



HALIFAX WEST HIGH SCHOOL Community Report 2015-2016



Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<u>Literacy Assessments</u>		
Grade 10 Provincial		
Reading	77%	78%
Writing - Ideas	74%	69%
Writing - Organization	68%	65%
Writing - Language Use	68%	65%
Writing - Conventions	66%	60%
<u>Math Assessments</u>		
Grade 10 Provincial		
Mathematics	82%	72%
Mathematics At Work	50%	54%

The data in this table reflects the percentage of students who performed at and above provincial expectations. For math overall, reading overall, and writing (four areas) students received a score of 1 (below expectations), 2 (approaching expectations), 3 (at expectations) or 4 (above expectations). These percentages are the levels 3 and 4 combined.

Graduation Rates		
School Year	Rate	
2015-16	98%	
Destination after High School		Rate
Community College	11%	
University	57%	
Other Education or Training	4%	
Join Workforce	10%	
Unknown	9%	

YEAR ONE OF OUR STUDENT SUCCESS PLAN

Halifax West High School is in the development stage of its next four-year plan. In the fall we began to collect information about student success, historical grades, data that was disaggregated by relevant factors for our community, teacher reflection, and student focus groups. This work has led us to believe that there are two key areas for growth in the near future.

The data, and anecdotal information, shows that students who are engaged with school, and who have strong relationships to their teachers and fellow students, succeed. When students feel disconnected they are at a much greater risk of academic and social difficulties. The Halifax Regional School Board has

been developing supports for schools that will help to increase student engagement through culturally responsive teaching and school climate. With the diversity that is represented in Halifax West it led us to a closer examination of our practices. We believe that there is more work that can be done in this area to meet the needs of our diverse population, and that it is critical for ensuring the success of each student.

Goal #1: To improve student achievement through the use of instructional practices that are informed by knowledge of their students' diverse backgrounds, experiences, perspectives, and learning styles.

- We will build a community of learners in the classroom where students feel connected to each other, the content and their own learning.
- We will provide students with skills, tools, and opportunities to create work that positively values the diversity of their experiences and Canadian Society.
- We will create opportunities for students to learn about the positive contributions of individuals from diverse cultural backgrounds to Canadian Society and the global community.

The data, and anecdotal information, shows us that students need to be active participants in the assessment strategies that are used in their courses. Students who know how they will be marked are better prepared to meet those targets. Assessment is a continuing focus of the Halifax Regional School Board, and critical in high school since marks are used as requirements for graduation and post-secondary entrance programs. In our student success plan we will work on strategies that will ensure timely, effective, and specific steps are taken in every classroom, and for each student. Students need to know how to use feedback to improve learning and performance. Teachers need to learn how to be efficient and effective with feedback so that the timing and quality is purposeful.

Goal #2: To improve student achievement through planning and using formative and summative assessment strategies.

- We will provide a wide range of ways for students to demonstrate their learning, ensuring both academic rigour and a variety of resources that are accessible to each learner, with a particular focus on meeting the needs of New Canadian students.
- We will provide students with regular descriptive feedback and teach them focused revision using this feedback.
- We will provide students with clear learning targets, written in student-friendly language.

A number of internal initiatives were ongoing this year. Our Student Services Department has completed a third year of a new method of providing resource support to our students, reaching far greater numbers of students than before with an in-class support model. They have been able to help students develop both their comprehension skills in their courses as well as provide real life connections to their math coursework. This model is also being implemented in our EAL support. This year Halifax West piloted a new model of EAL support and new course offerings. These strategies increased the ability for new English language learners to thrive and continue on academic pathways by focusing on their use of academic language, and providing a longer pathway for learning English and the skills required to engage with academic English literature.

WHAT THE GRADE 10 PROVINCIAL ASSESSMENT DATA IS TELLING US

The math assessment data show that we are strong overall in the area of academic math. Our results in Math at Work 10 suggest that there is a need to further support students who are choosing this mathematics pathway. Teachers will be using the information that was gathered about each learner's

strengths and challenges to inform their teaching practice. Many students in Math at Work 10 were near meeting the expectations for the exam and teachers will continue to work with them on these necessary skills in Math at Work 11.

The literacy assessment data show that we were above the board averages in most areas of the English 10 assessment. Our previous school goals focused on comprehension and reading and we will continue to support students in these areas as they move forward. This year there were more English as an additional language students who participated in the assessment (any grade 10 student who had been in Canada for more than one year and was registered in English 10). The grade 10 assessment data about each learner will benefit teachers as they work to support students who were not meeting or just meeting the expectations. This information will be used as a valuable tool by grade 11 and 12 teachers.