

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.

Descriptive
Tables: Racial
Outcomes for
Grades 4-12

DPCDSB Student Census: Technical Report

Table of Contents

- What Outcomes Did DPCDSB Examine?3
- Purpose of this Report4
- Grades 4-8 Student Outcomes by Race4
 - Attitudes4
 - Access: International Baccalaureate and French Language Learning.....5
 - Days Absent and Disciplinary Sanctions5
 - EQAO Achievement6
 - Average Reading, Writing, Math, and Science and Technology Marks.....6
- Secondary Student Outcomes by Race.....6
 - Attitudes7
 -

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

- x Access to the International Baccalaureate Program
- x Type of French language learning accessed
- x Total days absent in 2021-2022
- x Progressive discipline and suspensions
- x Achievement in Grade 6 Education Quality and Accountability Office (EQAO) Reading, Writing, and Mathematics assessments 40 Td(

Grades 9-12

- x Program of study (e.g., university, college, or workplace pathways) in English, mathematics, and science courses
- x Enrollment in Grade 12 mathematics courses
- x Enrollment in Grades 11 and 12 science courses

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)	
#	%	#	%	#	%	#	%

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

Attitudes



Learning

Learning After	Taking Core French after Grade 9		Accessing Extended French (Grade 5 Start)		Accessing French Immersion (Grade 1 Start)	
	#	%	#	%	#	%
0%	1067	32%	131	4%	131	4%
1%	264	45%	52	9%	12	2%
2%	66	27%	<10	NR	<10	NR
3%	349	31%	87	8%	24	2%
5%	511	34%	113	8%	33	2%
1%	212	38%		8%		2%

aces

Days Absent and Disciplinary

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%