

Grade 9 Students Taking an English or Mathematics Course by Elementary School Delivery Model (Track)

English 2017-18

		Grade 8 Program Taken by Student				Total
Secondary Pathway	Elementary School Track	# of English Students	% of English Students	# of French Immersion Students	% of French Immersion Students	
Academic	Single	113	64%	92	98%	205
Applied	Single	59	33%	2	2%	61
Locally Developed	Single	5	3%	0	0%	5
Total		177	100%	94	100%	271
Academic	Multi	999	73%	1472	98%	2471
Applied	Multi	325	24%	28	2%	353
Locally Developed	Multi	46	3%	2	0%	48
Total		1370	100%	1502	100%	2872
Overall Total		1547	49%	1596	51%	3143

Mathematics 2017-18

		Grade 8 Program Taken by Student				Total
Secondary Pathway	Elementary School Track	# of English Students	% of English Students	# of French Immersion Students	% of French Immersion Students	
Academic	Single	108	50%	86	93%	194
Applied	Single	79	37%	6	7%	85
Locally Developed	Single	28	13%	0	0%	28
Total		215	100%	92	100%	307
Academic	Multi	927	65%	1416	94%	2343
Applied	Multi	401	28%	85	6%	486
Locally Developed	Multi	105	7%	3	0%	108
Total		1433	100%	1504	100%	2937
Overall Total		1648	51%	1596	49%	3244

Notes.

1. This data reflects student transitions from grade 8 (2016-2017) to grade 9 (2017-2018) in English and mathematics.
2. Elementary Track refers to the language(s) of instruction offered in a school beginning in grade 1. That is, schools that only offered English/core French or only French immersion were categorized as "Single" track; those that offered a combination of English/core French and French immersion options were categorized as "Multi" track.
3. Grade 7-12 schools have not been included in these figures.

