



SMALL SCHOOL, BIG SPIRIT

# Upper Musquodoboit Consolidated Elementary School



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## 2015-16 Community Report

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<b>Literacy Assessments</b>		
<b>Grade 3 Provincial</b>		
Reading	71%	69%
Writing - Ideas	86%	76%
Writing - Organization	57%	62%
Writing - Language Use	57%	66%
Writing - Conventions	17%	52%

Upper Musquodoboit Consolidated School is dedicated to improving student achievement in all learning areas, with a particular focus on math and literacy. All schools in the Halifax Regional School Board participate in a Student Success Plan (SSP) previously referred to as the Continuous School Improvement process. UMCS is in the fourth year of this five- year process and we are working hard to make steady gains in teaching and learning for all.

Throughout the 2015-2016 school year, UMCS staff has been engaged in conversations relating to student successes and challenges in literacy and math, particularly around our plan goals. Our **literacy** goal is *to improve student achievement in literacy by focusing on reading comprehension*. In **mathematics**, the goal is *to improve student achievement in whole number operations, with a focus on addition and subtraction in grades primary to 3 and all four operations (addition, subtraction, multiplication, division) in grades 4-6*.

Due to the small number of students who participated in the provincial assessments, we are unable to publicly report all of the school data. This information is valuable to UMCS staff as it helps inform their teaching in the classroom. Provincial data is showing that our Grade 3 students continue to show strengths in reading, achieving above the Board average. According to the Getting to Great survey results, 92% of our students believe they are good readers. In writing, students performed above the Board average in the development of ideas, but there is more work to be done in the area of conventions.

All assessments, both external and school based are used to help identify students who need extra support and to help inform teacher instruction. At UMCS, conversations amongst our teachers focus more on observations about individual students than looking for larger trends across grade levels. Also, because of our combined classes, our teachers often have the opportunity to work with the same students from year to year, providing continuous support.

At UMCS, some of the 2015-2016 results fell below HRSB average scores, but it is important to note that these assessments are done early in the year and, through classroom assessments and teacher observations, our students have worked hard to show growth in many of these areas as the year progressed.

As we are a small school, we get to know our learners well. Any students who had not yet met expectations on external assessments are students who were identified and we have been providing on-going support in an effort to improve student achievement. These supports range from resource to additional one-to-one in-class instruction or classroom adaptations. Teachers collaborate to plan interventions for students not yet meeting expectations, as well as share strategies to make a shift in their teaching practice and improve student achievement.