

## More Information, Financial and Other, You Should Know About Separate Schools

- ◆ **Under 8%** of the total funding (operating and capital) for all separate schools from 2011-2015 came from residential property taxes of separate school supporters (about **15%** of the funding for public schools came from residential property taxes).<sup>1</sup>
- ◆ In general, **about 72%** of the total operating revenues for separate schools for 2011-12 to 2014-15 came from provincial funding. Only about **62%** of the total operating revenues for public schools came from provincial funding.<sup>2</sup>
- ◆ Both systems receive about 15% of their operating revenues from business property taxes.<sup>3</sup> Businesses cannot direct their taxes; if a small business is wholly owned by atheists or Baptists, their business property taxes are still assigned on a per student basis to separate and public schools in their area.
- ◆ Coterminous school boards are public and separate school boards with exactly the same boundaries and the same language. We studied thirty-two coterminous English school boards (16 public; 16 separate).
- ◆ The Catholic Boards in these coterminous schools received every year, from 2012-2015, about **\$1,400 dollars more per student in provincial funding for operating and capital expenditures than the corresponding coterminous public boards.**<sup>4</sup>
- ◆ Even though most of the funding comes from general public revenues, separate school teachers teach Catholicism (in high school it is a credit course). In 2011, about 30% of Ontario residents described themselves as Protestant, 23% as “no religion”, and 11% as non-Christian religions such as Hindus or Muslims. All these non-Catholics are being forced to pay for the education of Catholics, a strange anomaly in which is supposed to be a country with a *Charter of Rights*.<sup>5</sup>
- ◆ Religious segregation leads to ethnic segregation. Some ethnic groups have a high percentage of Catholics; some have a very low percentage. We all know the benefits in a multicultural country such as Canada of students of different ethnic groups and backgrounds learning together, and we know the harm that has resulted in other countries when students are segregated from each other.
- ◆ Some people promote the myth that separate schools have better results. Some individual schools in both systems may be better than other schools, but if you look at the 2011-2016 EQAO (Education Quality and Accountability) reports for Grade 3 and Grade 6 in Toronto, for example, the general results are very similar, even though the public schools have more students whose first language is not English.<sup>6</sup>

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<sup>1</sup> *Freedom of Information Request* EDU-160070, February 2017.

<sup>2</sup> *Freedom of Information Request* EDU-160070, February 2017,

<sup>3</sup> *Freedom of Information Request* EDU-160070, February 2017.

<sup>4</sup> *Freedom of Information (FOI) Request* EDU 160072, December 2016.

<sup>5</sup> *Statistics Canada*, 2011 National Household Survey, Cat. No. 99-004-XWE.

<sup>6</sup> *Toronto DSB (66052) and Toronto CDSB (67059) School Board Reports*, dated Sep. 6, 2017.