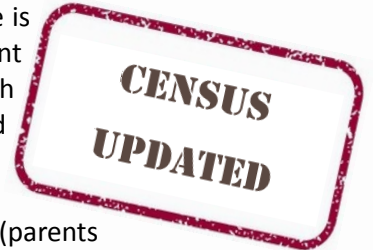


Suspension Rates by Students' Demographic and Family Background Characteristics

A caring, safe, respectful, orderly, and purposeful learning environment, in which everyone is engaged and demonstrates personal and social responsibility, is essential to student learning. In support of our collective efforts to ensure continuous improvement and high levels of success for all students, this Fact Sheet provides Toronto District School Board (TDSB) student suspension information by demographic and family background characteristics, as captured and measured by the Board's Student Information System and its first Student Census in 2006 (Grade 7-12 students), first Parent Census in 2007 (parents of Kindergarten to Grade 6 students), and the most recent 2011-2012 Student and Parent Census.



The 2011-2012 Student and Parent Census had high return rates: 95% for Grade 7 to 8 students, 84% for Grade 9 to 12 students, and 65% for parents of Kindergarten to Grade 6 students. For the 2006 Student Census, the return rates are 92% for Grade 7 to 8 students and 81% for Grade 9 to 12 students. The return rate for the 2007 Parent Census is 68% for parents of Kindergarten to Grade 6 students.

The data presented in this Fact Sheet, together with other information including students' academic achievement and school engagement, will be used to inform school improvement, program planning, resource allocation, and professional development.

OVERALL TDSB SUSPENSION RATES: There has been a consistent decline in suspension rates in the past five school years from 2006-07 to 2011-12. This includes students in Kindergarten to Grade 6, Grades 7-8, and Grades 9-12 (Figure 1).

Figure 1: Student Suspension Rates Over Time

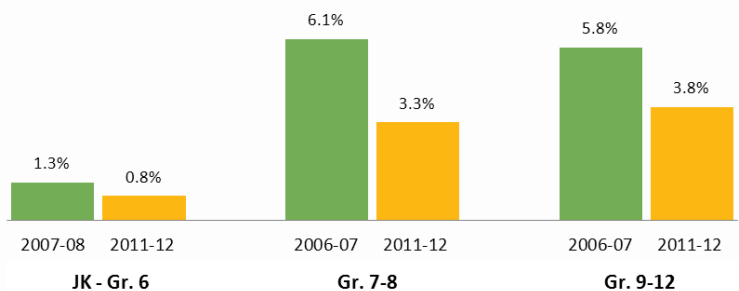
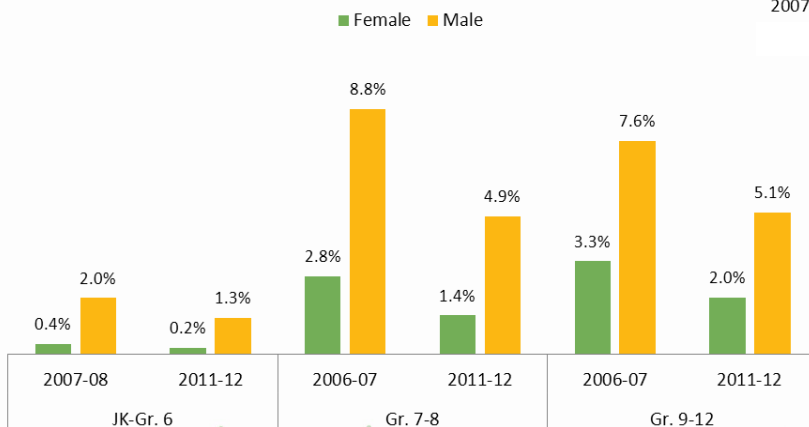


Figure 2: Suspension Rates by Student Gender



SUSPENSION RATES BY GENDER: Although the overall suspension rate has been declining, male students consistently had much higher suspension rates than female students in all grades (Figure 2).

Suspension Rates by Students' Racial Background, Birth Place, and Parents' Birth Place

Students' **racial group and parents' birth place** are derived from participants in the Student and Parent Census. Students' **birth place** information is derived from the TDSB Student Information System. Table 1, Figure 3, and Figure 4 show the suspension rates for the following student groups: Kindergarten - Grade 6, Grades 7-8, and Grades 9-12.

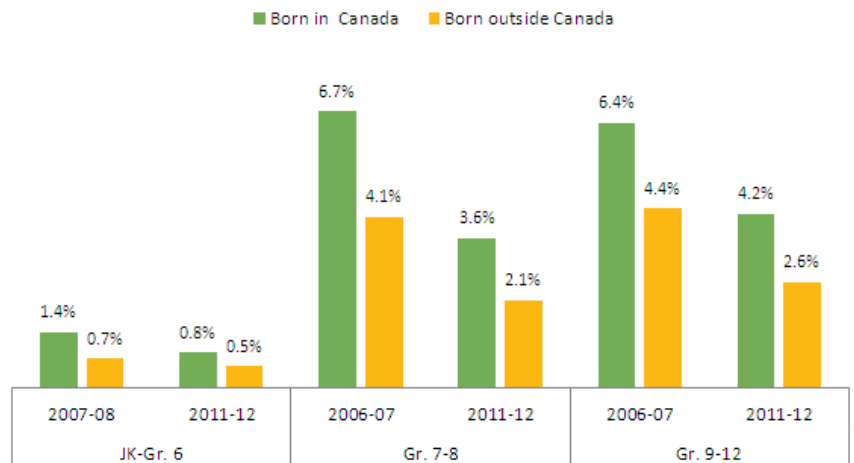
THE TREND: In the 2011-12 school year, student suspension rates decreased significantly for all racial groups compared with the previous Census years. Students who described themselves as East Asian, Southeast Asian, or South Asian had lower suspension rates than other racial groups. On the other hand, students describing themselves as Black, Latin American, Mixed, or Middle Eastern had relatively higher suspension rates in both Census years (Table 1).

Table 1: Suspension Rates by Students' Racial Background

Racial Background	JK-Gr. 6		Gr. 7-8		Gr. 9-12	
	2007-08	2011-12	2006-07	2011-12	2006-07	2011-12
Black	2.2%	1.5%	13.7%	7.6%	12.7%	8.6%
East Asian	0.3%	0.2%	2.0%	0.8%	1.2%	0.7%
Latin American	1.0%	0.7%	8.2%	4.5%	5.7%	3.6%
Middle Eastern	0.4%	0.5%	6.2%	2.7%	6.9%	4.1%
Mixed	1.1%	0.6%	8.2%	4.1%	8.1%	4.8%
South Asian	0.3%	0.2%	2.7%	1.4%	3.5%	2.1%
Southeast Asian	0.2%	0.4%	3.8%	1.2%	2.7%	1.9%
White	0.6%	0.5%	4.8%	2.4%	4.3%	2.9%

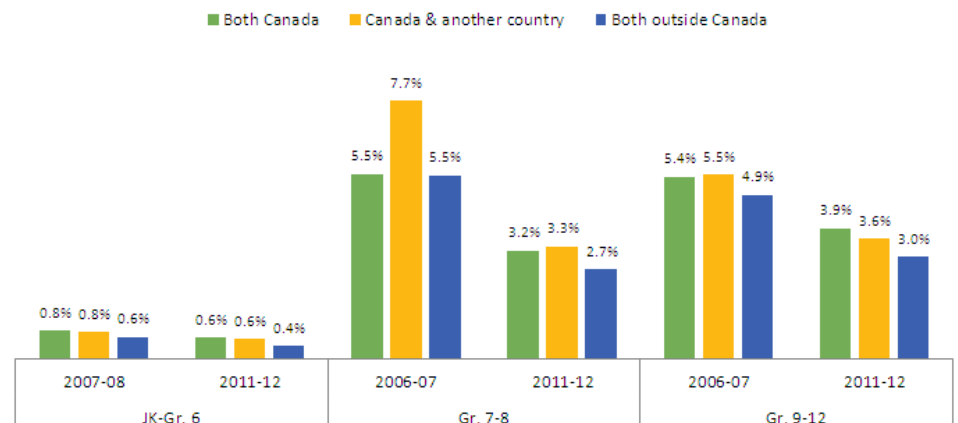
THE TREND: In both Census years, students born in Canada had higher suspension rates than students who were born outside of Canada (Figure 3).

Figure 3: Suspension Rates by Students' Birth Place



Students who had both parents born outside of Canada had slightly lower suspension rates than students whose parents (one or both) were born in Canada (Figure 4).

Figure 4: Suspension Rates by Parents' Birth Place

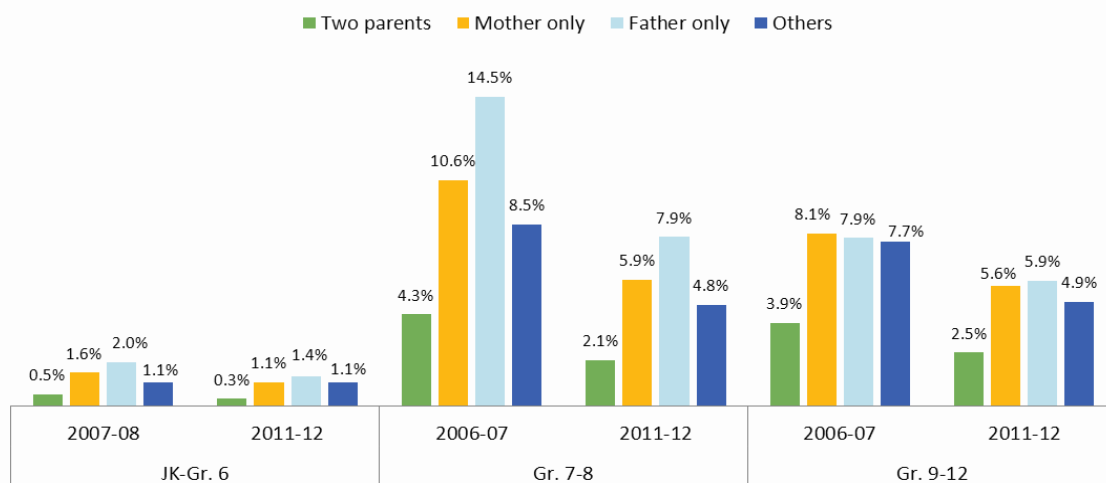


Suspension Rates by Parental Presence at Home and Parents' Education Level

Parental presence at home and **parents' education levels** are derived from students who participated in the TDSB Student and Parent Census. Figures 5 and 6 show students' suspension rates by these two Census variables for the Kindergarten to Grade 6, Grade 7-8, and Grade 9-12 students in both Census years.

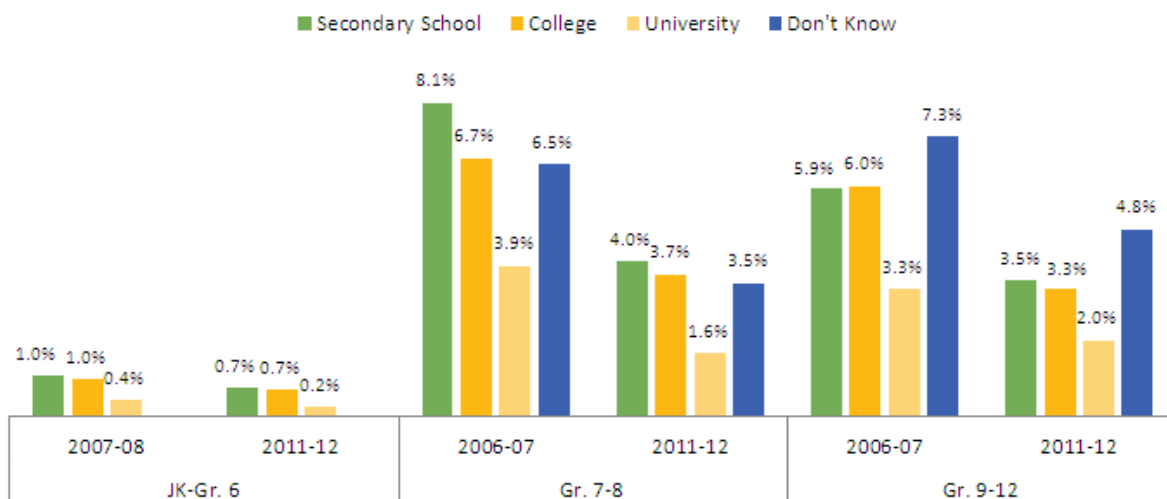
THE TREND: In both Census years, students who lived with both parents at home (includes living with father and mother together, mother and step-father, father and step-mother, and half of the time with each) had much lower suspension rates than students who lived with one parent (mother or father only) or with others (includes living with adult relatives/guardians [e.g., grandparents], group home, foster parents, with friends or others, and on their own). The Grade 7-8 students who lived with their father only had much higher suspension rates than other Grade 7-8 students (Figure 5).

Figure 5: Suspension Rates by Parental Presence at Home



THE TREND: In general, students whose parents had higher education levels (university or above) had lower suspension rates than students whose parents had lower education levels (secondary school or lower) in both Census years (Figure 6).

Figure 6: Suspension Rates by Parents' Education



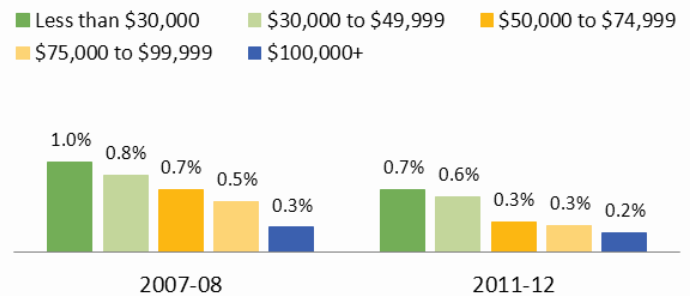
Suspension Rates by Family Income, SES, and Sexual Orientation

Family income (for Kindergarten to Grade 6 students), **family socio-economic status** (for Grade 7-12 students), and **sexual orientation** (for Grade 9-12 students) are derived from students who participated in the TDSB Student and Parent Census.

There were three main categories for sexual orientation: heterosexual, LGBTQ (lesbian, gay, bisexual, transgendered, and queer), and unsure/questioning. This applies only to Grade 9-12 students.

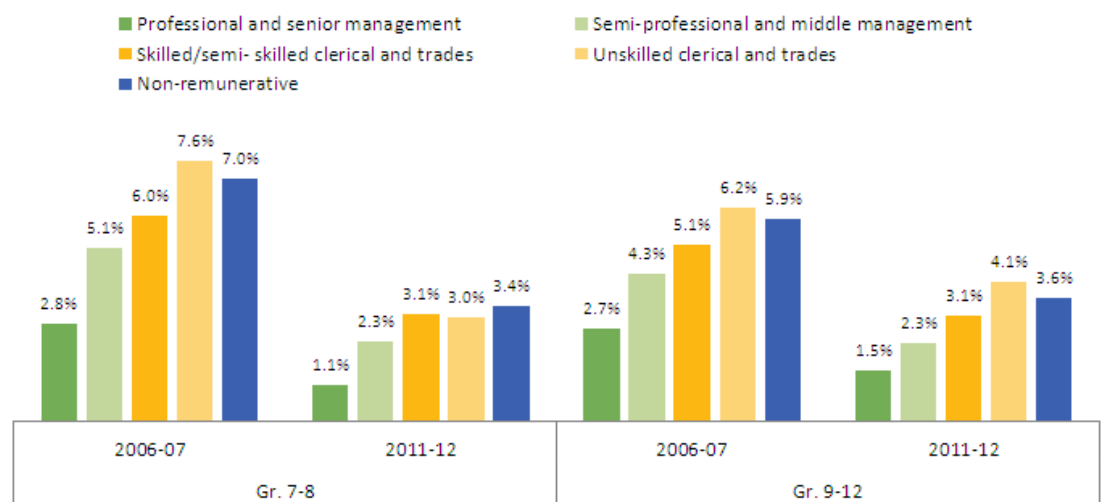
THE TREND: In both Census years, for Kindergarten to Grade 6 students, the higher the students' family income, the lower were their suspension rates (Figure 7).

Figure 7: Suspension Rates by Family Income (JK-Gr.6)



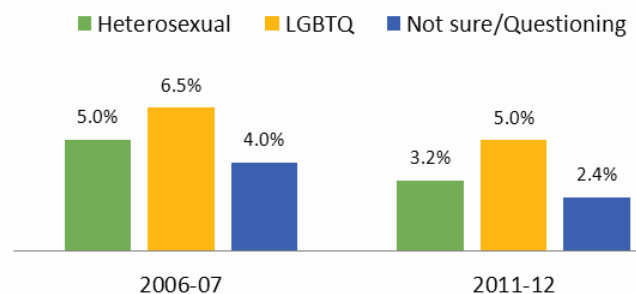
In Grades 7-8 and Grades 9-12, students whose parents held professional and senior management positions had the lowest suspension rates than other student groups. On the other hand, students whose parents held unskilled clerical and trades, or non-remunerative positions, had higher suspension rates in both Census years (Figure 8).

Figure 8: Suspension Rates by Family Socio-Economic Status (Gr. 7-12)



THE TREND: In both Census years, LGBTQ (lesbian, gay, bisexual, transgendered, and queer) students had higher suspension rates than heterosexual students or students who were unsure or questioning about their sexual orientation (Figure 9).

Figure 9: Suspension Rates by Sexual Orientation (Gr. 9-12)

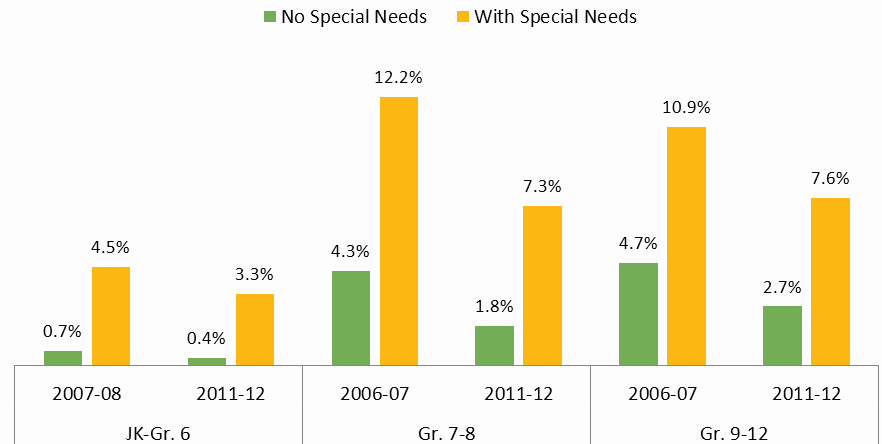


Suspension Rates by Special Education Needs

Students' **status of special education needs and exceptionality** are derived from the TDSB's student registration data. Figure 10 shows the suspension rates by students' status of special education needs. Figure 11 and Table 2 show the suspension rates by exceptionality for Kindergarten to Grade 6, Grade 7-8, and Grade 9-12 students in the school years when the TDSB's Student and Parent Census were conducted.

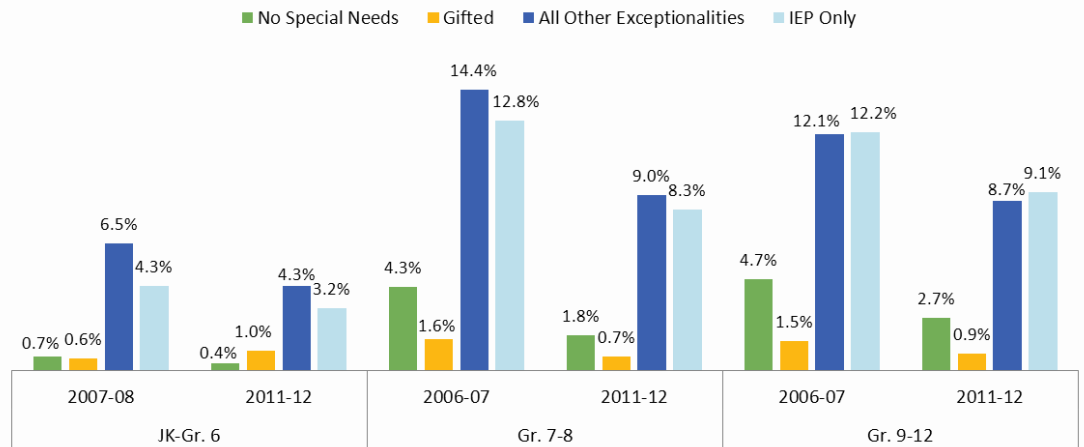
THE TREND: In both Census years, students with special education needs (including Gifted) had much higher suspension rates than students without special education needs (Figure 10).

Figure 10: Suspension Rates by Special Education Needs



Students with exceptionalities (excluding Gifted) and students with an Individual Education Plan (IEP) only had much higher suspension rates than students without special education needs, or Gifted students (Figure 11).

Figure 11: Suspension Rates by Special Education Needs and Exceptionality



When disaggregated by exceptionality, students with Behaviour exceptionality had the highest suspension rates, followed by students with Learning Disability, Intellectual Disability, and Language Impairment (Table 2).

Table 2: Student Suspension Rates by Exceptionality

Exceptionality	JK-Gr. 6		Gr. 7-8		Gr. 9-12	
	2007-08	2011-12	2006-07	2011-12	2006-07	2011-12
Autism	2.6%	1.2%	7.6%	2.2%	1.7%	3.5%
Behaviour	30.6%	26.8%	50.2%	46.1%	37.0%	32.5%
Development Disability	0.5%	0.5%	1.9%	1.1%	3.3%	1.4%
Deaf and Hard of Hearing	1.1%	0.7%	2.2%	0.0%	8.9%	1.0%
Giftedness	0.6%	1.0%	1.6%	0.7%	1.5%	0.9%
Language Impairment	6.1%	2.7%	11.3%	5.9%	11.8%	4.7%
Learning Disability	6.5%	3.4%	14.8%	7.5%	11.6%	7.6%
Mild Intellectual Disability	5.8%	2.5%	14.4%	10.0%	12.6%	10.4%
Physical Disability	0.0%	0.5%	1.9%	0.0%	3.3%	1.6%

Suspension Rates by First Language

Students' **first language** is derived from the TDSB's student registration data. Table 3 shows the suspension rates for the top 25 most spoken languages by TDSB students.

Table 3: Suspension Rates by Students' First Language

THE TREND: In both Census years, students who spoke Somali, Portuguese, Arabic, Dari, Spanish, as well as English and French, had relatively higher suspension rates than other language groups. On the other hand, students who spoke Chinese, Hindi, Korean, and Gujarati had lower suspension rates than other language groups (Table 3).

First Language	JK-Gr. 6		Gr. 7-8		Gr. 9-12	
	2007-08	2011-12	2006-07	2011-12	2006-07	2011-12
Albanian	0.7%	0.8%	6.2%	2.5%	5.2%	2.9%
Arabic	1.3%	0.8%	8.1%	4.1%	7.2%	5.0%
Bengali	0.2%	0.3%	2.7%	1.3%	2.9%	1.3%
Chinese	0.3%	0.2%	1.9%	0.7%	1.1%	0.7%
Dari	0.5%	1.1%	4.1%	4.0%	7.4%	4.4%
English	1.9%	1.3%	8.2%	4.8%	7.7%	5.1%
French	1.3%	0.8%	4.9%	5.1%	4.5%	4.6%
Greek	0.8%	0.5%	4.4%	2.4%	4.4%	2.8%
Gujarati	0.2%	0.1%	1.1%	0.7%	2.0%	2.0%
Hindi	0.3%	0.2%	2.5%	0.6%	2.2%	1.1%
Korean	0.4%	0.2%	3.2%	0.9%	2.7%	1.1%
Pashto	1.2%	0.4%	3.3%	1.3%	5.6%	5.6%
Persian	1.0%	0.4%	5.3%	2.3%	7.6%	3.7%
Portuguese	0.5%	0.9%	9.9%	3.4%	7.7%	3.6%
Punjabi	0.7%	0.3%	4.0%	0.3%	4.0%	3.7%
Romanian	0.3%	0.0%	4.9%	2.4%	3.8%	3.0%
Russian	0.6%	0.2%	5.1%	3.2%	3.9%	3.5%
Serbian	0.3%	0.4%	3.7%	2.4%	3.7%	1.7%
Somali	2.4%	1.4%	12.3%	4.8%	12.6%	7.4%
Spanish	1.2%	0.6%	6.8%	4.7%	6.6%	3.3%
Tagalog (Pilipino)	0.3%	0.2%	4.1%	1.0%	1.9%	2.1%
Tamil	0.4%	0.2%	1.7%	1.1%	3.9%	1.9%
Turkish	0.9%	0.3%	5.6%	1.9%	5.8%	4.9%
Urdu	0.3%	0.1%	2.7%	1.8%	3.4%	1.6%
Vietnamese	0.2%	0.3%	5.8%	1.6%	3.5%	1.6%

WHY IS THIS INFORMATION IMPORTANT?

Although the overall suspension rate for TDSB students has been consistently declining over the last five years, the information provided by this Fact Sheet reveals that there are clear variations among different groups of students. The analysis of student demographic characteristics in relation to their school engagement is essential for policy decision making, educational improvement planning, and contextual stories of TDSB students. This analysis also provides evidence to evaluate the effectiveness of different types of educational programs and interventions within the TDSB.