

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

## **Thornhill 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**

Thornhill Public School is located in the heart of the Thornhill community. The school, originally built in 1953, underwent a major renovation in 1993. Our attendance area includes Yonge Street to the east, Centre Street to the north, Bathurst Street to the west and Clark Avenue to the south. The area bounded by Steeles Avenue, Hilda Avenue, Crestwood Avenue, Joanna Cres., and Yonge Street south of Clark is also in our attendance area. This year we serve 510 students from kindergarten to grade 8.

Of the 44 students enrolled in grade 3 last year, 9% received English as a Second Language (ESL) support and 9% received special education support. Nineteen percent of the students reported speaking a language other than English in their home. Of the 56 grade 6 students, 7% received ESL support and 12% received special education support. Nineteen percent of the students reported speaking a language other than English in their home.

Thornhill Public School enjoys a healthy partnership with the School Council. Together we work hard to enhance student achievement and respect the varied economic and cultural backgrounds of our student population.

Our School Plan for Continuous Improvement, developed collaboratively by teachers and parents, focuses on four priorities: implementation of new Ministry curricula, improvement in the areas of written language and problem solving and, student expectation. We recognize that consistency in program delivery and parental involvement are key to our success. Parents, students and staff value and support extra-curricular activities, exposure to the arts, and a strong commitment to academic excellence.

# GRADE 3 RESULTS

Thornhill 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

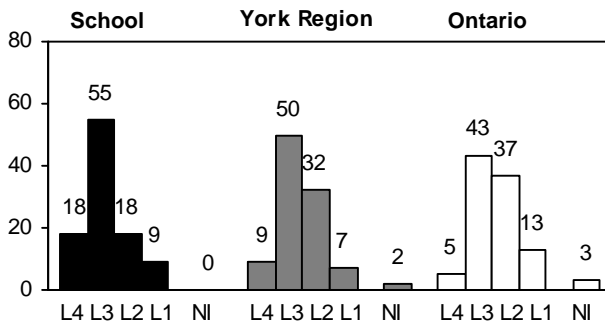
NI (No information) - student did not provide enough information for markers to assign a score

## DEMOGRAPHICS

44 Students in Grade 3  
 9% In English as a Second Language Program  
 0% Exempted in all three subjects  
 9% Receiving Special Education support

## READING

Percentage of Participating Students at Each Level

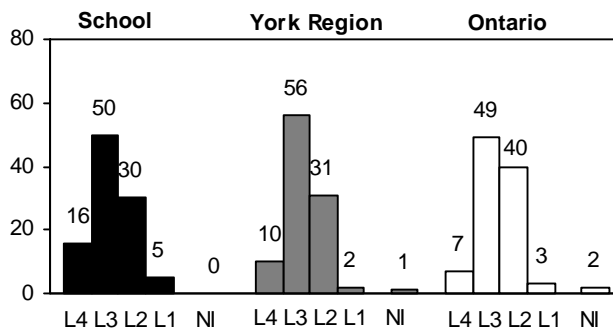


Non-participation Profile

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

## WRITING

Percentage of Participating Students at Each Level

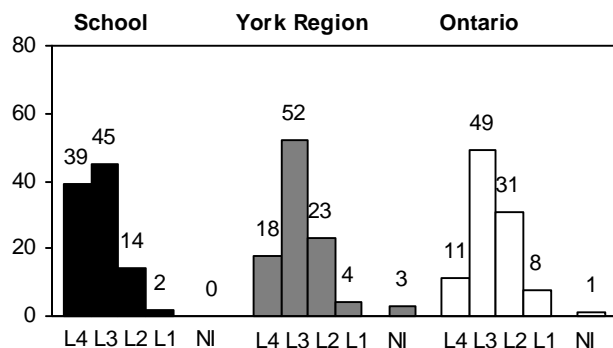


Non-participation Profile

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

## MATHEMATICS

Percentage of Participating Students at Each Level



Non-participation Profile

	% Exempt <sup>a</sup>	% No Data <sup>b</sup>
School	0	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

Thornhill 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

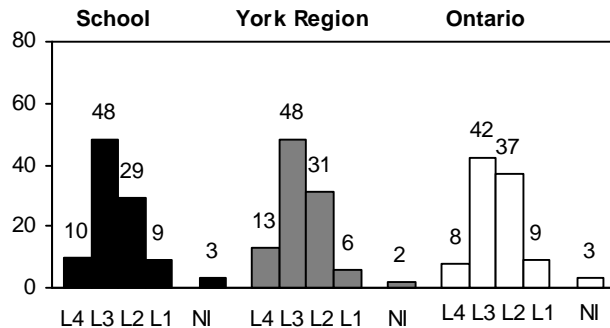
NI (No information) - student did not provide enough information for markers to assign a score

## DEMOGRAPHICS

- 58 Students in Grade 6
- 7% In English as a Second Language Program
- 0% Exempted in all three subjects
- 12% Receiving Special Education support

## READING

Percentage of Participating Students at Each Level

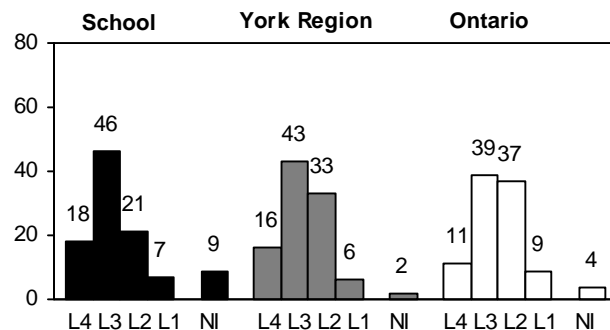


Non-participation Profile

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

## WRITING

Percentage of Participating Students at Each Level

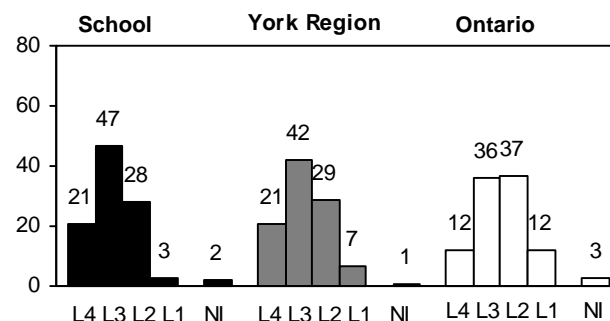


Non-participation Profile

	% Exempt <sup>a</sup>	% No Data <sup>b</sup>
School	2	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	0	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

From an initial, cursory review of the school data, staff are pleased with the number of students that are performing at level 3 and level 4. However, there are several areas which can continue to be improved.

The school staff plans to meet and discuss these results and their meaning for program and instruction at Thornhill Public School. The plans will be shared, discussed and approved by our School Council. The Action Plans will be developed collaboratively by the end of January, and will include recommendations to be implemented during the School year 2000 - 2001. Last year's results continue to be strong and indicated a need for focus on written communication and problem-solving skills. We continue to improve programming, instructional and evaluation strategies. Resources have been purchased to support problem solving in all areas being used in program development and implementation. Regular use of journals in math language and science are supporting the writing focus. As well, staff are participation in professional development which supports this area. We will continue to provide opportunities and resources to students for further improvement of their written communications skills. The School's Plan of Action is open to any parent who wishes to be involved.

For further information about this report please contact:

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