

# DDSB STUDENT CENSUS

## 2022-2023 Analysis

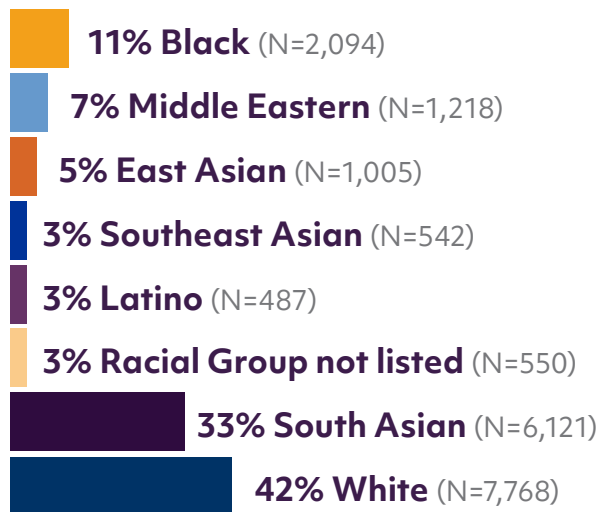
23% (or 18,883 respondents) of all K-12 students in the DDSB participated in the Student Census. *N=Number of Respondents*

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

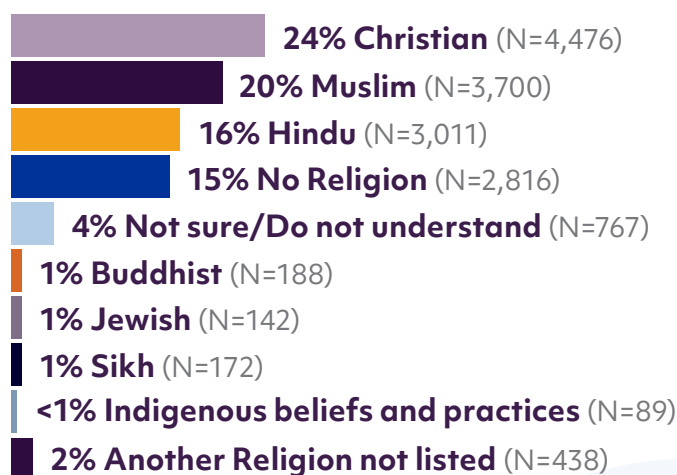
**70%** First Nations (N=354)  
**31%** Métis (N=156)  
**8%** Inuit (N=40)

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

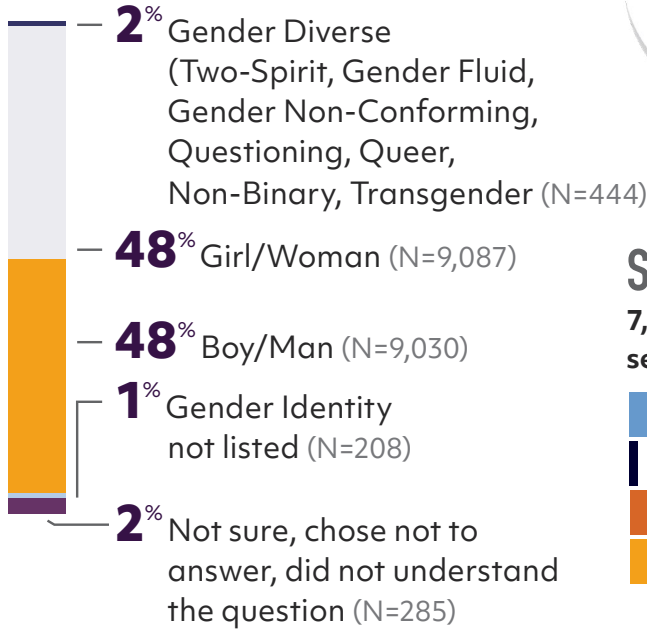
Of the 18,585 respondents who responded, about 7% (or 1,317) selected multiple religious affiliations. N counts include respondents who selected a single and multiple religious affiliations.

\*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



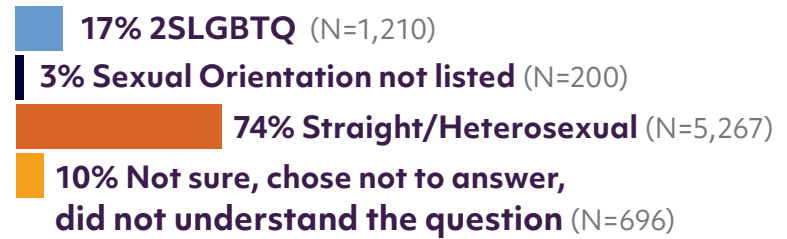
GUJARATI URDU TAMIL  
 CANTONESE BENGALI SPANISH  
 ARABIC FARSI MANDARIN FRENCH  
 DARI HINDI MALAYALAM PUNJABI  
 PASHTO/PASHTU TELUGU TAGALOG

First Languages learned at home by students in addition to English

## Sexual Orientation

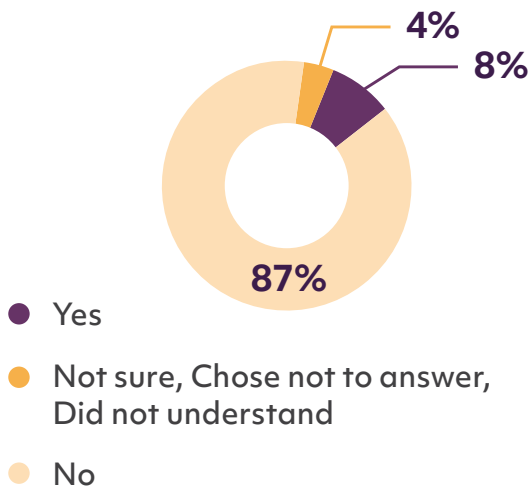
(Grade 7-12 students only)

7,158 respondents identified one or more sexual orientation identities

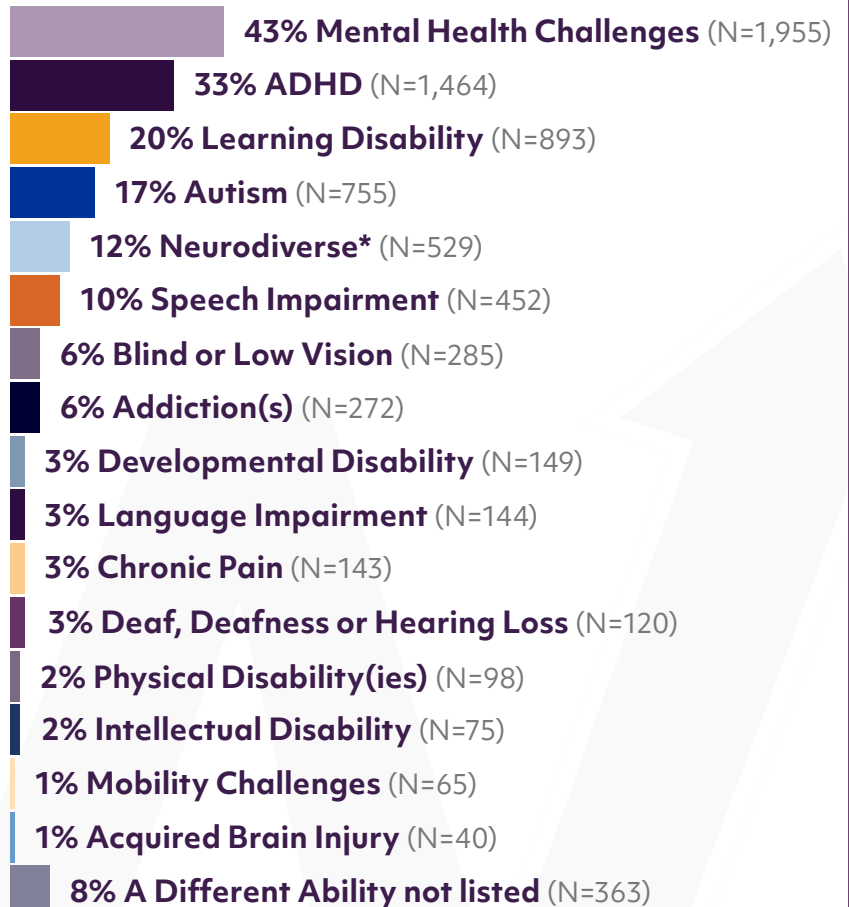


## Different Abilities

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

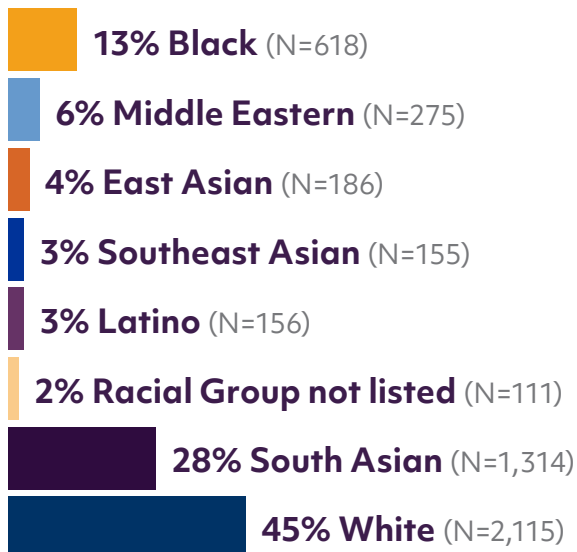
**2,983**  
or 24%

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.



## Indigenous Identity

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



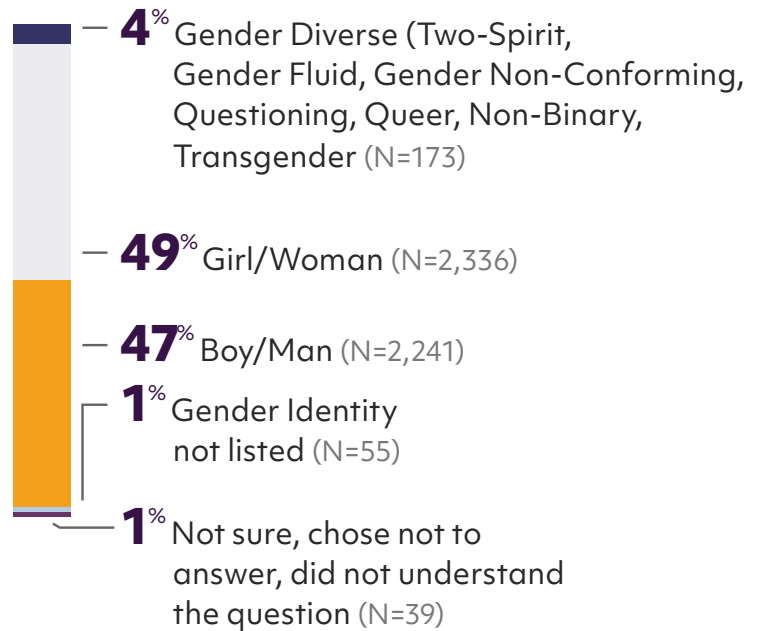
71% First Nations (N=139)

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.*

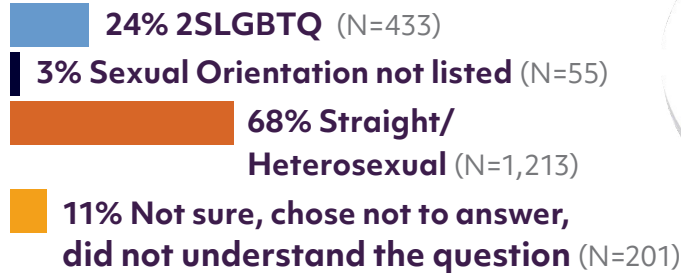
## Gender Identity 4,758 respondents identified one or more gender identities



*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.*

## Sexual Orientation (Grade 7-12 students only)

1,790 respondents identified one or more sexual orientation identities

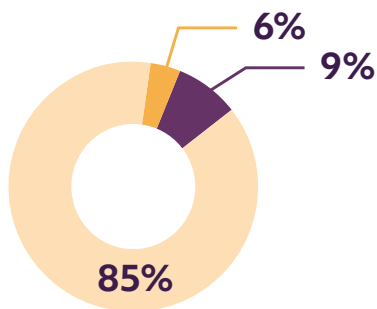


GUJARATI URDU SPANISH  
 ARABIC BENGALI TAMIL  
 PASHTO/PASHTU MANDARIN FRENCH  
 TELUGU HINDI DARI PUNJABI  
 FARSI MALAYALAM

First Languages learned at home by students in addition to English

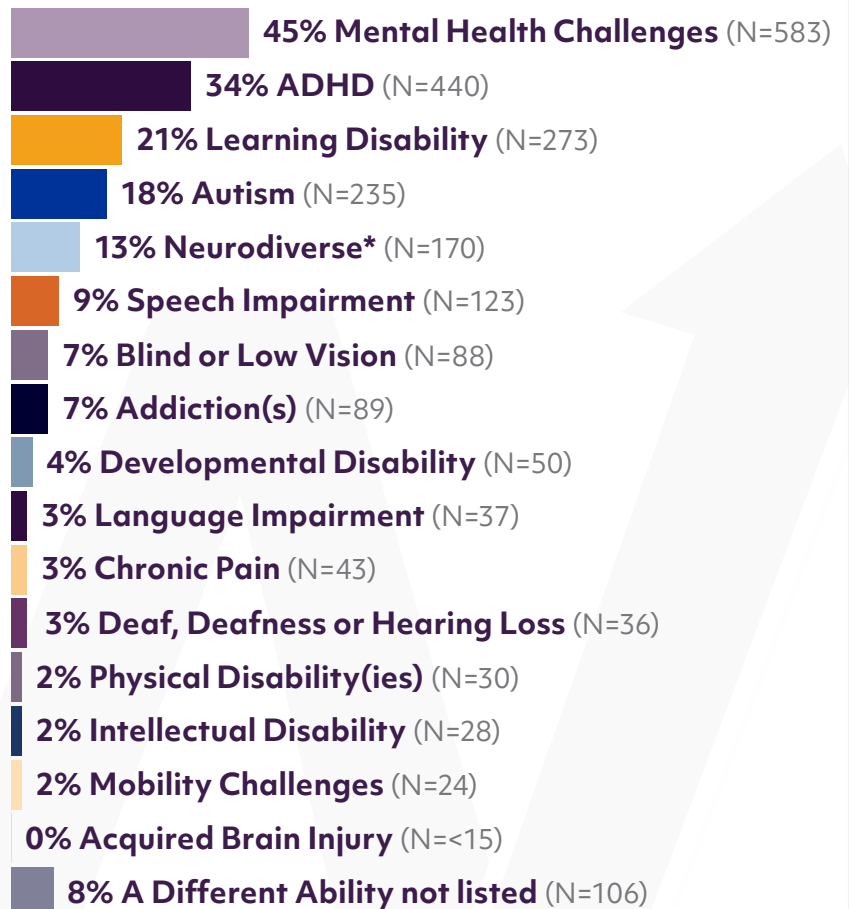
## Different Abilities

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

2022-2023 Analysis  
by Area

OSHAWA

WHITBY

AJAX

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

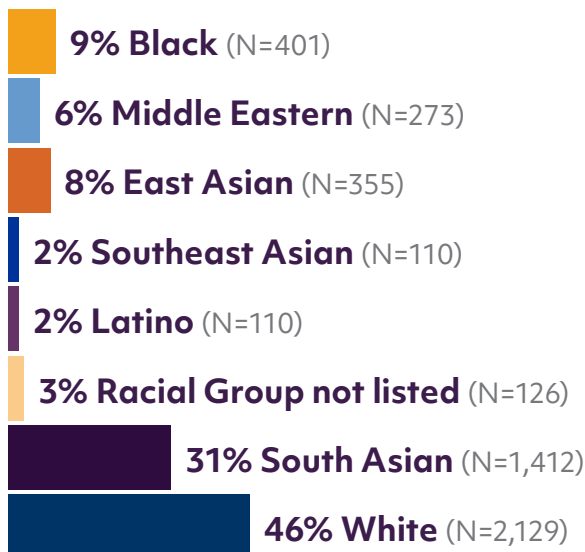
**3,266**  
or 29%

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



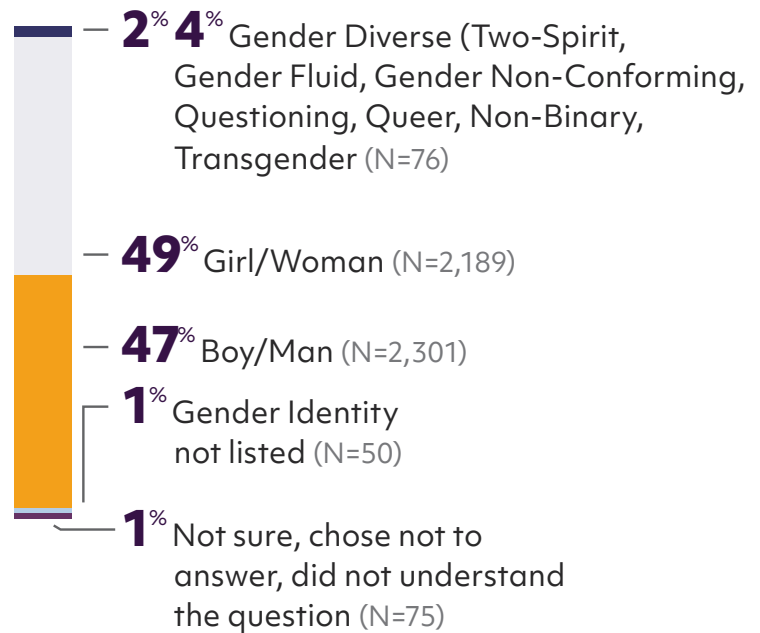
**70%** First Nations (N=66)

**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.*

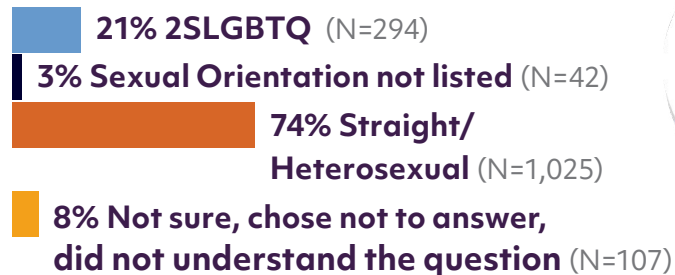
## Gender Identity 4,640 respondents identified one or more gender identities



*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.*

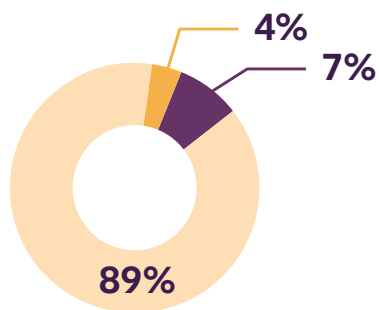
## Sexual Orientation (Grade 7-12 students only)

1,389 respondents identified one or more sexual orientation identities



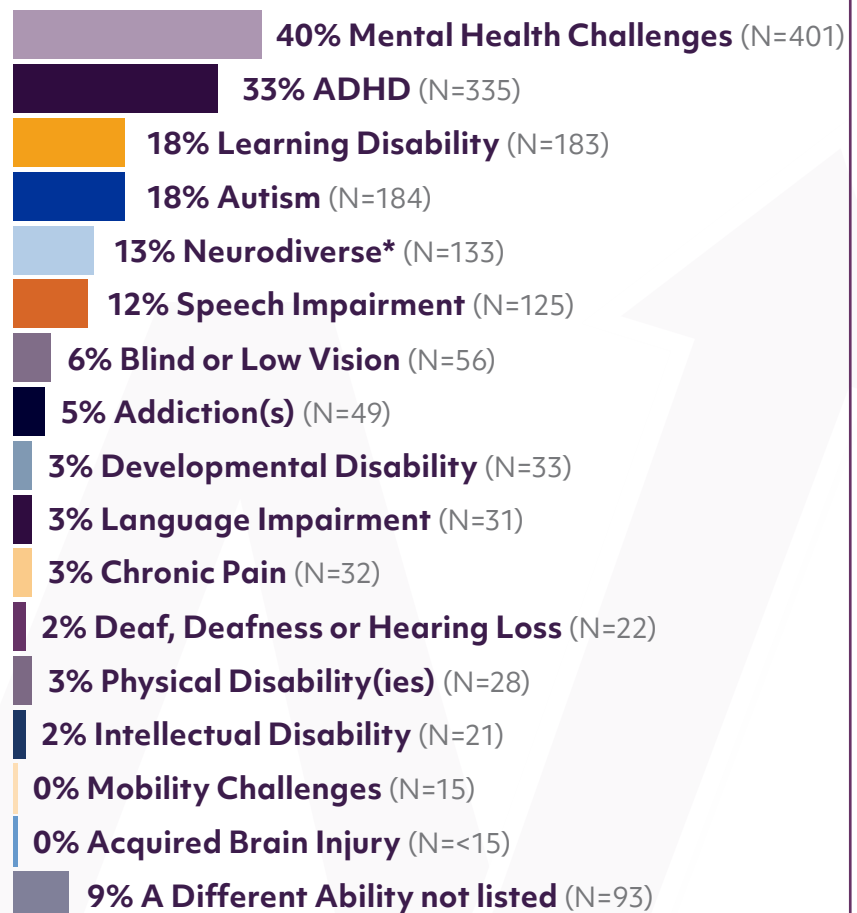
## Different Abilities

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.

# DDSB STUDENT CENSUS

2022-2023 Analysis  
by Area

OSHAWA

WHITBY

**AJAX**

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**

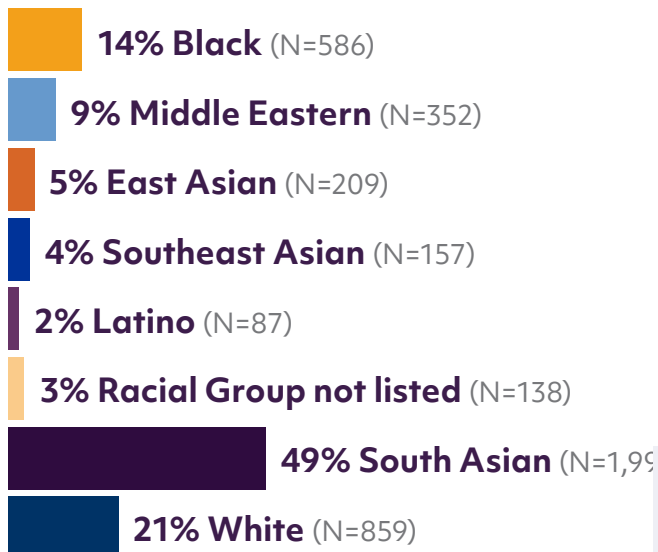
**2,680**  
or **28%**

**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)

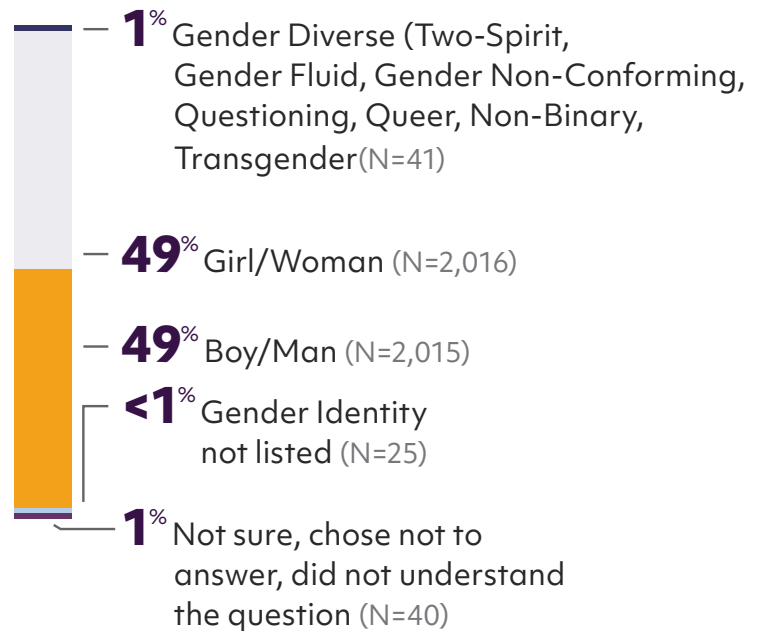
**25%** Métis (N=20)

**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.*

## Gender Identity

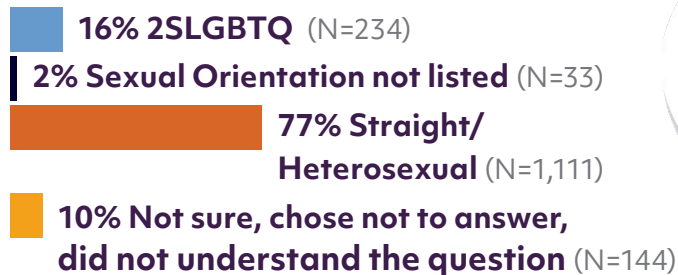
**4,126 respondents identified one or more gender identities**



*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.*

## Sexual Orientation (Grade 7-12 students only)

1,448 respondents identified one or more sexual orientation identities

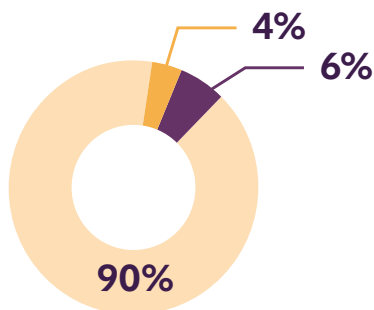


TAGALOG **URDU HINDI**  
 CANTONESE **BENGLI SPANISH**  
 ARABIC **FARSI** **MANDARIN FRENCH**  
**DARI TAMIL** **MALAYALAM PUNJABI**  
 PASHTO/PASHTU **TELUGU GUJARATI**

First Languages learned at home by students in addition to English

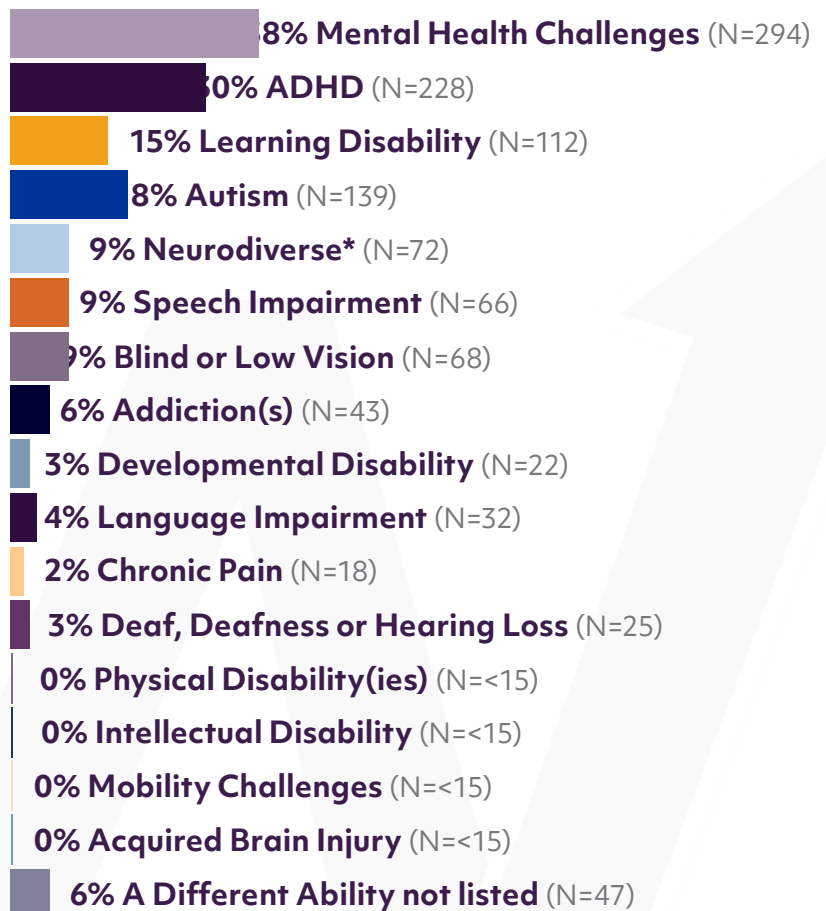
## Different Abilities

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.



# DDSB STUDENT CENSUS



2022-2023 Analysis by Area

OSHAWA

WHITBY

AJAX

PICKERING

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

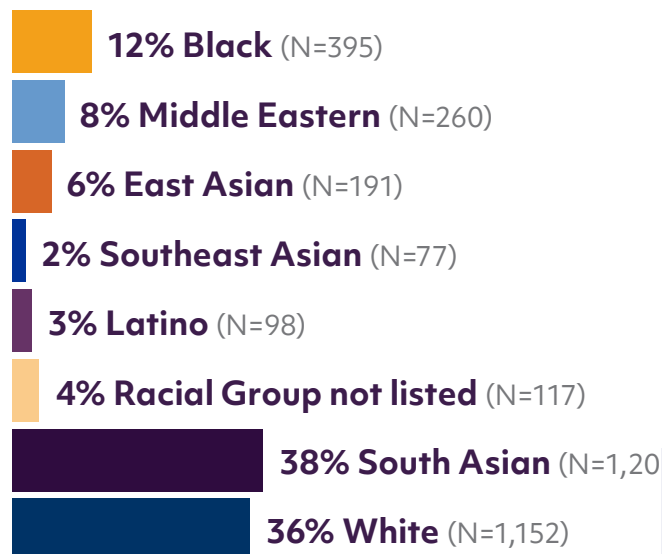
**1,728**  
or 30%

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



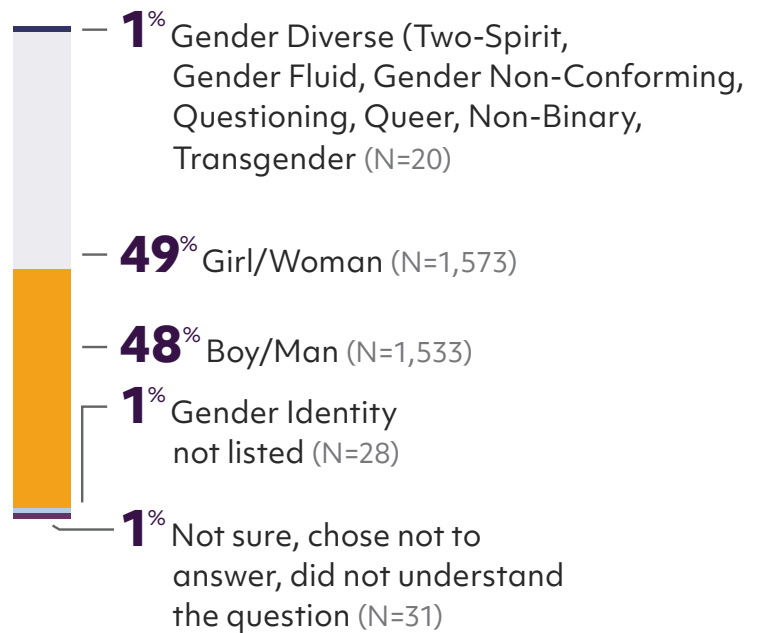
61% First Nations (N=39)

41% Métis (N=26)

0% 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.*

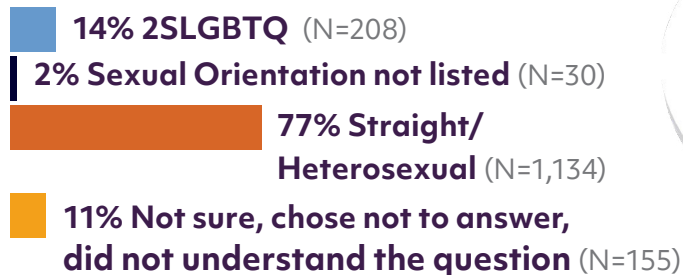
## Gender Identity 4,640 respondents identified one or more gender identities



*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.*

## Sexual Orientation (Grade 7-12 students only)

1,471 respondents identified one or more sexual orientation identities

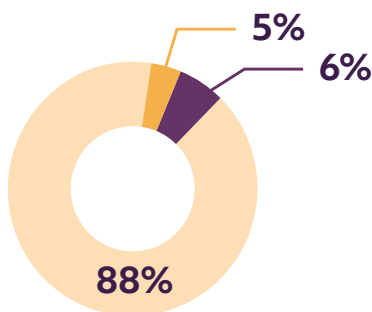


**MANDARIN URDU GUJARATI**  
**CANTONESE ARABIC FARSI BENGALI SPANISH**  
**DARI HINDI TAMIL**  
**FRENCH PUNJABI**

First Languages learned at home by students in addition to English

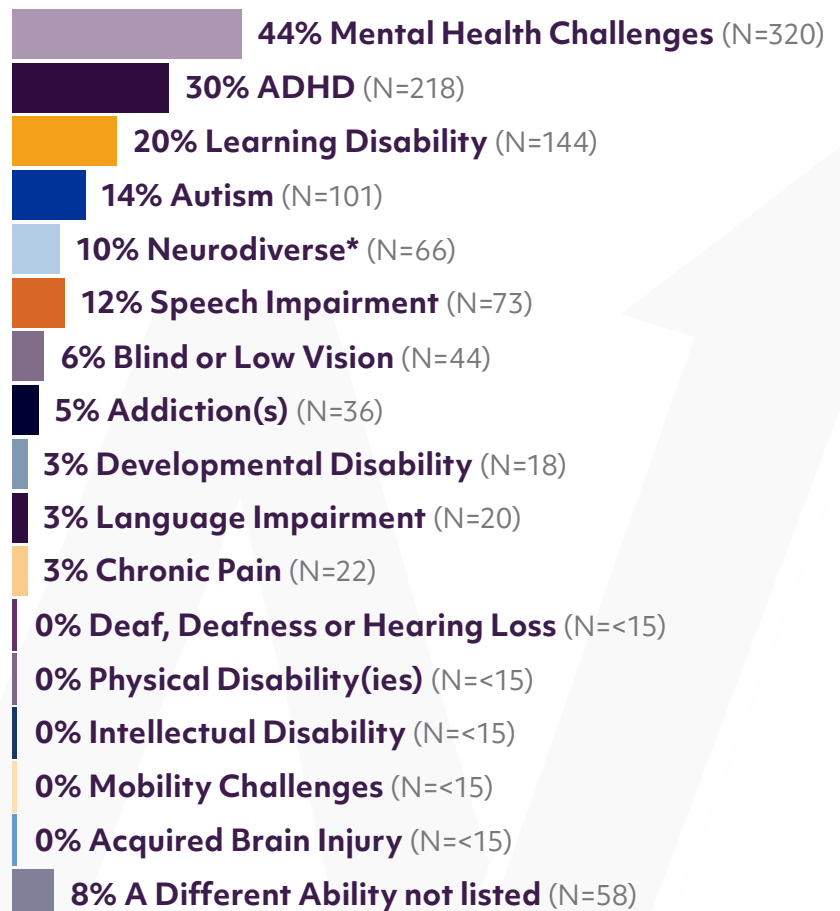
## Different Abilities

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.*

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

1% Gender Diverse (Two-Spirit, Gender Fluid, Gender Non-Conforming, Questioning, Queer, Non-Binary, Transgender(N=17))

46% Girl/Woman (N=767)

48% Boy/Man (N=786)

3% Gender Identity not listed (N=42)

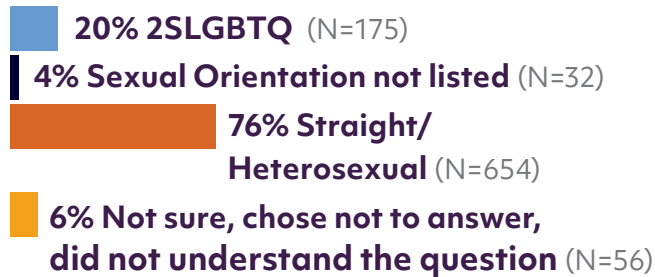
1% Not sure, chose not to answer, did not understand the question (N=24)



*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.*

## Sexual Orientation (Grade 7-12 students only)

858 respondents identified one or more sexual orientation identities

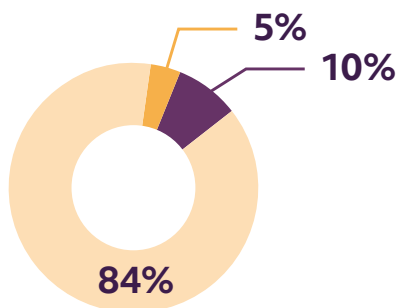


## FRENCH SPANISH TAMIL

First Languages learned at home by students in addition to English

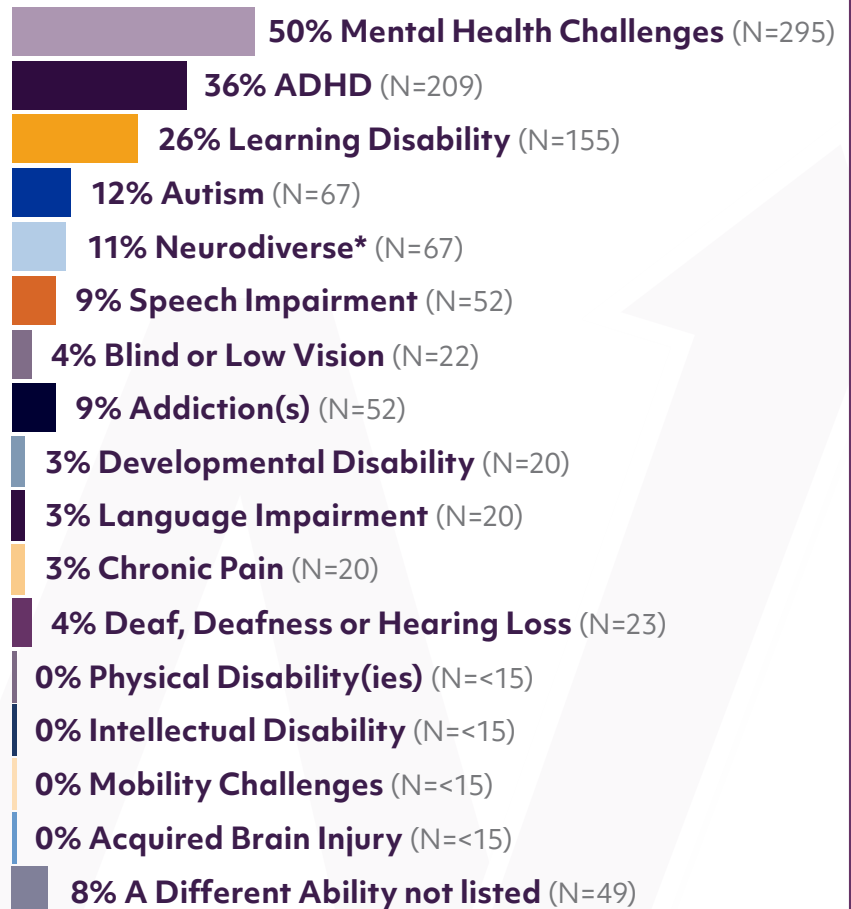
## Different Abilities

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.



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

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.