

THE DPCDSB STUDENT CENSUS 2022: KINDERGARTEN TO GRADE 3 AND STUDENTS WITH DIFFERING ABILITIES

You are the people of God; he has loved you and chose you for his own. So then, you must clothe yourselves with compassion, kindness, humility, gentleness, and patience.

Colossians 3:12

**Descriptive
Tables of Parent-
and Guardian-
Reported Data:
Outcomes by
Race**

DPCDSB Student Census: Technical Report

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What Outcomes Did DPCDSB Examine?

The DPCDSB Student Census invited parents and guardians of students in Kindergarten through Grade 3, and older students whose differing abilities required parent or guardian support to complete the census, to participate in the census on behalf of their students. Parents and guardians were asked about their students' social identities, such as race and Indigenous identity, as well as their attitudes about peer inclusion, school support, representation, well-being, and experience of exclusion at school. DPCDSB staff examined these attitudes by student identities, to see if there was a relationship between student experiences of school and their identities. In addition, since the census was not anonymous, DPCDSB staff could match the parent and guardian responses with the corresponding students' data regarding achievement, attendance, discipline, and access to learning opportunities. Staff linked these data to the census information to see if there were differences in outcomes by student identities. Box 1 (following page) lists the specific outcomes linked to the census information.

Box 1: Student Outcomes Linked to the Census Data

Grades K-8

- Type of French language learning accessed
- Total days absent in 2021-2022
- Progressive discipline and suspensions
- Achievement in Grades 3 or 6 Education Quality and Accountability Office (EQAO) Reading, Writing, and Mathematics assessments
- Report card marks in Reading, Writing, Mathematics, and Science and Technology
- Enrollment in the International Baccalaureate (IB) program

Grades 9-12

- Program of study (e.g., university, college, or workplace pathways) in English, mathematics, and science courses
- Type of French language learning accessed
- Total days absent in 2021-2022
- Progressive discipline and suspensions
- Report card marks in English, mathematics, and science courses
- Enrollment in International Baccalaureate (IB) and/or Regional Arts

Purpose of this Report

This report is intended as a companion report to the summary report of student outcomes. Information in this report includes numeric outcomes, called for each racial group, based on census responses from parents and guardians of students in Kindergarten through Grade 3 and older students who required their parents or guardians to complete the census on their behalf. Detailed reports regarding findings from the Grades 4 through 12 student-completed census are available at www.dpcdsb.org.

Data are presented in tables as percentages of access (e.g., accessing French Immersion) or of achievement (e.g., course marks or scoring Level 3 or higher on Education Quality and Accountability Office [EQAO] assessments), or as simple averages (e.g., days absent). For all outcomes, the DPCDSB average outcome is displayed for comparison. Showing the DPCDSB average helps to illustrate disparities and disproportionalities experienced by different racial groups.

Parent/Guardian- Completed Student Outcomes by Race

The tables below summarize the numeric outcomes analysed by race for students whose parents or guardians completed the census on their behalf. The DPCDSB benchmark outcomes appear at the bottom of each table. Note that “NR” appears where the total students in the category for the outcome is less than 10.

Attitudes

	High Scores for Peer Inclusion		High Scores for School Support		High Scores for Positive Well-Being		High Scores for Negative Well-Being		Moderate to High Experience of Exclusion	
	# High	% High	# High	% High	# High	% High	# High	% High	#High/Medium	% High/Medium
Black	408	83%	377	78%	366	53%	11	20%	20	21%
East Asian	108	88%	107	87%	84	45%	<10	NR	<10	NR
Indigenous	18	78%	21	91%	14	49%	<10	NR	<10	NR
Latinx	227	87%	222	85%	193	49%	<10	NR	<10	NR
Middle Eastern	93	81%	90	79%	82	50%	<10	NR	<10	NR
Multiple non-Black racialized races	84	85%	81	82%	72	40%	<10	NR	<10	NR
South Asian	285	86%	274	82%	278	52%	<10	NR	<10	NR
Southeast Asian	498	92%	480	89%	413	43%	<10	NR	<10	NR
White	1186	86%	1139	83%	975	51%	29	19%	27	13%
DPCDSB	2907	87%	2791	83%	2477	49%	63	20%	84	15%

Access: French Language Learning

	Accessing Core French (Grades 4-8)		Accessing Extended French (Grade 5 Start)		Accessing French Immersion (Grade 1 Start)	
	#	%	#	%	#	%
Black	52	67%	<10	NR	26	33%
East Asian	<10	NR	<10	NR	13	62%
Indigenous	12	86%	<10	NR	<10	NR
Latinx	16	36%	<10	NR	28	64%
Middle Eastern	21	81%	<10	NR	<10	NR
Multiple non-Black racialized races	<10	NR	<10	NR	<10	NR
South Asian	10	32%	<10	NR	21	68%
Southeast Asian	36	64%	<10	NR	20	36%
White	152	78%	<10	NR	44	22%
DPCDSB	310	65%	<10	NR	164	35%

Days Absent and Disciplinary Sanctions

	Average Total Days Absent in 2021-2022	Progressive Discipline Application Rate		Suspension Rate	
	#	#	%	#	%
Black	18.94766	19	4%	<10	NR
East Asian	14.48097	<10	NR	<10	NR
Indigenous	21.22866	<10	NR	<10	NR
Latinx	24.59797	<10	NR	<10	NR
Middle Eastern	23.03382	<10	NR	<10	NR
Multiple non-Black racialized races	20.14065	<10	NR	<10	NR
South Asian	22.58514	<10	NR	<10	NR
Southeast Asian	20.31464	<10	NR	<10	NR
White	22.3091	16	1%	<10	NR
DPCDSB	20.84873	41	1%	14	0.4%

EQAO Achievement

A total of 708 Grade 3 students were represented in the data from the parent- and guardian-completed census. The DPCDSB EQAO results for the primary EQAO assessments (Grade 3) may not match publicly reported EQAO data for DPCDSB due to the small sample size yielded by parents and guardians. Note that the results for junior (Grade 6) EQAO assessments, Grade 9 EQAO mathematics, or the Ontario Secondary School Literacy Test are not reported due to very small numbers of students (only 413 students in Grades 4 and older) whose parents and guardians provided census data that could be linked to the EQAO outcomes for analysis. Less than 10 students per racial group were observed in each of these assessments.

	Assessed at Level 3 or 4 on Grade 3 EQAO Reading		Assessed at Level 3 or 4 on Grade 3 EQAO Writing		Assessed at Level 3 or 4 on Grade 3 EQAO Math	
	#	%	#	%	#	%
Black	64	76%	60	71%	49	58%
East Asian	23	96%	24	100%	19	79%
Indigenous	<10	NR	<10	NR	<10	NR
Latinx	34	76%	33	73%	25	56%
Middle Eastern	14	93%	13	87%	13	87%
Multiple non-Black racialized races	13	87%	13	87%	11	79%
South Asian	50	82%	50	82%	46	75%
Southeast Asian	99	96%	96	93%	80	78%
White	213	84%	193	76%	169	67%
DPCDSB	514	85%	486	80%	414	69%

Average Elementary Reading, Writing, Math, and Science and Technology Report Card Marks

A total of 2,307 students in Grades 1 through 8 were represented in the data from the parent- and guardian-completed census. Most of these students (a total of 1,999) were in Grades 1 through 3, while the remaining 308 students were in Grades 4 through 8 who did not complete the census themselves.

	Average Reading Marks	Average Writing Marks	Average Mathematics Marks	Average Science and Technology Marks
	%	%	%	%
Black	75%	72%	76%	76%
East Asian	79%	77%	81%	80%
Indigenous	72%	71%	76%	76%
Latinx	74%	72%	77%	77%
Middle Eastern	74%	73%	78%	76%
Multiple non-Black racialized races	77%	75%	79%	79%
South Asian	78%	76%	80%	80%
Southeast Asian	78%	77%	80%	79%
White	75%	73%	78%	78%
DPCDSB	76%	74%	78%	78%

Average Secondary English, Math, and Science Course Marks

Parents and guardians completed the census on behalf of 105 of their students in Grades 9 and older. Average course marks, where available, are shown below by racial group. Where there were less than 10 students in a racial group, the course marks were not reported, to avoid identifying any individual students.

	Average English Course Marks	Average Mathematics Course Marks	Average Science Course Marks
Black	69%	74%	73%
East Asian	NR	NR	NR
Indigenous	NR	NR	NR
Latinx	NR	NR	NR
Middle Eastern	NR	NR	NR
Multiple non-Black racialized races	NR	NR	NR
South Asian	69%	87%	75%
Southeast Asian	77%	78%	87%
White	73%	74%	80%
DPCDSB	75%	76%	76%

Pathways: English, Math, and Science

Parents and guardians completed the census on behalf of 105 of their students in Grades 9 and older. Programs of study in English, mathematics, and science, where available, are shown below by racial group. Where there were less than 10 students in a racial group, the program of study data were not reported, to avoid identifying any individual students.

	Accessing University-Track English		Accessing College-Track English		Accessing Workplace-Track English		Accessing University-Track Math		Accessing College-Track Math		Accessing Workplace-Track Math	
	#	%	#	%	#	%	#	%	#	%	#	%
Black	<10	NR	<10	NR	13	62%	<10	NR	<10	NR	14	67%
East Asian	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR
Indigenous	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR
Latinx	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR
Middle Eastern	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR
Multiple non-Black racialized races	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR
South Asian	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR
Southeast Asian	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR
White	<10	NR	<10	NR	14	44%	<10	NR	<10	NR	17	53%
DPCDSB	13	12%	15	14%	35	33%	15	14%	10	10%	40	38%

	Accessing University-Track Science		Accessing College-Track Science		Accessing Workplace-Track Science	
	#	%	#	%	#	%
Black	<10	NR	<10	NR	13	62%
East Asian	<10	NR	<10	NR	<10	NR
Indigenous	<10	NR	<10	NR	<10	NR
Latinx	<10	NR	<10	NR	<10	NR
Middle Eastern	<10	NR	<10	NR	<10	NR
Multiple non-Black racialized races	<10	NR	<10	NR	<10	NR
South Asian	<10	NR	<10	NR	<10	NR
Southeast Asian	<10	NR	<10	NR	<10	NR
White	<10	NR	<10	NR	<10	NR
DPCDSB	11	10%	12	11%	29	28%