



## Tracking Student Achievement in Relation to the Provincial Standard Primary (Grade 3) to Junior Division (Grade 6), 2012–2013 to 2015–2016

**School: Holy Family Catholic French Immersion S (704237)**  
**School Board: London District Catholic School Board (67032)**

EQAO tracked the progress of students who wrote the primary-division assessment in 2013, when they were in Grade 3, and the junior-division assessment in 2016, when they were in Grade 6. There were 21 students at the time of the 2016 junior-division assessment. The pie charts below show how students performed on the 2016 assessments compared to their assessment results in 2013. 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.

<b>Reading</b> From Grade 3 in 2013 to Grade 6 in 2016	<b>Writing</b> From Grade 3 in 2013 to Grade 6 in 2016	<b>Mathematics</b> From Grade 3 in 2013 to Grade 6 in 2016
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; align-items: center;"> <span style="width: 15px; height: 15px; background-color: #00728f; margin-right: 5px;"></span> <span>Maintained Standard</span> </div> <div style="display: flex; align-items: center;"> <span style="width: 15px; height: 15px; border: 1px solid black; margin-right: 5px;"></span> <span>Rose to Standard</span> </div> <div style="display: flex; align-items: center;"> <span style="width: 15px; height: 15px; background-color: black; margin-right: 5px;"></span> <span>Dropped From Standard</span> </div> <div style="display: flex; align-items: center;"> <span style="width: 15px; height: 15px; background-color: #add8e6; margin-right: 5px;"></span> <span>Never Met Standard</span> </div> </div>		
<p>The reading results for the 20* students in the cohort are as follows:</p> <ul style="list-style-type: none"> <li><b>55%</b> (11) met the provincial standard in Grade 3 and Grade 6;</li> <li><b>30%</b> (6) 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>15%</b> (3) did not meet the standard in Grade 3 and did not in Grade 6.</li> </ul>	<p>The writing results for the 20* students in the cohort are as follows:</p> <ul style="list-style-type: none"> <li><b>45%</b> (9) met the provincial standard in Grade 3 and Grade 6;</li> <li><b>35%</b> (7) 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>20%</b> (4) did not meet the standard in Grade 3 and did not in Grade 6.</li> </ul>	<p>The mathematics results for the 20* students in the cohort are as follows:</p> <ul style="list-style-type: none"> <li><b>25%</b> (5) met the provincial standard in Grade 3 and Grade 6;</li> <li><b>15%</b> (3) 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>60%</b> (12) did not meet the standard in Grade 3 and did not in Grade 6.</li> </ul>

\* Data were linked using student names and Ontario Education Numbers (OENs). In some cases, data could not be linked because of inaccurate OENs, misspelled names or students' recent arrival in Ontario.