

School Address

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Principal

Jane Fletcher

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Linda Conetta

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Sandra Trafford
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✱

School Council

Co-Chairs

Brian Cook
Chris Stetsko

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Ward 15 Trustee

Lilein Schaeffer
(416) 397-3071

Superintendent

Peter Young
(416) 396-2109

Director of Education

Marguerite Jackson

OUR SCHOOL

Jackman Avenue Public School is located near Danforth and Broadview Avenues. The school was opened in 1963.

- ◆ The school serves close to 700 students. While over 30 language groups are represented in the school, nearly 80% of the students are of English speaking backgrounds.
- ◆ Jackman School is a dual track school offering both regular English and French Immersion programs.
- ◆ The school houses the Jackman Community Day Care which also offers a nursery school program for 3 year-olds

Our School Mission Statement

The staff of Jackman Public School are committed to the tenets of the Toronto District School Board's Mission and Values Statement. In addition:

- ◆ We encourage students to develop high expectations of themselves and are committed to providing the best possible learning experiences in both English and French.
- ◆ We believe in the importance of recognizing individual abilities and learning styles and providing opportunities for success.
- ◆ We value a sense of belonging and support in a strong multicultural community.
- ◆ We value and encourage mutual respect, co-operation and honesty in an environment that is safe, positive, and nurturing.
- ◆ We value open and clear communication among staff, students and parents.

School Focus For This School Year:

Jackman Avenue Public School continues its emphasis on the implementation of the new Ministry documents with special focus on :

- ◆ Numeracy Skills
- ◆ Early Intervention measures for Kindergarten/Grade One students
- ◆ Developing positive attitudes towards learning in our students
- ◆ Developing support materials in the Science and Social Studies Units
- ◆ Increasing the level of Literacy Skills across all grades

OUR STUDENTS (as of March 1999)

	<u>No.</u>	<u>Percent</u>
◆ Total number of students:	669	
Junior Kindergarten - Grade 3	437	
Grades 4 - 6	232	
◆ Gender :		
Female	345	52%
Male	324	48%
◆ Primary language other than English	115	18%
◆ Students born outside of Canada:		
Students living in Canada for 2 years or less	9	1%
Students living in Canada for 3-5 years	26	4%

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).

JACKMAN AVENUE JR PS ALSO OFFERS:

Language and Mathematics

- ◆ Reading Buddies (JK-Gr.6)
- ◆ Borrow a Book (K-Gr.3)
- ◆ Math Science Investigations (Gr1-3)
- ◆ Storytelling/Visiting Authors (Gr1-6)
- ◆ Young Author Program(Gr 2-6)
- ◆ Math & Language Remedial Resource(Gr. 1-6)
- ◆ Quest 2000(JK-6)
- ◆ Pythagorus Math Challenge (Gr 5&6)

Science/Technology/Social Studies

- ◆ Scientists in the School Program (Gr 4-6)
- ◆ Science & Social Studies Kits(JK-6)
- ◆ Computer Lab in Library(K-6)
- ◆ Family Science Program(1-3)
- ◆ Outdoor Education Program(5&6)
- ◆ Conflict Management Program - Class Council
- ◆ Special Millennium Projects

Arts Programs/Activities

- ◆ Music: Orff, recorder, strings
- ◆ Choirs - Primary & Junior
- ◆ Drama: Partners in Drama
- ◆ Ontario Arts Council Grants
- ◆ Museum visits
- ◆ Music Camps - Music at the Boyne & Voices at the Boyne
- ◆ Visiting Artists in the School
- ◆ Music & Movement Program

Food and Nutrition

- ◆ Lunch Program (Gr. 1-6)
- ◆ Snack Program (K & Sp.Ed.)

After 4 Programs

- ◆ Greek Language classes (K-6)
- ◆ Mad Science
- ◆ Puppetry
- ◆ Chess
- ◆ Cartooning
- ◆ Greek Dance
- ◆ Cosom Hockey
- ◆ Magic
- ◆ Arts & Crafts

Co- and Extra-Curricular Activities

- ◆ Choirs (Pr/Jr)
- ◆ School Teams - competitive (Gr 4,5 & 6)
- ◆ Houseleagues (1-6)
- ◆ Homework Club
- ◆ Math Club
- ◆ Chess Club

Meeting Special Needs

- ◆ Local School Team
- ◆ Psychologist & Social Worker available weekly
- ◆ Early Intervention Program/Class Profiles

Other Programs and Services

- ◆ Anti-Bullying Program (K-6)
- ◆ Co-op Students (French & English)
- ◆ First Language Tutors

Staff Development

- ◆ First Steps Reading
- ◆ Computerized Report Card Implementation
- ◆ Communication Skills in Mathematics
- ◆ Problem Solving in Mathematics
- ◆ Science and Social Studies Workshops
- ◆ Developmental Reading Assessment Training

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 towards achieving the expectations on an ongoing basis by using strategies such as projects, class presentations, homework assignments, classroom observations, 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 JACKMAN AVENUE JR PS IS PLANNING FOR THIS SCHOOL YEAR

Jackman P.S. will continue in the process of implementation of the new Ontario Curriculum in all areas. Staff will participate in regular Division meetings at the Kindergarten, Primary and Junior level. Staff will be participating in Board sponsored workshops and representative staff will attend the major curriculum conferences offered in the Greater Toronto Area.

Activities supporting improved Literacy in our Primary grades will be implemented during the course of the year. First Steps Reading will be implemented. The Developmental Reading Assessments will occur at the Primary level. Training for teachers will occur in the Fall of 1999.

Our focus on Mathematics will continue - both in the area of communication in mathematics and problem solving.

Implementation of the Science and Social Studies Curricula continues to be a top priority this year. We will continue to collect materials to support each topic and work together in Grade Groupings to discuss strategies for implementation of these new Ministry initiatives.

Our school has worked over the past school year to establish a school wide Homework Policy which we are implementing this school year.

Our school has set a target for communication between our classroom teachers and the parents of their students. Newsletter/calendars will be distributed monthly.

The creation and maintenance of high behavioral standards continues to be a number one priority. Peaceful classrooms are essential for good learning. Consistent and fair responses to behavioral concerns are essential in establishing a sense of respect among all people working in our school.

Anti-bullying programs are planned for our school during the year. Many activities will be implemented over the course of the year to support this initiative with our students. Theatre performances and visiting artists will support our curriculum initiatives.

OUR COMMUNITY PARTNERS

PARENT AND COMMUNITY INVOLVEMENT

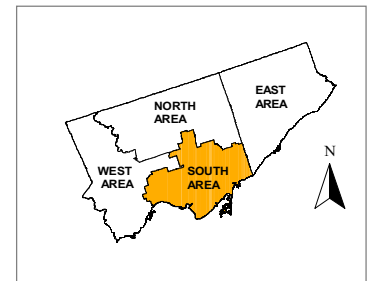
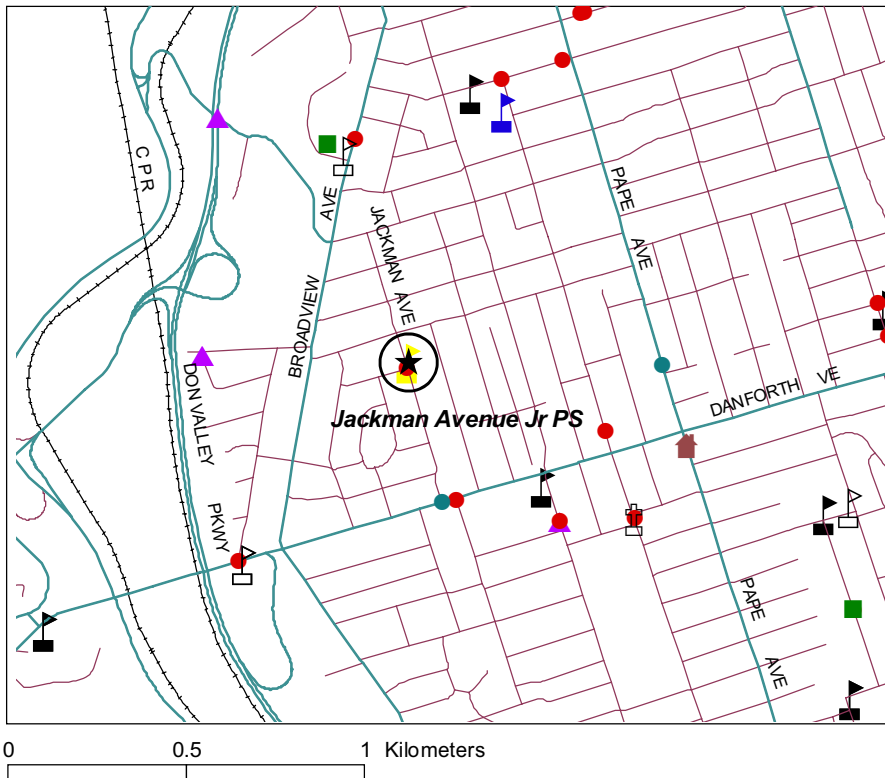
Jackman Avenue School has the strong, ongoing support and assistance of the parents:

- ◆ Active School Community Council and regular general meetings
- ◆ Many regular parent volunteers assist in class, on field trips, with reading, fundraising initiatives, Holiday Craft Sale, Spring Fair and other support for our school
- ◆ Family Math and Family Science programs are offered
- ◆ Parenting Programs - "Parenting Your 4-8 Year Old"
- ◆ The Jackman School Council News - a newsletter published by the Jackman School Council

Community Links:

- ◆ Intergenerational volunteers
- ◆ Community volunteers are involved in Careers' Education
- ◆ The Friday Flash - the school's weekly newsletter to inform the community about the weekly happenings at Jackman Avenue Public School
- ◆ Collaboration with community/social agencies - Police, Hospital for Sick Children, Clarke Institute, Browning House, Greek Business Association, Danforth Business, Coda

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:

- ◆ 31 Grade 3 students were attending the school.
- ◆ 0% were receiving ESL support.
- ◆ 13% 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.	53%	55%	71%	61%	63%
I am a good reader.	53%	55%	55%	53%	57%
I think writing is fun.	53%	91%	66%	59%	61%
I am a good writer.	58%	64%	54%	49%	54%
I think mathematics is fun.	58%	91%	61%	68%	60%
I am good at mathematics.	53%	45%	42%	56%	50%

Please note: Because your school has a small number of Grade 3 boys and girls, these results may not be a reliable or accurate reflection of the attitudes of the student population at the school.

* Provincial results by gender were not available.

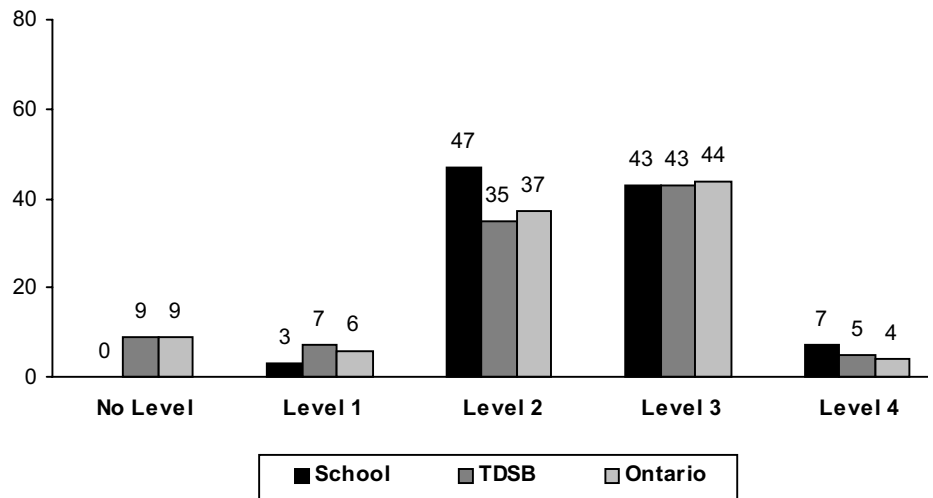
READING (1997-98)

97% of our Grade 3 students (30) participated in the reading part of the assessment.

3% of the students were exempted and 0% 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



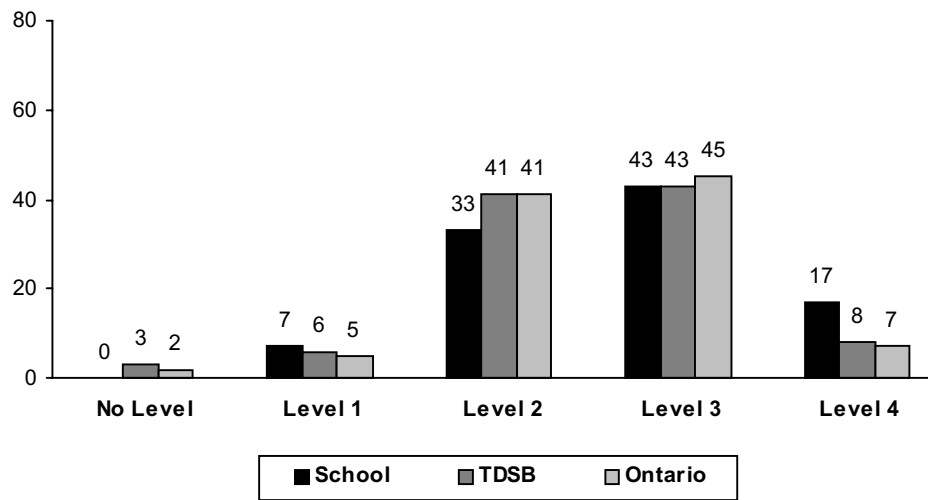
WRITING (1997-98)

97% of our Grade 3 students (30) participated in the writing part of the assessment.

3% of the students were exempted and 0% 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



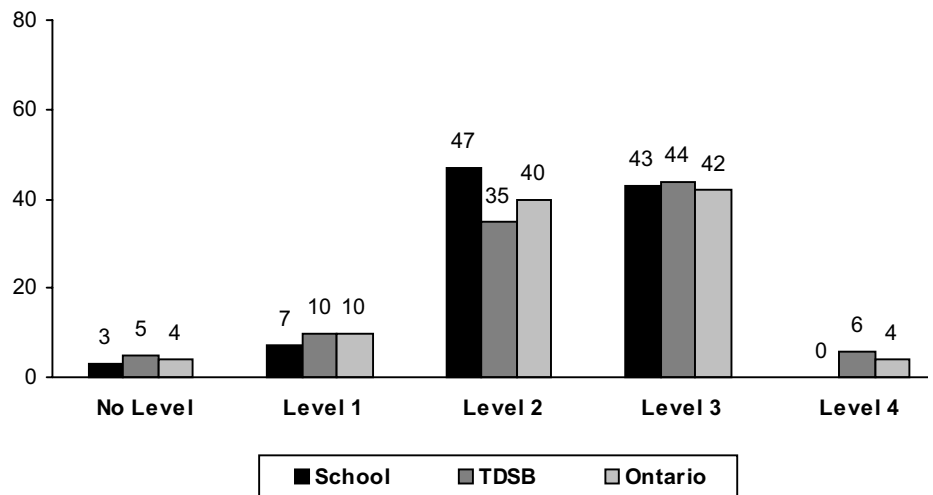
MATH (1997-98)

97% of our Grade 3 students (30) participated in the mathematics part of the assessment.

3% of the students were exempted and 0% 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:

- ◆ 94 Grade 3 students were attending the school.
- ◆ 15% were receiving ESL support.
- ◆ 16% 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.

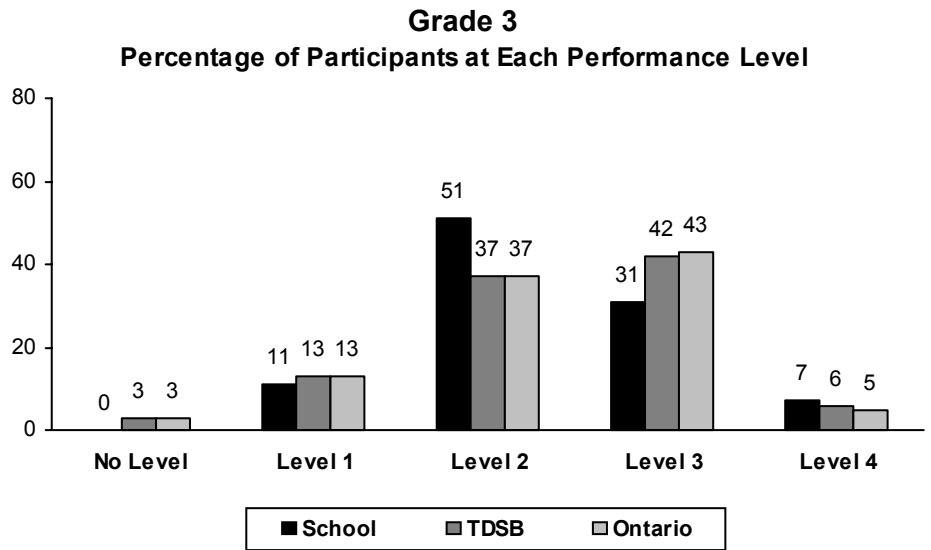
	School		TDSB		Ontario	
	Girls	Boys	Girls	Boys	Girls	Boys
I like to read.	85%	68%	84%	72%	83%	69%
I am a good reader.	56%	52%	61%	58%	65%	59%
I like to write.	56%	48%	72%	61%	72%	58%
I am a good writer.	59%	42%	55%	48%	59%	50%
I like mathematics.	63%	72%	63%	69%	60%	65%
I am good at mathematics.	56%	68%	43%	57%	44%	58%

READING (1998-99)

92% of our Grade 3 students (45) participated in the reading part of the assessment.

8% of the students were exempted and 0% 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.

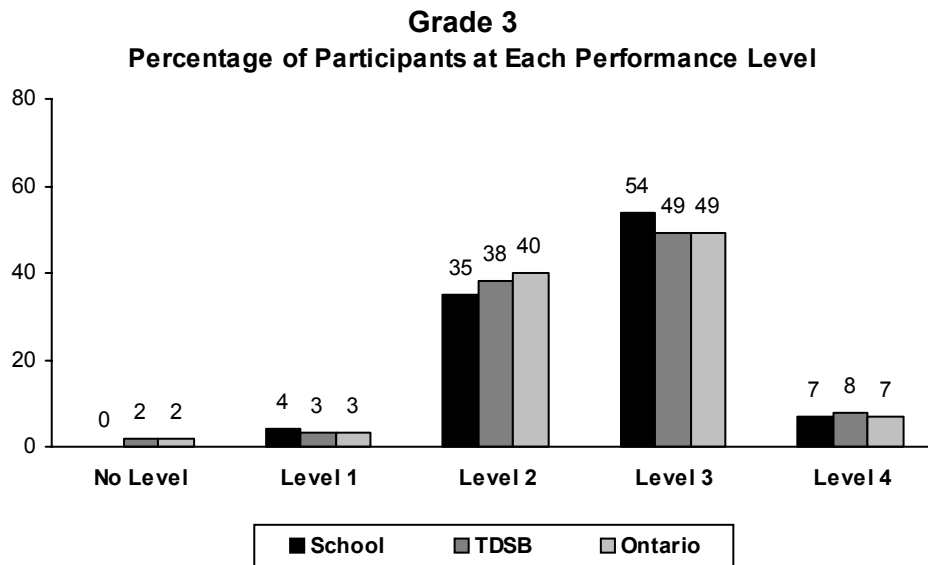


WRITING (1998-99)

94% of our Grade 3 students (46) participated in the writing part of the assessment.

6% of the students were exempted and 0% 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.

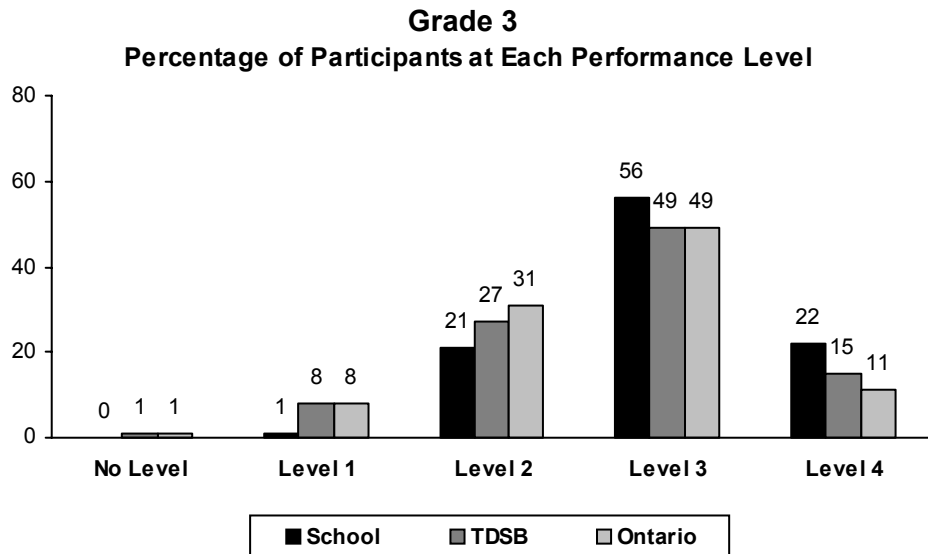


MATH (1998-99)

97% of our Grade 3 students (91) participated in the mathematics part of the assessment.

3% of the students were exempted and 0% 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.



87% of French Immersion students performed at level 3 or level 4.



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:

- ◆ 79 Grade 6 students were attending the school.
- ◆ 4% were receiving ESL support.
- ◆ 11% 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.

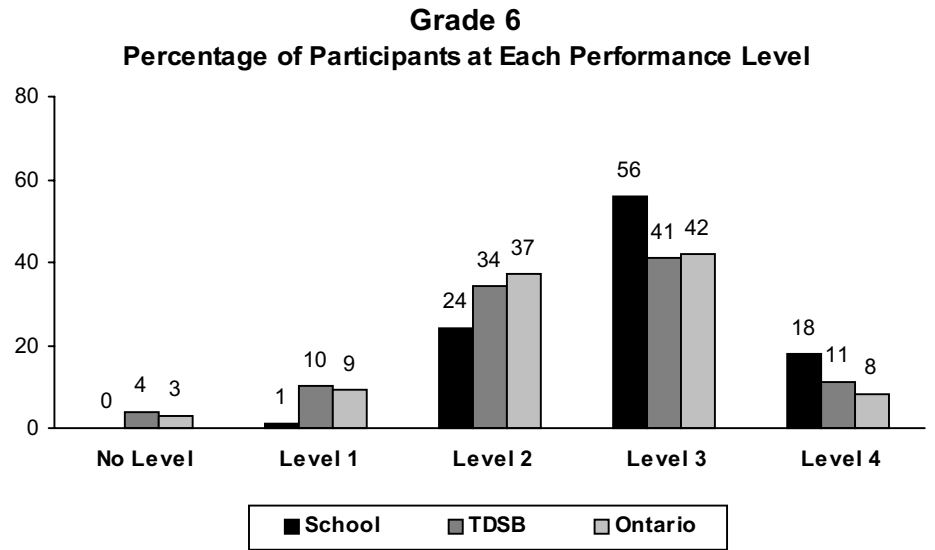
	School		TDSB		Ontario	
	Girls	Boys	Girls	Boys	Girls	Boys
I like to read.	88%	68%	72%	60%	71%	55%
I am a good reader.	88%	66%	61%	56%	64%	58%
I like to write.	68%	45%	60%	48%	58%	43%
I am a good writer.	74%	48%	48%	44%	50%	44%
I like mathematics.	41%	64%	47%	63%	41%	56%
I am good at mathematics.	53%	73%	40%	59%	37%	57%

READING (1998-99)

99% of our Grade 6 students (78) participated in the reading part of the assessment.

1% 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.

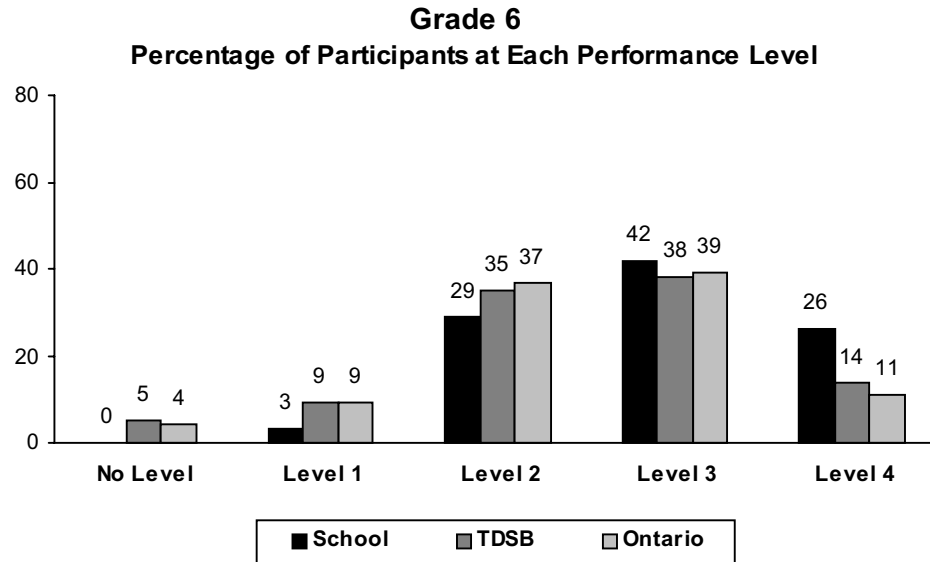


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MATH (1998-99)

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1% 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.

