

| Provincial Assessments | | |
|-------------------------------|-------------------|------------------|
| | School (%) | Board (%) |
| | 2015-16 | 2015-16 |
| Literacy Assessments | | |
| Grade 3 Provincial | | |
| Reading | 20% | 69% |
| Writing - Ideas | 47% | 76% |
| Writing - Organization | 33% | 62% |
| Writing - Language Use | 40% | 66% |
| Writing - Conventions | 23% | 52% |
| Grade 6 Provincial | | |
| Reading | 45% | 76% |
| Writing - Ideas | 55% | 82% |
| Writing - Organization | 27% | 68% |
| Writing - Language Use | 36% | 72% |
| Writing - Conventions | 25% | 65% |
| Math Assessments | | |
| Grade 4 Provincial | | |
| Mathematics | 38% | 78% |
| Grade 6 Provincial | | |
| Mathematics | 18% | 72% |

Joseph Howe School 2015-16 Community Report

This year was an exciting one at Joseph Howe as we welcomed 41 newcomer students from Syria who speak Arabic. The staff at Joseph Howe School worked very hard to make the classrooms a productive space. Our relative strengths based on the provincial assessments are in generating ideas in writing at grade 3 and grade 6. Our data shows us where we will focus on improving for next year: working on our reading and writing scores, with a focus on writing conventions. Since these assessments took place, our school based data has shown that our students are progressing.

To ensure improvement, through the SSP (CSI) process our staff collectively looked at the Provincial, Board, and school data. We created goals last year, and changed our teaching practices by learning new strategies to ensure student learning. Teachers received ongoing professional development to improve how their instruction is being delivered to all students and all classroom teachers received the support of literacy or math coaches this year. They also worked collaboratively in Professional Learning Communities (PLCs) to look at student assessment data to ensure that learning is taking place and to monitor the effectiveness of their lessons.

As a result of our efforts in the classroom, we see continued growth in classroom assessments. For example, in math the use of problem solving strategies will strengthen students' ability to determine what the problem is asking so that they can answer the question. All of our teachers received culturally relevant teaching professional development through the year to help make our students more successful learners.

At Joseph Howe we work as a team to make sure that every student improves. This will continue next year as staff will use best teaching practices and strategies that will improve student comprehension in both Literacy and Numeracy.

The staff looks forward to working with our students in 2016-17. Thank you.

** To protect the privacy of students, when sample sizes are small (less than 7), provincial and board assessment results are not reported.*