

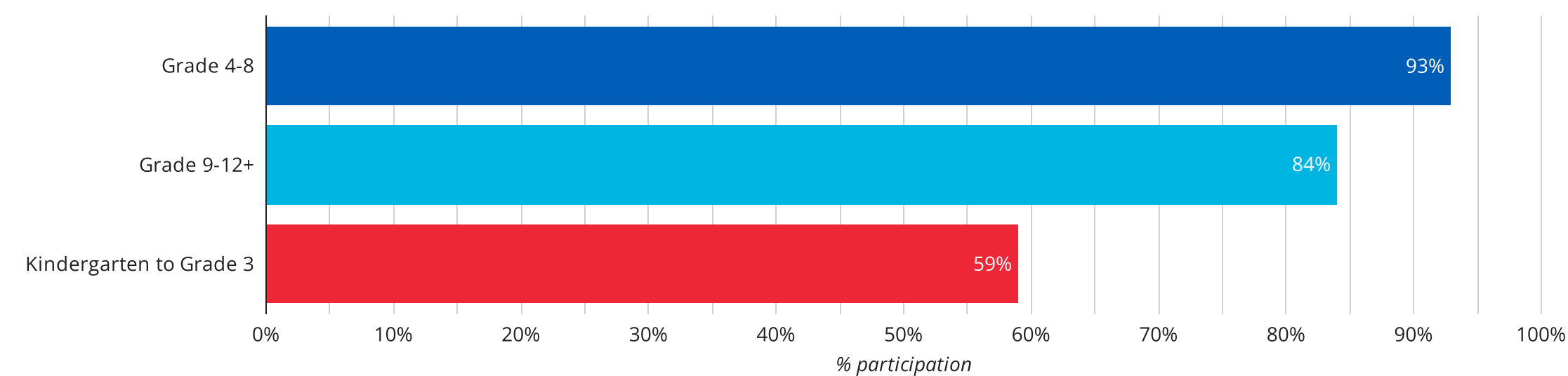
Participation Rates

A total of 64,613 students were invited to complete the Student Census during 2020-21.

For students in Kindergarten to Grade 3, parents/guardians completed the Census on behalf of their child. Students in Grade 4 and above completed the questionnaire on their own. Participation rates varied depending on the grade composition.

Elementary students in **Grade 4 to 8** had the highest **participation rate of 93%**. Secondary students in **Grade 9 to 12+** had a **participation rate of 84%**. The lowest participation rate was among **Kindergarten to Grade 3 at 59%**.

HDSB Student Participation Rates



A total of 51,524 HDSB students completed the 2020-2021 Student Census.

In elementary, 35,495 students (Kindergarten to Grade 8) completed the Student Census representing a **78% participation rate**, and **16,029 secondary students** (Grade 9 to 12) completed the Student Census representing an **84% participation rate**.

Number of students who completed the Census

Elementary
34,495

Secondary
16,029

Participation percentages

Elementary
78%

Secondary
84%

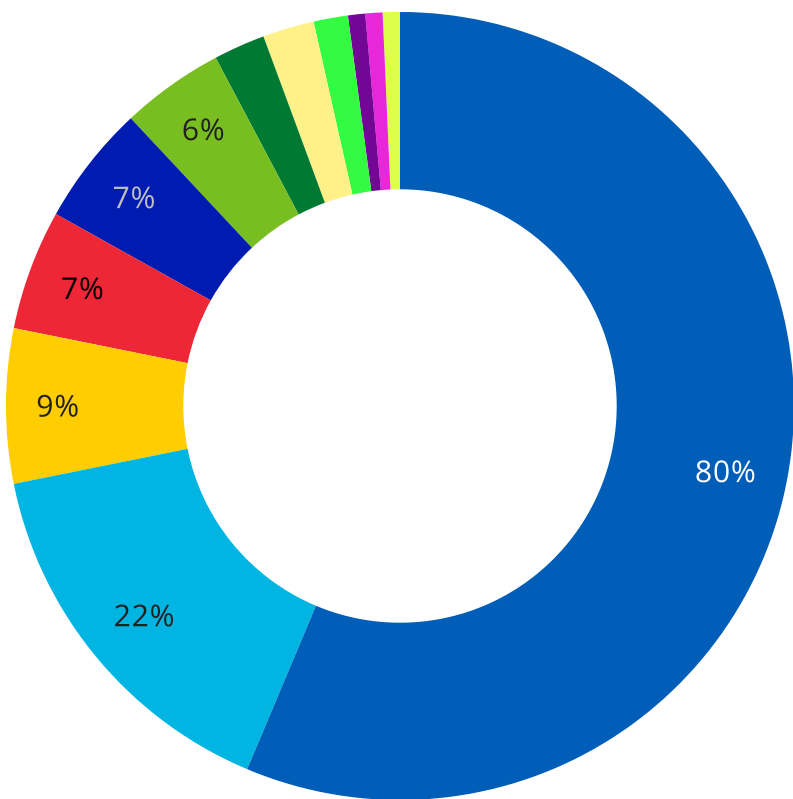
Language(s)

English is the first language learned by the majority of elementary and secondary students.

In the HDSB, **22% and 24%** of elementary (Kindergarten - Grade 8) and secondary (Grade 9-12) students, respectively, **learned multiple languages** as their first language(s) during early childhood.

Top 10 Languages learned by HDSB students include: **English, Arabic, French, Chinese, Hindi, Korean, Punjabi, Russian, Spanish, Tamil, Urdu.**

Elementary Breakdown

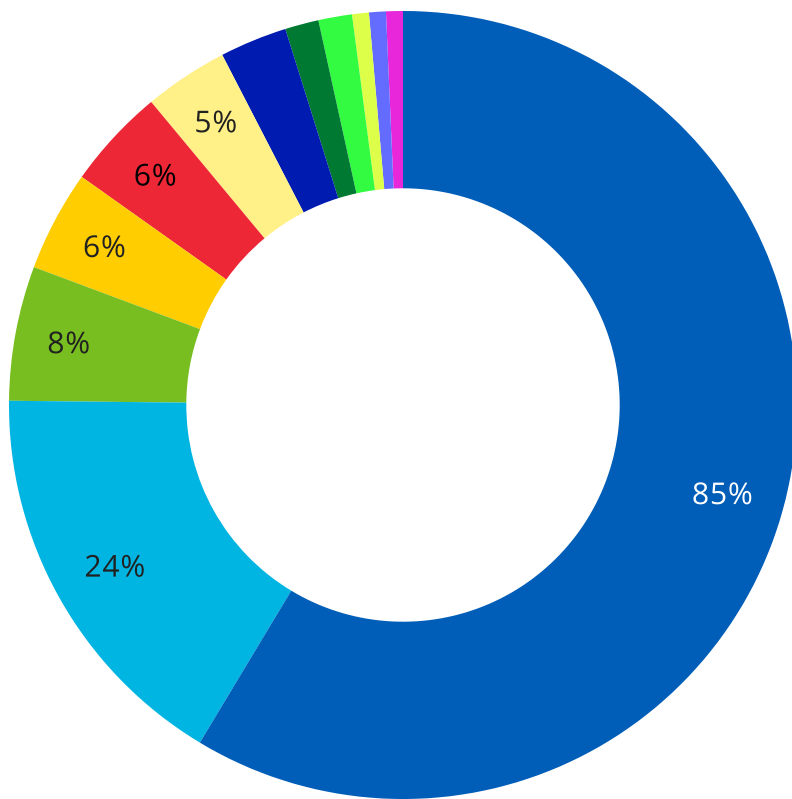


Elementary Language(s)

- English - 26,675 Respondents (80%)
- Multiple languages - 7,281 Respondents (22%)
- Urdu - 2,876 Respondents (9%)
- Arabic - 2,491 Respondents (7%)
- Additional languages not listed - 2,251 Respondents (7%)
- Chinese - 2,876 Respondents (6%)
- Hindi - 1,010 Respondents (3%)
- French - 1,149 Respondents (3%)
- Punjabi - 690 Respondents (2%)
- Tamil - 321 Respondents (1%)
- Russian - 364 Respondents (1%)
- Spanish - 386 Respondents (1%)

*Percentage will not add to 100% as respondents could choose multiple languages

Secondary Breakdown



Secondary Language(s)

- English - 12,180 Respondents (85%)
- Multiple languages - 3,499 Respondents (24%)
- Chinese - 1,213 Respondents (8%)
- Urdu - 905 Respondents (6%)
- Arabic - 846 Respondents (6%)
- French - 769 Respondents (5%)
- Additional languages not listed - 533 Respondents (4%)
- Hindi - 324 Respondents (2%)
- Punjabi - 296 Respondents (2%)
- Spanish - 203 Respondents (1%)
- Korean - 153 Respondents (1%)
- Russian - 148 Respondents (1%)

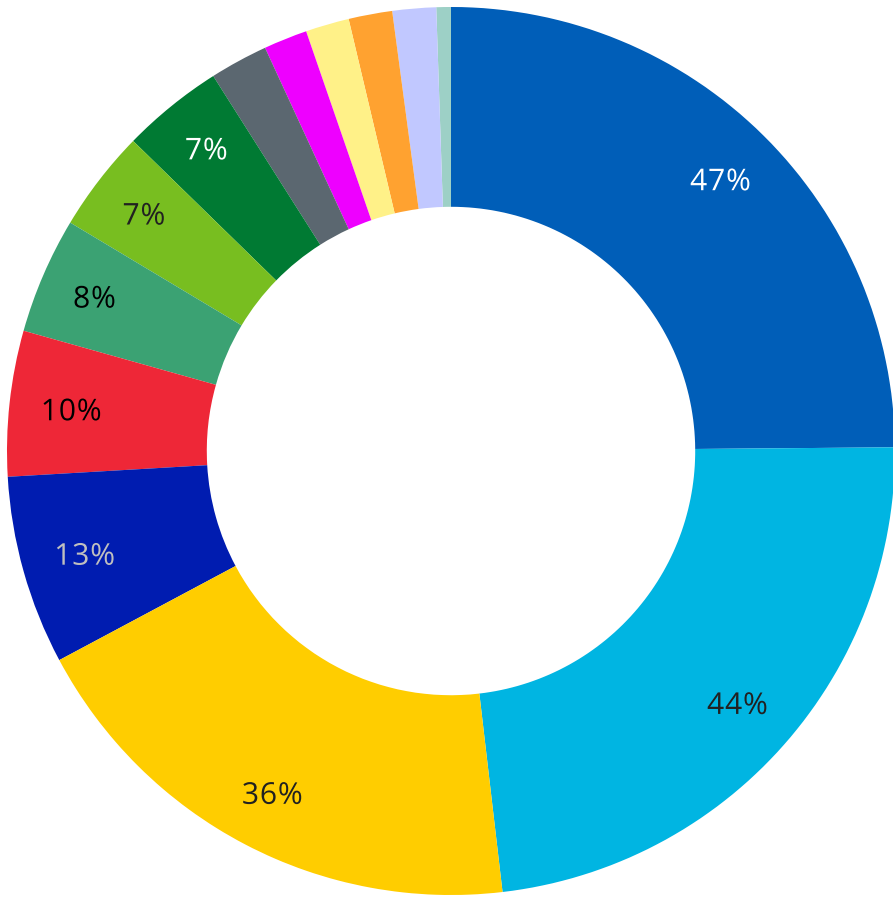
*Percentage will not add to 100% as respondents could choose multiple languages

Ethnicity/Cultural Background

Respondents selected their ethnic/cultural background by choosing among a list of options and/or by entering their ethnicity/cultural background(s) in an open text box.

Elementary Breakdown

The **most frequent ethnic/cultural groups** reported by elementary students (Kindergarten to Grade 8) were **Canadian, English, Pakistani, Chinese, Irish, and Scottish, with 36% identifying with multiple ethnic/cultural identities.**



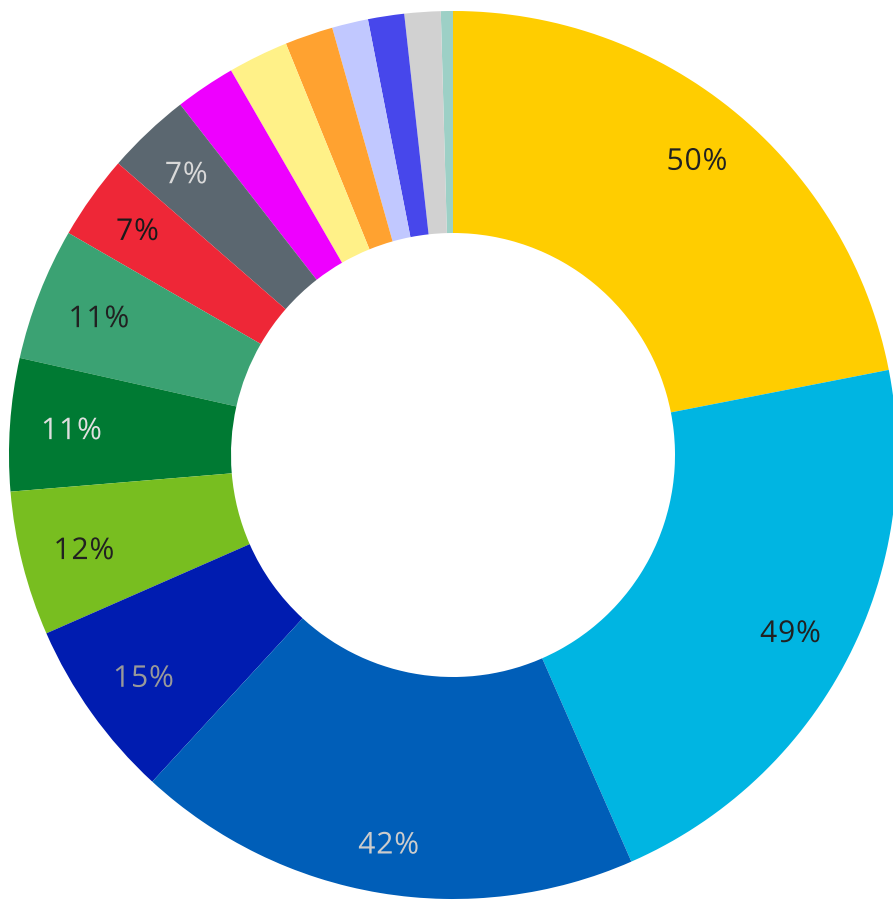
Elementary Ethnicity/Cultural Background

- Canadian - 15,657 Respondents (47%)
- Additional ethnicities not listed - 14,840 Respondents (44%)
- Multiple ethnicities/cultural identities - 11,989 Respondents (36%)
- English - 4,250 Respondents (13%)
- Pakistani - 3,483 Respondents (10%)
- Chinese - 2,546 Respondents (8%)
- Irish - 2,495 Respondents (7%)
- Scottish - 2,463 Respondents (7%)
- German - 1,413 Respondents (4%)
- Italian - 1,166 Respondents (3%)
- French - 1,031 Respondents (3%)
- British - 896 Respondents (3%)
- Dutch - 880 Respondents (3%)
- Indigenous (Anishinaabe, Cree, Haudenosaunee, Inuit, Métis, Mi'kmaq, Ojibwé) - 233 Respondents (1%)

*Percentage will not add to 100% as respondents could choose multiple ethnicities/cultural backgrounds

Secondary Breakdown

The **most frequent single ethnic/cultural groups** reported by secondary students (Grade 9-12) were **Canadian, English, Chinese, Irish, Scottish, Pakistani, German, Italian, and French, with 50% identifying with multiple ethnic/cultural identities.**



Secondary Ethnicity/Cultural Background

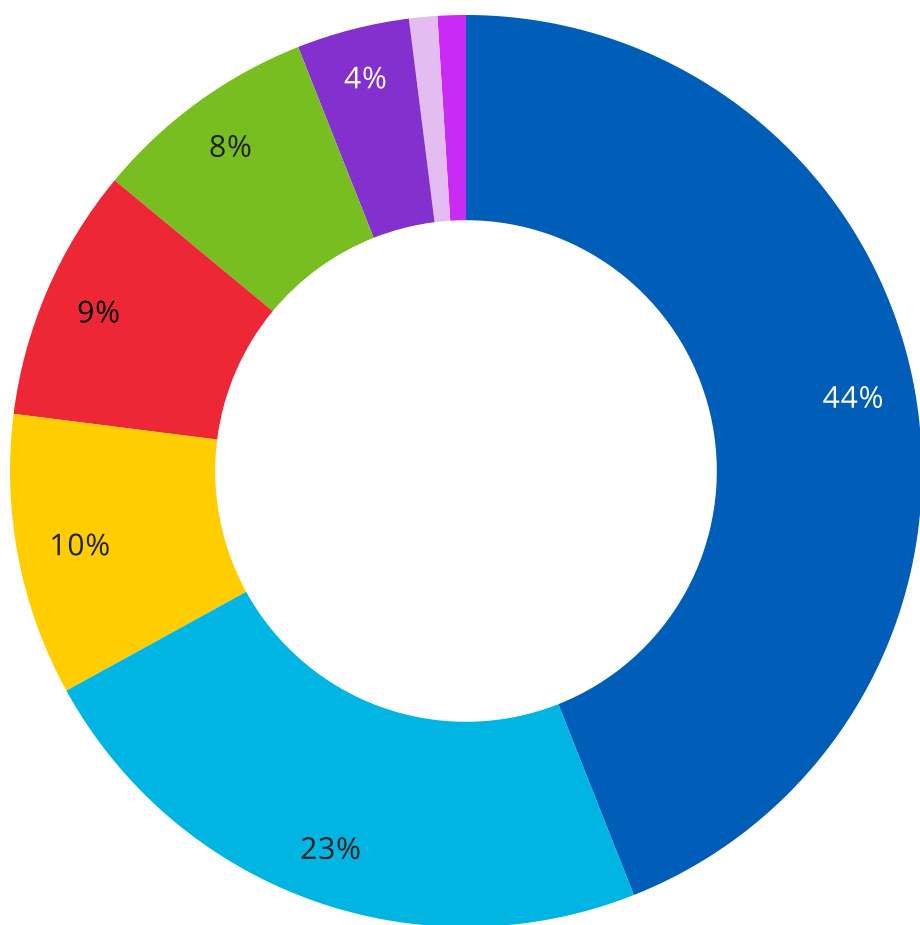
- Multiple ethnicities/cultural identities - 7,341 (50%)
- Additional ethnicities not listed - 7,266 Respondents (49%)
- Canadian - 6,221 Respondents (42%)
- English - 2,235 Respondents (15%)
- Irish - 1,741 Respondents (12%)
- Scottish - 1,687 Respondents (11%)
- Chinese - 1,561 Respondents (11%)
- Pakistani - 1,080 Respondents (7%)
- German - 1,018 Respondents (7%)
- Italian - 811 Respondents (5%)
- French - 674 Respondents (5%)
- British - 617 Respondents (4%)
- Dutch - 514 Respondents (3%)
- Polish - 460 Respondents (3%)
- Ukrainian - 379 (3%)
- Indigenous (Anishinaabe, Cree, Haudenosaunee, Inuit, Métis, Mi'kmaq, Ojibwé) - 124 Respondents (1%)

*Percentage will not add to 100% as respondents could choose multiple ethnicities/cultural backgrounds

Race

Elementary Breakdown

Parents/guardians of Kindergarten to Grade 3 students and elementary students (Grade 4-8) were asked to select among a list of racial identities. Respondents were also able to indicate multiple racial categories. In total, more than **120 combinations of racial identities were reported**. The racial group **White**, and **South Asian** were the most frequently reported options (44% and 23% respectively). The next most frequently selected options were **Middle Eastern, East Asian, Multiracial, Black, Southeast Asian, Latino/Latina/Latinx, and Indigenous**. Analysis of the multiracial identities is ongoing and will be reported in the next data release.



Elementary Race

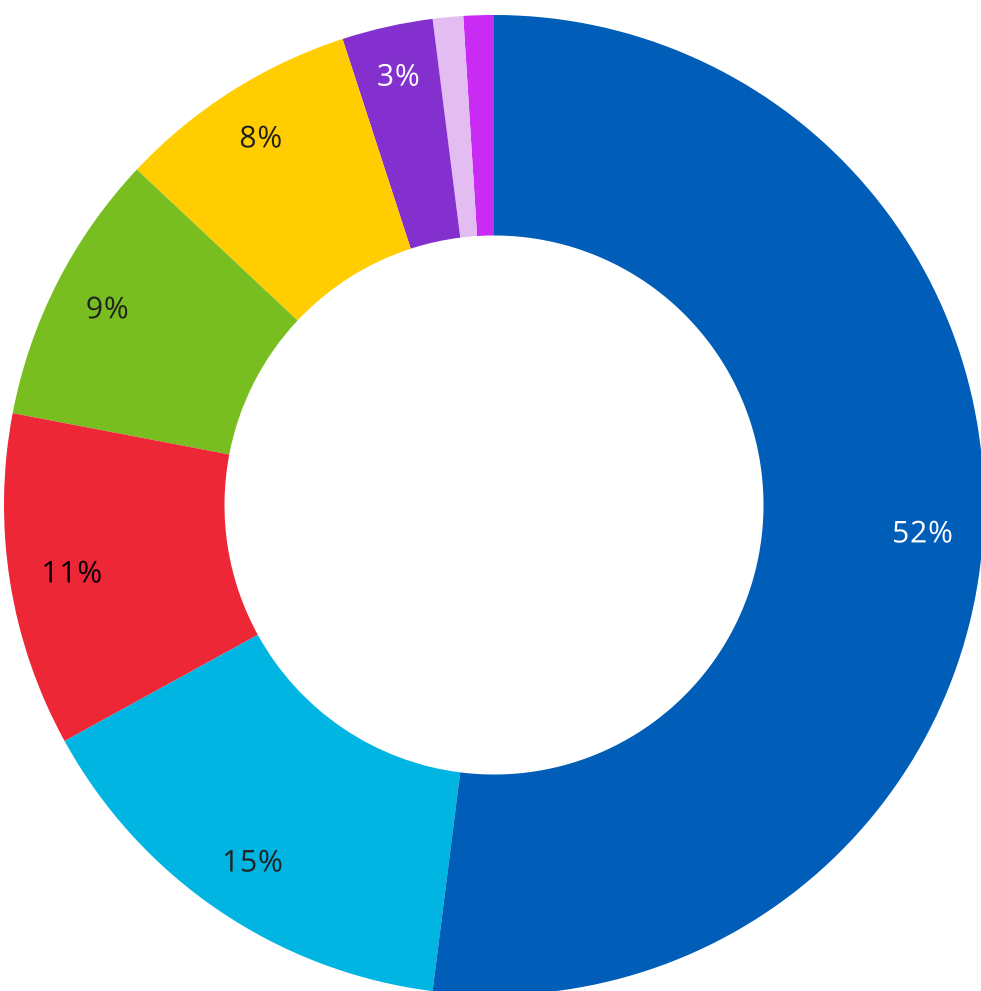
- White - 14,371 Respondents (44%)
- South Asian - 7,305 Respondents (23%)
- Middle Eastern - 3,089 Respondents (10%)
- East Asian - 2,853 Respondents (9%)
- Multiracial** - 2,704 Respondents (8%)
- Black - 1,223 Respondents (4%)
- Latino/Latina/Latinx - 294 Respondents (1%)
- Southeast Asian - 412 Respondents (1%)
- Indigenous - 101 Respondents (<0.5%)

*Percentage will not add to 100% as respondents could choose multiple racial groups

**Analysis of multiracial identities is ongoing and will be reported publicly in the next data release

Secondary Breakdown

Secondary students (Grade 9-12) reported on their racial identity by selecting from a list of racial categories. Students were also able to choose multiple racial categories. In total, more than **120 combinations of racial identities were reported**. The racial group **White**, and **South Asian** were the most frequently reported options (52% and 15% respectively). The next most frequently selected options were **East Asian, Multiracial, Middle Eastern, Black, Southeast Asian, Latino/Latina/Latinx, and Indigenous**. Analysis of the multiracial identities is ongoing and will be reported in the next data release.



Secondary Race

- White - 7,859 Respondents (52%)
- South Asian - 2,289 Respondents (15%)
- East Asian - 1,602 Respondents (11%)
- Multiracial** - 1,326 Respondents (9%)
- Middle Eastern - 1,143 Respondents (8%)
- Black - 410 Respondents (3%)
- Latino/Latina/Latinx - 201 Respondents (1%)
- Southeast Asian - 177 Respondents (1%)
- Indigenous - 22 Respondents (<0.5%)

*Percentage will not add to 100% as respondents could choose multiple racial groups

**Analysis of multiracial identities is ongoing and will be reported publicly in the next data release

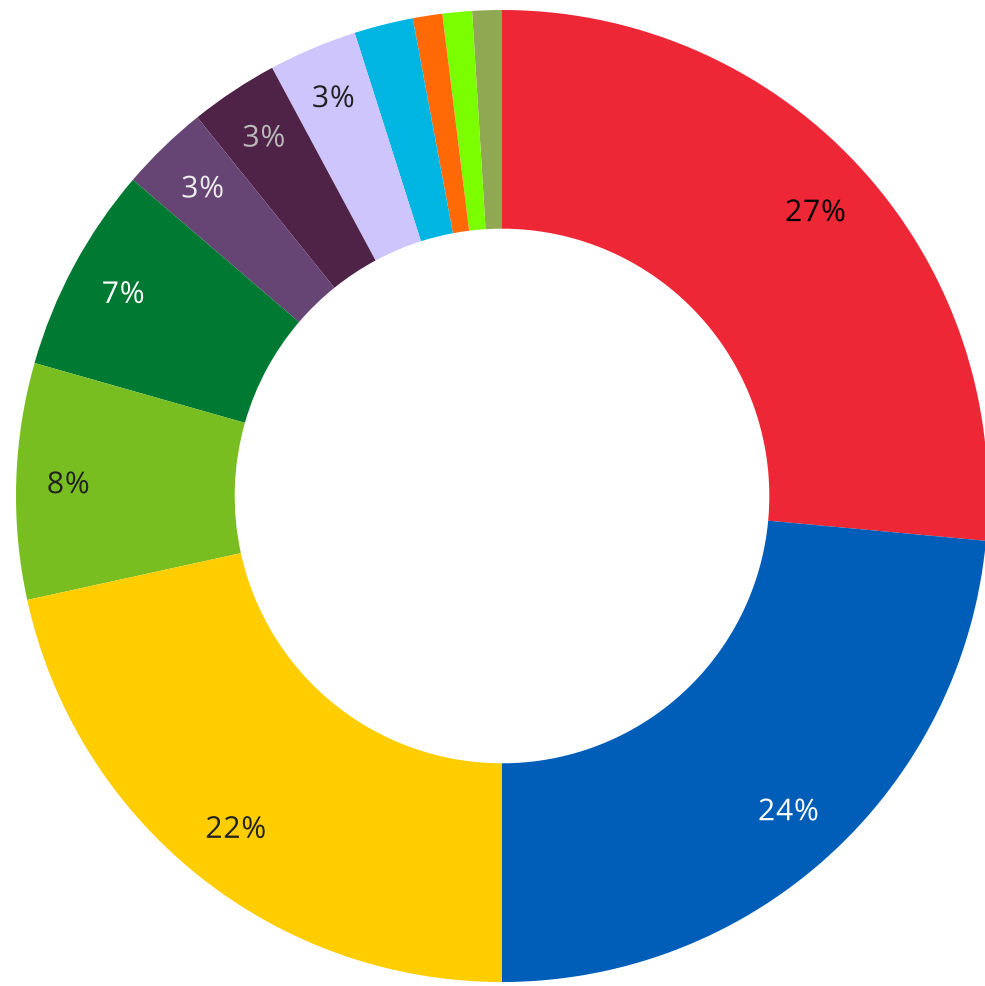
Indigenous Identity

To be released soon pending consultation with Indigenous leaders.

Religion/Spiritual Affiliation(s)

Elementary Breakdown

The three **religion groups** most frequently selected by elementary students were **Muslim, Christian, and No religious and/or spiritual affiliation(s)** (27%, 24%, 22% respectively). **Hindu** was selected by 8% of elementary students (Kindergarten - Grade 8), while 7% reported **multiple religious and/or spiritual affiliations**.

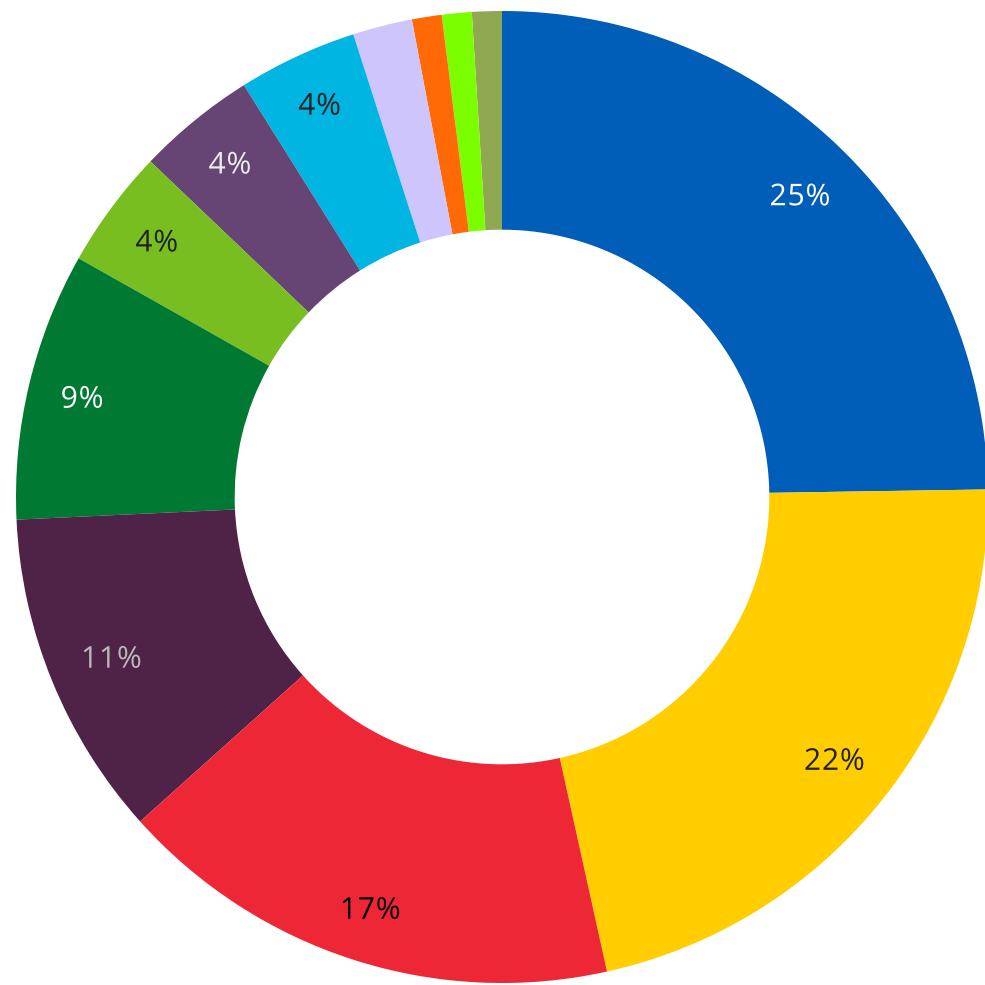


Elementary Religion/Spiritual Affiliation(s)

- Muslim - 7,667 Respondents (27%)
 - Christian - 6,991 Respondents (24%)
 - No religious or spiritual affiliation - 6,234 Respondents (22%)
 - Hindu - 2,189 Respondents (8%)
 - Multiple religions/spiritual affiliations - 1,872 Respondents (7%)
 - Spiritual, but not religious - 996 Respondents (3%)
 - Atheist - 924 Respondents (3%)
 - Sikh - 745 Respondents (3%)
 - Agnostic - 481 Respondents (2%)
 - Buddhist - 257 Respondents (1%)
 - Jewish - 192 Respondents (1%)
 - Religion(s) or spiritual affiliation(s) not listed - 154 Respondents (1%)
 - Indigenous Spirituality - 19 Respondents (<0.5%)
- *Percentage will not add to 100% as respondents could choose multiple religion/spiritual affiliation(s)

Secondary Breakdown

The three **religion groups** most frequently selected by secondary (Grade 9-12) students were **Christian, No religious and/or spiritual affiliation(s), and Muslim** (25%, 22%, 17% respectively). **Atheist** was selected by 11% of secondary students students (Grade 9-12), while 9% chose **multiple religious and/or spiritual affiliations**.



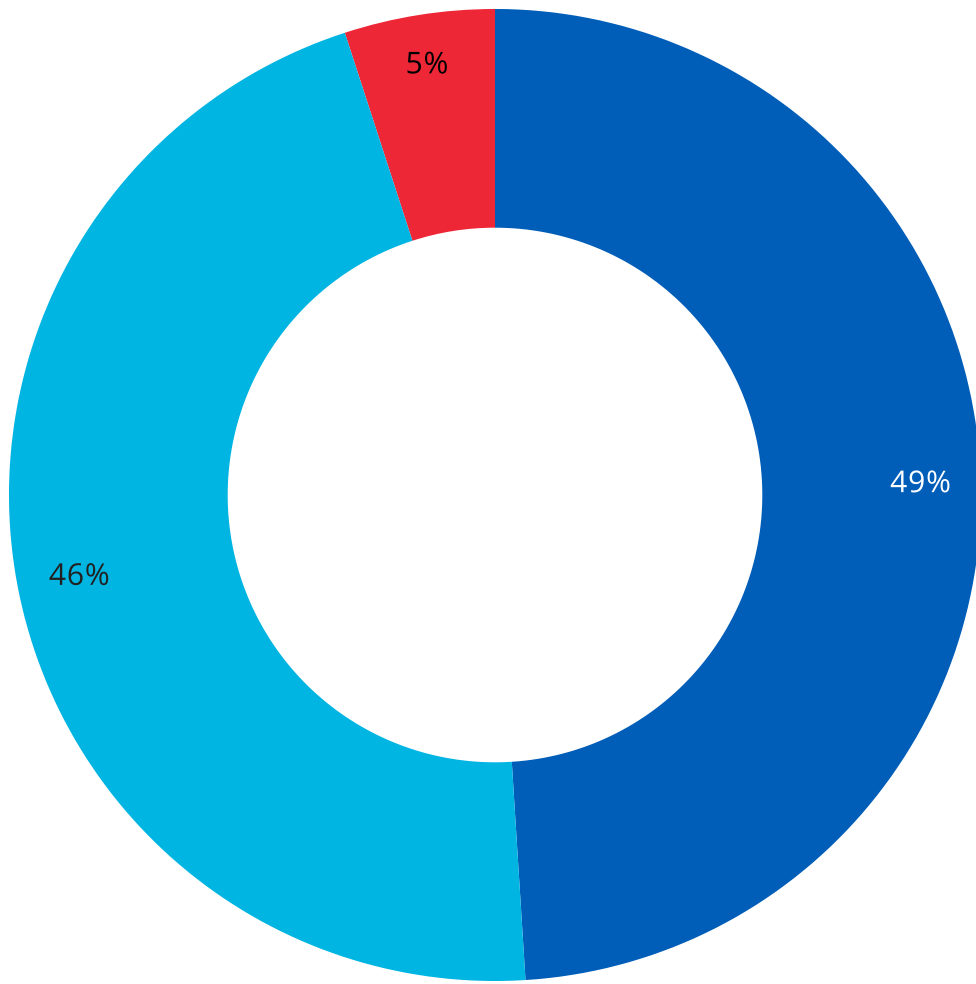
Secondary Religion/Spiritual Affiliation(s)

- Christian - 3,427 Respondents (25%)
 - No religious or spiritual affiliation - 3,007 Respondents (22%)
 - Muslim - 2,336 Respondents (17%)
 - Atheist - 1,452 Respondents (11%)
 - Multiple religions/spiritual affiliations - 1,280 Respondents (9%)
 - Hindu - 517 Respondents (4%)
 - Spiritual, but not religious - 590 Respondents (4%)
 - Agnostic - 496 Respondents (4%)
 - Sikh - 289 Respondents (2%)
 - Buddhist - 153 Respondents (1%)
 - Jewish - 80 Respondents (1%)
 - Religion(s) or spiritual affiliation(s) not listed - 96 Respondents (1%)
 - Indigenous Spirituality - 4 Respondents (<0.5%)
- *Percentage will not add to 100% as respondents could choose multiple religion/spiritual affiliation(s)

Gender Identity

Elementary Breakdown

In elementary, **46%** of students (Kindergarten - Grade 8) identified as **Girl/Woman**, **49%** identified as **Boy/Man** and **5%** identified as **Gender Diverse**, which includes **additional and multiple gender identities**.



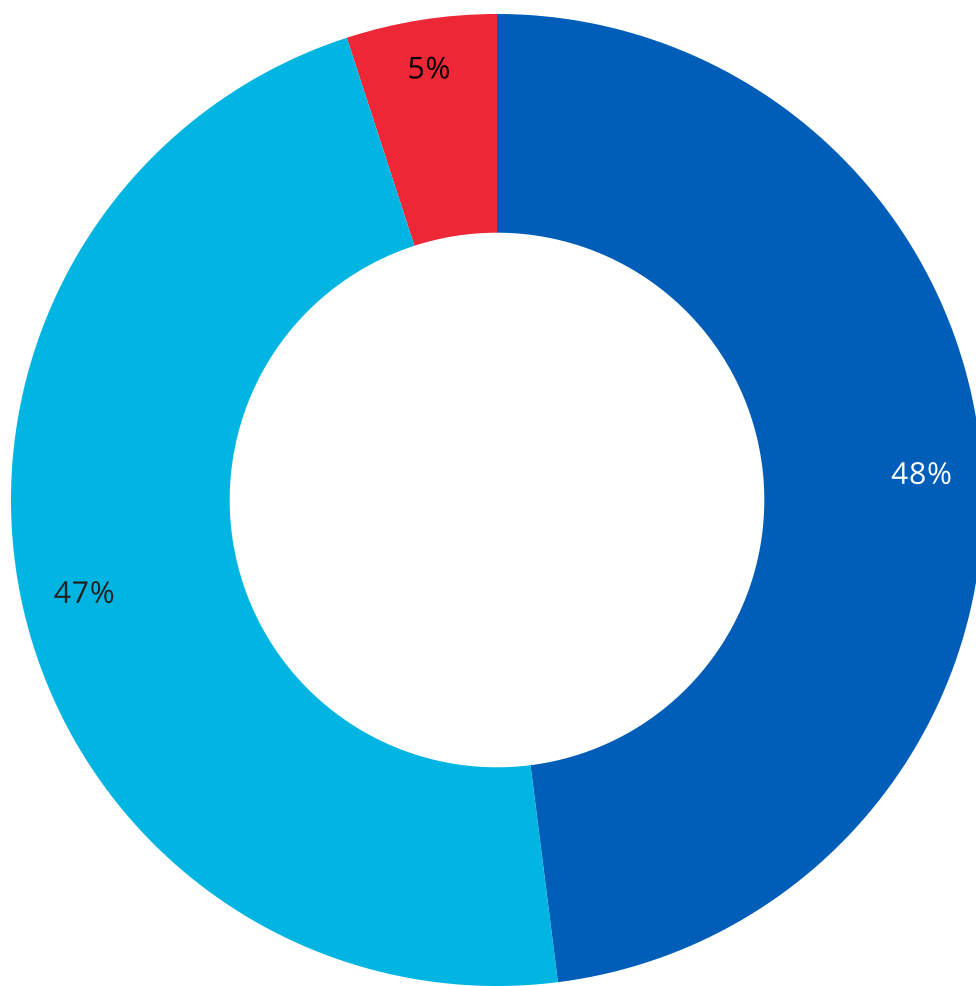
Elementary Gender Identity

- Boy/Man - 4,718 Respondents (49%)
- Girl/Woman - 4,412 Respondents (46%)
- Gender Diverse - 444 Respondents (5%)

*Percentage will not add to 100% as respondents could choose multiple gender identity(ies)

Secondary Breakdown

In secondary, **47%** of students (Grade 9-12) identified as **Girl/Woman**, **48%** identified as **Boy/Man**, while **5%** of secondary students identified as **Gender Diverse**, which also includes **multiple gender identities**.



Secondary Gender Identity

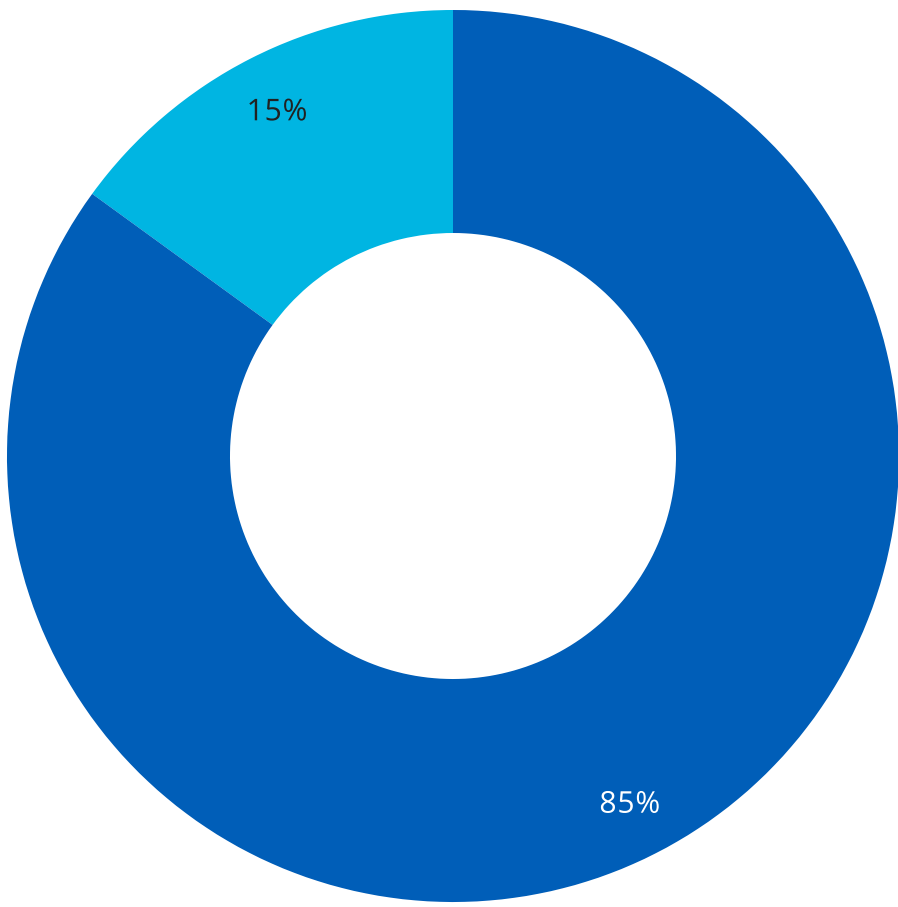
- Boy/Man - 7,231 Respondents (48%)
- Girl/Woman - 7,166 Respondents (47%)
- Gender Diverse - 699 Respondents (5%)

*Percentage will not add to 100% as respondents could choose multiple gender identity(ies)

Sexual Orientation

Elementary Breakdown

The majority of Grade 7 to 8 elementary students identified as **Heterosexual/Straight** (85%) while 15% identified as one or more of the following: **Lesbian, Gay, Bisexual, Two-Spirit, Queer, Questioning, Asexual, Pansexual, and/or additional sexual orientation(s) not specified.**



Elementary Sexual Orientation(s)

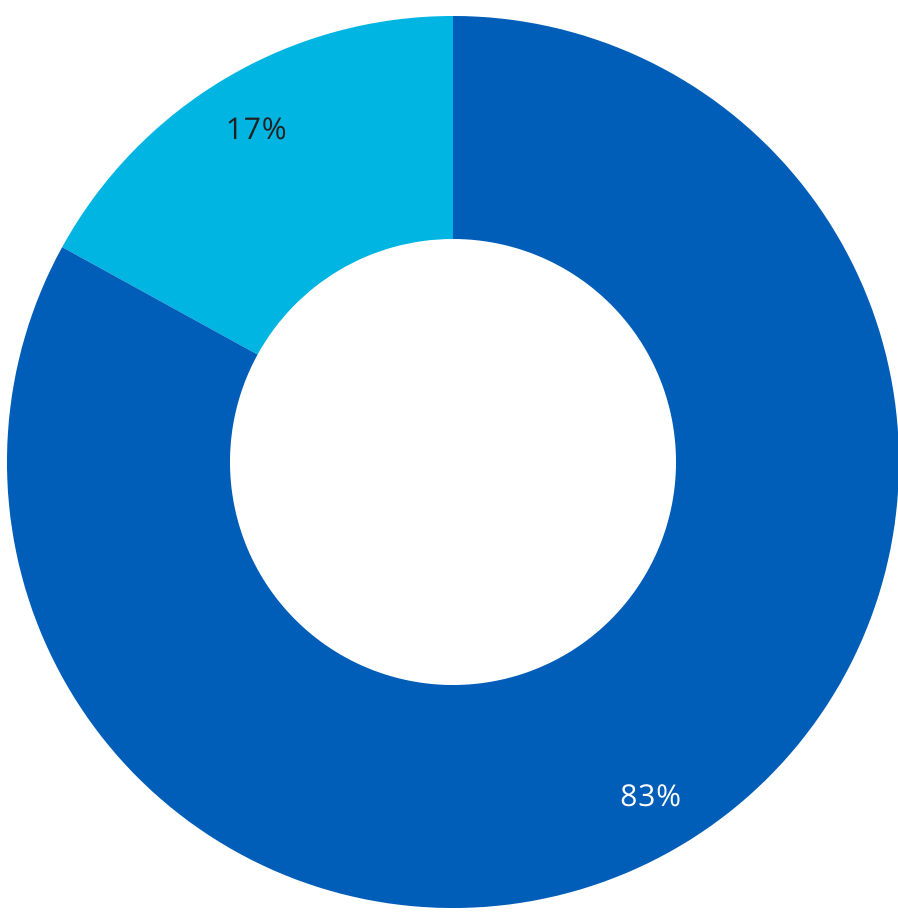
- Heterosexual (straight) - 7,222 Respondents (85%)
- Sexual diversity* - 1,248 Respondents (15%)

*Includes Lesbian, Gay, Bisexual, Two-Spirit, Queer, Questioning, Asexual, Pansexual, and/or additional sexual orientation(s) not specified

**Students Grade 7 and above reported on their sexual orientation.

Secondary Breakdown

The majority of secondary students (Grade 9-12) identified as **Heterosexual/Straight** (83%) while 17% identified as one or more of the following: **Lesbian, Gay, Bisexual, Two-Spirit, Queer, Questioning, Asexual, Pansexual, and/or additional sexual orientation(s) not specified.**



Secondary Sexual Orientation(s)

- Heterosexual (straight) - 11,981 Respondents (83%)
- Sexual diversity* - 2,462 Respondents (17%)

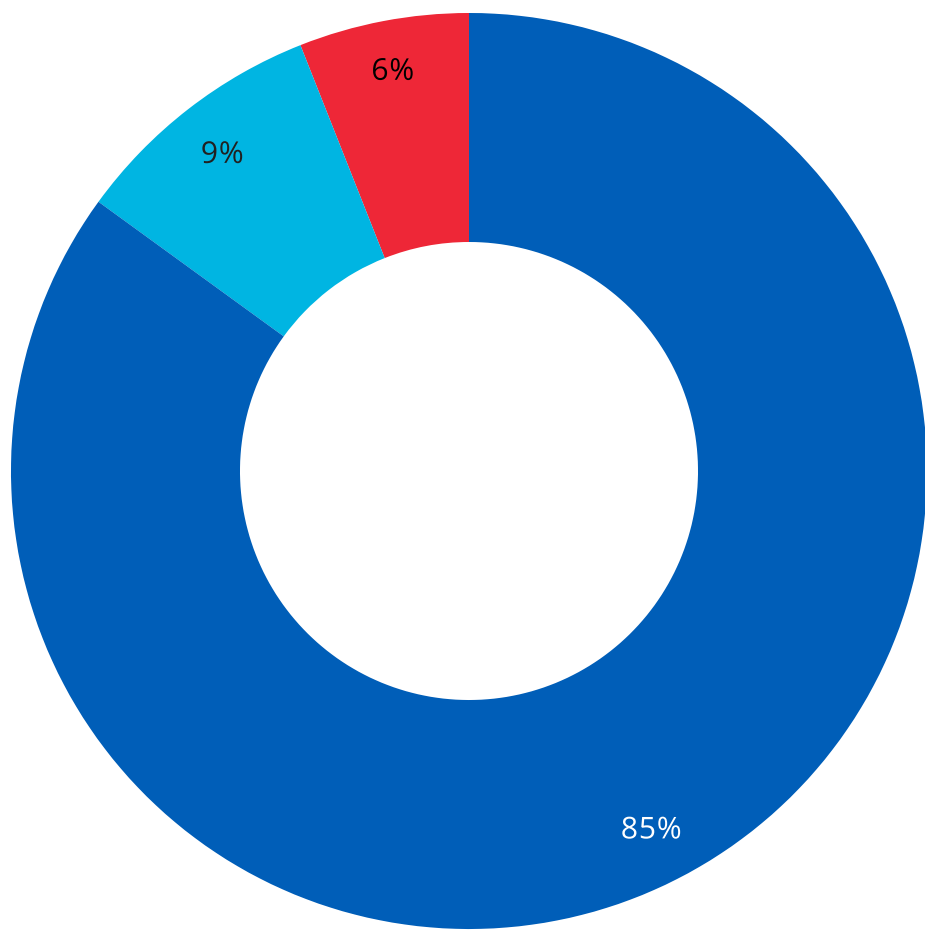
*Includes Lesbian, Gay, Bisexual, Two-Spirit, Queer, Questioning, Asexual, Pansexual, and/or additional sexual orientation(s) not specified

Disability

Students were asked to indicate whether they considered themselves to be a person with a disability(ies).

Elementary Breakdown

In elementary, **6% of students (Kindergarten - Grade 8) consider themselves to be a person with a disability(ies)**, of which **37% identified as having more than one disability**. **Learning disabilities, mental health disabilities and Autism Spectrum Disorder ranked as the highest single categories**. It is noteworthy that all disability types were reported by elementary students, albeit with varying frequencies, including pain, mobility, and addictions.



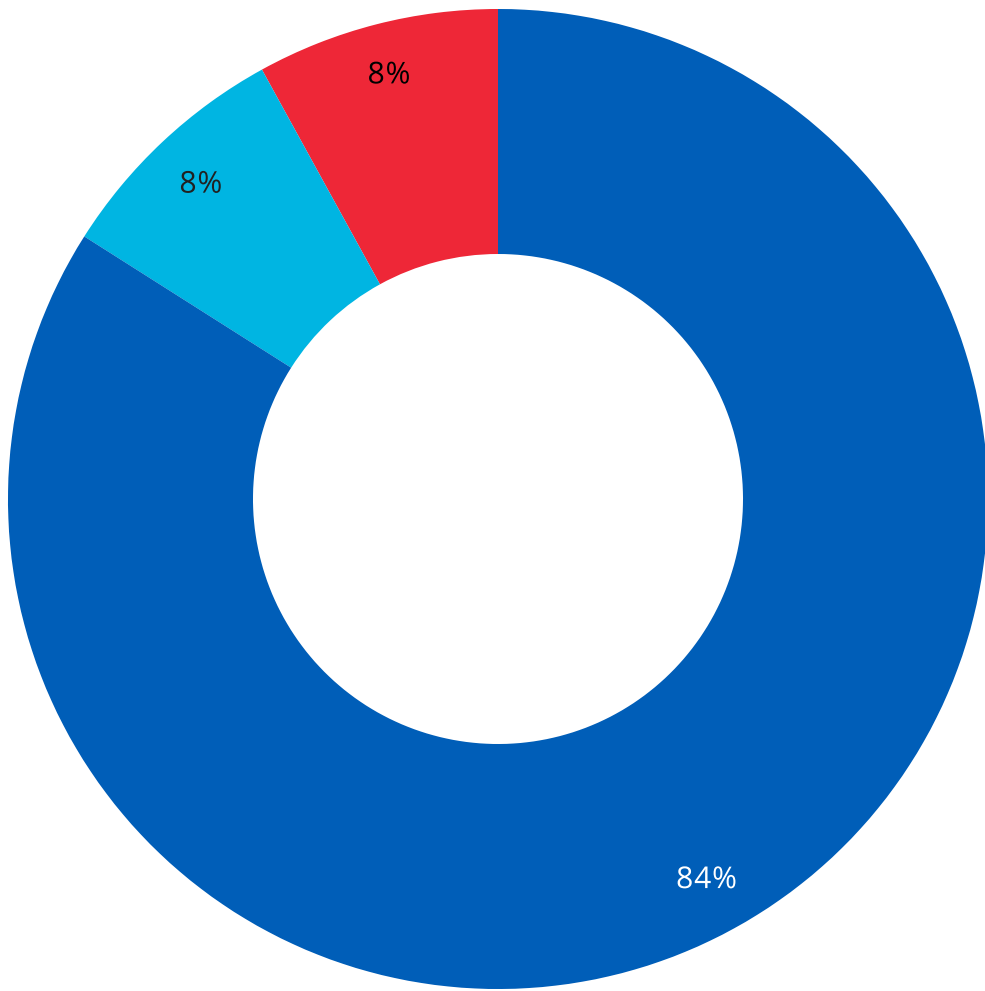
Elementary Disability(ies)

- No - 27,844 Respondents (85%)
- Unsure - 2,918 Respondents (9%)
- Yes - 2,056 Respondents (6%)

*Percentage will not add to 100% as respondents could choose multiple disability(ies)

Secondary Breakdown

In secondary, **8% of students (Grade 9-12) consider themselves to be a person with a disability(ies)**, of which almost **50% identified as having more than one disability**. **Learning disabilities, mental health disabilities and Autism Spectrum Disorder ranked as the highest single categories**. It is noteworthy that all disability types were reported by secondary students, albeit with varying frequencies, including pain, mobility and addictions.



Secondary Disability(ies)

- No - 12,572 Respondents (84%)
- Unsure - 1,227 Respondents (8%)
- Yes - 1,194 Respondents (8%)

*Percentage will not add to 100% as respondents could choose multiple disability(ies)

School Experiences

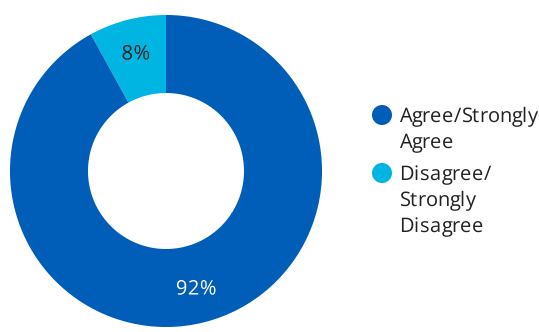
The Student Census included several questions pertaining to student experiences in the following areas:

- (a) positive school climate,
- (b) sense of belonging,
- (c) positive student-educator relationships,
- (d) positive student-student relationships, and
- (e) positive representation in school pictures, materials, topics and events.

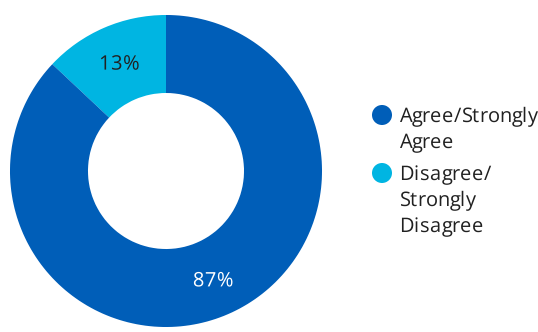
Answers to these questions were summed and averaged, per area, to develop a composite measure based on **combining the percentage of students who selected 'Agree' and 'Strongly agree' and those who selected 'Disagree' and 'Strongly Disagree' on each question**, and for sense of belonging, **combining the percentage of students who selected 'Often' and 'All the time' and those who selected 'Never' and 'Rarely'**.

Positive School Climate

Elementary (K-Gr. 8)



Secondary (Gr. 9-12)



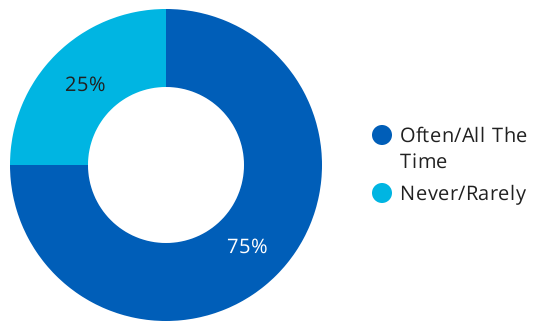
School climate includes the following questions:

- Adults at my school treat students fairly
- Adults at my school listen to the students
- At my school, teachers care about students
- My school is a friendly and welcoming place
- My school is an inviting place to learn
- Extra help for learning is available at my school when I need it

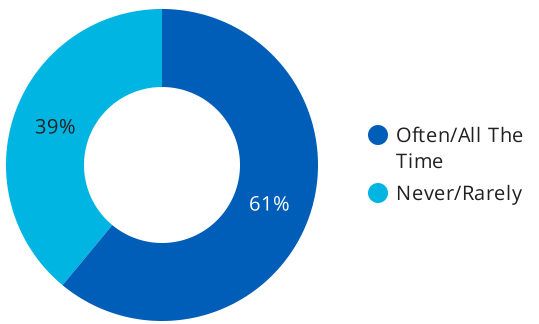
Across the statements, a total of 31,339 to 32,609 elementary and 13,701 to 14,310 secondary students provided ratings.

Sense of Belonging

Elementary (K-Gr. 8)



Secondary (Gr. 9-12)



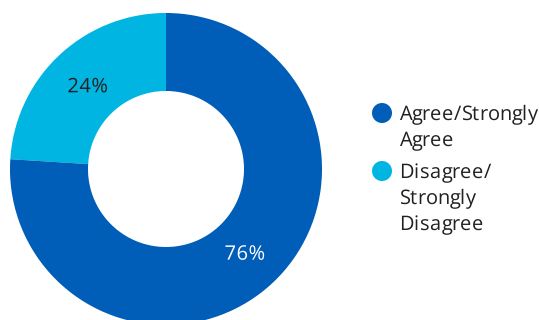
Students reported on the following aspects of sense of belonging:

- I feel happy at school
- I feel I belong in my school
- I feel accepted by students in my school
- I feel accepted by adults in my school
- I feel school rules are fair

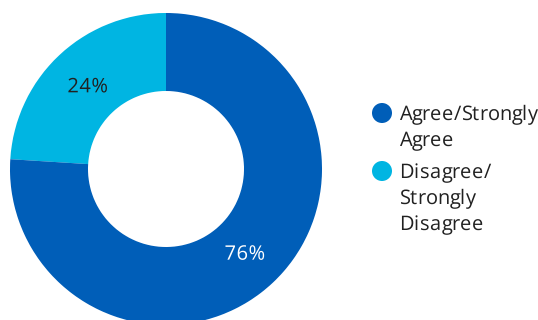
Across the statements, a total of 31,078 to 32,514 elementary and 9,329 to 9,978 secondary students provided ratings.

Student-Educator Relationships

Elementary (K-Gr. 8)



Secondary (Gr. 9-12)



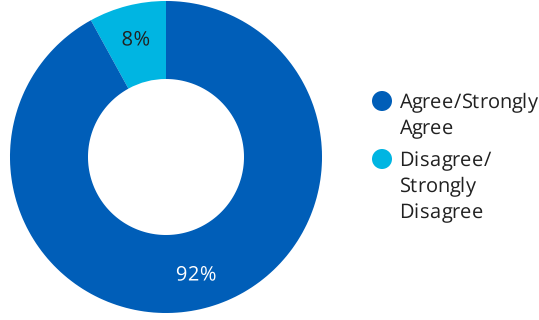
Students reported on the quality of their relationship with educators by answering the following questions:

- My teachers are there for me when I need them
- My teachers are open and honest with me
- I enjoy communicating with teachers at my school
- My teachers trust me
- Most teachers at my school are interested in me as a person, not just as a student

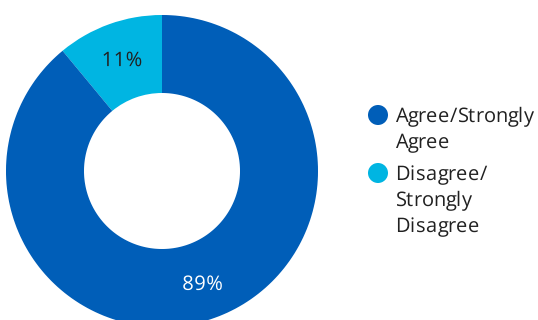
Across the statements, a total of 22,451 to 32,354 elementary and 13,170 to 14,769 secondary students provided ratings.

Student-Student Relationships

Elementary (K-Gr. 8)



Secondary (Gr. 9-12)



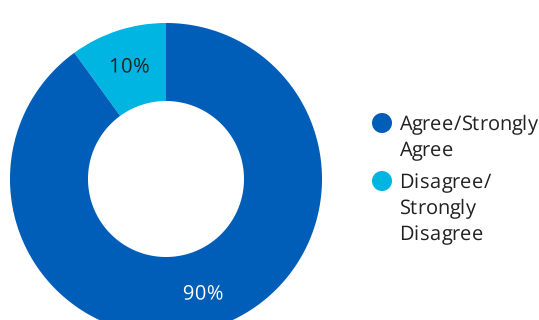
Students reported on the quality of their relationship with other students at their school by answering the following questions:

- There are students at my school who care about me
- Students at my school are there for me when I need them
- Other students at my school like me the way I am
- I enjoy communicating with students at my school
- Students at my school respect what I have to say
- I have some friends at school

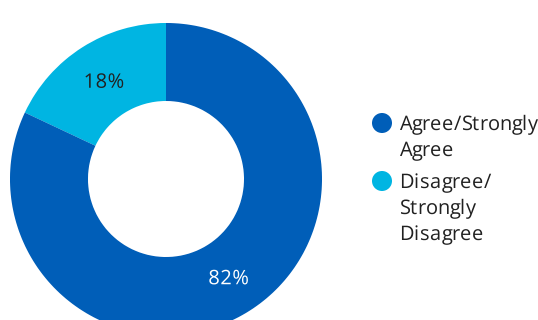
Across the statements, a total of 28,651 to 32,603 elementary and 13,077 to 14,231 secondary students provided ratings.

Positive Representation in School Pictures, Materials, Topics and Events

Elementary (K-Gr. 8)



Secondary (Gr. 9-12)



Students answered the following questions: At my school, students like me are reflected positively in:

- Pictures, posters and display of student work
- Materials teachers use in class (e.g., books, videos)
- Topics we study in class
- School events/activities (e.g., field trips, guest speakers, presentations, clubs, celebrations, etc.)

Across the statements, a total of 24,847 to 26,506 elementary and 11,944 to 12,326 secondary students provided ratings.

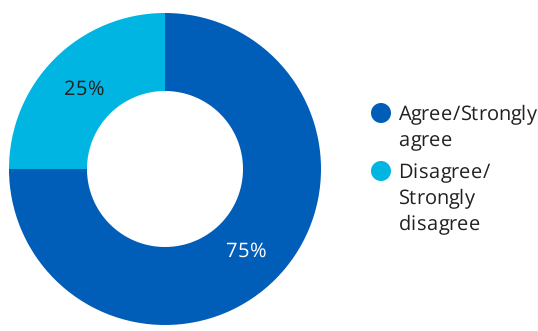
Student Feelings

Students reported on their school engagement and sense of well-being, by answering a number of questions in each area. Answers to the questions were summed and averaged, per area, to develop a composite measure based on **combining the percentage of students who selected 'Agree' and 'Strongly agree' and those who selected 'Disagree' and 'Strongly Disagree'** on each question, and for sense of well-being, **combining the percentage of students who selected 'Often' and 'All the time'** and those who **selected 'Never' and 'Rarely'**.

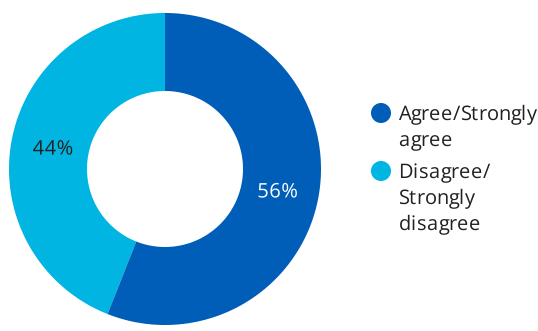
Students also reported on their awareness of mental health and well-being supports available at their school, by answering one question with 'Yes' or 'No' response options .

School Engagement

Elementary (K-Gr. 8)



Secondary (Gr. 9-12)



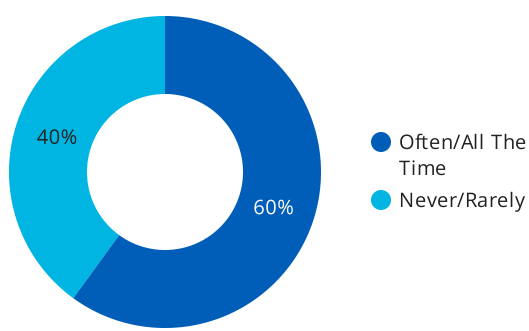
School engagement includes the following questions:

- I enjoy being at school
- I feel happy at school

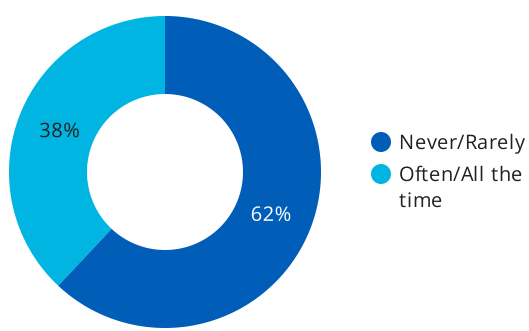
Across the statements, a total of 32,071 to 32,072 elementary and 14,409 to 14,438 secondary students provided ratings.

Well-Being

Elementary (K-Gr. 8)



Secondary (Gr. 9-12)



Sense of well-being includes the statements.

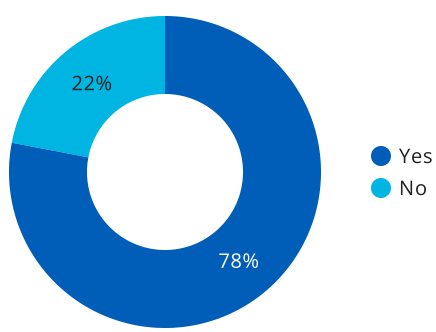
How often do you feel:

- Good about yourself
- Hopeful about the future
- You liked the way you look
- Lonely
- Nervous or worried
- Sad
- Tired for no reason
- Under a lot of stress or pressure (e.g., stressed out)

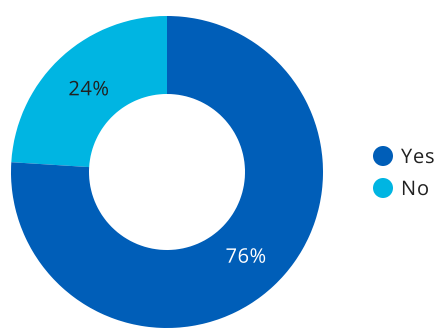
Across the statements, a total of 29,807 to 32,833 elementary and 9,754 to 10,431 secondary students provided ratings.

Students' Awareness of Mental Health and Well-Being Supports at their School

Elementary (K-Gr. 8)



Secondary (Gr. 9-12)



Students were asked to report on their awareness of support availability at their school by answering the following 'Yes' or 'No' question:

- Are you aware that your school has support to help students with their mental health and well-being?

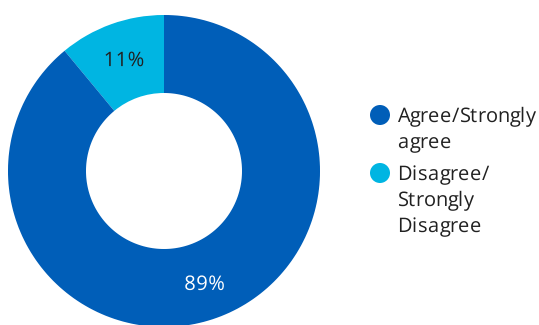
For this statement, a total of 33,546 elementary and 14,870 secondary students provided ratings.

Learning and Instruction

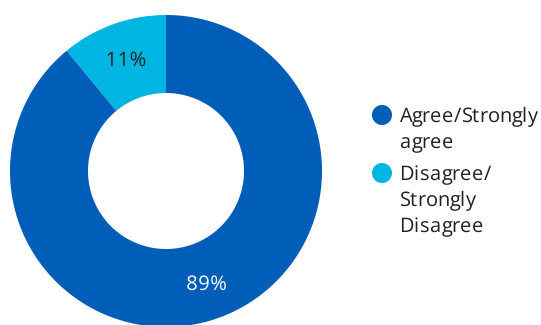
Students reported on various aspects of learning and instruction including: (a) educator expectations, (b) parental involvement with learning, (c) learning about experiences and achievements of diverse populations, (d) learning about human rights/social justice issues, (e) learning about the history, contributions and current realities of Indigenous peoples, and (f) the present and past impact of colonialism. Answers to the questions were summed and averaged, per area, to develop a composite measure based on **combining the percentage of students who selected 'Agree' and 'Strongly agree' and those who selected 'Disagree' and 'Strongly Disagree'** on each question, and for learning about the experiences/achievements of diverse populations, **combining the percentage of students who selected 'Often' and 'Sometimes' and those who selected 'Never' and 'Rarely'**.

Educator Expectations

Elementary (Gr.4-8)



Secondary (Gr. 9-12)

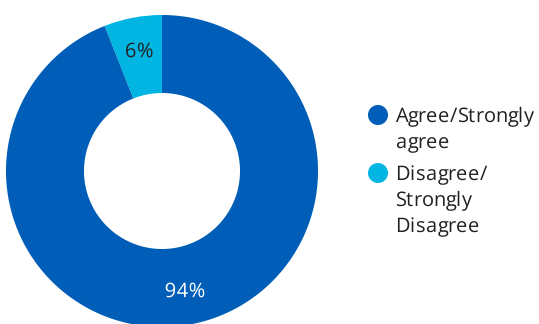


A total of 19,158 elementary students (Gr. 4-8) and 13,170 secondary students provided rating to the following question:

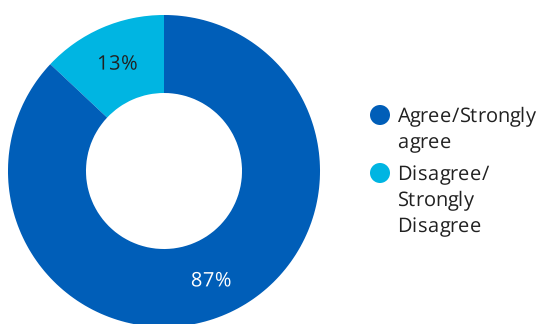
- My teachers have high expectations of me.

Parental Involvement with Learning

Elementary (K-Gr. 8)



Secondary (Gr. 9-12)



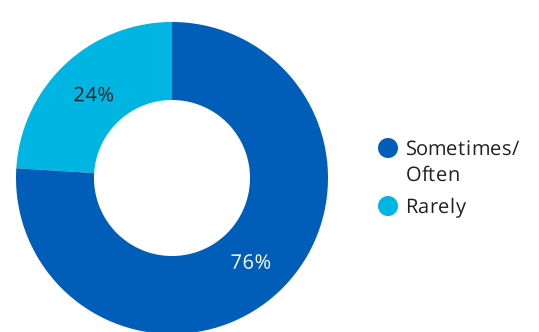
Parental involvement in learning includes the following questions. My parent(s)/guardian(s) or other adults at home:

- Help me with my schoolwork
- Communicate with me about what I do in school
- Ask me about my schoolwork
- Want me to work hard at school

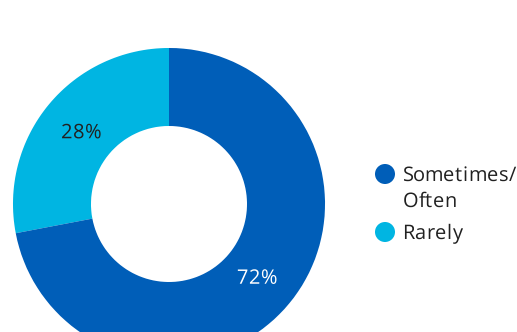
Across the statements, a total of 33,198 to 33,305 elementary and 14,753 to 14,777 secondary students provided ratings.

Learning About the Experiences/Achievements of Diverse Populations

Elementary (K-Gr. 8)



Secondary (Gr. 9-12)



Students commented on how often, at their school, they learned about the experiences and/or achievements of the following diverse groups of people:

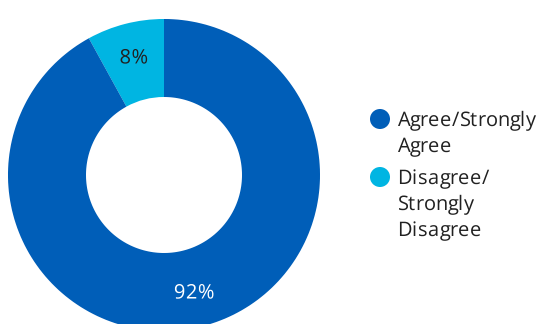
- Women and girls
- Indigenous communities (First Nation, Métis, Inuit)
- Diverse ethnic, cultural or racial groups
- Diverse religious/faith communities
- People with disabilities
- People with different amounts of money
- *People with different sexual orientations
- *People who identify as transgender

Across the statements, a total of 14,173 to 31,700 elementary and 14,441 to 14,500 secondary students provided ratings.

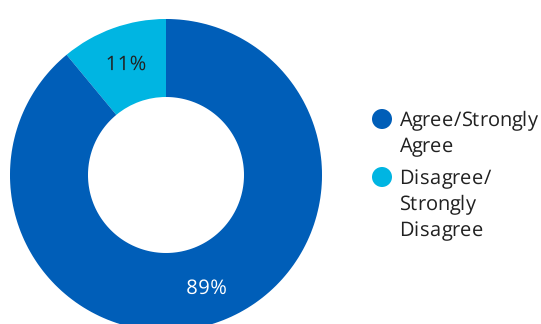
* Question(s) asked of Grade 7 and above students only

Learning about Human Rights/Social Justice Issues

Elementary (K-Gr. 8)



Secondary (Gr. 9-12)



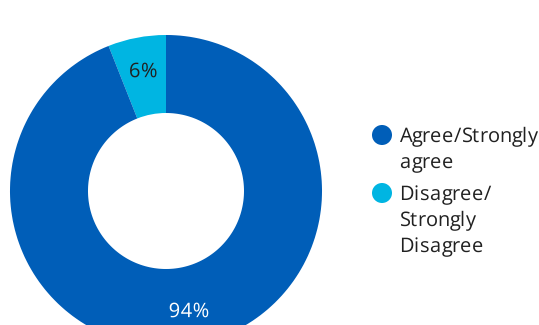
A total of 8,515 to 27,344 elementary and 13,242 to 13,885 secondary students provided ratings to the following question:

At my school, I am encouraged to think or learn about human rights/social justice issues related to:

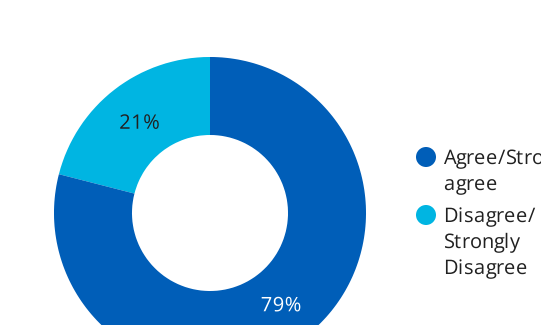
- Gender identity (Grade 7 and above)
- Race, ethnicity and/or culture
- Poverty
- Disabilities/Challenges

Learning about the history, contributions and present realities of Indigenous People

Elementary (Gr.4-8)



Secondary (Gr. 9-12)

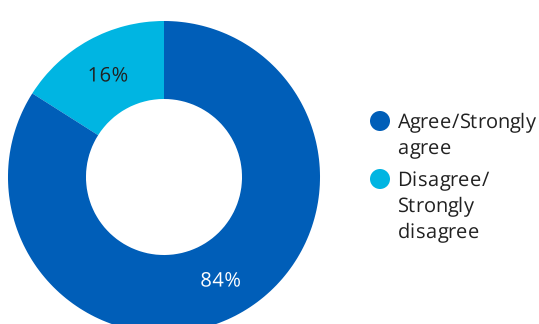


A total of 16,787 elementary students (Gr. 4-8) and 7,623 secondary students provided ratings to the following question:

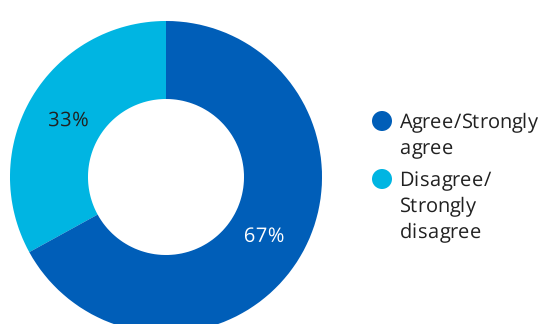
- At my school, I have opportunities to learn about the history, contributions and present realities of Indigenous Peoples.

Learning About the Past and Present Impacts of Colonialism

Elementary (Gr.4-8)



Secondary (Gr. 9-12)



A total of 13,718 elementary students (Gr. 4-8) and 6,997 secondary students provided rating to the following question:

- I have the opportunity to learn about the history, contributions and present realities of Indigenous People