

School Report to the Community

The annual school report to the community is an opportunity to share our school's story with you. It is a way for us to communicate our efforts as a school to improve student achievement and to demonstrate our commitment to being an improving school. Paper copies can be provided upon request.

The report highlights data about student performance in mathematics and literacy based on provincial assessments carried out in September and October of each year. It addresses areas that students across the province found challenging based on the assessment evidence. The scores are not reflected on students' report cards, rather they are used to provide student achievement information to government for education decision making and to determine the effectiveness of curriculum delivery.

Our school based data that we have collected since these tests were administered in Fall 2015 does show that we are improving. As a school we recognize that provincial standardized tests are a snapshot of classroom learning, but we use the information to support classroom teachers in using the information gained from this assessment to inform next steps for literacy and mathematics focus.



2015-16 Community Report for St. Joseph's Alexander McKay Elementary School

Provincial Assessments		
	School (%)	Board (%)
	2015-16	2015-16
<u>Literacy Assessments</u>		
Grade 3 Provincial		
Reading	18%	69%
Writing - Ideas	20%	76%
Writing - Organization	10%	62%
Writing - Language Use	10%	66%
Grade 6 Provincial		
Reading	73%	76%
Writing - Ideas	97%	82%
Writing - Organization	83%	68%
Writing - Language Use	86%	72%
Writing - Conventions	72%	65%
<u>Math Assessments</u>		
Grade 4 Provincial		
Mathematics	47%	78%
Grade 6 Provincial		
Mathematics	77%	72%

The school community at SJAM takes great pride in our students' success. The Halifax Regional School Board's Student Success Plan (SSP) process helps us to identify what our students are doing well, and what areas need further attention and improvement. We are working toward greater student success in the area of Mathematics - Number sense and Operations and in Reading Comprehension.

By collecting data from many sources, in a variety of ways, we have a good understanding of how our students are performing daily. Grade Six Students show strengths in both Literacy and Math, scoring above the Board average in Writing and Math.

Our school's challenges were also identified within this provincial assessment data. The Provincial Literacy Assessment identifies that our Grade 3 students achieved below the expected learning results in reading and writing. The Provincial Math Assessment also identified challenges for our students. We continue to identify, monitor and support these students.

Assessment data is used on an ongoing basis to inform the teacher's instruction. Teachers use this information to set teaching goals and plan for the individual needs of all students. Our year was spent learning new teaching strategies, assessing students' work, interpreting classroom data and engaging in conversations in small groups about our students' strengths and challenges.

Our teachers met weekly in grade level teams as Professional Learning Communities (PLCs). Throughout this process, teachers have been able to target instruction to meet the individual and specific needs of each student, always having our goals in mind. Teachers' professional learning is ongoing. This year our school was supported by a math coach and literacy coach. Teachers regularly utilized the coaches who through modeling and conversation provided direct support to teachers relative to student achievement.

