



**BOARD OF EDUCATION OF HOWARD COUNTY**  
**MEETING AGENDA ITEM**

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**TITLE:** Disproportionate Discipline Data **DATE:** April 25, 2019  
**PRESENTER(S):** Ron Morris and Jason McCoy, Performance, Equity, and Community Response Directors  
Caroline Walker, Executive Director of Program Innovation & Student Well-being

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**Strategic Call To Action Alignment:** Inclusive Relationships: Students’ mental health and social-emotional learning are nurtured through skill development, collaborative dialogue and a restorative culture in our classrooms and communities.

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**OVERVIEW:**

The Howard County Public School System will continue to focus on discipline practices through the school improvement process, implement a Multi-Tiered System of Supports (MTSS) to address the diverse behavioral needs of all students including: Restorative Justice, Positive Behavior Interventions and Supports, Mental Health Services, Social Emotional Learning (SEL) and Curricular Supports, and engage the community in discussions about disproportionate discipline data.

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**RECOMMENDATION/~~FUTURE DIRECTION:~~**

Next steps focus on school improvement goals, and include expanding restorative justice, school-based mental health services, and quality SEL first instruction, with an additional focus on professional learning. HCPSS will continue also continue to partner with families and community members and include student voice in discussion of discipline practices.

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## Overview

The Howard County Public School System (HCPSS) *Strategic Call to Action* states that the mission of HCPSS is to ensure “academic success and social-emotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.” To achieve this mission, the HCPSS has to have in place policies and practices that foster supportive school communities, maximize the amount of time students are able to focus on instruction in the classroom, and address longstanding disparities based in race, ethnicity, socioeconomic status, and receipt of special education services.

Suspension data is one critical metric for determining how well such a supportive learning environment is successfully in place for all students. School-based discipline practices need to be rooted in supportive communities and effect behavior change and restoration of relationships. Practices should support students in the development of self-discipline and pro-social skills. Discipline practices are supported by a complement of social emotional and mental health supports that are focused on developing supportive communities, improving student well-being, and preventing and addressing negative, hurtful behaviors.

## Review of Discipline Data

The 2018 HCPSS suspension rate was 2.2 percent, a decrease from 2.5 percent in 2016 and 2.6 percent in 2017. While HCPSS suspension rates are consistently lower than the state average, disproportionate rates of suspension by student groups exist. Specifically, Black or African American students and Hispanic/Latino students, as well as students who receive Free and Reduced-price Meals (FARMs) and students who receive special education services, were suspended at higher rates than their peers. Male students were also suspended at higher rates than female students. These patterns were observed regardless of school level and have persisted over time. A snapshot of trends related to these disparities is presented below.

### *Trends by Racial/Ethnic Group*

- Black or African American (Black) and Hispanic/Latino (Latino) students were suspended at higher rates than their peers from 2016 through 2018.
- At 5.4 percent, Black students’ suspension rate was 3.2 percentage points higher than the overall suspension rate in 2018, which narrowed from a 4.1 percentage-point difference in 2016.
- At 2.6 percent, Latino students’ suspension rate was 0.4 percentage points higher than the overall suspension rate in 2018, which slightly improved from a 0.5 percentage-point difference in 2016.

### *Trends by Special Service Group*

- Students who receive free and reduced-price meals (FARMS) and students who received special education services had higher suspension rates than the overall suspension rates in all three years.
- In 2018 the suspension rate for students who received FARMS, at 5.4 percent, was over four times that of their peers who did not receive FARMS (1.3 percent).
- This gap narrowed slightly from 2016, when the suspension rate for students who received FARMS (6.3 percent) was four and a half times that of their peers who did not receive FARMS (1.4 percent).
- In 2018 the suspension rate for students who received special education services, at 7.5 percent, was 4.4 times the suspension rate of their peers in general education (1.7 percent).
- This gap widened slightly from 2016, when the suspension rate for students who received special education services (8.4 percent) was 4.2 times the suspension rate of their peers who did not receive special education services (2.0 percent).
- Suspension rates for English learners (EL) or students who qualify for English for Speakers of Other Languages (ESOL) program services were lower than that of their non-EL peers in all three years.

### *Trends by Infraction Type*

The Maryland State Department of Education (MSDE) categorizes infractions into seven major categories: (a) Dangerous Substances; (b) Weapons; (c) Attacks, Threats, or Fighting; (d) Arson, Fire, or Explosives; (e) Sex Offenses; (f) Disrespect and Disruption (previously Disrespect, Insubordination and Disruption); and (g) Other. *Other* includes academic dishonesty, inappropriate use of personal electronics, theft, trespassing, and destruction of property.

- Across all three years, the most common type of infraction that resulted in out-of-school suspensions was *Attacks, Threats or Fighting*. Over half of all suspensions fell in this category.
- The second most common type of infraction for which students were suspended was *Disrespect and Disruption*. It comprised 30 percent of all suspensions in 2016 to 24 percent in 2017, to only 17 percent in 2018.
- *Dangerous Substances* comprised 8 to 11 percent of all suspensions from 2016 to 2018.
- Across all three grade bands, a decreasing trend in *Disrespect and Disruption* infractions is observed from 2016 to 2018.

For additional detail on HCPSS discipline trends, please find *Attachment A: 2016-2018 Trends in Out-of-School Suspensions*.

## **HCPSS's Current Work Addressing Disproportionate Suspension Rates**

HCPSS is committed to establishing and maintaining a positive, safe, and inclusive learning environment for all children. For this reason, the issue of disproportionate suspensions is a serious matter that requires an aggressive and strategic approach. A multifaceted plan has been established to reduce school suspensions overall and eliminate disproportionality. Below are the major components of the HCPSS plan to address disproportionate suspensions. HCPSS regularly engages with community partners and monitors data and strategies in order to make necessary adjustments.

### ***School Improvement Planning***

To ensure that strategic and intentional steps are being taken throughout the school system to address disproportionate suspensions, all 77 HCPSS schools develop and implement a school improvement plan that targets disproportionate suspensions. A central component of each school's plan is identifying root causes and developing specific strategies to address the causes. Additionally, school administrative teams assess the fidelity of implementation of identified strategies as well as use quantitative data to measure progress toward the identified targets. Central Office leaders work closely with school-based administrators regarding all phases of the school improvement plan including development, implementation, and refinement. The strategies identified in school improvement planning follow a multi-tiered system of supports, where all students need some support and some students need more support.

### ***Monthly Discipline Protocol***

Effective monitoring of the school improvement plan is as important as the plan itself. Therefore, HCPSS has established a monthly protocol that requires school teams to unpack discipline data and conduct in-depth analysis which includes identifying trends and patterns. After analyzing the data, school teams develop strategies to address areas of concern. Through the monthly protocol, HCPSS ensures that regular monitoring of discipline data and refinement of strategies occur throughout the school year.

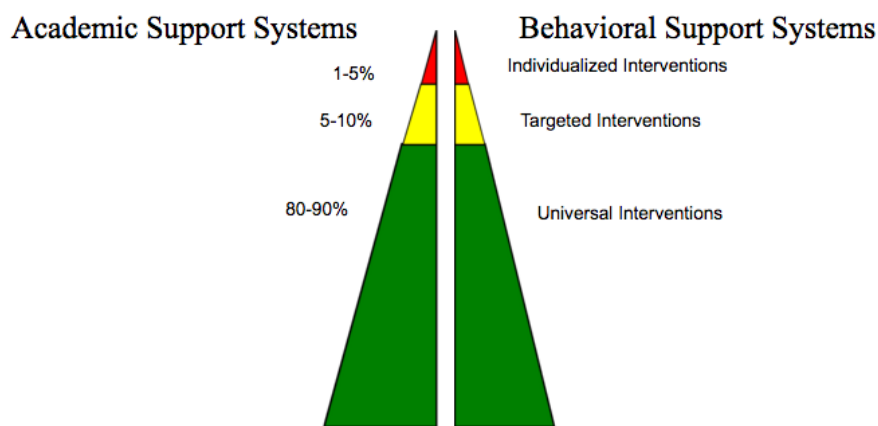
### ***Leadership Professional Learning***

For the past three years, principals, assistant principals, and leadership interns have engaged in regular professional learning focused on diversity, equity, and inclusion as well as effective discipline practices. Time has been invested during monthly administrator meetings to engage school-based leaders in article studies, facilitated discussions, and sharing of best practices. Administrators are able to take follow-up leadership actions based on information gained during the monthly professional learning sessions to further impact students, staff, and families.

### ***Administrator Evaluation: Equity and Cultural Responsiveness***

To help ensure that school-based leaders' actions are aligned with the HCPSS *Strategic Call to Action*, a focus on equity is incorporated in every administrator's full year evaluation. At the onset of a full evaluation year, school-based leaders identify key actions that will be taken to foster an equitable learning environment for all students. These leadership actions are discussed with their supervisors and monitored throughout the school year. Artifacts are provided to help demonstrate evidence of growth. Although there are other facets that make up the administrator's evaluation, their work towards the equity-based goal carries the greatest weight.

### ***Multi-Tiered System of Supports and High Quality Instruction***



Implementation of multi-tiered systems of support (MTSS) is an approach to improving school and classroom climate as well as student outcomes. MTSS is a multi-tiered, systematic framework for teaching and reinforcing behavior for all students as well as for providing additional support to those who need it. For both academic and behavioral supports, classroom instruction with Universal Intervention/Tier I practices should meet the needs of 80-90% of students; 5-10% of students will likely need more targeted interventions provided in the regular classroom environment; 1-5% of students will need Tier III individualized supports, taking the form of more intensive structures.

Effective instruction is a cornerstone of the MTSS framework. Many students who receive high-quality core instruction will succeed without the need for additional interventions. Using best practices in content instruction and pedagogy is often the first step in ensuring students are successful in the classroom and in applying classroom learning to their wider experience. When teachers implement high-quality instruction then inadequate instruction can be ruled out as a reason for students' behavioral needs and focus can shift to other possible causes and improvement strategies.

## ***Social Emotional Learning***

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five basic sets of skills, or competencies, that can be taught systematically at home and at school and will increase students' academic and personal success. These are:

- **Self-Awareness:** accurately identifying one's own thoughts and feelings, strengths and limitations, and motivating values and recognizing how they influence choices and actions.
- **Social Awareness:** identifying and understanding the thoughts and feelings of others, being able to understand and empathize with others from different backgrounds, respecting rights, and understanding the strength of diversity.
- **Self-Management:** establishing and working toward short- and long-term goals, and regulating one's own thoughts, emotions, and behaviors so that they support rather than interfere with efforts to achieve academic, personal, and professional goals.
- **Responsible Decision Making:** generating, implementing, and evaluating informed solutions to problems based on ethical standards and motivating values, and assuming responsibility for personal decisions and behaviors and their consequences.
- **Relationship Skills:** communication, listening, and negotiation skills used to establish and maintain healthy and positive connections with diverse individuals and groups and to negotiate conflict in a constructive fashion.

Direct instruction that helps students to develop social emotional learning competencies increases student mastery of such skills and correlates with increased academic and personal success. Studies indicate that students with mastery of social and emotional skills are more confident, happier, and more competent at work and home. Social Emotional Learning materials were purchased for all elementary schools and will be in place for the 2019-2020 school year.

## ***PBIS***

PBIS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices using data, and (c) maximize academic and social behavior outcomes for students. Outcomes for all children improve by reducing problem behaviors and making schools more positive environments for all stakeholders. By reinforcing positive behaviors, schools find that teachers and students spend more time on instruction, as class disruptions, office referrals and suspensions are reduced.

## ***Restorative Practices***

Restorative justice is a philosophy that emphasizes leveraging the relationships among community members to address inappropriate behavior. Restorative practices build healthy relationships between students and staff, as well as among adults within the school community.

In schools that embrace restorative justice, educators greet students, ensure they are invested partners in the learning community, and are regularly seen having restorative conversations as the primary response to behavior which negatively impacts community relationships.

Community-building is given high priority. The tone and voice-levels of educators should reflect a caring and supportive environment where staff and students are educational partners. All members of the school community need to be comfortable discussing the impact race, ethnicity, and other characteristics have in decision-making and conflict. Students, their families, and educators have a voice in school policies and procedures, which are designed in response to student needs.

### ***Mental Health Supports***

HCPSS promotes the mental health and wellness of each student to help develop their unique strengths, abilities, and characteristics and move them towards academic and career success and personal well-being. A student who feels connected to adults and peers in their school is more likely to have healthy outcomes and is more likely to ask for help when they are experiencing mental health issues. Howard County Public School System has expanded mental health services through adding social workers and community providers expanding increase mental health coverage to 28 schools this year. Additionally, community relationships are developed to further support students and families.

### ***Community Engagement***

During the 2017-2018 and 2018-2019 school year, four Community Forums on Effective Discipline were held where HCPSS parents, students, staff and community members were invited to participate and share their suggestions and concerns around effective school discipline. The most recent forum was held on April 3, 2019 at Wilde Lake High School.

In an effort to enhance community involvement and conversations around students and system policies, the Howard County Public School System is engaging in ongoing dialogue in partnership with the Community Advisory Council, PTA Council of Howard County, Special Education Citizens Advisory Committee, the Council of Elders and the NAACP of Howard County on ways to reduce discipline inequities. Additionally, the HCPSS will provide opportunities for community members to provide input into the discussion either through face-to-face meetings or virtually. It is important that all stakeholders see themselves in this work.

This collaborative effort to review suspensions, disciplinary actions, and expulsions from the lens of equity, inclusion and diversity, allowed stakeholders to examine racial, socioeconomic, and other demographic data to understand disproportionality and discuss solutions in a facilitated conversation with school system leaders.

Working with the community to support student well-being and effective discipline is a key part of the work of the HCPSS.

## Root Causes and Next Steps

As previously mentioned, the disproportionate impact of disciplinary practices such as suspensions is not a problem for Howard County alone, but a concern for all Maryland school systems. To assist local educational agencies (LEAs) in reducing and ultimately eliminating these disparities, the Maryland State Department of Education (MSDE) asked LEAs to convene an Action Team composed of a variety of stakeholders (e.g, central office staff, school administrators, teachers, family and community members) to review systemwide and schoolwide discipline data, identify the root causes of overrepresentation of African American and Hispanic students, students qualifying for FARMs, and students with disabilities in the discipline data, and develop activities that address the root causes and reduce disparities.

HCPSS recently convened its Action Team members to identify root causes and potential strategies to reduce disparities. Team members identified the overarching root cause as being that some staff possess beliefs, expectations, and attitudes towards students without understanding how background, cultural identity, experiences of trauma, physical and mental health concerns, and other needs both drive student behavior and their own responses to student behavior. The Action Team came up with the following strategies for increasing staff awareness and cultivating positive relationships among staff and students:

- Emphasize the importance of student voice with staff, students, and families so that students' concerns are heard and they feel comfortable sharing difficulties with teachers and other school-based personnel
- Increase professional learning opportunities for staff around the historical and cultural origins of common perceptions of student groups that might bias them to over-discipline such students
- Encourage staff to hold high expectations for all students, focusing on students' abilities and not just their needs
- Prioritize consistency and fairness, not only in discipline but all areas of classroom management and student engagement
- Engage staff in reflective exercises to increase self-awareness of attitudes and behaviors towards student groups
- Continue to support/accelerate professional learning around mental health, trauma, restorative practices, cultural proficiency; leverage New Educator Orientation (NEO) and county-wide professional learning days to include these topics
- Value community-building in schools and classrooms; draw clearer connections between nurturing environment, restorative practices, and student success
- Evaluate how to support students who are using prohibited substances or fighting.

While many of these strategies are currently being implemented in some HCPSS schools, the focus on professional learning is an important piece that will be prioritized going forward.



## **Conclusion**

The Howard County Public School System is committed to ensuring that every student achieves academic excellence in an inspiring, engaging, and supportive environment. To achieve this, HCPSS must maximize the amount of time that students are actively engaged in learning with their peers, whether in the classroom or an alternative setting. This requires moving away from discipline practices that remove students from the learning environment, ensuring staff possess the community building and behavioral management skills to keep students engaged in learning while holding all students to high standards and avoiding implicit bias, and ongoing implementation of a cohesive continuum of social-emotional and mental/behavioral health services to address the needs of all learners. This approach will provide students with a solid foundation of knowledge and skills that will encourage further community involvement and success in all post-high school educational and career endeavors.

## 2016-2018 Trends in Out-of-School Suspensions

The Howard County Public School System (HCPSS) *Strategic Call to Action* emphasizes the urgency to learn and lead with equity, which requires a whole-child approach that emphasizes the provision of necessary and appropriate resources to all children at the appropriate time<sup>1</sup>. In tandem, HCPSS believes that a restorative culture designed to nurture students' mental health and social-emotional learning promotes the development of strong connections between students and their school communities in preparation for life beyond high school. To inform instructional and disciplinary practices that support this desired outcome, HCPSS uses a data-informed approach to address disproportionate suspension rates.

This report reviews trends in out-of-school suspensions for students in Kindergarten through Grade 12 (K-12) in HCPSS between 2016 and 2018. The organization of this report follows a data-informed approach to address disproportionate suspension rates. First, recent trends in HCPSS overall out-of-school suspension rates are examined in the context of state-level and peer-to-peer comparisons. Next, to analyze what gaps exist among student groups in suspension practices, three-year trends within HCPSS for out-of-school suspensions are disaggregated by student group and infraction type. This report ends with a discussion that begins to interpret these data and makes connections from the current analysis to implications for planning strategies to reduce disproportionate suspension rates in HCPSS.

### HCPSS, Maryland, and Local Education Agencies Suspension Rates

From school years 2016 through 2018 HCPSS's out-of-school suspension rates had been consistently lower than the state average. As displayed in Figure 1, HCPSS suspension rates decreased from 2.5 percent in 2016 to 2.2 percent in 2018, compared to 4.3 percent or higher across the state.

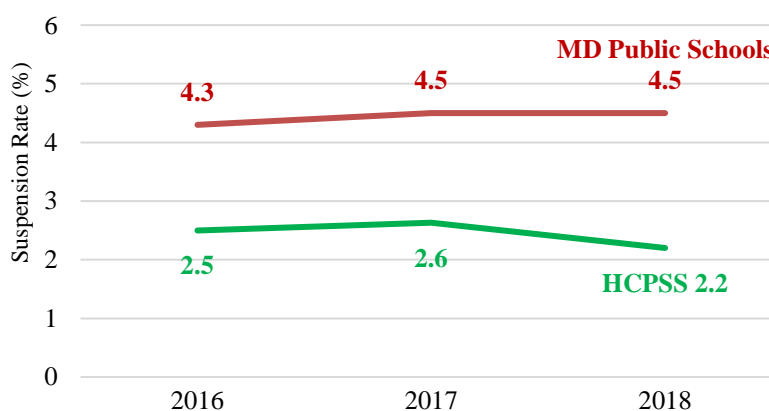


Figure 1. Maryland public schools and HCPSS out-of-school suspension rates from 2016 through 2018.

<sup>1</sup> The Aspen Education & Society Program and the Council of Chief State School Officers. (2017). *Leading for equity: Opportunities for state education chiefs*. Washington, DC.

Figure 2 compares three-year out-of-school suspension trends at HCPSS to similar nearby local education agencies. In general, HCPSS suspension rates were lower than those of similar nearby school systems, except for Montgomery County Public Schools.<sup>2</sup>

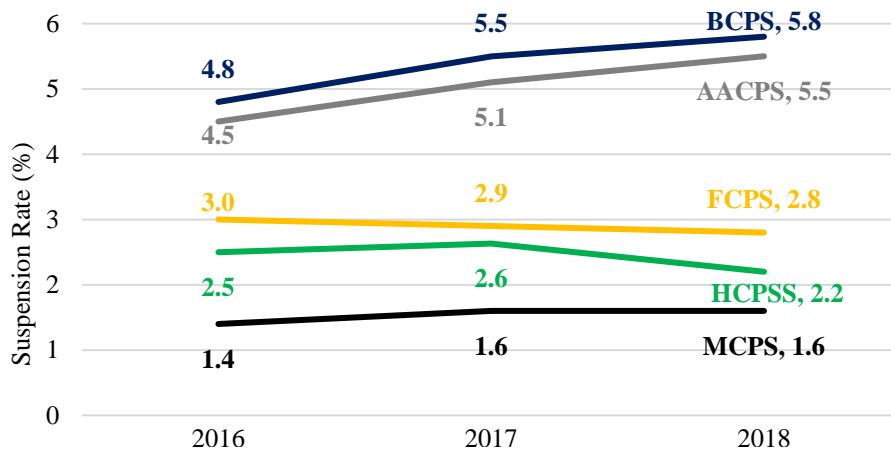


Figure 2. Comparison of HCPSS 2016-2018 out-of-school suspension rates to similar nearby school systems.

### Trends in HCPSS Suspension Rates

The remainder of this report focuses on out-of-school suspensions at HCPSS schools. First, out-of-school suspension rates disaggregated by grade levels and student groups are presented. Later, out-of-school suspensions are further disaggregated by infraction type.

In 2018 HCPSS’s overall Kindergarten through Grade 12 out-of-school suspension rate was 2.2 percent (1,225 students suspended of 55,470 enrolled), reflecting a decrease from 2.5 percent (1,342 students suspended of 53,634 enrolled) in 2016.

### Trends by School Level

Figure 3 displays the three-year trends in out-of-school suspension rates by grade band.<sup>3</sup>

- The HCPSS overall suspension rate decreased from 2.5 percent in 2016 to 2.2 percent in 2018.
- Suspension rates were higher at the secondary school level than at the elementary school level throughout the three years.
- In 2018 the suspension rate was highest in Grades 9-12 (3.7 percent), followed by Grades 6-8 (3.2 percent).
- Whereas suspension rates decreased from 2016 to 2018 among students in Grades 6-8 by 0.6 percentage points, suspension rates remained the same for students in Grades 9-12.
- Among students in Kindergarten through Grade 5, the suspension rate decreased by 0.4 percentage points from 1.0 percent in 2016 to 0.6 percent in 2018.

<sup>2</sup> See Table A1 in the appendix for in- and out-of-school suspension rates for HCPSS and Maryland Public Schools. See Table A2 for out-of-school suspension rates for all Maryland LEAs from 2004 to 2018.

<sup>3</sup> HCPSS suspension counts and rates are reported by grade in Table A3 in the appendix.

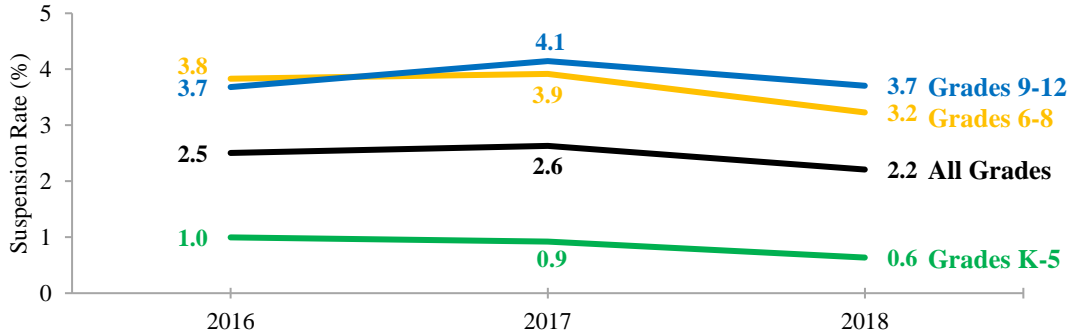


Figure 3. 2016-2018 HCPSS out-of-school suspension rates by school level.

In 2018 over 73 percent of all students who were suspended out-of-school were suspended only once in the year. About 16 percent of all suspended students were suspended twice, and less than 10 percent of students were suspended three or more times. Figure 4 displays the frequency with which students were suspended and Figure 5 presents this information by grade band.<sup>4</sup>

- Across all grades, from 2016 to 2018, the proportion of all students suspended once decreased by 0.2 percentage points from 1.8 to 1.6 percent.
- Less than one percent of students at each school level were suspended two or more times.
- In Kindergarten through Grade 5, the proportion of students suspended once decreased by 0.3 percentage points; those suspended twice or three-or-more times remained fairly stable at less than one percent from 2016 to 2018.
- In Grades 6 to 8, the proportion of students suspended once decreased by 0.3 percentage points from 2.5 percent in 2016 to 2.2 percent in 2018.
- The proportions of Grades 6 to 8 students suspended twice and three-or-more times also decreased, by 0.2 and 0.1 percentage points, respectively.
- In Grades 9 to 12, the proportion of students suspended once increased by 0.2 percentage points from 2.7 percent in 2016 to 2.9 percent in 2018.
- The proportion of Grade 9 to 12 students who were suspended twice remained at 0.6 percent, and the proportion suspended three-or-more times decreased by 0.1 percentage points.

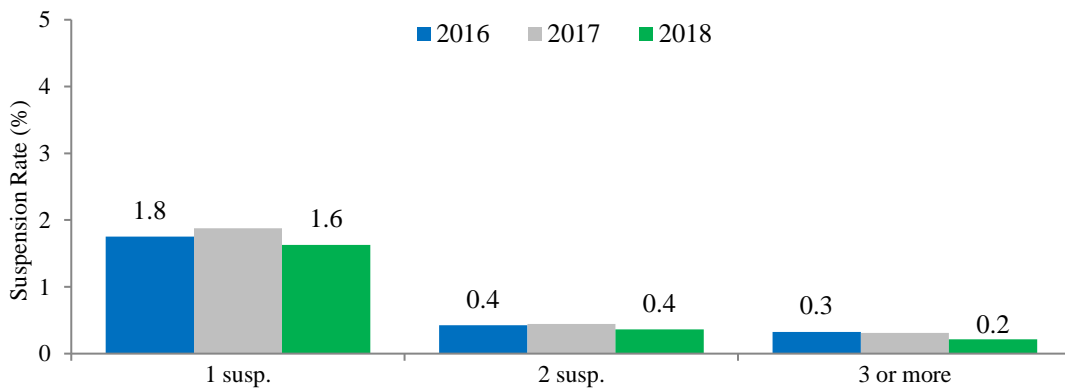


Figure 4. 2016-2018 HCPSS out-of-school suspension rates by number-of-times suspended.

<sup>4</sup> Corresponding counts and percentages of HCPSS students suspended out-of-school once, twice, and three-or-more times are presented in Table A4 in the appendix.

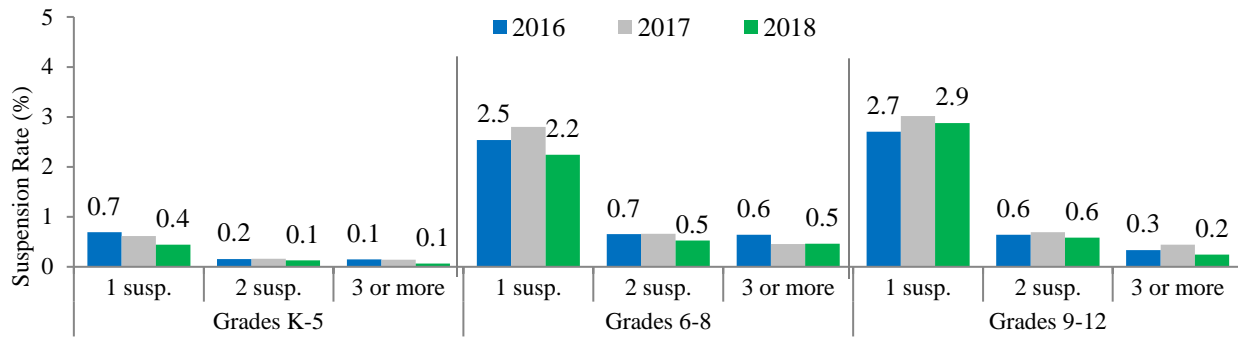


Figure 5. 2016-2018 HCPSS out-of-school suspension rates by number-of-times suspended and school level.

### Trends by Racial/Ethnic Group

Figure 6 presents suspension rates by race/ethnicity.<sup>5</sup>

- Black or African American (Black) students were suspended at higher rates than their peers across 2016 through 2018.
- At 5.4 percent, Black students’ suspension rate was 3.2 percentage points higher than the overall suspension rate in 2018, which narrowed from a 4.1 percentage-point difference in 2016.
- Hispanic/Latino (Latino) students also had higher suspension rates than the overall suspension rates from 2016 through 2018.
- At 2.6 percent, Latino students’ suspension rate was 0.4 percentage points higher than the overall suspension rate in 2018, which slightly improved from a 0.5 percentage-point difference in 2016.

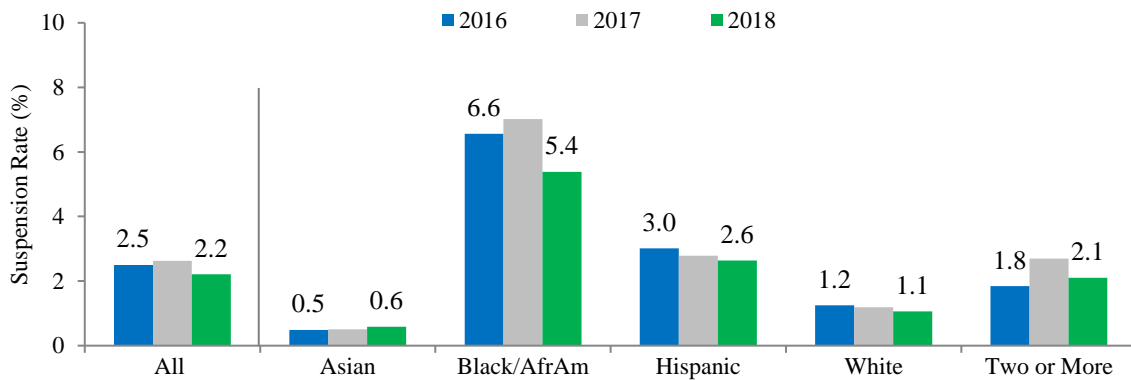


Figure 6. 2016-2018 HCPSS out-of-school suspension rates by race/ethnicity.

These racial/ethnic differences in suspension rates were more pronounced when examining suspension rates for male students only. Figure 7 presents the suspension rates by race/ethnicity for each gender.

<sup>5</sup> Suspension counts and rates by race/ethnicity and disaggregated by gender are reported in Table A5 in the appendix.

- In 2018 the male suspension rate was 3.1 percent, which is over twice the suspension rate of 1.2 percent for female students.
- The suspension rate for male Black students decreased from 8.9 percent in 2016 to 7.3 percent in 2018—the greatest decrease observed across racial/ethnic groups for male students.
- Male Black students’ 7.3 percent suspension rate was 4.2 percentage points higher than the overall male suspension rate.
- The suspension rate for male Latino students decreased from 4.5 percent in 2016 to 3.8 percent in 2018.
- The suspension rate for male White students decreased from 1.9 percent in 2016 to 1.6 percent in 2018.
- The suspension rate for male Two or More Races students increased from 2.4 in 2016 to 3.0 in 2018.
- Female Black students’ 3.4 percent suspension rate was 2.2 percentage points higher than the overall female suspension rate.
- Female Hispanic students’ 1.4 percent suspension rate was 0.2 percent points higher than the overall female suspension rate.

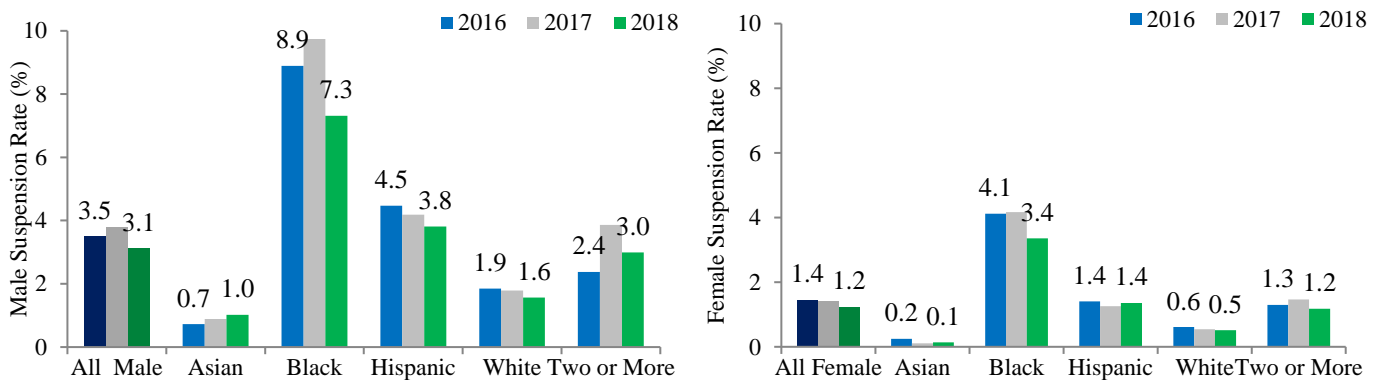


Figure 7. 2016-2018 HCPSS out-of-school male and female suspension rates by race/ethnicity.

### Trends by Special Service Group

Figure 8 presents suspension rate trends for students who received special services.<sup>6</sup>

- Students who received free and reduced-price meals (FARMS) and students who received special education services had higher suspension rates than the overall suspension rates in all three years.
- In 2018 the suspension rate for students who received FARMS, at 5.4 percent, was over four times that of their peers who did not receive FARMS (1.3 percent).
- This gap narrowed slightly from 2016, when the suspension rate for students who received FARMS (6.3 percent) was four and a half times that of their peers who did not receive FARMS (1.4 percent).

<sup>6</sup> Suspension counts and rates by race/ethnicity and disaggregated by special services are reported in Tables A6-8 in the appendix. Tables A9-12, A13-16, and A17-20 display this information for K-G5, G6-8, and G9-12, respectively.

- In 2018 the suspension rate for students who received special education services, at 7.5 percent, was 4.4 times the suspension rate of their peers in general education (1.7 percent).
- This gap widened slightly from 2016, when the suspension rate for students who received special education services (8.4 percent) was 4.2 times the suspension rate of their peers who did not receive special education services (2.0 percent).
- Suspension rates for English learners (EL; or students who qualify for English for Speakers of Other Languages (ESOL) program services) were lower than that of their non-EL peers in all three years.

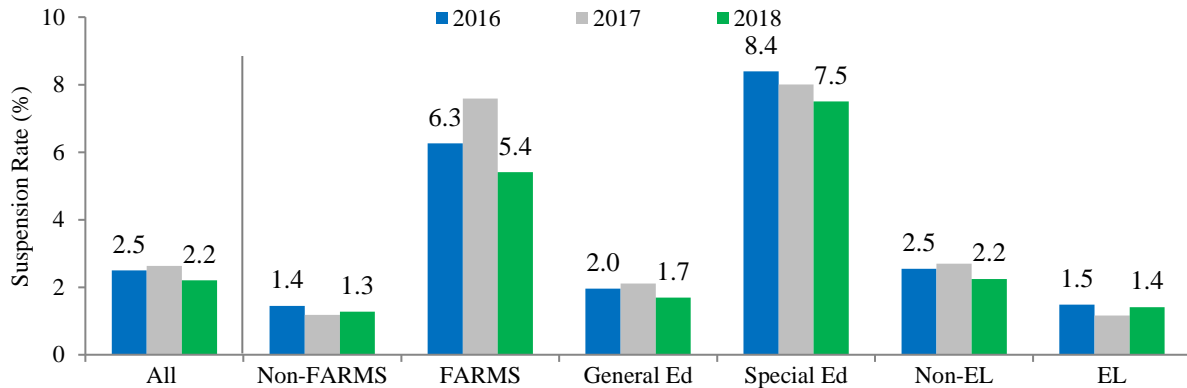


Figure 8. 2016-2018 HCPSS out-of-school suspension rates by special service status. MSDE calculates suspension rates for students with disabilities based on end-of-year status; following this practice, this report calculates suspension rates for special service groups based on end-of-year attendance counts.

## Trends by Infraction Type

The Maryland State Department of Education (MSDE) categorizes infractions into seven major categories: (a) Dangerous Substances; (b) Weapons; (c) Attacks, Threats, or Fighting; (d) Arson, Fire, or Explosives; (e) Sex Offenses; (f) Disrespect and Disruption (previously Disrespect, Insubordination and Disruption); and (g) Other. In this report the term ‘infraction’ refers to an infraction that resulted in an out-of-school suspension.

Specific offenses in each offense category are as follows:

1. *Dangerous Substances* include alcohol, inhalants, drugs/controlled substances, tobacco; and selling/soliciting sales of controlled substances, and possessing or using illegal drugs;
2. *Weapons* include firearms, other guns or weapons, and carrying a firearm to school property or school sponsored activity;
3. *Attacks, Threats, or Fighting* includes attack or threat to adults or students, fighting, extortion, bullying/harassment, and serious bodily injury;
4. *Arson, Fire or Explosives* include arson/fire, false alarm/bomb threat, and explosives;
5. *Sex Offenses* include sexual attack, sexual harassment, and sexual activity;
6. *Disrespect/Disruption* was previously termed “Disrespect/Insubordination/Disruption”<sup>7</sup> prior to 2016 and as of 2016 includes disrespect, disruption, and dress code; and

<sup>7</sup> In 2016 the following offense codes in *Disrespect/Disruption* were removed: insubordination, inciting/participating in disturbance, and refusal to obey school rules.

- 7. *Other* includes academic dishonesty, inappropriate use of personal electronics, theft, trespassing, and destruction of property.

In 2018 a total of 1,752 infractions that resulted in out-of-school suspensions occurred in HCPSS from Kindergarten through Grade 12, which involved 1,225 unique students. The number of infractions decreased by 15.4 percent from 2,070 infractions in 2016.<sup>8</sup> Figure 9 displays the distribution of infractions that resulted in out-of-school suspensions by the seven MSDE categories from 2016 to 2018.

- Across all three years, the most common type of infraction that resulted in out-of-school suspensions was *Attacks, Threats or Fighting*. Over half of all suspensions fell in this category.
- The second most common type of infraction for which students were suspended was *Disrespect and Disruption*, from 30 percent of all suspensions in 2016 to 24 percent in 2017, which decreased to 17 percent in 2018.
- *Dangerous Substances* comprised 8 to 11 percent of all suspensions from 2016 to 2018.

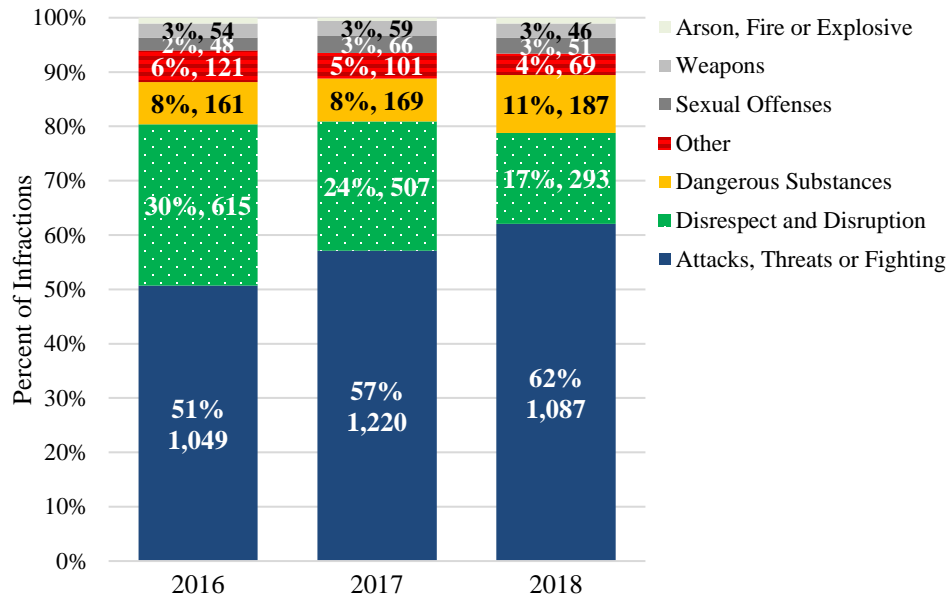


Figure 9. 2016-2018 distribution of infractions resulting in out-of-school suspensions by MSDE infraction categories. Data labels for “Arson, Fire or Explosive” are not displayed due to limited space, but could be found in Table A37.

Figure 10 displays the four most common infraction types in HCPSS.<sup>9</sup>

- From 2016 to 2018 the most common infraction type that resulted in out-of-school suspensions or expulsions was *Attacks, Threats or Fighting*, followed by *Disrespect and Disruption*, *Dangerous Substances*, and *Other* infractions.

<sup>8</sup> Tables A21-A24 display the numbers of infractions resulting in out-of-school suspensions and students suspended from 2016 to 2018, disaggregated by gender or special service status for each race/ethnicity. Tables A25-28, A29-32, and A33-36 display this information for K-G5, G6-8, and G9-12, respectively.

<sup>9</sup> Table A37 displays MSDE infraction type counts by grade band.



- Across all school levels, the number of *Disrespect and Disruption* infractions decreased from 2016 to 2018.
- The number of *Attacks, Threats or Fighting* increased from 2016 to 2017, and then decreased in 2018.

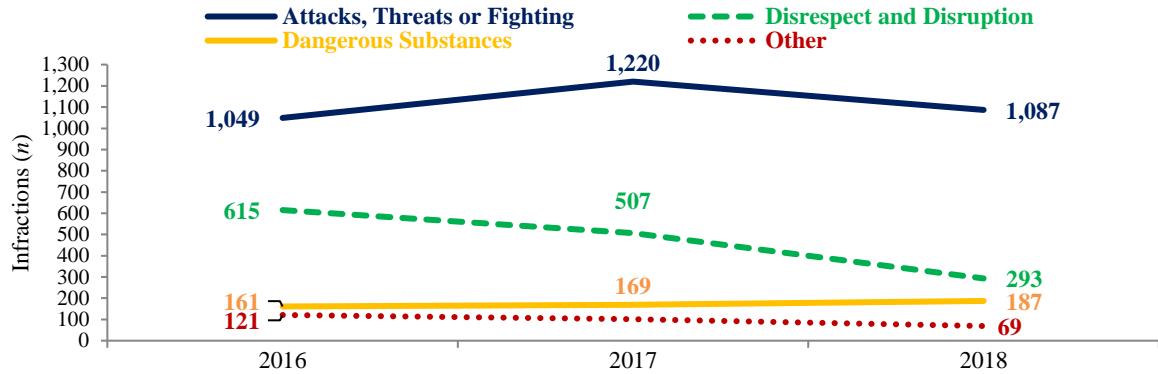


Figure 10. 2016-2018 HCPSS out-of-school suspensions by major infraction category.

Figure 11 presents the four most common infraction types by school level.

- In Grades 6-8 and Grades 9-12, *Attacks, Threats or Fighting* infractions increased from 2016 to 2017 and then decreased in 2018.
- Across all three grade bands, a decreasing trend in *Disrespect and Disruption* infractions is observed from 2016 to 2018.
- The vast majority of *Dangerous Substances* infractions occurred at the high school level and they increased from 2016 to 2018.
- All four most common infraction types decreased in Grades K-5 from 2016 to 2018.

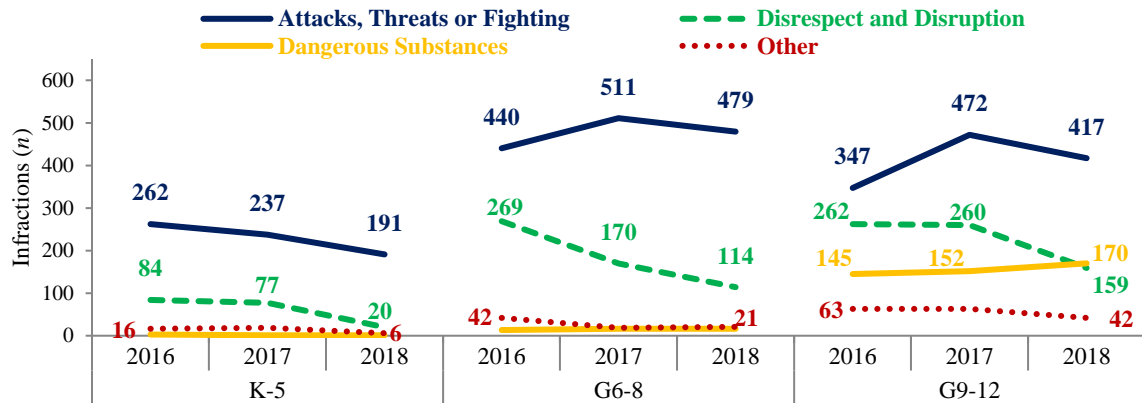


Figure 11. 2016-2018 HCPSS out-of-school suspensions by top four major infraction categories by grade band.

Figure 12 displays the racial/ethnic composition of students in HCPSS compared to the racial/ethnic composition of students suspended for each of the four most common infraction types in 2018.<sup>10</sup>

- In the HCPSS K-12 student population, 38 percent of our students are White, 24 percent Black, 22 percent Asian, 11 percent Hispanic, and 6 percent Two or More Races.
- Suspensions of Black students made up more than two-thirds, or 68 percent, of the suspensions for *Attacks, Threats or Fighting* infractions; compared to 12 percent for White students.
- Suspensions of Black students made up 58 percent of the suspensions for *Disrespect and Disruption* infractions; compared to 16 percent for White students.
- Suspensions of Black students made up 59 percent of the suspensions for *Other* infractions; compared to 12 percent for White students.
- Suspensions of White students made up 33 percent of the suspensions for *Dangerous Substances* infractions; compared to 29 percent for Black students.

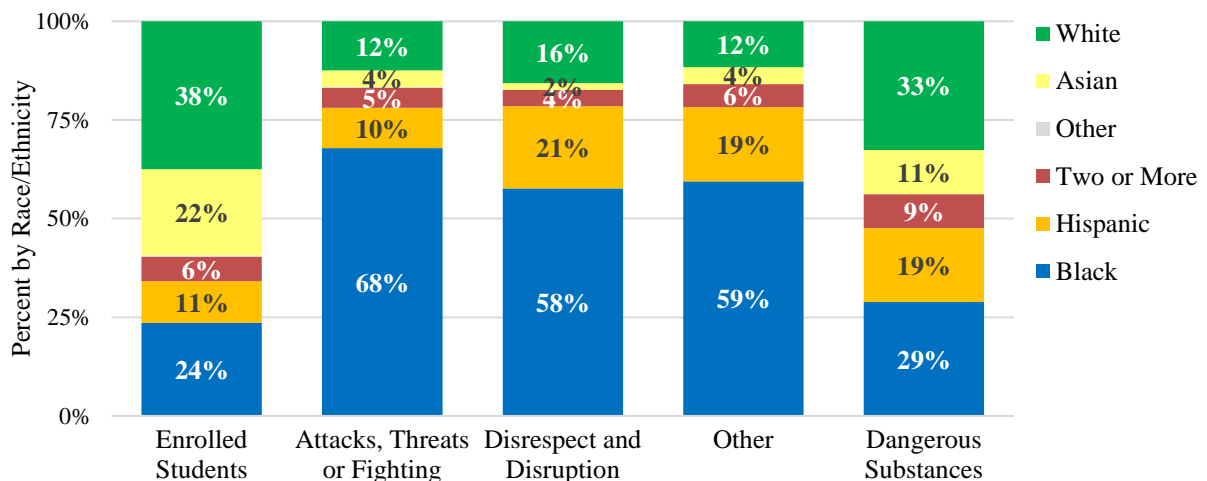


Figure 12. 2018 HCPSS out-of-school suspensions: Race/ethnicity of students suspended by infraction type. As context, in 2018 across HCPSS students in Kindergarten through Grade 12, 38 percent of the students were White, 24 percent Black, 22 percent Asian, 11 percent Hispanic, and 6 percent were of Two or More Races (values rounded to the nearest whole).

Figure 13 displays the distribution of infraction types that resulted in out-of-school suspensions for each racial/ethnic group in 2018.

- Across race/ethnicity, students were most likely to be suspended for *Attacks, Threats or Fighting*, which made up 46 percent or more of the suspensions for each group.
- For Black and Latino students, the second most common infraction type resulting in out-of-school suspensions was *Disrespect and Disruption*, which made up 16 and 25 percent of the suspensions for these groups, respectively.

<sup>10</sup> Tables A38-A41 display the number of infractions for which students in each racial/ethnic group were suspended by MSDE category for K-G5, G6-8, and G9-12, respectively.

- For Asian, White, and students of Two or More Races, the second most common infraction type resulting in out-of-school suspensions was *Dangerous Substances*, which made up 26, 22, and 18 percent of the suspensions for these groups, respectively.

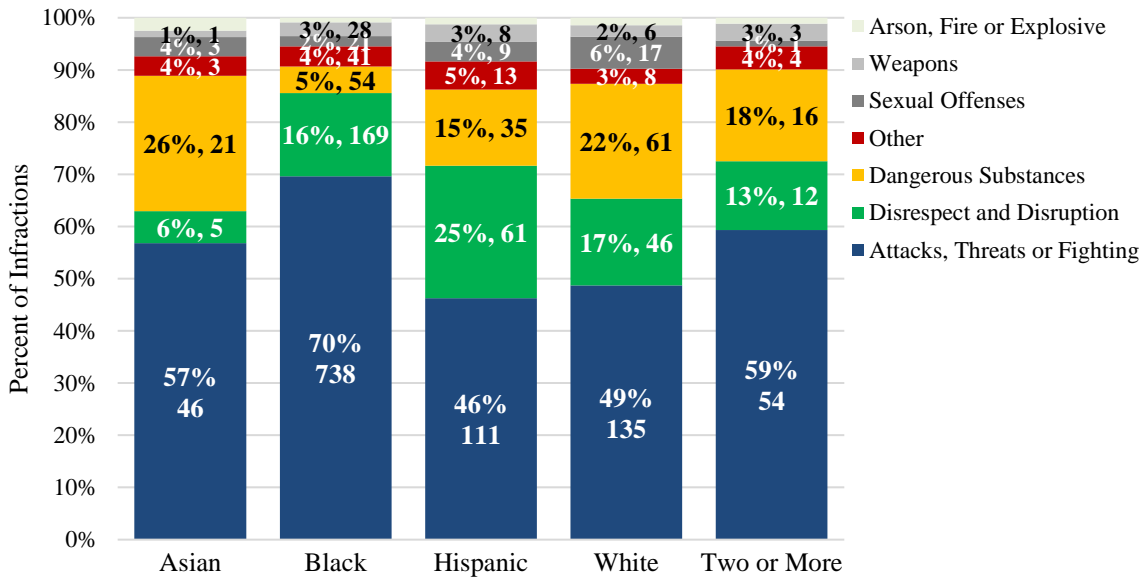


Figure 13. 2018 HCPSS out-of-school suspensions by major infraction category for each race/ethnicity. Data labels for “Arson, Fire or Explosive” are not displayed due to limited space, but could be found in Table A38.

### Conclusion and Future Directions

The 2018 HCPSS suspension rate was 2.2 percent, a decrease from 2.5 percent in 2016 and 2.6 percent in 2017. While HCPSS suspension rates are consistently lower than the state average, disproportionate rates of suspension by student group exist. Namely, Black or African American students and Hispanic/Latino students, as well as students who receive FARMS and students who receive special education services, were suspended at higher rates than their peers. Male students were also suspended at higher rates than female students. These patterns were observed regardless of school level and persist over time.

HCPSS aims to reduce overall suspension rates by creating a restorative culture, along with clear, appropriate, and consistent expectations and consequences to address student behaviors. As part of all school improvement plans, staff have developed specific strategies to improve school quality by working toward consistent implementation of restorative practices to build a nurturing environment. HCPSS is also committed to reduce the over-representation of certain student groups in suspensions, including Black or African American and Hispanic/Latino students, as well as students who receive FARMS and special education services. In particular, the decrease in suspensions in the disrespect and disruption category is most likely the result of targeted professional learning and a system-wide emphasis on being equitable when enforcing rules, as Black or African American and Hispanic/Latino students are overrepresented in suspensions for these types of infractions.

The following presents a brief review of the literature related to school discipline. The areas presented may serve as starting points for discussions around potential root causes that result in the disproportionate rates of suspensions.

### **Disproportionality in School Discipline**

Nation-wide disproportionality in suspension rates by student group calls for continuous monitoring of school discipline practices to inform strategic and timely actions that reduce disproportionate rates of suspensions. Disproportionate removal of students from school occurs when specific student groups receive a higher (over-representation) or lower (under-representation) proportion of suspensions or expulsions when compared to their peers.

The Maryland State Department of Education (MSDE)<sup>11</sup> has proposed two measures to be used in tandem to examine disproportionality in school discipline:

1. Risk ratio: Compares the removal rate of each student group in a school to the removal rate of a comparison group in the school (i.e., all other students in the school). For example, the risk that Black/African American students are suspended compared to their peers is calculated as:

$$\frac{\% \text{ of Black students suspended}}{\% \text{ of non - Black students suspended}}$$

Where a risk ratio of 1.0 indicates proportionate risks of removal for the two comparison groups; less than 1.0 indicates a lower risk for the group; and greater than 1.0 suggests a higher risk for the group to be suspended.

2. State comparison: Compares the removal rate of each student group in a school to the statewide three-year average removal rate of all students for the corresponding school level (elementary or middle/high). For example, the state comparison method for examining whether a specific middle school is applying exclusionary discipline for students with disabilities more frequently than statewide removal rates for secondary students overall is calculated as:

$$\frac{\% \text{ of students with disabilities suspended a specific middle school}}{3 - \text{ year average Maryland middle and high school suspension rate}}$$

Where a result of 1.0 indicates proportionate removal rates of the student group at that school as compared to the removal rate of all students across the state of Maryland; less than 1.0 indicates a lower removal rate; and greater than 1.0 suggests a higher removal rate for the student group at that school compared to the removal rate of all students across the state of Maryland.

MSDE<sup>11</sup> will identify a school as having disproportionate suspension rates by student group if at least one student group in a school meets or exceeds 3.0 on *both* the risk ratio *and* state comparison

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<sup>11</sup> Maryland State Department of Education. (January, 2017). *Reducing and eliminating disproportionality in school discipline: Maryland's method for measuring disproportionality using out-of-school suspension and expulsion data.*

measures. The student groups that MSDE will monitor include groups by race/ethnicity and by special education status.

MSDE has proposed a three-year plan for implementing this accountability system:

1. Phase one was the *initial data review* focused on data dissemination and information gathering, spanning January through June 2017. During this period, MSDE disseminated school-level, three-year trend data to local education agencies to assess and analyze suspension trends; as well as provide professional learning on how to interpret that data.
2. Phase two was focused on *root cause analysis*, spanning July 2017 through June 2018. Schools established teams to analyze and act upon suspensions data based on identified root causes for disproportionate suspension rates. MSDE provided updated suspensions data to local education agencies in late fall/early winter of each year.
3. Finally, phase three begins the *full implementation* phase, starting in July 2018. Throughout this phased implementation, MSDE plans to provide professional learning resources to support local education agencies in their pursuits to reduce disproportionality in discipline practices.

Although full implementation of the MSDE accountability system to identify disproportionality in school discipline did not begin until the current school year, HCPSS has been committed to identifying the root causes for disproportionate suspension rates in order to foster an environment that facilitates equitable learning opportunities for all students.

### **Examining Potential Root Causes and Implications for Planning and Strategizing**

Prevention and intervention efforts should target malleable characteristics related to school climate within school staff's control versus focusing on characteristics in school demography that may not be as easily manipulated.<sup>12</sup> Three areas over which schools have control include establishing fair and clear rules, fostering positive relationships, and delivering quality instruction.

**Fairness and clear rules.** Creating collaborative discipline teams promotes proactive discipline consequences that are fair to all students.<sup>13</sup> Schools with clear, fair, and consistent rules and where students helped establish procedures for behavioral issues had less disorder, suggesting that interventions that communicate norms and behavioral expectations for students showed promise in reducing problem behaviors.<sup>14</sup> Plus, classroom management skills and student-teacher interactions are areas that may be targeted in professional learning opportunities.<sup>13</sup> Research findings also indicate the necessity of professional development to increase teachers' skills in culturally-competent methods of classroom management and systemic, school-wide behavior

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<sup>12</sup> Gottfredson, G. D., Gottfredson, D. C., Payne, A. A., & Gottfredson, N. C. (2005). School climate predictors of school disorder: Results from a national study of delinquency prevention in schools. *Journal of Research in Crime and Delinquency*, 42, 412-444.

<sup>13</sup> Fenning, P., & Rose, J. (2007). Overrepresentation of African American students in exclusionary discipline: The role of school policy. *Urban Education*, 42, 536-559.

<sup>14</sup> Cook, P. J., Gottfredson, D. C., & Na, C. (2010). School crime control and prevention. In Tonry, M. (Ed.). *Crime and justice: A review of research* (pp. 313-440). Chicago: University of Chicago Press.

management to promote a common culture of expected behaviors.<sup>15</sup> Such an environment would demonstrate respect and understanding of all cultures while making rules clear and fair for all.

**Positive relationships.** Research<sup>16,17</sup> into restorative practices that emphasize the structure and support aspects of school climate suggests that the two work in concert to decrease the likelihood of bullying and victimization and discipline referrals in school. Schools in which students perceived fair disciplinary rules and where they perceived their teachers cared about them had lower victimization rates.<sup>18</sup>

**Quality instruction.** Besides a need for a school climate characterized by positive relationships, fairness, and clear expectations, school staff must also consider the importance of high-quality first instruction to decrease student misbehavior. In their review of school-based programs that aimed to reduce student misbehavior, researchers found that those programs that also addressed student learning and self-regulation were those that demonstrated effectiveness.<sup>19</sup> Appropriately challenging instruction is essential in ensuring a match between what students need to be engaged in instruction, thereby decreasing the likelihood that they would misbehave.<sup>20</sup>

In order for systemic change in school systems to occur, the focus of interventions should emphasize an integrative approach that addresses individual students, classroom-level practices, *and* school-wide factors.<sup>21</sup> Monitoring implementation of planned strategies is also essential to evaluate improvement efforts. For example, simply introducing a school-wide system of clear rules and expectations for rewarding and punishing student behavior is not enough; the actual implementation of these expectations in all contexts of learning was pivotal in decreasing student misbehavior.<sup>21</sup> Thus, in addition to a school-wide initiative, strategies that need to be carried out at the classroom level are important components that require monitoring during the implementation phase.

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<sup>15</sup> Bryan, J. A., Day-Vines, N. L., Griffin, D., & Moore-Thomas, C. (2012). The disproportionality dilemma: Patterns of teacher referrals to school counselors for disruptive behavior. *Journal of Counseling and Development, 90*, 177-190.

<sup>16</sup> Gregory, A., Cornell, D., Fan, X., Sheras, P., Shih, T., & Huang, F. (2010). Authoritative school discipline: High school practices associated with lower bullying and victimization. *Journal of Educational Psychology, 102*, 483-496.

<sup>17</sup> Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2015). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation, 25*, 1-29.

<sup>18</sup> Cornell, D., Shukla, K., & Konold, T. (2015). Victimization and authoritative school climate: A multilevel approach. *Journal of Educational Psychology, 107*, 1186-1201.

<sup>19</sup> Freiberg, H. J., & Lapointe, J. M. (2006). Research-based programs for preventing and solving discipline problems. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management* (pp. 735-786). Mahwah, NJ: Lawrence Erlbaum.

<sup>20</sup> Rosenfield, S. A., & Gravois, T. A. (1996). *Instructional consultation teams: Collaborating for change*. New York: Guilford Press.

<sup>21</sup> Gottfredson, D. C., Gottfredson, G. D., & Hybl, L. G. (1993). Managing adolescent behavior: A multiyear, multischool study. *American Educational Research Journal, 30*, 179-215.

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Table A1.  
2014-2018 Suspension Rates HCPSS vs. Maryland Public Schools

Year	All Suspensions (In-School, Out-of-School)		Out-of-School Suspensions		In-School Suspensions	
	HCPSS	Maryland	HCPSS	Maryland	HCPSS	Maryland
2014	2.9	5.5	2.6	4.5	0.6	1.5
2015	2.7	4.8	2.5	4.0	0.3	1.2
2016	2.7	5.0	2.5	4.3	0.4	1.1
2017	2.8	5.1	2.6	4.5	0.3	1.0
2018	2.4	5.0	2.2	4.5	0.3	0.9

*Source:* Tables 1, 2, and 2b of MSDE’s *Suspensions, Expulsions and Health-Related Exclusions Maryland Public Schools* report. Except where noted, the figures in this report follow MSDE’s calculation for suspension rates: the number of unduplicated students suspended in a student group divided by total enrollment of the student group on September 30<sup>th</sup> of that year.

Table A2.  
 Percentage of Students Suspended or Expelled from Maryland Public Schools:  
 Out-of-School Suspensions and Expulsions, School Years 2003-04 through 2017-18

LEA	School Year Ending in:														
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total State	9.3	8.4	8.7	9.0	8.3	7.3	7.0	6.8	6.2	5.1	4.5	4.0	4.3	4.5	4.5
Allegany	6.7	6.3	6.4	8.3	6.9	6.7	6.9	6.4	6.3	5.7	5.0	5.0	5.4	5.2	5.3
Anne Arundel	10.3	10.0	9.9	9.8	9.3	9.1	8.8	8.2	6.7	5.4	5.1	3.8	4.5	5.1	5.5
Baltimore City	16.1	11.7	11.3	12.5	11.5	9.4	8.4	9.1	9.2	7.3	6.4	5.7	7.0	5.7	5.1
Baltimore	12.2	11.1	11.4	12.4	11.1	11.2	10.1	10.0	8.0	5.3	4.9	4.5	4.8	5.5	5.8
Calvert	6.7	6.8	7.0	9.1	6.9	7.2	7.2	6.4	6.3	5.2	3.8	2.7	3.0	3.1	3.1
Caroline	11.8	11.5	10.5	10.5	10.2	9.6	7.6	7.0	6.1	5.8	5.4	3.9	3.2	3.1	3.9
Carroll	5.1	4.2	5.0	4.9	4.6	4.4	3.5	3.6	3.4	3.0	2.5	2.4	2.3	2.5	2.8
Cecil	13.5	8.0	13.2	13.0	12.9	12.4	11.7	10.7	9.9	7.7	7.0	6.5	6.7	7.3	8.5
Charles	13.6	13.5	13.3	12.5	12.5	11.0	11.5	9.6	9.9	8.3	7.3	6.6	6.7	6.2	5.4
Dorchester	16.0	15.4	15.4	16.0	16.3	14.8	14.5	14.0	12.7	10.8	10.2	12.4	13.0	13.4	10.0
Frederick	6.3	6.4	7.1	6.9	6.2	6.1	5.8	5.8	5.3	4.0	3.8	2.9	3.0	2.9	2.8
Garrett	4.4	4.2	4.4	4.5	4.9	4.2	3.9	3.0	3.0	3.5	3.8	1.6	1.7	1.7	2.5
Harford	8.6	8.2	7.9	7.8	7.5	6.9	6.2	6.6	5.8	5.8	4.7	4.9	5.5	5.9	6.0
Howard	4.4	4.3	4.0	4.0	3.9	3.6	3.5	3.3	3.1	2.9	2.6	2.5	2.5	2.6	2.2
Kent	14.6	13.3	16.0	13.5	13.8	10.6	10.8	8.1	10.9	7.3	6.3	4.5	4.6	4.7	9.2
Montgomery	4.6	4.6	4.7	4.6	4.0	2.5	2.5	2.6	2.5	2.4	1.7	1.2	1.4	1.6	1.6
Prince George's	9.7	9.7	10.6	11.2	10.5	8.2	8.6	8.1	7.7	7.0	6.1	5.7	5.9	6.3	6.3
Queen Anne's	7.3	7.2	6.8	6.8	5.6	5.9	4.8	4.1	3.4	2.5	2.0	2.2	1.8	1.6	2.4
St. Mary's	9.2	8.7	8.1	7.5	6.9	7.3	7.2	6.9	6.3	5.0	4.3	4.2	3.5	3.6	3.5
Somerset	12.7	16.7	18.7	17.2	15.0	14.0	13.6	11.6	10.6	11.9	11.4	14.2	14.1	13.7	14.0
Talbot	6.4	6.2	7.6	7.3	7.2	7.0	6.4	6.5	6.1	4.7	3.9	3.4	3.5	3.8	3.3
Washington	4.3	4.4	3.9	4.2	4.3	3.9	3.8	3.7	3.5	2.6	2.3	2.0	2.1	2.0	2.7
Wicomico	13.6	13.3	13.8	14.6	12.9	13.2	12.2	11.7	11.4	11.0	10.4	9.5	9.6	9.9	8.5
Worcester	7.5	7.2	5.4	6.5	6.2	5.8	4.9	4.7	4.7	3.7	3.8	3.1	3.1	3.6	3.5

*Note.* Adapted from Table 1 of MSDE's Report "*Suspensions, Expulsions, and Health Related Exclusions.*" Figures are unduplicated counts of students suspended/expelled divided by the September 30 enrollment counts.

Table A3.

## HCPSS Out-of-School Suspension or Expulsion Infractions and Student Suspension Rates by School Level and Grade, 2016 to 2018

Grade	2016				2017				2018			
	Infractions	Students suspended	Population	Susp. rate	Infractions	Students suspended	Population	Susp. rate	Infractions	Students suspended	Population	Susp. rate
	<i>n</i>	<i>n</i>	<i>n</i>	%	<i>n</i>	<i>n</i>	<i>n</i>	%	<i>n</i>	<i>n</i>	<i>n</i>	%
All Grades	2,070	1,342	53,634	2.5	2,135	1,430	54,348	2.6	1,752	1,225	55,470	2.2
Grades K-5	389	242	24,283	1.0	359	227	24,619	0.9	232	159	25,012	0.6
Grades 6-8	816	488	12,730	3.8	770	506	12,918	3.9	668	426	13,196	3.2
Grades 9-12	865	612	16,621	3.7	1,006	697	16,811	4.1	852	640	17,262	3.7
K	37	26	3,788	0.7	29	18	3,800	0.5	8	7	3,817	0.2
1	50	23	3,904	0.6	41	28	3,946	0.7	16	12	4,043	0.3
2	44	27	4,176	0.6	55	35	4,086	0.9	14	10	4,123	0.2
3	73	41	4,139	1.0	68	38	4,280	0.9	62	37	4,233	0.9
4	76	53	4,158	1.3	67	47	4,243	1.1	48	33	4,409	0.7
5	109	72	4,118	1.7	99	61	4,264	1.4	84	60	4,387	1.4
6	229	139	4,263	3.3	232	151	4,224	3.6	198	123	4,413	2.8
7	260	165	4,281	3.9	275	182	4,361	4.2	233	149	4,315	3.5
8	327	184	4,186	4.4	263	173	4,333	4.0	237	154	4,468	3.4
9	384	243	4,395	5.5	370	245	4,595	5.3	378	256	4,673	5.5
10	201	147	4,168	3.5	293	200	4,216	4.7	197	150	4,418	3.4
11	144	115	3,905	2.9	172	124	3,994	3.1	137	105	4,024	2.6
12	136	107	4,153	2.6	171	128	4,006	3.2	140	129	4,147	3.1

*Note.* Per MSDE reporting, Pre-K students and K-12 students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. The figures reported follow MSDE's calculation for suspension rates: the number of unduplicated students suspended in a student group divided by total enrollment of the student group on September 30<sup>th</sup> of that year.

Table A4.  
 Number and Percent of HCPSS Students Suspended Out-of-School Once, Twice, and Three-or-More  
 Times by School Level and Year, 2016 to 2018

Level	Year	All Population (base <i>N</i> )	Students Suspended ( <i>n</i> count):			Suspension Rate (percent %):		
			Once	Twice	≥ Three Times	Once	Twice	≥ Three Times
All Grades	2016	53,634	940	228	174	1.8	0.4	0.3
	2017	54,348	1,021	241	168	1.9	0.4	0.3
	2018	55,470	904	202	119	1.6	0.4	0.2
Grades K-5	2016	24,283	168	38	36	0.7	0.2	0.1
	2017	24,619	152	40	35	0.6	0.2	0.1
	2018	25,012	111	32	16	0.4	0.1	0.1
Grades 6-8	2016	12,730	323	83	82	2.5	0.7	0.6
	2017	12,918	362	85	59	2.8	0.7	0.5
	2018	13,196	296	69	61	2.2	0.5	0.5
Grades 9-12	2016	16,621	449	107	56	2.7	0.6	0.3
	2017	16,811	507	116	74	3.0	0.7	0.4
	2018	17,262	497	101	42	2.9	0.6	0.2

*Note.* Frequency of suspensions per student is equivalent to the number of infractions per student since all infractions in this report resulted in a suspension. Pre-K students and K-12 students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included.

Table A5.  
Number of HCPSS Students in Kindergarten – Grade 12  
Suspended Out-of-School or Expelled and Suspension/Expulsion Rate  
by Gender and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All			Male			Female		
		Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %	Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %	Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %
All Students	2016	1,342	53,634	2.5	964	27,535	3.5	378	26,099	1.4
	2017	1,430	54,348	2.6	1,059	27,996	3.8	371	26,352	1.4
	2018	1,225	55,470	2.2	892	28,501	3.1	333	26,969	1.2
Asian	2016	53	10,888	0.5	40	5,527	0.7	13	5,361	0.2
	2017	58	11,533	0.5	52	5,880	0.9	6	5,653	0.1
	2018	71	12,119	0.6	63	6,159	1.0	8	5,960	0.1
Black	2016	788	12,013	6.6	546	6,143	8.9	242	5,870	4.1
	2017	867	12,358	7.0	615	6,314	9.7	252	6,044	4.2
	2018	704	13,067	5.4	490	6,698	7.3	214	6,369	3.4
Hispanic	2016	157	5,211	3.0	122	2,727	4.5	35	2,484	1.4
	2017	154	5,525	2.8	121	2,889	4.2	33	2,636	1.3
	2018	154	5,842	2.6	116	3,044	3.8	38	2,798	1.4
Two or More	2016	61	3,304	1.8	40	1,683	2.4	21	1,621	1.3
	2017	91	3,372	2.7	67	1,734	3.9	24	1,638	1.5
	2018	72	3,432	2.1	52	1,737	3.0	20	1,695	1.2
White	2016	275	22,036	1.2	210	11,349	1.9	65	10,687	0.6
	2017	254	21,378	1.2	198	11,077	1.8	56	10,301	0.5
	2018	221	20,820	1.1	169	10,764	1.6	52	10,056	0.5

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately.

Table A6.  
Number of HCPSS Students in Kindergarten – Grade 12  
Suspended Out-of-School or Expelled and Suspension/Expulsion Rate  
by FARMS and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All			Non-FARMS			FARMS		
		Suspended	Population	Suspension Rate	Suspended	Population	Suspension Rate	Suspended	Population	Suspension Rate
		<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%
All Students	2016	1,342	53,840	2.5	608	42,120	1.4	734	11,720	6.3
	2017	1,430	54,686	2.6	501	42,446	1.2	929	12,240	7.6
	2018	1,225	55,731	2.2	552	43,289	1.3	673	12,442	5.4
Asian	2016	53	11,016	0.5	39	9,538	0.4	14	1,478	0.9
	2017	58	11,651	0.5	43	10,115	0.4	15	1,536	1.0
	2018	71	12,225	0.6	51	10,647	0.5	20	1,578	1.3
Black	2016	788	12,098	6.5	255	6,627	3.8	533	5,471	9.7
	2017	867	12,556	6.9	189	6,833	2.8	678	5,723	11.8
	2018	704	13,191	5.3	196	7,378	2.7	508	5,813	8.7
Hispanic	2016	157	5,328	2.9	51	2,449	2.1	106	2,879	3.7
	2017	154	5,626	2.7	37	2,485	1.5	117	3,141	3.7
	2018	154	5,973	2.6	73	2,671	2.7	81	3,302	2.5
Two or More	2016	61	3,333	1.8	33	2,763	1.2	28	570	4.9
	2017	91	3,366	2.7	38	2,797	1.4	53	569	9.3
	2018	72	3,437	2.1	42	2,853	1.5	30	584	5.1
White	2016	275	21,890	1.3	225	20,605	1.1	50	1,285	3.9
	2017	254	21,310	1.2	191	20,073	1.0	63	1,237	5.1
	2018	221	20,711	1.1	188	19,587	1.0	33	1,124	2.9

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A7.  
 Number of HCPSS Students in Kindergarten – Grade 12 Suspended Out-of-School and  
 Suspension Rate by Special Education and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All			General Education			Special Education		
		Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %	Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %	Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %
All Students	2016	1,342	53,840	2.5	966	49,361	2.0	376	4,479	8.4
	2017	1,430	54,686	2.6	1,057	50,028	2.1	373	4,658	8.0
	2018	1,225	55,731	2.2	859	50,851	1.7	366	4,880	7.5
Asian	2016	53	11,016	0.5	41	10,594	0.4	12	422	2.8
	2017	58	11,651	0.5	49	11,191	0.4	9	460	2.0
	2018	71	12,225	0.6	56	11,744	0.5	15	481	3.1
Black	2016	788	12,098	6.5	575	10,610	5.4	213	1,488	14.3
	2017	867	12,556	6.9	636	10,977	5.8	231	1,579	14.6
	2018	704	13,191	5.3	489	11,496	4.3	215	1,695	12.7
Hispanic	2016	157	5,328	2.9	112	4,775	2.3	45	553	8.1
	2017	154	5,626	2.7	124	5,042	2.5	30	584	5.1
	2018	154	5,973	2.6	113	5,313	2.1	41	660	6.2
Two or More	2016	61	3,333	1.8	41	3,070	1.3	20	263	7.6
	2017	91	3,366	2.7	72	3,080	2.3	19	286	6.6
	2018	72	3,437	2.1	48	3,133	1.5	24	304	7.9
White	2016	275	21,890	1.3	190	20,148	0.9	85	1,742	4.9
	2017	254	21,310	1.2	172	19,576	0.9	82	1,734	4.7
	2018	221	20,711	1.1	151	18,990	0.8	70	1,721	4.1

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A8.  
Number of HCPSS Students in Kindergarten – Grade 12  
Suspended Out-of-School or Expelled and Suspension/Expulsion Rate  
by English Learner Status and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All			Non-English Learner			English Learner		
		Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %	Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %	Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %
All Students	2016	1,342	53,840	2.5	1,302	51,144	2.5	40	2,696	1.5
	2017	1,430	54,686	2.6	1,396	51,771	2.7	34	2,915	1.2
	2018	1,225	55,731	2.2	1,179	52,473	2.2	46	3,258	1.4
Asian	2016	53	11,016	0.5	50	9,919	0.5	3	1,097	0.3
	2017	58	11,651	0.5	56	10,540	0.5	2	1,111	0.2
	2018	71	12,225	0.6	67	11,004	0.6	4	1,221	0.3
Black	2016	788	12,098	6.5	778	11,940	6.5	10	158	6.3
	2017	867	12,556	6.9	860	12,355	7.0	7	201	3.5
	2018	704	13,191	5.3	699	12,955	5.4	5	236	2.1
Hispanic	2016	157	5,328	2.9	132	4,070	3.2	25	1,258	2.0
	2017	154	5,626	2.7	130	4,220	3.1	24	1,406	1.7
	2018	154	5,973	2.6	118	4,372	2.7	36	1,601	2.2
Two or More	2016	61	3,333	1.8	61	3,321	1.8	0	12	0.0
	2017	91	3,366	2.7	91	3,350	2.7	0	16	0.0
	2018	72	3,437	2.1	72	3,421	2.1	0	16	0.0
White	2016	275	21,890	1.3	273	21,731	1.3	2	159	1.3
	2017	254	21,310	1.2	253	21,143	1.2	1	167	0.6
	2018	221	20,711	1.1	220	20,540	1.1	1	171	0.6

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.



Table A9.  
Number of HCPSS Students in Kindergarten – Grade 5 Suspended Out-of-School and Suspension Rate  
by Gender and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All			Male			Female		
		Suspended	Population	Suspension Rate	Suspended	Population	Suspension Rate	Suspended	Population	Suspension Rate
		<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%
All Students	2016	242	24,283	1.0	204	12,499	1.6	38	11,784	0.3
	2017	227	24,619	0.9	195	12,707	1.5	32	11,912	0.3
	2018	159	25,012	0.6	129	12,896	1.0	30	12,116	0.2
Asian	2016	6	5,380	0.1	6	2,753	0.2	0	2,627	0.0
	2017	5	5,643	0.1	5	2,901	0.2	0	2,742	0.0
	2018	5	5,855	0.1	5	2,975	0.2	0	2,880	0.0
Black	2016	153	5,304	2.9	126	2,696	4.7	27	2,608	1.0
	2017	155	5,432	2.9	132	2,769	4.8	23	2,663	0.9
	2018	106	5,791	1.8	83	2,962	2.8	23	2,829	0.8
Hispanic	2016	26	2,485	1.0	24	1,315	1.8	2	1,170	0.2
	2017	17	2,608	0.7	15	1,380	1.1	2	1,228	0.2
	2018	16	2,737	0.6	13	1,430	0.9	3	1,307	0.2
Two or More	2016	7	1,532	0.5	5	793	0.6	2	739	0.3
	2017	14	1,591	0.9	11	819	1.3	3	772	0.4
	2018	12	1,611	0.7	9	839	1.1	3	772	0.4
White	2016	48	9,470	0.5	41	4,874	0.8	7	4,596	0.2
	2017	35	9,238	0.4	31	4,775	0.6	4	4,463	0.1
	2018	19	8,906	0.2	18	4,625	0.4	1	4,281	0.0

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately.

Table A10.  
Number of HCPSS Students in Kindergarten – Grade 5 Suspended Out-of-School and Suspension Rate  
by FARMS and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All			Non-FARMS			FARMS		
		Suspended	Population	Suspension Rate	Suspended	Population	Suspension Rate	Suspended	Population	Suspension Rate
		<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%
All Students	2016	242	24,557	1.0	90	18,778	0.5	152	5,779	2.6
	2017	227	24,939	0.9	63	18,923	0.3	164	6,016	2.7
	2018	159	25,305	0.6	55	19,268	0.3	104	6,037	1.7
Asian	2016	6	5,462	0.1	5	4,792	0.1	1	670	0.1
	2017	5	5,731	0.1	3	5,041	0.1	2	690	0.3
	2018	5	5,920	0.1	4	5,202	0.1	1	718	0.1
Black	2016	153	5,418	2.8	37	2,794	1.3	116	2,624	4.4
	2017	155	5,601	2.8	27	2,857	0.9	128	2,744	4.7
	2018	106	5,891	1.8	25	3,109	0.8	81	2,782	2.9
Hispanic	2016	26	2,571	1.0	8	1,052	0.8	18	1,519	1.2
	2017	17	2,660	0.6	3	1,047	0.3	14	1,613	0.9
	2018	16	2,849	0.6	6	1,200	0.5	10	1,649	0.6
Two or More	2016	7	1,551	0.5	4	1,265	0.3	3	286	1.0
	2017	14	1,599	0.9	4	1,291	0.3	10	308	3.2
	2018	12	1,638	0.7	5	1,319	0.4	7	319	2.2
White	2016	48	9,446	0.5	36	8,791	0.4	12	655	1.8
	2017	35	9,244	0.4	25	8,603	0.3	10	641	1.6
	2018	19	8,893	0.2	14	8,348	0.2	5	545	0.9

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A11.  
Number of HCPSS Students in Kindergarten – Grade 5 Suspended Out-of-School and Suspension Rate  
by Special Education Status and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All			General Education			Special Education		
		Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %	Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %	Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %
All Students	2016	242	24,557	1.0	152	22,439	0.7	90	2,118	4.2
	2017	227	24,939	0.9	144	22,701	0.6	83	2,238	3.7
	2018	159	25,305	0.6	91	22,945	0.4	68	2,360	2.9
Asian	2016	6	5,462	0.1	2	5,228	0.0	4	234	1.7
	2017	5	5,731	0.1	4	5,474	0.1	1	257	0.4
	2018	5	5,920	0.1	3	5,657	0.1	2	263	0.8
Black	2016	153	5,418	2.8	106	4,790	2.2	47	628	7.5
	2017	155	5,601	2.8	102	4,934	2.1	53	667	7.9
	2018	106	5,891	1.8	66	5,151	1.3	40	740	5.4
Hispanic	2016	26	2,571	1.0	19	2,302	0.8	7	269	2.6
	2017	17	2,660	0.6	10	2,369	0.4	7	291	2.4
	2018	16	2,849	0.6	7	2,530	0.3	9	319	2.8
Two or More	2016	7	1,551	0.5	4	1,417	0.3	3	134	2.2
	2017	14	1,599	0.9	11	1,437	0.8	3	162	1.9
	2018	12	1,638	0.7	7	1,456	0.5	5	182	2.7
White	2016	48	9,446	0.5	20	8,598	0.2	28	848	3.3
	2017	35	9,244	0.4	16	8,390	0.2	19	854	2.2
	2018	19	8,893	0.2	7	8,049	0.1	12	844	1.4

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A12.  
Number of HCPSS Students in Kindergarten – Grade 5 Suspended Out-of-School and Suspension Rate  
by English Learner Status and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All			Non-English Learner			English Learner		
		Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %	Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %	Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %
All Students	2016	242	24,557	1.0	232	22,592	1.0	10	1,965	0.5
	2017	227	24,939	0.9	220	22,913	1.0	7	2,026	0.3
	2018	159	25,305	0.6	155	23,063	0.7	4	2,242	0.2
Asian	2016	6	5,462	0.1	6	4,601	0.1	0	861	0.0
	2017	5	5,731	0.1	4	4,866	0.1	1	865	0.1
	2018	5	5,920	0.1	5	4,976	0.1	0	944	0.0
Black	2016	153	5,418	2.8	148	5,307	2.8	5	111	4.5
	2017	155	5,601	2.8	153	5,477	2.8	2	124	1.6
	2018	106	5,891	1.8	106	5,747	1.8	0	144	0.0
Hispanic	2016	26	2,571	1.0	21	1,714	1.2	5	857	0.6
	2017	17	2,660	0.6	13	1,778	0.7	4	882	0.5
	2018	16	2,849	0.6	12	1,849	0.6	4	1,000	0.4
Two or More	2016	7	1,551	0.5	7	1,540	0.5	0	11	0.0
	2017	14	1,599	0.9	14	1,588	0.9	0	11	0.0
	2018	12	1,638	0.7	12	1,628	0.7	0	10	0.0
White	2016	48	9,446	0.5	48	9,333	0.5	0	113	0.0
	2017	35	9,244	0.4	35	9,113	0.4	0	131	0.0
	2018	19	8,893	0.2	19	8,761	0.2	0	132	0.0

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A13.  
Number of HCPSS Students in Grades 6 – 8 Suspended Out-of-School and Suspension Rate  
by Gender and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All			Male			Female		
		Suspended	Population	Suspension Rate	Suspended	Population	Suspension Rate	Suspended	Population	Suspension Rate
		<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%
All Students	2016	488	12,730	3.8	364	6,515	5.6	124	6,215	2.0
	2017	506	12,918	3.9	377	6,670	5.7	129	6,248	2.1
	2018	426	13,196	3.2	306	6,788	4.5	120	6,408	1.9
Asian	2016	13	2,549	0.5	11	1,288	0.9	2	1,261	0.2
	2017	24	2,668	0.9	23	1,366	1.7	1	1,302	0.1
	2018	19	2,847	0.7	18	1,479	1.2	1	1,368	0.1
Black	2016	308	2,896	10.6	223	1,518	14.7	85	1,378	6.2
	2017	322	3,030	10.6	228	1,562	14.6	94	1,468	6.4
	2018	283	3,236	8.7	194	1,659	11.7	89	1,577	5.6
Hispanic	2016	55	1,186	4.6	44	612	7.2	11	574	1.9
	2017	55	1,273	4.3	48	666	7.2	7	607	1.2
	2018	38	1,323	2.9	33	688	4.8	5	635	0.8
Two or More	2016	29	811	3.6	20	400	5.0	9	411	2.2
	2017	28	791	3.5	18	402	4.5	10	389	2.6
	2018	18	745	2.4	12	366	3.3	6	379	1.6
White	2016	82	5,264	1.6	65	2,688	2.4	17	2,576	0.7
	2017	74	5,124	1.4	57	2,659	2.1	17	2,465	0.7
	2018	68	5,008	1.4	49	2,577	1.9	19	2,431	0.8

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A14.  
Number of HCPSS Students in Grades 6 – 8 Suspended Out-of-School and Suspension Rate  
by FARMS and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All			Non-FARMS			FARMS		
		Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %	Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %	Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %
All Students	2016	488	12,767	3.8	206	10,078	2.0	282	2,689	10.5
	2017	506	13,014	3.9	159	10,163	1.6	347	2,851	12.2
	2018	426	13,252	3.2	163	10,296	1.6	263	2,956	8.9
Asian	2016	13	2,580	0.5	10	2,246	0.4	3	334	0.9
	2017	24	2,684	0.9	20	2,348	0.9	4	336	1.2
	2018	19	2,863	0.7	13	2,495	0.5	6	368	1.6
Black	2016	308	2,930	10.5	99	1,642	6.0	209	1,288	16.2
	2017	322	3,093	10.4	69	1,705	4.0	253	1,388	18.2
	2018	283	3,271	8.7	75	1,855	4.0	208	1,416	14.7
Hispanic	2016	55	1,207	4.6	18	591	3.0	37	616	6.0
	2017	55	1,310	4.2	10	603	1.7	45	707	6.4
	2018	38	1,351	2.8	15	597	2.5	23	754	3.1
Two or More	2016	29	815	3.6	15	682	2.2	14	133	10.5
	2017	28	787	3.6	8	665	1.2	20	122	16.4
	2018	18	740	2.4	7	620	1.1	11	120	9.2
White	2016	82	5,213	1.6	64	4,898	1.3	18	315	5.7
	2017	74	5,108	1.4	52	4,817	1.1	22	291	7.6
	2018	68	4,989	1.4	53	4,699	1.1	15	290	5.2

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A15.  
Number of HCPSS Students in Grades 6 – 8 Suspended Out-of-School and Suspension Rate  
by Special Education Status and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All			General Education			Special Education		
		Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %	Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %	Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %
All Students	2016	488	12,767	3.8	340	11,676	2.9	148	1,091	13.6
	2017	506	13,014	3.9	378	11,925	3.2	128	1,089	11.8
	2018	426	13,252	3.2	299	12,134	2.5	127	1,118	11.4
Asian	2016	13	2,580	0.5	11	2,485	0.4	2	95	2.1
	2017	24	2,684	0.9	21	2,596	0.8	3	88	3.4
	2018	19	2,863	0.7	16	2,771	0.6	3	92	3.3
Black	2016	308	2,930	10.5	224	2,531	8.9	84	399	21.1
	2017	322	3,093	10.4	242	2,671	9.1	80	422	19.0
	2018	283	3,271	8.7	197	2,834	7.0	86	437	19.7
Hispanic	2016	55	1,207	4.6	35	1,073	3.3	20	134	14.9
	2017	55	1,310	4.2	44	1,169	3.8	11	141	7.8
	2018	38	1,351	2.8	31	1,190	2.6	7	161	4.3
Two or More	2016	29	815	3.6	16	750	2.1	13	65	20.0
	2017	28	787	3.6	19	739	2.6	9	48	18.8
	2018	18	740	2.4	12	688	1.7	6	52	11.5
White	2016	82	5,213	1.6	53	4,816	1.1	29	397	7.3
	2017	74	5,108	1.4	51	4,723	1.1	23	385	6.0
	2018	68	4,989	1.4	43	4,617	0.9	25	372	6.7

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A16.  
Number of HCPSS Students in Grades 6 – 8 Suspended Out-of-School and Suspension Rate  
by English Learner Status and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All			Non-English Learner			English Learner		
		Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %	Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %	Suspended <i>n</i>	Population <i>N</i>	Suspension Rate %
All Students	2016	488	12,767	3.8	475	12,479	3.8	15	244	6.1
	2017	506	13,014	3.9	495	12,649	3.9	13	288	4.5
	2018	426	13,252	3.2	416	12,842	3.2	11	365	3.0
Asian	2016	13	2,580	0.5	11	2,489	0.4	2	91	2.2
	2017	24	2,684	0.9	23	2,582	0.9	1	102	1.0
	2018	19	2,863	0.7	18	2,747	0.7	1	116	0.9
Black	2016	308	2,930	10.5	306	2,908	10.5	2	22	9.1
	2017	322	3,093	10.4	320	3,064	10.4	2	29	6.9
	2018	283	3,271	8.7	281	3,237	8.7	2	34	5.9
Hispanic	2016	55	1,207	4.6	47	1,057	4.4	8	150	5.3
	2017	55	1,310	4.2	47	1,101	4.3	8	209	3.8
	2018	38	1,351	2.8	31	1,118	2.8	7	233	3.0
Two or More	2016	29	815	3.6	29	815	3.6	*	*	*
	2017	28	787	3.6	28	784	3.6	*	*	*
	2018	18	740	2.4	18	738	2.4	*	*	*
White	2016	82	5,213	1.6	81	5,188	1.6	1	25	4.0
	2017	74	5,108	1.4	74	5,086	1.5	0	22	0.0
	2018	68	4,989	1.4	68	4,964	1.4	0	25	0.0

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Results for groups with fewer than 10 students are suppressed to protect student privacy. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.



Table A17.  
 Number of HCPSS Students in Grades 9 – 12 Suspended Out-of-School and Suspension Rate  
 by Gender and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All			Male			Female		
		Suspended	Population	Suspension Rate	Suspended	Population	Suspension Rate	Suspended	Population	Suspension Rate
		<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%
All Students	2016	612	16,621	3.7	396	8,521	4.6	216	8,100	2.7
	2017	697	16,811	4.1	487	8,619	5.7	210	8,192	2.6
	2018	640	17,262	3.7	457	8,817	5.2	183	8,445	2.2
Asian	2016	34	2,959	1.1	23	1,486	1.5	11	1,473	0.7
	2017	29	3,222	0.9	24	1,613	1.5	5	1,609	0.3
	2018	47	3,417	1.4	40	1,705	2.3	7	1,712	0.4
Black	2016	327	3,813	8.6	197	1,929	10.2	130	1,884	6.9
	2017	390	3,896	10.0	255	1,983	12.9	135	1,913	7.1
	2018	315	4,040	7.8	213	2,077	10.3	102	1,963	5.2
Hispanic	2016	76	1,540	4.9	54	800	6.8	22	740	3.0
	2017	82	1,644	5.0	58	843	6.9	24	801	3.0
	2018	100	1,782	5.6	70	926	7.6	30	856	3.5
Two or More	2016	25	961	2.6	15	490	3.1	10	471	2.1
	2017	49	990	4.9	38	513	7.4	11	477	2.3
	2018	42	1,076	3.9	31	532	5.8	11	544	2.0
White	2016	145	7,302	2.0	104	3,787	2.7	41	3,515	1.2
	2017	145	7,016	2.1	110	3,643	3.0	35	3,373	1.0
	2018	134	6,906	1.9	102	3,562	2.9	32	3,344	1.0

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately.

Table A18.  
 Number of HCPSS Students in Grades 9 – 12 Suspended Out-of-School and Suspension Rate  
 by FARMS Status and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All			Non-FARMS			FARMS		
		Suspended	Population	Suspension Rate	Suspended	Population	Suspension Rate	Suspended	Population	Suspension Rate
		<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%
All Students	2016	612	16,516	3.7	312	13,264	2.4	300	3,252	9.2
	2017	697	16,733	4.2	279	13,360	2.1	418	3,373	12.4
	2018	640	17,174	3.7	334	13,725	2.4	306	3,449	8.9
Asian	2016	34	2,974	1.1	24	2,500	1.0	10	474	2.1
	2017	29	3,236	0.9	20	2,726	0.7	9	510	1.8
	2018	47	3,442	1.4	34	2,950	1.2	13	492	2.6
Black	2016	327	3,750	8.7	119	2,191	5.4	208	1,559	13.3
	2017	390	3,862	10.1	93	2,271	4.1	297	1,591	18.7
	2018	315	4,029	7.8	96	2,414	4.0	219	1,615	13.6
Hispanic	2016	76	1,550	4.9	25	806	3.1	51	744	6.9
	2017	82	1,656	5.0	24	835	2.9	58	821	7.1
	2018	100	1,773	5.6	52	874	5.9	48	899	5.3
Two or More	2016	25	967	2.6	14	816	1.7	11	151	7.3
	2017	49	980	5.0	26	841	3.1	23	139	16.5
	2018	42	1,059	4.0	30	914	3.3	12	145	8.3
White	2016	145	7,231	2.0	125	6,916	1.8	20	315	6.3
	2017	145	6,958	2.1	114	6,653	1.7	31	305	10.2
	2018	134	6,829	2.0	121	6,540	1.9	13	289	4.5

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A19.  
 Number of HCPSS Students in Grades 9 – 12 Suspended Out-of-School and Suspension Rate  
 by Special Education Status and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All			General Education			Special Education		
		Suspended	Population	Suspension Rate	Suspended	Population	Suspension Rate	Suspended	Population	Suspension Rate
		<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%
All Students	2016	612	16,516	3.7	474	15,246	3.1	138	1,270	10.9
	2017	697	16,733	4.2	535	15,402	3.5	162	1,331	12.2
	2018	640	17,174	3.7	469	15,772	3.0	171	1,402	12.2
Asian	2016	34	2,974	1.1	28	2,881	1.0	6	93	6.5
	2017	29	3,236	0.9	24	3,121	0.8	5	115	4.3
	2018	47	3,442	1.4	37	3,316	1.1	10	126	7.9
Black	2016	327	3,750	8.7	245	3,289	7.4	82	461	17.8
	2017	390	3,862	10.1	292	3,372	8.7	98	490	20.0
	2018	315	4,029	7.8	226	3,511	6.4	89	518	17.2
Hispanic	2016	76	1,550	4.9	58	1,400	4.1	18	150	12.0
	2017	82	1,656	5.0	70	1,504	4.7	12	152	7.9
	2018	100	1,773	5.6	75	1,593	4.7	25	180	13.9
Two or More	2016	25	967	2.6	21	903	2.3	4	64	6.3
	2017	49	980	5.0	42	904	4.6	7	76	9.2
	2018	42	1,059	4.0	29	989	2.9	13	70	18.6
White	2016	145	7,231	2.0	117	6,734	1.7	28	497	5.6
	2017	145	6,958	2.1	105	6,463	1.6	40	495	8.1
	2018	134	6,829	2.0	101	6,324	1.6	33	505	6.5

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A20.  
 Number of HCPSS Students in Grades 9 – 12 Suspended Out-of-School and Suspension Rate  
 by English Learner Status and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All			Non-English Learner			English Learner		
		Suspended	Population	Suspension Rate	Suspended	Population	Suspension Rate	Suspended	Population	Suspension Rate
		<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%	<i>n</i>	<i>N</i>	%
All Students	2016	612	16,516	3.7	595	16,073	3.7	17	443	3.8
	2017	697	16,733	4.2	681	16,209	4.2	16	524	3.1
	2018	640	17,174	3.7	608	16,568	3.7	32	606	5.3
Asian	2016	34	2,974	1.1	33	2,829	1.2	1	145	0.7
	2017	29	3,236	0.9	29	3,092	0.9	0	144	0.0
	2018	47	3,442	1.4	44	3,281	1.3	3	161	1.9
Black	2016	327	3,750	8.7	324	3,725	8.7	3	25	12.0
	2017	390	3,862	10.1	387	3,814	10.1	3	48	6.3
	2018	315	4,029	7.8	312	3,971	7.9	3	58	5.2
Hispanic	2016	76	1,550	4.9	64	1,299	4.9	12	251	4.8
	2017	82	1,656	5.0	70	1,341	5.2	12	315	3.8
	2018	100	1,773	5.6	75	1,405	5.3	25	368	6.8
Two or More	2016	25	967	2.6	25	966	2.6	*	*	*
	2017	49	980	5.0	49	978	5.0	*	*	*
	2018	42	1,059	4.0	42	1,055	4.0	*	*	*
White	2016	145	7,231	2.0	144	7,210	2.0	1	21	4.8
	2017	145	6,958	2.1	144	6,944	2.1	1	14	7.1
	2018	134	6,829	2.0	133	6,815	2.0	1	14	7.1

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Results for groups with fewer than 10 students are suppressed to protect student privacy. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A21.  
 Number of HCPSS Out-of-School Suspension Infractions and Students Suspended in Kindergarten – Grade 12  
 by Gender and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All		Male		Female	
		Infractions	Students Suspended	Infractions	Students Suspended	Infractions	Students Suspended
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
All Students	2016	2,070	1,342	1,533	964	537	378
	2017	2,135	1,430	1,596	1,059	539	371
	2018	1,752	1,225	1,283	892	469	333
Asian	2016	87	53	72	40	15	13
	2017	71	58	64	52	7	6
	2018	81	71	72	63	9	8
Black	2016	1,251	788	892	546	359	242
	2017	1,331	867	962	615	369	252
	2018	1,060	704	742	490	318	214
Hispanic	2016	243	157	194	122	49	35
	2017	223	154	173	121	50	33
	2018	240	154	186	116	54	38
Two or More	2016	96	61	68	40	28	21
	2017	125	91	93	67	32	24
	2018	91	72	66	52	25	20
White	2016	382	275	298	210	84	65
	2017	364	254	283	198	81	56
	2018	277	221	215	169	62	52

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately.

Table A22.  
 Number of HCPSS Out-of-School Suspension Infractions and Students Suspended in Kindergarten – Grade 12  
 by FARMS and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All		Non-FARMS		FARMS	
		Infractions <i>n</i>	Students Suspended <i>n</i>	Infractions <i>n</i>	Students Suspended <i>n</i>	Infractions <i>n</i>	Students Suspended <i>n</i>
All Students	2016	2,070	1,342	850	608	1,220	734
	2017	2,135	1,430	708	501	1,427	929
	2018	1,752	1,225	726	552	1,026	673
Asian	2016	87	53	64	39	23	14
	2017	71	58	52	43	19	15
	2018	81	71	58	51	23	20
Black	2016	1,251	788	352	255	899	533
	2017	1,331	867	278	189	1,053	678
	2018	1,060	704	265	196	795	508
Hispanic	2016	243	157	74	51	169	106
	2017	223	154	50	37	173	117
	2018	240	154	120	73	120	81
Two or More	2016	96	61	45	33	51	28
	2017	125	91	49	38	76	53
	2018	91	72	51	42	40	30
White	2016	382	275	307	225	75	50
	2017	364	254	270	191	94	63
	2018	277	221	230	188	47	33

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A23.  
 Number of HCPSS Out-of-School Suspension Infractions and Students Suspended in Kindergarten – Grade 12  
 by Special Education Status and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All		General Education		Special Education	
		Infractions	Students Suspended	Infractions	Students Suspended	Infractions	Students Suspended
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
All Students	2016	2,070	1,342	1,392	966	678	376
	2017	2,135	1,430	1,481	1,057	654	373
	2018	1,752	1,225	1,132	859	620	366
Asian	2016	87	53	67	41	20	12
	2017	71	58	61	49	10	9
	2018	81	71	62	56	19	15
Black	2016	1,251	788	864	575	387	213
	2017	1,331	867	917	636	414	231
	2018	1,060	704	662	489	398	215
Hispanic	2016	243	157	160	112	83	45
	2017	223	154	176	124	47	30
	2018	240	154	176	113	64	41
Two or More	2016	96	61	61	41	35	20
	2017	125	91	88	72	37	19
	2018	91	72	56	48	35	24
White	2016	382	275	230	190	152	85
	2017	364	254	227	172	137	82
	2018	277	221	174	151	103	70

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A24.  
 Number of HCPSS Out-of-School Suspension Infractions and Students Suspended in Kindergarten – Grade 12  
 by English Learner Status and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All		Non-English Learner		English Learner	
		Infractions	Students Suspended	Infractions	Students Suspended	Infractions	Students Suspended
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
All Students	2016	2,070	1,342	2,006	1,302	64	40
	2017	2,135	1,430	2,093	1,396	42	34
	2018	1,752	1,225	1,691	1,179	61	46
Asian	2016	87	53	84	50	3	3
	2017	71	58	69	56	2	2
	2018	81	71	77	67	4	4
Black	2016	1,251	788	1,231	778	20	10
	2017	1,331	867	1,323	860	8	7
	2018	1,060	704	1,054	699	6	5
Hispanic	2016	243	157	204	132	39	25
	2017	223	154	192	130	31	24
	2018	240	154	190	118	50	36
Two or More	2016	96	61	96	61	0	0
	2017	125	91	125	91	0	0
	2018	91	72	91	72	0	0
White	2016	382	275	380	273	2	2
	2017	364	254	363	253	1	1
	2018	277	221	276	220	1	1

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.



Table A25.  
Number of HCPSS Out-of-School Suspension Infractions and Students Suspended in Kindergarten – Grade 5  
by Gender and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All		Male		Female	
		Infractions	Students Suspended	Infractions	Students Suspended	Infractions	Students Suspended
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
All K-5	2016	389	242	338	204	51	38
	2017	359	227	312	195	47	32
	2018	232	159	194	129	38	30
Asian	2016	10	6	10	6	0	0
	2017	6	5	6	5	0	0
	2018	6	5	6	5	0	0
Black	2016	255	153	220	126	35	27
	2017	244	155	211	132	33	23
	2018	157	106	127	83	30	23
Hispanic	2016	31	26	29	24	2	2
	2017	29	17	27	15	2	2
	2018	31	16	27	13	4	3
Two or More	2016	12	7	10	5	2	2
	2017	19	14	16	11	3	3
	2018	14	12	11	9	3	3
White	2016	79	48	67	41	12	7
	2017	59	35	50	31	9	4
	2018	23	19	22	18	1	1

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately.

Table A26.  
Number of HCPSS Out-of-School Suspension Infractions and Students Suspended in Kindergarten – Grade 5  
by FARMS and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All		Non-FARMS		FARMS	
		Infractions	Students Suspended	Infractions	Students Suspended	Infractions	Students Suspended
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
All K-5	2016	389	242	137	90	252	152
	2017	359	227	96	63	263	164
	2018	232	159	80	55	152	104
Asian	2016	10	6	9	5	1	1
	2017	6	5	4	3	2	2
	2018	6	5	4	4	2	1
Black	2016	255	153	54	37	201	116
	2017	244	155	35	27	209	128
	2018	157	106	38	25	119	81
Hispanic	2016	31	26	10	8	21	18
	2017	29	17	3	3	26	14
	2018	31	16	13	6	18	10
Two or More	2016	12	7	4	4	8	3
	2017	19	14	6	4	13	10
	2018	14	12	7	5	7	7
White	2016	79	48	60	36	19	12
	2017	59	35	46	25	13	10
	2018	23	19	17	14	6	5

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A27.  
 Number of HCPSS Out-of-School Suspension Infractions and Students Suspended in Kindergarten – Grade 5  
 by Special Education and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All		General Education		Special Education	
		Infractions	Students Suspended	Infractions	Students Suspended	Infractions	Students Suspended
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
All K-5	2016	389	242	218	152	171	90
	2017	359	227	199	144	160	83
	2018	232	159	113	91	119	68
Asian	2016	10	6	4	2	6	4
	2017	6	5	4	4	2	1
	2018	6	5	3	3	3	2
Black	2016	255	153	156	106	99	47
	2017	244	155	143	102	101	53
	2018	157	106	82	66	75	40
Hispanic	2016	31	26	22	19	9	7
	2017	29	17	14	10	15	7
	2018	31	16	13	7	18	9
Two or More	2016	12	7	9	4	3	3
	2017	19	14	13	11	6	3
	2018	14	12	7	7	7	5
White	2016	79	48	26	20	53	28
	2017	59	35	23	16	36	19
	2018	23	19	7	7	16	12

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A28.  
 Number of HCPSS Out-of-School Suspension Infractions and Students Suspended in Kindergarten – Grade 5  
 by English Learner Status and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All		Non-English Learner		English Learner	
		Infractions	Students Suspended	Infractions	Students Suspended	Infractions	Students Suspended
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
All K-5	2016	389	242	372	232	17	10
	2017	359	227	350	220	9	7
	2018	232	159	225	155	7	4
Asian	2016	10	6	10	6	0	0
	2017	6	5	5	4	1	1
	2018	6	5	6	5	0	0
Black	2016	255	153	243	148	12	5
	2017	244	155	242	153	2	2
	2018	157	106	157	106	0	0
Hispanic	2016	31	26	26	21	5	5
	2017	29	17	23	13	6	4
	2018	31	16	24	12	7	4
Two or More	2016	12	7	12	7	0	0
	2017	19	14	19	14	0	0
	2018	14	12	14	12	0	0
White	2016	79	48	79	48	0	0
	2017	59	35	59	35	0	0
	2018	23	19	23	19	0	0

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A29.  
Number of HCPSS Out-of-School Suspension Infractions and Students Suspended in Grades 6 – 8  
by Gender and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All		Male		Female	
		Infractions	Students Suspended	Infractions	Students Suspended	Infractions	Students Suspended
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
All 6-8	2016	816	488	626	364	190	124
	2017	770	506	581	377	189	129
	2018	668	426	475	306	193	120
Asian	2016	26	13	24	11	2	2
	2017	25	24	24	23	1	1
	2018	22	19	21	18	1	1
Black	2016	494	308	369	223	125	85
	2017	491	322	358	228	133	94
	2018	463	283	317	194	146	89
Hispanic	2016	109	55	87	44	22	11
	2017	79	55	68	48	11	7
	2018	70	38	57	33	13	5
Two or More	2016	53	29	40	20	13	9
	2017	46	28	30	18	16	10
	2018	25	18	16	12	9	6
White	2016	133	82	105	65	28	17
	2017	117	74	89	57	28	17
	2018	88	68	64	49	24	19

*Note.* Students who were suspended or expelled for health-related exclusions only are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately.

Table A30.  
 Number of HCPSS Out-of-School Suspension Infractions and Students Suspended in Grades 6 – 8  
 by FARMS and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All		Non-FARMS		FARMS	
		Infractions	Students Suspended	Infractions	Students Suspended	Infractions	Students Suspended
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
All 6-8	2016	816	488	306	206	510	282
	2017	770	506	228	159	542	347
	2018	668	426	222	163	446	263
Asian	2016	26	13	22	10	4	3
	2017	25	24	21	20	4	4
	2018	22	19	15	13	7	6
Black	2016	494	308	127	99	367	209
	2017	491	322	104	69	387	253
	2018	463	283	106	75	357	208
Hispanic	2016	109	55	33	18	76	37
	2017	79	55	13	10	66	45
	2018	70	38	27	15	43	23
Two or More	2016	53	29	25	15	28	14
	2017	46	28	12	8	34	20
	2018	25	18	9	7	16	11
White	2016	133	82	99	64	34	18
	2017	117	74	78	52	39	22
	2018	88	68	65	53	23	15

*Note.* Students who were suspended or expelled for health-related exclusions only are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A31.  
Number of HCPSS Out-of-School Suspension Infractions and Students Suspended in Grades 6 – 8  
by Special Education Status and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All		General Education		Special Education	
		Infractions	Students Suspended	Infractions	Students Suspended	Infractions	Students Suspended
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
All 6-8	2016	816	488	531	340	285	148
	2017	770	506	537	378	233	128
	2018	668	426	429	299	239	127
Asian	2016	26	13	24	11	2	2
	2017	25	24	22	21	3	3
	2018	22	19	19	16	3	3
Black	2016	494	308	349	224	145	84
	2017	491	322	354	242	137	80
	2018	463	283	291	197	172	86
Hispanic	2016	109	55	58	35	51	20
	2017	79	55	61	44	18	11
	2018	70	38	54	31	16	7
Two or More	2016	53	29	26	16	27	13
	2017	46	28	26	19	20	9
	2018	25	18	14	12	11	6
White	2016	133	82	73	53	60	29
	2017	117	74	71	51	46	23
	2018	88	68	51	43	37	25

*Note.* Students who were suspended or expelled for health-related exclusions only are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A32.  
Number of HCPSS Out-of-School Suspension Infractions and Students Suspended in Grades 6 – 8  
by English Learner Status and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All		Non-English Learner		English Learner	
		Infractions	Students Suspended	Infractions	Students Suspended	Infractions	Students Suspended
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
All 6-8	2016	816	488	792	475	24	13
	2017	770	506	757	495	13	11
	2018	668	426	658	416	10	10
Asian	2016	26	13	24	11	2	2
	2017	25	24	24	23	1	1
	2018	22	19	21	18	1	1
Black	2016	494	308	491	306	3	2
	2017	491	322	489	320	2	2
	2018	463	283	461	281	2	2
Hispanic	2016	109	55	91	47	18	8
	2017	79	55	69	47	10	8
	2018	70	38	63	31	7	7
Two or More	2016	53	29	53	29	*	*
	2017	46	28	46	28	*	*
	2018	25	18	25	18	*	*
White	2016	133	82	132	81	1	1
	2017	117	74	117	74	0	0
	2018	88	68	88	68	0	0

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Results for student groups with fewer than 10 students are suppressed (\*) to protect student privacy. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.



Table A33.  
 Number of HCPSS Out-of-School Suspension Infractions and Students Suspended in Grades 9 - 12  
 by Gender and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All		Male		Female	
		Infractions	Students Suspended	Infractions	Students Suspended	Infractions	Students Suspended
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
All 9-12	2016	865	612	569	396	296	216
	2017	1,006	697	703	487	303	210
	2018	852	640	614	457	238	183
Asian	2016	51	34	38	23	13	11
	2017	40	29	34	24	6	5
	2018	53	47	45	40	8	7
Black	2016	502	327	303	197	199	130
	2017	596	390	393	255	203	135
	2018	440	315	298	213	142	102
Hispanic	2016	103	76	78	54	25	22
	2017	115	82	78	58	37	24
	2018	139	100	102	70	37	30
Two or More	2016	31	25	18	15	13	10
	2017	60	49	47	38	13	11
	2018	52	42	39	31	13	11
White	2016	170	145	126	104	44	41
	2017	188	145	144	110	44	35
	2018	166	134	129	102	37	32

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately.

Table A34.  
 Number of HCPSS Out-of-School Suspension Infractions and Students Suspended in Grades 9 - 12  
 by FARMS and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All		Non-FARMS		FARMS	
		Infractions	Students Suspended	Infractions	Students Suspended	Infractions	Students Suspended
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
All 9-12	2016	865	612	407	312	458	300
	2017	1,006	697	384	279	622	418
	2018	852	640	424	334	428	306
Asian	2016	51	34	33	24	18	10
	2017	40	29	27	20	13	9
	2018	53	47	39	34	14	13
Black	2016	502	327	171	119	331	208
	2017	596	390	139	93	457	297
	2018	440	315	121	96	319	219
Hispanic	2016	103	76	31	25	72	51
	2017	115	82	34	24	81	58
	2018	139	100	80	52	59	48
Two or More	2016	31	25	16	14	15	11
	2017	60	49	31	26	29	23
	2018	52	42	35	30	17	12
White	2016	170	145	148	125	22	20
	2017	188	145	146	114	42	31
	2018	166	134	148	121	18	13

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A35.  
 Number of HCPSS Out-of-School Suspension Infractions and Students Suspended in Grades 9 - 12  
 by Special Education Status and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All		General Education		Special Education	
		Infractions	Students Suspended	Infractions	Students Suspended	Infractions	Students Suspended
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
All 9-12	2016	865	612	643	474	222	138
	2017	1,006	697	745	535	261	162
	2018	852	640	590	469	262	171
Asian	2016	51	34	39	28	12	6
	2017	40	29	35	24	5	5
	2018	53	47	40	37	13	10
Black	2016	502	327	359	245	143	82
	2017	596	390	420	292	176	98
	2018	440	315	289	226	151	89
Hispanic	2016	103	76	80	58	23	18
	2017	115	82	101	70	14	12
	2018	139	100	109	75	30	25
Two or More	2016	31	25	26	21	5	4
	2017	60	49	49	42	11	7
	2018	52	42	35	29	17	13
White	2016	170	145	131	117	39	28
	2017	188	145	133	105	55	40
	2018	166	134	116	101	50	33

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A36.  
Number of HCPSS Out-of-School Suspension Infractions and Students Suspended in Grades 9 - 12  
by English Learner Status and Race/Ethnicity, 2016 to 2018

Race/ Ethnicity	Year	All		Non-English Learner		English Learner	
		Infractions	Students Suspended	Infractions	Students Suspended	Infractions	Students Suspended
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
All 9-12	2016	865	612	842	595	23	17
	2017	1,006	697	986	681	20	16
	2018	852	640	808	608	44	32
Asian	2016	51	34	50	33	1	1
	2017	40	29	40	29	0	0
	2018	53	47	50	44	3	3
Black	2016	502	327	497	324	5	3
	2017	596	390	592	387	4	3
	2018	440	315	436	312	4	3
Hispanic	2016	103	76	87	64	16	12
	2017	115	82	100	70	15	12
	2018	139	100	103	75	36	25
Two or More	2016	31	25	31	25	*	*
	2017	60	49	60	49	*	*
	2018	52	42	52	42	*	*
White	2016	170	145	169	144	1	1
	2017	188	145	187	144	1	1
	2018	166	134	165	133	1	1

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in Special Schools are included. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Results for student groups with fewer than 10 students are suppressed (\*) to protect student privacy. Following MSDE practice when calculating suspension rates of students by special service status, total enrollment counts are based on the end-of-year attendance file.

Table A37.  
 Number of HCPSS Out-of-School Suspensions and Expulsion Infractions in Kindergarten – Grade 12  
 by Type of Infraction and Level, 2016 to 2018

Level	Year	Dangerous Substance	Weapons	Attacks, Threats, Fighting	Arson, Fire, Explosives	Sexual Assault	Disrespect, Insubordination and Disruption	Other
All	2016	161	54	1,049	22	48	615	121
K-12	2017	169	59	1,220	13	66	507	101
	2018	187	46	1,087	19	51	293	69
K-5	2016	3	11	262	5	8	84	16
	2017	1	16	237	0	9	77	19
	2018	1	9	191	2	3	20	6
6-8	2016	13	18	440	9	25	269	42
	2017	16	18	511	9	27	170	19
	2018	16	13	479	11	14	114	21
9-12	2016	145	25	347	8	15	262	63
	2017	152	25	472	4	30	260	63
	2018	170	24	417	6	34	159	42

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in special schools are included.

Table A38.  
 Number of HCPSS Out-of-School Suspensions and Expulsion Infractions in Kindergarten – Grade 12  
 by Type of Infraction and Race/Ethnicity, 2016 to 2018

Level	Race/ Ethnicity	Year	Dangerous Substance	Weapons	Attacks, Threats, Fighting	Arson, Fire, Explosives	Sexual Assault	Disrespect, Insubordination and Disruption	Other
K-12	All	2016	161	54	1049	22	48	615	121
		2017	169	59	1220	13	66	507	101
		2018	187	46	1087	19	51	293	69
	Asian	2016	18	2	29	1	4	27	6
		2017	15	1	38	0	3	12	2
		2018	21	1	46	2	3	5	3
	Black	2016	54	38	668	15	33	372	71
		2017	68	33	814	9	37	314	56
		2018	54	28	738	9	21	169	41
	Hispanic	2016	23	5	117	3	4	78	13
		2017	27	11	111	1	9	53	11
		2018	35	8	111	3	9	61	13
	White	2016	58	7	182	1	6	102	26
		2017	49	9	176	3	16	90	21
		2018	61	6	135	4	17	46	8
	Two or More	2016	6	2	48	2	1	33	4
		2017	10	4	70	0	1	30	10
		2018	16	3	54	1	1	12	4

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in special schools are included. Native American and Hawaiian/Pacific Islander students are included in total but are not separately reported.

Table A39.  
 Number of HCPSS Out-of-School Suspensions and Expulsion Infractions in Kindergarten – Grade 5  
 by Type of Infraction and Race/Ethnicity, 2016 to 2018

Level	Race/ Ethnicity	Year	Dangerous Substance	Weapons	Attacks, Threats, Fighting	Arson, Fire, Explosives	Sexual Assault	Disrespect, Insubordination and Disruption	Other
K-5	All	2016	3	11	262	5	8	84	16
		2017	1	16	237	0	9	77	19
		2018	1	9	191	2	3	20	6
	Asian	2016	0	0	6	0	0	4	0
		2017	0	0	4	0	1	1	0
		2018	0	0	6	0	0	0	0
	Black	2016	0	8	177	4	5	51	10
		2017	0	9	169	0	6	52	8
		2018	0	5	132	0	1	13	6
	Hispanic	2016	2	3	17	0	3	5	1
		2017	0	2	18	0	2	3	4
		2018	0	1	25	0	1	4	0
	White	2016	0	0	53	1	0	20	5
		2017	1	3	31	0	0	19	5
		2018	1	2	15	1	1	3	0
	Two or More	2016	1	0	7	0	0	4	0
		2017	0	2	14	0	0	1	2
		2018	0	1	12	1	0	0	0

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in special schools are included. Native American and Hawaiian/Pacific Islander students are included in total but are not separately reported.

Table A40.  
 Number of HCPSS Out-of-School Suspensions and Expulsion Infractions in Grades 6 – 8  
 by Type of Infraction and Race/Ethnicity, 2016 to 2018

Level	Race/ Ethnicity	Year	Dangerous Substance	Weapons	Attacks, Threats, Fighting	Arson, Fire, Explosives	Sexual Assault	Disrespect, Insubordination and Disruption	Other
6-8	All	2016	13	18	440	9	25	269	42
		2017	16	18	511	9	27	170	19
		2018	16	13	479	11	14	114	21
	Asian	2016	2	2	8	0	2	11	1
		2017	1	0	18	0	2	4	0
		2018	3	1	16	1	0	1	0
	Black	2016	5	12	279	7	18	151	22
		2017	8	8	338	6	16	102	13
		2018	6	8	350	6	6	75	12
	Hispanic	2016	1	1	58	1	1	42	5
		2017	2	3	54	0	4	16	0
		2018	2	2	42	1	4	15	4
	White	2016	5	3	67	0	3	43	12
		2017	5	4	66	3	5	30	4
		2018	4	1	57	3	4	17	2
	Two or More	2016	0	0	27	1	1	22	2
		2017	0	2	28	0	0	14	2
		2018	1	1	14	0	0	6	3

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in special schools are included. Native American and Hawaiian/Pacific Islander students are included in total but are not separately reported.



Table A41.  
 Number of HCPSS Out-of-School Suspensions and Expulsion Infractions in Grades 9 – 12  
 by Type of Infraction and Race/Ethnicity, 2016 to 2018

Level	Race/ Ethnicity	Year	Dangerous Substance	Weapons	Attacks, Threats, Fighting	Arson, Fire, Explosives	Sexual Assault	Disrespect, Insubordination and Disruption	Other
9-12	All	2016	145	25	347	8	15	262	63
		2017	152	25	472	4	30	260	63
		2018	170	24	417	6	34	159	42
	Asian	2016	16	0	15	1	2	12	5
		2017	14	1	16	0	0	7	2
		2018	18	0	24	1	3	4	3
	Black	2016	49	18	212	4	10	170	39
		2017	60	16	307	3	15	160	35
		2018	48	15	256	3	14	81	23
	Hispanic	2016	20	1	42	2	0	31	7
		2017	25	6	39	1	3	34	7
		2018	33	5	44	2	4	42	9
	White	2016	53	4	62	0	3	39	9
		2017	43	2	79	0	11	41	12
		2018	56	3	63	0	12	26	6
	Two or More	2016	5	2	14	1	0	7	2
		2017	10	0	28	0	1	15	6
		2018	15	1	28	0	1	6	1

*Note.* Students who were suspended or expelled for health-related exclusions are excluded. Students enrolled in special schools are included. Native American and Hawaiian/Pacific Islander students are included in total but are not separately reported.