



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

School: South Branch E S (524654)  
School Board: Upper Canada DSB (66192)

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 70 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																														
<table border="1"> <caption>Reading Performance Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Maintained Standard</td> <td>62%</td> </tr> <tr> <td>Rose to Standard</td> <td>8%</td> </tr> <tr> <td>Dropped From Standard</td> <td>12%</td> </tr> <tr> <td>Never Met Standard</td> <td>18%</td> </tr> </tbody> </table>	Category	Percentage	Maintained Standard	62%	Rose to Standard	8%	Dropped From Standard	12%	Never Met Standard	18%	<table border="1"> <caption>Writing Performance Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Maintained Standard</td> <td>55%</td> </tr> <tr> <td>Rose to Standard</td> <td>12%</td> </tr> <tr> <td>Dropped From Standard</td> <td>17%</td> </tr> <tr> <td>Never Met Standard</td> <td>15%</td> </tr> </tbody> </table>	Category	Percentage	Maintained Standard	55%	Rose to Standard	12%	Dropped From Standard	17%	Never Met Standard	15%	<table border="1"> <caption>Mathematics Performance Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Maintained Standard</td> <td>46%</td> </tr> <tr> <td>Rose to Standard</td> <td>6%</td> </tr> <tr> <td>Dropped From Standard</td> <td>18%</td> </tr> <tr> <td>Never Met Standard</td> <td>30%</td> </tr> </tbody> </table>	Category	Percentage	Maintained Standard	46%	Rose to Standard	6%	Dropped From Standard	18%	Never Met Standard	30%
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<p>The reading results for the 65* students in the cohort are as follows:</p> <ul style="list-style-type: none"> <li>• <b>62%</b> (40) met the provincial standard in Grade 3 and Grade 6;</li> <li>• <b>8%</b> (5) did not meet the standard in Grade 3 but met it in Grade 6;</li> <li>• <b>12%</b> (8) met the standard in Grade 3 but did not meet it in Grade 6; and</li> <li>• <b>18%</b> (12) did not meet the standard in Grade 3 and did not in Grade 6.</li> </ul>	<p>The writing results for the 65* students in the cohort are as follows:</p> <ul style="list-style-type: none"> <li>• <b>55%</b> (36) 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>17%</b> (11) met the standard in Grade 3 but did not meet it in Grade 6; and</li> <li>• <b>15%</b> (10) did not meet the standard in Grade 3 and did not in Grade 6.</li> </ul>	<p>The mathematics results for the 67* students in the cohort are as follows:</p> <ul style="list-style-type: none"> <li>• <b>46%</b> (31) met the provincial standard in Grade 3 and Grade 6;</li> <li>• <b>6%</b> (4) did not meet the standard in Grade 3 but met it in Grade 6;</li> <li>• <b>18%</b> (12) met the standard in Grade 3 but did not meet it in Grade 6; and</li> <li>• <b>30%</b> (20) 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.