

# 2022-2023 STUDENT LEARNING UPDATE



**PART ONE:  
LEARNING  
OUTCOMES IN CORE  
ACADEMIC SKILLS**  
NOVEMBER 2023



**PART TWO:  
PREPARATION OF  
STUDENTS FOR  
FUTURE SUCCESS**  
FEBRUARY 2024



**PART THREE:  
STUDENT  
ENGAGEMENT AND  
WELL-BEING**  
SPRING 2024

**REPORTING SCHEDULE:** The Student Learning Update will be organized into three reports, using the structure outlined for the Student Achievement Plan from the Ministry of Education. This report contains **Part TWO**.



# INTRODUCTION



## OBJECTIVE AND SCOPE

To prepare our students for the future, we are working to ensure equitable access to quality programs. This involves opening pathways for students, empowering diverse perspectives, and dismantling barriers for underserved groups.

The data that follows is organized by:

- Student Survey Responses
- Elementary Program Enrolment
  - Achievement by Program
- Secondary (Gr. 9 & 10) Course Enrolment
  - Focus on Achievement in Gr. 9
- Credit Accumulation
- Graduation Rates

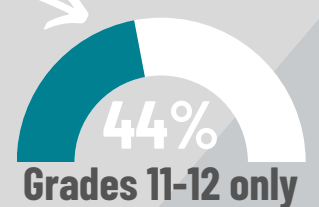
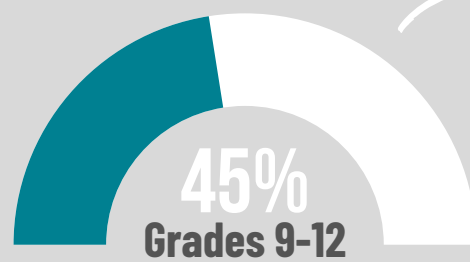
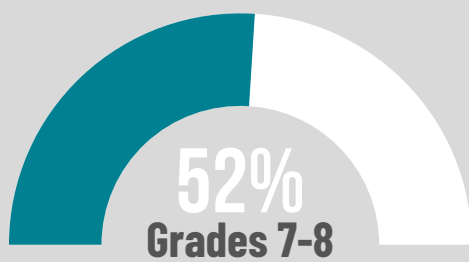


To monitor progress and inform ongoing planning to support underserved students, data is further explored by student demographic characteristics from our student information system and Valuing Voices survey. These results are highlighted below and detailed in the appendices attached.

## STUDENT PREPAREDNESS

In the 2022 Student School Climate Survey, students in grades 7 to 12 were asked to rate how strongly they agree or disagree with the statement: "I feel my school experience is preparing me well for post-secondary education."

Perceptions of preparedness are further explored by identity, and are reported in detail in Appendix C.



% responding: "I feel my school experience is preparing me well for post-secondary education."

Among students in grades 9 to 12, 45% of students agreed or strongly agreed that their school experience prepared them for post-secondary. A more focused look at students closer to graduation showed that only 44% of students in Grades 11 and 12 agreed. Younger students, however, had slightly more favourable responses, with 52% of grade 7 and 8 students agreeing with the statement.



# ELEMENTARY PROGRAM ENROLMENT (GR. 1-8)

ENG

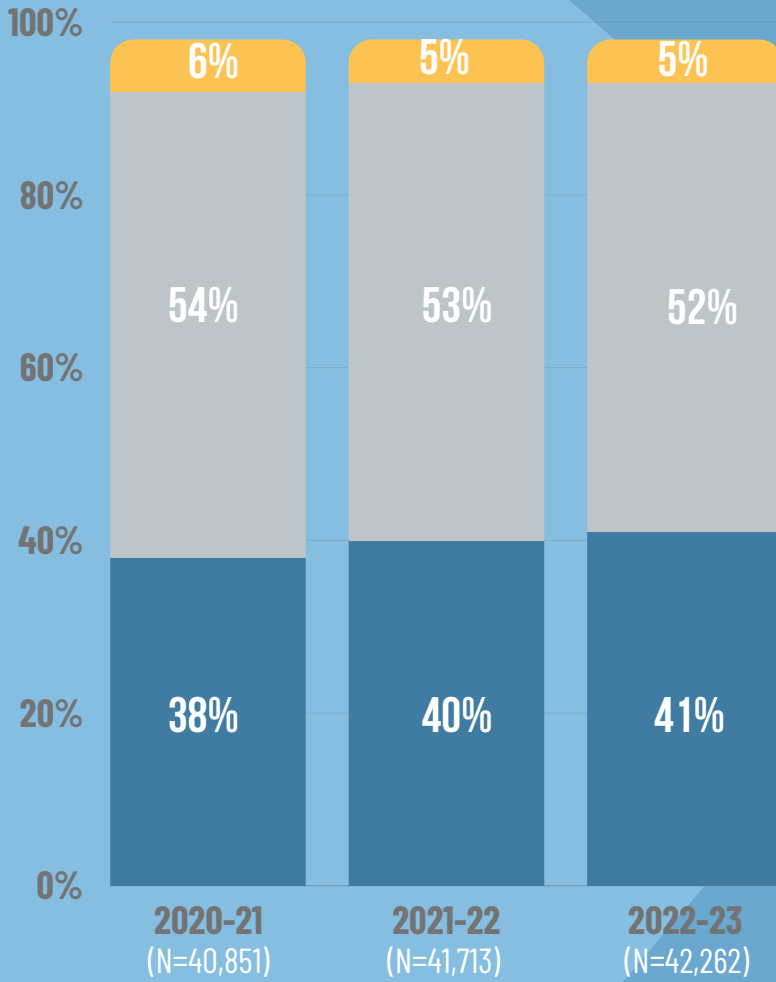
EFI

MFI

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

**EFI:** Early French Immersion

**MFI:** Middle French Immersion (offered starting Grade 4)



\*Stacked bars do not add to 100%; difference accounts for special education program enrolment

Elementary enrolment (grades 1-8) increased from 2020-2021 to 2022-2023, by 3.5%. More than half of our students continue to be enrolled in Early French Immersion.

Over the past three years, there has been a slight shift in the distribution of elementary enrolment, with English with Core French enrolment increasing and Early French Immersion enrolment decreasing.

Reports card data by program (Appendix C) shows that students enrolled in French Immersion programs (EFI and MFI) were more likely to meet the standard in all three subjects, as compared to their peers in English with Core French.

## GROUP LEVEL INSIGHTS

Most identified groups of students continue to be disproportionately overrepresented in the English program compared to French Immersion programs.

Progress is being made in reducing disproportionalities, most notably for students living in low-income neighbourhoods and students reporting self-identified gender.



ENROLMENT RATES IN ENGLISH WITH CORE FRENCH IN 2022-2023	N	% Enrol.	Change since 2021-22	Disprop. index
<b>ALL STUDENTS (GR.1-8)</b>	<b>42,262</b>	<b>41%</b>	<b>+ 2%</b>	<b>1.00</b>
MLL	7,429	75%	+2%	1.83
LOW-SES	14,693	55%	-1%	1.35
FEMALE	20,278	39%	+ 2%	0.94
MALE	21,811	43%	- 1%	1.05
SELF-IDENTIFIED GENDER	151	45%	- 1%	1.10
GENDER NOT DISCLOSED	22	64%	+ 14%	1.55
INDIGENOUS	781	61%	+1%	1.48
SPED (EXCL GIFTED)	7,351	56%	+ 1%	1.37

Color Legend:   
█ Overrepresented   
█ Underrepresented   
█ Equal representation

# SECONDARY COURSE ENROLMENT (GR. 9-10)

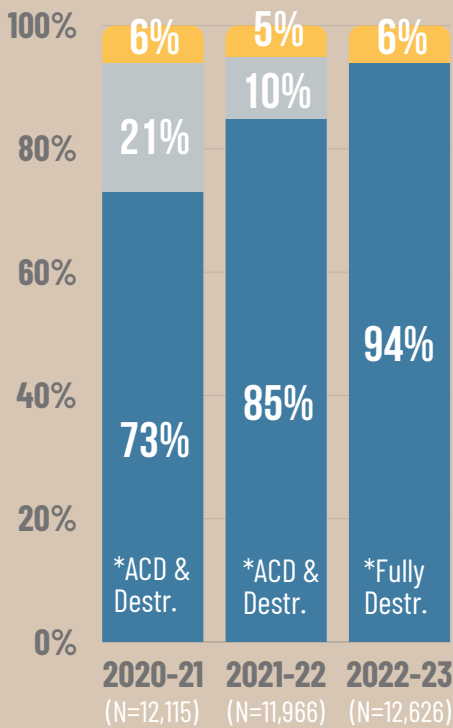
ACD\*

APP

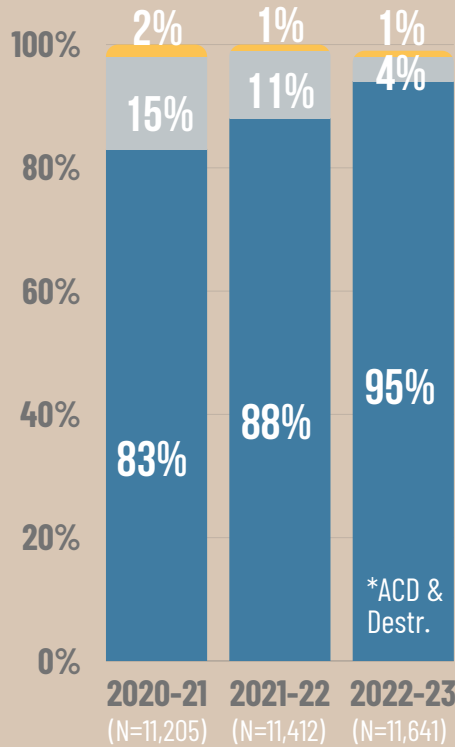
LDC

**ACD:** Academic Courses (Grade 9/10)  
**APP:** Applied Courses (Grade 9/10)  
**LDC:** Locally Developed Courses (Grade 9/10)

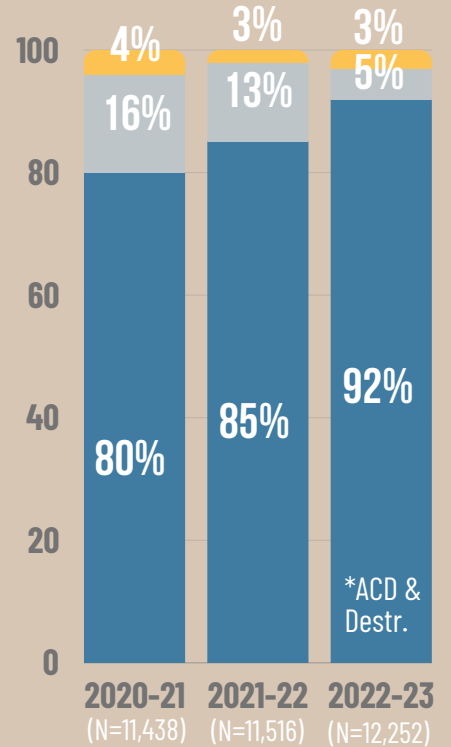
\*Includes destreamed courses where applicable



## MATHEMATICS



## ENGLISH



## SCIENCE

Enrolment in grade 9 and 10 Mathematics, English, and Science courses has shifted with destreaming efforts, giving students greater access to academic pathways. These efforts have improved access for students who identify as Indigenous, have special education needs, self-identified gender, and live in low-income neighbourhoods. For multilingual learners, although the gap closed for English and narrowed slightly for Science, it widened slightly for Mathematics.

### GROUP LEVEL INSIGHTS

ENROLMENT IN ACADEMIC & DESTREAMED COURSES IN 2022-23	MATHEMATICS (G9-10)				ENGLISH (G9-10)				SCIENCE (G9-10)			
	N	% Enrol.	Change since 2021-22	Disprop. index	N	% Enrol.	Change since 2021-22	Disprop. index	N	% Enrol.	Change since 2021-22	Disprop. index
<b>ALL STUDENTS</b>	12,626	94%	+9%	1.00	11,641	95%	+7%	1.00	12,252	92%	+7%	1.00
MLL	3,418	88%	+8%	0.93	2,473	95%	+8%	1.00	3,078	87%	+7%	1.00
LOW-SES	4,543	89%	+11%	0.95	3,658	93%	+12%	0.98	4,132	88%	+12%	0.98
FEMALE	6,096	94%	+8%	1.00	5,638	97%	+6%	1.01	5,960	93%	+6%	1.01
MALE	6,368	94%	+9%	1.00	5,830	94%	+9%	0.99	6,125	91%	+9%	0.99
SELF-IDENTIFIED GENDER	141	95%	+16%	1.01	150	93%	+13%	0.98	142	95%	+15%	0.98
GENDER NOT DISCLOSED	21*	90%	+10%	0.96	23*	87%	-1%	0.91	25	92%	+25%	0.91
INDIGENOUS	228	90%	+15%	0.96	240	83%	+17%	0.87	228	81%	+15%	0.87
SPED (EXCL GIFTED)	2,670	91%	+19%	0.97	2,677	85%	+17%	0.90	2,678	84%	+20%	0.90

\*Indicated a small sample, to be interpreted with caution due to unreliability of the estimate (Total Students N<30 and/or Reporting N<10).

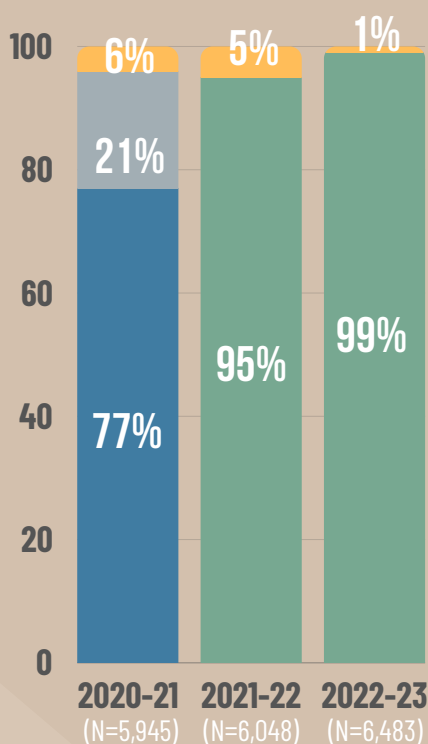
Color Legend:   
■ Overrepresented   
■ Underrepresented   
■ Equal representation



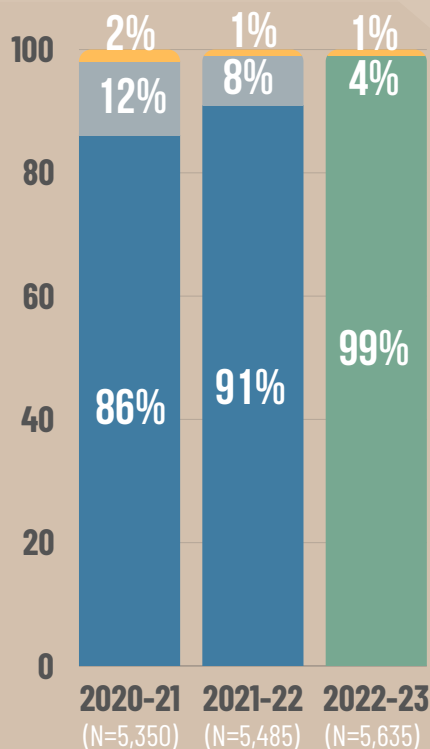
# ENROLMENT & ACHIEVEMENT - GRADE 9 FOCUS

ACD APP LDC DEST

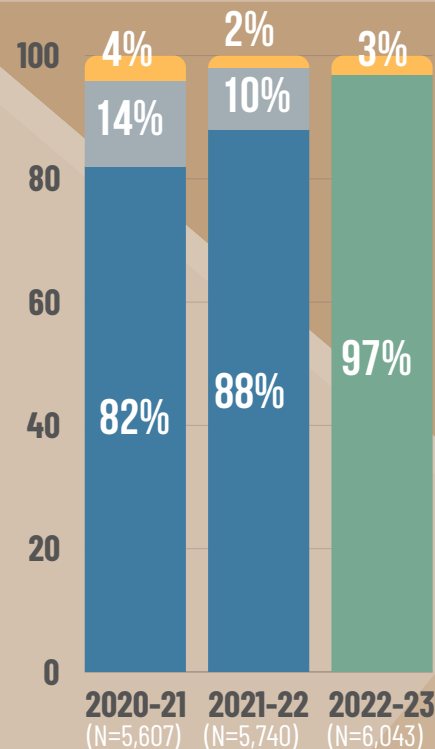
ACD: Academic Courses  
APP: Applied Courses  
LDC: Locally Developed Courses  
DEST: Destreamed courses



## MATHEMATICS



## ENGLISH



## SCIENCE

### PASS RATES IN DESTREAMED COURSES

Pass rates in grade 9 have remained steady at the District level, with more students earning credits that keep more pathways open to them. Although overall trends are promising, the data disaggregated by identity groups shows that progress reducing disproportionalities is mixed as is shown in Appendix C.

GRADE 9			ENROLMENT			% PASS		
			2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
MATH	ACD/APP*	DEST	5,679*	5,770	6,167	95%	96%	95%
	LDCC		266	278	316	92%	94%	85%
ENGLISH	ACD/APP	DEST	5,242	5,448	5,586	98%	97%	97%
	LDCC		108	37	49	84%	81%	65%
SCIENCE	ACD/APP	DEST	5,392	5,605	5,860	97%	97%	97%
	LDCC		215	135	183	91%	81%	76%

\*Destreaming in 69 Mathematics was implemented in some schools in 2020-2021

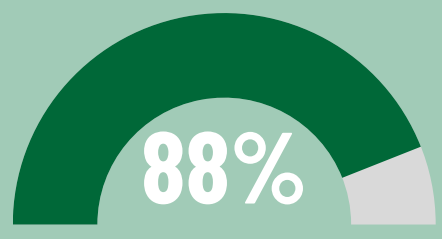
**NOTE:** For the years prior to destreaming, pass rates for Academic and Applied courses were combined to produce pass rates for comparison to the destreamed course.



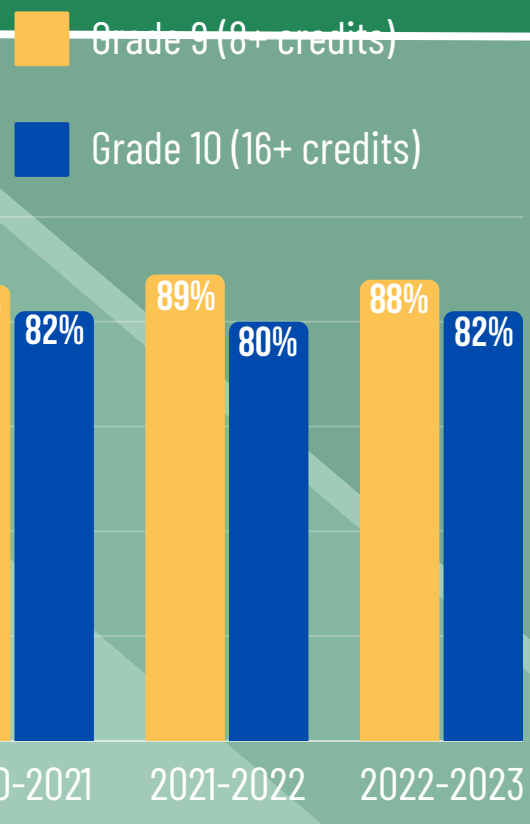
# CREDIT ACCUMULATION - GRADES 9 & 10

Most recent reports from the Ministry of Education show OCDSB graduation rates as being 2% higher than those province-wide.

*\*Note these are calculated based on Ministry datasets and are not replicable due to differences in methodology.*



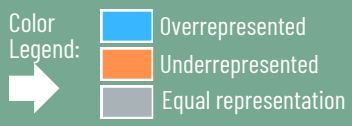
**4,618** graduated (OSSD or equivalent) of the 5,237 students in the 2018-2019 cohort (5-year).  
The vast majority of these students (**4,557**, 99%) graduated within 4 years.



## GROUP LEVEL INSIGHTS

% of students on track to graduate at the end of the 2021-2022 academic year	Grade 9 students (8+ credits)				Grade 10 students (16+ credits)			
	N	% On Track	Change since 2021-22	Disprop. index	N	% On Track	Change since 2021-22	Disprop. index
<b>ALL STUDENTS</b>	5,639	88%	-1%	1.00	5,714	82%	+1%	1.00
MLL	1,190	82%	-1%	0.93	1,319	74%	0%	0.91
LOW-SES	1,778	80%	-1%	0.90	1,821	73%	+4%	0.89
FEMALE	2,659	89%	-1%	1.01	2,768	83%	+1%	1.02
MALE	2,888	87%	-1%	0.99	2,866	80%	+1%	0.99
SELF-IDENTIFIED GENDER	81	83%	+7%	0.94	69	59%	-7%	0.73
GENDER NOT DISCLOSED	11*	82%	+2%	0.93	11*	64%	+14%	0.78
INDIGENOUS	102	73%	0%	0.82	131	54%	-4%	0.66
SPED (EXCL GIFTED)	1,388	75%	-1%	0.85	1,359	66%	+1%	0.81

\*Small sample caveat. To be interpreted with caution due to unreliability of the estimate as a result of small numbers (Total Students N<30 and/or Reporting N<10).



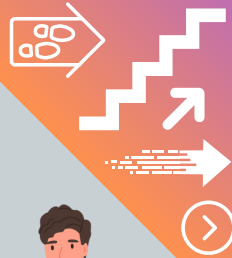
Disaggregation of data shows that those in underserved groups continue to be disproportionately represented among those not on track to graduate, including multilingual learners, students living in low-income neighbourhoods, students reporting self-identified gender, students who identify as Indigenous, and students with special education needs (excluding gifted).



# NEXT STEPS



The data shared captures key insights and highlights evidence of progress in creating opportunities for students, with high expectations for all. However, we know that our work has yet to meet the needs of every student and barriers exist that limit options and create harm for some students. As a result, we are using the data to be intentional in our next steps.



Increasing our awareness of 'who' our students are in given programming areas to ensure that student options are maximized while also ensuring that students with certain identities are not be only guided to specific options;



Creating and implementing system-wide structures to support and monitor students demonstrating the greatest need;

Renewing the Indigenous, Equity and Human Rights Roadmap as an important tool in facilitating learning with an equity focus;



Providing system-wide learning and school-based support to realize school learning plans;

Facilitating system-wide learning to broaden staff and student understanding of evidence of learning, triangulation, and what counts as demonstration of learning;

Facilitating system-wide learning to better understand and expand the student learning experience, student voice and agency, especially for underserved students;

Focusing at the school level on supporting choice and multiple pathways in programming options that supports achievement of their postsecondary pathway goal;



Actively reaching out to hear student voice on their learning experiences and use that information to inform the evolution of learning practices;

Recognizing that access to technology can serve as a barrier to learning and moving towards equitable access for all students; and



Sharing community literacy and mathematics resources which connect families with community resources that support student skills in these areas.

## Appendix C - Technical Considerations & Supplemental Tables

### Overview of supplemental material

**Tables 1 through 10 in Appendix C** provide detailed information on the Student (District population) and Respondent (*Valuing Voices* and *Student School Climate* Survey) data that provided the foundation for the disaggregated 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.

### Contextual considerations

- **Valuing Voices Survey data** was collected from students (grades 7-12) and their caregivers (for students in grades K-6) in the 2019-2020 school year, reflecting a subset of the population only. 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.
- **Student School Climate Survey data** was collected anonymously from students in grades 4 through 12 in the Spring of 2022, reflecting a subset of the population only. A single question related to student success and directed to students in Grades 7-12 has been included in this report. Overall survey response rates were 90% for students in grades 7-8, and 61% for students in grades 9-12, respectively. Due to its anonymous collection, identity-based reporting is based on responses from students who chose to self-identify on identity-based questions included in the Student School Climate Survey itself.
- **Grade 9 Mathematics courses were destreamed in 2021-2022, while Grade 10 Academic-level Mathematics were locally delivered as Destreamed in 2022-2023.** As a result, change for both enrolment and achievement in Grade 9 Destreamed Mathematics is based on previous Grade 9 Destreamed Mathematics in 2021-22. Reporting of enrolment for combined Grade 9 & 10 Destreamed Mathematics courses in 2022-23 has shifted to reflect local destreaming of Grade 10 Mathematics, and is inclusive of Gr9 Destreamed Mathematics and Gr10 Academic Mathematics.
- **Grade 9 English and Science courses were destreamed in 2022-2023.** Examination of enrolment and achievement outcomes for these courses follows a similar procedure as was used previously when reporting on Destreamed Grade 9 Mathematics in 2021-22. Specifically, Academic-level reporting for Grade 9 & 10 secondary courses within each subject is inclusive of Gr9-Destreamed and Gr10-Academic-level courses, while Applied-level reporting reflects Gr10-Applied courses exclusively. To support conversations with the respect to destreaming, secondary tables include "Academic & Applied" values based on combined enrolment across courses. For the purpose of calculating changes in enrolment rates for Grade 9 English and Science courses, 2021-2022 Academic-level courses were used as the point of comparison to illustrate the increase in the proportion of students for whom the academic pathway remains open. Conversely, changes in achievement for destreamed Grade 9 courses in 2022-23 are based on previous 2021-22 Grade 9 Applied and Academic courses (combined) in order to provide a similar cohort for reference.

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

#### *District-level disaggregation:*

- **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:** 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:**

- **Indigenous identity:** Does not identify as Indigenous, First Nations, Métis, Inuit
- **Race:** Black, East Asian, Indigenous, Latino/Latina/Latinx, Middle Eastern, South Asian, Southeast Asian, White, Another race not listed
- **Gender identity:** 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:** 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

**Technical considerations****The following formatting standards 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 (disproportionalities) 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.

Acronyms:	Elementary Programs (Gr.1-8)	Secondary Courses (Gr.9&10)
	ENG - English with Core French (includes	ACD - Academic
	EFI - Early French Immersion	APP - Applied
	MFI - Middle French Immersion (offered	LDCC - Locally Developed
	<b>District-level reporting groups:</b>	
	MLL - Multilingual learners (ESL/ELD)	
	Low-SES - Student residing in lower income neighbourhoods	
	INDG - Students who self-identify as Indigenous	
	SpED - Students with special education needs, excluding Gifted	

**Description of table contents:****Counts**

- **Total # Students** reflects the full District-level enrolment. For enrolment and achievement reporting, it reflects the cumulative enrolment across Programs (Elementary, Gr.1-8) or Courses (Secondary, by Subject) on which final marks are being reported.
- **# Students or Enrolment (#)** reflects the number of student within each reporting group (i.e., row) who were enrolled in the respective Program, Course, or Outcome specified by the column header. It is a subset of the larger District-level population.
- **# 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).

**Percentages**

- **Enrolment (%)** reflects the percentage of students who were enrolled in a specific course/program (# Students divided by Total # Students).
- **Proportion of Enrolment (%)** (Dual Credit and OYAP only) reflects the representation of a particular group of students (row) within a Program (Dual Credit or OYAP), as a percentage of the total District-level Enrolment. Due to the complexity in determining eligibility counts for these programs we are unable to compare these proportional enrolment values to population-level representation %s, and thus cannot calculate disproportionalities at this time.
- **% Met Std** or **% Passed** (Achievement) 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.

- **% Agreement** (School Climate) reflects the percentage of # Respondents who answered favourably (Agree or Strongly Agree), while **% On Track** (Credit Accumulation) reflects the percentage of # Students who attained the target number of credits for the grade-level specified.
- **% On Track** (Credit Accumulation) reflects the percentage of # Students who attained the target number of credits for the grade-level specified.

**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> (yellow fill)	... of students enrolled, meeting standard, passing (etc) compared to the general population
<b>similar percentage*</b> (no fill)	
<b>higher percentage</b> (blue fill)	
*less than 1% difference)	

#### Change Statistics:

- **Change vs. 2021-22** reflects the percentage-point difference between the Enrolment rate (%) or achievement outcome (% Met Std. or % Passed) in 2022-2023 and 2021-2022. Symbols are used to indicate an increase/no change/decrease over time:

<b>[▲ X%] increase of X percentage points</b>	...in the % of students enrolled, meeting standard, or passing, compared to 2021-2022
<b>[— 0%] &lt;1 percentage point difference</b>	
<b>[▼ X%] decrease of X percentage points</b>	
[N/A] Not reported due to no data being available in one of the reporting years	

- **Year-Over-Year Change** reflects the percentage-point difference between the Proportional Enrolment (%) for a particular group of students (row) in 2022-2023 and 2021-2022.

#### Disproportionality Indices:

- **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	...students are enrolled, meeting the provincial
<b>[values between 0 and 0.99]</b>	...enrolled in a particular program/course,
<b>[values above 1.00] proportionately more</b>	meeting/exceeding standard, or passing than
<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. Student Perceptions of Preparedness for Post Secondary Education (Student School Climate Survey, 2022)**

Student Agreement with the Statement "I feel my school experience is preparing me well for post-secondary education" on the Student School Climate Survey administered in Spring 2022.	District - Intermediate (Grades 7 & 8)		District - Secondary (Grades 9 to 12)		Senior Focus: Grades 11 & 12		Disproportionalities in Perceived Preparedness for Post Secondary Education		
	# Respondents	% Agreement	# Respondents	% Agreement	# Respondents	% Agreement	Intermediate (7 & 8)	Secondary (9 to 12)	Gr. 11 & 12 only
<b>All Student School Climate Respondents (District)</b>	<b>8,868</b>	<b>52%</b>	<b>13,874</b>	<b>45%</b>	<b>6,354</b>	<b>44%</b>			
<b>Gender Identity - All Respondents</b>	<b>9,315</b>	<b>49%</b>	<b>15,093</b>	<b>41%</b>	<b>6,994</b>	<b>39%</b>			
Male	4,616	54%	7,330	43%	3,347	41%	1.08	1.04	1.03
Female	4,022	47%	6,975	41%	3,325	40%	0.96	1.00	1.00
Self-identify in another way	491	30%	751	27%	314	28%	0.61	0.65	0.71
Prefer not to answer	438	33%	477	23%	200	22%	0.68	0.56	0.54
<b>Indigenous Identity - All Respondents</b>	<b>7,287</b>	<b>52%</b>	<b>11,102</b>	<b>44%</b>	<b>5,062</b>	<b>42%</b>			
No	7,005	53%	10,667	44%	4,849	42%	1.01	1.00	1.00
Yes	282	44%	435	42%	213	42%	0.84	0.95	1.00
First Nations	158	46%	259	41%	117	40%	0.87	0.92	0.95
Métis	87	34%	139	35%	72	36%	0.66	0.79	0.86
Inuit	64	33%	103	38%	61	41%	0.63	0.86	0.97
<b>Race - All Respondents</b>	<b>7,162</b>	<b>52%</b>	<b>11,232</b>	<b>44%</b>	<b>5,147</b>	<b>42%</b>			
Black	838	49%	1,103	40%	511	37%	0.95	0.90	0.87
East Asian	818	50%	1,516	44%	699	42%	0.97	1.01	1.01
Indigenous	284	39%	441	37%	197	39%	0.75	0.83	0.92
Latino/Latina/Latinx	258	44%	504	38%	249	40%	0.85	0.88	0.95
Middle Eastern	1,392	54%	1,796	45%	798	44%	1.04	1.02	1.06
South Asian	754	56%	1,140	47%	521	44%	1.09	1.07	1.05
Southeast Asian	292	47%	592	38%	284	36%	0.91	0.87	0.86
White	3,769	50%	6,441	42%	2,961	40%	0.96	0.95	0.94
A racial group not listed	350	43%	491	38%	218	41%	0.83	0.87	0.97
<b>Self-Identified Disability - All Respondents</b>	<b>6,661</b>	<b>54%</b>	<b>10,280</b>	<b>45%</b>	<b>4,744</b>	<b>44%</b>			
No	5,887	56%	8,839	47%	3,996	45%	1.03	1.03	1.03
Yes	774	40%	1,441	36%	748	36%	0.74	0.79	0.82
Addiction	135	27%	247	25%	128	25%	0.51	0.55	0.57
Autism spectrum Disorder (ASD)	130	28%	323	35%	174	36%	0.51	0.76	0.83
Blind or Low Vision	109	25%	158	30%	78	23%	0.46	0.66	0.53
Chronic Pain	81	22%	206	29%	114	31%	0.41	0.64	0.70
Deaf or Hard of Hearing	81	32%	130	33%	58	41%	0.59	0.73	0.95
Developmental Disability	94	27%	161	31%	84	35%	0.49	0.69	0.79
Learning Disability	354	38%	765	35%	388	36%	0.70	0.76	0.82
Mental Health Disability	277	31%	672	29%	356	31%	0.57	0.64	0.70
Mobility	56	20%	96	29%	48	31%	0.36	0.64	0.72
Physical Disability	87	28%	157	34%	69	38%	0.51	0.74	0.87
Speech Impairment	87	33%	151	30%	67	33%	0.62	0.66	0.75
A disability not listed	291	37%	374	30%	167	28%	0.68	0.65	0.65

\*Agreement rate based on combined "Agree" and "Strongly Agree" responses from participating students on the Student School Climate Survey (April 2022). Overall response rates were 90% for students in grades 7-8 and 61% for students in grades 9-12. Disaggregated reporting based on respective subsets of students who responded to each identity-based question within the Student School Climate Survey.

**Table 2.** Elementary (Gr.1-8) Program Enrolment, 2022-2023

Elementary (Gr.1-8) Enrolment based on the number of students with at least one final report card mark, 2022-2023 Academic Year	Total # Students w/ Program Information	English with Core French			Early French Immersion			Middle French Immersion			Disproportionalities in Enrolment		
		# Students	Enrolment (%)	Change vs. 2021-22	# Students	Enrolment (%)	Change vs. 2021-22	# Students	Enrolment (%)	Change vs. 2021-22	English with Core French	Early French Immersion	Middle French Immersion
<b>All Students (District)</b>	<b>42,262</b>	<b>17,368</b>	<b>41%</b>	<b>▲ 2%</b>	<b>21,903</b>	<b>52%</b>	<b>▼ 1%</b>	<b>1,990</b>	<b>5%</b>	<b>— 0%</b>			
Multilingual Learners (ESL/ELD)	7,429	5,573	75%	▲ 2%	1,226	17%	▼ 1%	503	7%	▼ 1%	1.83	0.32	1.44
Low-SES	14,693	8,089	55%	▼ 1%	5,500	37%	▲ 1%	662	5%	— 0%	1.35	0.72	0.95
Female	20,278	7,855	39%	▲ 2%	11,136	55%	▼ 1%	984	5%	— 0%	0.94	1.06	1.03
Male	21,811	9,431	43%	▲ 1%	10,688	49%	▼ 1%	997	5%	— 0%	1.05	0.95	0.97
Self Identified Gender	151	68	45%	▼ 1%	73	48%	▼ 1%	8	5%	▲ 2%	1.10	0.93	1.13
Gender Not Disclosed	22	14	64%	▲ 14%	6	27%	▼ 11%	1	5%	▲ 1%	1.55	0.53	0.97
Indigenous	781	476	61%	▲ 1%	231	30%	▼ 1%	29	4%	— 0%	1.48	0.57	0.79
SpEd (excl. gifted)	7,351	4,132	56%	▲ 1%	2,232	30%	— 0%	194	3%	▼ 1%	1.37	0.59	0.56
<b>Valuing Voices Survey Respondents</b>		0			0			0					
<b>Indigenous Identity - All Respondents</b>	<b>8,625</b>	<b>2,525</b>	<b>29%</b>	<b>— 0%</b>	<b>5,422</b>	<b>63%</b>	<b>— 0%</b>	<b>480</b>	<b>6%</b>	<b>— 0%</b>			
Does not identify as Indigenous	8,372	2,405	29%	▼ 1%	5,321	64%	— 0%	462	6%	— 0%	0.98	1.01	0.99
First Nation	190	95	50%	— 0%	69	36%	▼ 1%	16	8%	▲ 1%	1.71	0.58	1.51
Métis	74	33	45%	▲ 5%	36	49%	— 0%	3	4%	▼ 3%	1.52	0.77	0.73
Inuit	50	29	58%	▲ 8%	17	34%	▼ 2%	2	4%	▼ 5%	1.98	0.54	0.72
<b>Race - All Respondents</b>	<b>8,392</b>	<b>2,463</b>	<b>29%</b>	<b>— 0%</b>	<b>5,270</b>	<b>63%</b>	<b>— 0%</b>	<b>470</b>	<b>6%</b>	<b>— 0%</b>			
Black	577	238	41%	▲ 1%	293	51%	▼ 1%	33	6%	▲ 1%	1.41	0.81	1.02
East Asian	729	140	19%	▼ 2%	473	65%	▲ 1%	83	11%	▲ 2%	0.65	1.03	2.03
Indigenous	166	80	48%	▲ 2%	70	42%	▼ 2%	9	5%	▲ 1%	1.64	0.67	0.97
Latino/Latina/Latinx	166	50	30%	▲ 1%	102	61%	— 0%	8	5%	▼ 1%	1.03	0.98	0.86
Middle Eastern	1,266	525	41%	▼ 2%	610	48%	▲ 1%	96	8%	▲ 1%	1.41	0.77	1.35
South Asian	676	248	37%	— 0%	364	54%	▼ 1%	45	7%	— 0%	1.25	0.86	1.19
Southeast Asian	282	88	31%	▼ 1%	167	59%	▲ 1%	24	9%	▲ 1%	1.06	0.94	1.52
White	5,319	1,286	24%	— 0%	3,733	70%	— 0%	216	4%	— 0%	0.82	1.12	0.73
Another race not listed	258	97	38%	▲ 2%	143	55%	▼ 1%	10	4%	▼ 1%	1.28	0.88	0.69
<b>Gender Identity - All Respondents</b>	<b>8,222</b>	<b>2,401</b>	<b>29%</b>	<b>— 0%</b>	<b>5,174</b>	<b>63%</b>	<b>— 0%</b>	<b>460</b>	<b>6%</b>	<b>— 0%</b>			
Boy or Man	4,300	1,380	32%	— 0%	2,555	59%	— 0%	230	5%	— 0%	1.10	0.94	0.96
Gender Fluid	17	6	35%	— 0%	11	65%	▲ 6%	0	0%	— 0%	1.21	1.03	0.00
Gender Non-Conforming	22	6	27%	▼ 2%	15	68%	▲ 2%	1	5%	— 0%	0.93	1.08	0.81
Girl or Woman	3,948	1,032	26%	▼ 1%	2,630	67%	▲ 1%	233	6%	— 0%	0.90	1.06	1.05
Non-Binary	8	1	13%	▼ 18%	6	75%	▲ 15%	1	13%	▲ 3%	0.43	1.19	2.23
Questioning	15	5	33%	— 0%	10	67%	▲ 5%	0	0%	— 0%	1.14	1.06	0
Trans Boy or Man	4	3	75%	▲ 8%	1	25%	▼ 8%	0	0%	— 0%	2.57	0.40	0.00
Trans Girl or Woman	8	3	38%	▲ 8%	4	50%	— 0%	1	13%	▲ 3%	1.28	0.79	2.23
Two-Spirit	2	2	100%	— 0%	0	0%	— 0%	0	0%	— 0%	3.42	0.00	0.00
Not Listed	27	8	30%	▼ 1%	18	67%	▲ 8%	1	4%	▼ 3%	1.01	1.06	0.66
Not Sure	64	15	23%	▼ 1%	44	69%	▼ 2%	3	5%	— 0%	0.80	1.09	0.84
Gender Diverse (composite)	88	28	32%	▼ 2%	57	65%	▲ 5%	3	3%	— 0%	1.09	1.03	0.61
<b>Self-Identified Disability - All Respondents</b>	<b>7,930</b>	<b>2,290</b>	<b>29%</b>	<b>— 0%</b>	<b>5,012</b>	<b>63%</b>	<b>— 0%</b>	<b>451</b>	<b>6%</b>	<b>— 0%</b>			
Does not identify as having a disability	7,238	1,936	27%	▼ 1%	4,793	66%	— 0%	429	6%	— 0%	0.93	1.05	1.04
Addiction(s)	1	1	100%	— 0%	0	0%	— 0%	0	0%	— 0%	3.46	0.00	0.00
Autism Spectrum Disorder	203	109	54%	▲ 4%	39	19%	— 0%	6	3%	▲ 1%	1.86	0.30	0.52
Blind or Low Vision	8	5	63%	▲ 16%	2	25%	▼ 2%	0	0%	▼ 7%	2.16	0.40	0.00
Chronic Pain	0	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	N/A	N/A	N/A
Deaf or Hard of Hearing	34	13	38%	▲ 4%	17	50%	▼ 2%	1	3%	▼ 2%	1.32	0.79	0.52
Developmental	95	46	48%	▲ 4%	16	17%	▼ 2%	1	1%	▼ 1%	1.68	0.27	0.19
Learning	312	172	55%	▲ 6%	96	31%	▼ 2%	5	2%	▼ 1%	1.91	0.49	0.28
Mental	97	43	44%	▼ 1%	38	39%	— 0%	3	3%	▲ 1%	1.54	0.62	0.54
Mobility	12	8	67%	— 0%	2	17%	▼ 8%	1	8%	▲ 8%	2.31	0.26	1.47
Physical	46	24	52%	▲ 4%	9	20%	▼ 7%	2	4%	▲ 1%	1.81	0.31	0.76
Speech Impairment	92	53	58%	▲ 6%	18	20%	▼ 1%	1	1%	▲ 1%	1.99	0.31	0.19
Undisclosed	21	9	43%	▼ 1%	10	48%	— 0%	1	5%	▲ 1%	1.48	0.75	0.84
Another disability not listed	131	66	50%	▲ 4%	44	34%	▼ 4%	5	4%	▼ 1%	1.74	0.53	0.67

\*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 3-A. Elementary (Grade 1-8) Achievement in MATHEMATICS by PROGRAM, % Met Provincial Standard (2022-2023)**

Elementary (Gr.1-8) Achievement based on final (June) report card marks, 2022-2023 Academic Year	Total # Students	Mathematics			Disproportionalities in Achievement
		# Marks	% Met Std.	Change vs. 2021-22	
All Students (District)	42,831	42,614	81%	▼ 1%	
ENG Programs (Alt+Reg)	17,368	17,228	74%	▼ 1%	0.91
EFI Program	21,903	21,884	86%	▼ 1%	1.07
MFI Program	1,990	1,987	85%	▼ 1%	1.05

**Table 3-B. Elementary (Grade 1-8) Achievement in LANGUAGE by PROGRAM, % Met Provincial Standard (2022-2023)**

Elementary (Gr.1-8) Achievement based on final (June) report card marks, 2022-2023 Academic Year	Total # Students	Language* (Reading & Writing)			Language - Reading			Language - Writing			Disproportionalities in Achievement		
		# Marks	% Met Std.	Change vs. 2021-22	# Marks	% Met Std.	Change vs. 2021-22	# Marks	% Met Std.	Change vs. 2021-22	Language (R&W)	Language - Reading	Language - Writing
All Students (District)	42,831	78,665	79%	▼ 2%	39,342	82%	▼ 1%	39,323	77%	▼ 3%			
ENG Programs (Alt+Reg)	17,368	34,481	73%	▼ 1%	17,247	76%	▬ 0%	17,234	70%	▼ 2%	0.92	0.93	0.91
EFI Program	21,903	37,239	85%	▼ 2%	18,620	86%	▼ 2%	18,619	83%	▼ 2%	1.06	1.05	1.08
MFI Program	1,990	3,970	88%	▼ 2%	1,985	89%	▬ 0%	1,985	86%	▼ 4%	1.10	1.08	1.12

**Table 3-C. Elementary (Grade 1-8) Achievement in FRENCH by PROGRAM: % Met Provincial Standard (2022-2023)**

Elementary (Gr.1-8) Achievement based on final (June) report card marks, 2022-2023 Academic Year	Total # Students	French* (Reading & Writing)			French - Reading			French - Writing			Disproportionalities in Achievement		
		# Marks	% Met Std.	Change vs. 2021-22	# Marks	% Met Std.	Change vs. 2021-22	# Marks	% Met Std.	Change vs. 2021-22	French (R&W)	French - Reading	French - Writing
All Students (District)	42,831	80,157	75%	▼ 1%	40,200	75%	▼ 1%	39,957	74%	▼ 1%			
ENG Programs (Alt+Reg)	17,368	30,656	74%	▼ 2%	15,422	74%	▼ 2%	15,234	74%	▼ 2%	0.99	0.98	1.00
EFI Program	21,903	43,712	75%	▼ 1%	21,862	75%	▼ 1%	21,850	74%	▼ 1%	1.00	1.00	0.99
MFI Program	1,990	3,972	82%	▲ 1%	1,987	83%	▲ 1%	1,985	81%	▲ 1%	1.09	1.10	1.09

\*French (Reading & Writing) and Language (Reading & Writing) results are based on the total number of available marks across both strands in each subject, respectively. 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 4-A. Secondary Enrolment in Grade 9 &amp; 10 MATHEMATICS, 2022-2023

Secondary (Gr.9&10) Course Enrolment based on available final report card marks, 2022-2023 Academic Year	Total # Students	Destreamed*			Locally Developed			Disproportionalities in Enrolment	
		# Students	Enrolment (%)	Change vs. 2021-22	# Students	Enrolment (%)	Change vs. 2021-22	Destreamed*	Locally Developed
<b>All Students (District)</b>	<b>12,626</b>	<b>11,852</b>	<b>94%</b>	<b>▲ 9%</b>	<b>774</b>	<b>6%</b>	<b>▲ 1%</b>		
Multilingual Learners (ESL/ELD)	3,418	2,994	88%	▲ 8%	424	12%	▲ 2%	0.93	2.02
Low-SES	4,543	4,065	89%	▲ 11%	478	11%	▲ 1%	0.95	1.72
Female	6,096	5,739	94%	▲ 8%	357	6%	▲ 1%	1.00	0.96
Male	6,368	5,960	94%	▲ 9%	408	6%	▲ 1%	1.00	1.05
Self Identified Gender	141	134	95%	▲ 16%	7	5%	▼ 1%	1.01	0.81
Gender Not Disclosed	21	19	90%	▲ 10%	2	10%	▲ 3%	0.96	1.55
Indigenous	228	206	90%	▲ 15%	22	10%	— 0%	0.96	1.57
SpEd (excl. gifted)	2,670	2,428	91%	▲ 19%	242	9%	▲ 1%	0.97	1.48
<b>Valuing Voices Survey Respondents</b>									
<b>Indigenous Identity - All Respondents</b>	<b>4,240</b>	<b>4,109</b>	<b>97%</b>	<b>▲ 8%</b>	<b>131</b>	<b>3%</b>	<b>▲ 1%</b>		
Does not identify as Indigenous	4,094	3,975	97%	▲ 8%	119	3%	▲ 1%	1.00	0.94
First Nation	100	93	93%	▲ 17%	7	7%	▼ 5%	0.96	2.27
Métis	40	37	93%	▲ 8%	3	8%	▲ 1%	0.95	2.43
Inuit	26	23	88%	▲ 17%	3	12%	— 0%	0.91	3.73
<b>Race - All Respondents</b>	<b>4,123</b>	<b>3,997</b>	<b>97%</b>	<b>▲ 8%</b>	<b>126</b>	<b>3%</b>	<b>▲ 1%</b>		
Black	327	306	94%	▲ 13%	21	6%	▲ 2%	0.97	2.10
East Asian	366	363	99%	▲ 1%	3	1%	— 0%	1.02	0.27
Indigenous	86	81	94%	▲ 19%	5	6%	▼ 4%	0.97	1.90
Latino/Latina/Latinx	73	71	97%	▲ 14%	2	3%	▲ 1%	1.00	0.90
Middle Eastern	569	553	97%	▲ 12%	16	3%	▼ 3%	1.00	0.92
South Asian	291	282	97%	▲ 3%	9	3%	▲ 2%	1.00	1.01
Southeast Asian	139	138	99%	▲ 8%	1	1%	▲ 1%	1.02	0.24
White	2,558	2,483	97%	▲ 9%	75	3%	▲ 1%	1.00	0.96
Another race not listed	119	116	97%	▲ 12%	3	3%	▲ 1%	1.01	0.82
<b>Gender Identity - All Respondents</b>	<b>4,160</b>	<b>4,028</b>	<b>97%</b>	<b>▲ 8%</b>	<b>132</b>	<b>3%</b>	<b>▲ 1%</b>		
Boy or Man	2,110	2,038	97%	▲ 9%	72	3%	▲ 1%	1.00	1.08
Gender Fluid	16	16	100%	▲ 29%	0	0%	▼ 3%	1.03	N/A
Gender Non-Conforming	4	4	100%	▲ 8%	0	0%	— 0%	1.03	N/A
Girl or Woman	1,962	1,910	97%	▲ 7%	52	3%	▲ 1%	1.01	0.84
Non-Binary	23	22	96%	▲ 25%	1	4%	— 0%	0.99	1.37
Questioning	25	24	96%	▲ 13%	1	4%	▲ 4%	0.99	1.26
Trans Boy or Man	13	12	92%	▲ 28%	1	8%	▲ 4%	0.95	2.42
Trans Girl or Woman	15	14	93%	▲ 17%	1	7%	▼ 5%	0.96	2.10
Two-Spirit	8	4	50%	▼ 20%	4	50%	▲ 40%	0.52	15.76
Not Listed	25	23	92%	▲ 16%	2	8%	▲ 4%	0.95	2.52
Not Sure	31	31	100%	▲ 22%	0	0%	▼ 7%	1.03	N/A
Gender Diverse (composite)	114	105	92%	▲ 15%	9	8%	▲ 4%	0.95	2.49
<b>Self-Identified Disability - All Respondents</b>	<b>3,644</b>	<b>3,540</b>	<b>97%</b>	<b>▲ 8%</b>	<b>104</b>	<b>3%</b>	<b>— 0%</b>		
Does not identify as having a disability	3,266	3,201	98%	▲ 7%	65	2%	— 0%	1.01	0.70
Addiction(s)	9	7	78%	▲ 13%	2	22%	▲ 8%	0.80	7.79
Autism Spectrum Disorder	57	51	89%	▲ 28%	6	11%	— 0%	0.92	3.69
Blind or Low Vision	15	12	80%	▲ 3%	3	20%	▲ 20%	0.82	7.01
Chronic Pain	6	5	83%	▲ 2%	1	17%	▲ 10%	0.86	5.84
Deaf or Hard of Hearing	18	15	83%	▲ 4%	3	17%	▲ 11%	0.86	5.84
Developmental	10	6	60%	▲ 7%	4	40%	▲ 40%	0.62	14.02
Learning	182	163	90%	▲ 25%	19	10%	▼ 1%	0.92	3.66
Mental	65	58	89%	▲ 18%	7	11%	▲ 2%	0.92	3.77
Mobility	3	1	33%	▼ 42%	2	67%	▲ 67%	0.34	23.36
Physical	27	21	78%	— 0%	6	22%	▲ 22%	0.80	7.79
Speech Impairment	11	9	82%	▲ 34%	2	18%	▼ 1%	0.84	6.37
Undisclosed	40	34	85%	▲ 8%	6	15%	▲ 9%	0.87	5.26
Another disability not listed	75	68	91%	▲ 9%	7	9%	▲ 6%	0.93	3.27

\*Destreamed enrolment in 2022-23 is inclusive of Gr9 Destreamed Mathematics (MPM1W) and Gr10 Academic Mathematics (MPM2D, locally delivered as Destreamed); change is based on Gr9 Destreamed Mathematics & Gr10 Academic Mathematics enrolment in 2021-22.







Table 5-A. Secondary Enrolment in Grade 9 MATHEMATICS, 2022-2023

Secondary (Gr.9) Course Enrolment based on available final report card marks, 2022-2023 Academic Year	Total # Students	Destreamed			Locally Developed			Disproportionalities in Enrolment	
		# Students	Enrolment (%)	Change vs. 2021-22	# Students	Enrolment (%)	Change vs. 2021-22	Destreamed	Locally Developed
<b>All Students (District)</b>	<b>6,483</b>	<b>6,167</b>	<b>95%</b>	<b>— 0%</b>	<b>316</b>	<b>5%</b>	<b>— 0%</b>		
Multilingual Learners (ESL/ELD)	1,678	1,506	90%	▼ 2%	172	10%	▲ 2%	0.94	2.10
Low-SES	2,288	2,097	92%	— 0%	191	8%	— 0%	0.96	1.71
Female	3,103	2,978	96%	▲ 1%	125	4%	▼ 1%	1.01	0.83
Male	3,283	3,097	94%	▼ 1%	186	6%	▲ 1%	0.99	1.16
Self Identified Gender	86	82	95%	▼ 3%	4	5%	▲ 3%	1.00	0.95
Gender Not Disclosed	11	10	91%	▼ 9%	1	9%	▲ 9%	0.96	1.87
Indigenous	118	109	92%	▼ 3%	9	8%	▲ 3%	0.97	1.56
SpEd (excl. gifted)	1,412	1,297	92%	▼ 3%	115	8%	▲ 3%	0.97	1.67
<b>Valuing Voices Survey Respondents</b>									
<b>Indigenous Identity - All Respondents</b>	<b>1,267</b>	<b>1,234</b>	<b>97%</b>	<b>▼ 1%</b>	<b>33</b>	<b>3%</b>	<b>▲ 1%</b>		
Does not identify as Indigenous	1,230	1,200	98%	▼ 1%	30	2%	▲ 1%	1.00	0.94
First Nation	23	21	91%	▼ 1%	2	9%	▲ 1%	0.94	3.34
Métis	12	12	100%	▲ 3%	0	0%	▼ 3%	1.03	N/A
Inuit	9	8	89%	▼ 11%	1	11%	▲ 11%	0.91	4.27
<b>Race - All Respondents</b>	<b>1,227</b>	<b>1,196</b>	<b>97%</b>	<b>▼ 1%</b>	<b>31</b>	<b>3%</b>	<b>▲ 1%</b>		
Black	84	81	96%	▲ 1%	3	4%	▼ 1%	0.99	1.41
East Asian	101	100	99%	— 0%	1	1%	— 0%	1.02	0.39
Indigenous	18	17	94%	▼ 1%	1	6%	▲ 1%	0.97	2.20
Latino/Latina/Latinx	19	19	100%	▲ 2%	0	0%	▼ 2%	1.03	N/A
Middle Eastern	165	164	99%	▲ 4%	1	1%	▼ 4%	1.02	0.24
South Asian	85	83	98%	▼ 1%	2	2%	▲ 1%	1.00	0.93
Southeast Asian	31	30	97%	▼ 3%	1	3%	▲ 3%	0.99	1.28
White	796	772	97%	▼ 2%	24	3%	▲ 2%	0.99	1.19
Another race not listed	31	31	100%	▲ 1%	0	0%	▼ 1%	1.03	N/A
<b>Gender Identity - All Respondents</b>	<b>1,208</b>	<b>1,175</b>	<b>97%</b>	<b>▼ 1%</b>	<b>33</b>	<b>3%</b>	<b>▲ 1%</b>		
Boy or Man	626	603	96%	▼ 2%	23	4%	▲ 2%	0.99	1.34
Gender Fluid	1	1	100%	— 0%	0	0%	— 0%	1.03	N/A
Gender Non-Conforming	0	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Girl or Woman	574	564	98%	— 0%	10	2%	— 0%	1.01	0.64
Non-Binary	3	3	100%	▲ 5%	0	0%	▼ 5%	1.03	N/A
Questioning	5	5	100%	— 0%	0	0%	— 0%	1.03	N/A
Trans Boy or Man	3	3	100%	▲ 10%	0	0%	▼ 10%	1.03	N/A
Trans Girl or Woman	6	6	100%	▲ 18%	0	0%	▼ 18%	1.03	N/A
Two-Spirit	1	1	100%	▲ 17%	0	0%	▼ 17%	1.03	N/A
Not Listed	1	0	0%	▼ 96%	1	100%	▲ 96%	N/A	36.61
Not Sure	8	8	100%	▲ 4%	0	0%	▼ 4%	1.03	N/A
Gender Diverse (composite)	19	18	95%	— 0%	1	5%	— 0%	0.97	1.93
<b>Self-Identified Disability - All Respondents</b>	<b>1,141</b>	<b>1,112</b>	<b>97%</b>	<b>▼ 1%</b>	<b>29</b>	<b>3%</b>	<b>▲ 1%</b>		
Does not identify as having a disability	983	969	99%	— 0%	14	1%	— 0%	1.01	0.56
Addiction(s)	0	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Autism Spectrum Disorder	29	26	90%	▼ 1%	3	10%	▲ 1%	0.92	4.07
Blind or Low Vision	5	5	100%	— 0%	0	0%	— 0%	1.03	N/A
Chronic Pain	3	2	67%	▼ 33%	1	33%	▲ 33%	0.68	13.11
Deaf or Hard of Hearing	9	9	100%	▲ 10%	0	0%	▼ 10%	1.03	N/A
Developmental	6	2	33%	▼ 67%	4	67%	▲ 67%	0.34	26.23
Learning	99	88	89%	▼ 3%	11	11%	▲ 3%	0.91	4.37
Mental	24	21	88%	▼ 4%	3	13%	▲ 4%	0.90	4.92
Mobility	0	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Physical	9	6	67%	▼ 33%	3	33%	▲ 33%	0.68	13.11
Speech Impairment	5	5	100%	▲ 14%	0	0%	▼ 14%	1.03	N/A
Undisclosed	6	5	83%	▼ 8%	1	17%	▲ 8%	0.86	6.56
Another disability not listed	24	22	92%	▼ 5%	2	8%	▲ 5%	0.94	3.28

\*\*Change for Destreamed enrolment based on previous Destreamed enrolment in 2021-22.

Table 5-B. Secondary Enrolment in Grade 9 ENGLISH, 2022-2023

Secondary (Gr.9) Course Enrolment based on available final report card marks, 2022-2023 Academic Year	Total # Students	Destreamed**			Locally Developed			Disproportionalities in Enrolment	
		# Students	Enrolment (%)	Change vs. 2021-22	# Students	Enrolment (%)	Change vs. 2021-22	Destreamed	Locally Developed
<b>All Students (District)</b>	<b>5,635</b>	<b>5,586</b>	<b>99%</b>	<b>▲ 8%</b>	<b>49</b>	<b>1%</b>	<b>— 0%</b>		
Multilingual Learners (ESL/ELD)	1,071	1,059	99%	▲ 7%	12	1%	— 0%	1.00	1.29
Low-SES	1,702	1,674	98%	▲ 12%	28	2%	— 0%	0.99	1.84
Female	2,701	2,685	99%	▲ 6%	16	1%	— 0%	1.00	0.68
Male	2,839	2,807	99%	▲ 10%	32	1%	— 0%	1.00	1.30
Self Identified Gender	85	84	99%	▲ 9%	1	1%	▼ 2%	1.00	1.35
Gender Not Disclosed	10	10	100%	▲ 10%	0	0%	— 0%	1.01	N/A
Indigenous	111	107	96%	▲ 24%	4	4%	▲ 3%	0.97	4.14
SpEd (excl. gifted)	1,326	1,286	97%	▲ 23%	40	3%	— 0%	0.98	3.47
<b>Valuing Voices Survey Respondents</b>									
<b>Indigenous Identity - All Respondents</b>	<b>1,187</b>	<b>1,179</b>	<b>99%</b>	<b>▲ 6%</b>	<b>8</b>	<b>1%</b>	<b>— 0%</b>		
Does not identify as Indigenous	1,157	1,150	99%	▲ 5%	7	1%	— 0%	1.00	0.90
First Nation	21	20	95%	▲ 13%	1	5%	▲ 4%	0.96	7.07
Métis	8	8	100%	▲ 17%	0	0%	— 0%	1.01	N/A
Inuit	7	7	100%	▲ 21%	0	0%	— 0%	1.01	N/A
<b>Race - All Respondents</b>	<b>1,146</b>	<b>1,138</b>	<b>99%</b>	<b>▲ 6%</b>	<b>8</b>	<b>1%</b>	<b>— 0%</b>		
Black	71	71	100%	▲ 9%	0	0%	— 0%	1.01	N/A
East Asian	96	96	100%	— 0%	0	0%	— 0%	1.01	N/A
Indigenous	15	15	100%	▲ 14%	0	0%	— 0%	1.01	N/A
Latino/Latina/Latinx	18	18	100%	▲ 8%	0	0%	— 0%	1.01	N/A
Middle Eastern	137	136	99%	▲ 4%	1	1%	— 0%	1.00	1.05
South Asian	82	82	100%	▲ 2%	0	0%	— 0%	1.01	N/A
Southeast Asian	32	32	100%	▲ 4%	0	0%	— 0%	1.01	N/A
White	767	761	99%	▲ 7%	6	1%	— 0%	1.00	1.12
Another race not listed	27	26	96%	▲ 3%	1	4%	▲ 4%	0.97	5.31
<b>Gender Identity - All Respondents</b>	<b>1,125</b>	<b>1,117</b>	<b>99%</b>	<b>▲ 6%</b>	<b>8</b>	<b>1%</b>	<b>— 0%</b>		
Boy or Man	579	572	99%	▲ 7%	7	1%	▲ 1%	0.99	1.70
Gender Fluid	0	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Gender Non-Conforming	0	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Girl or Woman	541	540	100%	▲ 5%	1	0%	— 0%	1.01	0.26
Non-Binary	5	5	100%	▲ 5%	0	0%	— 0%	1.01	N/A
Questioning	7	7	100%	▲ 5%	0	0%	— 0%	1.01	N/A
Trans Boy or Man	2	2	100%	▲ 33%	0	0%	— 0%	1.01	N/A
Trans Girl or Woman	2	2	100%	▲ 11%	0	0%	— 0%	1.01	N/A
Two-Spirit	1	1	100%	▲ 33%	0	0%	— 0%	1.01	N/A
Not Listed	0	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Not Sure	5	5	100%	▲ 14%	0	0%	▼ 3%	1.01	N/A
Gender Diverse (composite)	16	16	100%	▲ 13%	0	0%	— 0%	1.01	N/A
<b>Self-Identified Disability - All Respondents</b>	<b>1,076</b>	<b>1,069</b>	<b>99%</b>	<b>▲ 4%</b>	<b>7</b>	<b>1%</b>	<b>— 0%</b>	<b>1.00</b>	<b>0.75</b>
Does not identify as having a disability	933	933	100%	▲ 4%	0	0%	— 0%	1.01	N/A
Addiction(s)	0	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Autism Spectrum Disorder	29	25	86%	▲ 11%	4	14%	▲ 14%	0.87	21.20
Blind or Low Vision	5	5	100%	▲ 8%	0	0%	— 0%	1.01	N/A
Chronic Pain	3	3	100%	— 0%	0	0%	— 0%	1.01	N/A
Deaf or Hard of Hearing	9	9	100%	▲ 13%	0	0%	— 0%	1.01	N/A
Developmental	4	2	50%	▼ 33%	2	50%	▲ 50%	0.50	76.86
Learning	90	86	96%	▲ 24%	4	4%	▲ 3%	0.96	6.83
Mental	22	21	95%	▲ 17%	1	5%	▲ 5%	0.96	6.99
Mobility	0	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Physical	7	6	86%	▼ 9%	1	14%	▲ 14%	0.86	21.96
Speech Impairment	6	5	83%	▲ 28%	1	17%	▲ 17%	0.84	25.62
Undisclosed	2	2	100%	▲ 22%	0	0%	▼ 3%	1.01	N/A
Another disability not listed	23	23	100%	▲ 14%	0	0%	— 0%	1.01	N/A

\*\*Change for Destreamed enrolment based on previous Academic enrolment in 2021-22

Table 5-C. Secondary Enrolment in Grade 9 SCIENCE, 2022-2023

Secondary (Gr.9) Course Enrolment based on available final report card marks, 2022-2023 Academic Year	Total # Students	Destreamed**			Locally Developed			Disproportionalities in Enrolment	
		# Students	Enrolment (%)	Change vs. 2021-22	# Students	Enrolment (%)	Change vs. 2021-22	Destreamed	Locally Developed
<b>All Students (District)</b>	<b>6,043</b>	<b>5,860</b>	<b>97%</b>	<b>▲ 9%</b>	<b>183</b>	<b>3%</b>	<b>▲ 1%</b>		
Multilingual Learners (ESL/ELD)	1,438	1,310	91%	▲ 10%	128	9%	▲ 2%	0.94	2.94
Low-SES	2,018	1,893	94%	▲ 14%	125	6%	▲ 1%	0.97	2.03
Female	2,889	2,817	98%	▲ 7%	72	2%	— 0%	1.01	0.82
Male	3,064	2,954	96%	▲ 11%	110	4%	▲ 1%	0.99	1.19
Self Identified Gender	81	80	99%	▲ 11%	1	1%	▲ 1%	1.02	0.41
Gender Not Disclosed	9	9	100%	▲ 20%	0	0%	— 0%	1.03	N/A
Indigenous	105	98	93%	▲ 25%	7	7%	▲ 3%	0.96	2.20
SpEd (excl. gifted)	1,363	1,320	97%	▲ 27%	43	3%	— 0%	1.00	1.04
<b>Valuing Voices Survey Respondents</b>									
<b>Indigenous Identity - All Respondents</b>	<b>1,251</b>	<b>1,227</b>	<b>98%</b>	<b>▲ 7%</b>	<b>24</b>	<b>2%</b>	<b>▲ 1%</b>		
Does not identify as Indigenous	1,220	1,200	98%	▲ 7%	20	2%	▲ 1%	1.00	0.85
First Nation	21	17	81%	— 0%	4	19%	▲ 16%	0.83	9.93
Métis	9	9	100%	▲ 19%	0	0%	▼ 6%	1.02	N/A
Inuit	7	7	100%	▲ 29%	0	0%	▼ 6%	1.02	N/A
<b>Race - All Respondents</b>	<b>1,211</b>	<b>1,187</b>	<b>98%</b>	<b>▲ 7%</b>	<b>24</b>	<b>2%</b>	<b>▲ 1%</b>		
Black	87	83	95%	▲ 10%	4	5%	▲ 3%	0.97	2.32
East Asian	97	96	99%	▲ 1%	1	1%	— 0%	1.01	0.52
Indigenous	15	14	93%	▲ 12%	1	7%	▲ 3%	0.95	3.36
Latino/Latina/Latinx	20	20	100%	▲ 13%	0	0%	▼ 2%	1.02	N/A
Middle Eastern	165	158	96%	▲ 6%	7	4%	▲ 2%	0.98	2.14
South Asian	83	82	99%	▲ 4%	1	1%	▲ 1%	1.01	0.61
Southeast Asian	32	32	100%	▲ 6%	0	0%	▼ 1%	1.02	N/A
White	787	773	98%	▲ 7%	14	2%	▲ 1%	1.00	0.90
Another race not listed	31	30	97%	▲ 6%	1	3%	▲ 2%	0.99	1.63
<b>Gender Identity - All Respondents</b>	<b>1,191</b>	<b>1,167</b>	<b>98%</b>	<b>▲ 7%</b>	<b>24</b>	<b>2%</b>	<b>▲ 1%</b>		
Boy or Man	607	593	98%	▲ 8%	14	2%	▲ 1%	1.00	1.14
Gender Fluid	0	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Gender Non-Conforming	1	1	100%	▲ 20%	0	0%	▼ 20%	1.02	N/A
Girl or Woman	579	570	98%	▲ 5%	9	2%	▲ 1%	1.00	0.77
Non-Binary	3	3	100%	▲ 5%	0	0%	— 0%	1.02	N/A
Questioning	5	5	100%	▲ 5%	0	0%	— 0%	1.02	N/A
Trans Boy or Man	2	2	100%	▲ 50%	0	0%	— 0%	1.02	N/A
Trans Girl or Woman	3	3	100%	▲ 27%	0	0%	▼ 9%	1.02	N/A
Two-Spirit	1	1	100%	▲ 17%	0	0%	— 0%	1.02	N/A
Not Listed	1	0	0%	▼ 77%	1	100%	▲ 100%	N/A	49.63
Not Sure	8	7	88%	▼ 2%	1	13%	▲ 13%	0.89	6.20
Gender Diverse (composite)	15	14	93%	▲ 12%	1	7%	▲ 5%	0.95	3.31
<b>Self-Identified Disability - All Respondents</b>	<b>1,122</b>	<b>1,101</b>	<b>98%</b>	<b>▲ 6%</b>	<b>21</b>	<b>2%</b>	<b>▲ 1%</b>		
Does not identify as having a disability	965	955	99%	▲ 5%	10	1%	— 0%	1.01	0.55
Addiction(s)	0	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Autism Spectrum Disorder	28	25	89%	▲ 20%	3	11%	▲ 11%	0.91	5.72
Blind or Low Vision	6	6	100%	▲ 8%	0	0%	▼ 8%	1.02	N/A
Chronic Pain	3	2	67%	▼ 17%	1	33%	▲ 33%	0.68	17.81
Deaf or Hard of Hearing	11	10	91%	▲ 3%	1	9%	▲ 9%	0.93	4.86
Developmental	6	4	67%	▼ 5%	2	33%	▲ 19%	0.68	17.81
Learning	98	92	94%	▲ 23%	6	6%	▲ 2%	0.96	3.27
Mental	23	22	96%	▲ 16%	1	4%	▲ 2%	0.97	2.32
Mobility	0	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Physical	8	6	75%	▼ 15%	2	25%	▲ 25%	0.76	13.36
Speech Impairment	6	6	100%	▲ 33%	0	0%	▼ 22%	1.02	N/A
Undisclosed	7	6	86%	▲ 12%	1	14%	▲ 8%	0.87	7.63
Another disability not listed	23	21	91%	▲ 7%	2	9%	▲ 9%	0.93	4.65

\*\*Change for Destreamed enrolment based on previous Academic enrolment in 2021-22

**Table 6-A. Secondary Achievement in Grade 9 MATHEMATICS, % Met Standard (2022-2023)**

Secondary (Grade 9) Math Achievement based on final report card marks, 2022-2023 Academic Year	Destreamed*			Locally Developed			Disproportionalities in Achievement	
	# Students	% Met Std.	Change vs. 2021-22	# Students	% Met Std.	Change vs. 2021-22	Destreamed	Locally Developed
<b>All Students (District)</b>	<b>6,167</b>	<b>67%</b>	<b>▼ 4%</b>	<b>316</b>	<b>47%</b>	<b>▼ 15%</b>		
Multilingual Learners (ESL/ELD)	1,506	57%	▼ 6%	172	47%	▼ 14%	0.85	0.98
Low-SES	2,097	57%	▲ 7%	191	50%	▲ 5%	0.85	1.05
Female	2,978	70%	▼ 4%	125	50%	▼ 16%	1.04	1.04
Male	3,097	65%	▼ 5%	186	46%	▼ 14%	0.96	0.96
Self Identified Gender	82	61%	▲ 2%	4	50%	▼ 50%	0.91	1.05
Gender Not Disclosed	10	90%	▲ 30%	1	100%	N/A	1.34	2.11
Indigenous	109	44%	▲ 5%	9	44%	▼ 6%	0.66	0.94
SpEd (excl. gifted)	1,297	46%	▼ 1%	115	38%	▼ 8%	0.69	0.81
<b>Valuing Voices Survey Respondents</b>								
<b>Indigenous Identity - All Respondents</b>	<b>1,234</b>	<b>68%</b>	<b>▼ 7%</b>	<b>33</b>	<b>39%</b>	<b>▼ 5%</b>		
Does not identify as Indigenous	1,200	69%	▼ 7%	30	43%	▼ 4%	1.01	1.10
First Nation	21	48%	▼ 5%	2	0%	▼ 29%	0.70	0.00
Métis	12	25%	▼ 25%	0	N/A	N/A	0.37	N/A
Inuit	8	25%	▼ 19%	1	0%	N/A	0.37	0.00
<b>Race - All Respondents</b>	<b>1,196</b>	<b>68%</b>	<b>▼ 7%</b>	<b>31</b>	<b>39%</b>	<b>▼ 7%</b>		
Black	81	38%	▼ 21%	3	0%	▼ 50%	0.57	0.00
East Asian	100	88%	▼ 4%	1	100%	▲ 67%	1.30	2.58
Indigenous	17	35%	▼ 11%	1	0%	▼ 50%	0.52	0.00
Latino/Latina/Latinx	19	74%	▲ 3%	0	N/A	N/A	1.09	N/A
Middle Eastern	164	59%	▼ 7%	1	0%	▼ 53%	0.87	0.00
South Asian	83	76%	▼ 6%	2	100%	— 0%	1.12	2.58
Southeast Asian	30	77%	▼ 6%	1	100%	N/A	1.13	2.58
White	772	70%	▼ 6%	24	42%	▲ 5%	1.04	1.08
Another race not listed	31	68%	▲ 3%	0	N/A	N/A	1.00	N/A
<b>Gender Identity - All Respondents</b>	<b>1,175</b>	<b>68%</b>	<b>— 0%</b>	<b>33</b>	<b>39%</b>	<b>— 0%</b>		
Boy or Man	603	66%	▼ 7%	23	43%	▲ 1%	0.98	1.10
Gender Fluid	1	0%	▼ 57%	0	N/A	N/A	0.00	N/A
Gender Non-Conforming	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Girl or Woman	564	69%	▼ 8%	10	30%	▼ 18%	1.02	0.76
Non-Binary	3	67%	▼ 2%	0	N/A	N/A	0.99	N/A
Questioning	5	60%	▼ 5%	0	N/A	N/A	0.89	N/A
Trans Boy or Man	3	33%	▼ 22%	0	N/A	N/A	0.49	N/A
Trans Girl or Woman	6	67%	▲ 22%	0	N/A	N/A	0.99	N/A
Two-Spirit	1	100%	▲ 20%	0	N/A	N/A	1.48	N/A
Not Listed	0	N/A	N/A	1	0%	— 0%	N/A	0.00
Not Sure	8	25%	▼ 55%	0	N/A	N/A	0.37	N/A
Gender Diverse (composite)	18	56%	▼ 9%	1	0%	▼ 20%	0.82	0.00
<b>Self-Identified Disability - All Respondents</b>	<b>1,112</b>	<b>69%</b>	<b>— 0%</b>	<b>29</b>	<b>41%</b>	<b>— 0%</b>		
Does not identify as having a disability	969	71%	▼ 7%	14	36%	▼ 13%	1.03	0.86
Addiction(s)	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Autism Spectrum Disorder	26	54%	▼ 14%	3	67%	— 0%	0.78	1.61
Blind or Low Vision	5	40%	▼ 18%	0	N/A	N/A	0.58	N/A
Chronic Pain	2	50%	▼ 30%	1	0%	N/A	0.73	0.00
Deaf or Hard of Hearing	9	78%	— 0%	0	N/A	N/A	1.13	N/A
Developmental	2	50%	▲ 10%	4	75%	N/A	0.73	1.81
Learning	88	53%	▲ 2%	11	45%	▲ 20%	0.78	1.10
Mental	21	52%	▲ 1%	3	33%	▼ 17%	0.76	0.81
Mobility	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Physical	6	67%	▲ 4%	3	33%	N/A	0.97	0.81
Speech Impairment	5	20%	▲ 3%	0	N/A	N/A	0.29	N/A
Undisclosed	5	20%	▼ 36%	1	0%	▼ 33%	0.29	0.00
Another disability not listed	22	50%	▼ 7%	2	0%	▼ 50%	0.73	0.00

\*Change for Destreamed Gr9 Mathematics achievement in 2022-23 is based on previous Gr9 Destreamed Mathematics achievement in 2021-22.

**Table 6-B. Secondary Achievement in Grade 9 ENGLISH, % Met Standard (2022-2023)**

Secondary (Grade 9) English Achievement based on final report card marks, 2022-2023 Academic Year	Destreamed*			Locally Developed			Disproportionalities in Achievement	
	# Students	% Met Std.	Change vs. 2021-22	# Students	% Met Std.	Change vs. 2021-22	Destreamed	Locally Developed
<b>All Students (District)</b>	<b>5,586</b>	<b>78%</b>	<b>▼ 1%</b>	<b>49</b>	<b>27%</b>	<b>▼ 9%</b>		
Multilingual Learners (ESL/ELD)	1,059	69%	▼ 1%	12	25%	▼ 25%	0.88	0.94
Low-SES	1,674	69%	▲ 14%	28	21%	▼ 1%	0.88	0.86
Female	2,685	85%	▼ 1%	16	19%	▼ 15%	1.08	0.71
Male	2,807	73%	— 0%	32	31%	▼ 7%	0.93	1.18
Self Identified Gender	84	81%	▲ 6%	1	0%	— 0%	1.03	0.00
Gender Not Disclosed	10	60%	▼ 20%	0	N/A	N/A	0.76	N/A
Indigenous	107	53%	▲ 1%	4	50%	▲ 50%	0.68	1.88
SpEd (excl. gifted)	1,286	62%	▲ 2%	40	23%	▼ 9%	0.80	0.85
<b>Valuing Voices Survey Respondents</b>								
<b>Indigenous Identity - All Respondents</b>	<b>1,179</b>	<b>81%</b>	<b>▼ 1%</b>	<b>8</b>	<b>38%</b>	<b>▲ 19%</b>		
Does not identify as Indigenous	1,150	82%	▼ 1%	7	43%	▲ 23%	1.01	1.14
First Nation	20	55%	▼ 4%	1	0%	— 0%	0.68	0.00
Métis	8	38%	▼ 16%	0	N/A	N/A	0.46	N/A
Inuit	7	57%	▲ 5%	0	N/A	N/A	0.70	N/A
<b>Race - All Respondents</b>	<b>1,138</b>	<b>81%</b>	<b>▼ 1%</b>	<b>8</b>	<b>38%</b>	<b>▲ 10%</b>		
Black	71	66%	▼ 3%	0	N/A	N/A	0.81	N/A
East Asian	96	91%	▼ 3%	0	N/A	N/A	1.11	N/A
Indigenous	15	53%	▼ 3%	0	N/A	N/A	0.66	N/A
Latino/Latina/Latinx	18	83%	▲ 4%	0	N/A	N/A	1.03	N/A
Middle Eastern	136	76%	▲ 4%	1	0%	— 0%	0.93	0.00
South Asian	82	91%	▲ 6%	0	N/A	N/A	1.13	N/A
Southeast Asian	32	75%	▼ 8%	0	N/A	N/A	0.92	N/A
White	761	83%	▼ 1%	6	33%	▼ 4%	1.02	0.89
Another race not listed	26	65%	▼ 5%	1	100%	N/A	0.80	2.67
<b>Gender Identity - All Respondents</b>	<b>1,117</b>	<b>81%</b>	<b>▲ 81%</b>	<b>8</b>	<b>38%</b>	<b>▲ 38%</b>		
Boy or Man	572	77%	— 0%	7	43%	▲ 5%	0.95	1.14
Gender Fluid	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Gender Non-Conforming	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Girl or Woman	540	86%	▼ 2%	1	0%	— 0%	1.05	0.00
Non-Binary	5	40%	▼ 30%	0	N/A	N/A	0.49	N/A
Questioning	7	86%	▼ 4%	0	N/A	N/A	1.06	N/A
Trans Boy or Man	2	50%	▼ 17%	0	N/A	N/A	0.62	N/A
Trans Girl or Woman	2	100%	▲ 11%	0	N/A	N/A	1.23	N/A
Two-Spirit	1	100%	▲ 33%	0	N/A	N/A	1.23	N/A
Not Listed	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Not Sure	5	40%	▼ 46%	0	N/A	N/A	0.49	N/A
Gender Diverse (composite)	16	69%	▼ 10%	0	N/A	N/A	0.85	N/A
<b>Self-Identified Disability - All Respondents</b>	<b>1,069</b>	<b>82%</b>	<b>▲ 82%</b>	<b>7</b>	<b>43%</b>	<b>▲ 43%</b>		
Does not identify as having a disability	933	84%	▼ 1%	0	N/A	N/A	1.03	N/A
Addiction(s)	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Autism Spectrum Disorder	25	80%	▲ 9%	4	50%	N/A	0.98	1.17
Blind or Low Vision	5	60%	▼ 15%	0	N/A	N/A	0.73	N/A
Chronic Pain	3	33%	▼ 67%	0	N/A	N/A	0.41	N/A
Deaf or Hard of Hearing	9	89%	▲ 26%	0	N/A	N/A	1.09	N/A
Developmental	2	50%	▼ 17%	2	50%	N/A	0.61	1.17
Learning	86	66%	▼ 7%	4	25%	▼ 75%	0.81	0.58
Mental	21	52%	▼ 14%	1	0%	N/A	0.64	0.00
Mobility	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Physical	6	67%	▼ 18%	1	100%	N/A	0.82	2.33
Speech Impairment	5	60%	▲ 4%	1	100%	N/A	0.73	2.33
Undisclosed	2	50%	▼ 5%	0	N/A	N/A	0.61	N/A
Another disability not listed	23	52%	▼ 26%	0	N/A	N/A	0.64	N/A

\*Change for Destreamed Grade 9 English achievement in 2022-23 is based on previous 2021-22 Grade 9 Applied and Academic English (combined) in order to provide a similar cohort for reference.

**Table 6-C. Secondary Achievement in Grade 9 SCIENCE, % Met Standard (2022-2023)**

Secondary (Grade 9) Science Achievement based on final report card marks, 2022-2023 Academic Year	Destreamed*			Locally Developed			Disproportionalities in Achievement	
	# Students	% Met Std.	Change vs. 2021-22	# Students	% Met Std.	Change vs. 2021-22	Destreamed	Locally Developed
<b>All Students (District)</b>	<b>5,860</b>	<b>73%</b>	<b>▼ 2%</b>	<b>183</b>	<b>44%</b>	<b>▼ 2%</b>		
Multilingual Learners (ESL/ELD)	1,310	66%	▼ 3%	128	46%	▲ 4%	0.90	1.04
Low-SES	1,893	64%	▲ 10%	125	46%	▲ 7%	0.87	1.05
Female	2,817	77%	▼ 3%	72	44%	▼ 13%	1.04	1.00
Male	2,954	70%	▼ 2%	110	45%	▲ 6%	0.96	1.01
Self Identified Gender	80	69%	▲ 7%	1	0%	N/A	0.94	0.00
Gender Not Disclosed	9	67%	▼ 23%	0	N/A	N/A	0.91	N/A
Indigenous	98	53%	▼ 2%	7	14%	▼ 36%	0.72	0.32
SpEd (excl. gifted)	1,320	56%	— 0%	43	23%	▼ 31%	0.76	0.53
<b>Valuing Voices Survey Respondents</b>	<b>0</b>			<b>0</b>				
<b>Indigenous Identity - All Respondents</b>	<b>1,227</b>	<b>74%</b>	<b>▼ 4%</b>	<b>24</b>	<b>29%</b>	<b>▼ 5%</b>		
Does not identify as Indigenous	1,200	75%	▼ 5%	20	35%	— 0%	1.00	1.20
First Nation	17	76%	▲ 25%	4	0%	— 0%	1.03	0.00
Métis	9	44%	▼ 4%	0	N/A	N/A	0.60	N/A
Inuit	7	57%	▲ 20%	0	N/A	N/A	0.77	N/A
<b>Race - All Respondents</b>	<b>1,187</b>	<b>75%</b>	<b>▼ 4%</b>	<b>24</b>	<b>29%</b>	<b>▼ 9%</b>		
Black	83	46%	▼ 21%	4	50%	▲ 50%	0.61	1.71
East Asian	96	92%	▼ 3%	1	0%	— 0%	1.23	0.00
Indigenous	14	50%	▼ 1%	1	0%	▼ 33%	0.67	0.00
Latino/Latina/Latinx	20	85%	▲ 10%	0	N/A	N/A	1.14	N/A
Middle Eastern	158	66%	▼ 4%	7	14%	▼ 30%	0.89	0.49
South Asian	82	84%	▼ 3%	1	100%	N/A	1.12	3.43
Southeast Asian	32	81%	▲ 1%	0	N/A	N/A	1.09	N/A
White	773	77%	▼ 2%	14	29%	▼ 26%	1.03	0.98
Another race not listed	30	77%	▲ 8%	1	0%	— 0%	1.02	0.00
<b>Gender Identity - All Respondents</b>	<b>1,167</b>	<b>74%</b>	<b>▲ 74%</b>	<b>24</b>	<b>29%</b>	<b>▲ 29%</b>		
Boy or Man	593	71%	▼ 5%	14	36%	▲ 4%	0.95	1.22
Gender Fluid	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Gender Non-Conforming	1	0%	▼ 50%	0	N/A	N/A	0.00	N/A
Girl or Woman	570	78%	▼ 4%	9	22%	▼ 24%	1.05	0.76
Non-Binary	3	67%	▼ 8%	0	N/A	N/A	0.90	N/A
Questioning	5	80%	▲ 10%	0	N/A	N/A	1.08	N/A
Trans Boy or Man	2	50%	▲ 20%	0	N/A	N/A	0.67	N/A
Trans Girl or Woman	3	100%	▲ 40%	0	N/A	N/A	1.34	N/A
Two-Spirit	1	100%	▲ 67%	0	N/A	N/A	1.34	N/A
Not Listed	0	N/A	N/A	1	0%	N/A	N/A	0.00
Not Sure	7	43%	▼ 39%	1	0%	N/A	0.58	0.00
Gender Diverse (composite)	14	71%	▲ 11%	1	0%	▼ 50%	0.96	0.00
<b>Self-Identified Disability - All Respondents</b>	<b>1,101</b>	<b>75%</b>	<b>▲ 75%</b>	<b>21</b>	<b>33%</b>	<b>▲ 33%</b>		
Does not identify as having a disability	955	77%	▼ 4%	10	30%	▼ 8%	1.02	0.90
Addiction(s)	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Autism Spectrum Disorder	25	68%	▼ 8%	3	33%	N/A	0.90	1.00
Blind or Low Vision	6	67%	▲ 8%	0	N/A	N/A	0.89	N/A
Chronic Pain	2	50%	▼ 33%	1	0%	N/A	0.66	0.00
Deaf or Hard of Hearing	10	80%	▲ 18%	1	100%	N/A	1.06	3.00
Developmental	4	25%	▼ 25%	2	100%	▲ 100%	0.33	3.00
Learning	92	62%	▼ 3%	6	33%	▼ 42%	0.82	1.00
Mental	22	59%	▼ 3%	1	0%	▼ 100%	0.79	0.00
Mobility	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Physical	6	67%	▲ 12%	2	50%	N/A	0.89	1.50
Speech Impairment	6	50%	▼ 21%	0	N/A	N/A	0.66	N/A
Undisclosed	6	33%	▼ 23%	1	0%	— 0%	0.44	0.00
Another disability not listed	21	48%	▼ 16%	2	0%	#VALUE!	0.63	0.00

\*Change for Destreamed Grade 9 Science achievement in 2022-23 is based on previous 2021-22 Grade 9 Applied and Academic Science (combined) in order to provide a similar cohort for reference.

**Table 7-A. Secondary Achievement in Grade 9 MATHEMATICS, Pass Rates (2022-23)**

Secondary (Grade 9) Math Achievement based on final report card marks, 2022-2023 Academic Year	Destreamed*			Locally Developed			Disproportionalities in Achievement	
	# Students	% Passed	Change vs. 2021-22	# Students	% Passed	Change vs. 2021-22	Destreamed	Locally Developed
<b>All Students (District)</b>	<b>6,167</b>	<b>95%</b>	<b>— 0%</b>	<b>316</b>	<b>85%</b>	<b>▼ 8%</b>		
Multilingual Learners (ESL/ELD)	1,506	92%	— 0%	172	83%	▼ 11%	0.97	0.97
Low-SES	2,097	71%	▼ 22%	191	68%	▼ 26%	0.85	0.91
Female	2,978	95%	▼ 1%	125	86%	▼ 8%	1.00	1.01
Male	3,097	95%	— 0%	186	84%	▼ 9%	1.00	0.99
Self Identified Gender	82	91%	▲ 10%	4	100%	— 0%	0.96	1.17
Gender Not Disclosed	10	100%	— 0%	1	100%	N/A	1.05	1.17
Indigenous	109	83%	▼ 3%	9	67%	▼ 17%	0.88	0.78
SpEd (excl. gifted)	1,297	91%	▼ 1%	115	87%	▼ 3%	0.96	1.02
<b>Valuing Voices Survey Respondents</b>								
<b>Indigenous Identity - All Respondents</b>	<b>1,234</b>	<b>97%</b>	<b>— 0%</b>	<b>33</b>	<b>85%</b>	<b>▼ 4%</b>		
Does not identify as Indigenous	1,200	97%	— 0%	30	87%	▼ 2%	1.00	1.02
First Nation	21	95%	▲ 5%	2	50%	▼ 36%	0.99	0.59
Métis	12	100%	▲ 13%	0	N/A	N/A	1.03	N/A
Inuit	8	88%	▼ 7%	1	100%	N/A	0.91	1.18
<b>Race - All Respondents</b>	<b>1,196</b>	<b>97%</b>	<b>— 0%</b>	<b>31</b>	<b>87%</b>	<b>▼ 1%</b>		
Black	81	98%	▲ 2%	3	67%	▼ 25%	1.01	0.77
East Asian	100	97%	▼ 1%	1	100%	— 0%	1.00	1.15
Indigenous	17	94%	▲ 2%	1	100%	▲ 25%	0.97	1.15
Latino/Latina/Latinx	19	100%	— 0%	0	N/A	N/A	1.04	N/A
Middle Eastern	164	93%	▼ 1%	1	100%	▲ 11%	0.97	1.15
South Asian	83	95%	▼ 3%	2	100%	— 0%	0.99	1.15
Southeast Asian	30	93%	▼ 4%	1	100%	N/A	0.97	1.15
White	772	98%	— 0%	24	88%	▲ 2%	1.01	1.00
Another race not listed	31	87%	▼ 6%	0	N/A	N/A	0.90	N/A
<b>Gender Identity - All Respondents</b>	<b>1,175</b>	<b>97%</b>	<b>— 0%</b>	<b>33</b>	<b>85%</b>	<b>▲ 85%</b>		
Boy or Man	603	97%	— 0%	23	83%	▼ 9%	1.00	0.97
Gender Fluid	1	100%	▲ 7%	0	N/A	N/A	1.04	N/A
Gender Non-Conforming	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Girl or Woman	564	96%	— 0%	10	90%	▲ 4%	1.00	1.06
Non-Binary	3	100%	▲ 11%	0	N/A	N/A	1.04	N/A
Questioning	5	100%	▲ 5%	0	N/A	N/A	1.04	N/A
Trans Boy or Man	3	67%	▼ 11%	0	N/A	N/A	0.69	N/A
Trans Girl or Woman	6	83%	▼ 6%	0	N/A	N/A	0.86	N/A
Two-Spirit	1	100%	— 0%	0	N/A	N/A	1.04	N/A
Not Listed	0	N/A	N/A	1	0%	▼ 100%	N/A	0.00
Not Sure	8	100%	— 0%	0	N/A	N/A	1.04	N/A
Gender Diverse (composite)	18	89%	▼ 6%	1	0%	▼ 80%	0.92	0.00
<b>Self-Identified Disability - All Respondents</b>	<b>1,112</b>	<b>97%</b>	<b>— 0%</b>	<b>29</b>	<b>90%</b>	<b>▲ 90%</b>		
Does not identify as having a disability	969	97%	— 0%	14	86%	▼ 6%	1.00	0.96
Addiction(s)	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Autism Spectrum Disorder	26	88%	▼ 12%	3	100%	▲ 33%	0.91	1.12
Blind or Low Vision	5	80%	▼ 3%	0	N/A	N/A	0.83	N/A
Chronic Pain	2	100%	— 0%	1	100%	N/A	1.03	1.12
Deaf or Hard of Hearing	9	89%	— 0%	0	N/A	N/A	0.92	N/A
Developmental	2	100%	▲ 20%	4	100%	N/A	1.03	1.12
Learning	88	93%	▲ 1%	11	100%	▲ 25%	0.96	1.12
Mental	21	86%	▼ 9%	3	100%	▲ 25%	0.89	1.12
Mobility	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Physical	6	100%	▲ 11%	3	100%	N/A	1.03	1.12
Speech Impairment	5	100%	— 0%	0	N/A	N/A	1.03	N/A
Undisclosed	5	100%	▲ 6%	1	0%	▼ 100%	1.03	0.00
Another disability not listed	22	95%	▲ 5%	2	100%	▲ 50%	0.99	1.12

\*Change for Destreamed Gr9 Mathematics achievement in 2022-23 is based on previous Gr9 Destreamed Mathematics achievement in 2021-22.



**Table 7-B. Secondary Achievement in Grade 9 ENGLISH, Pass Rates (2022-23)**

Secondary (Grade 9) English Achievement based on final report card marks, 2022-2023 Academic Year	Destreamed*			Locally Developed			Disproportionalities in Achievement	
	# Students	% Passed	Change vs. 2021-22	# Students	% Passed	Change vs. 2021-22	Destreamed	Locally Developed
<b>All Students (District)</b>	<b>5,586</b>	<b>97%</b>	<b>— 0%</b>	<b>49</b>	<b>65%</b>	<b>▼ 16%</b>		
Multilingual Learners (ESL/ELD)	1,059	96%	— 0%	12	58%	▼ 25%	0.99	0.89
Low-SES	1,674	95%	▲ 18%	28	57%	▼ 6%	0.97	0.88
Female	2,685	97%	— 0%	16	50%	▼ 28%	1.00	0.77
Male	2,807	97%	— 0%	32	72%	▼ 9%	1.00	1.10
Self Identified Gender	84	90%	▲ 1%	1	100%	— 0%	0.93	1.53
Gender Not Disclosed	10	100%	— 0%	0	N/A	N/A	1.03	N/A
Indigenous	107	92%	▲ 8%	4	75%	▲ 75%	0.94	1.15
SpEd (excl. gifted)	1,286	94%	— 0%	40	70%	▼ 8%	0.97	1.07
<b>Valuing Voices Survey Respondents</b>								
<b>Indigenous Identity - All Respondents</b>	<b>1,179</b>	<b>97%</b>	<b>▼ 1%</b>	<b>8</b>	<b>75%</b>	<b>▼ 16%</b>		
Does not identify as Indigenous	1,150	97%	▼ 1%	7	86%	▼ 4%	1.00	1.14
First Nation	20	95%	▲ 3%	1	0%	▼ 100%	0.97	0.00
Métis	8	88%	▼ 9%	0	N/A	N/A	0.90	N/A
Inuit	7	86%	▼ 9%	0	N/A	N/A	0.88	N/A
<b>Race - All Respondents</b>	<b>1,138</b>	<b>98%</b>	<b>▼ 1%</b>	<b>8</b>	<b>75%</b>	<b>▼ 16%</b>		
Black	71	100%	▲ 2%	0	N/A	N/A	1.03	N/A
East Asian	96	99%	— 0%	0	N/A	N/A	1.01	N/A
Indigenous	15	100%	▲ 10%	0	N/A	N/A	1.03	N/A
Latino/Latina/Latinx	18	100%	▲ 2%	0	N/A	N/A	1.03	N/A
Middle Eastern	136	95%	▼ 1%	1	0%	▼ 100%	0.97	0.00
South Asian	82	100%	▲ 1%	0	N/A	N/A	1.03	N/A
Southeast Asian	32	91%	▼ 7%	0	N/A	N/A	0.93	N/A
White	761	98%	▼ 1%	6	83%	▼ 4%	1.00	1.11
Another race not listed	26	96%	▼ 4%	1	100%	N/A	0.99	1.33
<b>Gender Identity - All Respondents</b>	<b>1,117</b>	<b>97%</b>	<b>▼ 1%</b>	<b>8</b>	<b>75%</b>	<b>▲ 75%</b>		
Boy or Man	572	98%	▼ 1%	7	86%	▼ 14%	1.00	1.14
Gender Fluid	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Gender Non-Conforming	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Girl or Woman	540	97%	▼ 1%	1	0%	▼ 50%	1.00	0.00
Non-Binary	5	80%	▼ 5%	0	N/A	N/A	0.82	N/A
Questioning	7	100%	▲ 5%	0	N/A	N/A	1.03	N/A
Trans Boy or Man	2	50%	▼ 50%	0	N/A	N/A	0.51	N/A
Trans Girl or Woman	2	100%	— 0%	0	N/A	N/A	1.03	N/A
Two-Spirit	1	100%	— 0%	0	N/A	N/A	1.03	N/A
Not Listed	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Not Sure	5	100%	▲ 4%	0	N/A	N/A	1.03	N/A
Gender Diverse (composite)	16	88%	▼ 9%	0	N/A	N/A	0.90	N/A
<b>Self-Identified Disability - All Respondents</b>	<b>1,069</b>	<b>98%</b>	<b>▼ 1%</b>	<b>7</b>	<b>86%</b>	<b>▲ 86%</b>		
Does not identify as having a disability	933	98%	▼ 1%	0	N/A	N/A	1.00	N/A
Addiction(s)	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Autism Spectrum Disorder	25	96%	▼ 4%	4	100%	N/A	0.98	1.17
Blind or Low Vision	5	100%	— 0%	0	N/A	N/A	1.02	N/A
Chronic Pain	3	100%	— 0%	0	N/A	N/A	1.02	N/A
Deaf or Hard of Hearing	9	100%	— 0%	0	N/A	N/A	1.02	N/A
Developmental	2	100%	▲ 17%	2	100%	N/A	1.02	1.17
Learning	86	97%	▼ 1%	4	75%	▼ 25%	0.99	0.88
Mental	21	90%	▼ 7%	1	0%	N/A	0.93	0.00
Mobility	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Physical	6	100%	— 0%	1	100%	N/A	1.02	1.17
Speech Impairment	5	100%	— 0%	1	100%	N/A	1.02	1.17
Undisclosed	2	50%	▼ 50%	0	N/A	N/A	0.51	N/A
Another disability not listed	23	91%	▼ 7%	0	N/A	N/A	0.94	N/A

\*Change for Destreamed Grade 9 English achievement in 2022-23 is based on previous 2021-22 Grade 9 Applied and Academic English (combined) in order to provide a similar cohort for reference.

**Table 7-C. Secondary Achievement in Grade 9 SCIENCE, Pass Rates (2022-23)**

Secondary (Grade 9) Science Achievement based on final report card marks, 2022-2023 Academic Year	Destreamed*			Locally Developed			Disproportionalities in Achievement	
	# Students	% Passed	Change vs. 2021-22	# Students	% Passed	Change vs. 2021-22	Destreamed	Locally Developed
<b>All Students (District)</b>	<b>5,860</b>	<b>97%</b>	<b>— 0%</b>	<b>5,860</b>	<b>97%</b>	<b>▲ 15%</b>		
Multilingual Learners (ESL/ELD)	1,310	94%	▼ 1%	1,310	94%	▲ 12%	0.98	0.98
Low-SES	1,893	72%	▼ 22%	1,893	72%	▼ 9%	0.84	0.84
Female	2,817	97%	— 0%	2,817	97%	▲ 12%	1.00	1.00
Male	2,954	97%	— 0%	2,954	97%	▲ 18%	1.00	1.00
Self Identified Gender	80	93%	▲ 1%	80	93%	N/A	0.96	0.96
Gender Not Disclosed	9	100%	— 0%	9	100%	N/A	1.03	1.03
Indigenous	98	92%	▲ 1%	98	92%	▼ 8%	0.95	0.95
SpEd (excl. gifted)	1,320	94%	▼ 1%	1,320	94%	▲ 14%	0.97	0.97
<b>Valuing Voices Survey Respondents</b>	<b>0</b>			<b>0</b>				
<b>Indigenous Identity - All Respondents</b>	<b>1,227</b>	<b>97%</b>	<b>▼ 1%</b>	<b>1,227</b>	<b>97%</b>	<b>▲ 17%</b>		
Does not identify as Indigenous	1,200	97%	▼ 1%	1,200	97%	▲ 19%	1.00	1.00
First Nation	17	94%	▼ 2%	17	94%	▲ 27%	0.97	0.97
Métis	9	78%	▼ 19%	9	78%	▼ 22%	0.80	0.80
Inuit	7	100%	▲ 6%	7	100%	— 0%	1.03	1.03
<b>Race - All Respondents</b>	<b>1,187</b>	<b>97%</b>	<b>▼ 1%</b>	<b>1,187</b>	<b>97%</b>	<b>▲ 17%</b>		
Black	83	89%	▼ 7%	83	89%	▼ 11%	0.92	0.92
East Asian	96	100%	▲ 1%	96	100%	▲ 50%	1.03	1.03
Indigenous	14	86%	▼ 8%	14	86%	▼ 14%	0.89	0.89
Latino/Latina/Latinx	20	100%	▲ 3%	20	100%	— 0%	1.03	1.03
Middle Eastern	158	93%	▼ 4%	158	93%	▲ 37%	0.96	0.96
South Asian	82	98%	▼ 2%	82	98%	N/A	1.01	1.01
Southeast Asian	32	94%	▼ 4%	32	94%	▼ 6%	0.97	0.97
White	773	98%	▼ 1%	773	98%	▲ 16%	1.01	1.01
Another race not listed	30	90%	▼ 5%	30	90%	▲ 90%	0.93	0.93
<b>Gender Identity - All Respondents</b>	<b>1,167</b>	<b>97%</b>	<b>▼ 1%</b>	<b>1,167</b>	<b>97%</b>	<b>▲ 97%</b>		
Boy or Man	593	97%	▼ 1%	593	97%	▲ 10%	1.00	1.00
Gender Fluid	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Gender Non-Conforming	1	100%	— 0%	1	100%	— 0%	1.03	1.03
Girl or Woman	570	96%	▼ 2%	570	96%	▲ 35%	0.99	0.99
Non-Binary	3	100%	▲ 5%	3	100%	N/A	1.03	1.03
Questioning	5	100%	— 0%	5	100%	N/A	1.03	1.03
Trans Boy or Man	2	100%	▲ 10%	2	100%	N/A	1.03	1.03
Trans Girl or Woman	3	100%	— 0%	3	100%	— 0%	1.03	1.03
Two-Spirit	1	100%	— 0%	1	100%	N/A	1.03	1.03
Not Listed	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Not Sure	7	100%	— 0%	7	100%	N/A	1.03	1.03
Gender Diverse (composite)	14	100%	▲ 4%	14	100%	— 0%	1.03	1.03
<b>Self-Identified Disability - All Respondents</b>	<b>1,101</b>	<b>97%</b>	<b>▼ 1%</b>	<b>1,101</b>	<b>97%</b>	<b>▲ 97%</b>		
Does not identify as having a disability	955	97%	▼ 1%	955	97%	▲ 21%	1.00	1.00
Addiction(s)	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Autism Spectrum Disorder	25	92%	▼ 1%	25	92%	N/A	0.95	0.95
Blind or Low Vision	6	83%	— 0%	6	83%	▼ 17%	0.86	0.86
Chronic Pain	2	100%	— 0%	2	100%	N/A	1.03	1.03
Deaf or Hard of Hearing	10	90%	▼ 10%	10	90%	N/A	0.93	0.93
Developmental	4	75%	▼ 8%	4	75%	▲ 75%	0.77	0.77
Learning	92	92%	▼ 3%	92	92%	▲ 17%	0.95	0.95
Mental	22	82%	▼ 12%	22	82%	▼ 18%	0.84	0.84
Mobility	0	N/A	N/A	0	N/A	N/A	N/A	N/A
Physical	6	100%	▲ 5%	6	100%	N/A	1.03	1.03
Speech Impairment	6	100%	▲ 14%	6	100%	▲ 50%	1.03	1.03
Undisclosed	6	83%	▼ 17%	6	83%	▼ 17%	0.86	0.86
Another disability not listed	21	95%	▼ 3%	21	95%	N/A	0.98	0.98

\*Change for Destreamed Grade 9 Science achievement in 2022-23 is based on previous 2021-22 Grade 9 Applied and Academic Science (combined) in order to provide a similar cohort for reference.

Table 8-A. Secondary Pathways: Grade 9 Credit Accumulation (3-year)

Grade 9 Students "On Track" to Graduate at the end of each academic year, based on end-of-year (June) student enrolment and cumulative credit accumulation	2020-2021			2021-2022				2022-2023				Disproportionalities: Grade 9 Students "On Track" to Graduate		
	Grade 9 Enrollment	# Students with 8+ credits	% On Track	Grade 9 Enrollment	# Students with 8+ credits	% On Track	Change vs. 2020-21	Grade 9 Enrollment	# Students with 8+ credits	% On Track	Change vs. 2021-22	2020-2021	2021-2022	2022-2023
<b>All Students (District)</b>	<b>5,430</b>	<b>4,703</b>	<b>87%</b>	<b>5,502</b>	<b>4,903</b>	<b>89%</b>	<b>▲ 3%</b>	<b>5,639</b>	<b>4,972</b>	<b>88%</b>	<b>▼ 1%</b>			
Multilingual Learners (ESL/ELD)	1,145	950	83%	999	833	83%	— 0%	1,190	976	82%	▼ 1%	0.96	0.94	0.93
Low-SES	1,334	1,032	77%	1,432	1,158	81%	▲ 4%	1,778	1,415	80%	▼ 1%	0.89	0.90	0.90
Female	2,645	2,347	89%	2,646	2,383	90%	▲ 1%	2,659	2,378	89%	▼ 1%	1.02	1.01	1.01
Male	2,752	2,328	85%	2,789	2,469	89%	▲ 4%	2,888	2,518	87%	▼ 1%	0.98	0.99	0.99
Self Identified Gender	31	26	84%	57	43	75%	▼ 8%	81	67	83%	▲ 7%	0.97	0.85	0.94
Gender Not Disclosed	2	2	100%	10	8	80%	▼ 20%	11	9	82%	▲ 2%	1.15	0.90	0.93
Indigenous	103	67	65%	123	89	72%	▲ 7%	102	74	73%	— 0%	0.75	0.81	0.82
SpEd (excl. gifted)	1,276	926	73%	1,272	964	76%	▲ 3%	1,388	1,035	75%	▼ 1%	0.84	0.85	0.85
<b>Valuing Voices Survey Respondents</b>														
<b>Indigenous Identity - All Respondents</b>	<b>3,155</b>	<b>2,838</b>	<b>90%</b>	<b>3,187</b>	<b>2,959</b>	<b>93%</b>	<b>▲ 3%</b>	<b>1,156</b>	<b>1,064</b>	<b>92%</b>	<b>▼ 1%</b>			
Does not identify as Indigenous	3,047	2,752	90%	3,071	2,861	93%	▲ 3%	1,127	1,043	93%	▼ 1%	1.00	1.00	1.01
First Nation	69	56	81%	87	74	85%	▲ 4%	20	15	75%	▼ 10%	0.90	0.92	0.81
Métis	36	32	89%	29	24	83%	▼ 6%	8	5	63%	▼ 20%	0.99	0.89	0.68
Inuit	19	12	63%	16	15	94%	▲ 31%	7	4	57%	▼ 37%	0.70	1.01	0.62
<b>Race - All Respondents</b>	<b>3,110</b>	<b>2,797</b>	<b>90%</b>	<b>3,101</b>	<b>2,880</b>	<b>93%</b>	<b>▲ 3%</b>	<b>1,119</b>	<b>1,027</b>	<b>92%</b>	<b>▼ 1%</b>			
Black	274	232	85%	250	215	86%	▲ 1%	71	59	83%	▼ 3%	0.94	0.93	0.91
East Asian	313	291	93%	365	357	98%	▲ 5%	91	91	100%	▲ 2%	1.03	1.05	1.09
Indigenous	81	65	80%	79	65	82%	▲ 2%	14	9	64%	▼ 18%	0.89	0.89	0.70
Latino/Latina/Latinx	80	70	88%	59	53	90%	▲ 2%	17	16	94%	▲ 4%	0.97	0.97	1.03
Middle Eastern	446	396	89%	415	365	88%	▼ 1%	130	118	91%	▲ 3%	0.99	0.95	0.99
South Asian	265	252	95%	223	216	97%	▲ 2%	80	75	94%	▼ 3%	1.06	1.04	1.02
Southeast Asian	120	108	90%	111	104	94%	▲ 4%	28	27	96%	▲ 3%	1.00	1.01	1.05
White	1,819	1,652	91%	1,839	1,736	94%	▲ 4%	755	696	92%	▼ 2%	1.01	1.02	1.00
Another race not listed	76	67	88%	94	81	86%	▼ 2%	27	22	81%	▼ 5%	0.98	0.93	0.89
<b>Gender Identity - All Respondents</b>	<b>3,121</b>	<b>2,809</b>	<b>90%</b>	<b>3,157</b>	<b>2,935</b>	<b>93%</b>	<b>▲ 3%</b>	<b>1,096</b>	<b>1,005</b>	<b>92%</b>	<b>▼ 1%</b>			
Boy or Man	1,534	1,363	89%	1,547	1,436	93%	▲ 4%	575	520	90%	▼ 2%	0.99	1.00	0.99
Gender Fluid	15	11	73%	14	12	86%	▲ 12%	0	0	N/A	N/A	0.81	0.92	N/A
Gender Non-Conforming	9	8	89%	4	3	75%	▼ 14%	0	0	N/A	N/A	0.99	0.81	N/A
Girl or Woman	1,483	1,358	92%	1,525	1,422	93%	▲ 2%	518	485	94%	— 0%	1.02	1.00	1.02
Non-Binary	28	24	86%	19	17	89%	▲ 4%	3	1	33%	▼ 56%	0.95	0.96	0.36
Questioning	30	27	90%	19	18	95%	▲ 5%	6	5	83%	▼ 11%	1.00	1.02	0.91
Trans Boy or Man	15	14	93%	10	8	80%	▼ 13%	2	1	50%	▼ 30%	1.04	0.86	0.55
Trans Girl or Woman	5	5	100%	11	9	82%	▼ 18%	2	2	100%	▲ 18%	1.11	0.88	1.09
Two-Spirit	4	3	75%	6	6	100%	▲ 25%	1	1	100%	— 0%	0.83	1.08	1.09
Not Listed	32	28	88%	23	23	100%	▲ 13%	0	0	N/A	N/A	0.97	1.08	N/A
Not Sure	17	13	76%	27	26	96%	▲ 20%	5	5	100%	▲ 4%	0.85	1.04	1.09
Gender Diverse (composite)	123	105	85%	94	86	91%	▲ 6%	13	9	69%	▼ 22%	0.95	0.98	0.75
<b>Self-Identified Disability - All Respondents</b>	<b>2,740</b>	<b>2,494</b>	<b>91%</b>	<b>2,685</b>	<b>2,523</b>	<b>94%</b>	<b>▲ 3%</b>	<b>1,055</b>	<b>965</b>	<b>91%</b>	<b>▼ 2%</b>			
Does not identify as having a disability	2,482	2,282	92%	2,455	2,326	95%	▲ 3%	901	852	95%	— 0%	1.01	1.01	1.03
Addiction(s)	17	13	76%	8	6	75%	▼ 1%	0	0	N/A	N/A	0.84	0.80	N/A
Autism Spectrum Disorder	40	31	78%	29	22	76%	▼ 2%	34	18	53%	▼ 23%	0.85	0.81	0.58
Blind or Low Vision	17	13	76%	12	10	83%	▲ 7%	4	4	100%	▲ 17%	0.84	0.89	1.09
Chronic Pain	10	8	80%	5	4	80%	— 0%	3	2	67%	▼ 13%	0.88	0.85	0.73
Deaf or Hard of Hearing	11	8	73%	9	9	100%	▲ 27%	8	7	88%	▼ 13%	0.80	1.06	0.96
Developmental	10	7	70%	8	4	50%	▼ 20%	10	3	30%	▼ 20%	0.77	0.53	0.33
Learning	108	88	81%	92	77	84%	▲ 2%	97	74	76%	▼ 7%	0.90	0.89	0.83
Mental	51	40	78%	45	37	82%	▲ 4%	23	13	57%	▼ 26%	0.86	0.88	0.62
Mobility	5	3	60%	3	3	100%	▲ 40%	0	0	N/A	N/A	0.66	1.06	N/A
Physical	31	29	94%	18	17	94%	▲ 1%	8	6	75%	▼ 19%	1.03	1.01	0.82
Speech Impairment	12	9	75%	8	6	75%	— 0%	9	6	67%	▼ 8%	0.82	0.80	0.73
Undisclosed	34	27	79%	34	28	82%	▲ 3%	2	1	50%	▼ 32%	0.87	0.88	0.55
Another disability not listed	46	39	85%	52	47	90%	▲ 6%	24	15	63%	▼ 28%	0.93	0.96	0.68

Table 8-B. Secondary Pathways: Grade 10 Credit Accumulation (3-year)

Grade 10 Students "On Track" to Graduate at the end of each academic year, based on end-of-year (June) student enrolment and cumulative credit accumulation	2020-2021			2021-2022				2022-2023				Disproportionality: Grade 10 Students "On Track" to Graduate		
	Grade 10 Enrolment	# Students with 16+ credits	% On Track	Grade 10 Enrolment	# Students with 16+ credits	% On Track	Change vs. 2019-20	Grade 10 Enrolment	# Students with 16+ credits	% On Track	Change vs. 2021-22	2020-2021	2021-2022	2022-2023
<b>All Students (District)</b>	<b>5,424</b>	<b>4,439</b>	<b>82%</b>	<b>5,703</b>	<b>4,581</b>	<b>80%</b>	▼ 2%	<b>5,714</b>	<b>4,661</b>	<b>82%</b>	▲ 1%			
Multilingual Learners (ESL/ELD)	1,159	875	75%	1,195	887	74%	▼ 1%	1,319	981	74%	— 0%	0.92	0.92	0.91
Low-SES	1,336	937	70%	1,424	986	69%	▼ 1%	1,821	1,328	73%	▲ 4%	0.85	0.85	0.89
Female	2,568	2,177	85%	2,790	2,285	82%	▼ 3%	2,768	2,306	83%	▲ 1%	1.04	1.02	1.02
Male	2,822	2,242	79%	2,873	2,270	79%	— 0%	2,866	2,307	80%	▲ 1%	0.97	0.98	0.99
Self Identified Gender	28	17	61%	36	24	67%	▲ 6%	69	41	59%	▼ 7%	0.74	0.83	0.73
Gender Not Disclosed	6	3	50%	4	2	50%	— 0%	11	7	64%	▲ 14%	0.61	0.62	0.78
Indigenous	114	53	46%	105	61	58%	▲ 12%	131	71	54%	▼ 4%	0.57	0.72	0.66
SpEd (excl. gifted)	1,300	869	67%	1,376	898	65%	▼ 2%	1,359	898	66%	▲ 1%	0.82	0.81	0.81
<b>Valuing Voices Survey Respondents</b>														
<b>Indigenous Identity - All Respondents</b>	<b>3,643</b>	<b>3,188</b>	<b>88%</b>	<b>3,069</b>	<b>2,645</b>	<b>86%</b>	▼ 1%	<b>3,101</b>	<b>2,705</b>	<b>87%</b>	▲ 1%			
Does not identify as Indigenous	3,525	3,100	88%	2,969	2,573	87%	▼ 1%	2,989	2,626	88%	▲ 1%	1.00	1.01	1.01
First Nation	79	57	72%	62	42	68%	▼ 4%	83	59	71%	▲ 3%	0.82	0.79	0.81
Métis	34	30	88%	35	29	83%	▼ 5%	28	20	71%	▼ 11%	1.01	0.96	0.82
Inuit	13	9	69%	15	11	73%	▲ 4%	15	10	67%	▼ 7%	0.79	0.85	0.76
<b>Race - All Respondents</b>	<b>3,591</b>	<b>3,153</b>	<b>88%</b>	<b>3,024</b>	<b>2,613</b>	<b>86%</b>	▼ 1%	<b>3,015</b>	<b>2,636</b>	<b>87%</b>	▲ 1%			
Black	323	261	81%	268	214	80%	▼ 1%	231	184	80%	— 0%	0.92	0.92	0.91
East Asian	421	404	96%	310	288	93%	▼ 3%	355	343	97%	▲ 4%	1.09	1.08	1.11
Indigenous	69	50	72%	79	58	73%	▲ 1%	76	49	64%	▼ 9%	0.83	0.85	0.74
Latino/Latina/Latinx	91	75	82%	80	68	85%	▲ 3%	53	41	77%	▼ 8%	0.94	0.98	0.88
Middle Eastern	523	445	85%	434	361	83%	▼ 2%	394	320	81%	▼ 2%	0.97	0.96	0.93
South Asian	302	282	93%	259	245	95%	▲ 1%	217	203	94%	▼ 1%	1.06	1.09	1.07
Southeast Asian	127	112	88%	114	100	88%	— 0%	108	96	89%	▲ 1%	1.00	1.02	1.02
White	2,140	1,879	88%	1,767	1,525	86%	▼ 1%	1,809	1,593	88%	▲ 2%	1.00	1.00	1.01
Another race not listed	77	64	83%	70	59	84%	▲ 1%	93	76	82%	▼ 3%	0.95	0.98	0.93
<b>Gender Identity - All Respondents</b>	<b>3,581</b>	<b>3,138</b>	<b>88%</b>	<b>3,033</b>	<b>2,620</b>	<b>86%</b>	▼ 1%	<b>3,073</b>	<b>2,688</b>	<b>87%</b>	▲ 1%			
Boy or Man	1,786	1,545	87%	1,493	1,280	86%	▼ 1%	1,502	1,314	87%	▲ 2%	0.99	0.99	1.00
Gender Fluid	18	14	78%	15	10	67%	▼ 11%	15	12	80%	▲ 13%	0.89	0.77	0.91
Gender Non-Conforming	12	8	67%	9	6	67%	— 0%	4	3	75%	▲ 8%	0.76	0.77	0.86
Girl or Woman	1,682	1,508	90%	1,438	1,267	88%	▼ 2%	1,488	1,315	88%	— 0%	1.02	1.02	1.01
Non-Binary	19	14	74%	28	19	68%	▼ 6%	21	14	67%	▼ 1%	0.84	0.79	0.76
Questioning	44	38	86%	30	23	77%	▼ 10%	19	16	84%	▲ 8%	0.99	0.89	0.96
Trans Boy or Man	19	14	74%	14	11	79%	▲ 5%	10	3	30%	▼ 49%	0.84	0.91	0.34
Trans Girl or Woman	8	5	63%	5	5	100%	▲ 38%	9	6	67%	▼ 33%	0.71	1.16	0.76
Two-Spirit	12	10	83%	4	3	75%	▼ 8%	6	2	33%	▼ 42%	0.95	0.87	0.38
Not Listed	58	47	81%	29	20	69%	▼ 12%	25	21	84%	▲ 15%	0.92	0.80	0.96
Not Sure	23	15	65%	17	11	65%	▼ 1%	27	23	85%	▲ 20%	0.74	0.75	0.97
Gender Diverse (composite)	151	118	78%	119	88	74%	▼ 4%	96	70	73%	▼ 1%	0.89	0.86	0.83
<b>Self-Identified Disability - All Respondents</b>	<b>3,145</b>	<b>2,788</b>	<b>89%</b>	<b>2,669</b>	<b>2,346</b>	<b>88%</b>	▼ 1%	<b>2,614</b>	<b>2,317</b>	<b>89%</b>	▲ 1%			
Does not identify as having a disability	2,832	2,547	90%	2,417	2,157	89%	▼ 1%	2,392	2,148	90%	▲ 1%	1.01	1.02	1.01
Addiction(s)	25	13	52%	16	11	69%	▲ 17%	8	6	75%	▲ 6%	0.59	0.78	0.85
Autism Spectrum Disorder	51	38	75%	40	29	73%	▼ 2%	28	17	61%	▼ 12%	0.84	0.82	0.68
Blind or Low Vision	25	18	72%	17	14	82%	▲ 10%	12	8	67%	▼ 16%	0.81	0.94	0.75
Chronic Pain	16	13	81%	10	7	70%	▼ 11%	5	4	80%	▲ 10%	0.92	0.80	0.90
Deaf or Hard of Hearing	22	19	86%	10	7	70%	▼ 16%	9	6	67%	▼ 3%	0.97	0.80	0.75
Developmental	16	11	69%	10	7	70%	▲ 1%	8	4	50%	▼ 20%	0.78	0.80	0.56
Learning	151	118	78%	105	76	72%	▼ 6%	89	65	73%	▲ 1%	0.88	0.82	0.82
Mental	74	56	76%	51	34	67%	▼ 9%	45	29	64%	▼ 2%	0.85	0.76	0.73
Mobility	14	12	86%	5	3	60%	▼ 26%	3	1	33%	▼ 27%	0.97	0.68	0.38
Physical	35	26	74%	30	26	87%	▲ 12%	18	14	78%	▼ 9%	0.84	0.99	0.88
Speech Impairment	22	17	77%	12	8	67%	▼ 11%	6	4	67%	— 0%	0.87	0.76	0.75
Undisclosed	34	27	79%	33	25	76%	▼ 4%	31	23	74%	▼ 2%	0.90	0.86	0.84
Another disability not listed	45	33	73%	45	33	73%	— 0%	50	39	78%	▲ 5%	0.83	0.83	0.88

**Table 9. Secondary Pathways: Dual Credit Enrolment (2-year)**

Secondary Student Dual Credit Enrolment: Year-Over-Year Representation and Change	2021-2022		2022-2023		Year-Over-Year Change: Representation in Dual Credit Enrolment in 2022-23 vs. 2021-22
	Dual Credit Enrolment (#)	Proportion of Enrolment (%)	Dual Credit Enrolment (#)	Proportion of Enrolment (%)	
<b>All Students (District)</b>	<b>107</b>		<b>113</b>		
Multilingual Learners (ESL/ELD)	14	13%	25	22%	▲ 9%
Low-SES	54	50%	64	57%	▲ 6%
Female	55	51%	56	50%	▼ 2%
Male	50	47%	54	48%	▲ 1%
Self Identified Gender	1	1%	2	2%	▲ 1%
Gender Not Disclosed	0	0%	0	0%	— 0%
Indigenous	15	14%	11	10%	▼ 4%
SpEd (excl. gifted)	42	39%	42	37%	▼ 2%
<b>Valuing Voices Survey Respondents</b>					
<b>Indigenous Identity - All Respondents</b>	<b>37</b>		<b>46</b>		
Does not identify as Indigenous	32	86%	43	93%	▲ 7%
First Nation	3	8%	2	4%	▼ 4%
Métis	0	0%	0	0%	— 0%
Inuit	2	5%	1	2%	▼ 3%
<b>Race - All Respondents</b>	<b>37</b>		<b>45</b>		
Black	5	14%	6	13%	— 0%
East Asian	1	3%	4	9%	▲ 6%
Indigenous	4	11%	2	4%	▼ 6%
Latino/Latina/Latinx	0	0%	1	2%	▲ 2%
Middle Eastern	7	19%	7	16%	▼ 3%
South Asian	0	0%	2	4%	▲ 4%
Southeast Asian	5	14%	1	2%	▼ 11%
White	20	54%	28	62%	▲ 8%
Another race not listed	0	0%	1	2%	▲ 2%
<b>Gender Identity - All Respondents</b>	<b>35</b>		<b>46</b>		— 0%
Boy or Man	19	54%	22	48%	▼ 6%
Gender Fluid	1	3%	2	4%	▲ 1%
Gender Non-Conforming	2	6%	0	0%	▼ 6%
Girl or Woman	16	46%	21	46%	— 0%
Non-Binary	2	6%	0	0%	▼ 6%
Questioning	1	3%	0	0%	▼ 3%
Trans Boy or Man	1	3%	0	0%	▼ 3%
Trans Girl or Woman	1	3%	0	0%	▼ 3%
Two-Spirit	1	3%	0	0%	▼ 3%
Not Listed	1	3%	1	2%	▼ 1%
Not Sure	0	0%	0	0%	— 0%
Gender Diverse (composite)	4	11%	3	7%	▼ 5%
<b>Self-Identified Disability - All Respondents</b>	<b>32</b>		<b>38</b>		
Does not identify as having a disability	19	59%	28	74%	▲ 14%
Addiction(s)	3	9%	0	0%	▼ 9%
Autism Spectrum Disorder	4	13%	3	8%	▼ 5%
Blind or Low Vision	2	6%	0	0%	▼ 6%
Chronic Pain	1	3%	0	0%	▼ 3%
Deaf or Hard of Hearing	1	3%	0	0%	▼ 3%
Developmental	1	3%	1	3%	— 0%
Learning	6	19%	7	18%	— 0%
Mental	6	19%	2	5%	▼ 13%
Mobility	0	0%	1	3%	▲ 3%
Physical	2	6%	1	3%	▼ 4%
Speech Impairment	2	6%	0	0%	▼ 6%
Undisclosed	1	3%	1	3%	— 0%
Another disability not listed	1	3%	0	0%	▼ 3%

**Table 10. Secondary Pathways: OYAP Enrolment (2-year)**

Secondary Student Enrolment in the <i>Ontario Youth Apprenticeship Program (OYAP)</i> : Year-Over-Year Representation and Change	2021-2022		2022-2023		Year-Over-Year Change: Representation in OYAP Enrolment in 2022-23 vs. 2021-22
	OYAP Enrolment (#)	Proportion of Enrolment (%)	OYAP Enrolment (#)	Proportion of Enrolment (%)	
<b>All Students (District)</b>	<b>549</b>		<b>673</b>		
Multilingual Learners (ESL/ELD)	103	19%	134	20%	▲ 1%
Low-SES	194	35%	223	33%	▼ 2%
Female	151	28%	180	27%	▼ 1%
Male	397	72%	484	72%	— 0%
Self Identified Gender	3	1%	5	1%	— 0%
Gender Not Disclosed	0	0%	1	0%	— 0%
Indigenous	22	4%	22	3%	▼ 1%
SpEd (excl. gifted)	267	49%	289	43%	▼ 6%
<b>Valuing Voices Survey Respondents</b>					
<b>Indigenous Identity - All Respondents</b>	<b>315</b>		<b>396</b>		
Does not identify as Indigenous	296	94%	376	95%	▲ 1%
First Nation	12	4%	9	2%	▼ 2%
Métis	7	2%	7	2%	— 0%
Inuit	1	0%	4	1%	▲ 1%
<b>Race - All Respondents</b>	<b>309</b>		<b>381</b>		
Black	31	10%	32	8%	▼ 2%
East Asian	19	6%	17	4%	▼ 2%
Indigenous	12	4%	17	4%	▲ 1%
Latino/Latina/Latinx	5	2%	17	4%	▲ 3%
Middle Eastern	49	16%	53	14%	▼ 2%
South Asian	11	4%	18	5%	▲ 1%
Southeast Asian	12	4%	10	3%	▼ 1%
White	208	67%	267	70%	▲ 3%
Another race not listed	6	2%	6	2%	— 0%
<b>Gender Identity - All Respondents</b>	<b>310</b>		<b>385</b>		— 0%
Boy or Man	211	68%	273	71%	▲ 3%
Gender Fluid	2	1%	1	0%	— 0%
Gender Non-Conforming	0	0%	1	0%	— 0%
Girl or Woman	82	26%	97	25%	▼ 1%
Non-Binary	1	0%	6	2%	▲ 1%
Questioning	3	1%	3	1%	— 0%
Trans Boy or Man	5	2%	3	1%	▼ 1%
Trans Girl or Woman	1	0%	0	0%	— 0%
Two-Spirit	0	0%	1	0%	— 0%
Not Listed	7	2%	9	2%	— 0%
Not Sure	4	1%	2	1%	▼ 1%
Gender Diverse (composite)	19	6%	20	5%	▼ 1%
<b>Self-Identified Disability - All Respondents</b>	<b>268</b>		<b>326</b>		
Does not identify as having a disability	211	79%	249	76%	▼ 2%
Addiction(s)	6	2%	6	2%	— 0%
Autism Spectrum Disorder	6	2%	8	2%	— 0%
Blind or Low Vision	3	1%	7	2%	▲ 1%
Chronic Pain	2	1%	1	0%	— 0%
Deaf or Hard of Hearing	3	1%	7	2%	▲ 1%
Developmental	2	1%	4	1%	— 0%
Learning	36	13%	38	12%	▼ 2%
Mental	11	4%	13	4%	— 0%
Mobility	2	1%	3	1%	— 0%
Physical	0	0%	5	2%	▲ 2%
Speech Impairment	2	1%	4	1%	— 0%
Undisclosed	6	2%	9	3%	▲ 1%
Another disability not listed	4	1%	14	4%	▲ 3%