

GTA SCHOOLS  REPORT CARD

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A— GEOGRAPHICAL AREA NAME						
B— School name [Affiliation] City						
C— Parents' avg education (yrs): 16.0						
D— Gr 6 enrollment: 43						
Rank: 475/2812						
Last 5 yrs						
306/2399						
Academic Performance						
	2002	2003	2004	2005	2006	Trends
E— Gr 3 avg. level: Reading	2.7	2.6	2.9	2.9	3.0	▲
F— Writing	2.8	2.9	2.9	2.8	2.9	▲
G— Math	2.9	2.8	3.0	2.9	3.0	▲
H— Gr 6 avg. level: Reading	3.1	2.9	3.1	2.8	2.8	▼
I— Writing	2.9	3.1	3.2	2.7	3.0	▲
J— Math	3.4	3.0	3.1	2.9	2.8	▼
K— Gender gap (level): Reading	F 0.3	F 0.4	F 0.5	F 0.2	F 0.4	—
L— Math	F 0.1	F 0.3	F 0.6	F 0.1	F 0.1	—
M— Tests below standard (%)	23.4	24.9	20.0	22.6	20.6	—
N— Tests not written (%)	4.8	4.0	11.3	6.2	2.4	n/a
O— Overall rating out of 10	8.2	7.7	7.4	7.4	7.6	—

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Smaller differences indicate that the school is doing a good job for all its students.

M — The percentage of all the completed tests written by students at the school that were judged to be below Level 3. A low percentage of Tests below standard (%) indicates that the school is successful in ensuring that most of its students are meeting or exceeding the provincial standard of performance for the grade.

N — The percentage of the tests that could have been completed by the school's students but which were not assigned an overall score. The percentage, Tests not written, takes into account tests not written by students for whom no results were received by the EQAO or who were exempt from writing the tests.

Important note

Schools that administer these tests are expected to ensure that all their students participate.

For this reason, you should take note of the Tests not written percentage when you consider each school's results in the Report Card.

The principal of a school with a high Tests not written percentage should be able to provide good reasons for the students' failure to complete the tests.

O — The Overall rating out of 10 takes into account the nine indicators described in E through M above to answer the question, "In general, how is the school doing academically?"

P — An upward-pointing arrow at the end of an indicator row means that the school is probably improving on that indicator.

A downward-pointing arrow means that the school is probably getting worse. Researchers had to be at least 90% sure that the changes were not just random before indicating a trend. A dash indicates that there is no significant change.

Where insufficient data were available, "n/a" appears in the column. Note that for the two Gender gap indicators and Tests below standard a downward trend in the data will lead to an upward-pointing arrow in the trend column.

For example, a decreasing Tests below standard (%) indicates improvement and so an upward-pointing arrow is displayed.

Other notes

NOTE 1

Not all the province's elementary schools are included in the tables or the ranking. In some school districts that operate middle schools or junior high schools, the elementary schools may not enroll students in grade 6.

Since the Report Card is based on the results of tests given in grades 3 and 6, these elementary schools cannot be included.

In addition, schools at which fewer than 15 students were enrolled in each of these grades are excluded. Private schools and federally funded schools operated by First Nations are not required to administer the EQAO tests.

Since the results of these tests form the basis for this Report Card, only those schools

that administer the EQAO tests could be included. Finally, also excluded are schools that did not generate a sufficiently large set of student data to enable the calculation of an Overall rating out of 10.

The exclusion of a school from the Report Card should not be considered a judgment of the school's effectiveness.

NOTE 2

The EQAO's test results, student enrollment data, and school information used or reported in this publication were provided by the Ontario Ministry of Education.

The results or views expressed in this publication are those of the authors and are not those of the Ontario Ministry of Education.

NOTE 3

Due to continuing improvements in methodology, some historical values for indicators and overall ratings may differ from those previously reported.

NOTE 4

In accordance with its regulations regarding the privacy of personal information, where the results in a test involved fewer than 15 students, the EQAO provided no data.

NOTE 5

Where there were insufficient data available with which to calculate an indicator or where a school was not in operation during a specific year, "n/a" appears in the tables.

NOTE 6

You can compare a school's results with these all-schools average results in the table at left.

NOTE 7

If you have questions about the Report Card, contact Peter Cowley, Director of School Performance Studies at The Fraser Institute at 604-714-4556.

Bullies strike every 7 seconds

KEVIN CONNOR
Sun Media

Bullying at school is a major factor in some children receiving failing grades.

"Learning is impaired when children are scared," said Alexandra Penn, with the Toronto organization Champions Against Bullying. "Learning takes place in the front of the class, but when kids are shadowed by fear, they are always looking behind themselves."

A study of Toronto schools found that a bullying act occurred every seven seconds but teachers were aware of only 4% of the incidents, according to the Canada Safety Council.

Perpetrators are equally likely to be boys or girls.

Boys are more likely to be physically aggressive — hitting and kicking — whereas girls are more likely to be verbally aggressive when they bully.

Behavior pattern

Extortion, intimidation and destruction of property are all part of the behavior pattern.

As they grow up, playground bullies may transfer their abuse of power to other forms of harassment, violence or abuse, and they may become workplace bullies. Boys who were bullies in elementary school are more likely to have criminal convictions by the time they are in their 20s.

"This is serious business. Sixty per cent of bullies will go on to have criminal records if they aren't stopped," Penn said, adding that's not surprising given that many bullying activities are offences under the Criminal Code.

Victims, on the other hand, typically suffer withdrawal and anxiety. School performance may drop and they may try to avoid going to school.

"When kids' grades drop, they quit school early, have trouble getting jobs and become depressed. The ramifications are so widespread," Penn said.

If a parent fears their child is a bully or is being bullied, they can go to champions-againstbullying.com for more information.

Gr 6 exam writers, 45			
	2004	2005	2006
	2.6	2.6	2.6
	2.7	2.7	2.7
	2.8	2.7	2.8
	2.7	2.7	2.7
	2.6	2.6	2.7
	2.7	2.7	2.7
	0.3	0.2	0.3
	0.2	0.2	0.2
	37.1	35.8	33.0
	9.6	5.1	5.6
	6.0	6.0	6.0

In 2005-2006, The Reading gender gap favoured females at schools. The Math gender gap favoured females at 46.0%