

Portland Estates Elementary School

2015-16 Community Report

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<u>Literacy Assessments</u>		
Grade 3 Provincial		
Reading	84%	69%
Writing - Ideas	94%	76%
Writing - Organization	86%	62%
Writing - Language Use	90%	66%
Writing - Conventions	76%	52%
Grade 6 Provincial		
Reading	89%	76%
Writing - Ideas	96%	82%
Writing - Organization	91%	68%
Writing - Language Use	95%	72%
Writing - Conventions	86%	65%
<u>Math Assessments</u>		
Grade 4 Provincial		
Mathematics	96%	78%
Grade 6 Provincial		
Mathematics	93%	72%

Portland Estates Elementary School has experienced a positive and improved vibrant educational community which further promotes lifelong learning. In particular, we have come to embrace any changes which help improve teacher practice and student achievement.

Student achievement in both math and literacy is very good at Portland Estates Elementary. When looking at the provincial overall math assessment results, we see that 93% of our grade 6 and 96% of our grade 4 students are at or above meeting expectations. When looking at the provincial overall reading assessment results, we see that 89% of our grade 6 and 84% of our grade 3 students are at or above meeting expectation. In all areas of literacy and mathematics our grade 3, grade 4 and grade 6 students' achievements are anywhere from 13% to 24% higher than the overall HRSB averages. When looking at the break down of the writing components, we noticed from the data listed above that our students are exceptionally strong in ideas and language use. Our area of challenge is writing conventions.

We also celebrate our Getting to Great survey results. From these results we see that 90% of our grades four to six students see themselves as "good at math" while 80% report that they like math. 95% of our students indicate that their teacher helps them do better at math. For reading, 94% of our grades four to six students see themselves as "good at reading" while 82% report that they like what they read during language arts class. 85% of our students indicate that their teacher helps them be a better reader.

Another gain for our school this year is that there has been a shift in teacher thinking and teaching practice. Lots of teacher learning has taken place and teachers are now better able recognize the need to

use the board and provincial information (such as: Nova Scotia Assessment: Reading and writing in Grade 3 Lessons Learned, Nova Scotia Assessment: Reading and writing in Grade 6 Lessons Learned Reading Comprehension: Understanding, Assessing, and Teaching , Nova Scotia Assessment: Mathematics in Grade 4 Lessons Learned, Nova Scotia Assessment: Mathematics in Grade 6 Lesson Learned, Cohort Comparison Graphs). Additionally, teachers' increased understanding of the provincial predetermined criteria for assessment in math and reading comprehension helped identify best practice with regard to *assessment for learning* and *assessment of learning* and pedagogy (e.g. workshop framework, 3-part lesson plan). This better understanding directly impacted the way teachers assessed and programed for students.

This year, Student Success Planning (SSP) has provided numerous opportunities for teachers to talk about teaching strategies, expectations, and assessment for learning, thus helping students grow as literacy and math learners. In using mini-lessons, rubrics and exemplars in both literacy and math, students have gained a better understanding of what is expected of them and how they can better show their understanding in various situations. Teachers have benefitted from information learned and have been better able to plan and deliver strategic mini-lessons to challenge students in their thinking and learning in the areas of reading comprehension and math literacy. We've noticed that when provided with modeling, time to talk, independent practice, and time to share, students have gained both a deeper understanding and confidence in their ability to read and understand and to solve problems creatively.

The teachers at Portland Estates are committed to providing engaging, hands-on, innovative lessons to promote student achievement. They have also worked tirelessly at data collection, tracking and individualized student goal setting to aid in moving students along the continuum, in literacy and mathematics. Collaboration with grade level partners on data assessment has been transformational.

Portland Estates Elementary School teachers are actively involved in Professional Learning Communities (PLCs). Sharing ideas and information with grade level partners has enabled teachers to plan for student improvement and success. Teachers are able to discuss assessment results which allows for better planning of instruction.