Dear Parent,

It is with pleasure that I present the 2013-2014 School Report Card (SRC) to you, as it is has a very important role in the evaluation and development of education in Qatar. Qatar’s educational initiative is designed to improve education through increased autonomy, accountability, choice and variety and the SRC is a key element in this process.

Collectively the information in the SRCs can be seen to foster variety in depicting school’s different features; to facilitate choice by informing parents; to ensure accountability by focusing on schools’ performance and allowing them to be held responsible for outcomes; and to support autonomy by providing schools with the opportunity to present their distinct features.

This is the tenth year in which SRCs have been distributed and, whilst some additional data are reported this time, the format is similar to that which has been used previously. The SRC presents a wide range of information about the school’s characteristics and performance in the 2013-2014 school year. In addition, aspects of the school’s performance are compared with previous performance of the school, and with the performance of all other schools of the same stage.

The SRCs for Independent and some Private schools are published in Arabic and for other Private schools the SRCs are published in English. All the SRCs can be viewed or downloaded from the Supreme Education Council website www.sec.gov.qa.

I hope that the SRC supports you in your role as a parent and encourage you to use it as an opportunity to become more informed about, and involved with, your child’s school.

Khalid Abdullah Al-Harqan
Director of the Evaluation Institute
### Basic school information

<table>
<thead>
<tr>
<th></th>
<th>This school</th>
<th>All schools*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total student enrolment</td>
<td>602</td>
<td>790</td>
</tr>
<tr>
<td>Total number of teachers</td>
<td>20</td>
<td>58</td>
</tr>
<tr>
<td>Proportion of teachers : students</td>
<td>1 : 30</td>
<td>1 : 14</td>
</tr>
<tr>
<td>Average number of students per classroom</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>Grades covered by this school</td>
<td>1-6</td>
<td></td>
</tr>
<tr>
<td>Gender of student intake</td>
<td>Boys &amp; Girls</td>
<td></td>
</tr>
<tr>
<td>Gender of teaching staff</td>
<td>Males &amp; Females</td>
<td></td>
</tr>
<tr>
<td>Any mixed boys and girls classes?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>The school has International and/or QNSA Accreditation</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>The school involved in the Educational Vouchers Programme</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

*All schools comprises the average of all Independent and Private schools of the same stage(s) as this school.

### Overall satisfaction with the school

#### Parents’ overall satisfaction

<table>
<thead>
<tr>
<th></th>
<th>Generally satisfied</th>
<th>Generally dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school</td>
<td>81%</td>
<td>9%</td>
</tr>
<tr>
<td>All schools</td>
<td>84%</td>
<td>5%</td>
</tr>
</tbody>
</table>

#### Students’ overall satisfaction

<table>
<thead>
<tr>
<th></th>
<th>Generally satisfied</th>
<th>Generally dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school</td>
<td>89%</td>
<td>5%</td>
</tr>
<tr>
<td>All schools</td>
<td>77%</td>
<td>12%</td>
</tr>
</tbody>
</table>
### Educational practices of the school

#### Teachers’ approaches to teaching

<table>
<thead>
<tr>
<th>Approach</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion teaching by talking or presenting to the class as a whole</td>
<td>78%</td>
<td>62%</td>
</tr>
<tr>
<td>Proportion teaching by involving the whole class in discussions or activities</td>
<td>94%</td>
<td>72%</td>
</tr>
<tr>
<td>Proportion teaching by having students work individually in the class</td>
<td>72%</td>
<td>53%</td>
</tr>
<tr>
<td>Proportion teaching by having students work with other students in the class</td>
<td>61%</td>
<td>54%</td>
</tr>
</tbody>
</table>

#### Teachers’ approaches to helping students with learning difficulties (LD)

<table>
<thead>
<tr>
<th>Approach</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of teachers who often teach LD students in the same way as their classmates</td>
<td>44%</td>
<td>49%</td>
</tr>
<tr>
<td>Proportion of teachers who often provide LD students with individual help</td>
<td>100%</td>
<td>79%</td>
</tr>
<tr>
<td>Proportion of teachers who often get other students in the class to help the LD students</td>
<td>28%</td>
<td>38%</td>
</tr>
<tr>
<td>Proportion of teachers who often organize out-of-class assistance for LD students</td>
<td>28%</td>
<td>19%</td>
</tr>
<tr>
<td>Proportion of teachers who often slow the pace of teaching the class to help the LD students</td>
<td>50%</td>
<td>83%</td>
</tr>
<tr>
<td>Proportion of teachers who often form different ability groups for different teaching in the class</td>
<td>83%</td>
<td>48%</td>
</tr>
</tbody>
</table>

#### Languages of teaching used in the school

<table>
<thead>
<tr>
<th>Language</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>✗</td>
<td>60%</td>
</tr>
<tr>
<td>English</td>
<td>✓</td>
<td>40%</td>
</tr>
<tr>
<td>A language other than Arabic or English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Language of teaching used in selected curriculum areas

- Mathematics classes in which the language of teaching is Arabic: No classes
- Mathematics classes in which the language of teaching is English: All classes
- Science classes in which the language of teaching is Arabic: No classes
- Science classes in which the language of teaching is English: All classes
- Computer/ICT classes in which the language of teaching is Arabic: No classes
- Computer/ICT classes in which the language of teaching is English: All classes
- Social Studies classes in which the language of teaching is Arabic: No classes
- Social Studies classes in which the language of teaching is English: All classes
### Educational practices of the school (continued)

#### Teachers’ assignment of homework

Proportion of teachers who typically assign homework of three hours or more a week

<table>
<thead>
<tr>
<th></th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>All schools</td>
<td>8%</td>
<td></td>
</tr>
</tbody>
</table>

#### Parent’s views on homework

- Proportion of parents indicating that the school assigns no homework for their child: 0% (This school), 0% (All schools)
- Proportion of parents who report their child spends at least an hour a day on homework: 81% (This school), 78% (All schools)
- Proportion of parents indicating that they believe their child’s homework is worthwhile: 93% (This school), 87% (All schools)

#### Facilities, services and extracurricular activities of the school

##### Facilities

<table>
<thead>
<tr>
<th>Facility</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mosque(s)</td>
<td>Present</td>
<td></td>
</tr>
<tr>
<td>Library/libraries</td>
<td>Present</td>
<td>96%</td>
</tr>
<tr>
<td>Science laboratory/laboratories</td>
<td>Not present</td>
<td>86%</td>
</tr>
<tr>
<td>Computer laboratory/laboratories</td>
<td>Present</td>
<td>96%</td>
</tr>
<tr>
<td>Auditorium/auditoria</td>
<td>Present</td>
<td>82%</td>
</tr>
<tr>
<td>Art room(s)</td>
<td>Present</td>
<td>83%</td>
</tr>
</tbody>
</table>

##### Services

<table>
<thead>
<tr>
<th>Service</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>School transport</td>
<td>Present</td>
<td>90%</td>
</tr>
<tr>
<td>Food/canteen</td>
<td>Not present</td>
<td>81%</td>
</tr>
<tr>
<td>Personal/social counselling</td>
<td>Not present</td>
<td>36%</td>
</tr>
<tr>
<td>Academic counselling</td>
<td>Not present</td>
<td>93%</td>
</tr>
<tr>
<td>Vocational counselling</td>
<td>Not present</td>
<td>32%</td>
</tr>
<tr>
<td>Medical/health</td>
<td>Present</td>
<td>93%</td>
</tr>
<tr>
<td>Special financial assistance</td>
<td>Not present</td>
<td>68%</td>
</tr>
<tr>
<td>Remedial classes</td>
<td>Present</td>
<td>85%</td>
</tr>
</tbody>
</table>

##### Extracurricular activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports team(s)</td>
<td>Present</td>
<td>79%</td>
</tr>
<tr>
<td>Student’s council(s)</td>
<td>Present</td>
<td>58%</td>
</tr>
<tr>
<td>Scouts</td>
<td>Not present</td>
<td>38%</td>
</tr>
<tr>
<td>Religious group(s)</td>
<td>Not present</td>
<td>54%</td>
</tr>
<tr>
<td>Community service group(s)</td>
<td>Not present</td>
<td>49%</td>
</tr>
<tr>
<td>Media club(s)</td>
<td>Not present</td>
<td>41%</td>
</tr>
<tr>
<td>Fine/performing arts club(s)</td>
<td>Present</td>
<td>56%</td>
</tr>
</tbody>
</table>

**Key**

- Present
- Not present
- No Data
### Parents’ views on some aspects

#### Parents’ satisfaction with the school’s curriculum

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally satisfied</td>
<td>76%</td>
<td>80%</td>
</tr>
<tr>
<td>Generally dissatisfied</td>
<td>14%</td>
<td>6%</td>
</tr>
</tbody>
</table>

#### Parents’ satisfaction with the school’s extracurricular activities

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally satisfied</td>
<td>69%</td>
<td>68%</td>
</tr>
<tr>
<td>Generally dissatisfied</td>
<td>11%</td>
<td>12%</td>
</tr>
</tbody>
</table>

#### Percentage of parents indicating that the school provides sufficient extra educational help to students needing it

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally satisfied</td>
<td>44%</td>
<td>66%</td>
</tr>
</tbody>
</table>

### Students' and Teachers' Nationalities

#### Students’ nationality

<table>
<thead>
<tr>
<th>Nationality</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qatari nationality</td>
<td>16%</td>
<td>36%</td>
</tr>
<tr>
<td>non-Qatari Arabic nationalities</td>
<td>29%</td>
<td>26%</td>
</tr>
<tr>
<td>non-Arabic nationalities</td>
<td>55%</td>
<td>38%</td>
</tr>
</tbody>
</table>

#### Teachers’ nationality

<table>
<thead>
<tr>
<th>Nationality</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qatari nationality</td>
<td>0%</td>
<td>20%</td>
</tr>
<tr>
<td>non-Qatari Arabic nationalities</td>
<td>25%</td>
<td>46%</td>
</tr>
<tr>
<td>non-Arabic nationalities</td>
<td>75%</td>
<td>35%</td>
</tr>
</tbody>
</table>
Professional background features of the school’s teachers

**Teachers’ Qatar teaching licencing (QORLA)**

<table>
<thead>
<tr>
<th>Provisional Licence</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teachers with a Provisional Licence</td>
<td></td>
<td>87%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entry Level Licence</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teachers with an Entry Level Licence</td>
<td></td>
<td>9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficient Level Licence</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teachers with a Proficient Level Licence</td>
<td></td>
<td>6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Skills Level Licence</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teachers with an Advanced Skills Level Licence</td>
<td></td>
<td>0%</td>
</tr>
</tbody>
</table>

*The QORLA (Qatar Office of Registration Licencing and Accreditation) data in this display for ‘All Schools’ only pertains to Independent schools.

**Aspects of teachers’ professional background**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ average years of teaching experience</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Teachers’ average hours spent on professional development in the previous twelve months</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>Proportion of teachers who attended professional development in the 2013-14 school year</td>
<td>82%</td>
<td>92%</td>
</tr>
<tr>
<td>Proportion of teachers indicating satisfaction with the professional development provided</td>
<td>56%</td>
<td>77%</td>
</tr>
<tr>
<td>Proportion of teaching staff with a formal, recognized teaching qualification</td>
<td>78%</td>
<td>72%</td>
</tr>
<tr>
<td>Proportion of teachers with a Master’s degree or higher</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Proportion of teachers who are teaching subjects for the very first time</td>
<td>6%</td>
<td>13%</td>
</tr>
</tbody>
</table>
Parental participation and interactions with the school

School’s indications of actual parental participation

- Some parents serve on the school governing body/committee
- Some parents help raise funds for the school
- Some parents participate in deciding how the school budget is spent

Parents’ satisfaction with the school’s communications

Generally satisfied 😊
69% This school
75% All schools

Generally dissatisfied 😞
7% This school
10% All schools

Aspects of the school’s educational environment

Student’s enjoyment of learning and school

- Proportion of students indicating that they like their school
  81% This school
  70% All schools
- Proportion of students indicating that they enjoy learning Arabic
  65% This school
  72% All schools
- Proportion of students indicating that they enjoy learning English
  84% This school
  81% All schools
- Proportion of students indicating that they enjoy learning Mathematics
  75% This school
  77% All schools
- Proportion of students indicating that they enjoy learning Science
  84% This school
  83% All schools

Students’ views on aspects of the school’s teachers

- Proportion of students indicating the students and teachers get along well
  85% This school
  76% All schools
- Proportion of students indicating they understand teachers’ schoolwork explanations
  90% This school
  85% All schools
- Proportion of students indicating their teachers encourage them to do their best
  93% This school
  85% All schools
### Aspects of the school's educational environment (continued)

#### Teaching and computers

<table>
<thead>
<tr>
<th>Aspect</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate number of computers for every 100 students in the school</td>
<td>8.3</td>
<td>25.3</td>
</tr>
<tr>
<td>Proportion of teachers who rated their computer skills as moderate or better</td>
<td>56%</td>
<td>74%</td>
</tr>
<tr>
<td>Proportion of teachers who were satisfied with their access to computers and other educational technology for their work as teachers</td>
<td>33%</td>
<td>76%</td>
</tr>
<tr>
<td>Proportion of students who reported using computers in their classrooms on most days or more frequently</td>
<td>38%</td>
<td>35%</td>
</tr>
</tbody>
</table>

#### Student behaviour and discipline

<table>
<thead>
<tr>
<th>Aspect</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of parents reporting their child had no school absences in the last fortnight</td>
<td>65%</td>
<td>57%</td>
</tr>
<tr>
<td>Proportion of parents satisfied with the school's treatment of their child</td>
<td>92%</td>
<td>84%</td>
</tr>
<tr>
<td>Proportion of parents indicating that the school maintains good discipline and order</td>
<td>86%</td>
<td>83%</td>
</tr>
<tr>
<td>Proportion of students indicating that the school's discipline approach is fair</td>
<td>73%</td>
<td>67%</td>
</tr>
<tr>
<td>Proportion of students indicating that they feel safe at their school</td>
<td>84%</td>
<td>77%</td>
</tr>
<tr>
<td>Proportion of students indicating they have not been bullied at school during the year</td>
<td>50%</td>
<td>56%</td>
</tr>
<tr>
<td>Proportion of students indicating they have not had anything stolen at school during the year</td>
<td>48%</td>
<td>62%</td>
</tr>
</tbody>
</table>

#### Teachers’ view on the school as a workplace

<table>
<thead>
<tr>
<th>Generally satisfied</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>89%</td>
<td>86%</td>
<td>6%</td>
</tr>
</tbody>
</table>

#### Teachers’ view on the school’s teachers and administrators working together as a team

<table>
<thead>
<tr>
<th>Generally satisfied</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>61%</td>
<td>85%</td>
<td>5%</td>
</tr>
</tbody>
</table>

#### Teachers’ view on their involvement in decision-making in the school

<table>
<thead>
<tr>
<th>Generally satisfied</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>61%</td>
<td>64%</td>
<td>13%</td>
</tr>
</tbody>
</table>

#### Teachers’ view on students and School's Staff treating each other with respect

<table>
<thead>
<tr>
<th>Generally satisfied</th>
<th>This school</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>78%</td>
<td>86%</td>
<td>4%</td>
</tr>
</tbody>
</table>
### Aspects of the school’s performance between 2012-13 and 2013-14

#### Students’ views on selected aspects of the school from 2012-13 to 2013-14

<table>
<thead>
<tr>
<th>Aspect</th>
<th>School Data 2012-13</th>
<th>School Data 2013-14</th>
<th>2013-14 compared to 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion who are happy with the school</td>
<td>83%</td>
<td>89%</td>
<td>▲▲</td>
</tr>
<tr>
<td>Proportion who enjoy learning Arabic</td>
<td>47%</td>
<td>65%</td>
<td>▲▲</td>
</tr>
<tr>
<td>Proportion who enjoy learning English</td>
<td>83%</td>
<td>84%</td>
<td>▲▲</td>
</tr>
<tr>
<td>Proportion who enjoy learning Mathematics</td>
<td>79%</td>
<td>75%</td>
<td>▲▲</td>
</tr>
<tr>
<td>Proportion who enjoy learning Science</td>
<td>89%</td>
<td>84%</td>
<td>▲▲</td>
</tr>
<tr>
<td>Proportion indicating the school discipline is fair</td>
<td>74%</td>
<td>73%</td>
<td>▲▲</td>
</tr>
<tr>
<td>Proportion who feel safe at the school</td>
<td>83%</td>
<td>84%</td>
<td>▲▲</td>
</tr>
<tr>
<td>Proportion who feel teachers and students get along well together</td>
<td>83%</td>
<td>85%</td>
<td>▲▲</td>
</tr>
<tr>
<td>Proportion indicating their teachers’ schoolwork explanations are understandable</td>
<td>86%</td>
<td>90%</td>
<td>▲▲</td>
</tr>
<tr>
<td>Proportion indicating their teachers encourage them to do their best</td>
<td>98%</td>
<td>93%</td>
<td>▲▲</td>
</tr>
</tbody>
</table>

#### Parents’ views on selected aspects of the school from 2012-13 to 2013-14

<table>
<thead>
<tr>
<th>Aspect</th>
<th>School Data 2012-13</th>
<th>School Data 2013-14</th>
<th>2013-14 compared to 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion satisfied with the school generally</td>
<td>74%</td>
<td>81%</td>
<td>▲▲</td>
</tr>
<tr>
<td>Proportion satisfied with the school’s curriculum</td>
<td>74%</td>
<td>76%</td>
<td>▲▲</td>
</tr>
<tr>
<td>Proportion satisfied with the school’s extra-curricular activities</td>
<td>53%</td>
<td>69%</td>
<td>▲▲</td>
</tr>
<tr>
<td>Proportion satisfied with the school’s communications with them</td>
<td>67%</td>
<td>69%</td>
<td>▲▲</td>
</tr>
</tbody>
</table>

#### Teachers’ views on selected aspects of the school from 2012-13 to 2013-14

<table>
<thead>
<tr>
<th>Aspect</th>
<th>School Data 2012-13</th>
<th>School Data 2013-14</th>
<th>2013-14 compared to 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion indicating the school is a good place to work</td>
<td>55%</td>
<td>89%</td>
<td>▲▲</td>
</tr>
<tr>
<td>Proportion indicating the school’s teachers and administrators work as a team</td>
<td>45%</td>
<td>61%</td>
<td>▲▲</td>
</tr>
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<td>Proportion who feel they are adequately involved in school decisions</td>
<td>27%</td>
<td>61%</td>
<td>▲▲</td>
</tr>
<tr>
<td>Proportion indicating that the school’s teachers and students treat each other with respect</td>
<td>55%</td>
<td>78%</td>
<td>▲▲</td>
</tr>
<tr>
<td>Proportion satisfied with their access to educational technology at the school</td>
<td>68%</td>
<td>33%</td>
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</table>

**Key**

- ▲▲ Much higher
- ▲ Some what higher
- ▲▲ About the same
- ▼▼ Much lower
- ▼ Some what lower
- No comparison possible
- No data
### Student’s performance in recent international studies

<table>
<thead>
<tr>
<th>PIRLS 2011</th>
<th>TIMSS 2011</th>
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</thead>
<tbody>
<tr>
<td><strong>Grade 4s</strong></td>
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<tr>
<td><strong>Reading Achievement</strong></td>
<td><strong>Mathematical Achievement</strong></td>
</tr>
<tr>
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<td>The school compared to Qatar’s schools</td>
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PIRLS: Progress in International Reading Literacy Study  
TIMSS: Trends in International Mathematics and Science Study