

BLACK STUDENT ACHIEVEMENT IN TDSB



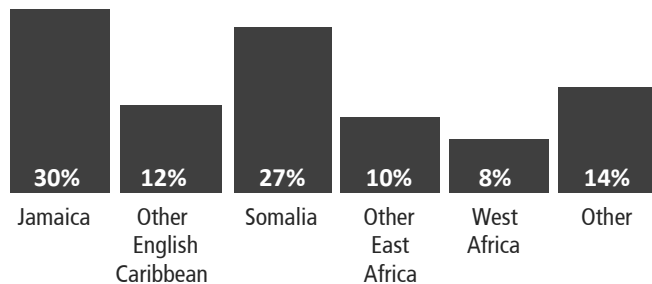
FACT SHEET: First Generation

TOTAL FIRST-GENERATION BLACK STUDENTS

1,659

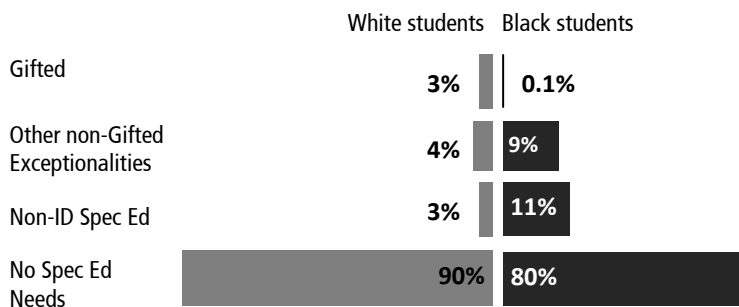
of Black TDSB students in the 2006-2011 cohort identified as first-generation Canadian, i.e., they were not born in Canada.

FAMILY BIRTHPLACE



Over half (57%) of first-generation Black students in this cohort identified two countries of origin — Jamaica (30%) and Somalia (27%).

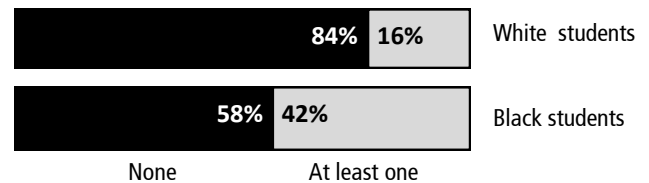
SPECIAL EDUCATION



A greater proportion of first-generation Black students are identified with non-gifted special education needs than White first-generation students.

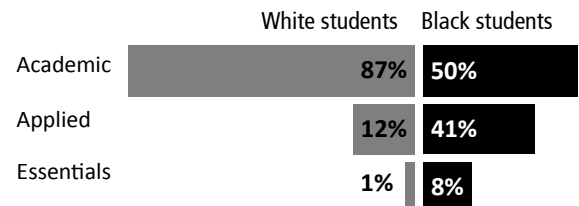
Conversely, only 0.1% of first-generation Black students are identified as gifted, compared to 3% of their White counterparts.

SUSPENSIONS



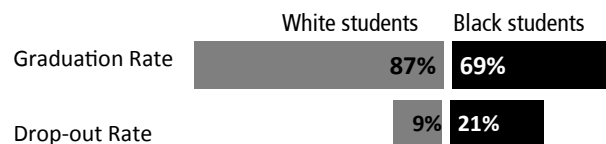
First-generation Black students are 2.5 times as likely as their White peers to be suspended at least once during high school.

PROGRAM OF STUDY



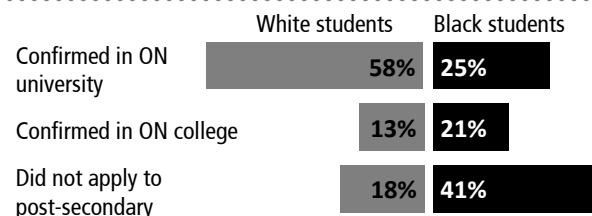
A greater proportion of first-generation Black students are enrolled in Applied and Essential programs, compared to their White peers. By contrast, half of first-generation Black students compared with 87% of White students are enrolled in the Academic program of study.

5-YEAR OUTCOMES



First-generation Black students have a drop-out rate twice that of their White peers. The graduation rate of first-generation Black students is almost 20 percentage points below that of their White peers.

CONFIRMATION IN POST-SECONDARY EDUCATION



First-generation White students are more than twice as likely to leave high school and attend an Ontario university than their Black peers, while first-generation Black students are more likely to go on to an Ontario college. 41% of all first-generation Black students did not apply to go on to post-secondary education.

BLACK STUDENT ACHIEVEMENT IN TDSB



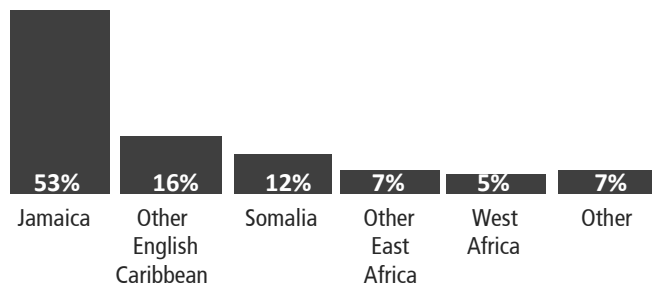
FACT SHEET: Second Generation

TOTAL SECOND-GENERATION BLACK STUDENTS

3,436

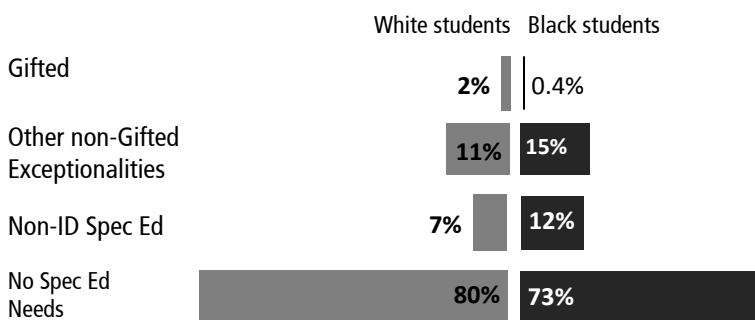
of Black TDSB students in the 2006-2011 cohort identified as second-generation Canadian, i.e., they were born in Canada to foreign-born parents.

FAMILY BIRTHPLACE



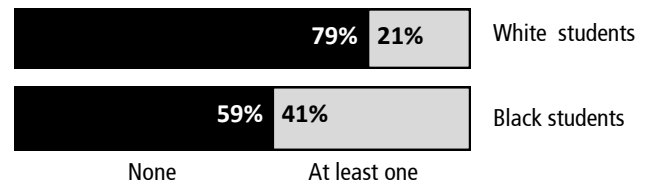
Over half of second-generation Black students in this cohort (53%) reported being of Jamaican heritage, that is, they were born in Canada to Jamaican-born parents. An additional 12% reported Somali heritage.

SPECIAL EDUCATION



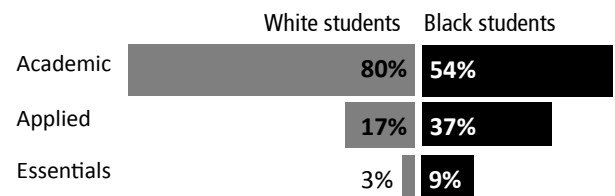
A greater proportion of second-generation Black students are identified with non-gifted special education needs than White second-generation students. 18% of White students are identified with other special education needs compared with 27% of Black students. Conversely, only 0.4% of second-generation Black students are identified as gifted, compared to 2% of their White counterparts.

SUSPENSIONS



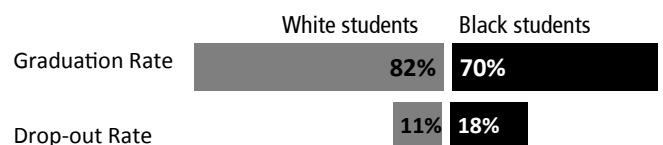
Second-generation Black students are 2 times as likely as their White peers to be suspended at least once during high school.

PROGRAM OF STUDY



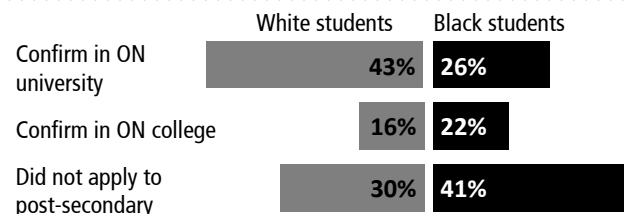
A greater proportion of second-generation Black students are enrolled in Applied and Essential programs, compared to their White peers. Just over half of second-generation Black students compared with 80% of their White peers are enrolled in Academic programs.

5-YEAR OUTCOMES



Second-generation Black students have a higher drop-out rate than second-generation White students. The graduation rate of second-generation Black students is 12 percentage points below that of their White peers.

CONFIRMATION IN POST-SECONDARY EDUCATION



Second-generation White students are more likely to leave high school and attend an Ontario university than their Black peers, while second-generation Black students are more likely to go on to an Ontario college. Second-generation Black students are more likely to not have applied to post-secondary education than their White peers.

BLACK STUDENT ACHIEVEMENT IN TDSB



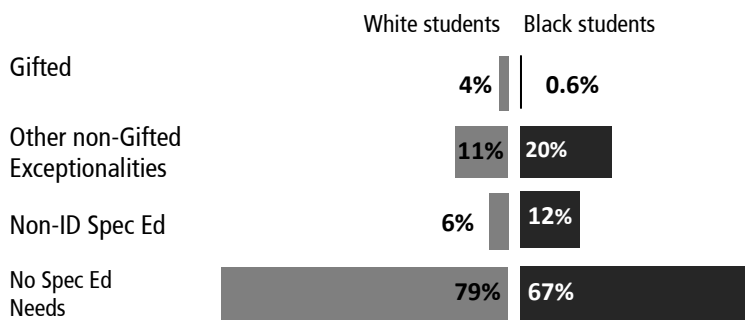
FACT SHEET: Third Generation

TOTAL THIRD-GENERATION BLACK STUDENTS

506

of Black TDSB students in the 2006-2011 cohort identified as being three or more generation Canadian, i.e., they were born in Canada to Canadian-born parents.

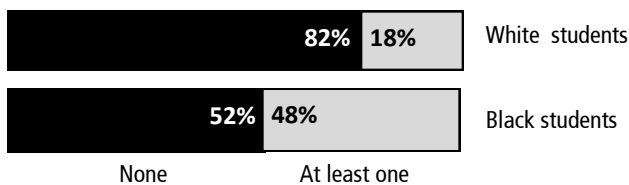
SPECIAL EDUCATION



A greater proportion of third-generation Black students are identified with non-gifted special education needs than their White peers. Only 0.6% of third-generation Black students are identified as gifted, compared to 4% of their White counterparts. Conversely, 17% of White students are identified with other special education needs compared with 32% of Black students.

Third-generation Black students are more likely than first and second-generation Black students to be identified as having non-gifted special education needs.

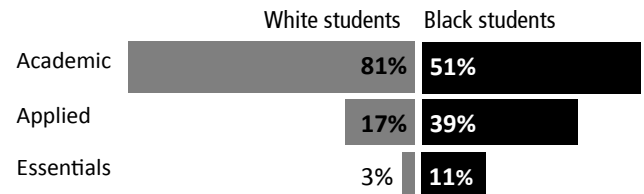
SUSPENSIONS



Black students are 2.5 times as likely as their White peers to be suspended at least once during high school.

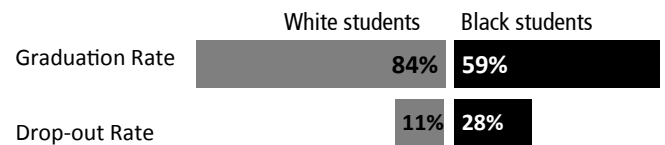
Third-generation Black students are more likely than first and second-generation Black students to be suspended at least once during high school.

PROGRAM OF STUDY



A greater proportion of third-generation Black students are enrolled in Applied and Essential programs, compared to third-generation White students. Just over half of third-generation Black students compared with 81% of White students are enrolled in Academic programs.

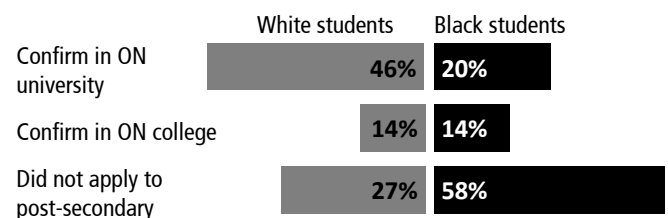
5-YEAR OUTCOMES



Third-generation Black students have a drop-out rate two and a half times that of third-generation White students. The graduation rate of third-generation Black students is 25 percentage points below that of their White peers.

Of the three generations of Black students, the high school drop-out rate is highest for the third-generation.

CONFIRMATION IN POST-SECONDARY EDUCATION



Third-generation White students are more likely to go on to an Ontario university than their Black peers. Third-generation Black students did not apply to go on to post-secondary education at a higher rate than Whites students are going on to Ontario universities.

Of the three generations of Black students, the third-generation is more likely to not apply to post-secondary education.