

School Address

115 Gowan Avenue
Toronto, M4K 2E4
Tel: (416) 396-2325
Fax: (416) 396-2332

Principal

Ray Cunningham

Vice-Principals

Tom Edwards
Janet Phillips

Administrative

Office Staff

Janice Holmes
Perline Morris
Joanne Triebe

✱

Home & School and School Advisory

Council Chair

Susan Tsagkaris

Home & School Association

✱

Ward 7 Trustee

Gail Nyberg
(416) 397-2572

Superintendent

Peter Young
(416) 396-2109

Director of Education

Marguerite Jackson

OUR SCHOOL

The original Chester School was built in 1890 and was situated on Broadview Ave. near Pottery Road. It was called Don Mills Rd. School until 1927 when the name was changed to Chester. The present school (at least the old wing) was built in 1959. The new wing was built in 1972.

Today Chester Public School is a large, Junior Kindergarten to Grade 6 elementary school located near Pape and Cosburn Avenues not far from the bustling Danforth.

- ◆ Chester School offers programs for approximately 800 students who were born in over 40 different countries. About 55% of our students speak a primary home language other than English.
- ◆ Over 60% of our families live in high-rise buildings and about 35% live in houses.
- ◆ Chester offers both an After Four program with a wide variety of courses and an International Languages program.
- ◆ Chester's Breakfast program has a long-standing tradition of excellence. School staff serve over 200 meals a week.

Our mission and aspirations are consistent with those of the Toronto District School Board.

At Chester, parents and staff work together to provide a learning environment that is secure, supportive and stimulating. Together we have developed a Code of Behaviour to help children become increasingly self-directed and to become effective decision-makers. Key aspects of this code include:

Expectations for Staff, Parents and Students

- ◆ A List of Non-tolerable Behaviours
- ◆ Consequences for Inappropriate Behaviour
- ◆ Recognition for Appropriate Behaviour

OUR STUDENTS (as of March 1999)

	<u>No.</u>	<u>Percent</u>
◆ Total number of students:	802	
Junior Kindergarten - Grade 3	515	
Grades 4 - 6	287	
◆ Gender :		
Female	395	49%
Male	407	51%
◆ Primary language other than English	457	57%
◆ Students born outside of Canada:		
Students living in Canada for 2 years or less	88	11%
Students living in Canada for 3-5 years	137	17%

THE SCHOOL BOARD PROVIDES:

The Toronto District School Board (TDSB), in partnership with students, parents, teachers and all our communities, is committed to taking responsibility for continuous improvement of schools. This is achieved through:

- ◆ Relevant Curriculum
- ◆ Equity
- ◆ Accountability

Regular Instructional Programs

- ◆ Languages – English, English as a Second Language, and French
- ◆ Mathematics, Science and Technology
- ◆ Arts – Music, Visual Arts, Drama and Dance
- ◆ Social Studies, Health and Physical Education

Special Education Programs

A variety of special education programs and services is offered to meet the needs of all students including students with exceptionalities such as behavioural, communication, intellectual, physical and multiple learning disabilities. Students' exceptionalities are identified through a formal review process undertaken by an Identification, Placement and Review Committee (IPRC).

CHESTER ES ALSO OFFERS:

Language and Mathematics

- ◆ Drop Everything And Read Program (Gr.1-6)
- ◆ First Steps (staff development): Oral, Reading, Writing (JK-Gr.6)
- ◆ Guest Author Program (guests from all walks of life read to learners) (JK-Gr.6)
- ◆ Partners in the Acquisition of Literacy Skills (PALS)(JK-Gr.6)
- ◆ Reading Buddies (with students from other grades) (JK-Gr.6)
- ◆ Reading Resource (remedial support from Resource Teacher) (Gr.1-6)
- ◆ Storytelling Workshops (adult storytellers interacting with students) (Gr.1-6)
- ◆ Wiggleworks (computer-based early literacy program) (Gr.2)
- ◆ First Steps Spelling
- ◆ Quest 2000/Interactions (Gr.1-6)

English as a Second Language (ESL)/English Skills Development (ESD)

- ◆ ESL Classes (Gr.1-6)
- ◆ Team teaching with ESL/ESD staff (Gr.1-6)

Arts Programs/Activities

- ◆ Artists in School (JK-Gr.6)
- ◆ Class visits to: Art Galleries, Live Production Theatre, Music Concerts/ Performances (JK-Gr.6)
- ◆ Learning Through the Arts (JK-Gr.6)
- ◆ Music: Recorder, Orff, Choir

Equity Initiatives

- ◆ Anti-Racist Programs (JK-Gr.6)
- ◆ International Family Night

Science and Technology

- ◆ Outdoor Education Program (Gr.6)
- ◆ Science Kits (Gr.1-6)
- ◆ Technology Carts (Gr.4-6)
- ◆ Technology Kits (Gr.1-6)
- ◆ Science Olympics, Scientists in the School

Social Studies, Programs/Activities

- ◆ Leadership Program (training students to take a special role) (Gr.5-6)
- ◆ Peacemakers Program (Gr.5-6)
- ◆ Social Skills Programs (Gr.1-6)
- ◆ Prefects
- ◆ Values, Influences, and Peers (V.I.P.)

Food and Nutrition/Lunch Activities Programs

- ◆ Breakfast Program (JK-Gr.6)

Before/After School and Co-/Extra-Curricular Activities

- ◆ International Language Classes: Chinese, Greek, Serbian, Tamil
- ◆ School Sports: basketball, slo-pitch, track (sprint, hurdles, etc.), field (long jump, triple jump, etc.), cross country running, soccer, volleyball
- ◆ Houseleague Sports: badminton, basketball, slo-pitch, floor hockey, track and field, cross country running, soccer, football, volleyball

Information about the success of our programs comes from a wide variety of student assessments. These assessments are based on clear expectations for all learners, consistent with those described in *The Ontario Curriculum*.

The primary purpose of student assessment is to improve learning. Assessment has the greatest potential to improve learning when it is an integral part of classroom activities. Teachers assess student progress toward achieving the expectations on an ongoing basis by using strategies such as projects, class presentations, homework assignments, classroom observation portfolios of student work, and tests.

Schools use assessment information and information from other sources to make informed decisions for school improvement planning. Schools identify areas of strength as well as areas that require improvement. Input is obtained from a variety of sources such as student assessments, teacher feedback, parent feedback, and community surveys. In this way, schools monitor, celebrate and improve their efforts in providing a supportive and challenging learning environment for all their students.

WHAT CHESTER ES IS PLANNING FOR THIS SCHOOL YEAR

Chester Site Based Plans are developed annually with input from staff, students, parents, Chester Home and School Association and Chester School Council. Our priorities for the 1999 - 2000 school year are:

- ◆ Literacy and Mathematics
- ◆ Environment and School Climate
- ◆ Educational Technology (Computers)
- ◆ Science and Technology
- ◆ Chester Breakfast Club
- ◆ Antiracism and Ethnocultural Equity
- ◆ Social Studies.

Within each of these areas, committees have been established to develop plans of action for the school. Some of these initiatives include:

- ◆ purchase new science materials/resources as required to support the new curriculum
- ◆ utilize Scientists in the Schools program
- ◆ promote tech-cart usage among all grades through training and easy availability
- ◆ encourage staff to attend TDSB workshops in science
- ◆ continue to ensure that children have the opportunity to start the day with a nutritious breakfast in a supportive, social setting
- ◆ establish the library as an Information Technology Centre
- ◆ provide opportunities for staff to develop the necessary skills and knowledge to use the new computer technology available
- ◆ provide each student with a computer disc that will follow them annually (Grades 4 - 6)
- ◆ provide additional training for Prefects in conflict resolution
- ◆ provide interpreters/translators as required
- ◆ continue antiracism and ethnocultural equity special events

- ◆ investigate additional ways of involving representatives from all of our diverse cultural groups in Chester School activities
- ◆ identify specific areas in the new social studies curriculum which may be enhanced by antiracist and ethnocultural equity materials
- ◆ continue the school-wide program to reduce, reuse and recycle all school consumable supplies
- ◆ continue to acquire environmental resources and ideas to support the new curriculum
- ◆ develop a community environment awareness program.

Our school is pleased with our students' assessment results for reading, writing and mathematics over the last few years. We will continue to implement the following strategies as a means of maintaining and improving student performance:

- ◆ continue to support teachers in implementing the Ontario Curriculum expectations in language/math
- ◆ encourage continuing Partners in Action participation with librarian and teachers
- ◆ encourage parents to enjoy language activities at home with their children by sharing First Steps strategies
- ◆ continue Reading Buddies
- ◆ continue to implement the use of student portfolios
- ◆ purchase additional manipulatives, calculators and texts as required and as budget permits
- ◆ encourage teachers to attend appropriate mathematics workshops and facilitate lunch hour learning sessions.

OUR COMMUNITY PARTNERS

PARENT AND COMMUNITY INVOLVEMENT

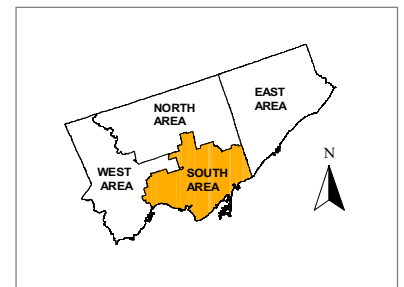
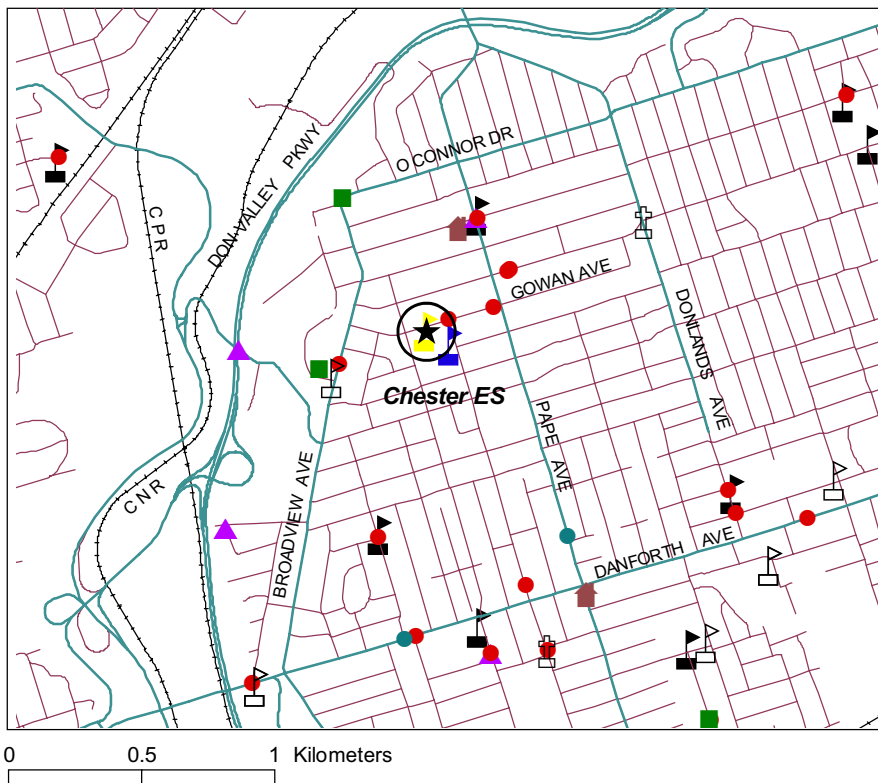
Parent Involvement:

- ◆ Active Home and School Association and School Advisory Council
- ◆ Parent volunteers helping in the classroom and at special events
- ◆ Parent sponsored Pizza days and M&M's fundraiser
- ◆ Parent sponsored BBQ to complement our Concert in the Courtyard

Community Links:

- ◆ Volunteers assist children in a variety of academic & social pursuits
- ◆ Intergenerational Program for Seniors working with students
- ◆ Scientists and artists in the classroom
- ◆ Collaboration with University of Toronto - Faculty of Education
- ◆ Business, Community support for International Family Night

OUR NEIGHBOURHOOD



- ★ OUR SCHOOL
- ▲ TDSB Elementary School
- ▢ TDSB Secondary School
- ⊕ Separate School
- Daycare/Nursery School
- Family Resource/Parenting Centre
- ▲ Community/Recreation Centre
- 🏠 Public Library

Notes: The map shows the locations of local schools, community and social service facilities. For more information about these locations please contact the school. Sources include: TDSB - Academic Accountability, Facilities Services; City of Toronto - Children's Services, Toronto Land Information Services.

In May 1998, the Education Quality and Accountability Office (EQAO) conducted the Provincial Grade 3 Assessment. All Grade 3 students in Ontario participated over a period of 5 days in an integrated unit of work on the theme of "Inventions, Investigations, and Discoveries". During this unit, students produced work to show how well they met the Grade 3 expectations in reading, writing and mathematics.

Students' work was scored using the following performance scale:

- ◆ Level 4 = surpasses the provincial standard
- ◆ Level 3 = meets the provincial standard
- ◆ Level 2 = approaches but is not yet at the provincial standard
- ◆ Level 1 = falls much below the provincial standard
- ◆ No Level = not enough information to score

Students received "No Level" if there was not enough work to assign a score. Some of these students would have been absent for more than 50% of the work in a knowledge/skill category. Caution should be exercised in interpreting the results for schools with a high percentage of "No Level" students.

In some cases, students' work was not scored for one of the following reasons:

- ◆ Exempted Students: Some students did not write the test because their teachers and parents/guardians felt that it was not advisable at that time.
- ◆ "No Data" means that these students' work was not sent to EQAO for scoring; these students would probably have been absent for most of the assessment.

The graphs on the next page show the results for students who actually wrote the test in 1997-98.

You should be cautious when comparing the results for 1997-98 and 1998-99 because:

- ◆ the nature of the students in one grade in a school can change significantly from one year to the next.
- ◆ the test has changed.

"Province-wide tests are not about passing or failing students or about comparing schools. The primary purpose of the tests is to improve student learning ---- to identify areas of strength and to address areas where improvement is needed." (EQAO Parent Handbook, 1997-1998)

The following is some information gathered by EQAO about our Grade 3 students at the time of the assessment last May:

- ◆ 80 Grade 3 students were attending the school.
- ◆ 32% were receiving ESL support.
- ◆ 25% were receiving Special Education support.

Student Attitudes

When students wrote the test they also answered some questions about their attitudes towards reading, writing and mathematics. This chart shows the percentage of girls and boys who said "yes" to each statement. Results are given for the school, and for all students in the Toronto District School Board and across Ontario.

	School		TDSB		* Ontario
	Girls	Boys	Girls	Boys	All Students
I think reading is fun.	78%	57%	71%	61%	63%
I am a good reader.	60%	35%	55%	53%	57%
I think writing is fun.	82%	59%	66%	59%	61%
I am a good writer.	55%	35%	54%	49%	54%
I think mathematics is fun.	72%	68%	61%	68%	60%
I am good at mathematics.	55%	57%	42%	56%	50%

* Provincial results by gender were not available.

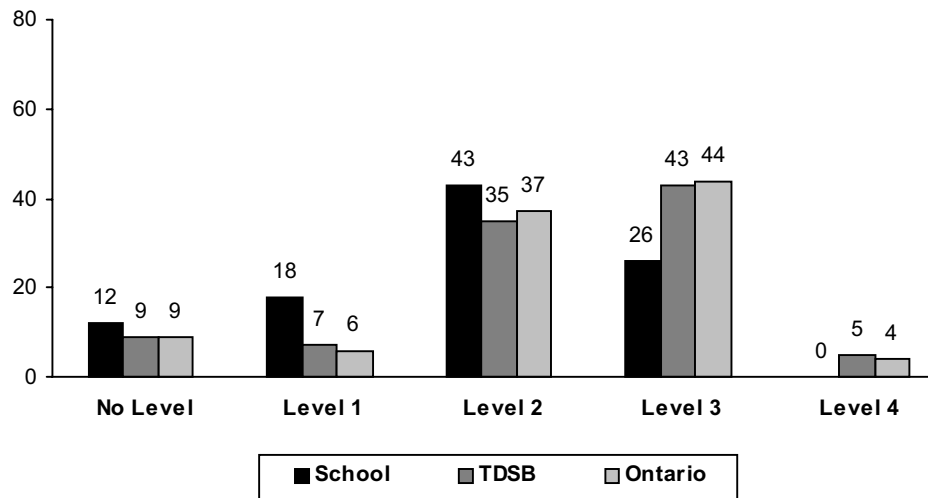
READING (1997-98)

81% of our Grade 3 students (65) participated in the reading part of the assessment.

15% of the students were exempted and 4% had "no data".

The graph shows the percentage of participating Grade 3 students who achieved each level of performance at the school, in the TDSB and across the province.

Grade 3
Percentage of Participants at Each Performance Level



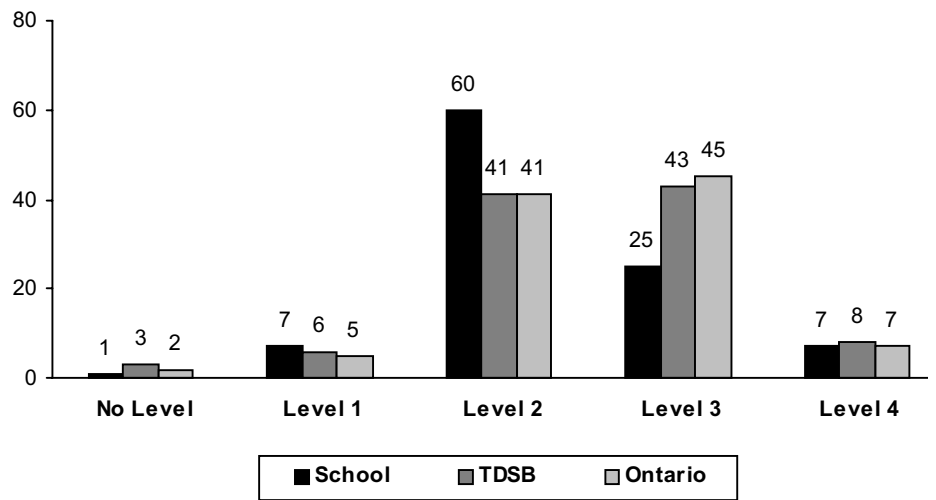
WRITING (1997-98)

90% of our Grade 3 students (72) participated in the writing part of the assessment.

6% of the students were exempted and 4% had "no data".

The graph shows the percentage of participating Grade 3 students who achieved each level of performance at the school, in the TDSB and across the province.

Grade 3
Percentage of Participants at Each Performance Level



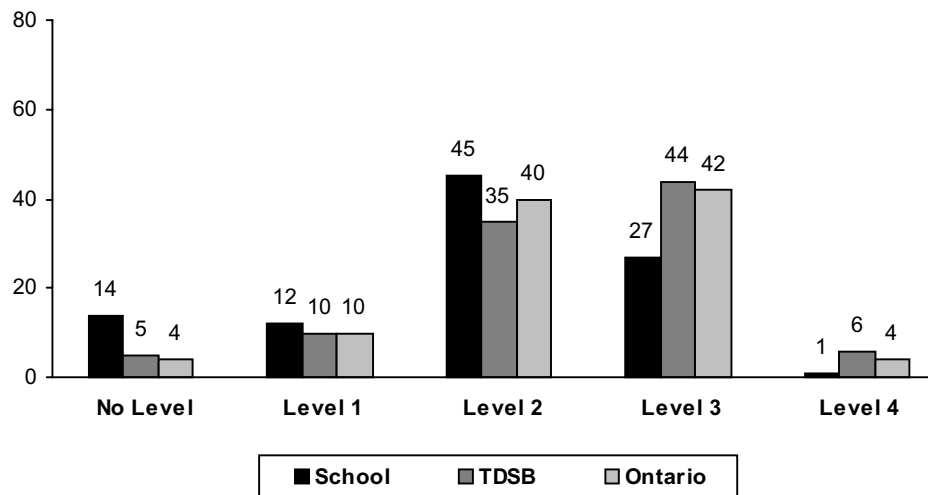
MATH (1997-98)

91% of our Grade 3 students (73) participated in the mathematics part of the assessment.

5% of the students were exempted and 4% had "no data".

The graph shows the percentage of participating Grade 3 students who achieved each level of performance at the school, in the TDSB and across the province.

Grade 3
Percentage of Participants at Each Performance Level



In May 1999, the Education Quality and Accountability Office (EQAO) conducted the Provincial Grade 3 Assessment. All Grade 3 students in Ontario participated over a period of 5 days in an integrated unit of work on the theme of "See The Change". During this unit, students produced work to show how well they met the Grade 3 expectations in reading, writing and mathematics.

Students' work was scored using the following performance scale:

- ◆ Level 4 = surpasses the provincial standard
- ◆ Level 3 = meets the provincial standard
- ◆ Level 2 = approaches but is not yet at the provincial standard
- ◆ Level 1 = falls much below the provincial standard
- ◆ No Level = not enough information to score

Students received "No Level" in reading or mathematics if they did not complete the multiple-choice test, or if they left a large portion of the booklets blank. They received "No Level" in writing if they did not complete all three pieces of writing. Caution should be exercised in interpreting the results for schools with a high percentage of "No Level" students.

In some cases, students' work was not scored for one of the following reasons:

- ◆ Exempted Students: Some students did not write the test because their teachers and parents/guardians felt that it was not advisable at that time.
- ◆ "No Data" means that these students' work was not sent to EQAO for scoring; these students would probably have been absent for most of the assessment.

The EQAO school report shows how our students did on the test. The graphs on the next page show the results for students who actually wrote the test. You can ask to see the complete EQAO report at the school.

Grade 3 students in the French Immersion Program wrote only the mathematics component of the test in the Toronto District School Board in 1998-99.

"Province-wide tests are not about passing or failing students or about comparing schools. The primary purpose of the tests is to improve student learning ---- to identify areas of strength and to address areas where improvement is needed." (EQAO Parent Handbook, 1997-1998)

The following is some information gathered by EQAO about our Grade 3 students at the time of the assessment last May:

- ◆ 101 Grade 3 students were attending the school.
- ◆ 25% were receiving ESL support.
- ◆ 24% were receiving Special Education support.

Student Attitudes

When students wrote the test they also answered some questions about their attitudes towards reading, writing and mathematics. This chart shows the percentage of girls and boys who said "yes" to each statement. Results are given for the school, and for all students in the Toronto District School Board and across Ontario.

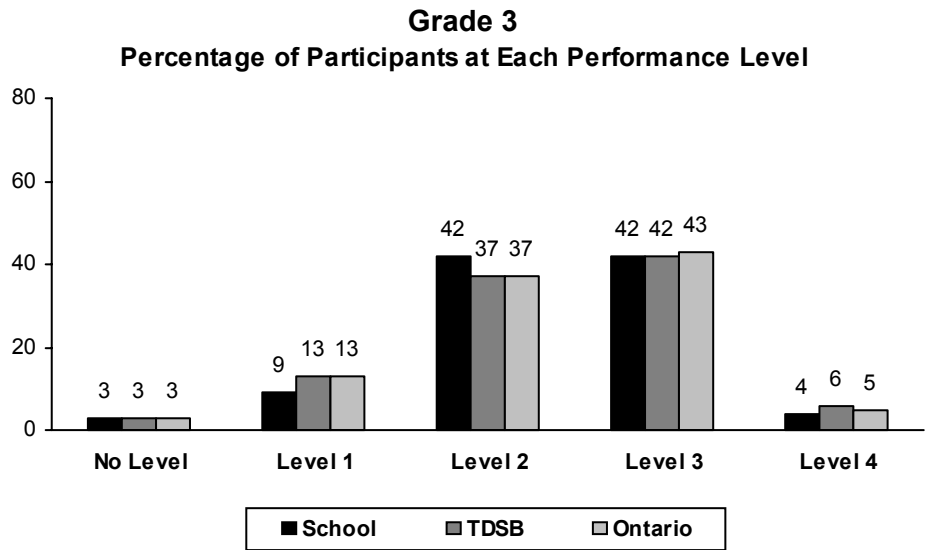
	School		TDSB		Ontario	
	Girls	Boys	Girls	Boys	Girls	Boys
I like to read.	83%	77%	84%	72%	83%	69%
I am a good reader.	71%	38%	61%	58%	65%	59%
I like to write.	75%	54%	72%	61%	72%	58%
I am a good writer.	67%	46%	55%	48%	59%	50%
I like mathematics.	46%	73%	63%	69%	60%	65%
I am good at mathematics.	54%	65%	43%	57%	44%	58%

READING (1998-99)

88% of our Grade 3 students (89) participated in the reading part of the assessment.

9% of the students were exempted and 3% had "no data".

The graph shows the percentage of participating Grade 3 students who achieved each level of performance at the school, in the TDSB and across the province.

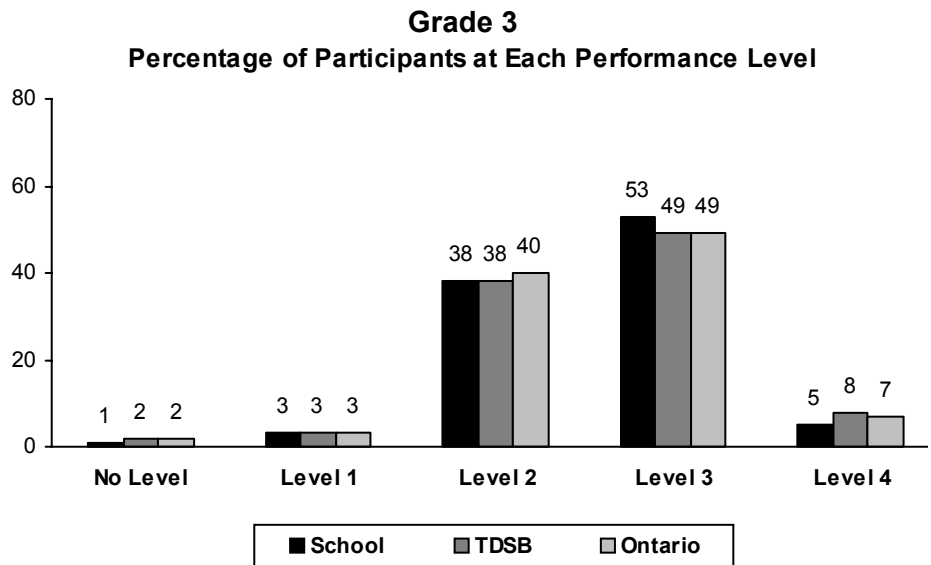


WRITING (1998-99)

92% of our Grade 3 students (93) participated in the writing part of the assessment.

5% of the students were exempted and 3% had "no data".

The graph shows the percentage of participating Grade 3 students who achieved each level of performance at the school, in the TDSB and across the province.

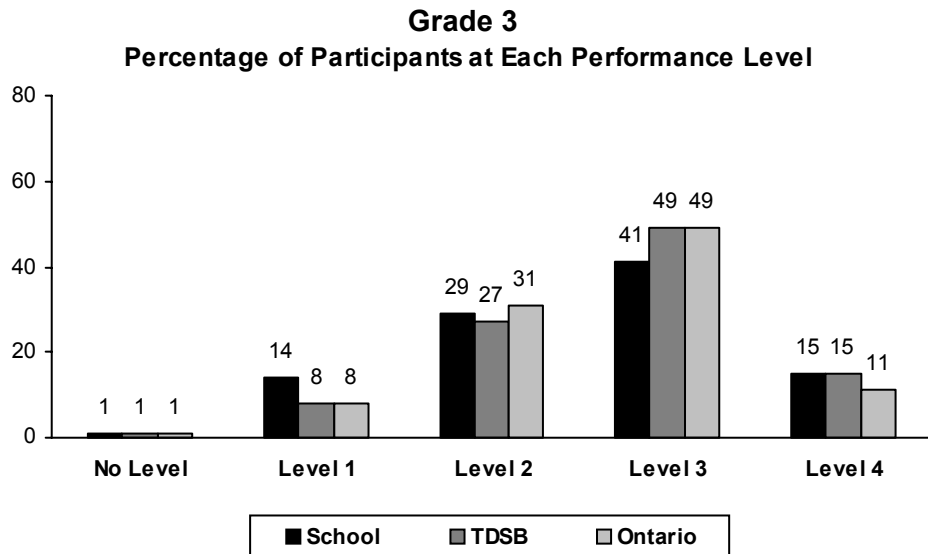


MATH (1998-99)

94% of our Grade 3 students (95) participated in the mathematics part of the assessment.

3% of the students were exempted and 3% had "no data".

The graph shows the percentage of participating Grade 3 students who achieved each level of performance at the school, in the TDSB and across the province.



In May 1999, the Education Quality and Accountability Office (EQAO) conducted the Provincial Grade 6 Assessment. All Grade 6 students in Ontario participated over a period of 5 days in an integrated unit of work on the theme of "Perspectives". During this unit, students produced work to show how well they met the Grade 6 expectations in reading, writing and mathematics.

Students' work was scored using the following performance scale:

- ◆ Level 4 = surpasses the provincial standard
- ◆ Level 3 = meets the provincial standard
- ◆ Level 2 = approaches but is not yet at the provincial standard
- ◆ Level 1 = falls much below the provincial standard
- ◆ No Level = not enough information to score

Students received "No Level" in reading or mathematics if they did not complete the multiple-choice test, or if they left a large portion of the booklets blank. They received "No Level" in writing if they did not complete all three pieces of writing. Caution should be exercised in interpreting the results for schools with a high percentage of "No Level" students.

In some cases, students' work was not scored for one of the following reasons:

- ◆ Exempted Students: Some students did not write the test because their teachers and parents/guardians felt that it was not advisable at that time.
- ◆ "No Data" means that these students' work was not sent to EQAO for scoring; these students would probably have been absent for most of the assessment.

The EQAO school report shows how our students did on the test. The graphs on the next page show the results for students who actually wrote the test. You can ask to see the complete EQAO report at the school.

In Grade 6, students in the French Immersion Program and students in the regular program wrote the same tests in reading, writing and mathematics. Separate results for students in the French Immersion Program were not provided by the EQAO.

"Province-wide tests are not about passing or failing students or about comparing schools. The primary purpose of the tests is to improve student learning ---- to identify areas of strength and to address areas where improvement is needed." (EQAO Parent Handbook, 1997-1998)

The following is some information gathered by EQAO about our Grade 6 students at the time of the assessment last May:

- ◆ 107 Grade 6 students were attending the school.
- ◆ 13% were receiving ESL support.
- ◆ 25% were receiving Special Education support.

Student Attitudes

When students wrote the test they also answered some questions about their attitudes towards reading, writing and mathematics. This chart shows the percentage of girls and boys who said "yes" to each statement. Results are given for the school, and for all students in the Toronto District School Board and across Ontario.

	School		TDSB		Ontario	
	Girls	Boys	Girls	Boys	Girls	Boys
I like to read.	-	-	72%	60%	71%	55%
I am a good reader.	-	-	61%	56%	64%	58%
I like to write.	-	-	60%	48%	58%	43%
I am a good writer.	-	-	48%	44%	50%	44%
I like mathematics.	-	-	47%	63%	41%	56%
I am good at mathematics.	-	-	40%	59%	37%	57%

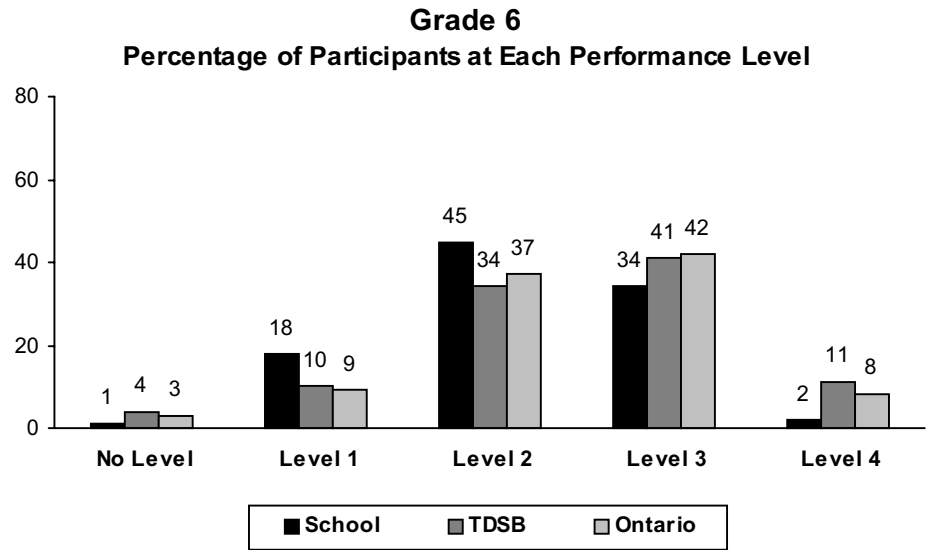
A dash is used where the number of students in a group is fewer than 5 and results are not reported.

READING (1998-99)

93% of our Grade 6 students (100) participated in the reading part of the assessment.

7% of the students were exempted and 0% had "no data".

The graph shows the percentage of participating Grade 6 students who achieved each level of performance at the school, in the TDSB and across the province.

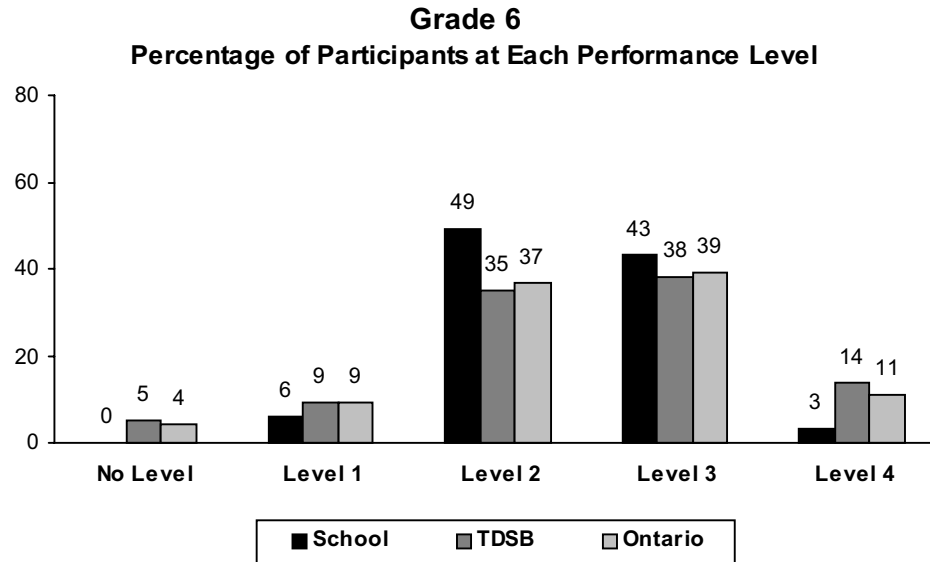


WRITING (1998-99)

96% of our Grade 6 students (103) participated in the writing part of the assessment.

4% of the students were exempted and 0% had "no data".

The graph shows the percentage of participating Grade 6 students who achieved each level of performance at the school, in the TDSB and across the province.



MATH (1998-99)

96% of our Grade 6 students (103) participated in the mathematics part of the assessment.

4% of the students were exempted and 0% had "no data".

The graph shows the percentage of participating Grade 6 students who achieved each level of performance at the school, in the TDSB and across the province.

