

Assessments of Reading, Writing and Mathematics
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2014–2015

School: Ahlul Bayt Islamic S (665991)

Board: (2356)

On behalf of EQAO, I am pleased to provide you with the results of the 2014–2015 Assessments of Reading, Writing and Mathematics for the primary division (Grades 1–3) and junior division (Grades 4–6).

This report includes the 2015 results, as well as results for previous years, so you can track progress over time. You'll also find demographic and attitudinal information, which provides context for interpreting the achievement results. This school year was unique in that not all students participated in the provincial assessments because of labour action in the English-language public school system. As a result, there is no provincial-level information in this report.

Assessing all students against a provincial standard provides reliable and objective data at the student, school and board levels and helps uncover important trends. By analyzing EQAO data alongside other evidence, school boards and schools can make informed decisions about how to improve student learning and can track their progress toward their goals.

At EQAO, we strongly believe that good information—in the hands of dedicated professionals and school communities—can help to identify areas for improvement and inform targeted interventions. We are pleased to provide reliable and useful information about student achievement from Ontario's provincial assessment program for all partners in the education system.

Sincerely,



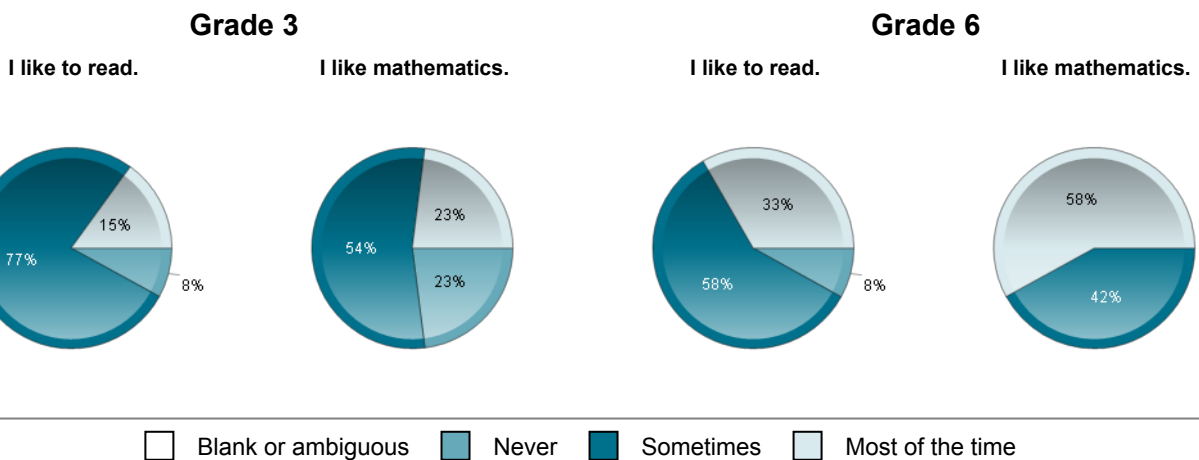
Bruce Rodrigues
Chief Executive Officer
Education Quality and Accountability Office



Contextual Data

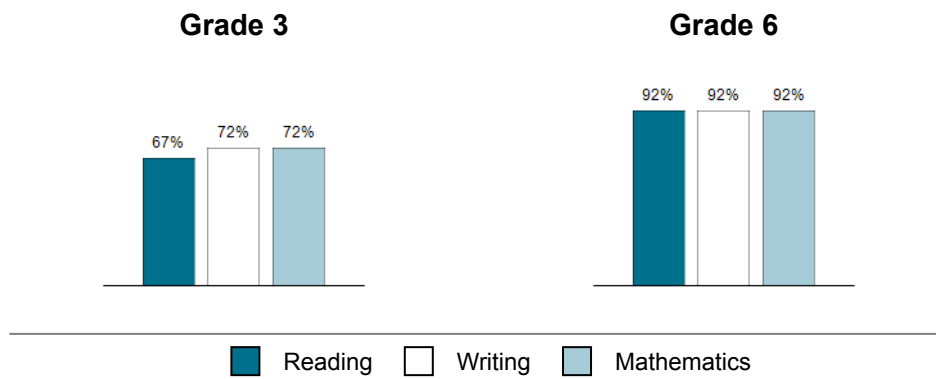
	Grade 3	Grade 6
Number of students	18	13
English language learners	0%	0%
Students with special education needs (excluding gifted)	0%	0%
First language learned at home was other than English	100%	100%
Students' Time in Canada		
Born in Canada	100%	85%
In Canada less than one year	0%	0%
In Canada one year or more but less than three years	0%	0%
In Canada three years or more	0%	15%

Attitudes and Behaviour Data

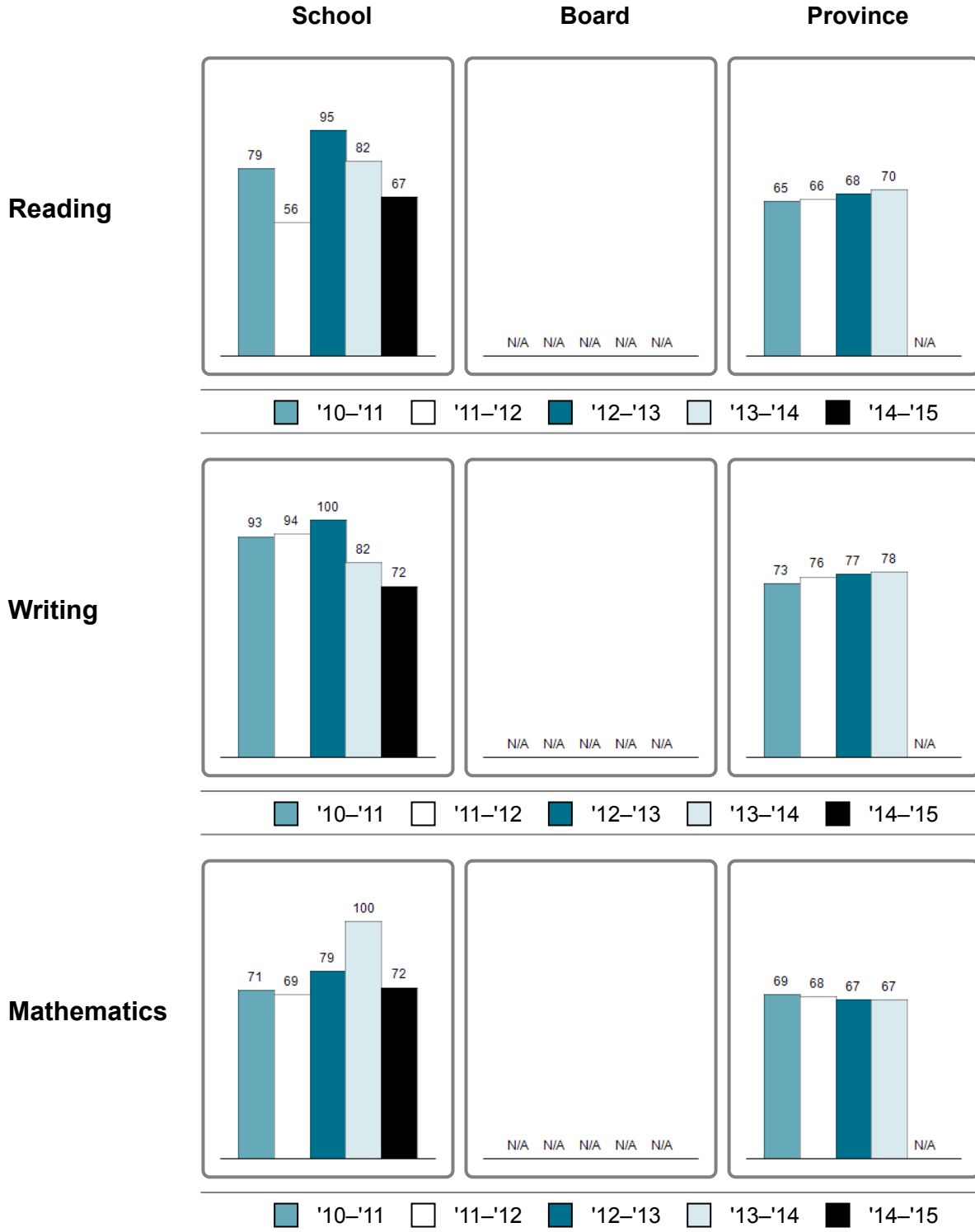


Achievement Data

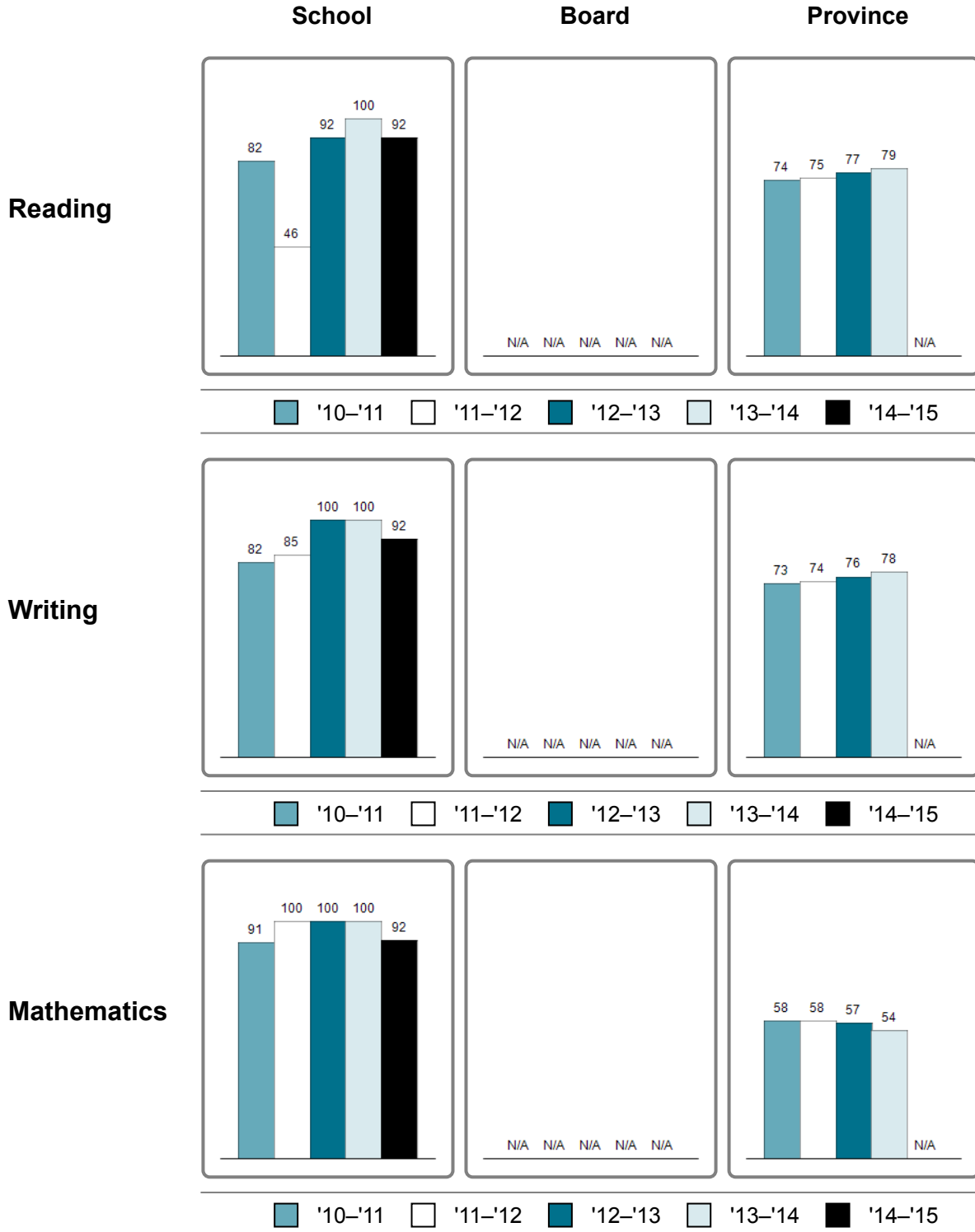
Students at or Above the Provincial Standard (Levels 3 and 4)



Percentage of Students



Percentage of Students



	Grade 3	Grade 6
Number of students	18	13
Participation in the Assessment		
Reading	94%	92%
Writing	94%	92%
Mathematics	94%	100%
Gender		
Female	56%	38%
Male	44%	62%
Student Status		
English language learners	0%	0%
Students with special education needs (excluding gifted)	0%	0%
Students enrolled in French Immersion	0%	0%
Participating English language learners who received a special provision		
Reading	0%	0%
Writing	0%	0%
Mathematics	0%	0%
Participating students who received one or more accommodations		
Reading	0%	0%
Writing	0%	0%
Mathematics	0%	0%
Place of Birth		
Born in Canada	100%	85%
Born outside Canada	0%	15%
In Canada less than one year	0%	0%
In Canada one year or more but less than three years	0%	0%
In Canada three years or more	0%	15%
Language		
First language learned at home was other than English	100%	100%
Year student entered current school		
Year of the assessment	6%	0%
Year prior to the assessment	0%	0%
2 years prior to the assessment	61%	0%
3 or more years prior to the assessment	33%	100%
Year Student Entered Current Board		
Year of the assessment	6%	0%
Year prior to the assessment	0%	0%
2 years prior to the assessment	61%	0%
3 or more years prior to the assessment	33%	100%

Reading	School		Board		Province	
<i>Number of Students</i>	18		N/A		N/A	
	#	%	#	%	#	%
Level 4	0	0	N/A	N/A	N/A	N/A
Level 3	12	67	N/A	N/A	N/A	N/A
Level 2	4	22	N/A	N/A	N/A	N/A
Level 1	1	6	N/A	N/A	N/A	N/A
NE1	0	0	N/A	N/A	N/A	N/A
<i>Participating Students</i>	17	94	N/A	N/A	N/A	N/A
No Data	1	6	N/A	N/A	N/A	N/A
Exempt	0	0	N/A	N/A	N/A	N/A
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	67		N/A		N/A	

Writing	School		Board		Province	
<i>Number of Students</i>	18		N/A		N/A	
	#	%	#	%	#	%
Level 4	0	0	N/A	N/A	N/A	N/A
Level 3	13	72	N/A	N/A	N/A	N/A
Level 2	4	22	N/A	N/A	N/A	N/A
Level 1	0	0	N/A	N/A	N/A	N/A
NE1	0	0	N/A	N/A	N/A	N/A
<i>Participating Students</i>	17	94	N/A	N/A	N/A	N/A
No Data	1	6	N/A	N/A	N/A	N/A
Exempt	0	0	N/A	N/A	N/A	N/A
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	72		N/A		N/A	

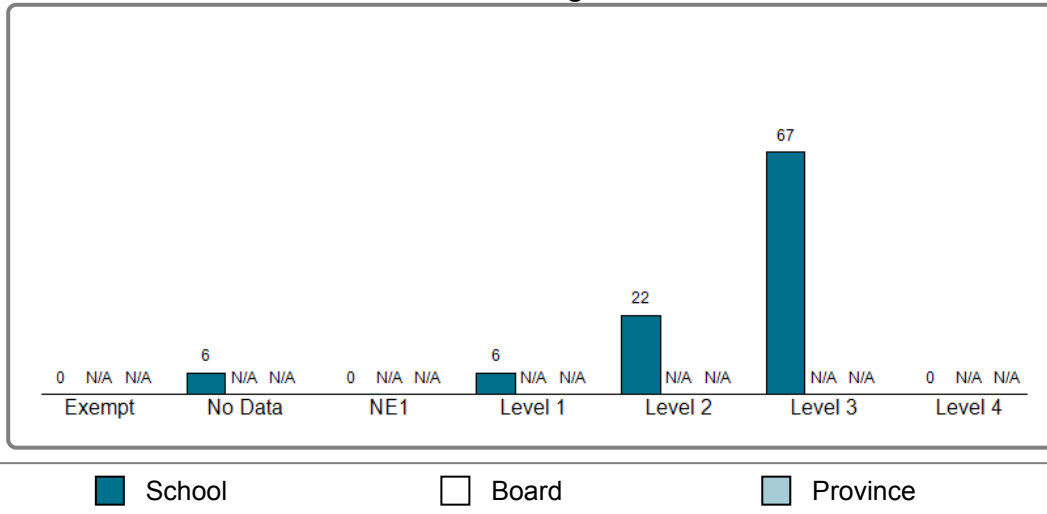
Mathematics	School		Board		Province	
<i>Number of Students</i>	18		N/A		N/A	
	#	%	#	%	#	%
Level 4	1	6	N/A	N/A	N/A	N/A
Level 3	12	67	N/A	N/A	N/A	N/A
Level 2	4	22	N/A	N/A	N/A	N/A
Level 1	0	0	N/A	N/A	N/A	N/A
NE1	0	0	N/A	N/A	N/A	N/A
<i>Participating Students</i>	17	94	N/A	N/A	N/A	N/A
No Data	1	6	N/A	N/A	N/A	N/A
Exempt	0	0	N/A	N/A	N/A	N/A
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	72		N/A		N/A	

Reading	School		Board		Province	
<i>Number of Students</i>	13		N/A		N/A	
	#	%	#	%	#	%
Level 4	2	15	N/A	N/A	N/A	N/A
Level 3	10	77	N/A	N/A	N/A	N/A
Level 2	0	0	N/A	N/A	N/A	N/A
Level 1	0	0	N/A	N/A	N/A	N/A
NE1	0	0	N/A	N/A	N/A	N/A
<i>Participating Students</i>	12	92	N/A	N/A	N/A	N/A
No Data	1	8	N/A	N/A	N/A	N/A
Exempt	0	0	N/A	N/A	N/A	N/A
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	92		N/A		N/A	

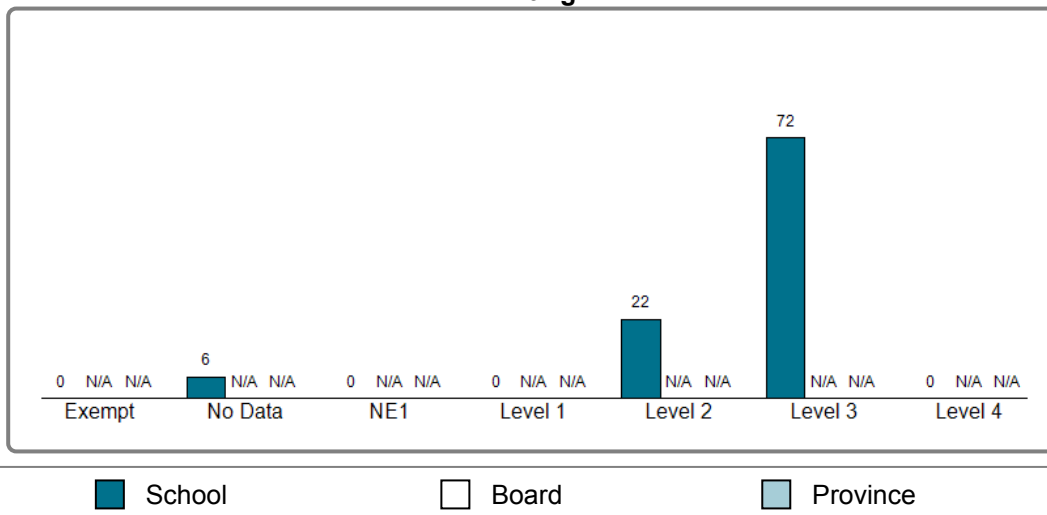
Writing	School		Board		Province	
<i>Number of Students</i>	13		N/A		N/A	
	#	%	#	%	#	%
Level 4	1	8	N/A	N/A	N/A	N/A
Level 3	11	85	N/A	N/A	N/A	N/A
Level 2	0	0	N/A	N/A	N/A	N/A
Level 1	0	0	N/A	N/A	N/A	N/A
NE1	0	0	N/A	N/A	N/A	N/A
<i>Participating Students</i>	12	92	N/A	N/A	N/A	N/A
No Data	1	8	N/A	N/A	N/A	N/A
Exempt	0	0	N/A	N/A	N/A	N/A
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	92		N/A		N/A	

Mathematics	School		Board		Province	
<i>Number of Students</i>	13		N/A		N/A	
	#	%	#	%	#	%
Level 4	11	85	N/A	N/A	N/A	N/A
Level 3	1	8	N/A	N/A	N/A	N/A
Level 2	0	0	N/A	N/A	N/A	N/A
Level 1	0	0	N/A	N/A	N/A	N/A
NE1	1	8	N/A	N/A	N/A	N/A
<i>Participating Students</i>	13	100	N/A	N/A	N/A	N/A
No Data	0	0	N/A	N/A	N/A	N/A
Exempt	0	0	N/A	N/A	N/A	N/A
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	92		N/A		N/A	

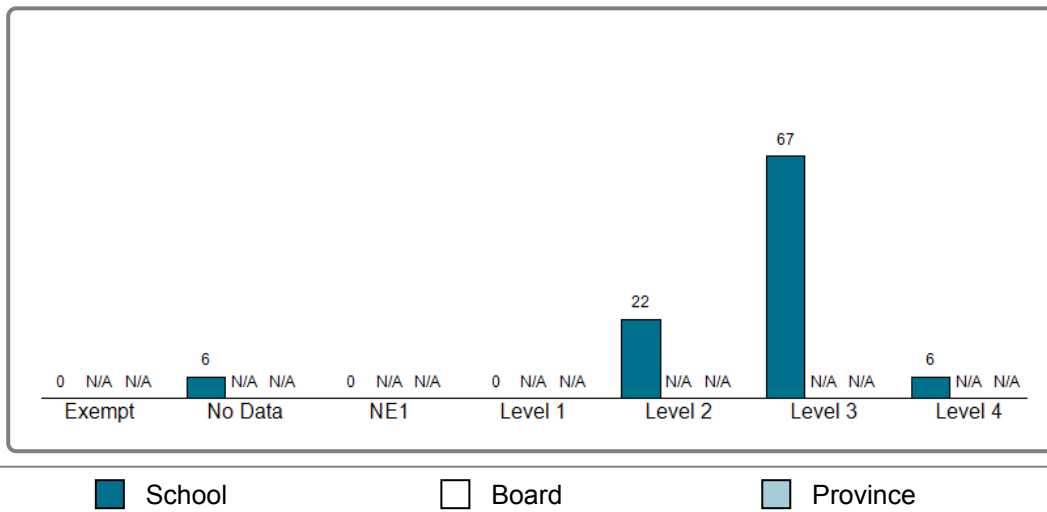
**Percentage of Students
Reading**



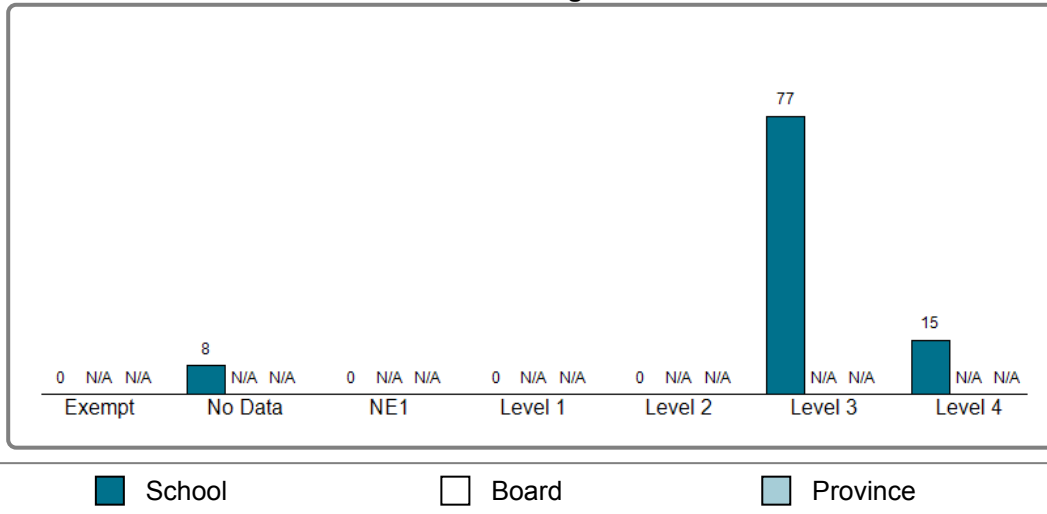
Writing



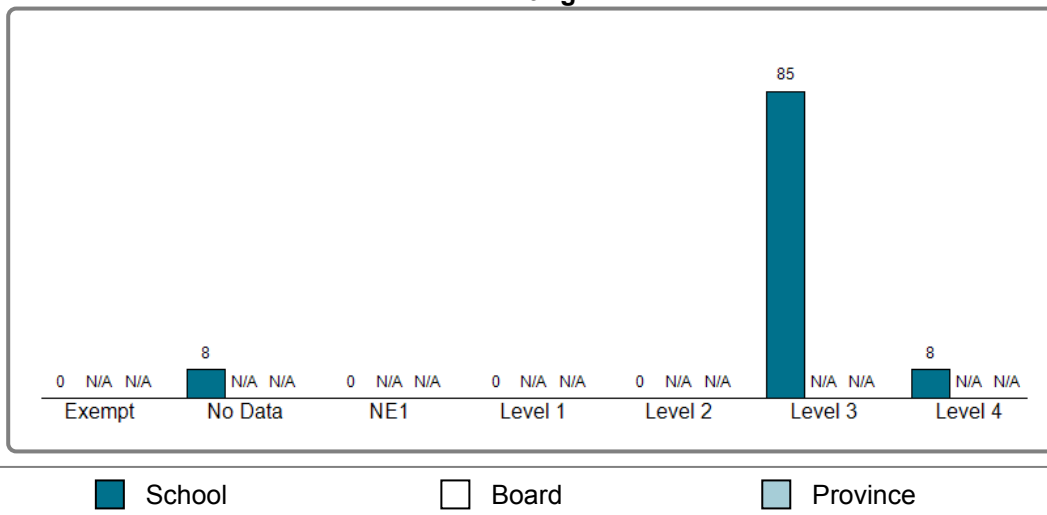
Mathematics



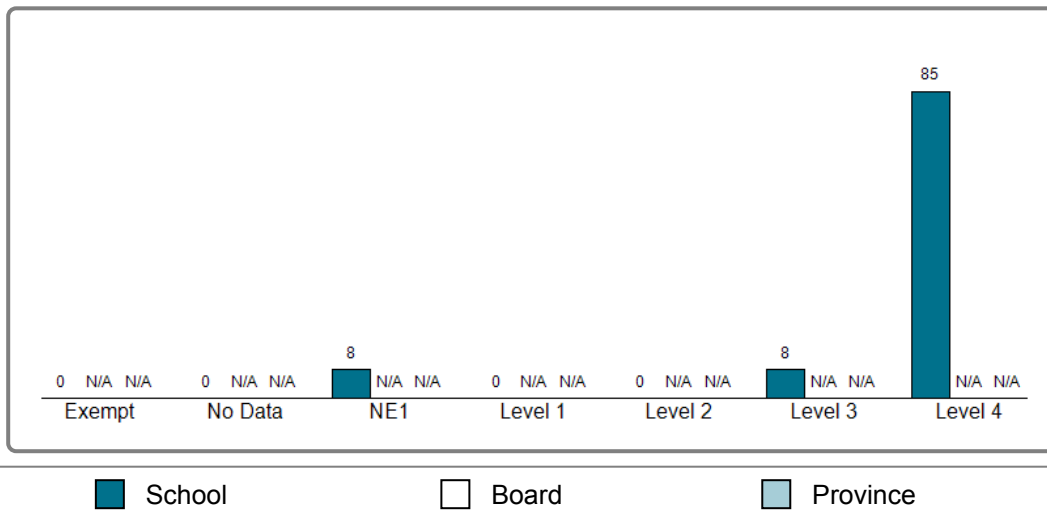
**Percentage of Students
Reading**



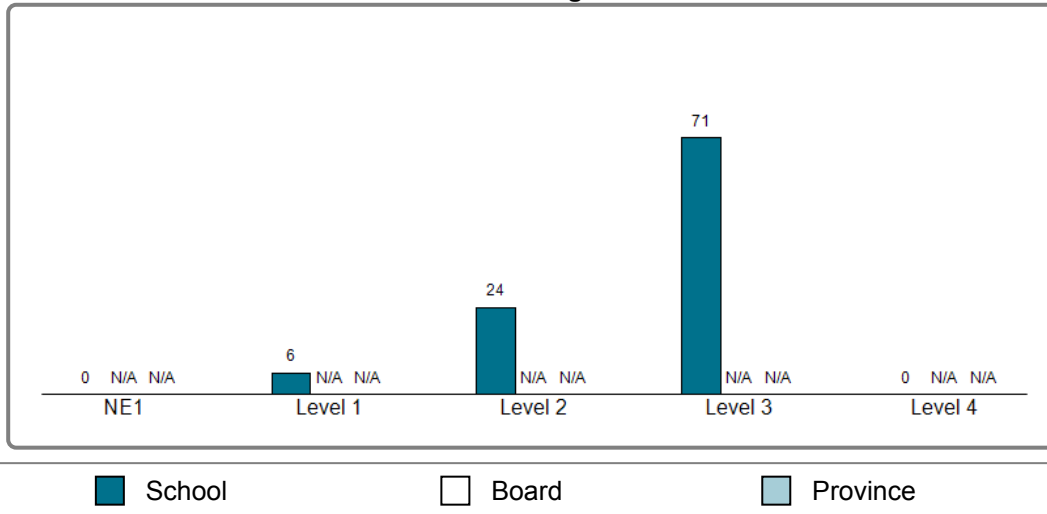
Writing



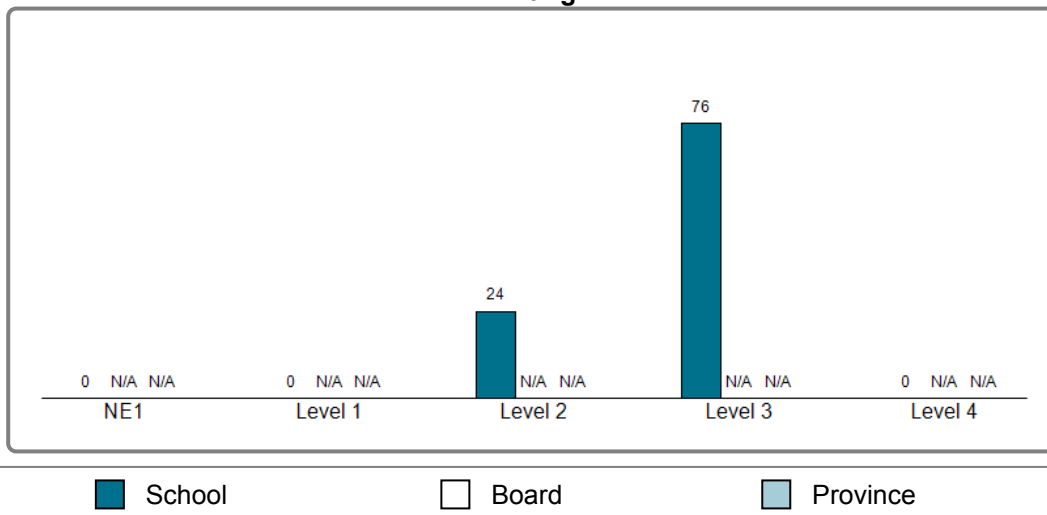
Mathematics



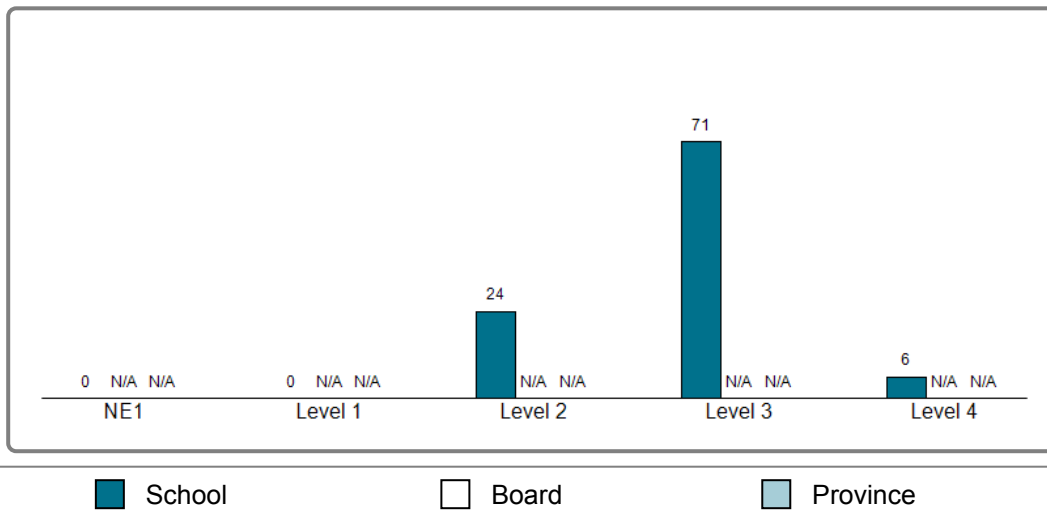
**Percentage of Students
Reading**



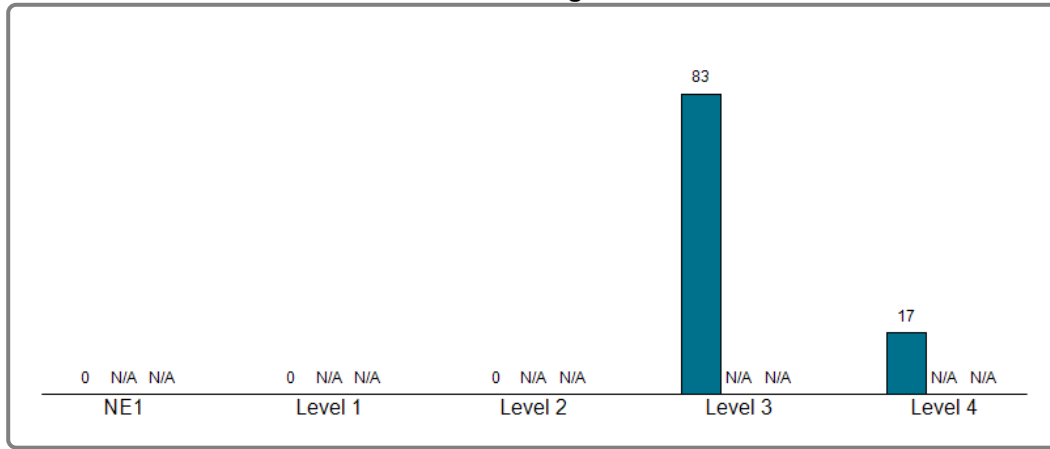
Writing



Mathematics

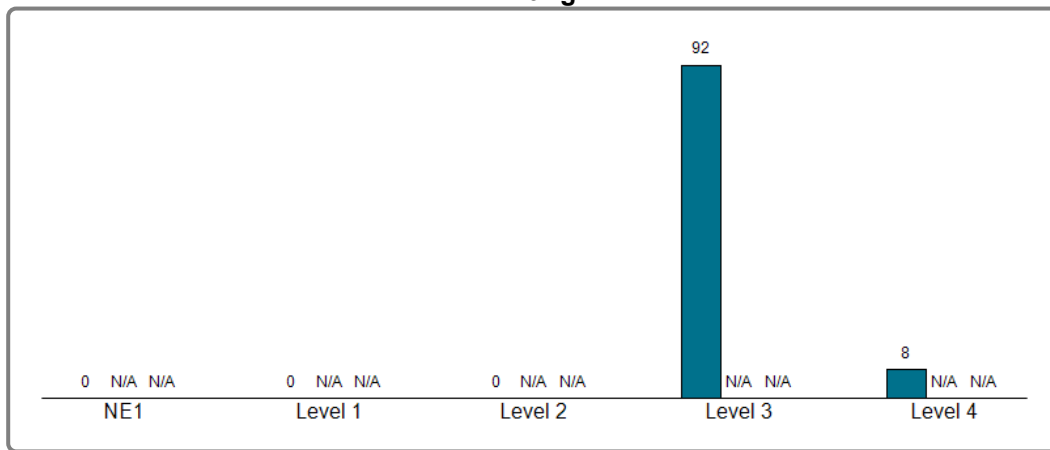


**Percentage of Students
Reading**



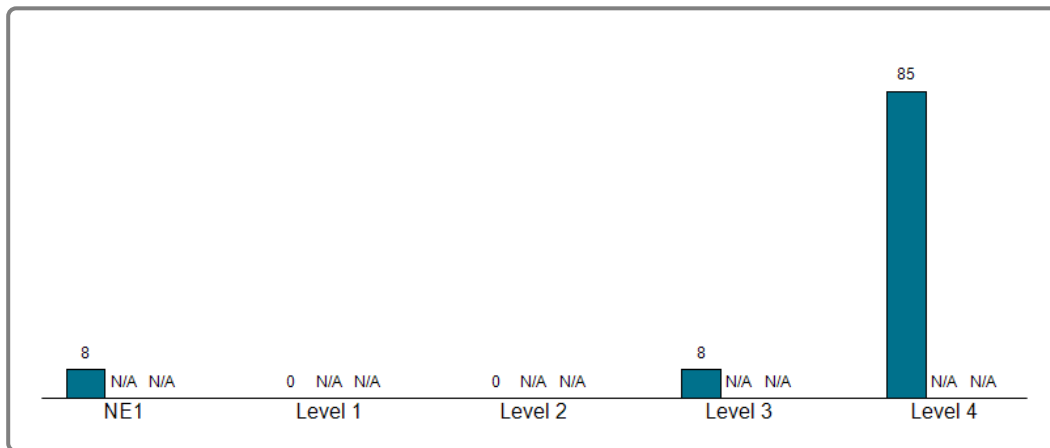
■ School □ Board □ Province

Writing



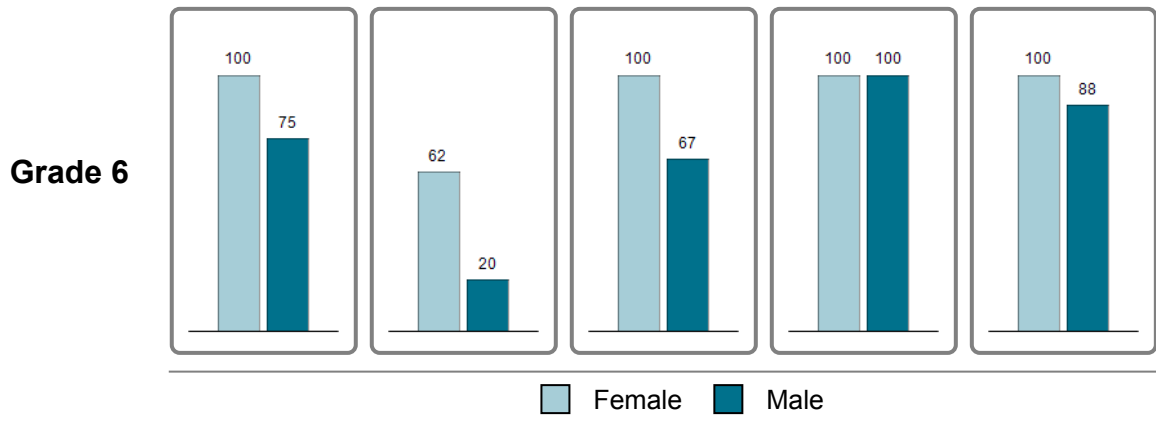
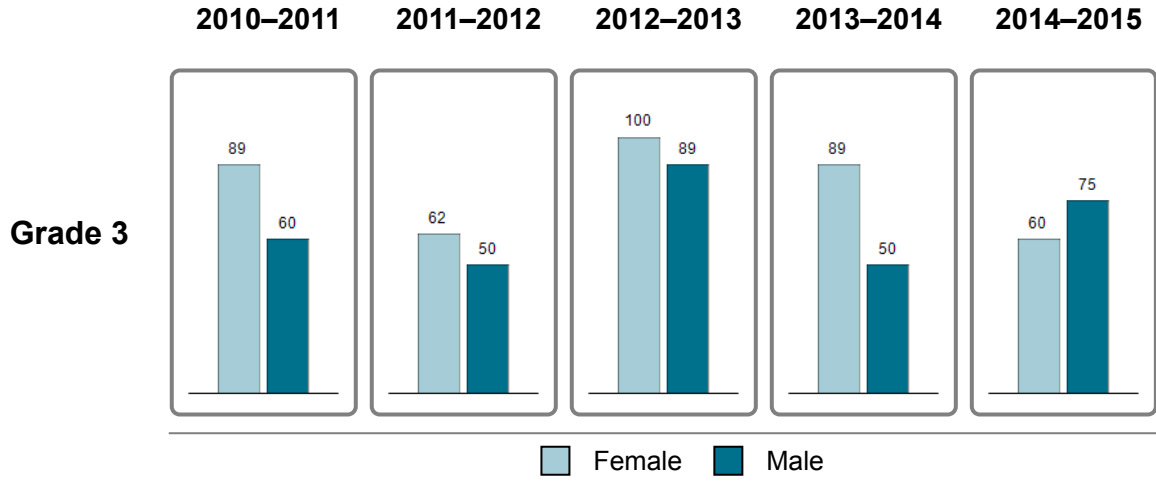
■ School □ Board □ Province

Mathematics

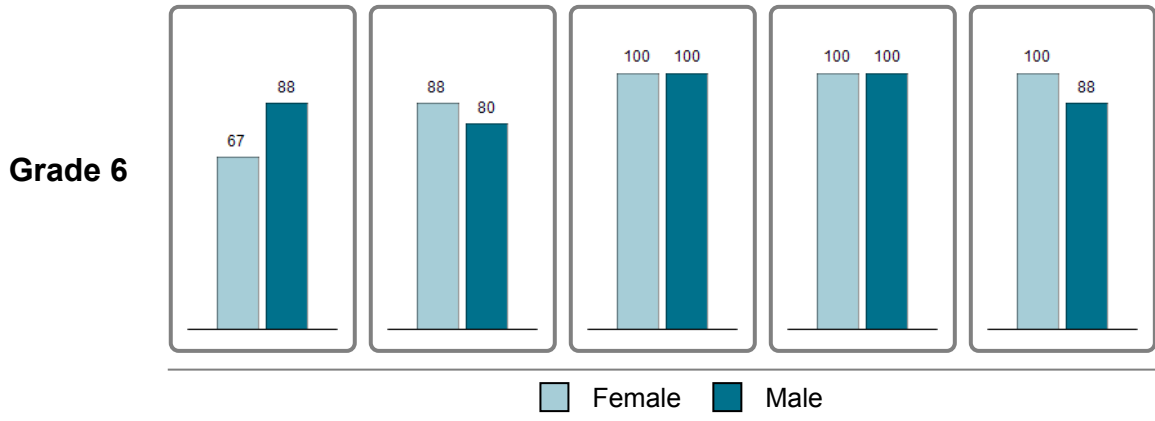
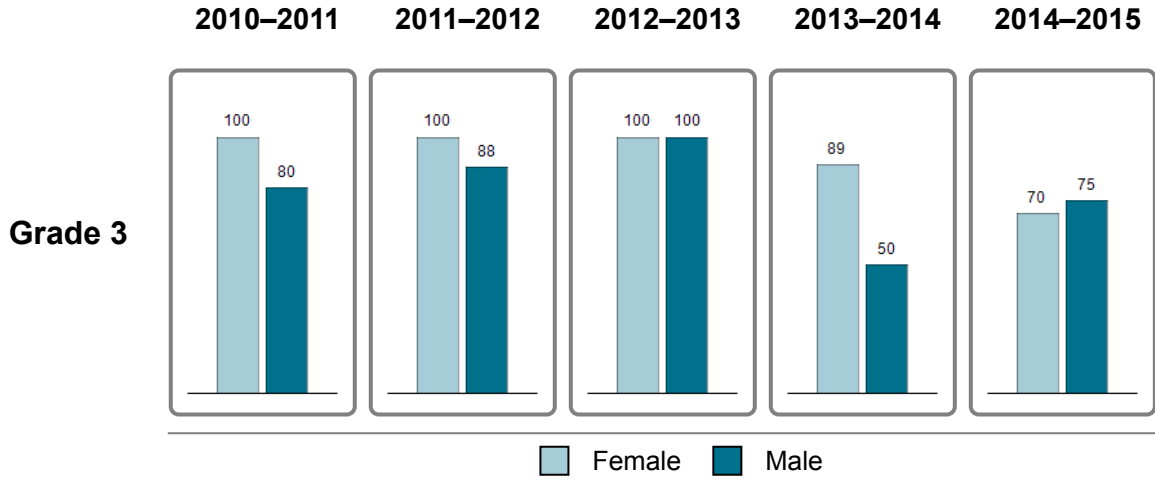


■ School □ Board □ Province

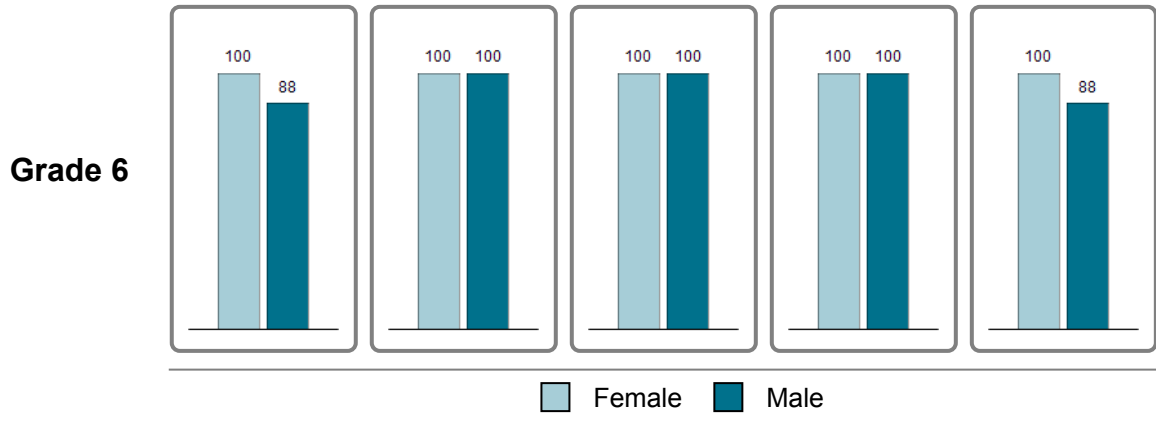
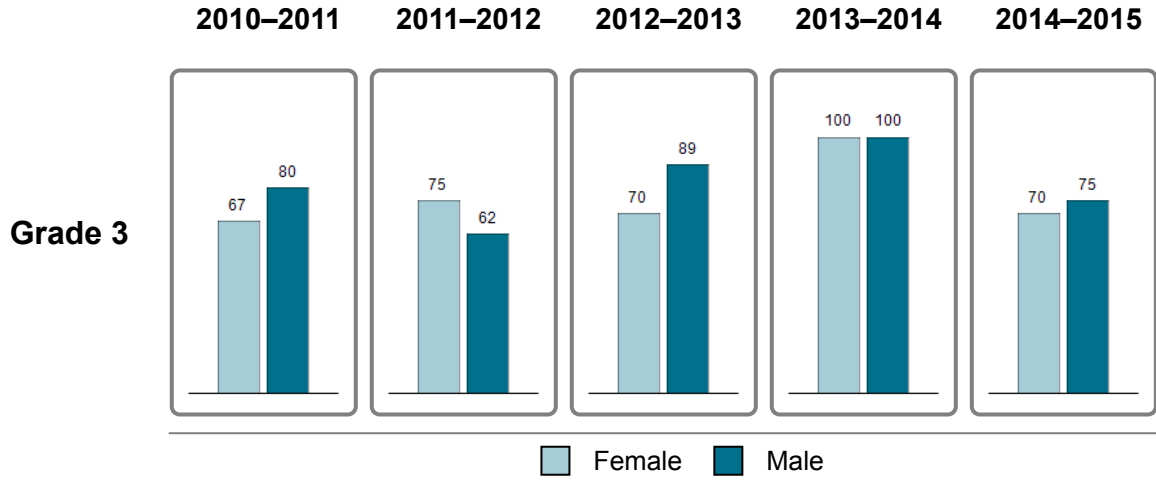
Percentage of Students



Percentage of Students



Percentage of Students



Reading

The reading results for the 0 students in the cohort are as follows:

- **0%** (0) met the provincial standard in Grade 3 and Grade 6;
- **0%** (0) did not meet the standard in Grade 3 but met it in Grade 6;
- **0%** (0) met the standard in Grade 3 but did not meet it in Grade 6 and
- **0%** (0) did not meet the standard in Grade 3 and did not in Grade 6.

Maintained Standard Rose to Standard Dropped from Standard Never Met Standard

Writing

The writing results for the 0 students in the cohort are as follows:

- **0%** (0) met the provincial standard in Grade 3 and Grade 6;
- **0%** (0) did not meet the standard in Grade 3 but met it in Grade 6;
- **0%** (0) met the standard in Grade 3 but did not meet it in Grade 6 and
- **0%** (0) did not meet the standard in Grade 3 and did not in Grade 6.

Maintained Standard Rose to Standard Dropped from Standard Never Met Standard

Mathematics

The mathematics results for the 0 students in the cohort are as follows:

- **0%** (0) met the provincial standard in Grade 3 and Grade 6;
- **0%** (0) did not meet the standard in Grade 3 but met it in Grade 6;
- **0%** (0) met the standard in Grade 3 but did not meet it in Grade 6 and
- **0%** (0) did not meet the standard in Grade 3 and did not in Grade 6.

Maintained Standard Rose to Standard Dropped from Standard Never Met Standard

	School	Board	Province
Number of students	18	N/A	N/A
Participation in the Assessment			
Reading	94%	N/A	N/A
Writing	94%	N/A	N/A
Mathematics	94%	N/A	N/A
Gender			
Female	56%	N/A	N/A
Male	44%	N/A	N/A
Student Status			
English language learners	0%	N/A	N/A
Students with special education needs (excluding gifted)	0%	N/A	N/A
Students enrolled in French Immersion	0%	N/A	N/A
Participating English language learners who received a special provision			
Reading	0%	N/A	N/A
Writing	0%	N/A	N/A
Mathematics	0%	N/A	N/A
Participating students who received one or more accommodations			
Reading	0%	N/A	N/A
Writing	0%	N/A	N/A
Mathematics	0%	N/A	N/A
Place of Birth			
Born in Canada	100%	N/A	N/A
Born outside Canada	0%	N/A	N/A
In Canada less than one year	0%	N/A	N/A
In Canada one year or more but less than three years	0%	N/A	N/A
In Canada three years or more	0%	N/A	N/A
Language			
First language learned at home was other than English	100%	N/A	N/A
Year student entered current school			
Year of the assessment	6%	N/A	N/A
Year prior to the assessment	0%	N/A	N/A
2 years prior to the assessment	61%	N/A	N/A
3 or more years prior to the assessment	33%	N/A	N/A
Year Student Entered Current Board			
Year of the assessment	6%	N/A	N/A
Year prior to the assessment	0%	N/A	N/A
2 years prior to the assessment	61%	N/A	N/A
3 or more years prior to the assessment	33%	N/A	N/A

	School	Board	Province
Number of students	13	N/A	N/A
Participation in the Assessment			
Reading	92%	N/A	N/A
Writing	92%	N/A	N/A
Mathematics	100%	N/A	N/A
Gender			
Female	38%	N/A	N/A
Male	62%	N/A	N/A
Student Status			
English language learners	0%	N/A	N/A
Students with special education needs (excluding gifted)	0%	N/A	N/A
Students enrolled in French Immersion	0%	N/A	N/A
Participating English language learners who received a special provision			
Reading	0%	N/A	N/A
Writing	0%	N/A	N/A
Mathematics	0%	N/A	N/A
Participating students who received one or more accommodations			
Reading	0%	N/A	N/A
Writing	0%	N/A	N/A
Mathematics	0%	N/A	N/A
Place of Birth			
Born in Canada	85%	N/A	N/A
Born outside Canada	15%	N/A	N/A
In Canada less than one year	0%	N/A	N/A
In Canada one year or more but less than three years	0%	N/A	N/A
In Canada three years or more	15%	N/A	N/A
Language			
First language learned at home was other than English	100%	N/A	N/A
Year student entered current school			
Year of the assessment	0%	N/A	N/A
Year prior to the assessment	0%	N/A	N/A
2 years prior to the assessment	0%	N/A	N/A
3 or more years prior to the assessment	100%	N/A	N/A
Year Student Entered Current Board			
Year of the assessment	0%	N/A	N/A
Year prior to the assessment	0%	N/A	N/A
2 years prior to the assessment	0%	N/A	N/A
3 or more years prior to the assessment	100%	N/A	N/A

	'10-'11	'11-'12	'12-'13	'13-'14	'14-'15
Number of students	14	16	19	11	18
Participation in the Assessment					
Reading	100%	100%	100%	100%	94%
Writing	100%	100%	100%	100%	94%
Mathematics	100%	100%	100%	100%	94%
Gender					
Female	64%	50%	53%	82%	56%
Male	36%	50%	47%	18%	44%
Student Status					
English language learners	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)	0%	0%	0%	0%	0%
Students enrolled in French Immersion	0%	0%	0%	0%	0%
Participating English language learners who received a special provision					
Reading	0%	0%	0%	0%	0%
Writing	0%	0%	0%	0%	0%
Mathematics	0%	0%	0%	0%	0%
Participating students who received one or more accommodations					
Reading	0%	6%	0%	0%	0%
Writing	0%	6%	0%	0%	0%
Mathematics	0%	6%	0%	0%	0%
Place of Birth					
Born in Canada	100%	81%	84%	73%	100%
Born outside Canada	0%	19%	11%	27%	0%
In Canada less than one year	0%	0%	0%	9%	0%
In Canada one year or more but less than three years	0%	12%	0%	0%	0%
In Canada three years or more	0%	6%	11%	18%	0%
Language					
First language learned at home was other than English	100%	94%	95%	100%	100%
Year student entered current school					
Year of the assessment	21%	0%	0%	9%	6%
Year prior to the assessment	14%	12%	5%	0%	0%
2 years prior to the assessment	14%	19%	53%	9%	61%
3 or more years prior to the assessment	50%	69%	42%	82%	33%
Year Student Entered Current Board					
Year of the assessment	21%	0%	0%	9%	6%
Year prior to the assessment	14%	12%	5%	0%	0%
2 years prior to the assessment	14%	19%	53%	9%	61%
3 or more years prior to the assessment	50%	69%	42%	82%	33%

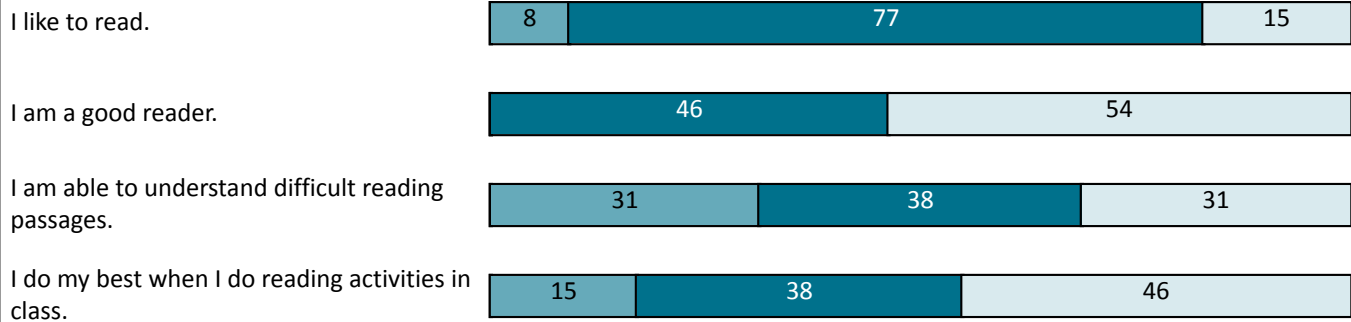
	'10-'11	'11-'12	'12-'13	'13-'14	'14-'15
Number of students	11	13	12	18	13
Participation in the Assessment					
Reading	91%	100%	100%	100%	92%
Writing	91%	100%	100%	100%	92%
Mathematics	91%	100%	100%	100%	100%
Gender					
Female	27%	62%	75%	61%	38%
Male	73%	38%	25%	39%	62%
Student Status					
English language learners	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)	0%	0%	0%	0%	0%
Students enrolled in French Immersion	0%	0%	0%	0%	0%
Participating English language learners who received a special provision					
Reading	0%	0%	0%	0%	0%
Writing	0%	0%	0%	0%	0%
Mathematics	0%	0%	0%	0%	0%
Participating students who received one or more accommodations					
Reading	0%	0%	0%	0%	0%
Writing	0%	0%	0%	0%	0%
Mathematics	0%	0%	0%	0%	0%
Place of Birth					
Born in Canada	91%	85%	92%	100%	85%
Born outside Canada	9%	15%	8%	0%	15%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	9%	8%	8%	0%	15%
Language					
First language learned at home was other than English	100%	92%	100%	100%	100%
Year student entered current school					
Year of the assessment	0%	0%	8%	6%	0%
Year prior to the assessment	0%	0%	0%	11%	0%
2 years prior to the assessment	18%	15%	25%	11%	0%
3 or more years prior to the assessment	82%	85%	67%	72%	100%
Year Student Entered Current Board					
Year of the assessment	0%	0%	8%	6%	0%
Year prior to the assessment	0%	0%	0%	11%	0%
2 years prior to the assessment	18%	15%	25%	11%	0%
3 or more years prior to the assessment	82%	85%	67%	72%	100%

STUDENT ENGAGEMENT

About reading:



Percentage of Students

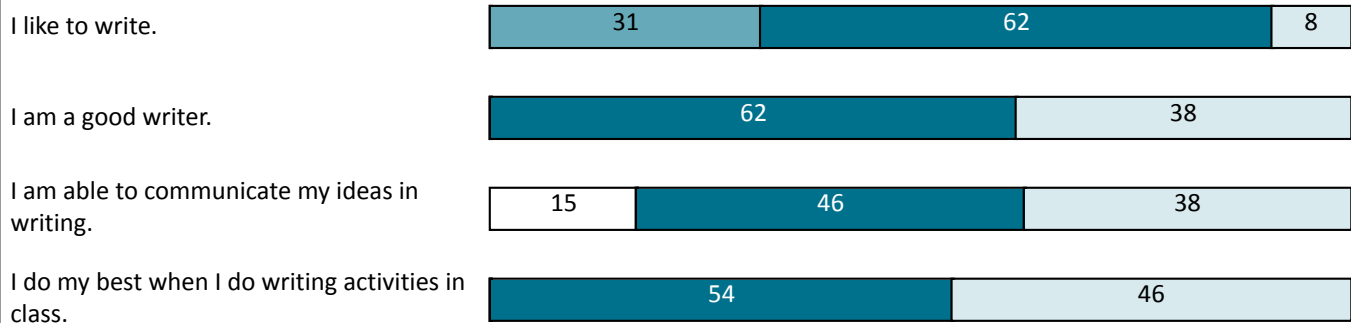


STUDENT ENGAGEMENT

About writing:



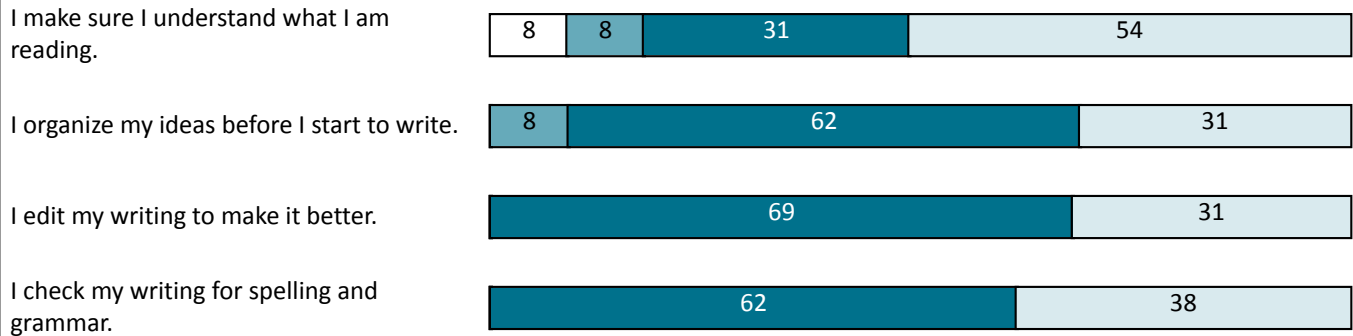
Percentage of Students



COGNITIVE STRATEGIES USED IN LANGUAGE

Blank or ambiguous
 Never
 Sometimes
 Most of the time

Percentage of Students

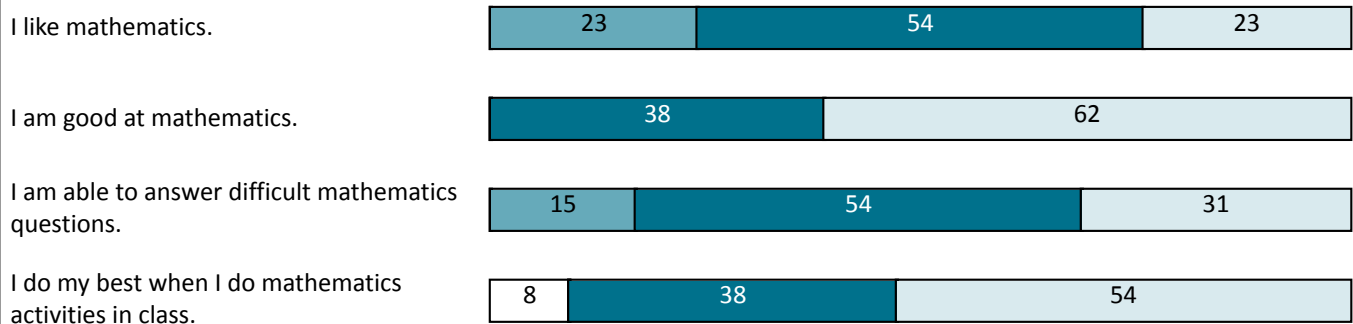


STUDENT ENGAGEMENT

About mathematics:

Blank or ambiguous
 Never
 Sometimes
 Most of the time

Percentage of Students



COGNITIVE STRATEGIES USED IN MATHEMATICS

Blank or ambiguous
 Never
 Sometimes
 Most of the time

Percentage of Students

I read over the problem first to make sure I know what I am supposed to do.



I think about the steps I will use to solve the problem.



READING OUTSIDE SCHOOL

How often do you read the following when you are not at school?

Blank or ambiguous
 Never
 1 or 2 times a month
 1 to 3 times a week
 Every day or almost every day

Percentage of Students

Stories or novels



Comics



Books, newspapers, magazines or Web sites for information



E-mail, text or instant messages

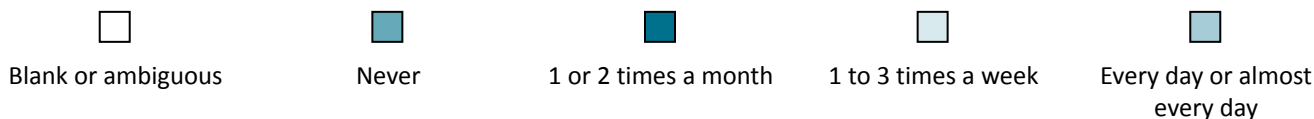


Any other type of reading material

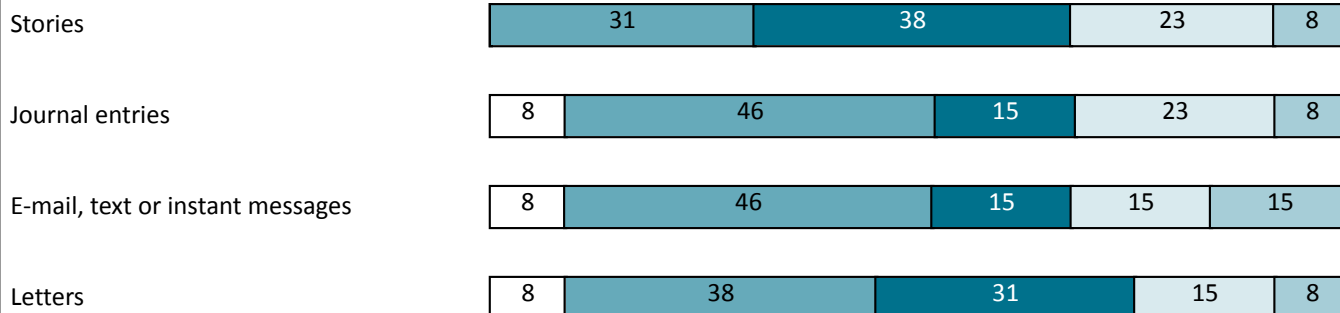


WRITING OUTSIDE SCHOOL

How often do you write the following (using paper or a computer) when you are not at school?

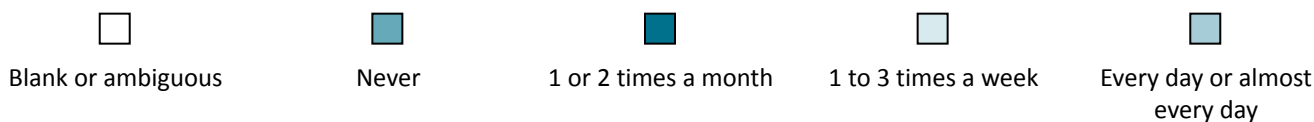


Percentage of Students

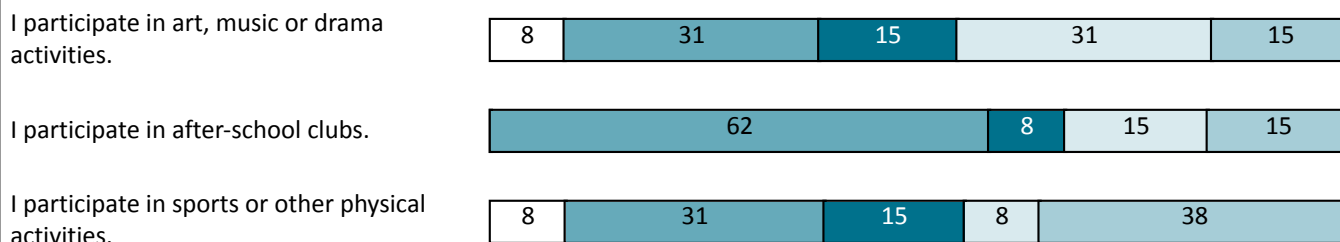


OUT-OF-SCHOOL ACTIVITIES

How often do you do the following when you are not at school?

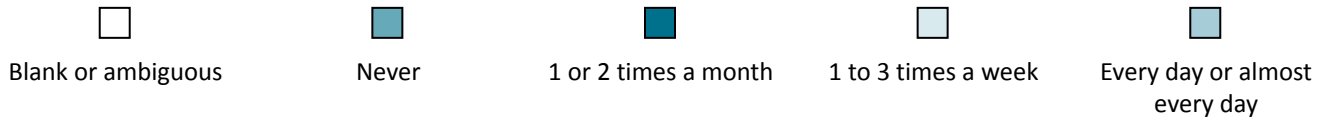


Percentage of Students

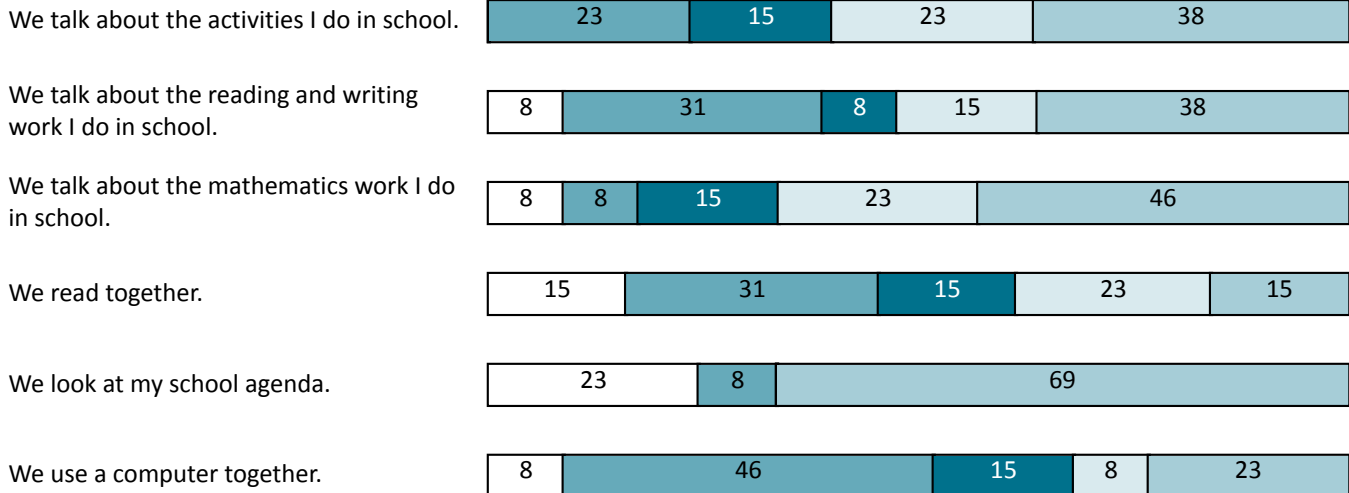


PARENTAL ENGAGEMENT

How often do you and a parent, a guardian or another adult who lives with you do the following?



Percentage of Students

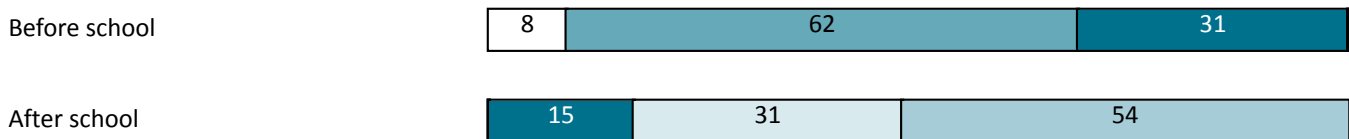


SCREEN TIME

On a school day, how many TV programs do you normally watch?



Percentage of Students



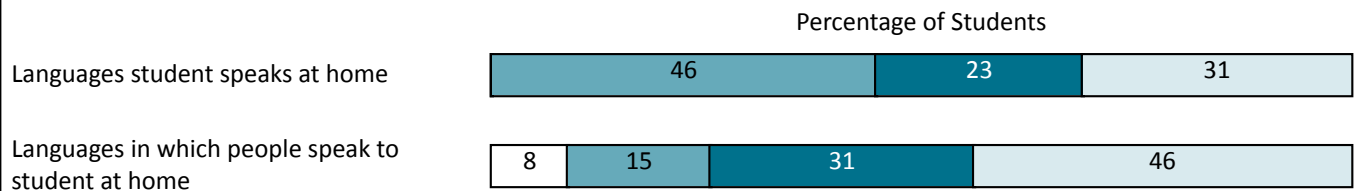
SCHOOLS ATTENDED

Blank or ambiguous
 Only this school
 1 other school
 2 other schools
 3 other schools
 4 other schools or more



LANGUAGES SPOKEN

Blank or ambiguous
 Only or mostly English
 Another language (or other languages) as often as English
 Mostly or only another language (or other languages)

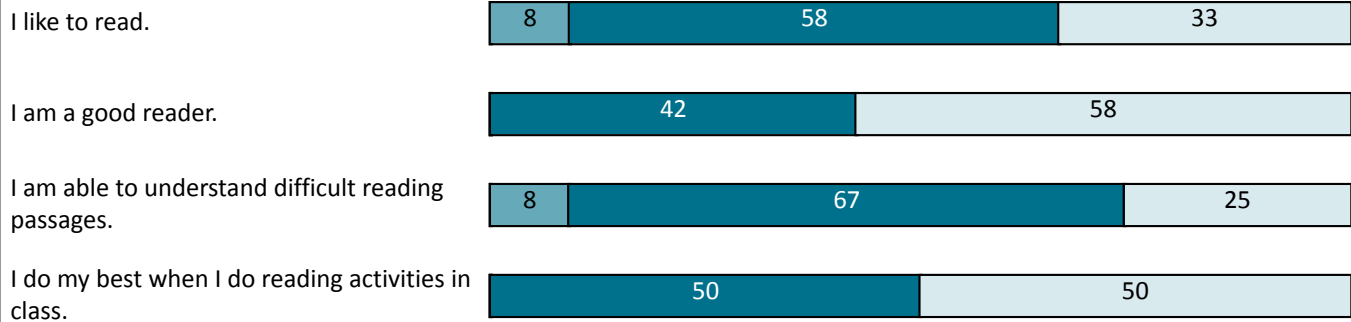


STUDENT ENGAGEMENT

About reading:



Percentage of Students

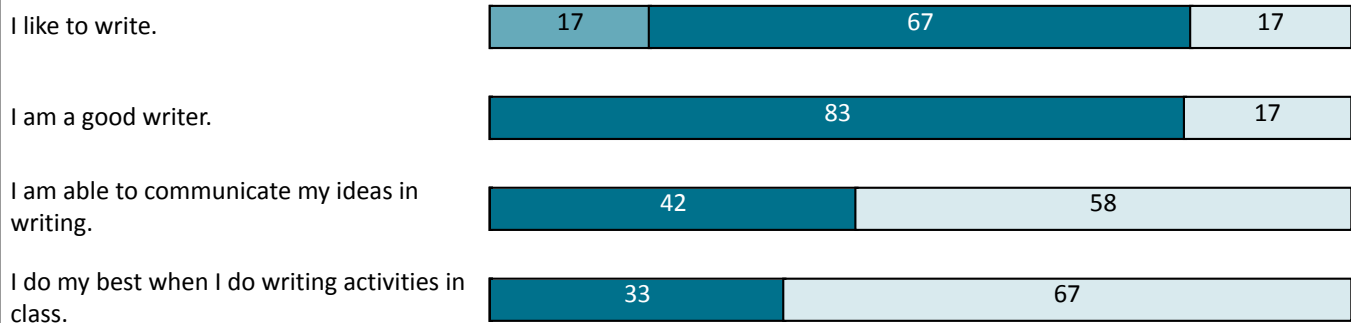


STUDENT ENGAGEMENT

About writing:



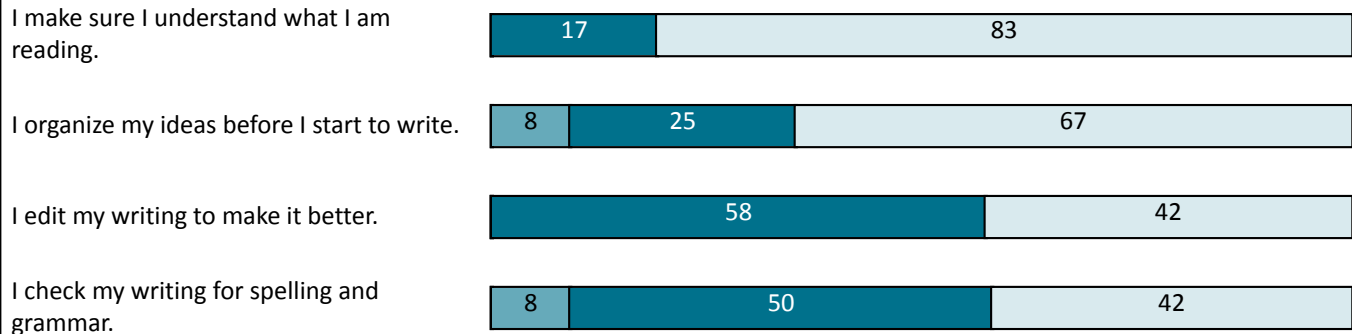
Percentage of Students



COGNITIVE STRATEGIES USED IN LANGUAGE

Blank or ambiguous
 Never
 Sometimes
 Most of the time

Percentage of Students

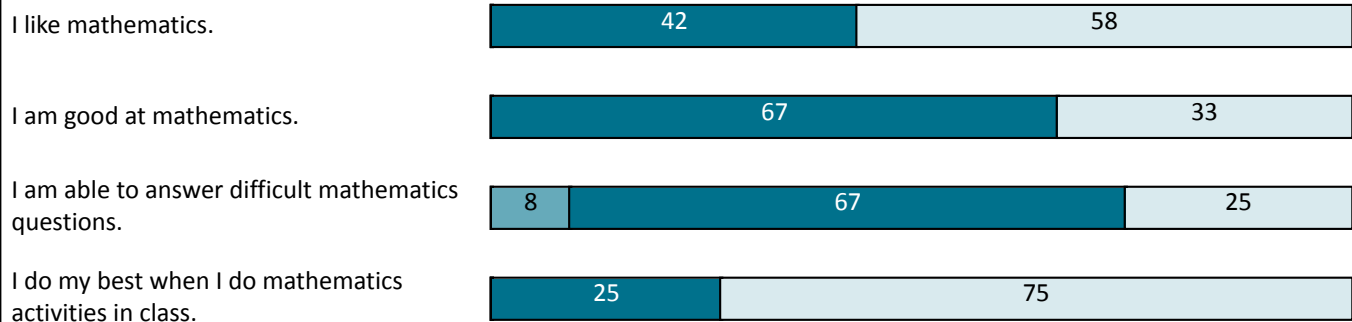


STUDENT ENGAGEMENT

About mathematics:

Blank or ambiguous
 Never
 Sometimes
 Most of the time

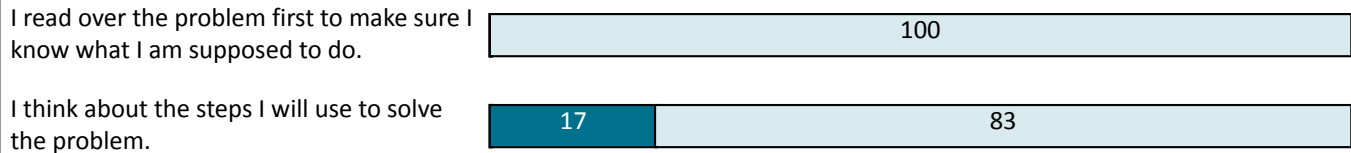
Percentage of Students



COGNITIVE STRATEGIES USED IN MATHEMATICS

Blank or ambiguous
 Never
 Sometimes
 Most of the time

Percentage of Students

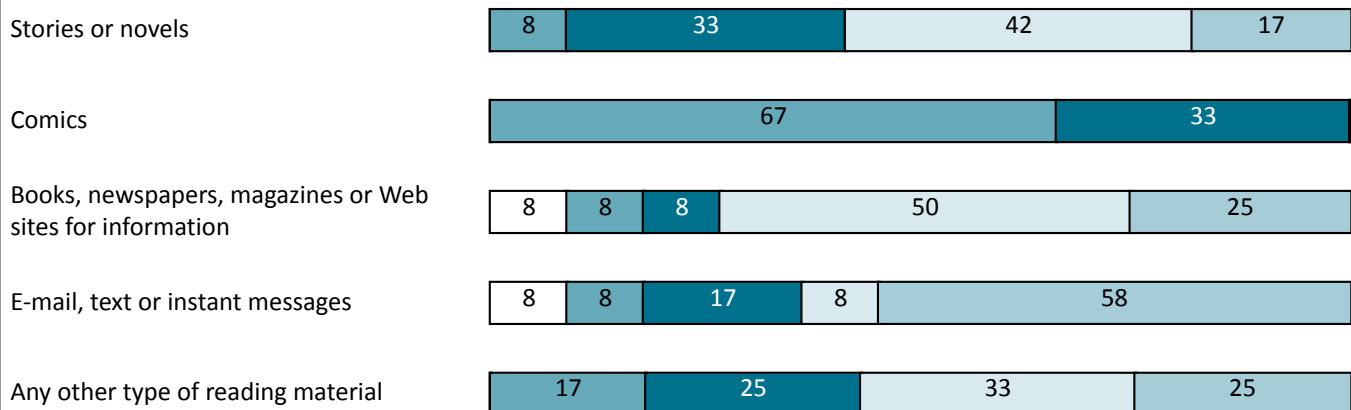


READING OUTSIDE SCHOOL

How often do you read the following when you are not at school?

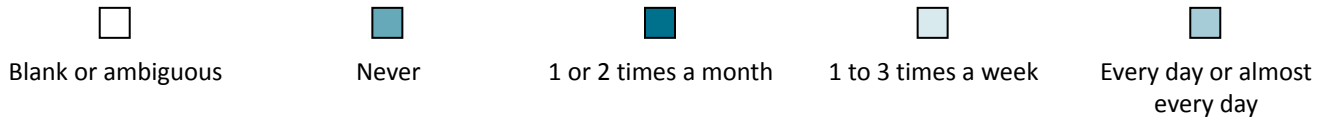
Blank or ambiguous
 Never
 1 or 2 times a month
 1 to 3 times a week
 Every day or almost every day

Percentage of Students

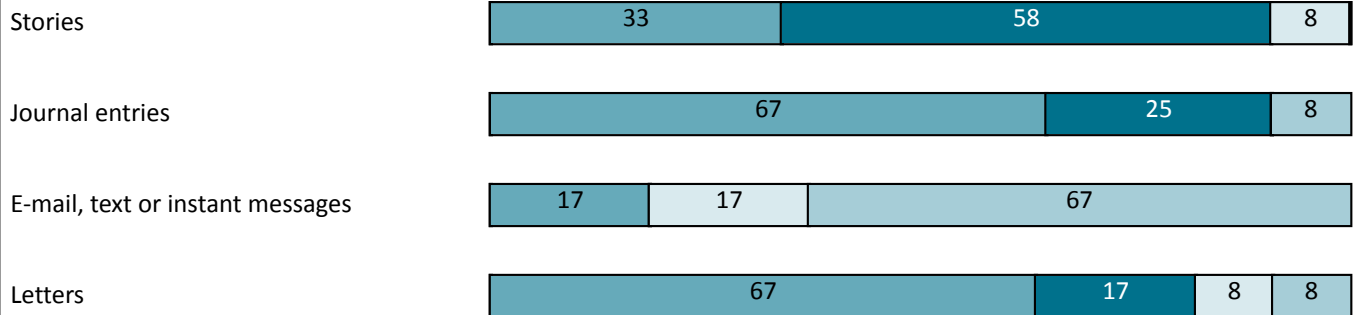


WRITING OUTSIDE SCHOOL

How often do you write the following (using paper or a computer) when you are not at school?

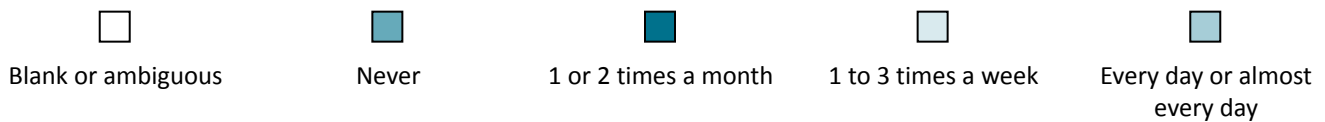


Percentage of Students

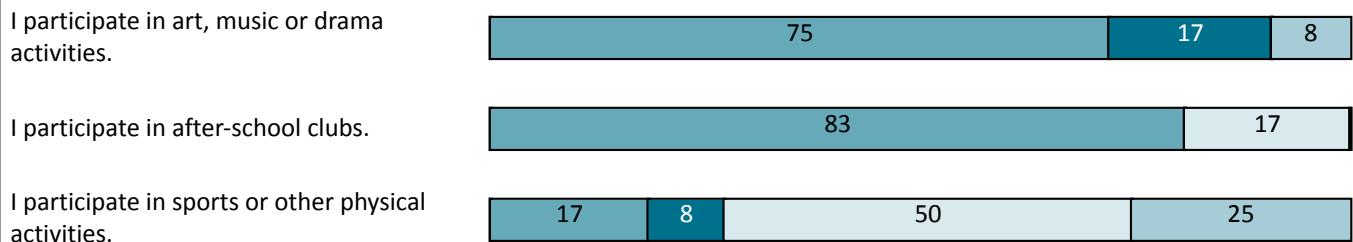


OUT-OF-SCHOOL ACTIVITIES

How often do you do the following when you are not at school?

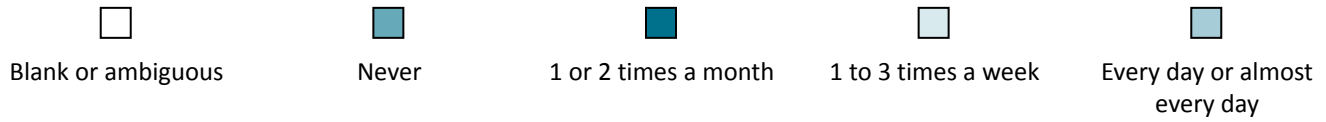


Percentage of Students

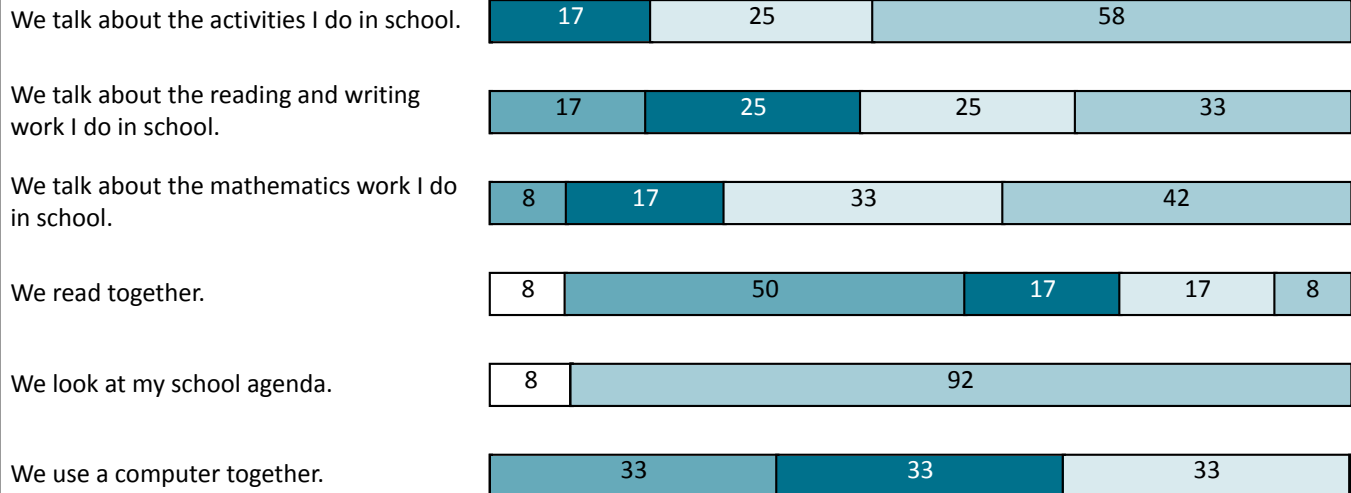


PARENTAL ENGAGEMENT

How often do you and a parent, a guardian or another adult who lives with you do the following?

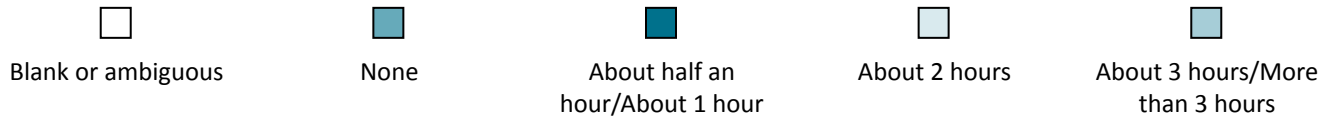


Percentage of Students

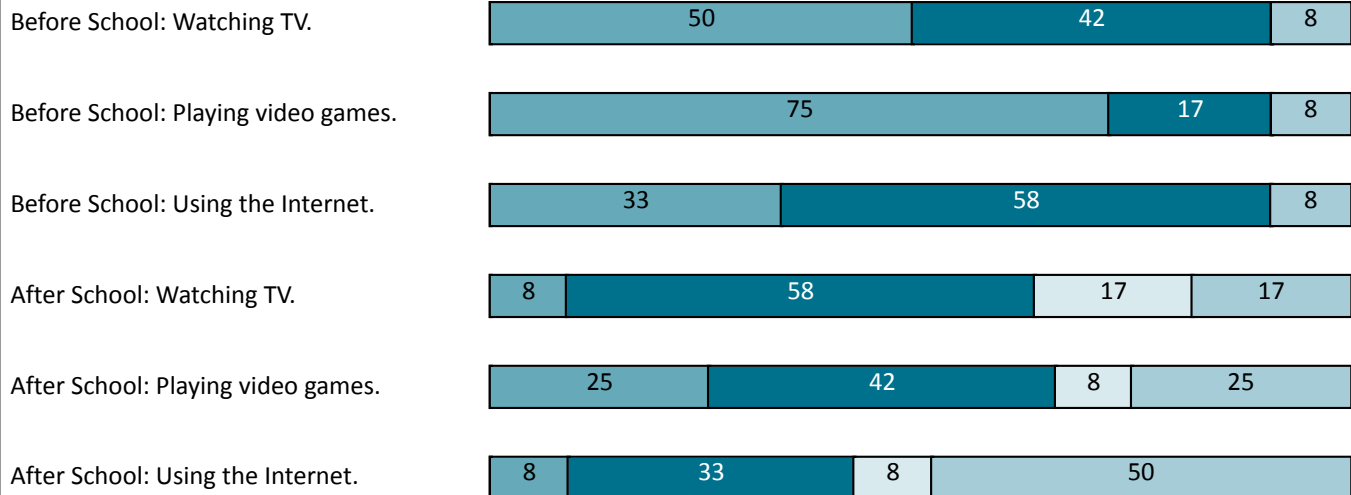


SCREEN TIME

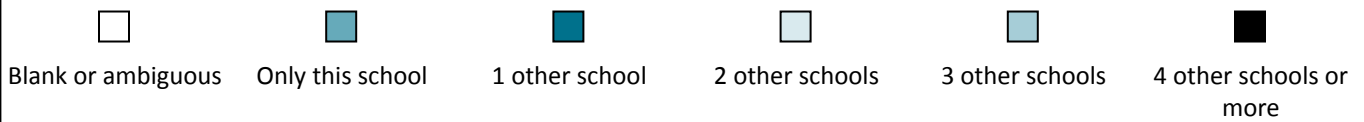
On a school day, how many hours do you usually spend on the following?



Percentage of Students



SCHOOLS ATTENDED



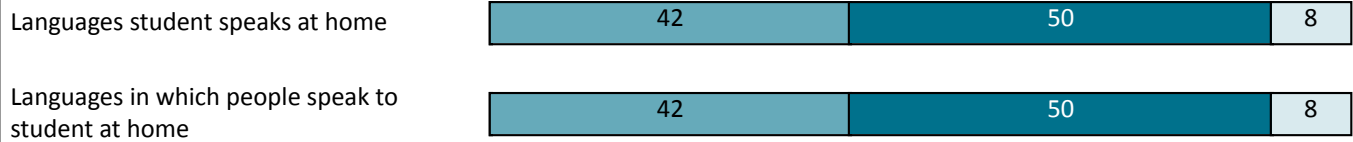
Percentage of Students



LANGUAGES SPOKEN

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blank or ambiguous	Only or mostly English	Another language (or other languages) as often as English	Mostly or only another language (or other languages)

Percentage of Students



Assessments of Reading, Writing and Mathematics
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), NaN–2014–2015

EXPLANATION OF TERMS

All Students	Results are reported for all students in the grade.
Participating Students	Results are reported only for those students who took part in the assessment (excludes "no data" and "exempt" categories).
Provincial Standard	The Ministry of Education has set Level 3 as the provincial standard.
Level 4	The student has demonstrated the required knowledge and skills. Achievement surpasses the provincial standard.
Level 3	The student has demonstrated most of the required knowledge and skills. Achievement is at the provincial standard.
Level 2	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.
Level 1	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.
NE1	"Not enough evidence for Level 1" is used when students did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.
No Data	Students who did not have a result due to absence or other reasons.
Exempt	Students who were formally exempted from participation in one or more components of the assessment.
English Language Learners	Students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)</i> .
English Language Learners Receiving a Special Provision	English language learners identified by the school as receiving a special provision. Detailed information about special provisions is available in EQAO's <i>Guide for Accommodations, Special Provisions and Exemptions</i> .
Students with Special Education Needs (excluding gifted)	Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students whose sole identified exceptionality is giftedness are not included.
Students Receiving One or More Accommodations	Students identified by the school as receiving accommodations. Detailed information about accommodations is available in EQAO's <i>Guide for Accommodations, Special Provisions and Exemptions</i> .
W	Results are being withheld by EQAO. For further information, please contact the school principal.
EC	Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.
NP	"Non-participating" indicates that due to exceptional circumstances, some or all of the school's or board's students did not participate in 2015.