



STUDENT CENSUS



SECONDARY

(9-12)

INTRODUCTION

The purpose of the Student Census is to eliminate systemic racism and advance racial equity in school boards as authorized by the Anti-Racism Act in s.7(2). We are authorized to collect personal information from students by the Anti-Racism Act (ARA s.6(2)), Municipal Freedom of Information and Protection of Privacy Act (MFIPPA s.28(2)), and the Education Act (265(1)(d), 169.1(1)). Our process has been developed in accordance with the guidance and legislation provided by the Ministry of Education, the Anti-Racism Directorate, the Ontario Human Rights Commission, and the Municipal Freedom of Information and Protection of Privacy Act.

The Student Census is a confidential and voluntary survey. The Student Census includes questions about languages, Indigenous identity, ethnic/cultural background, racial identity, citizenship status, religious/spiritual affiliation, gender identity, sexual orientation, and (dis)abilities. The results and analysis of the census will allow us to gain a deeper understanding of the diversity of students within our board and of the cultural, social, and demographic makeup of our students.

The role of school boards is to support the census process for students and to make the best use of the information that is gathered. This is an opportunity for us to learn more about the students we support and help us to identify differences and gaps in our students' experiences and outcomes, based on their diverse needs.



Student Census in Windsor-Essex Catholic District School Board

The “Know Me” Student Census survey was available from November 14 to 25, 2022. Collecting information through this survey will help us to identify, eliminate and respond to systemic barriers to student success; create more equitable and inclusive school environments, and further support student achievement and well-being in targeted and intentional ways.

Parents of students in JK to Grade 8 were given the opportunity to complete the student survey on behalf of their child. Students in Grades 9 to 12 were provided with a link to the survey and were given the opportunity to participate in the census during school time.

This report presents the responses for [secondary](#) students.

**Responses below the threshold of 10 were automatically suppressed to adhere to privacy and confidentiality guidelines from the Ministry of Education.*

Grade 9-12 Census



Would you like to complete the Student Census?



| Response | Windsor-Essex CDSB | |
|--------------|--------------------|-------------|
| | # Responses | % Responses |
| Yes | 4,027 | 95% |
| No | 234 | 5% |
| BOARD | | 100% |

0% Suppressed responses (n < 10)

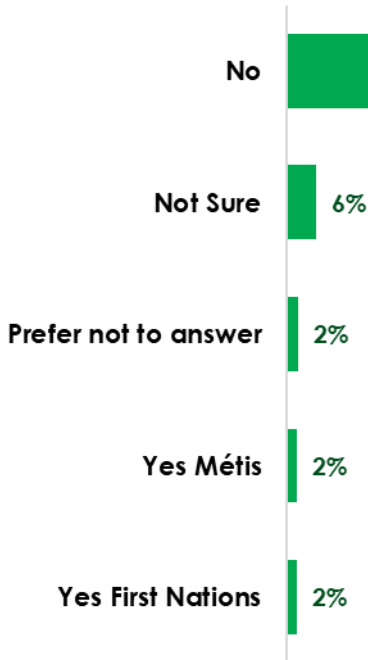
The **participation rate** for secondary students (**95%**) was based on the number of students who clicked on the link (4,261) and agreed to complete the Student Census (4,027).

The **response rate** (**54%**) was based on the number of emails with the survey link that were sent (7,436) and the number who agreed to complete the Student Census (4,027).



Indigenous Identity

Do you identify as First Nations, Métis, and/or Inuit? If yes, select all that apply.



| Windsor-Essex CDSB | | |
|----------------------|-------------|-------------|
| Response | # Responses | % Responses |
| No | 3,579 | 88% |
| Not Sure | 231 | 6% |
| Prefer not to answer | 89 | 2% |
| Yes Métis | 81 | 2% |
| Yes First Nations | 77 | 2% |
| Yes Inuit | 15 | 0.4% |
| BOARD | | 100% |

0% Suppressed responses (n < 10)

4%
First Nations, Métis, and/or Inuit
 (173 students)

2% Métis (81 students)
2% First Nations (77 students)

0.4% Inuit (15 students)



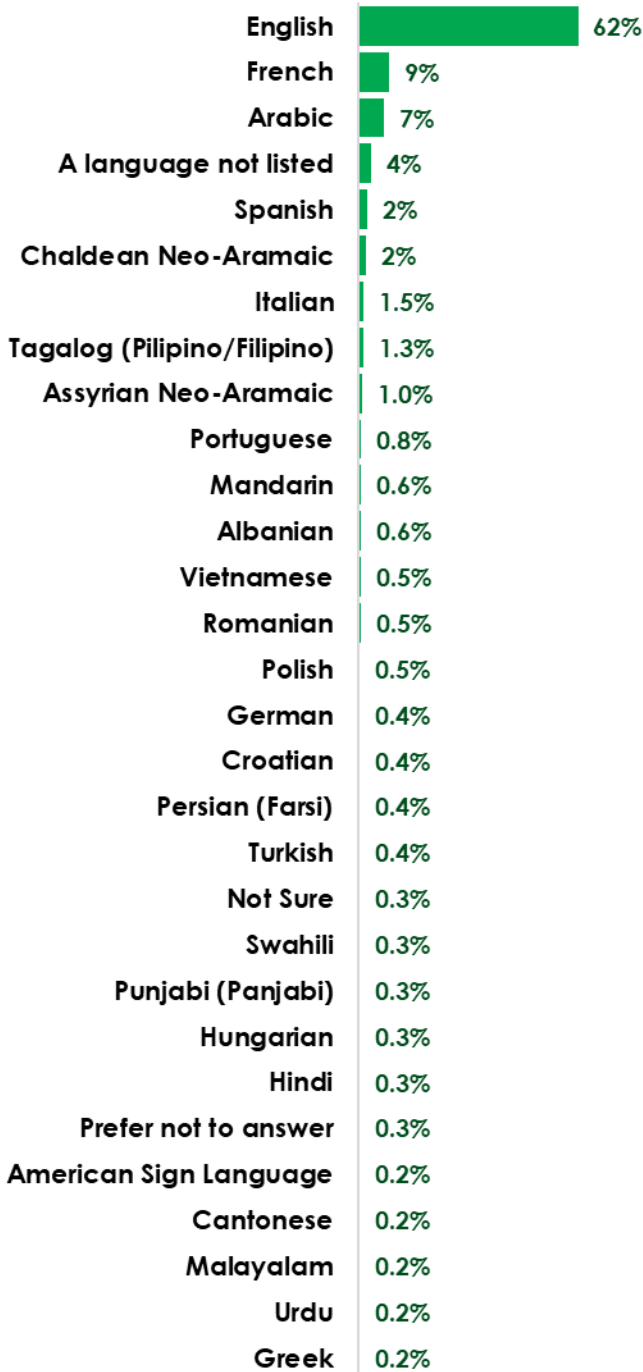
The adoption of the term Indigenous refers collectively to First Nations, Métis, and Inuit Peoples in Canada and represents an acknowledgement by the federal government of their rights under the United Nations Declaration of the Rights of Indigenous Peoples (Joseph, 2016). The Canadian Encyclopedia notes that, “these are the original inhabitants of the land that is now Canada. [...] Though severely threatened — and in certain cases extinguished — by colonial forces, Indigenous culture, language and social systems have shaped the development of Canada and continue to grow and thrive despite extreme adversity” (The Canadian Encyclopedia, 2019).

This question refers to Indigenous people of Canada who have ancestors who lived here for thousands of years before the first explorers arrived.



Ethnic Identity

✓ What is the first language(s) or dialect(s) you learned to speak as a child?



62%
English was the top first language.

Top 5 First Languages after English

- 9% French
- 7% Arabic
- 2% Spanish or Chaldean Neo-Aramaic
- 1.5% Italian
- 1.3% Tagalog (Pilipino/Filipino)





Windsor-Essex CDSB

| Response | # Responses | % Responses |
|-----------------------------|-------------|-------------|
| English | 3,106 | 62% |
| French | 435 | 9% |
| Arabic | 362 | 7% |
| Language not listed | 183 | 4% |
| Spanish | 124 | 2% |
| Chaldean Neo-Aramaic | 104 | 2% |
| Italian | 77 | 1.5% |
| Tagalog (Pilipino/Filipino) | 64 | 1.3% |
| Assyrian Neo-Aramaic | 51 | 1.0% |
| Portuguese | 39 | 0.8% |
| Mandarin | 29 | 0.6% |
| Albanian | 28 | 0.6% |
| Vietnamese | 26 | 0.5% |
| Romanian | 25 | 0.5% |
| Polish | 23 | 0.5% |
| German | 20 | 0.4% |
| Croatian | 19 | 0.4% |
| Persian (Farsi) | 19 | 0.4% |
| Turkish | 19 | 0.4% |
| Not Sure | 17 | 0.3% |
| Swahili | 16 | 0.3% |
| Punjabi (Panjabi) | 15 | 0.3% |
| Hungarian | 14 | 0.3% |
| Hindi | 13 | 0.3% |
| Prefer not to answer | 13 | 0.3% |
| American Sign Language | 12 | 0.2% |
| Cantonese | 12 | 0.2% |
| Malayalam | 12 | 0.2% |
| Urdu | 12 | 0.2% |
| Greek | 11 | 0.2% |
| BOARD | | 98% |

2% Suppressed responses (n < 10)

Student Census explored the language(s) first learned at home. As the Ontario Human Rights Commission notes, “there is almost inevitably a link between the language we speak or the accent with which we speak a particular language on the one hand, and our ancestry, ethnic origin or place of origin on the other.” (Ontario Human Rights Commission, n.d.)

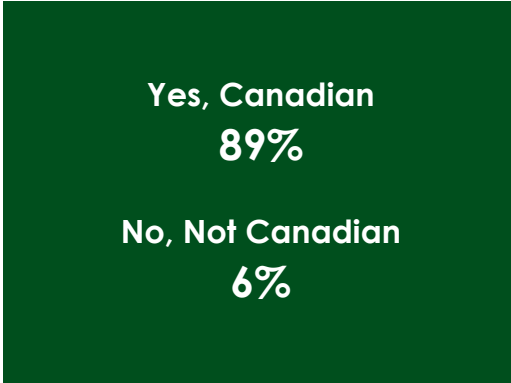
A first language is the language that your parents/guardians used to communicate with you or exposed you to



✓ Do you consider yourself a Canadian?

| Windsor-Essex CDSB | | |
|----------------------|-------------|-------------|
| Response | # Responses | % Responses |
| Yes | 3,548 | 89% |
| No | 226 | 6% |
| Not Sure | 161 | 4% |
| Prefer not to answer | 60 | 2% |
| BOARD | | 100% |

0% Suppressed responses (n < 10)



✓ What is your ethnic or cultural background? Select all that apply.

17%

Canadian was the top ethnic/cultural origin indicated by our students.

Top 6 after Canadian

- 9%** English
- 9%** Italian
- 8%** French
- 5%** Irish
- 4%** Scottish
- 4%** Arab

People often associate their identities with particular countries or territories. For example, they might feel a sense of belonging to the country(ies) that their parents, grandparents, or other ancestors came from.

This is what is known as ethnic or cultural origin. Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics.

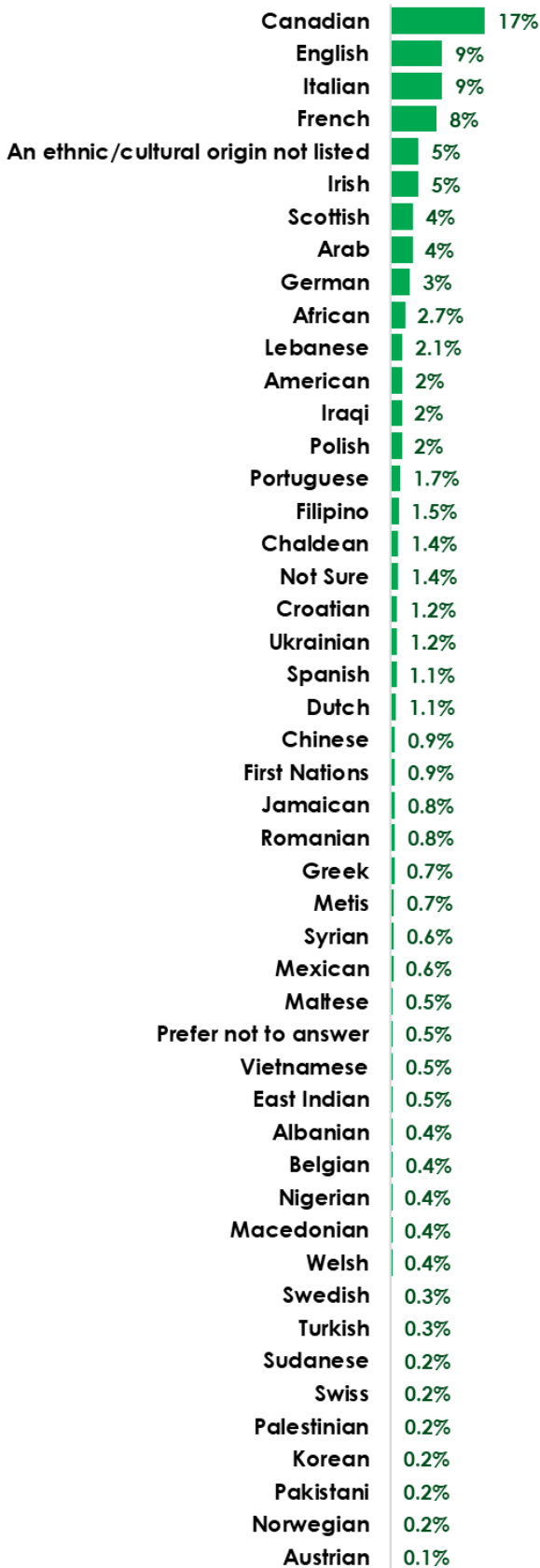


Ethnicity is complex and multidimensional and “can be measured using a variety of concepts, including ethnic ancestry or origin, ethnic identity, cultural origins, nationality, race, colour, minority status, tribe, language, religion or various combinations of these concepts” (United Nations, 2017). Statistics Canada defines ethnic origin as referring “to the ethnic or cultural origins of the person’s ancestors. An ancestor is usually more distant than a grandparent” (Statistics Canada, 2019a).

An ethnic group is a group of people who see each other as having similarities, such as traditions, country of origin, history, language, religion, society, and culture. Your ethnicity/culture is not always based on where you were born or where you live.



 **What is your ethnic or cultural background? Select all that apply.** (continued)



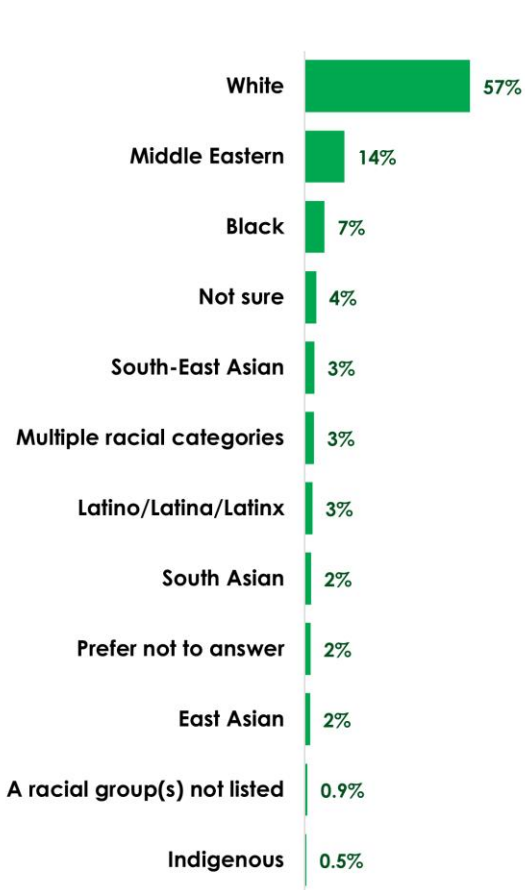
| Windsor-Essex CDSB | | |
|--------------------------------------|-------------|-------------|
| Response | # Responses | % Responses |
| Canadian | 1,355 | 17% |
| English | 746 | 9% |
| Italian | 740 | 9% |
| French | 659 | 8% |
| An ethnic/cultural origin not listed | 409 | 5% |
| Irish | 408 | 5% |
| Scottish | 329 | 4% |
| Arab | 320 | 4% |
| German | 277 | 3% |
| African | 215 | 3% |
| Lebanese | 173 | 2% |
| American | 170 | 2% |
| Iraqi | 167 | 2% |
| Polish | 167 | 2% |
| Portuguese | 141 | 1.7% |
| Filipino | 123 | 1.5% |
| Chaldean | 114 | 1.4% |
| Not Sure | 113 | 1.4% |
| Croatian | 94 | 1.2% |
| Ukrainian | 93 | 1.2% |
| Spanish | 90 | 1.1% |
| Dutch | 88 | 1.1% |
| Chinese | 72 | 0.9% |
| First Nations | 69 | 0.9% |
| Jamaican | 65 | 0.8% |
| Romanian | 64 | 0.8% |
| Greek | 60 | 0.7% |
| Metis | 56 | 0.7% |
| Syrian | 52 | 0.6% |
| Mexican | 46 | 0.6% |
| Maltese | 41 | 0.5% |
| Prefer not to answer | 40 | 0.5% |
| Vietnamese | 40 | 0.5% |
| East Indian | 38 | 0.5% |
| Albanian | 35 | 0.4% |
| Belgian | 32 | 0.4% |
| Nigerian | 31 | 0.4% |
| Macedonian | 30 | 0.4% |
| Welsh | 30 | 0.4% |
| Swedish | 24 | 0.3% |
| Turkish | 24 | 0.3% |
| Sudanese | 20 | 0.2% |
| Swiss | 19 | 0.2% |
| Palestinian | 17 | 0.2% |
| Korean | 15 | 0.2% |
| Pakistani | 14 | 0.2% |
| Norwegian | 13 | 0.2% |
| Austrian | 12 | 0.1% |
| BOARD | | 99% |

1% Suppressed responses (n < 10)



Race

✓ Which racial group or groups best describe(s) you? Select all that apply.



| Windsor-Essex CDSB | | |
|------------------------------|-------------|-------------|
| Response | # Responses | % Responses |
| White | 2,162 | 57% |
| Middle Eastern | 518 | 14% |
| Black | 258 | 7% |
| Not sure | 148 | 4% |
| South-East Asian | 126 | 3% |
| Multiple racial categories | 121 | 3% |
| Latino/Latina/Latinx | 99 | 3% |
| South Asian | 83 | 2% |
| Prefer not to answer | 78 | 2% |
| East Asian | 71 | 2% |
| A racial group(s) not listed | 34 | 0.9% |
| Indigenous | 20 | 0.5% |
| BOARD | | 98% |

2% Suppressed responses (n<10)

Top Racial Backgrounds

57% **White**

14% **Middle Eastern**

7% **Black**



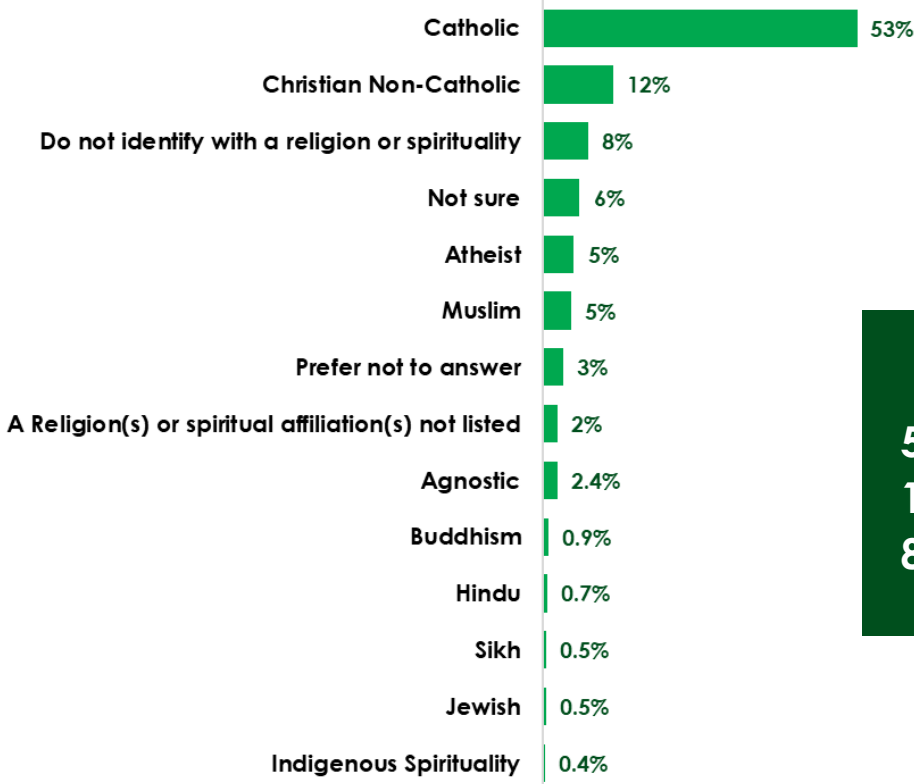
The Ontario Anti-Racism Directorate notes that, "race is a term used to classify people into groups based principally on physical traits (phenotypes) such as skin colour. Racial categories are not based on science or biology but on differences that society has created (i.e. 'socially constructed'), with significant consequences for people's lives. Racial categories may vary over time and place and can overlap with ethnic, cultural or religious groupings" (Ontario Anti-Racism Directorate, 2019).

Race refers to the way society organizes people into groups, based on how you look. Race does not have to be related to your country of origin. The examples provided are simply a guide. Choose your racial background based on how you self-identify.



Religion or Spiritual Affiliation

 Please identify your religion and/or spiritual affiliation. Please select all that apply.



Top 3 Religions/Spiritual Affiliations
53% Catholic
12% Christian Non-Catholic
8% Do not identify with a religion/ spirituality

The Ontario Anti-Racism Directorate notes that, "religion refers to an individual's self-identification or affiliation with any religious denomination, group, or other religiously defined community or system of belief and/or spiritual faith practices" (Ontario Antiracism Directorate, 2018).

Your faith/religion/creed is a system of beliefs that you and/or your family follow. This may involve certain special practices and celebrating special holidays. You may also visit a place of worship. "Atheism" refers to a lack of belief in any god or higher power. "No religion" refers to not following any religious practice.

People can be treated differently based on their religion/spirituality, 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.

Windsor-Essex CDSB

| Response | # Responses | % Responses |
|--|-------------|-------------|
| Catholic | 2,204 | 53% |
| Christian Non-Catholic | 492 | 12% |
| Do not identify with a religion or spirituality | 315 | 8% |
| Not sure | 256 | 6% |
| Atheist | 215 | 5% |
| Muslim | 194 | 5% |
| Prefer not to answer | 142 | 3% |
| A Religion(s) or spiritual affiliation(s) not listed | 101 | 2% |
| Agnostic | 100 | 2% |
| Buddhism | 39 | 0.9% |
| Hindu | 27 | 0.7% |
| Sikh | 22 | 0.5% |
| Jewish | 21 | 0.5% |
| Indigenous Spirituality | 16 | 0.4% |
| BO ARD | | 100% |

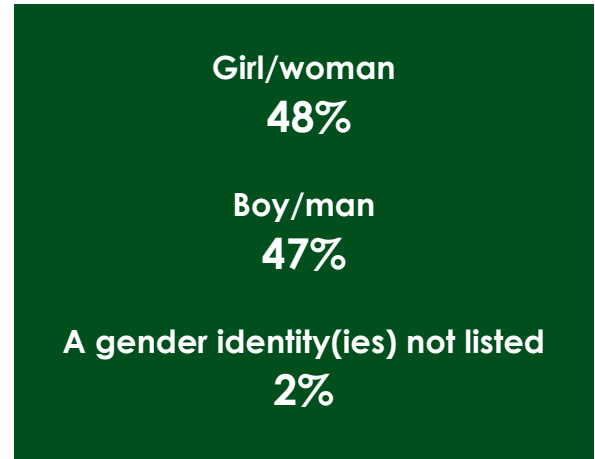
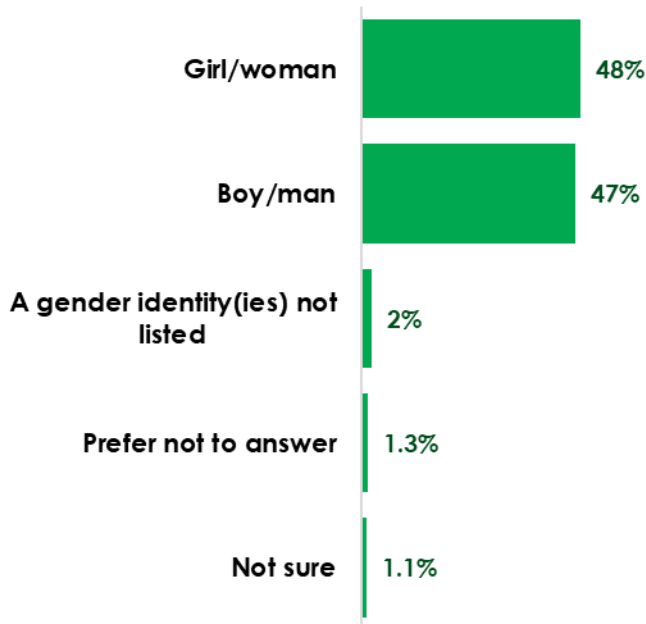
0% Suppressed responses (n < 10)



Gender Identity

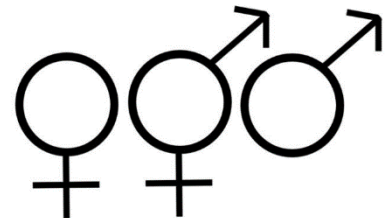


What is your gender identity? Select all that apply.



| Response | Windsor-Essex CDSB | |
|-----------------------------------|--------------------|-------------|
| | # Responses | % Responses |
| Girl/woman | 1,900 | 48% |
| Boy/man | 1,853 | 47% |
| A gender identity(ies) not listed | 87 | 2% |
| Prefer not to answer | 53 | 1.3% |
| Not sure | 45 | 1.1% |
| BOARD | | 100% |

0% Suppressed responses (n<10)



The Ontario Human Rights Commission defines gender identity as, “each person’s internal and individual experience of gender. It is a person’s sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person’s gender identity may be the same as or different from their birth-assigned sex (e.g. male, female, intersex).

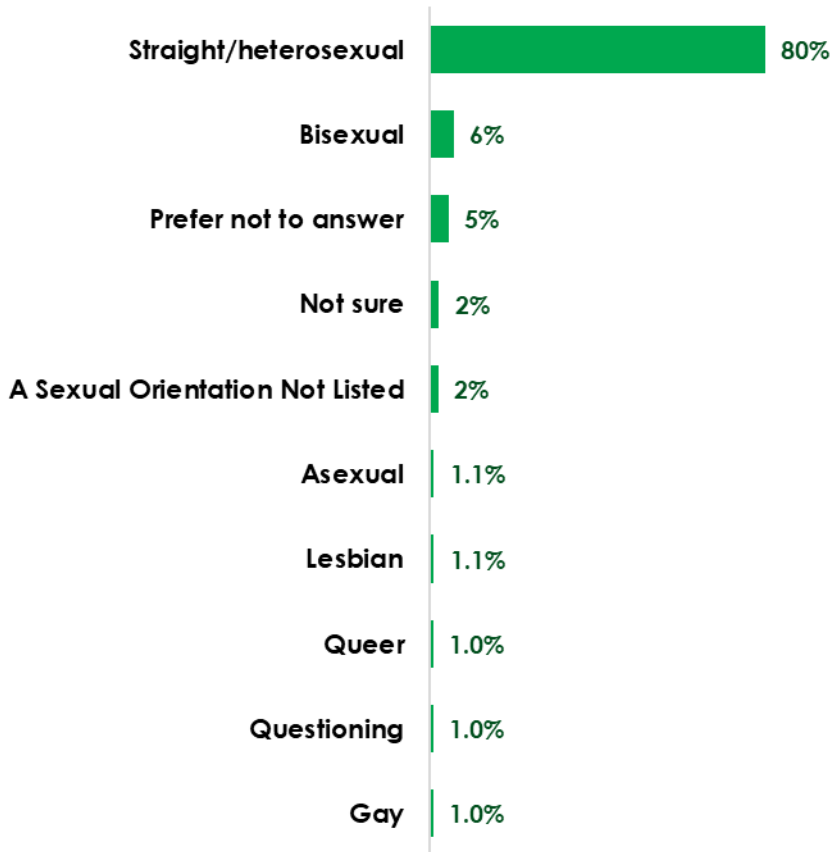
For most people, their sex and gender identity align. For some, it does not. A person may be born male but identify as a woman, or born female but identify as a man. Other people may identify outside the categories of woman/man, or may see their gender identity as fluid and moving between different genders at different times in their life.” (Ontario Human Rights Commission, n.d.)

Your gender identity is how you experience and express yourself as a boy, a girl or neither, for example. “Questioning” means that you are still wondering which gender identity applies to you. “I am not sure what this question is asking” means that an answer does not come to mind. It is different from and does not determine a person’s sexual orientation.



Sexual Orientation

What is your sexual orientation? (Choose all that apply)



| Response | Windsor-Essex CDSB | |
|---------------------------------|--------------------|-------------|
| | # Responses | % Responses |
| Straight/heterosexual | 3,117 | 80% |
| Bisexual | 229 | 6% |
| Prefer not to answer | 179 | 5% |
| Not sure | 87 | 2% |
| A Sexual Orientation not listed | 84 | 2% |
| Asexual | 43 | 1.1% |
| Lesbian | 42 | 1.1% |
| Queer | 39 | 1.0% |
| Questioning | 39 | 1.0% |
| Gay | 38 | 1.0% |
| BOARD | | 100% |

0% Suppressed responses (n < 10)

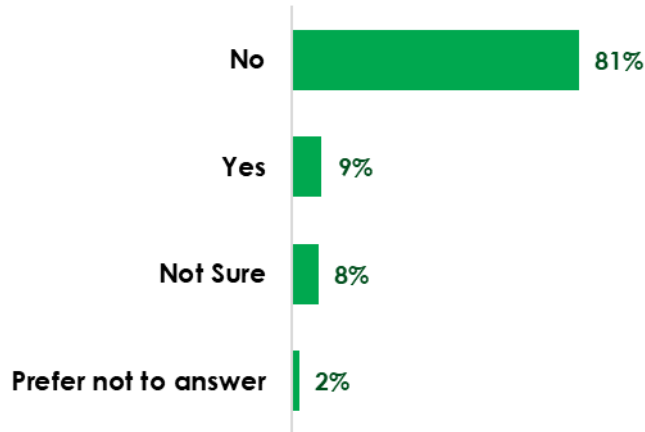
Students in grades 9 to 12 were asked about their sexual orientation. According to the United Nations Human Rights Office, "sexual orientation refers to a person's physical, romantic and/or emotional attraction towards other people. Everyone has a sexual orientation, which is part of their identity. [...] Sexual orientation is not related to gender identity and sex characteristics." (United Nations Human Rights Office, n.d.).

Sexual orientation refers to a person's sense of attraction to people of the same sex, the opposite sex, or both sexes.



Disability

✓ Do you identify as a person with a disability?



9% of students indicated that they considered themselves **to be a person with a disability.**

| Response | Windsor-Essex CDSB | |
|----------------------|--------------------|-------------|
| | # Responses | % Responses |
| No | 3,174 | 81% |
| Yes | 336 | 9% |
| Not Sure | 299 | 8% |
| Prefer not to answer | 90 | 2% |
| BOARD | | 100% |

0% Suppressed responses (n < 10)

✓ Of the 9% of students who identified as having a disability, the graph below identifies the types of disabilities within the 9%.



| Response | Windsor-Essex CDSB | |
|--|--------------------|-------------|
| | # Responses | % Responses |
| Mental health disability | 148 | 28% |
| Learning disability/ies | 99 | 19% |
| Any disability not listed | 48 | 9% |
| Autism Spectrum Disorder | 38 | 7% |
| Physical disability | 36 | 7% |
| Addiction(s) | 28 | 5% |
| Blind or low vision | 23 | 4% |
| Pain | 22 | 4% |
| Not sure | 18 | 3% |
| Speech/language impairment | 18 | 3% |
| Developmental disability/intellectual/cognitive impairment | 16 | 3% |
| Deaf or hard of hearing | 14 | 3% |
| Mobility | 11 | 2% |
| BOARD | | 97% |

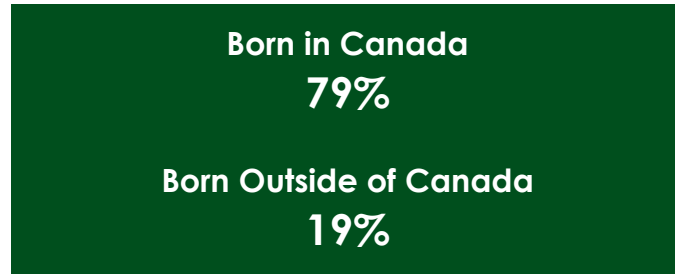
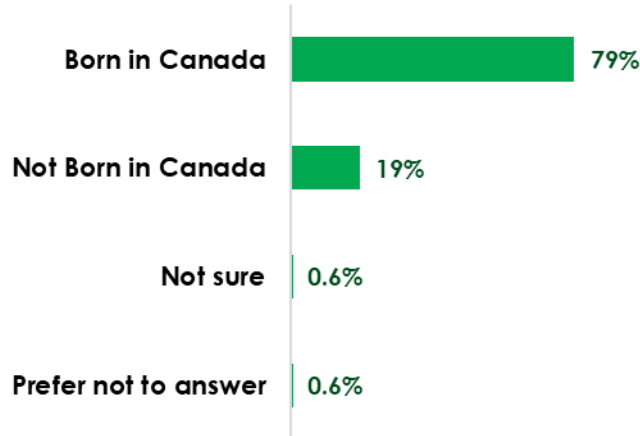
3% Suppressed responses (n < 10)

The Ontario Human Rights Commission recognizes that, “disability covers a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time. There are physical, mental, and learning disabilities, mental disorders, hearing or vision disabilities, epilepsy, mental health disabilities and addictions, environmental sensitivities, and other conditions.” (Ontario Human Rights Commission, n.d.).



Status in Canada

Were you born in Canada?



| Response | Windsor-Essex CDSB | |
|----------------------|--------------------|-------------|
| | # Responses | % Responses |
| Born in Canada | 3,105 | 79% |
| Not Born in Canada | 759 | 19% |
| Not sure | 23 | 0.6% |
| Prefer not to answer | 23 | 0.6% |
| BOARD | | 100% |

0% Suppressed responses (n < 10)

Are you currently:

| Response | Windsor-Essex CDSB | |
|--|--------------------|-------------|
| | # Responses | % Responses |
| A Canadian citizen | 468 | 62% |
| A landed immigrant/permanent resident | 148 | 20% |
| An international student (enrolled through a study permit) | 52 | 7% |
| Not sure | 40 | 5% |
| A refugee claimant | 26 | 3% |
| Prefer not to answer | 23 | 3% |
| BOARD | | 100% |

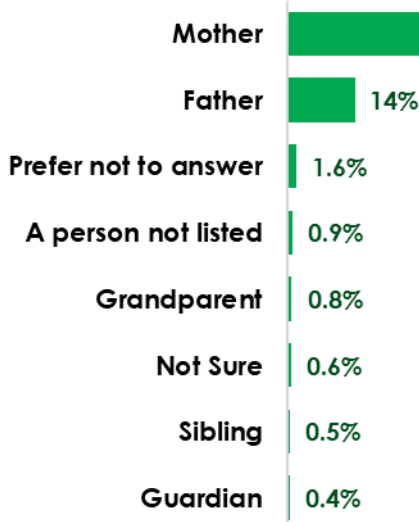
0% Suppressed/NA responses (n < 10)



Socio-economic Status

What is this person's relationship to you?

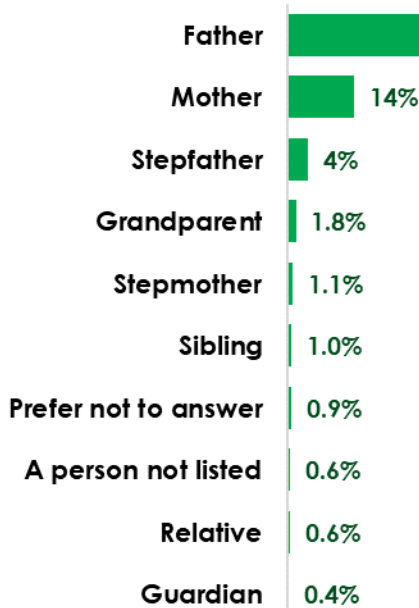
Parent/Guardian A



| Windsor-Essex CDSB | | |
|----------------------|-------------|-------------|
| Response | # Responses | % Responses |
| Mother | 3,129 | 80% |
| Father | 531 | 14% |
| Prefer not to answer | 64 | 1.6% |
| A person not listed | 36 | 0.9% |
| Grandparent | 32 | 0.8% |
| Not Sure | 25 | 0.6% |
| Sibling | 19 | 0.5% |
| Guardian | 15 | 0.4% |
| BOARD | | 99% |

1% Suppressed responses (n < 10)

Parent/Guardian B



| Windsor-Essex CDSB | | |
|----------------------|-------------|-------------|
| Response | # Responses | % Responses |
| Father | 2,361 | 75% |
| Mother | 433 | 14% |
| Stepfather | 136 | 4% |
| Grandparent | 58 | 1.8% |
| Stepmother | 35 | 1.1% |
| Sibling | 30 | 1.0% |
| Prefer not to answer | 29 | 0.9% |
| A person not listed | 18 | 0.6% |
| Relative | 18 | 0.6% |
| Guardian | 14 | 0.4% |
| BOARD | | 99% |

1% Suppressed responses (n < 10)

Parent/Guardian A

80% Mother, 14% Father

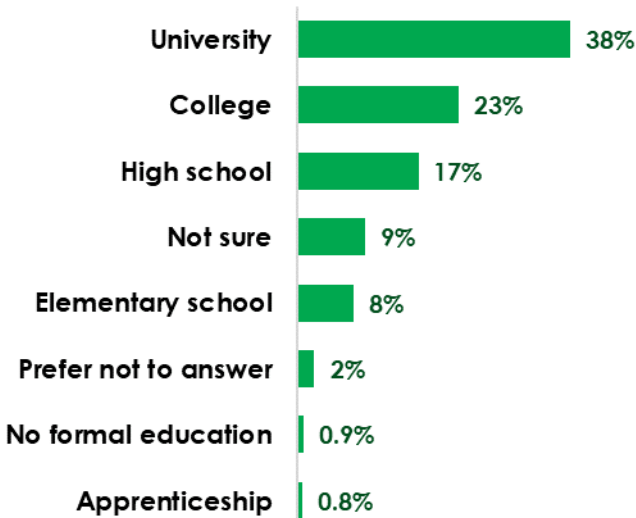
Parent/Guardian B

75% Father, 14% Mother



What is the highest level of education Parent/Guardian A/B has completed?

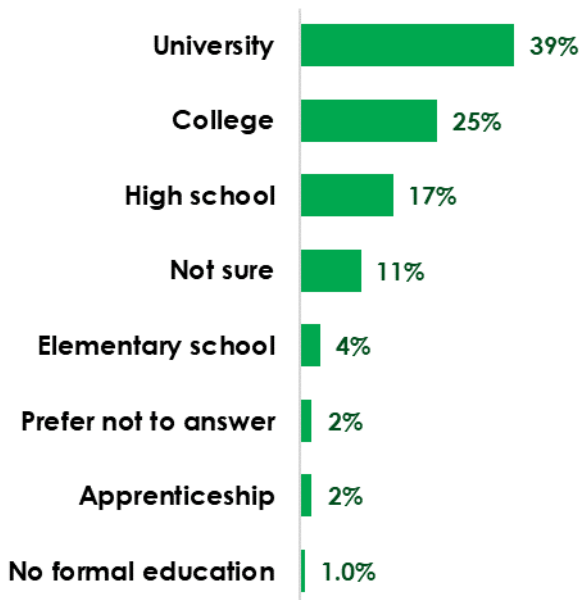
Parent/Guardian A



| Windsor-Essex CDSB | | |
|----------------------|-------------|-------------|
| Response | # Responses | % Responses |
| University | 1,487 | 38% |
| College | 881 | 23% |
| High school | 663 | 17% |
| Not sure | 367 | 9% |
| Elementary school | 310 | 8% |
| Prefer not to answer | 95 | 2% |
| No formal education | 36 | 0.9% |
| Apprenticeship | 32 | 0.8% |
| BOARD | | 100% |

0% Suppressed responses (n < 10)

Parent/Guardian B



| Windsor-Essex CDSB | | |
|----------------------|-------------|-------------|
| Response | # Responses | % Responses |
| University | 1,211 | 39% |
| College | 777 | 25% |
| High school | 527 | 17% |
| Not sure | 346 | 11% |
| Elementary school | 117 | 4% |
| Prefer not to answer | 68 | 2% |
| Apprenticeship | 67 | 2% |
| No formal education | 31 | 1.0% |
| BOARD | | 100% |

0% Suppressed responses (n < 10)

61%-64% of parents/guardians attended **University (any level) or College**

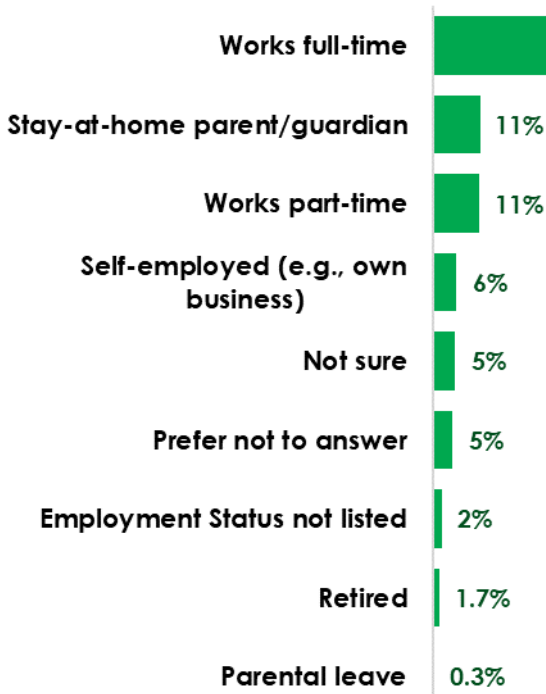
21%-25% indicated **Elementary or High School** as the highest level of education



What is the employment status for Parent/Guardian A/B?



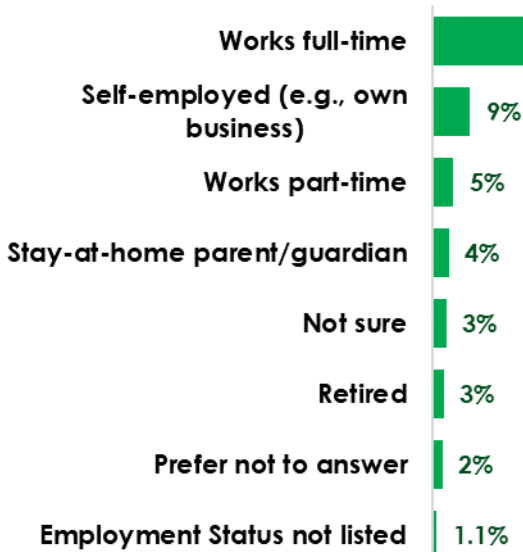
Parent/Guardian A



| Windsor-Essex CDSB | | |
|------------------------------------|-------------|-------------|
| Response | # Responses | % Responses |
| Works full-time | 2,258 | 59% |
| Stay-at-home parent/guardian | 422 | 11% |
| Works part-time | 415 | 11% |
| Self-employed (e.g., own business) | 216 | 6% |
| Not sure | 201 | 5% |
| Prefer not to answer | 180 | 5% |
| Employment Status not listed | 85 | 2% |
| Retired | 64 | 1.7% |
| Parental leave | 13 | 0.3% |
| BOARD | | 100% |

0% Suppressed responses (n < 10)

Parent/Guardian B



| Windsor-Essex CDSB | | |
|------------------------------------|-------------|-------------|
| Response | # Responses | % Responses |
| Works full-time | 2,278 | 73% |
| Self-employed (e.g., own business) | 279 | 9% |
| Works part-time | 156 | 5% |
| Stay-at-home parent/guardian | 125 | 4% |
| Not sure | 102 | 3% |
| Retired | 84 | 3% |
| Prefer not to answer | 76 | 2% |
| Employment Status not listed | 33 | 1.1% |
| BOARD | | 100% |

0% Suppressed responses (n < 10)

59%-73% of Parents/Guardians **work Full-Time**
4%-11% of Parents/Guardians **Stay-at-home**
parent/guardian
5%-11% of Parents/Guardians **work Part-time**
6%-9% of Parents/Guardians were **Self-employed**



Parent/Guardian C and D

472 students indicated that they had a third caregiver.

- 43% Sibling, 19% Grandparent, 8% Father, 7% Stepmother or Stepfather, 5% Mother, 5% Relative
- 26% High School, 26% University, 19% College, 7% Elementary, 3% No formal education
- 34% Work Full-time, 25% Work Part-time, 14% Retired, 5% Self-employed, 4% Stay-at-home parent/guardian

129 students indicated that they had a fourth caregiver.

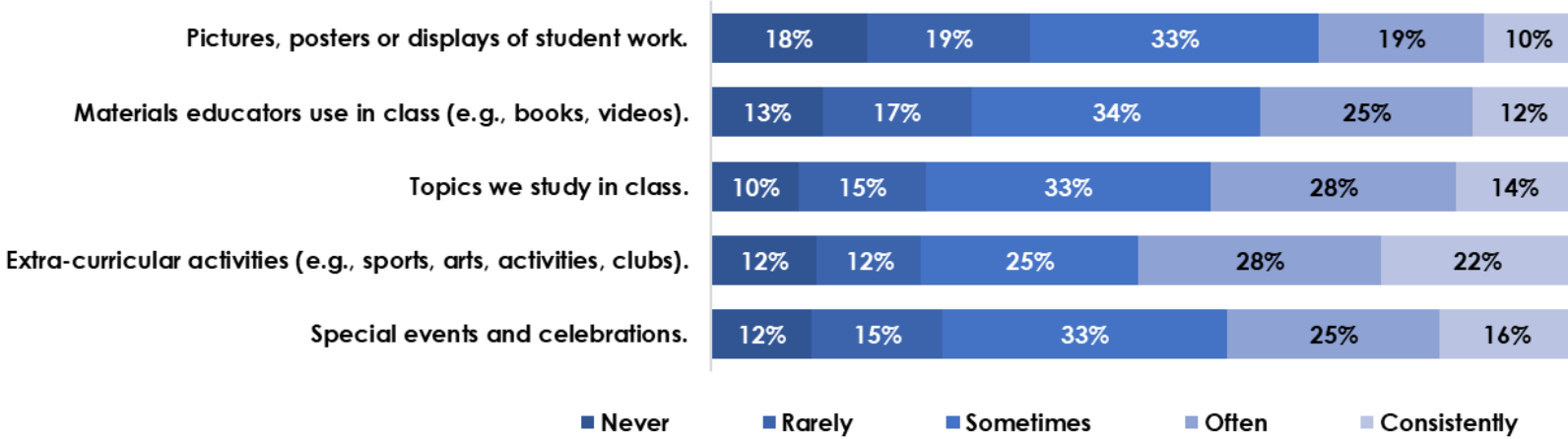
- 28% Sibling, 20% Grandparent, 16% Stepmother, 11% Stepfather
- 24% High School, 22% University, 16% College
- 36% Work Full-time, 17% Work Part-time, 15% Retired, 8% Stay-at-home parent/guardian





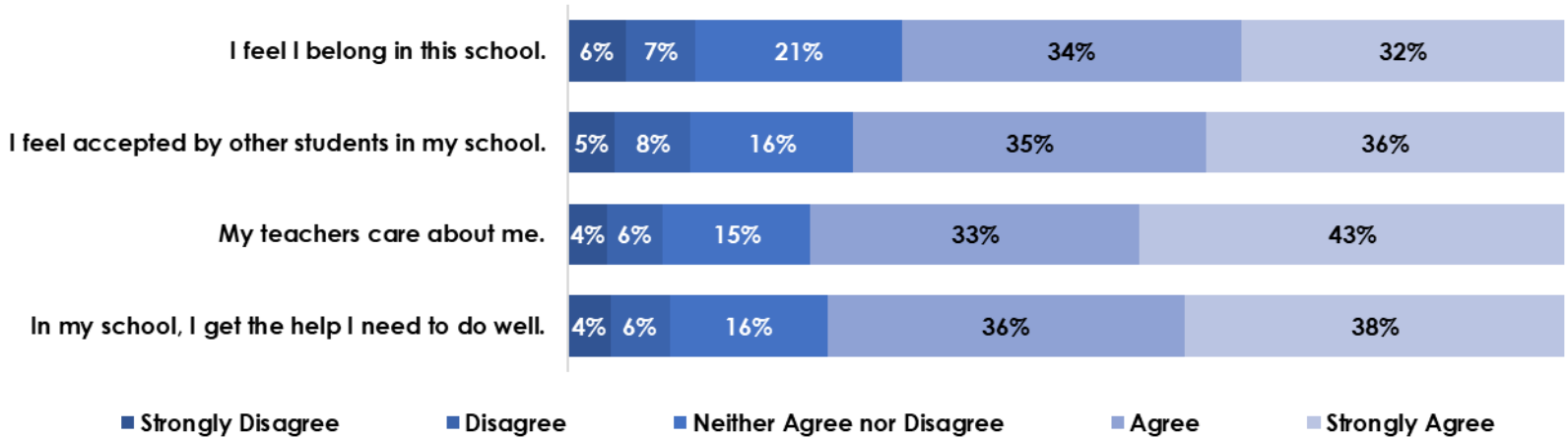
Reflection

At my school, I see myself/my identity reflected positively in:



■ Never ■ Rarely ■ Sometimes ■ Often ■ Consistently

How do you feel about your school?



■ Strongly Disagree ■ Disagree ■ Neither Agree nor Disagree ■ Agree ■ Strongly Agree

