

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

## **Stuart Scott 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**

Stuart Scott P.S. is presently a K-8 school of approximately 305 students, which primarily serves the community in which it is located. Students from J.L.R. Bell P.S.'s attendance area, traditionally attend Stuart Scott for grades 7 and 8. This year the grade 6 students are also in attendance. This was necessitated since Stuart Scott and J.L.R. Bell are serving the students from the new Summerhill-Clearmeadow subdivision and classroom space and organization became a problem. The school population reflects a modest cultural diversity and a broad range of socioeconomic backgrounds. While the majority of the population is stable, there are pockets of transient residents.

In the late Fall of 1998, our school was given Performance Plus status in order to assist us in addressing the social and academic needs of our students. The Performance Plus Program strives to examine traditional and non-traditional approaches to facilitate student learning. An after-school tutorial program, a leadership program as well as a computer and a Friendship program are examples of our endeavour here.

This past year our School Plan for Continuous Improvement continued to focus on improving the learning culture of the school by stressing a value for learning and a sense of pride in accomplishment. We endeavour to instill within the many students who are new to our school a similar sense of pride in self, school and community. Further to this, teachers continue to meet to discuss how to prepare students for the academic demands of the new curriculum. They look at ways for improving the classroom learning environment and methods to encourage students to become better written and oral communicators as well as becoming strong independent workers and problem-solvers.

Parent involvement at Stuart Scott P.S. has been somewhat modest in nature, however, the school is fortunate in that it does have a highly dedicated group of volunteers who provide an invaluable service to the school. We wish to acknowledge and thank this group for the service they provide. They have added much to the many additional programs and learning opportunities that enhance our students' learning experience at Stuart Scott P.S. Some examples here would be: Fundraising Friendship, Green Thumb, Connections, Lunch Programs, Classroom Assistants.

# GRADE 3 RESULTS

Stuart Scott Public School

## LEVELS OF ACHIEVEMENT IN READING, WRITING AND MATHEMATICS

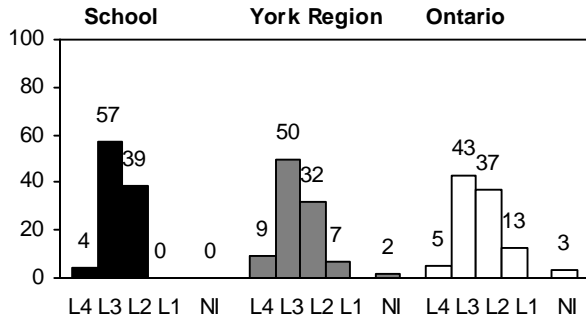
L4 (Level 4) - demonstrates **thorough** knowledge, understanding and application of skills  
 L3 (Level 3) - demonstrates **general** knowledge, understanding and application of skills  
 L2 (Level 2) - demonstrates **some** knowledge, understanding and application of skills  
 L1 (Level 1) - demonstrates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

## DEMOGRAPHICS

28 Students in Grade 3  
 0% In English as a Second Language Program  
 0% Exempted in all three subjects  
 7% Receiving Special Education support

## READING

Percentage of Participating Students at Each Level

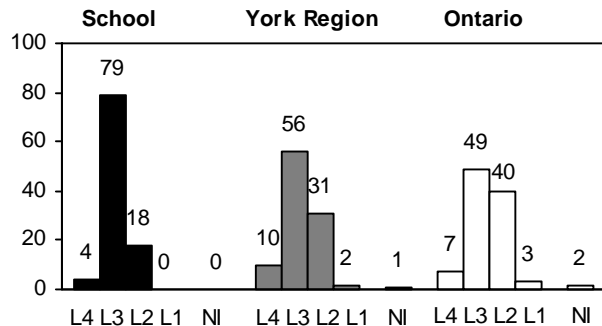


Non-participation Profile

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

## WRITING

Percentage of Participating Students at Each Level

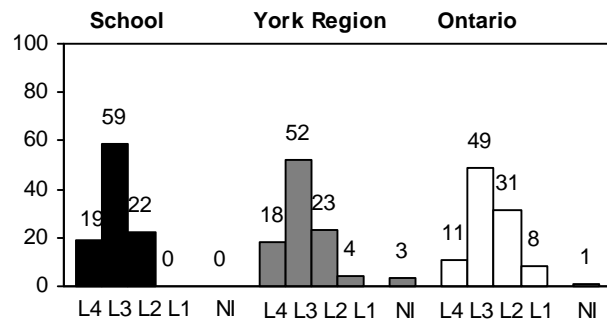


Non-participation Profile

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

## MATHEMATICS

Percentage of Participating Students at Each Level



Non-participation Profile

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

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

# GRADE 6 RESULTS

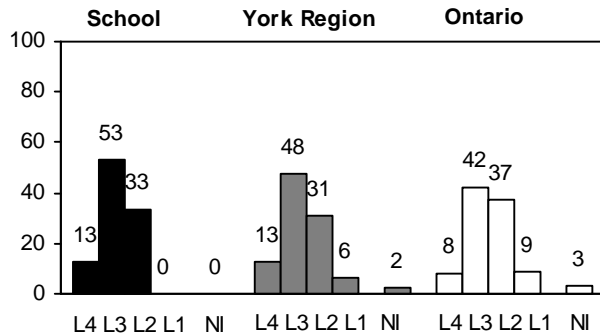
Stuart Scott Public School  
Updated January, 2000

**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**  
 18 Students in Grade 6  
 0% In English as a Second Language Program  
 11% Exempted in all three subjects  
 28% Receiving Special Education support

## READING

Percentage of Participating Students at Each Level

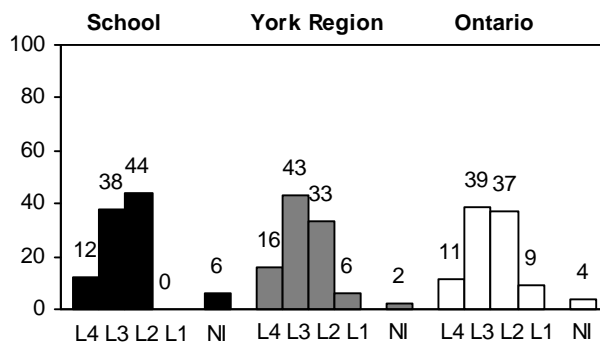


Non-participation Profile

	% Exempt <sup>a</sup>	% No Data <sup>b</sup>
School	17	0
York Region	3	1
Ontario	4	1

## WRITING

Percentage of Participating Students at Each Level

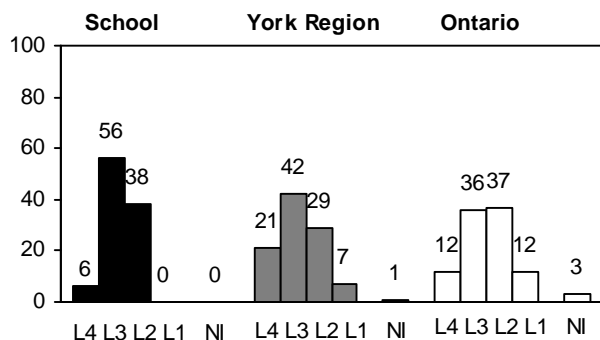


Non-participation Profile

	% Exempt <sup>a</sup>	% No Data <sup>b</sup>
School	11	0
York Region	3	1
Ontario	4	1

## MATHEMATICS

Percentage of Participating Students at Each Level



Non-participation Profile

	% Exempt <sup>a</sup>	% No Data <sup>b</sup>
School	11	0
York Region	3	1
Ontario	4	1

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

## NEXT STEPS

The EQAO data indicates that in most instances our grades 3 and 6 students are performing above the provincial level of performance, and at or above the York Region District School Board's level of performance. We are pleased that we have no students in grades 3 or 6 who are performing at level 1, and yet at the same time, we need to determine the most appropriate intervention strategies to assist those students who have not at this time achieved a level 3 standard in Reading, Writing and Mathematics. Grade 6 writing would be one area of particular note here.

At our school planning sessions 3 areas of concern were brought forth. Firstly, as a school, we need to continue to stress student work habits, especially the written work. To this end, emphasis in the concept of Language (especially written language) Across the Curriculum would be advantageous. Quality written work is paramount to overall student achievement. Next, the EQAO results have also suggested that our students need more exposure/experience in responding to multiple-choice type questions. This was the first occasion in which this type of questioning was factored into the students' EQAO results. It would appear that several of our students did not perform as well as we would have liked in this area. Finally, we need to continue to address the resources that we utilize in our programs to ensure that they support and enhance the present curriculum. The new Nelson Language Arts Reading Series was selected as a primary resource and it will be added to different grade levels when it becomes available. A science series for grades 7 and 8 has also been selected all the while keeping in mind the curriculum as well as the concept of Language Across the Curriculum.

We are in the process of discussing the EQAO results and other relevant data with the key partners in education (teachers, parents, administrators and trustees). Revisions to our existing plan will be discussed and considered at the time with the understanding that the EQAO testing results provide an opportunity to provide further direction in meeting the educational needs of our students.

Our belief remains that a positive learning environment respects the rights of all individuals to learn in a safe and orderly school. This will remain the key cornerstone of our plan.

For further information about this report please contact:

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