



2015-16 Community Report for Porters Lake Elementary School

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<u>Literacy Assessments</u>		
Grade 3 Provincial		
Reading	68%	69%
Writing - Ideas	55%	76%
Writing - Organization	45%	62%
Writing - Language Use	45%	66%
Writing - Conventions	25%	52%
Grade 6 Provincial		
Reading	83%	76%
Writing - Ideas	70%	82%
Writing - Organization	55%	68%
Writing - Language Use	55%	72%
Writing - Conventions	57%	65%
<u>Math Assessments</u>		
Grade 4 Provincial		
Mathematics	54%	78%
Grade 6 Provincial		
Mathematics	70%	72%

Our literacy results show that more work is required in the areas of reading and writing in grade 3 and writing in grade 6. Writing is the focus of our literacy goal for the next 2 years. In reading, our focus at the P-3 level has been on guided reading groups, increased conferencing time for struggling readers, clear learning goals for students and a reading intervention at the grade 2 level. At the 4-6 level, teachers have been focusing on stages of reading and determining what students have under control and what their next steps should be to further their reading development. Teachers of students at all grade levels have also recognized the need for a greater focus on nonfiction as our previous provincial data has shown us. As of June 2016, our school-based data showed that 67% of our grade 3 students were meeting expectations in reading. According to our grade 3 school-based writing assessments (June, 2016), 84% of grade 3 students were meeting in ideas, 84% in organization, 77% in language use and 67% in conventions. Much work is being done by our teachers in the development of a common understanding of what writing should look like at each grade level and at different times during the school year. We were pleased that 83% of our grade 6 readers met expectations on the provincial assessment this year. As of June 2016, our school-based assessments also show that 86% of our grade 6s are meeting expectations for ideas in writing, 69% for organization, 87% for language use and 63% for conventions. This shows considerable growth for these students over the course of the year.

In the fall of 2015, our staff engaged in professional development focused on improving math achievement through open-ended questioning and questions that help students think in increasing complexities. By learning to design open-ended questions with multiple points of entry and exit, our students are being challenged and included in culturally relevant tasks during math class. We are concerned that only 54% of our grade 4 students met expectations on the provincial assessment in the fall. Our school-wide goal is to improve students' mathematical communication and problem solving skills. In June of 2016, our school based data showed that 71% of grade 4 students were communicating well mathematically while 67% in grade 6 were communicating well. School-based data (June, 2016) in problem solving showed that 55% of our grade 4s were meeting expectations and 59% of our grade 6s were meeting expectations. Scores were much higher in these areas when collected in December and March. Teachers are reporting that expectations for students have been raised following the work we have done on the quality of questioning and feedback in math.

We will continue to strengthen our common understanding of what it really means to write, communicate and solve problems at each grade level. By embracing the new streamlined curriculum and improving our student-centred approach we are confident that we will see improvement with our goals.