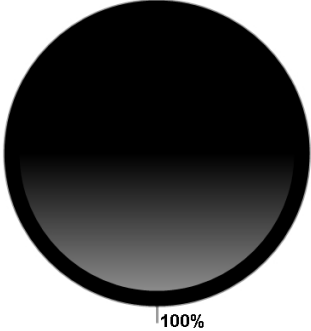
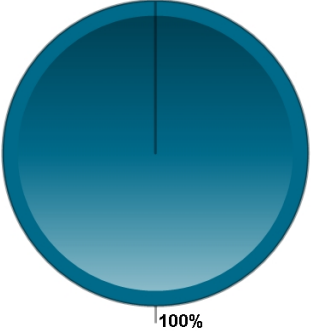
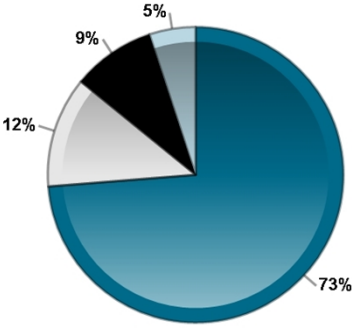




## Tracking Student Achievement in Relation to the Provincial Standard Primary (Grade 3) to Junior Division (Grade 6), 2015–2016 to 2018–2019

School: Poplar Bank PS (450073)  
School Board: York Region DSB (66095)

EQAO tracked the progress of students who wrote the primary-division assessment in 2016, when they were in Grade 3, and the junior-division assessment in 2019, when they were in Grade 6. There were 66 students at the time of the 2019 junior-division assessment. The pie charts below show how students performed on the 2019 assessments compared to their assessment results in 2016. The percentages are based on all tracked students in the cohort, including those who participated, those who were exempted and those who provided no work to be scored.

Reading From Grade 3 in 2016 to Grade 6 in 2019	Writing From Grade 3 in 2016 to Grade 6 in 2019	Mathematics From Grade 3 in 2016 to Grade 6 in 2019
 <p>100%</p>	 <p>100%</p>	 <p>73%</p> <p>12%</p> <p>9%</p> <p>5%</p>
<p> <span style="display: inline-block; width: 15px; height: 15px; background-color: #0070C0; border: 1px solid black; margin-right: 5px;"></span> Maintained Standard                 <span style="display: inline-block; width: 15px; height: 15px; background-color: white; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Rose to Standard                 <span style="display: inline-block; width: 15px; height: 15px; background-color: black; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Dropped From Standard                 <span style="display: inline-block; width: 15px; height: 15px; background-color: #AEC6E0; border: 1px solid black; margin-left: 20px;"></span> Never Met Standard             </p>		
<p>The reading results for the 1* students in the cohort are as follows:</p> <ul style="list-style-type: none"> <li>• <b>0%</b> (0) met the provincial standard in Grade 3 and Grade 6;</li> <li>• <b>0%</b> (0) did not meet the standard in Grade 3 but met it in Grade 6;</li> <li>• <b>100%</b> (1) met the standard in Grade 3 but did not meet it in Grade 6; and</li> <li>• <b>0%</b> (0) did not meet the standard in Grade 3 and did not in Grade 6.</li> </ul>	<p>The writing results for the 1* students in the cohort are as follows:</p> <ul style="list-style-type: none"> <li>• <b>100%</b> (1) met the provincial standard in Grade 3 and Grade 6;</li> <li>• <b>0%</b> (0) did not meet the standard in Grade 3 but met it in Grade 6;</li> <li>• <b>0%</b> (0) met the standard in Grade 3 but did not meet it in Grade 6; and</li> <li>• <b>0%</b> (0) did not meet the standard in Grade 3 and did not in Grade 6.</li> </ul>	<p>The mathematics results for the 64* students in the cohort are as follows:</p> <ul style="list-style-type: none"> <li>• <b>73%</b> (47) met the provincial standard in Grade 3 and Grade 6;</li> <li>• <b>12%</b> (8) did not meet the standard in Grade 3 but met it in Grade 6;</li> <li>• <b>9%</b> (6) met the standard in Grade 3 but did not meet it in Grade 6; and</li> <li>• <b>5%</b> (3) did not meet the standard in Grade 3 and did not in Grade 6.</li> </ul>

\* Includes only students with validated data. Percentages may not add up to 100, due to rounding.