

# INTRODUCTION



The last few years have seen many changes to the education system, all of which need to be considered when interpreting the information presented in this report. Specifically, the 2019-2020 school year was interrupted by the pandemic which resulted in a transition to virtual learning, increased mobility as students transitioned between virtual and bricks-and-mortar schools, and added social, emotional, financial, and technological burden to students and their families. The impacts of the pandemic are still being felt and are evident in increased mental health needs. Also of note is the introduction of a new elementary Mathematics curriculum in September 2020 and the roll-out of web-based EQAO provincial assessments.

This report is directly linked to goals that focus on the system's responsibility to foster positive learning conditions for students and allow them to reach their full potential, including:

- ❖ championing high expectations for all students in all programs;
- ❖ prioritizing the dignity and well-being of students in inclusive and caring classrooms; and
- ❖ removing barriers to equity of access, opportunities and outcomes.



**This report provides an update on student achievement outcomes and enrolment trends to address the following questions:**

- ❑ What is the representation of students across elementary programs (English with core French, early French immersion, middle French immersion) and secondary course levels (academic, applied, locally developed)? How has this changed over time?
- ❑ How well is the system supporting students in meeting high expectations in French, Language, and Mathematics (elementary panel) and English, Math, and Science (secondary panel)? How has this changed over time?
- ❑ What impact has the destreaming of Grade 9 Mathematics had on student enrolment and achievement?



# REPORTING PRACTICES / KEY CONSIDERATIONS



## District-level reporting



## KEY CONSIDERATIONS

- ❑ **Collection, Analysis and Reporting of Identity-Based Data:**  
This report focuses on data from the 2021-22 academic year. Analysis of Valuing Voices data is limited to the subset of students for whom data is still available, while the monitoring of change over time is based on results from the larger sample previously reported in 2019-2020. This supports monitoring of the district's efforts to dismantle streaming practices and create more inclusive classrooms, while at the same time improving achievement outcomes for students.
- ❑ **Measuring Equity.** Throughout this report there are references to particular groups of students being over- or under-represented in a program or in relation to meeting/exceeding the provincial achievement standard (i.e., disproportionality). It is important to note that in the case of *Valuing Voices*, data was only available for 53% of students in grades 9 and 10 (down from 64% in 2019-2020), and for 26% of elementary students in grades 1 to 8 (down from 40% over the same time period).

## REPORTING PRACTICES

### DISTRICT-LEVEL REPORTING

*All Students (population-level)*

8 reporting groups based on data from the Student Information System:

- **Multilingual learners (MLLs)**
- **Students residing in lower income neighbourhoods (Low-SES)**
- **Gender (4):** Female, Male, Self-Identified, Prefer Not to Disclose
- **Self-reported Indigenous identity (INDG)**
- **Students with special education needs, excluding gifted (SPED)**



### VALUING-VOICES REPORTING

*Subgroup (sample) of Respondents (2019)*

39 reporting groups across four questions about identity:

- **Indigenous identity (4):** Does not identify as Indigenous, First Nations, Métis, Inuit
- **Race (9):** Black, East Asian, Indigenous, Latino/Latina/Latinx, Middle Eastern, South Asian, Southeast Asian, White, Another race not listed
- **Gender identity (12):** Boy or man, Gender fluid, Gender non-conforming, Girl or woman, Non-binary, Questioning, Trans boy or man, Trans girl or woman, Two-spirit, Gender not listed, Not sure, Gender diverse (composite)
- **Self-identified disability (14):** Does not identify as having a disability, Addiction(s), Autism spectrum disorder, Blind or low vision, Chronic pain, Deaf or hard of hearing, Developmental, Learning, Mental, Mobility, Physical, Speech impairment, Undisclosed, Another disability not listed

# ELEMENTARY (Gr. 1-8): PROGRAM ENROLMENT



Elementary enrolment has increased since 2019-2020 with Early French Immersion accounting for the highest proportion of students at 53% (grades 1 through 8 in 2021-2022).

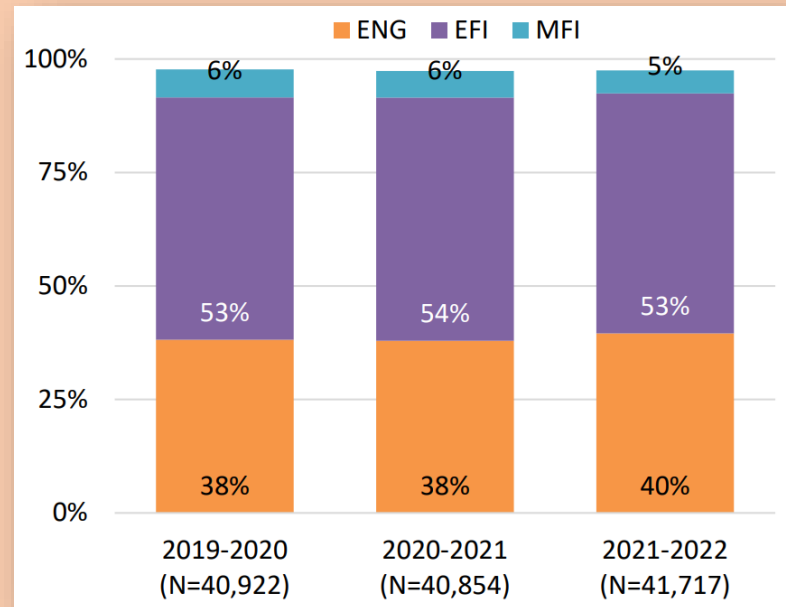


The most significant change occurred in English with Core French, which rose from 38% in each of the previous two years to 40% in 2021-2022. At least part of this difference may be attributable to the fact that immersion programs were not offered in virtual schools during the pandemic.

[Click for source data](#)



Elementary Program Enrolment: Three-Year Trend



Elementary (Gr.1-8) Programs:

**ENG:** English with Core French (includes Regular and Alternative programs)

**EFI:** Early French Immersion

**MFI:** Middle French Immersion (offered starting in grade 4)

# ELEMENTARY (Gr. 1-8): PROGRAM ENROLMENT



Since 2019-2020, representation of multilingual learners, students residing in low-income neighborhoods (Low-SES), males, students self-identifying as Indigenous, and students with special education needs (excluding gifted; SPED) has remained relatively stable in the various programs, with these groups being disproportionately enrolled in English (as illustrated).



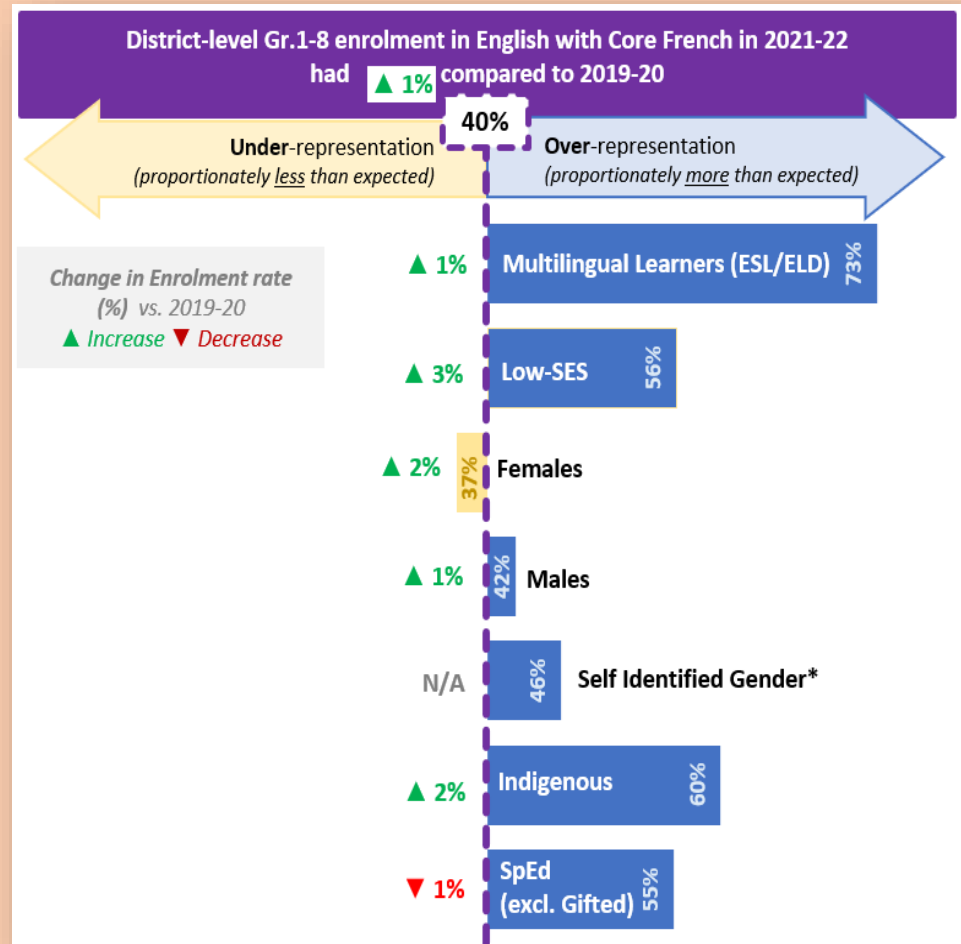
For the subset of students enrolled in the English with core French program for whom Valuing Voices survey data is available, the following groups of students were amongst the most over-represented:

- Indigenous identity - First Nations, Inuit
- Race – Indigenous
- Disability - Autism, Developmental, Learning, Mental, Physical, Speech Impairment, and another disability not listed.

[Click for source data](#)



## Differences in Elementary Program Enrolment: Focus on English with Core French



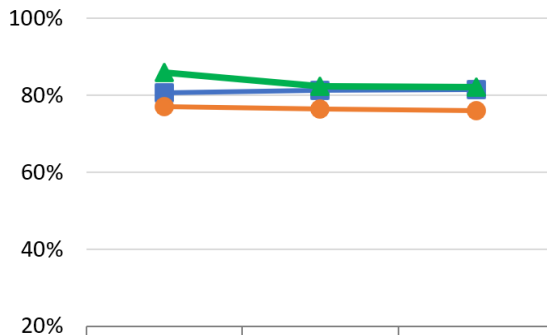
# ELEMENTARY (Gr. 1-8): ACHIEVEMENT



The percentage of all students meeting the provincial standard in 2021-2022 ranged from 76% in French (Reading and Writing) to 83% in Language-Reading. With the exception of mathematics, where the percentage of students meeting the provincial standard dropped from 86% (2019-2020) to 82% (2021-2022), minimal changes were observed.



## Achievement Trend: % of Students Meeting the Provincial Standard by Subject (Strands)



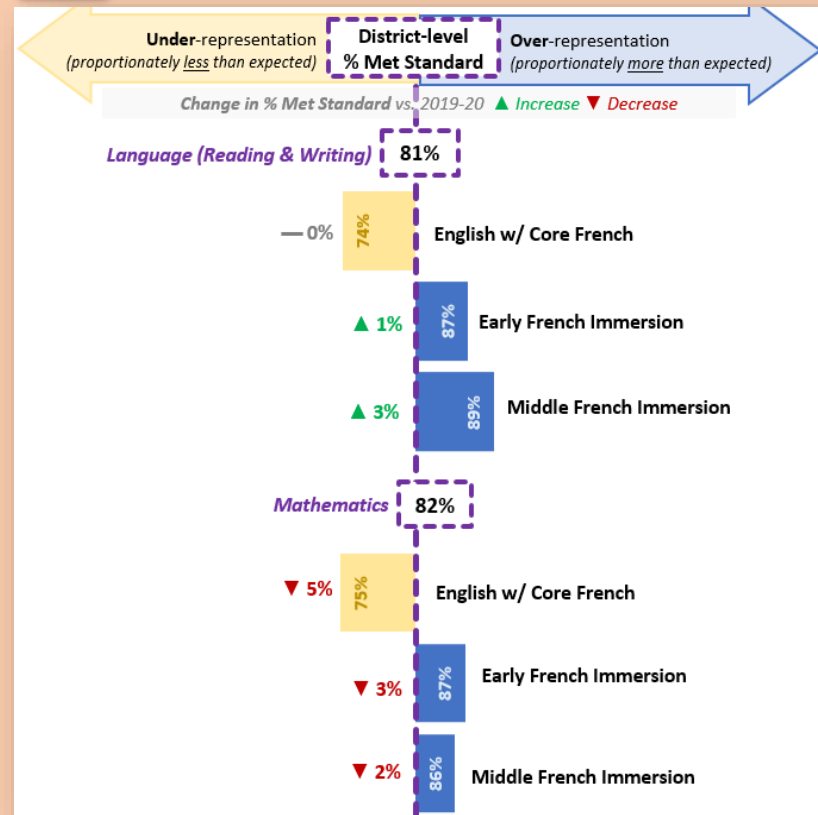
	2019-20	2020-21	2021-22
Language (Reading & Writing)	81%	81%	81%
French (Reading & Writing)	77%	76%	76%
Mathematics	86%	82%	82%



As seen below, lower achievement outcomes were observed in Mathematics and Language (Reading & Writing) for the English with core French program; immersion programs tend to yield higher outcomes - a trend that has remained fairly consistent over time. Achievement in French (Reading and Writing) was similar across English with Core French and Early French Immersion programs.



## Differences in Achievement: Focus on Elementary Programs



# ELEMENTARY (Gr. 1-8): ACHIEVEMENT

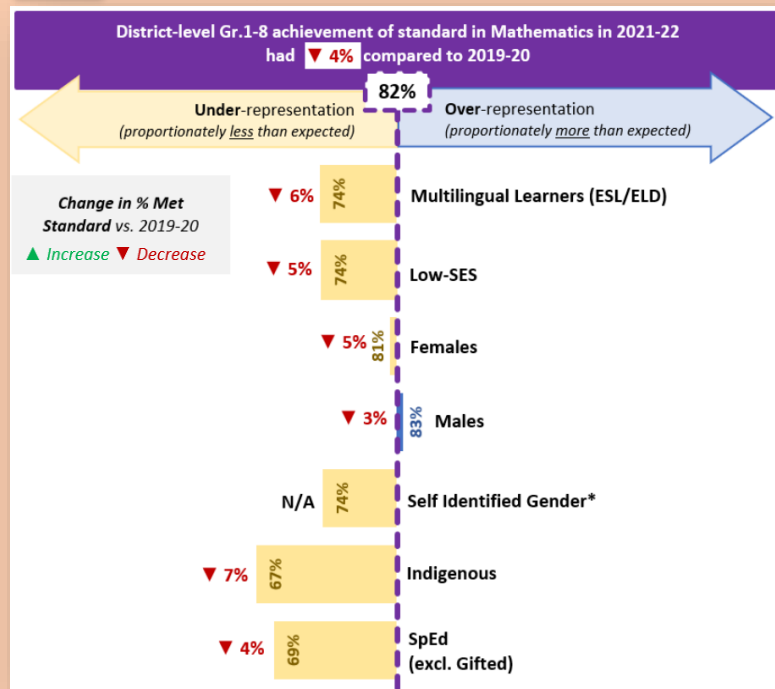


Differential outcomes for specific groups of the student population continue to exist, with females achieving the provincial standard at higher rates than the District, and students who self-identify as Indigenous and those with special education needs (excluding gifted) being less likely to do so. Some improvements towards narrowing the achievement gap for students with special education needs (excluding gifted), however, are evident.

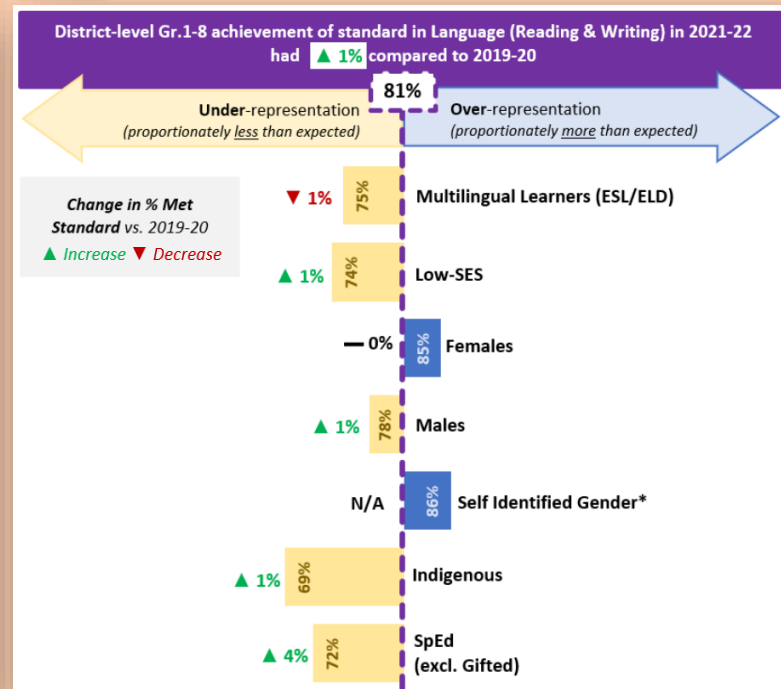
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## Differences in Achievement: % Meeting Standard in Mathematics (Gr.1-8)



## Differences in Achievement: % Meeting Standard in Language (Gr.1-8)



For the subset of students for whom Valuing Voices data is available, trends in achievement outcomes were, for the most part, similar to those observed in 2019-2020. Compared to the general population, elementary achievement rates were higher for students who identified as East Asian, South Asian, Southeast Asian, White, or Girl or Woman, and lower for students who identified as First Nation, Métis, Inuit, Black, Middle Eastern, Latino/Latina/Latinx, or with a disability.



# SECONDARY (Gr. 9-10): COURSE ENROLMENT



In 2021-2022 the process of destreaming began with the introduction of Grade 9 Mathematics. Consequently, in this first year of destreaming, a significant shift towards higher enrolment in Academic-level courses in grades 9 and 10 English and Science was also observed.

## What are the key objectives of destreaming?

- Phasing out Grade 9 and 10 academic and applied (streamed) courses and phase in destreamed courses and support students to be successful in destreamed courses;
- Dismantling the systemic discrimination associated with streamed Grade 9 and 10 courses that has contributed to the marginalization of some students, including Black, Indigenous and racialized students, students from low-income households, and students with disabilities and those with special education needs; and
- Removing barriers and support more students to graduate from secondary school and pursue post secondary pathways of their choice.

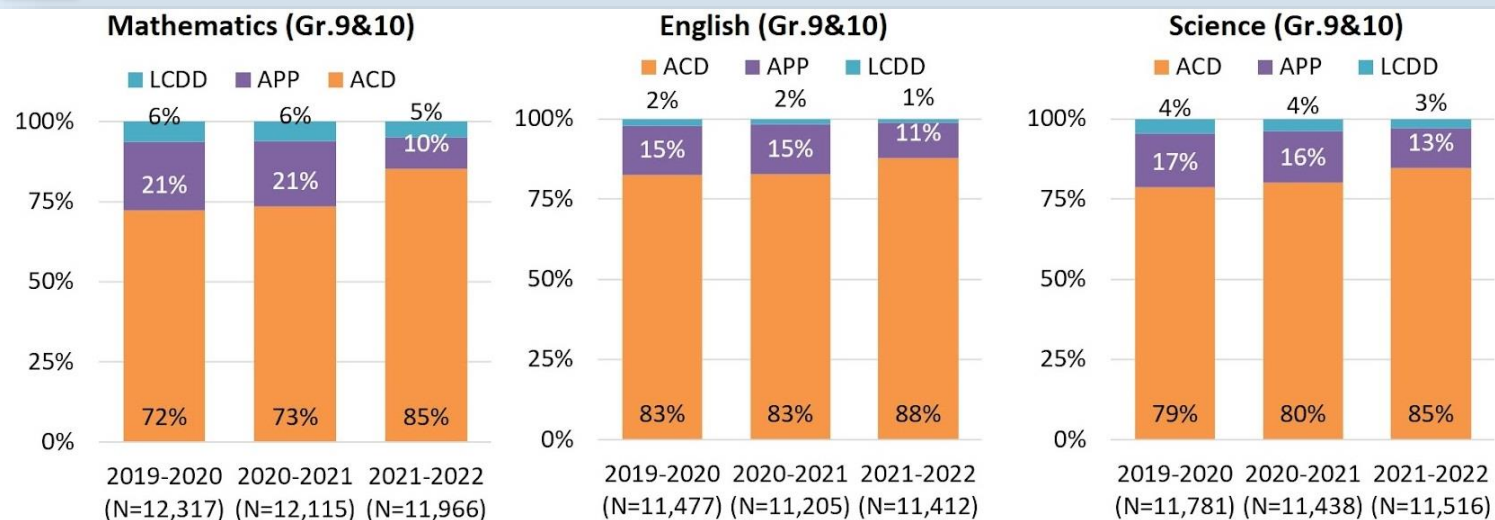
## How does destreaming influence course offerings?

- Prior to the 2021-22 academic year, Grade 9 students had an option to enroll in Applied (MFM1P), Academic (MPM1D) or Locally Developed (MAT1L) mathematics courses. Starting in 2021-22, Grade 9 students could enroll either in the de-streamed Mathematics course (MTH1W) or the Locally Developed.



Secondary Program Enrolment: Three-Year Trend

[Click for source data](#)



\*\*Note: Math is unique; in the 2021-22 we had destreamed, therefore Academic and Applied is more in relation to Gr10 while all Gr9 students are counted towards ACD.

**ACD:** Academic-level course **APP:** Applied-level course **LCDD:** Locally developed course



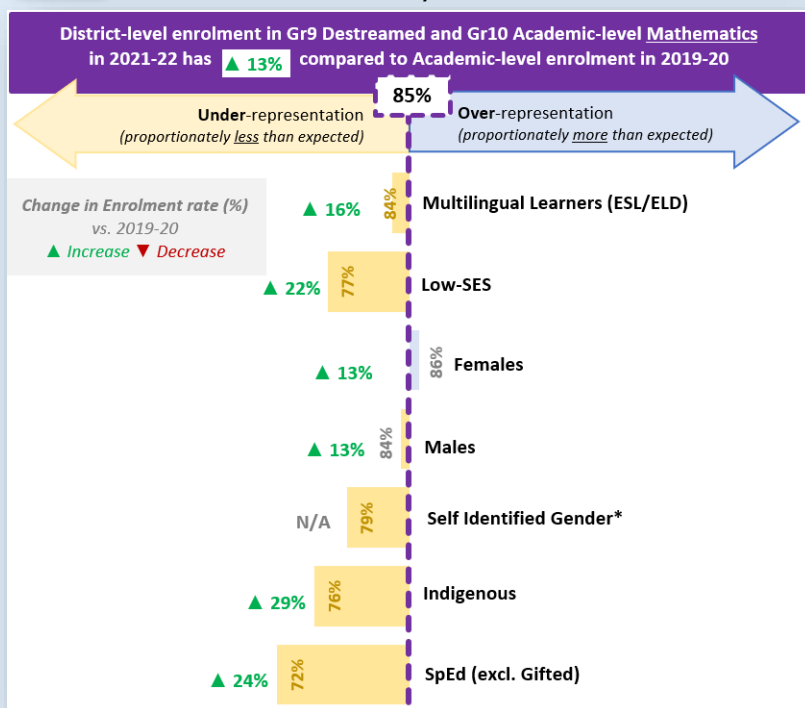
# SECONDARY (Gr. 9-10): COURSE ENROLMENT



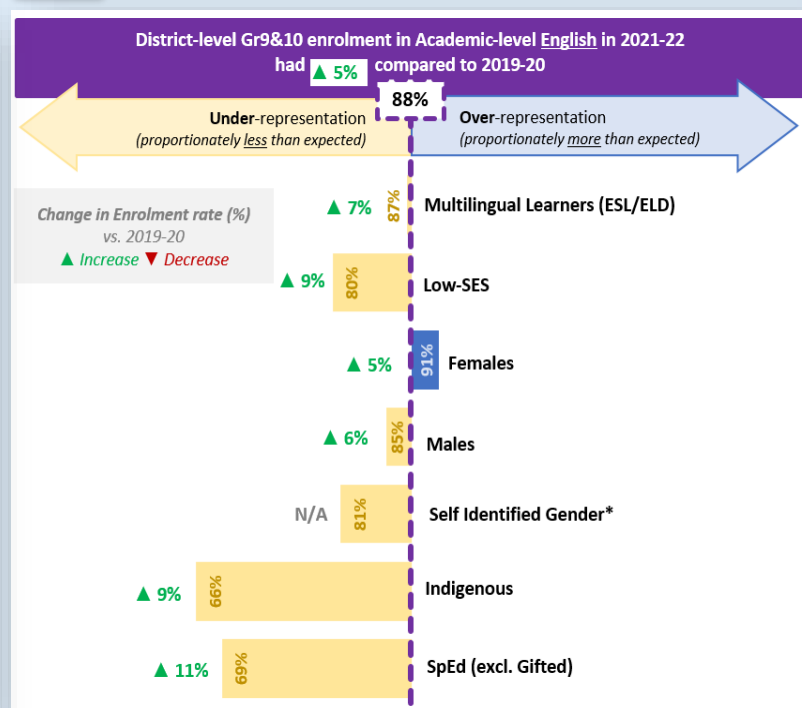
Since 2019-2020, enrolments in academic level courses have become more representative of the student population (e.g., multilingual learners, students residing in low-income neighborhoods (Low-SES), males, females, students self-identifying as Indigenous, and students with special education needs (excluding gifted; SPED).



## Differences in Secondary Course Enrolment: Focus on Destreamed/Academic-level Mathematics



## Differences in Secondary Course Enrolment: Focus on Academic-level English



For the subset of students enrolled in academic-level courses for whom Valuing Voices survey data is available, the following groups of students were amongst the most under-represented in academic-level English, Math and Science courses during the 2021-2022: students who self-identify racially as Indigenous, those who self-identify as First Nations, and students who self-reported having Autism, a Learning or a Mental disability.

[Click for source data](#)

# SECONDARY (Gr. 9-10): ACHIEVEMENT



In general, secondary achievement outcomes in grades 9 & 10 have remained relatively stable over the past three years with a modest decline in Academic-level and Destreamed mathematics.



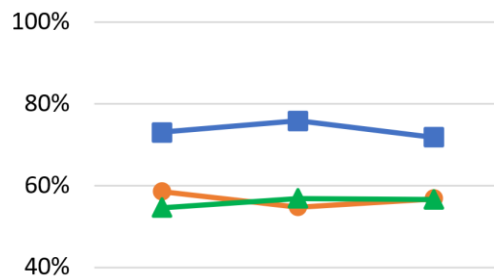
Consistent with previous years, achievement outcomes continue to be highest in Academic-level courses (as seen below).

[Click for source data](#)



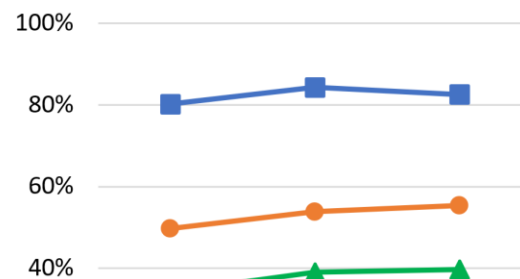
## % of Students Meeting the Provincial Standard

**Mathematics (Gr9&10)**



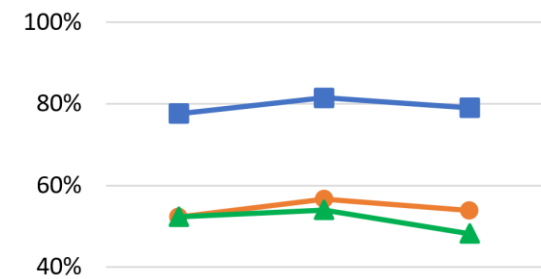
	2019-20	2020-21	2021-22
ACD	73%	76%	72%
APP	58%	55%	57%
LCDD	55%	57%	57%

**English (Gr9&10)**



	2019-20	2020-21	2021-22
ACD	80%	84%	83%
APP	50%	54%	55%
LCDD	34%	39%	40%

**Science (Gr9&10)**



	2019-20	2020-21	2021-22
ACD	78%	82%	79%
APP	52%	57%	54%
LCDD	52%	54%	48%

**ACD:** Academic-level course **APP:** Applied-level course **LCDD:** Locally developed course

# SECONDARY (Gr. 9-10): ACHIEVEMENT

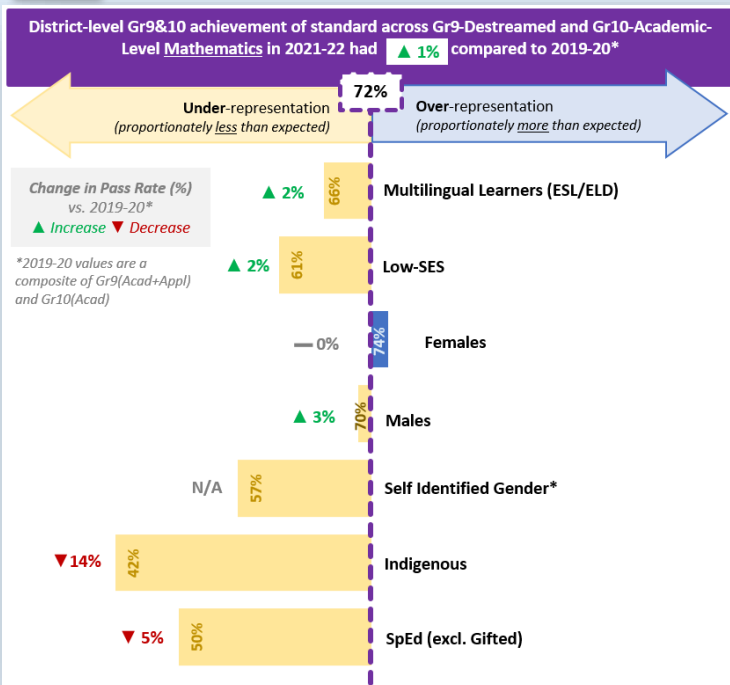


Differential outcomes for specific groups of the student population continue to exist, with females achieving the provincial standard at higher rates than the overall District, and students who self-identify as Indigenous and those with special education needs (excluding gifted; SPED) being least likely to do so. In comparison to the 2019-20 academic year, some progress has been made towards meeting this benchmark for multilingual learners, students residing in low-income neighborhoods (Low-SES) and male students.

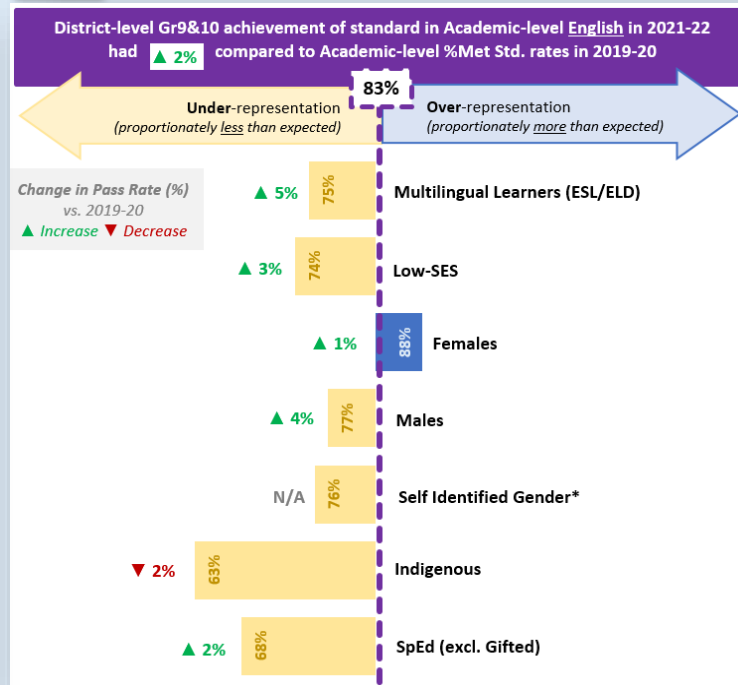
[Click for source data](#)



## Differences in Achievement: Gr.9 Destreamed & Gr.10 Academic Mathematics



## Differences in Achievement: Gr.9&10 Academic English



For the subset of students for whom Valuing Voices data is available, trends in achievement outcomes were similar to those observed in 2019-2020. Compared to the general population, achievement rates across academic-level English, Math and Science were lower for students who self-identified as First Nations or Métis; racially as Black or Indigenous; and students who self-reported having a Learning or a Mental disability.

# SECONDARY: Gr. 9 ENROLMENT IN MATHEMATICS



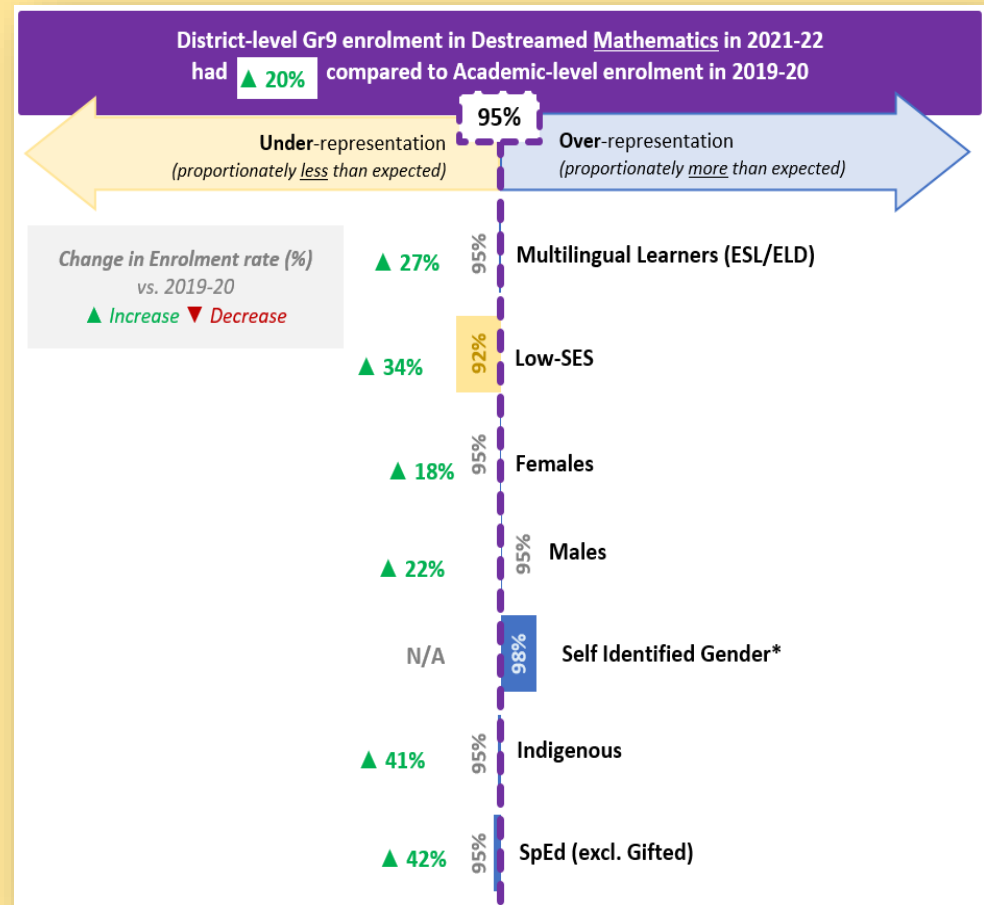
In 2021-22, 95% of grade 9 students were enrolled in the destreamed mathematics course. This shift in enrolment is particularly encouraging for students residing in low-income neighbourhoods (Low-SES), students who self-identify as Indigenous, and students with special education needs (excluding gifted).



Enrolment in locally developed mathematics remained stable over the past three years.



## Differences in Course Enrolment: Focus on Destreamed Grade 9 Mathematics



# SECONDARY: Gr. 9 ACHIEVEMENT IN MATHEMATICS



Achievement outcomes in destreamed Grade 9 math were slightly higher than combined rates across applied and academic mathematics in 2019-2020. The percentage of students meeting the provincial standard has risen from a combined rate of 69% in 2019-2020 to 71% in 2021-2022. Pass rates have remained stable over the same time period.

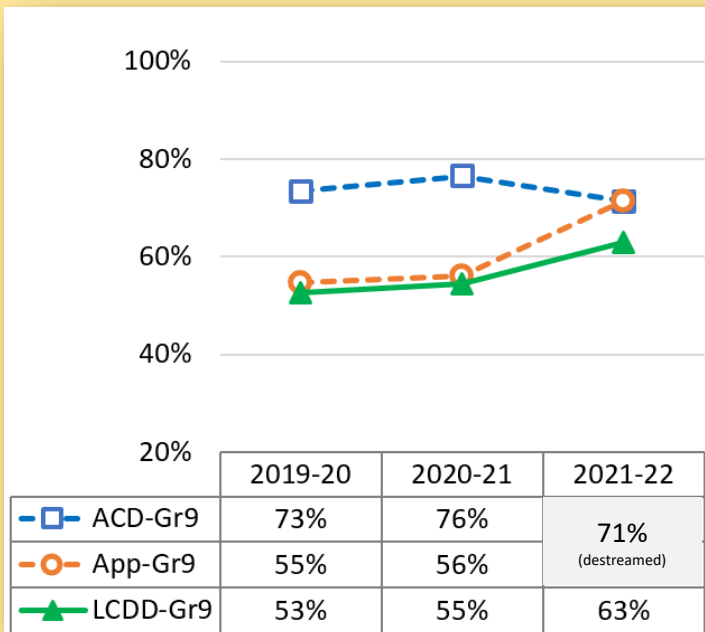


In Grade 9 locally developed math, achievement rates have also improved, both in terms of meeting the provincial standard and in earning the credit.

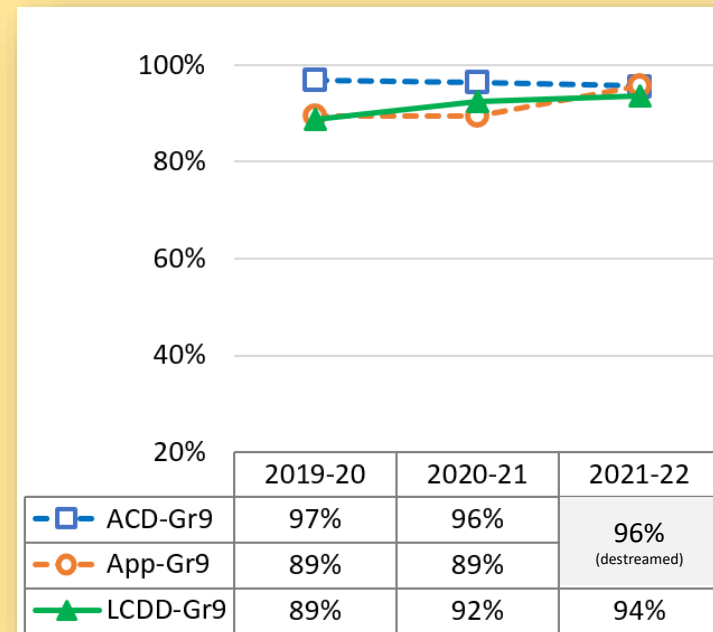
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% of Students Meeting the Provincial Standard in Grade 9 Mathematics by Course Level



% of Students Receiving a Passing Mark in Grade 9 Mathematics by Course Level



# SECONDARY: Gr. 9 ACHIEVEMENT IN MATHEMATICS



Achievement outcomes (percentage of students who met the provincial standard and pass rates) remained high and, for the most part, stable over time across reporting groups.

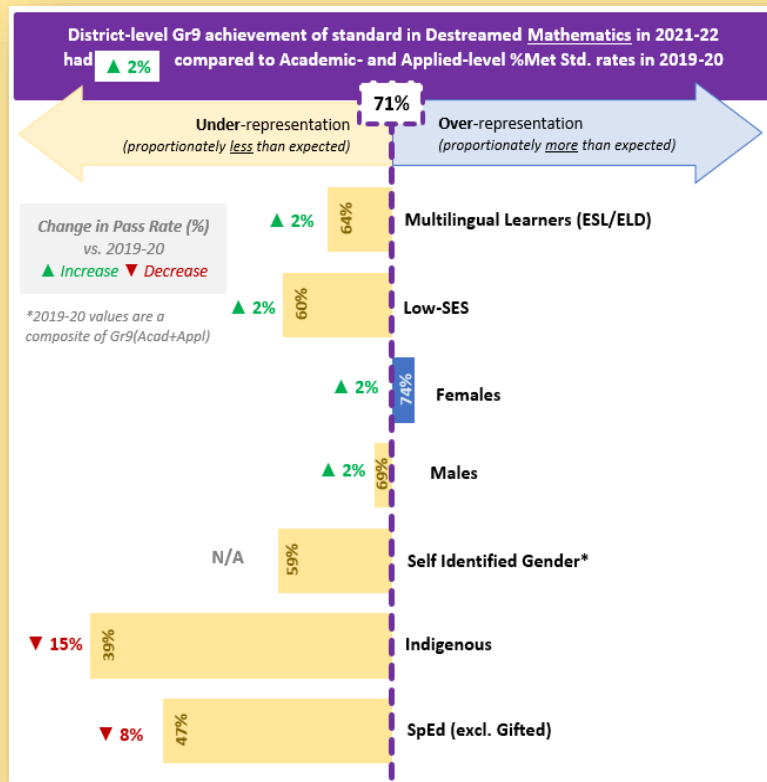


There is evidence to indicate that more attention is required to close gaps in achievement. Ongoing targeted support is needed, especially for students who self-identify as Indigenous and those with special education needs (excluding gifted).

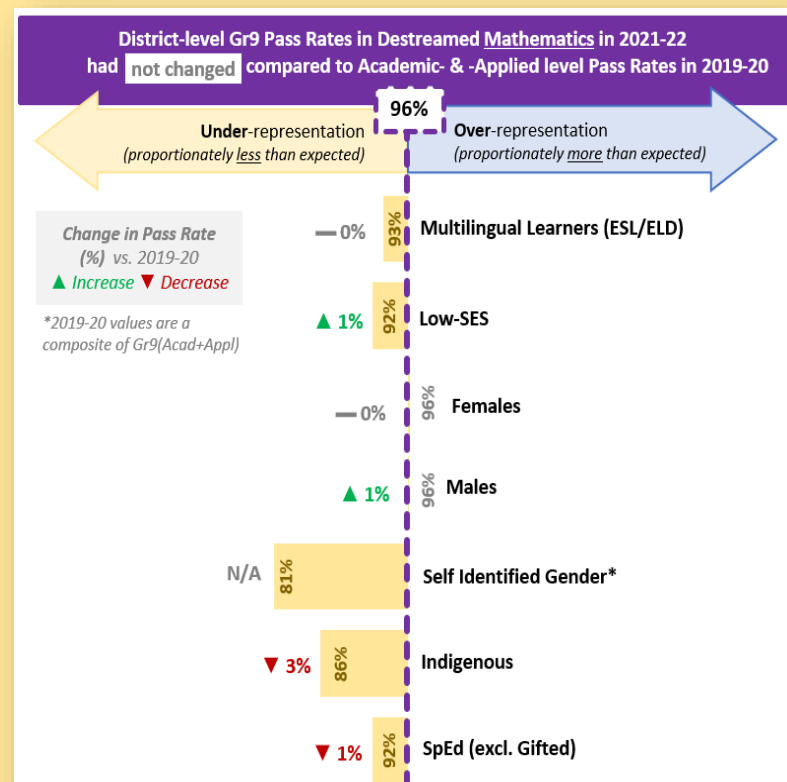
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## Group Differences in Achievement: Academic Mathematics - % Meeting Standard



## Group Differences in Achievement: Academic Mathematics - % Receiving a Passing Mark



# CURRENT INITIATIVES TO SUPPORT STUDENT LEARNING



**Program and Learning:** Established District and school based destreaming cross departmental teams to promote inclusive classrooms; Detailed Scope and Sequence developed and being implemented in all curricular areas in grades 1-8; Introduced a universal literacy screening tool (DIBELS) and a variety of new diagnostic tools.



The District continues to implement measures to promote equity, foster innovative learning experiences, and provide targeted support for students. These efforts include cross-departmental collaboration, community partnerships, and strategies geared towards creating safe and inclusive learning environments. Here are some of the highlights



**Equity:** Anti-hate toolkit for staff to address bias, discrimination and hate in schools to create respectful and safe conditions for learning.



**Indigenous Education:** Provided Indigenous students with the opportunity to interact with Indigenous educators, peers and community through land-based and community supported learning.



**Innovation and Adolescent Learning:** Algonquin College partnerships (School Within a College; Dual Credit Program); Experiential Learning; Expansion of Co-op and eLearning; Increased opportunities for students to earn credits as a result of their lived experience.



**Learning Support Services:** Implementation of *The Third Path - A Relationship-Based Approach to Student Well-being and Achievement* to reinforce setting the conditions for learning by creating intentional and responsive relationships. Online resource to support educators in supporting students with special education needs.



**Student Achievement Through Equity (S.A.T.E.) Inquiry:** Building meaningful learning partnerships between SATE school teams, families and community organizations, with the support of Community Education Liaisons (CELs), by: supporting caregivers/parents in meetings with educators; facilitating family literacy learning sessions; and connecting families to health and community resources.



## Student Achievement and Program Pathways: Technical Considerations & Supplemental Tables

### Overview of supplemental material

**Tables 1 through 6 in Appendix A** provide detailed information on the Student (District population) and Respondent (*Valuing Voices* Survey) data that provided the foundation for the analyses in this report. This includes raw student/respondent counts, as well as program enrolment distributions and achievement outcomes (both accompanied by their respective disproportionality values). Below are some additional considerations with regards to the landscape in which the data emerged, as well as further description of reporting standards and data definitions to assist in the interpretation of appended tables.

### Technical Considerations

**Context.** The last few years have seen many changes to the education system, all of which need to be considered when interpreting the information presented in this report. Specifically, the 2019-2020 school year was interrupted by the pandemic which resulted in a transition to virtual learning, increased mobility as students transitioned between virtual and bricks-and-mortar schools, and added social, emotional, financial, and technological burden to students and their families. The impacts of the pandemic are still being felt and are evident in increased mental health needs. Also of note is the introduction of a new elementary Mathematics curriculum in September 2020 and the roll-out of web-based EQAO provincial assessments.

**Valuing Voices Survey data** was collected from students (Gr7&8) and their parents (for students in grades K-Gr6) in the 2019-2020 school year, reflecting a subset of the population only (coverage varies by reporting group both within and across years). Students are counted once in each group to which they (or their parents on their behalf) self-identified. Interpretations are cautioned where there are small numbers of students, and as a result of changes in identity, individual providing the information, and data loss over time.

**Grade 9 Mathematics courses were destreamed in 2021-2022.** As a result, reporting for this subject is unique, as Academic-level reporting is inclusive of Gr9-Destreamed and Gr10-Academic-level courses, while Applied-level reporting reflects Gr10-Applied Mathematics exclusively. For the purpose of calculating changes in enrolment rates, 2019-2020 Academic-level Mathematics values were used to illustrate the increase in the proportion of students for whom the academic pathway remains open. To support conversations with the respect to destreaming, secondary tables include "Academic & Applied" values based on combined enrolment across courses.

### Understanding District-level and *Valuing Voices* survey reporting of student groups (disaggregation):

Consistent with the previous report, data is presented for the full population of students, as well as the subset of students who participated in the *Valuing Voices - Identity Matters!* student survey (in 2019). While disaggregation and reporting for specific groups of students may appear to overlap/be similar (e.g., self-identifies as Indigenous), District-level reporting is based on population-level information available through the student information system, whereas reporting groups derived from the *Valuing Voices* survey are based on available responses to four questions related to Indigenous identity, race, gender identity, and disability, respectively (in alignment with the Anti-Racism Data Standards; see report 21-046 and the accompanying appendix for more information).

#### **District-level disaggregation (8 reporting groups):**

- > **Multilingual learners (MLLs):** Previously English Language Learners; includes students receiving English as a Second Language (ESL) or English Literacy Development (ELD) instruction.
- > **Students residing in lower income neighbourhoods (Low-SES):** Indicates this student's postal code is within an area where there is a higher proportion of families with school-aged children at or below the LIM-AT compared to Ottawa as a whole. Uses a student's Postal Code as a proxy, linked to a custom StatsCan Taxfiler tabulation.
- > **Gender (4):** Female, Male, Self-Identified, and Prefer Not to Disclose. The two latter were introduced by the Ministry of Education across Ontario in January 2021.
- > **Self-reported Indigenous identity (INDG):** Includes students who self-identify as First Nations, Métis, Inuit, and Native student living off Reserve.
- > **Students with special education needs, excluding Gifted (SPED):** Students who have an Individual Education Plan (IEP) and whose exceptionality is something other than Giftedness.

#### **Valuing-Voices disaggregation (39 reporting groups):**

- > **Indigenous identity (4):** Does not identify as Indigenous, First Nations, Métis, Inuit
- > **Race (9):** Black, East Asian, Indigenous, Latino/Latina/Latinx, Middle Eastern, South Asian, Southeast Asian, White, Another race not listed
- > **Gender identity (12):** Boy or man, Gender fluid, Gender non-conforming, Girl or woman, Non-binary, Questioning, Trans boy or man, Trans girl or woman, Two-spirit, Gender not listed, Not sure, Gender diverse (composite)
- > **Self-identified disability (14):** Does not identify as having a disability, Addiction(s), Autism spectrum disorder, Blind or low vision, Chronic pain, Deaf or hard of hearing, Developmental, Learning, Mental, Mobility, Physical, Speech impairment, Undisclosed, Another disability not listed

**The following formatting standard have been applied to all tables:**

**Rounding.** Percentages are rounded to whole numbers, while disproportionality values are rounded to two decimal places. However, all statistics (e.g., percentages, change calculations, disproportionality indices) were calculated based on raw student counts.

**No suppression.** As per our previous report, no suppression has been applied. Percentages and index values (disproportionality) are displayed for all reporting groups, regardless of their size (number of students/respondents) or the size of their reference group (total District/Respondent count). As a result, it is strongly advised that these values are interpreted in the context of the student/response count from which they are derived, as the weight of one student is much greater when reporting on small groups.

**Grade 9 Mathematics courses were destreamed in 2021-2022.** As a result, reporting for the 2021-2022 academic year for this subject is unique, as Academic-level reporting is inclusive of Gr9-Destreamed and Gr10-Academic-level courses, while Applied-level reporting reflects Gr10-Applied Mathematics exclusively.

**Supporting conversations with respect to destreaming.** Grade 9 Mathematics courses were destreamed in 2021-2022. To support conversations with respect to destreaming, all secondary tables include "Academic & Applied" values based on combined enrolment across courses.

**Acronyms:**

Elementary Programs (Gr.1-8)	Secondary Courses (Gr9&10)
<b>ENG</b> - English with Core French (includes Regular and Alternative programs)	<b>ACD</b> - Academic
<b>EFI</b> - Early French Immersion	<b>APP</b> - Applied
<b>MFI</b> - Middle French Immersion (offered starting in Grade 4)	<b>LDCC</b> - Locally Developed
<b>Secondary Course Subjects:</b>	
<b>MAT</b> - Mathematics	
<b>ENG</b> - English	
<b>SCI</b> - Science	
<b>District-level reporting groups:</b>	
<b>MLL</b> - Multilingual learners (ESL/ELD)	
<b>Low-SES</b> - Student residing in lower income neighbourhoods	
<b>INDG</b> - Students who self-identify as Indigenous	
<b>SpED</b> - Students with special education needs, excluding Gifted	

**Description of table contents:**

**Total # Students** reflects the full District-level enrolment. It is the overall number of students with at least one final (June) report card mark for the academic year being reported (total enrolment, across programs/courses).

**# Students** reflects the number of student within each reporting group (i.e., row) who were enrolled in each Program (Elementary) or Course-level (Secondary), respectively. For secondary, this is equivalent to the number of final marks available, and on which the %MetStd or %Passed is calculated in achievement tables.

**# Marks** (Elementary only) reflects the total number of final marks available in the Subject-Strand(s) being reported, and on which the %MetStd is calculated. Where multiple strands are being combined to report at a Subject-level the # Marks reflects the sum of available marks across strands (each student may contribute up to one mark per strand).

**Enrolment (%)** reflects the percentage of # Students who were enrolled in a specific course/program.

**% Met Std** or **% Passed** reflects the percentage of # Students who met or exceeded the provincial standard (i.e., achieved level 3 or higher), or who passed the course and successfully earned their course credit, respectively.

**Shading** is used to indicate whether the enrolment rate (%) or achievement outcome (%) for a particular reporting group is above/below/similar to that of the District.

<b>lower percentage</b> (orange fill)	... of students enrolled, meeting standard, or passing compared to the general population
<b>similar percentage*</b> (no fill)	
<b>higher percentage</b> (blue fill)	

\*less than 1% difference)

**Change vs. 2019-20** reflects the percentage-point difference between the Enrolment rate (%) or achievement outcome (% Met Std. or % Passed) in 2021-2022 and 2019-2020. Symbols are used to indicate an increase/no change/decrease over time:

[▲ X%] increase of X percentage points	...in the % of students enrolled, meeting standard, or passing, compared to 2019-20
[— 0%] <1 percentage point difference	
[▼ X%] decrease of X percentage points	
[N/A] Not reported due to no data being available in 2019-2020	

**Description of table contents: (continued)**

**Disproportionality values** reflect both the proportional difference (quantitative) and the relative standing (qualitative) of each group compared to the general population (District or *Valuing Voices* survey respondents, respectively).

**Disproportionalities in Enrolment** reflect the relative representation of a particular group in a Program compared to the Population. They are calculated by dividing the enrolment rate (%) of a particular group by the enrolment rate (%) of the general population.

**Disproportionalities in Achievement** reflect the proportional difference in the rate of a particular outcome compared to the general population. They are calculated by dividing the achievement/pass rate (%) of a particular group by the achievement/pass rate (%) of the general population.

*The same standardized scale applies to all disproportionality values:*

<b>[value of 1.00]</b> indicates parity with the overall population	...students are enrolled, meeting the provincial standard, or passing at the <b>same</b> rate as the general population
<b>[values between 0 and 0.99]</b> proportionately <b>less</b> students (i.e., under-represented)	...enrolled in a particular program/course, meeting/exceeding standard, or passing than expected (i.e., compared to the general population)
<b>[values above 1.00]</b> proportionately <b>more</b> students (i.e., over-represented)	
<b>Grey shading</b> is used to caution interpretation due to unreliability of the estimate as a result of small numbers (Total Students N<30 and/or Reporting N<10).	
<b>N/A</b> is used to indicate there were no students on whom to report (i.e., no course enrollment for a particular reporting group)	

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Table 1. Elementary (Grade 1-8) Program Enrolment, 2021-2022

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Table 1. Elementary (Grade 1-8) Program Enrolment, 2021-2022

Elementary (Gr.1-8) Enrolment based on the number of students with at least one final report card mark, 2021-2022 Academic Year	Total # Students	English with Core French			Early French Immersion			Middle French Immersion*			Disproportionalities in Enrolment		
		# Students	Enrolment (%)	Change vs. 2019-20	# Students	Enrolment (%)	Change vs. 2019-20	# Students	Enrolment (%)	Change vs. 2019-20	English with Core French	Early French Immersion	Middle French Immersion
<b>All Students (District)</b>	<b>41,717</b>	<b>16,506</b>	<b>40%</b>	<b>▲ 1%</b>	<b>22,055</b>	<b>53%</b>	<b>▼ 1%</b>	<b>2,116</b>	<b>5%</b>	<b>▼ 1%</b>			
Multilingual Learners (ESL/ELD)	6,573	4,791	73%	▲ 3%	1,140	17%	▼ 2%	530	8%	▼ 2%	1.84	0.33	1.59
Low-SES	11,580	6,453	56%	▲ 1%	4,203	36%	— 0%	526	5%	▼ 1%	1.41	0.69	0.88
Female	20,010	7,394	37%	▲ 2%	11,250	56%	▼ 1%	1,051	5%	▼ 1%	0.93	1.06	1.04
Male	21,524	9,027	42%	▲ 1%	10,718	50%	— 0%	1,059	5%	▼ 1%	1.06	0.94	0.97
Self Identified Gender	157	72	46%	N/A	77	49%	N/A	5	3%	N/A	1.16	0.93	0.63
Gender Not Disclosed	26	13	50%	N/A	10	38%	N/A	1	4%	N/A	1.26	0.73	0.76
Indigenous	808	481	60%	▲ 2%	246	30%	▼ 2%	31	4%	▼ 1%	1.50	0.58	0.76
SpEd (excl. gifted)	7,516	4,171	55%	▼ 1%	2,282	30%	▼ 1%	254	3%	— 0%	1.40	0.57	0.67
<b>Valuing Voices Survey Respondents</b>													
<b>Indigenous Identity - All Respondents</b>	<b>10,338</b>	<b>3,078</b>	<b>30%</b>	<b>▼ 7%</b>	<b>6,454</b>	<b>62%</b>	<b>▲ 9%</b>	<b>544</b>	<b>5%</b>	<b>▼ 2%</b>			
Does not identify as Indigenous	10,022	2,931	29%	▼ 7%	6,328	63%	▲ 9%	522	5%	▼ 2%	0.98	1.01	0.99
First Nation	241	121	50%	▼ 6%	89	37%	▲ 4%	17	7%	— 0%	1.69	0.59	1.34
Métis	93	37	40%	▼ 5%	45	48%	▲ 4%	7	8%	▼ 2%	1.34	0.78	1.43
Inuit	66	33	50%	▼ 11%	24	36%	▲ 5%	6	9%	▲ 2%	1.68	0.58	1.73
<b>Race - All Respondents</b>	<b>10,046</b>	<b>2,988</b>	<b>30%</b>	<b>▼ 7%</b>	<b>6,271</b>	<b>62%</b>	<b>▲ 9%</b>	<b>532</b>	<b>5%</b>	<b>▼ 2%</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>
Black	708	288	41%	▼ 10%	365	52%	▲ 12%	35	5%	▼ 3%	1.37	0.83	0.93
East Asian	853	185	22%	▼ 8%	546	64%	▲ 12%	84	10%	▼ 3%	0.73	1.03	1.86
Indigenous	196	90	46%	▼ 7%	86	44%	▲ 6%	9	5%	▼ 2%	1.54	0.70	0.87
Latino/Latina/Latinx	204	60	29%	▼ 14%	126	62%	▲ 13%	11	5%	▼ 1%	0.99	0.99	1.02
Middle Eastern	Grey s	662	44%	▼ 11%	711	47%	▲ 12%	103	7%	▼ 2%	1.47	0.75	1.28
South Asian	812	295	36%	▼ 8%	447	55%	▲ 11%	51	6%	▼ 2%	1.22	0.88	1.19
Southeast Asian	322	104	32%	▼ 10%	189	59%	▲ 11%	23	7%	▼ 1%	1.09	0.94	1.35
White	6,343	1,531	24%	▼ 4%	4,424	70%	▲ 6%	257	4%	▼ 2%	0.81	1.12	0.77
Another race not listed	293	104	35%	▼ 5%	165	56%	▲ 7%	13	4%	▼ 3%	1.19	0.90	0.84
<b>Gender Identity - All Respondents</b>	<b>9,844</b>	<b>2,915</b>	<b>30%</b>	<b>▼ 7%</b>	<b>6,160</b>	<b>63%</b>	<b>▲ 9%</b>	<b>519</b>	<b>5%</b>	<b>▼ 2%</b>			
Boy or Man	5,145	1,664	32%	▼ 8%	3,050	59%	▲ 9%	257	5%	▼ 2%	1.09	0.95	0.95
Gender Fluid	17	6	35%	▼ 7%	10	59%	▲ 9%	0	0%	▼ 6%	1.19	0.94	0.00
Gender Non-Conforming	24	7	29%	▼ 4%	16	67%	▲ 13%	1	4%	▼ 6%	0.98	1.07	0.79
Girl or Woman	4,727	1,263	27%	▼ 6%	3,124	66%	▲ 8%	263	6%	▼ 2%	0.90	1.06	1.06
Non-Binary	10	3	30%	▼ 6%	6	60%	▲ 13%	1	10%	▼ 4%	1.01	0.96	1.90
Questioning	21	7	33%	▲ 1%	13	62%	▲ 6%	0	0%	▼ 9%	1.13	0.99	0.00
Trans Boy or Man	6	4	67%	▲ 4%	2	33%	▲ 10%	0	0%	▼ 14%	2.25	0.53	0.00
Trans Girl or Woman	10	3	30%	▼ 12%	5	50%	▲ 8%	1	10%	▲ 2%	1.01	0.80	1.90
Two-Spirit	2	2	100%	▲ 40%	0	0%	▼ 27%	0	0%	▼ 13%	3.38	0.00	0.00
Not Listed	29	9	31%	▼ 6%	17	59%	▲ 6%	2	7%	▼ 1%	1.05	0.94	1.31
Not Sure	71	17	24%	▼ 9%	50	70%	▲ 17%	3	4%	▼ 3%	0.81	1.13	0.80
Gender Diverse (composite)	104	35	34%	▼ 7%	62	60%	▲ 12%	4	4%	▼ 5%	1.14	0.95	0.73
<b>Self-Identified Disability - All Respondents</b>	<b>9,480</b>	<b>2,772</b>	<b>29%</b>	<b>▼ 7%</b>	<b>5,955</b>	<b>63%</b>	<b>▲ 8%</b>	<b>511</b>	<b>5%</b>	<b>▼ 2%</b>			
Does not identify as having a disability	8,594	2,353	27%	▼ 7%	5,658	66%	▲ 9%	485	6%	▼ 2%	0.94	1.05	1.05
Addition(s)	1	1	100%	▲ 37%	0	0%	▼ 27%	0	0%	▼ 7%	3.42	0.00	0.00
Autism Spectrum Disorder	250	123	49%	▼ 7%	49	20%	▼ 6%	6	2%	— 0%	1.68	0.31	0.45
Blind or Low Vision	15	7	47%	▼ 1%	4	27%	▼ 8%	1	7%	▼ 6%	1.60	0.42	1.24
Chronic Pain	3	3	100%	▲ 50%	0	0%	▼ 40%	0	0%	▼ 10%	3.42	0.00	0.00
Deaf or Hard of Hearing	44	15	34%	▼ 13%	23	52%	▲ 9%	2	5%	▲ 1%	1.17	0.83	0.84
Developmental	109	48	44%	▼ 3%	20	18%	▼ 9%	2	2%	▼ 1%	1.51	0.29	0.34
Learning	426	210	49%	▼ 1%	139	33%	▼ 3%	10	2%	— 0%	1.69	0.52	0.44
Mental	128	58	45%	▼ 1%	50	39%	▲ 1%	3	2%	▼ 4%	1.55	0.62	0.43
Mobility	12	8	67%	▼ 3%	3	25%	▲ 5%	0	0%	— 0%	2.28	0.40	0.00
Physical	52	25	48%	▲ 7%	14	27%	▼ 16%	2	4%	▼ 5%	1.64	0.43	0.71
Speech Impairment	99	51	52%	▲ 2%	20	20%	▼ 5%	0	0%	▼ 2%	1.76	0.32	0.00
Undisclosed	25	11	44%	▼ 2%	12	48%	▲ 11%	1	4%	▼ 2%	1.50	0.76	0.74
Another disability not listed	156	73	47%	▼ 1%	59	38%	▲ 2%	7	4%	▼ 3%	1.60	0.60	0.83

\*Middle French Immersion is offered starting in Grade 4, therefore reflects a truncated grade-range compared to English with Core French and French Immersion reporting (which are inclusive of Grades 1 through 8).

**Table 2-A. Elementary (Grade 1-8) Achievement in MATHEMATICS, % Met Provincial Standard**

Elementary (Gr.1-8) Achievement based on final (June) report card marks, 2021-2022 Academic Year	Total # Students	Mathematics*			Disproportionalities in Achievement
		# Marks	% Met Std.	Change vs. 2019-20	
<b>All Students (District)</b>	<b>41,717</b>	<b>41,346</b>	<b>82%</b>	<b>▼ 4%</b>	
Multilingual Learners (ESL/ELD)	6,573	6,523	74%	▼ 6%	0.90
Low-SES	11,580	11,411	74%	▼ 5%	0.90
Female	20,010	19,860	81%	▼ 5%	0.99
Male	21,524	21,308	83%	▼ 3%	1.01
Self Identified Gender	157	152	74%	N/A	0.91
Gender Not Disclosed	26	26	73%	N/A	0.89
Indigenous	808	766	67%	▼ 7%	0.82
SpEd (excl. gifted)	7,516	7,313	69%	▼ 4%	0.84
ENG Programs (Alt+Reg)	16,506	16,276	75%	▼ 5%	0.91
EFI Program	22,055	22,017	87%	▼ 3%	1.06
MFI Program	2,116	2,113	86%	▼ 2%	1.05
<b>Valuing Voices Survey Respondents</b>					
<b>Indigenous Identity - All Respondents</b>	<b>10,338</b>	<b>10,279</b>	<b>85%</b>	<b>▼ 2%</b>	
Does not identify as Indigenous	10,022	9,971	85%	▼ 2%	1.00
First Nation	241	234	73%	▼ 4%	0.86
Métis	93	93	71%	▼ 15%	0.83
Inuit	66	65	72%	— 0%	0.85
<b>Race - All Respondents</b>	<b>10,046</b>	<b>9,987</b>	<b>85%</b>	<b>▼ 2%</b>	
Black	708	701	73%	▼ 5%	0.86
East Asian	853	851	95%	▼ 1%	1.12
Indigenous	196	190	74%	▼ 2%	0.87
Latino/Latina/Latinx	204	202	79%	▼ 8%	0.92
Middle Eastern	1,515	1,508	79%	▼ 3%	0.93
South Asian	812	811	89%	▼ 3%	1.04
Southeast Asian	322	321	87%	▼ 5%	1.02
White	6,343	6,305	86%	▼ 2%	1.02
Another race not listed	293	292	82%	▼ 2%	0.96
<b>Gender Identity - All Respondents</b>	<b>9,844</b>	<b>9,785</b>	<b>85%</b>	<b>▼ 2%</b>	
Boy or Man	5,145	5,111	86%	▼ 1%	1.01
Gender Fluid	17	16	88%	▲ 4%	1.03
Gender Non-Conforming	24	24	88%	▲ 2%	1.03
Girl or Woman	4,727	4,703	85%	▼ 4%	0.99
Non-Binary	10	9	78%	— 0%	0.91
Questioning	21	21	81%	▲ 1%	0.95
Trans Boy or Man	6	6	67%	▲ 5%	0.78
Trans Girl or Woman	10	10	80%	▼ 6%	0.94
Two-Spirit	2	2	50%	▼ 21%	0.59
Not Listed	29	28	89%	▲ 8%	1.05
Not Sure	71	69	88%	▲ 2%	1.04
Gender Diverse (composite)	104	102	83%	▲ 4%	0.98
<b>Self-Identified Disability - All Respondents</b>	<b>9,480</b>	<b>9,430</b>	<b>86%</b>	<b>▼ 2%</b>	
Does not identify as having a disability	8,594	8,573	86%	▼ 3%	1.01
Addiction(s)	1	1	0%	▼ 67%	0.00
Autism Spectrum Disorder	250	228	81%	▲ 2%	0.95
Blind or Low Vision	15	15	67%	▼ 6%	0.78
Chronic Pain	3	3	33%	▼ 41%	0.39
Deaf or Hard of Hearing	44	44	73%	▼ 12%	0.85
Developmental	109	100	86%	▲ 12%	1.00
Learning	426	414	77%	▲ 2%	0.90
Mental	128	123	79%	▲ 2%	0.92
Mobility	12	12	83%	▲ 6%	0.97
Physical	52	50	74%	▼ 9%	0.86
Speech Impairment	99	97	82%	▲ 4%	0.96
Undisclosed	25	25	80%	▼ 3%	0.93
Another disability not listed	156	153	80%	▲ 2%	0.94

\*Mathematics results in 2019-20 reflect previous curriculum expectations and reporting practices, and were based on the total number of available marks across the 5 strands. Mathematics reporting in 2021-22 reflects the updated curriculum and reporting at a subject-level only.



Table 2-B. Elementary (Grade 1-8) Achievement in LANGUAGE, % Met Provincial Standard (2021-2022)

Elementary (Gr.1-8) Achievement based on final (June) report card marks, 2021-2022 Academic Year	Total # Students	Language* (Reading & Writing)			Language - Reading			Language - Writing			Disproportionalities in Achievement		
		# Marks	% Met Std.	Change vs. 2019-20	# Marks	% Met Std.	Change vs. 2019-20	# Marks	% Met Std.	Change vs. 2019-20	Language (R&W)	Language - Reading	Language - Writing
<b>All Students (District)</b>	<b>41,717</b>	<b>76,221</b>	<b>81%</b>	<b>▲ 1%</b>	<b>38,132</b>	<b>83%</b>	<b>▲ 1%</b>	<b>38,089</b>	<b>80%</b>	<b>▲ 1%</b>			
Multilingual Learners (ESL/ELD)	6,573	12,954	75%	▼ 1%	6,478	76%	▼ 1%	6,476	74%	— 0%	0.92	0.92	0.93
Low-SES	11,580	21,406	74%	▲ 1%	10,714	77%	▲ 2%	10,692	71%	▲ 1%	0.91	0.92	0.90
Female	20,010	36,552	85%	— 0%	18,283	86%	— 0%	18,269	84%	▲ 1%	1.05	1.03	1.06
Male	21,524	39,316	78%	▲ 1%	19,671	81%	▲ 2%	19,645	75%	▲ 1%	0.96	0.97	0.94
Self Identified Gender	157	301	86%	N/A	152	84%	N/A	149	89%	N/A	1.06	1.01	1.11
Gender Not Disclosed	26	52	85%	N/A	26	88%	N/A	26	81%	N/A	1.04	1.06	1.02
Indigenous	808	1,449	69%	▲ 1%	725	72%	▲ 1%	724	66%	▲ 2%	0.85	0.86	0.83
SpEd (excl. gifted)	7,516	14,435	72%	▲ 4%	7,230	76%	▲ 4%	7,205	69%	▲ 4%	0.88	0.91	0.86
ENG Programs (Alt+Reg)	16,506	32,555	74%	— 0%	16,287	77%	▲ 1%	16,268	72%	▲ 1%	0.91	0.92	0.90
EFI Program	22,055	37,597	87%	▲ 1%	18,806	89%	▲ 1%	18,791	85%	▲ 1%	1.06	1.06	1.07
MFI Program	2,116	4,222	89%	▲ 3%	2,111	89%	▲ 2%	2,111	90%	▲ 4%	1.10	1.06	1.13
<b>Valuing Voices Survey Respondents</b>													
<b>Indigenous Identity - All Respondents</b>	<b>10,338</b>	<b>18,574</b>	<b>83%</b>	<b>▼ 1%</b>	<b>9,295</b>	<b>86%</b>	<b>— 0%</b>	<b>9,279</b>	<b>81%</b>	<b>▼ 2%</b>			
Does not identify as Indigenous	10,022	17,988	84%	▼ 1%	9,001	86%	▲ 1%	8,987	82%	▼ 2%	1.00	1.00	1.00
First Nation	241	448	71%	▼ 6%	224	71%	▼ 6%	224	71%	▼ 5%	0.85	0.83	0.87
Métis	93	178	71%	▼ 12%	89	74%	▼ 13%	89	69%	▼ 11%	0.85	0.87	0.84
Inuit	66	118	79%	▲ 1%	60	80%	▲ 2%	58	78%	— 0%	0.94	0.93	0.95
<b>Race - All Respondents</b>	<b>10,046</b>	<b>18,043</b>	<b>84%</b>	<b>▼ 1%</b>	<b>9,029</b>	<b>86%</b>	<b>— 0%</b>	<b>9,014</b>	<b>81%</b>	<b>▼ 2%</b>			
Black	708	1,285	74%	▼ 3%	644	77%	▲ 1%	641	71%	▼ 6%	0.89	0.90	0.88
East Asian	853	1,552	92%	▼ 1%	777	93%	— 0%	775	90%	▼ 2%	1.10	1.08	1.11
Indigenous	196	361	74%	▼ 2%	181	75%	▼ 2%	180	72%	▼ 2%	0.88	0.88	0.89
Latino/Latina/Latinx	204	363	82%	▲ 2%	182	84%	▲ 3%	181	81%	▲ 1%	0.98	0.97	0.99
Middle Eastern	1,515	2,779	79%	— 0%	1,390	81%	▲ 2%	1,389	77%	▼ 1%	0.95	0.94	0.95
South Asian	812	1,497	87%	▼ 2%	749	90%	— 0%	748	85%	▼ 4%	1.05	1.05	1.04
Southeast Asian	322	584	86%	▼ 1%	292	87%	▼ 1%	292	85%	▼ 2%	1.03	1.01	1.04
White	6,343	11,205	84%	▼ 2%	5,606	87%	— 0%	5,599	82%	▼ 3%	1.01	1.01	1.01
Another race not listed	293	515	79%	▼ 1%	258	83%	▲ 1%	257	76%	▼ 3%	0.95	0.97	0.93
<b>Gender Identity - All Respondents</b>	<b>9,844</b>	<b>17,677</b>	<b>84%</b>	<b>▼ 1%</b>	<b>8,846</b>	<b>86%</b>	<b>▲ 1%</b>	<b>8,831</b>	<b>81%</b>	<b>▼ 2%</b>			
Boy or Man	5,145	9,275	80%	— 0%	4,642	84%	▲ 2%	4,633	77%	▼ 2%	0.96	0.97	0.95
Gender Fluid	17	32	81%	▲ 1%	16	75%	▼ 3%	16	88%	▲ 4%	0.97	0.87	1.07
Gender Non-Conforming	24	42	83%	▲ 4%	21	86%	▲ 6%	21	81%	▲ 2%	1.00	1.00	0.99
Girl or Woman	4,727	8,465	87%	▼ 2%	4,235	89%	▼ 1%	4,230	86%	▼ 2%	1.04	1.03	1.06
Non-Binary	10	18	100%	▲ 18%	9	100%	▲ 20%	9	100%	▲ 15%	1.19	1.16	1.23
Questioning	21	42	76%	▼ 7%	21	81%	— 0%	21	71%	▼ 15%	0.91	0.94	0.88
Trans Boy or Man	6	12	83%	▲ 16%	6	83%	▲ 28%	6	83%	▲ 3%	1.00	0.97	1.02
Trans Girl or Woman	10	20	65%	▼ 22%	10	70%	▼ 16%	10	60%	▼ 29%	0.78	0.81	0.74
Two-Spirit	2	4	75%	▲ 5%	2	50%	▼ 7%	2	100%	▲ 15%	0.90	0.58	1.23
Not Listed	29	48	81%	▲ 3%	24	88%	▲ 13%	24	75%	▼ 8%	0.97	1.02	0.92
Not Sure	71	111	85%	▼ 1%	56	88%	▲ 4%	55	82%	▼ 6%	1.01	1.02	1.00
Gender Diverse (composite)	104	190	80%	— 0%	95	82%	▲ 6%	95	78%	▼ 6%	0.96	0.95	0.96
<b>Self-Identified Disability - All Respondents</b>	<b>9,480</b>	<b>17,017</b>	<b>84%</b>	<b>▼ 1%</b>	<b>8,516</b>	<b>86%</b>	<b>— 0%</b>	<b>8,501</b>	<b>82%</b>	<b>▼ 2%</b>			
Does not identify as having a disability	8,594	15,361	85%	▼ 2%	7,685	87%	— 0%	7,676	83%	▼ 3%	1.01	1.01	1.01
Addiction(s)	1	2	50%	▼ 32%	1	100%	▲ 28%	1	0%	▼ 95%	0.59	1.16	0.00
Autism Spectrum Disorder	250	442	75%	▲ 1%	223	81%	▲ 2%	219	69%	▼ 1%	0.89	0.94	0.84
Blind or Low Vision	15	28	75%	— 0%	14	79%	▲ 5%	14	71%	▼ 6%	0.89	0.91	0.87
Chronic Pain	3	6	33%	▼ 54%	3	33%	▼ 61%	3	33%	▼ 45%	0.40	0.39	0.41
Deaf or Hard of Hearing	44	80	74%	▼ 7%	40	83%	▲ 2%	40	65%	▼ 16%	0.88	0.96	0.79
Developmental	109	194	78%	▲ 11%	97	82%	▲ 8%	97	74%	▲ 14%	0.93	0.96	0.90
Learning	426	819	77%	▲ 7%	410	77%	▲ 5%	409	76%	▲ 10%	0.91	0.89	0.92
Mental	128	244	76%	▲ 3%	122	77%	▲ 3%	122	75%	▲ 4%	0.90	0.89	0.91
Mobility	12	22	91%	▲ 11%	11	91%	▲ 13%	11	91%	▲ 9%	1.08	1.05	1.11
Physical	52	102	75%	▼ 1%	51	78%	▲ 1%	51	71%	▼ 4%	0.88	0.91	0.86
Speech Impairment	99	183	73%	▲ 2%	92	77%	▲ 2%	91	69%	▲ 3%	0.87	0.89	0.84
Undisclosed	25	45	82%	— 0%	23	83%	▲ 6%	22	82%	▼ 7%	0.98	0.96	1.00
Another disability not listed	156	294	76%	▲ 2%	147	80%	▲ 2%	147	73%	▲ 3%	0.90	0.92	0.89

\*Language (Reading & Writing) results are based on the total number of available marks across both strands. The practice of combining available strand-level data for the purpose of providing a subject-level summary is consistent with that of the Ministry's Board Interface Tool.

Table 2-C. Elementary (Grade 1-8) Achievement in FRENCH, % Met Provincial Standard (2021-2022)

Elementary (Gr.1-8) Achievement based on final (June) report card marks, 2021-2022 Academic Year	Total # Students	French* (Reading & Writing)			French - Reading			French - Writing			Disproportionalities in Achievement		
		# Marks	% Met Std.	Change vs. 2019-20	# Marks	% Met Std.	Change vs. 2019-20	# Marks	% Met Std.	Change vs. 2019-20	French (R&W)	French - Reading	French - Writing
<b>All Students (District)</b>	<b>41,717</b>	<b>78,050</b>	<b>76%</b>	<b>▼ 1%</b>	<b>39,099</b>	<b>76%</b>	<b>▼ 1%</b>	<b>38,951</b>	<b>76%</b>	<b>▼ 1%</b>			
Multilingual Learners (ESL/ELD)	6,573	12,197	72%	▼ 2%	6,113	72%	▼ 2%	6,084	73%	▼ 1%	0.95	0.94	0.96
Low-SES	11,580	20,777	71%	▲ 1%	10,423	71%	▲ 1%	10,354	70%	▲ 1%	0.93	0.93	0.93
Female	20,010	37,909	81%	▼ 1%	18,984	80%	— 0%	18,925	81%	▼ 1%	1.06	1.05	1.07
Male	21,524	39,796	72%	▼ 1%	19,944	73%	▼ 1%	19,852	70%	▼ 1%	0.94	0.95	0.93
Self Identified Gender	157	297	85%	N/A	147	85%	N/A	150	85%	N/A	1.12	1.11	1.13
Gender Not Disclosed	26	48	67%	N/A	24	71%	N/A	24	63%	N/A	0.88	0.93	0.83
Indigenous	808	1,340	64%	▲ 2%	672	65%	▲ 1%	668	64%	▲ 2%	0.85	0.85	0.85
SpEd (excl. gifted)	7,516	13,003	63%	— 0%	6,527	64%	— 0%	6,476	61%	▲ 1%	0.82	0.83	0.81
ENG Programs (Alt+Reg)	16,506	28,832	76%	▼ 1%	14,483	76%	▼ 1%	14,349	76%	— 0%	1.00	0.99	1.00
EFI Program	22,055	43,988	75%	▼ 1%	21,997	76%	▼ 1%	21,991	75%	▼ 2%	0.99	0.99	0.99
MFI Program	2,116	4,221	81%	— 0%	2,110	82%	▲ 1%	2,111	80%	▼ 1%	1.06	1.07	1.06
<b>Valuing Voices Survey Respondents</b>													
<b>Indigenous Identity - All Respondents</b>	<b>10,338</b>	<b>19,688</b>	<b>78%</b>	<b>▼ 3%</b>	<b>9,861</b>	<b>78%</b>	<b>▼ 3%</b>	<b>9,827</b>	<b>77%</b>	<b>▼ 4%</b>			
Does not identify as Indigenous	10,022	19,139	78%	▼ 3%	9,585	79%	▼ 3%	9,554	77%	▼ 4%	1.01	1.01	1.00
First Nation	241	415	65%	▼ 5%	208	65%	▼ 4%	207	65%	▼ 5%	0.84	0.83	0.85
Métis	93	175	69%	▼ 6%	88	66%	▼ 7%	87	71%	▼ 4%	0.88	0.84	0.93
Inuit	66	119	76%	▲ 14%	60	77%	▲ 13%	59	75%	▲ 14%	0.97	0.98	0.97
<b>Race - All Respondents</b>	<b>10,046</b>	<b>19,134</b>	<b>78%</b>	<b>▼ 3%</b>	<b>9,584</b>	<b>78%</b>	<b>▼ 3%</b>	<b>9,550</b>	<b>77%</b>	<b>▼ 4%</b>			
Black	708	1,306	70%	▼ 5%	655	72%	▼ 5%	651	69%	▼ 5%	0.90	0.92	0.89
East Asian	853	1,651	87%	▼ 3%	827	88%	▼ 1%	824	87%	▼ 4%	1.12	1.12	1.12
Indigenous	196	336	63%	▼ 6%	170	60%	▼ 11%	166	66%	▼ 1%	0.81	0.77	0.86
Latino/Latina/Latinx	204	389	72%	▼ 6%	194	71%	▼ 7%	195	72%	▼ 5%	0.92	0.91	0.94
Middle Eastern	1,515	2,860	74%	▼ 1%	1,435	73%	▼ 2%	1,425	74%	— 0%	0.95	0.93	0.96
South Asian	812	1,501	83%	▼ 2%	752	83%	▼ 2%	749	83%	▼ 3%	1.07	1.06	1.08
Southeast Asian	322	616	79%	▼ 7%	309	78%	▼ 9%	307	80%	▼ 5%	1.02	1.00	1.04
White	6,343	12,199	78%	▼ 4%	6,108	79%	▼ 3%	6,091	77%	▼ 5%	1.00	1.00	1.00
Another race not listed	293	550	78%	▲ 2%	275	79%	▲ 2%	275	76%	▲ 2%	1.00	1.01	0.99
<b>Gender Identity - All Respondents</b>	<b>9,844</b>	<b>18,761</b>	<b>78%</b>	<b>▼ 3%</b>	<b>9,397</b>	<b>78%</b>	<b>▼ 3%</b>	<b>9,364</b>	<b>77%</b>	<b>▼ 4%</b>			
Boy or Man	5,145	9,726	74%	▼ 3%	4,872	75%	▼ 2%	4,854	72%	▼ 4%	0.95	0.96	0.93
Gender Fluid	17	32	75%	▲ 7%	16	75%	▲ 6%	16	75%	▲ 8%	0.96	0.96	0.97
Gender Non-Conforming	24	48	77%	▼ 4%	24	75%	▼ 11%	24	79%	▲ 3%	0.99	0.96	1.03
Girl or Woman	4,727	9,085	82%	▼ 4%	4,550	82%	▼ 4%	4,535	83%	▼ 4%	1.06	1.05	1.07
Non-Binary	10	18	83%	▼ 1%	9	89%	▲ 11%	9	78%	▼ 12%	1.07	1.13	1.01
Questioning	21	40	75%	▼ 6%	20	85%	▲ 3%	20	65%	▼ 15%	0.96	1.08	0.84
Trans Boy or Man	6	12	75%	▲ 11%	6	83%	▲ 15%	6	67%	▲ 7%	0.96	1.06	0.86
Trans Girl or Woman	10	18	78%	▲ 10%	9	78%	▲ 16%	9	78%	▲ 4%	1.00	0.99	1.01
Two-Spirit	2	4	50%	▼ 36%	2	50%	▼ 32%	2	50%	▼ 40%	0.64	0.64	0.65
Not Listed	29	56	79%	▲ 2%	28	82%	▲ 5%	28	75%	▼ 1%	1.01	1.05	0.97
Not Sure	71	137	80%	▼ 3%	69	84%	▲ 2%	68	76%	▼ 9%	1.03	1.07	0.99
Gender Diverse (composite)	104	200	77%	— 0%	100	79%	▲ 2%	100	75%	▼ 2%	0.99	1.01	0.97
<b>Self-Identified Disability - All Respondents</b>	<b>9,480</b>	<b>18,063</b>	<b>78%</b>	<b>▼ 3%</b>	<b>9,047</b>	<b>79%</b>	<b>▼ 3%</b>	<b>9,016</b>	<b>78%</b>	<b>▼ 4%</b>			
Does not identify as having a disability	8,594	16,577	79%	▼ 4%	8,302	80%	▼ 3%	8,275	79%	▼ 4%	1.01	1.01	1.01
Addiction(s)	1	2	0%	▼ 66%	1	0%	▼ 63%	1	0%	▼ 69%	0.00	0.00	0.00
Autism Spectrum Disorder	250	346	70%	▼ 3%	174	74%	▼ 1%	172	66%	▼ 6%	0.89	0.94	0.85
Blind or Low Vision	15	24	71%	▼ 7%	12	75%	▼ 6%	12	67%	▼ 8%	0.90	0.95	0.86
Chronic Pain	3	6	17%	▼ 68%	3	33%	▼ 50%	3	0%	▼ 86%	0.21	0.42	0.00
Deaf or Hard of Hearing	44	78	81%	▲ 3%	39	85%	▲ 6%	39	77%	▲ 1%	1.03	1.07	0.99
Developmental	109	136	61%	▼ 2%	69	65%	▲ 1%	67	57%	▼ 4%	0.78	0.83	0.73
Learning	426	738	66%	▲ 2%	370	68%	▲ 3%	368	64%	▲ 1%	0.84	0.86	0.82
Mental	128	211	67%	▼ 1%	106	71%	▼ 1%	105	63%	▼ 2%	0.85	0.90	0.81
Mobility	12	20	75%	▲ 7%	10	80%	▲ 5%	10	70%	▲ 10%	0.96	1.01	0.90
Physical	52	84	64%	▼ 14%	42	67%	▼ 9%	42	62%	▼ 18%	0.82	0.84	0.80
Speech Impairment	99	128	66%	▲ 1%	64	67%	▲ 3%	64	64%	▼ 1%	0.84	0.85	0.82
Undisclosed	25	44	86%	▲ 16%	22	91%	▲ 20%	22	82%	▲ 12%	1.10	1.15	1.05
Another disability not listed	156	270	69%	▼ 5%	136	71%	▼ 2%	134	66%	▼ 8%	0.88	0.90	0.85

\*French (Reading & Writing) results are based on the total number of available marks across both strands. The practice of combining available strand-level data for the purpose of providing a subject-level summary is consistent with that of the Ministry's Board Interface Tool.



Table 3-A. Secondary Enrolment in Grade 9 &amp; 10 MATHEMATICS, 2021-2022

Secondary (Gr9&10) Course Enrolment based on available final report card marks, 2021-2022 Academic Year	Total # Students	Academic*			Applied			Academic & Applied**			Locally Developed			Disproportionalities in Enrolment			
		# Students	Enrolment (%)	Change vs. 2019-20	# Students	Enrolment (%)	Change vs. 2019-20	# Students	Enrolment (%)	Change vs. 2019-20	# Students	Enrolment (%)	Change vs. 2019-20	Academic	Applied	Academic & Applied	Locally Developed
All Students (District)	11,966	10,203	85%	▲ 13%	1,173	10%	▼ 12%	11,376	95%	▲ 1%	590	5%	▼ 1%				
Multilingual Learners (ESL/ELD)	2,455	2,052	84%	▲ 16%	246	10%	▼ 14%	2,298	94%	▲ 2%	157	6%	▼ 2%	0.98	0.96	0.98	1.49
Low-SES	3,346	2,580	77%	▲ 22%	435	13%	▼ 19%	3,015	90%	▲ 3%	331	10%	▼ 3%	0.82	1.36	0.95	2.21
Female	5,796	4,999	86%	▲ 13%	527	9%	▼ 12%	5,526	95%	▲ 1%	270	5%	▼ 1%	1.03	0.92	1.00	0.88
Male	6,055	5,113	84%	▲ 13%	629	10%	▼ 12%	5,742	95%	▲ 1%	313	5%	▼ 1%	0.98	1.06	1.00	1.10
Self Identified Gender	100	79	79%	N/A	15	15%	N/A	94	94%	N/A	6	6%	N/A	0.67	1.89	0.99	2.37
Gender Not Disclosed	15	12	80%	N/A	2	13%	N/A	14	93%	N/A	1	7%	N/A	0.53	2.02	0.98	3.79
Indigenous	223	169	76%	▲ 29%	32	14%	▼ 25%	201	90%	▲ 4%	22	10%	▼ 4%	0.69	1.61	0.95	3.03
SpEd (excl. gifted)	2,614	1,883	72%	▲ 24%	522	20%	▼ 21%	2,405	92%	▲ 3%	209	8%	▼ 3%	0.67	1.98	0.97	2.03
Valuing Voices Survey Respondents																	
Indigenous Identity - All Respondents	6,446	5,706	89%	▲ 9%	574	9%	▼ 8%	6,280	97%	▲ 1%	166	3%	▼ 1%				
Does not identify as Indigenous	6,207	5,523	89%	▲ 9%	543	9%	▼ 8%	6,066	98%	▲ 1%	141	2%	▼ 1%	1.01	0.98	1.00	0.87
First Nation	156	118	76%	▲ 25%	20	13%	▼ 23%	138	88%	▲ 2%	18	12%	▼ 2%	0.67	1.68	0.91	5.16
Métis	66	56	85%	▲ 24%	6	9%	▼ 22%	62	94%	▲ 2%	4	6%	▼ 2%	0.95	0.94	0.96	2.61
Inuit	35	25	71%	▲ 21%	6	17%	▼ 24%	31	89%	▼ 2%	4	11%	▲ 2%	0.52	1.93	0.91	7.17
Race - All Respondents	6,315	5,591	89%	▲ 9%	563	9%	▼ 8%	6,154	97%	▲ 1%	161	3%	▼ 1%				
Black	553	444	80%	▲ 15%	83	15%	▼ 13%	527	95%	▲ 2%	26	5%	▼ 2%	0.84	1.61	0.98	1.53
East Asian	682	667	98%	▲ 4%	11	2%	▼ 4%	678	99%	— 0%	4	1%	— 0%	1.22	0.20	1.02	0.10
Indigenous	162	122	75%	▲ 23%	24	15%	▼ 28%	146	90%	▼ 5%	16	10%	▲ 5%	0.70	1.65	0.92	4.65
Latino/Latina/Latinx	149	124	83%	▲ 9%	22	15%	▼ 8%	146	98%	▲ 2%	3	2%	▼ 2%	0.92	1.39	1.01	0.71
Middle Eastern	Grey sh	801	85%	▲ 13%	83	9%	▼ 13%	884	94%	— 0%	54	6%	— 0%	0.96	0.94	0.97	2.23
South Asian	494	465	94%	▲ 4%	23	5%	▼ 4%	488	99%	— 0%	6	1%	— 0%	1.14	0.49	1.01	0.48
Southeast Asian	229	210	92%	▲ 10%	19	8%	▼ 8%	229	100%	▲ 2%	0	0%	▼ 2%	1.06	0.91	1.03	0.00
White	3,662	3,242	89%	▲ 8%	350	10%	▼ 7%	3,592	98%	▲ 1%	70	2%	▼ 1%	0.99	1.08	1.01	0.75
Another race not listed	166	142	86%	▲ 8%	22	13%	▼ 3%	164	99%	▲ 5%	2	1%	▼ 5%	0.87	1.68	1.01	0.43
Gender Identity - All Respondents	6,381	5,653	89%	▲ 9%	565	9%	▼ 8%	6,218	97%	▲ 1%	163	3%	▼ 1%				
Boy or Man	3,170	2,778	88%	▲ 10%	302	10%	▼ 9%	3,080	97%	▲ 1%	90	3%	▼ 1%	0.98	1.07	1.00	1.08
Gender Fluid	31	22	71%	— 0%	8	26%	▼ 1%	30	97%	▼ 1%	1	3%	▲ 1%	0.60	2.59	0.99	1.79
Gender Non-Conforming	13	12	92%	▲ 28%	1	8%	▼ 25%	13	100%	▲ 3%	0	0%	▼ 3%	1.13	0.61	1.03	0.00
Girl or Woman	3,024	2,735	90%	▲ 9%	224	7%	▼ 8%	2,959	98%	▲ 1%	65	2%	▼ 1%	1.04	0.84	1.00	0.92
Non-Binary	47	33	70%	— 0%	12	26%	▼ 2%	45	96%	▼ 3%	2	4%	▲ 3%	0.66	2.44	0.98	1.13
Questioning	48	40	83%	▲ 2%	8	17%	▼ 1%	48	100%	▲ 1%	0	0%	▼ 1%	0.91	1.57	1.03	0.00
Trans Boy or Man	25	16	64%	▼ 12%	8	32%	▲ 10%	24	96%	▼ 2%	1	4%	▲ 2%	0.59	2.93	0.99	0.00
Trans Girl or Woman	17	13	76%	▲ 6%	2	12%	▼ 8%	15	88%	▼ 2%	2	12%	▲ 2%	0.85	1.83	0.91	0.00
Two-Spirit	10	7	70%	▲ 1%	2	20%	▼ 8%	9	90%	▼ 7%	1	10%	▲ 7%	0.64	2.75	0.92	0.00
Not Listed	55	42	76%	▼ 3%	11	20%	▲ 3%	53	96%	— 0%	2	4%	— 0%	0.80	1.89	0.99	0.95
Not Sure	46	36	78%	▲ 4%	7	15%	▼ 7%	43	93%	▼ 3%	3	7%	▲ 3%	0.70	1.92	0.96	3.05
Gender Diverse (composite)	213	164	77%	▲ 3%	41	19%	▼ 4%	205	96%	— 0%	8	4%	— 0%	0.79	1.93	0.99	0.78
Self-Identified Disability - All Respondents	5,510	4,918	89%	▲ 9%	454	8%	▼ 8%	5,372	97%	▲ 1%	138	3%	▼ 1%				
Does not identify as having a disability	5,026	4,565	91%	▲ 8%	361	7%	▼ 7%	4,926	98%	▲ 1%	100	2%	▼ 1%	1.03	0.87	1.01	0.82
Addiction(s)	28	18	64%	▼ 1%	6	21%	▼ 9%	24	86%	▼ 10%	4	14%	▲ 10%	0.62	2.00	0.88	5.34
Autism Spectrum Disorder	68	42	62%	▲ 3%	19	28%	▲ 1%	61	90%	▲ 4%	7	10%	▼ 4%	0.47	3.08	0.92	3.46
Blind or Low Vision	30	23	77%	▲ 8%	7	23%	▼ 4%	30	100%	▲ 3%	0	0%	▼ 3%	0.76	2.33	1.03	0.00
Chronic Pain	16	13	81%	▲ 15%	2	13%	▼ 19%	15	94%	▼ 4%	1	6%	▲ 4%	0.91	1.09	0.96	2.91
Deaf or Hard of Hearing	19	15	79%	▲ 22%	3	16%	▼ 13%	18	95%	▲ 9%	1	5%	▼ 9%	0.83	2.00	0.97	0.00
Developmental	15	8	53%	▼ 13%	7	47%	▲ 22%	15	100%	▲ 9%	0	0%	▼ 9%	0.37	4.20	1.03	0.00
Learning	205	133	65%	▲ 14%	48	23%	▼ 16%	181	88%	▼ 2%	24	12%	▲ 2%	0.53	2.59	0.91	4.62
Mental	96	68	71%	▲ 9%	20	21%	▼ 10%	88	92%	— 0%	8	8%	— 0%	0.66	2.35	0.94	2.51
Mobility	8	6	75%	▲ 4%	2	25%	▲ 2%	8	100%	▲ 6%	0	0%	▼ 6%	0.75	2.40	1.03	0.00
Physical	53	41	77%	▲ 14%	12	23%	▼ 9%	53	100%	▲ 5%	0	0%	▼ 5%	0.81	2.12	1.03	0.00
Speech Impairment	21	10	48%	▼ 11%	7	33%	▼ 2%	17	81%	▼ 13%	4	19%	▲ 13%	0.36	3.00	0.83	6.87
Undisclosed	65	50	77%	▲ 34%	11	17%	▼ 15%	61	94%	▲ 19%	4	6%	▼ 19%	0.75	2.20	0.96	1.07
Another disability not listed	96	78	81%	▲ 18%	15	16%	▼ 13%	93	97%	▲ 5%	3	3%	▼ 5%	0.76	2.20	0.99	0.78

\*Academic enrolment in 2021-22 is inclusive of Gr9 Destreamed Mathematics and Gr10 Academic Mathematics; change is based on Gr9&amp;10 Academic-level enrolment in 2019-20.

\*\*Values for "Academic &amp; Applied" are based on combined student counts and are provided to support conversations on destreaming.

Table 3-B. Secondary Enrolment in Grade 9 &amp; 10 ENGLISH, 2021-2022

Secondary (Gr9&10) Course Enrolment based on available final report card marks, 2021-2022 Academic Year	Total # Students	Academic			Applied			Academic & Applied*			Locally Developed			Disproportionalities in Enrolment			
		# Students	Enrolment (%)	Change vs. 2019-20	# Students	Enrolment (%)	Change vs. 2019-20	# Students	Enrolment (%)	Change vs. 2019-20	# Students	Enrolment (%)	Change vs. 2019-20	Academic	Applied	Academic & Applied	Locally Developed
All Students (District)	11,412	10,016	88%	▲ 5%	1,270	11%	▼ 4%	11,286	99%	▲ 1%	126	1%	▼ 1%				
Multilingual Learners (ESL/ELD)	2,044	1,785	87%	▲ 7%	233	11%	▼ 7%	2,018	99%	▲ 1%	26	1%	▼ 1%	1.00	1.02	1.00	1.15
Low-SES	2,964	2,365	80%	▲ 9%	538	18%	▼ 7%	2,903	98%	▲ 1%	61	2%	▼ 1%	0.91	1.63	0.99	1.86
Female	5,553	5,029	91%	▲ 5%	490	9%	▼ 4%	5,519	99%	▲ 1%	34	1%	▼ 1%	1.03	0.79	1.00	0.55
Male	5,745	4,894	85%	▲ 6%	763	13%	▼ 5%	5,657	98%	▲ 1%	88	2%	▼ 1%	0.97	1.19	1.00	1.39
Self Identified Gender	98	79	81%	N/A	15	15%	N/A	94	96%	N/A	4	4%	N/A	0.92	1.38	0.97	3.70
Gender Not Disclosed	16	14	88%	N/A	2	13%	N/A	16	100%	N/A	0	0%	N/A	1.00	1.12	1.01	0.00
Indigenous	253	167	66%	▲ 9%	74	29%	▼ 4%	241	95%	▲ 5%	12	5%	▼ 5%	0.75	2.63	0.96	4.30
SpEd (excl. gifted)	2,644	1,814	69%	▲ 11%	724	27%	▼ 7%	2,538	96%	▲ 4%	106	4%	▼ 4%	0.78	2.46	0.97	3.63
<b>Valuing Voices Survey Respondents</b>																	
Indigenous Identity - All Respondents	6,331	5,734	91%	▲ 4%	543	9%	▼ 3%	6,277	99%	▲ 1%	54	1%	▼ 1%				
Does not identify as Indigenous	6,089	5,552	91%	▲ 4%	494	8%	▼ 3%	6,046	99%	▲ 1%	43	1%	▼ 1%	1.01	0.95	1.00	0.83
First Nation	156	116	74%	▲ 9%	32	21%	▼ 6%	148	95%	▲ 3%	8	5%	▼ 3%	0.82	2.39	0.96	6.01
Métis	68	55	81%	▲ 3%	12	18%	▼ 3%	67	99%	— 0%	1	1%	— 0%	0.89	2.06	0.99	1.72
Inuit	37	25	68%	▼ 5%	9	24%	▲ 3%	34	92%	▼ 3%	3	8%	▲ 3%	0.75	2.84	0.93	9.51
Race - All Respondents	6,199	5,622	91%	▲ 4%	527	9%	▼ 3%	6,149	99%	▲ 1%	50	1%	▼ 1%				
Black	521	444	85%	▲ 4%	75	14%	▼ 2%	519	100%	▲ 2%	2	0%	▼ 2%	0.94	1.69	1.00	0.48
East Asian	673	662	98%	▲ 3%	11	2%	▼ 3%	673	100%	— 0%	0	0%	— 0%	1.08	0.19	1.01	0.00
Indigenous	160	125	78%	▲ 13%	30	19%	▼ 10%	155	97%	▲ 2%	5	3%	▼ 2%	0.86	2.21	0.98	3.87
Latino/Latina/Latinx	145	130	90%	▲ 3%	15	10%	▼ 3%	145	100%	▲ 1%	0	0%	▼ 1%	0.99	1.22	1.01	0.00
Middle Eastern	862	782	91%	▲ 5%	72	8%	▼ 4%	854	99%	▲ 1%	8	1%	▼ 1%	1.00	0.98	1.00	1.15
South Asian	493	471	96%	▲ 2%	21	4%	▼ 1%	492	100%	▲ 1%	1	0%	▼ 1%	1.05	0.50	1.01	0.25
Southeast Asian	235	216	92%	▲ 4%	18	8%	▼ 4%	234	100%	— 0%	1	0%	— 0%	1.01	0.90	1.00	0.53
White	3,658	3,307	90%	▲ 4%	317	9%	▼ 3%	3,624	99%	▲ 1%	34	1%	▼ 1%	1.00	1.02	1.00	1.15
Another race not listed	163	144	88%	▲ 8%	18	11%	▼ 5%	162	99%	▲ 3%	1	1%	▼ 3%	0.97	1.30	1.00	0.76
Gender Identity - All Respondents	6,261	5,668	91%	▲ 4%	543	9%	▼ 3%	6,211	99%	▲ 1%	50	1%	▼ 1%				
Boy or Man	3,077	2,716	88%	▲ 5%	327	11%	▼ 3%	3,043	99%	▲ 2%	34	1%	▼ 2%	0.98	1.23	1.00	1.38
Gender Fluid	27	26	96%	▲ 14%	1	4%	▼ 14%	27	100%	— 0%	0	0%	— 0%	1.06	0.43	1.01	0.00
Gender Non-Conforming	12	11	92%	▲ 5%	1	8%	▼ 5%	12	100%	— 0%	0	0%	— 0%	1.01	0.96	1.01	0.00
Girl or Woman	2,994	2,799	93%	▲ 3%	183	6%	▼ 2%	2,982	100%	▲ 1%	12	0%	▼ 1%	1.03	0.70	1.00	0.50
Non-Binary	47	39	83%	▼ 3%	8	17%	▲ 5%	47	100%	▲ 2%	0	0%	▼ 2%	0.92	1.96	1.01	0.00
Questioning	46	42	91%	▲ 6%	4	9%	▼ 4%	46	100%	▲ 1%	0	0%	▼ 1%	1.01	1.00	1.01	0.00
Trans Boy or Man	22	14	64%	▼ 23%	8	36%	▲ 23%	22	100%	— 0%	0	0%	— 0%	0.70	4.19	1.01	0.00
Trans Girl or Woman	16	12	75%	▼ 11%	4	25%	▲ 11%	16	100%	— 0%	0	0%	— 0%	0.83	2.88	1.01	0.00
Two-Spirit	10	7	70%	▼ 16%	3	30%	▲ 16%	10	100%	— 0%	0	0%	— 0%	0.77	3.46	1.01	0.00
Not Listed	55	45	82%	▲ 2%	9	16%	▼ 2%	54	98%	— 0%	1	2%	— 0%	0.90	1.89	0.99	2.28
Not Sure	48	38	79%	▼ 6%	7	15%	▲ 2%	45	94%	▼ 4%	3	6%	▲ 4%	0.87	1.68	0.95	7.83
Gender Diverse (composite)	208	172	83%	▲ 1%	35	17%	— 0%	207	100%	▲ 1%	1	0%	▼ 1%	0.91	1.94	1.00	0.60
Self-Identified Disability - All Respondents	5,401	4,959	92%	▲ 4%	403	7%	▼ 3%	5,362	99%	▲ 1%	39	1%	▼ 1%				
Does not identify as having a disability	4,910	4,610	94%	▲ 3%	284	6%	▼ 3%	4,894	100%	▲ 1%	16	0%	▼ 1%	1.02	0.78	1.00	0.45
Addiction(s)	25	18	72%	▲ 6%	6	24%	▼ 6%	24	96%	— 0%	1	4%	— 0%	0.78	3.22	0.97	5.54
Autism Spectrum Disorder	70	38	54%	▼ 11%	29	41%	▲ 16%	67	96%	▲ 6%	3	4%	▼ 6%	0.59	5.55	0.96	5.94
Blind or Low Vision	28	23	82%	▲ 1%	3	11%	▼ 5%	26	93%	▼ 4%	2	7%	▲ 4%	0.89	1.44	0.94	9.89
Chronic Pain	14	14	100%	▲ 16%	0	0%	▼ 13%	14	100%	▲ 3%	0	0%	▼ 3%	1.09	0.00	1.01	0.00
Deaf or Hard of Hearing	17	16	94%	▲ 12%	1	6%	▼ 7%	17	100%	▲ 5%	0	0%	▼ 5%	1.03	0.79	1.01	0.00
Developmental	15	9	60%	▼ 6%	6	40%	▲ 11%	15	100%	▲ 6%	0	0%	▼ 6%	0.65	5.36	1.01	0.00
Learning	207	129	62%	▲ 6%	65	31%	▼ 4%	194	94%	▲ 2%	13	6%	▼ 2%	0.68	4.21	0.94	8.70
Mental	108	73	68%	▼ 1%	28	26%	▼ 1%	101	94%	▼ 3%	7	6%	▲ 3%	0.74	3.47	0.94	8.98
Mobility	8	6	75%	▼ 5%	2	25%	▲ 12%	8	100%	▲ 7%	0	0%	▼ 7%	0.82	3.35	1.01	0.00
Physical	51	40	78%	▲ 3%	10	20%	▼ 1%	50	98%	▲ 2%	1	2%	▼ 2%	0.85	2.63	0.99	2.72
Speech Impairment	22	10	45%	▼ 21%	11	50%	▲ 19%	21	95%	▼ 2%	1	5%	▲ 2%	0.50	6.70	0.96	6.29
Undisclosed	64	49	77%	▲ 19%	9	14%	▼ 11%	58	91%	▲ 8%	6	9%	▼ 8%	0.83	1.88	0.91	12.98
Another disability not listed	94	74	79%	▲ 14%	20	21%	▼ 10%	94	100%	▲ 4%	0	0%	▼ 4%	0.86	2.85	1.01	0.00

\*Values for "Academic & Applied" are based on combined student counts and are provided to support conversations on destreaming.

Table 3-C. Secondary Enrolment in Grade 9 &amp; 10 SCIENCE, 2021-2022

Secondary (Gr9&10) Course Enrolment based on available final report card marks, 2021-2022 Academic Year	Total # Students	Academic			Applied			Academic & Applied*			Locally Developed			Disproportionalities in Enrolment			
		# Students	Enrolment (%)	Change vs. 2019-20	# Students	Enrolment (%)	Change vs. 2019-20	# Students	Enrolment (%)	Change vs. 2019-20	# Students	Enrolment (%)	Change vs. 2019-20	Academic	Applied	Academic & Applied	Locally Developed
All Students (District)	11,516	9,741	85%	▲ 6%	1,441	13%	▼ 4%	11,182	97%	▲ 2%	334	3%	▼ 2%				
Multilingual Learners (ESL/ELD)	2,265	1,864	82%	▲ 10%	314	14%	▼ 7%	2,178	96%	▲ 3%	87	4%	▼ 3%	0.97	1.11	0.99	1.32
Low-SES	3,057	2,289	75%	▲ 12%	586	19%	▼ 7%	2,875	94%	▲ 4%	182	6%	▼ 4%	0.89	1.53	0.97	2.05
Female	5,623	4,880	87%	▲ 6%	588	10%	▼ 5%	5,468	97%	▲ 1%	155	3%	▼ 1%	1.03	0.84	1.00	0.95
Male	5,786	4,777	83%	▲ 6%	830	14%	▼ 4%	5,607	97%	▲ 2%	179	3%	▼ 2%	0.98	1.15	1.00	1.07
Self Identified Gender	92	74	80%	N/A	18	20%	N/A	92	100%	N/A	0	0%	N/A	0.95	1.56	1.03	0.00
Gender Not Disclosed	15	10	67%	N/A	5	33%	N/A	15	100%	N/A	0	0%	N/A	0.79	2.66	1.03	0.00
Indigenous	224	147	66%	▲ 15%	64	29%	▼ 10%	211	94%	▲ 5%	13	6%	▼ 5%	0.78	2.28	0.97	2.00
SpEd (excl. gifted)	2,582	1,665	64%	▲ 10%	777	30%	▼ 7%	2,442	95%	▲ 3%	140	5%	▼ 3%	0.76	2.40	0.97	1.87
<b>Valuing Voices Survey Respondents</b>																	
<b>Indigenous Identity - All Respondents</b>	<b>6,334</b>	<b>5,580</b>	<b>88%</b>	<b>▲ 5%</b>	<b>654</b>	<b>10%</b>	<b>▼ 3%</b>	<b>6,234</b>	<b>98%</b>	<b>▲ 1%</b>	<b>100</b>	<b>2%</b>	<b>▼ 1%</b>				
Does not identify as Indigenous	6,098	5,411	89%	▲ 4%	607	10%	▼ 3%	6,018	99%	▲ 1%	80	1%	▼ 1%	1.01	0.96	1.00	0.83
First Nation	153	109	71%	▲ 19%	33	22%	▼ 14%	142	93%	▲ 5%	11	7%	▼ 5%	0.81	2.09	0.94	4.55
Métis	69	53	77%	▲ 10%	10	14%	▼ 14%	63	91%	▼ 4%	6	9%	▲ 4%	0.87	1.40	0.93	5.51
Inuit	30	19	63%	▲ 12%	7	23%	▼ 11%	26	87%	▲ 2%	4	13%	▼ 2%	0.72	2.26	0.88	8.45
<b>Race - All Respondents</b>	<b>6,204</b>	<b>5,477</b>	<b>88%</b>	<b>▲ 5%</b>	<b>633</b>	<b>10%</b>	<b>▼ 3%</b>	<b>6,110</b>	<b>98%</b>	<b>▲ 2%</b>	<b>94</b>	<b>2%</b>	<b>▼ 2%</b>				
Black	537	429	80%	▲ 7%	95	18%	▼ 3%	524	98%	▲ 4%	13	2%	▼ 4%	0.90	1.73	0.99	1.60
East Asian	679	658	97%	▲ 3%	18	3%	▼ 2%	676	100%	— 0%	3	0%	— 0%	1.10	0.26	1.01	0.29
Indigenous	157	117	75%	▲ 20%	30	19%	▼ 18%	147	94%	▲ 2%	10	6%	▼ 2%	0.84	1.87	0.95	4.20
Latino/Latina/Latinx	142	119	84%	▲ 8%	21	15%	▼ 6%	140	99%	▲ 3%	2	1%	▼ 3%	0.95	1.45	1.00	0.93
Middle Eastern	893	765	86%	▲ 8%	96	11%	▼ 6%	861	96%	▲ 2%	32	4%	▼ 2%	0.97	1.05	0.98	2.37
South Asian	485	458	94%	▲ 3%	24	5%	▼ 2%	482	99%	▲ 1%	3	1%	▼ 1%	1.07	0.48	1.01	0.41
Southeast Asian	230	207	90%	▲ 6%	21	9%	▼ 5%	228	99%	▲ 1%	2	1%	▼ 1%	1.02	0.89	1.01	0.57
White	3,620	3,214	89%	▲ 4%	372	10%	▼ 3%	3,586	99%	▲ 1%	34	1%	▼ 1%	1.01	1.01	1.01	0.62
Another race not listed	165	139	84%	▲ 7%	24	15%	▲ 1%	163	99%	▲ 8%	2	1%	▼ 8%	0.95	1.43	1.00	0.80
<b>Gender Identity - All Respondents</b>	<b>6,271</b>	<b>5,521</b>	<b>88%</b>	<b>▲ 4%</b>	<b>650</b>	<b>10%</b>	<b>▼ 3%</b>	<b>6,171</b>	<b>98%</b>	<b>▲ 1%</b>	<b>100</b>	<b>2%</b>	<b>▼ 1%</b>				
Boy or Man	3,083	2,653	86%	▲ 5%	372	12%	▼ 3%	3,025	98%	▲ 2%	58	2%	▼ 2%	0.98	1.16	1.00	1.18
Gender Fluid	28	23	82%	▲ 10%	5	18%	▼ 6%	28	100%	▲ 4%	0	0%	▼ 4%	0.93	1.72	1.02	0.00
Gender Non-Conforming	14	12	86%	— 0%	1	7%	▼ 7%	13	93%	▼ 7%	1	7%	▲ 7%	0.97	0.69	0.94	4.48
Girl or Woman	2,999	2,724	91%	▲ 4%	236	8%	▼ 3%	2,960	99%	▲ 1%	39	1%	▼ 1%	1.03	0.76	1.00	0.82
Non-Binary	46	35	76%	▼ 1%	11	24%	▲ 1%	46	100%	— 0%	0	0%	— 0%	0.86	2.31	1.02	0.00
Questioning	48	41	85%	▲ 1%	7	15%	▲ 3%	48	100%	▲ 4%	0	0%	▼ 4%	0.97	1.41	1.02	0.00
Trans Boy or Man	26	13	50%	▼ 31%	12	46%	▲ 27%	25	96%	▼ 4%	1	4%	▲ 4%	0.57	4.45	0.98	2.41
Trans Girl or Woman	16	12	75%	▲ 3%	3	19%	▼ 1%	15	94%	▲ 2%	1	6%	▼ 2%	0.85	1.81	0.95	3.92
Two-Spirit	10	8	80%	▲ 1%	2	20%	▲ 2%	10	100%	▲ 4%	0	0%	▼ 4%	0.91	1.93	1.02	0.00
Not Listed	53	43	81%	▲ 2%	10	19%	▲ 3%	53	100%	▲ 5%	0	0%	▼ 5%	0.92	1.82	1.02	0.00
Not Sure	44	36	82%	▲ 9%	8	18%	▼ 4%	44	100%	▲ 5%	0	0%	▼ 5%	0.93	1.75	1.02	0.00
Gender Diverse (composite)	214	167	78%	— 0%	44	21%	▲ 2%	211	99%	▲ 2%	3	1%	▼ 2%	0.89	1.98	1.00	0.88
<b>Self-Identified Disability - All Respondents</b>	<b>5,434</b>	<b>4,852</b>	<b>89%</b>	<b>▲ 4%</b>	<b>496</b>	<b>9%</b>	<b>▼ 3%</b>	<b>5,348</b>	<b>98%</b>	<b>▲ 1%</b>	<b>86</b>	<b>2%</b>	<b>▼ 1%</b>				
Does not identify as having a disability	4,941	4,517	91%	▲ 4%	366	7%	▼ 3%	4,883	99%	▲ 1%	58	1%	▼ 1%	1.02	0.81	1.00	0.74
Addiction(s)	28	16	57%	▼ 3%	10	36%	▲ 6%	26	93%	▲ 4%	2	7%	▼ 4%	0.64	3.91	0.94	4.51
Autism Spectrum Disorder	63	35	56%	▼ 7%	26	41%	▲ 18%	61	97%	▲ 11%	2	3%	▼ 11%	0.62	4.52	0.98	2.01
Blind or Low Vision	30	24	80%	▲ 12%	5	17%	▼ 12%	29	97%	— 0%	1	3%	— 0%	0.90	1.83	0.98	2.11
Chronic Pain	15	13	87%	▲ 17%	2	13%	▼ 10%	15	100%	▲ 7%	0	0%	▼ 7%	0.97	1.46	1.02	0.00
Deaf or Hard of Hearing	21	13	62%	▼ 14%	3	14%	▼ 3%	16	76%	▼ 16%	5	24%	▲ 16%	0.69	1.57	0.77	15.04
Developmental	18	9	50%	▼ 11%	7	39%	▲ 13%	16	89%	▲ 2%	2	11%	▼ 2%	0.56	4.26	0.90	7.02
Learning	205	121	59%	▲ 4%	70	34%	— 0%	191	93%	▲ 4%	14	7%	▼ 4%	0.66	3.74	0.95	4.32
Mental	100	71	71%	▲ 5%	24	24%	▼ 4%	95	95%	▲ 1%	5	5%	▼ 1%	0.80	2.63	0.97	3.16
Mobility	8	6	75%	▼ 2%	2	25%	▲ 9%	8	100%	▲ 6%	0	0%	▼ 6%	0.84	2.74	1.02	0.00
Physical	51	39	76%	▲ 8%	12	24%	▼ 4%	51	100%	▲ 4%	0	0%	▼ 4%	0.86	2.58	1.02	0.00
Speech Impairment	21	10	48%	▼ 10%	8	38%	▲ 4%	18	86%	▼ 6%	3	14%	▲ 6%	0.53	4.17	0.87	9.03
Undisclosed	67	48	72%	▲ 17%	11	16%	▼ 9%	59	88%	▲ 8%	8	12%	▼ 8%	0.80	1.80	0.89	7.54
Another disability not listed	96	73	76%	▲ 5%	22	23%	— 0%	95	99%	▲ 6%	1	1%	▼ 6%	0.85	2.51	1.01	0.66

\*Values for "Academic & Applied" are based on combined student counts and are provided to support conversations on destreaming.

**Table 4-A. Secondary Achievement in Grade 9 & 10 MATHEMATICS, % Met Provincial Standard (2021-2022)**

Secondary (Gr9&10) Course Achievement based on final report card marks, 2021-2022 Academic Year	Academic*			Applied			Academic & Applied**			Locally Developed			Disproportionalities in Achievement			
	# Students	% Met Std.	Change vs. 2019-20	# Students	% Met Std.	Change vs. 2019-20	# Students	% Met Std.	Change vs. 2019-20	# Students	% Met Std.	Change vs. 2019-20	Academic*	Applied	Academic & Applied**	Locally Developed
<b>All Students (District)</b>	<b>10,203</b>	<b>72%</b>	<b>▲ 1%</b>	<b>1,173</b>	<b>57%</b>	<b>▼ 2%</b>	<b>11,376</b>	<b>70%</b>	<b>▲ 1%</b>	<b>590</b>	<b>57%</b>	<b>▲ 2%</b>				
Multilingual Learners (ESL/ELD)	2,052	66%	▲ 2%	246	49%	▼ 2%	2,298	65%	▲ 1%	157	50%	▼ 1%	0.93	0.86	0.92	0.88
Low-SES	2,580	61%	▲ 2%	435	49%	▼ 2%	3,015	60%	▲ 1%	331	50%	▼ 4%	0.85	0.87	0.85	0.89
Female	4,999	74%	— 0%	527	62%	▲ 1%	5,526	73%	▼ 1%	270	60%	▲ 3%	1.03	1.09	1.03	1.06
Male	5,113	70%	▲ 3%	629	52%	▼ 4%	5,742	68%	▲ 2%	313	54%	▲ 2%	0.98	0.91	0.97	0.95
Self Identified Gender	79	57%	N/A	15	80%	N/A	94	62%	N/A	6	60%	N/A	0.81	1.41	0.88	0.59
Gender Not Disclosed	12	55%	N/A	2	100%	N/A	14	64%	N/A	1	0%	N/A	0.81	1.76	0.92	1.77
Indigenous	169	42%	▼ 14%	32	66%	▲ 13%	201	46%	▼ 8%	22	45%	▼ 3%	0.59	1.16	0.65	0.80
SpEd (excl. gifted)	1,883	50%	▼ 5%	522	52%	▼ 2%	2,405	50%	▼ 5%	209	48%	▲ 1%	0.69	0.92	0.71	0.85
<b>Valuing Voices Survey Respondents</b>																
<b>Indigenous Identity - All Respondents</b>	<b>5,706</b>	<b>75%</b>	<b>▲ 1%</b>	<b>574</b>	<b>55%</b>	<b>▼ 7%</b>	<b>6,280</b>	<b>73%</b>	<b>— 0%</b>	<b>166</b>	<b>54%</b>	<b>▼ 1%</b>				
Does not identify as Indigenous	5,523	76%	▲ 2%	543	55%	▼ 8%	6,066	74%	— 0%	141	55%	— 0%	1.01	0.99	1.01	1.02
First Nation	118	51%	▼ 9%	20	70%	▲ 11%	138	54%	▼ 7%	18	50%	▼ 13%	0.68	1.27	0.73	0.93
Métis	56	52%	▼ 15%	6	33%	▼ 26%	62	50%	▼ 15%	4	50%	▲ 36%	0.69	0.61	0.68	0.93
Inuit	25	44%	▼ 27%	6	83%	▲ 33%	31	52%	▼ 13%	4	25%	▼ 50%	0.59	1.51	0.70	0.47
<b>Race - All Respondents</b>	<b>5,591</b>	<b>75%</b>	<b>▲ 1%</b>	<b>563</b>	<b>55%</b>	<b>▼ 7%</b>	<b>6,154</b>	<b>73%</b>	<b>— 0%</b>	<b>161</b>	<b>54%</b>	<b>— 0%</b>				
Black	444	59%	▲ 2%	83	46%	▼ 3%	527	57%	— 0%	26	58%	▲ 4%	0.79	0.83	0.78	1.07
East Asian	667	92%	▲ 1%	11	82%	▲ 8%	678	91%	▲ 2%	4	50%	▲ 25%	1.22	1.48	1.25	0.93
Indigenous	122	46%	▼ 15%	24	54%	▼ 1%	146	47%	▼ 11%	16	38%	▼ 29%	0.61	0.98	0.64	0.69
Latino/Latina/Latinx	124	73%	▲ 6%	22	45%	▼ 15%	146	68%	▲ 3%	3	67%	▲ 42%	0.96	0.82	0.93	1.23
Middle Eastern	801	67%	▼ 1%	83	46%	▼ 7%	884	65%	▼ 1%	54	52%	▲ 5%	0.88	0.83	0.88	0.96
South Asian	465	83%	▼ 1%	23	65%	▼ 6%	488	82%	▼ 1%	6	50%	▼ 17%	1.11	1.18	1.12	0.93
Southeast Asian	210	83%	▲ 6%	19	53%	▼ 5%	229	80%	▲ 6%	0	N/A	N/A	1.10	0.95	1.09	N/A
White	3,242	76%	▲ 2%	350	58%	▼ 9%	3,592	74%	▲ 1%	70	60%	▲ 1%	1.01	1.04	1.01	1.11
Another race not listed	142	65%	— 0%	22	64%	▲ 2%	164	65%	▼ 1%	2	50%	▼ 39%	0.87	1.15	0.89	0.93
<b>Gender Identity - All Respondents</b>	<b>5,653</b>	<b>75%</b>	<b>▲ 1%</b>	<b>565</b>	<b>55%</b>	<b>▼ 6%</b>	<b>6,218</b>	<b>73%</b>	<b>— 0%</b>	<b>163</b>	<b>54%</b>	<b>▼ 1%</b>				
Boy or Man	2,778	74%	▲ 2%	302	51%	▼ 9%	3,080	72%	▲ 1%	90	57%	▲ 3%	0.99	0.93	0.98	1.05
Gender Fluid	22	68%	▼ 10%	8	88%	▲ 21%	30	73%	▼ 6%	1	0%	— 0%	0.91	1.58	1.00	0.00
Gender Non-Conforming	12	58%	▼ 21%	1	100%	▲ 30%	13	62%	▼ 18%	0	N/A	N/A	0.78	1.81	0.84	N/A
Girl or Woman	2,735	77%	— 0%	224	59%	▼ 4%	2,959	75%	▼ 1%	65	55%	▼ 1%	1.02	1.08	1.03	1.03
Non-Binary	33	64%	▲ 1%	12	67%	▼ 15%	45	64%	▼ 2%	2	0%	▼ 100%	0.85	1.21	0.88	0.00
Questioning	40	63%	▼ 18%	8	50%	▼ 23%	48	60%	▼ 20%	0	N/A	N/A	0.83	0.91	0.83	N/A
Trans Boy or Man	16	75%	— 0%	8	25%	▼ 57%	24	58%	▼ 17%	1	0%	— 0%	1.00	0.45	0.80	0.00
Trans Girl or Woman	13	38%	▼ 12%	2	50%	▼ 50%	15	40%	▼ 21%	2	50%	— 0%	0.51	0.91	0.55	0.93
Two-Spirit	7	86%	▲ 27%	2	50%	▼ 25%	9	78%	▲ 13%	1	N/A	N/A	1.14	0.91	1.06	N/A
Not Listed	42	62%	▼ 1%	11	55%	▼ 12%	53	60%	▼ 3%	2	N/A	N/A	0.83	0.99	0.82	N/A
Not Sure	36	78%	▲ 21%	7	86%	▲ 36%	43	79%	▲ 22%	3	67%	▼ 33%	1.04	1.55	1.08	1.23
Gender Diverse (composite)	164	66%	▼ 2%	41	59%	▼ 11%	205	65%	▼ 5%	8	13%	▼ 54%	0.89	1.06	0.89	0.23
<b>Self-Identified Disability - All Respondents</b>	<b>4,918</b>	<b>76%</b>	<b>▲ 1%</b>	<b>454</b>	<b>57%</b>	<b>▼ 5%</b>	<b>5,372</b>	<b>75%</b>	<b>— 0%</b>	<b>138</b>	<b>53%</b>	<b>▼ 3%</b>				
Does not identify as having a disability	4,565	78%	▲ 1%	361	56%	▼ 6%	4,926	76%	— 0%	100	55%	▼ 4%	1.02	0.98	1.02	1.04
Addiction(s)	18	50%	▲ 2%	6	67%	▲ 24%	24	54%	▲ 6%	4	50%	▲ 17%	0.65	1.17	0.72	0.95
Autism Spectrum Disorder	42	69%	▲ 7%	19	58%	▼ 15%	61	66%	▼ 1%	7	57%	▲ 17%	0.90	1.01	0.88	1.08
Blind or Low Vision	23	70%	▲ 11%	7	86%	▲ 4%	30	73%	▲ 11%	0	N/A	N/A	0.91	1.50	0.98	N/A
Chronic Pain	13	77%	▲ 9%	2	50%	▼ 17%	15	73%	▲ 3%	1	100%	▲ 100%	1.01	0.88	0.98	1.89
Deaf or Hard of Hearing	15	67%	▲ 8%	3	67%	▼ 15%	18	67%	— 0%	1	100%	▲ 75%	0.87	1.17	0.89	1.89
Developmental	8	63%	▲ 8%	7	71%	▼ 4%	15	67%	▲ 7%	0	N/A	N/A	0.82	1.25	0.89	N/A
Learning	133	54%	▼ 6%	48	63%	▼ 4%	181	56%	▼ 5%	24	42%	▼ 12%	0.71	1.10	0.75	0.79
Mental	68	60%	▼ 2%	20	60%	▼ 10%	88	60%	▼ 3%	8	50%	▼ 10%	0.79	1.05	0.80	0.95
Mobility	6	50%	▼ 8%	2	0%	▼ 71%	8	38%	▼ 25%	0	N/A	N/A	0.65	0.00	0.50	N/A
Physical	41	71%	▼ 2%	12	67%	▼ 7%	53	70%	▼ 3%	0	N/A	N/A	0.92	1.17	0.93	N/A
Speech Impairment	10	40%	▼ 21%	7	43%	▼ 28%	17	41%	▼ 21%	4	25%	▼ 42%	0.52	0.75	0.55	0.47
Undisclosed	50	62%	▼ 14%	11	45%	▼ 35%	61	59%	▼ 15%	4	25%	▼ 25%	0.81	0.80	0.79	0.47
Another disability not listed	78	62%	▼ 5%	15	67%	▲ 2%	93	62%	▼ 5%	3	67%	▼ 17%	0.80	1.17	0.83	1.26

\*Mathematics Academic achievement is inclusive of Gr9 Destreamed and Gr10 Academic courses. Change is based on previous 2019-2020 Gr9 Academic+Applied and Gr10 Academic courses in order to provide a similar cohort for reference.

\*\*Values for "Academic & Applied" are based on combined student counts and are provided to support conversations on destreaming.



Table 4-B. Secondary Achievement in Grade 9 &amp; 10 ENGLISH, % Met Provincial Standard (2021-2022)

Secondary (Gr9&10) Course Achievement based on final report card marks, 2021-2022 Academic Year	Academic			Applied			Academic & Applied*			Locally Developed			Disproportionalities in Achievement			
	# Students	% Met Std.	Change vs. 2019-20	# Students	% Met Std.	Change vs. 2019-20	# Students	% Met Std.	Change vs. 2019-20	# Students	% Met Std.	Change vs. 2019-20	Academic	Applied	Academic & Applied*	Locally Developed
<b>All Students (District)</b>	<b>10,016</b>	<b>83%</b>	<b>▲ 2%</b>	<b>1,270</b>	<b>55%</b>	<b>▲ 6%</b>	<b>11,286</b>	<b>79%</b>	<b>▲ 4%</b>	<b>126</b>	<b>40%</b>	<b>▲ 6%</b>				
Multilingual Learners (ESL/ELD)	1,785	75%	▲ 5%	233	43%	▼ 1%	2,018	72%	▲ 6%	26	38%	▲ 4%	0.91	0.78	0.92	0.97
Low-SES	2,365	74%	▲ 3%	538	46%	▲ 2%	2,903	69%	▲ 5%	61	30%	— 0%	0.89	0.83	0.85	0.74
Female	5,029	88%	▲ 1%	490	59%	▲ 4%	5,519	85%	▲ 3%	34	41%	▲ 8%	1.06	1.07	1.03	1.04
Male	4,894	77%	▲ 4%	763	53%	▲ 7%	5,657	74%	▲ 6%	88	41%	▲ 6%	0.94	0.96	0.97	1.03
Self Identified Gender	79	76%	N/A	15	47%	N/A	94	71%	N/A	4	N/A	N/A	0.92	0.84	0.88	0.00
Gender Not Disclosed	14	79%	N/A	2	50%	N/A	16	75%	N/A	0	N/A	N/A	0.95	0.90	0.92	N/A
Indigenous	167	63%	▼ 2%	74	54%	▲ 15%	241	60%	▲ 5%	12	25%	▲ 7%	0.76	0.98	0.65	0.63
SpEd (excl. gifted)	1,814	68%	▲ 2%	724	56%	▲ 7%	2,538	65%	▲ 5%	106	40%	▲ 4%	0.82	1.02	0.71	1.00
<b>Valuing Voices Survey Respondents</b>																
<b>Indigenous Identity - All Respondents</b>	<b>5,734</b>	<b>85%</b>	<b>▲ 2%</b>	<b>543</b>	<b>58%</b>	<b>▲ 2%</b>	<b>6,277</b>	<b>83%</b>	<b>▲ 3%</b>	<b>54</b>	<b>41%</b>	<b>▲ 4%</b>				
Does not identify as Indigenous	5,552	86%	▲ 2%	494	59%	▲ 2%	6,046	83%	▲ 3%	43	42%	▲ 1%	1.01	1.01	1.01	1.03
First Nation	116	71%	▲ 4%	32	47%	▼ 5%	148	66%	▲ 3%	8	38%	▲ 30%	0.83	0.81	0.73	0.92
Métis	55	69%	▼ 2%	12	50%	▲ 6%	67	66%	— 0%	1	0%	— 0%	0.81	0.86	0.68	0.00
Inuit	25	56%	▼ 18%	9	56%	▲ 6%	34	56%	▼ 13%	3	33%	▲ 33%	0.66	0.96	0.70	0.82
<b>Race - All Respondents</b>	<b>5,622</b>	<b>85%</b>	<b>▲ 2%</b>	<b>527</b>	<b>58%</b>	<b>▲ 2%</b>	<b>6,149</b>	<b>83%</b>	<b>▲ 3%</b>	<b>50</b>	<b>38%</b>	<b>▲ 2%</b>				
Black	444	73%	▲ 3%	75	48%	▼ 3%	519	69%	▲ 2%	2	0%	▼ 31%	0.85	0.83	0.78	0.00
East Asian	662	95%	▲ 5%	11	55%	▼ 6%	673	94%	▲ 6%	0	N/A	N/A	1.11	0.94	1.25	N/A
Indigenous	125	68%	▼ 1%	30	57%	▲ 10%	155	66%	▲ 4%	5	20%	▲ 9%	0.80	0.98	0.64	0.53
Latino/Latina/Latinx	130	83%	▲ 3%	15	80%	▲ 44%	145	83%	▲ 9%	0	N/A	N/A	0.98	1.38	0.93	N/A
Middle Eastern	782	78%	▲ 3%	72	51%	▲ 2%	854	76%	▲ 4%	8	38%	▲ 14%	0.91	0.89	0.88	0.99
South Asian	471	90%	— 0%	21	57%	▼ 17%	492	88%	— 0%	1	100%	▲ 40%	1.05	0.99	1.12	2.63
Southeast Asian	216	87%	▲ 8%	18	72%	▲ 13%	234	86%	▲ 9%	1	100%	▲ 50%	1.02	1.25	1.09	2.63
White	3,307	86%	▲ 2%	317	61%	— 0%	3,624	84%	▲ 2%	34	41%	▲ 1%	1.01	1.05	1.01	1.08
Another race not listed	144	76%	▼ 7%	18	44%	▼ 10%	162	72%	▼ 6%	1	0%	▼ 17%	0.89	0.77	0.89	0.00
<b>Gender Identity - All Respondents</b>	<b>5,668</b>	<b>85%</b>	<b>▲ 2%</b>	<b>543</b>	<b>59%</b>	<b>▲ 3%</b>	<b>6,211</b>	<b>83%</b>	<b>▲ 3%</b>	<b>50</b>	<b>42%</b>	<b>▲ 5%</b>				
Boy or Man	2,716	81%	▲ 3%	327	56%	▲ 2%	3,043	78%	▲ 4%	34	41%	▲ 2%	0.94	0.95	0.98	0.98
Gender Fluid	26	81%	▲ 2%	1	100%	▲ 50%	27	81%	▲ 8%	0	N/A	N/A	0.95	1.71	1.00	N/A
Gender Non-Conforming	11	91%	▲ 14%	1	0%	▼ 75%	12	83%	▲ 7%	0	N/A	N/A	1.07	0.00	0.84	N/A
Girl or Woman	2,799	90%	▲ 1%	183	64%	▲ 2%	2,982	88%	▲ 2%	12	50%	▲ 15%	1.06	1.09	1.03	1.19
Non-Binary	39	77%	▼ 4%	8	63%	▼ 9%	47	74%	▼ 6%	0	N/A	N/A	0.90	1.07	0.88	N/A
Questioning	42	81%	▼ 8%	4	100%	▲ 42%	46	83%	▼ 2%	0	N/A	N/A	0.95	1.71	0.83	N/A
Trans Boy or Man	14	93%	▲ 2%	8	38%	▼ 5%	22	73%	▼ 12%	0	N/A	N/A	1.09	0.64	0.80	N/A
Trans Girl or Woman	12	92%	▲ 13%	4	0%	▼ 33%	16	69%	▼ 4%	0	N/A	N/A	1.08	0.00	0.55	N/A
Two-Spirit	7	71%	▼ 5%	3	67%	▲ 17%	10	70%	▼ 2%	0	N/A	N/A	0.84	1.14	1.06	N/A
Not Listed	45	78%	▲ 2%	9	56%	▲ 1%	54	74%	▲ 2%	1	0%	— 0%	0.91	0.95	0.82	0.00
Not Sure	38	87%	▲ 4%	7	43%	▲ 26%	45	80%	▲ 6%	3	33%	▲ 33%	1.02	0.73	1.08	0.79
Gender Diverse (composite)	172	82%	▲ 2%	35	51%	▼ 2%	207	77%	▲ 1%	1	0%	▼ 50%	0.96	0.88	0.89	0.00
<b>Self-Identified Disability - All Respondents</b>	<b>4,959</b>	<b>86%</b>	<b>▲ 2%</b>	<b>403</b>	<b>60%</b>	<b>▲ 5%</b>	<b>5,362</b>	<b>84%</b>	<b>▲ 3%</b>	<b>39</b>	<b>41%</b>	<b>▲ 6%</b>				
Does not identify as having a disability	4,610	86%	▲ 1%	284	60%	▲ 3%	4,894	85%	▲ 2%	16	38%	— 0%	1.01	0.99	1.02	0.91
Addiction(s)	18	56%	▼ 15%	6	83%	▲ 52%	24	63%	▲ 4%	1	0%	▼ 33%	0.65	1.39	0.72	0.00
Autism Spectrum Disorder	38	79%	▲ 12%	29	76%	▲ 15%	67	78%	▲ 13%	3	100%	▲ 36%	0.92	1.26	0.88	2.44
Blind or Low Vision	23	78%	▲ 28%	3	100%	▲ 67%	26	81%	▲ 33%	2	0%	▼ 100%	0.91	1.67	0.98	0.00
Chronic Pain	14	93%	▲ 24%	0	N/A	N/A	14	93%	▲ 25%	0	N/A	N/A	1.08	N/A	0.98	N/A
Deaf or Hard of Hearing	16	69%	▼ 7%	1	100%	▲ 60%	17	71%	— 0%	0	N/A	N/A	0.80	1.67	0.89	N/A
Developmental	9	89%	▲ 11%	6	50%	▲ 20%	15	73%	▲ 10%	0	N/A	N/A	1.04	0.83	0.89	N/A
Learning	129	77%	▲ 9%	65	63%	▲ 10%	194	72%	▲ 10%	13	31%	▲ 8%	0.89	1.05	0.75	0.75
Mental	73	77%	▲ 8%	28	54%	▲ 4%	101	70%	▲ 7%	7	43%	— 0%	0.89	0.89	0.80	1.04
Mobility	6	50%	▼ 33%	2	50%	— 0%	8	50%	▼ 29%	0	N/A	N/A	0.58	0.83	0.50	N/A
Physical	40	85%	▲ 8%	10	80%	▲ 13%	50	84%	▲ 9%	1	0%	▼ 67%	0.99	1.33	0.93	0.00
Speech Impairment	10	70%	▼ 2%	11	45%	▲ 5%	21	57%	▼ 5%	1	0%	▼ 100%	0.82	0.76	0.55	0.00
Undisclosed	49	76%	▼ 4%	9	44%	▼ 25%	58	71%	▼ 6%	6	50%	▲ 17%	0.88	0.74	0.79	1.22
Another disability not listed	74	80%	▲ 11%	20	70%	▲ 18%	94	78%	▲ 15%	0	N/A	N/A	0.93	1.17	0.83	N/A

\*Values for "Academic & Applied" are based on combined student counts and are provided to support conversations on destreaming.

Table 4-C. Secondary Achievement in Grade 9 &amp; 10 SCIENCE, % Met Provincial Standard (2021-2022)

Secondary (Gr9&10) Course Achievement based on final report card marks, 2021-2022 Academic Year	Academic			Applied			Academic & Applied*			Locally Developed			Disproportionalities in Achievement			
	# Students	% Met Std.	Change vs. 2019-20	# Students	% Met Std.	Change vs. 2019-20	# Students	% Met Std.	Change vs. 2019-20	# Students	% Met Std.	Change vs. 2019-20	Academic	Applied	Academic & Applied*	Locally Developed
<b>All Students (District)</b>	<b>9,741</b>	<b>79%</b>	<b>▲ 1%</b>	<b>1,441</b>	<b>54%</b>	<b>▲ 2%</b>	<b>11,182</b>	<b>73%</b>	<b>▼ 3%</b>	<b>334</b>	<b>48%</b>	<b>▼ 4%</b>				
Multilingual Learners (ESL/ELD)	1,864	76%	▲ 5%	314	49%	— 0%	2,178	67%	▼ 6%	87	43%	▲ 1%	0.96	0.91	0.95	0.88
Low-SES	2,289	72%	▲ 1%	586	48%	▼ 2%	2,875	65%	▼ 2%	182	45%	▼ 5%	0.91	0.90	0.88	0.93
Female	4,880	82%	▲ 1%	588	60%	▲ 3%	5,468	77%	▼ 2%	155	56%	▼ 3%	1.03	1.11	1.05	1.16
Male	4,777	76%	▲ 2%	830	50%	▲ 1%	5,607	69%	▼ 4%	179	41%	▼ 6%	0.97	0.93	0.96	0.86
Self Identified Gender	74	69%	N/A	18	39%	N/A	92	#####	N/A	0	N/A	N/A	0.87	0.72	0.83	N/A
Gender Not Disclosed	10	90%	N/A	5	40%	N/A	15	#####	N/A	0	N/A	N/A	1.14	0.74	0.97	N/A
Indigenous	147	61%	▲ 1%	64	42%	▼ 5%	211	54%	▼ 1%	13	54%	▲ 18%	0.77	0.78	0.73	1.12
SpEd (excl. gifted)	1,665	61%	▼ 2%	777	52%	▲ 3%	2,442	58%	▼ 1%	140	49%	▲ 1%	0.77	0.97	0.77	1.02
<b>Valuing Voices Survey Respondents</b>																
<b>Indigenous Identity - All Respondents</b>	<b>5,580</b>	<b>81%</b>	<b>▲ 1%</b>	<b>654</b>	<b>55%</b>	<b>▼ 2%</b>	<b>6,234</b>	<b>77%</b>	<b>▼ 1%</b>	<b>100</b>	<b>45%</b>	<b>▼ 6%</b>				
Does not identify as Indigenous	5,411	81%	▲ 1%	607	57%	▼ 2%	6,018	77%	▼ 2%	80	43%	▼ 11%	1.01	1.02	1.01	0.94
First Nation	109	58%	▼ 4%	33	33%	▼ 15%	142	56%	▲ 4%	11	36%	— 0%	0.72	0.60	0.67	0.81
Métis	53	70%	— 0%	10	60%	▲ 14%	63	63%	▼ 5%	6	100%	▲ 50%	0.86	1.08	0.87	2.22
Inuit	19	42%	▼ 20%	7	29%	▼ 9%	26	53%	▲ 14%	4	50%	▲ 7%	0.52	0.52	0.49	1.11
<b>Race - All Respondents</b>	<b>5,477</b>	<b>81%</b>	<b>▲ 1%</b>	<b>633</b>	<b>56%</b>	<b>▼ 2%</b>	<b>6,110</b>	<b>77%</b>	<b>▼ 2%</b>	<b>94</b>	<b>45%</b>	<b>▼ 6%</b>				
Black	429	67%	— 0%	95	46%	▼ 1%	524	63%	— 0%	13	31%	▼ 25%	0.83	0.83	0.81	0.69
East Asian	658	94%	▲ 3%	18	67%	▲ 2%	676	89%	▼ 4%	3	0%	▼ 75%	1.16	1.19	1.19	0.00
Indigenous	117	61%	▼ 4%	30	57%	▲ 2%	147	61%	▲ 1%	10	50%	▼ 14%	0.75	1.01	0.76	1.12
Latino/Latina/Latinx	119	80%	▲ 4%	21	67%	▲ 21%	140	69%	▼ 8%	2	0%	▼ 60%	0.98	1.19	0.99	0.00
Middle Eastern	765	76%	▲ 3%	96	46%	▼ 3%	861	69%	▼ 4%	32	47%	▲ 5%	0.94	0.82	0.92	1.05
South Asian	458	89%	▲ 1%	24	67%	▲ 7%	482	86%	▼ 1%	3	67%	▲ 30%	1.09	1.19	1.12	1.49
Southeast Asian	207	86%	▲ 2%	21	71%	▼ 1%	228	82%	▼ 3%	2	50%	▲ 17%	1.06	1.28	1.07	1.12
White	3,214	81%	▲ 1%	372	59%	▼ 2%	3,586	77%	▼ 1%	34	50%	▼ 7%	1.00	1.06	1.00	1.12
Another race not listed	139	71%	▼ 1%	24	42%	▼ 30%	163	72%	▲ 5%	2	0%	▼ 43%	0.88	0.75	0.85	0.00
<b>Gender Identity - All Respondents</b>	<b>5,521</b>	<b>81%</b>	<b>▲ 1%</b>	<b>650</b>	<b>55%</b>	<b>▼ 3%</b>	<b>6,171</b>	<b>77%</b>	<b>▼ 1%</b>	<b>100</b>	<b>45%</b>	<b>▼ 7%</b>				
Boy or Man	2,653	79%	▲ 3%	372	51%	▼ 2%	3,025	73%	▼ 3%	58	45%	▼ 9%	0.98	0.93	0.97	1.00
Gender Fluid	23	61%	▼ 10%	5	40%	▲ 4%	28	62%	▲ 5%	0	N/A	N/A	0.75	0.73	0.73	N/A
Gender Non-Conforming	12	58%	▼ 6%	1	0%	▼ 75%	13	66%	▲ 12%	1	100%	▲ 100%	0.72	0.00	0.69	2.22
Girl or Woman	2,724	83%	— 0%	236	60%	▼ 4%	2,960	81%	▼ 1%	39	46%	— 0%	1.03	1.08	1.04	1.03
Non-Binary	35	71%	▼ 4%	11	55%	▼ 7%	46	72%	▲ 5%	0	N/A	N/A	0.88	0.99	0.86	N/A
Questioning	41	68%	▼ 16%	7	71%	▼ 9%	48	84%	▲ 15%	0	N/A	N/A	0.84	1.30	0.88	N/A
Trans Boy or Man	13	62%	▼ 13%	12	42%	▼ 36%	25	75%	▲ 23%	1	0%	— 0%	0.76	0.76	0.67	0.00
Trans Girl or Woman	12	50%	▲ 11%	3	67%	▼ 13%	15	48%	▼ 6%	1	0%	▼ 50%	0.62	1.21	0.68	0.00
Two-Spirit	8	63%	▼ 15%	2	50%	▼ 10%	10	74%	▲ 14%	0	N/A	N/A	0.77	0.91	0.77	N/A
Not Listed	43	53%	▼ 15%	10	70%	▼ 8%	53	70%	▲ 14%	0	N/A	N/A	0.66	1.27	0.72	N/A
Not Sure	36	83%	▲ 11%	8	38%	▲ 4%	44	63%	▼ 12%	0	N/A	N/A	1.03	0.68	0.96	N/A
Gender Diverse (composite)	167	66%	▼ 7%	44	61%	▼ 6%	211	72%	▲ 7%	3	33%	▼ 13%	0.81	1.11	0.83	0.74
<b>Self-Identified Disability - All Respondents</b>	<b>4,852</b>	<b>82%</b>	<b>▲ 1%</b>	<b>496</b>	<b>56%</b>	<b>▼ 1%</b>	<b>5,348</b>	<b>78%</b>	<b>▼ 2%</b>	<b>86</b>	<b>48%</b>	<b>▼ 3%</b>				
Does not identify as having a disability	4,517	83%	▲ 1%	366	57%	— 0%	4,883	79%	▼ 2%	58	48%	▲ 6%	1.01	1.02	1.02	1.01
Addiction(s)	16	44%	▼ 12%	10	60%	▲ 24%	26	49%	▼ 1%	2	50%	▼ 25%	0.53	1.08	0.63	1.05
Autism Spectrum Disorder	35	77%	▲ 17%	26	42%	▼ 13%	61	59%	▼ 3%	2	50%	▼ 25%	0.94	0.76	0.78	1.05
Blind or Low Vision	24	63%	▲ 4%	5	80%	▲ 33%	29	55%	▼ 10%	1	100%	— 0%	0.76	1.44	0.82	2.10
Chronic Pain	13	62%	▼ 8%	2	50%	▼ 10%	15	68%	▲ 8%	0	N/A	N/A	0.75	0.90	0.75	N/A
Deaf or Hard of Hearing	13	69%	▼ 5%	3	67%	▲ 10%	16	71%	▲ 2%	5	80%	▲ 13%	0.84	1.20	0.86	1.68
Developmental	9	67%	▼ 3%	7	43%	▲ 3%	16	61%	▲ 4%	2	0%	▼ 80%	0.81	0.77	0.71	0.00
Learning	121	64%	▲ 1%	70	56%	▼ 1%	191	61%	▼ 1%	14	50%	▼ 9%	0.79	1.00	0.77	1.05
Mental	71	68%	▲ 3%	24	58%	— 0%	95	63%	▼ 2%	5	40%	▼ 33%	0.82	1.05	0.82	0.84
Mobility	6	0%	▼ 75%	2	0%	▼ 60%	8	72%	▲ 72%	0	N/A	N/A	0.00	0.00	0.00	N/A
Physical	39	69%	▼ 5%	12	50%	▼ 21%	51	74%	▲ 9%	0	N/A	N/A	0.84	0.90	0.81	N/A
Speech Impairment	10	50%	▲ 2%	8	38%	▼ 21%	18	52%	▲ 8%	3	33%	▼ 67%	0.61	0.67	0.56	0.70
Undisclosed	48	63%	▼ 19%	11	55%	▲ 15%	59	69%	▲ 8%	8	25%	▼ 50%	0.76	0.98	0.77	0.52
Another disability not listed	73	71%	▲ 3%	22	55%	▲ 7%	95	63%	▼ 5%	1	0%	▼ 40%	0.87	0.98	0.85	0.00

\*Values for "Academic & Applied" are based on combined student counts and are provided to support conversations on destreaming.

Table 5. Secondary Enrolment in Grade 9 MATHEMATICS, 2021-2022

**SUPPLEMENTAL** Secondary (Grade 9) Mathematics Course Enrolment based on final report card marks, 2021-2022 Academic Year	Total # Students	Destreamed**			Locally Developed			Disproportionalities in Enrolment	
		# Students	Enrolment (%)	Change vs. 2019-20	# Students	Enrolment (%)	Change vs. 2019-20	Destreamed	Locally Developed
<b>All Students (District)</b>	<b>6,048</b>	<b>5,770</b>	<b>95%</b>	<b>▲ 20%</b>	<b>278</b>	<b>5%</b>	<b>— 0%</b>		
Multilingual Learners (ESL/ELD)	1,159	1,104	95%	▲ 27%	55	5%	▼ 4%	1.00	1.03
Low-SES	1,738	1,594	92%	▲ 34%	144	8%	▼ 2%	0.96	1.80
Female	2,919	2,782	95%	▲ 18%	137	5%	— 0%	1.00	1.02
Male	3,059	2,919	95%	▲ 22%	140	5%	▼ 1%	1.00	1.00
Self Identified Gender	60	59	98%	N/A	1	2%	N/A	1.03	0.36
Gender Not Disclosed	10	10	100%	N/A	0	0%	N/A	1.05	0.00
Indigenous	123	117	95%	▲ 41%	6	5%	▼ 8%	1.00	1.06
SpEd (excl. gifted)	1,285	1,218	95%	▲ 42%	67	5%	▼ 3%	0.99	1.13
<b>Valuing Voices Survey Respondents</b>									
<b>Indigenous Identity - All Respondents</b>	<b>3,307</b>	<b>3,244</b>	<b>98%</b>	<b>▲ 16%</b>	<b>63</b>	<b>2%</b>	<b>▼ 1%</b>		
Does not identify as Indigenous	3,179	3,124	98%	▲ 15%	55	2%	▼ 1%	1.00	0.91
First Nation	91	84	92%	▲ 37%	7	8%	▼ 5%	0.94	4.04
Métis	31	30	97%	▲ 25%	1	3%	▼ 7%	0.99	1.69
Inuit	18	18	100%	▲ 47%	0	0%	▼ 12%	1.02	0.00
<b>Race - All Respondents</b>	<b>3,217</b>	<b>3,156</b>	<b>98%</b>	<b>▲ 16%</b>	<b>61</b>	<b>2%</b>	<b>▼ 1%</b>		
Black	270	258	96%	▲ 28%	12	4%	▼ 3%	0.97	2.34
East Asian	376	373	99%	▲ 5%	3	1%	— 0%	1.01	0.42
Indigenous	82	78	95%	▲ 37%	4	5%	▲ 2%	0.97	2.57
Latino/Latina/Latinx	62	61	98%	▲ 22%	1	2%	▼ 1%	1.00	0.85
Middle Eastern	Grey shaded	433	96%	▲ 21%	19	4%	▼ 1%	0.98	2.22
South Asian	234	232	99%	▲ 7%	2	1%	— 0%	1.01	0.45
Southeast Asian	114	114	100%	▲ 15%	0	0%	▼ 2%	1.02	0.00
White	1,884	1,857	99%	▲ 15%	27	1%	— 0%	1.00	0.76
Another race not listed	94	93	99%	▲ 20%	1	1%	▼ 3%	1.01	0.56
<b>Gender Identity - All Respondents</b>	<b>3,275</b>	<b>3,214</b>	<b>98%</b>	<b>▲ 16%</b>	<b>61</b>	<b>2%</b>	<b>▼ 1%</b>		
Boy or Man	1,624	1,589	98%	▲ 18%	35	2%	▼ 1%	1.00	1.16
Gender Fluid	14	14	100%	▲ 28%	0	0%	— 0%	1.02	0.00
Gender Non-Conforming	4	4	100%	▲ 38%	0	0%	▼ 8%	1.02	0.00
Girl or Woman	1,565	1,544	99%	▲ 13%	21	1%	▼ 1%	1.01	0.72
Non-Binary	20	19	95%	▲ 13%	1	5%	▲ 5%	0.97	2.68
Questioning	20	20	100%	▲ 7%	0	0%	— 0%	1.02	0.00
Trans Boy or Man	10	9	90%	▲ 5%	1	10%	▲ 5%	0.92	5.37
Trans Girl or Woman	11	9	82%	▲ 10%	2	18%	▼ 10%	0.83	9.76
Two-Spirit	6	5	83%	▲ 6%	1	17%	▲ 9%	0.85	8.95
Not Listed	23	22	96%	▲ 12%	1	4%	▲ 3%	0.97	2.33
Not Sure	26	25	96%	▲ 10%	1	4%	— 0%	0.98	2.06
Gender Diverse (composite)	96	91	95%	▲ 15%	5	5%	▲ 2%	0.97	2.80
<b>Self-Identified Disability - All Respondents</b>	<b>2,786</b>	<b>2,733</b>	<b>98%</b>	<b>▲ 15%</b>	<b>53</b>	<b>2%</b>	<b>▼ 1%</b>		
Does not identify as having a disability	2,549	2,512	99%	▲ 13%	37	1%	▼ 1%	1.00	0.76
Addiction(s)	10	9	90%	▲ 4%	1	10%	▲ 5%	0.92	5.26
Autism Spectrum Disorder	31	28	90%	▲ 28%	3	10%	▼ 5%	0.92	5.09
Blind or Low Vision	12	12	100%	▲ 16%	0	0%	▼ 4%	1.02	0.00
Chronic Pain	5	5	100%	▲ 20%	0	0%	— 0%	1.02	0.00
Deaf or Hard of Hearing	10	9	90%	▲ 23%	1	10%	— 0%	0.92	5.26
Developmental	5	5	100%	▲ 25%	0	0%	▼ 13%	1.02	0.00
Learning	94	86	91%	▲ 31%	8	9%	▲ 1%	0.93	4.47
Mental	45	41	91%	▲ 20%	4	9%	▲ 3%	0.93	4.67
Mobility	3	3	100%	▲ 15%	0	0%	— 0%	1.02	0.00
Physical	19	19	100%	▲ 29%	0	0%	▼ 3%	1.02	0.00
Speech Impairment	7	6	86%	▲ 18%	1	14%	▲ 5%	0.87	7.51
Undisclosed	35	32	91%	▲ 41%	3	9%	▼ 16%	0.93	4.51
Another disability not listed	55	53	96%	▲ 29%	2	4%	▼ 5%	0.98	1.91

\*\*Change for Destreamed based on previous combined Academic+Applied from 2019-20



**Table 6-A. Secondary Achievement in Grade 9 MATHEMATICS, % Met Provincial Standard (2021-2022)**

<b>**SUPPLEMENTAL**</b> <b>Secondary (Grade 9) Mathematics Achievement</b> <b>based on final report card marks, 2021-2022</b> <b>Academic Year</b>	Destreamed**			Locally Developed			Disproportionalities in Achievement	
	# Students	% Met Std.	Change vs. 2019-20	# Students	% Met Std.	Change vs. 2019-20	Destreamed	Locally Developed
<b>All Students (District)</b>	<b>5,770</b>	<b>71%</b>	<b>▲ 2%</b>	<b>278</b>	<b>63%</b>	<b>▲ 10%</b>		
Multilingual Learners (ESL/ELD)	1,104	64%	▲ 2%	55	56%	▲ 9%	0.90	0.90
Low-SES	1,594	60%	▲ 2%	144	57%	▲ 6%	0.84	0.90
Female	2,782	74%	▲ 2%	137	66%	▲ 14%	1.03	1.04
Male	2,919	69%	▲ 2%	140	60%	▲ 7%	0.97	0.95
Self Identified Gender	59	59%	N/A	1	100%	N/A	0.83	1.59
Gender Not Disclosed	10	60%	N/A	0	N/A	N/A	0.84	N/A
Indigenous	117	39%	▼ 15%	6	50%	▼ 7%	0.55	0.79
SpEd (excl. gifted)	1,218	47%	▼ 8%	67	46%	▼ 6%	0.66	0.74
<b>Valuing Voices Survey Respondents</b>								
<b>Indigenous Identity - All Respondents</b>	<b>3,244</b>	<b>75%</b>	<b>▲ 2%</b>	<b>63</b>	<b>44%</b>	<b>▼ 12%</b>		
Does not identify as Indigenous	3,124	76%	▲ 3%	55	47%	▼ 8%	1.01	1.06
First Nation	84	52%	▼ 5%	7	29%	▼ 46%	0.70	0.64
Métis	30	50%	▼ 16%	1	0%	▼ 25%	0.67	0.00
Inuit	18	44%	▼ 9%	0	N/A	N/A	0.59	N/A
<b>Race - All Respondents</b>	<b>3,156</b>	<b>75%</b>	<b>▲ 2%</b>	<b>61</b>	<b>46%</b>	<b>▼ 10%</b>		
Black	258	59%	▲ 2%	12	50%	▼ 7%	0.79	1.09
East Asian	373	92%	▲ 2%	3	33%	▲ 33%	1.22	0.73
Indigenous	78	46%	▼ 14%	4	50%	▼ 50%	0.61	1.09
Latino/Latina/Latinx	61	70%	▲ 5%	1	0%	▼ 67%	0.94	0.00
Middle Eastern	433	67%	▲ 2%	19	53%	▲ 10%	0.88	1.15
South Asian	232	82%	▼ 1%	2	100%	▲ 75%	1.10	2.18
Southeast Asian	114	82%	▲ 8%	0	N/A	N/A	1.10	N/A
White	1,857	76%	▲ 3%	27	37%	▼ 34%	1.02	0.81
Another race not listed	93	65%	▼ 4%	1	0%	▼ 100%	0.86	0.00
<b>Gender Identity - All Respondents</b>	<b>3,214</b>	<b>75%</b>	<b>▲ 2%</b>	<b>61</b>	<b>43%</b>	<b>▼ 14%</b>		
Boy or Man	1,589	73%	▲ 2%	35	43%	▼ 13%	0.98	1.01
Gender Fluid	14	57%	▼ 15%	0	N/A	N/A	0.76	N/A
Gender Non-Conforming	4	50%	▼ 17%	0	N/A	N/A	0.67	N/A
Girl or Woman	1,544	77%	▲ 3%	21	48%	▼ 10%	1.03	1.12
Non-Binary	19	68%	▲ 9%	1	0%	N/A	0.91	0.00
Questioning	20	65%	▼ 15%	0	N/A	N/A	0.87	N/A
Trans Boy or Man	9	56%	▼ 23%	1	0%	— 0%	0.74	0.00
Trans Girl or Woman	9	44%	▲ 4%	2	50%	— 0%	0.59	1.17
Two-Spirit	5	80%	▲ 13%	1	0%	— 0%	1.07	0.00
Not Listed	22	64%	▲ 6%	1	0%	▼ 100%	0.85	0.00
Not Sure	25	80%	▲ 24%	1	100%	— 0%	1.07	2.35
Gender Diverse (composite)	91	65%	▼ 2%	5	20%	▼ 30%	0.87	0.47
<b>Self-Identified Disability - All Respondents</b>	<b>2,733</b>	<b>77%</b>	<b>▲ 2%</b>	<b>53</b>	<b>47%</b>	<b>▼ 11%</b>		
Does not identify as having a disability	2,512	78%	▲ 3%	37	49%	▼ 12%	1.02	1.03
Addiction(s)	9	22%	▼ 40%	1	0%	— 0%	0.29	0.00
Autism Spectrum Disorder	28	68%	▲ 3%	3	67%	▲ 29%	0.89	1.41
Blind or Low Vision	12	58%	▼ 21%	0	N/A	N/A	0.76	N/A
Chronic Pain	5	80%	▲ 7%	0	N/A	N/A	1.05	N/A
Deaf or Hard of Hearing	9	78%	▲ 7%	1	100%	▲ 67%	1.02	2.12
Developmental	5	40%	▼ 17%	0	N/A	N/A	0.52	N/A
Learning	86	51%	▼ 14%	8	25%	▼ 33%	0.67	0.53
Mental	41	51%	▼ 18%	4	50%	▼ 10%	0.67	1.06
Mobility	3	67%	▼ 3%	0	N/A	N/A	0.87	N/A
Physical	19	63%	▼ 19%	0	N/A	N/A	0.83	N/A
Speech Impairment	6	17%	▼ 48%	1	100%	— 0%	0.22	2.12
Undisclosed	32	56%	▼ 17%	3	33%	▼ 27%	0.74	0.71
Another disability not listed	53	57%	▼ 15%	2	50%	▼ 50%	0.74	1.06

\*\*Change in achievement outcomes for Gr.9 Destreamed is based on previous combined Gr.9 Academic+Applied from 2019-2020.

**Table 6-B. Secondary Achievement in Grade 9 MATHEMATICS, Pass Rates (2021-2022)**

<b>**SUPPLEMENTAL**</b> Secondary (Grade 9) Mathematics Achievement based on final report card marks, 2021-2022 Academic Year	Destreamed**			Locally Developed			Disproportionalities in Achievement	
	# Students	% Passed	Change vs. 2019-20	# Students	% Passed	Change vs. 2019-20	Destreamed	Locally Developed
<b>All Students (District)</b>	<b>5,770</b>	<b>96%</b>	<b>— 0%</b>	<b>278</b>	<b>94%</b>	<b>▲ 5%</b>		
Multilingual Learners (ESL/ELD)	1,104	93%	— 0%	55	91%	▲ 2%	0.97	0.97
Low-SES	1,594	92%	▲ 1%	144	92%	▲ 4%	0.96	0.98
Female	2,782	96%	— 0%	137	94%	▲ 5%	1.00	1.01
Male	2,919	96%	▲ 1%	140	93%	▲ 4%	1.00	0.99
Self Identified Gender	59	81%	N/A	1	100%	N/A	0.85	1.07
Gender Not Disclosed	10	100%	N/A	0	N/A	N/A	1.05	N/A
Indigenous	117	86%	▼ 3%	6	83%	▲ 12%	0.90	0.89
SpEd (excl. gifted)	1,218	92%	▼ 1%	67	90%	▲ 2%	0.96	0.96
<b>Valuing Voices Survey Respondents</b>								
<b>Indigenous Identity - All Respondents</b>	<b>3,244</b>	<b>97%</b>	<b>— 0%</b>	<b>63</b>	<b>89%</b>	<b>▼ 8%</b>		
Does not identify as Indigenous	3,124	97%	— 0%	55	89%	▼ 7%	1.00	1.00
First Nation	84	90%	— 0%	7	86%	▼ 14%	0.94	0.96
Métis	30	87%	▼ 13%	1	100%	— 0%	0.90	1.13
Inuit	18	94%	▼ 6%	0	N/A	N/A	0.98	N/A
<b>Race - All Respondents</b>	<b>3,156</b>	<b>97%</b>	<b>— 0%</b>	<b>61</b>	<b>89%</b>	<b>▼ 8%</b>		
Black	258	95%	▲ 3%	12	92%	▼ 8%	0.99	1.04
East Asian	373	98%	▼ 1%	3	100%	— 0%	1.01	1.13
Indigenous	78	92%	▼ 5%	4	75%	▼ 25%	0.95	0.85
Latino/Latina/Latinx	61	100%	▲ 5%	1	100%	— 0%	1.03	1.13
Middle Eastern	433	94%	— 0%	19	89%	▲ 2%	0.97	1.01
South Asian	232	98%	▼ 1%	2	100%	— 0%	1.01	1.13
Southeast Asian	114	97%	▲ 1%	0	N/A	N/A	1.01	N/A
White	1,857	97%	— 0%	27	85%	▼ 15%	1.01	0.96
Another race not listed	93	94%	▼ 3%	1	100%	— 0%	0.97	1.13
<b>Gender Identity - All Respondents</b>	<b>3,214</b>	<b>97%</b>	<b>— 0%</b>	<b>61</b>	<b>89%</b>	<b>▼ 8%</b>		
Boy or Man	1,589	97%	— 0%	35	91%	▼ 5%	1.00	1.03
Gender Fluid	14	93%	▼ 2%	0	N/A	N/A	0.96	N/A
Gender Non-Conforming	4	100%	▲ 8%	0	N/A	N/A	1.03	N/A
Girl or Woman	1,544	97%	▼ 1%	21	86%	▼ 10%	1.00	0.97
Non-Binary	19	89%	▼ 1%	1	0%	#DIV/0!	0.93	0.00
Questioning	20	95%	▼ 3%	0	N/A	N/A	0.98	N/A
Trans Boy or Man	9	78%	▼ 22%	1	100%	— 0%	0.80	1.13
Trans Girl or Woman	9	89%	▼ 11%	2	100%	— 0%	0.92	1.13
Two-Spirit	5	100%	— 0%	1	100%	— 0%	1.03	1.13
Not Listed	22	100%	▲ 2%	1	100%	— 0%	1.03	1.13
Not Sure	25	100%	▲ 19%	1	100%	— 0%	1.03	1.13
Gender Diverse (composite)	91	95%	▼ 2%	5	80%	▼ 20%	0.98	0.90
<b>Self-Identified Disability - All Respondents</b>	<b>2,733</b>	<b>97%</b>	<b>— 0%</b>	<b>53</b>	<b>89%</b>	<b>▼ 9%</b>		
Does not identify as having a disability	2,512	97%	— 0%	37	92%	▼ 5%	1.00	1.04
Addiction(s)	9	89%	▲ 3%	1	0%	▼ 100%	0.92	0.00
Autism Spectrum Disorder	28	100%	▲ 4%	3	67%	▼ 33%	1.03	0.75
Blind or Low Vision	12	83%	▼ 8%	0	N/A	N/A	0.86	N/A
Chronic Pain	5	100%	— 0%	0	N/A	N/A	1.03	N/A
Deaf or Hard of Hearing	9	89%	▼ 11%	1	100%	— 0%	0.92	1.13
Developmental	5	80%	▼ 20%	0	N/A	N/A	0.82	N/A
Learning	86	92%	▼ 3%	8	75%	▼ 25%	0.95	0.85
Mental	41	95%	▲ 2%	4	75%	▼ 25%	0.98	0.85
Mobility	3	100%	— 0%	0	N/A	N/A	1.03	N/A
Physical	19	89%	▼ 8%	0	N/A	N/A	0.92	N/A
Speech Impairment	6	100%	▲ 5%	1	100%	— 0%	1.03	1.13
Undisclosed	32	94%	▼ 3%	3	100%	— 0%	0.97	1.13
Another disability not listed	53	91%	▼ 9%	2	50%	▼ 50%	0.93	0.56

\*\*Change in achievement outcomes for Gr.9 Destreamed is based on previous combined Gr.9 Academic+Applied from 2019-2020.

## Current Initiatives & Next Steps: Additional Details

The OCDSB has a number of key initiatives underway which are intended to narrow achievement gaps for specific groups of students and remove systemic barriers to their success. Many of these are detailed in the [Indigenous, Equity and Human Rights Roadmap](#) which provides a framework for work that is actively underway and/or planned. The following is an overview of some of the current key initiatives.

### Equity:

- Developed an anti-hate toolkit for staff on addressing bias, discrimination and hate in schools to create respectful and safe conditions for learning.
- Provided professional learning for instructional coaches focused on building competency in addressing inequities, discrimination and bias and embedding culturally responsive practices in classrooms.
- Expanded reach ahead and summer courses to support Indigenous, Black and 2SLGBTQ+ learners.
- Introduced two Identity specific guidance coaches focused on providing culturally appropriate practices and building capacity with guidance teams to support historically underserved students.
- Piloted gender inclusive physical education classes in several high schools this year which will continue to be available for students to access in the upcoming school year.

### Indigenous Education:

- Provided Indigenous students with the opportunity to interact with Indigenous educators, peers and community through land-based and community supported learning. This occurs on a monthly basis at MacSkimming Outdoor Education Center. The Indigenous Education Learning Team plans, and facilitates a variety of learning opportunities as a result of student driven requests for Indigenous knowledge and ways of knowing. Additional support is provided during the summer months as Indigenous students are able to participate in the Indigenous Summer Learning program. Students have many opportunities to learn through Indigenous knowledge and pedagogy. They also are able to learn the basics of Indigenous Languages. The Indigenous Education Learning Team also facilitates weekly Original Voices Youth Council meetings on Wednesday evenings throughout the school year. They also support with Indigenous Student Circles virtually and at some schools in the District.
- Supported staff in creating respectful and safe learning conditions for Indigenous students and their families. Indigenous Instructional coaches, Student Support Coordinators, Graduation Coaches, Social worker and the principal of Indigenous Education provide direction and support in a variety of ways on a daily basis. Staff meeting presentations, conversations, Lunch and Learns and classroom/school visits, creating and sharing info/resources through Newsletters, Currents Community and Instagram, responding to inquiries from educators through emails, phone calls and face to face interaction facilitate educator learning.

- Supported capacity building amongst educators through training and commitments to the TRC's Calls to Action. This work is collaborative and consultative in nature on a daily basis. All members of the Indigenous Education Learning Team participate in supporting through, but not limited to, the creation of Scope and Sequence documents, facilitation of NTIP sessions, working collaboratively with Instructional Coaches, through planning and implementation of Destreaming, changing the focus of the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices (NBE) from trauma and harm to brilliance, and through shared facilitation with central principals.
- Over the past couple of years the Team has grown to include Indigenous Graduation coaches at Canterbury, and Ottawa Technical Secondary School, a fourth Indigenous Student Support Coordinator, and an Indigenous Language Coordinator.
- Continued collaboration with Indigenous partners and community to teach and share cultural knowledge in schools - with Inuuqatigiit, Wabano, Odawa Friendship Center, Minwaashin Lodge, Tungasuvvignat Inuit, and other Indigenous community members.

#### **Innovation and Adolescent Learning:**

- The School Within a College (SWAC), runs in partnership with Algonquin College, and established in September 2020, has produced 67 high school graduates with 45 more set to graduate in June 2023. All of these students had left school and were re-engaged through the SWAC program, where they attend full time, in order to get them to the finish line with their diplomas. Programming for the students is highly individualized in order to meet their pathway goals. While earning their high school diplomas, this year's students are on track to earn 37 college credits. In September 2023, 27 plan to go to college, 6 are connecting with apprenticeships, and 7 are working and exploring future options (including 5 who plan to attend college the following year).
- The District's Dual Credit program with Algonquin (in this model students are still attending their high schools but take a single course with the college) provides students the opportunity to explore post secondary opportunities while earning a college and a high school credit simultaneously. Students have earned 200 college credits this school year.
- Expansion of the Authentic Student Learning Experience (ASLE) Tool supports credit accumulation taking into account student interests and pathways. The tool is being used by Student Success Teachers across the district to re-engage students by starting with their areas of interest and pathways and linking it to curricular expectations in order to earn credits and get back on track towards graduation. In semester one, approximately 140 ASLEs were attempted, aimed at saving 400 credits, and semester two numbers have increased.
- Evolution of the ASLE as a practice whereby teachers are embedding student driven instructional practices into classroom environments, enabling the recognition and celebration of authentic learning.
- A student success teacher has been assigned to the Family Reception Center (FRC) to support newcomers to Canada. By listening to their stories,

equivalency and prior learning credits are being granted to students based on their lived experiences to date. 111 students have earned 320 credits through this work. This accelerates the students journey to completing their OSSD while valuing prior learning.

- Experiential Learning is being supported throughout the District to engage students in innovative learning, while connecting schools with community partners. For example, students at Dunning Foubert elementary school partnered with Sir Guy Carleton to explore food insecurity and sustainability. Students engaged with planning, growing, harvesting and distributing food in the community and engaging with relevant experiential learning.  
<https://dunningfoubertes.ocdsb.ca/>
- Two Black studies courses (one grade 11 and one grade 12) have co-created by Black educators in the OCDSB. These courses are available to all students in the district and prioritize a celebration of Black history. Initially offered in-person, elearning options are currently under development.
- IAL connected with students from 6 secondary schools to complete a course selection survey. Students identified courses of interest that were not currently being offered at their schools, with the result of a change to course offerings at all schools based on their interest and pathways.
- Expansion and growth of eLearning in the OCDSB due to the mandatory eLearning requirement for graduation. eLearning sections have grown from 63 sections in 2022/23 to 110 sections in 2023/24, with need for additional sections. Focus is now on improving the learning experiences within the virtual classroom. Mini-courses.
- Through COVID the OCDSB was a leader in seeking creative approaches to ensure ongoing student engagement in learning. Co-operative education teachers, the instructional coach, and the system principal have expanded options for co-op to include part-time, full-time, paid, and virtual options. Further, to support students not yet ready for a full co-op experience, teachers have worked to build a series of smaller work related experiences to build student capacity and skills.
- Project True North which is designed to engage OCDSB students in primary document research focussing on the forgotten, and ignored, stories of Canadian history. The project's first focus has been the Black Canadian soldiers of the No 2 Construction Battalion from WWI; the research is being integrated into grade 10 History classes and aligns with the Equity Roadmap.
- *Pathway to Possibilities* (P2P) formerly (G8) is a professional learning community of eight schools that collaborate to focus on the needs of students who are falling behind in credit accumulation through a learner focused experience. Schools have been using student voice, data, and ongoing monitoring to reimagine learning experiences for underserved students in order to better meet their needs. Several examples include students co-designing final evaluations with teachers, Indigenous students earning credits for lived experiences, speaking with students to discover how they understand their own approach to learning, and co-creating culturally relevant learning spaces.
- Two schools receive additional student success support to create culturally

relevant learning experiences. This has supported the creation of an Indigenous Learning Experience program where 30 students have earned 90 credits. In another school, pathway interests serve to drive student learning such that 29 students have earned 48 credits. Each of these students has expressed increased confidence in their abilities as learners with a greater understanding of the importance of their lived experiences and pathway goals.

### **Learning Support Services:**

- Working collaboratively with several departments, Learning Support Services (LSS) is working to support the implementation of *The Third Path - A Relationship-Based Approach to Student Well-being and Achievement*. This work will help to reinforce setting the conditions for learning by creating intentional and responsive relationships across several key areas (e.g., identity, safety, belonging, etc.).
- A cross-departmental, multi-disciplinary team continues to explore the use of a Universal Screener to assist educators in identifying emerging student needs and determining appropriate instructional strategies to support students.
- Developed an online resource, *Learning Support Guide for Students with Special Education Needs (The Guide)*, that is designed to provide educators and administrators with comprehensive information about supports for students with special education needs. This includes the development of quality Individual Education Plans (IEPs) including a focus on the reason for developing an IEP, high yield strategies to support student learning, and articulating the key elements of quality special education programming in schools. In addition, an online parent resource is being designed to provide direct links to useful resources (i.e.: IEP and IPRC parent guides) and processes to support parents in navigating special education resources.
- With funding through the Supporting Students with Disabilities Grant from the Ministry of Education, LSS has taken on a project to learn more about supporting students with Mild Intellectual Disabilities across the district. This has included staffing a Program Evaluator and two teachers whose focus is on the inclusion of students in our General Learning Programs (specifically pathway planning for students in grade 8). It is expected that a fulsome report will be available in the early fall to help inform future direction with respect to decision making for inclusion for student with this exceptionality.
- Continuing to build social emotional learning skills (e.g., identifying and managing emotions, healthy relationships, coping skills and problem solving skills) through mental health promotion and prevention, helping to reduce the likelihood of mental health problems developing or reduces the intensity of pre-existing mental health difficulties.
- The revision of the Special Education Plan for the district is an annual task. The process ensures feedback from SEAC and parents/caregivers is received and considered in the revisions. In addition, the Plan ensures that the most up-to-date information regarding special education in our district is captured.

### Student Achievement Through Equity (SATE) Inquiry:

- Supporting collaborative work in 11 OCDSB elementary schools where educators and SATE Learning Coaches work together to ensure that every student succeeds academically and develops a positive sense of well-being. Educators engaged in the SATE Inquiry collaborate with SATE Learning Coaches to:
  - select three students of inquiry to build their understanding of teaching early literacy skills;
  - use learning progressions to identify students' strengths, areas for growth, and set learning goals;
  - develop their understanding of the instructional core to support student learning; and
  - reflect their understanding of culturally responsive assessment and instructional strategies through the use of protocols and self-reflection (e.g., observation protocol, feedback loop protocol, student/educator self-assessment tools).
- With the support of Community Education Liaisons (CELs), SATE school teams are building meaningful learning partnerships with families and community organizations. CELs support student learning by:
  - supporting caregivers/parents in meetings educators;
  - facilitate family literacy learning sessions (e.g., The Reading Partnership 10-week program, 2-hour Family Reading sessions, Report Card sessions); and
  - connecting families to health and community resources (e.g., hearing screening, vision clinic, after school programming, and tutoring services).

### Program and Learning:

- A detailed Scope and Sequence in all curricular areas in grades 1-8 has been developed cross-departmentally and is currently being employed across the system. Key instructional supports for both in-person and remote learning, diagnostic assessments, parent supports (Building Bridges) etc. have been embedded. Further considerations for CRRP, differentiation, and assessment continue to be added.
- District and school based destreaming cross departmental teams have been established including all departments to lead the work in destreaming. This work has involved cross-departmental support as well as cross-school learning re. key strategies, practices and supports that best address the needs of all learners through the lens of CRRP, universal design for learning and differentiation. The focus of this work serves to:
  - continue to build secondary principal capacity and efficacy around destreaming;
  - influence the structure of the secondary school timetables to better meet student needs and pathway choices;
  - influence the student support model, moving from a 'push out' to '**push in**' model;



- leverage student voice, agency and identity to tailor instruction and assessment;
- recentre mindset around instructional core through equity:
  - destreaming toward ***inclusion***;
  - instructional practice; and,
  - assessment and evaluation practices; and,
- align School Renewal Plans in destreaming around: reading comprehension, oral fluency and grade 7-10 Math across the curriculum.
- Working in partnership with Learning Support Services, a new reading intervention application, Lexia, was procured and provided to every school in the district.
- All parents of grade 8 students registered in locally developed courses in grade 9 are contacted and key information is shared to ensure that parents are fully aware of the pathway options based on their present course selections, as well as graduation rates based on course pathway etc. These phone calls have resulted in an increased enrollment in destreamed level courses at the grade 9 level.
- The Intensive Reading Intervention program (established in 2022) is a Summer Learning Program which is available to support students in kindergarten to Grade 9 to address identified gaps in reading. Schools involved have been identified based on multiple sources of data including raise index, student achievement and credit accumulation at the secondary level.
- A universal literacy screening tool (DIBELS) and a variety of new diagnostic tools were introduced to the system in 2022. These assessment tools provide educators with more precision in understanding and monitoring students' achievement in foundational literacy.

### **Support Specific to the Implementation of Destreaming, 2022-2023:**

#### *New Position: System Principal, Program and Learning, K-12 (Focus on Destreaming).*

Under the direction of the Superintendent of Program and Learning, the System Principal of Program and Learning assists in the review, development and implementation of the Ontario Ministry of Education's curriculum policy documentation including all destreamed curriculum. The System Principal plays a key role in leading the work of destreaming to include, but not limited to, the preparation for and implementation of Grade 9 and 10 destreaming of compulsory courses. The System Principal also assists in the development, implementation and evaluation of the District's programs and initiatives in support of effective instructional and assessment practice, aligned with the OCDSB Strategic Plan and the District's Renewal Support Plan, as well as support the work of destreaming at elementary and secondary.

#### *Secondary Lead Destreaming Teachers (funded through Student Success).*

To support the implementation of Grade 9 destreamed compulsory courses and the Grade 10 destreamed Mathematics course, twelve school based secondary teachers are acting as destreaming leads (school-based support) for this school year. These teachers are released for one period per semester to support a small number of schools with the implementation of the destreamed course. The Pathways to Possibilities

schools (Innovation and Adolescent Learning (IAL)) will be the key focus of support. Destreaming support is provided for the following courses:

- Grade 9/10 Destreamed Math; 3 teachers
- Grade 9 Destreamed English; 3 teachers
- Grade 9 Destreamed French; 2 teachers
- Grade 9 Destreamed Science; 2 teachers
- Grade 9 Destreamed Geography; 2 teachers

*Resources Purchased to Support Destreaming Implementation.*

Program and Learning (PAL) researched and distributed the following resources to secondary schools. Principals were asked to ensure that resources are used effectively in the identified curriculum areas. [Abridged Summary Chart of Resources Purchased for Schools](#)

*School Team Support (Principals, Department Heads, Grade 9/10 Teachers, Student Success Teachers (SSTs), Learning Support Teachers (LST), Guidance).* In a continued effort to support and collaborate with schools in the implementation of destreamed classes, school and subject specific teams within superintendencies and central departments (PAL, Indigenous Education, Equity, Student Achievement Through Equity (SATE), Learning Support Services (LSS), and IAL are working together to create toolkits, assessments and tasks to support educators throughout the 2022-2023 school year. These learning experiences are anchored in culturally relevant and responsive pedagogy, universal design for learning and differentiated instruction.

*Direction for Secondary Scheduling*

Principals were asked to ensure that teachers for destreamed courses included department heads and Teachers who are leaders in pedagogy and culturally relevant instructional practices. When building the schools' teaching timetable, the following order of scheduling courses was required:

- system classes scheduled first;
- destreamed courses scheduled next;
- locally developed and essential courses scheduled after destreamed classes.; and
- all destreamed classes and ESL/ELD courses for multilingual learners are privileged in specific classrooms that are student-centered. The focus of a student-centered classroom helps to ensure that the learning space is designed for inclusion, resources are readily available and space is student-centered.

Intentional staffing was promoted as a key aspect of scheduling, especially when scheduling to support historically underserved students. When scheduling, the following prompts were to be considered:

- Who are the students in that program area and do you notice patterns of over or under representation that would trigger a need to take action?
- What qualification(s), experience, and approaches would best support the learners in this program area?
- What skills are you looking for in the teacher who will teach the destreamed courses?

- How does the schedule support educators working with colleagues to further their learning, building a team approach to learning?
- How are section allocations ensuring all learners have equitable access to courses they need (for graduation, for pathway goals)?
- How are sections allocated to ensure balanced and equitable access to elective opportunities for all learners (for graduation, for pathway goals)?
- How are sections allocated and scheduled to meet student learning needs?
- Why do some classes need to run with fewer numbers of students and other classes run with higher numbers of students?
- How are sections allocated to maximize integration opportunities for students in system classes?