

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

## **Thornhill 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**

Thornhill Public School is located in the heart of the old Thornhill community. The school, originally built in 1953, underwent a major renovation and addition in 1993. Our attendance area includes the area bounded by Yonge St. to the east, Centre St. to the north, Bathurst St. to the west, Clark Ave. to the south. The area bounded by Steeles Ave. Hilda Ave. Crestwood Ave., Joanna Cres. and Yonge St. south of Clark is also in our attendance area. This year we have 507 students enrolled from Junior Kindergarten to grade 8.

In the 1999-2000 school year, 40 students were enrolled in grade 3. Of these, 10% received an English as a Second Language program, and 12% received special education support. Of the 50 students enrolled in grade 6, 6% received an English as a Second Language program, and 12% received special education support.

Thornhill Public School Advisory Council enjoys a healthy relationship with the staff. Together, we work to enhance student achievement and respect for our common goals. We expect that members of our school community share a mutual respect for the variety of cultural and economic backgrounds of our student population. School Council plays a key role in the development and implementation of the School Plan.

Our School Plan for Continuous Improvement, developed collaboratively by teachers and parents focuses on two broad areas: Academic Excellence and Behavioural Expectations. Within these two areas are strategies for implementation, including the use of reading and written language assessments to improve student performance, a code of conduct, and clear, logical consequences when necessary. We recognize that consistency in program delivery and parental involvement are key to our success. Parents, students and staff value and support extra curricular activities, exposure to the arts, and a strong commitment to academic excellence.



# GRADE 6 RESULTS

Thornhill Public School

## DEMOGRAPHICS

50 Students in Grade 6

6% In English as a Second Language Program

6% Exempted in all three subjects

12% Receiving Special Education support

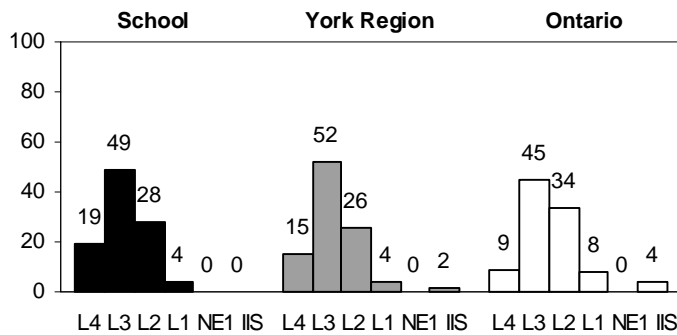
## OVERALL ACHIEVEMENT IN READING, WRITING AND MATHEMATICS

- 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 <sup>a</sup>

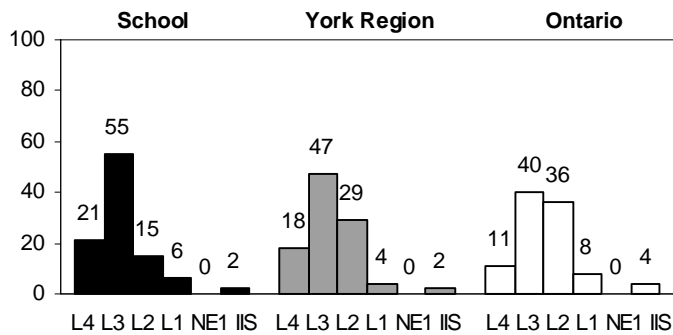
School	68
York Region	67
Ontario	54

Percentage of **All** Students at Each Level

	L4	L3	L2	L1	NE1	IIS	ND	EX
School	18	46	26	4	0	0	0	6
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 <sup>a</sup>

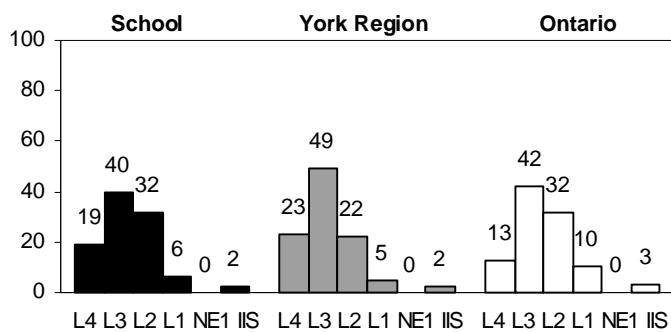
School	77
York Region	64
Ontario	51

Percentage of **All** Students at Each Level

	L4	L3	L2	L1	NE1	IIS	ND	EX
School	20	52	14	6	0	2	0	6
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 <sup>a</sup>

School	60
York Region	71
Ontario	55

Percentage of **All** Students at Each Level

	L4	L3	L2	L1	NE1	IIS	ND	EX
School	18	38	30	6	0	2	0	6
York Region	22	46	21	4	0	2	0	5
Ontario	12	40	30	9	0	3	0	5

<sup>a</sup>: 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

From an initial review of the data, staff is pleased with the overall number of students that are performing at level 3 and level 4. However, there are areas, which can continue to show improvement. All students were significantly above provincial standard, and the York Region average, in written language, a focus for the 1999-2000 school year. Our students obtained results above the provincial standard in reading for both grades 3 and 6. In mathematics, the grade 3 students performed above the provincial standard, and the grade 6 students performed slightly below the provincial standard. There may be greater fluctuations in reporting when the group is significantly smaller. As we work through the data we have identified that students will need to work on communication of required knowledge. The results show us that mathematics is an area in which we must continue to provide our students with strategies and resources to improve their results, particularly with regard to precision in communication of results. The school staff is meeting to discuss these results and planning program and instruction to best address them. These plans will be shared, discussed and approved by our School Council. These plans will be incorporated into the next phase of our School Plan for Continuous Improvement.

Our results as a school continue to be strong, however there continues to be a need to improve instruction in mathematics, and in particular problem solving skills. Resources have been purchased to supplement the program, and staff is taking advantage of opportunities for professional development. In the area of language, resources to augment a guided reading program in the primary and junior grades have been purchased. The staff is actively seeking professional development opportunities to enhance instruction in written language. Regular use of journals in mathematics and sciences further develops skills in written communication.

We endeavour to provide opportunities and resources to students for further improvement of communications skills. Our School Plan is available to any parent who wishes to be involved.

For further information about this report please contact:

**Principal:** Jim Forbes  
Thornhill Public School  
7554 Yonge St.  
Thornhill, Ontario  
L4J 1V8  
(905)889-1566

