Overall Board Report

January 2020

Prepared by Research and Assessment Services

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Introduction

Overview

York Region District School Board (YRDSB) is the third largest school district in Ontario, serving over 127,000 students in 178 elementary and 33 secondary schools. YRDSB's students and their families reflect diverse racial, ethnic and cultural groups. Diversity is YRDSB's strength and equity and inclusivity are foundational to its work. These values are woven throughout the Trustees' Multi - Year Strategic Plan (2018-2022) as well as the Director's Action Plan (2018-2019), which strives to raise the achievement and well-being of underserved and underperforming students through four key priorities: Championing Equity and Inclusivity, Fostering Well-Being and Mental Health, Building Collaborative Relationships, and Empowering Ethical Leadership. YRDSB's commitment to equity is further exemplified in the Board's Equity Action Plan: A Vision for Transformation, which is aligned with Ontario's Education Equity Plan (2017) and includes strategies that are currently underway to promote equitable and inclusive schools and workplaces.

As part of this critical work, YRDSB conducted its first student census, entitled the Every Student Counts Survey (ESCS). All YRDSB students from Kindergarten through Grade 12 were invited to participate in this voluntary and confidential survey between November 12 and December 17, 2018. Families of students in Kindergarten to Grade 6 completed the survey with their child at home, and students in Grades 7 to 12 completed the survey during class time.

CCI Research Inc., an expert in survey research with over 25 years of experience in the education sector, was contracted by YRDSB to consult on survey development and implement the survey. YRDSB staff members worked in collaboration with CCI Research Inc. on all phases of the process.

The purpose of this report is to present descriptive, board-level results from the ESCS. These results are presented according to students' grade levels: Kindergarten to Grade 6, Grades 7 and 8, and Grades 9 to 12.

In the future, the student census data will be linked by YRDSB to other data sources to identify and close opportunity gaps among students (e.g., disproportionalities among student groups with respect to: suspensions and / or expulsions; attendance; course enrollment: academic, applied, or locally developed programming, etc.) as well as achievement gaps (e.g., disproportionalities among student groups with respect to: academic achievement, credit accumulation, graduation, etc.). The ESCS will be conducted every five years to allow the board to monitor trends, including improvements over time and to help identify the ongoing needs of our diverse student community.

Background

YRDSB is committed to improving student achievement and well-being by working to ensure equitable, accessible and inclusive learning environments. The Board recognizes that some students face discrimination based on, but not limited to, race, Indigenous identity, ethnicity, sex, gender identity, sexual orientation, disability and socioeconomic class. In the educational context, students from historically and currently marginalized communities face systemic barriers through policies, programs and practices that create or maintain disadvantages for these students. Ensuring equitable, accessible and inclusive learning environments, therefore, requires the intentional identification and removal of systemic barriers to student success and well-being.

A critical step in this process is collecting identity-based data through the ESCS, which will allow YRDSB to identify groups of students who are underserved and as a result are unable to reach their full academic, social and emotional potential.

The Ontario Human Rights Commission permits the collection of identity-based data for the purposes of eliminating systemic barriers and promoting equity. As well, the province's Anti-Racism Act (ARA), which was passed in 2017, authorizes public sector organizations, including school boards, to collect race-based data.

Purpose and Objectives

In alignment with Ontario's Education Equity Action Plan, the purpose of the ESCS is to better understand our students' identities, as well as their experiences inside and outside of school. ESCS results will be used to inform Board and school improvement planning that aims to:

- Identify and eliminate systemic barriers to student success;
- Create more equitable and inclusive school environments; and
- Improve student achievement and well-being.

Findings from the ESCS will be used to develop strategies and realign supports to where they are needed the most. As outlined in YRDSB's Equity Action Plan, this work will be guided by an anti-oppression framework. The board and staff members will engage in developing their critical consciousness to gain awareness of bias in order to intentionally identify, interrupt and eliminate discriminatory practices and systemic barriers from schools and classrooms to support student achievement and well-being.

Methodology

CCI Research Inc. was contracted in the spring of 2018 to consult on the development, pilot testing, implementation, analysis and reporting of the ESCS. The ESCS Advisory Committee informed all phases of the research process (e.g., data analysis, reporting, knowledge mobilization and action planning) and advised on legal, privacy and security measures. The ESCS Staff Committee is comprised of representatives from across the Board who reflect various identities of YRDSB's students and families, and includes principals, superintendents, Research and Assessment Services, Inclusive School and Community Services and Corporate Communications.

Timelines for the ESCS

Date	Activity
January 2018	Development of ESCS Staff Committee ESCS Project Approval by Executive Team
February 2018	Project Scoping
March 2018 – April 2018	Vendor Interviews / Selection / Contract Awarded
April 2018 – June 2018	YRDSB / CCI Research Inc. Project Kick-Off Development and Review of Project Plan and Communication Plan
April 2018 – June 2018	Survey Development
June 2018	Pre-Test of Survey Instruments
July 2018 – October 2018	Survey Implementation Planning / Readiness
August 2018	Development and implementation of security and privacy procedures (i.e., Third-Party Privacy Impact Assessment; Independent Security Assessment)
September 2018	Pilot Test of Survey Instruments
October 2018 – November 2018	Survey Instruments Finalized and Translated
November 2018 – December 2018	Survey Administration
December 2018 – March 2019	Survey Processing and Data Cleaning
April 2019 – TBD	Data Analysis Begins

Survey Development

Survey questions for the ESCS were developed by YRDSB staff members from various departments, including Inclusive School and Community Services, Research and Assessment Services, the Human Rights Commissioner's Office, Student Services, Caring and Safe Schools and other senior staff. The surveys were reviewed and revised in consultation with the Ministry of Education's Education Equity Secretariat, the Ontario Human Rights Commission and CCI Research Inc.

As required by legislation under the Anti-Racism Act (2017), the ESCS includes questions that gather information about student demographics. These questions were developed in consultation with the Ministry of Education's Education Equity Secretariat and the Ontario Human Rights Commission to adhere to the Ontario Public Service Anti-Racism Data Standards.

To ensure age appropriate language, two versions of the survey were created: one for Kindergarten to Grade 6 students (41 items) and one for Grades 7 to 12 students (43 items). The Kindergarten to Grade 6 survey was designed to be completed by families at home with their child. The Grades 7 to 12 survey was designed to be completed by students during class time.

The surveys include questions related to three main focus areas:

1. Questions About Me:

- Indigenous Identity
- Race
- Religion and / or Spirituality
- Gender Identity
- Sexual Orientation
- First Language(s)
- Language(s) Spoken at Home
- Status in Canada
- Family Characteristics
- Home Environment
- Disability
- English Language Learners (ELL)
- ELL: Steps to English Proficiency (STEP)
- Emotional Well-Being
- Physical Health

2. Life in School:

- School Climate
- Inclusive Learning Experiences
- School Safety
- Student Discipline
- Relationships at School
- Learning Experience
- Activities Offered in School

3. Life Outside of School:

- Activities Outside of School
- Learning at Home
- Post-Secondary Aspirations

Validation and Pilot Testing

In June 2018, a group of principals, vice-principals, and superintendents along with subject matter experts from YRDSB's Inclusive School and Community Services, the Human Rights Commissioner's Office, Student Services, Caring and Safe Schools, and Curriculum & Instructional Services reviewed and provided feedback on the draft survey questions. The aim was to ensure that the questions were clear and aligned with their respective purposes. Feedback was collected by CCI Research Inc. and shared with YRDSB. Revisions to wording were made to increase the clarity of the survey items.

In September 2018, the revised surveys were piloted at four YRDSB schools (two elementary and two secondary) to collect feedback to further refine the questions, communications and the administration process. Based on the pilot data and related observations, minor changes were made to the survey instruments to improve the clarity of the survey response items and the ease of completion.

Translation

The surveys and invitation letters were translated to provide families and students with the option to respond in their preferred language.

The Kindergarten to Grade 6 survey materials were translated into the 12 most commonly spoken languages as identified by YRDSB demographic and school board enrolment data: Arabic, Simplified and Traditional Chinese, Farsi, Gujarati, Hebrew, Korean, Punjabi, Russian, Tamil, Urdu, and Vietnamese. The Grades 7 to 12 student survey materials were translated into the six most common languages spoken by students: Simplified and Traditional Chinese, Farsi, Russian, Tamil and Urdu. Through the school principal, Inclusive School and Community Services staff members were available to provide assistance to students who required additional language support.

Translated surveys for both the Kindergarten to Grade 6 and Grades 7 to 12 were provided online. Families and / or schools could also request translated paper copies of the survey.

Survey Administration

Prior Communication

Starting in June 2018, YRDSB implemented a communication plan to emphasize the value of the ESCS as well as the importance of stakeholder co-operation and support. This plan promoted the ESCS to superintendents, principals, teachers, unions and federations, students, families and community partners using multiple formats, such as: memos to administrators and staff, a webpage with FAQs, Twitter posts, posters displayed in high-traffic areas, and survey invitation letters to families. In addition, CCI Research Inc. conducted a webinar to explain the survey administration process to board administrators and school staff. A direct toll-free telephone number to CCI Research Inc. was provided to allow families and principals to ask questions about the survey, place opt-out requests for students in Grades 7 to 12, and / or request an alternative survey format (e.g., paper, large print, braille) or language option.

Consent

All families received a letter and an email from the Board informing them about the survey. Families of students in Kindergarten to Grade 6 consented to participate in the ESCS through the completion and submission of the survey. For the Grades 7 to 12 survey, families had the option to withdraw their child(ren) from participating in the ESCS by calling the direct toll-free telephone number.

Implementation

The ESCS was administered from November 12 through December 17, 2018. During this time, over 126,000 survey invitations or survey packages were sent to families of Kindergarten to Grade 6 students and Grades 7 to 12 students at all YRDSB schools. The English and translated versions of the survey were administered primarily online through a secure website managed by CCI Research Inc.

Families of students in Kindergarten to Grade 6 were invited to complete the survey with their children at home. The online survey was accessed using a unique survey code provided to each student in their invitation letter. Families with more than one child in Kindergarten to Grade 6 were asked to complete one survey per child. Families had the option to request surveys in paper, large print, braille or a preferred language.

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Students in Grades 7 to 12 were invited to complete the online survey during class time using their unique survey code. All students, including those attending alternative programs, received an invitation to participate in the survey. The survey was also available to students in paper, large print and braille formats. Accommodations, supports and assistive technology were provided by schools to students who required assistance completing the survey. Students who were not able to complete the survey independently at school, or with the accommodations and supports they typically received, could request to complete the survey at home with the support of their families.

Any paper surveys completed in class or returned to the school were sealed in an envelope and stored in a secure drop-off area in the school office. After closing the survey, schools returned the completed surveys to a YRDSB administrative location where they were stored securely until retrieved by CCI Research Inc. for processing. Schools were instructed to destroy all remaining materials containing student information including class lists and online survey invitation letters.

Confidentiality

Completion of the ESCS was voluntary and confidential, but not anonymous. To ensure confidentiality, no directly identifying information (such as student name or ID number) was included in the survey. As well, students and families could voluntarily skip any survey questions they did not feel comfortable answering.

As one of the main purposes of the survey is to identify and eliminate systemic barriers to student success, all surveys included a unique seven-character alphanumeric code that will link the survey data with achievement data and other data. The purpose of linking these data is to identify gaps in student achievement, specifically, which groups of students are being underserved by YRDSB and as a result are underperforming academically.

To protect students' identities, survey results will only be reported in aggregate form (grouped data only). No individual students will be identified.

Privacy and Security

Attention was given to privacy and security procedures throughout the survey administration process. This included an independent Third-Party Service Provider Privacy Review and an Independent Security Assessment completed for CCI Research Inc. to ensure security of all data held external to YRDSB.

The online survey used an encrypted survey code and a forced encrypted questionnaire with secure methodology (HTTPS / SSL over TLS). Paper surveys were returned to CCI Research Inc., scanned into a secure database and then destroyed.

The database was transferred to YRDSB using encryption techniques and secure protocols. A de-identified version of the original database will be stored at YRDSB on a restricted access server. An encrypted file containing student ID numbers and a key that matches records in the de-identified database will be stored in a separate secure location within YRDSB.

Only YRDSB's Research and Assessment Services department will have access to the database for analysis and research purposes. The electronic database will be housed at YRDSB for a period of time, yet to be determined, as YRDSB will use it to monitor trends over time. It is expected that the ESCS will be conducted every four to five years.

YRDSB is committed to privacy and confidentiality in collecting information about students and follows all privacy requirements outlined in the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). The information gathered through the ESCS is collected under the legal authority of the Education Act (R.S.O. 1990, c. E. 2, as amended) for educational and research purposes only.

Data Processing and Verification

Data Cleaning

To preserve as much information as possible, minimal processing was undertaken on the full set of data. Caution was taken to only remove information in instances where it was clear that respondents were not answering truthfully, to ensure that as many students as possible could participate. As a result, it is possible that some untruthful responses have been retained in the final dataset, but they make up only a small proportion of the total number of responses.

Full cases were only removed in circumstances where the entire response was clearly inaccurate. Specifically:

- The respondent submitted a survey without providing any responses.
- The respondent selected the same response option within 75% of the questions they answered (excluding multiple response questions) and they completed at least 50% of the survey (excluding multiple response questions).
- The survey was completed in less than five minutes and the respondent answered at least 50% of the survey (excluding multiple response questions).
- The respondent answered in a pattern (e.g., 1,2,3,4,5 – 5,4,3,2,1) in at least eight table format questions in Grades 7 to 12 and all table questions for Kindergarten to Grade 6.

A total of 132 cases (0.18% of all completed surveys) met one or more of the above criteria for exclusion. Answers to individual questions were also removed in a small number of cases. This occurred for only a subset of the multiple response questions (i.e., questions where more than one response could be selected), and only in situations where either all responses, or an impossibly large

number of responses, were selected. For example, more than 10 responses to the "first language" and "language spoken" questions were deemed to be untruthful and were removed. A total of 213 cases had responses deemed inaccurate and were removed from the dataset.

Additional steps were taken to ensure that responses to open-ended questions were made in good faith. Open-ended responses were manually screened and inappropriate content, such as jokes or content unrelated to the question asked, were removed. Additionally, open-ended "not listed above" / "other" responses were examined and recoded into survey response categories whenever possible. For example, if a student wrote in "French" for the open-ended response, it was recoded as though they had marked the "French" response option.

Sample Size and Return Rates

The ESCS survey was provided to approximately 126,806 students. This number is an estimate since small numbers of students entered and left the board in the short time period between the extraction of administrative data to create the sampling frame and the initiation of the data collection process. In total, 72,974 surveys were submitted or returned, which produced an overall response rate of 57.6%. Response rates by grade are presented in the table below.

Response Rates by Reporting Group

Group	Total	Completed	Response Rate
K to 6	67,350	20,284	30.1%
7 & 8	18,456	17,165	93.0%
9 to 12	41,000	35,525	86.6%

Strengths and Limitations of the ESCS

The data collected through the Every Student Counts Survey will provide a foundation in understanding the systemic barriers experienced by some students. For the first time, we will be able to examine disproportionality for certain social identities in areas such as achievement, pathways and suspensions. We will be able to connect these results with existing research in other jurisdictions within Ontario to better understand how our programs and structures can be improved. These data will guide our improvement planning and serve as a baseline for future monitoring.

A project of this magnitude with resourcing challenges such as time will always have some limitations. The survey questions themselves likely include biases (e.g., represent dominant perspectives), and may not have been interpreted the same way by all students and families.

The ESCS data is just one source of data and should be interpreted carefully. It is important that other sources of data, such as demographic profiles and student voice gathered through focus groups and town halls, be used in conjunction with the ESCS data in order to gain a comprehensive understanding of student experiences. These additional sources of data would be used to more fully understand whose voices are represented in the students' responses to the ESCS.

Non-responses, whether individuals skipped particular questions or did not complete the survey, may disproportionately represent certain social identity groups. As a result, the survey data may not represent these missing voices. Work is currently underway to better understand patterns of non-response in the ESCS data.

Analyses of these data without guidance from the communities they represent have a high risk of misrepresenting their voices and experiences and could further sustain oppressive barriers and stereotypes.

Thirty percent of respondents completed the Kindergarten to Grade 6 survey. Due to this low response rate, caution should be exercised when interpreting results. Some social identities may not be represented in these data.

Framework for Analyses

In order to address and minimize the potential of furthering oppression, the research and analyses conducted on the disaggregated ESCS data will use the QuantCrit Framework developed by Gillborn, Warmington, and Demack (2018). The tenets of this framework are:

1. The centrality of racism as a complex and deeply rooted aspect of society that is not readily amenable to quantification;

2. The acknowledgment that numbers are not neutral and they should be interrogated for their role in promoting deficit analyses that serve white racial interests;

3. The reality that categories are neither 'natural' nor given and so the units and forms of analysis must be critically evaluated;

4. The recognition that voice and insight are vital: Data cannot 'speak for itself' and critical analyses should be informed by the experiential knowledge of marginalized groups;

5. The understanding that statistical analyses have no inherent value but they can play a role in struggles for social justice.

Next Steps

Over the next four years, we will:

- Prepare the data so that we can disaggregate system-collected data such as achievement, attendance and suspension by social identities.
- We will work with community partners to develop analyses plans. This partnership will inform research questions addressed, help identify what additional data needs to be collected, and whose voices are missing in the data.
- Conduct analyses and gather additional data to better understand the experiences of identities who may not have participated in the survey.
- We will conduct the analyses as per the Anti-Racism Directorate [Data Standards](#).
- We will prepare for the next collection of the ESCS, improving the survey tool and collection process based on our learning over the next four years.

Engaging with ESCS Data

As stated previously, the purpose of the ESCS Data is to inform Board and school improvement planning in order to:

- Identify and eliminate systemic barriers to student success;
- Create more equitable and inclusive school environments; and
- Improve student achievement and well-being.

The purpose of this preliminary report is to acknowledge what data has been collected. These data in aggregate form (not displayed by groups) as found in this report, will not effectively meet the stated goals. The work that will support the above goals, namely the disaggregation of responses by social identity (e.g., race, gender identity, religion) in consultation with experts and affected communities, will unfold over the next few years.

In the meantime, those who use these data in aggregate form to make inferences about YRDSB students must consider their own social location and positionality as they consider whose voices may not be visible in the data as presented. The following set of questions are intended to support the reader in considering these concerns. When looking at these data, readers should be left with more wonderings than answers.

- In what ways do my [social location or positionality](#) influence how I interpret the data?
- What assumptions / inferences am I making about students and their families based on the data?
- What do you notice about the data? What stands out for you?
- Who are the respondents? What is the information telling you about students and families?
- Whose voices may not be visible in the data?
- In what ways do other board data sources inform, extend, or conflict with this data (e.g., achievement, demographic, and contextual data)?

ESCS Glossary of Terms

Achievement Gaps - refers to the average difference in levels of educational achievement between different demographic groups of students (e.g., groups based on gender, race, country of origin, socioeconomic circumstances, sexual orientation or any other social characteristics of the student).

Anti-Oppression Framework - an approach that places equity and human rights at the forefront of actions by intentionally identifying, addressing and changing the values, structures, policies, attitudes and practices that result in discrimination against individuals or groups. The framework promotes an understanding of how power, privilege and oppression operate within institutions.

Anti-Racism Act 2017 - Ontario [legislation](#) that focuses on eliminating systemic racism and advancing racial equity.

Anti-Racism Data Standards - the [Standards](#) established by the Government of Ontario to help identify and monitor systemic racism and racial disparities within the public sector in order to create an inclusive and equitable society for all Ontarians. The standards establish consistent, effective practices for producing reliable information to support evidence-based decision-making and public accountability to help eliminate systemic racism and promote racial equity.

Critical Consciousness - "the ability to recognize and analyze systems of inequality and the commitment to take action against these systems" (El-Amin et al, 2017, p. 18). Based on the work of Paulo Freire (1970), critical consciousness is developed through: "gaining knowledge about the systems and structures that create and sustain inequity (critical analysis), developing a sense of power or capability (sense of agency), and ultimately committing to take action against oppressive conditions (critical action)" (El-Amin et al, 2017, p. 20).

Disability - a term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities; hearing or vision disabilities; epilepsy; environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time.

Discrimination - distinction between individuals not based on legitimate terms; refers to arbitrary bias for or against an individual or a group, or the unjust and inequitable treatment of an individual or group. Discrimination can be based on age, birth, socioeconomic class, colour, creed, ability, ethnicity, familial status, gender, gender identity, language, marital status, political or other opinion, race, religion or faith belief, sex, or sexual orientation.

Diversity - the presence of a wide range of social characteristics within a group, organization, or society. The dimensions of diversity include, but are not limited to: Indigenous identity, gender identity, language, physical and intellectual ability, race, religion or faith, sexual orientation, and socioeconomic circumstance.

Education Equity Secretariat - a department of the Ontario Ministry of Education whose role is to bring new resources and explore program options, create new policies and establish realistic goals to help bridge gaps and disparities in achievement for Ontario students.

Ethnicity - ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and / or religious characteristics.

Equity (in education) - a condition or state of fair, inclusive, and respectful treatment of all students, families and staff regardless of social and cultural backgrounds, social identities, or personal life

circumstances. Equitable treatment of students means removing discriminatory barriers to teaching and learning, and to ensuring proportionate levels of support to those who need it the most in order to improve student achievement and well-being and to close achievement gaps. Equitable treatment is not the same as equal treatment.

Gender Identity - a person's internal and deeply felt sense of being a man, a woman, both, neither, or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth (for example, female, intersex, male).

Identity-based Data - refers to information about various aspects of students' identities (e.g., racial / ethnic background, and sexual orientation). In the educational context, students from historically and currently marginalized communities face systemic barriers through policies, programs and practices that create or maintain disadvantages for these students. Collecting identity-based data is important for evaluating how well programs, resources and practices support students, and identify the groups of students who may be underserved in order to develop and revise programs, strategies, policies and teaching practices, as well as allocate resources and supports to improve school environments and help students succeed. The Ontario Human Rights Code permits and encourages the collection and analysis of identity data for the purposes of identifying and removing systemic barriers, preventing discrimination, and promoting equity and inclusivity.

Opportunity Gaps - refer to the inequitable distribution of resources and learning opportunities. These gaps highlight the system's failure to provide opportunities for all students to thrive and succeed and focuses on identifying the conditions (e.g., beliefs, practices, programs, policies) that create and maintain inequities. Examples of opportunity gaps are reflected in the disproportionalities among groups of students in rates of suspensions and expulsions, attendance and instances of bullying, and representation in Applied level programs. Opportunity gaps that are influenced by sociopolitical, economic, and historical inequities in the larger society. These gaps manifest as systemic barriers to equity within schooling systems in ways that reproduce social inequities, and marginalization.

Social Identity - a person's sense of who they are based on the social groups the person was born into and belongs to. People can identify or be identified by others on the basis of their social identity (and their intersections). This aspect of an individual's self-conception is not based on their personal qualities (e.g., skills and abilities).

Social Location (Positionality) - the recognition that where you stand in relation to others in society shapes what you can see and understand.

Race - a term used to classify people into groups based on physical traits such as skin colour, or on the basis of perceived common ancestry or characteristics. Racial categories are not based on science or biology but on differences that society has chosen to emphasize, with significant implications for how some people are perceived and treated. Racial categories may vary over time and place, and can overlap with ethnic, cultural or religious groupings.

Sexual Orientation - refers to a range of human sexuality (e.g., asexual, bisexual, gay, lesbian, heterosexual, two-spirit, etc.). A person's feeling of sexual / physical attraction categorized by the gender or sex of the individual(s) to which one is attracted.

Systemic Barriers - systemic barriers are policies, programs and practices that result in particular groups of students receiving inequitable access to opportunities or being excluded in a way that creates or maintains disadvantages for these marginalized groups.

Ontario Human Rights Commission (OHRC) - an agency established in 1961 to prevent discrimination and to promote and advance human rights in Ontario. The OHRC is one pillar of Ontario's human rights system, alongside the [Human Rights Tribunal of Ontario (HRTO)](#) and the [Human Rights Legal Support Centre (HRLSC)](#).

Ontario's Education Equity Action Plan - is the province's strategy for identifying and eliminating discriminatory practices, systemic barriers and bias from schools and classrooms to support the potential for all students to succeed.

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Results: Kindergarten to Grade 6

This section includes detailed data tables of the ESCS findings for Kindergarten to grade 6 students. The tables illustrate each question and the number and percentage of students who did not respond to each survey question.

Due to low participation rates, caution should be taken when generalizing findings to all K to 6 students.

Detailed Tables: Kindergarten to Grade 6 "Questions About Me"

20,284 Respondents

Indigenous Peoples

Does your child identify as First Nations, Métis, and / or Inuit? Select all that apply Total Respondents: 19,967 (20,028 Responses)	Number of Respondents	Percentage of Respondents
No	19,618	98%
Yes, First Nations	324	2%
Yes, Métis	47	0.2%
Yes, Inuit	39	0.2%
Did not Respond	317	1.6%

Does your child identify as First Nations, Métis, and / or Inuit? Select all that apply Total Respondents: 349 (410 Responses)	Number of Respondents	Percentage of Respondents
Yes, First Nations	324	93%
Yes, Métis	47	13%
Yes, Inuit	39	11%

Notes:

- Percentages may not sum to 100% as students could choose more than one category.
- Required questions developed by the Education Equity Secretariat and the Ontario Human Rights Commission

Race

Race is a social construct that groups people on the basis of perceived common ancestry and characteristics and affects how some people are perceived and treated. Race is often confused with ethnicity (a group of people who share a particular cultural heritage or background); there may be several ethnic groups within a racialized group.

In our society, people are often described by their race or racial background. For example, some people are considered "White" or "Black" or "East / Southeast Asian", etc. Which race category best describes your child? Select all that apply Total Respondents: 19,694 (20,986 Responses)	Number of Respondents	Percentage of Respondents
Black (African, Afro-Caribbean, African-Canadian descent)	502	3%
East Asian (Chinese, Korean, Japanese, Taiwanese descent)	8,046	41%
Indigenous (First Nations, Métis, Inuit descent)	61	0.3%
Latino / Latina / Latinx (Latin American, Hispanic descent)	232	1%
Middle Eastern (Arab, Persian, West Asian descent, for example, Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	1,568	8%
South Asian (South Asian descent, for example, East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	2,988	15%
Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)	649	3%
White (European descent)	5,769	29%
A race or racial background not listed above	320	2%
Not sure	492	2%
I do not understand this question	359	2%
Did not Respond	590	2.9%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.
- Required question developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Religion and Spirituality

People can be treated differently based on their religion, or perceived religion, which can lead to negative impacts and unequal outcomes. Islamophobia and antisemitism are examples of the way religion can be racialized. People can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion.

What is your child's religion and / or spiritual affiliation? Select all that apply Total Respondents: 19,581 (20,754 Responses)	Number of Respondents	Percentage of Respondents
Agnostic (A person who thinks it's impossible to know if any God or Gods exist.)	361	2%
Atheist (A person who does not believe in any God or Gods)	811	4%
Buddhist	906	5%
Catholic	1,316	7%
Christian (non-Catholic)	4,451	23%
Hindu	1,623	8%
Indigenous Spirituality	15	0.1%
Jewish	1,231	6%
Muslim	2,196	11%
Sikh	223	1%
Spiritual but not religious	949	5%
No religious or spiritual affiliation	5,063	26%
A religion or spiritual affiliation not listed above	143	1%
Not sure	1,198	6%
I do not understand this question	268	1%
Did not Respond	703	3.5%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.
- Required question developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Gender

A person's internal and deeply felt sense of being a man, a woman, both, neither, or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth (for example, female, intersex, male).

What is your child's gender identity?	Number of Respondents	Percentage of Respondents
Woman / girl	10,084	50%
Man / boy	9,887	49%
Gender Fluid (Of, relating to, or being a person whose gender identity or expression changes or shifts along the gender spectrum)	10	<1%
Gender Nonconforming (Not being in line with the cultural associations made in a given society about a person's sex assigned at birth)	5	<1%
Non-Binary (Refers to a person whose gender identity does not align with the binary concept of gender such as man or woman)	2	<1%
Questioning (Refers to a person who is unsure about their own gender identity)	5	<1%
Transgender (Refers to a person whose gender identity differs from the one associated with their birth-assigned sex)	1	<1%
Two-Spirit (An Indigenous person whose gender identity, spiritual identity or sexual orientation includes masculine, feminine or non-binary spirits)	1	<1%
A gender identity not listed above	3	<1%
Not sure	10	<1%
I do not understand this question	31	<1%
I prefer not to answer	114	1%
Total Responses	**20,153**	**100%**
Did not Respond	131	0.6%

Notes:

- Required question developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

First Language

What is the first language(s) your child learned to speak? Select all that apply Total Respondents: 20,183 (26,379 Responses)	Number of Respondents	Percentage of Respondents
Albanian	27	0.1%
Arabic	237	1%
Bengali	46	0.2%
Cantonese	2,602	13%
Croatian	5	<0.1%
Dari	96	0.5%
Dutch	5	<0.1%
English	12,788	63%
Farsi / Persian	929	5%
French	464	2%
German	32	0.2%
Greek	78	0.4%
Gujarati	224	1%
Hebrew	227	1%
Hindi	225	1%
Hungarian	19	0.1%
Indigenous language(s)	3	<0.1%
Italian	31	0.2%
Korean	415	2%
Malayalam	53	0.3%
Mandarin	4,203	21%
Polish	21	0.1%
Portuguese	53	0.3%
Punjabi	201	1.0%
Russian	679	3%
Serbian	40	0.2%
Somali	2	<0.1%
Spanish	175	0.9%
Tagalog	87	0.4%

What is the first language(s) your child learned to speak? Select all that apply Total Respondents: 20,183 (26,379 Responses)	Number of Respondents	Percentage of Respondents
Tamil	819	4%
Ukrainian	24	0.1%
Urdu	624	3%
Vietnamese	166	0.8%
A language not listed above	755	4%
Not sure	16	0.1%
I do not understand this question	8	<0.1%
Did not Respond	101	0.5%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.
- Required question developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Language Spoken at Home

What is the language(s) most often spoken in your home? Select all that apply Total Respondents: 20,169 (28,523 Responses)	Number of Respondents	Percentage of Respondents
Albanian	29	0.1%
Arabic	237	1%
Bengali	47	0.2%
Cantonese	2,611	13%
Croatian	10	<0.1%
Dari	97	0.5%
Dutch	6	<0.1%
English	14,429	72%
Farsi / Persian	964	5%
French	328	2%
German	38	0.2%
Greek	94	0.5%
Gujarati	256	1%
Hebrew	260	1%
Hindi	263	1%
Hungarian	25	0.1%
Indigenous language(s)	6	<0.1%
Italian	49	0.2%
Korean	414	2%
Malayalam	57	0.3%
Mandarin	4,325	21%
Polish	23	0.1%
Portuguese	57	0.3%
Punjabi	263	1%
Russian	708	4%
Serbian	40	0.2%
Somali	2	<0.1%
Spanish	212	1%
Tagalog	130	0.6%

What is the language(s) most often spoken in your home? Select all that apply Total Respondents: 20,169 (28,523 Responses)	Number of Respondents	Percentage of Respondents
Tamil	830	4%
Ukrainian	29	0.1%
Urdu	670	3%
Vietnamese	168	0.8%
A language not listed above	826	4%
Not sure	10	<0.1%
I do not understand this question	10	<0.1%
Did not Respond	115	0.6%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.

Status in Canada

Was your child born in Canada?	Number of Respondents	Percentage of Respondents
Yes	16,867	83%
No	3,348	17%
Total Responses	**20,215**	**100%**
Did not Respond	69	0.3%

If your child was not born in Canada, are they currently:	Number of Respondents	Percentage of Respondents
A Canadian citizen	1,292	39%
An international student (enrolled through a study permit)	251	8%
A landed immigrant / permanent resident	1,589	48%
A refugee claimant	93	3%
Not sure	67	2%
I do not understand this question	22	1%
Total Responses	**3,314**	**100%**
Did not Respond	34	1.0%

Status in Canada (continued)

If your child was not born in Canada, how long have they lived in Canada?	Number of Respondents	Percentage of Respondents
Less than 1 year	556	17%
1 year	319	10%
2 years	457	14%
3 years	465	14%
4 years	365	11%
5 years	314	9%
6 years	299	9%
7 years	171	5%
8 years	189	6%
9 years or more	207	6%
Total Responses	**3,342**	**100%**
Did not Respond	6	0.2%

Notes:

- First two questions were required and developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Family Characteristics

Including yourself, how many people currently live in your home?	Number of Respondents	Percentage of Respondents
1	17	0.1%
2	317	2%
3-4	11,889	59%
5-6	6,885	34%
7 or more	1,048	5%
Total Responses	20,156	100%
Did not Respond	128	0.6%

Parent / Guardian 1 (Yourself) Please indicate your relationship with this child.	Number of Respondents	Percentage of Respondents
Mother	15,407	76%
Father	4,602	23%
Stepmother	14	0.1%
Stepfather	13	0.1%
Grandparent	40	0.2%
Relative	19	0.1%
Guardian	39	0.2%
Foster parent	4	<0.1%
Friend	4	<0.1%
Another person	34	0.2%
Total Responses	20,176	100%
Did not Respond	108	2.0%

Notes:

- The second question was required and developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

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Family Characteristics (continued)

Parent / Guardian 2 (Skip if not applicable) Please indicate this person's relationship to this child.	Number of Respondents	Percentage of Respondents
Mother	4,381	26%
Father	12,505	73%
Stepmother	21	0.1%
Stepfather	92	1%
Grandparent	84	0.5%
Relative	21	0.1%
Guardian	26	0.2%
Foster parent	4	<0.1%
Friend	10	0.1%
Another person	23	0.1%
Total Responses	**17,167**	**100%**
Did not Respond	3,117	12.3%

Please check the highest level of education you have completed.	Parent / Guardian 1	Parent / Guardian 2	Both Parents / Guardians
Did not complete any formal education	0%	1%	0.4%
Elementary school	1%	1%	1%
High school	9%	12%	10%
Apprenticeship	1%	2%	1%
College	22%	23%	22%
University	67%	60%	63%
Not sure	1%	1%	1%
Total Responses	**19,919**	**16,975**	**36,894**
Did not Respond	365	3,309	268

Notes:
- Required questions developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Family Characteristics (continued)

Do you work?	Parent / Guardian 1	Parent / Guardian 2	Both Parents / Guardians
Work full-time	55%	69%	62%
Work part-time	11%	5%	8%
Self-employed (for example, have your own business)	12%	16%	14%
Unemployed (not currently working but looking for a job)	4%	3%	3%
Do not work / stay-at-home parent / guardian	17%	6%	12%
Retired	0%	1%	0%
Not sure	1%	1%	1%
Total Responses	**19,904**	**16,946**	**36,850**
Did not Respond	380	3,338	277

Notes:

- Required question developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Home Environment

Questions	Not at all	Once	Twice	Three times or more	Total Responses	Number that did not Respond	Percentage that did not Respond
How many times has your child moved (changed homes) in the past 12 months?	87%	11%	1%	0.4%	**20,182**	102	0.5%
How many times has your child changed schools in the past 12 months? (Do not include changing schools for a new school opening, change in grade or specialized programming such as French Immersion, Gifted program, etc.)	88%	11%	1%	0.2%	**20,085**	199	1.0%

Question	Yes	No	Total Responses	Number that did not Respond	Percentage that did not Respond
Has your child been homeless in the last 12 months? (e.g., living in shelters, living in cars or abandoned buildings, couch surfing)	0.3%	99.7%	**20,193**	91	0.4%

What is the total household income (before taxes) of your family for this year?	Number of Respondents	Percentage of Respondents
Less than $30,000	1,813	10%
$30,000-$49,999	2,247	13%
$50,000-$74,999	2,431	14%
$75,000-$99,999	2,557	14%
$100,000-$149,999	3,826	21%
$150,000+	5,014	28%
Total Responses	**17,888**	**100%**
Did not Respond	2,396	11.8%

Notes:

- The last question was required and developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Special Needs

Disability is a term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities; hearing or vision disabilities; epilepsy; environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time. A disability may be temporary, sporadic or permanent.

Do you consider your child to be a person with a disability?	Number of Respondents	Percentage of Respondents
Yes	624	3%
No	19,080	95%
Not sure	198	1%
I do not understand this question	79	0.4%
I prefer not to answer	189	1%
Total Responses	**20,170**	**100%**
Did not Respond	114	0.6%

If yes, how would you describe your child's disability? Select all that apply Total Respondents: 600 (918 Responses)	Number of Respondents	Percentage of Respondents
Autism	222	37%
Blind or low vision	29	5%
Deaf or hard of hearing	35	6%
Developmental	82	14%
Learning disability	253	42%
Mental health disability	54	9%
Addiction(s)	3	1%
Physical	50	8%
Speech impairment	93	16%
A disability not listed above	97	16%
Did not Respond	24	3.8%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.
- The first question was required and developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

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English Language Learners (ELL)

Has your child ever received support at school for English as an additional language?	Number of Respondents	Percentage of Respondents
Yes, my child is currently receiving support	1,196	6%
Yes, my child has previously received support	1,248	6%
No, my child has never received support	16,198	81%
I don't know if my child has received support	1,334	7%
Total Responses	**19,976**	**100%**
Did not Respond	308	1.5%

If your child received support at school for English as an additional language (now or in the past), who provided this support? Select all that apply Total Respondents: 2,404 (2,660 Responses)	Number of Respondents	Percentage of Respondents
ESL teacher / ELL support teacher	1,173	49%
Classroom / subject teacher	1,032	43%
SERT or Special Education Support	37	2%
SLP or Speech Therapist	47	2%
Other	105	4%
Not sure	231	10%
I don't understand this question	35	1%
Did not Respond	40	1.6%

English Language Learners (continued)

If your child receives or has received English Language support, did it help them in their classroom learning?	Number of Respondents	Percentage of Respondents
Yes	2,134	88%
No	96	4%
Not sure	194	8%
Total Responses	**2,424**	**100%**
Did not Respond	20	0.8%

Notes:

- For the second question, percentages do not sum to 100% as students could choose more than one category.

ELL: Steps to English Proficiency (STEP)

Are you aware of your child's STEP level	Responses
Yes	25%
No	22%
I'm not sure what this means	52%
Total Responses	**2,405**
Did not Respond (as a number)	39
Did not Respond (as a percentage)	1.6%

If you are aware of your STEP level, please indicate for each of the following:	Reading	Writing	Oral
STEP 1	15%	16%	11%
STEP 2	10%	14%	11%
STEP 3	13%	15%	12%
STEP 4	17%	16%	13%
STEP 5	14%	11%	16%
STEP 6	11%	7%	15%
Not Sure	20%	21%	21%
Total Responses	**596**	**592**	**593**
Did not Respond (as a number)	15	19	18
Did not Respond (as a percentage)	2.5%	3%	3%

Notes:

- Respondents who indicated their child currently or previously received support were asked question 1.

Emotional Well-Being

How often does your child:	All the time	Often	Sometimes	Never	Not Sure	Total Responses	Number that Did not Respond	Percentage that Did not Respond
Feel happy	41%	53%	6%	0.1%	0.2%	**20,192**	92	0.5%
Feel positive about the future	40%	39%	11%	1%	9%	**20,038**	246	1.2%
Feel good about themselves	42%	45%	10%	0.5%	1.7%	**20,072**	212	1.0%
Feel like they matter to people at school	28%	37%	18%	4%	14%	**19,995**	289	1.4%
Feel nervous or anxious	1%	7%	72%	16.7%	3.3%	**20,072**	212	1.0%
Feel lonely	1%	4%	42%	48%	6%	**20,034**	250	1.2%
Feel sad or depressed	0%	3%	56%	35.0%	6.1%	**19,969**	315	1.6%

In the last 12 months, how many times has your child talked to a professional (for example, doctor, counsellor, social worker, psychologist) about their mental health?	Responses
Once	6%
Two times	4%
Three or more times	6%
Not at all	84%
Total Responses	**20,067**
Did not Respond (as a number)	217
Did not Respond (as a percentage)	1.1%

Physical Health

Question	Excellent	Good	Fair	Poor	Total Responses	Number that Did not Respond	Percentage that Did not Respond
'In general, how would you describe your child's physical health?	61%	36%	3%	0.2%	20,054	230	1.1%

Question	Yes	No	Not Sure		Total Responses	Number that Did not Respond	Percentage that Did not Respond
'Would free or low-cost breakfast programs be helpful for your child?	38%	40%	22%		20,078	206	1.0%

In the last 12 months, how many times has your child:	Three or more times	Two times	Once	Not at all	Total Responses	Number that Did not Respond	Percentage that Did not Respond
Seen a doctor about your physical health or for a checkup	20%	24%	46%	10%	20,024	260	1.3%
Seen a doctor for an eyesight test	3%	9%	65%	23%	20,040	244	1.2%
Seen a dentist	21%	46%	24%	9%	20,081	203	1.0%

Canadian Citizenship

Does your child consider themselves a Canadian?	Number of Respondents	Percentage of Respondents
Yes	18,330	91%
No	778	4%
Not Sure	1,039	5%
Total Responses	20,147	100%
Did not Respond	137	0.7%

Detailed Tables: Kindergarten to Grade 6 "Life in Schools"

20,284 Respondents

School Climate

How does your child feel about this school?	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
My child feels welcome at this school.	48%	48%	1%	0.2%	2%	**20,222**	62	0.3%
My child feels like they belong at this school.	47%	47%	2%	0.3%	4%	**20,177**	107	0.5%
My child enjoys being at this school.	51%	43%	2%	1%	3%	**20,175**	109	0.5%
My child gets along well with other students at this school.	39%	54%	3%	0.3%	4%	**20,184**	100	0.5%
My child feels accepted by students at this school.	37%	54%	4%	0.5%	5%	**20,179**	105	0.5%
School rules are applied to my child in a fair way.	45%	49%	2%	1%	3%	**20,173**	111	0.5%
My child is treated with respect at this school.	42%	51%	3%	0.4%	4%	**20,170**	114	0.6%
My child feels safe at this school.	47%	49%	2%	0.3%	2%	**19,932**	352	1.7%

Inclusive Learning Experiences

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
At this school, differences among all people are respected.	45%	45%	3%	1%	6%	20,135	149	0.7%

Since the start of this school year, how often has your child:	All the time	Often	Sometimes	Never	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
Experienced harassment in your school / class?	0.4%	1%	7%	83%	9%	20,159	125	0.6%
Experienced discrimination in your school / class?	0.4%	1%	11%	79%	9%	20,161	123	0.6%

Notes:

- Discrimination is being treated negatively because of your gender, racial background, ethnic origin, religion, socio-economic background, special education needs, sexual orientation, or other factors. Discrimination can be intentional or unintentional.
- Harassment is engaging in a course of vexatious [annoying or provoking] comment or conduct which is known or ought reasonably to be known to be unwelcome.

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School Safety

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
My child feels safe at this school.	47%	49%	2%	0.3%	2%	**19,932**	352	1.7%
My child feels safe on the way to and from school.	50%	46%	2%	0.3%	2%	**19,911**	373	1.8%

Since the start of this school year, how often has your child:	All the time	Often	Sometimes	Never	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
Been bullied by other students at school (for example, physical, verbal, social, and / or cyber bullying)?	1%	3%	25%	65%	7%	**20,181**	103	0.5%
Stayed away, or wanted to stay away, from school to avoid being bullied?	2%	2%	12%	81%	4%	**20,167**	117	0.6%

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School Safety (continued)

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
There is an adult at this school my child would feel comfortable speaking to if they are bullied.	34%	43%	5%	2%	16%	**19,871**	413	2.0%
There is an adult at this school my child would feel comfortable speaking to if they knew of someone else being bullied.	34%	44%	4%	1%	17%	**19,848**	436	2.1%

Notes:

- Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and / or social behaviour that causes physical and / or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Student Discipline

Question	Yes	No	Not sure	Total Responses	Number that did not Respond	Percentage that did not Respond
Since the start of this school year, has your child been involved in an incident that resulted in a specific consequence or action by the principal or vice principal?	6%	91%	3%	**20,206**	78	0.4%

If yes, what did this consequence or action involve? Total Respondents: 1,218 (2,278 Responses)	Number of Respondents	Percentage of Respondents
Conversation with the principal / vice principal	1,074	88%
Asked to serve a detention or be kept in for recess (for example, being kept after school or asked to come in before school)	307	25%
Writing an apology note	233	19%
Restorative conversation / circle	159	13%
A discussion / meeting with the school resource officer (York Regional Police)	15	1%
Conversation with a Child and Youth Worker (CYW) or Educational Assistant (EA)	83	7%
Being removed from a class (and kept elsewhere, either in the office or a different classroom)	182	15%
Missing a portion or being removed from an extracurricular activity (for example, sports team, club)	41	3%
In-school suspension	44	4%
Out-of-school suspension	43	4%
ACCESS program (Alternative Classroom and Counselling for Expelled and Suspended Students)	13	1%
A discipline / consequence not listed above	28	2%
Not sure	56	5%
Did not Respond	20	1.6%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.

Relationships at School

Question	None	One	Two	Three or more	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
How many close friends does your child have at school?	2%	6%	16%	72%	4%	**20,225**	59	0.3%

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that Did not Respond	Percentage that Did not Respond
There is an adult at this school my child would feel comfortable speaking to if they are bullied.	34%	43%	5%	2%	16%	**19,871**	413	2.0%
There is an adult at this school my child would feel comfortable speaking to if they knew of someone else being bullied.	34%	44%	4%	1%	17%	**19,848**	436	2.1%

Notes:

- Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and / or social behaviour that causes physical and / or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Learning Experience

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
My child gets the support needed at this school to learn to the best of their ability.	43%	47%	4%	1%	5%	20,154	130	0.6%

Activities Offered in School

In a typical school year, how often does your child take part in these school activities?	Weekly	Monthly	A few times a year	Never	N / A	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
Arts (for example, visual arts, drama, dance)	58%	5%	12%	9%	6%	10%	**20,096**	188	0.9%
Music (for example, band, choir)	50%	4%	10%	16%	10%	10%	**20,078**	206	1.0%
Cultural group activities	9%	9%	21%	24%	12%	24%	**19,949**	335	1.7%
School clubs (for example, chess, environment)	16%	6%	13%	33%	19%	13%	**19,967**	317	1.6%
Sports (for example, track and field, sports teams)	23%	6%	23%	21%	17%	9%	**20,044**	240	1.2%
Student council activities	3%	4%	8%	41%	29%	15%	**19,930**	354	1.7%
School publications (for example, yearbooks, newspapers, websites)	5%	6%	12%	39%	27%	12%	**19,902**	382	1.9%
School special events (for example, dances, concerts)	3%	9%	57%	13%	9%	9%	**20,018**	266	1.3%
Leadership groups or programs	4%	4%	9%	38%	26%	19%	**19,976**	308	1.5%

Detailed Tables: Kindergarten to Grade 6 "Life Outside of School"

20,284 Respondents

Activities Outside of School

How often does your child take part in these activities outside of school (not part of school)?	Weekly	Monthly	A few times a year	Never	Total Responses	Number that did not Respond	Percentage that did not Respond
Arts (for example, visual arts, drama, dance)	36%	5%	22%	37%	**19,594**	690	3.4%
Music (for example, choir, piano lessons)	35%	3%	12%	50%	**19,440**	844	4.2%
Individual sports (for example, swimming lessons, tennis, gymnastics)	60%	7%	20%	13%	**19,790**	494	2.4%
Team sports (for example, basketball, soccer, cricket, hockey)	28%	4%	20%	47%	**19,348**	936	4.6%
Youth programs, clubs or organizations (for example, Cadets, leadership, recreation)	10%	2%	12%	76%	**19,168**	1,116	5.5%
Cultural group, faith / religious activities	21%	5%	17%	57%	**19,343**	941	4.6%
Volunteer activities	2%	2%	18%	77%	**19,023**	1,261	6.2%
Spending time with friends	52%	28%	15%	4%	**19,856**	428	2.1%

Learning at Home

On average, how much time does your child spend on homework per night?	Number of Respondents	Percentage of Respondents
No time spent	601	3%
Less than 20 minutes	6,674	33%
20 to less than 40 minutes	7,394	37%
40 to less than 60 minutes	2,582	13%
60 minutes or more	1,325	7%
Not applicable, my child does not have homework	1,276	6%
Not sure	349	2%
Total Responses	**20,201**	**100%**
Did not Respond	83	0.4%

If your child needs help with their homework, who usually helps them? **Select all that apply** **Total Respondents: 18,875 (24,862 Responses)**	Number of Respondents	Percentage of Respondents
Parent / guardian	17,406	92%
Other family members (for example, brother, sister, grandparent, aunt, uncle)	4,018	21%
Friend	564	3%
Teacher	1,044	6%
Paid tutor	1,047	6%
Free tutor or support offered in my school, community or online	88	0.5%
No one helps me with my homework	164	1%
I do not need help with my homework	531	3%
Did not Respond	133	0.7%

Notes:

- For the second question, percentages do not sum to 100% as students could choose more than one category.

Post Secondary Aspirations

I expect my child will finish high school…	Number of Respondents	Percentage of Respondents
With a high school diploma (OSSD)	16,024	81%
With a certificate of 14 credits (OSSC)	546	3%
At age 21, after they complete a Special Education Program	438	2%
Not sure	2,847	14%
Total Responses	19,855	100%
Did not Respond	429	2.1%

What do you expect your child to do after they finish high school? Total Respondents: 20,109 (28,710 Responses)	Number of Respondents	Percentage of Respondents
Begin an apprenticeship	963	5%
Attend college	4,050	20%
Attend university	17,961	89%
Work	2,029	10%
Travel	1,625	8%
Attend a community-based day program	230	1.1%
Not sure	1,515	8%
Other plans	337	2%
Did not Respond	175	0.9%

Notes:

- For the second question, percentages do not sum to 100% as students could choose more than one category.

Results: Grades 7 - 8

This section includes detailed data tables of the ESCS findings for grade 7 - 8 students. The tables illustrate each question and the number and percentage of students who did not respond to each survey question.

Detailed Tables: Grades 7 – 8 "Questions About Me"

17,165 Respondents

Indigenous Peoples

Do you identify as First Nations, Métis, and / or Inuit? Select all that apply Total Respondents: 16,790 (16,938 Responses)	Number of Respondents	Percentage of Respondents
No	16,178	96%
Yes, First Nations	536	3%
Yes, Métis	117	1.0%
Yes, Inuit	107	0.6%
Did not Respond	375	2.2%

Do you identify as First Nations, Métis, and / or Inuit? Select all that apply Total Respondents: 612 (760 Responses)	Number of Respondents	Percentage of Respondents
Yes, First Nations	536	88%
Yes, Métis	117	19%
Yes, Inuit	107	17%

Notes:

- Percentages may not sum to 100% as students could choose more than one category.
- These are required questions developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Race

Race is a social construct that groups people on the basis of perceived common ancestry and characteristics and affects how some people are perceived and treated. Race is often confused with ethnicity (a group of people who share a particular cultural heritage or background); there may be several ethnic groups within a racialized group.

In our society, people are often described by their race or racial background. For example, some people are considered "White" or "Black" or "East / Southeast Asian", etc. Which race category best describes you? **Select all that apply** **Total Respondents: 16,807 (18,762 Responses)**	Number of Respondents	Percentage of Respondents
Black (African, Afro-Caribbean, African-Canadian descent)	854	5%
East Asian (Chinese, Korean, Japanese, Taiwanese descent)	4,527	27%
Indigenous (First Nations, Métis, Inuit descent)	126	0.7%
Latino / Latina / Latinx (Latin American, Hispanic descent)	323	2%
Middle Eastern (Arab, Persian, West Asian descent, for example, Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	1,761	10%
South Asian (South Asian descent, for example, East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	2,673	16%
Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)	745	4%
White (European descent)	5,119	30%
A race or racial background not listed above	509	3%
Not sure	1,580	9%
I do not understand this question	545	3%
Did not Respond	358	2.1%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.
- Required question developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Religion and Spirituality

People can be treated differently based on their religion, or perceived religion, which can lead to negative impacts and unequal outcomes. Islamophobia and antisemitism are examples of the way religion can be racialized. People can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion.

What is your religion and / or spiritual affiliation? Select all that apply Total Respondents: 16,728 (18,329 Responses)	Number of Respondents	Percentage of Respondents
Agnostic (A person who thinks it's impossible to know if any God or Gods exist.)	394	2%
Atheist (A person who does not believe in any God or Gods)	1,223	7%
Buddhist	692	4%
Catholic	1,290	8%
Christian (non-Catholic)	3,770	23%
Hindu	1,516	9%
Indigenous Spirituality	24	0.1%
Jewish	1,363	8%
Muslim	2,092	13%
Sikh	260	2%
Spiritual but not religious	369	2%
No religious or spiritual affiliation	2,429	15%
A religion or spiritual affiliation not listed above	183	1%
Not sure	2,361	14%
I do not understand this question	363	2%
Did not Respond	437	2.5%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.
- Required question developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Gender

Gender identity is a person's internal and deeply felt sense of being a man, a woman, both, neither, or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth (for example, female, intersex, male).

What is your gender identity?	Number of Respondents	Percentage of Respondents
Woman / girl	8,078	48%
Man / boy	8,366	49%
Gender Fluid (Of, relating to, or being a person whose gender identity or expression changes or shifts along the gender spectrum)	59	0.3%
Gender Nonconforming (Not being in line with the cultural associations made in a given society about a person's sex assigned at birth)	19	0.1%
Non-Binary (Refers to a person whose gender identity does not align with the binary concept of gender such as man or woman)	31	0.2%
Questioning (Refers to a person who is unsure about their own gender identity)	48	0.3%
Transgender (Refers to a person whose gender identity differs from the one associated with their birth-assigned sex)	34	0.2%
Two-Spirit (An Indigenous person whose gender identity, spiritual identity or sexual orientation includes masculine, feminine or non-binary spirits)	11	0.1%
A gender identity not listed above	30	0.2%
Not sure	74	0.4%
I do not understand this question	45	0.3%
I prefer not to answer	194	1%
Total Responses	**16,989**	**100%**
Did not Respond	176	1.0%

Notes:

- Required question developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Sexual Orientation

Sexual orientation is a personal characteristic that forms part of who you are. It covers the range of human sexuality and is different from gender identity.

What is your sexual orientation?	Number of Respondents	Percentage of Respondents
Asexual (A person who does not experience sexual attraction)	631	4%
Bisexual (A person who experiences attraction to both male-identified and female -identified people)	426	3%
Gay (A person who experiences attraction to people of the same sex and / or gender. Gay can include both male-identified individuals and female-identified individuals, or refer to male-identified individuals only)	40	0%
Lesbian (A female-identified person who is emotionally and sexually attracted to female-identified people)	38	0%
Pansexual (A person who experiences attraction to people of diverse sexes and / or genders. The term pansexual reflects a desire to recognize the potential for attraction to sexes and / or genders that exist across a spectrum and to challenge the sex / gender binary)	91	1%
Queer (A term used by some in LGBTQ communities, particularly youth, as a symbol of pride and affirmation of diversity. This term makes space for the expression of a variety of identities outside of rigid categories associated with sex, gender or attraction. It can be used by a community to encompass a broad spectrum of identities related to sex, gender or attraction, or by an individual to reflect the interrelatedness of these aspects of their identity)	14	0.1%
Questioning (Refers to a person who is unsure about their own sexual orientation)	165	1%
Straight / Heterosexual (A person who is attracted to someone of the opposite sex)	10,990	66%
Two-Spirit (An Indigenous person whose gender identity, spiritual identity or sexual orientation includes masculine, feminine or non-binary spirits.)	29	0.2%
A sexual orientation not listed above	83	1%
Not sure	1,181	7%
I do not understand this question	1,295	8%
I prefer not to answer	1,612	10%
Total Responses	**16,595**	**100%**
Did not Respond	570	3.3%

Notes:

- Required question developed by the Education Equity Secretariat and the Ontario Human Rights Commission

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First Language

What is the first language(s) you learned to speak as a child? Select all that apply Total Respondents: 17,045 (25,967 Responses)	Number of Respondents	Percentage of Respondents
Albanian	39	0.2%
Arabic	330	2%
Bengali	44	0.3%
Cantonese	1,667	10%
Croatian	12	0.1%
Dari	77	0.5%
Dutch	25	0.1%
English	12,604	74%
Farsi / Persian	981	6%
French	1,371	8%
German	90	0.5%
Greek	149	0.9%
Gujarati	227	1%
Hebrew	426	2%
Hindi	332	2%
Hungarian	38	0.2%
Indigenous language(s)	18	0.1%
Italian	170	1%
Korean	365	2%
Malayalam	37	0.2%
Mandarin	2,248	13%
Polish	20	0.1%
Portuguese	63	0.4%
Punjabi	292	2%
Russian	864	5%
Serbian	47	0.3%
Somali	15	0.1%
Spanish	297	2%
Tagalog	95	0.6%

What is the first language(s) you learned to speak as a child? Select all that apply Total Respondents: 17,045 (25,967 Responses)	Number of Respondents	Percentage of Respondents
Tamil	843	5%
Ukrainian	64	0.4%
Urdu	678	4%
Vietnamese	217	1%
A language not listed above	1,044	6%
Not sure	146	0.9%
I do not understand this question	32	0.2%
Did not Respond	120	0.7%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.
- Required question developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Language Spoken at Home

What is the language(s) most often spoken in your home? Select all that apply Total Respondents: 17,047 (25,423 Responses)	Number of Respondents	Percentage of Respondents
Albanian	45	0.3%
Arabic	260	2%
Bengali	51	0.3%
Cantonese	1,635	10%
Croatian	12	0.1%
Dari	75	0.4%
Dutch	23	0.1%
English	13,276	78%
Farsi / Persian	1,004	6%
French	525	3%
German	81	0.5%
Greek	160	0.9%
Gujarati	239	1%
Hebrew	369	2%
Hindi	316	2%
Hungarian	36	0.2%
Indigenous language(s)	14	0.1%
Italian	193	1%
Korean	345	2%
Malayalam	38	0.2%
Mandarin	2,140	13%
Polish	19	0.1%
Portuguese	60	0.4%
Punjabi	309	2%
Russian	854	5%
Serbian	42	0.2%
Somali	16	0.1%
Spanish	255	1%
Tagalog	120	0.7%

What is the language(s) most often spoken in your home? Select all that apply Total Respondents: 17,047 (25,423 Responses)	Number of Respondents	Percentage of Respondents
Tamil	859	5%
Ukrainian	37	0.2%
Urdu	679	4%
Vietnamese	223	1%
A language not listed above	1,008	6%
Not sure	80	0.5%
I do not understand this question	25	0.1%
Did not Respond	118	0.7%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.

Status in Canada

Were you born in Canada?	Number of Respondents	Percentage of Respondents
Yes	13,780	81%
No	3,308	19%
Total Responses	**17,088**	**100%**
Did not Respond	77	0.4%

If you were not born in Canada, are you currently:	Number of Respondents	Percentage of Respondents
A Canadian citizen	1,843	57%
An international student (enrolled through a study permit)	169	5%
A landed immigrant / permanent resident	725	22%
A refugee claimant	62	2%
Not sure	373	11%
I do not understand this question	89	3%
Total Responses	**3,261**	**100%**
Did not Respond	47	1.4%

Status in Canada (continued)

If you were not born in Canada, how long have you lived in Canada?	Number of Respondents	Percentage of Respondents
Less than 1 year	308	9%
1 year	205	6%
2 years	253	8%
3 years	275	8%
4 years	229	7%
5 years	249	8%
6 years	235	7%
7 years	250	8%
8 years	288	9%
9 years or more	1,000	30%
Total Responses	3,292	100%
Did not Respond	16	0.5%

Notes:

- First two questions were required and developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Family Characteristics

Including yourself, how many people currently live in your home?	Number of Respondents	Percentage of Respondents
1	37	0.2%
2	422	2%
3-4	9,337	55%
5-6	5,944	35%
7 or more	1,270	7%
Total Responses	**17,010**	**100%**
Did not Respond	155	0.9%

For the parent or guardian who have responsibility for you, indicate your relationship with this person.	Number of Parent / Guardian 1 (that you live most of the time)	Percentage of Parent / Guardian 1 (that you live most of the time)	Number of Parent / Guardian 2 (Skip if living with one parent)	Percentage of Parent / Guardian 2 (Skip if living with one parent)
Mother	12,912	77%	4,315	27%
Father	3,328	20%	10,657	67%
Stepmother	36	0.2%	79	0.5%
Stepfather	34	0.2%	217	1%
Grandparent	177	1%	250	2%
Relative	54	0.3%	92	1%
Guardian	76	0.5%	82	1%
Foster parent	11	0.1%	12	0.1%
Friend	52	0.3%	36	0.2%
Another person	172	1%	170	1%
I'm living on my own	18	0.1%	19	0.1%
Total Responses	**16,870**	**100%**	**15,929**	**100%**
Did not Respond	295	1.7%	1,236	7.2%

Notes:

- Second question was required and developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Family Characteristics (continued)

Please check the highest level of education this person has completed.	Parent / Guardian 1	Parent / Guardian 2	Both Parents / Guardians
Did not complete any formal education	1%	1%	1%
Elementary school	3%	3%	3%
High school	6%	7%	7%
Apprenticeship	1%	1%	1%
College	14%	15%	15%
University	53%	49%	51%
Not sure	22%	24%	23%
Total Responses	**16,571**	**15,598**	**32,169**
Did not Respond	594	1,567	357

Does this person work?	Parent / Guardian 1	Parent / Guardian 2	Both Parents / Guardians
Work full-time	54%	65%	59%
Work part-time	13%	9%	11%
Self-employed (for example, have your own business)	10%	11%	11%
Unemployed (not currently working but looking for a job)	2%	2%	2%
Do not work / stay-at-home parent / guardian	13%	6%	10%
Retired	1%	2%	2%
Not sure	6%	6%	6%
Total Responses	**16,634**	**15,698**	**32,332**
Did not Respond	531	1,467	346

Notes:

- Required questions developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Home Environment

How many times have you moved (changed homes) in the past 12 months?	Response
Not at all	84%
Once	12%
Twice	3%
Three times or more	2%
Total Responses	**16,858**
Did not Respond (as a number)	307
Did not Respond (as a percentage)	1.8%

Have you considered yourself to be homeless in the last 12 months (for example, living in shelters, living in cars or abandoned buildings, couch surfing)?	Response
Yes	1%
No	99%
Total Responses	**17,010**
Did not Respond (as a number)	155
Did not Respond (as a percentage)	0.9%

How many times have you changed schools in the past 12 months? (Do not include changing schools for a new school opening, change in grade or specialized programming such as French Immersion, Gifted program, etc.)	Response
Not at all	88%
Once	10%
Twice	1%
Three times or more	1%
Total Responses	**16,767**
Did not Respond (as a number)	398
Did not Respond (as a percentage)	2.3%

Special Needs

Disability is a term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities; hearing or vision disabilities; epilepsy; environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time. A disability may be temporary, sporadic or permanent.

Do you consider yourself to be a person with a disability?	Number of Respondents	Percentage of Respondents
Yes	990	6%
No	13,758	81%
Not sure	1,647	10%
I do not understand this question	170	1%
I prefer not to answer	450	3%
Total Responses	**17,015**	**100%**
Did not Respond	150	0.9%

If yes, how would you describe your disability? Select all that apply Total Respondents: 946 (1,255 Responses)	Number of Respondents	Percentage of Respondents
Autism	124	13%
Blind or low vision	57	6%
Deaf or hard of hearing	49	5%
Developmental	28	3%
Learning disability	479	51%
Mental health disability	162	17%
Addiction(s)	35	4%
Physical	68	7%
Speech impairment	57	6%
A disability not listed above	196	21%
Did not Respond	44	4.4%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.
- Required questions developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

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English Language Learners (ELL)

Have you ever received support at school for English as an additional language?	Number of Respondents	Percentage of Respondents
Yes, currently receiving support	948	6%
Yes, previously received support	1,745	10%
No, I have never received support	11,102	67%
Don't know if I received support	2,858	17%
Total Responses	16,653	100%
Did not Respond	512	3.0%

If you received support at school for English as an additional language (now or in the past), who provided this support? Select all that apply Total Respondents: 2,638 (3,013 Responses)	Number of Respondents	Percentage of Respondents
ESL teacher / ELL support teacher	1,512	57%
Classroom / subject teacher	827	31%
SERT or Special Education Support	23	1%
SLP or Speech Therapist	17	1%
Other	122	5%
Not sure	391	15%
I don't understand this question	121	5%
Did not Respond	55	2.0%

If you receive or have received English Language support, did it help you in your classroom learning?	Number of Respondents	Percentage of Respondents
Yes	1,988	75%
No	273	10%
Not sure	385	15%
Total Responses	2,646	100%
Did not Respond	47	1.7%

Notes:

- For the second question, percentages do not sum to 100% as students could choose more than one category.

ELL: Steps to English Proficiency (STEP)

As a learner of English as an additional language are you aware of your STEP level*?	Responses
Yes	25%
No	20%
I'm not sure what this means	55%
Total Responses	**2,564**
Did not Respond (as a number)	129
Did not Respond (as a percentage)	5%

If you are aware of your STEP level, please indicate for each of the following:	Reading	Writing	Oral
STEP 1	2%	2%	1%
STEP 2	5%	5%	5%
STEP 3	11%	15%	12%
STEP 4	21%	22%	18%
STEP 5	21%	20%	19%
STEP 6	20%	18%	23%
Not Sure	20%	18%	22%
Total Responses	**619**	**620**	**616**
Did not Respond (as a number)	23	22	26
Did not Respond (as a percentage)	4%	3%	4%

Notes:

- Students who indicated they are currently or have previously received support were asked question 1.

Emotional Well-Being

How often do you:	All the time	Often	Sometimes	Never	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
Feel happy	22%	54%	21%	1%	1%	**17,006**	159	1%
Feel positive about the future	19%	35%	32%	7%	6%	**16,909**	256	1.5%
Feel good about yourself	19%	38%	32%	7%	3%	**16,893**	272	2%
Feel like you matter to people at school	17%	32%	31%	12%	9%	**16,891**	274	1.6%
Feel nervous or anxious	9%	26%	56%	6%	3%	**16,896**	269	2%
Feel lonely	6%	13%	41%	33%	7%	**16,877**	288	1.7%
Feel sad	4%	16%	64%	11%	5%	**16,797**	368	2%

In the last 12 months, how many times have you talked to a professional (for example, doctor, counsellor, social worker, psychologist) about their mental health**?**	**Responses**
Once	12%
Two times	13%
Three or more times	18%
Not at all	58%
Total Responses	**16,771**
Did not Respond (as a number)	394
Did not Respond (as a percentage)	2%

Physical Health

In general, how would you describe your physical health?	Responses
Excellent	33%
Good	50%
Fair	15%
Poor	3%
Total Responses	16,731
Did not Respond (as a number)	434
Did not Respond (as a percentage)	3%

During an average school week, how often do you do each of the following:	Every day	Most days	Some days	Never	Total Responses	Number that did not Respond	Percentage that did not Respond
Eat breakfast before coming to school	62%	15%	14%	9%	17,031	134	1%
Eat breakfast or a snack provided by your school	15%	9%	22%	53%	16,753	412	2.4%
Eat lunch	84%	11%	4%	1%	16,998	167	1.0%
Eat dinner	87%	10%	2%	1%	16,975	190	1.1%

In the last 12 months, how many times have you:	Three or more times	Two times	Once	Not at all	Total Responses	Number that did not Respond	Percentage that did not Respond
Seen a doctor about your physical health or for a checkup	25%	29%	30%	17%	16,749	416	2%
Seen a doctor for an eyesight test	9%	17%	50%	24%	16,782	383	2.2%
Seen a dentist	36%	32%	23%	8%	16,809	356	2.1%

Canadian Citizenship

Do you consider yourself a Canadian?	Number of Respondents	Percentage of Respondents
Yes	15,050	88%
No	705	4%
Not Sure	1,329	8%
Total Responses	**17,084**	**100%**
Did not Respond	81	0.5%

Detailed Tables: Grades 7 – 8
"Life in School"

17,165 Respondents

School Climate

How do you feel about this school?	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
This school is a welcoming place.	27%	59%	5%	1%	7%	17,087	78	0.5%
I feel like I belong at this school.	26%	52%	7%	2%	12%	17,007	158	0.9%
I enjoy being at this school.	28%	51%	8%	3%	10%	16,960	205	1.2%
I get along well with other students at this school.	30%	57%	4%	1%	8%	17,013	152	0.9%
I feel accepted by students at this school.	24%	52%	8%	3%	13%	17,003	162	0.9%
School rules are applied to me in a fair way.	29%	52%	8%	3%	8%	16,997	168	1.0%
I am treated with respect at this school.	23%	57%	8%	2%	10%	16,953	212	1.2%
I feel safe at this school.	31%	53%	5%	2%	9%	16,737	428	2.5%

Inclusive Learning Experiences

At my school, I am encouraged to think or learn about human rights / social justice issues related to:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
Indigenous peoples	39%	48%	3%	1%	9%	**16,943**	222	1.3%
Gender identity	24%	44%	12%	4%	16%	**16,825**	340	2.0%
Race, ethnicity and culture	37%	49%	4%	2%	8%	**16,859**	306	1.8%
Sexual orientation	19%	40%	14%	6%	21%	**16,697**	468	2.7%
Poverty	27%	47%	10%	3%	14%	**16,865**	300	1.7%
People with disabilities	30%	44%	11%	3%	12%	**16,867**	298	1.7%

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
At this school, differences among all people are respected.	32%	44%	10%	3%	11%	**17,014**	151	0.9%

Inclusive Learning Experiences (continued)

Since the start of this school year, how often have you:	All the time	Often	Sometimes	Never	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
Experienced discrimination in your school / class?	2%	4%	18%	66%	10%	**16,995**	170	1.0%
Experienced harassment in your school / class?	2%	4%	14%	71%	10%	**16,982**	183	1.1%

Notes:
- Social justice is equal treatment and equal opportunities for all people without discrimination
- Gender identity is a person's internal and deeply felt sense of being a man, a woman, both, neither, or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth (for example, female, intersex, male).
- Sexual orientation is a person's emotional, romantic and / or sexual attraction to another person(s)
- Discrimination is being treated negatively because of your gender, racial background, ethnic origin, religion, socio-economic background, special education needs, sexual orientation, or other factors. Discrimination can be intentional or unintentional.
- Harassment is engaging in a course of vexatious [annoying or provoking] comment or conduct which is known or ought reasonably to be known to be unwelcome.

School Safety

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
I feel safe at this school.	31%	53%	5%	2%	9%	16,737	428	2.5%
I feel safe on the way to and from school.	37%	51%	4%	2%	6%	16,693	472	2.7%

Since the start of this school year, how often have you:	All the time	Often	Sometimes	Never	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
Been bullied† by other students at school (for example, physical, verbal, social, and / or cyber bullying)?	3%	5%	25%	59%	8%	16,998	167	1.0%
Stayed away, or wanted to stay away, from school to avoid being bullied?	6%	6%	14%	67%	7%	17,024	141	0.8%

School Safety (continued)

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
There is an adult at this school I would feel comfortable speaking to if I am bullied.	31%	33%	12%	9%	15%	**16,673**	492	2.9%
There is an adult at this school I would feel comfortable speaking to if I knew of someone else being bullied.	36%	41%	7%	5%	12%	**16,675**	490	2.9%

Notes:

- Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and / or social behaviour that causes physical and / or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Student Discipline

Since the start of this school year, have you been involved in an incident that resulted in a specific consequence or action by the principal or vice principal?	Response
Yes	13%
No	76%
Not sure	11%
Total Responses	17,078
Did not Respond (as a number)	87
Did not Respond (as a percentage)	0.5%

If students indicated they were involved in an incident, what did this consequence or action involve? Select all that apply* Total Respondents: 2,182 (4,578 Responses)	Number of Respondents	Percentage of Respondents
Conversation with the principal / vice principal	1,764	81%
Asked to serve a detention or be kept in for recess (for example, being kept after school or asked to come in before school)	542	25%
Writing an apology note	476	22%
Restorative conversation / circle	220	10%
A discussion / meeting with the school resource officer (York Regional Police)	104	5%
Conversation with a Child and Youth Worker (CYW) or Educational Assistant (EA)	150	7%
Being removed from a class (and kept elsewhere, either in the office or a different classroom)	403	18%
Missing a portion or being removed from an extracurricular activity (for example, sports team, club)	129	6%
In-school suspension	218	10%
Out-of-school suspension	178	8%
ACCESS program (Alternative Classroom and Counselling for Expelled and Suspended Students)	27	1%
A discipline / consequence not listed above	119	5%
Not sure	248	11%
Did not Respond	59	2.6%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.

Relationships at School

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
There is at least one caring adult at my school who supports me.	45%	38%	4%	3%	10%	17,008	157	0.9%
There is an adult at my school who expects me to do well.	42%	42%	4%	2%	11%	16,916	249	1.5%
In general, adults at my school treat me the same or better than other students.	25%	44%	11%	6%	15%	16,977	188	1.1%

Question	None	One	Two	Three or more	Total Responses	Number that did not Respond	Percentage that did not Respond
How many close friends do you have at school?	5%	6%	13%	76%	**17,064**	101	0.6%

Relationships at School (continued)

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
There is an adult at this school I would feel comfortable speaking to if I am bullied.	31%	33%	12%	9%	15%	**16,673**	492	2.9%
There is an adult at this school I would feel comfortable speaking to if I knew of someone else being bullied.	36%	41%	7%	5%	12%	**16,675**	490	2.9%

Notes:

- Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and / or social behaviour that causes physical and / or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Learning Experience

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
I get the support I need at this school to learn to the best of my ability.	30%	54%	7%	2%	7%	17,093	72	0.4%
I have the opportunity to learn in ways that are best for me (for example, group work, one-on-one, online).	36%	49%	6%	2%	7%	17,072	93	0.5%
My school offers extracurricular activities that I am interested in.	23%	40%	20%	6%	12%	16,990	175	1.0%
My school offers courses that I am interested in.	18%	46%	18%	5%	14%	16,993	172	1.0%

Question	Many times	A few times	One or two times	Never, but I would like to	Never, I'm not interested in leading an activity	Total Responses	Number that did not Respond	Percentage that did not Respond
At school, how often have you been involved in leading an activity (for example, school group work or project, sports team, club)?	29%	32%	18%	10%	10%	17,076	89	0.5%

Activities Offered in School

In a typical school year, how often do you take part in these school activities?	Weekly	Monthly	A few times a year	Never	N / A	Total Responses	Number that did not Respond	Percentage that did not Respond
Arts (for example, visual arts, drama, dance)	55%	8%	15%	17%	5%	**16,942**	223	1.3%
Music (for example, band, choir)	58%	5%	9%	25%	4%	**16,927**	238	1.4%
Cultural group activities	5%	8%	19%	48%	19%	**16,605**	560	3.3%
School clubs (for example, chess, environment)	23%	12%	21%	38%	6%	**16,702**	463	2.7%
Sports (for example, track and field, sports teams)	34%	15%	33%	16%	3%	**16,943**	222	1.3%
Student council activities	11%	10%	12%	54%	13%	**16,734**	431	2.5%
School publications (for example, yearbooks, newspapers, websites)	6%	8%	21%	52%	13%	**16,733**	432	2.5%
School special events (for example, dances, concerts)	6%	17%	47%	24%	5%	**16,816**	349	2.0%
Leadership groups or programs	13%	14%	22%	41%	9%	**16,779**	386	2.2%

Detailed Tables: Grades 7 – 8
"Life Outside of School"
17,165 Respondents

Activities Outside of School

How often do you take part in these activities outside of school (not part of school)?	Weekly	Monthly	A few times a year	Never	Total Responses	Number that did not Respond	Percentage that did not Respond
Arts (for example, visual arts, drama, dance)	26%	5%	14%	55%	**16,459**	706	4.1%
Music (for example, choir, piano lessons)	33%	4%	9%	55%	**16,420**	745	4.3%
Individual sports (for example, swimming lessons, tennis, gymnastics)	44%	9%	17%	30%	**16,473**	692	4.0%
Team sports (for example, basketball, soccer, cricket, hockey)	38%	7%	14%	42%	**16,509**	656	3.8%
Youth programs, clubs or organizations (for example, Cadets, leadership, recreation)	12%	5%	12%	71%	**16,291**	874	5.1%
Cultural group, faith / religious activities	17%	6%	13%	63%	**16,317**	848	4.9%
Volunteer activities	7%	10%	25%	58%	**16,218**	947	5.5%
Spending time with friends	60%	24%	11%	5%	**16,801**	364	2.1%

Outside of school, about how many hours per week (including weekends) do you spend on:	Volunteer work	Part-time job
More than 15 hours	1%	1%
11-15 hours	0%	0.4%
6-10 hours	1%	2%
1-5 hours	11%	7%
Less than 1 hour	11%	4%
None	76%	86%
Total Responses	**16,544**	**16,593**
Did not Respond (as a number)	621	572
Did not Respond (as a percentage)	3.6%	3.3%

Activities Outside of School (continued)

On an average school day, how many hours do you usually spend on each of the following activities?	More than 2 hours	1-2 hours	Less than 1 hour	None	Total Responses	Number that did not Respond	Percentage that did not Respond
Doing household chores	2%	17%	67%	13%	**16,904**	261	1.5%
Looking after brothers, sisters, and / or family members	13%	15%	22%	51%	**16,828**	337	2.0%
Helping with a family business	3%	5%	15%	78%	**16,660**	505	2.9%
Watching TV or videos (including Netflix, YouTube)	38%	36%	22%	4%	**16,895**	270	1.6%
Playing computer / video games	24%	21%	26%	29%	**16,867**	298	1.7%
Taking part in religious / spiritual / faith activities	5%	8%	17%	70%	**16,710**	455	2.7%
Spending time with friends	33%	28%	23%	16%	**16,796**	369	2.1%
Doing extracurricular / recreational activities (for example, sports, music)	25%	35%	18%	21%	**16,722**	443	2.6%
Reading for pleasure (not school work)	9%	19%	45%	27%	**16,778**	387	2.3%
Participating in other leisure activities (for example, going to movies, going to the mall)	16%	25%	26%	33%	**16,678**	487	2.8%
Going on social media (for example, Instagram, Snapchat, Twitter)	17%	19%	35%	29%	**16,850**	315	1.8%

Learning at Home

On average, how much time do you spend on homework per night?	Number of Respondents	Percentage of Respondents
No time spent	383	2%
Less than 20 minutes	1,591	9%
20 to less than 40 minutes	4,431	26%
40 to less than 60 minutes	3,903	23%
60 minutes or more	4,908	29%
Not applicable, I do not have homework	308	2%
Not sure	1,532	9%
Total Responses	17,056	100%
Did not Respond	109	0.6%

If you need help with your homework, who usually helps you? Select all that apply Total Respondents: 16,629 (29,754 Responses)	Number of Respondents	Percentage of Respondents
Parent / guardian	11,388	68%
Other family members (for example, brother, sister, grandparent, aunt, uncle)	5,059	30%
Friend	5,136	31%
Teacher	3,790	23%
Paid tutor	1,560	9%
Free tutor or support offered in my school, community or online	271	2%
No one helps me with my homework	862	5%
I do not need help with my homework	1,688	10%
Did not Respond	228	1.4%

Learning at Home (continued)

How often do your parents / guardians:	All the time	Often	Sometimes	Never	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
Expect you to succeed in school	71%	22%	4%	1%	2%	16,969	196	1.1%
Talk to you about your schoolwork	40%	34%	21%	3%	1%	16,834	331	1.9%

Notes:

- For second question, percentages do not sum to 100% as students could choose more than one category.

Post Secondary Aspirations

I plan to finish high school	Number of Respondents	Percentage of Respondents
With a high school diploma (OSSD)	16,024	58%
With a certificate of 14 credits (OSSC)	546	5%
At age 21, after they complete a Special Education Program	438	1%
Not sure	2,847	35%
Total Responses	16,574	100%
Did not Respond	283	1.7%

What do you plan to do after you finish high school? Select all that apply Total Respondents: 16,700 (24,098 Responses)	Number of Respondents	Percentage of Respondents
Begin an apprenticeship	455	3%
Attend college	3,208	19%
Attend university	12,180	73%
Work	3,187	19%
Travel	1,526	9%
Attend a community-based day program	81	0.5%
Not sure	2,449	15%
Other plans	1,012	6%
Did not Respond	157	0.9%

Notes:

- For second question, percentages do not sum to 100% as students could choose more than one category.

Post Secondary Aspirations (continued)

What do your parent / guardians expect you to do after you finish high school? Select all that apply Total Respondents: 16,390 (22,215 Responses)	Number of Respondents	Percentage of Respondents
Begin an apprenticeship	343	2%
Attend college	3,021	18%
Attend university	12,161	74%
Work	2,836	17%
Travel	436	3%
Attend a community-based day program	111	0.7%
Not sure	2,747	17%
Other plans	560	3%
Did not Respond	467	2.8%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.

Results: Grades 9 - 12

This section includes detailed data tables of the ESCS findings for grade 9 - 12 students. The tables illustrate each question and the number and percentage of students who did not respond to each survey question.

Detailed Tables: Grades 9 – 12
"Questions About Me"

35,525 Respondents

Indigenous Peoples

Do you identify as First Nations, Métis, and / or Inuit? Select all that apply Total Respondents: 35,001 (35,238 Responses)	Number of Respondents	Percentage of Respondents
No	34,063	97%
Yes, First Nations	726	2%
Yes, Métis	276	1%
Yes, Inuit	173	0.5%
Did not Respond	524	1.5%

Do you identify as First Nations, Métis, and / or Inuit? Select all that apply Total Respondents: 938 (1,175 Responses)	Number of Respondents	Percentage of Respondents
Yes, First Nations	726	77%
Yes, Métis	276	29%
Yes, Inuit	173	18%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.
- These are required questions developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Race

Race is a social construct that groups people on the basis of perceived common ancestry and characteristics and affects how some people are perceived and treated. Race is often confused with ethnicity (a group of people who share a particular cultural heritage or background); there may be several ethnic groups within a racialized group.

In our society, people are often described by their race or racial background. For example, some people are considered "White" or "Black" or "East / Southeast Asian", etc. Which race category best describes you ? Select all that apply Total Respondents: 34,726 (38,613 Responses)	Number of Respondents	Percentage of Respondents
Black (African, Afro-Caribbean, African-Canadian descent)	1,849	5%
East Asian (Chinese, Korean, Japanese, Taiwanese descent)	10,495	30%
Indigenous (First Nations, Métis, Inuit descent)	269	1%
Latino / Latina / Latinx (Latin American, Hispanic descent)	834	2%
Middle Eastern (Arab, Persian, West Asian descent, for example, Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	3,279	9%
South Asian (South Asian descent, for example, East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	4,973	14%
Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)	1,618	5%
White (European descent)	12,486	36%
A race or racial background not listed above	610	2%
Not sure	1,581	5%
I do not understand this question	619	2%
Did not Respond	799	2.2%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.
- Required question developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Religion and Spirituality

People can be treated differently based on their religion, or perceived religion, which can lead to negative impacts and unequal outcomes. Islamophobia and antisemitism are examples of the way religion can be racialized. People can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion.

What is your religion and / or spiritual affiliation? Select all that apply Total Respondents: 34,499 (38,483 Responses)	Number of Respondents	Percentage of Respondents
Agnostic (A person who thinks it's impossible to know if any God or Gods exist.)	1,946	6%
Atheist (A person who does not believe in any God or Gods)	4,424	13%
Buddhist	1,664	5%
Catholic	4,088	12%
Christian (non-Catholic)	6,785	20%
Hindu	2,520	7%
Indigenous Spirituality	55	0.2%
Jewish	2,562	7%
Muslim	3,496	10%
Sikh	497	1%
Spiritual but not religious	1,313	4%
No religious or spiritual affiliation	5,048	15%
A religion or spiritual affiliation not listed above	452	1%
Not sure	3,265	9%
I do not understand this question	368	1%
Did not Respond	1,026	2.9%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.
- Required question developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Gender

Gender identity is a person's internal and deeply felt sense of being a man, a woman, both, neither, or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth (for example, female, intersex, male).

What is your gender identity?	Number of Respondents	Percentage of Respondents
Woman / girl	16,791	48%
Man / boy	16,918	48%
Gender Fluid (Of, relating to, or being a person whose gender identity or expression changes or shifts along the gender spectrum)	102	0.3%
Gender Nonconforming (Not being in line with the cultural associations made in a given society about a person's sex assigned at birth)	56	0.2%
Non-Binary (Refers to a person whose gender identity does not align with the binary concept of gender such as man or woman)	96	0.3%
Questioning (Refers to a person who is unsure about their own gender identity)	121	0.3%
Transgender (Refers to a person whose gender identity differs from the one associated with their birth-assigned sex)	77	0.2%
Two-Spirit (An Indigenous person whose gender identity, spiritual identity or sexual orientation includes masculine, feminine or non-binary spirits)	78	0.2%
A gender identity not listed above	99	0.3%
Not sure	144	0.4%
I do not understand this question	141	0.4%
I prefer not to answer	264	1%
Total Responses	**34,887**	**100%**
Did not Respond	638	1.8%

Notes:

- Required question developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Sexual Orientation

Sexual orientation is a personal characteristic that forms part of who you are. It covers the range of human sexuality and is different from gender identity.

What is your sexual orientation?	Number of Respondents	Percentage of Respondents
Asexual (A person who does not experience sexual attraction)	1,312	4%
Bisexual (A person who experiences attraction to both male-identified and female-identified people)	1,410	4%
Gay (A person who experiences attraction to people of the same sex and / or gender. Gay can include both male-identified individuals and female-identified individuals, or refer to male-identified individuals only)	204	1%
Lesbian (A female-identified person who is emotionally and sexually attracted to female-identified people)	187	1%
Pansexual (A person who experiences attraction to people of diverse sexes and / or genders. The term pansexual reflects a desire to recognize the potential for attraction to sexes and / or genders that exist across a spectrum and to challenge the sex / gender binary)	322	1%
Queer (A term used by some in LGBTQ communities, particularly youth, as a symbol of pride and affirmation of diversity. This term makes space for the expression of a variety of identities outside of rigid categories associated with sex, gender or attraction. It can be used by a community to encompass a broad spectrum of identities related to sex, gender or attraction, or by an individual to reflect the interrelatedness of these aspects of their identity)	110	0.3%
Questioning (Refers to a person who is unsure about their own sexual orientation)	322	1%
Straight / Heterosexual (A person who is attracted to someone of the opposite sex)	26,779	78%
Two-Spirit (An Indigenous person whose gender identity, spiritual identity or sexual orientation includes masculine, feminine or non-binary spirits.)	63	0.2%
A sexual orientation not listed above	230	1%
Not sure	989	3%
I do not understand this question	891	3%
I prefer not to answer	1,537	4%
Total Responses	**34,356**	**100%**
Did not Respond	1,169	3.3%

Notes:

- Required question developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

First Language

What is the first language(s) you learned to speak as a child? Select all that apply Total Respondents: 35,150 (52,352 Responses)	Number of Respondents	Percentage of Respondents
Albanian	100	0.3%
Arabic	610	2%
Bengali	83	0.2%
Cantonese	3,978	11%
Croatian	33	0.1%
Dari	165	1%
Dutch	51	0.1%
English	25,598	73%
Farsi / Persian	1,552	4%
French	2,463	7%
German	167	1%
Greek	283	1%
Gujarati	471	1%
Hebrew	740	2%
Hindi	640	2%
Hungarian	65	0.2%
Indigenous language(s)	39	0.1%
Italian	538	2%
Korean	617	2%
Malayalam	79	0.2%
Mandarin	5,352	15%
Polish	54	0.2%
Portuguese	168	1%
Punjabi	619	2%
Russian	1,595	5%
Serbian	67	0.2%
Somali	50	0.1%
Spanish	612	2%
Tagalog	269	1%

What is the first language(s) you learned to speak as a child? Select all that apply Total Respondents: 35,150 (52,352 Responses)	Number of Respondents	Percentage of Respondents
Tamil	1,486	4%
Ukrainian	85	0.2%
Urdu	1,282	4%
Vietnamese	524	1%
A language not listed above	1,624	5%
Not sure	169	1%
I do not understand this question	124	0.4%
Did not Respond	375	1.1%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.
- Required question developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Language Spoken at Home

What is the language(s) most often spoken in your home? Select all that apply Total Respondents: 35,085 (51,071 Responses)	Number of Respondents	Percentage of Respondents
Albanian	104	0.3%
Arabic	494	1%
Bengali	92	0.3%
Cantonese	3,973	11%
Croatian	50	0.1%
Dari	166	1%
Dutch	67	0.2%
English	26,717	76%
Farsi / Persian	1,540	4%
French	815	2%
German	141	0.4%
Greek	286	1%
Gujarati	480	1%
Hebrew	626	2%
Hindi	519	1%
Hungarian	71	0.2%
Indigenous language(s)	28	0.1%
Italian	745	2%
Korean	623	2%
Malayalam	71	0.2%
Mandarin	4,891	14%
Polish	64	0.2%
Portuguese	192	1%
Punjabi	648	2%
Russian	1,580	5%
Serbian	68	0.2%
Somali	51	0.1%
Spanish	556	2%
Tagalog	329	1%

What is the language(s) most often spoken in your home? Select all that apply Total Respondents: 35,085 (51,071 Responses)	Number of Respondents	Percentage of Respondents
Tamil	1,496	4%
Ukrainian	74	0.2%
Urdu	1,222	3%
Vietnamese	537	2%
A language not listed above	1,551	4%
Not sure	124	0.4%
I do not understand this question	80	0.2%
Did not Respond	440	1.2%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.

Status in Canada

Were you born in Canada?	Number of Respondents	Percentage of Respondents
Yes	26,282	74%
No	9,022	26%
Total Responses	**35,304**	**100%**
Did not Respond	221	0.6%

If you were not born in Canada, are you currently:	Number of Respondents	Percentage of Respondents
A Canadian citizen	4,364	49%
An international student (enrolled through a study permit)	1,991	22%
A landed immigrant / permanent resident	1,982	22%
A refugee claimant	150	2%
Not sure	358	4%
I do not understand this question	66	1%
Total Responses	**8,911**	**100%**
Did not Respond	111	1.2%

Status in Canada (continued)

If you were not born in Canada, how long have you lived in Canada?	Number of Respondents	Percentage of Respondents
Less than 1 year	1,140	13%
1 year	872	10%
2 years	893	10%
3 years	678	8%
4 years	572	6%
5 years	524	6%
6 years	409	4%
7 years	381	4%
8 years	480	5%
9 years or more	3,031	34%
Total Responses	8,980	100%
Did not Respond	42	0.5%

Notes:

- The first two questions were required and developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Family Characteristics

Including yourself, how many people currently live in your home?	Number of Respondents	Percentage of Respondents
1	185	1%
2	1,651	5%
3-4	20,363	58%
5-6	10,725	31%
7 or more	2,105	6%
Total Responses	**35,029**	**100%**
Did not Respond	496	1.4%

For the parent or guardian who have responsibility for you, indicate your relationship with this person.	Number of Parent / Guardian 1 (that you live most of the time)	Percentage of Parent / Guardian 1 (that you live most of the time)	Number of Parent / Guardian 2 (Skip if living with one parent)	Percentage of Parent / Guardian 2 (Skip if living with one parent)
Mother	25,740	74%	7,139	23%
Father	6,713	19%	21,239	68%
Stepmother	46	0.1%	167	1%
Stepfather	33	0.1%	553	2%
Grandparent	204	1%	419	1%
Relative	442	1%	422	1%
Guardian	979	3%	595	2%
Foster parent	54	0.2%	43	0.1%
Friend	158	0.5%	134	0.4%
Another person	321	1%	329	1%
I'm living on my own	133	0.4%	110	0.4%
Total Responses	**34,823**	**100%**	**31,150**	**100%**
Did not Respond	702	2.0%	4,375	12.3%

Notes:

- Second question was required and developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Family Characteristics (continued)

Please check the highest level of education this person has completed.	Parent / Guardian 1	Parent / Guardian 2	Both Parents / Guardians
Did not complete any formal education	1%	1%	1%
Elementary school	2%	3%	3%
High school	11%	13%	12%
Apprenticeship	1%	1%	1%
College	18%	17%	18%
University	55%	50%	53%
Not sure	13%	15%	14%
Total Responses	**34,460**	**30,702**	**65,162**
Did not Respond	1,065	4,823	772

Does this person work?	Parent / Guardian 1	Parent / Guardian 2	Both Parents / Guardians
Work full-time	59%	69%	63%
Work part-time	10%	6%	8%
Self-employed (for example, have your own business)	11%	13%	12%
Unemployed (not currently working but looking for a job)	2%	2%	2%
Do not work / stay-at-home parent / guardian	12%	6%	9%
Retired	2%	2%	2%
Not sure	4%	4%	4%
Total Responses	**34,468**	**30,773**	**65,241**
Did not Respond	1,057	4,752	785

Notes:

- Required questions developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

Home Environment

How many times have you moved (changed homes) in the past 12 months?	Response
Not at all	84%
Once	12%
Twice	3%
Three times or more	1%
Total Responses	**34,795**
Did not Respond (as a number)	730
Did not Respond (as a percentage)	2.1%

Have you considered yourself to be homeless in the last 12 months (for example, living in shelters, living in cars or abandoned buildings, couch surfing)?	Response
Yes	1.6%
No	98.4%
Total Responses	**35,049**
Did not Respond (as a number)	476
Did not Respond (as a percentage)	1.3%

How many times have you changed schools in the past 12 months? (Do not include changing schools for a new school opening, change in grade or specialized programming such as French Immersion, Gifted program, etc.)	Response
Not at all	89%
Once	9%
Twice	1%
Three times or more	1%
Total Responses	**34,738**
Did not Respond (as a number)	787
Did not Respond (as a percentage)	2.2%

Special Needs

Disability is a term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities; hearing or vision disabilities; epilepsy; environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time. A disability may be temporary, sporadic or permanent.

Do you consider yourself to be a person with a disability?	Number of Respondents	Percentage of Respondents
Yes	2,530	7%
No	28,778	82%
Not sure	2,698	8%
I do not understand this question	340	1%
I prefer not to answer	748	2%
Total Responses	**35,094**	**100%**
Did not Respond	431	1.2%

If yes, how would you describe your disability? Select all that apply Total Respondents: 2,433 (3,657 Responses)	Number of Respondents	Percentage of Respondents
Autism	359	15%
Blind or low vision	195	8%
Deaf or hard of hearing	140	6%
Developmental	117	5%
Learning disability	1,353	56%
Mental health disability	661	27%
Addiction(s)	148	6%
Physical	250	10%
Speech impairment	159	7%
A disability not listed above	275	11%
Did not Respond	97	3.8%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.
- Required questions developed by the Education Equity Secretariat and the Ontario Human Rights Commission.

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English Language Learners (ELL)

Have you ever received support at school for English as an additional language?	Number of Respondents	Percentage of Respondents
Yes, currently receiving support	2,173	6%
Yes, previously received support	4,241	12%
No, I have never received support	23,850	70%
Don't know if I received support	4,033	12%
Total Responses	**34,297**	**100%**
Did not Respond	1,228	3.5%

If you received support at school for English as an additional language (now or in the past), who provided this support? Select all that apply Total Respondents: 6,294 (7,670 Responses)	Number of Respondents	Percentage of Respondents
ESL teacher / ELL support teacher	4,655	74%
Classroom / subject teacher	2,088	33%
SERT or Special Education Support	34	1%
SLP or Speech Therapist	16	0.3%
Other	203	3%
Not sure	558	9%
I don't understand this question	116	2%
Did not Respond	120	1.9%

If you receive or have received English Language support, did it help you in your classroom learning?	Number of Respondents	Percentage of Respondents
Yes	4,759	75%
No	667	11%
Not sure	894	14%
Total Responses	**6,320**	**100%**
Did not Respond	94	1.5%

Notes:

- For the second question, percentages do not sum to 100% as students could choose more than one category.

ELL: Steps to English Proficiency (STEP)

As a learner of English as an additional language are you aware of your STEP level*?	Responses
Yes	25%
No	20%
I'm not sure what this means	55%
Total Responses	**2,564**
Did not Respond (as a number)	129
Did not Respond (as a percentage)	5%

If you are aware of your STEP level, please indicate for each of the following:	Reading	Writing	Oral
STEP 1	2%	2%	1%
STEP 2	5%	5%	5%
STEP 3	11%	15%	12%
STEP 4	21%	22%	18%
STEP 5	21%	20%	19%
STEP 6	20%	18%	23%
Not Sure	20%	18%	22%
Total Responses	**619**	**620**	**616**
Did not Respond (as a number)	23	22	26
Did not Respond (as a percentage)	4%	3%	4%

Notes:

- Students who indicated they are currently or have previously received support were asked question 1.

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Emotional Well-Being

How often do you:	All the time	Often	Sometimes	Never	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
Feel happy	16%	49%	29%	3%	2%	**34,948**	577	1.6%
Feel positive about the future	14%	32%	39%	10%	5%	**34,798**	727	2.0%
Feel good about yourself	14%	35%	39%	9%	4%	**34,741**	784	2.2%
Feel like you matter to people at school	12%	31%	35%	13%	9%	**34,700**	825	2.3%
Feel nervous or anxious	15%	33%	45%	6%	2%	**34,840**	685	1.9%
Feel lonely	9%	16%	44%	26%	5%	**34,697**	828	2.3%
Feel sad	7%	20%	58%	11%	4%	**34,569**	956	2.7%

In the last 12 months, how many times have you talked to a professional (for example, doctor, counsellor, social worker, psychologist) about their mental health?	Responses
Once	10%
Two times	9%
Three or more times	13%
Not at all	67%
Total Responses	**34,842**
Did not Respond (as a number)	683
Did not Respond (as a percentage)	1.9%

Physical Health

In general, how would you describe your physical health?	Responses
Excellent	27%
Good	48%
Fair	20%
Poor	5%
Total Responses	34,774
Did not Respond (as a number)	751
Did not Respond (as a percentage)	2.1%

During an average school week, how often do you do each of the following:	Every day	Most days	Some days	Never	Total Responses	Number that did not Respond	Percentage that did not Respond
Eat breakfast before coming to school	47%	17%	18%	18%	35,092	433	1.2%
Eat breakfast or a snack provided by your school	7%	6%	21%	66%	34,645	880	2.5%
Eat lunch	66%	20%	11%	3%	35,047	478	1.3%
Eat dinner	82%	13%	4%	1%	35,028	497	1.4%

In the last 12 months, how many times have you:	Three or more times	Two times	Once	Not at all	Total Responses	Number that did not Respond	Percentage that did not Respond
Seen a doctor about your physical health or for a checkup	19%	24%	37%	20%	34,723	802	2.3%
Seen a doctor for an eyesight test	6%	14%	55%	25%	34,718	807	2.3%
Seen a dentist	29%	33%	26%	12%	34,727	798	2.2%

Canadian Citizenship

Do you consider yourself a Canadian?	Number of Respondents	Percentage of Respondents
Yes	30,257	86%
No	2,652	8%
Not Sure	2,261	6%
Total Responses	**35,170**	**100%**
Did not Respond	355	1.0%

Detailed Tables: Grades 9 – 12
"Life in School"

35,525 Respondents

School Climate

How do you feel about this school?	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
This school is a welcoming place.	19%	65%	7%	2%	7%	35,419	106	0.3%
I feel like I belong at this school.	17%	59%	10%	3%	11%	35,287	238	0.7%
I enjoy being at this school.	18%	55%	13%	5%	10%	35,170	355	1.0%
I get along well with other students at this school.	26%	63%	4%	1%	5%	35,247	278	0.8%
I feel accepted by students at this school.	19%	61%	8%	2%	10%	35,212	313	0.9%
School rules are applied to me in a fair way.	23%	61%	7%	3%	6%	35,259	266	0.7%
I am treated with respect at this school.	21%	64%	6%	2%	7%	35,115	410	1.2%
I feel safe at this school.	20%	62%	7%	2%	9%	34,941	584	1.6%

Inclusive Learning Experiences

At my school, I am encouraged to think or learn about human rights / social justice issues related to:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
Indigenous peoples	24%	51%	10%	3%	12%	**35,079**	446	1.3%
Gender identity	20%	49%	14%	5%	12%	**35,010**	515	1.4%
Race, ethnicity and culture	27%	56%	8%	2%	7%	**35,059**	466	1.3%
Sexual orientation	19%	50%	14%	4%	13%	**34,837**	688	1.9%
Poverty	16%	47%	18%	5%	13%	**35,001**	524	1.5%
People with disabilities	20%	48%	17%	4%	12%	**35,019**	506	1.4%

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
At this school, differences among all people are respected.	22%	53%	11%	4%	10%	**35,307**	218	0.6%

Inclusive Learning Experiences (continued)

Since the start of this school year, how often have you:	All the time	Often	Sometimes	Never	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
Experienced harassment in your school / class?	2%	3%	13%	76%	6%	**35,176**	349	1.0%
Experienced discrimination in your school / class?	2%	3%	16%	72%	7%	**35,180**	345	1.0%

Notes:
- Social justice is equal treatment and equal opportunities for all people without discrimination
- Gender identity is a person's internal and deeply felt sense of being a man, a woman, both, neither, or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth (for example, female, intersex, male).
- Sexual orientation is a person's emotional, romantic and / or sexual attraction to another person(s)
- Discrimination is being treated negatively because of your gender, racial background, ethnic origin, religion, socio-economic background, special education needs, sexual orientation, or other factors. Discrimination can be intentional or unintentional.
- Harassment is engaging in a course of vexatious [annoying or provoking] comment or conduct which is known or ought reasonably to be known to be unwelcome.

School Safety

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
I feel safe at this school.	20%	62%	7%	2%	9%	**34,941**	584	1.6%
I feel safe on the way to and from school.	27%	61%	5%	2%	5%	**34,854**	671	1.9%

Since the start of this school year, how often have you:	All the time	Often	Sometimes	Never	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
Been bullied by other students at school (for example, physical, verbal, social, and / or cyber bullying)**?**	2%	3%	16%	74%	6%	**35,204**	**321**	0.9%
Stayed away, or wanted to stay away, from school to avoid being bullied?	4%	3%	9%	78%	5%	**35,227**	**298**	0.8%

School Safety (continued)

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
There is an adult at this school I would feel comfortable speaking to if I am bullied.	19%	37%	17%	9%	17%	**34,824**	701	2.0%
There is an adult at this school I would feel comfortable speaking to if I knew of someone else being bullied.	21%	46%	12%	6%	15%	**34,813**	712	2.0%

Notes:

- Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and / or social behaviour that causes physical and / or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Student Discipline

Since the start of this school year, have you been involved in an incident that resulted in a specific consequence or action by the principal or vice principal?	Response
Yes	6%
No	88%
Not sure	6%
Total Responses	35,274
Did not Respond (as a number)	251
Did not Respond (as a percentage)	0.7%

If yes, what did this consequence or action involve? Select all that apply Total Respondents: 2,189 (4,651 Responses)	Number of Respondents	Percentage of Respondents
Conversation with the principal / vice principal	1,651	75%
Asked to serve a detention or be kept in for recess (for example, being kept after school or asked to come in before school)	435	20%
Writing an apology note	216	10%
Restorative conversation / circle	164	7%
A discussion / meeting with the school resource officer (York Regional Police)	272	12%
Conversation with a Child and Youth Worker (CYW) or Educational Assistant (EA)	193	9%
Being removed from a class (and kept elsewhere, either in the office or a different classroom)	426	19%
Missing a portion or being removed from an extracurricular activity (for example, sports team, club)	120	5%
In-school suspension	277	13%
Out-of-school suspension	434	20%
ACCESS program (Alternative Classroom and Counselling for Expelled and Suspended Students)	92	4%
A discipline / consequence not listed above	101	5%
Not sure	270	12%
Did not Respond	58	2.6%

Notes:

- Percentages do not sum to 100% as students could choose more than one category.

Relationships at School

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
There is at least one caring adult at my school who supports me.	32%	45%	7%	3%	12%	**35,279**	246	0.7%
There is an adult at my school who expects me to do well.	32%	49%	6%	2%	11%	**35,184**	341	1.0%
In general, adults at my school treat me the same or better than other students.	19%	50%	12%	5%	14%	**35,218**	307	0.9%

Question	None	One	Two	Three or more	Total Responses	Number that did not Respond	Percentage that did not Respond
How many close friends do you have at school?	6%	6%	15%	74%	**35,318**	207	0.6%

Relationships at School (continued)

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
There is an adult at this school I would feel comfortable speaking to if I am bullied.	19%	37%	17%	9%	17%	34,824	701	2.0%
There is an adult at this school I would feel comfortable speaking to if I knew of someone else being bullied.	21%	46%	12%	6%	15%	34,813	712	2.0%

Notes:

- Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and / or social behaviour that causes physical and / or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Learning Experience

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
I get the support I need at this school to learn to the best of my ability.	19%	58%	13%	3%	7%	35,389	136	0.4%
I have the opportunity to learn in ways that are best for me (for example, group work, one-on-one, online).	20%	58%	11%	3%	7%	35,343	182	0.5%
My school offers extra curricular activities that I am interested in.	20%	46%	19%	5%	10%	35,212	313	0.9%
My school offers courses that I am interested in.	24%	56%	11%	3%	6%	35,328	197	0.6%

Question	Many times	A few times	One or two times	Never, but I would like to	Never, I'm not interested in leading an activity	Total Responses	Number that did not Respond	Percentage that did not Respond
At school, how often have you been involved in leading an activity (for example, school group work or project, sports team, club)?	19%	32%	21%	12%	17%	35,318	207	0.6%

Activities Offered in School

In a typical school year, how often do you take part in these school activities?	Weekly	Monthly	A few times a year	Never	N / A	Total Responses	Number that did not Respond	Percentage that did not Respond
Arts (for example, visual arts, drama, dance)	18%	6%	19%	47%	10%	**35,045**	480	1.4%
Music (for example, band, choir)	17%	2%	9%	61%	11%	**35,022**	503	1.4%
Cultural group activities	3%	4%	15%	65%	12%	**34,660**	865	2.4%
School clubs (for example, chess, environment)	23%	9%	16%	46%	7%	**34,818**	707	2.0%
Sports (for example, track and field, sports teams)	19%	10%	22%	41%	7%	**35,000**	525	1.5%
Student council activities	4%	5%	13%	67%	11%	**34,830**	695	2.0%
School publications (for example, yearbooks, newspapers, websites)	3%	4%	12%	71%	11%	**34,774**	751	2.1%
School special events (for example, dances, concerts)	3%	9%	38%	43%	7%	**34,900**	625	1.8%
Leadership groups or programs	6%	7%	17%	60%	10%	**34,898**	627	1.8%

Detailed Tables: Grades 9 – 12
"Life Outside of School"
35,525 Respondents

Activities Outside of School

How often do you take part in these activities outside of school (not part of school)?	Weekly	Monthly	A few times a year	Never	Total Responses	Number that did not Respond	Percentage that did not Respond
Arts (for example, visual arts, drama, dance)	17%	6%	17%	60%	**34,440**	1,085	3.1%
Music (for example, choir, piano lessons)	20%	4%	12%	64%	**34,265**	1,260	3.5%
Individual sports (for example, swimming lessons, tennis, gymnastics)	27%	11%	20%	41%	**34,319**	1,206	3.4%
Team sports (for example, basketball, soccer, cricket, hockey)	27%	8%	16%	49%	**34,370**	1,155	3.3%
Youth programs, clubs or organizations (for example, Cadets, leadership, recreation)	10%	6%	16%	67%	**34,143**	1,382	3.9%
Cultural group, faith / religious activities	13%	7%	16%	64%	**34,044**	1,481	4.2%
Volunteer activities	14%	21%	42%	23%	**34,365**	1,160	3.3%
Spending time with friends	65%	22%	8%	6%	**34,788**	737	2.1%

Outside of school, about how many hours per week (including weekends) do you spend on:	Volunteer work	Part-time job
More than 15 hours	2%	6%
11-15 hours	1%	6%
6-10 hours	3%	8%
1-5 hours	26%	9%
Less than 1 hour	14%	2%
None	54%	70%
Total Responses	34,252	34,612
Did not Respond (as a number)	1,273	913
Did not Respond (as a percentage)	3.6%	2.6%

Activities Outside of School (continued)

On an average school day, how many hours do you usually spend on each of the following activities?	More than 2 hours	1-2 hours	Less than 1 hour	None	Total Responses	Number that did not Respond	Percentage that did not Respond
Doing household chores	3%	17%	67%	13%	**34,822**	703	2.0%
Looking after brothers, sisters, and / or family members	10%	12%	21%	57%	**34,724**	801	2.3%
Helping with a family business	3%	4%	13%	80%	**34,436**	1,089	3.1%
Watching TV or videos (including Netflix, YouTube)	39%	37%	20%	4%	**34,791**	734	2.1%
Playing computer / video games	20%	18%	21%	40%	**34,699**	826	2.3%
Taking part in religious / spiritual / faith activities	3%	6%	17%	74%	**34,584**	941	2.6%
Spending time with friends	32%	29%	25%	14%	**34,666**	859	2.4%
Doing extracurricular / recreational activities (for example, sports, music)	21%	30%	20%	29%	**34,636**	889	2.5%
Reading for pleasure (not school work)	6%	12%	32%	51%	**34,569**	956	2.7%
Participating in other leisure activities (for example, going to movies, going to the mall)	15%	24%	26%	35%	**34,483**	1,042	2.9%
Going on social media (for example, Instagram, Snapchat, Twitter)	31%	28%	31%	10%	**34,771**	754	2.1%

Learning at Home

On average, how much time do you spend on homework per night?	Number of Respondents	Percentage of Respondents
No time spent	1,473	4%
Less than 20 minutes	2,392	7%
20 to less than 40 minutes	5,392	15%
40 to less than 60 minutes	7,010	20%
60 minutes or more	16,388	47%
Not applicable, I do not have homework	480	1%
Not sure	2,021	6%
Total Responses	**35,156**	**100%**
Did not Respond	369	1.4%

If you need help with your homework, who usually helps you? Select all that apply Total Respondents: 34,492 (64,577 Responses)	Number of Respondents	Percentage of Respondents
Parent / guardian	15,940	46%
Other family members (for example, brother, sister, grandparent, aunt, uncle)	8,168	24%
Friend	16,650	48%
Teacher	10,433	30%
Paid tutor	5,326	15%
Free tutor or support offered in my school, community or online	1,610	5%
No one helps me with my homework	3,337	10%
I do not need help with my homework	3,113	9%
Did not Respond	553	1.6%

Learning at Home (continued)

How often do your parents / guardians:	All the time	Often	Sometimes	Never	Not Sure	Total Responses	Number that did not Respond	Percentage that did not Respond
Expect you to succeed in school	73%	20%	4%	1%	1%	35,057	468	1.3%
Talk to you about your schoolwork	39%	32%	23%	5%	1%	34,972	553	1.6%

Notes:

- For second question, percentages do not sum to 100% as students could choose more than one category.

Post Secondary Aspirations

I plan to finish high school	Number of Respondents	Percentage of Respondents
With a high school diploma (OSSD)	30,197	87%
With a certificate of 14 credits (OSSC)	827	2%
At age 21, after they complete a Special Education Program	306	1%
Not sure	3,185	9%
Total Responses	**34,515**	100%
Did not Respond	1,010	2.8%

What do you plan to do after you finish high school? Select all that apply Total Respondents: 34,641 (49,128 Responses)	Number of Respondents	Percentage of Respondents
Begin an apprenticeship	1,245	4%
Attend college	6,115	18%
Attend university	26,783	77%
Work	5,816	17%
Travel	4,123	12%
Attend a community-based day program	158	1%
Not sure	3,392	10%
Other plans	1,496	4%
Did not Respond	404	1.2%

Notes:

- For second question, percentages do not sum to 100% as students could choose more than one category

Post Secondary Aspirations (continued)

What do your parent / guardians expect you to do after you finish high school? Select all that apply Total Respondents: 34,336 (43,780 Responses)	Number of Respondents	Percentage of Respondents
Begin an apprenticeship	726	2%
Attend college	5,595	16%
Attend university	28,027	82%
Work	4,712	14%
Travel	1,059	3%
Attend a community-based day program	128	0%
Not sure	2,742	8%
Other plans	791	2%
Did not Respond	709	2.0%

Notes:

- Percentages do not sum to 100% as students could choose more than one category