

**School Address**

404 Pape Ave.  
Toronto, M4K 3P5  
Tel: (416) 393-9470  
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**Principal**

Lona Freemantle

**Administrative  
Office Staff**

Linda Bollenback  
Helen Tzortzis



**School Council  
Co-Chairs**

Janice Huff  
Kate Maynard



**Ward 15 Trustee**

Lilein Schaeffer  
(416) 397-3071

**Superintendent**

Ilgga Salnajs  
(416) 393-9678

**Director of Education**

Marguerite Jackson

**OUR SCHOOL**

Pape Avenue school at its present site, the corner of Pape Avenue and Langley Avenue, began as a four room school on April 10, 1899. The principal and two teachers taught six classes from Grade one to Grade three. As the population grew several additions were made to the building – in 1908, 1909, 1910, 1914. A new west wing was built in 1958. Originally a population mainly of British Heritage, today Pape Avenue school is a community of students from diverse cultural, language and socio-economic backgrounds. The school celebrated its 100<sup>th</sup> anniversary on April 17, 1999.

- ◆ The school serves approximately 350 students; the two largest language groups represented are those of Chinese and English speaking backgrounds.
- ◆ A significant proportion of our students come from homes where English is not spoken, and for many, school is the only outlet they have for speaking English.
- ◆ Pape Public School is an Integrated Extended Day school where students stay 30 minutes longer each day in order to participate in the International Languages Black Culture and other concurrent programs.
- ◆ Special needs students are fully integrated into the regular classrooms. Support staff work closely with teachers to meet the needs of each student.
- ◆ Pape offers a Kindergarten Intervention Programme (K.I.P.) for up to 10 students, aged four to six years old, who come from other schools and who have difficulty adjusting to the regular school programme.
- ◆ The Library Resource Centre has become the hub of the school. It provides information technology and print resources which are integral to curriculum delivery.
- ◆ The school has a parenting centre and shares space with a Montessori/Early Childhood daycare centre. The school facilities are also often used by community groups.

**School Focus For This School Year:**

To meet the goal of high levels of achievement, Pape Public School continues:

- ◆ to make literacy and numeracy its major focus
- ◆ to build community relations
- ◆ to focus on professional development

**OUR STUDENTS (as of March 1999)**

	<u>No.</u>	<u>Percent</u>
◆ Total number of students:	<b>345</b>	
Junior Kindergarten - Grade 3	232	
Grades 4 - 6	113	
◆ Gender :		
Female	157	46%
Male	188	54%
◆ Primary language other than English	204	60%
◆ Students born outside of Canada:		
Students living in Canada for 2 years or less	36	10%
Students living in Canada for 3-5 years	16	5%

## 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).

## PAPE AVENUE JR PS ALSO OFFERS:

### Language and Mathematics

- ◆ Reading Club
- ◆ Reading Buddies
- ◆ Borrow-a-Book
- ◆ Math Science Investigations

### English as a Second Language Support

- ◆ Team teaching with ESL staff
- ◆ First language tutor/mentors for the newly arrived ESL students
- ◆ Bilingual co-op students

### Arts Programs/Activities

- ◆ Music: strings, recorder, choirs, Orff
- ◆ Steel Band
- ◆ Visiting Artists

### Food and Nutrition

- ◆ Snack Program
- ◆ Lunch Activities Program

### Co- and Extra-Curricular Activities

- ◆ Chess Club
- ◆ Sports Activities

### After-4 Programs

- ◆ Reading Club
- ◆ French
- ◆ Arts and Craft/Origami

### Other Programs and Services

- ◆ Conflict Resolution - Peer Mediation
- ◆ Anger Management workshop
- ◆ Secondary school co-op students assist in classrooms

### Staff Development

- ◆ First Steps Reading Program
- ◆ Literacy Interventions Workshop
- ◆ Equity Workshop
- ◆ Record of Progress Workshop
- ◆ Computer Workshops

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 PAPE AVENUE JR PS IS PLANNING FOR THIS SCHOOL YEAR

We will continue to implement the Ministry Curricula with a focus on Literacy and Numeracy skills. We will also continue to look at the EQAO testing results as a guide for appropriate programming for all students. The 1998 EQAO results directed us to focus on writing skills.

**Our strategies will be the use of:**

- ◆ First Steps Reading Program
- ◆ Metro Language tapes
- ◆ Text and other support documents
- ◆ Daily reading to children
- ◆ Writing portfolios
- ◆ Guided Reading
- ◆ Visiting Artists
- ◆ Hands-on experience such as field trips
- ◆ Writing Math journals
- ◆ Concrete materials
- ◆ Science/Social Studies Kits
- ◆ Story Box
- ◆ The Math/Science Investigation (MSI) room
- ◆ Reading Club during/after school
- ◆ The Borrow-a-Book/Read-at-Home programs
- ◆ Daily reading and writing

**We will provide our teachers with professional development meetings and in-service including:**

- ◆ Monthly Division meetings
- ◆ In-service workshops
- ◆ Access to Curriculum Advisors

**We will provide opportunities for parent involvement such as:**

- ◆ Curriculum Nights
- ◆ Math/Science Investigations
- ◆ Know Your School
- ◆ Teddy Bear Picnic

## OUR COMMUNITY PARTNERS

### PARENT AND COMMUNITY INVOLVEMENT

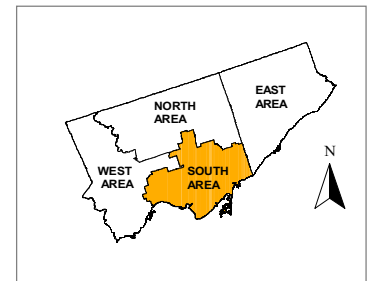
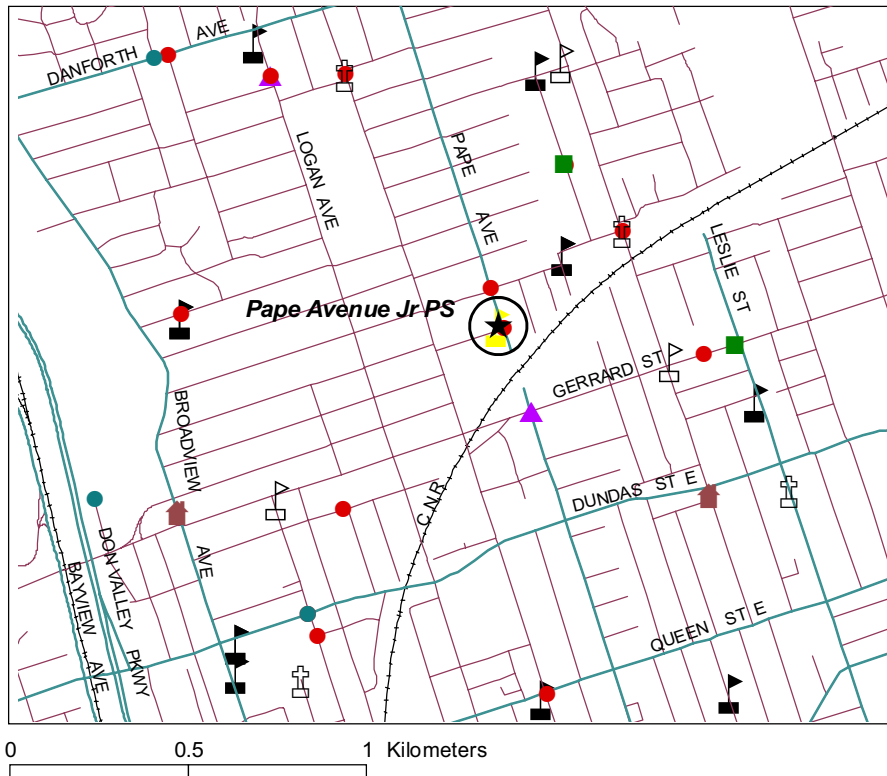
#### Parental/Community Involvement:

- ◆ School Community Council
- ◆ Regular volunteers assist with buddy reading, arts and craft, science, math and cooking, and on field trips
- ◆ Family Literacy/Math Night
- ◆ Parenting Programs - Kindergarten Early Intervention (KIP) In-service

#### Community Links:

- ◆ Public Library class visits
- ◆ Intergenerational Connections (3 volunteers)
- ◆ Medical students from the University of Toronto visit the school each year as part of their training
- ◆ Collaboration with EarlsCourt Child and Youth Services, the Lions Club
- ◆ Co-op students, Ontario College of Art, and high schools
- ◆ Second Story (Literacy Programme)
- ◆ Students from the Ontario College of Arts and Design work with students and teachers
- ◆ Resources from Public Health Department
- ◆ Junior Achievement

### 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:

- ◆ 38 Grade 3 students were attending the school.
- ◆ 39% 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	All Students
I think reading is fun.	57%	47%	71%	61%	63%
I am a good reader.	33%	41%	55%	53%	57%
I think writing is fun.	57%	47%	66%	59%	61%
I am a good writer.	33%	18%	54%	49%	54%
I think mathematics is fun.	62%	47%	61%	68%	60%
I am good at mathematics.	29%	47%	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.

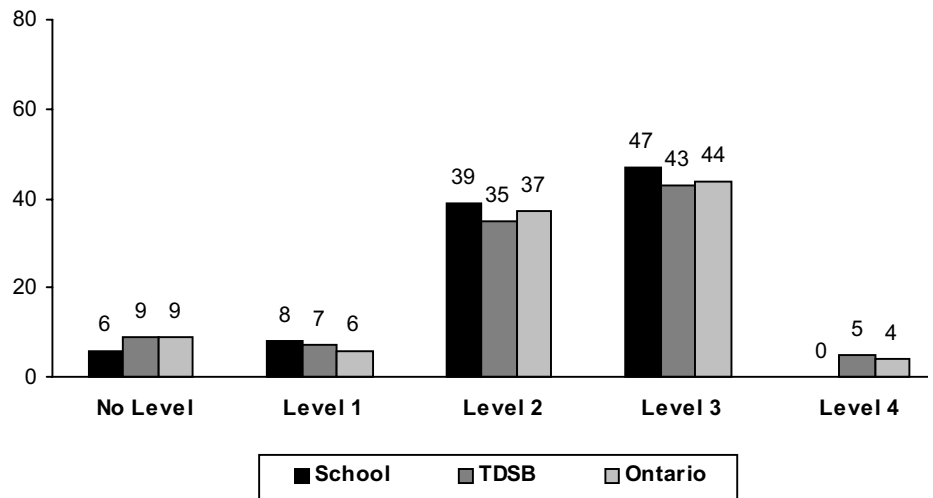
## READING (1997-98)

95% of our Grade 3 students (36) participated in the reading part of the assessment.

5% 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



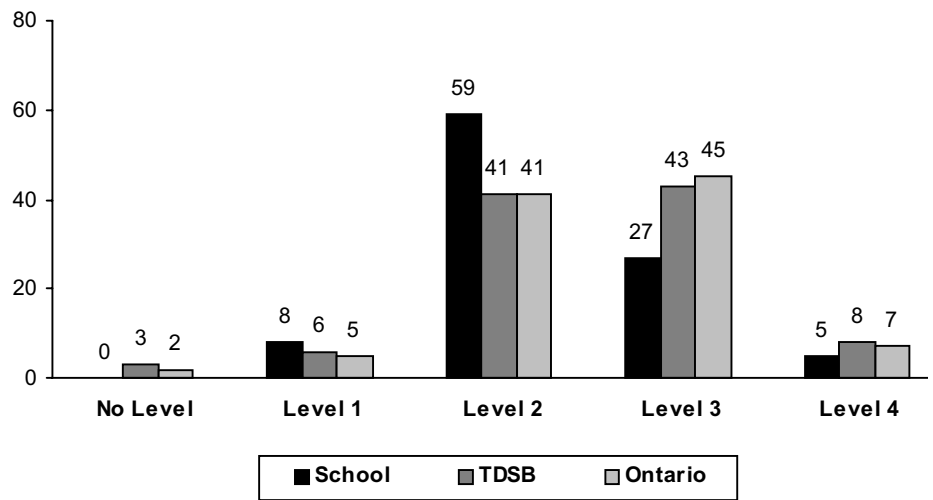
## WRITING (1997-98)

97% of our Grade 3 students (37) 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



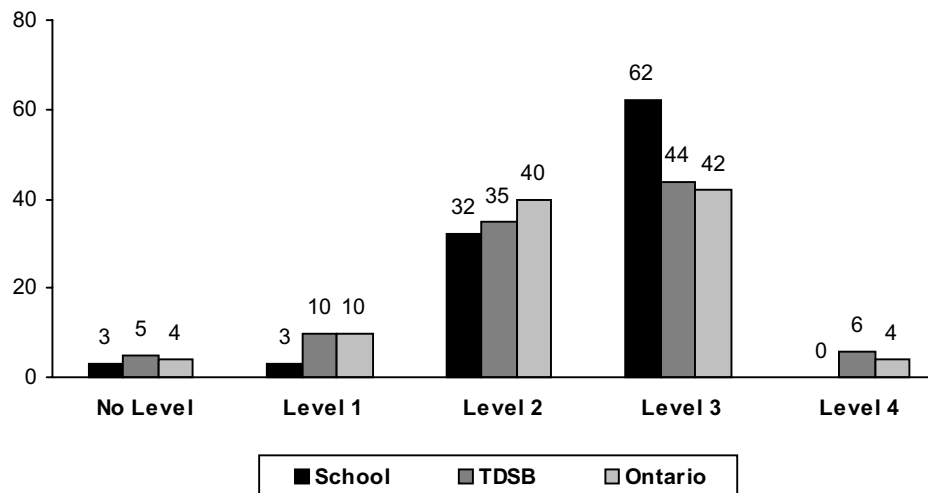
## MATH (1997-98)

97% of our Grade 3 students (37) 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:

- ◆ 38 Grade 3 students were attending the school.
- ◆ 3% were receiving ESL support.
- ◆ 18% 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.	91%	78%	84%	72%	83%	69%
I am a good reader.	82%	63%	61%	58%	65%	59%
I like to write.	73%	52%	72%	61%	72%	58%
I am a good writer.	64%	41%	55%	48%	59%	50%
I like mathematics.	64%	67%	63%	69%	60%	65%
I am good at mathematics.	36%	59%	43%	57%	44%	58%

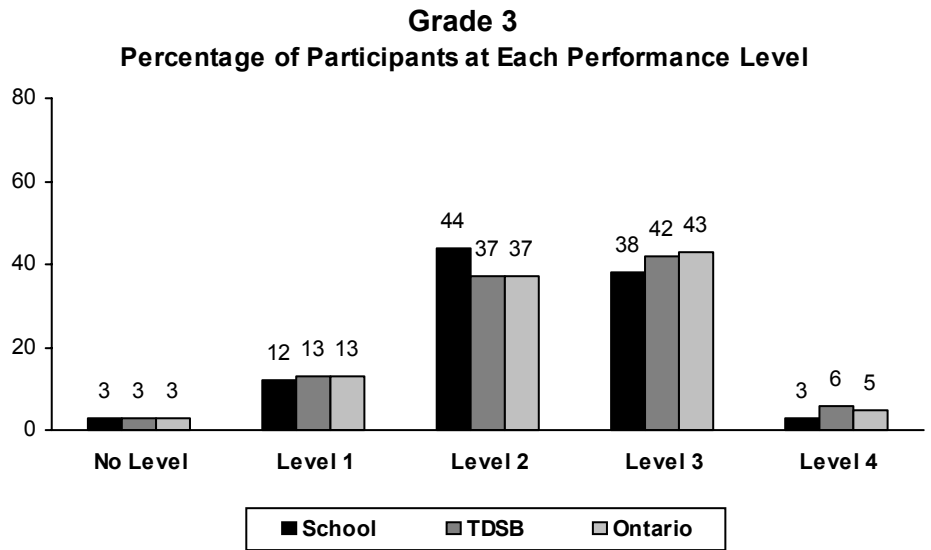
Please note: Because your school has a small number of Grade 3 boys and girls, these results may not be a reliable or accurate reflection of the attitudes of the student population at the school.

## READING (1998-99)

89% of our Grade 3 students (34) participated in the reading part of the assessment.

11% 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.

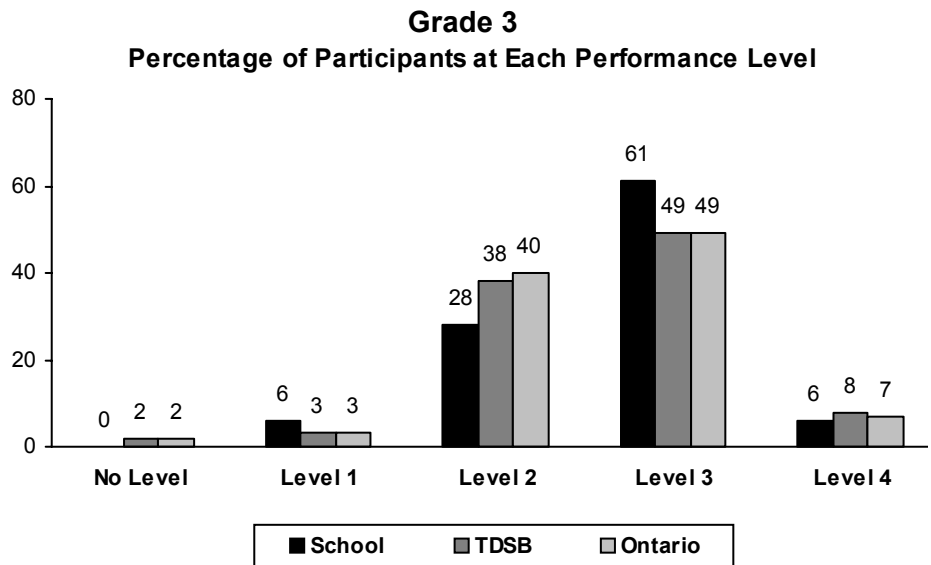


## WRITING (1998-99)

95% of our Grade 3 students (36) participated in the writing part of the assessment.

5% 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.

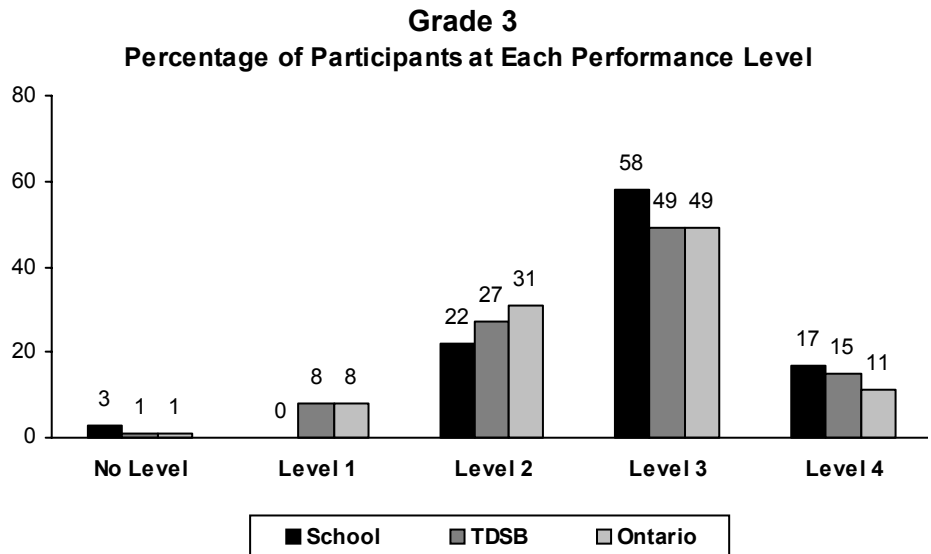


## MATH (1998-99)

95% of our Grade 3 students (36) participated in the mathematics part of the assessment.

5% 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.





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:

- ◆ 40 Grade 6 students were attending the school.
- ◆ 12% were receiving ESL support.
- ◆ 8% 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.	68%	38%	72%	60%	71%	55%
I am a good reader.	21%	31%	61%	56%	64%	58%
I like to write.	42%	38%	60%	48%	58%	43%
I am a good writer.	53%	44%	48%	44%	50%	44%
I like mathematics.	37%	31%	47%	63%	41%	56%
I am good at mathematics.	32%	25%	40%	59%	37%	57%

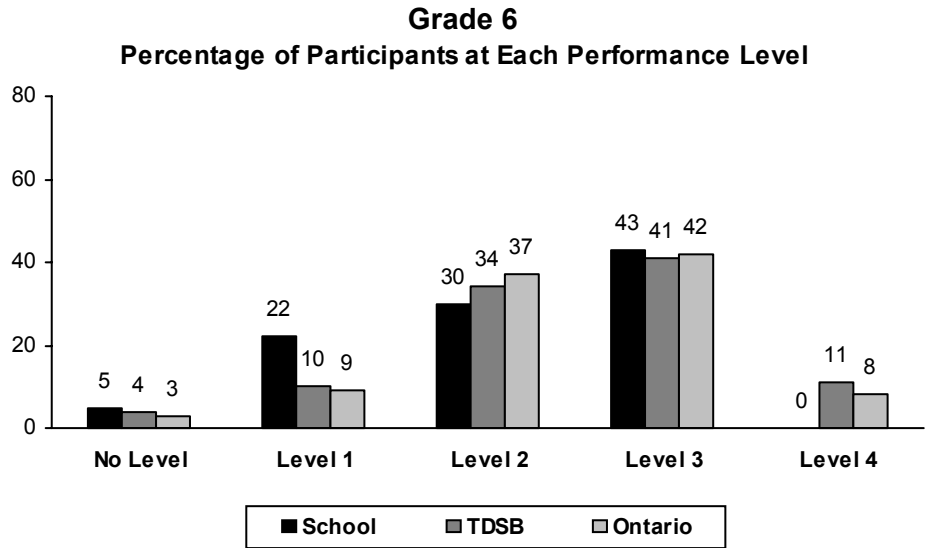
Please note: Because your school has a small number of Grade 6 boys and girls, these results may not be a reliable or accurate reflection of the attitudes of the student population at the school.

## READING (1998-99)

92% of our Grade 6 students (37) 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.

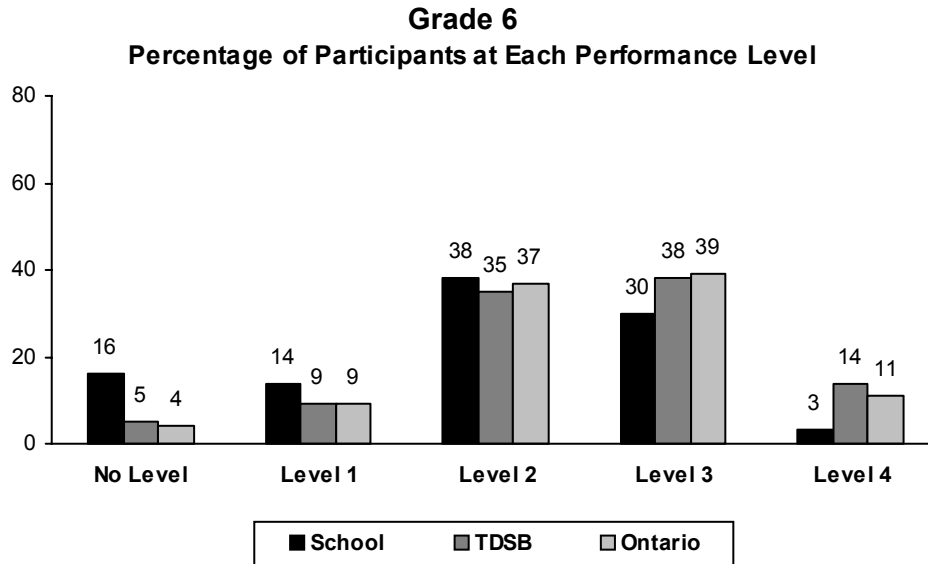


## WRITING (1998-99)

92% of our Grade 6 students (37) participated in the writing 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.



## MATH (1998-99)

92% of our Grade 6 students (37) participated in the mathematics 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.

