

2022-2023 STUDENT LEARNING UPDATE

Appendix B to Report 24-059



**PART ONE:
LEARNING
OUTCOMES IN CORE
ACADEMIC SKILLS**
NOVEMBER 2023



**PART TWO:
PREPARATION OF
STUDENTS FOR
FUTURE SUCCESS**
FEBRUARY 2024



**PART THREE:
STUDENT
ENGAGEMENT
AND WELL-BEING**
MAY 2024

REPORTING SCHEDULE: The Student Learning Update will be organized into three reports, using the structure outlined for the Student Achievement Plan from the Ministry of Education. This report contains **Part THREE**.





OBJECTIVE AND SCOPE

Student mental health and well-being are inextricably linked to academic achievement. As learning institutions, schools play a critical role in promoting and protecting student well-being and engagement. This report focuses on key metrics, aligned with direction from the Ministry of Education to monitor student engagement and well-being. The data that follows is organized by:



Student Attendance

- Patterns by Identity
- Intersections with Achievement

Student Suspensions

- Review of Recent Report
- Intersections with Achievement

Perceptual data

- School Climate Surveys



To monitor progress and inform ongoing planning to support underserved students, data is further explored by student demographic characteristics from our student information system and Valuing Voices survey. These results are highlighted below and detailed in the appendices attached.



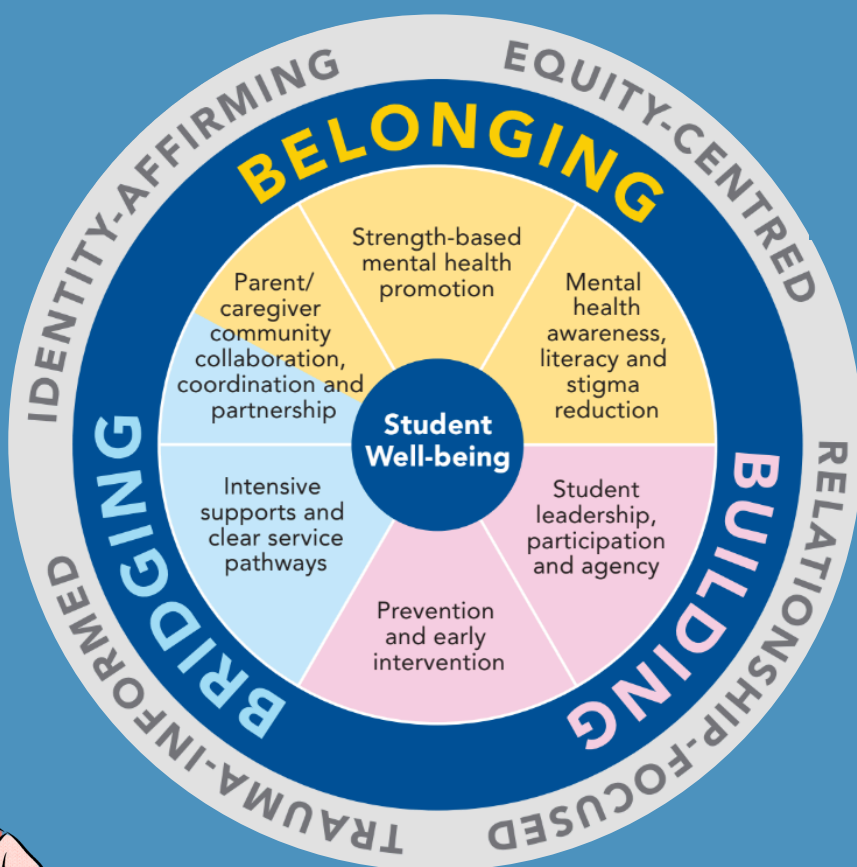
This is the the third and the final report from a series of reports, following learning reports on **Core Academics Skills** and **Preparation of Students for Future Success**. Refer to the links below to access these reports:

 [**STUDENT LEARNING - CORE ACADEMIC SKILLS \(PART I\)**](#)

 [**STUDENT LEARNING - PREPARATION OF STUDENTS FOR FUTURE SUCCESS \(PART II\)**](#)

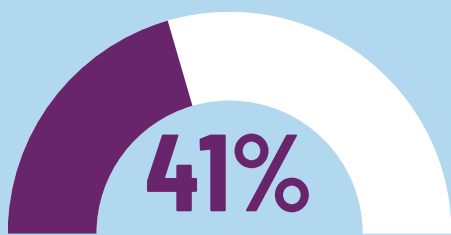
This update on student engagement and well-being is timely in that it follows the recent launch of our new mental health and well-being strategy, focused on belonging, building, and bridging:

 [**OCDSB MENTAL HEALTH AND WELL-BEING STRATEGY**](#)



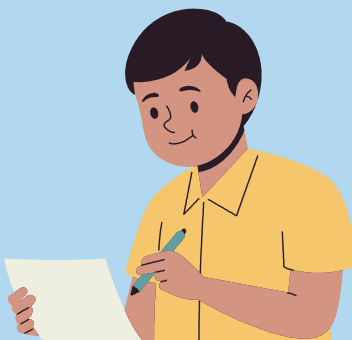


STUDENT ATTENDANCE



of **41,339** total

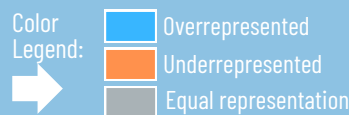
41% of students in Grades 1-8, were **absent for 10% or more instructional days** (i.e., 19+ days)



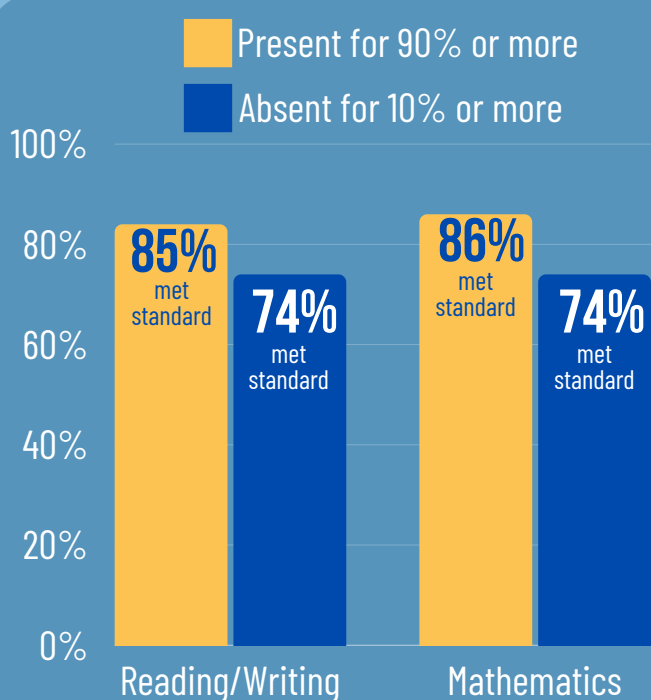
Elementary (Gr.1-8) 2022-2023 Student Absence Rates	N	% Absent for 10%+ days	Disproportionality
ALL ELEMENTARY STUDENTS (GR.1-8)	41,339	41%	
Multilingual Learners (ESL/ELD)	6,863	44%	1.07
Low-SES	14,172	47%	1.15
Female	19,827	41%	0.99
Male	21,339	41%	1.00
Transgender, Non-Binary, Gender Diverse	152	61%	1.49
Gender Not Disclosed	21	52%	1.27
Indigenous	781	60%	1.45
Special Education (excluding gifted)	7,296	50%	1.21

According to the most recent Ministry calculations, 54% of OCDSB elementary students were absent for 10% or more days, **7% higher than the provincial rate** of 47%.

The disaggregation of attendance data allows us to calculate disproportionalities and identify underserved students. The **largest disproportionalities** in attendance data tends to be for students who identify as **transgender, non-binary and gender diverse**, and students who identify as **Indigenous**.



ATTENDANCE AND ACHIEVEMENT



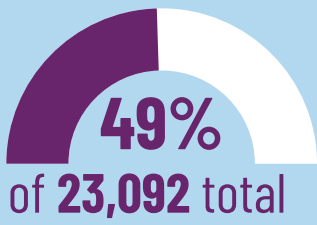
Grade 1-8 students who attended school for 90% or more instructional days had **higher achievement** outcomes in Reading, Writing and Mathematics, in comparison to those who were absent for 10% (i.e., 19 instructional days) or more. This difference holds when disaggregating **based on identity** (i.e., for students with special education needs, students who identify as Indigenous, multilingual learners, students across the gender variables, and students residing in low-income neighbourhoods).



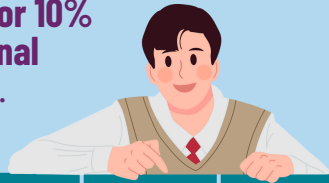
SECONDARY ENGAGEMENT (GR.9-12)



STUDENT ATTENDANCE



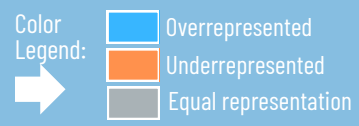
49% of students in Grades 9-12, were **absent for 10% or more instructional days** (i.e., 18+ days).



Secondary (Gr.9-12) 2022-2023 Absence Rates	N	% Absent for 10%+ days	Disproportionality
ALL SECONDARY STUDENTS (GR.9-12)	23,092	49%	
Multilingual Learners (ESL/ELD)	5,788	51%	1.03
Low-SES	7,425	56%	1.15
Female	11,105	51%	1.04
Male	11,713	47%	0.95
Transgender, Non-Binary, Gender Diverse	239	67%	1.36
Gender Not Disclosed	35	60%	1.22
Indigenous	458	67%	1.36
Special Education (excluding gifted)	5,871	57%	1.15

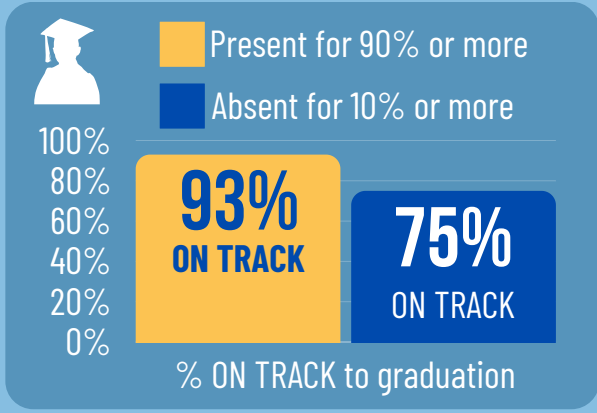
According to the most recent Ministry calculations, 40% of OCDSB secondary students were absent for 10% or more of classes for a course, **7% lower than the provincial rate** of 47%.

The disaggregation of attendance data revealed disproportionalities in attendance for underserved students. As with elementary, the **largest disproportionalities** were observed for students who identify as **transgender, non-binary** and **gender diverse**, and students who identify as **Indigenous**.



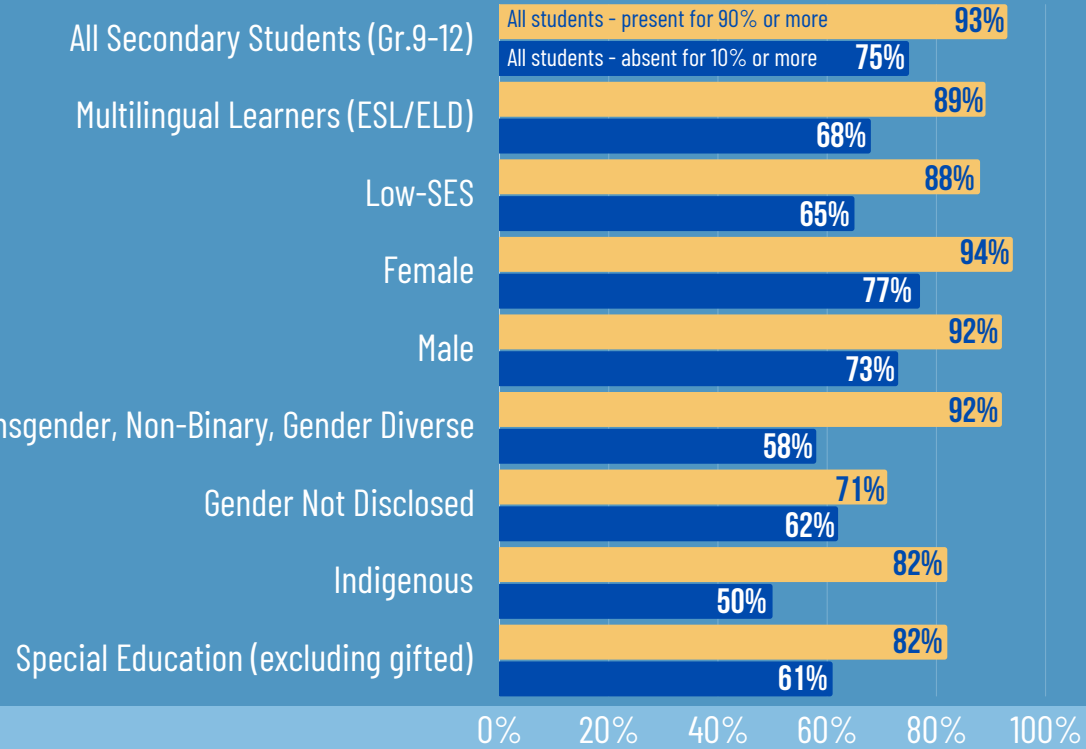
ATTENDANCE AND ACHIEVEMENT

Grade 9-12 students who attended 90% or more of their enrolled classes were **more likely to be on track to graduation**, in comparison to those who were absent for 10% or more. This observation is true for all groups **based on identity**, but was largest for students who identify as **transgender, non-binary**, and **gender diverse**, and students who identify as **Indigenous**.



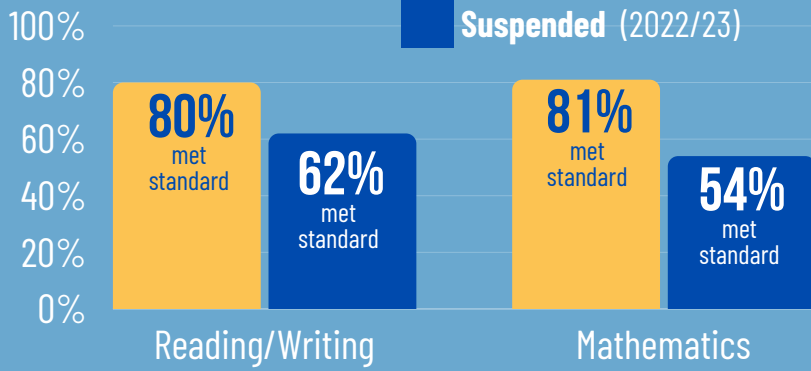
GROUP LEVEL INSIGHTS:

% ON TRACK TO GRADUATION

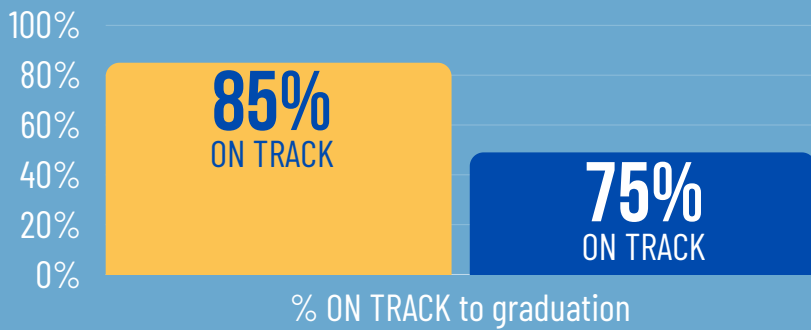


SUSPENSION AND ACHIEVEMENT

ELEMENTARY (G1-8)



SECONDARY (G9-12)



Similar to attendance, suspension rates were related to academic achievement. Students with **at least one suspension** were **less likely to meet the provincial standard** or be **on track to graduation**, in comparison to those who had not been suspended in 2022-2023.

This difference holds when disaggregating by **identity-based data**.

Elementary (Gr.1-8) 2022-2023 Achievement by Suspension	Reading and Writing - % Met Standard				Mathematics - % Met Standard			
	N	Suspended*	N	Not Suspended**	N	Suspended	N	Not Suspended
All Elementary Students (District, Gr.1-8)	74,469	80%	1,388	62%	40,467	81%	691	54%
Multilingual Learners (ESL/ELD)	5,576	80%	212	57%	5,576	80%	212	57%
Low-SES	7,125	76%	300	60%	7,125	76%	300	60%
Female	10,925	86%	180	56%	10,925	86%	180	56%
Male	11,198	84%	515	47%	11,198	84%	515	47%
Transgender, Non-Binary, Gender Diverse	230	70%	9	67%	230	70%	9	67%
Gender Not Disclosed	35	66%	0	N/A	35	66%	0	N/A
Indigenous	432	62%	26	62%	432	62%	26	62%
Special Education (excluding gifted)	5,571	71%	300	59%	5,571	71%	300	59%

Secondary (Gr.9-12) 2022-2023 Achievement by Suspension	% On Track			
	N	Suspended	N	Not Suspended
All Secondary Students (District, Gr.9-12)	22,388	85%	704	49%
Multilingual Learners (ESL/ELD)	5,576	80%	212	57%
Low-SES	7,125	76%	300	60%
Female	10,925	86%	180	56%
Male	11,198	84%	515	47%
Transgender, Non-Binary, Gender Diverse	230	70%	9	67%
Gender Not Disclosed	35	66%	0	N/A
Indigenous	432	62%	26	62%
Special Education (excluding gifted)	5,571	71%	300	59%

Color Legend:
■ Overrepresented
■ Underrepresented
■ Equal representation

***Suspended** at least once during the academic year.

****Not suspended** during the academic year.



SCHOOL CLIMATE SURVEY



The School Climate survey assesses topics across four domains:

Engagement, Environment, Safety, and Well-Being.

The most recent surveys include the 2022 Student Survey and 2023 Parent/Caregiver and Educator Survey.

Parents/caregivers (2023) tended to report **higher** rates of **favourability** across many topics compared to students (2022). This could indicate improvement in these areas from one year to the next and/or misalignment between parent/caregiver and student perspectives, however there are caveats to consider when making these comparisons such as differences in participant groups.

Topic	Domain	Students (2022) N=39,320	Parents/Caregivers (2023) N=39,320
Top Similarities			
Coping skills	Well-being	60% (19,662)	60% (3,525)
School Discipline	Environment	55% (19,777)	54% (3,642)
Opportunities for Involvement	Engagement	56% (20,386)	58% (3,579)
Top Differences			
General Well-being*	Well-being	68% (22,798)	96% (5,696)
School Environment	Environment	56% (20,167)	76% (4,615)

*Although this survey item differed for students (i.e., a composite score) and parents/caregivers (i.e., overall survey item), both metrics capture overall well-being and therefore the large difference in favourability scores is worthy of consideration.



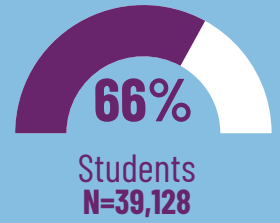
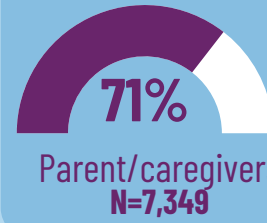
Results from students and parents/caregivers demonstrate that **elementary students** tend to report more **positive experiences** than their intermediate and secondary peers. Consistent with findings in the literature, **intermediate students** tended to have the **least favourable** responses.

School Climate Survey data was collected anonymously, and therefore disaggregation by identity based on other District datasets is not feasible. The survey did, however, include some identity questions which allow for some exploration and disaggregation of the responses.

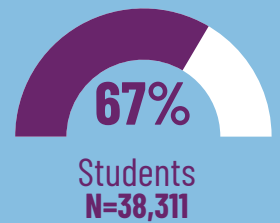
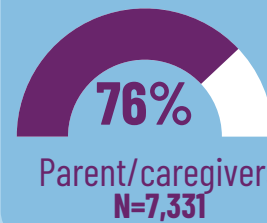
This exploration showed **less favourable** responses among the following:

- **Gender Identity:** Students self-identifying in another way (other than as Male or Female)
- **LGBTQ2S+:** Students identifying as a member of the LGBTQ2S+ community
- **Indigenous Identity:** Students self-identifying as Indigenous.
- **Race:** Students identifying as Black or Indigenous
- **Disability:** Students reporting having a disability(ies)

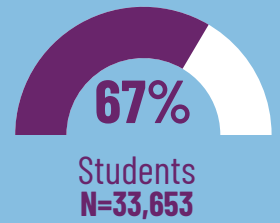
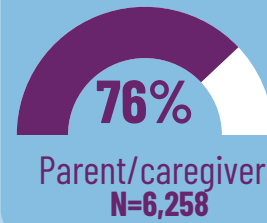
% with positive sense of belonging:



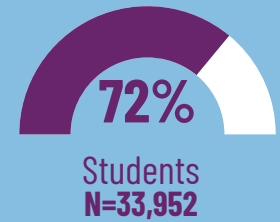
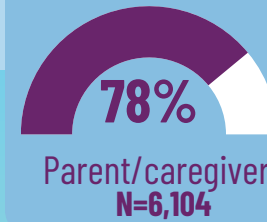
% with positive relationships with adults at school:



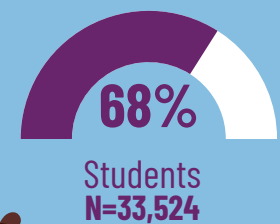
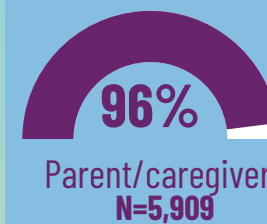
% reporting an ability to learn about and express their identity:



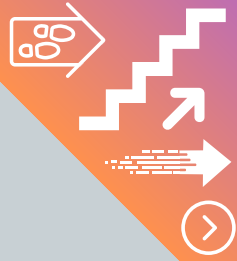
% reporting feeling safe at school and on the way to/from school:



% reporting strong-moderate well-being (parents/caregivers: reporting the overall well-being of their child, students: a composite score based on multiple questions)



In pursuit of fostering a supportive and inclusive educational environment, the OCDSB is implementing a comprehensive array of initiatives spanning various aspects of student engagement and overall well-being. Rooted in a commitment to mental health and well-being, equity, inclusion, and effective data management, following list provides a sampling of relevant initiatives that have been actioned this year:



Mental Health and Well-Being

- Implementing the grade 7 and 8 Mental Health Curriculum
- Building awareness of available mental health supports and services
- Collaborating with community partners to strengthen a coherent system of care for child and youth mental health
- Hiring a social worker on the Indigenous Education team
- Increasing the number of Indigenous Student Support Workers
- Coaching and training staff on trauma-informed practices
- Building mentally healthy literacy and coping strategies through programs like Wellness Matters and Kids Have Stress Too



Equity, Inclusion, and Diversity

- Learning about inclusion work and inclusive approaches
- Engaging in a renewal of the Indigenous, Human Rights, and Equity Roadmap
- Increasing educator capacity in identifying and implementing resources for mentally healthy, culturally responsive, and identity-affirming classrooms
- Implementing our newly developed Anti-Hate Toolkit
- Training identity-specific staff in AFFIRM for the 2SLGBTQ+ community



Student Engagement and Support

- Training and implementing learning on restorative practices
- Designing a summer project to create an Ableism module to better understand students with learning disabilities
- Implementing the [Safe Schools Action Plan](#)
- Implementing Ministry modules focusing on coping strategies
- Engaging cross-departmentally and with community partners to explore best practices around student attendance and re-engagement



Data Management and Improvement

- Implementing a Human Rights incident tracking system
- Working to improve the form used for recording suspensions
- Implementing Safe Arrivals: an automated student absence management system
- Monitoring the ongoing implementation of Aspen (i.e., the student information system) and potential impacts on how data is recorded and retrieved
- Getting social workers direct access to attendance data
- Forming an Attendance Sub-Committee to improve awareness and training around attendance
- Ongoing collection of identity-based data and perceptual data to better understand disproportionalities in student sense of belonging and well-being.



Overview of supplemental material

Tables 1A through 4E in Appendix C provide detailed information on the Student (District population) and Respondent (*Valuing Voices Survey*, *Parent/Caregiver* and *Student School Climate Surveys*) data that provided the foundation for the disaggregated analyses in this report. This includes raw student/respondent counts, outcome data, and identity-based disaggregations such as by gender, race, and religion (accompanied by their respective disproportionality values). Below are some additional considerations with regards to the data, as well as further description of reporting standards and data definitions to assist in the interpretation of appended tables.

Technical Considerations

Valuing Voices Survey data was collected from students (grades 7-12) and their caregivers (Kindergarten-grade 6) in the 2019-2020 school year.

School Climate Survey data was collected from students (grades 4 -12) in April 2022 and from parents/caregivers in March 2023.

Both datasets reflect subsets of the populations at a given point in time. Interpretations are cautioned where there are small numbers of students, and as a result of changes in identity, individual providing the information, and data loss over time.

District-level and *Valuing Voices* survey reporting of student groups (disaggregation):

District-level disaggregation:

> **Multilingual learners (MLLs):** Previously English Language Learners; includes students receiving English as a Second Language (ESL) or English Literacy Development (ELD) instruction.

> **Students residing in lower income neighbourhoods (Low-SES):** Indicates this student's postal code is within an area where there is a higher proportion of families with school-aged children at or below the LIM-AT compared to Ottawa as a whole. Uses a student's Postal Code as a proxy, linked to a custom StatsCan Taxfiler tabulation.

> **Gender:** Female; Male; Transgender, Non-Binary, and Gender Diverse; and Prefer Not to Disclose. The two latter were introduced by the Ministry of Education across Ontario in January 2021.

> **Self-reported Indigenous identity (INDG):** Includes students who self-identify as First Nations, Métis, Inuit, and Native student living off Reserve.

> **Students with special education needs, excluding Gifted (SPED):** Students who have an Individual Education Plan (IEP) and whose exceptionality is something other than Giftedness.

Valuing Voices disaggregation:

> **Indigenous identity:** Identify as Indigenous, First Nations, Métis, Inuit

> **Race:** Black, East Asian, Indigenous, Latino/Latina/Latinx, Middle Eastern, South Asian, Southeast Asian, White, Another race not listed

> **Gender identity:** Boy or man, Gender fluid, Gender non-conforming, Girl or woman, Non-binary, Questioning, Trans boy or man, Trans girl or woman, Two-spirit, Gender not listed, Not sure, Gender diverse (composite)

> **Self-identified disability:** Does not identify as having a disability, Addiction(s), Autism spectrum disorder, Blind or low vision, Chronic pain, Deaf or hard of hearing, Developmental, Learning, Mental, Mobility, Physical, Speech impairment, Undisclosed, Another disability not listed

School Climate disaggregation:

> **Division:** Junior (grades 4-6), Intermediate (grades 7-8), Secondary (grades 9-12)

> **Indigenous identity:** Identify as Indigenous, First Nations, Métis, Inuit

> **Race:** Black, East Asian, Indigenous, Latino/Latina/Latinx, Middle Eastern, South Asian, Southeast Asian, White, Another race not listed

> **Gender identity:** Male, Female, Self-Identify in another way

> **Self-identified disability:** Does not identify as having a disability, Addiction(s), Autism spectrum disorder, Blind or low vision, Chronic pain, Deaf or hard of hearing, Developmental, Learning, Mental, Mobility, Physical, Speech impairment, Undisclosed, Another disability not listed

The following formatting standard have been applied to all tables:

Rounding. Percentages are rounded to whole numbers, while disproportionality values are rounded to two decimal places. However, all statistics (e.g., percentages, change calculations, disproportionality indices) were calculated based on raw student counts.

No suppression. As per our previous reports, no suppression as been applied. Percentages and index values (disproportionalities) are displayed for all reporting groups, regardless of their size (number of students/respondents) or the size of their reference group (total District/Repondent count). As a result, it is strongly advised that these values are interpreted in the context of the student/response count from which they are derived, as the weight of one student is much greater when reporting on small groups.

Acronyms:

Elementary Programs (Gr.1-8)
ENG - English with Core French (includes Regular and Alternative programs)
EFI - Early French Immersion
MFI - Middle French Immersion (offered starting in Grade 4)
District-level reporting groups:
MLL - Multilingual learners (ESL/ELD)
Low-SES - Student residing in lower income neighbourhoods
INDG - Students who self-identify as Indigenous
SpED - Students with special education needs, excluding Gifted

Description of table contents:

Total # Students reflects the full District-level enrolment. It is the overall number of students with at least one final (June) report card mark for the academic year being reported (total enrolment, across programs/courses).

Students reflects the number of students within each reporting group (i.e., row).

Marks (Elementary only) reflects the total number of final marks available in the Subject-Strand(s) being reported, and on which the %MetStd is calculated. Where multiple strands are being combined to report at a Subject-level the # Marks reflects the sum of available marks across strands (each student may contribute up to one mark per strand).

Enrolment (%) reflects the percentage of # Students who were enrolled in a specific course/program.

% Met Std reflects the percentage of # Students who met or exceeded the provincial standard (i.e., achieved level 3 or higher).

% On Track reflects the percentage of # Students who are deemed 'on track' to graduate by accumulating 8 credits by the end of grade 9, 16 credits by the end of grade 10, etc.

Shading is used to indicate whether an outcome for a particular reporting group is above/below/similar to that of the District.

lower percentage (yellow fill)	<i>...of students compared to the general population</i>
similar percentage* (no fill)	
higher percentage (blue fill)	

**less than 1% difference)*

Disproportionality values reflect both the proportional difference (quantitative) and the relative standing (qualitative) of each group compared to the general population (District or survey respondents). They are calculated by dividing the outcome (%) of a particular group by the outcome (%) of the general population.

The same standardized scale applies to all disproportionality values:

[value of 1.00]	<i>indicates parity with the overall population</i>
[values between 0 and 0.99]	<i>indicates under-representation</i>
[values above 1.00]	<i>indicated over-representation</i>
Grey shading is used to caution interpretation due to unreliability of the estimate as a result of small numbers (Total Students N<30 and/or Reporting N<10).	
N/A is used to indicate there were no students on whom to report (i.e., no course enrollment for a particular reporting group)	

List of Tables:

Table 1A. Elementary (Gr.1-8) Absence Rate, 2022-2023 (Cumulative End-Of-Year).

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Table 2A. Elementary (Gr.1-8) Achievement by Attendance, 2022-2023.

Table 2B. Secondary (Gr.9-12) Achievement by Attendance, 2022-2023.

Table 3A. Elementary (Gr.1-8) Achievement by Suspension, 2022-2023.

Table 3B. Secondary (Gr.9-12) Achievement by Suspension, 2022-2023.

Table 4A. School Climate Survey Responses: Sense of Belonging.

Table 4B. School Climate Survey Responses: Positive Relationships with Adults at School.

Table 4C. School Climate Survey Responses: Identity.

Table 4D. School Climate Survey Responses: Safety.

Table 4E. School Climate Survey Responses: Well-Being.

Table 1A. Elementary (Gr.1-8) Absence Rate, 2022-2023 (Cumulative End-Of-Year).

Elementary (Gr.1-8) Absence Rates:

% Students Absent for 10% or more instructional days within an academic year. Based on year-end cumulative attendance for students with available June report card marks who were enrolled in October of the same academic year.

	2022-2023			Disproportionalities in Absence Rate
	Total # Students	# Absent for 10% or more instructional days	% Absent for 10% or more instructional days	
All Elementary Students (District, Gr.1-8)	41,339	17,021	41%	
Multilingual Learners (ESL/ELD)	6,863	3,019	44%	1.07
Low-SES	14,172	6,684	47%	1.15
Female	19,827	8,118	41%	0.99
Male	21,339	8,799	41%	1.00
Transgender, Non-Binary, Gender Diverse	152	93	61%	1.49
Gender Not Disclosed	21	11	52%	1.27
Indigenous	781	467	60%	1.45
SpEd (excl. gifted)	7,296	3,649	50%	1.21
Valuing Voices Survey Respondents				
Indigenous Identity - All Respondents	8,655	3,185	37%	
Does not identify as Indigenous	8,400	3,057	36%	0.99
First Nation	191	100	52%	1.42
Métis	75	35	47%	1.27
Inuit	52	21	40%	1.10
Race - All Respondents	8,421	3,110	37%	
Black	581	224	39%	1.04
East Asian	731	145	20%	0.54
Indigenous	168	83	49%	1.34
Latino/Latina/Latinx	167	71	43%	1.15
Middle Eastern	1,263	519	41%	1.11
South Asian	673	245	36%	0.99
Southeast Asian	282	96	34%	0.92
White	5,339	2,020	38%	1.02
Another race not listed	260	96	37%	1.00
Gender Identity - All Respondents	8,250	3,043	37%	
Boy or Man	4,309	1,563	36%	0.98
Gender Fluid	17	7	41%	1.12
Gender Non-Conforming	22	10	45%	1.23
Girl or Woman	3,967	1,481	37%	1.01
Non-Binary	8	1	13%	0.34
Questioning	15	6	40%	1.08
Trans Boy or Man	4	2	50%	1.36
Trans Girl or Woman	8	3	38%	1.02
Two-Spirit	2	2	100%	2.71
Not Listed	27	12	44%	1.20
Not Sure	64	21	33%	0.89
Gender Diverse (composite)	88	38	43%	1.17
Self-Identified Disability - All Respondents	7,958	2,919	37%	
Does not identify as having a disability	7,260	2,586	36%	0.97
Addiction(s)	1	1	100%	2.73
Autism Spectrum Disorder	205	109	53%	1.45
Blind or Low Vision	8	6	75%	2.04
Chronic Pain	0	0	N/A	N/A
Deaf or Hard of Hearing	34	10	29%	0.80
Developmental	96	51	53%	1.45
Learning	318	147	46%	1.26
Mental	100	56	56%	1.53
Mobility	12	7	58%	1.59
Physical	46	30	65%	1.78
Speech Impairment	93	46	49%	1.35
Undisclosed	21	8	38%	1.04
Another disability not listed	131	69	53%	1.44

*Middle French Immersion is offered starting in Grade 4, therefore reporting reflects a truncated grade-range compared to other programs (which are inclusive of Grades 1 through 8).

Table 1B. Secondary (Gr.9-12) Absence Rate, 2022-2023 (Cumulative End-Of-Year).

Secondary (Gr.9-12) Absence Rates: % Students Absent for 10% or more instructional days within an academic year. Based on year-end cumulative attendance for Full Time students who were enrolled in October and June of the same academic year.	2022-2023			Disproportionalities in Absence Rate
	Total # Students	# Absent for 10% or more instructional days	% Absent for 10% or more instructional days	
All Secondary Students (District, Gr.9-12)	23,092	11,402	49%	
Multilingual Learners (ESL/ELD)	5,788	2,934	51%	1.03
Low-SES	7,425	4,190	56%	1.15
Female	11,105	5,701	51%	1.04
Male	11,713	5,520	47%	0.95
Transgender, Non-Binary, Gender Diverse	239	160	67%	1.36
Gender Not Disclosed	35	21	60%	1.22
Indigenous	458	307	67%	1.36
SpEd (excl. gifted)	5,871	3,326	57%	1.15
Valuing Voices Survey Respondents				
Indigenous Identity - All Respondents	10,797	5,102	47%	
Does not identify as Indigenous	10,428	4,871	47%	0.99
First Nation	255	157	62%	1.30
Métis	101	64	63%	1.34
Inuit	54	41	76%	1.61
Race - All Respondents	10,570	4,982	47%	
Black	883	515	58%	1.24
East Asian	1,143	292	26%	0.54
Indigenous	241	157	65%	1.38
Latino/Latina/Latinx	224	117	52%	1.11
Middle Eastern	1,467	838	57%	1.21
South Asian	844	336	40%	0.84
Southeast Asian	370	140	38%	0.80
White	6,373	3,064	48%	1.02
Another race not listed	260	117	45%	0.95
Gender Identity - All Respondents	10,617	5,025	47%	
Boy or Man	5,272	2,339	44%	0.94
Gender Fluid	50	31	62%	1.31
Gender Non-Conforming	25	13	52%	1.10
Girl or Woman	5,041	2,513	50%	1.05
Non-Binary	66	41	62%	1.31
Questioning	98	57	58%	1.23
Trans Boy or Man	44	30	68%	1.44
Trans Girl or Woman	25	14	56%	1.18
Two-Spirit	20	13	65%	1.37
Not Listed	112	55	49%	1.04
Not Sure	74	39	53%	1.11
Gender Diverse (composite)	382	216	57%	1.19
Self-Identified Disability - All Respondents	9,320	4,348	47%	
Does not identify as having a disability	8,360	3,834	46%	0.98
Addiction(s)	52	35	67%	1.44
Autism Spectrum Disorder	161	86	53%	1.14
Blind or Low Vision	60	37	62%	1.32
Chronic Pain	34	19	N/A	N/A
Deaf or Hard of Hearing	52	32	62%	1.32
Developmental	47	22	47%	1.00
Learning	453	247	55%	1.17
Mental	201	129	64%	1.38
Mobility	24	16	67%	1.43
Physical	95	50	53%	1.13
Speech Impairment	51	22	43%	0.92
Undisclosed	106	58	55%	1.17
Another disability not listed	162	86	53%	1.14

Table 2A. Elementary (Gr.1-8) Achievement by Attendance, 2022-2023.

Elementary (Gr.1-8) Achievement By Attendance: % Met Standard on Final (June) Report Card based on cumulative attendance within an academic year. Based on students with available June report card marks who were enrolled in October of the same academic year.		Elementary (Gr.1-8), Total # Marks		Present for 90% or more instructional days		Absent for 10% or more instructional days		Achievement Gap: Difference in % Met Std. based on Attendance	Disproportionalities in Achievement by Attendance Rate	
				# Marks	% Met Std.	# Marks	% Met Std.		Present 90% or more	Absent 10% or more
Language - Reading & Writing*										
All Elementary Students (District, Gr.1-8)	75,857	44,792	84%	31,065	74%	10%				
Multilingual Learners (ESL/ELD)	13,627	7,627	80%	6,000	66%	14%	0.96	0.90		
Low-SES	26,279	13,929	79%	12,350	67%	12%	0.95	0.91		
Female	36,347	21,578	87%	14,769	78%	9%	1.04	1.06		
Male	39,180	23,078	81%	16,102	70%	11%	0.96	0.94		
Transgender, Non-Binary, Gender Diverse	288	116	91%	172	78%	13%	1.09	1.06		
Gender Not Disclosed	42	20	95%	22	77%	18%	1.14	1.05		
Indigenous	1,454	576	70%	878	62%	8%	0.84	0.85		
SpEd (excl. gifted)	14,317	7,210	73%	7,107	66%	7%	0.87	0.89		
Mathematics										
All Elementary Students (District, Gr.1-8)	41,158	24,277	86%	16,881	74%	12%				
Multilingual Learners (ESL/ELD)	6,829	3,830	81%	2,999	63%	17%	0.94	0.86		
Low-SES	14,061	7,465	81%	6,596	67%	15%	0.95	0.90		
Female	19,751	11,696	85%	8,055	73%	12%	0.99	0.99		
Male	21,239	12,513	87%	8,726	75%	12%	1.01	1.01		
Transgender, Non-Binary, Gender Diverse	147	58	86%	89	64%	22%	1.00	0.86		
Gender Not Disclosed	21	10	90%	11	82%	8%	1.05	1.10		
Indigenous	764	312	71%	452	60%	10%	0.82	0.81		
SpEd (excl. gifted)	7,227	3,638	73%	3,589	62%	11%	0.85	0.84		

*Students may be counted up to two times if they had available marks in both Language-Reading and Language-Writing.

**Middle French Immersion is offered starting in Grade 4, therefore reporting reflects a truncated grade-range compared to other programs (which are inclusive of Grades 1 through 8).

Table 2B. Secondary (Gr.9-12) Achievement by Attendance, 2022-2023.

Secondary (Gr.9-12) Achievement By Attendance: % Students On Track to Graduate based student grade and cumulative credits earned as recorded at the end of June. Based on Full Time students who were enrolled in October of the same academic year.	Secondary (Gr.9-12), Total # Students	Present for 90% or more instructional days		Absent for 10% or more instructional days		Achievement Gap: Difference in % On Track to Graduate based on Attendance	Disproportionalities in Achievement by Attendance	
		Total # Students	% On Track	Total # Students	% On Track		Present 90% or more	Absent 10% or more
All Secondary Students (District, Gr.9-12)	23,092	11,690	93%	11,402	75%	18%		
Multilingual Learners (ESL/ELD)	5,788	2,854	89%	2,934	68%	22%	0.96	0.91
Low-SES	7,425	3,235	88%	4,190	65%	23%	0.95	0.86
Female	11,105	5,404	94%	5,701	77%	17%	1.01	1.03
Male	11,713	6,193	92%	5,520	73%	19%	0.99	0.97
Transgender, Non-Binary, Gender Diverse	239	79	92%	160	58%	35%	1.00	0.77
Gender Not Disclosed	35	14	71%	21	62%	10%	0.77	0.83
Indigenous	458	151	82%	307	50%	32%	0.89	0.68
SpEd (excl. gifted)	5,871	2,545	82%	3,326	61%	21%	0.88	0.81

*On Track to graduate based on cumulative end-of-year credit accumulation, as reported at the end of June - Min credits: Gr9 x 8, Gr10 x 16, Gr11 x 23, Gr12 x 30

Table 3A. Elementary (Gr.1-8) Achievement by Suspension, 2022-2023.

Elementary (Gr.1-8) Achievement By Suspension: % Met Standard on Final (June) Report Card based on having received a suspension over the course of the academic year. Based on students with available June report card marks who were enrolled in October of the same academic year.	Elementary (Gr.1-8), Total # Marks	Not Suspended during the academic year		Suspended at least once during the academic year		Achievement Gap: Difference in % Met Std. based on Suspension	Disproportionalities in Achievement by Suspension	
		# Marks	% Met Std.	# Marks	% Met Std.		Not Suspended	Suspended
Language - Reading & Writing*								
All Elementary Students (District, Gr.1-8)	75,857	74,469	80%	1,388	62%	18%		
Multilingual Learners (ESL/ELD)	13,627	13,154	74%	473	61%	13%	0.93	0.99
Low-SES	26,279	25,528	74%	751	59%	15%	0.92	0.95
Female	36,347	36,032	83%	315	65%	19%	1.04	1.05
Male	39,180	38,111	77%	1,069	61%	16%	0.96	0.99
Transgender, Non-Binary, Gender Diverse	288	284	83%	4	75%	8%	1.04	1.21
Gender Not Disclosed	42	42	86%	-	N/A	N/A	1.07	N/A
Indigenous	1,454	1,400	66%	54	59%	7%	0.82	0.96
SpEd (excl. gifted)	14,317	13,769	70%	548	52%	18%	0.87	0.84
Mathematics								
All Elementary Students (District, Gr.1-8)	41,158	40,467	81%	691	54%	27%		
Multilingual Learners (ESL/ELD)	6,829	6,594	74%	235	51%	23%	0.91	0.94
Low-SES	14,061	13,689	75%	372	53%	22%	0.92	0.97
Female	19,751	19,596	80%	155	43%	37%	0.99	0.79
Male	21,239	20,705	83%	534	58%	25%	1.01	1.06
Transgender, Non-Binary, Gender Diverse	147	145	74%	2	0%	74%	0.91	0.00
Gender Not Disclosed	21	21	86%	-	N/A	N/A	1.05	N/A
Indigenous	764	737	65%	27	41%	25%	0.80	0.75
SpEd (excl. gifted)	7,227	6,953	68%	274	47%	21%	0.84	0.87

*Students may be counted up to two times if they had available marks in both Language-Reading and Language-Writing.

**Middle French Immersion is offered starting in Grade 4, therefore reporting reflects a truncated grade-range compared to other programs (which are inclusive of Grades 1 through 8).

Table 3B. Secondary (Gr.9-12) Achievement by Suspension, 2022-2023.

Secondary (Gr.9-12) Achievement By Suspension: % Students On Track to Graduate based on student grade and cumulative credits earned as recorded at the end of June. Based on Full Time students who were enrolled in October of the same academic year.	Secondary (Gr.9-12), Total # Students	Not Suspended during the academic year		Suspended at least once during the academic year		Achievement Gap: Difference in % On Track to Graduate based on Suspension	Disproportionalities in Achievement by Suspension	
		Total # Students	% On Track	Total # Students	% On Track		Not Suspended	Suspended
All Secondary Students (District, Gr.9-12)	23,092	22,388	85%	704	49%	36%		
Multilingual Learners (ESL/ELD)	5,788	5,576	80%	212	57%	23%	0.94	1.16
Low-SES	7,425	7,125	76%	300	60%	17%	0.90	1.22
Female	11,105	10,925	86%	180	56%	30%	1.01	1.14
Male	11,713	11,198	84%	515	47%	37%	0.99	0.95
Transgender, Non-Binary, Gender Diverse	239	230	70%	9	67%	4%	0.83	1.35
Gender Not Disclosed	35	35	66%	-	N/A	N/A	0.77	N/A
Indigenous	458	432	62%	26	62%	1%	0.73	1.25
SpEd (excl. gifted)	5,871	5,571	71%	300	59%	12%	0.84	1.20

*On Track to graduate based on cumulative end-of-year credit accumulation, as reported at the end of June - Min credits: Gr9 x 8, Gr10 x 16, Gr11 x 23, Gr12 x 30

Table 4A. School Climate Survey Responses: Sense of Belonging.

Sense of Belonging and Social Connectedness (extent to which students feel accepted by their peers and a part of the school community)	Parent/Caregiver (K-12)			Student (4-12)			Disproportionality	
	Total # of Parents/ Caregivers	# Parents/ Caregivers Agree or Strongly Agree	% Agree	Total # of Students	# Students Agree or Strongly Agree	% Agree	Parent/ Caregiver	Student
All Respondents	7349	5252	71%	39128	25882	66%		
Division	7291	5166	71%	38904	25787	66%		
Primary (K-3)	3116	2338	77%	N/A	N/A	N/A	1.05	
Junior (4-6)	1700	1200	71%	14509	9819	68%	0.99	1.02
Intermediate (7-8)	973	620	64%	9309	5885	63%	0.89	0.96
Secondary (9-12)	1502	1008	67%	15086	10083	67%	0.94	1.01
Gender Identity - All Respondents	5253	3793	72%	38090	25317	66%		
Male	2646	1866	71%	18845	13004	69%	0.99	1.04
Female	2508	1864	74%	17389	11434	66%	1.04	0.99
Self-identify in another way	99	63	64%	1856	879	47%	0.89	0.72
LGBTQ2S+ - All Respondents	2913	1985	68%	26421	17852	68%		
Yes	273	167	61%	5224	2879	55%	0.86	0.83
No	2640	1818	69%	21197	14973	71%	0.96	1.07
Indigenous	5241	3782	72%	27684	18453	67%		
Yes	125	81	65%	1190	694	58%	0.91	0.88
No	5116	3701	72%	26494	17759	67%	1.01	1.01
Race - All Respondents	5143	3711	72%	27079	18131	67%		
Black	232	159	69%	3034	1869	62%	0.96	0.93
East Asian	370	295	80%	3055	2069	68%	1.12	1.02
Indigenous	98	57	58%	760	437	58%	0.81	0.87
Latino/Latina/Latinx	149	106	71%	641	420	66%	1.00	0.99
Middle Eastern	457	310	68%	4391	2918	66%	0.95	1.00
South Asian	329	250	76%	2289	1621	71%	1.06	1.07
Southeast Asian	73	61	84%	710	464	65%	1.17	0.99
White	3291	2379	72%	11506	7894	69%	1.01	1.04
A racial group not listed	144	94	65%	693	439	63%	0.91	0.96
Religion	4643	3365	72%	25648	17154	67%		
Agnostic	629	464	74%	1286	789	61%	1.03	0.93
Athiest	413	299	72%	3476	2209	64%	1.01	0.96
Buddhist	42	33	79%	446	283	63%	1.10	0.96
Christian	1139	827	73%	5196	3590	69%	1.02	1.04
Hindu	98	76	78%	926	675	73%	1.09	1.10
Indigenous spirituality	13	8	62%	157	93	59%	0.86	0.90
Jewish	111	77	69%	508	337	66%	0.97	1.00
Muslim	550	377	69%	6702	4469	67%	0.96	1.01
Sikh	18	14	78%	191	136	71%	1.09	1.08
Spiritual but not religious	302	222	74%	800	499	62%	1.03	0.94
No religious or spiritual affiliation	1259	925	73%	5359	3706	69%	1.03	1.05
Religion or spiritual affiliation not listed above	69	43	62%	601	368	61%	0.87	0.93
Self-Identified Disability - All Respondents	5293	3822	72%	26232	18066	69%		
Yes	800	451	56%	3516	1929	55%	0.79	0.83
No	4493	3371	75%	22716	16137	71%	1.05	1.07

Table 4B. School Climate Survey Responses: Positive Relationships with Adults at School.

Positive Relationship with Adults at School (extent to which students feel accepted by staff and experience fair, positive, and supportive interactions with both teachers and other adults at school)	Parent/Caregiver (K-12)			Student (4-12)			Disproportionality	
	Total # of Parents/Caregivers	# Parents/Caregivers Agree or Strongly Agree	% Agree	Total # of Students	# Students Agree or Strongly Agree	% Agree	Parent/Caregiver	Student
All Respondents	7331	5559	76%	38311	25485	67%		
Division	7273	5519	76%	38107	25408	67%		
Primary (K-3)	3111	2610	84%	N/A	N/A	N/A	1.11	
Junior (4-6)	1696	1258	74%	14320	10647	74%	0.98	1.12
Intermediate (7-8)	970	639	66%	9174	5583	61%	0.87	0.91
Secondary (9-12)	1496	1012	68%	14613	9178	63%	0.89	0.94
Gender Identity - All Respondents	5156	3972	77%	35492	23941	67%		
Male	2647	2019	76%	18439	12688	69%	1.01	1.03
Female	2509	1953	78%	17053	11253	66%	1.03	0.99
Self-identify in another way	99	71	72%	1807	914	51%	0.95	0.76
LGBTQ2S+	2886	2030	70%	26410	17616	67%		
Yes	246	147	60%	5222	2925	56%	0.79	0.84
No	2640	1883	71%	21188	14691	69%	0.94	1.04
Indigenous	5244	4032	77%	27669	18473	67%		
Yes	125	89	71%	1190	714	60%	0.94	0.90
No	5119	3943	77%	26479	17759	67%	1.02	1.01
Race - All Respondents	5147	3967	77%	27063	17857	66%		
Black	233	172	74%	3035	1819	60%	0.97	0.90
East Asian	370	289	78%	3055	2037	67%	1.03	1.00
Indigenous	98	64	65%	759	473	62%	0.86	0.94
Latino/Latina/Latinx	149	121	81%	640	405	63%	1.07	0.95
Middle Eastern	458	342	75%	4384	2952	67%	0.98	1.01
South Asian	329	267	81%	2287	1619	71%	1.07	1.06
Southeast Asian	74	67	91%	708	470	66%	1.19	1.00
White	3292	2546	77%	11502	7623	66%	1.02	1.00
A racial group not listed	144	99	69%	693	459	66%	0.91	1.00
Religion	4646	3605	78%	25631	16983	66%		
Agnostic	629	478	76%	1284	725	56%	1.00	0.85
Athiest	413	306	74%	3472	2037	59%	0.98	0.88
Buddhist	43	38	88%	445	286	64%	1.17	0.97
Christian	1141	889	78%	5193	3573	69%	1.03	1.03
Hindu	97	86	89%	925	689	74%	1.17	1.12
Indigenous spirituality	13	9	69%	157	99	63%	0.91	0.95
Jewish	111	84	76%	509	327	64%	1.00	0.97
Muslim	552	425	77%	6695	4579	68%	1.02	1.03
Sikh	18	14	78%	191	136	71%	1.03	1.07
Spiritual but not religious	303	228	75%	800	506	63%	0.99	0.95
No religious or spiritual affiliation	1257	998	79%	5360	3653	68%	1.05	1.02
Religion or spiritual affiliation not listed above	69	50	72%	600	373	62%	0.96	0.93
Self-Identified Disability - All Respondents	5296	4071	77%	26222	17849	68%		
Yes	800	552	69%	3514	2061	59%	0.91	0.88
No	4496	3519	78%	22708	15788	70%	1.03	1.05

Table 4C. School Climate Survey Responses: Identity.

Identity (extent to which students feel that they are able to express and learn about their own identity and the identities of others)	Parent/Caregiver (K-12)			Student (4-12)			Disproportionality	
	# of Parents/Caregivers	# Parents/Caregivers Agree or Strongly Agree	% Agree	Total # of Students	# Students Agree or Strongly Agree	% Agree	Parent/Caregiver	Student
All Respondents	6258	4762	76%	33635	22423	67%		
Division	6208	4730	76%	33551	22399	67%		
Primary (K-3)	2575	2124	82%	N/A	N/A	N/A	1.08	
Junior (4-6)	1473	1122	76%	12858	9174	71%	1.00	1.07
Intermediate (7-8)	852	586	69%	8288	5268	64%	0.90	0.95
Secondary (9-12)	1308	898	69%	12405	7957	64%	0.90	0.96
Gender Identity - All Respondents	5179	4033	78%	32783	21927	67%		
Male	2604	2029	78%	15943	10794	68%	1.02	1.02
Female	2476	1932	78%	15233	10370	68%	1.03	1.02
Self-identify in another way	99	72	73%	1607	763	47%	0.96	0.71
LGBTQ2S+	2884	2117	73%	25629	17294	67%		
Yes	271	195	72%	5107	2823	55%	0.95	0.83
No	2613	1922	74%	20522	14471	71%	0.97	1.06
Indigenous	5172	4018	78%	26858	18128	67%		
Yes	126	82	65%	1141	659	58%	0.86	0.87
No	5046	3936	78%	25717	17469	68%	1.03	1.02
Race - All Respondents	5076	3955	78%	26250	17565	67%		
Black	228	149	65%	2886	1712	59%	0.86	0.89
East Asian	365	285	78%	2976	1994	67%	1.03	1.01
Indigenous	97	62	64%	733	453	62%	0.84	0.93
Latino/Latina/Latinx	147	113	77%	619	391	63%	1.01	0.95
Middle Eastern	452	318	70%	4234	2845	67%	0.92	1.01
South Asian	327	242	74%	2224	1538	69%	0.97	1.04
Southeast Asian	72	59	82%	692	450	65%	1.08	0.98
White	3245	2637	81%	11212	7747	69%	1.07	1.04
A racial group not listed	143	90	63%	674	435	65%	0.83	0.97
Religion	4578	3585	78%	24820	16591	67%		
Agnostic	620	506	82%	1234	696	56%	1.07	0.85
Athiest	403	314	78%	3395	2078	61%	1.02	0.92
Buddhist	43	38	88%	437	278	64%	1.16	0.95
Christian	1123	868	77%	5024	3493	70%	1.02	1.04
Hindu	96	74	77%	889	644	72%	1.01	1.09
Indigenous spirituality	13	9	69%	148	96	65%	0.91	0.97
Jewish	108	72	67%	498	305	61%	0.88	0.92
Muslim	544	392	72%	6427	4368	68%	0.95	1.02
Sikh	18	10	56%	182	121	66%	0.73	1.00
Spiritual but not religious	299	232	78%	785	514	65%	1.02	0.98
No religious or spiritual affiliation	1242	1018	82%	5214	3648	70%	1.08	1.05
Religion or spiritual affiliation not listed above	69	52	75%	587	350	60%	0.99	0.89
Self-Identified Disability - All Respondents	5217	4042	77%	25424	17439	69%		
Yes	790	559	71%	3389	1935	57%	0.93	0.86
No	4427	3483	79%	22035	15504	70%	1.03	1.06

Table 4E. School Climate Survey Responses: Well-Being.

Well-being (Parents/Caregivers responded based on their child's general well-being whereas students responded to five questions used to create a well-being composite)	Parent/Caregiver (K-12)			Student (4-12)			Disproportionality	
	Total # of Parents/Caregivers	# Parents/Caregivers Indicating Moderate or High Well-Being	% Moderate or High Well-Being	Total # of Students	# Students Indicating Moderate or High Well-Being	% Moderate or High Well-Being	Parent/Caregiver	Student
All Respondents	5909	5696	96%	33524	22798	68%		
Division	5859	5650	96%	33377	22725	68%		
Primary (K-3)	2417	2393	99%	N/A	N/A	N/A	1.03	
Junior (4-6)	1401	1342	96%	12901	9620	75%	0.99	1.10
Intermediate (7-8)	811	755	93%	8248	5522	67%	0.97	0.98
Secondary (9-12)	1230	1160	94%	12228	7583	62%	0.98	0.91
Gender Identity - All Respondents	5237	5057	97%	32644	22237	68%		
Male	2639	2553	97%	15944	11596	73%	1.00	1.07
Female	2498	2412	97%	15101	9885	65%	1.00	0.96
Self-identify in another way	100	92	92%	1599	756	47%	0.95	0.70
LGBTQ2S+	2899	2747	95%	26182	17805	68%		
Yes	274	239	87%	5172	2686	52%	0.90	0.76
No	2625	2508	96%	21010	15119	72%	0.99	1.06
Indigenous	5226	5042	96%	27465	18652	68%		
Yes	124	120	97%	1171	711	61%	1.00	0.89
No	5102	4922	96%	26294	17941	68%	1.00	1.00
Race - All Respondents	5128	4945	96%	26814	18076	67%		
Black	232	224	97%	2977	1903	64%	1.00	0.94
East Asian	365	353	97%	3033	2094	69%	1.00	1.02
Indigenous	97	92	95%	754	467	62%	0.98	0.91
Latino/Latina/Latinx	149	145	97%	632	419	66%	1.01	0.97
Middle Eastern	456	441	97%	4323	2907	67%	1.00	0.99
South Asian	330	324	98%	2271	1623	71%	1.02	1.05
Southeast Asian	74	74	100%	701	464	66%	1.04	0.97
White	3282	3154	96%	11438	7741	68%	1.00	1.00
A racial group not listed	143	138	97%	685	458	67%	1.00	0.98
Religion	4632	4482	97%	25377	17094	67%		
Agnostic	628	604	96%	1276	724	57%	1.00	0.83
Athiest	411	393	96%	3453	2021	59%	0.99	0.86
Buddhist	43	43	100%	441	293	66%	1.04	0.98
Christian	1131	1101	97%	5136	3696	72%	1.01	1.06
Hindu	98	96	98%	910	698	77%	1.02	1.13
Indigenous spirituality	13	13	100%	155	99	64%	1.04	0.94
Jewish	111	109	98%	505	340	67%	1.02	0.99
Muslim	551	534	97%	6586	4498	68%	1.01	1.00
Sikh	18	17	94%	189	141	75%	0.98	1.10
Spiritual but not religious	304	295	97%	796	495	62%	1.01	0.91
No religious or spiritual affiliation	1256	1210	96%	5333	3709	70%	1.00	1.02
Religion or spiritual affiliation not listed above	68	67	99%	597	380	64%	1.02	0.94
Self-Identified Disability - All Respondents	5278	5102	97%	26011	18159	70%		
Yes	796	730	92%	3477	1973	57%	0.95	0.83
No	4482	4372	98%	22534	16186	72%	1.01	1.06

Table 4D. School Climate Survey Responses: Safety.

Safety (extent to which students feel safe at school and on the way to and from school)	Parent/Caregiver (K-12)			Student (4-12)			Disproportionality	
	# of Parents/Caregivers	# Parents/Caregivers Agree or Strongly Agree	% Agree	Total # of Students	# Students Agree or Strongly Agree	% Agree	Parent/Caregiver	Student
All Respondents	6104	4781	78%	33952	24580	72%		
Division	6053	4750	78%	33808	24520	73%		
Primary (K-3)	2498	2093	84%	N/A	N/A	N/A	1.07	
Junior (4-6)	1439	1117	78%	13080	9711	74%	0.99	1.03
Intermediate (7-8)	843	591	70%	8331	5733	69%	0.90	0.95
Secondary (9-12)	1273	949	75%	12397	9076	73%	0.95	1.01
Gender Identity - All Respondents	5211	4127	79%	33045	23993	73%		
Male	2627	2070	79%	16149	12082	75%	1.01	1.03
Female	2486	1988	80%	15292	11070	72%	1.02	1.00
Self-identify in another way	98	69	70%	1604	841	52%	0.90	0.72
LGBTQ2S+	2891	2177	75%	25942	19102	74%		
Yes	271	183	68%	5131	3130	61%	0.86	0.84
No	2620	1994	76%	20811	15972	77%	0.97	1.06
Indigenous	5199	4114	79%	27184	20079	74%		
Yes	123	90	73%	1155	708	61%	0.93	0.85
No	5076	4024	79%	26029	19371	74%	1.01	1.03
Race - All Respondents	5101	4048	79%	26550	19437	73%		
Black	232	185	80%	2928	1932	66%	1.02	0.91
East Asian	367	314	86%	3003	2212	74%	1.09	1.02
Indigenous	98	70	71%	747	489	65%	0.91	0.90
Latino/Latina/Latinx	147	119	81%	623	445	71%	1.03	0.99
Middle Eastern	453	358	79%	4286	3120	73%	1.01	1.01
South Asian	328	271	83%	2236	1739	78%	1.05	1.07
Southeast Asian	72	64	89%	697	487	70%	1.13	0.97
White	3260	2558	78%	11350	8537	75%	1.00	1.04
A racial group not listed	144	109	76%	680	476	70%	0.97	0.97
Religion	4605	3664	80%	25137	18368	73%		
Agnostic	624	496	79%	1240	828	67%	1.01	0.92
Athiest	407	318	78%	3413	2413	71%	1.00	0.98
Buddhist	43	37	86%	439	296	67%	1.10	0.93
Christian	1125	894	79%	5109	3848	75%	1.01	1.04
Hindu	97	85	88%	907	705	78%	1.12	1.07
Indigenous spirituality	13	9	69%	152	96	63%	0.88	0.87
Jewish	110	86	78%	501	353	70%	1.00	0.97
Muslim	548	434	79%	6527	4750	73%	1.01	1.01
Sikh	18	14	78%	187	145	78%	0.99	1.07
Spiritual but not religious	301	231	77%	784	545	70%	0.98	0.96
No religious or spiritual affiliation	1252	1010	81%	5291	3994	75%	1.03	1.04
Religion or spiritual affiliation not listed above	67	50	75%	587	395	67%	0.95	0.93
Self-Identified Disability - All Respondents	5248	3794	72%	25773	19332	75%		
Yes	791	534	68%	3436	2060	60%	0.86	0.83
No	4457	3260	73%	22337	17272	77%	0.93	1.07