

# **2015-16 Community Report for Lakefront Consolidated Elementary School**

<b>Provincial Assessments</b>		
	School (%) 2015-16	Board (%) 2015-16
<b>Math Assessments</b>		
<b>Grade 4 Provincial</b>		
Mathematics	80%	78%

In 2015-2016, Lakefront Consolidated School staff has been engaged in conversations for student success planning relating to our students' strengths and challenges in literacy and math. In literacy these conversations continue to focus on reading comprehension, and in math the conversations connect to how students are communicating their mathematical thinking.

The information regarding the 2015-2016 Grade 4 provincial math assessment shows that Lakefront students are on par with other students across our school board. We are unable to publically report on any other of our provincial assessment school data because of the small number of students at the grade levels. However, this information is valuable to Lakefront staff as it helps inform their teaching in the classroom.

For the most part our conversation about student achievement is focused on our understanding of the learning strengths and needs of our individual students. This is one of the benefits of our small class sizes and the intimate knowledge teachers gain about students after teaching them for several years in combined classrooms. This year teachers continued to explore how to best support our students as readers. Teachers continue to have very important conversations about the difference between readers who 'sound good' and readers who truly engage in and connect with what they read. Our students are often good at retelling stories and answering simple questions from their reading. We are pleased to see that our students are also beginning to develop that deeper understanding as readers. Teachers' have been working to ask questions of their students that cause them to think deeper when reading. Inferring, analyzing and making predictions are areas teachers have explored with students in their reading.

In math, our students continue to show progress in how they communicate their mathematical thinking. While it may seem easy for students to give a correct answer to a math problem; real understand is evident when they can show how they solved the problem and explain what they did using math language. Students are given the opportunity to share their thinking with partners, in small groups and to the larger group on a daily basis. Teachers continue to support students in learning the correct math vocabulary to support their mathematical conversations. Evidence of student understanding in math is communicated through their pictures or illustrations, using concrete materials as well as using symbolic representation (numbers and symbols).