

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

Aldergrove 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

Aldergrove Public School, located in the Milliken Mills community, has a population of 690 students. The 56 grade three students represent approximately 8% of the total student population while the 60 grade 6 students represent about 9%. The student body is highly multi-cultural with upwards of 25 languages and dialects other than English being spoken in the home. Currently, we are providing ESL services to approximately 12% of our students. A Student Support Centre provides additional instructional support for the 12% of our students who have identified learning difficulties.

Aldergrove has an ongoing language focus. The staff has been actively working to ensure that students have a balanced literacy program. Our Reading Recovery program has been expanded to provide us with a full time teacher dedicated to improving the reading levels of those students who require it most. The survey portion of the EQAO process indicates that a very large percentage of our students regularly speak a language other than English in the home. The survey also indicates that only a third of our students are read to on a regular basis at home. The information received from the EQAO testing combined with results from the Canadian Achievement Test (CAT3) test that was administered to all students not involved in the EQAO testing, and school-generated data has helped us focus our attention on specific areas of need within our school. We are currently working to improve student reading across the curriculum and to expand student understanding of specialized vocabulary, particularly in the areas of science, technology and mathematics. It is our expectation that this focus will improve our students' ability to comprehend and communicate effectively in a variety of situations, explain concepts and procedures, and use language as a powerful tool in problem solving situations.

Aldergrove enjoys a positive relationship with its School Council, with all working hard to achieve our common goals.

We are a community of life-long learners working together to create an atmosphere of respect for our differing economic, cultural and physical needs. Our students experience many opportunities within a variety of activities to enrich their school life.

GRADE 6 RESULTS

Aldergrove Public School

DEMOGRAPHICS

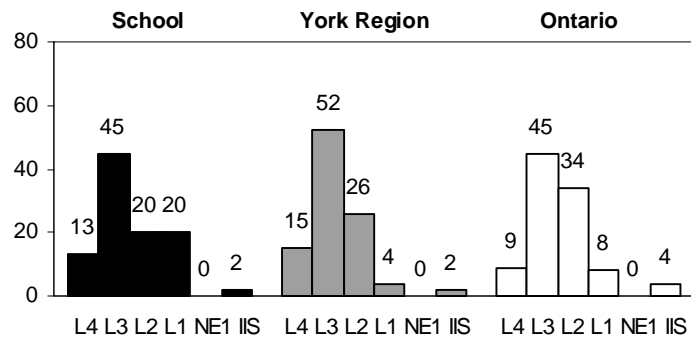
60 Students in Grade 6
 7% In English as a Second Language Program
 0% Exempted in all three subjects
 25% Receiving Special Education support

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

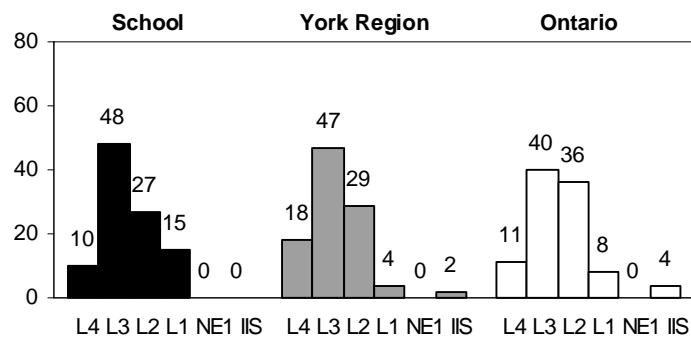
School	58
York Region	67
Ontario	54

Percentage of **All** Students at Each Level

	L4	L3	L2	L1	NE1	IIS	ND	EX
School	13	45	20	20	0	2	0	0
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

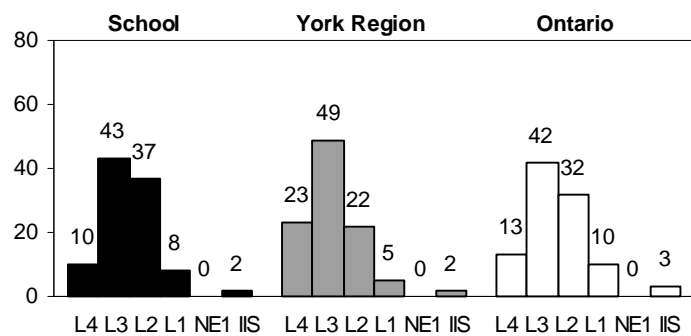
School	58
York Region	64
Ontario	51

Percentage of **All** Students at Each Level

	L4	L3	L2	L1	NE1	IIS	ND	EX
School	10	48	27	15	0	0	0	0
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	53
York Region	71
Ontario	55

Percentage of **All** Students at Each Level

	L4	L3	L2	L1	NE1	IIS	ND	EX
School	10	43	37	8	0	2	0	0
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

We are committed to improving student achievement at Aldergrove. School and EQAO data indicate that our continued focus on Literacy is maintaining the level of literacy learning in the school. While a very high proportion of the students continue to function near, at, or above the standard (levels 2,3, & 4) in Reading, and Writing, we were surprised by the significant drop in our Mathematics results as these are not consistent with school-wide data collected in the CAT3 program. We recognize that there is much room for improvement and intend to examine the work of students who have not yet met the standard (levels 1 and 2) to determine which interventions are required to promote achievement at the standard for the grade.

We have revised our School Plan for Continuous Improvement to include the improvement of the general reading skills of our students. This includes enhancing teacher assessment skills and increasing the level of involvement of our parents in the learning process. We recognize the need to provide our parents with the skills necessary to be effective partners in the learning process at home and will be working to provide them with the tools to be effective partners in the educational process. We have begun our focus on assessment strategies with the implementation of math journals, where students communicate their understanding in mathematical terms. The work on problem solving and communicating in mathematics is ongoing. The EQAO data supports these areas of specific focus, since the areas of geometry, problem solving and communication of required knowledge were areas in which students experienced the most difficulty on this assessment.

A wide range of materials is available to teachers. We are focussed on improving and increasing the quality and quantity of resources for our staff and students to improve literacy skills. We are engaged in ongoing professional development with our contact consultant to increase professional understanding and competency in the area of guided reading, reading records and general literacy skill development. Additionally, we are working to develop our assessment strategies through regular professional development at staff meetings and team planning meetings. Through timetabled common preparation times for each grade team effective professional growth opportunities occur on a regular basis, which focus on assessment and literacy.

We have noticed that while girls tend to feel less competent in mathematics, they continue to outperform the boys. We will work with our staff and school council to find ways to address this issue.

The school has created a School Plan for Continuous Improvement. This plan has been shared with the School Council and is in the process of being implemented. The staff has met and will continue to discuss the implications of the EQAO results and other school data for programs and instruction at Aldergrove P.S. The school plan will be reviewed in light of all of this data. Revisions to the plan will be discussed with the School Council. The resulting action plan for improvement will be shared with the parent community by March 12, 2001. This plan will identify specific measures to be put into immediate effect.

For further information about this report please contact:

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