

THE DPCDSB STUDENT CENSUS 2022

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: Racial
Outcomes for
Grades 4-12**

DPCDSB Student Census: Technical Report

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What Outcomes Did DPCDSB Examine?

The DPCDSB Student Census asked about student social identities, such as race and Indigenous identity, as well as 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 students' census responses with other information, such as 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 (below) lists the specific outcomes linked to the census information.

Box 1: Student Outcomes Linked to the Census Data

Grades 4-8

- Access to the International Baccalaureate Program
- Type of French language learning accessed
- Total days absent in 2021-2022
- Progressive discipline and suspensions
- Achievement in Grade 6 Education Quality and Accountability Office (EQAO) Reading, Writing, and Mathematics assessments
- Report card marks in Reading, Writing, Mathematics, and Science and Technology

Grades 9-12

- Program of study (e.g., university, college, or workplace pathways) in English, mathematics, and science courses
- Enrollment in Grade 12 mathematics courses
- Enrollment in Grades 11 and 12 science courses
- Access to the International Baccalaureate Program, the Advanced Placement Program, and Regional Arts
- Type of French language learning accessed
- Ontario Secondary School Diploma completion in 2021-2022
- Application and confirmation to attend university
- Total days absent in 2021-2022
- Progressive discipline and suspensions
- Credit accumulation
- Achievement in the Grade 9 Education Quality and Accountability Office (EQAO) Mathematics assessment and the Ontario Secondary School Literacy Test (OSSLT)
- Report card marks in English, mathematics, and science courses

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 students in Grades 4 through 12 who completed the census themselves. A summary of information gathered via the parent- and guardian-completed census is 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.

Grades 4-8 Student Outcomes by Race

The tables below summarize the numeric outcomes analysed by race for students in Grades 4 through 8. 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		High Scores for Identity Positively Seen		Moderate to High Experience of Exclusion	
	# High	% High	# High	% High	# High	% High	# High	% High	# High	% High	#High/ Medium	% High/ Medium
Black	2029	59%	2117	62%	1679	53%	628	20%	1515	48%	675	21%
East Asian	339	67%	341	68%	221	45%	89	18%	211	44%	58	12%
Indigenous	215	61%	226	65%	158	49%	82	25%	155	47%	105	33%
Latinx	805	61%	839	64%	617	49%	258	20%	580	46%	176	14%
Middle Eastern	694	67%	701	68%	495	50%	191	19%	454	47%	161	17%
Multiple non-Black racialized races	256	61%	268	64%	163	40%	92	23%	161	41%	51	13%
South Asian	1083	71%	1071	71%	765	52%	233	16%	729	50%	178	12%
Southeast Asian	1576	66%	1625	68%	990	43%	515	22%	1016	45%	298	13%
White	4760	68%	4824	69%	3385	51%	1263	19%	3454	52%	838	13%
DPCDSB	11757	65%	12012	67%	8473	49%	3351	20%	8275	49%	2540	15%

Access: International Baccalaureate and French Language Learning

	Accessing International Baccalaureate		Accessing Core French (Grades 4-8)		Accessing Extended French (Grade 5 Start)		Accessing French Immersion (Grade 1 Start)	
	#	%	#	%	#	%	#	%
Black	<10	NR	3085	89%	193	6%	198	6%
East Asian	<10	NR	411	82%	45	9%	47	9%
Indigenous	<10	NR	345	90%	27	7%	10	3%
Latinx	<10	NR	1137	85%	119	9%	75	6%
Middle Eastern	<10	NR	902	86%	97	9%	52	5%
Multiple non-Black racialized races	<10	NR	367	87%	19	5%	34	8%
South Asian	<10	NR	1327	87%	101	7%	93	6%
Southeast Asian	11	0%	2151	89%	111	5%	148	6%
White	54	1%	6457	91%	483	7%	171	2%
DPCDSB	96	1%	16182	89%	1195	7%	828	5%

Days Absent and Disciplinary Sanctions

	Average Total Days Absent in 2021-2022	Progressive Discipline Application Rate		Suspension Rate	
	#	#	%	#	%
Black	17.75925	195	6%	101	3%
East Asian	14.66172	13	3%	<10	NR
Indigenous	23.29451	18	5%	14	4%
Latinx	22.49966	42	3%	31	2%
Middle Eastern	17.66845	35	3%	19	2%
Multiple non-Black racialized races	18.03479	10	2%	<10	NR
South Asian	17.48948	21	1%	19	1%
Southeast Asian	15.59627	49	2%	23	1%
White	21.2024	178	2%	137	2%
DPCDSB	18.6896	561	3%	355	2%

EQAO Achievement

	Assessed at Level 3 or 4 on Grade 6 EQAO Reading		Assessed at Level 3 or 4 on Grade 6 EQAO Writing		Assessed at Level 3 or 4 on Grade 6 EQAO Math	
	#	%	#	%	#	%
Black	483	83%	488	84%	200	34%
East Asian	92	94%	95	97%	68	69%
Indigenous	52	72%	52	72%	15	21%
Latinx	213	85%	223	89%	95	38%
Middle Eastern	200	90%	199	89%	115	52%
Multiple non-Black racialized races	66	90%	70	96%	53	74%
South Asian	241	95%	242	95%	186	74%
Southeast Asian	408	95%	405	95%	261	61%
White	1243	90%	1249	91%	598	44%
DPCDSB	2998	89%	3023	90%	1591	48%

Average Reading, Writing, Math, and Science and Technology Marks

	Average Reading Marks	Average Writing Marks	Average Mathematics Marks	Average Science and Technology Marks
	%	%	%	%
Black	74%	74%	74%	74%
East Asian	80%	80%	83%	82%
Indigenous	73%	72%	72%	73%
Latinx	75%	75%	75%	76%
Middle Eastern	75%	75%	78%	77%
Multiple non-Black racialized races	79%	78%	80%	80%
South Asian	79%	78%	81%	80%
Southeast Asian	78%	78%	80%	80%
White	76%	76%	78%	78%
DPCDSB	77%	76%	78%	78%

Secondary Student Outcomes by Race

The tables below summarize the numeric outcomes analysed by race for students in Grades 9 through 12 in this technical report. The DPCDSB benchmark outcomes appear at the bottom of each table. Note that “NR” appears where the total students 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		High Scores for Identity Positively Seen		Moderate to High Experience of Exclusion	
	#	%	#	%	#	%	#	%	#	%	#High/ Medium	% High/ Medium
Black	1453	45%	1205	37%	1201	40%	1065	36%	1071	35%	73	13%
East Asian	298	52%	249	43%	147	27%	166	30%	176	31%	<10	NR
Indigenous	130	54%	116	49%	101	44%	73	32%	98	42%	18	20%
Latinx	522	48%	471	43%	361	35%	400	38%	322	30%	22	11%
Middle Eastern	792	55%	646	45%	531	40%	477	36%	441	33%	45	11%
Multiple non-Black racialized races	268	50%	242	45%	169	33%	190	37%	148	28%	<10	NR
South Asian	2634	59%	2252	50%	1687	40%	1320	32%	1626	38%	65	7%
Southeast Asian	941	46%	890	43%	524	26%	842	42%	625	31%	25	9%
White	2827	53%	2495	47%	1867	37%	1784	35%	2204	43%	81	10%
DPCDSB	9865	52%	8566	45%	6588	37%	6317	35%	6711	37%	342	10%

Pathways: English and Math

	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	2390	72%	691	21%	99	3%	2243	67%	742	22%	158	5%
East Asian	504	86%	29	5%	<10	NR	528	90%	34	6%	<10	NR
Indigenous	127	52%	76	31%	17	7%	120	49%	72	29%	27	11%
Latinx	768	69%	247	22%	32	3%	741	66%	238	21%	48	4%
Middle Eastern	1155	78%	176	12%	19	1%	1211	81%	181	12%	39	3%
Multiple non-Black racialized races	468	85%	45	8%	<10	NR	479	87%	49	9%	<10	NR
South Asian	4089	89%	205	4%	16	0%	4116	90%	321	7%	19	0%
Southeast Asian	1651	79%	285	14%	24	1%	1656	79%	308	15%	40	2%
White	4064	75%	1013	19%	106	2%	3806	70%	1097	20%	180	3%
DPCDSB	15216	78%	2767	14%	321	2%	14900	77%	3042	16%	523	3%

Pathways and Electives: Science Programming and Access to Grade 12 Math and Senior Science

	Accessing University-Track Science		Accessing College-Track Science		Accessing Workplace-Track Science		Taking Grade 12 Math		Taking Senior Science	
	#	%	#	%	#	%	#	%	#	%
Black	2015	61%	624	19%	90	3%	482	65%	885	59%
East Asian	486	83%	43	7%	<10	NR	123	88%	197	74%
Indigenous	109	44%	67	27%	17	7%	21	40%	56	50%
Latinx	664	60%	205	18%	31	3%	155	62%	284	56%
Middle Eastern	1122	75%	178	12%	25	2%	220	73%	455	72%
Multiple non-Black racialized races	439	79%	51	9%	<10	NR	87	78%	166	70%
South Asian	3887	85%	247	5%	15	0%	824	84%	1569	76%
Southeast Asian	1501	72%	269	13%	19	1%	399	79%	712	69%
White	3454	64%	811	15%	81	1%	885	67%	1493	58%
DPCDSB	13677	70%	2495	13%	284	1%	3273	73%	5817	65%

Access: Regional Programs of Choice

	Accessing International Baccalaureate		Accessing Advanced Placement		Accessing Regional Arts	
	#	%	#	%	#	%
Black	65	2%	53	2%	123	4%
East Asian	108	18%	25	4%	<10	NR
Indigenous	0	0%	<10	NR	<10	NR
Latinx	21	2%	11	1%	32	3%
Middle Eastern	64	4%	21	1%	15	1%
Multiple non-Black racialized races	40	7%	16	3%	14	3%
South Asian	444	10%	271	6%	63	1%
Southeast Asian	80	4%	47	2%	104	5%
White	104	2%	44	1%	141	3%
DPCDSB	926	5%	489	3%	505	3%

Access: French as a Second Language Learning

	No Longer Taking Core French after Grade 9		Taking Core French after Grade 9		Accessing Extended French (Grade 5 Start)		Accessing French Immersion (Grade 1 Start)	
	#	%	#	%	#	%	#	%
Black	1995	60%	1067	32%	131	4%	131	4%
East Asian	256	44%	264	45%	52	9%	12	2%
Indigenous	168	69%	66	27%	<10	NR	<10	NR
Latinx	655	59%	349	31%	87	8%	24	2%
Middle Eastern	831	56%	511	34%	113	8%	33	2%
Multiple non-Black racialized races	280	51%	212	38%	43	8%	18	3%
South Asian	2499	54%	1916	42%	110	2%	63	1%
Southeast Asian	1263	60%	676	32%	98	5%	58	3%
White	3366	62%	1634	30%	340	6%	75	1%
DPCDSB	11313	58%	6695	34%	982	5%	417	2%

OSSD Completion and Accessing University

	OSSD Granted 2021-2022		Applied to University		Confirmed Attendance in University Program	
	#	%	#	%	#	%
Black	660	90%	446	61%	368	50%
East Asian	127	91%	111	80%	103	74%
Indigenous	35	66%	12	23%	11	21%
Latinx	228	91%	141	56%	123	49%
Middle Eastern	275	91%	229	76%	198	66%
Multiple non-Black racialized races	105	94%	91	81%	82	73%
South Asian	947	97%	862	88%	814	83%
Southeast Asian	480	94%	347	68%	287	56%
White	1223	93%	792	60%	702	53%
DPCDSB	4080	93%	3031	69%	2688	61%

Note that staff included information about university application and confirmation to attend in the table above because this information was available for analysis. Information regarding college application and confirmation to attend was not available at the time of analysis or publication. Including information about access to university is not at all intended to prioritize the university post-secondary pathway. Instead, this information is included to highlight disparity in access to university by racial group, which may in turn be related to disparity of access to the university-track program of study in secondary school subjects by race. Although not assessed due to lack of data, access to colleges, trades, and apprenticeships likely also demonstrates disparities by race, given the disparities by race seen in students accessing college- and workplace-track programs of study for secondary courses.

Days Absent and Disciplinary Sanctions

	Average Days Absent in 2021-2022	Progressive Discipline Rate		Suspension Rate	
	#	#	%	#	%
Black	19.17905	149	5%	195	6%
East Asian	12.34685	10	2%	<10	NR
Indigenous	22.52808	<10	NR	10	4%
Latinx	20.51814	25	2%	33	3%
Middle Eastern	19.78358	36	2%	70	5%
Multiple non-Black racialized races	16.16381	10	2%	14	3%
South Asian	15.22998	63	1%	53	1%
Southeast Asian	13.46866	18	1%	31	2%
White	19.32737	122	2%	171	3%
DPCDSB	17.54426	439	2%	585	3%

Credit Accumulation, EQAO Grade 9 Math Achievement, and OSSLT Success Rates

	Average % Credits Granted of Attempted	Assessed at Level 3 or 4 on Grade 9 EQAO Math		OSSLT Assessed as Successful	
	%	#	%	#	%
Black	97%	75	47%	1303	80%
East Asian	99%	30	79%	247	95%
Indigenous	97%	<10	NR	81	74%
Latinx	98%	21	40%	437	82%
Middle Eastern	98%	51	55%	598	82%
Multiple non-Black racialized races	99%	34	83%	239	93%
South Asian	99%	172	67%	2133	94%
Southeast Asian	99%	70	60%	926	90%
White	98%	146	55%	2297	88%
DPCDSB	98%	606	59%	8261	88%

Mean English, Math, and Science Course Marks

	Average English Course Marks	Average Mathematics Course Marks	Average Science Course Marks
	%	%	%
Black	74%	71%	74%
East Asian	83%	86%	85%
Indigenous	73%	70%	70%
Latinx	76%	73%	75%
Middle Eastern	77%	77%	77%
Multiple non-Black racialized races	81%	79%	81%
South Asian	81%	80%	81%
Southeast Asian	81%	80%	81%
White	79%	77%	79%
DPCDSB	78%	77%	78%