

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

Aldergrove 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

Aldergrove Public School, located in the Milliken Mills community, has a population of over 600 students. The 66 grade three students represent approximately 11% of the total student population while the 78 grade 6 students represent about 12%. The student body is highly multi-cultural with upwards of 25 languages and dialects other than English being spoken in the home. Currently, we are providing ESL services to approximately 12% of our students. A Student Support Centre provides additional instructional support for those students who have identified learning difficulties.

Aldergrove has an ongoing language focus. The staff has been actively working to ensure that students have a balanced literacy program. A Reading Recovery program has been initiated to provide extra support for those who require it most. The information received from the EQAO testing combined with school-generated data has helped us focus our attention on specific areas of need within our school. We are currently working to improve student writing across the curriculum and to expand student understanding of specialized vocabulary, particularly in the areas of science, technology and mathematics. It is our expectation that this focus will improve our students' ability to communicate effectively in a variety of situations, explain concepts and procedures, and use language as a powerful tool in problem solving situations.

Aldergrove enjoys a positive relationship with its School Council, with all working hard to achieve our common goals.

We are a community of life-long learners working together to create an atmosphere of respect for our differing economic, cultural and physical needs. Our students experience many opportunities within a variety of activities to enrich their school life.

GRADE 3 RESULTS

Aldergrove 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

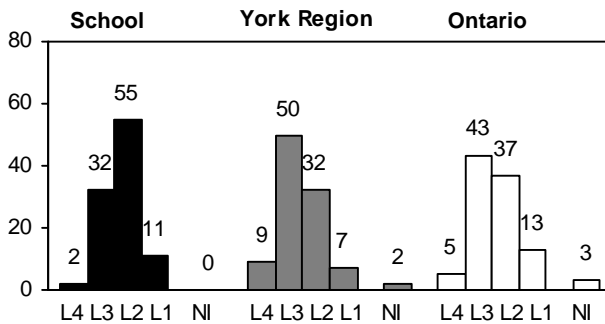
NI (No information) - student did not provide enough information for markers to assign a score

DEMOGRAPHICS

66 Students in Grade 3
 12% In English as a Second Language Program
 2% Exempted in all three subjects
 9% Receiving Special Education support

READING

Percentage of Participating Students at Each Level

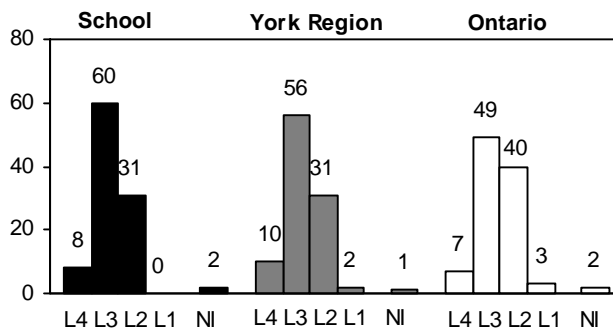


Non-participation Profile

| | <u>% Exempt^a</u> | <u>% No Data^b</u> |
|-------------|-----------------------------|------------------------------|
| School | 2 | 0 |
| York Region | 6 | 1 |
| Ontario | 6 | 3 |

WRITING

Percentage of Participating Students at Each Level

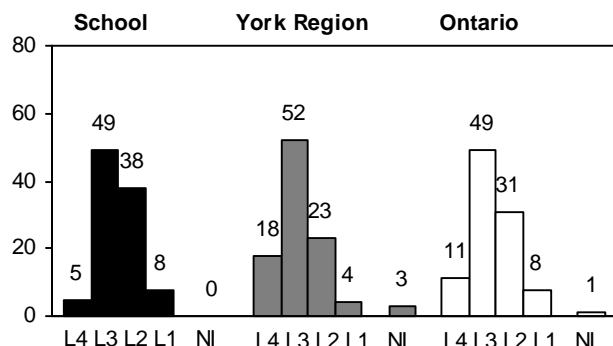


Non-participation Profile

| | <u>% Exempt^a</u> | <u>% No Data^b</u> |
|-------------|-----------------------------|------------------------------|
| School | 2 | 0 |
| 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 | 2 | 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

Aldergrove 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

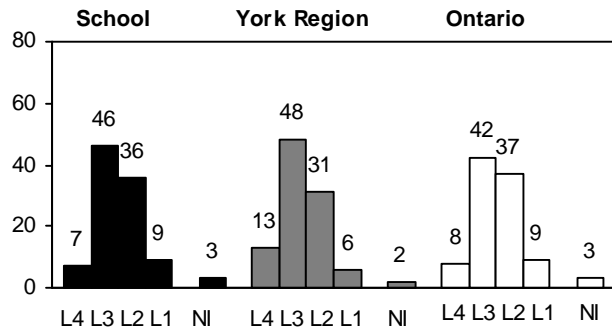
NI (No information) - student did not provide enough information for markers to assign a score

DEMOGRAPHICS

- 78 Students in Grade 6
- 12% In English as a Second Language Program
- 3% Exempted in all three subjects
- 23% Receiving Special Education support

READING

Percentage of Participating Students at Each Level

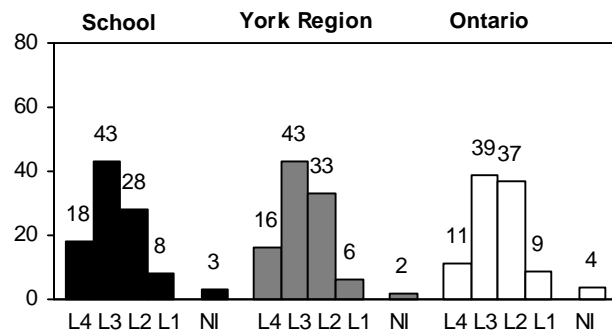


Non-participation Profile

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

WRITING

Percentage of Participating Students at Each Level

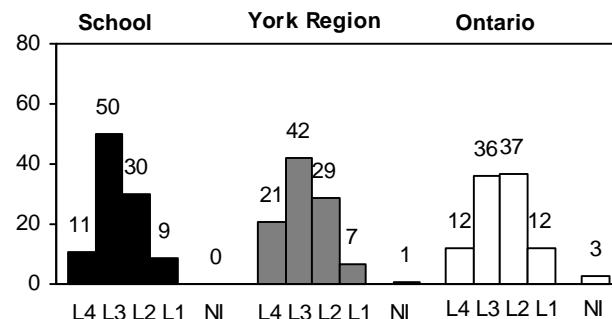


Non-participation Profile

| | % Exempt ^a | % No Data ^b |
|-------------|-----------------------|------------------------|
| School | 3 | 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 | 3 | 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

We are committed to enhancing student achievement at Aldergrove. Our focus on communication has increased the level of literacy learning in the school. School and EQAO data support this improvement. While a very high proportion of the students are functioning near, at, or above the standard (levels 2,3, & 4) in Reading, Writing and Mathematics, we are concerned with the number of students who remain at Level 1, particularly in reading, and are examining the situation closely to determine the best means addressing that situation.

We have fully implemented the curriculum in Mathematics and Language and continue to work at methods of improving the overall literacy and numeracy of our students. As a staff, we are engaged in a Professional Development program to further enhance our Writing program across the curriculum. Reading Recovery has been introduced to Aldergrove this year to support those students in grade one who are having major difficulties learning the skills involved in reading.

A wide range of support materials and initiatives are becoming available to our staff as we constantly strive to enhance student learning. We have developed a library of levelled books for the Primary Division to support the teaching of reading. Teachers are involved in a variety of curriculum related workshops designed to assist them in the implementation of the new curricula for math and language and science. We are taking advantage of opportunities such as the Reading Academy Software Pilot Project which supports intermediate and special education students who are reading 3 to 4 years below grade level. Teachers are being involved in training sessions related to planning and assessment that will result in improved strategies, enhancing the use of Portfolio Collections.

We have noted the tendency of girls to feel less capable in mathematics and boys less capable in the language areas and will present this data to staff and school council.

Aldergrove has a School Plan for Continuous Improvement that is updated yearly, with input from the School Council. The staff will meet to discuss the implications of the EQAO results and other school data for programs and instruction at Aldergrove P.S. The school plan will be reviewed in light of all of this data. Revisions to the plan will be discussed with the School Council. The resulting action plan for improvement will be shared with the parent community by March 10, 2000. This plan will identify specific measures to be put into immediate effect.

For further information about this report please contact:

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