



## Tracking Student Achievement in Relation to the Provincial Standard Primary (Grade 3) to Junior Division (Grade 6), 2011–2012 to 2014–2015

**School: Saint John Paul II Catholic Elementary School (829936)**  
**School Board: Waterloo Catholic DSB (67148)**

EQAO tracked the progress of students who wrote the primary-division assessment in 2012, when they were in Grade 3, and the junior-division assessment in 2015, when they were in Grade 6. There were 58 students at the time of the 2015 junior-division assessment. The pie charts below show how students performed on the 2015 assessments compared to their assessment results in 2012. 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 2012 to Grade 6 in 2015	<b>Writing</b> From Grade 3 in 2012 to Grade 6 in 2015	<b>Mathematics</b> From Grade 3 in 2012 to Grade 6 in 2015
<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 58* students in the cohort are as follows:</p> <ul style="list-style-type: none"> <li><b>69%</b> (40) met the provincial standard in Grade 3 and Grade 6;</li> <li><b>19%</b> (11) did not meet the standard in Grade 3 but met it in Grade 6;</li> <li><b>7%</b> (4) 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>	<p>The writing results for the 58* students in the cohort are as follows:</p> <ul style="list-style-type: none"> <li><b>84%</b> (49) met the provincial standard in Grade 3 and Grade 6;</li> <li><b>9%</b> (5) did not meet the standard in Grade 3 but met it in Grade 6;</li> <li><b>5%</b> (3) met the standard in Grade 3 but did not meet it in Grade 6 and</li> <li><b>2%</b> (1) did not meet the standard in Grade 3 and did not in Grade 6.</li> </ul>	<p>The mathematics results for the 58* students in the cohort are as follows:</p> <ul style="list-style-type: none"> <li><b>71%</b> (41) met the provincial standard in Grade 3 and Grade 6;</li> <li><b>3%</b> (2) did not meet the standard in Grade 3 but met it in Grade 6;</li> <li><b>14%</b> (8) met the standard in Grade 3 but did not meet it in Grade 6 and</li> <li><b>12%</b> (7) 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.