CE/SUS



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.

11% Black (N=2,094)

7% Middle Eastern (N=1,218)

5% East Asian (N=1,005)

3% Southeast Asian (N=542)

3% Latino (N=487)

3% Racial Group not listed (N=550)

33% South Asian (N=6,121)

42% White (N=7,768)

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.

3%
Indigenous

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.

24% Christian (N=4,476)

20% Muslim (N=3,700)

16% Hindu (N=3,011)

15% No Religion (N=2,816)

4% Not sure/Do not understand (N=767)

1% Buddhist (N=188)

1% Jewish (N=142)

1% Sikh (N=172)

<1% Indigenous beliefs and practices (N=89)

2% Another Religion not listed (N=438)



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

2[%] Gender Diverse

 (Two-Spirit, Gender Fluid,
 Gender Non-Conforming,
 Questioning, Queer,
 Non-Binary, Transgender (N=444)

- **48**% Girl/Woman (N=9,087)

- **48**[%] Boy/Man (N=9,030)

1[%] Gender Identity not listed (N=208)

Not sure, chose not to answer, did not understand the question (N=285)

CANTONESE BENGALI SPANISH ARABIC FARSI BENGALI SPANISH MANDARIN FRENCH 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

17% 2SLGBTQ (N=1,210)

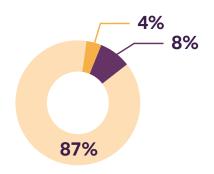
3% Sexual Orientation not listed (N=200)

74% Straight/Heterosexual (N=5,267)

10% Not sure, chose not to answer, did not understand the question (N=696)

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.



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

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

43% Mental Health Challenges (N=1,955)

33% ADHD (N=1,464)

20% Learning Disability (N=893)

17% Autism (N=755)

12% Neurodiverse* (N=529)

10% Speech Impairment (N=452)

6% Blind or Low Vision (N=285)

6% Addiction(s) (N=272)

3% Developmental Disability (N=149)

3% Language Impairment (N=144)

3% Chronic Pain (N=143)

3% Deaf, Deafness or Hearing Loss (N=120)

2% Physical Disability(ies) (N=98)

2% Intellectual Disability (N=75)

1% Mobility Challenges (N=65)

1% Acquired Brain Injury (N=40)

8% A Different Ability not listed (N=363)

* 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.



2022-2023 Analysis by Area

OSHAWA

WHITBY

AJAX

Indigenous

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.

139

13% Black (N=618)

6% Middle Eastern (N=275)

4% East Asian (N=186)

3% Southeast Asian (N=155)

3% Latino (N=156)

2% Racial Group not listed (N=111)

28% South Asian (N=1,314)

45% White (N=2,115)



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

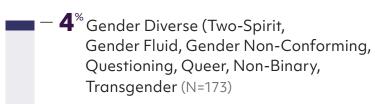
71[%] First Nations (N=139)

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



- **49**% Girl/Woman (N=2,336)
- **47**% Boy/Man (N=2,241)
 - **1**[%] Gender Identity not listed (N=55)
 - Not sure, chose not to answer, did not understand the question (N=39)

Sexual Orientation (Grade 7-12 students only)

1,790 respondents identified one or more sexual orientation identities



24% 2SLGBTQ (N=433)

3% Sexual Orientation not listed (N=55)

68% Straight/ **Heterosexual** (N=1,213)

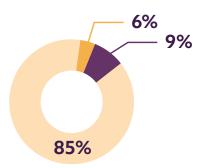
11% Not sure, chose not to answer, did not understand the question (N=201)



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:

45% Mental Health Challenges (N=583)

34% ADHD (N=440)

21% Learning Disability (N=273)

18% Autism (N=235)

13% Neurodiverse* (N=170)

9% Speech Impairment (N=123)

7% Blind or Low Vision (N=88)

7% Addiction(s) (N=89)

4% Developmental Disability (N=50)

3% Language Impairment (N=37)

3% Chronic Pain (N=43)

3% Deaf, Deafness or Hearing Loss (N=36)

2% Physical Disability(ies) (N=30)

2% Intellectual Disability (N=28)

2% Mobility Challenges (N=24)

0% Acquired Brain Injury (N=<15)

8% A Different Ability not listed (N=106)

*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.



2022-2023 Analysis by Area

OSHAWA

WHITBY

AJAX

Indiaenous

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.

9% Black (N=401)

6% Middle Eastern (N=273)

8% East Asian (N=355)

2% Southeast Asian (N=110)

2% Latino (N=110)

3% Racial Group not listed (N=126)

31% South Asian (N=1,412)

46% White (N=2,129)

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

- 2⁸ 4⁸ Gender Diverse (Two-Spirit, Gender Fluid, Gender Non-Conforming, Questioning, Queer, Non-Binary, Transgender (N=76)

- **49**% Girl/Woman (N=2,189)

- **47**% Boy/Man (N=2,301)

1[%] Gender Identity not listed (N=50)

- **1**[%] Not sure, chose not to answer, did not understand the question (N=75)

WHITBY

1,389 respondents identified one or more sexual orientation identities



21% 2SLGBTQ (N=294)

3% Sexual Orientation not listed (N=42)

74% Straight/ Heterosexual (N=1,025)

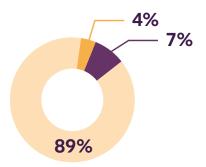
8% Not sure, chose not to answer, did not understand the question (N=107)



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 4,074 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:

40% Mental Health Challenges (N=401)

33% ADHD (N=335)

18% Learning Disability (N=183)

18% Autism (N=184)

13% Neurodiverse* (N=133)

12% Speech Impairment (N=125)

6% Blind or Low Vision (N=56)

5% Addiction(s) (N=49)

3% Developmental Disability (N=33)

3% Language Impairment (N=31)

3% Chronic Pain (N=32)

2% Deaf, Deafness or Hearing Loss (N=22)

3% Physical Disability(ies) (N=28)

2% Intellectual Disability (N=21)

0% Mobility Challenges (N=15)

0% Acquired Brain Injury (N=<15)

9% A Different Ability not listed (N=93)

*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.



2022-2023 Analysis by Area

OSHAWA

WHITBY

AJAX

Indiaenous

PICKERING

BROCK, UXBRIDG

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.

14% Black (N=586)

9% Middle Eastern (N=352)

5% East Asian (N=209)

4% Southeast Asian (N=157)

2% Latino (N=87)

3% Racial Group not listed (N=138)

49% South Asian (N=1,99

21% White (N=859)



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

— 1[%] Gender Diverse (Two-Spirit, Gender Fluid, Gender Non-Conforming, Questioning, Queer, Non-Binary, Transgender(N=41)

- **49**% Girl/Woman (N=2,016)

- **49**[%] Boy/Man (N=2,015)

Gender Identity not listed (N=25)

Not sure, chose not to answer, did not understand the question (N=40)

1,448 respondents identified one or more sexual orientation identities



16% 2SLGBTQ (N=234)

2% Sexual Orientation not listed (N=33)

77% Straight/ Heterosexual (N=1,111)

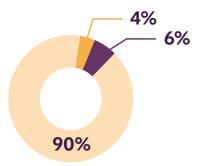
10% Not sure, chose not to answer, did not understand the question (N=144)



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:

8% Mental Health Challenges (N=294)

0% ADHD (N=228)

15% Learning Disability (N=112)

8% Autism (N=139)

9% Neurodiverse* (N=72)

9% Speech Impairment (N=66)

% Blind or Low Vision (N=68)

6% Addiction(s) (N=43)

3% Developmental Disability (N=22)

4% Language Impairment (N=32)

2% Chronic Pain (N=18)

3% Deaf, Deafness or Hearing Loss (N=25)

0% Physical Disability(ies) (N=<15)

0% Intellectual Disability (N=<15)

0% Mobility Challenges (N=<15)

0% Acquired Brain Injury (N=<15)

6% A Different Ability not listed (N=47)

*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.



2022-2023 Analysis by Area

OSHAWA

WHITBY

AJAX

Indiaenous

PICKERING

BROCK, UXBRIDGI 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.

12% Black (N=395)

8% Middle Eastern (N=260)

6% East Asian (N=191)

2% Southeast Asian (N=77)

3% Latino (N=98)

4% Racial Group not listed (N=117)

38% South Asian (N=1,20

36% White (N=1,152)

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

- 1[%] Gender Diverse (Two-Spirit, Gender Fluid, Gender Non-Conforming, Questioning, Queer, Non-Binary, Transgender (N=20)

- **49**% Girl/Woman (N=1,573)

- **48**[%] Boy/Man (N=1,533)

1*Gender Identity not listed (N=28)

Not sure, chose not to answer, did not understand the question (N=31)

Sexual Orientation (Grade 7-12 students only)

1.471 respondents identified one or more sexual orientation identities

14% 2SLGBTQ (N=208)

2% Sexual Orientation not listed (N=30)

77% Straight/ Heterosexual (N=1,134)

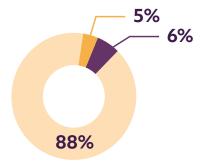
11% Not sure, chose not to answer, did not understand the question (N=155)

MANDARIN URDU GUJARATI CANTONESE BENGALI SPANISH ARABIC FARSI DARI 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:

44% Mental Health Challenges (N=320)

30% ADHD (N=218)

20% Learning Disability (N=144)

14% Autism (N=101)

10% Neurodiverse* (N=66)

12% Speech Impairment (N=73)

6% Blind or Low Vision (N=44)

5% Addiction(s) (N=36)

3% Developmental Disability (N=18)

3% Language Impairment (N=20)

3% Chronic Pain (N=22)

0% Deaf, Deafness or Hearing Loss (N=<15)

0% Physical Disability(ies) (N=<15)

0% Intellectual Disability (N=<15)

0% Mobility Challenges (N=<15)

0% Acquired Brain Injury (N=<15)

8% A Different Ability not listed (N=58)

*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.



2022-2023 Analysis by Area

OSHAWA

WHITBY

AJAX

Indiaenous

ICKERING

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)



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)

858 respondents identified one or more sexual orientation identities



20% 2SLGBTQ (N=175)

4% Sexual Orientation not listed (N=32)

76% Straight/ Heterosexual (N=654)

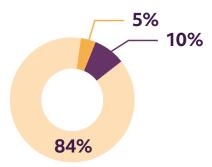
6% Not sure, chose not to answer, did not understand the question (N=56)



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:

50% Mental Health Challenges (N=295)

36% ADHD (N=209)

26% Learning Disability (N=155)

12% Autism (N=67)

11% Neurodiverse* (N=67)

9% Speech Impairment (N=52)

4% Blind or Low Vision (N=22)

9% Addiction(s) (N=52)

3% Developmental Disability (N=20)

3% Language Impairment (N=20)

3% Chronic Pain (N=20)

4% Deaf, Deafness or Hearing Loss (N=23)

0% Physical Disability(ies) (N=<15)

0% Intellectual Disability (N=<15)

0% Mobility Challenges (N=<15)

0% Acquired Brain Injury (N=<15)

8% A Different Ability not listed (N=49)

*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.