



A very interesting piece of data in this school is that 26% of the students who completed the Student Information Form had entered the school since 2003. While showing less movement than the board or the province, the lack of continuity and consistency in the early education of these students can certainly have an impact on their development of essential skills in literacy and in numeracy. Identifying those students and determining their success level on each portion of the assessment may indicate some students in need of intensive and consistent basic skills' development.

This was evident on page one of the report. What is now evident is that 45% of the student performances are at level 2. This is a group which, with more support, may be able move into level 3 work in the next grade.

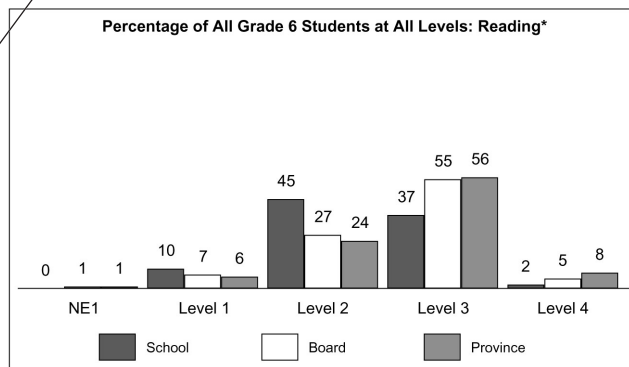
The school has 6% of students exempt compared to the board (5%) and the province (4%).

Results in Reading, Writing and Mathematics: All Students

The information on pages 6 and 9 of the school report includes all students, whether they wrote the assessment or not. If they did not write the assessment, even if they were sick or exempt, their score in each area is zero. These pages extend the information from page one of the report and provide more detail. The same information is provided in two different formats: chart and graph.

Grade 6: All Students

Grade 6: Reading*						
Number of Students	School 51		Board 4 176		Province 146 711	
	#	%	#	%	#	%
Level 4	1	2%	5	5%	8	8%
Level 3	19	37%	55	55%	56	56%
Level 2	23	45%	27	27%	24	24%
Level 1	5	10%	7	7%	6	6%
NE1**	0	0%	1	1%	1	1%
Participating Students	48	94%	94	94%	95	95%
No Data	0	0%	1	1%	1	1%
Exempt	3	6%	5	5%	4	4%
At or Above Provincial Standard (Levels 3 and 4)		39%		59%		64%



In Reading, the percentage of students at levels 3 and 4 for the school (39%) is far below the levels for the board (60%) and the province (64%).