



## Tracking Student Achievement in Relation to the Provincial Standard Junior Division (Grade 6) in 2009–2010 to Grade 9 in 2012–2013, Mathematics

**School: Glebe CI (912697)**  
**School Board: Ottawa-Carleton DSB (66184)**

EQAO tracked the progress of students who wrote the junior-division assessment in 2010, when they were in Grade 6, and the mathematics assessment in 2013, when they were in Grade 9. There were 40 students enrolled in the Grade 9 applied course and 282 students enrolled in the Grade 9 academic course at the time of the 2013 assessment. The pie charts below show how students in the applied and academic math courses performed on the 2013 assessments compared to their assessment results in 2010. 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.

Applied Mathematics From Grade 6 in 2010 to Grade 9 in 2013	Academic Mathematics From Grade 6 in 2010 to Grade 9 in 2013																				
<table border="1" style="display: none;"> <caption>Applied Mathematics Performance Data</caption> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Maintained Standard</td><td>10%</td></tr> <tr><td>Rose to Standard</td><td>17%</td></tr> <tr><td>Dropped From Standard</td><td>7%</td></tr> <tr><td>Never Met Standard</td><td>67%</td></tr> </table>	Category	Percentage	Maintained Standard	10%	Rose to Standard	17%	Dropped From Standard	7%	Never Met Standard	67%	<table border="1" style="display: none;"> <caption>Academic Mathematics Performance Data</caption> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Maintained Standard</td><td>11%</td></tr> <tr><td>Rose to Standard</td><td>9%</td></tr> <tr><td>Dropped From Standard</td><td>7%</td></tr> <tr><td>Never Met Standard</td><td>73%</td></tr> </table>	Category	Percentage	Maintained Standard	11%	Rose to Standard	9%	Dropped From Standard	7%	Never Met Standard	73%
Category	Percentage																				
Maintained Standard	10%																				
Rose to Standard	17%																				
Dropped From Standard	7%																				
Never Met Standard	67%																				
Category	Percentage																				
Maintained Standard	11%																				
Rose to Standard	9%																				
Dropped From Standard	7%																				
Never Met Standard	73%																				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; gap: 10px;"> <span style="color: #00728f;">■</span> Maintained Standard</div> <div style="display: flex; gap: 10px;"> <span style="border: 1px solid black; width: 15px; height: 15px; display: inline-block;"></span> Rose to Standard                 </div> <div style="display: flex; gap: 10px;"> <span style="background-color: black; width: 15px; height: 15px; display: inline-block;"></span> Dropped From Standard</div> <div style="display: flex; gap: 10px;"> <span style="background-color: #add8e6; width: 15px; height: 15px; display: inline-block;"></span> Never Met Standard                 </div> </div>																					
<p>The mathematics results for the 30 * students in the applied course in the cohort are as follows:</p> <ul style="list-style-type: none"> <li><b>10%</b> (3) met the provincial standard in Grade 6 and Grade 9;</li> <li><b>17%</b> (5) did not meet the standard in Grade 6 but met it in Grade 9;</li> <li><b>7%</b> (2) met the standard in Grade 6 but did not meet it in Grade 9 and</li> <li><b>67%</b> (20) did not meet the standard in Grade 6 and did not in Grade 9.</li> </ul>	<p>The mathematics results for the 223 * students in the academic course in the cohort are as follows:</p> <ul style="list-style-type: none"> <li><b>73%</b> (163) met the provincial standard in Grade 6 and Grade 9;</li> <li><b>9%</b> (21) did not meet the standard in Grade 6 but met it in Grade 9;</li> <li><b>7%</b> (15) met the standard in Grade 6 but did not meet it in Grade 9 and</li> <li><b>11%</b> (24) did not meet the standard in Grade 6 and did not in Grade 9.</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.