

2011-12

STUDENT AND PARENT CENSUS

TECHNICAL REPORT

Methodology, Implementation, Data Processing, and Reporting



Academic, Research & Information Services

Toronto District School Board

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June 2014

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INTRODUCTION

Background

In November 2004, the Toronto District School Board (TDSB) passed the following motion:

That staff in consultation with the OHRC [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.

In November of 2006, after two years of consultation, planning and preparation, the TDSB implemented its first *Student Census* for all students in Grades 7-12.¹ In the following school year, the first *Parent Census* was conducted for the Kindergarten - Grade 6 population in all TDSB elementary schools.² Both of these first system-wide surveys achieved very high return rates: 84% for the 2006 *Student Census*, and 68% for the 2008 *Parent Census*. Both yielded important demographic data about the population served by the school board as well as valuable information about the needs and opportunity gaps of the students in relation to their experiences in and outside of school.

The results and findings of this first *Student and Parent Census* have been leveraged both within and outside the school board for improvement planning, programming, policy making, resource allocation, as well as solicitation of funding and resources for high needs school communities.³ In addition, the TDSB's *Census* collection process and findings have been presented externally and internationally for knowledge sharing and mobilization purposes.

Having considered the value of the first *Student and Parent Census*, in May 2009 the Board decided that the *Student and Parent Census* "be implemented on a 5-year cycle and that the next [*Census*] be conducted in school year 2011-12". In Fall of 2011-12, the TDSB implemented its second *Student Census*, and in Spring of the same school year, the second *Parent Census* was conducted.

¹ For details about the TDSB's first *Student Census*, refer to Yau, M. & O'Reilly, J. (2007). *2006 Student Census, Grades 7-12: System Overview*.

² For details about the TDSB's first *Parent Census*, refer to O'Reilly, J. & Yau, M. (2009). *2008 Parent Census, Kindergarten-Grade 6: System Overview and Detailed Findings*.

³ See Appendix A for examples of how the 2006-08 *Census* information has been used at the local school, system and community levels.

Goal

The goal of the second Student and Parent Census was similar to that of the first Census. That is, to collect student demographic and social environment data (which can be linked to the Board's central data sources such as student achievement data) in order to assist the school board to:

- identify systemic barriers to student achievement and implement changes to remove those barriers;
- develop policies and strategies to close the achievement gap between groups of students;
- allocate resources to support students in need;
- develop programs and services for students who need specific interventions and support;
- assess the effectiveness of programs established to address specific student needs; and
- establish a baseline of data to measure system improvements in the educational outcomes for all students.

Census Working Committee

To prepare for the implementation of the 2011-12 Student and Parent Census, a working committee led by researchers from Academic, Research & Information Services was struck in 2010-11. The function of the working committee was to:

- review and refine the survey questions of the first Census;
- gather and consider additional questions in consultation with internal departments, including Legal Services, and external agencies such as Toronto Public Health;
- consult and communicate with different stakeholder groups – including principals' associations, community advisory groups, parent representatives from the Board's Community Advisory Committees, and Trustees;
- design, field test, and create scannable Census questionnaires with translated versions and instructional guides; and
- develop detailed communication and implementation plans and timelines to facilitate system-wide administration of the Census at all TDSB's schools.

METHODOLOGY

As in the case of the first Census, to collect demographic and experiential data about students from the entire school board, Junior Kindergarten to Grade 12, two types of system-wide surveys were deployed.

- Student Census for the older students from Grade 7 to Grade 12
- Parent Census for the younger population from Junior Kindergarten to Grade 6

Survey Design

Similar to the first Census, both the second Student and Parent Censuses were comprised of two main sections:

1. Demographic questions about the makeup of the student body
2. Contextual questions about the students' perceptions of their experiences in and outside of school

To ensure consistency and comparability, most of the original questions in the first Student and Parent Census were retained. A few questions were, however, removed and new items and topics were introduced in the second Census (see Appendices B and C for the different 2011-12 Student and Parent Census survey forms).

2011 Student Census Questionnaires

In the demographic section of the 2011 Student Census, all original questions, except for one, were maintained. As information on student special needs was available in the Board's School Information Systems (SIS) and could be extracted and linked later on for disaggregated analysis, the question pertaining to students' disabilities was removed. A new demographic question was added which asked whether students had one or both of their parents living outside of Canada.

In the contextual section, while most of the original Student Census questions remained, several items were removed based on a review of the first Census findings. Many of the discarded questions were sub-questions pertaining to whether certain negative experiences students encountered at school had to do with their backgrounds such as gender, race, sexual orientation, etc. It was found in the analysis of the first Student Census data that these sub-questions yielded limited information. Instead, more solid findings were produced and

reported using breakdown analyses of related questions based on the students' own demographic and contextual information. Hence, these sub-questions were removed.

The removal of some of the original questions allowed room for incorporating new items and topics in the second Census. Many of the new items were to augment some of the existing questions or topics such as computer use; cyber-bullying; relationships with school adults and peers; self-perceived abilities; and physical health. Additionally, a new topic was introduced in this second Census on students' mental and emotional well-being. A total of 20 items were included on students' positive feelings about themselves, emotional challenges, psychosomatic symptoms, and worries. This new topic has added an important dimension to the TDSB's Census, providing a more holistic view of the students' experiences and outcomes.

It should be noted that the Grade 7-8 questionnaires were very similar to those for high school students. The only key differences were that the Grades 9-12 version included a few more questions on topics such as secondary school courses, post-secondary aspirations, and sexual orientation issues.

2012 Parent Census Questionnaire

In the demographic section of the 2012 Parent Census, all original questions, except for two, were maintained with minor rewording of a few questions. As with the Student Census, two questions pertaining to the students' disabilities were removed as more reliable information could be accessed through the Board's School Information Systems. The Parent Census also included the new demographic question regarding parents' place of residence and asked the parent completing the form whether they or the other parent lived outside of Canada for part or all of the school year. In addition, a question pertaining to pre-Kindergarten experiences had two new items added related to participation in the TDSB's Parenting and Family Literacy Centres, and play-based children's programs.

In the contextual section, there was some reorganization and minor rewording of the original questions; as well, there were new and expanded questions pertaining to school rules and school safety, parent perceptions of the school environment, and student emotional well-being as measured through the presence of psychosomatic symptoms.

Matrix Sampling Method

Similar to the first Student Census, a matrix-sampling data collection method was employed in the second Student Census. Two paper-and-pencil questionnaires (Forms A and B) were designed. While both forms shared the same demographic section, the content of the contextual section in the two forms varied with the exception of two common questions⁴. Using this sampling method, every second student in the homeroom was randomly assigned to complete the alternate form. In this way, a wide range of topics were covered while the questionnaires could still be kept at a reasonable length. This matrix-sampling method was not adopted in the Parent Census, as fewer questions were asked of parents.

Field Testing

Student Census

In June 2011, two middle schools and two secondary schools were selected to field test the draft Student Census questionnaires. In each school, two classes of students were randomly chosen with one class trying out one version of the matrix-sampling forms and the other class filling out the other form. This field testing helped determine the suitability of the questionnaires for students in Grades 7-8 and in secondary school in terms of the content (e.g., in relation to cultural sensitivity and student comfort level), clarity, comprehensiveness, readability, appropriateness of the language used such as wording and terminology, length, and the amount of time required to complete the survey.

In the field test, students in Grades 7-8 took between 15 and 30 minutes to complete the survey. The time required for the students in Grades 9-10 was even shorter (10-20 minutes). This confirmed that the length of the questionnaires was appropriate, and that students in Grades 7-12 could comfortably fill out the survey within one class period. Feedback from students was also obtained immediately after the field test, and their comments were considered by the Census Research Team when finalizing the Student Census questionnaires.

Parent Census

The Parent Census was field tested with a large group of parent volunteers from the Board's Community Advisory Committees.

The Census Research Team presented an overview of the first Parent Census as background context and then highlighted the proposed changes to the second Parent Census form. Staff

⁴ These two common contextual questions were items about students' overall perceptions of school, and feelings about themselves.

from the Professional Learning Unit then facilitated a feedback session in two groups. Research staff attended and recorded the feedback in each of the groups. Parent feedback about the proposed changes was considered by the Census Research Team when finalizing the Parent Census questionnaires.

Translations

The Parent Census survey was translated into over 20 languages, and the Student Census survey was translated into six languages. This gave parents and students the option to respond in the language they were comfortable with. For the Parent Census, the translated languages were selected according to the most common home languages⁵ of elementary school students as recorded in the Board's School Information Systems. For the Student Census, the selection of the six translated languages was based on the home languages spoken by most of the Grade 7-12 English Language Learners (ELLs) in the TDSB. Where possible, all the translations were verified by a second reader who was familiar with the language concerned.

These translated questionnaires were made available to schools. For the Student Census, the Teacher's Guide instructed teachers to provide English Language Learners with any assistance required to complete the Student Census and directed them to the internal website where they could download translations of the Student Census as required.

For the Parent Census, all parents received an individualized English survey. However, there were instructions in the parent letter for those who required access to a translated version. Translations of the survey and parent letter were available on the public website for parents and schools to access directly. Where principals were aware of the need for a translation, they were instructed to include the appropriate translated version of the survey (along with the English version) in the package sent home to parents.

⁵ The only exception was the Ojibway language as an option for Aboriginal parents.

IMPLEMENTATION

When the TDSB launched its very first Census, the Student and Parent Census were implemented separately over two school years (2006-07 and 2007-08). In this second round, the two Censuses were administered within the same school year but in two separate time periods – the Student Census was administered in the Fall (November) and the Parent Census in early Spring (February).

Prior Communication

Early in the school year (2011-12), communications to promote the upcoming Census were made to school principals and parents. The Census Research Team presented at principal area meetings. In addition, dedicated websites (both internal and external) provided information online for the system and the community. Schools were also provided with promotional materials (i.e., flyers and posters) to promote the Census to students and parents. These communications emphasized the value of the first Census as well as the importance of their co-operation to maintain a high participation rate in order to assure the data to be collected would continue to be useful for local school communities and the school system as a whole.

Administration

Student Census

The third week of November in 2011 was designated by the Board as “Student Census Week” for all TDSB schools with students in Grades 7-12. A total of 301 schools were involved. Principals were given instructions (see Appendix D, pp. 48). Individualized scannable paper forms (Teleform), along with copies of the Teacher’s Guide (see Appendix D, pp. 49), were distributed to schools one week prior to administration. During Census Week, homeroom teachers administered the paper-and-pencil survey to students in their class. Students were reminded not to share their responses with anyone including their peers, teachers, or any other school staff, and were asked to return their completed forms as a class in a sealed envelope.

Parent Census

The Parent Census was administered in February 2012 for all TDSB schools with students in Kindergarten to Grade 6. A total of 434 elementary schools were involved. Two weeks prior to administration, Instructions for School Administrators, and individualized Parent Census forms, packaged by homeroom, were delivered to all schools with Kindergarten to Grade 6

students. The instructions encouraged principals to promote the Parent Census to their school community and provided tips to increase participation (see Appendix E).

During the three-week administration period, teachers sent the Parent Census home with students. Each parent received an individualized scannable paper form (Teleform), and a parent letter. Parents with more than one child in Kindergarten to Grade 6 received a separate survey for each of their children. The letter and survey were sent home in an unsealed envelope, labelled with the student's name and homeroom. After completing the survey, parents were instructed to remove the parent letter before placing the completed form into the same envelope and to seal the envelope before returning it to the school.

Survey Confidentiality

The TDSB's Census is a confidential but not anonymous survey. Individual students received their assigned survey with their name on the cover page and a unique code in the attached form. Each individualized code (a dummy ID) was associated with a student's Trillium number in an electronic identification key file, which was kept confidential by the Census Research Team. With these student identification codes, the Census data collected could then be merged with the Board's centrally available data sources for tracking and disaggregated analysis.

In the Student Census, to further ensure confidentiality, students were instructed to detach the front page of the questionnaire which had their name on it before returning their completed form. The completed forms then had no personally identifiable information on them when they were shipped from each school directly to the Board's Research Department for processing. All the returned forms were stored securely by the Research Department for scanning and verification before being shredded. The electronic files with scanned in data have been maintained exclusively by the Board's Research unit for research purposes only.

In the Parent Census, the parent letter instructed parents to remove the letter, which contained the name of the student, before placing the completed form into the envelope and sealing it for return to the school.

DATA PROCESSING

Form Processing and Coding

All the completed survey forms were scanned and verified in-house using the Teleform software. Due to the volume of returned forms (over 192,000), the scanning and verification process lasted several months before data cleaning and coding of open-ended responses could be undertaken.

A team was established to code open-ended responses such as parent/caregiver's occupations and student cultural backgrounds captured in the Student Census. For quality control and consistency, coding team members were trained, all their coding was verified by the team leader, and statistical runs were performed to ascertain alignment of assigned codes with previous Census data and other centrally available data sources.

Variable Construction

Aside from data entry, verification and coding, a number of key demographic factors were constructed before data analyses for reporting were performed. These constructed demographic variables included:

- Family socio-economic status (SES) – This variable was derived from the open-ended question in the Student Census on parents/caregivers' occupations, which were coded and grouped into five SES categories⁶ (see Appendix F for details). For two-parent households, the higher SES category of the two parents would be used to represent the family SES.⁷
- Parental presence at home – This variable was based on a multiple-choice question which asked who the adults were students lived with most of the time. Student responses to the 11 given choices were collapsed into four categories: "Two parents" (which included step-parents or shared time with each of the parents), "Mother only", "Father only", and "Other(s)" (including "foster parents", "group home adults", "adult

⁶ These five categories are Professional and senior management, Semi-professional and middle management, Skilled/semi-skilled clerical and trades, Unskilled clerical and trades, and Non-remunerative.

⁷ It should be noted in this Second Census, if students indicated their parent(s) being unemployed, stay-at-home, or retired in the parent employment status question, their SES would be coded as "non-remunerative" even if an occupation was listed. This question was not included in the construction of the SES factor in the first Census. A recalculation of the first Census using the same criteria indeed shows that the SES distribution of TDSB students in Grades 7-12 was similar in both the 2006 and the 2011 Student Census.

relatives or guardians", "Other", and (Student Census Only) "on my own" and "friend(s)").

- Parent educational level – This variable was created based on the question for mother’s education and father’s education. For two-parent households, the higher educational level of the two would be used to represent parent educational level.
- Student racialized background – This variable was mainly based on a multiple-choice question which asked students about their racial background. Where ambiguities or discrepancies were detected in a student’s response, efforts were made by the coding team to cross-check and verify the information using other related survey questions such as home language(s), parent place of birth, and an open-ended question on student cultural background.

In addition, for the new topic in the current Census, a composite index was created to reflect student emotional well-being.

- Emotional well-being index – This composite index was based on six emotion-related items in the Student Census – three positive emotions (feeling good about oneself, being hopeful about the future, and liking the way one looks) and three negative emotions (feeling lonely, nervous or anxious, and down). These items were used because they appear in both Form A and B of the Student Census, they demonstrated good face validity, and an Exploratory Factor Analysis showed good construct validity (see Appendix G for details).

REPORTING

Return Rates

As in the case of the first Census, the 2011-12 Student and Parent Census achieved high return rates. For instance, nearly 31,300 forms were returned by the students in Grades 7-8 in over 200 schools yielding a return rate of 95%. Among the high school students, 84% (about 71,700 in 108 secondary schools) participated in the survey. It should be noted that the return rate of the younger (Grades 9-10) cohorts was noticeably higher than that of their counterparts in Grades 11-12 (91% versus 71%, see table below).

Regarding the Parent Census, nearly 90,000 parents from 433 schools responded, representing two-thirds (65%) of the Junior Kindergarten to Grade 6 population. These high return rates assure the representativeness and reliability of the data collected from this second TDSB Census, and at the same time provide a sizable dataset (more than 192,000 records from 574 schools) for conducting various kinds of disaggregated analyses.

2011-12 Student and Parent Census Return Rates by Grade and Division

Census		Grade	Student Enrolment ⁸	Census Returns	Return Rate
Parent	JK-6	JK-SK	35,794	23,365	65%
		1-2	35,181	22,843	65%
		3-4	33,563	22,184	66%
		5-6	33,233	21,012	63%
		Total ⁹	137,771	89,503	65%
Student	7-8	7-8	33,046	31,266	95%
		Subtotal	33,046	31,266	95%
	9-12	9-10	36,925	33,696	91%
		11-12	48,040	37,149	77%
		Subtotal	84,965	71,665	84%
	7-12	Total	118,011	102,931	87%

⁸ Student enrolment as of December 16, 2011 for JK-Grade 6 and November 1, 2011 for Grades 7-12.

⁹ All the totals and subtotals in this table include students with missing grade information.

Reporting Process

Having seen the value of the first Census results for knowledge mobilization within and outside the school system, the Census Research Team, with the support of the Board's Communication Department, developed a new reporting process for the second Student and Parent Census with the following goals in mind.

- To raise community awareness of the findings of these large-scale surveys and their implications for the well-being of students and youth; and
- To provide support for local schools to access and use their Census results for school improvement planning and programming.

To meet these purposes, the following reporting plan was adopted.

1. A press conference to preview key Census findings related to students' experiences and their well-being (February 12, 2013 for the Student Census, and April 5, 2013 for the Parent Census, see Appendix J for the press releases).
2. A series of workshops for school principals from different regions of the school board to familiarize themselves with the system-level Census findings (see Appendices H and I for highlighted findings and system reports), to receive their school Census report, and to be trained on unpacking their school results for school improvement purposes (February 2013 for the Student Census, and March 2013 for the Parent Census).
3. A phased release of Census Fact Sheets with in-depth analyses and detailed findings on a range of topics, such as students' demographic profile, emotional well-being, physical health, school experiences, relationships at school, safety and bullying, home support, etc. (since May 2013).
4. Release of this Technical Report with full documentation of the rationale, preparation, implementation, data processing, and reporting processes (June 2014).
5. Development of a series of Census Portraits with each portrait examining the key findings for one of the demographic groupings – for example, female versus male students, each of the eight racialized groups, students with Special Education Needs, etc.
6. Production of spin-off studies which link the Census data with other centrally available data such as achievement, attendance, secondary school success indicators, suspension, etc.

As a result of this new reporting process, greater attention has been created about the Census findings at all levels – local schools, the system, and the wider community. At the same time, schools were provided with their own results and training to unpack the data for actions. The researchers, in the meantime, could focus on an array of topics for more in-depth research and analyses, with findings released in the form of special issues (e.g., Fact Sheets, Census Portraits, and individual reports). These detailed findings on specific topics help provide insights for informed decision/policy-making or program-planning at the system level.

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2008 Parent Census

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Appendix A

Making It Count:

Update on the 2006 & 2008 TDSB Student and Parent Censuses

*(Examples of how the TDSB's 2006-08 Census results have been used
at the school, system, and community levels)*



Making It Count

Update on the 2006 & 2008 TDSB Student and Parent Censuses

In 2006, TDSB students in Grades 7 to 12 and in 2008, parents of Kindergarten to Grade 6 students were invited for the first time to participate in a system-wide Census. Together, the two Censuses have provided the Board with a valuable source of information on its diverse student population, including their demographics, family background, self perceptions and in- and out-of-school experiences.

This Census data has offered the Board with hard evidence for:

- *Needs identification* – identifying achievement gaps and determining barriers to achievement
- *Programming and intervention* – reviewing and implementing effective systems, supports and initiatives across the system
- *Accountability* – establishing a baseline of data to measure improvement over time

As the TDSB prepares for the second Student and Parent Census in the 2011-12 school year, the following examples demonstrate how data from the first Census has informed practices at the school, system and community level and has ultimately led to improved student success.

School Level

At the school level, data has allowed staff to better target resources into initiatives that directly meet the needs of their unique student population. Some examples include:

- *At a senior public school*, the data led to the introduction of more student leadership initiatives, girls' groups and intermural activities. Participation in after-school programs increased and now shows a broad representation of students. In addition, the data informed staff of student perceptions of safety and bullying, leading to facility upgrades and bullying prevention workshops for all students.
- *At a junior middle school*, an overwhelming request for low-cost breakfast and lunch programs led to a revamped breakfast program and expanded hot lunch program. The school now feeds about half of the students healthy food each day.
- *At a community school*, the census helped staff realize their perceptions of the student population were different than the reality. This helped teachers better focus how they used special curricular materials (Model School Units) and how they connected with their students. Data has also helped inform programming choices with partner organizations such as Big Brothers and Sisters to better engage students.
- *At a secondary school*, the data showed that fewer students worked after school than commonly thought, leading to increased school work expectations. Data also showed that students felt safe in the school allowing resources to be directed elsewhere within the Family of Schools.
- *At another community school*, the data was used to select texts and materials that reflect the students' cultural and racial backgrounds and to offer more targeted workshops and after-school programs. The result has been increased student and parent engagement.
- *At a junior public school*, the census helped define the income levels of students' families. This helped identify a greater need to fundraise instead of asking parents to fund school activities. In addition, to further engage parents and families, the school created a community garden and family math night.
- *At another junior public school*, learning that most families were from a specific country urged staff to learn more about the culture. This knowledge helped them improve communication with families and the need to address issues such as weather conditions and financial aid.



Making It Count

Update on the 2006 & 2008 TDSB Student and Parent Censuses

System Level

At the Board level, the data has provided the TDSB with concrete evidence to review, evaluate and implement system-wide strategies to better meet the needs of its diverse student population.

System-Wide Planning

The data has provided the TDSB with concrete evidence to inform its Board Improvement Plan. The data on student engagement, satisfaction, class participation, as well as out-of-school support and opportunities was particularly valuable in the Community, Culture and Caring section of the Plan.

To address these areas, some strategies that were used included:

- Focusing on mentoring and student leadership programs
 - introduced Women on the Move, which built on existing mentorship programs to develop a network of socially conscious young women and mentors
 - expanded Boys2Men, which connects boys to mentors who provide guidance in personal and school-related challenges

- Increasing Safe and Caring Schools initiatives
 - launched the Student Safety Line and online form as a way for students to report safety concerns
 - introduced School Resource Officers, a partnership with the Toronto Police Service, to further create school environments that are safe and healthy. During the first year of implementation, feedback indicated the program was well received and supported by students and staff in SRO schools.
 - developed and implemented anti-violence curricula and programs, including equity awareness, anti-harassment approaches and anti-bullying competencies

Policy Development

One example of how the Census impacted policy is the recent revision of the Homework Policy. The questions posed in the census regarding homework gave staff the opportunity to identify challenges and consider how to address them. The census allowed students and parents to really use their collective voice in a constructive way to express their experiences around homework and led to a more meaningful and relevant Homework Policy.

Resource Allocation

One of the key findings was that students from low-socioeconomic backgrounds not only lag behind in academic achievement, but also have fewer opportunities.

As a result, the value of the **Model Schools for Inner Cities** program, which benefits more than 50,000 students from diverse backgrounds in underserved communities, was confirmed. The data also helped improve resource allocation to address the specific needs of these students, and enabled the Board to advocate for funding for a number of critical programs that work to level the playing field, including:

- **Feeding our Future** – helped highlight the need for nutrition programs which led to an increase in private donations as well as updating funding criteria for student nutrition programs across the province

- **Vision and Hearing Screening** – helped identify students' critical needs which led to private sector funding as well as supporting advocacy with the Ministry of Health and Long-term Care

- **Beyond 3:30** – helped develop customized program plans for each school community to maximize student after-school experience and support their learning. As a result, there have been significant improvements in areas of attendance, confidence, self-esteem, academic performance and behaviour



Making It Count

Update on the 2006 & 2008 TDSB Student and Parent Censuses

Community Level

At the community level, the data has allowed the TDSB to more strategically focus on the whole student outside of the classroom and how the local community can more directly meet their needs. Some examples of the data in action, include:

- Helping to identify a need for more health support led to the establishment of partnership programs, including a nursing student placement where students from Humber College and Ryerson University spend time in schools educating and engaging students on nutrition and physical activity.
- Sharing the data with Toronto and provincial organizations such as Toronto Public Health, Get Active Toronto and the Ministry of Education has not only strengthened our partnerships and collaboration with them, it has improved the programs and resources they offer to the community, which includes our TDSB families.
- Through the Board's sponsored community forums – such as Equity Parent Forums, a South Asian Symposium, and an East Asian Parent Conference -- the Census data has provided different community and parent groups with valuable information about the school experiences and needs of their children. This results in building a better understanding and stronger partnerships between the school system and the parent community groups in fostering long-term success for all students.

Appendix B

2011 Student Census Survey Forms:

- Grade 7-8 Form A
- Grade 7-8 Form B
- Grade 9-12 Form A
- Grade 9-12 Form B

Student Census 2011 – *Count Yourself In!*

School Name:	<input type="text"/>
Home Room:	<input type="text"/>
Student Name:	<input type="text"/>

 *If this is not your name, please return this form and get the one with your name.*

Instructions for Students

The Toronto District School Board (TDSB) invites every student in Grades 7 to 12 to complete the Student Census during the week of November 21-25. By completing the Census, you will help us to better understand who you are and how you feel about your life in school and outside of school. We will use this information to build a better school system that will improve the chances of success for all students in all schools.

Some reminders before you start:

1. Please make sure your name is at the top of this page.
2. Use pen or pencil. If you make a mistake you can erase it or cross out the answer.
3. Take your time to answer each question completely and think about what is true for yourself. This is not a test. There are no right or wrong answers.
4. If you do not feel comfortable with any question, you may skip it and move on to the next one.
5. If you do not understand any questions please ask your teacher to explain. It is important that you answer the questions on your own and not discuss them with other students.
6. Your answers will be kept confidential. No one, including your teachers, will read your answers. Your completed form will be sent to the school board's Research Department for computer scanning and analysis.
7. When you are finished, tear off this page before you place your completed form into the collection envelope for your class. Your completed survey now has no name on it, except for some special number codes to be used by the Research Department only.

You may start the survey now!



The information you provide is collected under the authority of the Education Act, Section 170 (1)[6], and is used for educational purposes of the Toronto District School Board only. If you have any concerns, please contact Roula Anastasakos, Superintendent, Research and Information Services at 416-394-4929.

GRADE 7/8 STUDENT CENSUS: FORM A (2011-12)

School Name: <input style="width: 95%;" type="text"/>	Home Room: <input style="width: 95%;" type="text"/>
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Please answer the questions as completely and accurately as possible.
For the purposes of this survey, "parent" includes a guardian or any caregiver with responsibility for you.

Please use a black pen or dark pencil.

Shade Circles Like This-->

Not Like This-->

QUESTIONS ABOUT ME

1. Year of birth:

2. Are you: Female Male

3. What is the first language(s) you learned to speak at home? (Pick **all** that apply to you.)
(Top 10 languages after English are listed.)

<input type="radio"/> Bengali	<input type="radio"/> English	<input type="radio"/> Persian (Farsi)	<input type="radio"/> Somali	<input type="radio"/> Tamil	<input type="radio"/> Vietnamese
<input type="radio"/> Chinese	<input type="radio"/> Gujarati	<input type="radio"/> Punjabi	<input type="radio"/> Spanish	<input type="radio"/> Urdu	<input type="radio"/> Other: <input style="width: 150px;" type="text"/>

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

<input type="radio"/> Bengali	<input type="radio"/> English	<input type="radio"/> Persian (Farsi)	<input type="radio"/> Somali	<input type="radio"/> Tamil	<input type="radio"/> Vietnamese
<input type="radio"/> Chinese	<input type="radio"/> Gujarati	<input type="radio"/> Punjabi	<input type="radio"/> Spanish	<input type="radio"/> Urdu	<input type="radio"/> Other(s): <input style="width: 150px;" type="text"/>

5. Where were you born? (Top 10 countries of birth after Canada are listed.)

<input type="radio"/> Afghanistan	<input type="radio"/> Canada	<input type="radio"/> India	<input type="radio"/> Pakistan	<input type="radio"/> South Korea	<input type="radio"/> United States
<input type="radio"/> Bangladesh	<input type="radio"/> China	<input type="radio"/> Iran	<input type="radio"/> Philippines	<input type="radio"/> Sri Lanka	<input type="radio"/> Other: <input style="width: 150px;" type="text"/>

6. Where were your parents born? (Pick **two** if your parents were born in different countries.)

<input type="radio"/> Afghanistan	<input type="radio"/> Canada	<input type="radio"/> India	<input type="radio"/> Pakistan	<input type="radio"/> South Korea	<input type="radio"/> United States
<input type="radio"/> Bangladesh	<input type="radio"/> China	<input type="radio"/> Iran	<input type="radio"/> Philippines	<input type="radio"/> Sri Lanka	<input type="radio"/> Other(s): <input style="width: 150px;" type="text"/>

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

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

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

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

<input type="radio"/> Aboriginal	<input type="radio"/> Latin American (e.g., Argentina, Chile, El Salvador)
<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., Egypt, Iran, Lebanon)
<input type="radio"/> Asian - Southeast (e.g., Malaysia, Philippines, Vietnam)	<input type="radio"/> Mixed background: <input style="width: 150px;" type="text"/>
<input type="radio"/> Black - Africa (e.g., Ghana, Kenya, Somalia)	<input type="radio"/> White - Canada
<input type="radio"/> Black - Canada	<input type="radio"/> White - Europe (e.g., England, Italy, Portugal, Russia)
<input type="radio"/> Black - Caribbean Region (e.g., Jamaica, Barbados)	<input type="radio"/> Other(s): <input style="width: 150px;" type="text"/>

10. What is your cultural background?
(Please write in the box - **do not** circle the examples below. You may write **more** than one.)

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

11. Who are the adults you live with most of the time? (Pick **one** only.)

<input type="radio"/> Two parents	<input type="radio"/> Father only	<input type="radio"/> Group home adults
<input type="radio"/> Shared time with each of my parents	<input type="radio"/> Father and Step-mother	<input type="radio"/> Friend(s)
<input type="radio"/> Mother only	<input type="radio"/> Foster parents	<input type="radio"/> On my own
<input type="radio"/> Mother and Step-father	<input type="radio"/> Adult relatives or guardians	<input type="radio"/> Other: <input style="width: 150px;" type="text"/>

For office use only	School ID: <input style="width: 80%;" type="text"/>	Survey No: <input style="width: 80%;" type="text"/>
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12. Do you have a parent(s) who lives outside of Canada?

- Yes, one parent Yes, both parents No

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

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

14. What is your parents' employment? (Pick only one for each parent.)

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

15. If your parents work, what are their jobs/occupations? (Write WHAT they do such as cashier, teacher, truck driver, computer technician, restaurant owner, accountant, book keeper, nurse, office manager, auto mechanic, lawyer, etc.)

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

QUESTIONS ABOUT MY LIFE IN SCHOOL AND OUTSIDE OF SCHOOL

16. In this school, how often have you learned about the experiences and/or achievements of:	All the time	Often	Sometimes	Rarely	Never
A) Women	<input type="radio"/>				
B) Aboriginal people	<input type="radio"/>				
C) Different cultural or racial groups	<input type="radio"/>				
D) Different religious/faith groups	<input type="radio"/>				
E) Persons with disabilities	<input type="radio"/>				
F) People from different income groups	<input type="radio"/>				

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

18. Learning more about <u>my</u> own cultural or racial background at school would:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
A) Make learning more interesting for me	<input type="radio"/>				
B) Help me do better in school	<input type="radio"/>				
C) Help me enjoy school more	<input type="radio"/>				
D) Make no difference to me	<input type="radio"/>				

19. How do you feel about your school?	All the time	Often	Sometimes	Rarely	Never
A) I enjoy school.	<input type="radio"/>				
B) My school is a friendly and welcoming place.	<input type="radio"/>				
C) I feel I belong in this school.	<input type="radio"/>				
D) I get along well with other students in my school.	<input type="radio"/>				
E) I feel accepted by students in my school.	<input type="radio"/>				
F) I feel accepted by adults in my school.	<input type="radio"/>				
G) Extra help is available at this school when I need it.	<input type="radio"/>				
H) I get the support I need from this school to learn to the best of my ability.	<input type="radio"/>				

20. This school offers:	Yes	No	Not Sure
A) Extra-curricular activities that I am interested in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Sports activities that I am interested in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For office use only

School ID: Survey No:

21. How often do you feel that school rules have been applied to you in a fair way?

All the time Most of the time Sometimes Rarely Not sure

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

23. In school, have you ever experienced the following:	All the time	Often	Sometimes	Rarely	Never
A) Threats to hurt you	<input type="radio"/>				
B) Physical bullying by an individual	<input type="radio"/>				
C) Physical bullying by a group or a gang	<input type="radio"/>				
D) Insults or name calling	<input type="radio"/>				
E) Theft or destruction of your personal property	<input type="radio"/>				
F) Being excluded or shut out from a group	<input type="radio"/>				
G) Cyberbullying by other students (i.e., being bullied through emails, text messages, Facebook, and other ways on the internet or a cell phone)	<input type="radio"/>				
H) Other: <input type="text"/>	<input type="radio"/>				

24. Over the last school year, how often have you felt:	All the time	Often	Sometimes	Rarely	Never
A) Good about yourself	<input type="radio"/>				
B) Lonely	<input type="radio"/>				
C) Hopeful about the future	<input type="radio"/>				
D) Nervous or anxious	<input type="radio"/>				
E) Down	<input type="radio"/>				
F) Like crying	<input type="radio"/>				
G) You liked the way you look	<input type="radio"/>				
H) Tired for no reason	<input type="radio"/>				

25. Do you feel comfortable discussing problems with:	All the time	Often	Sometimes	Rarely	Never
A) Your teachers	<input type="radio"/>				
B) Your guidance counsellor(s)	<input type="radio"/>				
C) Your principal or vice-principal(s)	<input type="radio"/>				
D) Your friends	<input type="radio"/>				
E) Your parent(s)	<input type="radio"/>				
F) Other family members or relatives	<input type="radio"/>				
G) Other: <input type="text"/>	<input type="radio"/>				

26. How many close friends do you have at school?

None One Two Three or more

27. Over the last school year, how often have you been:	All the time	Often	Sometimes	Rarely	Never
A) Having difficulty concentrating on whatever you're doing	<input type="radio"/>				
B) Having difficulty making decisions about things	<input type="radio"/>				
C) Able to enjoy your normal day to day activities	<input type="radio"/>				
D) Reasonably happy	<input type="radio"/>				
E) Losing sleep because you were worried about something	<input type="radio"/>				
F) Under a lot of stress	<input type="radio"/>				
G) Unable to overcome difficulties	<input type="radio"/>				
H) Losing confidence in yourself	<input type="radio"/>				

28. How often do you feel comfortable:	All the time	Often	Sometimes	Rarely	Never
A) Answering questions in class	<input type="radio"/>				
B) Speaking up in class to give your opinion	<input type="radio"/>				
C) Participating in class activities and discussions	<input type="radio"/>				

For office use only

School ID:

Survey No:

29. How do you rate yourself in each of the following areas?	Excellent	Good	Average	Weak	Not Sure
A) Oral communication	<input type="radio"/>				
B) Reading	<input type="radio"/>				
C) Writing	<input type="radio"/>				
D) Math	<input type="radio"/>				
E) Computer use	<input type="radio"/>				
F) Athletic skills	<input type="radio"/>				
G) Social skills (e.g., getting along with others)	<input type="radio"/>				
H) Problem solving (e.g., finding ways to solve personal/social problems)	<input type="radio"/>				
I) Leadership (e.g., leading a group or team)	<input type="radio"/>				

30. How do you rate yourself in each of the following areas?	Excellent	Good	Average	Weak	Not Sure
A) Research ability (e.g., finding/analyzing information)	<input type="radio"/>				
B) Critical thinking (e.g., reasoning and connecting different ideas)	<input type="radio"/>				
C) Creativity (e.g., imagination or coming up with new ideas)	<input type="radio"/>				
D) Conflict mediation (e.g., resolving conflicts with other people)	<input type="radio"/>				
E) Team work (e.g., working with other people)	<input type="radio"/>				
F) Empathy (e.g., understanding the situation and feelings of other people)	<input type="radio"/>				
G) Hands-on skills (e.g., building and repairing things)	<input type="radio"/>				
H) Time management (e.g., avoiding procrastination, balancing time for homework, friends, family, etc.)	<input type="radio"/>				
I) Money management (e.g., saving, budgeting)	<input type="radio"/>				
J) Basic life skills (e.g., preparing simple meals, doing laundry)	<input type="radio"/>				

31. How often do you take part in the following types of extracurricular activities <u>in school</u> ?	Weekly	Monthly	A few times this year	Never
A) Arts (e.g., visual arts, drama, dance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Cultural group activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Music (e.g., band, choir)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) School clubs (e.g., chess, environment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Sports (including house leagues, sport teams)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Student council activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Student publications (e.g., yearbook, newspaper, magazine)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) School special events (e.g., dances, concerts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) Leadership programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J) Other: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. How often do you take part in the following types of activities <u>outside of school</u> ?	Weekly	Monthly	A few times this year	Never
A) Arts (e.g., visual arts, drama, dance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Cultural group activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Music (e.g., piano lessons, band, choir)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Religious activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Individual sports (e.g., swimming lessons, tennis, badminton)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Team sports (e.g., basketball, soccer, cricket, hockey)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) Volunteer activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) Leadership programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J) Other: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Have you ever had your eyesight tested by a doctor? Yes No I don't know

34. Have you ever had your hearing tested by a doctor? Yes No I don't know

35. How would you rate your own progress at school?
 Excellent Good Fair/Average Having Difficulty

Thank you for your participation!

For office use only

School ID:

Survey No:

Page 4/4

GRADE 7/8 STUDENT CENSUS: FORM B (2011-12)

School Name: Home Room:

Please answer the questions as completely and accurately as possible.
For the purposes of this survey, "parent" includes a guardian or any caregiver with responsibility for you.

Please use a black pen or dark pencil.

QUESTIONS ABOUT ME

1. Year of birth:

2. Are you: Female Male

3. What is the first language(s) you learned to speak at home? (Pick all that apply to you.)
(Top 10 languages after English are listed.)
 Bengali English Persian (Farsi) Somali Tamil Vietnamese
 Chinese Gujarati Punjabi Spanish Urdu Other:

4. What is the language(s) most often spoken in your home? (Pick all that apply to you.)
 Bengali English Persian (Farsi) Somali Tamil Vietnamese
 Chinese Gujarati Punjabi Spanish Urdu Other(s):

5. Where were you born? (Top 10 countries of birth after Canada are listed.)
 Afghanistan Canada India Pakistan South Korea United States
 Bangladesh China Iran Philippines Sri Lanka Other:

6. Where were your parents born? (Pick two if your parents were born in different countries.)
 Afghanistan Canada India Pakistan South Korea United States
 Bangladesh China Iran Philippines Sri Lanka Other(s):

7. Are you of Aboriginal background? Yes No
 (If "No" go to Question 8; if "Yes", pick one of the following.)
 Inuit First Nations (or Indian as defined in the Indian Act) Non-status Indian
 Metis Aboriginal person from outside Canada Other:

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

9. Which of the following best describes your racial background? (Pick one only.)
 Aboriginal Latin American (e.g., Argentina, Chile, El Salvador)
 Asian - East (e.g., China, Japan, Korea) Indian-Caribbean (e.g., Guyana with origins in India)
 Asian - South (e.g., India, Pakistan, Sri Lanka) Middle Eastern (e.g., Egypt, Iran, Lebanon)
 Asian - Southeast (e.g., Malaysia, Philippines, Vietnam) Mixed background:
 Black - Africa (e.g., Ghana, Kenya, Somalia) White - Canada
 Black - Canada White - Europe (e.g., England, Italy, Portugal, Russia)
 Black - Caribbean Region (e.g., Jamaica, Barbados) Other(s):

10. What is your cultural background?

(Please write in the box - do not circle the examples below. You may write more than one.)
 (For example, Afghani, Arab, Canadian, Chilean, Chinese, Cree, Dutch, East Indian, East African, English, Filipino, French, French-Canadian, German, Greek, Grenadian, Inuit, Irish, Italian, Jamaican, Lebanese, Metis, Ojibway, Polish, Portuguese, Russian, Scottish, Somali, Ukrainian, Vietnamese, West African etc.)

11. Who are the adults you live with most of the time? (Pick one only.)
 Two parents Father only Group home adults
 Shared time with each of my parents Father and Step-mother Friend(s)
 Mother only Foster parents On my own
 Mother and Step-father Adult relatives or guardians Other:

For office use only School ID: Survey No:

12. Do you have a parent(s) who lives outside of Canada?

- Yes, one parent Yes, both parents No

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

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

14. What is your parents' employment? (Pick only one for each parent.)

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

15. If your parents work, what are their jobs/occupations? (Write WHAT they do such as cashier, teacher, truck driver, computer technician, restaurant owner, accountant, book keeper, nurse, office manager, auto mechanic, lawyer, etc.)

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

QUESTIONS ABOUT MY LIFE IN SCHOOL AND OUTSIDE OF SCHOOL

16. How do you feel about your school?	All the time	Often	Sometimes	Rarely	Never
A) I enjoy school.	<input type="radio"/>				
B) My school is a friendly and welcoming place.	<input type="radio"/>				
C) I feel I belong in this school.	<input type="radio"/>				
D) I get along well with other students in my school.	<input type="radio"/>				
E) I feel accepted by students in my school.	<input type="radio"/>				
F) I feel accepted by adults in my school.	<input type="radio"/>				
G) Extra help is available at this school when I need it.	<input type="radio"/>				
H) I get the support I need from this school to learn to the best of my ability.	<input type="radio"/>				

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

- Yes No

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

- Same as everyone else Better than others Worse than others

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

20. Is there an adult in your school whom you feel comfortable to go to for personal support, advice, or help?

- Yes, there is one adult Yes, there is more than one adult No, I haven't met one yet

21. At school, have you ever been involved in helping other students as a : (Pick all that apply.)

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

22. At school, how often have you been involved in leading an activity, a group, or a team?

- Many times Sometimes A few times Never

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

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

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

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

25. How often do any of the following <u>prevent</u> you from finishing your homework?	All the time	Often	Sometimes	Rarely	Never
A) Household chores and responsibilities	<input type="radio"/>				
B) Part-time job	<input type="radio"/>				
C) Sports or recreation activities	<input type="radio"/>				
D) Religious/faith activities	<input type="radio"/>				
E) Spending time with friends	<input type="radio"/>				
F) Difficulty of the homework	<input type="radio"/>				
G) No proper space at home to do homework	<input type="radio"/>				
H) No study materials to help me	<input type="radio"/>				
I) No internet access at home	<input type="radio"/>				
J) Frequent distractions at home	<input type="radio"/>				
K) Health reasons	<input type="radio"/>				
L) Other: <input type="text"/>	<input type="radio"/>				

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

- A. Homework and studying (outside of school time) **total:** hours a week
- B. Part-time work for pay **total:** hours a week

27. During a <u>regular school day</u> , on average how much time do you spend on the following activities <u>outside of school</u> :	None	Less than 1 hour	1-2 hours	2-3 hours	More than 3 hours
A) Household chores	<input type="radio"/>				
B) Looking after brothers, sisters, and/or family members	<input type="radio"/>				
C) Helping with a family business	<input type="radio"/>				
D) Watching TV or videos (including YouTube)	<input type="radio"/>				
E) Playing computer/video games	<input type="radio"/>				
F) Spending time on the internet for school work	<input type="radio"/>				
G) Spending time on the internet for personal use/interest	<input type="radio"/>				
H) Social networking/texting (e.g., Facebook, Twitter)	<input type="radio"/>				
I) Playing sports and recreational activities	<input type="radio"/>				
J) Religious/faith activities	<input type="radio"/>				
K) Other leisure activities (e.g., going to movies, listening to music, going to the mall, hanging out with friends, reading for leisure)	<input type="radio"/>				

28. In general, would you say your physical health is:

- Excellent Very Good Good Fair Poor

29. During a <u>regular school week</u> (Monday to Friday), how often do you:	Everyday (5 days)	3-4 days	1-2 days	Never
A) Eat breakfast or a snack in the morning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Eat breakfast (or an early meal) provided by your school's breakfast/snack program. (skip this question if your school does not offer such a program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Eat lunch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Eat dinner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Eat fruits and/or vegetables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Have milk or dairy products (e.g., cheese, kefir, paneer) or dairy free alternatives (e.g., lactose-free products, soy/rice milk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. During a regular week (including weekends), how often do you take part in physical activity for at least 30 minutes per day including activities you do at school and/or outside of school?
(e.g., running, swimming, basketball, exercise class, bike riding, etc.)

Everyday (7 days) 5-6 days 3-4 days 1-2 days Never

31. Do you talk with your parents:	All the time	Often	Sometimes	Rarely	Never
A) About school work	<input type="radio"/>				
B) About relationships and problems	<input type="radio"/>				

32. Do your parents:	All the time	Often	Sometimes	Rarely	Never	Not Sure
A) Expect you to succeed in school	<input type="radio"/>					
B) Help you to set goals and make plans	<input type="radio"/>					
C) Praise you when you have done something well	<input type="radio"/>					
D) Expect too much from you	<input type="radio"/>					
E) Show interest in what you have to say	<input type="radio"/>					
F) Communicate with your teachers (e.g., through telephone, your school agenda)	<input type="radio"/>					
G) Attend parent teacher interviews	<input type="radio"/>					
H) Attend meetings and events at school	<input type="radio"/>					
I) Volunteer at the school	<input type="radio"/>					
J) Other (describe): <input type="text"/>	<input type="radio"/>					

33. Over the last school year, how often have you felt:	All the time	Often	Sometimes	Rarely	Never
A) Good about yourself	<input type="radio"/>				
B) Lonely	<input type="radio"/>				
C) Hopeful about the future	<input type="radio"/>				
D) Nervous or anxious	<input type="radio"/>				
E) Down	<input type="radio"/>				
F) Like crying	<input type="radio"/>				
G) You liked the way you look	<input type="radio"/>				
H) Tired for no reason	<input type="radio"/>				

34. How often do you worry about:	All the time	Often	Sometimes	Rarely	Never
A) Your school work	<input type="radio"/>				
B) Your future	<input type="radio"/>				
C) Family matters	<input type="radio"/>				
D) Relationship issues (e.g., fitting in, making friends)	<input type="radio"/>				
E) Your part-time job(s) (Skip this if not applicable to you.)	<input type="radio"/>				

35. In school, have you been provided with information about:	Yes	No	Not Sure
A) Apprenticeship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. As you think about your choices for secondary school, who in the school are you most likely to consult? (Pick **all** that apply.)

Teacher(s) Coach(es) Other:

Guidance counsellor(s) Friend(s)

Principal or Vice-Principal(s) No one

37. In school, who helps you plan and explore your future? (Pick **all** that apply to you.)

Teacher(s) Coach(es) Other:

Guidance counsellor(s) Friend(s)

Principal or Vice-Principal(s) No one

Thank you for your participation!

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School ID:

Survey No:

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GRADE 9-12 STUDENT CENSUS: FORM A (2011-12)

School Name: <input style="width: 95%;" type="text"/>	Home Room: <input style="width: 95%;" type="text"/>
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Please answer the questions as completely and accurately as possible.
For the purposes of this survey, "parent" includes a guardian or any caregiver with responsibility for you.

Please use a black pen or dark pencil.

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

QUESTIONS ABOUT ME

1. Year of birth:

2. Are you: Female Male

3. What is the first language(s) you learned to speak at home? (Pick all that apply to you.)
(Top 10 languages after English are listed.)
 - Bengali English Persian (Farsi) Somali Tamil Vietnamese
 - Chinese Gujarati Punjabi Spanish Urdu Other:

4. What is the language(s) most often spoken in your home? (Pick all that apply to you.)
 - Bengali English Persian (Farsi) Somali Tamil Vietnamese
 - Chinese Gujarati Punjabi Spanish Urdu Other(s):

5. Where were you born? (Top 10 countries of birth after Canada are listed.)
 - Afghanistan Canada India Pakistan South Korea United States
 - Bangladesh China Iran Philippines Sri Lanka Other:

6. Where were your parents born? (Pick two if your parents were born in different countries.)
 - Afghanistan Canada India Pakistan South Korea United States
 - Bangladesh China Iran Philippines Sri Lanka Other(s):

7. Are you of Aboriginal background? Yes No
(If "No" go to Question 8; if "Yes", pick one of the following.)
 - Inuit First Nations (or Indian as defined in the Indian Act) Non-status Indian
 - Metis Aboriginal person from outside Canada Other:

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

9. Which of the following best describes your racial background? (Pick one only.)

<ul style="list-style-type: none"> <input type="radio"/> Aboriginal <input type="radio"/> Asian - East (e.g., China, Japan, Korea) <input type="radio"/> Asian - South (e.g., India, Pakistan, Sri Lanka) <input type="radio"/> Asian - Southeast (e.g., Malaysia, Philippines, Vietnam) <input type="radio"/> Black - Africa (e.g., Ghana, Kenya, Somalia) <input type="radio"/> Black - Canada <input type="radio"/> Black - Caribbean Region (e.g., Jamaica, Barbados) 	<ul style="list-style-type: none"> <input type="radio"/> Latin American (e.g., Argentina, Chile, El Salvador) <input type="radio"/> Indian-Caribbean (e.g., Guyana with origins in India) <input type="radio"/> Middle Eastern (e.g., Egypt, Iran, Lebanon) <input type="radio"/> Mixed background: <input style="width: 150px;" type="text"/> <input type="radio"/> White - Canada <input type="radio"/> White - Europe (e.g., England, Italy, Portugal, Russia) <input type="radio"/> Other(s): <input style="width: 150px;" type="text"/>
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10. What is your cultural background?
(Please write in the box - do not circle the examples below. You may write more than one.)
(For example, Afghani, Arab, Canadian, Chilean, Chinese, Cree, Dutch, East Indian, East African, English, Filipino, French, French-Canadian, German, Greek, Grenadian, Inuit, Irish, Italian, Jamaican, Lebanese, Metis, Ojibway, Polish, Portuguese, Russian, Scottish, Somali, Ukrainian, Vietnamese, West African etc.)

11. How do you identify your sexual orientation? (You may pick more than one.)
 - Heterosexual (straight) Gay Transgender Queer Two-spirited Not sure
 - Lesbian Bisexual Intersex Questioning Asexual

12. Who are the adults you live with most of the time? (Pick one only.)

<ul style="list-style-type: none"> <input type="radio"/> Two parents <input type="radio"/> Shared time with each of my parents <input type="radio"/> Mother only <input type="radio"/> Mother and Step-father 	<ul style="list-style-type: none"> <input type="radio"/> Father only <input type="radio"/> Father and Step-mother <input type="radio"/> Foster parents <input type="radio"/> Adult relatives or guardians 	<ul style="list-style-type: none"> <input type="radio"/> Group home adults <input type="radio"/> Friend(s) <input type="radio"/> On my own <input type="radio"/> Other: <input style="width: 150px;" type="text"/>
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For office use only	School ID: <input style="width: 80%;" type="text"/>	Survey No: <input style="width: 80%;" type="text"/>
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13. Do you have a parent(s) who lives outside of Canada?

Yes, one parent Yes, both parents No

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

My mother has completed: Secondary School College University I don't know

My father has completed: Secondary School College University I don't know

My other caregiver has completed: Secondary School College University I don't know

15. What is your parents' employment? (Pick only one for each parent.)

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

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

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

16. If your parents work, what are their jobs/occupations? (Write WHAT they do such as cashier, teacher, truck driver, computer technician, restaurant owner, accountant, book keeper, nurse, office manager, auto mechanic, lawyer, etc.)

My mother's job is: I don't know

My father's job is: I don't know

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

QUESTIONS ABOUT MY LIFE IN SCHOOL AND OUTSIDE OF SCHOOL

17. In this school, how often <u>have you learned</u> about the experiences and/or achievements of:	All the time	Often	Sometimes	Rarely	Never
A) Women	<input type="radio"/>				
B) Aboriginal people	<input type="radio"/>				
C) Different cultural or racial groups	<input type="radio"/>				
D) Different religious/faith groups	<input type="radio"/>				
E) Persons with disabilities	<input type="radio"/>				
F) Gay, lesbian, bisexual, transgender, transsexual or two-spirited people	<input type="radio"/>				
G) People from different income groups	<input type="radio"/>				

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

19. Learning more about <u>my own cultural or racial background</u> at school would:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
A) Make learning more interesting for me	<input type="radio"/>				
B) Help me do better in school	<input type="radio"/>				
C) Help me enjoy school more	<input type="radio"/>				
D) Make no difference to me	<input type="radio"/>				

20. How do you feel about your school?	All the time	Often	Sometimes	Rarely	Never
A) I enjoy school.	<input type="radio"/>				
B) My school is a friendly and welcoming place.	<input type="radio"/>				
C) I feel I belong in this school.	<input type="radio"/>				
D) I get along well with other students in my school.	<input type="radio"/>				
E) I feel accepted by students in my school.	<input type="radio"/>				
F) I feel accepted by adults in my school.	<input type="radio"/>				
G) Extra help is available at this school when I need it.	<input type="radio"/>				
H) I get the support I need from this school to learn to the best of my ability.	<input type="radio"/>				

21. This school offers:	Yes	No	Not Sure
A) Courses that I need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Specialized courses that I need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Extra-curricular activities that I am interested in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Sports activities that I am interested in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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School ID: Survey No:

22. How often do you feel that school rules have been applied to you in a fair way?

All the time Most of the time Sometimes Rarely Not sure

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

24. In school, have you ever experienced the following:	All the time	Often	Sometimes	Rarely	Never
A) Threats to hurt you	<input type="radio"/>				
B) Physical bullying by an individual	<input type="radio"/>				
C) Physical bullying by a group or a gang	<input type="radio"/>				
D) Insults or name calling	<input type="radio"/>				
E) Theft or destruction of your personal property	<input type="radio"/>				
F) Being excluded or shut out from a group	<input type="radio"/>				
G) Cyberbullying by other students (i.e., being bullied through emails, text messages, Facebook, and other ways on the internet or a cell phone)	<input type="radio"/>				
H) Other: <input type="text"/>	<input type="radio"/>				

25. Over the last school year, how often have you felt:	All the time	Often	Sometimes	Rarely	Never
A) Good about yourself	<input type="radio"/>				
B) Lonely	<input type="radio"/>				
C) Hopeful about the future	<input type="radio"/>				
D) Nervous or anxious	<input type="radio"/>				
E) Down	<input type="radio"/>				
F) Like crying	<input type="radio"/>				
G) You liked the way you look	<input type="radio"/>				
H) Tired for no reason	<input type="radio"/>				

26. Do you feel comfortable discussing problems with:	All the time	Often	Sometimes	Rarely	Never
A) Your teachers	<input type="radio"/>				
B) Your guidance counsellor(s)	<input type="radio"/>				
C) Your principal or vice-principal(s)	<input type="radio"/>				
D) Your friends	<input type="radio"/>				
E) Your parent(s)	<input type="radio"/>				
F) Other family members or relatives	<input type="radio"/>				
G) Other: <input type="text"/>	<input type="radio"/>				

27. How many close friends do you have at school?

None One Two Three or more

28. Over the last school year, how often have you been:	All the time	Often	Sometimes	Rarely	Never
A) Having difficulty concentrating on whatever you're doing	<input type="radio"/>				
B) Having difficulty making decisions about things	<input type="radio"/>				
C) Able to enjoy your normal day to day activities	<input type="radio"/>				
D) Reasonably happy	<input type="radio"/>				
E) Losing sleep because you were worried about something	<input type="radio"/>				
F) Under a lot of stress	<input type="radio"/>				
G) Unable to overcome difficulties	<input type="radio"/>				
H) Losing confidence in yourself	<input type="radio"/>				

29. How often do you feel comfortable:	All the time	Often	Sometimes	Rarely	Never
A) Answering questions in class	<input type="radio"/>				
B) Speaking up in class to give your opinion	<input type="radio"/>				
C) Participating in class activities and discussions	<input type="radio"/>				

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School ID:

Survey No:

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30. How do you rate yourself in each of the following areas?	Excellent	Good	Average	Weak	Not Sure
A) Oral communication	<input type="radio"/>				
B) Reading	<input type="radio"/>				
C) Writing	<input type="radio"/>				
D) Math	<input type="radio"/>				
E) Computer use	<input type="radio"/>				
F) Athletic skills	<input type="radio"/>				
G) Social skills (e.g., <i>getting along with others</i>)	<input type="radio"/>				
H) Problem solving (e.g., <i>finding ways to solve personal/social problems</i>)	<input type="radio"/>				
I) Leadership (e.g., <i>leading a group or team</i>)	<input type="radio"/>				

31. How do you rate yourself in each of the following areas?	Excellent	Good	Average	Weak	Not Sure
A) Research ability (e.g., <i>finding/analyzing information</i>)	<input type="radio"/>				
B) Critical thinking (e.g., <i>reasoning and connecting different ideas</i>)	<input type="radio"/>				
C) Creativity (e.g., <i>imagination or coming up with new ideas</i>)	<input type="radio"/>				
D) Conflict mediation (e.g., <i>resolving conflicts with other people</i>)	<input type="radio"/>				
E) Team work (e.g., <i>working with other people</i>)	<input type="radio"/>				
F) Empathy (e.g., <i>understanding the situation and feelings of other people</i>)	<input type="radio"/>				
G) Hands-on skills (e.g., <i>building and repairing things</i>)	<input type="radio"/>				
H) Time management (e.g., <i>avoiding procrastination, balancing time for homework, friends, family, etc.</i>)	<input type="radio"/>				
I) Money management (e.g., <i>saving, budgeting</i>)	<input type="radio"/>				
J) Basic life skills (e.g., <i>preparing simple meals, doing laundry</i>)	<input type="radio"/>				

32. How often do you take part in the following types of extra-curricular activities <u>in school</u> ?	Weekly	Monthly	A few times this year	Never
A) Arts (e.g., <i>visual arts, drama, dance</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Cultural group activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Music (e.g., <i>band, choir</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) School clubs (e.g., <i>chess, environment</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Sports (including <i>house leagues, sport teams</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Student council activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Student publications (e.g., <i>yearbook, newspaper, magazine</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) School special events (e.g., <i>dances, concerts</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) Leadership programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J) Other: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. How often do you take part in the following types of activities <u>outside of school</u> ?	Weekly	Monthly	A few times this year	Never
A) Arts (e.g., <i>visual arts, drama, dance</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Cultural group activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Music (e.g., <i>piano lessons, band, choir</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Religious activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Individual sports (e.g., <i>swimming lessons, tennis, badminton</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Team sports (e.g., <i>basketball, soccer, cricket, hockey</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) Volunteer activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) Leadership programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J) Other: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Have you ever had your eyesight tested by a doctor? Yes No I don't know

35. Have you ever had your hearing tested by a doctor? Yes No I don't know

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

Excellent Good Fair/Average Having Difficulty

Thank you for your participation!

For office use only

School ID:

Survey No:

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GRADE 9-12 STUDENT CENSUS: FORM B (2011-12)

School Name: <input style="width: 95%;" type="text"/>	Home Room: <input style="width: 95%;" type="text"/>
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Please answer the questions as completely and accurately as possible.
For the purposes of this survey, "parent" includes a guardian or any caregiver with responsibility for you.

Please use a black pen or dark pencil.

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

QUESTIONS ABOUT ME

1. Year of birth:

2. Are you: Female Male

3. What is the first language(s) you learned to speak at home? (Pick **all** that apply to you.)
(Top 10 languages after English are listed.)

<input type="radio"/> Bengali	<input type="radio"/> English	<input type="radio"/> Persian (Farsi)	<input type="radio"/> Somali	<input type="radio"/> Tamil	<input type="radio"/> Vietnamese
<input type="radio"/> Chinese	<input type="radio"/> Gujarati	<input type="radio"/> Punjabi	<input type="radio"/> Spanish	<input type="radio"/> Urdu	<input type="radio"/> Other: <input style="width: 150px;" type="text"/>

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

<input type="radio"/> Bengali	<input type="radio"/> English	<input type="radio"/> Persian (Farsi)	<input type="radio"/> Somali	<input type="radio"/> Tamil	<input type="radio"/> Vietnamese
<input type="radio"/> Chinese	<input type="radio"/> Gujarati	<input type="radio"/> Punjabi	<input type="radio"/> Spanish	<input type="radio"/> Urdu	<input type="radio"/> Other(s): <input style="width: 150px;" type="text"/>

5. Where were you born? (Top 10 countries of birth after Canada are listed.)

<input type="radio"/> Afghanistan	<input type="radio"/> Canada	<input type="radio"/> India	<input type="radio"/> Pakistan	<input type="radio"/> South Korea	<input type="radio"/> United States
<input type="radio"/> Bangladesh	<input type="radio"/> China	<input type="radio"/> Iran	<input type="radio"/> Philippines	<input type="radio"/> Sri Lanka	<input type="radio"/> Other: <input style="width: 150px;" type="text"/>

6. Where were your parents born? (Pick **two** if your parents were born in different countries.)

<input type="radio"/> Afghanistan	<input type="radio"/> Canada	<input type="radio"/> India	<input type="radio"/> Pakistan	<input type="radio"/> South Korea	<input type="radio"/> United States
<input type="radio"/> Bangladesh	<input type="radio"/> China	<input type="radio"/> Iran	<input type="radio"/> Philippines	<input type="radio"/> Sri Lanka	<input type="radio"/> Other(s): <input style="width: 150px;" type="text"/>

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

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

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

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

<input type="radio"/> Aboriginal	<input type="radio"/> Latin American (e.g., Argentina, Chile, El Salvador)
<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., Egypt, Iran, Lebanon)
<input type="radio"/> Asian - Southeast (e.g., Malaysia, Philippines, Vietnam)	<input type="radio"/> Mixed background: <input style="width: 150px;" type="text"/>
<input type="radio"/> Black - Africa (e.g., Ghana, Kenya, Somalia)	<input type="radio"/> White - Canada
<input type="radio"/> Black - Canada	<input type="radio"/> White - Europe (e.g., England, Italy, Portugal, Russia)
<input type="radio"/> Black - Caribbean Region (e.g., Jamaica, Barbados)	<input type="radio"/> Other(s): <input style="width: 150px;" type="text"/>

10. What is your cultural background?
(Please write in the box - **do not** circle the examples below. You may write **more** than one.)
(For example, Afghani, Arab, Canadian, Chilean, Chinese, Cree, Dutch, East Indian, East African, English, Filipino, French, French-Canadian, German, Greek, Grenadian, Inuit, Irish, Italian, Jamaican, Lebanese, Metis, Ojibway, Polish, Portuguese, Russian, Scottish, Somali, Ukrainian, Vietnamese, West African etc.)

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

<input type="radio"/> Heterosexual (straight)	<input type="radio"/> Gay	<input type="radio"/> Transgender	<input type="radio"/> Queer	<input type="radio"/> Two-spirited	<input type="radio"/> Not sure
<input type="radio"/> Lesbian	<input type="radio"/> Bisexual	<input type="radio"/> Intersex	<input type="radio"/> Questioning	<input type="radio"/> Asexual	

12. Who are the adults you live with most of the time? (Pick **one** only.)

<input type="radio"/> Two parents	<input type="radio"/> Father only	<input type="radio"/> Group home adults
<input type="radio"/> Shared time with each of my parents	<input type="radio"/> Father and Step-mother	<input type="radio"/> Friend(s)
<input type="radio"/> Mother only	<input type="radio"/> Foster parents	<input type="radio"/> On my own
<input type="radio"/> Mother and Step-father	<input type="radio"/> Adult relatives or guardians	<input type="radio"/> Other: <input style="width: 150px;" type="text"/>

For office use only	School ID: <input style="width: 80%;" type="text"/>	Survey No: <input style="width: 80%;" type="text"/>
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13. Do you have a parent(s) who lives **outside** of Canada?

- Yes, one parent Yes, both parents No

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

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

15. What is your parents' employment? (Pick only **one** for each parent.)

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

16. If your parents work, what are their jobs/occupations? (Write **WHAT** they do such as cashier, teacher, truck driver, computer technician, restaurant owner, accountant, book keeper, nurse, office manager, auto mechanic, lawyer, etc.)

My mother's job is: I don't know

My father's job is: I don't know

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

QUESTIONS ABOUT MY LIFE IN SCHOOL AND OUTSIDE OF SCHOOL

17. How do you feel about your school?	All the time	Often	Sometimes	Rarely	Never
A) I enjoy school.	<input type="radio"/>				
B) My school is a friendly and welcoming place.	<input type="radio"/>				
C) I feel I belong in this school.	<input type="radio"/>				
D) I get along well with other students in my school.	<input type="radio"/>				
E) I feel accepted by students in my school.	<input type="radio"/>				
F) I feel accepted by adults in my school.	<input type="radio"/>				
G) Extra help is available at this school when I need it.	<input type="radio"/>				
H) I get the support I need from this school to learn to the best of my ability.	<input type="radio"/>				

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

- Yes No

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

- Same as everyone else Better than others Worse than others

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

21. Is there an adult in your school whom you feel comfortable to go to for personal support, advice, or help?

- Yes, there is one adult Yes, there is more than one adult No, I haven't met one yet

22. **At school**, have you ever been involved in helping other students as a : (Pick **all** that apply.)

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

23. **At school**, how often have you been involved in **leading** an activity, a group, or a team?

- Many times Sometimes A few times Never

24. **Outside of school**, who usually gives you advice about schooling? (Pick **all** that apply.)

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

25. **After school**, who usually **helps** you with your homework? (Pick **all** that apply.)

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

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School ID:

Survey No:

26. How often do any of the following <u>prevent</u> you from finishing your homework?	All the time	Often	Sometimes	Rarely	Never
A) Household chores and responsibilities	<input type="radio"/>				
B) Part-time job	<input type="radio"/>				
C) Sports or recreation activities	<input type="radio"/>				
D) Religious/faith activities	<input type="radio"/>				
E) Spending time with friends	<input type="radio"/>				
F) Difficulty of the homework	<input type="radio"/>				
G) No proper space at home to do homework	<input type="radio"/>				
H) No study materials to help me	<input type="radio"/>				
I) No internet access at home	<input type="radio"/>				
J) Frequent distractions at home	<input type="radio"/>				
K) Health reasons	<input type="radio"/>				
L) Other: <input type="text"/>	<input type="radio"/>				

27. About how many hours a week (including weekends) do you spend on:

(Put "0" hours if the activity does not apply to you.)

A. Homework and studying (outside of school time) total: hours a week

B. Part-time work for pay total: hours a week

28. During a <u>regular school day</u> , on average how much time do you spend on the following activities <u>outside of school</u> :	None	Less than 1 hour	1-2 hours	2-3 hours	More than 3 hours
A) Household chores	<input type="radio"/>				
B) Looking after brothers, sisters, and/or family members	<input type="radio"/>				
C) Helping with a family business	<input type="radio"/>				
D) Watching TV or videos (including YouTube)	<input type="radio"/>				
E) Playing computer/video games	<input type="radio"/>				
F) Spending time on the internet for school work	<input type="radio"/>				
G) Spending time on the internet for personal use/interest	<input type="radio"/>				
H) Social networking/texting (e.g., Facebook, Twitter)	<input type="radio"/>				
I) Playing sports and recreational activities	<input type="radio"/>				
J) Religious/faith activities	<input type="radio"/>				
K) Other leisure activities (e.g., going to movies, listening to music, going to the mall, hanging out with friends, reading for leisure)	<input type="radio"/>				

29. In general, would you say your physical health is:

Excellent Very Good Good Fair Poor

30. During a regular <u>school week</u> (Monday to Friday), how often do you:	Everyday (5 days)	3-4 days	1-2 days	Never
A) Eat breakfast or a snack in the morning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Eat breakfast (or an early meal) provided by your school's breakfast/snack program. (skip this question if your school does not offer such a program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Eat lunch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Eat dinner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Eat fruits and/or vegetables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Have milk or dairy products (e.g., cheese, kefir, paneer) or dairy free alternatives (e.g., lactose-free products, soy/rice milk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. During a regular week (including weekends), how often do you take part in physical activity for at least 30 minutes per day including activities you do at school and/or outside of school? (e.g., running, swimming, basketball, exercise class, bike riding, etc.)

Everyday (7 days) 5-6 days 3-4 days 1-2 days Never

32. Do you talk with your parents:	All the time	Often	Sometimes	Rarely	Never
A) About school work	<input type="radio"/>				
B) About relationships and problems	<input type="radio"/>				

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School ID:

Survey No:

33. Do your parents:	All the time	Often	Sometimes	Rarely	Never	Not Sure
A) Expect you to succeed in school	<input type="radio"/>					
B) Help you to set goals and make plans	<input type="radio"/>					
C) Praise you when you have done something well	<input type="radio"/>					
D) Expect too much from you	<input type="radio"/>					
E) Show interest in what you have to say	<input type="radio"/>					
F) Communicate with your teachers (e.g., through telephone, your school agenda)	<input type="radio"/>					
G) Attend parent teacher interviews	<input type="radio"/>					
H) Attend meetings and events at school	<input type="radio"/>					
I) Volunteer at the school	<input type="radio"/>					
J) Other (describe): <input type="text"/>	<input type="radio"/>					

34. Over the last school year, how often have you felt:	All the time	Often	Sometimes	Rarely	Never
A) Good about yourself	<input type="radio"/>				
B) Lonely	<input type="radio"/>				
C) Hopeful about the future	<input type="radio"/>				
D) Nervous or anxious	<input type="radio"/>				
E) Down	<input type="radio"/>				
F) Like crying	<input type="radio"/>				
G) You liked the way you look	<input type="radio"/>				
H) Tired for no reason	<input type="radio"/>				

35. How often do you worry about:	All the time	Often	Sometimes	Rarely	Never
A) Your school work	<input type="radio"/>				
B) Your future	<input type="radio"/>				
C) Family matters	<input type="radio"/>				
D) Relationship issues (e.g., fitting in, making friends)	<input type="radio"/>				
E) Your part-time job(s) (Skip this if not applicable to you.)	<input type="radio"/>				

36. In school, have you been provided with information about:	Yes	No	Not Sure
A) Apprenticeship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. As you think about your choices after leaving secondary school (e.g., apprenticeship, college, university, work), who in the school are you most likely to consult? (Pick **all** that apply.)

- Teacher(s) Coach(es) Other:
 Guidance counsellor(s) Friend(s)
 Principal or Vice-Principal(s) No one

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

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

39. What do you plan to do after secondary school? (Choose **one** only.)

- An apprenticeship Attend university Not sure
 Attend college Work full-time Other plans:

40. What do your parents expect you to do after secondary school? (Choose **one** only.)

- An apprenticeship Attend university Not sure
 Attend college Work full-time Other plans:

41. In school, who helps you plan and explore your future? (Choose **all** that apply to you.)

- Teacher(s) Coach(es) Other:
 Guidance counsellor(s) Friend(s)
 Principal or Vice-Principal(s) No one

Thank you for your participation!

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School ID:

Survey No:

Appendix C

2012 Parent Census Survey Form



TDSB Parent Census: Junior Kindergarten - Grade 6 (2011-2012)

School:	Home Room:
<input type="text"/>	<input type="text"/>

February 2012

To: Parents, Guardians and Caregivers of

Instructions for completing the Parent Census form

- 1. Please make sure that your child's name is on this letter before completing the enclosed Parent Census form. If the name above is not your child's, please return the complete package to the school and ask for a survey package for your child.**
- 2. After completing the enclosed survey form, please place it in the envelope provided, seal the envelope, and return it to the school by February 29, 2012.**

Important: If you have more than one child in JK-Grade 6, you should receive an individual survey package for each of your children. Please complete the survey form for each child according to the child's name on each survey package received.

The Toronto District School Board (TDSB) invites all parents, guardians and caregivers of children in Junior Kindergarten to Grade 6, to complete the enclosed *Parent Census* survey. The first *Parent Census*, conducted in 2008, provided the school, system and community with valuable information for effective programming for the benefit of all our students. This Census is conducted every 5 years. For more information, please visit our website at www.tdsb.on.ca/census.

The survey is voluntary and confidential. The information you provide will support important program planning for our students. It will also give us your opinion about your child's school. This helps us to improve our schools for all students. We encourage all parents to complete the survey.

All completed forms will be sent directly to the Research Department, and will be used for research purposes only. Your information will not be shared with anyone. Each survey has a number at the bottom of the page. The Research staff uses this number to link the survey information with other information which the TDSB already keeps.

Translations of the survey are available from your child's school or from the TDSB website at www.tdsb.on.ca/census, click "Parent Census (2011-2012)". If you complete a translated survey, please write the survey number on the translated survey, and return it along with the English survey in the same envelope.

After completing your survey, please seal it in the envelope provided and return the sealed envelope to your child's school by **February 29, 2012**.

Thank you for your participation.

Donna Quan
Deputy Director – Academic

The information you provide is collected under the authority of the Education Act, Section 170 (1)[6], and is used for educational purposes of the Toronto District School Board only. If you have any concerns, please contact Roula Anastasakos, Superintendent, Research and Information Services at 416-394-4929.

If you prefer to have this letter in your own language, please request it from the school principal.

Albanian: *Nqs preferoni te keni kete leter ne gjuhen tuaj, ju lutem kerkojeni kete form nga drejtori I shkolles.*

Arabic: إذا اردتم الحصول على نسخة من هذا الخطاب مترجم إلى لغتكم نرجو الاتصال بناظر المدرسة.

Bengali: যদি এই চিঠি নিজ ভাষায় চান, তাহলে অধ্যক্ষের কাছে আবেদন করুন।

Chinese (Simplified and Traditional): 如欲收到用你的語言書寫這封信，請向學校校長要求。

Dari: اگر ترجیح می‌دهید که این نامه به زبان خود شما باشد، لطفاً تقاضای خود را به مدیر مکتب اطلاع دهید.

Farsi: اگر ترجیح می‌دهید که این نامه به زبان خود شما باشد، لطفاً به مدیر مدرسه اطلاع دهید.

French: *Au cas où vous souhaitez recevoir cette lettre dans votre propre langue, parlez-en au Directeur/Directrice de votre école.*

Greek: *Αν προτιμάτε να έχουν αυτή την επιστολή στη γλώσσα σας, παρακαλούμε να ζητήσετε από το διευθυντή του σχολείου.*

Gujarati: જો તમે આ પત્ર તમારી પોતાની ભાષામાં મેળવવા ઇચ્છો, તો કૃપા કરી શાળાના પ્રિન્સિપાલને વિનંતી કરો.

Hindi: यदि आप यह पत्र अपनी भाषा में देखना चाहते हैं तो कृपया पाठशाला के प्रधानाचार्य (प्रिंसिपल)को सम्पर्क कर आवेदन करें

Korean: 모국어 서신을 선호 하시면 교장선생님께 요청 하십시오.

Ojibway: ᑭᑦᑭᑦᑭᑦ ᑦᑭᑦᑭᑦᑭᑦ ᑦᑭᑦᑭᑦᑭᑦᑭᑦ ᑦᑭᑦᑭᑦᑭᑦᑭᑦ ᑦᑭᑦᑭᑦᑭᑦᑭᑦ, ᑦᑭᑦᑭᑦᑭᑦᑭᑦ ᑦᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ.

Portuguese: *Se preferir ter esta carta na sua própria língua, por favor peça-a ao director(a) da escola.*

Punjabi: ਜੇ ਤੁਸੀਂ ਇਸ ਚਿੱਠੀ ਨੂੰ ਆਪਣੀ ਭਾਸ਼ਾ ਦੇ ਵਿੱਚ ਪ੍ਰਾਪਤ ਕਰਨਾ ਜ਼ਿਆਦਾ ਪਸੰਦ ਕਰਦੇ ਹੋ, ਵਿਰਧਾ ਕਰਕੇ ਸਕੂਲ ਦੇ ਪ੍ਰਿੰਸੀਪਲ ਕੋਲੋਂ ਇਸ ਲਈ ਬੇਨਤੀ ਕਰੋ।

Romanian: *Dacă doriți să aveți o versiune a acestei scrisori în limba dumneavoastră maternă, vă rugăm să vă adresați directorului școlii.*

Russian: Если Вы желаете получить это письмо на вашем родном языке, попросите об этом директора школы.

Serbian (Cyrillic): *Ako želite da primite ovo pismo na vašem jeziku, molimo da zatražite isto od direktora škole.*

Serbian (Latin): *Ako želite da primite ovo pismo na vašem jeziku, molimo da zatražite isto od direktora škole.*

Somali: *Haddii aad door-bidayaas in arjigan ama qoraalka luqaddiina ku heshaan, fadlan waxaad ka codsataan maamulaha dugsigiina.*

Spanish: *Si prefiere esta carta redactada en su propio idioma, por favor solicítela al Director de la escuela.*

Tagalog: *Kung nais ninyong makakuha ng sulat na ito sa inyong wika, mangyaring hilingin ito sa punong-guro ng paaralan.*

Tamil: உங்கள் சொந்த மொழியில் இந்த படிவம் வேண்டுமானால் தயவு செய்து பரிசீலனை அளிப்பதை நாடவும்.

Turkish: *Eğer bu mektubu kendi dilinizde tercih ederseniz lütfen okul müdüründen talep ediniz.*

Urdu: اگر آپ اپنی زبان میں یہ خط لینا چاہتے/چاہتی ہیں، تو برائے مہربانی سکول کی پرنسپل سے درخواست کر سکتے/کر سکتی ہیں۔

Vietnamese: *Nếu quý vị muốn có bản viết bằng ngôn ngữ của quý vị, xin liên lạc với hiệu trưởng của trường.*

PARENT CENSUS, KINDERGARTEN - GRADE 6 (2011-12)

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.

Please use a black pen or dark pencil.

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

QUESTIONS ABOUT YOUR CHILD AND FAMILY

- What is your child's year of birth?
- What is the first language(s) **your child learned to speak** at home? (Pick **all** that apply.)
 (Top 10 languages after English are listed.)
 Bengali English Persian (Farsi) Somali Tamil Vietnamese
 Chinese Gujarati Punjabi Spanish Urdu Other(s):
- In your home, what language(s) is **most often spoken**? (Pick **all** that apply.)
 Bengali English Persian (Farsi) Somali Tamil Vietnamese
 Chinese Gujarati Punjabi Spanish Urdu Other(s):
- Where was **your child born**? (Top 10 countries of birth after Canada are listed.)
 Afghanistan Canada India Pakistan South Korea United States
 Bangladesh China Iran Philippines Sri Lanka Other:
- Where were **you and the other parent born**? (Pick **two** if you and the other parent were born in different countries.)
 Afghanistan Canada India Pakistan South Korea United States
 Bangladesh China Iran Philippines Sri Lanka Other(s):
- Is **your child** of Aboriginal background? Yes No
 (If "No" go to Question 7; if "Yes", pick **one** of the following.)
 Inuit First Nations (Status/non-Status) Other:
 Métis Aboriginal person from outside Canada
- Which of the following best describes **your child's racial background**? (Pick **all** that apply.)
 Aboriginal - Canada Latin American (e.g., Argentina, Chile, El Salvador)
 Asian - East (e.g., China, Japan, Korea) Indian-Caribbean (e.g., Guyana with origins in India)
 Asian - South (e.g., India, Pakistan, Sri Lanka) Middle Eastern (e.g., Egypt, Iran, Lebanon)
 Asian - Southeast (e.g., Malaysia, Philippines, Vietnam) Mixed background:
 Black - Africa (e.g., Ghana, Kenya, Somalia) White - Canada
 Black - Canada White - Europe (e.g., England, Italy, Portugal, Russia)
 Black - Caribbean Region (e.g., Barbados, Jamaica) Other(s):
- Before starting school, did your child regularly attend the following programs? (Pick **all** that apply.)
 A child care centre
 A pre-school program
 TDSB Parenting and Family Literacy Centre
 Play-based children's program (e.g., drop in, Ontario Early Years Centre program, Family Resource Centre program)
 None
- 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:
- Do you or the other parent live **outside Canada** for part or all of the school year?
 Yes, one parent Yes, both parents No
- What level(s) of education 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

For office use only

School ID:

Survey No:

12. 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+

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

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

YOUR OPINIONS ABOUT YOUR CHILD'S SCHOOL

14. How do you feel about your child's school?	All the time	Often	Some-times	Rarely	Never	Not Sure
a) My child enjoys school.	<input type="radio"/>					
b) My child's school is a friendly and welcoming place.	<input type="radio"/>					
c) In this school, differences among all people are respected.	<input type="radio"/>					
d) In this school, my child is treated with respect.	<input type="radio"/>					
e) My child gets along well with other students.	<input type="radio"/>					
f) I feel welcome in my child's school.	<input type="radio"/>					
g) My child gets the support needed in this school to learn to the best of their ability.	<input type="radio"/>					

15. How often do you feel that school rules have been applied to your child in a fair way?

- All the time Most of the time Sometimes Rarely Not sure

16. Does your child feel <u>safe</u> :	All the time	Often	Some-times	Rarely	Never	Not Sure	Not Applicable
a) In the classroom	<input type="radio"/>						
b) In other parts of the school building (e.g., cafeteria, washroom, hallways)	<input type="radio"/>						
c) Outside on school property (e.g., schoolyard, playing field, school parking lot)	<input type="radio"/>						
d) On their way to and from school	<input type="radio"/>						
e) On their street or in their neighbourhood	<input type="radio"/>						
f) When communicating on the internet (e.g., email, text messaging, chat rooms etc.)	<input type="radio"/>						

17. How many close friends does your child have at school?

- None One Two Three or More

18. How often does your child:	All the time	Often	Some-times	Rarely	Never	Not Sure
a) Complain of headaches/stomach aches	<input type="radio"/>					
b) Seem happy	<input type="radio"/>					
c) Seem irritable or in a bad mood	<input type="radio"/>					
d) Seem to enjoy their daily activities	<input type="radio"/>					
e) Seem nervous or anxious	<input type="radio"/>					
f) Seem tired in the morning	<input type="radio"/>					
g) Not want to go to school	<input type="radio"/>					

19. Has your child ever had their eyesight or hearing tested?

- Eyesight: Yes No Hearing: Yes No

20. How often does your child take part in the following activities <u>outside of school</u> ?	Weekly	Monthly	A few times this year	Never
a) The Arts (e.g., music, visual arts, drama, dance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Sports/recreation (e.g., swimming lessons, community sports teams)	<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"/>
d) Clubs (e.g., chess, science)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Other: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. How often do you:	All the time	Often	Some-times	Rarely	Never	Not Sure
a) Communicate with your child's teachers (e.g., through telephone, your child's school agenda)	<input type="radio"/>					
b) Attend parent-teacher interviews	<input type="radio"/>					
c) Attend meetings and events at this school	<input type="radio"/>					
d) Volunteer at this school	<input type="radio"/>					

Thank you for your participation!

The information you provide is collected under the authority of the Education Act, Section 170 (1)(6), and is used for educational purposes of the Toronto District School Board only. If you have any concerns, please contact Roula Anastasakos, Superintendent, Research and Information Services at 416-394-4929.

For office use only

School ID:

Survey No:

23552



Appendix D

2011 Student Census Instructions/Guide:

- For Principals
- For Teachers
- For Students

TDSB Student Census Week (November 21-25, 2011)

Instructions for School Administrators

Materials for Conducting the Grade 7-12 Census

- Promotional Materials – The week of November 7, your school will receive *Census* Posters, Student Flyers, and Parent Information Letters (with 24 translated versions available on the Principal's website).
- Teacher's Guide to *Student Census* – The week of November 14, multiple hardcopies will arrive at your school. If more copies are needed, please download them from the Principal's website. Please advise your homeroom teachers to familiarize themselves with the Guide before Census Week.
- Actual Survey Forms – By November 18, your school should receive individualized pre-coded survey forms packaged by homeroom. Additional blank forms are included in your school package; you can also download these blank forms from the Principal's website. (Please note that some schools may get a package of pre-coded forms without a homeroom designation. If these students are still enrolled in your school and have a homeroom, please place their pre-coded forms into the package that belongs to their homeroom.)

If your school does not receive any of the above materials by the dates indicated, please contact our office as soon as possible at 416-394-4929 or census@tdsb.on.ca. Your school will be given an extension to return the survey.

Accommodations for Absent Students, ELL and Students with Special Needs

- Absent Students – Homeroom teachers will return to your attention the pre-coded forms of students who are absent on the day the survey is administered in their homeroom. Please arrange a time for these students to complete their assigned form at school during Census Week and ask that it be returned immediately to the school office.
- English Language Learners and Students with Special Needs – should be provided with any assistance they require to complete the *Census*. For some ELL students, translated versions can be downloaded from the Principal's website, if needed. These translations include: Chinese, Tamil, Urdu, Spanish, Persian (Farsi), and Korean.

Supporting the Aboriginal Self-Identification Policy P. 077

The Board's *Student and Parent Census* is one vehicle through which data will be collected to support this new policy. The *Census* includes three questions allowing all First Nation, Metis and Inuit students and their parents to self-identify themselves accordingly. Please see the Teacher's Guide (p.11) for further details.

Other Reminders

- Use internal courier to ship all the completed forms to the Research & Information Department at 1 Civic Centre Court. (If there are late forms, courier them as well to our office.)
- Should you have any questions, please contact our office at 416-394-4929 or census@tdsb.on.ca.

Thank you for your co-operation!

The higher the return rate, the richer and more reliable the information your school will receive to support your school's planning efforts.

**IT'S ALL ABOUT
YOU...AND US**



**Teacher's Guide to *Student Census*
November 21 – 25, 2011**



About This Teacher's Guide

This Teacher's Guide is designed for teachers and other school staff who will be supervising students in completing the *Student Census*. Aside from Instructions for Teachers and Students (pp.1-2), this Guide also includes additional information for administering the survey as well as background information about the *Census* itself. It is advisable to familiarize yourself with this Guide.

Must Read

- Instructions for Administering the Survey
 - For Teachers Pg.1
 - For Students Pg.2
- Additional Information for Administering the Survey
 - Your Class Package Pg.4
 - Accommodations for Absent Students, Students with Special Needs and ELL ·Pg. 5
 - Explanatory Notes on Some Census Questions Pg. 6
- Background Information about the Census
 - About the TDSB Student Census Pg. 10
 - Supporting the Board's Aboriginal Self-Identification Policy (Fall 2011) Pg.11
 - Frequently Asked Questions Pg. 12

Should you have any further questions please call us at 416.394.4929 or e-mail us at census@tdsb.on.ca.

Thank you for your co-operation.

Teacher Instructions for Administering the Census

PLEASE NOTE: Should students inquire about the purpose of the *Census*, please refer to the following statement of the Director of Education made to students in the *Student Census Brochure*:

“By completing the Census, you will help us to better understand who you are and how you feel about your lives in school and outside of school. We will use this information to build a better school system that will improve the chances of success for all students in all schools.”

1. Distribute the individualized forms according to the pre-printed name on the cover sheet. Each student **must** get their own pre-coded individualized form.
2. For students who are absent on the day you administer the survey, please return their assigned forms separately to your school administrator, who will arrange time during *Census Week* for them to complete and return it to the school office.
3. For students without a pre-coded form, pick one of the blank forms provided (Form A or B randomly), and fill in the following information before handing it out to them:
 - the student’s full name in the appropriate box on the cover sheet; and
 - the student’s ID number (Trillium ID) in the “Survey No.” box at the bottom of the first page of the actual survey form. (You don’t need to repeat this number on all pages. Also, if you need more blank forms, check with your school office. Don’t use any extra pre-coded form as a blank form.)
4. Remind students to read over the Instructions printed on the cover of the *Census* form or read out the Instructions (see p.2) to the class before they start the survey.
5. While students are expected to complete the *Census* on their own, they may check with you for clarification. Assist them and consult this Teacher’s Guide (especially pp. 6-7) as needed.
6. Allow students sufficient time (a whole period if needed) to complete the *Census*. (Please make sure that the few students who may require more time can still concentrate on completing the survey without distractions from other students.)
7. Remind students to tear off the cover page with their name on it before returning their completed survey.
8. Please have the students themselves place their completed forms in the large homeroom envelope provided. When all students have returned their completed form, seal the envelope and return it to the school office for delivery to the Board’s Research Department. (Note: Only completed forms should be in this sealed envelope. The forms for absent students should be returned to the school administrator without any envelope.)

Note: this ID number must be filled in for research purposes.

Instructions for Students

Some reminders before you start:

1. Please make sure your name is at the top of this page.
2. Use pen or pencil. If you make a mistake you can erase it or cross out the answer.
3. Take your time to answer each question completely and think about what is true for yourself. This is not a test. There are no right or wrong answers.
4. If you do not feel comfortable with any question, you may skip it and move on to the next one.
5. If you do not understand any questions please ask your teacher to explain. It is important that you answer the questions on your own and not discuss them with other students.
6. Your answers will be kept confidential. No one, including your teachers, will read your answers. Your completed form will be sent to the school board's Research Department for computer scanning and analysis.
7. When you are finished, tear off this page before you place your completed form into the collection envelope for your class. Your completed survey now has no name on it, except for some special number codes to be used by the Research Department only.

You may start the survey now!

Additional Information
for
Administering the *Census*

Your Class Package

Your class package should include:

1. Two sets of individualized forms – Form A and Form B (Refer to p. 10 about the content of the two forms.)
 - Each form is individualized, and every student has been randomly assigned to complete one of the two forms.
 - Each form has a cover page with the name of the school, the student name, and instructions for the student. The student's name on the cover page is to ensure that each student receives his/her own assigned *Census* Form. To ensure confidentiality, students are instructed to tear off the cover page with their name on it before returning their completed survey.
 - **Note:** Each page of the form is also pre-coded with a unique survey number (but not the student's actual ID Number). It is important that students not tamper with the codes printed at the bottom of each page.
2. Four blank forms - two copies of Form A and two copies of Form B for students without an individualized form. (If more blank forms are needed, please check with the school office.)
3. A large envelope with a return label for returning all the completed forms from your homeroom to the school office, which will then forward all the completed forms to the Board's Research & Information Services Department.

Accommodations

Absent Students

During *Census Week* (November 21-25, 2011), students who are absent on the day(s) you administer the survey should have their pre-coded or blank forms (with their names and Student number) returned to the school administrator, who will then arrange time during *Census Week* to have these students complete their survey in school and return it immediately to the school office.

Note:

- Do not include the absent students' assigned forms in the sealed envelope with the completed forms. The former should be returned to the school administrator separately without any envelope. (This will enable the school administrator to identify those students who have to complete the survey at some other time during the week.)
- Do not send the *Census* home with students.

Students with Special Needs and English Language Learners

Students with special needs or English Language Learners should be provided with any assistance they require to complete the *Census*.

For some English Language Learners, there are a few translated versions of the *Student Census* available on the website at www.tdsb.on.ca/studentcensus. These translations include Chinese, Tamil, Urdu, Spanish, Persian (Farsi), and Korean.

Explanatory Notes on Some *Census* Questions

Section: Questions About Me (both Form A and Form B)

Questions asking Students to Self-identify

Student Language (*Questions 3 and 4*)

The languages listed are the most common languages spoken in the TDSB. Students may choose “Other” and write the language(s) name in the box provided. Dialects of English (e.g., Patois) should be written in “Other”.

Aboriginal Background (*Question 7*)

If students are not familiar with the names of the Aboriginal groups, you do not need to explain the terms: they can just move to the next question. Those who identify themselves with one of the groups will be familiar with the terms. This question supports the Board’s newly created policy on Aboriginal Self-Identification. (See page 11 for further information.)

Racial Identity (*Question 9*)

Racial identity is a social construct, not a biological one. The categories listed reflect social categories generally used within our diverse community. If a student self-identifies as biracial, he/she would select “Mixed background” and may specify the background(s) he/she identifies in the box provided. Where a racial background(s) is not listed, students are to choose “Other” and write the background(s) in the box provided.

Ethnic or Cultural Background (*Question 10*)

Ethnic or cultural background refers to a person’s parentage or ancestry and should not be confused with citizenship or nationality. Students are to write in the box provided; examples are listed for illustration only and should not be circled.

Sexual Orientation (*Asked only on the survey forms for Grade 9-12 students – Question 11*)

If students are not familiar with the names of the groups, you do not need to explain the terms: they can just move to the next question. Those who identify themselves with one of the groups will be familiar with the terms. *Note: The term “queer”, while previously considered derogatory, has been reclaimed within the non-heterosexual community as a positive identification.*

Questions about Parents

Parent(s) Living Outside Canada (*Gr. 7/8 – Question 12*) (*Gr. 9-12 – Question 13*)

Students may select “Yes” for “one parent” or “both parents” if the parent(s) lives outside of Canada for part or all of the school year.

Parent(s)/Caregivers’ Level of Education (*Gr. 7/8 – Question 13*) (*Gr. 9-12 – Question 14*)

Parent(s)/Caregivers’ Employment Status (*Gr. 7/8 – Question 14*) (*Gr. 9-12 – Question 15*)

Parent(s)/Caregivers’ Occupation/Job (*Gr. 7/8 – Question 15*) (*Gr. 9-12 – Question 16*)

Students living with a caregiver(s) who is not their mother or father may answer for an “other caregiver”. Students living with same-sex parents may answer for an “other caregiver” to describe their second parents’ post-secondary education, employment status and occupation/job, respectively.

Explanatory Notes on Some *Census* Questions (*continued*)

Section: Questions About My Life in School and Outside of School

Questions asking students to estimate how often or how much time they spend in a variety of contexts

Questions on Form A

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

(Gr. 7/8 – Question 31) (Gr. 9-12 – Question 32)

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

(Gr. 7/8 – Question 32) (Gr. 9-12 – Question 33)

“Weekly” refers to at least once a week; “Monthly” refers to at least once a month, etc.

Questions on Form B

About how many hours a week (including weekends) do you spend on: a) Homework; and, b) Part-time work for pay *(Gr. 7/8 – Question 26) (Gr. 9-12 – Question 27)*

Students are expected to give an approximate number of hours for a regular school week and should not use decimals. They should make their estimate based on a regular school week, and not on an examination week, for example. Paid work includes any regular activity the student does for pay, including babysitting, paper routes, etc.

Background Information
about
TDSB's *Census*

About the TDSB Student Census

This is the TDSB's second *Student Census* for Grades 7-12 students. The second *Parent Census*, which is completed by parents for students in K–Grade 6, will be conducted in February of 2012.

After considering the value of the first *Student and Parent Census*, the Board decided that this *Census* should be implemented on a five year cycle with the next *Census* conducted in the 2011-12 school year. Please visit www.tdsb.on.ca/studentcensus to learn more about the results and the impact of the first *Student and Parent Census*.

The purpose of the *Student and Parent Census* is to collect student data that will help the TDSB and its schools to improve achievement levels for all students while closing the achievement gap for students in need. The analysis of the data allows us to:

- Identify and eliminate systemic barriers to student achievement
- Reallocate resources to where they are most needed
- Establish effective programs and interventions to help our most vulnerable students
- Advocate for resources and funding from external partners to support students and schools who require such support

The *Student Census* consists of about 40 questions - 15 related to the students' background and home circumstances (demographic questions), and about 25 on students' experiences in school and outside of school (contextual questions).

Two forms are designed: Form A and Form B. The same demographic questions are found on both Forms, but the contextual questions are divided between the two versions. This is to ensure that the *Census* does not take too long to complete. The *Census* will take between 20 - 25 minutes to finish. In any given class, half the students are randomly assigned to do Form A, and the other half will do Form B.

Supporting the Aboriginal Self-Identification Policy (Fall 2011)

According to the Board's newly created Voluntary First Nation, Metis and Inuit Self-Identification Policy P. 077 (Fall 2011), "Self-identification is the voluntary, confidential, self-described declaration of Aboriginal identity. Aboriginal (i.e. First Nation, Metis or Inuit) people will use their own terms to name this identity."

The Board's *Student and Parent Census* is one vehicle through which data will be collected to support the policy. The *Census* includes three questions allowing all First Nation, Metis and Inuit students and their parents to self-identify themselves accordingly.

The Board will use all data collected through the *Census* and the voluntary self-identification process only at the aggregate level. Individual data will not be reported. The data collected will be used to develop and implement supportive programming for First Nation, Metis and Inuit students.

Students and families seeking support with issues arising from the *Census* questions, or those that may benefit from further assistance, are urged to contact the Board's Aboriginal Education Office, located at our Brockton site, 90 Croatia Avenue, at (416) 393-9600.

Frequently Asked Questions

What is the purpose of the TDSB's *Census*?

The purpose of the *Student and Parent Census* is to collect student data that will help the TDSB and its schools to improve achievement levels for all students while closing the achievement gap for students in need. The analysis of the data allows us to:

- Identify and eliminate systemic barriers to student achievement
- Reallocate resources to where they are most needed
- Establish effective programs and interventions to help our most vulnerable students
- Advocate for resources and funding from external partners to support students and schools who require such support

When was the first *Census* conducted?

The TDSB conducted its first comprehensive *Census* for Grade 7-12 students in November 2006 and for parents of K-Grade 6 students in April 2008.

How have we used the results?

This data has provided the Board hard evidence for:

- Needs identification – identifying achievement gaps and determining barriers to achievement
- Programming and intervention – reviewing and implementing systems, supports and initiatives across the system to better meet the needs of students
- Accountability – establishing a baseline of data to measure improvement

Why are we doing another *Census*?

After considering the value of the data from the first *Student and Parent Census*, the Board decided that the *Student and Parent Census* should be implemented on a five year cycle with the next *Census* conducted in the 2011-12 school year.

Why is the *Student Census* not conducted online?

Since most TDSB schools have very limited computer hardware and internet capabilities, an online student survey may cause significant disruption to many schools. Currently, a whole school can easily complete the paper version of the *Census* during one class period with minimal disruption to students and staff.

Who completes the *Census*?

Every student in a Grade 7-12 classroom across the TDSB will be invited to complete the *Student Census*. Parents of K-Grade 6 students will be invited to complete the *Parent Census*.

Frequently Asked Questions *(continued)*

When is the next *Census*?

The *Student Census* (Grades 7-12) will be administered during the week of November 21-25, 2011. The *Parent Census* (K-Grade 6) will be conducted in February 2012.

Is completing the *Census* mandatory?

No. A student or parent can skip a particular question if he or she does not wish to answer it or choose not to participate in the *Census*. However, the higher the completion rate, the richer and more reliable the information will be for school improvement planning and programs.

Is parental consent required before students complete the *Census*?

No. Formal consent from parents or guardians is not required under relevant legislation regarding participation of students in a survey. However, all parents or guardians will be informed about the purpose of the *Census*, the collection procedures, and access and disclosure safeguards. In the event that a parent or guardian does not wish to have their child complete the *Census*, the parent has an opportunity to fill out a form that will exempt their child (i.e., the tear-off section of the Parent Information letter).

Is the *Census* anonymous?

The *Student and Parent Census* is confidential but not anonymous. Student names and student ID numbers are not shown on the completed *Census*. The completed forms will have a survey number which allows the Board's Research Department for tracking and research purposes.

What security procedures are in place to ensure confidentiality of the data and who will have access to it?

The *Census* forms are not identifiable by student name or student number. After the forms are returned to the Board's Research Department, they will be scanned and processed electronically into a database, which will be stored, maintained, kept confidential, and accessed by the Research Department only for analysis and research purposes.

These steps comply with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), which requires that the Board protect the privacy of an individual student's personal information existing in the Board's records. By law the TDSB cannot reveal individualized information for any student/parent who completes the *Census*.

Frequently Asked Questions *(continued)*

Does the collection of personal information (such as racial and ethnic background) violate the Human Rights Code?

No. It is the position of the Ontario Human Rights Commission that the Ontario Human Rights Code permits the collection and analysis of data based on enumerated grounds such as race, disability or gender as long as it is for legitimate purposes and not contrary to the Code. Legitimate purposes under the Code include identifying and removing systemic barriers, preventing disadvantage or promoting substantive equality.

Why is the question which asked students whether they have a disability no longer in the demographic section of the *Student Census*?

The question on disability was removed because the TDSB already has this information available through the board's Student Information System (SIS). This system data will be used to disaggregate the data for students with special needs in the analysis of the upcoming *Student and Parent Census*.

Appendix E

2011 Parent Census: Principal Instructions



TDSB 2012 *Parent Census* (JK-Grade 6) **February 10-29, 2012**

Instructions for School Administrators

In 2008, the TDSB conducted its very first *Parent Census*; nearly 96,000 parents (68%) of JK-Grade 6 students completed the survey. The high participation rate yielded valuable information for schools and the Board for improvement planning and programming. The assistance provided by school staff in facilitating the distribution and collection of the *Parent Census* was critical to achieving this success.

To ensure all schools again receive reliable, comprehensive, and updated information for ongoing improvement, as a system we need to strive for as high a return rate as possible (ideally over two-thirds) from each school. To achieve this goal, we are counting on the continued co-operation of your school to facilitate the distribution of the *Parent Census* to all parents and to encourage their participation. The following instructions and suggestions are provided to support your efforts.

Parent Census Packages

- During the week of January 30, individualized *Parent Census* forms, packaged by homeroom, will arrive at your school for distribution to each parent of students in JK-Grade 6.
- Each homeroom package will include *personalized* envelopes with survey forms enclosed for parents of students in the designated homeroom.
- Each unsealed envelope, which is labelled with the student name and homeroom, will contain a parent letter and a survey form. Please make sure the envelope is sent unsealed to the parent. (There is no issue of confidentiality at this point, since the survey has no personal information on it.)
- The parent letter contains the name of the student. When the survey form is completed, the parent letter instructs parents to remove the letter before placing the completed form into the same envelope. Parents are also instructed to seal the envelope before returning it to the school no later than February 29th.

Please note:

- The *Parent Census* form itself does not contain the name of the student nor the student's ID number. Instead, each *Parent Census* has its own unique survey number. This number allows Research staff to link the survey information to other data which the Board maintains, for example, report cards and EQAO. The resulting analysis of this data will provide valuable educational information for individual schools, the Board and community for planning and programming purposes.
- Parents/caregivers with more than one child in JK-Grade 6 will receive a separate personalized envelope for each child which they are instructed to use to return each child's completed form to the school.
- If you receive an envelope for a student who is no longer in your homeroom, forward it to the appropriate homeroom teacher. Or, if a child in your class, previously from another

homeroom, does not receive a package, please request it from the previous homeroom teacher. Surveys addressed to students who are no longer at the school are to be returned to Research & Information Services.

- If there are students without a personalized envelope, you may download a blank form from the Principal's website. Please make sure to write in the school name at the top of the blank survey form and the student's Trillium ID number in the survey number box near the bottom (front page only will do). It is also important to write the Student's Name on a blank envelope and the Parent Letter before giving the package to the student to bring home, or to the parent directly.

Translations

- Translations in over 20 languages are available. All parents will receive the individualized English survey. There will be instructions in the parent letter for those who require access to translations.
- Translations will be available on the public website at www.tdsb.on.ca/census for parents and schools to access directly. The parent letter will also be translated, as well as made available on the website.
- Where necessary, include the appropriate translated form in the personalized envelope for parents whom you know will require a translation in a specific language, prior to distribution, but do not remove the English survey from the envelope.

Other Reminders

- Use the Board's internal courier to ship all the completed forms to *Research & Information Services at 1 Civic Centre Court, Lower Level, Route NW, before the March Break*. You may return the forms in the boxes/envelopes that they were delivered to you in originally. You are not required to complete a form to request the pickup of the boxes from Mailroom Services.
- Should you have any questions, please contact our office at 416-394-4929 or census@tdsb.on.ca

Some Suggested Ideas to Obtain a High Participation Rate from Parents

- Promote the value of the *Parent Census* as an important vehicle for gathering input and opinions from all parents, which will influence decisions that have direct impact on the school and their children. Invite parents to visit the Census website at www.tdsb.on.ca/census for more information. This promotion can be done via your school council, newsletters, website, etc.
- Send the personalized survey envelopes home along with the students' report cards; and/or
- Have parents complete the Census on interview nights before meeting with their child's teacher.
- When parents contact your school, gently remind them of the importance of their participation in the *Parent Census*.
- Consider offering incentives (e.g., draws) to encourage parent participation.
- Invite parents who need more support, e.g., translations, to the school or a local library, where interpreters or Community School Workers (if available) will be arranged to assist them in completing the survey.

Thank you for your co-operation!

Appendix F

Socio-economic Status (SES) Code Framework

TDSB Student Census

Table 1 : Socio-economic Status (SES) Code Framework

TDSB SES Code	TDSB Occupation Category	Occupation Categories with Examples*
Code 1 Professional and senior management	1	Self-employed professionals architect, dentist, doctor, lawyer
	2	Employed professionals accountant, auditor, economist, engineer, librarian, professor, teacher
	3	High level management administrative manager, company director, government senior official
Code 2 Semi-professional and middle management	4	Semi-professionals artist, computer programmer, film director, instructor, research analyst, therapist, optometrist
	5	Technicians / Technologists construction inspector, dental hygienist, lab technician, film crew, draftsman
	6	Middle management office manager, human resource /personnel officer, production manager, referee, regulatory officer, hotel manager, construction/building contractor
	7	Supervisors bookkeeping supervisor, sales supervisor, postmaster
	8	Foremen/women in different trades
	18	Self-employed non-professionals entrepreneur, store/business owner, restaurant owner, retailer, wholesaler
Code 3 Skilled/semi- skilled clerical and trades	9	Skilled Clerical / Sales / Service administrative assistant/secretary, real estate/insurance agent, salespersons, keyboard operator, library assistant, retail buyer, wholesale buyer, trader
	10	Skilled Crafts and Trades firefighter, police officer, mechanic, auto body, machinist, brick layer, electrician, carpenter, metal worker, painter, plumber, seamstress/tailor
	11	Farmer Farm owner or operator
	12	Semi-skilled Clerical / Sales / Service bank teller, bartender, cashier, nursing attendant/assistant, receptionist, barber
	13	Semi-skilled Crafts and Trades bus driver, baker, butcher, chef, factory worker, sewing, papermaking, gardener, maintenance
Code 4 Unskilled clerical and trades	14	Unskilled Clerical / Sales / Service general office clerk, hotel clerk, mail carrier, messenger/courier, waiter
	15	Unskilled Labourers caretaker/ janitor, apartment superintendent, maid, cleaner, bus boy, dry cleaner, freight handler, labourer, security guard, taxi driver, babysitter
	16	Farm Labourers farm worker, landscape worker
Code 5 Non-remunerative	17	Non-remunerative stay at home, homemaker, student, volunteer, unemployed
NEI	NEI	Occupation is specified but there is not enough information to code
X	X	Not able to code (deceased, parent out of country, don't know, unclear)

* Note the categories and examples provided are not listed in any rank order.

M. Yau and L. Rosolen, Research & Information Services, Toronto District School Board (2012)

Appendix G

Construct Validity of the Emotional Well-being Index

Construct Validity of the Emotional Well-being Index

Six emotion-related items in the 2011 student census were used to construct an emotional well-being index. An exploratory principal axis factor analysis with oblique (direct oblimin) rotation was conducted. Two factors were extracted after examining eigenvalues, the scree plot, and interpretability. These two factors explained 66.65% of the total variance and were correlated $r = -.48$, $p < .01$.

In Table 1, the three items that were intended to measure negative perspective of social-emotional well-being all loaded on Factor 1; therefore this factor was labeled as social-emotional well-being negative factor. The other three items which were meant to measure positive of social-emotional well-being all loaded on Factor 2; thus this factor was labeled as social-emotional well-being positive factor. The six items provided us with a clear picture of social-emotional well-being from the two points of views.

Table 1: Principal Axis Factor Analysis with Direct Oblimin Rotation of social-emotional well-being items

	Factor	
	1	2
Over the last school year, how often have you felt: Good about yourself	-.115	.770
Over the last school year, how often have you felt: Lonely	.665	-.106
Over the last school year, how often have you felt: Hopeful about the future	.079	.618
Over the last school year, how often have you felt: Nervous or anxious	.612	.069
Over the last school year, how often have you felt: Down	.839	-.059
Over the last school year, how often have you felt: You liked the way you look	-.064	.591

Note. $N = 102,931$. Factor loadings greater than .30 are shown in bold type. The correlation between factors was $-.48$ ($p < .01$).

Appendix H

2011 Student Census: System Results

- Highlights
- System Report

2011 Grade 7-12 Student Census Highlights: A Summary

(February 2013)

Having considered the value of the first Student Census in 2006 and the first Parent Census in 2008, the Toronto District School Board (TDSB) decided in May 2009 that “the Student Census and Parent Survey be implemented on a five-year cycle and that the next Student Census and Parent Survey be conducted in school year 2011-12.” In November 2011, nearly 103,000 students took part in the second Student Census, representing 95% of the Grade 7-8 and 84% of the Grade 9-12 students. These return rates were even higher than their respective rates (92% and 81%) in the first round.

(A) Comparing findings between the 2006 Census and 2011 Census

Student demographics

- The overall demographic characteristics of the TDSB’s Grade 7-12 students in 2011 were similar to those in 2006. The one noticeable shift was the distribution of racialized groups. The proportion of White students dropped by five percentage points from 32% in 2006 to 28% in 2011; during the same time, East Asian students in Toronto also decreased by two percentage points from 19% to 17%. The groups which showed a notable increase were students who identified themselves as South Asian (from 20% to 22%), and “Mixed” (from 5% to 7%).

Student school experiences

- One of the most significant findings in the 2011 Student Census was the growing proportion of students, when compared to the previous Census, who felt positive about their school experiences in terms of school safety, overall school climate, and relationships with teachers.
- Also, more Grade 7-8 students in 2011 than their counterparts in 2006 indicated having participated in various extra-curricular activities offered by their school. For the secondary school students, a higher proportion than their previous cohorts reported that their school offered specialized courses they needed, and that they had more opportunities to learn about people with disabilities and people of different sexual orientation backgrounds.
- The one school-related area that indicates some reverse patterns was secondary school students’ comfort level in class participation. That is, a lower percentage of Grade 9-12s in 2011 than those in 2006 expressed feeling comfortable in answering questions, speaking up, and/or participating in class.

Out-of-school experiences

Students' responses to questions related to out-of-school experiences were mostly consistent with those found in the 2006 Census, except for the following areas.

- Much fewer Grade 7-12 students in 2011 than their counterparts in 2006 had part-time jobs (a decrease from 31% to 22% among Grade 9-12s, and from 17% to 12% among Grade 7-8s). On the other hand, students seemed more likely to participate in volunteer work.
- More Grade 7-12 students in 2011 than those in 2006 reported having daily breakfast and daily lunch.
- Among Grade 7-8s, a growing percentage indicated having received tests for vision (from 75% in 2006 to 83% in 2011) and hearing (from 31% to 51%). As well, more Grade 7-8s in 2011 than their counterparts in 2006 reported having their parents give them advice about schooling, attend teacher interviews, and communicate with teachers regularly.

(B) Findings on items new to the 2011 Student Census

In the 2011 Student Census, additional items and topics were included mainly related to physical health and socio-emotional well-being. The following are some of these new findings.

- 58% of Grade 7-8s reported having daily physical activities; the corresponding percentage for their secondary school counterparts was significantly lower (43%).
- Although more than half of the Grade 7-12s reported to have at least one school adult that they felt comfortable to go to for personal support, help or advice, a significant proportion (34% among Grade 7-8s, and 46% among Grade 9-12s) had none.
- Regarding positive feelings about oneself (e.g., being happy and hopeful), about three quarters of Grade 7-8s reported so; but the proportion of Grade 9-12s who said so was lower (about two-thirds).
- When asked about such emotional challenges as feeling lonely, down or losing confidence, about a third of Grade 7-8s and nearly half of Grade 9-12s reported feeling so "all the time", "often" or "sometimes". The percentages were higher regarding stress (40% for Grade 7-8s, and 66% for Grade 9-12s), and nervousness or anxiety (63% for Grade 7-8s, and 72% for Grade 9-12s).
- Furthermore, the majority of Grade 7-8s said that they worried about their school work (64%) and their future (59%) "all the time" or "often". The corresponding percentages for their secondary school counterparts were even higher (70% and 73% respectively).
- The recent Census added a few new items about basic life skills; the two items with the lowest self-rating among secondary school students were related to money and time management. Only 54% rated themselves "excellent" or "good" in money management, and a much lower percentage (38%) rated themselves so in time management.

This summary highlights some of the overall findings of the 2011 Student Census. Themed Fact Sheets with detailed findings based on in-depth analysis will be released monthly starting April 2013.

2011



GRADES 7-12 *STUDENT CENSUS:* System Level Report

TDSB



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How to Read and Interpret Your School's Census Results: Some Suggestions

This Census School/FOS Report is made up of two main sections:

1. Student demographic characteristics (p. 5) – summarizes the key demographic information collected in the 2011 Student Census.
2. Student experiences (pp. 6-18) – contains your school results for all the combined questions from both Census Forms A and B. The frequency results for the items are listed along with the actual wordings of the Census questions. It should be noted that the order of the questions presented in this report is not the same as the questionnaires. Instead, related questions or items are grouped under 12 themes to facilitate interpretation (see Table of Contents, p. 4).

Who should be involved in examining the data?

FOS Level: It is recommended that FOS committees having connections to this information be involved in group examination of the data (e.g., Equity, Literacy, Numeracy, Caring & Safe Schools, and Parent Involvement). Examination of this data by individual committees should be incorporated into the FOS plan.

School Level: Local school committees and/or SIP teams should examine this information to inform the SIP.

How representative are my school results?

All the results in your school Census report were based on the responses collected from your senior and/or secondary school students in November 2011. Therefore, the representativeness of your school results depends on your school return rate. For example, schools with an 80% return rate can say that the results represent a large majority of their school population. Schools with low response rates (e.g., less than 50%) should read the results with great caution.

Are there any items, questions, or areas that my school should pay attention to?

For easy reference, your school results are placed side-by-side with the FOS and TDSB results. This helps individual schools identify items or areas that show noticeable discrepancies (e.g., a difference of 10% or more) between your school and those of the FOS or the TDSB. These identified items or questions may reveal the unique strengths or needs of your school community, and in turn help to determine areas for further attention or improvement.

Some Guiding Questions

Section A – Student Demographic Characteristics

- *Are there any surprises in the student demographic section?*
- *What does the student demographic profile of your school tell you about the strengths, challenges, and needs of your student population?*
- *How is your school organized (e.g., programs, extra-curricular activities, timetabling, etc.) to support the varying needs of your students?*
- *What kinds of programs/strategies are in place to help support the differentiated needs of your student population?*

Section B – Student Experiences

The data for this section is presented by theme. For each theme the following questions may be applied:

- *What are the strengths and challenges within each of the 12 areas (e.g., School Climate, Relationships with School Adults, School Safety, Physical Health, Socio-emotional Well-being, etc.)?*
- *What programs/strategies do we have in place to address these challenges?*
- *How are we currently capitalizing on our strengths in the 12 areas?*
- *What further supports are required at the system, FOS, and school level to better serve the students' needs?*
- *How does our current FOS plan and school plan address the needs of our students?*
- *Identify one to three key actions we need to take as a FOS/school to improve students' experiences prior to the close of this school year?*

Note: Aside from this Census School/FOS Report, a series of Census Fact Sheets will be released between January and June 2013. Each Fact Sheet, which focuses on a certain theme, contains detailed analyses showing patterns and trends, as well as relationships among different variables (e.g., the association of school engagement by gender, race/ethnicity, and socio-economic background). These accompanying documents help provide broader contexts and perspectives for understanding local school results.

TDSB

(A) STUDENT DEMOGRAPHIC CHARACTERISTICS

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(A) STUDENT DEMOGRAPHIC CHARACTERISTICS

	Gr 7- 8	Gr 9-12
Total Response:		
Number of respondents	31266	71671
Return rate	95%	84%
Gender:		
Female	49%	48%
Male	51%	52%
Racial Background:		
White	29%	28%
East Asian	13%	18%
South Asian	24%	21%
Black	15%	13%
Mixed	7%	7%
Middle Eastern	5%	6%
Southeast Asian	4%	5%
Latin American	2%	2%
Aboriginal	0.4%	0.3%
Sexual Orientation:		
Heterosexual (straight)	n/a	92%
Not sure/Questioning	n/a	4%
Bisexual	n/a	2%
Gay/Lesbian	n/a	1%
Other(s) (e.g., Queer, Two-spirited, Transgender, Intersex, Asexual)	n/a	1%
Canadian Identity:		
Identified themselves as Canadian	87%	85%
Place of Birth:		
Canada	71%	64%
Outside Canada	29%	36%

	Gr 7- 8	Gr 9-12
Parents' Place of Birth:		
Canada	21%	20%
Canada & another country	10%	9%
Outside Canada	69%	72%
Parent(s) Living Outside of Canada:		
One parent	8%	10%
Both parents	2%	3%
Parental Presence at Home:		
Two parents	80%	76%
Mother only	15%	18%
Father only	1%	2%
Others	3%	4%
Mother's Educational Background:		
University	36%	38%
College	15%	18%
Secondary School	10%	18%
Don't know	39%	25%
Father's Educational Background:		
University	41%	45%
College	11%	14%
Secondary School	9%	15%
Don't know	39%	25%
Mother's Employment Status:		
Full time	44%	53%
Part time	17%	14%
Not employed	27%	26%
Don't know	12%	7%
Father's Employment Status:		
Full time	71%	78%
Part time	10%	7%
Not employed	6%	8%
Don't know	12%	7%
Family Socio-Economic Status (SES):		
High professional and senior management	24%	24%
Semi-professional and middle-management	25%	26%
Skilled/semi-skilled clerical and trades	26%	24%
Unskilled clerical and trades	9%	8%
Non-remunerative (e.g., homemaker, retired, unemployed, etc.)	15%	17%

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

(B) STUDENT EXPERIENCES IN SCHOOL AND OUTSIDE OF SCHOOL

(1) SCHOOL CLIMATE

How do you feel about your school:		Gr 7- 8	Gr 9-12
a) I enjoy school.	All the time / Often	73%	59%
	Sometimes	21%	30%
	Rarely / Never	6%	10%
b) My school is a friendly and welcoming place.	All the time / Often	77%	68%
	Sometimes	17%	23%
	Rarely / Never	6%	9%
c) I feel I belong in this school.	All the time / Often	76%	66%
	Sometimes	16%	22%
	Rarely / Never	7%	12%
d) I get along well with other students in my school.	All the time / Often	86%	83%
	Sometimes	11%	13%
	Rarely / Never	3%	4%
e) I feel accepted by students in my school.	All the time / Often	81%	78%
	Sometimes	14%	17%
	Rarely / Never	5%	5%
f) I feel accepted by adults in my school.	All the time / Often	85%	76%
	Sometimes	11%	17%
	Rarely / Never	4%	6%
g) Extra help is available at this school when I need it.	All the time / Often	88%	79%
	Sometimes	9%	16%
	Rarely / Never	3%	5%
h) I get the support I need from this school to learn to the best of my ability.	All the time / Often	85%	69%
	Sometimes	12%	22%
	Rarely / Never	4%	9%

This school offers:		Gr 7- 8	Gr 9-12
a) Courses that I need	Yes	n/a	82%
	No	n/a	8%
	Not sure	n/a	10%
b) Specialized courses that I need	Yes	n/a	50%
	No	n/a	19%
	Not sure	n/a	31%
c) Extra-curricular activities that I am interested in	Yes	71%	68%
	No	14%	18%
	Not sure	15%	13%
d) Sports activities that I am interested in	Yes	78%	70%
	No	13%	17%
	Not sure	9%	13%

Are there school activities that you would like to take part in but do not feel welcome:		Gr 7- 8	Gr 9-12
	No	83%	81%

How often do you feel comfortable:		Gr 7- 8	Gr 9-12
a) Answering questions in class	All the time / Often	66%	57%
	Sometimes	24%	28%
	Rarely / Never	10%	14%
b) Speaking up in class to give your opinion	All the time / Often	57%	50%
	Sometimes	25%	29%
	Rarely / Never	18%	21%
c) Participating in class activities and discussions	All the time / Often	71%	58%
	Sometimes	20%	28%
	Rarely / Never	9%	14%

(2) RELATIONSHIPS WITH SCHOOL ADULTS

How do you feel that you are treated by the adults in your school:		Gr 7- 8	Gr 9-12
	Same as everyone else	83%	81%
	Better than others	11%	12%
	Worse than others	6%	7%

For each of the following statements, pick the appropriate response:		Gr 7- 8	Gr 9-12
a) My teachers expect me to succeed in school.	All / Most of them	94%	88%
	Some of them	4%	9%
	One / Two of them	1%	2%
	None of them	0%	1%
b) I am satisfied with the ways my teachers teach me.	All / Most of them	84%	64%
	Some of them	12%	26%
	One / Two of them	3%	9%
	None of them	1%	1%
c) I feel supported by my teachers.	All / Most of them	86%	69%
	Some of them	10%	22%
	One / Two of them	3%	8%
	None of them	1%	1%
d) I feel comfortable discussing a problem with my teachers.	All / Most of them	55%	41%
	Some of them	21%	24%
	One / Two of them	13%	19%
	None of them	11%	16%
e) My teachers encourage me at school.	All / Most of them	85%	65%
	Some of them	10%	22%
	One / Two of them	3%	10%
	None of them	1%	3%
f) My school's staff respect my background (e.g., cultural, racial, religious).	All / Most of them	95%	90%
	Some of them	3%	6%
	One / Two of them	1%	2%
	None of them	1%	2%

Do you feel comfortable discussing problems with:		Gr 7- 8	Gr 9-12
a) Your teachers	All the time / Often	42%	28%
	Sometimes	29%	31%
	Rarely / Never	29%	41%
b) Your guidance counsellor(s)	All the time / Often	36%	30%
	Sometimes	24%	27%
	Rarely / Never	39%	44%
c) Your principal or vice-principal(s)	All the time / Often	32%	19%
	Sometimes	23%	21%
	Rarely / Never	45%	60%

Is there an adult in your school whom you feel comfortable to go to for personal support, advice, or help:		Gr 7- 8	Gr 9-12
	Yes, there is one adult	34%	31%
	Yes, there is more than one adult	31%	23%
	No, I haven't met one yet	34%	46%

(3) SCHOOL SAFETY

Do you feel <u>safe</u> :		Gr 7- 8	Gr 9-12
a) In the classroom	All the time / Often	93%	92%
	Sometimes	5%	6%
	Rarely / Never	2%	2%
b) In other parts of the school building (e.g., cafeteria, washroom, hallways)	All the time / Often	85%	81%
	Sometimes	11%	13%
	Rarely / Never	4%	5%
c) Outside on school property (e.g., schoolyard, playing field, school parking lot)	All the time / Often	80%	73%
	Sometimes	15%	19%
	Rarely / Never	5%	8%
d) On your way to and from school	All the time / Often	81%	80%
	Sometimes	15%	15%
	Rarely / Never	5%	5%
e) On your street or in your neighbourhood	All the time / Often	82%	81%
	Sometimes	12%	13%
	Rarely / Never	5%	6%
f) When communicating on the internet (e.g., email, text messaging, chat rooms, etc.)	All the time / Often	83%	85%
	Sometimes	11%	11%
	Rarely / Never	5%	4%

In school, have you ever experienced the following:		Gr 7- 8	Gr 9-12
a) Threats to hurt you	All the time / Often	5%	5%
	Sometimes	11%	9%
	Rarely / Never	83%	86%
b) Physical bullying by an individual	All the time / Often	4%	3%
	Sometimes	8%	6%
	Rarely / Never	88%	91%
c) Physical bullying by a group or a gang	All the time / Often	3%	3%
	Sometimes	4%	4%
	Rarely / Never	93%	93%
d) Insults or name calling	All the time / Often	15%	12%
	Sometimes	22%	19%
	Rarely / Never	62%	69%
e) Theft or destruction of your personal property	All the time / Often	5%	5%
	Sometimes	11%	11%
	Rarely / Never	84%	84%
f) Being excluded or shut out from a group	All the time / Often	8%	6%
	Sometimes	14%	12%
	Rarely / Never	78%	82%
g) Cyberbullying by other students (i.e., being bullied through emails, text messages, Facebook, and othe ways on the internet or a cell phone)	All the time / Often	2%	3%
	Sometimes	5%	5%
	Rarely / Never	93%	91%

How often do you feel that school rules have been applied to you in a fair way:		Gr 7- 8	Gr 9-12
	All the time / Most of the time	66%	60%
	Sometimes	22%	24%
	Rarely	8%	10%
	Not sure	4%	6%

(4) INCLUSIVE SCHOOL EXPERIENCES

In this school, how often <u>have you learned</u> about the experiences and/or achievements of:		Gr 7- 8	Gr 9-12
a) Women	All the time / Often	26%	42%
	Sometimes	41%	38%
	Rarely / Never	32%	20%
b) Aboriginal people	All the time / Often	46%	22%
	Sometimes	33%	34%
	Rarely / Never	21%	44%
c) Different cultural or racial groups	All the time / Often	45%	47%
	Sometimes	36%	34%
	Rarely / Never	19%	18%
d) Different religious/faith groups	All the time / Often	28%	31%
	Sometimes	35%	34%
	Rarely / Never	37%	36%
e) Persons with disabilities	All the time / Often	19%	19%
	Sometimes	31%	32%
	Rarely / Never	50%	49%
f) Gay, lesbian, bisexual, transgender, transsexual or two-spirited people	All the time / Often	n/a	23%
	Sometimes	n/a	25%
	Rarely / Never	n/a	51%
g) People from different income groups	All the time / Often	19%	23%
	Sometimes	31%	33%
	Rarely / Never	50%	44%

In this school, people of different backgrounds are seen and/or heard in the:		Gr 7- 8	Gr 9-12
a) Pictures or posters in the school	Strongly Agree / Agree	64%	68%
	Not Sure	23%	18%
	Disagree / Strongly Disagree	13%	14%
b) Displays of student work	Strongly Agree / Agree	70%	71%
	Not Sure	18%	16%
	Disagree / Strongly Disagree	11%	13%
c) Materials teachers use in class (e.g., books and videos)	Strongly Agree / Agree	71%	71%
	Not Sure	17%	15%
	Disagree / Strongly Disagree	12%	14%
d) Topics we study in class	Strongly Agree / Agree	73%	69%
	Not Sure	16%	15%
	Disagree / Strongly Disagree	11%	16%
e) Extra-curricular activities	Strongly Agree / Agree	60%	67%
	Not Sure	23%	18%
	Disagree / Strongly Disagree	17%	15%
f) School publications (e.g., yearbooks and newspapers)	Strongly Agree / Agree	63%	72%
	Not Sure	23%	16%
	Disagree / Strongly Disagree	14%	12%
g) Special events and celebrations	Strongly Agree / Agree	72%	75%
	Not Sure	18%	16%
	Disagree / Strongly Disagree	9%	9%

Learning more about <u>my</u> own cultural or racial background at school would:		Gr 7- 8	Gr 9-12
a) Make learning more interesting for me	Strongly Agree / Agree	68%	64%
	Not Sure	13%	14%
	Disagree / Strongly Disagree	19%	22%
b) Help me do better in school	Strongly Agree / Agree	45%	41%
	Not Sure	20%	20%
	Disagree / Strongly Disagree	34%	39%
c) Help me enjoy school more	Strongly Agree / Agree	54%	50%
	Not Sure	18%	18%
	Disagree / Strongly Disagree	28%	31%
d) Make no difference to me	Strongly Agree / Agree	43%	48%
	Not Sure	18%	15%
	Disagree / Strongly Disagree	40%	37%

(5) EXTRA-CURRICULAR ACTIVITIES

How often do you take part in the following types of extra-curricular activities in school:		Gr 7- 8	Gr 9-12
a) Arts (e.g., visual arts, drama, dance)	Weekly	32%	18%
	Monthly	12%	7%
	A few times this year	23%	24%
	Never	33%	51%
b) Cultural group activities	Weekly	9%	6%
	Monthly	10%	7%
	A few times this year	20%	20%
	Never	61%	68%
c) Music (e.g., band, choir)	Weekly	43%	17%
	Monthly	8%	5%
	A few times this year	14%	15%
	Never	34%	63%
d) School clubs (e.g., chess, environment)	Weekly	25%	22%
	Monthly	13%	10%
	A few times this year	21%	20%
	Never	41%	49%
e) Sports (including house leagues, sport teams)	Weekly	39%	26%
	Monthly	15%	11%
	A few times this year	20%	22%
	Never	25%	41%
f) Student council activities	Weekly	11%	6%
	Monthly	10%	7%
	A few times this year	17%	17%
	Never	62%	70%
g) Student publications (e.g., yearbook, newspaper, magazine)	Weekly	8%	5%
	Monthly	10%	6%
	A few times this year	20%	15%
	Never	63%	74%
h) School special events (e.g., dances, concerts)	Weekly	13%	6%
	Monthly	22%	13%
	A few times this year	35%	33%
	Never	30%	48%
i) Leadership programs	Weekly	13%	8%
	Monthly	12%	8%
	A few times this year	24%	22%
	Never	51%	63%
...following types of activities outside of school:			
a) Arts (e.g., visual arts, drama, dance)	Weekly	24%	17%
	Monthly	10%	8%
	A few times this year	17%	18%
	Never	49%	58%
b) Cultural group activities	Weekly	12%	8%
	Monthly	9%	8%
	A few times this year	16%	19%
	Never	64%	65%
c) Music (e.g., piano lessons, band, choir)	Weekly	30%	21%
	Monthly	8%	7%
	A few times this year	13%	13%
	Never	50%	59%
d) Clubs	Weekly	17%	11%
	Monthly	11%	8%
	A few times this year	17%	17%
	Never	55%	64%
e) Religious activities	Weekly	21%	18%
	Monthly	9%	9%
	A few times this year	16%	18%
	Never	53%	55%
f) Individual sports (e.g., swimming lessons, tennis, badminton)	Weekly	37%	24%
	Monthly	13%	13%
	A few times this year	18%	20%
	Never	32%	43%
g) Team sports (e.g., basketball, soccer, cricket, hockey)	Weekly	34%	24%
	Monthly	11%	10%
	A few times this year	16%	17%
	Never	39%	49%
h) Volunteer activities	Weekly	11%	20%
	Monthly	16%	21%
	A few times this year	28%	32%
	Never	45%	27%
i) Leadership programs	Weekly	9%	8%
	Monthly	9%	8%
	A few times this year	19%	20%
	Never	64%	64%

(6) HOMEWORK

About how many <u>hours a week</u> (including weekends) do you spend on homework and studying (outside of school time):	Gr 7- 8	Gr 9-12
Average hours per week on homework and studying	8	11

After school, who usually <u>helps</u> you with your homework:	Gr 7- 8	Gr 9-12
Parent(s)	56%	31%
Brother(s)/Sister(s)	26%	18%
Other family members	8%	5%
Friend(s)	24%	30%
Teacher(s)	12%	11%
Free tutor(s) offered in my school or community	3%	4%
Paid tutor(s)	8%	11%
People in the community	1%	1%
No one	15%	28%
I do not need help with my homework	18%	21%

How often do any of the following <u>prevent</u> you from finishing your homework:	Gr 7- 8	Gr 9-12	
a) Household chores and responsibilities	All the time / Often	15%	15%
	Sometimes	19%	22%
	Rarely / Never	66%	63%
b) Part-time job	All the time / Often	3%	9%
	Sometimes	4%	10%
	Rarely / Never	93%	81%
c) Sports or recreation activities	All the time / Often	21%	20%
	Sometimes	27%	26%
	Rarely / Never	52%	55%
d) Religious/faith activities	All the time / Often	8%	6%
	Sometimes	11%	10%
	Rarely / Never	80%	83%
e) Spending time with friends	All the time / Often	21%	28%
	Sometimes	26%	32%
	Rarely / Never	53%	40%
f) Difficulty of the homework	All the time / Often	15%	23%
	Sometimes	31%	38%
	Rarely / Never	53%	39%
g) No proper space at home to do homework	All the time / Often	5%	8%
	Sometimes	7%	10%
	Rarely / Never	88%	82%
h) No study materials to help me	All the time / Often	5%	5%
	Sometimes	9%	12%
	Rarely / Never	87%	82%
i) No internet access at home	All the time / Often	5%	6%
	Sometimes	5%	6%
	Rarely / Never	89%	89%
j) Frequent distractions at home	All the time / Often	15%	23%
	Sometimes	19%	23%
	Rarely / Never	66%	54%
k) Health reasons	All the time / Often	3%	5%
	Sometimes	7%	10%
	Rarely / Never	90%	86%

(7) AFTER-SCHOOL ACTIVITIES

About how many hours a week (including weekends) do you spend on part-time work for pay:	Gr 7- 8	Gr 9-12
% of students who worked part-time	12%	22%
Average hours per week on part-time work	5	12

During a regular school day, on average how much time do you spend on the following activities outside of school:	Gr 7- 8	Gr 9-12	
a) Household chores	None	17%	16%
	Less than one hour	64%	60%
	1-2 hours	16%	20%
	2-3 hours	2%	3%
	More than 3 hours	1%	2%
b) Looking after brothers, sisters, and/or family members	None	55%	60%
	Less than one hour	23%	20%
	1-2 hours	13%	11%
	2-3 hours	4%	4%
	More than 3 hours	5%	5%
c) Helping with a family business	None	77%	78%
	Less than one hour	14%	12%
	1-2 hours	5%	6%
	2-3 hours	2%	2%
	More than 3 hours	2%	2%
i) Playing sports and recreational activities	None	16%	24%
	Less than one hour	24%	26%
	1-2 hours	34%	27%
	2-3 hours	16%	13%
	More than 3 hours	11%	10%
j) Religious/faith activities	None	59%	62%
	Less than one hour	22%	22%
	1-2 hours	11%	10%
	2-3 hours	5%	3%
	More than 3 hours	3%	3%
d) Watching TV or videos (including YouTube)	None	6%	6%
	Less than one hour	30%	26%
	1-2 hours	36%	37%
	2-3 hours	15%	16%
	More than 3 hours	13%	15%
e) Playing computer/video games	None	20%	32%
	Less than one hour	29%	23%
	1-2 hours	27%	21%
	2-3 hours	12%	11%
	More than 3 hours	12%	13%
f) Spending time on the internet for school work	None	8%	7%
	Less than one hour	41%	32%
	1-2 hours	39%	40%
	2-3 hours	9%	14%
	More than 3 hours	3%	7%
g) Spending time on the internet for personal use/interest	None	14%	6%
	Less than one hour	39%	28%
	1-2 hours	27%	31%
	2-3 hours	11%	17%
	More than 3 hours	10%	18%
h) Social networking/texting (e.g., Facebook, Twitter)	None	21%	11%
	Less than one hour	34%	33%
	1-2 hours	21%	24%
	2-3 hours	11%	14%
	More than 3 hours	12%	18%
k) Other leisure activities (e.g., going to movies, listening to music, going to the mall, hanging out with friends, reading for leisure)	None	10%	10%
	Less than one hour	25%	23%
	1-2 hours	31%	31%
	2-3 hours	18%	16%
	More than 3 hours	16%	19%

(8) HOME SUPPORT

Outside of school, who usually gives you advice about schooling:		Gr 7- 8	Gr 9-12
	Parents	81%	74%
	Grandparent(s)	19%	15%
	Brother(s)/Sister(s)	33%	31%
	Other family members	28%	28%
	Friend(s)	37%	46%
	People in the community	6%	8%
	No one	3%	5%
I do not need advice about school		5%	6%

Do your parents:		Gr 7- 8	Gr 9-12
a) Expect you to succeed in school	All the time / Often	97%	95%
	Sometimes	2%	3%
	Rarely / Never	0%	1%
	Not sure	1%	1%
b) Help you to set goals and make plans	All the time / Often	76%	64%
	Sometimes	14%	19%
	Rarely / Never	8%	14%
	Not sure	3%	2%
c) Praise you when you have done something well	All the time / Often	78%	68%
	Sometimes	12%	19%
	Rarely / Never	8%	12%
	Not sure	2%	1%
e) Show interest in what you have to say	All the time / Often	71%	62%
	Sometimes	18%	24%
	Rarely / Never	9%	12%
	Not sure	2%	2%
d) Expect too much from you	All the time / Often	38%	42%
	Sometimes	26%	30%
	Rarely / Never	32%	25%
	Not sure	5%	3%
f) Communicate with your teachers (e.g., through telephone, your school agenda)	All the time / Often	31%	21%
	Sometimes	26%	24%
	Rarely / Never	35%	48%
	Not sure	7%	7%
g) Attend parent teacher interviews	All the time / Often	78%	42%
	Sometimes	12%	21%
	Rarely / Never	8%	34%
	Not sure	2%	4%
h) Attend meetings and events at school	All the time / Often	38%	17%
	Sometimes	25%	19%
	Rarely / Never	32%	57%
	Not sure	5%	6%
i) Volunteer at the school	All the time / Often	9%	5%
	Sometimes	11%	6%
	Rarely / Never	67%	80%
	Not sure	12%	10%

Do you talk with your parents:		Gr 7- 8	Gr 9-12
a) About school work	All the time / Often	63%	50%
	Sometimes	24%	28%
	Rarely / Never	13%	22%
b) About relationships and problems	All the time / Often	31%	25%
	Sometimes	21%	20%
	Rarely / Never	48%	54%

Do you feel comfortable discussing problems with:		Gr 7- 8	Gr 9-12
e) Your parent(s)	All the time / Often	67%	54%
	Sometimes	16%	22%
	Rarely / Never	17%	24%
f) Other family members or relatives	All the time / Often	52%	43%
	Sometimes	20%	25%
	Rarely / Never	28%	32%
d) Your friends	All the time / Often	72%	70%
	Sometimes	16%	18%
	Rarely / Never	12%	12%

(9) PHYSICAL HEALTH

In general, would you say your physical health is:		Gr 7- 8	Gr 9-12
	Excellent	29%	23%
	Very Good	36%	35%
	Good / Fair	33%	40%
	Poor	1%	2%

During a regular <u>school</u> week (Monday to Friday), how often do you:		Gr 7- 8	Gr 9-12
a) Eat breakfast or a snack in the morning	Everyday (5 days)	65%	50%
	3-4 days	16%	19%
	1-2 days	12%	18%
	Never	7%	13%
c) Eat lunch	Everyday (5 days)	86%	68%
	3-4 days	10%	21%
	1-2 days	3%	9%
	Never	1%	3%
d) Eat dinner	Everyday (5 days)	91%	87%
	3-4 days	7%	10%
	1-2 days	2%	3%
	Never	1%	1%
e) Eat fruits and/or vegetables	Everyday (5 days)	65%	58%
	3-4 days	25%	26%
	1-2 days	9%	14%
	Never	1%	2%
f) Have milk or dairy products (e.g., cheese, kefir, paneer) or dairy free alternatives (e.g., lactose-free products, soy/rice milk)	Everyday (5 days)	73%	64%
	3-4 days	18%	21%
	1-2 days	7%	12%
	Never	2%	3%

During a regular week (including weekends), how often do you take part in physical activity for at least 30 minutes per day including activities you do at school and/or outside of school:		Gr 7- 8	Gr 9-12
	Everyday (7 days)	28%	19%
	5 - 6 days	30%	24%
	3 - 4 days	24%	26%
	1 - 2 days	14%	21%
	Never	4%	10%

Have you ever had your <u>eyesight</u> tested by a doctor:		Gr 7- 8	Gr 9-12
	Yes	83%	83%
	No	11%	12%
	Don't know	6%	5%

Have you ever had your <u>hearing</u> tested by a doctor:		Gr 7- 8	Gr 9-12
	Yes	51%	42%
	No	30%	44%
	Don't know	19%	15%

(10) SOCIAL-EMOTIONAL WELL-BEING

Over the last school year, how often have you felt:		Gr 7- 8	Gr 9-12
a) Good about yourself	All the time / Often	80%	70%
	Sometimes	15%	23%
	Rarely / Never	4%	7%
g) You liked the way you look	All the time / Often	67%	58%
	Sometimes	21%	29%
	Rarely / Never	11%	13%
c) Hopeful about the future	All the time / Often	72%	62%
	Sometimes	20%	27%
	Rarely / Never	8%	11%
h) Tired for no reason	All the time / Often	31%	48%
	Sometimes	27%	28%
	Rarely / Never	42%	24%
d) Nervous or anxious	All the time / Often	26%	34%
	Sometimes	37%	38%
	Rarely / Never	37%	28%
f) Like crying	All the time / Often	8%	11%
	Sometimes	13%	18%
	Rarely / Never	79%	71%
b) Lonely	All the time / Often	10%	16%
	Sometimes	19%	27%
	Rarely / Never	71%	57%
e) Down	All the time / Often	10%	17%
	Sometimes	22%	31%
	Rarely / Never	67%	52%

Over the last school year, how often have you been:		Gr 7- 8	Gr 9-12
d) Reasonably happy	All the time / Often	78%	67%
	Sometimes	16%	25%
	Rarely / Never	6%	8%
c) Able to enjoy your normal day to day activities	All the time / Often	76%	64%
	Sometimes	16%	26%
	Rarely / Never	7%	10%
f) Under a lot of stress	All the time / Often	18%	38%
	Sometimes	22%	30%
	Rarely / Never	60%	33%
e) Losing sleep because you were worried about something	All the time / Often	17%	29%
	Sometimes	21%	28%
	Rarely / Never	62%	43%
a) Having difficulty concentrating on whatever you're doing	All the time / Often	20%	35%
	Sometimes	36%	41%
	Rarely / Never	44%	25%
b) Having difficulty making decisions about things	All the time / Often	19%	31%
	Sometimes	37%	40%
	Rarely / Never	44%	28%
g) Unable to overcome difficulties	All the time / Often	11%	17%
	Sometimes	20%	30%
	Rarely / Never	69%	53%
h) Losing confidence in yourself	All the time / Often	13%	20%
	Sometimes	19%	28%
	Rarely / Never	68%	52%

How often do you worry about:		Gr 7- 8	Gr 9-12
a) Your school work	All the time / Often	64%	71%
	Sometimes	23%	20%
	Rarely / Never	13%	9%
d) Relationship issues (e.g., fitting in, making friends)	All the time / Often	29%	33%
	Sometimes	21%	26%
	Rarely / Never	50%	41%
c) Family matters	All the time / Often	45%	46%
	Sometimes	24%	26%
	Rarely / Never	32%	28%
e) Your part-time job(s) (Skip this if not applicable to you.)	All the time / Often	14%	24%
	Sometimes	10%	19%
	Rarely / Never	76%	57%
b) Your future	All the time / Often	59%	73%
	Sometimes	22%	18%
	Rarely / Never	19%	9%

How many close friends do you have at school:		Gr 7- 8	Gr 9-12
	None	3%	6%
	One	4%	5%
	Two	11%	13%
	Three or more	82%	77%

(11) STUDENT EVALUATION OF THEIR OWN ABILITIES

How would you rate your own progress at school:		Gr 7- 8	Gr 9-12
Excellent		25%	17%
Good		51%	48%
Fair / Average		21%	29%
Having Difficulty		4%	7%

How do you rate yourself in each of the following areas:		Gr 7- 8	Gr 9-12
a) Oral communication	Excellent	24%	24%
	Good	43%	39%
	Average	24%	26%
	Weak	6%	9%
	Not sure	3%	2%
b) Reading	Excellent	31%	28%
	Good	41%	41%
	Average	22%	24%
	Weak	5%	6%
	Not sure	1%	1%
c) Writing	Excellent	22%	20%
	Good	40%	39%
	Average	28%	30%
	Weak	9%	10%
	Not sure	1%	1%
d) Math	Excellent	35%	21%
	Good	30%	28%
	Average	20%	26%
	Weak	13%	24%
	Not sure	1%	2%
e) Computer use	Excellent	41%	31%
	Good	37%	37%
	Average	17%	25%
	Weak	3%	6%
	Not sure	1%	2%
f) Athletic skills	Excellent	37%	27%
	Good	31%	29%
	Average	22%	26%
	Weak	9%	15%
	Not sure	2%	2%
g) Social skills (e.g., getting along with others)	Excellent	45%	38%
	Good	37%	38%
	Average	13%	17%
	Weak	4%	5%
	Not sure	2%	2%
h) Problem solving (e.g., finding ways to solve personal / social problems)	Excellent	27%	26%
	Good	42%	43%
	Average	24%	24%
	Weak	5%	5%
	Not sure	2%	2%
i) Leadership (e.g., leading a group or team)	Excellent	30%	25%
	Good	34%	34%
	Average	23%	27%
	Weak	9%	11%
	Not sure	4%	3%

How do you rate yourself in each of the following areas:		Gr 7- 8	Gr 9-12
a) Research ability (e.g., finding/analyzing information)	Excellent	23%	19%
	Good	47%	46%
	Average	24%	28%
	Weak	4%	5%
	Not sure	2%	2%
b) Critical thinking (e.g., reasoning and connecting different ideas)	Excellent	20%	20%
	Good	43%	43%
	Average	29%	30%
	Weak	5%	5%
	Not sure	3%	2%
c) Creativity (e.g., imagination or coming up with new ideas)	Excellent	41%	33%
	Good	37%	38%
	Average	17%	22%
	Weak	3%	6%
	Not sure	2%	2%
d) Conflict mediation (e.g., resolving conflicts with other people)	Excellent	21%	21%
	Good	42%	42%
	Average	27%	29%
	Weak	6%	5%
	Not sure	4%	3%
e) Team work (e.g., working with other people)	Excellent	40%	33%
	Good	41%	43%
	Average	15%	19%
	Weak	3%	4%
	Not sure	2%	2%
f) Empathy (e.g., understanding the situation and feelings of other people)	Excellent	39%	38%
	Good	39%	38%
	Average	17%	17%
	Weak	3%	4%
	Not sure	2%	2%
g) Hands-on skills (e.g., building and repairing things)	Excellent	34%	30%
	Good	38%	35%
	Average	21%	26%
	Weak	4%	8%
	Not sure	3%	2%
h) Time management (e.g., avoiding procrastination, balancing time for homework, friends, family, etc.)	Excellent	23%	13%
	Good	33%	25%
	Average	27%	32%
	Weak	14%	28%
	Not sure	3%	2%
i) Money management (e.g., saving, budgeting)	Excellent	32%	23%
	Good	34%	31%
	Average	21%	28%
	Weak	9%	14%
	Not sure	5%	3%
j) Basic life skills (e.g., preparing simple meals, doing laundry)	Excellent	41%	36%
	Good	35%	35%
	Average	16%	20%
	Weak	5%	7%
	Not sure	3%	2%

At school, have you ever been involved in helping other students as a:		Gr 7- 8	Gr 9-12
Peacemaker		17%	15%
Mentor		9%	11%
Reading buddy		38%	14%
Tutor		14%	18%
School ambassador		8%	6%
Not yet		38%	53%

At school, how often have you been involved in leading an activity, a group, or a team:		Gr 7- 8	Gr 9-12
Many times		19%	16%
Sometimes		28%	24%
A few times		33%	33%
Never		20%	27%

(12) POST-SECONDARY ASPIRATIONS

In school, have you been provided with information about:		Gr 7- 8	Gr 9-12
Apprenticeship	Yes	32%	47%
	No	23%	25%
	Not Sure	44%	29%
College	Yes	45%	70%
	No	29%	16%
	Not Sure	26%	13%
University	Yes	47%	75%
	No	28%	13%
	Not Sure	24%	12%
Work	Yes	49%	53%
	No	24%	24%
	Not Sure	27%	23%

As you think about your choices after leaving secondary school, who in the school are you most likely to consult:		Gr 7- 8	Gr 9-12
Teacher(s)		59%	50%
Guidance Counsellor(s)		35%	58%
Principal or Vice-Principal(s)		12%	6%
Coach(es)		8%	9%
Friend(s)		62%	53%
No one		7%	7%

In school, who helps you plan and explore your future:		Gr 7- 8	Gr 9-12
Teacher(s)		60%	44%
Guidance Counsellor(s)		28%	41%
Principal or Vice-Principal(s)		10%	4%
Coach(es)		7%	5%
Friend(s)		41%	37%
No one		15%	23%

Based on your current school achievement, do you believe that you will graduate from <u>secondary school</u> :		Gr 7- 8	Gr 9-12
I definitely will		n/a	72%
I think I will		n/a	23%
I'm not sure		n/a	4%
I don't think I will		n/a	1%

What do yo plan to do after secondary school:		Gr 7- 8	Gr 9-12
An apprenticeship		n/a	2%
Attend college		n/a	15%
Attend university		n/a	64%
Work full-time		n/a	2%
Not sure		n/a	12%

What do your parents expect you to do after secondary school:		Gr 7- 8	Gr 9-12
An apprenticeship		n/a	1%
Attend college		n/a	12%
Attend university		n/a	71%
Work full-time		n/a	1%
Not sure		n/a	10%

Appendix I

2012 Parent Census: System Results

- Highlights
- System Report

2012 Kindergarten - Grade 6 Parent Census Highlights: A Summary(March 2013)

Given the value of the first Student Census in 2006 and the first Parent Census in 2008, the Toronto District School Board (TDSB) decided in May 2009 that “the Student Census and Parent Survey be implemented on a five-year cycle and that the next Student Census and Parent Survey be conducted in school year 2011-12.” In February 2012, over 89,500 Parent Census forms were returned and processed, representing two-thirds (65%) of the parents of Kindergarten (K) – Grade 6 students. This return rate was slightly lower than the rate (68%) in the first round.

(A) Comparing findings between the 2008 Parent Census and 2012 Parent CensusStudent demographics

- The overall demographic characteristics of the TDSB’s K-Grade 6 students in 2012 were similar to those in 2008. As in the previous Census, over 70% of the students were of visible minority backgrounds; with the exception of those identified as Aboriginal or “Mixed”, in most cases both their parents had been born outside of Canada. Other than the “Mixed” group, the majority of all the visible minority groups were also in the two lowest income bracket groups (with an annual household income either between \$30,000 and \$49,000, or less than \$30,000).

Parent perception of their child’s school

- While the 2008 Census showed that parents generally felt positive about their child’s school experiences, the proportion of parents with those attitudes was significantly higher in the 2012 Census. An increase in more favourable opinions was most noticeable among the lower income groups, especially with respect to questions about their child being treated with respect in school, and whether differences among all people being respected in school.
- Similarly, in terms of school-parent relationships, a significantly higher percentage of parents in the 2012 Census indicated they felt welcome in their child’s school, and attended parent-teacher interviews, school meetings and school events. This was especially true among the lower income groups.

Out-of-school experiences

- Compared to the 2008 Census, 5% more parents in the 2012 Census reported that their child had attended child care centres or pre-school programs before kindergarten; however, discrepancies remained among different income groups in terms of accessing these out-of-school pre-kindergarten supports.
- Similar to the 2008 Parent Census results about extra-curricular activities outside of school, students from the high income group were much more likely to participate in sports and

recreation (87%) and arts activities (59%) on a weekly or monthly basis than their peers from the lowest income group (38% and 32% respectively).

- Many more parents in the 2012 Census than in 2008 reported that their child's vision and hearing had been assessed. While the increase in the hearing assessment was consistent across income groups, the increase in eyesight testing was greater among the lower income groups, indicating a narrowing of this gap over the last few years.

(B) Findings on items new to the 2012 Parent Census

The 2012 Census included additional items related to parent perceptions of their child's school experiences and school safety, as well as new items on student socio-emotional well-being.

Parent perception of their child's school experiences

- An overwhelming majority of the parents reported favourable opinions about their child's school being a friendly and welcoming place (93%), their child getting along well with other students (92%), their child getting the support needed in school (88%), and school rules having been applied fairly to their child (88%).
- Regarding school safety, almost all parents (97%) agreed that their child felt safe in the classroom; and well over 80% agreed their child felt safe in other parts of the school building (88%), outside on school property (84%), and on their way to and from school (87%).
- In regards to their own neighbourhoods, high-income parents were much more likely (93%) to report their child feeling safe on their own street or in their neighbourhoods than their counterparts (77%) from the lower income groups.

Parent perception of their child's social-emotional well-being

- Parents of kindergarten children were somewhat more likely than parents of Grade 4-6 students to report that their child seemed happy (95% vs. 91%), and seemed to enjoy daily activities (94% vs. 89%) all the time or often.
- Parents of younger children were also *less* likely to report that their child seemed tired in the morning (41% versus 55%), seemed nervous or anxious (22% versus 32%), or complained of headaches and stomach aches (23% versus 34%) either all the time, often or sometimes. There were, however, little or no differences by age about whether children seemed irritable or in a bad mood (40%), and did not want to go to school (19%).
- While there were some differences in opinion about their child's social-emotional state among parents in various income groups, the discrepancies were much smaller than those related to the student age factor. With regard to whether their child seemed nervous or anxious, or did not feel like going to school, the parent responses were consistent regardless of income background.

This summary highlights the overall findings of the 2012 Parent Census. Themed Fact Sheets with detailed findings based on in-depth analyses will be released monthly starting April 2013.

2012



KINDERGARTEN - GRADE 6 *PARENT CENSUS:* System Level Report

TDSB



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How to Read and Interpret Your School's Parent Census Results: Some Suggestions

This Parent Census School/FOS Report is made up of two main sections:

1. Student demographic characteristics (p. 5) – summarizes the key demographic information collected in the 2012 Parent Census.
2. Student experiences and parent-school relationships (pp. 6-8) – contains your school results for each question in the 2012 Parent Census. The frequency results for the items are listed along with the key wordings of the Census questions. It should be noted that the order of the questions presented in this report may not be the same as in the questionnaire itself. Instead, related questions or items are grouped under several topics to facilitate interpretation (see Table of Contents, p. 4).

Who should be involved in examining the data?

FOS Level: It is recommended that FOS committees having connections to this information be involved in group examination of the data (e.g., Equity, Literacy, Numeracy, Caring & Safe Schools, and Parent Involvement). Examination of this data by individual committees should be incorporated into the FOS plan.

School Level: Local school committees and/or SIP teams should examine this information to inform the SIP.

How representative are my school results?

All the results in this report were based on the responses collected from parents of your JK-Grade 6 students who participated in the Census in February 2012. Therefore, the representativeness of your school results depends on the return rate of parents. For example, schools with a 60% return rate can say that the results represent a majority of the school population. Schools with low response rates (e.g., less than 50%) should read the results with caution.

Are there any items, questions, or areas that my school should pay attention to?

For easy reference, your school results are placed side-by-side with the FOS and TDSB results. This helps individual schools identify items or areas that show noticeable discrepancies (e.g., a difference of 10% or more) between your school and those of the FOS or the TDSB. These identified items or questions may reveal the unique strengths or needs of your school community, and in turn help to determine areas for further attention or improvement.

Some Guiding Questions

Section A – Student Demographic Characteristics

- *Are there any surprises in the student demographic section?*
- *What does the student demographic profile of your school tell you about the strengths, challenges, and needs of your student population?*
- *How is your school organized (e.g., programs, extra-curricular activities, timetabling, etc.) to support the varying needs of your students?*
- *What kinds of programs/strategies are in place to help support the differentiated needs of your student population?*

Section B – Student Experiences and Parent-School Relationships

The data for this section is presented by theme. For each theme the following questions may be applied:

- *What are the strengths and challenges within each of the areas (e.g., School Experiences, School Safety, Physical Health, Emotional Well-being, Parent-School Relationships, etc.)?*
- *What programs/strategies do we have in place to address these challenges?*
- *How are we currently capitalizing on our strengths in the various areas?*
- *What further supports are required at the system, FOS, and school level to better serve the students' needs?*
- *How does our current FOS plan and school plan address the needs of our students?*
- *Identify one to three key actions we need to take as a FOS/school to improve students' experiences prior to the close of this school year?*

Note: Aside from this Census School/FOS Report, a series of Census Fact Sheets will be released in spring 2013. Each Fact Sheet, which focuses on a certain theme, contains detailed analyses showing patterns and trends, as well as relationships among different variables (e.g., the association of school experiences by gender, race/ethnicity, and socio-economic background). These accompanying documents help provide broader contexts and perspectives for understanding your local school results.

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(A) STUDENT DEMOGRAPHIC CHARACTERISTICS

		TDSB
Total Response:		
Number of respondents		89503
Return rate		65%
Gender:		
Female		50%
Male		50%
Place of Birth:		
Canada		80%
Outside Canada		20%
First Language		
English only		44%
English and other		19%
Other(s) only		37%
Racial Background:		
White		29%
South Asian		26%
East Asian		14%
Mixed		11%
Black		10%
Middle Eastern		5%
Southeast Asian		4%
Latin American		2%
Aboriginal		0.3%
Parents' Place of Birth:		
Both Canada		23%
Canada and other country		14%
Born outside Canada		63%
Parent(s) Living Outside of Canada:		
One parent		4%
Both parents		1%
Parental Presence at Home:		
Two parents		83%
Mother only		15%
Father only		1%
Others		2%
Mother's Educational Background:		
University		46%
College		26%
Secondary School		22%
Elementary School		4%
None		1%
Father's Educational Background:		
University		53%
College		21%
Secondary School		22%
Elementary School		3%
None		1%
Family Size:		
Number of children:	One	19%
	Two	49%
	Three or more	32%
Number of adults (18 years and over):	One	11%
	Two	70%
	Three or more	19%
Family Income (annual household income):		
\$100,000+		26%
\$75,000 - \$99,999		10%
\$50,000 - \$74,999		15%
\$30,000 - \$49,999		21%
Less than \$30,000		28%

8. Before starting school, did your child regularly attend the following programs?	TDSB
A child care centre	32%
A pre-school program	36%
TDSB Parenting and Family Literacy Centre	5%
Play-based children's program (e.g., drop in, Ontario Early Years Centre program, Family Resource Centre program)	22%
None	31%

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

OVERALL SCHOOL EXPERIENCES

14. How do you feel about your child's school?		TDSB
b) My child's school is a friendly and welcoming place.	All the time / Often	93%
	Sometimes	6%
	Rarely / Never	1%
	Not sure	0%
c) In this school, differences among all people are respected.	All the time / Often	88%
	Sometimes	7%
	Rarely / Never	1%
	Not sure	3%
a) My child enjoys school.	All the time / Often	92%
	Sometimes	7%
	Rarely / Never	1%
	Not sure	0%
e) My child gets along well with other students.	All the time / Often	92%
	Sometimes	6%
	Rarely / Never	1%
	Not sure	1%
g) My child gets the support needed in this school to learn to the best of their ability.	All the time / Often	88%
	Sometimes	9%
	Rarely / Never	2%
	Not sure	2%
d) In this school, my child is treated with respect.	All the time / Often	92%
	Sometimes	6%
	Rarely / Never	1%
	Not sure	1%

15. How often do you feel that school rules have been applied to your child in a fair way?		TDSB
All the time / Most of the time	88%	
Sometimes	5%	
Rarely	1%	
Not sure	6%	

17. How many close friends does your child have at school?		TDSB
None	3%	
One	6%	
Two	17%	
Three or More	74%	

SCHOOL SAFETY

16. Does your child feel <u>safe</u> :		TDSB
a) In the classroom	All the time / Often	97%
	Sometimes	2%
	Rarely / Never	0%
	Not sure	1%
b) In other parts of the school building (e.g., cafeteria, washroom, hallways)	All the time / Often	89%
	Sometimes	7%
	Rarely / Never	1%
	Not sure	3%
c) Outside on school property (e.g., schoolyard, playing field, school parking lot)	All the time / Often	85%
	Sometimes	11%
	Rarely / Never	2%
	Not sure	3%
d) On their way to and from school	All the time / Often	91%
	Sometimes	6%
	Rarely / Never	2%
	Not sure	1%
e) On their street or in their neighbourhood	All the time / Often	86%
	Sometimes	9%
	Rarely / Never	2%
	Not sure	2%
f) When communicating on the internet (e.g., email, text messaging, chat rooms etc.)	All the time / Often	77%
	Sometimes	12%
	Rarely / Never	6%
	Not sure	6%

(C) PARENTS' RESPONSES ABOUT THEIR CHILD'S HEALTH

19. Has your child ever had their <u>eyesight</u> or <u>hearing</u> tested?		TDSB
Eyesight	Yes	79%
	No	21%
Hearing	Yes	72%
	No	28%

18. How often does your child:		TDSB
b) Seem happy	All the time / Often	92%
	Sometimes	6%
	Rarely / Never	1%
	Not sure	0%
d) Seem to enjoy their daily activities	All the time / Often	91%
	Sometimes	7%
	Rarely / Never	2%
	Not sure	1%
g) Not want to go to school	All the time / Often	4%
	Sometimes	15%
	Rarely / Never	80%
	Not sure	1%
f) Seem tired in the morning	All the time / Often	13%
	Sometimes	35%
	Rarely / Never	51%
	Not sure	1%
a) Complain of headaches / stomach aches	All the time / Often	5%
	Sometimes	25%
	Rarely / Never	69%
	Not sure	1%
c) Seem irritable or in a bad mood	All the time / Often	5%
	Sometimes	34%
	Rarely / Never	60%
	Not sure	1%
e) Seem nervous or anxious	All the time / Often	5%
	Sometimes	23%
	Rarely / Never	70%
	Not sure	3%

(D) STUDENT ACTIVITIES OUTSIDE OF SCHOOL

20. How often does your child take part in the following activities <u>outside of school</u> ?		TDSB
a) The Arts (e.g., music, visual arts, drama, dance)	Weekly	39%
	Monthly	5%
	A few times this year	22%
	Never	34%
b) Sports / recreation (e.g., swimming lessons, community sports teams)	Weekly	51%
	Monthly	6%
	A few times this year	22%
	Never	20%
c) Religious / faith activities	Weekly	29%
	Monthly	9%
	A few times this year	23%
	Never	40%
d) Clubs (e.g., chess, science)	Weekly	13%
	Monthly	4%
	A few times this year	17%
	Never	67%

		TDSB
14. How do you feel about your child's school?		
f) I feel welcome in my child's school.	All the time / Often	93%
	Sometimes	5%
	Rarely / Never	1%
	Not sure	1%
21. How often do you:		
a) Communicate with your child's teachers (e.g., through telephone, your child's school agenda)	All the time / Often	41%
	Sometimes	39%
	Rarely / Never	19%
	Not sure	1%
b) Attend parent-teacher interviews	All the time / Often	83%
	Sometimes	13%
	Rarely / Never	4%
	Not sure	0%
c) Attend meetings and events at this school	All the time / Often	47%
	Sometimes	32%
	Rarely / Never	20%
	Not sure	1%
d) Volunteer at this school	All the time / Often	15%
	Sometimes	22%
	Rarely / Never	58%
	Not sure	4%

Appendix J

Media Release:

- 2011 Student Census
- 2012 Parent Census



TO ALL ASSIGNMENT EDITORS/EDUCATION EDITORS
For Immediate Release

Toronto, ON, February 12, 2012

TDSB Releases Largest Youth Census in Canada
Student Voices Help Board Make Progress

Today, the Toronto District School Board released findings from the 2011-12 Student Census. Close to 90% - or 103 000 - Grade 7-12 students participated in the Census making the size and scope of its findings important to informing how communities support youth inside and outside the classroom.

Building on its relationships with partners in health and community sectors, the TDSB will use the Census to develop strategies and adjust supports that further strengthen schools and help every student succeed.

The first Grade 7-12 Student Census was conducted in 2006, with several new policies, programs and partnerships introduced as a result of its findings. The success of these initiatives is seen in the 2011 data with 92% of students feeling safe in TDSB classrooms and a 10% increase in the number of students eating lunch daily.

Over the next six months, the TDSB will release detailed analyses of several themes in the 2011-12 Census. This includes a breakdown of Social and Emotional Well-Being data that was included for the first time in the Census and looks at the mental health needs of students across Toronto.

Quick Facts

- Over 90% of students feel their background is respected by adults in school
- 83% of TDSB’s Grade 7-8 students have had their [eyesight tested](#); 51% have had their [hearing tested](#) which is an increase of 20 percentage points from 2006
- Increase of 14 percentage points in parents attending parent/teacher interviews
- [Model Schools for Inner Cities](#) has reached over 63,000 students

“The power of the Census is that it allows us to hear directly from students about how, where and when we can support them so that we can enable our students to succeed and we can continue to be one of the top school boards in the world.”
- **Donna Quan, Director, TDSB**

“If you do read what I have wrote, and think one or all of the points are valid, please share my ideas to improve the TDSB and provide the best education possible for Toronto’s youth.”
– **Excerpt from a letter from a student respondent 2011**

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TO ALL ASSIGNMENT EDITORS/EDUCATION EDITORS
For Immediate Release

Toronto, ON, April 5, 2013

Parents Show Increasing Confidence in the TDSB
TDSB Releases Results of 2012 Parent Census

Today, the Toronto District School Board released findings from the 2012 Kindergarten to Grade 6 Parent Census. Close to 90,000 Kindergarten to Grade 6 parents participated in the Census making the size and scope of its findings important to understanding how communities support youth inside and outside the classroom.

Building on its relationships with partners in health and community sectors, the TDSB will use the results to develop strategies and adjust supports that further strengthen schools and help every student succeed.

The first Parent Census was conducted in 2008, and several new policies, programs and partnerships were introduced as a result of its findings. The success of these initiatives is seen in the 2012 data with a significant increase in parents attending parent/teacher interviews, school meetings and events. 93% of parents say they feel welcome in their child’s school and 92% of parents feel their child is treated with respect in their school.

Over the next six months, the TDSB will release detailed analyses of several themes in the 2012 Parent Census. This includes a breakdown of Social and Emotional Well-Being data that together with the data received from the 2011 Student Census will help guide the development of our Mental Health Strategy.

Quick Facts

- 97% of parents agree that their child feels safe in the classroom.
- 88% of parents feel their child is getting the supports they need in school.
- 95% of JK/SK parents report their child feels happy, whereas by the time they reach Grade 6 it drops to 91%.

“The results from the Census ensure the voices of our students and parents are heard as we develop new policies and programs and continue to build better school communities.”

- **Chris Bolton, Chair, TDSB**

“Our staff have been working hard to make sure students and parents feel welcome in our schools. Staff should be proud of the high number of parents that say they feel welcome and respected in our schools.”

- **Donna Quan, Director, TDSB**

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