

Assessments of Reading, Writing and Mathematics
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2015–2016

School: Ahlul Bayt Islamic S (665991)

Board: (2356)

On behalf of EQAO, I am pleased to provide you with the results of the 2015–2016 Assessments of Reading, Writing and Mathematics for the primary (Grades 1–3) and junior divisions (Grades 4–6).

This report presents the 2016 results for your school and board, as well as results from 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. Because of labour action in the English-language public school system, 2015 was an unusual year in that not all students participated in the provincial assessments. Because of this, there is no provincial-level information for 2015 in this report.

Another significant development over the past year has been the number of refugee and displaced students that have joined Ontario's school system. In the face of an extraordinary circumstance, school communities have warmly welcomed these students. Many may not have developed sufficient skills to attempt the assessments—a fact that will be reflected in some schools' exemption rates this year. As always—and in these instances in particular—EQAO data should not be used to make simplistic comparisons of outcomes between schools or boards, but rather be used to provide valuable information about each community's unique student population.

EQAO assesses and evaluates important aspects of the quality and effectiveness of elementary and secondary school education.

EQAO provides schools and boards with a wide range of data about their students' achievement, attitudes, behaviour and demographics. By intersecting different types of data, schools gain rich insights to help evaluate the effectiveness of their programs and inform improvement planning.

We are pleased to provide reliable and useful information about student achievement to school communities and all partners in the education system. A thorough evaluation of student achievement requires the review of data from many sources. The information EQAO provides allows schools and boards to have richer discussions about their programs and practices, with an eye to improving them to meet their students' needs more effectively.

Sincerely,



Bruce Rodrigues
Chief Executive Officer
Education Quality and Accountability Office



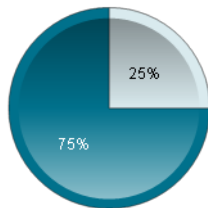
Contextual Data

	Grade 3	Grade 6
Number of students	12	20
English language learners	0%	0%
Students with special education needs (excluding gifted)	0%	0%
First language learned at home was other than English	92%	95%
Students' Time in Canada		
Born in Canada	100%	95%
In Canada less than one year	0%	0%
In Canada one year or more but less than three years	0%	5%
In Canada three years or more	0%	0%

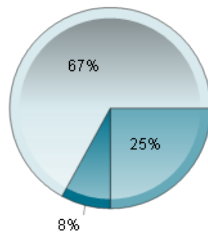
Attitudes and Behaviour Data

Grade 3

I like to read.

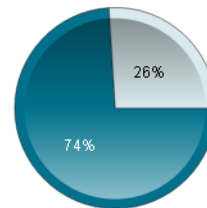


I like mathematics.

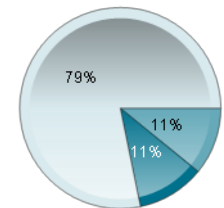


Grade 6

I like to read.



I like mathematics.

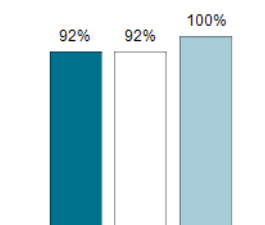


Blank or ambiguous
 Never
 Sometimes
 Most of the time

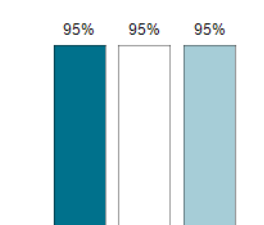
Achievement Data

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

Grade 3

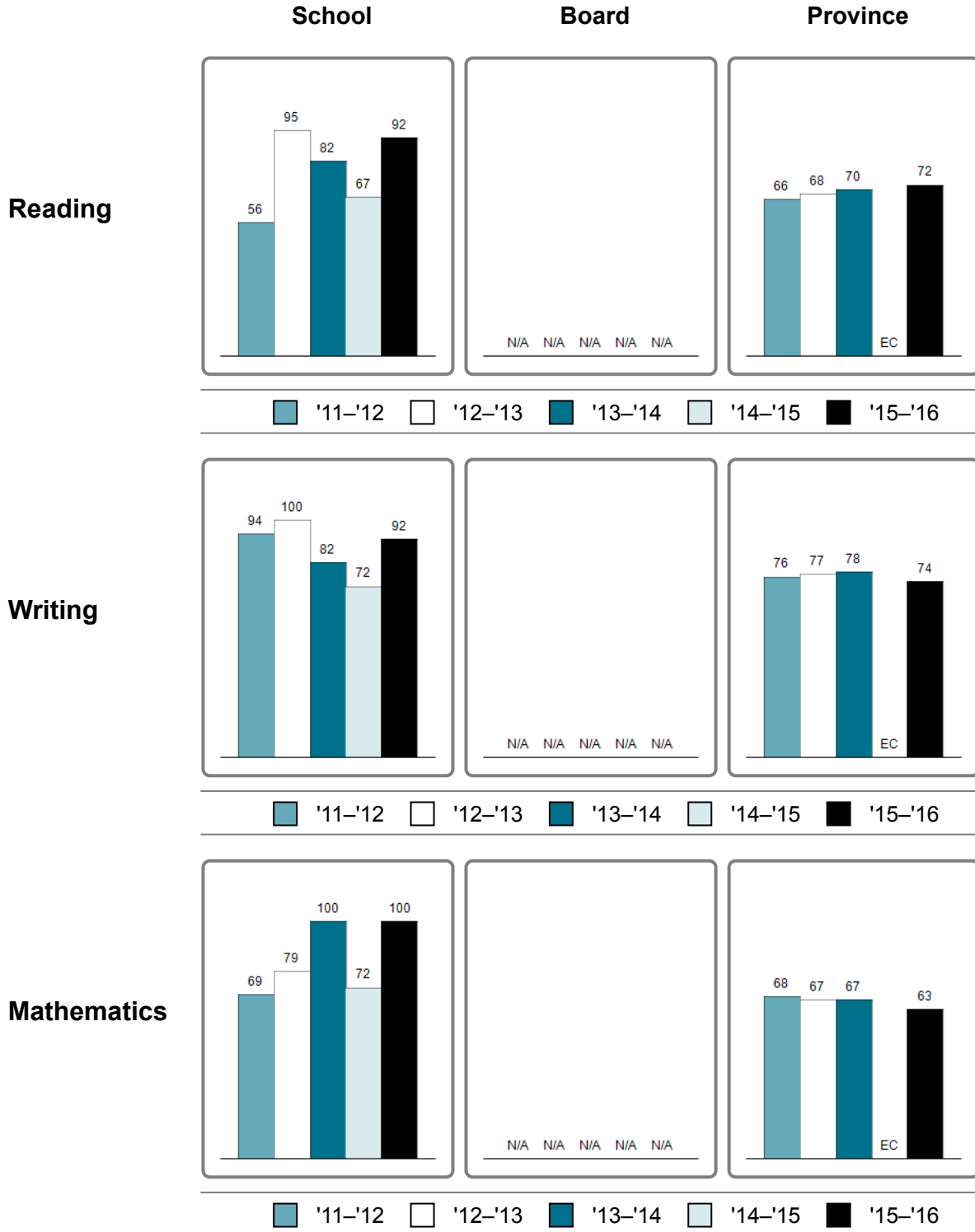


Grade 6

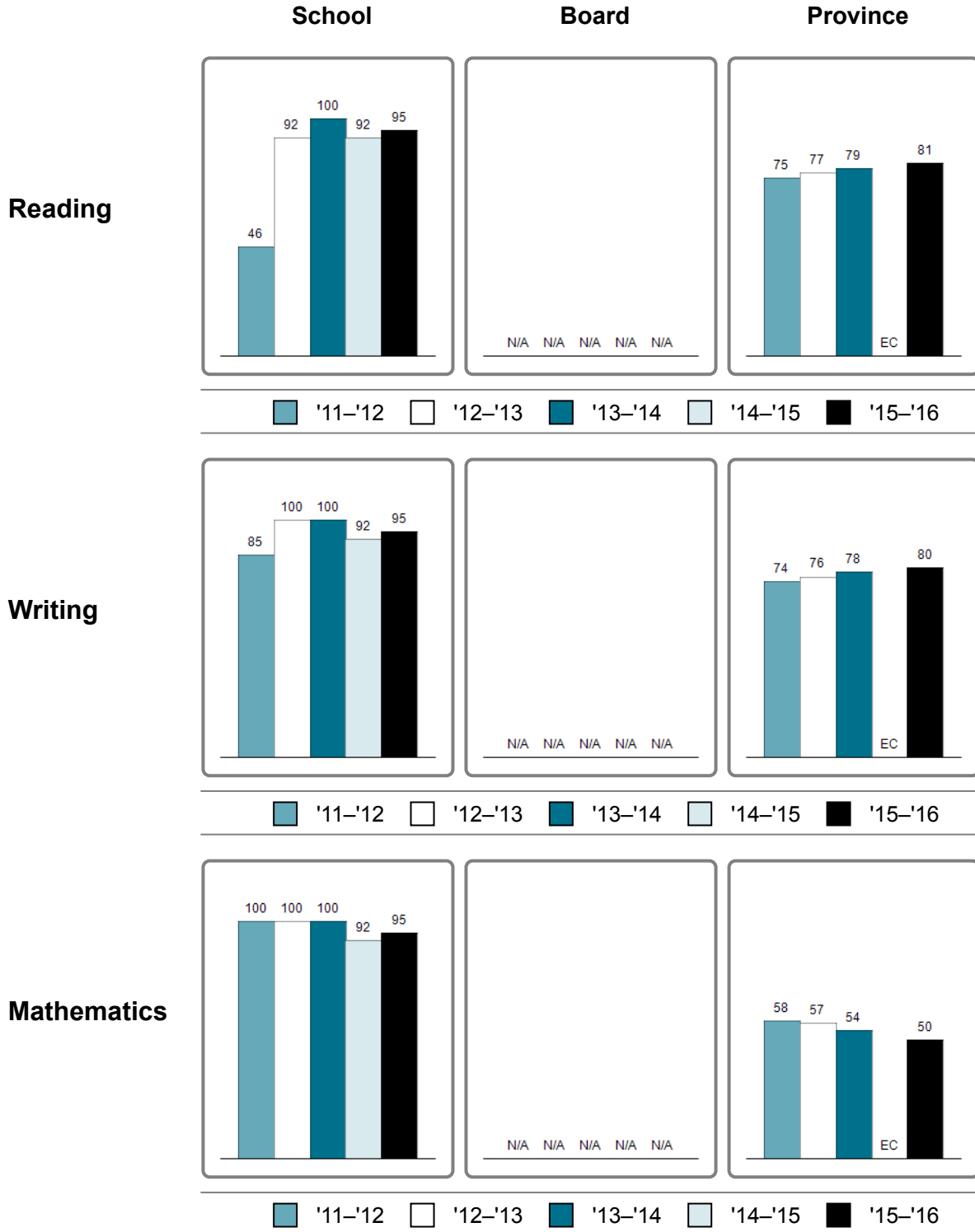


Reading
 Writing
 Mathematics

Percentage of Students



Percentage of Students



	Grade 3	Grade 6
Number of students	12	20
Participation in the Assessment		
Reading	100%	100%
Writing	100%	100%
Mathematics	100%	100%
Gender		
Female	67%	45%
Male	33%	55%
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%	95%
Born outside Canada	0%	5%
In Canada less than one year	0%	0%
In Canada one year or more but less than three years	0%	5%
In Canada three years or more	0%	0%
Language		
First language learned at home was other than English	92%	95%
Year Student Entered Current School		
Year of the assessment	17%	30%
Year prior to the assessment	25%	15%
2 years prior to the assessment	33%	20%
3 or more years prior to the assessment	25%	35%
Year Student Entered Current Board		
Year of the assessment	17%	30%
Year prior to the assessment	25%	15%
2 years prior to the assessment	33%	20%
3 or more years prior to the assessment	25%	35%

Reading	School		Board		Province	
<i>Number of Students</i>	12		N/A		118 838	
	#	%	#	%	#	%
Level 4	1	8	N/A	N/A	19 249	16
Level 3	10	83	N/A	N/A	66 312	56
Level 2	1	8	N/A	N/A	24 878	21
Level 1	0	0	N/A	N/A	3 694	3
NE1	0	0	N/A	N/A	896	1
<i>Participating Students</i>	12	100	N/A	N/A	115 029	97
No Data	0	0	N/A	N/A	761	1
Exempt	0	0	N/A	N/A	3 048	3
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	92		N/A		72	

Writing	School		Board		Province	
<i>Number of Students</i>	12		N/A		118 860	
	#	%	#	%	#	%
Level 4	2	17	N/A	N/A	5 157	4
Level 3	9	75	N/A	N/A	82 996	70
Level 2	1	8	N/A	N/A	25 767	22
Level 1	0	0	N/A	N/A	977	1
NE1	0	0	N/A	N/A	325	<1
<i>Participating Students</i>	12	100	N/A	N/A	115 222	97
No Data	0	0	N/A	N/A	815	1
Exempt	0	0	N/A	N/A	2 823	2
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	92		N/A		74	

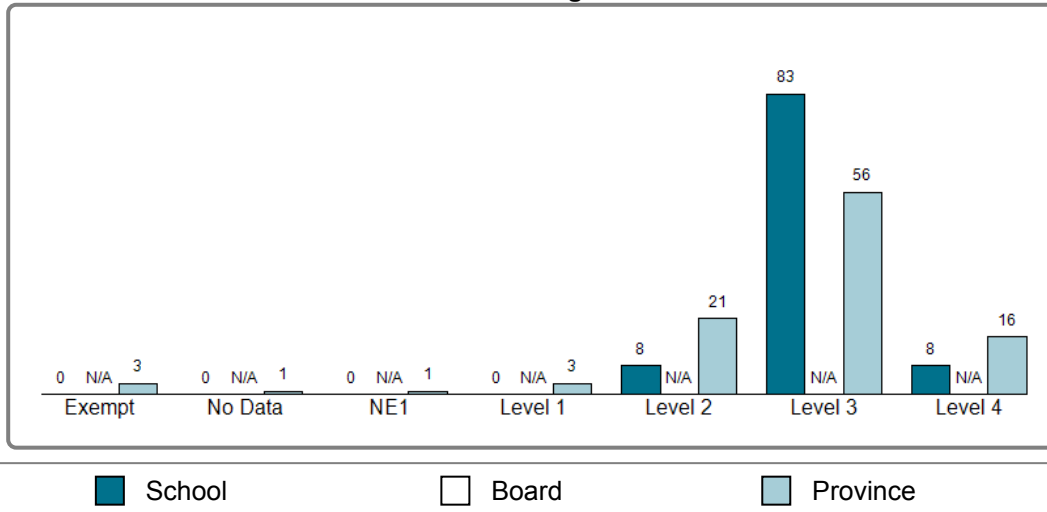
Mathematics	School		Board		Province	
<i>Number of Students</i>	12		N/A		125 471	
	#	%	#	%	#	%
Level 4	5	42	N/A	N/A	15 200	12
Level 3	7	58	N/A	N/A	64 046	51
Level 2	0	0	N/A	N/A	35 243	28
Level 1	0	0	N/A	N/A	6 087	5
NE1	0	0	N/A	N/A	1 252	1
<i>Participating Students</i>	12	100	N/A	N/A	121 828	97
No Data	0	0	N/A	N/A	868	1
Exempt	0	0	N/A	N/A	2 775	2
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	100		N/A		63	

Reading	School		Board		Province	
<i>Number of Students</i>	20		N/A		123 592	
	#	%	#	%	#	%
Level 4	3	15	N/A	N/A	16 225	13
Level 3	16	80	N/A	N/A	83 597	68
Level 2	1	5	N/A	N/A	18 053	15
Level 1	0	0	N/A	N/A	2 323	2
NE1	0	0	N/A	N/A	228	<1
<i>Participating Students</i>	20	100	N/A	N/A	120 426	97
No Data	0	0	N/A	N/A	820	1
Exempt	0	0	N/A	N/A	2 346	2
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	95		N/A		81	

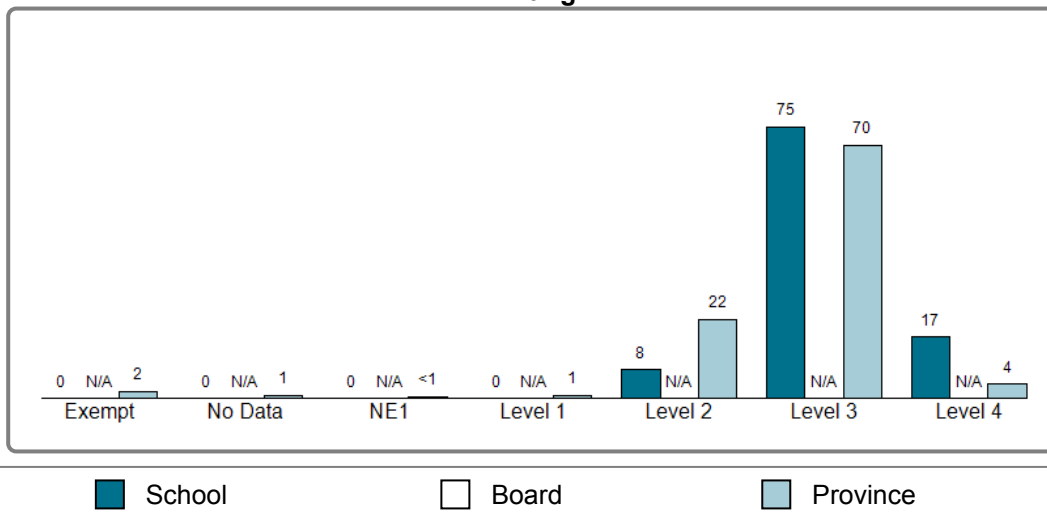
Writing	School		Board		Province	
<i>Number of Students</i>	20		N/A		123 617	
	#	%	#	%	#	%
Level 4	7	35	N/A	N/A	22 016	18
Level 3	12	60	N/A	N/A	76 765	62
Level 2	1	5	N/A	N/A	20 304	16
Level 1	0	0	N/A	N/A	1 056	1
NE1	0	0	N/A	N/A	315	<1
<i>Participating Students</i>	20	100	N/A	N/A	120 456	97
No Data	0	0	N/A	N/A	874	1
Exempt	0	0	N/A	N/A	2 287	2
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	95		N/A		80	

Mathematics	School		Board		Province	
<i>Number of Students</i>	20		N/A		123 666	
	#	%	#	%	#	%
Level 4	12	60	N/A	N/A	15 717	13
Level 3	7	35	N/A	N/A	46 177	37
Level 2	1	5	N/A	N/A	38 266	31
Level 1	0	0	N/A	N/A	19 680	16
NE1	0	0	N/A	N/A	529	<1
<i>Participating Students</i>	20	100	N/A	N/A	120 369	97
No Data	0	0	N/A	N/A	891	1
Exempt	0	0	N/A	N/A	2 406	2
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	95		N/A		50	

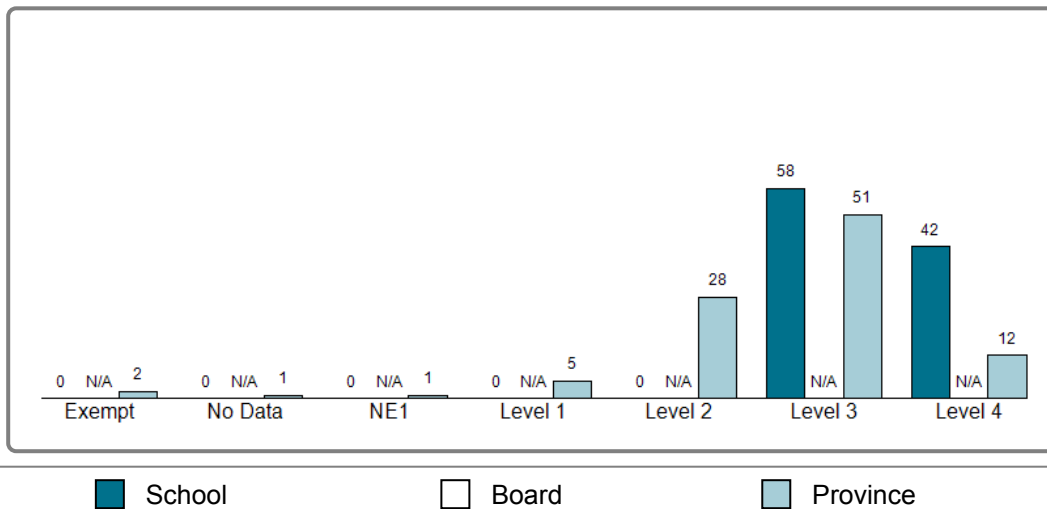
**Percentage of Students
Reading**



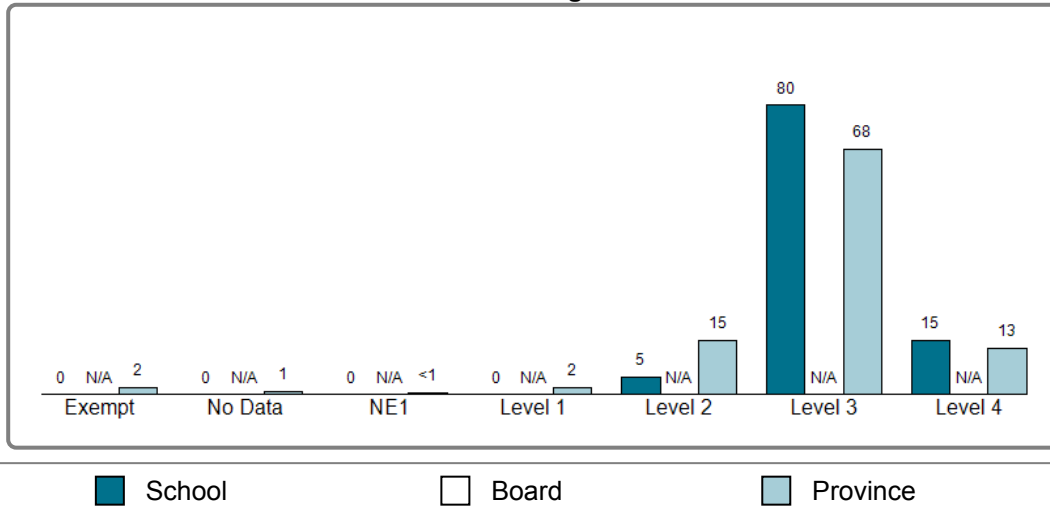
Writing



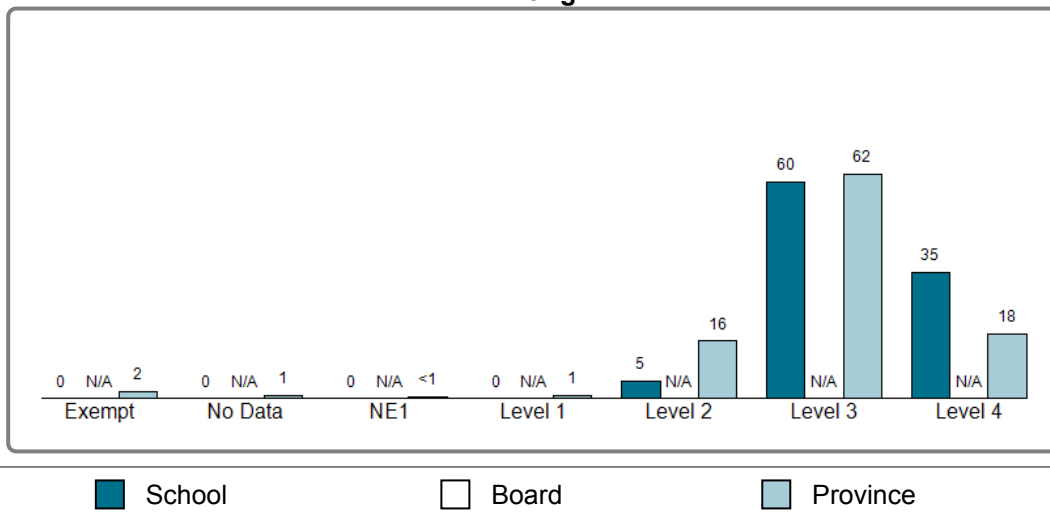
Mathematics



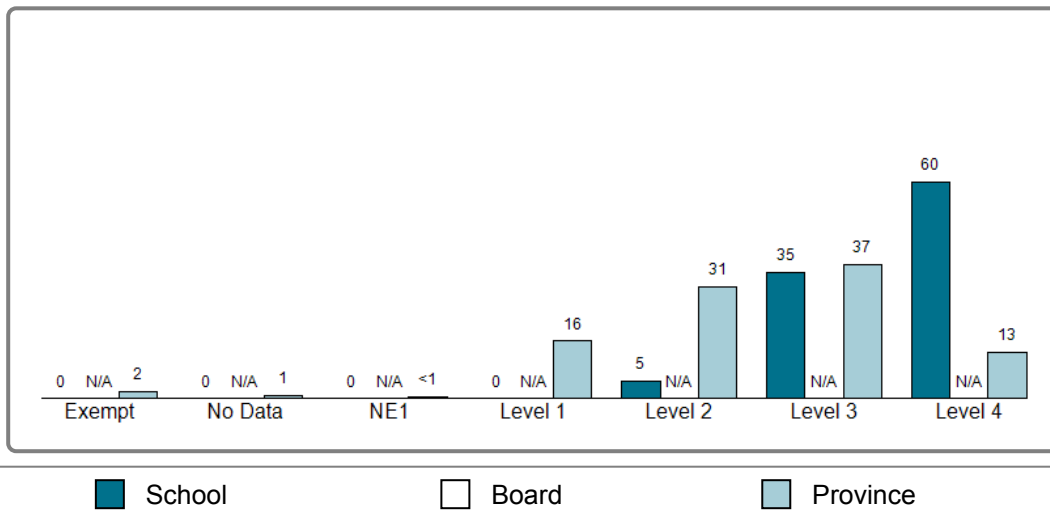
**Percentage of Students
Reading**



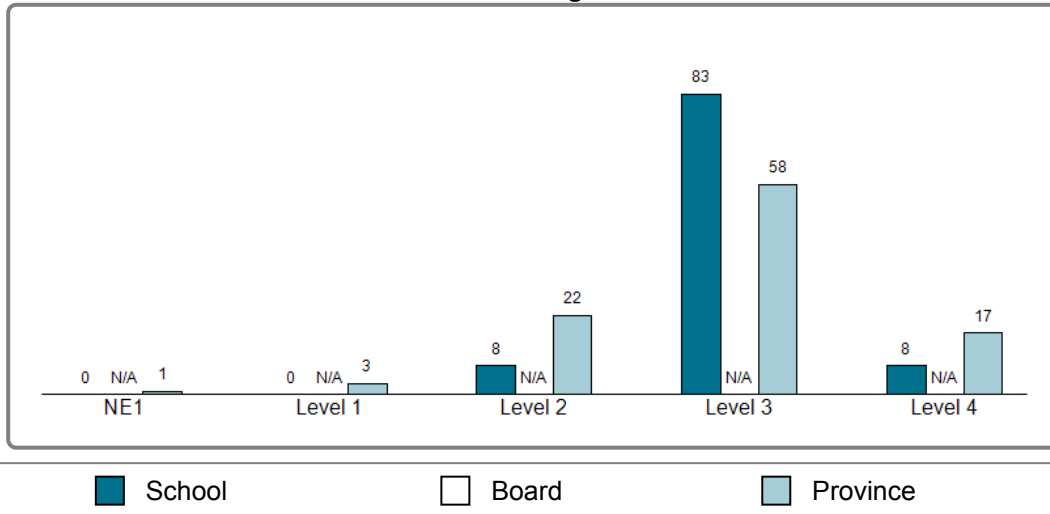
Writing



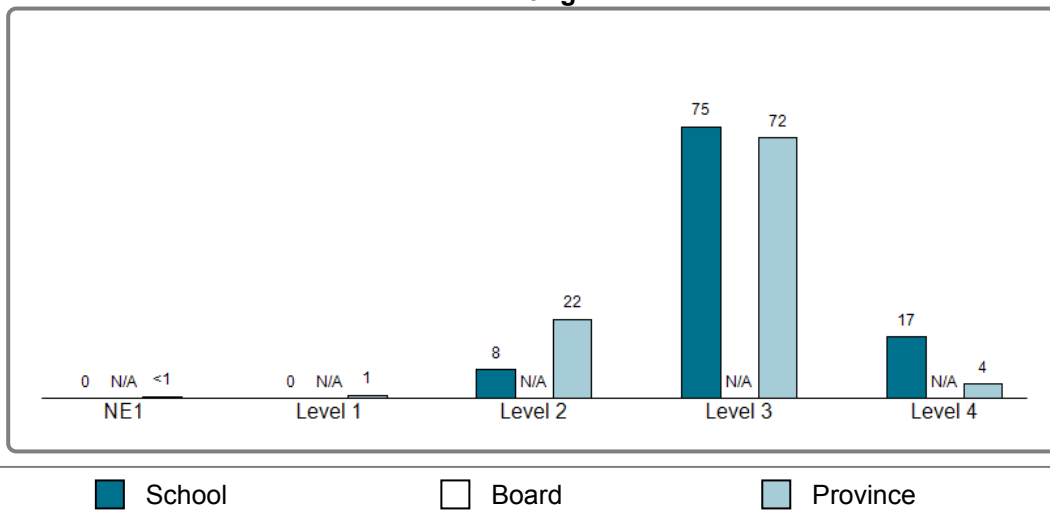
Mathematics



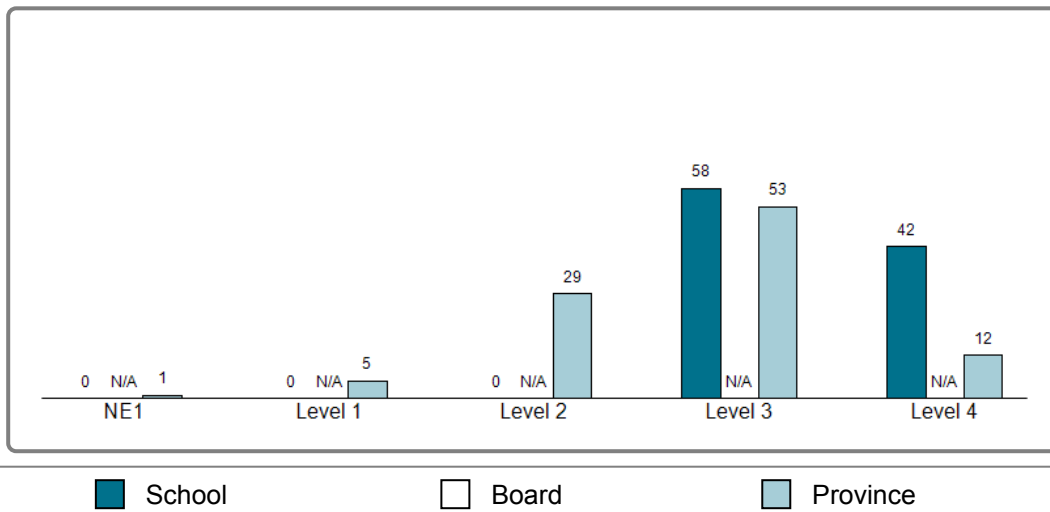
**Percentage of Students
Reading**



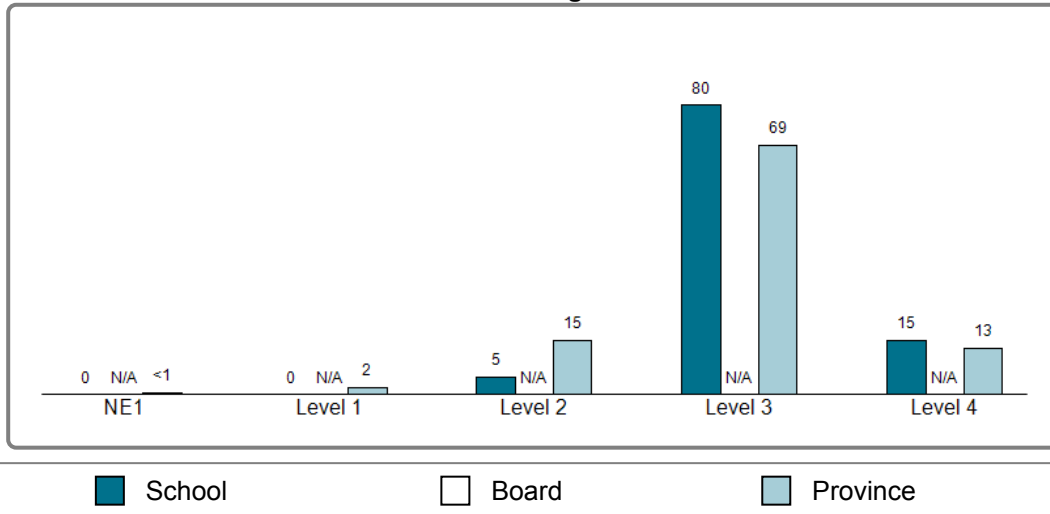
Writing



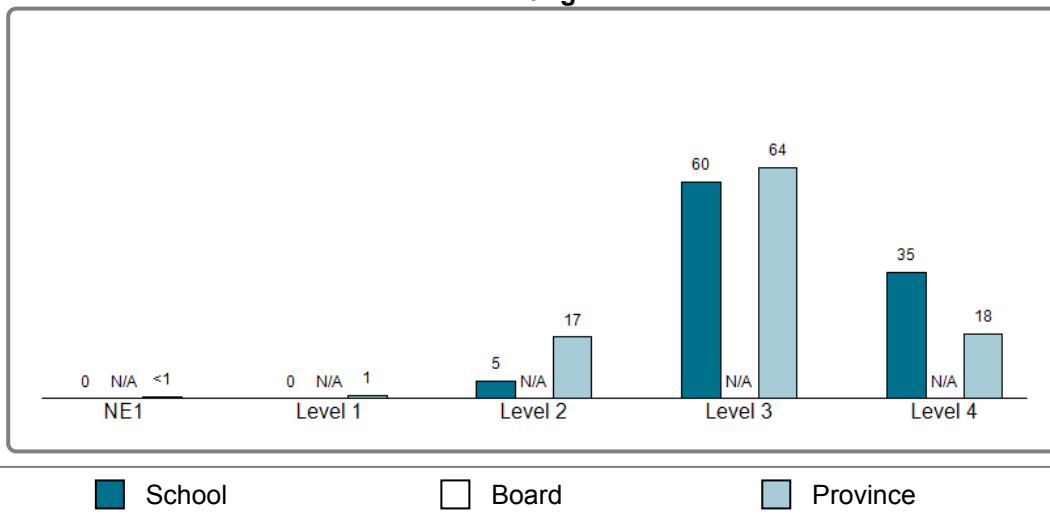
Mathematics



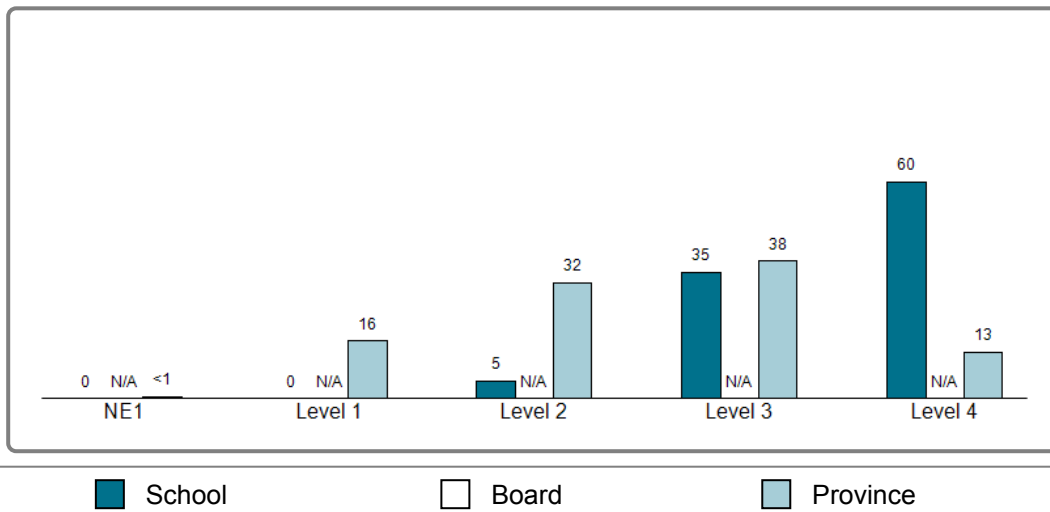
**Percentage of Students
Reading**



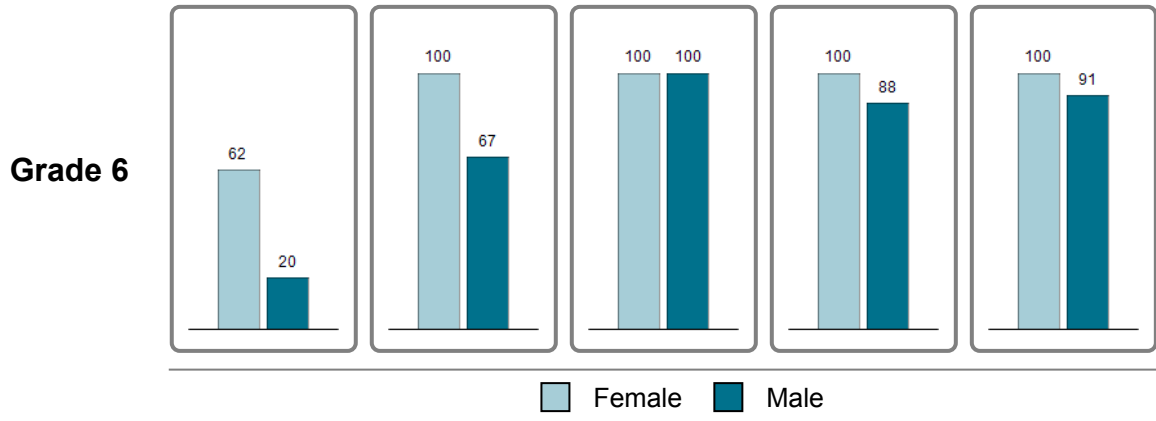
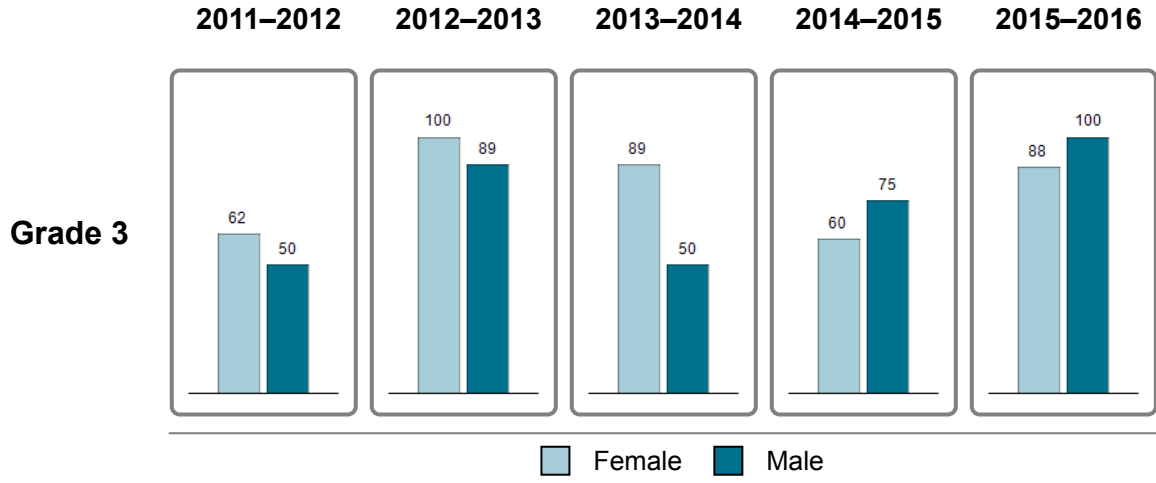
Writing



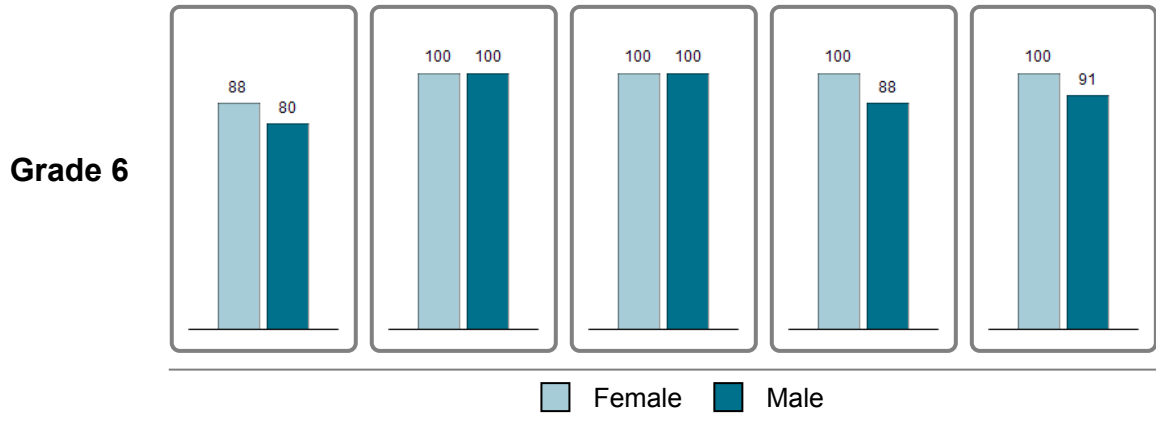
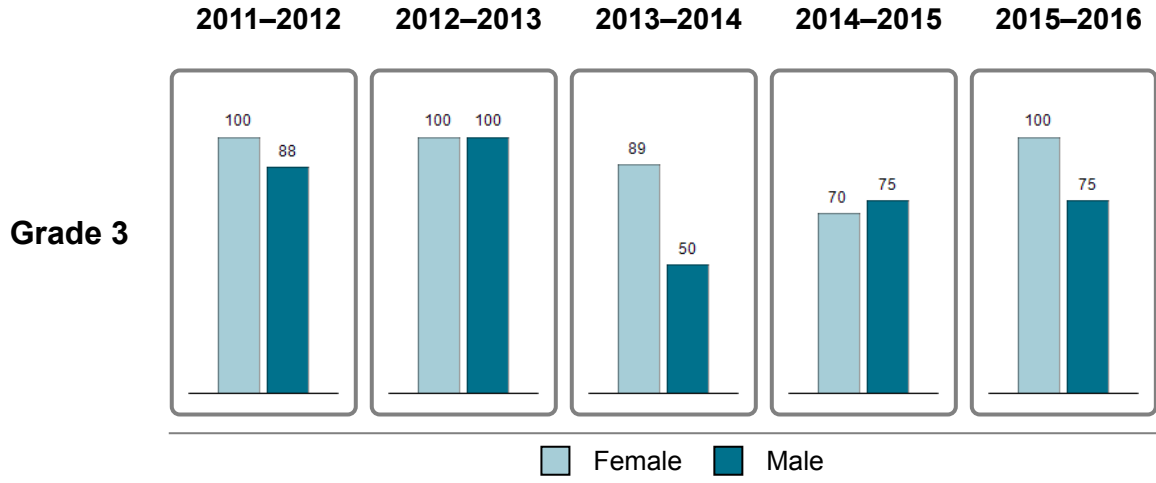
Mathematics



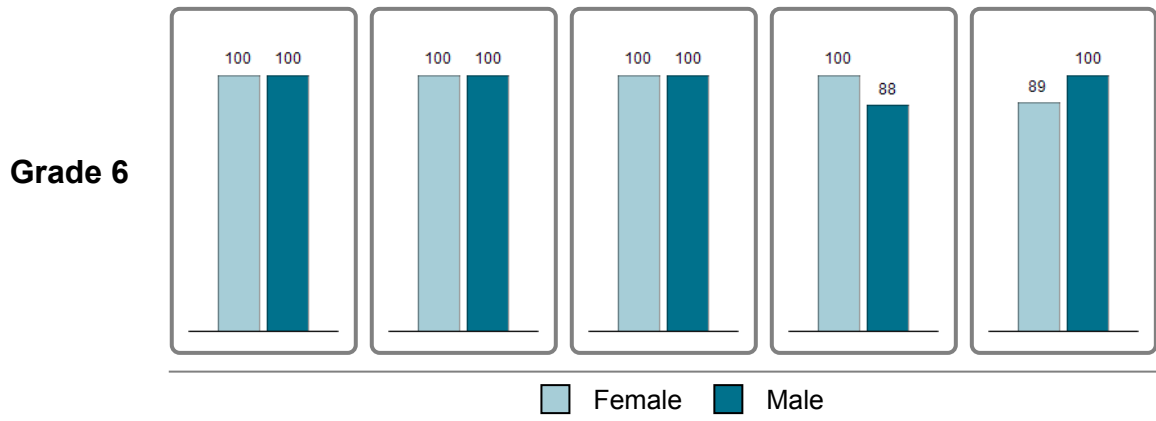
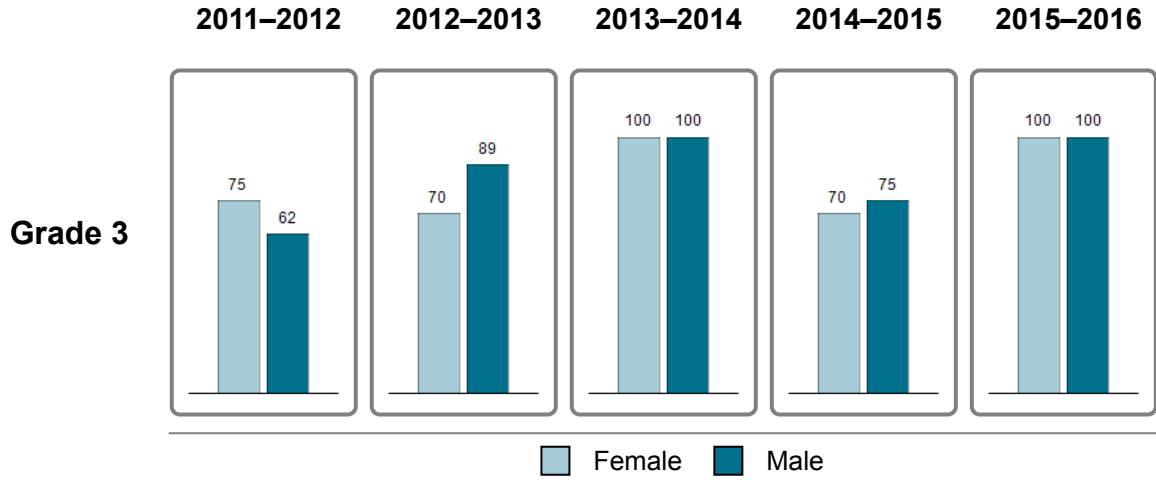
Percentage of Students



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	12	N/A	125 484
Participation in the Assessment			
Reading	100%	N/A	97%
Writing	100%	N/A	97%
Mathematics	100%	N/A	97%
Gender			
Female	67%	N/A	49%
Male	33%	N/A	51%
Student Status			
English language learners	0%	N/A	13%
Students with special education needs (excluding gifted)	0%	N/A	17%
Students enrolled in French Immersion	0%	N/A	16%
Participating English language learners who received a special provision			
Reading	0%	N/A	3%
Writing	0%	N/A	3%
Mathematics	0%	N/A	2%
Participating students who received one or more accommodations			
Reading	0%	N/A	18%
Writing	0%	N/A	18%
Mathematics	0%	N/A	17%
Place of Birth			
Born in Canada	100%	N/A	90%
Born outside Canada	0%	N/A	9%
In Canada less than one year	0%	N/A	1%
In Canada one year or more but less than three years	0%	N/A	2%
In Canada three years or more	0%	N/A	6%
Language			
First language learned at home was other than English	92%	N/A	22%
Year Student Entered Current School			
Year of the assessment	17%	N/A	13%
Year prior to the assessment	25%	N/A	11%
2 years prior to the assessment	33%	N/A	16%
3 or more years prior to the assessment	25%	N/A	60%
Year Student Entered Current Board			
Year of the assessment	17%	N/A	6%
Year prior to the assessment	25%	N/A	5%
2 years prior to the assessment	33%	N/A	9%
3 or more years prior to the assessment	25%	N/A	79%

	School	Board	Province
Number of students	20	N/A	123 685
Participation in the Assessment			
Reading	100%	N/A	97%
Writing	100%	N/A	97%
Mathematics	100%	N/A	97%
Gender			
Female	45%	N/A	48%
Male	55%	N/A	52%
Student Status			
English language learners	0%	N/A	10%
Students with special education needs (excluding gifted)	0%	N/A	21%
Students enrolled in French Immersion	0%	N/A	14%
Participating English language learners who received a special provision			
Reading	0%	N/A	1%
Writing	0%	N/A	1%
Mathematics	0%	N/A	1%
Participating students who received one or more accommodations			
Reading	0%	N/A	18%
Writing	0%	N/A	18%
Mathematics	0%	N/A	18%
Place of Birth			
Born in Canada	95%	N/A	88%
Born outside Canada	5%	N/A	12%
In Canada less than one year	0%	N/A	1%
In Canada one year or more but less than three years	5%	N/A	2%
In Canada three years or more	0%	N/A	9%
Language			
First language learned at home was other than English	95%	N/A	22%
Year Student Entered Current School			
Year of the assessment	30%	N/A	22%
Year prior to the assessment	15%	N/A	9%
2 years prior to the assessment	20%	N/A	10%
3 or more years prior to the assessment	35%	N/A	59%
Year Student Entered Current Board			
Year of the assessment	30%	N/A	5%
Year prior to the assessment	15%	N/A	5%
2 years prior to the assessment	20%	N/A	6%
3 or more years prior to the assessment	35%	N/A	82%

	'11-'12	'12-'13	'13-'14	'14-'15	'15-'16
Number of students	16	19	11	18	12
Participation in the Assessment					
Reading	100%	100%	100%	94%	100%
Writing	100%	100%	100%	94%	100%
Mathematics	100%	100%	100%	94%	100%
Gender					
Female	50%	53%	82%	56%	67%
Male	50%	47%	18%	44%	33%
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	6%	0%	0%	0%	0%
Writing	6%	0%	0%	0%	0%
Mathematics	6%	0%	0%	0%	0%
Place of Birth					
Born in Canada	81%	84%	73%	100%	100%
Born outside Canada	19%	11%	27%	0%	0%
In Canada less than one year	0%	0%	9%	0%	0%
In Canada one year or more but less than three years	12%	0%	0%	0%	0%
In Canada three years or more	6%	11%	18%	0%	0%
Language					
First language learned at home was other than English	94%	95%	100%	100%	92%
Year Student Entered Current School					
Year of the assessment	0%	0%	9%	6%	17%
Year prior to the assessment	12%	5%	0%	0%	25%
2 years prior to the assessment	19%	53%	9%	61%	33%
3 or more years prior to the assessment	69%	42%	82%	33%	25%
Year Student Entered Current Board					
Year of the assessment	0%	0%	9%	6%	17%
Year prior to the assessment	12%	5%	0%	0%	25%
2 years prior to the assessment	19%	53%	9%	61%	33%
3 or more years prior to the assessment	69%	42%	82%	33%	25%

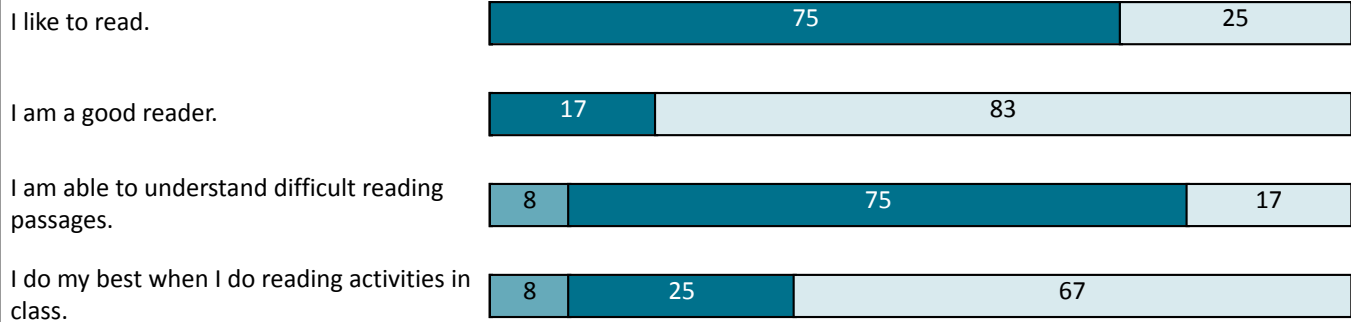
	'11-'12	'12-'13	'13-'14	'14-'15	'15-'16
Number of students	13	12	18	13	20
Participation in the Assessment					
Reading	100%	100%	100%	92%	100%
Writing	100%	100%	100%	92%	100%
Mathematics	100%	100%	100%	100%	100%
Gender					
Female	62%	75%	61%	38%	45%
Male	38%	25%	39%	62%	55%
Student Status					
English 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	85%	92%	100%	85%	95%
Born outside Canada	15%	8%	0%	15%	5%
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%	5%
In Canada three years or more	8%	8%	0%	15%	0%
Language					
First language learned at home was other than English	92%	100%	100%	100%	95%
Year Student Entered Current School					
Year of the assessment	0%	8%	6%	0%	30%
Year prior to the assessment	0%	0%	11%	0%	15%
2 years prior to the assessment	15%	25%	11%	0%	20%
3 or more years prior to the assessment	85%	67%	72%	100%	35%
Year Student Entered Current Board					
Year of the assessment	0%	8%	6%	0%	30%
Year prior to the assessment	0%	0%	11%	0%	15%
2 years prior to the assessment	15%	25%	11%	0%	20%
3 or more years prior to the assessment	85%	67%	72%	100%	35%

STUDENT ENGAGEMENT

About reading:



Percentage of Students

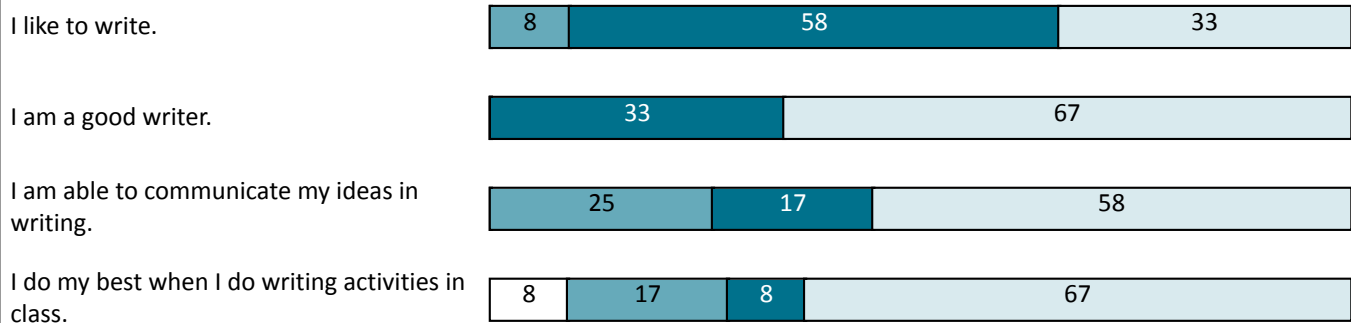


STUDENT ENGAGEMENT

About writing:



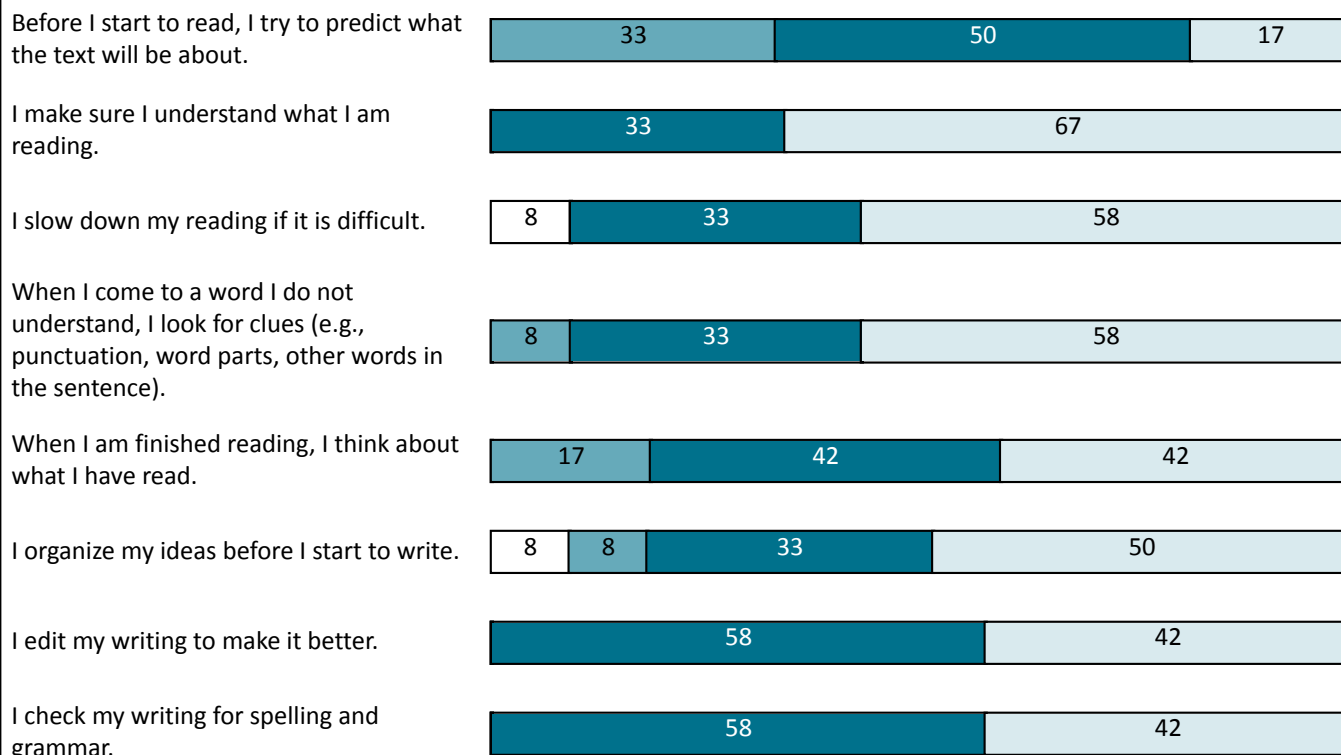
Percentage of Students



COGNITIVE STRATEGIES USED IN LANGUAGE

Blank or ambiguous
 Never
 Sometimes
 Most of the time

Percentage of Students

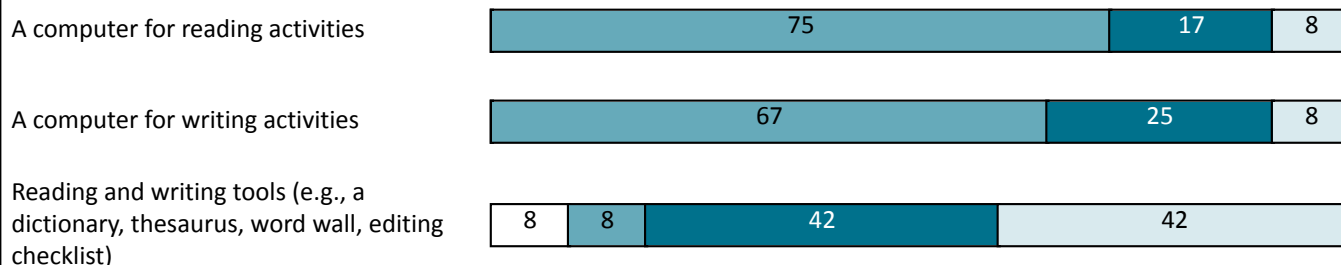


INSTRUCTIONAL TOOLS USED IN READING AND WRITING

How often do you use the following when you read and write at school?

Blank or ambiguous
 Never
 Sometimes
 Most of the time

Percentage of Students

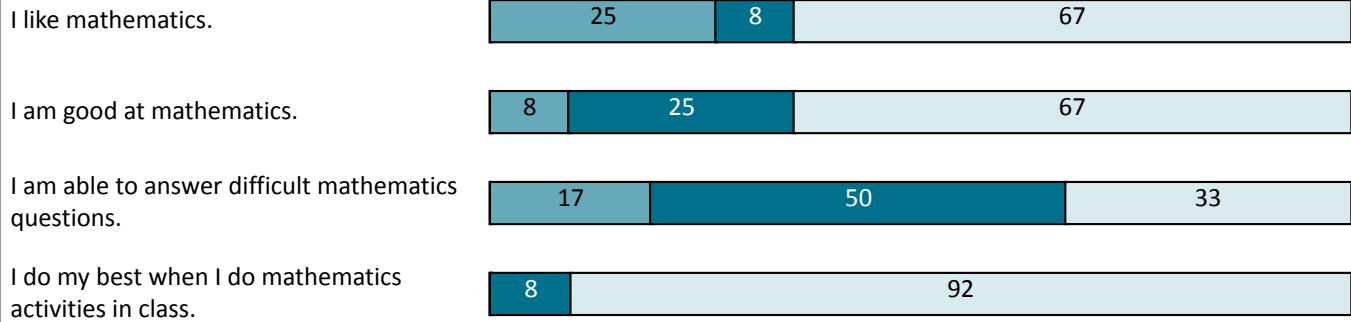


STUDENT ENGAGEMENT

About mathematics:



Percentage of Students

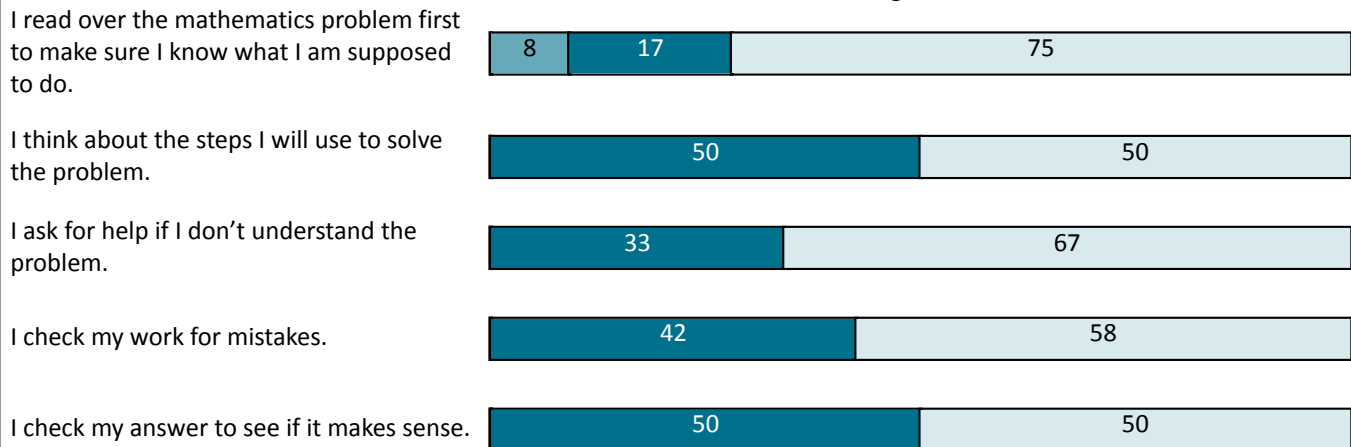


COGNITIVE STRATEGIES USED IN MATHEMATICS

When I am working on a mathematics problem,



Percentage of Students

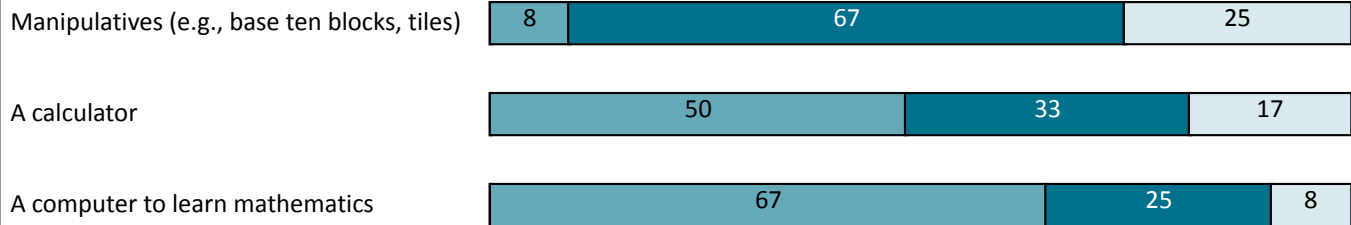


INSTRUCTIONAL TOOLS USED IN MATHEMATICS

How often do you use the following during mathematics activities at school?

Blank or ambiguous
 Never
 Sometimes
 Most of the time

Percentage of Students

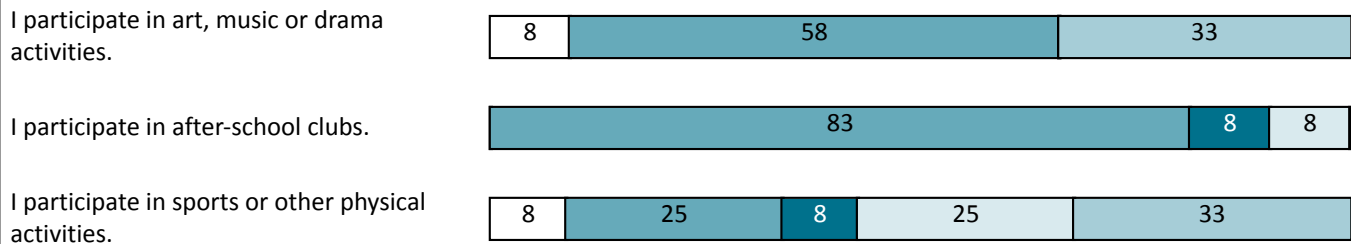


OUT-OF-SCHOOL ACTIVITIES

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

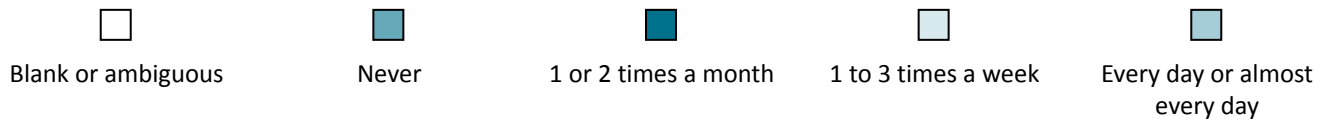
Blank or ambiguous
 Never
 1 or 2 times a month
 1 to 3 times a week
 Every day or almost every day

Percentage of Students

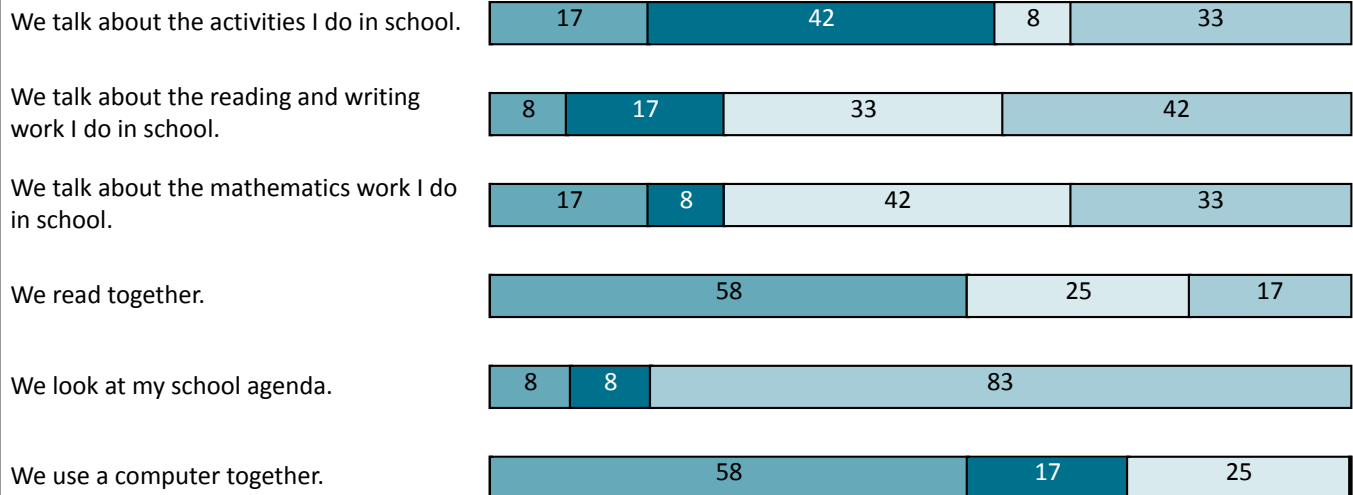


PARENTAL ENGAGEMENT

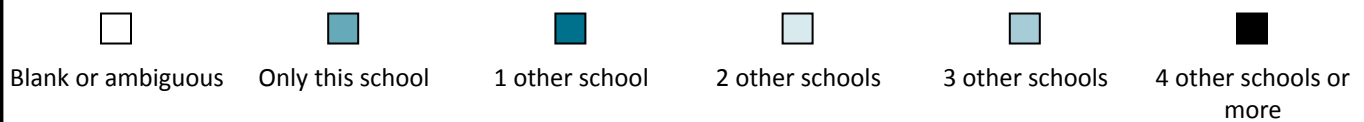
How often do you and a parent, a guardian or another adult who lives with you do the following?



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

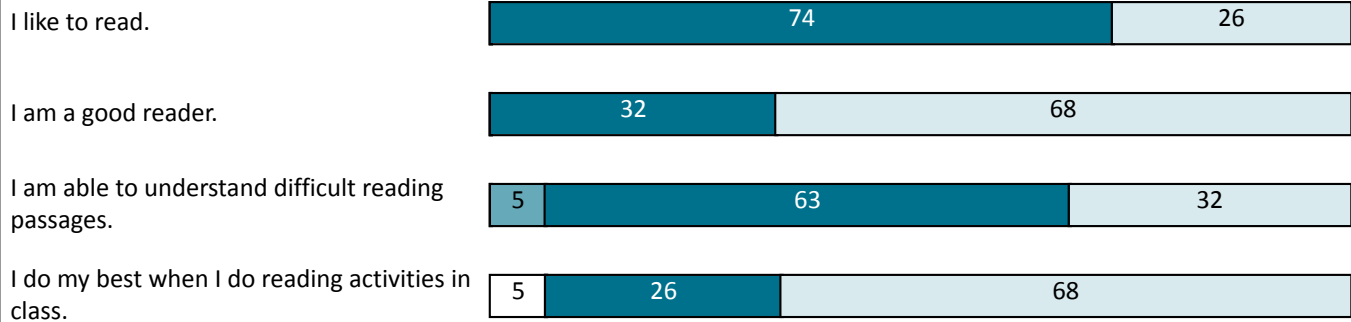


STUDENT ENGAGEMENT

About reading:



Percentage of Students

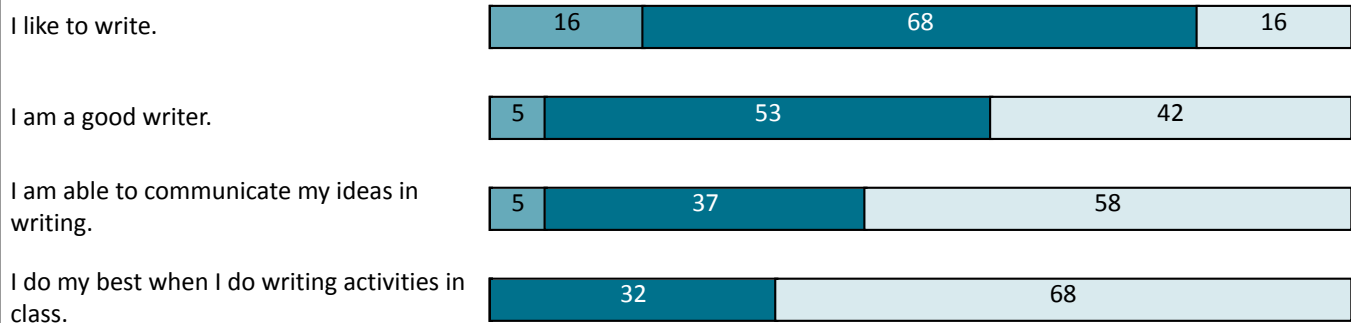


STUDENT ENGAGEMENT

About writing:



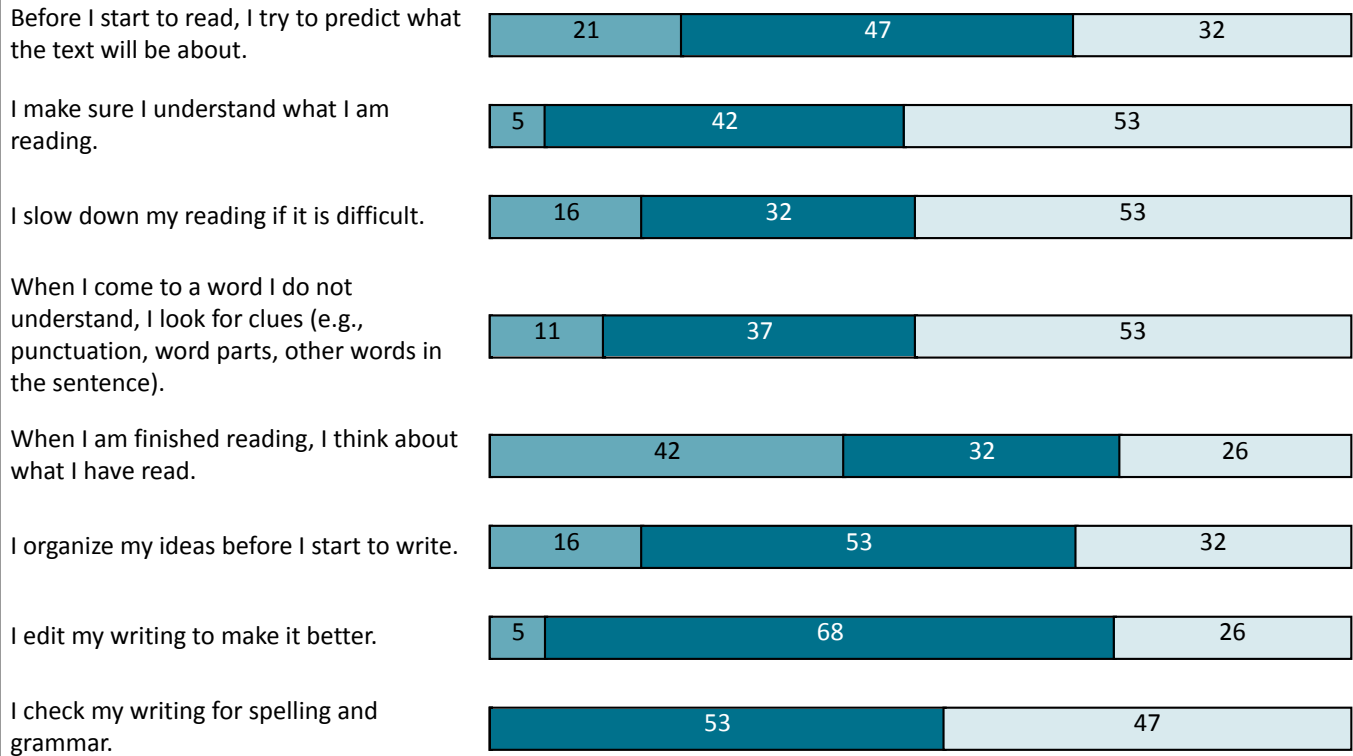
Percentage of Students



COGNITIVE STRATEGIES USED IN LANGUAGE

Blank or ambiguous
 Never
 Sometimes
 Most of the time

Percentage of Students

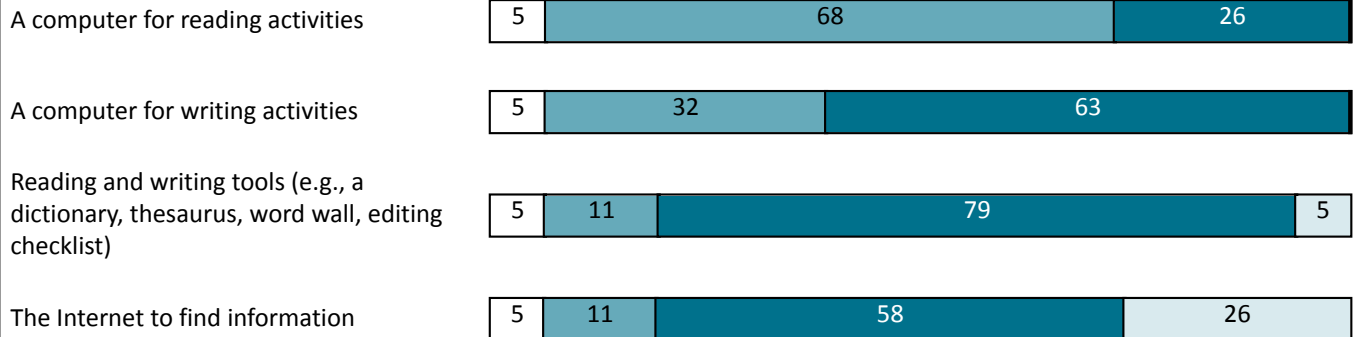


INSTRUCTIONAL TOOLS USED IN READING AND WRITING

How often do you use the following when you read and write at school?

Blank or ambiguous
 Never
 Sometimes
 Most of the time

Percentage of Students

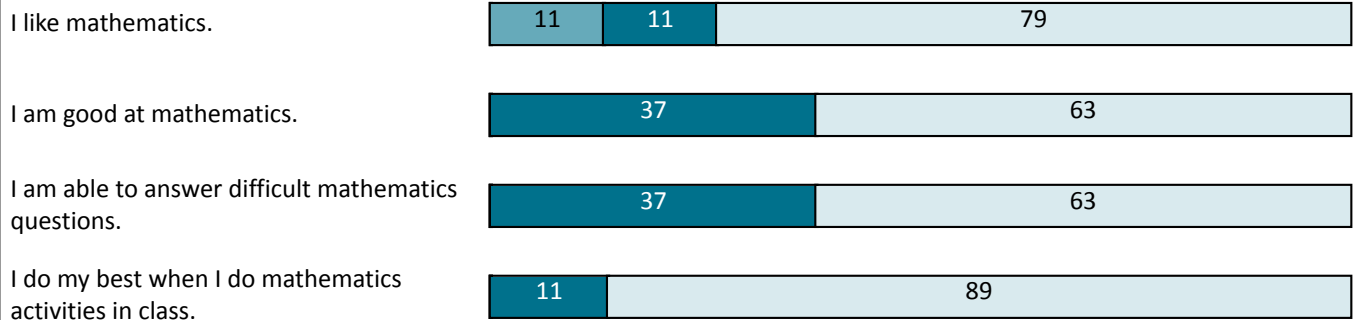


STUDENT ENGAGEMENT

About mathematics:

Blank or ambiguous
 Never
 Sometimes
 Most of the time

Percentage of Students

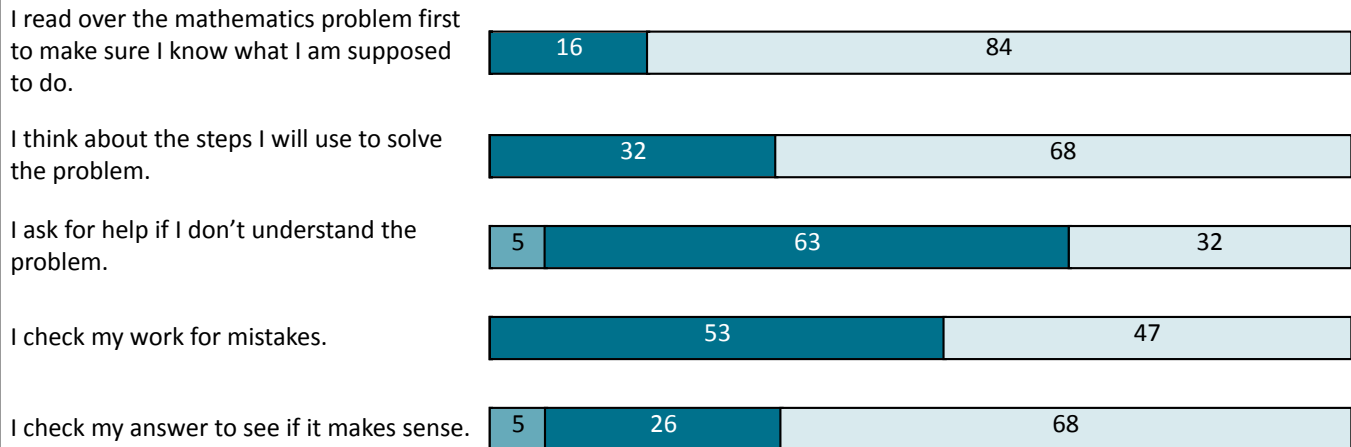


COGNITIVE STRATEGIES USED IN MATHEMATICS

When I am working on a mathematics problem,



Percentage of Students

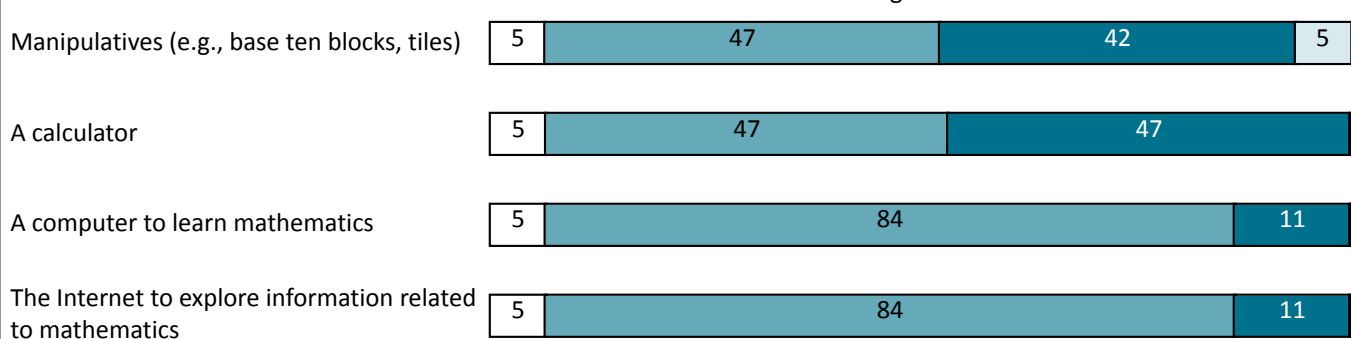


INSTRUCTIONAL TOOLS USED IN MATHEMATICS

How often do you use the following during mathematics activities at school?

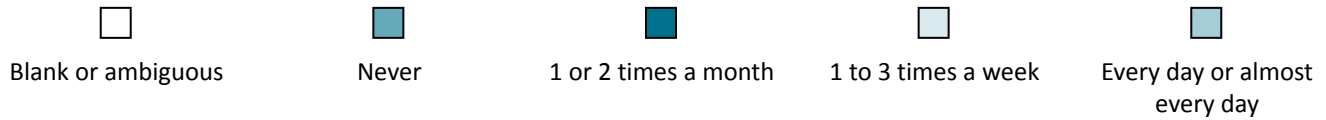


Percentage of Students

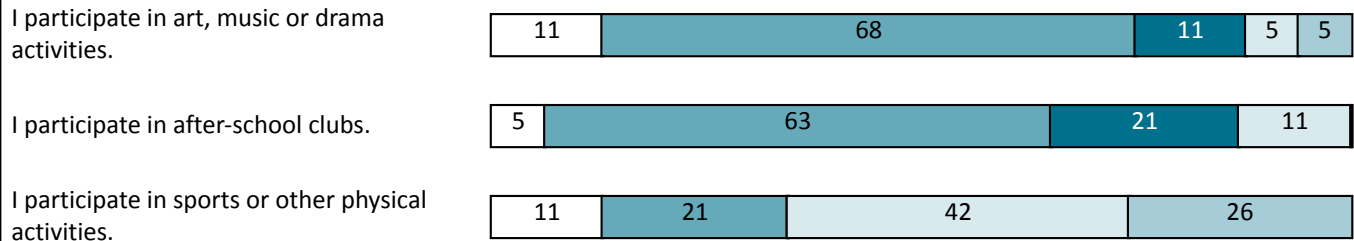


OUT-OF-SCHOOL ACTIVITIES

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

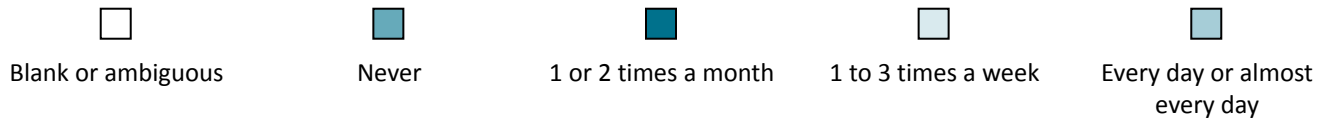


Percentage of Students

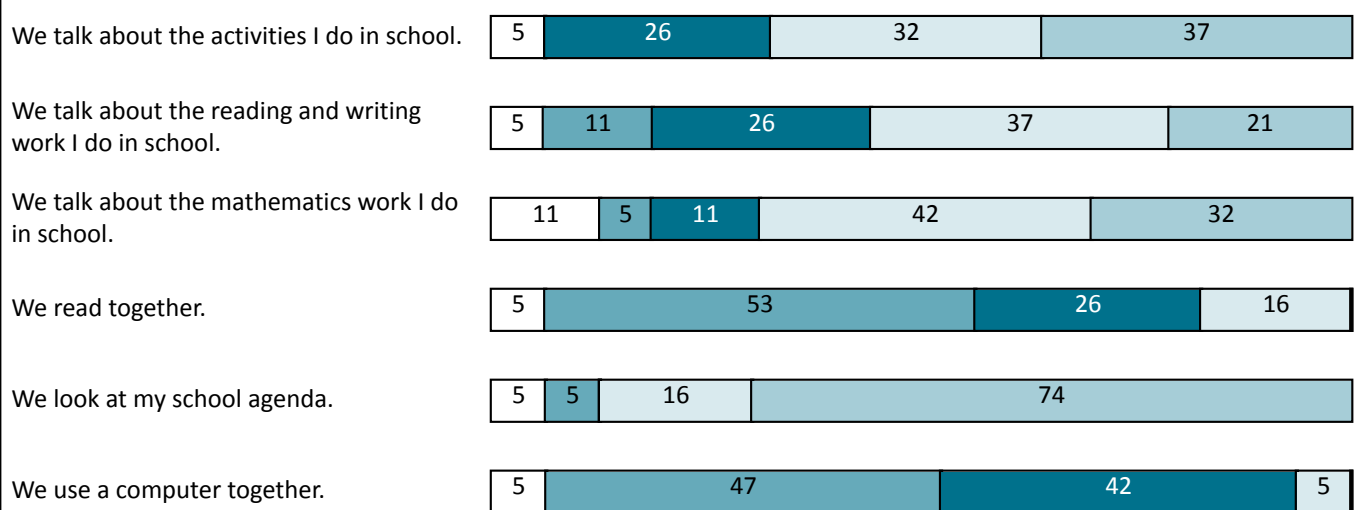


PARENTAL ENGAGEMENT

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

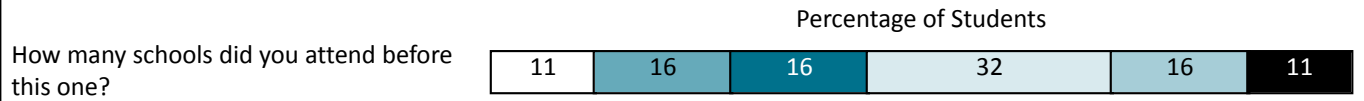


Percentage of Students



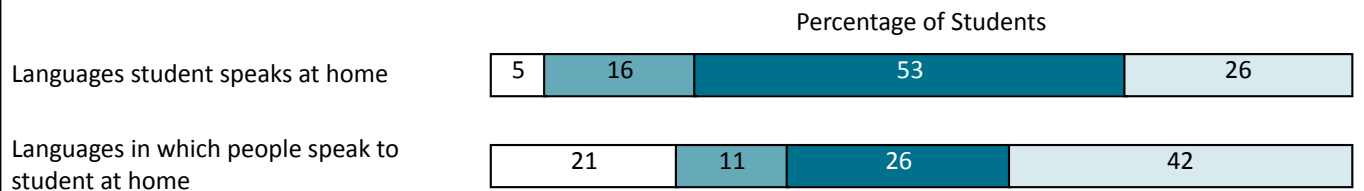
SCHOOLS ATTENDED

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)



**Assessments of Reading, Writing and Mathematics
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2015–2016**

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</i> (2007).
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.