



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



2024-2025

STUDENT LEARNING UPDATE:

Preparation of Students for Future Success



This summary focuses on students' preparedness for future success, aligning with the corresponding priority in the Ministry's Student Achievement Plan (SAP). Results that follow highlight key observations from credit accumulation, participation in job skills programs, five-year cohort graduation rates, secondary math and science course enrolment, and student perceptions about being prepared for the next step in their learning.

To further explore the indicators mentioned above, results are disaggregated by identity-based data using two datasets. One is district-level reporting based on information available for the full population of students in the student information system. The other is for the subset of students who participated (or their parents/caregivers participated) in the Valuing Voices Student Survey.



- Demographic characteristics for which we have population data (based on our student information system) include: Multilingual learners, students with special education needs (excluding gifted), students who identify as Indigenous, and students residing in low-income neighbourhoods.
- For Valuing Voices Survey participants, reporting groups are based on self-reported information in response to survey questions related to Indigenous identity, race, gender identity, disability, and religion. Parents of students in K-6 completed the survey on behalf of their child (2024 response rate of 56%), while students in Grades 7-12 completed their own survey (2024 response rate of 66%). Considerations of the data, such as representativeness of the survey participants compared to the full population, as well as external influential factors, should be acknowledged when interpreting disproportionality.

Detailed tables with disproportionality indices can be found [here](#).

Credit Accumulation

Credit accumulation is an important indicator for identifying if a student is on track to graduate with their peers. The Ministry monitors the percentage of students who earn 16 or more credits by the end of Grade 10. At the OCDSB, 82% of students met this criterion in 2023-2024, compared to 78% of students province-wide. According to provincially calculated numbers, this represents no change for the province but a 1% decrease for the OCDSB compared to 2022-2023. To facilitate early intervention, the OCDSB also monitors credit accumulation at the end of Grade 9, at the school and District level, as part of the Board Priority Learning Plan.

82% of OCDSB students are deemed to be on track to graduate by the end of Grade 10, compared to 78% of students province-wide.

Results by Identity

Differences were observed in credit accumulation based on student identity data. Based on population-level data, students who identify as Indigenous were the least likely to be on track to graduate, followed by students with special education needs (excluding gifted). Multilingual learners, students residing in low-income neighbourhoods, and students who identify as transgender, non-binary and/or gender diverse also fell below the district average. Compared to the previous year, disproportionality indices were smaller for most groups (with the exception of students living in low income neighbourhoods, which slightly widened), indicating progress in narrowing the gaps.

For the subset of students for whom we have Valuing Voices Student Survey responses (64%), we can further explore credit accumulation by identity. This data suggests that students who identify as Indigenous continue to be less likely to have earned 16 credits by the end of Grade 10, as compared to the district average; however, there has been some improvement from the previous school year. The data also shows underrepresentation in credit accumulation for students who identify as Black and those who report various disabilities, as outlined at the end of this report.

Participation in Job Skills Programs

Across Ontario, students have the opportunity to participate in job skills programs such as Specialist High Skills Major (SHSM), Dual Credit, and the Ontario Youth Apprenticeship Program (OYAP). In 2023-2024, 15% of Grade 11 and 12 students were enrolled in at least one job skills program at the OCDSB ($n = 2,016$). This participation rate reflects only these three programs, and does not capture the broad range of other experiential learning opportunities for OCDSB students (such as Authentic Student Learning Experience, School Within A College, etc.). Staff are currently working on improving how enrolment data related to these programs is captured and shared with the Ministry for improved transparency and validity when making comparisons.

Over 2,000 students participated in a job skills program at the OCDSB last year, with higher participation from some of our historically underserved groups of students.



Results by Identity

Students who identify as Indigenous, who identify as transgender, non-binary, and/or gender diverse, and students with special education needs (excluding gifted) had higher participation rates in the job skills programs when compared to the overall Grade 11-12 population. On the other hand, Multilingual learners had a lower participation rate.

Participation rates were further disaggregated by the Valuing Voices Survey data, however, survey responses were available for less than half of the students enrolled in the job skills programs (49%), and therefore results should be interpreted with caution. Disproportionality indices showed higher participation rates for some groups of students, including students who identify as Indigenous, Black, White, gender diverse, and those who reported a disability such as Autism Spectrum Disorder or a Learning Disability. The data also showed lower participation rates for some groups, including those who identify as East Asian, South Asian, Buddhist, and/or Hindu. A detailed table with disproportionalities for all groups is included at the end of this report in Table 2.

Graduation Rate

The graduation indicator identified in the Ministry's Student Achievement Plan is the percentage of students graduating with an Ontario Secondary School Diploma (OSSD) within five years of starting Grade 9. This indicator is based on the cohort of students who began Grade 9 in 2018-2019 and tracks their progress until 2022-2023.



Most recent OCDSB graduation rates were 91%, compared to the provincial average of 90%.

Graduation rates are available from the Ministry of Education, and although this data is not replicable due to differences in methodology and access to the records of students who move from the District, the data offers a valuable reference point for comparison. According to the most recent Ministry calculations, five-year graduation rates of OCDSB students who began Grade 9 in the 2018-2019 academic year were 91%, 1% higher than students province-wide.

% of students graduating with an OSSD within five years of starting Grade 9 (School Year)



Note: Years 2021-2022 and 2022-2023 are based on the 5-year graduation rates of students who started Grade 9 in 2017-2018 and 2018-2019, respectively.

Based on our internal data, 93% of students who began Grade 9 in the 2018-2019 academic year, and stayed at the OCDSB, graduated within five years. The vast majority (95%) of those students graduated within four years.

Disaggregation of data was done using identity-based data from the point in time closest to the start of their Grade 9 school year (2018-2019). Disaggregation using District-level data from the student information system indicates that students who identify as Indigenous continue to be proportionately less likely to graduate with an OSSD within five years of starting secondary school, compared with the District average. Identity-based data collected in the 2019 Valuing Voices Student Survey (available for 66% of the 2018-2019 Grade 9 cohort) further demonstrates disproportionately lower graduation rates for students who identify as Indigenous and those with disabilities (see Table 3 for a full breakdown), while East Asian, Southeast Asian, and South Asian students had higher than average graduation rates.

Enrolment in Grade 11/12 Math and Science Courses

The percentage of unique students taking at least one Grade 11 science, Grade 12 science, or Grade 12 math course (as a proportion of enrolment across all Grade 11 and 12 courses) is taken as an indicator of preparing students for the future. Ministry data shows OCDSB results are stable compared to the previous year and 1% higher than rates seen province-wide.

59% of OCDSB students took Grade 11 science, or Grade 12 math or science in 2023-2024.

% of students taking at least one Gr 11 science or Gr 12 math or science course (School Year)



Results by Identity

District-wide identity-based data shows that students who identify as Indigenous and those who identify as transgender, non-binary, and/or gender diverse are underrepresented among those enrolled in Grade 11 and Grade 12 math/science. To a lesser extent, there are also proportionally fewer students with special education needs (excluding gifted), Multilingual learners, and students residing in low-income neighbourhoods enrolled in these courses, as compared to the District average.

For those students who shared additional identity-based information via the Valuing Voices Student Survey (52%), we see underrepresentation of students who identify as Indigenous, Black, Middle Eastern, Muslim, and various disabilities, in Grade 11/12 math/science courses (as reported in Table 4). Conversely, enrolment is disproportionately higher for students who identify as Hindu, Sikh, South Asian, those questioning their gender identity, and/or East Asian.

Student Perceptions of Preparedness

To collect perceptual data on students' preparedness for future success, a relevant question was added to the Student Questionnaire for students in Grade 6, 9, and writing the Ontario Secondary School Literacy Test (OSSLT). This question asks students if they agree with the statement: "Thinking about my learning at school, I feel prepared for learning in the next semester or next school year." Given that this was the first year in which this question was included, data is not available to monitor change over time. However, we can establish a baseline, examine differences across the grade levels, and compare results to trends seen province-wide. Based on these initial results, the OCDSB sees higher rates of feeling prepared in the older grades, and relatively comparable results with the province.



About two-thirds of students surveyed in the OCDSB reported feeling prepared for the next step in their learning.

% of students reporting that their learning at school has prepared them for the next step in their learning (EQAO Questionnaire)



Results by Identity

Although patterns vary across the three groups (Grade 6, 9, and OSSLT), overarching trends tend to show that students who identify as Indigenous and students with special education needs (excluding gifted) reported the lowest preparedness for future learning. Multilingual learners reported higher preparedness for future learning compared to the district average. Based on the Valuing Voices Survey responses, identity-based data was available for 50-71% of the EQAO Questionnaire respondents. This data revealed disproportionalities in preparedness for future learning, in particular for students who identify with a gender included in the diverse composite, and for those who reported a disability such as Autism Spectrum Disorder, Developmental or Learning disabilities, and/or mental health disabilities. See Table 5 at the end of the report for more details.



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

May 2025

Table 1. Grade 10 Credit Accumulation (2023-2024)

Students "On Track" to Graduate based on June 2024 enrolment and cumulative credit accumulation	Grade 10 Enrolment (2023-2024)	Grade 10 Credit Accumulation (2023-2024)			Disproportionality of Students "On Track" to Graduate*
		# Students with 16+ credits	% On Track	Change vs. 2022-2023	
All Students (District; Grade 10)	5,480	4,554	83%	-1%	
Multilingual Learners (ESL/ELD)	781	561	72%	0%	0.86
Low-SES	1,720	1,243	72%	-4%	0.87
Female	2,588	2,198	85%	-1%	1.02
Male	2,803	2,283	81%	-1%	0.98
Transgender, Non-Binary, Gender Diverse	77	63	82%	20%	0.98
Gender Not Disclosed	12	10	83%	11%	1.00
Indigenous	99	61	62%	6%	0.74
Special Education (excl. gifted)	1,495	1,017	68%	1%	0.82
Valuing Voices Survey Respondents					
Indigenous Identity - All Respondents	3,522	3,095	88%	-1%	
Does not identify as Indigenous	3,324	2,947	89%	-1%	1.01
First Nation	89	56	63%	-3%	0.72
Métis	44	36	82%	7%	0.93
Inuit	35	29	83%	7%	0.94
Unspecified	66	58	88%	-7%	1.00
All Indigenous	198	148	75%	-1%	0.85
Race - All Respondents	3,407	2,989	88%	-1%	
Black	344	270	78%	-4%	0.89
East Asian	392	372	95%	-2%	1.08
Indigenous	117	81	69%	0%	0.79
Latino/Latina/Latinx	111	99	89%	3%	1.02
Middle Eastern	559	463	83%	-1%	0.94
South Asian	341	319	94%	0%	1.07
Southeast Asian	132	116	88%	-4%	1.00
White	1,967	1,759	89%	0%	1.02
Another race not listed	82	74	90%	3%	1.03
Gender Identity - All Respondents	3,337	2,940	88%	-1%	
Boy or Man	1,532	1,336	87%	-2%	0.99
Genderfluid	82	67	82%	1%	0.93
Gender Non-Conforming	72	63	88%	5%	0.99
Girl or Woman	1,611	1,432	89%	-1%	1.01
Non-Binary	104	88	85%	1%	0.96
Questioning	70	61	87%	-1%	0.99
Trans Boy or Man	82	66	80%	-5%	0.91
Trans Girl or Woman	43	37	86%	4%	0.98
Two-Spirit	36	29	81%	-12%	0.91
Not listed	87	74	85%	-2%	0.97
Not sure	34	28	82%	-1%	0.93
Gender Diverse (composite)	323	274	85%	1%	0.96
Disability - All Respondents	2,968	2,637	89%	-1%	
Does not identify as having a disability	2,525	2,284	90%	-2%	1.02
Addiction(s)	59	46	78%	2%	0.88
Autism Spectrum Disorder	139	110	79%	12%	0.89
Blind or Low Vision	44	38	86%	6%	0.97
Chronic Pain	55	44	80%	2%	0.90
Deaf or Hard of Hearing	35	26	74%	-5%	0.84
Developmental	89	72	81%	6%	0.91
Learning	221	184	83%	9%	0.94
Mental	150	114	76%	1%	0.86
Mobility	38	31	82%	-2%	0.92
Physical	47	40	85%	10%	0.96
Speech Impairment	36	28	78%	-4%	0.88
Undisclosed	16	9	56%	-7%	0.63
Another disability not listed	104	82	79%	10%	0.89
Religion - All Respondents	3,335	2,934	88%	-1%	
Agnostic	241	226	94%	4%	1.07
Atheist	562	511	91%	-1%	1.03
Buddhist	82	71	87%	-3%	0.98
Christian	847	753	89%	-2%	1.01
Hindu	120	115	96%	-1%	1.09
Indigenous Spirituality	35	26	74%	0%	0.84
Jewish	105	94	90%	-2%	1.02
Muslim	715	587	82%	0%	0.93
Sikh	35	34	97%	6%	1.10
Spiritual but not religious	155	134	86%	-4%	0.98
No affiliation	674	612	91%	-1%	1.03
Not sure	301	249	83%	-4%	0.94
Another religion not listed	130	115	88%	-1%	1.01

* **Disproportionality** reflects the proportional difference and relative standing of each group relative to the overall student population (survey respondents). Values over 1 indicate **overrepresentation**, while values under 1 indicate **underrepresentation**. Caution is advised when interpreting results where counts (N) are low, these cases are displayed in red and the disproportionality is shaded grey.

Table 2. Participation in Specialist High Skills Major, Dual Credit, or Ontario Youth Apprenticeship Program (2023-2024)

Participation of Students in at least one Job Skills Program	N	# Enrolled	% Enrolled	Disproportionality in Enrollment*
All Students (District; Grade 11-12)	13,589	2,016	15%	
Multilingual Learners (ESL/ELD)	1,855	198	11%	0.72
Low-SES	4,626	723	16%	1.07
Female	6,591	927	14%	0.95
Male	6,792	993	15%	0.99
Transgender, Non-Binary, Gender Diverse	178	30	17%	1.14
Gender Not Disclosed	28	11	39%	2.65
Indigenous	320	82	26%	1.73
Special Education (excl. gifted)	3,574	748	21%	1.41
Valuing Voices Survey Respondents				
Indigenous Identity - All Respondents	6,717	856	13%	
Does not identify as Indigenous	6,384	797	12%	0.98
First Nation	155	21	14%	1.06
Métis	96	12	13%	0.98
Inuit	55	15	27%	2.14
Unspecified	95	18	19%	1.49
All Indigenous	333	59	18%	1.39
Race - All Respondents	6,488	828	13%	
Black	658	96	15%	1.14
East Asian	785	49	6%	0.49
Indigenous	204	36	18%	1.38
Latino/Latina/Latinx	247	28	11%	0.89
Middle Eastern	1,058	117	11%	0.87
South Asian	650	41	6%	0.49
Southeast Asian	311	29	9%	0.73
White	3,550	528	15%	1.17
Another race not listed	172	23	13%	1.05
Gender Identity - All Respondents	6,345	804	13%	
Boy or Man	2,787	321	12%	0.91
Genderfluid	144	21	15%	1.15
Gender Non-Conforming	140	24	17%	1.35
Girl or Woman	3,135	409	13%	1.03
Non-Binary	231	38	16%	1.30
Questioning	128	17	13%	1.05
Trans Boy or Man	145	25	17%	1.36
Trans Girl or Woman	86	10	12%	0.92
Two-Spirit	50	6	12%	0.95
Not listed	114	24	21%	1.66
Not sure	72	8	11%	0.88
Gender Diverse (composite)	642	109	17%	1.34
Disability - All Respondents	5,572	689	12%	
Does not identify as having a disability	4,674	541	12%	0.94
Addiction(s)	114	12	11%	0.85
Autism Spectrum Disorder	308	58	19%	1.52
Blind or Low Vision	59	9	15%	1.23
Chronic Pain	125	24	19%	1.55
Deaf or Hard of Hearing	68	10	15%	1.19
Developmental	167	23	14%	1.11
Learning	462	82	18%	1.44
Mental	418	69	17%	1.33
Mobility	60	8	13%	1.08
Physical	122	21	17%	1.39
Speech Impairment	76	10	13%	1.06
Undisclosed	32	7	22%	1.77
Another disability not listed	137	23	17%	1.36
Religion - All Respondents	6,353	807	13%	
Agnostic	606	85	14%	1.10
Atheist	1,016	107	11%	0.83
Buddhist	169	9	5%	0.42
Christian	1,349	169	13%	0.99
Hindu	186	11	6%	0.47
Indigenous Spirituality	55	9	16%	1.29
Jewish	142	24	17%	1.33
Muslim	1,408	165	12%	0.92
Sikh	63	7	11%	0.87
Spiritual but not religious	367	46	13%	0.99
No affiliation	1,364	188	14%	1.09
Not sure	503	78	16%	1.22
Another religion not listed	203	43	21%	1.67

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Table 3. 5-Year Graduation Rate

Students earning an Ontario Secondary School Diploma (OSSD) within 5 years of starting Grade 9	2018-2019 Cohort				
	Cohort Size (Stayed In Board)	Graduated within 5 years	5-Year Grad Rate	Change vs. Previous Cohort	Disproportionality in 5-year Grad Rate*
Board Cohort (OnSIS)	4,997	4,630	92.7%	-0.3%	
All Students (District)	4,990	4,630	92.8%	-0.2%	
Multilingual Learners (ESL/ELD)	1,032	952	92.2%	-0.2%	0.99
Low-SES (2018)	1,200	1,054	87.8%	0.8%	0.94
Female	2,468	2,324	94.2%	0.4%	1.01
Male	2,521	2,305	91.4%	-0.8%	0.99
Indigenous	103	74	71.8%	-4.4%	0.77
Special Education (excl. gifted)	1,048	884	84.4%	0.1%	0.91
Valuing Voices Survey Respondents (2019-2020)					
Indigenous Identity - All Respondents	3,313	3,180	96.0%	-1.4%	
Does not identify as Indigenous	3,212	3,097	96.4%	-1.1%	1.00
First Nation	69	56	81.2%	-12.7%	0.85
Métis	36	33	91.7%	-5.6%	0.96
Inuit	18	15	83.3%	-4.2%	0.87
All Indigenous	109	91	83.5%	-8.8%	0.87
Race - All Respondents	3,274	3,144	96.0%	-1.3%	
Black	279	257	92.1%	-5.6%	0.96
East Asian	348	345	99.1%	0.4%	1.03
Indigenous	73	63	86.3%	-4.6%	0.90
Latino/Latina/Latinx	95	93	97.9%	-0.7%	1.02
Middle Eastern	463	448	96.8%	0.7%	1.01
South Asian	309	302	97.7%	-2.3%	1.02
Southeast Asian	121	120	99.2%	4.0%	1.03
White	1,976	1,888	95.5%	-2.0%	0.99
Another race not listed	69	64	92.8%	-1.7%	0.97
Gender Identity - All Respondents	3,269	3,137	96.0%	-1.2%	
Boy or Man	1,518	1,448	95.4%	-1.3%	0.99
Gender Fluid	23	21	91.3%	3.1%	0.95
Gender Non-Conforming	19	16	84.2%	7.3%	0.88
Girl or Woman	1,617	1,572	97.2%	-0.9%	1.01
Non-Binary	35	33	94.3%	-1.4%	0.98
Questioning	37	33	89.2%	3.0%	0.93
Trans Boy or Man	26	25	96.2%	7.3%	1.00
Trans Girl or Woman	13	12	92.3%	17.3%	0.96
Two-Spirit	14	13	92.9%	-7.1%	0.97
Not Listed	46	42	91.3%	-3.8%	0.95
Not Sure	24	21	87.5%	-1.4%	0.91
Gender Diverse (composite)	171	154	90.1%	-1.0%	0.94
Self-identified Disability - All Respondents	2,913	2,810	96.5%	-1.2%	
Does not identify as having a disability	2,637	2,565	97.3%	-0.7%	1.01
Addiction(s)	45	37	82.2%	-8.1%	0.85
Autism Spectrum Disorder	47	42	89.4%	-4.4%	0.93
Blind or Low Vision	30	26	86.7%	-13.3%	0.90
Chronic Pain	22	21	95.5%	-4.5%	0.99
Deaf or Hard of Hearing	18	18	100.0%	0.0%	1.04
Developmental	21	17	81.0%	-19.0%	0.84
Learning	141	124	87.9%	-7.7%	0.91
Mental	94	82	87.2%	-7.0%	0.90
Mobility	14	13	92.9%	-7.1%	0.96
Physical	36	33	91.7%	-8.3%	0.95
Speech Impairment	27	24	88.9%	-11.1%	0.92
Undisclosed	19	14	73.7%	-4.9%	0.76
Another disability not listed	24	22	91.7%	-6.1%	0.95

* **Disproportionality** reflects the proportional difference and relative standing of each group relative to the overall student population (survey respondents). Values over 1 indicate **overrepresentation**, while values under 1 indicate **underrepresentation**. Caution is advised when interpreting results where counts (N) are low, these cases are displayed in red and the disproportionality is shaded grey.

Table 4. Grade 11 and 12 Math/Science Enrolment (2023-2024)

Students enrolled in at least one Grade 11 Science, Grade 12 Science, or Grade 12 Math course	Enrolment Across All Gr 11/12 Courses	Enrolled in at least one Math/Sci Course (2023-2024)			Disproportionality of Enrolment in Math/Science Courses*
		# Unique Students	Enrol. Rate in Math/Sci	Change vs. 2022-23	
All Students (District; Enrolled in Grade 11-12 Courses)	16,488	9,488	57.5%	0.1%	
Multilingual Learners (ESL/ELD)	2,599	1,173	45.1%	-10.6%	0.78
Low-SES	5,685	2,815	49.5%	0.5%	0.86
Female	8,160	4,676	57.3%	0.2%	1.00
Male	8,088	4,723	58.4%	0.2%	1.01
Trans, Non-Binary, Gender Diverse	205	75	36.6%	4.0%	0.64
Gender Not Disclosed	35	14	40.0%	4.0%	0.70
Indigenous	341	124	36.4%	3.4%	0.63
Special Education (excl. gifted)	4,144	1,805	43.6%	1.1%	0.76
Valuing Voices Survey Respondents					
Indigenous Identity - All Respondents	9,068	5,244	57.8%	11.3%	
Does not identify as Indigenous	8,620	5,052	58.6%	11.2%	1.01
First Nation	214	81	37.9%	12.0%	0.65
Métis	120	61	50.8%	18.6%	0.88
Inuit	73	36	49.3%	22.3%	0.85
Undefined	133	67	50.4%	14.1%	0.87
All Indigenous	448	192	42.9%	13.8%	0.74
Race - All Respondents	8,784	5,075	57.8%	11.2%	
Black	896	450	50.2%	11.8%	0.87
East Asian	1,158	748	64.6%	16.1%	1.12
Indigenous	258	117	45.3%	11.5%	0.78
Latino/Latina/Latinx	366	203	55.5%	22.1%	0.96
Middle Eastern	1,563	808	51.7%	13.4%	0.89
South Asian	877	601	68.5%	14.0%	1.19
Southeast Asian	405	258	63.7%	15.1%	1.10
White	4,540	2,691	59.3%	9.4%	1.03
Another race not listed	221	133	60.2%	22.2%	1.04
Gender Identity - All Respondents	8,580	4,961	57.8%	11.4%	
Boy or Man	3,739	2,218	59.3%	11.8%	1.03
Gender Fluid	179	103	57.5%	8.7%	1.00
Gender Non-Conforming	184	108	58.7%	6.1%	1.02
Girl or Woman	4,331	2,483	57.3%	11.2%	0.99
Non-Binary	278	155	55.8%	11.3%	0.96
Questioning	161	108	67.1%	11.4%	1.16
Trans Boy or Man	195	96	49.2%	4.3%	0.85
Trans Girl or Woman	109	63	57.8%	19.3%	1.00
Two-Spirit	69	43	62.3%	35.7%	1.08
Not Listed	152	89	58.6%	21.8%	1.01
Not Sure	100	51	51.0%	9.1%	0.88
Gender Diverse (composite)	806	437	54.2%	9.7%	0.94
Self-Identified Disability - All Respondents	7,596	4,447	58.5%	11.0%	
Does not identify as having a disability	6,445	3,906	60.6%	11.7%	1.04
Addiction(s)	141	68	48.2%	9.9%	0.82
Autism Spectrum Disorder	380	178	46.8%	10.4%	0.80
Blind or Low Vision	85	46	54.1%	4.1%	0.92
Chronic Pain	162	88	54.3%	11.9%	0.93
Deaf or Hard of Hearing	90	55	61.1%	17.4%	1.04
Developmental	215	94	43.7%	13.8%	0.75
Learning	579	276	47.7%	1.5%	0.81
Mental	502	249	49.6%	4.3%	0.85
Mobility	85	43	50.6%	20.8%	0.86
Physical	155	79	51.0%	18.4%	0.87
Speech Impairment	90	48	53.3%	22.6%	0.91
Undisclosed	48	11	22.9%	8.6%	0.39
Another disability not listed	195	89	45.6%	11.2%	0.78
Religion - All Respondents	8,601	4,966	57.7%	11.5%	
Agnostic	738	480	65.0%	13.2%	1.13
Atheist	1,350	843	62.4%	11.4%	1.08
Buddhist	228	134	58.8%	15.6%	1.02
Christian	1,871	1,057	56.5%	7.3%	0.98
Hindu	263	188	71.5%	14.7%	1.24
Indigenous Spirituality	71	34	47.9%	15.6%	0.83
Jewish	191	120	62.8%	16.8%	1.09
Muslim	2,045	1,055	51.6%	13.0%	0.89
Sikh	79	56	70.9%	35.3%	1.23
Spiritual but not religious	460	255	55.4%	18.1%	0.96
No affiliation	1,779	1,106	62.2%	13.6%	1.08
Not sure	682	354	51.9%	12.1%	0.90
Another religion not listed	283	149	52.7%	16.4%	0.91

* **Disproportionality** reflects the proportional difference and relative standing of each group relative to the overall student population (survey respondents). Values over 1 indicate **overrepresentation**, while values under 1 indicate **underrepresentation**. Caution is advised when interpreting results where counts (N) are low, these cases are **displayed in red** and the disproportionality is shaded grey.

Table 5. Preparedness for Future Learning.

Thinking about my learning at school, I feel prepared for learning in the next semester or next school year.	N	% Agree	N	% Agree	N	% Agree	Disproportionality in Agreement*		
	Grade 6		Grade 9		OSSLT		G6	G9	OSSLT
All Students (District; Respondents to EQAO Questionnaire)	4,858	58%	4,443	64%	3,938	67%			
Multilingual Learners (ESL/ELD)	763	65%	793	68%	727	69%	1.12	1.06	1.04
Low-SES	1,548	59%	1,360	63%	1,268	67%	1.02	0.98	1.00
Female	2,290	54%	2,112	62%	1,890	68%	0.94	0.96	1.02
Male	2,554	61%	2,271	67%	1,973	66%	1.06	1.04	0.98
Transgender, Non-Binary, Gender Diverse	11	27%	4	75%	62	52%	0.47	1.17	0.78
Gender Not Disclosed	2	50%	54	54%	8	63%	0.86	0.84	0.94
Indigenous	79	56%	76	51%	65	52%	0.96	0.80	0.79
Special Education (excl. gifted)	1,042	46%	985	50%	910	56%	0.80	0.77	0.84
Valuing Voices Survey Respondents									
Indigenous Identity - All Respondents	2,420	59%	3,172	65%	2,623	69%			
Does not identify as Indigenous	2,340	59%	3,029	65%	2,476	69%	1.00	1.00	1.01
First Nation	36	64%	72	67%	65	51%	1.08	1.03	0.74
Métis	20	60%	30	67%	32	56%	1.01	1.03	0.82
Inuit	9	44%	20	65%	27	48%	0.75	1.00	0.70
Unspecified	22	41%	41	68%	53	62%	0.69	1.05	0.91
All Indigenous	80	55%	143	66%	147	55%	0.93	1.01	0.80
Race - All Respondents	2,332	59%	3,096	65%	2,547	68%			
Black	200	61%	315	64%	283	68%	1.03	0.98	0.99
East Asian	239	64%	334	71%	267	69%	1.09	1.10	1.01
Indigenous	39	54%	92	64%	87	53%	0.91	0.99	0.77
Latino/Latina/Latinx	52	63%	95	59%	83	58%	1.07	0.91	0.85
Middle Eastern	385	62%	532	67%	410	75%	1.05	1.03	1.10
South Asian	256	66%	328	75%	243	73%	1.11	1.15	1.07
Southeast Asian	70	56%	119	67%	100	69%	0.94	1.03	1.01
White	1,290	56%	1,720	63%	1,496	66%	0.94	0.97	0.97
Another race not listed	67	70%	88	70%	56	64%	1.18	1.08	0.94
Gender Identity - All Respondents	2,299	59%	3,045	65%	2,500	69%			
Boy or Man	1,227	62%	1,443	68%	1,119	69%	1.05	1.04	1.01
Genderfluid	10	30%	55	53%	63	57%	0.51	0.81	0.83
Gender Non-Conforming	11	55%	33	73%	52	50%	0.92	1.12	0.73
Girl or Woman	1,029	56%	1,458	64%	1,239	70%	0.95	0.98	1.02
Non-Binary	27	48%	74	55%	80	51%	0.81	0.85	0.75
Questioning	9	78%	36	47%	60	57%	1.31	0.73	0.83
Trans Boy or Man	1	100%	52	50%	56	55%	1.69	0.77	0.81
Trans Girl or Woman	3	67%	18	61%	35	54%	1.13	0.94	0.79
Two-Spirit	1	0%	18	61%	29	66%	0.00	0.94	0.96
Not listed	12	50%	31	55%	60	52%	0.84	0.84	0.75
Not sure	10	60%	50	64%	29	48%	1.01	0.98	0.70
Gender Diverse (composite)	54	54%	208	54%	236	53%	0.91	0.83	0.78
Disability - All Respondents	2,257	60%	2,693	66%	2,214	70%			
Does not identify as having a disability	1,976	62%	2,387	68%	1,887	73%	1.04	1.03	1.04
Addiction(s)		N/A	29	34%	39	44%	N/A	0.52	0.62
Autism Spectrum Disorder	61	44%	90	53%	99	41%	0.74	0.81	0.59
Blind or Low Vision	1	0%	32	56%	33	55%	0.00	0.86	0.78
Chronic Pain	1	0%	32	41%	38	55%	0.00	0.62	0.79
Deaf or Hard of Hearing	12	33%	26	35%	21	62%	0.56	0.53	0.88
Developmental	84	40%	64	41%	63	54%	0.68	0.62	0.77
Learning	152	43%	145	43%	167	53%	0.73	0.66	0.76
Mental	49	43%	103	45%	117	48%	0.72	0.68	0.68
Mobility	2	50%	26	38%	23	48%	0.84	0.59	0.68
Physical	9	56%	32	41%	36	56%	0.93	0.62	0.79
Speech Impairment	19	53%	24	46%	22	45%	0.88	0.70	0.65
Undisclosed	4	50%	15	53%	11	36%	0.84	0.81	0.52
Another disability not listed	87	44%	68	53%	72	50%	0.73	0.81	0.71
Religion - All Respondents	2,300	59%	3,037	65%	2,507	68%			
Agnostic	144	49%	139	64%	177	63%	0.84	0.99	0.92
Atheist	128	55%	397	62%	443	66%	0.93	0.95	0.96
Buddhist	36	53%	68	75%	56	63%	0.89	1.16	0.91
Christian	591	60%	748	62%	653	71%	1.02	0.96	1.03
Hindu	89	73%	97	71%	76	79%	1.24	1.10	1.15
Indigenous Spirituality	18	44%	23	57%	21	57%	0.75	0.87	0.83
Jewish	47	72%	82	63%	70	61%	1.23	0.98	0.90
Muslim	528	63%	716	68%	513	73%	1.07	1.06	1.07
Sikh	18	72%	41	63%	23	61%	1.22	0.98	0.89
Spiritual but not religious	174	59%	112	60%	116	64%	0.99	0.92	0.93
No affiliation	639	56%	622	65%	519	67%	0.94	1.01	0.97
Not sure	77	61%	316	59%	204	62%	1.03	0.91	0.91
Another religion not listed	45	60%	70	54%	94	59%	1.02	0.84	0.85

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