (percentage of all students at or above the provincial standard)

	Reading	Writing	Mathematics
2001–2002 (# = 139 727)	50%	55%	58%
2002–2003 (# = 140 860)	50%	55%	57%
2003–2004 (# = 141 245)	54%	58%	64%
2004–2005 (# = 135 740)	59%	61%	66%
2005–2006 (# = 132 782)	62%	64%	68%

Reading



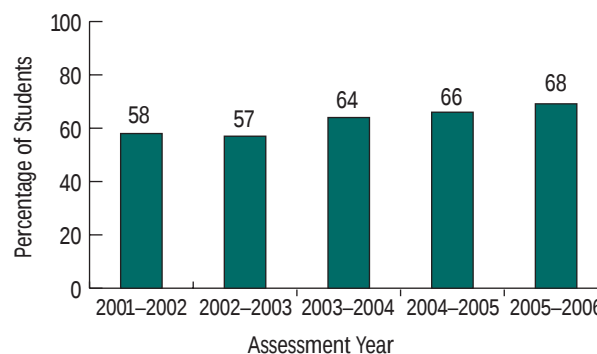
Writing



Observations

- In 2005–2006, Grade 3 students' achievement continued to improve. 62% performed at or above Level 3, the provincial standard, in reading; 64%, in writing; and 68%, in mathematics: increases of three percentage points in reading and writing and two percentage points in mathematics from 2004–2005.
- Performance in reading has improved over the past three years, with the percentage of students at or above the provincial standard increasing from 50% in 2002–2003 to 62% in 2005–2006.
- Performance in writing has improved over the past three years, with the percentage of students at or above the provincial standard increasing from 55% in 2002–2003 to 64% in 2005–2006.
- Over two-thirds (68%) of students are now performing at or above the provincial standard in mathematics, an improvement of 11 percentage points from 2002–2003.

Mathematics

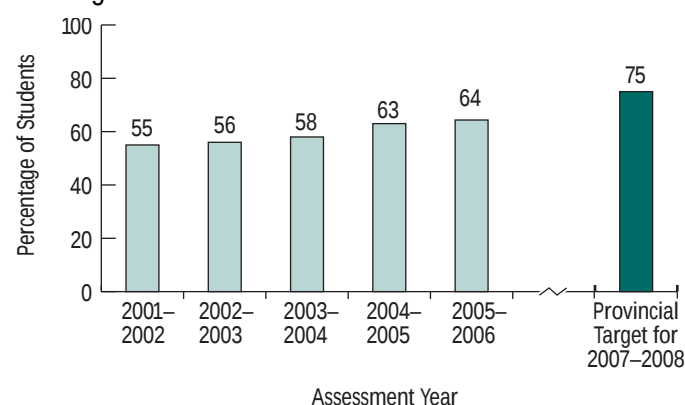


Grade 6

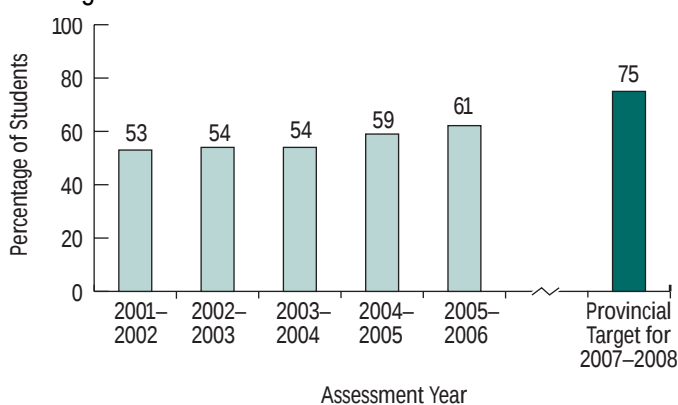
Comparison of Results over Time (percentage of all students at or above the provincial standard)

	Reading	Writing	Mathematics
2001–2002 (# = 145 351)	55%	53%	54%
2002–2003 (# = 144 676)	56%	54%	53%
2003–2004 (# = 146 169)	58%	54%	57%
2004–2005 (# = 143 421)	63%	59%	60%
2005–2006 (# = 146 711)	64%	61%	61%

Reading



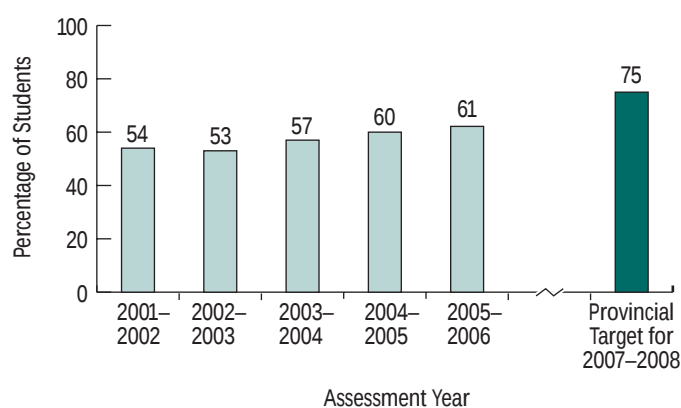
Writing



Observations

- In 2005–2006, Grade 6 students' achievement continued to improve. 64% performed at or above Level 3, the provincial standard, in reading; 61%, in writing; and 61%, in mathematics: increases of one, two and one percentage points respectively from 2004–2005.
- Performance in reading has steadily improved over the past four years, with the percentage of students at or above the provincial standard increasing from 55% in 2001–2002 to 64% in 2005–2006.
- Performance in writing has steadily improved over the past four years, with the percentage of students at or above the provincial standard increasing from 53% in 2001–2002 to 61% in 2005–2006.
- 61% of students are now performing at or above the provincial standard in mathematics, an improvement of eight percentage points from 2002–2003.

Mathematics



Grade 9 Academic Mathematics

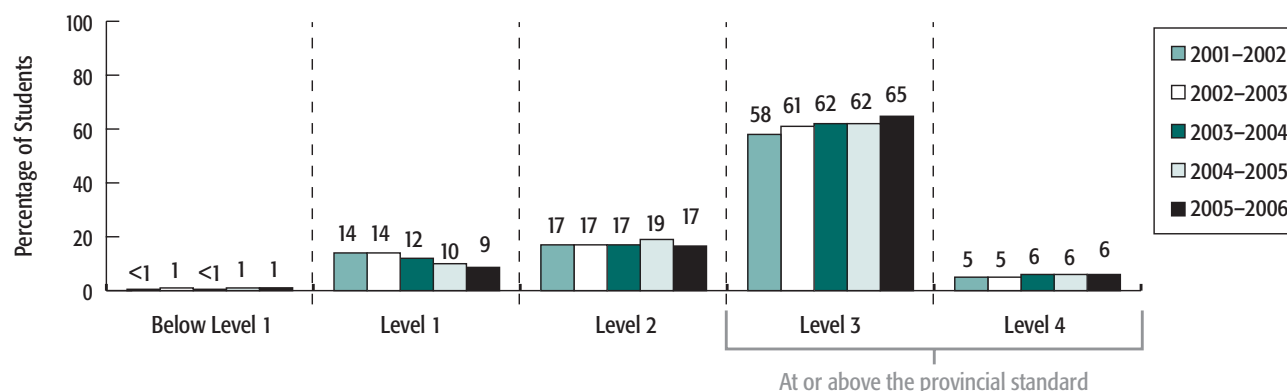
Comparison of Results over Time

		2001–2002 # = 99 094	2002–2003 # = 100 717	2003–2004 # = 102 923	2004–2005 # = 104 100	2005–2006 # = 103 412
Percentage of Students	Level 4	5%	5%	6%	6%	6%
	Level 3	58%	61%	62%	62%	65%
	Level 2	17%	17%	17%	19%	17%
	Level 1	14%	14%	12%	10%	9%
	Below Level 1	<1%	1%	<1%	1%	1%
	NEIS*	3%	<1%	1%	N/A†	N/A†
	No Data	1%	2%	1%	1%	1%
	Exempt	<1%	<1%	1%	<1%	<1%
	At or Above the Provincial Standard‡	64%	66%	68%	68%	71%

* See Explanation of Terms.

† The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. As students are now assigned a level based on the work they completed, comparisons with previous years should be made with caution.

‡ 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.



Note: Because percentages in tables are rounded, and as these bar graphs do not show the exempt, no data and NEIS categories, percentages will not add up to 100.

Observations

- In 2005–2006, more than two-thirds (71%) of Grade 9 students taking academic mathematics demonstrated achievement at or above Level 3, the provincial standard. This represents an increase of three percentage points from 2004–2005.
- In 2005–2006, the percentage of students who performed at Level 1 decreased by one percentage point, and the percentage performing at Level 2 decreased by two percentage points compared to 2004–2005.
- Over the past four years, the percentage of students who performed at or above the provincial standard has increased from 64% to 71%.

Grade 9 Applied Mathematics

Comparison of Results over Time

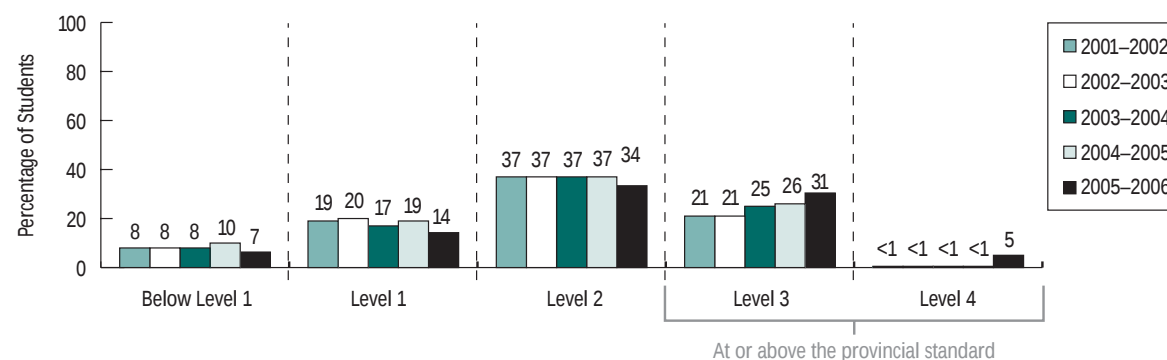
		2001–2002 # = 47 220	2002–2003 # = 48 426	2003–2004 # = 50 430	2004–2005 # = 51 155	2005–2006* # = 50 687
Percentage of Students	Level 4	<1%	<1%	<1%	<1%	5%
	Level 3	21%	21%	25%	26%	31%
	Level 2	37%	37%	37%	37%	34%
	Level 1	19%	20%	17%	19%	14%
	Below Level 1	8%	8%	8%	10%	7%
	NEIS†	6%	4%	5%	N/A‡	N/A‡
	No Data	7%	8%	6%	6%	8%
	Exempt	2%	2%	1%	1%	2%
	At or Above the Provincial Standard§	21%	21%	26%	27%	35%

* Changes in student performance from 2004–2005 to 2005–2006 must be interpreted within the context of significant revisions to applied program courses in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

† See Explanation of Terms.

‡ The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. As students are now assigned a level based on the work they completed, comparisons with previous years should be made with caution.

§ 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.



Note: Because percentages in tables are rounded, and as these bar graphs do not show the exempt, no data and NEIS categories, percentages will not add up to 100.

Observations

- In 2005–2006, 35% of Grade 9 students taking applied mathematics demonstrated achievement at or above Level 3, the provincial standard. Since last year, the percentage of students who performed at or above the provincial standard increased by eight percentage points and the percentages of students performing at Levels 1 and 2 and below Level 1 decreased by five, three and three percentage points respectively. These shifts may in part result from revisions to the Grade 9 applied mathematics curriculum.
- For the first time since the Grade 9 Assessment of Mathematics has been administered, the percentage of students taking applied mathematics who performed at Level 4 was above 1%. In 2005–2006, the percentage of these students was 5%.
- Over the past four years, the percentage of students who performed at or above the provincial standard has increased from 21% to 35%.

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

Trends: Grade 3

Contextual Information*

	2001–2002	2002–2003	2003–2004	2004–2005	2005–2006
Number of Students	139 727	140 860	141 245	135 740	132 782
Students Participating in Reading [†]	94%	93%	93%	94%	94%
Writing [†]	94%	94%	94%	94%	94%
Mathematics [†]	95%	95%	94%	95%	95%
Female	48%	48%	48%	48%	49%
Male	51%	51%	51%	51%	51%
ESL/ELD Learners [‡]	5%	5%	6%	7%	7%
Students with Special Needs (excluding gifted) [‡]	17%	17%	12%	11%	12%
Born Outside Canada	11%	11%	11%	11%	10%
In Canada Less Than One Year	2%	1%	1%	1%	1%
In Canada One Year or More but Less Than Three Years	3%	3%	2%	2%	2%
In Canada Three Years or More	5%	6%	6%	7%	6%
First Language Learned at Home Was Other Than English	19%	19%	20%	20%	18%
Attended Three or More Schools Since Grade 1	8%	8%	8%	8%	N/A [§]

*

Contextual information is provided by schools and/or school boards through the Student Data Collection process. Some data may be missing because they were not reported by the school.

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

[‡] See Explanation of Terms.

[§] The question related to student mobility changed in 2006.

Observations

- The characteristics of the Grade 3 cohort have remained relatively stable. The number of students enrolled in Grade 3 declined for the second year in a row.
- There were small decreases in the percentage of Grade 3 students born outside Canada and those whose first language learned at home was other than English in 2005–2006.
- The percentage of Grade 3 students with special needs (excluding gifted) has increased slightly since last year.

Trends in Reading

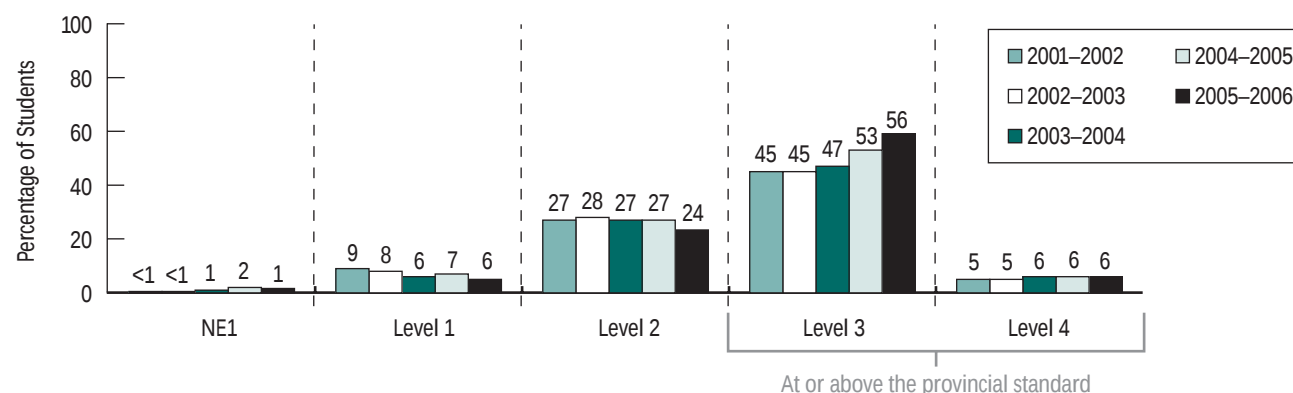
Percentage of All Grade 3 Students at All Levels

Percentage of Students		2001–2002	2002–2003	2003–2004	2004–2005	2005–2006
	Number of Students	136 888	138 198	138 290	132 667	129 630
	Level 4	5%	5%	6%	6%	6%
	Level 3	45%	45%	47%	53%	56%
	Level 2	27%	28%	27%	27%	24%
	Level 1	9%	8%	6%	7%	6%
	NE1*	<1%	<1%	1%	2%	1%
	NEIS*	7%	8%	6%	N/A [†]	N/A [†]
	No Data	1%	1%	1%	1%	1%
	Exempt	6%	6%	6%	5%	5%
	At or Above Provincial Standard [‡]	50%	50%	54%	59%	62%

* See Explanation of Terms.

† The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. As students are now assigned a level based on the work they completed, comparisons with previous years should be made with caution.

‡ 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.



Note: Because percentages in tables and graphics are rounded, and as these bar graphs do not show the exempt, no data and NEIS categories, percentages will not add up to 100.

Observations

- There has been steady improvement in reading achievement over the past three years. The percentage of Grade 3 students performing at or above Level 3, the provincial standard, in reading increased by 12 percentage points between 2002–2003 (50%) and 2005–2006 (62%).
- The percentage of students achieving at Level 4 (above the provincial standard) has remained stable at 6% over the past two years.
- Over the past four years, the percentage of students achieving at Levels 1 and 2 (below the provincial standard) has decreased from 36% in 2001–2002 to 30% in 2005–2006.

Trends in Writing

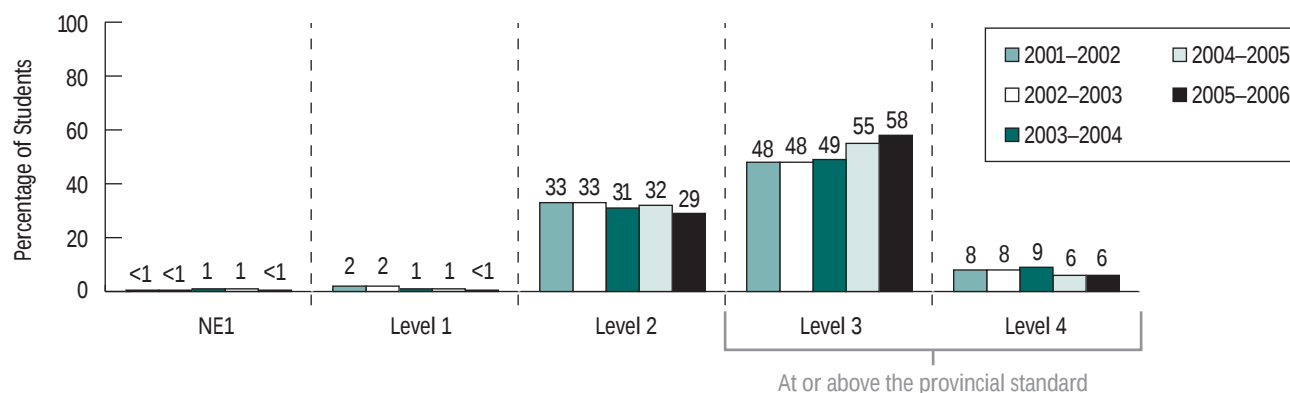
Percentage of All Grade 3 Students at All Levels

Percentage of Students		2001–2002	2002–2003	2003–2004	2004–2005	2005–2006	* See
	Number of Students	136 886	138 198	138 290	132 667	129 630	
	Level 4	8%	8%	9%	6%	6%	
	Level 3	48%	48%	49%	55%	58%	
	Level 2	33%	33%	31%	32%	29%	
	Level 1	2%	2%	1%	1%	<1%	
	NE1*	<1%	<1%	1%	1%	<1%	
	NEIS*	3%	4%	3%	N/A [†]	N/A [†]	
	No Data	<1%	1%	1%	1%	1%	
	Exempt	5%	5%	5%	5%	5%	
	At or Above Provincial Standard [‡]	55%	55%	58%	61%	64%	

Explanation of Terms.

† The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. As students are now assigned a level based on the work they completed, comparisons with previous years should be made with caution.

‡ 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.



Note: Because percentages in tables and graphics are rounded, and as these bar graphs do not show the exempt, no data and NEIS categories, percentages will not add up to 100.

Observations

- There has been steady improvement in writing achievement over the past three years. The percentage of Grade 3 students performing at or above Level 3, the provincial standard, in writing increased by nine percentage points between 2002–2003 (55%) and 2005–2006 (64%).
- The percentage of students achieving at Level 4 (above the provincial standard) remained at last year's level of 6%.
- The percentage of students achieving at Levels 1 and 2 (below the provincial standard) has decreased slightly from 33% in 2004–2005 to a little less than 30% in 2005–2006.

Trends in Mathematics

Percentage of All Grade 3 Students at All Levels

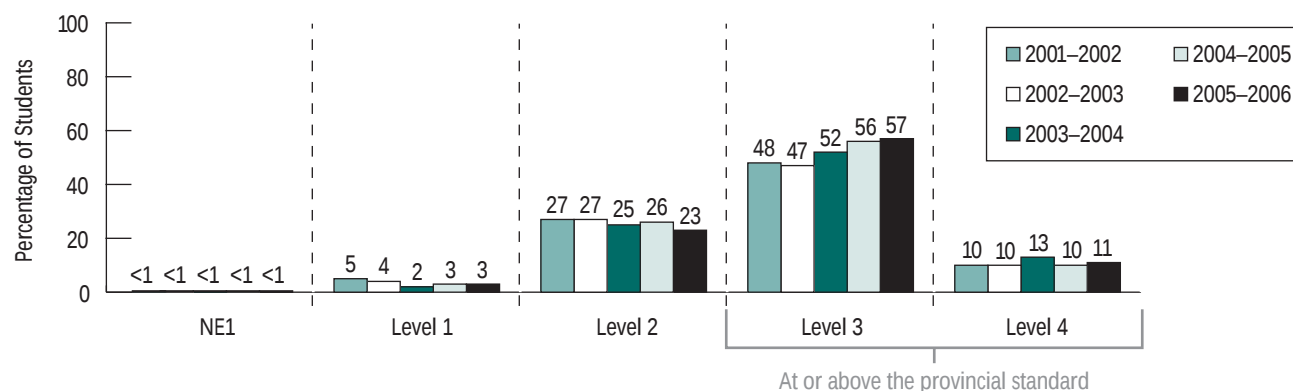
*

		2001–2002	2002–2003	2003–2004	2004–2005	2005–2006
Percentage of Students	Number of Students	139 725	140 860	141 245	135 740	132 782
	Level 4	10%	10%	13%	10%	11%
	Level 3	48%	47%	52%	56%	57%
	Level 2	27%	27%	25%	26%	23%
	Level 1	5%	4%	2%	3%	3%
	NE1*	<1%	<1%	<1%	<1%	<1%
	NEIS*	5%	7%	3%	N/A [†]	N/A [†]
	No Data	<1%	1%	1%	1%	1%
	Exempt	5%	4%	5%	4%	4%
	At or Above Provincial Standard [‡]	58%	57%	64%	66%	68%

See Explanation of Terms.

[†] The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. As students are now assigned a level based on the work they completed, comparisons with previous years should be made with caution.

[‡] 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.



Note: Because percentages in tables are rounded, and as these bar graphs do not show the exempt, no data and NEIS categories, percentages will not add up to 100.

Observations

- Over two-thirds (68%) of Grade 3 students are now performing at or above Level 3, the provincial standard, in mathematics, an increase of two percentage points between 2004–2005 and 2005–2006.
- Since 2002–2003, there has been an increase of 11 percentage points in students performing at or above the provincial standard in mathematics.

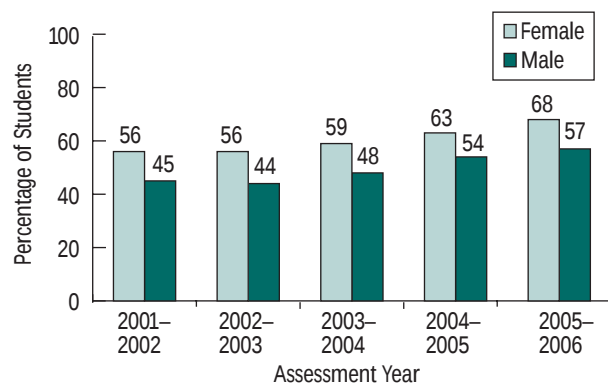
Trends by Gender*

Percentage of All Grade 3 Students at or Above the Provincial Standard

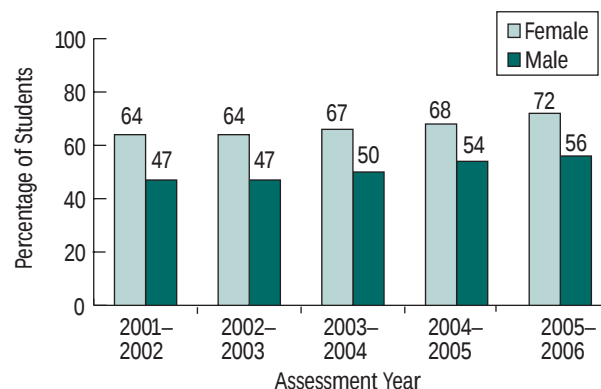
	2001–2002				2002–2003				2003–2004				2004–2005				2005–2006			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
Reading	66 112	56%	70 212	45%	66 564	56%	70 888	44%	66 576	59%	70 688	48%	63 841	63%	67 305	54%	62 836	68%	66 742	57%
Writing	66 112	64%	70 210	47%	66 564	64%	70 888	47%	66 576	67%	70 688	50%	63 841	68%	67 305	54%	62 836	72%	66 742	56%
Mathematics	67 705	59%	71 426	58%	68 142	58%	71 956	55%	68 291	65%	71 911	63%	65 604	66%	68 592	66%	64 668	68%	68 062	69%

* Includes only students for whom gender data were available.

Reading



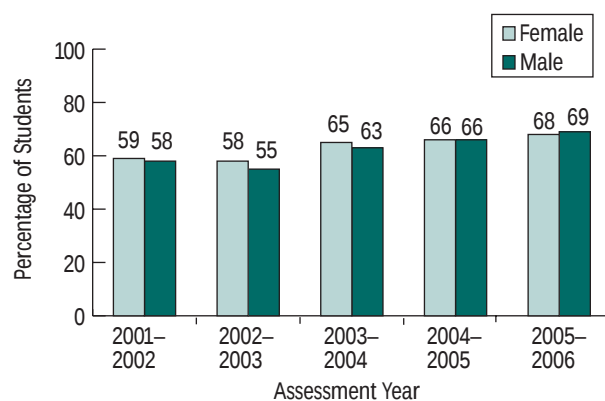
Writing



Observations

- In reading, there have been steady improvements in performance by both female and male students over the past three years. In 2005–2006, more female than male students performed at or above the provincial standard (68% female compared to 57% male). The performance gap between the groups increased to 11% from 9% in 2004–2005.
- In writing, there have been steady improvements in performance by both female and male students over the past three years. More female than male students performed at or above the provincial standard (72% female compared to 56% male). The performance gap between the genders increased to 16% from 14% in 2004–2005, almost returning to the gap of 17% in 2003–2004.
- In 2005–2006, over two-thirds of female and male students performed at or above the provincial standard for mathematics. There was a small gap of 1% in favour of male students. This is the first time male students outperformed female students in mathematics since the Grade 3 EQAO assessment has been administered.

Mathematics

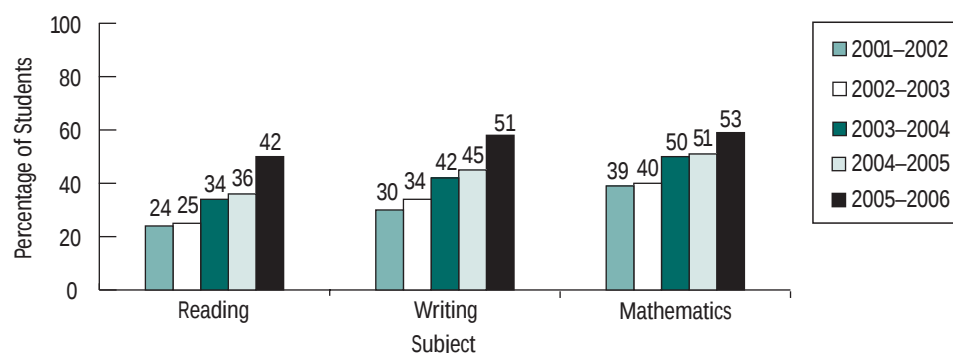


ESL/ELD Learners*

Percentage of All Grade 3 ESL/ELD Learners at or Above the Provincial Standard

	2001–2002		2002–2003		2003–2004		2004–2005		2005–2006	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
Reading	7617	24%	7479	25%	8912	34%	8862	36%	7770	42%
Writing	7617	30%	7479	34%	8912	42%	8862	45%	7770	51%
Mathematics	7625	39%	7491	40%	8920	50%	8875	51%	7779	53%

* See Explanation of Terms.



Observations

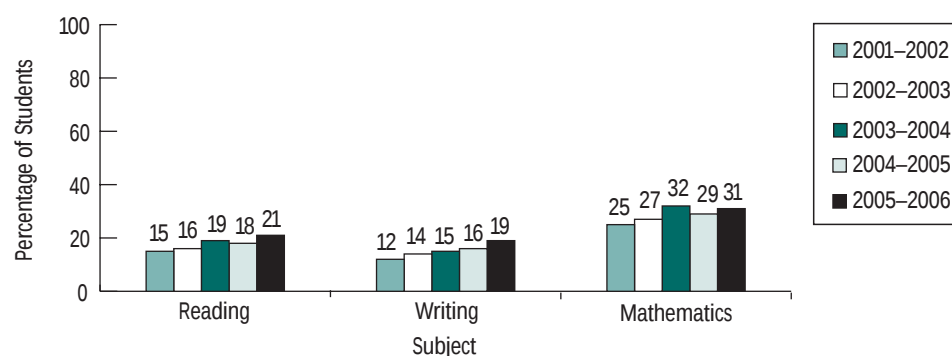
- In all three subject areas, Grade 3 ESL/ELD learners made significant improvements in the percentage of students performing at or above the provincial standard. Less than half of ESL/ELD learners are performing at or above the provincial standard in reading; over half are performing at or above the provincial standard in writing and mathematics.
- The gains made this year in achieving the provincial standard by Grade 3 ESL/ELD learners in reading and writing are larger than for the Grade 3 population as a whole.
- The number of ESL/ELD learners decreased between 2004–2005 and 2005–2006.

Students with Special Needs (excluding gifted)*

Percentage of All Grade 3 Students with Special Needs at or Above the Provincial Standard

	2001–2002		2002–2003		2003–2004		2004–2005		2005–2006		*
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	See
Reading	15 253	15%	16 265	16%	16 687	19%	14 883	18%	15 229	21%	
Writing	15 251	12%	16 265	14%	16 687	15%	14 883	16%	15 229	19%	
Mathematics	15 323	25%	16 338	27%	16 771	32%	14 971	29%	15 297	31%	

Explanation of Terms.



Observations

- In all three subject areas, Grade 3 students with special needs made solid improvements in performance over the past year. In 2005–2006, the percentage of students with special needs performing at or above the provincial standard increased by three percentage points in reading and writing to 21% and 19% respectively and by two percentage points to 31% in mathematics.
- The gains made by Grade 3 students with special needs are consistent with the gains made by the Grade 3 population as a whole.

Trends: Grade 6

Contextual Information*

*

	2001–2002	2002–2003	2003–2004	2004–2005	2005–2006
Number of Students	145 351	144 676	146 169	143 421	146 711
Students Participating in Reading	96%	95%	95%	95%	95%
Writing	96%	95%	95%	95%	95%
Mathematics	96%	95%	95%	95%	95%
Female	48%	49%	49%	48%	48%
Male	51%	51%	51%	51%	52%
ESL/ELD Learners [†]	4%	3%	4%	4%	5%
Students with Special Needs (excluding gifted) [†]	16%	16%	13%	13%	15%
Born Outside Canada	13%	13%	13%	13%	11%
In Canada Less Than One Year	1%	1%	1%	1%	1%
In Canada One Year or More but Less Than Three Years	3%	3%	2%	2%	2%
In Canada Three Years or More	8%	8%	8%	9%	8%
First Language Learned at Home Was Other Than English	18%	18%	19%	19%	17%
Attended Three or More Schools Since Grade 1	23%	24%	23%	23%	N/A [‡]

Contextual information is provided by schools and/or school boards through the Student Data Collection process. Some data may be missing because they were not reported by the school.

[†] See Explanation of Terms.

[‡] The question related to student mobility changed in 2006.

Observations

- The characteristics of the Grade 6 cohort have remained relatively stable. The number of students enrolled in Grade 6 returned to the level of 2003–2004 this year after a drop in 2004–2005.
- As in previous years, more males (52%) than females (48%) were in the Grade 6 student population.
- The percentage of Grade 6 students with special needs (excluding gifted) increased from 13% in 2004–2005 to 15% in 2005–2006.
- The percentage of Grade 6 students born outside Canada decreased from 13% in 2004–2005 to 11% in 2005–2006.
- The percentage of Grade 6 students whose first language learned at home was other than English decreased from 19% in 2004–2005 to 17% in 2005–2006.

Trends in Reading

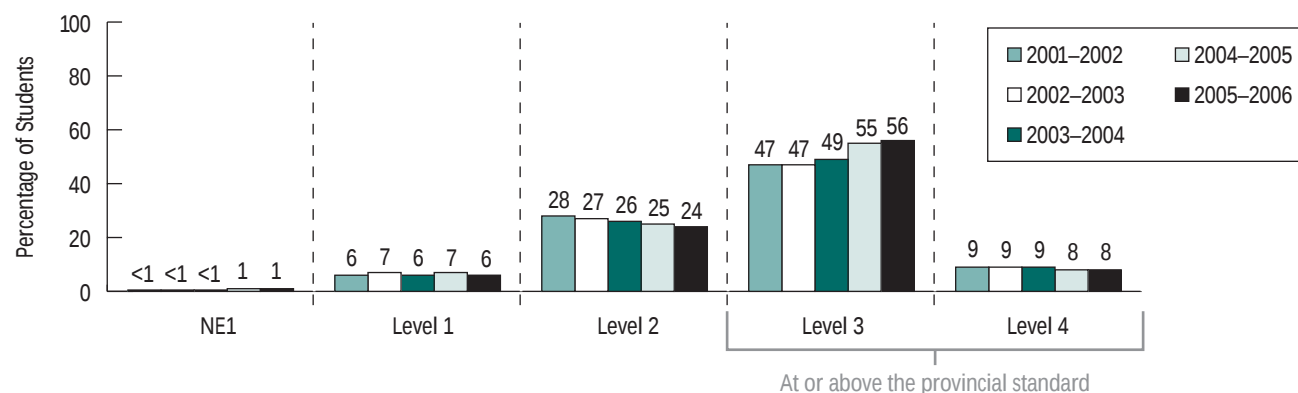
Percentage of All Grade 6 Students at All Levels

		2001–2002	2002–2003	2003–2004	2004–2005	2005–2006
Percentage of Students	Number of Students	145 351	144 676	146 169	143 421	146 711
	Level 4	9%	9%	9%	8%	8%
	Level 3	47%	47%	49%	55%	56%
	Level 2	28%	27%	26%	25%	24%
	Level 1	6%	7%	6%	7%	6%
	NE1*	<1%	<1%	<1%	1%	1%
	NEIS*	6%	5%	5%	N/A [†]	N/A [†]
	No Data	<1%	1%	1%	1%	1%
	Exempt	4%	4%	4%	4%	4%
	At or Above Provincial Standard [‡]	55%	56%	58%	63%	64%

* See Explanation of Terms.

[†] The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. As students are now assigned a level based on the work they completed, comparisons with previous years should be made with caution.

[‡] 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.



Note: Because percentages in tables are rounded, and as these bar graphs do not show the exempt, no data and NEIS categories, percentages will not add up to 100.

Observations

- In Grade 6, there has been a slight increase in the percentage of students performing at or above Level 3, the provincial standard, from last year. For example, 64% of students performed at Level 3 or Level 4 in 2005–2006 as compared to 63% in 2004–2005. Correspondingly, 6% of students performed at Level 1 and 24% of students performed at Level 2 in 2005–2006 as compared to 7% at Level 1 and 25% at Level 2 in 2004–2005.
- Over the past four years, the percentage of students at Levels 1 and 2 has decreased from 34% in 2001–2002 to 30% in 2005–2006.
- Over the past four years, the percentage of students achieving at Level 4 has been relatively stable at 8–9%.
- Between 2001–2002 and 2005–2006, there has been a 9% increase of students performing at or above the provincial standard.

Trends in Writing

Percentage of All Grade 6 Students at All Levels

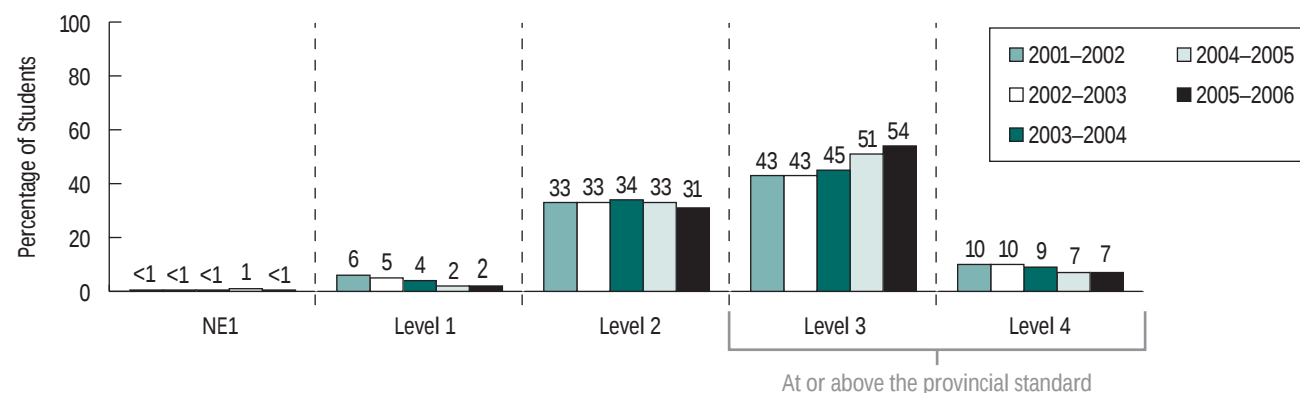
*

Percentage of Students		2001–2002	2002–2003	2003–2004	2004–2005	2005–2006
	Number of Students	145 350	144 676	146 168	143 421	146 711
	Level 4	10%	10%	9%	7%	7%
	Level 3	43%	43%	45%	51%	54%
	Level 2	33%	33%	34%	33%	31%
	Level 1	6%	5%	4%	2%	2%
	NE1*	<1%	<1%	<1%	1%	<1%
	NEIS*	3%	3%	3%	N/A [†]	N/A [†]
	No Data	<1%	1%	1%	1%	1%
	Exempt	4%	4%	4%	4%	4%
	At or Above Provincial Standard [‡]	53%	54%	54%	59%	61%

See Explanation of Terms

[†] The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. As students are now assigned a level based on the work they completed, comparisons with previous years should be made with caution.

[‡] 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.



Note: Because percentages in tables are rounded, and as these bar graphs do not show the exempt, no data and NEIS categories, percentages will not add up to 100.

Observations

- There has been continuous improvement in writing achievement over the last four years. The percentage of Grade 6 students performing at or above Level 3, the provincial standard, in writing increased by eight percentage points to 61% in 2005–2006 from 53% in 2001–2002.
- The percentage of students achieving at Level 4 has remained the same as last year at 7%.
- The percentage of students achieving at Levels 1 and 2 has decreased slightly, from 35% in 2004–2005 to 33% in 2005–2006.

Trends in Mathematics

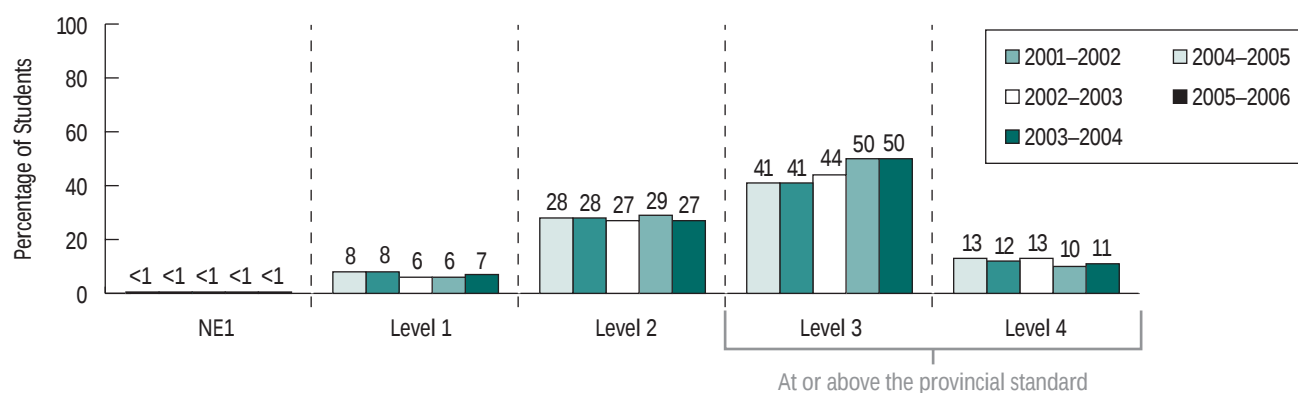
Percentage of All Grade 6 Students at All Levels

Percentage of Students		2001–2002	2002–2003	2003–2004	2004–2005	2005–2006	* See
	Number of Students	145 351	144 676	146 168	143 421	146 711	
	Level 4	13%	12%	13%	10%	11%	
	Level 3	41%	41%	44%	50%	50%	
	Level 2	28%	28%	27%	29%	27%	
	Level 1	8%	8%	6%	6%	7%	
	NE1*	<1%	<1%	<1%	<1%	<1%	
	NEIS*	5%	6%	4%	N/A [†]	N/A [†]	
	No Data	<1%	1%	1%	1%	1%	
	Exempt	4%	4%	4%	4%	4%	
	At or Above Provincial Standard [‡]	54%	53%	57%	60%	61%	

Explanation of Terms

[†] The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. As students are now assigned a level based on the work they completed, comparisons with previous years should be made with caution.

[‡] 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.



Note: Because percentages in tables are rounded, and as these bar graphs do not show the exempt, no data and NEIS categories, percentages will not add up to 100.

Observations

- The percentage of Grade 6 students performing at or above Level 3, the provincial standard, in mathematics increased by one percentage point to 61% in 2005–2006 from 60% in 2004–2005.
- The percentage of Grade 6 students performing at Level 4 in mathematics increased by one percentage point to 11% in 2005–2006 from 10% in 2004–2005.

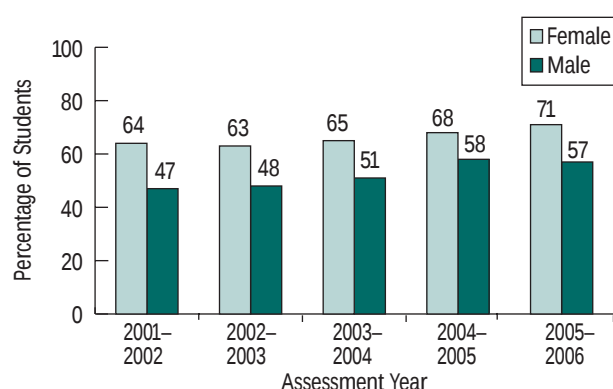
Trends by Gender*

Percentage of All Grade 6 Students at or Above the Provincial Standard

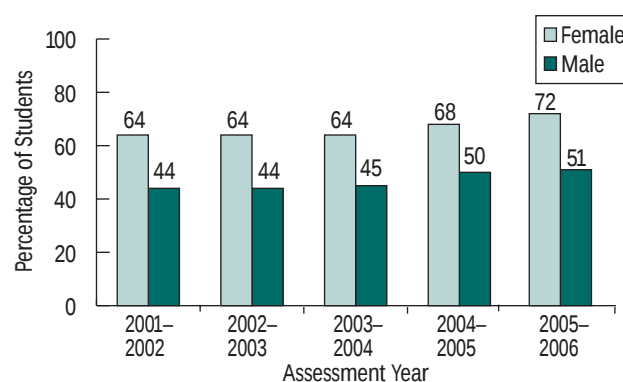
	2001–2002				2002–2003				2003–2004				2004–2005				2005–2006			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
Reading	70 309	64%	73 975	47%	70 297	63%	73 155	48%	70 913	65%	74 095	51%	68 858	68%	72 537	58%	70 984	71%	75 697	57%
Writing	70 308	64%	73 975	44%	70 297	64%	73 155	44%	70 913	64%	74 094	45%	68 858	68%	72 537	50%	70 984	72%	75 697	51%
Mathematics	70 309	55%	73 975	52%	70 297	55%	73 155	52%	70 913	60%	74 094	56%	68 858	60%	72 537	60%	70 984	62%	75 697	59%

* Includes only students for whom gender data were available.

Reading



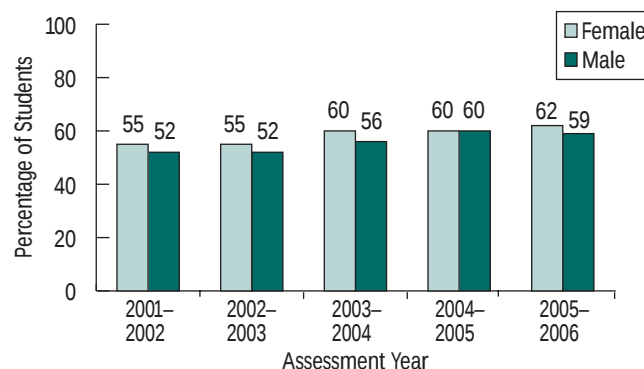
Writing



Observations

- In reading, the percentage of female students achieving at or above the provincial standard has increased steadily over the last three years, with 71% performing at or above the provincial standard in 2005–2006 compared to 63% in 2002–2003. The percentage of male students achieving at or above the provincial standard decreased slightly to 57% in 2005–2006 from 58% in 2004–2005. The gap between female and male students achieving at or above the provincial standard increased to 14% in 2005–2006 from 10% in 2004–2005.
- In writing, the percentage of female and male students performing at or above the provincial standard increased in 2005–2006 from the previous year, from 68% in 2004–2005 to 72% in 2005–2006 for female students, and from 50% in 2004–2005 to 51% in 2005–2006 for male students. The gap between female and male students achieving at or above the provincial standard continues to be large, increasing by three percentage points from 18% in 2004–2005 to 21% in 2005–2006.
- In mathematics, the percentage of female students performing at or above the provincial standard increased from 60% in 2004–2005 to 62% in 2005–2006. The percentage of male students performing at or above the provincial standard decreased slightly (one percentage point) to 59% in 2005–2006 from 60% in 2004–2005. There is a gap of 3% in favour of females between the mathematics performance of female and male Grade 6 students in 2005–2006.

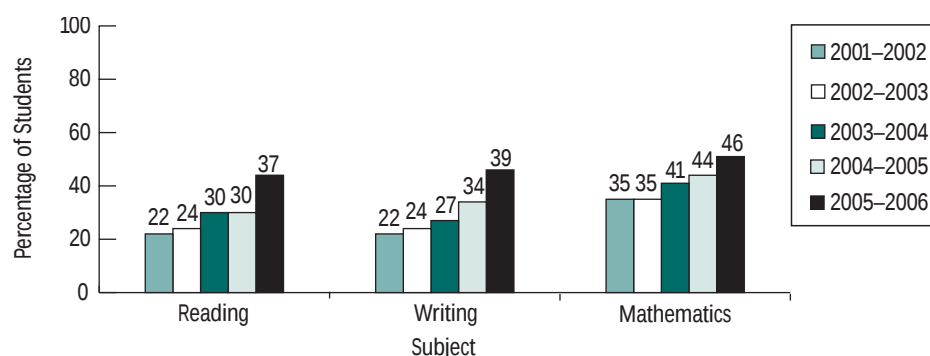
Mathematics



ESL/ELD Learners****Percentage of All Grade 6 ESL/ELD Learners at or Above the Provincial Standard***

	2001–2002		2002–2003		2003–2004		2004–2005		2005–2006	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
Reading	5208	22%	4930	24%	5532	30%	5178	30%	5461	37%
Writing	5208	22%	4930	24%	5532	27%	5178	34%	5461	39%
Mathematics	5208	35%	4930	35%	5532	41%	5178	44%	5461	46%

* See Explanation of Terms.

**Observations**

- In all three subject areas, Grade 6 ESL/ELD learners made significant improvements in the percentage of students performing at or above the provincial standard. In reading, the percentage of ESL/ELD learners achieving at or above the provincial standard increased from 30% in 2004–2005 to 37% in 2005–2006. Similarly, the percentage of ESL/ELD learners achieving at or above the provincial standard increased from 34% in 2004–2005 to 39% in 2005–2006 in writing. Nearly half (46%) of ESL/ELD learners achieved at or above the provincial standard in mathematics in 2005–2006, from 44% in 2004–2005, an increase of two percentage points. Improvements in performance have been evident over the past three years in all three subject areas in Grade 6.
- These students' gains in achieving at or above the provincial standard for all three subjects over last year exceeded those made by the Grade 6 population as a whole over the same period.

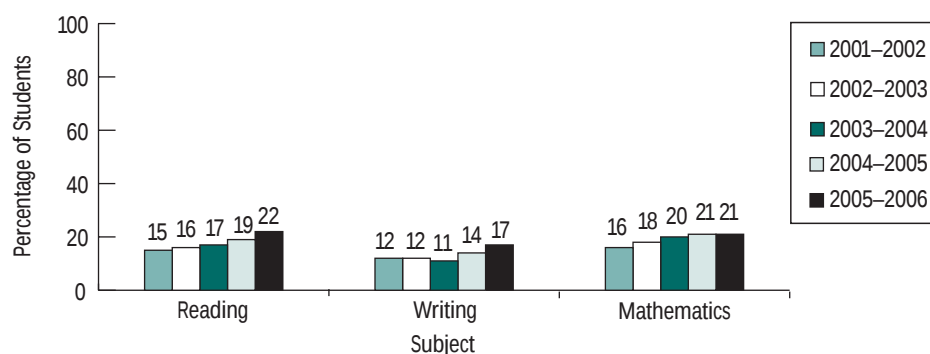
Students with Special Needs (excluding gifted)*

Percentage of All Grade 6 Students with Special Needs at or Above the Provincial Standard

*

	2001–2002		2002–2003		2003–2004		2004–2005		2005–2006	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
Reading	19 055	15%	19 187	16%	19 681	17%	19 264	19%	22 350	22%
Writing	19 055	12%	19 187	12%	19 681	11%	19 264	14%	22 350	17%
Mathematics	19 055	16%	19 187	18%	19 681	20%	19 264	21%	22 350	21%

See Explanation of Terms.



Observations

- In both reading and writing, there have been improvements in the performance of Grade 6 students with special needs (excluding gifted) over the past three years. It must be noted, however, that 22% of students with special needs are performing at or above the provincial standard in reading, and that 17% of students in this population are performing at or above the provincial standard in writing.
- In mathematics, the percentage of Grade 6 students with special needs (excluding gifted) achieving at or above the provincial standard has remained the same as in the previous year (21%).
- The gains made by Grade 6 students with special needs are slightly bigger than those made by the Grade 6 population as a whole in reading and writing.

Summary of Findings: Grades 3 and 6

Grade 3 Assessment of Reading, Writing and Mathematics

- In 2005–2006, 62% of Grade 3 students performed at or above Level 3, the provincial standard, in reading; 64%, in writing; and 68%, in mathematics.
- The percentage of Grade 3 students performing at or above Level 3, the provincial standard, in each of reading and writing increased by three percentage points over 2004–2005, continuing a three-year trend of improvement in each skill area.
- The percentage of Grade 3 students performing at or above Level 3, the provincial standard, in mathematics increased by two percentage points from 2004–2005, continuing a three-year trend of improvement.
- In all subjects, there have been steady improvements in performance by both female and male students over the past three years. In reading and writing, significantly more female than male students performed at or above the provincial standard. In mathematics, there was a small gender gap of 1% in favour of male students. This is the first time male students outperformed female students in mathematics since the Grade 3 EQAO assessment has been administered.
- Less than half of ESL/ELD learners are performing at or above the provincial standard in reading (42%); over half are performing at or above the provincial standard in writing (51%) and mathematics (53%). In all three subject areas, Grade 3 ESL/ELD learners made significant improvements in the percentage of students performing at or above the provincial standard.
- The percentage of students with special needs performing at or above the provincial standard increased by three percentage points in reading and writing respectively and by two percentage points in mathematics. In all three subject areas, Grade 3 students with special needs made improvements in performance over the past year.

Grade 6 Assessment of Reading, Writing and Mathematics

- In 2005–2006, 64% of Grade 6 students performed at or above Level 3, the provincial standard, in reading; 61%, in writing; and 61%, in mathematics, increases of one, two and one percentage point respectively from 2004–2005 to 2005–2006.
- The percentage of students in Grade 6 performing at or above Level 3 in reading increased slightly from 63% to 64%.
- The percentage of students in Grade 6 performing at or above Level 3 in writing increased by two percentage points from 2004–2005, from 59% to 61%, continuing the trend from the two previous years.
- The percentage of students in Grade 6 performing at or above Level 3 in mathematics increased slightly from 60% in 2004–2005 to 61% in 2005–2006.
- In all subject areas, there have been steady improvements in performance by female students over the last three years. Significantly more females than males are achieving at or above the provincial average in all subject areas, and the performance gap between them has increased over the previous year.
- The rate at which male students are achieving at or above the provincial standard

in writing has increased steadily over the last three years, with 51% performing at or above the provincial standard in 2005–2006 as compared to 44% in 2002–2003. However since 2004–2005 there has been a slight decrease in the percentage of males achieving at or above the provincial standard in reading and mathematics. In all three subject areas, there continues to be a gap, favouring females.

- There have been significant increases in the percentages of ESL/ELD learners achieving at or above the provincial standard in all three subject areas; in reading, the percentage of ESL/ELD learners achieving at or above the provincial standard rose from 30% in 2004–2005 to 37% in 2005–2006, in writing, from 34% in 2004–2005 to 39% in 2005–2006, and in mathematics, from 44% in 2004–2005 to 46% in 2005–2006.
- The percentage of students with special needs performing at or above the provincial standard increased by three percentage points in reading and writing. The percentage of students with special needs performing at or above the provincial standard was 21%, the same as in the previous year.

Grades 3 and 6

- Compared to 2004–2005, the percentage of students performing at or above Level 3 has gone up in all subjects in Grades 3 and 6.
- Compared to 2004–2005, the percentage of students in Grades 3 and 6 performing at Level 4 remained relatively stable in all subjects.

Strategies for Educators: Grades 3 and 6

Addressing the Achievement Data

The following suggestions are meant to assist teachers, parents and other education stakeholders in helping students develop and demonstrate their knowledge and skills in reading, writing and mathematics. The suggestions are based on trends in Grades 3 and 6 EQAO assessment data, the 2005–2006 data and feedback from scorers of the spring 2006 assessments. The questions referred to in the suggestions below can be found in the Grades 3 and 6 student assessments and scoring guides posted on the EQAO Web site.

EQAO suggests that, because

- *performance at the top half of a scoring rubric is an indicator of performance at or above the provincial standard and only one-third of Grade 3 students received a score at the top half of the rubric on the question dealing with the distinction between fiction and non-fiction (3L1-Q15), teachers provide students with various texts of fiction and non-fiction with the express purpose of examining the characteristics that differentiate the two genres.*
- *less than one-third of Grade 3 students received a score at the top half of the rubric on the question dealing with predicting the consequence of actions (3L2-Q16), teachers in the primary division focus on improving student prediction skills (e.g., their understanding of cause-and-effect relationships), and parents help children by asking them to predict consequences of actions in videos, stories or events that are part of their everyday experience.*
- *on average, fewer students in Grades 3 and 6 received a score at the top half of the writing rubric dealing with topic development than at the top half of the writing rubric dealing with use of conventions, boards, schools and teachers place more emphasis on helping students organize their writing around well-developed, well-supported, clear and substantial ideas (and continue their current successful work in helping students write correctly).*
- *many students had difficulty producing writing that achieved a high score for topic development (content), teachers ensure students are familiar with the characteristics of all the genres they are expected to know in the grade of the assessment and the grades leading up to the assessment (e.g., Grade 3: the importance of a plot with a beginning, middle and end in a short story; Grade 6: the five W's [who, what, where, when and why] for a news report).*
- *the organization of ideas and information is a significant feature of successful writing, teachers help students use the space provided on the assessment to plan their written work before beginning to write (e.g., use webs to brainstorm ideas or use point-form notes to organize their ideas into paragraphs with linking words).*

- *some low-performing students had difficulty producing writing that achieves a high score on the rubric for use of conventions (spelling, grammar, punctuation), teachers ensure students know and correctly use*
 - common homophones (e.g., “their,” “there” and “they’re”; “could’ve” instead of “could of”),
 - subject-verb agreement, pronoun-antecedent agreement and
 - capitalization and frequently used punctuation (e.g., periods, commas, quotation marks).
- *Grade 6 students performed poorly on multiple-choice reading and writing questions dealing with punctuation (e.g., 6L1-Q4 and 10; 6L2-Q32), teachers in the junior division ensure that students have the opportunity to develop the skills outlined in the curriculum expectations related to understanding the use of punctuation and its effect on meaning.*
- *a significant number of Grades 3 and 6 students exhibited difficulty in understanding the demands of open-response problem-solving questions in mathematics, teachers should develop their students’ problem-solving skills by*
 - instructing students in the various strategies that would help them understand the demands of the questions (e.g., constructing models, making drawings, using manipulatives);
 - showing them how to plan a solution by listing the required mathematical operations and then asking students to explain them orally or in writing;
 - showing them how to review their answer critically in order to see if they have answered the question appropriately and
 - ensuring students know and understand the mathematical formulas required by the curriculum and used in questions on the EQAO assessments.
- *many Grades 3 and 6 students, when answering open-response questions in mathematics, had difficulty explaining their thinking in mathematical terms, teachers help students by modelling such explanations and providing opportunities for students to practise (orally and in writing) the use of mathematical language to explain the thinking behind their mathematical processes and applications.*
- *many students made careless errors when responding to mathematics items, teachers reinforce the importance of accuracy (e.g., attending to place values when adding, subtracting, multiplying and dividing; using units in their answers; converting all parts of a question to the same units before making computations; and understanding the relationship of ratios, fractions and percentages in Grade 6).*
- *some students confused related mathematical ideas (e.g., triangle/rectangle, area/perimeter/volume), teachers help students develop word lists and glossaries of mathematical terms with diagrams in order to understand and use the ideas correctly when answering questions.*
- *many students had difficulty with mathematics questions that involve concepts of area, perimeter and volume (3M-Qs 13 and 35; 6M-Qs 11, 15, 18, 32, 33), teachers make available the following when teaching the concept of perimeter, area and volume, and have students use these items on a regular basis in class and on EQAO assessments: tiles, straws, string, 3-D solids and other manipulatives.*

- *many Grades 3 and 6 students had difficulty when a variety of metric units, such as cm and m (3M-Q28), and mg, g and kg (6M-Qs 11 and 22), are used in the same mathematics question, schools and teachers provide opportunities for students to understand the differences between these units and to apply them in appropriate contexts.*
- *many Grade 3 students had difficulty dealing with related addition and subtraction number sentences (3M-Qs 7 and 16), teachers model various strategies (e.g., modelling with concrete materials or using guess and check) and provide ample opportunities for students to see the relationships between adding and subtracting.*
- *a significant number of Grade 3 students had difficulty reading the graphic in 3M-Q28, teachers help students read and understand diagrams.*
- *a significant number of Grade 3 students had difficulty achieving a higher score on data management questions (3M-Q29), teachers*
 - *provide students with various charts and tables taken from real-life situations and instruct them on how to interpret the data (Grade 3 mathematics expectation “By the end of Grade 3 students will interpret and draw conclusions from data presented in charts, tables, and graphs”);*
 - *instruct students on the different ways that units are used when data are presented;*
 - *instruct students on the procedures used when solving data-management problems (e.g., make sure that they understand the units provided and that all units need to be converted into same units before performing calculations) and*
 - *encourage students to use accurate units and labels when providing responses using charts, graphs and tables.*
- *students in Grade 6 had difficulty giving complete descriptions of transformations, teachers help students to use the terms “translation,” “rotation” and “reflection” and to include rotation points and reflecting lines on diagrams and in their descriptions.*
- *a significant number of Grade 6 students could not explain their choice of scale after creating a broken-line graph (6M-Q27), teachers ensure students understand that scales need to suit the range and distribution of the data.*
- *many Grade 6 students had difficulty with multiple-choice questions dealing with order of operations (6M-Q5), properties of triangles (6M-Q24) and the meaning of prime number (6M-Q17), teachers ensure that students know and can apply these concepts in questions.*
- *many students provided answers that suggest they did not understand the question, teachers ensure students appreciate the importance of reading questions carefully and provide students with strategies for reading and understanding questions (e.g., give two examples when the questions asks for two, look for key words in the question or use clues in the reading selection or in the wording and context of the question to eliminate wrong answers in a multiple-choice question).*
- *some students did not understand the meaning of key words in questions, teachers use the words and phrases from EQAO assessments such as “describe,” “explain,” “compare,” “using information in the reading selection,” “solve” and “explain your thinking” in questions and coach students on how to write the kind of answer the words require (see the new “Key Words” document for EQAO assessments, provided on the EQAO Web site).*

- *many students did not develop their answers enough to demonstrate a “considerable” or “thorough” understanding*, teachers provide opportunities for students to
 - read and understand the requirements of questions;
 - use words from the questions in their answers (but not rewrite the entire question);
 - fill the space provided for the answer;
 - develop their answers with details and examples (e.g., not answer an opinion question “yes” or “no” without providing an explanation for their opinion) and, in answers to reading-selection questions, provide references to the reading selection;
 - order and record all the steps taken to solve a mathematical problem in order to communicate the mathematical understanding behind their solutions;
 - understand the characteristics of responses at different levels on a rubric and
 - review their answers for reasonableness, completeness and correctness (e.g., model estimation and rounding skills to judge the reasonableness of an answer).
- *many students did not answer some open-response items on the assessment (e.g., open-response reading items were left blank by an average of 3.5% of students in Grade 3 and 5% in Grade 6)*, teachers encourage students to respond to all test items and ensure that all students receive instruction on all expectations in the curriculum (e.g., remind students to answer open-response questions on the lines provided and not in the space provided for planning and ensure all students have received instruction on all mathematics expectations in each strand of the curriculum).
- *scorers expressed concern about the impact of illegible and/or faint handwriting on student scores*, teachers encourage students to write clearly (legibly) when answering open-response assessment items.
- *some students were unfamiliar with strategies related to responding to multiple-choice questions, such as eliminating obviously incorrect answers and referring to the reading selections or the wording of the question when choosing the correct option*, boards, schools and teachers prepare materials to help students develop a variety of strategies for answering these questions.

Grade 9 Assessment of Mathematics

Trends: Grade 9 Academic Mathematics

Contextual Information*

*

	2002–2003	2003–2004	2004–2005	2005–2006
Number of Students	# = 100 717	# = 102 923	# = 104 100	# = 103 412
Students Participating in the Assessment	97%	99%	99%	98%
Female	51%	51%	50%	51%
Male	48%	48%	48%	49%
ESL/ELD Learners [†]	3%	2%	2%	3%
Students with Special Needs (excluding gifted) [†]	4%	3%	3%	4%
Speak Only or Mostly a Language Other Than English at Home	10%	9%	8%	8%
Speak Another Language as Often as English at Home	11%	13%	13%	13%
Attended Three or More Elementary Schools from Kindergarden to Grade 8	29%	35%	35%	35%

Contextual information is provided by schools and/or school boards through the Student Data Collection process and the Student Questionnaire completed by the students. Some data may be missing, because they were not reported by the school or by students.

[†] See Explanation of Terms.

Observations

- The number of students enrolled in Grade 9 academic mathematics showed a slight decrease in 2005–2006.
- While the characteristics of the population have remained similar, the percentage of ESL/ELD learners and students with special needs (excluding gifted) increased slightly in 2005–2006.

Trends by Gender*

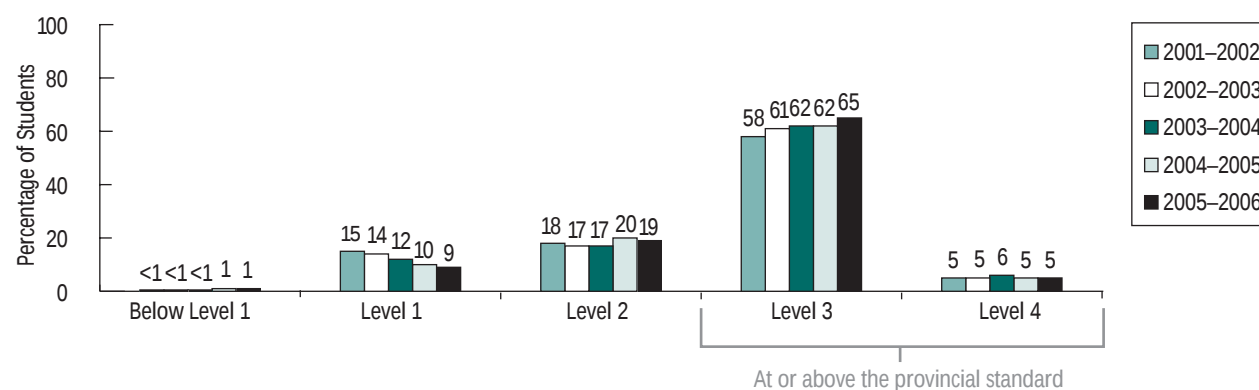
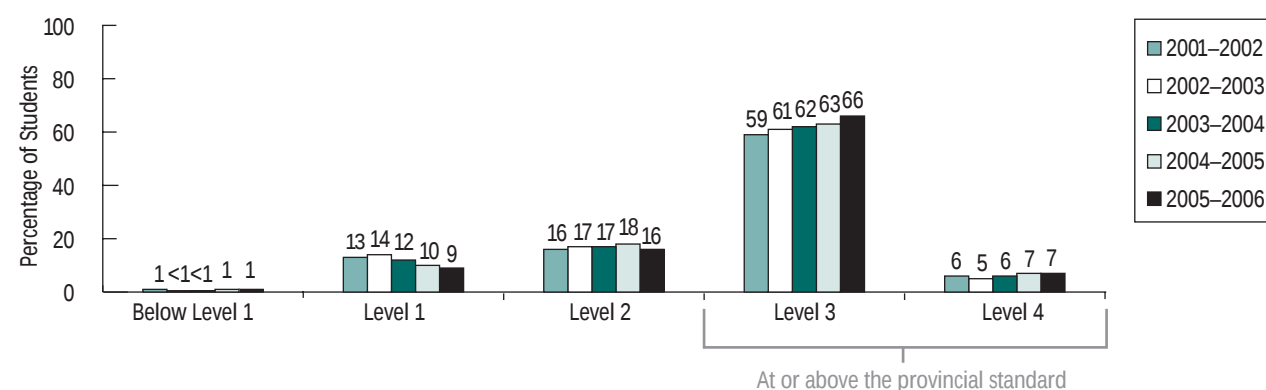
		2001–2002		2002–2003		2003–2004		2004–2005		2005–2006	
		Female # = 49 772	Male # = 48 181	Female # = 51 352	Male # = 48 750	Female # = 52 104	Male # = 49 916	Female # = 52 030	Male # = 50 129	Female # = 53 183	Male # = 50 228
Percentage of Students	Level 4	5%	6%	5%	5%	6%	6%	5%	7%	5%	7%
	Level 3	58%	59%	61%	61%	62%	62%	62%	63%	65%	66%
	Level 2	18%	16%	17%	17%	17%	17%	20%	18%	19%	16%
	Level 1	15%	13%	14%	14%	12%	12%	10%	10%	9%	9%
	Below Level 1	<1%	1%	<1%	<1%	<1%	<1%	1%	1%	1%	1%
	NEIS [†]	3%	3%	<1%	<1%	1%	1%	N/A [‡]	N/A [‡]	N/A [‡]	N/A [‡]
	No Data	1%	1%	2%	2%	1%	1%	1%	1%	1%	1%
	Exempt	<1%	1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
	At or Above the Provincial Standard [§]	63%	65%	65%	66%	68%	68%	67%	69%	70%	72%

Includes only students for whom gender data were available.

[†] See Explanation of Terms.

[‡] The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. As students are now assigned a level based on the work they completed, comparisons with previous years should be made with caution.

[§] 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.

Female**Male**

Note: Because percentages in tables are rounded, and as these bar graphs do not show the exempt, no data and NEIS categories, percentages will not add up to 100.

Observations

- The percentage of male students taking Grade 9 academic mathematics who performed at or above Level 3, the provincial standard, increased by three percentage points to 72% in 2005–2006 from 69% in 2004–2005.
- The percentage of female students who performed at or above the provincial standard increased by three percentage points to 70% in 2005–2006 from 67% in 2004–2005.
- There was a small gap of 2% in favour of males, the same as in the previous year, in the percentage of male and female students achieving at or above the provincial standard in 2005–2006.
- The percentage of male students who achieved at Level 1 and Level 2 decreased by one and two percentage points respectively in 2005–2006 compared to 2004–2005.
- The percentage of females who achieved at Levels 1 and 2 decreased by one percentage point compared to 2004–2005.

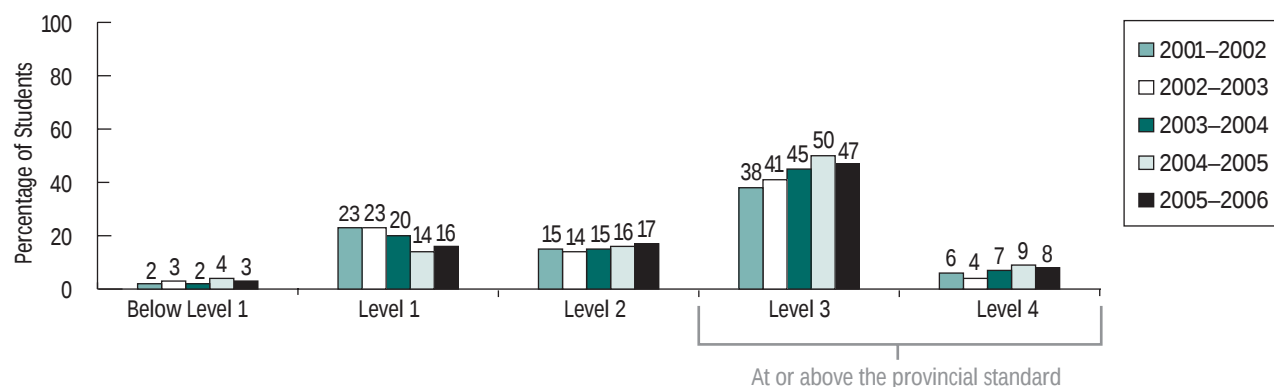
ESL/ELD Learners*

		2001–2002 # = 2693	2002–2003 # = 3045	2003–2004 # = 2471	2004–2005 # = 2308	2005–2006 # = 2836
Percentage of Students	Level 4	6%	4%	7%	9%	8%
	Level 3	38%	41%	45%	50%	47%
	Level 2	15%	14%	15%	16%	17%
	Level 1	23%	23%	20%	14%	16%
	Below Level 1	2%	3%	2%	4%	3%
	NEIS*	3%	1%	1%	N/A†	N/A†
	No Data	1%	2%	1%	1%	3%
	Exempt	12%	11%	8%	6%	7%
	At or Above the Provincial Standard‡	44%	45%	52%	58%	55%

* See Explanation of Terms.

† The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. As students are now assigned a level based on the work they completed, comparisons with previous years should be made with caution.

‡ 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.



Note: Because percentages in tables are rounded, and as these bar graphs do not show the exempt, no data and NEIS categories, percentages will not add up to 100.

Observations

- More than half of the ESL/ELD learners taking Grade 9 academic mathematics achieved at or above the provincial standard in mathematics, a trend since 2003–2004.
- The percentage of ESL/ELD learners taking academic mathematics who performed at or above Level 3, the provincial standard, decreased by three percentage points to 55% in 2005–2006 from 58% in 2004–2005.
- In 2005–2006, the percentages of the ESL/ELD population who performed at Level 1 and at Level 2 increased by two and one percentage points respectively; 16% of ESL/ELD learners achieved at Level 1 in 2005–2006, up from 14% in 2004–2005, and 17% of learners in this population achieved at Level 2 in 2005–2006, up from 16% in 2004–2005.
- The percentage of the ESL/ELD population who were exempted from participation increased slightly, by one percentage point to 7% in 2005–2006 from 6% in 2004–2005.

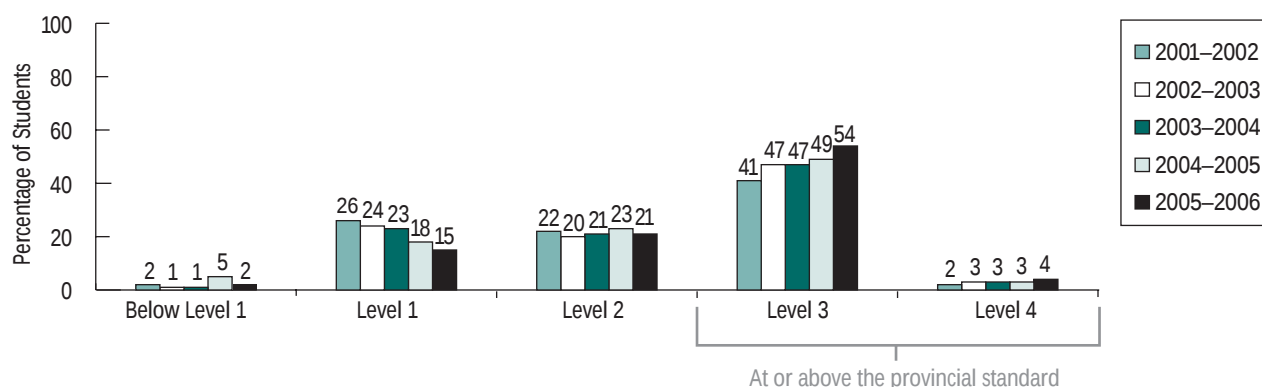
Students with Special Needs (excluding gifted)*

		2001–2002 # = 2386	2002–2003 # = 4181	2003–2004 # = 3563	2004–2005 # = 3274	2005–2006 # = 3718
Percentage of Students	Level 4	2%	3%	3%	3%	4%
	Level 3	41%	47%	47%	49%	54%
	Level 2	22%	20%	21%	23%	21%
	Level 1	26%	24%	23%	18%	15%
	Below Level 1	2%	1%	1%	5%	2%
	NEIS*	4%	1%	2%	N/A†	N/A†
	No Data	2%	2%	2%	2%	3%
	Exempt	2%	2%	1%	1%	1%
	At or Above the Provincial Standard‡	43%	50%	50%	52%	58%

* See Explanation of Terms.

† The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. As students are now assigned a level based on the work they completed, comparisons with previous years should be made with caution.

‡ 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.



Note: Because percentages in tables are rounded, and as these bar graphs do not show the exempt, no data and NEIS categories, percentages will not add up to 100.

Observations

- The percentage of students with special needs (excluding gifted) taking Grade 9 academic mathematics who performed at or above Level 3, the provincial standard, increased by six percentage points to 58% in 2005–2006 from 52% in 2004–2005.
- In 2005–2006, the percentages of students who performed at Level 1 and Level 2 decreased by three and two percentage points respectively compared to 2004–2005.
- The percentage of students who performed below Level 1 decreased by three percentage points compared to 2004–2005.
- Over the past four years, the percentage of students who performed at or above the provincial standard has increased from 43% to 58%.

Trends: Grade 9 Applied Mathematics

Contextual Information*

	2002–2003	2003–2004	2004–2005	2005–2006
Number of Students	# = 48 426	# = 50 430	# = 51 155	# = 50 687
Students Participating in the Assessment	90%	92%	93%	90%
Female	44%	44%	44%	45%
Male	55%	54%	54%	55%
ESL/ELD Learners [†]	5%	4%	4%	5%
Students with Special Needs (excluding gifted) [†]	25%	24%	23%	24%
Speak Only or Mostly a Language Other Than English at Home	7%	6%	6%	6%
Speak Another Language as Often as English at Home	9%	11%	10%	10%
Attended Three or More Elementary Schools from Kindergarten to Grade 8	34%	41%	40%	40%

* Contextual information is provided by schools and/or school boards through the Student Data Collection process and the Student Questionnaire completed by the students. Some data may be missing, because they were not reported by the school or by the students.

† See Explanation of Terms.

Observations

- The characteristics of the student population taking Grade 9 applied mathematics have remained relatively stable over time.
- There was a slight drop in the number of students enrolled in Grade 9 applied mathematics in 2005–2006.
- Compared to 2004–2005, there has been a small decrease in the percentage of students in applied mathematics participating in the assessment and a slight increase in the percentage of students taking applied mathematics who are identified as ESL/ELD learners and students with special needs.

Trends by Gender*

		2001–2002		2002–2003		2003–2004		2004–2005		2005–2006 [†]	
		Female # = 20 786	Male # = 25 615	Female # = 21 387	Male # = 26 625	Female # = 22 292	Male # = 27 223	Female # = 22 371	Male # = 27 413	Female # = 22 884	Male # = 27 802
Percentage of Students	Level 4	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	4%	5%
	Level 3	20%	21%	21%	21%	25%	26%	24%	28%	29%	32%
	Level 2	38%	36%	38%	36%	37%	37%	38%	36%	36%	33%
	Level 1	20%	19%	21%	19%	18%	16%	20%	18%	15%	13%
	Below Level 1	8%	8%	8%	9%	8%	8%	10%	10%	7%	8%
	NEIS [‡]	5%	7%	3%	5%	5%	6%	N/A [§]	N/A [§]	N/A [§]	N/A [§]
	No Data	6%	6%	7%	7%	6%	6%	6%	6%	8%	8%
	Exempt	2%	3%	2%	2%	1%	1%	1%	1%	2%	2%
	At or Above the Provincial Standard	20%	21%	21%	21%	25%	26%	25%	28%	33%	37%

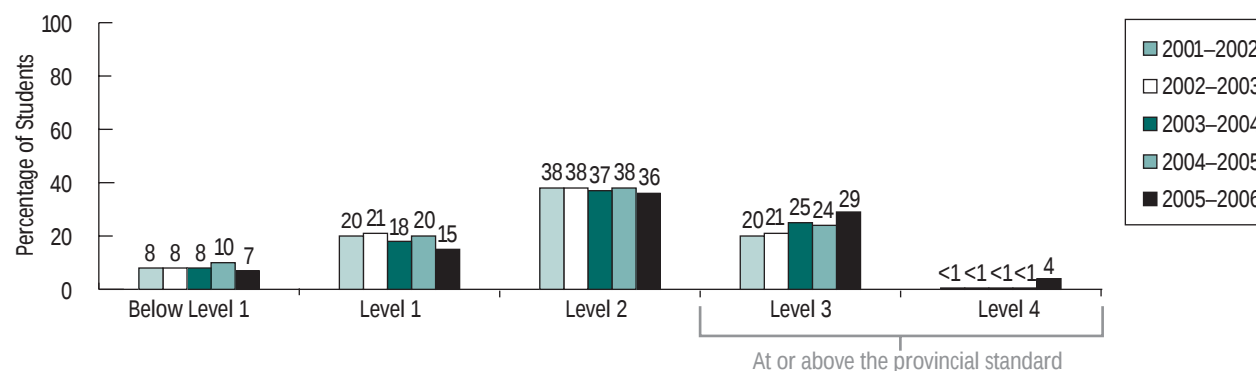
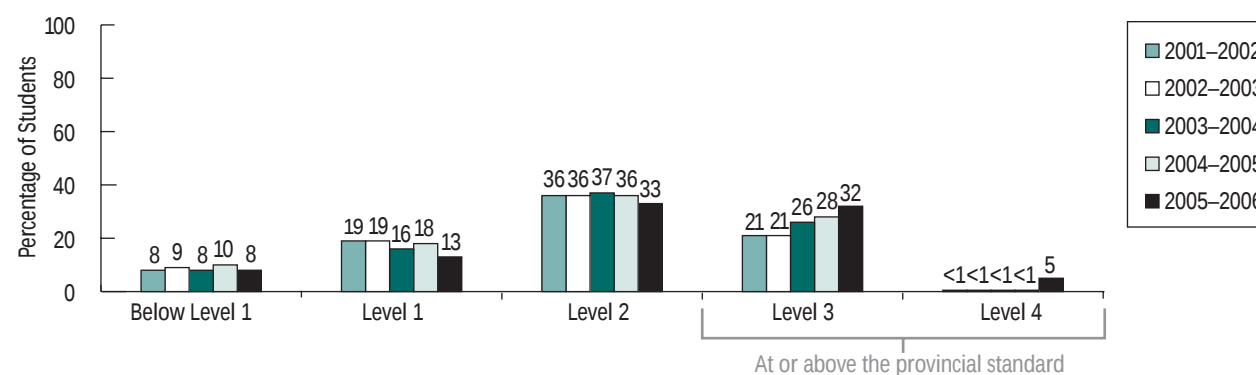
* Includes only students for whom gender data were available.

† Changes in student performance from 2004–2005 to 2005–2006 must be interpreted within the context of significant revisions to applied program courses in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

‡ See Explanation of Terms.

§ The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. As students are now assigned a level based on the work they completed, comparisons with previous years should be made with caution.

|| 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.

Female**Male**

Note: Because percentages in tables are rounded, and as these bar graphs do not show the exempt, no data and NEIS categories, percentages will not add up to 100.

Observations

- The percentage of female students taking Grade 9 applied mathematics who performed at or above Level 3, the provincial standard, increased by eight percentage points in 2005–2006 from 2004–2005.
- The percentage of male students who performed at or above the provincial standard increased by nine percentage points in 2005–2006.
- The gender gap, which favours males, increased to 4% in 2005–2006 from 3% in 2004–2005. This is the largest gender gap in the applied mathematics program since the Grade 9 Assessment of Mathematics has been administered.

ESL/ELD Learners*

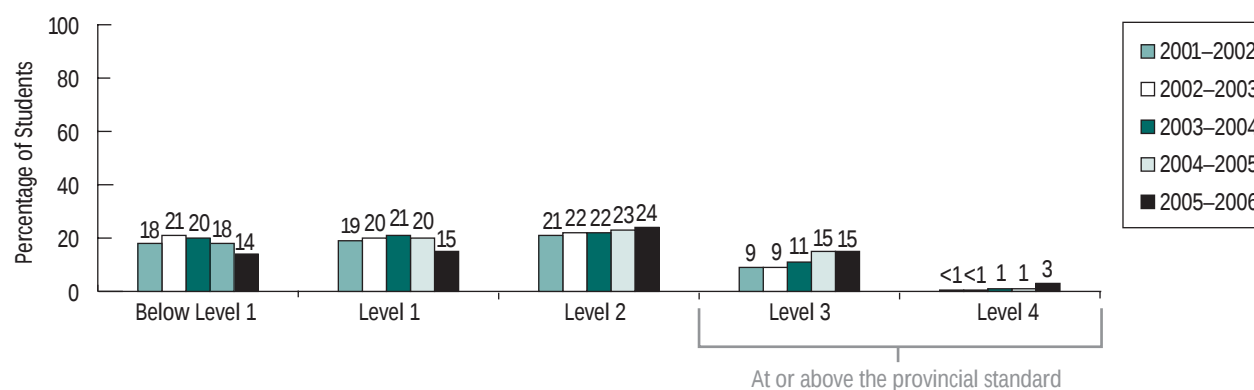
		2001–2002 # = 2094	2002–2003 # = 2236	2003–2004 # = 2013	2004–2005 # = 1827	2005–2006 [†] # = 2464
Percentage of Students	Level 4	<1%	<1%	1%	1%	3%
	Level 3	9%	9%	11%	15%	15%
	Level 2	21%	22%	22%	23%	24%
	Level 1	19%	20%	21%	20%	15%
	Below Level 1	18%	21%	20%	18%	14%
	NEIS*	6%	6%	5%	N/A [‡]	N/A [‡]
	No Data	3%	6%	5%	4%	11%
	Exempt	23%	15%	14%	19%	18%
	At or Above the Provincial Standard [§]	9%	9%	12%	16%	18%

* See Explanation of Terms.

[†] Changes in student performance from 2004–2005 to 2005–2006 must be interpreted within the context of significant revisions to applied program courses in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

[‡] The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. As students are now assigned a level based on the work they completed, comparisons with previous years should be made with caution.

[§] 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.



Note: Because percentages in tables are rounded, and as these bar graphs do not show the exempt, no data and NEIS categories, percentages will not add up to 100.

Observations

- The percentage of ESL/ELD learners taking Grade 9 applied mathematics who performed at or above Level 3, the provincial standard, increased by two percentage points to 18% in 2005–2006 from 16% in 2004–2005.
- Over the past three years, this population has shown steady improvement in the percentage of students performing at or above the provincial standard.
- The percentage of this population who were exempted from participation remains high, at 18%.

Students with Special Needs (excluding gifted)*

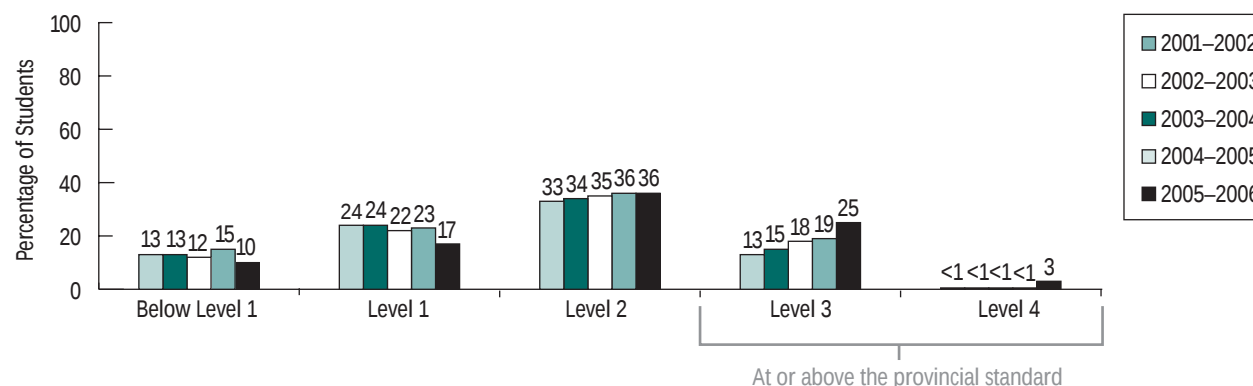
		2001–2002 # = 8869	2002–2003 # = 11 959	2003–2004 # = 12 269	2004–2005 # = 12 020	2005–2006 [†] # = 12 359
Percentage of Students	Level 4	<1%	<1%	<1%	<1%	3%
	Level 3	13%	15%	18%	19%	25%
	Level 2	33%	34%	35%	36%	36%
	Level 1	24%	24%	22%	23%	17%
	Below Level 1	13%	13%	12%	15%	10%
	NEIS*	8%	4%	5%	N/A [‡]	N/A [‡]
	No Data	5%	6%	5%	5%	7%
	Exempt	5%	4%	2%	2%	2%
	At or Above the Provincial Standard [§]	13%	15%	19%	19%	28%

* See Explanation of Terms.

[†] Changes in student performance from 2004–2005 to 2005–2006 must be interpreted within the context of significant revisions to applied program courses in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

[‡] The NEIS (Not Enough Information to Score) category was eliminated in 2004–2005. As students are now assigned a level based on the work they completed, comparisons with previous years should be made with caution.

[§] 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.



Note: Because percentages in tables are rounded, and as these bar graphs do not show the exempt, no data and NEIS categories, percentages will not add up to 100.

Observations

- The percentage of students with special needs taking Grade 9 applied mathematics who performed at or above Level 3, the provincial standard, increased by nine percentage points to 28% in 2005–2006 from 19% in 2004–2005. Over the past four years, the percentage of this population performing at or above the provincial standard has more than doubled from 13% to 28%.
- The percentage of this population who performed below Level 1 decreased by five percentage points compared to 2004–2005.

Summary of Findings: Grade 9

Grade 9 Assessment of Mathematics: Academic

- The percentage of Grade 9 students taking academic mathematics achieving at or above Level 3, the provincial standard, increased by three percentage points, from 68% in 2004–2005 to 71% in 2005–2006.
- While there continues to be a slight gap favouring males (2%) in the performance of males and females, both groups demonstrated an increase of three percentage points in students taking academic mathematics achieving at or above the provincial standard in 2005–2006 from the previous year.
- The percentage of Grade 9 ESL/ELD learners taking academic mathematics achieving at or above Level 3, the provincial standard, decreased by three percentage points in 2005–2006 from the previous year.
- The percentage of Grade 9 students with special needs (excluding gifted) taking academic mathematics achieving at or above Level 3, the provincial standard, increased by six percentage points to 58% in 2005–2006 compared to 52% in 2004–2005.

Grade 9 Assessment of Mathematics: Applied

- In 2004–2005, 35% of Grade 9 students taking applied mathematics demonstrated achievement at or above Level 3, the provincial standard. Since last year, the percentage of students who performed at or above the provincial standard increased by eight percentage points. This may in part result from revisions to the Grade 9 applied mathematics curriculum.
- For the first time since the Grade 9 Assessment of Mathematics has been administered, the percentage of students taking applied mathematics performing at Level 4 was above 1%. It rose to 5%.
- The percentage of female and male students taking Grade 9 applied mathematics who performed at or above Level 3, the provincial standard, increased by eight and nine percentage points respectively between 2004–2005 and 2005–2006.
- The gender gap, which favours males, increased to 4% in 2005–2006 from 3% in 2004–2005. This is the largest gender gap in the applied mathematics program since the Grade 9 Assessment of Mathematics has been administered.
- The percentage of ESL/ELD learners taking Grade 9 applied mathematics who performed at or above Level 3, the provincial standard, increased by two percentage points to 18% in 2005–2006 from 16% in 2004–2005.
- The percentage of students with special needs taking Grade 9 applied mathematics performing at or above Level 3, the provincial standard, increased by nine percentage points to 28% in 2005–2006 from 19% in 2004–2005.

Strategies for Educators: Grade 9

Addressing the Achievement Data

The following suggestions are meant to assist teachers and parents in helping students develop and demonstrate their knowledge and skills in mathematics. The suggestions are based on trends in EQAO Grade 9 academic and applied mathematics assessment data, the 2005–2006 data and feedback from scorers of the assessment administered in January and June 2006. The questions referred to in the suggestions below can be found in the booklets in the Grade 9 release material posted on the EQAO Web site.

EQAO suggests that, because

- *low-performing students did not respond to some items on the assessment (e.g., AP Winter—OR1d—25%; AP Spring —OR2d—45%; AC Winter—OR1d—26%; AC Spring—OR2d—16%), teachers encourage students to respond to all assessment items and ensure that all students receive instruction on all expectations in the curriculum (e.g., ensure all students have received instruction on all expectations in each Grade 9 strand of *The Ontario Curriculum, Grades 9 and 10: Mathematics* [revised 2005]).*
- *some students did not understand the meaning of key words and phrases in questions, teachers employ the words and phrases used on EQAO mathematics assessments, such as “determine,” “show your work” and “justify your answer,” in questions, and help students understand how to write the kind of answer each requires (see the “Key Words” document for EQAO assessments provided on the EQAO Web site).*
- *many low-performing students interpreted questions incorrectly, teachers help students develop strategies to understand the requirements of questions (e.g., underline key words, list the facts provided or name the operations required).*
- *some students are unfamiliar with strategies to respond to multiple-choice questions, such as eliminating obviously incorrect answers or unimportant information, boards, schools and teachers prepare materials to help students develop a variety of strategies for answering these questions.*
- *many students did not develop enough of a justification for their answers to demonstrate a “considerable” or “thorough” understanding, teachers provide opportunities for students to*
 - use words from the questions in their solutions,
 - write numbers and letters, including superscripts, clearly in their responses,
 - communicate the mathematical thinking behind their answers and provide justifications with greater detail and
 - review their answers for correctness, reasonableness and completeness.

- *the rubrics used to score student work on the assessment are available on the EQAO Web site, teachers use them to help students see descriptors of responses at different levels of performance in order to improve their work.*
- *some Grade 9 students had difficulty with mathematics questions that require abstract thinking, boards, schools and teachers provide students with opportunities to investigate and develop mathematical concepts using manipulatives and concrete materials, and encourage their use during the year to move students toward more confidence and competence with abstract thinking.*
- *many students had difficulty understanding the meaning of a line of best fit (e.g., AC Winter MC5, OR1d, AC Spring MC5; AP Winter MC9, AP Spring MC10), teachers ensure that students get sufficient opportunities to collect and analyze data, so that they can*
 - consider the boundaries of the data,
 - identify the trend,
 - generate an equation from this type of data and
 - associate the skill with real-life situations.
- *many students had difficulty establishing the relationship between two variables (e.g., AC Winter MCs 6, 7 and 8, OR2b, AC Spring MCs 6 and 8 OR2; AP Winter MCs 7 and 8, OR1d, AP Spring MCs 8 and 9), teachers*
 - train students to identify and differentiate between dependent and independent variables;
 - reinforce the concepts associated with finding an equation and its relationship to rate of change and initial value using familiar scenarios;
 - provide a set of starting conditions in order to bring up “What if” scenarios allowing students to associate algebraic representations with graphical or verbal representations;
 - provide exercises to students that enable them to practise the proper reading of the scales on both axes of a graph with unit and non-unit scales;
 - afford more opportunities for students to use real-life situations to draw and interpret line graphs and
 - provide opportunities for students to practise accurately interpreting graphs with both unit and non-unit scales.
- *many students taking applied mathematics had difficulty answering questions dealing with ratio (e.g., AP Winter OR2b, AP Spring OR2d), teachers*
 - review concepts and skills associated with rational numbers and
 - provide more opportunities to solve problems involving ratios.
- *many students had difficulty determining or estimating the value of angles (e.g., AC Winter MC 16, AC Spring MC 16; AP Winter MC 15 and 16, AP Spring MC 16, OR2b), teachers provide students with more hands-on, real-life experiences dealing with angles.*
- *most students continued to struggle with algebraic skills (e.g., AC Winter MC 3 and 10, AC Spring MCs 3, 4 and 10; AP Winter MCs 4 and 5), teachers provide students with access to and encourage the use of manipulatives, such as algebra tiles, during the school year, in order to help them visualize algebraic concepts.*

- *many students taking Grade 9 applied mathematics had difficulty solving problems associated with the Pythagorean theorem (e.g., AP Winter OR2d, AP Spring OR2c), teachers encourage students to use the theorem rather than rely on measurements taken directly from a diagram that might not be to scale.*
- *many students taking Grade 9 applied mathematics had difficulty solving problems involving multiple steps (e.g., AP Winter MCs 2, 13 and 16; AP Spring MC 13, OR2c and d), teachers ensure that students get sufficient opportunities to practise, in groups and independently, solutions to mathematical questions requiring three or more steps of reasoning, in order to help them better understand the process.*
- *some students taking Grade 9 academic mathematics confused related mathematical ideas, such as perimeter, area and volume (e.g., AC Winter MCs 13, 14 and 15 OR2c and d; AC Spring MCs 13, 14 and 15 OR1b and d), teachers periodically review and relate these concepts using manipulatives and help students develop glossaries of mathematical terms with diagrams in order to encourage them to understand and use the ideas correctly when answering questions.*

Suggested Resources: Grades 3, 6 and 9

Think Literacy: Mathematics Approaches, Grades 7–12 (2004), available on the Ontario Association for Mathematics Education Web site, www.oame.on.ca.

The following resources are all available on the Ministry of Education Web site, www.edu.gov.on.ca:

Early Math Strategy: The Report of the Expert Panel on Early Math in Ontario (2003)

Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario (2003)

Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6 (2005)

Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario (2004)

Many Roots, Many Voices: Supporting English Language Learners in Every Classroom (2005)

Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills (2004)

The Ontario Curriculum, Grades 1–8: Language (1997)

The Ontario Curriculum, Grades 1–8: Mathematics (revised 2005)

The Ontario Curriculum, Grades 9 and 10: Mathematics (revised 2005)

Teaching and Learning Mathematics: The Report of the Expert Panel on Mathematics in Grades 4 to 6 in Ontario (2004)

The EQAO Assessment Process:

Grades 3, 6 and 9

In order to fulfill its mandate, EQAO conducts several province-wide assessments, among them the Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics and the Grade 9 Assessment of Mathematics. All three assessments are conducted annually and involve all Grades 3, 6 and 9 students in publicly funded schools in Ontario. The Grade 9 Assessment of Mathematics involves all Grade 9 students taking applied or academic mathematics courses and is conducted twice annually—in January for students in first-semester courses and in May/June for students in second-semester and full-year courses.

The results of the assessments provide individual, school and school board data on student achievement. EQAO posts board and school results on its Web site for public access. As well, EQAO publishes an annual *Provincial Report* for education stakeholders and the general public.

Data from the assessments provide valuable information to support improvement planning at the school and school board levels.

Design and Development

EQAO consults with educators from across the province on all aspects of the assessments, including item development, curriculum content and bias reviews, administration, field testing, rangefinding (development of scoring materials), scoring and reporting.

All EQAO assessments are developed in keeping with the *Principles of Fair Student Assessment Practices for Education in Canada* (1993), a document created by representatives of national education institutions and associations and widely endorsed by Canada's education community. Parallel versions of the assessments are developed for English- and French-language schools. The versions have the same number and kinds of questions but reflect variations in the curricula for the two languages.

The assessments measure how well students have met the provincial expectations for the subjects assessed as outlined in *The Ontario Curriculum*. The assessments contain performance-based activities requiring written responses and multiple-choice questions through which students can demonstrate what they know and can do.

Grades 3 and 6 students are assessed in three key areas:

Reading: using a variety of reading strategies and conventions, understanding concepts, making inferences and connecting ideas

Writing: using writing strategies and language conventions, understanding assigned tasks, organizing ideas and communicating with the reader

Mathematics: demonstrating knowledge and skills across the five strands of mathematics: number sense and numeration; measurement; geometry and spatial sense; patterning and algebra; and data management and probability

Grade 9 students taking academic mathematics are assessed on the demonstration of knowledge and skills across the four strands of the academic mathematics curriculum: number sense and algebra; linear relations; analytic geometry; and measurement and geometry. Grade 9 students taking applied mathematics are assessed on the demonstration of knowledge and skill across the three strands in the applied mathematics curriculum: number sense and algebra; linear relations; and measurement and geometry.

Procedures to Ensure Fairness

In order that assessments are administered in a consistent and fair way to all students, EQAO publishes administration guides for schools to follow. The guides outline in detail what is expected of educators involved in the administration of the assessments including

- the procedures to follow (e.g., preparation of materials for distribution to students, do's and don'ts during the assessments),
- the accommodations and special provisions allowed for students with special needs and ESL/ELD learners and
- what to say to students (e.g., scripts for presenting the assessments to students).

During the assessments, students work independently to solve problems, write their responses and answer multiple-choice questions. Students must work independently in a quiet environment, supervised by teachers.

Quality-assurance procedures help ensure that EQAO's assessments produce valid and reliable data. EQAO follows a number of procedures that ensure parents, educators and the public can have confidence in the reliability and validity of the data the agency reports. These include:

- **Quality-assurance monitors:** EQAO contracts quality-assurance monitors to visit and observe the administration of the assessments in random samples of schools.
- **Database analyses:** EQAO conducts two types of statistical analyses of student response data. The first involves analyses identifying student response patterns that suggest the possibility of collusion between two or more students. The second involves examining overall patterns of school results for open-response items and for the proportion of students performing at or above the provincial standard (Level 3) over time.

Scoring

EQAO has rigorous scoring procedures to ensure the reliability of assessment results. The Grades 3, 6 and 9 assessments are scored by qualified Ontario educators. All scorers undergo extensive training and must pass a qualifying test before beginning to score. The validity and reliability of scoring is tracked daily at the scoring site and retraining occurs if it is required.

Scoring provides teachers with valuable professional development in the area of understanding curriculum expectations and assessing student achievement.

Reporting

EQAO uses a four-level scale to report on student achievement. This scale is based on *The Ontario Curriculum* that sets Level 3 as the provincial standard. Levels 1 and 2 indicate achievement below the provincial standard, while Level 4 indicates achievement above the standard.

The student's overall result is derived by combining the results from the performance activities with those from the multiple-choice questions.

Explanation of Terms

All Students	Results are reported for all students in the grade (Grade 3 or 6) or program (Grade 9).
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, in <i>The Ontario Curriculum</i> , has set Level 3 as the provincial standard. Level 3 identifies a considerable level of achievement of provincial expectations. The levels of achievement are aligned with the four-level scale developed by the Ministry of Education and used on the Provincial Report Card.
Grade 9 Level 4 (80–100%)	The student has demonstrated a high or thorough level of achievement. Achievement surpasses the provincial standard.
Grade 9 Level 3 (70–79%)	The student has demonstrated a considerable level of achievement. Achievement is at the provincial standard.
Grade 9 Level 2 (60–69%)	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.
Grade 9 Level 1 (50–59%)	The student has demonstrated a limited but passable level of achievement. Achievement is much below the provincial standard.
Grade 9 Below Level 1	The student has not demonstrated achievement of the curriculum expectations (below 50%).
Grades 3 and 6 Level 4	The student has demonstrated the required knowledge and skills thoroughly or to a high degree. Achievement exceeds the provincial standard.
Grades 3 and 6 Level 3	The student has demonstrated the required knowledge and skills to a considerable degree. Achievement meets the provincial standard.
Grades 3 and 6 Level 2	The student has demonstrated the required knowledge and skills. Achievement approaches the provincial standard.
Grades 3 and 6 Level 1	The student has demonstrated the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.
Grades 3 and 6 NE1	“Not Enough Evidence for Level 1” is used when students provided enough information to score but did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.
NEIS	“Not Enough Information to Score” is a category that was eliminated in 2004–2005. Students are now assigned a level based on the work they completed. Unanswered questions are treated as incorrect in the calculation of the students’ results.
No Data	This designates non-exempt students who did not complete any part of the assessment due to absence or for medical or other reasons.
Exempt	This designates students who were formally exempted by the school from participating in the assessment or, in the case of Grades 3 and 6, one or more components of it.

EXPLANATION OF TERMS

ESL/ELD	According to the Ministry definition, these are students who have been identified as English as a second language or English literacy development learners. As this group was formerly defined as “students enrolled in an ESL/ELD program,” the percentages of students in this group from 2003–2004 on may not be comparable with those of previous years.
Students with Special Needs	Students with special needs are students formally identified by an Identification, Placement and Review Committee (IPRC), and/or students who have an Individual Education Plan (IEP). Students whose sole identified exceptionality is giftedness are not included.

Board Results

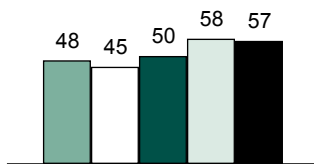
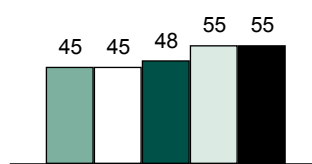
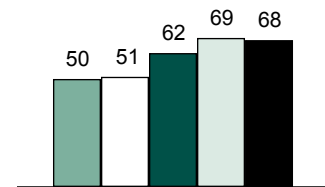
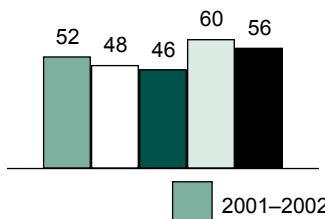
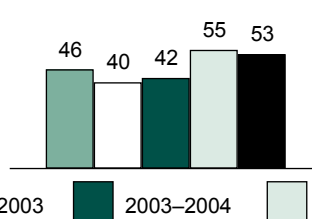
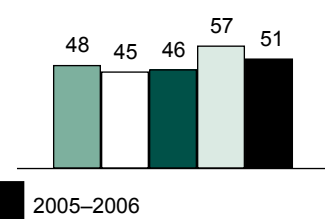
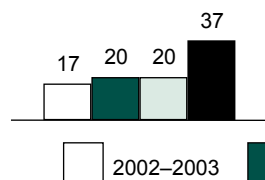
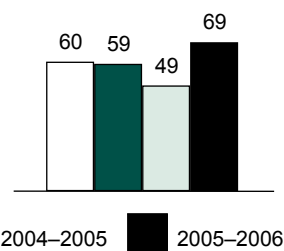
schools with Grade 3 students: 38

schools with Grade 9 Academic students: 11

schools with Grade 6 students: 38

schools with Grade 9 Applied students: 11

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	0%	0%	0%
Students with special needs (excluding gifted)	12%	15%	5%	19%
First language learned at home was other than English	1%	<1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	1%	2%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Applied Mathematics****Academic Mathematics**

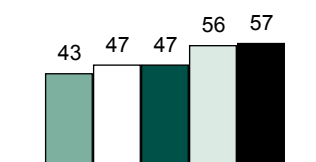
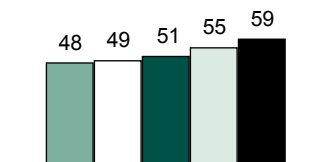
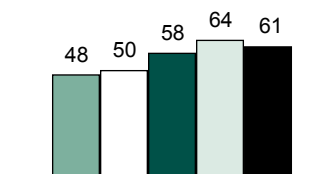
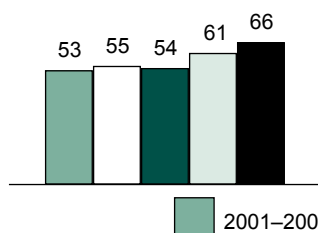
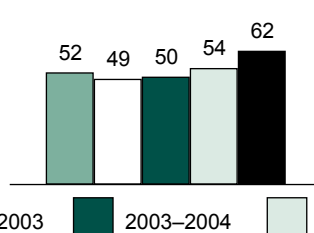
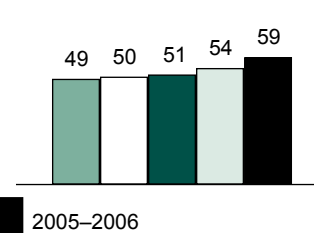
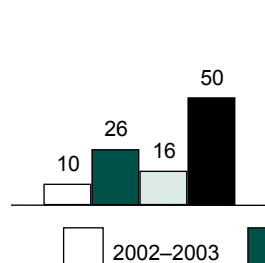
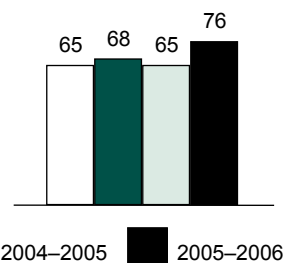
schools with Grade 3 students: 35

schools with Grade 9 Academic students: 5

schools with Grade 6 students: 35

schools with Grade 9 Applied students: 5

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	<1%	<1%	0%	0%
Students with special needs (excluding gifted)	20%	20%	4%	40%
First language learned at home was other than English	2%	2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	3%	2%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Applied Mathematics****Academic Mathematics**

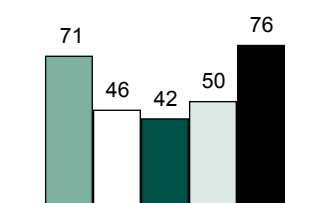
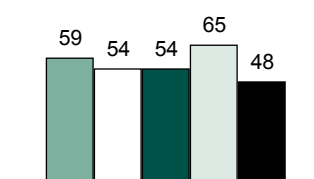
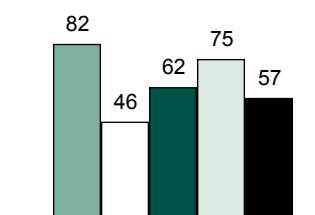
schools with Grade 3 students: 1

schools with Grade 9 Academic students: 0

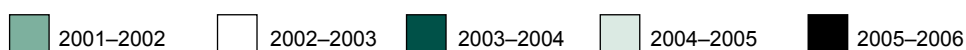
schools with Grade 6 students: 1

schools with Grade 9 Applied students: 0

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	0%	-	-
Students with special needs (excluding gifted)	5%	40%	-	-
First language learned at home was other than English	0%	0%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	-	-

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**

To protect against disclosure of personal information associated with individual students, results for this board are not being provided.

**GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**

EQAO records show that this board did not participate in the Grade 9 assessments.

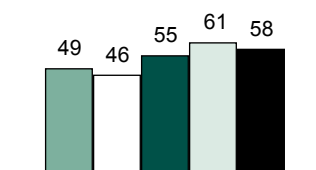
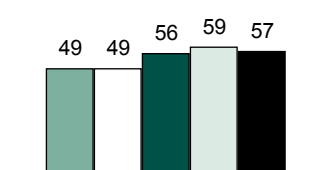
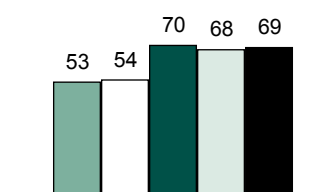
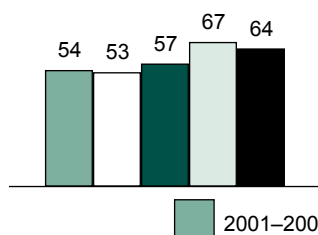
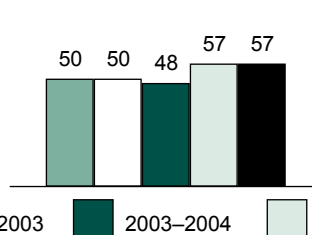
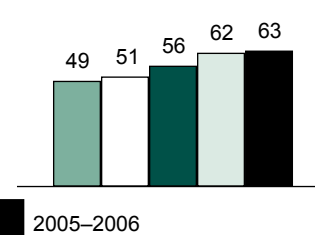
schools with Grade 3 students: 41

schools with Grade 9 Academic students: 9

schools with Grade 6 students: 41

schools with Grade 9 Applied students: 9

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	1%	1%	0%	<1%
Students with special needs (excluding gifted)	13%	19%	5%	30%
First language learned at home was other than English	3%	3%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	1%	1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

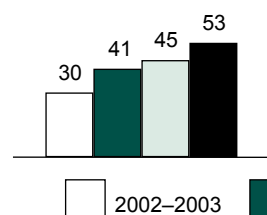
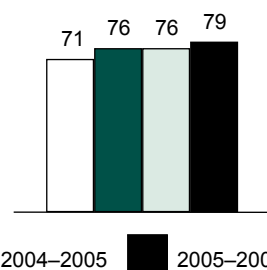
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

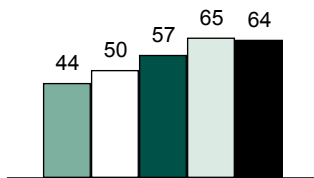
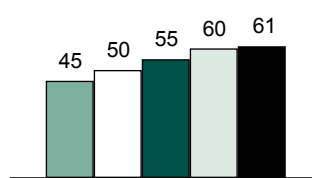
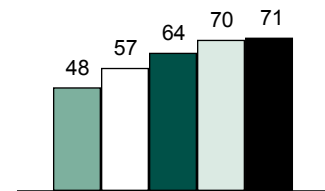
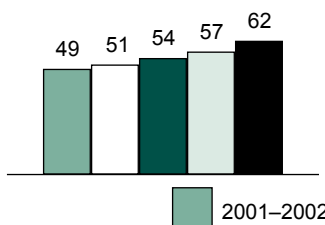
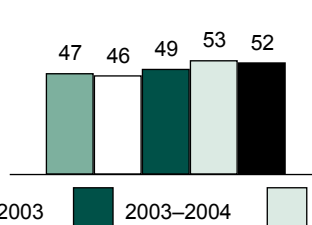
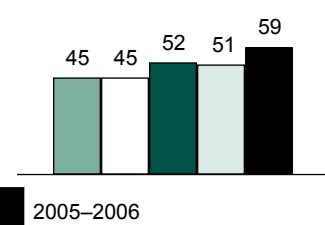
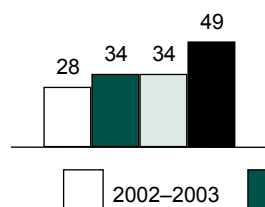
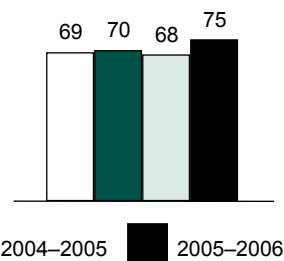
schools with Grade 3 students: 40

schools with Grade 9 Academic students: 11

schools with Grade 6 students: 39

schools with Grade 9 Applied students: 11

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	<1%	<1%	<1%	0%
Students with special needs (excluding gifted)	17%	18%	2%	15%
First language learned at home was other than English	1%	1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	1%	1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Applied Mathematics****Academic Mathematics**

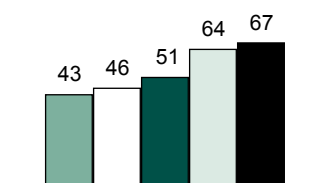
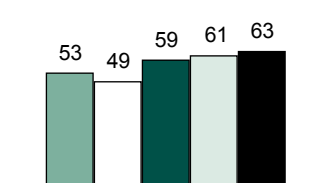
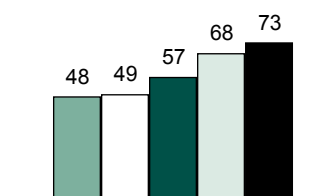
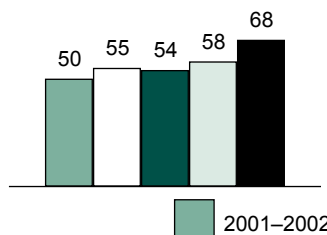
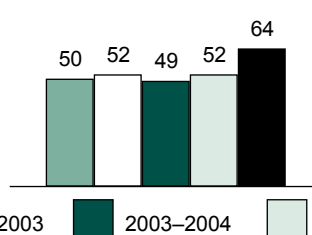
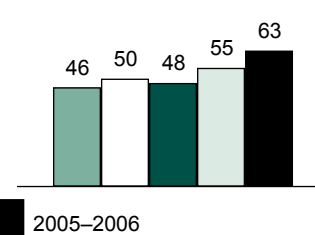
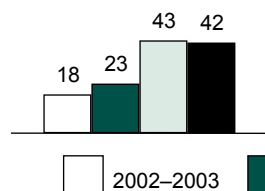
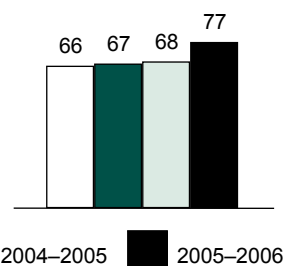
schools with Grade 3 students: 32

schools with Grade 9 Academic students: 3

schools with Grade 6 students: 32

schools with Grade 9 Applied students: 3

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	1%	<1%	0%	0%
Students with special needs (excluding gifted)	9%	12%	3%	22%
First language learned at home was other than English	2%	2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	2%	1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Applied Mathematics****Academic Mathematics**

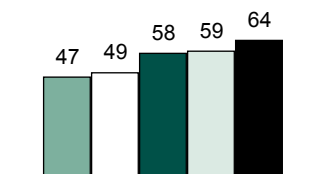
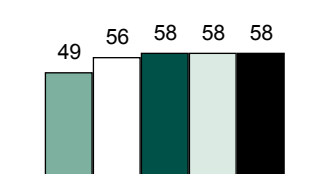
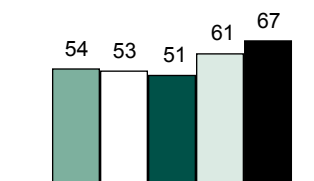
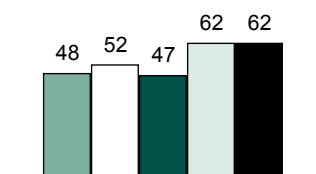
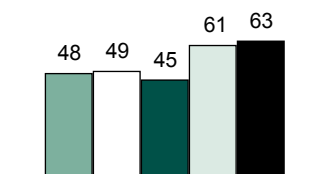
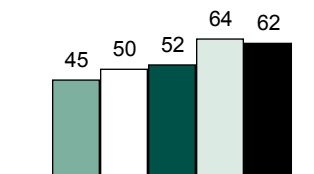
schools with Grade 3 students: 10

schools with Grade 9 Academic students: 2

schools with Grade 6 students: 10

schools with Grade 9 Applied students: 2

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	0%	0%	0%
Students with special needs (excluding gifted)	13%	21%	2%	35%
First language learned at home was other than English	1%	<1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	1%	0%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

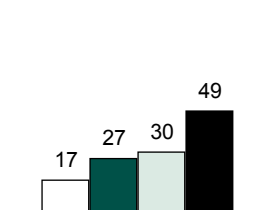
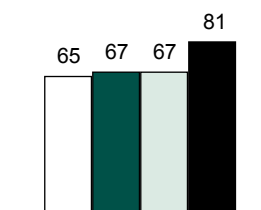
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

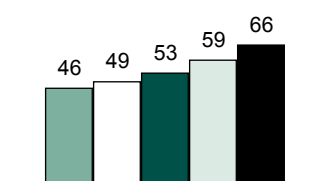
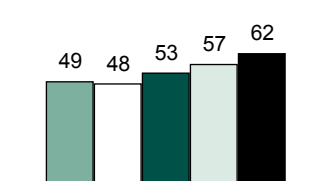
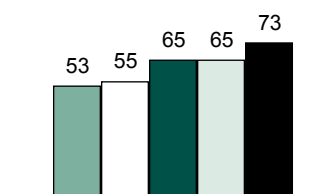
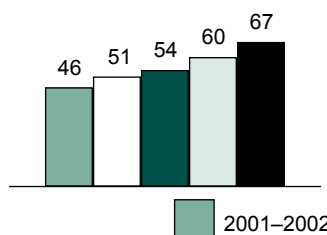
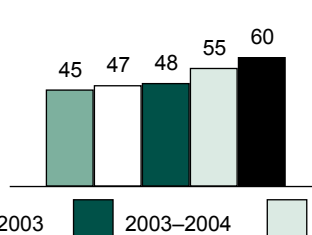
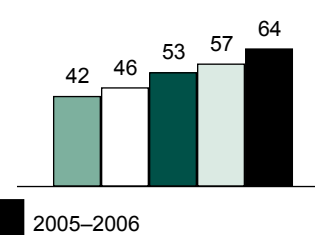
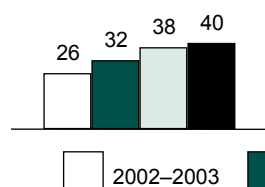
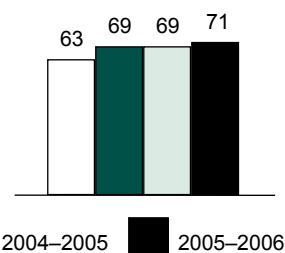
schools with Grade 3 students: 31

schools with Grade 9 Academic students: 8

schools with Grade 6 students: 32

schools with Grade 9 Applied students: 10

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	<1%	0%	<1%	<1%
Students with special needs (excluding gifted)	30%	29%	5%	37%
First language learned at home was other than English	3%	2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	3%	1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Applied Mathematics****Academic Mathematics**

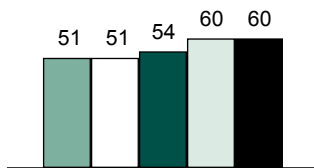
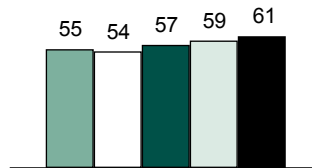
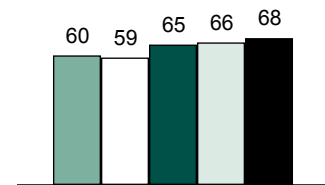
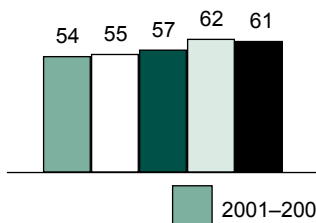
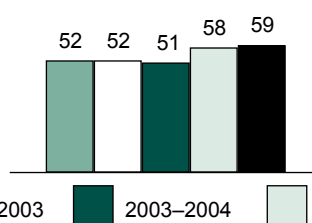
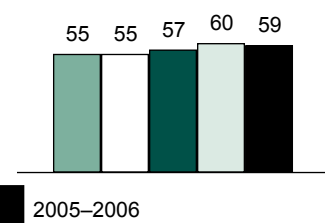
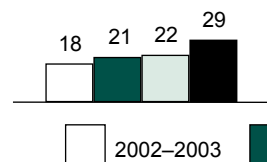
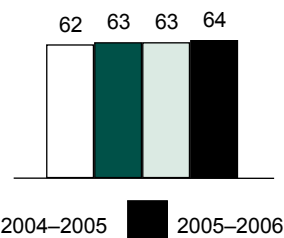
schools with Grade 3 students: 89

schools with Grade 9 Academic students: 21

schools with Grade 6 students: 91

schools with Grade 9 Applied students: 22

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	2%	2%	1%	2%
Students with special needs (excluding gifted)	9%	9%	3%	11%
First language learned at home was other than English	5%	5%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	3%	3%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Applied Mathematics****Academic Mathematics**

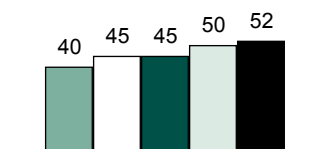
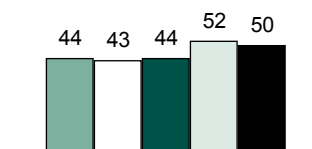
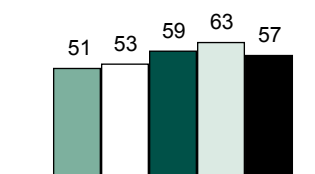
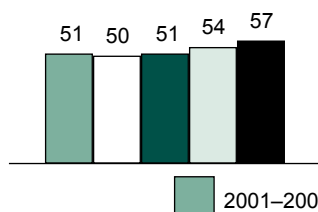
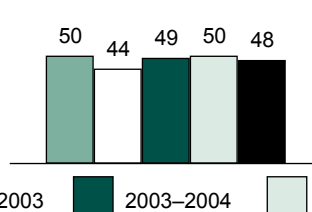
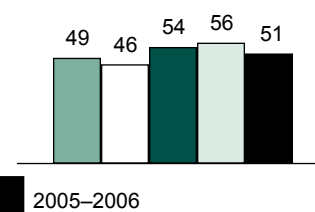
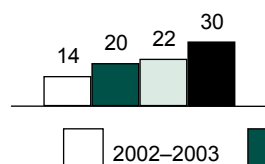
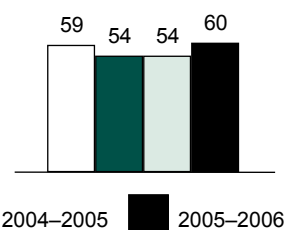
schools with Grade 3 students: 26

schools with Grade 9 Academic students: 10

schools with Grade 6 students: 23

schools with Grade 9 Applied students: 10

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	0%	0%	0%
Students with special needs (excluding gifted)	17%	22%	7%	19%
First language learned at home was other than English	1%	<1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	2%	1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Applied Mathematics****Academic Mathematics**

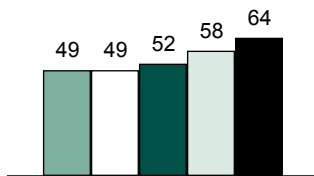
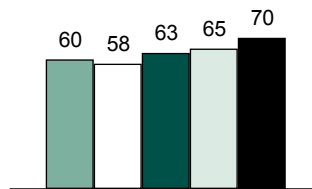
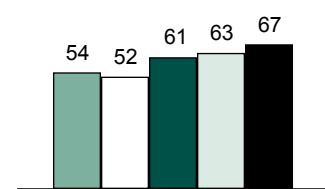
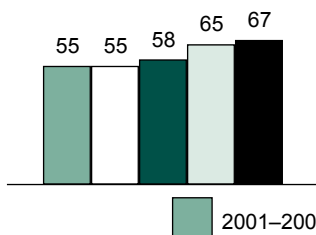
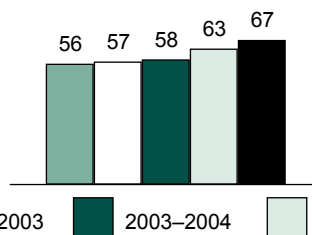
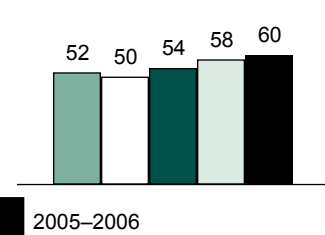
schools with Grade 3 students: 116

schools with Grade 9 Academic students: 22

schools with Grade 6 students: 116

schools with Grade 9 Applied students: 22

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	12%	5%	3%	5%
Students with special needs (excluding gifted)	6%	10%	3%	25%
First language learned at home was other than English	11%	8%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	11%	10%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

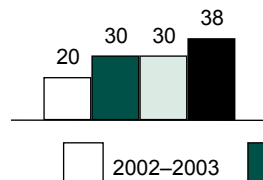
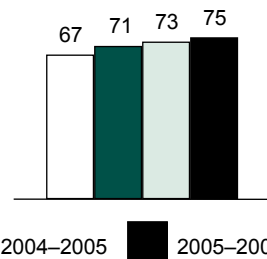
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

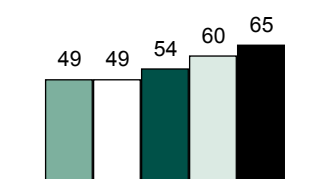
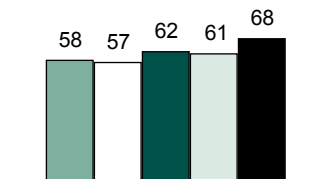
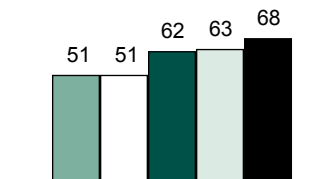
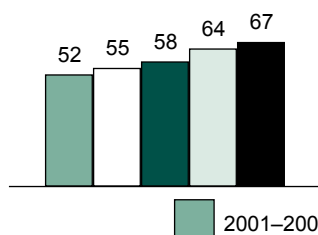
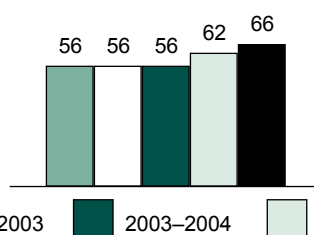
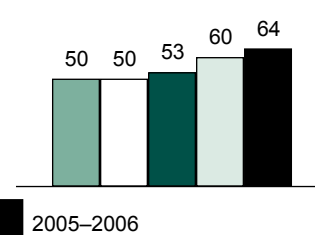
schools with Grade 3 students: 44

schools with Grade 9 Academic students: 7

schools with Grade 6 students: 44

schools with Grade 9 Applied students: 7

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	1%	1%	<1%	<1%
Students with special needs (excluding gifted)	9%	11%	1%	13%
First language learned at home was other than English	3%	3%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	2%	2%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

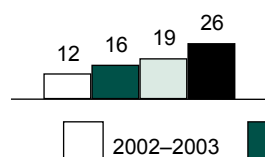
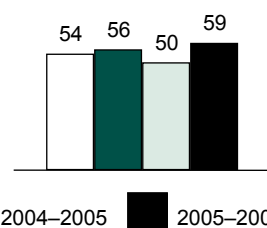
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

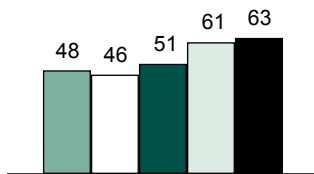
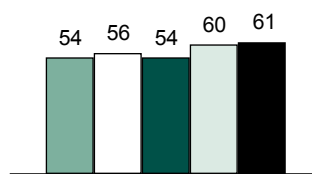
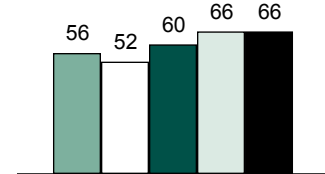
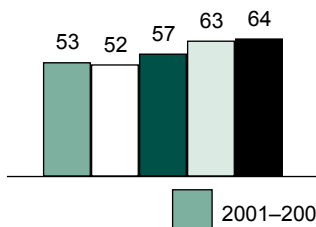
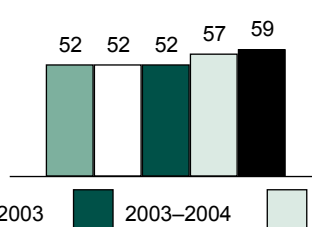
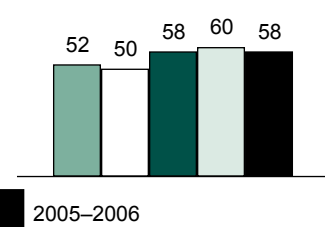
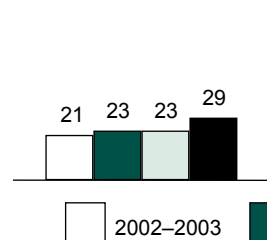
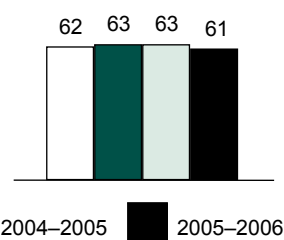
schools with Grade 3 students: 104

schools with Grade 9 Academic students: 19

schools with Grade 6 students: 104

schools with Grade 9 Applied students: 18

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	3%	2%	<1%	<1%
Students with special needs (excluding gifted)	10%	14%	3%	25%
First language learned at home was other than English	5%	5%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	3%	3%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Applied Mathematics****Academic Mathematics**

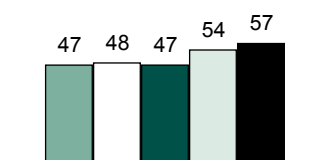
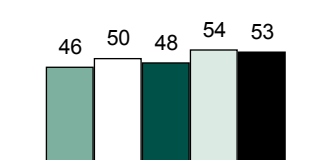
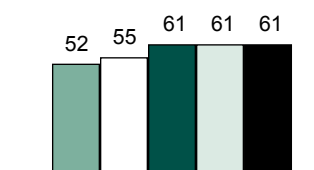
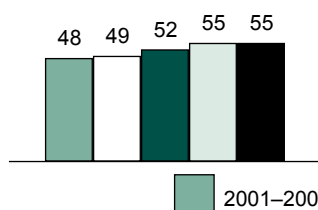
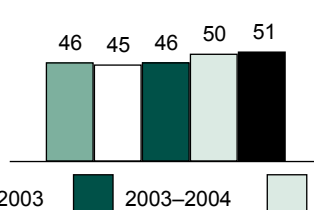
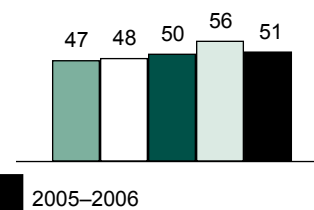
schools with Grade 3 students: 60

schools with Grade 9 Academic students: 13

schools with Grade 6 students: 60

schools with Grade 9 Applied students: 14

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	1%	1%	<1%	<1%
Students with special needs (excluding gifted)	8%	11%	1%	8%
First language learned at home was other than English	4%	3%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	1%	1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

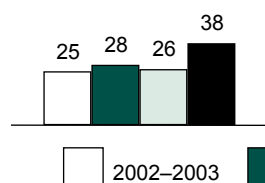
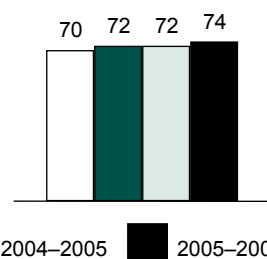
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

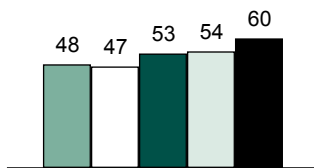
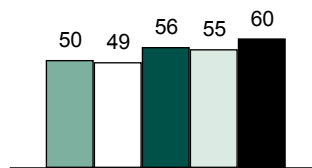
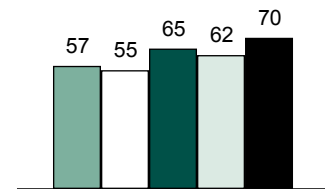
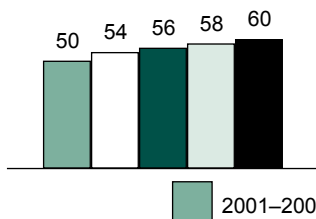
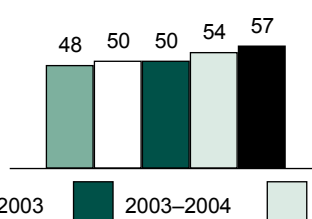
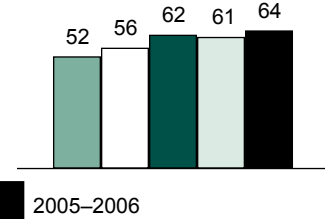
schools with Grade 3 students: 58

schools with Grade 9 Academic students: 14

schools with Grade 6 students: 58

schools with Grade 9 Applied students: 16

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	1%	2%	1%	4%
Students with special needs (excluding gifted)	8%	13%	1%	15%
First language learned at home was other than English	94%	93%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	7%	3%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

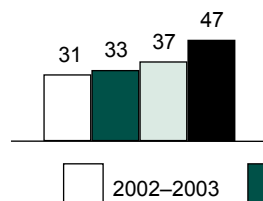
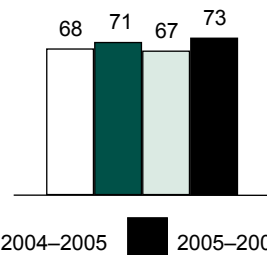
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

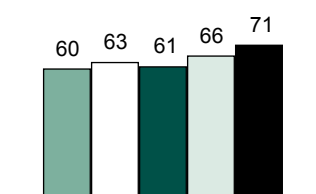
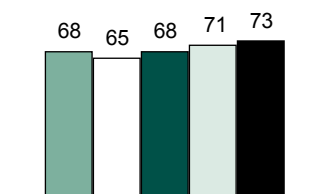
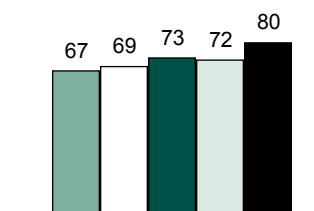
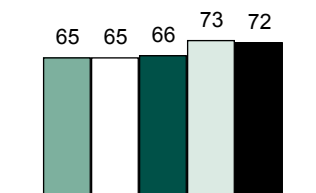
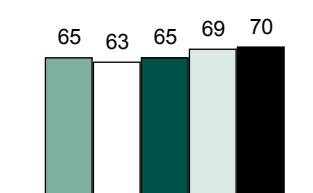
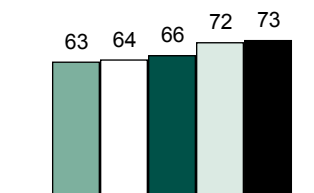
schools with Grade 3 students: 36

schools with Grade 9 Academic students: 7

schools with Grade 6 students: 36

schools with Grade 9 Applied students: 7

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	2%	2%	2%	2%
Students with special needs (excluding gifted)	5%	11%	3%	29%
First language learned at home was other than English	7%	12%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	7%	3%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

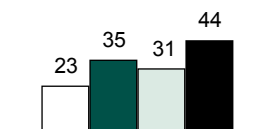
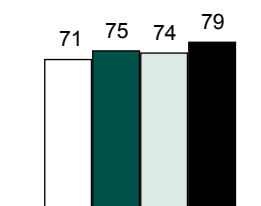
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

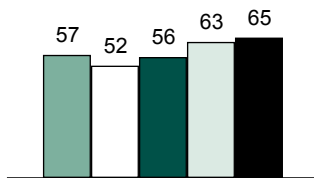
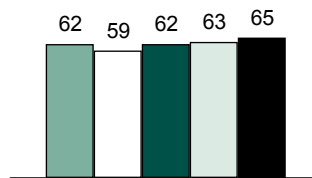
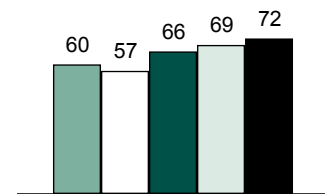
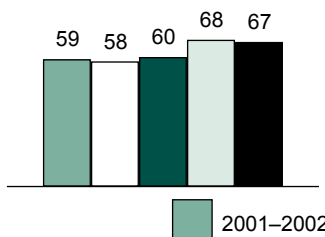
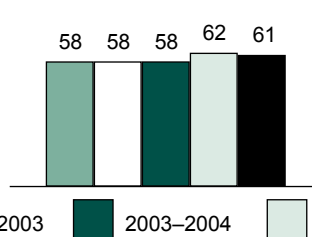
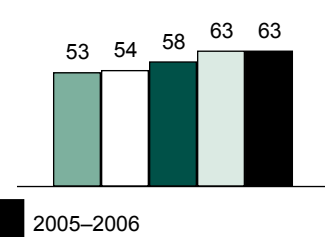
schools with Grade 3 students: 66

schools with Grade 9 Academic students: 15

schools with Grade 6 students: 51

schools with Grade 9 Applied students: 15

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	2%	1%	1%	1%
Students with special needs (excluding gifted)	7%	12%	3%	21%
First language learned at home was other than English	12%	11%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	5%	2%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

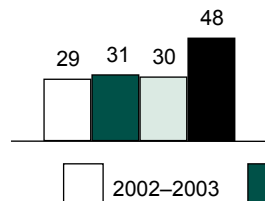
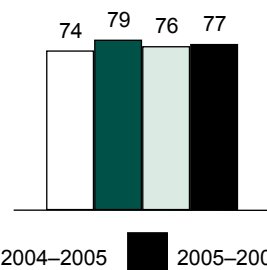
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

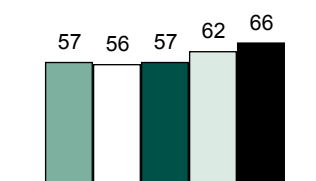
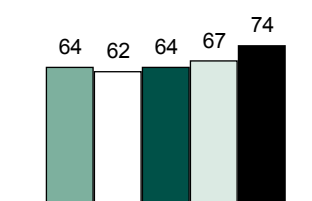
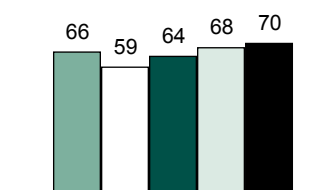
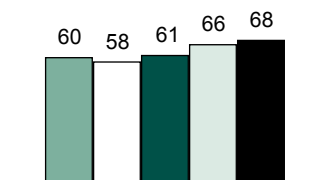
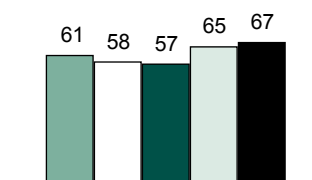
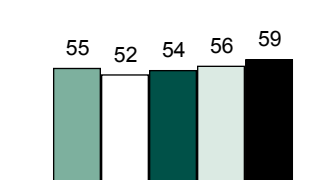
schools with Grade 3 students: 53

schools with Grade 9 Academic students: 7

schools with Grade 6 students: 53

schools with Grade 9 Applied students: 7

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	1%	1%	<1%	3%
Students with special needs (excluding gifted)	10%	12%	2%	21%
First language learned at home was other than English	15%	15%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	5%	8%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

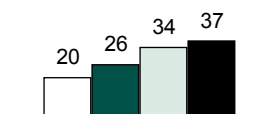
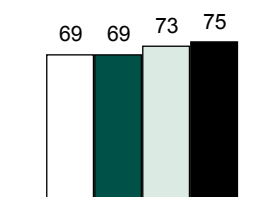
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

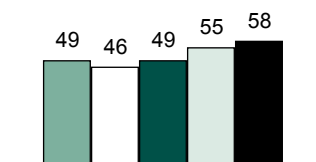
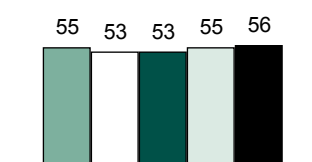
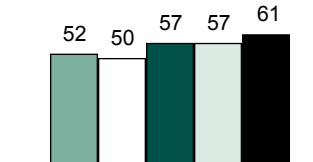
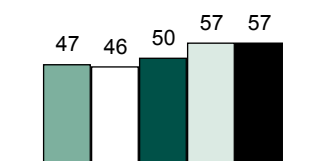
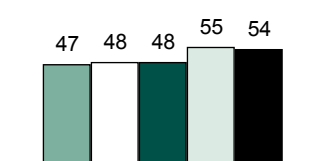
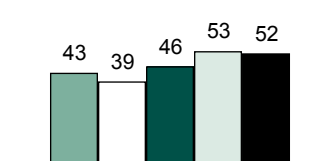
schools with Grade 3 students: 88

schools with Grade 9 Academic students: 17

schools with Grade 6 students: 71

schools with Grade 9 Applied students: 18

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	10%	9%	1%	6%
Students with special needs (excluding gifted)	11%	13%	3%	12%
First language learned at home was other than English	16%	16%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	7%	6%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

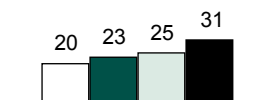
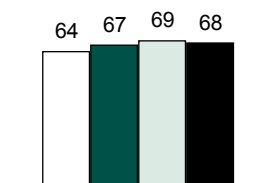
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

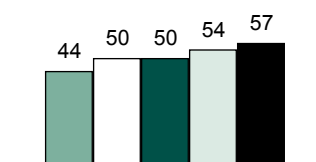
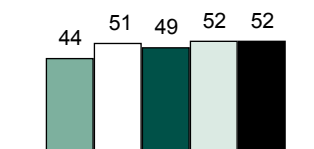
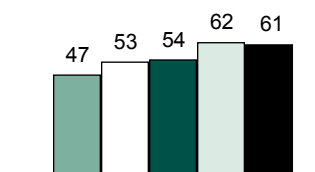
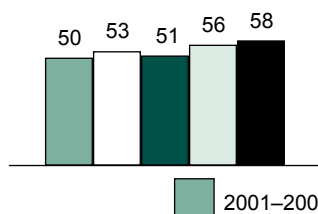
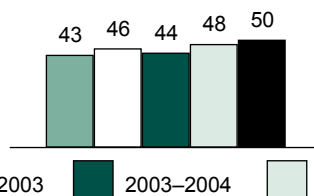
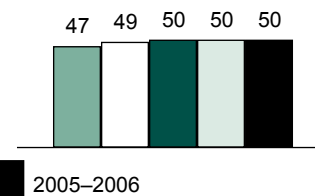
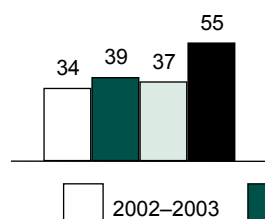
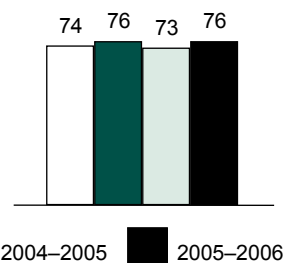
schools with Grade 3 students: 38

schools with Grade 9 Academic students: 8

schools with Grade 6 students: 38

schools with Grade 9 Applied students: 8

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	1%	<1%	1%	0%
Students with special needs (excluding gifted)	18%	20%	2%	20%
First language learned at home was other than English	1%	<1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	2%	1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Applied Mathematics****Academic Mathematics**

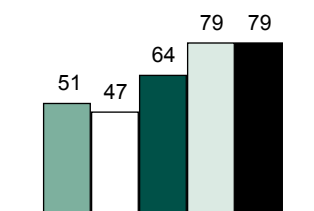
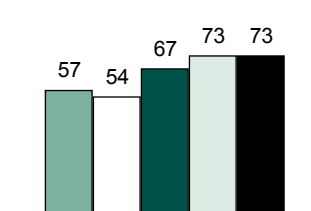
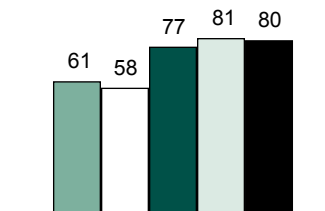
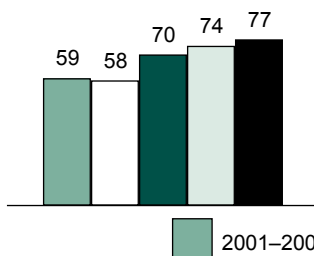
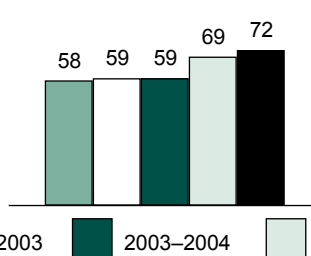
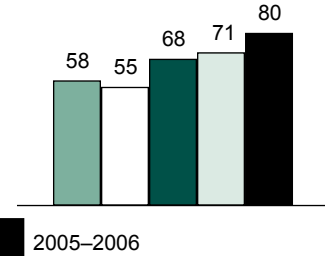
schools with Grade 3 students: 16

schools with Grade 9 Academic students: 2

schools with Grade 6 students: 16

schools with Grade 9 Applied students: 2

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	1%	<1%	0%	0%
Students with special needs (excluding gifted)	14%	22%	6%	38%
First language learned at home was other than English	2%	3%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	2%	3%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

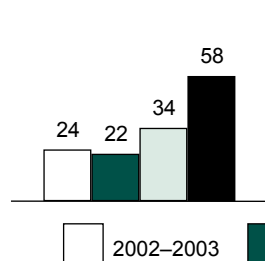
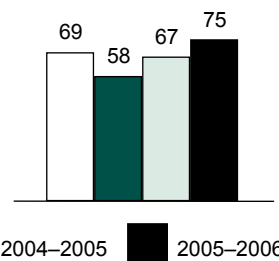
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

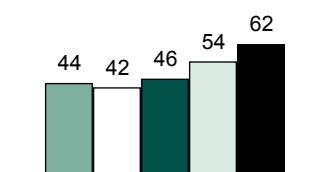
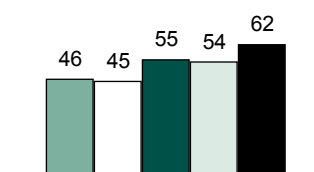
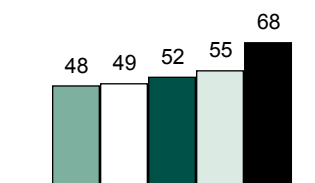
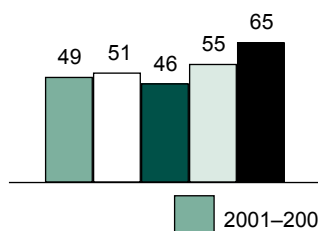
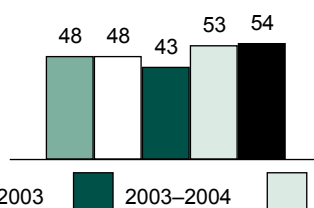
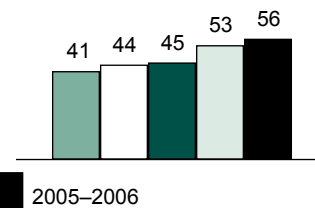
schools with Grade 3 students: 22

schools with Grade 9 Academic students: 3

schools with Grade 6 students: 22

schools with Grade 9 Applied students: 3

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	<1%	0%	0%	0%
Students with special needs (excluding gifted)	14%	18%	1%	32%
First language learned at home was other than English	1%	1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	2%	3%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

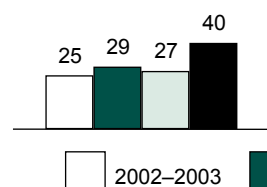
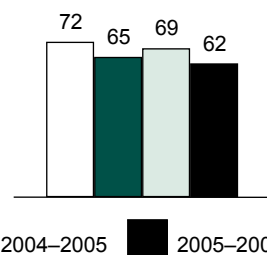
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

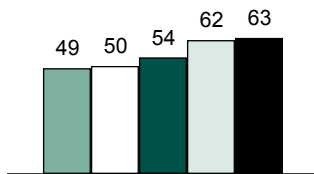
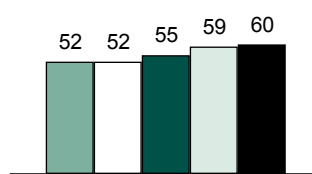
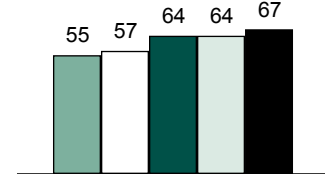
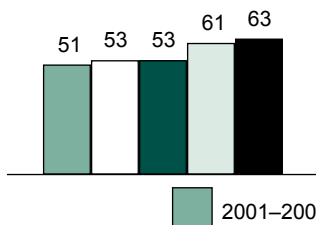
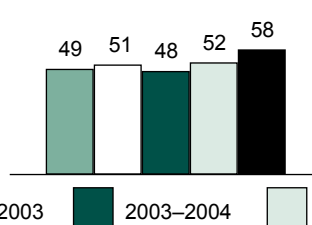
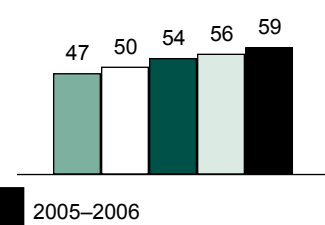
schools with Grade 3 students: 72

schools with Grade 9 Academic students: 16

schools with Grade 6 students: 72

schools with Grade 9 Applied students: 17

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	<1%	<1%	<1%	<1%
Students with special needs (excluding gifted)	24%	20%	3%	26%
First language learned at home was other than English	1%	1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	1%	1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

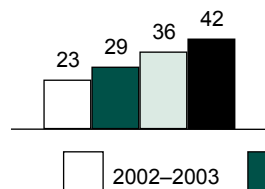
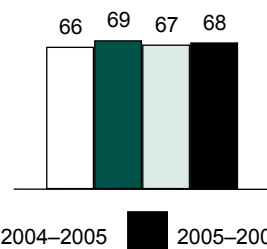
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

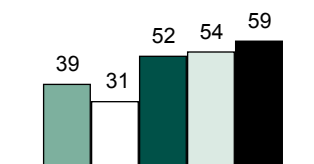
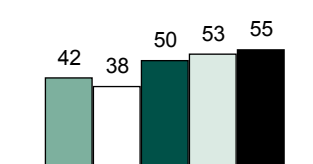
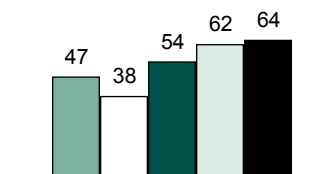
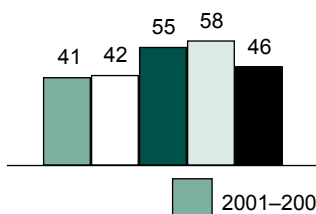
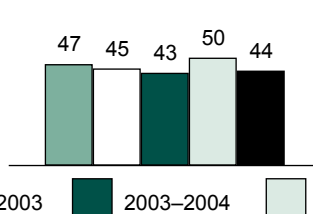
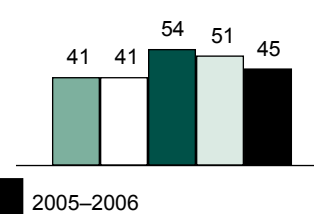
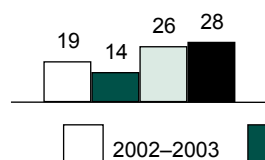
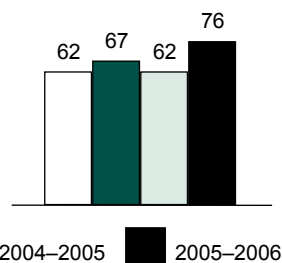
schools with Grade 3 students: 18

schools with Grade 9 Academic students: 5

schools with Grade 6 students: 18

schools with Grade 9 Applied students: 6

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	<1%	0%	0%	6%
Students with special needs (excluding gifted)	19%	26%	3%	31%
First language learned at home was other than English	2%	1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	2%	6%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Applied Mathematics****Academic Mathematics**

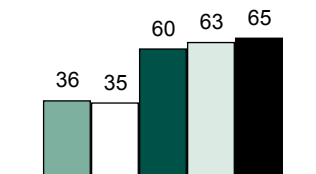
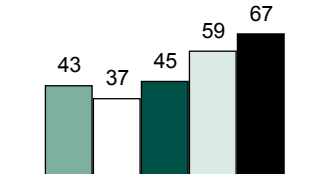
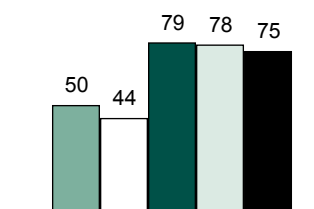
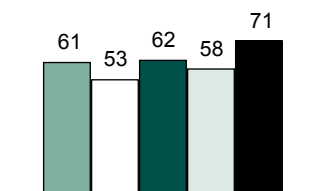
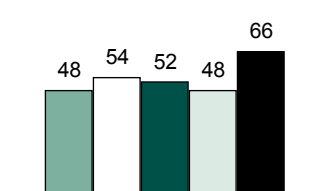
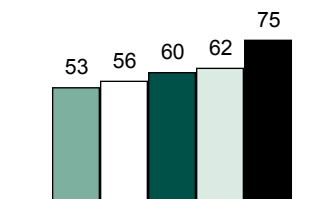
schools with Grade 3 students: 4

schools with Grade 9 Academic students: 1

schools with Grade 6 students: 4

schools with Grade 9 Applied students: 1

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	0%	0%	0%
Students with special needs (excluding gifted)	14%	20%	0%	8%
First language learned at home was other than English	0%	1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	0%	0%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

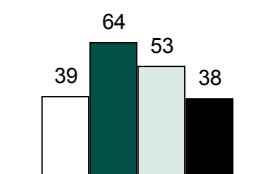
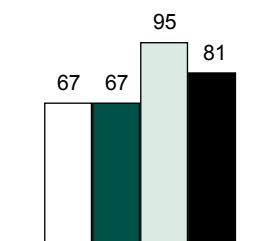
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

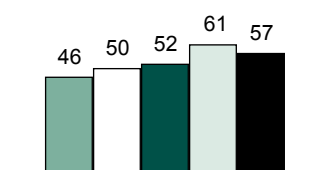
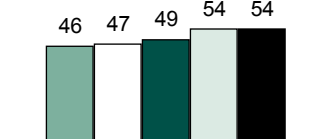
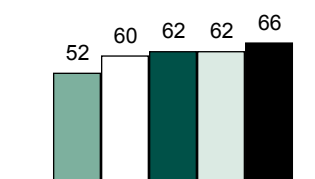
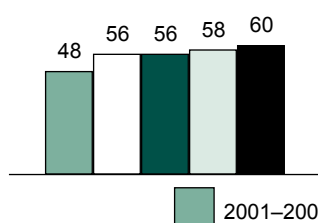
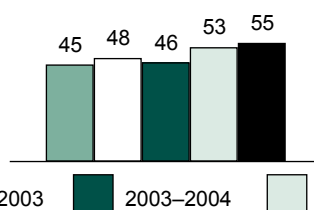
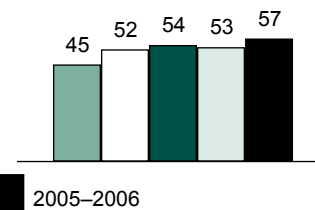
schools with Grade 3 students: 24

schools with Grade 9 Academic students: 5

schools with Grade 6 students: 24

schools with Grade 9 Applied students: 5

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	<1%	<1%	<1%
Students with special needs (excluding gifted)	13%	17%	3%	22%
First language learned at home was other than English	2%	3%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	1%	1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

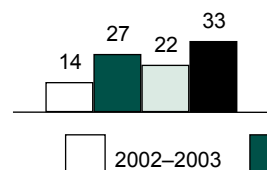
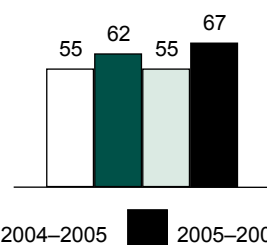
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

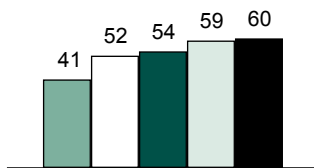
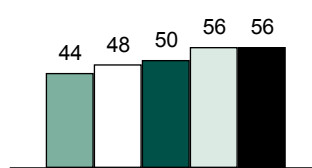
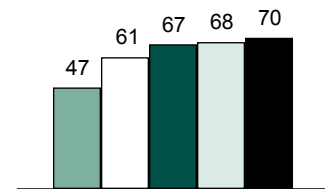
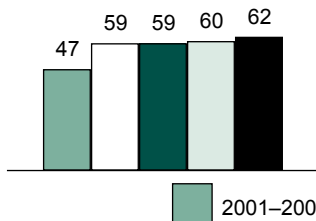
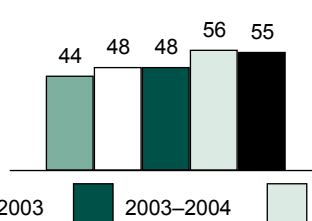
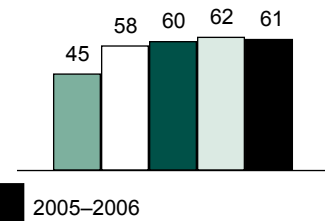
schools with Grade 3 students: 53

schools with Grade 9 Academic students: 12

schools with Grade 6 students: 53

schools with Grade 9 Applied students: 13

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	1%	<1%	<1%	<1%
Students with special needs (excluding gifted)	14%	19%	3%	28%
First language learned at home was other than English	5%	5%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	2%	1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

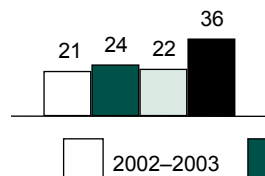
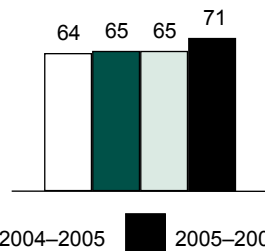
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

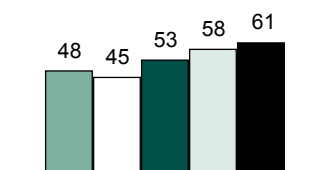
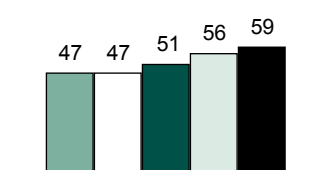
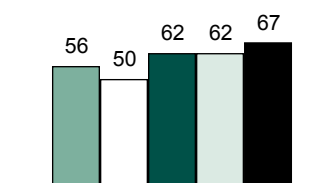
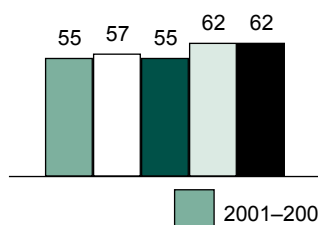
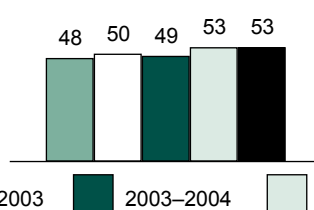
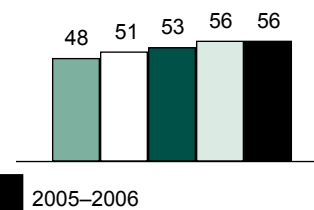
schools with Grade 3 students: 49

schools with Grade 9 Academic students: 12

schools with Grade 6 students: 48

schools with Grade 9 Applied students: 11

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	1%	1%	1%	0%
Students with special needs (excluding gifted)	15%	22%	7%	46%
First language learned at home was other than English	3%	2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	3%	<1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

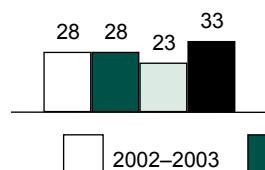
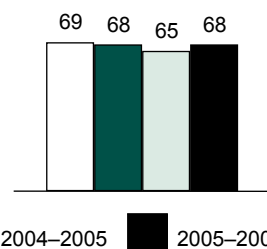
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

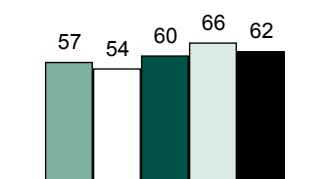
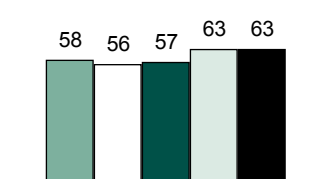
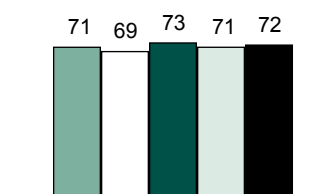
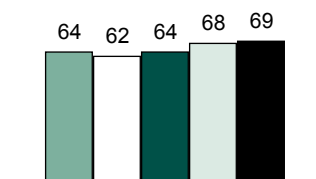
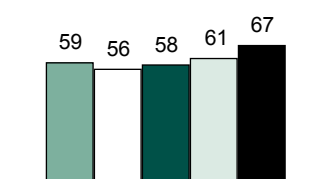
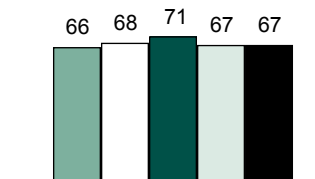
schools with Grade 3 students: 44

schools with Grade 9 Academic students: 8

schools with Grade 6 students: 46

schools with Grade 9 Applied students: 8

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	1%	1%	2%	3%
Students with special needs (excluding gifted)	8%	11%	1%	21%
First language learned at home was other than English	8%	10%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	7%	9%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

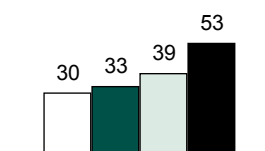
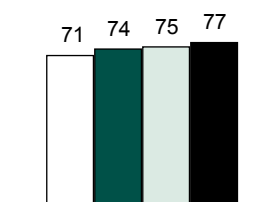
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

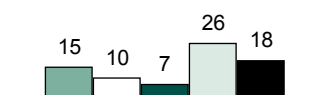
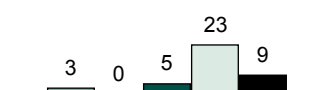
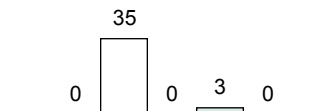
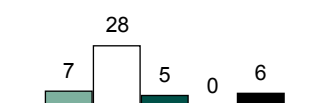
schools with Grade 3 students: 1

schools with Grade 9 Academic students: 0

schools with Grade 6 students: 1

schools with Grade 9 Applied students: 0

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	0%	-	-
Students with special needs (excluding gifted)	27%	39%	-	-
First language learned at home was other than English	3%	0%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	-	-

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

2001-2002
 2002-2003
 2003-2004
 2004-2005
 2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE

EQAO records show that this board did not participate in the Grade 9 assessments.

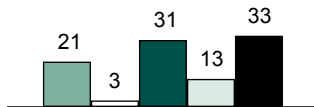
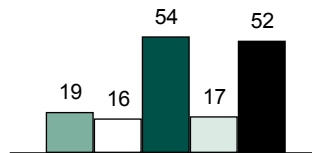
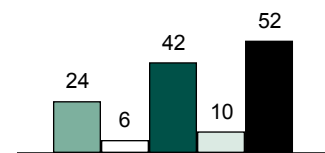
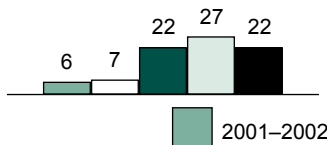
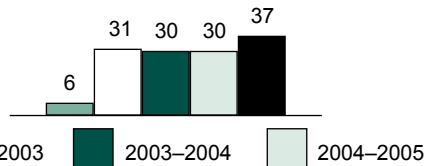
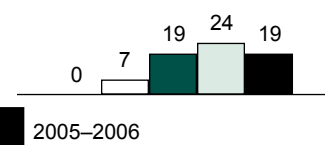
schools with Grade 3 students: 1

schools with Grade 9 Academic students: 0

schools with Grade 6 students: 1

schools with Grade 9 Applied students: 0

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	4%	-	-
Students with special needs (excluding gifted)	9%	11%	-	-
First language learned at home was other than English	6%	0%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	-	-

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**

EQAO records show that this board did not participate in the Grade 9 assessments.

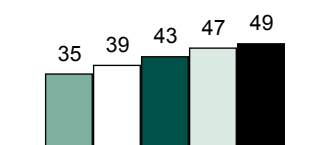
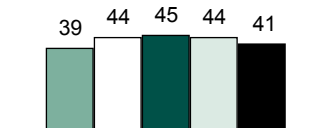
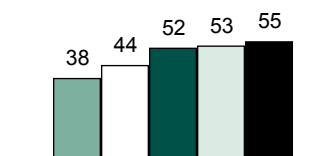
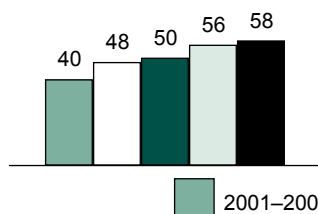
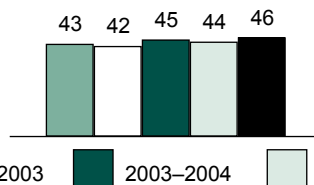
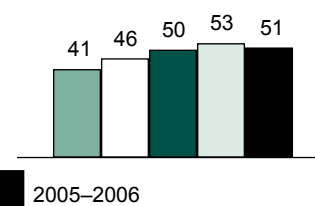
schools with Grade 3 students: 33

schools with Grade 9 Academic students: 7

schools with Grade 6 students: 35

schools with Grade 9 Applied students: 7

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	<1%	1%	0%	0%
Students with special needs (excluding gifted)	18%	23%	4%	24%
First language learned at home was other than English	1%	1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	1%	1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

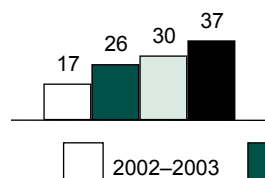
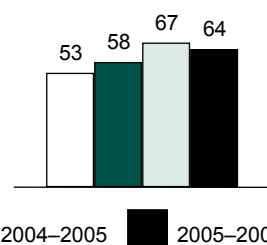
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

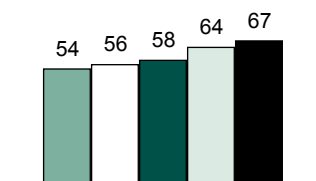
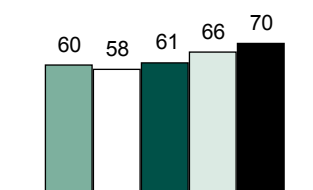
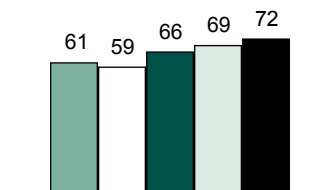
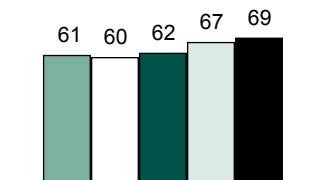
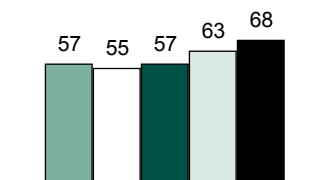
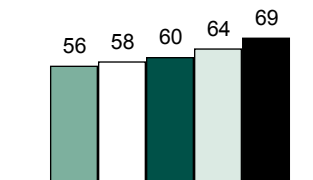
schools with Grade 3 students: 50

schools with Grade 9 Academic students: 8

schools with Grade 6 students: 50

schools with Grade 9 Applied students: 8

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	1%	1%	1%	1%
Students with special needs (excluding gifted)	15%	17%	1%	24%
First language learned at home was other than English	5%	6%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	4%	4%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

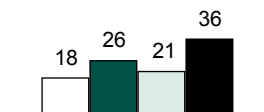
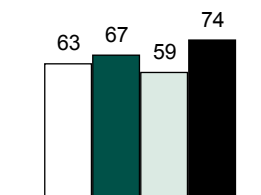
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

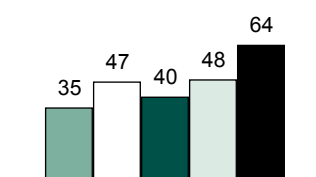
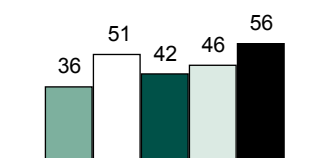
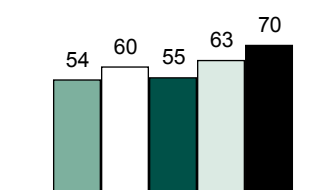
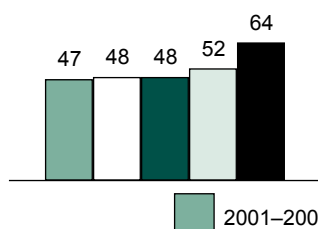
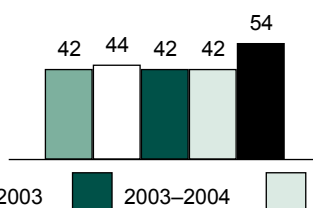
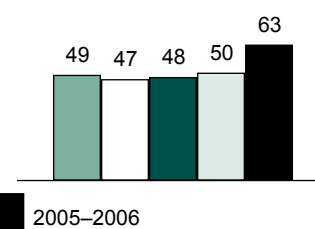
schools with Grade 3 students: 15

schools with Grade 9 Academic students: 1

schools with Grade 6 students: 13

schools with Grade 9 Applied students: 1

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	0%	0%	0%
Students with special needs (excluding gifted)	31%	27%	7%	31%
First language learned at home was other than English	<1%	0%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	2%	1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

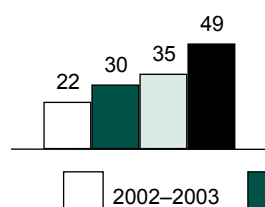
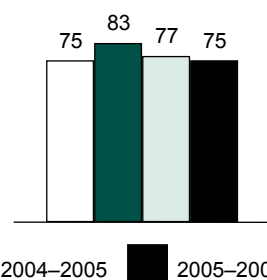
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

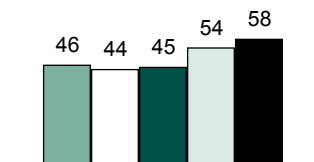
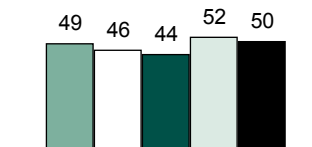
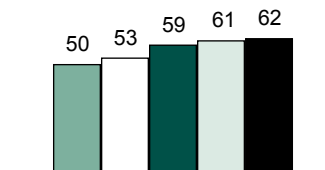
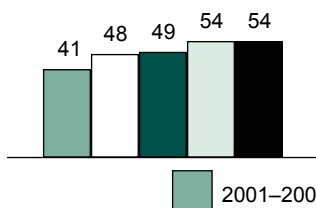
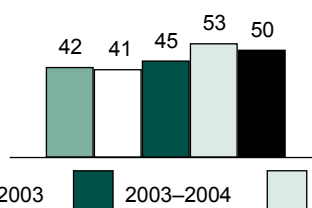
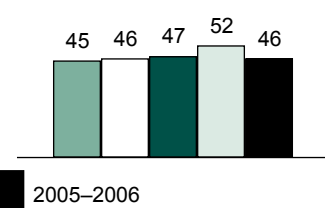
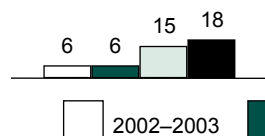
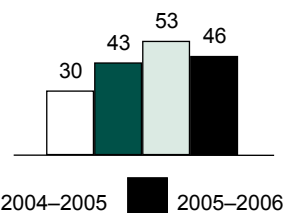
schools with Grade 3 students: 10

schools with Grade 9 Academic students: 1

schools with Grade 6 students: 10

schools with Grade 9 Applied students: 1

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	0%	0%	0%
Students with special needs (excluding gifted)	27%	25%	2%	24%
First language learned at home was other than English	2%	3%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	2%	6%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Applied Mathematics****Academic Mathematics**

schools with Grade 3 students: 4

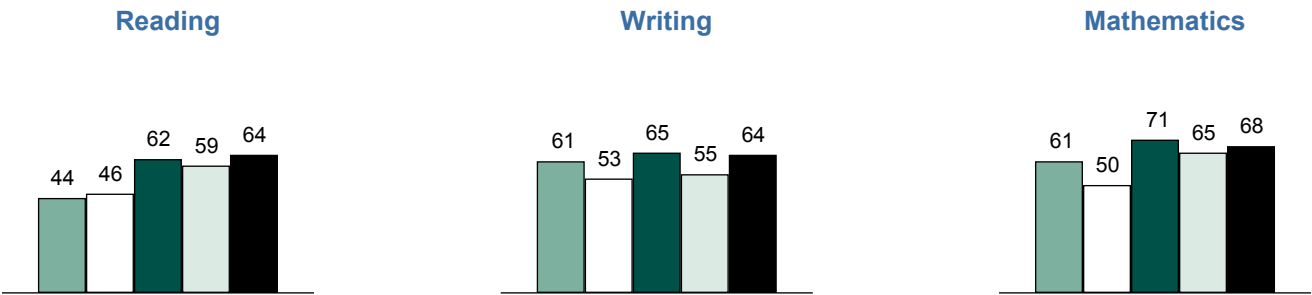
schools with Grade 6 students: 4

schools with Grade 9 Academic students: 0

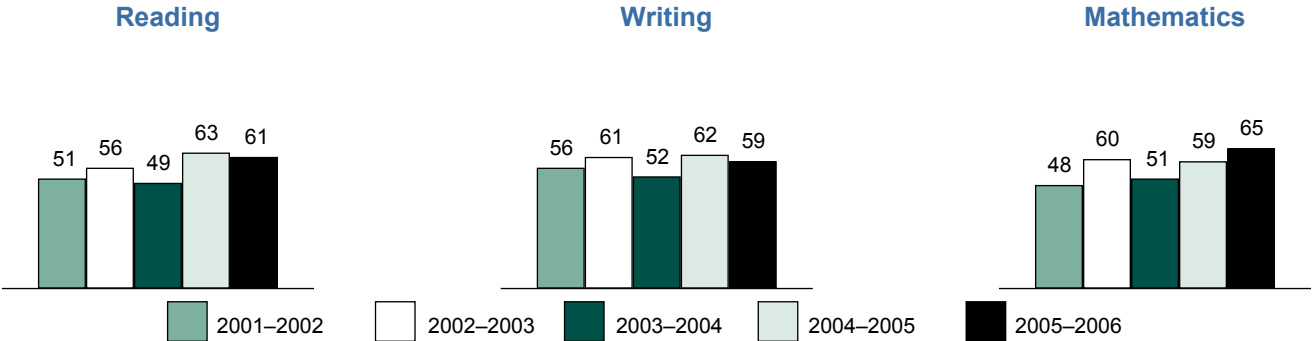
schools with Grade 9 Applied students: 0

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	0%	-	-
Students with special needs (excluding gifted)	16%	17%	-	-
First language learned at home was other than English	2%	0%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	-	-

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE



GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE



GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE

EQAO records show that this board did not participate in the Grade 9 assessments.

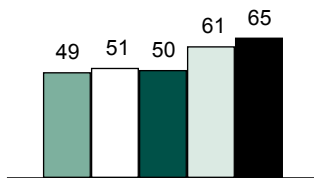
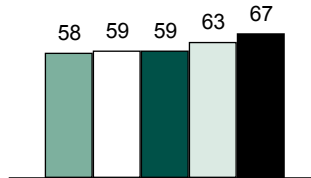
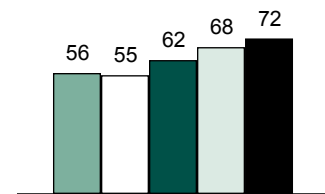
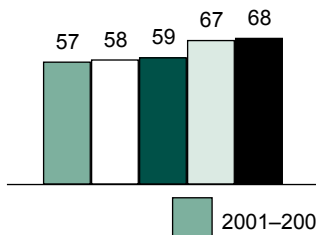
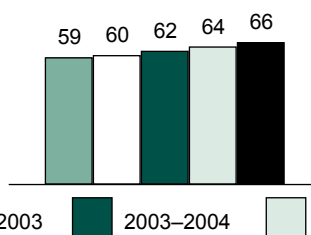
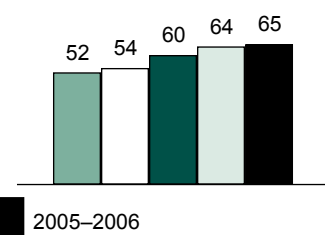
schools with Grade 3 students: 62

schools with Grade 9 Academic students: 14

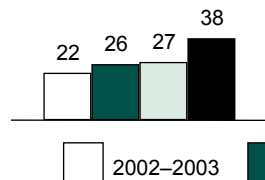
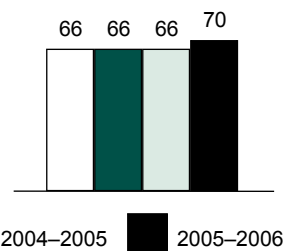
schools with Grade 6 students: 62

schools with Grade 9 Applied students: 14

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	9%	7%	<1%	1%
Students with special needs (excluding gifted)	11%	14%	5%	27%
First language learned at home was other than English	7%	8%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	6%	6%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

2001-2002
 2002-2003
 2003-2004
 2004-2005
 2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003
 2003-2004
 2004-2005
 2005-2006

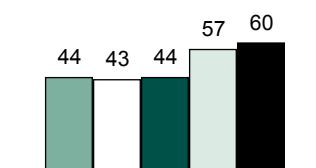
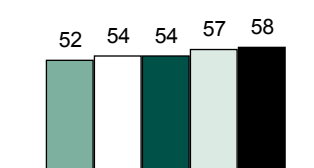
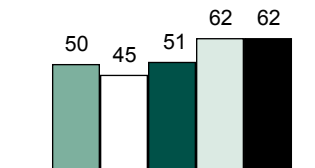
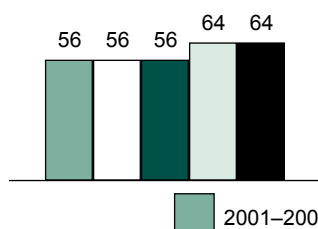
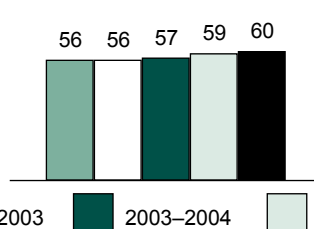
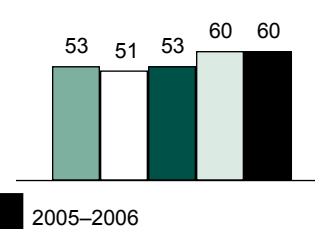
schools with Grade 3 students: 106

schools with Grade 9 Academic students: 24

schools with Grade 6 students: 92

schools with Grade 9 Applied students: 29

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	16%	11%	2%	10%
Students with special needs (excluding gifted)	14%	18%	9%	34%
First language learned at home was other than English	23%	22%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	9%	8%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

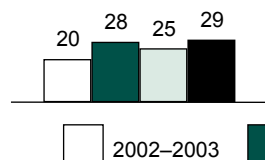
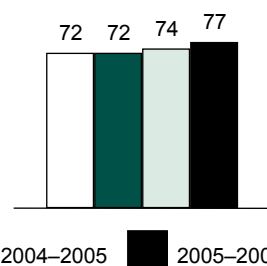
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

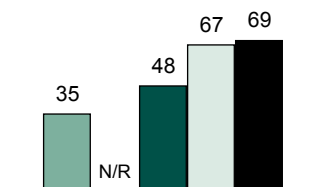
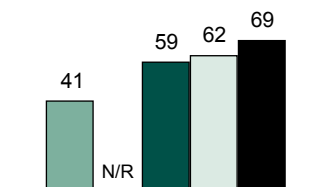
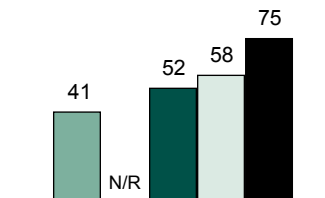
schools with Grade 3 students: 1

schools with Grade 9 Academic students: 0

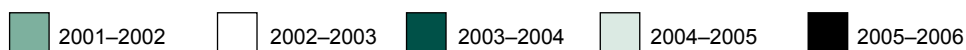
schools with Grade 6 students: 1

schools with Grade 9 Applied students: 0

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	0%	-	-
Students with special needs (excluding gifted)	0%	0%	-	-
First language learned at home was other than English	0%	0%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	-	-

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**

To protect against disclosure of personal information associated with individual students, results for this board are not being provided.

**GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**

EQAO records show that this board did not participate in the Grade 9 assessments.

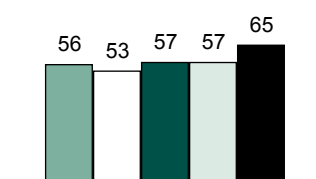
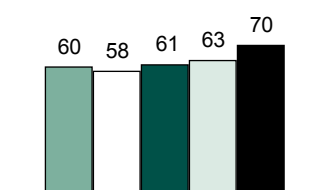
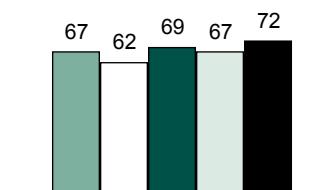
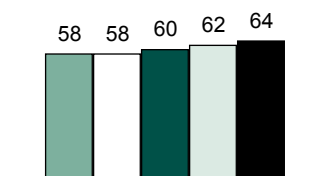
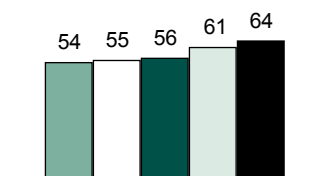
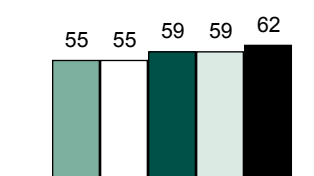
schools with Grade 3 students: 147

schools with Grade 9 Academic students: 27

schools with Grade 6 students: 94

schools with Grade 9 Applied students: 31

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	42%	26%	5%	12%
Students with special needs (excluding gifted)	5%	10%	3%	23%
First language learned at home was other than English	9%	7%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	12%	9%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

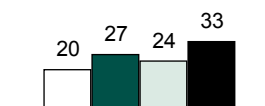
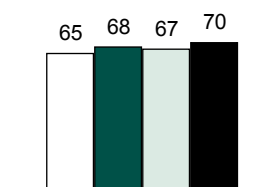
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

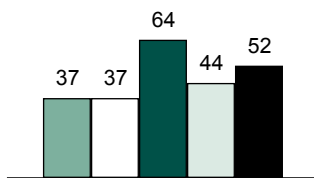
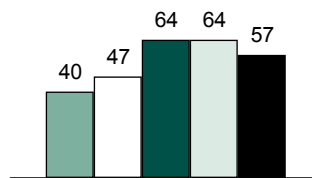
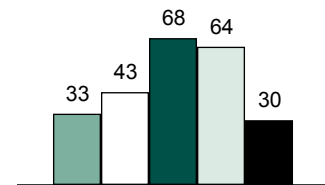
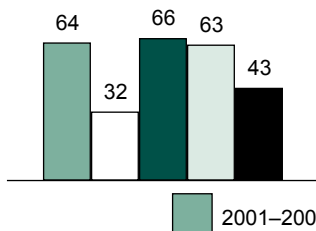
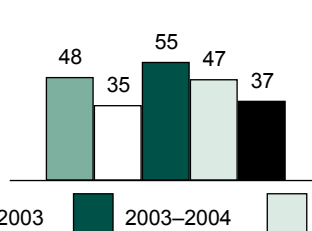
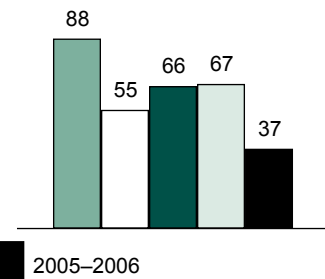
schools with Grade 3 students: 1

schools with Grade 9 Academic students: 0

schools with Grade 6 students: 1

schools with Grade 9 Applied students: 0

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	0%	-	-
Students with special needs (excluding gifted)	0%	10%	-	-
First language learned at home was other than English	0%	0%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	-	-

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**

EQAO records show that this board did not participate in the Grade 9 assessments.

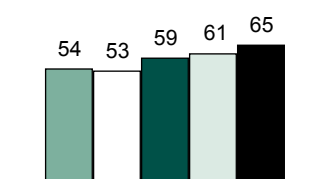
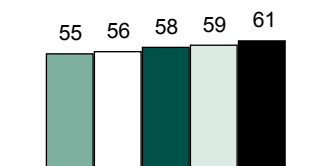
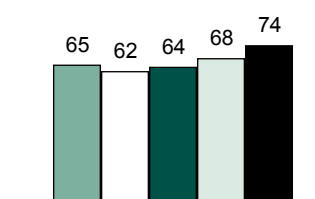
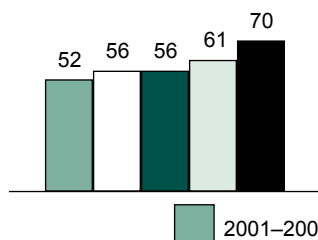
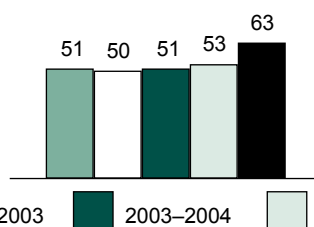
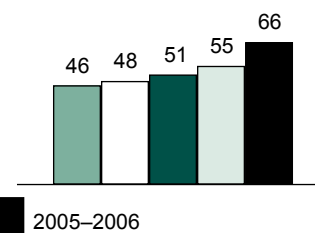
schools with Grade 3 students: 31

schools with Grade 9 Academic students: 6

schools with Grade 6 students: 31

schools with Grade 9 Applied students: 6

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	0%	0%	<1%
Students with special needs (excluding gifted)	22%	22%	3%	29%
First language learned at home was other than English	2%	2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	2%	1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

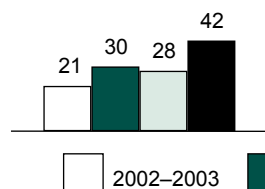
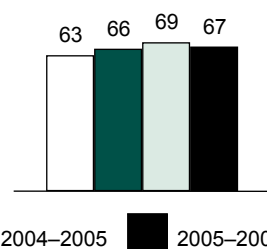
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

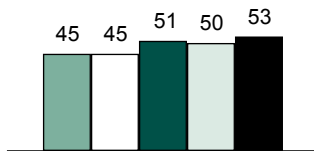
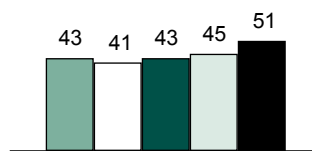
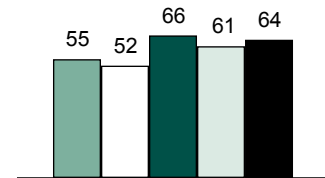
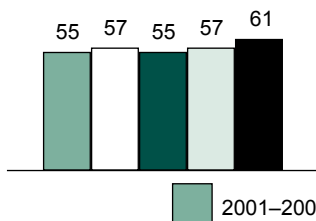
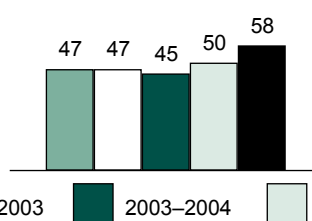
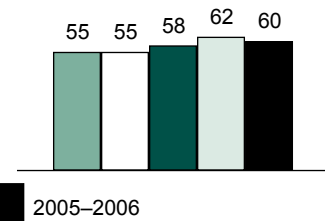
schools with Grade 3 students: 34

schools with Grade 9 Academic students: 9

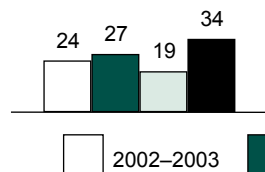
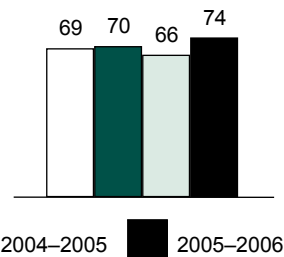
schools with Grade 6 students: 33

schools with Grade 9 Applied students: 9

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	1%	<1%	<1%	0%
Students with special needs (excluding gifted)	8%	13%	2%	18%
First language learned at home was other than English	2%	2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	1%	<1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

2001-2002
 2002-2003
 2003-2004
 2004-2005
 2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003
 2003-2004
 2004-2005
 2005-2006

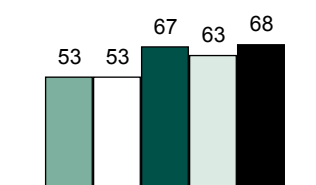
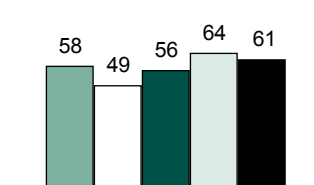
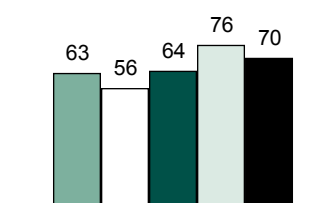
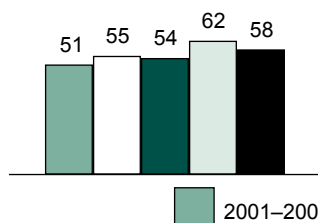
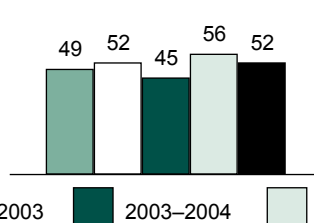
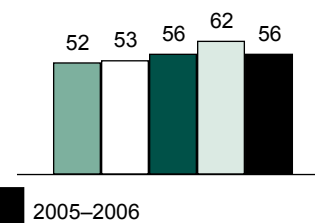
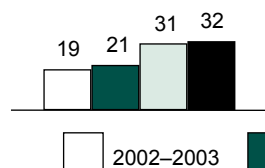
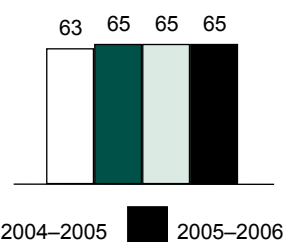
schools with Grade 3 students: 10

schools with Grade 9 Academic students: 3

schools with Grade 6 students: 9

schools with Grade 9 Applied students: 3

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	0%	0%	0%
Students with special needs (excluding gifted)	16%	23%	2%	29%
First language learned at home was other than English	1%	2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	2%	2%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Applied Mathematics****Academic Mathematics**

schools with Grade 3 students: 1

schools with Grade 9 Academic students: 0

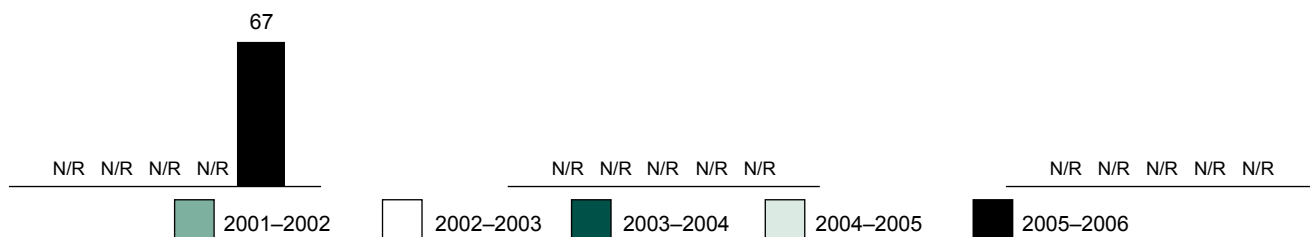
schools with Grade 6 students: 1

schools with Grade 9 Applied students: 0

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	0%	-	-
Students with special needs (excluding gifted)	10%	20%	-	-
First language learned at home was other than English	0%	7%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	-	-

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE

To protect against disclosure of personal information associated with individual students, results for this board are not being provided.

GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**

EQAO records show that this board did not participate in the Grade 9 assessments.

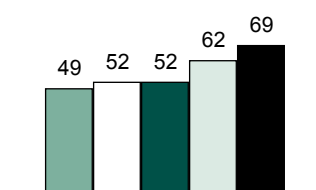
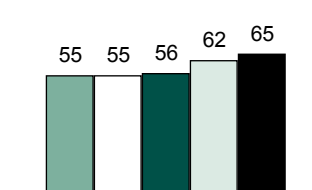
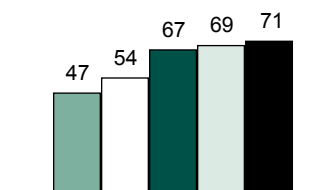
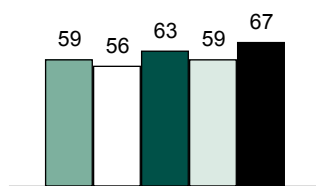
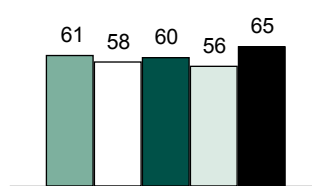
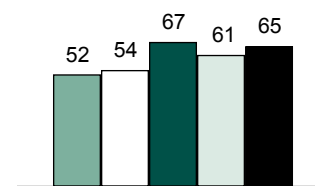
schools with Grade 3 students: 20

schools with Grade 9 Academic students: 2

schools with Grade 6 students: 20

schools with Grade 9 Applied students: 2

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	<1%	0%	0%
Students with special needs (excluding gifted)	16%	17%	1%	18%
First language learned at home was other than English	1%	<1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	1%	0%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

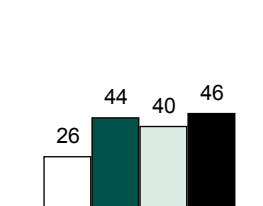
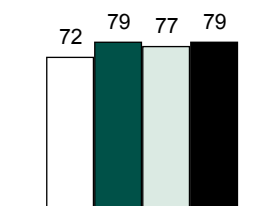
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

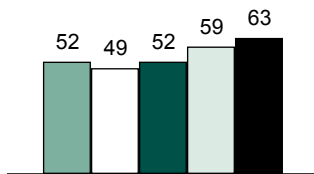
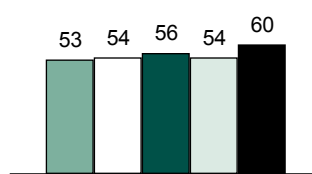
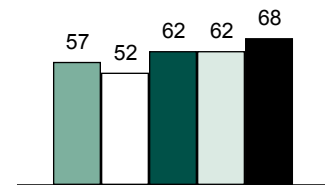
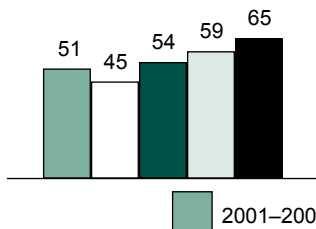
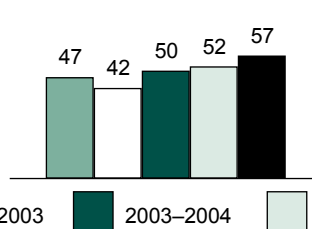
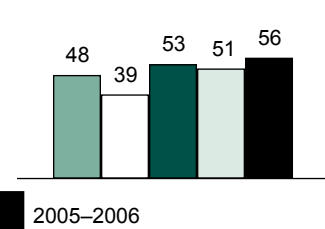
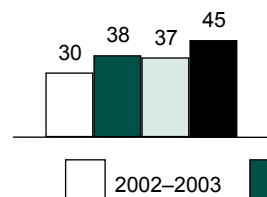
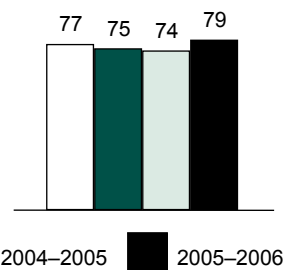
schools with Grade 3 students: 22

schools with Grade 9 Academic students: 7

schools with Grade 6 students: 21

schools with Grade 9 Applied students: 7

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	<1%	0%	0%	0%
Students with special needs (excluding gifted)	18%	22%	3%	26%
First language learned at home was other than English	3%	2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	1%	1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Applied Mathematics****Academic Mathematics**

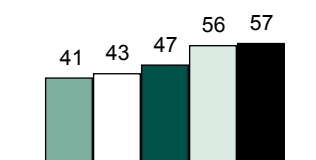
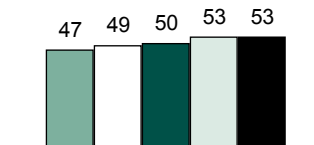
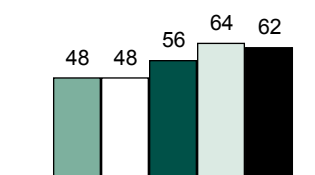
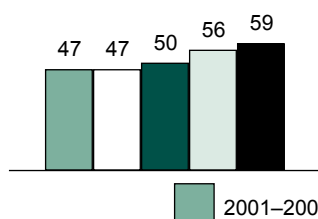
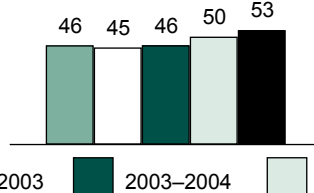
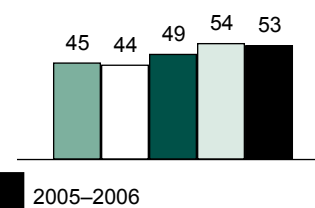
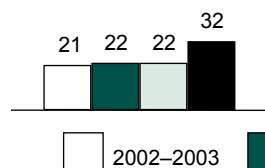
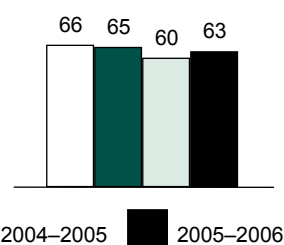
schools with Grade 3 students: 91

schools with Grade 9 Academic students: 16

schools with Grade 6 students: 91

schools with Grade 9 Applied students: 16

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	1%	<1%	<1%	<1%
Students with special needs (excluding gifted)	11%	14%	2%	18%
First language learned at home was other than English	9%	8%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	2%	2%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Applied Mathematics****Academic Mathematics**

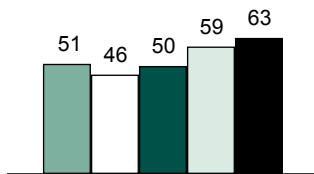
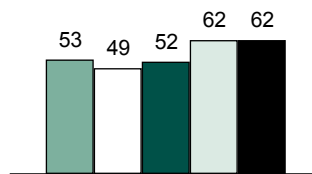
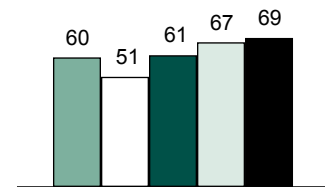
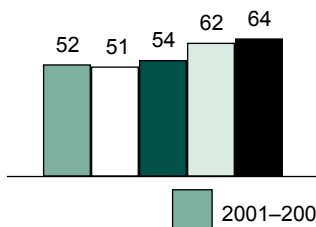
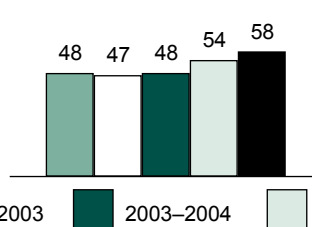
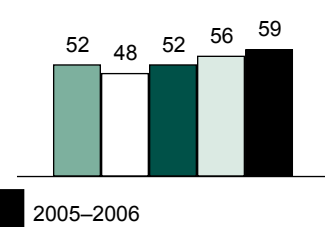
schools with Grade 3 students: 42

schools with Grade 9 Academic students: 9

schools with Grade 6 students: 41

schools with Grade 9 Applied students: 9

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	<1%	0%	0%	<1%
Students with special needs (excluding gifted)	14%	14%	2%	26%
First language learned at home was other than English	1%	<1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	3%	3%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

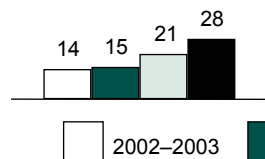
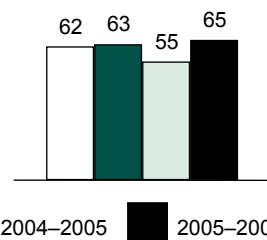
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

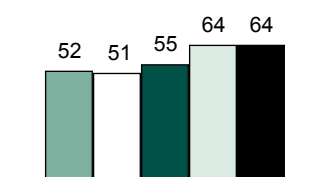
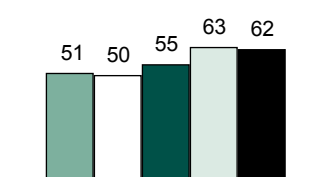
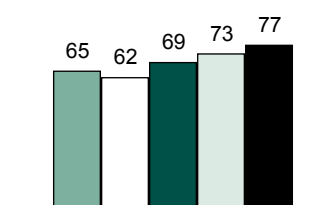
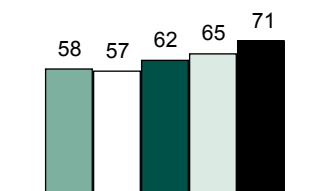
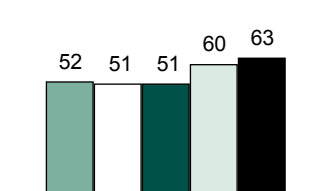
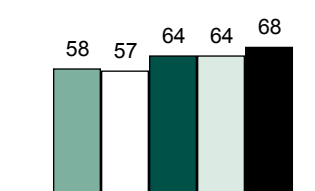
schools with Grade 3 students: 29

schools with Grade 9 Academic students: 3

schools with Grade 6 students: 29

schools with Grade 9 Applied students: 3

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	<1%	<1%	<1%	1%
Students with special needs (excluding gifted)	14%	16%	2%	30%
First language learned at home was other than English	<1%	1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	2%	3%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

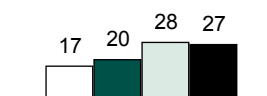
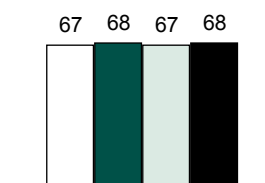
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

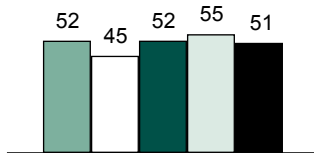
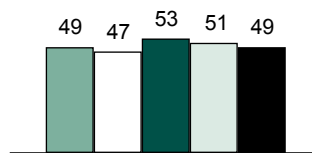
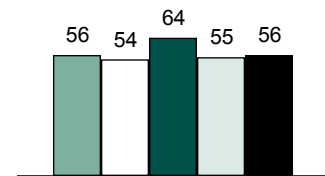
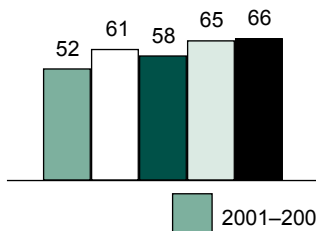
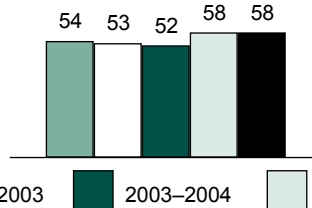
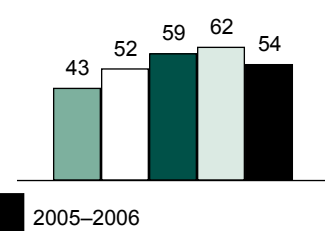
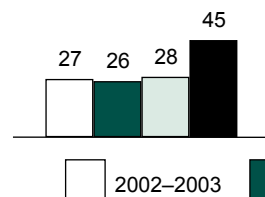
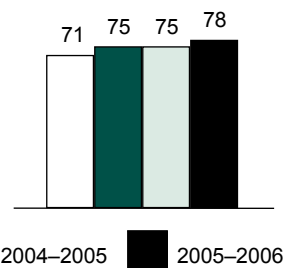
schools with Grade 3 students: 19

schools with Grade 9 Academic students: 4

schools with Grade 6 students: 19

schools with Grade 9 Applied students: 3

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	<1%	0%	0%	0%
Students with special needs (excluding gifted)	14%	16%	3%	30%
First language learned at home was other than English	1%	1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	1%	1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Applied Mathematics****Academic Mathematics**

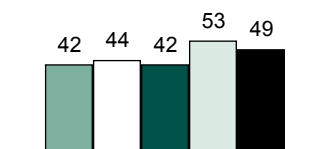
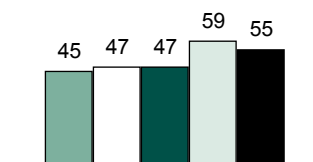
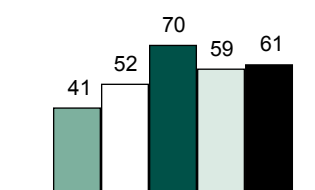
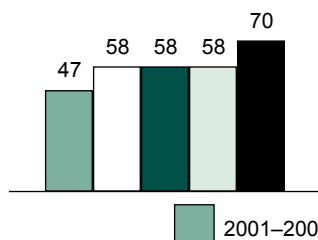
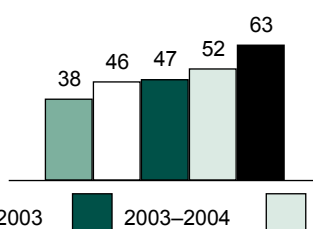
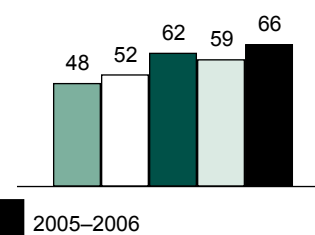
schools with Grade 3 students: 8

schools with Grade 9 Academic students: 0

schools with Grade 6 students: 9

schools with Grade 9 Applied students: 0

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	0%	-	-
Students with special needs (excluding gifted)	11%	15%	-	-
First language learned at home was other than English	0%	0%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	-	-

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE

EQAO records show that this board did not participate in the Grade 9 assessments.

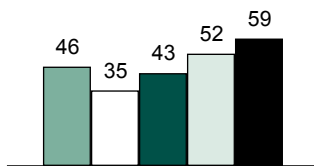
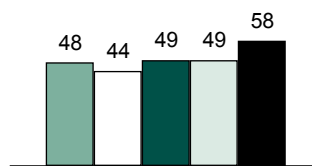
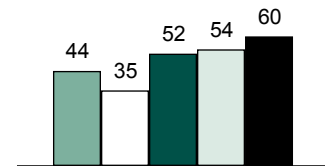
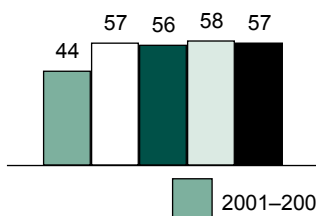
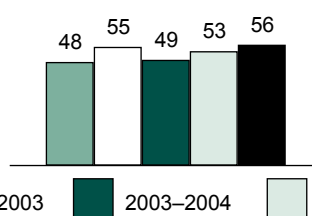
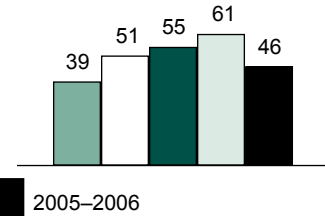
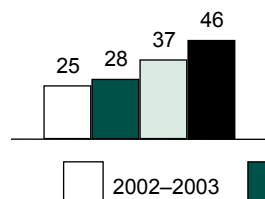
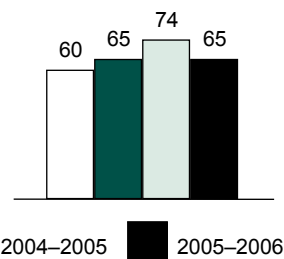
schools with Grade 3 students: 10

schools with Grade 9 Academic students: 5

schools with Grade 6 students: 10

schools with Grade 9 Applied students: 5

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	0%	0%	0%
Students with special needs (excluding gifted)	13%	27%	3%	24%
First language learned at home was other than English	2%	0%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	0%	1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Applied Mathematics****Academic Mathematics**

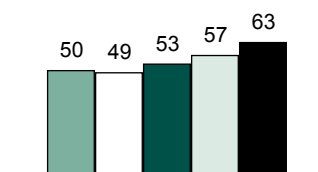
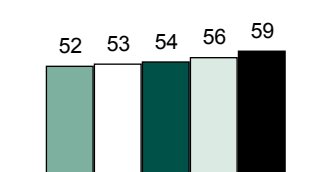
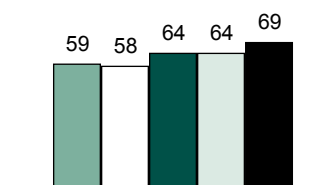
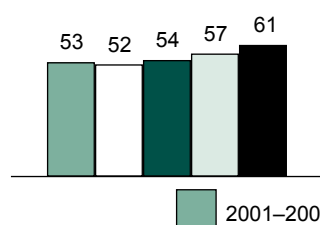
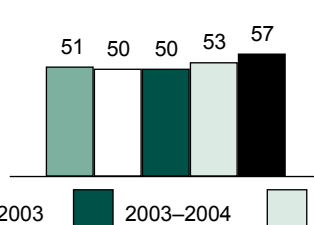
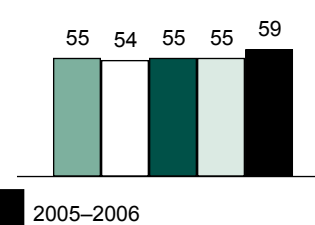
schools with Grade 3 students: 146

schools with Grade 9 Academic students: 27

schools with Grade 6 students: 146

schools with Grade 9 Applied students: 27

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	7%	3%	1%	2%
Students with special needs (excluding gifted)	10%	16%	2%	15%
First language learned at home was other than English	4%	3%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	5%	4%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

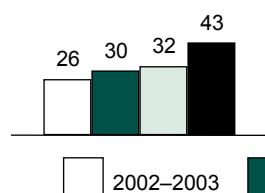
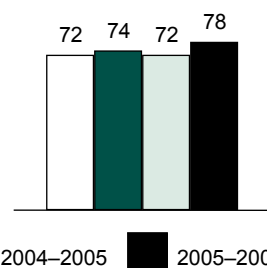
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

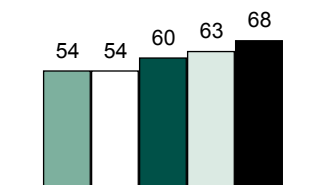
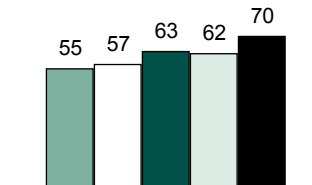
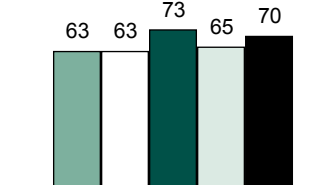
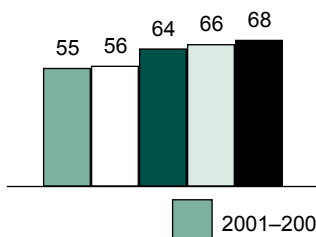
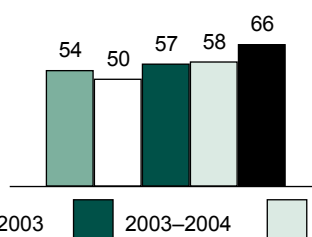
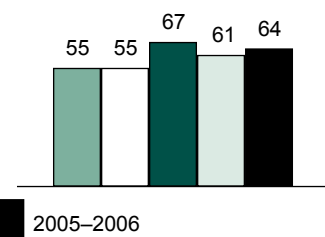
schools with Grade 3 students: 16

schools with Grade 9 Academic students: 2

schools with Grade 6 students: 16

schools with Grade 9 Applied students: 2

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	1%	<1%	0%	<1%
Students with special needs (excluding gifted)	18%	18%	2%	18%
First language learned at home was other than English	1%	<1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	2%	1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

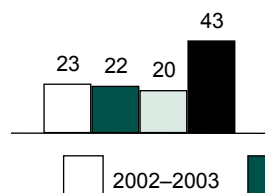
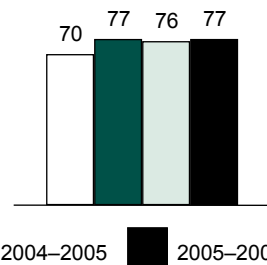
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

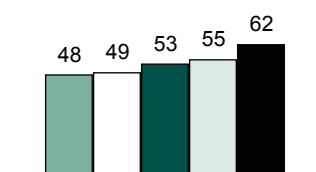
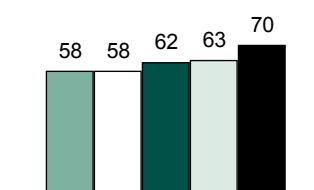
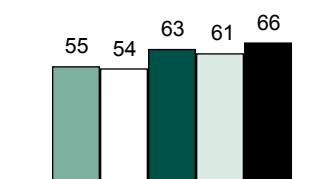
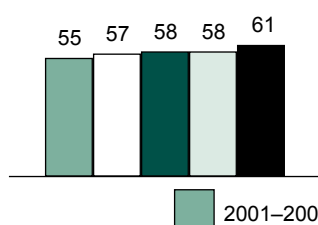
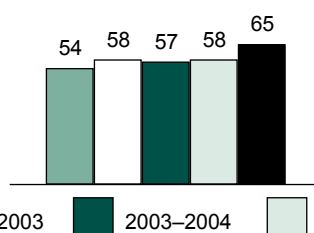
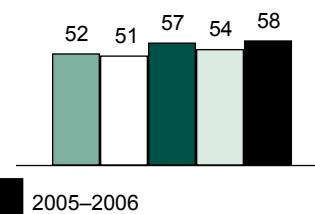
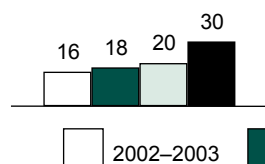
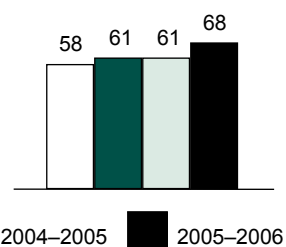
schools with Grade 3 students: 169

schools with Grade 9 Academic students: 33

schools with Grade 6 students: 169

schools with Grade 9 Applied students: 32

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	2%	2%	3%	9%
Students with special needs (excluding gifted)	12%	18%	5%	38%
First language learned at home was other than English	30%	36%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	13%	16%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Applied Mathematics****Academic Mathematics**

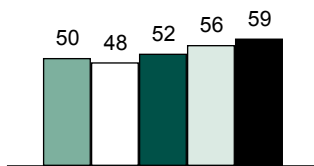
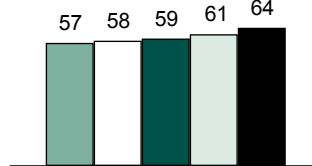
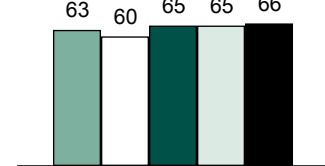
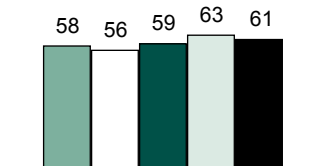
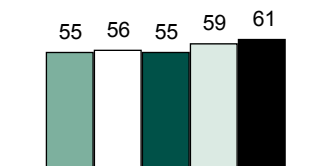
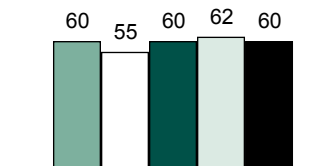
schools with Grade 3 students: 395

schools with Grade 9 Academic students: 90

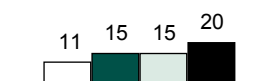
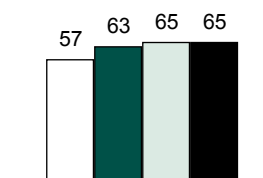
schools with Grade 6 students: 320

schools with Grade 9 Applied students: 96

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	5%	5%	9%	15%
Students with special needs (excluding gifted)	13%	17%	5%	26%
First language learned at home was other than English	47%	47%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	20%	14%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

2001-2002
 2002-2003
 2003-2004
 2004-2005
 2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003
 2003-2004
 2004-2005
 2005-2006

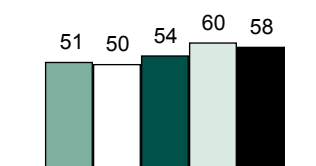
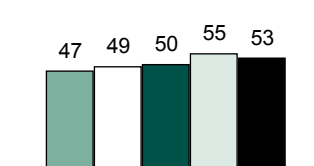
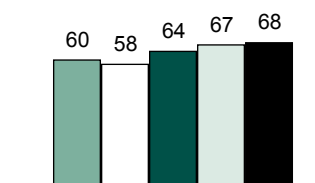
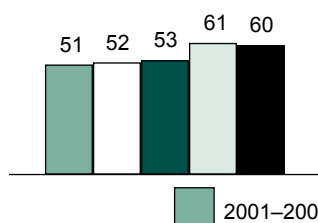
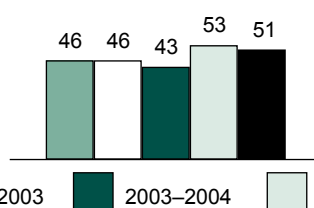
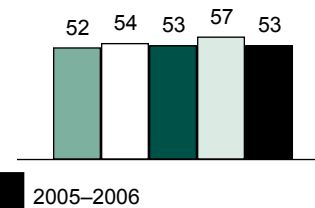
schools with Grade 3 students: 36

schools with Grade 9 Academic students: 7

schools with Grade 6 students: 36

schools with Grade 9 Applied students: 7

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	<1%	<1%	<1%	<1%
Students with special needs (excluding gifted)	18%	21%	3%	21%
First language learned at home was other than English	9%	9%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	1%	<1%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

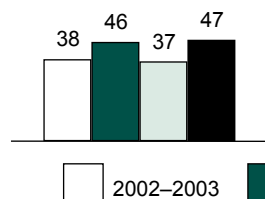
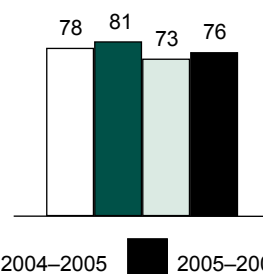
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

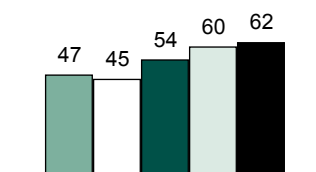
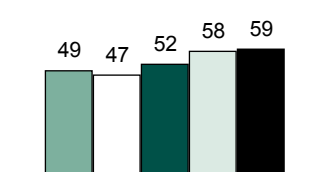
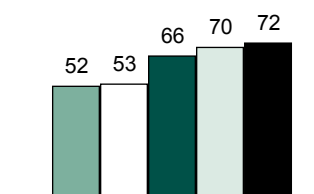
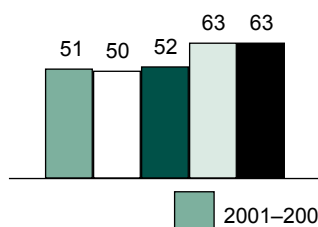
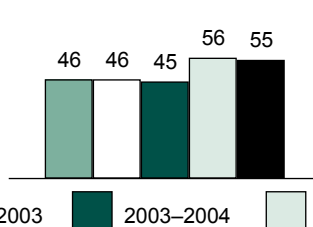
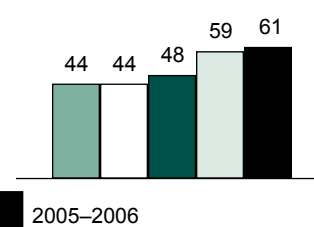
schools with Grade 3 students: 75

schools with Grade 9 Academic students: 22

schools with Grade 6 students: 73

schools with Grade 9 Applied students: 22

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	1%	<1%	<1%	1%
Students with special needs (excluding gifted)	23%	25%	6%	34%
First language learned at home was other than English	2%	2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	3%	2%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

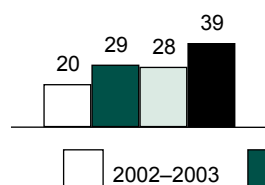
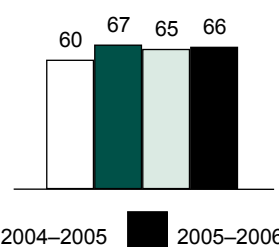
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

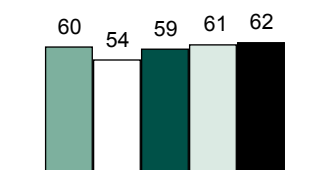
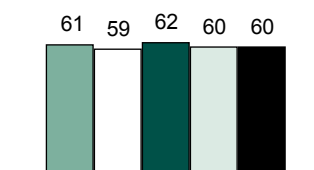
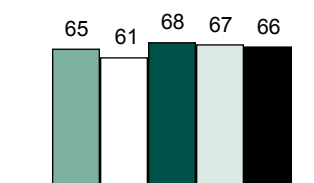
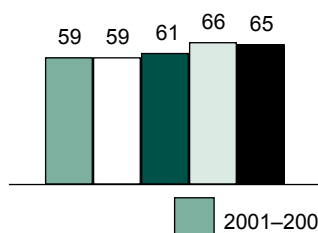
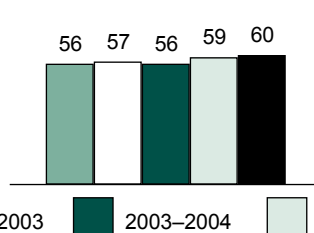
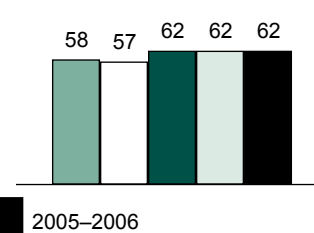
schools with Grade 3 students: 56

schools with Grade 9 Academic students: 10

schools with Grade 6 students: 56

schools with Grade 9 Applied students: 11

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	4%	1%	1%	2%
Students with special needs (excluding gifted)	8%	12%	2%	19%
First language learned at home was other than English	9%	7%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	4%	3%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

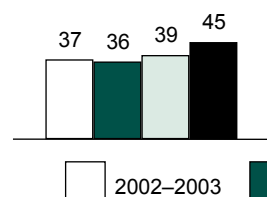
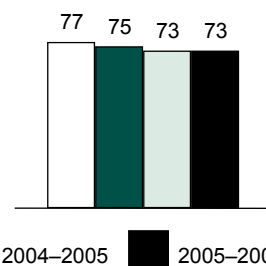
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

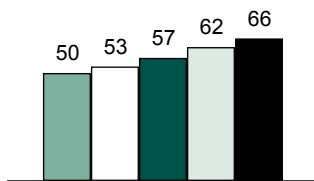
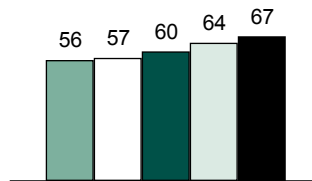
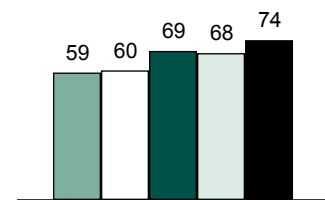
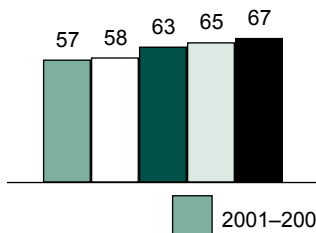
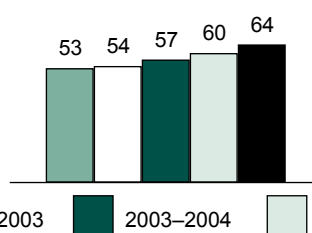
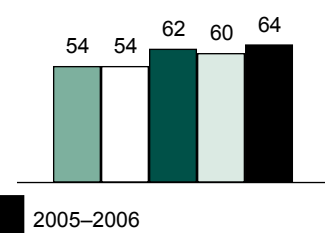
schools with Grade 3 students: 47

schools with Grade 9 Academic students: 5

schools with Grade 6 students: 47

schools with Grade 9 Applied students: 5

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	1%	1%	1%	2%
Students with special needs (excluding gifted)	18%	23%	10%	41%
First language learned at home was other than English	14%	16%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	6%	7%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

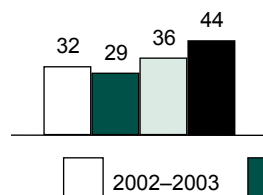
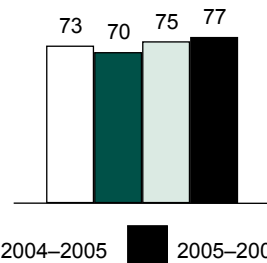
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

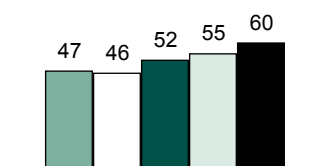
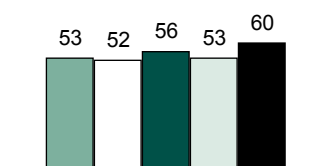
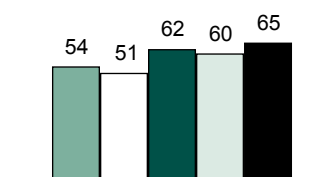
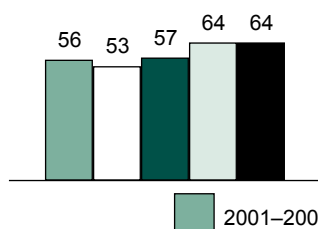
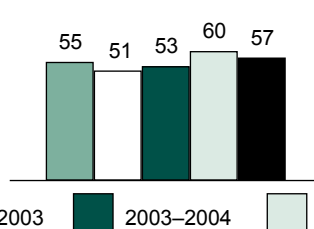
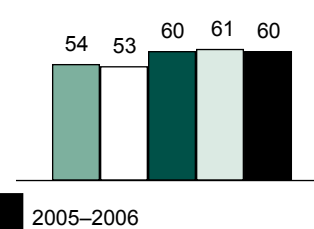
schools with Grade 3 students: 83

schools with Grade 9 Academic students: 15

schools with Grade 6 students: 79

schools with Grade 9 Applied students: 15

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	11%	8%	3%	9%
Students with special needs (excluding gifted)	12%	15%	2%	20%
First language learned at home was other than English	16%	14%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	7%	6%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

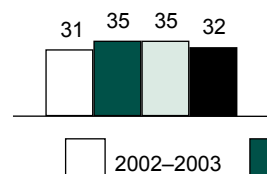
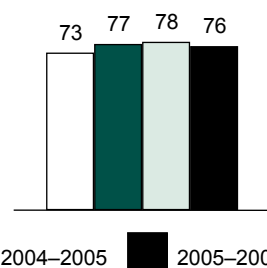
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

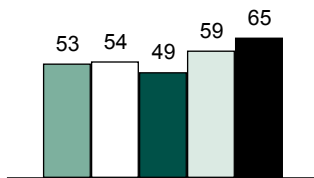
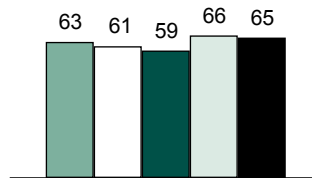
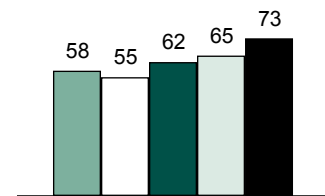
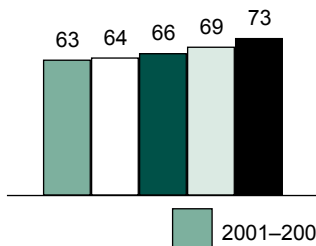
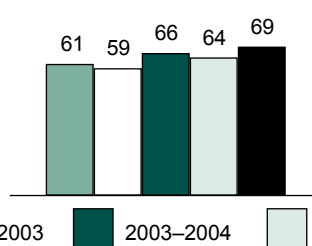
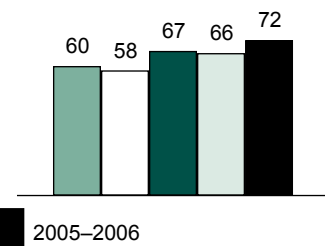
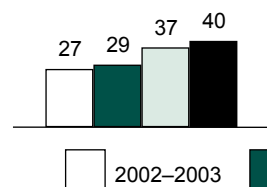
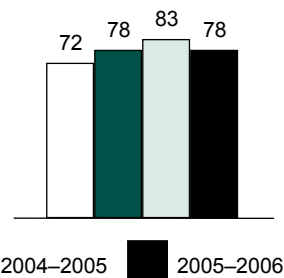
schools with Grade 3 students: 16

schools with Grade 9 Academic students: 3

schools with Grade 6 students: 16

schools with Grade 9 Applied students: 3

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	0%	<1%	0%	0%
Students with special needs (excluding gifted)	10%	15%	2%	35%
First language learned at home was other than English	2%	3%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	6%	4%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics****GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Applied Mathematics****Academic Mathematics**

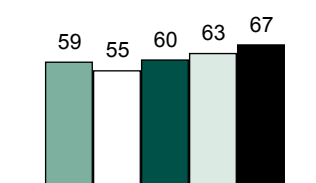
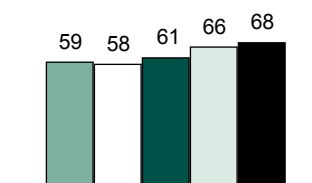
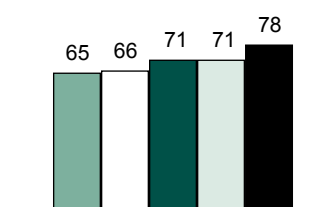
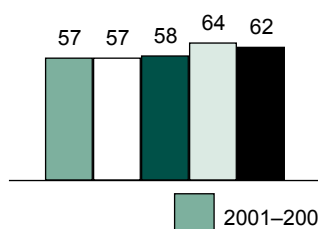
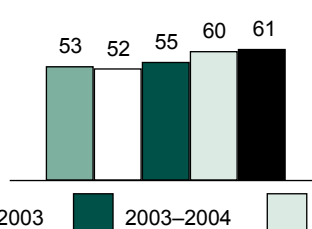
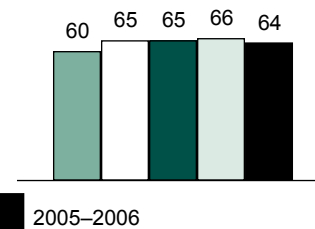
schools with Grade 3 students: 41

schools with Grade 9 Academic students: 8

schools with Grade 6 students: 41

schools with Grade 9 Applied students: 9

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	1%	1%	1%	2%
Students with special needs (excluding gifted)	10%	14%	2%	19%
First language learned at home was other than English	8%	9%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	6%	5%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

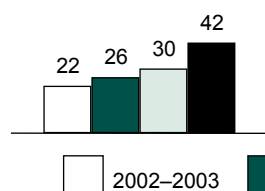
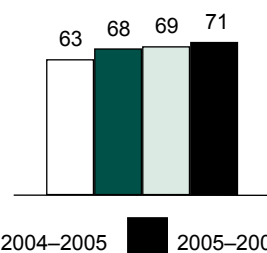
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

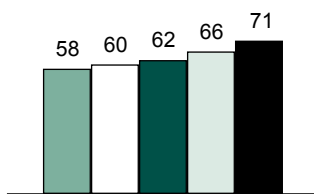
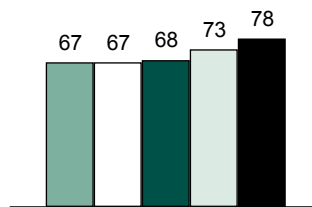
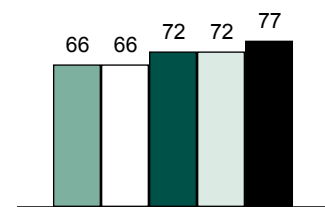
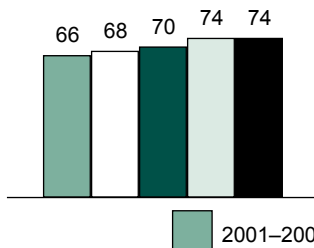
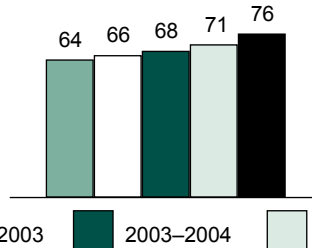
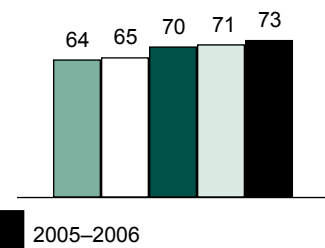
schools with Grade 3 students: 80

schools with Grade 9 Academic students: 13

schools with Grade 6 students: 80

schools with Grade 9 Applied students: 13

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	2%	2%	2%	2%
Students with special needs (excluding gifted)	5%	10%	2%	24%
First language learned at home was other than English	12%	10%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	8%	7%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

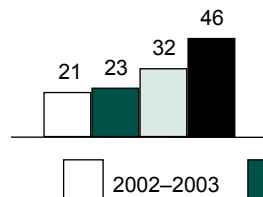
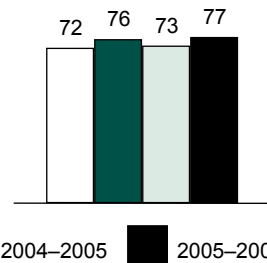
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

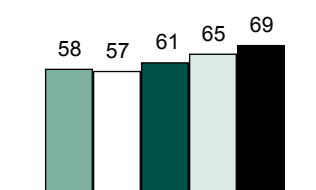
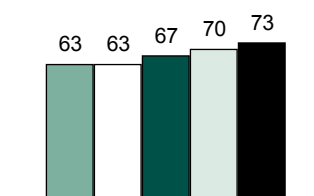
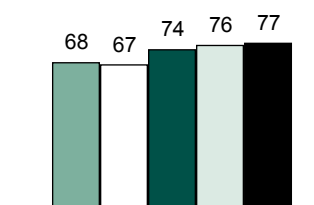
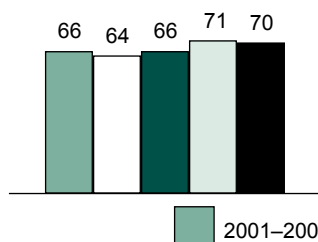
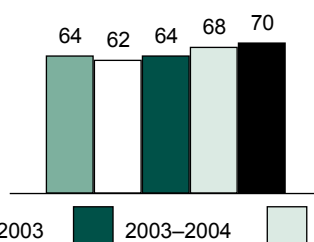
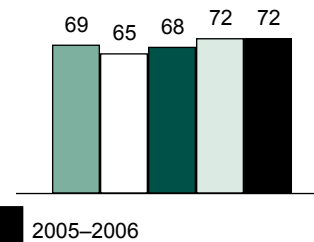
schools with Grade 3 students: 140

schools with Grade 9 Academic students: 28

schools with Grade 6 students: 138

schools with Grade 9 Applied students: 30

	Grade 3	Grade 6	Grade 9 Academic	Grade 9 Applied
English as a Second Language Program	9%	7%	6%	8%
Students with special needs (excluding gifted)	10%	14%	5%	42%
First language learned at home was other than English	33%	33%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	14%	10%

GRADE 3: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Reading****Writing****Mathematics****GRADE 6: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE****Reading****Writing****Mathematics**

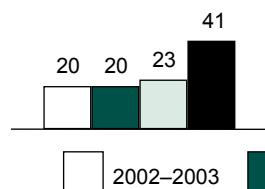
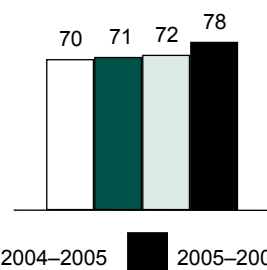
2001-2002

2002-2003

2003-2004

2004-2005

2005-2006

GRADE 9: PERCENTAGE OF ALL STUDENTS AT LEVEL 3 (PROVINCIAL STANDARD) AND ABOVE**Applied Mathematics****Academic Mathematics**

2002-2003

2003-2004

2004-2005

2005-2006

Working together

Working together to improve student learning

The Education Quality and Accountability Office (EQAO) is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Values

- EQAO values student learning above all other interests.
- EQAO values information that has the potential to bring about constructive change and improvement.
- EQAO values the dedication and expertise of Ontario's educators and works in partnership with them in all of its activities.
- EQAO values the delivery of its programs and services with equivalent quality in both English and French.

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