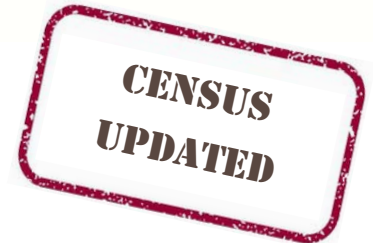


2011-12 Student & Parent Census: STUDENT SUCCESS INDICATORS ELEMENTARY PANEL

This fact sheet summarizes the academic achievement patterns of the Toronto District School Board's (TDSB) Grade 7 and 8 students using various demographic and student family background characteristics from the TDSB's Student Census and School Information Systems (SIS) in 2006-07 and 2011-12. For the students in Grades 7 and 8, results are reported as percentages of students achieving at or above the provincial standard (Levels 3 or 4) on the provincial report card.



What is it?

- Student Demographic Characteristics and Student Achievement:** This section presents trends on students' academic achievement compared to their demographic characteristics. We examined how students in Grades 7 and 8 from various backgrounds achieved in Reading, Writing, and Mathematics (average of the latest marks in the five Mathematics strands) based on their final report card results obtained during the same school year the TDSB's Student Census was collected (2006-07 compared to 2011-12). Results are reported only for groups with 100 or more students.

A. Gender: Students' gender derived from the TDSB's School Information Systems

Figure 1: Student Achievement in Reading by Gender

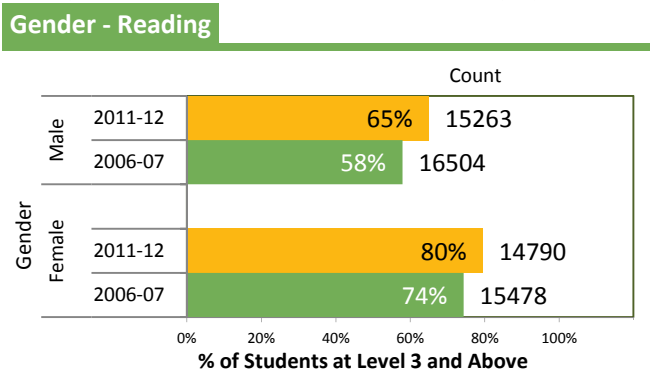
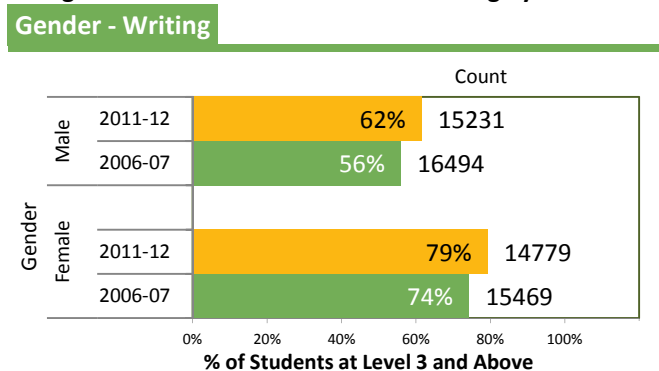
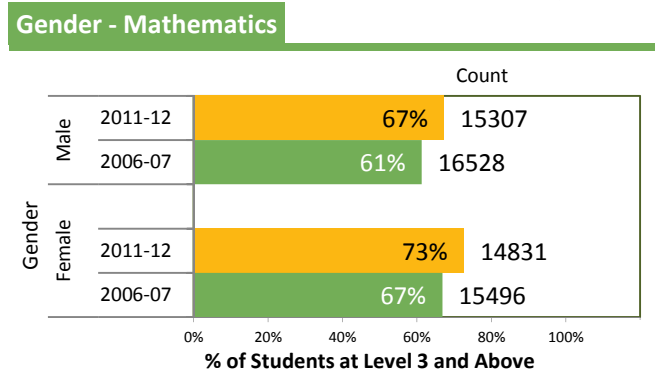


Figure 2: Student Achievement in Writing by Gender



THE TREND: In the 2011-12 school year, the TDSB's elementary school report card data shows more female than male students performed at or above the provincial standard (i.e., Levels 3 and 4) in all three subjects. The gender gap is lower in Mathematics (6%) compared to Reading (15%) and Writing (17%). The trends in gender gap in 2011-12 were similar to those in 2006-07 (see Figures 1 to 3).

Figure 3: Student Achievement in Mathematics by Gender



*Note: For more details about the TDSB's 2011-12 Student and Parent Census, please visit: www.tdsb.on.ca/census

2011-12 EQAO: Grade 7 & 8 Achievement Outcomes

B. Students' Ethno-racial Background: Students' ethno-racial background information is from students in Grades 7 and 8 who completed the TDSB's 2006 and 2011 Student Census.

Figure 4: Student Achievement in Reading by Ethno-racial Background

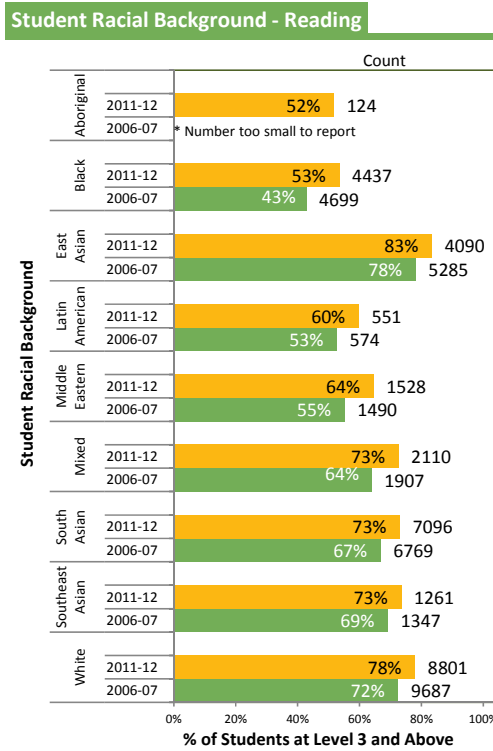


Figure 5: Student Achievement in Writing by Ethno-racial Background

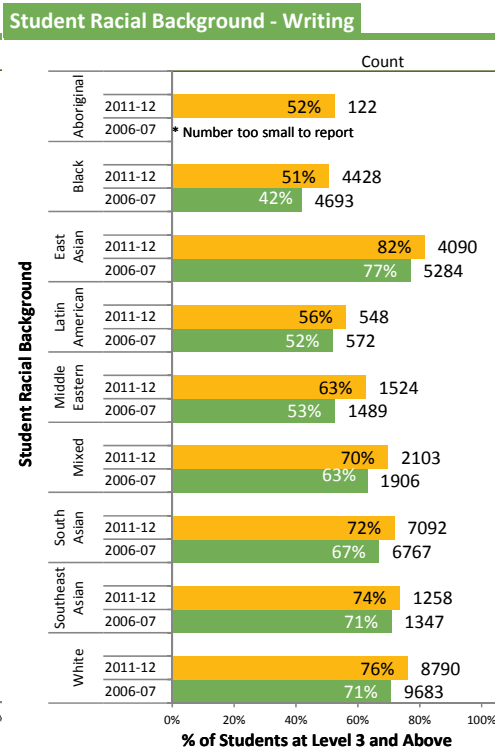
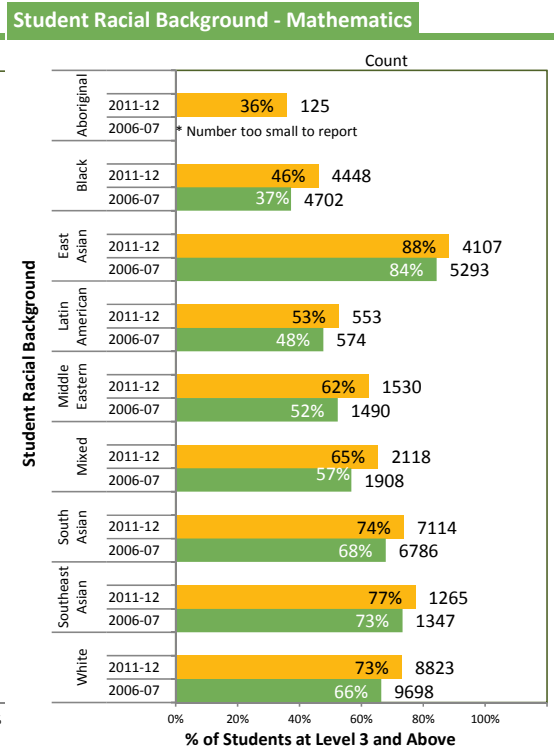


Figure 6: Student Achievement in Mathematics by Ethno-racial Background



THE TREND: In the 2011-12 school year, the largest proportion of students performing at or above the provincial standard (Levels 3 and 4) in Reading, Writing, and Mathematics are students self-identified as: East Asians students (83% in Reading, 82% in Writing, and 88% in Mathematics) followed by White students in Reading (78%) and Writing (76%) and Southeast Asian students in Mathematics (77%). Students who self-identified themselves as Aboriginal, Black, Latin, and Middle Eastern had lower achievement rates compared to the other groups or the TDSB in general.

Comparing 2006-07, the student achievement pattern across ethno-racial groups is somewhat similar. However, the proportion of students achieving at or above the provincial standard improved for all ethno-racial groups. It should be noted that, although the proportion of students at or above the provincial standard remains below that of the TDSB (72% for Reading, and 70% for Writing and Mathematics), a relatively higher percentage point improvement was observed than that of the TDSB in general in the 2011-12 cohort compared to the 2006-07 cohort among the students self-identified as: Black (10% in Reading, 9% in Writing, and Mathematics), Middle Eastern (9% in Reading, 10% in Writing and Mathematics), and Mixed (9% in Reading, 7% in Writing, and 8% in Mathematics (see Figures 4 to 6).

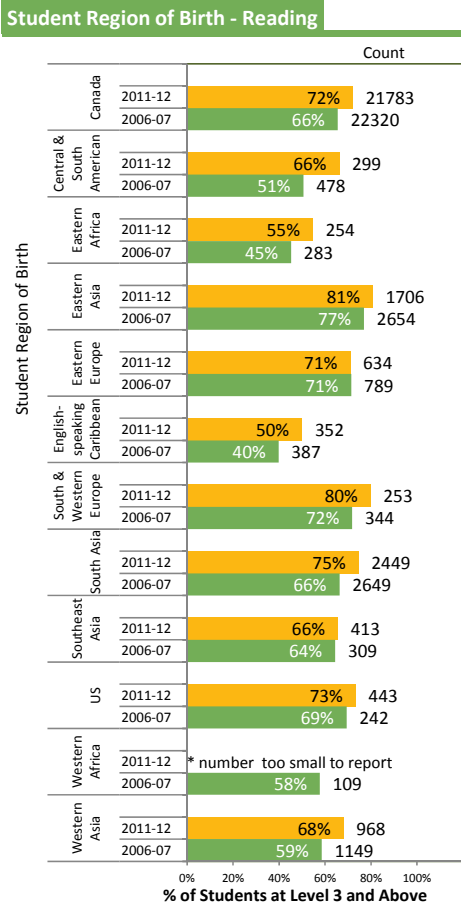
Why is this information important?

Previous analysis, as well as this Fact Sheet, have found clear differences among groups of student demographic variables. The analysis of student demographic characteristics and family background in relation to their achievement is essential for policy decision making, educational improvement planning, and contextual stories of TDSB students. This analysis also provides evidence to evaluate the effectiveness of different types of educational programs and interventions within the TDSB.

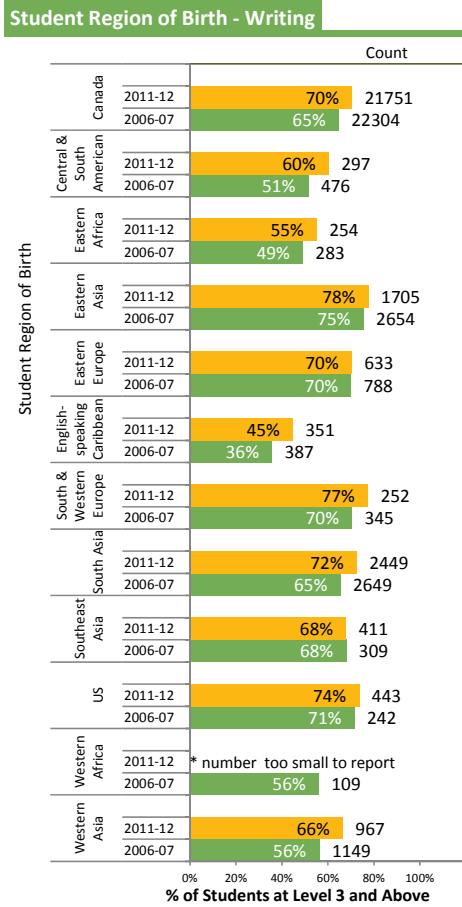
2011-12 EQAO: Grade 7 & 8 Achievement Outcomes

C. Students' Region of Birth: Students' region of birth information is from the TDSB's School Information Systems

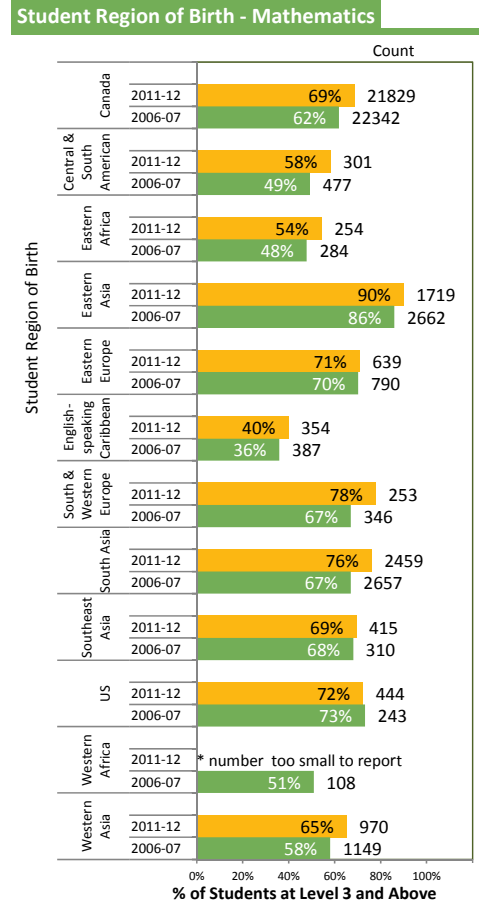
Figures 7: Student Achievement in Reading by Students' Region of Birth



Figures 8: Student Achievement in Writing by Students' Region of Birth



Figures 9: Student Achievement in Mathematics by Students' Region of Birth



THE TREND: In the 2011-12 school year, a higher proportion of students born in Eastern Asia, South & Western Europe, South Asia, US, and Canada achieved or exceeded the provincial standard compared to others and the TDSB in general. Students born in the English-speaking Caribbean and Region, Eastern Africa, Southeast Asia, Central & South American, Western Asia, and Eastern Europe are comparatively less likely to achieve similar grades than students born in other regions (see Figures 7 to 9). For example, 81% of the students born in Eastern Asia, 80% in South & Western Europe, 75% in South Asia, 73% in the US, and 72% in Canada are at the provincial standard in Reading compared to 50% of the students born in the English-speaking Caribbean and Region, 55% in Eastern Africa, 66% in Southeast Asia, 66% in Central & South American, 68% in Western Asia, and 71% in Eastern Europe (see Figure 7). Compared to 2006-07, the 2011-12 results by students' region of birth are somewhat similar with proportionate differences. However, in general, almost all regions have increased in the percentage of students at the provincial standard compared to the TDSB's 2006 Student Census (see Figures 7 to 9).

2011-12 EQAO: Grade 7 & 8 Achievement Outcomes

D. Students' Language: Students' language information is from the TDSB's School Information Systems

Table 1: Student Achievement in Reading, Writing, and Mathematics by Key Languages

	Reading				Writing				Mathematics			
	2006-07		2011-12		2006-07		2011-12		2006-07		2011-12	
	Level 3 & 4	Total	Level 3 & 4	Total	Level 3 & 4	Total	Level 3 & 4	Total	Level 3 & 4	Total	Level 3 & 4	Total
Albanian	88%	190	79%	149	84%	191	78%	149	89%	192	78%	149
Amharic (Ethiopian)	*	70	73%	110	*	70	68%	110	*	70	60%	110
Arabic	66%	374	82%	303	64%	373	38%	301	67%	399	81%	303
Bengali	75%	525	78%	778	77%	525	79%	779	76%	525	82%	781
Chinese	77%	4466	82%	3293	76%	4464	80%	3294	84%	4482	89%	3304
Dari	49%	186	64%	200	44%	186	61%	199	47%	186	60%	200
Dari/Pashto	64%	114	82%	120	47%	114	36%	120	43%	113	60%	120
English	64%	14996	71%	13410	62%	14984	69%	13386	57%	15015	64%	13448
French	87%	189	78%	188	87%	188	73%	194	81%	170	89%	188
Greek	63%	252	75%	229	65%	252	74%	228	57%	252	67%	229
Gujarati	88%	697	74%	731	84%	697	73%	731	70%	699	78%	733
Hindi	78%	229	76%	273	79%	229	78%	273	75%	231	78%	273
Hungarian	"	66	30%	101	"	66	48%	100	"	66	37%	104
Korean	79%	603	79%	375	81%	603	79%	375	84%	604	84%	379
Persian (Farsi)	67%	714	88%	388	66%	714	83%	387	66%	718	83%	389
Portuguese	62%	146	67%	145	55%	146	66%	143	52%	146	68%	145
Punjabi	86%	677	88%	323	84%	677	88%	323	87%	680	71%	323
Romanian	82%	115	78%	149	81%	115	80%	149	81%	115	80%	150
Russian	70%	480	78%	404	89%	480	74%	404	72%	481	81%	407
Serbian	74%	185	88%	228	77%	185	87%	228	75%	185	86%	229
Somali	41%	847	54%	749	41%	846	32%	748	41%	848	31%	730
Spanish	53%	561	59%	497	50%	560	56%	496	48%	561	52%	499
Tagalog (Pilipino)	84%	303	88%	443	87%	303	88%	444	86%	304	87%	447
Tamil	68%	1943	76%	1826	68%	1943	74%	1825	74%	1944	81%	1827
Turkish	46%	162	39%	133	41%	162	36%	133	46%	161	30%	133
Urdu	63%	1181	71%	1334	64%	1181	69%	1333	61%	1182	67%	1340
Vietnamese	72%	696	81%	312	73%	694	80%	312	79%	694	83%	314

*Numbers too small to report. Results are reported only for groups with 100 or more students

THE TREND: Students' academic achievement based on the provincial report card data varies across language groups. For example, in the 2011-12 school year Serbian (88%), Chinese (82%), Vietnamese (81%), Korean (79%), Albanian (79%), Romanian (78%), Bengali (78%), Hindi (76%), Russian (76%), Tamil (76%), French (75%), Greek (75%), Gujarati (74%), and Amharic (Ethiopian) (73%) are among the language groups that have a relatively higher proportion of students achieving at or above the provincial standard in Reading compared to other language groups and the TDSB overall (72%). The language groups with a lower percentage of students achieving at Levels 3 and 4 in Reading, relative to the TDSB, are Hungarian (50%), Somali (54%), Turkish (59%), and Spanish (59%) followed by Dari/Pashto (62%), Arabic (62%), Dari (64%), Tagalog (Pilipino) (66%), Portuguese (67%), Persian (Farsi) (68%), English (71%), Urdu (71%), and Punjabi (68%). Compared to the TDSB's 2006 Student Census, results by students' language are somewhat similar with proportionate differences. However, all language groups (except Hindi for Reading and Writing, Korean and Tagalog (Pilipino) in Writing and Romanian in all three subjects) have increased or stayed the same in the percentage of students achieving the provincial standard compared to the TDSB's 2006 Student Census. In the TDSB's 2011 Student Census, Hungarian emerged as a language group with the lowest percentage of students achieving at the provincial standard (see Table 1).

2011-12 EQAO: Grade 7 & 8 Achievement Outcomes

What is it?

- Family Background and Student Achievement:** This section presents trends on students' academic achievement compared to their family background characteristics. We examine how students in Grades 7 and 8 from various backgrounds achieved in Reading, Writing, and Mathematics based on their final report card results obtained during the same school year the TDSB's Student Census was collected (2006 compared to 2011). Results are reported only for groups with 100 or more students.

A. Parent Place of Birth: Students' family background information is from students in Grades 7 and 8 who completed the TDSB's 2006 and 2011 Student Census.

Figure 10: Student Achievement in Reading by Parents' Place of Birth

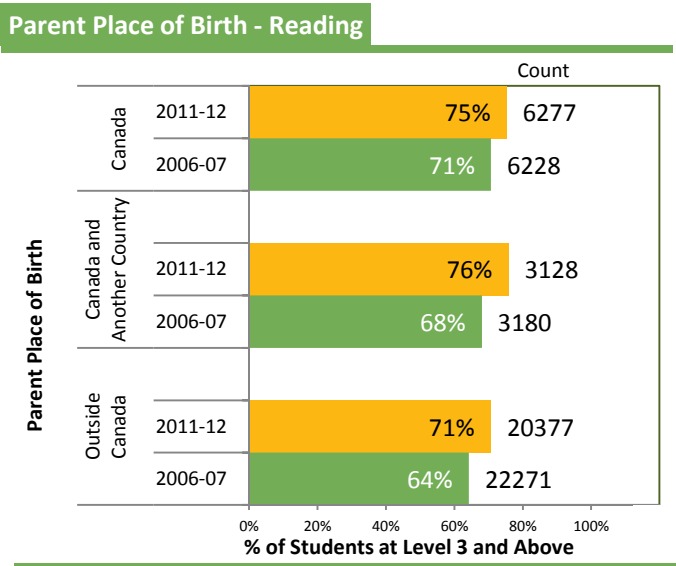


Figure 11: Student Achievement in Writing by Parents' Place of Birth

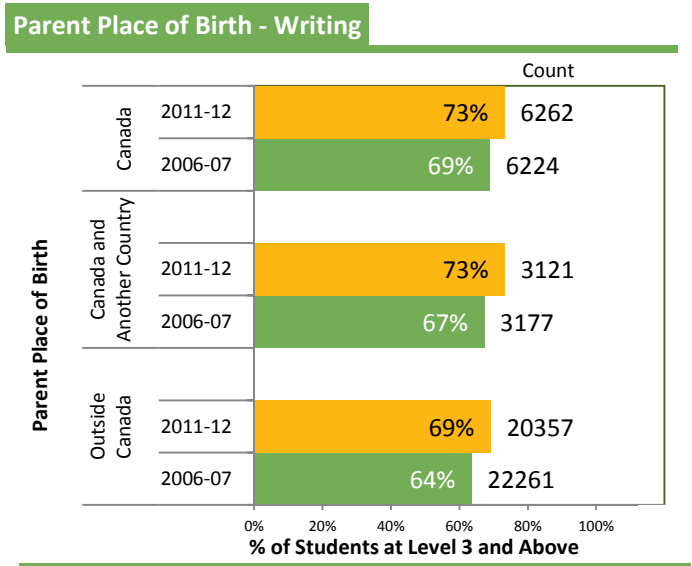
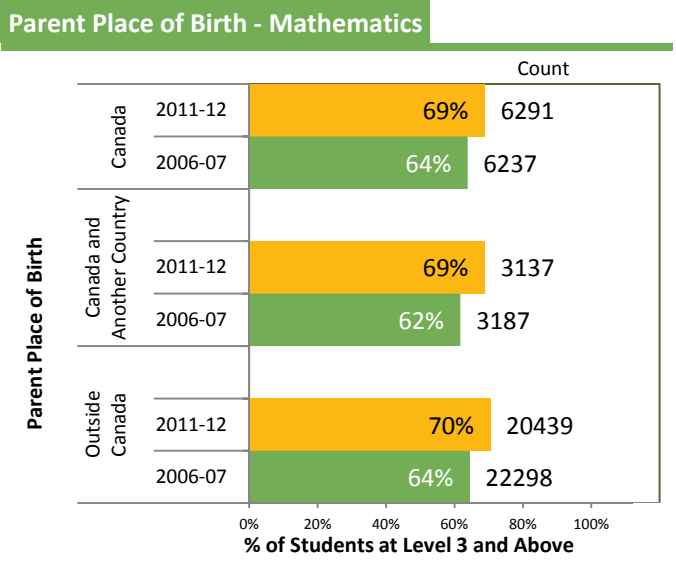


Figure 12: Student Achievement in Mathematics by Parents' Place of Birth



THE TREND: Similar to the TDSB's 2006 Student Census, only a minor difference was observed between student achievement as measured by provincial report card and parents' place of birth. For example, in the TDSB's 2011 Student Census 75% of students who had Canadian-born parents achieved at or above the provincial standard in Reading; whereas, 71% of students whose parents were born outside Canada achieved at or above the provincial standard. In 2011-12, for Mathematics the difference was 1% between those students whose parents were born outside Canada and other students (70% versus 69%). In general, these trends are similar to the TDSB's 2006 Student Census results (see Figures 10 to 12).

2011-12 EQAO: Grade 7 & 8 Achievement Outcomes

B. Parental Presence at Home: Students' family background information is from students in Grades 7 and 8 who completed the TDSB's 2006 and 2011 Student Census.

Figure 13: Student Achievement in Reading by Parental Presence

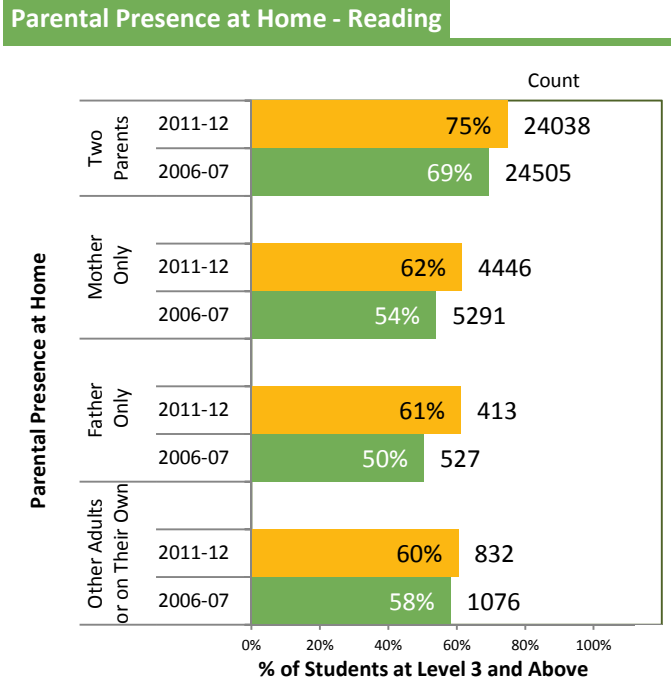


Figure 14: Student Achievement in Writing by Parental Presence

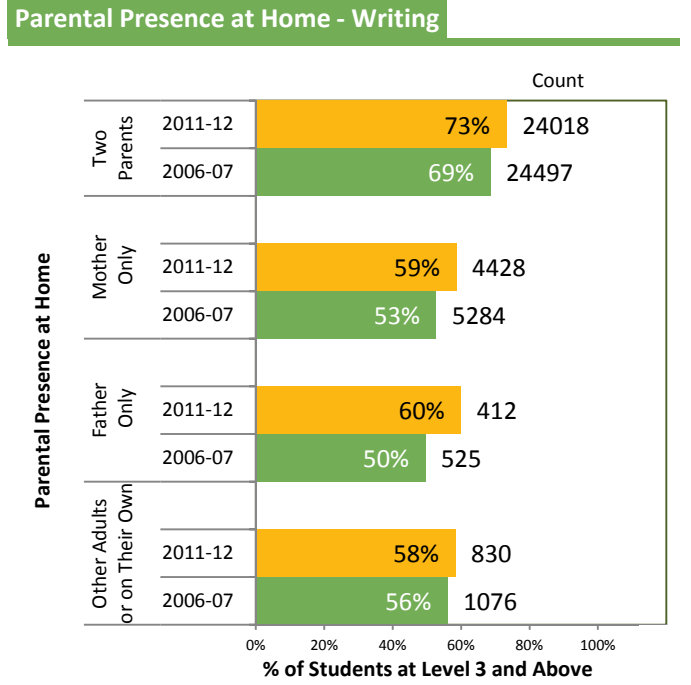
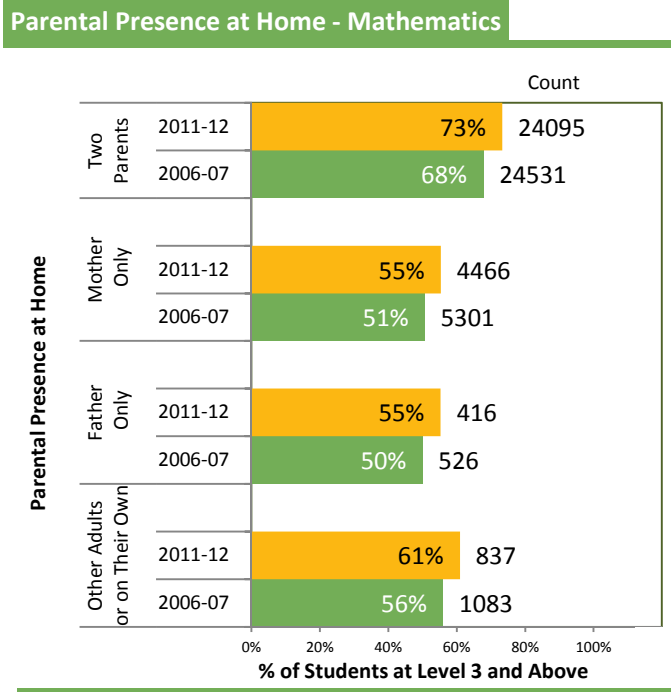


Figure 15: Student Achievement in Mathematics by Parental Presence



THE TREND: Similar to the TDSB's 2006 Student Census, results from the TDSB's 2011 Student Census showed that students with both parents present at home were more likely to achieve at or above the provincial standard when compared to students who are living with one parent, an other adult, or on their own. For example, most students living with two parents achieved at or above the provincial standard in Reading (75%) and Mathematics (73%) (2011-12). A relatively lower percentage of students living with single parents (either with mother or father only) achieved at or above the provincial standard in Reading (62% mother only and 61% father only), Writing (59% mother only and 60% father only), and Mathematics (55% for both mother or father only) (2011-12) (see Figures 13 to 15).

2011-12 EQAO: Grade 7 & 8 Achievement Outcomes

C. Parents' Educational Background: Students' family background information is from students in Grades 7 and 8 who completed the TDSB's 2006 and 2011 Student Census.

Figure 16: Student Achievement in Reading by Parents' Education

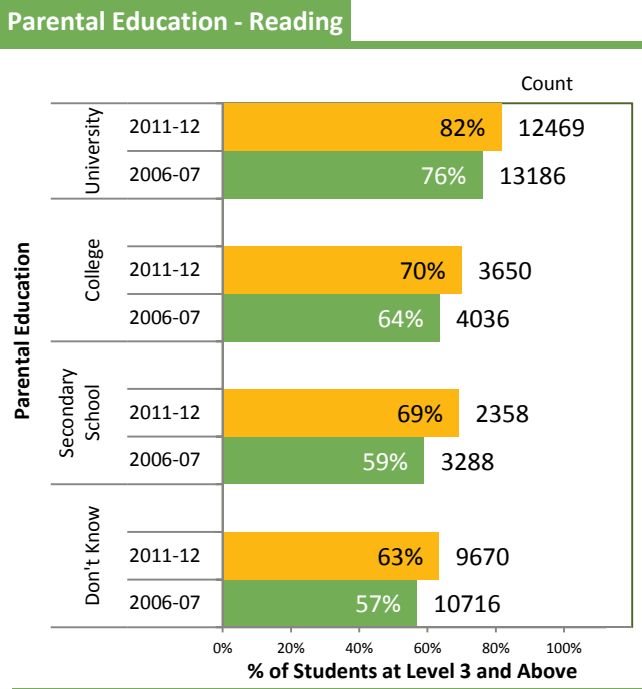


Figure 17: Student Achievement in Writing by Parents' Education

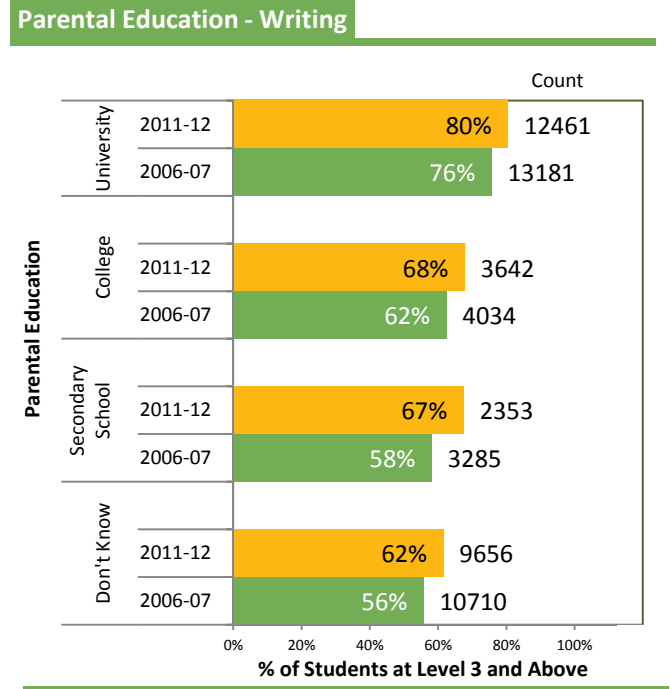
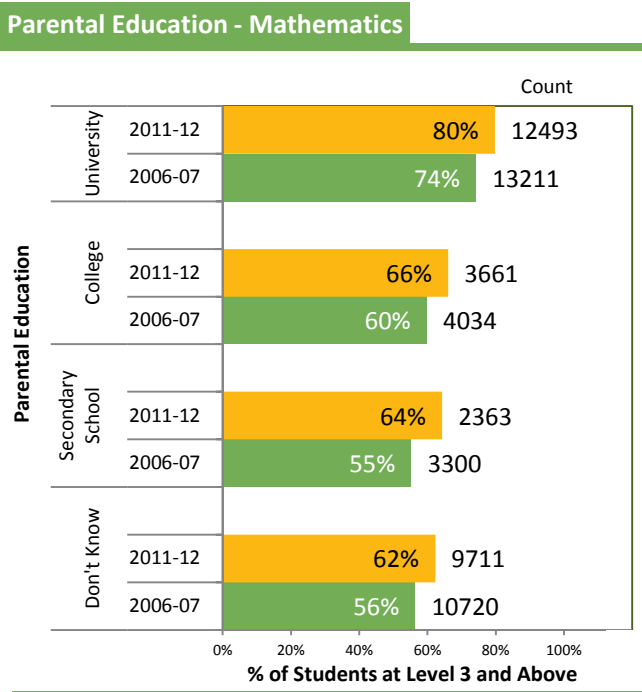


Figure 18: Student Achievement in Mathematics by Parents' Education



THE TREND: Findings from both the TDSB's 2006 and 2011 Student Census suggest that students whose parents have a university education are more likely to achieve at or above the provincial standard compared to those students whose parents did not have a university education.

The majority (at least 80%) of students whose parents attended university achieved at or above the provincial standard in Reading, Writing, and Mathematics (2011-12). Compared to the TDSB's 2006 Student Census, the proportion of students achieving at or above the provincial standard improved for all of the parental education groups in 2011-12 (see Figures 16 to 18).

2011-12 EQAO: Grade 7 & 8 Achievement Outcomes

D. Family Socio-economic Status (SES): Students' family background information is from students in Grades 7 and 8 who completed the TDSB's 2006 and 2011 Student Census.

Figure 19: Student Achievement in Reading by Family SES

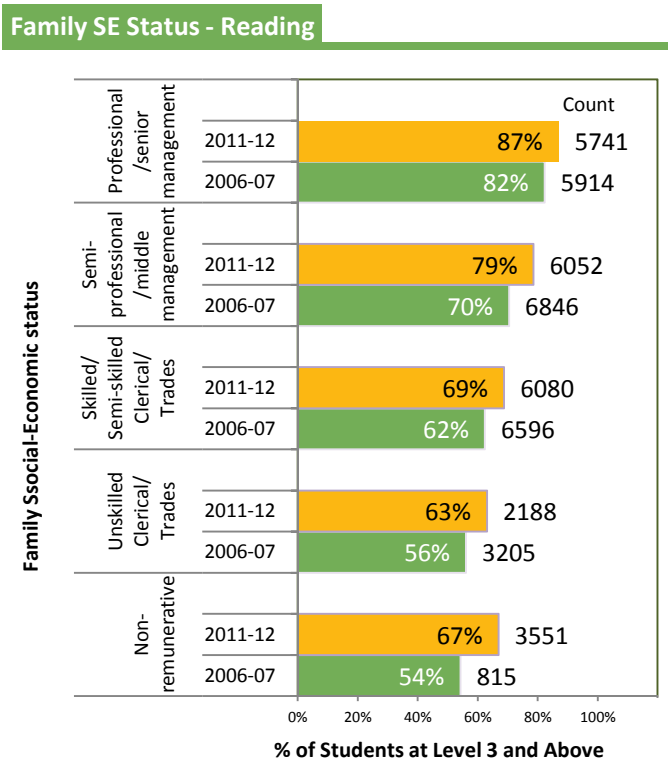


Figure 20: Student Achievement in Writing by Family

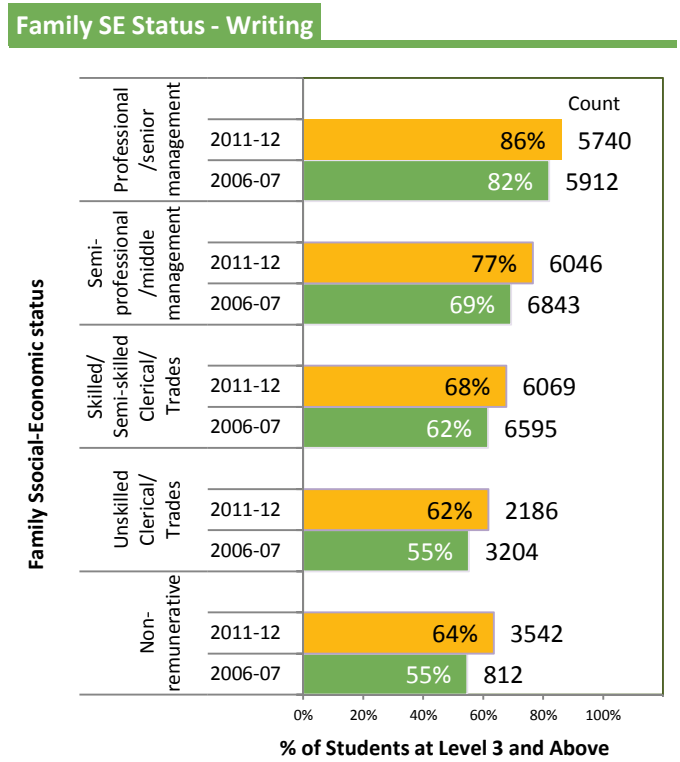


Figure 21: Student Achievement in Mathematics by Family SES



THE TREND: Similar to the TDSB's 2006 Student Census, parents' occupation is used to represent family SES. When comparing students' achievement with their family SES, the majority of students whose parents have professional/senior management positions tend to achieve at or above the provincial standard in Reading (87%), Writing (86%), and Mathematics (85%) compared to students whose parents work in unskilled positions or those with no income (2011-12). Compared with the TDSB's 2006 Student Census, the proportion of students achieving at or above the provincial standard improved for all of the family SES groups (see Figures 19-21).