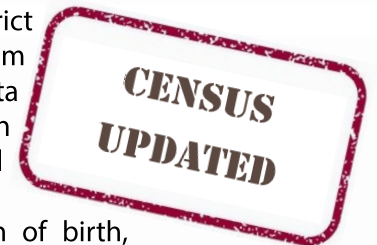


Year 4 (Grade 12) Student Outcomes

SSI Fact Sheets incorporate secondary success indicator variables from Toronto District School Board (TDSB) School Information Systems (SIS). This Fact Sheet includes data from the TDSB's 2006 and 2011 Student Census: Grades 9 to 12*. The Student Census data informs the Board on students' demographic and family background characteristics such as students' sexual orientation, ethno-racial background, parents' place of birth, parental presence at home, parents' educational background, and family socio-economic status (SES). The TDSB's SIS provides students' demographic characteristics such as region of birth, language, gender, and student academic characteristics. In this issue the focus is on academic attainment based on **Year 4 (Grade 12) student graduation outcomes**.

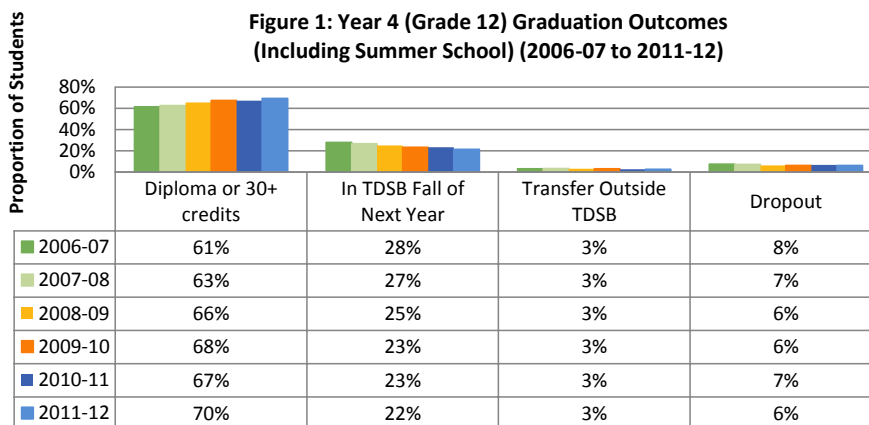


Year 4 (Grade 12) Students - Who are they?

- This fact sheet examines what happened to Year 4 (Grade 12) students (most born in 1994) attending school in Fall 2011. By Fall 2012 (a year later) students were categorized as: 1) graduated or accumulated 30 or more credits; 2) still attending the TDSB; 3) transferred into another educational institution; or 4) dropped out of school.
- Note that we only looked at a one year snapshot of the outcomes for this age group. To see how students do over longer periods of time, we look at cohort studies (following Grade 9 students for up to eight years of high school). **Cohort and annual graduation rates are not the same**, since they look at different groups of people or different amounts of time. Many students who drop out will re-enter the Ontario education system at a later time.

**The annual graduation rate of 2011-12 looks at the fourth year of students who started Grade 9 in 2008-09 (this includes students who entered the TDSB after Grade 9). In contrast, the five-year cohort process (the most recent being the 2007-12 cohort) looks at students who were in the system a year earlier - they started Grade 9 in 2007-08. Thus the two are different groupings and subsequently report varied outcomes. For example: of students who started in Grade 9 in 2007-08, 80% graduated by the end of five years in Fall 2012. In comparison, of students in the TDSB in their fourth year of secondary school in 2011-12, 70% graduated by Fall 2012.*

Figure 1: Year 4 (Grade 12) Graduation Outcomes (Including Summer School) (2006-07 to 2011-12)



THE TREND: Over time (2006-07 to 2011-12), the proportion of **graduating Year 4 (Grade 12) students has increased** from 61% to 70%. Consequently, the proportion of students returning to finish high school has dropped from 28% to 22%, and the proportion of dropouts has slightly declined from 8% to 6% (Figure 1).

Achievement Outcomes

For Year 4 (Grade 12) students present at the beginning of the 2011-12 school year, 6,803 (35%) out of 19,309 were awarded Ontario Scholarships by August 2012. This proportion is approximately 2% more than the previous year.

**Note: For more details about the TDSB 2011-12 Student and Parent Census, please visit: www.tdsb.on.ca/census*

Year 4 (Grade 12) Student Outcomes

What is it?

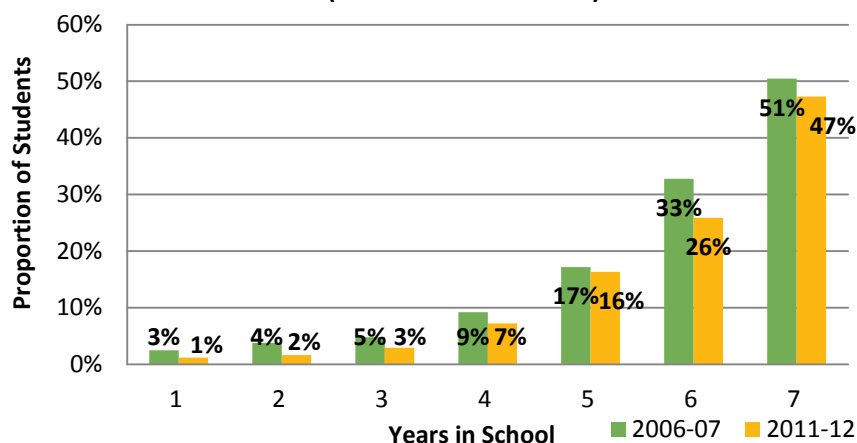
- Past TDSB research has found that many students who graduate from high school continue taking secondary school courses after graduation for an additional school year. To measure **students returning to the TDSB**, we looked at Year 4 (Grade 12) students who had graduated or completed 30 credits by the end of the school year, and then determined how many of them returned to the TDSB for an additional year of high school. We also looked at Year 4 (Grade 12) students who did not graduate and returned to the TDSB the following year.

Table 1: Proportion of Year 4 (Grade 12) Students Returning and Leaving the TDSB

Students	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
	#	%	#	%	#	%	#	%	#	%	#	%
Total students RETURNING to the TDSB (Graduates and Non-graduates)	7388	37.7%	6805	36.3%	6651	35.4%	6521	34.6%	6458	34.0%	6127	31.8%
Graduates Returning the Following Fall	1898	9.7%	1798	9.6%	1935	10.3%	2133	11.3%	2013	10.6%	1982	10.3%
Non-graduates Returning the Following Fall	5490	28.0%	5007	26.7%	4716	25.1%	4388	23.3%	4445	23.4%	4145	21.5%
Total Students LEAVING the TDSB (Graduates and Non-graduates)	12210	62.3%	11929	63.6%	12116	64.5%	12323	65.4%	12539	66.1%	13182	68.3%
Graduates Not Returning	10144	51.8%	9928	53.0%	10350	55.1%	10588	56.2%	10781	56.8%	11447	59.3%
Transfer to Another Educational Institution	595	3.0%	645	3.4%	606	3.2%	569	3.0%	511	2.7%	527	2.7%
Dropout	1471	7.5%	1356	7.2%	1160	6.2%	1166	6.2%	1247	6.6%	1208	6.3%

THE TREND: The total number of TDSB students (graduates and non-graduates) returning to the TDSB has decreased by 5.9%. However, the number of graduates returning remains relatively unchanged (9.7% to 10.3%). Collectively, more Grade 12 students are leaving the TDSB than returning, and a higher proportion are now leaving compared to previous years (Table 1).

Figure 2: Dropout Rate By Years in School, (2006-07 and 2011-12)



What is it?

- It has been well documented that the dropout rate of students increases as students become older. Figure 2 shows the dropout rate of students from Year 1 to 7.

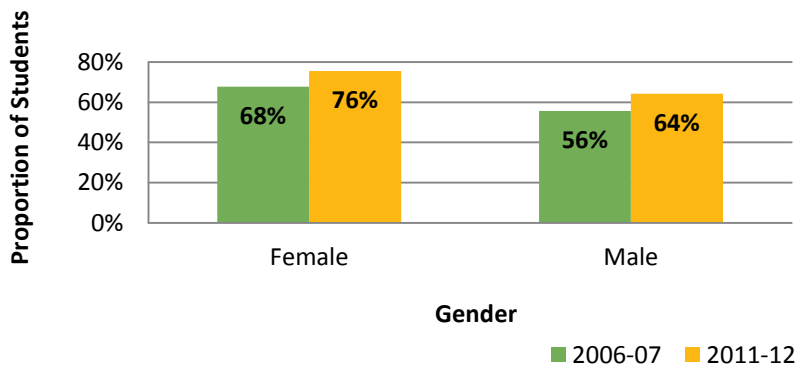
THE TREND: The direct relationship of increasing years in school and increasing dropout rate can be seen in Figure 2. Generally, **very few students drop out before Year 4 (Grade 12)**. The dropout rates increase dramatically during Years 5 to 7 (Figure 2).

Year 4 (Grade 12) Student Outcomes and Demographics

What is it?

- Students in the secondary school panel were asked about their **sexual orientation** in both of the TDSB Student Census. There were three main categories: heterosexual, LGBTQ (lesbian, gay, bisexual, transgendered, queer individuals/communities) / two-spirited, and unsure or questioning. Students' sexual orientation is derived from students who completed the TDSB's 2006 and 2011 Student Census.
- Students' **gender** is derived from the SIS. Both gender and sexual orientation have been compared with Year 4 (Grade 12) student graduation outcomes

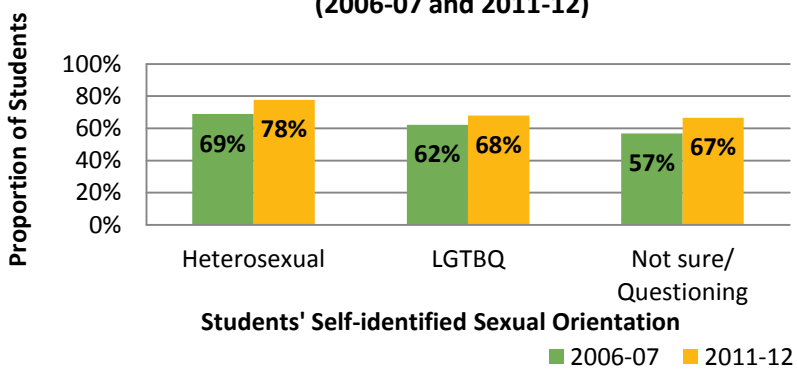
Figure 3: Year 4 (Grade 12) Graduation Outcomes and Students' Gender (2006-07 and 2011-12)



THE TREND: Consistently, a gender gap has existed between male and female students' academic achievement. Male students are **less likely to graduate** from high school than female students (56% in 2006-07 and 64% in 2011-12).

The gap between male and female students has remained consistent over the years (i.e., 12%) (Figure 3).

Figure 4: Year 4 (Grade 12) Graduation Outcomes and Students' Sexual Orientation (2006-07 and 2011-12)



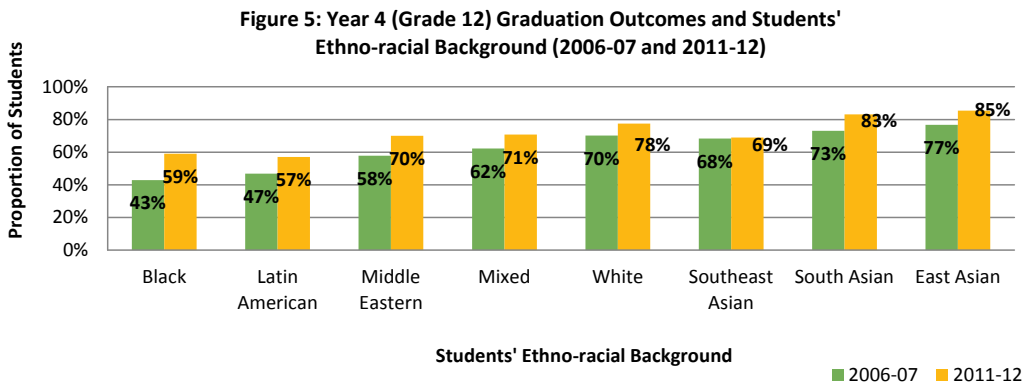
THE TREND: Students who responded "not sure/questioning" and LGBTQ to the sexual orientation question on the Student Census are **less likely to graduate** than students who identified as heterosexual. This pattern is consistent across years (2006-07 and 2011-12) (Figure 4).

**Note: In the last (2006) Student Census, we found that the relationship of ESL/ELD was so strong with the Not sure/Questioning response (to the sexual orientation question) that it was apparent that many of the students who were filling out 'Not sure/Questioning' response most likely meant that they were not sure what the question was asking. However, when we looked at those who responded 'Not-sure-Questioning' in the current (2011-12) Student Census, this pattern was not present.*

Year 4 (Grade 12) Student Outcomes and Demographics

What is it?

- Students' **ethno-racial background** is derived from students who completed the TDSB's 2006 and 2011 Student Census. Students' **region of birth** and students' **first language** are derived from the SIS. All three variables have been compared with Year 4 (Grade 12) graduation outcomes.



THE TREND: Self-identified Black students have the **lowest graduation rates** among all ethno-racial groups in 2011-12. However, graduation rates for Black students has increased by 16% comparing 2006-07 and 2011-12. East Asian students have the highest percentage of graduation when comparing 2006-07 and 2011-12 (Figure 5).

THE TREND: Students speaking Spanish and Turkish have the **lowest graduation rates** (51%) (2011-12). Students speaking Gujarati and Tamil have the highest graduation rates (84%) (2011-12). Comparing 2006-07 and 2011-12, students' graduation rates increased (or remained the same) across all regions except for French (Table 3).

Students born in the English-speaking Caribbean and Region (38%) have the **lowest graduation rates** (2011-12). Students born in the United States (82%) and South Asia (78%) have the highest graduation rates (2011-12). Comparing 2006-07 and 2011-12, students' graduation rates increased across all regions except for Eastern Europe and Southeast Asia (Table 2).

Table 2: Year 4 (Grade 12) Graduation Outcomes and Students' Region of Birth

Region of Birth	2006-07	2011-12
Canada	61%	70%
Central & South America & Mexico	47%	52%
Eastern Africa	42%	56%
Eastern Asia	69%	79%
Eastern Europe	66%	64%
English-speaking Caribbean and Region	36%	38%
South & Western Europe	63%	69%
South Asia	69%	78%
Southeast Asia	58%	57%
US	69%	82%
Western Africa	55%	*
Western Asia	56%	63%

Table 3: Year 4 (Grade 12) Graduation Outcomes and Students' First Language

First Language Spoken	2006-07	2011-12
Albanian	65%	71%
Arabic	62%	64%
Bengali	78%	83%
Chinese	72%	83%
Dari	45%	64%
English	57%	65%
French	73%	69%
Greek	58%	73%
Gujarati	74%	84%
Hindi	72%	79%
Korean	72%	83%
Persian (Farsi)	58%	63%
Portuguese	52%	58%
Punjabi	65%	82%
Romanian	76%	*
Russian	62%	69%
Serbian	*	81%
Somali	42%	61%
Spanish	41%	51%
Tagalog (Pilipino)	57%	57%
Tamil	71%	84%
Turkish	*	51%
Urdu	65%	73%
Vietnamese	63%	70%

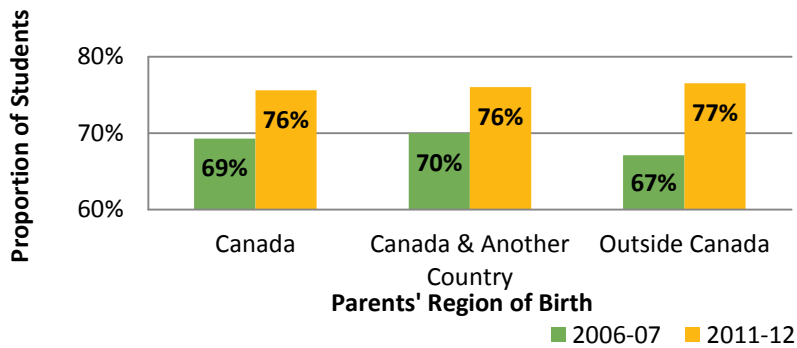
* Numbers are too small to report

Year 4 (Grade 12) Student Outcomes and Demographics

What is it?

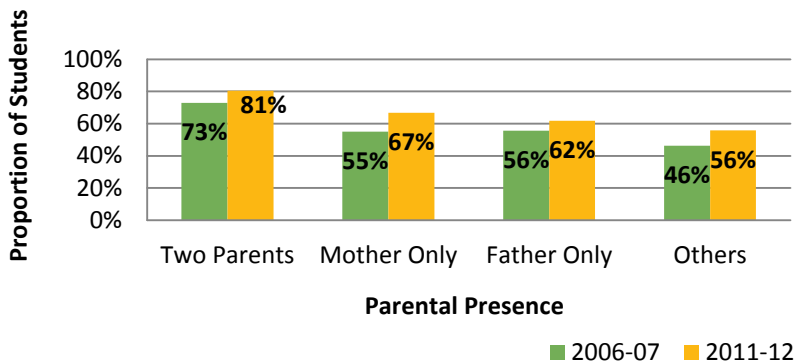
- **Parental presence, parents' education, and parents' region of birth** are all derived from students who completed the TDSB's 2006 and 2011 Student Census. All three variables have been compared with Year 4 (Grade 12) graduation outcomes.

Figure 6: Year 4 (Grade 12) Graduation Outcomes and Parents' Region of Birth (2006-07 and 2011-12)



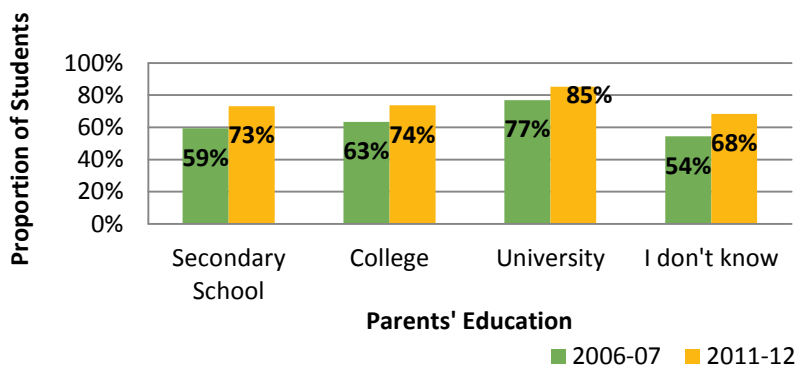
THE TREND: There is **almost no variation** between parents' region of birth and student graduation rates (2011-12). Across all categories, student graduation rates increased in 2011-12 when comparing 2006-07 (Figure 6).

Figure 7: Year 4 (Grade 12) Graduation Outcomes and Parental Presence (2006-07 and 2011-12)



THE TREND: The 2011-12 graduation rates show differences according to parental presence. While 81% of students living with both parents **graduated** from high school, 67% of those living with mother only and 62% of those living with father only graduated. This pattern is similar to the achievement rates in 2006-07. Meaning, 73% of students living with both parents graduated from high school in 2006-07, a higher percentage than the three other categories (Figure 7).

Figure 8: Year 4 (Grade 12) Graduation Outcomes and Parents' Education (2006-07 and 2011-12)



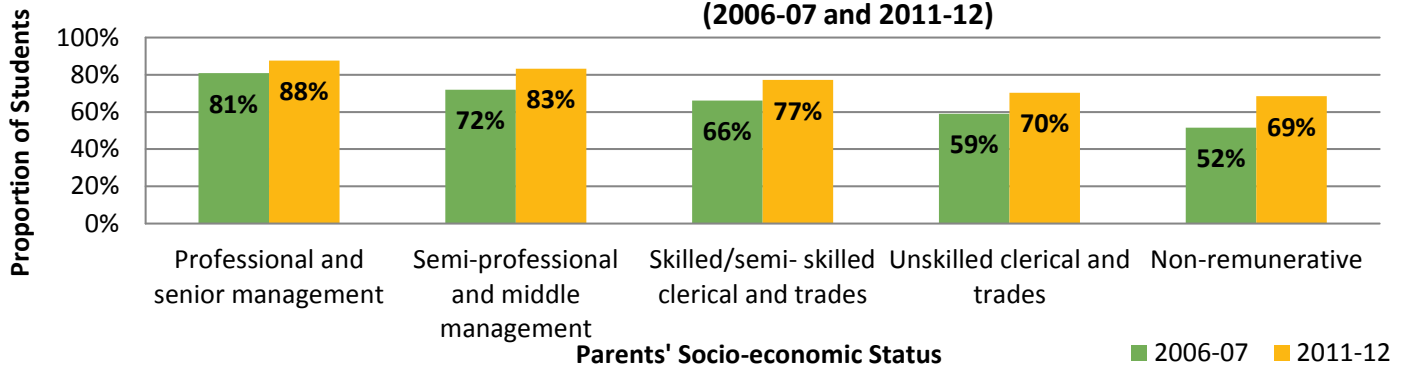
THE TREND: The educational level of students' parents has been recognized as closely associated with student achievement. Students whose parents attended university had **the highest graduation rates** in 2006-07 and 2011-12 (77% and 85%) (Figure 8).

Year 4 (Grade 12) Student Outcomes and Demographics

What is it?

- **Parents' SES** is derived from students who completed the TDSB's 2006 and 2011 Student Census.

Figure 9: Year 4 (Grade 12) Graduation Outcomes and Parents' Socio-economic Status (2006-07 and 2011-12)



THE TREND: The proportion of students who **graduated** with Professional parents/caregivers was 88%, while students' graduation rates with parents from Non-remunerative backgrounds was 69% (2011-12). This pattern was similar with 2006-07. The proportion of students who graduated with Professional parents/caregivers was 81%, while students' graduation rates with parents from Non-remunerative backgrounds was 52% (Figure 9).

Why is this information important?

The more recent history of TDSB has found a gradual but important increase in most secondary school achievement indicators. The proportion of highly 'at-risk' Grade 9 cohort students has incrementally declined over seven years. Previous analysis, as well as this Fact Sheet, finds that there are clear differences among groups of student demographic variables. The analysis of student demographic characteristics and family background in relation to their achievement is essential for policy decision making, educational improvement planning, and contextual stories of TDSB students. This analysis also provides evidence to evaluate the effectiveness of different types of educational programs and interventions within the TDSB.