

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

Reesor Park 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

Reesor Park Public School has an enrolment of 550 JK-8 students and serves one of the older, more established areas of Markham. Although the great majority of our students live within the immediate community, Reesor Park is also a "holding" school for the south end of the new Cornell subdivision, with 75 students from this area bused daily. Virtually all of our families speak English at home.

The original structure was built over 25 years ago, and is primarily Open Concept, with some walls and partitions having been added over the years. The school abuts a natural woodlot, which has provided an environmental focus including restoration activities for our students and the community at large. The school's two Gymnasiums are used extensively by numerous Community groups.

Reesor Park Public School enjoys a healthy and constructive working relationship with our School Council and PTLG, with all working hard to achieve our common goal of increased student achievement. Parental involvement is strong, and community input, expertise, and support are greatly valued and appreciated. As part of a longer-term strategy, for example, our PTLG has just underwritten over \$10 000 worth of Library furnishings, funds they have raised on behalf of the students and staff at Reesor Park. Extra-curricular activities including Athletics and our Intermediate Band are strong traditions. A very dynamic Junior/ Intermediate Chess Club is headed by one of our Parent volunteers.

School staff and the community are currently engaged in discussion concerning the development of the Reesor Park PS School Plan for Continuous Improvement, 2000-2003. The four areas of priority are emerging as Literacy Skills; Writing, Math/Science/Technology/The Woodlot, Personal Growth, Development, and "Well-Being", and the development and strengthening of Partnerships.

We are also working on the creation of a Reesor Park "Mission, Vision, and Values" statement, alongside the update of our School Profile.

As a school, we are working very hard to instill in all of our students a strong sense of virtues, values, and personal responsibility, and to collectively create a school climate, characterized by integrity, that facilitates enhanced learning for all.

GRADE 6 RESULTS

Reesor Park Public School

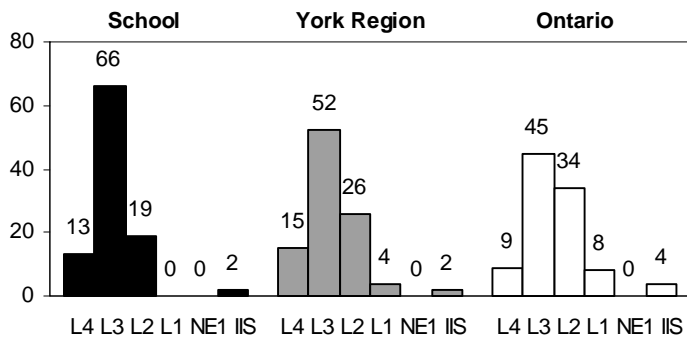
DEMOGRAPHICS

57 Students in Grade 6
 7% Exempted in all three subjects
 4% In English as a Second Language Program
 16% 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

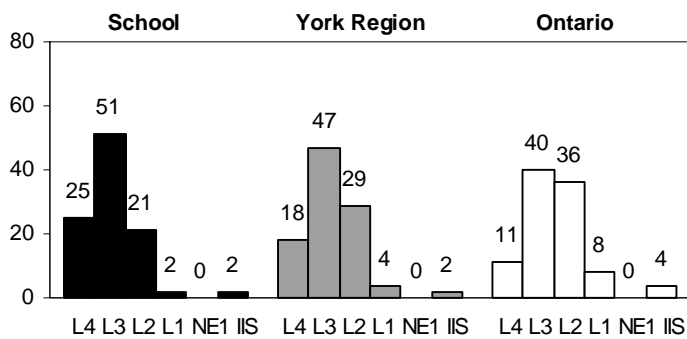
School	79
York Region	67
Ontario	54

Percentage of **All** Students at Each Level

	L4	L3	L2	L1	NE1	IIS	ND	EX
School	12	61	18	0	0	2	0	7
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

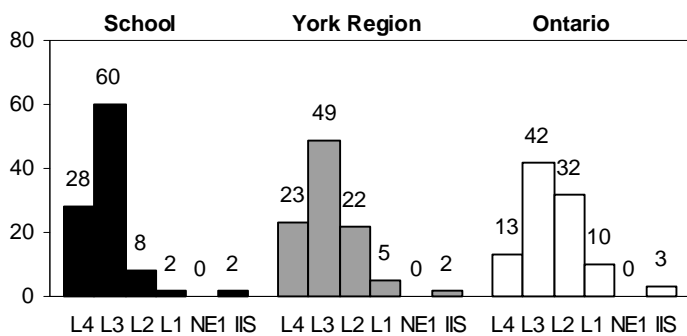
School	75
York Region	64
Ontario	51

Percentage of **All** Students at Each Level

	L4	L3	L2	L1	NE1	IIS	ND	EX
School	23	47	19	2	0	2	0	7
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	89
York Region	71
Ontario	55

Percentage of **All** Students at Each Level

	L4	L3	L2	L1	NE1	IIS	ND	EX
School	26	56	7	2	0	2	0	7
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

In examining the performance demonstrated by this year's contingent of Grade 3 and Grade 6 EQAO participants from Reesor Park PS, a number of fundamentals emerge:

- Mathematics appears as an area of strength, with both our Grade 3s and Grade 6s demonstrating achievement and understanding surpassing their York Region peers
- Our Grade 6 students performed better than their York Region counterparts in Reading, Writing, and Mathematics
- Our Grade 3 students demonstrated achievement and understanding on par with their York Region peers in the area of Language Arts
- The results reflect overall improvement, and, in the case of Grade Three Reading, status quo vis-à-vis last year

The results clearly indicate that the vast majority of our students performed within or beyond the Provincial standards; nevertheless, as a results-oriented school, we at Reesor Park continue to be committed to supporting all of our students in improving their levels of understanding, achievement, application, and performance. As such, we will further analyze the EQAO data, in conjunction with teacher and school-based data concerning student achievement, towards determining the strategies and interventions that best address our students' learning needs.

We will utilize the EQAO Anchor Books and Ministry as well as Board Exemplar documents to help guide our assessment of students' work, as well as to share and highlight examples of quality student work. We will also review the [Ontario Provincial Report on Achievement, 1999-2000](#), with particular attention to the recommendations provided by the EQAO Office with respect to Reading, Writing, and Mathematics.

Through our School Leadership Team, we will carefully plan staff participation in Professional Development activities, addressing areas requiring improvement, as well as heightening and broadening our best practices. Our teachers are currently participating in the "First Steps Writing" after-school training sessions.

Incorporating as part of our teaching repertoire the tenets of the "First Steps Writing" program will help us to improve Language Arts skills learning across the curriculum. The strategies involved will help our students to communicate more effectively via written text; to better focus on different genre with a view to purpose, organization of ideas, conventions (spelling, grammar, and punctuation) of writing, and the reasoning and sequencing skills necessary to understand and develop audience response. As well, through Grade Partner planning and Divisional Co-ordination facilitated through our Leadership Team of Teachers, other strategies will be pursued which will standardize and support the instruction, learning, and application of these essential skills.

We will also pursue the acquisition of additional excellent resources which will support and enhance the learning of specific Language Arts and Math/Science skills. We will endeavor to further develop higher-order thinking, problem-solving, and communication skills, and engage students in purposeful opportunities whereby they share their findings, thoughts, and reflections with others, both verbally and in written form.

Together with our School Council, we will continue to further analyze EQAO and other internal assessment data. We will clarify school areas of strength and those requiring improvement. We will accordingly ensure that our School Plan for Continuous Improvement effectively incorporates and addresses the strategies we will need to employ to realize greater and enhanced student learning and achievement.

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