

Student & Parent Census

Toronto District School Board
November 2018

Toronto District School Board (TDSB) Census Data

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Who Our Students Are

Knowing who our students are, about their school experiences, relationships in school, physical health and well-being, allows us to make informed and meaningful decisions that support their achievement and well-being. More than 220,000 people, including students from Grades 4 to 12 and parents of students in JK to Grade 6, completed the Toronto District School Board census to give us a comprehensive picture of our students. This rich data is one valuable piece of information we use to help inform decisions and respond directly to the voices of students and parents to create learning spaces that are engaging, inclusive, opportunity-driven and support student success.

Racial Background - JK - Grade 12 Students

- Indigenous - 0.3%
- Latin American - 2%
- Southeast Asian - 4%
- Middle Eastern - 6%
- Black - 11%
- Mixed - 12%
- East Asian - 14%
- South Asian - 22%
- White - 29%

Faith/Religion/Creed - Grades 7 - 12 Students

- Judaism - 2%
- Buddhism - 4%
- Other - 4%
- Hinduism - 8%
- Islam - 19%
- No religion - 29%
- Christianity - 33%

Family Socioeconomic Status

Family Income JK - Grade 6 Parents

- 35% \$100,000+
- 10% \$75,000 - \$99,999
- 14% \$50,000 - \$74,999
- 19% \$30,000 - \$49,999
- 23% Less than \$30,000

Parent Occupation Grades 7 - 12 Students

- 32% High Professional /Senior Management
- 23% Semi-Professional /Mid-Management
- 23% Skilled/Semi-Skilled Clerical & Trades
- 10% Unskilled Clerical & Trades
- 12% Non-Remunerative

Parent Education JK - Grade 12 Students

- 62% University
- 21% College
- 14% Secondary
- 2% Elementary / None

Sexual Orientation

Grades 7 and 8

- 2% Questioning
- 4% LGBTQ+
- 94% Heterosexual

Grades 9 - 12

- 2% Questioning
- 4% LGBTQ+
- 94% Heterosexual

Parents' Perceptions

Parent and caregiver engagement is a key factor in the enhancement of student achievement and well-being. When schools, families and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Feeling welcome, included and a valuable participant in their child's school experience is critical.

Results from the 2017 Student and Parent Census are one piece of information we use to help inform decisions, design initiatives and make changes to our schools and classrooms that directly impact students' success

Parent Feelings about Their Child's School

- 92% feel their child is treated with respect
- 92% feel their child gets along with others
- 92% feel the rules are applied fairly
- 92% feel welcomed
- 90% feel their child enjoys school
- 88% feel differences among people are respected
- 86% feel their child gets the support needed
- 85% feel teaching style meets the child's need

Moving Forward

- Improve engagement of and collaboration with parents and community members locally through the School Improvement Process
- Continue to strengthen relationships with parents through information and involvement opportunities such as the [Parent Involvement Conference](#), Parent Academies, [Community Advisory Committee membership](#) and [Heritage and History Month](#) celebrations
- Ensure concerns are responded to quickly and efficiently and further promote the [Parent Concern Protocol](#)

Students' School Experience

School should be a welcoming place where students not only want to learn, but want to be. The TDSB asked students in the 2017 Student Census all about their overall experience in school, including: if they felt welcomed, how safe and supported they felt, whether they enjoyed school or felt that they belonged, to gain a better understanding of the kind of environments our schools are and how students feel about them.

This data is just one piece of information we use to help inform decisions and respond directly to the voices of students and support their achievement and well-being.

Strengths

Table 1 - I feel safe in my classroom

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 92% |
| Grades 7-8 | 89% |
| Grades 9-12 | 90% |

Table 2 - I feel safe in my school building

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 78% |
| Grades 7-8 | 80% |
| Grades 9-12 | 80% |

Opportunities for Growth

Table 5 - I feel like I belong in this school

| Grade | Percentage |
|-------------|------------|
| Grades 7-8 | 69% |
| Grades 9-12 | 62% |

Table 3 - My school is friendly and welcoming

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 78% |
| Grades 7-8 | 80% |
| Grades 9-12 | 80% |

Table 4 - Rules are applied fairly

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 75% |
| Grades 7-8 | 78% |
| Grades 9-12 | 77% |

Table 6 - I enjoy school

| Grade | Percentage |
|-------------|------------|
| Grades 4-6 | 72% |
| Grades 7-8 | 59% |
| Grades 9-12 | 49% |

Table 7 - I get the help I need

| Grade | Percentage |
|-------------|------------|
| Grades 4-6 | 85% |
| Grades 7-8 | 79% |
| Grades 9-12 | 66% |

Moving Forward

- Enhance the overall school environment to be more inclusive, welcoming and engaging and ensure that schools reflect, honour and celebrate students' diverse lives and experiences
- Use students' voices, experiences, identities and expertise to help inform School Improvement Planning and increase student engagement
- Structure student learning so that students feel they have a voice and their learning is relevant, challenging and addresses real societal issues
- Build educators' professional capacity to integrate inclusive curriculum that is reflective of and responsive to their students' diversity and lived experiences

Students' Relationships at School

Relationships are the positive connections between students, their peers and school adults. Nurturing strong relationships helps support a positive school climate and inclusive and welcoming school environment. As part of the 2017 Student Census, the TDSB asked students about their relationships with their peers, teachers and other school staff.

This data is just one piece of information we use to help inform decisions and respond directly to the voices of students and support their achievement and well-being.

Strengths

Table 8 - Teachers expect me to succeed

| Grades | Percentage |
|-------------|------------|
| Grades 7-8 | 91% |
| Grades 9-12 | 86% |

Table 9 - Teachers respect my background

| Grades | Percentage |
|-------------|------------|
| Grades 7-8 | 94% |
| Grades 9-12 | 90% |

Table 10 - I get along with other students

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 80% |
| Grades 7-8 | 81% |
| Grades 9-12 | 80% |

Table 11 - I feel accepted by other students

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 76% |
| Grades 7-8 | 75% |
| Grades 9-12 | 74% |

Opportunities for Growth

Table 12 - I feel supported by teachers

| Grades | Percentage |
|-------------|------------|
| Grades 7-8 | 76% |
| Grades 9-12 | 62% |

Table 13 - I feel encouraged by teachers

| Grades | Percentage |
|-------------|------------|
| Grades 7-8 | 76% |
| Grades 9-12 | 59% |

Table 14 - I have at least one school adult to turn to for help, advice or support

| Grades | Percentage |
|-------------|------------|
| Grades 7-8 | 61% |
| Grades 9-12 | 56% |

Table 15 - Teachers care about me

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 90% |
| Grades 7-8 | 79% |
| Grades 9-12 | 65% |

Table 16- I am bullied verbally all the time, often or sometimes

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 33% |
| Grades 7-8 | 33% |
| Grades 9-12 | 23% |

Table 17 - I am bullied physically all the time, often or sometimes

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 19% |
| Grades 7-8 | 13% |
| Grades 9-12 | 8% |

Table 18 - I am bullied socially all the time, often or sometimes

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 28% |
| Grades 7-8 | 27% |
| Grades 9-12 | 21% |

Table 19 - I am cyber-bullied all the time, often or sometimes

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 6% |
| Grades 7-8 | 10% |
| Grades 9-12 | 10% |

Moving Forward

- Enhance the overall school environment to be more caring, welcoming and inclusive where every student feels valued and respected by their peers and school staff
- Provide opportunities for students to share concerns and enhance communication. Examples include the development of a Student Concern Protocol and development of a mobile app to support student voice
- Strengthen relationships between students and school adults, striving to ensure that all students have a caring adult to turn to and experience a greater sense of belonging in their school community

Students' Physical Health

When students have enough sleep, participate in physical activity and eat a balanced diet, they come to school better able to learn and participate. The health and well-being of our students plays a big role in their self-esteem, motivation, confidence and readiness to learn. As part of the 2017 Student Census, the TDSB asked students about their physical health, sleeping habits, screen time and more to gain a better picture of their overall health habits.

This data is just one piece of information we use to help inform decisions and respond directly to the voices of students and support their achievement and well-being.

Hours of Sleep on School Days

Table 20 – Grades 7 – 8 Hours of Sleep

| Hours | Percentage |
|-----------------|------------|
| 8 Hours | 66% |
| 7 Hours | 21% |
| 6 or Less Hours | 13% |

Table 21 - Grades 9 - 12 Hours of Sleep

| Hours | Percentage |
|-----------------|------------|
| 8 Hours | 32% |
| 7 Hours | 32% |
| 6 or Less Hours | 35% |

Table 22 - Physical Activity (Grades 7 - 8)

| Hours | Percentage |
|-------------------------------------|------------|
| Every day / 5 to 6 days of the week | 43% |
| 3-4 days of the week | 31% |
| 1-2 days of the week | 21% |
| Never | 5% |

Table 23 - Physical Activity (Grades 9 - 12)

| Hours | Percentage |
|-------------------------------------|------------|
| Every day / 5 to 6 days of the week | 32% |
| 3-4 days of the week | 27% |
| 1-2 days of the week | 27% |
| Never | 13% |

Screen Time Activities

Table 24 - Using Social Media (Male)

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 6% |
| Grades 7-8 | 15% |
| Grades 9-12 | 26% |

Table 25 - Using Social Media (Female)

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 7% |
| Grades 7-8 | 23% |
| Grades 9-12 | 38% |

Table 26 - Playing computer/video games (Male)

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 25% |
| Grades 7-8 | 31% |
| Grades 9-12 | 29% |

* 2+ hours/day

Table 27 - Playing computer/video games (Female)

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 10% |
| Grades 7-8 | 9% |
| Grades 9-12 | 7% |

* 2+ hours/day

Table 28 - Watching TV/Videos (Male/Female)

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 26% |
| Grades 7-8 | 38% |
| Grades 9-12 | 41% |

* 2+ hours/day

Moving Forward

- Enhance student health literacy and awareness through the promotion of daily physical activity, (including Board-wide walk and bike to school days), curricular connections, credit course offerings in Health and Physical Education and extra-curricular activities such as sport teams
- Enhance outdoor learning and play environments in school yards
- Develop a school improvement well-being goal annually that reflects each schools' own data trends
- Promote TDSB Outdoor Education program opportunities for schools

Students' Emotional Well-Being

Feeling safe, engaged and included at school all contribute to having a positive sense of well-being. At the TDSB, we promote positive mental health through safe and caring schools, healthy schools and inclusive schools that are responsive to all as we celebrate the diversity in our communities. As part of the 2017 Student Census, the TDSB asked students in Grades 4 to 12 about their overall emotional well-being as it related to school and beyond.

This data is just one piece of information we use to help inform decisions and respond directly to the voices of students and support their achievement and well-being.

Table 29 Emotional Well-being Index (High/Middle)

| Grades | Percentage |
|----------|------------|
| Grade 4 | 89% |
| Grade 5 | 89% |
| Grade 6 | 87% |
| Grade 7 | 80% |
| Grade 8 | 74% |
| Grade 9 | 70% |
| Grade 10 | 65% |
| Grade 11 | 62% |
| Grade 12 | 60% |

Positive Emotions (All the time/Often)

Table 30 - I feel happy

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 84% |
| Grades 7-8 | 77% |
| Grades 9-12 | 66% |

Table 31 - I feel good about myself

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 78% |
| Grades 7-8 | 71% |
| Grades 9-12 | 60% |

Table 32 - I feel hopeful about the future

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 75% |
| Grades 7-8 | 72% |
| Grades 9-12 | 58% |

Table 33 - I like the way I look

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 74% |
| Grades 7-8 | 61% |
| Grades 9-12 | 54% |

Negative Emotions (All the time/Often)

Table 34 - I feel sad

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 11% |
| Grades 7-8 | 14% |
| Grades 9-12 | 19% |

Table 35 - I feel lonely

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 9% |
| Grades 7-8 | 15% |
| Grades 9-12 | 22% |

Table 36 - I am nervous or worried

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 15% |
| Grades 7-8 | 30% |
| Grades 9-12 | 41% |

Table 37 - I am under a lot of stress or pressure

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 17% |
| Grades 7-8 | 30% |
| Grades 9-12 | 49% |

Table 38 - I am losing confidence

| Grades | Percentage |
|-------------|------------|
| Grades 4-6 | 13% |
| Grades 7-8 | 20% |
| Grades 9-12 | 29% |

Worries Related to Others

Table 39 - Current Events

| Grades | Percentage |
|-------------|------------|
| Grades 7-8 | 31% |
| Grades 9-12 | 31% |

Table 40 - Relationship Issues

| Grades | Percentage |
|-------------|------------|
| Grades 7-8 | 32% |
| Grades 9-12 | 35% |

Table 41 - Family Members

| Grades | Percentage |
|-------------|------------|
| Grades 7-8 | 41% |
| Grades 9-12 | 41% |

Table 42 - Family's Financial Situation

| Grades | Percentage |
|-------------|------------|
| Grades 7-8 | 25% |
| Grades 9-12 | 29% |

Worries Related to Self

Table 43 - Mental Health / Emotional Well-Being

| Grades | Percentage |
|-------------|------------|
| Grades 7-8 | 34% |
| Grades 9-12 | 40% |

Table 44 - Physical Health

| Grades | Percentage |
|-------------|------------|
| Grades 7-8 | 38% |
| Grades 9-12 | 41% |

Table 45 - I am worried about my own future

| Grades | Percentage |
|-------------|------------|
| Grades 7-8 | 58% |
| Grades 9-12 | 72% |

Table 46 - I am worried about my school marks

| Grades | Percentage |
|-------------|------------|
| Grades 7-8 | 74% |
| Grades 9-12 | 79% |

Moving Forward

- Enhance the overall school learning environment to ensure students feel that their identities are represented in classroom resources and in all aspects of school activities
- Develop school-specific well-being goals that reflect and resonate with the schools' diverse community. Focus on strengthening relationships between students and school adults, striving to ensure that all students have a caring adult to turn to.
- Align specialized mental health and well-being staff and resources closer to schools in support of students
- Partner with local health organizations to develop actions to enhance students' resilience, coping and help-seeking skills