

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

Glad Park 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

Glad Park Public School is presently a school of 407 students. During the 1998-1999 school year, grade 3 and grade 6 students participated in the assessment. There were 39 students in grade 3 and 29 students in grade 6. A significant number of grade 3 students (21%) were exempt from the assessment. These students are identified as exceptional pupils whose skills were well below the expected grade level. Only 7% of grade 6 students were exempt because of their identification as exceptional pupils.

The Glad Park community is represented by families from both urban and rural settings in approximately equal proportions. The predominant language for all students at Glad Park Public School is English. Approximately 20% of the student population is receiving Special Education support.

The focus of the school for the past two years has been on literacy and numeracy. With this in mind, reading intervention and reading partner programs were developed. Full implementation of the Interactions Math program has taken place from Kindergarten through to grade eight. Based on the poor results last year in writing, a strong writing focus was undertaken in the school. The EQAO assessment results as well as other school-generated data indicate the effectiveness of our program. Glad Park Public School students, in both grade 3 and grade 6, as indicated by the assessment, performed well above the provincial and Board averages.

Parents at Glad Park Public School play an integral role in the success of the students. Parents, Grandparents and Community volunteers provide support in many areas. The School Council is very supportive of the school's curriculum focus and the various programs implemented by the school. Parents, staff and students are working diligently to support the school's homework policy.

GRADE 3 RESULTS

Glad Park Public School

LEVELS OF ACHIEVEMENT IN READING, WRITING AND MATHEMATICS

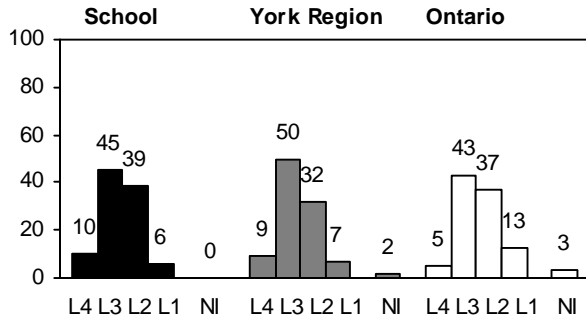
L4 (Level 4) - demonstrates **thorough** knowledge, understanding and application of skills
 L3 (Level 3) - demonstrates **general** knowledge, understanding and application of skills
 L2 (Level 2) - demonstrates **some** knowledge, understanding and application of skills
 L1 (Level 1) - demonstrates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

DEMOGRAPHICS

39 Students in Grade 3
 0% In English as a Second Language Program
 21% Exempted in all three subjects
 26% Receiving Special Education support

READING

Percentage of Participating Students at Each Level

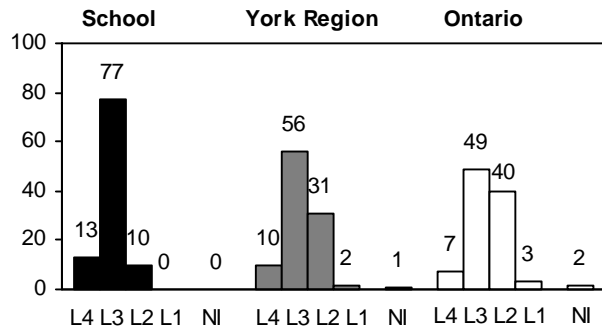


Non-participation Profile

	<u>% Exempt^a</u>	<u>% No Data^b</u>
School	21	0
York Region	6	1
Ontario	6	3

WRITING

Percentage of Participating Students at Each Level

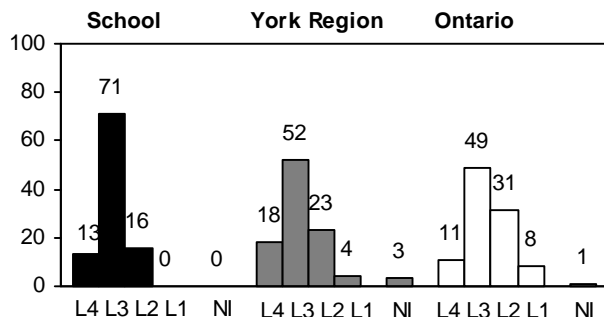


Non-participation Profile

	<u>% Exempt^a</u>	<u>% No Data^b</u>
School	21	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	21	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

Glad Park 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

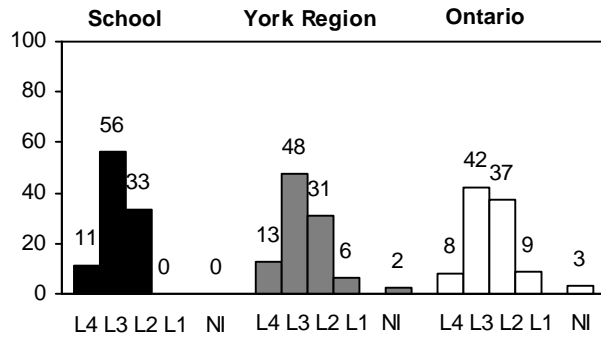
NI (No information) - student did not provide enough information for markers to assign a score

DEMOGRAPHICS

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

READING

Percentage of Participating Students at Each Level

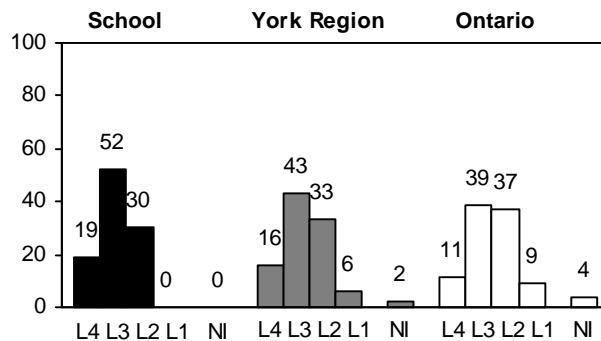


Non-participation Profile

	% Exempt ^a	% No Data ^b
School	7	0
York Region	3	1
Ontario	4	1

WRITING

Percentage of Participating Students at Each Level

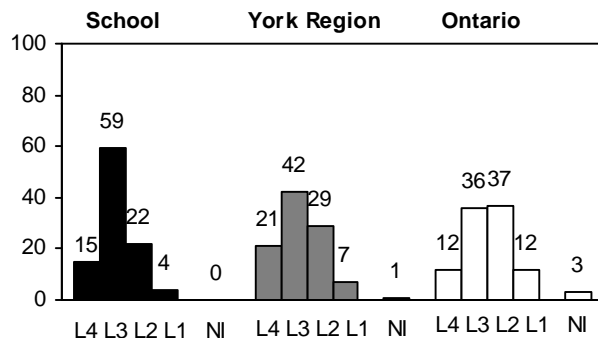


Non-participation Profile

	% Exempt ^a	% No Data ^b
School	7	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	7	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

Glad Park Public School is committed to the development and enhancement of student achievement. In conjunction with staff and the parent community through the school council, the focus of the school has been on literacy, numeracy and writing. A very high proportion of the students are functioning at or above the standard (level 3 and 4). In grade 3 the reading, writing and mathematics scores indicate that 55% (reading), 90% (writing) and 84% (mathematics) of the students are at level 3 and 4. While these results are very encouraging, we still need to address the needs of the students who are near the standard in reading (39% at level 2). In grade 6, the reading, writing and mathematics scores indicate that 67% (reading), 71% (writing) and 74% (mathematics) of the students are at or above the standard (level 3 and 4). These results are significantly higher than both the Provincial and Board averages.

A plan is in place for the continued development of the reading and mathematics curriculum. The Reading Recovery program is now in place and staff is being trained in the Reading Academy program. Teachers in the primary division have received the "Guided Reading" resource to assist them with their programs. A plan was put in place to train and assist staff in developing and implementing an effective writing program. At the present time a majority of the staff is being trained in the "First Steps" writing program. The entire school is now into the third year of implementing the Interactions Math program. Continued emphasis will be placed on problem solving, geometry and spatial sense and communication of required knowledge.

Reading, Writing and Mathematics will be maintained, based on plans previously set in place.

Throughout the year, in-service sessions in Mathematics, Early Reading Intervention and Writing will continue for all staff. Through these sessions staff will enhance and solidify their skills to assist students in acquiring the required elements of the curriculum.

In the previous year a specific reading program (Reading Across Canada) was introduced to bring the school and the home together in further developing reading skills for all students at Glad Park Public School. Following some modifications to improve the level of participation in the home, a similar program will take place this year. Individual classes will have the flexibility to develop their own school and home reading programs.

The staff will meet to discuss the EQAO results and other school data and the implications for the programs and levels of instruction at Glad Park Public School. Revisions to the school plan will be made, where required, to meet the continuing needs of the students. Such revisions will be discussed with the school council. The action plan for improvement will be shared with the parent community in early March 2000. This plan will identify specific measures, which will be put into effect immediately thereafter.

For further information about this report please contact:

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