

DDSB STUDENT CENSUS

2022-2023 Analysis

23% (or 18,883 respondents) of all K-12 students in the DDSB participated in the Student Census. *N=Number of Respondents*

Kindergarten to 6

11,634

or 27%

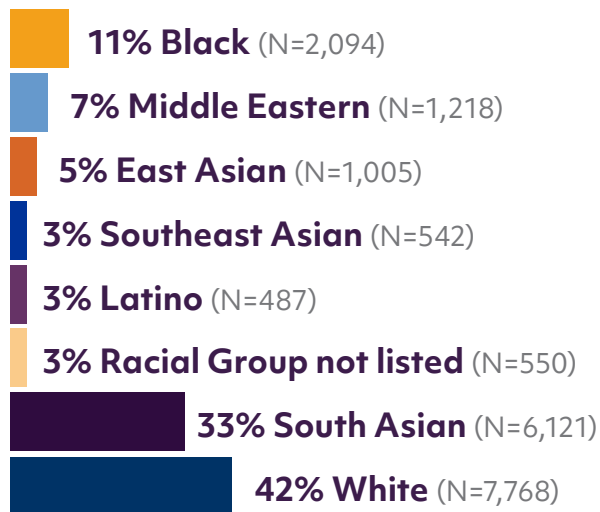
Grades 7 to 12

7,249

or 20%

Racial Background

Of the 18,674 who responded, about 10% (or 1,923) selected multiple race groups. N counts include respondents who selected a single race group and multiple race groups.



Percentages may not sum to 100% due to rounding or respondents choosing more than one category. Summaries are provided for individual categories. Intersectional analysis in progress.



Indigenous Identity

505 Respondents (3%) identified one or more Indigenous identities

70% First Nations (N=354)

31% Métis (N=156)

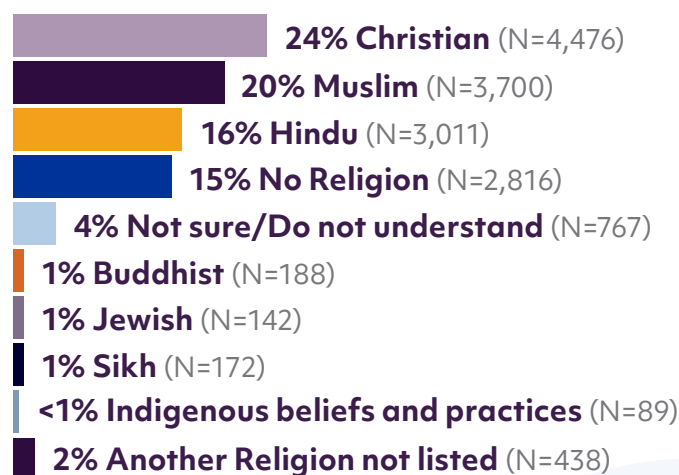
8% Inuit (N=40)

The DDSB will continue to engage and consult with Indigenous partners and communities for guidance on if and how the census results related to Indigenous students will be analyzed, communicated, and used.

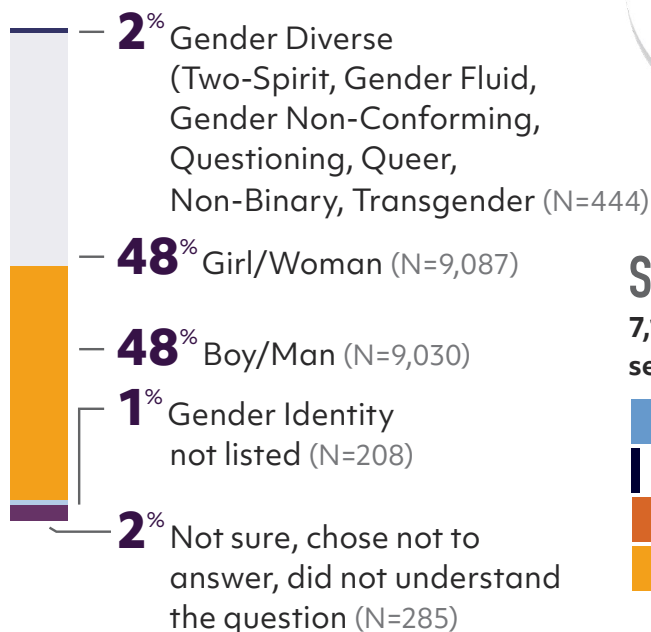
Religion, Creed, Spiritual Affiliation or Belief

Of the 18,585 respondents who responded, about 7% (or 1,317) selected multiple religious affiliations. N counts include respondents who selected a single and multiple religious affiliations.

**Responses have been mapped back to nine categories as prescribed by the Anti-Racism Data Standards (ARDS) for analysis and reporting.*



Gender Identity 18,763 respondents identified one or more gender identities

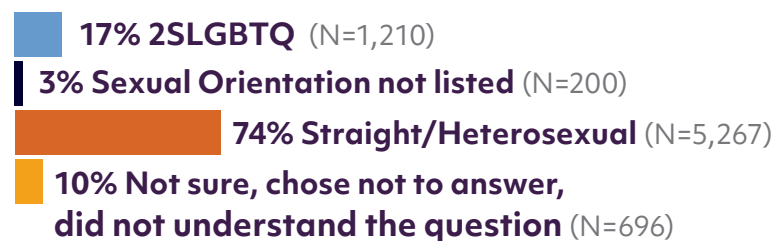


GUJARATI URDU TAMIL
CANTONESE BENGALI SPANISH
ARABIC FARSI MANDARIN FRENCH
DARI HINDI MALAYALAM PUNJABI
PASHTO/PASHTU TELUGU TAGALOG

First Languages learned at home by students in addition to English

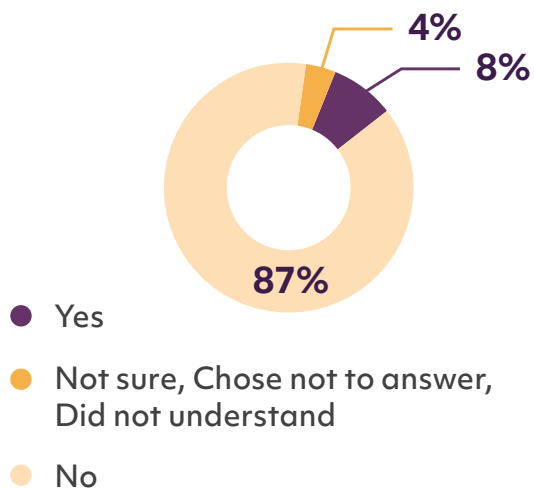
Sexual Orientation (Grade 7-12 students only)

7,158 respondents identified one or more sexual orientation identities

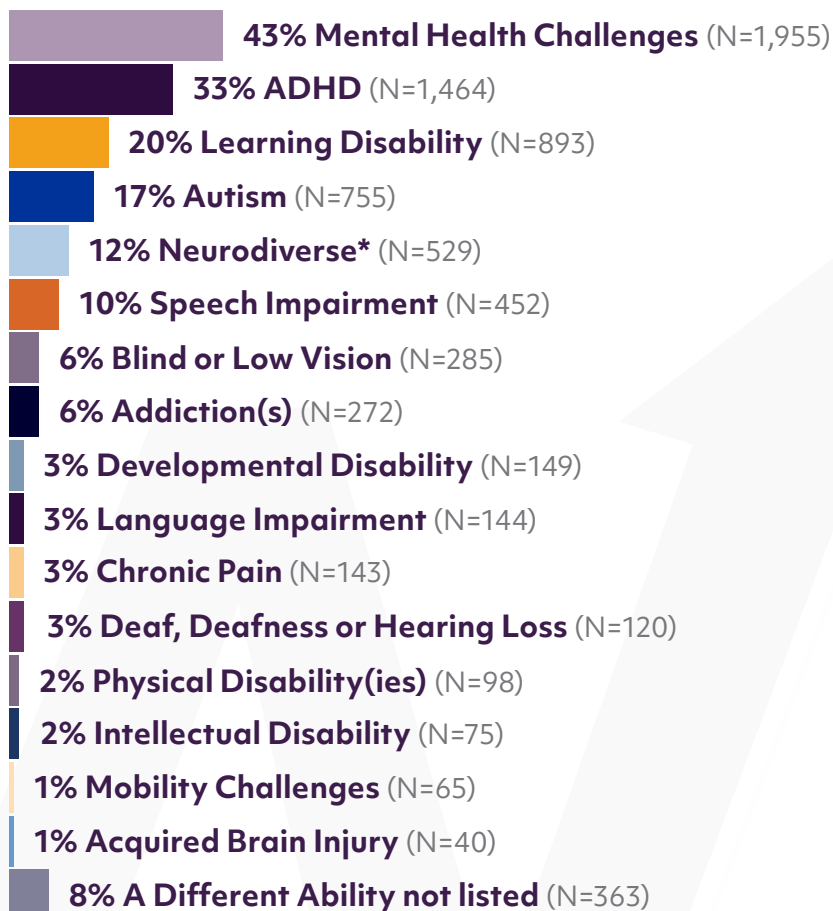


Different Abilities

Participants were asked if they or their child identified as a disabled person or a person with a disability. Of the 16,523 respondents who provided a response, 8% (1,246 respondents) said "Yes"- they identified themselves or their child to be a disabled person or a person with a disability.



As many as **4,496 respondents** responded to the different abilities below:



* Neurodiverse is often used in the context of autistic identity/ autism spectrum disorder (ASD), as well as other neurological or developmental differentiation such as ADHD or learning disabilities.

DDSB STUDENT CENSUS

**2022-2023 Analysis
by Area**

OSHAWA

WHITBY

AJAX

PICKERING

BROCK, UXBRIDGE
AND SCUGOG

25% (or 4,794 respondents) of all K-12 students in the DDSB participated in the Student Census. *N=Number of Respondents*

Kindergarten to 6

2,983

or 24%

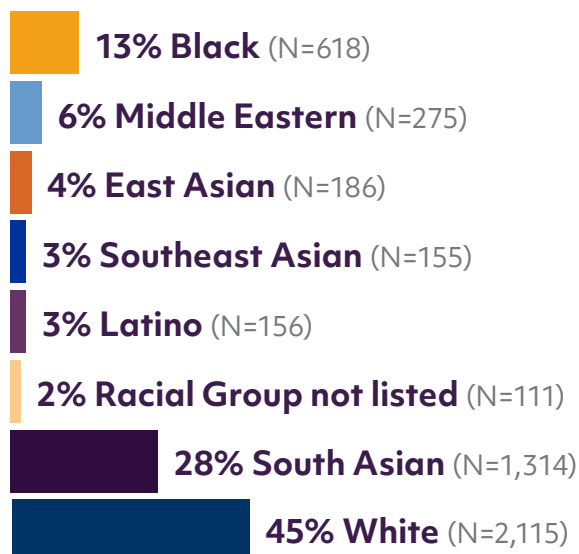
Grades 7 to 12

1,811

or 15%

Racial Background

Of the 4,735 who responded, about 11% (or 510) selected multiple race groups. N counts include respondents who selected a single race group and multiple race groups.



Percentages may not sum to 100% due to rounding or respondents choosing more than one category. Summaries are provided for individual categories. Intersectional analysis in progress.



Indigenous Identity

196 Respondents (4%) identified one or more Indigenous identities

71% First Nations (N=139)

32% Métis (N=62)

11% Inuit (N=21)

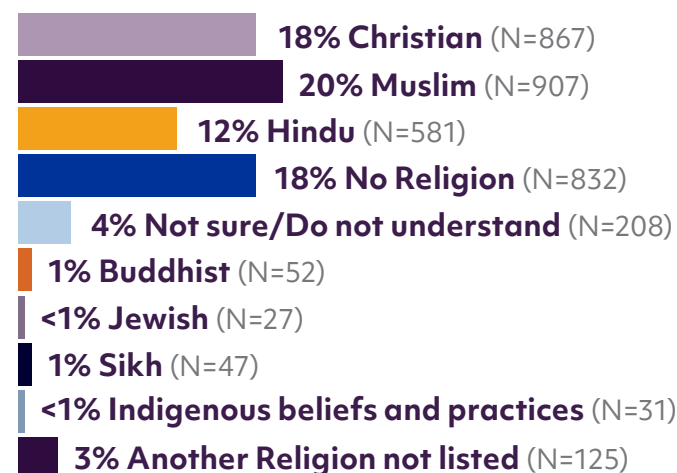
The DDSB will continue to engage and consult with Indigenous partners and communities for guidance on if and how the census results related to Indigenous students will be analyzed, communicated, and used.

Religion, Creed,

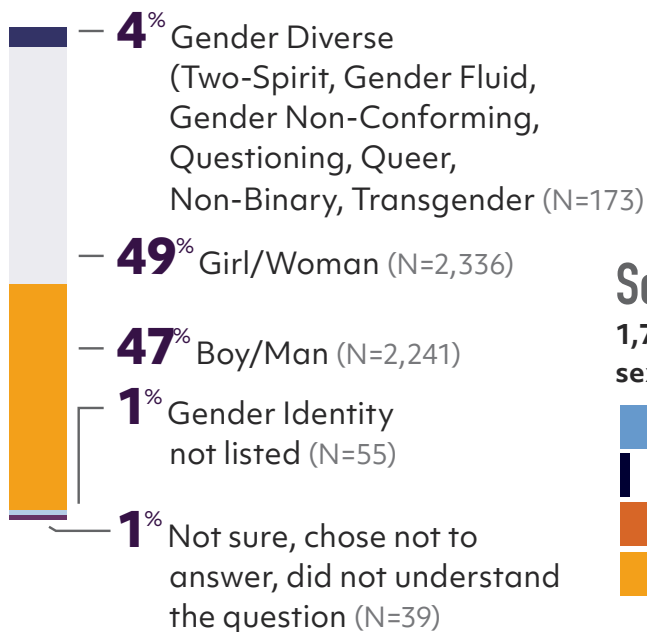
Spiritual Affiliation or Belief

Of the 4,703 respondents who responded, about 7% (or 322) selected multiple religious affiliations. N counts include respondents who selected a single and multiple religious affiliations.

**Responses have been mapped back to nine categories as prescribed by the Anti-Racism Data Standards (ARDS) for analysis and reporting.*



Gender Identity 4,758 respondents identified one or more gender identities

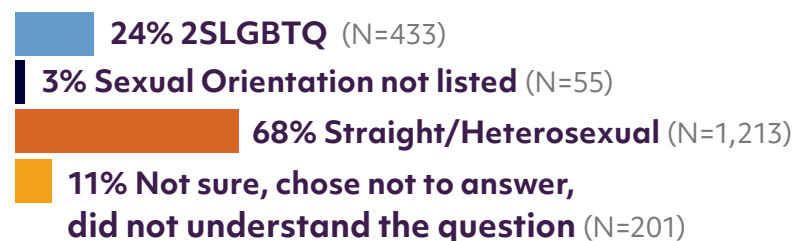


GUJARATI **URDU** SPANISH
ARABIC BENGALI **TAMIL**
 PASHTO/PASHTU MANDARIN FRENCH
 TELUGU **HINDI** DARI PUNJABI
 FARSI MALAYALAM

First Languages learned at home by students in addition to English

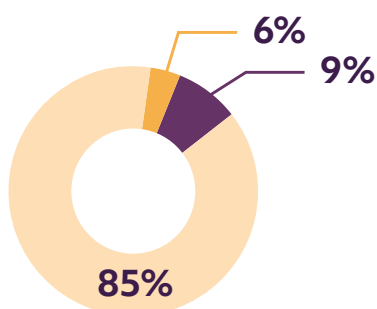
Sexual Orientation (Grade 7-12 students only)

1,790 respondents identified one or more sexual orientation identities



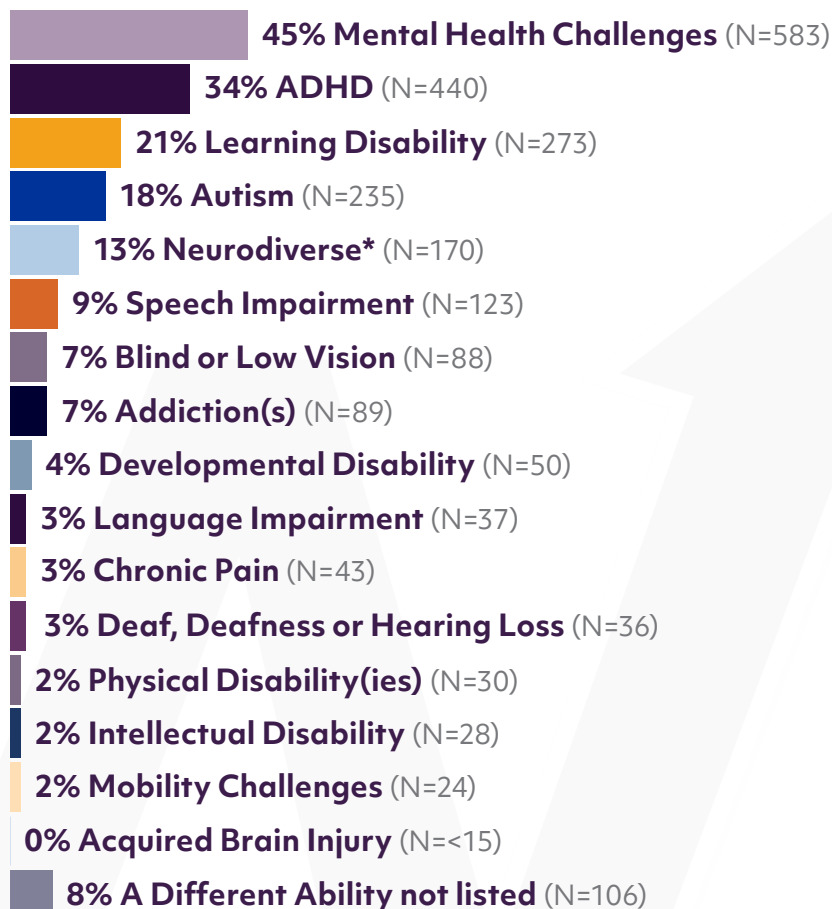
Different Abilities

Participants were asked if they or their child identified as a disabled person or a person with a disability. Of the 4,257 respondents who provided a response, 9% (379 respondents) said "Yes"- they identified themselves or their child to be a disabled person or a person with a disability.



- Yes
- Not sure, Chose not to answer, Did not understand
- No

As many as **1,303 respondents** responded to the different abilities below:



*Neurodiverse is often used in the context of autism spectrum disorder (ASD), as well as other neurological or developmental conditions such as ADHD or learning disabilities.

DDSB STUDENT CENSUS

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by Area**

OSHAWA

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PICKERING

BROCK, UXBRIDGE
AND SCUGOG

25% (or 4,672 respondents) of all K-12 students in the DDSB participated in the Student Census. *N=Number of Respondents*

Kindergarten to 6

3,266

or 29%

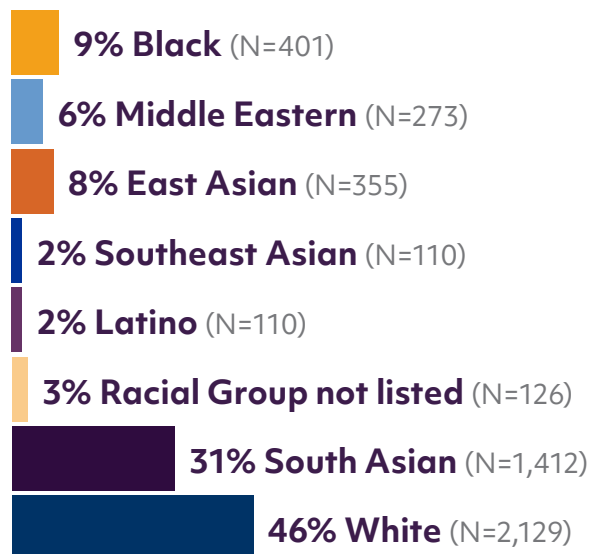
Grades 7 to 12

1,406

or 15%

Racial Background

Of the 4,624 who responded, about 10% (or 455) selected multiple race groups. N counts include respondents who selected a single race group and multiple race groups.



Indigenous Identity

95 Respondents (2%) identified one or more Indigenous identities

70% First Nations (N=66)

30% Métis (N=29)

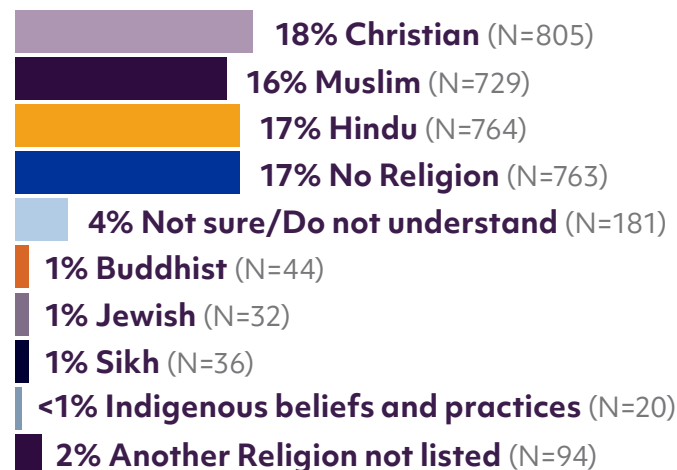
3% Inuit (N=<15)

The DDSB will continue to engage and consult with Indigenous partners and communities for guidance on if and how the census results related to Indigenous students will be analyzed, communicated, and used.

Religion, Creed, Spiritual Affiliation or Belief

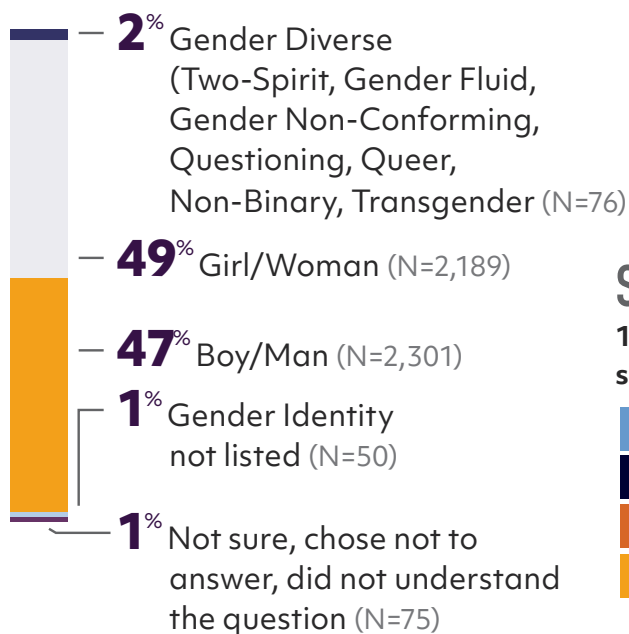
Of the 4,601 respondents who responded, about 7% (or 326) selected multiple religious affiliations. N counts include respondents who selected a single and multiple religious affiliations.

**Responses have been mapped back to nine categories as prescribed by the Anti-Racism Data Standards (ARDS) for analysis and reporting.*



Percentages may not sum to 100% due to rounding or respondents choosing more than one category. Summaries are provided for individual categories. Intersectional analysis in progress.

Gender Identity 4,640 respondents identified one or more gender identities

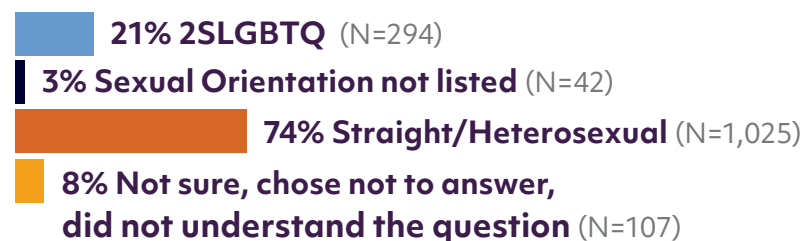


GUJARATI **URDU** SPANISH
CANTONESE **BENGLI** **TAMIL**
ARABIC **MANDARIN** FRENCH
TELUGU **HINDI** **DARI** PUNJABI
FARSI

First Languages learned at home by students
in addition to English

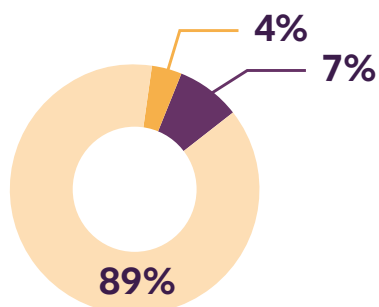
Sexual Orientation (Grade 7-12 students only)

1,389 respondents identified one or more sexual orientation identities



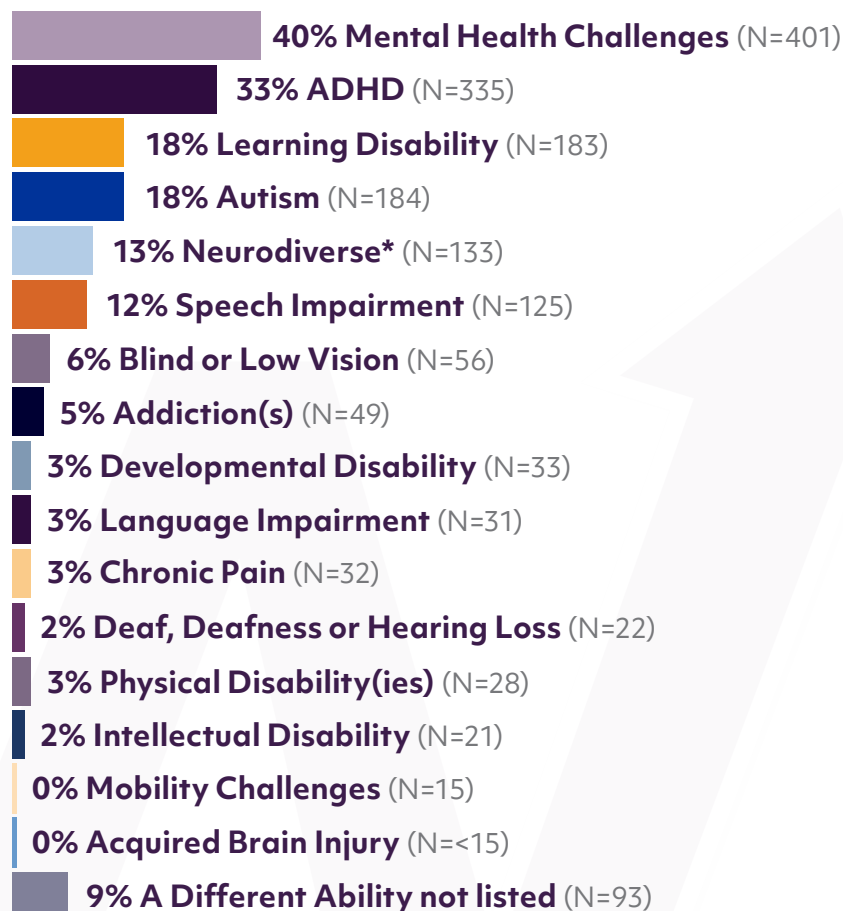
Different Abilities

Participants were asked if they or their child identified as a disabled person or a person with a disability. Of the 4,074 respondents who provided a response, 7% (290 respondents) said "Yes" - they identified themselves or their child to be a disabled person or a person with a disability.



- Yes
- Not sure, Chose not to answer, Did not understand
- No

As many as **1,006 respondents** responded to the different abilities below:



*Neurodiverse is often used in the context of autism spectrum disorder (ASD), as well as other neurological or developmental conditions such as ADHD or learning disabilities.

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OSHAWA

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PICKERING

BROCK, UXBRIDGE
AND SCUGOG

22% (or 4,146 respondents) of all K-12 students in the DDSB participated in the Student Census. *N=Number of Respondents*

Kindergarten to 6

2,680

or 28%

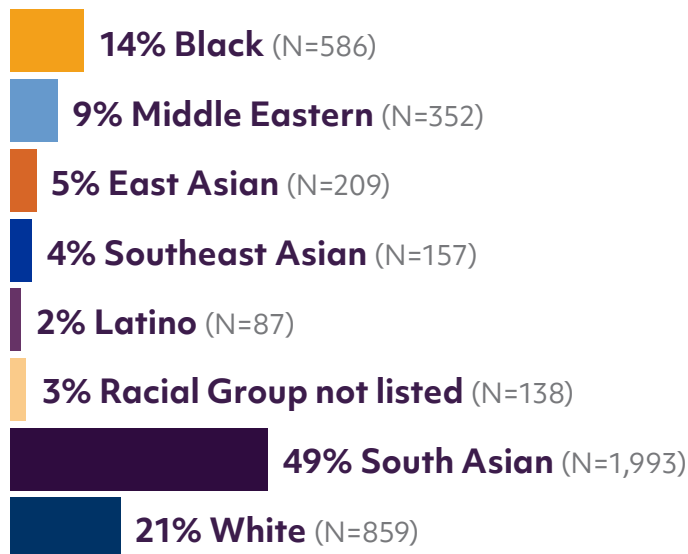
Grades 7 to 12

1,466

or 20%

Racial Background

Of the 4,101 who responded, about 10% (or 382) selected multiple race groups. N counts include respondents who selected a single race group and multiple race groups.



Indigenous Identity

80 Respondents (2%) identified one or more Indigenous identities

75% First Nations (N=60)

25% Métis (N=20)

13% Inuit (N=<15)

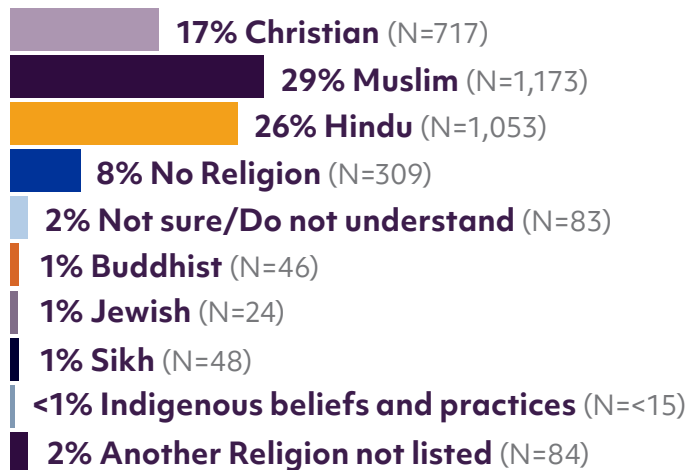
The DDSB will continue to engage and consult with Indigenous partners and communities for guidance on if and how the census results related to Indigenous students will be analyzed, communicated, and used.

Religion, Creed,

Spiritual Affiliation or Belief

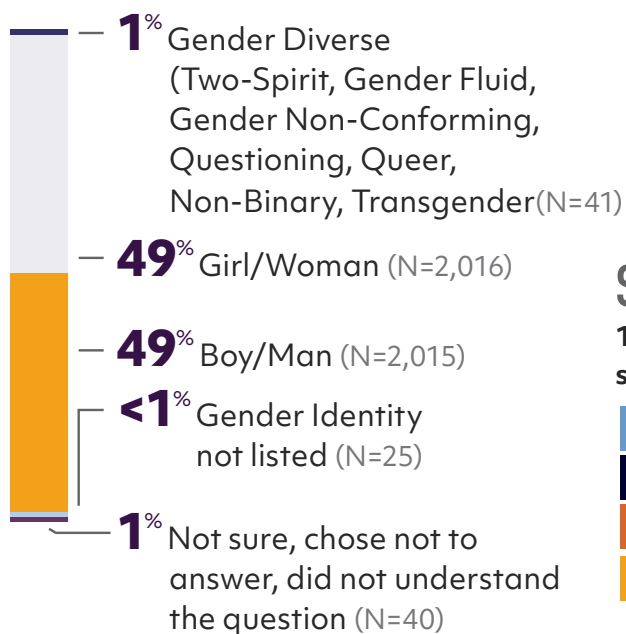
Of the 4,104 respondents who responded, about 6% (or 262) selected multiple religious affiliations. N counts include respondents who selected a single and multiple religious affiliations.

**Responses have been mapped back to nine categories as prescribed by the Anti-Racism Data Standards (ARDS) for analysis and reporting.*



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Gender Identity 4,126 respondents identified one or more gender identities

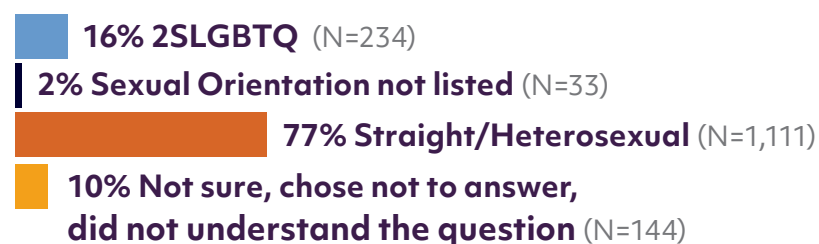


TAGALOG **URDU HINDI**
 CANTONESE **BENGALI SPANISH**
 ARABIC **FARSI MANDARIN FRENCH**
DARI TAMIL MALAYALAM PUNJABI
 PASHTO/PASHTU TELUGU GUJARATI

First Languages learned at home by students in addition to English

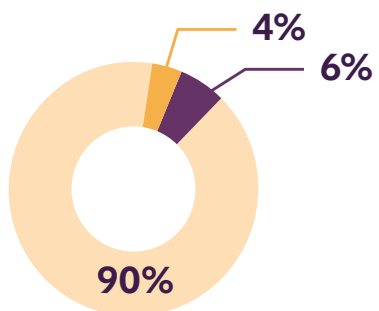
Sexual Orientation (Grade 7-12 students only)

1,448 respondents identified one or more sexual orientation identities



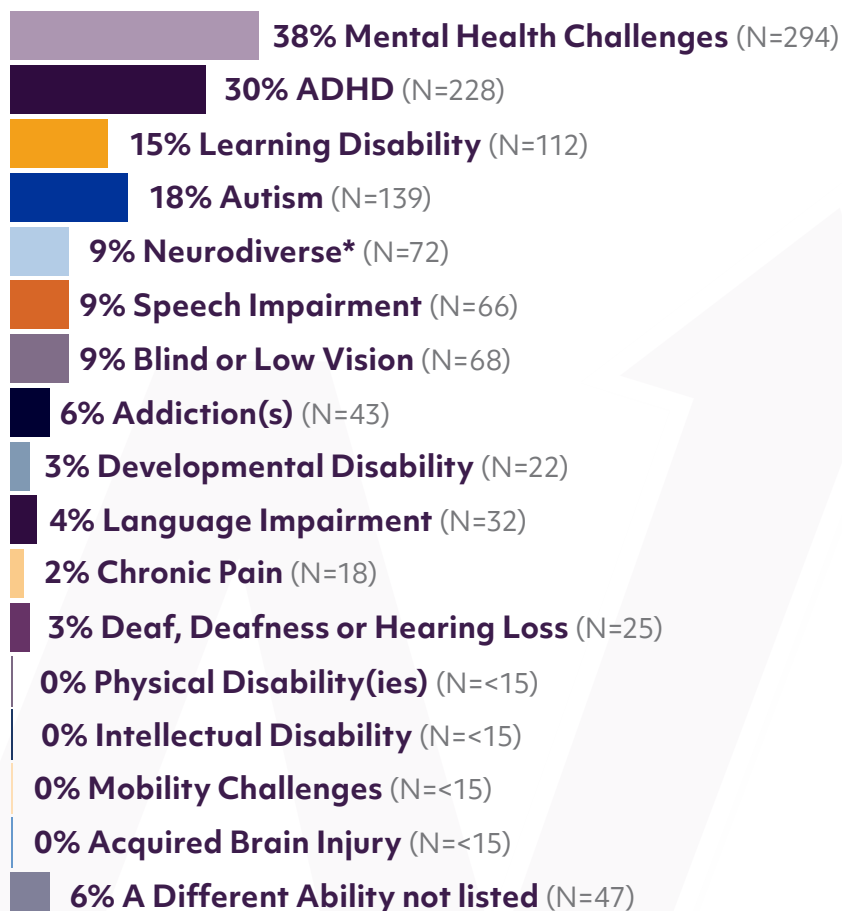
Different Abilities

Participants were asked if they or their child identified as a disabled person or a person with a disability. Of the 3,545 respondents who provided a response, 6% (221 respondents) said "Yes"- they identified themselves or their child to be a disabled person or a person with a disability.



- Yes
- Not sure, Chose not to answer, Did not understand
- No

As many as **767 respondents** responded to the different abilities below:



*Neurodiverse is often used in the context of autism spectrum disorder (ASD), as well as other neurological or developmental conditions such as ADHD or learning disabilities.

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BROCK, UXBRIDGE
AND SCUGOG

17% (or 3,216 respondents) of all K-12 students in the DDSB participated in the Student Census. *N=Number of Respondents*

Kindergarten to 6

1,728

or 30%

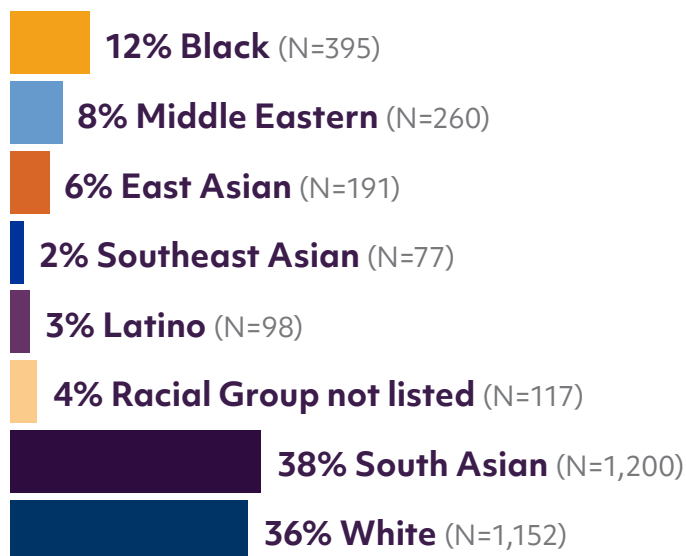
Grades 7 to 12

1,488

or 37%

Racial Background

Of the 4,624 who responded, about 10% (or 455) selected multiple race groups. N counts include respondents who selected a single race group and multiple race groups.



Indigenous Identity

64 Respondents (2%) identified one or more Indigenous identities

61% First Nations (N=39)

41% Métis (N=26)

<1% Inuit (N=<15)

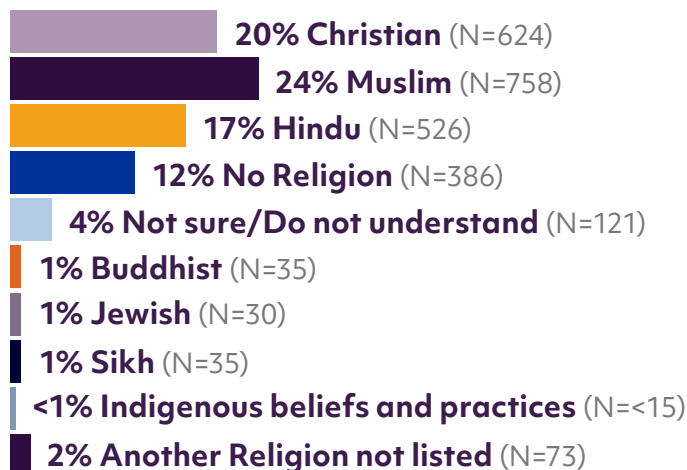
The DDSB will continue to engage and consult with Indigenous partners and communities for guidance on if and how the census results related to Indigenous students will be analyzed, communicated, and used.

Religion, Creed,

Spiritual Affiliation or Belief

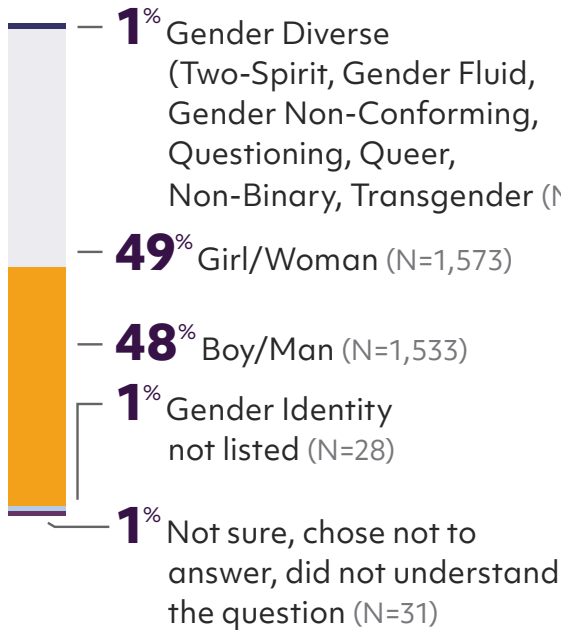
Of the 3,174 respondents who responded, about 8% (or 254) selected multiple religious affiliations. N counts include respondents who selected a single and multiple religious affiliations.

**Responses have been mapped back to nine categories as prescribed by the Anti-Racism Data Standards (ARDS) for analysis and reporting.*



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Gender Identity 3,198 respondents identified one or more gender identities

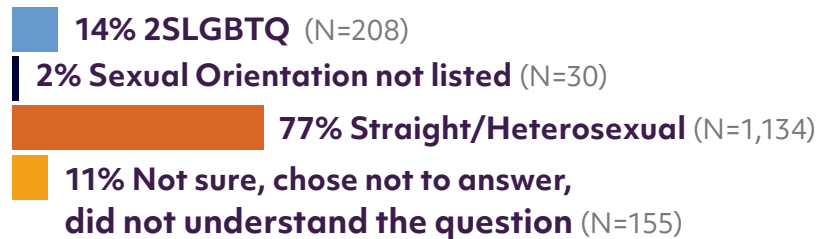


MANDARIN URDU GUJARATI
CANTONESE BENGALI SPANISH
ARABIC FARSI
DARI HINDI TAMIL
FRENCH PUNJABI

First Languages learned at home by students
in addition to English

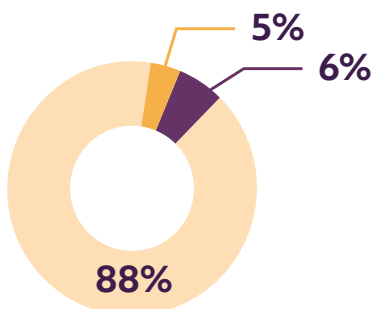
Sexual Orientation (Grade 7-12 students only)

1,471 respondents identified one or more sexual orientation identities



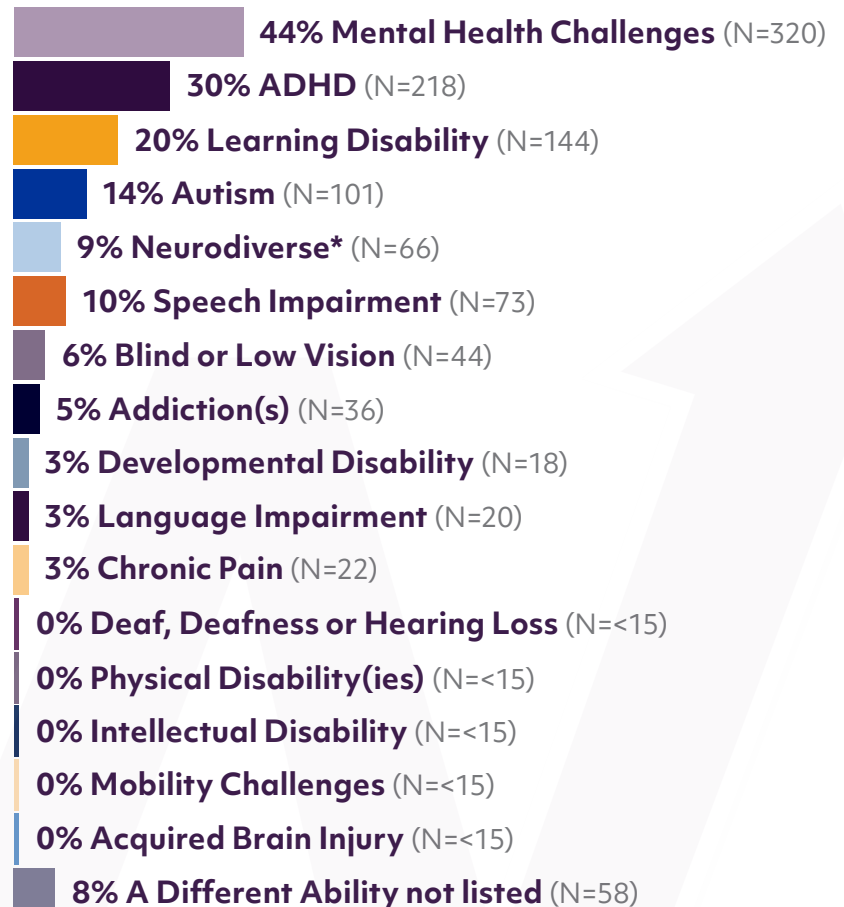
Different Abilities

Participants were asked if they or their child identified as a disabled person or a person with a disability. Of the 2,809 respondents who provided a response, 6% (179 respondents) said "Yes"- they identified themselves or their child to be a disabled person or a person with a disability.



- Yes
- Not sure, Chose not to answer, Did not understand
- No

As many as **729 respondents** responded to the different abilities below:



*Neurodiverse is often used in the context of autism spectrum disorder (ASD), as well as other neurological or developmental conditions such as ADHD or learning disabilities.

DDSB STUDENT CENSUS

**2022-2023 Analysis
by Area**

OSHAWA

WHITBY

AJAX

PICKERING

**BROCK, UXBRIDGE
AND SCUGOG**

9% (or 1,663 respondents) of all K-12 students in the DDSB participated in the Student Census. *N=Number of Respondents*

Kindergarten to 6

790

or 20%

Grades 7 to 12

873

or 26%

Racial Background

Of the 1,644 who responded, about 1% (or 130) selected multiple race groups. N counts include respondents who selected a single race group and multiple race groups.

3% Black (N=54)

2% Middle Eastern (N=32)

2% East Asian (N=35)

2% Southeast Asian (N=33)

2% Latino (N=30)

2% Racial Group not listed (N=40)

3% South Asian (N=45)

85% White (N=1,403)



Indigenous Identity

61 Respondents (2%) identified one or more Indigenous identities

69% First Nations (N=42)

28% Métis (N=17)

1% Inuit (N=<15)

The DDSB will continue to engage and consult with Indigenous partners and communities for guidance on if and how the census results related to Indigenous students will be analyzed, communicated, and used.

Religion, Creed,

Spiritual Affiliation or Belief

Of the 1,617 respondents who responded, about 8% (or 123) selected multiple religious affiliations. N counts include respondents who selected a single and multiple religious affiliations.

**Responses have been mapped back to nine categories as prescribed by the Anti-Racism Data Standards (ARDS) for analysis and reporting.*

20% Christian (N=316)

1% Muslim (N=21)

2% Hindu (N=33)

30% No Religion (N=479)

9% Not sure/Do not understand (N=151)

<1% Buddhist (N=<15)

2% Jewish (N=27)

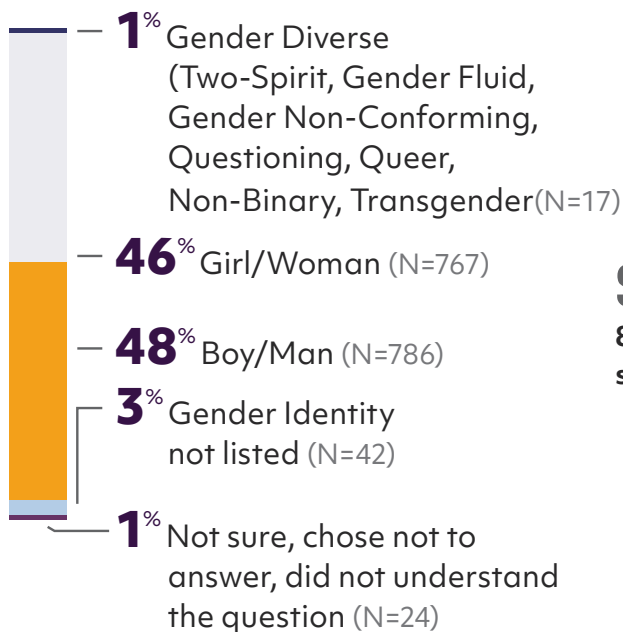
<1% Sikh (N=<15)

<1% Indigenous beliefs and practices (N=<15)

2% Another Religion not listed (N=40)

Percentages may not sum to 100% due to rounding or respondents choosing more than one category. Summaries are provided for individual categories. Intersectional analysis in progress.

Gender Identity 1,651 respondents identified one or more gender identities

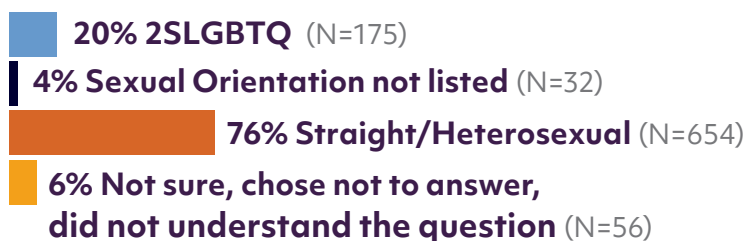


FRENCH SPANISH TAMIL

First Languages learned at home by students in addition to English

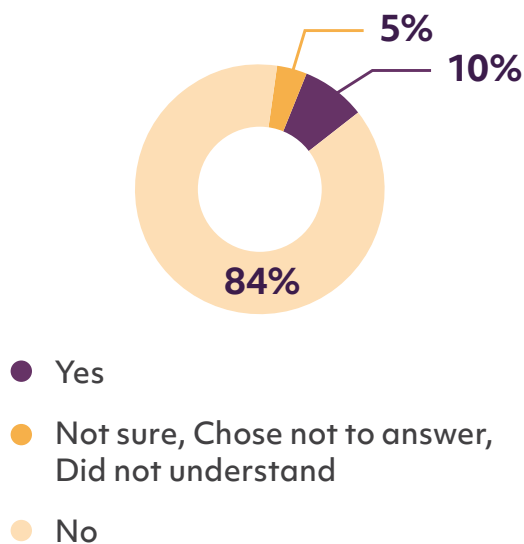
Sexual Orientation (Grade 7-12 students only)

858 respondents identified one or more sexual orientation identities

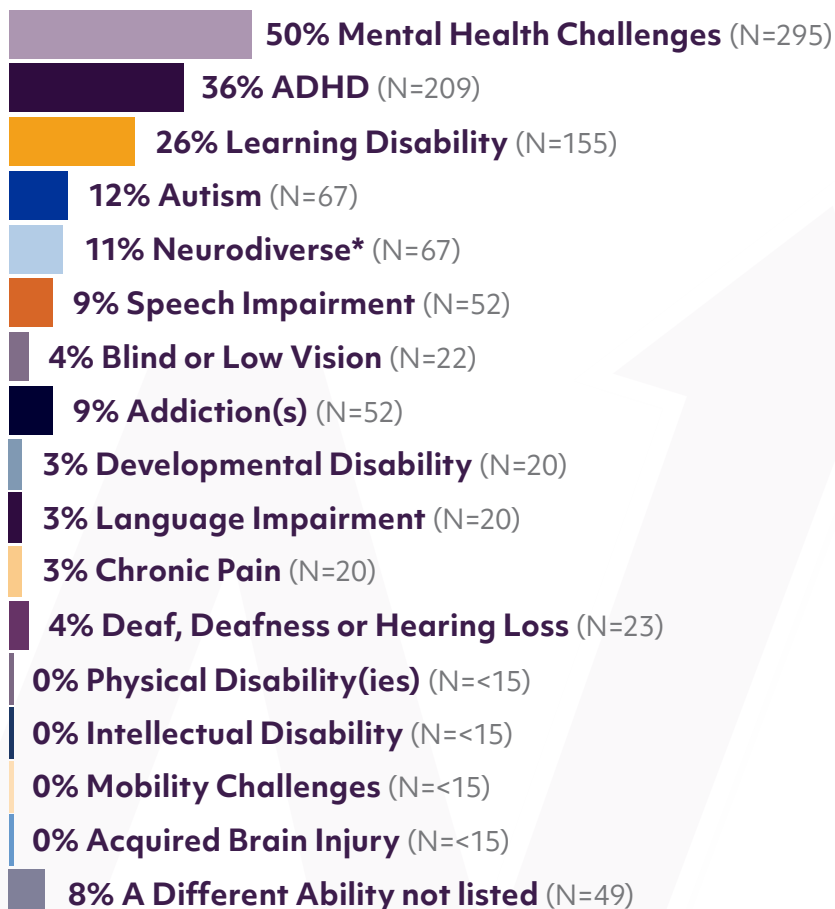


Different Abilities

Participants were asked if they or their child identified as a disabled person or a person with a disability. Of the 1,492 respondents who provided a response, 10% (146 respondents) said "Yes"- they identified themselves or their child to be a disabled person or a person with a disability.



As many as **589 respondents** responded to the different abilities below:



*Neurodiverse is often used in the context of autism spectrum disorder (ASD), as well as other neurological or developmental conditions such as ADHD or learning disabilities.