

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

Morning Glory 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

Morning Glory Public School is a school of 636 students. At the time of the assessment 78 students were enrolled in grade three and 53 students were enrolled in grade six. In grade three 12% of the students and in grade six 30% of the students have been identified and receive support from special education teachers. Our special education programs support students with mild intellectual disabilities, learning disabilities and behavioural concerns. Four percent of the students in grade three and 2% of the students in grade six were exempted from the testing with parental approval.

Morning Glory continues to receive extra resources through the Performance Plus program. Our school plan focuses on a sense of academic initiative and encourages students to identify with academic excellence, to develop good learning habits, to follow role models, to engage in activities with their best effort and to have high expectations for themselves. Our focus on a sense of knowing encourages students to acquire knowledge, to know their individual strengths and needs and to understand how knowledge transfers from school to their world.

The School Council /PTLG have continued to support our initiatives. In conjunction with the school they have provided every student with an agenda planner to encourage homework completion through communication between home and school. A large number of parent volunteers support the school programs through their active involvement. Through the Performance Plus initiative many programs and performances have been brought into the school to support the curriculum. Additional Early Childhood Educators have been assigned the responsibility of supporting curriculum implementation in reading and mathematics. The newly appointed Community Coordinators are working to develop a closer liaison between the school and the community.

GRADE 3 RESULTS

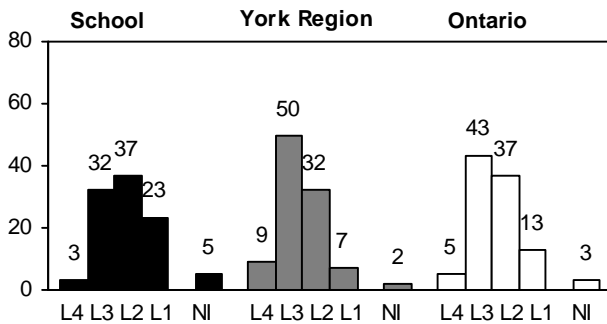
Morning Glory Public School
Updated January, 2000

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
 78 Students in Grade 3
 0% In English as a Second Language Program
 4% Exempted in all three subjects
 12% Receiving Special Education support

READING

Percentage of Participating Students at Each Level

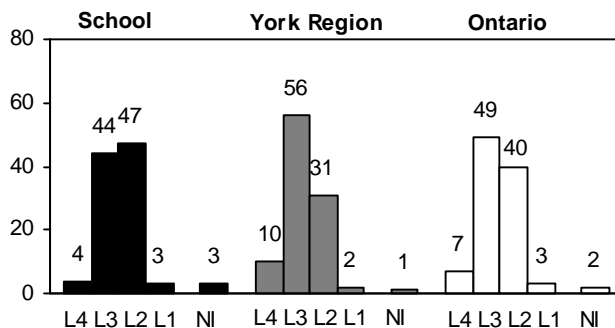


Non-participation Profile

	% Exempt ^a	% No Data ^b
School	4	0
York Region	6	1
Ontario	6	3

WRITING

Percentage of Participating Students at Each Level

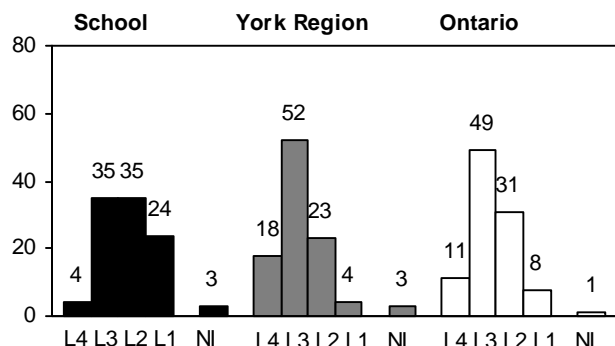


Non-participation Profile

	% Exempt ^a	% No Data ^b
School	4	0
York Region	5	1
Ontario	5	3

MATHEMATICS

Percentage of Participating Students at Each Level



Non-participation Profile

	% Exempt ^a	% No Data ^b
School	4	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

Morning Glory 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

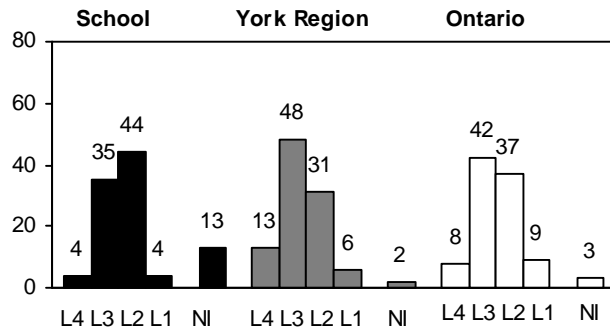
NI (No information) - student did not provide enough information for markers to assign a score

DEMOGRAPHICS

- 53 Students in Grade 6
- 0% In English as a Second Language Program
- 2% Exempted in all three subjects
- 30% Receiving Special Education support

READING

Percentage of Participating Students at Each Level

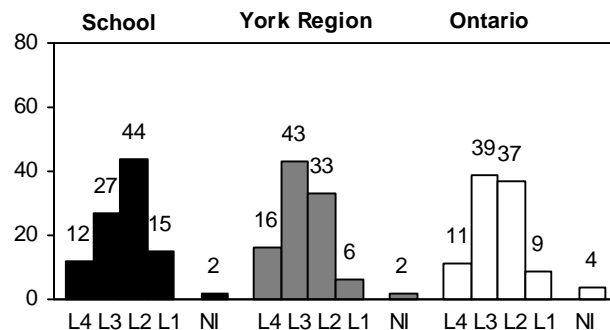


Non-participation Profile

	% Exempt ^a	% No Data ^b
School	2	0
York Region	3	1
Ontario	4	1

WRITING

Percentage of Participating Students at Each Level

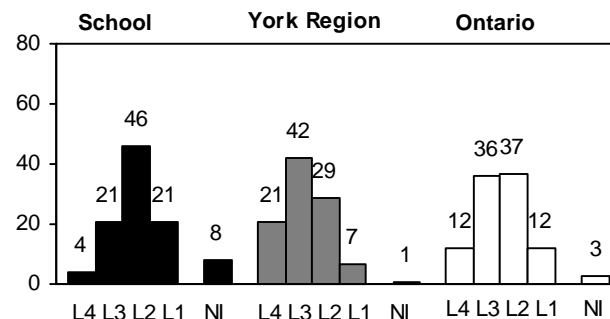


Non-participation Profile

	% Exempt ^a	% No Data ^b
School	2	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	2	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

Initial analysis of the testing indicates that the school and the home must continue to focus on literacy and mathematics skills in all grade levels. At the end of the junior division a large number of students have indicated that they do not like to read and that they do not feel competent at reading as compared to students at the end of the primary division. This change in attitude is consistent for writing and mathematics.

We are continuing to use the new mathematics textbooks and workbooks purchased last year to support the new mathematics curriculum. Manipulatives have also been purchased and implemented. A mathematics remedial program, Math Trek, is available to students requiring extra support with all five strands in mathematics.

In the area of reading, the Reading Recovery Program is helping to improve skills at the grade one level. Teachers of grades one and two are using running records to establish reading levels and leveled books are being used. The Academy of Reading Program provides remedial support for students. D.E.A.R., the drop everything and read program and the millennium project which encourages students to record the minutes that they read at home each day, role model the importance of reading at home. Our proposed new library, which came about through a community initiative, will further develop our focus on literacy. As teachers and students receive training to use the new computer lab it will enable us to use alternative programs to support the implementation of the language and mathematics curriculum.

The First Steps in Writing Program, which provides teachers with strategies to assess student's writing and to implement strategies to improve their skills continues to be a part of the language program.

Our school plan also focuses on a sense of well being which is essential to promote positive attitudes toward learning. We continue to support the breakfast club, the Future Aces program, sharing assemblies, a guidance counsellor, the consultation and support team, peer groups, the Arts Therapy program, an after school homework program and our school code of behaviour to enable all of our students to learn. We have also initiated a preschool program and are looking forward to the creation of a parent centre that will provide parents the opportunity to hear guest speakers, to attend workshops and to enhance parenting skills.

For further information about this report please contact:

Principal: Tina Fagg

Morning Glory Public School

29478 Hwy. 48, RR #2

Pefferlaw, Ontario

L0E 1N0

(705)437-1537

