

Brookhouse Elementary School

2015-16 Community Report



Brookhouse Elementary School serves students from Grades Primary to Six in Dartmouth, Nova Scotia. We currently have a staff of 40 and a student population of approximately 370. Our students come from a variety of backgrounds, perspectives, and learning styles.

The Provincial Assessment table presents data for Brookhouse School in comparison to the HRSB overall results. In examining the results in depth, we have determined that we meet or exceed the HRSB results in all categories of reading and writing with the exception of writing conventions and language use in grade 6. In the 2016-2017 school year, we plan to address writing conventions across all grade levels. Grade Four math results indicate that students are comparable to the Board average while grade six students are achieving above the board average. In September, our staff will use this data combined with our school based assessments to target and strengthen areas of need in mathematics.

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<u>Literacy Assessments</u>		
Grade 3 Provincial		
Reading	76%	69%
Writing - Ideas	78%	76%
Writing - Organization	62%	62%
Writing - Language Use	73%	66%
Writing - Conventions	49%	52%
Grade 6 Provincial		
Reading	77%	76%
Writing - Ideas	86%	82%
Writing - Organization	70%	68%
Writing - Language Use	70%	72%
Writing - Conventions	59%	65%
<u>Math Assessments</u>		
Grade 4 Provincial		
Mathematics	75%	78%
Grade 6 Provincial		
Mathematics	83%	72%

The last 5 years at Brookhouse have been a positive learning experience for both students and staff. We are celebrating the completion of a five year Student Success Planning (SSP) cycle. As a team, we considered the learning needs of our students based on assessment data, teacher observation and survey results. We determined that reading comprehension and numeracy are areas we need to address.

During this SSP process, we worked diligently to develop a common understanding of reading comprehension. Classrooms were infused with quality books. We developed and revised a school-based tracking system for recording reading comprehension data. We also participated in professional development and engaged in grade level conversations about comprehension to plan interventions for students in need. We routinely develop learning goals with students and encourage them to use their personal strengths to improve upon their challenges.

In numeracy, we routinely collaborate to create grade level formative and summative assessments. Our new ways of assessing provide richer evidence of specific learning needs. Student needs are addressed immediately. This empowers students to address learning goals and encourages them to challenge themselves.

We are pleased to share that following the presentation of our five year results to HRSB Program and School Administration staff, they have determined that our school has shown improvement in the areas of literacy and math. Looking toward the future, our staff is confident that we will build upon this success and continue to set goals which challenge our students.