



### Grade 9 Cohort Graduation Patterns, 2011-2016

#### Key Findings from the Grade 9 Cohort

This is the second cohort study where Toronto District School Board (TDSB) students participated in the Student Census. Findings from the 2011-2016 Grade 9 Cohort will be compared alongside findings from the 2006-2011 Grade 9 Cohort. The Grade 9 Cohort report draws on Student Census variables, linking cohort information from the TDSB's School Information System (SIS) to Student Census responses. The overall graduation rate for all students in the 2011-2016 Grade 9 Cohort is **85%** with **5%** still in the TDSB and **10%** leaving the system or dropping out. Drilling down further, graduation and dropout rates are not evenly distributed among the variables; instead, the graduation rate (and conversely, the dropout rate) of one group are often different from the graduation rate of another group (e.g., socio-demographic, academic, age, etc.). In the 2011-2016 cohort, there has been an overall improvement among all groups. We see that substantive gaps remain, but many of the more challenged subgroup gaps from the 2006-2011 cohort have narrowed somewhat.

**Program of Study:** Year 1 students (Grade 9) are classified into program of study according to the majority of courses taken. For example, if the majority of the student's courses are in the Academic Program of Study, the student is classified as an "Academic" student. For the 2011-2016 Grade 9 Cohort, nearly 25% more students enrolled in Academic courses graduated (93%) compared to students in Applied courses (69%). This percentage increases when comparing students enrolled in locally developed courses (44%). Only 15% of students who had no program of study graduate. These students were for the most part students with special education needs taking 'K' courses or otherwise where there was no program of study. The biggest improvement was seen with students in Applied courses with a 9% increase in graduation in the 2011-2016 cohort compared to the 2006-2011 cohort (see Table 1).

**Gender:** For the 2011-2016 Grade 9 Cohort, female students have higher graduation rates than male students (89% and 82% respectively). Male students saw a slightly higher improvement of 7% in their graduation rate than females when comparing the 2011-2016 cohort to the 2006-2011 cohort (see Table 1).

**Age:** In the 2011-2016 TDSB Grade 9 Cohort, about 49 in every 50 students are age-appropriate (14 years of age), while about 1 in 50 are a year older (15 years) and a very small proportion (under 1%) are a year younger (13 years). Grade 9 Cohort students who are a year older are less likely to graduate when compared to age-appropriate (14 year old) Grade 9 students (67% and 86% respectively). The largest improvement in graduation was seen in students aged 15 years of age, which saw an increase of 12% when comparing the 2011-2016 cohort with the 2006-2011 cohort (see Table 1).

**Table 1 – Graduation by Program of Study, Gender and Age: 2011-2016 and 2006-2011 Cohorts**

Variable	Subgroup	Total (2011-2016)	Graduated (2011-2016)	Graduated (2006-2011)	Change
Overall		15,504	85.4%	78.6%	+6.8%
Program of Study	Academic	11,599	93.2%	88.1%	+5.1%
	Applied	3,168	68.5%	59.1%	+9.4%
	Locally Developed	520	43.8%	42.1%	+1.7%
	No Program of Study	217	14.7%	10.0%	+4.7%
Gender	Female	7,485	88.8%	82.6%	+6.2%
	Male	8,019	82.3%	74.9%	+7.4%
Age	13	*	*	87.2%	*
	14	15,154	85.8%	79.7%	+6.1%
	15	302	66.9%	54.9%	+12.0%

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

**Sexual Orientation:** Students in the secondary school panel were asked about their sexual orientation in the 2006-2007 and 2011-2012 TDSB Student Censuses. There were three main categories: heterosexual, LGBTQ (lesbian, gay, bisexual, transgendered, queer individuals/communities) and two-spirited, and unsure or questioning. Results for unsure or questioning were not reported, please see the following note for further detail. For the 2011-2016 Grade 9 Cohort, heterosexual students are more likely to graduate (88%) than LGBTQ/two-spirited students (78%), though LGBTQ/two-spirited students saw a higher improvement in graduation rate of (9%) compared to Heterosexual students (6%) when comparing the 2011-2016 cohort to the 2006-2011 cohort (see Table 2).

**Table 2 – Graduation by Sexual Orientation: 2011-2016 and 2006-2011 Cohorts**

Variable	Subgroup	Total (2011-2016)	Graduated (2011-2016)	Graduated (2006-2011)	Change
Sexual Orientation	Heterosexual	12,868	88.1%	81.9%	+6.2%
	LGBTQ	286	77.6%	68.8%	+8.8%

*Note: Caution was taken with the 'unsure' category in the 2006-2007 Student Census and the 'not sure/questioning' category in the 2011-2012 Student Census, as there was some indication that some students chose this option as they were about the terminology [e.g., English Language Learners (ELL)]; while others answered this because they themselves were questioning their sexual orientation. Therefore, the numbers in Table 2 only reflect those responses that define themselves as Heterosexual and those who identify themselves as LGBTQ/two-spirited.*

**Racial Groups:** There is variation in graduation rates within racial groups. Students in the Grade 9 Cohort with the highest percentage of graduation identified themselves as East Asian, South Asian, and Southeast Asian (96%, 92%, and 90% respectively). Students who identified themselves as Latin American, Black, or Mixed have lower graduation rates (76%, 77%, and 84% respectively). Black students saw the largest increase in graduation rate of 13% when comparing the 2011-2016 cohort to the 2006-2011 cohort (see Table 3).

**Region of Birth:** Students born in Eastern Asia, South Asia, and Southeast Asia have the highest percentage of graduation (96%, 92%, and 88% respectively). Students born in English-speaking Caribbean, Eastern Europe, and Central and South America and Mexico are less likely to graduate (62%, 73%, and 75% respectively). Nearly 85% of students born in Canada graduate, slightly lower than the overall percentage. Students born in Southeast Asia had the largest increase in graduation rate of 15%, while students born in Eastern Europe saw a decline in their graduation rate of 10% when comparing the 2011-2016 cohort to the 2006-2011 cohort (see Table 3).

**Table 3 – Graduation by Racial Group and Region of Birth: 2011-2016 and 2006-2011 Cohorts**

Variable	Subgroup	Total (2011-2016)	Graduated (2011-2016)	Graduated (2006-2011)	Change
Racial Group	White	4,224	86.2%	81.9%	+4.3%
	South Asian	3,311	92.1%	87.0%	+5.1%
	East Asian	2,293	95.9%	91.1%	+4.8%
	Black	1,801	77.0%	64.5%	+12.5%
	Mixed	1,089	84.1%	73.0%	+11.1%
	Middle Eastern	789	85.6%	77.5%	+8.1%
	Southeast Asian	696	89.5%	84.1%	+5.4%
	Latin American	291	76.3%	69.9%	+6.4%
Region of Birth	Canada	10,926	84.7%	77.6%	+7.1%
	South Asia	1,268	92.4%	84.9%	+7.5%
	Eastern Asia	1,059	95.9%	88.8%	+7.1%
	Western Asia	494	84.2%	74.5%	+9.7%
	Eastern Europe	360	72.8%	82.9%	-10.1%
	Southeast Asia	307	88.3%	73.7%	+14.6%
	Central & South America & Mexico	206	75.2%	70.0%	+5.2%
	English-speaking Caribbean	200	62.0%	50.8%	+11.2%
	US	151	88.1%	78.0%	+10.1%
	Eastern Africa	150	78.0%	69.2%	+8.8%
	Southern and Western Europe	136	86.8%	82.2%	+4.6%

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

**Student Languages:** There are at least 80 different languages spoken by TDSB students. In general, students speaking English is the largest group, accounting for just under half of the students. English-speaking students have a graduation rate of almost 5% below the TDSB average (81% compared with 85%). Students speaking Chinese, Gujarati, Serbian, Bengali, and Korean have the highest rate of graduation while students speaking Spanish and Somali have the lowest rate of graduation. Tagalog (Pilipino) speaking students saw the largest increase in graduation rate (16%) while Vietnamese speaking students saw a slight 3% decline in graduation rate when comparing the 2011-2016 cohort to the 2006-2011 cohort (see Table 4).

**Table 4 – Graduation by Student Language: 2011-2016 and 2006-2011 Cohorts**

Variable	Subgroup	Total (2011-2016)	Graduated (2011-2016)	Graduated (2006-2011)	Change
Student Language	English	6,901	80.8%	73.5%	+7.3%
	Chinese	1,867	96.1%	90.7%	+5.4%
	Tamil	959	92.6%	87.3%	+5.3%
	Urdu	544	89.7%	80.6%	+9.1%
	Bengali	387	93.5%	88.6%	+4.9%
	Somali	381	77.4%	65.8%	+11.6%
	Gujarati	322	95.7%	87.2%	+8.5%
	Tagalog (Pilipino)	297	89.6%	74.0%	+15.6%
	Spanish	289	75.8%	65.3%	+10.5%
	Persian (Farsi)	276	84.8%	76.8%	+8.0%
	Vietnamese	272	84.6%	87.7%	-3.1%
	Arabic	259	83.8%	80.1%	+3.7%
	Punjabi	233	90.1%	86.7%	+3.4%
	Korean	209	92.8%	85.0%	+7.8%
	Russian	178	88.8%	79.8%	+9.0%
	French	138	87.7%	75.9%	+11.8%
	Greek	134	86.6%	80.8%	+5.8%
Hindi	134	92.5%	89.3%	+3.2%	
Dari	115	86.1%	71.1%	+15.0%	
Serbian	114	94.7%	88.7%	+6.0%	

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

**Parental Presence:** Students with both parents at home are more likely to graduate (90%) when compared to students living with one parent or ‘other’ structure, but students living with one parent saw the largest increase in graduation rate of 9% when comparing the 2011-2016 cohort to the 2006-2011 cohort (see Table 5).

**Parental Education:** If parents attended university, their child is more likely to graduate (92%) when compared to students whose parents did not attend university. Students whose parents only attended high school saw the largest increase in graduation rate of 9% when comparing the 2011-2016 cohort to the 2006-2011 cohort (see Table 5).

**Parental Occupation:** Parents’ occupation is used as an indicator of family socio-economic status (SES). When comparing students’ graduation results with their SES, 94% of students with parents in a “Professional” occupation graduate. This percentage decreases as students’ SES decreases with 12% fewer students of parents with ‘non-remunerative’ occupations graduating. The largest increase in graduation rate (11%) came from students whose parents worked in ‘unskilled clerical’ occupations when comparing the 2011-2016 cohort to the 2006-2011 cohort (see Table 5).

**Table 5 – Graduation by Parental Presence/Education/Occupation: 2011-2016 and 2006-2011 Cohorts**

Variable	Subgroup	Total (2011-2016)	Graduated (2011-2016)	Graduated (2006-2011)	Change
Parental Presence	Both Parents	11,563	89.9%	85.3%	+4.6%
	One Parent	2,561	79.1%	69.8%	+9.3%
	Other	319	74.6%	69.7%	+4.9%
Parental Education	High School	1,396	84.0%	74.9%	+9.1%
	College	2,112	86.9%	78.9%	+8.0%
	University	6,902	92.2%	88.4%	+3.8%
	Don't Know	3,652	81.9%	75.7%	+6.2%
Parental Occupation	Professional	3,147	94.1%	90.3%	+3.8%
	Semi-Professional	3,234	90.8%	84.1%	+6.7%
	Skilled Clerical	2,822	86.6%	81.4%	+5.2%
	Unskilled Clerical	1,062	86.2%	75.6%	+10.6%
	Non-remunerative	1,600	81.8%	72.9%	+8.9%