

School Address

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Principal

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Daniel Mandolidis

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✱

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Lilein Schaeffer
(416) 397-3071

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Peter Young
(416) 396-2109

Director of Education

Marguerite Jackson

OUR SCHOOL

Frankland Community School is situated on Logan Avenue just south of Danforth Avenue in north Riverdale. The school first opened in 1910. In 1980, it was rebuilt and expanded to include a swimming pool, a daycare, a gymnasium and a community centre. The school is a shared-use facility and works in partnership with the Community Centre, Frankland Daycare and Saturday International Language Programs.

- ♦ Frankland Community School believes all children can reach high levels of achievement. In balancing the acquisition of the foundation skills of literacy and numeracy with the promotion of self-esteem, self-reflection and the arts, our students will develop the knowledge, skills and values they need to become responsible members of our democratic society.
- ♦ The school promotes a shared responsibility between children, staff and parents for maintaining a positive, safe and nurturing learning environment. Our Safe School Committee has defined our School Code of Behaviour based on rights, responsibilities and respect for both others and ourselves.

School Focus For This School Year:

- ♦ to continue to promote literacy as an essential skill for the life long learner
- ♦ to begin to integrate information and multimedia technology into everyday classroom learning
- ♦ to continue to establish an increased level of comfort with the Ontario Curriculum and its supporting resources

OUR STUDENTS (as of March 1999)

	<u>No.</u>	<u>Percent</u>
♦ Total number of students:	422	
Junior Kindergarten - Grade 3	274	
Grades 4 - 6	148	
♦ Gender :		
Female	203	48%
Male	219	52%
♦ Primary language other than English	73	18%
♦ Students born outside of Canada:		
Students living in Canada for 2 years or less	8	2%
Students living in Canada for 3-5 years	9	2%

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).

FRANKLAND COMMUNITY SCHOOL ALSO OFFERS:

Language and Mathematics

- ◆ Reading Buddies (JK-6)
- ◆ Borrow-a-Book (JK-6)
- ◆ Outdoor Library (at recess)
- ◆ Kindergarten Book Bag Program
- ◆ Reading Resource (remedial support from Resource Teacher) (Gr.1-6)
- ◆ Storytelling Workshops (adult storytellers interacting with students)
- ◆ P.A.L.S. - Partners in the Acquisition of Literacy Skills (JK-Gr.6)
- ◆ Math Resource (remedial support from Resource Teacher) (Gr.1-6)
- ◆ Math Science Investigations (Primary/Junior Division)
- ◆ Quest 2000 (JK-6)

Social Studies Program/Activities

- ◆ Community School Service (Gr. 6)
- ◆ Green Team
- ◆ Outdoor Education Program (Gr. 6)
- ◆ Learning Circles (JK-6)

Arts Programs/Activities

- ◆ Music (itinerant band, strings and Orff)
- ◆ Choirs (Primary and Junior)
- ◆ Integrated arts in the classroom (art, drama, visual, improv)
- ◆ Visiting Artists
- ◆ Class Visits to Arts Galleries, Live Production Theatres, Music Concerts/Performances

Equity Initiatives

- ◆ Anti Racist Education (JK-6)

Co- and Extra-Curricular Activities

- ◆ Swimming (JK-6)
- ◆ House League (Gr. 1-6)
- ◆ Competitive Sports - soccer, volleyball, cross-country running, ice hockey, baseball, track and field
- ◆ Interest clubs - chess, computer, arts and crafts, drama
- ◆ International Language classes - Cantonese

Food and Nutrition

- ◆ Lunch Program (Gr. 1-6)
- ◆ Kindergarten snack program

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 FRANKLAND COMMUNITY SCHOOL IS PLANNING FOR THIS SCHOOL YEAR

Frankland Community School is committed to ensuring student achievement is our first priority. We are proud of our positive school environment where curiosity and risk-taking are encouraged and individual learning styles and differences are honoured. Our student's achievement in both their daily learning and the recent Gr. 3 and Gr. 6 EQAO testing results demonstrate that together we are attaining success. We have developed the following plans for this year based on feedback received from students, staff and parents.

In the area of classroom learning, we are continuing to:

- ◆ place high priority on early literacy programs from Junior Kindergarten to Grade 3
- ◆ enrich all classroom literacy programs with Reading Buddies, visiting authors, Writing Workshop and shared and planned partnerships with the library
- ◆ purchase mathematics manipulatives to support our primary and junior math programs
- ◆ enrich Science programs with visiting scientists, community agencies and field trips
- ◆ expand computer technology equitably throughout the school and

- ◆ integrate information technology into everyday learning
- ◆ purchase a variety of software to help enrich our student's literacy, math and science skills
- ◆ honour our parents/guardians outstanding involvement in their children's learning and nurture this exemplary partnership

We believe in the importance of on-going professional development for all teachers. We will:

- ◆ continue to encourage our staff to participate in opportunities to expand their pedagogy and demonstrate their own commitment to life-long learning
- ◆ facilitate on-going professional development focused on the new Ontario Curriculum
- ◆ work in divisional teams to discuss our current practices in teaching, assessment and evaluation

OUR COMMUNITY PARTNERS

PARENT AND COMMUNITY INVOLVEMENT

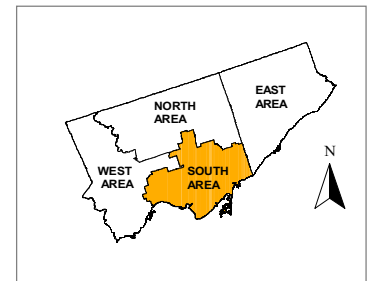
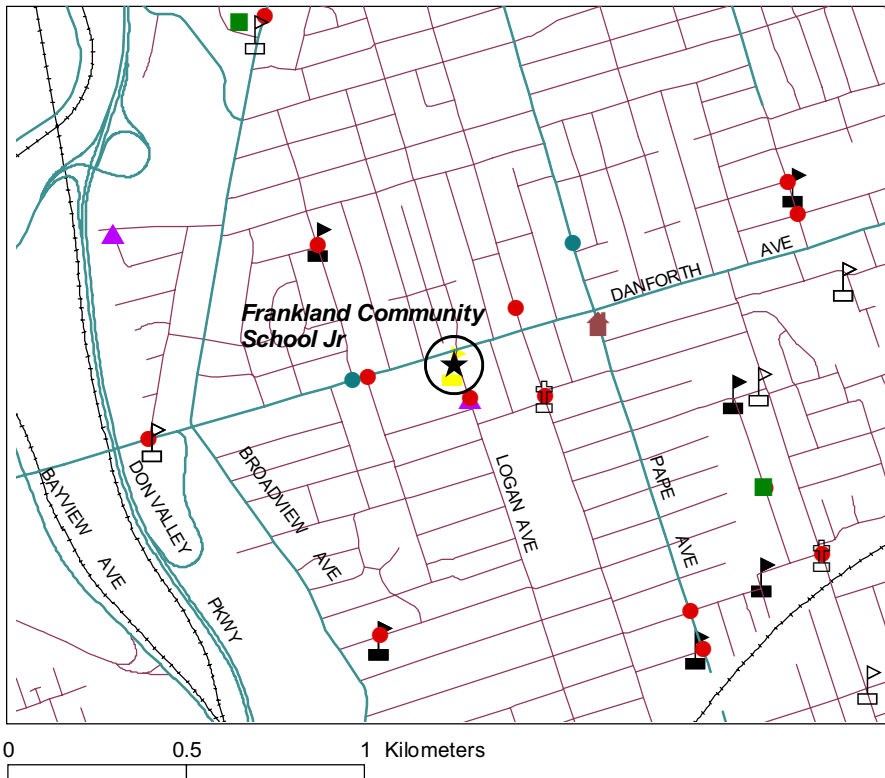
Parental Involvement:

- Parent Staff Association
- Extensive Parent Volunteers - in classrooms, library, Absence Alert Program, Read-a-Thon, Book Sale, Fun Fair, coaching
- Parents Sharing Professional Expertise - e.g. in arts and science
- Parents Assisting Literacy (adult reading partners)
- Extensive Committee Work - Safe Schools Plan, Funds Allocation, Health and Safety, External Liaison, Green Team, Arts Team

Community Links:

- Community Partnerships with Community Centre, Daycare Centre, Local Public Library, Public Health Department
- Community Events - Welcome Back BBQ, Art Show, Science/Technology Exhibits, Author's Nights, Open House, Haunted House, Food on the Danforth
- Corporate Partnerships with Danforth Business Association, Learning Consortium

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:

- ◆ 50 Grade 3 students were attending the school.
- ◆ 0% were receiving ESL support.
- ◆ 14% 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.	48%	39%	71%	61%	63%
I am a good reader.	40%	35%	55%	53%	57%
I think writing is fun.	64%	35%	66%	59%	61%
I am a good writer.	40%	22%	54%	49%	54%
I think mathematics is fun.	40%	57%	61%	68%	60%
I am good at mathematics.	36%	48%	42%	56%	50%

* Provincial results by gender were not available.

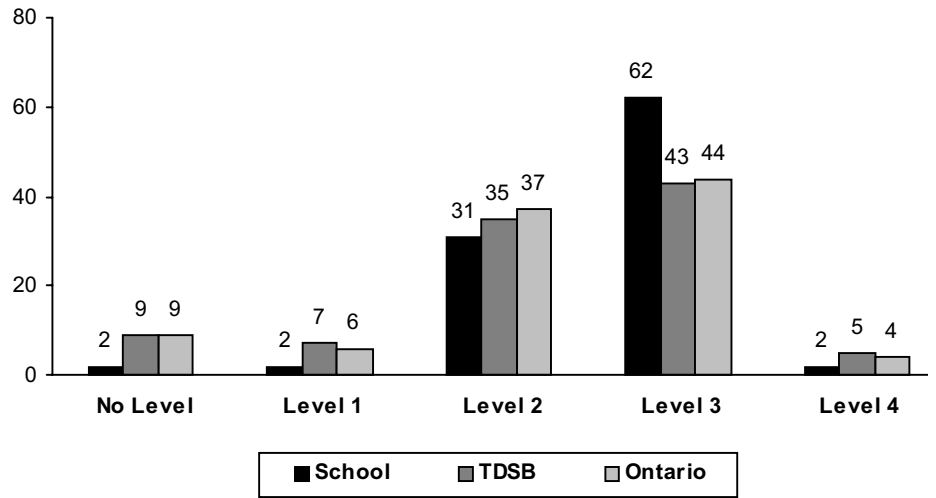
READING (1997-98)

96% of our Grade 3 students (48) participated in the reading part of the assessment.

4% 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



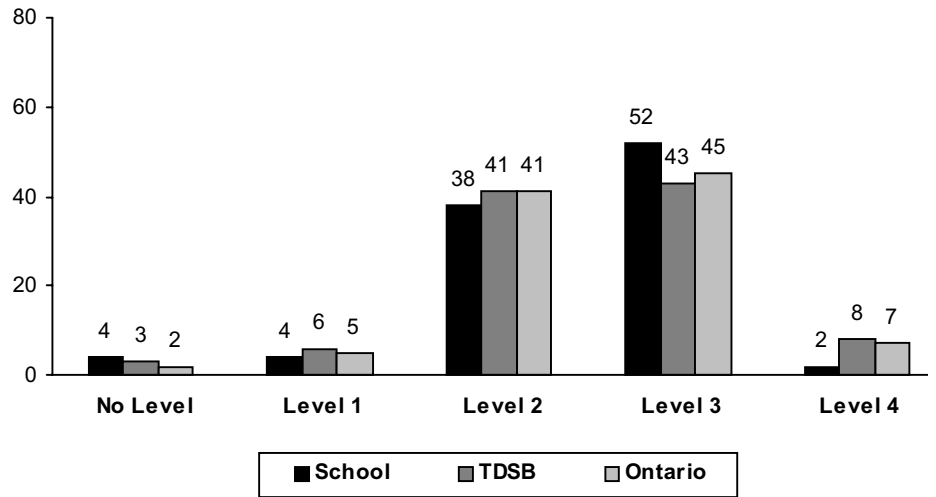
WRITING (1997-98)

96% of our Grade 3 students (48) 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 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



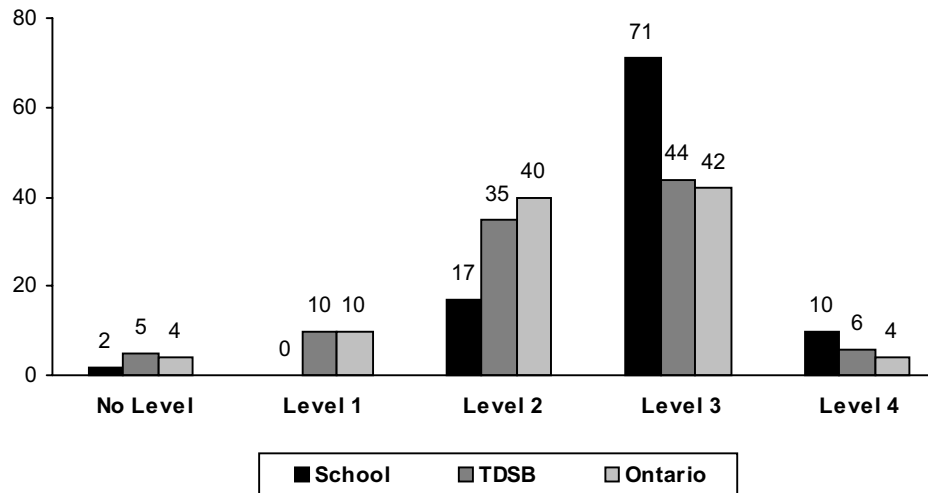
MATH (1997-98)

96% of our Grade 3 students (48) 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 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:

- ◆ 59 Grade 3 students were attending the school.
- ◆ 0% were receiving ESL support.
- ◆ 15% 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.

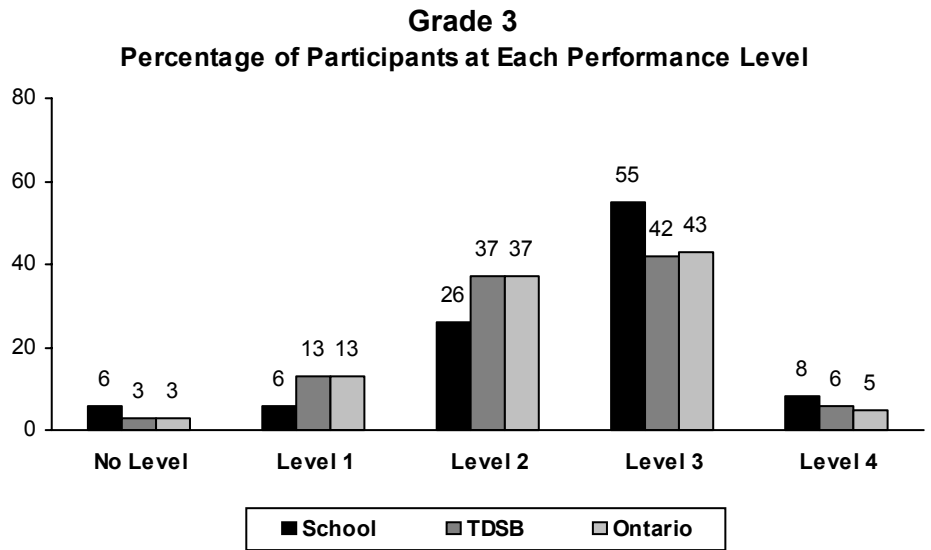
	School		TDSB		Ontario	
	Girls	Boys	Girls	Boys	Girls	Boys
I like to read.	71%	73%	84%	72%	83%	69%
I am a good reader.	75%	69%	61%	58%	65%	59%
I like to write.	54%	62%	72%	61%	72%	58%
I am a good writer.	54%	46%	55%	48%	59%	50%
I like mathematics.	68%	73%	63%	69%	60%	65%
I am good at mathematics.	71%	69%	43%	57%	44%	58%

READING (1998-99)

90% of our Grade 3 students (53) participated in the reading part of the assessment.

7% 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.

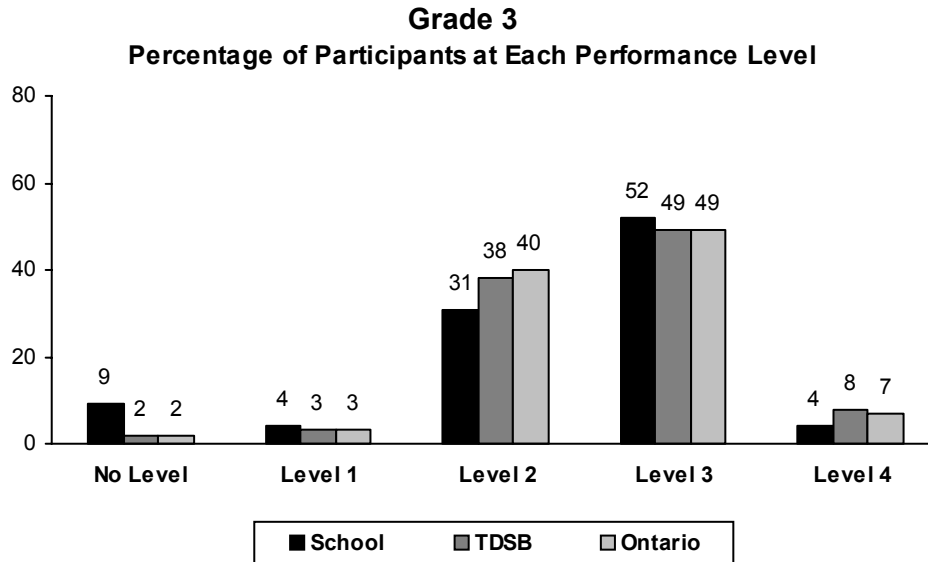


WRITING (1998-99)

92% of our Grade 3 students (54) 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.

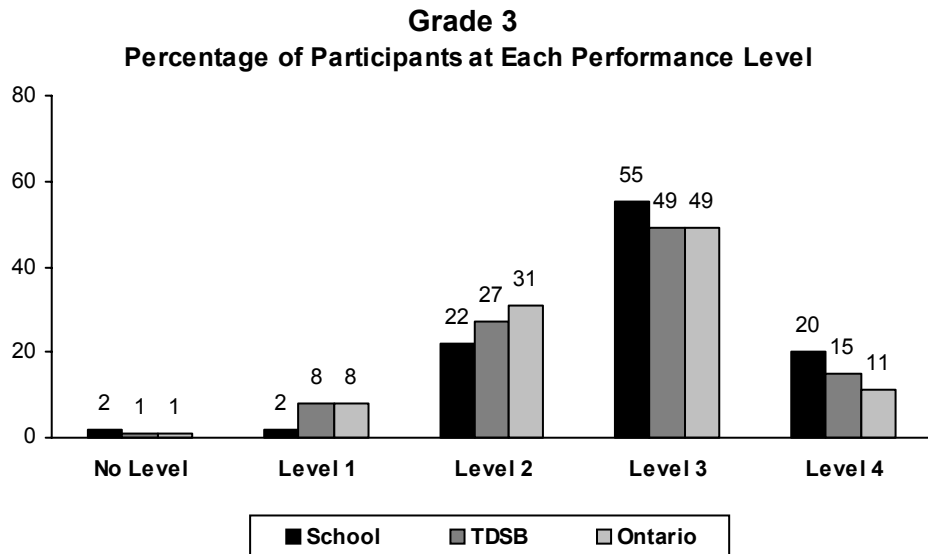


MATH (1998-99)

94% of our Grade 3 students (55) 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:

- ◆ 50 Grade 6 students were attending the school.
- ◆ 0% 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.

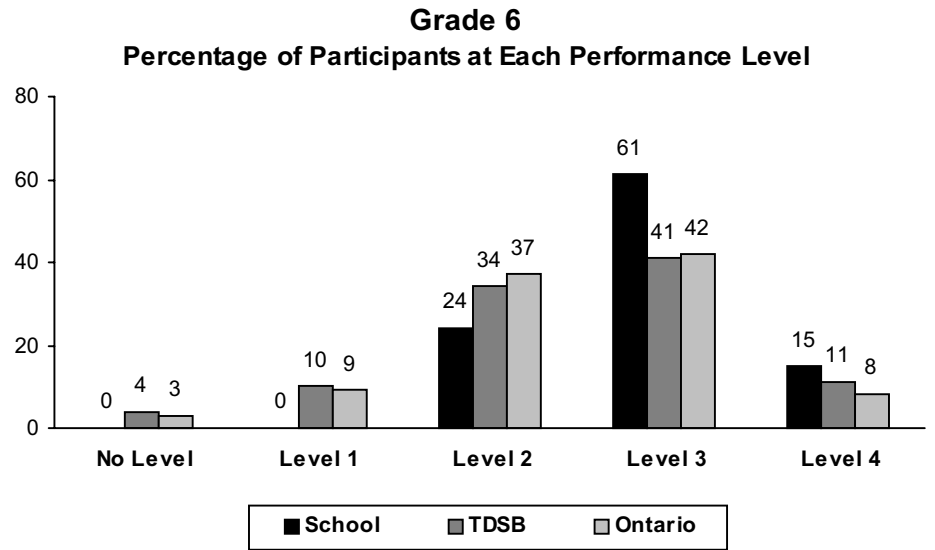
	School		TDSB		Ontario	
	Girls	Boys	Girls	Boys	Girls	Boys
I like to read.	84%	62%	72%	60%	71%	55%
I am a good reader.	76%	67%	61%	56%	64%	58%
I like to write.	64%	50%	60%	48%	58%	43%
I am a good writer.	56%	50%	48%	44%	50%	44%
I like mathematics.	52%	50%	47%	63%	41%	56%
I am good at mathematics.	52%	67%	40%	59%	37%	57%

READING (1998-99)

92% of our Grade 6 students (46) 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 6 students who achieved each level of performance at the school, in the TDSB and across the province.

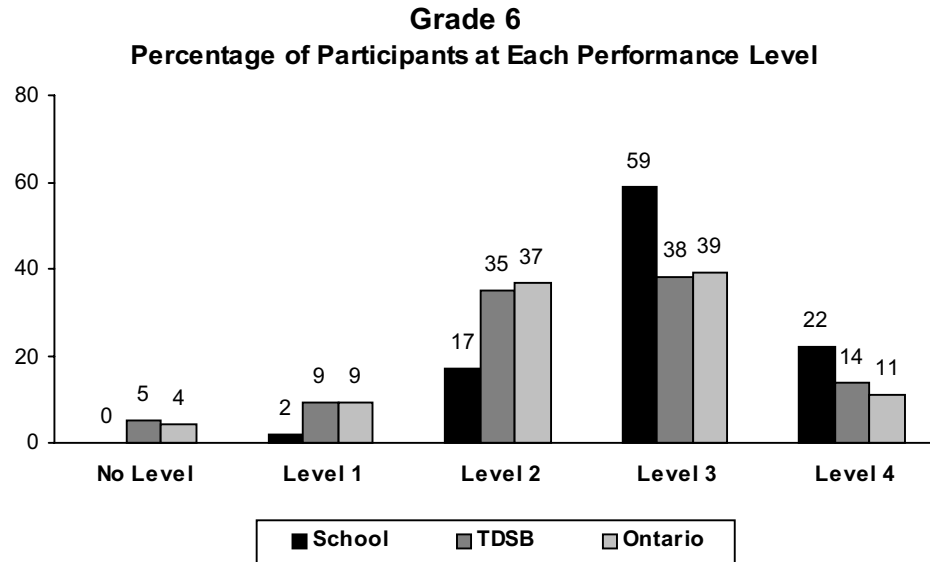


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8% of the students were exempted and 0% had "no data".

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.

