

*Report of the 1998-1999 Provincial Grade 3 & Grade 6 Assessments
of Reading, Writing and Mathematics*

Glen Cedar 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 10 to 28, 1999. 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

Glen Cedar Public School is located in the north east quadrant of Newmarket. Glen Cedar was opened in 1979. At the time of the EQAO testing we had 401 students enrolled from Junior Kindergarten to Grade 8.

During last year's testing 38 students were enrolled in Grade 3. Eighteen percent of the Grade 3 students were receiving Special Education support. At the Grade 6 level, 42 students were enrolled in Grade 6. Twenty-nine percent of the Grade 6 students were receiving Special Education support.

Glen Cedar offers a Reading Recovery program for selected Grade 1 students. Several community groups make extensive use of the school facility. Sparks, Brownies, Scouts, Reading Circle, and recreational groups use the school on a weekly basis. The School Plan for Continuous Improvement currently focuses on a welcoming environment, reflects the values and standards of the community through curriculum that is relevant and futuristic, is active in creating partnerships between students, parents, teachers and the community, and is a community where care, respect, responsibility and equity are expectations for all. The School Council and the staff share a common vision for Glen Cedar and work very hard to achieve their goals. The school's open door policy readily encourages and accepts parental input and expertise.

We also have a partnership with York University in placing teacher candidates for their practicum. These dedicated groups work toward enhancing the program and learning environment for all our students.

GRADE 3 RESULTS

Glen Cedar Public School
Updated January, 2000

LEVELS OF ACHIEVEMENT IN READING, WRITING AND MATHEMATICS

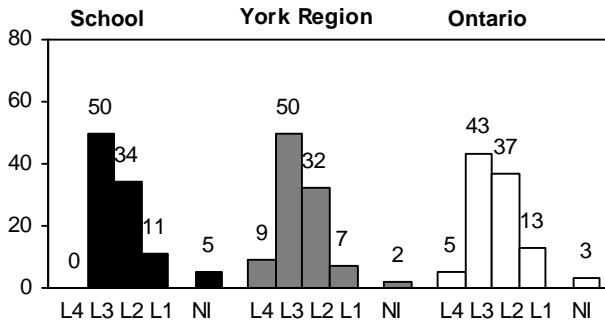
L4 (Level 4) - demonstrates **thorough** knowledge, understanding and application of skills
 L3 (Level 3) - demonstrates **general** knowledge, understanding and application of skills
 L2 (Level 2) - demonstrates **some** knowledge, understanding and application of skills
 L1 (Level 1) - demonstrates **limited** knowledge, understanding and application of skills
 NI (No information) - student did not provide enough information for markers to assign a score

DEMOGRAPHICS

38 Students in Grade 3
 0% In English as a Second Language Program
 0% Exempted in all three subjects
 18% Receiving Special Education support

READING

Percentage of Participating Students at Each Level

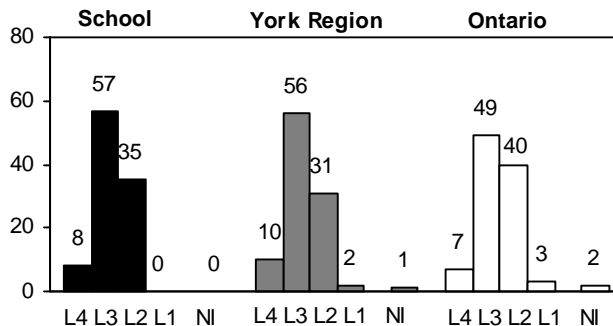


Non-participation Profile

	<u>% Exempt^a</u>	<u>% No Data^b</u>
School	0	0
York Region	6	1
Ontario	6	3

WRITING

Percentage of Participating Students at Each Level

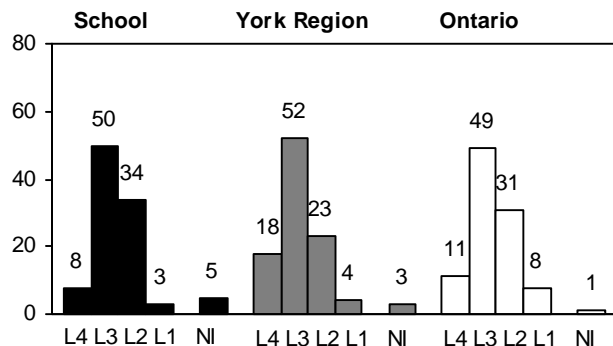


Non-participation Profile

	<u>% Exempt^a</u>	<u>% No Data^b</u>
School	0	3
York Region	5	1
Ontario	5	3

MATHEMATICS

Percentage of Participating Students at Each Level



Non-participation Profile

	<u>% Exempt^a</u>	<u>% No Data^b</u>
School	0	0
York Region	4	1
Ontario	5	1

^a : represents % of students for whom exemptions were permitted according to EQAO guidelines and required parental approval.
^b : represents % of students who did not complete any work during the assessment.

GRADE 6 RESULTS

Glen Cedar Public School

Updated January, 2000

LEVELS OF ACHIEVEMENT IN READING, WRITING AND MATHEMATICS

L4 (Level 4) - demonstrates **thorough** knowledge, understanding and application of skills

L3 (Level 3) - demonstrates **general** knowledge, understanding and application of skills

L2 (Level 2) - demonstrates **some** knowledge, understanding and application of skills

L1 (Level 1) - demonstrates **limited** knowledge, understanding and application of skills

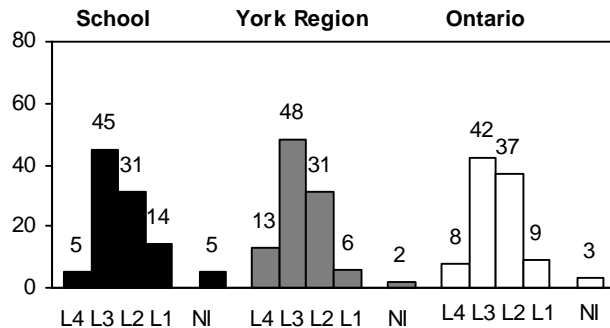
NI (No information) - student did not provide enough information for markers to assign a score

DEMOGRAPHICS

42 Students in Grade 6
 0% In English as a Second Language Program
 0% Exempted in all three subjects
 29% Receiving Special Education support

READING

Percentage of Participating Students at Each Level

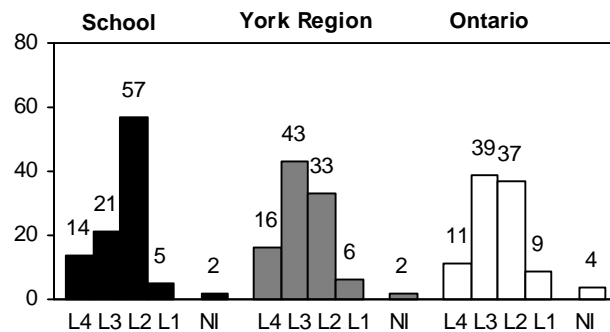


Non-participation Profile

	% Exempt ^a	% No Data ^b
School	0	0
York Region	3	1
Ontario	4	1

WRITING

Percentage of Participating Students at Each Level

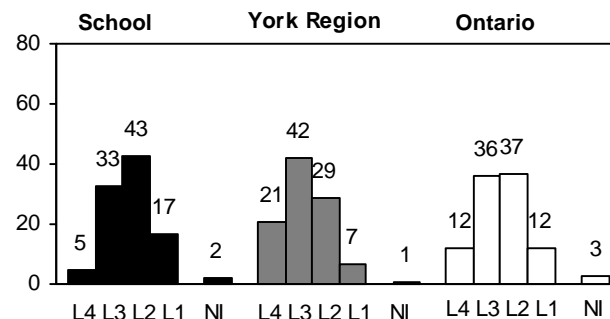


Non-participation Profile

	% Exempt ^a	% No Data ^b
School	0	0
York Region	3	1
Ontario	4	1

MATHEMATICS

Percentage of Participating Students at Each Level



Non-participation Profile

	% Exempt ^a	% No Data ^b
School	0	0
York Region	3	1
Ontario	4	1

^a : represents % of students for whom exemptions were permitted according to EQAO guidelines and required parental approval.
^b : represents % of students who did not complete any work during the assessment.

NEXT STEPS

At Glen Cedar Public School we value and strive toward academic excellence as we continue to implement the Ontario curricula. Using the EQAO data from last year, we are developing a plan which will focus on a systematic approach through teaching practices, learning opportunities and parent involvement. In the analysis of the data it was decided that we need to revisit the School Plan for Continuous Improvement to reflect and support areas for further growth.

In response to the assessment data, Glen Cedar Public School will:

- continue to provide students with an opportunity for daily silent reading
- develop a system to track reading at home through various programs; Borrow A Book and Home reading programs
- continue to offer the School Council supported Reading Circle
- involve the School Council in making reading a school wide focus by having parent volunteers in the library and in the classrooms
- continue to run the Annual Read A Thon, which is financially supported by the School Council
- continue to build on a practice of reading for meaning
- continue to provide a variety of reading materials, i.e. non-fiction materials
- continue to provide more resources to help students improve their ability to sequence details and to extract information from written material in order to better manage the data
- provide opportunities for students to write for different purposes
- teach concepts in mathematics through investigations
- continue to teach students steps to manage data in a variety of formats-patterns, bar graphs, pie graphs
- continue to support student achievement of identified and non-identified students through flexible heterogeneous and homogeneous groupings

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