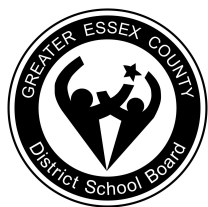


EQAO Community Report for 2010-2011

William G. Davis Public School



**Greater
Essex
County
District
School
Board**

2855 Rivard, Windsor, Ontario, N8T 2H9

Phone: 519-945-1147

Rosalyn Breshgold, PRINCIPAL

Michelle Lowes, VICE- PRINCIPAL

About the Test

The Education Quality and Accountability Office (EQAO) large-scale assessments are conducted annually in every publicly funded Ontario elementary school. All Grade 3 and Grade 6 students are expected to participate in the assessments, which measure how well students are able to demonstrate the Ontario curriculum expectations in reading, writing and mathematics. Student results are reported by levels of achievement as outlined in the Ontario Curriculum. Level 3 is the provincial standard.

EQAO testing results are just one of the many tools that support student learning. The results are a snapshot of achievement at a particular point in time and are considered alongside school-based information. Regular assessments conducted in the classroom remain the fundamental method of assessing and supporting students throughout their education.

Data from EQAO assessment results help guide teaching practices. It serves as a catalyst for improving student achievement, and prompts thoughtful, constructive conversations about strategies for improvement.

Highlights of School Results

In Grade 3 Reading 29% achieved at or above the provincial standard. This is an 11% decrease from 2009-10.

In Grade 3 Writing 26% achieved at or above the provincial standard. This is a 30% decrease from 2009-10.

In Grade 3 Mathematics 51% scored at or above the provincial standard. This is a 21% decrease from 2009-10.

In Grade 6 Reading 62% scored at or above the provincial standard. This is a 4% increase from 2009-10.

In Grade 6 Writing 52% scored at or above the provincial standard. This is a 3% decrease from 2009-10.

In Grade 6 Mathematics 46% scored at or above the provincial standard. This is a 7% increase from 2009-10.

School Level Initiatives

Professional Learning Community meetings with divisional partners to create consistency and to enhance staff development.

Reader and Writers workshop to allow students to develop reading, writing and inquiry skills.

Changed timetable to Balanced Day to increase uninterrupted blocks of learning time.

School wide focus on consistent use of high yield strategies such as small group instruction, descriptive feedback, learning goals and success criteria.

Reading Rap program to develop fluency in Primary grades, Math tutoring program with level 2 students

School wide improvement planning with guided support from the Instructional Coach and School "Visible Learning Team".

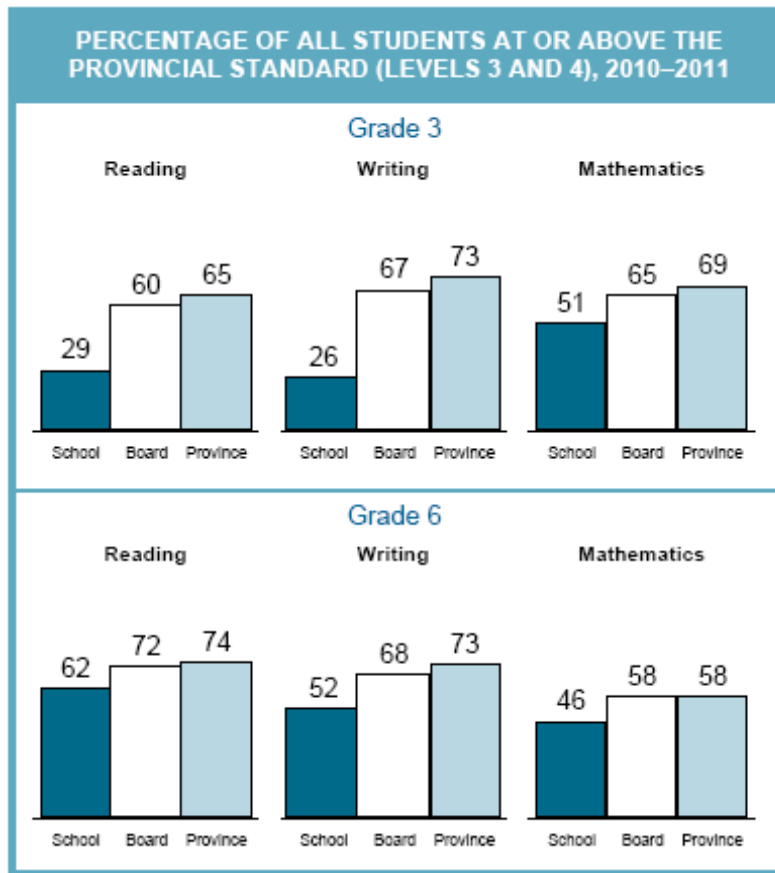
After school tutoring program for grade 3 and 6, Partners in action with LST to assist with guided groups

Teacher moderation of student work at PLC and staff meetings.

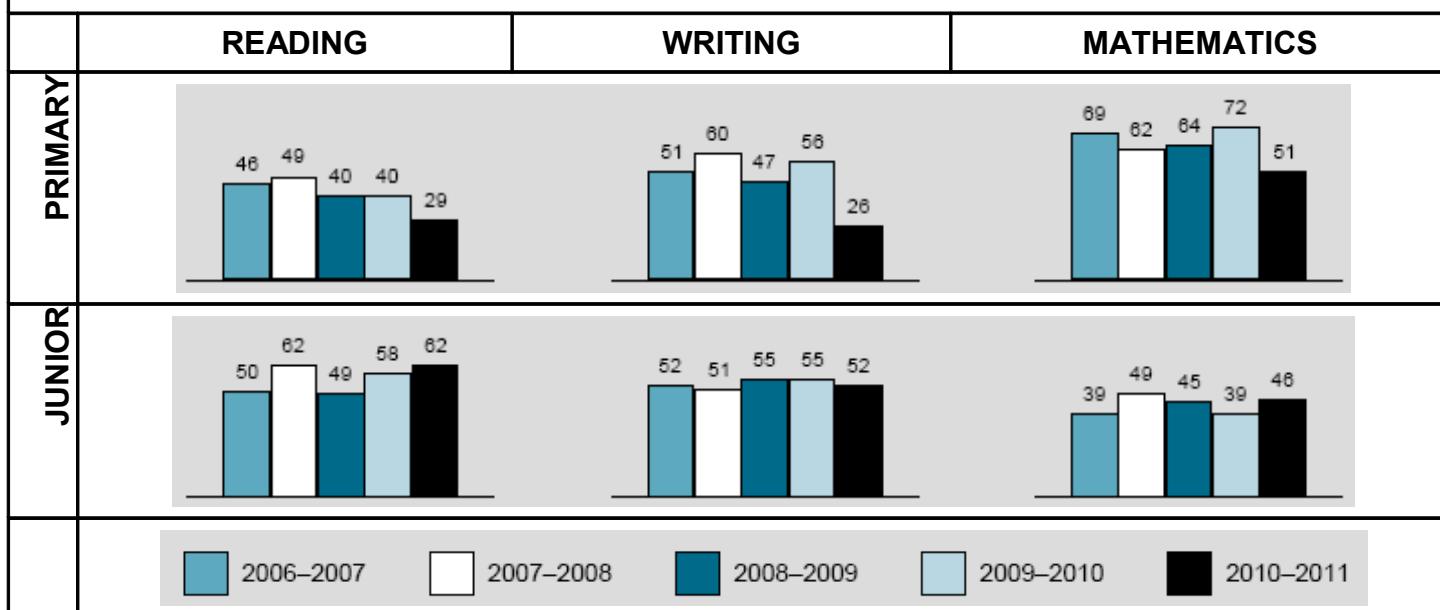
Next Steps

Our staff will be conducting an analysis of both individual and school results to identify specific improvement goals in the areas of reading, writing and mathematics. Using this information, we will determine the instructional strategies which focus on the areas which require further development.

Percentage of All Students At or Above The Provincial Standard (Levels 3 and 4)



Percentage of All Students At or Above The Provincial Standard (Levels 3 and 4) Over Time



Additional information is available at www.eqao.com