

CAPRICORN PRIMARY SCHOOL, VRYGROND

Overall year on year comparisons between grades 2008 – 2009

This is a summary of analysis done by Shelley O'Carroll, who leads our Learning Support Team.

Shelley O'Carroll is an Educational Psychologist with a B.Ed in Remedial teaching and a Masters Degree in Psychology of Education. She has recently completed a Doctorate through the University of London. Her research was conducted in South Africa and explored ways of supporting the early literacy development of second language speakers of English from disadvantaged backgrounds. Shelley also practices part time as an Educational Psychologist with a focus on assessment of children with dyslexia.

The tables below show Grade One, Two and Three children's scores on tests of letter knowledge and spelling when they were tested at the beginning of 2008. These scores are compared to the scores obtained by children on tests of letter knowledge, spelling and reading when we assessed them at the end of the school year – ie the children who will be starting the next Grade in 2009. This gives us a rough basis for comparing the levels year on year. The Grade Two and Three children who started at Capricorn in 2008 would have spent a year or two at schools in the area. The February 2008 testing gives a baseline measure of the levels of these children who completed their first year/two of school at other schools. If Capricorn Primary is offering something more, then one would expect that the 2009 cohort to have better baseline scores. The average scores suggest that year on year the levels have improved. There are also fewer children who present with skills that are well below grade level ie more children are achieving scores that are close to being Grade appropriate.

Letter knowledge

Letter knowledge is one of the key predictors of whether children learn to read and write with any level of proficiency. These tables show the average letter knowledge scores in each Grade.

COMPARING THE SAME CHILDREN AFTER HALF A YEAR ATTENDANCE AT LEARNING SUPPORT.

- How many **letter sounds** do the children know.
Ideally children should learn their letter sounds in Grade R and should know all 26 letters by the end of Grade 1. ***At the start of the school year, this group of children knew not one letter sound on average, and by June they knew 15 letters on average.***
This means of course that at the beginning of the year they could not read one word. A few months later they were beginning to use their newly-acquired letter-sound knowledge to read and write words and simple sentences. They were on track to becoming readers, despite being very poorly prepared at the start of the school year.
- How many **words they can write on a graded spelling test**. By the end of Grade One, children should know all their letter-sounds and be able to write at least ten words on the spelling test. ***Our Grade 2 and 3s tested in February knew***

between 1 and 2 of these words. By June the same children knew seven to eight of the ten words.

| | | <i>Average letter knowledge out of 26</i> | | <i>Spelling score</i> | |
|---------|---|---|-----------|-----------------------|------------|
| | | Feb 2008 | June 2008 | February 2008 | June 2008 |
| | No of pupils receiving learning support | | | | |
| Grade 1 | 43 | 0 | 15 | not tested | not tested |
| Grade 2 | 32 | 12 | 22 | 1 | 7 |
| Grade 3 | 10 | 15 | 23 | 2 | 8 |

| | <i>By year end</i> |
|---------|--|
| | 146 pupils have received Learning Support |
| Grade 1 | 75 out of 123 |
| Grade 2 | 49 out of 66 |
| Grade 3 | 22 out of 46 |

FULL YEAR RESULTS:

COMPARING EACH GRADE WITH THE SAME GRADE THE YEAR BEFORE. I.e NOT THE SAME PUPILS, BUT MEASURING THE IMPACT OF OUR EDUCATION YEAR ON YEAR.

Grade TWO – Percentage of children at different literacy levels

| | 2008 (n=66) | 2009 (n=118) | |
|---------------------|------------------------|-------------------------|---|
| Early Gr 2 level | 2% | 16% | These are children who are almost at the proper level for Grade 2. In Jan 2008 only 2% were at this level. In the 2009 class, this went up to 16%. The improvement is wonderful and shows the impact of a year in Grade 1 at our school. |
| Mid Grade One level | 25% | 61% | It is encouraging to see this shift – we seem to have more children close to being at a grade appropriate level |
| Early Gr 1 level | 74% | 27% | These children are in Grade 2, yet are a full year behind, - ie only at early Grade 1 level. The reduction |

| | | | |
|--|--|--|---|
| | | | in this group of most “behind” kids is encouraging. |
|--|--|--|---|

Grade THREE – Percentage of children at different literacy levels

| | 2008 (n=31) | 2009 (n=64) | |
|-------------------------|------------------------|------------------------|---|
| Grade Three level | 0% | 15% | A tiny number of children are at the proper level for Grade 3 |
| Early to mid Gr 2 level | 22% | 44% | This group are 6 months to a year behind where they should be. |
| Gr 1 level | 77% | 41% | These children are approx 1-2 years behind where they should be. Last year $\frac{3}{4}$'s of the class were here. This year less than half. |

Grade FOUR – Percentage of children at different literacy levels. This Grade started only in Jan 2009, consisting of the Grade 3's coming up from 2008.

| | 2008 | 2009 (n=45) | |
|----------------------------|-------------|------------------------|---|
| End Gr 3 level | | 0% | Not 1 child in Grade 4 is at the proper level. |
| Mid Gr 3 level | | 11% | This group is 6 months behind. |
| Grade 2 – early Gr 3 level | | 58% | This group are around 1-2 years behind where they should be. |
| Grade 1 level | | 31% | 31% are 2-3 years behind ! These children spent 2 years in other schools before coming to us. |