



Research Report

**2006 STUDENT CENSUS, GRADES 7-12:
SYSTEM OVERVIEW**

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2006 Student Census: System Overview
Maria Yau and Janet O'Reilly

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INTRODUCTION

Background

In late fall 2004; the Board passed the following motion:

That staff in consultation with the Ontario Human Rights Commission and educational experts develop research proposals that identify the factors within the school system which may inhibit student achievement. Such factors should include, but not be limited to, differences in gender, race, ethnicity, mother tongue, income and place of residence.¹

In response, two Committees were formed in early 2005.

1. An Advisory Committee on Student Achievement was established by the Chair of the Board to provide staff with input into the development of the research proposals.
2. A Staff Committee was set up to act as a workgroup on behalf of the Advisory Committee. This committee prepared relevant background information, a summary of findings from various sources on demographic data collection, a variety of options related to how demographic information could be collected in the TDSB, a legal explanation of privacy and human rights legislative requirements, and a communication/consultation plan.

With the information provided by the Staff Committee, a broad consultation process took place to solicit feedback on different options for the collection of demographic information, to draft demographic questions that could be asked, and to invite comment on questions surrounding the initiative. Meetings and focus/discussion groups were held with central staff representatives, elementary and secondary principals, senior staff, and system-wide parent group representatives.

In November of the following year (2005), the Advisory Committee made recommendations² to the Board including:

- The TDSB collect student demographic and social environment data to assist the Board in developing policies and strategies to close the achievement gap between groups of students, as well as to establish a baseline of data to measure improvements in the educational outcomes for all students;

¹ See Appendix B for other related motions passed on November 17, 2004.

² For other recommendations, refer to Appendix B.

- The demographic and social environment data and its correlation with student achievement data, and other relevant student information be used by the TDSB for the following purposes:
 - Developing programs and services for students who need specific interventions and support;
 - Assessing the effectiveness of programs established to address specific student needs;
 - Allocating resources to support students in need; and
 - Identifying systemic barriers to student achievement and implementing changes to remove those barriers.

Purpose

The purpose of this report is to provide the system overview of results based on the response received from over 105,000 students in Grades 7-12.

METHODOLOGY

Survey Design

Based on the mandate of the Board and the recommendations made by the Advisory Committee, the Staff Committee developed a survey consisting of two main areas of focus:

1. Questions on student demographic characteristics, and
2. Contextual questions about students' perceptions of their experiences in school and outside of school.

The contextual questions provide the Board with an understanding of the circumstances which might enhance or limit student achievement. Combined with the demographic data, the Board will be able to determine whether or not certain factors have a greater impact on some groups of students relative to others.

In consultation with different stakeholder groups (e.g., senior staff, teacher federations, principals' associations, support staff unions, parents, and community representatives), nearly 150 contextual survey items covering 10 different themes were developed. In order to ensure the survey was comprehensive, while limiting the time demanded of individual respondents (i.e., not too long for students to complete within one class period), a matrix-sampling method³ was employed. Using this method, two forms (Forms A and B) were designed (see Appendix A for samples of the survey). The section on demographics for both forms was identical, but each form had its own set of contextual questions with a few common items. Every second student was randomly assigned to complete one of the two forms. In this way, alternate students within the same class would complete Form A, while the other half would complete Form B.

In June 2006, Research and Information Services field-tested⁴ the matrix-sampling forms with 365 students from 16 classes in 10 schools representing different parts of the city. The focus of this field test was to determine:

- if there were any questions that were unclear or difficult to answer because of the options provided/not provided;
- if there were any questions that made students feel uncomfortable;
- if the survey length was appropriate and could be easily completed during one class period.

Based on student feedback, a few wording changes were made.

³ See Appendix D: Glossary of Terms for details.

⁴ See Appendix D: Glossary of Terms for details.

Survey Implementation

Well before the actual administration of the survey, a series of communications and implementation supports were provided. These included a message from the Director to students, parents, teachers and principals, a student-friendly brochure and poster about Student Census Week, and a Teacher's Guide to the Student Census. A section of the TDSB's website was also devoted to providing information about the Student Census. Prior to the Student Census Week, principals received detailed instructions on form distribution and collection, while teachers received the Teacher's Guide on how to administer the survey in their classrooms. (See Appendix C on details about the Teacher's Guide)

During the Census Week (November 6-10, 2006), all TDSB secondary schools plus all elementary schools with Grades 7-8 conducted the Census. A total of 289 Toronto schools were involved.

Data Confidentiality

This Census was a confidential but not anonymous⁵ survey. Student identification numbers were used so that the Census data could be linked to other centrally available data sources - such as the TDSB Student Information System, EQAO, and student report cards - for cross-checking and tracking purposes. To ensure confidentiality for students, teachers were instructed to tell students to use one of the black markers provided to black out their name on the front page prior to placing their completed Census into the return box at the front of the room. When all students had placed their completed form in the box, teachers were instructed to close the box and return it to the school office for delivery to the Research and Information Services department. The forms were shipped directly to the Board's Research and Information Services department for scanning and storage. The large volume of forms are stored securely by the department and will be shredded after all the key reports are published. The Census database will continue to be kept confidential and used by the research department for research purposes only. No individuals or schools outside the department will have access to the data with any personally identifiable information.

⁵ See Appendix D: Glossary of Terms for details.

Data Processing and Verification

When the surveys were returned to the Board's research unit in late November and early December (2006), the forms were collated and prepared for scanning using the Teleform software. Due to the large volume of multiple-page forms to be handled and the large amount of open-ended responses to be verified, the scanning took over seven months to complete. To ensure that the data were accurate, valid and reliable for analysis, multiple levels of data verification procedures were administered by the research team over a period of two months. (See Appendix E for details about the verification process)

Census Return Rates

After all the data were processed and verified, a Census database was created consisting of 34,219 students for the senior grades (Grades 7-8), and 71,222 students for the secondary panel (Grades 9-12).⁶ Using the Board's October 31, 2006 enrolment figures, these represent a high return rate of 92% for the Grades 7-8, and 81% for the Grades 9-12. A breakdown of the Grade 9-12 returns by age reveals that the non-returns were mainly concentrated among those who were 18 or older.⁷ (See Table 1)

Table 1: 2006 Student Census Return Rate by Age

Grade	Age as of 2006	Return Rate	Oct.31 Enrolment
7-8	12 years of age	92%	18,170
	13 years of age	92%	18,091
9-12	14 years of age	91%	17,525
	15 years of age	87%	18,476
	16 years of age	83%	18,830
	17 years of age	77%	19,040
	18 years of age	61%	9,157
	19 years of age	58%	3,426
	20 years of age	55%	1,496
21 or older	30%	462	

⁶Almost all completed surveys were returned with valid student identification numbers that could be linked to the Board's student information system – 97% for both Grades 7-8 and Grades 9-12.

⁷ In future analyses, the non-returns will be further examined against some system data (such as language, absenteeism, suspensions, and achievement) to determine if they were randomly distributed.

OVERALL FINDINGS

Scope of this Report

The overall survey findings of this first TDSB Student Census are presented under two main sections.

- Section A: Student Demographic Characteristics
- Section B: Student Experiences in School and Outside-of-school

The focus of this report is to show how the Grade 7-8 and the Grade 9-12 students responded to each of the questions and items in the Census. The intent is to provide:

- a snapshot of who attended our senior grades and secondary schools – i.e., their demographic profiles in terms of gender, place of birth, racial background, sexual orientation, disability, family structure, parent education and employment, and socio-economic status;
- an overview of how our senior and secondary school students in general perceived their schooling and out-of-school experiences in 10 areas – school climate, relationships with school adults, school safety, equity in education, extra-curricular activities, homework, after-school activities, home support and involvement, self-evaluation and achievements, and post-secondary plans and aspirations.

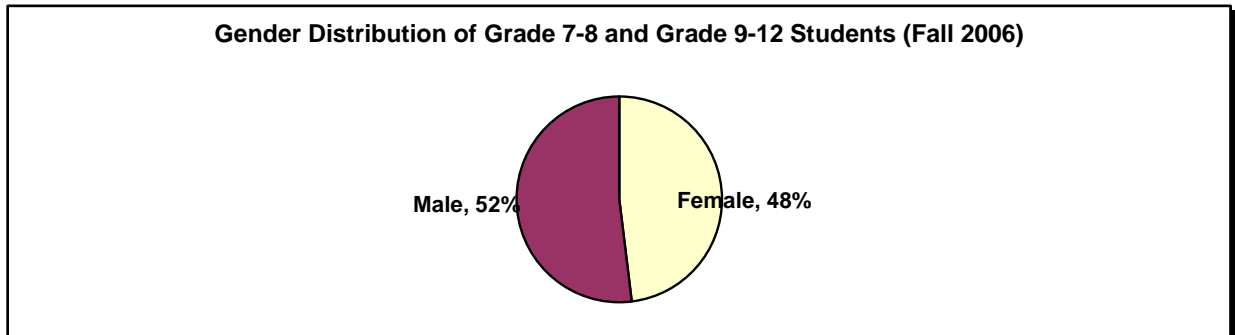
Section A – Student Demographic Characteristics

- 1. Gender**
- 2. Student Place of Birth**
- 3. Parent Place of Birth**
- 4. Student Racial Background**
- 5. Student Sexual Orientation**
- 6. Disabilities**
- 7. Parental Presence at Home**
- 8. Parent Educational Background**
- 9. Parent Employment Status**
- 10. Family Socio-Economic Status (SES)**

1) Gender

In the TDSB, both the senior grades (Grades 7 and 8) and secondary schools have a slightly higher enrolment of male than female students (52% versus 48%). This finding corroborates with that derived from the Board's Student Information System, and this gender split pattern has been consistent throughout the history of the Toronto public school system. (See Figure 1)

Figure 1: Gender Distribution of Grade 7-8 and Grade 9-12 Students

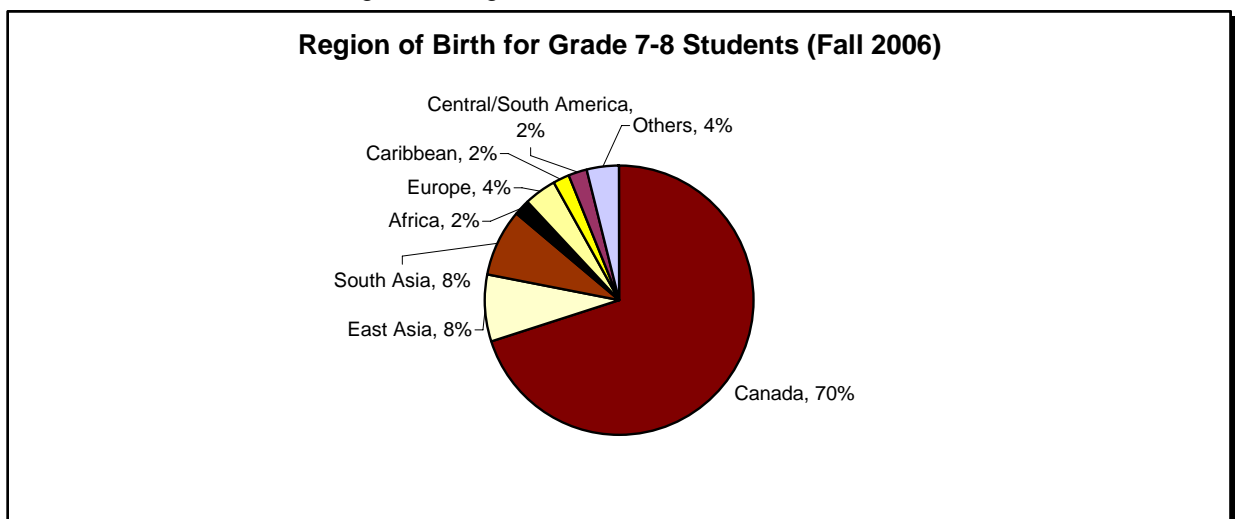


2) Student Place of Birth

The majority (70%) of Grade 7-8 students in the TDSB are born in Canada. The remaining students immigrated from over 200 countries from different continents. The two regions in which most foreign-born students originated are East Asia (8%) and South Asia (8%). Other regions of birth include Europe (4%), Africa (2%), and the Caribbean (2%).

(See Figure 2)⁸

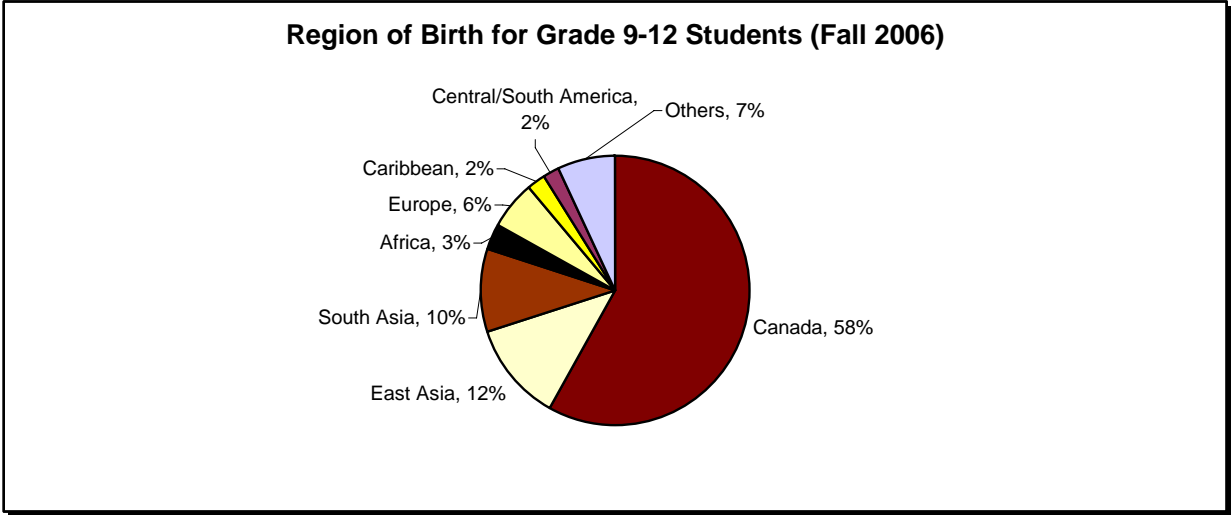
Figure 2: Region of Birth for Grade 7-8 Students



⁸ These figures were based on statistics extracted from the TDSB's Student Information System (SIS) for 97% of the Grade 7-8s who participated in the Census and whose ID numbers could be linked to the SIS.

In the secondary panel, the percentage of students born in Canada is noticeably lower (58%). Most immigrant students in the TDSB secondary schools originate from Asia - 10% from China, and another 10% from the Indian sub-continent (including India, Sri Lanka, Pakistan and Bangladesh). The percentages coming from other regions are similar to the Grade 7-8s - Europe (6%), Africa (3%), and the Caribbean (2%). (See Figure 3)

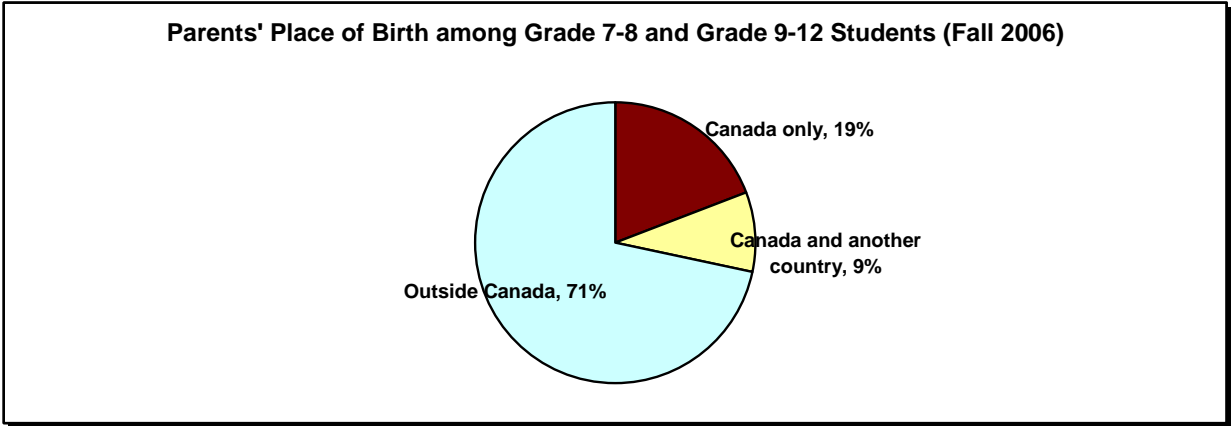
Figure 3: Region of Birth for Grade 9-12 Students



3) Parent Place of Birth

While the majority of the TDSB students are Canadian born, only a fifth of the student population have both of their parents born in Canada. About a tenth have one of the parents born in Canada and the other parent came from another country. For the remaining 71% of the students, all their parents are foreign born. This distribution is similar for both the Grade 7-8 and Grade 9-12 populations. A significant proportion (more than 5%) of the parents emigrated from China, India, Sri Lanka, and Jamaica. (See Figure 4)

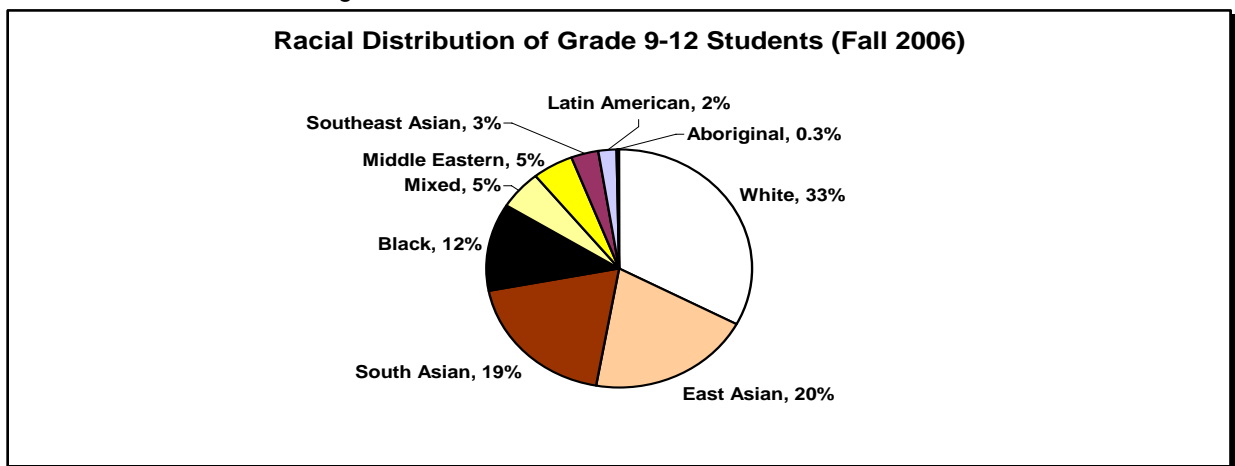
Figure 4: Parents' Place of Birth



4) Student Racial Background

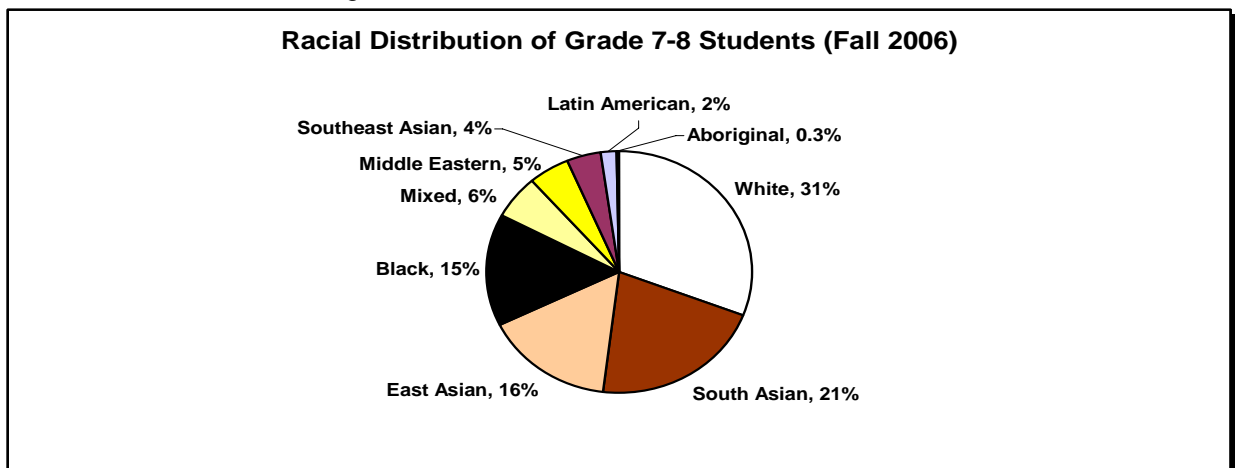
The Census asked students to identify their racial/ethnic background. Almost all students answered this set of related questions, with only 1% of the respondents who either skipped the questions or did not answer them properly. Figure 5 illustrates the overall racial distribution of secondary school students in Toronto. While White students are the largest racial group (a third), there is no single majority race group among the TDSB student population. The three other larger racial representations are East Asian (20%), South Asian (19%), and Black (12%). The remaining includes students who are of Middle Eastern, Southeast Asian, Latin American, Aboriginal⁹ and Mixed backgrounds.

Figure 5: Racial Distribution of Grade 9-12 Students



The racial composition for the Grade 7-8s is very similar to that of the secondary, with only a slight proportionate difference for some of the groups. (See Figure 6)

Figure 6: Racial Distribution of Grade 7-8 Students



⁹ Many students who identified themselves as Aboriginal also classified themselves as "Mixed" in the question on racial identity. In many instances, they were mixed with those identifying themselves as White Canadian.

Table 2 gives a further breakdown of students' racial origins for both Grade 7-8 and Grade 9-12 students.

Table 2: Detailed Racial Breakdown

Detailed Racial Breakdown	Grade 7-8	Grade 9-12
White Canadian	21%	19%
White European	10%	14%
East Asian	16%	20%
Southeast Asian	4%	3%
South Asian	18%	16%
Indo Caribbean	3%	3%
Black Africa	4%	4%
Black Canadian	5%	2%
Black Caribbean	6%	6%
Latin American	2%	2%
Middle Eastern	5%	5%
Mixed Background	6%	5%
Aboriginal	0.3%	0.3%
Other ¹⁰	0.1%	0.1%

5) Student Sexual Orientation

Secondary school students were asked to identify their sexual orientation based on a multiple-choice question. Of the 96% of respondents who answered this question, 92% identified themselves as heterosexual, 4% indicated "not sure" of and/or "questioning" their sexual identity, 1% reported being gay or lesbian, and 2% bisexual. (See Table 3) These results are similar to those obtained by the Statistics Canada's 2003 Canadian Community Health Survey, which reported 1% of Canadians aged 18 to 59 identifying as homosexual and about 1% identifying as bisexual.

Table 3: Sexual Orientation Breakdown

Sexual Orientation Breakdown	Grade 9-12
Heterosexual (straight)	92%
Not sure/Questioning	4%
Bisexual	2%
Gay/Lesbian	1%
Others (e.g., Queer, Two-spirited, Transgender, Transexual, or a combination of any of the above)	1%

¹⁰ These students included mainly those who did not identify their background, refused to identify themselves, were unsure or did not know about their racial background.

6) Disabilities

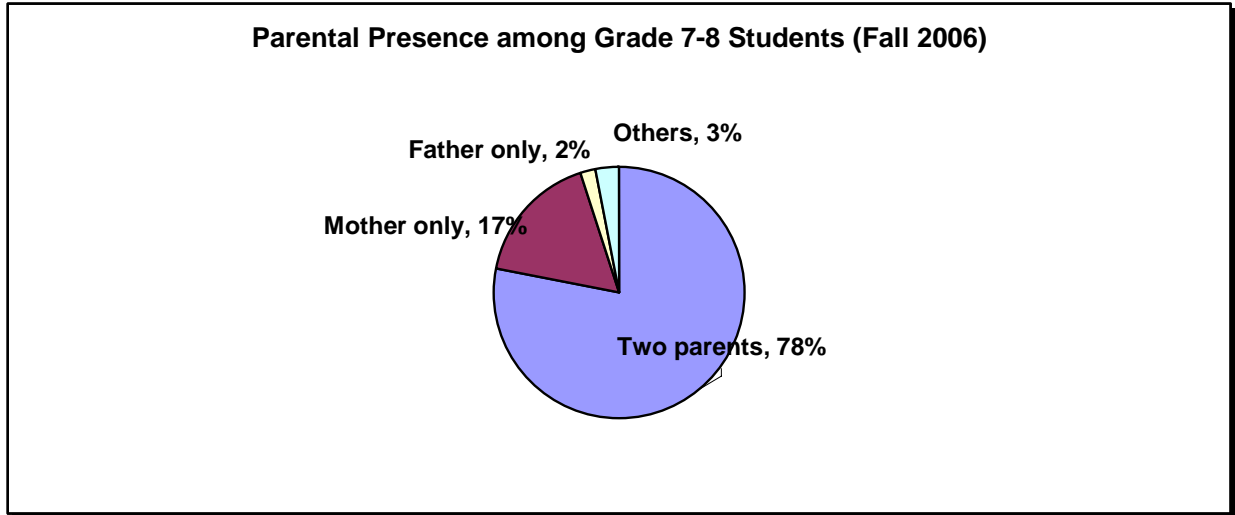
Students were asked if they had a disability which had been assessed by a doctor or by school. Six percent of the high school and eight percent of the senior school respondents checked off at least one kind of disability. For both groups of students, disabilities related to learning (5% for the Grade 7-8, and 3% for Grade 9-12) and sight (3% for the former and 2% for the latter) are the two areas cited by a higher number of students. These figures are indeed comparable to or slightly higher than those collected by Statistics Canada in its various related surveys in recent years.¹¹ For the other types of disabilities listed -such as hearing, speech, mobility, and mental health, each was checked off by less than 1% of the respondents. (Note that students from special education schools for physically or developmentally challenged were not included in this Census collection, as these students would have difficulty completing the survey on their own.)

¹¹ For instance, according to Statistics Canada's 2001 Census, between 3 and 4 percent who were aged 0-24 were being identified as having disabilities, and 2.6% who were aged 5 to 14 were reported to have disabilities related to learning. And according to its National Longitudinal Survey of Children and Youth (NLSCY), of children aged 6 to 15, 6.2% had a learning disability. On the 2001 Participation and Activity Limitation Survey (PALS), 1.2% of the young people aged 16 to 21 said that they had a learning disability.

7) Parental Presence at Home

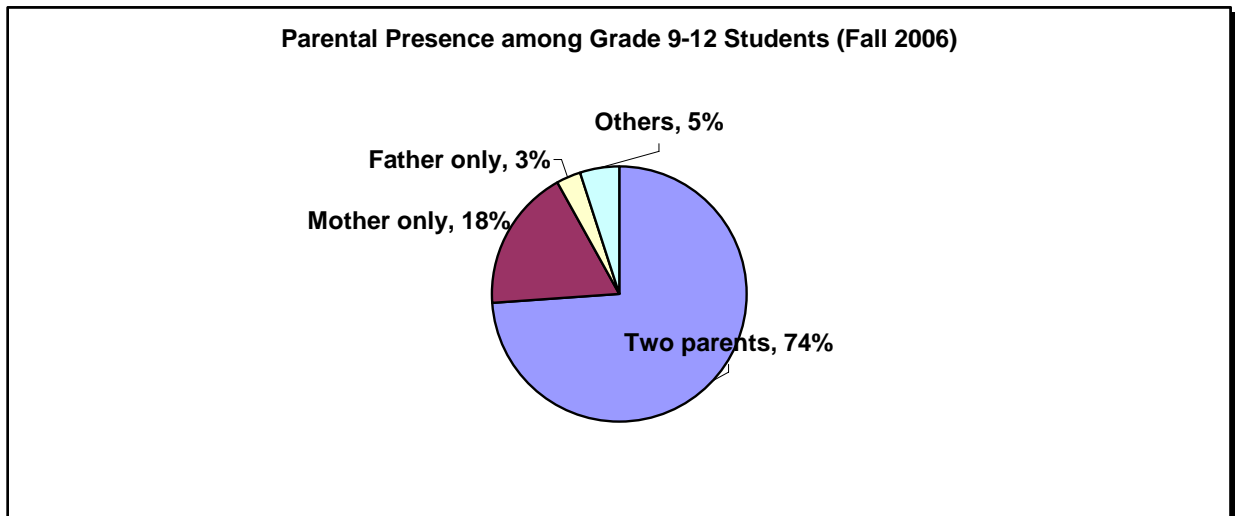
According to the Census, most Grade 7-8s (78%) live with two parents, 17% with mother only, 2% with father only, and the remaining (3%) with other adults or on their own. (See Figure 7)

Figure 7: Parental Presence among Grade 7-8 Students



The pattern for the secondary school students is similar, although the percentage living with both parents is slightly lower (74%) than for their younger counterparts. (See Figure 8)

Figure 8: Parental Presence among Grade 9-12 Students



It should be noted that students living with two parents include 10% who live with each of the parents half of the time, and those living with their step-parents. Table 4 gives the detailed breakdown of the student family structure.

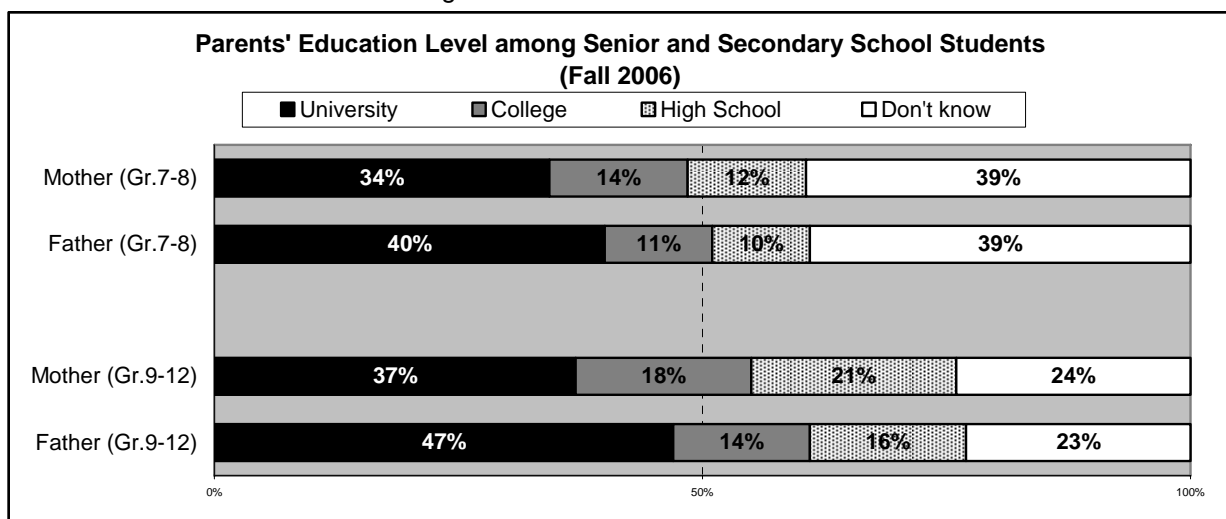
Table 4: Detailed Family Structure

Detailed Family Structure	Grade 7-8	Grade 9-12
Those living with two parents:		
• Father and Mother together	68%	65%
• Mother and Step-father	4%	4%
• Father and Step-mother	1%	1%
• Half of the time with each	5%	3%
Those living with single parent:		
• Mother only	17%	19%
• Father only	2%	3%
Others:		
• Adult relatives/guardians	2%	3%
• On their own	0.1%	1%
• Group home, foster parents, with friends or others	1%	1%

8) Parent Educational Background

In the Census, students were asked to indicate their parents' educational level. About a quarter of the secondary school students and nearly 40% of the Grade 7-8s answered "don't know". (See Figure 9)¹² For the rest of the students, most report that their parents have university degrees. The percentage is higher for fathers than for mothers. In contrast, proportionately more mothers than fathers have completed up to high school or college level.

Figure 9: Parents' Education Level

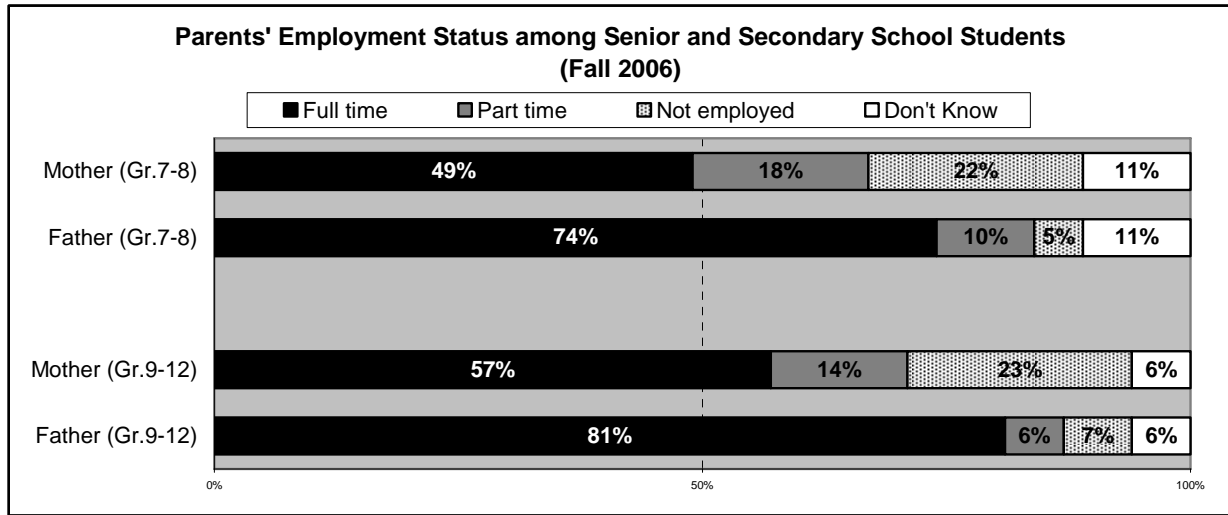


¹² The calculation of these figures counted only those who lived with both or one of the parents related to the question concerned. Therefore, students who did not live with their fathers, for example, were not included in the calculation of the distribution of father's educational level.

9) Parent Employment Status

According to the Census, parents, especially fathers, of most students work full-time. Figure 10 shows separately the mother and father employment status for the Grade 7-8s and Grade 9-12s in Toronto.

Figure 10: Parents' Employment Status



It should be noted that 6% of the secondary school students and 11% of the Grade 7-8s are not sure of their parents' employment status. And for mothers who are unemployed, most are stay-at-home parents. (See Table 5)

Table 5: Mothers Who Are Not Employed

Mothers who are not employed	Grade 7-8	Grade 9-12
Unemployed	3%	5%
Stay-at-home parent	18%	17%
Retired	1%	1%
Fathers who are not employed	Grade 7-8	Grade 9-12
Unemployed	2%	3%
Stay-at-home parent	2%	2%
Retired	1%	2%

10) Family Socio-Economic Status (SES)

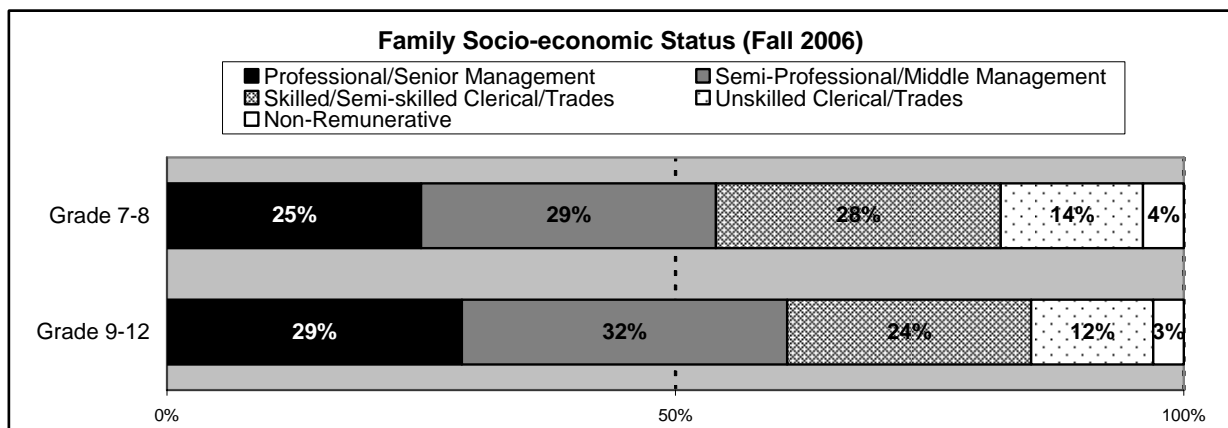
In addition to indicating their parents' employment status, students were asked to specify their parents' occupations by writing in their parents' or caregivers' jobs. The purpose is to derive their family socio-economic background. After the data were entered into the research unit's database, each job description was coded using Statistics Canada's *National Occupational Classification for Statistics (NOC-S)*. To ensure coding accuracy and reliability, each unique job description was coded independently by two individual coders. Inter-rater reliability was

calculated; any disagreed, undetermined, or questionable codes were reviewed by more senior research staff who would assign the final codes.

The occupational codes were then classified according to Pineo-Porter-McRoberts' 16-category scale. For the final analysis, the 16 categories were further grouped into 5 major SES levels¹³ – (1) professional and senior management, (2) semi-professional and middle management, (3) skilled/semi-skilled clerical and trades, (4) unskilled clerical and trades, and (5) non-remunerative (e.g., homemaker, unemployed, retired, etc.). For two-parent families, both parents' SES codes were considered and the higher one was used to denote the family's socio-economic level.

After conducting several rounds of coding, cleaning and categorization of data on parent/caregiver occupations, the research unit was able to derive the family SES information from about 70% of the student respondents (73% of Grade 7-8s and 70% of Grade 9-12s). As illustrated in Figure 11, over half of the TDSB senior and secondary school students are represented by the two higher SES groups – professional and senior management, and semi-professional and middle management, about a quarter by the lower middle category (skilled/semi-skilled clerical and trades), and less than 20% by the two low SES groups (unskilled clerical and trades, and non-remunerative). It should be noted that the proportion represented by the professional and senior management category is slightly higher for the older students than for their younger counterparts (29% versus 25%).

Figure 11: Family Socio-Economic Status



¹³ Examples of occupations for each category are shown in Appendix D.

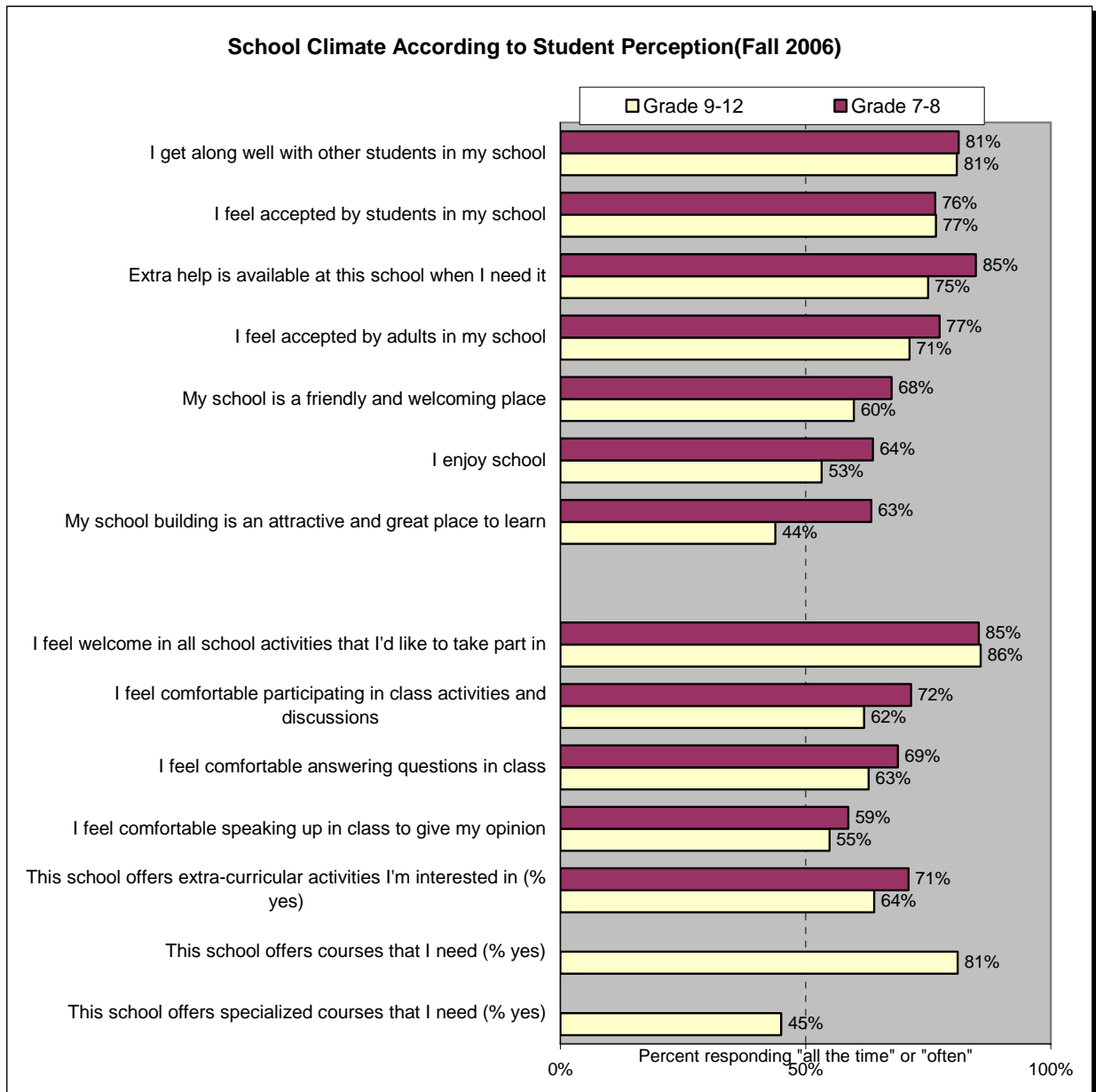
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- 10. Post-secondary Plans and Expectations**

1) School Climate

Students were asked how they felt about their school by responding to a set of school climate questions. The responses of the Grade 7-8s and the Grade 9-12s were similar in terms of their relationships with other students and feeling welcome in taking part in school activities. But the Grade 7-8s seemed more positive than their high school counterparts in items related to extra help and extra-curricular activities available at school, enjoying school, their comfort level in class participation, and their school building. (See Figure 12)

Figure 12: School Climate

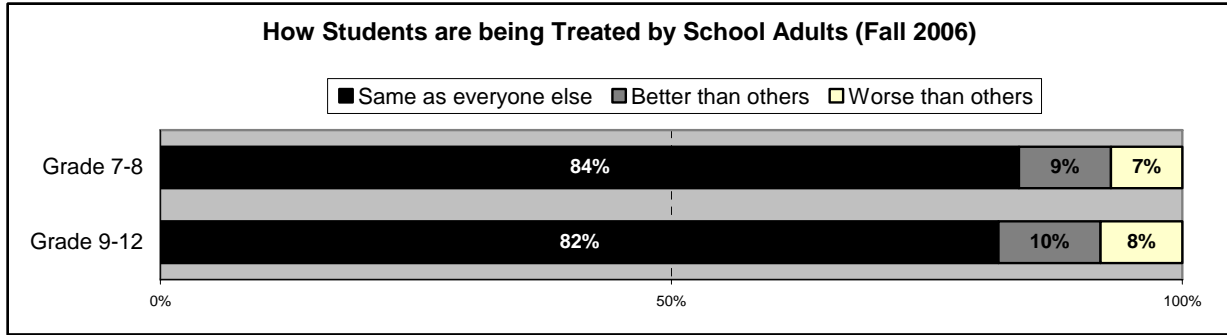


Grade 9-12 students were further asked if their school offered them courses that they needed. Regarding general courses, most (81%) answered “yes”; but for specialized courses, 45% answered “yes” and a third (34%) were not sure.

2) Relationships with School Adults

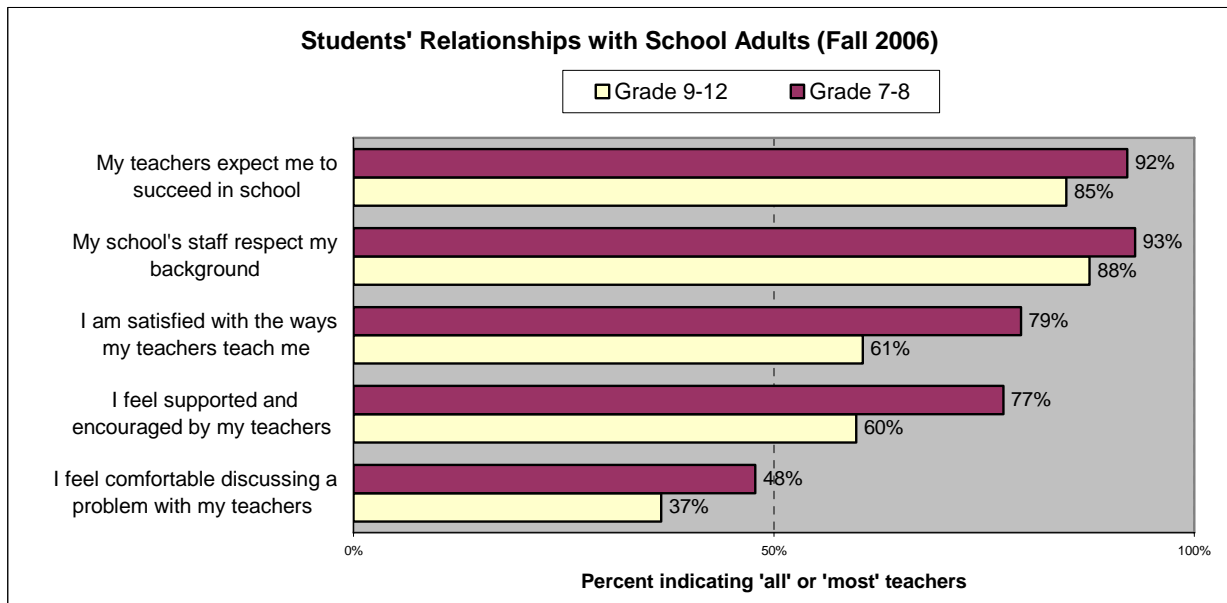
Most Grade 7-8 and Grade 9-12 students reported that they were treated the “same as everyone else” by adults in their schools. (See Figure 13)

Figure 13: How Students are being Treated by School Adults



When specific questions were asked about their teachers (for example, the ways their teachers teach, support, and encourage them), the Grade 7-8s were more positive than the high schoolers. (See Figure 14)

Figure 14: Students' Relationships with School Adults



When asked how often they felt comfortable discussing personal problems with their school's staff, few answered “all the time” or “often”. In fact, a large percentage, especially the high schoolers, indicated that they “rarely” or “never” felt comfortable to do so. (See Table 6)

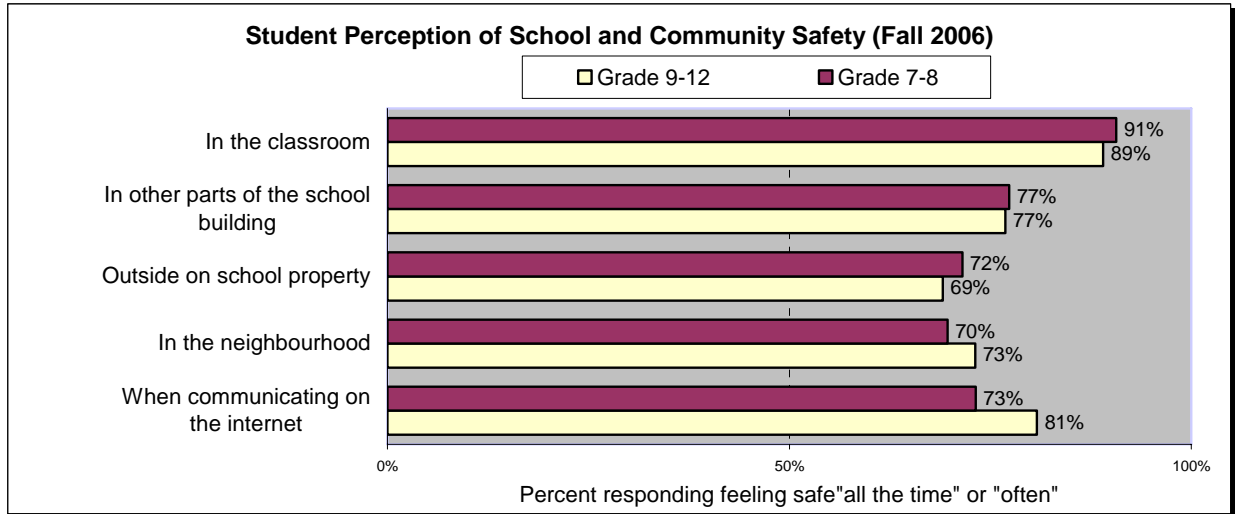
Table 6: Discussing Personal Problems with School Adults

Rarely/never felt comfortable discussing personal problems with	Grade 7-8	Grade 9-12
Teachers	45%	56%
Guidance counsellors	54%	56%
Principals or vice-principals	60%	72%

3) School and Community Safety

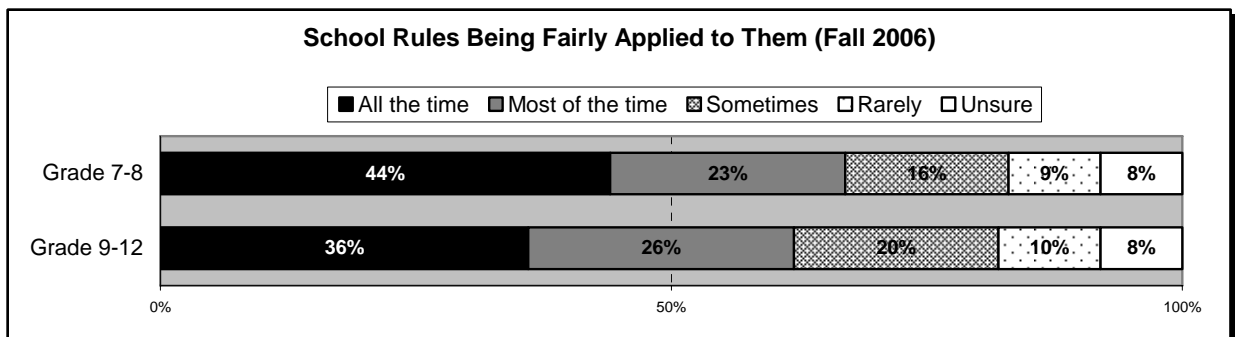
Both Grade 7-8 and Grade 9-12 students had a similar perception of safety in school and in the surrounding areas. Both groups felt most safe in the classroom, followed by other parts of the school buildings. The majority (about 70%) also felt safe outdoors – either in school yards or in the neighbourhood. (See Figure 15)

Figure 15: Students' Perception of School and Community Safety



Regarding school rules, about two thirds of both the senior and the secondary school students reported that school rules had been fairly applied to them “all the time” or “most of the time”. (See Figure 16)

Figure 16: Students' Perception of School Rules



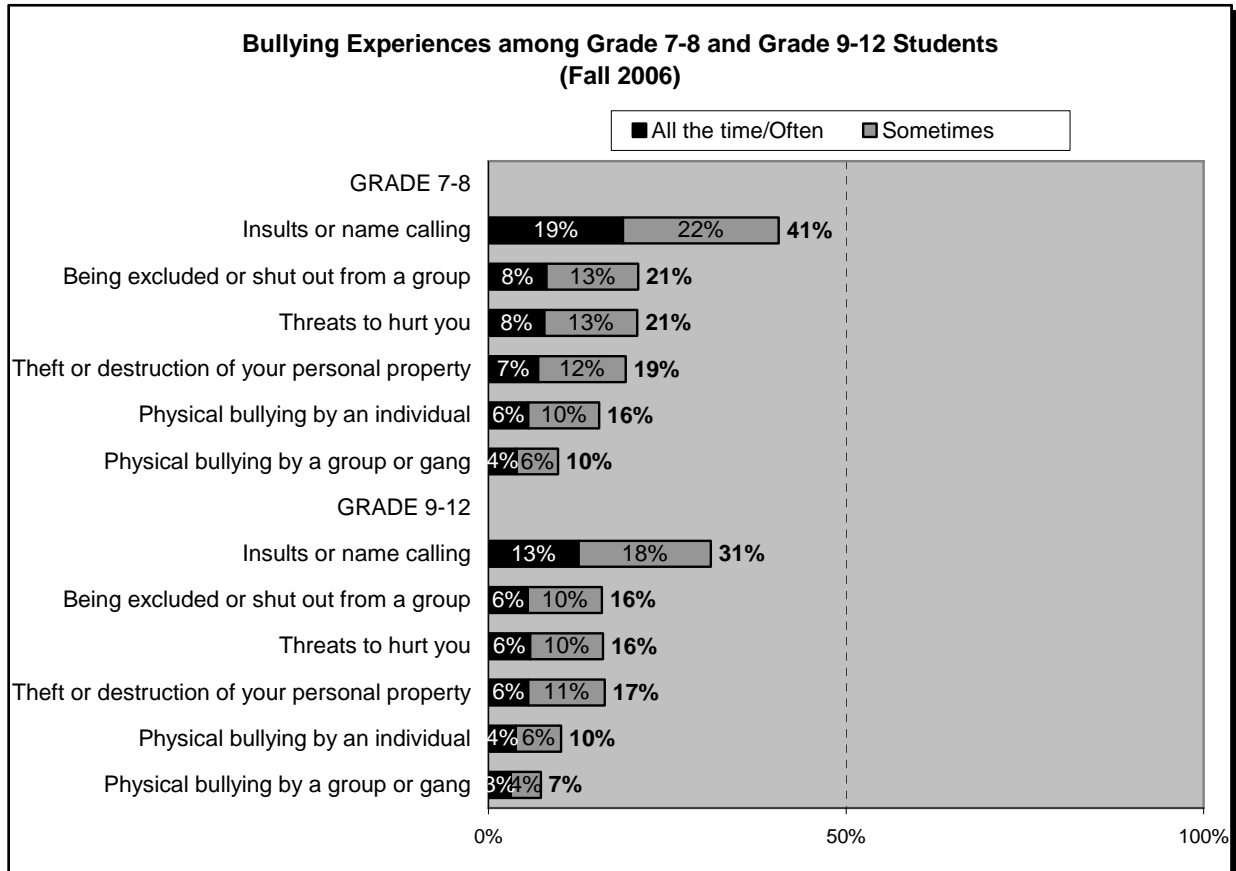
For those who indicated that the school rules had not been fairly applied to them “all the time” (not including “unsure”), their frequently cited reasons were their school marks/grades, racial/cultural background, body image, and gender. (See Table 7)

Table 7: Reasons for School Rules Not Being Fairly Applied

Reasons for school rules <u>not</u> being fairly applied “all the time”	Grade 7-8	Grade 9-12
Grades or marks	17%	17%
Cultural or racial background	7%	12%
Body image	8%	9%
Gender	6%	6%

Students were asked if they themselves had been bullied in school. Figure 17 shows the different types of bullying behaviours and the corresponding percentages of students who reported being bullied “all the time/often” or “sometimes”. Insults or name-calling was the more frequently reported type, and physical bullying was least reported.

Figure 17: Bullying Experiences



A further analysis shows that 60% of the Grade 9-12s and 50% of the Grade 7-8s reported having “never” or “rarely” experienced bullying incidents in school. For those who had experienced bullying “all the time”, “often”, or “sometimes”, the three most frequently cited reasons were body image, school grades/marks, and cultural/racial background. (See Table 8 for other reasons)

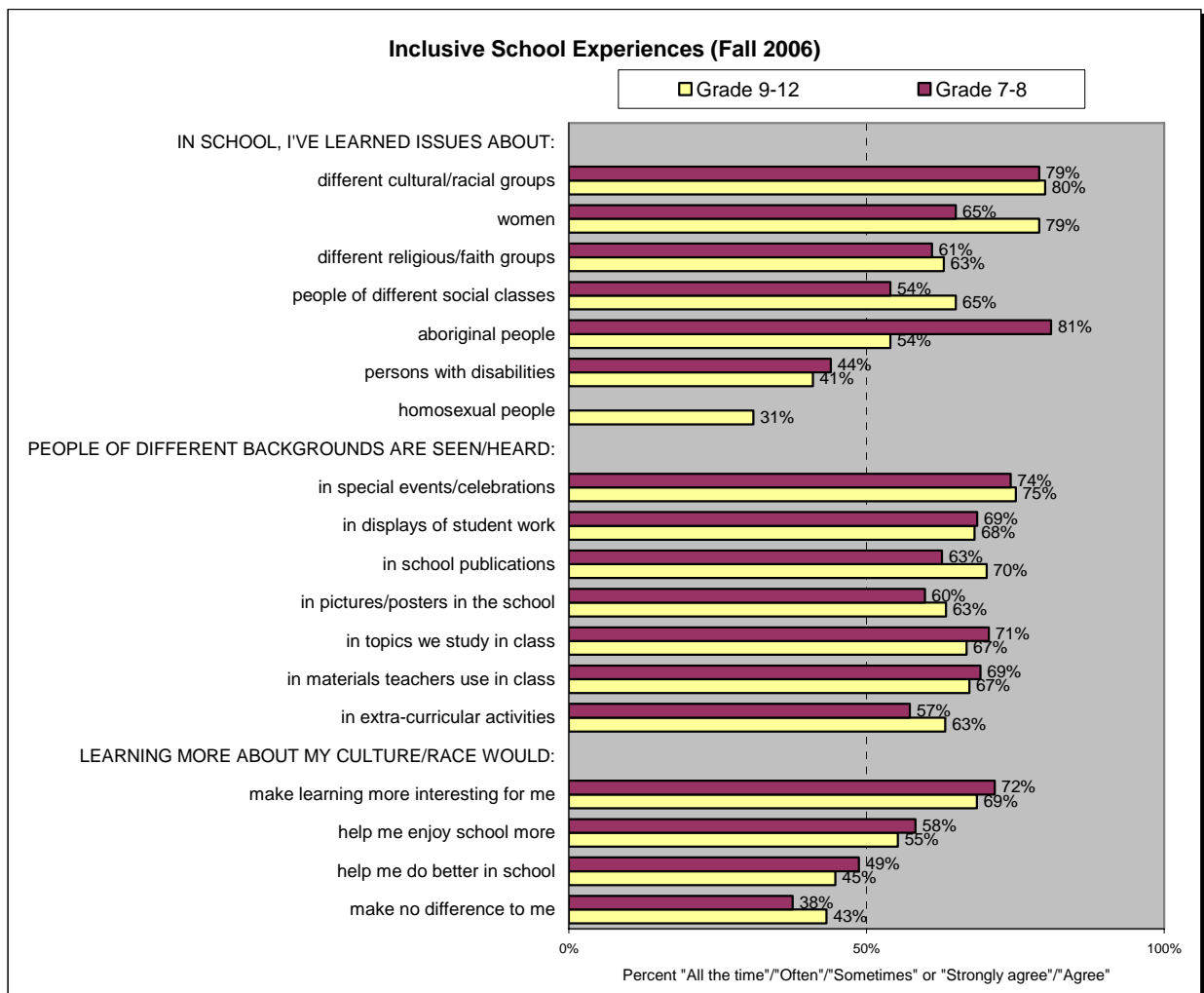
Table 8: Reasons for Being Bullied

Reasons for Being Bullied	Grade 7-8	Grade 9-12
Body image	38%	27%
Grades or marks	17%	12%
Cultural or racial background	11%	14%
Language	7%	7%
Gender	6%	4%
Religion	5%	5%
Income	5%	5%

4) Inclusive School Experiences

Figure 18 represents the percentages of students who reported having learned about the experiences and achievements of different identified groups in school “all the time”, “often”, “sometimes”. About 80% indicated that they had learned about different cultural and racial groups in school. Most Grade 7-8s also reported having studied about Aboriginal people – a topic which was part of the Grade 7-8 curriculum. The secondary students reported having more opportunities to learn about women’s issues. However, a third or more of the students had rarely or never learned in school about topics related to different religious/faith groups, people of different social classes, homosexual people, or persons with disabilities.

Figure 18: Inclusive School Experiences



Students were asked if they had seen or heard about people of different backgrounds in their school. Most agreed that they had such exposures from what they studied in class and from the school as a whole. Over two thirds agreed that learning about their own cultural or racial background would make learning more interesting for them, and over half indicated it would help them enjoy school more. About half said that it would actually help them do better in school.

5) Extra-curricular Activities

Extra-curricular Activities in School

In school, most students had participated in at least one type of extra-curricular activity during their school year, and many took part on a regular (weekly or monthly) basis. As illustrated in Figure 19, between the two groups of students, the Grade 7-8s seemed to be the more active ones in these school activities.

Figure 19: Participation in School Extra-curricular Activities

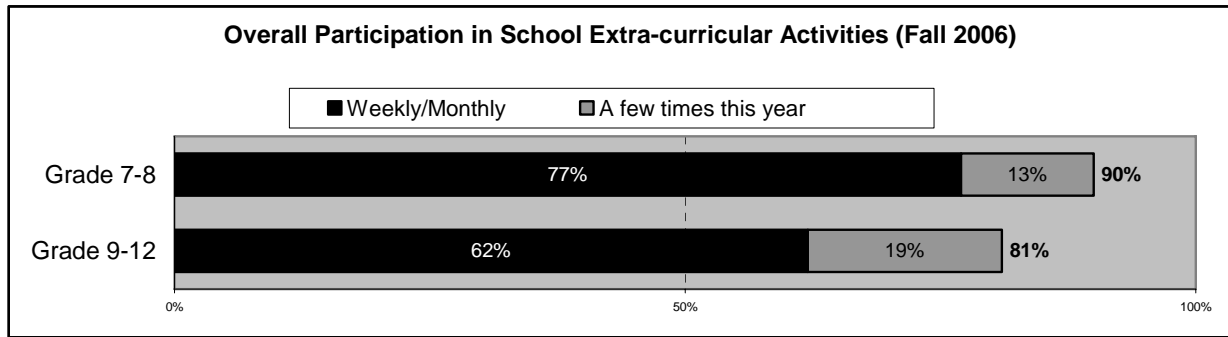


Figure 20 shows how often and the kinds of in-school extra-curricular activities the Grade 7-8s took part in during the school year. The most regularly (weekly or monthly) attended activities were sports, music, and arts. Activities related to leadership, school council, publications, or cultural groups were attended regularly by less than 20% of the Grade 7-8s.

Figure 20: Extra-curricular Activities in School among Grade 7-8 Students

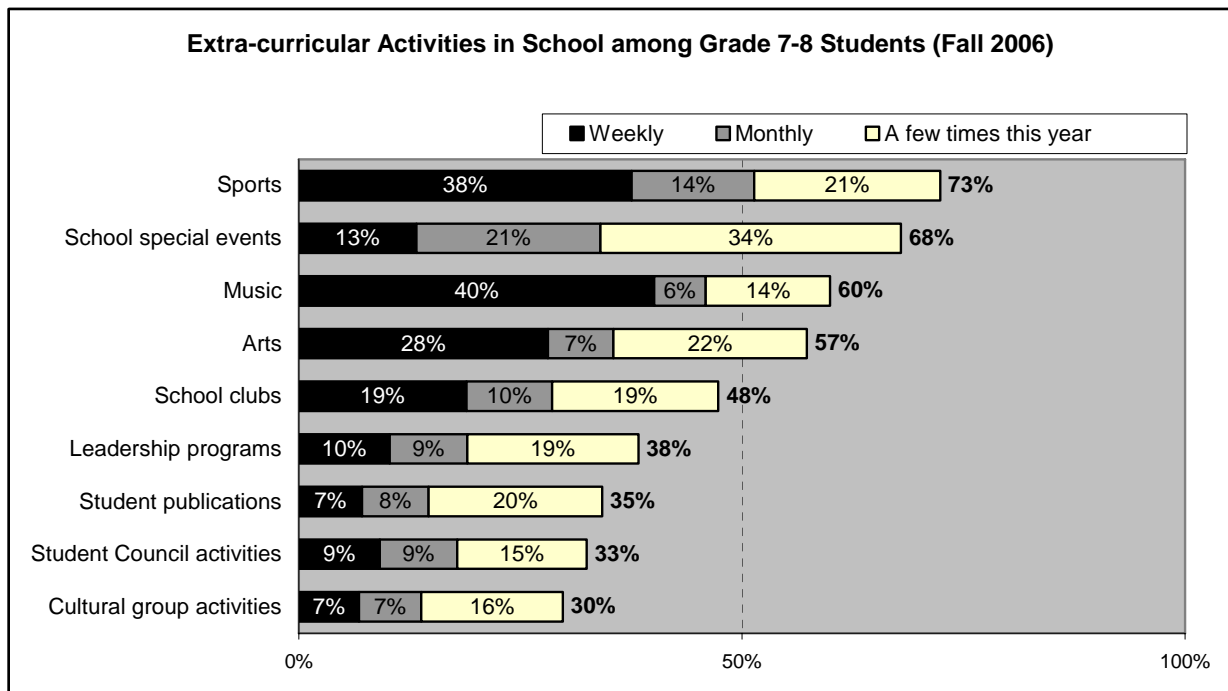
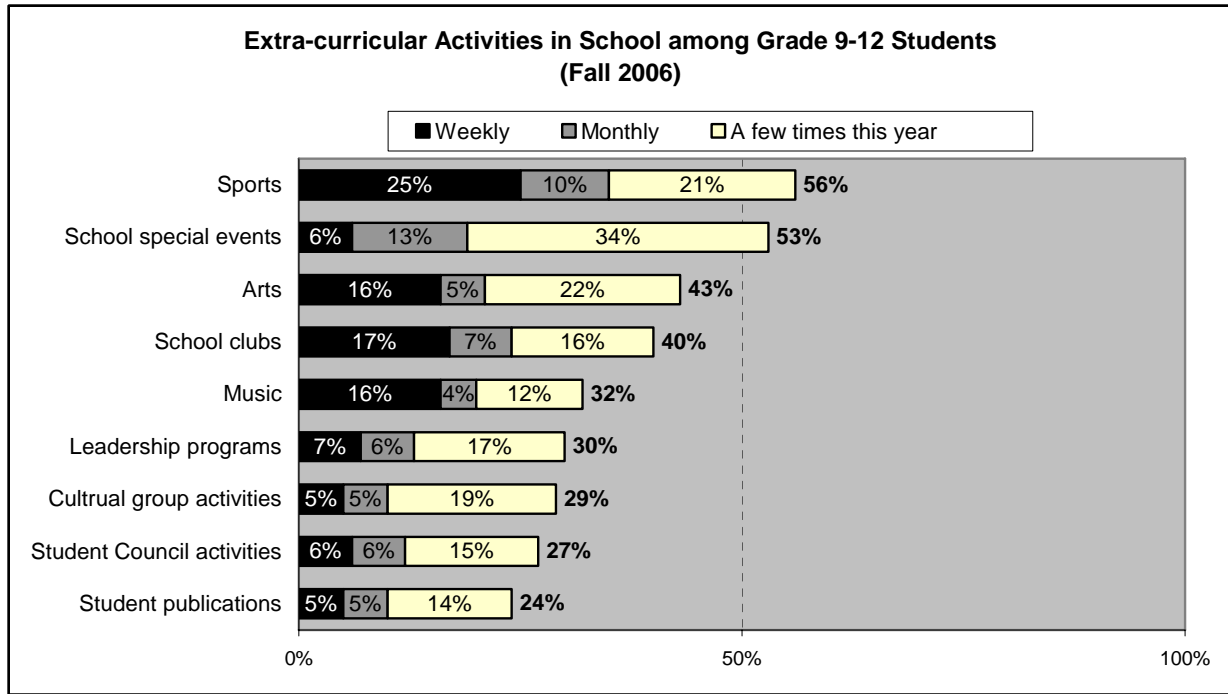


Figure 21 shows the Grade 9-12s' participation level in different school extra-curricular activities. Although secondary school students participated in similar extra-curricular activities in school as their peers in Grades 7-8, their participation rate was noticeably lower. For instance, whereas over half of the Grade 7-8s participated in school sports weekly or monthly, only a third (35%) of the secondary school students did so regularly.

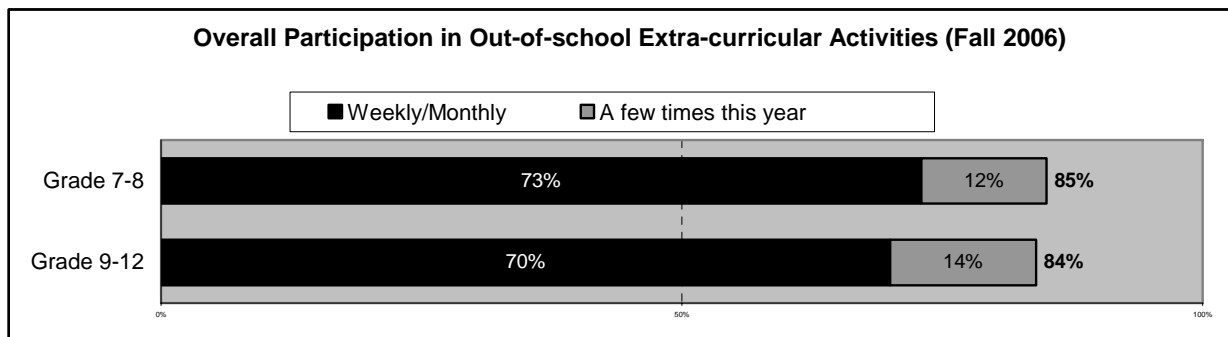
Figure 21: Extra-curricular Activities in School among Grade 9-12 Students



Extra-curricular Activities Outside of School

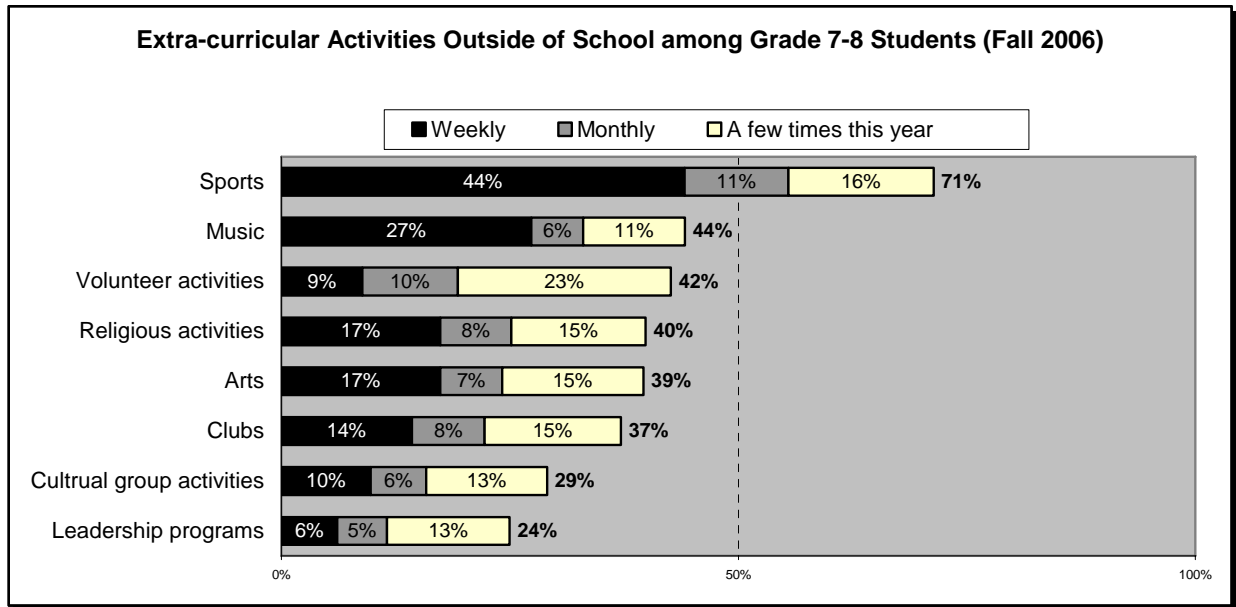
Aside from school, most students in the TDSB were also involved in at least one type of extra-curricular activity outside of school during the year, and many participated on a regular basis. It should be noted that the Grade 7-8s' participation rate in school still seemed to be slightly higher (90%) than their involvement outside of school (85%). On the other hand, secondary school students seemed as equally active as the Grade 7-8s in outside of school activities. In fact, according to the Census, more high schoolers were regularly involved outside of school than in school extra-curricular activities (70% versus 62%, see Figure 22 and Figure 19)

Figure 22: Overall Participation in Outside of school Extra-curricular Activities



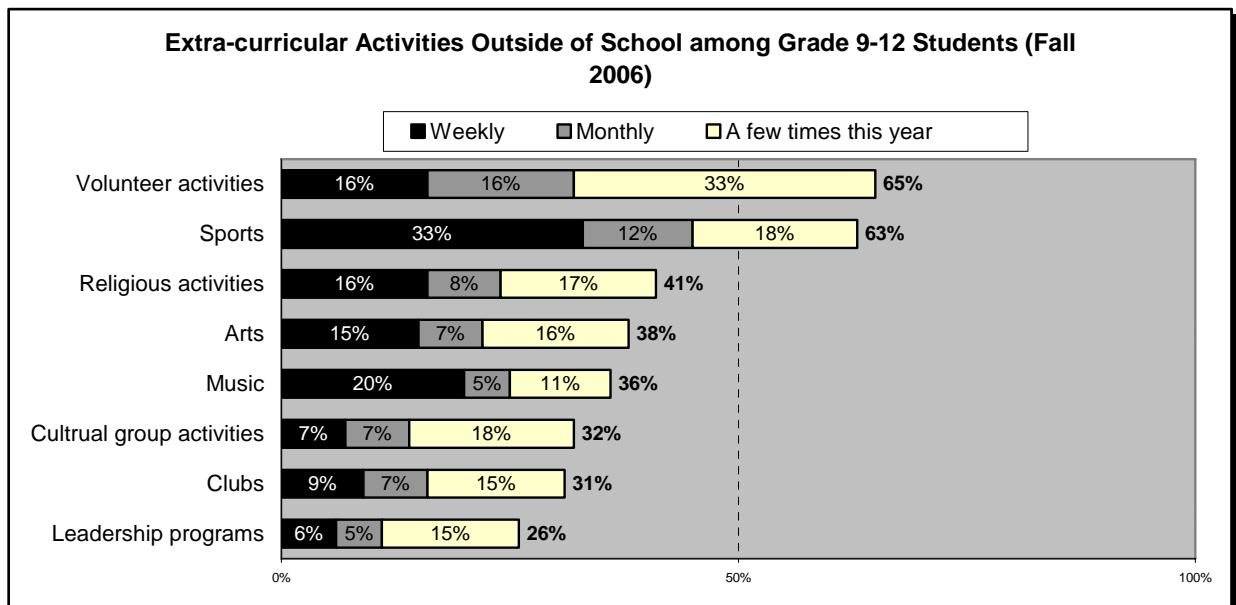
Sports were also the most popular outside of school activities among the Grade 7-8s. Over half (55%) participated in sports activities outside of school on a weekly or monthly basis. Figure 23 shows other types of outside of school activities Grade 7-8 students had taken part in.

Figure 23: Extra-curricular Activities Outside of school among Grade 7-8 Students



For the secondary school students, aside from sports, volunteer work was cited as a more frequently participated activity outside of school. One third of the Grade 9-12s were involved in volunteer work on a weekly or monthly basis, and another third for at least a few times during the year. See Figure 24 for other types of outside of school extra-curricular activities that secondary school students had been involved in.

Figure 24: Extra-curricular Activities Outside of school among Grade 9-12 Students



6) Homework

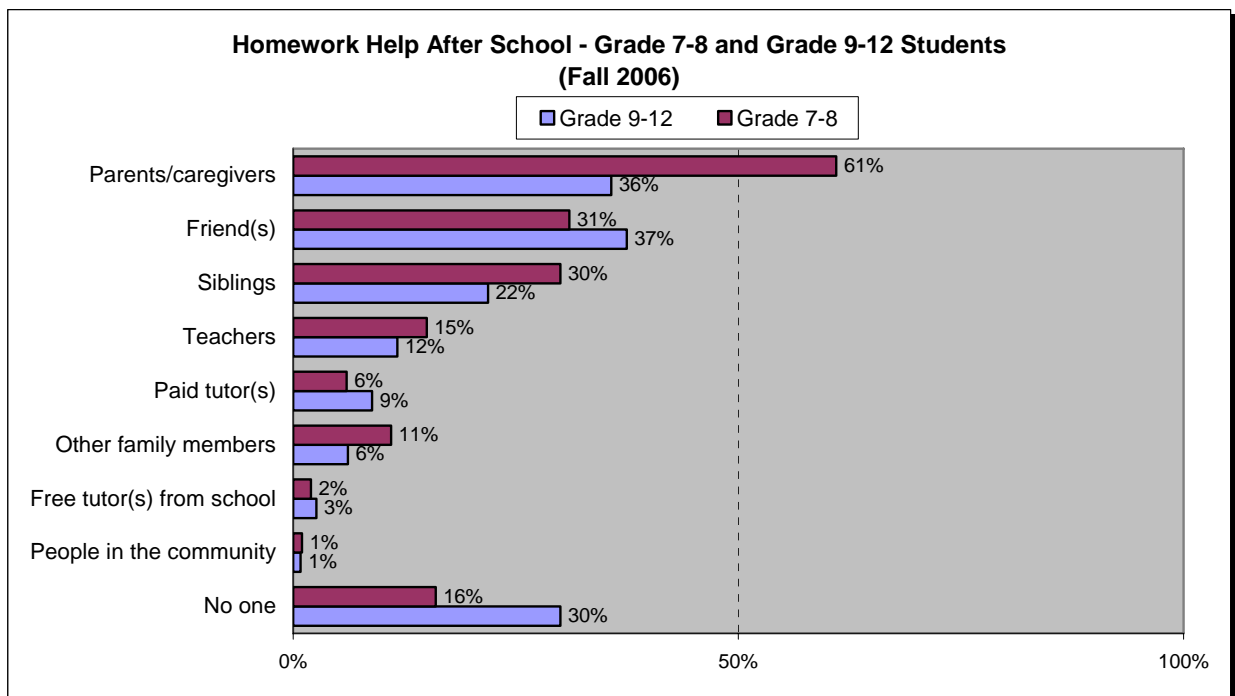
Homework Hours

Students were asked about the average number of hours they spent on homework each week. Based on their responses, the mean number of hours per week was 10 for the Grade 7-8s, and 12 for the secondary school students.

Homework Support after School

Sixteen percent of the Grade 7-8s and 20% of the Grade 9-12s reported that they did not need help with their homework. For the Grade 7-8s who needed help, most received the support from home, especially their parents. For the secondary students, the support was more external – e.g., friends and tutors. It should, however, be noted that about one in three (30%) of the high school students and one in six (16%) of the Grade 7-8s had no one to turn to for homework assistance outside of school. (See Figure 25)

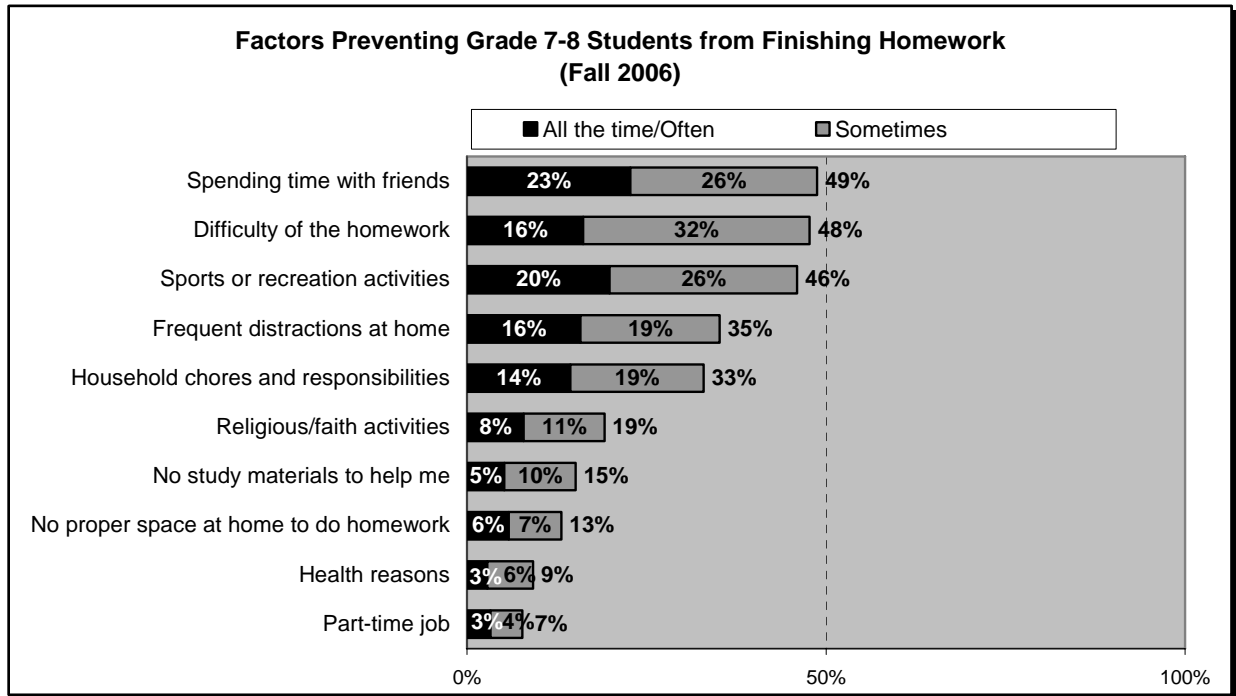
Figure 25: Homework Help after School



Challenges Related to Homework

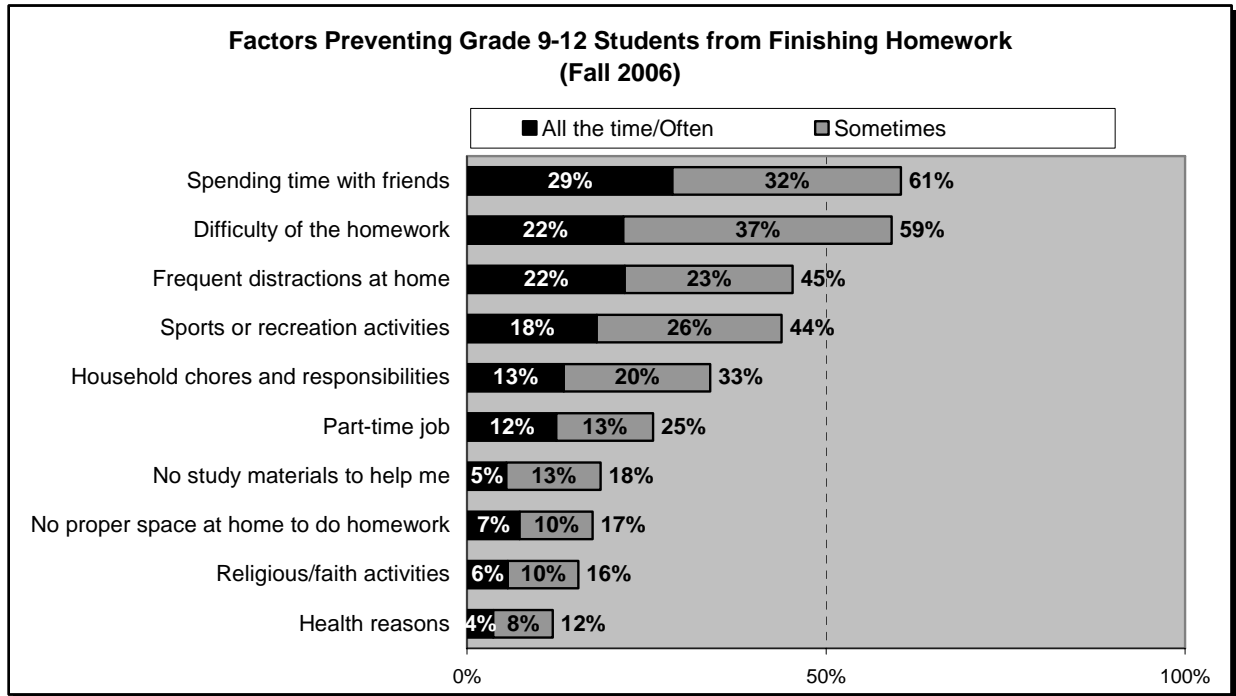
Students were asked what factors prevented them from finishing their homework. For the senior school students, almost half cited “spending time with friends”, “difficulty of the homework”, and “sports and recreational activities” as the main reasons. (See Figure 26)

Figure 26: Factors Preventing Grade 7-8 Students from Finishing Homework



For the Grade 9-12s, the main reasons were the same as the Grade 7-8s'; but a higher proportion of the secondary school students identified these reasons, especially the top two, as factors preventing them from finishing their school work. "Frequent distractions at home" also posed as a challenge to nearly half of the secondary school students. (See Figure 27)

Figure 27: Factors Preventing Grade 9-12 Students from Finishing Homework



Also, whereas part-time job was not a factor for most of the younger students, it did affect a quarter of the high school students. According to the Census, about one in three of the high school students and about one in six of the Grade 7-8s worked part-time for pay. (See Table 9) For the former, they spent an average of 13 hours per week in their part-time jobs, and for their younger counterparts who worked part-time, they spent an average of 7 hours per week.

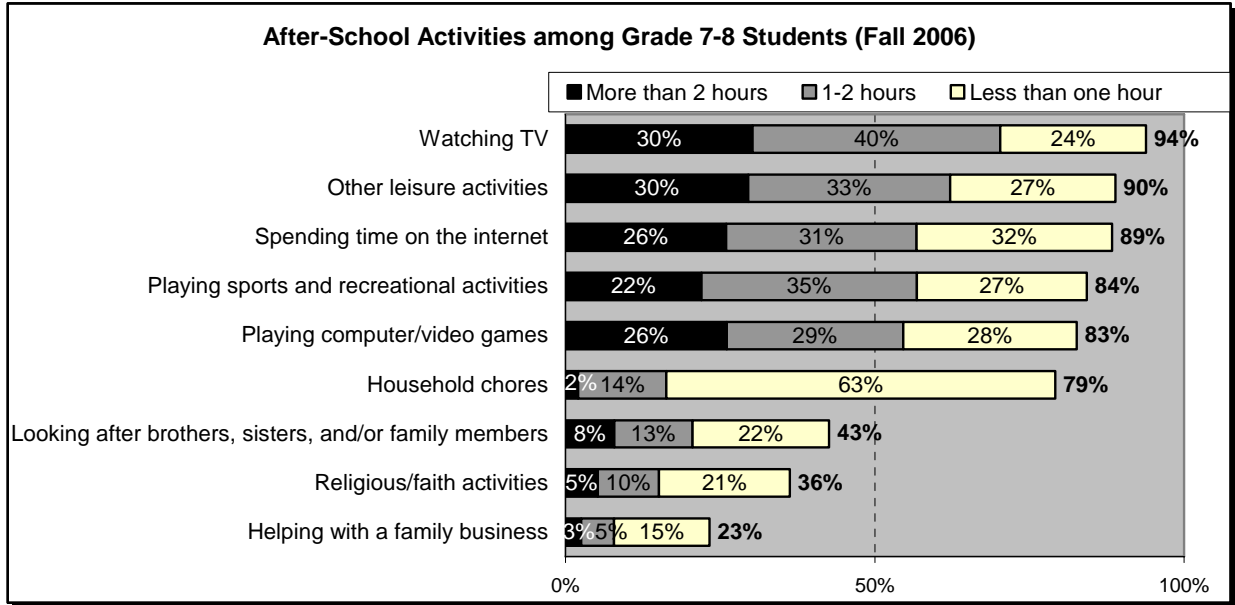
Table 9: Part-time Work

Part-time Work	Grade 7-8	Grade 9-12
% of students who work for pay	17%	31%
Average hours per week	7 hrs.	13 hrs.

7) After-school Activities

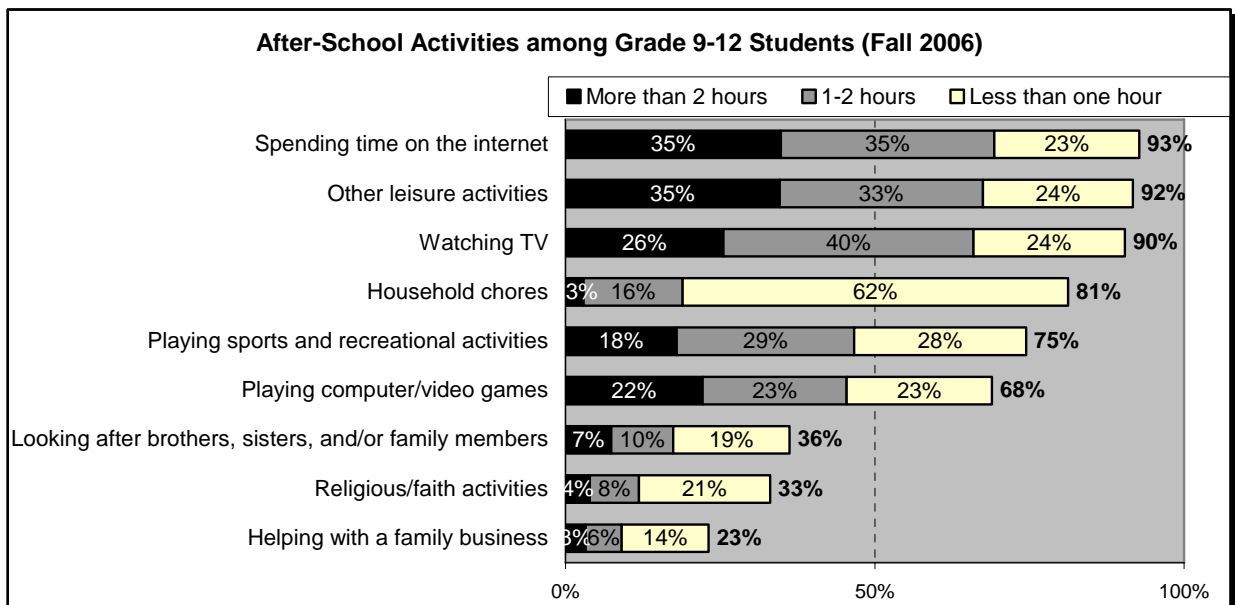
Aside from homework, the majority of Grade 7-8 students spent at least one hour or more per day on such activities as watching TV, leisure, internet, sports and recreations, and/or computer or video games. (See Figure 28)

Figure 28: After-school Activities among Grade 7-8 Students



Compared to the Grade 7-8s, the secondary school students tended to spend much more time on the internet and leisure activities about the same amount of time watching TV, but less time on other activities such as sports, and computer games. (See Figure 29)

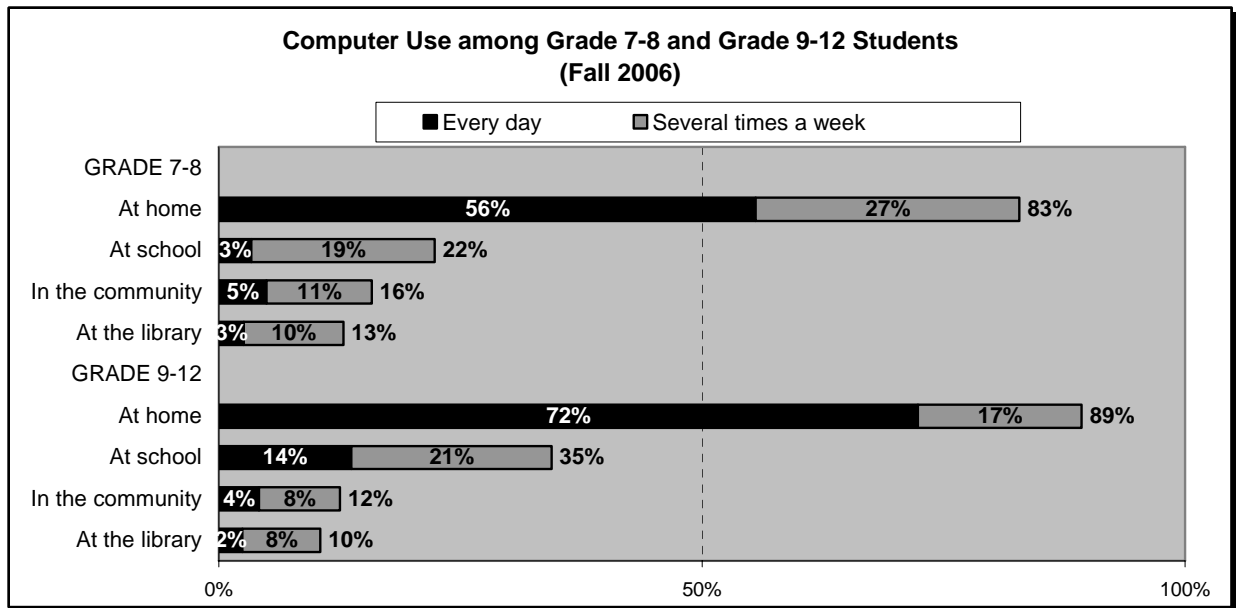
Figure 29: After-school Activities among Grade 9-12 Students



Computer Use

Most students had computer access at home and used it often. Few students used computers in the community or at the library. A third of Grade 9-12s used their school computers at least several times a week; but usage at school was lower among the Grade 7-8s. (See Figure 30)

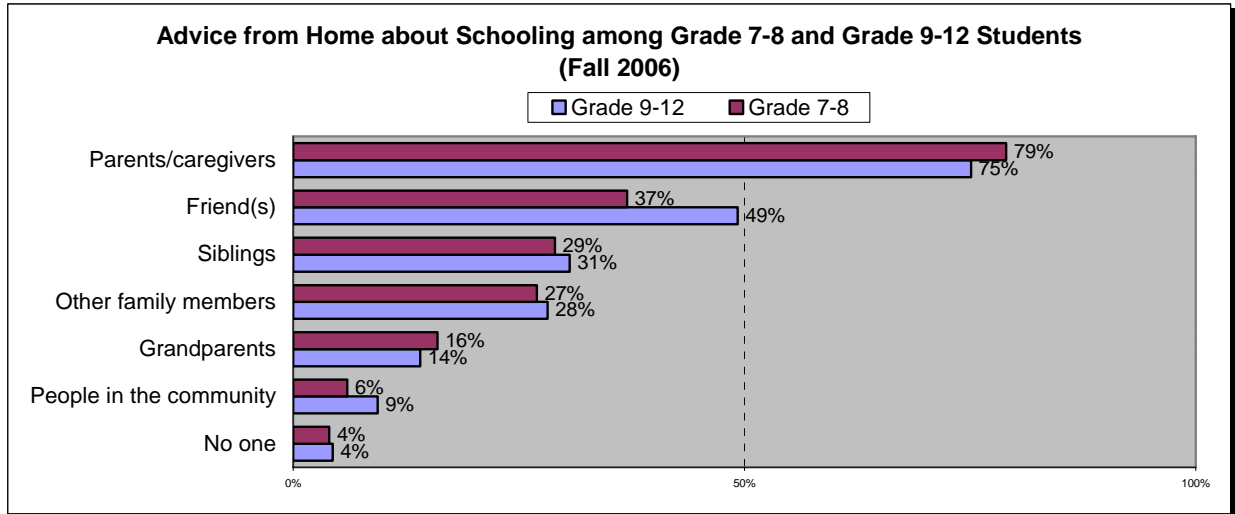
Figure 30: Computer Use



8) Home Support

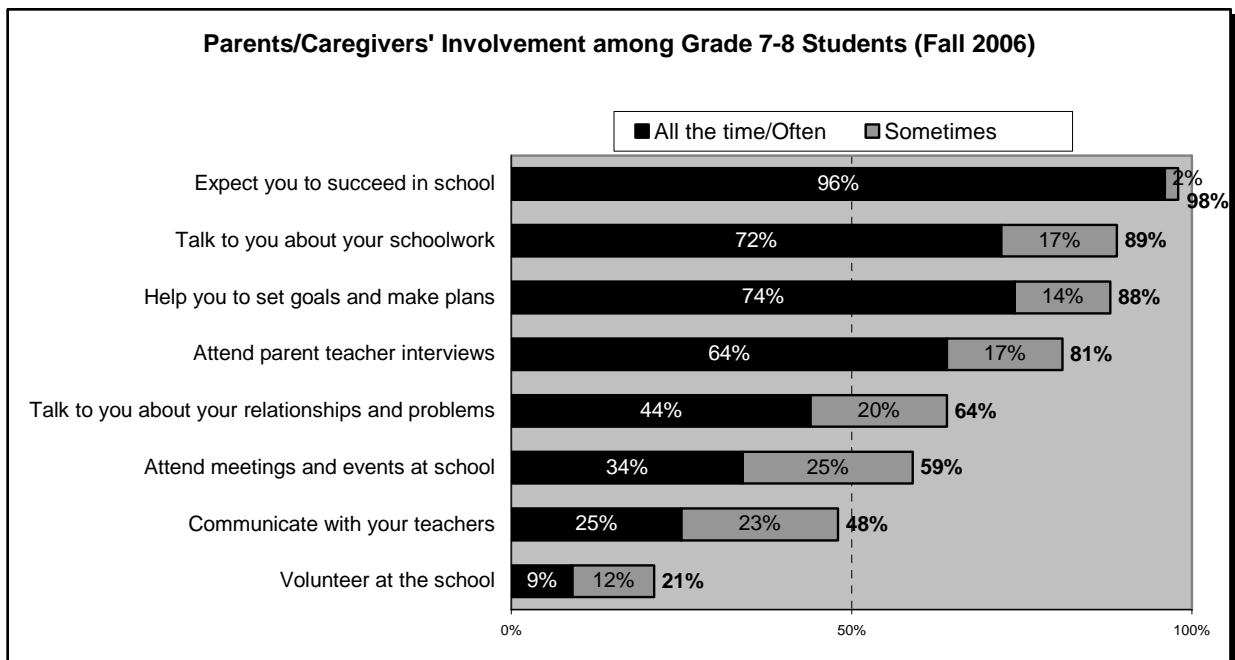
Most students received advice from their parents/caregivers about schooling. For nearly half of the secondary school students and over a third (37%) of the Grade 7-8s friends were another important source of advice on schooling. (See Figure 31)¹⁴

Figure 31: Advice from Home about Schooling



Regarding parental involvement, the majority of parents of the Grade 7-8s were involved in their children's education both at home and in school, including attending parent-teacher interviews, school meetings and events. But in terms of volunteering in school, the percentage was lower – 9% “regularly” and 12% “sometimes”. (See Figure 32)

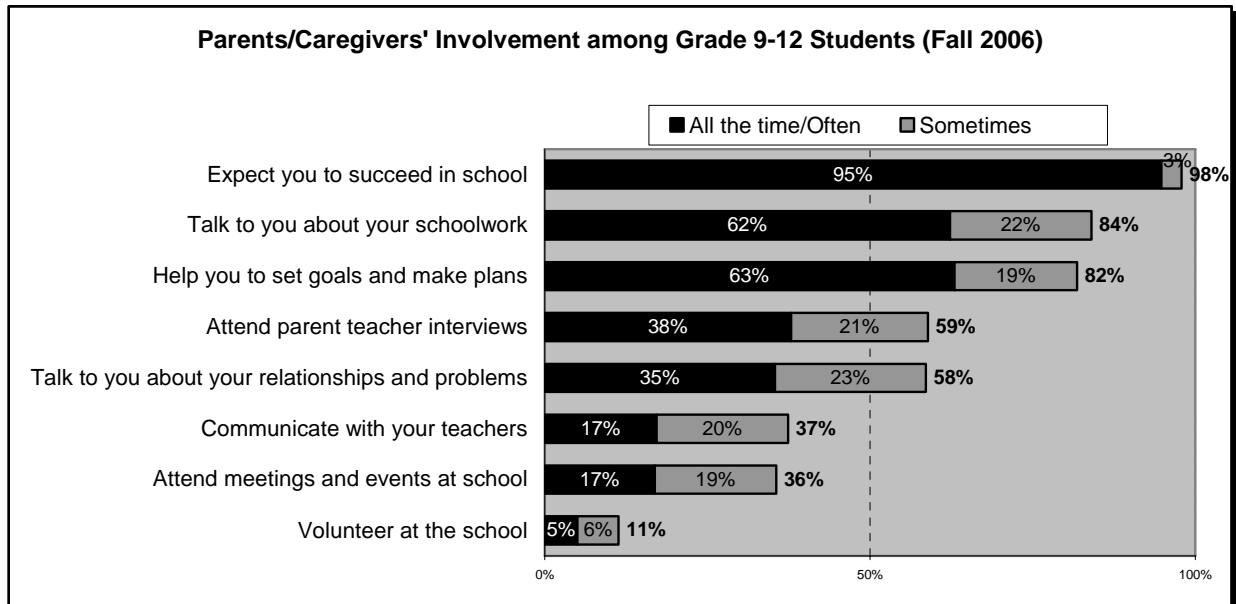
Figure 32: Parents/Caregivers' Involvement among Grade 7-8 Students



¹⁴ These percentages were based on those indicating that they needed advice about schooling.
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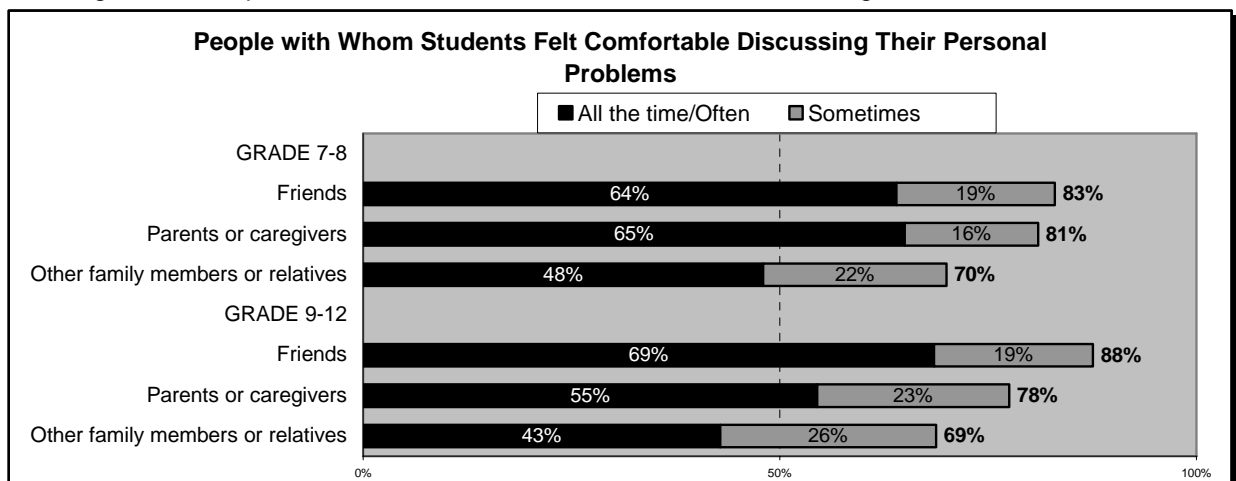
Most parents of secondary school students were still involved in their child's education – for example, expecting their child to succeed in school, talking to their child about his/her school work, or helping their child to set goals and make plans. But their involvement related to school decreased, especially in terms of attending school meetings, events or parent-teacher interviews. The proportion of secondary school parents who volunteered in school was also small - half of that of the Grade 7-8s. (See Figure 33)

Figure 33: Parents/Caregivers' Involvement among Grade 9-12 Students



Students were asked with whom they felt comfortable discussing their personal problems. Grade 7-8s indicated feeling equally comfortable to discuss their personal issues with their parents/caregivers and friends. The majority of the Grade 9-12s still felt comfortable to do so with their parents/ caregivers, but older students were more likely than their younger counterparts to discuss their personal problems with friends. (See Figure 34)

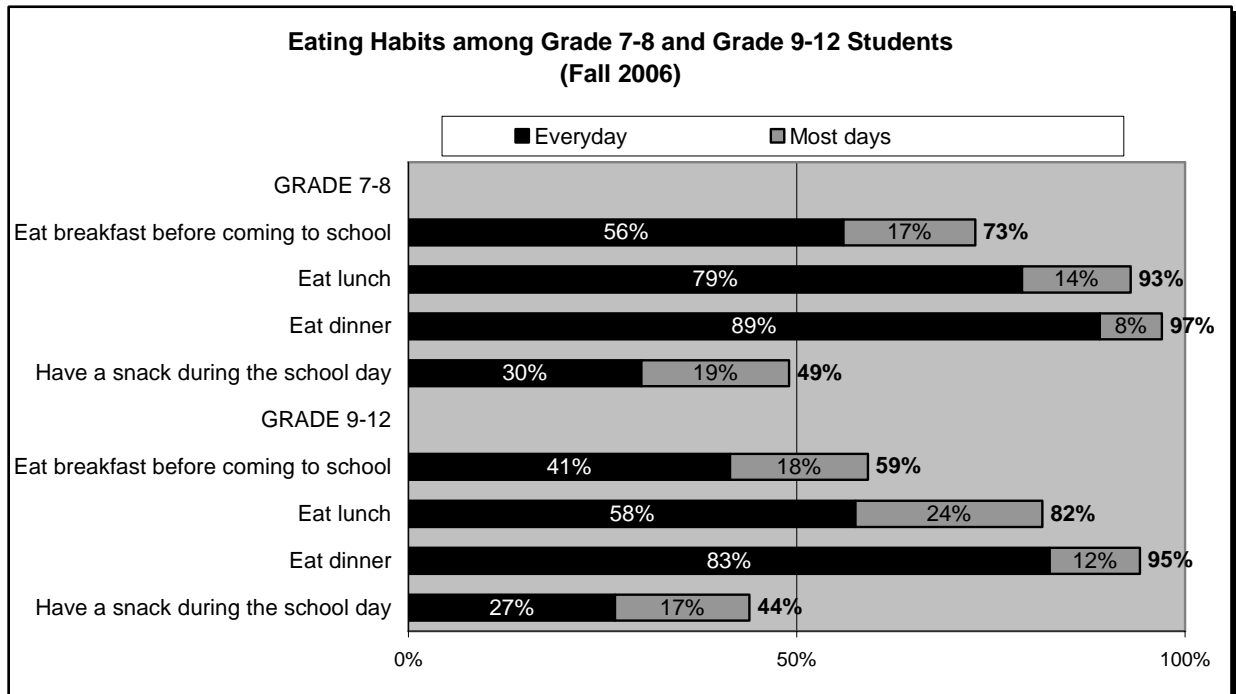
Figure 34: People with Whom Students Felt Comfortable Discussing Their Personal Problems



Eating Habits

The Census also included a question on student eating habits. The responses reveal that not all students ate breakfast or lunch everyday. This is especially so for the high school students; fewer than half of these students had breakfast everyday, and fewer than 60% had daily lunch. Most students did, however, have dinner every evening; but only some students regularly had a snack during the school day. (See Figure 35)

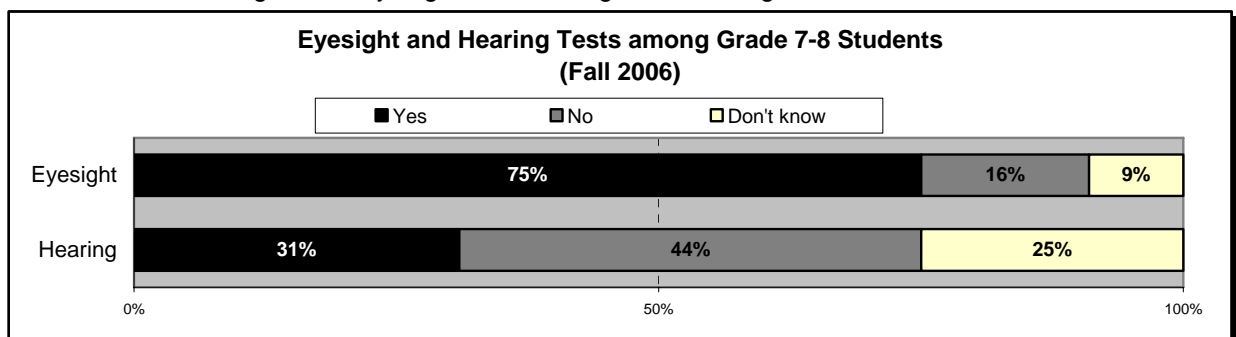
Figure 35: Eating Habits



Eyesight and Hearing Tests

The Grade 7-8s were further asked if they had ever had their eyesight and hearing tested by a doctor. Most (75%) students had their eyesight checked, but less than a third (31%) knew that they had their hearing examined by a doctor. (See Figure 36)

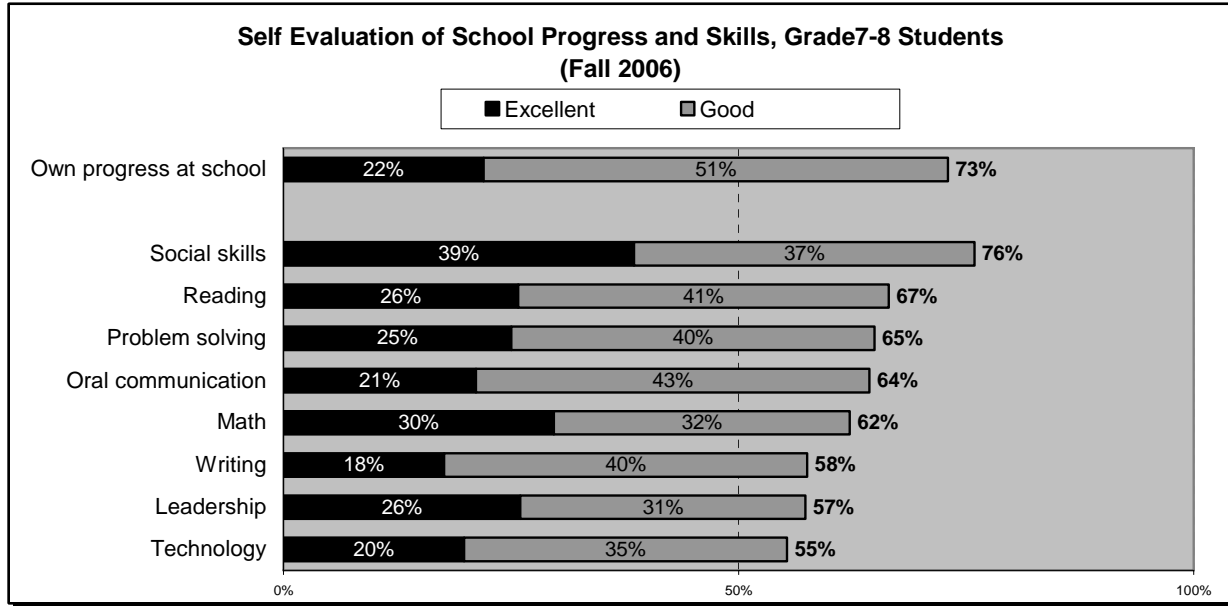
Figure 36: Eyesight and Hearing Tests among Grade 7-8 Students



9) Student Self-evaluation and Accomplishments

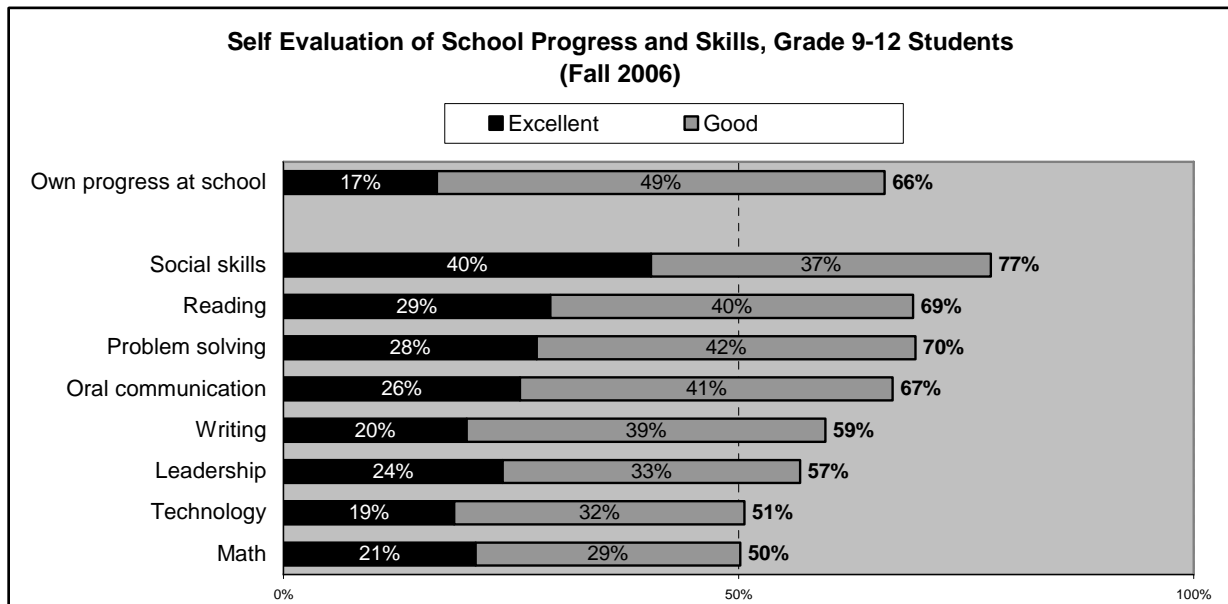
About three quarters of the Grade 7-8s rated themselves as progressing well (“excellent” or “good”) in school and in social skills. However, it should be noted that about a third to half of the students did not think they were “excellent” or “good” in other skill areas such as reading, problem solving, communication, leadership, math, and technology. (See Figure 37)

Figure 37: Self-evaluation of School Progress and Skills among Grade 7-8 Students



The percentage of Grade 9-12s who rated themselves “excellent” or “good” in their school progress was somewhat lower than the Grade 7-8s (66% versus 73%). But their self rating in other skill areas was similar, except for mathematics. Only half of Grade 9-12s thought they were doing well in math, compared to nearly two thirds (62%) of Grade 7-8s. (See Figure 38)

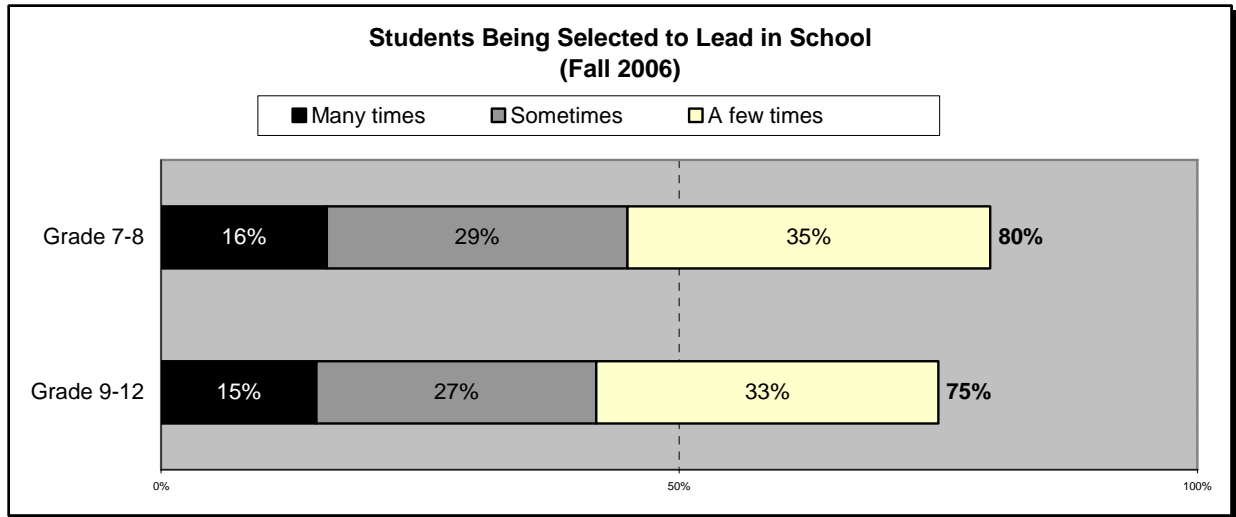
Figure 38: Self-evaluation of School Progress and Skills among Grade 9-12 Students



Leadership and Helping Roles in School

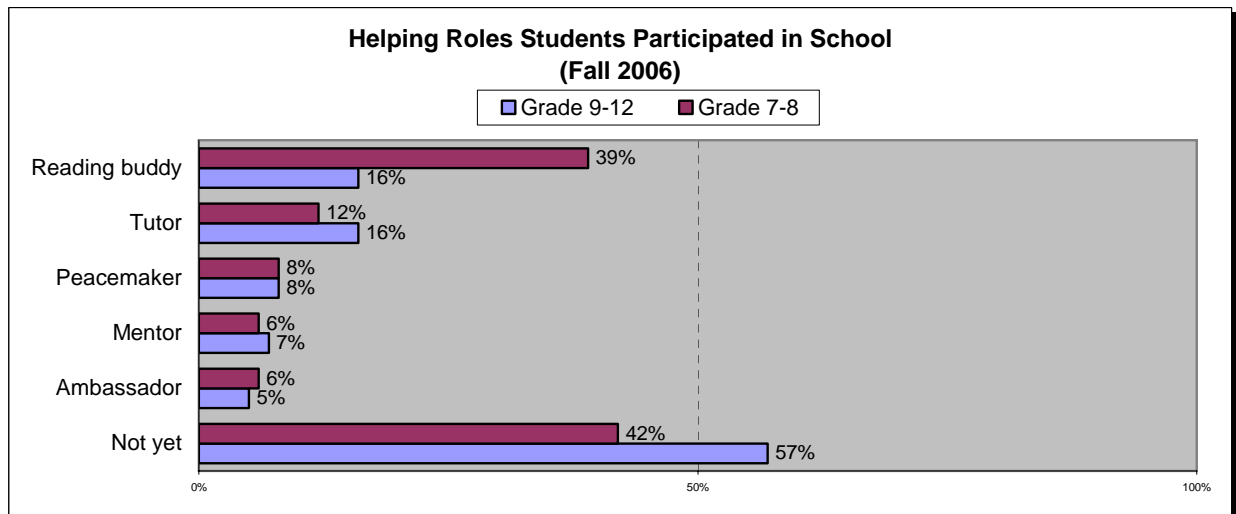
About three quarters of the senior and secondary school students reported that they had been selected at least a few times to lead an activity, a group or a team in school. But the proportion of students who had been selected regularly or sometimes was less than half. (See Figure 39)

Figure 39: Students Being Selected to Lead in School



The Census asked if students had been selected at school to help others in such roles as a peacemaker, ready buddy, mentor, etc. Not too many students, especially those at the secondary school level, reported that they had been selected in school to do so. For those who did, the two most common roles were being a reading buddy and being a tutor. (See Figure 40) Less than 10% of the students reported that they had taken other roles such as peacemakers, mentors, or school ambassadors.

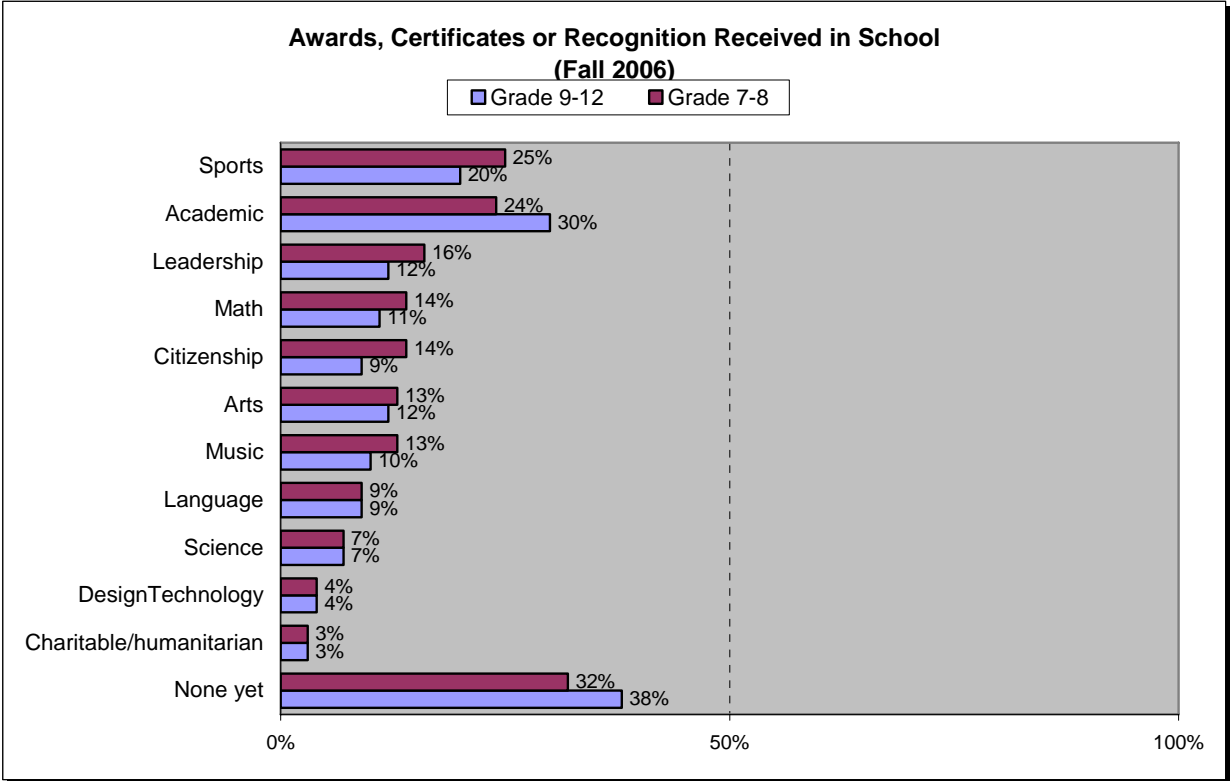
Figure 40: Helping Roles Students Participated in School



School Awards

About a third of the students had not yet received any special awards, certificates, or formal recognition in school. For those who had, the most popular awards were in the areas of sports or academics. Figure 41 lists the percentages of students who had received awards or formal recognition in different areas within school.

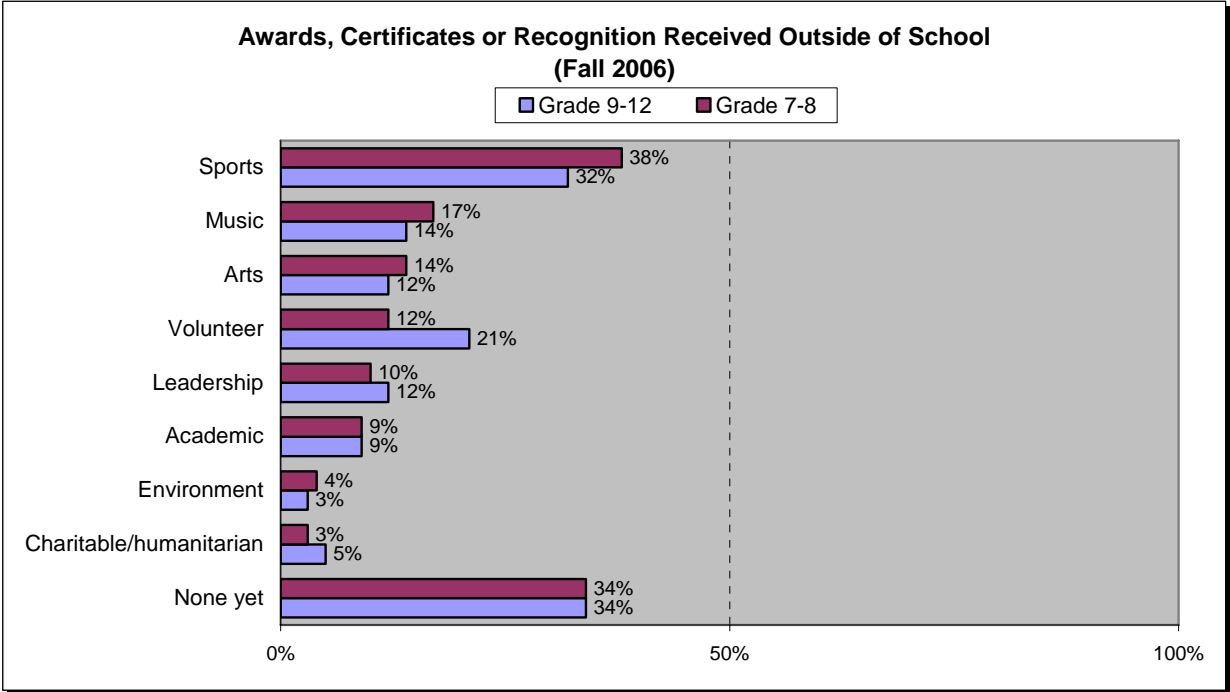
Figure 41: Awards, Certificates, or Recognition Received in School



Outside Awards

Similarly, one third of both Grade 7-8 and Grade 9-12 students had not received any special awards or formal recognition outside-of-school. For those who had, the two most popular awards were related to sports or music. It should be noted that more students received these two types of awards or recognition outside-of-school than in school. (See Figure 42)

Figure 42: Awards, Certificates, or Recognition Received Outside of school

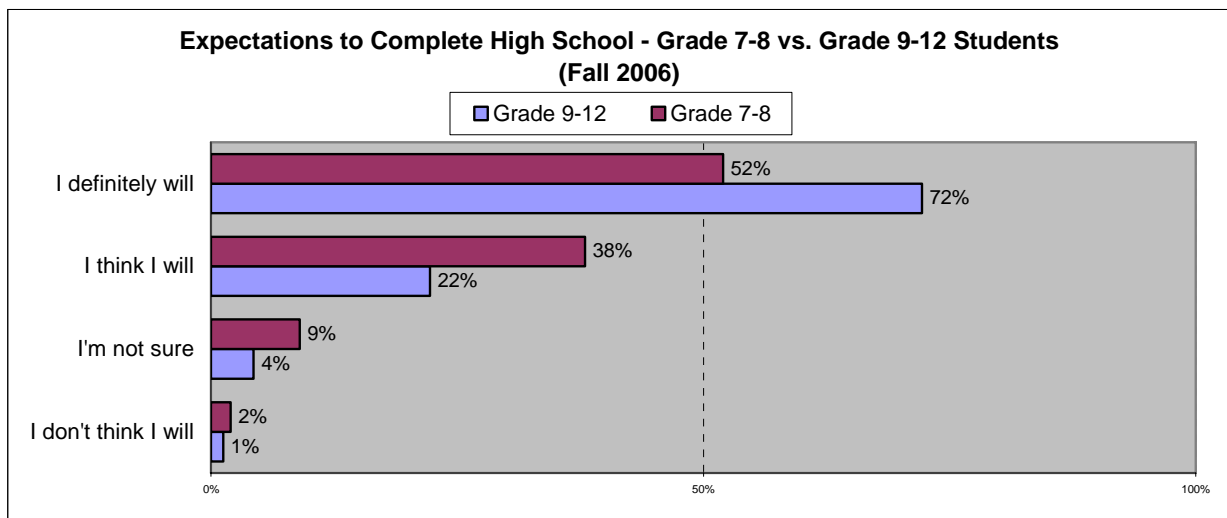


10) Post-secondary Plans and Expectations

The majority of students indicated that they would definitely finish high school, although the percentage was lower among the Grade 7-8s than their high school counterparts (52% versus 72%). For the former, over a third (38%) did think that they would complete high school.

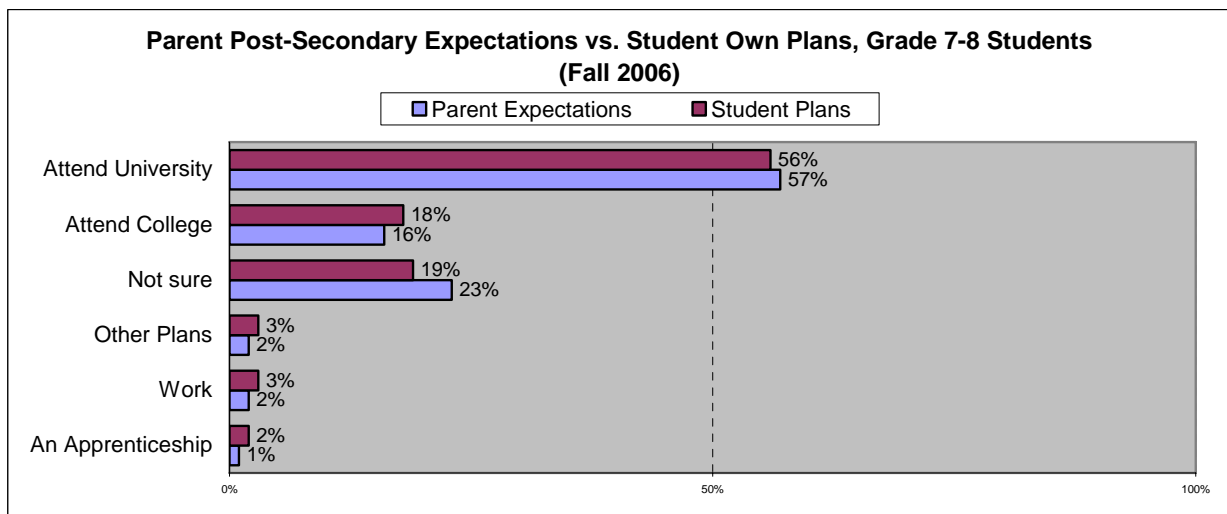
(See Figure 43)

Figure 43: Expectations to Complete High School



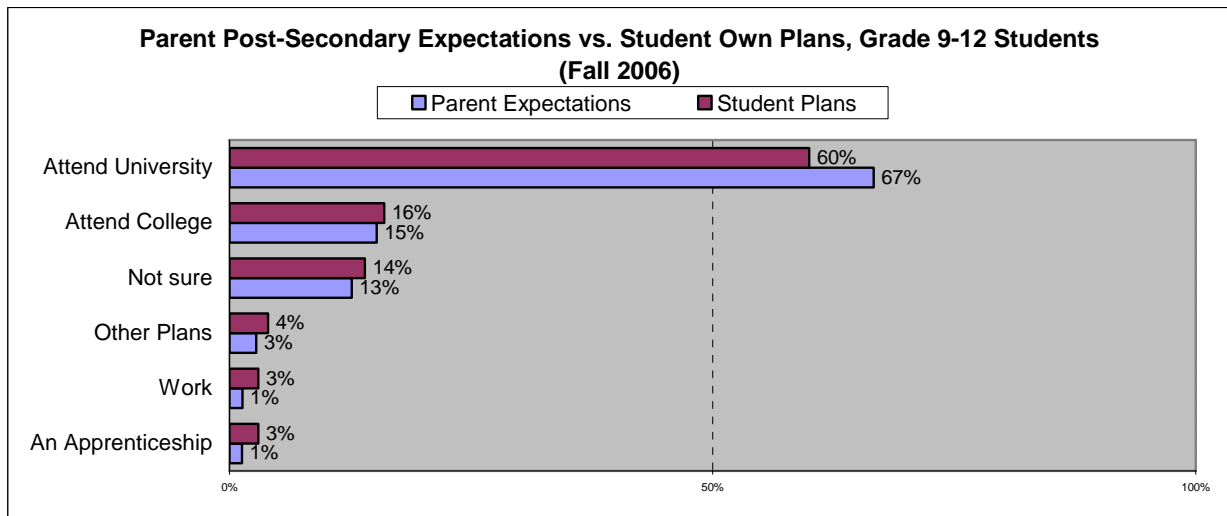
For the Grade 7-8s, their post-secondary school plans and their perceived parents' expectations were similar. Over half of these students and their parents expected that they would attend university after secondary school, and about 1 in 6 expected to attend college. But quite a significant proportion (19%) of the Grade 7-8s and about a fifth (23%) of their parents indicated they were not yet sure of their post-secondary plans. (See Figure 44)

Figure 44: Parent Post-secondary School Expectations vs. Student Own Plans among Grade 7-8 Students



By the secondary school level, the percentage of students who were sure of their post-secondary school plans was higher, so were their parents' expectations. But more parents of the secondary school students than those of the Grade 7-8s expected their children to attend university; indeed, the percentage of parents who expected so was also somewhat higher than that of their children who planned to do so. The percentage of secondary school students and their parents who expected to attend college was about the same as their younger counterparts. (See Figure 45)

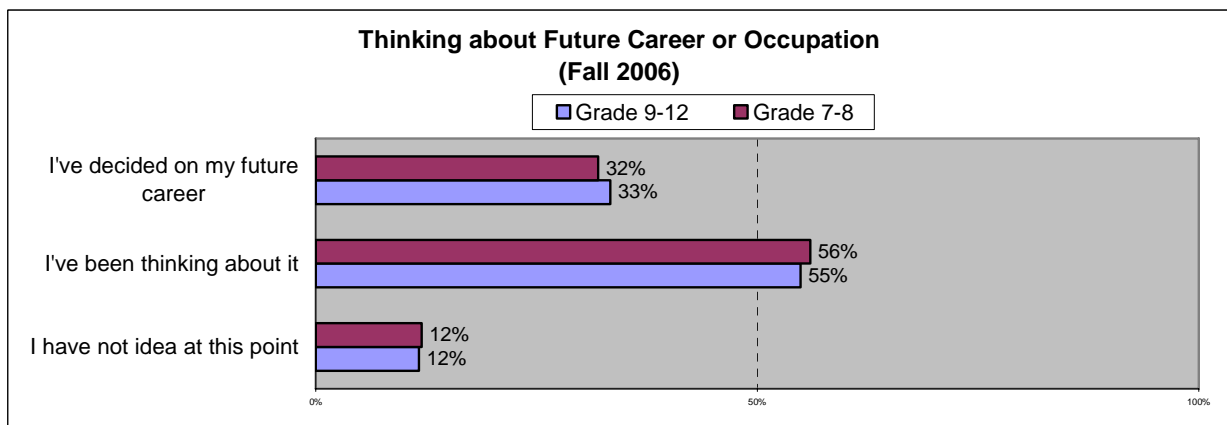
Figure 45: Parent Post-secondary School Expectations vs. Student Own Plans among Grade 9-12 Students



Future Career or Occupation

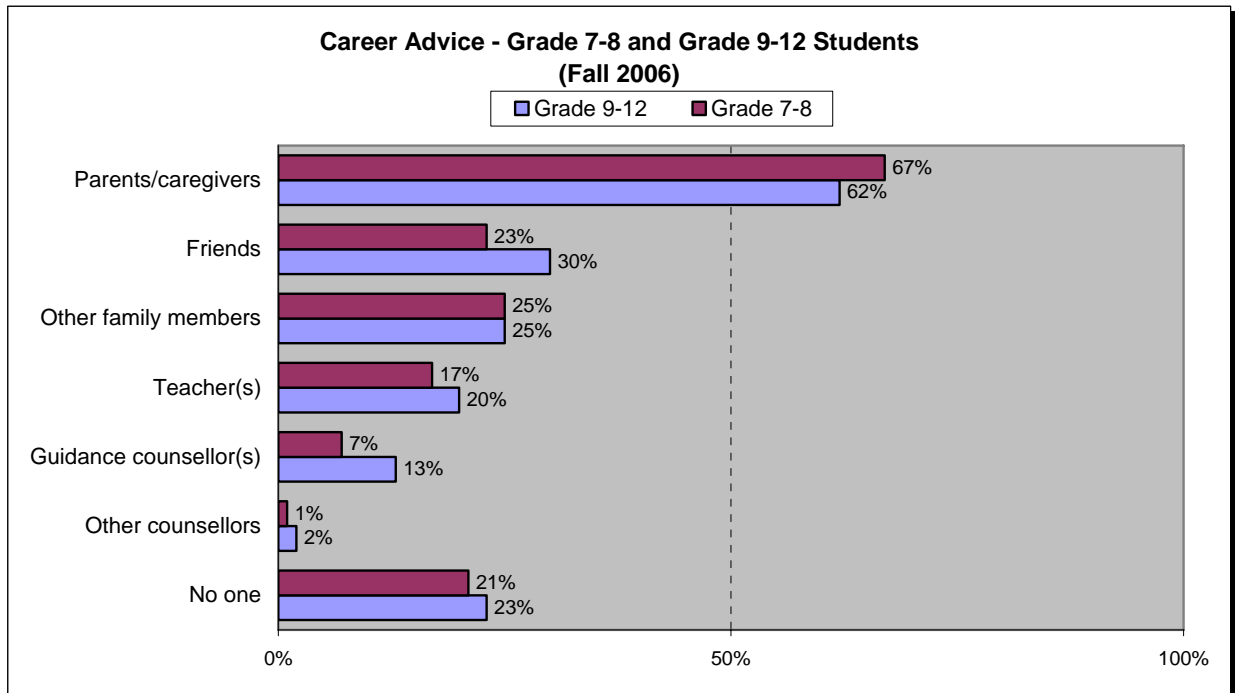
Both the Grade 7-8s and the Grade 9-12s responded similarly when asked about their future career or occupation. About a third had decided on their future career, over half were thinking about it, and over 10% had no idea at this point. (See Figure 46)

Figure 46: Future Career or Occupation



Regarding career advice, two thirds of both the Grade 7-8 and Grade 9-12 students reported that their parents/caregivers had helped them decide on their future career or occupation. A quarter of the students also gained advice from other family members. However, secondary school students were more likely than their younger counterparts to turn to other sources such as friends, teachers, and guidance counsellors for advice about their future career. It should, however, be noted that nearly a quarter of the students reported that they had no one helping them in this area. (See Figure 47)

Figure 47: Career Advice

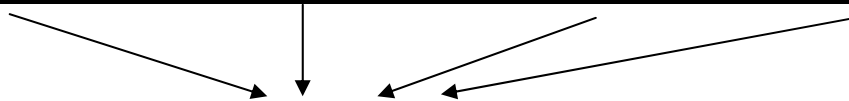


NEXT RESEARCH STEPS

Based on the preliminary analysis of this first TDSB Student Census, the current report provides the Board an overview of its diverse student population and the experiences of its students in and outside-of-school. It should be noted that this report makes no attempt to establish any correlations or causal relationships among the different variables. Further analyses are required to have a deeper understanding of students' various experiences, achievement gaps, and school career over time. Specifically, in-depth studies should be conducted to explore patterns in student success, and to examine if gaps exist among different demographic groups in relation to four key student-success outcome areas: a) school experiences, b) academic achievement, c) leadership opportunities, and d) post-secondary school plans.

Each of these areas will be correlated with such variables as gender, race, immigration, parent and family background, and other related factors - e.g., after-school activities and home support. These analyses will result in four major studies. The findings will help the system to identify gaps in student learning and outcomes, and to determine appropriate supports and resources to ensure success for all students. (See chart below for details.)

Areas of Focus	School Experiences <i>How to ensure all students are connected and engaged learners</i>	Academic Achievement <i>How to ensure equity of success for all students</i>	Leadership Opportunities <i>How to ensure all students are prepared as responsible citizens</i>	Post-Secondary School Plans <i>How to ensure equity of access to post-secondary opportunities</i>
Some suggested issues	<ul style="list-style-type: none"> ▪ Overall school climate ▪ Inclusive school experiences ▪ Peer and adult relationships ▪ School programs and facilities ▪ School rules and safety 	<ul style="list-style-type: none"> ▪ Credit accumulation ▪ Program of study ▪ EQAO ▪ School report cards ▪ Graduation / dropout rates 	<ul style="list-style-type: none"> ▪ Extra-curricular activities ▪ Leadership opportunities ▪ Awards and formal recognition ▪ Different skill sets (e.g., problem-solving, communication) 	<ul style="list-style-type: none"> ▪ Expectations to complete high school ▪ Post-secondary school plans ▪ Post-secondary applications ▪ Future career and occupations



<i>How do the factors below relate or impact each of the 4 areas of focus above?</i>				
Gender	Race	Immigration	Parent/Family Factor	Other Variables
Including: <ul style="list-style-type: none"> ▪ Female ▪ Male ▪ Sexual orientation 	Including: <ul style="list-style-type: none"> ▪ Race identity ▪ Culture/Ethnicity ▪ Home language(s) 	Including: <ul style="list-style-type: none"> ▪ Student place of birth ▪ Parent place of birth ▪ Recency of arrival 	Including: <ul style="list-style-type: none"> ▪ Parent education level ▪ Parent presence at home ▪ Socio-economic status 	Including: <ul style="list-style-type: none"> ▪ After-school activities ▪ Home support ▪ Homework ▪ Eating habits ▪ School programs

Appendix A: Student Census Survey Forms A and B

GRADE 7/8 STUDENT CENSUS: FORM A (06-07)

School Name: <input style="width: 95%;" type="text"/>	Home Room: <input style="width: 95%;" type="text"/>
Student Name: <input style="width: 95%;" type="text"/> (entirely black out your name when you are done)	

THE TORONTO DISTRICT SCHOOL BOARD INVITES YOU TO COMPLETE THIS STUDENT CENSUS.

The Census is VOLUNTARY. The Census is CONFIDENTIAL. Your name and your answers will not be shared with anyone. Please answer the questions as completely and accurately as possible. THANK YOU for your cooperation.

Instructions for filling out form: For optimum accuracy, please use a black pen or dark pencil.

Shade Circles Like This--> ●
 Not Like This--> ~~○~~

QUESTIONS ABOUT ME

1. Year of birth:

2. Are you: Female Male

3. What is the first language(s) you learned to speak at home: (Pick **all** that apply to you.)

<input type="radio"/> Albanian	<input type="radio"/> Dari	<input type="radio"/> Gujarati	<input type="radio"/> Persian (Farsi)	<input type="radio"/> Serbian	<input type="radio"/> Tamil
<input type="radio"/> Arabic	<input type="radio"/> English	<input type="radio"/> Hindi	<input type="radio"/> Portuguese	<input type="radio"/> Somali	<input type="radio"/> Urdu
<input type="radio"/> Bengali	<input type="radio"/> French	<input type="radio"/> Korean	<input type="radio"/> Punjabi	<input type="radio"/> Spanish	<input type="radio"/> Vietnamese
<input type="radio"/> Chinese	<input type="radio"/> Greek	<input type="radio"/> Ojibway	<input type="radio"/> Russian	<input type="radio"/> Tagalog	<input type="radio"/> Other(s): <input style="width: 150px;" type="text"/>

4. What is the language(s) most often spoken in your home: (Pick **all** that apply to you.)

<input type="radio"/> Albanian	<input type="radio"/> Dari	<input type="radio"/> Gujarati	<input type="radio"/> Persian (Farsi)	<input type="radio"/> Serbian	<input type="radio"/> Tamil
<input type="radio"/> Arabic	<input type="radio"/> English	<input type="radio"/> Hindi	<input type="radio"/> Portuguese	<input type="radio"/> Somali	<input type="radio"/> Urdu
<input type="radio"/> Bengali	<input type="radio"/> French	<input type="radio"/> Korean	<input type="radio"/> Punjabi	<input type="radio"/> Spanish	<input type="radio"/> Vietnamese
<input type="radio"/> Chinese	<input type="radio"/> Greek	<input type="radio"/> Ojibway	<input type="radio"/> Russian	<input type="radio"/> Tagalog	<input type="radio"/> Other(s): <input style="width: 150px;" type="text"/>

5. Where were you born:

<input type="radio"/> Albania	<input type="radio"/> China	<input type="radio"/> Iran	<input type="radio"/> Romania	<input type="radio"/> Sri Lanka	<input type="radio"/> Yugoslavia
<input type="radio"/> Afghanistan	<input type="radio"/> Guyana	<input type="radio"/> Jamaica	<input type="radio"/> Russia	<input type="radio"/> Ukraine	<input type="radio"/> Other: <input style="width: 150px;" type="text"/>
<input type="radio"/> Bangladesh	<input type="radio"/> Hong Kong	<input type="radio"/> Pakistan	<input type="radio"/> Somalia	<input type="radio"/> United States	
<input type="radio"/> Canada	<input type="radio"/> India	<input type="radio"/> Philippines	<input type="radio"/> South Korea	<input type="radio"/> Vietnam	

6. Where were your parents or caregivers born: (Pick **two** if your parents/caregivers were born in different countries.)

<input type="radio"/> Albania	<input type="radio"/> China	<input type="radio"/> Iran	<input type="radio"/> Romania	<input type="radio"/> Sri Lanka	<input type="radio"/> Yugoslavia
<input type="radio"/> Afghanistan	<input type="radio"/> Guyana	<input type="radio"/> Jamaica	<input type="radio"/> Russia	<input type="radio"/> Ukraine	<input type="radio"/> Other: <input style="width: 150px;" type="text"/>
<input type="radio"/> Bangladesh	<input type="radio"/> Hong Kong	<input type="radio"/> Pakistan	<input type="radio"/> Somalia	<input type="radio"/> United States	
<input type="radio"/> Canada	<input type="radio"/> India	<input type="radio"/> Philippines	<input type="radio"/> South Korea	<input type="radio"/> Vietnam	

7. Are you of Aboriginal background: Yes No
 (If "No" go to Question 8; if "Yes", pick **one** of the following.)

<input type="radio"/> Inuit	<input type="radio"/> First Nations (or Indian as defined in the Indian Act)	<input type="radio"/> Non-status Indian
<input type="radio"/> Metis	<input type="radio"/> Aboriginal person from outside Canada	<input type="radio"/> Other: <input style="width: 150px;" type="text"/>

8. Do you identify yourself as Canadian: Yes No
 (You do not have to be born in Canada to think of yourself as Canadian.)

9. Which of the following **best** describes your racial identity: (Pick **one** only.)

<input type="radio"/> Aboriginal	<input type="radio"/> Latin American (e.g., Argentina, Chile, Costa Rica)
<input type="radio"/> Asian - East (e.g., China, Japan, Korea)	<input type="radio"/> Indian-Caribbean (i.e., Guyana with origins in India)
<input type="radio"/> Asian - South (e.g., India, Pakistan, Sri Lanka)	<input type="radio"/> Middle Eastern (e.g., Egypt, Iran, Israel, Palestine)
<input type="radio"/> Asian - South East (e.g., Malaysia, Philippines, Vietnam)	<input type="radio"/> Mixed background: <input style="width: 150px;" type="text"/>
<input type="radio"/> Black - Africa (e.g., Ghana, Kenya, Somalia)	<input type="radio"/> White - Canada
<input type="radio"/> Black - Canada	<input type="radio"/> White - Europe (e.g., England, Greece, Italy, Portugal, Serbia)
<input type="radio"/> Black - Caribbean Region (e.g., Jamaica, Trinidad and Tobago)	<input type="radio"/> Other(s): <input style="width: 150px;" type="text"/>

10. What is your ethnic or cultural background:

*(Please write in the box - **do not** circle the examples below. You may write **more** than one.)*

(For example, African, Arab, Canadian, Chilean, Chinese, Cree, Dutch, East Indian, East African, English, Filipino, French, French-Canadian, German, Greek, Grenadian, Inuit, Irish, Italian, Jamaican, Lebanese, Metis, Micmac, Mohawk, Ojibway, Polish, Portuguese, Russian, Scottish, Somali, Ukrainian, Vietnamese, West African etc.)

School ID: <input style="width: 95%;" type="text"/>	Student ID: <input style="width: 95%;" type="text"/>
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11. Do you have a disability which has been assessed by a doctor or by your school: Yes No
 (People with disabilities are those who may have a continuing difficulty in hearing, speaking, moving around, learning, etc.)

If yes, pick as many as apply:

- Hearing Sight Speech Mobility (e.g., body movement)
 Learning Mental Health Other:

12. Who are the adult caregivers you live with **most of the time**: (Pick **one** only.)

- Father only Mother only Two parents Father and Step-mother
 Mother and Step-father Half of the time with each of my parents
 Foster parents On my own Adult relatives or guardians
 Group home adults Friends Other:

13. What level(s) of education have your parents or caregivers **completed** (in Canada or in any other country):

- My mother has completed: High School College University I don't know
- My father has completed: High School College University I don't know
- My other caregiver has completed: High School College University I don't know

14. What is your parents' or caregivers' employment: (Pick only **one** for each parent/caregiver.)

- My mother is: Employed full-time Employed part-time Unemployed A stay-at-home parent Retired I don't know
- My father is: Employed full-time Employed part-time Unemployed A stay-at-home parent Retired I don't know
- My other caregiver is: Employed full-time Employed part-time Unemployed A stay-at-home parent Retired I don't know

15. If your parents or caregivers work, what are their jobs: (Write **WHAT** they do, **NOT WHERE** they work.)

- My mother's job is: I don't know
- My father's job is: I don't know
- My other caregiver's job is: I don't know

QUESTIONS ABOUT MY LIFE IN SCHOOL AND OUTSIDE OF SCHOOL

16. In this school, how often **have you learned** about the experiences and/or achievements of:

	All the time	Often	Sometimes	Rarely	Never
A) Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Aboriginal people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Different cultural or racial groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Different religious/faith groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Persons with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) People of different social classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. In this school, people of different backgrounds are seen and/or heard in the:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
A) Pictures or posters in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Displays of student work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Materials teachers use in class (e.g., books and videos).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Topics we study in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Extra-curricular activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) School publications (e.g., yearbooks and newspapers).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Special events and celebrations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Learning more about **my** own cultural or racial background at school would:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
A) Make learning more interesting for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Help me do better in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Help me enjoy school more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Make no difference to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. How do you feel about your school:

	All the time	Often	Sometimes	Rarely	Never
A) I enjoy school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) My school is a friendly and welcoming place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) My school building is an attractive and great place to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) I get along well with other students in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) I feel accepted by students in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) I feel accepted by adults in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Extra help is available at this school when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student ID:

Yes No Not sure

20. This school offers extracurricular activities that I am interested in:

21. Do you feel safe:

	All the time	Often	Sometimes	Rarely	Never
A) In the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) In other parts of the school building (e.g., cafeteria, washroom, hallways).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Outside on school property (e.g., schoolyard, playing field, school parking lot).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) On your street or in your neighbourhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) When communicating on the internet (e.g., email, text messaging, chat rooms etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. In school, have you ever experienced the following:

	All the time	Often	Sometimes	Rarely	Never
A) Threats to hurt you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Physical bullying by an individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Physical bullying by a group or a gang.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Insults or name calling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Theft or destruction of your personal property.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Being excluded or shut out from a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Other: <input style="width: 400px; height: 20px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered "All the time", "Often", or "Sometimes" to any of the above in Question 22, please continue with the following sub-question. Otherwise, go to Question 23.

If you have been threatened, bullied or harmed by anyone at school do you think it is because of:

(You may pick more than one reason.)

- Your aboriginal background
- Your gender
- Your cultural or racial background
- Your language background
- Your religion or faith background
- Your family income level (high, middle or low)
- Your sexual orientation
- Your disability
- Your body image (how you look)
- Your grades or marks
- Other reason(s)

23. How often do you feel the school rules have been fairly applied to you:

All the time Most of the time Sometimes Rarely Unsure

If you answered "all the time", skip to Question 24.

If the school rules have not been fairly applied to you, do you think it is because of:

(You may pick more than one reason.)

- Your aboriginal background
- Your gender
- Your cultural or racial background
- Your language background
- Your religion or faith background
- Your family income level (high, middle or low)
- Your disability
- Your body image (how you look)
- Your grades or marks
- Other reason(s)

24. How often do you feel comfortable discussing personal problems with:

	All the time	Often	Sometimes	Rarely	Never
A) Your teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Your guidance counsellor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Your principal or vice-principal(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Your parents or caregivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Other family members or relatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Other: <input style="width: 400px; height: 20px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. How often do you feel comfortable:

	All the time	Often	Sometimes	Rarely	Never
A) Answering questions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Speaking up in class to give your opinion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Participating in class activities and discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student ID:

26. Have you ever had your eyesight tested by a doctor:

- Yes No I don't know

27. Have you ever had your hearing tested by a doctor:

- Yes No I don't know

28. How often do you take part in the following types of extracurricular activities in school:

	Weekly	Monthly	A few times this year	Never
A) Arts (e.g., visual arts, drama, dance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Cultural group activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Music (e.g., band, choir)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) School clubs (e.g., chess, environment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Sports (including house leagues, sport teams)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Student council activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Student publications (e.g., yearbook, newspaper, magazine)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) School special events (e.g., dances, concerts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) Leadership programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J) Other: <input style="width: 150px; height: 15px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. How often do you take part in the following types of activities outside of school?

	Weekly	Monthly	A few times this year	Never
A) Arts (e.g., visual arts, drama, dance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Cultural group activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Music (e.g., piano lessons, band, choir)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Religious activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Sports (e.g., swimming lessons, community sport teams)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Volunteer Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) Leadership programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) Other: <input style="width: 150px; height: 15px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. What awards, certificates or recognition have you received in school: (pick **all** that apply to you.)

- None yet
 Academic
 Arts (e.g., visual arts, drama, dance)
 Design and Technology
 Citizenship
 Language(s)
 Charitable or humanitarian activities
 Leadership
 Mathematics
 Science
 Music
 Sports
 Other:

31. What awards, certificates or recognition have you received outside of school: (pick **all** that apply to you.)

- None yet
 Academic
 Charitable or humanitarian activities
 Volunteer
 Sports/Recreation
 Environment
 Arts (e.g., visual arts, drama, dance)
 Leadership
 Other:
 Music

32. How do you rate yourself in each of the following areas:

	Excellent	Good	Average	Weak	Not sure
A) Oral communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Social skills (e.g., getting along with others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Problem solving (e.g., finding ways to solve personal/social problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) Leadership (e.g., leading a group or team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. How would you rate your own progress at school:

- Excellent Good Fair/Average Having Difficulty

Thank you for your participation!

Student ID:

GRADE 7/8 STUDENT CENSUS: FORM B (06-07)

School Name: <input style="width: 95%;" type="text"/>	Home Room: <input style="width: 95%;" type="text"/>
Student Name: <input style="width: 95%;" type="text"/> (entirely black out your name when you are done)	

THE TORONTO DISTRICT SCHOOL BOARD INVITES YOU TO COMPLETE THIS STUDENT CENSUS.

The Census is VOLUNTARY. The Census is CONFIDENTIAL. Your name and your answers will not be shared with anyone. Please answer the questions as completely and accurately as possible. THANK YOU for your cooperation.

Instructions for filling out form: For optimum accuracy, please use a black pen or dark pencil.

Shade Circles Like This--> ●
 Not Like This--> ⊗

QUESTIONS ABOUT ME

1. Year of birth:

2. Are you: Female Male

3. What is the first language(s) you learned to speak at home: (Pick **all** that apply to you.)

<input type="radio"/> Albanian	<input type="radio"/> Dari	<input type="radio"/> Gujarati	<input type="radio"/> Persian (Farsi)	<input type="radio"/> Serbian	<input type="radio"/> Tamil
<input type="radio"/> Arabic	<input type="radio"/> English	<input type="radio"/> Hindi	<input type="radio"/> Portuguese	<input type="radio"/> Somali	<input type="radio"/> Urdu
<input type="radio"/> Bengali	<input type="radio"/> French	<input type="radio"/> Korean	<input type="radio"/> Punjabi	<input type="radio"/> Spanish	<input type="radio"/> Vietnamese
<input type="radio"/> Chinese	<input type="radio"/> Greek	<input type="radio"/> Ojibway	<input type="radio"/> Russian	<input type="radio"/> Tagalog	<input type="radio"/> Other(s): <input style="width: 150px; height: 20px;" type="text"/>

4. What is the language(s) most often spoken in your home: (Pick **all** that apply to you.)

<input type="radio"/> Albanian	<input type="radio"/> Dari	<input type="radio"/> Gujarati	<input type="radio"/> Persian (Farsi)	<input type="radio"/> Serbian	<input type="radio"/> Tamil
<input type="radio"/> Arabic	<input type="radio"/> English	<input type="radio"/> Hindi	<input type="radio"/> Portuguese	<input type="radio"/> Somali	<input type="radio"/> Urdu
<input type="radio"/> Bengali	<input type="radio"/> French	<input type="radio"/> Korean	<input type="radio"/> Punjabi	<input type="radio"/> Spanish	<input type="radio"/> Vietnamese
<input type="radio"/> Chinese	<input type="radio"/> Greek	<input type="radio"/> Ojibway	<input type="radio"/> Russian	<input type="radio"/> Tagalog	<input type="radio"/> Other(s): <input style="width: 150px; height: 20px;" type="text"/>

5. Where were you born:

<input type="radio"/> Albania	<input type="radio"/> China	<input type="radio"/> Iran	<input type="radio"/> Romania	<input type="radio"/> Sri Lanka	<input type="radio"/> Yugoslavia
<input type="radio"/> Afghanistan	<input type="radio"/> Guyana	<input type="radio"/> Jamaica	<input type="radio"/> Russia	<input type="radio"/> Ukraine	<input type="radio"/> Other:
<input type="radio"/> Bangladesh	<input type="radio"/> Hong Kong	<input type="radio"/> Pakistan	<input type="radio"/> Somalia	<input type="radio"/> United States	<input style="width: 150px; height: 20px;" type="text"/>
<input type="radio"/> Canada	<input type="radio"/> India	<input type="radio"/> Philippines	<input type="radio"/> South Korea	<input type="radio"/> Vietnam	

6. Where were your parents or caregivers born: (Pick **two** if your parents/caregivers were born in different countries.)

<input type="radio"/> Albania	<input type="radio"/> China	<input type="radio"/> Iran	<input type="radio"/> Romania	<input type="radio"/> Sri Lanka	<input type="radio"/> Yugoslavia
<input type="radio"/> Afghanistan	<input type="radio"/> Guyana	<input type="radio"/> Jamaica	<input type="radio"/> Russia	<input type="radio"/> Ukraine	<input type="radio"/> Other:
<input type="radio"/> Bangladesh	<input type="radio"/> Hong Kong	<input type="radio"/> Pakistan	<input type="radio"/> Somalia	<input type="radio"/> United States	<input style="width: 150px; height: 20px;" type="text"/>
<input type="radio"/> Canada	<input type="radio"/> India	<input type="radio"/> Philippines	<input type="radio"/> South Korea	<input type="radio"/> Vietnam	

7. Are you of Aboriginal background: Yes No
 (If "No" go to Question 8; if "Yes", pick **one** of the following.)

<input type="radio"/> Inuit	<input type="radio"/> First Nations (or Indian as defined in the Indian Act)	<input type="radio"/> Non-status Indian
<input type="radio"/> Metis	<input type="radio"/> Aboriginal person from outside Canada	<input type="radio"/> Other: <input style="width: 150px; height: 20px;" type="text"/>

8. Do you identify yourself as Canadian: Yes No
 (You do not have to be born in Canada to think of yourself as Canadian.)

9. Which of the following **best** describes your racial identity: (Pick **one** only.)

<input type="radio"/> Aboriginal	<input type="radio"/> Latin American (e.g., Argentina, Chile, Costa Rica)
<input type="radio"/> Asian - East (e.g., China, Japan, Korea)	<input type="radio"/> Indian-Caribbean (i.e., Guyana with origins in India)
<input type="radio"/> Asian - South (e.g., India, Pakistan, Sri Lanka)	<input type="radio"/> Middle Eastern (e.g., Egypt, Iran, Israel, Palestine)
<input type="radio"/> Asian - South East (e.g., Malaysia, Philippines, Vietnam)	<input type="radio"/> Mixed background: <input style="width: 150px; height: 20px;" type="text"/>
<input type="radio"/> Black - Africa (e.g., Ghana, Kenya, Somalia)	<input type="radio"/> White - Canada
<input type="radio"/> Black - Canada	<input type="radio"/> White - Europe (e.g., England, Greece, Italy, Portugal, Serbia)
<input type="radio"/> Black - Caribbean Region (e.g., Jamaica, Trinidad and Tobago)	<input type="radio"/> Other(s): <input style="width: 150px; height: 20px;" type="text"/>

10. What is your ethnic or cultural background:

*(Please write in the box - **do not** circle the examples below. You may write **more** than one.)*

(For example, African, Arab, Canadian, Chilean, Chinese, Cree, Dutch, East Indian, East African, English, Filipino, French, French-Canadian, German, Greek, Grenadian, Inuit, Irish, Italian, Jamaican, Lebanese, Metis, Micmac, Mohawk, Ojibway, Polish, Portuguese, Russian, Scottish, Somali, Ukrainian, Vietnamese, West African etc.)

School ID: <input style="width: 95%;" type="text"/>	Student ID: <input style="width: 95%;" type="text"/>
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11. Do you have a disability which has been assessed by a doctor or by your school: Yes No
 (People with disabilities are those who may have a continuing difficulty in hearing, speaking, moving around, learning, etc.)

If **yes**, pick as many as apply:

- Hearing Sight Speech Mobility (e.g., body movement)
 Learning Mental Health Other:

12. Who are the adult caregivers you live with **most of the time**: (Pick **one** only.)

- Father only Mother only Two parents Father and Step-mother
 Mother and Step-father Half of the time with each of my parents
 Foster parents On my own Adult relatives or guardians
 Group home adults Friends Other

13. What level(s) of education have your parents or caregivers **completed** (in Canada or in any other country):

- My mother has completed: High School College University I don't know
 - My father has completed: High School College University I don't know
 - My other caregiver has completed: High School College University I don't know

14. What is your parents' or caregivers' employment: (Pick only **one** for each parent/caregiver.)

- My mother is: Employed full-time Employed part-time Unemployed A stay-at-home parent Retired I don't know
 - My father is: Employed full-time Employed part-time Unemployed A stay-at-home parent Retired I don't know
 - My other caregiver is: Employed full-time Employed part-time Unemployed A stay-at-home parent Retired I don't know

15. If your parents or caregivers work, what are their jobs: (Write **WHAT** they do, **NOT WHERE** they work.)

- My mother's job is: I don't know
 - My father's job is: I don't know
 - My other caregiver's job is: I don't know

QUESTIONS ABOUT MY LIFE IN SCHOOL AND OUTSIDE OF SCHOOL

16. How do you feel about your school:

	All the time	Often	Sometimes	Rarely	Never
A) I enjoy school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) My school is a friendly and welcoming place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) My school building is an attractive and great place to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) I get along well with other students in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) I feel accepted by students in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) I feel accepted by adults in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Extra help is available at this school when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Are there school activities that you would like to take part in but **do not feel welcome**:

- Yes No (If you answered "No", skip to question 18).

b) If you **do not feel welcome**, do you think that it is because of: (Pick **all** that apply.)

- Your aboriginal background Your family income level (high, middle or low)
 Your gender Your disability
 Your cultural or racial background Your body image (how you look)
 Your language background Your grades or marks
 Your religion or faith background Other reason(s)

18. How do you feel that you are treated by the adults in your school:

- Same as everyone else Better than others Worse than others
 (If you answered "same as everyone else", skip to question 19).

b) Do you think you are treated differently because of: (Pick **all** that apply.)

- Your aboriginal background Your family income level (high, middle or low)
 Your gender Your disability
 Your cultural or racial background Your body image (how you look)
 Your language background Your grades or marks
 Your religion or faith background Other reason(s)

Student ID:

19. For each of the following statements, pick the appropriate response:

	All of them	Most of them	Some of them	One/Two of them	None of them
A) My teachers expect me to succeed in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) I am satisfied with the ways my teachers teach me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) I feel supported and encouraged by my teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) I feel comfortable discussing a problem with my teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) My school's staff respect my background (e.g. cultural, racial, religious).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. At school, have you ever been selected to help other students as a : (Pick all that apply.)

- Peacemaker
- Reading buddy
- Tutor
- Not yet
- Mentor
- School ambassador
- Other:

21. At school, how often have you been selected to lead an activity, a group or a team:

- Many times
- Sometimes
- A few times
- Never

22. Outside of school, who usually gives you advice about schooling: (Pick all that apply.)

- Parents or caregivers
- Other family members
- No one
- Other:
- Grandparent(s)
- Friends
- I do not need advice about school
- Brother(s)/Sister(s)
- People in the community

23. After school, who usually helps you with your homework: (Pick all that apply.)

- Parents or caregivers
- Brother(s)/Sister(s)
- Other family members
- Friend(s)
- No one
- Other:
- Teachers
- Free tutor(s) offered in my school or community
- Paid tutor(s)
- People in the community
- I do not need help with my homework

24. How often do any of the following prevent you from finishing your homework:

	All the time	Often	Sometimes	Rarely	Never
A) Household chores and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Part-time job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Sports or recreation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Religious/faith activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Spending time with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Difficulty of the homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) No proper space at home to do homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) No study materials to help me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) Frequent distractions at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J) Health reasons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K) Other: <input style="width: 300px; height: 20px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. About how many hours a week (including weekends) do you spend on: (Put "0" hours if the activity does not apply to you.)

- A. Homework and studying total: hours a week
- B. Part-time work for pay total: hours a week

26. On a regular school day, how much time do you spend on the following activities after school:

	None	Less than one hour	1-2 hours	More than 2 hours
A) Household chores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Looking after brothers, sisters, and/or family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Helping with a family business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Playing computer/video games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Spending time on the internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Playing sports and recreational activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) Religious/faith activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) Other leisure activities (e.g., going to movies, talking on the phone, listening to music, going to the mall, hanging out with friends, reading for leisure)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student ID:

27. During the school week, how often do you:

	Everyday	Most days	Some days	Never
A) Eat breakfast before coming to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Eat lunch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Eat dinner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Have a snack during the school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. How often do you use the computer:

	Not available	Everyday	Several times a week	Not very often	Almost never
A) At school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) At home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) In the community (e.g., friends, internet café)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) At the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Do your parents or caregivers:

	All the time	Often	Sometimes	Rarely	Never	Not sure
A) Expect you to succeed in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Help you to set goals and make plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Talk to you about your schoolwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Talk to you about your relationships and problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Communicate with your teachers (e.g., through telephone, your school agenda)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Attend parent teacher interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Attend meetings and events at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) Volunteer at the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) Other: <input style="width: 150px; height: 15px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Based on your current school achievement, do you believe that you will graduate from high school:

- I definitely will I think I will I'm not sure I don't think I will

31. What do you plan to do immediately after high school: (Pick one only.)

- An apprenticeship Attend college Attend university
 Work (instead of post-secondary education) Not sure Other plans:

32. What do your parents or caregivers expect you to do immediately after high school:

(Pick one only.)

- An apprenticeship Attend college Attend university
 Work (instead of post-secondary education) Not sure Other plans:

33. Have you thought about your future career or occupation:

- Yes, I've decided on my future career or occupation - Specify:
 Yes, I've been thinking about it
 No, I have no idea about my future career or occupation

34. Who helps you decide on your future career or occupation: (Pick all that apply to you.)

- Teacher(s) Guidance counsellor(s) Other counsellors (e.g., youth counsellors)
 Parents or caregivers Other family members Friends
 No one is helping me Other(s):

35. How would you rate your own progress at school:

- Excellent Good Fair/Average Having Difficulty

Thank you for your participation!

Student ID:

GRADE 9-12 STUDENT CENSUS: FORM A (06-07)

School Name: <input style="width: 95%;" type="text"/>	Home Room: <input style="width: 95%;" type="text"/>
Student Name: <input style="width: 95%;" type="text"/> (entirely black out your name when you are done)	

THE TORONTO DISTRICT SCHOOL BOARD INVITES YOU TO COMPLETE THIS STUDENT CENSUS.

The Census is VOLUNTARY. The Census is CONFIDENTIAL. Your name and your answers will not be shared with anyone. Please answer the questions as completely and accurately as possible. THANK YOU for your cooperation.

Instructions for filling out form: For optimum accuracy, please use a black pen or dark pencil.

Shade Circles Like This--> ●

Not Like This--> ~~○~~

QUESTIONS ABOUT ME

1. Year of birth:

2. Are you? Female Male

3. What is the first language(s) you learned to speak at home: (Pick **all** that apply to you.)

<input type="radio"/> Albanian	<input type="radio"/> Dari	<input type="radio"/> Gujarati	<input type="radio"/> Persian (Farsi)	<input type="radio"/> Serbian	<input type="radio"/> Tamil
<input type="radio"/> Arabic	<input type="radio"/> English	<input type="radio"/> Hindi	<input type="radio"/> Portuguese	<input type="radio"/> Somali	<input type="radio"/> Urdu
<input type="radio"/> Bengali	<input type="radio"/> French	<input type="radio"/> Korean	<input type="radio"/> Punjabi	<input type="radio"/> Spanish	<input type="radio"/> Vietnamese
<input type="radio"/> Chinese	<input type="radio"/> Greek	<input type="radio"/> Ojibway	<input type="radio"/> Russian	<input type="radio"/> Tagalog	<input type="radio"/> Other(s): <input style="width: 150px; height: 20px;" type="text"/>

4. What is the language(s) most often spoken in your home: (Pick **all** that apply to you.)

<input type="radio"/> Albanian	<input type="radio"/> Dari	<input type="radio"/> Gujarati	<input type="radio"/> Persian (Farsi)	<input type="radio"/> Serbian	<input type="radio"/> Tamil
<input type="radio"/> Arabic	<input type="radio"/> English	<input type="radio"/> Hindi	<input type="radio"/> Portuguese	<input type="radio"/> Somali	<input type="radio"/> Urdu
<input type="radio"/> Bengali	<input type="radio"/> French	<input type="radio"/> Korean	<input type="radio"/> Punjabi	<input type="radio"/> Spanish	<input type="radio"/> Vietnamese
<input type="radio"/> Chinese	<input type="radio"/> Greek	<input type="radio"/> Ojibway	<input type="radio"/> Russian	<input type="radio"/> Tagalog	<input type="radio"/> Other(s): <input style="width: 150px; height: 20px;" type="text"/>

5. Where were you born:

<input type="radio"/> Albania	<input type="radio"/> China	<input type="radio"/> Iran	<input type="radio"/> Romania	<input type="radio"/> Sri Lanka	<input type="radio"/> Yugoslavia
<input type="radio"/> Afghanistan	<input type="radio"/> Guyana	<input type="radio"/> Jamaica	<input type="radio"/> Russia	<input type="radio"/> Ukraine	<input type="radio"/> Other: <input style="width: 150px; height: 20px;" type="text"/>
<input type="radio"/> Bangladesh	<input type="radio"/> Hong Kong	<input type="radio"/> Pakistan	<input type="radio"/> Somalia	<input type="radio"/> United States	<input style="width: 150px; height: 20px;" type="text"/>
<input type="radio"/> Canada	<input type="radio"/> India	<input type="radio"/> Philippines	<input type="radio"/> South Korea	<input type="radio"/> Vietnam	

6. Where were your parents or caregivers born: (Pick **two** if your parents/caregivers were born in different countries.)

<input type="radio"/> Albania	<input type="radio"/> China	<input type="radio"/> Iran	<input type="radio"/> Romania	<input type="radio"/> Sri Lanka	<input type="radio"/> Yugoslavia
<input type="radio"/> Afghanistan	<input type="radio"/> Guyana	<input type="radio"/> Jamaica	<input type="radio"/> Russia	<input type="radio"/> Ukraine	<input type="radio"/> Other: <input style="width: 150px; height: 20px;" type="text"/>
<input type="radio"/> Bangladesh	<input type="radio"/> Hong Kong	<input type="radio"/> Pakistan	<input type="radio"/> Somalia	<input type="radio"/> United States	<input style="width: 150px; height: 20px;" type="text"/>
<input type="radio"/> Canada	<input type="radio"/> India	<input type="radio"/> Philippines	<input type="radio"/> South Korea	<input type="radio"/> Vietnam	

7. Are you of Aboriginal background: Yes No
 (If "No" go to Question 8; if "Yes", pick **one** of the following.)

<input type="radio"/> Inuit	<input type="radio"/> First Nations (or Indian as defined in the Indian Act)	<input type="radio"/> Non-status Indian
<input type="radio"/> Metis	<input type="radio"/> Aboriginal person from outside Canada	<input type="radio"/> Other: <input style="width: 150px; height: 20px;" type="text"/>

8. Do you identify yourself as Canadian: Yes No
 (You do not have to be born in Canada to think of yourself as Canadian.)

9. Which of the following best describes your racial identity: (Pick **one** only.)

<input type="radio"/> Aboriginal	<input type="radio"/> Latin American (e.g., Argentina, Chile, Costa Rica)
<input type="radio"/> Asian - East (e.g., China, Japan, Korea)	<input type="radio"/> Indian-Caribbean (i.e., Guyana with origins in India)
<input type="radio"/> Asian - South (e.g., India, Pakistan, Sri Lanka)	<input type="radio"/> Middle Eastern (e.g., Egypt, Iran, Israel, Palestine)
<input type="radio"/> Asian - South East (e.g., Malaysia, Philippines, Vietnam)	<input type="radio"/> Mixed background: <input style="width: 150px; height: 20px;" type="text"/>
<input type="radio"/> Black - Africa (e.g., Ghana, Kenya, Somalia)	<input type="radio"/> White - Canada
<input type="radio"/> Black - Canada	<input type="radio"/> White - Europe (e.g., England, Greece, Italy, Portugal, Serbia)
<input type="radio"/> Black - Caribbean Region (e.g., Jamaica, Trinidad and Tobago)	<input type="radio"/> Other(s): <input style="width: 150px; height: 20px;" type="text"/>

10. What is your ethnic or cultural background:

*(Please write in the box - **do not** circle the examples below. You may write **more** than one.)*

(For example, African, Arab, Canadian, Chilean, Chinese, Cree, Dutch, East Indian, East African, English, Filipino, French, French-Canadian, German, Greek, Grenadian, Inuit, Irish, Italian, Jamaican, Lebanese, Metis, Micmac, Mohawk, Ojibway, Polish, Portuguese, Russian, Scottish, Somali, Ukrainian, Vietnamese, West African etc.)

School ID: Student ID:

11. Do you have a disability which has been assessed by a doctor or by your school: Yes No
 (People with disabilities are those who may have a continuing difficulty in hearing, speaking, moving around, learning, etc.)

If yes, pick as many as apply:

- Hearing Sight Speech Mobility (e.g., body movement)
 Learning Mental Health Other:

12. How do you identify your sexual orientation: (You may pick **more** than one).

- Heterosexual (straight) Bisexual Queer Not sure
 Lesbian Transgender Two-spirited
 Gay Transexual Questioning

13. Who are the adult caregivers you live with **most of the time**: (Pick **one** only.)

- Father only Mother only Two parents Father and Step-mother
 Mother and Step-father Half of the time with each of my parents
 Foster parents On my own Adult relatives or guardians
 Group home adults Friends Other:

14. What level(s) of education have your parents or caregivers **completed** (in Canada or in any other country):

- My mother has completed: High School College University I don't know
- My father has completed: High School College University I don't know
- My other caregiver has completed: High School College University I don't know

15. What is your parents' or caregivers' employment: (Pick only **one** for each parent/caregiver.)

- My mother is: Employed full-time Employed part-time Unemployed A stay-at-home parent Retired I don't know
- My father is: Employed full-time Employed part-time Unemployed A stay-at-home parent Retired I don't know
- My other caregiver is: Employed full-time Employed part-time Unemployed A stay-at-home parent Retired I don't know

16. If your parents or caregivers work, what are their jobs: (Write **WHAT** they do, **NOT WHERE** they work.)

- My mother's job is: I don't know
- My father's job is: I don't know
- My other caregiver's job is: I don't know

QUESTIONS ABOUT MY LIFE IN SCHOOL AND OUTSIDE OF SCHOOL

17. In this school, how often **have you learned** about the experiences and/or achievements of:

	All the time	Often	Sometimes	Rarely	Never
A) Women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Aboriginal people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Different cultural or racial groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Different religious/faith groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Persons with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Gay, lesbian, bisexual, transgender, transsexual or two-spirited people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) People of different social classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. In this school, people of different backgrounds are seen and/or heard in the:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
A) Pictures or posters in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Displays of student work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Materials teachers use in class (e.g., books and videos).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Topics we study in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Extra-curricular activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) School publications (e.g., yearbooks and newspapers).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Special events and celebrations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Learning more about **my** own cultural or racial background at school would:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
A) Make learning more interesting for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Help me do better in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Help me enjoy school more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Make no difference to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student ID:

20. How do you feel about your school:

	All the time	Often	Sometimes	Rarely	Never
A) I enjoy school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) My school is a friendly and welcoming place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) My school building is an attractive and great place to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) I get along well with other students in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) I feel accepted by students in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) I feel accepted by adults in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Extra help is available at this school when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. This school offers:

- | | Yes | No | Not sure |
|--|-----------------------|-----------------------|-----------------------|
| A) Courses that I need. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| B) Specialized courses that I need. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| C) Extracurricular activities that I am interested in. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

22. Do you feel safe:

	All the time	Often	Sometimes	Rarely	Never
A) In the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) In other parts of the school building (e.g., cafeteria, washroom, hallways).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Outside on school property (e.g., schoolyard, playing field, school parking lot).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) On your street or in your neighbourhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) When communicating on the internet (e.g., email, text messaging, chat rooms etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. In school, have you ever experienced the following:

	All the time	Often	Sometimes	Rarely	Never
A) Threats to hurt you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Physical bullying by an individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Physical bullying by a group or a gang.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Insults or name calling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Theft or destruction of your personal property.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Being excluded or shut out from a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Other: <input style="width: 300px; height: 15px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered "All the time", "Often", or "Sometimes" to any of the above in Question 23, please continue with the following sub-question. Otherwise, go to Question 24.

If you have been threatened, bullied or harmed by anyone at school do you think it is because of:

(You may pick more than one reason.)

- | | |
|--|--|
| <input type="radio"/> Your aboriginal background | <input type="radio"/> Your family income level (high, middle or low) |
| <input type="radio"/> Your gender | <input type="radio"/> Your sexual orientation |
| <input type="radio"/> Your cultural or racial background | <input type="radio"/> Your disability |
| <input type="radio"/> Your language background | <input type="radio"/> Your body image (how you look) |
| <input type="radio"/> Your religion or faith background | <input type="radio"/> Your grades or marks |
| <input type="radio"/> Other reason(s) <input style="width: 450px; height: 15px;" type="text"/> | |

24. How often do you feel the school rules have been fairly applied to you:

- All the time Most of the time Sometimes Rarely Unsure

If you answered "all the time", skip to Question 25.

If the school rules have not been fairly applied to you, do you think it is because of:

(You may pick more than one reason.)

- | | |
|--|--|
| <input type="radio"/> Your aboriginal background | <input type="radio"/> Your family income level (high, middle or low) |
| <input type="radio"/> Your gender | <input type="radio"/> Your sexual orientation |
| <input type="radio"/> Your cultural or racial background | <input type="radio"/> Your disability |
| <input type="radio"/> Your language background | <input type="radio"/> Your body image (how you look) |
| <input type="radio"/> Your religion or faith background | <input type="radio"/> Your grades or marks |
| <input type="radio"/> Other reason(s) <input style="width: 450px; height: 15px;" type="text"/> | |

25. How often do you feel comfortable discussing personal problems with:

	All the time	Often	Sometimes	Rarely	Never
A) Your teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Your guidance counsellor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Your principal or vice-principal(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Your parents or caregivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Other family members or relatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Other: <input style="width: 300px; height: 15px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student ID:

26. How often do you feel comfortable:

	All the time	Often	Sometimes	Rarely	Never
A) Answering questions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Speaking up in class to give your opinion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Participating in class activities and discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. How often do you take part in the following types of extracurricular activities in school:

	Weekly	Monthly	A few times this year	Never
A) Arts (e.g., visual arts, drama, dance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Cultural group activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Music (e.g., band, choir)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) School clubs (e.g., chess, environment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Sports (including house leagues, sport teams)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Student council activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Student publications (e.g., yearbook, newspaper, magazine)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) School special events (e.g., dances, concerts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) Leadership programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J) Other: <input style="width: 150px; height: 15px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. How often do you take part in the following types of activities outside of school?

	Weekly	Monthly	A few times this year	Never
A) Arts (e.g., visual arts, drama, dance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Cultural group activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Music (e.g., piano lessons, band, choir)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Religious activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Sports (e.g., swimming lessons, community sport teams)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Volunteer Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) Leadership programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) Other: <input style="width: 150px; height: 15px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. What awards, certificates or recognition have you received in school: (pick **all** that apply to you.)

- None yet
- Academic
- Citizenship
- Leadership
- Music
- Arts (e.g., visual arts, drama, dance)
- Language(s)
- Mathematics
- Sports
- Design and Technology
- Charitable or humanitarian activities
- Science
- Other:

30. What awards, certificates or recognition have you received outside of school: (pick **all** that apply to you.)

- None yet
- Academic
- Volunteer
- Environment
- Leadership
- Music
- Charitable or humanitarian activities
- Sports/Recreation
- Arts (e.g., visual arts, drama, dance)
- Other:

31. How do you rate yourself in each of the following areas:

	Excellent	Good	Average	Weak	Not sure
A) Oral communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Social skills (e.g., getting along with others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Problem solving (e.g., finding ways to solve personal/social problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) Leadership (e.g., leading a group or team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. How would you rate your own progress at school:

- Excellent
- Good
- Fair/Average
- Having Difficulty

Thank you for your participation!

Student ID:

GRADE 9-12 STUDENT CENSUS: FORM B (06-07)

School Name: <input style="width: 95%;" type="text"/>	Home Room: <input style="width: 95%;" type="text"/>
Student Name: <input style="width: 95%;" type="text"/> (entirely black out your name when you are done)	

THE TORONTO DISTRICT SCHOOL BOARD INVITES YOU TO COMPLETE THIS STUDENT CENSUS.

The Census is **VOLUNTARY**. The Census is **CONFIDENTIAL**. Your name and your answers will not be shared with anyone. Please answer the questions as completely and accurately as possible. **THANK YOU** for your cooperation.

Instructions for filling out form: For optimum accuracy, please use a black pen or dark pencil.

Shade Circles Like This--> ●
 Not Like This--> ⊗ ⊕

QUESTIONS ABOUT ME

1. Year of birth:

2. Are you: Female Male

3. What is the first language(s) **you learned to speak** at home: (Pick **all** that apply to you.)

<input type="radio"/> Albanian	<input type="radio"/> Dari	<input type="radio"/> Gujarati	<input type="radio"/> Persian (Farsi)	<input type="radio"/> Serbian	<input type="radio"/> Tamil
<input type="radio"/> Arabic	<input type="radio"/> English	<input type="radio"/> Hindi	<input type="radio"/> Portuguese	<input type="radio"/> Somali	<input type="radio"/> Urdu
<input type="radio"/> Bengali	<input type="radio"/> French	<input type="radio"/> Korean	<input type="radio"/> Punjabi	<input type="radio"/> Spanish	<input type="radio"/> Vietnamese
<input type="radio"/> Chinese	<input type="radio"/> Greek	<input type="radio"/> Ojibway	<input type="radio"/> Russian	<input type="radio"/> Tagalog	<input type="radio"/> Other(s): <input style="width: 150px; height: 20px;" type="text"/>

4. What is the language(s) **most often spoken** in your home: (Pick **all** that apply to you.)

<input type="radio"/> Albanian	<input type="radio"/> Dari	<input type="radio"/> Gujarati	<input type="radio"/> Persian (Farsi)	<input type="radio"/> Serbian	<input type="radio"/> Tamil
<input type="radio"/> Arabic	<input type="radio"/> English	<input type="radio"/> Hindi	<input type="radio"/> Portuguese	<input type="radio"/> Somali	<input type="radio"/> Urdu
<input type="radio"/> Bengali	<input type="radio"/> French	<input type="radio"/> Korean	<input type="radio"/> Punjabi	<input type="radio"/> Spanish	<input type="radio"/> Vietnamese
<input type="radio"/> Chinese	<input type="radio"/> Greek	<input type="radio"/> Ojibway	<input type="radio"/> Russian	<input type="radio"/> Tagalog	<input type="radio"/> Other(s): <input style="width: 150px; height: 20px;" type="text"/>

5. Where were you born:

<input type="radio"/> Albania	<input type="radio"/> China	<input type="radio"/> Iran	<input type="radio"/> Romania	<input type="radio"/> Sri Lanka	<input type="radio"/> Yugoslavia
<input type="radio"/> Afghanistan	<input type="radio"/> Guyana	<input type="radio"/> Jamaica	<input type="radio"/> Russia	<input type="radio"/> Ukraine	<input type="radio"/> Other:
<input type="radio"/> Bangladesh	<input type="radio"/> Hong Kong	<input type="radio"/> Pakistan	<input type="radio"/> Somalia	<input type="radio"/> United States	<input style="width: 150px; height: 20px;" type="text"/>
<input type="radio"/> Canada	<input type="radio"/> India	<input type="radio"/> Philippines	<input type="radio"/> South Korea	<input type="radio"/> Vietnam	

6. Where were your parents or caregivers born: (Pick **two** if your parents/caregivers were born in different countries.)

<input type="radio"/> Albania	<input type="radio"/> China	<input type="radio"/> Iran	<input type="radio"/> Romania	<input type="radio"/> Sri Lanka	<input type="radio"/> Yugoslavia
<input type="radio"/> Afghanistan	<input type="radio"/> Guyana	<input type="radio"/> Jamaica	<input type="radio"/> Russia	<input type="radio"/> Ukraine	<input type="radio"/> Other:
<input type="radio"/> Bangladesh	<input type="radio"/> Hong Kong	<input type="radio"/> Pakistan	<input type="radio"/> Somalia	<input type="radio"/> United States	<input style="width: 150px; height: 20px;" type="text"/>
<input type="radio"/> Canada	<input type="radio"/> India	<input type="radio"/> Philippines	<input type="radio"/> South Korea	<input type="radio"/> Vietnam	

7. Are you of Aboriginal background: Yes No
 (If "No" go to Question 8; if "Yes", pick **one** of the following.)

<input type="radio"/> Inuit	<input type="radio"/> First Nations (or Indian as defined in the Indian Act)	<input type="radio"/> Non-status Indian
<input type="radio"/> Metis	<input type="radio"/> Aboriginal person from outside Canada	<input type="radio"/> Other: <input style="width: 150px; height: 20px;" type="text"/>

8. Do you identify yourself as Canadian: Yes No
 (You do not have to be born in Canada to think of yourself as Canadian.)

9. Which of the following **best** describes your racial identity: (Pick **one** only.)

<input type="radio"/> Aboriginal	<input type="radio"/> Latin American (e.g., Argentina, Chile, Costa Rica)
<input type="radio"/> Asian - East (e.g., China, Japan, Korea)	<input type="radio"/> Indian-Caribbean (i.e., Guyana with origins in India)
<input type="radio"/> Asian - South (e.g., India, Pakistan, Sri Lanka)	<input type="radio"/> Middle Eastern (e.g., Egypt, Iran, Israel, Palestine)
<input type="radio"/> Asian - South East (e.g., Malaysia, Philippines, Vietnam)	<input type="radio"/> Mixed background: <input style="width: 150px; height: 20px;" type="text"/>
<input type="radio"/> Black - Africa (e.g., Ghana, Kenya, Somalia)	<input type="radio"/> White - Canada
<input type="radio"/> Black - Canada	<input type="radio"/> White - Europe (e.g., England, Greece, Italy, Portugal, Serbia)
<input type="radio"/> Black - Caribbean Region (e.g., Jamaica, Trinidad and Tobago)	<input type="radio"/> Other(s): <input style="width: 150px; height: 20px;" type="text"/>

10. What is your ethnic or cultural background:

(Please write in the box - **do not** circle the examples below. You may write **more** than one.)

(For example, African, Arab, Canadian, Chilean, Chinese, Cree, Dutch, East Indian, East African, English, Filipino, French, French-Canadian, German, Greek, Grenadian, Inuit, Irish, Italian, Jamaican, Lebanese, Metis, Micmac, Mohawk, Ojibway, Polish, Portuguese, Russian, Scottish, Somali, Ukrainian, Vietnamese, West African etc.)

School ID: <input style="width: 95%;" type="text"/>	Student ID: <input style="width: 95%;" type="text"/>
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11. Do you have a disability which has been assessed by a doctor or by your school: Yes No
 (People with disabilities are those who may have a continuing difficulty in hearing, speaking, moving around, learning, etc.)

If **yes**, pick as **many** as apply:

- Hearing Sight Speech Mobility (e.g., body movement)
 Learning Mental Health Other:

12. How do you identify your sexual orientation: (You may pick **more** than one).

- Heterosexual (straight) Bisexual Queer Not sure
 Lesbian Transgender Two-spirited
 Gay Transexual Questioning

13. Who are the adult caregivers you live with **most of the time**: (Pick **one** only.)

- Father only Mother only Two parents Father and Step-mother
 Mother and Step-father Half of the time with each of my parents
 Foster parents On my own Adult relatives or guardians
 Group home adults Friends Other

14. What level(s) of education have your parents or caregivers **completed** (in Canada or in any other country):

- My mother has completed: High School College University I don't know
 - My father has completed: High School College University I don't know
 - My other caregiver has completed: High School College University I don't know

15. What is your parents' or caregivers' employment: (Pick only **one** for each parent/caregiver.)

- My mother is: Employed full-time Employed part-time Unemployed A stay-at-home parent Retired I don't know
 - My father is: Employed full-time Employed part-time Unemployed A stay-at-home parent Retired I don't know
 - My other caregiver is: Employed full-time Employed part-time Unemployed A stay-at-home parent Retired I don't know

16. If your parents or caregivers work, what are their jobs: (Write **WHAT** they do, **NOT WHERE** they work.)

- My mother's job is: I don't know
 - My father's job is: I don't know
 - My other caregiver's job is: I don't know

QUESTIONS ABOUT MY LIFE IN SCHOOL AND OUTSIDE OF SCHOOL

17. How do you feel about your school:

	All the time	Often	Sometimes	Rarely	Never
A) I enjoy school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) My school is a friendly and welcoming place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) My school building is an attractive and great place to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) I get along well with other students in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) I feel accepted by students in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) I feel accepted by adults in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Extra help is available at this school when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Are there school activities that you would like to take part in but do not feel welcome:

- Yes No (If you answered "No", skip to question 19).

b) If you **do not feel welcome**, do you think that it is because of: (Pick **all** that apply.)

- Your aboriginal background Your sexual orientation
 Your gender Your disability
 Your cultural or racial background Your body image (how you look)
 Your language background Your grades or marks
 Your religion or faith background Other reason(s)
 Your family income level (high, middle or low)

19. How do you feel that you are treated by the adults in your school:

- Same as everyone else Better than others Worse than others

(If you answered "same as everyone else", skip to question 20).

b) Do you think you are treated differently because of: (Pick **all** that apply.)

- Your aboriginal background Your sexual orientation
 Your gender Your disability
 Your cultural or racial background Your body image (how you look)
 Your language background Your grades or marks
 Your religion or faith background Other reason(s)
 Your family income level (high, middle or low)

Student ID:

20. For each of the following statements, pick the appropriate response:

	All of them	Most of them	Some of them	One/Two of them	None of them
A) My teachers expect me to succeed in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) I am satisfied with the ways my teachers teach me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) I feel supported and encouraged by my teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) I feel comfortable discussing a problem with my teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) My school's staff respect my background (e.g. cultural, racial, religious).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. At school, have you ever been selected to help other students as a : (Pick all that apply.)

- Peacemaker
- Reading buddy
- Tutor
- Not yet
- Mentor
- School ambassador
- Other:

22. At school, how often have you been selected to lead an activity, a group or a team:

- Many times
- Sometimes
- A few times
- Never

23. Outside of school, who usually gives you advice about schooling: (Pick all that apply.)

- Parents or caregivers
- Other family members
- No one
- Other:
- Grandparent(s)
- Friends
- I do not need advice about school
- Brother(s)/Sister(s)
- People in the community

24. After school, who usually helps you with your homework: (Pick all that apply.)

- Parents or caregivers
- Brother(s)/Sister(s)
- Other family members
- Friend(s)
- No one
- Other:
- Teachers
- Free tutor(s) offered in my school or community
- Paid tutor(s)
- People in the community
- I do not need help with my homework

25. How often do any of the following prevent you from finishing your homework:

	All the time	Often	Sometimes	Rarely	Never
A) Household chores and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Part-time job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Sports or recreation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Religious/faith activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Spending time with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Difficulty of the homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) No proper space at home to do homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) No study materials to help me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) Frequent distractions at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J) Health reasons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K) Other: <input style="width: 350px; height: 20px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. About how many hours a week (including weekends) do you spend on: (Put "0" hours if the activity does not apply to you.)

- A. Homework and studying total: hours a week
- B. Part-time work for pay total: hours a week

27. On a regular school day, how much time do you spend on the following activities after school:

	None	Less than one hour	1-2 hours	More than 2 hours
A) Household chores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Looking after brothers, sisters, and/or family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Helping with a family business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Playing computer/video games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Spending time on the internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Playing sports and recreational activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) Religious/faith activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) Other leisure activities (e.g., going to movies, talking on the phone, listening to music, going to the mall, hanging out with friends, reading for leisure)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student ID:

28. During the school week, how often do you:

	Everyday	Most days	Some days	Never
A) Eat breakfast before coming to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Eat lunch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Eat dinner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Have a snack during the school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. How often do you use the computer:

	Not available	Everyday	Several times a week	Not very often	Almost never
A) At school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) At home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) In the community (e.g., friends, internet café)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) At the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Do your parents or caregivers:

	All the time	Often	Sometimes	Rarely	Never	Not sure
A) Expect you to succeed in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Help you to set goals and make plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Talk to you about your schoolwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Talk to you about your relationships and problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Communicate with your teachers (e.g., through telephone, your school agenda)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Attend parent teacher interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Attend meetings and events at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) Volunteer at the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) Other: <input style="width: 150px; height: 15px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Based on your current school achievement, do you believe that you will graduate from high school:

- I definitely will
 I think I will
 I'm not sure
 I don't think I will

32. What do you plan to do immediately after high school: (Pick one only.)

- An apprenticeship
 Attend college
 Attend university
 Work (instead of post-secondary education)
 Not sure
 Other plans:

33. What do your parents or caregivers expect you to do immediately after high school:

(Pick one only.)

- An apprenticeship
 Attend college
 Attend university
 Work (instead of post-secondary education)
 Not sure
 Other plans:

34. Have you thought about your future career or occupation:

- Yes, I've decided on my future career or occupation - Specify:
 Yes, I've been thinking about it
 No, I have no idea about my future career or occupation

35. Who helps you decide on your future career or occupation: (Pick all that apply to you.)

- Teacher(s)
 Guidance counsellor(s)
 Other counsellors (e.g., youth counsellors)
 Parents or caregivers
 Other family members
 Friends
 No one is helping me
 Other(s):

36. How would you rate your own progress at school:

- Excellent
 Good
 Fair/Average
 Having Difficulty

Thank you for your participation!

Student ID:

Appendix B: Board Mandates and Recommendations

On November 17, 2004, as part of a series of motions, the Board decided:

- That staff in consultation with the Ontario Human Rights Commission and educational experts develop research proposals that identify the factors within the school system which may inhibit student achievement. Such factors should include, but not be limited to, differences in gender, race, ethnicity, mother tongue, income and place of residence;
- That in undertaking such research proposals, the Board reaffirm the long-established fact that there is no correlation between these factors and the inherent capacity of students to learn and achieve success, and that the results of such research and its ensuing recommendations be used to assist the Board in implementing strategies to help all students achieve their fullest potential for success in our schools;
- That as part of the research proposals, staff identify the costs of the program and outline how the data will be collected and where and when the data will be collected; and
- That an advisory committee be established to provide staff with input when developing the research proposals and that the advisory committee be comprised of three trustees, experts and eminent community representatives, as appointed by the Chair.

In November of 2005, the Advisory Committee made ten recommendations to the Board including:

- The TDSB collect student demographic and social environment data to assist the Board in developing policies and strategies to close the achievement gap between groups of students, as well as to establish a base line of data in order to measure improvements in the educational outcomes for all students;
- The demographic and social environment data and its correlation with student achievement data and other relevant student information be used by the TDSB for the following purposes:
 - Developing programs and services for students who need specific interventions and support;
 - Assessing the effectiveness of programs established to address specific student needs;
 - Allocating resources to support students in need; and
 - Identifying systemic barriers to student achievement and implementing changes to remove those barriers.
- The TDSB continue to collect data on the gender, age, country of birth, mother tongue, language spoken at home, place of residence of its students and include new data on race, ethnicity, disability, family structure, parent education levels, employment status and occupation;
- The data be collected for students from Junior Kindergarten to Grade 12;

- The data for students from JK to Grade 6 be collected through student registration or other means completed by parents and guardians; and data for students from Grade 7 to 12 be collected using surveys completed by the students themselves;
- The data collection process be preceded by mechanisms for engaging parents, staff, students and the larger community in understanding the purposes, use, and desired outcomes of the data collection in order to build shared commitment to effective implementation; and
- The TDSB be extremely diligent in establishing a process and controls to ensure the confidentiality of the data collected, including ways to securely store the data.

On December 14, 2005, the recommendations of the Advisory Committee and the Staff Committee's report "Closing the Achievement Gap" were received by the Board and the Board decided:

- That the recommendations of the Advisory Committee on Student Achievement and the staff report "Closing the Achievement Gap" be received and appreciation be expressed to the committee members;
- That data on race, ethnicity, disability, and other factors from all students JK to Grade 12 be collected, through a combination of parent surveys (JK-6) and student surveys (7-12); and
- That implementation begin in October 2006 following an information campaign to build understanding and expertise among staff, students and parents to facilitate implementation; ...

Appendix C: Teacher's Instructions

Before the Census Week, each teacher received the Teacher's Guide which included information about what teachers would receive in their class package, and instructions for administering the Student Census in their classroom. The Guide also included a list of all of the questions from the Student Census, and some were accompanied by explanatory notes. The explanations were based on consultations with teachers and the field testing with students. Where questions were considered self-explanatory, no explanations were provided. The Guide concluded with a list of Frequently Asked Questions to assist teachers in answering questions from students, parents and the community.

Following the instructions provided in the Teacher's Guide, teachers briefed the students about the overall purpose of the Student Census using sample text provided in the Guide, and distributed the individualized forms according to the pre-printed name on the front page. To ensure confidentiality for students, teachers were instructed to tell students to use one of the black markers provided to black out their name on the front page prior to placing their completed Census into the return box at the front of the room. When all students had placed their completed form in the box, teachers were instructed to close the box and return it to the school office for delivery to the Research and Information Services department.

Appendix D: Glossary of Terms

Anonymous survey does not collect any personally identifiable information. Therefore, the responses of individual respondents cannot be linked to other data sources, nor can the data be tracked overtime.

Confidential survey includes personally identifiable information, which allows individual results to be linked and tracked with other existing and future data sources. To ensure confidentiality, careful steps are taken to store and restrict the usage of identifiable data by internal staff for research purposes only.

Field testing is a way to ensure an instrument is valid, clear and manageable for the target population before system-wide administration. A small representative sample of the population is randomly selected to test the instrument in a “real” setting. Any feedback or issues that arise during the testing are considered for revising and finalizing the instrument before full implementation.

Matrix sampling is an established sampling method commonly used in large-scale assessments or surveys. Representative samples of respondents complete only a portion of the test or questionnaire items. Group results of the full test or survey are obtained to reflect the overall performance or perception of the target population. The advantage is to collect a large set of information without making the instrument too long for individual respondents.

SES levels – In this report, family SES is classified into five broad levels based on Pineo-Porter’s 16 ranked occupational categories. Examples for each of the 5 broad SES levels are listed below:

1. Professional and senior management – e.g., doctors, lawyers, chief executive officers, senior managers, school teachers
2. Semi-professional and middle management – e.g., computer programmers, artists, optometrists, production managers, sales supervisors
3. Skilled/semi-skilled clerical and trades – e.g., secretaries, police officers, carpenters, real estate salespersons
4. Unskilled clerical and trades – e.g., general office clerks, mail carriers, parking attendants, messengers
5. Non-remunerative – e.g., retired, unemployed, homemakers.

Appendix E: Data Verification Process

At least seven levels of data verification procedures were observed to maximize the quality of the data. These procedures included:

1. **Forms verification** – Any returned forms that appeared questionable (e.g., students randomly checked off the survey items) were individually checked by research staff and pulled out from processing altogether where necessary.
2. **Entry verification** – During scanning, entries or hand-written responses that were ambiguous were flagged by the Teleform software for human verification and entry.
3. **Database verification** – When all the data were entered into the system, the complete datasets were checked for accuracy and completion of important identification information, such as school IDs and student IDs.
4. **Matrix sampling verification** – All demographic questions in Forms A and B are identical. The two forms also share a few common questions in the contextual section. All common questions in both forms were run separately, and the results from each form were matched for consistency. The frequency results for each of these common items are identical.
5. **Internal consistency check** – Some key demographic variables, such as race and ethnicity, were checked for internal consistency with other related questions - for example, parents' country of birth, first and home languages. This process was used to “clean” the data of these questions, especially in cases where students did not put their responses properly. Invalid responses from a few hundred (less than 0.5%) cases were identified and suppressed during analysis.
6. **Cross checking against other data sources** – In order to determine the representativeness of the returns, especially at the school level, the distributions of some of the variables (e.g., gender, first language(s), and country of birth) from the survey were matched with the corresponding statistics obtained from the Board's Student Information System (SIS). Direct linking of the returned forms for students with proper identification numbers (which made up 97% of the total returns) with the SIS was also used in this verification process. For other profiles - such as parental presence at home, parents' education, sexual orientation, and socio-economic status - that are not available in the Board's SIS, efforts were made to cross check the results against available statistics from other external sources such as Statistics Canada.
7. **Inter-reliability check** – Almost all questions in the Census were close-ended or quantitative in nature. The only question that required coding was the one on parents' occupations. Each unique job description entered by the students was coded independently by two trained coders. Inter-rater reliability was calculated; any disagreed, undetermined or questionable codes were reviewed by more senior research staff who assigned the final codes.

Appendix F: Student Responses to All Census Questions

(A) DEMOGRAPHIC PROFILE

Gender
Racial Background
Sexual Orientation
Disability
Canadian Identity
Parents' Place of Birth
Parental Presence at Home
Mother's Education Background
Father's Education Background
Mother's Employment Status
Father's Employment Status
Family Socio-economic Status (SES)

(B) QUESTIONS ABOUT MY LIFE IN SCHOOL AND OUTSIDE OF SCHOOL

1. School Climate
2. Relationships with School Adults
3. School Safety
4. Inclusive School Experiences
5. Extra-Curricular Activities
6. Homework
7. After-School Activities
8. Home Support
9. Student Self-Evaluation & Achievement
10. Post-Secondary Aspirations

(A) DEMOGRAPHIC PROFILE

	Gr 7- 8	Gr 9-12
Total Response:		
Number of respondents	34219	71222
Return rate	92%	81%
Gender:		
Female	48%	48%
Male	52%	52%
Racial Background:		
White	31%	33%
East Asian	16%	20%
South Asian	21%	19%
Black	15%	12%
Mixed	6%	5%
Middle Eastern	5%	5%
Southeast Asian	4%	3%
Latin American	2%	2%
Aboriginal	0%	0%
Sexual Orientation:		
Heterosexual (straight)	n/a	92%
Not sure/Questioning	n/a	4%
Bisexual	n/a	2%
Gay/Lesbian	n/a	1%
Other(s) (e.g. Queer, Two-spirited, Transgender, Transexual)	n/a	1%
Disability:		
Learning	5%	3%
Sight	3%	2%
Hearing	1%	1%
Speech	1%	1%
Mobility (e.g. body movement)	0%	0%
Mental Health	0%	1%
Others	1%	1%
Canadian Identity:		
Identified themselves as Canadian	81%	78%
Parents' Place of Birth:		
Canada	20%	19%
Canada & another country	10%	9%
Outside Canada	70%	72%
Parental Presence at Home:		
Two parents	78%	74%
Mother only	17%	18%
Father only	2%	3%
Others	3%	5%
Mother's Education Background:		
University	34%	37%
College	14%	18%
High School	12%	21%
Don't know	39%	24%
Father's Education Background:		
University	40%	47%
College	11%	14%
High School	10%	16%
Don't know	39%	23%
Mother's Employment Status:		
Full time	49%	57%
Part time	18%	14%
Not employed	22%	23%
Don't know	11%	6%
Father's Employment Status:		
Full time	74%	81%
Part time	10%	6%
Not employed	5%	7%
Don't know	11%	6%
Family Socio-economic Status (SES):		
High professional and senior management	25%	29%
Semi-professional and middle-management	29%	32%
Skilled/semi-skilled clerical and trades	28%	24%
Unskilled clerical and trades	14%	12%
Non-remunerative (e.g., unemployed, retired, deceased, etc.)	4%	3%

SCHOOL CLIMATE**How do you feel about your school:**

		Gr 7- 8	Gr 9-12
a) I enjoy school.	All the time/ Often	64%	53%
	Sometimes	28%	34%
	Rarely / Never	8%	12%
b) My school is a friendly and welcoming place.	All the time/ Often	68%	60%
	Sometimes	23%	28%
	Rarely / Never	10%	12%
c) My school building is an attractive and great place to learn.	All the time/ Often	63%	44%
	Sometimes	25%	31%
	Rarely / Never	12%	25%
d) I get along well with other students in my school.	All the time/ Often	81%	81%
	Sometimes	15%	14%
	Rarely / Never	4%	5%
e) I feel accepted by students in my school.	All the time/ Often	76%	77%
	Sometimes	17%	17%
	Rarely / Never	6%	6%
f) I feel accepted by adults in my school.	All the time/ Often	77%	71%
	Sometimes	16%	20%
	Rarely / Never	7%	8%
g) Extra help is available at this school when I need it.	All the time/ Often	85%	75%
	Sometimes	11%	18%
	Rarely / Never	4%	7%

This school offers:

		Gr 7- 8	Gr 9-12
a) Courses that I need.	Yes	n/a	81%
	No	n/a	8%
	Not sure	n/a	10%
b) Specialized courses that I need.	Yes	n/a	45%
	No	n/a	21%
	Not sure	n/a	34%
c) Extra-curricular activities that I am interested in.	Yes	71%	64%
	No	11%	19%
	Not sure	17%	16%

Are there school activities that you would like to take part in but do not feel welcome:

	Gr 7- 8	Gr 9-12
No	85%	86%

b) If you do not feel welcome, do you think that it is because of:

	Gr 7- 8	Gr 9-12
Your aboriginal background	0%	1%
Your gender	1%	1%
Your cultural or racial background	2%	3%
Your language background	1%	2%
Your religion or faith background	1%	1%
Your family income level (high, middle or low)	1%	1%
Your sexual orientation	n/a	1%
Your disability	1%	1%
Your body image (how you look)	6%	5%
Your grades or marks	4%	3%

How often do you feel comfortable:

		Gr 7- 8	Gr 9-12
a) Answering questions in class.	All the time/ Often	69%	63%
	Sometimes	22%	27%
	Rarely / Never	9%	11%
b) Speaking up in class to give your opinion.	All the time/ Often	59%	55%
	Sometimes	24%	28%
	Rarely / Never	17%	17%
c) Participating in class activities and discussion.	All the time/ Often	72%	62%
	Sometimes	20%	27%
	Rarely / Never	9%	11%

RELATIONSHIPS WITH SCHOOL ADULTS

How do you feel that you are treated by the adults in your school:

	Gr 7- 8	Gr 9-12
Same as everyone else	84%	82%
Better than others	9%	10%
Worse than others	7%	8%

b) Do you think you are treated differently because of:

	Gr 7- 8	Gr 9-12
Your aboriginal background	0%	1%
Your gender	2%	2%
Your cultural or racial background	2%	4%
Your language background	1%	3%
Your religion or faith background	1%	2%
Your family income level (high, middle or low)	1%	1%
Your sexual orientation	n/a	1%
Your disability	1%	1%
Your body image (how you look)	4%	4%
Your grades or marks	8%	9%

For each of the following statements, pick the appropriate response:

		Gr 7- 8	Gr 9-12
a) My teachers expect me to succeed in school.	All / Most of them	92%	85%
	Some of them	6%	11%
	One / Two of them	2%	3%
	None of them	1%	1%
b) I am satisfied with the ways my teachers teach me.	All / Most of them	79%	61%
	Some of them	15%	27%
	One / Two of them	5%	11%
	None of them	1%	2%
c) I feel supported and encouraged by my teachers.	All / Most of them	77%	60%
	Some of them	16%	27%
	One / Two of them	5%	11%
	None of them	2%	3%
d) I feel comfortable discussing a problem with my teachers.	All / Most of them	48%	37%
	Some of them	21%	24%
	One / Two of them	16%	20%
	None of them	15%	19%
e). My school's staff respect my background (e.g. cultural, racial, religious).	All / Most of them	93%	88%
	Some of them	4%	8%
	One / Two of them	2%	3%
	None of them	1%	2%

How often do you feel comfortable discussing personal problems with:

		Gr 7- 8	Gr 9-12
a) Your teachers.	All the time/ Often	27%	19%
	Sometimes	28%	26%
	Rarely / Never	45%	56%
b) Your guidance counsellor(s).	All the time/ Often	24%	20%
	Sometimes	21%	24%
	Rarely / Never	54%	56%
c) Your principal or vice-principal(s).	All the time/ Often	20%	12%
	Sometimes	20%	16%
	Rarely / Never	60%	72%

SCHOOL SAFETY

Do you feel safe:

		Gr 7- 8	Gr 9-12
a) In the classroom.	All the time/ Often	91%	89%
	Sometimes	7%	7%
	Rarely / Never	2%	3%
b) In other parts of the school building (e.g., cafeteria, washroom, hallways).	All the time/ Often	77%	77%
	Sometimes	16%	16%
	Rarely / Never	7%	7%
c) Outside on school property (e.g. schoolyard, playing field, school parking lot).	All the time/ Often	72%	69%
	Sometimes	20%	21%
	Rarely / Never	9%	10%
d) On your street or in your neighbourhood.	All the time/ Often	70%	73%
	Sometimes	20%	18%
	Rarely / Never	11%	9%
e) When communicating on the internet (e.g., email, text messaging, chat rooms etc.).	All the time/ Often	73%	81%
	Sometimes	16%	13%
	Rarely / Never	10%	6%

In school, have you ever experienced the following:

		Gr 7- 8	Gr 9-12
a) Threats to hurt you.	All the time/ Often	8%	6%
	Sometimes	13%	10%
	Rarely / Never	79%	84%
b) Physical bullying by an individual.	All the time/ Often	6%	4%
	Sometimes	10%	6%
	Rarely / Never	85%	90%
c) Physical bullying by a group or a gang.	All the time/ Often	4%	3%
	Sometimes	6%	4%
	Rarely / Never	90%	93%
d) Insults or name calling.	All the time/ Often	19%	13%
	Sometimes	22%	18%
	Rarely / Never	59%	69%
e) Theft or destruction of your personal property.	All the time/ Often	7%	6%
	Sometimes	12%	11%
	Rarely / Never	81%	84%
f) Being excluded or shut out from a group.	All the time/ Often	8%	6%
	Sometimes	13%	10%
	Rarely / Never	79%	84%

If you have been threatened, bullied or harmed by anyone at school do you think it is because of:

	Gr 7- 8	Gr 9-12
Your aboriginal background	2%	2%
Your gender	6%	4%
Your cultural or racial background	11%	14%
Your language background	7%	7%
Your religion or faith background	5%	5%
Your family income level (high, middle or low)	5%	5%
Your sexual orientation	2%	3%
Your disability	4%	2%
Your body image (how you look)	38%	27%
Your grades or marks	17%	12%

How often do you feel the school rules have been fairly applied to you:

	Gr 7- 8	Gr 9-12
All the time / Most of the time	67%	62%
Sometimes	16%	20%
Rarely	9%	10%
Unsure	8%	8%

If the school rules have not been fairly applied to you, do you think it is because of:

	Gr 7- 8	Gr 9-12
Your aboriginal background	1%	2%
Your gender	6%	6%
Your cultural or racial background	7%	12%
Your language background	3%	5%
Your religion or faith background	3%	4%
Your family income level (high, middle or low)	2%	2%
Your sexual orientation	n/a	1%
Your disability	2%	2%
Your body image (how you look)	8%	9%
Your grades or marks	17%	17%

INCLUSIVE SCHOOL EXPERIENCES

In this school, how often have you learned about the experiences and/or achievements of:

		Gr 7- 8	Gr 9-12
a) Women.	All the time/ Often	25%	40%
	Sometimes	40%	39%
	Rarely / Never	36%	21%
b) Aboriginal people.	All the time/ Often	49%	21%
	Sometimes	32%	33%
	Rarely / Never	19%	46%
c) Different cultural or racial groups.	All the time/ Often	43%	46%
	Sometimes	36%	34%
	Rarely / Never	21%	20%
d) Different religious/faith groups.	All the time/ Often	27%	30%
	Sometimes	34%	33%
	Rarely / Never	40%	37%
e) Persons with disabilities.	All the time/ Often	15%	13%
	Sometimes	29%	28%
	Rarely / Never	56%	58%
f) Gay, lesbian, bisexual, transgender, transexual or two-spirited people.	All the time/ Often	n/a	12%
	Sometimes	n/a	19%
	Rarely / Never	n/a	69%
g) People of different social classes.	All the time/ Often	22%	30%
	Sometimes	32%	35%
	Rarely / Never	45%	35%

At this school, people of different backgrounds are seen and/or heard in the:

		Gr 7- 8	Gr 9-12
a) Pictures or posters in the school.	Strongly Agree/ Agree	60%	63%
	Not Sure	26%	19%
	Disagree/ Strongly Disagree	14%	17%
b) Displays of student work.	Strongly Agree/ Agree	69%	68%
	Not Sure	19%	17%
	Disagree/ Strongly Disagree	12%	15%
c) Materials teachers use in class (e.g., books and videos).	Strongly Agree/ Agree	69%	67%
	Not Sure	18%	15%
	Disagree/ Strongly Disagree	13%	17%
d) Topics we study in class.	Strongly Agree/ Agree	71%	67%
	Not Sure	17%	15%
	Disagree/ Strongly Disagree	12%	18%
e) Extra-curricular activities.	Strongly Agree/ Agree	57%	63%
	Not Sure	24%	19%
	Disagree/ Strongly Disagree	19%	18%
f) School publications (e.g., yearbooks and newspapers).	Strongly Agree/ Agree	63%	70%
	Not Sure	22%	16%
	Disagree/ Strongly Disagree	15%	13%
g) Special events and celebrations.	Strongly Agree/ Agree	74%	75%
	Not Sure	17%	15%
	Disagree/ Strongly Disagree	8%	10%

Learning more about my own cultural or racial background at school would:

		Gr 7- 8	Gr 9-12
a) Make learning more interesting for me.	Strongly Agree/ Agree	72%	69%
	Not Sure	12%	12%
	Disagree/ Strongly Disagree	16%	19%
b) Help me do better in school.	Strongly Agree/ Agree	49%	45%
	Not Sure	19%	18%
	Disagree/ Strongly Disagree	32%	37%
c) Help me enjoy school more.	Strongly Agree/ Agree	58%	55%
	Not Sure	16%	16%
	Disagree/ Strongly Disagree	25%	28%
d) Make no difference to me.	Strongly Agree/ Agree	38%	43%
	Not Sure	18%	15%
	Disagree/ Strongly Disagree	45%	42%

EXTRA-CURRICULAR ACTIVITIES

How often do you take part in the following types of extra-curricular activities in school?

		Gr 7- 8	Gr 9-12
a) Arts (e.g., visual arts, drama, dance).	Weekly	28%	16%
	Monthly	7%	5%
	A few times this year	22%	22%
	Never	43%	57%
b) Cultural group activities.	Weekly	7%	5%
	Monthly	7%	5%
	A few times this year	16%	19%
	Never	70%	71%
c) Music (e.g., band, choir).	Weekly	40%	16%
	Monthly	6%	4%
	A few times this year	14%	12%
	Never	40%	68%
d) School clubs (e.g., chess, environment).	Weekly	19%	17%
	Monthly	10%	7%
	A few times this year	19%	16%
	Never	53%	59%
e) Sports (including house leagues, sport teams).	Weekly	38%	25%
	Monthly	14%	10%
	A few times this year	21%	21%
	Never	28%	43%
f) Student council activities.	Weekly	9%	6%
	Monthly	9%	6%
	A few times this year	15%	15%
	Never	68%	73%
g) Student publications (e.g., yearbook, newspaper, magazine).	Weekly	7%	5%
	Monthly	8%	5%
	A few times this year	20%	14%
	Never	66%	76%
h) School special events (e.g. dances, concerts).	Weekly	13%	6%
	Monthly	21%	13%
	A few times this year	34%	34%
	Never	32%	47%
i) Leadership programs.	Weekly	10%	7%
	Monthly	9%	6%
	A few times this year	19%	17%
	Never	62%	70%

How often do you take part in the following types of activities outside of school?

		Gr 7- 8	Gr 9-12
a) Arts (e.g., visual arts, drama, dance).	Weekly	17%	15%
	Monthly	7%	7%
	A few times this year	15%	16%
	Never	60%	62%
b) Cultural group activities.	Weekly	10%	7%
	Monthly	6%	7%
	A few times this year	13%	18%
	Never	71%	68%
c) Music (e.g., piano lessons, band, choir).	Weekly	27%	20%
	Monthly	6%	5%
	A few times this year	11%	11%
	Never	56%	63%
d) Clubs.	Weekly	14%	9%
	Monthly	8%	7%
	A few times this year	15%	15%
	Never	63%	69%
e) Religious activities.	Weekly	17%	16%
	Monthly	8%	8%
	A few times this year	15%	17%
	Never	60%	59%
f) Sports (e.g., swimming lessons, community sport teams).	Weekly	44%	33%
	Monthly	11%	12%
	A few times this year	16%	18%
	Never	29%	37%
g) Volunteer activities.	Weekly	9%	16%
	Monthly	10%	16%
	A few times this year	23%	33%
	Never	57%	35%
h) Leadership programs.	Weekly	6%	6%
	Monthly	5%	5%
	A few times this year	13%	15%
	Never	75%	74%

HOMEWORK

About how many hours a week (including weekends) do you spend on homework and studying:

	Gr 7- 8	Gr 9-12
Average hours per week on homework and studying	10	12

After school, who usually helps you with your homework:

	Gr 7- 8	Gr 9-12
Parents or caregivers	53%	30%
Teachers	13%	10%
Brother(s)/Sister(s)	26%	18%
Free tutor(s) offered in my school or community	2%	2%
Other family members	9%	5%
<u>Paid</u> tutor(s)	5%	7%
Friend(s)	27%	32%
People in the community	1%	1%
No one	15%	27%
I do not need help with my homework	16%	20%

How often do any of the following prevent you from finishing your homework:

		Gr 7- 8	Gr 9-12
a) Household chores and responsibilities	All the time/ Often	14%	13%
	Sometimes	19%	20%
	Rarely / Never	67%	66%
b) Part-time job	All the time/ Often	3%	12%
	Sometimes	4%	13%
	Rarely / Never	92%	74%
c) Sports or recreation activities	All the time/ Often	20%	18%
	Sometimes	26%	26%
	Rarely / Never	54%	56%
d) Religious/faith activities	All the time/ Often	8%	6%
	Sometimes	11%	10%
	Rarely / Never	81%	84%
e) Spending time with friends	All the time/ Often	23%	29%
	Sometimes	26%	32%
	Rarely / Never	51%	40%
f) Difficulty of the homework	All the time/ Often	16%	22%
	Sometimes	32%	37%
	Rarely / Never	52%	41%
g) No proper space at home to do homework	All the time/ Often	6%	7%
	Sometimes	7%	10%
	Rarely / Never	87%	82%
h) No study materials to help me	All the time/ Often	5%	5%
	Sometimes	10%	13%
	Rarely / Never	85%	81%
i) Frequent distractions at home	All the time/ Often	16%	22%
	Sometimes	19%	23%
	Rarely / Never	65%	55%
j) Health reasons	All the time/ Often	3%	4%
	Sometimes	6%	8%
	Rarely / Never	91%	88%

AFTER-SCHOOL ACTIVITIES

About how many hours a week (including weekends) do you spend on part-time work for pay:

	Gr 7- 8	Gr 9-12
% of students who worked part-time	17%	31%
Average hours per week on part-time work	7	13

On a regular school day, how much time do you spend on the following activities after school:

		Gr 7- 8	Gr 9-12
a) Household chores	None	21%	19%
	Less than one hour	63%	62%
	1-2 hours	14%	16%
	More than 2 hours	2%	3%
b) Looking after brothers, sisters, and/or family members	None	57%	64%
	Less than one hour	22%	19%
	1-2 hours	13%	10%
	More than 2 hours	8%	7%
c) Helping with a family business	None	77%	77%
	Less than one hour	15%	14%
	1-2 hours	5%	6%
	More than 2 hours	3%	3%
d) Watching TV	None	6%	10%
	Less than one hour	24%	24%
	1-2 hours	40%	40%
	More than 2 hours	30%	26%
e) Playing computer/video games	None	17%	31%
	Less than one hour	28%	23%
	1-2 hours	29%	23%
	More than 2 hours	26%	22%
f) Spending time on the internet	None	12%	7%
	Less than one hour	32%	23%
	1-2 hours	31%	35%
	More than 2 hours	26%	35%
g). Playing sports and recreational activities	None	16%	26%
	Less than one hour	27%	28%
	1-2 hours	35%	29%
	More than 2 hours	22%	18%
h) Religious/faith activities	None	64%	67%
	Less than one hour	21%	21%
	1-2 hours	10%	8%
	More than 2 hours	5%	4%
i) Other leisure activities (e.g., going to movies, talking on the phone, listening to music, going to the mall, hanging out with friends, reading for leisure)	None	11%	8%
	Less than one hour	27%	24%
	1-2 hours	33%	33%
	More than 2 hours	30%	35%

How often do you use the computer:

		Gr 7- 8	Gr 9-12
a) At school	Not available	5%	3%
	Everyday	3%	14%
	Several times a week	19%	21%
	Not very often	55%	39%
	Almost never	18%	23%
b) At home	Not available	4%	3%
	Everyday	56%	72%
	Several times a week	27%	17%
	Not very often	10%	6%
	Almost never	3%	2%
c) In the community (e.g., friends, internet café)	Not available	14%	9%
	Everyday	5%	4%
	Several times a week	11%	8%
	Not very often	30%	31%
	Almost never	41%	48%
d) At the library	Not available	7%	4%
	Everyday	3%	2%
	Several times a week	10%	8%
	Not very often	35%	34%
	Almost never	45%	51%

HOME SUPPORT

Outside of school, who usually gives you advice about schooling:

	Gr 7- 8	Gr 9-12
Parents or caregivers	75%	71%
Grandparent(s)	16%	13%
Brother(s)/Sister(s)	28%	29%
Other family members	26%	27%
Friends	35%	47%
People in the community	5%	9%
No one	4%	5%
I do not need advice about school	6%	7%

Do your parents or caregivers:

		Gr 7- 8	Gr 9-12
a) Expect you to succeed in school	All the time/ Often	96%	95%
	Sometimes	2%	3%
	Rarely / Never	1%	1%
	Not sure	1%	1%
b) Help you to set goals and make plans	All the time/ Often	74%	63%
	Sometimes	14%	19%
	Rarely / Never	9%	16%
	Not sure	3%	2%
c) Talk to you about your schoolwork	All the time/ Often	72%	62%
	Sometimes	17%	22%
	Rarely / Never	10%	15%
	Not sure	1%	1%
d) Talk to you about your relationships and problems	All the time/ Often	44%	35%
	Sometimes	20%	23%
	Rarely / Never	31%	39%
	Not sure	5%	3%
e) Communicate with your teachers (e.g., through telephone, your school agenda)	All the time/ Often	25%	17%
	Sometimes	23%	20%
	Rarely / Never	44%	57%
	Not sure	8%	5%
f) Attend parent teacher interviews	All the time/ Often	64%	38%
	Sometimes	17%	21%
	Rarely / Never	14%	38%
	Not sure	4%	3%
g) Attend meetings and events at school	All the time/ Often	34%	17%
	Sometimes	25%	19%
	Rarely / Never	36%	60%
	Not sure	5%	5%
h) Volunteer at the school	All the time/ Often	9%	5%
	Sometimes	12%	6%
	Rarely / Never	69%	81%
	Not sure	10%	7%

How often do you feel comfortable discussing personal problems with:

		Gr 7- 8	Gr 9-12
d) Your friends.	All the time/ Often	64%	69%
	Sometimes	19%	19%
	Rarely / Never	17%	12%
e) Your parents or caregivers.	All the time/ Often	65%	55%
	Sometimes	16%	23%
	Rarely / Never	19%	22%
f) Other family members or relatives.	All the time/ Often	48%	43%
	Sometimes	22%	26%
	Rarely / Never	29%	31%

During the school week, how often do you:

		Gr 7- 8	Gr 9-12
a) Eat breakfast before coming to school	Everyday	56%	41%
	Most days	17%	18%
	Some days	18%	24%
	Never	8%	17%
b) Eat lunch	Everyday	79%	58%
	Most days	14%	24%
	Some days	6%	15%
	Never	1%	3%
c) Eat dinner	Everyday	89%	83%
	Most days	8%	12%
	Some days	3%	5%
	Never	1%	1%
d) Have a snack during the school day	Everyday	30%	27%
	Most days	19%	17%
	Some days	29%	35%
	Never	21%	21%

Have you ever had your eyesight tested by a doctor:

	Gr 7- 8	Gr 9-12
Yes	75%	n/a
No	16%	n/a
Don't know	9%	n/a

Have you ever had your hearing tested by a doctor:

	Gr 7- 8	Gr 9-12
Yes	31%	n/a
No	44%	n/a
Don't know	25%	n/a

STUDENT SELF-EVALUATION & ACHIEVEMENT

How would you rate your own progress at school?

	Gr 7- 8	Gr 9-12
Excellent	22%	17%
Good	51%	49%
Fair / Average	22%	28%
Having Difficulty	5%	6%

How do you rate yourself in each of the following areas?

		Gr 7- 8	Gr 9-12
a) Oral communication	Excellent	21%	26%
	Good	43%	41%
	Average	26%	24%
	Weak	6%	7%
	Not sure	4%	2%
b) Reading	Excellent	26%	29%
	Good	41%	40%
	Average	25%	24%
	Weak	7%	6%
	Not sure	2%	1%
c) Writing	Excellent	18%	20%
	Good	40%	39%
	Average	30%	29%
	Weak	10%	10%
	Not sure	2%	2%
d) Math	Excellent	30%	21%
	Good	32%	29%
	Average	22%	27%
	Weak	13%	21%
	Not sure	2%	2%
e) Technology	Excellent	20%	19%
	Good	35%	32%
	Average	28%	31%
	Weak	8%	12%
	Not sure	8%	7%
f) Social skills (e.g., <i>getting along with others</i>)	Excellent	39%	40%
	Good	37%	37%
	Average	16%	16%
	Weak	5%	4%
	Not sure	3%	2%
g) Problem solving (e.g., <i>finding ways to solve personal/social problems</i>)	Excellent	25%	28%
	Good	40%	42%
	Average	24%	23%
	Weak	7%	5%
	Not sure	4%	3%
h) Leadership (e.g., <i>leading a group or team</i>)	Excellent	26%	24%
	Good	31%	33%
	Average	24%	27%
	Weak	11%	11%
	Not sure	8%	6%

At school, have you ever been selected to help other students as a:

	Gr 7- 8	Gr 9-12
Peacemaker	8%	8%
Mentor	6%	7%
Reading buddy	39%	16%
School ambassador	6%	5%
Tutor	12%	16%
Not yet	42%	57%

At school, how often have you been selected to lead an activity, a group or a team:

	Gr 7- 8	Gr 9-12
Many times	16%	15%
Sometimes	29%	27%
A few times	35%	33%
Never	21%	25%

What awards, certificates or recognition have you received in school?

	Gr 7- 8	Gr 9-12
None yet	32%	38%
Academic	24%	30%
Citizenship	14%	9%
Leadership	16%	12%
Music	13%	10%
Arts (e.g., visual arts, drama, dance)	13%	12%
Language(s)	9%	9%
Mathematics	14%	11%
Sports	25%	20%
Design and Technology	4%	4%
Charitable or humanitarian activities	3%	3%
Science	7%	7%

What awards, certificates or recognition have you received outside of school?

	Gr 7- 8	Gr 9-12
None yet	34%	34%
Academic	9%	9%
Volunteer	12%	21%
Environment	4%	3%
Leadership	10%	12%
Music	17%	14%
Charitable or humanitarian activities	3%	5%
Sports/Recreation	38%	32%
Arts (e.g., visual arts, drama, dance)	14%	12%

POST-SECONDARY ASPIRATIONS

Based on your current school achievement, do you believe that you will graduate from high school:

	Gr 7- 8	Gr 9-12
I definitely will	52%	72%
I think I will	38%	22%
I'm not sure	9%	4%
I don't think I will	2%	1%

What do you plan to do immediately after high school:

	Gr 7- 8	Gr 9-12
An apprenticeship	2%	3%
Attend college	18%	16%
Attend university	56%	60%
Work (instead of post-secondary education)	3%	3%
Not sure	19%	14%

What do your parents or caregivers expect you to do immediately after high school:

	Gr 7- 8	Gr 9-12
An apprenticeship	1%	1%
Attend college	16%	15%
Attend university	57%	67%
Work (instead of post-secondary education)	2%	1%
Not sure	23%	13%

Have you thought about your future career or occupation:

	Gr 7- 8	Gr 9-12
Yes, I've decided on my future career or occupation	32%	33%
Yes, I've been thinking about it	56%	55%
No, I have no idea about my future career or occupation	12%	12%

Who helps you decide on your future career or occupation:

	Gr 7- 8	Gr 9-12
Teacher(s)	17%	20%
Guidance Counsellor(s)	7%	13%
Other counsellors (e.g., youth counsellors)	1%	2%
Parents or caregivers	67%	62%
Other family members	25%	25%
Friends	23%	30%
No one is helping me	21%	23%