## School Report Rubrics

(average scores)
District 803 - Private

School \#: 375
Lakecrest -St. John's Independent Sc

$\square$ Unknown
Not Yet Meeting (1 or 2)
Meeting or Exceeding $(3,4,5)$

[^0]District 803 - Private
School \#: 375
Lakecrest -St. John's Independent Sc


[^1]
## Demand Writing

Percentage of students at level 3 or above (2008-2011)


Reading
Percentage of students at level 3 or above (2008-2011)


[^2]Newfoundland Labrador

Intermediate English Language Arts

## 4 Year Provincial Assessment, June 2011

## School Report Rubrics

(average scores)

District 803 - Private

School \#: 450
St. Bonaventure's College

## Demand Writing


$\square$ Unknown
Not Yet Meeting (1 or 2)
Meeting or Exceeding $(3,4,5)$

[^3]Newfoundland Labrador

Intermediate English Language Arts

## 4 Year Provincial Assessment, June 2011

## School Report Rubrics

(average scores)

District 803 - Private
School \#: 450
St. Bonaventure's College


* In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
* Reading score is composite of Information and Poetry.


## School Report Rubrics

(average scores)
District 803 - Private
School \#: 450 St. Bonaventure's College

## Demand Writing

Percentage of students at level 3 or above (2008-2011)


Reading
Percentage of students at level 3 or above (2008-2011)


[^4]Newfoundland
Labrador

Intermediate English Language Arts

## 4 Year Provincial Assessment, June 2011

## School Report Rubrics

(average scores)

District 803 - Private

School \#: 453
Eric G. Lambert All-Grade

## Demand Writing


$\square$ Unknown
Not Yet Meeting (1 or 2)
Meeting or Exceeding $(3,4,5)$

[^5]Newfoundland Labrador

Intermediate English Language Arts

## 4 Year Provincial Assessment, June 2011

## School Report Rubrics

(average scores)

District 803 - Private
School \#: 453
Eric G. Lambert All-Grade


[^6]
## School Report Rubrics

(average scores)
District 803 - Private
School \#: 453
Eric G. Lambert All-Grade

## Demand Writing

Percentage of students at level 3 or above (2008-2011)


Reading
Percentage of students at level 3 or above (2008-2011)


[^7]
## School Report Rubrics

(average scores)
District 803 - Private

School \#: 469 Immaculate Heart of Mary School
$\underline{2009}$
AGR (7)


Unknown $\square$ Not Yet Meeting (1 or 2)
Meeting or Exceeding $(3,4,5)$

[^8]
## School Report Rubrics

(average scores)
District 803 - Private
School \#: 469 Immaculate Heart of Mary School

|  | School | Reading District | Province |
| :---: | :---: | :---: | :---: |
| $\begin{aligned} & \underline{2011} \\ & \text { Apr 30, } \\ & 2011 \text { (2) } \end{aligned}$ | School data with 5 or fewer students withheld for reasons of confidentiality. |  |  |
| $\frac{2010}{A G R(1)}$ |  |  |  |
| $\frac{\underline{2009}}{A G R(7)}$ |  |  |  |
| $\frac{\underline{2008}}{A G R(4)}$ |  |  |  |
|  | Unknown | Not Yet Meeting (1 or 2) | Meeting or Exceeding (3,4,5) |

[^9]
# School Report Rubrics 

(average scores)

## District 803 - Private

School \#: 469 Immaculate Heart of Mary School

## Demand Writing

Percentage of students at level 3 or above (2008-2011)
School data with 5 or fewer students withheld for reasons of confidentiality.


## Reading

Percentage of students at level 3 or above (2008-2011)
School data with 5 or fewer students withheld for reasons of confidentiality.

[^10]Newfoundland Labrador

Intermediate English Language Arts

## 4 Year Provincial Assessment, June 2011

## School Report Rubrics

(average scores)

## District 804 - Native Feder

School \#: 018 Sheshatshiu Innu School

## Demand Writing


School

Province


## $\underline{2010}$

AGR (0)

$\square$ Unknown
Not Yet Meeting (1 or 2)
Meeting or Exceeding $(3,4,5)$

[^11]Newfoundland Labrador

Intermediate English Language Arts

## 4 Year Provincial Assessment, June 2011

## School Report Rubrics

(average scores)

## District 804 - Native Feder

School \#: 018 Sheshatshiu Innu School


2010
AGR (0)

$\square$ Unknown $\square$ Not Yet Meeting (1 or 2) $\square$ Meeting or Exceeding $(3,4,5)$

[^12]
## Demand Writing

Percentage of students at level 3 or above (2008-2011)


Reading
Percentage of students at level 3 or above (2008-2011)


[^13]Newfoundland Labrador

Intermediate English Language Arts

## 4 Year Provincial Assessment, June 2011

## School Report Rubrics

(average scores)

## District 804 - Native Feder

School \#: 019
Mushuau Innu Natuashish School


## $\underline{2010}$

AGR (0)

$\square$ Unknown
Not Yet Meeting (1 or 2)
Meeting or Exceeding $(3,4,5)$

[^14]
## District 804 - Native Feder

School \#: $019 \quad$ Mushuau Innu Natuashish School


2010
AGR (0)

$\square$ Unknown $\square$ Not Yet Meeting (1 or 2) $\square$ Meeting or Exceeding $(3,4,5)$

[^15]
## Demand Writing

Percentage of students at level 3 or above (2008-2011)


Reading
Percentage of students at level 3 or above (2008-2011)


[^16]Newfoundland Labrador

Intermediate English Language Arts

## 4 Year Provincial Assessment, June 2011

## School Report Rubrics

(average scores)

## District 804 - Native Feder

School \#: 376
Se't Anneway Kegnamogwom

## Demand Writing


$\square$ Unknown
Not Yet Meeting (1 or 2)
Meeting or Exceeding $(3,4,5)$

[^17]Newfoundland Labrador

Intermediate English Language Arts

## 4 Year Provincial Assessment, June 2011

## School Report Rubrics

(average scores)

## District 804 - Native Feder

School \#: 376 Se't Anneway Kegnamogwom


[^18]
## Demand Writing

Percentage of students at level 3 or above (2008-2011)


Reading
Percentage of students at level 3 or above (2008-2011)


[^19]
[^0]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
    * Reading score is composite of Information and Poetry.

[^1]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
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    * Reading score is composite of Information and Poetry.

[^3]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
    * Reading score is composite of Information and Poetry.

[^4]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
    * Reading score is composite of Information and Poetry.

[^5]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
    * Reading score is composite of Information and Poetry.

[^6]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
    * Reading score is composite of Information and Poetry.

[^7]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
    * Reading score is composite of Information and Poetry.

[^8]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
    * Reading score is composite of Information and Poetry.

[^9]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
    * Reading score is composite of Information and Poetry.

[^10]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
    * Reading score is composite of Information and Poetry.

[^11]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
    * Reading score is composite of Information and Poetry.

[^12]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
    * Reading score is composite of Information and Poetry.

[^13]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
    * Reading score is composite of Information and Poetry.

[^14]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
    * Reading score is composite of Information and Poetry.

[^15]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
    * Reading score is composite of Information and Poetry.

[^16]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
    * Reading score is composite of Information and Poetry.

[^17]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
    * Reading score is composite of Information and Poetry.

[^18]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
    * Reading score is composite of Information and Poetry.

[^19]:    * In some cases, CRT numbers may exceed AGR numbers based on late enrolments. Pie chart is based on the number of students who wrote the CRT.
    * Reading score is composite of Information and Poetry.

