

2013-14 Community Report

École LeMarchant St.Thomas

Elementary School



Provincial and Board Assessments		
	School (%)	Board (%)
	2013-14	2013-14
<u>Literacy Assessments</u>		
Grade 2 Board		
Reading - English	64%	71%
Reading - French Immersion	72%	68%
Grade 3 Provincial		
Reading	75%	70%
Writing - Ideas	82%	87%
Writing - Organization	73%	75%
Writing - Language Use	73%	79%
Writing - Conventions	73%	64%
Grade 6 Provincial		
Reading	95%	79%
Writing - Ideas	97%	89%
Writing - Organization	84%	80%
Writing - Language Use	84%	81%
Writing - Conventions	82%	67%
<u>Math Assessments</u>		
Grade 4 Provincial		
Mathematics	90%	77%
Grade 6 Provincial		
Mathematics	92%	76%

The staff and administration at LeMarchant St. Thomas (LMST) are very pleased and excited about the student improvement that has been demonstrated by our students across all grade levels this year, as indicated by Provincial, Board and classroom data.

Our teachers work together as an integrated, collaborative team to educate all our students every year. We see that our Reading and Mathematics provincial assessment results are above Board results. Some of the writing categories in grade 3 are slightly lower, but all writing categories in grade 6 are above Board. These results indicate that by the last year in elementary, our students have received the instruction and resources necessary throughout their elementary years and are academically very successful. One challenge we saw this year was that our grade 2 reading levels were both higher and lower than Board results. Teachers have been ensuring that students are reading books which are “just right” for them. This seems to be a great strategy because we know that our reading comprehension results on this same assessment ranged from 89%-100%.

The LMST Continuous School Improvement Plan (CSI) has focused on our students’ ability in literacy to communicate through writing to fulfill a purpose and to develop their ideas with detail. In math the focus is to have students demonstrate their ability to communicate their understanding in a variety of ways and to justify their thinking. This aligns directly with the work being done in our Professional Learning Communities, as teachers analyze the classroom, Provincial and Board data, to discuss and strategize actions taken to ensure that their instruction is meeting the needs of all our students. Our teachers are participating in continuous professional development both in-house and from HRSB Board specialists, as we work toward a common understanding of assessment practices. The teachers’ cohesiveness in

desiring to attain consistency in instructional and assessment practices across the grade levels has continued to increase with an overall result of student improvement for all our children.

We are grateful and appreciative of our parent community for the support and cooperation given to LMST staff as we continue to aim for continuous improvement and academic success for all our students.