

Parent Census 2016-17

JK - Grade 6

System Report



www.tdsb.on.ca/research

Title: Parent Census 2016-17: School Report for JK-Grade 6

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

Your school's Parent Census results are listed under two main sections:

Section A: Demographic Characteristics (p. 1) – summarizes the key student and parent/caregiver demographic information collected in the 2016-17 Parent Census.

Sections B: Parents' Perceptions (pp. 2-5) – contains your school results for all survey questions from both Census Forms A and B. The frequency results for the items are listed along with the actual wording of the Census questions. It should be noted that the order of the questions presented in this report is not the same as on the questionnaires. Instead, related questions or items are grouped under 10 themes (see Table of Contents) to facilitate interpretation of your school's Parent Census results.

Who should be involved in examining the data?

School administrators and their local school team members should examine and discuss the survey results in order to inform their School Improvement Plan.

How representative are our school results?

All the results in your school Census report were based on the responses collected from your students' parent(s) or caregivers in April 2017. Therefore, the representativeness of your school results depends on your school's return rate. For example, schools with an 80% return can say that the findings represent a large majority of their school population. On the other hand, schools with low response rates (e.g., less than 50%) should interpret the results with great caution.

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

Read the responses of your school's parents to each survey item carefully. In the Demographic Section (Section A), use a colour marker to highlight where there were significant proportions of your student population with certain backgrounds – e.g., a larger proportion of students were female, from one or two specific racialized groups, or from higher or lower income families.

In Section B, use different colour markers to highlight areas of strength, concern and/or for attention. For positive items (e.g., "My child enjoys school"), see if the percentage of parents who answered "all the time/often" is acceptable to you as a school leader/team. If the percentage is too low, flag it as an area of concern or attention, etc. If the items are negative (e.g., "Concerns about my child being bullied"), you may consider not only "all the time/often" but also "sometimes", since any bullying should not be tolerable. After examining and highlighting the responses for both sections, you can use the attached **At-a-Glance Data Interpretation Worksheet** (pp. 6-7) to identify key areas of focus for your school.

Some Guiding Questions for Discussion

Section A – Demographic Characteristics

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

Section B – Parents' Perceptions

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

- *What are the strengths and challenges within each of the 10 areas (e.g. Overall School Experiences, Sense of Safety in School and Neighbourhood, Student Relationships with Peers, Student Activities Outside of School, Parents' Perception of their Child's Well-Being, etc.)?*
- *What programs/strategies does our school have in place to address these challenges?*
- *How is our school currently capitalizing on its strengths in the 10 areas? What further supports are required at the system, Learning Network/Learning Centre, and school level to better serve the students' needs?*
- *How does our current school plan address the needs of our students and parent/caregivers?*
- *Identify one to three key actions we need to take as a school to improve students' experiences.*

Note: Aside from Census School Reports, a series of system-level reports including Census Fact Sheets and Census Portraits will be released in 2018-19. These thematic documents contain 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 socioeconomic background).

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Section A: DEMOGRAPHIC CHARACTERISTICS

(1) ABOUT STUDENTS

		TDSB
Total Response		
Number of respondents		88,376
Return rate		63%
Gender		
Female		50%
Male		50%
Nonbinary		<1%
Place of Birth		
Canada		81%
Outside Canada		19%
Racial Background		
Black		8%
East Asian		14%
Indigenous: First Nations, Métis and/or Inuit		<1%
Latin American		1%
Middle Eastern		6%
South Asian		24%
Southeast Asian		4%
White		31%
Mixed		13%
Disability		
Yes		5%
No		93%
Not sure		1%

(2) ABOUT PARENTS / CAREGIVERS AND FAMILY

		TDSB
Parental Presence at Home		
Two parents (e.g., Mother and Father, Mother and Mother, Father and Father)*		85%
Mother only		13%
Father only		1%
Other (e.g., Grandparent, Foster Parent, Other adult relative, Guardian, Group home caregiver)		1%
Parent(s)' First Language		
English only		40%
English and Other(s)		14%
Other(s) only		46%
Parent(s)' Place of Birth		
Canada		27%
Canada and another country		12%
Outside Canada		61%
Parent(s)' Faith / Religion / Creed		
Buddhism		4%
Christianity		30%
Hinduism		10%
Islam		18%
Judaism		2%
No religion, Atheism, Agnosticism		20%
Other (e.g., Indigenous spirituality, Sikhism, Spiritual, More than one religion)		15%
Parent(s)' Educational Background		
University		61%
College		22%
Secondary School		14%
Elementary School		2%
None		1%
Family Size:		
Number of children:	One	20%
	Two	50%
	Three	21%
	Four or more	9%
Number of adults (18 years and over):	One	10%
	Two	70%
	Three	10%
	Four or more	9%
Family Income (annual household income):		
\$100,000+		35%
\$75,000 - \$99,999		10%
\$50,000 - \$74,999		14%
\$30,000 - \$49,999		18%
Less than \$30,000		23%

* Two parents includes "mother and father", "mother and mother", "father and father", "mother and stepfather", "father and stepmother", and "part of the time with each parent". These households can also include other relatives or guardians.

** Where there are two parents with different levels of education, the higher education is used to represent parents' educational background.

Section B: PARENTS' PERCEPTIONS

(1) OVERALL SCHOOL EXPERIENCE

(1) How do you feel about your child's school:		TDSB
a) In this school, differences among all people are respected.	All the time / Often	88%
	Sometimes	7%
	Rarely / Never	1%
	Not sure	4%
b) In this school, my child is treated with respect.	All the time / Often	92%
	Sometimes	6%
	Rarely / Never	1%
	Not sure	1%
c) The school rules are applied to my child in a fair way.	All the time / Often	92%
	Sometimes	5%
	Rarely / Never	1%
	Not sure	2%
d) My child enjoys school.	All the time / Often	90%
	Sometimes	8%
	Rarely / Never	1%
	Not sure	<1%
e) My child gets along well with other students.	All the time / Often	92%
	Sometimes	7%
	Rarely / Never	1%
	Not sure	<1%
f) My child gets the support needed in this school to learn to the best of my child's ability.	All the time / Often	86%
	Sometimes	10%
	Rarely / Never	2%
	Not sure	2%
g) I am satisfied with how my child's teacher adjusts their teaching style to meet my child's learning needs.	All the time / Often	85%
	Sometimes	10%
	Rarely / Never	3%
	Not sure	3%

(2) SENSE OF SAFETY IN SCHOOL AND NEIGHBOURHOOD

(2) How often does your child feel safe:		TDSB
a) In the classroom	All the time / Often	96%
	Sometimes	3%
	Rarely / Never	<1%
	Not sure	1%
b) In other parts of the school (e.g., cafeteria, washroom, hallways)	All the time / Often	89%
	Sometimes	7%
	Rarely / Never	1%
	Not sure	2%
c) Outside on school property (e.g., schoolyard)	All the time / Often	86%
	Sometimes	10%
	Rarely / Never	2%
	Not sure	2%
d) On their way to school	All the time / Often	93%
	Sometimes	4%
	Rarely / Never	1%
	Not sure	1%
e) On their way home from school	All the time / Often	93%
	Sometimes	5%
	Rarely / Never	1%
	Not sure	1%
f) On your street or in your neighbourhood	All the time / Often	89%
	Sometimes	8%
	Rarely / Never	2%
	Not sure	2%

(3) PARENT CONCERNS ABOUT THEIR CHILD AT SCHOOL

(3) How often do you have the following concerns about your child at school:		TDSB
a) Safety concerns	All the time / Often	17%
	Sometimes	15%
	Rarely / Never	67%
	Not sure	1%
b) Concerns about my child being bullied	All the time / Often	16%
	Sometimes	22%
	Rarely / Never	59%
	Not sure	3%
c) Academic concerns (e.g., learning difficulties, etc)	All the time / Often	23%
	Sometimes	25%
	Rarely / Never	51%
	Not sure	1%
d) Behaviour concerns	All the time / Often	16%
	Sometimes	18%
	Rarely / Never	65%
	Not sure	1%

(4) STUDENT RELATIONSHIPS WITH PEERS

(4.1) How easy is it for your child to make new friends:		TDSB
	Very easy / Easy	71%
	Somewhat easy	22%
	Not easy / Not easy at all	7%

(4.2) How many close friends does your child have at school:		TDSB
	None	2%
	One	5%
	Two	15%
	Three or more	71%
	Not sure	7%

(4.3) Outside of school, how often does your child spend time playing with friends:		TDSB
	Weekly	66%
	Monthly	19%
	A few times this year	12%
	Never	4%

(5) STUDENT ACTIVITIES OUTSIDE OF SCHOOL

(5.1) Before entering Kindergarten, did your child regularly attend any of the following programs:		TDSB
a)	Child care centre	31%
b)	Home child care (e.g., non-relative including nanny, babysitter, neighbour)	16%
c)	Child-family programs (e.g., Ontario Early Years Centre, Parenting and Family Literacy Centre)	25%
d)	Nursery / pre-school program	28%
e)	None	27%

(5.2) Is your child currently attending any of the following before-and-after school programs:		TDSB
a)	Child care program located <u>in</u> your child's school	15%
b)	Child care program located <u>outside</u> the school	6%
c)	Home child care (e.g., non-relative including nanny, babysitter, neighbour)	8%
d)	Community / recreation program (e.g., Boys and Girls Club, YMCA)	11%
e)	None	60%

(5.3) Outside of school, how often does your child take part in the following activities:		TDSB
a) Arts (e.g., visual arts, drama, dance)	Weekly	31%
	Monthly	6%
	A few times this year	26%
	Never	37%
b) Music (e.g., choir, piano lessons)	Weekly	27%
	Monthly	4%
	A few times this year	16%
	Never	53%
c) Individual sports (e.g., swimming lessons, tennis, gymnastics)	Weekly	52%
	Monthly	7%
	A few times this year	20%
	Never	21%
d) Team sports (e.g., basketball, soccer, cricket, hockey)	Weekly	30%
	Monthly	6%
	A few times this year	21%
	Never	43%
e) Cultural group, faith / religious activities	Weekly	23%
	Monthly	8%
	A few times this year	21%
	Never	48%
f) Clubs (e.g., Boys and Girls Clubs, nature club, chef club)	Weekly	11%
	Monthly	3%
	A few times this year	13%
	Never	73%

(6) PARENT-SCHOOL RELATIONSHIPS

(6.1) How do you feel about your child's school:		TDSB
a) I feel welcome in my child's school.	All the time / Often	92%
	Sometimes	6%
	Rarely / Never	1%
	Not sure	1%

(6.2) Have you ever felt uncomfortable at your child's school because of:		TDSB
a) Your gender identity	Strongly agree / Agree	3%
	Not sure	5%
	Disagree / Strongly Disagree	92%
b) Your racial / cultural background	Strongly agree / Agree	6%
	Not sure	6%
	Disagree / Strongly Disagree	88%
c) Your faith / religion	Strongly agree / Agree	4%
	Not sure	5%
	Disagree / Strongly Disagree	90%
d) Your sexual orientation	Strongly agree / Agree	2%
	Not sure	5%
	Disagree / Strongly Disagree	93%
e) Your disability	Strongly agree / Agree	2%
	Not sure	5%
	Disagree / Strongly Disagree	93%
f) Your family's level of income	Strongly agree / Agree	4%
	Not sure	6%
	Disagree / Strongly Disagree	89%
g) Your appearance (e.g., your clothing, etc.)	Strongly agree / Agree	4%
	Not sure	6%
	Disagree / Strongly Disagree	90%

(6.3) This school year, how often have you:		TDSB
a) Attended parent / teacher interviews	All the time / Often	67%
	Sometimes	21%
	Rarely / Never	11%
	Not sure	<1%
b) Attended meetings and events at this school	All the time / Often	39%
	Sometimes	34%
	Rarely / Never	26%
	Not sure	1%
c) Volunteered at this school	All the time / Often	16%
	Sometimes	20%
	Rarely / Never	61%
	Not sure	3%
d) Communicated with your child's teachers or with the school (e.g., through telephone, email, your child's school agenda)	All the time / Often	48%
	Sometimes	35%
	Rarely / Never	16%
	Not sure	1%
e) Been contacted by the school about your child	Weekly or more	5%
	Monthly	7%
	Every few months / Once or twice this year	41%
	Rarely / Never	47%

(7) HOME SUPPORT

(7) This school year, how often have you:		TDSB
a) Received communication from your child's teacher about how you can support / improve your child's learning at home	Weekly or more	14%
	Monthly	13%
	Every few months / Once or twice this year	43%
	Rarely / Never	29%
b) Read with your child at home	All the time / Often	74%
	Sometimes	18%
	Rarely / Never	8%
	Not sure	<1%
c) Helped with your child's homework	All the time / Often	75%
	Sometimes	17%
	Rarely / Never	7%
	Not sure	1%

(8) PARENTS' PERCEPTIONS OF THEIR CHILD'S WELL-BEING

(8.1) How often does your child:		TDSB
a) Seem happy	All the time / Often	94%
	Sometimes	5%
	Rarely / Never	<1%
	Not sure	<1%
b) Seem to enjoy their daily activities	All the time / Often	92%
	Sometimes	8%
	Rarely / Never	1%
	Not sure	<1%
c) Not want to go to school	All the time / Often	5%
	Sometimes	16%
	Rarely / Never	78%
	Not sure	1%
d) Complain of headaches / stomach aches	All the time / Often	5%
	Sometimes	20%
	Rarely / Never	74%
	Not sure	2%
e) Seem tired in the morning	All the time / Often	13%
	Sometimes	37%
	Rarely / Never	50%
	Not sure	1%
f) Seem irritable or in a bad mood	All the time / Often	6%
	Sometimes	40%
	Rarely / Never	53%
	Not sure	1%
g) Seem nervous or anxious	All the time / Often	6%
	Sometimes	29%
	Rarely / Never	64%
	Not sure	2%
(8.2) How easy is it for your child to:		TDSB
a) Cope with difficulties	Very easy / Easy	47%
	Somewhat Easy	41%
	Not easy / Not easy at all	12%
b) Control behaviour when angry or upset	Very easy / Easy	53%
	Somewhat Easy	34%
	Not easy / Not easy at all	14%

(9) TRANSPORTATION TO AND FROM SCHOOL

(9.1) How does your child usually get to school:		TDSB
	Walk	52%
	Bicycle	<1%
	School bus	9%
	Public transit (e.g., TTC bus, subway)	3%
	Car	32%
	More than one mode of transportation	3%
	Other	<1%
(9.2) How does your child usually come home from school:		TDSB
	Walk	55%
	Bicycle	<1%
	School bus	9%
	Public transit (e.g., TTC bus, subway)	3%
	Car	29%
	More than one mode of transportation	3%
	Other	1%

(10) PHYSICAL HEALTH CHECK-UPS

(10) How often does your child go to:		TDSB
a) A doctor for a physical health check-up	Once a year or more	81%
	Once every few years	13%
	Once	4%
	Never	2%
b) A doctor for an eyesight test	Once a year or more	47%
	Once every few years	22%
	Once	14%
	Never	16%
c) A doctor for a hearing test	Once a year or more	20%
	Once every few years	22%
	Once	28%
	Never	30%
d) A dentist to have their teeth checked	Once a year or more	80%
	Once every few years	8%
	Once	7%
	Never	6%

At-a-Glance Data Interpretation Worksheet

School:		Date:	
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Section A: Demographic Characteristics	
Student Demographic Highlights	
Gender	
Place of Birth	
Racial Background	
Disability	
Parent / Caregivers and Family Demographic Highlights	
Parental Presence at Home	
Parent(s)' First Language	
Parent(s)' Place of Birth	
Parent(s)' Faith / Religion / Creed	
Parent(s)' Educational Background	
Family Size	
Family Income	

Section B: Parents' Perceptions		
	Strengths	Areas for Improvement
(1) Overall School Experience		
(2) Sense of Safety in School and Neighbourhood		
(3) Parent Concerns about their Child at School		
(4) Student Relationships with Peers		

	Strengths	Areas for Improvement
(5) Student Activities Outside of School		
(6) Parent-School Relationships		
(7) Home Support		
(8) Parents' Perceptions of their Child's Well-Being		
(9) Transportation to and from School		
(10) Physical Health Check-ups		

Based on your knowledge of your school, why do you think the data shows what it does?

Next Steps (School Plans or Actions)

