

Report of the 1999-2000 Provincial Grade 3 & Grade 6 Assessments of Reading, Writing and Mathematics

Morning Glory Public School

YORK REGION DISTRICT SCHOOL BOARD

ABOUT THE GRADE 3 & GRADE 6 ASSESSMENTS

The *Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics* are conducted annually in every publicly funded Ontario elementary school under the auspices of the province's Education Quality and Accountability Office (EQAO). The assessments are based on *The Ontario Curriculum: Grades 1-8* and measure how well students have met the provincial expectations in reading, writing and mathematics. The students' work was marked according to four levels of achievement based on the expectations in the provincial curriculum. In the *Ontario Curriculum*, Level 3 represents the expected standard for Grade 3 and Grade 6 and identifies a high level of achievement of the provincial expectations. The work students produced during the assessment was marked by teams of specially trained classroom teachers and principals.

The assessments took place over a period of five days from May 8 to 26, 2000. For 2 1/2 hours each day, students participated in brief introductory activities with their classmates and teacher and then worked independently to read and respond to passages, to write responses and to solve mathematical problems. The use of real-world problems required students to use factual knowledge to apply, organize and communicate what they know and can do. The Grade 3 assessment was based on the concept of *Change* and the Grade 6 assessment was based on *Perspectives*.

The results of these assessments should be used to improve learning and teaching, not to rank schools. Rankings tell us nothing about why scores are high or low. They invite simplistic and misleading comparisons which ignore the particular circumstances that affect achievement in each school and they also distract people from addressing the critical issues of how to improve learning for all students.

CONTEXT FOR THE SCHOOL

Morning Glory Public School is a school of 635 students. At the time of the assessment 61 students were enrolled in grade three and 67 students were enrolled in grade six. In grade three, 21% of the students and in grade six 42% of the students have been identified and receive support from special education teachers. Our special education programs support students with mild intellectual disabilities, learning disabilities and behavioral concerns. 3% of the students in grade three and 12% of the students in grade six were exempted from the testing with parental approval.

Morning Glory continues to receive extra resources through the Performance Plus Program. Our school plan focuses on **4 areas** of growth:

- ❑ **a sense of academic initiative**, encourages students to identify with academic excellence, to develop good learning habits, to follow positive role models, to engage in activities with their best effort and to have high expectations for themselves.
- ❑ **a sense of knowing**, encourages students to acquire knowledge, to know their individual strengths and needs and to understand how knowledge transfers from school to their world.
- ❑ **a positive sense of well being** supports children in accessing staff who can focus on their emotional and social and physical needs, and recognize their demonstrations of positive "Future Aces"
- ❑ **a sense of connectedness** helps children recognize that the school, their parents and the community are key contributors to their educational plans

By comparing the results of previous EQAO reports and additional school data, there is evidence that students' level of achievement is improving. Scores in grade 3 Reading have increased by 12% and scores in grade 3 Mathematics have increased by 14%. Scores in grade 6 Reading have increased by 12% and scores in grade 6 Mathematics have increased by 33%.

Our running records, used to measure reading levels of grade 1 and 2 students indicate that by June 2000, 98% of the grade 2 students were reading at or above the expected reading level.

Writing scores indicate less growth. Grade 3 scores dropped by 6% and no change in scores were evident in the grade 6 Writing.

GRADE 6 RESULTS

Morning Glory Public School

DEMOGRAPHICS

67 Students in Grade 6

0% In English as a Second Language Program

12% Exempted in all three subjects

42% Receiving Special Education support

OVERALL ACHIEVEMENT IN READING, WRITING AND MATHEMATICS

L4 (Level 4) - Always or almost always demonstrates expected knowledge, understanding and application of skills

L3 (Level 3) - Usually demonstrates expected knowledge, understanding and application of skills (the expected standard within the *Ontario Curriculum*)

L2 (Level 2) - Sometimes demonstrates expected knowledge, understanding and application of skills

L1 (Level 1) - Sometimes demonstrates expected knowledge, understanding or application of skills **in limited ways**

NE1 (Not Enough Evidence for Level 1) - Answered enough questions but did not produce enough evidence to receive a Level 1

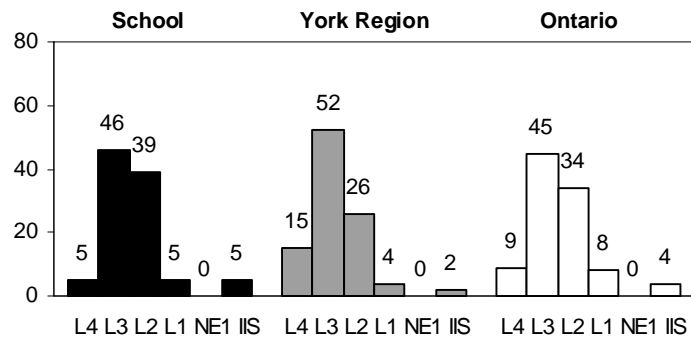
IIS (Insufficient Information to Score) - Did not answer enough questions in any sections

ND (No Data) - % of students who did not complete any work during the assessment

EX (Exemptions) - % of students for whom exemptions were permitted according to EQAO guidelines

READING

Percentage of Participating Students at Each Level



Percentage of Participating Students at Levels 3 & 4 ^a

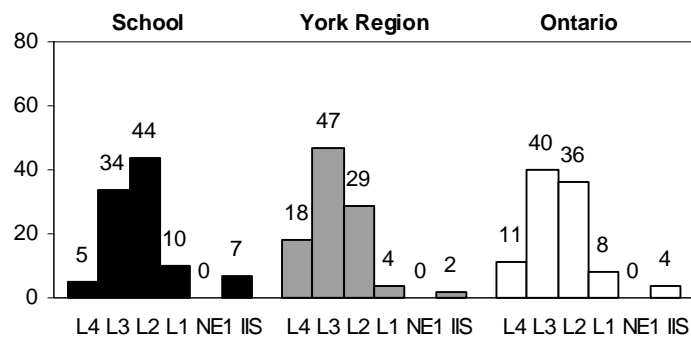
School	51
York Region	67
Ontario	54

Percentage of **All** Students at Each Level

	L4	L3	L2	L1	NE1	IIS	ND	EX
School	4	40	34	4	0	4	0	12
York Region	14	50	25	4	0	2	0	5
Ontario	8	43	32	8	0	4	0	5

WRITING

Percentage of Participating Students at Each Level



Percentage of Participating Students at Levels 3 & 4 ^a

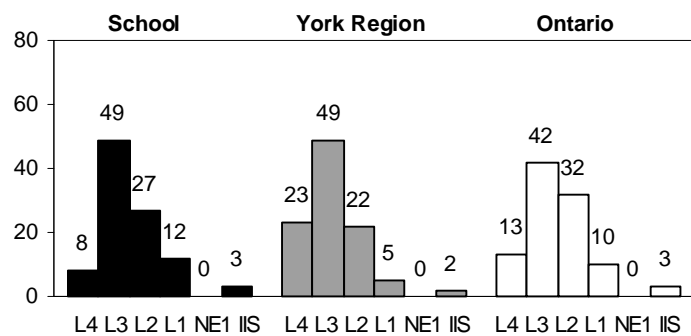
School	39
York Region	64
Ontario	51

Percentage of **All** Students at Each Level

	L4	L3	L2	L1	NE1	IIS	ND	EX
School	4	30	39	9	0	6	0	12
York Region	17	44	27	4	0	2	0	5
Ontario	10	38	34	8	0	4	0	5

MATHEMATICS

Percentage of Participating Students at Each Level



Percentage of Participating Students at Levels 3 & 4 ^a

School	58
York Region	71
Ontario	55

Percentage of **All** Students at Each Level

	L4	L3	L2	L1	NE1	IIS	ND	EX
School	7	43	24	10	0	3	0	12
York Region	22	46	21	4	0	2	0	5
Ontario	12	40	30	9	0	3	0	5

^a: Due to rounding, the percentage at Levels 3 & 4 may not equal the sum of the percentages at each of Level 3 & 4 in the bar charts.

NEXT STEPS

The School Council /PTLG continues to support our initiatives. A large number of parent volunteers support the school programs through their active involvement. Through the Performance Plus initiative many programs and performances have been brought into the school to support the curriculum. Additional Early Childhood Educators have been assigned the responsibility of supporting curriculum implementation in reading and mathematics and provide a preschool program for children ranging in ages from 2 to 4 years of age. The Community Co-ordinator continues to develop a closer liaison between the school and the community.

Initial analysis of the testing indicates that our writing scores need for further attention in all grades. All staff will focus on 3 areas of writing which may differ from one division to another. Each divisional group will decide their areas of focus for writing for the year. (i.e.: punctuation, paragraphing skills, narratives, daily writing, writing buddies, guided writing, shared writing, independent writing, variety of writing). Staff will review the concepts in the 1st Steps Writing Program to determine how this program is impacting on the students' writing skills and decide on a direction for this school year.

Data also suggests that student attendance and punctuality at school is of great concern. Stats indicate a great number of student absent days throughout the entire school. This impacts negatively on student learning. Administration will meet monthly with the attendance counselor to address chronic absenteeism and will contact families to reinforce the importance of regular attendance at school. Incentives for regular attendance will be established to help students feel the importance of being in school and in class on time.

Additional reading materials will be purchased for the Primary division to enhance selection of leveled reading materials. The Junior and Intermediate divisions will increase the number of novels to be studied. Additional funds have been set aside for the purchase of new reading materials for our future new school library.

We continue to use the new mathematics textbooks and workbooks purchased to support the new mathematics curriculum. Manipulatives have also been purchased and implemented. A mathematics remedial program, Math Trek, is available to students requiring extra support with all five strands in mathematics.

The Reading Recovery Program, the Teacher Mentor program, Running Records, The Academy of Reading Program, D.E.A.R., our school wide reading project and enrichment programs engage students in a variety of reading activities. Our proposed new library will further develop our focus on literacy.

The focus on 'a sense of well being' is essential to promote positive attitudes toward learning. We continue to support the breakfast club, the Future Aces program, sharing assemblies, a guidance counselor, the consultation and support team, peer groups, the Arts Therapy program, an after school homework program and our school code of behavior to enable all of our students the opportunity to learn. We have also initiated a preschool program and are looking forward to the creation of a parent center that will provide parents the opportunity to hear guest speakers, to attend workshops and to enhance parenting skills.

For further information about this report please contact:

Principal: Tina Fagg
Morning Glory Public School
29478 Hwy. 48, RR #2
Pefferlaw, Ontario
LOE 1N0
(705)437-1537

