



École Rockingham School

2015-2016 Community Report

Lunch-hour & After School Clubs/Activities

- Eco-Team
- Rockets
- PALS
- Grade 4/5/6 Leadership
- Peer Helpers
- Choir and Intramural Sports

Outside Groups

- Mad Science
- Bricks 4 Kids
- MusIQ Club

École Rockingham School had 21 classes in 2015-2016, 7 English and 14 French Immersion. Our before-school and after-school child care program served 135 students. Our school was a busy place of learning.

Student Success Planning (SSP) Goals:

Literacy Goal: Students will demonstrate improvement in writing with a focus in ideas, organization, language use and conventions.

Mathematics Goal: Students will demonstrate improvement in their ability to effectively communicate their thinking in different ways when solving mathematical problems.

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
Literacy Assessments		
Grade 3 Provincial		
Reading	43%	69%
Writing - Ideas	38%	76%
Writing - Organization	33%	62%
Writing - Language Use	33%	66%
Writing - Conventions	19%	52%
Grade 6 Provincial		
Reading	85%	76%
Writing - Ideas	87%	82%
Writing - Organization	63%	68%
Writing - Language Use	72%	72%
Writing - Conventions	72%	65%
Math Assessments		
Grade 4 Provincial		
Mathematics	78%	78%
Grade 6 Provincial		
Mathematics	68%	72%

Our 2015-2016 Getting to Great survey results showed us that parents, staff and students believe that Ecole Rockingham School (ERS) is a very safe, inclusive place of learning where students feel their teachers are engaging them in meaningful learning that is "just right" for their abilities.

- 86% of parents believe their children enjoy learning at our school
- 93% of parents have positive relationships with our school.
- 91% of parents work together with school staff to encourage positive and appropriate behavior.
- 97% believe the school staff encourage parent/guardian and community involvement
- 98% of parents believe our school is a safe place
- 96% believe their children learn to respect and honour different cultures at school and 91% believe their culture is honoured and respected
- 100% of students completing the survey are happy with their grades.
- 94% consider themselves good readers
- 83% consider themselves good writers
- 87% consider themselves good at math



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Strengths:

- Grade 6 Reading Provincial results show 85% meeting expectations exceeding HRSB results by 9%
- Grade 6 Writing (Ideas) 87% exceeding HRSB results by 5%
- Grade 6 Writing results (Language Use) matched Board results
- Grade 2 English students in Early Literacy Support (ELS) support 1st term all met benchmarks and are meeting success in classroom
- Grade 1 students in 2nd term of ELS support all met benchmarks including 1 non-reader.
- Of the 50 Grade 1 French Immersion students assessed, 44 were at or above benchmarks
- Of the 50 Grade 1 French Immersion students assessed, 18 were at or above Grade 2 level benchmarks
- Of the 7 students in the Grade 3 Comprehensive Early Literacy Support (CELS) program, 5 met benchmarks in reading and writing by June 2016

Challenges:

- Only 43% of Grade 3 English program students met provincial benchmarks in reading in the fall. However, classroom and CELS teaching raised that percentage.
- Grade 3 Writing results in all areas were very low. Our school goal of writing is helping us improve this area
- Grade 6 Writing results across all areas were low. Again, the school improvement goal of writing is addressing this challenge.
- Math results for Grade 4 (78%) and Grade 6 (68%) need improvement. Our school goal of improvement in mathematics communication is addressing this.

Student Success Planning: School Improvement: 1st year of Implementation

In 2015-2016, through its five-year Student Success Plan (SSP), our school began its first year of implementation of our two targeted goals: 1. Improvement in writing with a focus in ideas, organization, language use and conventions and 2. Improvement in effective communication of mathematical thinking; using different ways to solve mathematical problems.

- School-wide writing goal focused on using a writing continuum to track individual success
- Teachers engaged in PD and PLCs to better understand instructional strategies and assessment to improve student writing
- School-wide Math communication goal focused on the SHARE portion of 3-part lessons and goal-setting with "I can" statements in student-friendly language
- PD at school site and PLCs focused on developing 3-part lessons with "Share" component built-in
- PD at school site and PLCs focused on recording writing progress on a writing continuum for each student
- PD and PLCs focused on planning "next steps" in instruction