



TREND DATA

Fact Sheet No. 1



TDSB's Cohort Graduation Rate:

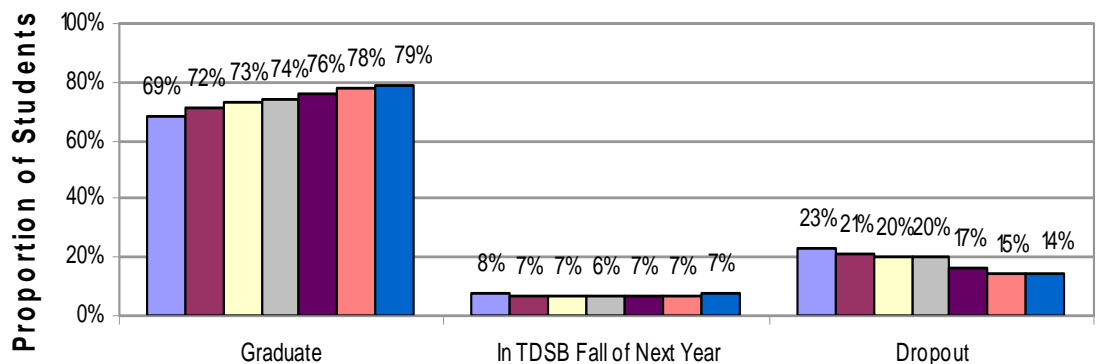
The Toronto District School Board's (TDSB) Cohort Graduation Rate is steadily increasing and reflects similar trends across Ontario and Canada. Since 2000, the graduation rate has increased from 69% to 79%, while the dropout rate has declined from 23% to 14%. This is an increase of 1% from 2010 and an increase of 10% since 2000.

There were **18,265** students in the TDSB on October 31, 2006 who were between 13 and 15 years of age and who were new to secondary school. We looked at how these students were doing five years after they started, as of October 31, 2011. By this time, 1,900 students had exited the TDSB. Reasons for "exit" include other boards, countries, education institutions, provinces, deceased, and private schools. This left a total of **16,365** students in the study.

- **12,869 (78.6%)** students had graduated;
- **1,193 (7.3%)** were still enrolled in the TDSB;
- **2,303 (14.1%)** had dropped out (according to records they had not graduated, were no longer in the TDSB, and had not transferred to another educational institution).

This is the seventh TDSB Grade 9 cohort study calculated using the same methodology. A cohort study follows a group over a period of time. In this case, Grade 9 students are examined over five years or the time it takes most Ontario students to complete secondary school.

**Grade 9 Cohorts Fall 2000-2006
Outcomes at the End of Five Years of Secondary School**



Achievement Outcomes by Year 5



Fact Sheets containing a breakdown of the information by age, gender, self-identified race, parental education, Grade 9 program of study, region of birth, post-secondary pathways and Special Education Needs are being developed and will be available in the coming months.

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GRADUATION RATE PATTERNS

Fact Sheet No. 2



What is the Grade 9 Cohort?

This is the seventh successive Toronto District School Board (TDSB) Grade 9 cohort study. A cohort study follows a group (for this study, Grade 9 students) over a period of time (in this case, five years, the time it takes most Ontario students to complete secondary school). This study followed 13 to 15 year olds who started Grade 9 in Fall 2006. They were followed for five years, until Fall 2011.

How is the Grade 9 Cohort Calculated?

At the end of a five year cohort study there are three outcomes: graduation; returning to the TDSB for an additional school year; and students who drop out. This study looks at all three outcomes; however, when discussing trends and patterns, the focus is on **graduation**.

The focus is on 'graduation' because the term 'dropout' was more relevant in secondary school systems in the 1970's and 1980's, when students would leave school early and go directly into the workplace. Today's educational system is more complex. As the graduation rate and post-secondary access has increased, students who drop out are much more likely to re-enter the education system, and so 'dropout' is often a temporary status. There were also data quality issues around the 'exit code' information used to determine dropping out. For these reasons, in the modern school system the graduation rate is a more consistent and accurate measure of educational progress than the 'dropout' rate.

Who's who in the Grade 9 Cohort?

There were 18,265 students included in this study. Students were between 13 and 15 years of age, were enrolled at the TDSB as of **October 31, 2006**, and were new to secondary school. The study looks at how these students were doing five years after they started, as of **October 31 2011**. By this time and according to exit codes, 1,900 students had left the TDSB for other educational institutions. After removing students who transferred out of the TDSB to other educational institutions, there was a total of **16,365** students in this study. As of October 31, 2011:

- **12,869 (78.6%)** students had graduated;
- **1,193 (7.3%)** were still in the TDSB; and
- **2,303 (14.1%)** had dropped out (that is, according to our records, they had not graduated, were no longer in the TDSB, and had not transferred to another educational institution).

What are the Grade 9 Cohort's findings?



This is the first cohort study where TDSB students participated in the Student Census (2006-07). The Grade 9 Cohort report draws on those variables, linking cohort information from the TDSB's Student Information System (SIS) to Student Census responses. The overall graduation rate for all students in the Grade 9 Cohort is **78.6%** with **7.3%** still in the TDSB and **14.1%** leaving the system or dropping out. Drilling down further, graduation and dropout rates are not evenly distributed among variables: instead, the graduation rate (and conversely, the dropout rate) of one group are often different from the graduation rate of another group (e.g., socio-demographic, academic, age, etc.).

Academic Level: 29% more students enrolled in "Academic" courses graduate (88.1%) compared to students in "Applied" courses (59.1%). This percentage increases when comparing students enrolled in the "Locally Developed" courses (42.1%). Only 10% of students enrolled in "No Program of Study" graduate. These students were for the most part Students with Special Needs taking 'K' courses or otherwise courses where there was no Program of Study.

Gender: Female students have higher graduation rates than male students (82.6% and 74.9% respectively).

Age: In the TDSB Grade 9 Cohorts, about 19 in every 20 students are age-appropriate (14 years of age), while about 1 in 20 are a year older (15 years) and a very small proportion (under 1%) are a year younger (13 years). Grade 9 Cohort students who are a year older are less likely to graduate when compared to age-appropriate (14 year old) Grade 9 students (54.9% and 79.7% respectively).

Variable	Subgroup	Total	Graduated	Still in TDSB	Drop-out (no information)
OVERALL		16,365	78.6%	7.3%	14.1%
Academic Level	Academic	11,857	88.1%	3.7%	8.3%
	Applied	3,573	59.1%	14.0%	26.9%
	Locally Developed	696	42.1%	20.3%	37.6%
	No Program of Study	239	10.0%	48.5%	41.4%
Gender	Female	7,954	82.6%	5.9%	11.5%
	Male	8,411	74.9%	8.6%	16.5%
Age	13	109	87.2%	7.3%	5.5%
	14	15,540	79.7%	7.1%	13.2%
	15	716	54.9%	10.6%	34.5%

Sexual Orientation: Students in the secondary school panel were asked about their sexual orientation in the student census. There were three main categories: heterosexual, LGBTQ (lesbian, gay, bisexual, transgendered, queer individuals/communities) and two-spirited, and unsure or questioning. Heterosexual students are more likely to graduate (82%) than LGBTQ/two-spirited students (69%).

Variable	Subgroup	Total	Graduated	Still in TDSB	Drop-out (no information)
Sexual Orientation	Heterosexual	13,055	81.9%	5.7%	12.3%
	LGBTQ	288	68.8%	11.5%	19.8%

Note: Caution was taken with the 'unsure' category, as there was some indication that some students chose this option as they were unclear about the terminology [e.g., English Language Learners (ELL)]; while others answered this because they themselves were questioning their sexual orientation. Therefore, the numbers above only reflect those responses that define themselves as Heterosexual and those who identify themselves as LGBTQ/two-spirited.

Racial Groups: There is variation in graduation rates within racial groups. Students in the Grade 9 Cohort with the highest percentage of graduation identified themselves as East Asian, South Asian, South East Asian, and White (91.2%, 87%, 84.1%, and 81.9% respectively). Students who identified themselves as Black, Latin, Mixed, or Middle Eastern have lower graduation rates (64.5%, 69.9%, 73%, and 77.5% respectively).

Region of Birth: Students born in English-speaking Caribbean, Eastern Africa, and Central and South America and Mexico are less likely to graduate (50.8%, 69.2%, and 70% respectively). Students born in Eastern Asia, South Asia, and Eastern Europe have the highest percentage of graduation (88.8%, 84.9%, and 82.9% respectively). Over three quarters (77.6%) of students born in Canada graduate. This is slightly lower than the overall percentage (78.6%).

Variable	Subgroup	Total	Graduated	Still in TDSB	Drop-out (no information)
Racial Group	White	4,854	81.9%	6.1%	12.0%
	East Asian	2,778	91.1%	2.6%	6.3%
	South Asian	2,773	87.0%	3.0%	10.0%
	Black	1,718	64.5%	12.7%	22.8%
	Mixed	825	73.0%	8.7%	18.3%
	Middle Eastern	666	77.5%	6.5%	16.1%
	South East Asian	536	84.1%	7.1%	8.8%
	Latin	292	69.9%	9.6%	20.5%
Region of Birth	Canada	10,985	77.6%	8.0%	14.4%
	Eastern Asia	1,496	88.8%	2.9%	8.3%
	South Asia	1,374	84.9%	4.2%	10.8%
	Western Asia	580	74.5%	7.6%	17.9%
	Eastern Europe	532	82.9%	5.3%	11.8%
	Central & South America & Mexico	270	70.0%	10.0%	20.0%
	English-speaking Caribbean	244	50.8%	19.7%	29.5%
	Southeast Asia	213	73.7%	8.9%	17.4%
	South and Western Europe	169	82.2%	5.3%	12.4%
	Eastern Africa	159	69.2%	9.4%	21.4%
	US	109	78.0%	2.8%	19.3%

Note: All categories with less than 100 respondents are not reported.

Student Language: There are at least 80 different languages spoken by TDSB students. In general, students speaking English is the largest group, accounting for just under half of the students. English speaking students have a graduation rate of 5% below the TDSB average (73.5% compared with 78.6%). Students speaking Chinese, Hindi, Serbian, Bengali, and Tamil have the highest rate of graduation while students speaking Spanish and Somali have the lowest rate of graduation.



What are the Grade 9 Cohort's findings? Continued...



Variable	Subgroup	Total	Graduated	Still in TDSB	Drop-out (no information)
Student Language	English	7,825	73.5%	9.3%	17.2%
	Chinese	2,284	90.7%	3.4%	5.9%
	Tamil	764	87.3%	3.0%	9.7%
	Urdu	500	80.6%	5.0%	14.4%
	Korean	333	85.0%	2.1%	12.9%
	Persian (Farsi)	319	76.8%	5.3%	17.9%
	Spanish	317	65.3%	12.9%	21.8%
	Vietnamese	301	87.7%	5.6%	6.6%
	Somali	269	65.8%	9.3%	24.9%
	Punjabi	255	86.7%	2.7%	10.6%
	Bengali	255	88.6%	5.5%	5.9%
	Gujarati	250	87.2%	1.6%	11.2%
	Russian	248	79.8%	7.3%	12.9%
	Tagalog (Pilipino)	181	74.0%	10.5%	15.5%
	Arabic	176	80.1%	7.4%	12.5%
	Hindi	149	89.3%	2.0%	8.7%
	Greek	130	80.8%	5.4%	13.8%
	French	116	75.9%	9.5%	14.7%
Dari	114	71.1%	13.2%	15.8%	
Serbian	106	88.7%	4.7%	6.6%	

Note: All categories with less than 100 respondents are not reported.

Parental Presence: Students with both parents at home are more likely to graduate (85.3%) when compared to students living with one parent or 'other' (69.8% and 69.7% respectively).

Parental Education: If parents have attended university, their child is more likely to graduate (88.4%) when compared to students whose parents did not attend university.

Parental Occupation: Parents' occupation is used as an indicator of family socio-economic status (SES). When comparing students' graduation results with their SES, 90.3% of students with parents in a "Professional" occupation graduate. This percentage decreases as students' SES decreases with 17% fewer students of parents with 'non-remunerative' occupations graduating.

Variable	Subgroup	Total	Graduated	Still in TDSB	Drop-out (no information)
Parental Presence	Both Parents	11,077	85.3%	4.6%	10.1%
	One Parent	2,866	69.8%	10.2%	20.1%
	Other	402	69.7%	8.7%	21.6%
Parental Education	High School	2,078	74.9%	8.0%	17.1%
	College	2,145	78.9%	7.0%	14.1%
	University	6,495	88.4%	3.3%	8.3%
	Don't Know	3,516	75.7%	8.5%	15.8%
Parental Occupation	Professional	2,878	90.3%	2.8%	6.8%
	Semi-Professional	3,328	84.1%	5.0%	10.9%
	Skilled Clerical	2,752	81.4%	5.9%	12.6%
	Unskilled Clerical	1,176	75.6%	8.5%	15.9%
	Non-remunerative	339	72.9%	7.4%	19.8%

Additional Grade 9 Cohort Fact Sheets will be released this coming Spring. These include:

- Post-secondary Pathways Fact Sheet
- Special Education Needs Fact Sheet

If you have questions regarding the information within this Fact Sheet or documents to follow, please contact the Research & Information Services Department at 416-394-4929



POST-SECONDARY PATHWAYS

Fact Sheet No. 3



What is the Grade 9 Cohort? A re-cap...

This is the seventh successive Toronto District School Board (TDSB) Grade 9 cohort study. A cohort study follows a group (for this study, Grade 9 students) over a period of time (in this case, five years, the time it takes most Ontario students to complete secondary school). This study followed 13 to 15 year olds who started Grade 9 in Fall 2006. They were followed for five years, until Fall 2011.

After removing students who transferred out of the TDSB to other educational institutions, there was a total of **16,365** students in this study. As of October 31, 2011:

- **12,869 (78.6%)** students had graduated;
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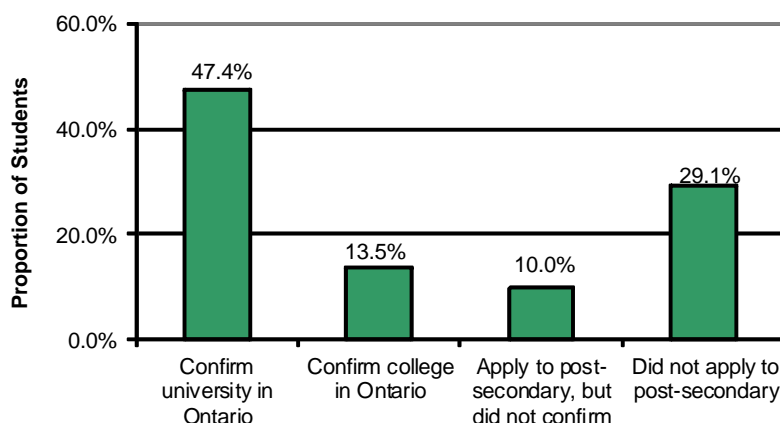
This fact sheet examines students who confirmed an offer of admission to university only; those who confirmed an offer of admission to community college only; those who applied to both university and community college but did not confirm an offer of admission; and students who did not apply.

What is the Post-secondary application process?

Students applying to post-secondary institutions in Ontario provide applications through the Ontario Universities Applications Centre (OUAC) and the Ontario College Application Centre (OCAS). We matched the 2010 applications with information in our Student Information System (SIS) for the 17-21 year old students in the TDSB as of March 31, 2011.

We looked at post-secondary applications over the 2010 and 2011 applications cycles (that is, Years 4 and 5 of the cohort). However, note that in later years many TDSB students apply to post-secondary institutions as adults.

**Grade 9 Cohorts Fall 2006-2011
Post-Secondary Confirmations**



In the 'Direct Transition', secondary to post-secondary, 47.4% confirmed an offer of admission from an Ontario university, while 13.5% confirmed an offer from an Ontario college, for a total of 61% of the cohort. An additional 10% applied but did not confirm an offer (many of these students will gain post-secondary entry in future years).

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What are the Grade 9 Cohort's findings?



In general, since the post-secondary confirmation rate is closely related to the graduation rate, the same predictors for graduation are also predictors of post-secondary access.

Seventy-seven percent (77%) of students who graduated by the end of Year 5 confirmed an offer of admission from an Ontario university or college over the 2010 or 2011 application cycle. Since we know that 3-4% of students go to universities outside Ontario, this puts the proportion of graduates attending post-secondary in the most immediate years after high school to 80-81%. Assuming previous trends, given a few more years, this would go up to about 84%.

Grade 9 Achievement: Few students in the Grade 9 Cohort who achieved under 8 credits in Grade 9 confirmed university by the end of five years: 3% of those students with 6 or fewer credits, 13% with 7 credits, 59% with 8 or more credits by the end of Grade 9 confirmed university. Most students who complete 7 credits by the end of Grade 9 will graduate with a high school diploma. The difference between 7 and 8 credits shows the difference between going on to university, and not doing so.

Grade 9 Credit Accumulation	Confirm university in Ontario	Confirm college in Ontario	Apply to post-secondary in Ontario, but no record of acceptance	Did not apply to post-secondary
6 or fewer credits (high risk)	2.7%	8.2%	4.5%	84.6%
7 credits (medium risk)	13.2%	20.6%	11.5%	54.7%
8 or more credits (low risk)	58.6%	13.8%	10.9%	16.8%

Academic Level: 72.4% of students in Academic courses confirmed an offer of admission to post-secondary (university and college) while only 34.9% of students enrolled in Applied courses confirmed an offer of admission. Slightly more than three quarters of students taking Locally Developed courses did not apply to post-secondary.

Gender: 66.2% of female students confirmed an offer of admission to post-secondary compared to 55.9% of males.

Age: Grade 9 Cohort students who are a year older are less likely to confirm an offer of admission to post-secondary when compared to age-appropriate Grade 9 students (33.1% and 62.1% respectively).

Variable	Subgroup	Total	Confirm university in Ontario	Confirm college in Ontario	Apply to post-secondary in Ontario, but no record of acceptance	Did not apply to post-secondary
Academic Level	Academic	11,857	61.9%	10.5%	11.1%	16.5%
	Applied	3,573	11.1%	23.8%	8.0%	57.1%
	Locally Developed	696	1.3%	16.5%	6.0%	76.1%
	No Program	239	2.5%	2.5%	0.8%	94.1%
Gender	Female	7,954	52.8%	13.4%	10.3%	23.5%
	Male	8,411	42.3%	13.6%	9.7%	34.3%
Age	13	109	69.7%	3.7%	11.0%	15.6%
	14	15,540	48.5%	13.6%	10.1%	27.8%
	15	716	19.6%	13.5%	8.2%	58.7%

Sexual Orientation: Heterosexual students are more likely to confirm an offer of admission to post-secondary than LGBTQ (lesbian, gay, bisexual, transgendered, queer individuals/communities) and two-spirited students (64.1% and 48.7% respectively).

Variable	Subgroup	Total	Confirm university in Ontario	Confirm college in Ontario	Apply to post-secondary in Ontario, but no record of acceptance	Did not apply to post-secondary
Sexual Orientation	Heterosexual	13,055	50.9%	13.2%	10.2%	25.7%
	LGBTQ	288	37.2%	11.5%	12.5%	38.9%

Racial Groups: There is a variation in post-secondary application rates within racial groups. Over 70% of Grade 9 Cohort students who identified themselves as East Asian confirmed an offer of admission to university. This is by far the highest compared to other racial groups. Racial groups that had the highest percentage of confirmed admissions to post-secondary (university and college) included: East Asian, South Asian, and South East Asian (81.9%, 76%, 68.3% respectively). Racial groups that had the lowest percentage of confirmed admissions to post-secondary included: Latin and Black (38.7% and 41.4% respectively).

Region of Birth: Students born in Eastern Asia, South Asia, and Southern and Western Europe have higher percentages of confirmed admission to post-secondary (78.3%, 74.4%, and 70.5% respectively). Students born in English-speaking Caribbean and South and Central America and Mexico have lower percentages of confirmed admissions to post-secondary (29.7% and 45.6% respectively). 57.9% of students born in Canada confirmed an offer of admission to post-secondary. This is slightly lower than the overall percentage (60.9%).

Variable	Subgroup	Total	Confirm university in Ontario	Confirm college in Ontario	Apply to post-secondary in Ontario, but no record of acceptance	Did not apply to post-secondary
Racial Group	White	4,854	45.3%	12.7%	12.3%	29.7%
	East Asian	2,778	73.2%	8.7%	7.6%	10.4%
	South Asian	2,773	60.3%	15.7%	9.0%	15.0%
	Black	1,718	24.2%	17.2%	11.4%	47.3%
	Mixed	825	37.1%	13.5%	10.9%	38.5%
	Middle Eastern	666	42.6%	19.1%	9.6%	28.7%
	South East Asian	536	47.4%	20.9%	8.4%	23.3%
	Latin	292	22.9%	15.8%	10.3%	51.0%
Region of Birth	Canada	10,985	44.2%	13.7%	10.3%	31.7%
	Eastern Asia	1,496	71.7%	6.6%	8.0%	13.8%
	South Asia	1,374	58.9%	15.5%	9.0%	16.7%
	Western Asia	580	43.1%	16.9%	9.7%	30.3%
	Eastern Europe	532	56.0%	12.2%	9.6%	22.2%
	Central & South America & Mexico	270	23.0%	22.6%	11.5%	43.0%
	English-speaking Caribbean	244	13.9%	15.2%	7.4%	63.5%
	Southeast Asia	213	32.9%	23.0%	13.1%	31.0%
	South and Western Europe	169	60.4%	10.1%	7.7%	21.9%
	Eastern Africa	159	39.0%	11.9%	10.7%	38.4%
	US	109	43.1%	13.8%	13.8%	29.4%

Note: All categories with less than 100 respondents are not reported.

Student Language: In general, students speaking English (the largest group, accounting for just under half of the students) have confirmed admission to post-secondary results of 10% below the average (50.6% compared with



What are the Grade 9 Cohort's findings? Continued...



Variable	Subgroup	Total	Confirm university in Ontario	Confirm college in Ontario	Apply to post-secondary in Ontario, but no record of acceptance	Did not apply to post-secondary
Student Language	English	7,825	36.5%	14.1%	11.1%	38.3%
	Chinese	2,284	72.3%	9.3%	7.0%	11.4%
	Tamil	764	69.4%	9.9%	8.6%	12.0%
	Urdu	500	53.2%	16.2%	9.2%	21.4%
	Korean	333	64.6%	7.8%	12.6%	15.0%
	Persian (Farsi)	319	45.8%	17.2%	6.9%	30.1%
	Spanish	317	21.1%	15.8%	9.5%	53.6%
	Vietnamese	301	60.5%	15.9%	7.3%	16.3%
	Somali	269	37.2%	9.7%	16.0%	37.2%
	Punjabi	255	56.1%	16.9%	11.8%	15.3%
	Bengali	255	70.6%	10.6%	9.4%	9.4%
	Gujarati	250	62.0%	16.8%	6.4%	14.8%
	Russian	248	53.6%	15.3%	9.3%	21.8%
	Tagalog (Pilipino)	181	28.7%	24.9%	12.2%	34.3%
	Arabic	176	47.7%	16.5%	13.1%	22.7%
	Hindi	149	66.4%	13.4%	8.7%	11.4%
	Greek	130	47.7%	16.2%	4.6%	31.5%
French	116	45.7%	5.2%	19.8%	29.3%	
Dari	114	33.3%	18.4%	12.3%	36.0%	
Serbian	106	70.8%	5.7%	10.4%	13.2%	

Note: All categories with less than 100 respondents are not reported.

Parental Presence: Students with both parents at home are more likely to confirm an offer of admission to post-secondary (68.1%) when compared to students living with one parent or 'other' (49.4% and 50% respectively).

Parental Education: If parents have attended university, their child is more likely to confirm an offer of admission to post-secondary (72.6%) compared to students whose parents did not attend university.

Parental Occupation: Parents' occupation is used as an indicator of family socio-economic status (SES). When comparing students' post-secondary application results with their family SES, 73.1% of students with parents in a "Professional" occupation confirmed an offer of admission to post-secondary. This percentage decreases as students' SES decreases with 16.4% fewer students of parents with 'non-remunerative' occupations confirming an offer of admission to post-secondary.

Variable	Subgroup	Total	Confirm university in Ontario	Confirm college in Ontario	Apply to post-secondary in Ontario, but no record of acceptance	Did not apply to post-secondary
Parental Presence	Both Parents	11,077	54.6%	13.5%	10.2%	21.7%
	One Parent	2,866	35.6%	13.8%	10.5%	40.2%
	Other	402	28.6%	21.4%	9.7%	40.3%
Parental Education	High School	2,078	36.8%	15.2%	9.1%	38.9%
	College	2,145	43.3%	16.6%	10.0%	30.1%
	University	6,495	63.3%	9.3%	11.8%	15.6%
	Don't Know	3,516	38.2%	18.9%	8.4%	34.5%
Parental Occupation	Professional	2,878	65.3%	7.8%	13.0%	13.8%
	Semi-Professional	3,328	53.7%	12.3%	11.1%	22.9%
	Skilled Clerical	2,752	46.1%	16.6%	9.2%	28.0%
	Unskilled Clerical	1,176	37.6%	19.3%	8.4%	34.7%
	Non-remunerative	339	42.8%	13.9%	10.9%	32.4%