



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

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