

**CHARACTERISTICS OF STUDENTS IN PROGRAMS OF STUDY IN  
THE TORONTO DISTRICT SCHOOL BOARD (TDSB)**

The following tables represent a variety of descriptive information in relation to some demographic characteristics of students in different TDSB programs of study. The TDSB programs covered in these data tables are as follows:

* French Immersion
* Extended French
* International Baccalaureate
* Secondary Schools of the Arts
* Alternative programs for both secondary and elementary schools
* EdVance
* Special education and gifted
* System information for secondary program of study—Applied and Academic.

The data show that students from different demographic backgrounds are not equally represented in the different programs of study that the TDSB offers. For example, the IB and French Immersion programs are over represented by students whose parents come from the highest income bracket, over $100,000 annually, and have a university degree. Over 25% of students in fully contained special education classes (excluding gifted) identify as black. Only 3% of students in secondary schools of the arts identify as black compared to 66% of students in these programs that identify as white.

1. **Characteristics of Students in the French as a Second Language (FSL) Programs**

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| **Table 1: Students in French Immersion and Extended French by Student Demographics** | | | | | | | | | |
| **Student Characteristics** | **2016-17** | | | | | | | | |
| **Grades K-6** | | | **Grades 7-8** | | | **Grades 9-12** | | |
| **FI\*** | **EF\*** | **TDSB\*** | **FI\*** | **EF\*** | **TDSB\*** | **FI\*** | **EF\*** | **TDSB\*** |
| **Gender Total\*** | **15452** | **2732** | **139881** | **2385** | **2344** | **31797** | **2797** | **1861** | **73736** |
| Male | 45% | 45% | 51% | 42% | 42% | 51% | 42% | 39% | 52% |
| Female | 55% | 55% | 49% | 58% | 58% | 49% | 58% | 61% | 48% |
| **Student Language\*** |  |  |  |  |  |  |  |  |  |
| English | 66% | 41% | 48% | 63% | 46% | 45% | 65% | 47% | 43% |
| Other (or unknown) | 34% | 59% | 52% | 37% | 54% | 55% | 35% | 53% | 57% |
| **Student Birth Country\*** |  |  |  |  |  |  |  |  |  |
| Canada | 94% | 80% | 83% | 93% | 80% | 76% | 90% | 80% | 68% |
| Outside Canada | 6% | 20% | 17% | 7% | 20% | 24% | 10% | 20% | 32% |
| **Recent Arrivals\*** |  |  |  |  |  |  |  |  |  |
| 1-3 Years | <1% | 1% | 6% | <1% | 1% | 5% | <1% | <1% | 8% |
| 4-5 Years | 1% | 4% | 4% | <1% | 1% | 4% | <1% | <1% | 4% |
| **Special Education\*** |  |  |  |  |  |  |  |  |  |
| SEN (excluding gifted) | 6% | 5% | 12% | 9% | 5% | 22% | 7% | 4% | 20% |

SOURCE: \*TDSB Data Warehouse Extracts as of October 2016.

NOTE: Percentages in tables are rounded and may not add up to 100; percentages less than 0.5%, shown as "<1%".

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| **Table 2: Students in French Immersion and Extended French by Racial Background** | | | | | | | | | |
| **Student Characteristics** | **2016-17** | | | | | | | | |
| **Grades K-6** | | | **Grades 7-8** | | | **Grades 9-12** | | |
| **FI\*** | **EF\*** | **TDSB\*** | **FI\*** | **EF\*** | **TDSB\*** | **FI\*** | **EF\*** | **TDSB\*** |
| **Racial Background\*** | **11518** | **2517** | **103570** | **2235** | **2244** | **29617** | **2382** | **1617** | **56806** |
| Indigenous | <1% | <1% | <1% | <1% | <1% | <1% | <1% | — | <1% |
| Black | 9% | 8% | 10% | 10% | 6% | 13% | 11% | 9% | 12% |
| East Asian | 9% | 13% | 13% | 9% | 16% | 12% | 10% | 20% | 16% |
| Latin American | 2% | 1% | 2% | 1% | 1% | 2% | 2% | 1% | 2% |
| Middle Eastern | 3% | 9% | 6% | 5% | 5% | 6% | 4% | 5% | 6% |
| South Asian | 6% | 21% | 23% | 6% | 21% | 22% | 5% | 17% | 21% |
| Southeast Asian | 2% | 2% | 4% | 1% | 2% | 4% | 2% | 2% | 6% |
| White | 49% | 33% | 30% | 48% | 34% | 28% | 48% | 36% | 26% |
| Mixed | 20% | 13% | 13% | 20% | 13% | 12% | 18% | 11% | 10% |

\*SOURCE: Grades K-6: TDSB Parent Census Grades K-6 (2016-17 includes Student Census Grades 4-6); Grades 7-8: TDSB Student Census Grades 7-8; and Grades 9-12 (2016-17).

NOTE: Percentages in tables are rounded and may not add up to 100; percentages less than 0.5%, shown as "<1%" ; "-" data not available; bolded numbers represent the total number of students in the FSL Programs and the TDSB within each division who responded to the related item on the TDSB's Censuses.

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| **Table 3: Students in French Immersion and Extended French by Household Characteristics** | | | | | | | | | |
| **Household Characteristics** | **2016-17** | | | | | | | | |
| **Grades K-6** | | | **Grades 7-8** | | | **Grades 9-12** | | |
| **FI** | **EF** | **TDSB** | **FI** | **EF** | **TDSB** | **FI** | **EF** | **TDSB** |
| **Family SES†** | **9875** | **1732** | **84634** | **2047** | **2024** | **25489** | **2180** | **1454** | **48378** |
| Professional/Senior Management ($100,000+) | 63% | 38% | 35% | 53% | 41% | 32% | 50% | 40% | 31% |
| Semi-Professional/Middle Management ($75,000 - $99,999) | 12% | 13% | 10% | 24% | 26% | 23% | 26% | 26% | 24% |
| Skilled/Semi-skilled Clerical/Trades  ($50,000 - $74,999) | 11% | 16% | 14% | 16% | 22% | 24% | 18% | 22% | 23% |
| Unskilled Clerical/Trades  ($30,000 - $49,999) | 8% | 18% | 18% | 3% | 6% | 10% | 3% | 6% | 10% |
| Non-Remunerative   (Less than $30,000) | 7% | 16% | 23% | 4% | 5% | 11% | 4% | 5% | 12% |
| **Family Structure** | **11529** | **2509** | **103448** | **2228** | **2230** | **29416** | **2383** | **1614** | **56679** |
| Both Parents | 90% | 86% | 84% | 87% | 87% | 81% | 83% | 86% | 76% |
| Mother Only | 9% | 11% | 13% | 12% | 11% | 15% | 14% | 12% | 17% |
| Father Only | <1% | 1% | 1% | 1% | 1% | 2% | 2% | 1% | 2% |
| Others\* | 1% | 1% | 2% | <1% | 1% | 2% | 1% | 1% | 4% |
| **Parents’ Education Level** | **10208** | **1814** | **87901** | **2209** | **2204** | **28809** | **2340** | **1578** | **55156** |
| Elementary / Secondary School | 4% | 8% | 16% | 2% | 6% | 9% | 5% | 8% | 14% |
| College | 13% | 18% | 22% | 10% | 13% | 14% | 13% | 16% | 18% |
| University | 83% | 74% | 61% | 74% | 62% | 50% | 76% | 67% | 53% |
| Don’t know / Not sure/ None\*\* | <1% | <1% | 1% | 14% | 19% | 28% | 6% | 9% | 15% |
| **Parents’ Place of Birth** | **11516** | **2511** | **103398** | **2227** | **2236** | **29327** | **2366** | **1587** | **55726** |
| Both Canada | 44% | 24% | 27% | 39% | 25% | 23% | 37% | 24% | 21% |
| Canada and other Country | 21% | 11% | 13% | 23% | 13% | 12% | 20% | 13% | 10% |
| Both outside Canada | 35% | 65% | 61% | 38% | 62% | 65% | 43% | 63% | 69% |

SOURCE: Grades K-6: TDSB Parent Census Grades K-6 (2016-17 includes Student Census Grades 4-6); Grades 7-8: TDSB Student Census Grades 7-8; and Grades 9-12 (2016-17).

†Family SES represents annual household income from the TDSB’s Parent Census for Grades K-6 and parents’ employment status from the TDSB’s Student Census for Grades 7-8 and 9-12.

\*Others includes: father & stepmother, mother & stepfather, half the time with each parent, foster parent(s), adult relatives or guardians, group home adults, on his/her own, friends, and other.

\*\*None for Grades K-6 (Parent Census); Not sure/None for 7-8 (Student Census) Don't Know/None for 9-12.

NOTE: Percentages in tables are rounded and may not add up to 100; percentages less than 0.5%, shown as "<1%" ; "-" data not available; bolded numbers represent the total number of students in the FSL Programs and the TDSB within each division who responded to the related item on the TDSB's Censuses.

1. Characteristics of Students in the International Baccalaureate (IB) Programs

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| **Table 1:** **Students in IB Programs by Student Demographics** | | | | | | |
| **Student Characteristics** | **2016-17** | | | | | |
| **Grades K-6** | | **Grades 7-8** | | **Grades 9-12** | |
| **IB\*** | **TDSB\*** | **IB\*** | **TDSB\*** | **IB\*** | **TDSB\*** |
| **Gender Total\*** | **726** | **139881** | **754** | **31797** | **1461** | **73736** |
| Male | 52% | 51% | 49% | 51% | 44% | 52% |
| Female | 48% | 49% | 51% | 49% | 56% | 48% |
| **Student Language\*** |  |  |  |  |  |  |
| English | 57% | 48% | 38% | 45% | 23% | 43% |
| Other | 43% | 52% | 62% | 55% | 77% | 57% |
| **Student Birth Country\*** |  |  |  |  |  |  |
| Canada | 81% | 83% | 73% | 76% | 61% | 68% |
| Outside Canada | 19% | 17% | 27% | 24% | 39% | 32% |
| **Recent Arrivals\*** |  |  |  |  |  |  |
| 1-3 Years | 6% | 6% | 3% | 5% | 2% | 8% |
| 4-5 Years | 4% | 4% | 5% | 4% | 2% | 4% |
| **Special Education\*** |  |  |  |  |  |  |
| SPED excluding gifted | 15% | 12% | 15% | 22% | 3% | 20% |

\*SOURCE: TDSB Data Warehouse Extracts as of 31 October 2016.

NOTE: Percentages in tables are rounded and may not add up to 100; percentages less than 0.5%, shown as "<1%".

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| **Table 2: Students in IB Programs by Racial Background** | | | | | | |
| **Student Characteristics** | **2016-17** | | | | | |
| **Grades K-6** | | **Grades 7-8** | | **Grades 9-12** | |
| **IB\*** | **TDSB\*** | **IB\*** | **TDSB\*** | **IB\*** | **TDSB\*** |
| **Racial Background\*** | **570** | **103570** | **725** | **29617** | **1362** | **56806** |
| Indigenous | — | <1% | <1% | <1% | — | <1% |
| Black | 5% | 10% | 6% | 13% | 4% | 12% |
| East Asian | 14% | 13% | 17% | 12% | 26% | 16% |
| Latin American | 1% | 2% | 1% | 2% | 1% | 2% |
| Middle Eastern | 13% | 6% | 16% | 6% | 4% | 6% |
| South Asian | 8% | 23% | 16% | 22% | 43% | 21% |
| Southeast Asian | 4% | 4% | 1% | 4% | 3% | 6% |
| White | 43% | 30% | 28% | 28% | 13% | 26% |
| Mixed | 13% | 13% | 15% | 12% | 7% | 10% |

\*SOURCE: Grades K-6: TDSB Parent Census Grades K-6 (2016-17 includes Student Census Grades 4-6); Grades 7-8: TDSB Student Census Grades 7-8; and Grades 9-12 (2016-17).

NOTE: Percentages in tables are rounded and may not add up to 100; percentages less than 0.5%, shown as "<1%" ; "-" data not available; bolded numbers represent the total number of students in the FSL Programs and the TDSB within each division who responded to the related item on the TDSB's Censuses.

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| **Table 3: Students in IB Programs by Household Characteristics** | | | | | | |
| **Household Characteristics** | **2016-17** | | | | | |
| **Grades K-6** | | **Grades 7-8** | | **Grades 9-12** | |
| **IB** | **TDSB** | **IB** | **TDSB** | **IB** | **TDSB** |
| **Family SES†** | **391** | **84634** | **644** | **25489** | **1220** | **48378** |
| Professional/Senior Management ($100,000+) | 54% | 35% | 44% | 32% | 45% | 31% |
| Semi-Professional/Middle Management ($75,000 - $99,999) | 10% | 10% | 24% | 23% | 26% | 24% |
| Skilled/Semi-skilled Clerical/Trades ($50,000 - $74,999) | 11% | 14% | 20% | 24% | 17% | 23% |
| Unskilled Clerical/Trades ($30,000 - $49,999) | 14% | 18% | 5% | 10% | 5% | 10% |
| Non-Remunerative  (Less than $30,000) | 10% | 23% | 7% | 11% | 7% | 12% |
| **Family Structure** | **571** | **103448** | **722** | **29416** | **1363** | **56679** |
| Both Parents | 87% | 84% | 84% | 81% | 88% | 76% |
| Mother Only | 11% | 13% | 14% | 15% | 10% | 17% |
| Father Only | 1% | 1% | 2% | 2% | 1% | 2% |
| Others\* | 1% | 2% | 1% | 2% | 1% | 4% |
| **Parents’ Education Level** | **416** | **87901** | **713** | **28809** | **1330** | **55156** |
| Elementary / Secondary School | 6% | 16% | 5% | 9% | 7% | 14% |
| College | 12% | 22% | 12% | 14% | 12% | 18% |
| University | 82% | 61% | 61% | 50% | 74% | 53% |
| Don’t know / Not sure/ None\*\* | <1% | 1% | 22% | 28% | 8% | 15% |
| **Parents’ Place of Birth** | **566** | **103398** | **720** | **29327** | **1346** | **55726** |
| Both Canada | 31% | 27% | 21% | 23% | 8% | 21% |
| Canada and other Country | 17% | 13% | 13% | 12% | 6% | 10% |
| Both outside Canada | 52% | 61% | 66% | 65% | 86% | 69% |

SOURCE: Grades K-6: TDSB Parent Census Grades K-6 (2016-17 includes Student Census Grades 4-6); Grades 7-8: TDSB Student Census Grades 7-8; and Grades 9-12 (2016-17).

†Family SES represents annual household income from the TDSB’s Parent Census for Grades K-6 and parents’ employment status from the TDSB’s Student Census for Grades 7-8 and 9-12.

\*Others includes: father & stepmother, mother & stepfather, half the time with each parent, foster parent(s), adult relatives or guardians, group home adults, on his/her own, friends, and other.

\*\*None for K-6 (Parent Census); Not sure/None for 7-8 (student census) Don't Know/None for 9-12.

NOTE: Percentages in tables are rounded and may not add up to 100; percentages less than 0.5%, shown as "<1%" ; "-" data not available; bolded numbers represent the total number of students in the IB Programs and the TDSB within each division who responded to the related item on the TDSB's Censuses.

1. **Characteristics of Students in Secondary Schools of the Arts**

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| **Table 1: Students in Secondary Schools of the Arts\* 2016-17 by Deciles of Income**  **(Lowest to Highest Income Categories)** | | |
| **Deciles of Income\*\*** | **N** | **%** |
| Less than or equal to $30,000.00 | 106 | 5.5 |
| More than $30,000.00 to $35,841.35 | 86 | 4.5 |
| More than $35,841.35 to $41,671.00 | 89 | 4.6 |
| More than $41,671.00 to $47,601.63 | 113 | 5.9 |
| More than $47,601.63 to $54,731.11 | 155 | 8.1 |
| More than $54,731.11 to $70,000.00 | 200 | 10.4 |
| More than $70,000.00 to $80,000.00 | 217 | 11.3 |
| More than $80,000.00 to $94,850.59 | 261 | 13.6 |
| More than $94,850.59 to $119,117.36 | 332 | 17.3 |
| More than $119,117.36 | 356 | 18.6 |
| **Total** | **1915** | **100.0** |

SOURCE: Environics Analytics 2018.

\*Secondary Schools of the Arts defined as Rosedale Heights School of the Arts and Etobicoke School of the Arts. Arts programs within schools (e.g. Earl Haig, Wexford CI) are not included.

\*\*Deciles of Income: For all TDSB students in Regular Day Schools over the 2016-17 school year, the 6 digit postal code of student residence (e.g. “M4X1X8”) was matched to Median Household Income (2018 dollars) of the Dissemination Area (DA) in which the student lived. There was a link of 256,771 of 257,857 students or 99.6%. Students were then divided in ten equal categories of income (deciles) from lowest to highest. For example, the lowest category of household income of 25,859 students went from a median household income of $5,104.74 per household to $30,000 per household.

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| **Table 2: Students in Secondary Schools of the Arts\* 2016-17 by Grade 9-10 Program of Study**  **(Majority of Grade 9-10 Courses)** | | |
| **Program of Study\*\*** | **N** | **%** |
| Academic | 1816 | 94.6 |
| Applied | 70 | 3.6 |
| No program of study | 33 | 1.7 |
| **Total** | **1919** | **100.0** |

\*Secondary Schools of the Arts defined as Rosedale Heights School of the Arts and Etobicoke School of the Arts. Arts programs within schools (e.g. Earl Haig, Wexford CI) are not included.

\*\*Program of Study: The majority of Grade 9-10 courses taken, according to Academic, Applied, or Locally-Developed courses. For example, if a student took 10 Academic and 4 Applied courses over Grades 9 and 10, the student would be categorized as taking Academic courses.

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| **Table 3: Students in Secondary Schools of the Arts\* 2016-17 by Racial Background** | | |
| **Racial Background** | **N** | **%** |
| Black | 50 | 3.0 |
| East Asian | 105 | 6.3 |
| Indigenous\*\* | 3 | 0.2 |
| Latin American | 33 | 2.0 |
| Middle Eastern | 12 | 0.7 |
| Mixed | 312 | 18.9 |
| South Asian | 18 | 1.1 |
| Southeast Asian | 29 | 1.8 |
| White | 1092 | 66.0 |
| **Total** | **1654** | **100.0** |

SOURCE: TDSB Student Census Grades 9-12 (2016-17).

\*Secondary Schools of the Arts defined as Rosedale Heights School of the Arts and Etobicoke School of the Arts. Arts programs within schools (e.g. Earl Haig, Wexford CI) are not included.

\*\*Indigenous: Data showing less than 10 students should not be made public to ensure the confidentiality of students.

1. **Characteristics of Students in Secondary EdVance Schools**

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| **Table 1: Students in Secondary EdVance Schools\* 2016-17 by Deciles of Income**  **(Lowest to Highest Income Categories)** | | |
| **Deciles of Income\*\*** | **N** | **%** |
| Less than or equal to $30,000.00 | 239 | 16.8 |
| More than $30,000.00 to $35,841.35 | 225 | 15.8 |
| More than $35,841.35 to $41,671.00 | 217 | 15.2 |
| More than $41,671.00 to $47,601.63 | 141 | 9.9 |
| More than $47,601.63 to $54,731.11 | 154 | 10.8 |
| More than $54,731.11 to $70,000.00 | 139 | 9.8 |
| More than $70,000.00 to $80,000.00 | 111 | 7.8 |
| More than $80,000.00 to $94,850.59 | 90 | 6.3 |
| More than $94,850.59 to $119,117.36 | 65 | 4.6 |
| More than $119,117.36 | 44 | 3.1 |
| **Total** | **1425** | **100.0** |

SOURCE: Environics Analytics 2018.

\*EdVance Schools: Attending one of the five EdVance quadmestered schools (SCAS, Emery EdVance, Burnhamthorpe CI, CALC SS, and Yorkdale SS).

\*\*Deciles of Income: For all TDSB students in Regular Day Schools over the 2016-17 school year, the 6 digit postal code of student residence (e.g. “M4X1X8”) was matched to Median Household Income (2018 dollars) of the Dissemination Area (DA) in which the student lived. There was a link of 256,771 of 257,857 students or 99.6%. Students were then divided in ten equal categories of income (deciles) from lowest to highest. For example, the lowest category of household income of 25,859 students went from a median household income of $5,104.74 per household to $30,000 per household.

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| **Table 2: Students in Secondary EdVance Schools\* 2016-17 by Grade 9-10 Program of Study**  **(Majority of Grade 9-10 Courses)** | | |
| **Program of Study\*\*** | **N** | **%** |
| Academic | 412 | 28.7 |
| Applied | 698 | 48.6 |
| Locally developed | 94 | 6.5 |
| No program of study | 233 | 16.2 |
| **Total** | **1437** | **100.0** |

\*EdVance Schools: Attending one of the five EdVance quadmestered schools (SCAS, Emery EdVance, Burnhamthorpe CI, CALC SS, and Yorkdale SS).

\*\*Program of Study: The majority of Grade 9-10 courses taken, according to Academic, Applied, or Locally-Developed courses. For example, if a student took 10 Academic and 4 Applied courses over Grades 9 and 10, the student would be categorized as taking Academic courses.

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| **Table 3: Students in Secondary EdVance Schools by Racial Background** | | |
| **Racial Background** | **N** | **%** |
| Black | 132 | 29.3 |
| East Asian | 18 | 4.0 |
| Indigenous\*\* | 1 | 0.2 |
| Latin American | 32 | 7.1 |
| Middle Eastern | 53 | 11.8 |
| Mixed | 36 | 8.0 |
| South Asian | 62 | 13.8 |
| Southeast Asian | 80 | 17.8 |
| White | 36 | 8.0 |
| **Total** | **450** | **100.0** |

SOURCE: TDSB Student Census Grades 9-12 (2016-17). Due to high mobility in the EdVance schools, the number of students who wrote the Student Census is lower than at other secondary day schools.

\*EdVance Schools: Attending one of the five EdVance quadmestered schools (SCAS, Emery EdVance, Burnhamthorpe CI, CALC SS, and Yorkdale SS).

\*\*Indigenous: Data showing less than 10 students should not be made public to ensure the confidentiality of students.

1. **Characteristics of Students in Secondary Alternative Schools**

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| **Table 1: Students in Secondary Alternative Schools 2016-17 by Deciles of Income**  **(Lowest to Highest Income Categories)** | | |
| **Deciles of Income\*\*** | **N** | **%** |
| Less than or equal to $30,000.00 | 198 | 11.5 |
| More than $30,000.00 to $35,841.35 | 167 | 9.7 |
| More than $35,841.35 to $41,671.00 | 142 | 8.3 |
| More than $41,671.00 to $47,601.63 | 203 | 11.8 |
| More than $47,601.63 to $54,731.11 | 152 | 8.8 |
| More than $54,731.11 to $70,000.00 | 182 | 10.6 |
| More than $70,000.00 to $80,000.00 | 161 | 9.4 |
| More than $80,000.00 to $94,850.59 | 169 | 9.8 |
| More than $94,850.59 to $119,117.36 | 205 | 11.9 |
| More than $119,117.36 | 141 | 8.2 |
| **Total** | **1720** | **100.0** |

SOURCE: Environics Analytics 2018.

\*\*Deciles of Income: For all TDSB students in Regular Day Schools over the 2016-17 school year, the 6 digit postal code of student residence (e.g. “M4X1X8”) was matched to Median Household Income (2018 dollars) of the Dissemination Area (DA) in which the student lived. There was a link of 256,771 of 257,857 students or 99.6%. Students were then divided in ten equal categories of income (deciles) from lowest to highest. For example, the lowest category of household income of 25,859 students went from a median household income of $5,104.74 per household to $30,000 per household.

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| **Table 2: Students in Secondary Alternative Schools 2016-17 by Grade 9-10 Program of Study**  **(Majority of Grade 9-10 Courses)** | | |
| **Program of Study\*** | **N** | **%** |
| Academic | 909 | 52.5 |
| Applied | 655 | 37.9 |
| Locally developed | 36 | 2.1 |
| No program of study | 130 | 7.5 |
| **Total** | **1730** | **100.0** |

\*Program of Study: The majority of Grade 9-10 courses taken, according to Academic, Applied, or Locally-Developed courses. For example, if a student took 10 Academic and 4 Applied courses over Grades 9 and 10, the student would be categorized as taking Academic courses.

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| --- | --- | --- |
| **Table 3: Students in Secondary Alternative Schools 2016-17 by Racial Background** | | |
| **Racial Background** | **N** | **%** |
| Black | 101 | 11.3 |
| East Asian | 31 | 3.5 |
| Indigenous\* | 6 | 0.7 |
| Latin American | 37 | 4.1 |
| Middle Eastern | 25 | 2.8 |
| Mixed | 179 | 20.1 |
| South Asian | 100 | 11.2 |
| Southeast Asian | 26 | 2.9 |
| White | 387 | 43.4 |
| **Total** | **892** | **100.0** |

SOURCE: TDSB Student Census Grades 9-12 (2016-17).

\*Indigenous: Data showing less than 10 students should not be made public to ensure the confidentiality of students.

1. **Characteristics of Students in Elementary Alternative Schools**

|  |  |  |
| --- | --- | --- |
| **Table 1: Students in Elementary Alternative Schools 2016-17 by Deciles of Income**  **(Lowest to Highest Income Categories)** | | |
| **Deciles of Income\*\*** | **N** | **%** |
| Less than or equal to $30,000.00 | 85 | 4.3 |
| More than $30,000.00 to $35,841.35 | 135 | 6.8 |
| More than $35,841.35 to $41,671.00 | 139 | 7.0 |
| More than $41,671.00 to $47,601.63 | 172 | 8.6 |
| More than $47,601.63 to $54,731.11 | 230 | 11.5 |
| More than $54,731.11 to $70,000.00 | 278 | 13.9 |
| More than $70,000.00 to $80,000.00 | 255 | 12.8 |
| More than $80,000.00 to $94,850.59 | 268 | 13.4 |
| More than $94,850.59 to $119,117.36 | 245 | 12.3 |
| More than $119,117.36 | 187 | 9.4 |
| **Total** | **1994** | **100.0** |

SOURCE: Environics Analytics 2018.

\*\*Deciles of Income: For all TDSB students in Regular Day Schools over the 2016-17 school year, the 6 digit postal code of student residence (e.g. “M4X1X8”) was matched to Median Household Income (2018 dollars) of the Dissemination Area (DA) in which the student lived. There was a link of 256,771 of 257,857 students or 99.6%. Students were then divided in ten equal categories of income (deciles) from lowest to highest. For example, the lowest category of household income of 25,859 students went from a median household income of $5,104.74 per household to $30,000 per household.

|  |  |  |
| --- | --- | --- |
| **Table 2: Students in Elementary Alternative Schools 2016-17 by Racial Background** | | |
| **Racial Background** | **N** | **%** |
| Black | 86 | 5.7 |
| East Asian | 98 | 6.5 |
| Indigenous\* | 7 | 0.5 |
| Latin American | 21 | 1.4 |
| Middle Eastern | 32 | 2.1 |
| Mixed | 299 | 20.0 |
| South Asian | 91 | 6.1 |
| Southeast Asian | 15 | 1.0 |
| White | 848 | 56.6 |
| **Total** | **1497** | **100.0** |

SOURCE: Grades K-6: TDSB Parent Census Grades K-6 (2016-17 include Student Census Grades 4-6); and Grades 7-8: TDSB Student Census.

\*Indigenous: Data showing less than 10 students should not be made public to ensure the confidentiality of students.

1. **Characteristics of Students in Fully Self-Contained Special Education Classes (‘ISP’) Excluding Gifted**

|  |  |  |
| --- | --- | --- |
| **Table 1: Students in Fully Self-Contained Special Education Classes\* (‘ISP’) Excluding Gifted**  **2016-17 by Deciles of Income (Lowest to Highest Income Categories) (JK to 12)** | | |
| **Deciles of Income\*\*** | **N** | **%** |
| Less than or equal to $30,000.00 | 648 | 15.6 |
| More than $30,000.00 to $35,841.35 | 619 | 14.9 |
| More than $35,841.35 to $41,671.00 | 533 | 12.8 |
| More than $41,671.00 to $47,601.63 | 474 | 11.4 |
| More than $47,601.63 to $54,731.11 | 416 | 10.0 |
| More than $54,731.11 to $70,000.00 | 371 | 8.9 |
| More than $70,000.00 to $80,000.00 | 315 | 7.6 |
| More than $80,000.00 to $94,850.59 | 315 | 7.6 |
| More than $94,850.59 to $119,117.36 | 279 | 6.7 |
| More than $119,117.36 | 186 | 4.5 |
| **Total** | **4156** | **100.0** |

SOURCE: Environics Analytics 2018.

\*Fully Self-Contained Classes: Students who attend 100% of instruction in Special Education classes are considered to be attending fully self-contained instruction. In the TDSB, most of these students are said to be attending ISP (Intensive Support Programs). Students with a Gifted exceptionality are not included in this table.

\*\*Deciles of Income: For all TDSB students in Regular Day Schools over the 2016-17 school year, the 6 digit postal code of student residence (e.g. “M4X1X8”) was matched to Median Household Income (2018 dollars) of the Dissemination Area (DA) in which the student lived. There was a link of 256,771 of 257,857 students or 99.6%. Students were then divided in ten equal categories of income (deciles) from lowest to highest. For example, the lowest category of household income of 25,859 students went from a median household income of $5,104.74 per household to $30,000 per household.

|  |  |  |
| --- | --- | --- |
| **Table 2: Students in Fully Self-Contained Special Education Classes\* (‘ISP’) Excluding Gifted**  **2016-17 by Grade 9-10 Program of Study (Majority of Grade 9-10 Courses), Grade 9-12 Only** | | |
| **Program of Study\*\*** | **N** | **%** |
| Academic | 4 | 0.3 |
| Applied | 12 | 1.0 |
| Locally developed | 407 | 35.5 |
| No program of study | 724 | 63.1 |
| **Total** | **1147** | **100.0** |

\*Fully Self-Contained Classes: Students who attend 100% of instruction in Special Education classes are considered to be attending fully self-contained instruction. In the TDSB, most of these students are said to be attending ISP (Intensive Support Programs). Students with a Gifted exceptionality are not included in this table.

\*\*Program of Study: The majority of Grade 9-10 courses taken, according to Academic, Applied, or Locally-Developed courses. For example, if a student took 10 Academic and 4 Applied courses over Grades 9 and 10, the student would be categorized as taking Academic courses.

|  |  |  |
| --- | --- | --- |
| **Table 3: Students in Fully Self-Contained Special Education Classes\* (‘ISP’) Excluding Gifted**  **2016-17 by Racial Background (JK to 12)** | | |
| **Racial Background** | **N** | **%** |
| Black | 518 | 25.6 |
| East Asian | 123 | 6.1 |
| Indigenous\*\* | 24 | 1.2 |
| Latin American | 54 | 2.7 |
| Middle Eastern | 113 | 5.6 |
| Mixed | 223 | 11.0 |
| South Asian | 422 | 20.8 |
| Southeast Asian | 100 | 4.9 |
| White | 448 | 22.1 |
| **Total** | **2025** | **100.0** |

SOURCE: Grades K-6: TDSB Parent Census Grades K-6 (2016-17 includes Student Census Grades 4-6); Grades 7-8: TDSB Student Census Grades 7-8; and Grades 9-12 (2016-17).

\*Fully Self-Contained Classes: Students who attend 100% of instruction in Special Education classes are considered to be attending fully self-contained instruction. In the TDSB, most of these students are said to be attending ISP (Intensive Support Programs). Students with a Gifted exceptionality are not included in this table.

\*\*Indigenous: Data showing less than 10 students should not be made public to ensure the confidentiality of students.

1. **Characteristics of Students in Fully Self-Contained or Partially Integrated Gifted Special Education Classes**

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| --- | --- | --- |
| **Table 1: Students in Fully Self-Contained or Partially Integrated Gifted Special Education Classes\***  **2016-17 by Deciles of Income (Lowest to Highest Income Categories) (JK to 12)** | | |
| **Deciles of Income\*\*** | **N** | **%** |
| Less than or equal to $30,000.00 | 202 | 4.6 |
| More than $30,000.00 to $35,841.35 | 204 | 4.7 |
| More than $35,841.35 to $41,671.00 | 250 | 5.7 |
| More than $41,671.00 to $47,601.63 | 377 | 8.6 |
| More than $47,601.63 to $54,731.11 | 395 | 9.0 |
| More than $54,731.11 to $70,000.00 | 454 | 10.4 |
| More than $70,000.00 to $80,000.00 | 506 | 11.6 |
| More than $80,000.00 to $94,850.59 | 539 | 12.3 |
| More than $94,850.59 to $119,117.36 | 617 | 14.1 |
| More than $119,117.36 | 830 | 19.0 |
| **Total** | **4374** | **100.0** |

SOURCE: Environics Analytics 2018.

\*Fully Self-Contained or Partially Integrated Gifted Special Education Classes: Students in the TDSB with a Gifted exceptionality who are attending Special Education classes, generally are enrolled in fully self-contained classes in elementary grades, and partially integrated classes in secondary grades. For the purposes of this analysis, Gifted instruction in both types of Special Education classes were looked at.

\*\*Deciles of Income: For all TDSB students in Regular Day Schools over the 2016-17 school year, the 6 digit postal code of student residence (e.g. “M4X1X8”) was matched to Median Household Income (2018 dollars) of the Dissemination Area (DA) in which the student lived. There was a link of 256,771 of 257,857 students or 99.6%. Students were then divided in ten equal categories of income (deciles) from lowest to highest. For example, the lowest category of household income of 25,859 students went from a median household income of $5,104.74 per household to $30,000 per household.

|  |  |  |
| --- | --- | --- |
| **Table 2: Students in Fully Self-Contained or Partially Integrated Gifted Special Education Classes \***  **2016-17 by** **Grade 9-10 Program of Study (Majority of Grade 9-10 Courses), Grade 9-12 Only** | | |
| **Program of Study\*\*** | **N** | **%** |
| Academic | 1476 | 99.8 |
| Applied | 2 | 0.1 |
| No program of study | 1 | 0.1 |
| **Total** | **1479** | **100.0** |

\*Fully Self-Contained or Partially Integrated Gifted Special Education Classes: Students in the TDSB with a Gifted exceptionality who are attending Special Education classes, generally are enrolled in fully self-contained classes in elementary grades, and partially integrated classes in secondary grades. For the purposes of this analysis, Gifted instruction in both types of Special Education classes were looked at.

\*\*Program of Study: The majority of Grade 9-10 courses taken, according to Academic, Applied, or Locally-Developed courses. For example, if a student took 10 Academic and 4 Applied courses over Grades 9 and 10, the student would be categorized as taking Academic courses.

|  |  |  |
| --- | --- | --- |
| **Table 3: Students in Fully Self-Contained or Partially Integrated Gifted Special Education Classes\***  **2016-17 by Racial Background (JK to 12)** | | |
| **Racial Background** | **N** | **%** |
| Black | 100 | 2.5 |
| East Asian | 1088 | 27.3 |
| Indigenous\*\* | 2 | 0.1 |
| Latin American | 24 | 0.6 |
| Middle Eastern | 77 | 1.9 |
| Mixed | 498 | 12.5 |
| South Asian | 506 | 12.7 |
| Southeast Asian | 106 | 2.7 |
| White | 1589 | 39.8 |
| **Total** | **3990** | **100.0** |

SOURCE: Grades K-6: TDSB Parent Census Grades K-6 (2016-17 includes Student Census Grades 4-6); Grades 7-8: TDSB Student Census Grades 7-8; and Grades 9-12 (2016-17).

\*Fully Self-Contained or Partially Integrated Gifted Special Education Classes: Students in the TDSB with a Gifted exceptionality who are attending Special Education classes, generally are enrolled in fully self-contained classes in elementary grades, and partially integrated classes in secondary grades. For the purposes of this analysis, Gifted instruction in both types of Special Education classes were looked at.

\*\*Indigenous: Data showing less than 10 students should not be made public to ensure the confidentiality of students.

1. **Characteristics of Students in Partially Integrated Special Education Classes Excluding Gifted (‘HSP’)**

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| --- | --- | --- |
| **Table 1: Students in Partially Integrated Special Education Classes Excluding Gifted\* (‘HSP’)**  **2016-17 by Deciles of Income (Lowest to Highest Income Categories) (JK to 12)** | | |
| **Deciles of Income\*\*** | **N** | **%** |
| Less than or equal to $30,000.00 | 1172 | 15.7 |
| More than $30,000.00 to $35,841.35 | 1083 | 14.6 |
| More than $35,841.35 to $41,671.00 | 927 | 12.5 |
| More than $41,671.00 to $47,601.63 | 842 | 11.3 |
| More than $47,601.63 to $54,731.11 | 716 | 9.6 |
| More than $54,731.11 to $70,000.00 | 669 | 9.0 |
| More than $70,000.00 to $80,000.00 | 625 | 8.4 |
| More than $80,000.00 to $94,850.59 | 523 | 7.0 |
| More than $94,850.59 to $119,117.36 | 516 | 6.9 |
| More than $119,117.36 | 370 | 5.0 |
| **Total** | **7443** | **100.0** |

SOURCE: Environics Analytics 2018.

\*Partially Integrated Classes: Students who attend over 50%, but less than 100%, of instruction in Special Education classes are considered to be attending partially integrated instruction. In the TDSB, most of these students are said to be attending HSP (Home School Programs) in the elementary panel. Students with a Gifted exceptionality are not included in this table.

\*\*Deciles of Income: For all TDSB students in Regular Day Schools over the 2016-17 school year, the 6 digit postal code of student residence (e.g. “M4X1X8”) was matched to Median Household Income (2018 dollars) of the Dissemination Area (DA) in which the student lived. There was a link of 256,771 of 257,857 students or 99.6%. Students were then divided in ten equal categories of income (deciles) from lowest to highest. For example, the lowest category of household income of 25,859 students went from a median household income of $5,104.74 per household to $30,000 per household.

|  |  |  |
| --- | --- | --- |
| **Table 2: Students in Partially Integrated Special Education Classes Excluding Gifted\* (‘HSP’)**  **2016-17 by Grade 9-10 Program of Study (Majority of Grade 9-10 Courses), Grade 9-12 Only** | | |
| **Program of Study\*\*** | **N** | **%** |
| Academic | 72 | 5.6 |
| Applied | 547 | 42.4 |
| Locally Developed | 604 | 46.8 |
| No program of study | 68 | 5.3 |
| **Total** | **1291** | **100.0** |

\*Partially Integrated Classes: Students who attend over 50%, but less than 100%, of instruction in Special Education classes are considered to be attending partially integrated instruction. In the TDSB, most of these students are said to be attending HSP (Home School Programs) in the elementary panel. Students with a Gifted exceptionality are not included in this table.

\*\*Program of Study: The majority of Grade 9-10 courses taken, according to Academic, Applied, or Locally-Developed courses. For example, if a student took 10 Academic and 4 Applied courses over Grades 9 and 10, the student would be categorized as taking Academic courses.

|  |  |  |
| --- | --- | --- |
| **Table 3: Students in Partially Integrated Special Education Classes Excluding Gifted\* (‘HSP’)**  **2016-17 by Racial Background (JK to 12)** | | |
| **Racial Background** | **N** | **%** |
| Black | 1464 | 25.5 |
| East Asian | 330 | 5.8 |
| Indigenous\*\* | 68 | 1.2 |
| Latin American | 198 | 3.5 |
| Middle Eastern | 334 | 5.8 |
| Mixed | 819 | 14.3 |
| South Asian | 794 | 13.8 |
| Southeast Asian | 183 | 3.2 |
| White | 1546 | 27.0 |
| **Total** | **5736** | **100.0** |

SOURCE: Grades K-6: TDSB Parent Census Grades K-6 (2016-17 includes Student Census Grades 4-6); Grades 7-8: TDSB Student Census Grades 7-8; and Grades 9-12 (2016-17).

\*Partially Integrated Classes: Students who attend over 50%, but less than 100%, of instruction in Special Education classes are considered to be attending partially integrated instruction. In the TDSB, most of these students are said to be attending HSP (Home School Programs) in the elementary panel. Students with a Gifted exceptionality are not included in this table.

\*\*Indigenous: Data showing less than 10 students should not be made public to ensure the confidentiality of students.

1. **Characteristics of Students in Grade 9 Program of Study: Cohort of 2016-17 Active as of June 30, 2017 (N = 16,191)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 1: Students in Grade 9 Program of Study: Cohort of 2016-17 Active as of June 30, 2017**  **(N = 16,191)\* by Deciles of Income** | | | | | |
| **Deciles of Income\*\*** | **Academic** | **Applied** | **Locally-Developed** | **No Program of Study** | **Total** |
| Less than or equal to $30,000.00 | 66.4% | 24.3% | 7.1% | 2.2% | 100.0% |
| More than $30,000.00 to $35,841.35 | 65.1% | 26.4% | 6.0% | 2.5% | 100.0% |
| More than $35,841.35 to $41,671.00 | 68.6% | 23.4% | 5.7% | 2.3% | 100.0% |
| More than $41,671.00 to $47,601.63 | 75.3% | 18.6% | 4.2% | 2.0% | 100.0% |
| More than $47,601.63 to $54,731.11 | 79.7% | 15.1% | 2.9% | 2.3% | 100.0% |
| More than $54,731.11 to $70,000.00 | 80.9% | 15.8% | 2.0% | 1.3% | 100.0% |
| More than $70,000.00 to $80,000.00 | 81.0% | 14.6% | 2.9% | 1.6% | 100.0% |
| More than $80,000.00 to $94,850.59 | 84.8% | 11.9% | 1.6% | 1.7% | 100.0% |
| More than $94,850.59 to $119,117.36 | 88.2% | 9.1% | 1.9% | 0.8% | 100.0% |
| More than $119,117.36 | 92.1% | 6.2% | 0.9% | 0.8% | 100.0% |
| **Total** | **78.2%** | **16.5%** | **3.5%** | **1.7%** | **100.0%** |

SOURCE: Environics Analytics 2018.

\*Grade 9 cohort of 2016-17: This used the TDSB School Information System (SIS) cohort field, where students had a value of 2016-17, showing that they were Grade 9 students attending their first year of secondary instruction of the 2016-17 school year. There were 16,191 of these Grade 9 students present at the end of the 2016-17 school year in June 2017.

\*\*Deciles of Income: For all TDSB students in Regular Day Schools over the 2016-17 school year, the 6 digit postal code of student residence (e.g. “M4X1X8”) was matched to Median Household Income (2018 dollars) of the Dissemination Area (DA) in which the student lived. There was a link of 256,771 of 257,857 students or 99.6%. Students were then divided in ten equal categories of income (deciles) from lowest to highest. For example, the lowest category of household income of 25,859 students went from a median household income of $5,104.74 per household to $30,000 per household.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 2: Students in Grade 9 Program of Study: Cohort of 2016-17 Active as of June 30, 2017**  **(N = 16,191)\* by Racial Background** | | | | | |
| **Racial Background** | **Academic** | **Applied** | **Locally-Developed** | **No Program of Study** | **Total** |
| Black | 63.6% | 28.0% | 6.9% | 1.5% | 100.0% |
| East Asian | 90.3% | 8.4% | 0.5% | 0.8% | 100.0% |
| Indigenous\*\* | 30.3% | 54.5% | 9.1% | 6.1% | 100.0% |
| Latin American | 64.2% | 30.8% | 4.7% | 0.4% | 100.0% |
| Middle Eastern | 69.0% | 21.7% | 7.2% | 2.1% | 100.0% |
| Mixed | 80.0% | 17.6% | 2.0% | 0.4% | 100.0% |
| South Asian | 86.2% | 11.0% | 1.9% | 0.9% | 100.0% |
| Southeast Asian | 71.3% | 25.2% | 2.5% | 1.0% | 100.0% |
| White | 85.1% | 11.9% | 2.4% | 0.6% | 100.0% |
| **Total** | **80.6%** | **15.6%** | **2.9%** | **0.9%** | **100.0%** |

SOURCE: TDSB Student Census Grades 9-12 (2016-17).

\*Grade 9 cohort of 2016-17: This used the TDSB School Information System (SIS) cohort field, where students had a value of 2016-17, showing that they were Grade 9 students attending their first year of secondary instruction of the 2016-17 school year. There were 16,191 of these Grade 9 students present at the end of the 2016-17 school year in June 2017.

\*\*Indigenous: Data showing less than 10 students should not be made public to ensure the confidentiality of students.

Prepared by Research & Development, April 2019