
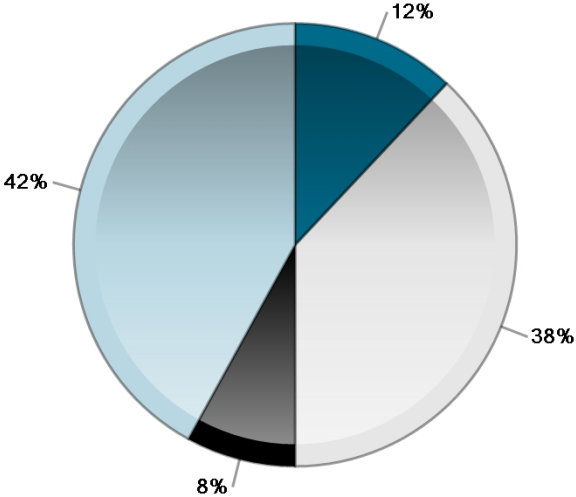


School: Sutton DHS (946362)  
School Board: York Region DSB (66095)

EQAO tracked the progress of students who wrote the junior-division assessment in 2016, when they were in Grade 6, and the mathematics assessment in 2019, when they were in Grade 9. There were **44** students enrolled in the Grade 9 applied course and **31** students enrolled in the Grade 9 academic course at the time of the 2019 assessment. The pie charts below show how students in the applied and academic mathematics courses 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.

<b>Applied Mathematics</b> From Grade 6 in 2016 to Grade 9 in 2019	<b>Academic Mathematics</b> From Grade 6 in 2016 to Grade 9 in 2019
	
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; gap: 20px;"> <span><span style="color: #00728f;">■</span> Maintained Standard</span> <span><span style="border: 1px solid #ccc; display: inline-block; width: 15px; height: 15px;"></span> Rose to Standard</span> </div> <div style="display: flex; gap: 20px;"> <span><span style="background-color: #333; color: #fff;">■</span> Dropped From Standard</span> <span><span style="background-color: #add8e6;">■</span> Never Met Standard</span> </div> </div>	
<p>EQAO records show that no students were linked in the assessments.</p>	<p>The mathematics results for the <b>26*</b> students in the academic course in the cohort are as follows:</p> <ul style="list-style-type: none"> <li>• <b>12%</b> (3) met the provincial standard in Grade 6 and Grade 9;</li> <li>• <b>38%</b> (10) did not meet the standard in Grade 6 but met it in Grade 9;</li> <li>• <b>8%</b> (2) met the standard in Grade 6 but did not meet it in Grade 9; and</li> <li>• <b>42%</b> (11) did not meet the standard in Grade 6 and did not in Grade 9.</li> </ul>

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

## Tracking Student Achievement, Intersection by Outcome: Primary Division (Grade 3) in 2012–2013, Junior Division (Grade 6) in 2015–2016 to Grade 9 in 2018–2019, Mathematics

Applied Course			Grade 9					
<i>Number of Students in the Cohort = 35*</i>			Level 4	Level 3	Level 2	Level 1	Below Level 1	No Data
Grade 3 to Grade 6	Maintained Standard	0	N/D	N/D	N/D	N/D	N/D	N/D
	Rose to Standard	0	N/D	N/D	N/D	N/D	N/D	N/D
	Dropped from Standard	12	8%	58%	25%	8%	0%	0%
	Never Met Standard	23	0%	17%	52%	17%	13%	0%

Academic Course			Grade 9					
<i>Number of Students in the Cohort = 24*</i>			Level 4	Level 3	Level 2	Level 1	Below Level 1	No Data
Grade 3 to Grade 6	Maintained Standard	4	0%	75%	25%	0%	0%	0%
	Rose to Standard	1	0%	0%	100%	0%	0%	0%
	Dropped from Standard	13	0%	62%	15%	23%	0%	0%
	Never Met Standard	6	0%	17%	33%	33%	0%	17%

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

N/R: "Not reported" indicates that the number of students participating is so small that identification of individual student results might be possible; therefore, results are not reported.

N/D: "No data available" is used to indicate that there were no students in the course.