

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

Stuart Scott 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

Stuart Scott P.S. is presently a K-8 school of approximately 250 students which primarily serves the community in which it is located. Students from J.L.R. Bell P.S.'s attendance area, traditionally attend Stuart Scott for grades 7 and 8. The school population reflects a modest cultural diversity and a broad range of socioeconomic backgrounds. While the majority of the population is stable, there are pockets of transient residents.

In the Fall of 1998, our school was given Performance Plus status in order to assist us in addressing the social and academic needs of our students. The Performance Plus Program strives to examine traditional and non-traditional approaches to facilitate student learning. An after-school tutorial program, a pre-school aged centre, student counselling and mentorship, student leadership as well as a summer program are examples of endeavours here.

This year our School Plan for Continuous Improvement will once again focus on maintaining and improving the learning culture of the school by stressing a value for learning, and a sense of pride in accomplishment. As we have been deemed a holding school for Northwest Newmarket, we will endeavour to instill within the students who will be new to our school a similar sense of pride in self, school and community. Further to this, staff will continue to meet in order to discuss how to prepare students for the academic demands of the new curriculum by examining ways for improving the classroom learning environment. Teachers will also explore methods for encouraging students to become better written and oral communicators, effective problem-solvers and strong independent workers.

Parent involvement at Stuart Scott P.S. has been in the past, somewhat modest in nature. We are pleased however to note that over the past year growth has been evident. In addition to our regular highly dedicated group of volunteers, we wish to acknowledge the commitment that has been made by our supportive school council. Our volunteers add much to the many additional programs and learning opportunities that enhance our students' learning experience at Stuart Scott P.S.

GRADE 6 RESULTS

Stuart Scott Public School

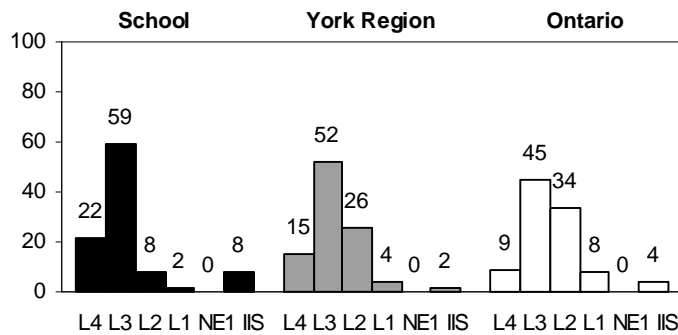
DEMOGRAPHICS

58 Students in Grade 6
 16% Exempted in all three subjects
 0% In English as a Second Language Program
 31% 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	NE1 (Not Enough Evidence for Level 1) - Answered enough questions but did not produce enough evidence to receive a Level 1
L3 (Level 3) - Usually demonstrates expected knowledge, understanding and application of skills (the expected standard within the <i>Ontario Curriculum</i>)	IIS (Insufficient Information to Score) - Did not answer enough questions in any sections
L2 (Level 2) - Sometimes demonstrates expected knowledge, understanding and application of skills	ND (No Data) - % of students who did not complete any work during the assessment
L1 (Level 1) - Sometimes demonstrates expected knowledge, understanding or application of skills in limited ways	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

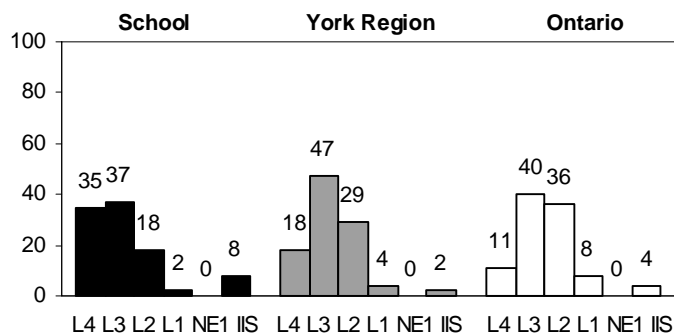
School	82
York Region	67
Ontario	54

Percentage of **All** Students at Each Level

	L4	L3	L2	L1	NE1	IIS	ND	EX ^b
School	19	50	7	2	0	7	0	16
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

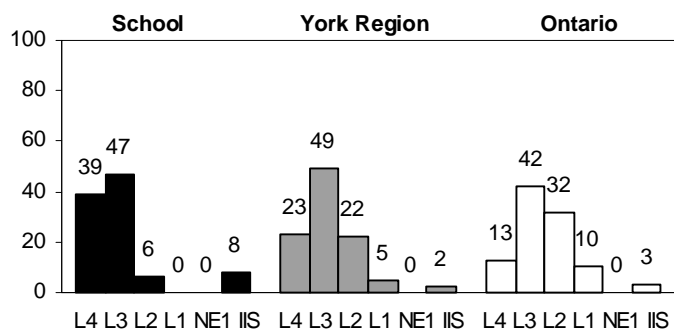
School	71
York Region	64
Ontario	51

Percentage of **All** Students at Each Level

	L4	L3	L2	L1	NE1	IIS	ND	EX ^b
School	29	31	16	2	0	7	0	16
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	86
York Region	71
Ontario	55

Percentage of **All** Students at Each Level

	L4	L3	L2	L1	NE1	IIS	ND	EX ^b
School	33	40	5	0	0	7	0	16
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.

^b: The exemption rate for the school is incorrect and currently being reviewed by the EQAO. An updated school report may be forthcoming.

NEXT STEPS

The EQAO data indicates that in most instances our grades 3 and 6 students are performing above the provincial level of performance, and at or above the York Region District School Boards level of performance. We are pleased that we have few students in grades 3 or 6 who are performing at level 1, and yet at the same time, we need to determine the most appropriate intervention strategies to assist those students who have not at this time achieved a level 3 standard in Reading, Writing and Mathematics. Grade 6 writing remains one area of particular note here.

At our school planning sessions, three areas of concern have repeatedly been brought forth. Initially, as a school we need to continue to stress student work habits, especially those pertaining to written work. To this end, emphasis in the concept of written language across the curriculum would be deemed advantageous. Quality written work is paramount to overall student achievement regardless of the subject. Student writing will need to focus on the organization of ideas and the effective application of language connections in order to effectively communicate the purpose of the written task. The second objective is to continue to provide our students with exposure to the formal testing experience. Here, students need to be encouraged to persevere, watch their time and to try every question. Additionally, students need exposure to multiple-choice type questions, reasoned argument or opinions which are themselves supported by evidence. Finally, we need to continue to address the resources that we utilize in our programs to ensure that they support and enhance the present curriculum.

We are in the process of discussing the EQAO results and other relevant data with the key partners in education (teachers, parents, administrators and trustees). Revisions to our existing plan will be discussed and considered at the time with the understanding that the EQAO testing results provide an opportunity to provide further direction in meeting the educational needs of our students.

Our belief remains that a positive learning environment respects the rights of all individuals to learn in a safe and orderly school. This will remain the key cornerstone of our plan.

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