

2015-16 Community Report for Atlantic Memorial Terence Bay Elementary School

| Provincial Assessments | | |
|------------------------------------|-------------------------------|------------------------------|
| | School (%) 2015-16 | Board (%) 2015-16 |
| <u>Literacy Assessments</u> | | |
| Grade 3 Provincial | | |
| Reading | 65% | 69% |
| Writing - Ideas | 81% | 76% |
| Writing - Organization | 57% | 62% |
| Writing - Language Use | 54% | 66% |
| Writing - Conventions | 46% | 52% |
| <u>Math Assessments</u> | | |
| Grade 4 Provincial | | |
| Mathematics | 65% | 78% |

During the 2015-2016 school year there were 219 students attending Atlantic Memorial Terence Bay School. The enrollment remains relatively unchanged for the 2016-2017 school year. Our teachers are committed to improved student achievement through the Student Success Plan process. Our staff works in collaboration with the larger school community to promote a safe and positive school environment fostering the academic as well as social and emotional needs of our students. As well, there are various learning opportunities at AMTB that take place outside of the classroom

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| <ul style="list-style-type: none"> - Intramurals - Kindness Club - Choir - Recorder - Kids' Council - Family Math Night - | <ul style="list-style-type: none"> - Strong Girls - Track and Field - Running Club - Peer Mediators - CREATE - Literacy Week |
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The data in the graph gives us information about Literacy and Math assessments completed with all grade 3 and 4 students early in the school year throughout the province. This is used as one piece of data to help identify students who need extra support and to help inform teacher practice. At Atlantic Memorial Terence Bay School, we recognize there were a number of students not achieving at the level we would like to see in some areas of the provincial writing assessment that our grade three students completed in the Fall. Through on going classroom assessments, teachers have seen improvements in these areas since then as a result of classroom instruction and individual support. The grade four math results were not as high as we would have liked. Teachers have identified students who did not meet expectations and have put supports in place to address their needs.

Throughout the year, teachers met weekly in their Professional Learning Communities (PLCs), to collaborate and plan interventions for students as well as identify ways to improve teacher practice to increase student achievement in all areas of the curriculum. As a result, we have gathered classroom based evidence of student achievement that demonstrates improvement in these areas. We will move forward in 2016-2017 with new goals and strategies that will be developed through the Student Success Planning Process. Professional development opportunities and the work of PLCs will continue to focus on using resources, strategies and assessment practices to support explicit teaching in Literacy and Mathematics.