



Research Report

**2008 PARENT CENSUS, KINDERGARTEN-
GRADE 6: SYSTEM OVERVIEW AND
DETAILED FINDINGS**

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08/09-16

February 2009

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**Issued by the Organizational Development Department,
Research and Information Services**

2008 Parent Census, Kindergarten-Grade 6: System Overview and
Detailed Findings
Janet O'Reilly and Maria Yau

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ACKNOWLEDGEMENTS

This project came to fruition because of the involvement of many dedicated staff throughout the organization, without whose commitment and expertise, this first *Parent Census* could not have been realized. Their contributions are acknowledged below.

- The Advisory Committee on the Collection, Analysis, and Reporting of Demographic Data chaired by Harold Brathwaite.
- The Staff Committee on the Collection, Analysis, and Reporting of Demographic Data, whose members provided guidance and input at critical stages throughout the process. The Committee included the following TDSB and external staff:
 - Tony Brown, In-House General Counsel
 - Karen Falconer, Superintendent of Education (West)
 - Suzana Greenaway, Secondary School Principal
 - Patricia Hayes, Manager, Human Rights
 - Susan Manning, Senior Manager, Organizational Development
 - Marcia McClung, External Communications Consultant
 - Lloyd McKell, Executive Officer, Student and Community Equity
 - John Muldoon, Communications Advisor
 - Pardeep Nagra, Manager, Employment Equity
 - Yaw Obeng, Central Coordinating Principal, Equity
 - Janet O'Reilly, Research Coordinator
 - Eric Roher, External Legal Counsel
 - George Rowell, Elementary School Principal
 - Nadine Segal, Superintendent of Education (East)
 - Maria Yau, Research Coordinator
- Staff in our Equity Office who assisted in the final review of the survey.
- Leslie Fox, who coordinated translation of the survey and assisted in the tracking of returns.
- The principals and teachers who coordinated at the school level to ensure the implementation of the Parent Census was successful.

- Colleagues in the Organizational Development Department of the TDSB, especially:
 - Tammy Denike, who provided ongoing coordination and support at key stages throughout the project;
 - Karen Kozovski, who created the survey in Teleform, assisted in coordinating the printing and distribution process, coordinated the scanning and verification process, and prepared the school and FOS level reports;
 - Faye Bailey, Catherine Bartlett, Amy Chan, Carol Easton, Gail Fredenburg, Rossitza Iordanova, Beau Ma, Annie Mok, Alka Wadhvava, Amy Wong, and Helen Zawawi, who scanned and verified all of the completed survey returns;
 - Gerty Chiau, who created the tables in the appendices and cross-checked the Census data against internal data sources for consistency;
 - Lisa Rosolen and Amie Presley who assisted in the race coding;
 - Erhan Sinay, who provided the EQAO data used in the analysis of achievement results;
 - Anna Catalano who formatted the final report, and
 - Susan Manning, who provided ongoing direction and support throughout the project.

Finally, a special thanks to the parents, who assisted in field-testing the survey, and more importantly, who voluntarily participated in large numbers, enabling the Board to gather a rich database of information that will be used to help all students achieve their full potential.

INTRODUCTION

Background

The purpose of this report is to provide the findings from the Board's 2008 *Parent Census*. The results are drawn from data gathered from the completed surveys of over 95,000 parents of JK-Grade 6 students.

In late fall 2004, the Toronto District School Board (TDSB) 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.

Subsequent to the motion, an Advisory Committee and a Staff Committee were formed to conduct a broad consultation on different options for collecting demographic data.¹ In November 2005, the Advisory Committee made 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 baseline of data to measure improvements in the educational outcomes for all students;
- That 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.

Based on the recommendations, the Board first implemented a system-wide survey for its Grade 7-12 students in fall 2006. In October 2007, *The 2006 Student Census, Grades 7-12: System Overview* report was released. In spring 2008, the Board conducted its first *Parent Census* for parents of students through Junior Kindergarten (JK) to Grade 6. Over two-thirds of the parents voluntarily participated in the system-wide survey. This report complements the *2006 Student Census* system overview report, which covers the findings based on the responses of over 105,000 Grade 7-12 students.

¹ For more details about the Board subsequent decisions and actions regarding the motion, refer to the *2006 Student Census, Grades 7-12: System Overview* report (Yau and O'Reilly, 2007).

METHODOLOGY

Survey Design

Similar to the *Student Census*, the *Parent Census* was designed according to the recommendations made by the Board's Advisory Committee and Staff Committee, and in consultation with different stakeholder groups (senior staff, teacher federations, principals' associations, support staff unions, parents and community representatives). The *Parent Census* focused on the two main areas covered in the *Student Census*:

1. Student demographic characteristics; and
2. Student experiences in school and outside of school.

The demographic questions asked in the *Parent Census* were the same as those in the *Student Census* with one exception - family socio-economic status. In the *Parent Census*, parents were asked to provide their total household income by selecting from one of five pre-determined income categories, while in the *Student Census*, Grade 7-12 students were asked to provide their parent's occupation which was used to derive family socio-economic status². In terms of the contextual questions, the *Parent Census* included fewer questions, but did address many of the same themes included in the *Student Census* (see Appendix A).

To ensure the *Parent Census* questions were clear and the survey length manageable for parents, small groups of parents from different cultural backgrounds were assembled to field test the survey. The questionnaire was translated into twenty-four languages. In the survey, the term "parent" was used, but it was noted that the term was meant to include a guardian or any caregiver with responsibility for the child. Likewise, throughout this report, the term parent is used but should be understood to include parents, guardians and caregivers.

² Grade 7-12 students were not asked about their household income as they were unlikely to be able to provide the information. Instead, in the *Student Census*, family socio-economic status was derived from parent's occupation (see Yau & O'Reilly, 2007).

Survey Implementation

Prior to the administration of the survey, a series of communication and implementation supports were provided. These included a message from the school board's Director to students, parents, teachers and principals and a parent-friendly flyer. A section of the TDSB's website was also devoted to providing information about the *Parent Census*.

To support the administration of the surveys, principals and teachers received detailed instructions on form distribution and collection. All elementary schools received the survey packages during the week of April 14, 2008 to be distributed to classroom teachers. Teachers provided each student with a survey package to bring home to their parent(s). Where a pre-coded survey was not provided³, teachers prepared a package using blank forms. Where schools deemed it necessary, a translated version was also included to provide parents the option of completing the survey in their first language. Along with the survey, the package contained the flyer and a Director's letter to parents formally inviting their voluntary participation.

Data Confidentiality

Like the *Student Census*, the *Parent Census* was confidential but not anonymous, as unique identification was used to allow the data to 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 and parents, the forms were pre-coded with a specially assigned survey number⁴ (not the student's own identification number), and parents were asked to return their completed forms sealed in the envelope provided before returning it to their child's school.

Data Processing and Verification

The surveys were returned to the Board's research unit in May and June 2008 and were prepared for processing. A small number of parents completed a translated version of the survey. These surveys were translated and an English version prepared for inclusion in the returns. The sorting and scanning process took five months to complete due to the large number of forms to be handled and the open-ended responses to be coded. 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 B).

³ As the October 31, 2007 student population snapshot was used to precode forms, students who moved classrooms or schools or entered the TDSB after this date would not have received a pre-coded form. Blank forms were provided to address these cases.

⁴ Once the surveys were scanned into a database, research staff used this number to link back to the student identification number.

Census Return Rates

After all the data were processed and verified, a database was created consisting of 95,717 student records. Using the Board's October 31, 2007 enrolment figures, these represent an overall return rate of 68%. Table 1 lists the return rate by the three divisions – kindergarten (JK-SK), primary (Grade 1-3), and junior (Grade 4-6). Although lower than that of the *Student Census* (92% for Grade 7-8, and 81% for Grade 9-12), these rates should be considered high as parent surveys typically yield return rates of 30% or less.

Table 1: 2008 Parent Census Return Rate by Division

	Return Rate	Oct. 2007 Enrolment
Kindergarten (JK-SK)	23,528 (70%)	33,713
Primary (Grade 1-3)	36,468 (69%)	52,570
Junior (Grade 4-6)	35,534 (66%)	53,892
OVERALL	95,530 ⁵ (68%)	140,175

With a high return rate, there is less chance of significant response bias; however, it is still important to examine the returns to assess how representative they are of the TDSB student population as a whole. In this vein, the returns were analysed by a number of variables including student's grade, division, year of birth, region of birth, gender, and family of schools. The results of the analyses yielded similar proportions; in no case was there a percentage difference of more than 1% suggesting no bias in parent responses at the system level based on the variables examined⁶.

⁵ Grade could not be determined for 187 cases.

⁶ Non-returns were analysed based on similar variables. These analyses indicated that non-returns were slightly more likely to be Grade 6 students and to speak English as their home language.

OVERALL FINDINGS

Scope of this Report

The *Parent Census* findings⁷ are presented under two main sections.

- Section A: Student and Parent Demographic Characteristics
- Section B: Parent Perceptions of Parent and Child Experiences in School and Outside of School

Section A is designed to examine:

- The demographic profile of TDSB's JK-Grade 6 population – in terms of gender, student place of birth, language background, racial background, disability, parent place of birth, family structure, parent education, and family income; and
- Patterns of achievement related to various demographic factors.

Section B covers the following:

- Parent perceptions of their child's school and out-of-school experiences in six areas – school climate, school safety, extra-curricular activities, homework, home support, and post-secondary expectations; and
- Demographic differences related to experiences in and outside of school.

It should be cautioned that the findings in this report show relationships between variables but do not imply that they are causal. It is also important to remember that the results are cross-sectional, and not longitudinal, so they only present a snapshot for any given point in time.

Where feasible, comparisons with the *2006 Student Census* results are made throughout this report.

⁷ See Appendix C for complete findings in a table format.

SECTION A – STUDENT DEMOGRAPHIC CHARACTERISTICS

- 1. Student Gender Distribution**
- 2. Student Place of Birth**
- 3. Parent Place of Birth**
- 4. Student Language Background**
- 5. Student Racial Background**
- 6. Parental Presence at Home**
- 7. Family Size**
- 8. Parent Educational Background**
- 9. Family Income Level**
- 10. Student Disabilities**
- 11. Student Academic Achievement by Demographic Factors**

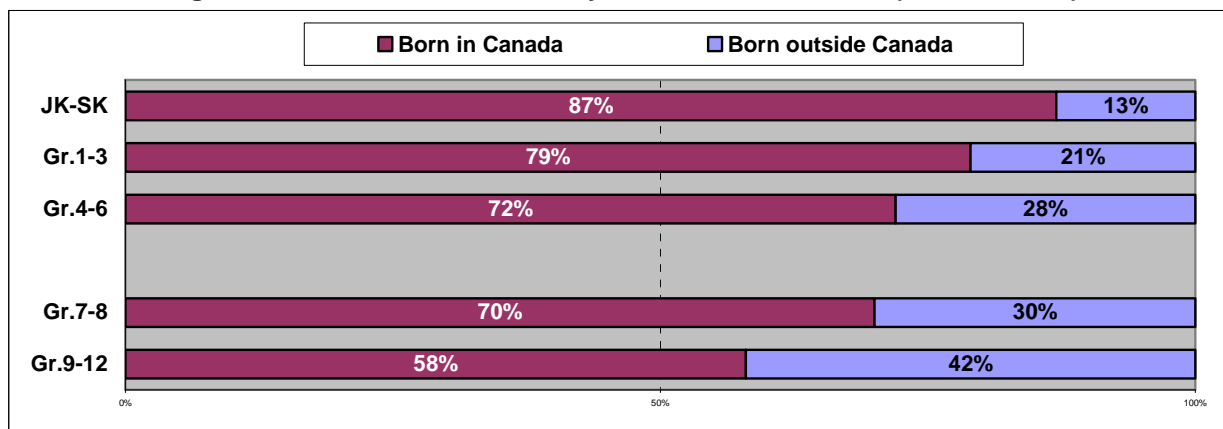
1) Student Gender Distribution

According to the Board's October 31st 2007 enrolment data, the TDSB serves a slightly higher number of boys than girls in its schools. Among its kindergarten to Grade 6 student population, the distribution is 51% male and 49% female. There is a small increase in the proportion of male students to 52% at the senior (Grade 7-8) and secondary school (Grade 9-12) levels. This gender pattern has been consistent throughout the history of the Toronto public school system.

2) Student Place of Birth

Based on the Board's October 2007 enrolment figures, the majority of the student population are Canadian-born, but the proportions are much higher in the younger grades (e.g., 87% for the kindergarten division) than in the more senior grades (e.g., 72% for the junior level, and 58% in the secondary school panel) (see Figure 1). There are more foreign-born students at the higher than at the lower grade levels. Among the JK-Grade 6 population, most of the immigrant students come from South Asia (7% - e.g., India, Pakistan, Bangladesh, and Sri Lanka), East Asia (5% - e.g., China, and Korea), the Middle East (3% - e.g., Iran, and Afghanistan), the United States (2%), Eastern Europe (1% - e.g., Russia, and Albania), and Africa (1% - e.g., Kenya, and Ethiopia).

Figure 1: Student Place of Birth by Division, JK-Grade 12 (October 2007)

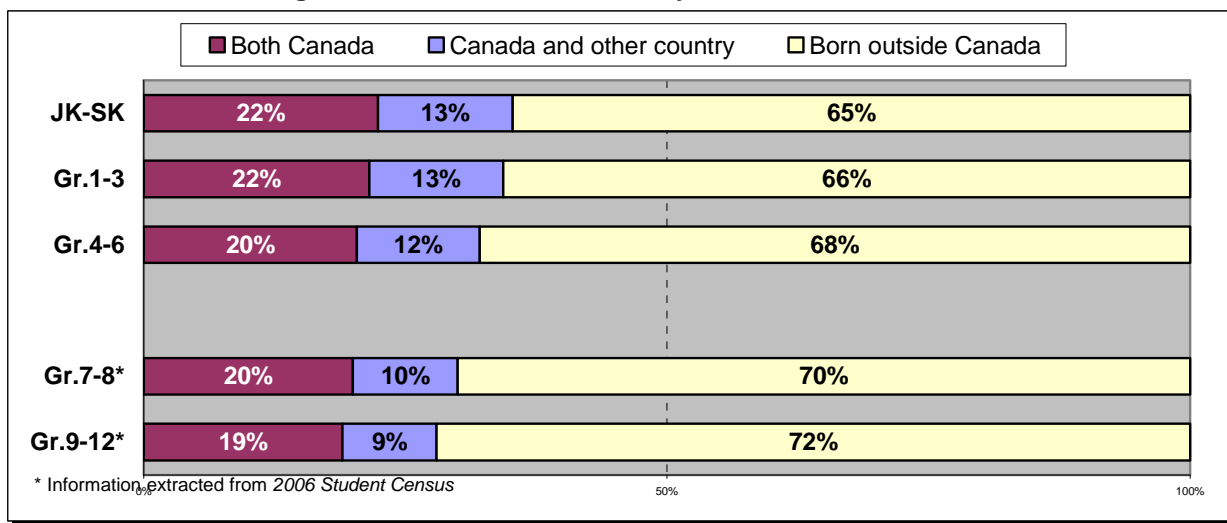


Although the majority of students are native-born, data from the *Parent Census* indicates that most of their parents immigrated to Canada from different parts of the world. Among the Canadian-born students, only about a quarter (27%) have both parents born in Canada, 57% have both parents coming from other countries, and 16% have one foreign-born parent (see the following sub-section for more details).

3) Parent Place of Birth

As seen in Figure 2, among the JK-Grade 6 population, only about one fifth of students have two Canadian-born parents. For the remaining majority (about 80%), either both or one of their parents are immigrants from such countries as China, India, Sri Lanka, Pakistan, Jamaica, Guyana, and Vietnam. In other words, a large proportion of the student population are from immigrant families. This pattern for the JK-Grade 6 students is similar to that of their senior and secondary school counterparts, except that the latter has an even higher percentage of parents who are immigrants.

Figure 2: Parent Place of Birth by Division, JK-Grade 12

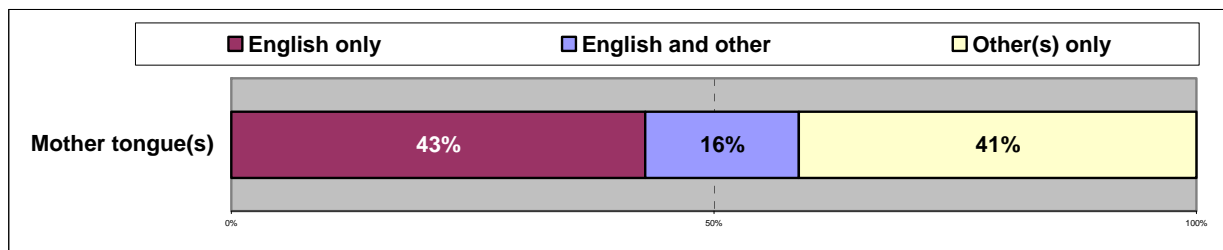


4) Student Language Background

With a high percentage of immigrant parents, one would expect a very diverse language profile among the JK-Grade 6 students. In the *Parent Census*, parents were asked to indicate their child's language background in terms of first language(s) learned (i.e., mother tongue), and language(s) spoken at home (i.e. home languages). Based on the parents' reports, English⁸ is the first language learned for less than half (43%) of the JK-Grade 6 population. Sixteen percent learned both English and another language as their first languages. For the remaining 41%, their mother tongue is a language(s) other than English; their mother tongues mainly include Chinese, and various South Asian languages such as Tamil, Urdu, Gujarati, Punjabi, and Bengali. This distribution is consistent across the kindergarten, primary, and junior divisions.

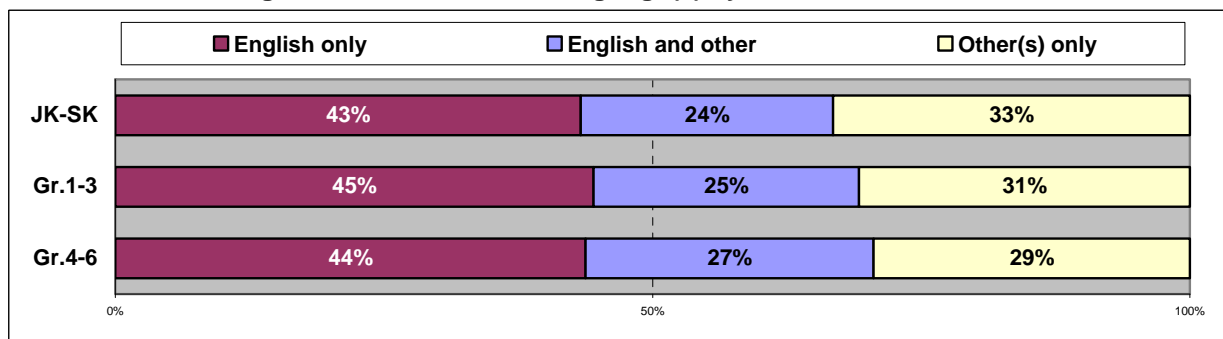
⁸ This includes a small percentage who indicated French or English and French as their child's first language(s).

Figure 3: Student First Language(s) Learned, JK-Grade 6



However, in terms of home languages – i.e., languages spoken at home, there is a clear proportionate shift over time among those whose first language is neither English nor French. For instance, while 41% of the JK-Grade 6s first learned a language other than English (see Figure 3 above), by the time they attend school, the proportion who only speak their first language at home drops to 33% by the kindergarten level, and to 29% by the junior level (Grade 4-6) (see Figure 4 below). Instead, there is a steady increase from 16% who first learned both English and another language at home to 24%-27% who have become bilingual speaking both English and their own mother tongue(s) (see Figures 3 and 4).

Figure 4: Student Home Language(s) by Division, JK-Grade 6

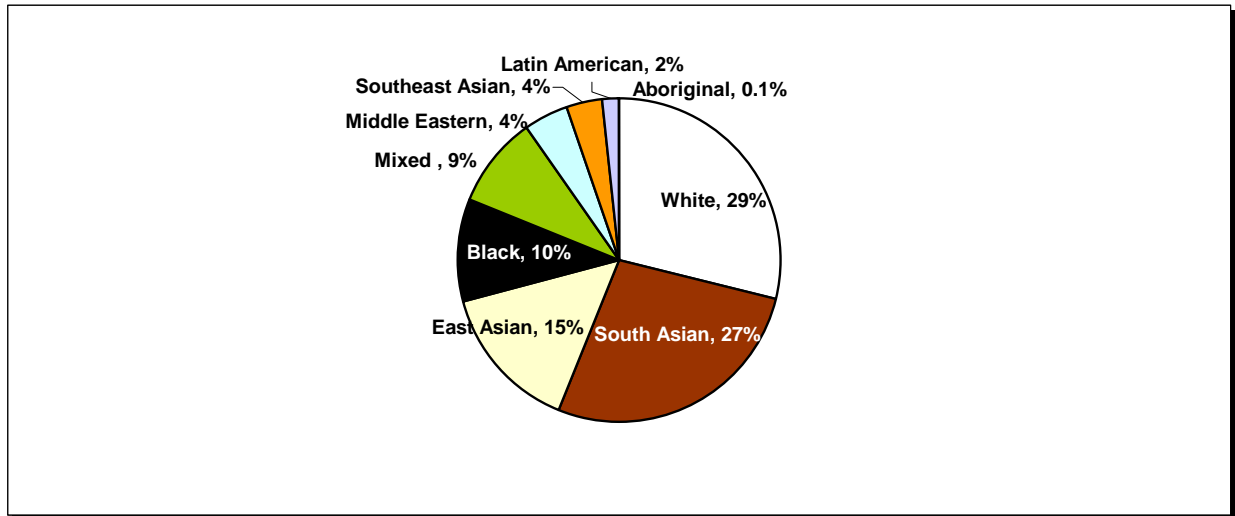


It should be noted that students who are bilingual or who speak a language other than English at home are predominantly (over 95%) from immigrant families with either one or both of their parents having emigrated from another country.

5) Student Racial Background

In the *Parent Census*, parents were asked to identify their child's racial background. Almost all parents responded to the related questions; only 1% either skipped the questions or did not answer them properly. Based on their self-reports, the racial composition of the JK-Grade 6 student population is illustrated in Figure 5.

Figure 5: Student Racial Background, JK-Grade 6



There is no single race group forming the majority of the JK-Grade 6 population. Instead, over 80% of the students are accounted for by a few racial groups; these include White (29%), South Asian (27%), East Asian (15%), and Black (10%) students. The remaining 19% of the population consists of students who are of Mixed, Middle Eastern, Southeast Asian, and Latin American background. Aboriginal students constitute only 0.1% of the JK-Grade 6 student population (although in the Mixed category some students were described by their parents as mixed with an Aboriginal background).

This racial distribution is similar to that reported by the senior and secondary school students in the *2006 Student Census*. However, there are a few proportionate differences between the two populations. As shown in Table 2, the percentages of South Asian and Mixed students are noticeably higher in the elementary panel (especially in the kindergarten, primary and junior divisions) than in the secondary panel. On the other hand, the proportions of East Asian, White and Black students are noticeably smaller in the younger grades than in the senior and secondary grades. This indicates a gradual shift in the racial makeup of the student population with a growing representation of students who are of South Asian and Mixed background. In fact, according to Statistics Canada's 2006 Census, the South Asian population has surpassed

the Chinese population as the largest visible minority group in Toronto as well as in Canada as a whole.⁹

Table 2: Student Racial Background by Division, JK-Grade 12

	JK-SK	Primary	Junior	Senior	Secondary
White	29%	29%	29%	31%	33%
South Asian	28%	27%	26%	21%	19%
East Asian	13%	15%	17%	16%	20%
Black	10%	10%	10%	15%	12%
Mixed	10%	10%	8%	6%	5%
Middle Eastern	4%	4%	4%	5%	5%
Southeast Asian	4%	4%	4%	4%	3%
Latin American	2%	2%	2%	2%	2%
Aboriginal	0.1%	0.1%	0.2%	0.3%	0.3%

Table 3 further shows that for all visible minority groups, except for Aboriginal students, most of the parents are immigrants. Only a very small percentage of visible minority students have both of their parents born in Canada.

Table 3: Student Racial Background by Parent Place of Birth, JK-Grade 6

	Both parents born in Canada	One parent born in Canada	Both parents born outside
Aboriginal	86%	11%	4%
White	61%	18%	21%
Mixed	23%	42%	35%
Black ¹⁰	6%	12%	82%
East Asian	3%	5%	92%
Latin American	2%	6%	93%
Southeast Asian	1%	5%	95%
Middle Eastern	1%	3%	97%
South Asian ¹¹	0%	4%	96%

⁹ See *Canada's Ethnocultural Mosaic, 2006 Census: Findings*.
<http://www12.statcan.ca/english/census06/analysis/ethnicorigin/index.cfm> (Date modified April 10, 2008)

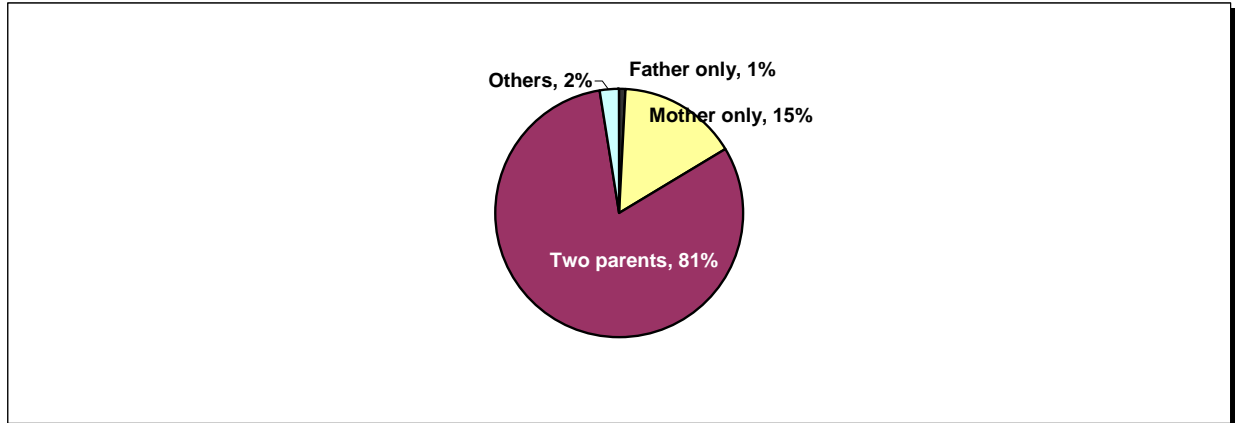
¹⁰ For Black students whose both parents were born outside of Canada, almost half of their parents are from the Caribbean, 47% from Africa and 4% from other parts of the world. For those with one of the parents born outside of Canada, most of these parents are from the Caribbean (81%), and 14% from Africa.

¹¹ While most South Asian parents are from South Asia, about 10% also identified themselves as Indian-Caribbean mostly from Guyana and Trinidad.

6) Parental Presence at Home

According to the *Parent Census*, a large majority of the JK-Grade 6 population (81%) live with two parents, 15% with their mother only, 1% with their father only, and 2% with other adults.

Figure 6: Parental Presence at Home, JK-Grade 6



It should be noted that while most of the two-parent families consist of students living with both their mother and father, two-parent households also include those living with stepparents, gay parents, or each parent half time. The latter combined make up 5% of the student population. For students living with neither of their parents, most stay with adult relatives or guardians, and others live in group homes or with foster parents. Table 4 below lists the detailed household arrangements for each division, including the senior and secondary divisions extracted from the *2006 Student Census*. While the overall pattern is similar across divisions, the proportion living with two parents decreases steadily from 82% among the kindergarten students to 74% among the high school students.

Table 4: Parental Presence at Home by Division, JK-Grade 12

Family Structure	JK-SK	Primary	Junior	Senior	Secondary
Those living with two parents:	(82%)	(81%)	(81%)	(78%)	(74%)
▪ Mother and Father	78%	77%	75%	68%	65%
▪ Father and Stepmother	0.2%	0.3%	0.5%	1%	1%
▪ Mother and Stepfather	1%	2%	2%	4%	4%
▪ Mother and Mother	1%	1%	0.4%	-	-
▪ Father and Father	0.2%	0.2%	0.2%	-	-
▪ Shared time with each parent	2%	2%	2%	5%	3%
Those living with single parent:	(16%)	(16%)	(17%)	(19%)	(22%)
▪ Mother only	15%	15%	16%	17%	19%
▪ Father only	1%	1%	1%	2%	3%
Those living with others:	(3%)	(3%)	(2%)	(3%)	(4%)
▪ Adult relatives or guardians	2%	2%	2%	2%	3%
▪ Group home, foster parents, others	0.5%	0.6%	0.4%	1%	1%

When examining students' parental presence at home by major racial groups, it was found that certain groups have a significantly larger proportion than the overall (16%) living with single parents. These include students who are of Aboriginal (51%), Black (39%), Latin American (25%), and Mixed (23%) backgrounds (see Table 5). Furthermore, it should be noted among the JK-Grade 6 population, there are two groups with a somewhat higher percentage than the overall *not* living with either of their parents. They are Aboriginal or Southeast Asian students (9% and 6% respectively compared to 2% for the overall).

Table 5: Parental Presence at Home by Race, JK-Grade 6

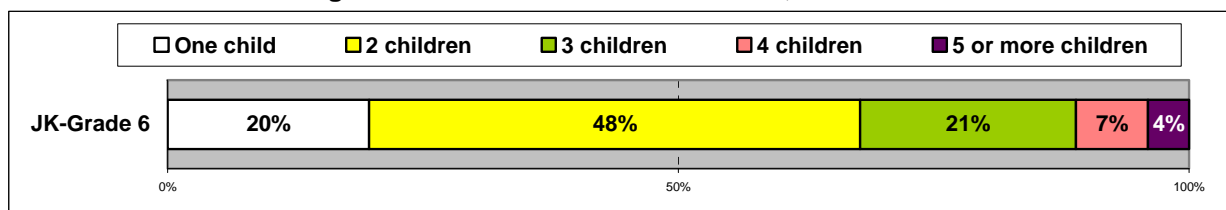
	Two-parent	Single-parent	Non-parent
White	87%	12%	1%
Middle Eastern	86%	13%	1%
South Asian	85%	13%	3%
East Asian	83%	12%	4%
Southeast Asian	76%	19%	6%
Mixed	75%	23%	2%
Latin American	73%	24%	3%
Black	59%	39%	2%
Aboriginal	40%	51%	9%
OVERALL	81%	16%	3%

7) Family Size

In the survey, parents were asked to report the number of members living in their households. While most (80%) children of two-parent families live with two adults, 20% live with three or more adults at home, mostly grandparents and relatives. Among those with single parents, the majority (53%) are in one-adult households, but 47% of these single-parent children live with two or more adults – including grandparents and relatives.

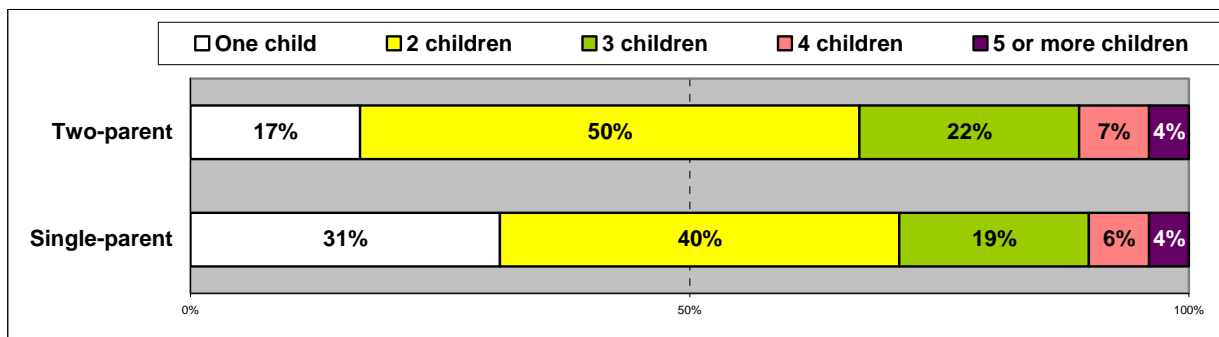
Regarding the number of children in their households, one fifth of the JK-Grade 6 students are single children; nearly half live in two-child families; another one fifth (21%) are in households with three children; 7% live in four-child families, and the remaining 4% are in large families of 5 or more children (see Figure 7).

Figure 7: Number of Children at Home, JK-Grade 6



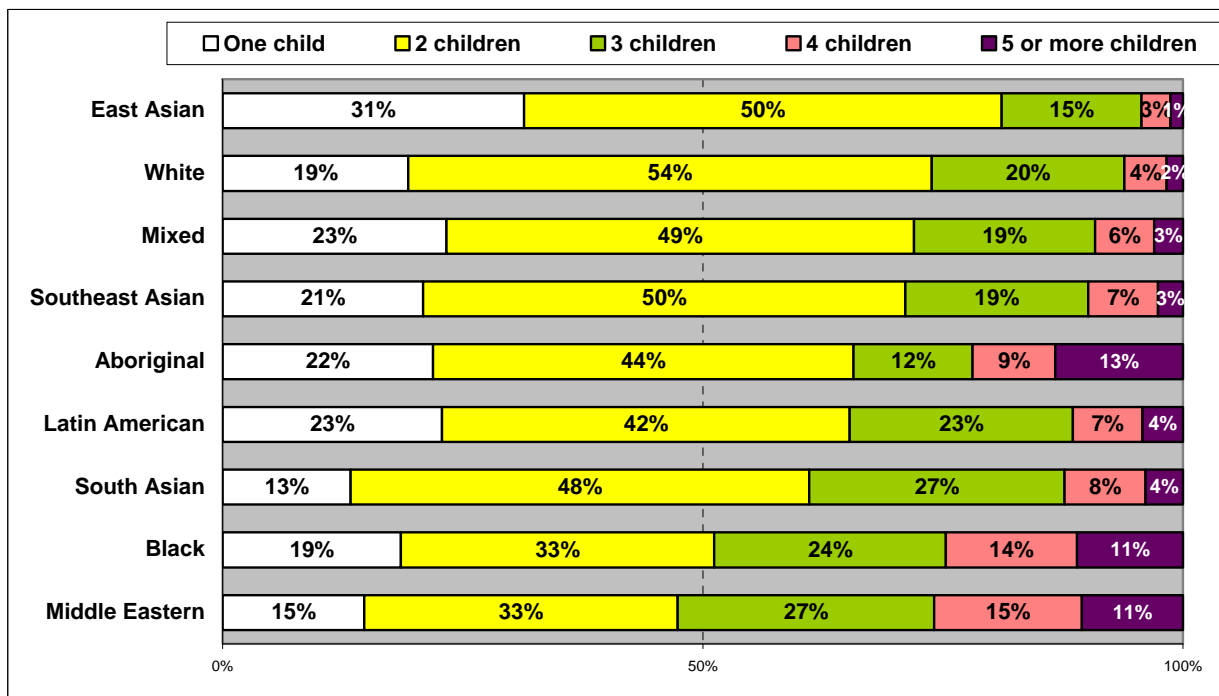
A further analysis indicates that two-child households are more common among two-parent than single-parent families (50% versus 40%). On the other hand, single-parent families have a higher percentage with a single child (31% versus 17%), although large families of four or more children also account for 10% of the single-parent families (see Figure 8).

Figure 8: Number of Children by Parental Presence at Home, JK-Grade 6



As shown in Figure 9, while it is true that two-child households make up the largest proportion for most racial groups, it is not the case for Middle Eastern and Black students. For the latter two groups, about half are from bigger families – i.e., about a quarter with three children, and another quarter with four or more children. Comparatively, one-child households are more common among East Asian families (especially those from China) than other racial groups.

Figure 9: Number of Children at Home by Race, JK-Grade 6



8) Parent Educational Background

In the *Parent Census*, parents were asked to indicate the highest education level they had completed. Unlike the *Student Census* where a significant percentage (between 23% and 39%) of Grade 7-12 students indicated “don’t know” to this question, over 90% of parents answered the question. Based on their self-reports, 40% (the largest group) of the JK-Grade 6 students have mothers with university degrees, about one quarter have mothers with a college education, and another one quarter have mothers with secondary school diplomas. Only a small percentage of students have mothers with less than a secondary education (see Figure 10).

Figure 10: Mother's Education by Division, JK-Grade 6

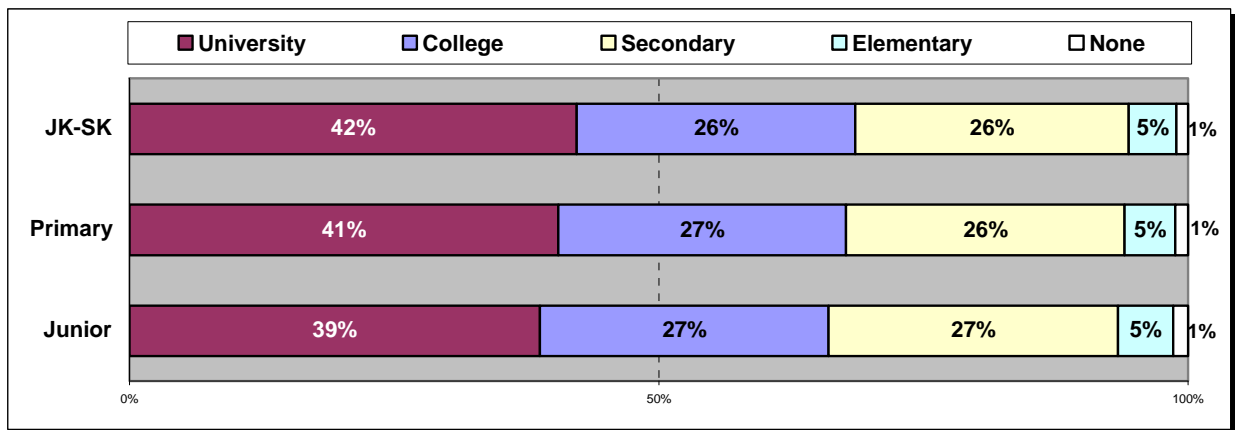
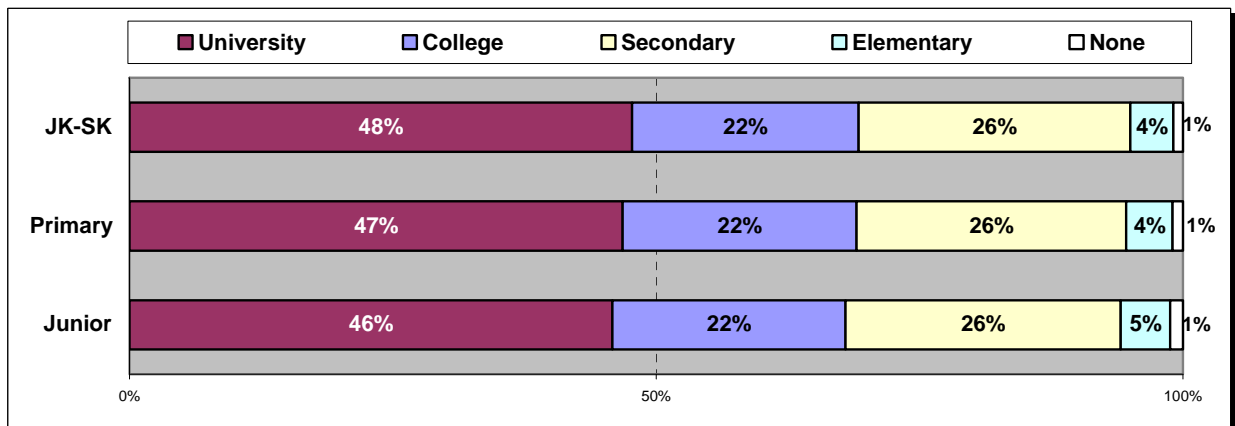


Figure 11 shows a similar pattern for father's education, except that fathers are more likely to have a university degree (47% versus 40%), and less likely to have a college education (22% versus 27%).

Figure 11: Father's Education by Division, JK-Grade 6



Although this parent educational profile cannot be confidently compared to that of the Grade 7-12 students due to a relatively large proportion of “don’t know” in the *Student Census*, it is interesting to note that the percentages of parents with university degrees reported in the two censuses are reasonably consistent. Both sources indicate a higher proportion of fathers than mothers with university education, and as shown in Table 6 below, the actual percentages reported are fairly comparable.¹²

Table 6: Mothers and Fathers with University Education by Division, JK-Grade 12

	JK-SK	Primary	Junior	Senior	Secondary
Mother with university education	42%	41%	39%	34%	37%
Father with university education	48%	47%	46%	40%	47%

Table 7 shows the parent education¹³ profile for different racial groups. White students have the highest proportion (68%) with one or both of their parents having a university degree, followed by East Asian (57%) and Middle Eastern (52%) students. On the other hand, Black and Aboriginal students have the lowest proportion (22% and 24% respectively) of parents with a university education.¹⁴ For the other racial groups, between 37% and 49% of the students have at least one parent who is a university graduate.

Table 7: Parent Education by Race, JK-Grade 6

	University	College	Secondary	Elementary	None
White	68%	19%	12%	1%	0.2%
East Asian	57%	15%	22%	4%	1%
Middle Eastern	52%	17%	24%	4%	3%
Mixed	49%	29%	19%	2%	1%
South Asian	46%	27%	24%	3%	1%
Southeast Asian	38%	28%	26%	5%	3%
Latin American	37%	29%	27%	6%	2%
Aboriginal	24%	40%	30%	6%	0%
Black	22%	41%	31%	4%	2%
OVERALL	52%	24%	21%	3%	1%

¹² This may imply that students whose parents have university degrees are more likely to know about their parents' educational background than those whose parents have not had a university education.

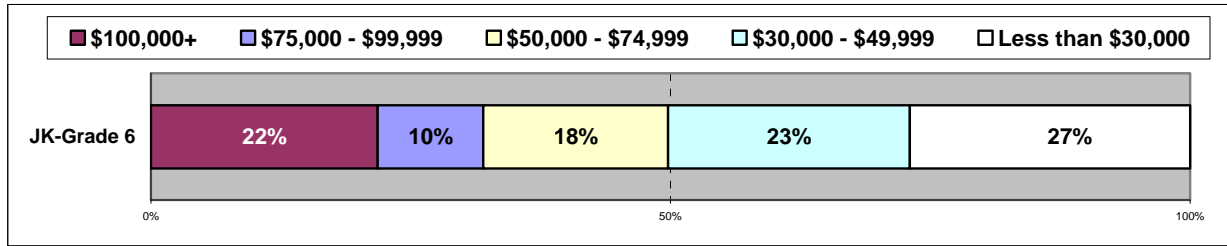
¹³ From hereon, “parent education” is used instead of mother and father education separately. It is derived from a combined indicator which represents the highest level of education attained by either parent in the family. For lone parent families, the educational level of the parent whom the student lives with is used.

¹⁴ A further analysis shows that among Black parents, those emigrated from Africa have a higher percentage (31%) with a university degree than those who were born in Canada (18%), or those from the Caribbean (13%).

9) Family Income Level

In order to understand the socio-economic background of the JK-Grade 6 population, the *Parent Census* included a question on family household income. 90% of the parent respondents answered the question, and their responses are illustrated in Figure 12.

Figure 12: Annual Household Income Distribution, JK-Grade 6



Of the five income categories listed in the survey, the lowest income group (less than \$30,000) was reported by the largest proportion of parents (27%). This income level is below the low-income cut-off (LICO, \$34,572) set by Statistics Canada for a family of four in a large metropolitan area like Toronto. The next lowest income category (\$30,000-\$49,999) was reported by nearly a quarter of the parents (23%). These two groups combined constitute 50% of the population. That is, half of the JK-Grade 6 population are from lower income families. On the other hand, over one fifth (22%) of the students have parents earning over \$100,000 annually, whereas the second highest income category (\$75,000-\$99,000) represents only one-tenth of the population, and less than one fifth (18%) are in the middle category (\$50,000-\$74,999). This distribution, which is consistent across all the JK-Grade 6 divisions, reflects the economic diversity that exists in Toronto public schools, and the challenges that the school system is facing. In fact, this economic profile echoes the recent findings from a University of Toronto analysis of Statistics Canada 2006 census data, which confirms that “the income gap between Toronto’s rich areas and poor areas is growing, while its middle-income neighbourhoods are disappearing.”¹⁵

A further analysis of household incomes by parental presence at home revealed a great contrast in income distribution by this family factor (see Figure 13). For two-parent households, the percentage of students from the two lower income categories is less than half (45%). For single-parent families, the two lower income groups make up the large majority. Furthermore,

¹⁵ This finding is based on an update (about to be released) of Hulchanski’s 2007 report, *The Three Cities within Toronto*. (Toronto Star, February 8, 2009). Also refer to the University of Toronto’s Centre for Urban and Community Studies’ Research Bulletin 41 (December 2007).

among those living with their mother only, over half (54%) are from the lowest income group (less than \$30,000) living well below the LICO.

Figure 13: Annual Household Income by Parental Presence at Home, JK-Grade 6

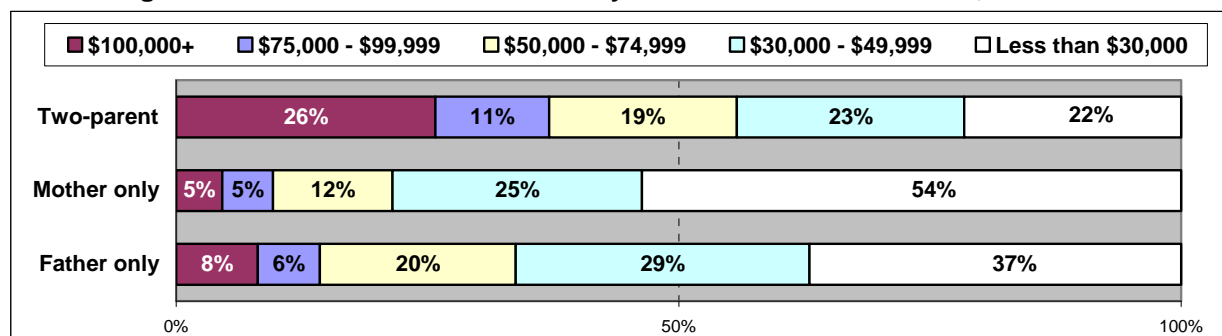
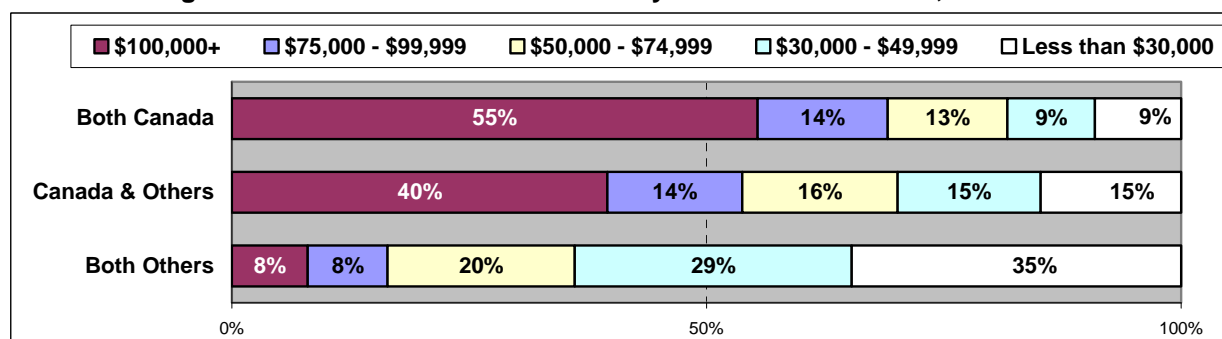


Figure 14 further illustrates the income distribution according to parents' place of birth. Over half (55%) of the students with both parents born in Canada are from the highest income category (\$100,000 or higher). For those with one parent born in Canada, the proportion in the highest income group is lower (40%), yet the majority of these students are in the two higher income groups. In contrast, the majority of students with two immigrant parents (this group constitutes two-thirds of JK-Grade 6 population) are in families within the two lower-income categories (64%).

Figure 14: Annual Household Income by Parent Place of Birth, JK-Grade 6



Regarding parent educational background, Figure 15 illustrates a linear relationship between parents' educational levels and their household income levels. That is, the higher the educational level, the higher are their household incomes. For students with at least one parent with a university degree, half (50%) are from the two higher income groups. This percentage, however, drops drastically to 20% for those whose parents have a college education; indeed, for these students, a large majority are in the two lower income categories. Among students whose

parents do not have a post-secondary education, between half and two-thirds of them are from the lowest income groups living below the LICO.

Figure 15: Annual Household Income by Parent Education, JK-Grade 6

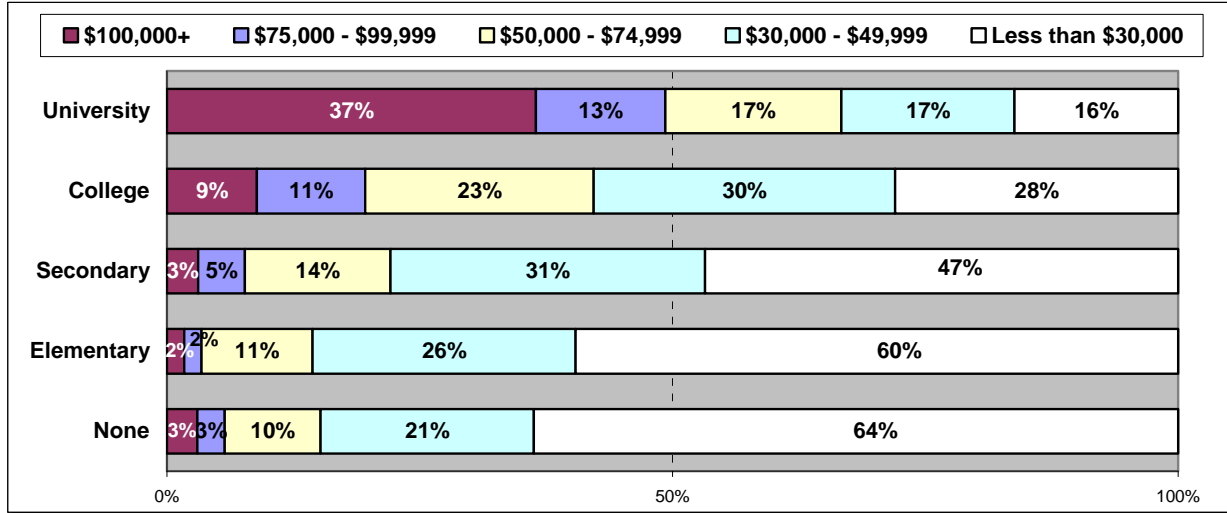


Table 8 further analyses the household income distribution of the JK-Grade 6 population by racial groups. White students are the only group with the majority coming from families earning over \$100,000 annually (the highest income category defined in the survey). For the other racial groups, only a small minority are in the higher income brackets combined. Except for the White and Mixed groups, the majority of all other racial groups are within the two lower income categories. Indeed, among the Middle Eastern and Black students, about half are from the lowest income bracket (less than \$30,000).

Table 8: Annual Household Income by Race, JK-Grade 6

	\$100,000+	\$75,000 - \$99,999	\$50,000 - \$74,999	\$30,000 - \$49,999	Less than \$30,000
White	52%	14%	15%	11%	9%
Mixed	30%	13%	19%	18%	20%
East Asian	13%	12%	21%	26%	28%
Latin American	8%	7%	21%	26%	39%
Aboriginal	7%	8%	13%	31%	41%
Southeast Asian	7%	10%	29%	27%	27%
South Asian	4%	7%	19%	34%	37%
Black	4%	6%	15%	30%	45%
Middle Eastern	4%	4%	13%	23%	55%
OVERALL	22%	10%	18%	23%	27%

10) Student Disabilities

Parents were asked to indicate if their child had a disability that required special education support. Most (91%) of the parents answered “no”, 6% said “yes”, and 3% were “not sure”. Table 9 shows that students with certain demographic characteristics were more likely to be identified by their parents as having a disability or were not sure if they had one. For instance, boys are slightly more likely to be identified than girls (a 4 percentage point difference). In terms of racial background, Aboriginal students have the highest percentage of their parents (37%) saying “yes” or “not sure” to this question, followed by those who are of Latin American, Black, Mixed, and White backgrounds.

Table 9: Students with a Disability by Gender and Race, JK-Grade 6

Does your child have a disability that requires special education support?	Parents who answered “Yes”	Parents who answered “Not sure”	“Yes”/“Not sure” (combined)
OVERALL	6%	3%	9%
Gender			
Female	4%	3%	7%
Male	8%	4%	11%
Race			
Aboriginal	30%	7%	37%
Latin American	9%	4%	13%
Black	8%	4%	12%
Mixed	7%	4%	12%
White	8%	3%	11%
Southeast Asian	5%	5%	10%
Middle Eastern	5%	4%	9%
South Asian	4%	3%	7%
East Asian	3%	3%	7%

Regarding parental background, parents from two-parent families were a little less likely to indicate their child had a disability. Parents with a university degree were also less likely to indicate their child had a disability. It should however be noted that household income did not seem to make a difference in parent responses. A similar proportion (8-11%) of parents, regardless of their income bracket, indicated their child had a disability or were not sure.

Table 10: Students with a Disability by Family Background, JK-Grade 6

Does your child have a disability that requires special education support?	Parents who answered "Yes"	Parents who answered "Not sure"	"Yes"/"Not sure" (combined)
Parental Presence			
With other adult(s)	9%	6%	15%
Single parent	9%	5%	14%
Two-parent	5%	3%	8%
Parent Education Background			
None	8%	11%	19%
Elementary	10%	8%	17%
Secondary	8%	5%	13%
College	7%	4%	11%
University	5%	2%	7%
Annual Household Income			
\$100,000+	5%	2%	8%
\$75,000 - \$99,999	6%	2%	9%
\$50,000 - \$74,999	5%	3%	8%
\$30,000 - \$49,999	6%	3%	9%
Less than \$30,000	7%	5%	11%

If parents answered "yes" to the question about their child's disability, they were further asked if their child was receiving special education support; 86% reported "yes" and 4% were not sure. This response was consistent across gender, racial groups, and family background. This suggests that almost all students whose parents indicated they had a disability were receiving special education support regardless of their demographic or family backgrounds, although there were 11% of parents who reported that their child was not receiving support.

Student Academic Achievement by Demographic Factors

One of the purposes for collecting demographic information from the *Census* is to understand if, and what types of, achievement gaps exist among elementary school students according to their background characteristics. In order to obtain a general picture, the most recent (2007-08) EQAO reading, writing and mathematics results (the school year when the *Parent Census* was conducted) were used as an indicator and were linked with the *Census* demographic information.¹⁶ It is well understood that the EQAO data has its limitations. The provincial test is supposed to provide a snapshot of how well students are fulfilling the provincial curriculum expectations in reading, writing and mathematics. It does not reflect students' overall school performance in different areas.¹⁷ Nonetheless, it is the only standard assessment measure adopted across the province. Therefore, the data should be treated as a snapshot for identifying general patterns and for determining if significant discrepancies exist among groups.¹⁸

Gender

Table 11 shows a small (3%) difference between girls and boys in their Grade 3 and 6 EQAO mathematics performance. However, in reading and writing, a clear discrepancy can be observed. For both grades, a higher percentage of girls achieved at Level 3 or 4 by a difference of 11 to 17 percentage points.

Table 11: 2008 EQAO Grade 3/6 Reading, Writing, and Mathematics Results by Gender¹⁹

	Grade 3 (achieved Level 3 or 4)			Grade 6 (achieved Level 3 or 4)		
	Reading	Writing	Math	Reading	Writing	Math
Female	63%	71%	68%	70%	75%	62%
Male	52%	57%	65%	57%	58%	59%
TDSB²⁰	57%	64%	67%	63%	66%	60%

¹⁶ The match rate for the above analyses was 66% for the Grade 3 EQAO results, and 60% for the Grade 6 results. There were two reasons why not all EQAO results could be linked with the *Parent Census* demographic information. First, the total return rate for the *Census* was 68% so at least 32% of the cases could not be matched. Second, while most of the returned forms could be matched using the unique survey number, about 5% of the forms were returned in a blank (non-precoded) form without an identifiable survey number.

¹⁷ For a detailed discussion of the use and limitations of EQAO data, refer to the Fact Sheet in Appendix D.

¹⁸ It should be noted that the EQAO results reported in this snapshot include students who were exempted from the tests.

¹⁹ Instead of using the *Census* gender information which was incomplete due to non-returns and missing data, the breakdown for this table was based on the gender information available in the Board's student information system. However, *Census* data were used for the EQAO breakdown analyses with other demographic variables.

²⁰ In this section, gaps *between groups* are noted, however, Board results are also included for additional comparison.

Home Language

For the Grade 3s and 6s, bilingual speakers (those speaking English and their first language) were more likely to achieve at Level 3 and 4 in reading, writing and mathematics with gaps anywhere from 5 – 10 percentage points between the lowest and highest scores. In Grade 3 and 6 mathematics, students speaking English only as their home language were less likely to achieve the provincial standard (a difference of 7-8 percentage points), while in Grade 6 reading, students speaking a language other than English as their home language were less likely to achieve the provincial standard (a gap of 5-8 percentage points).

Table 12: 2008 Grade 3/6 Reading, Writing, and Mathematics Results by Student Home Language(s)

	Grade 3 (achieved Level 3 or 4)			Grade 6 (achieved Level 3 or 4)		
	Reading	Writing	Math	Reading	Writing	Math
English only	57%	60%	71%	70%	71%	64%
English and other	62%	70%	78%	73%	79%	72%
Other	57%	67%	73%	65%	70%	71%
TDSB	57%	64%	67%	63%	66%	60%

Racial Groups

According to Table 13, there are clear achievement gaps by students' racial background in reading, writing and mathematics results for both Grade 3 and Grade 6. The three groups experiencing the most challenges are Black, Latin American and Middle Eastern students. Some of the differences between groups can be as large as 40 percentage points, especially in the areas of reading and mathematics. While these discrepancies need to be studied further, some of the family factors discussed below (especially parental presence at home, parent educational background, and household income), may account for some of the differences.

Table 13: 2008 EQAO Grade 3/6 Reading, Writing, and Mathematics Results by Race

	Grade 3 (achieved Level 3 or 4)			Grade 6 (achieved Level 3 or 4)		
	Reading	Writing	Math	Reading	Writing	Math
East Asian	68%	74%	85%	78%	83%	86%
White	60%	60%	78%	76%	75%	72%
South Asian	60%	71%	74%	68%	74%	68%
Southeast Asian	55%	65%	73%	69%	77%	72%
Mixed	58%	63%	72%	70%	74%	66%
Middle Eastern	40%	55%	61%	55%	57%	54%
Latin American	37%	47%	52%	51%	55%	42%
Black ²¹	43%	51%	50%	47%	55%	37%
TDSB²²	57%	64%	67%	63%	66%	60%

²¹ Among the Black students, those whose parents immigrated from Africa had a slightly higher proportion achieving Level 3/4 than those whose parents were either born in Canada (less than a 10 percentage-point difference) or from the Caribbean (a difference of 6 to 14 percentage points).

²² Aboriginal students were not included in this breakdown analysis due to their small number.

Parent Place of Birth

In Grade 3, students of immigrant parents are a little less likely to achieve the provincial standard in reading and mathematics by a small difference of 2-4 percentage points, but are more likely to achieve the standard in writing (a 7 percentage-point difference). By Grade 6, the differences in writing and mathematics are gone, however, the reading gap widens slightly by a difference of 6 percentage points.

Table 14: 2008 EQAO Grade 3/6 Reading, Writing, and Mathematics Results by Parent Place of Birth

	Grade 3 (achieved Level 3 or 4)			Grade 6 (achieved Level 3 or 4)		
	Reading	Writing	Math	Reading	Writing	Math
Both Canada	60%	60%	76%	74%	73%	68%
Canada/other country	57%	61%	76%	69%	74%	65%
Born outside Canada	58%	67%	72%	68%	73%	69%
TDSB	57%	64%	67%	63%	66%	60%

Parental Presence at Home

There is a consistent gap in the EQAO test results between students who live with both parents and those who do not. Students in single-parent families have a lower proportion achieving at Level 3 or 4 in reading, writing and mathematics, and the difference is at least by 8 percentage points. The greatest gaps are in the Grade 6 reading and mathematics results at a respective difference of 15 and 20 percentage points.

Table 15: 2008 EQAO Grade 3/6 Reading, Writing, and Mathematics Results by Parental Presence at Home

	Grade 3 (achieved Level 3 or 4)			Grade 6 (achieved Level 3 or 4)		
	Reading	Writing	Math	Reading	Writing	Math
Two parents	60%	66%	76%	72%	75%	72%
Other adult(s)	53%	61%	64%	61%	67%	66%
Single parent	50%	58%	63%	57%	63%	52%
TDSB	57%	64%	67%	63%	66%	60%

Parent Educational Background

Grade 3 and 6 students whose parents are university graduates are much more likely to achieve the provincial standard. These students are more likely than parents of college graduates to achieve at Level 3 and 4 (by a difference of 10 to 20 percentage points), and the gaps widen further when these students are compared to students whose parents have not completed a post-secondary education.

Table 16: 2008 EQAO Grade 3/6 Reading, Writing, and Mathematics Results by Parent Education

	Grade 3 (achieved Level 3 or 4)			Grade 6 (achieved Level 3 or 4)		
	Reading	Writing	Math	Reading	Writing	Math
University	65%	69%	83%	79%	81%	80%
College	55%	63%	67%	65%	69%	60%
Secondary	49%	58%	62%	57%	64%	56%
Elementary	40%	52%	52%	47%	55%	51%
TDSB	57%	64%	67%	63%	66%	60%

Annual Household Income

For both the Grade 3s and the Grade 6s, there are obvious achievement gaps in the EQAO tests between students whose families are from the higher income groups and those from the lower income categories. Between the highest income group and the lowest, the difference can be more than 30 percentage points.

Table 17: 2008 EQAO Grade 3/6 Reading Writing, and Mathematics Results by Family Income

	Grade 3 (reaching Level 3 or 4)			Grade 6 (reaching Level 3 or 4)		
	Reading	Writing	Math	Reading	Writing	Math
\$100,000+	66%	67%	86%	86%	85%	84%
\$75,000 - \$99,999	64%	69%	80%	76%	78%	74%
\$50,000 - \$74,999	63%	68%	75%	73%	77%	72%
\$30,000 - \$49,999	58%	67%	70%	65%	71%	66%
Less than \$30,000	47%	58%	62%	55%	62%	56%
TDSB	57%	64%	67%	63%	66%	60%

In sum, the linking of the demographic data and the EQAO results does reveal achievement gaps among elementary school students according to various demographic characteristics. The biggest discrepancies are among different racial groups, followed by income groups. However, one should be cautioned against generalizing about groups of students, as there are high achieving students in all groups. Furthermore, a deeper examination of the student demographic profiles discussed in the earlier sections also reveals that some of the higher-risk

groups (e.g., Black and Middle Eastern) have a disproportionate number of their students coming from challenging family situations – such as low household income, less adult (parental) support at home, and lower parent education levels. According to the analysis above, children under these family circumstances are also much less likely to achieve well in the EQAO tests than their peers. Although these findings are concerning, the information can help schools and the system to address the achievement gap issue and to focus their programs and interventions in a more informed manner. At the same time, the information can be a catalyst for promoting further partnerships with families and the community, as well as a baseline for monitoring growth and the narrowing of gaps over time.

While academic achievement is an important part of students' schooling, there are other non-academic experiences in school and outside of school that also affect their development. In the next section, these other factors are examined in relation to students' gender²³, race and family background characteristics²⁴ (see Appendices E to I for detailed tables.).

²³ Few gender differences were found, the few that exist are noted in the text.

²⁴ It should be noted that students' home language and place of birth were also examined in the breakdown analyses; however, their findings are not highlighted in Section B of this report, as they are already captured by the findings related to parent place of birth – a variable which was highly correlated with student home language and place of birth.

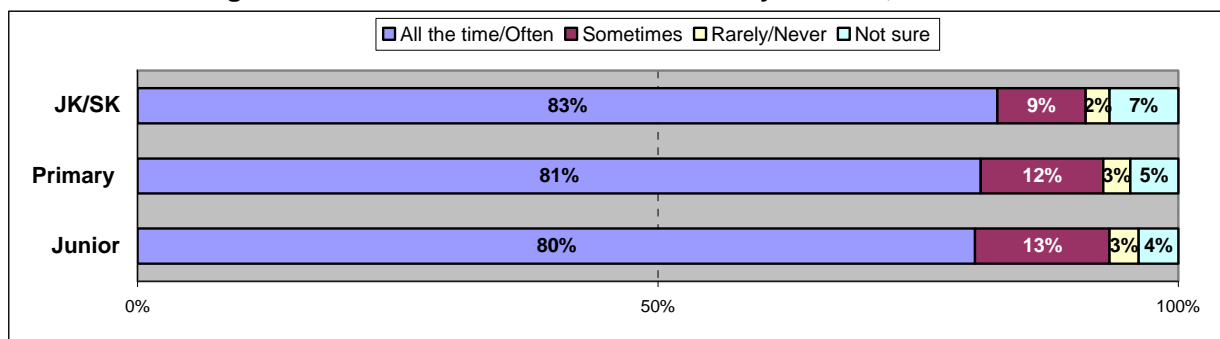
SECTION B: PARENT AND CHILD EXPERIENCES IN AND OUTSIDE OF SCHOOL

- 1. Overall Parent Satisfaction**
- 2. School Climate**
- 3. School Safety**
- 4. Extra-curricular Activities Outside of School**
- 5. Homework**
 - **Amount of Homework**
 - **Homework Support**
- 6. Home Support**
 - **Parent Involvement**
 - **Child Care and Pre-school Programs**
 - **Vision and Hearing Testing**
 - **Need for School Food Programs**
- 7. Post-secondary Expectations**

1) Overall Parent Satisfaction

Parents were asked how often their child’s school provided the education that their child needed. Parent responses indicated a high level of satisfaction; 81% of parents responded “all the time” or “often”. Only 2-3% of parents responded “rarely or never” and there was little difference across divisions (see Figure 16).

Figure 16: Parent Satisfaction with School by Division, JK-Grade 6



In general, parent responses were very positive regardless of student racial background. However, parents of East Asian students (72%) were less likely to say their child’s school provided the education that their child needed “all the time” or “often”, while parents of Latin American students (87%) were more likely to say so. For the remaining racial groups, the differences were small (see Table 18). It should be noted that parents of East Asian students were also most likely to say they were “unsure” which could account for some of the differences.

Table 18: Parent Satisfaction with School by Race, JK-Grade 6

Student Racial Background	% all the time/often
Latin American	87%
South Asian	85%
White	83%
Black	82%
Aboriginal	81%
Mixed	80%
Southeast Asian	79%
Middle Eastern	78%
East Asian	72%
OVERALL	81%

Family background characteristics made little difference in parent’s overall satisfaction. Whether one or both parents were Canadian or foreign-born, whether the family was a single or two-parent family, whether parents had post-secondary education or not, and irrespective of family income, at least 80% of parents said that their child’s school provided the education their child needed “all the time” or “often”. Where differences existed, they were small (see Table 19).

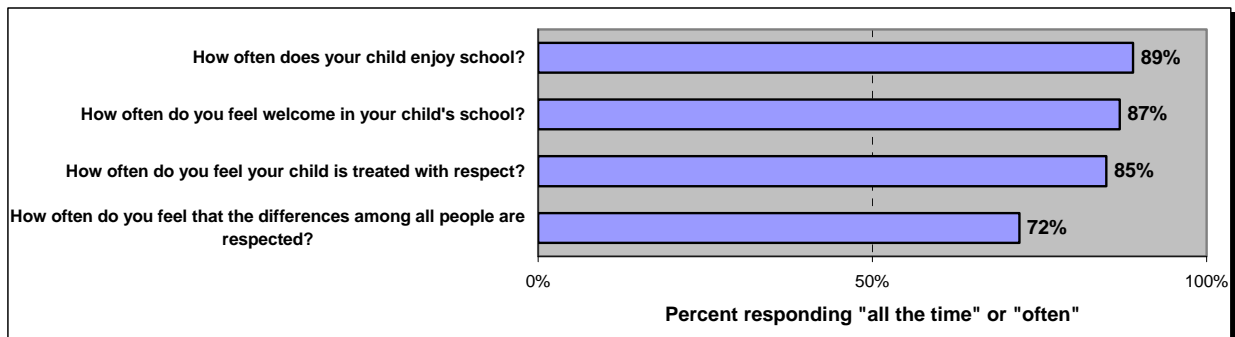
Table 19: Parent Satisfaction with School by Family Background, JK-Grade 6

	% all the time/often
Parental Presence	
Two-parent	82%
Single parent	79%
Parent Place of Birth	
Both Canada	83%
Canada/other country	81%
Born outside Canada	81%
Parent Education Background	
University	82%
College	81%
Secondary	81%
Elementary	79%
None	78%
Annual Household Income	
\$100,000+	84%
\$75,000-\$99,999	81%
\$50,000-\$74,999	82%
\$30,000-\$49,999	81%
Less than \$30,000	80%
OVERALL	81%

2) School Climate

Parents were asked four questions related to school climate. Overall, parent responses were very positive, particularly with respect to their child’s enjoyment of school, feeling welcome in their child’s school, and feeling their child was treated with respect at school. In addition, almost three-quarters of parents said that the differences among all people were respected “all the time” or “often” (see Figure 17), while 5% said these differences were “rarely” or “never” respected.

Figure 17: School Climate, JK-Grade 6



Parent responses were similar across division, however parents of kindergarten students tended to be slightly more positive than parents of primary and junior students (see Table 20).

Table 20: School Climate by Division, JK-Grade 6

Parent responded “all the time” or “often”	JK/SK	Primary	Junior
How often does your child enjoy school?	95%	90%	84%
How often do you feel welcome in your child’s school?	89%	87%	86%
How often do you feel your child is treated with respect?	89%	85%	83%
How often do you feel that the differences among all people are respected?	74%	72%	72%

In general, parent responses were very positive regardless of student racial background, but there were some differences for particular racial groups depending on the specific school climate question. Parents of Aboriginal students were less likely to say their child enjoyed school “all the time” or “often” (76%). Parents of Black (76%), Aboriginal (77%) and Southeast Asian students (79%) were less likely to say that their child was treated with respect “all the time” or “often” and they were also more likely to be “unsure” about this question. Finally, parents of East Asian (59%), Southeast Asian (62%), Black (64%), and Aboriginal students (65%) were less likely to say that the differences among all people were respected “all the time” or “often” and they were more likely to be “unsure” than other groups. Irrespective of race, parents felt welcome in their child’s school (see Table 21).

Table 21: School Climate by Race, JK-Grade 6

% all the time/often	Enjoy school	Feel welcome	Child treated with respect	Differences respected
Student Racial Background				
Aboriginal	76%	85%	77%	65%
Black	88%	86%	76%	64%
East Asian	89%	82%	80%	59%
Latin American	86%	87%	87%	77%
Middle Eastern	87%	85%	84%	73%
Mixed	85%	87%	83%	73%
South Asian	94%	88%	88%	75%
Southeast Asian	90%	87%	79%	62%
White	86%	90%	89%	80%
OVERALL	89%	87%	85%	72%

There were some differences in perceptions of school climate based on family demographic characteristics, but in most cases these were small. In terms of their children’s enjoyment of school, two-parent families, immigrant parents (where both were born outside of Canada), and those with post-secondary education tended to be a little more positive but differences were small. In terms of how welcome parents felt in their child’s school, two parent families, Canadian-born parents, those with post-secondary education, and those with higher incomes

were a little more positive but again the differences were small. In terms of how often they felt their child was treated with respect, a similar pattern emerged, however there were larger differences based on parental presence and education, with single parents and those with elementary or no formal education being less likely to feel their child was treated with respect. Although a majority of parents said that the differences among all people were respected “all the time” or “often”, parent responses were not as positive compared to the other school climate questions. Single parent families and those without post-secondary education were less likely to say differences were respected “all the time” or often”, while the highest income families were more likely to say differences were respected “all the time” or “often” (see Table 22).

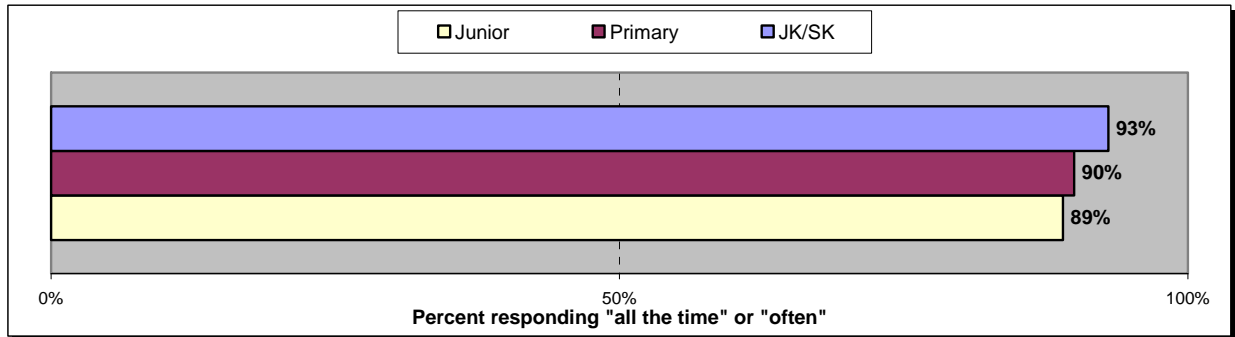
Table 22: School Climate by Family Background, JK-Grade 6

% all the time/often	Enjoy school	Feel welcome	Child treated with respect	Differences respected
Parental Presence				
Two-parent	90%	88%	86%	74%
Single parent	85%	85%	79%	67%
Parent Place of Birth				
Both Canada	85%	89%	88%	79%
Canada/other country	86%	88%	85%	76%
Born outside Canada	91%	87%	84%	70%
Parent Education Background				
University	90%	89%	89%	76%
College	89%	87%	82%	70%
Secondary	87%	86%	81%	67%
Elementary	85%	81%	75%	61%
None	83%	82%	77%	64%
Annual Household Income				
\$100,000+	89%	91%	91%	83%
\$75,000-\$99,999	88%	88%	87%	76%
\$50,000-\$74,999	89%	87%	85%	71%
\$30,000-\$49,999	90%	87%	83%	69%
Less than \$30,000	89%	85%	82%	68%
OVERALL	89%	87%	85%	72%

3) School Safety

Parents were asked how often their child felt safe at school. Parent responses were very positive and similar across division, however parents of kindergarten students again tended to be slightly more positive than parents of primary and junior students (see Figure 18). Only 1% of parents said their child “rarely or never” felt safe at school.

Figure 18: School Safety by Division, JK-Grade 6



Student’s racial background made little difference to parents perceptions about school safety (see Table 23).

Table 23: School Safety by Race, JK-Grade 6

Student Racial Background	% all the time/often
Aboriginal	86%
Black	86%
East Asian	90%
Latin American	89%
Middle Eastern	89%
Mixed	89%
South Asian	92%
Southeast Asian	86%
White	93%
OVERALL	91%

There were small differences in perceptions of school safety based on family demographic characteristics. Two-parent families, Canadian-born parents, those with post-secondary education and those with higher incomes were a little more likely to say their child felt safe at school “all the time” or “often” (see Table 24).

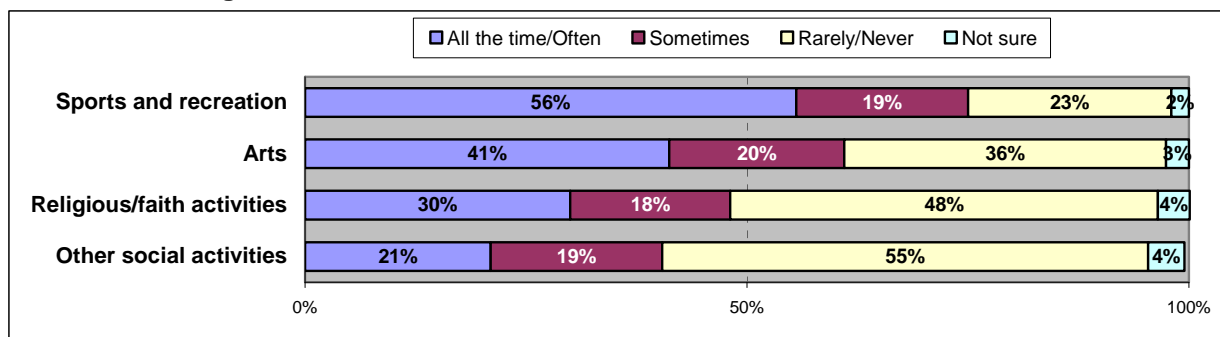
Table 24: School Safety by Family Background, JK-Grade 6

	% all the time/often
Parental Presence	
Two-parent	92%
Single parent	87%
Parent Place of Birth	
Both Canada	92%
Canada/other country	91%
Born outside Canada	90%
Parent Education Background	
University	93%
College	89%
Secondary	87%
Elementary	85%
None	85%
Annual Household Income	
\$100,000+	95%
\$75,000-\$99,999	92%
\$50,000-\$74,999	91%
\$30,000-\$49,999	90%
Less than \$30,000	88%
OVERALL	91%

4) Extra-curricular Activities Outside of School

Parents were asked how often their child took part in extra-curricular activities outside of school. Students participated most frequently in sports and recreation, followed by arts, religious/faith activities and other social activities (see Figure 19).

Figure 19: Extra-curricular Activities Outside of School, JK-Grade 6



Generally, junior and primary students had more frequent participation than kindergarten students in all types of activities (see Table 25).

Table 25: Extra-curricular Activities Outside of School by Division, JK-Grade 6

Child participates “all the time” or often”	JK/SK	Primary	Junior
Sports and recreation	48%	57%	59%
Arts	33%	42%	45%
Religious/faith activities	27%	31%	31%
Other social activities	16%	23%	24%

There were differences in student participation in extra-curricular activities based on student background characteristics, but the patterns and the magnitude of the differences depended on the type of activity and the student background characteristic considered. Parents of White students (73%) were more likely to report frequent participation in sports and recreation activities outside of school, while parents of students in all other racial groups were less likely, although the differences were small in some cases.

Parents of girls were much more likely than parents of boys to report frequent participation (50% versus 33%) in the arts. Parents of East Asian (48%) and White students (45%) were more likely to report frequent participation in the arts outside of school, while parents of Aboriginal (31%), Middle Eastern (32%) and Black students (34%) were less likely.

Where religious/faith activities were concerned, parents of South Asian (45%), Black (44%), Latin American (39%) and Southeast Asian students (38%) were more likely to report frequent participation outside of school, while parents of White (19%), East Asian (19%) and students of Mixed racial background (23%) were less likely. There was little difference in parent responses with respect to “other social activities” based on student racial background.

Table 26: Extra-curricular Activities Outside of School by Race, JK-Grade 6

% all the time/often	Sports and Recreation	Arts	Religious/faith activities	Other social activities
Student Racial Background				
Aboriginal	39%	31%	29%	21%
Black	44%	34%	44%	21%
East Asian	51%	48%	19%	17%
Latin American	50%	38%	39%	21%
Middle Eastern	44%	32%	26%	23%
Mixed	60%	40%	23%	19%
South Asian	46%	39%	45%	25%
Southeast Asian	40%	38%	38%	17%
White	73%	45%	19%	22%
OVERALL	56%	41%	30%	21%

Student participation in extra-curricular activities differed based on family background characteristics. Single parent families, immigrant parents (where both were born outside Canada), those without post-secondary education, and those with lower incomes were less likely to report their children took part in sports and recreation activities outside of school “all the time” or “often”. The same pattern exists with participation in the arts, although the differences are small with respect to parental presence and parents’ country of birth. A different pattern emerged for participation in religious/faith activities with Canadian-born parents (either one or both), and those with the highest income being less likely to report that their child took part in religious/faith activities outside of school “all the time” or “often”. Differences in terms of parental presence and parents’ education background were small where religious/faith activities were concerned. There were small differences in parent responses with respect to “other social activities”.

Table 27: Extra-curricular Activities Outside of School by Family Background, JK-Grade 6

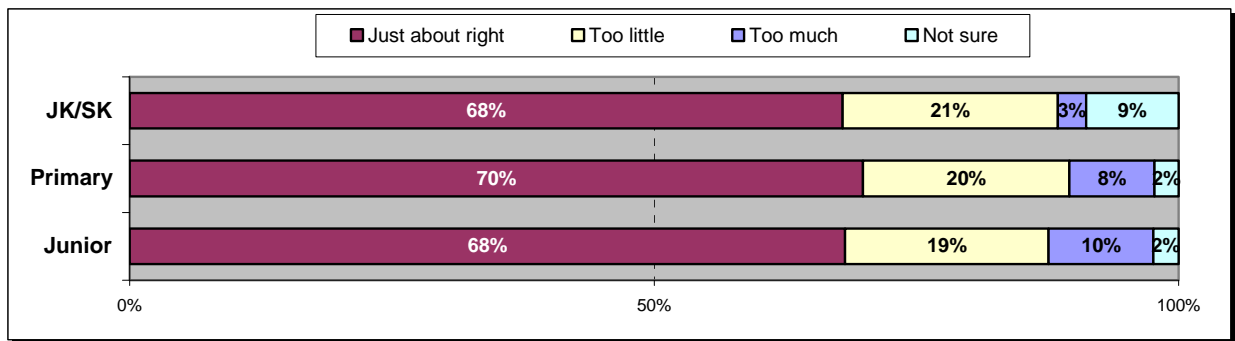
% all the time/often	Sports and Recreation	Arts	Religious/faith activities	Other social activities
Parental Presence				
Two-parent	58%	42%	30%	22%
Single parent	46%	36%	28%	20%
Parent Place of Birth				
Both Canada	73%	44%	20%	22%
Canada/other country	65%	42%	24%	20%
Born outside Canada	48%	40%	35%	22%
Parent Education Background				
University	65%	48%	29%	23%
College	51%	37%	34%	21%
Secondary	40%	31%	28%	18%
Elementary	34%	27%	25%	17%
None	33%	34%	29%	22%
Annual Household Income				
\$100,000+	82%	53%	22%	23%
\$75,000-\$99,999	66%	47%	28%	21%
\$50,000-\$74,999	55%	41%	32%	20%
\$30,000-\$49,999	45%	38%	34%	21%
Less than \$30,000	39%	33%	32%	21%
OVERALL	56%	41%	30%	21%

5) Homework

Amount of Homework

Parents were asked how satisfied they were with the amount of homework their child received from school. Across divisions, the majority of parents, approximately two-thirds, felt that the amount of homework their child received was “just right” while about one in five parents felt it was “too little”. A small percentage of parents felt that their child received “too much” homework; junior and primary parents were more likely than kindergarten parents to say their child received too much homework (see Figure 20).

Figure 20: Amount of Homework by Division, JK-Grade 6



Where the amount of homework was concerned, parents of East Asian students were less likely to say the amount was “just right” (55%) and most likely to say “too little” (38%). Parents of Southeast Asian (77%) and Latin American students (75%) were more likely to say the amount was “just right” (see Table 28).

Table 28: Amount of Homework by Race, JK-Grade 6

	Amount of Homework			
	Just right	Too little	Too much	Not sure
Student Racial Background				
Southeast Asian	77%	14%	5%	4%
Latin American	75%	18%	5%	3%
Aboriginal	74%	6%	15%	6%
South Asian	73%	20%	4%	3%
Black	71%	15%	9%	4%
White	70%	14%	13%	4%
Middle Eastern	69%	23%	5%	4%
Mixed	69%	15%	12%	5%
East Asian	55%	38%	2%	5%
OVERALL	69%	20%	7%	4%

On the other hand, Canadian-born parents (where one or both parents were born in Canada) were more likely to say that the amount was “too much”, while immigrant parents were more likely to say the amount was “too little” (see Table 29).

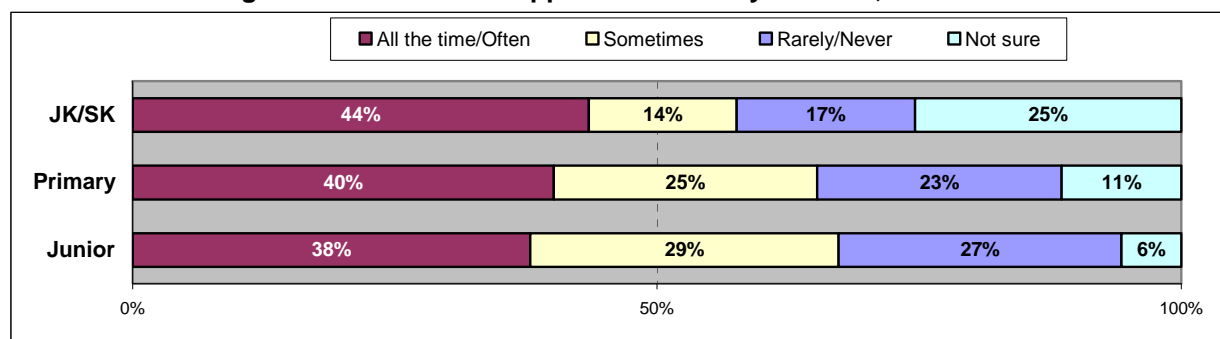
Table 29: Amount of Homework by Family Background, JK-Grade 6

	Amount of Homework ²⁵			
	Just right	Too little	Too much	Not sure
Parental Presence				
Two-parent	69%	20%	7%	4%
Single parent	68%	19%	9%	5%
Parent Place of Birth				
Both Canada	72%	10%	14%	4%
Canada/other country	71%	13%	12%	4%
Born outside Canada	67%	24%	4%	4%
Parent Education Background				
University	67%	22%	8%	3%
College	70%	18%	8%	4%
Secondary	71%	17%	7%	5%
Elementary	69%	18%	7%	6%
None	74%	15%	5%	6%
Annual Household Income				
\$100,000+	71%	14%	12%	3%
\$75,000-\$99,999	67%	20%	9%	3%
\$50,000-\$74,999	67%	22%	7%	4%
\$30,000-\$49,999	69%	22%	5%	4%
Less than \$30,000	68%	22%	5%	5%
OVERALL	69%	20%	7%	4%

Homework Support

Parents were also asked how often their child received help with homework both *in* and *outside* of school. According to their parents, less than half of students received help with their homework “all the time” or “often” *within* school, although some parents were unsure if their child was receiving help, particularly at the kindergarten level. Kindergarten students received help more frequently than primary and junior students (see Figure 21).

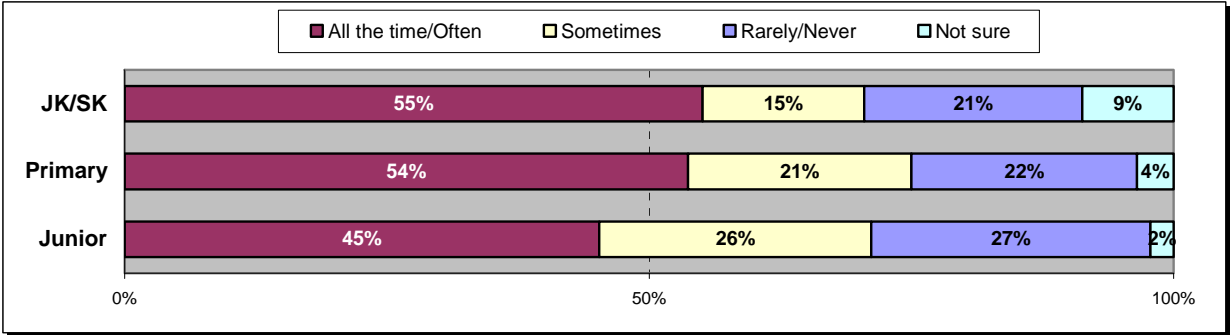
Figure 21: Homework Support in School by Division, JK-Grade 6



²⁵ TDSB approved a revised Homework Policy in April 2008 however parents completed the survey prior to the implementation of the new policy which began in September 2008.

Outside of school, about half of students received help with their homework “all the time” or “often”. Kindergarten and primary students received help more frequently than junior students (see Figure 22).

Figure 22: Homework Support Outside of School by Division, JK-Grade 6



In terms of homework support *in* school, parents of Latin American (51%), Southeast Asian (47%), South Asian (46%) and Middle Eastern students (46%) were more likely to report their child received frequent help with homework *in* school, while parents of White students were less likely to say so (34%). However parents of White students were also more likely to say they were “unsure” if their child was receiving homework help in school.

In contrast, an almost opposite picture emerged in terms of homework help *outside* of school, with parents of Aboriginal (63%), Black (62%), White (60%) and students of Mixed racial background (59%) more likely to report their child received frequent help with homework outside of school, and parents of East Asian (36%), Southeast Asian (42%), South Asian (44%) and Middle Eastern students (45%) less likely to say so (see Table 30).

Table 30: Homework Support In and Outside of School by Race, JK-Grade 6

% all the time/often	Homework Help	
	In School	Outside of School
Student Racial Background		
Aboriginal	45%	63%
Black	44%	62%
East Asian	37%	36%
Latin American	51%	53%
Middle Eastern	46%	45%
Mixed	37%	59%
South Asian	46%	44%
Southeast Asian	47%	42%
White	34%	60%
OVERALL	40%	51%

Where family background characteristics were concerned, immigrant parents (where both were born outside of Canada), those without post-secondary education and those with the lowest incomes were more likely to report that their child received homework help *in* school “all the time” or “often” although the differences were small with respect to parents country of birth and parents educational background (see Table 31). However Canadian-born parents, those with post-secondary education and those with higher incomes were more likely to be “unsure” if their child was receiving help which could account for some of the differences observed.

The opposite pattern emerged in terms of homework help *outside* of school. Canadian-born parents (where one or both were born in Canada), those with post-secondary education and those with higher incomes were more likely to report that their child received homework help outside of school “all the time” or “often”. There was little difference (1-2%) based on parental presence at home in either case (see Table 31).

Table 31: Homework Support In and Outside of School by Family Background, JK-Grade 6

% all the time/often	Homework Help	
	In School	Outside of School
Parental Presence		
Two-parent	40%	51%
Single parent	42%	52%
Parent Place of Birth		
Both Canada	35%	63%
Canada/other country	37%	60%
Born outside Canada	42%	45%
Parent Education Background		
University	36%	52%
College	43%	53%
Secondary	44%	48%
Elementary	45%	43%
None	45%	39%
Annual Household Income		
\$100,000+	32%	59%
\$75,000-\$99,999	36%	54%
\$50,000-\$74,999	40%	51%
\$30,000-\$49,999	43%	47%
Less than \$30,000	46%	46%
OVERALL	40%	51%

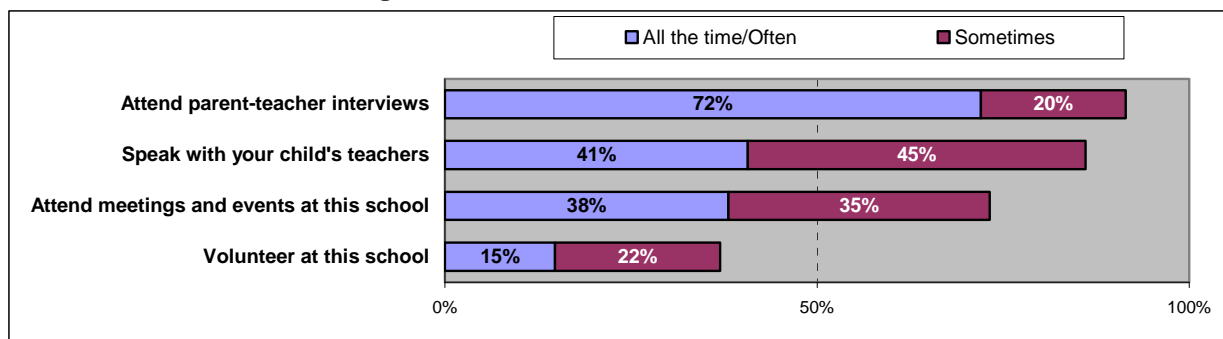
6) Home Support

Parent Involvement

The majority of parents were involved in their child’s education at school, most often through attending parent-teacher interviews. Almost three-quarters of parents attended these interviews “all the time” or “often” while another 20% attended “sometimes”, and this was consistent across division. Just over 85% of parents reported speaking with their child’s teachers either “all the time or often” or “sometimes” while almost 75% reported attending meetings and events either

“all the time or often” or “sometimes”. Although parent involvement in volunteering was lowest among the types of involvement, over one-third of parents reported volunteering “all the time or often” or “sometimes” (see Figure 23).

Figure 23: Parent Involvement, JK-Grade 6



There was little difference between divisions in terms of parent’s attendance at school meetings and events and volunteering at the school. In terms of speaking with their child’s teachers, kindergarten parents were more likely to do so “all the time/often” while primary and junior parents were more likely to report speaking with their child’s teachers “sometimes”.

Parent responses were also compared to the responses of students from the *Student Census*. As can be seen in Table 32, parent involvement gradually decreases over the elementary years with the largest decrease in involvement between the elementary and secondary panels.

Table 32: Parent Involvement by Division, JK-Grade 12

	JK/SK	Primary	Junior	Senior ²⁶	Secondary
Attend parent-teacher interviews					
All the time/Often	72%	73%	70%	64%	38%
Sometimes	19%	20%	20%	17%	21%
Speak with your child’s teachers					
All the time/Often	48%	43%	33%	25%	17%
Sometimes	41%	46%	48%	23%	20%
Attend meetings and events at this school					
All the time/Often	38%	40%	36%	34%	17%
Sometimes	35%	36%	35%	25%	19%
Volunteer at this school					
All the time/Often	14%	17%	13%	9%	5%
Sometimes	21%	24%	21%	12%	6%

For all types of parent involvement, parents of White students were more likely to be involved, but the magnitude of the differences depended on the type of involvement. The largest

²⁶ Figures extracted from the 2006 Student Census, Grades 7-12: System Overview (Yau & O’Reilly, 2007)

discrepancy between parents of White students and those of other racial backgrounds was with respect to volunteering at their child’s school with parents of White students (27%) much more likely than all other groups to report volunteering “all the time” or “often” (see Table 33).

In terms of attending parent-teacher interviews, parents of White students (81%) and Latin American students (78%) were more likely to frequently attend, while parents of East Asian (54%), Southeast Asian (55%) and Middle Eastern students (64%) were less likely to report that they attended “all the time” or “often”. Parents of East Asian students (20%) and Southeast Asian students (26%) were also less likely to report that they speak with their child’s teachers “all the time” or often”. In terms of attending meetings and events at their child’s school, parents of Southeast Asian (21%), East Asian (24%), Aboriginal (30%), Middle Eastern (31%) and Black students (32%) were less likely to report more frequent attendance.

Table 33: Parent Involvement by Race, JK-Grade 6

% all the time/often	Attend parent-teacher interviews	Speak with your child’s teachers	Attend meetings and events at this school	Volunteer at this school
Student Racial Background				
Aboriginal	68%	43%	30%	6%
Black	71%	45%	32%	9%
East Asian	54%	20%	24%	8%
Latin American	78%	45%	43%	11%
Middle Eastern	64%	37%	31%	8%
Mixed	74%	45%	38%	18%
South Asian	75%	44%	41%	9%
Southeast Asian	55%	26%	21%	6%
White	81%	47%	47%	27%
OVERALL	72%	41%	38%	15%

Parent involvement differed based on family background characteristics. In general, two-parent families, Canadian-born parents (where one or both was born in Canada), those with post-secondary education and those with higher incomes were more likely to be involved, but the size of the differences depended on the type of involvement and the particular family background characteristic considered (see Table 34).

Table 34: Parent Involvement by Family Background, JK-Grade 6

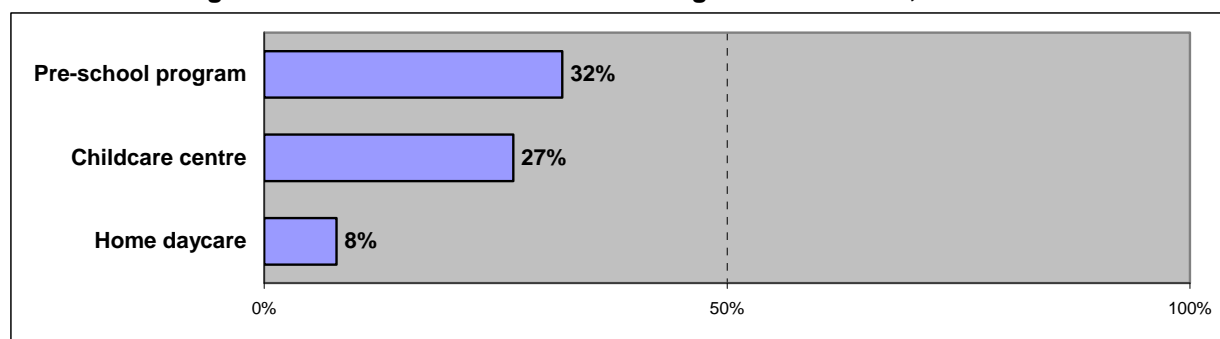
% all the time/often	Attend parent-teacher interviews	Speak with your child's teachers	Attend meetings and events at this school	Volunteer at this school
Parental Presence				
Two-parent	73%	41%	40%	16%
Single parent	67%	40%	32%	10%
Parent Place of Birth				
Both Canada	82%	49%	49%	29%
Canada/other country	78%	46%	43%	22%
Born outside Canada	68%	37%	34%	9%
Parent Education Background				
University	75%	42%	44%	19%
College	73%	43%	36%	12%
Secondary	66%	37%	29%	9%
Elementary	56%	30%	23%	7%
None	53%	29%	26%	7%
Annual Household Income				
\$100,000+	82%	45%	51%	29%
\$75,000-\$99,999	77%	42%	42%	17%
\$50,000-\$74,999	72%	39%	36%	12%
\$30,000-\$49,999	69%	40%	34%	9%
Less than \$30,000	64%	38%	31%	8%
OVERALL	72%	41%	38%	15%

Child Care and Pre-school Programs

Parents were asked to indicate what kind of child care and pre-school experiences their children *regularly* had before starting kindergarten. Reflecting the reality that parents use a variety of child care options for their children prior to starting kindergarten, parents could choose more than one option, and as a result, the responses in Figure 24 are not mutually exclusive.

Almost one-third of students had regularly attended a pre-school program prior to starting kindergarten, while just over one-quarter had regularly attended a childcare centre. Home daycare was used regularly by 8% of parents (see Figure 24).

Figure 24: Childcare and Pre-school Program Attendance, JK-Grade 6



Children's involvement in child care and pre-school programs differed by the racial background of the child. In terms of pre-school programs, parents of Middle Eastern (17%), Black (18%), Southeast Asian (20%) and Latin American students (20%) were less likely to report that their child had regularly attended a pre-school program prior to kindergarten, while parents of White (47%) and Aboriginal students (44%) were more likely. Where attendance in a child care centre was concerned, parents of South Asian (9%) and Southeast Asian students (13%) were less likely to report that their child had regularly attended, while parents of Aboriginal (53%), Black (44%), Mixed background (39%) and White students (33%) were more likely to report that their child had regularly attended a child care centre prior to starting kindergarten. In terms of attendance in a home daycare, parents of Aboriginal students were less likely to report their child had regularly attended (2%) (see Table 35).

Table 35: Childcare and Pre-school Program Attendance by Race, JK-Grade 6

	Attended Child Care		Attended Pre-school Program
	Centre	Home daycare	
Student Racial Background			
Aboriginal	53%	2%	44%
Black	44%	12%	18%
East Asian	30%	5%	27%
Latin American	30%	6%	20%
Middle Eastern	26%	3%	17%
Mixed	39%	11%	33%
South Asian	9%	3%	29%
Southeast Asian	13%	4%	20%
White	33%	13%	47%
OVERALL	27%	8%	32%

There were also some differences in children's involvement in child care and pre-school programs based on family background characteristics. With the exception of child care (in either a home or centre) where single parents were more likely to say their child regularly attended, two-parent families, Canadian-born parents (where one or both were born in Canada), those with post-secondary education and those with higher incomes were more likely to report that their child had regularly attended child care, home daycare and pre-school programs prior to starting kindergarten (see Table 36).

Table 36: Childcare and Pre-school Program Attendance by Family Background, JK-Grade 6

	Attended Child Care		Attended Pre-school Program
	Centre	Home daycare	
Parental Presence			
Two-parent	25%	8%	35%
Single parent	38%	10%	24%
Parent Place of Birth			
Both Canada	35%	14%	48%
Canada/other country	36%	11%	38%
Born outside Canada	23%	5%	26%
Parent Education Background			
University	30%	8%	42%
College	28%	9%	27%
Secondary	20%	6%	20%
Elementary	16%	5%	13%
None	12%	4%	9%
Annual Household Income			
\$100,000+	38%	13%	55%
\$75,000-\$99,999	31%	12%	38%
\$50,000-\$74,999	25%	8%	30%
\$30,000-\$49,999	22%	6%	26%
Less than \$30,000	24%	5%	22%
OVERALL	27%	8%	32%

Further analyses indicated that 43% of students did not regularly attend a child care (in a centre or home-based program) or pre-school program prior to starting kindergarten. An examination of the student and family background characteristics of these students indicated that they were more likely to be South Asian students (39% vs. 27%) and less likely to be White students (17% vs. 29%). In terms of their parents characteristics, these students were more likely to have immigrant parents (80% vs. 66%), less likely to have university educated parents (41% vs. 52%), and more likely to be in the lower family socio-economic categories (see Table 37).

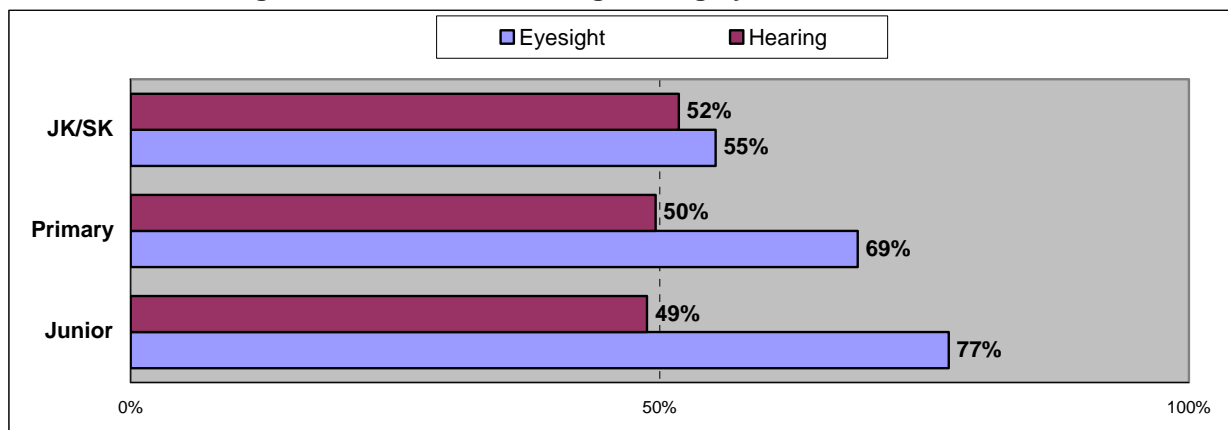
Table 37: Children Who Did Not Attend Childcare or Pre-school by Race and Family Background, JK-Grade 6

% all the time/often	K-6 Students with No Programs	K-6 Population
Student Racial Background		
Aboriginal	0.1%	0.1%
Black	9%	10%
East Asian	16%	15%
Latin American	2%	2%
Middle Eastern	6%	4%
Mixed	7%	9%
South Asian	39%	27%
Southeast Asian	6%	4%
White	17%	29%
Parental Presence		
Two-parent	82%	81%
Single parent	15%	16%
Parent Place of Birth		
Both Canada	11%	21%
Canada/other country	9%	12%
Born outside Canada	80%	66%
Parent Education Status		
University	41%	52%
College	25%	24%
Secondary	28%	21%
Elementary	4%	3%
None	2%	1%
Annual Household Income		
\$100,000+	8%	22%
\$75,000-\$99,999	8%	10%
\$50,000-\$74,999	20%	18%
\$30,000-\$49,999	29%	23%
Less than \$30,000	35%	27%

Vision and Hearing Testing

Parents were asked if they had ever had their child’s eyesight or hearing tested by a doctor. Overall, about two-thirds of parents reported having had their child’s eyesight tested, but there were large differences between divisions with older children being more likely to have been tested. A little over half of the kindergarten students had been tested, while two-thirds of primary and three-quarters of junior students had been tested. In terms of hearing tests, about half of students had their hearing tested, and there was little difference across division (see Figure 25).

Figure 25: Vision and Hearing Testing by Division, JK-Grade 6



There were differences based on the racial background of the child. In terms of vision testing, parents of Southeast Asian (58%) and South Asian students (59%) were less likely to report that they had had their child’s vision tested, while parents of White (77%) and East Asian students (75%) were more likely. In terms of hearing testing, again, parents of Southeast Asian (41%) and South Asian students (42%) were less likely to report that they had had their child’s hearing tested, while parents of Aboriginal (59%), Black (56%) and White students (56%) were more likely to have done so (see Table 38). It should also be noted that according to the parent reports, boys were slightly more likely to have their hearing tested than girls (52% versus 47%).

Table 38: Vision and Hearing Testing by Race, JK-Grade 6

Student Racial Background	Vision and Hearing Testing	
	Vision (% yes)	Hearing (% yes)
Aboriginal	67%	59%
Black	65%	56%
East Asian	75%	48%
Latin American	65%	54%
Middle Eastern	65%	49%
Mixed	71%	53%
South Asian	59%	42%
Southeast Asian	58%	41%
White	77%	56%
OVERALL	69%	50%

There were also differences based on family background characteristics. With respect to vision testing, Canadian-born parents, those with post-secondary education and those with higher incomes were more likely to have had their child's vision tested. The same pattern emerged for hearing testing but the differences were small. Parental status made little difference in either vision or hearing testing (see Table 39).

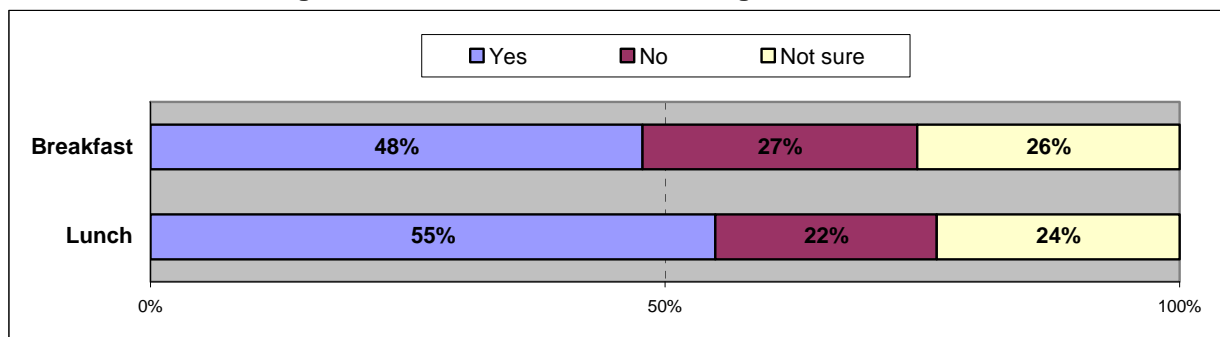
Table 39: Vision and Hearing Testing by Family Background, JK-Grade 6

	Vision and Hearing Testing	
	Vision (% yes)	Hearing (% yes)
Parental Presence		
Two-parent	69%	50%
Single parent	67%	52%
Parent Place of Birth		
Both Canada	77%	55%
Canada/other country	74%	53%
Born outside Canada	65%	48%
Parent Education Background		
University	73%	50%
College	67%	50%
Secondary	62%	48%
Elementary	62%	48%
None	56%	44%
Annual Household Income		
\$100,000+	80%	54%
\$75,000-\$99,999	74%	52%
\$50,000-\$74,999	69%	48%
\$30,000-\$49,999	64%	47%
Less than \$30,000	61%	48%
OVERALL	69%	50%

Need for School Food Programs

Parents were asked if free or low-cost breakfast or lunch programs were needed in their school community. Almost half of parents said a breakfast program was needed and just over half of parents said a lunch program was needed. The remaining parents were almost evenly split in terms of those that said they were “unsure” and those that said “no” (see Figure 26) and these findings were generally consistent across division.

Figure 26: Need for School Food Programs, JK-Grade 6



There were differences in parent perceptions about the need for school food programs based on the racial background of the child. In the case of breakfast programs, with the exception of parents of White, East Asian and students of Mixed racial background, all other parents were more likely to say a breakfast program was needed. In terms of lunch programs, with the exception of parents of White, South Asian and students of Mixed racial background, all other parents were more likely to say a lunch program was needed (see Table 40).

Table 40: Need for School Food Programs by Race, JK-Grade 6

	Breakfast (% yes)	Lunch (% yes)
Student Racial Background		
Aboriginal	77%	80%
Black	69%	75%
East Asian	47%	65%
Latin American	62%	68%
Middle Eastern	59%	61%
Mixed	45%	54%
South Asian	58%	58%
Southeast Asian	56%	64%
White	29%	38%
OVERALL	48%	55%

Parent responses differed based on family background characteristics. Single-parent families, immigrant parents (where both parents were born outside of Canada), those without post-secondary education, particularly university, and those of the two lowest socio-economic categories were more likely to say that both breakfast and lunch programs were needed in their school community (see Table 41).

Table 41: Need for School Food Programs by Family Background, JK-Grade 6

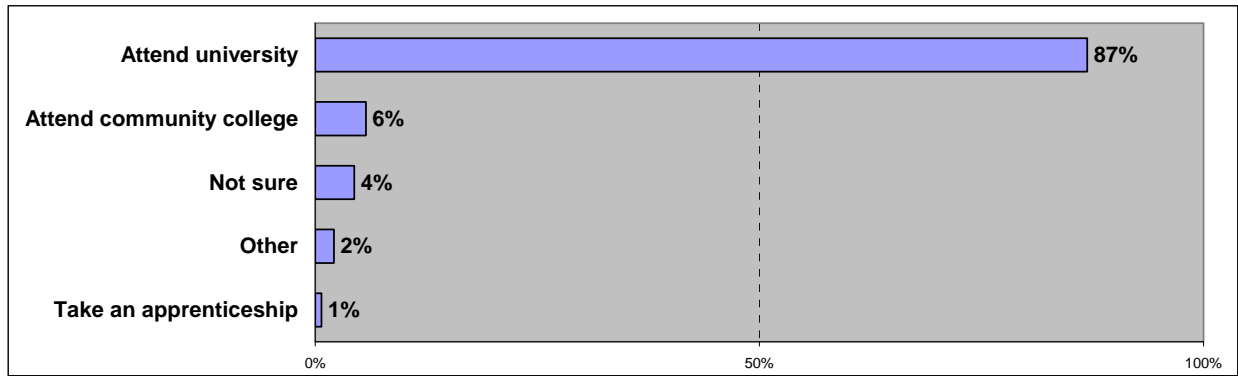
	Breakfast (% yes)	Lunch (% yes)
Parental Presence		
Two-parent	45%	52%
Single parent	61%	67%
Parent Place of Birth		
Both Canada	29%	37%
Canada/other country	38%	47%
Born outside Canada	56%	62%
Parent Education Background		
University	39%	49%
College	55%	61%
Secondary	58%	61%
Elementary	59%	62%
None	53%	56%
Annual Household Income		
\$100,000+	21%	31%
\$75,000-\$99,999	41%	51%
\$50,000-\$74,999	51%	59%
\$30,000-\$49,999	58%	63%
Less than \$30,000	63%	67%
OVERALL	48%	55%

7) Post-secondary Expectations

Parents were asked what they wanted their child to do after high school. Almost 90% of parents said they wanted their child to attend university and this was consistent across division.

Community college was a destination of choice for 6% of parents while only 1% of parents wanted their child to take an apprenticeship. Finally, 4% were unsure (see Figure 27). Those that checked “other” mostly said that it would be up to their child to decide what they wanted to do after high school.

Figure 27: Post-secondary Expectations, JK-Grade 6



Although the vast majority of parents said they wanted their child to attend university, there were differences based on the racial background of the child. In terms of an expectation to attend university, parents of Aboriginal students were much less likely to say they wanted their child to attend university (53%), while parents of East Asian students were more likely to say they wanted their child to attend university (93%). In terms of an expectation to attend college, parents of Aboriginal (23%) Black (12%) and Latin American students (11%) were more likely to say they wanted their child to attend college. Parents of Aboriginal students were also more likely to be unsure of what they wanted their child to do after high school (see Table 42).

Table 42: Post-secondary Expectations by Race, JK-Grade 6

	University	College	Apprenticeship	Work	Other	Not sure
Student Racial Background						
Aboriginal	53%	23%	4%	-	8%	12%
Black	83%	12%	1%	-	1%	3%
East Asian	93%	2%	-	-	-	4%
Latin American	81%	11%	1%	-	1%	5%
Middle Eastern	88%	6%	-	-	-	5%
Mixed	82%	7%	1%	-	4%	5%
South Asian	90%	4%	-	-	-	4%
Southeast Asian	86%	6%	1%	-	1%	6%
White	84%	5%	1%	-	5%	5%
OVERALL	87%	6%	1%		2%	4%

There were differences based on family background characteristics. Although overall, the large majority of parents say they want their child to attend university, single parents were a little less likely to say university as were Canadian-born parents (where both parents were born in Canada). Those with a university education were more likely to say they wanted their child to attend university, while those without post-secondary education were more likely to say college.

Finally, those with higher incomes were more likely to say they wanted their child to attend university, while those with lower incomes were more likely to say college but the differences were small. Those without formal education beyond elementary were more likely to be unsure about what they wanted their child to do after high school (see Table 43).

Table 43: Post-secondary Expectations by Family Background, JK-Grade 6

	University	College	Apprentice -ship	Work	Other	Not sure
Parental Presence						
Two-parent	88%	5%	1%	-	2%	4%
Single parent	81%	11%	1%	-	2%	5%
Parent Place of Birth						
Both Canada	81%	7%	1%	-	5%	5%
Canada/other	83%	7%	1%	-	4%	5%
Both outside	90%	5%	-	-	1%	4%
Parent Education Background						
University	93%	2%	-	-	2%	3%
College	85%	8%	1%	-	2%	4%
Secondary	79%	11%	1%	-	2%	7%
Elementary	70%	14%	1%	1%	2%	12%
None	69%	11%	1%	1%	2%	15%
Annual Household Income						
\$100,000+	92%	1%	-	-	3%	3%
\$75,000-\$99,999	89%	3%	1%	-	3%	4%
\$50,000-\$74,999	88%	5%	1%	-	2%	4%
\$30,000-\$49,999	87%	7%	1%	-	1%	5%
Less than \$30,000	83%	9%	1%	-	1%	6%
OVERALL	87%	6%	1%		2%	4%

CONCLUDING REMARKS

The results of this first *Parent Census* are both heartening and concerning. Heartening in that irrespective of family background, an overwhelming majority of parents feel welcome in their child's school, report that their child enjoys school, believe that their child is safe at school and is getting the education that they need. Concerning in that the demographic data reveal a socio-economic divide with half of the TDSB's K-6 population coming from lower income families. This data reflects a troubling and documented trend in Toronto, of an ever-widening gap between rich and poor, and a shrinking middle class. These families also face other challenges, as they are more likely to be single-parents, immigrants to Canada, have low educational attainment and be members of racialized groups.

Given this socio-economic reality, perhaps not surprisingly, half of our parent population feel free or low-cost school food programs, providing breakfast and lunch, are needed in their school communities. Although parents were not asked about other supports needed, information gleaned from our analyses suggests areas where continued investments should be considered. These include investments in extracurricular activities, homework programs, vision and hearing testing, and early learning programs to support children's school readiness.

All parents have high expectations for their children, indeed in the *Parent Census*, 95% said that they wanted their child to complete further education beyond high school, particularly university. Yet our analysis of Grade 3 and 6 EQAO achievement data indicate that at this early age, there are already differences between the achievement of children based on student and family background characteristics, with some of the largest gaps between racialized groups.

To close the achievement gaps, the TDSB needs to act, in collaboration with parents and the community to address these challenges and to help level the playing field. Our *Census* indicates that our schools need to pay extra attention to ensure all students, regardless of background, are treated with respect, and at the same time to make continuous efforts to reach out to their parent communities for their increased involvement, particularly among immigrant and low income families. It is our hope that the data from this *Parent Census* serves as a catalyst for promoting new and continued partnerships with families and the community, in the interests of helping all students to reach their full potential.

PARENT SURVEY, KINDERGARTEN - GRADE 6 (2007-08)

School Name:

Grade:

The survey is **VOLUNTARY** and **CONFIDENTIAL**. The completed form will be sent directly to the Board's Research Department for processing, and the data will be kept confidentially by the department for research purposes only. Your information will not be shared with anyone. For the purposes of this survey, "parent" includes a guardian or any caregiver with responsibility for the child.

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 YOUR CHILD AND FAMILY

1. What is your child's year of birth:

2. What is the first language(s) your child learned to speak at home: (Pick **all** boxes that apply.)

- | | | | | | |
|--------------------------------|-------------------------------|--------------------------------|---------------------------------------|-------------------------------|----------------------------------|
| <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"/> Ojibwe | <input type="radio"/> Russian | <input type="radio"/> Tagalog | <input type="radio"/> Other(s): |

3. In your home, what language(s) is most often spoken: (Pick **all** boxes that apply.)

- | | | | | | |
|--------------------------------|-------------------------------|--------------------------------|---------------------------------------|-------------------------------|----------------------------------|
| <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"/> Ojibwe | <input type="radio"/> Russian | <input type="radio"/> Tagalog | <input type="radio"/> Other(s): |

4. Where was your child born:

- | | | | | | |
|-----------------------------------|---------------------------------|-----------------------------------|-----------------------------------|-------------------------------------|----------------------------------|
| <input type="radio"/> Afghanistan | <input type="radio"/> China | <input type="radio"/> Iran | <input type="radio"/> Romania | <input type="radio"/> Sri Lanka | <input type="radio"/> Yugoslavia |
| <input type="radio"/> Albania | <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 type="radio"/> Canada | <input type="radio"/> India | <input type="radio"/> Philippines | <input type="radio"/> South Korea | <input type="radio"/> Vietnam | |

5. Where were you and the other parent born: (Pick **two** boxes if parents were born in different countries.)

- | | | | | | |
|-----------------------------------|---------------------------------|-----------------------------------|-----------------------------------|-------------------------------------|----------------------------------|
| <input type="radio"/> Afghanistan | <input type="radio"/> China | <input type="radio"/> Iran | <input type="radio"/> Romania | <input type="radio"/> Sri Lanka | <input type="radio"/> Yugoslavia |
| <input type="radio"/> Albania | <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 type="radio"/> Canada | <input type="radio"/> India | <input type="radio"/> Philippines | <input type="radio"/> South Korea | <input type="radio"/> Vietnam | |

6. Is your child of **Aboriginal** background: Yes No

(If "No" go to Question 7; if "Yes", pick **one** of the following boxes.)

- | | |
|---|---|
| <input type="radio"/> Inuit | <input type="radio"/> First Nations (or Status Indian as defined in the Indian Act) |
| <input type="radio"/> Metis | <input type="radio"/> Non-Status (First Nations) |
| <input type="radio"/> Aboriginal person from outside Canada | <input type="radio"/> Other: <input type="text"/> |

7. Which of the following best describes your child's background: (Pick **all** boxes that apply.)

- | | |
|---|---|
| <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 (e.g., Guyana with origins in India) |
| <input type="radio"/> Asian - South (e.g., India, Pakistan, Sri Lanka) | <input type="radio"/> Middle Eastern (e.g., Iran, Israel, Palestine) |
| <input type="radio"/> Asian - South East (e.g., Malaysia, Philippines, Vietnam) | <input type="radio"/> Mixed background: <input type="text"/> |
| <input type="radio"/> Asian - Other region: <input type="text"/> | <input type="radio"/> White - Canada |
| <input type="radio"/> Black - Africa (e.g., Ghana, Kenya, Somalia) | <input type="radio"/> White - Europe (e.g., England, Greece, Italy, Portugal, Serbia) |
| <input type="radio"/> Black - Canada | <input type="radio"/> White - Other region: <input type="text"/> |
| <input type="radio"/> Black - Caribbean Region (e.g., Jamaica, Trinidad/Tobago) | <input type="radio"/> Other(s): <input type="text"/> |
| <input type="radio"/> Black - Other region: <input type="text"/> | |

8. Has your child ever had his/her eyesight or hearing tested by a doctor:

Eyesight Yes No **Hearing** Yes No

9. Does your child have a disability that requires special education support: Yes No Not sure

If **yes**, is your child currently receiving special education support: Yes No Not sure

Survey No.



10. Before starting school in kindergarten, did your child regularly attend any of the following programs:

(Pick **all** boxes that apply.)

- A child care centre Home care by a parent or family member
 A home day care Home care by a nanny or babysitter
 Pre-school programs None of the above

11. Who are the adult caregiver(s) your child lives with most of the time: (Pick **one** only.)

- Father only Father and Step-mother Father and Father Adult relatives or guardians
 Mother only Mother and Step-father Shared time with each parent Group home staff
 Mother and Father Mother and Mother Foster parents Other:

12. What level(s) of formal schooling have you and the other parent completed (in Canada or in any other country):

- Mother: Elementary School High School College University None
 Father: Elementary School High School College University None
 Other caregiver: Elementary School High School College University None

13. How many people live in your home on a regular basis:

Number of children: Number of adults (18 years and over):

14. What is the total household income of your family for the year:

- Less than \$30,000 \$30,000 - \$49,999 \$50,000 - \$74,999 \$75,000 - \$99,999 \$100,000+

YOUR OPINIONS ABOUT YOUR CHILD'S SCHOOL

	All the time	Often	Sometimes	Rarely	Never	Not sure
15. How often does your child enjoy school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. How often does your child feel safe at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. How often do you feel welcome in your child's school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. How often do you speak with your child's teachers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. How often do you attend parent-teacher interviews?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. How often do you attend meetings and events at this school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. How often do you volunteer at this school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. How often does your child take part in the following activities outside of school?						
a) The Arts (e.g., music, visual arts, drama, dance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Sports and recreation (e.g., swimming lessons, community sport teams)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Religious/faith activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Other social activities (e.g., chess, computer science, Girl Guides, Boy Scouts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. In this school, how often do you feel that the differences among all people are respected?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. In this school, how often do you feel your child is treated with respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. How often does your child receive help with homework <u>in school</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. How often does your child receive help with homework <u>outside of school</u> if needed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. How often does this school provide the education that your child needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. What is the amount of homework your child receives from school:

- Too much Just about right Too little Not sure

29. Do you think free or low-cost breakfast programs are needed in your school community:

- Yes No Not sure

30. Do you think free or low-cost lunch programs are needed in your school community:

- Yes No Not sure

31. What do you want your child to do after high school:

- Attend community college Take an apprenticeship before going to work
 Attend university Not sure
 Go directly to work Other:

Please put this completed survey in the original envelope, and seal it before returning to the school with your child no later than May 5, 2008 (Monday).

Thank you for your participation!

Survey No.



Data Verification Process

At least six 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., parents 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 computer program 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. Internal consistency check – Some key demographic variables, such as race, 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 parents did not answer the questions properly.
5. Cross checking against other data sources – In order to determine the representativeness of the returns, especially at the system 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 with proper identification numbers (which made up 95% of the total returns) with the SIS was also used in this verification process. For other profiles - such as race and income - 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.
6. 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 race. Each case was coded independently by two research staff. Any disagreed, undetermined or questionable codes were reviewed, and the final codes were assigned.

PARENT CENSUS SURVEY REPORT

**2008 Parent Census
Kindergarten - Grade 6**

Toronto District School Board (TDSB)

(A) STUDENT DEMOGRAPHIC CHARACTERISTICS

		TDSB
Total Response:		
Number of respondents		95717
Return rate		68%
Gender:		
Female		49%
Male		51%
Place of Birth:		
Canada		79%
Outside Canada		21%
Home Language		
English only		44%
English and other		25%
Other(s) only		31%
Racial Background:		
White		29%
South Asian		27%
East Asian		15%
Black		10%
Mixed		9%
Middle Eastern		4%
Southeast Asian		4%
Latin American		2%
Aboriginal		0%
Parent Place of Birth:		
Both Canada		21%
Canada and other country		12%
Born outside Canada		66%
Parental Presence at Home:		
Two parents		81%
Mother only		15%
Father only		1%
Others		2%
Mother's Educational Background:		
University		40%
College		27%
Secondary School		27%
Elementary School		5%
None		1%
Father's Educational Background:		
University		47%
College		22%
Secondary School		26%
Elementary School		4%
None		1%
Family Size:		
Number of children:	One	20%
	Two	48%
	Three or more	32%
Number of adults (18 years and over):	One	11%
	Two	68%
	Three or more	21%
Family Income (annual household income):		
\$100,000+		22%
\$75,000 - \$99,999		10%
\$50,000 - \$74,999		18%
\$30,000 - \$49,999		23%
Less than \$30,000		27%

* Percentages for some questions may not add up to 100 due to rounding.

8. Has your child ever had his/her eyesight or hearing tested by a doctor:

		TDSB
Eyesight	Yes	69%
	No	31%
Hearing	Yes	50%
	No	50%

9. Does your child have a disability that requires special education support:

	TDSB
Yes	6%
No	91%
Not sure	3%

If yes, is your child currently receiving special education support:

	TDSB
Yes	86%
No	11%
Not sure	4%

10. Before starting school in kindergarten, did your child regularly attend any of the following programs:

	TDSB
A child care centre	27%
A home day care	8%
Pre-school programs	32%
Home care by a parent or family member	42%
Home care by a nanny or babysitter	11%
None of the above	12%

(B) OPINIONS ABOUT YOUR CHILD'S SCHOOL

15. How often does your child enjoy school?

	TDSB
All the time / Often	89%
Sometimes	10%
Rarely / Never	1%
Not sure	0%

16. How often does your child feel safe at school?

	TDSB
All the time / Often	91%
Sometimes	7%
Rarely / Never	1%
Not sure	2%

17. How often do you feel welcome in your child's school?

	TDSB
All the time / Often	87%
Sometimes	10%
Rarely / Never	2%
Not sure	1%

18. How often do you speak with your child's teachers?

	TDSB
All the time / Often	41%
Sometimes	45%
Rarely / Never	14%
Not sure	0%

19. How often do you attend parent-teacher interviews?

	TDSB
All the time / Often	72%
Sometimes	20%
Rarely / Never	8%
Not sure	1%

20. How often do you attend meetings and events at this school?

	TDSB
All the time / Often	38%
Sometimes	35%
Rarely / Never	25%
Not sure	1%

21. How often do you volunteer at this school?

	TDSB
All the time / Often	15%
Sometimes	22%
Rarely / Never	60%
Not sure	3%

22. How often does your child take part in the following activities outside of school?

		TDSB
a) The Arts (e.g., music, visual arts, drama, dance)	All the time / Often	41%
	Sometimes	20%
	Rarely / Never	36%
	Not sure	3%
b) Sports and recreation (e.g., swimming lessons, community sport teams)	All the time / Often	56%
	Sometimes	19%
	Rarely / Never	23%
	Not sure	2%
c) Religious/faith activities	All the time / Often	30%
	Sometimes	18%
	Rarely / Never	48%
	Not sure	4%
d) Other social activities (e.g., chess, computer science, Girl Guides, Boy Scouts)	All the time / Often	21%
	Sometimes	19%
	Rarely / Never	55%
	Not sure	4%

23. In this school, how often do you feel that the differences among all people are respected?

	TDSB
All the time / Often	72%
Sometimes	14%
Rarely / Never	5%
Not sure	8%

24. In this school, how often do you feel your child is treated with respect?

	TDSB
All the time / Often	85%
Sometimes	10%
Rarely / Never	2%
Not sure	3%

25. How often does your child receive help with homework in school?

	TDSB
All the time / Often	40%
Sometimes	24%
Rarely / Never	23%
Not sure	13%

26. How often does your child receive help with homework outside of school if needed?

	TDSB
All the time / Often	51%
Sometimes	22%
Rarely / Never	23%
Not sure	4%

27. How often does this school provide the education that your child needs?

	TDSB
All the time / Often	81%
Sometimes	11%
Rarely / Never	3%
Not sure	5%

28. What is the amount of homework your child receives from school:

	TDSB
Too much	7%
Just about right	69%
Too little	20%
Not sure	4%

29. Do you think free or low-cost breakfast programs are needed in your school community:

	TDSB
Yes	48%
No	27%
Not sure	26%

30. Do you think free or low-cost lunch programs are needed in your school community:

	TDSB
Yes	55%
No	22%
Not sure	24%

31. What do you want your child to do after high school:

	TDSB
Attend community college	6%
Attend university	87%
Go directly to work	0%
Take an apprenticeship before going to work	1%
Not sure	4%
Other	2%



Can EQAO Results Determine School Success?

According to the Education Quality and Accountability Office (EQAO), its provincial assessment results and reports are intended to “provide educators, parents and the public with a snapshot of how well Ontario students are fulfilling the curriculum expectations in reading, writing and math.”¹ The results can be an important indicator, and the data have been “used widely to focus support for student achievement in school communities across Ontario”. While this information has been broadly employed as part of the data for school planning and programming, there has also been growing misuse of these publicly available EQAO school-by-school results by different interest groups for judging school performance or for school ranking purposes. The intent of this fact sheet is to explain why EQAO data, especially the publicly available results, alone **cannot** indicate school success; nor can they be the sole evidence to determine whether or not certain school improvement projects are working. The reasons are highlighted as follows:

1. Comparison of EQAO annual results cannot tell if a school has improved or not. Measuring growth entails comparing results over time. Comparing EQAO annual results is, however, not valid for this purpose. Although year-by-year comparison can inform the different achievement levels between two student populations (cohorts), it cannot suggest if performance change has been made by the same group of students over the year. To determine if a school effort has produced an impact on students, ongoing progress made by each cohort needs to be tracked regularly over time.
2. EQAO assessment is *not* intended to measure students’ ongoing progress. Individual students do not take EQAO tests annually. After the Grade 3 assessment, students will not take the provincial test again until three years later in Grade 6. Therefore, for individual students, EQAO is conducted too far apart to be able to show students’ change in performance on an ongoing basis.
3. EQAO publicly available results cannot fully capture improvements made by all students. The four major EQAO achievement levels used in public reporting are too broad to reflect the incremental change students may have made within these achievement levels. For these students, their progress is not accounted for in the EQAO publicly reported results. Furthermore, even if some students can move up from one level to another, the fact that most reporting collapses the results into a combined percentage achieving Levels 3 and 4 further masks the improvement made by those students from Level 1 to 2 or from Level 3 to 4. It thus *understates* the level of change that might have been made by “very low achievement” schools from Level 1 to 2, or the “very high achievement” schools from Level 3 to 4. Conversely, it *overstates* the performance of median schools with a relatively high transition from Level 2 to 3.
4. Comparing school-by-school EQAO results without context is misleading. As Marguerite Jackson (Chief Executive Officer of the EQAO) commented in a recent statement about the annual Fraser Institute Report (February 17, 2008), “Any judgment about a school’s results without due consideration for factors such as the number of participating students and the proportion of ESL, ELD and special needs students, as well as the number of recently arrived to the school or the country is inappropriate and misleading.” Aside from

¹Borst, J. (February 17, 2008). *EQAO, CEO speaks out on 2008 Fraser Institute Rankings.*



students' demographics, other local school factors - such as school culture, leadership, staff efforts, school focus and plans – should also be considered when assessing the performance of a school. Hence, value-added assessment, which factors in local variables, should be employed as an additional method to measure students' rate of learning in a school against its own baseline, and/or against schools in similar contexts.

5. Using any single measure to judge school success is over-simplistic and can be inaccurate. School improvement or school reform is not a program intervention with a narrowly defined focus. It is a whole school effort involving change at all levels and with multiple expected outcomes in order to meet the ultimate goal of improving students' future success. While academic achievement is one of the key outcome indicators, it itself has many facets and cannot be judged by a single measure such as EQAO alone. After all, student success is not about academic achievement *only*. Students' future success is related to multiple variables such as their physical and social well-being, their participation level, school climate, staff engagement, parent involvement, etc. Therefore, multiple tools, including qualitative information, need to be in place to monitor growth and change in the various areas. Again as Jackson points out, "... no single test can offer a complete picture of what a child has learned. That is why EQAO results simply can't be used as a catch-all method for labelling a "good" or "bad" school ..."
6. School effects take time to show and measure. It is impossible to gauge the efficacy of a school improvement effort within a school year. According to Michael Fullan, school reform takes 5 years or more. "...all change involves anxiety and struggle and cannot be assimilated unless meaning is shared by all involved. At best this cultural change is a three to five year process." (*Leading and Learning for the 21stC*, Vol. 1 No. 3 - January 2002).² Longitudinal tracking is thus necessary to monitor change over a number of years before school effects and success can be determined.

Hence, to determine school success or school impact by simply using a publicly available source of data, e.g., EQAO results, or any single measure is flawed and would not do any justice to the people involved in the change process. Instead, a thorough multi-year research and review plan needs to be in place, which entails the identification of school-wide outcome areas, use of multiple measures and research methodologies, as well as longitudinal tracking. Only through comprehensive and long-term monitoring can one properly assess the effectiveness and the types of impact produced by a school improvement or reform project.

*Should you require additional information please contact us at 416-394-4929 (**Organizational Development/Research and Information Services Department**, 1 Civic Centre Court, Ground Floor, Etobicoke, ON M9C 2B)*

² Fullan also reported the following observation: "In year one people experience the difficulties of getting started, and some misgivings about the top-down nature of the strategies (remember we are talking about large scale reform); in year two (if the strategy is sound) people talk about initial success; by year three people can see that their own skills, especially the collective skills of teachers and principals together, have developed. They see results of their efforts, can pinpoint problems in student learning, and have greater confidence about how to address the problems." (*Accomplishing Large Scale Reform: A Tri-Level Proposition*, Michael Fullan - article prepared for the Journal of Educational Change, November 2001)

**PARENT PERCEPTIONS BY
RACE**

Parent Perceptions by Race

		Race									
		Overall	Aboriginal	East Asian	South East Asian	South Asian	Black	Latin American	Middle Eastern	Mixed	White
		95364 (100%)	112 (0%)	14055 (15%)	3444 (4%)	25866 (27%)	9793 (10%)	1498 (2%)	4142 (4%)	8751 (9%)	27703 (29%)
Q15 How often does your child enjoy school?	All the time/Often	89%	76%	89%	90%	94%	88%	86%	87%	85%	86%
	Sometimes	10%	16%	10%	9%	5%	11%	13%	11%	13%	12%
	Rarely/Never	1%	6%	1%	1%	1%	1%	1%	2%	2%	2%
	Not sure	0%	2%	0%	1%	0%	0%	0%	0%	0%	0%
Q16 How often does your child feel safe at school?	All the time/Often	91%	86%	90%	86%	92%	86%	89%	89%	89%	93%
	Sometimes	7%	12%	8%	10%	6%	10%	8%	8%	8%	5%
	Rarely/Never	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	Not sure	2%	2%	2%	3%	2%	3%	2%	2%	2%	1%
Q17 How often do you feel welcome in your child's school?	All the time/Often	87%	85%	82%	87%	88%	86%	87%	85%	87%	90%
	Sometimes	10%	10%	13%	10%	9%	10%	10%	12%	10%	8%
	Rarely/Never	2%	4%	2%	2%	2%	2%	2%	2%	3%	2%
	Not sure	1%	2%	3%	2%	1%	1%	1%	1%	1%	0%
Q18 How often do you speak with your child's teachers?	All the time/Often	41%	43%	20%	26%	44%	45%	45%	37%	45%	47%
	Sometimes	45%	43%	54%	55%	46%	44%	42%	49%	42%	41%
	Rarely/Never	14%	14%	26%	19%	10%	11%	13%	13%	13%	12%
	Not sure	0%		0%	1%	0%	0%	0%	1%	0%	0%
Q19 How often do you attend parent-teacher interviews?	All the time/Often	72%	68%	54%	55%	75%	71%	78%	64%	74%	81%
	Sometimes	20%	19%	30%	30%	19%	19%	16%	24%	18%	14%
	Rarely/Never	8%	11%	15%	15%	6%	9%	6%	11%	7%	5%
	Not sure	1%	2%	1%	1%	1%	1%	0%	1%	1%	1%
Q20 How often do you attend meetings and events at this school?	All the time/Often	38%	30%	24%	21%	41%	32%	43%	31%	38%	47%
	Sometimes	35%	32%	38%	39%	34%	36%	30%	35%	36%	34%
	Rarely/Never	25%	36%	37%	37%	23%	30%	26%	31%	25%	18%
	Not sure	1%	2%	2%	3%	2%	2%	1%	3%	1%	0%
Q21 How often do you volunteer at this school?	All the time/Often	15%	6%	8%	6%	9%	9%	11%	8%	18%	27%
	Sometimes	22%	18%	20%	15%	18%	15%	18%	18%	24%	30%
	Rarely/Never	60%	75%	69%	73%	68%	73%	69%	68%	56%	43%
	Not sure	3%	1%	4%	6%	4%	3%	2%	6%	1%	1%
Q22 How often does your child take part in the following activities outside of school?											
Q22(a) The Arts	All the time/Often	41%	31%	48%	38%	39%	34%	38%	32%	40%	45%
	Sometimes	20%	23%	21%	20%	19%	19%	18%	19%	21%	20%
	Rarely/Never	36%	43%	28%	36%	39%	43%	42%	44%	38%	34%
	Not sure	3%	3%	3%	5%	4%	4%	3%	5%	1%	1%
Q22(b) Sports and recreation	All the time/Often	56%	39%	51%	40%	46%	44%	50%	44%	60%	73%
	Sometimes	19%	21%	24%	24%	20%	22%	19%	21%	19%	15%
	Rarely/Never	23%	40%	22%	31%	31%	31%	29%	31%	20%	12%
	Not sure	2%	1%	2%	4%	3%	3%	2%	4%	1%	1%
Q22(c) Religious/faith activities	All the time/Often	30%	29%	19%	38%	45%	44%	39%	26%	23%	19%
	Sometimes	18%	22%	14%	17%	23%	20%	15%	20%	17%	15%
	Rarely/Never	48%	49%	62%	38%	28%	32%	42%	47%	58%	64%
	Not sure	4%		5%	7%	4%	5%	4%	7%	2%	2%
Q22(d) Other social activities	All the time/Often	21%	21%	17%	17%	25%	21%	21%	23%	19%	22%
	Sometimes	19%	23%	23%	20%	19%	17%	16%	20%	18%	19%
	Rarely/Never	55%	52%	55%	56%	51%	57%	60%	50%	61%	57%
	Not sure	4%	3%	5%	7%	6%	5%	3%	7%	3%	2%
Q23 In this school, how often do you feel that the differences among all people are respected?	All the time/Often	72%	65%	59%	62%	75%	64%	77%	73%	73%	80%
	Sometimes	14%	19%	21%	18%	12%	19%	13%	13%	16%	11%
	Rarely/Never	5%	10%	9%	7%	5%	6%	5%	7%	5%	3%
	Not sure	8%	6%	11%	13%	7%	11%	5%	7%	7%	6%
Q24 In this school, how often do you feel your child is treated with respect?	All the time/Often	85%	77%	80%	79%	88%	76%	87%	84%	83%	89%
	Sometimes	10%	14%	13%	12%	7%	15%	11%	10%	11%	8%
	Rarely/Never	2%	5%	2%	3%	2%	4%	1%	3%	2%	1%
	Not sure	3%	4%	5%	7%	3%	5%	1%	3%	3%	2%

Parent Perceptions by Race

		Race									
		Overall	Aboriginal	East Asian	South East Asian	South Asian	Black	Latin American	Middle Eastern	Mixed	White
		95364 (100%)	112 (0%)	14055 (15%)	3444 (4%)	25866 (27%)	9793 (10%)	1498 (2%)	4142 (4%)	8751 (9%)	27703 (29%)
Q25 How often does your child receive help with homework in school?	All the time/Often	40%	45%	37%	47%	46%	44%	51%	46%	37%	34%
	Sometimes	24%	23%	28%	26%	24%	21%	18%	25%	23%	23%
	Rarely/Never	23%	18%	23%	18%	23%	22%	20%	20%	23%	25%
	Not sure	13%	14%	12%	10%	8%	12%	11%	8%	17%	17%
Q26 How often does your child receive help with homework outside of school if needed?	All the time/Often	51%	63%	36%	42%	44%	62%	53%	45%	59%	60%
	Sometimes	22%	23%	29%	24%	23%	17%	19%	25%	18%	18%
	Rarely/Never	23%	10%	29%	27%	28%	18%	26%	26%	19%	18%
	Not sure	4%	4%	6%	7%	5%	3%	2%	5%	4%	4%
Q27 How often does this school provide the education that your child needs?	All the time/Often	81%	81%	72%	79%	85%	82%	87%	78%	80%	83%
	Sometimes	11%	16%	17%	10%	8%	11%	8%	13%	13%	12%
	Rarely/Never	3%	2%	4%	3%	3%	3%	2%	4%	3%	2%
	Not sure	5%	2%	7%	8%	5%	5%	3%	6%	5%	3%
Q28 What is the amount of homework your child receives from school?	Too much	7%	15%	2%	5%	4%	9%	5%	5%	12%	13%
	Just about right	69%	74%	55%	77%	73%	71%	75%	69%	69%	70%
	Too little	20%	6%	38%	14%	20%	15%	18%	23%	15%	14%
	Not sure	4%	6%	5%	4%	3%	4%	3%	4%	5%	4%
Q29 Do you think free or low-cost breakfast programs are needed in your school community?	Yes	48%	77%	47%	56%	58%	69%	62%	59%	45%	29%
	No	27%	4%	31%	18%	19%	9%	15%	17%	26%	41%
	Not sure	26%	20%	22%	26%	23%	22%	22%	23%	29%	30%
Q30 Do you think free or low-cost lunch programs are needed in your school community?	Yes	55%	80%	65%	64%	58%	75%	68%	61%	54%	38%
	No	22%	2%	18%	14%	18%	7%	12%	16%	20%	34%
	Not sure	24%	18%	17%	22%	24%	18%	19%	23%	26%	28%
Q31 What do you want your child to do after high school?	Community college	6%	23%	2%	6%	4%	12%	11%	6%	7%	5%
	Apprenticeship	1%	4%	0%	1%	0%	1%	1%	0%	1%	1%
	University	87%	53%	93%	86%	90%	83%	81%	88%	82%	84%
	Not sure	4%	12%	4%	6%	4%	3%	5%	5%	5%	5%
	Work	0%		0%	0%	0%	0%	0%	0%	0%	0%
	Other	2%	8%	0%	1%	0%	1%	1%	0%	4%	5%
Q8 Eyesight Has your child ever had his/her eyesight tested by a doctor?	No	31%	33%	25%	42%	41%	35%	35%	35%	29%	23%
	Yes	69%	67%	75%	58%	59%	65%	65%	65%	71%	77%
Q8 Hearing Has your child ever had his/her hearing tested by a doctor?	No	50%	41%	52%	59%	58%	44%	46%	51%	47%	44%
	Yes	50%	59%	48%	41%	42%	56%	54%	49%	53%	56%
Q10 Before starting school in kindergarten, did your child regularly attend any of the following programs:											
Q10(a) A child care centre	Did Not attend	73%	47%	70%	87%	91%	56%	70%	74%	61%	67%
	Attended	27%	53%	30%	13%	9%	44%	30%	26%	39%	33%
Q10(b) A home day care	Did Not attend	92%	98%	95%	96%	97%	88%	94%	97%	89%	87%
	Attended	8%	2%	5%	4%	3%	12%	6%	3%	11%	13%
Q10(c) Pre-school programs	Did Not attend	68%	56%	73%	80%	71%	82%	80%	83%	67%	53%
	Attended	32%	44%	27%	20%	29%	18%	20%	17%	33%	47%
Q10(d) Home care by a parent or family member	Did Not attend	58%	80%	51%	49%	53%	71%	65%	62%	61%	60%
	Attended	42%	20%	49%	51%	47%	29%	35%	38%	39%	40%
Q10(e) Home care by a nanny or babysitter	Did Not attend	89%	91%	92%	86%	95%	90%	91%	97%	86%	82%
	Attended	11%	9%	8%	14%	5%	10%	9%	3%	14%	18%
Q10(f) None of the above	Did Not attend	88%	90%	91%	83%	80%	89%	83%	77%	92%	94%
	Attended	12%	10%	9%	17%	20%	11%	17%	23%	8%	6%

**PARENT PERCEPTIONS BY
PARENTAL PRESENCE**

Parent Perceptions by Parental Presence

		Parental Presence				
		Overall	Single Parent	Two Parents	Other	
		94058 (100%)	15393 (16%)	76362 (81%)	2303 (2%)	
Q15	How often does your child enjoy school?	All the time/Often Sometimes Rarely/Never Not sure	89% 10% 1% 0%	85% 13% 2% 0%	90% 9% 1% 0%	88% 10% 1% 0%
Q16	How often does your child feel safe at school?	All the time/Often Sometimes Rarely/Never Not sure	91% 7% 1% 2%	87% 10% 1% 2%	92% 6% 1% 2%	87% 8% 2% 3%
Q17	How often do you feel welcome in your child's school?	All the time/Often Sometimes Rarely/Never Not sure	87% 10% 2% 1%	85% 11% 3% 1%	88% 9% 2% 1%	86% 11% 2% 1%
Q18	How often do you speak with your child's teachers?	All the time/Often Sometimes Rarely/Never Not sure	41% 45% 14% 0%	40% 45% 15% 0%	41% 45% 13% 0%	35% 48% 17% 1%
Q19	How often do you attend parent-teacher interviews?	All the time/Often Sometimes Rarely/Never Not sure	72% 20% 8% 1%	67% 22% 10% 1%	73% 19% 7% 1%	61% 25% 13% 1%
Q20	How often do you attend meetings and events at this school?	All the time/Often Sometimes Rarely/Never Not sure	38% 35% 25% 1%	32% 35% 31% 2%	40% 35% 24% 1%	29% 34% 35% 2%
Q21	How often do you volunteer at this school?	All the time/Often Sometimes Rarely/Never Not sure	15% 22% 60% 3%	10% 17% 69% 3%	16% 23% 58% 3%	6% 14% 75% 4%
Q22 How often does your child take part in the following activities outside of school?						
Q22(a)	The Arts	All the time/Often Sometimes Rarely/Never Not sure	41% 20% 36% 3%	36% 20% 41% 3%	42% 20% 35% 2%	36% 19% 40% 5%
Q22(b)	Sports and recreation	All the time/Often Sometimes Rarely/Never Not sure	56% 19% 23% 2%	46% 22% 29% 3%	58% 19% 21% 2%	43% 22% 32% 4%
Q22(c)	Religious/faith activities	All the time/Often Sometimes Rarely/Never Not sure	30% 18% 48% 4%	28% 19% 48% 4%	30% 18% 49% 3%	32% 18% 44% 6%
Q22(d)	Other social activities	All the time/Often Sometimes Rarely/Never Not sure	21% 19% 55% 4%	20% 17% 58% 5%	22% 20% 55% 4%	22% 19% 53% 6%
Q23	In this school, how often do you feel that the differences among all people are respected?	All the time/Often Sometimes Rarely/Never Not sure	72% 14% 5% 8%	67% 17% 7% 9%	74% 14% 5% 8%	66% 18% 7% 10%
Q24	In this school, how often do you feel your child is treated with respect?	All the time/Often Sometimes Rarely/Never Not sure	85% 10% 2% 3%	79% 14% 3% 4%	86% 9% 2% 3%	80% 11% 4% 5%

Parent Perceptions by Parental Presence

		Parental Presence			
		Overall	Single Parent	Two Parents	Other
		94058 (100%)	15393 (16%)	76362 (81%)	2303 (2%)
Q25 How often does your child receive help with homework in school?	All the time/Often	40%	42%	40%	47%
	Sometimes	24%	24%	24%	25%
	Rarely/Never	23%	22%	24%	19%
	Not sure	13%	12%	13%	10%
Q26 How often does your child receive help with homework outside of school if needed?	All the time/Often	51%	52%	51%	49%
	Sometimes	22%	21%	22%	23%
	Rarely/Never	23%	22%	23%	23%
	Not sure	4%	4%	4%	5%
Q27 How often does this school provide the education that your child needs?	All the time/Often	81%	79%	82%	80%
	Sometimes	11%	13%	11%	11%
	Rarely/Never	3%	3%	2%	3%
	Not sure	5%	6%	5%	7%
Q28 What is the amount of homework your child receives from school?	Too much	7%	9%	7%	6%
	Just about right	69%	68%	69%	69%
	Too little	20%	19%	20%	20%
	Not sure	4%	5%	4%	5%
Q29 Do you think free or low-cost breakfast programs are needed in your school community?	Yes	48%	61%	45%	56%
	No	27%	17%	29%	18%
	Not sure	26%	23%	26%	25%
Q30 Do you think free or low-cost lunch programs are needed in your school community?	Yes	55%	67%	52%	61%
	No	22%	13%	23%	16%
	Not sure	24%	20%	24%	22%
Q31 What do you want your child to do after high school?	Community college	6%	11%	5%	10%
	Apprenticeship	1%	1%	1%	1%
	University	87%	81%	88%	79%
	Not sure	4%	5%	4%	8%
	Work	0%	0%	0%	0%
	Other	2%	2%	2%	2%
Q8 Eyesight Has your child ever had his/her eyesight tested by a doctor?	No	31%	33%	31%	38%
	Yes	69%	67%	69%	62%
Q8 Hearing Has your child ever had his/her hearing tested by a doctor?	No	50%	48%	50%	54%
	Yes	50%	52%	50%	46%
Q10 Before starting school in kindergarten, did your child regularly attend any of the following programs:					
Q10(a) A child care centre	Did Not attend	73%	62%	75%	83%
	Attended	27%	38%	25%	17%
Q10(b) A home day care	Did Not attend	92%	90%	92%	95%
	Attended	8%	10%	8%	5%
Q10(c) Pre-school programs	Did Not attend	68%	76%	65%	80%
	Attended	32%	24%	35%	20%
Q10(d) Home care by a parent or family member	Did Not attend	58%	65%	56%	48%
	Attended	42%	35%	44%	52%
Q10(e) Home care by a nanny or babysitter	Did Not attend	89%	91%	88%	92%
	Attended	11%	9%	12%	8%
Q10(f) None of the above	Did Not attend	88%	88%	88%	86%
	Attended	12%	12%	12%	14%

**PARENT PERCEPTIONS BY
PARENT PLACE OF BIRTH**

Parent Perceptions by Parent Place of Birth

		Parent Place of Birth			
		Overall	Both Canada	Canada & Other Country	Born outside Canada
		94484 (100%)	20175 (21%)	11757 (12%)	62552 (66%)
Q15 How often does your child enjoy school?	All the time/Often Sometimes Rarely/Never Not sure	89% 10% 1% 0%	85% 13% 2% 0%	86% 12% 2% 0%	91% 8% 1% 0%
Q16 How often does your child feel safe at school?	All the time/Often Sometimes Rarely/Never Not sure	91% 7% 1% 2%	92% 6% 1% 1%	91% 6% 1% 1%	90% 7% 1% 2%
Q17 How often do you feel welcome in your child's school?	All the time/Often Sometimes Rarely/Never Not sure	87% 10% 2% 1%	89% 9% 2% 0%	88% 9% 2% 1%	87% 10% 2% 1%
Q18 How often do you speak with your child's teachers?	All the time/Often Sometimes Rarely/Never Not sure	41% 45% 14% 0%	49% 40% 11% 0%	46% 41% 12% 0%	37% 48% 15% 0%
Q19 How often do you attend parent-teacher interviews?	All the time/Often Sometimes Rarely/Never Not sure	72% 20% 8% 1%	82% 13% 4% 1%	78% 16% 6% 1%	68% 22% 9% 1%
Q20 How often do you attend meetings and events at this school?	All the time/Often Sometimes Rarely/Never Not sure	38% 35% 25% 1%	49% 34% 17% 0%	43% 35% 21% 1%	34% 36% 29% 2%
Q21 How often do you volunteer at this school?	All the time/Often Sometimes Rarely/Never Not sure	15% 22% 60% 3%	29% 31% 40% 0%	22% 27% 50% 1%	9% 18% 69% 4%
Q22 How often does your child take part in the following activities outside of school?					
Q22(a) The Arts	All the time/Often Sometimes Rarely/Never Not sure	41% 20% 36% 3%	44% 20% 35% 1%	42% 21% 35% 1%	40% 19% 37% 4%
Q22(b) Sports and recreation	All the time/Often Sometimes Rarely/Never Not sure	56% 19% 23% 2%	73% 15% 12% 0%	65% 18% 16% 1%	48% 21% 28% 3%
Q22(c) Religious/faith activities	All the time/Often Sometimes Rarely/Never Not sure	30% 18% 48% 4%	20% 15% 64% 1%	24% 18% 56% 2%	35% 19% 42% 5%
Q22(d) Other social activities	All the time/Often Sometimes Rarely/Never Not sure	21% 19% 55% 4%	22% 19% 58% 1%	20% 19% 58% 2%	22% 20% 53% 5%
Q23 In this school, how often do you feel that the differences among all people are respected?	All the time/Often Sometimes Rarely/Never Not sure	72% 14% 5% 8%	79% 12% 3% 6%	76% 14% 4% 6%	70% 15% 6% 9%
Q24 In this school, how often do you feel your child is treated with respect?	All the time/Often Sometimes Rarely/Never Not sure	85% 10% 2% 3%	88% 9% 2% 1%	85% 11% 2% 2%	84% 10% 2% 4%

Parent Perceptions by Parent Place of Birth

		Parent Place of Birth			
		Overall	Both Canada	Canada & Other Country	Born outside Canada
		94484 (100%)	20175 (21%)	11757 (12%)	62552 (66%)
Q25 How often does your child receive help with homework in school?	All the time/Often	40%	35%	37%	42%
	Sometimes	24%	24%	24%	24%
	Rarely/Never	23%	24%	23%	23%
	Not sure	13%	17%	16%	10%
Q26 How often does your child receive help with homework outside of school if needed?	All the time/Often	51%	63%	60%	45%
	Sometimes	22%	18%	19%	23%
	Rarely/Never	23%	16%	18%	27%
	Not sure	4%	4%	3%	5%
Q27 How often does this school provide the education that your child needs?	All the time/Often	81%	83%	81%	81%
	Sometimes	11%	12%	13%	11%
	Rarely/Never	3%	2%	2%	3%
	Not sure	5%	3%	4%	6%
Q28 What is the amount of homework your child receives from school?	Too much	7%	14%	12%	4%
	Just about right	69%	72%	71%	67%
	Too little	20%	10%	13%	24%
	Not sure	4%	4%	4%	4%
Q29 Do you think free or low-cost breakfast programs are needed in your school community?	Yes	48%	29%	38%	56%
	No	27%	42%	33%	21%
	Not sure	26%	29%	28%	24%
Q30 Do you think free or low-cost lunch programs are needed in your school community?	Yes	55%	37%	47%	62%
	No	22%	36%	27%	16%
	Not sure	24%	27%	26%	22%
Q31 What do you want your child to do after high school?	Community college	6%	7%	7%	5%
	Apprenticeship	1%	1%	1%	0%
	University	87%	81%	83%	90%
	Not sure	4%	5%	5%	4%
	Work	0%	0%	0%	0%
	Other	2%	5%	4%	1%
Q8 Eyesight Has your child ever had his/her eyesight tested by a doctor?	No	31%	23%	26%	35%
	Yes	69%	77%	74%	65%
Q8 Hearing Has your child ever had his/her hearing tested by a doctor?	No	50%	45%	47%	52%
	Yes	50%	55%	53%	48%
Q10 Before starting school in kindergarten, did your child regularly attend any of the following programs:					
Q10(a) A child care centre	Did Not attend	73%	65%	64%	77%
	Attended	27%	35%	36%	23%
Q10(b) A home day care	Did Not attend	92%	86%	89%	95%
	Attended	8%	14%	11%	5%
Q10(c) Pre-school programs	Did Not attend	68%	52%	62%	74%
	Attended	32%	48%	38%	26%
Q10(d) Home care by a parent or family member	Did Not attend	58%	62%	59%	56%
	Attended	42%	38%	41%	44%
Q10(e) Home care by a nanny or babysitter	Did Not attend	89%	81%	85%	92%
	Attended	11%	19%	15%	8%
Q10(f) None of the above	Did Not attend	88%	94%	93%	85%
	Attended	12%	6%	7%	15%

**PARENT PERCEPTIONS BY
PARENT EDUCATIONAL BACKGROUND**

Parent Perceptions by Parent Educational Background

		Parent Education					
		Overall	None	Elementary	Secondary	College	University
		93077 (100%)	833 (1%)	2572 (3%)	19285 (21%)	22384 (24%)	48003 (52%)
Q15 How often does your child enjoy school?	All the time/Often	89%	83%	85%	87%	89%	90%
	Sometimes	10%	14%	13%	11%	10%	9%
	Rarely/Never	1%	2%	2%	1%	1%	1%
	Not sure	0%	1%	1%	0%	0%	0%
Q16 How often does your child feel safe at school?	All the time/Often	91%	85%	85%	87%	89%	93%
	Sometimes	7%	11%	10%	9%	8%	5%
	Rarely/Never	1%	2%	2%	1%	1%	1%
	Not sure	2%	3%	3%	3%	2%	1%
Q17 How often do you feel welcome in your child's school?	All the time/Often	87%	82%	81%	86%	87%	89%
	Sometimes	10%	12%	13%	10%	10%	9%
	Rarely/Never	2%	2%	3%	2%	2%	2%
	Not sure	1%	3%	2%	2%	1%	1%
Q18 How often do you speak with your child's teachers?	All the time/Often	41%	29%	30%	37%	43%	42%
	Sometimes	45%	50%	49%	48%	44%	45%
	Rarely/Never	14%	19%	20%	15%	12%	13%
	Not sure	0%	2%	1%	0%	0%	0%
Q19 How often do you attend parent-teacher interviews?	All the time/Often	72%	53%	56%	66%	73%	75%
	Sometimes	20%	30%	28%	23%	19%	18%
	Rarely/Never	8%	14%	14%	10%	7%	6%
	Not sure	1%	3%	1%	1%	1%	1%
Q20 How often do you attend meetings and events at this school?	All the time/Often	38%	26%	23%	29%	36%	44%
	Sometimes	35%	29%	34%	36%	36%	35%
	Rarely/Never	25%	38%	40%	32%	27%	21%
	Not sure	1%	6%	3%	2%	1%	1%
Q21 How often do you volunteer at this school?	All the time/Often	15%	7%	7%	9%	12%	19%
	Sometimes	22%	11%	13%	17%	20%	26%
	Rarely/Never	60%	73%	74%	70%	65%	53%
	Not sure	3%	9%	6%	5%	3%	2%
Q22 How often does your child take part in the following activities outside of school?							
Q22(a) The Arts	All the time/Often	41%	34%	27%	31%	37%	48%
	Sometimes	20%	17%	19%	20%	20%	20%
	Rarely/Never	36%	41%	47%	45%	40%	31%
	Not sure	3%	8%	7%	4%	3%	2%
Q22(b) Sports and recreation	All the time/Often	56%	33%	34%	40%	51%	65%
	Sometimes	19%	18%	22%	22%	21%	17%
	Rarely/Never	23%	42%	38%	34%	25%	16%
	Not sure	2%	7%	6%	3%	2%	1%
Q22(c) Religious/faith activities	All the time/Often	30%	29%	25%	28%	34%	29%
	Sometimes	18%	19%	17%	19%	20%	17%
	Rarely/Never	48%	40%	50%	48%	43%	51%
	Not sure	4%	12%	8%	5%	4%	2%
Q22(d) Other social activities	All the time/Often	21%	22%	17%	18%	21%	23%
	Sometimes	19%	19%	17%	17%	18%	21%
	Rarely/Never	55%	49%	57%	59%	57%	53%
	Not sure	4%	11%	8%	6%	4%	3%
Q23 In this school, how often do you feel that the differences among all people are respected?	All the time/Often	72%	64%	61%	67%	70%	76%
	Sometimes	14%	17%	19%	17%	16%	12%
	Rarely/Never	5%	9%	8%	6%	5%	5%
	Not sure	8%	11%	12%	10%	8%	7%
Q24 In this school, how often do you feel your child is treated with respect?	All the time/Often	85%	77%	75%	81%	82%	89%
	Sometimes	10%	13%	14%	12%	12%	8%
	Rarely/Never	2%	4%	4%	3%	2%	1%
	Not sure	3%	6%	6%	4%	3%	2%

Parent Perceptions by Parent Educational Background

		Parent Education					
		Overall	None	Elementary	Secondary	College	University
		93077 (100%)	833 (1%)	2572 (3%)	19285 (21%)	22384 (24%)	48003 (52%)
Q25 How often does your child receive help with homework in school?	All the time/Often	40%	45%	45%	44%	43%	36%
	Sometimes	24%	27%	26%	26%	24%	23%
	Rarely/Never	23%	19%	19%	20%	22%	25%
	Not sure	13%	8%	10%	10%	11%	15%
Q26 How often does your child receive help with homework outside of school if needed?	All the time/Often	51%	39%	43%	48%	53%	52%
	Sometimes	22%	24%	25%	24%	21%	20%
	Rarely/Never	23%	30%	27%	24%	22%	23%
	Not sure	4%	7%	5%	4%	4%	5%
Q27 How often does this school provide the education that your child needs?	All the time/Often	81%	78%	79%	81%	81%	82%
	Sometimes	11%	10%	10%	10%	11%	12%
	Rarely/Never	3%	4%	4%	3%	3%	2%
	Not sure	5%	8%	7%	6%	5%	4%
Q28 What is the amount of homework your child receives from school?	Too much	7%	5%	7%	7%	8%	8%
	Just about right	69%	74%	69%	71%	70%	67%
	Too little	20%	15%	18%	17%	18%	22%
	Not sure	4%	6%	6%	5%	4%	3%
Q29 Do you think free or low-cost breakfast programs are needed in your school community?	Yes	48%	53%	59%	58%	55%	39%
	No	27%	16%	17%	17%	19%	35%
	Not sure	26%	31%	24%	25%	25%	26%
Q30 Do you think free or low-cost lunch programs are needed in your school community?	Yes	55%	56%	62%	61%	61%	49%
	No	22%	16%	16%	15%	16%	27%
	Not sure	24%	28%	22%	24%	23%	24%
Q31 What do you want your child to do after high school?	Community college	6%	11%	14%	11%	8%	2%
	Apprenticeship	1%	1%	1%	1%	1%	0%
	University	87%	69%	70%	79%	85%	93%
	Not sure	4%	15%	12%	7%	4%	3%
	Work	0%	1%	1%	0%	0%	0%
	Other	2%	2%	2%	2%	2%	2%
Q8 Eyesight Has your child ever had his/her eyesight tested by a doctor?	No	31%	44%	38%	38%	33%	27%
	Yes	69%	56%	62%	62%	67%	73%
Q8 Hearing Has your child ever had his/her hearing tested by a doctor?	No	50%	56%	52%	52%	50%	50%
	Yes	50%	44%	48%	48%	50%	50%
Q10 Before starting school in kindergarten, did your child regularly attend any of the following programs:							
Q10(a) A child care centre	Did Not attend	73%	88%	84%	80%	72%	70%
	Attended	27%	12%	16%	20%	28%	30%
Q10(b) A home day care	Did Not attend	92%	96%	95%	94%	91%	92%
	Attended	8%	4%	5%	6%	9%	8%
Q10(c) Pre-school programs	Did Not attend	68%	91%	87%	80%	73%	58%
	Attended	32%	9%	13%	20%	27%	42%
Q10(d) Home care by a parent or family member	Did Not attend	58%	58%	54%	54%	58%	59%
	Attended	42%	42%	46%	46%	42%	41%
Q10(e) Home care by a nanny or babysitter	Did Not attend	89%	93%	92%	93%	91%	86%
	Attended	11%	7%	8%	7%	9%	14%
Q10(f) None of the above	Did Not attend	88%	71%	78%	83%	88%	91%
	Attended	12%	29%	22%	17%	12%	9%

**PARENT PERCEPTIONS BY
FAMILY INCOME LEVEL**

Parent Perceptions by Family Income Level

		Annual Household Income					
		Overall	Less than \$30,000	\$30,000 - \$49,999	\$50,000 - \$74,999	\$75,000 - \$99,999	\$100,000+
		85914 (100%)	23168 (27%)	19979 (23%)	15273 (18%)	8751 (10%)	18743 (22%)
Q15 How often does your child enjoy school?	All the time/Often	89%	89%	90%	89%	88%	89%
	Sometimes	10%	10%	9%	10%	10%	9%
	Rarely/Never	1%	1%	1%	1%	1%	1%
	Not sure	0%	0%	0%	0%	0%	0%
Q16 How often does your child feel safe at school?	All the time/Often	91%	88%	90%	91%	92%	95%
	Sometimes	7%	8%	7%	7%	6%	3%
	Rarely/Never	1%	1%	1%	1%	1%	0%
	Not sure	2%	2%	2%	2%	1%	1%
Q17 How often do you feel welcome in your child's school?	All the time/Often	87%	85%	87%	87%	88%	91%
	Sometimes	10%	11%	10%	10%	9%	7%
	Rarely/Never	2%	2%	2%	2%	2%	1%
	Not sure	1%	1%	1%	1%	1%	0%
Q18 How often do you speak with your child's teachers?	All the time/Often	41%	38%	40%	39%	42%	45%
	Sometimes	45%	47%	46%	46%	44%	43%
	Rarely/Never	14%	14%	14%	14%	13%	12%
	Not sure	0%	0%	0%	0%	0%	0%
Q19 How often do you attend parent-teacher interviews?	All the time/Often	72%	64%	69%	72%	77%	82%
	Sometimes	20%	24%	22%	20%	17%	13%
	Rarely/Never	8%	11%	8%	7%	6%	4%
	Not sure	1%	1%	1%	0%	1%	1%
Q20 How often do you attend meetings and events at this school?	All the time/Often	38%	31%	34%	36%	42%	51%
	Sometimes	35%	34%	36%	37%	36%	34%
	Rarely/Never	25%	32%	29%	26%	22%	15%
	Not sure	1%	3%	1%	1%	0%	0%
Q21 How often do you volunteer at this school?	All the time/Often	15%	8%	9%	12%	17%	29%
	Sometimes	22%	16%	18%	21%	26%	33%
	Rarely/Never	60%	71%	69%	65%	55%	37%
	Not sure	3%	5%	4%	2%	1%	0%
Q22 How often does your child take part in the following activities outside of school?							
Q22(a) The Arts	All the time/Often	41%	33%	38%	41%	47%	53%
	Sometimes	20%	19%	20%	21%	20%	20%
	Rarely/Never	36%	43%	39%	37%	33%	27%
	Not sure	3%	5%	3%	2%	1%	0%
Q22(b) Sports and recreation	All the time/Often	56%	39%	45%	55%	66%	82%
	Sometimes	19%	22%	23%	22%	19%	12%
	Rarely/Never	23%	36%	30%	22%	15%	6%
	Not sure	2%	4%	2%	2%	1%	0%
Q22(c) Religious/faith activities	All the time/Often	30%	32%	34%	32%	28%	22%
	Sometimes	18%	19%	20%	19%	17%	15%
	Rarely/Never	48%	43%	42%	46%	53%	62%
	Not sure	4%	6%	4%	3%	2%	1%
Q22(d) Other social activities	All the time/Often	21%	21%	21%	20%	21%	23%
	Sometimes	19%	18%	20%	20%	19%	21%
	Rarely/Never	55%	55%	54%	56%	58%	54%
	Not sure	4%	7%	5%	3%	2%	1%
Q23 In this school, how often do you feel that the differences among all people are respected?	All the time/Often	72%	68%	69%	71%	76%	83%
	Sometimes	14%	16%	16%	15%	13%	9%
	Rarely/Never	5%	7%	6%	5%	4%	2%
	Not sure	8%	9%	8%	8%	7%	6%
Q24 In this school, how often do you feel your child is treated with respect?	All the time/Often	85%	82%	83%	85%	87%	91%
	Sometimes	10%	11%	11%	10%	9%	6%
	Rarely/Never	2%	3%	2%	2%	1%	1%
	Not sure	3%	4%	3%	3%	2%	1%

Parent Perceptions by Family Income Level

		Annual Household Income					
		Overall	Less than \$30,000	\$30,000 - \$49,999	\$50,000 - \$74,999	\$75,000 - \$99,999	\$100,000+
		85914 (100%)	23168 (27%)	19979 (23%)	15273 (18%)	8751 (10%)	18743 (22%)
Q25 How often does your child receive help with homework in school?	All the time/Often	40%	46%	43%	40%	36%	32%
	Sometimes	24%	24%	25%	24%	24%	23%
	Rarely/Never	23%	20%	21%	24%	24%	27%
	Not sure	13%	10%	10%	12%	16%	18%
Q26 How often does your child receive help with homework outside of school if needed?	All the time/Often	51%	46%	47%	51%	54%	59%
	Sometimes	22%	23%	24%	21%	20%	19%
	Rarely/Never	23%	26%	25%	24%	21%	19%
	Not sure	4%	5%	4%	4%	4%	4%
Q27 How often does this school provide the education that your child needs?	All the time/Often	81%	80%	81%	82%	81%	84%
	Sometimes	11%	11%	11%	11%	12%	12%
	Rarely/Never	3%	3%	3%	3%	2%	1%
	Not sure	5%	6%	5%	5%	4%	3%
Q28 What is the amount of homework your child receives from school?	Too much	7%	5%	5%	7%	9%	12%
	Just about right	69%	68%	69%	67%	67%	71%
	Too little	20%	22%	22%	22%	20%	14%
	Not sure	4%	5%	4%	4%	3%	3%
Q29 Do you think free or low-cost breakfast programs are needed in your school community?	Yes	48%	63%	58%	51%	41%	21%
	No	27%	16%	19%	23%	30%	50%
	Not sure	26%	22%	23%	26%	29%	29%
Q30 Do you think free or low-cost lunch programs are needed in your school community?	Yes	55%	67%	63%	59%	51%	31%
	No	22%	13%	15%	17%	22%	42%
	Not sure	24%	20%	22%	23%	27%	27%
Q31 What do you want your child to do after high school?	Community college	6%	9%	7%	5%	3%	1%
	Apprenticeship	1%	1%	1%	1%	1%	0%
	University	87%	83%	87%	88%	89%	92%
	Not sure	4%	6%	5%	4%	4%	3%
	Work	0%	0%	0%	0%	0%	0%
	Other	2%	1%	1%	2%	3%	3%
Q8 Eyesight Has your child ever had his/her eyesight tested by a doctor?	No	31%	39%	36%	31%	26%	20%
	Yes	69%	61%	64%	69%	74%	80%
Q8 Hearing Has your child ever had his/her hearing tested by a doctor?	No	50%	52%	53%	52%	48%	46%
	Yes	50%	48%	47%	48%	52%	54%
Q10 Before starting school in kindergarten, did your child regularly attend any of the following programs:							
Q10(a) A child care centre	Did Not attend	73%	76%	78%	75%	69%	62%
	Attended	27%	24%	22%	25%	31%	38%
Q10(b) A home day care	Did Not attend	92%	95%	94%	92%	88%	87%
	Attended	8%	5%	6%	8%	12%	13%
Q10(c) Pre-school programs	Did Not attend	68%	78%	74%	70%	62%	45%
	Attended	32%	22%	26%	30%	38%	55%
Q10(d) Home care by a parent or family member	Did Not attend	58%	57%	55%	54%	56%	63%
	Attended	42%	43%	45%	46%	44%	37%
Q10(e) Home care by a nanny or babysitter	Did Not attend	89%	95%	93%	90%	87%	75%
	Attended	11%	5%	7%	10%	13%	25%
Q10(f) None of the above	Did Not attend	88%	81%	85%	88%	93%	97%
	Attended	12%	19%	15%	12%	7%	3%

