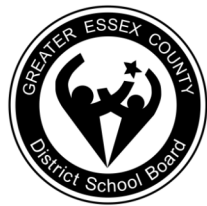


EQAO Community Report for 2010-2011

Belle River Public School



Greater Essex
County District
School Board

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Larry Anderson, PRINCIPAL

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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

We are proud of our students and the effort they continue to put forth in the areas of reading, writing and mathematics in grades three and six. In the area of reading we continue our focus on retell and the ability to demonstrate understanding, particularly in the primary division. In the junior and intermediate divisions, we continue to target proficiency in demonstrating understanding and in the ability of our students to summarize effectively. Overall, we will continue to strive to decrease the gap between boys and girls which exists in all areas of the curriculum. In particular, the area of mathematics will continue to be a school focus when setting our school improvement goals. Last year, our focus was problem solving in the area of mathematics. It is our belief that with the continuation of consistent, intentional small group/guided instruction that is focused on analyzing student work/performance and by providing highly descriptive and personalized feedback to our students we will continue to realize continued student achievement.

School Level Initiatives

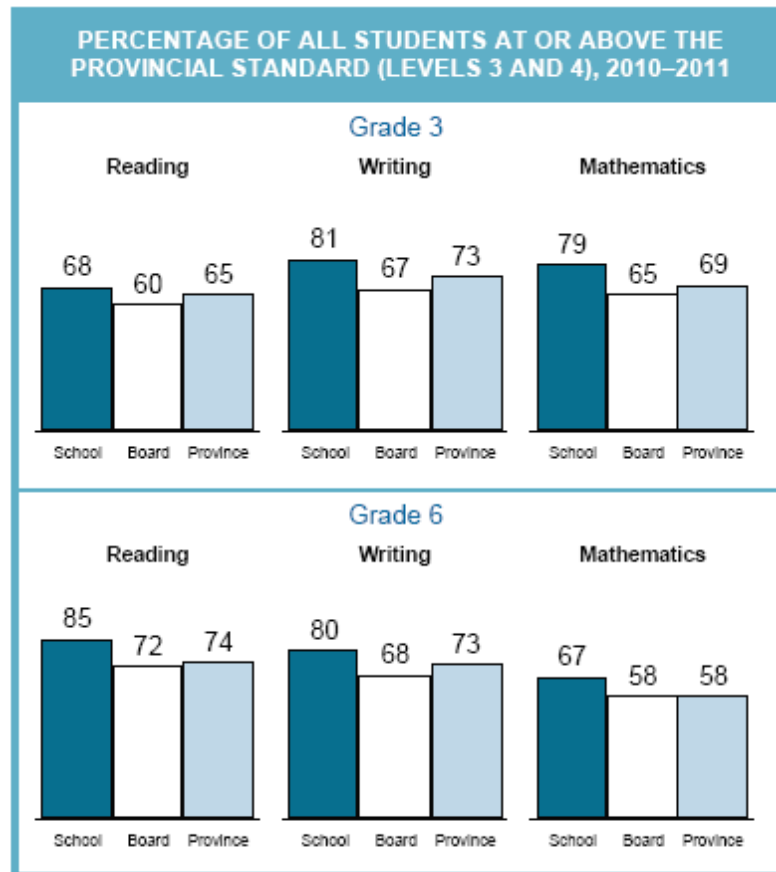
Belle River Public School is fortunate in having a very successful working partnership between staff, parents and students. Our School Council continues to support our goals for student achievement in the area of literacy through the purchase of leveled reading materials and mathematics kits for our students. As well, staff and parents continue to work in close cooperation to plan literacy and mathematics based initiatives to support and strengthen the connections between home and school. The school staff continues to participate in professional development opportunities geared at shaping their ability to reach every child and focus in on the strengths and needs of each student. Teacher moderation plays a very important role that is centered on improved student achievement by identifying particular areas of needs and in which those areas can be addressed. This year, a continued examination of our mathematics results and strategies for the improvement of our students to become better at problem solving will be a primary focus. Other initiatives such as the balanced school day and literacy approach, grade level and divisional planning teams and the support of our Instructional Coach will continue to assist and end result of improved student achievement.

Next Steps

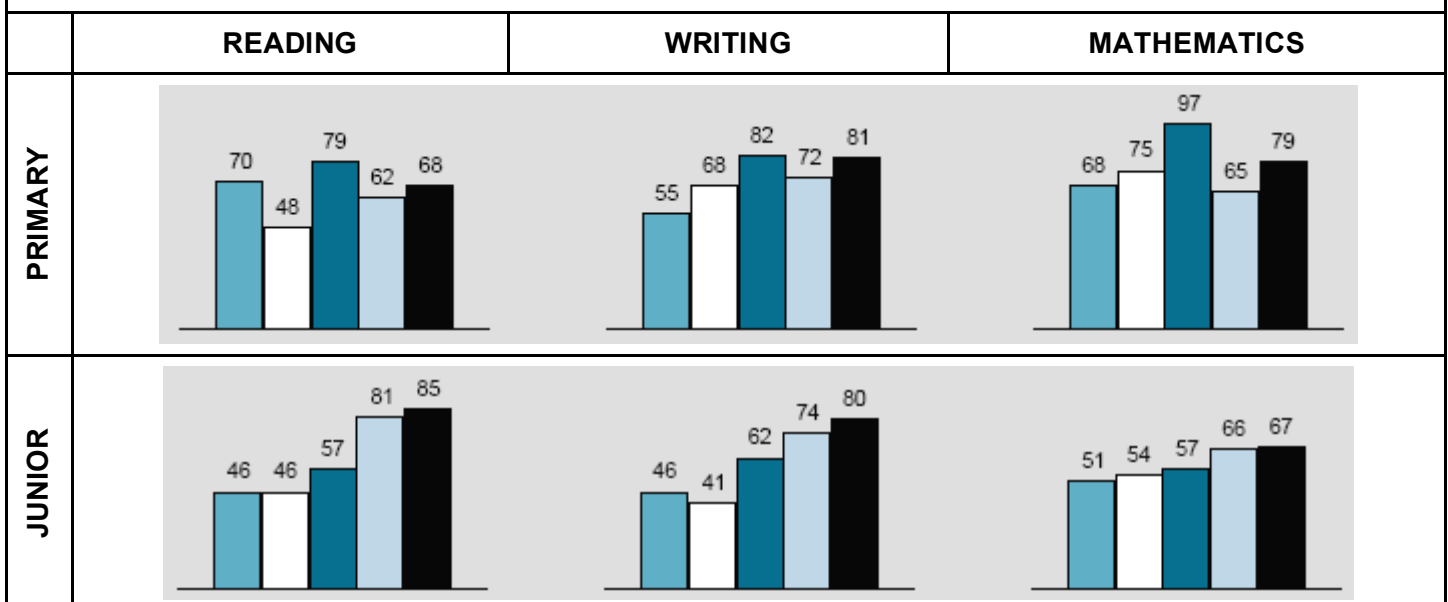
Our staff will be conducting an analysis of both individual and school results to identify

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



	 2006–2007	 2007–2008	 2008–2009	 2009–2010	 2010–2011
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Additional information is available at www.eqao.com