

Ontario Student Achievement



English-Language Schools



EQAO's Provincial Report on the Results of the 2006–2007 Assessments of Reading, Writing and Mathematics Primary Division (Grades 1–3) and Junior Division (Grades 4–6), and the Grade 9 Assessment of Mathematics

Education Quality and
Accountability Office



Web Version
September 2007

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EQAO's Provincial Report on the Results of the 2006–2007 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), and the Grade 9 Assessment of Mathematics English-Language Schools

Message from the Chair

With the release of this report, EQAO is proud once again to publish vital information on how our children are meeting the expectations of *The Ontario Curriculum* in relation to the provincial standard. These results are among the key pieces of data that help Ontario educators improve every student's opportunity for success at school and beyond.

Feedback from EQAO testing at key transition points in every child's education—the end of the primary division (Grade 3), the end of the junior division (Grade 6) and Grade 9—provides objective, reliable data on student achievement in the foundational skills of reading, writing and mathematics. Ontarians have come to anticipate the release of these results as a yearly snapshot of student performance in the publicly funded education system.

The data have become a catalyst for annual reflection and discussion among all of Ontario's education partners. While the assessments themselves mark the end of a cycle of instruction, learning and evaluation, the release of results marks the beginning of a cycle of improvement planning across the system.

Achievement results from EQAO assessments help teachers identify students who need additional support, intervention or remediation. The data foster a series of interrelated dialogues about consistency in curriculum delivery and assessment practices, student needs and early intervention programs. The data from the primary and junior division assessments are also used to develop transition programs for students leaving elementary school and entering high school. Meanwhile, the Grade 9 mathematics results provide information back to the elementary feeder schools, which helps them identify strengths and areas that require improvement within their own programs.

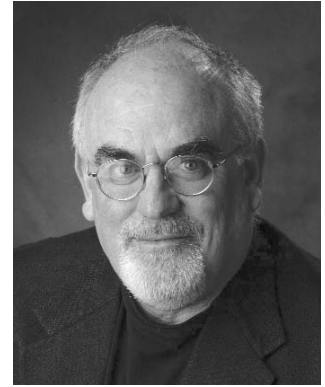
The value of EQAO results as evidence of student learning does not stop there. The Ministry of Education reports on the progress made by school boards on key government priorities, including improved literacy and numeracy. The reports contain nine indicators—four of these come directly from student results from EQAO assessments. The Ministry's Literacy and Numeracy Secretariat also uses EQAO data as one of the indicators to help identify schools that require additional support as well as those that can serve as models to other schools in the province.

We are pleased to profile 18 schools from across the province that have been successful at improving their students' achievement and maintaining these gains over time. These schools, like so many others, have embraced the valuable information about student learning that is provided through province-wide testing and use it as tool in their own improvement planning efforts.

At EQAO, we are ever mindful of the widespread use of our data as a driver of education improvement. Everything we do is informed by our passion for learning and our respect for the classroom teacher as the pre-eminent agent for progress.



Charles E. Pascal
Chair, Board of Directors



Charles E. Pascal
Chair, Board of Directors

Message from the CEO

On behalf of EQAO, I'm pleased to present the results of the 2006–2007 provincial Assessments of Reading, Writing and Mathematics for students having reached the end of the primary division (Grade 3) and junior division (Grade 6), and of the mathematics assessment for students in Grade 9.

This year's results show that the percentage of Grade 3 and Grade 6 students meeting or exceeding the provincial standard in reading, writing and mathematics has held steady in 2007, maintaining the gains of five to 12 percentage points made over the past five years. EQAO data show that a large majority of students are mastering the skills expected at their age and grade level. In fact, most students are demonstrating they can perform the basic aspects of reading, writing and math.

The data provide opportunities for further insights and reflections into student learning. In Grade 6 writing, for example, we observe that most students can use grammar, spelling and punctuation well enough to get their message across. Students performing below the provincial standard, however, generally have difficulty with the more advanced, "higher-order" writing skills such as fully developing their ideas and organizing how they present their information. While these students write well enough to make their point, they often present weak information or do not organize their thoughts effectively. This is but one of the many insights that can be drawn from our data. Additional insights are provided in the Strategies for Success section of this report, though educators and parents will certainly be able to draw their own as they too begin to look closely at the information provided in these pages.

This report provides parents, educators, students and the public with independent, objective evidence of how well our children are fulfilling their potential through the mastery of the fundamental skills of reading, writing and mathematics.

It has long been understood that literacy and mathematics skills are not just the keys to good grades but that they position students to succeed and fully participate in life beyond school walls. When trends in student achievement over the years are viewed, it is evident that the province-wide focus on developing literacy and mathematics skills has translated into sustained student progress in these critical areas.

The essential purpose of EQAO assessments is to provide insights into student learning that will help parents and educators respond to student needs and position them for success. Each year we observe increasing evidence that our data are meeting that very purpose. The school success stories featured in this report are a wonderful testament to how engaged educators have taken ownership and made use of these achievement results. The value of these data is further brought to light in the section of this report that reveals responses to EQAO questionnaires. Fully 90% of elementary school principals surveyed report using their school's EQAO results to identify how well their students are meeting curriculum expectations.

Our commitment remains to deliver a world-class assessment program that's of value to Ontario citizens and of service to the education community.



Marguerite Jackson
Chief Executive Officer



Marguerite Jackson
Chief Executive Officer

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Results at a Glance:
Primary and Junior Divisions
and Grade 9

Primary Division

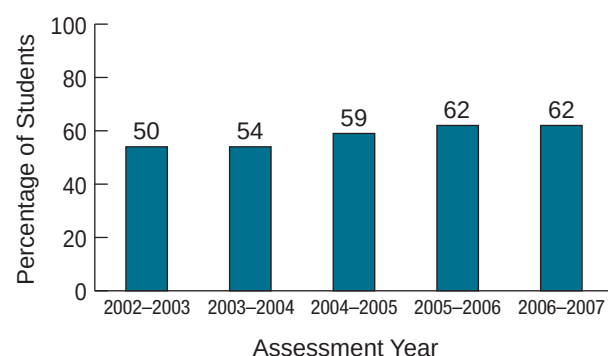
Comparison of Results over Time*

Percentage of all Grade 3 students at or above the provincial standard

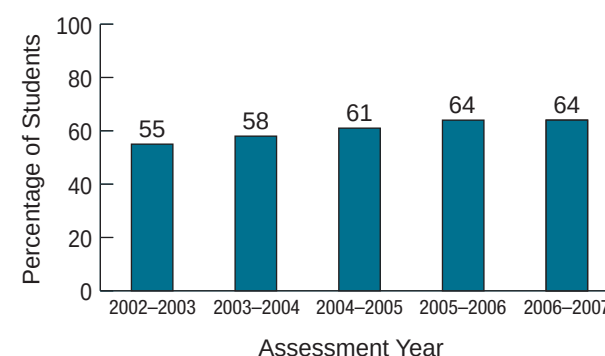
	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Number of Students	140 860	141 245	135 740	132 782	131 012
READING	50%	54%	59%	62%	62%
WRITING	55%	58%	61%	64%	64%
MATHEMATICS	57%	64%	66%	68%	69%

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

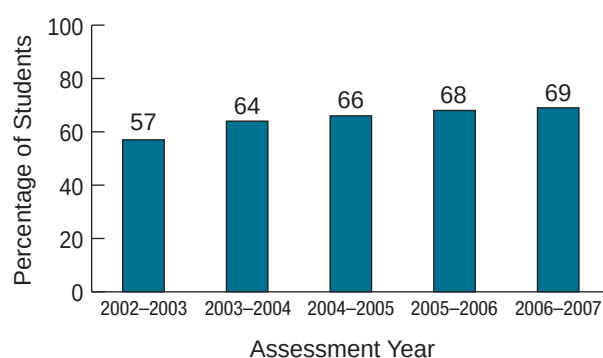
Reading



Writing



Mathematics



Observations

- In 2006–2007, the percentages of Grade 3 students at or above the provincial standard in reading (62%) and writing (64%) remain the same as last year.
- There has been a slight improvement of one percentage point in mathematics (69%) for students achieving at Level 3 or above.
- Over the past five years, the percentage of students achieving at or above Level 3 has increased by nine percentage points in writing and 12 percentage points in both reading and mathematics.

Junior Division

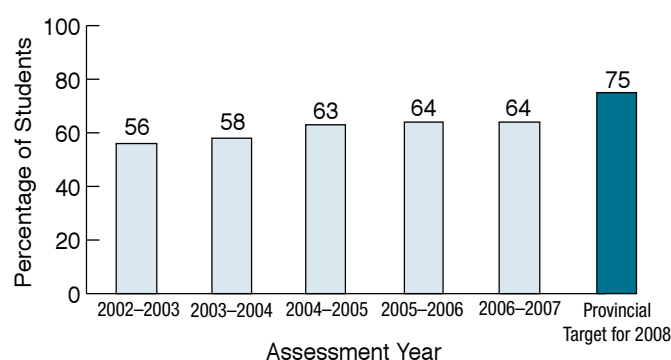
Comparison of Results over Time*

Percentage of all Grade 6 students at or above the provincial standard

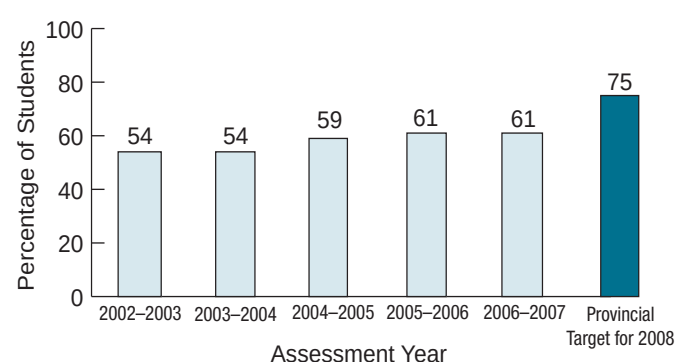
	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Number of Students	144 676	146 169	143 421	146 711	145 901
READING	56%	58%	63%	64%	64%
WRITING	54%	54%	59%	61%	61%
MATHEMATICS	53%	57%	60%	61%	59%

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

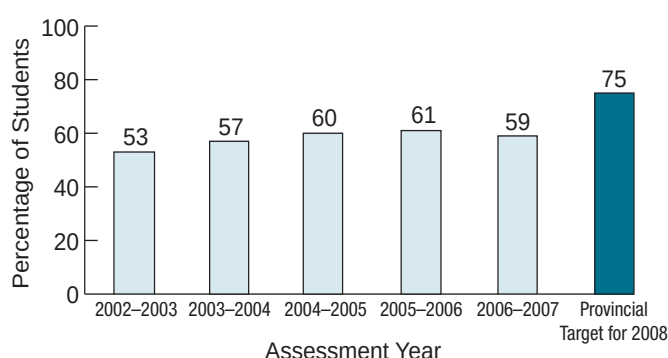
Reading



Writing



Mathematics



Observations

- In 2006–2007, the percentages of Grade 6 students at or above the provincial standard in reading (64%) and writing (61%) remain the same as last year.
- There has been a decrease of two percentage points in mathematics (59%) for students achieving at Level 3 or above.
- Over the past five years, the percentage of students achieving at or above Level 3 has increased by six percentage points in mathematics, seven percentage points in writing and eight percentage points in reading.

Grade 9 Academic Mathematics

Comparison of Results over Time*

		2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Percentage of Students	Number of Students	100 717	102 923	104 100	103 412	103 011
	Level 4	5%	6%	6%	6%	6%
	Level 3	61%	62%	62%	65%	64%
	Level 2	17%	17%	19%	17%	18%
	Level 1	14%	12%	10%	9%	9%
	Below Level 1	1%	<1%	1%	1%	1%
	NEIS†	<1%	1%	N/A‡	N/A‡	N/A‡
	No Data	2%	1%	1%	1%	2%
	Exempt	<1%	1%	<1%	<1%	N/A§
	At or Above the Provincial Standard**	66%	68%	68%	71%	71%

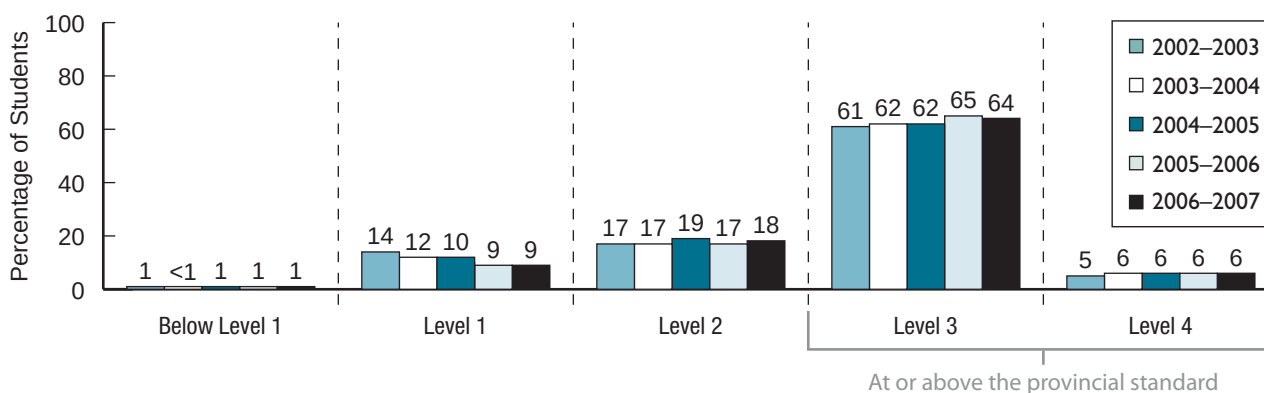
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† See the Explanation of Terms.

‡ The NEIS category was eliminated in 2004–2005.

§ In 2006–2007, students who were coded “exempt” were placed in the “no data” category.

** 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.



Observations

- In 2006–2007, the percentage of Grade 9 students at or above Level 3 in academic mathematics (71%) remains the same as last year.
- Over the past five years, the percentage of students taking academic mathematics who attained Level 3 or above has increased by five percentage points from 66% to 71%.

Grade 9 Applied Mathematics

Comparison of Results over Time*

		2002–2003	2003–2004	2004–2005	2005–2006 [†]	2006–2007
Percentage of Students	Number of Students	48 426	50 430	51 155	50 687	49 056
	Level 4	<1%	<1%	<1%	5%	5%
	Level 3	21%	25%	26%	31%	30%
	Level 2	37%	37%	37%	34%	36%
	Level 1	20%	17%	19%	14%	14%
	Below Level 1	8%	8%	10%	7%	7%
	NEIS [‡]	4%	5%	N/A [§]	N/A [§]	N/A [§]
	No Data	8%	6%	6%	8%	9%
	Exempt	2%	1%	1%	2%	N/A ^{**}
	At or Above the Provincial Standard^{††}	21%	26%	27%	35%	35%

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

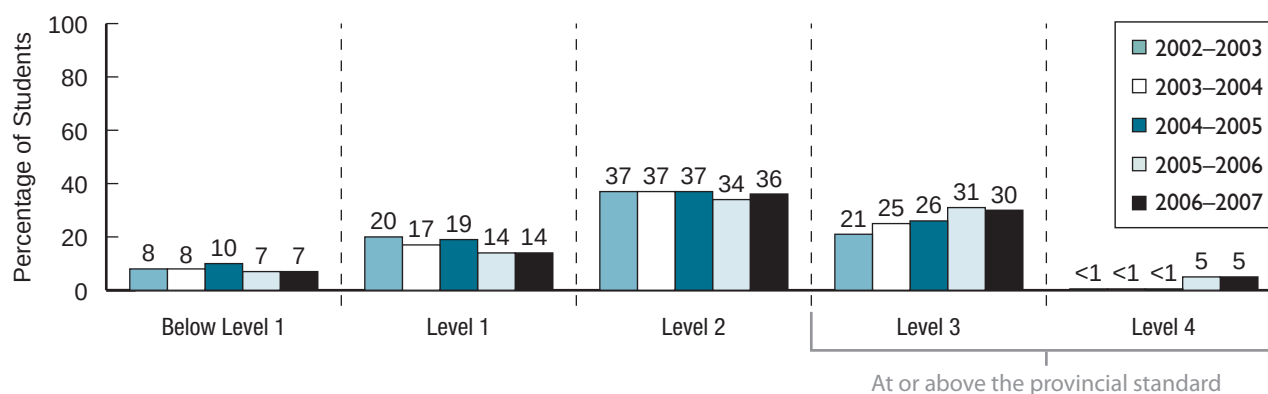
† Note that significant revisions were made to applied program courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

‡ See the Explanation of Terms.

§ The NEIS category was eliminated in 2004–2005.

** In 2006–2007, students who were coded “exempt” were placed in the “no data” category.

†† 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.



Observations

- In 2006–2007, the percentage of Grade 9 students at or above Level 3 in applied mathematics (35%) remains the same as last year.
- Over the past five years, the percentage of students taking applied mathematics who attained Level 3 or above has increased by 14 percentage points from 21% to 35%.

Trends: Assessment of Reading, Writing and Mathematics, Primary Division

Contextual Information

DEMOGRAPHIC INFORMATION*	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
ALL GRADE 3 STUDENTS	140 860	141 245	135 740	132 782	131 012
PARTICIPATION IN THE TEST					
Students participating in reading [†]	93%	93%	94%	94%	95%
Students participating in writing [†]	94%	94%	94%	94%	95%
Students participating in mathematics [†]	95%	94%	95%	95%	95%
GENDER					
Female	48%	48%	48%	49%	49%
Male	51%	51%	51%	51%	51%
STUDENT STATUS					
ESL/ELD learners [‡]	5%	6% [§]	7% [§]	7% [§]	8% [§]
Students with special needs (excluding gifted) [‡]	17%	12%	11%	12%	13%
LANGUAGE SPOKEN AT HOME BY THE STUDENT**					
First language learned at home was other than English	19%	20%	20%	18%	17%
Speak only or mostly English	81%	80%	80%	79%	79%
In another language (or other languages) as often as English	N/A	10%	11%	12%	12%
Mostly or only in another language (or other languages)		8%	8%	8%	8%
PLACE OF BIRTH					
Born outside Canada	11%	11%	11%	10%	11%
In Canada less than one year	1%	1%	1%	1%	1%
In Canada one year or more but less than three years	3%	2%	2%	2%	2%
In Canada three years or more	6%	6%	7%	6%	6%

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

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

‡ See the Explanation of Terms.

§ The definition for the ESL/ELD group changed in 2004 from “students enrolled in an ESL/ELD program” to “students designated as ESL/ELD learners.”

** With the exception of “First language learned at home,” demographic information pertaining to “Language spoken at home by the student” is gathered from the student questionnaire. Some data may be missing because they were not provided by students.

Observations

- Over the past five years, the characteristics of the Grade 3 cohort have remained relatively stable.
- In 2006–2007, the number of students enrolled in Grade 3 declined for the third year in a row.
- In 2006–2007, there was a slight decrease in the percentage of Grade 3 students whose first language learned at home was other than English, and a slight increase in the percentage of students who were born outside Canada compared to last year.
- The percentages of Grade 3 ESL/ELD learners and of Grade 3 students with special needs (excluding gifted) increased slightly since last year.

Student Questionnaire Data

STUDENT QUESTIONNAIRE	2002–2003		2003–2004		2004–2005		2005–2006		2006–2007	
Number of Grade 3 students who completed the questionnaire	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	65 683*	68 375*	66 295*	68 625*	63 767*	65 759*	61 875*	63 734*	61 379*	63 145*
STUDENT QUESTIONNAIRE—READING										
Percentage of students who answered “yes” to the following statements:										
I am a good reader.	68%	63%	68%	64%	68%	63%	68%	64%	70%	66%
I like to read.	76%	59%	69%	51%	68%	51%	67%	50%	67%	50%
I read by myself at home.	N/A†	N/A†	62%	56%	61%	56%	61%	57%	61%	57%
I read with someone older than me at home.			17%	19%	16%	18%	15%	17%	15%	17%
STUDENT QUESTIONNAIRE—WRITING										
Percentage of students who answered “yes” to the following statements:										
I am a good writer.	55%	45%	57%	46%	56%	44%	57%	45%	58%	45%
I like to write.	66%	51%	63%	49%	61%	47%	61%	46%	61%	45%
I write by myself at home.	N/A†	N/A†	61%	52%	61%	53%	62%	52%	61%	52%
Someone older than me helps me with my writing at home.			17%	20%	16%	19%	16%	18%	15%	18%
STUDENT QUESTIONNAIRE—MATHEMATICS										
Percentage of students who answered “yes” to the following statements:										
I am good at mathematics.	42%	60%	45%	62%	45%	61%	46%	61%	46%	61%
I like mathematics.	57%	65%	56%	64%	56%	63%	56%	62%	54%	60%
I use mathematics to solve problems outside school.	38%	38%	38%	38%	36%	36%	36%	36%	34%	34%
Someone older than me helps me with my mathematics at home.	N/A†	N/A†	31%	25%	31%	25%	30%	25%	30%	25%

* Includes only those students for whom gender data were available.

† Data not available. These questions were not asked that year.

Observations

- More Grade 3 females than males indicate that they like reading and writing and are good readers and writers.
- More Grade 3 males than females indicate that they like mathematics and are good at mathematics.
- Since 2002–2003, the percentages of Grade 3 males and females who indicate that they like to read and write have decreased significantly; the percentages of Grade 3 males and females who indicate they like mathematics have also decreased.
- Since 2003–2004, the percentages of Grade 3 males and females who indicate that they read and write with someone older at home have decreased slightly.

Teacher Questionnaire Data

TEACHER QUESTIONNAIRE	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Number of Grade 3 teachers who completed the questionnaire	6779	6908	6795	7270	7849
USE OF EQAO DATA*					
Percentage of teachers indicating that they use student and school EQAO achievement results and questionnaire data from the Assessment of Reading, Writing and Mathematics, Primary Division, to do the following:					
Identify how well students are meeting the expectations in the curriculum	N/A†	47%	53%	55%	60%
Identify areas of Grade 3 reading, writing and mathematics program strength and areas for improvement		65%	68%	68%	76%
Inform Grade 3 reading, writing and mathematics program planning		43%	48%	50%	59%
USE OF TEACHING AND ASSESSMENT RESOURCES—READING AND WRITING*					
Percentage of teachers indicating that they use the following resources often or sometimes when teaching and assessing students' achievement in reading and writing:					
Classroom reading material (e.g., textbooks)	N/A†	97%	97%	97%	97%
Library or resource-centre language materials, including print and audiovisual		79%	80%	80%	82%
Language instruction materials developed by them or by other teachers in their school		86%	87%	88%	89%
Language instruction materials developed by their board or by other boards		82%	82%	83%	83%
Language-related computer software		51%	52%	53%	55%

* This is a sample of the uses that teachers were questioned about.

† Data not available. These questions were not asked that year.

Observations

- Since 2003–2004, the percentages of Grade 3 teachers who indicate they use student and school EQAO achievement results and questionnaire data to do the following have increased significantly:
 - identify how well students are meeting the expectations in the curriculum;
 - identify areas of Grade 3 reading, writing and mathematics program strength and areas for improvement and
 - inform Grade 3 program planning.
- Since 2003–2004, the percentages of Grade 3 teachers who indicate that they use library or resource-centre language materials and language instruction materials developed by themselves or other teachers in their school have increased. There has also been an increase in the use of language-related computer software.

Teacher Questionnaire Data *continued*

TEACHER QUESTIONNAIRE	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Number of Grade 3 teachers who completed the questionnaire	6779	6908	6795	7270	7849
USE OF TEACHING AND ASSESSMENT RESOURCES—MATHEMATICS*					
Percentage of teachers indicating that they use the following resources <i>often</i> or <i>sometimes</i> when teaching and assessing students' achievement in mathematics:					
Mathematics textbooks and/or workbooks	N/A†	92%	94%	94%	94%
Mathematics manipulatives		97%	97%	97%	97%
Library or resource-centre mathematics materials, including print and audiovisual		52%	57%	60%	62%
Mathematics instruction materials developed by them or by other teachers in their school		83%	84%	84%	84%
Mathematics instruction materials developed by their board or by other boards		70%	72%	73%	72%
Mathematics-related computer software developed by the Ministry of Education		35%	38%	40%	41%
Commercial mathematics-related computer software		44%	44%	45%	46%

* This is a sample of the uses that teachers were questioned about.

† Data not available. These questions were not asked that year.

Observations

- Since 2003–2004, the percentages of Grade 3 teachers who indicate that they use library or resource-centre mathematics materials, mathematics-related computer software developed by the Ministry of Education and commercial mathematics-related software have increased.
- Over the past three years, the percentages of Grade 3 teachers indicating that they use the following resources have remained the same:
 - mathematics textbooks or workbooks;
 - mathematics manipulatives and
 - mathematics instruction materials developed by them or by other teachers in their school.

Principal Questionnaire Data

PRINCIPAL QUESTIONNAIRE: PRIMARY AND JUNIOR DIVISIONS	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Number of principals who completed the questionnaire	3383	3447	3424	3440	3468
USE OF EQAO DATA *					
Percentage of principals indicating that they use last year's EQAO achievement results and questionnaire data for their school to do the following:					
Identify how well students are meeting the expectations in the curriculum	N/A†	80%	86%	86%	90%
Communicate with parents about student achievement		79%	80%	76%	77%
Communicate with teachers about student achievement		88%	91%	90%	94%
Support the acquisition of resources and identify where resources are needed		68%	71%	71%	75%
Support a change in teaching practices		67%	71%	77%	86%
Guide school improvement initiatives for reading, writing and mathematics		91%	92%	91%	93%

* This is a sample of the uses that principals were questioned about.

† Data not available. These questions were not asked that year.

Observation

- Since 2003–2004, the percentages of principals who indicate that they used last year's EQAO achievement results and questionnaire data to do the following have increased:
 - identify how well students are meeting the expectations in the curriculum;
 - communicate with teachers about student achievement;
 - support the acquisition of resources and
 - support a change in teaching practices in their school.

Trends in Reading*

		2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Percentage of Students	Number of Students	138 198	138 290	132 667	129 630	127 618
	Level 4	5%	6%	6%	6%	6%
	Level 3	45%	47%	53%	56%	55%
	Level 2	28%	27%	27%	24%	25%
	Level 1	8%	6%	7%	6%	6%
	NEI [†]	<1%	1%	2%	1%	2%
	NEIS [†]	8%	6%	N/A [‡]	N/A [‡]	N/A [‡]
	No Data	1%	1%	1%	1%	1%
	Exempt	6%	6%	5%	5%	4%
	At or Above the Provincial Standard [§]	50%	54%	59%	62%	62%

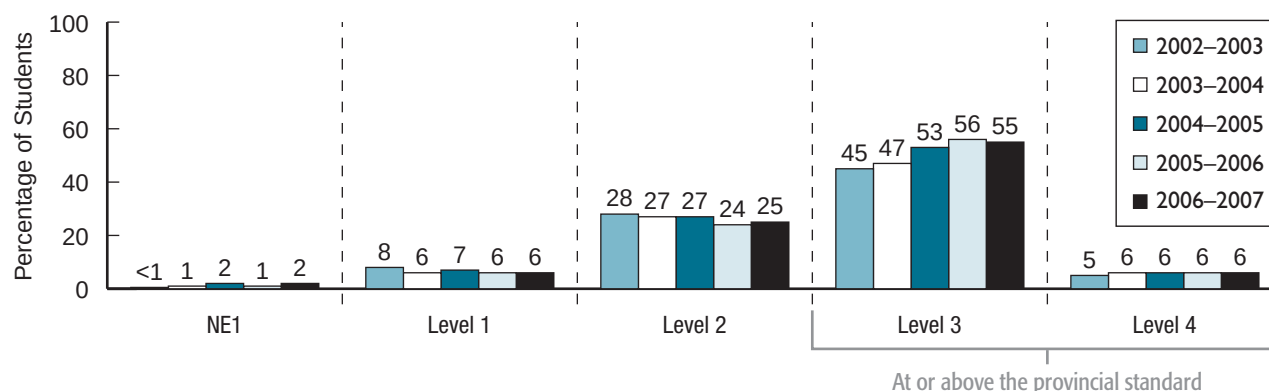
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† See the Explanation of Terms.

‡ The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

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

Reading



Observations

- In 2006–2007, the percentage of Grade 3 students at or above the provincial standard in reading (62%) remains the same as last year.
- Over the past five years, the percentage of students achieving at or above Level 3 has increased by 12 percentage points in reading.
- Over the past five years, the percentage of students achieving at Levels 1 and 2 has decreased.
- Over the past five years, the percentage of exempted students has decreased.

Trends in Writing*

		2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Percentage of Students	Number of Students	138 198	138 290	132 667	129 630	127 618
	Level 4	8%	9%	6%	6%	6%
	Level 3	48%	49%	55%	58%	58%
	Level 2	33%	31%	32%	29%	30%
	Level 1	2%	1%	1%	<1%	<1%
	NEI [†]	<1%	1%	1%	<1%	<1%
	NEIS [†]	4%	3%	N/A [‡]	N/A [‡]	N/A [‡]
	No Data	1%	1%	1%	1%	1%
	Exempt	5%	5%	5%	5%	4%
	At or Above the Provincial Standard [§]	55%	58%	61%	64%	64%

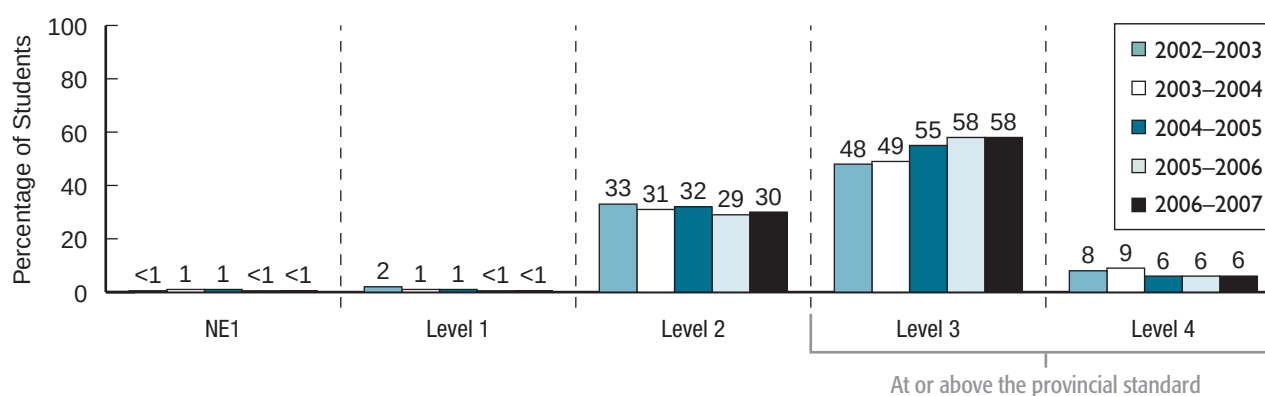
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† See the Explanation of Terms.

‡ The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

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

Writing



Observations

- In 2006–2007, the percentage of Grade 3 students at or above the provincial standard in writing (64%) remains the same as last year.
- Over the past five years, the percentage of students achieving at or above Level 3 has increased by nine percentage points in writing.
- Over the past five years, the percentage of students achieving at Levels 1 and 2 has decreased.

Trends in Mathematics*

		2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Percentage of Students	Number of Students	140 860	141 245	135 740	132 782	130 996
	Level 4	10%	13%	10%	11%	11%
	Level 3	47%	52%	56%	57%	57%
	Level 2	27%	25%	26%	23%	24%
	Level 1	4%	2%	3%	3%	3%
	NEI [†]	<1%	<1%	<1%	<1%	<1%
	NEIS [†]	7%	3%	N/A [‡]	N/A [‡]	N/A [‡]
	No Data	1%	1%	1%	1%	1%
	Exempt	4%	5%	4%	4%	3%
	At or Above the Provincial Standard [§]	57%	64%	66%	68%	69%

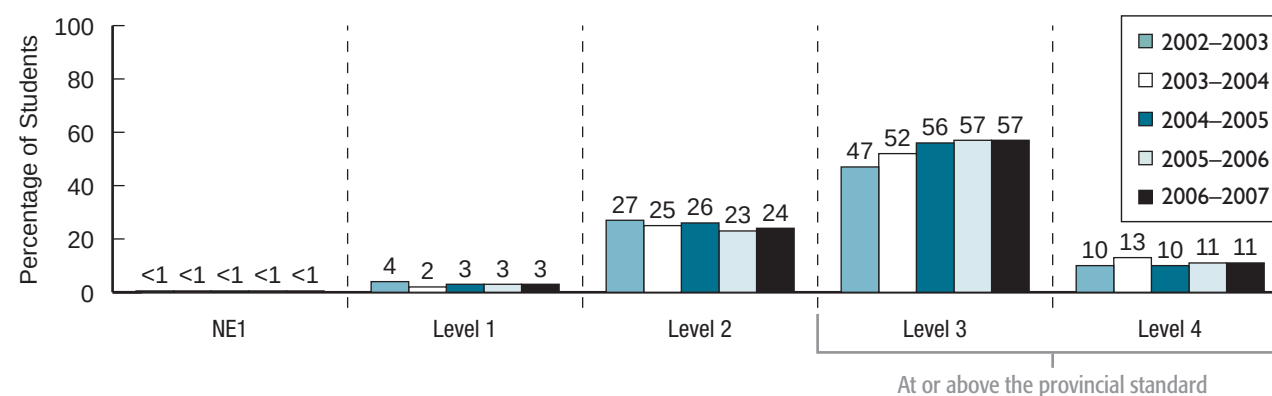
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† See the Explanation of Terms.

‡ The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

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

Mathematics



Observations

- In 2006–2007, there is a slight increase in the percentage of Grade 3 students at or above the provincial standard in mathematics (69%) compared to last year.
- Over the past five years, the percentage of students achieving at or above Level 3 has increased by 12 percentage points in mathematics.
- Over the past five years, the percentage of students achieving at Levels 1 and 2 has decreased.

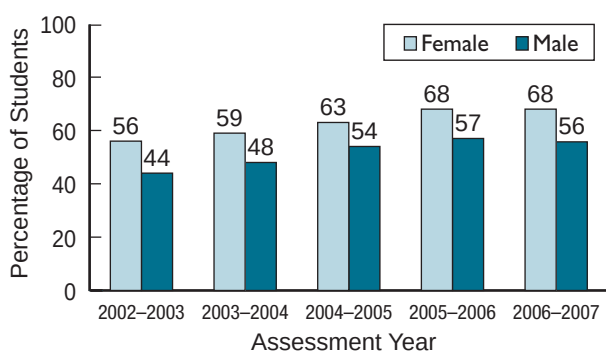
Trends by Gender*

Percentage of all Grade 3 students at or above the provincial standard

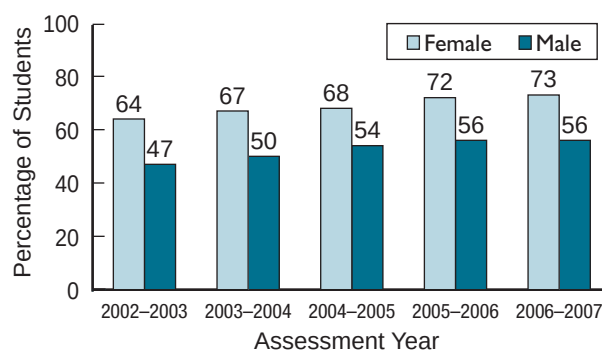
	2002–2003				2003–2004				2004–2005				2005–2006				2006–2007			
Gender	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
Students	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	66 564	56%	70 888	44%	66 576	59%	70 688	48%	63 841	63%	67 305	54%	62 836	68%	66 742	57%	61 875	68%	65 728	56%
WRITING	66 564	64%	70 888	47%	66 576	67%	70 688	50%	63 841	68%	67 305	54%	62 836	72%	66 742	56%	61 875	73%	65 728	56%
MATHEMATICS	68 142	58%	71 956	55%	68 291	65%	71 911	63%	65 604	66%	68 592	66%	64 668	68%	68 062	69%	63 821	69%	67 160	68%

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

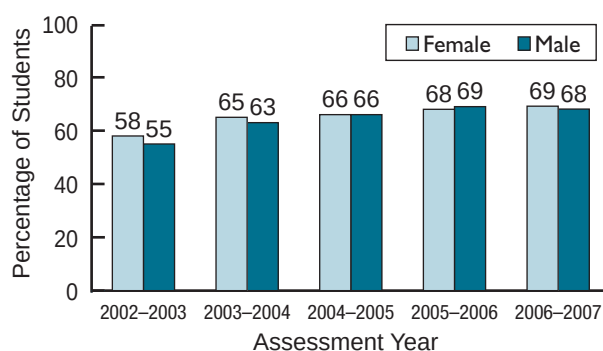
Reading



Writing



Mathematics



Observations

- In 2006–2007, more female than male students performed at or above the provincial standard in all three subjects: reading—males 56%, females 68%; writing—males 56%, females 73%; mathematics—males 68%, females 69%.
- Over the past five years, the gender gap in favour of females has remained relatively consistent, particularly in reading and writing.

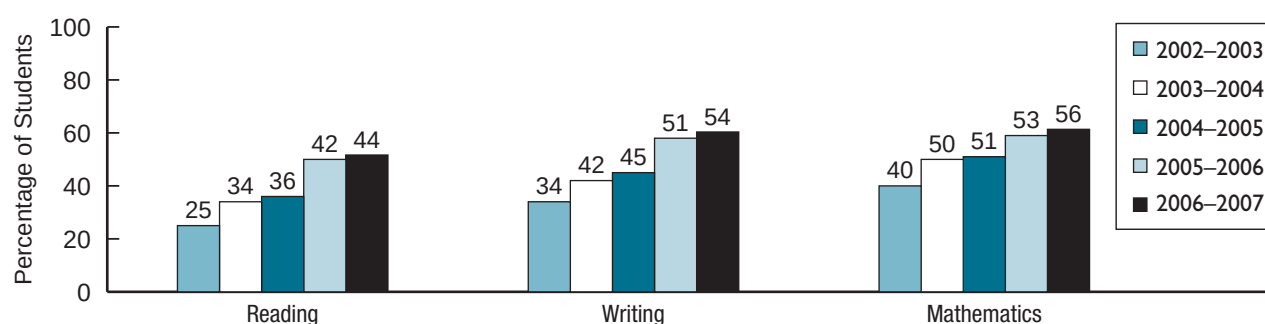
ESL/ELD Learners*

Percentage of all Grade 3 students at or above the provincial standard

	2002–2003		2003–2004†		2004–2005		2005–2006		2006–2007	
Students	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	7479	25%	8912	34%	8862	36%	7770	42%	10 107	44%
WRITING	7479	34%	8912	42%	8862	45%	7770	51%	10 107	54%
MATHEMATICS	7491	40%	8920	50%	8875	51%	7779	53%	10 116	56%

* See the Explanation of Terms.

† The definition for the ESL/ELD group changed in 2004 from “students enrolled in an ESL/ELD program” to “students designated as ESL/ELD learners.”



Observations

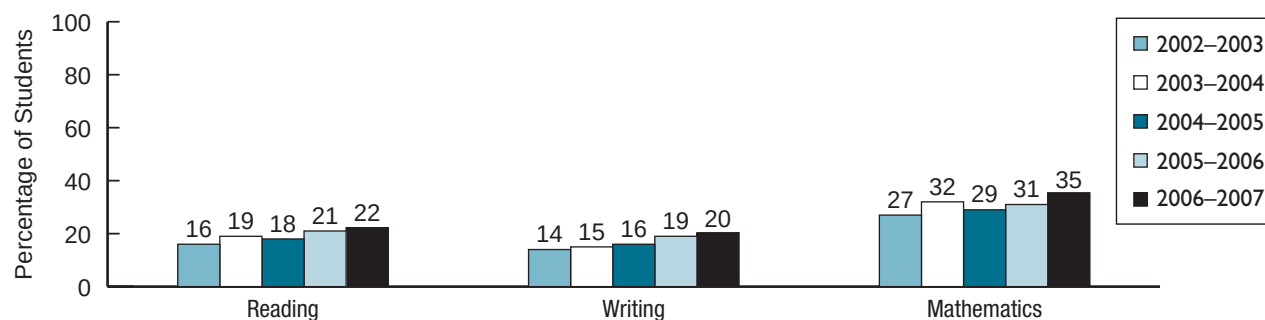
- In 2006–2007, the percentage of Grade 3 ESL/ELD learners performing at or above the provincial standard increased in all three subject areas—two percentage points in reading (44%) and three percentage points in writing (54%) and mathematics (56%)—compared to last year.
- This year, the improvement in performance of Grade 3 ESL/ELD learners exceeded that of the Grade 3 population as a whole in all three subject areas.

Students with Special Needs (excluding gifted)*

Percentage of all Grade 3 students at or above the provincial standard

	2002–2003		2003–2004		2004–2005		2005–2006		2006–2007	
Students	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	16 265	16%	16 687	19%	14 883	18%	15 229	21%	16 501	22%
WRITING	16 265	14%	16 687	15%	14 883	16%	15 229	19%	16 501	20%
MATHEMATICS	16 338	27%	16 771	32%	14 971	29%	15 297	31%	16 572	35%

* See the Explanation of Terms.



Observations

- In 2006–2007, the percentage of Grade 3 students with special needs (excluding gifted) performing at or above the provincial standard increased in all three subject areas—one percentage point in reading (22%), one percentage point in writing (20%) and four percentage points in mathematics (35%)—compared to last year.
- This year, the improvement in mathematics performance of Grade 3 students with special needs (excluding gifted) exceeded by three percentage points that of the Grade 3 population as a whole.

Trends: Assessment of Reading, Writing and Mathematics, Junior Division

Contextual Information

DEMOGRAPHIC INFORMATION*	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
ALL GRADE 6 STUDENTS	144 676	146 169	143 421	146 711	145 901
PARTICIPATION IN THE TEST					
Students participating in reading	95%	95%	95%	95%	95%
Students participating in writing	95%	95%	95%	95%	95%
Students participating in mathematics	95%	95%	95%	95%	95%
GENDER					
Female	49%	49%	48%	48%	49%
Male	51%	51%	51%	52%	51%
STUDENT STATUS					
ESL/ELD learners [†]	3%	4% [‡]	4% [‡]	5% [‡]	5% [‡]
Students with special needs (excluding gifted) [†]	16%	13%	13%	15%	17%
LANGUAGE SPOKEN AT HOME BY THE STUDENT [§]					
First language learned at home was other than English	18%	19%	19%	17%	17%
Speak only or mostly English	85%	83%	83%	82%	82%
In another language (or other languages) as often as English	N/A	10%	10%	11%	12%
Mostly or only in another language (or other languages)		6%	7%	6%	6%
PLACE OF BIRTH					
Born outside Canada	13%	13%	13%	11%	12%
In Canada less than one year	1%	1%	1%	1%	1%
In Canada one year or more but less than three years	3%	2%	2%	2%	2%
In Canada three years or more	8%	8%	9%	8%	8%

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

[†] See the Explanation of Terms.

[‡] The definition for the ESL/ELD group changed in 2004 from “students enrolled in an ESL/ELD program” to “students designated as ESL/ELD learners.”

[§] With the exception of “First language learned at home,” demographic information pertaining to “Language spoken at home by the student” is gathered from the student questionnaire. Some data may be missing because they were not provided by students.

Observations

- Over the past five years, the characteristics of the Grade 6 cohort have remained relatively stable.
- In 2006–2007, there was a slight increase in the number of students who were born outside of Canada compared to last year.
- The percentage of Grade 6 students with special needs (excluding gifted) has increased by two percentage points since last year.

Student Questionnaire Data

STUDENT QUESTIONNAIRE	2002–2003		2003–2004		2004–2005		2005–2006		2006–2007	
Number of Grade 6 students who completed the questionnaire	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	68 036*	69 821*	68 858*	71 015*	66 977*	69 701*	67 963*	70 817*	68 318*	70 615*
STUDENT QUESTIONNAIRE—READING										
Percentage of students who answered “yes” to the following statements:										
I am a good reader.	66%	59%	66%	59%	65%	59%	64%	59%	65%	59%
I like to read.	63%	46%	56%	39%	56%	40%	55%	39%	55%	38%
I read by myself at home.	N/A [†]	N/A [†]	74%	60%	74%	61%	73%	60%	73%	60%
I read with someone older than me at home.			4%	5%	4%	5%	4%	5%	4%	4%
STUDENT QUESTIONNAIRE—WRITING										
Percentage of students who answered “yes” to the following statements:										
I am a good writer.	47%	39%	48%	40%	48%	39%	48%	38%	50%	38%
I like to write.	52%	36%	50%	35%	50%	34%	50%	33%	52%	33%
I write by myself at home.	N/A [†]	N/A [†]	59%	46%	61%	46%	60%	46%	59%	45%
Someone older than me helps me with my writing at home.			9%	11%	8%	10%	9%	11%	8%	10%
STUDENT QUESTIONNAIRE—MATHEMATICS										
Percentage of students who answered “yes” to the following statements:										
I am good at mathematics.	38%	58%	41%	60%	42%	62%	39%	58%	40%	58%
I like mathematics.	40%	55%	40%	55%	42%	57%	38%	53%	37%	52%
I use mathematics to solve problems outside school.	37%	43%	36%	43%	36%	43%	35%	41%	34%	40%
Someone older than me helps me with my mathematics at home.	N/A [†]	N/A [†]	25%	19%	25%	18%	27%	20%	27%	20%

* Includes only those students for whom gender data were available.

† Data not available. These questions were not asked that year.

Observations

- More Grade 6 females than males indicate that they like reading and writing and are good readers and writers.
- More Grade 6 males than females indicate that they like mathematics and are good at mathematics.
- Since 2002–2003, the percentages of Grade 6 males and females who indicate that they like mathematics and reading have decreased.
- Since 2002–2003, the percentages of Grade 6 males who indicate that they like writing and are good writers have decreased; the percentage of females who indicate that they are good writers has increased.
- Since 2004–2005, the percentages of Grade 6 males and females who indicate they like mathematics have decreased.
- Since 2002–2003, the percentages of Grade 6 males and females who indicate that they use mathematics to solve problems outside of school have decreased.

Teacher Questionnaire Data

TEACHER QUESTIONNAIRE	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Number of Grade 6 teachers who completed the questionnaire	6921	6372	6272	7107	7341
USE OF EQAO DATA*					
Percentage of teachers indicating that they use student and school EQAO achievement results and questionnaire data from the Assessment of Reading, Writing and Mathematics, Junior Division, to do the following:					
Identify how well students are meeting the expectations in the curriculum	N/A†	45%	50%	51%	56%
Identify areas of Grade 6 reading, writing and mathematics program strength and areas for improvement		59%	62%	62%	69%
Inform Grade 6 reading, writing and mathematics program planning		36%	42%	44%	53%
USE OF TEACHING AND ASSESSMENT RESOURCES—READING AND WRITING*					
Numbers of teachers who completed the language section of the questionnaire	6574	6071	5993	6817	7001
Percentage of teachers indicating that they use the following resources often or sometimes when teaching and assessing students' achievement in reading and writing:					
Classroom reading material (e.g., textbooks)	N/A†	98%	98%	98%	98%
Library or resource-centre language materials, including print and audiovisual		80%	82%	82%	84%
Language instruction materials developed by them or by other teachers in their school		86%	87%	88%	89%
Language instruction materials developed by their board or by other boards		80%	80%	83%	82%
Language-related computer software		43%	45%	50%	52%

* This is a sample of the uses that teachers were questioned about.

† Data not available. These questions were not asked that year.

Observations

- Since 2003–2004, the percentages of Grade 6 teachers who indicate that they use student and school EQAO achievement results and questionnaire data to do the following have increased significantly:
 - identify how well students are meeting the expectations in the curriculum;
 - identify areas of Grade 6 reading, writing and mathematics program strength and areas for improvement and
 - inform Grade 6 program planning.
- Since 2003–2004, the percentages of Grade 6 teachers who indicate that they use library or resource-centre language materials and language instruction materials developed by themselves, other teachers in their school, or their board or other boards as well as language-related computer software have increased.

Teacher Questionnaire Data *continued*

TEACHER QUESTIONNAIRE	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
USE OF TEACHING AND ASSESSMENT RESOURCES—MATHEMATICS*					
Number of teachers who completed the mathematics section of the questionnaire	6455	5921	5865	6795	7076
Percentage of teachers indicating that they use the following resources <i>often</i> or <i>sometimes</i> when teaching and assessing students' achievement in mathematics:					
Mathematics textbooks and/or workbooks	N/A†	95%	93%	95%	93%
Mathematics manipulatives		90%	92%	92%	92%
Library or resource-centre mathematics materials, including print and audiovisual		38%	42%	47%	49%
Mathematics instruction materials developed by them or by other teachers in their school		85%	84%	81%	80%
Mathematics instruction materials developed by their board or by other boards		68%	66%	68%	66%
Mathematics-related computer software developed by the Ministry of Education		32%	35%	38%	37%
Commercial mathematics-related computer software		38%	39%	43%	43%

* This is a sample of the uses that teachers were questioned about.

† Data not available. These questions were not asked that year.

Observations

- Since 2003–2004, the percentages of Grade 6 teachers who indicate that they use library or resource-centre mathematics materials, and mathematics manipulatives have increased; there has also been an increase in the use of commercial mathematics-related software and software developed by the Ministry of Education.
- The percentages of teachers who indicate that they use mathematics instruction materials developed by themselves, or other teachers in their school or by their board or other boards have decreased.

Note: The junior division Principal Questionnaire data are the same as those of the primary division (page 13).

Trends in Reading*

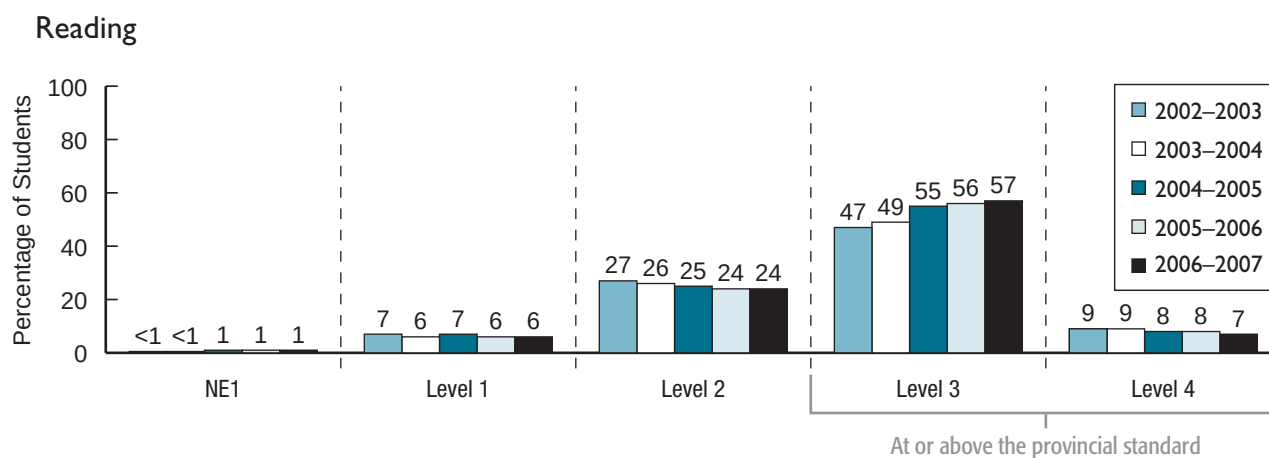
		2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Percentage of Students	Number of Students	144 676	146 169	143 421	146 711	145 901
	Level 4	9%	9%	8%	8%	7%
	Level 3	47%	49%	55%	56%	57%
	Level 2	27%	26%	25%	24%	24%
	Level 1	7%	6%	7%	6%	6%
	NEI [†]	<1%	<1%	1%	1%	1%
	NEIS [†]	5%	5%	N/A [‡]	N/A [‡]	N/A [‡]
	No Data	1%	1%	1%	1%	1%
	Exempt	4%	4%	4%	4%	3%
	At or Above the Provincial Standard [§]	56%	58%	63%	64%	64%

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

† See the Explanation of Terms.

‡ The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

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



Observations

- In 2006–2007, the percentage of Grade 6 students at or above the provincial standard in reading (64%) remains the same as last year.
- Over the past five years, the percentage of students achieving at or above Level 3 has improved by eight percentage points in reading.
- Over the past five years, the percentage of students achieving at Levels 1 and 2 has decreased.

Trends in Writing*

		2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Percentage of Students	Number of Students	144 676	146 168	143 421	146 711	145 901
	Level 4	10%	9%	7%	7%	7%
	Level 3	43%	45%	51%	54%	54%
	Level 2	33%	34%	33%	31%	33%
	Level 1	5%	4%	2%	2%	2%
	NEI [†]	<1%	<1%	1%	<1%	<1%
	NEIS [†]	3%	3%	N/A [‡]	N/A [‡]	N/A [‡]
	No Data	1%	1%	1%	1%	1%
	Exempt	4%	4%	4%	4%	3%
	At or Above the Provincial Standard [§]	54%	54%	59%	61%	61%

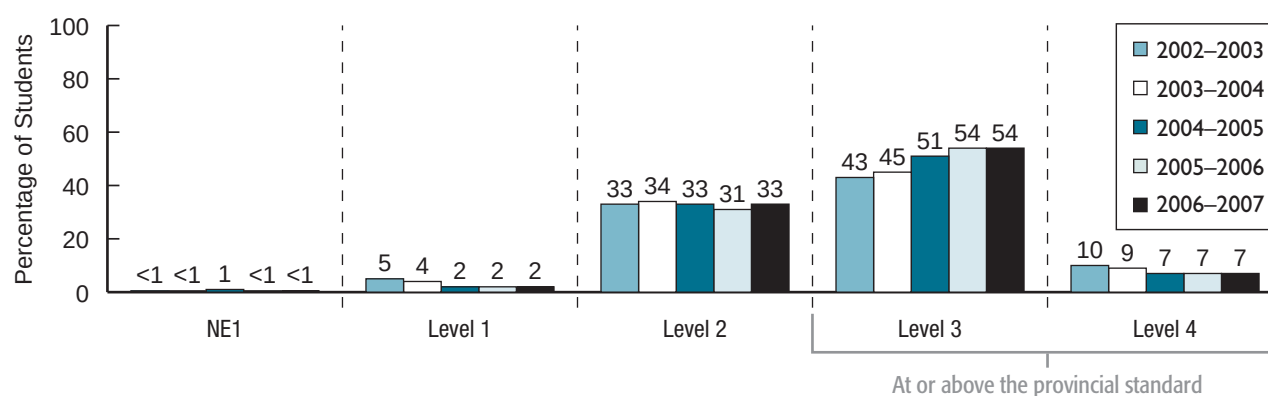
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† See the Explanation of Terms.

‡ The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

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

Writing



Observations

- In 2006–2007, the percentage of Grade 6 students at or above the provincial standard in writing (61%) remains the same as last year.
- Over the past five years, the percentage of students achieving at or above Level 3 has increased seven percentage points in writing.
- Over the past five years, the percentage of students achieving at Level 1 has decreased.

Trends in Mathematics*

		2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Percentage of Students	Number of Students	144 676	146 168	143 421	146 711	145 901
	Level 4	12%	13%	10%	11%	11%
	Level 3	41%	44%	50%	50%	48%
	Level 2	28%	27%	29%	27%	30%
	Level 1	8%	6%	6%	7%	6%
	NEI [†]	<1%	<1%	<1%	<1%	<1%
	NEIS [†]	6%	4%	N/A [‡]	N/A [‡]	N/A [‡]
	No Data	1%	1%	1%	1%	1%
	Exempt	4%	4%	4%	4%	4%
	At or Above the Provincial Standard [§]	53%	57%	60%	61%	59%

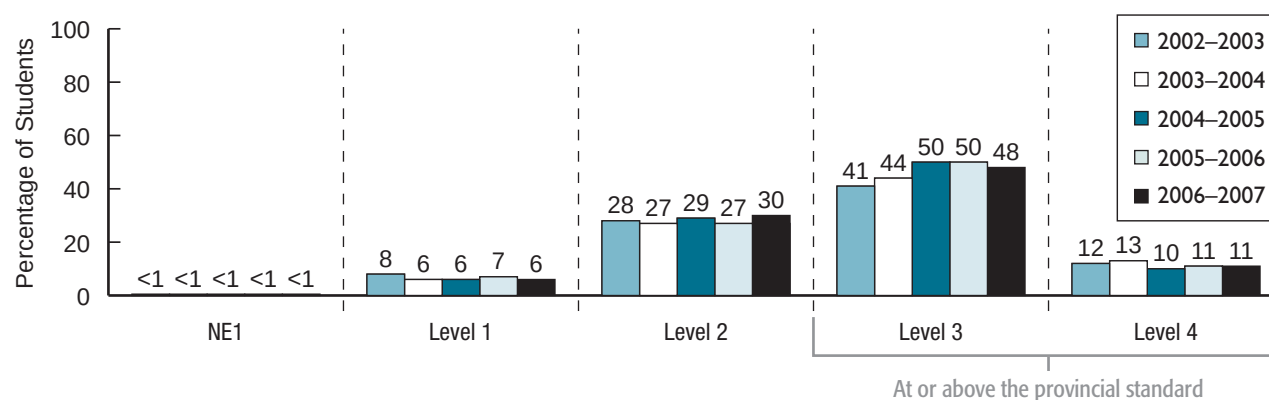
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† See the Explanation of Terms.

‡ The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

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

Mathematics



Observations

- In 2006–2007, the percentage of Grade 6 students at or above the provincial standard in mathematics decreased by two percentage points (59%) compared to last year.
- Over the past five years, the percentage of students achieving at or above Level 3 has increased by six percentage points in mathematics.
- Over the past five years, the percentage of students achieving at Level 1 has decreased and the percentage of students achieving at Level 2 has increased.

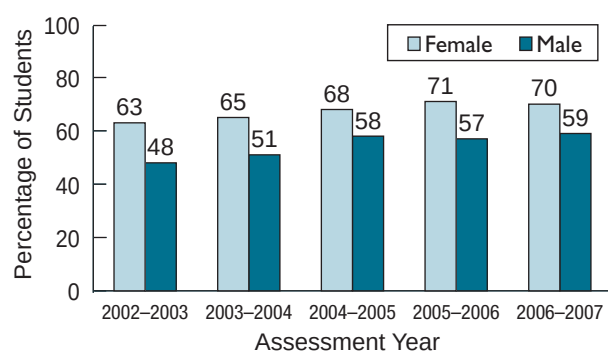
Trends by Gender*

Percentage of all Grade 6 students at or above the provincial standard

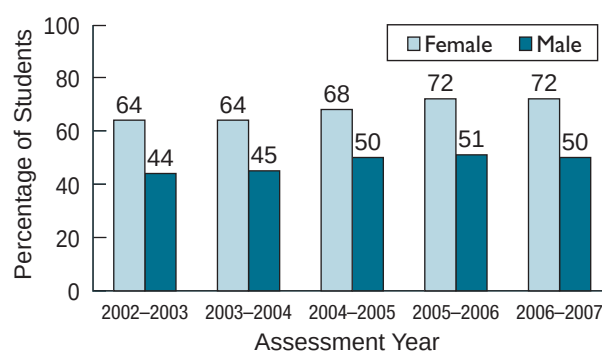
	2002–2003				2003–2004				2004–2005				2005–2006				2006–2007			
Gender	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
Students	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	70 297	63%	73 155	48%	70 913	65%	74 095	51%	68 858	68%	72 537	58%	70 984	71%	75 697	57%	70 863	70%	75 036	59%
WRITING	70 297	64%	73 155	44%	70 913	64%	74 094	45%	68 858	68%	72 537	50%	70 984	72%	75 697	51%	70 863	72%	75 036	50%
MATHEMATICS	70 297	55%	73 155	52%	70 913	60%	74 094	56%	68 858	60%	72 537	60%	70 984	62%	75 697	59%	70 863	60%	75 036	58%

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

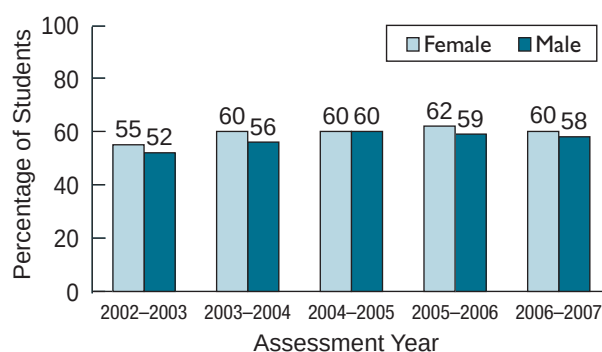
Reading



Writing



Mathematics



Observations

- In 2006–2007, more Grade 6 female than male students performed at or above the provincial standard in all three subjects: reading—males 59%, females 70%; writing—males 50%, females 72%; mathematics—males 58%, females 60%.
- Over the past five years, the gender gap in favour of females has remained relatively consistent and is particularly pronounced in reading and writing.

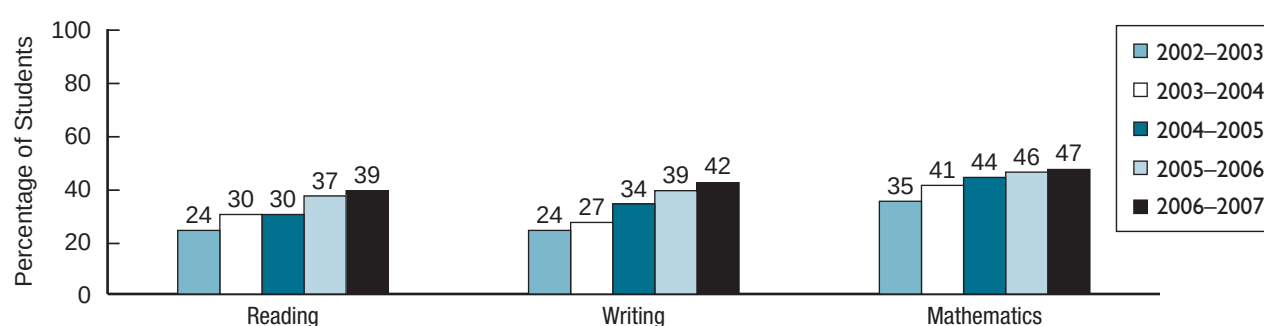
ESL/ELD Learners*

Percentage of all Grade 6 students at or above the provincial standard

	2002–2003		2003–2004†		2004–2005		2005–2006		2006–2007	
Students	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	4930	24%	5532	30%	5178	30%	5461	37%	6630	39%
WRITING	4930	24%	5532	27%	5178	34%	5461	39%	6630	42%
MATHEMATICS	4930	35%	5532	41%	5178	44%	5461	46%	6630	47%

* See the Explanation of Terms.

† The definition for the ESL/ELD group changed in 2004 from “students enrolled in an ESL/ELD program” to “students designated as ESL/ELD learners.”



Observations

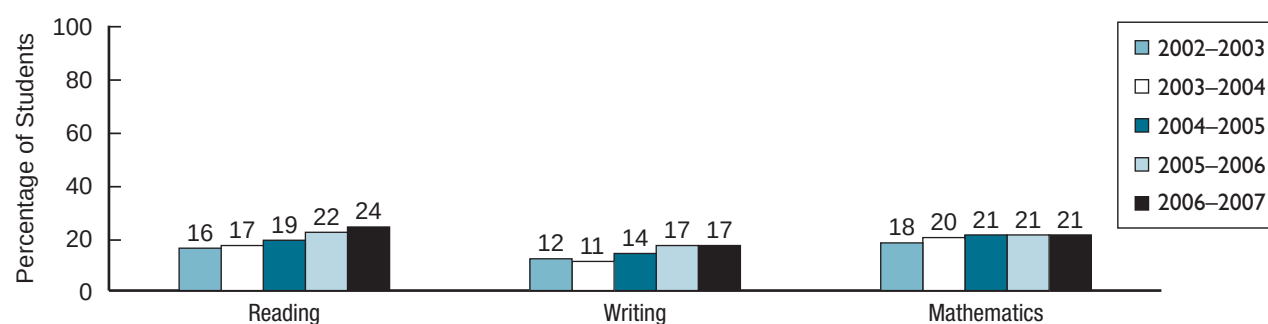
- In 2006–2007, the percentage of Grade 6 ESL/ELD learners performing at or above the provincial standard increased in all three subject areas—two percentage points in reading (39%), three percentage points in writing (42%) and one percentage point in mathematics (47%)—compared to last year.
- This year, the improvement in performance of Grade 6 ESL/ELD learners exceeded that of the Grade 6 population as a whole in all three subject areas.

Students with Special Needs (excluding gifted)*

Percentage of all Grade 6 students at or above the provincial standard

	2002–2003		2003–2004		2004–2005		2005–2006		2006–2007	
Students	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	19 187	16%	19 681	17%	19 264	19%	22 350	22%	24 633	24%
WRITING	19 187	12%	19 681	11%	19 264	14%	22 350	17%	24 633	17%
MATHEMATICS	19 187	18%	19 681	20%	19 264	21%	22 350	21%	24 633	21%

* See the Explanation of Terms.



Observations

- In 2006–2007, the percentage of Grade 6 students with special needs (excluding gifted) performing at or above the provincial standard increased in reading by two percentage points (24%) and remained the same in writing (17%) and in mathematics (21%) compared to last year.
- This year, the improvement in reading performance of Grade 6 students with special needs (excluding gifted) exceeded by two percentage points that of the Grade 6 population as a whole.

Summary of Findings: Primary and Junior Divisions

Assessment of Reading, Writing and Mathematics, Primary Division

- In 2006–2007, the percentages of Grade 3 students at or above the provincial standard in reading (62%) and writing (64%) remain the same as last year.
- There has been a slight improvement of one percentage point for students achieving at Level 3 or above in mathematics (69%).
- Over the past five years, the percentage of students achieving at or above Level 3 has increased by nine percentage points in writing and 12 percentage points in both reading and mathematics.
- In 2006–2007, more female than male students performed at or above the provincial standard in all three subjects: reading—males 56%, females 68%; writing—males 56%, females 73%; mathematics—males 68%, females 69%.
- In 2006–2007, the percentage of Grade 3 ESL/ELD learners performing at or above the provincial standard increased in all three subject areas—two percentage points in reading (44%) and three percentage points in writing (54%) and mathematics (56%)—compared to last year.
- In 2006–2007, the percentage of Grade 3 students with special needs (excluding gifted) performing at or above the provincial standard increased in all three subject areas—one percentage point in reading (22%), one percentage point in writing (20%) and four percentage points in mathematics (35%)—compared to last year.
- Since 2003–2004, the percentages of Grade 3 teachers who indicate they use student and school EQAO achievement results and questionnaire data to do the following have increased significantly:
 - identify how well students are meeting the expectations in the curriculum;
 - identify areas of Grade 3 reading, writing and mathematics program strength and areas for improvement and
 - inform Grade 3 program planning.

Assessment of Reading, Writing and Mathematics, Junior Division

- In 2006–2007, the percentages of Grade 6 students at or above the provincial standard in reading (64%) and writing (61%) remain the same as last year.
- There has been a decrease of two percentage points for students achieving at Level 3 or above in mathematics (59%).
- Over the past five years, the percentage of students achieving at or above Level 3 has increased by six percentage points in mathematics, seven percentage points in writing and eight percentage points in reading.
- In 2006–2007, more Grade 6 female than male students performed at or above the provincial standard in all three subjects: reading—males 59%, females 70%; writing—males 50%, females 72%; mathematics—males 58%, females 60%.
- In 2006–2007, the percentage of Grade 6 ESL/ELD learners performing at or above the provincial standard increased in all three subject areas—two percentage points in reading (39%), three percentage points in writing (42%) and one percentage point in mathematics (47%)—compared to last year.
- In 2006–2007, the percentage of Grade 6 students with special needs (excluding gifted) performing at or above the provincial standard increased in reading by two percentage points (24%) and remained the same in writing (17%) and in mathematics (21%) compared to last year.
- Since 2003–2004, the percentages of Grade 6 teachers who indicate that they use student and school EQAO achievement results and questionnaire data to do the following have increased significantly:
 - identify how well students are meeting the expectations in the curriculum;
 - identify areas of Grade 6 reading, writing and mathematics program strength and areas for improvement and
 - inform Grade 6 program planning.

Primary and Junior Divisions

- Since 2003–2004, the percentages of principals who indicate that they used last year's EQAO achievement results and questionnaire data to do the following have increased:
 - identify how well students are meeting the expectations in the curriculum;
 - communicate with teachers about student achievement;
 - support the acquisition of resources and
 - support a change in teaching practices in their school.

Strategies for Success: Primary and Junior Divisions

INFORMING PROFESSIONAL PRACTICE

The following observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their skills in reading, writing and mathematics. They are based on an analysis of students' performance on the 2007 Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, and on feedback from teachers who scored the assessments.

Some of the observations make reference to specific questions, which can be found in the released 2007 assessment booklets on the EQAO Web site, www.eqao.com.

For more information on the skills assessed on the assessments and the kinds of questions used to measure them, see the primary and junior divisions' Framework documents on the EQAO Web site.

PRIMARY DIVISION

OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT: READING

READING SKILLS

Observations:

Grade 3 students continued to perform best on questions measuring Reading Skill 1 (understanding explicitly stated information in a reading selection).

They had more difficulty answering questions measuring Reading Skill 2 (understanding implicitly stated information in a reading selection).

They found questions measuring Reading Skill 3 (making connections between ideas in the reading selection and their own knowledge and experience) the most challenging.

Strategies for improvement:

Continue to give students opportunities to explicitly retell and restate what they have read.

Model inferencing strategies and skills (e.g., asking "how do we know?" and "what clues give us the idea that...?") and provide students with multiple opportunities to draw conclusions and make generalizations based on information provided in texts.

Model and provide students with opportunities to demonstrate their understanding of a text by connecting ideas from their prior knowledge and experience to the ideas and information in a text.

CURRICULUM OVERALL READING EXPECTATIONS

Observations:

Students performed best on questions measuring Overall Reading Expectation 1 (read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning) and Overall Reading Expectation 3 (use knowledge of words and cueing systems to read fluently).

Students had the most difficulty with questions measuring Overall Reading Expectation 2 (recognize a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning).

Strategies for improvement:

Give direct instruction on and provide students with multiple opportunities to use the knowledge and practise the skills required by Overall Reading Expectation 2 and its associated specific expectations (model and give students the opportunity to identify text forms, text features and stylistic elements, and explain how they relate to the meaning of the text).

Continue to model the use of various cueing systems when determining the meaning of unfamiliar words.

Continue to provide students with many opportunities to demonstrate their understanding of texts.

TEXT TYPES

Observations:

There continued to be significant differences in the performance of Grade 3 students across the reading text types on the assessment.

This year they performed best on the long narrative ("The Scarecrow's Hat") and the non-narrative informational text ("Do You Need More Sleep?"), followed by the short narrative ("A Better Place to Be"), the poem ("Hands") and the non-continuous text ("My Café Menu").

Strategy for improvement:

Provide students with multiple opportunities to practise reading and demonstrate understanding of a variety of topics presented in the variety of text genres required by the primary division curriculum, especially non-continuous texts with a variety of graphical features.

GENDER

Observation:

On all five reading selections, female students performed better than males on both multiple-choice and open-response questions.

Strategies for improvement:

Continue to provide a variety of topics in different text types that are of interest to both genders.

Have students work in mixed-gender groups to benefit from the strengths of others.

QUESTION TYPE

Observations:

Students continued to perform significantly better on multiple-choice than open-response reading questions. They demonstrate their understanding of reading texts better when they can select responses to multiple-choice questions than when they have to construct their response to open-response questions.

The number of raw score points for Reading Skills 1 and 2 are evenly divided between multiple-choice and open-response questions. More raw score points for Reading Skill 3 are acquired by open-response than multiple-choice questions. This may be part of the challenge students found when demonstrating Skill 3.

Fewer than 10% of primary students attained a Code 40 (the top score) on open-response reading questions.

Strategies for improvement:

Provide students with frequent opportunities to demonstrate their understanding of texts through written responses.

Use the EQAO scoring rubrics and anchors with students to have them understand and demonstrate the understanding required for Code 30 and 40 responses to open-response reading questions.

Model, using think-aloud methods, the understanding required to develop a response to reading questions that would earn a Code 40.

Have students practise the quantity and quality of writing required to demonstrate a Code 40 understanding when responding to open-response reading questions.

Continue to model strategies for students on how to determine the "best" answer in multiple-choice questions.

OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT: WRITING

WRITING SKILLS

Observations:

When responding to the short-writing tasks (Booklet 1, Section A, Question 13; Booklet 1, Section B, Question 14) and long-writing tasks (Booklet 2, Section D, Question 23), Grade 3 students continued to score higher on Writing Skill 3 (using conventions—spelling, grammar, punctuation—in a manner that does not distract from clear communication) than on Writing Skill 1 (developing a main idea with sufficient supporting details) and Writing Skill 2 (organizing information and ideas in a coherent manner)—although the gap has narrowed over previous years.

Students better demonstrated their knowledge of conventions when responding to multiple-choice questions than they did when using conventions to produce written work required by the writing prompts. The gap between their ability to demonstrate their knowledge of correct use of conventions on multiple-choice questions and in written work remains consistent with that of previous years.

Students performed best on multiple-choice questions assessing the correct use of adverbs and verbs (Booklet 2, Section C, Question 14 and Booklet 2, Section D, Question 32).

Students had the most difficulty with multiple-choice questions dealing with sentence combining (Booklet 2, Section C, Question 15) and simplifying a run-on sentence (Booklet 2, Section D, Question 33).

Strategies for improvement:

Model for students and provide multiple opportunities for students to organize written work around clear, well-developed and well-supported ideas in the variety of forms expected in the primary division curriculum.

Ensure students are familiar with the characteristics of all the genres students are required to write according to the primary division curriculum expectations.

Continue helping students to use conventions correctly and edit their own written work and that of their peers.

Provide opportunities for students to master Specific Writing Expectation 2.4 of the curriculum, dealing with sentence fluency.

GENDER

Observations:

Female students performed better than males on all multiple-choice writing questions and writing prompts.

There was less of a gap between female and male students when responding to multiple-choice writing questions than when responding to the writing prompts.

Males performed better on the short-writing tasks than the long-writing tasks.

Strategies for improvement:

Have students work in mixed-gender groups to benefit from the strengths of others.

Have male students practise longer (e.g., full-page) written work with the quantity and quality of writing required to demonstrate Code 30 and 40 performances.

Provide male students with opportunities to demonstrate writing skills in a variety of forms.

QUESTION TYPE

Observation:

Students performed better on the short-writing prompts (half page) than on the long-writing prompts (full page).

Strategy for Improvement:

Continue to provide students with multiple opportunities to write short and long compositions in the variety of written forms required by the primary division curriculum.

OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT: MATHEMATICS

MATHEMATICS STRANDS

OVERALL

Observations:

Overall, Grade 3 students performed best on items from the strand of Number Sense and Numeration.

Students had difficulty answering items related to expectations new to Grade 3 in *The Ontario Curriculum, Grades 1–8: Mathematics* (revised 2005) (e.g., mode, relationships between different quadrilaterals, missing number in an equation).

Strategy for improvement:

Complete a gap analysis of resources used in the classroom to ensure complete coverage of all expectations in *The Ontario Curriculum, Grades 1–8: Mathematics* (revised 2005).

NUMBER SENSE AND NUMERATION

Observations:

In general, students were successful on multiple-choice items requiring the demonstration of specific knowledge and its meaning (e.g., skip counting [Q2], addition of two-digit numbers [Q4] and multiplication facts [Q5]).

Students had difficulty with multiple-choice items involving the concept of money (Q3 and Q22). These items require a multi-step solution process.

Strategies for improvement:

Continue to solidify students' understanding of basic number concepts and develop students' ability to perform mental mathematics.

Model appropriate problem-solving strategies (constructing models, making drawings, using manipulatives) and provide students with opportunities to solve multi-step problems in a variety of learning contexts (e.g., oral, written, group, investigative).

Model and provide practice opportunities for students to check the reasonableness of their answers by reviewing and reflecting on solutions (e.g., does my answer make sense?).

Demonstrate how to make a plan to solve problems (e.g., underlining mathematical operations in the problem, listing steps, trying out and revising processes).

MEASUREMENT

Observations:

While most students were successful when measuring one length (Q20), they had difficulty determining perimeter when they had to measure and add six side lengths (Q13).

Students performed well on the open-response item requiring them to determine areas on grids (Q10), but they struggled to demonstrate understanding of the relationship between the size of a unit of area and the number of units needed to cover a surface (Q16).

Similar to last year, students had difficulty ordering lengths recorded with different units (centimetres, metres). Differences in units were not considered (Q21).

Strategies for improvement:

Provide students with opportunities to determine the perimeter of irregular polygons by measuring the sides.

Provide students with opportunities, using grid paper, to investigate the relationship between the size of a unit of area and the number of units needed to cover a surface.

Continue to provide opportunities for students to compare and order objects on the basis of linear measurements in centimetres and metres in problem-solving contexts.

GEOMETRY AND SPATIAL SENSE

Observations:

In general, students were successful on items requiring the demonstration of specific knowledge and its meaning (e.g., symmetry [Q9], angles relative to right angles [Q14] and edges and vertices [Q25]).

Students had difficulty identifying and describing the relationships between different types of quadrilaterals (Q15 and Q29).

Strategies for improvement:

Continue to provide students with opportunities to explore angles using various reference tools (e.g., paper corner, pattern block) and to sort three-dimensional figures by their geometric properties.

Provide opportunities for students to investigate geometric properties and explain the relationships between different types of quadrilaterals.

PATTERNING AND ALGEBRA

Observations:

In general, students were successful on items requiring the demonstration of specific knowledge and its meaning (e.g., relating addition and subtraction [Q18], representing geometric patterns using a number sequence [Q19], describing pattern attributes [Q35] and extending patterns [Q36]).

Students had difficulty determining the missing number in equations involving addition and subtraction (Q1, Q6), especially those involving a number expression and an unknown (Q6).

Strategies for improvement:

Provide students opportunities to investigate equality by modeling equations using a variety of tools and strategies (e.g., concrete materials, guess and check).

Continue to provide students with opportunities to recognize relationships and solve multi-step problems involving numeric and geometric patterns using concrete materials and pictorial displays.

DATA MANAGEMENT AND PROBABILITY

Observations:

Generally, students were successful predicting the frequency of an outcome in simple probability experiments (Q7 and Q11) but were more successful on the multiple-choice (Q11) than the open-response (Q7) item.

Students continued to struggle with items that involve multi-step processes (e.g., interpreting one representation of data in order to present it in another form [Q7 and Q34]).

Strategies for improvement:

Continue to teach expectations new to Grade 3 in the revised curriculum, especially helping students demonstrate an understanding of mode.

Provide students with various representations of data (e.g., graphs and tables) and instruct them on how to interpret and represent the data in other forms.

OTHER OBSERVATIONS

QUESTION TYPE

Observation:

Students continued to struggle with explaining or justifying their thinking in open-response items (e.g., Q7–10, Q27–30).

Strategies for improvement:

Model how to provide complete explanations and justifications.

Allow students to practise orally and in writing the use of mathematical language to explain mathematical processes and applications.

GENDER

Observation:

Overall, male students outperformed female students on multiple-choice items in measurement (Q12, Q13, Q16, Q17, Q20, Q21, Q32, Q33).

Strategy for improvement:

Continue to have students work in mixed-gender groups to benefit from the strengths of others and to experience viewpoints of the opposite gender.

STUDENTS WITH SPECIAL NEEDS (EXCLUDING GIFTED)

Observation:

Students with special needs performed 10 percentage points or more below the Grade 3 population in general in all strands.

Strategy for improvement:

Ensure allowed accommodations listed in the student's Individual Education Plan (IEP) and in the EQAO *Guide for Accommodations, a Special Provision and Exemptions* are utilized during the administration of the assessment.

ESL/ELD LEARNERS

Observation:

Performance of ESL/ELD learners shows similar strengths and weaknesses to that of the general population.

Strategy for improvement:

Continue to provide ESL/ELD learners with opportunities to consolidate learning in all areas of the mathematics curriculum.

JUNIOR DIVISION

OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT: READING

READING SKILLS

Observations:

Grade 6 students performed best on questions measuring Reading Skill 1 (understanding explicitly stated information in a reading selection) and Reading Skill 2 (understanding implicitly stated information in a reading selection).

There is virtually no difference between the results of Grade 3 and Grade 6 students on questions measuring Reading Skill 1.

Grade 6 students had the most difficulty when answering questions measuring Reading Skill 3 (making connections between ideas in the reading selection and their own knowledge and experience).

The overall gaps in performance between skills are narrower among Grade 6 students than Grade 3 students.

Strategies for improvement:

Continue to model and provide opportunities for students to analyze and synthesize elements, such as characterization and theme, to build interpretations that demonstrate understanding of reading selections.

Model and provide Grade 6 students with opportunities to make valid and relevant connections between their prior knowledge and experience of the world around them and reading selections.

CURRICULUM OVERALL READING EXPECTATIONS

Observations:

Grade 6 students performed best on questions measuring Overall Reading Expectation 1 (read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning) and Overall Reading Expectation 3 (use knowledge of words and cueing systems to read fluently).

Students had the most difficulty with questions measuring Overall Reading Expectation 2 (recognize a variety of text forms, text features and stylistic elements, and demonstrate understanding of how they help communicate meaning).

The two points above are consistent with primary division assessment data.

Strategies for improvement:

Provide students with direct instruction on and with opportunities to practise the knowledge and skills required by Overall Reading Expectation 2 and its associated specific expectations.

Continue to model a range of strategies (e.g., read-alouds, guided reading, brainstorming, concept maps, use of visualization and comparisons) for students to use to read and understand the variety of reading selections required by the junior division language curriculum.

Continue to help students to use context to understand the meaning of words in a selection.

TEXT TYPES

Observations:

There continued to be differences in the performance of students across the reading selection types on the assessment.

This year, students performed best on the questions on the poem ("The Pocket Watch") and had the most difficulty with questions on the narrative informational text ("The Scourge and the Hamilton"). Their performance on the long narrative ("Hannah's Great Day"), the short narrative ("What a Job!") and the non-continuous text ("Guide Dogs for the Visually Impaired in Canada") was similar.

Strategy for improvement:

Provide students with multiple opportunities to practise reading and demonstrate understanding of a variety of topics presented in the variety of text genres required by the primary and junior division curricula.

GENDER

Observations:

On all but two reading questions on the assessment, female students performed better than males. The two questions males performed better on were from the non-continuous text "Guide Dogs for the Visually Impaired in Canada" (Booklet 1, Section A, Question 3) and the narrative informational text "The Scourge and the Hamilton" (Booklet 1, Section A, Question 10).

Approximately 8% more females than males performed at the top half of the open-response reading rubric.

Strategies for improvement:

Have students work in mixed-gender groups to benefit from the strengths of others.

Continue to provide a variety of topics in different text types that are of interest to both genders.

QUESTION TYPE

Observations:

Although students continued to perform better on multiple-choice than open-response reading questions, they had less of a gap in performance between question types than did students on the primary division assessment.

Fewer than 10% of Grade 6 students attained a Code 40 on open-response reading questions. This result is consistent with primary division assessment data.

Strategies for improvement:

Use the EQAO scoring rubrics and anchors with students to have them understand and demonstrate the understanding required for Code 30 and 40 responses to open-response reading questions.

Model, through think-aloud methods, the understanding required to develop a Code 40 response to open-response reading questions.

Have students practise the quantity and quality of writing required to demonstrate a Code 40 understanding when responding to open-response reading questions.

OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT: WRITING

WRITING SKILLS

Observations:

When responding to the short-writing task (Booklet 1, Section A, Question 13; Booklet 1, Section B, Question 14) and long-writing task (Booklet 2, Section D, Question 23), Grade 6 students continued to score higher on Writing Skill 3 (using conventions—spelling, grammar, punctuation—in a manner that does not distract from clear communication) than on Writing Skill 1 (developing a main idea with sufficient supporting details) and Writing Skill 2 (organizing information and ideas in a coherent manner)—although the gap narrowed over previous years.

Unlike Grade 3 students, Grade 6 students showed little or no gap in performance between demonstrating their knowledge of conventions when responding to multiple-choice questions and using conventions to produce written work for the short- and long-writing prompts.

Grade 6 students performed best on multiple-choice questions dealing with creating complex sentences by combining phrases, clauses, and/or simple sentences (Booklet 2, Section D, Question 33; Booklet 2, Section C, Question 16).

Students had the most difficulty with multiple-choice questions dealing with using parts of speech correctly to communicate meaning (Booklet 2, Section D, Question 31; Booklet 2, Section C, Question 14).

Strategies for improvement:

Model for students and provide multiple opportunities for students to organize written work around clear, well-developed and well-supported ideas in the variety of forms expected in the junior division curriculum.

Model careful reading of the writing prompts, with a focus on identifying the form, audience and purpose prior to writing.

Ensure students are familiar with the characteristics of the genres they are expected to write in the primary- and junior-division-curricula writing expectations.

Continue helping students to use conventions correctly and edit their own written work and that of their peers.

GENDER

Observations:

On average, female students performed better than males on all multiple-choice writing questions and all short- and long-writing prompts.

There was less of a gap between female and male students when responding to multiple-choice writing questions than the short- and long-writing prompts.

Strategy for improvement:

Have students work in mixed-gender groups to benefit from the strengths of others.

Provide male students with opportunities to demonstrate writing skills in a variety of forms.

STUDENTS WITH SPECIAL NEEDS (EXCLUDING GIFTED)

Observations:

Consistent with all students, students with special needs scored higher on the multiple-choice writing questions than they did when responding to the short- and long-writing prompts.

They also scored higher on the use-of-conventions rubric than the topic-development rubric.

Strategy for improvement:

Model careful reading of the writing prompts with a focus on identifying the topic, audience and purpose, and provide students with special needs with multiple opportunities to express themselves in the variety of forms of writing required by the curriculum, using assistive technologies and accommodations as appropriate.

ESL/ELD LEARNERS

Observations:

Consistent with all students, ESL/ELD learners performed better on the multiple-choice writing questions than they did when responding to the short- and long-writing prompts.

They also scored higher on the use-of-conventions rubric than the topic-development rubric.

ESL/ELD students scored within 8.5 percentage points of all Grade 6 students on multiple-choice writing questions.

Strategies for improvement:

Continue current successful work in helping ESL/ELD learners write correctly.

Place emphasis on helping ESL/ELD learners organize their writing around well-developed, well-supported, clear and substantial ideas.

QUESTION TYPE

Observation:

Students did better on multiple-choice writing questions than they did when responding to the short- and long-writing prompts.

Strategies for improvement:

Model careful reading of the writing prompts, with a focus on identifying the topic, audience and purpose prior to writing.

Provide students with many opportunities to express themselves in the various forms of writing required by the junior division curriculum.

OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT: MATHEMATICS

MATHEMATICS STRANDS

OVERALL

Observations:

Grade 6 students were least successful in the Measurement strand.

Students had difficulty explaining or justifying their thinking.

Students continued to make careless errors when responding to mathematics items.

Strategies for improvement:

Model how to provide a complete explanation or a justification using mathematical terms. Allow students to practise using mathematical language orally and in writing to explain mathematical processes and applications.

Continue to reinforce the importance of accuracy (e.g., converting all parts of a question to the same units, attending to place values when adding, subtracting, multiplying and dividing).

NUMBER SENSE AND NUMERATION

Observations:

In general, students were successful on multiple-choice items requiring the demonstration of specific knowledge and its meaning (e.g., standard order for performing operations [Q5], determining the relationships among simple fractions and percentages [Q6], and unit prices [Q34]).

Students continued to struggle with items requiring a multi-step process (Q35).

Strategies for improvement:

Continue to give students opportunities to develop their ability to estimate quantities using the benchmarks for percent that are outlined in the mathematics curriculum and to represent relationships using unit rates.

Model appropriate problem-solving strategies (e.g., constructing models, making drawings, using manipulatives) and provide students with opportunities to solve multi-step problems in a variety of contexts (e.g., oral, written, group, investigative).

Model for students how to check the reasonableness of their answer by reviewing and reflecting on their solution (e.g., does my answer make sense?).

MEASUREMENT

Observations:

In general, students experienced the most difficulty with items in the Measurement strand.

Students continued to struggle with items that require a multi-step process (Q10, Q24 and Q25). Specifically with Q24, many students used the correct mathematical operation but ignored the units of mass.

Students also continued to confuse the concepts of perimeter, area, volume and surface area (Q3, Q15 and Q25).

Strategy for improvement:

Provide students with opportunities to investigate and explore relationships among measurable attributes, including areas of triangles and parallelograms, volume and surface area, using a variety of tools (e.g., pattern blocks, grid paper, geoboard).

GEOMETRY AND SPATIAL SENSE

Observations:

Students performed well on multiple-choice items requiring the demonstration of specific knowledge and its meaning (e.g., determining angle measures [Q13] and representing points on a Cartesian coordinate plane [Q20]).

Students had the most difficulty with open-response items (e.g., constructing polygons using given angle and side measurements [Q9] and analyzing the results of transformations [Q30]).

Strategies for improvement:

Continue to provide students with opportunities to apply their knowledge and understanding of angles and coordinate systems.

Provide students with opportunities to create and analyze designs made by transformations. Ensure students specify rotation points and the size of the rotation when justifying their answer.

Provide students with opportunities to construct various polygons given angle and side measurements with a variety of tools.

PATTERNING AND ALGEBRA

Observations:

In general, students performed well on items in the Patterning and Algebra strand.

Students were very successful solving equations that use two or three symbols to represent unknown quantities (Q2 and Q31).

Strategy for improvement:

Continue to provide students with opportunities to consolidate their knowledge and understanding of patterning and algebra.

DATA MANAGEMENT AND PROBABILITY

Observations:

Students performed well on multiple-choice items dealing with probability.

Students had difficulty answering items dealing with the mean of a set of data (Q12 and Q28).

Strategy for improvement:

Ensure students have opportunities to demonstrate an understanding of mean and how it differs from mode and median. Have them solve multi-step problems using the concept of mean in a variety of contexts.

OTHER OBSERVATIONS

GENDER

Observation:

In general, male students performed about the same as female students on both multiple-choice and open-response items.

Strategies for improvement:

Continue to have students work in mixed-gender groups to benefit from the strengths of others and to experience viewpoints of the opposite gender.

Provide opportunities for both genders to utilize a variety of concrete materials to help them consolidate their understanding of various mathematical concepts.

STUDENTS WITH SPECIAL NEEDS (EXCLUDING GIFTED)

Observation:

Students with special needs performed approximately 10 percentage points or more below the Grade 6 population on most items.

Strategy for improvement:

Ensure allowed accommodations listed in the student's Individual Education Plan (IEP) and in the EQAO *Guide for Accommodations, a Special Provision and Exemptions* are utilized during the administration of the assessment.

ESL/ELD LEARNERS

Observation:

Performance of ESL/ELD students shows similar strengths and weaknesses as those of the Grade 6 population in general.

Strategy for improvement:

Continue to provide ESL/ELD students opportunities to consolidate learning in all areas of the mathematics curriculum.

Case Studies: School Success Stories

Observations from the Field and School Success Stories

School Success Stories: Primary and Junior Divisions

EQAO is pleased to profile 12 school communities from across Ontario that exemplify the many successful learning environments in publicly funded schools. The collection of these success stories provides yet another opportunity for EQAO to engage with the education community. This is an enriching experience that also gives schools an opportunity to pause, reflect and celebrate all they've accomplished. By publishing their stories here, we are pleased to shine the spotlight on the good work being done in these schools and trust that their successful strategies can serve as a model for other schools across the province.

These schools, which represent the rich diversity of the province, have developed many successful and innovative approaches. No single initiative is responsible for student achievement, but improvements would not be possible without one common ingredient: a shared commitment to student learning.

Some of the common themes that schools identify as factors in addressing the literacy and numeracy needs of students are professional learning communities; data-driven decision making; a whole-school approach to literacy, numeracy and student achievement; small-group learning for language and mathematics; one-student-at-a-time strategies; high-quality teaching; parental involvement; the coordination of school and board improvement planning and implementing Ministry of Education initiatives.

EQAO celebrates these schools' stories and applauds the efforts of Ontario's educators, parents and public as we all work together to inspire students to become successful learners.

Centennial Public School

NEAR NORTH DISTRICT SCHOOL BOARD

Student population: 303 Grades: JK–8, Principal: Christine Misch



Centennial Public School principal Christine Misch and Grade 3 teacher

In view of the high mobility rate throughout the school year, the focus at Centennial is to provide a consistent structure linked to high expectations. The teachers have a shared vision and shared goals, which result in cross-grade consistency in instructional practices and a team approach to assisting students in need. This vision is achieved through continual supportive dialogue among staff, as exemplified by the primary teachers' daily voluntary after-school debriefs during which they discuss challenges and successes.

An important goal of the teachers is to ensure every child experiences success, which has resulted in motivated learners who are excited to show what they know. Teachers in the primary grades dedicate time in the classroom to consulting one-on-one with each student, celebrating elements of their

written work and discussing how the child might help his or her audience understand a point more clearly. (Centennial has adopted its writing model from Better Answers: Written Performances That Look Good and Sound Smart.) The teachers ensure many opportunities for the children to share their work, and the subsequent peer support and modelling have proven effective in fueling the students' confidence and desire to achieve Level 4.

Since 2002–2003, Grade 3

assessment scores have increased by 24 percentage points in reading, 33 percentage points in writing and 49 percentage points in mathematics. The Grade 6 assessment scores have increased by eight percentage points in reading, remained stable in writing and increased by 18 percentage points in mathematics.

“This is a school where teachers have chosen to be, where staff have a strong sense that their commitment is making a huge difference in the lives of the children,” explains principal Christine Misch.

At Centennial Public School, approximately 150 students are enrolled in junior kindergarten to Grade 6, and another 150 students are enrolled in Grades 7 and 8. Serving central North Bay, the school has a high mobility rate. A small minority of children remain in the school through all of the grades. Students with special needs comprise 30% of the school's population. Centennial serves a large percentage of students at risk.

Confirming the results of classroom assessments, EQAO data showed that making connections within and between various contexts, including personal experience, is an area of struggle for the school's students. At the root of the challenge is the fact that many of the children lack opportunities to experience the world beyond their community or the classroom—even such things as a giraffe or other zoo animals are unfamiliar to some children. Consequently, the staff takes extra care to avoid assumptions about common knowledge and makes every effort to provide a breadth of experiences in the classroom.

Centennial's philosophy is that the school should act as a family for the children and serve as a hub of support.

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	52%	37%
Male	48%	63%
ESL and ELD	0%	0%
Special needs	17%	30%
Born outside Canada	0%	0%
First language learned at home other than English	0%	0%

Central Public School, Bowmanville

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Student population: 180, Grades: JK–6, Principal: Cheryl Fowler

This junior kindergarten to Grade 6 elementary school has a population of 180 students. Approximately 35% of students have Individual Education Plans, and the school runs an Academics for Life Skills class for students in Grades 4 through 6 who are working four or more years below their expected grade level. The school offers a breakfast club program to serve students of parents who hold multiple jobs and has both a full-time child and youth worker and a literacy coach on staff. Four years ago, the board used EQAO results to designate Central Public School as one of 17 schools that would benefit from additional special education and teaching assistant support.

Central Public School's review of EQAO results revealed the need to focus on the following areas for improvement in literacy: short answers, inference skills and making connections to personal experience.

These data, along with those from the board-designed Kindergarten Primary Literacy Assessments, informed the school's SMART (specific, measurable, attainable, realistic and



timely) goals for reading and writing for both the primary and junior divisions. Using CASI (Comprehension, Attitudes, Strategies and Interests) and annual EQAO data to track progress, the school has noted significant success.

The school has a philosophy of teaching to Level 4 of the provincial standard. For this reason, it has adopted the practice of modelling skills and working with students until they achieve their highest level in a particular skill.

“EQAO results and other data gathering have helped us become more focused every year and deepen our understanding so that we have seen an evolution in our teaching,” says principal Cheryl Fowler. She credits that evolution to “a collaborative staff who willingly introduce and refine practices” and who are committed to bringing those practices into the classroom and reflecting on them, rather than just theorizing about them.”



Central Public School staff

The school credits high expectations, skill modelling and character education with creating an environment that is highly conducive to maximizing student learning.

Against a backdrop of self-respect and respect among students and staff, the school has successfully created a culture that celebrates literacy. For example, the school has

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	48%	44%
Male	52%	56%
ESL and ELD	0%	4%
Special needs	36%	36%
Born outside Canada	0%	8%
First language learned at home other than English	0%	4%

a Caught Reading program in which students win prizes when unexpectedly found reading. Grade 5 students enjoy a poetry picnic, and morning announcements include student recipes for building character, such as perseverance pie.

Centre Peel Public School

UPPER GRAND DISTRICT SCHOOL BOARD

Student population: 251, Grades: JK–8, New Principal: Katharine Creery, Former Principal: Ken McPherson



Nicole Hamilton, Grade 6 teacher, with the Data Wall

Centre Peel Public School is a small rural school that serves a community of predominantly Mennonite families. All students are bused in. The majority of families speak English as a second language. The population is fairly transient.

In recent years, Centre Peel has taken a strategic approach to analyzing EQAO and other data. Whereas in the past only Grades 3 and 6 teachers reviewed the results, now the entire staff examines the findings to determine a whole-school approach to school improvement.

The school identified a need for skill building in the areas of making connections, making inferences, higher-order thinking skills and problem-solving in mathematics. The board provided

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	40%	39%
Male	60%	61%
ESL and ELD	40%	39%
Special needs	7%	9%
Born outside Canada	23%	26%
First language learned at home other than English	60%	48%

the junior division with three half-days in which the staff worked as a professional learning community to develop strategies to build these skills. These strategies included creating common rubrics and checklists and teaching students to compare their answers to EQAO anchors.

Key to planning at Centre Peel are tracking boards that display data on every student. The teachers use the visual graphs to foster action-oriented discussion and for optimal placement of resource teachers, appropriate grouping of children and monitoring struggling and gifted students. The primary division tracking board includes the results of running records and Price Milburn (PM) Benchmarks, while the junior division board shows the results of the Comprehension, Attitudes, Strategies, Interests (CASI) diagnostic assessments.



Centre Peel Public School staff

The primary division is participating in a Ministry of Education Turn-Around project, which has been instrumental in helping Centre Peel implement best practices and acquire resources to embed literacy and numeracy skill building across the curriculum. The school has adopted the Ministry's Guide to - Effective Instruction and Reading as part of a strategy to ensure a common literacy language and approach in all classes.

Many children enter kindergarten with little or no prior exposure to English language books, the alphabet or numbers. To support literacy in the home, the school has implemented a successful strategy of hosting workshops for the parents of incoming kindergarten students at which they are trained in the use of a school-designed kit containing numeracy and literacy activities that can be shared in their own language.

“The parents of our students are eager to support their children,” notes former principal Ken McPherson. “Our goal is to develop partnerships with parents so that they feel they have the skills to participate more fully in their child’s educational process.”

John XXIII Catholic School

RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

Student population: 235, Grades: JK–6, Principal: Sondra Keatley

John XXIII Catholic School, located in the town of Arnprior, draws from a broad socio-economic base. About 50% of students are bused in from outlying rural areas. Fifteen percent of the student population at John XXIII has special needs.

EQAO data for John XXIII has shown a steady improvement over time in reading, writing and mathematics in Grade 3. Staff considered EQAO results, classroom assessments and report card data to determine strengths and areas of need. It was determined that, in reading, students needed to improve in making connections between texts and personal experience and in inferring meaning.



“It became a staff initiative for the whole school,” said principal Sondra Keatley.

“Writing the sample test gave the staff an appreciation for what the students are expected to know and be able to demonstrate across the divisions. Analyzing the Item Information Reports showed the trends over time and helped to identify areas of focus for our school improvement plan. The staff is truly an amazing team, dedicated to moving students forward.”

Part of the plan focused on the increased use of read-alouds and modelled and shared reading throughout the school. A wide selection of mentor texts are organized in book bins and readily accessible to all staff.

To help students build their prior knowledge and make connections, the staff recognized that students needed a variety of real-life experiences. With the

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	38%	28%
Male	62%	72%
ESL and ELD	0%	0%
Special needs	14%	25%
Born outside Canada	0%	0%
First language learned at home other than English	0%	0%



John XXIII Catholic School Literacy Team

support of Multicultural Artists in the Schools and Communities (MASC) and the school council, the students' participated in Artist-in-Residence programs to help round out their exposure to the arts.

Another strategy involved an early identification focus in the primary division. Starting in junior kindergarten classes, staff members flag students who are potentially at risk, using a board-developed tool and the Observation Survey of Early Literacy Achievement. This CODE-funded project enables staff members to be more

John XXIII staff launched several initiatives for student success. One of these involved the staff completing the Grades 3 and 6 sample EQAO test booklets, comparing their answers with the scoring guides and examining the data in the Item Information Reports. Staff then developed a school improvement plan setting goals for success.

in tune with students at risk and provide early intervention. This team approach to early identification and intervention has contributed significantly to improved student achievement.

North Star Community School

RAINY RIVER DISTRICT SCHOOL BOARD

Student population: 158, Grades: JK–6, Principal: Sylvia Parker

“What [teachers] are doing in the classroom is research-based. It used to be gut-based. EQAO kick-started that change,” says principal Sylvia Parker.

North Star Community School is a small rural school in the northwestern Ontario town of Atikokan, Canada’s “canoeing capital” and a gateway to Quetico Park. The student population, which includes a small number of First Nations students, is fairly stable, though enrolment is declining, and it is common for students to leave and then return due to the seasonal nature of the resource-based industries in the area. While the population of the school is small, there is a significant percentage of high-needs students.

Principal Sylvia Parker and her teachers combed through EQAO data, looking specifically at the Item Information Reports and comparing the results with students’ classroom performance in reading and writing. The team discovered that, while students generally were able to determine what was being asked, they ran into difficulty on the assessments comprehending the reading passages and expressing their ideas in their answers.

EQAO data was instrumental to school improvement planning. Each division set goals for enhancing student performance. Teachers developed a profile for every student, which included data from the Comprehension, Attitudes, Strategies and Interests (CASI) test, the Diagnostic Reading Assessment (DRA), EQAO assessments and report card data. The staff discussed areas for improvement at regular meetings.



North Star Community School staff

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	56%	45%
Male	44%	55%
ESL and ELD	0%	0%
Special needs	4%	0%
Born outside Canada	4%	0%
First language learned at home other than English	4%	0%

The school board had selected four schools in which a Professional Learning Community (PLC) would be established; North Star’s primary division was one of the four. Before long, after the school’s junior-division teachers expressed interest, school funds were used to start a PLC in the junior division. The half-day meetings for both PLCs were held off-site to avoid interruptions.

The board provided significant resources and assistance to the school, including

literacy and numeracy training for teachers, exemplars for use in class, a student achievement teacher for the primary division and literacy consultants to act as advisors.

Teachers made the key decisions in the acquisition of new print materials. A math-intervention program called Knowing Math was employed to assist small groups of Grades 5 and 6 students struggling with basic numeracy. The daily 45-minute sessions over a four-to-five-month period not only improved the students’ math skills but boosted their self-confidence as well.

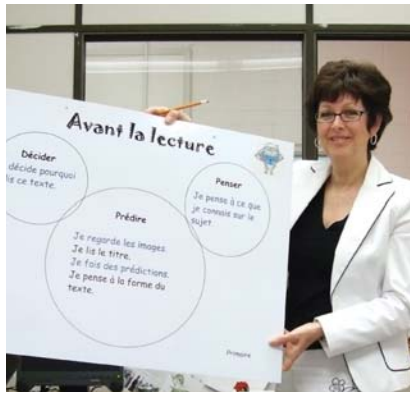
On the 2006–2007 EQAO assessment, 70% of the school’s Grade 6 students achieved the provincial standard in reading, 65% did in writing and 65% did in mathematics, compared with the 46%, 32% and 39% respectively who met the standard in 2002–2003. This year’s results surpassed the board average by 10 or more percentage points in all three areas.



Norwood Park Elementary School

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Student population: 455, Grades: K–8, Principal: Mary Scime



Mary Scime

Hamilton's Norwood Park Elementary School is a single-track French Immersion school serving a large area. It offers the only fully bilingual elementary education in its board.

The school community encompasses a diverse socio-economic and ethnocultural range.

While most families speak English, an increasing number of students are learning French as a third language.

EQAO data revealed consistent areas of weakness for four consecutive years, including widespread difficulty with open-response questions. Reading and writing presented multiple challenges, particularly with reasoning and the organization of ideas. Boys exhibited less knowledge of reading-comprehension strategies and less understanding of the processes of reading and writing than girls did.

In developing strategies to improve their students' performance, principal Mary Scime and her teachers adapted the English-language version of *The Ontario Curriculum, Grades 1–8: Language* and created resources for a French Immersion program, which involved French Immersion teachers and the school's core English teachers. This collaborative effort among the school's teachers yielded great benefits for students; the concepts taught were reinforced through being presented in two languages.

“Looking at the data over the years has completely changed the way we plan,” notes principal Mary Scime.

The most significant tools for learning that teachers employed in the classroom were the poster-sized charts that the school developed to describe the processes (before, during, after) of reading and writing. Principal Scime obtained funding from the board to enable her teachers to work with a French Immersion

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	59%	55%
Male	41%	45%
ESL and ELD	0%	0%
Special needs	2%	3%
Born outside Canada	2%	3%
First language learned at home other than English	7%	6%

consultant and educators from other schools over the summer to create the charts—in English and French, for all grades. The school mounted them in each classroom, for use as instructional aids, points of reference and constant reminders. Teachers and students found the charts extremely useful, and they

were so well regarded that the board followed Norwood Park Elementary School's lead and distributed them to every school in the board.

The school received a Learning Opportunity Grant and used it to develop the first “levelled” French Immersion bookroom and purchase new resources. Levelled bookrooms offer books written at specific reading levels, allowing teachers to select materials for and teach to particular areas of instructional need.



On the 2006–2007 EQAO assessment, 78% of the school's Grade 3 students achieved the provincial standard for reading, compared with the board average of 57% and the school's own performance of 41% four years earlier.

On the 2006–2007

EQAO assessment, 90% of the school's Grade 6 students achieved the provincial standard for reading, compared with the board average of 58%; in writing and math, 84% of the school's Grade 6 students achieved the provincial standard. In Grade 6, there has been dramatic change in scores over the past five years.

Notre Dame Catholic School

BRUCE-GREY CATHOLIC DISTRICT SCHOOL BOARD

Student population: 350, Grades: 4–8, Principal: Michael Bethune



Notre Dame Catholic School staff

Notre Dame Catholic School in Owen Sound is a dual-track English-language and French Immersion school. The school serves a diverse population, with approximately 20% of students having special needs. The school has many unique features, including a double gym open to the community, a daycare centre, a large library, a science room with a greenhouse, a computer lab and a well-equipped design and technology room. The student population is stable.

“Our staff considers EQAO data (along with other data such as those from DRA) a valuable starting point for helping to determine where student learning gaps are and informing classroom instruction. Staff comes together in professional learning teams to confirm and adjust judgments about their students’ work. After analyzing the students’ work samples, conferring with each other and referring to anchors, rubrics, curriculum documents and support materials, the staff collaboratively determines where students should be and then works to plan the next steps required to move the students forward in their learning.”

Michael Bethune, principal

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	—	57%
Male	—	43%
ESL and ELD	—	0%
Special needs	—	19%
Born outside Canada	—	0%
First language learned at home other than English	—	0%

Notre Dame staff believes assessment drives instruction. They use EQAO data, assessment tools such as the Developmental Reading Assessment (DRA), running records (Price Milburn (PM) Benchmarks for at-risk students) and report card data. When staff reviewed EQAO data and found that a majority of

students were not making connections between prior knowledge and material presented, the school assessment team assembled a number of strategies and resources to address the situation.

Staff used resources such as *Strategies That Work* as well as *Guiding Readers and Writers*. Students worked on written story retelling and summaries and were encouraged to use the school’s large literacy resource room. Data walls were created

for all students and updated regularly. As a result of these interventions, teachers noticed students expressed themselves more clearly in classroom assignments and project work. In addition, Notre Dame and its board use Paradigm, a system software that tracks student performance, enabling staff to adjust instruction continuously.

In addition, Notre Dame has an assessment team, which consists of the principal, as well as literacy, resource and classroom teachers. The team meets regularly to review data, plan professional development and strategically plan for the school year. Staff value the instructional leadership of educational author Carmel Crevola, who has assisted Notre Dame and its board, and the school’s planning framework is based on her book *Breakthrough*.



St. Francis School

THUNDER BAY CATHOLIC DISTRICT SCHOOL BOARD

Student population: 203, Grades: JK–6, Principal: Nadia Marson



St. Francis School is a neighbourhood elementary school with a fair number of English-language learners and students with special needs. St. Francis is the only open-concept school in the Thunder Bay Catholic District School Board. The staff embraces the philosophy that every child in the school belongs to every teacher.

After St. Francis staff reviewed several types of assessment data, including EQAO results over time, two areas became the focal point for the school year. In the primary division, reading, specifically comprehension, needed improvement, while writing skills needed attention in the junior division.

The school introduced assistive technology, through the Council of Ontario Directors of Education (CODE) Ministry funded project. The teaching staff discovered that the computer was a learning tool that students embraced. Students were so motivated that they lined up to get into the project classes. Boys increased

“The priority was to deeply analyze the data, which identified for us the areas to really start zoning in on. We had never delved into the data the way we did this year. We didn’t analyze just the EQAO data, but many forms of student assessment. That was a big step for the school, actually starting to examine the data very carefully, looking at and understanding what the data was telling us and then what were we going to do—as a school, as a division, as a classroom teacher—to help students succeed.”

Nadia Marson, principal



St. Francis School staff

their scores significantly, and participation rates were high. The software programs had been designed to enhance writing skills in all students to support their success.

In addition, Grade 6 students were part of the Wireless Writing Project. Teachers noticed that the written texts of students involved in the project were much richer and better developed. Students were less frustrated and said they enjoyed the learning. Marson personally witnessed “the transition from reluctant writer to regular writer” in some students.

Other strategies beyond assistive technology, such as Professional Learning Communities (PLCs),

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	57%	63%
Male	43%	37%
ESL and ELD	10%	6%
Special needs	47%	29%
Born outside Canada	3%	3%
First language learned at home other than English	7%	3%

working one-to-one with lower-achieving students, a home reading program, the after-school Outward Bound Tutoring Program and a tutor in the Grades 3 and 6 classrooms, had an impact on student achievement.

Marson commends her staff for their eagerness and commitment to trying new strategies and telling her what works and what needs revision. The staff members knew that if they gave students the right tools under constant teacher direction, they could achieve success with time. “Overall, we raised the bar and our students responded beautifully,” says Marson.

St. Joseph Catholic Elementary School

WATERLOO CATHOLIC DISTRICT SCHOOL BOARD

Student population: 276, Grades: JK–8, Principal: Judy Dunn-Keighan



“I have a group of dedicated teachers. They are very willing to engage in professional development and are always looking for ways to do a better job in reaching students. We really focus first and foremost on building relationships with the students. We do a lot to build a positive school environment. I don’t believe children can learn if they’re not feeling safe and appreciated. In terms of using EQAO data to improve student learning, it has helped us look more specifically at the skills of reading, writing and math. EQAO helps us break it down.”

Judy Dunn-Keighan, principal

St. Joseph Catholic Elementary School serves a mainly homogeneous student population in a residential neighbourhood in Cambridge. Most classes are single grade, and special education teachers assist staff in meeting the needs of students. A small percentage of students have special needs; however, there are a significant number of students with Individual Education Plans, and all of these students are integrated into the regular program. The school has experienced declining enrolment over the past few years.

Teachers work together to analyze EQAO results and discuss strategies for improvement. In addition, they use Balanced Literacy Assessment Measures (BLAM) for the primary division. The Comprehension, Attitudes, Strategies, Interests (CASI)

assessment is administered in the junior division, and all staff use the provincial reading exemplars. Principals in the board participate in data integration sessions to help them learn how to compare data collected from a variety of sources, such as EQAO, report cards and summative classroom assessments.



St. Joseph Catholic Elementary School

A review of EQAO Item Information Reports showed that students needed improvement summarizing, finding a main idea and using punctuation. To respond, teachers worked with primary students on the three Rs (reflection, retelling and relating). The primary division staff used a series of books, each constituting a unit of study, for a year-long writing curriculum as their main resource, which introduced consistency across the grade levels. The common focus in the junior division was on the writing process. Teachers were offered professional development in the use of

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	53%	41%
Male	47%	59%
ESL and ELD	0%	0%
Special needs	19%	19%
Born outside Canada	0%	3%
First language learned at home other than English	0%	3%

the Six Plus One (6 + 1) Writing Traits program, which has led to improved daily student work.

The staff is actively engaged in professional development, in-service activities and using assessment data to ensure the success of the students. EQAO tests are not viewed as grade-specific events but rather as the culmination of an entire division’s work with students. The assessment language is incorporated into daily classroom instruction.

St. Maurice Catholic School

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

Student population: 325, Grades: JK–8, Principal: Glenn Carey



Glenn Carey

“All credit for success goes to our dedicated teachers, our enthusiastic students and their supportive families,” notes principal Glenn Carey.

“I particularly wish to congratulate my teachers for their selfless commitment to the goal of maximizing the potential of every student in their care.

No child at St. Maurice is ever left behind!”

St. Maurice Catholic School is a mid-sized school of 325 students. Located near Toronto Pearson International Airport, the school serves a multicultural community with many families of Eastern European, Asian, African and Central or South American heritage. The majority of children speak English as a first language, but many speak a language other than English in the home. The student population is fairly transient. St. Maurice uses EQAO and other data to inform school planning. To meet its goals of improving overall literacy and

numeracy skills and move 75% of Grades 3 and 6 students to Level 3 or 4, St. Maurice has implemented a comprehensive system for tracking student progress.

Data walls and running records are key strategies at St. Maurice. As well, all data are uploaded onto the school board's data integration platform, including results from EQAO assessments; Canadian Achievement Tests, third edition (CAT3) which is used for Grades 2, 5 and 7; the Canadian Cognitive Abilities Test (CCAT), which is used for Grade 4; and those from diagnostic assessments such as Comprehension, Attitudes, Strategies, Interests (CASI). Teachers meet formally three times a year to discuss tracking results and

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	42%	44%
Male	58%	56%
ESL and ELD	3%	6%
Special needs	24%	22%
Born outside Canada	30%	22%
First language learned at home other than English	45%	38%

strategies for building on strengths and addressing needs in the classroom. Numeracy and literacy are considered the responsibility of the whole school. Teachers integrate EQAO support resources, such as rubrics and exemplars, into class material and their practice. Much emphasis is placed on professional development, and board coverage allows teachers to attend school-board learning centres, where teachers may observe strategies in action in the classroom. Both the primary and the junior divisions at St. Maurice have their own resource rooms.

St. Maurice considers mentoring by teachers and students part of its everyday life, and it's not surprising that the school eagerly welcomes many student teachers as well as local high school students who operate a popular homework club for primary-division students several times a week.

In addition, teachers in both the primary and the junior divisions seek to implement differentiated learning by using levelled reading programs, such as Reaching Readers and Fifth Block, which provide assessment and support materials to help teachers identify individual strengths and challenges for struggling students.



St. Patrick School

NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

Student population: 130, Grades: JK–8, Principal: Chris Collins, Former principal: Val Drury

St. Patrick School, located in the town of Cobalt, serves 130 students from Cobalt and the surrounding rural communities. The majority of students are based in. Almost 20% of the population are students with special needs. A significant number have Individual Education Plans.

The completed stories were published and displayed in the school. As well, primary division classes engaged in a week-long book study, and the classes worked collaboratively on book-related stations and activities to share with classroom visitors on Family Literacy Day.



St. Patrick School staff

“EQAO’s assessments have proved to be tremendous tools for refining teaching practice,” notes former St. Patrick principal Val Drury. “One of the great accomplishments of the assessments is that they allow us to test what we are teaching and gain a greater understanding of where students need support. Assessment for learning has become our mantra.”

In order to understand the EQAO results, St. Patrick staff reviewed EQAO and other data to identify areas of student strength and need to inform classroom instruction.

The analysis showed a need to strengthen the literacy skills of making inferences and organization. As a result, teachers used shared reading, among other strategies, to focus on making connections and increasing comprehension. As well, the school set up a graphic-organizer tunnel in the hallway with displays of graphic organizers and corresponding student work.

The school philosophy is that progress starts with student engagement, which is advanced by differentiated learning. This engagement is continuously reviewed by staff to ensure student participation in meaningful activities that are connected to the curriculum.

“Staff dedication to student achievement at all levels from custodian to principal is strong and inspires everyone in the building,” notes new principal Chris Collins.

The staff motivates students by placing a school-wide emphasis on writing with purpose and sharing work. One initiative saw the entire school participate in the study of genre. A classroom began a story in a particular genre, and each day another classroom added a section, which was read on the PA system.



GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	93%	25%
Male	7%	75%
ESL and ELD	0%	0%
Special needs	13%	17%
Born outside Canada	0%	0%
First language learned at home other than English	0%	0%

St. Patrick staff works diligently to foster a connection between parents and the school. The primary division runs a weekly book-bag program in which children take home books along with a binder, a tracking sheet and suggested questions and activities for parents to support their child's literacy.

Stonecrest Elementary School

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Student population: 670, Grades: JK–8, Principal: Michael Malek

Stonecrest Elementary School is located in the rural community of Woodlawn, just west of Ottawa. The school offers junior kindergarten to Grade 8 and French Immersion programs. All students are bused in to the school. Student enrolment is increasing as more families move into the area. Stonecrest has a predominantly homogeneous student population, and the first language spoken at home is primarily English. Students' families are often employed in farming and technology industries as well as the legal and medical professions.

“We’ve been closely following the students who are moving ahead and the students at risk through team meetings. We’re using the data we’ve gathered to allocate resources to purchase materials to support student learning. I’m becoming more comfortable with the use of data; I have a passion for it now. After working closely with my teachers and my superintendent I have a better understanding of how to look at the data, how to break it down and then focus on teaching and improving student learning.”

Michael Malek, principal

Staff reviews many sources of data, including EQAO tests, in-school assessments, report cards, Price Milburn (PM) Benchmarks and Comprehension, Attitudes, Strategies, Interests (CASI) tests as well as early French Immersion data and running records. An analysis of EQAO assessment results prompted staff to address the areas of reading comprehension and writing.

The Stonecrest staff has created a data-tracking wall to chart student progress. Staff members continuously review data, and students are closely monitored. Staff members sit down as a team and engage in consistent long-range planning.



Stonecrest Elementary School staff

where students view exemplary examples and are given ways they can improve their own work.

The staff received professional development in the area of boys' literacy. EQAO scores indicated girls were stronger in reading than boys.



In addition, a board literacy coach trained all staff in higher-order thinking using Bloom's taxonomy. Uninterrupted literacy blocks allow time to focus on the components of writing,

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	59%	59%
Male	41%	41%
ESL and ELD	0%	0%
Special needs	3%	9%
Born outside Canada	2%	4%
First language learned at home other than English	2%	1%

Principal Michael Malek attended a boys' literacy workshop and brought information back to his staff while teachers had in-service training about encouraging boys to read and write. Principal Malek also looked closely at classroom resources and started buying materials that boys would find interesting.

Student achievement on EQAO assessments has increased significantly this past year. “It all starts with my staff,” Malek says. “I have an amazing group of teachers who are committed to students and student learning. They truly believe in looking at ways to improve their teaching practice to benefit student learning at all levels.”

Trends: Grade 9

Assessment of Mathematics

Trends: Grade 9 Academic Mathematics

Contextual Information

DEMOGRAPHIC INFORMATION*	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
ALL STUDENTS	100 717	102 923	104 100	103 412	103 011
PARTICIPATION IN THE TEST					
Students participating in the assessment	97%	99%	99%	98%	98%
GENDER					
Female	51%	51%	50%	51%	51%
Male	48%	48%	48%	49%	49%
STUDENT STATUS					
ESL/ELD learners [†]	3%	2% [‡]	2% [‡]	3% [‡]	3% [‡]
Students with special needs (excluding gifted) [†]	4%	3%	3%	4%	4%
LANGUAGE SPOKEN AT HOME BY THE STUDENT [§]					
Speak only or mostly English	80%	78%	76%	76%	77%
In another language (or other languages) as often as English	11%	13%	13%	13%	13%
Mostly or only in another language (or other languages)	10%	9%	8%	8%	9%
STUDENT MOBILITY [§]					
Attended three or more elementary schools from kindergarten to Grade 8	29%	35%	35%	35%	35%

* Demographic information pertaining to gender and student status are provided by schools and/or boards through the Student Data Collection process.

† See the Explanation of Terms.

‡ The definition for the ESL/ELD group changed in 2004 from “students enrolled in an ESL/ELD program” to “students designated as ESL/ELD learners.”

§ Demographic information pertaining to “Language spoken at home by the student” and “Student mobility” is gathered from the student questionnaire. Some data may be missing because they were not provided by students.

Observations

- Over the past five years, the characteristics of the Grade 9 academic mathematics student cohort have remained relatively stable.
- Over the past five years, the percentage of students who speak only or mostly English at home has decreased.
- Over the past four years, the percentage of students who attended three or more elementary schools from kindergarten to Grade 8 has remained the same.

Student Questionnaire Data

STUDENT QUESTIONNAIRE	2002–2003		2003–2004		2004–2005		2005–2006		2006–2007	
Number of students who completed the questionnaire	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	49 886*	47 071*	50 948*	48 698*	50 741*	48 857*	51 902*	48 888*	50 835*	47 929*
STUDENT ATTITUDES AND VALUES TOWARD MATHEMATICS										
Percentage of students who strongly agree or agree with the following statements:										
I like mathematics.	36%	46%	46%	55%	48%	56%	48%	57%	47%	57%
The mathematics I learn now is very useful for everyday life.	27%	34%	34%	41%	35%	41%	36%	42%	33%	39%
I need to keep taking mathematics for the kind of job I want after I leave school.	54%	60%	54%	60%	54%	60%	54%	59%	53%	58%
STUDENT PERCEPTION OF PERFORMANCE IN MATHEMATICS										
Percentage of students who strongly agree or agree with the following statements:										
I am good at mathematics.	38%	51%	44%	57%	46%	59%	47%	59%	43%	57%
I understand most of the mathematics I am taught.	53%	63%	69%	75%	70%	77%	70%	76%	67%	74%
Mathematics is an easy subject.	21%	32%	21%	32%	24%	35%	24%	34%	22%	32%
STUDENT HABITS—MATHEMATICS										
Percentage of students who indicated that they										
always or often complete their mathematics homework. [†]	N/A [‡]	N/A [‡]	72%	62%	70%	60%	70%	60%	69%	58%
have been absent from their Grade 9 mathematics class 1–4 times in the past year. [§]			57%	56%	58%	55%	58%	56%	60%	58%

* Includes only those students for whom gender data were available.

† Students were given a choice of “never,” “seldom,” “sometimes,” “often” or “always.” The percentages represent the number of students who answered “always” and “often.”

‡ Data not available. The questions were either different or not asked that year.

§ The students were given a choice of “never,” “one to four times,” “five to nine times” or “10 or more times.”

Observations

- In the past five years, more male than female students taking Grade 9 academic mathematics indicate that they like mathematics and are good at mathematics.
- Since 2002–2003, the percentages of males and females who indicate that they like mathematics, that they are good at mathematics, that they understand most of the mathematics they are taught and that the mathematics they learn now is very useful for everyday life, have increased.

Teacher Questionnaire Data

TEACHER QUESTIONNAIRE	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Number of teachers who completed the questionnaire	2449	2225	2758	2898	2802
USE OF EQAO DATA *					
Percentage of teachers indicating that they use student and school achievement results and questionnaire data from the Grade 9 Assessment of Mathematics to do the following:					
Identify how well students are meeting the expectations in the provincial curriculum	N/A [†]	45%	46%	50%	54%
Identify areas of Grade 9 mathematics program strength and areas for improvement		43%	43%	46%	53%
Inform their Grade 9 mathematics program planning		23%	25%	29%	36%
INSTRUCTION AND ASSESSMENT PRACTICES*					
Percentage of teachers indicating that they very often or often have their Grade 9 mathematics students do the following:					
Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)	N/A [†]	49%	52%	51%	55%
Solve open-ended problems		29%	34%	38%	40%
Work collaboratively to solve problems		49%	51%	53%	56%
Discuss mathematical ideas and relationships		75%	75%	76%	77%
Conduct mathematical investigations (e.g., to demonstrate the inquiry process)		37%	35%	41%	43%
Explain the reasoning behind their answers		78%	78%	80%	81%
Write solutions using mathematical language and symbols		92%	90%	92%	92%

* This is a sample of the uses and practices that teachers were questioned about.

† Data not available. These questions were either different or not asked that year.

Observations

- Since 2003–2004, the percentages of Grade 9 academic mathematics teachers who indicate that they use student and school EQAO achievement results and questionnaire data to do the following have increased:
 - identify how well students are meeting the expectations in the provincial curriculum;
 - identify areas of Grade 9 mathematics program strength and areas for improvement and
 - inform their program planning.
- Since 2003–2004, the percentages of Grade 9 academic mathematics teachers who indicate that they often or very often have their students do the following have increased:
 - discuss and use problem-solving strategies for finding answers;
 - solve open-ended problems;
 - work collaboratively to solve problems;
 - discuss mathematical ideas and relationships;
 - conduct mathematical investigations and
 - explain the reasoning behind their answers.

Trends by Gender*

		2002–2003		2003–2004		2004–2005		2005–2006		2006–2007	
Percentage of Students	Gender	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	Number of Students	51 352	48 750	52 104	49 916	52 030	50 129	53 183	50 228	52 887	50 122
	Level 4	5%	5%	6%	6%	5%	7%	5%	7%	6%	7%
	Level 3	61%	61%	62%	62%	62%	63%	65%	66%	64%	65%
	Level 2	17%	17%	17%	17%	20%	18%	19%	16%	20%	17%
	Level 1	14%	14%	12%	12%	10%	10%	9%	9%	9%	8%
	Below Level 1	<1%	<1%	<1%	<1%	1%	1%	1%	1%	1%	1%
	NEIS [†]	<1%	<1%	1%	1%	N/A [‡]	N/A [‡]	N/A [‡]	N/A [‡]	N/A [‡]	N/A [‡]
	No Data	2%	2%	1%	1%	1%	1%	1%	1%	1%	2%
	Exempt	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	N/A [§]	N/A [§]
	At or Above the Provincial Standard ^{**}	65%	66%	68%	68%	67%	69%	70%	72%	69%	72%

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100. Results by gender include only students for whom gender data were available.

† See the Explanation of Terms.

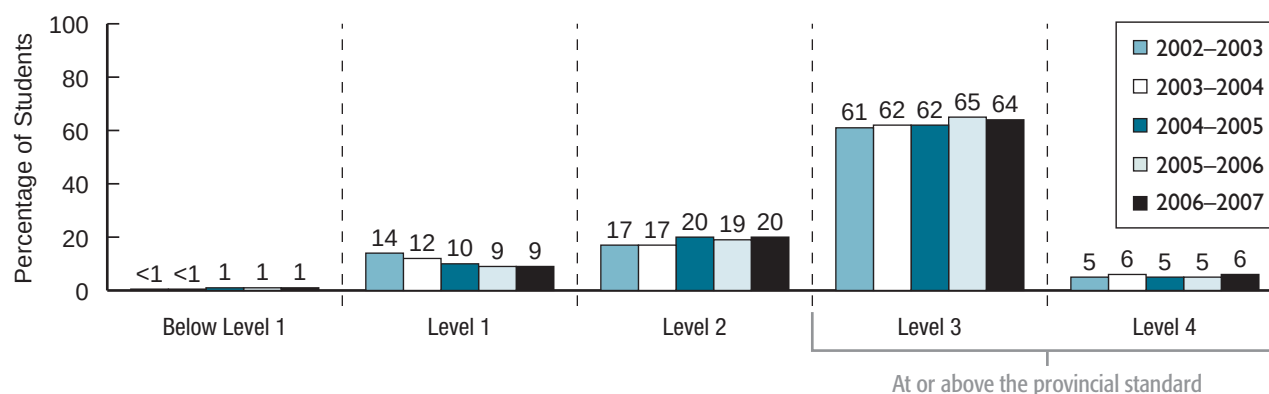
‡ The NEIS category was eliminated in 2004–2005.

§ In 2006–2007, students who were coded “exempt” were placed in the “no data” category.

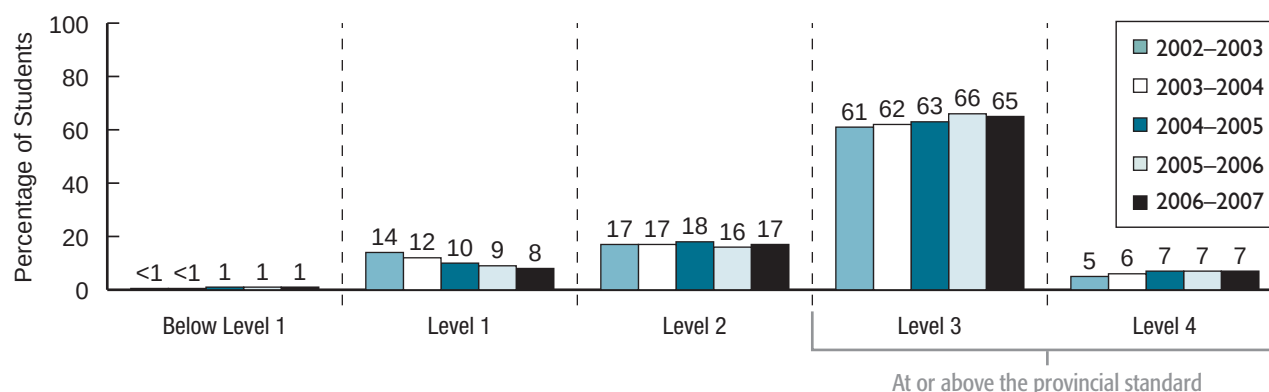
** These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Trends by Gender *continued*

Female



Male



Observations

- In 2006–2007, more male students (72%) than female students (69%) taking Grade 9 academic mathematics performed at or above Level 3.
- Over the past five years, the percentages of males and females who performed at or above Level 3 have increased by six and four percentage points respectively.
- Over the past three years, the gender gap between those performing at or above the provincial standard has remained relatively consistent, at two to three percentage points, in favour of males.

ESL/ELD Learners*

		2002–2003	2003–2004 [†]	2004–2005	2005–2006	2006–2007
Percentage of Students	Number of Students	3045	2471	2308	2836	3118
	Level 4	4%	7%	9%	8%	11%
	Level 3	41%	45%	50%	47%	49%
	Level 2	14%	15%	16%	17%	16%
	Level 1	23%	20%	14%	16%	13%
	Below Level 1	3%	2%	4%	3%	2%
	NEIS [‡]	1%	1%	N/A [§]	N/A [§]	N/A [§]
	No Data	2%	1%	1%	3%	9%
	Exempt	11%	8%	6%	7%	N/A ^{**}
	At or Above the Provincial Standard ^{††}	45%	52%	58%	55%	61%

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

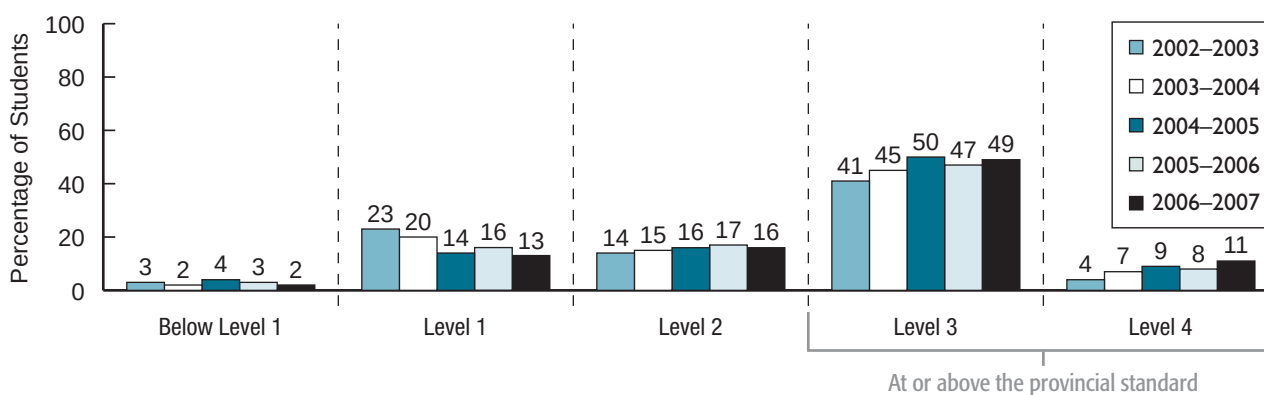
† The definition for the ESL/ELD group changed in 2004 from “students enrolled in an ESL/ELD program” to “students designated as ESL/ELD learners.”

‡ See the Explanation of Terms.

§ The NEIS category was eliminated in 2004–2005.

** In 2006–2007, students who were coded “exempt” were placed in the “no data” category.

†† The 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.



Observations

- In 2006–2007, the percentage of Grade 9 ESL/ELD learners performing at or above the provincial standard in academic mathematics increased by six percentage points to 61% compared to last year.
- Over the past five years, the percentage of students who performed at or above Level 3 has increased by 16 percentage points—a greater improvement than for the Grade 9 academic mathematics population as a whole.

Students with Special Needs (excluding gifted)*

		2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Percentage of Students	Number of Students	4181	3563	3274	3718	3913
	Level 4	3%	3%	3%	4%	4%
	Level 3	47%	47%	49%	54%	53%
	Level 2	20%	21%	23%	21%	23%
	Level 1	24%	23%	18%	15%	15%
	Below Level 1	1%	1%	5%	2%	2%
	NEIS†	1%	2%	N/A‡	N/A‡	N/A‡
	No Data	2%	2%	2%	3%	2%
	Exempt	2%	1%	1%	1%	N/A§
	At or Above the Provincial Standard**	50%	50%	52%	58%	57%

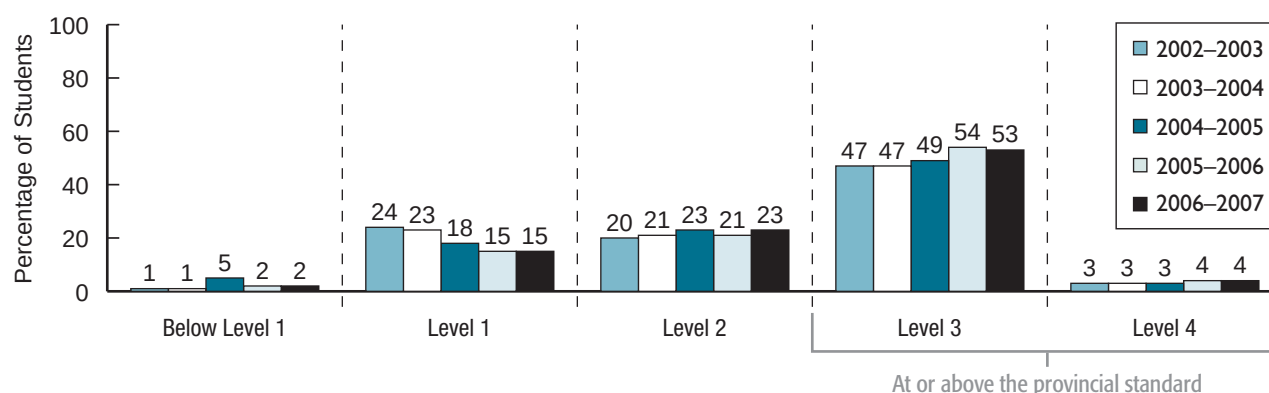
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† See the Explanation of Terms.

‡ The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

§ In 2006–2007, students who were coded “exempt” were placed in the “no data” category.

** 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.



Observations

- In 2006–2007, the percentage of Grade 9 students with special needs (excluding gifted) performing at or above the provincial standard in academic mathematics decreased by one percentage point to 57% compared to last year.
- Over the past five years, the percentage of Grade 9 students with special needs (excluding gifted) at or above the provincial standard in academic mathematics increased by seven percentage points—a greater improvement than for the Grade 9 academic mathematics population as a whole.

Trends: Grade 9 Applied Mathematics

Contextual Information

DEMOGRAPHIC INFORMATION*	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
ALL STUDENTS	48 426	50 430	51 155	50 687	49 056
PARTICIPATION IN THE TEST					
Students participating in the assessment	90%	92%	93%	90%	91%
GENDER					
Female	44%	44%	44%	45%	45%
Male	55%	54%	54%	55%	55%
STUDENT STATUS					
ESL/ELD learners [†]	5%	4% [‡]	4% [‡]	5% [‡]	5% [‡]
Students with special needs (excluding gifted) [†]	25%	24%	23%	24%	26%
LANGUAGE SPOKEN AT HOME BY THE STUDENT[§]					
Speak only or mostly English	84%	82%	79%	79%	82%
In another language (or other languages) as often as English	9%	11%	10%	10%	10%
Mostly or only in another language (or other languages)	7%	6%	6%	6%	6%
STUDENT MOBILITY[§]					
Attended three or more elementary schools from kindergarten to Grade 8	34%	41%	40%	40%	40%

* Demographic information pertaining to gender and student status are provided by schools and/or boards through the Student Data Collection process.

† See the Explanation of Terms.

‡ The definition for the ESL/ELD group changed in 2004 from “students enrolled in an ESL/ELD program” to students designated as ESL/ELD learners.”

§ Demographic information pertaining to “Language spoken at home by the student” and “Student mobility” is gathered from the student questionnaire. Some data may be missing because they were not provided by students.

Observations

- The characteristics of the Grade 9 applied mathematics student cohort have remained relatively stable.
- Since last year, the percentage of students with special needs (excluding gifted) taking applied mathematics has increased by two percentage points to 26%.
- Over the past year, the number of students who speak only or mostly English at home has increased by three percentage points to 82%.
- Over the past five years, the percentage of students who attended three or more elementary schools from kindergarten to Grade 8 has increased.

Student Questionnaire Data

STUDENT QUESTIONNAIRE	2002–2003		2003–2004		2004–2005		2005–2006		2006–2007	
Number of students who completed the questionnaire	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	19 113*	23 498*	20 188*	24 524*	20 345*	24 778*	20 400*	24 628*	19 453*	23 351*
STUDENT ATTITUDES AND VALUES TOWARD MATHEMATICS										
Percentage of students who strongly agree or agree with the following statements:										
I like mathematics.	18%	26%	28%	36%	29%	37%	29%	38%	28%	40%
The mathematics I learn now is very useful for everyday life.	25%	31%	35%	40%	35%	40%	37%	43%	36%	42%
I need to keep taking mathematics for the kind of job I want after I leave school.	35%	42%	37%	44%	38%	45%	38%	46%	38%	46%
STUDENT PERCEPTION OF PERFORMANCE IN MATHEMATICS										
Percentage of students who strongly agree or agree with the following statements:										
I am good at mathematics.	20%	30%	25%	37%	25%	39%	27%	41%	25%	41%
I understand most of the mathematics I am taught.	34%	43%	55%	62%	56%	64%	57%	65%	57%	65%
Mathematics is an easy subject.	14%	23%	15%	23%	16%	26%	17%	27%	16%	26%
STUDENT HABITS—MATHEMATICS										
Percentage of students who indicated that they										
always or often complete their mathematics homework. [†]	N/A [‡]	N/A [‡]	56%	49%	53%	47%	53%	47%	55%	49%
have been absent from their Grade 9 mathematics class 1–4 times in the past year. [§]			43%	44%	45%	44%	45%	45%	48%	48%

* Includes only those students for whom gender data were available.

† Students were given a choice of “never,” “seldom,” “sometimes,” “often” or “always.” The percentages represent the number of students who answered “always” and “often.”

‡ Data not available. The questions were either different or not asked that year.

§ The students were given a choice of “never,” “one to four times,” “five to nine times” or “10 or more times.”

Observations

- In the past five years, more male than female students taking Grade 9 applied mathematics indicate that they like mathematics and are good at mathematics.
- Since 2002–2003, the percentages of male students who indicate that they like mathematics and are good at mathematics have increased. The same is true for females; however, these percentages have remained relatively stable since 2003–2004.
- Since 2002–2003, the percentages of male and female students who indicate that they need to take mathematics for the kind of job they want after leaving school have increased.
- Since 2002–2003, the percentages of male and female students who indicate that the mathematics they learn now is very useful for everyday life, that mathematics is an easy subject and that they understand most of the mathematics they are taught have increased.

Teacher Questionnaire Data

TEACHER QUESTIONNAIRE	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Number of teachers who completed the questionnaire	1508	1456	1832	1852	1873
USE OF EQAO DATA *					
Percentage of teachers indicating that they use student and school achievement results and questionnaire data from the Grade 9 Assessment of Mathematics to do the following:					
Identify how well students are meeting the expectations in the provincial curriculum	N/A [†]	39%	41%	47%	51%
Identify areas of Grade 9 mathematics program strength and areas for improvement		41%	41%	47%	52%
Inform their Grade 9 mathematics program planning		21%	22%	29%	32%
INSTRUCTION AND ASSESSMENT PRACTICES*					
Percentage of teachers indicating that they very often or often have their Grade 9 mathematics students do the following:					
Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)	N/A [†]	41%	43%	48%	50%
Solve open-ended problems		18%	23%	29%	31%
Work collaboratively to solve problems		50%	51%	55%	57%
Discuss mathematical ideas and relationships		67%	66%	68%	70%
Conduct mathematical investigations (e.g., to demonstrate the inquiry process)		28%	29%	41%	38%
Explain the reasoning behind the answers		65%	67%	71%	72%
Write solutions using mathematical language and symbols		81%	83%	85%	85%

* This is a sample of the uses and practices that teachers were questioned about.

† Data not available. These questions were either different or not asked that year.

Observations

- Since 2003–2004, the percentages of Grade 9 applied mathematics teachers who indicate that they use student and school EQAO achievement results and questionnaire data to do the following have increased significantly:
 - identify how well students are meeting the expectations in the provincial curriculum;
 - identify areas of Grade 9 mathematics program strength and areas for improvement and
 - inform their Grade 9 mathematics program planning.
- Since 2003–2004, the percentages of Grade 9 applied mathematics teachers who indicate that they often or very often have their students do the following have increased:
 - discuss and use problem-solving strategies for finding answers;
 - solve open-ended problems;
 - work collaboratively to solve problems;
 - discuss mathematical ideas and relationships;
 - conduct mathematical investigations;
 - explain the reasoning behind the answers and
 - write solutions using mathematical language and symbols.

Trends by Gender*

		2002–2003		2003–2004		2004–2005		2005–2006 [†]		2006–2007	
Percentage of Students	Gender	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	Number of Students	21 387	26 625	22 292	27 223	22 371	27 413	22 884	27 802	22 126	26 926
	Level 4	<1%	<1%	<1%	<1%	<1%	<1%	4%	5%	4%	6%
	Level 3	21%	21%	25%	26%	24%	28%	29%	32%	29%	31%
	Level 2	38%	36%	37%	37%	38%	36%	36%	33%	38%	34%
	Level 1	21%	19%	18%	16%	20%	18%	15%	13%	14%	13%
	Below Level 1	8%	9%	8%	8%	10%	10%	7%	8%	7%	7%
	NEIS [‡]	3%	5%	5%	6%	N/A [§]	N/A [§]	N/A [§]	N/A [§]	N/A [§]	N/A [§]
	No Data	7%	7%	6%	6%	6%	6%	8%	8%	8%	9%
	Exempt	2%	2%	1%	1%	1%	1%	2%	2%	N/A ^{**}	N/A ^{**}
	At or Above the Provincial Standard ^{††}	21%	21%	25%	26%	25%	28%	33%	37%	33%	37%

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100. Results by gender include only students for whom gender data were available.

† Note that significant revisions were made to applied program courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

‡ See the Explanation of Terms.

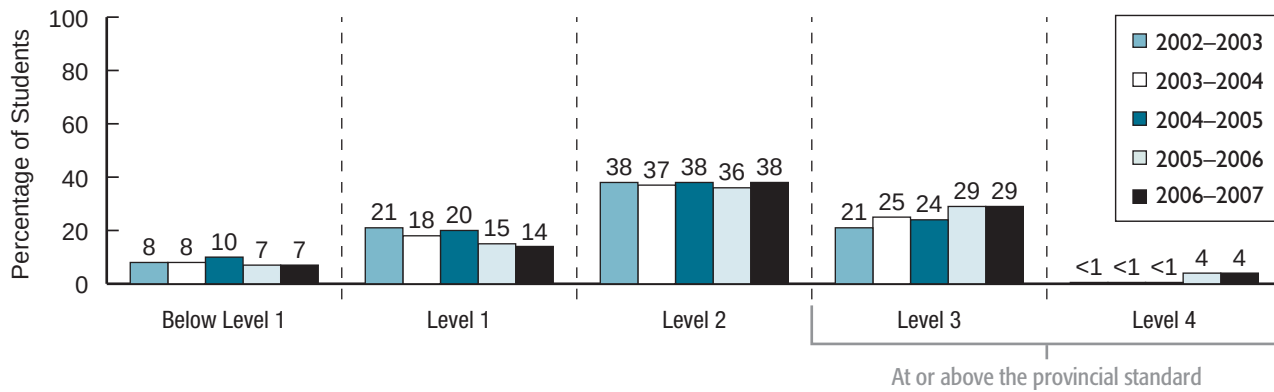
§ The NEIS category was eliminated in 2004–2005.

** In 2006–2007, students who were coded “exempt” were placed in the “no data” category.

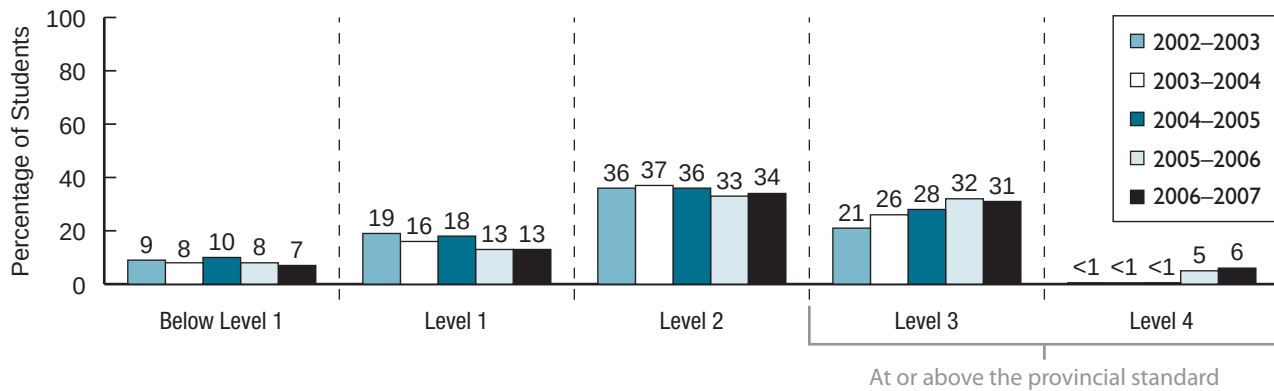
†† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Trends by Gender *continued*

Female



Male



Observations

- In 2006–2007, more male students (37%) than female students (33%) taking Grade 9 applied mathematics performed at or above Level 3.
- Over the past five years, the percentages of males and females who performed at or above Level 3 have increased by 16 and 12 percentage points respectively.
- Over the past three years, the gender gap between those performing at or above the provincial standard remained relatively consistent, at three to four percentage points, in favour of males.

ESL/ELD Learners*

		2002–2003	2003–2004 [†]	2004–2005	2005–2006 [‡]	2006–2007
Percentage of Students	Number of Students	2236	2013	1827	2464	2396
	Level 4	<1%	1%	1%	3%	4%
	Level 3	9%	11%	15%	15%	16%
	Level 2	22%	22%	23%	24%	26%
	Level 1	20%	21%	20%	15%	17%
	Below Level 1	21%	20%	18%	14%	13%
	NEIS [§]	6%	5%	N/A ^{**}	N/A ^{**}	N/A ^{**}
	No Data	6%	5%	4%	11%	24%
	Exempt	15%	14%	19%	18%	N/A ^{††}
	At or Above the Provincial Standard ^{‡‡}	9%	12%	16%	18%	20%

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

† The definition for the ESL/ELD group changed in 2004 from “students enrolled in an ESL/ELD program” to “students designated as ESL/ELD learners.”

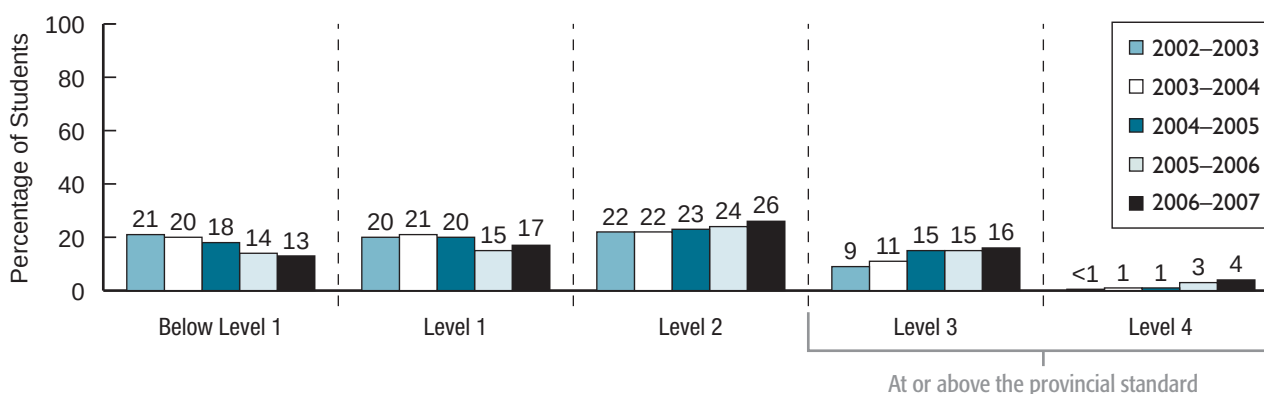
‡ Note that significant revisions were made to applied program courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

§ See the Explanation of Terms.

** The NEIS category was eliminated in 2004–2005.

†† In 2006–2007, students who were coded “exempt” were placed in the “no data” category.

‡‡ 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.



Observations

- In 2006–2007, the percentage of Grade 9 ESL/ELD learners performing at or above the provincial standard in applied mathematics increased by two percentage points to 20% compared to last year.
- Over the past five years, the percentage of ESL/ELD learners who performed at or above Level 3 has increased by 11 percentage points.

Students with Special Needs (excluding gifted)*

		2002–2003	2003–2004	2004–2005	2005–2006 [†]	2006–2007
Percentage of Students	Number of Students	11 959	12 269	12 020	12 359	12 562
	Level 4	<1%	<1%	<1%	3%	4%
	Level 3	15%	18%	19%	25%	24%
	Level 2	34%	35%	36%	36%	36%
	Level 1	24%	22%	23%	17%	18%
	Below Level 1	13%	12%	15%	10%	10%
	NEIS [‡]	4%	5%	N/A [§]	N/A [§]	N/A [§]
	No Data	6%	5%	5%	7%	8%
	Exempt	4%	2%	2%	2%	N/A ^{**}
	At or Above the Provincial Standard ^{††}	15%	19%	19%	28%	28%

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

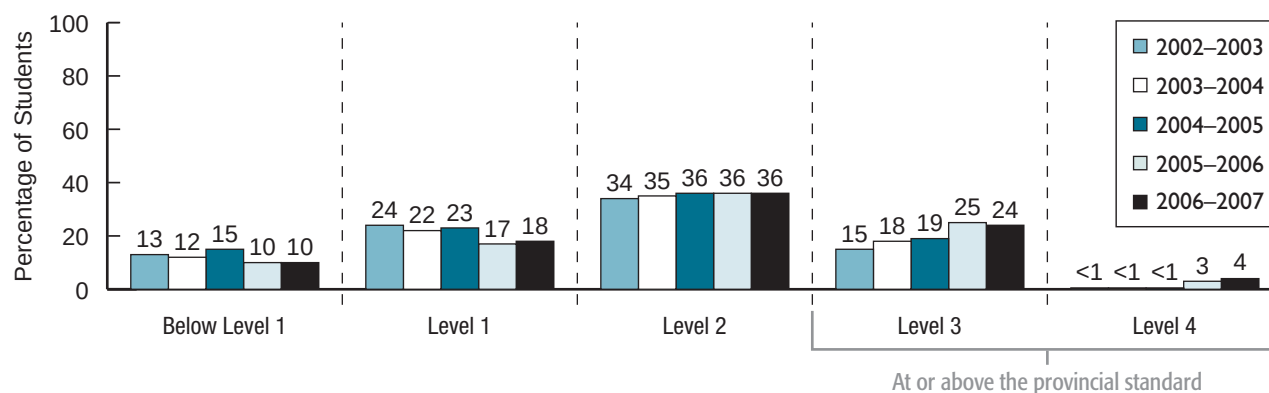
† Note that significant revisions were made to applied program courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

‡ See the Explanation of Terms.

§ The NEIS category was eliminated in 2004–2005.

** In 2006–2007, students who were coded “exempt” were placed in the “no data” category.

†† 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.



Observations

- In 2006–2007, the percentage of Grade 9 students with special needs (excluding gifted) performing at or above the provincial standard in applied mathematics remains the same as last year.
- Over the past five years, the percentage of Grade 9 students with special needs (excluding the gifted) performing at or above the provincial standard in applied mathematics has increased by 13 percentage points to 28%.

Summary of Findings: Grade 9

Grade 9 Assessment of Mathematics: Academic Program

- In 2006–2007, the percentage of Grade 9 students at or above Level 3, the provincial standard, in academic mathematics (71%) remains the same as last year.
- Over the past five years, the percentage of students taking academic mathematics who attained Level 3 or above has increased by five percentage points from 66% to 71%.
- In 2006–2007, more male students (72%) than female students (69%) taking Grade 9 academic mathematics performed at or above Level 3.
- Over the past three years, the gender gap between those performing at or above the provincial standard has remained relatively consistent, at two to three percentage points, in favour of males.
- Over the past five years, the percentages of males and females who performed at or above Level 3 have increased by six and four percentage points respectively.
- In 2006–2007, the percentage of Grade 9 ESL/ELD learners performing at or above the provincial standard in academic mathematics increased by six percentage points to 61%.
- Over the past five years, the percentage of Grade 9 ESL/ELD learners who performed at or above Level 3 has increased by 16 percentage points, a greater improvement than for the Grade 9 academic mathematics population as a whole.
- Over the past five years, the percentage of Grade 9 students with special needs (excluding gifted) at or above the provincial standard in academic mathematics increased by seven percentage points—a greater improvement than for the Grade 9 academic mathematics population as a whole.

Grade 9 Assessment of Mathematics: Applied Program

- In 2006–2007, the percentage of Grade 9 students at or above Level 3 in applied mathematics (35%) remains the same as last year.
- Over the past five years, the percentage of students taking applied mathematics who attained Level 3 or above has increased by 14 percentage points from 21% to 35%.
- In 2006–2007, more male students (37%) than female students (33%) taking Grade 9 applied mathematics performed at or above Level 3.
- Over the past three years, the gender gap between those performing at or above the provincial standard remained relatively consistent, at three to four percentage points, in favour of males.
- Over the past five years, the percentages of males and females who performed at or above Level 3 have increased by 16 and 12 percentage points respectively.
- In 2006–2007, the percentage of Grade 9 ESL/ELD learners performing at or above the provincial standard in applied mathematics increased by two percentage points to 20%.
- Over the past five years, the percentage of ESL/ELD learners who performed at or above Level 3 has increased by 11 percentage points.
- Over the past five years, the percentage of Grade 9 students with special needs (excluding gifted) performing at or above the provincial standard in applied mathematics has increased by 13 percentage points to 28%.

Strategies for Success: Grade 9

INFORMING PROFESSIONAL PRACTICE

The following observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their knowledge and skills in mathematics. The suggestions are based on an analysis of students' performance on the Grade 9 Assessment of Mathematics, Winter and Spring 2007, for both applied and academic programs, and on feedback from teachers during scoring activities.

The released assessment items can be found in the 2007 Sample Assessment Questions document on the EQAO Web site, www.eqao.com.

For more information on the content expectations and cognitive processes that students are required to demonstrate on the assessment, see the Grade 9 Assessment of Mathematics Framework document.

ACADEMIC PROGRAM

OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT

MATHEMATICS STRANDS

NUMBER SENSE AND ALGEBRA

Observations:

Students performed well on items that required students to solve problems involving percent, ratio, rate and proportion (Winter OR5 [Winter open-response question number 5]; Spring MC2 [Spring multiple-choice question number 2]).

Students continued to have difficulty with items requiring algebraic skills and expanding and simplifying polynomial expressions (Winter MC3; Spring MC3, OR4).

Strategies for improvement:

Continue to provide students with multiple opportunities and varied techniques to solve problems involving algebraic skills.

Provide manipulatives (e.g., algebra tiles) to assist students in understanding algebraic concepts.

Provide students with problems requiring algebra skills in a variety of contexts, including measurement.

LINEAR RELATIONS

Observations:

Students performed well when required to find specific values of a linear relation (Winter MC8; Spring MC8).

Students struggled to find the equation of a linear relation when a multi-step process was required (Winter MC7, OR10; Spring MC7), although they were successful on simpler items when the rate of change and initial value were given in the problem (Winter MC6; Spring MC6).

Strategies for improvement:

Provide students with opportunities to determine the equation of a line of best fit for a linear relation where the data is given in various forms (e.g., chart, graph).

Emphasize the importance of recognizing the scale used when a graphical model is provided.

ANALYTIC GEOMETRY (ACADEMIC ONLY)

Observations:

Students were successful on open-response items in this strand (Winter ORI7; Spring ORI6).

Students had difficulty rearranging equations in standard form to determine the slope and y-intercept of a line (Winter MCI2; Spring MCI1–I3).

Strategies for improvement:

Continue to emphasize the similarities and differences in relations that represent direct and partial variations. Continue to model and provide opportunities to determine equations of both types of variations.

Provide students with opportunities to practise rearranging linear equations in standard form, and provide students with strategies for checking that the resulting and the original equations represent the same line.

MEASUREMENT AND GEOMETRY

Observations:

While most students were able to apply geometric properties to determine measures of angles in multiple-choice items (Winter MC20–21; Spring MC20–21), they struggled with the open-response item involving geometric properties of angle measures (Winter OR22). More than 10% of students did not attempt this item.

Students continued to struggle with measurement concepts, such as area, surface area and volume (Winter MCI8–I9; Spring MCI8–I9, OR22). Similar to Grade 6 students, Grade 9 students confused the concepts of volume and surface area.

Strategies for improvement:

Continue to provide opportunities for students to select the appropriate formula required by the context of the problem. Encourage the use of manipulatives as a model for problem solving.

Model strategies to help students engage in these questions (e.g., underlining key words and values, rereading the prompt to ensure they understand the question and making connections to classroom experiences). Encourage students to check the reasonableness and completeness of their answers.

OTHER OBSERVATIONS

ITEM TYPE

Observation:

Students continued to struggle with writing a response that demonstrates a “considerable” or “thorough” understanding of the concepts in open-response items.

Strategies for improvement:

Provide students with techniques for answering questions, such as rereading the prompt, underlining key words and checking their answer for reasonableness.

Give students problem-solving opportunities where they are required to include the steps of their process as well as the justification of their answer.

Give students opportunities to practise writing responses to the sample open-response questions provided on EQAO's Web site.

Model and provide students with techniques for writing a complete response to open-response questions as required by the prompt in the question (e.g., show your work, justify your answer).

GENDER

Observation:

Overall, male students performed slightly better on multiple-choice items than female students.

Strategies for improvement:

Provide all students with techniques for answering multiple-choice questions, such as eliminating obviously incorrect answers and unimportant information, and checking their answer for correctness and reasonableness.

Encourage cross-gender group work within the classroom and provide opportunities for students to share ideas and solutions.

ESL/ELD STUDENTS

Observations:

The percentage of ESL/ELD students who correctly answered multiple-choice items matches that of Grade 9 academic mathematics students in general.

On open-response items, ESL/ELD students scored lower than Grade 9 academic mathematics students in general.

Strategy for improvement:

Continue to teach ESL/ELD students the skills needed to answer multiple-choice and open-response questions, and teach all students these same skills, including recognizing and underlining key words. Have students share their own strategies for answering multiple-choice questions.

APPLIED PROGRAM

OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT

MATHEMATICS STRANDS

NUMBER SENSE AND ALGEBRA

Observations:

Grade 9 students were successful in answering items involving unit rates (Spring MC2, OR7).

Students continued to struggle with algebra skills, such as simplifying and evaluating expressions, and solving equations (Winter MC3–4, OR5; Spring MC5–6).

Students did not perform well on multiple-choice items that required a multi-step process (e.g., Winter MC1; Spring MC3).

Strategies for improvement:

Give students opportunities to practise simplifying numerical expressions and solving equations in a variety of contexts, including measurement questions.

Provide manipulatives (e.g., algebra tiles) and model how to use them to visualize abstract algebraic concepts.

Allow students opportunities to solve, in groups and individually, problems that require a multi-step process. Help students understand how to check whether their answers are reasonable within the context of the question.

LINEAR RELATIONS

Observations:

Students' overall performance was better in this strand than the other strands.

Most students performed well on multiple-choice items describing the relationships between two variables (Winter MC6–7; Spring MC8).

Most students were successful applying the properties of linear relations to determine whether a relation is linear or non-linear (Winter MC8–9; Spring MC9–10, OR16).

Students demonstrated difficulty relating word descriptions of linear relations to the corresponding equations (Winter MC11; Spring MC12).

Most students were successful on multiple-choice items where they were required to determine a rate of change (Winter MC10, MC12; Spring MC11, MC13).

Students struggled with items that required a multi-step process (Winter MC14, OR16; Spring MC15).

Strategies for improvement:

Continue to provide students with opportunities to investigate relationships and describe the trends and relationships observed.

Provide students with opportunities to interpret the point of intersection in contexts.

Provide students with opportunities to graph using various scales.

Provide students with opportunities to determine values and identify the initial value of relationships that are partial variations given in different forms (e.g., words, graphs, equations).

Provide students with opportunities to investigate the similarities and differences between direct and partial variations and solve problems.

Model appropriate problem-solving strategies (e.g., constructing models, making drawings, using manipulatives) and provide students with opportunities to solve multi-step problems in a variety of contexts (e.g., oral, written, group, investigative).

MEASUREMENT AND GEOMETRY

Observations:

Most students performed well on simple one-step multiple-choice items involving volumes of figures and the measures of angles (Winter MC19; Spring MC18, MC20).

Students continued to demonstrate difficulty answering multi-step items involving measurement (Winter MC17–18; Spring MC17).

Students struggled with open-response items in this strand (Winter OR21; Spring OR21). More than 15% of students did not attempt these open-response items.

Strategies for improvement:

Continue to provide students with opportunities to practise their skills involving both the measurement of shapes and figures and the geometric properties of two-dimensional shapes.

Encourage students to use geometric properties to answer questions determining the measure of angles instead of relying on a protractor.

Provide students with questions where diagrams are not drawn to scale. Model strategies for problem solving and justifying their answers.

OTHER OBSERVATIONS

ITEM TYPE

Observations:

In general, students were more successful with multiple-choice items than open-response items. Some students either did not attempt an open-response item or demonstrated difficulty fully justifying their thinking (Winter OR5; Spring OR21).

A slightly higher percentage of male students than female students left open-response items blank.

Strategies for improvement:

Provide students with opportunities to solve problems involving multi-step processes, and model strategies that engage students in these questions (e.g., underlining key words and values, rereading the prompt to ensure they understand the question and making connections to classroom experiences). Encourage students to check the reasonableness and completeness of their answers.

Provide students with models of and opportunities to demonstrate a “considerable” and “thorough” understanding in problem solving.

Provide all students with the sample items from EQAO's Web site to demonstrate varying degrees of success at open-response items and model strategies for improvement.

Continue to provide all students with contextual examples as problems to solve.

GENDER

Observation:

In general, male students had a slightly higher percentage of the multiple-choice items correct. They scored the top code in the rubrics for the open-response items more often than female students.

Strategy for improvement:

Encourage cross-gender group work within the classroom and provide opportunities for students to share ideas and solutions.

STUDENTS WITH SPECIAL NEEDS AND ESL/ELD STUDENTS

Observations:

Students with special needs and ESL/ELD students scored an average of about five percentage points lower on multiple-choice items than Grade 9 applied mathematics students in general.

They scored in the top half of the rubric on open-response items less often than Grade 9 applied mathematics students in general.

Strategies for improvement:

Ensure students with special needs and ESL/ELD students are provided with appropriate accommodations during the administration of the assessment according to *The Guide for Accommodations and Special Provisions*.

Model and provide these students with strategies to answer questions and solve problems (e.g., recognizing key words).

Case Studies: School Success Stories

Observations from the Field and School Success Stories

School Success Stories: Grade 9

This year, EQAO is highlighting six high schools whose effective strategies for creating successful learning environments reflect the initiatives of many publicly funded schools across the province. The profiles of these schools confirm that, above all, student achievement is fueled by the dedication, energy and collaboration of highly professional staff.

Some of the recurring themes that schools identify as factors in addressing the mathematical learning needs of students are a school-wide focus on numeracy; using EQAO data and resources to support instruction; increased networking with feeder schools; connecting mathematical concepts and real-life situations; using technology and manipulatives for enhanced conceptual understanding and problem solving; in-school learning communities; board support for professional development and programs; and remedial help for at-risk learners.

EQAO applauds these schools and all of Ontario's educators, who are working diligently to enhance student learning.

Cardinal Carter Catholic Secondary School

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

Student population: 900, Grades: 9–12, Principal: Leo Clark



Cardinal Carter Catholic Secondary School staff

Cardinal Carter Catholic Secondary School in Leamington serves a large part of Essex County and is the only ministry-designated rural high school in the board. Approximately 90% of the students are bused in, with some travelling one hour each way. The area is predominantly agricultural and includes a significant retirement community. The student population is a diverse cultural mix. Students with special needs comprise 20%–25%. Forty-one percent of the school's applied-level students needed one or more accommodations. The student population has remained relatively stable over the years.

The Cardinal Carter staff believes that when it comes to the 2006–2007 Grade 9 Assessment of Mathematics, the more information they get, the better. They use EQAO results over time, coupled with other data, such as those from report cards,

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	42%	52%
Male	58%	48%
ESL and ELD	1%	0%
Special needs	3%	45%
Speaks primarily a language other than English at home	2%	1%

as a yardstick for student achievement. A review of EQAO data showed that geometry was the area students most needed to work on.

Staff members strive to give students, especially those at the applied level, a sense that they can succeed. This approach has been adopted

by the whole school to improve student achievement. Teachers give students many opportunities to show what they can do.

The school instills the idea that students can succeed by becoming active learners. Every day in their classrooms, staff members try to make sure that every student is heard. Even if the topic is difficult, the teachers try to adjust their questions so that students who haven't been heard from can have some success answering. This technique eases reluctant students into the conversation. Staff members constantly try to engage students and recognize their contribution so that these students will raise their hand again as their confidence builds.

In addition to this whole-school approach to student success, staff members incorporated technology to help improve students' geometry skills. The school has a designated math computer lab, with more than 20 computers offering a wide variety of math-related Ministry of Education software. The Geometer's Sketchpad has proved particularly helpful in this lab. The technology is useful in making concepts more understandable for students.

“The math department works as a team. There is a dialogue going on constantly about what’s working, and about strengths and weaknesses. That really does seem to make a difference. From a logistical standpoint, the math teachers all share the same prep room. It’s very easy to have that dialogue.” Leo Clark, principal

Hammarkjold Secondary School, Thunder Bay

LAKEHEAD DISTRICT SCHOOL BOARD

Student population: 1285, Grades: 9–12, Principal: Terry Reid

This school serves 1285 students in Grades 9 through 12. Local mill closures and the loss of employment opportunities have resulted in the closure of three local high schools. Consequently, Hammarkjold Secondary School's own population has increased, and the school now serves a broader spectrum of families, as well as a number of Aboriginal students who are bused in from outlying regions. About 50% of the students are enrolled in applied programs, with the other half enrolled in the academic stream.

Approximately 16% of the students are enrolled in the French Immersion program.

An analysis of EQAO and classroom data revealed that linear relationships and equation of lines were particular challenges for both academic and applied students. To strengthen these skills, the math teachers focused on them in all math curriculum delivery. As well, teachers found it helpful to integrate released

“The ability to enter into dialogue early on with our family of schools is very important to long-term student success,” notes principal Terry Reid. “It allows us to work with elementary school teachers on aligning curriculum and helping students choose the programs that best suit them.”

EQAO assessment materials into the classroom math program.

Students recognized that the end-of-semester review of regular math course materials was excellent practice for the Grade 9 Assessment of Mathematics, which counts for 5% of their summative mark.

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	47%	49%
Male	53%	51%
ESL and ELD	0%	0%
Special needs	5%	18%
Speaks primarily a language other than English at home	2%	2%

Professional Learning Communities (PLCs) are an important part of Hammarkjold's culture. Teachers across the department share best instructional practices for the delivery of math curriculum and assessment strategies in these PLCs. Discussions have recently expanded to include the Grades 7 and 8 teachers, as last year the school board moved from open enrolment to designating a family of schools.

Interestingly, surveys show that while boys at Hammarkjold report greater confidence in understanding math than girls, there is not a significant difference in actual performance between the genders. The school considers that the mix of female and male math teachers offers role-modelling advantages that contribute to this even performance by boys and girls.



Hammarkjold Secondary School staff



Keswick High School

YORK REGION DISTRICT SCHOOL BOARD

Student population: 1600, Grades: 9–12, Principal: John Glezakos

This eight-year-old school serves a student population representing a mix of socio-economic backgrounds, 15% of whom are based in.

Keswick High School faced some discouraging results on the 2003–2004 mathematics assessment: only 33% of students in its academic program and 5% of students in its applied program achieved or surpassed the provincial standard.

Superintendent Chris McAdam, principal John Glezakos and the Keswick High School's mathematics department met with their director of education, Bill Hogarth, and began work on a comprehensive action plan for the school.

“With a common vision, clear goal and collaboration among all our teachers and community, this program has experienced success and our students are the beneficiaries,” says department head Laliberté, pictured here with her math teachers.



Keswick High School math teachers

“I was not a fan of EQAO in the beginning. Now I see that it acted as a springboard for this entire process. It really forces us to reflect on ourselves as educators and [ask] what we can do to really push our students.”—Dawn Laliberté, mathematics department head.

The Keswick High School Action Plan and Grade 9 Strategy comprised several critical systemic changes. First, the start of



John Glezakos

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	55%	48%
Male	45%	52%
ESL and ELD	0%	0%
Special needs	6%	36%
Speaks primarily a language other than English at home	2%	0%

the school year was moved ahead to the last week of August to allow for a week-long break in November (a time of increased suspensions and absenteeism). On the first day of classes, parents are invited to attend and follow their Grade 9 student's timetable with them and meet their teachers.

Second, the final Grade 9 math exam was scheduled before the EQAO assessment so that students studying for their mathematics examination were also preparing for the EQAO assessment.

Third, the school moved to “block timetabling,” so that all students would have math class at the same time, allowing for diagnostic assessments, parent consultation and placement of students to best meet their needs. Struggling students benefited from smaller classes and more attention from the teacher.

Keswick High School also implemented many strategies and resources to engage students in math, such as Targeted Improvement Performance Strategies (TIPS), various manipulatives such as algebra tiles, an EQAO word wall and documents such as Think Literacy and Leading Math Success. A “math help room” and peer-tutoring program has also been established. Transition partnerships with the feeder schools to identify Grade 8 students at risk have been a key strategy in the significant rise in student achievement.

“Never underestimate the power of teachers working together,” says principal John Glezakos.

Madawaska Valley District High School

RENFREW COUNTY DISTRICT SCHOOL BOARD

Student population: 450, Grades: 9–12, Principal: John McIver

Madawaska Valley District High School draws students from a rural area of 180 square kilometres with a scattered population. About 90% of the students are bused in, travelling one to two hours each way. The school, which has a slightly declining enrolment, serves 11 elementary feeder schools from the public and separate systems. Barry's Bay is home to the oldest Polish settlement in Canada, and the primary industries in the area are tourism, logging and forestry.

Cottagers have been settling in this area for generations. Built in 1967, the school is steeped in tradition.



Madawaska Valley District High School staff

Staff members created a one-room math centre to help all students during the lunch period. Students receive assistance from volunteer teachers and senior math students with assignments or questions.

Staff also launched an after-school numeracy program, which is held on late-bus days. Students voluntarily attend or teachers recommend students for the program. (Teachers send a letter home advising parents of the recommendation for the after-school program.)

There were also two extra reporting periods per semester for students in jeopardy of failing a credit. Staff report four times a semester; the rationale being that they want to be proactive in discovering any areas of concern before it's too late.

In addition, staff initiated an effective peer mentorship program. A senior student works with students as a peer mentor. Feeder schools adopted the same program as a part of the collaboration between elementary schools and Madawaska Valley. Joint initiatives among this family of schools focus on exploring ways that help ease the transition for students from their elementary school to high school. The ongoing communication between the Grade 8 and Grade 9 teachers in this school community is the key to Madawaska Valley's math success.

“We work hard with our students,” said principal John McIver. “If they’re in an academic stream, we try to keep them there for Grades 9 and 10. Teachers know that students may struggle, and all the support systems are in place to help them reach success. In addition, there is a tremendous connection with the community. It serves the school and community well. It’s the tradition of the school. It’s the norm that’s expected.”



GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	50%	34%
Male	50%	66%
ESL and ELD	0%	7%
Special needs	0%	41%
Speaks primarily a language other than English at home	4%	4%

The Madawaska Valley staff uses various sources of data, including EQAO tests, feeder-school placement recommendations and student surveys. EQAO assessment results show a steady improvement in student achievement on the Grade 9 Assessment of Mathematics. Two-thirds of students are in the academic program.

Notre Dame Catholic Secondary School

DURHAM CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1625, Grades: 9–12, Principal: Michael Bak

Notre Dame Secondary School serves a fast-growing mixed-income urban community. The school population has increased from 1100 students five years ago to 1600 students in 2006–2007. Notre Dame has 25 portables and shares facilities with the adjacent public high school, so the grounds are used by approximately 4000 people on a daily basis.



emphasis on literacy skills, specifically reading comprehension and journal work, to teach students to read questions thoroughly and follow through with solid answers.

In an innovative move, the math team turned the Key Words page of the EQAO assessment booklet into a crossword puzzle to increase familiarity with the terms, which teachers also make a point of using

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	58%	39%
Male	42%	61%
ESL and ELD	0%	0%
Special needs	0%	0%
Speaks primarily a language other than English at home	3%	4%

“We see the EQAO test not as an end in itself but as a learning process that begins as early as elementary school,” says Notre Dame principal Michael Bak. “EQAO brings everyone—elementary teachers, Notre Dame teachers, board personnel, parents and, of course, students—together in a very real, collaborative learning community.”



Notre Dame Catholic Secondary School staff and students

An analysis of EQAO Grade 9 Assessment of Mathematics data revealed that applied math students at the school were struggling with the Measurement strand. To deal with this challenge, the Notre Dame math team decided to integrate measurement throughout the curriculum.

As well, a review of the EQAO findings and other data showed that applied students needed extra support in application and thinking. With that in mind, the department placed greater

on a daily basis. The department has also made it common practice to incorporate EQAO-style questions into the curriculum and to use EQAO scoring rubrics to promote understanding of expectations when reviewing responses with students.

Notre Dame's math department advocates differentiated learning implemented through various methods, including the use of manipulatives, Targeted Implementation and Planning Supports (TIPS) and an interactive technology (SMART board) to teach and capture concepts. In a move to bolster basic numeracy skills in all classes and decrease reliance on calculators, mental math activities such as “math minute” drills are incorporated daily or weekly during class.

Several years ago, Notre Dame launched a math initiative that has proven extremely effective in increasing student success rates. Students participate in a first-semester locally developed math program, in which they acquire the skills and confidence to proceed to a second-semester applied math program. The school has recorded outstanding results, and some of the Grade 11 graduates of this initiative have transitioned into an academic math class.

St. Charles College

SUDBURY CATHOLIC DISTRICT SCHOOL BOARD

Student population: 825, Grades: 9–12, Principal: Patty Mardero

St. Charles College serves 825 Grades 9 to 12 students from Sudbury's core and rural districts. The school community has a diverse socio-economic population. Approximately 40% of the students at St. Charles are considered at-risk students, and their needs are met by a variety of programs.

EQAO and school data showed that applied math students were struggling to succeed and that the students held attitudes toward math and homework that needed attention. In addition, the school was concerned with poor class attendance. As a result, the math department implemented strategies including capping class size for Grade 9 applied math at 20 students and making the staffing of these classes a priority. As well, the math teachers dedicated their focus to in-class task completion and increased support following student absences.



GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	36%	34%
Male	64%	66%
ESL and ELD	0%	0%
Special needs	4%	34%
Speaks primarily a language other than English at home	2%	0%

For the 2006–2007 school year, St. Charles de-semestered its three Grade 9 applied math courses and linked them to year-round learning strategies classes. The same teacher delivered both programs in consecutive periods to allow greater flexibility. Student engagement was further bolstered by having a math teacher focusing on student organizational and study skills. The teachers believe the year-long classes create a less intimidating pace for learning, and applying and practising new concepts.

St. Charles has a data room for tracking student progress throughout the year. Every two weeks, teachers enter assessment scores and observations for at-risk students. Teachers also review the students' Grades 3 and 6 EQAO assessment results and include these on the data cards.



St Charles College staff

St. Charles places great importance on its relationships with its feeder schools. Meetings between St. Charles math teachers and their Grade 8 counterparts are valued as opportunities for sharing anecdotal evidence and aligning curricula. Also key for the math department is the use of board at-risk forms;

“The focus on learning strategies in Grade 9

applied math is setting the foundation for

success in Grades 10, 11 and 12,” notes principal

Patty Mardero. “Staff, student and parental support

for this initiative has been wonderful. Parents feel

that the stress their child typically experiences

around math has been addressed.”

thanks to these forms, at-risk students entering Grade 9 are given priority in programming to allow appropriate placement from the start of the school year.

The school also credits the system initiative Learning with Laptops for having a positive impact on student achievement. All Grade 9 math students have iBook laptops for classroom use.

Suggested Resources: Primary and Junior Divisions and Grade 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 (revised 2006)

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)

Targeted Implementation and Planning Supports for Revised Mathematics: Grade 9 Applied

The EQAO Assessment Process

About the Primary Division, Junior Division and Grade 9 Assessments

EQAO conducts several province-wide assessments, among them the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, as well as the Grade 9 Assessment of Mathematics. The primary and junior division assessments are conducted annually and involve all Grades 3 and 6 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 June for students in second-semester and full-year courses.

The results of the assessments yield 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, school board and provincial levels.

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, scoring-material development, scoring and reporting.

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, scoring-material development, 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 open-response 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 their 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 their demonstration of knowledge and skill across the three strands of the applied mathematics curriculum: number sense and algebra; linear relations; and measurement and geometry.

Consistency and Fairness

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

- professional responsibilities for the administration of the assessments;
- detailed steps to follow (e.g., preparation of materials for distribution to students, administration and return to EQAO) and
- the accommodations and special provisions allowed for students with special needs and ESL/ELD learners.

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 a random sample of schools and observe the administration of the assessments.
- **Database analyses:** EQAO conducts two types of statistical analysis of student response data. The first identifies student response patterns that suggest collusion among two or more students. The second examines overall patterns of school results on open-response items and the proportion of students performing at or above the provincial standard (Level 3) over time.

Scoring

EQAO follows rigorous scoring procedures to ensure the reliability of assessment results. The primary division, junior division and Grade 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*, which 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 his or her results from the open-response questions with those from the multiple-choice questions.

EQAO follows rigorous scoring procedures to ensure the reliability of assessment results.

About the Education Quality and Accountability Office

The Education Quality and Accountability Office (EQAO) is a catalyst for increasing the success of Ontario students by measuring their achievement of reading, writing and mathematics curriculum expectations. As an arm's-length provincial agency, EQAO plays a pivotal role by conducting province-wide tests at key points in every student's primary, junior and secondary education and reporting the results. This objective and reliable evidence adds to the current knowledge

about student learning and is an important tool for improvement at the individual, school, school board and provincial levels.

Schools and school boards create their own reports of EQAO data for distribution to parents and others in their communities. EQAO posts school, school board and provincial results on its Web site (www.eqao.com).

Mandate

EQAO is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This will be 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.

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 *The Ontario Curriculum*, 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 very high to outstanding level of achievement. Achievement *surpasses* the provincial standard.

Grade 9, Level 3 (70–79%)

The student has demonstrated a high level of achievement. Achievement is *at* the provincial standard.

Grade 9, Level 2 (60–69%)

The student has demonstrated a moderate level of achievement. Achievement is *below*, but approaching, the provincial standard.

Grade 9, Level 1 (50–59%)

The student has demonstrated a passable level of achievement. Achievement is *much below* the provincial standard.

Grade 9, Below Level 1

The student has not demonstrated sufficient 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, NEI

“Not Enough Evidence for Level 1” is used when students 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 submitted, with unanswered questions treated as incorrect.

No Data

This designates 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.

ESL/ELD

These are students who have been identified by the school as English as a second language or English literacy development learners.

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.

W (withheld)

Results for some or all students are being withheld by EQAO.

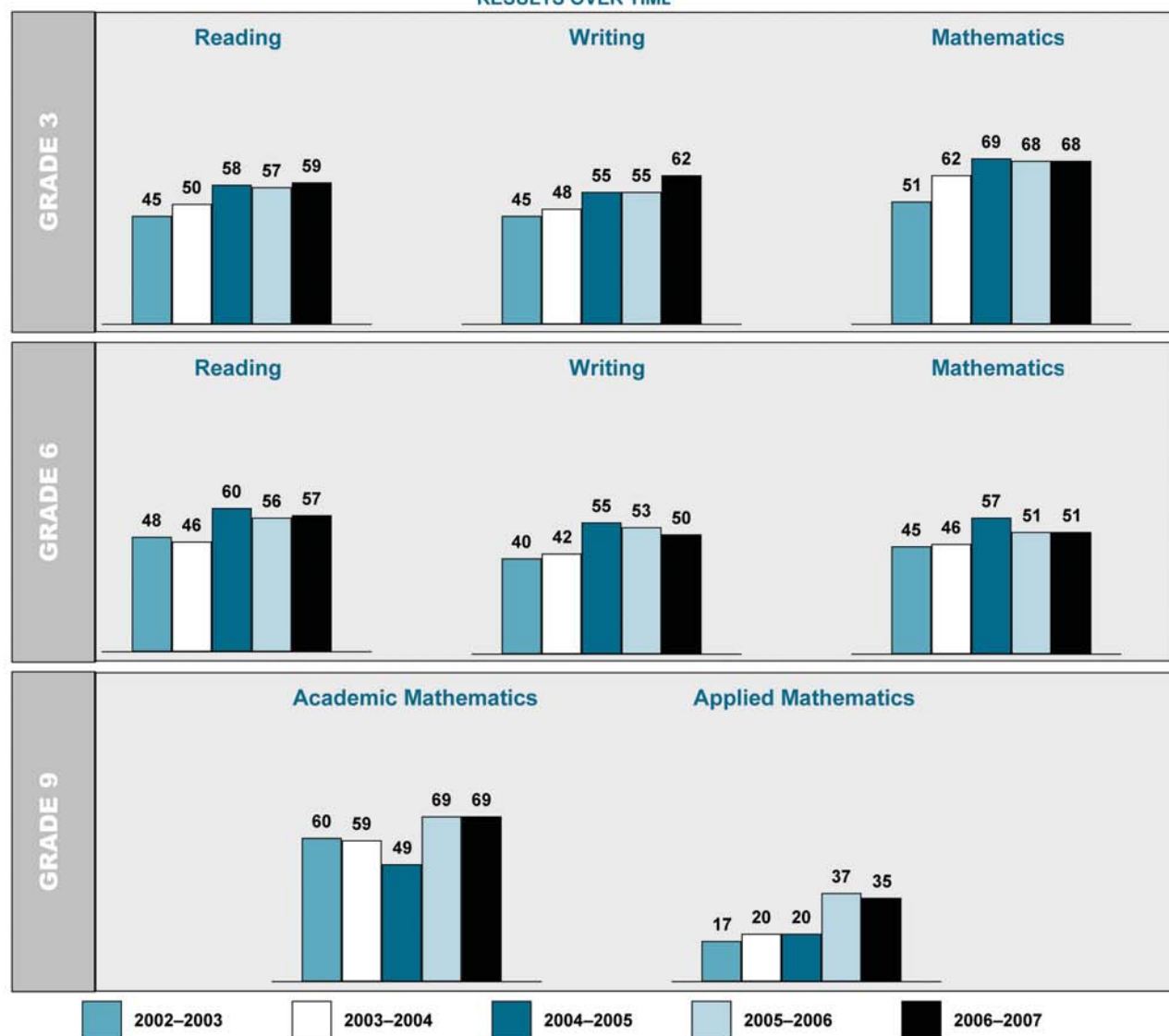
Board Results

Board Name: Algoma DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	0%		0%	0%	0%
Students with special needs (excluding gifted)	10%		17%	5%	23%
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%
Number of Schools	37		38	10	12
Number of Students	Reading & Writing*	Mathematics			
2002–2003	781	846	869	667	413
2003–2004	742	798	872	733	379
2004–2005	687	749	860	665	405
2005–2006	653	719	859	646	351
2006–2007	562	614	804	548	403

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

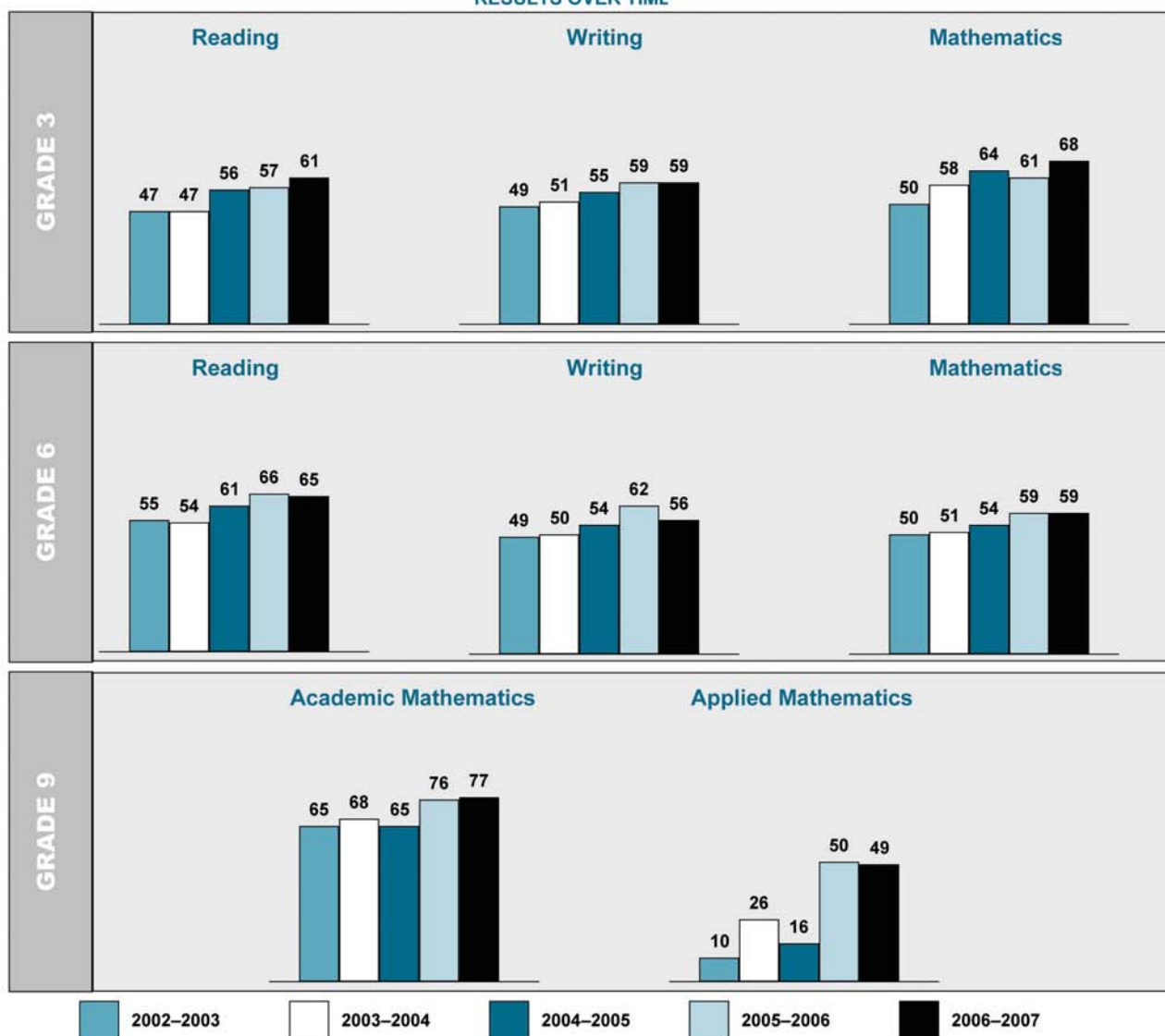


Board Name: Algonquin and Lakeshore Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 9	
			Academic	Applied
ESL/ELD learners	1%	<1%	1%	<1%
Students with special needs (excluding gifted)	15%	21%	5%	35%
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%	2%
Number of Schools	36	33	5	5
Number of Students	Reading & Writing*	Mathematics		
2002–2003	955	964	717	236
2003–2004	935	1 049	747	273
2004–2005	874	994	729	269
2005–2006	776	960	708	257
2006–2007	763	926	780	275

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

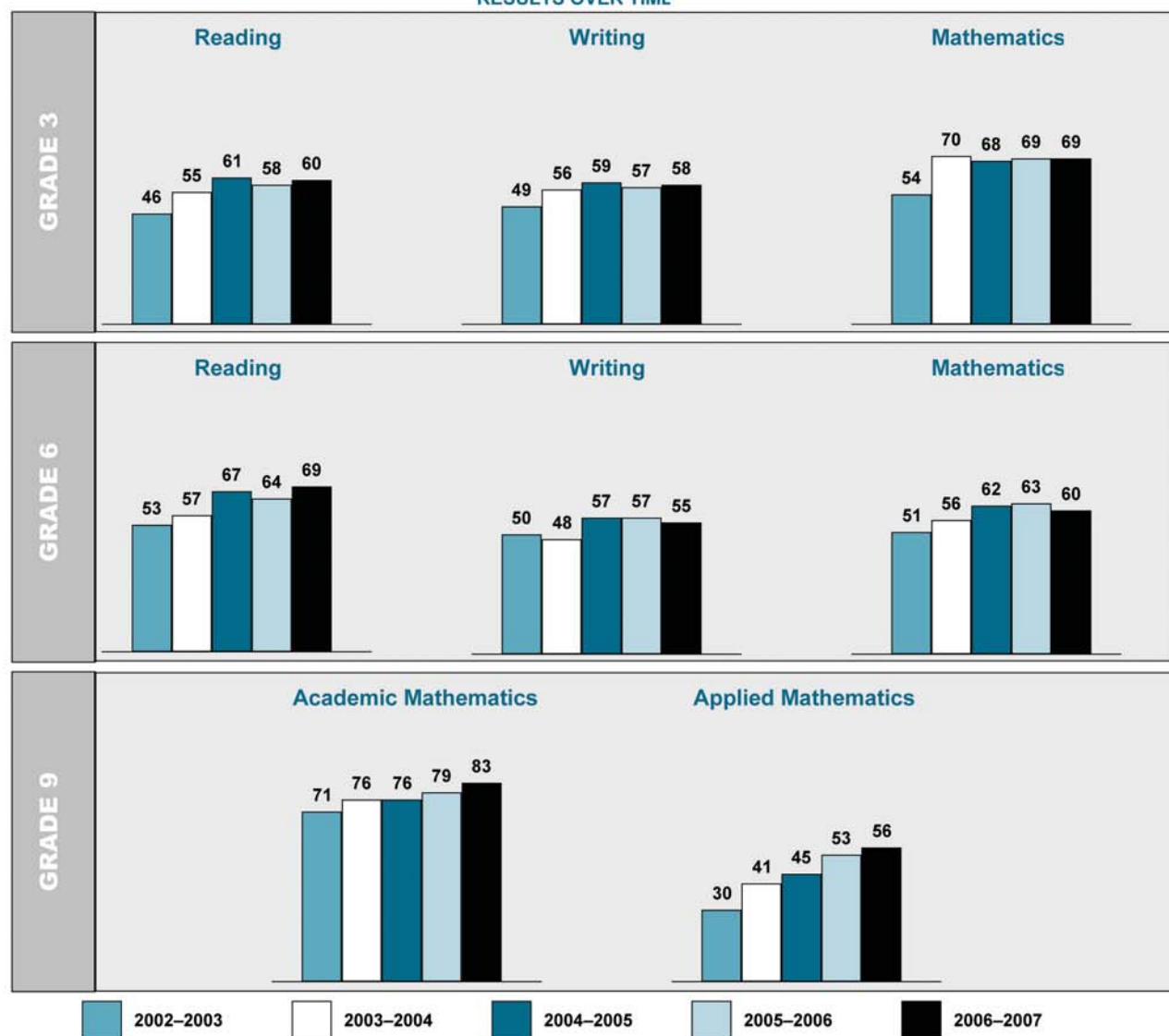


Board Name: Avon Maitland DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	1%		1%	<1%	<1%
Students with special needs (excluding gifted)	9%		17%	4%	28%
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%
Number of Schools	41		41	9	9
Number of Students	Reading & Writing*	Mathematics			
2002–2003	1 259	1 259	1 377	831	580
2003–2004	1 313	1 313	1 350	878	584
2004–2005	1 214	1 214	1 276	853	571
2005–2006	1 131	1 131	1 290	884	555
2006–2007	1 211	1 211	1 300	866	534

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

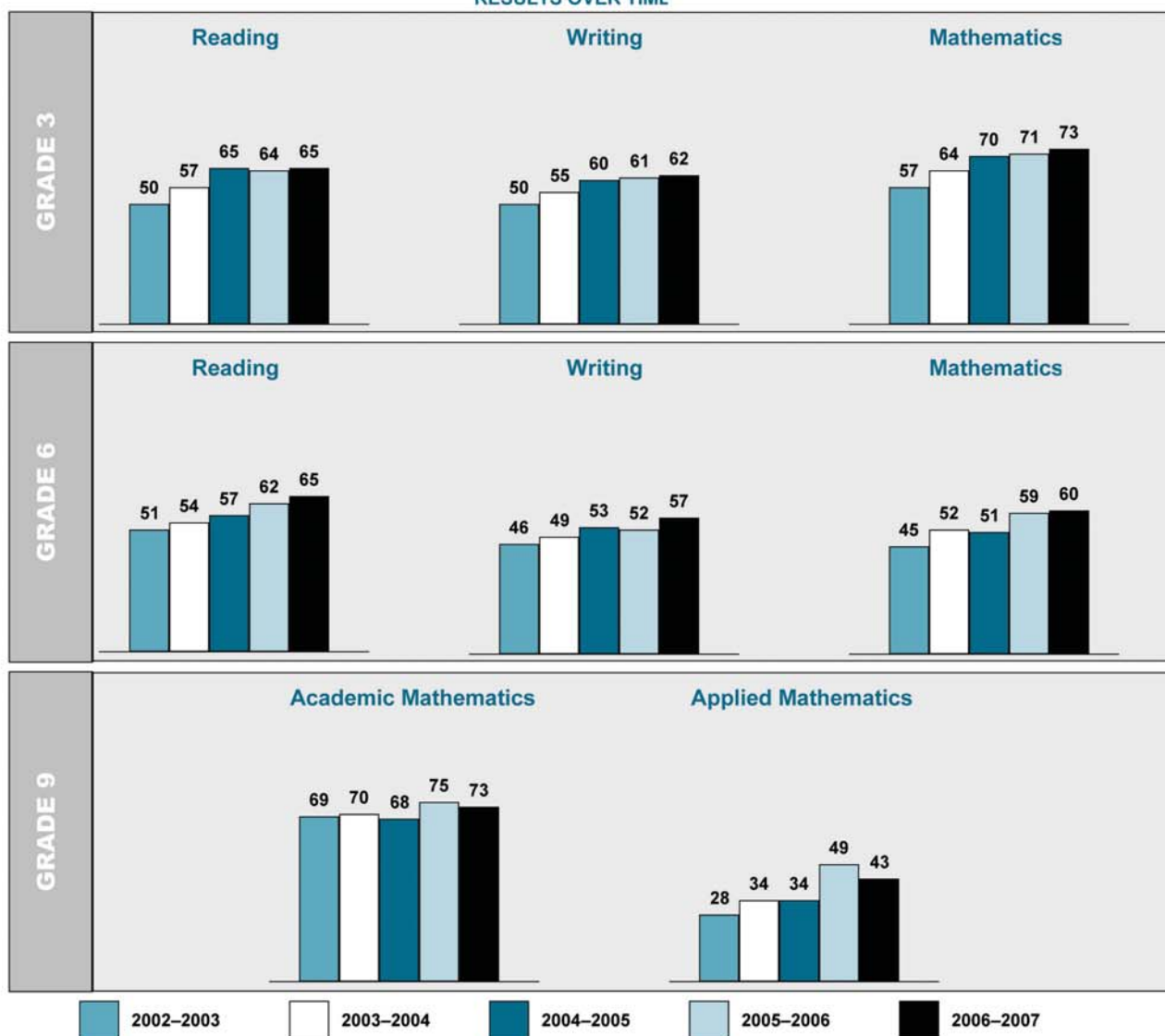


Board Name: Bluewater DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6		Grade 9	
					Academic	Applied
ESL/ELD learners	1%		<1%		<1%	0%
Students with special needs (excluding gifted)	20%		20%		3%	25%
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%
Number of Schools	40		38		11	11
Number of Students	Reading & Writing*	Mathematics				
2002–2003	1 515	1 515	1 683		1 023	683
2003–2004	1 379	1 379	1 634		975	710
2004–2005	1 321	1 321	1 554		992	729
2005–2006	1 277	1 277	1 561		960	669
2006–2007	1 298	1 298	1 434		940	688

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

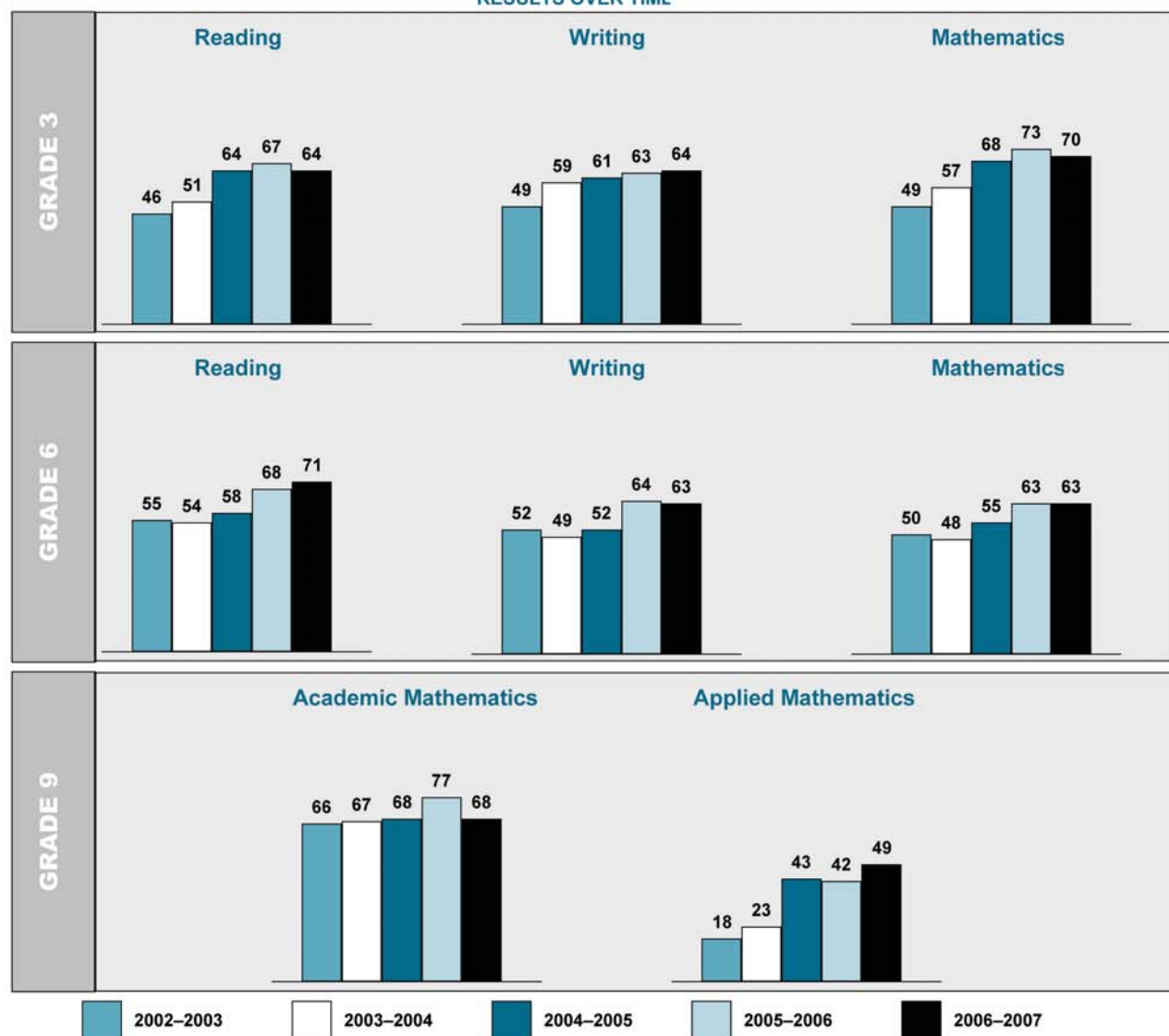


Board Name: Brant Haldimand Norfolk Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	1%		<1%	0%	0%
Students with special needs (excluding gifted)	7%		12%	2%	12%
First language learned at home was other than English	2%		4%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	3%	4%
Number of Schools	32		32	3	3
Number of Students	Reading & Writing*	Mathematics			
2002–2003	849	849	791	556	346
2003–2004	798	798	821	559	317
2004–2005	788	788	830	563	302
2005–2006	761	761	901	553	329
2006–2007	727	727	834	565	369

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

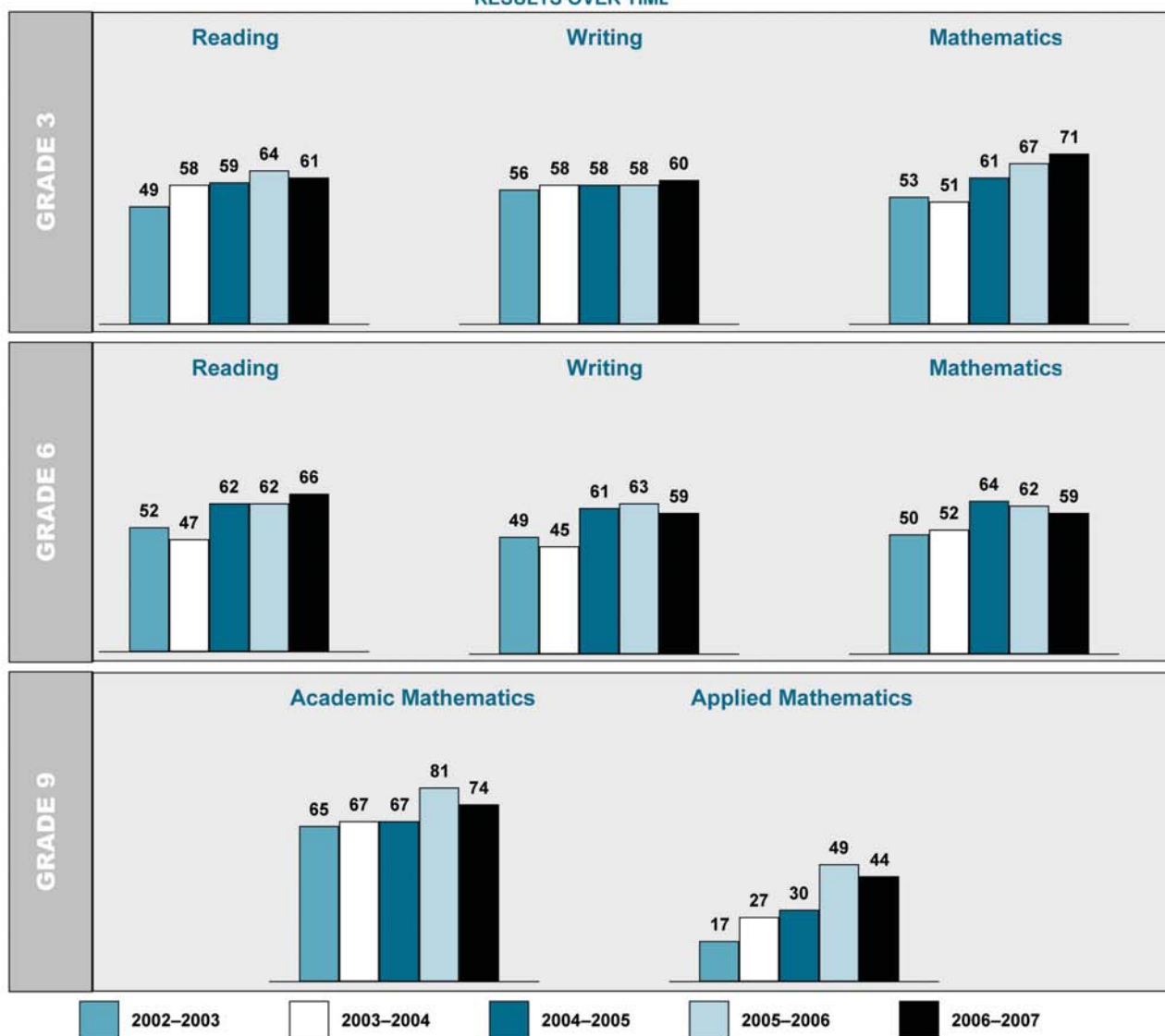


Board Name: Bruce-Grey Catholic DSB

DEMOGRAPHIC INFORMATION			Grade 9	
			Academic	Applied
ESL/ELD learners	0%		<1%	0%
Students with special needs (excluding gifted)	15%		2%	31%
First language learned at home was other than English	1%		N/A	N/A
Speak only or mostly a language other than English at home	N/A		1%	2%
Number of Schools	10		2	2
Number of Students	Reading & Writing*	Mathematics		
2002–2003	280	296	198	95
2003–2004	232	326	221	107
2004–2005	237	264	206	81
2005–2006	237	295	185	103
2006–2007	254	250	211	97

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

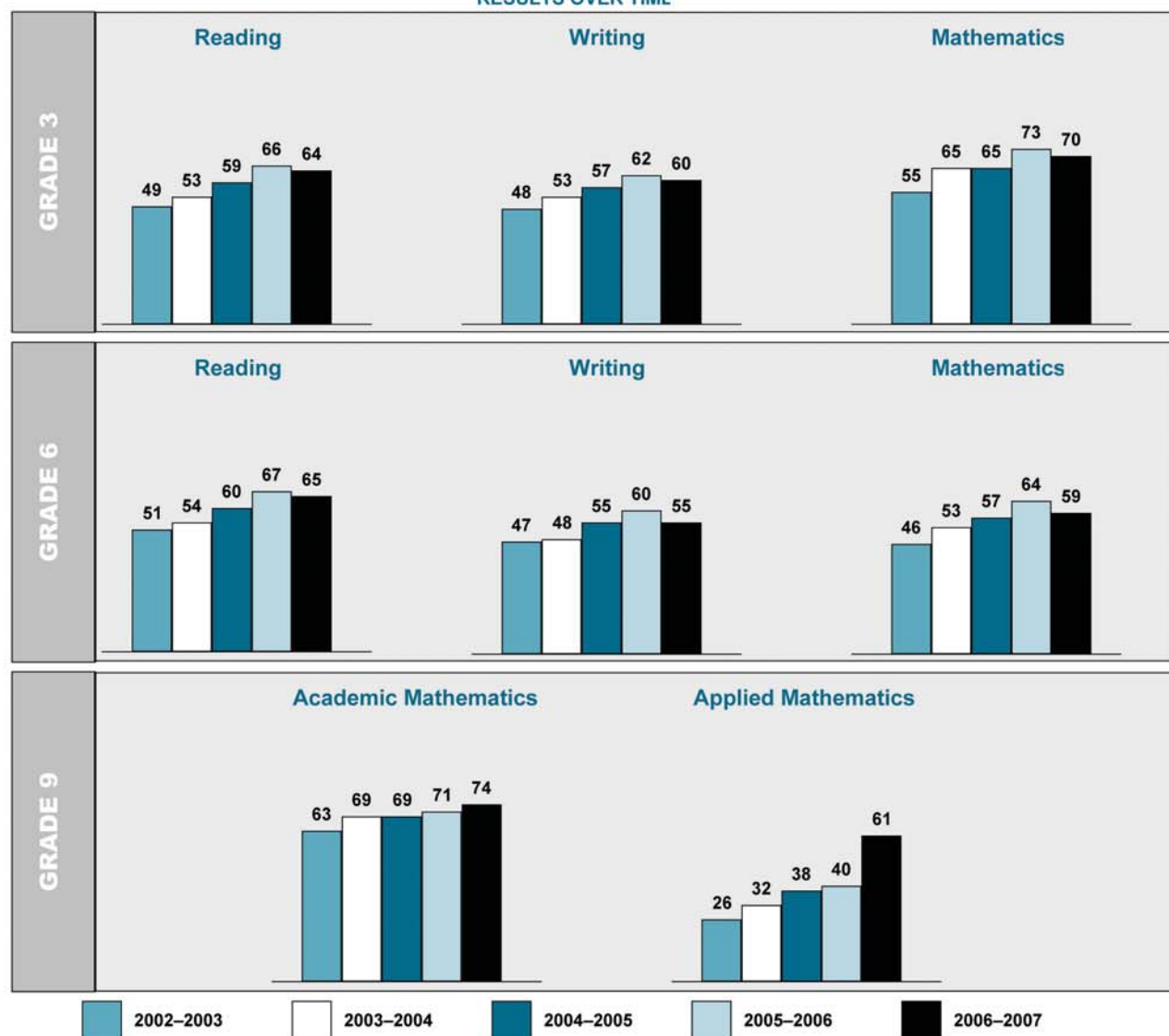


Board Name: Catholic DSB of Eastern Ontario

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6		Grade 9	
					Academic	Applied
ESL/ELD learners	<1%		1%		0%	0%
Students with special needs (excluding gifted)	28%		32%		6%	44%
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%
Number of Schools	31		31		8	9
Number of Students	Reading & Writing*	Mathematics				
2002–2003	1 177	1 177	1 155		559	402
2003–2004	1 116	1 116	1 229		603	418
2004–2005	1 048	1 048	1 163		610	377
2005–2006	1 070	1 070	1 243		582	378
2006–2007	1 028	1 028	1 168		620	417

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

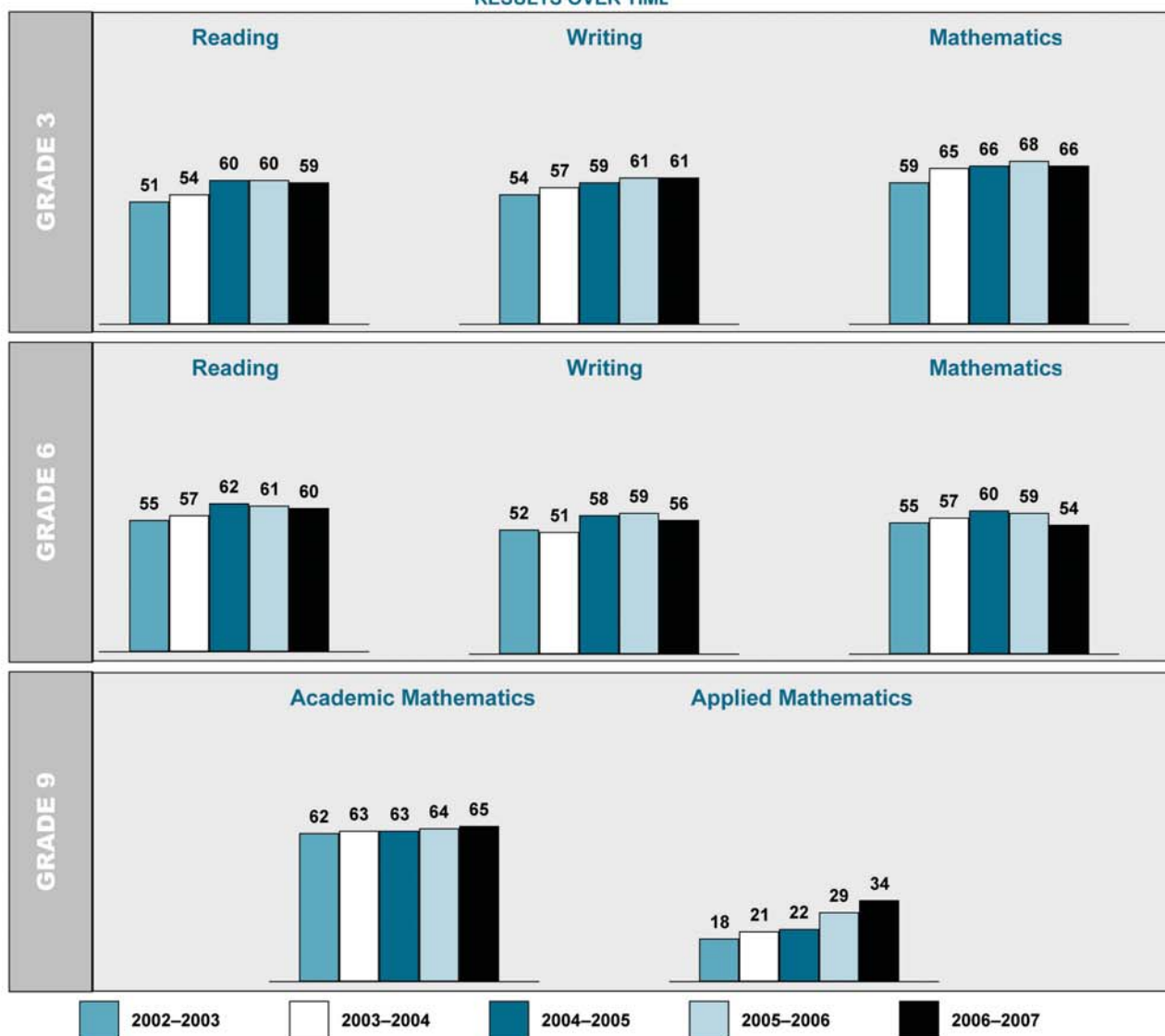


Board Name: DSB of Niagara

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	3%		3%	1%	2%
Students with special needs (excluding gifted)	13%		13%	2%	12%
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%
Number of Schools	89		91	21	22
Number of Students	Reading & Writing*	Mathematics			
2002–2003	3 003	3 003	3 257	2 240	1 228
2003–2004	3 008	3 008	3 059	2 266	1 171
2004–2005	2 849	2 849	2 973	2 255	1 160
2005–2006	2 711	2 711	3 073	2 336	1 157
2006–2007	2 677	2 677	3 090	2 073	1 006

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

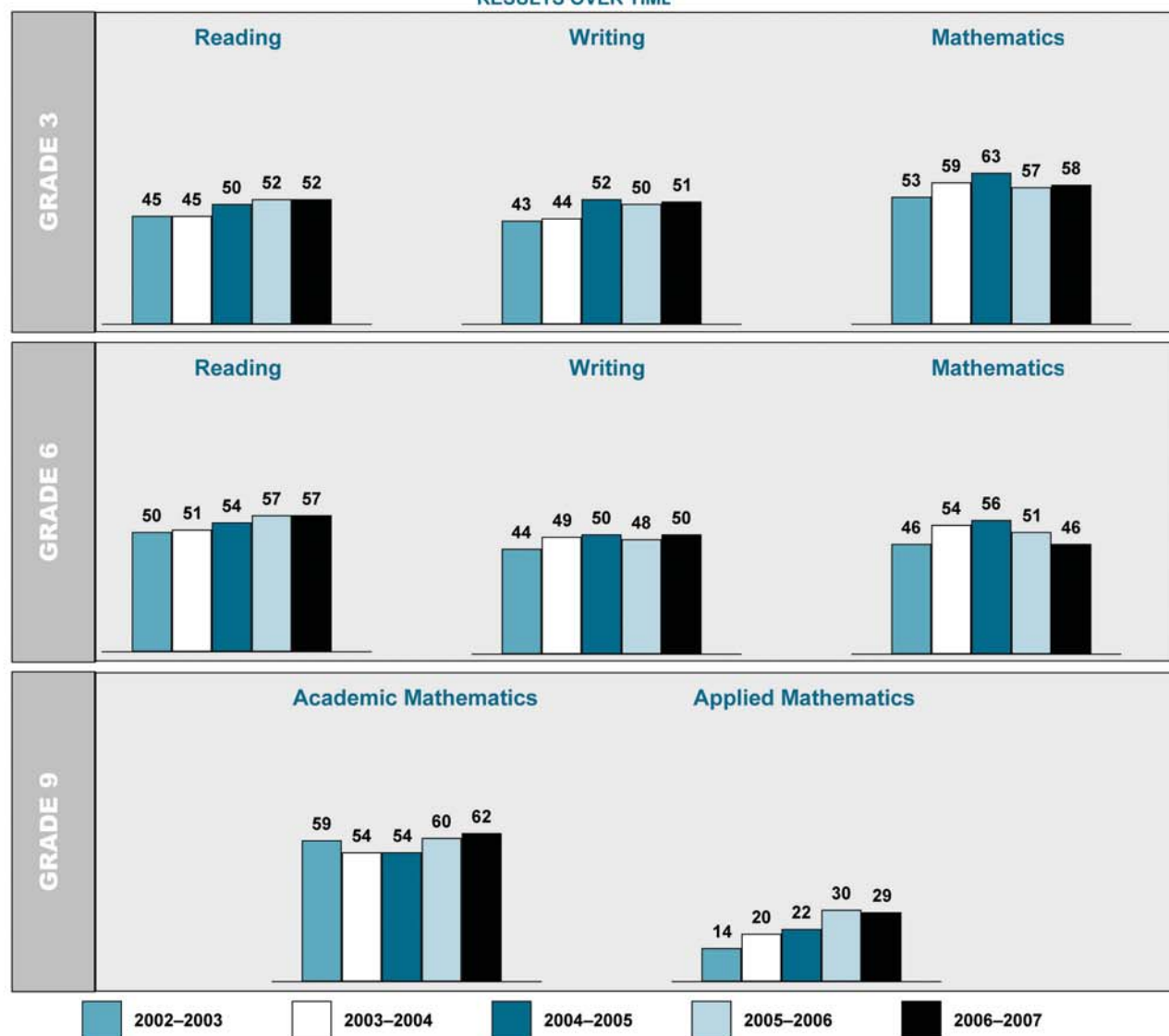


Board Name: DSB Ontario North East

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	0%		1%	0%	0%
Students with special needs (excluding gifted)	16%		23%	6%	25%
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%	4%
Number of Schools	25		25	10	11
Number of Students	Reading & Writing*	Mathematics			
2002–2003	579	579	606	568	430
2003–2004	521	521	605	519	400
2004–2005	519	519	606	555	430
2005–2006	490	490	548	443	417
2006–2007	474	474	520	427	394

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

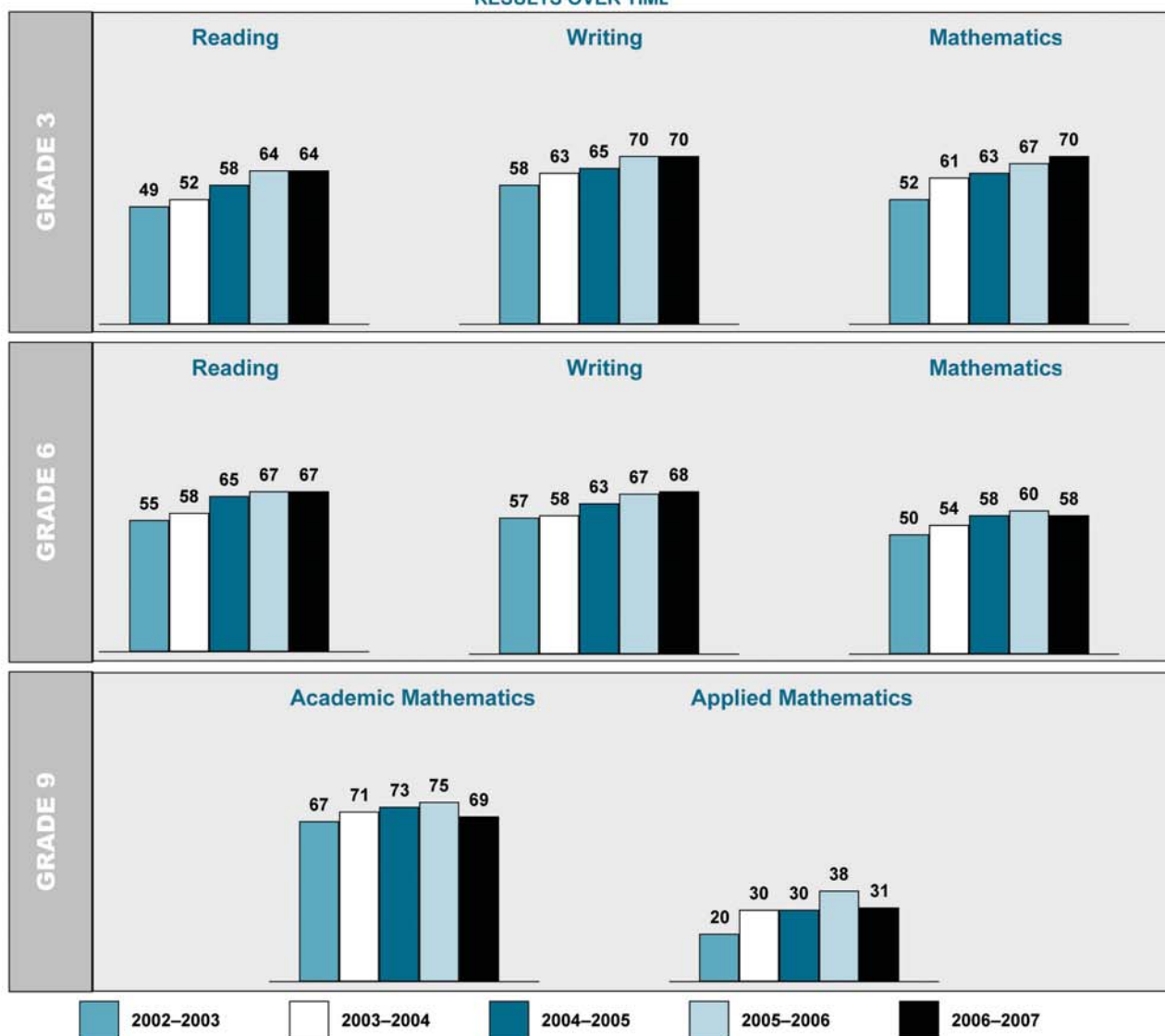


Board Name: Dufferin Peel Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6		Grade 9	
					Academic	Applied
ESL/ELD learners	23%		8%		5%	5%
Students with special needs (excluding gifted)	7%		12%		2%	23%
First language learned at home was other than English	16%		9%		N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A		11%	10%
Number of Schools	118		118		22	22
Number of Students	Reading & Writing*	Mathematics				
2002–2003	6 048	6 048	6 196		4 393	2 310
2003–2004	6 260	6 260	6 170		4 608	2 333
2004–2005	6 078	6 078	6 487		4 962	2 417
2005–2006	5 791	5 791	6 361		5 207	2 512
2006–2007	5 699	5 699	6 506		5 232	2 240

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

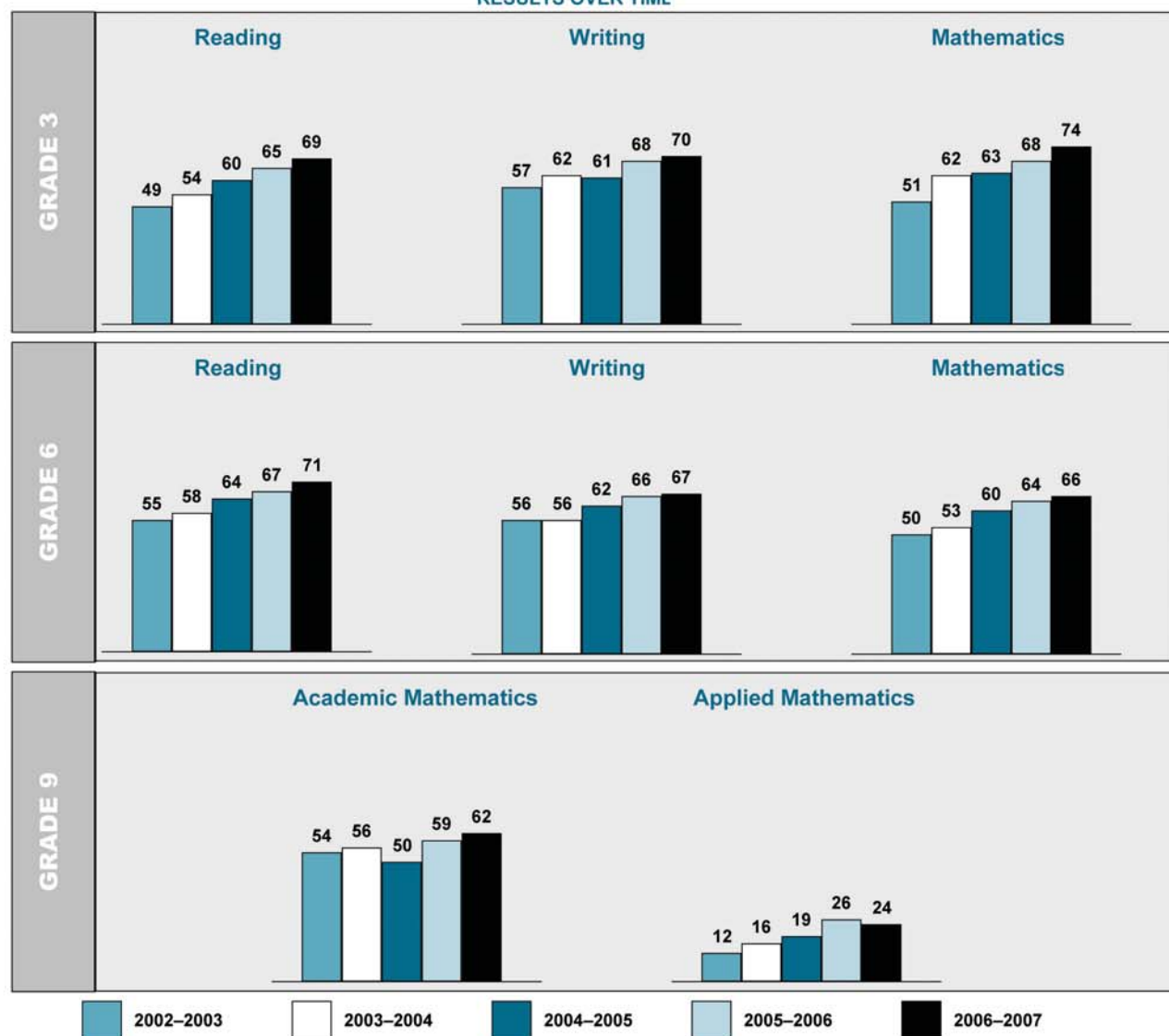


Board Name: Durham Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	1%		<1%	<1%	0%
Students with special needs (excluding gifted)	11%		13%	1%	9%
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	4%	3%
Number of Schools	44		44	7	7
Number of Students	Reading & Writing*	Mathematics			
2002–2003	1 964	1 964	2 057	1 474	577
2003–2004	1 889	1 889	2 069	1 625	588
2004–2005	1 769	1 769	1 980	1 665	639
2005–2006	1 746	1 746	2 038	1 607	615
2006–2007	1 593	1 593	1 998	1 542	654

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

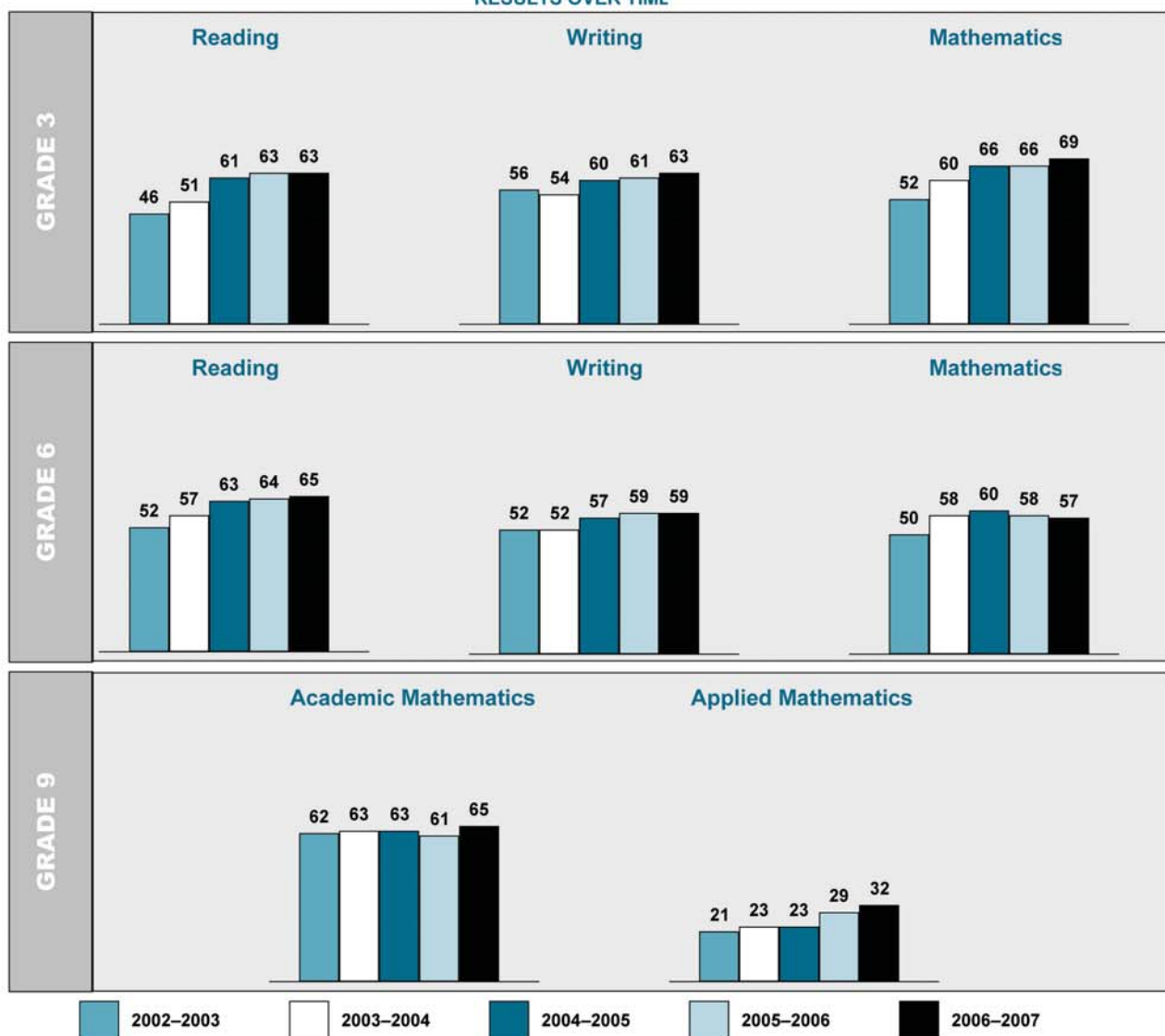


Board Name: Durham DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	2%		1%	<1%	1%
Students with special needs (excluding gifted)	11%		15%	3%	25%
First language learned at home was other than English	20%		19%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	3%	3%
Number of Schools	105		105	19	18
Number of Students	Reading & Writing*	Mathematics			
2002–2003	4 306	4 680	4 871	3 330	1 570
2003–2004	4 469	4 879	5 160	3 625	1 481
2004–2005	4 180	4 593	5 256	3 820	1 623
2005–2006	4 208	4 653	5 098	3 677	1 644
2006–2007	4 142	4 602	5 259	3 793	1 582

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

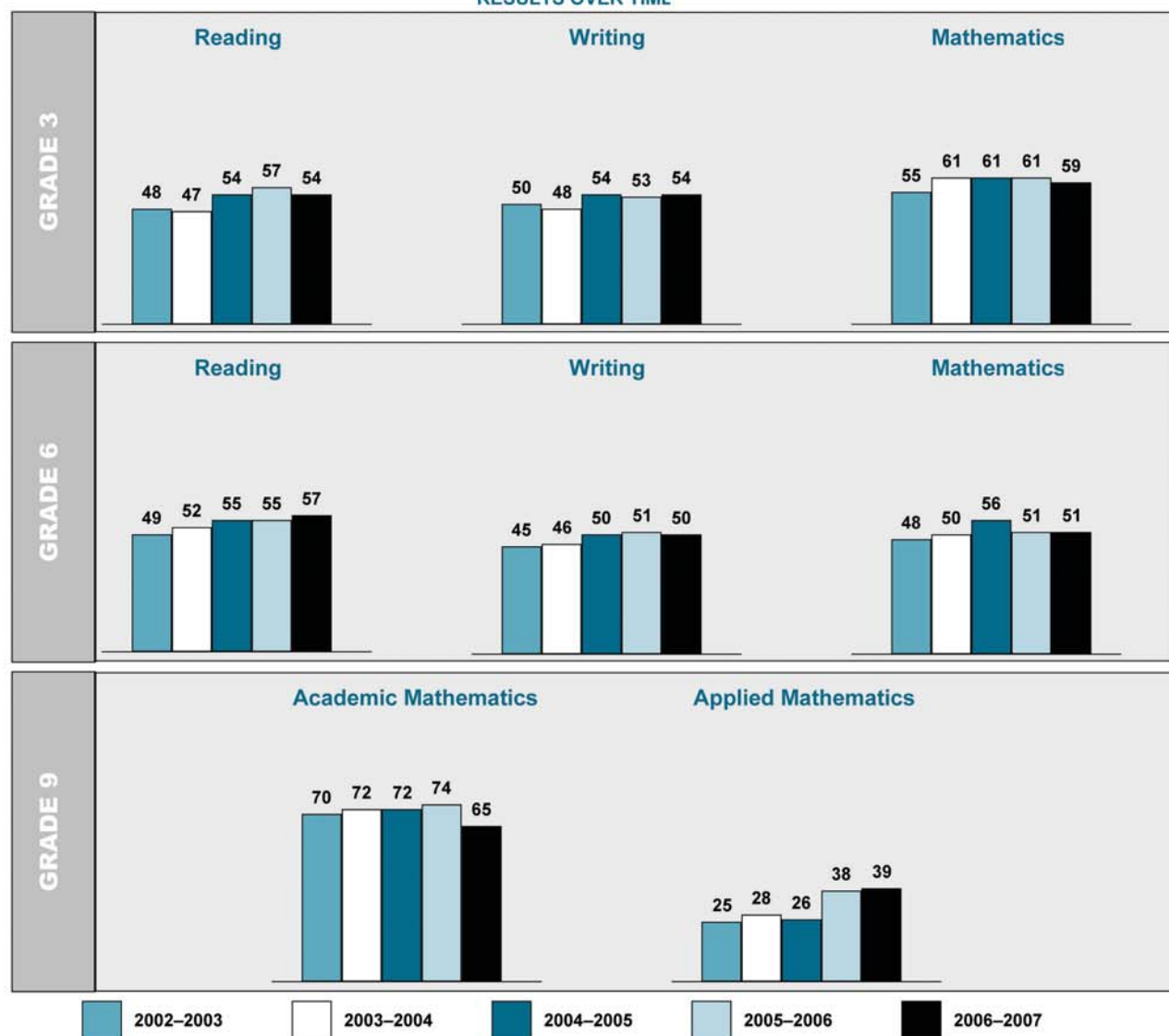


Board Name: Grand Erie DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	2%		1%	<1%	<1%
Students with special needs (excluding gifted)	11%		14%	1%	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	2%	2%
Number of Schools	59		59	13	14
Number of Students	Reading & Writing*	Mathematics			
2002–2003	1 928	1 980	2 273	1 315	1 017
2003–2004	2 006	2 062	2 128	1 351	1 130
2004–2005	1 903	1 953	2 002	1 261	1 023
2005–2006	1 795	1 854	2 088	1 273	1 028
2006–2007	1 776	1 844	2 139	1 199	973

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

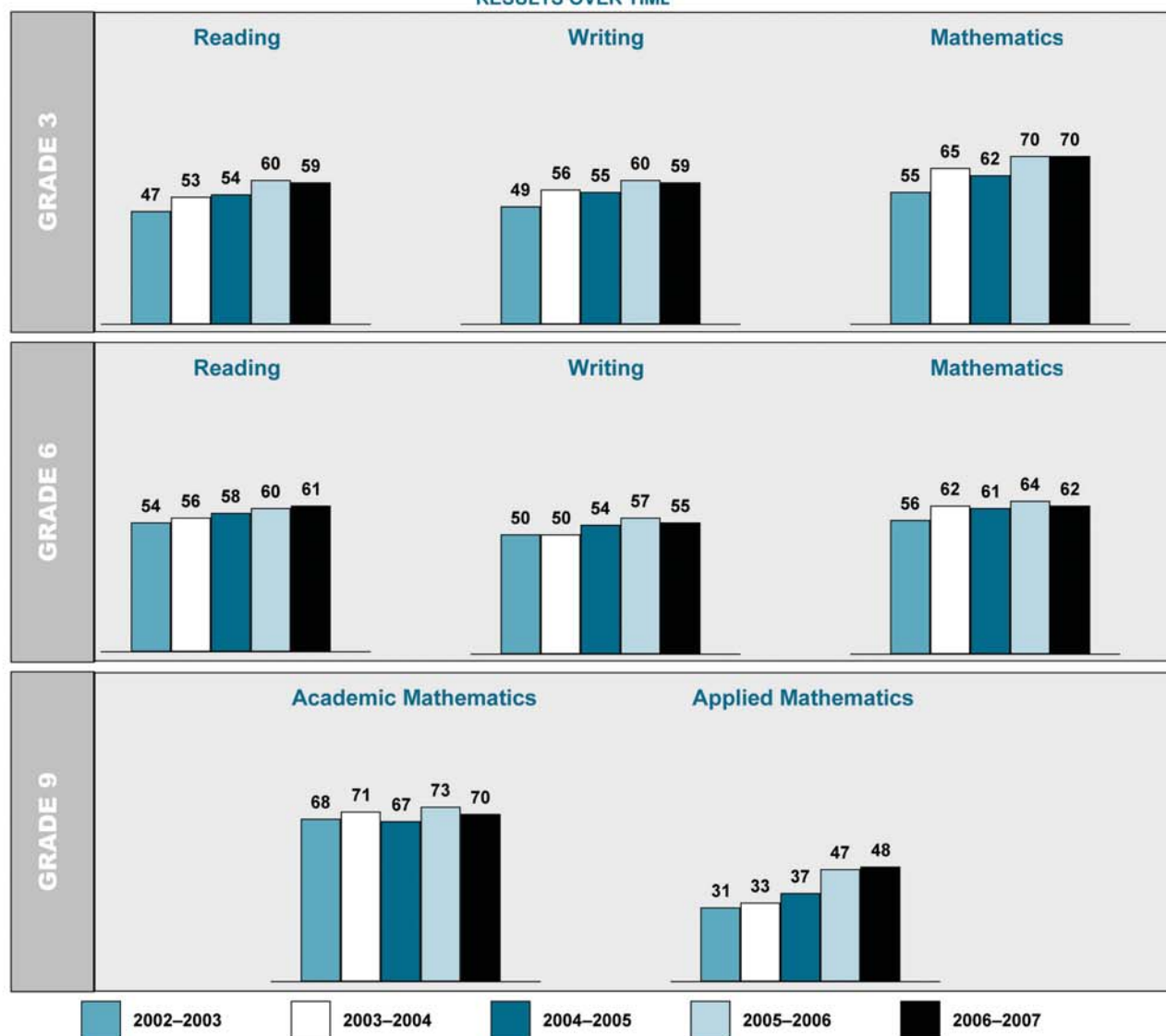


Board Name: Greater Essex County DSB

DEMOGRAPHIC INFORMATION			Grade 9	
			Academic	Applied
ESL/ELD learners	2%	2%	<1%	4%
Students with special needs (excluding gifted)	8%	14%	2%	16%
First language learned at home was other than English	22%	18%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	7%	4%
Number of Schools	58	59	14	16
Number of Students	Reading & Writing*	Mathematics		
2002–2003	2 828	2 828	2 793	1 793
2003–2004	2 782	2 782	2 772	1 766
2004–2005	2 621	2 621	2 770	1 863
2005–2006	2 651	2 651	2 879	1 848
2006–2007	2 542	2 542	2 828	1 743

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

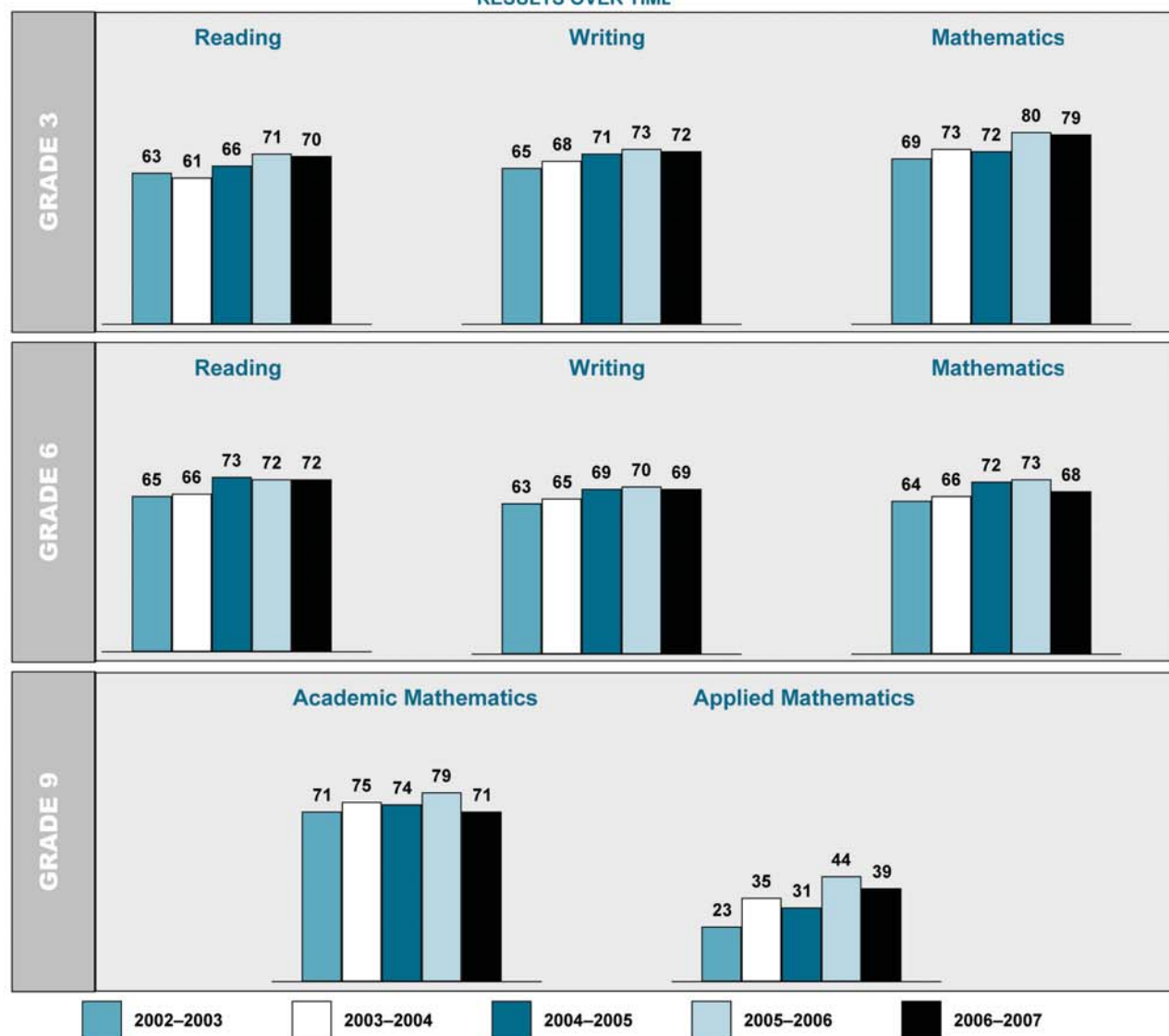


Board Name: Halton Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	2%		1%	3%	1%
Students with special needs (excluding gifted)	4%		11%	2%	35%
First language learned at home was other than English	6%		9%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	7%	7%
Number of Schools	37		37	7	7
Number of Students	Reading & Writing*	Mathematics			
2002–2003	1 960	1 960	1 897	1 496	486
2003–2004	1 932	1 932	2 074	1 592	525
2004–2005	2 006	2 006	2 052	1 703	494
2005–2006	1 953	1 953	2 174	1 725	504
2006–2007	2 001	2 001	2 149	1 775	500

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

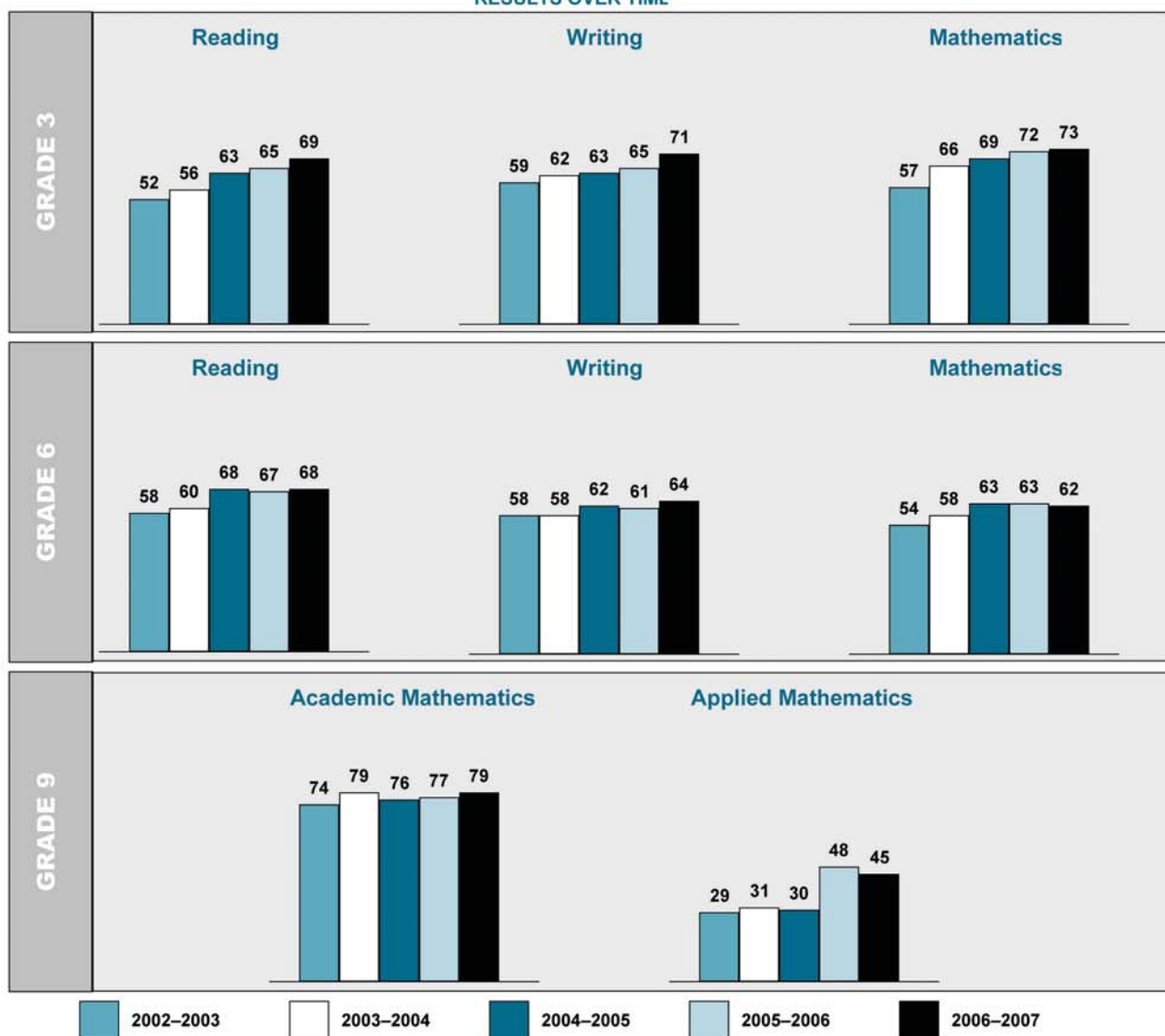


Board Name: Halton DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6		Grade 9	
					Academic	Applied
ESL/ELD learners	2%		1%		1%	2%
Students with special needs (excluding gifted)	6%		12%		4%	23%
First language learned at home was other than English	13%		13%		N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A		5%	5%
Number of Schools	68		54		15	15
Number of Students	Reading & Writing*	Mathematics				
2002–2003	3 178	3 178	3 330		2 442	781
2003–2004	3 172	3 172	3 354		2 534	833
2004–2005	3 276	3 276	3 410		2 734	887
2005–2006	3 357	3 357	3 537		2 805	794
2006–2007	3 311	3 311	3 530		2 868	731

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

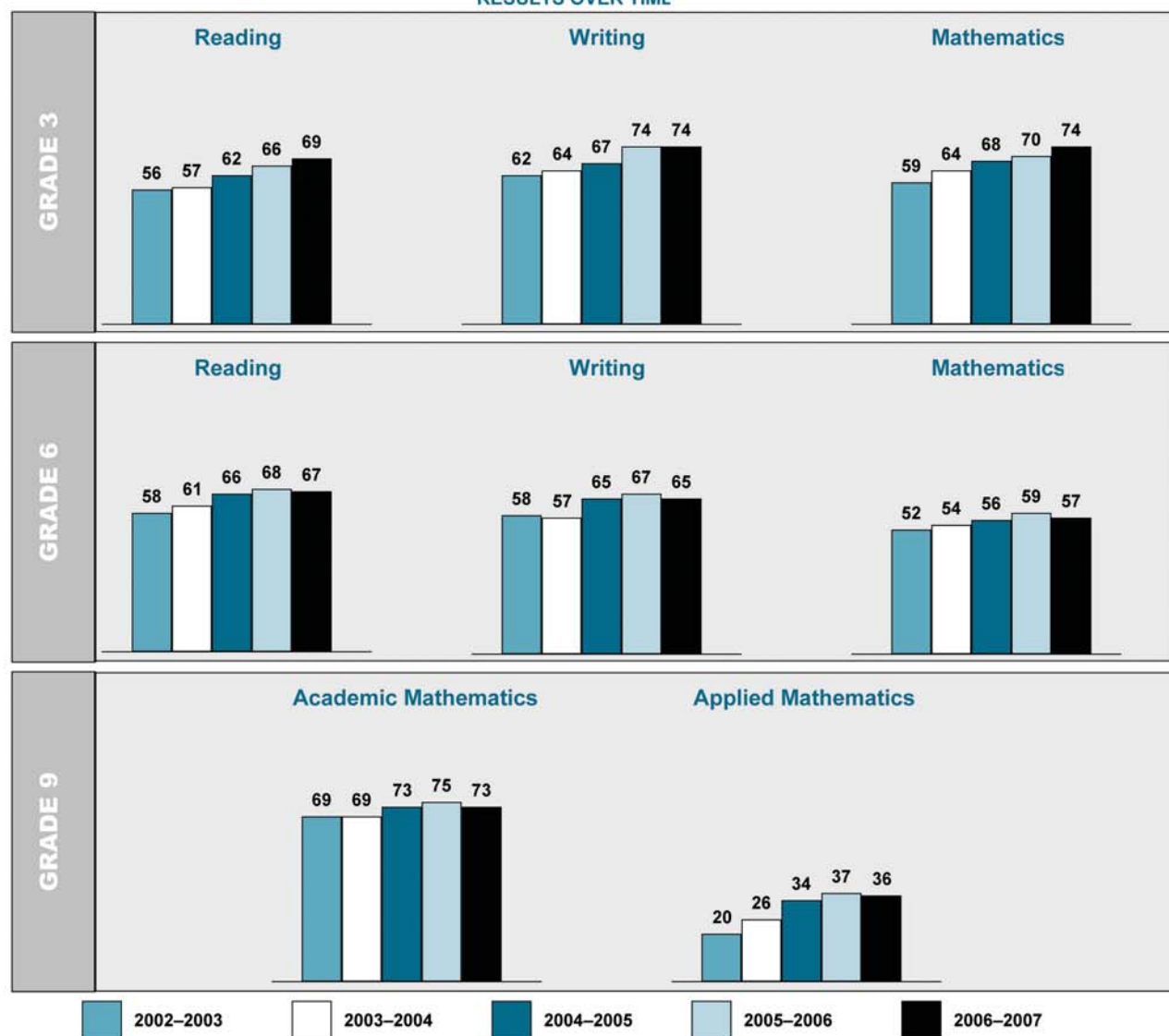


Board Name: Hamilton-Wentworth Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	1%		1%	1%	3%
Students with special needs (excluding gifted)	11%		17%	3%	30%
First language learned at home was other than English	15%		17%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	6%	8%
Number of Schools	53		53	7	7
Number of Students	Reading & Writing*	Mathematics			
2002–2003	2 148	2 148	2 247	1 455	830
2003–2004	2 108	2 108	2 201	1 557	824
2004–2005	2 055	2 055	2 222	1 423	767
2005–2006	2 012	2 012	2 219	1 517	907
2006–2007	1 929	1 929	2 164	1 546	941

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

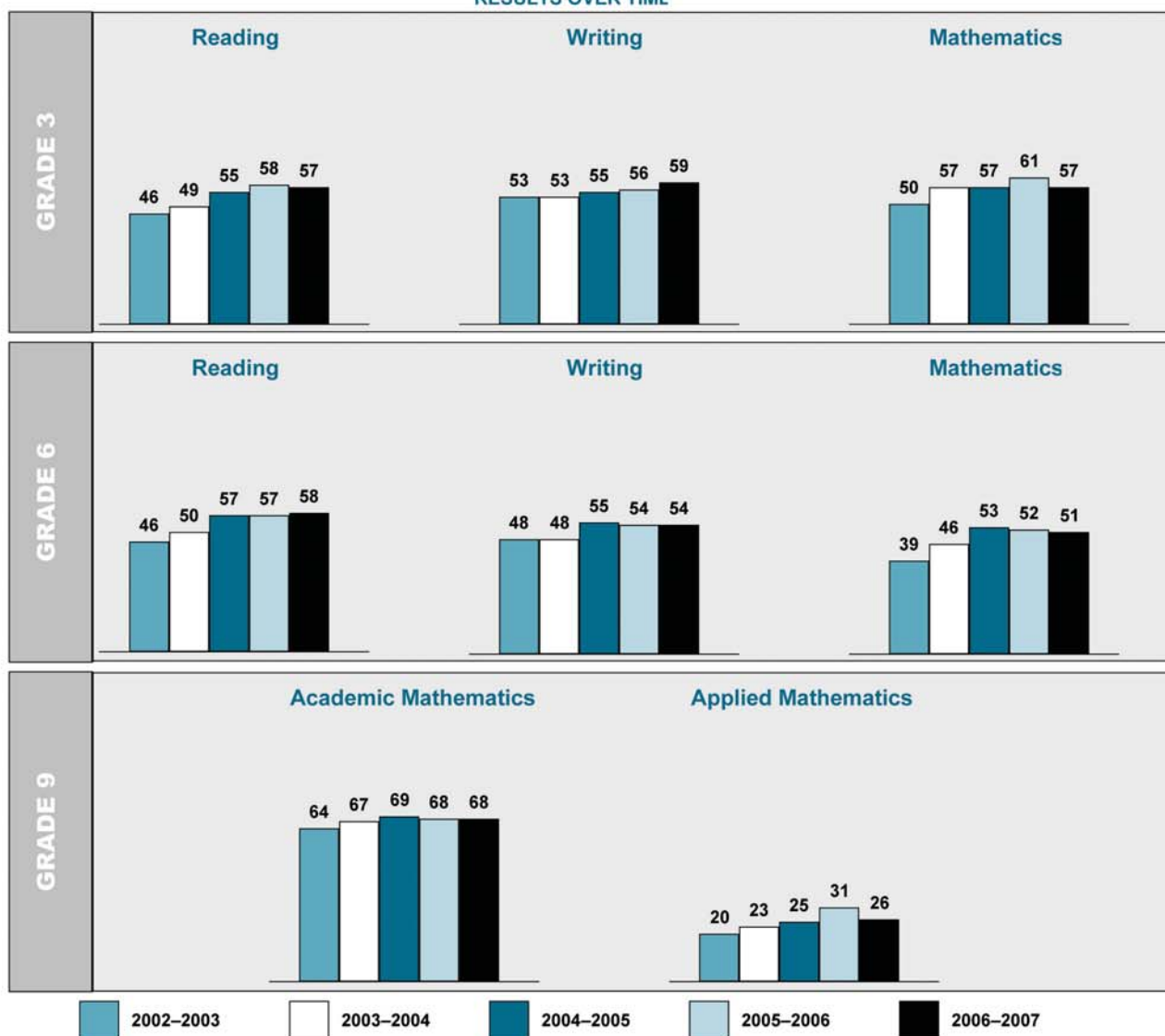


Board Name: Hamilton-Wentworth DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6		Grade 9	
					Academic	Applied
ESL/ELD learners	13%		10%		2%	6%
Students with special needs (excluding gifted)	13%		14%		2%	14%
First language learned at home was other than English	18%		18%		N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A		8%	6%
Number of Schools	87		71		16	18
Number of Students	Reading & Writing*	Mathematics				
2002–2003	4 029	4 029	4 113	2 421	1 529	
2003–2004	3 929	3 929	4 212	2 686	1 562	
2004–2005	3 732	3 732	3 919	2 501	1 608	
2005–2006	3 619	3 619	4 035	2 422	1 671	
2006–2007	3 686	3 686	3 875	2 422	1 671	

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

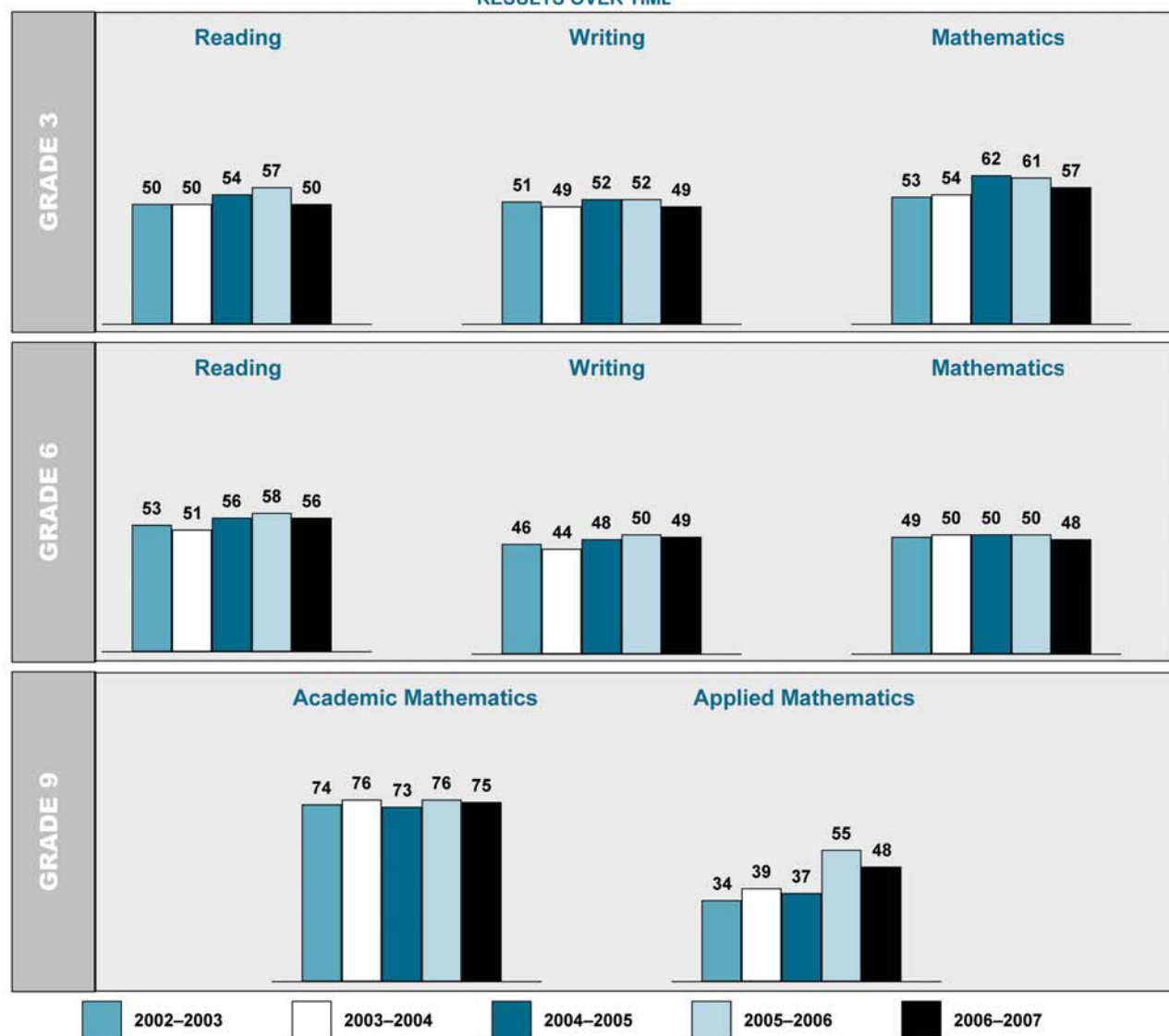


Board Name: Hastings and Prince Edward DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	<1%		1%	1%	0%
Students with special needs (excluding gifted)	18%		22%	2%	21%
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%
Number of Schools	38		38	8	8
Number of Students	Reading & Writing*	Mathematics			
2002–2003	1 314	1 314	1 379	827	568
2003–2004	1 348	1 348	1 459	776	599
2004–2005	1 187	1 187	1 398	852	609
2005–2006	1 141	1 141	1 317	763	538
2006–2007	1 155	1 155	1 320	756	628

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

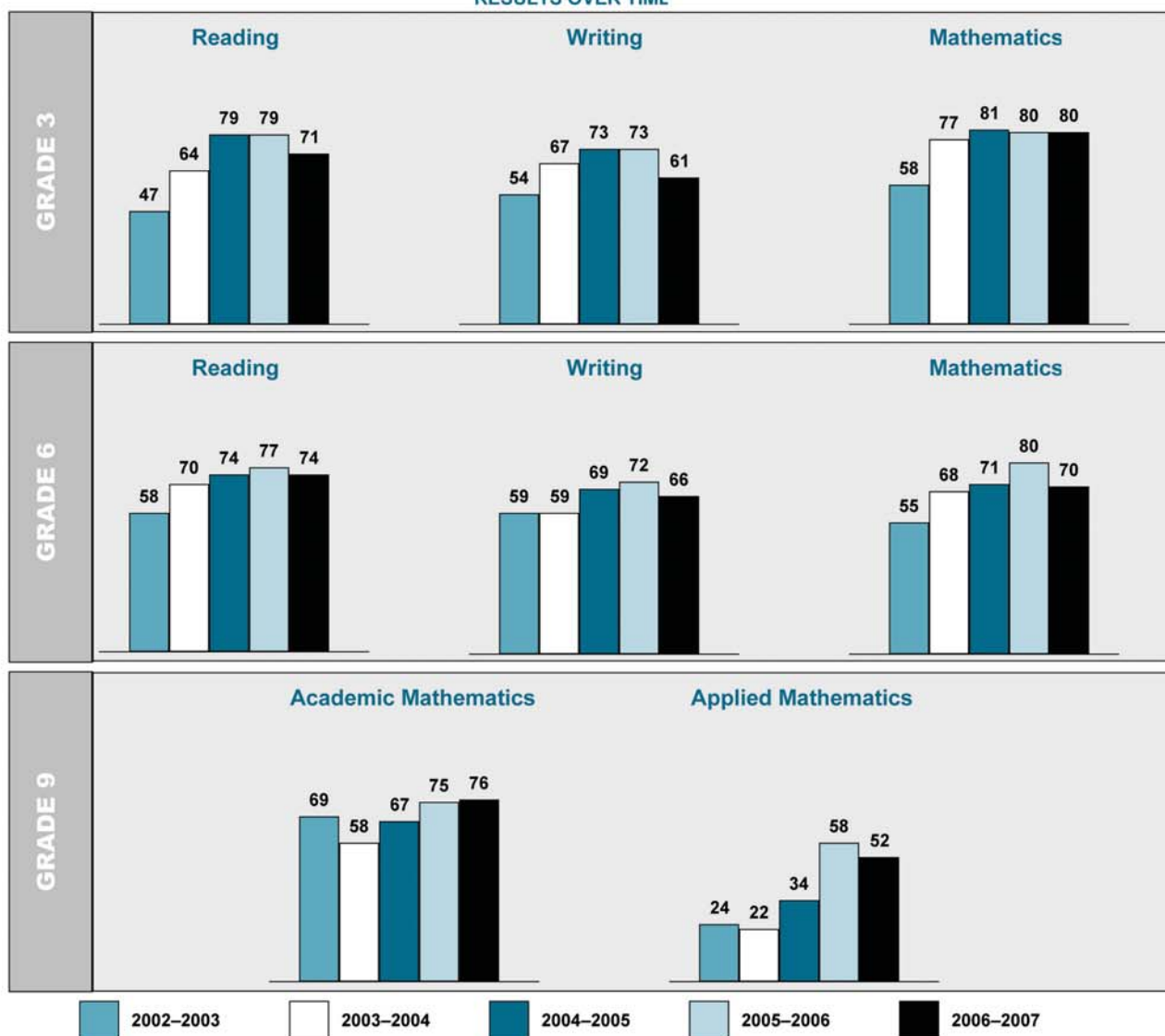


Board Name: Huron-Perth Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 9	
			Academic	Applied
ESL/ELD learners	<1%		<1%	0%
Students with special needs (excluding gifted)	12%		7%	53%
First language learned at home was other than English	3%		N/A	N/A
Speak only or mostly a language other than English at home	N/A		3%	1%
Number of Schools	15		2	2
Number of Students	Reading & Writing*	Mathematics		
2002–2003	338	338	415	308
2003–2004	383	383	403	296
2004–2005	319	319	383	335
2005–2006	332	332	334	303
2006–2007	350	350	397	268

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

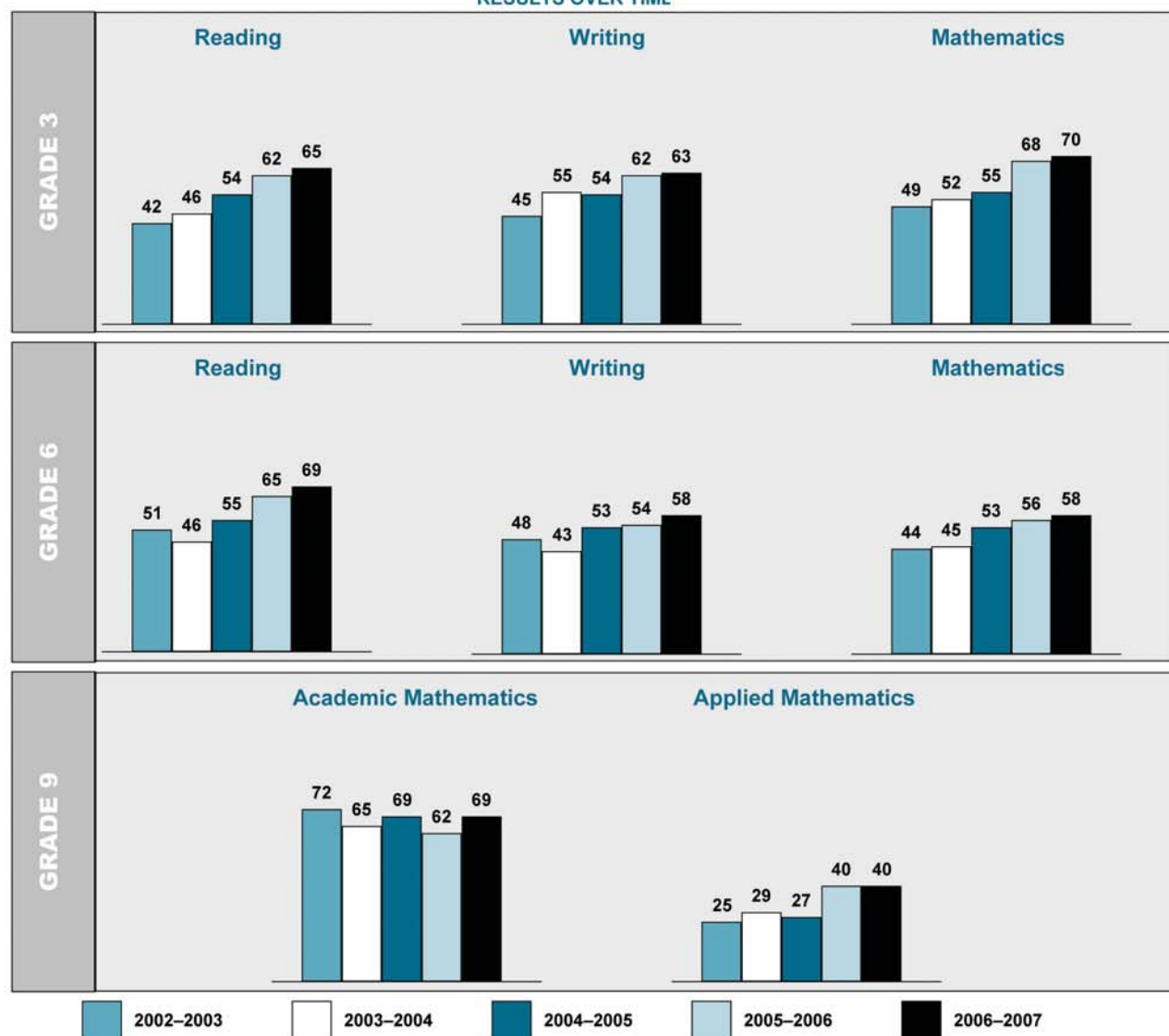


Board Name: Huron-Superior Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6		Grade 9	
					Academic	Applied
ESL/ELD learners	<1%		<1%		0%	0%
Students with special needs (excluding gifted)	19%		22%		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		2%	0%
Number of Schools	22		23		2	2
Number of Students	Reading & Writing*	Mathematics				
2002–2003	501	501	560		325	127
2003–2004	494	494	526		263	139
2004–2005	442	442	540		262	131
2005–2006	465	465	515		268	116
2006–2007	473	473	493		224	125

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

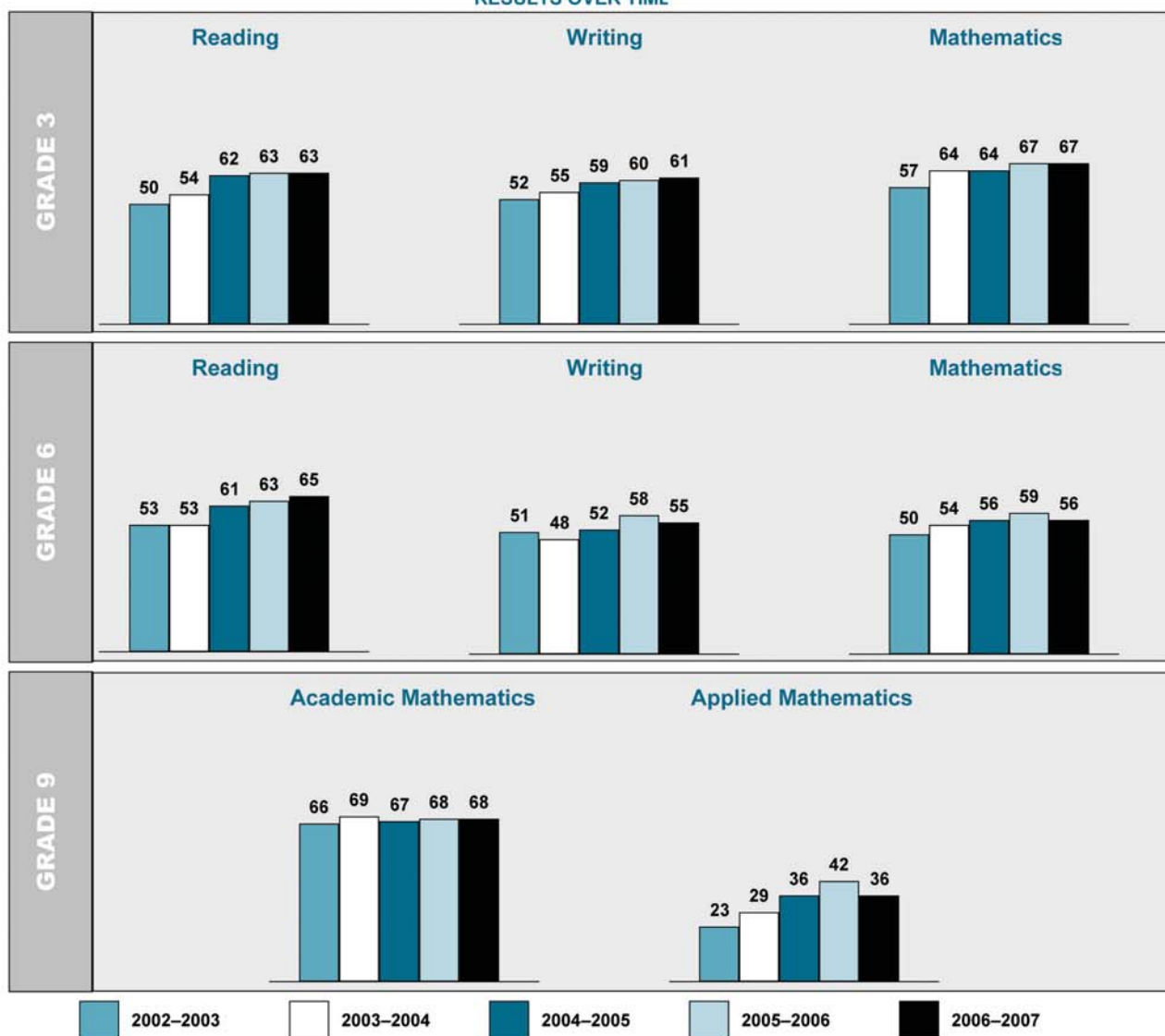


Board Name: Kawartha Pine Ridge DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6		Grade 9	
					Academic	Applied
ESL/ELD learners	<1%		<1%		<1%	0%
Students with special needs (excluding gifted)	25%		23%		4%	29%
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%
Number of Schools	71		71		16	17
Number of Students	Reading & Writing*	Mathematics				
2002–2003	2 714	2 714	3 107		1 796	1 196
2003–2004	2 757	2 757	3 055		1 754	1 288
2004–2005	2 607	2 607	2 881		1 770	1 252
2005–2006	2 503	2 503	2 839		1 831	1 219
2006–2007	2 427	2 411	2 887		1 714	1 201

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

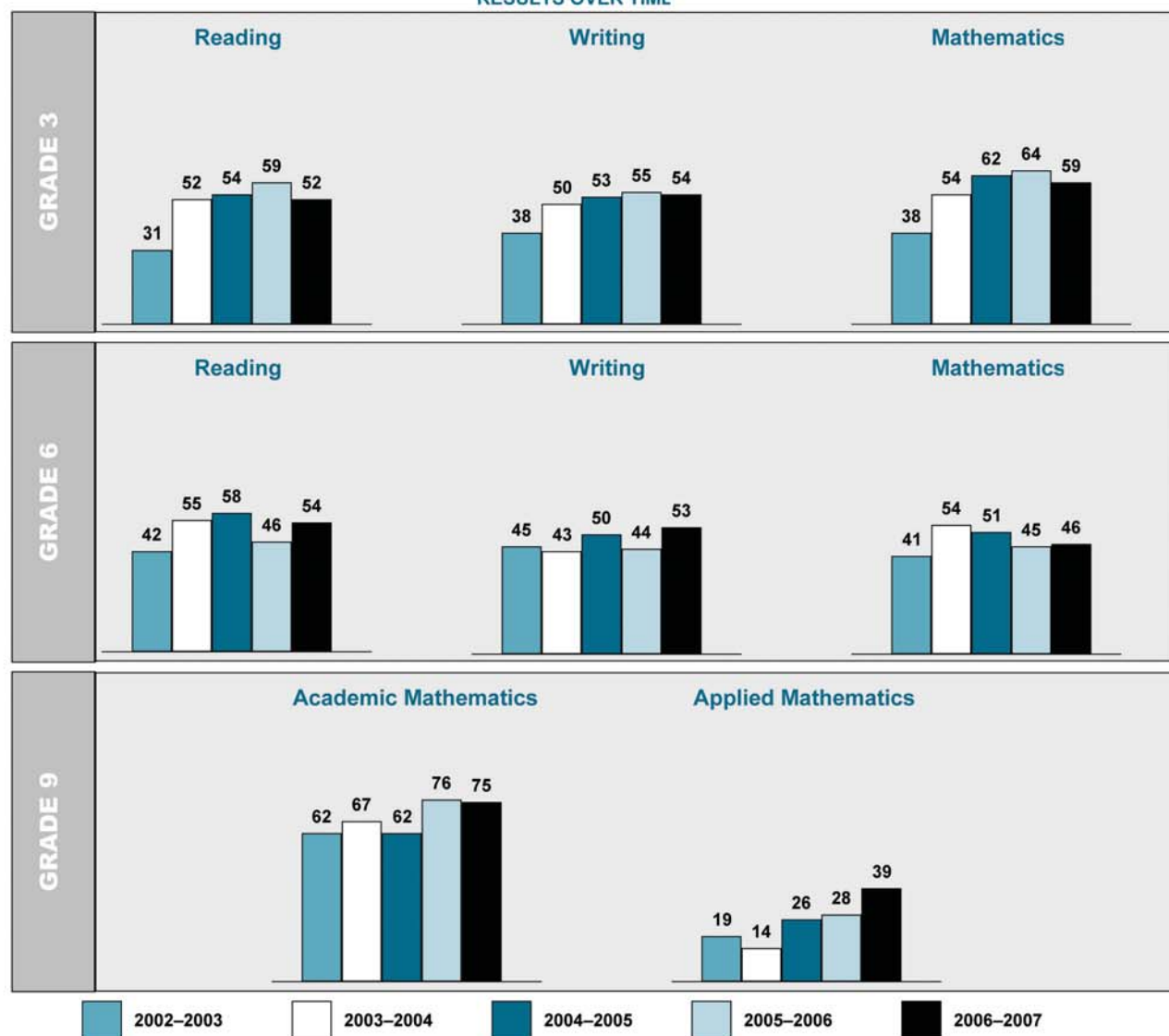


Board Name: Keewatin-Patricia DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	0%		0%	0%	0%
Students with special needs (excluding gifted)	24%		22%	4%	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	1%	4%
Number of Schools	17		17	5	6
Number of Students	Reading & Writing*	Mathematics			
2002–2003	403	403	424	350	330
2003–2004	387	387	445	354	297
2004–2005	410	410	425	383	265
2005–2006	379	379	407	298	251
2006–2007	352	352	390	305	240

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

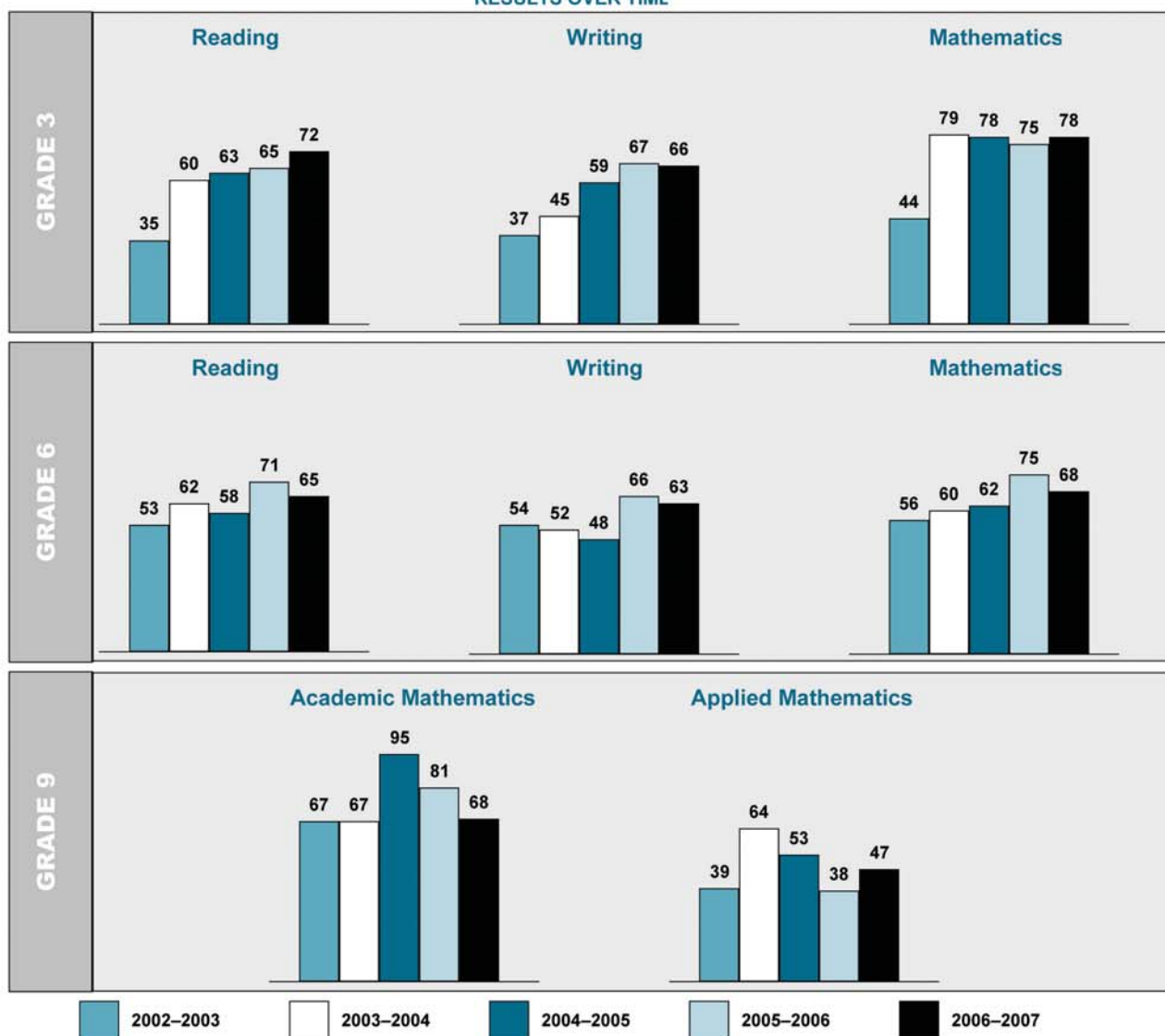


Board Name: Kenora Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	0%		0%	0%	0%
Students with special needs (excluding gifted)	23%		14%	0%	5%
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	2%	0%
Number of Schools	4		4	1	1
Number of Students	Reading & Writing*	Mathematics			
2002–2003	123	123	104	55	31
2003–2004	99	99	124	45	50
2004–2005	103	103	99	44	36
2005–2006	96	96	114	58	26
2006–2007	97	97	92	62	19

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

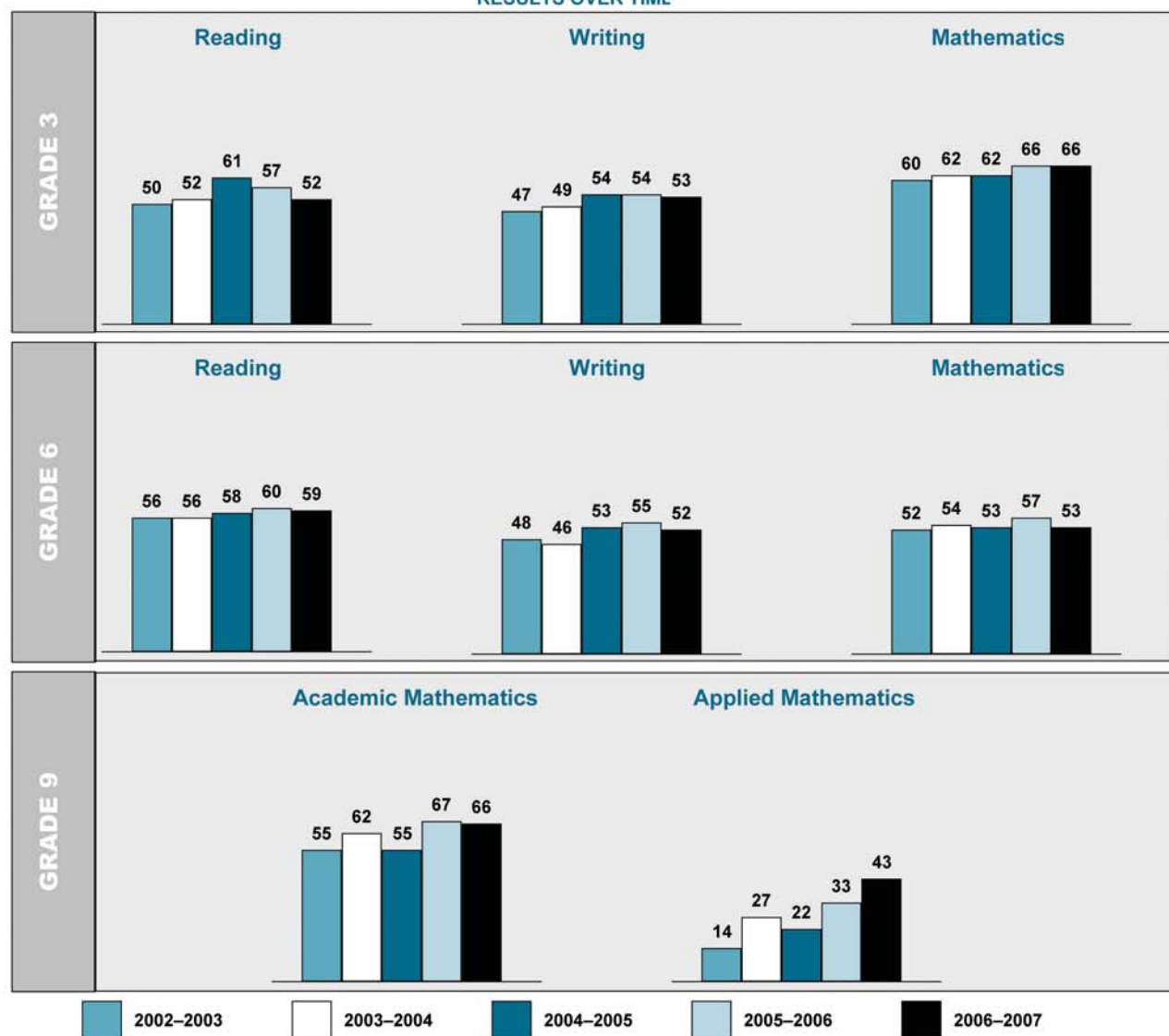


Board Name: Lakehead DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	<1%		<1%	0%	<1%
Students with special needs (excluding gifted)	15%		20%	4%	23%
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	1%	2%
Number of Schools	24		24	4	4
Number of Students	Reading & Writing*	Mathematics			
2002–2003	926	926	994	724	350
2003–2004	869	869	993	754	432
2004–2005	821	821	873	696	374
2005–2006	644	644	888	663	435
2006–2007	673	673	809	548	387

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

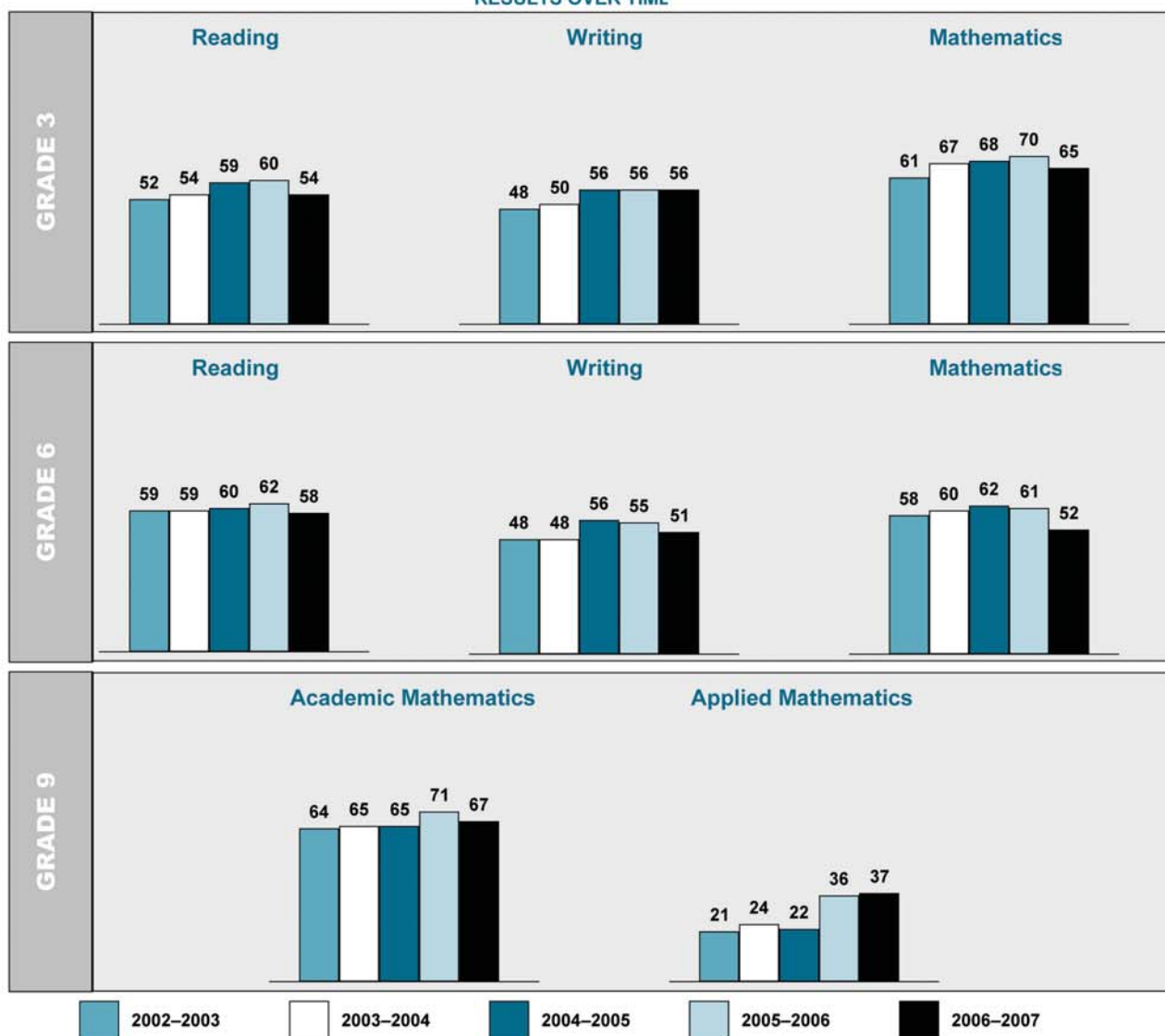


Board Name: Lambton Kent District School Board

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	<1%		1%	<1%	<1%
Students with special needs (excluding gifted)	16%		21%	3%	30%
First language learned at home was other than English	7%		5%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	2%	1%
Number of Schools	53		53	12	13
Number of Students	Reading & Writing*	Mathematics			
2002–2003	1 815	1 815	1 999	1 485	853
2003–2004	1 749	1 749	1 924	1 415	880
2004–2005	1 642	1 642	1 895	1 406	896
2005–2006	1 706	1 706	1 862	1 377	824
2006–2007	1 622	1 622	1 792	1 310	798

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

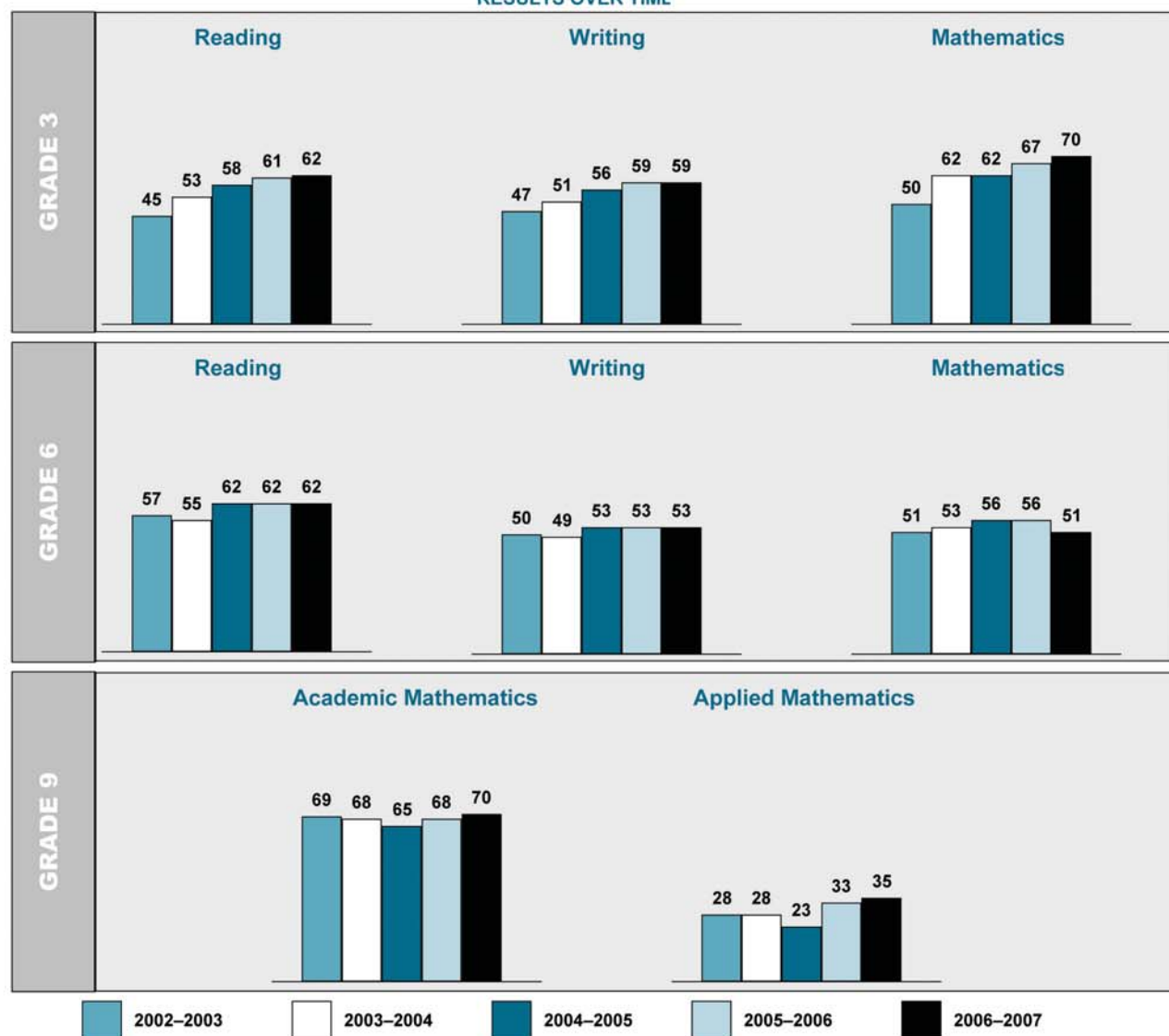


Board Name: Limestone DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	1%		1%	1%	<1%
Students with special needs (excluding gifted)	17%		24%	6%	31%
First language learned at home was other than English	3%		4%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	3%	1%
Number of Schools	51		49	12	11
Number of Students	Reading & Writing*	Mathematics			
2002–2003	1 571	1 571	1 678	1 127	440
2003–2004	1 557	1 557	1 698	1 062	513
2004–2005	1 483	1 483	1 556	1 092	514
2005–2006	1 360	1 360	1 603	1 109	532
2006–2007	1 366	1 366	1 599	1 115	522

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

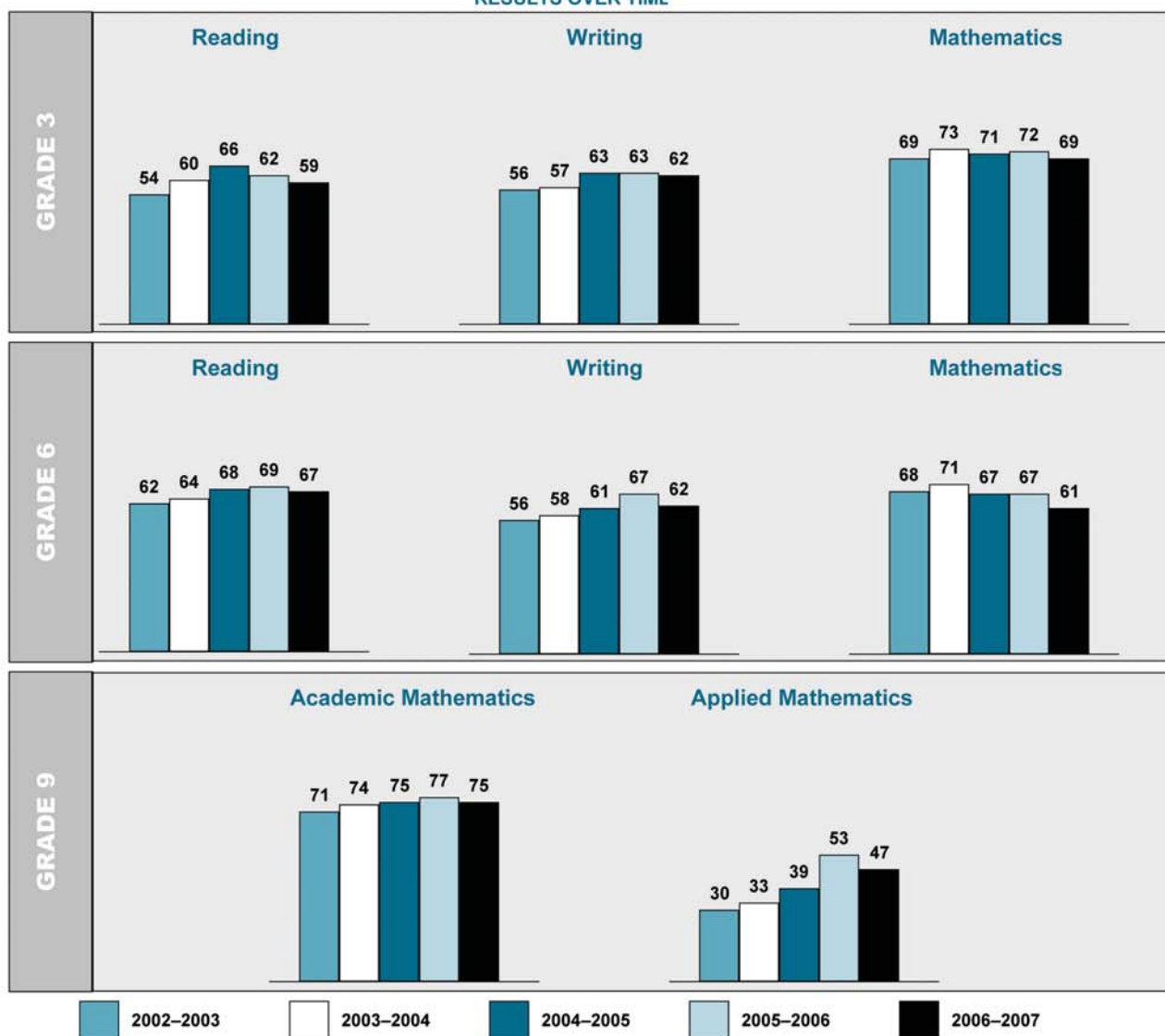


Board Name: London District Catholic School Board

DEMOGRAPHIC INFORMATION	Grade 3		Grade 9	
			Academic	Applied
ESL/ELD learners	1%	2%	2%	2%
Students with special needs (excluding gifted)	9%	13%	2%	18%
First language learned at home was other than English	7%	11%	N/A	N/A
Speak only or mostly a language other than English at home	N/A	N/A	8%	8%
Number of Schools	44	45	8	8
Number of Students	Reading & Writing*	Mathematics		
2002–2003	1 516	1 553	1 606	1 260
2003–2004	1 539	1 560	1 706	1 313
2004–2005	1 400	1 424	1 727	1 389
2005–2006	1 409	1 421	1 602	1 280
2006–2007	1 360	1 430	1 581	1 367

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

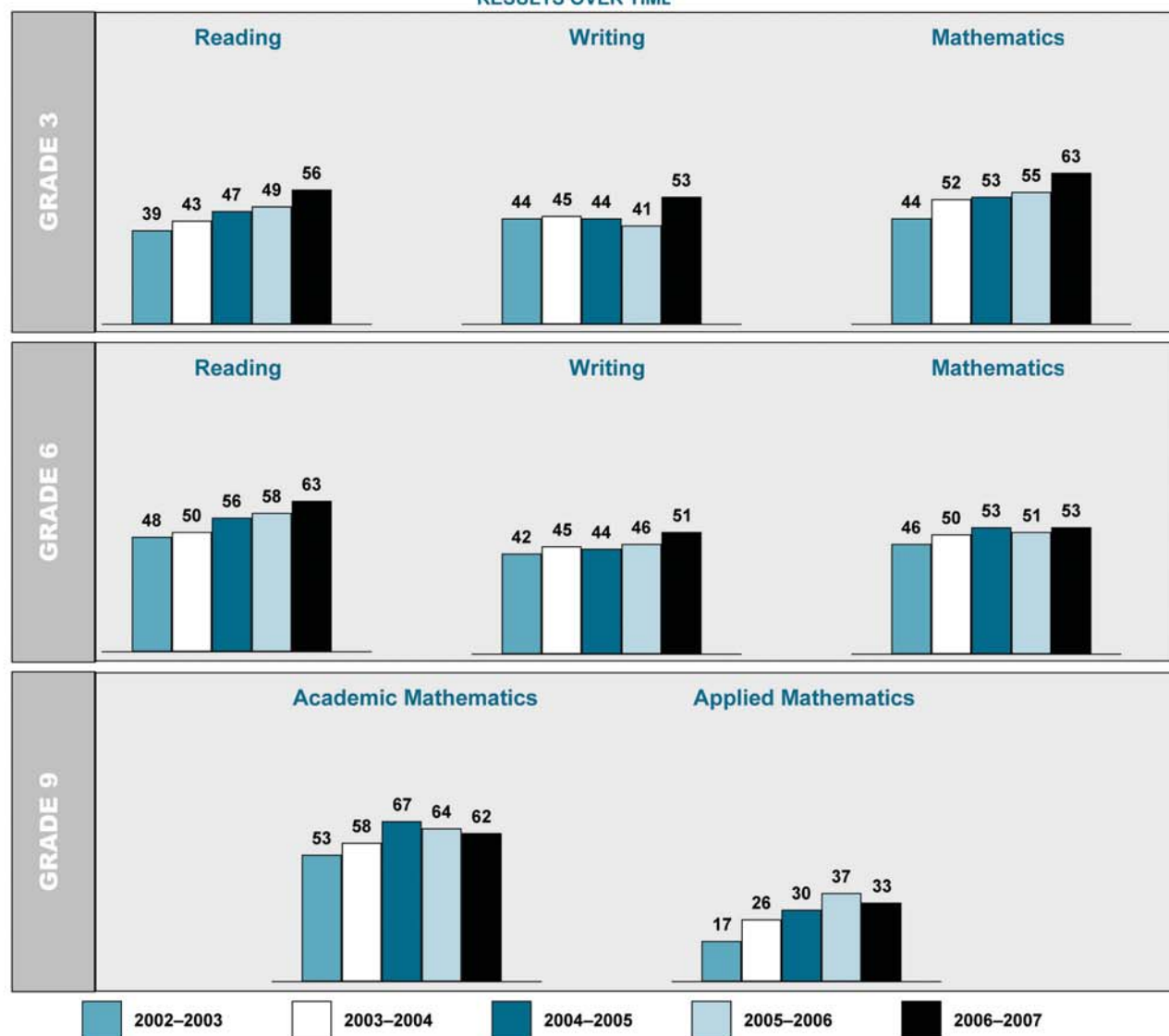


Board Name: Near North DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	<1%		<1%	0%	0%
Students with special needs (excluding gifted)	19%		25%	5%	22%
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%
Number of Schools	33		35	7	7
Number of Students	Reading & Writing*	Mathematics			
2002–2003	922	922	990	655	426
2003–2004	895	895	1 008	569	411
2004–2005	772	772	896	538	507
2005–2006	774	774	964	514	527
2006–2007	778	778	865	531	436

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

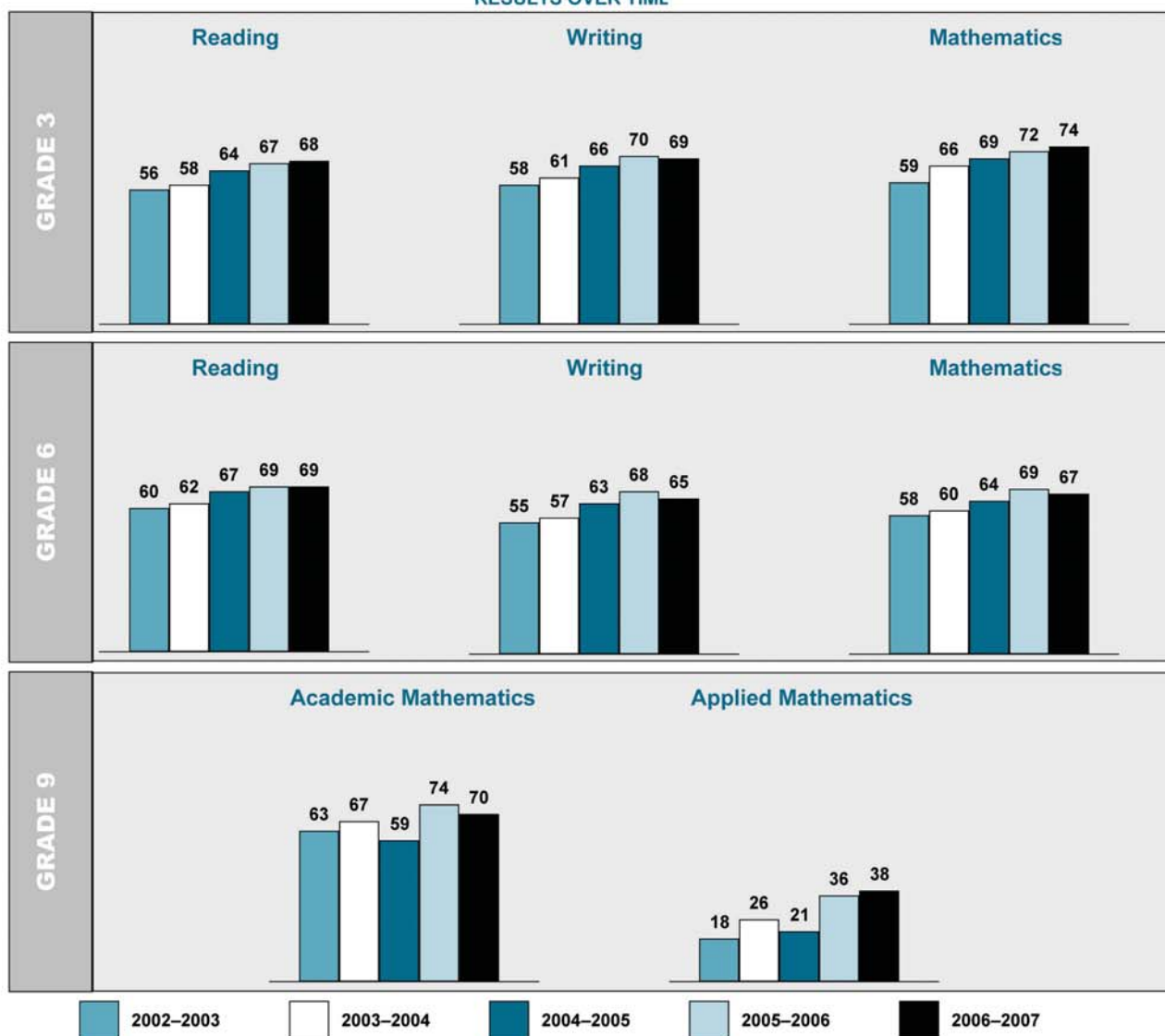


Board Name: Niagara Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6		Grade 9	
					Academic	Applied
ESL/ELD learners	1%		1%		<1%	1%
Students with special needs (excluding gifted)	15%		18%		2%	24%
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		4%	3%
Number of Schools	50		50		8	8
Number of Students	Reading & Writing*	Mathematics				
2002–2003	1 696	1 696	1 723		1 503	549
2003–2004	1 849	1 849	1 921		1 442	594
2004–2005	1 661	1 661	1 886		1 472	628
2005–2006	1 547	1 547	1 800		1 394	608
2006–2007	1 696	1 696	1 893		1 470	629

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

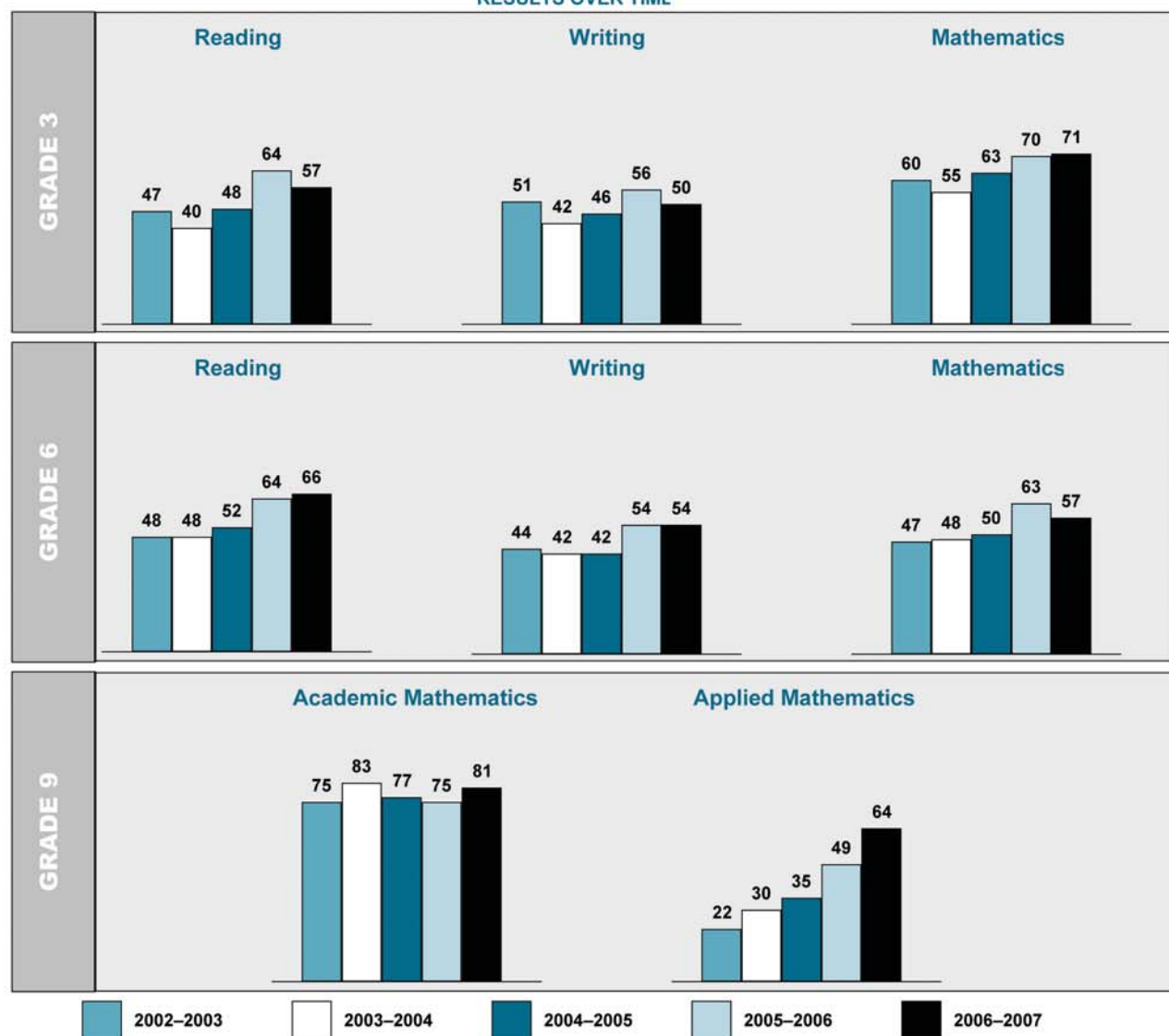


Board Name: Nipissing-Parry Sound Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	0%		0%	0%	0%
Students with special needs (excluding gifted)	35%		30%	6%	33%
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	1%	4%
Number of Schools	13		13	1	1
Number of Students	Reading & Writing*	Mathematics			
2002–2003	255	255	279	145	133
2003–2004	269	269	293	144	131
2004–2005	237	237	248	140	150
2005–2006	233	233	259	122	135
2006–2007	227	227	282	161	107

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

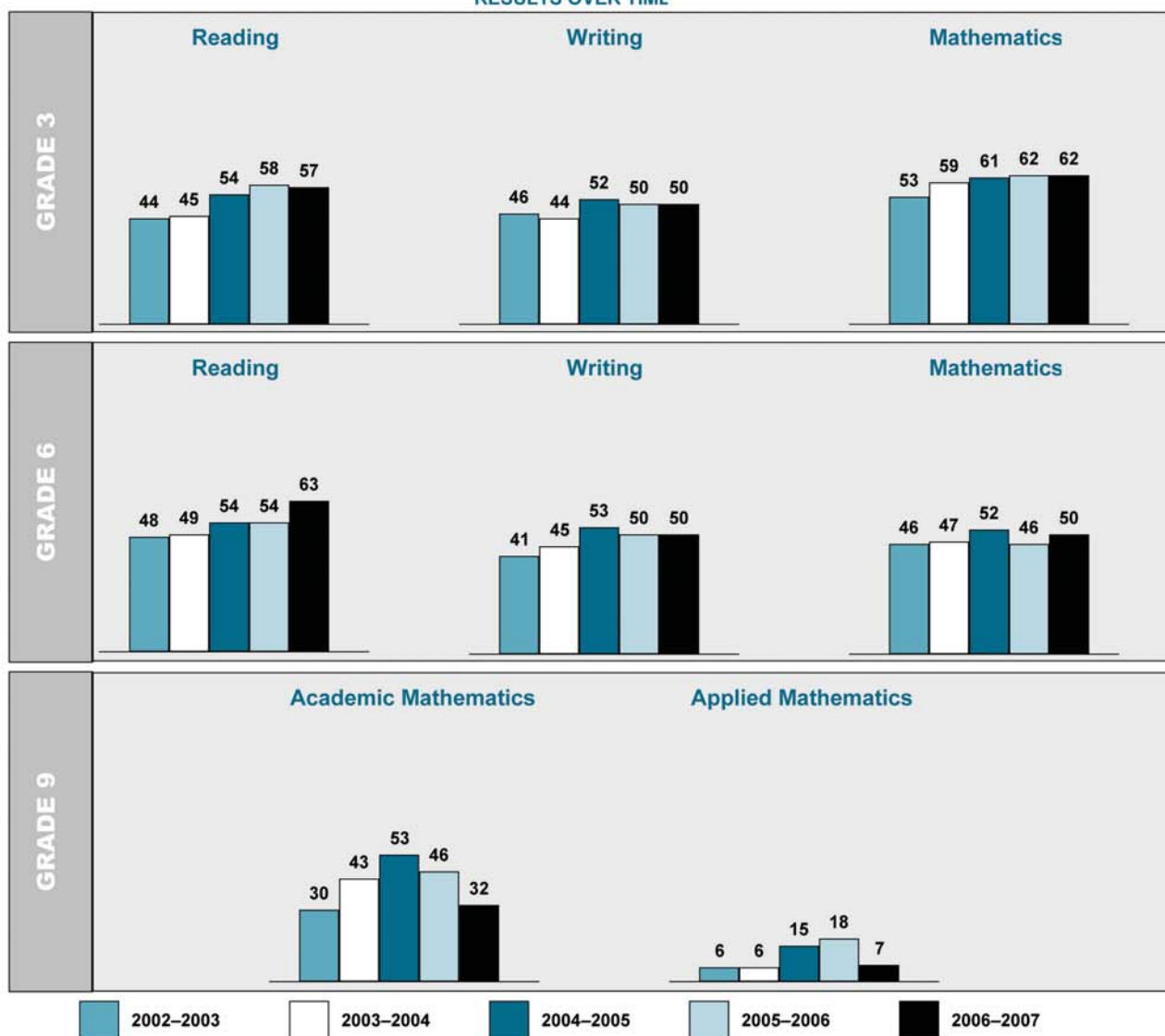


Board Name: Northeastern Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6		Grade 9	
					Academic	Applied
ESL/ELD learners	<1%		0%		0%	0%
Students with special needs (excluding gifted)	24%		25%		6%	31%
First language learned at home was other than English	3%		1%		N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A		5%	0%
Number of Schools	10		10		1	1
Number of Students	Reading & Writing*	Mathematics				
2002–2003	300	300	295		57	18
2003–2004	244	244	299		44	64
2004–2005	244	244	255		66	68
2005–2006	226	226	308		87	49
2006–2007	216	216	242		65	67

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

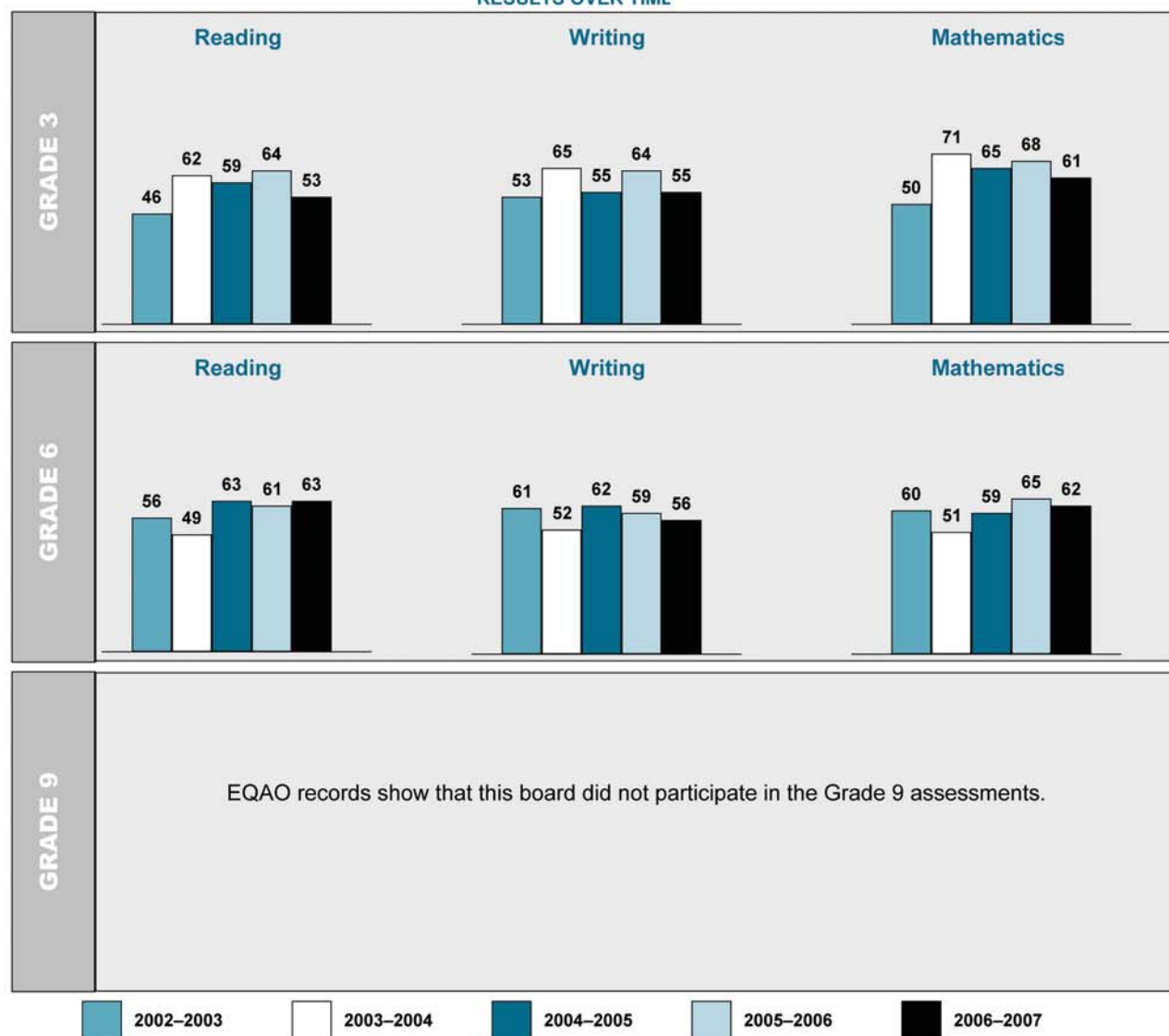


Board Name: Northwest Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	1%		0%	-	-
Students with special needs (excluding gifted)	18%		22%	-	-
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	-	-
Number of Schools	4		4	0	0
Number of Students	Reading & Writing*	Mathematics			
2002–2003	158	158	152	0	0
2003–2004	150	150	169	0	0
2004–2005	133	133	153	0	0
2005–2006	121	121	155	0	0
2006–2007	163	163	147	0	0

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

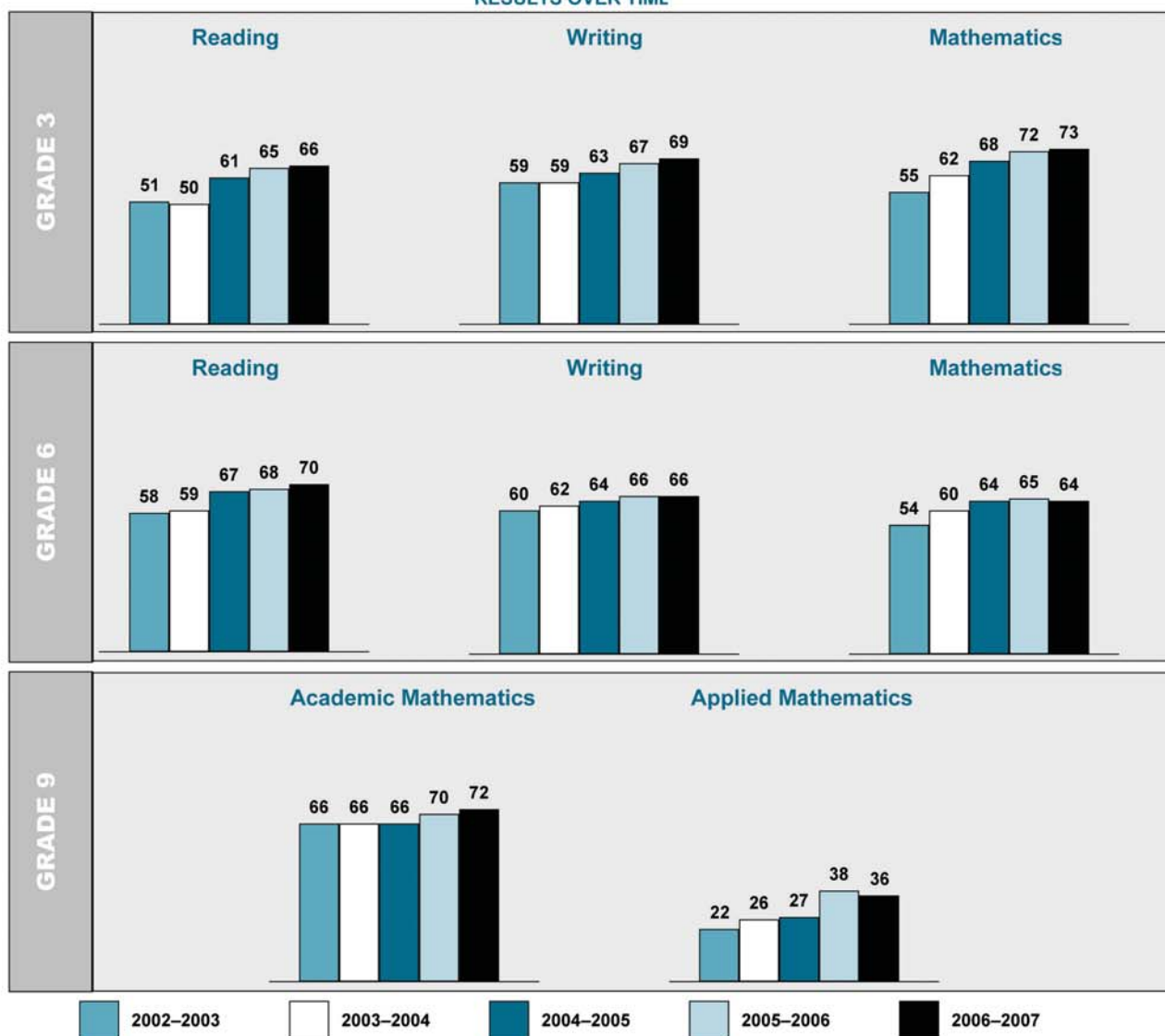


Board Name: Ottawa Catholic District School Board

DEMOGRAPHIC INFORMATION			Grade 9	
			Academic	Applied
ESL/ELD learners	10%		1%	3%
Students with special needs (excluding gifted)	12%		5%	30%
First language learned at home was other than English	7%		N/A	N/A
Speak only or mostly a language other than English at home	N/A		7%	8%
Number of Schools	63		14	14
Number of Students	Reading & Writing*	Mathematics		
2002–2003	3 017	3 017	2 886	2 397
2003–2004	2 917	2 917	3 072	2 413
2004–2005	2 742	2 742	3 038	2 531
2005–2006	2 657	2 657	3 075	2 522
2006–2007	2 631	2 631	2 955	2 621

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

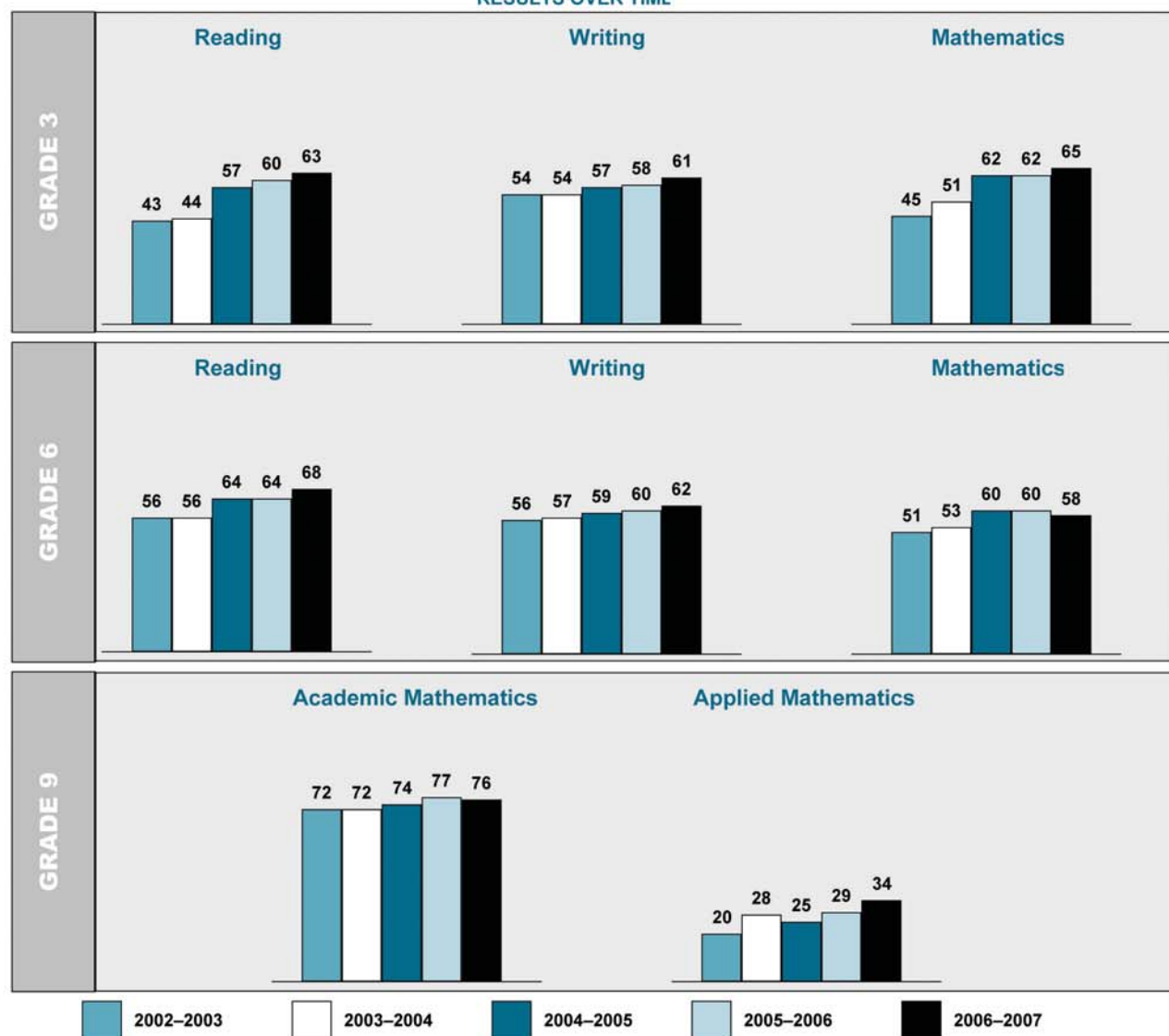


Board Name: Ottawa-Carleton DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	17%		13%	6%	11%
Students with special needs (excluding gifted)	14%		18%	7%	35%
First language learned at home was other than English	24%		24%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	10%	7%
Number of Schools	108		94	23	27
Number of Students	Reading & Writing*	Mathematics			
2002–2003	4 895	4 895	5 526	4 496	1 234
2003–2004	5 080	5 080	5 235	4 415	1 280
2004–2005	4 789	4 789	4 947	4 412	1 318
2005–2006	4 789	4 789	5 092	4 387	1 395
2006–2007	4 752	4 752	5 239	4 170	1 165

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

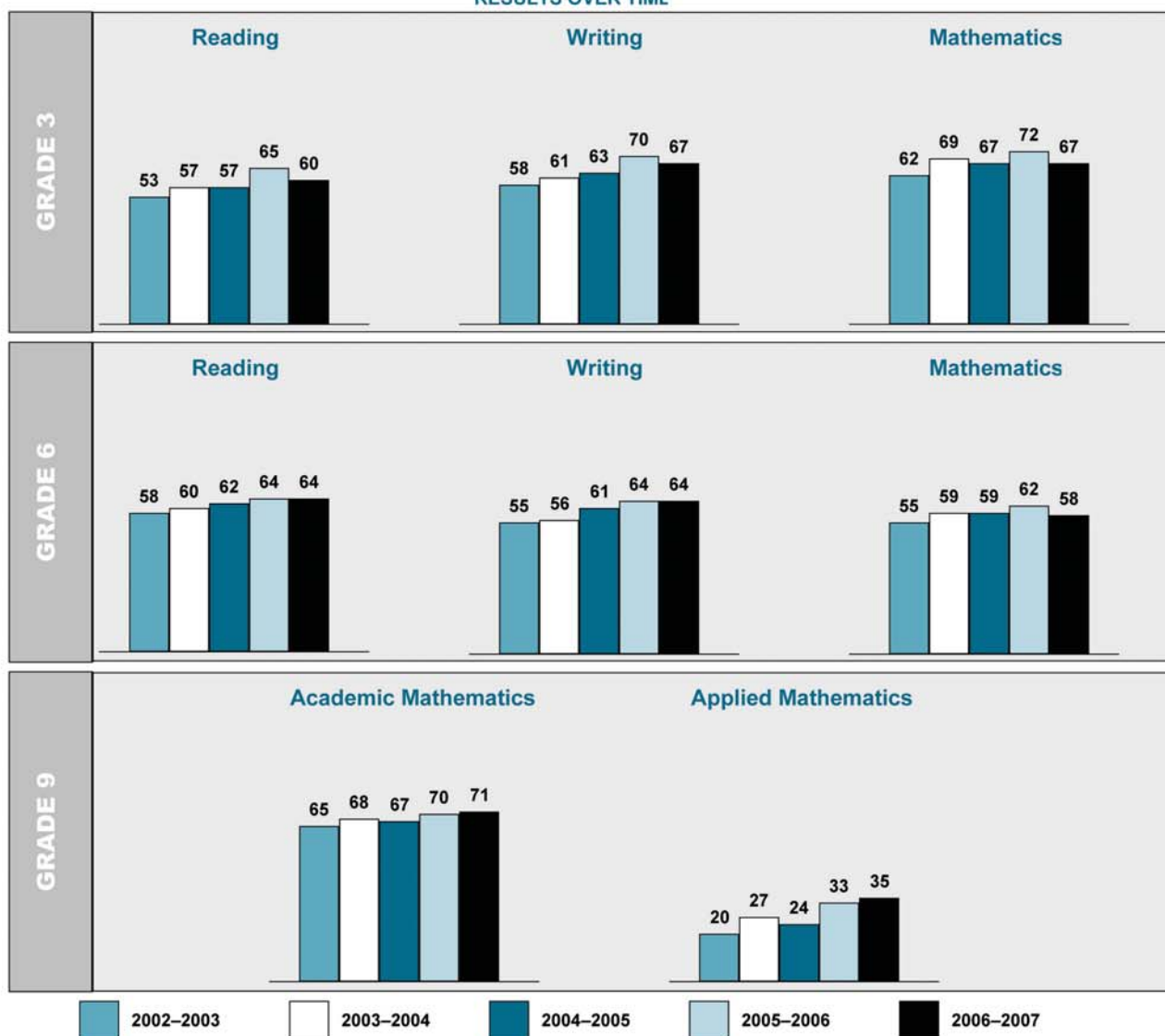


Board Name: Peel District School Board

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	30%		15%	5%	10%
Students with special needs (excluding gifted)	6%		11%	3%	24%
First language learned at home was other than English	9%		6%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	13%	11%
Number of Schools	148		91	29	32
Number of Students	Reading & Writing*	Mathematics			
2002–2003	9 598	9 598	9 569	6 545	2 546
2003–2004	9 934	9 934	9 884	6 704	2 800
2004–2005	10 168	10 168	10 137	6 995	2 883
2005–2006	10 457	10 457	10 784	7 066	2 878
2006–2007	10 592	10 592	10 954	7 452	2 529

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

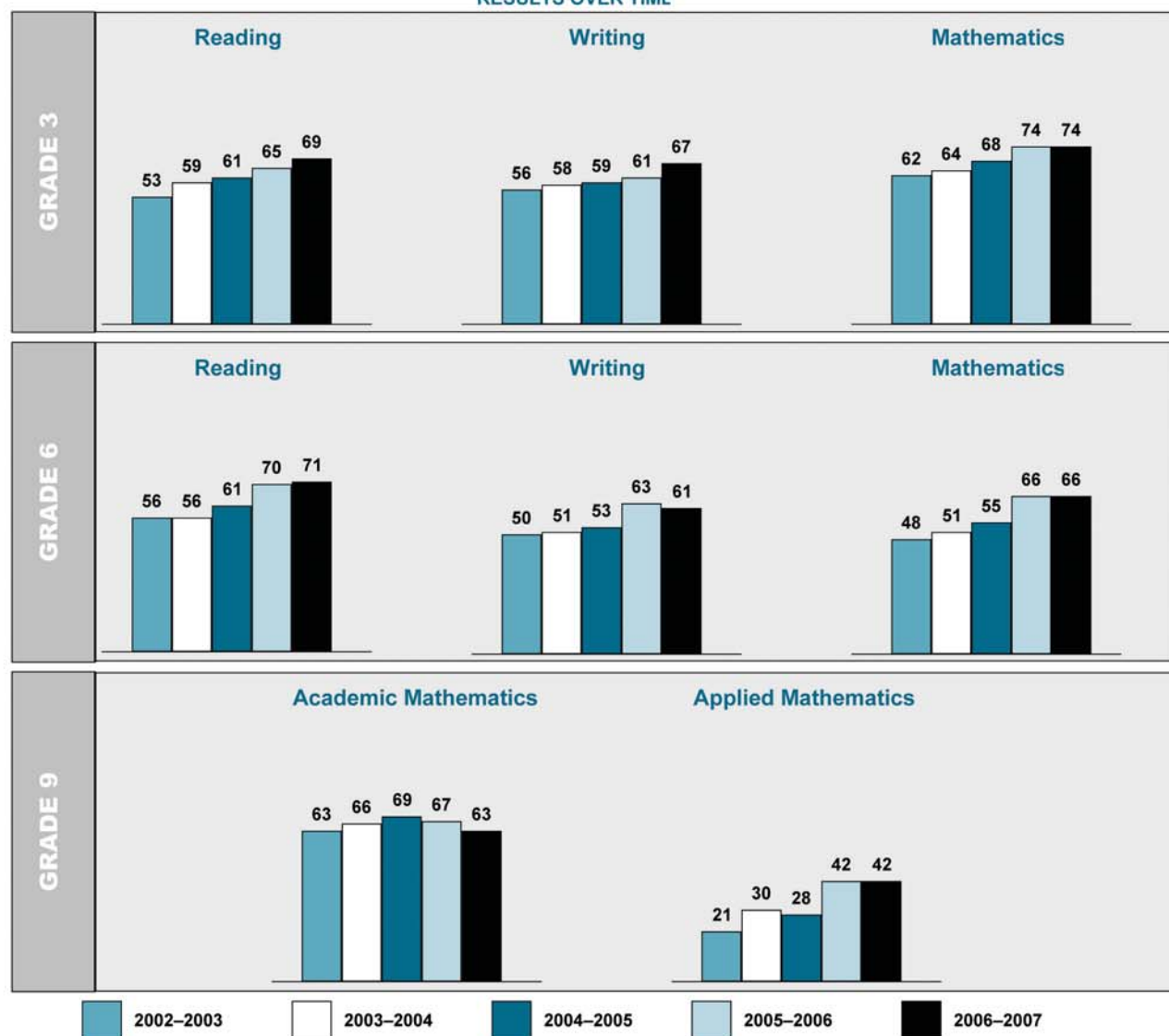


Board Name: Peterborough Victoria Northumberland and Clarington CDSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	<1%		<1%	0%	0%
Students with special needs (excluding gifted)	23%		23%	5%	36%
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%	2%
Number of Schools	31		31	6	6
Number of Students	Reading & Writing*	Mathematics			
2002–2003	1 074	1 074	1 194	751	368
2003–2004	1 030	1 030	1 139	815	424
2004–2005	1 028	1 028	1 125	854	457
2005–2006	914	914	1 132	829	521
2006–2007	984	984	1 079	856	445

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

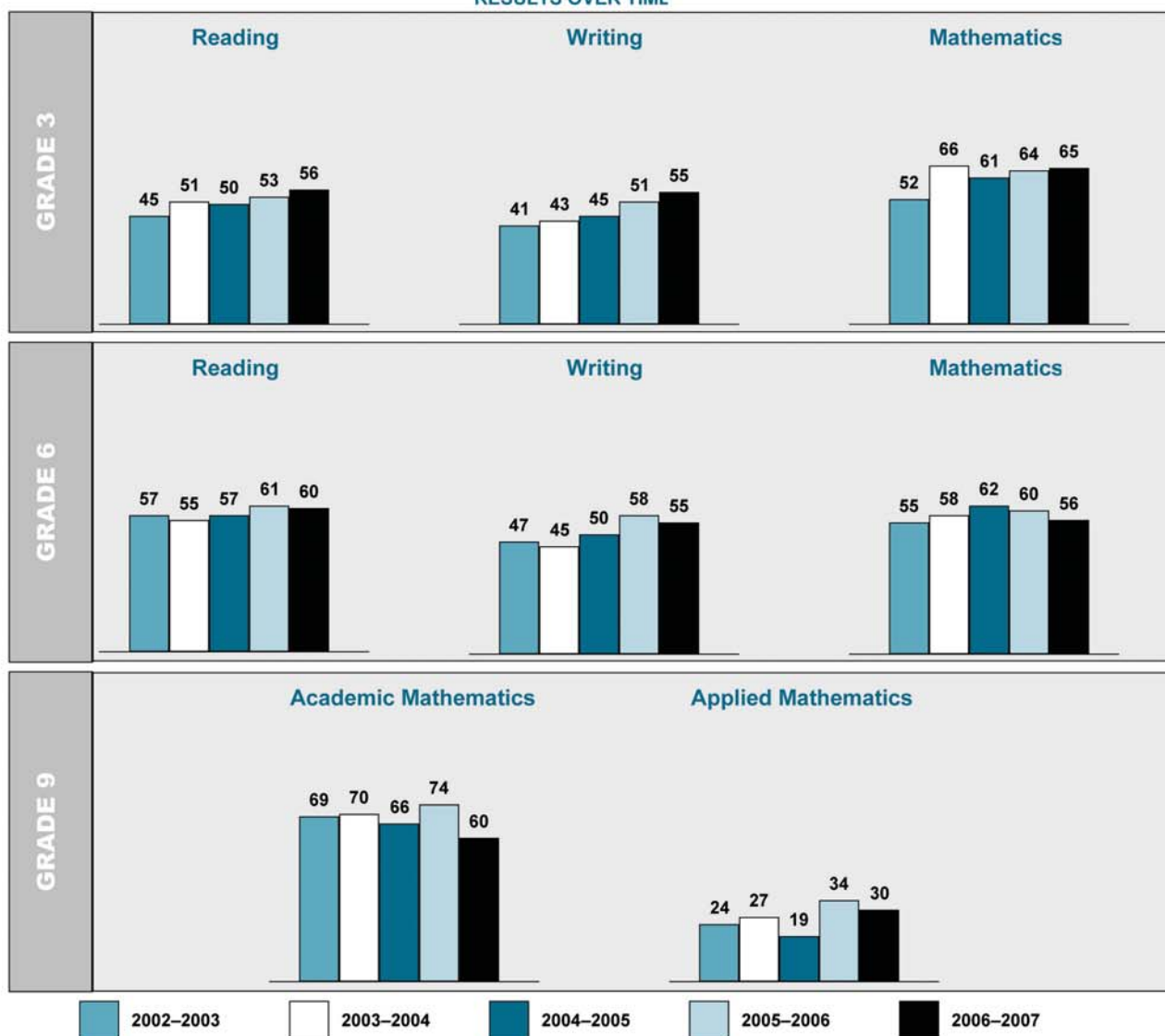


Board Name: Rainbow District School Board

DEMOGRAPHIC INFORMATION			Grade 9	
			Academic	Applied
ESL/ELD learners	0%		<1%	<1%
Students with special needs (excluding gifted)	11%		4%	18%
First language learned at home was other than English	1%		N/A	N/A
Speak only or mostly a language other than English at home	N/A		1%	3%
Number of Schools	34		9	10
Number of Students	Reading & Writing*	Mathematics		
2002–2003	1 064	1 064	1 151	901
2003–2004	983	983	1 158	928
2004–2005	1 006	1 006	1 108	930
2005–2006	1 005	1 005	1 099	945
2006–2007	922	922	1 047	923

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

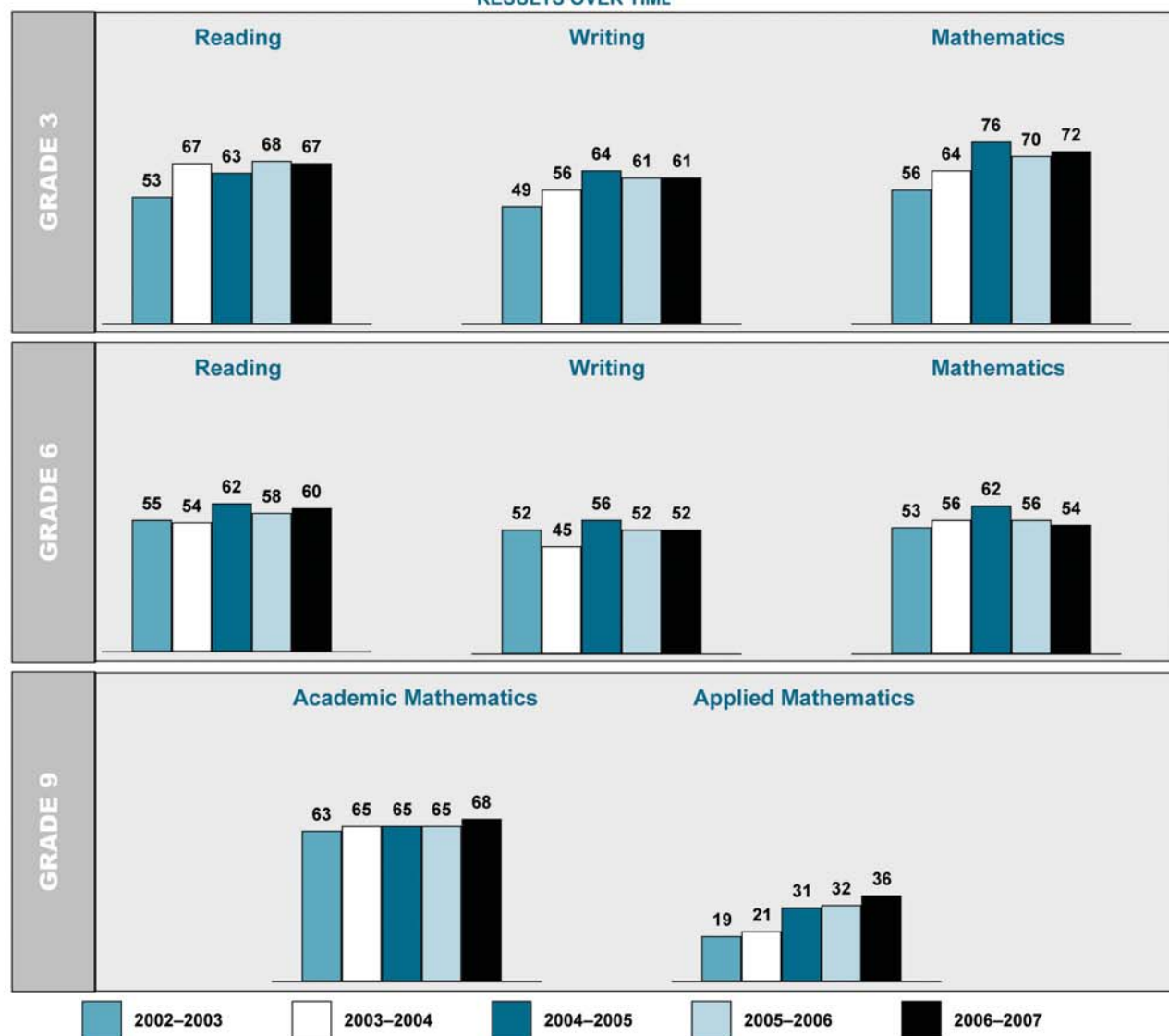


Board Name: Rainy River DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	0%		0%	0%	0%
Students with special needs (excluding gifted)	20%		24%	4%	17%
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%
Number of Schools	10		9	3	3
Number of Students	Reading & Writing*	Mathematics			
2002–2003	230	230	214	177	108
2003–2004	183	183	214	199	107
2004–2005	166	166	201	165	166
2005–2006	188	188	236	174	114
2006–2007	173	173	188	170	137

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

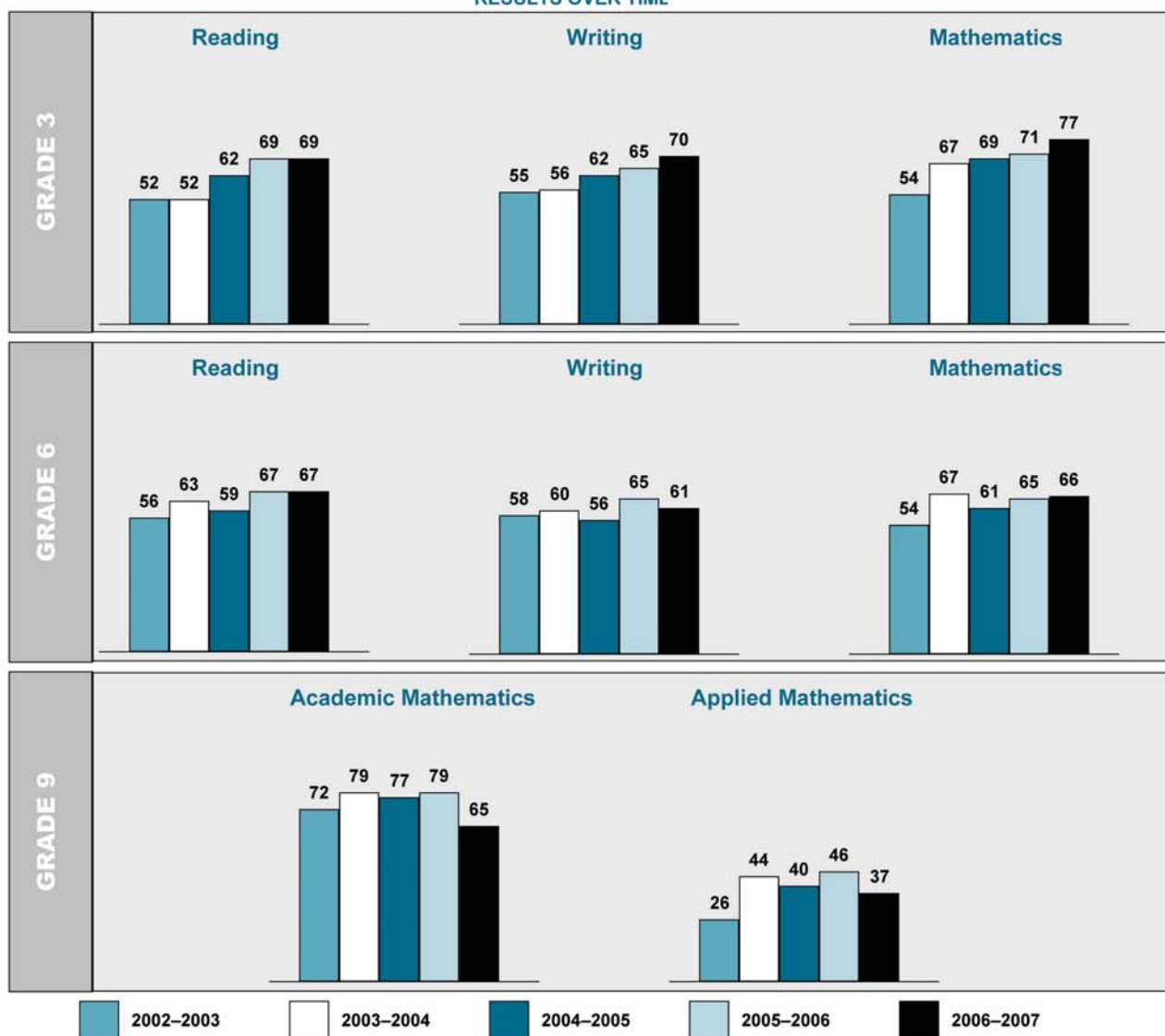


Board Name: Renfrew County Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6		Grade 9	
					Academic	Applied
ESL/ELD learners	0%		0%		0%	0%
Students with special needs (excluding gifted)	13%		23%		4%	25%
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%
Number of Schools	21		20		2	2
Number of Students	Reading & Writing*	Mathematics				
2002–2003	423	423	431	193	102	
2003–2004	458	458	414	169	103	
2004–2005	389	389	443	190	141	
2005–2006	367	367	410	191	117	
2006–2007	398	398	470	168	113	

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

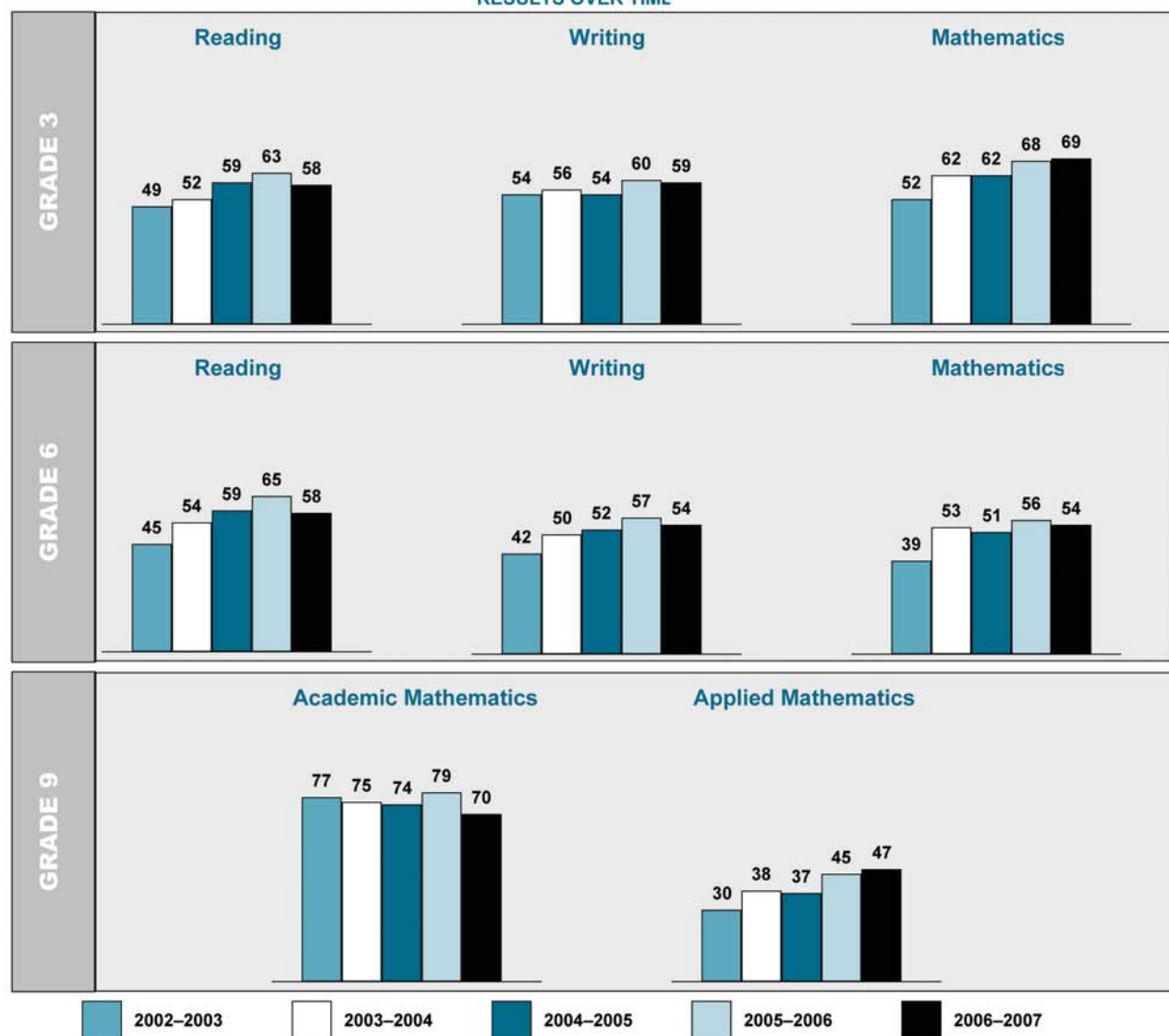


Board Name: Renfrew County DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 9	
			Academic	Applied
ESL/ELD learners	<1%		<1%	1%
Students with special needs (excluding gifted)	22%		4%	29%
First language learned at home was other than English	1%		N/A	N/A
Speak only or mostly a language other than English at home	N/A		2%	2%
Number of Schools	22		7	8
Number of Students	Reading & Writing*	Mathematics		
2002–2003	742	742	607	454
2003–2004	688	688	625	481
2004–2005	697	697	600	403
2005–2006	629	629	570	407
2006–2007	638	638	608	327

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

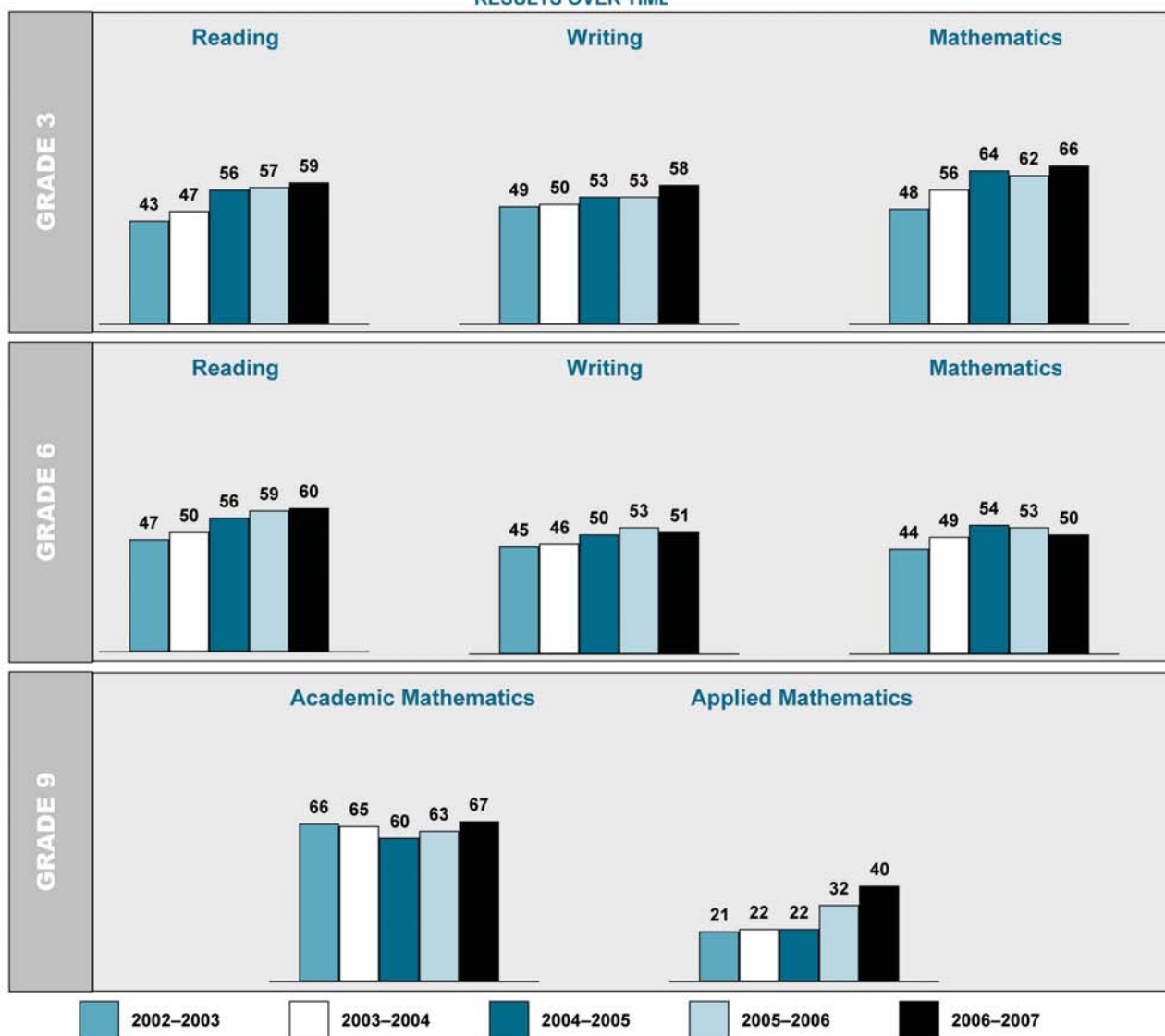


Board Name: Simcoe County DSB

DEMOGRAPHIC INFORMATION			Grade 9	
			Academic	Applied
ESL/ELD learners	1%	1%	<1%	1%
Students with special needs (excluding gifted)	16%	19%	3%	23%
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%	2%
Number of Schools	91	91	16	16
Number of Students	Reading & Writing*	Mathematics		
2002–2003	3 912	3 912	4 175	2 269
2003–2004	3 910	3 910	4 182	2 432
2004–2005	3 689	3 689	4 023	2 537
2005–2006	3 649	3 649	4 176	2 580
2006–2007	3 571	3 571	4 123	2 408

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

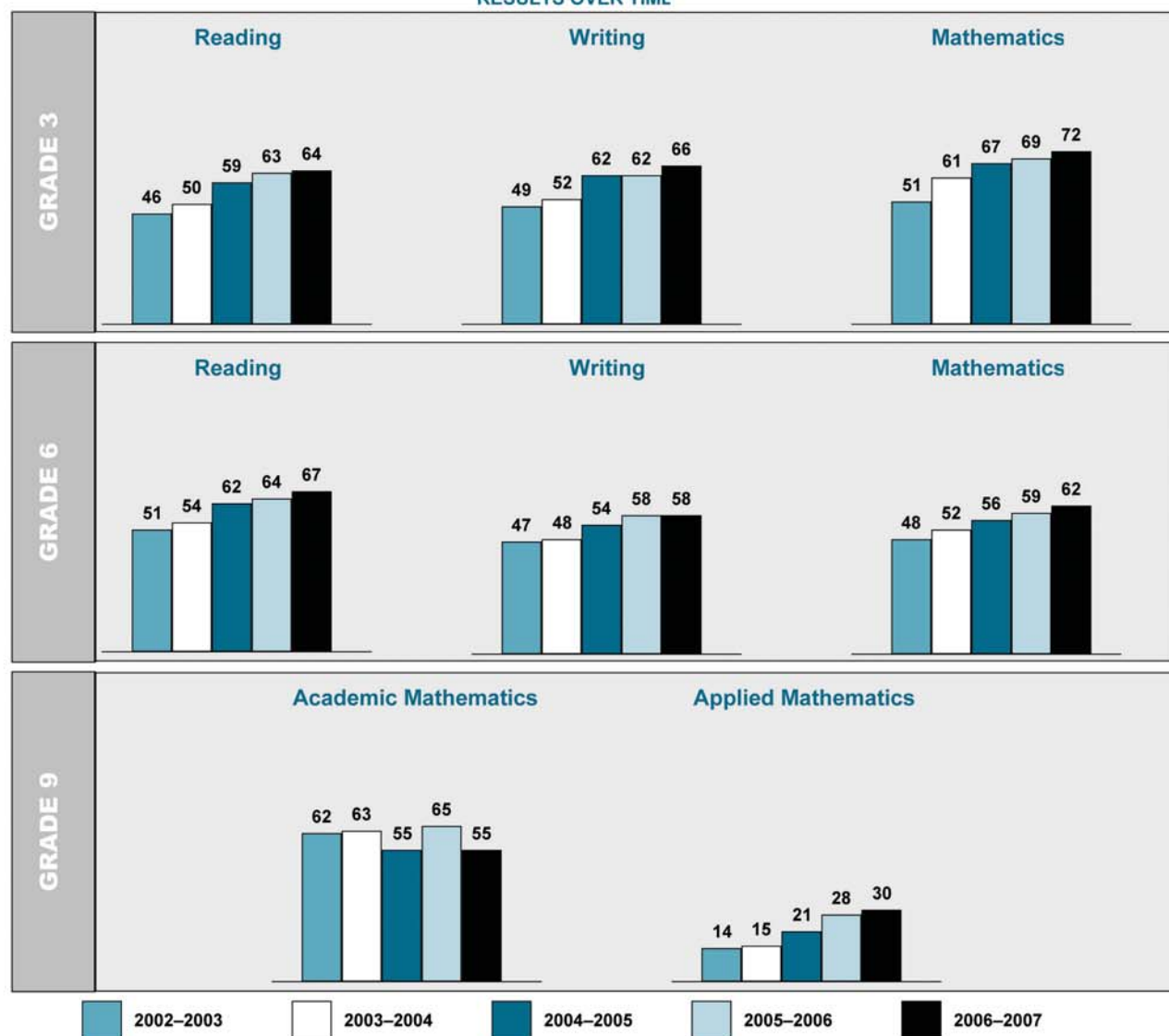


Board Name: Simcoe Muskoka Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6		Grade 9	
					Academic	Applied
ESL/ELD learners	<1%		<1%		0%	0%
Students with special needs (excluding gifted)	13%		17%		3%	32%
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%
Number of Schools	42		41		9	9
Number of Students	Reading & Writing*	Mathematics				
2002–2003	1 613	1 613	1 629		1 178	583
2003–2004	1 529	1 529	1 769		1 165	563
2004–2005	1 584	1 584	1 718		1 292	655
2005–2006	1 444	1 444	1 632		1 198	669
2006–2007	1 456	1 456	1 606		1 319	623

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

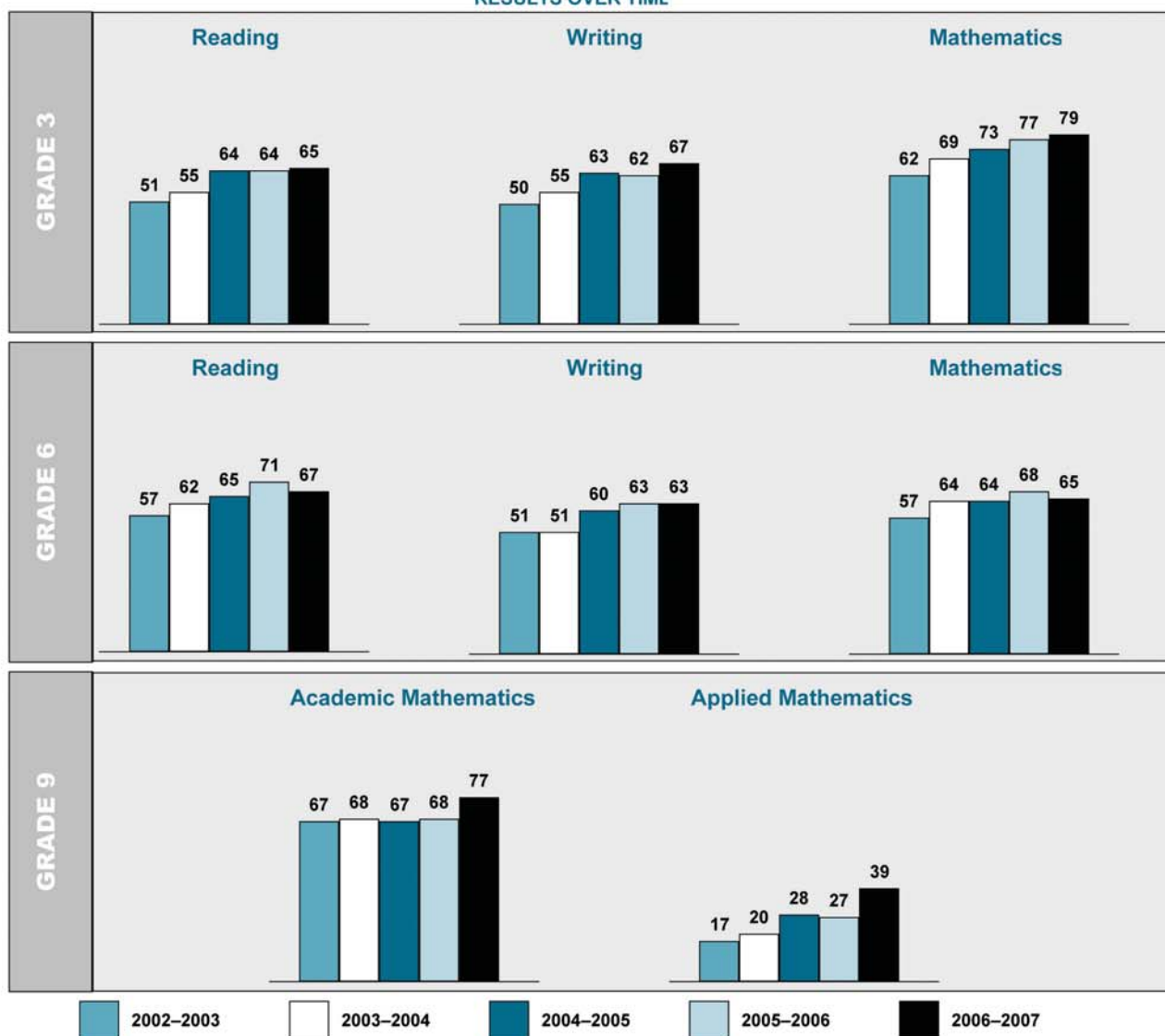


Board Name: St. Clair Catholic District School Board

DEMOGRAPHIC INFORMATION			Grade 9	
			Academic	Applied
ESL/ELD learners	<1%		<1%	0%
Students with special needs (excluding gifted)	18%		24%	3%
First language learned at home was other than English	1%		N/A	N/A
Speak only or mostly a language other than English at home	N/A		3%	1%
Number of Schools	29		29	3
Number of Students	Reading & Writing*	Mathematics		
2002–2003	909	909	1 015	506
2003–2004	862	862	947	612
2004–2005	825	825	889	538
2005–2006	752	752	897	537
2006–2007	748	748	857	425

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

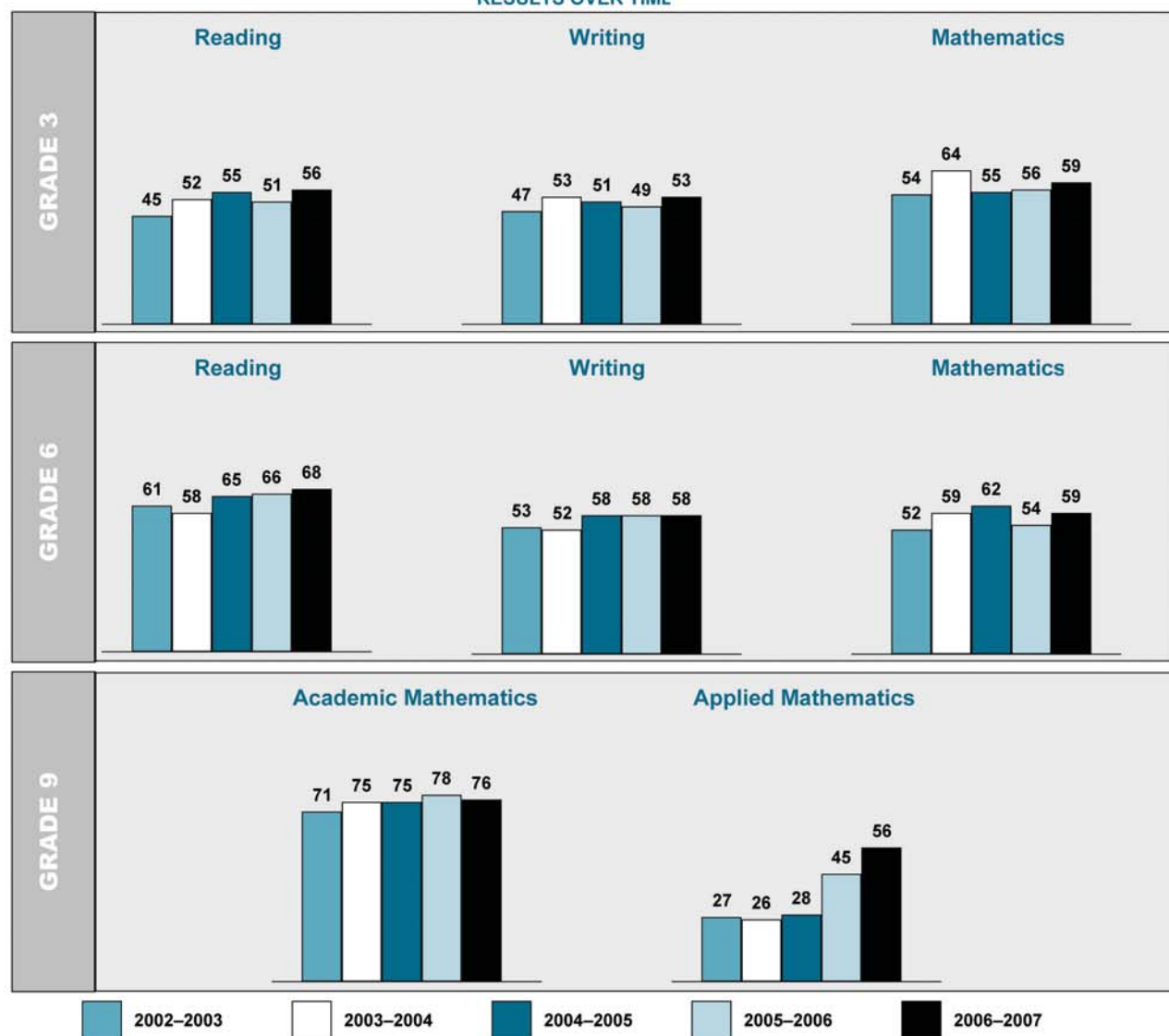


Board Name: Sudbury Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	1%		<1%	0%	0%
Students with special needs (excluding gifted)	20%		20%	3%	31%
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%	0%
Number of Schools	19		19	4	3
Number of Students	Reading & Writing*	Mathematics			
2002–2003	548	548	543	343	167
2003–2004	486	486	561	367	175
2004–2005	462	462	486	308	139
2005–2006	506	506	507	307	157
2006–2007	485	485	518	353	131

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

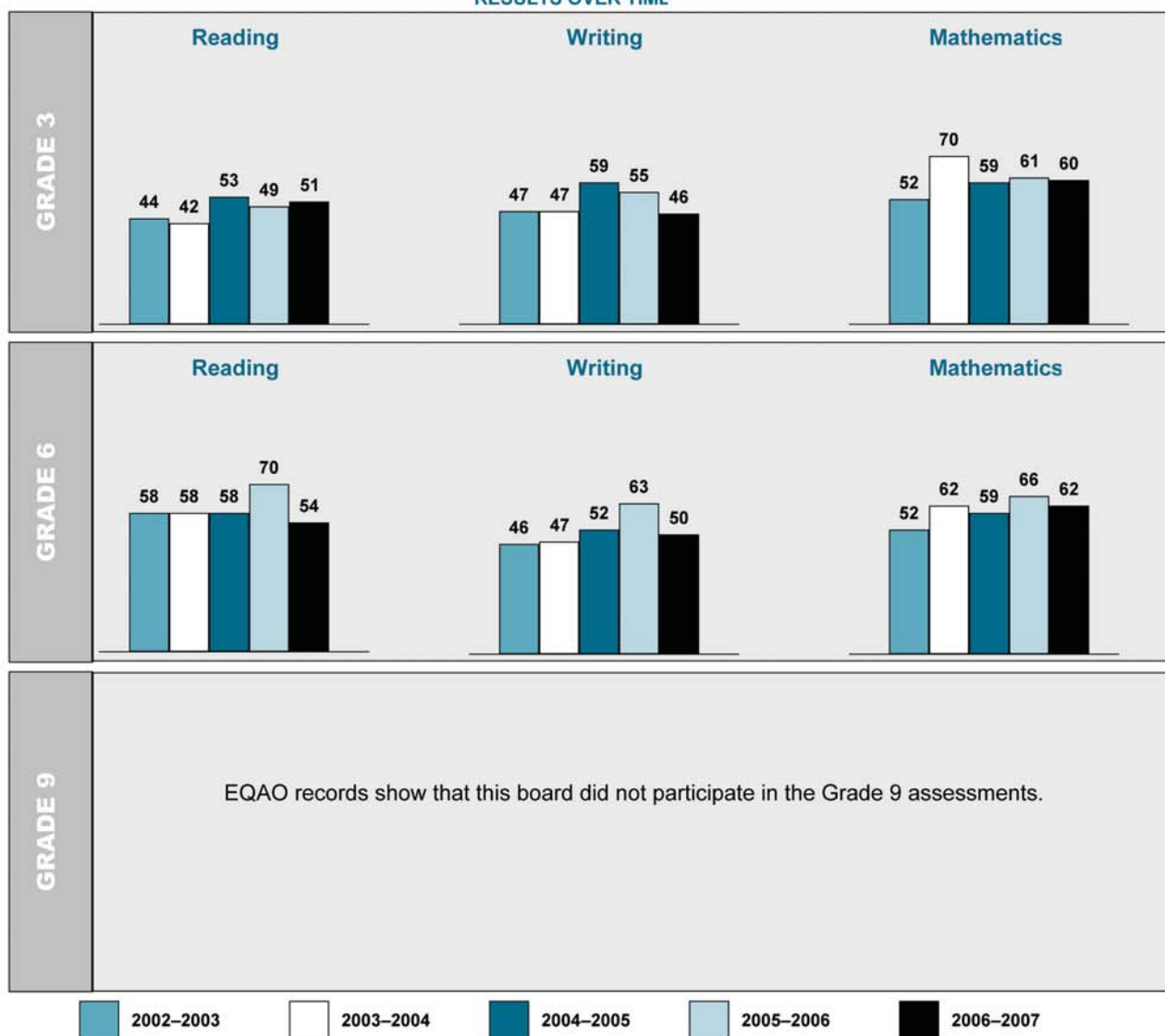


Board Name: Superior North Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	1%		0%	-	-
Students with special needs (excluding gifted)	15%		21%	-	-
First language learned at home was other than English	4%		1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	-	-
Number of Schools	9		9	0	0
Number of Students	Reading & Writing*	Mathematics			
2002–2003	98	98	91	0	0
2003–2004	77	77	100	0	0
2004–2005	86	86	86	0	0
2005–2006	89	89	93	0	0
2006–2007	85	85	82	0	0

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

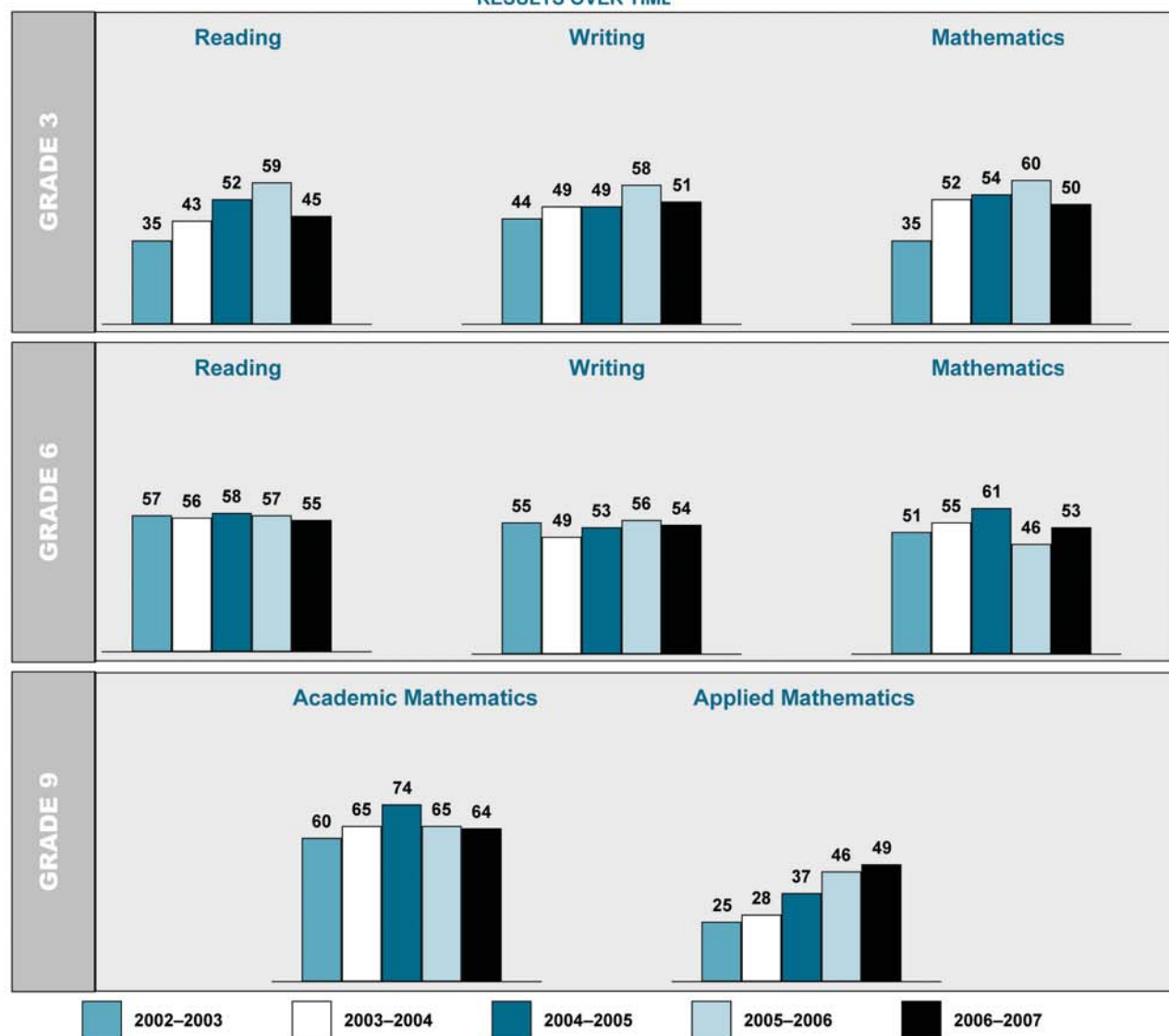


Board Name: Superior-Greenstone DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	0%		0%	0%	0%
Students with special needs (excluding gifted)	16%		21%	3%	23%
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	2%	0%
Number of Schools	10		10	5	5
Number of Students	Reading & Writing*	Mathematics			
2002–2003	139	143	172	172	189
2003–2004	146	152	179	181	172
2004–2005	120	120	161	129	163
2005–2006	111	111	145	158	123
2006–2007	110	110	131	132	134

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

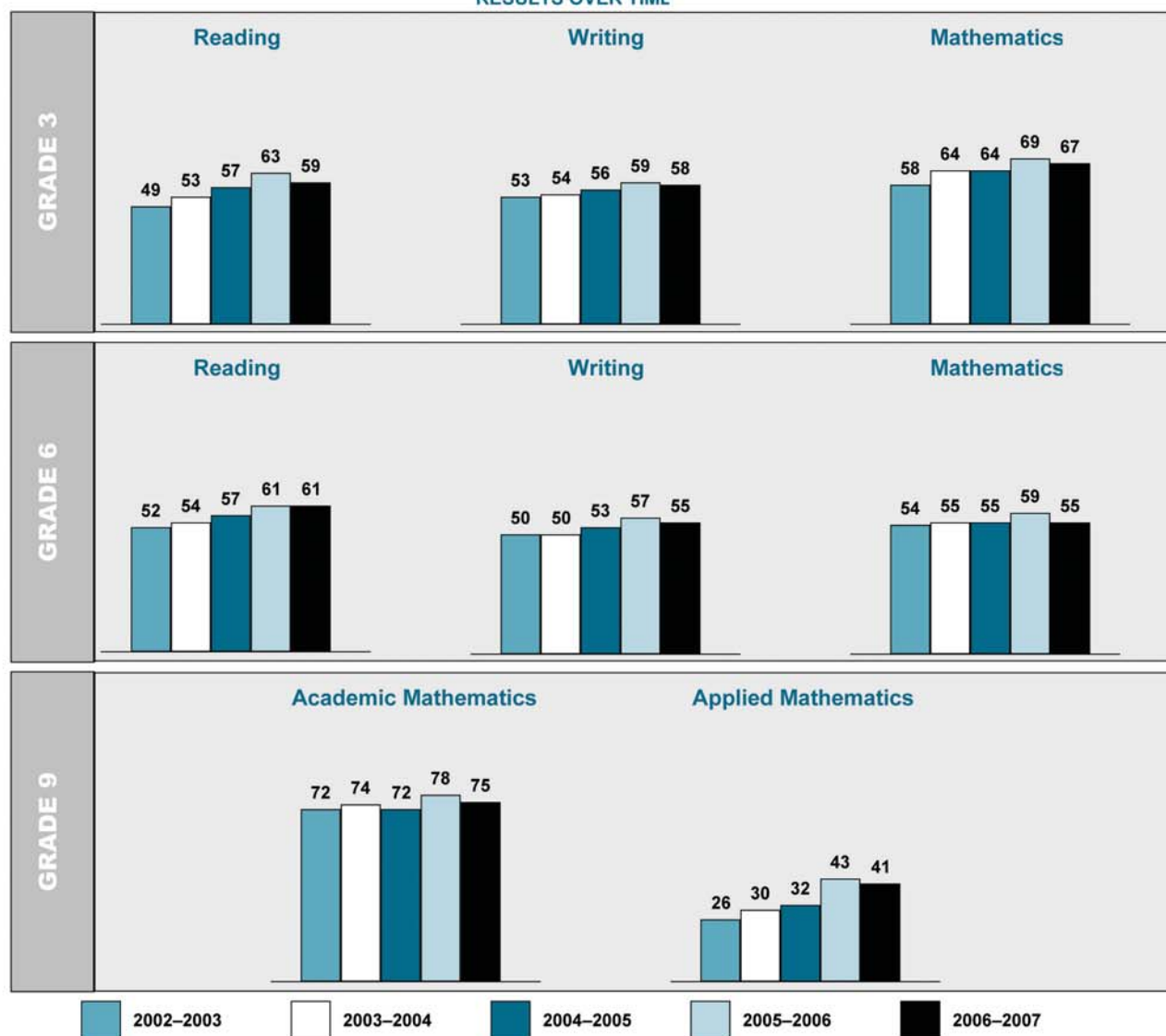


Board Name: Thames Valley District School Board

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	7%		4%	2%	4%
Students with special needs (excluding gifted)	9%		14%	2%	17%
First language learned at home was other than English	8%		6%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	5%	4%
Number of Schools	146		147	27	28
Number of Students	Reading & Writing*	Mathematics			
2002–2003	5 599	5 873	6 157	3 678	2 178
2003–2004	5 513	5 842	6 155	3 797	2 300
2004–2005	5 115	5 454	5 896	3 753	2 283
2005–2006	4 926	5 283	6 074	3 711	2 328
2006–2007	4 821	5 182	6 023	3 572	2 319

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

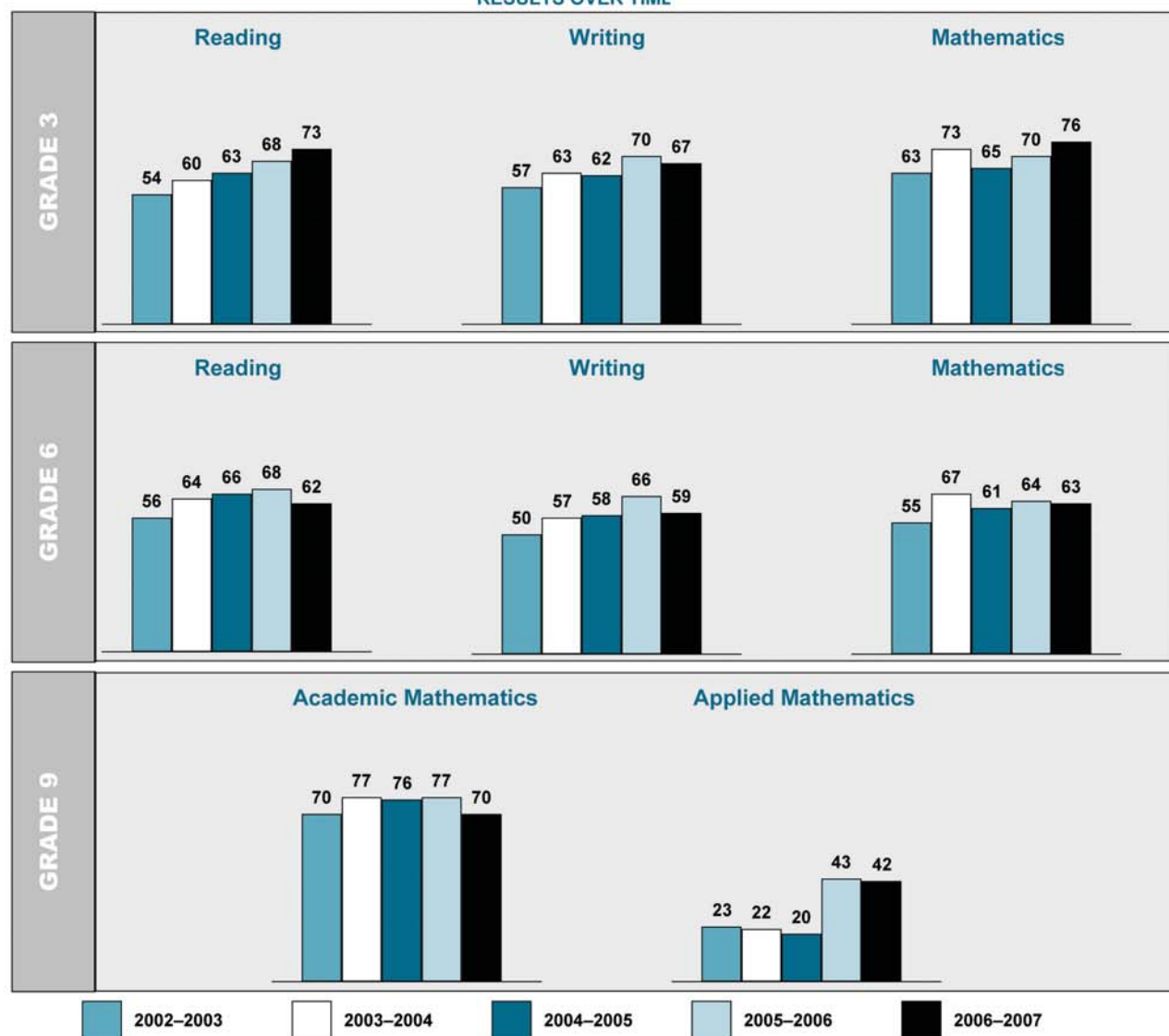


Board Name: Thunder Bay Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	2%		1%	0%	0%
Students with special needs (excluding gifted)	31%		32%	1%	20%
First language learned at home was other than English	7%		4%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	1%	2%
Number of Schools	16		16	2	2
Number of Students	Reading & Writing*	Mathematics			
2002–2003	646	646	633	364	232
2003–2004	637	637	680	407	227
2004–2005	651	651	628	388	241
2005–2006	615	615	660	373	240
2006–2007	612	612	682	426	220

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

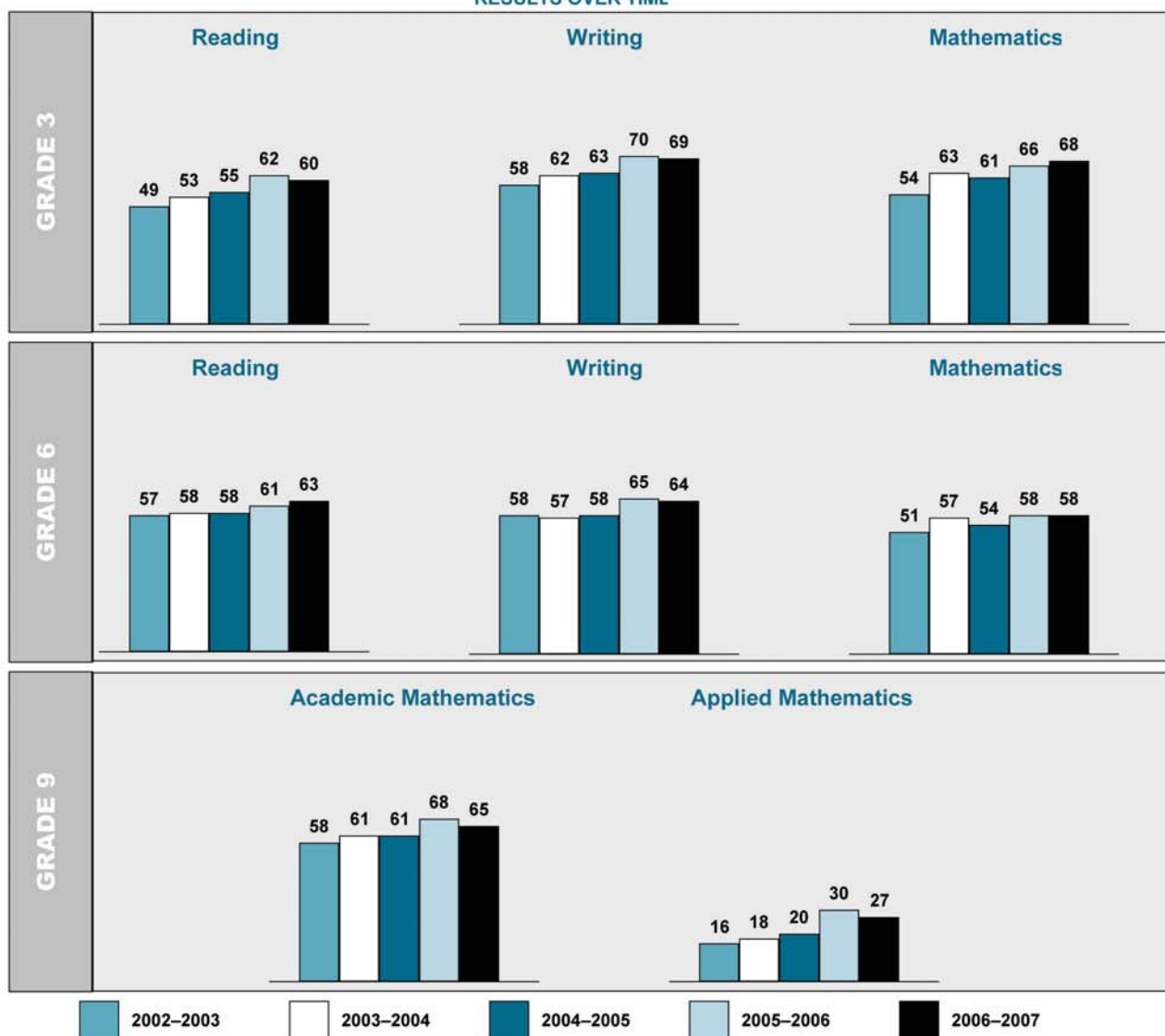


Board Name: Toronto Catholic District School Board

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6		Grade 9	
					Academic	Applied
ESL/ELD learners	3%		3%		3%	11%
Students with special needs (excluding gifted)	14%		19%		4%	34%
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%
Number of Schools	169		169		32	34
Number of Students	Reading & Writing*	Mathematics				
2002–2003	6 914	7 033	6 899		4 712	2 204
2003–2004	6 929	7 059	6 806		4 633	2 306
2004–2005	6 462	6 581	6 858		4 692	2 472
2005–2006	6 366	6 501	7 029		4 625	2 214
2006–2007	6 083	6 243	7 061		4 591	2 249

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

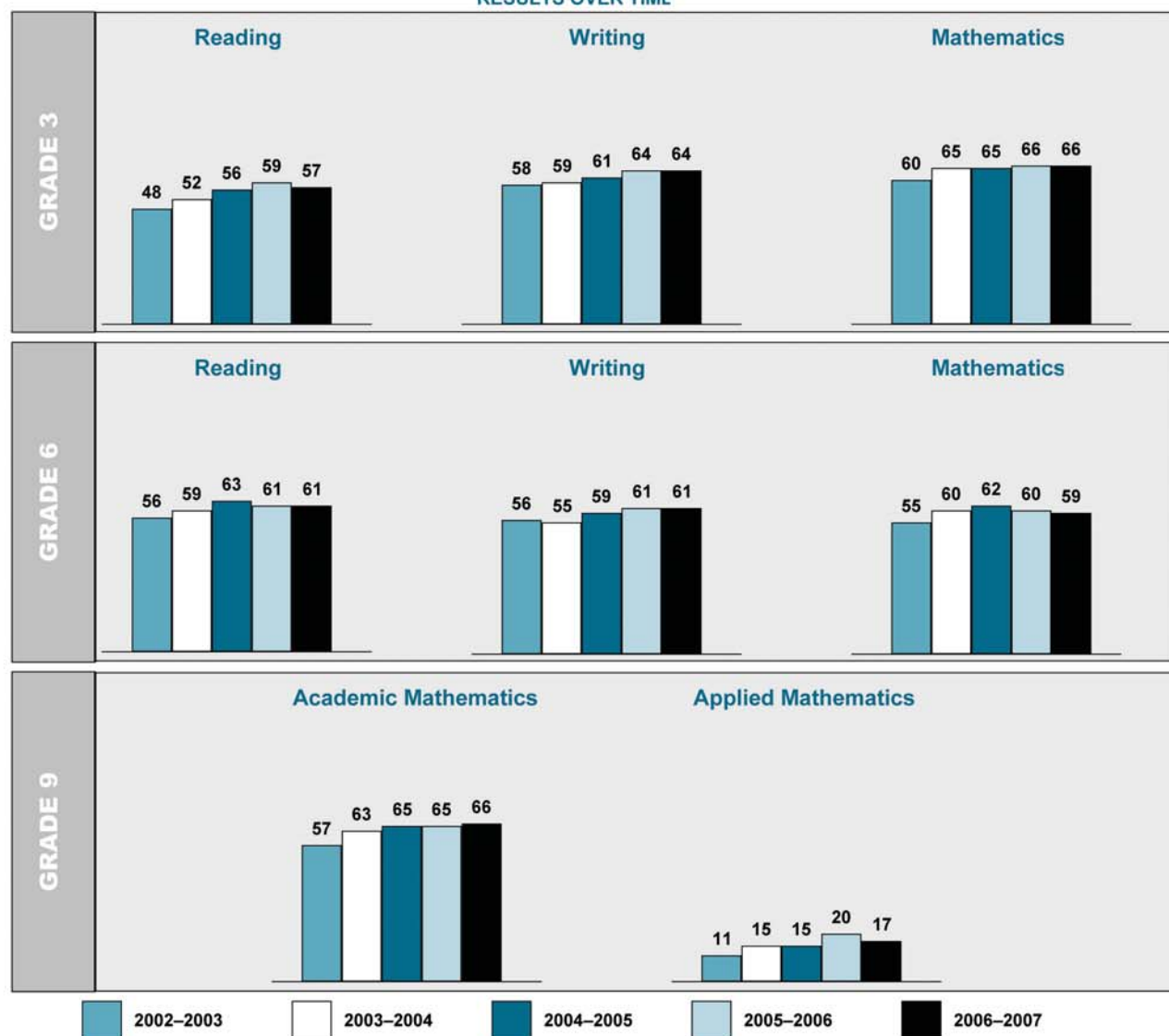


Board Name: Toronto DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	7%		5%	9%	15%
Students with special needs (excluding gifted)	15%		18%	5%	29%
First language learned at home was other than English	48%		48%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	20%	15%
Number of Schools	396		323	86	96
Number of Students	Reading & Writing*	Mathematics			
2002–2003	18 826	19 951	18 537	14 460	6 320
2003–2004	18 970	20 157	18 671	14 392	6 580
2004–2005	17 843	19 094	18 492	13 624	6 334
2005–2006	17 219	18 401	19 238	13 690	6 551
2006–2007	16 526	17 813	19 086	13 528	6 228

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

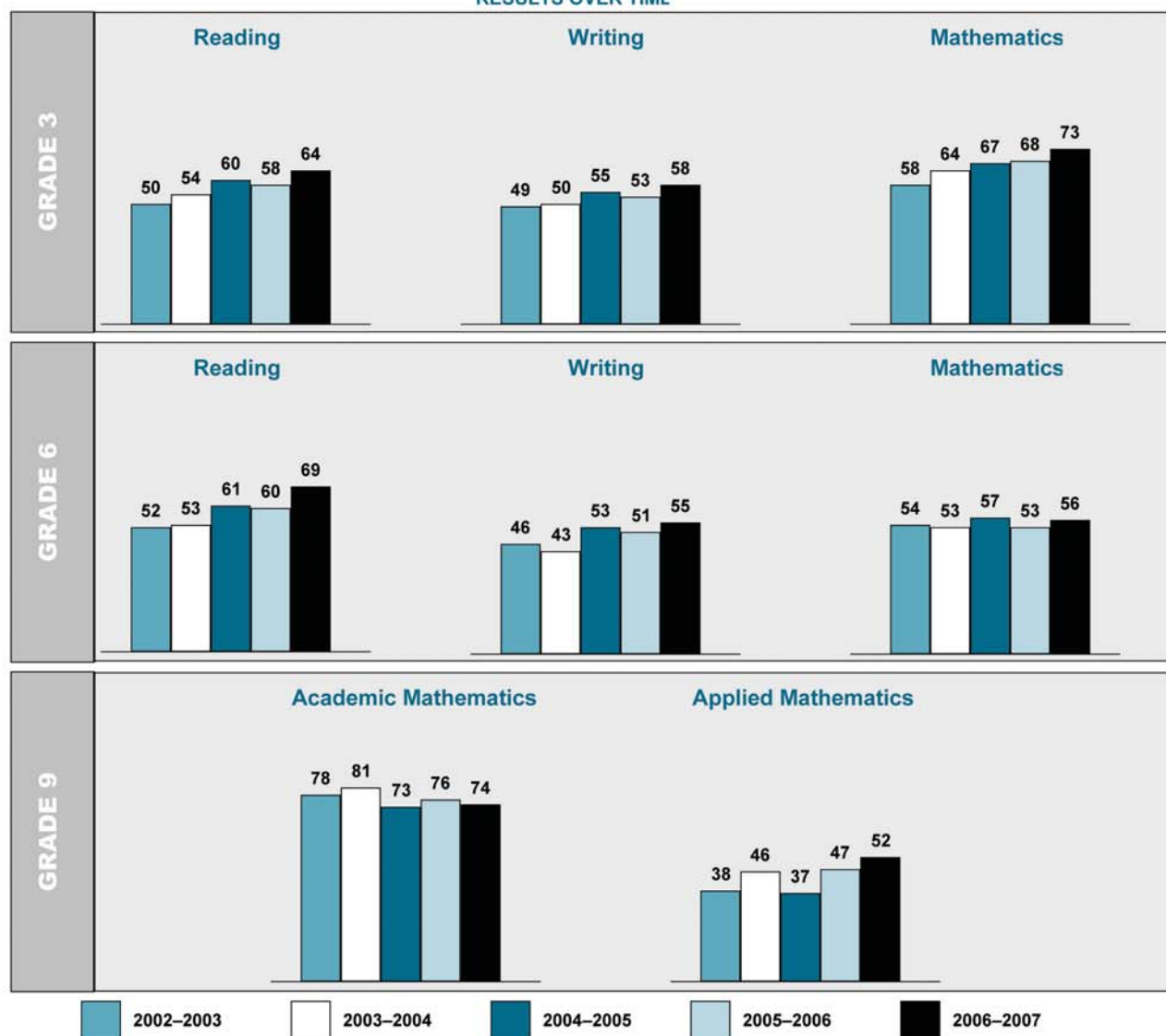


Board Name: Trillium Lakelands DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	<1%		<1%	<1%	0%
Students with special needs (excluding gifted)	20%		25%	3%	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%
Number of Schools	36		36	7	7
Number of Students	Reading & Writing*	Mathematics			
2002–2003	1 318	1 412	1 554	862	650
2003–2004	1 289	1 411	1 541	850	680
2004–2005	1 176	1 293	1 473	822	668
2005–2006	1 187	1 316	1 480	828	593
2006–2007	1 077	1 209	1 474	831	599

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

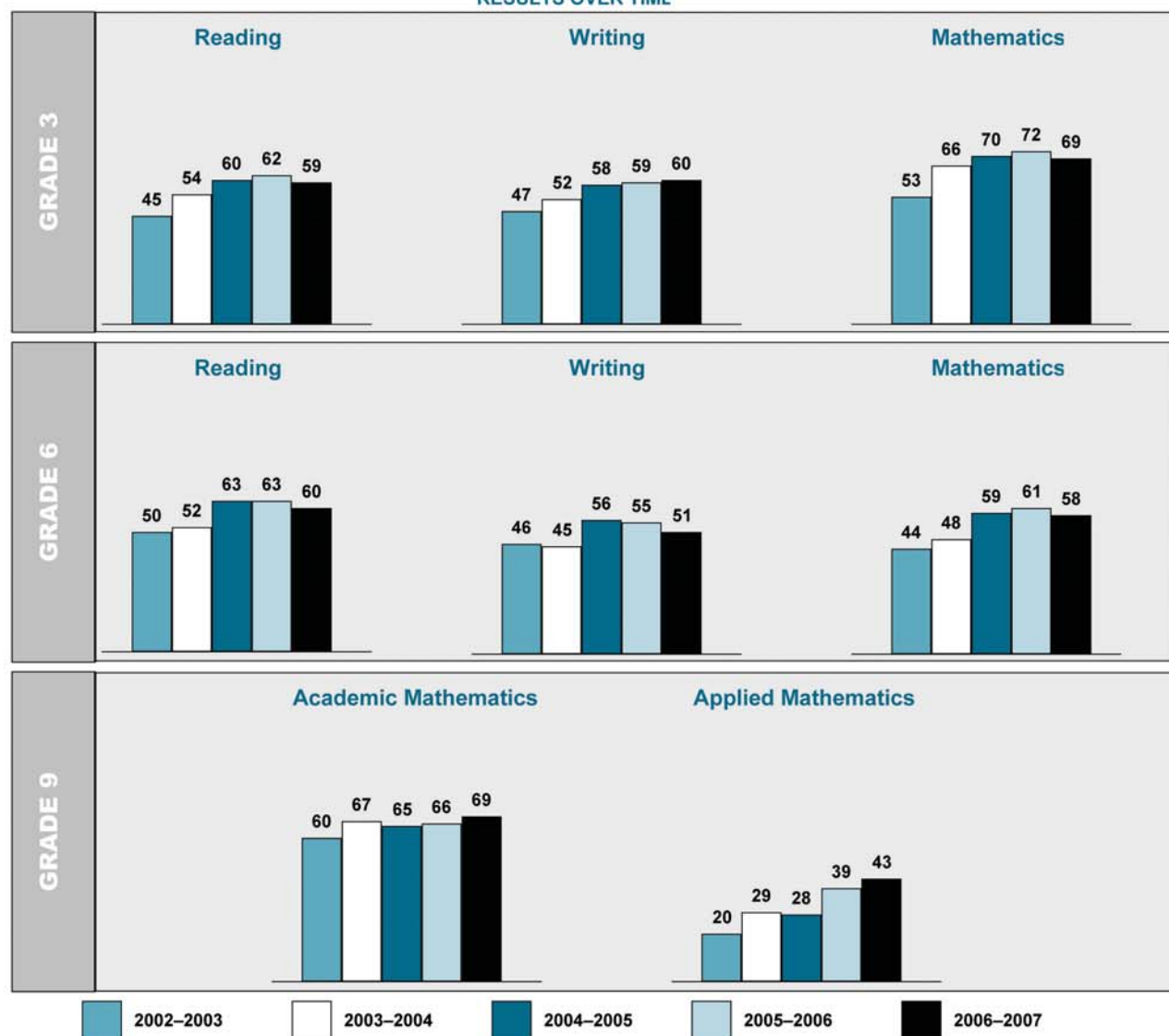


Board Name: Upper Canada DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	2%		1%	<1%	<1%
Students with special needs (excluding gifted)	24%		30%	5%	33%
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	2%	3%
Number of Schools	72		70	22	22
Number of Students	Reading & Writing*	Mathematics			
2002–2003	2 344	2 344	2 627	1 708	1 058
2003–2004	2 265	2 265	2 693	1 745	1 146
2004–2005	2 015	2 015	2 459	1 828	1 084
2005–2006	1 961	1 961	2 409	1 712	1 039
2006–2007	1 928	1 928	2 351	1 625	1 135

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

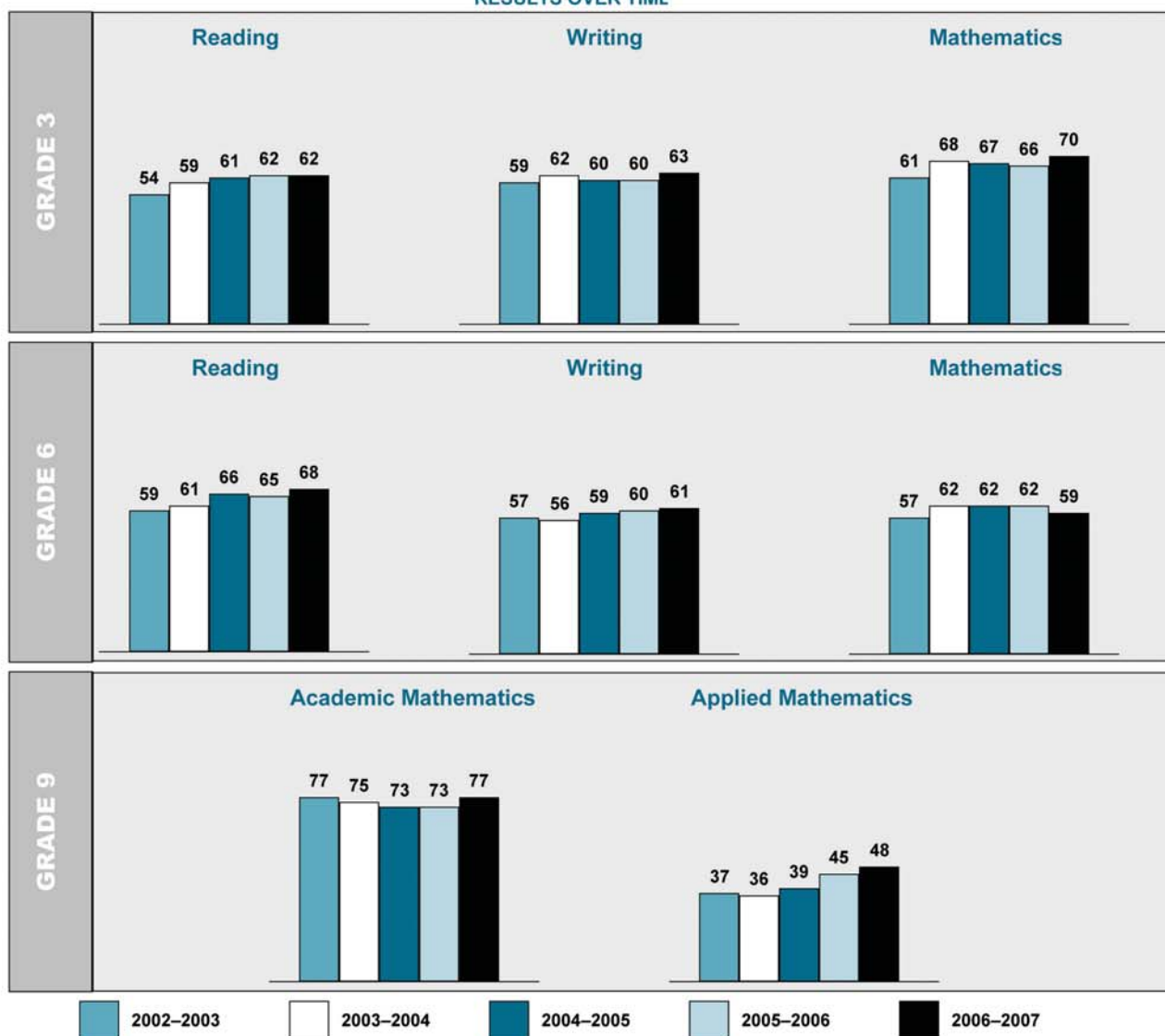


Board Name: Upper Grand DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6		Grade 9	
					Academic	Applied
ESL/ELD learners	4%		2%		<1%	2%
Students with special needs (excluding gifted)	15%		18%		3%	19%
First language learned at home was other than English	10%		10%		N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A		4%	3%
Number of Schools	56		56		10	11
Number of Students	Reading & Writing*	Mathematics				
2002–2003	2 424	2 424	2 553		1 729	938
2003–2004	2 354	2 354	2 525		1 790	942
2004–2005	2 315	2 315	2 446		1 829	966
2005–2006	2 281	2 281	2 507		1 858	982
2006–2007	2 224	2 224	2 479		1 757	954

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

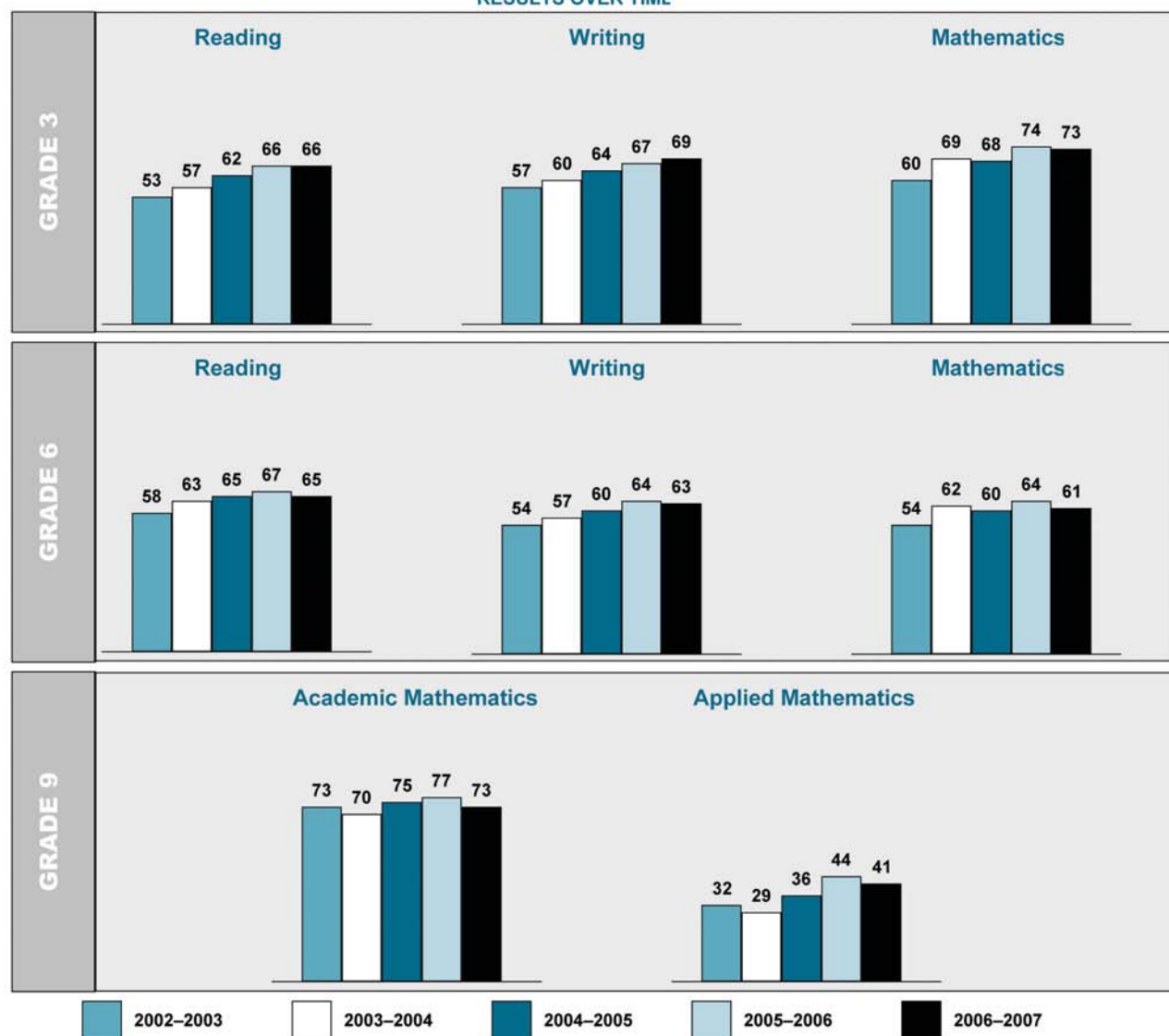


Board Name: Waterloo Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	3%		2%	1%	3%
Students with special needs (excluding gifted)	19%		27%	12%	37%
First language learned at home was other than English	14%		15%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	8%	10%
Number of Schools	48		48	5	5
Number of Students	Reading & Writing*	Mathematics			
2002–2003	1 801	1 801	1 879	1 083	563
2003–2004	1 764	1 764	1 837	1 153	647
2004–2005	1 755	1 755	1 893	1 255	644
2005–2006	1 597	1 597	1 822	1 253	627
2006–2007	1 653	1 653	1 766	1 200	587

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

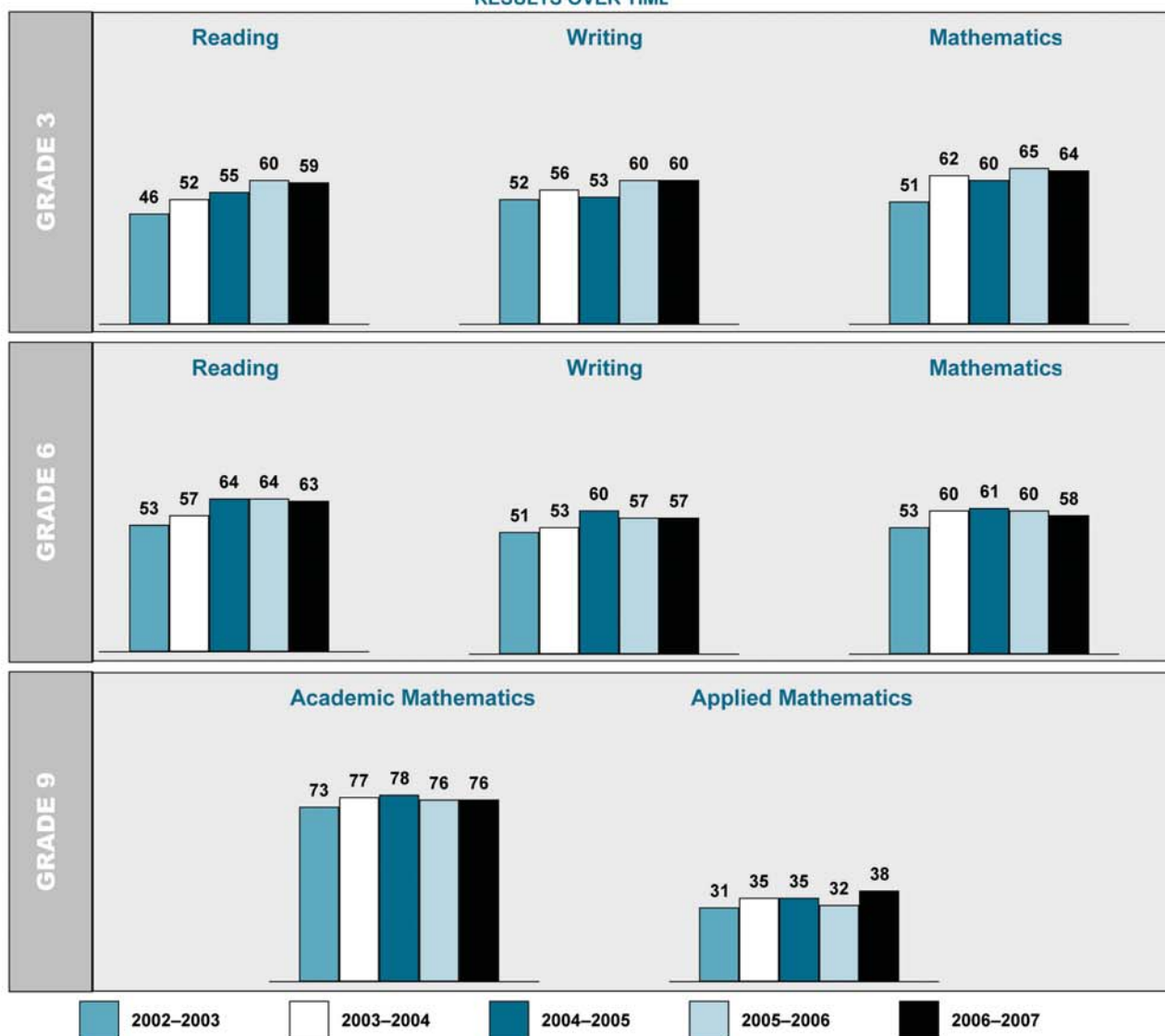


Board Name: Waterloo Region DSB

DEMOGRAPHIC INFORMATION			Grade 9	
			Academic	Applied
ESL/ELD learners	11%		4%	8%
Students with special needs (excluding gifted)	13%		3%	21%
First language learned at home was other than English	17%		N/A	N/A
Speak only or mostly a language other than English at home	N/A		7%	5%
Number of Schools	83		16	16
Number of Students	Reading & Writing*	Mathematics		
2002–2003	4 065	4 065	4 217	2 697
2003–2004	4 092	4 092	4 195	2 819
2004–2005	4 067	4 067	4 018	2 946
2005–2006	4 050	4 050	4 260	3 056
2006–2007	4 046	4 046	4 264	3 057

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

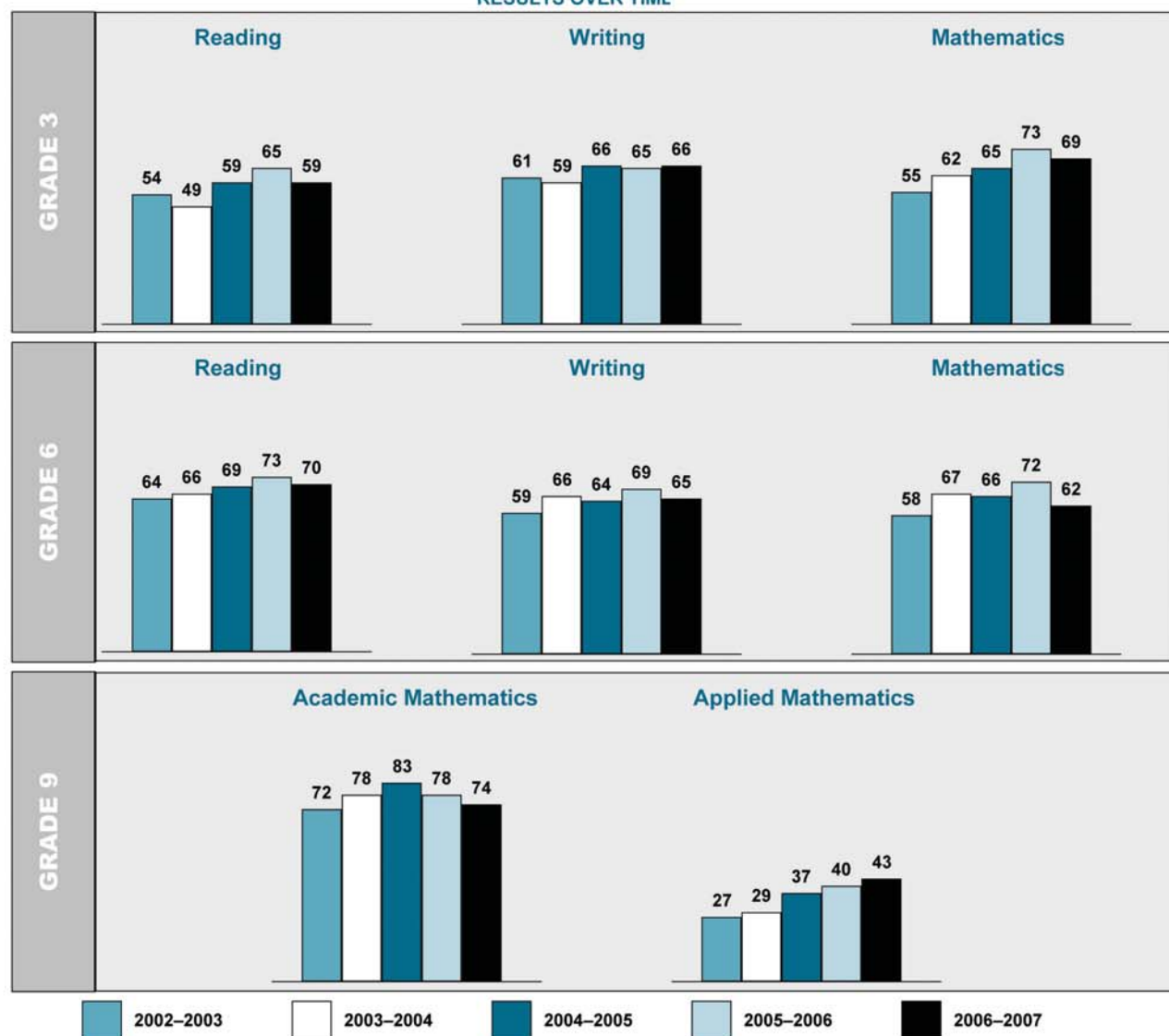


Board Name: Wellington Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	0%		0%	0%	0%
Students with special needs (excluding gifted)	10%		15%	2%	38%
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	6%	3%
Number of Schools	16		16	3	3
Number of Students	Reading & Writing*	Mathematics			
2002–2003	605	605	600	409	175
2003–2004	666	666	602	434	141
2004–2005	659	659	610	464	156
2005–2006	625	625	648	447	147
2006–2007	614	614	697	503	123

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

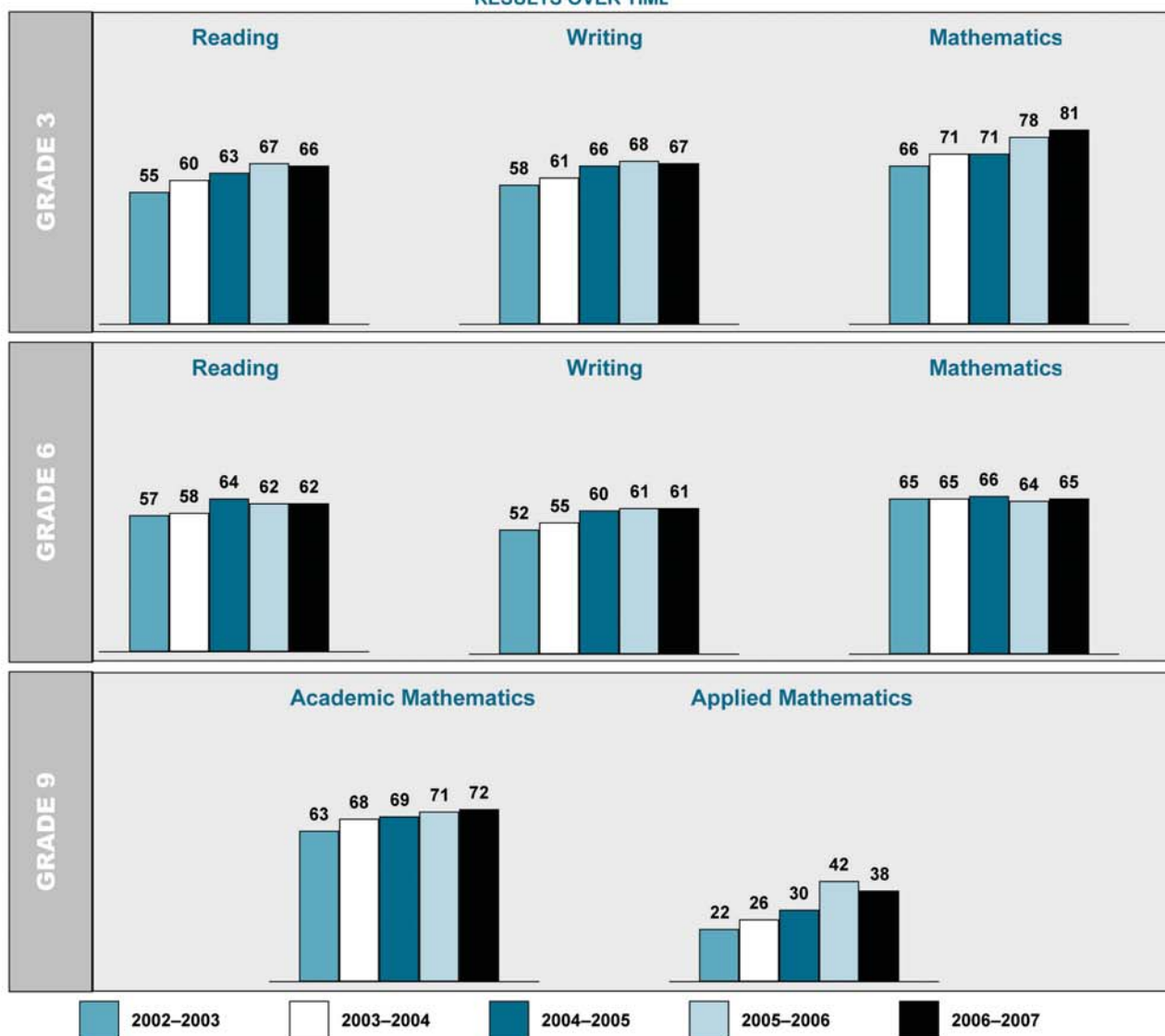


Board Name: Windsor-Essex Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6		Grade 9	
					Academic	Applied
ESL/ELD learners	1%		1%		<1%	2%
Students with special needs (excluding gifted)	9%		15%		2%	26%
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%	6%
Number of Schools	41		41		8	9
Number of Students	Reading & Writing*	Mathematics				
2002–2003	1 943	1 943	1 949		1 381	721
2003–2004	1 937	1 937	1 936		1 403	736
2004–2005	1 889	1 889	1 897		1 397	802
2005–2006	1 703	1 703	1 974		1 343	742
2006–2007	1 731	1 731	1 936		1 303	695

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

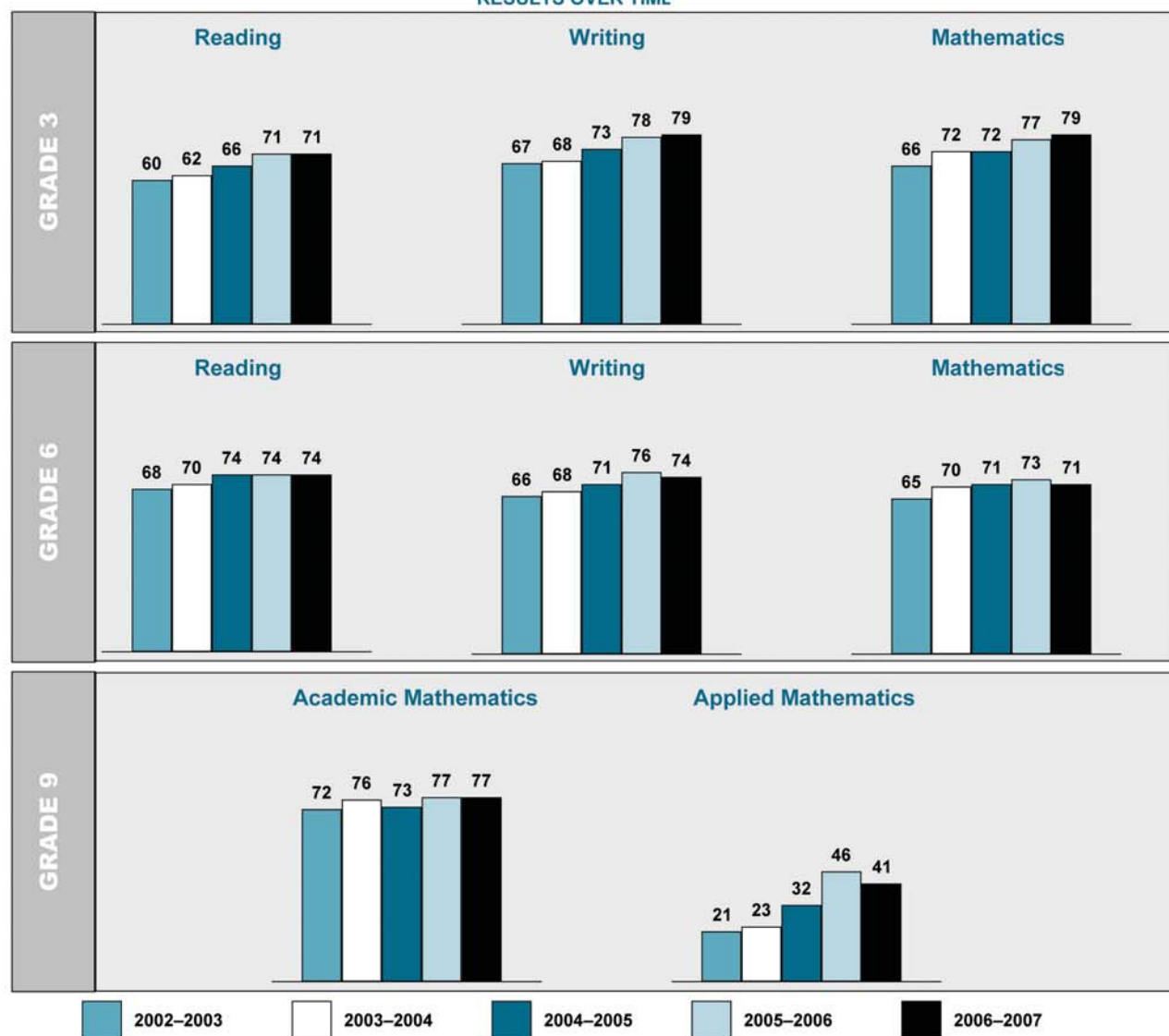


Board Name: York Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	5%		3%	2%	3%
Students with special needs (excluding gifted)	8%		12%	2%	27%
First language learned at home was other than English	14%		15%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	8%	8%
Number of Schools	81		81	13	13
Number of Students	Reading & Writing*	Mathematics			
2002–2003	3 717	3 717	3 744	2 827	798
2003–2004	3 864	3 864	4 078	2 923	874
2004–2005	3 817	3 817	3 963	2 996	871
2005–2006	3 918	3 918	4 124	2 998	959
2006–2007	3 700	3 700	4 164	3 338	900

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**

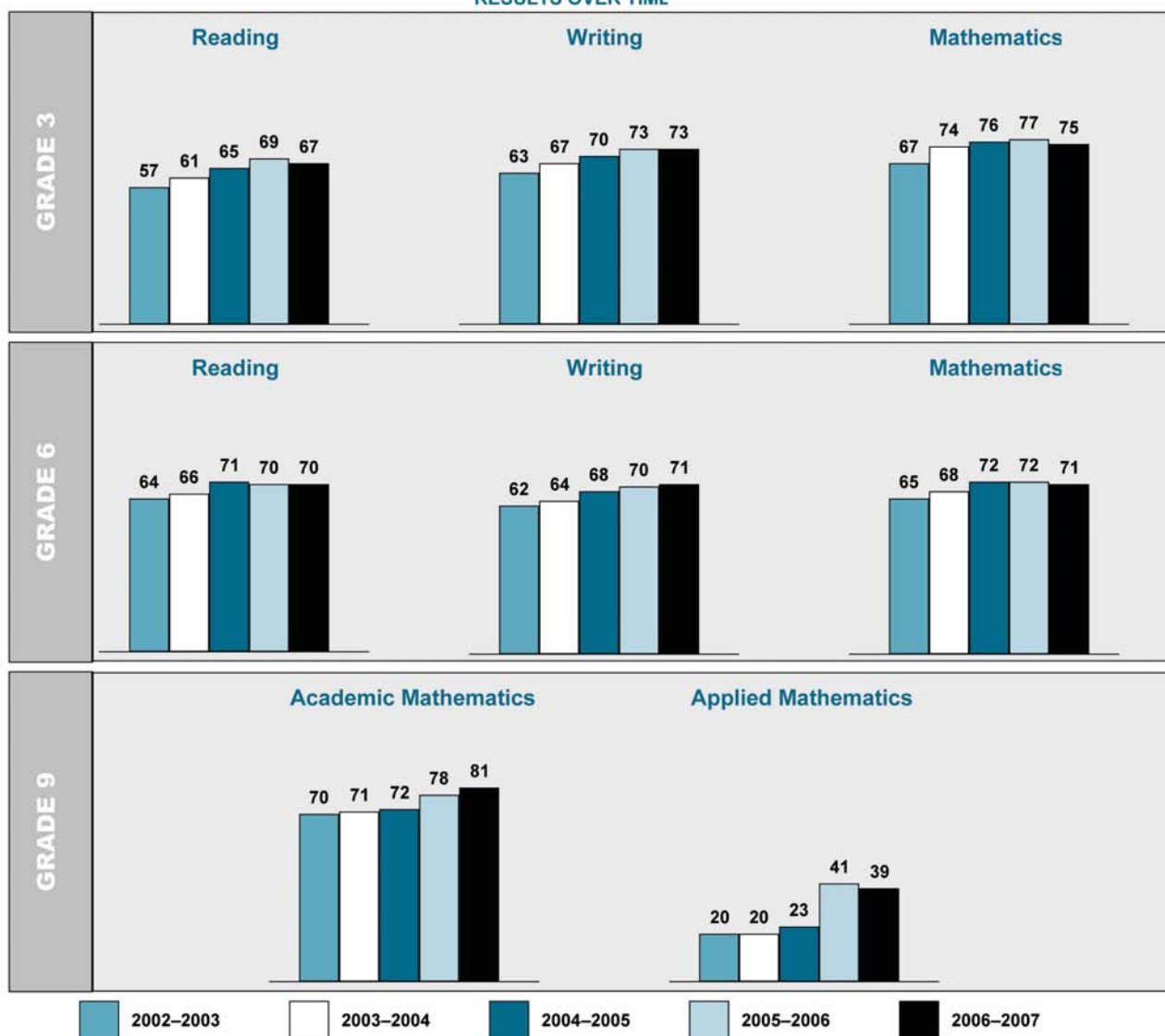


Board Name: York Region DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
ESL/ELD learners	13%		9%	5%	6%
Students with special needs (excluding gifted)	10%		15%	5%	43%
First language learned at home was other than English	36%		35%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	15%	8%
Number of Schools	144		144	29	29
Number of Students	Reading & Writing*	Mathematics			
2002–2003	6 174	6 692	7 241	6 224	1 633
2003–2004	6 321	6 959	7 454	6 460	1 654
2004–2005	6 311	7 009	7 653	6 820	1 839
2005–2006	6 179	6 946	8 110	6 589	1 656
2006–2007	6 199	7 008	8 173	6 556	1 764

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4):
RESULTS OVER TIME**



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.