



every
STUDENT COUNTS
SURVEY

2022–2023 Every Student Counts Survey Trend Report

February 2025

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Report Accessibility

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The Human Rights Office, York Region District School Board, Dr. Bette Stephenson Centre for Learning, Room 202, 36 Regatta Avenue Richmond Hill, Ontario L4E 4R1. Phone: (905) 884-2046 extension 311. Email: aoda@yrdsb.ca

Land Acknowledgement

We affirm that we are all treaty people and acknowledge that the York Region District School Board is located on the lands of two treaties. These treaties have been signed with the Mississaugas of the Credit First Nation and the First Nations of the Williams Treaties who are: the Mississaugas of Alderville, Curve Lake, Hiawatha, Scugog Island; and the Chippewas of Beausoleil, Rama, and Georgina Island who is our closest neighbour and partner in education.

To honour this agreement, we will take up our responsibility to be respectful of their traditions, knowledge, and inherent rights as sovereign nations. We will respect their relationship with these lands and recognize that our connection to this land is through the continued relationship with these First Nations, and we acknowledge our shared responsibility to respect and care for the land and waters for future generations.

Report Citation

York Region District School Board, Research and Assessment Services (2024). "2022-2023 Every Student Counts Survey Trend Report". (Report No. 01.26.04-24). York Region District School Board. York Region. ON

For more information about this report, contact Research and Assessment Services, York Region District School Board, Centre for Leadership and Learning, 300 Harry Walker Parkway South, Newmarket, ON L3Y 8E2 or email research.services@yrdsb.ca.

Introduction

This report examines trends in demographic and perception data between the 2018–2019 Every Student Counts Survey and the 2022–2023 Every Student Counts survey. By analyzing demographic trends, YRDSB can better understand shifts over time to meet the changing needs of YRDSB’s diverse population. Examining trend data related to perceptual student data, such as engagement, mental health and well-being, equitable and inclusive learning environments and safety discrimination and bullying, is important to gain insights into students’ experiences at YRDSB schools. Understanding shifts in students’ perceptions over time allows for the YRDSB to tailor programs, allocate resources, and develop initiatives to meet the needs of all students. Please refer to the [2022–2023 Every Student Counts Survey Board Report](#) and the [2018–2019 Every Student Counts Survey Board Report](#) for more information about these surveys.

Executive Summary

Trends in Engagement and Learning

- **Adult expectations.** A higher percentage of students in Grades 9–12 reported that adults at their school expect them to do well in 2022–23 (84%) compared to 2018–19 (81%). This trend is reversed for students in Grades 7–8 where a lower percentage of students reported that adults at their school expect them to do well in 2022–23 (80%) compared to 2018–19 (84%).
- **Enjoyment at School.** A lower percentage of students reported enjoying school in 2022–23 (69%) than in 2018–19 (80%). These differences are most pronounced for students in Grades 4–12.
- **Plans After High School.** In 2022–23 and 2018–19, 77% of students in Grades 7–12 planned to attend university after finishing high school in. A higher percentage of students planned to work or find a job after high school in 2022–23 (30%) than in 2018–19 (18%).

Trends in Demographic Questions (About Me)

- **Language.** There is a 4% decrease in K–12 students speaking English at home between 2018–2019 (75%) and 2022–2023 (71%) and an increase in students using Cantonese (from 11% in 2018–19 to 14% in 2022–23) and Mandarin (from 16% in 2018–19 to 20% in 2022–23). All other languages have no change or a change of 2% or less.
- **Race.** There is an increase in students identifying as East Asian (from 32% in 2018–19 to 40% in 2022–23), Middle Eastern (from 9% in 2018–19 to 14% in 2022–23) and a decrease in students identifying as White (from 33% in 2018–19 to 27% in 2022–23). All other races have no change or a change of 1% between the two time points.

- **Religion.** A higher percentage of students identified as Agnostic (from 4% in 2018–19 to 7% in 2022–23). A lower percentage of students indicated they do not have a religious or spiritual affiliation (from 18% in 2018–19 to 14% in 2022–23) and identified as Christian (from 31% in 2018–19 to 23% in 2022–23).
- **Gender Identity.** A lower percentage of students identified as Boy/Man (from 49% in 2018–19 to 47% in 2022–23) and Girl/Woman (from 49% in 2018–19 to 45% in 2022–23). A higher percentage of students identified as gender diverse (from .5% in 2018–19 to 2% in 2022–23) and Transgender (from .2% in 2018–19 to 2% in 2022–23). It is important to note that there were differences between how the questions were asked in 2018–2019 and 2022–2023 (see Tables 9–10).
- **Sexual Orientation.** Compared to 2018–2019, there is a 2% decrease in students who identify as Heterosexual (from 74% in 2018–19 to 72% in 2022–23) and a small increase in students who identify as Asexual, Bisexual, Lesbian, Pansexual, and Queer.
- **Disability.** There is a higher percentage of students identified as a person with a disability in 2022–23 (9%) compared to 2018–19 (6%).
- **Family Structure.** A higher percentage of students reported living in 2 parent households (from 84% in 2018–19 to 88% in 2022–23) and a lower percentage of students reported living in 1 parent households (from 12% in 2018–19 to 10% in 2022–23).
- **Homelessness.** A lower percentage of students in Grades 9–12 reported experiencing homelessness in 2022–23 (1%) compared to 2018–19 (2%).

Trends in Well-Being and Mental Health

- **Feeling Happy.** Across all grades, a lower percentage of students reported feeling happy (all the time/often) in 2022–23 (54%) compared to 2018–19 (76%).
- **Feeling Nervous, Sad, Lonely.** A lower percentage of students reported feeling nervous or anxious (all the time/often; from 34% in 2018–19 to 24% in 2022–23), sadness (all the time/often; from 19% in 2018–19 to 12% in 2022–23), and loneliness (all the time/often; from 18% in 2018–19 to 10% in 2022–23).
- **Get Along with Others.** A lower percentage of students reported that they get along well with other students at the school in 2022–23 (from 90% in 2018–19 to 81% in 2022–23).
- **Belonging.** A lower percentage of students reported feeling like they belong at their school in 2022–2023 (73%) compared to 2018–2019 (82%).

Trends in Equitable and Inclusive Learning Environments

- **Learning about Human Rights/ Social Justice**. For students in Grades 7–12, there is a higher percentage of students reporting that they learn about human rights/ social justice issues related to Indigenous peoples of Canada (from 79% in 2018–19 to 82% in 2022–23). In contrast, a lower percentage of students in Grades 7–12 reported learning about human rights/ social justice issues related to race, ethnicity, and culture (from 84% in 2018–19 to 80% in 2022–23), and disability (from 70% in 2018–19 to 54% in 2022–23).
- **School Rules**. A lower percentage of students reported that school rules were applied to them in a fair way in 2022–23 (81%) compared to 2018–19 (86%).

Trends in Safety, Bullying and Discrimination

- **Feeling Safe**. A lower percentage of students reported feeling safe at school in 2022–23 (75%) compared to 2018–19 (86%).
- **Bullying**. A lower percentage of students reported experiencing bullying all the time, often, or sometimes in 2022–23 (16%) compared to 2018–19 (26%).
- **Discrimination**. There is an increase in students experiencing discrimination all the time or often (from 4% in 2018–19 to 6% in 2022–23) but a decrease in students experiencing discrimination sometimes (from 14% in 2018–19 to 9% in 2022–23).

Engaging with this Report

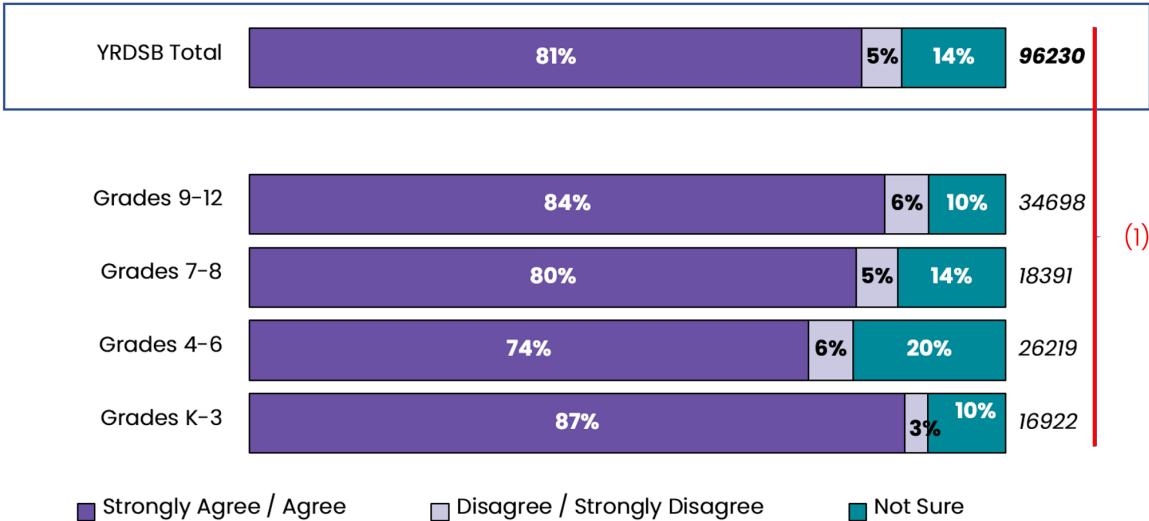
Anti-Oppressive Considerations

The following questions are intended to support readers of this report in using an anti-oppression framework to review the findings:

- What do you notice about the data? What stands out for you?
- How does your social location influence how you interpret the data?
- How will you shift or maintain your focus on looking at systems and structures (e.g., policies, multi-year strategic plans, resource allocation) rather than attributing students’ experiences and outcomes to deficits within students and families?
- What does the data suggest about the experiences of students and their families?
- What assumptions or inferences might you be making about students and their families based on the data?
- Whose voices may not be represented in the data?

How to Read the Graph

- **Counts (1)** to right of bars represent the number of people who responded to the question.



How to Read the Table

- **Total Grade Respondents (1)** illustrates the total responses by each grade Group to the survey. These numbers match the “Response Rates by Reporting Group” on page 6 of [Every Student Counts Survey Board Report](#).
- **Respondents (2)** illustrates the number of respondents to each question of the survey.
- **Shaded N/A (3)** applied to rows without data means the response option was not available in the year the survey was administered.
- **Did not Respond to Question (4)** reflect the number of respondents who chose to skip or abstain from answering a survey question. These numbers are calculated by subtracting Respondents from Total Grade Respondents, then represented as a percentage of Total Grade Respondents (e.g., $17,559 - 16,266 = 1,293/17,559 = 0.07$ or 7%)
- **Responses (5)** seen in tables where respondents could choose more than one response option to answer the survey question. Therefore, the number of responses (chosen answers) will equal more than the number of respondents (people answering). In the example below, a respondent may identify as both Black and East Asian, meaning one respondent provided two responses.

Grade Group	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Total Grade Respondents (1)	17,559	26,461	18,507	35,433	97,960
Respondents (2)	16,266	23,598	17,442	33,153	90,459
Black	3%	6%	5%	6%	5%
East Asian	50%	41%	37%	35%	40%
Indigenous	1%	0.5%	0.5%	0.4%	0.5%
Latino/Latina/Latinx	2%	2%	2%	3%	2%
Middle Eastern	13%	15%	16%	13%	14%
South Asian	15%	15%	17%	16%	16%
Southeast Asian	4%	5%	5%	5%	5%
White	20%	23%	28%	33%	27%
A race or racial background not listed above	1%	5%	2%	1%	2%
Not sure (3)	N/A	N/A	N/A	N/A	N/A
I do not understand this question	N/A	N/A	N/A	N/A	N/A
Did not Respond to Question (4)	7%	11%	6%	6%	8%
Responses (5)	17,694	26,198	19,665	37,143	100,700

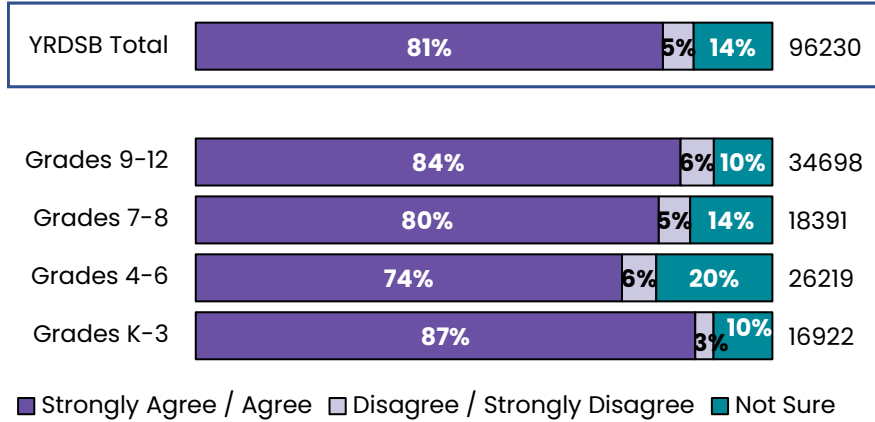
Important Data Notes

- ESCS 2022-23, students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). In 2018-2019 students in Grades K-6 completed the survey at home with their parent(s), guardian(s) or caregiver(s)
- For “select all that apply” questions, percentages do not sum to 100% as students could choose more than one response option.

Trend: Engagement and Learning

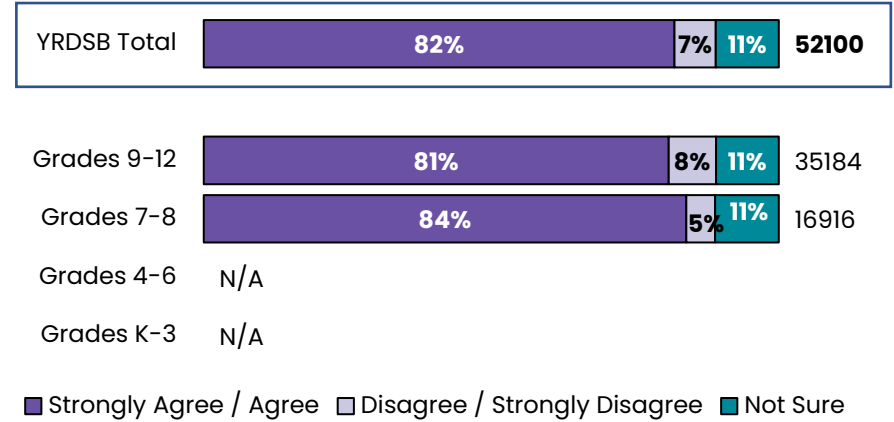
ESCS Year 2022-2023

Figure 1: Adults at school expect me to do well.



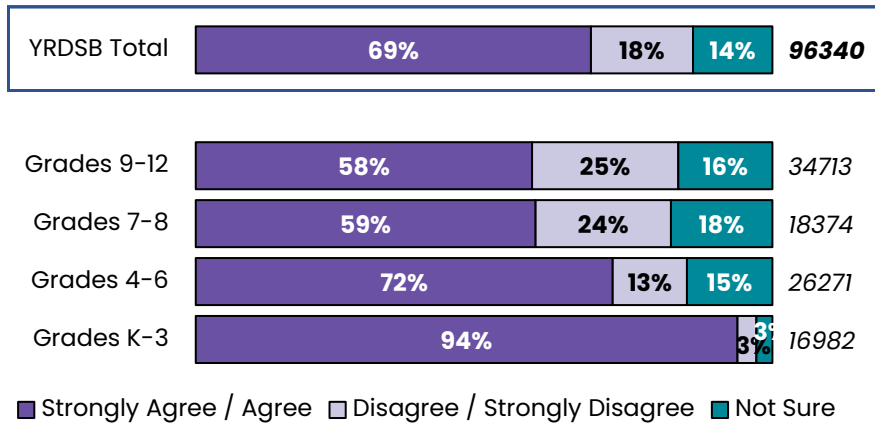
ESCS Year 2018-2019

Figure 2: Adults at school expect me to do well.



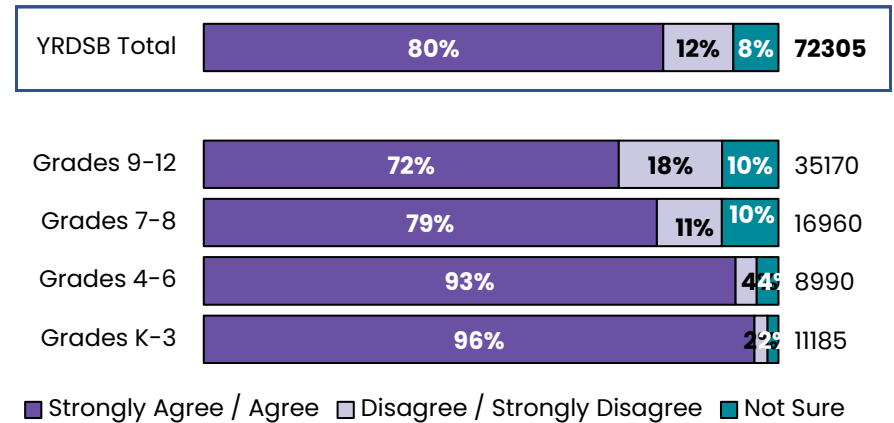
ESCS Year 2022-2023

Figure 3: I enjoy being at this school.



ESCS Year 2018-2019

Figure 4: I enjoy being at this school.



Note 1) Counts to right of bars represent the number of people who responded to the question.

ESCS Year 2022–2023

Table 1: What do you plan to do after finishing high school?

Grade Group	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Total Grade Respondents	N/A	N/A	18,507	35,433	53,940
Respondents	N/A	N/A	18,165	34,368	52,533
Work or find a job	N/A	N/A	37%	26%	30%
Attend college	N/A	N/A	24%	17%	19%
Attend university	N/A	N/A	71%	77%	75%
Attend a community-based day program	N/A	N/A	1%	0.5%	1%
Attend a skilled trade or apprenticeship program	N/A	N/A	5%	5%	5%
Start a business or become an entrepreneur	N/A	N/A	13%	9%	11%
Volunteer	N/A	N/A	14%	7%	9%
Travel	N/A	N/A	14%	13%	14%
Take a year off	N/A	N/A	5%	7%	6%
Other plans	N/A	N/A	7%	3%	4%
Not sure	N/A	N/A	15%	9%	11%
Did not Respond to Question	N/A	N/A	2%	3%	3%
Responses	N/A	N/A	37,491	59,319	96,810

ESCS Year 2018–2019

Table 2: What do you plan to do after finishing high school?

Grade Group	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Total Grade Respondents	N/A	N/A	17,165	35,525	52,690
Respondents	N/A	N/A	16,700	34,641	51,341
Work	N/A	N/A	19%	17%	18%
Attend college	N/A	N/A	19%	18%	18%
Attend university	N/A	N/A	73%	77%	76%
Attend a community-based day program	N/A	N/A	0.5%	0.5%	0.5%
Begin an apprenticeship	N/A	N/A	3%	4%	3%
Start a business or become an entrepreneur	N/A	N/A	N/A	N/A	N/A
Volunteer	N/A	N/A	N/A	N/A	N/A
Travel	N/A	N/A	9%	12%	11%
Take a year off	N/A	N/A	N/A	N/A	N/A
Other plans	N/A	N/A	6%	4%	5%
Not sure	N/A	N/A	15%	10%	11%
Did not Respond to Question	N/A	N/A	3%	2%	3%
Responses	N/A	N/A	24,098	49,128	93,510

Trend: About Me

ESCS Year 2022–2023

Table 3: What language(s) do you use at home?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Total Grade Respondents	17,559	N/A	18,507	35,433	71,499
Respondents	16,830	N/A	18,034	33,694	68,558
Arabic	1%	N/A	3%	2%	2%
Cantonese	18%	N/A	13%	13%	14%
English	60%	N/A	76%	73%	71%
Farsi or Persian	7%	N/A	7%	6%	6%
French	3%	N/A	5%	4%	4%
Hebrew	1%	N/A	3%	2%	2%
Hindi	2%	N/A	3%	2%	2%
Korean	3%	N/A	2%	2%	2%
Mandarin	25%	N/A	18%	17%	20%
Punjabi	1%	N/A	3%	2%	2%
Russian	3%	N/A	5%	4%	4%
Spanish	1%	N/A	2%	2%	2%
Tamil	4%	N/A	5%	5%	5%
Urdu	3%	N/A	5%	4%	4%
Did not Respond to Question	4%	N/A	3%	5%	4%
Responses	31,299	N/A	35,763	62,621	129,683

ESCS Year 2018–2019

Table 4: What language(s) do you use at home?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Total Grade Respondents	11,248	9,036	17,165	35,525	72,974
Respondents	11,179	8,990	17,047	35,085	72,301
Arabic	1%	1%	2%	1%	1%
Cantonese	14%	11%	10%	11%	11%
English	68%	76%	78%	76%	75%
Farsi	5%	4%	6%	4%	5%
French	1%	2%	3%	2%	2%
Hebrew	1%	1%	2%	2%	2%
Hindi	1%	1%	2%	1%	2%
Korean	2%	2%	2%	2%	2%
Mandarin	22%	20%	13%	14%	16%
Punjabi	1%	1%	2%	2%	2%
Russian	3%	4%	5%	5%	4%
Spanish	1%	1%	1%	2%	1%
Tamil	4%	5%	5%	4%	4%
Urdu	3%	4%	4%	3%	4%
Did not Respond to Question	1%	1%	1%	1%	1%
Responses	15,548	12,975	25,423	51,071	105,017

ESCS Year 2022–2023

Table 5: Which racial group(s) best describes you?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Identified Indigenous Identity					
Indigenous	1.0%	0.5%	0.5%	0.4%	0.5%
Total Grade Respondents	17,559	26,461	18,507	35,433	97,960
Respondents	16,266	23,598	17,442	33,153	90,459
Self-Identified Race Identity					
Black	3%	6%	5%	6%	5%
East Asian	50%	41%	37%	35%	40%
Latino/Latina/Latinx	2%	2%	2%	3%	2%
Middle Eastern	13%	15%	16%	13%	14%
South Asian	15%	15%	17%	16%	16%
Southeast Asian	4%	5%	5%	5%	5%
White	20%	23%	28%	33%	27%
A race or racial background not listed above	1%	5%	2%	1%	2%
Not sure	N/A	N/A	N/A	N/A	N/A
I do not understand this question	N/A	N/A	N/A	N/A	N/A
Did not Respond to Question	7%	11%	6%	6%	8%
Responses	17,694	26,198	19,665	37,143	100,700

ESCS Year 2018–2019

Table 6: Which racial group(s) best describes you?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Identified Indigenous Identity					
Indigenous	0.7%	0.6%	2.7%	1.9%	1.7%
Total Grade Respondents	11,248	9,036	17,165	35,525	72,974
Respondents	10,907	8,787	16,807	34,726	71,227
Self-Identified Race Identity					
Black	3%	3%	5%	5%	4%
East Asian	42%	39%	27%	30%	32%
Latino/Latina/Latinx	1%	1%	2%	2%	2%
Middle Eastern	8%	8%	10%	9%	9%
South Asian	14%	17%	16%	14%	15%
Southeast Asian	3%	3%	4%	5%	4%
White	29%	29%	30%	36%	33%
A race or racial background not listed above	2%	2%	3%	2%	2%
Not sure	2%	3%	9%	5%	5%
I do not understand this question	2%	2%	3%	2%	2%
Did not Respond to Question	3%	3%	2%	2%	2%
Responses	11,646	9,340	18,763	38,618	78,367

Note 1) Indigenous to Canada was calculated in consultation with the First Nation, Metis and Inuit Education team. The numbers above were calculated based on responses to questions about Indigenous Identity, Indigenous Race, and information from the Student Information System.

Table 7: What is your religion and/or spiritual affiliation?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Total Grade Respondents	17,559	26,461	18,507	35,433	97,960
Respondents	16,429	25,717	17,991	33,469	93,606
Agnostic	3%	6%	7%	9%	7%
Atheist	6%	7%	11%	14%	10%
Buddhist	5%	4%	4%	4%	4%
Christian (incl. Catholic)	21%	21%	24%	24%	23%
Hindu	8%	7%	8%	7%	8%
Indigenous Spirituality	0.1%	0.2%	0.2%	0.1%	0.2%
Jewish	4%	7%	8%	7%	7%
Muslim	11%	12%	13%	11%	12%
Sikh	1%	1%	1%	1%	1%
Spiritual, but not religious	4%	3%	4%	5%	4%
No religious or spiritual affiliation	27%	9%	12%	13%	14%
Not listed (specify):	1%	1%	2%	1%	1%
Not sure	6%	20%	13%	9%	12%
I do not understand this question	1%	8%	3%	1%	3%
Prefer not to answer	10%	10%	7%	6%	8%
Did not Respond	6%	3%	3%	6%	4%
Responses	17,869	29,882	20,789	38,293	106,833

Table 8: What is your religion and/or spiritual affiliation?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Total Grade Respondents	11,248	9,036	17,165	35,525	72,974
Respondents	10,811	8,775	16,735	34,513	70,834
Agnostic	2%	2%	2%	6%	4%
Atheist	4%	4%	7%	13%	9%
Buddhist	4%	5%	4%	5%	5%
Christian (incl. Catholic)	29%	30%	30%	32%	31%
Hindu	8%	9%	9%	7%	8%
Indigenous Spirituality	0.1%	0.1%	0.1%	0.2%	0.1%
Jewish	6%	7%	8%	7%	7%
Muslim	11%	12%	13%	10%	11%
Sikh	1%	1%	2%	1%	1%
Spiritual but not religious	5%	4%	2%	4%	4%
No religious or spiritual affiliation	28%	24%	15%	15%	18%
Not listed (specify):	1%	1%	1%	1%	1%
Not sure	7%	6%	14%	9%	10%
I do not understand this question	1%	1%	2%	1%	1%
Prefer not to answer	N/A	N/A	N/A	N/A	N/A
Did not respond	4%	3%	3%	3%	3%
Responses	11,527	9,227	18,329	38,483	77,566

Note 1) The number and percent of students who identify as Jewish, is a combination of student responses to Q17 (open-ended ethnic or cultural origin), Q18 (open-ended race), and Q19 (religion).

ESCS Year 2022-2023

Table 9: What is your gender identity?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Total Grade Respondents	17,559	26,461	18,507	35,433	97,960
Respondents	16,393	25,892	18,109	33,773	94,167
Boy or Man	48%	42%	50%	50%	47%
Girl or Woman	46%	42%	45%	46%	45%
Gender Diverse	0.1%	1%	2%	3%	2%
Two-Spirit	-	-	0.2%	0.2%	0.1%
Questioning my gender identity	-	0.02%	2%	1%	1%
Transgender*	N/A	N/A	1%	2%	2%
Gender identity(ies) not listed above	-	-	0.2%	0.2%	0.1%
Not sure	1%	5%	1%	1%	2%
I do not understand this question	-	0.02%	1%	1%	0.4%
Prefer not to answer	4%	10%	2%	1%	4%
Did not Respond to Question	7%	2%	2%	5%	4%
Responses	16,394	25,932	18,603	34,721	95,650

ESCS Year 2018-2019

Table 10: What is your gender identity?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Total Grade Respondents	11,248	9,036	17,165	35,525	72,974
Respondents	11,181	8,972	16,989	34,887	72,029
Boy or Man	49%	49%	49%	48%	49%
Girl or Woman	50%	50%	48%	48%	49%
Gender Diverse	0.0%	0.1%	1%	1%	1%
Two-Spirit	-	0.01%	0.1%	0.2%	0.1%
Questioning my gender identity	0.03%	0.02%	0.3%	0.3%	0.2%
Transgender*	-	0.01%	0.2%	0.2%	0.2%
Gender identity(ies) not listed above	0.02%	0.01%	0.2%	0.3%	0.2%
Not sure	0.1%	0.04%	0.4%	0.4%	0.3%
I do not understand this question	0.2%	0.1%	0.3%	0.4%	0.3%
Prefer not to answer	1%	1%	1%	1%	1%
Did not Respond to Question	1%	1%	1%	2%	1%
Responses	11,248	9,036	17,165	35,525	72,974

Note 1-4: 1) This question was open-ended for students in Grades K-6, and responses were re-coded into the response options provided to students in Grades 7-12 in the 2022-2023 ESCS. **2)** Respondents to ESCS 2018-19 were only given the option to select one gender identity, as opposed to ESCS 2022-23 where multiple selection was allowed. **3)** Gender Diverse includes Non-binary, Genderqueer, Agender, Gender non-conforming and Gender fluid. **4)*** Although Transgender status was asked about separately from Gender Identity, it is connected to the lived experiences of gender and is included in this table/graph.

ESCS Year 2022-2023

Table 11: What is your sexual orientation?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Total Grade Respondents	N/A	N/A	18,507	35,433	53,940
Respondents	N/A	N/A	17,792	33,161	50,953
Asexual	N/A	N/A	6%	4%	5%
Aromantic	N/A	N/A	4%	2%	3%
Bisexual	N/A	N/A	5%	7%	6%
Gay	N/A	N/A	1%	1%	1%
Straight/Heterosexual	N/A	N/A	70%	73%	72%
Lesbian	N/A	N/A	1%	1%	1%
Pansexual	N/A	N/A	2%	2%	2%
Queer	N/A	N/A	1%	2%	1%
Questioning	N/A	N/A	3%	3%	3%
Two Spirit	N/A	N/A	0.1%	0.1%	0.1%
A sexual orientation not listed above	N/A	N/A	1%	1%	1%
Not sure	N/A	N/A	7%	4%	5%
I do not understand this question	N/A	N/A	4%	3%	3%
Prefer not to answer	N/A	N/A	9%	6%	7%
Did not Respond to Question	N/A	N/A	4%	6%	6%
Responses	N/A	N/A	20,072	36,455	56,527

ESCS Year 2018-2019

Table 12: What is your sexual orientation?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Total Grade Respondents	N/A	N/A	17,165	35,525	52,690
Respondents	N/A	N/A	16,595	34,356	50,951
Asexual	N/A	N/A	4%	4%	4%
Aromantic	N/A	N/A	N/A	N/A	N/A
Bisexual	N/A	N/A	3%	4%	4%
Gay	N/A	N/A	0.2%	1%	0.5%
Straight/Heterosexual	N/A	N/A	66%	78%	74%
Lesbian	N/A	N/A	0.2%	1%	0.4%
Pansexual	N/A	N/A	1%	1%	1%
Queer	N/A	N/A	0.1%	0.3%	0.2%
Questioning	N/A	N/A	1%	1%	1%
Two-Spirit	N/A	N/A	0.2%	0.2%	0.2%
A sexual orientation not listed above	N/A	N/A	1%	1%	1%
Not sure	N/A	N/A	7%	3%	4%
I do not understand this question	N/A	N/A	8%	3%	4%
I prefer not to answer	N/A	N/A	10%	4%	6%
Did not Respond to Question	N/A	N/A	3%	3%	3%
Responses	N/A	N/A	17,165	35,525	52,690

Note 1) Respondents to ESCS 2018-19 were only given the option to select one sexual orientation, as opposed to ESCS 2022-23 where multiple selection was allowed.

ESCS Year 2022–2023

Table 13: Do you identify as a person with a disability(ies)?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Total Grade Respondents	N/A	N/A	18,507	35,433	53,940
Respondents	N/A	N/A	18,007	33,660	51,667
Yes	N/A	N/A	8%	9%	9%
No	N/A	N/A	75%	79%	77%
Not sure	N/A	N/A	11%	7%	9%
I do not understand this question	N/A	N/A	2%	2%	2%
Prefer not to answer	N/A	N/A	4%	3%	3%
Did not Respond to Question	N/A	N/A	3%	5%	4%
Total	N/A	N/A	18,507	35,433	53,940

ESCS Year 2018–2019

Table 14: Do you identify as a person with a disability(ies)?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Total Grade Respondents	11,248	9,036	17,165	35,525	72,974
Respondents	11,176	8,994	17,015	35,094	72,243
Yes	3%	3%	6%	7%	6%
No	95%	94%	81%	82%	85%
Not sure	1%	1%	10%	8%	6%
I do not understand this question	0.3%	0.5%	1%	1%	1%
Prefer not to answer	1%	1%	3%	2%	2%
Did not Respond to Question	1%	0.5%	1%	1%	1%
Total	11,248	9,036	17,165	35,525	72,974

Trend: Status in Canada

ESCS Year 2022-2023

Table 17: Do you consider yourself Canadian?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Respondents	N/A	26,221	18,333	34,454	79,008
Yes	N/A	74%	77%	80%	77%
No	N/A	10%	10%	10%	10%
Not sure	N/A	16%	13%	10%	13%
Did not respond to question	N/A	1%	1%	3%	2%
Total	N/A	26,461	18,507	35,433	80,401

ESCS Year 2022-2023

Table 19: Were you born in Canada?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Respondents	16,802	26,210	18,280	34,192	95,484
Yes (skip next 2 questions)	81%	75%	75%	72%	75%
No (go to question 24)	19%	22%	24%	26%	23%
Prefer not to answer	0.5%	3%	1%	1%	2%
Did not respond to question	4%	1%	1%	4%	3%
Total	17,559	26,461	18,507	35,433	97,960

ESCS Year 2018-2019

Table 18: Do you consider yourself Canadian?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Respondents	11,160	8,987	17,084	35,170	72,401
Yes	90%	92%	88%	86%	88%
No	4%	4%	4%	8%	6%
Not sure	6%	4%	8%	6%	6%
Did not Respond to Question	1%	1%	0.5%	1%	1%
Total	11,248	9,036	17,165	35,525	72,974

ESCS Year 2018-2019

Table 20: Were you born in Canada?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Respondents	11,204	9,011	17,088	35,304	72,607
Yes (skip to question 25)	85%	81%	81%	74%	78%
No (go to question 24)	15%	19%	19%	26%	22%
Prefer not to answer	N/A	N/A	N/A	N/A	N/A
Did not respond to question	0.4%	0.3%	0.4%	1%	1%
Total	11,248	9,036	17,165	35,525	72,974

ESCS Year 2022–2023

Table 21: I am:

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Respondents	3,136	N/A	4,288	8,918	16,342
A Canadian citizen	22%	N/A	33%	35%	32%
A dual citizen	9%	N/A	15%	15%	14%
An international student (enrolled through a study permit)	15%	N/A	5%	15%	12%
A landed immigrant/ permanent resident	42%	N/A	18%	21%	24%
A refugee claimant	4%	N/A	2%	2%	2%
Not sure	3%	N/A	18%	7%	9%
I do not understand this question	1%	N/A	4%	1%	2%
Prefer not to answer	4%	N/A	6%	4%	4%
Did not respond to question	1%	N/A	1%	1%	1%
Total	3,177	N/A	4,327	8,994	16,498

ESCS Year 2018–2019

Table 22: I am:

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Respondents	1,621	1,693	3,261	8,911	15,486
A Canadian citizen	32%	46%	57%	49%	48%
A dual citizen	N/A	N/A	N/A	N/A	N/A
An international student (enrolled through a study permit)	8%	7%	5%	22%	16%
A landed immigrant/ permanent resident	54%	42%	22%	22%	28%
A refugee claimant	3%	2%	2%	2%	2%
Not sure	2%	2%	11%	4%	5%
I do not understand this question	1%	1%	3%	1%	1%
Prefer not to answer	N/A	N/A	N/A	N/A	N/A
Did not respond to question	1%	1%	1%	1%	1%
Total	1,643	1,705	3,308	9,022	15,678

Note 1) This question was only asked of students who responded with “No” to “Were you born in Canada?”

ESCS Year 2022-2023

Table 23: How long have you lived in Canada?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Respondents	3,168	N/A	4,318	8,956	16,442
Less than 1 year	27%	N/A	13%	14%	16%
1-3 years	32%	N/A	19%	20%	22%
4-6 years	31%	N/A	24%	21%	24%
More than 6 years	8%	N/A	39%	42%	34%
Not sure	0.3%	N/A	3%	1%	2%
Prefer not to answer	1%	N/A	1%	1%	1%
Did not respond to question	0.3%	N/A	0.2%	0.4%	0.3%
Total	3,177	N/A	4,327	8,994	16,498

Note 1) This question was only asked of students who responded with “No” to “Were you born in Canada?”

ESCS Year 2022-2023

Table 25: Have you experienced homelessness in the last twelve months?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Respondents	16,708	N/A	18,190	33,866	68,764
Yes	0.3%	N/A	1%	1%	1%
No	100%	N/A	99%	99%	99%
Did not respond to question	5%	N/A	2%	4%	4%
Total	17,559	N/A	18,507	35,433	71,499

ESCS Year 2018-2019

Table 24: How long have you lived in Canada?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Respondents	1,640	1,702	3,292	8,980	15,614
Less than 1 year	21%	12%	9%	13%	13%
1-3 years	44%	30%	22%	27%	28%
4-6 years	30%	29%	22%	17%	20%
More than 6 years	5%	29%	47%	43%	38%
Not sure	N/A	N/A	N/A	N/A	N/A
Prefer not to answer	N/A	N/A	N/A	N/A	N/A
Did not respond to question	0.2%	0.2%	0.5%	0.5%	0.4%
Total	1,643	1,705	3,308	9,022	15,678

ESCS Year 2018-2019

Table 26: Have you experienced homelessness in the last twelve months?

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Respondents	11,196	8,997	17,010	35,049	72,252
Yes	0.3%	0.3%	1%	2%	1%
No	100%	100%	99%	98%	99%
Did not respond to question	0.5%	0.4%	1%	1%	1%
Total	11,248	9,036	17,165	35,525	72,974

ESCS Year 2022–2023**Table 27: Family Structure**

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Respondents	16,778	N/A	18,088	33,724	68,590
Two Parent Household	92%	N/A	90%	86%	88%
One Parent Household	8%	N/A	9%	11%	10%
Other (e.g., foster home, group home, other relative)	<1%	N/A	1%	3%	2%
Did not respond to question	5%	N/A	2%	5%	4%
Total	17,559	N/A	18,507	35,433	71,499

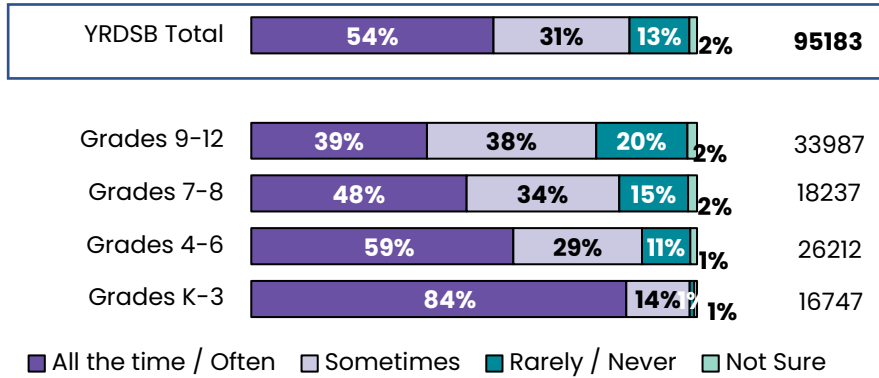
ESCS Year 2018–2019**Table 28: Family Structure**

Response Option	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	YRDSB
Respondents	11,212	8,989	16,932	34,964	72,097
Two Parent Household	84%	83%	89%	82%	84%
One Parent Household	15%	16%	9%	12%	12%
Other (e.g., foster home, group home, other relative)	<1%	1%	2%	6%	3%
Did not respond to question	<1%	1%	1%	2%	1%
Total	11,248	9,036	17,165	35,525	72,974

Trend: Well-Being and Mental Health

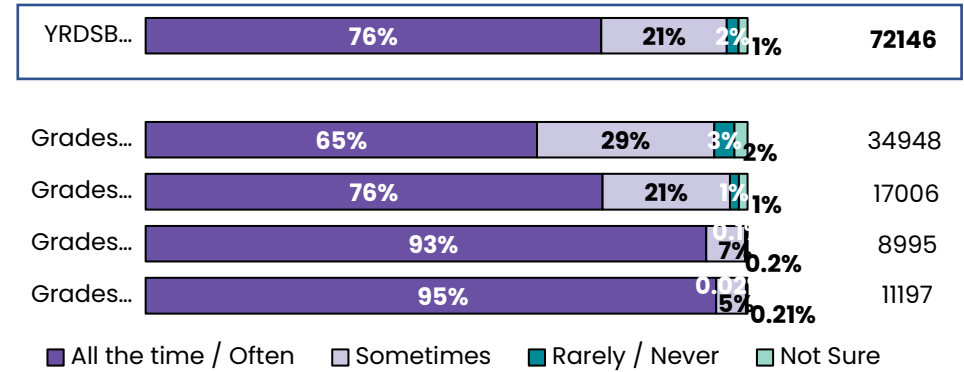
ESCS Year 2022-2023

Figure 5: At school, I feel happy.



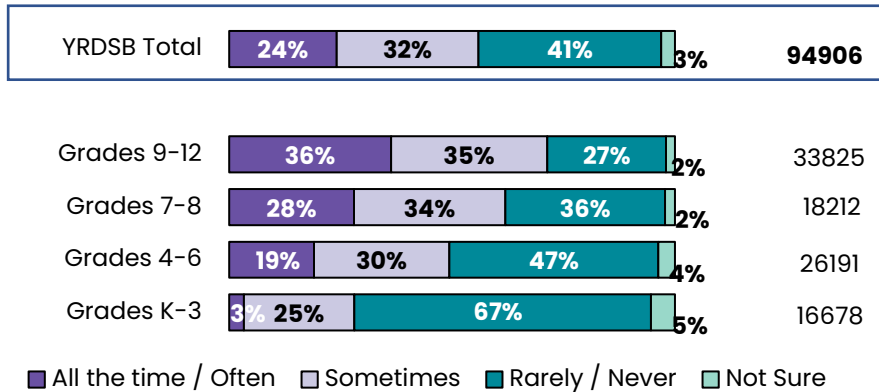
ESCS Year 2018-2019

Figure 6: At school, I feel happy.



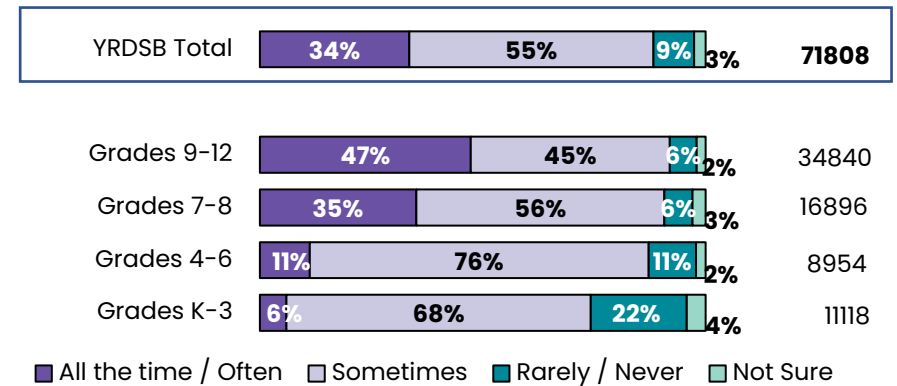
ESCS Year 2022-2023

Figure 7: At school, I feel nervous or anxious.



ESCS Year 2018-2019

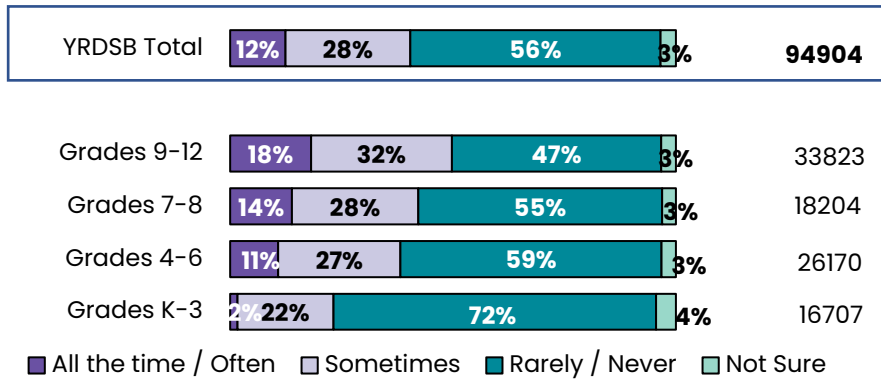
Figure 8: At school, I feel nervous or anxious.



Note 1) Counts to right of bars represent the number of people who responded to the question.

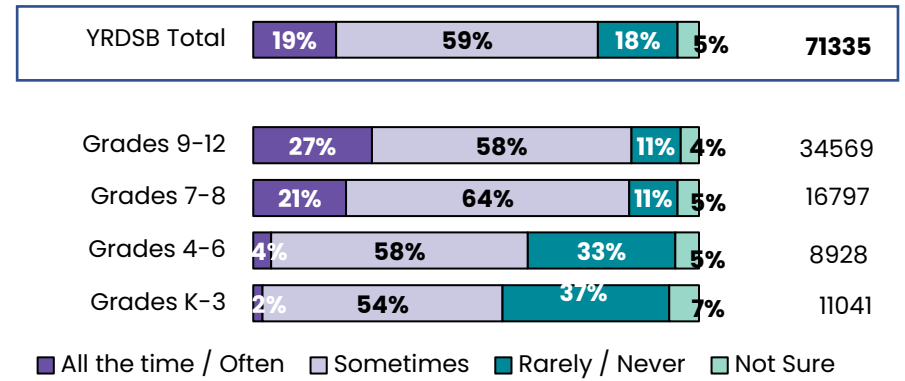
ESCS Year 2022-2023

Figure 9: At school, I feel sad.



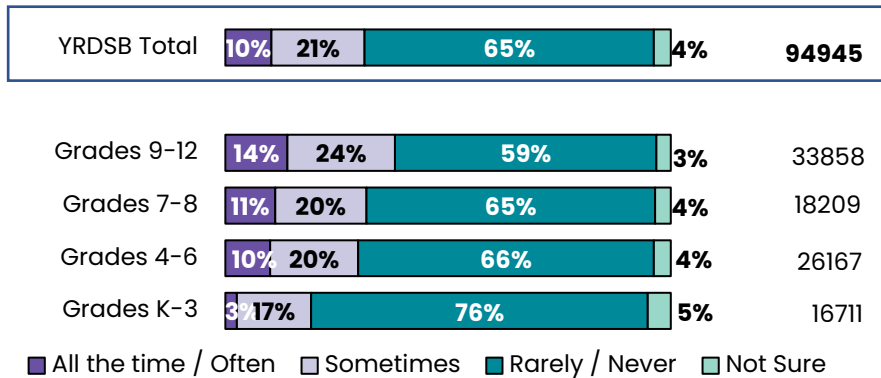
ESCS Year 2018-2019

Figure 10: At school, I feel sad.



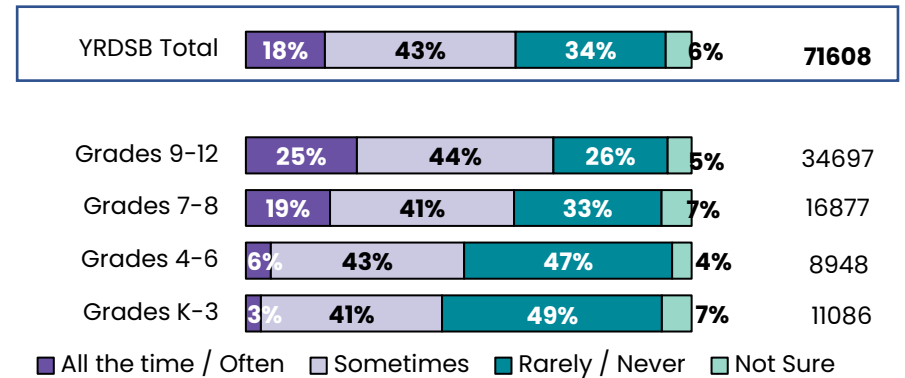
ESCS Year 2022-2023

Figure 11: At school, I feel lonely.



ESCS Year 2018-2019

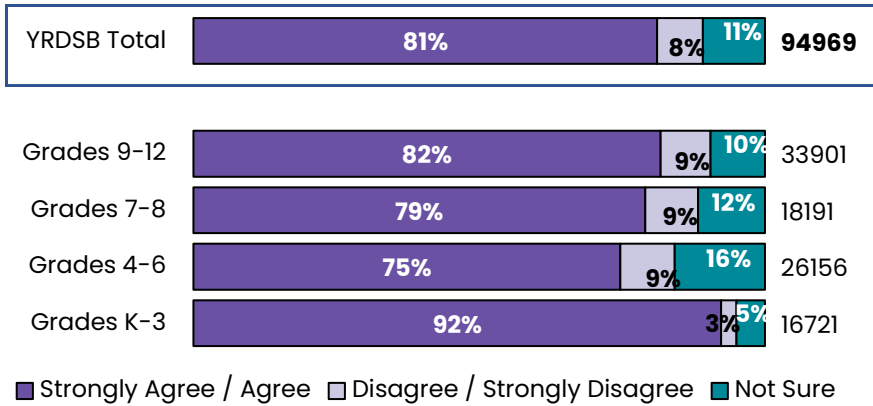
Figure 12: At school, I feel lonely.



Note 1) Counts to right of bars represent the number of people who responded to the question.

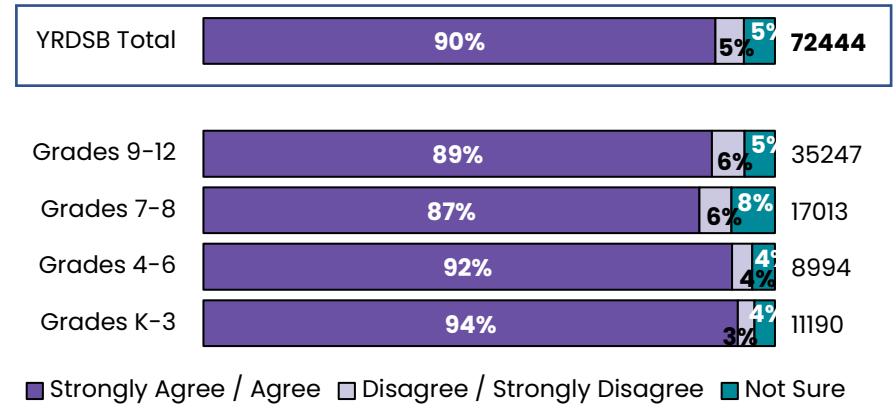
ESCS Year 2022-2023

Figure 13: I get along well with other students at this school.



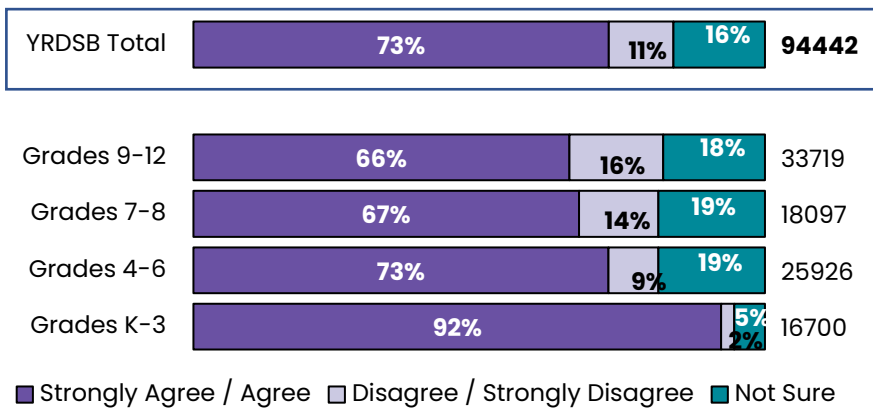
ESCS Year 2018-2019

Figure 14: I get along well with other students at this school.



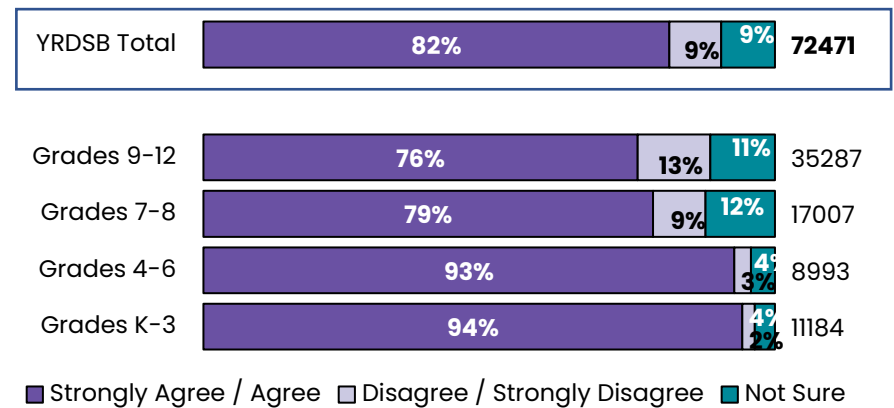
ESCS Year 2022-2023

Figure 15: I feel like I belong at this school.



ESCS Year 2018-2019

Figure 16: I feel like I belong at this school.

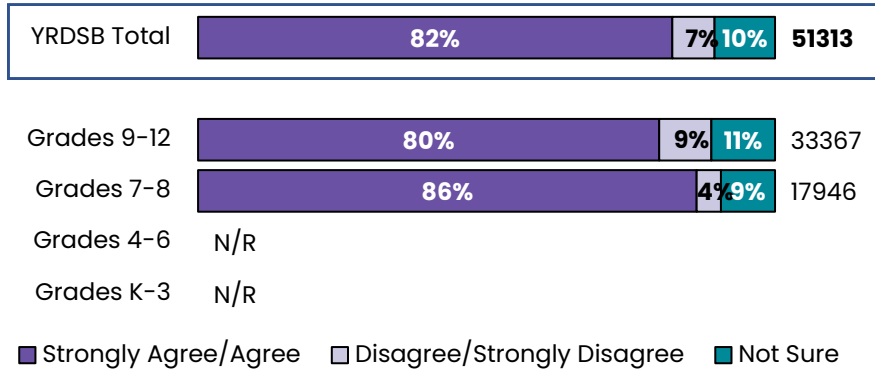


Note 1) Counts to right of bars represent the number of people who responded to the question.

Trend: Equitable and Inclusive Learning Environments

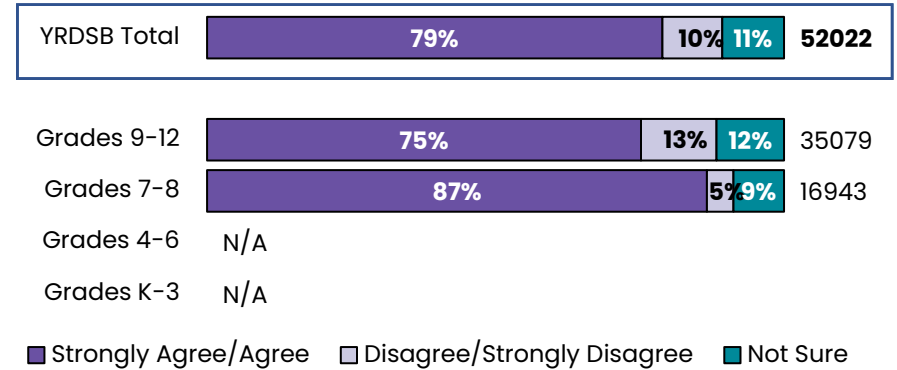
ESCS Year 2022-2023

Figure 17: At school, I learn about human rights or social justice issues related to Indigenous Peoples of Canada.



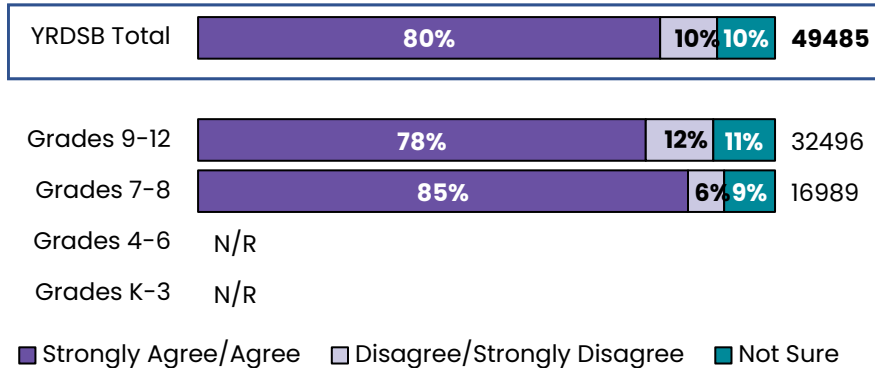
ESCS Year 2018-2019

Figure 18: At school, I learn about human rights or social justice issues related to Indigenous Peoples of Canada.



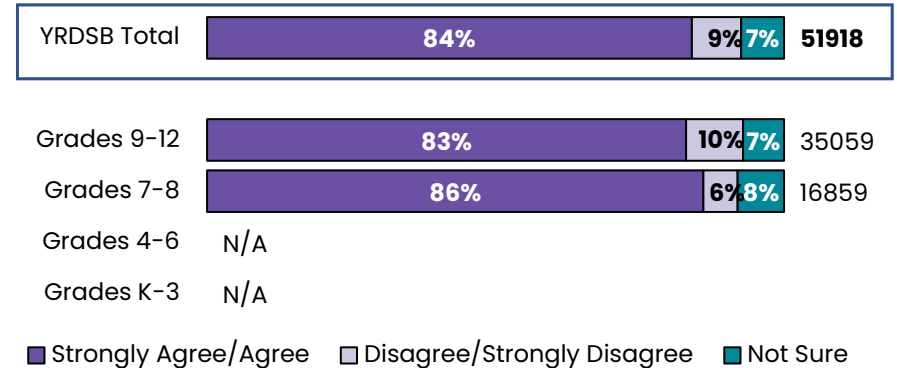
ESCS Year 2022-2023

Figure 19: At school, I learn about human rights or social justice issues related to race, ethnicity, and culture.



ESCS Year 2018-2019

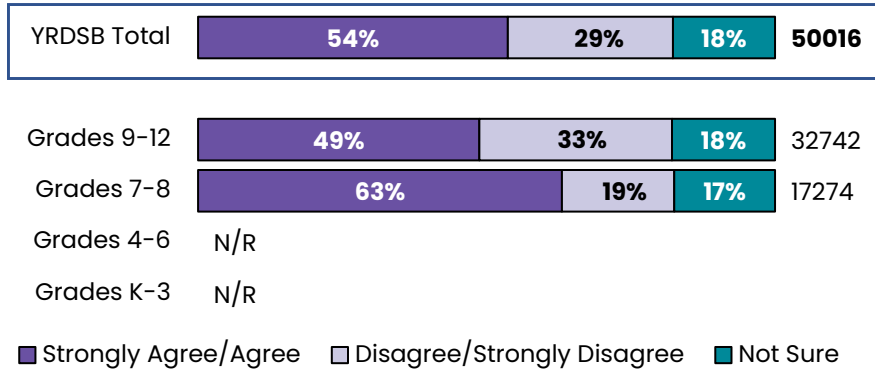
Figure 20: At school, I learn about human rights or social justice issues related to race, ethnicity, and culture.



Note 1) Counts to right of bars represent the number of people who responded to the question.

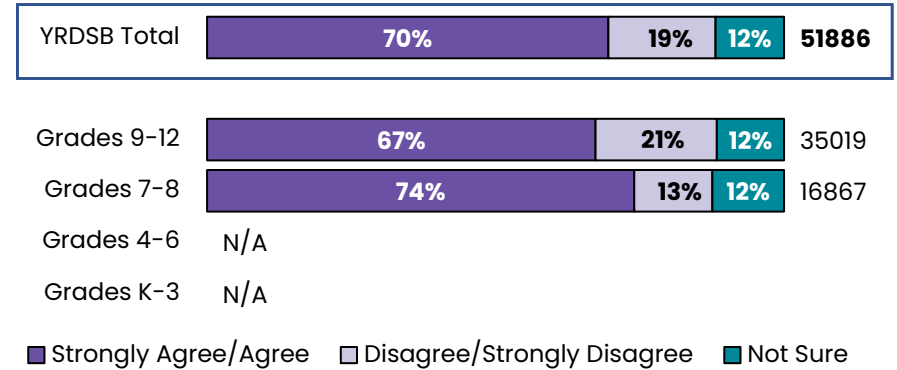
ESCS Year 2022-2023

Figure 21: At school, I learn about human rights or social justice issues related to disabilities.



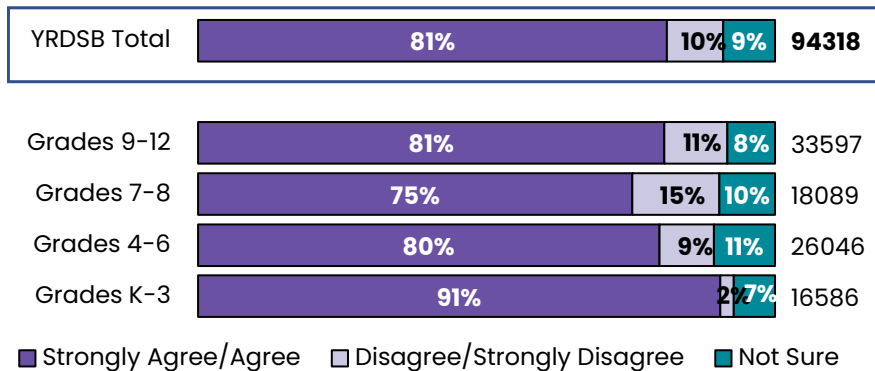
ESCS Year 2018-2019

Figure 22: At school, I learn about human rights or social justice issues related to disabilities.



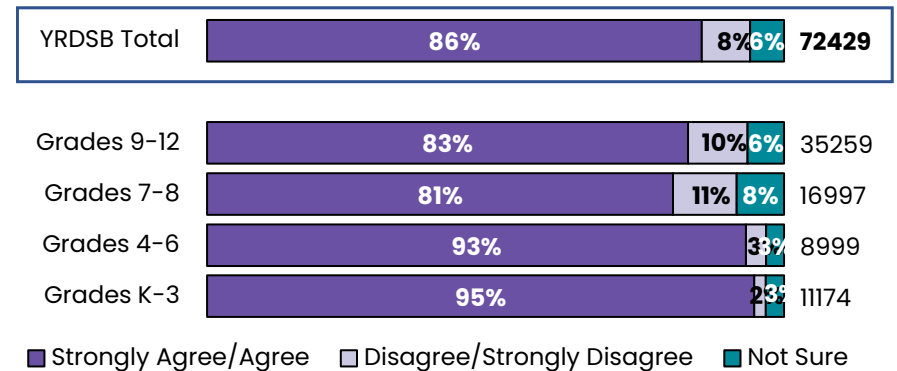
ESCS Year 2022-2023

Figure 23: School rules are applied to me in the same way as other students.



ESCS Year 2018-2019

Figure 24: School rules are applied to me in the same way as other students.

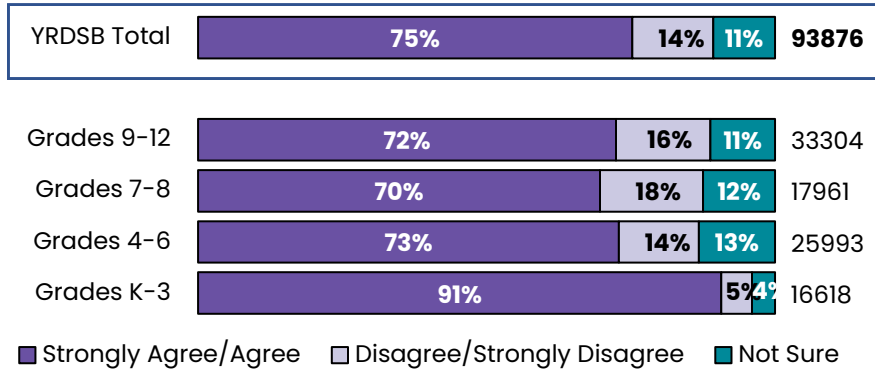


Note 1) Counts to right of bars represent the number of people who responded to the question.

Trend: Safety, Bullying and Discrimination

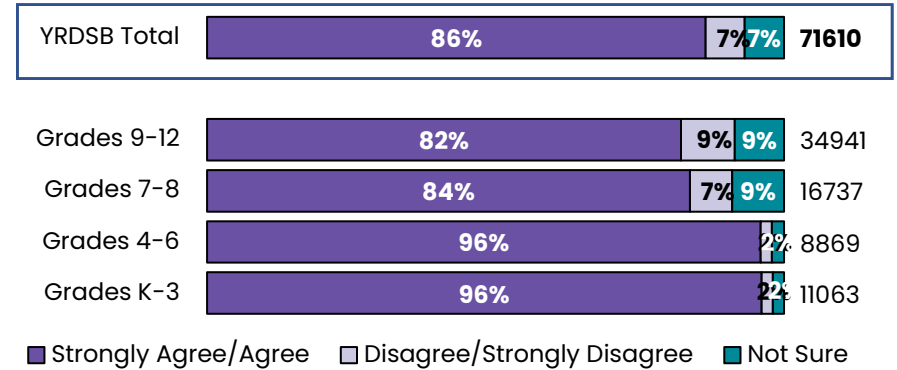
ESCS Year 2022-2023

Figure 25: I feel safe at this school.



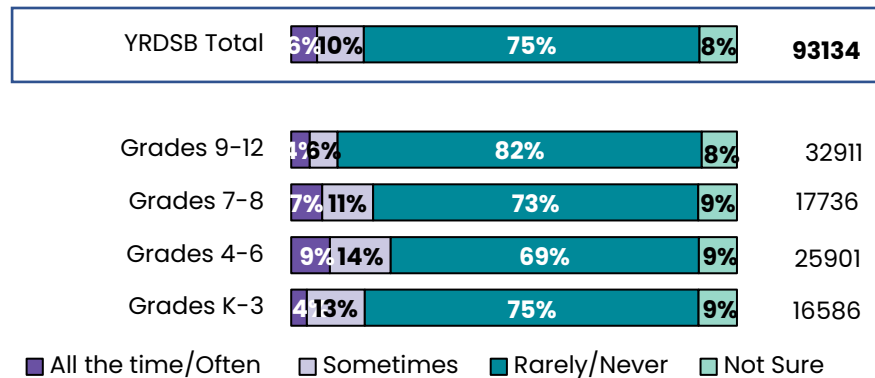
ESCS Year 2018-2019

Figure 26: I feel safe at this school.



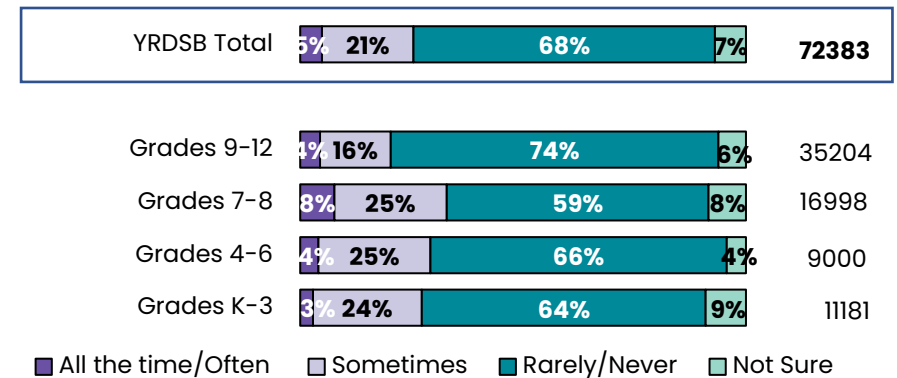
ESCS Year 2022-2023

Figure 27: Since September, how often have you experienced bullying or cyberbullying?



ESCS Year 2018-2019

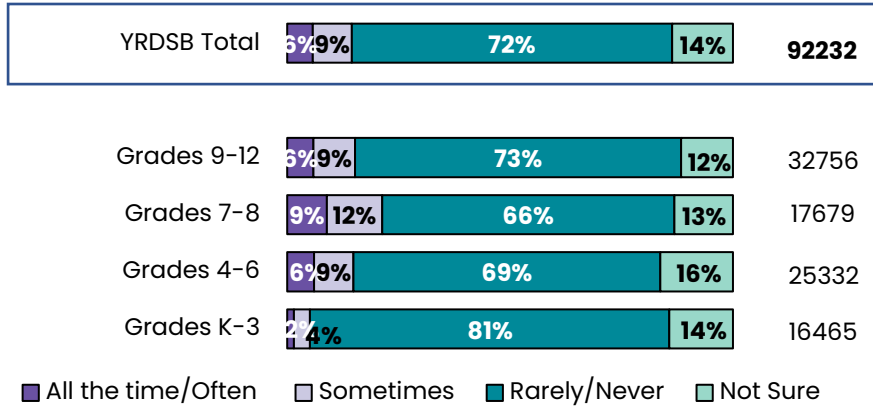
Figure 28: Since September, how often have you experienced bullying or cyberbullying?



Note 1) Counts to right of bars represent the number of people who responded to the question.

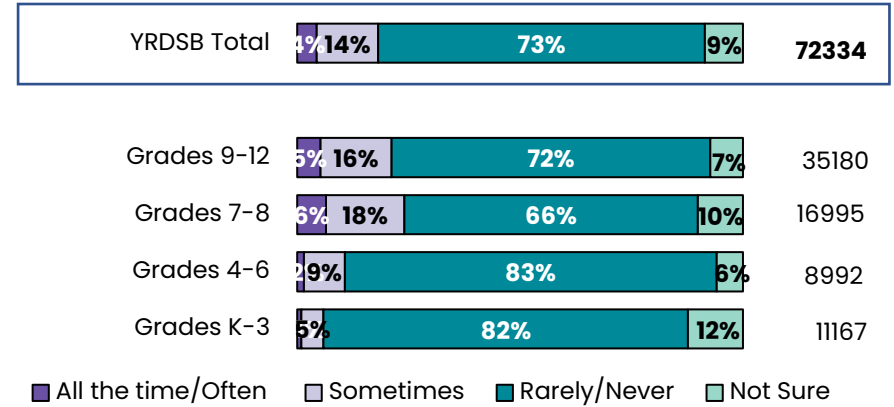
ESCS Year 2022-2023

Figure 29: Since September, how often have you experienced discrimination in your school or class?



ESCS Year 2018-2019

Figure 30: Since September, how often have you experienced discrimination in your school or class?



Note 1) Counts to right of bars represent the number of people who responded to the question.

Appendix

Engagement and learning question phrasing in 2022–2023 and 2018–2019

ESCS 2022–23

Figure 1 (Grades K–3) Adults at my child’s school expect them to do well.

(Grades 4–12) Adults at school expect me to do well.

ESCS 2022–23

Figure 3 (Grades K–3) My child enjoys being at this school.

(Grades 4–12) I enjoy being at this school.

ESCS 2022–23

Table 1 (Grades K–3 and Grades 4–6) Not applicable

(Grades 7–12) What do you plan to do after finishing high school?

(Select all that apply)

ESCS 2018–19

Figure 2 (Grades K–6) Not applicable

(Grades 7–12) There is an adult at my school who expects me to do well.

ESCS 2018–19

Figure 4 (Grades K–3) My child enjoys being at this school.

(Grades 4–12) I enjoy being at this school.

ESCS 2018–19

Table 2 (Grades K–6) Not applicable

(Grades 7–12) What do you plan to do after you finish high school?

(Select all that apply)

About me question phrasing in 2022–2023 and 2018–2019

ESCS 2022–23

Table 3 (Grades K-3) What language(s) does your child use at home?

(Select all that apply)

(Grades 4-6) Not applicable

(Grades 7-12) What language(s) do you use at home? (Select all that apply)

ESCS 2022–23

Table 5 (Grades K-12) Do you identify as First Nations, Métis, and/or Inuit

(First Nations include Status and Non-Status people)? If yes, select all

that apply.

ESCS 2022–23

Table 7 (Grades K-3) Which racial group(s) best describes your child?

(If they identify with multiple racial groups, select all that apply.)

(Grades 4-12) Which racial group(s) best describes you? (If you identify with multiple racial groups, select all that apply.)

ESCS 2022–23

Table 9 (Grades K-3) What is your child's religion and/or spiritual

affiliation? (Select all that apply)

(Grades 4-12) What is your religion and/or spiritual affiliation? (Select all that apply)

ESCS 2018–19

Table 4 (Grades K-12) What is the language(s) most often spoken in

your home? Please select all that apply.

ESCS 2018–19

Table 6 (Grades K-6) Does your child identify as First Nations, Métis,

and/or Inuit? If yes, select all that apply.

(Grades 7-12) Do you identify as First Nations, Métis, and/or Inuit? If yes, select all that apply.

ESCS 2018–19

Table 8 (Grades K-6) Which race category best describes your child?

Please select all that apply.

(Grades 7-12) Which race category best describes you? Please select all that apply.

ESCS 2018–19

Table 10 (Grades K-6) What is your child's religion and/or spiritual

affiliation*? Please select all that apply.

(Grades 7-12) What is your religion and/or spiritual affiliation? Please select all that apply.

ESCS 2022-23

Table 12 (Grades K-3) What is your child's gender identity?
(Grades 4-6) What is your gender identity? _____
(Grades 7-12) What is your gender identity? (Select all that apply)

ESCS 2022-23

Table 14 (Grades K-3 and Grades 4-6) Not Applicable
(Grades 7-12) What is your sexual orientation? (If you identify with multiple sexual orientations, select all that apply)

ESCS 2022-23

Table 17 (Grades K-3) Not applicable
(Grades 4-12) Do you consider yourself Canadian? (You do not have to be born in Canada to think of yourself as Canadian.)

ESCS 2022-23

Table 19 (Grades K-3) Was your child born in Canada?
(Grades 4-12) Were you born in Canada?

ESCS 2022-23

Table 21 (Grades K-3) My child is:
(Grades 7-12) I am:

ESCS 2022-23

Table 23 (Grades K-3) How long has your child lived in Canada?
(Grades 7-12) How long have you lived in Canada?

ESCS 2018-19

Table 13 (Grades K-6) What is your child's gender identity? (Single choice)
(Grades 7-12) What is your gender identity? (Single choice)

ESCS 2018-19

Table 14 (Grades K-6) Not applicable
(Grades 7-12) What is your sexual orientation? (Single choice)

ESCS 2018-19

Table 18 (Grades K-6) Does your child consider themselves a Canadian?
(Grades 7-12) Do you consider yourself a Canadian?

ESCS 2018-19

Table 20 (Grades K-6) Was your child born in Canada?
(Grades 7-12) Were you born in Canada?

ESCS 2018-19

Table 22 (Grades K-6) If no, is your child currently:
(Grades 7-12) If no, are you currently:

ESCS 2018-19

Table 24 (Grades K-6) How long has your child lived in Canada?
(Grades 7-12) How long have you lived in Canada?

ESCS 2022-23

Table 25 (Grades K-3) Has your child experienced homelessness in the last twelve months (for example, living in shelters, living in cars or abandoned buildings)?

(Grades 4-6) Not applicable

(Grades 7-12) Have you experienced homelessness in the last twelve months (for example, not having a permanent home and living in: shelters, parks, bus stations, cars, abandoned buildings)?

ESCS 2022-23

Table 27 (Grades K-3) Please answer the following questions about you and your relationship with your child. Parent or Guardian 1 (Yourself): Please indicate your relationship with this child. (Select one answer only)

(Grades 4-6) Not applicable

(Grades 7-12) Parent or Guardian 1 is the parent or guardian that you currently live with most of the time. Please select their relation to you. (Select one answer only)

ESCS 2022-23

Table 29 (Grades K-3) Parent or Guardian 2 is the other parent or guardian responsible for this child. Please select their relation to this child. (Select one answer only)

(Grades 4-6) Not applicable

(Grades 7-12) Parent or Guardian 2 is the other parent or guardian responsible for you. Please select their relation to you. (Select one answer only)

ESCS 2018-19

Table 26 (Grades K-6) Has your child been homeless in the last twelve months (for example, living in shelters, living in cars or abandoned buildings, couch surfing)?

(Grades 7-12) Have you considered yourself to be homeless in the last twelve months (for example, living in shelters, living in cars, or abandoned buildings, couch surfing)?

ESCS 2018-19

Table 28 (Grades K-6) Parent/Guardian 1: Please indicate your relationship with your child. (Select one answer only)

(Grades 7-12) Parent/Guardian 1: Please indicate your relationship with this person. (Select one answer only)

ESCS 2018-19

Table 30 (Grades K-6) Parent/Guardian 2: Please indicate your relationship with your child. (Select one answer only)

(Grades 7-12) Parent/Guardian 2: Please indicate your relationship with this person. (Select one answer only)

Well-Being and mental health question phrasing in 2022–2023 and 2018–2019

ESCS 2022–23

Figure 5 (Grades K–3) At school, my child feels happy.
(Grades 4–12) At school, I feel happy.

ESCS 2022–23

Figure 7 (Grades K–3) At school, my child feels nervous or anxious.
(Grades 4–12) At school, I feel nervous or anxious.

ESCS 2022–23

Figure 9 (Grades K–3) At school, my child feels sad.
(Grades 4–12) At school, I feel sad.

ESCS 2022–23

Figure 11 (Grades K–3) At school, my child feels lonely.
(Grades 4–12) At school, I feel lonely.

ESCS 2022–23

Figure 13 (Grades K–3) My child gets along well with other students at this school.
(Grades 4–12) I get along well with other students at this school.

ESCS 2022–23

Figure 15 (Grades K–3) My child feels like they belong at this school.
(Grades 4–12) I feel like I belong at this school.

ESCS 2018–19

Figure 6 (Grades K–6) How often does your child feel happy?
(Grades 7–12) How often do you feel happy?

ESCS 2018–19

Figure 8 (Grades K–6) How often does your child feel nervous or anxious?
(Grades 7–12) How often do you feel nervous or anxious?

ESCS 2018–19

Figure 10 (Grades K–6) How often does your child feel sad or depressed?
(Grades 7–12) How often do you feel sad or depressed?

ESCS 2018–19

Figure 12 (Grades K–6) How often does your child feel lonely?
(Grades 7–12) How often do you feel lonely?

ESCS 2018–19

Figure 14 (Grades K–6) My child gets along well with other students at this school.
(Grades 7–12) I get along well with other students at this school.

ESCS 2018–19

Figure 16 (Grades K–6) My child feels like they belong at this school.
(Grades 7–12) I feel like I belong at this school.

Equitable and inclusive learning environment question phrasing in 2022–2023 and 2018–2019

ESCS 2022–23

Figure 17 (Grades K–3) At school, my child learns about human rights or social justice issues related to Indigenous Peoples of Canada.

(Grades 4–12) At school, I learn about human rights or social justice issues related to Indigenous Peoples of Canada.

ESCS 2022–23

Figure 19 (Grades K–3) At school, my child learns about human rights or social justice issues related to race, ethnicity, and culture.

(Grades 4–12) At school, I learn about human rights or social justice issues related to race, ethnicity, and culture.

ESCS 2022–23

Figure 21 (Grades K–3) At school, my child learns about human rights or social justice issues related to disabilities.

(Grades 7–12) At school, I learn about human rights or social justice issues related to disabilities.

ESCS 2022–23

Figure 23 (Grades K–3) School rules are applied to my child in the same way as other students.

(Grades 4–12) School rules are applied to me in the same way as other students.

ESCS 2018–19

Figure 18 (Grades K–6) Not applicable

(Grades 7–12) At my school, I am encouraged to think or learn about human rights/social justice issues related to Indigenous peoples.

ESCS 2018–19

Figure 20 (Grades K–6) Not applicable

(Grades 7–12) At my school, I am encouraged to think or learn about human rights/social justice issues related to race, ethnicity and culture.

ESCS 2018–19

Figure 22 (Grades K–6) Not applicable

(Grades 7–12) At my school, I am encouraged to think or learn about human rights/social justice issues related to people with disabilities.

ESCS 2018–19

Figure 24 (Grades K–6) The school rules are applied to my child in a fair way.

(Grades 7–12) If. The school rules are applied to me in a fair way.

Safety, bullying, and discrimination question phrasing in 2022–2023 and 2018–2019

ESCS 2022–23

Figure 25 (Grades K–3) My child feels safe at this school.
(Grades 4–12) I feel safe at this school.

ESCS 2022–23

Figure 27 (Grades K–3) Since September, how often has your child experienced bullying or cyberbullying?
(Grades 4–12) Since September, how often have you experienced bullying or cyberbullying?

ESCS 2022–23

Figure 29 (Grades K–3) Since September, how often has your child experienced discrimination in their school or class?
(Grades 4–12) Since September, how often have you experienced discrimination in your school or class?

ESCS 2018–19

Figure 26 (Grades K–6) My child feels safe at this school.
(Grades 7–12) I feel safe at this school.

ESCS 2018–19

Figure 28 (Grades K–6) Since the start of this school year, how often has your child been bullied by other students at school?
(Grades 7–12) Since the start of this school year, how often have you been bullied by other students at school?

ESCS 2018–19

Figure 30 (Grades K–6) Since the start of this school year, how often has your child experienced discrimination in their school/class?
(Grades 7–12) Since the start of this school year, how often have you experienced discrimination in your school/class