

HALIFAX REGIONAL SCHOOL BOARD

STUDENT IDENTIFICATION SURVEY PILOT AND PFI ANCESTRY DATA

- PURPOSE:** To provide the Halifax Regional School Board with two reports for information:
1. 3rd Annual PFI Survey – Identifying the Influence of Ancestry
 2. Student Identification Survey Pilot
- BACKGROUND:** In the 2004-05 school year the Halifax Regional School Board agreed to pilot a new survey designed to collect specific information about the entire student population and the communities served by the board.
- In the same year the board modified its Planning for Improvement surveys to include a wider range of demographic questions.
- To ensure consistency in the data, the same demographic categories were used in developing both surveys.
- CONTENT:** The attached reports include the results of the Self Identification Survey Pilot and preliminary results for demographic information collected through the board's 3rd Annual Planning for Improvement Survey.
- COST:** No costs are associated with presentation of the results. Details of the survey costs were part of the board's regular budget planning process and approved by the board (and the Department of Education in the case of the Self Identification Survey).
- FUNDING:** No new costs will arise out of the board receiving the attached reports.
- TIMELINE:** n/a
- APPENDICES:**
- A: Report on the Student Identification Survey Pilot
 - B: 3rd Annual Planning for Improvement Survey – Identifying the Influence of Ancestry
- RECOMMENDATIONS:** That the board receive the attached reports for information.
- COMMUNICATIONS:**
- From:** For further information please contact Jodene Dunleavy (jdunleavy@hrsb.ns.ca) or Heather Chandler (hchandler@hrsb.ns.ca)
- To:** Regular Board – Wednesday, October 26, 2005



Student Identification Survey Pilot

October 2005

Student Identification Survey Pilot



September 2005

Background

During the 2004-05 school year, the Halifax Regional School Board and Department of Education piloted a Student Identification Survey designed to collect specific information about the entire student population and the communities served by the Halifax Regional School Board.

The purpose of collecting First Nations status, ethnicity and language data was to provide the Board and the Department of Education with detailed information about the student population that will allow the School Board to better understand and respond to systemic barriers that may be faced by various groups of students. Information about individual students is necessary to organize data about groups by schools or grade

levels (e.g. elementary, junior high). Such information can be tracked and transferred if the student changes schools.

Methodology

The Student Identification Survey form (Appendix A) was developed by staff of the Halifax Regional School Board, the Department of Education, Native Council of Nova Scotia, The Confederacy of Mainland Mi'kmaq, YMCA Newcomers and the Multicultural Association of Nova Scotia. It allowed for the collection of data from the entire student population (55,723).

Prior to the printing and distribution of the survey, the Superintendent previewed the survey form with all school principals to provide advance notice and to receive their feedback. Information about the Student Identification Survey was also provided to board members and various community based committees.

The Board's Website was used to provide information about the Survey. Additional promotion, prior to and during the distribution of the Survey, included a Cable Television ad that ran for ten days and a two media interviews with the Superintendent.

Survey methods differed slightly among school groups:

1. In high schools, principals indicated that allowing their students to complete the forms in class would guarantee a higher return rate. Therefore letters explaining the survey were sent home to parents and guardians to inform them that their child would be completing the Student Identification Survey in class between April 4 and April 15, 2005.
2. For grades primary to nine, parents/guardians were asked to complete the survey on behalf of their child(ren). An explanation of the survey and its purpose was attached to the survey form itself, which parents and guardians were asked to complete and sign. The deadline for the return of the surveys was April 15, allowing approximately two weeks for completion.

The Halifax Regional School Board distributed the Student Identification Surveys to schools, starting April 4th. Each Survey form was personalized with the student's name, provincial number and school number. The surveys were organized in alphabetical batches, by home room or first class of the day. Each batch contained a set of instructions for the teacher, and an alphabetical master list of students' names (for tracking purposes). Extra Survey forms were provided so that students who were new to the Board could participate in the survey.

Results

Overall Response Rates

A total of 54,739 surveys were distributed and 32,532 valid surveys were returned for an overall response rate of 59.4%. The remaining 40.6% were made up by those who chose Section 4 (not to complete a survey), invalid responses (e.g., surveys where all First Nations, all ethnicities and all language categories were identified), spoiled surveys, and surveys not returned because a student moved or transferred.

The following tables illustrate overall response rates (Figure 1) and frequencies of responses to specific sections of the survey (Figure 2) including,

- Section 1 - North American First Nations, Inuit, Innu, or Métis Status
- Section 2 – Ancestry
- Section 3 – Language(s) Spoken in the Home

Figure 1

Total Number of Surveys Distributed	54 739	
Total Number of Returned Surveys	34 217	63%
Number of Returned Valid Responses	32 532	95%
Number of Returned Invalid Responses	70	5%
Not Considered (Moved, Transferred, Spoiled, Not Complete)	1615	<i>Of Total Number of Returned Surveys</i>
Number of Surveys not returned	20 522	

Figure 2

Total number of valid responses	32 462
Number of responses to sections 1, 2, 3	25 667
Number of responses to sections 1, 2 only	332
Number of responses to sections 3 only	3 616
Number of responses to section 4 (those who chose not to complete the survey)	2 847

Response Rates by Grade Level

Figure 3 - Grades P to 6 (Appendix B)

Elementary Grades P to 6	Total Students	Total Survey Return	% Received	% Not Counted*
	25 275	17 063	67.5%	(346) 2.03%

*Not counted refers to surveys that are spoiled, incomplete or from students who have moved or transferred

Figure 4 - Grades P to 9 (Appendix C)

Elementary/ Junior Grades P to 9	Total Students	Total Survey Return	% Received	% Not Counted*
	5 544	2 604	46.97%	(71) 2.73%

*Not counted refers to surveys that are spoiled, incomplete or from students who have moved or transferred

Figure 5 - Grades 7 to 9

(Appendix D)

Junior Grades 7 to 9	Total Students	Total Survey Return	% Received	% Not Counted*
	10 258	4 289	41.81%	(152) 3.54%

*Not counted refers to surveys that are spoiled, incomplete or from students who have moved or transferred

Figure 6 - Grades 7 – 12 (Appendix E)

Junior/Senior Grades 7 to 12	Total Students	Total Survey Return	% Received	% Not Counted*
	1 807	1 124	62.20%	(65) 5.78%

*Not counted refers to surveys that are spoiled, incomplete or from students who have moved or transferred

Figure 7 - Grades 10 – 12 (Appendix F)

Senior	Total Students	Total Survey Return	% Received	% Not Counted
	11 855	7 452	62.86%	(981) 13.16 %

*Not counted refers to surveys that are spoiled, incomplete or from students who have moved or transferred

Figure 8 illustrates data gathered from the 32 462 valid surveys on Aboriginal Peoples' Status and Ethnicity. The total frequency for the combined categories is higher than the total number of valid surveys received because respondents provided multiple responses to reflect their aboriginal status and ancestry (e.g. South Asian and United Kingdom). Multiple Responses, therefore, refers to the number of students who identified with more than one category in sections 1 and 2 or in section 3 (language(s) spoken in the home).

Analysis

A. Aboriginal Peoples' Status and Ethnicity

With multiple responses included, we received a total of 37 110 responses from the 32 462 valid surveys. Of these responses,

- The largest representation within the Aboriginal Peoples' Status is Mi'kmaq off-reserve (30%) and Mi'kmaq off-reserve and non-registered (25%).
- The largest representation within other ethnic groups was students with British ancestry (57%) and Western European ancestry (25%).

These findings are largely consistent with the 2001 Census data on "predominant ethnic origin" in the Halifax Regional Municipality (HRM). Within this data the majority of respondents identified with the category of Canadian, English and Scottish.

The data also reveal important information about racially visible students in the HRSB. Of the total responses, the following ancestries were identified:

- 6% African
- 3% West Asian or Middle Eastern
- 2% East Asian
- 0.8% South Asian
- 0.7% South or Central American
- 0.4% Southeast Asian
- 0.2 Pacific Islands

It is important to remember that these figures represent only 59.4% of the HRSB's total student population. The data are consistent with the 2001 Census data on visible minorities in the HRM. When compared to this year's Planning for Improvement Surveys which also included a section on ancestry, students of African ancestry are somewhat under represented in this set of data (i.e., 11% of students identified with African ancestry in the PFI surveys and only 6% of students identified with African ancestry in the Student Identification Survey).

Figure 8 – Aboriginal Peoples Status/Ethnicity of Students in the HRSB

(n = 34 462)	Total Responses	Single Responses	Multiple Responses
Mi'kmaq on-Reserve	98	23	75
Mi'kmaq on-Reserve - Registered	47	14	33
Mi'kmaq on-Reserve - Non-registered	51	9	42
Mi'kmaq off-Reserve	568	126	442
Mi'kmaq off-Reserve - Registered	98	40	58
Mi'kmaq off-Reserve - Non-registered	470	86	384
Inuit	75	14	61
Innu	17	1	16
Métis	260	34	226
Other North American First Nations	224	39	185
African	2054	1334	720
East Asian	519	334	185
Eastern European	1563	383	1180
Pacific Islands	64	9	55
South Asian	295	187	108
Southeast Asian	167	101	66
South or Central American	274	98	176
United Kingdom	20084	11667	8417
West Asian/Middle Eastern	1003	623	380
Western European	9179	1869	7310
Total	37 110		

B. Language(s) Spoken in the Home

Of the 31 987 responses in this category (figure 7), 89 percent indicated that English is the primary language spoken in the home. Next to English, French was identified by 4 percent of respondents and Arabic was identified by 2 percent of respondents. 3 percent indicated that they spoke a language not identified in section 3 of the survey.

Figure 9 – Language(s) Spoken in the Home

	Total Responses	Single Responses	Multiple Responses
Arabic	555	133	422
Chinese	209	84	125
English	28 620	26 229	2 391
French	1 280	27	1 253
Greek	106	10	96
Italian	107	3	104
Mi'kmaw	38	0	38
Portuguese	56	8	48
Spanish	138	26	112
Other	878	333	545
Total	31 987		

Discussion and Recommendations

The purpose of collecting data on race and ethnicity is to improve the board's ability to understand and respond to systemic barriers that may be faced by various groups of students. As a result of the pilot Student Identification Survey the board now has a much better set of data than it did in previous years when data on race and ethnicity were collected about students through a section on the board's registration forms. The pilot response rate of 59.4% is very good, however we must make efforts to increase the response rate to get more reliable data.

The long term goal of collecting this data is to be able to identify whether some groups of students are more at risk and/or disadvantaged by systemic barriers than others. For example, we can ask if some groups of students are suspended more often than others or if some groups of students are meeting expectations in literacy and math less often than others. In asking these questions we are *disaggregating* one set of data (e.g. suspensions, assessment results) by another set of data (e.g. race or ethnicity, Aboriginal Peoples' Status, language) and in doing so, we can begin to investigate the factors that contribute to differences among groups and to develop strategies for improvement. Collecting and disaggregating data on race, ethnicity, language and other variables (e.g. income) are essential to the board's goal of improved student achievement, especially with regard to closing the gap in student achievement. An article on the importance of collecting and using these types of data is included for

information in Appendix F.

At present, any conclusions that are drawn from the data will describe only 59.4% of the board's student population. 42.5% of parents (grades P-9) and students (10-12) chose not to complete a survey. The board has a clear purpose and goal in mind for collecting and using this data to improve student achievement. To achieve this goal, however, the board must:

1. Hold focus groups involving the Department of Education, a sample of high school students, parents (from the Student Identification data base), principals, community groups, and university representatives to:
 - a. develop strategies to improve response rates, targeting specific schools where the response rate was particularly low (Appendix B);
 - b. gain a better understanding of why respondents did not complete or completed the survey but chose not to identify;
 - c. develop clearer communication about the purpose of and the use of the Survey data;
 - d. increase response rates.
2. Make follow-up telephone contact with a cross section (10% sample) of respondents. Develop a script of open ended questions to determine from parents and high school students:
 - a. why they did not complete the survey;
 - b. what they understand about the purpose of the survey;
 - c. what can be done to increase the rates
3. Improve the survey by:
 - a. reviewing the categories that were provided as options, to the respondents, especially regarding race and ethnicity;
 - b. developing new survey questions;
 - c. making the survey more user friendly
4. Work with School Administration to deliver workshops to schools to:
 - a. ensure that data on suspensions, attendance, student achievement, and so on, are collected and recorded in a consistent manner. All data must be standardized to make comparisons;
 - b. develop training and tools to help interpret the data and to use the data for improvement in areas where significant differences exist among groups of students
5. Ensure that appropriate statistical tests are used to control for:
 - a. sample size, such test would ensure that factors such as very high or very low response rates do not skew the findings;
 - b. Factors other than ancestry or race and ethnicity
6. Prepare for the next Student Identification Survey launch in the 2006-2007 school year

Student Identification Survey Results

Ethnicity

	Total Responses	Overall Percentage
Pacific Islands	64	0.2
Southeast Asian	167	0.4
South or Central American	274	0.7
South Asian	295	0.8
East Asian	519	2

West Asian/Middle Eastern	1003	3
Eastern European	1563	4
African	2054	6
Western European	9179	26
United Kingdom	20084	57
Total	35202	100

Aboriginal Peoples' Status

	Total Responses	Overall Percentage
Innu	17	1
Mi'kmaq on-Reserve - Registered	47	2
Mi'kmaq on-Reserve - Non-registered	51	2
Inuit	75	4
Mi'kmaq on-Reserve	98	5
Mi'kmaq off-Reserve - Registered	98	5
Other North American First Nations	224	12
Métis	260	14
Mi'kmaq off-Reserve - Non-registered	470	25
Mi'kmaq off-Reserve	568	30
Total	1908	100

Language(s) Spoken in the Home

	Total Responses	Overall Percentage
Mi'kmaw	38	0.1
Portuguese	56	0.2
Greek	106	0.3
Italian	107	0.3
Spanish	138	0.4
Chinese	209	0.7
Arabic	555	2
Other	878	3
French	1 280	4
English	28 620	89
Total	31 987	100

Why should I complete this survey?

The most important goal of the Halifax Regional School Board and the Department of Education is to improve student learning. In achieving this goal, it is important to obtain as much information as possible about our students so that we can better respond to their needs. While we understand that many people identify as Canadian or Nova Scotian, by completing the survey you will help us to draw a more complete picture of the student population and the communities we serve. Your response will be used in combination with other information to help determine ways to improve student learning. For example, if students in some identified groups have particular needs or are facing similar obstacles, then we can take action to meet those needs.

Do I have to complete the survey?

Completing the survey is voluntary, however, we encourage you to complete it. The more responses we receive, the more reliable the information will be.

Will my child's privacy be protected?

Yes. All student information is treated in a confidential manner. Only authorized employees of the board will see your child's survey. Your child's survey results will be combined with the results from other parents/guardians. The board will use this combined information to create reports for planning and for staff training. Information requested under the Freedom of Information and Privacy Act will be prepared so that individual students will not be identified.

How do I complete the survey?

Please complete a separate survey for each child that you have in school.

Definitions (for this survey):

- Ancestor: any person from whom your child is descended.
- Ethnic: relates to groups that share a common language, race, religion or national origin.

To complete the survey, start at section 1. If you do not want to complete the survey, skip to Section 4.

- When you have completed the survey, sign where indicated and return it, even if you choose not to complete the survey.
- Place the survey in the envelope provided.
- Have your child return the survey to the school no later than April 15, 2005.

If you have any questions, please contact Heather Chandler (464-2000, ext. 2006 or hchandler@hrsb.ns.ca) or Jodene Dunleavy (464-2000, ext. 2003 or jdunleavy@hrsb.ns.ca).

Thank you for participating!

Please Turn Over →

Aboriginal People	<p>1. <u>For the purpose of this survey</u>, Aboriginal people are people who consider themselves to be North American First Nations, Inuit, Innu, or Métis.</p> <p>What best describes your child? Check all that apply.</p> <p><input type="checkbox"/> Mi'kmaq on-Reserve: <input type="checkbox"/> Registered or <input type="checkbox"/> Non-Registered</p> <p><input type="checkbox"/> Mi'kmaq off-Reserve: <input type="checkbox"/> Registered or <input type="checkbox"/> Non-Registered</p> <p><input type="checkbox"/> Inuit</p> <p><input type="checkbox"/> Innu</p> <p><input type="checkbox"/> Métis</p> <p><input type="checkbox"/> Other First Nations (Please specify): _____</p>
Ancestry	<p>2. This section refers to the ethnic or cultural background of your child's ancestors from both sides of the family. An ancestor is someone from whom your child has descended. Ethnic or cultural ancestry should not be confused with citizenship.</p> <p>What best describes your child? Check all that apply.</p> <p><input type="checkbox"/> African descent or ancestry (African, African-Canadian, African-Caribbean, African-Nova Scotian, or Black)</p> <p><input type="checkbox"/> East Asian descent (e.g., from China, Japan, Korea)</p> <p><input type="checkbox"/> Eastern European descent (e.g., from Estonia, Poland, Russia, Ukraine)</p> <p><input type="checkbox"/> Pacific Islands descent (e.g., from Fiji, Papua New Guinea, Samoa)</p> <p><input type="checkbox"/> South Asian descent (e.g., from Bangladesh, India, Pakistan, Sri Lanka)</p> <p><input type="checkbox"/> Southeast Asian descent (e.g., from Cambodia, Myanmar, Philippines, Laos, Malaysia, Thailand, Vietnam)</p> <p><input type="checkbox"/> South, or Central American descent (e.g., from Argentina, Brazil, Peru, Venezuela)</p> <p><input type="checkbox"/> United Kingdom descent (e.g., from England, Ireland, Scotland, Wales)</p> <p><input type="checkbox"/> West Asian/Middle Eastern descent (e.g., from Armenia, Iran, Israel, Lebanon, Syria, Turkey)</p> <p><input type="checkbox"/> Western European descent (e.g., from Belgium, France, Germany, Holland)</p> <p><input type="checkbox"/> Other (Please specify): _____</p>
Home Language	<p>3. For the purpose of this survey, <i>home language</i> refers to the main language(s) spoken at home.</p> <p>What are the language(s) spoken in your home? Check all that apply.</p> <p><input type="checkbox"/> Arabic <input type="checkbox"/> French <input type="checkbox"/> Mi'kmaw</p> <p><input type="checkbox"/> Chinese <input type="checkbox"/> Greek <input type="checkbox"/> Portuguese</p> <p><input type="checkbox"/> English <input type="checkbox"/> Italian <input type="checkbox"/> Spanish</p> <p><input type="checkbox"/> Other (Please specify): _____</p>
	<p>4. <input type="checkbox"/> Check here if you do not wish to complete the Student Identification Survey.</p>
	<p>5. Signature of Parent/Guardian: _____</p>

P-6 RESPONSE PERCENTAGES

Appendix B

School ID	SCHOOL	Total Students	Surveys Received	Not Counted	% Received	% Not Counted
0512	Admiral Westphal	141	83	3	58.87%	2.13%
0513	Alderney	138	80	3	57.97%	2.17%
0317	Ash Lee Jefferson	593	467	4	78.75%	0.67%
0739	Astral Drive	518	403	3	77.80%	0.58%
425-A	Atlantic Memorial	326	210	4	64.42%	1.23%
0326	Atlantic View	190	137	3	72.11%	1.58%
0104	Basinview Community	371	282	6	76.01%	1.62%
0304	Beaverbank-Kinsac	268	182	3	67.91%	1.12%
0752	Beaverbank-Monarch Drive	330	271	6	82.12%	1.82%
291-A	Beechville-Lakeside Timberlea	757	519	2	68.56%	0.26%
0514	Bel Ayr	273	192	4	70.33%	1.47%
0322	Bell Park Academic Centre	324	191	4	58.95%	1.23%
0519	Brookhouse	303	206	4	67.99%	1.32%
0595	Burton Ettinger	385	257	6	66.75%	1.56%
0319	Caldwell Road	342	266	6	77.78%	1.75%
0312	Caudle Park	274	173	1	63.14%	0.36%
0611	Central Spryfield	245	116		47.35%	0.00%
0596	Chebucto Heights	328	230	4	70.12%	1.22%
0352	Colby Village	288	183		63.54%	0.00%
0339	Colonel John Stuart	232	140	7	60.34%	3.02%
0517	Crichton Park	261	197	2	75.48%	0.77%
0601	Duc d'Anville	379	258	9	68.07%	2.37%
0343	Dutch Settlement	126	72	1	57.14%	0.79%
0283	East St. Margaret's	90	70		77.78%	0.00%
0329	Eastern	36	30		83.33%	0.00%
599-A	Fairview Heights	338	178	4	52.66%	1.18%
0731	George Bissett	218	139		63.76%	0.00%
0350	Gertrude M Parker	282	169	4	59.93%	1.42%
0602	Grosvenor-Wentworth Park	333	188	2	56.46%	0.60%
0306	Hammonds Plains	781	565	20	72.34%	2.56%
0521	Harbour View	279	172	15	61.65%	5.38%
0335	Harbourside	26	21		80.77%	0.00%
0296	Harrietsfield	191	149	4	78.01%	2.09%
0313	Harry R. Hamilton	546	342	8	62.64%	1.47%
0522	Hawthorn	216	128	4	59.26%	1.85%
0310	Hillside Park	259	136	6	52.51%	2.32%
0747	Holland Road	352	308	1	87.50%	0.28%
0327	Humber Park	283	185	2	65.37%	0.71%
0523	Ian Forsyth	383	264	2	68.93%	0.52%
0579	Inglis Street	204	143	3	70.10%	1.47%
0539	John MacNeil	266	159	9	59.77%	3.38%
607-A	John W. MacLeod	376	246	8	65.43%	2.13%
0354	Joseph Giles	293	215	5	73.38%	1.71%
0569	Joseph Howe	143	59		41.26%	0.00%
0330	Lakefront	56	46		82.14%	0.00%
0338	Lakeview	392	238	4	60.71%	1.02%
0587	Lemarchant-St. Thomas	297	226	12	76.09%	4.04%
0526	Michael Wallace	311	246		79.10%	0.00%
0748	Millwood	482	294	2	61.00%	0.41%

P-6 RESPONSE PERCENTAGES

Appendix B

School ID	SCHOOL	Total Students	Surveys Received	Not Counted	% Received	% Not Counted
0527	Mount Edward	277	198	3	71.48%	1.08%
0348	Musquodoboit Valley	179	150	3	83.80%	1.68%
0324	Nelson Whynder	168	72	3	42.86%	1.79%
0056	Oceanview	365	224	5	61.37%	1.37%
0131	O'Connell	409	298	5	72.86%	1.22%
0315	Oldfield	149	120	5	80.54%	3.36%
0969	Portland Estates	435	257	1	59.08%	0.23%
0282	Prospect Road	273	205	2	75.09%	0.73%
340-A	Robert Jamison	341	242	19	70.97%	5.57%
0359	Robert K. Turner	192	139	2	72.40%	1.04%
0603	Rockingham	481	384	8	79.83%	1.66%
0309	Sackville Centennial	145	105	4	72.41%	2.76%
0311	Sackville Heights	305	199	6	65.25%	1.97%
0295	Sambro	121	80	6	66.12%	4.96%
0941	Seaside	357	211	2	59.10%	0.56%
0534	Shannon Park	481	328	15	68.19%	3.12%
0287	Shatford Memorial	71	40		56.34%	0.00%
0332	Sheet Harbour	173	135	6	78.03%	3.47%
0589	Sir Charles Tupper	268	210	4	78.36%	1.49%
0355	Smokey Drive	320	217	4	67.81%	1.25%
0535	South Woodside	151	89		58.94%	0.00%
0540	Southdale	460	268		58.26%	0.00%
0593	Springvale	189	137	2	72.49%	1.06%
0577	St. Catherine's	299	154	2	51.51%	0.67%
0580	St. Joseph's - Alexander McKay	254	73		28.74%	0.00%
0940	St. Margaret's Bay	420	301	6	71.67%	1.43%
0581	St. Mary's	126	99	1	78.57%	0.79%
0586	St. Stephen's	251	156	4	62.15%	1.59%
0299	Sunnyside	560	456	7	81.43%	1.25%
0307	Sycamore Lane	321	203	4	63.24%	1.25%
0085	Tallahassee Community	494	290	3	58.70%	0.61%
0284	Tantallon	479	364	4	75.99%	0.84%
0349	Upper Musquodoboit	65	48		73.85%	0.00%
0316	Waverley Memorial	235	161	2	68.51%	0.85%
0591	Westmount	304	187	2	61.51%	0.66%
0294	William King	332	232	6	69.88%	1.81%
		25275	17063	346	67.5%	1.37%

P-9 RESPONSE PERCENTAGES

Appendix C

School ID	SCHOOL	Total Students	Surveys Received	Not Counted	% Received	% Not Counted
0937	Bedford South	560	343	5	61.25%	0.89%
0515	Bicentennial	471	178	7	37.79%	1.49%
0286	Brookside	476	144	4	30.25%	0.84%
0743	Cavalier Drive	493	316	7	64.10%	1.42%
0614	Elizabeth Sutherland	370	153	2	41.35%	0.54%
0939	Madeline Symonds	579	339	6	58.55%	1.04%
0572	Oxford Street	411	197	8	47.93%	1.95%
0970	Park West	666	351	5	52.70%	0.75%
0938	Ridgecliff Middle	593	228	4	38.45%	0.67%
0609	Rockingstone Heights	301	100	10	33.22%	3.32%
0321	Ross Road	460	181	7	39.35%	1.52%
0583	St. Patrick's-Alexandra	164	74	6	45.12%	3.66%
		5544	2604	71	46.97%	1.28%

7-9 RESPONSE PERCENTAGES

Appendix D

School ID	Name	Total Students	Surveys Received	Not Counted	% Received	% Not Counted
0228	A J Smeltzer	443	210	7	47.40%	1.58%
0749	Astral Drive	657	261	5	39.73%	0.76%
0298	Bedford	442	248	12	56.11%	2.71%
0516	Caledonia	458	240	10	52.40%	2.18%
0600	Clayton Park	354	142	1	40.11%	0.28%
0567	Cornwallis	229	143		62.45%	0.00%
0605	Cunard	264	53		20.08%	0.00%
0328	Duncan MacMillan (<i>junior high component</i>)	115	47		40.87%	0.00%
0351	Eastern Passage	595	165	6	27.73%	1.01%
0538	Ellenvale	409	147	2	35.94%	0.49%
0564	Eric Graves Memorial	310	183	5	59.03%	1.61%
0578	Fairview	451	121	5	26.83%	1.11%
0356	Gaetz Brook	594	372	13	62.63%	2.19%
0314	Georges P. Vanier	465	270	2	58.06%	0.43%
0568	Gorsebrook	313	154	1	49.20%	0.32%
0318	Graham Creighton	532	172	6	32.33%	1.13%
0740	Harold T. Barrett	179	90	2	50.28%	1.12%
0293	Herring Cove	349	235	13	67.34%	3.72%
0571	Highland Park	199	54	2	27.14%	1.01%
0524	John Martin	211	82	3	38.86%	1.42%
0353	Leslie Thomas	356	131	3	36.80%	0.84%
0532	Prince Arthur	560	134	36	23.93%	6.43%
0303	Sackville Heights	642	248	7	38.63%	1.09%
0320	Sir Robert Borden	339	102		30.09%	0.00%
0575	St. Agnes	314	107	6	34.08%	1.91%
0288	Tantallon	478	178	5	37.24%	1.05%
		10258	4289	152	41.81%	1.48%

10-12 RESPONSE PERCENTAGES

Appendix E

School ID	School Name	Total Students	Surveys Received	Not Counted	% Received	% Not Counted
0097	Auburn Drive	1068	881	112	82.49%	10.49%
0358	Charles P Allen	1012	735	11	72.63%	1.09%
0357	Cole Harbour	1082	802	42	74.12%	3.88%
0518	Dartmouth	1043	273	196	26.17%	18.79%
0328	Duncan MacMillan	138	129	8	93.48%	5.80%
0334	Eastern Shore	572	136	63	23.78%	11.01%
0592	Halifax West	1398	809	2	57.87%	0.14%
0619	J L Ilsley	841	659	8	78.36%	0.95%
0968	Lockview High <i>(grades 9-12)</i>	1224	873	54	71.32%	4.41%
0745	Millwood	615	334	174	54.31%	28.29%
0342	Musquodoboit Rural <i>(grades 7-12)</i>	445	122	3	27.42%	0.67%
0533	Prince Andrew	1109	746	10	67.27%	0.90%
0573	Queen Elizabeth	820	551	17	67.20%	2.07%
0297	Sackville	987	655	167	66.36%	16.92%
0277	Sir John A. MacDonald	847	599	174	70.72%	20.54%
0582	St. Patrick's	461	272	5	59.00%	1.08%
		13662	8576	1046	62.77%	7.66%

www.ghanaweb.com: Diasporian News of Monday, 29 November 2004

Ghanaian Professor in Toronto Speaks Out

... on Board Intention to Collect Race-Based Statistics on Student Achievement.

Why I back school board plan

Toronto-Canada --- The truth is, statistics do not stigmatize minorities more than they are already labelled by segments of the larger society. Those who engage in this racist practice do not need any statistics to back them, says George Sefa Dei

The decision by the Toronto District School Board to "develop a research program that examines student achievement, including such factors as gender, race, ethnicity, mother tongue, income, place of residence etc." has, not suprisingly, generated much discussion.

As an African-Canadian parent and an educational researcher, I fully support the TDSB decision to collect race-based statistics on student achievement. Undoubtedly, most of those who oppose race-based statistics mean well. When they express concerns about stereotyping and labelling, these concerns should not be dismissed lightly.

But the truth is, statistics do not stigmatize our youth and minority communities more than they are already labelled by segments of the larger society, including teachers and school administrators. Those who engage in this racist practice do not need any statistics to back them.

Furthermore, for those concerned about "labelling," the board findings will point to students who are doing well, along with those who are failing. So where will be the basis for stereotyping an entire community?

What is truly problematic about the argument against race-based statistics is the attempt to deny race and its significance for education. The TDSB motion lists all the relevant categories, so why the apprehension about race, and also the denial? We may not know what race is, "scientifically," but does this mean race is irrelevant?

Race has powerful, material political and economic currency in our society. Rather than dismiss race, we ought to be honest about it and to spend time reflecting on it through critical discussion. Instead of sweeping it under the carpet and hope this will settle everything.

Racial categories such as "black," "white," "brown," etc., no matter how imperfect, are not the problem in themselves. The reality is that these categories organize our society. Rather than deny them, we must challenge the interpretations attached to them. Those who speak about race do not create a problem. Anti-racists discuss race as a problem that already exists. To argue that we should be colour-blind misses the point. To argue that someone is black and therefore less intelligent or that another is white and therefore smart is the problem.

It is misguided for anyone to simply overlook the destructive and ubiquitous presence of race. Rather than an overemphasis on race, what is truly excessive is the amount of time spent avoiding a discussion on race.

In Ontario under successive Progressive Conservative governments (1995-2003) we lost any gains in anti-racism programs that the NDP achieved. We have repeatedly witnessed drastic reductions of frontline services such as school community advisers, equity programs such as English as a Second Language, African Heritage and adult education.

Community organizations have been left to fill the gap left by such cutbacks, to ensure the needs of chi Idren fi'om diverse racial backgrounds are being met. No wonder some argue we have a two-tiered educational system. Here are four major reasons why I support the collection of race-based statistics.

We need to know the exact nature of the problem: Which students are doing well in schools and who are not, where they can be found in the system, why they are underachieving and what can be done about the problem. We may disbelieve the statistics but such information should exist for us to initiate a well-informed conversation about the nature of the problem.

Our different communities must have this information when we make a request. Sometimes the explanation given to communities that schools do not keep such information becomes a convenient excuse for not doing anything about the problems facing minority youth.

We need to make schools, boards, administrators, and educators accountable. If we have children in the system who are failing and/or are being failed by the system, we must find out who is responsible. Why is this happening more to certain groups? To what do we attribute this? What have school authorities done to rectify the problem? Why are some schools more successful than others? Local communities should expect our schools to educate our children. As school authorities take credit for success, they must also be held accountable for failures.

Local communities should also have such information if they choose to seek legal and political redress for their children failing in the system. In such cases, the statistics become the hard facts supporting the arguments of children being failed by the educational system.

We need to discuss collective responsibility.

If we are a community and some of our children are not doing well in school, then it means we have a collective responsibility to ensure that the problems are addressed.

The problems are the responsibilities of educators, administrators, students, social workers, caregivers, parents, families, communities, etc. If we see ourselves as a real community, a community of differences, and yet connected to each other, this can only empower our children to succeed. When some children fail in school, it does not augur well for the entire school system. We need statistics to justify allocation of resources. We cannot treat all schools the same way. Some schools must have additional resources to address problems.

Social justice is not defined simply by treating everyone the same. There must be other models of social justice to examine the historical injustices and inequities, and direct resources to address these inequities if our goal is to level the playing field for all.

As a parent of a child in the school system, as an educational researcher, and, as someone who has looked critically at the question of student disengagement from school, the challenges of minority education and the possibilities of inclusive schooling, I strongly believe the benefits of keeping race-based statistics on student achievement far outweigh the disadvantages. Let us get on with the work ahead and recognize that the purpose of keeping such data is to enhance learning outcomes for the youth in schools and not simply for public consumption.

George J. Sefa Dei is professor and chair of the Department of Sociology and Equity Studies at the Ontario Institute for Studies in Education.

Source: Toronto Star/Joe Kingsley Eyiah



3rd Annual Planning for Improvement Survey

Identifying the Influence of Ancestry on Student and Parent Views in HRSB Schools

October 2005

Introduction and Summary

The 2004-2005 Planning for Improvement Student Survey included a variety of questions about demographics, including gender, ancestry (race and ethnicity), time spent doing homework, etc.

We asked these questions directly on each PFI survey so that we could,

- Describe the people who responded to the survey
- Understand if there were similarities and differences in how different groups answered the survey questions.

This report provides information on student ancestry (race and ethnicity). We are interested in identifying differences, if any, in the thoughts and feelings of students and parents of different ancestries on the areas measured by the survey. This report is organized to present Grade 3 to 6 Student Results, Grade 7 to 9 Student results, Grade 10 to 12 Student Results, and Parent/Guardian Results.

Data in this report is one source of information that we can use to confirm our need to continue with the board's business goal # 2 – "To improve race relations, cross cultural understanding, human rights and mutual respect among students, staff and communities in an environment that is safe and supportive".

A full description of analyses conducted on the data is outlined in Appendix A and the survey items analyzed are listed in Appendix B.

Student and Parent Responses

A total of 35 216 students and 17 140 parents/guardians completed the section on ancestry in this year's PFI survey. Of these, over 50% of each group (e.g. 18 483 students) chose the "other" category. In our final analysis, data from any student or parent/guardian who chose "other" was eliminated because the category includes data that cannot be assigned to an ancestry category *and* includes a disproportionately large number of students relative to the other categories. Therefore, the total number of student and parent/guardian responses included in this report is,

- 16 605 students
- 13 420 parents/guardians

Findings

Linking ancestry and student or parent/guardian responses to questions from our PFI surveys is a starting point for conversations about how different groups think and feel about aspects of education that are known to have an impact on a school's capacity to improve over time.

The question that was used to guide how we looked at the data was: in what ways does ancestry influence student and parent/guardian perceptions of their or their child's school?

In creating this report more than 8 000 comparisons were made. From these, 131 significant differences were identified. It is important to remember, however, that there are a number of ways that we can look at this data. The results in this report represent one approach. Over time, we will continue to explore the data through other methods.

	Students			Parents/Guardians		
	Grade 3 to 6	Grade 7 to 9	Grade 10 to 12	Grade 3 to 6	Grade 7 to 12	Board Wide
# of Comparisons	1620	2070	2115	840	861	840
# of Significant Comparisons	15	26	18	25	14	33

- This report is based on only one year of data. As we continue to survey students and parents/guardians we can begin to look for trends. If the same results repeat themselves year to year over a number of years, we will be able to speak with more confidence about the strength of those results.
- The nature of the data used for this report does not allow us to state with any certainty that ancestry alone is the cause of student or parent/guardian responses to survey questions. What the data does allow us to do, however, is to design next steps for research that take into account existing knowledge about ancestry and allow us to reach more reliable conclusions through activities such as focus groups and further surveys.

Areas for Further Research

Taking into consideration the overall strength of responses to questions (positive or negative) the following may be areas for further discussion with a focus on ancestry:

1. Investigate how the ancestry categories used on the PFI survey *and* the board's self identification survey can be improved to a) improve response rates and b) capture larger numbers of students and parents who answered "other" on this year's surveys.
2. Continue to research how race and ethnicity influence student and parent/community perceptions about learning and the school environment, with the goal of understanding trends over time.
3. Develop strategies to combine a variety of data about students and parents (e.g. gender, race and ethnicity class, neighbourhoods).
4. Begin to use data as a tool for improvement – moving from knowledge to action and using data as a tool to answer the question: is what we're doing making a difference?

RESPONSE RATES FOR STUDENTS AND PARENTS/GUARDIANS BY ANCESTRY

The following table shows the number of students and parents/guardians who completed the ancestry question on last year's PFI survey:

Ancestry*	Students				Parents/Guardians			
	Grades 3 to 6		Grades 7 to 12		Grades 3 to 6		Grades 7 to 12	
	#	%	#	%	#	%	#	%
African	932	6.9	1390	6.4	366	3.6	235	3.4
African / United Kingdom	44	.3	46	.2	6	.1	8	.1
African / Other	77	.6	33	.2	0	0	0	0
East Asian	161	1.2	306	1.4	87	.9	68	1.0
Eastern European	147	1.1	382	1.8	93	.9	59	.8
Eastern European / United Kingdom	30	.2	30	.1	12	.1	8	.1
First Nation	225	1.7	462	2.1	113	1.1	69	1.0
First Nation / African	52	.4	0	0	0	0	0	0
First Nation / United Kingdom	66	.5	48	.2	16	.2	5	.1
Latin, South, Central America	48	.4	155	.7	36	.4	17	.2
South Asian	80	.6	132	.6	58	.6	40	.6
Southeast Asian	55	.4	82	.4	29	.3	18	.3
United Kingdom	2832	21.1	5385	24.7	2304	22.6	1849	26.6
United Kingdom / West Asian or Arabic	30	.2	0	0	0	0	0	0
United Kingdom / Other	121	.9	139	.6	11	.1	15	.2
West Asian or Arabic	268	2.0	512	2.4	155	1.5	109	1.6
Western European	605	4.5	1344	6.2	401	3.9	321	4.6
Western European / United Kingdom	137	1.0	275	1.3	70	.7	68	1.0
Western European / Other	62	.5	40	.2	0	0	0	0
Other	7469	55.6	11014	50.5	6419	63.1	4075	58.5
Total Respondents	13441	100.0%	21775	100.0%	10176	100%	6964	100%
Total Enrolment	16503	-	27959	-	-	-	-	-
Response Rate (%)	81.4%	-	77.9%	-	-	-	-	-

* See Appendix A for an explanation of how groups were prepared for analyses.

THINGS TO KEEP IN MIND WHEN READING THE DATA IN THIS REPORT

1. We cannot be sure which students did and did not respond, so all ancestries identified may not be represented equally in the data. It is possible, for example, that 90% of East Asians responded board wide but that only 65% of West Europeans responded board wide.
2. This is the first year that we asked students and parents/guardians to identify their ancestry. Like all survey questions, we will need to improve the questions over time to improve the accuracy of the information that we collect.
3. The total number of people who respond to each of the ancestry questions has a strong effect on overall results. Ten percent of a group of 40 students is a small number of students compared to 10% of 1200 students. Data should not be discounted due to small group sizes, but it is important to remember that many of the groups discussed in this report varied in size considerably (from 30 students over 2,000 students) and that this needs to be taken into consideration when interpreting the results.
4. In our final analysis, data from the category of "other" was eliminated because the category contains data from non-definable populations and includes a disproportionate number of students relative to the other categories
5. Differences between groups were significant only in the cases outlined in this report.
6. Each difference between groups needs to be interpreted independently. The size of the difference may be significant, but the overall response to the question also needs to be considered. For example, there may be a difference of 10% between UK and First Nation students in terms of their sense of success at school. However, if both groups indicate that they have a very high sense of success at school, the information about the difference may not be something that requires further discussion.

GRADE 3 TO 6 STUDENT RESULTS

Thirty-six Grade 3 to 6 survey items, measured on a scale of 1 to 3, were analyzed for differences across ancestries. The options that grade 3 to 6 students had when completing the survey were,

- No (1)
- Sometimes (2)
- Yes (3)

Of the 36 items, differences among students of different ancestries emerged for 7 items:

Survey Items	Ancestry that Scored a Higher Mean on a scale of 1 to 3	Ancestry that Scored a Lower Mean on a scale of 1 to 3	Difference between Means ¹
1. I like my school.	West Asian or Arabic (2.69)	First Nation (2.41)	9.3% (.28)
2. The work in my classes really makes me think - I feel challenged.	African (2.35)	United Kingdom (2.23)	4.0% (.12)
	African (2.35)	West European (2.19)	5.3% (.16)
3. My family helps me with my homework when I need it.	African (2.78)	East Asian (2.54)	8.0% (.24)
	United Kingdom (2.82)	East Asian (2.54)	9.3% (.28)
	West European (2.78)	East Asian (2.54)	8.0% (.24)
4. I like the books in the school library.	African (2.48)	United Kingdom (2.33)	5.0% (.15)
5. At our school, people of all races and ethnicities are treated fairly.	United Kingdom (2.79)	African (2.68)	3.7% (.11)
6. I do not get bullied, teased, or picked on at school. ²	United Kingdom (2.86)	African (2.71)	5.0% (.15)
	United Kingdom (2.86)	First Nation (2.60)	8.7% (.26)
	West European (2.83)	First Nation (2.60)	7.7% (.23)
	United Kingdom (2.86)	West Asian or Arabic (2.68)	6.0% (.18)
7. I like to read.	United Kingdom (2.55)	African (2.42)	4.3% (.13)

1. All reported differences were significant. For overall tests, $p \leq .001$, adjusted $R^2 \leq .024$; for post hoc tests, $p \leq .005$.
 2. This item was worded negatively on the survey. It is reported positively to be consistent with the other items.

GRADE 7 TO 9 STUDENT RESULTS

For the Grade 7 to 9 students, 45 of the Grade 7 to 12 survey items measured on a 1 to 5 scale were analyzed for differences across ancestries. The options that grade 7 to 9 students had when completing the survey were: Strongly Disagree, Disagree, Neutral, Agree, or Strongly Agree.

Of the 45 items, differences across ancestries emerged for 7 items:

Survey Items that Differed Significantly Across Ancestries	Ancestry that Scored a Higher Mean on a scale of 1 to 5	Ancestry that Scored a Lower Mean on a scale of 1 to 5	Difference between Means ¹
1. Student assessed progress in school (i.e., "How are you doing in school?").	African (1.88)	East Asian (1.52)	12.0% (.36)
	African (1.88)	United Kingdom (1.65)	4.6% (.23)
	African (1.88)	West Asian or Arabic (1.66)	4.4% (.22)
	African (1.88)	Western European (1.67)	4.2% (.21)
	First Nation (1.85)	East Asian (1.52)	4.6% (.23)
	First Nation (1.85)	United Kingdom (1.65)	4.0% (.20)
2. I read at home.	East Asian (3.95)	African (3.31)	12.8% (.64)
	United Kingdom (3.72)	African (3.31)	8.2% (.41)
	Western European (3.73)	African (3.31)	8.4% (.42)
3. At our school, male and female students are treated equally.	United Kingdom (3.84)	African (3.55)	5.8% (.29)
4. I am treated the same as others at school regardless of my race or ethnicity. ²	Eastern European (4.17)	African (3.65)	10.4% (.52)
	United Kingdom (4.25)	African (3.65)	12.0% (.60)
	Western European (4.15)	African (3.65)	10.0% (.50)
	Eastern European (4.17)	East Asian (3.41)	15.2% (.76)
	United Kingdom (4.25)	East Asian (3.41)	16.8% (.84)
	Western European (4.15)	East Asian (3.41)	14.8% (.74)
	United Kingdom (4.25)	First Nation (3.77)	9.6% (.48)
	United Kingdom (4.25)	West Asian or Arabic (3.66)	11.8% (.59)
	Western European (4.15)	West Asian or Arabic (3.66)	9.8% (.49)

5. Racism is not a problem at my school. ²	United Kingdom (3.84)	African (3.46)	7.6% (.38)
	Western European (3.79)	African (3.46)	6.6% (.33)
	United Kingdom (3.84)	West Asian or Arabic (3.42)	8.2% (.41)
6. At our school, people of all races and ethnic backgrounds are treated fairly.	United Kingdom (3.90)	African (3.53)	7.4% (.37)
	Western European (3.84)	African (3.53)	6.2% (.31)
	United Kingdom (3.90)	East Asian (3.40)	10.0% (.50)
7. I feel confident about my abilities in English (reading/writing).	United Kingdom (4.12)	African (3.89)	4.6% (.23)
<p>1. All reported differences were significant. For overall tests, $p \leq .001$, adjusted $R^2 \leq .052$; for post hoc tests, $p \leq .005$.</p> <p>2. These items were worded negatively on the survey. They were reported positively to be consistent with the other items.</p>			

GRADE 10 TO 12 STUDENT RESULTS

For the Grade 10 to 12 students, 46 of the Grade 7 to 12 survey items measured on a 1 to 5 scale were analyzed for differences across ancestries. The options that grade 10 to 12 students had when completing the survey were: Strongly Disagree, Disagree, Neutral, Agree, or Strongly Agree.

Of the 46 items, differences across ancestries emerged for 9 items:

Survey Items that Differed Significantly Across Ancestries	Ancestry that Scored a Higher Mean on a scale of 1 to 5	Ancestry that Scored a Lower Mean on a scale of 1 to 5	Difference between Means ¹
1. Student assessed progress in school (i.e., "How are you doing in school?").	African (1.94)	United Kingdom (1.78)	5.3% (.16)
	African (1.94)	Western Europe (1.77)	3.4% (.17)
2. My teachers listen to what I have to say.	United Kingdom (3.57)	African (3.30)	5.4% (.27)
3. I read at home.	Eastern Europe (3.46)	African (2.86)	12.0% (.60)
	United Kingdom (3.41)	African (2.86)	11.0% (.55)
	Western Europe (3.48)	African (2.86)	12.4% (.62)
4. I am treated the same as others at school regardless of my race or ethnicity. ²	United Kingdom (4.09)	African (3.35)	14.8% (.74)
	Western European (3.99)	African (3.35)	12.8% (.64)
	United Kingdom (4.09)	East Asian (3.40)	13.8% (.69)
	Western European (3.99)	East Asian (3.40)	11.8% (.59)
	United Kingdom (4.09)	West Asian or Arabic (3.47)	12.4% (.62)
	Western European (3.99)	West Asian or Arabic (3.47)	10.4% (.52)
5. Racism is not a problem at my school. ²	United Kingdom (3.42)	African (3.05)	7.4% (.37)
6. At our school, people of all races and ethnic backgrounds are treated fairly.	United Kingdom (3.55)	African (3.13)	8.4% (.42)
7. I like learning in Math.	East Asian (3.83)	First Nation (2.89)	18.8% (.94)
8. I feel confident about my abilities in English (reading/writing).	United Kingdom (4.04)	East Asian (3.42)	12.4% (.62)
	Western Europe (4.01)	East Asian (3.42)	11.8% (.59)
9. I feel confident about my abilities in Math.	East Asian (3.93)	First Nation (2.95)	19.6% (.98)
<p>1. All reported differences were significant. For overall tests, $p \leq .001$, adjusted $R^2 \leq .054$; for post hoc tests, $p \leq .005$. 2. These items were worded negatively on the survey. They were reported positively to be consistent with the other items.</p>			

PARENT AND GUARDIAN RESULTS – ALL GRADE LEVELS

Forty-six survey items measured on a 1 to 5 scale were analyzed for differences across ancestries:

- For parents/guardians board wide, differences across ancestries emerged for 10 items.
- For parents/guardians of Grade Primary to 6 students, differences across ancestries emerged for 10 items.
- For parents/guardians of Grade 7 to 12 students, differences across ancestries emerged for 5 items. The following tables outline actual results.

Board Wide Parent/ Guardian Results	Ancestry that Scored a Higher Mean on a scale of 1 to 5	Ancestry that Scored a Lower Mean on a scale of 1 to 5	Difference between Means ¹
1. My child knows how to assess the quality of his/her work.	South/East/Southeast Asian (3.97)	United Kingdom (3.64)	6.6% (.33)
	South/East/Southeast Asian (3.97)	Western European (3.64)	6.6% (.33)
2. My child knows how to set goals for her/his learning.	South/East/Southeast Asian (3.85)	United Kingdom (3.53)	6.4% (.32)
3. I am treated the same as other parents at my child's school regardless of my race or ethnicity. ²	Eastern European (4.32)	South/East/Southeast Asian (3.84)	9.6% (.48)
	United Kingdom (4.22)	South/East/Southeast Asian (3.84)	7.8% (.39)
	United Kingdom (4.22)	African (4.02)	4.0% (.20)
	Western European (4.24)	South/East/Southeast Asian (3.84)	8.0% (.40)
4. Racism is a not problem at my child's school. ²	Eastern European (4.05)	African (3.59)	9.2% (.46)
	United Kingdom (3.90)	African (3.59)	6.2% (.31)
	Western European (3.88)	African (3.59)	5.8% (.29)
5. My child reads at home.	United Kingdom (4.45)	African (4.26)	3.8% (.19)
6. Attend curriculum night...	Western European (3.72)	African (3.20)	10.4% (.52)
	Western European (3.72)	South/East/Southeast Asian (3.08)	12.8% (.64)
	Western European (3.72)	West Asian or Arabic (3.06)	13.2% (.66)
	United Kingdom (3.89)	African (3.20)	13.8% (.69)
	United Kingdom (3.89)	South/East/Southeast Asian (3.08)	16.2% (.81)
	United Kingdom (3.89)	First Nation (3.20)	13.8% (.69)
	United Kingdom (3.89)	West Asian or Arabic (3.06)	16.6% (.83)

7. Attend parent-teacher conferences...	United Kingdom (4.43)	African (4.04)	7.8% (.39)
	United Kingdom (4.43)	South/East/Southeast Asian (3.90)	10.8% (.54)
	United Kingdom (4.43)	First Nation (3.98)	9.0% (.45)
	United Kingdom (4.43)	West Asian or Arabic (3.93)	10.2% (.51)
	Western European (4.35)	African (4.04)	6.2% (.31)
	Western European (4.35)	South/East/Southeast Asian (3.90)	9.0% (.45)
	Western European (4.35)	West Asian or Arabic (3.93)	8.4% (.42)
8. Attend extra-curricular school events...	United Kingdom (3.46)	African (2.92)	11.0% (.55)
	United Kingdom (3.46)	South/East/Southeast Asian (2.94)	10.4% (.52)
	United Kingdom (3.46)	First Nation (3.03)	8.6% (.43)
	United Kingdom (3.46)	West Asian or Arabic (2.91)	11.2% (.56)
	Western European (3.34)	African (2.92)	8.4% (.42)
	Western European (3.34)	West Asian or Arabic (2.91)	8.6% (.43)
9. Volunteer to help at the school...	United Kingdom (2.33)	African (2.05)	5.6% (.28)
10. My child is confident about doing a good job on his/her homework.	South/East/Southeast Asian (4.24)	United Kingdom (3.93)	6.2% (.31)
<p>1. All reported differences were significant, $p \leq .001$, adjusted $R^2 \leq .049$.</p> <p>2. These items were worded negatively on the survey. They were reported positively to be consistent with the other items.</p>			

PARENT AND GUARDIAN RESULTS – GRADE PRIMARY TO 6

Grade P to 6 Parent/ Guardian Results	Ancestry that Scored a Higher Mean on a scale of 1 to 5	Ancestry that Scored a Lower Mean on a scale of 1 to 5	Difference between Means ¹
1. My child knows how to assess the quality of his/her work.	South/East/Southeast Asian (3.95)	United Kingdom (3.59)	7.0% (.35)
2. I encourage my child to read at home.	United Kingdom (4.72)	African (4.56)	3.2% (.16)
3. I am treated the same as other parents at my child's school regardless of my race or ethnicity. ²	Eastern European (4.40)	South/East/Southeast Asian (3.83)	11.2% (.56)
	United Kingdom (4.33)	African (4.08)	5.2% (.26)
	United Kingdom (4.33)	South/East/Southeast Asian (3.83)	10.0% (.50)
	Western European (4.35)	South/East/Southeast Asian (3.83)	10.4% (.52)
4. Racism is a not problem at my child's school. ²	United Kingdom (4.10)	African (3.75)	7.0% (.35)
5. My child reads at home.	United Kingdom (4.62)	African (4.42)	4.0% (.20)
	United Kingdom (4.62)	West Asian or Arabic (4.36)	5.2% (.26)
6. When I visit my child's school I see displays of student learning.	United Kingdom (4.49)	African (4.3)	3.8% (.19)
7. Attend curriculum night...	United Kingdom (4.08)	African (3.38)	14.0% (.70)
	United Kingdom (4.08)	South/East/Southeast Asian (3.27)	16.0% (.80)
	United Kingdom (4.08)	First Nation (3.33)	15.0% (.75)
	United Kingdom (4.08)	West Asian or Arabic (3.18)	17.8% (.89)
	Western European (3.89)	African (3.38)	10.4% (.52)
	Western European (3.89)	South/East/Southeast Asian (3.27)	12.4% (.62)
	Western European (3.89)	West Asian or Arabic (3.18)	14.2% (.71)
8. Attend parent-teacher conferences...	United Kingdom (4.67)	African (4.34)	6.8% (.34)
	United Kingdom (4.67)	South/East/Southeast Asian (4.15)	10.4% (.52)
	United Kingdom (4.67)	First Nation (4.28)	8.0% (.40)
	United Kingdom (4.67)	West Asian or Arabic (4.12)	11.2% (.56)
	Western European (4.56)	South/East/Southeast Asian (4.15)	8.2% (.41)
9. Attend extra-curricular school events...	United Kingdom (3.71)	African (3.13)	11.6% (.58)
	United Kingdom (3.71)	South/East/Southeast Asian (3.19)	10.4% (.52)
	United Kingdom (3.71)	West Asian or Arabic (3.11)	12.0% (.60)

	Western European (3.6)	African (3.13)	9.4% (.47)
10. Volunteer to help at the school...	United Kingdom (2.59)	African (2.16)	8.8% (.44)
<p>1. All reported differences were significant, $p \leq .001$, adjusted $R^2 \leq .061$.</p> <p>2. These items were worded negatively on the survey. They were reported positively to be consistent with the other items.</p>			

PARENT AND GUARDIAN RESULTS – GRADE 7 TO 12

Grade 7 to 12 Parent/ Guardian Results	Ancestry that Scored a Higher Mean	Ancestry that Scored a Lower Mean	Difference between Means ¹
1. My child knows how to set goals for her/his learning.	South/East/Southeast Asian (4.00)	United Kingdom (3.58)	8.4% (.42)
2. At my child's school, people of all races and ethnicities are treated fairly.	West Asian or Arabic (3.88)	African (3.59)	9.0% (.45)
	West Asian or Arabic (3.88)	First Nation (3.43)	12.2% (.61)
	West Asian or Arabic (3.88)	United Kingdom (3.67)	7.4% (.37)
3. Attend curriculum night...	United Kingdom (3.65)	African (2.92)	14.6% (.73)
	United Kingdom (3.65)	South/East/Southeast Asian (2.85)	16.0% (.80)
	United Kingdom (3.65)	West Asian or Arabic (2.96)	13.8% (.69)
	Western European (3.51)	African (2.92)	11.6% (.58)
	Western European (3.51)	South/East/Southeast Asian (2.85)	13.2% (.66)
4. Attend parent-teacher conferences...	United Kingdom (4.13)	African (3.60)	10.6% (.53)
	United Kingdom (4.13)	South/East/Southeast Asian (3.55)	11.6% (.58)
	United Kingdom (4.13)	First Nation (3.43)	14.0% (.70)
5. Attend extra-curricular school events...	United Kingdom (3.13)	African (2.55)	11.6% (.58)
	United Kingdom (3.13)	South/East/Southeast Asian (2.58)	11.2% (.56)
1. All reported differences were significant, $p \leq .001$, adjusted $R^2 \leq .037$; for post hoc comparisons, $p \leq .005$.			

A. Preparation of Ancestry Groups for Analyses

The ancestry item on the surveys allowed respondents to choose more than one ancestry. Because of this, many dual-ancestry categories were identified but most of them contained below ten respondents board wide.

For technical reasons, groups with less than 30 individuals are not considered stable enough to represent their respective ancestries. Therefore, dual-ancestry categories containing less than 30 students were eliminated and the students were reassigned to the "Other" category. Dual-ancestry categories containing at least 30 students were retained as unique categories in themselves. Reorganizing the data based on these criteria resulted in the categories reported on page 3.

When testing for differences across groups, every group is compared to every other group on each survey item. This process is difficult to manage with number of categories identified above. The following steps were taken to make the data more manageable:

1. Dual-ancestry categories were eliminated and the original survey categories were retained.
2. Respondents from dual-ancestry categories were reassigned to an original survey category.
3. Comparisons on survey items were made across the original survey categories.

Respondents were assigned to only one of the two categories that they identified because reassigning them to both categories creates a flaw in the data. To demonstrate this, suppose that you want to test for differences between Group A and Group B and that some respondents identified themselves as A *and* B. If you include their data in Group A *and* Group B then you are placing the *same* set of data into two different groups. This makes the overall scores of the two groups *more similar*, which in turn makes it more difficult to detect differences that might exist between the two groups. To avoid this error, students should be reassigned to only one group using an acceptable decision-making process.

Grade 3 to 6 Students

Frequency information collected using the Grade 3 to 6 Survey has been organized in the table below. The right column of the table shows that a variety of dual-ancestry categories crossed over with the three categories already containing the highest frequency of respondents: United Kingdom, Other, and African. These students were reassigned to the category containing fewer respondents, thereby increasing the size of those groups and improving their ability to represent their respective ancestries.

Original Survey Categories	Total N	Dual-ancestry Survey Categories ¹	Total N
African	932	African / United Kingdom	44
East Asian	161	Eastern European / United Kingdom	30
Eastern European	147	First Nation / United Kingdom	66
First Nation	225	West Asian or Arabic / United Kingdom	30
Latin, South, Central America	48	Western European / United Kingdom	137
South Asian	80	African / Other	77
Southeast Asian	55	United Kingdom / Other	121
United Kingdom	2832	Western European / Other	61
West Asian or Arabic	268	First Nation / African	52
Western European	605	1. For each dual-ancestry category, students were reassigned to the bolded ancestry category.	
Other	7469		

Grade 7 to 12 Students

Frequency information collected using the Grade 7 to 12 Survey has been organized in the table below. The right column of the table below shows that a variety of dual-ancestry categories crossed over with the two categories already containing the highest frequency of respondents: United Kingdom and Other. These students were reassigned to the category containing fewer respondents, thereby increasing the size of those groups and improving their ability to represent their respective ancestries.

Original Survey Categories	Total N	Dual-ancestry Survey Categories ¹	Total N
African	1390	Western European / United Kingdom	275
East Asian	306	First Nation / United Kingdom	48
Eastern European	382	African / United Kingdom	46
First Nation	462	Eastern European / United Kingdom	30
Latin, South, Central America	155	United Kingdom / Other	139
South Asian	132	Western European / Other	40
Southeast Asian	82	African / Other	33
United Kingdom	5385	1. For each dual-ancestry category, students were reassigned to the bolded ancestry category.	
West Asian or Arabic	512		
Western European	1344		
Other	10849		

Final Student Categories Used in Analyses

Based on all reassignment decisions made using the data collected from the Grade 3 to 6 and Grade 7 to 12 Surveys, data from the following students were analyzed for differences across groups:

Ancestry Category ¹	Grade 3 to 6 Breakdowns		Grade 7 to 9 Breakdowns		Grade 10 to 12 Breakdowns	
	N	%	N	%	N	%
African	1053	17.6	812	15.3	636	11.9
East Asian	161	2.7	137	2.6	166	3.1
Eastern European	177	3.0	184	3.5	225	4.2
First Nation	343	5.7	272	5.1	232	4.3
Latin, South, Central America	48	.8	64	1.2	87	1.6
South Asian	80	1.3	70	1.3	60	1.1
Southeast Asian	55	.9	43	.8	39	.7
United Kingdom	2953	49.4	2729	51.3	2761	51.7
West Asian or Arabic	298	5.0	244	4.6	259	4.8
Western European	804	13.5	764	14.4	876	16.4
Total²	5972	100.0%	5319	100.0%	5341	100.0%

1. Pacific Islands, an original category on the surveys, was removed from the analyses because of small sample sizes. Additionally, data contained in the "Other" category was excluded from subsequent analyses because the category contains data from non-definable populations and includes a disproportionate number of students relative to the other categories.

2. Data in the total column for of this table will not match the totals in the table above because a small number of students who did not identify their grade are excluded from the totals in this table.

Parents/Guardians

Frequency information collected using the Parent/Guardian Survey has been organized in the table below. The right column of the table below shows that a variety of dual-ancestry categories crossed over with the two categories already containing the highest frequency of respondents: United Kingdom and Other. These respondents were reassigned to the category containing fewer respondents, thereby increasing the size of those groups and improving their ability to represent their respective ancestries.

Original Survey Categories	Total N	Dual-ancestry Survey Categories ¹	Total N
African	673	Western European / United Kingdom	145
East Asian	165	First Nation / United Kingdom	21
Eastern European	155	African / United Kingdom	15
First Nation	190	Eastern European / United Kingdom	20
Latin, South, Central America	57	United Kingdom / Other	27
South Asian	101	1. For each dual-ancestry category, students were reassigned to the bolded ancestry category.	
Southeast Asian	51		
United Kingdom	4239		
West Asian or Arabic	290		
Western European	735		
Other	10811		

Final Parent/Guardian Categories Used in Analyses

Based on all reassignment decisions made using the data collected from the Parent/Guardian Surveys, data from the following parents/guardians were analyzed for differences across groups:

Ancestry Category ¹	Grade 3 to 6 Breakdowns		Grade 7 to 12 Breakdowns		Board Wide Breakdowns	
	N	%	N	%	N	%
African	372	10.0	243	8.5	688	10.1
South/East/Southeast Asian	174	4.7	126	4.4	317	4.6
Eastern European	105	2.8	67	2.3	175	2.6
First Nation	129	3.5	74	2.6	211	3.1
United Kingdom	2315	62.2	1864	64.9	4266	62.5
West Asian or Arabic	155	4.2	109	3.8	290	4.2
Western European	471	12.7	389	13.5	880	12.9
Total²	3721	100%	2872	100%	6827	100%

- Pacific Islands and Latin/Central/South America, original categories on the survey, were removed from the analyses because of small sample sizes. East, South, and Southeast Asia were combined to increase the size of the group and to make it more comparable in size to the other groups. Additionally, data contained in the "Other" category was excluded from subsequent analyses because the category contains data from non-definable populations and includes a disproportionate number of students relative to the other categories.
- Totals for grades 3 to 6 and grades 7 to 12 may not match the Board Wide totals because some respondents did not identify their child's grade.

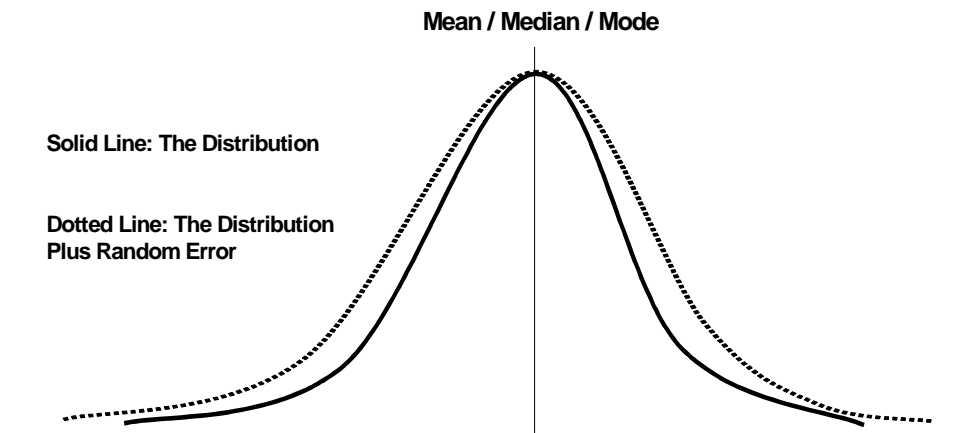
B. TECHNICAL ANALYSES

Measurement Error

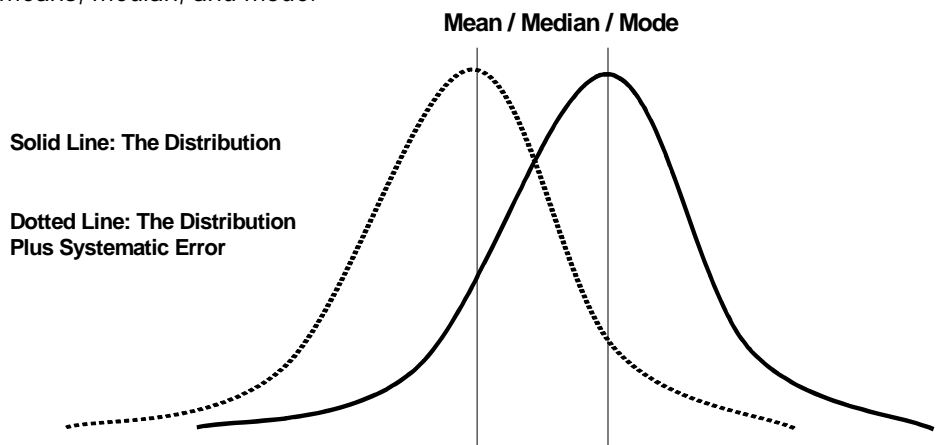
Every score consists of a true score plus some level of error: **Observed Score = True Score + Error**. Some factors that may result in measurement errors include research methods that limit the questions that can be asked from the data; the assessors, such as giving unclear instructions or entering data incorrectly; the extent to which a sample contains the characteristics of the population of interest; the individuals being assessed, such as fatigue, hunger, or poor concentration; or environmental or social factors, such as lighting or personal events. The better that sources of error are controlled the better the observed scores represent what the true scores would be if there was no error. This leads to higher reliability and validity of conclusions drawn observed data.

Unsystematic (random) versus Systematic Error

Unsystematic errors refer to factors that affect individuals within the sampled group differently, such as mood, anxiety, hunger, etc. For some, scores will be inflated due to these errors; for others, scores will be deflated. Therefore, these errors are thought to influence variability of the scores, but not the mean, median, and mode:



Systematic errors refer to factors that affect scores of the measured group in a systematic way, either by inflating or deflating everyone's scores. For example, a test could be overly difficult or there could be a loud noise outside a testing room, resulting in interruptions to everyone's concentration. Therefore, these errors are thought to influence the means, median, and mode:



Controlling for Error

Several measures were taken to improve the surveys, the surveying process, and the data analyses in order to reduce known sources of systematic and unsystematic error:

1. The Annual Planning for Improvement Surveys were developed systematically using the following process:
 - Research on effective schools that identifies indicators of school success was conducted.
 - Items from other surveys that have been used and refined over the years by provincial Departments of Education and local school boards were reviewed, borrowed, and modified.
 - Two researchers from the Ontario Institute of Studies in Education reviewed the item pool for clarity and completeness and for improving their ability to measure the indicators.
 - A focus group of students, teachers, and parents helped to make final revisions, including clarifying and refining the items and instructions for completion, and improving their layout.
2. Based on last year's results, the surveys and the survey process were revised to improve the quality of data the surveys produce. Changes outlined below were based on feedback obtained from students, teachers, principals, school planning teams, parents/guardians, and the board Planning for Improvement team:
 - Grade 3 to 6 rather than Grade Primary to 6 students were surveyed.
 - Items that were misinterpreted were removed.
 - Items that were not considered useful for school planning were removed.
 - More items were generated to better represent more indicators of school success.
 - More items were generated to measure important issues previously overlooked.
3. Sampling error was controlled by allowing all students from Grades 3 to 12 to participate in the survey process, which maximizes how well the groups surveyed represent all students. The overall response rate board wide was high (approximately 80%).
4. As this was the first year that the Ancestry item appeared on the surveys, efforts will be placed on clarifying the definition of ancestry, the purpose of collecting ancestry data, and the ancestry categories themselves.
5. Internal consistency of the measures, as measured using Cronbach's alpha, was high. For the Grade 3 to 6 survey, $\alpha = .84$; for the Grade 7 to 12 survey, $\alpha = .92$.
6. To test for differences across ancestry categories, a multivariate analysis of variance (MANOVA) was conducted on the data. This analysis is used to test for differences across groups (in this case ancestries) on more than one outcome (in this case numerous survey items). Scheffe's post hoc analyses were conducted for items on which ancestries differed significantly. Post hoc analyses compare every ancestry to every other ancestry to pinpoint the exact ancestries that differed significantly from one another on a given item.
7. Regardless of the precautions taken to control for unwanted influences on the data, it has been stressed throughout this report that the results are correlational in nature at best and that they should be considered opportunities to explore further.

Grade 3 to 6 Survey Items Assessed in this Report

Bolded items yielded significant differences across ancestries.
Items ending with * were worded negatively on the original survey.

Student-assessed progress in school.	I try my best in school.
I know how good my teachers expect my work to be.	I have fun learning.
My teachers spend time talking to me about my work.	I know how to do a good job on my homework.
I can tell if I did a good job on my work.	I can do well in school.
I like my school.	I know how to use the school library.
Teachers expect students to try their best in school.	I like to read.
My teachers help me with my schoolwork when I need it.	I like to write (e.g. stories, poems).
I read at home.	I like Math.
At our school, boys and girls are treated equally.	I like Science.
The work in my classes really makes me think – I feel challenged.	I am a good reader.
My family helps me with my homework when I need it.	I am good at writing (e.g. stories, poems).
I know I can talk to an adult at school if I need to.	I am good at Math.
I like the books in the school library.	I am good at Science.
At our school, people of all races and ethnic backgrounds are treated fairly.	My teachers encourage me to share my ideas.
My teachers listen to what I have to say.	At school, we learn about taking care of the environment.
Racism is not a problem at my school. ²	At school, we learn about helping others.
I do not get bullied, teased, or picked on at school.*	I respect people who are different from me (e.g. look, think, act differently).
I am treated the same as others at school regardless of my race or ethnic background.*	At school, we learn about different cultures.

Grade 7 to 12 Survey Items Assessed in this Report

Bolded items yielded significant differences across ancestries for Grade 7 to 9 students.
Italicized items yielded significant differences across ancestries for Grade 10 to 12 students.
Items ending with * were worded negatively on the original survey.
The final item was asked only to Grade 12 students.

<i>Student-assessed progress in school.</i>	<i>At our school, people of all races and ethnic backgrounds are treated fairly.</i>
I get chances to learn from other students.	I do not get bullied, teased, or picked on at school.*
I get chances to learn through hands-on experiences.	Our learning is rarely interrupted during the day (e.g. announcements, discipline).*
I know how to assess the quality of my work.	My family helps me with my homework when I need it.
I get feedback regularly about the quality of my work.	Students who break the rules are treated fairly.
I know what my teachers are looking for when evaluating my work.	I try my best in school.
I know how to set goals for my learning.	I enjoy learning.
I know what good quality school work looks like.	I am confident about doing a good job on my homework.
The work in my classes really makes me think – I feel challenged.	I can do well in school.
Teachers expect students to try their best in school.	I know how to use the school library.
<i>My teachers listen to what I have to say.</i>	I like learning in English (reading/writing).
Rules about student behavior apply to everyone equally.	<i>I like learning in Math.</i>
My teachers help me with my schoolwork when I need it.	I like learning in Science.
Staff treats me with respect.	<i>I feel confident about my abilities in English (reading/writing).</i>
<i>I read at home.</i>	<i>I feel confident about my abilities in Math.</i>
At our school, male and female students are treated equally.	I feel confident about my abilities in Science.
Students treat staff members with respect.	My teachers encourage me to share my ideas.
I learn about my school's Code of Conduct each year.	At school, we learn about taking care of the environment.
My teachers set high expectations for learning.	At school, we learn about different cultures.
<i>I am treated the same as others at school regardless of my race or ethnicity.*</i>	I learn about the effects of discrimination (e.g. racism, sexism, etc.).
I know I can talk to an adult at school if I need to.	I respect people who look, think, or act differently from me.
I like the books in the school library.	I know how to apply what I learn in school to real-life situations.
<i>Racism is not a problem at my school.*</i>	School is preparing me for what I want to do after high school.

Parent/Guardian Survey Items

Items ending with * were worded negatively on the original survey.
The final item was asked only to Grade 12 students.

School events focus on curriculum, learning, and student achievement.
I know how well my child is doing in school.
I know what my child's teachers are looking for when they evaluate my child's work.
My child knows how to assess the quality of his/her work.
My child knows how to set goals for her/his learning.
My child likes her/his school.
I believe that my child can be successful in school.
Teachers help me support my child's learning at home.
My child's school is a safe place to learn, work, and visit.
My child's teachers set high expectations for student learning.
I encourage my child to read at home.
Rules about student behavior apply to everyone equally.
Parents/guardians and staff share responsibility for monitoring student behavior.
I am treated the same as other parents at my child's school regardless of my race or ethnicity.*
Racism is a not problem at my child's school.*
At my child's school, people of all races and ethnic backgrounds are treated fairly.
My child reads at home.
At my child's school, people who look, think, or act differently are treated fairly and equally.
My child's school has a positive learning environment.
Staff members treat my child with respect.
When I visit my child's school I see displays of student learning.
I know whom to contact at my child's school if I have any questions or concerns.
I receive information on Nova Scotia's curriculum and learning outcomes.
I receive information regularly about activities at my child's school.
My child's teachers contact me if/when my child is having difficulties.
My family and I feel welcomed at my child's school.
Staff at my child's school works hard to maintain good relations with parents/guardians.
I feel appreciated by my child's school staff when I do volunteer work at my child's school.
My child's school staff promotes different types of parent and community school involvement.
Attend curriculum night...
Attend parent-teacher conferences...
Attend extra-curricular school events...
Volunteer to help at the school...
Volunteer to help in classrooms...
My child is confident about doing a good job on his/her homework.
I am satisfied with the school's efforts to meet my child's academic needs.
I am satisfied with my child's learning in English (reading/writing).
I am satisfied with my child's learning in Math.
I am satisfied with my child's learning in Science.
My child understands how to apply what he/she learns in school to real-life situations.
School is preparing my child for what she/he wants to do after high school.