



2011 Student Census Grades 7-12: Previews



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Board Motions

November 2004 – that staff in consultation with the OHRC 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



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May 2009 – Having considered the value of this first Student Census, the Board decided that this system-wide student survey should be conducted every 5 years.



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Ontario Human Rights

The Ontario Human Rights Code allows for information such as race, disability or gender to be collected as long as it is for reasons such as:

- preventing discrimination
- finding and removing barriers
- improving disadvantages
- promoting equality



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What is the purpose of the TDSB's Census?

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



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In 2006 and 2008, TDSB students in Grades 7 to 12 and parents of Kindergarten to Grade 6 students, respectively, were invited 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

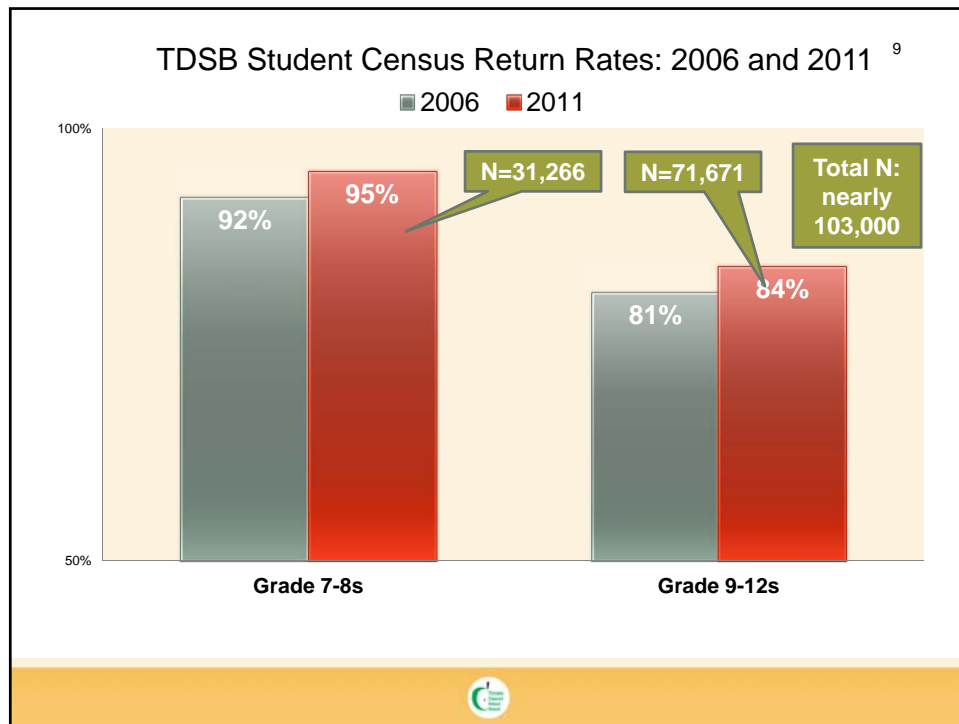


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This Census data has offered the Board hard evidence for:

- 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





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Student Demographics

2011 Student Census: Grades 7-12

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Demographic Changes Over Time: 2006 vs. 2011

For most demographic variables, the patterns remain identical or similar – e.g.,

- Gender distribution (same: 52% male and 48% female)
- Sexual orientation (same: 92% heterosexual, 4% not sure/questioning, 2% bisexual, 1% gay/lesbian, and 1% others)
- Parent place of birth (similar)
- Parental presence at home (similar)
- Parent educational level (similar)
- Family SES (similar)

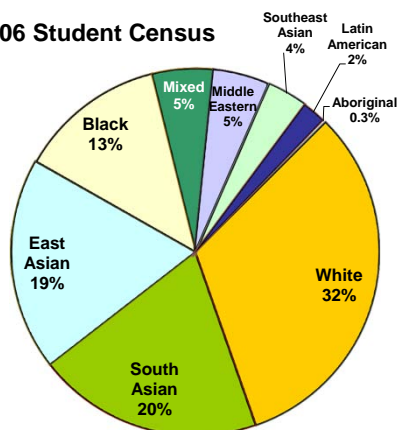
The only noticeable shift is in the distribution of racialized groups.



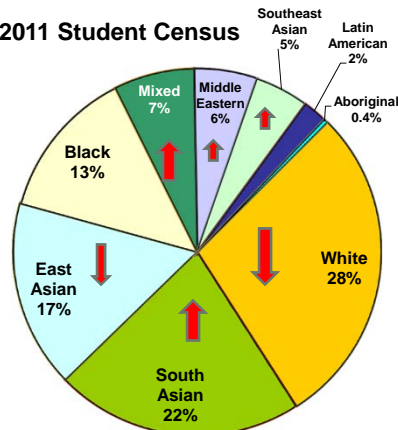
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Racialized Background: Grades 7-12 | 2006 vs. 2011

2006 Student Census



2011 Student Census



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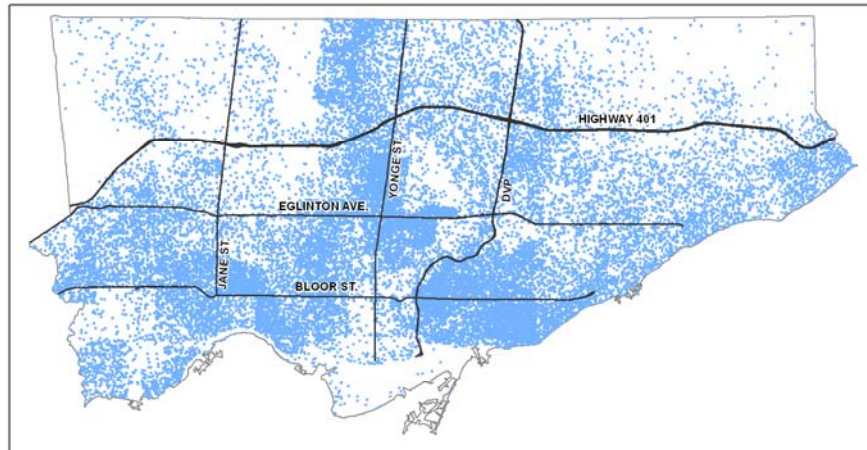
Geographic Distribution of Different Racialized Groups in the TDSB

2011 Student Census: Grades 7-12



TDSB Student Population by Ethno-racial Background
(2011 Student Census: Grades 7 to 12)

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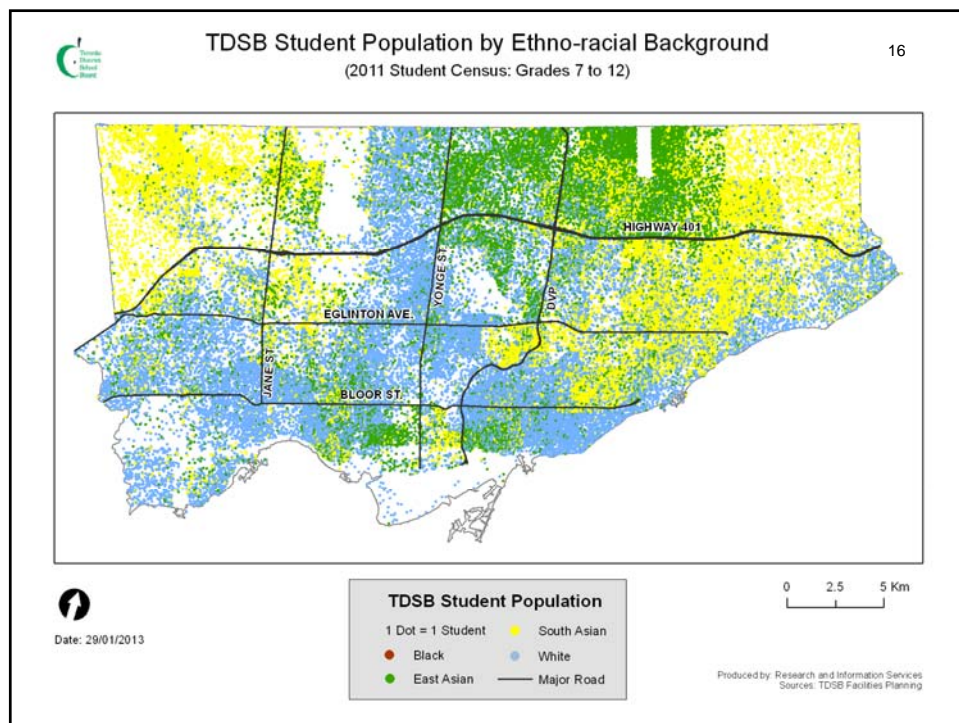
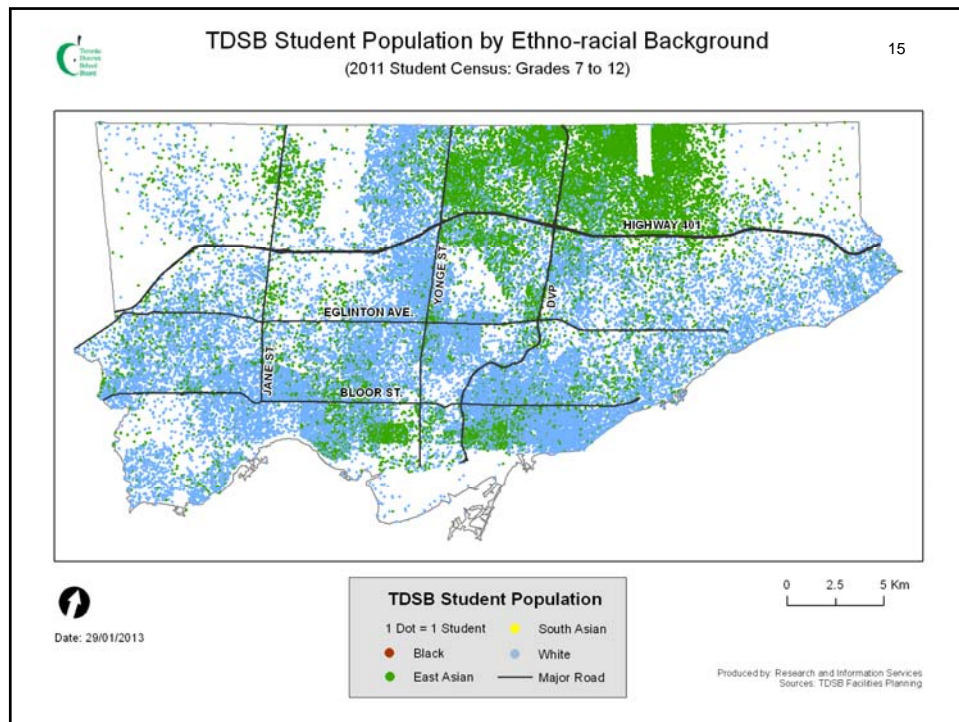
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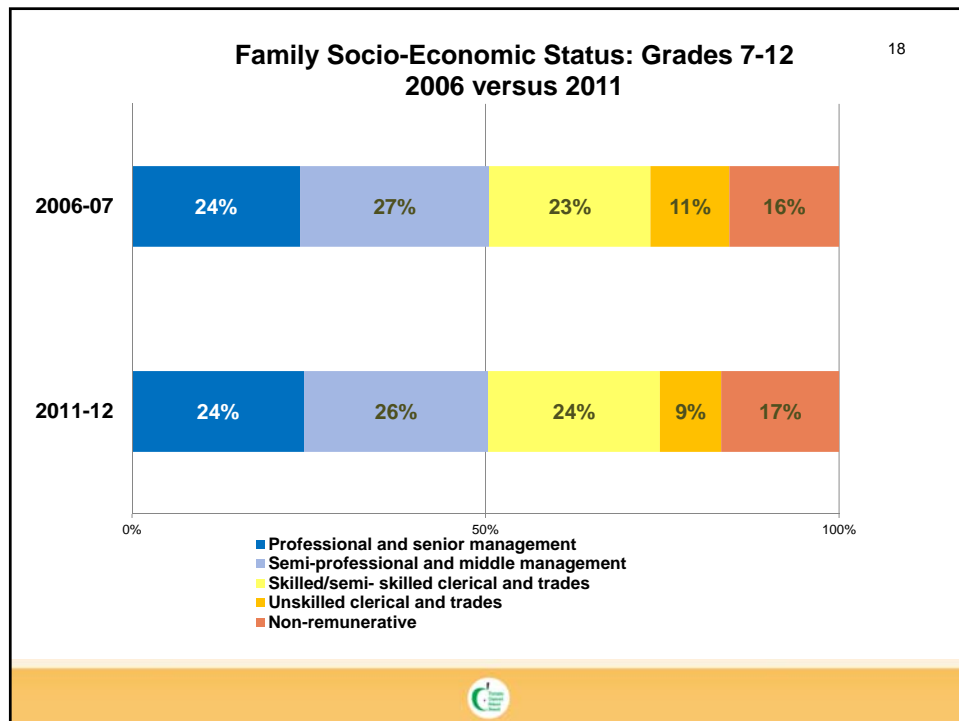
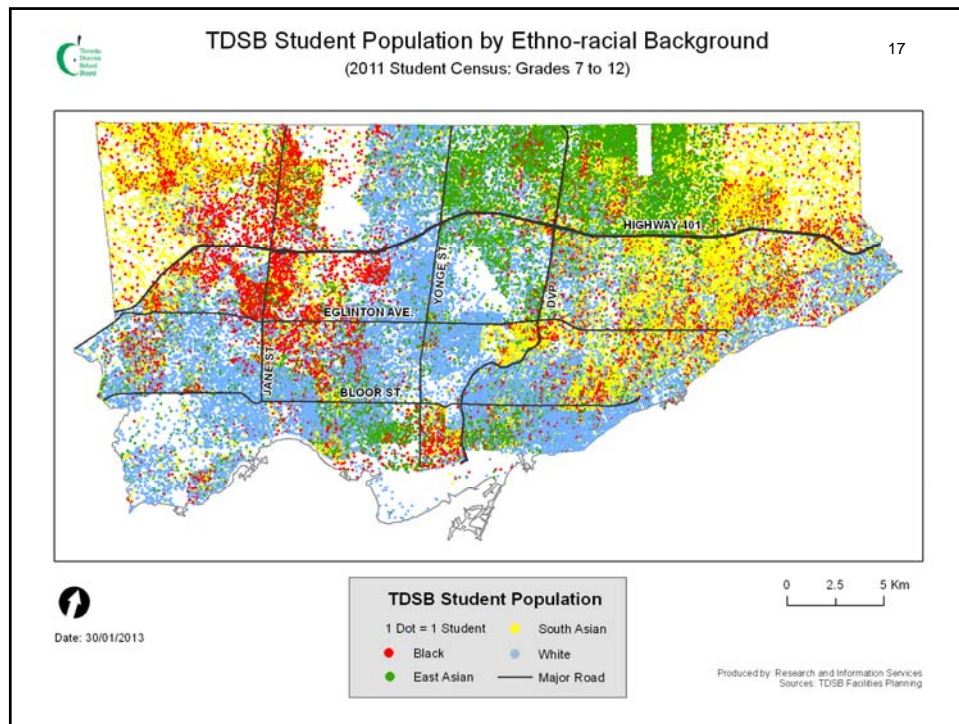
TDSB Student Population

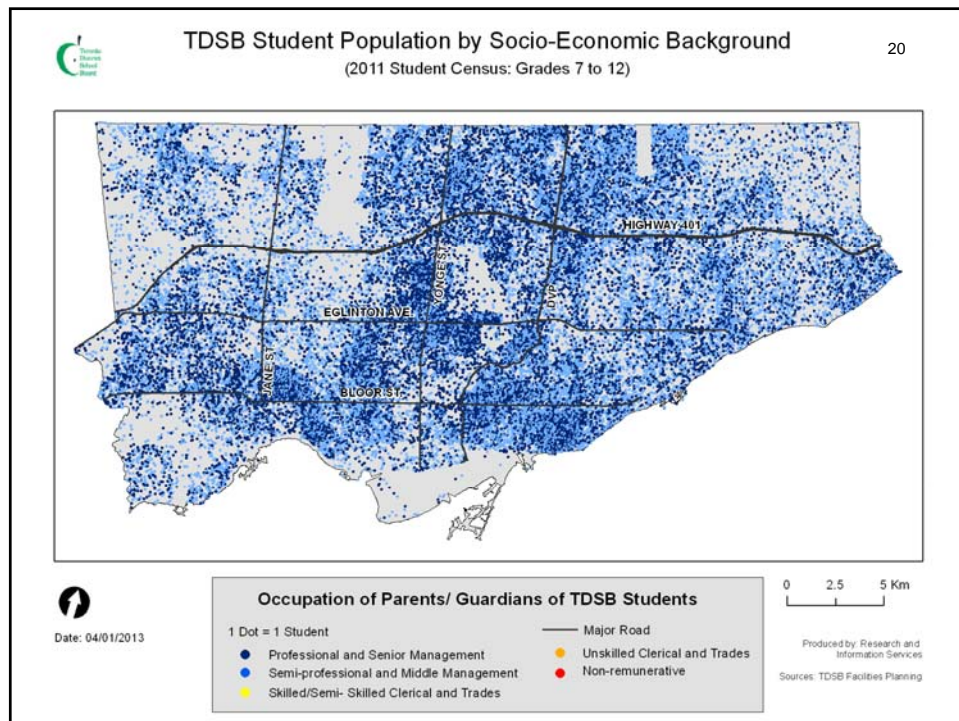
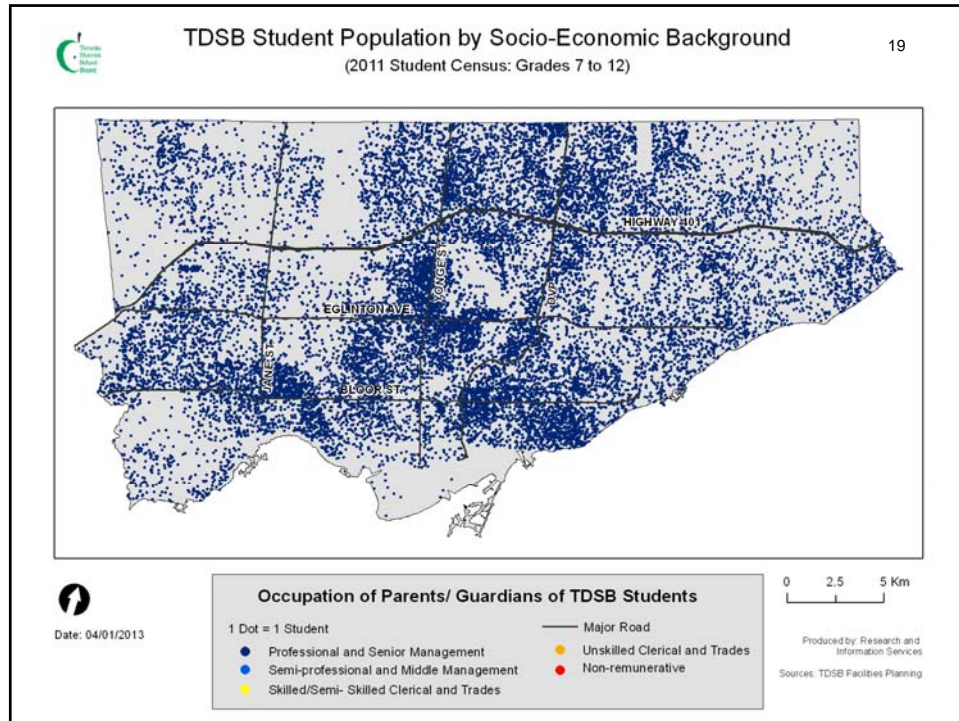
1 Dot = 1 Student
 ● Black ● South Asian
 ● East Asian ● White
 — Major Road

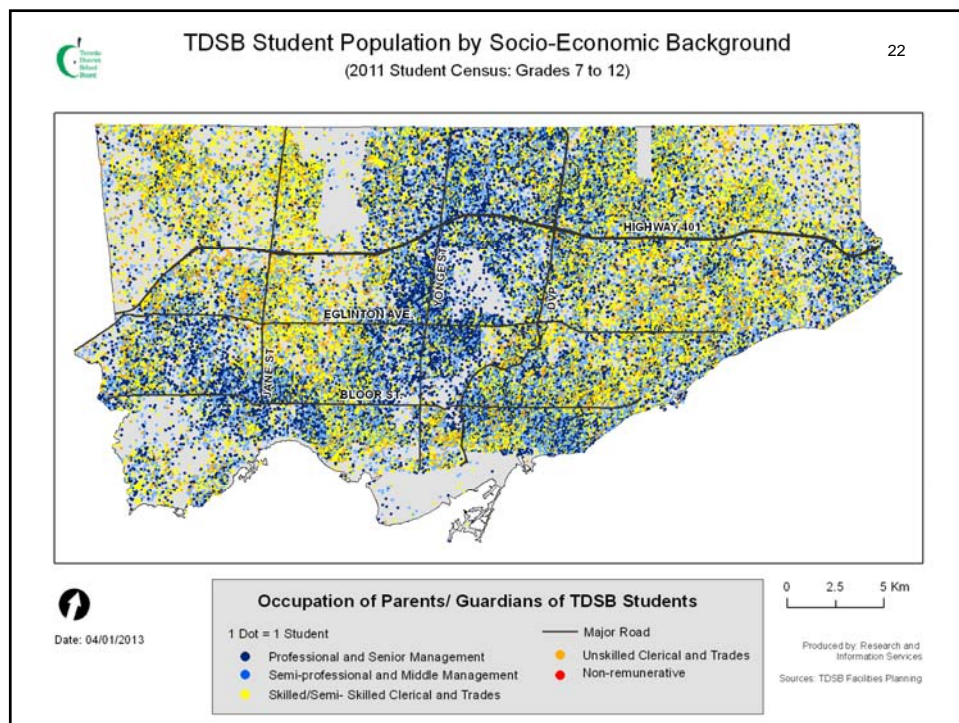
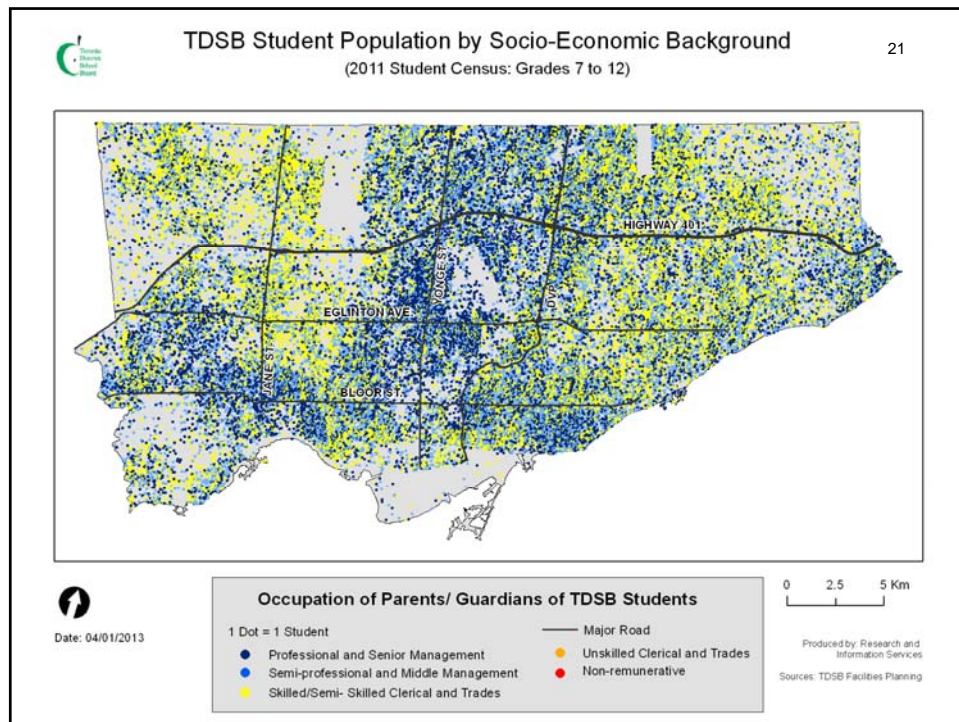
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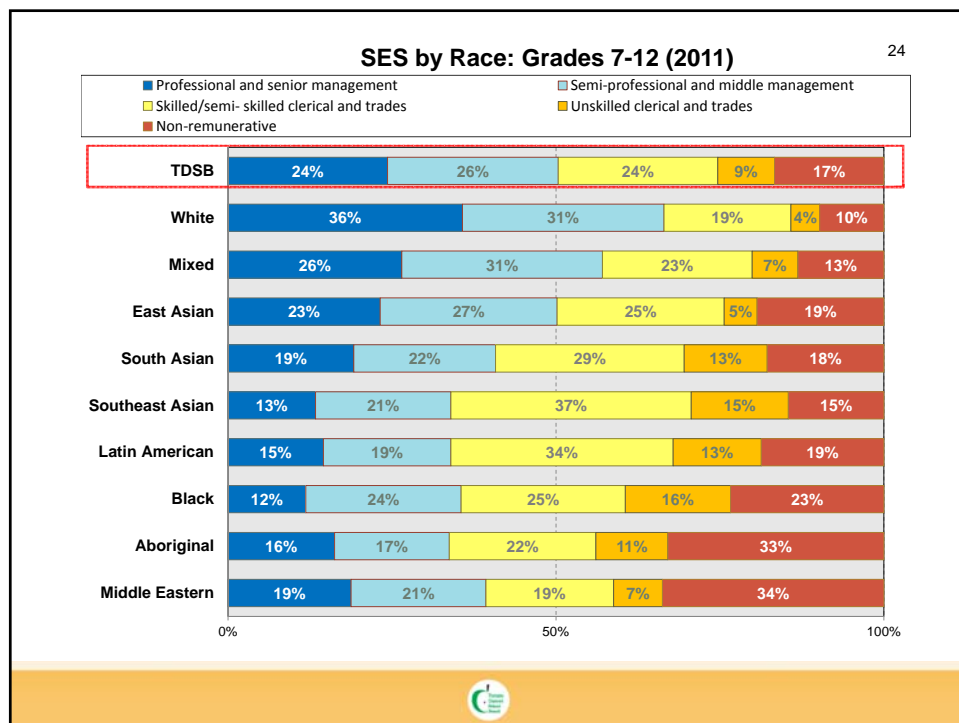
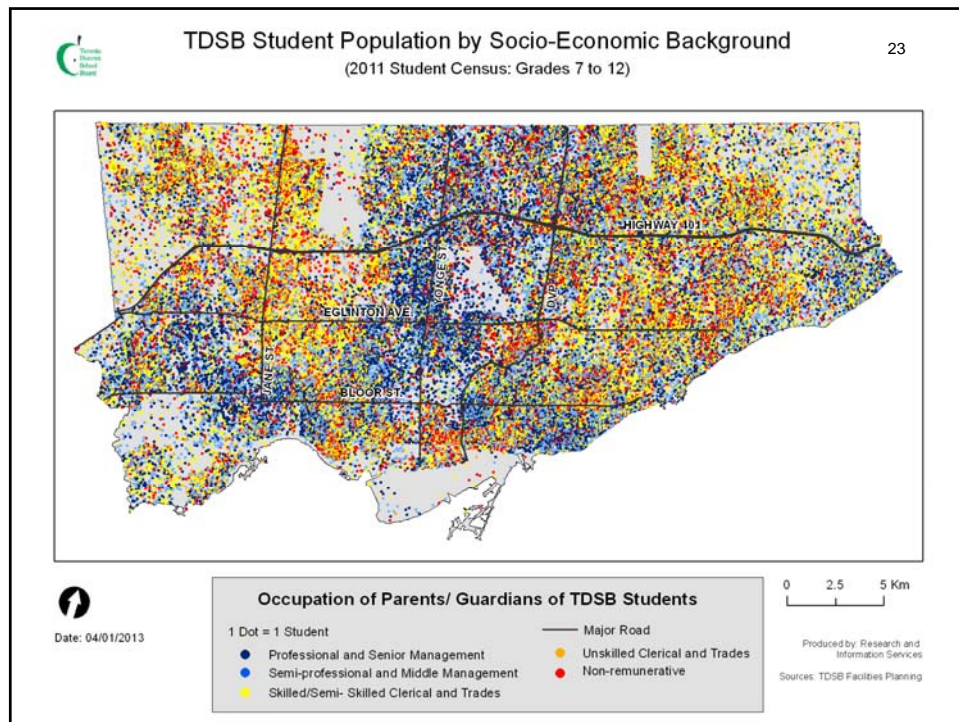
Produced by: Research and Information Services
 Sources: TDSB Facilities Planning











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In-school Experiences

2011 Student Census: Grades 7-12

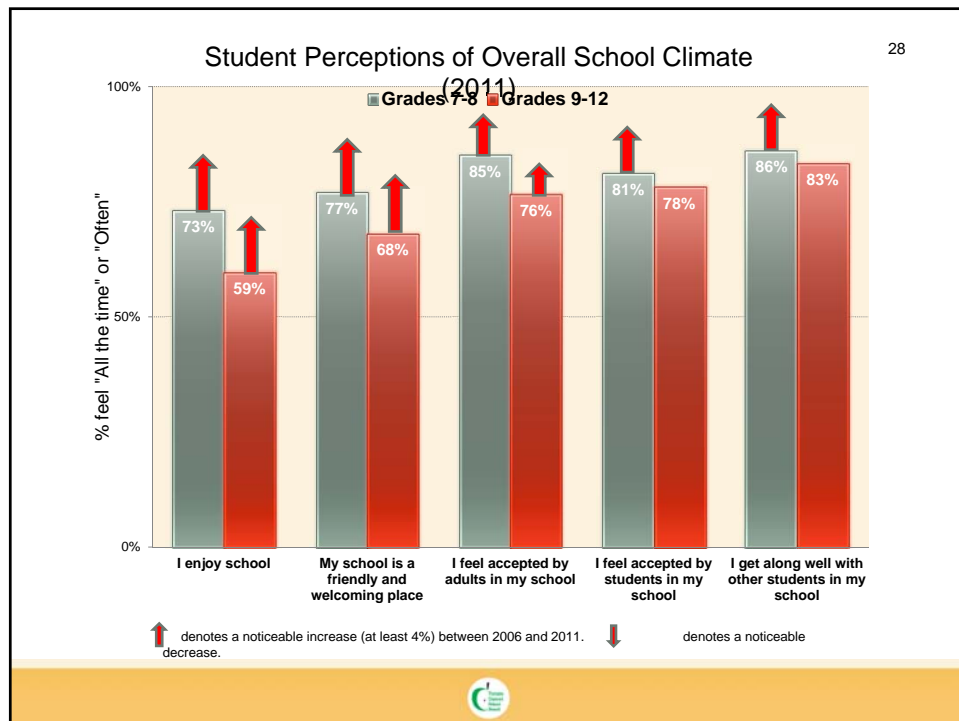
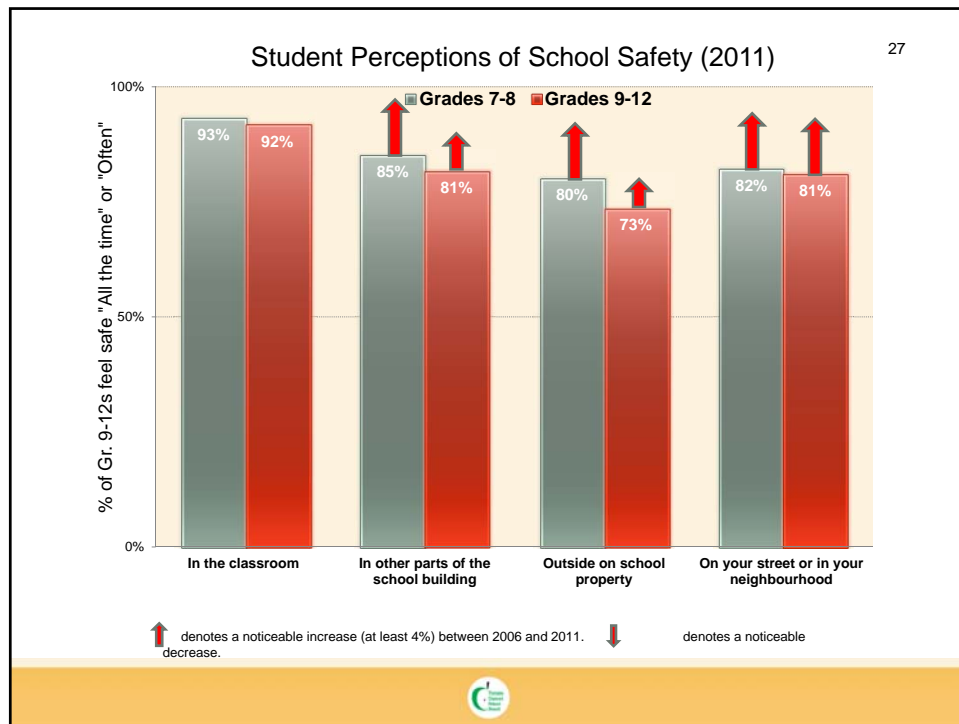


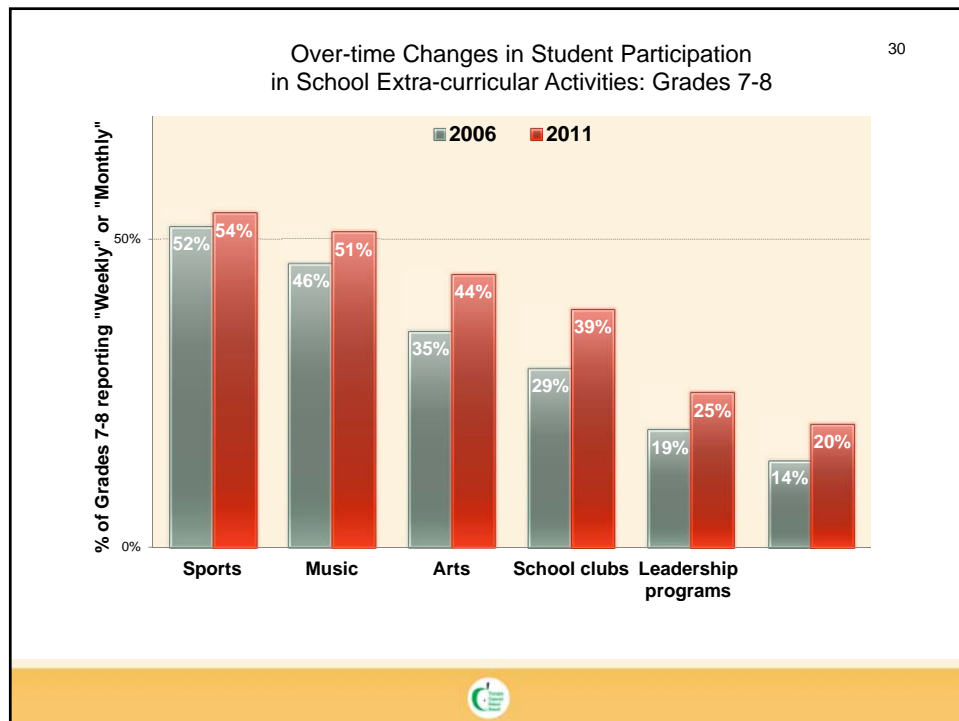
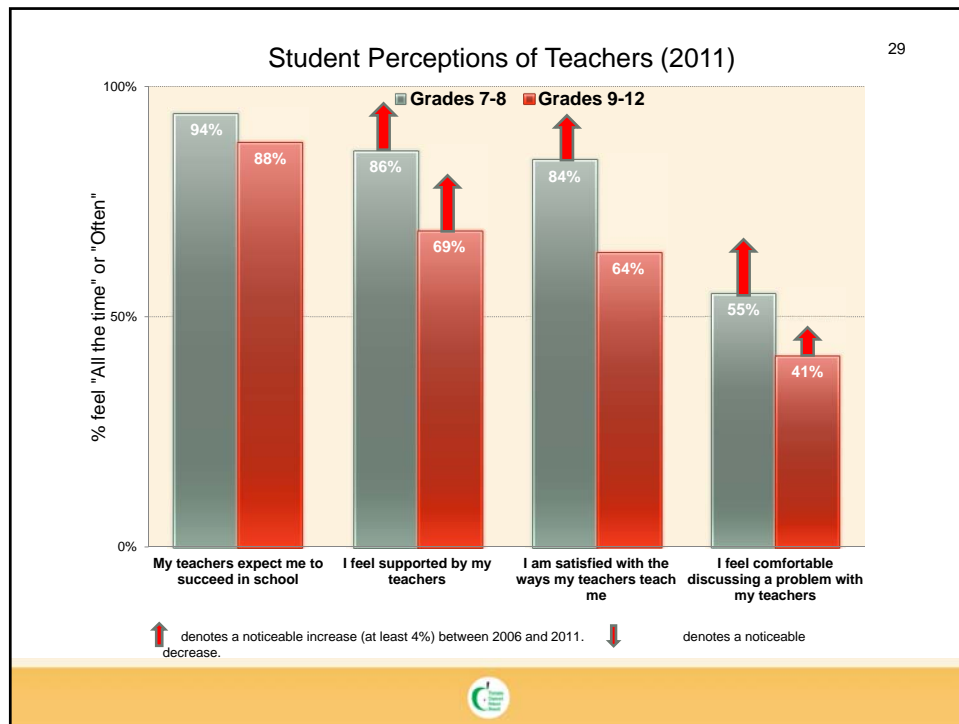
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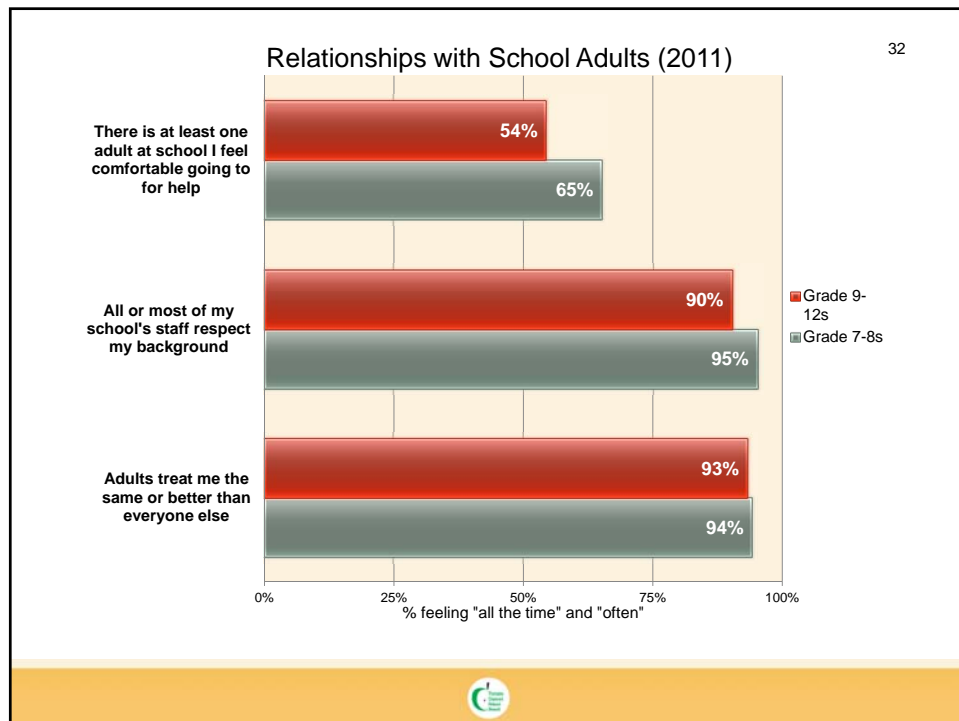
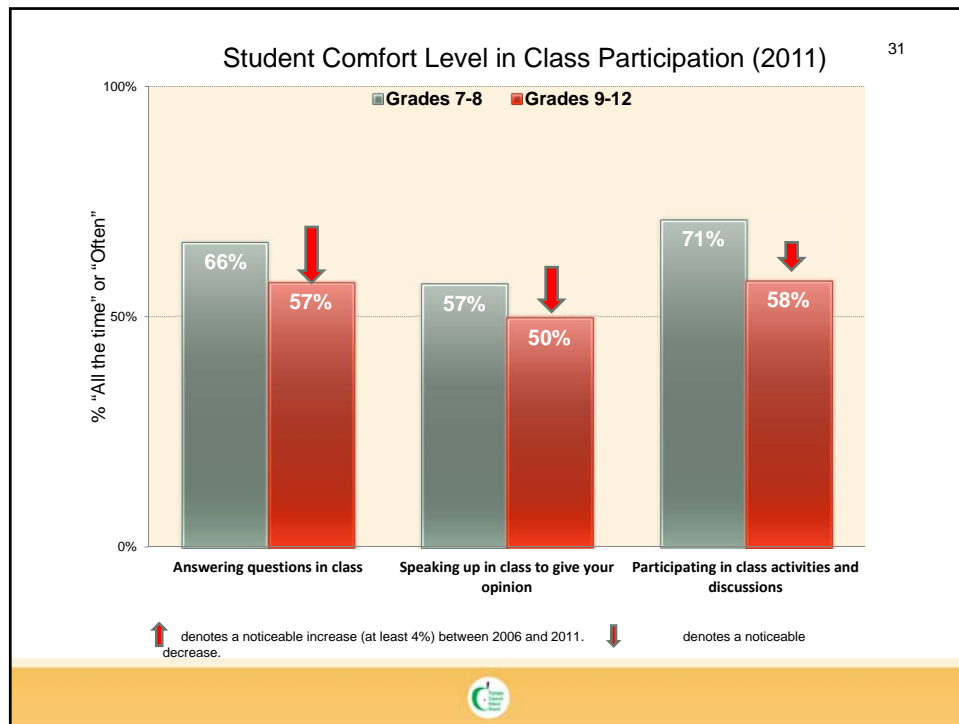
Over-time Changes in Students' School Experiences: 2006 vs. 2011

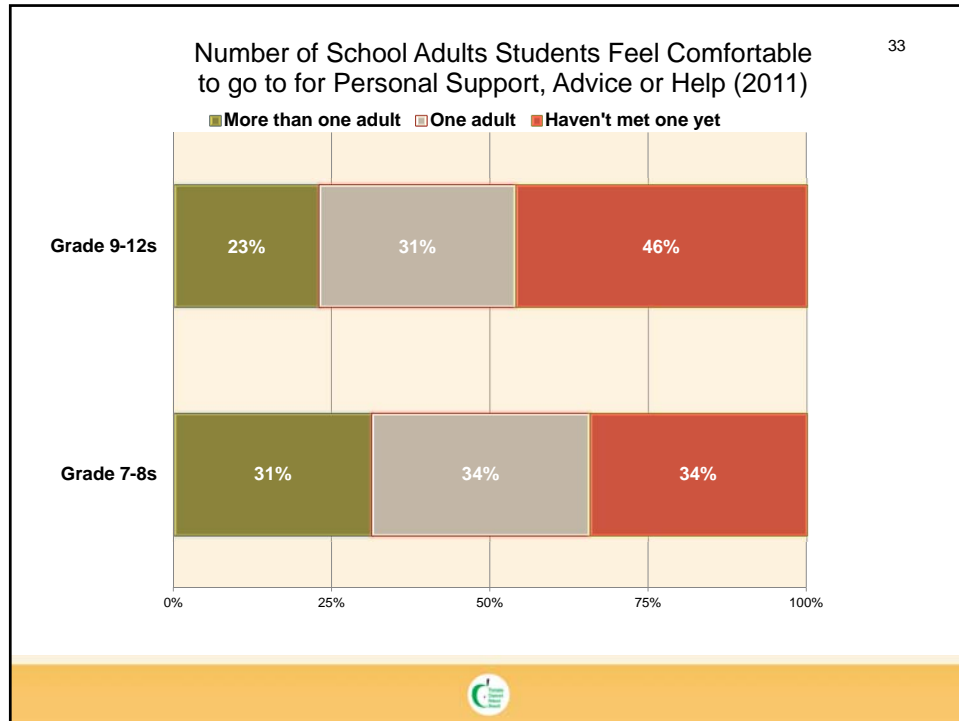
- One of the most significant findings in this Census is the positive shift in students' school experiences, especially among the Grade 7-8s, in such areas as:
 - School safety
 - Perceptions of their school
 - Perceptions of their teachers
- There are some new findings about students' relationships with school adults.
- In terms of inclusive school experiences, the patterns remain somewhat the same as before, except for having more opportunities to learn about people of disabilities, and of different sexual orientation.
- The one area that shows some reverse patterns is class participation among secondary school students.











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Out-of-school Experiences

2011 Student Census: Grades 7-12

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Over-time Changes in Students' Out-of-school Experiences

The overall findings for **most** items related to students' out-of-school experiences are **consistent** to those of 2006, except for some of the areas indicated below.

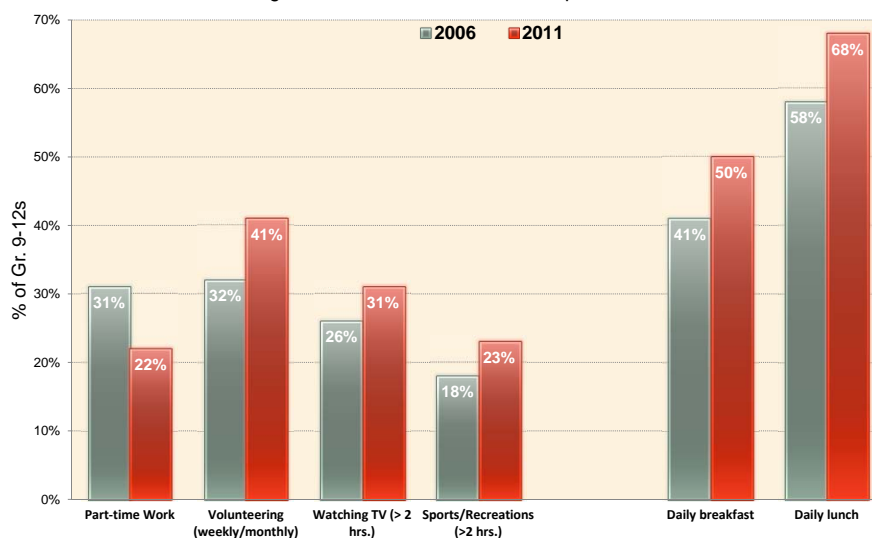
	Grades 7-8	Grades 9-12
After-school activities	*	*
Home support	*	
Daily breakfast/lunch	*	*
Vision/hearing tests	*	
Self-perceived abilities	*	

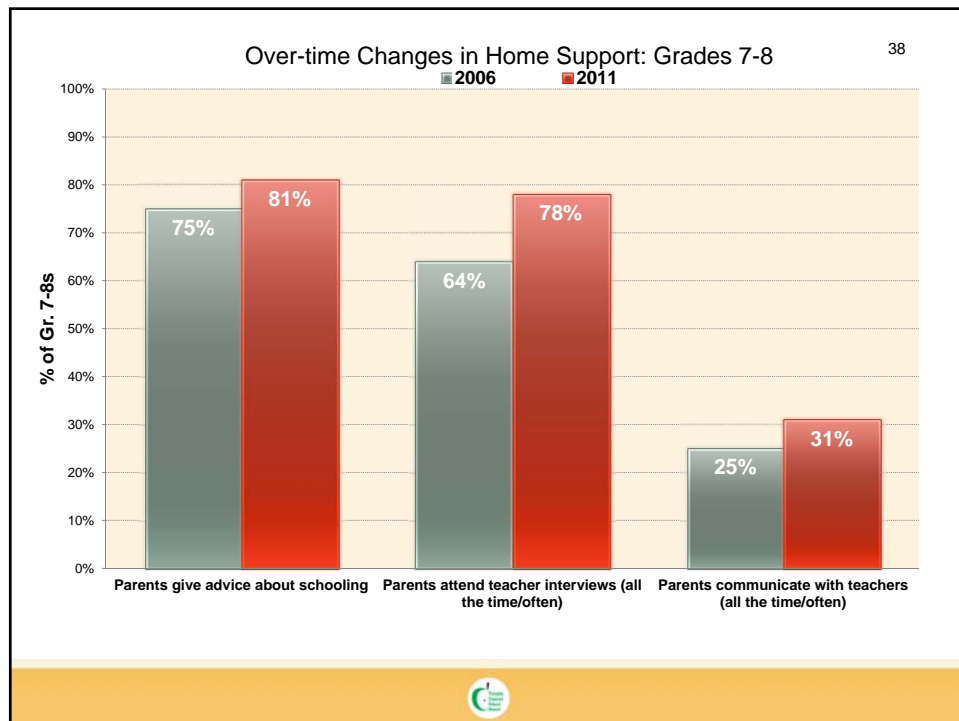
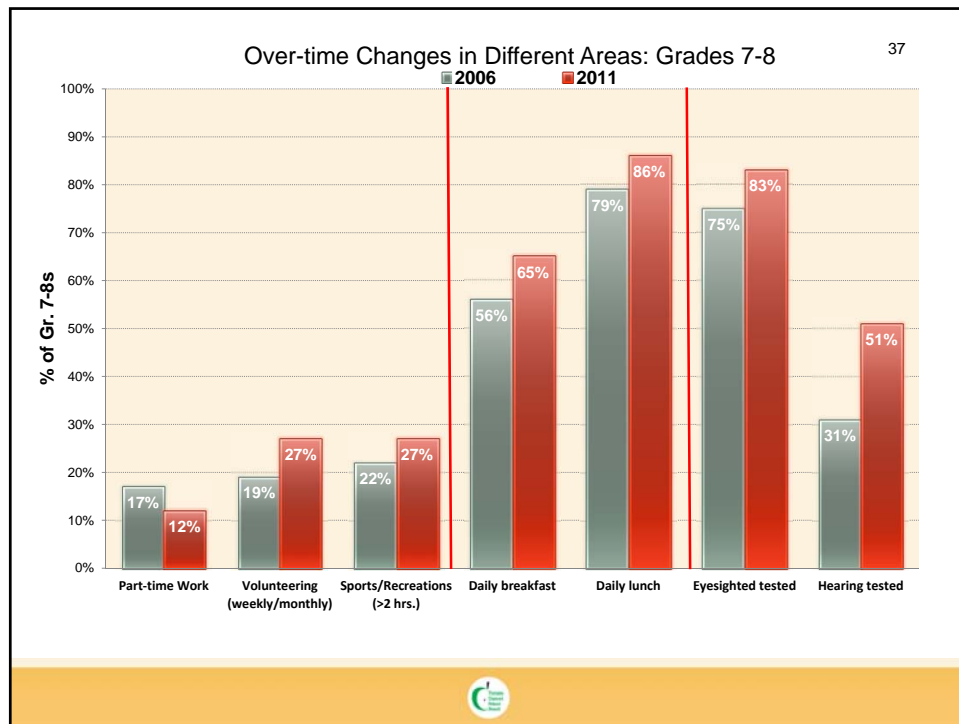
* Denotes areas with some noticeable change between 2006 and 2011.



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Over-time Changes in Students' Out-of-school Experiences: Grades 9-12





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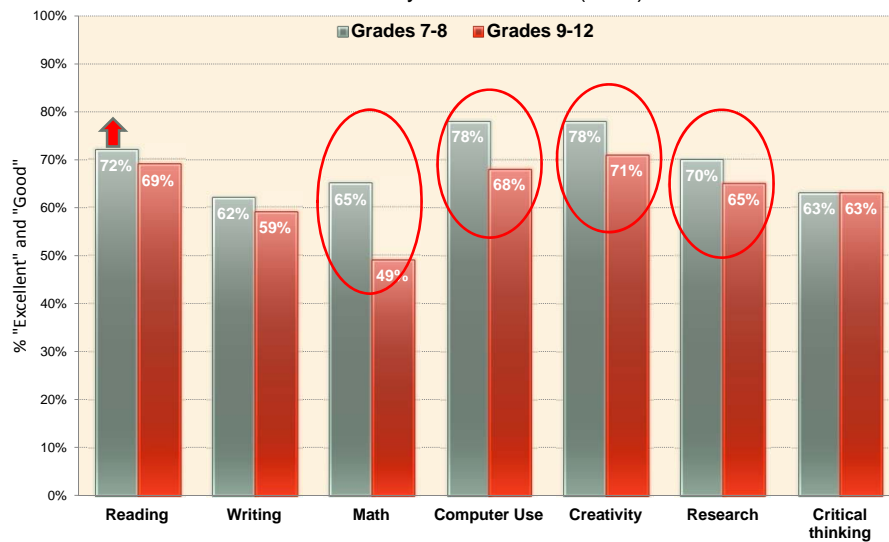
Self-perceived Abilities

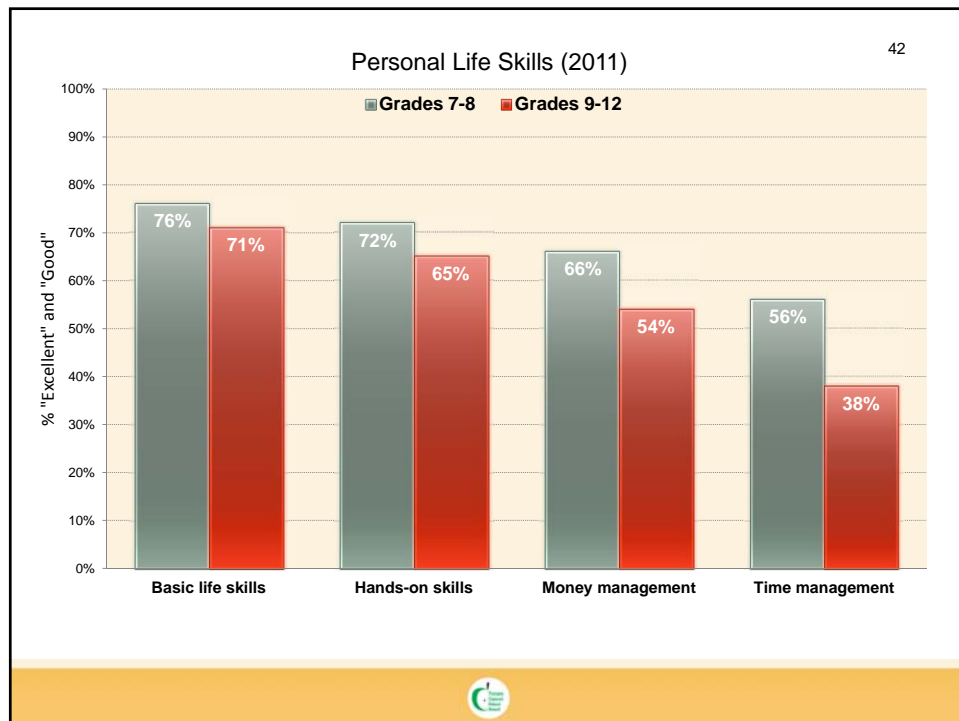
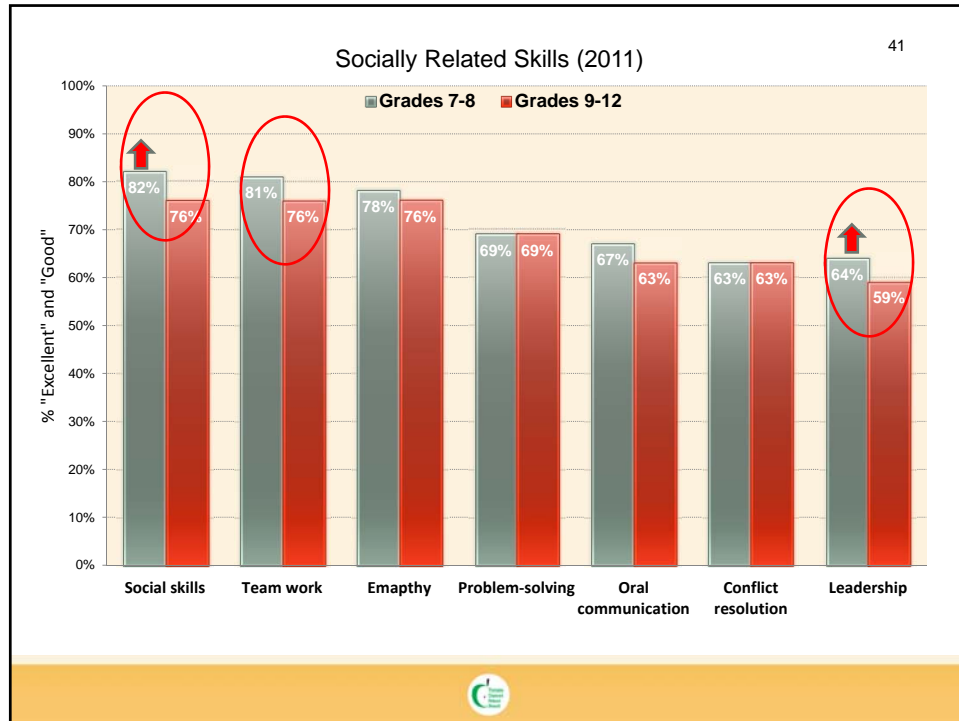
2011 Student Census: Grades 7-12



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Academically Related Skills (2011)





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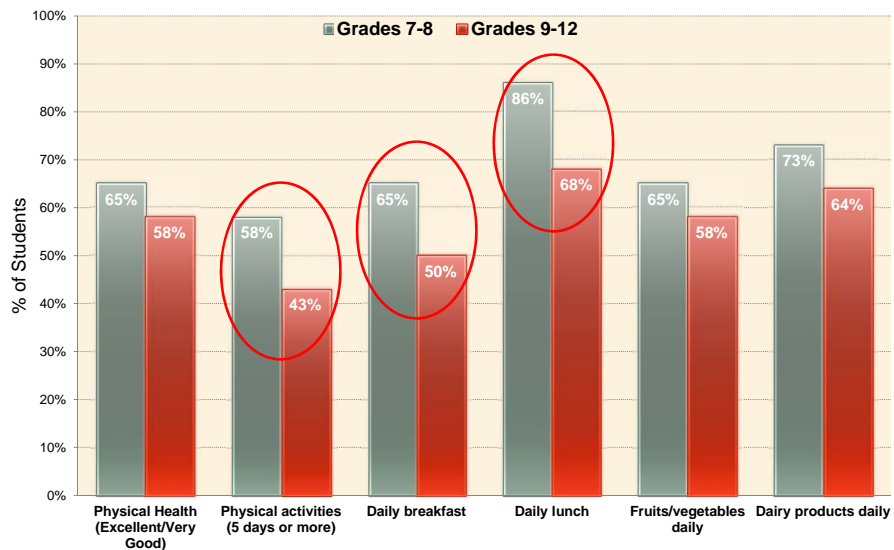
Physical Health and Eating Habits

2011 Student Census: Grades 7-12



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Physical Health and Eating Habits (2011)



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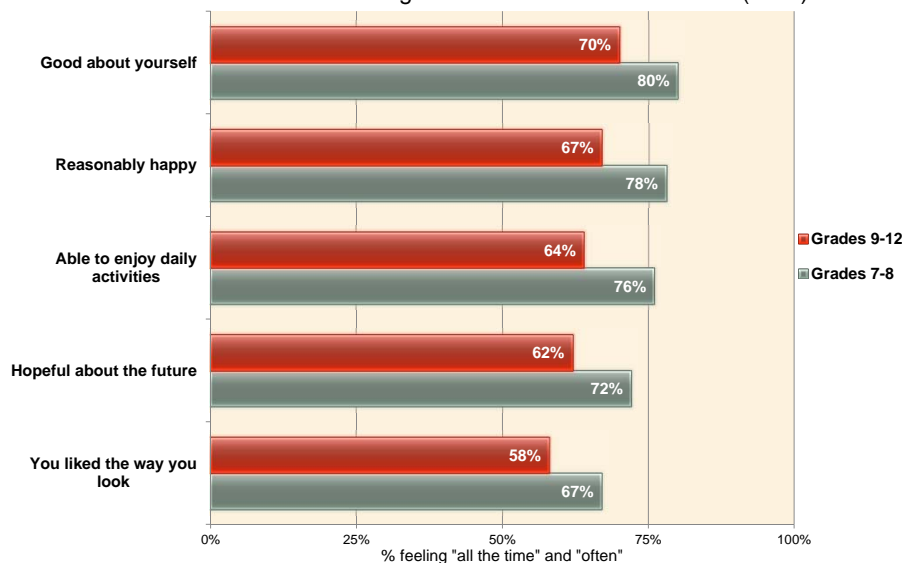
Social & Emotional Well-being

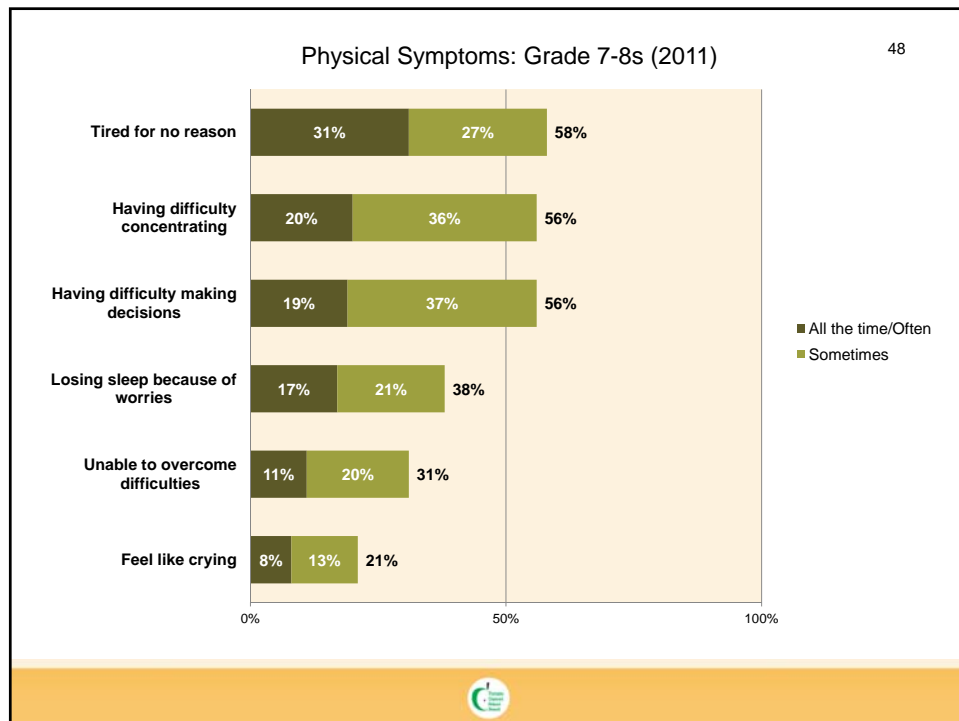
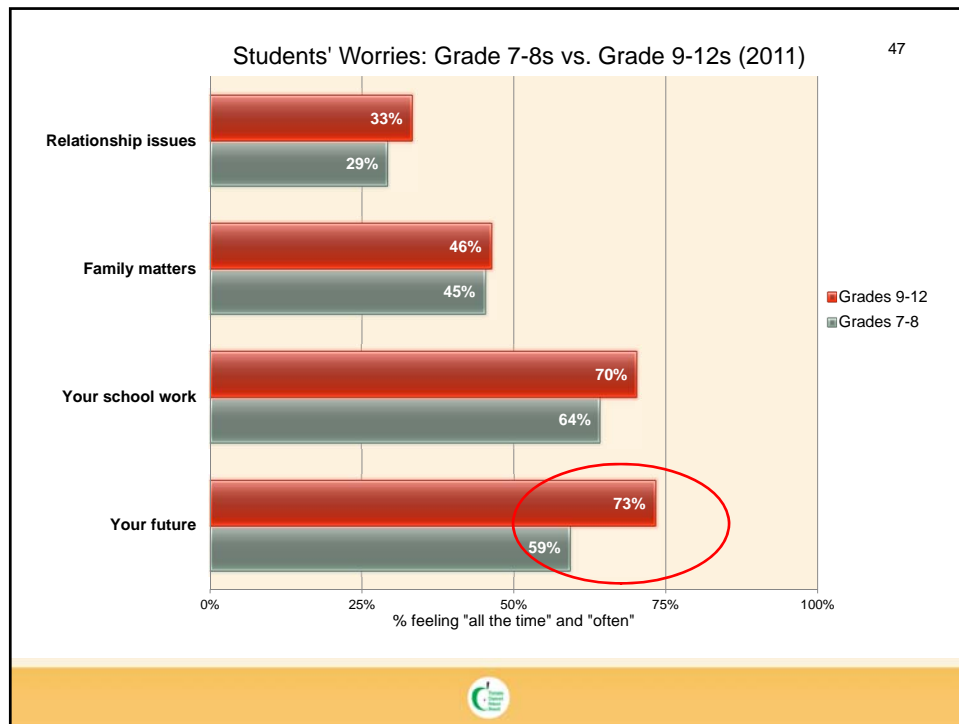
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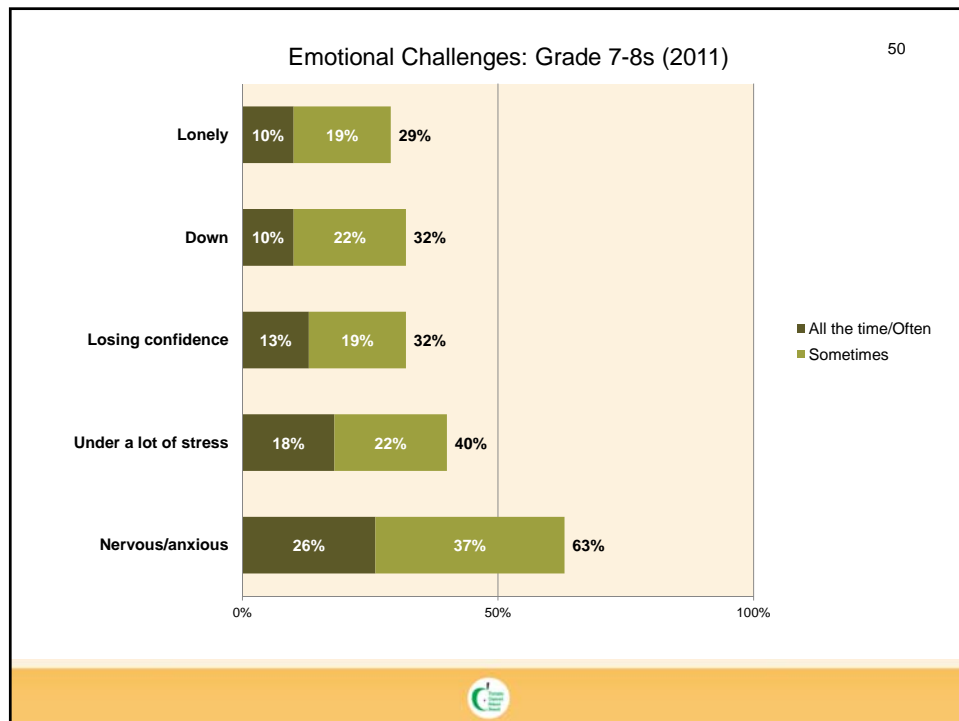
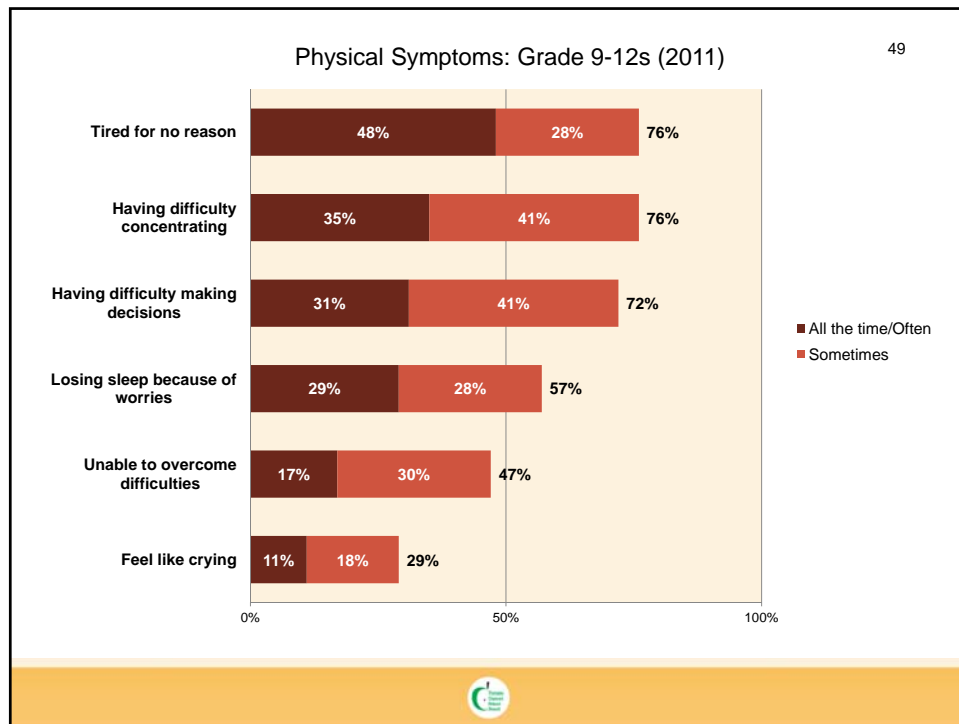


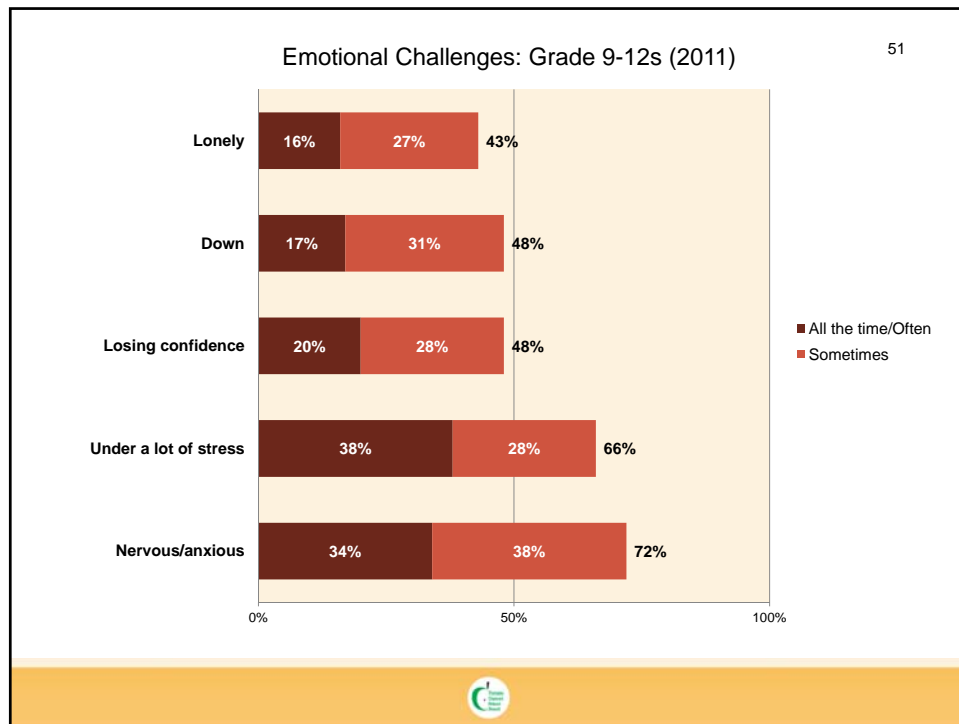
Students' Positive Feelings: Grade 7-8s vs. Grade 9-12s (2011)

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An Excerpt from a Secondary School Student Respondent's Letter (Nov. 2011):

Dear Reader,

I understand that this survey is being done to improve TDSB schools.... There are three things the TDSB could do to improve it's schools.

1. Make gym class mandatory for every grade.
2. ... learning the skills that will help me be successful in the real world. These are:
 - a) people skills/social skills
 - b) money management
 - c) developing an area of creativity or passion
 a, b, c are all essential to be happy, successful and financially independent individuals. A, b, c could all be turned into mandatory or optional credits similar to civics/careers. ...
3. TDSB needs to create a higher standard for teachers. ... what is the point of an amazing curriculum if the teacher can't capture the interest of the student?

My final point is that ... TDSB should make joining two clubs/sport teams/play dance show mandatory. Real learning exists outside of the classroom. ... [these] can all provide life-long lessons, academics [alone] cannot.... Many students are afraid to join clubs or sport teams because they are insecure about their body or do not know anyone on that club team. ...

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 best education possible to Toronto's youth.

Thank you for your time. Best wishes.

Title: 2011 Grade 7-12 Student Census: Previews

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