

STUDENT SUSPENSIONS AND EXPULSIONS: 2005–06

Issue/Concern

Suspending¹ and/or expelling² a student from school are the two most severe outcomes that a student can receive as a consequence of disciplinary infractions. Reviewing patterns of suspension and expulsion is important to those interested in addressing behaviors that lead to such outcomes. The common observation that poor student discipline and behavior detract from classroom academic achievement lends further importance to a better understanding of student behavior and school disciplinary practices. This report reviews out-of-school (regular) suspension, in-school suspension³, and expulsion data for 2005–06.

Background

The district has monitored student suspensions for the last 25 years. In the late 1970s, the federal Office for Civil Rights (OCR) collected data on out-of-school suspensions of students in the San Diego Unified School District. Early in 1981, the OCR found patterns of “disciplinary sanctions imposed on students in a manner which discriminates against minority children.” In fact, a comprehensive districtwide report analyzing suspension data for the years 1984–85 through 1990–91 found increasing suspension rates and widening racial/ethnic disparities in suspension.⁴ Subsequent reports covering the years 1991–92 through 1994–95 revealed minor dips in suspension rates but no significant change in racial/ethnic patterns.⁵

¹ Suspension: The temporary removal of a student from ongoing instruction at the school site for purposes of adjustment and calling attention to the seriousness of his/her behavior. Students are not allowed on campus during the period of suspension except for official meetings related to their suspension.

² Expulsion: The removal of a student from the immediate supervision and control, or general supervision, of school personnel. Expelled students may not participate in any district program or activity, including any independent study program.

³ In-school suspension: A student is sent to a particular area at the school where he/she is monitored by school staff. An in-school suspension does not go on the student’s permanent record, but it may be retained in the student’s general file for reference and may be used as an alternative consequence before rising to the level of a formal suspension.

⁴ Bell, Peter D. *Student Suspensions: 1984–85 through 1990–91*, Planning and Research Department, San Diego City Schools, April 21, 1992. Pre-1984–85 data are based on two earlier studies: Knowles, Gary W. and Ottinger, Ronald L. *Report on 1984–85 Student Suspensions*, Research Department, San Diego City Schools, May 27, 1986, and Knowles, Gary W. and Nafziger, Dean. *Review of Secondary School Student Suspensions, 1981–82 through 1983–84*, Research Department, San Diego City Schools, October 1984.

⁵ Bell, Peter D. *Student Suspensions: 1991–92*, Planning and Research Team, San Diego City Schools, October 13, 1992. Bell, Peter D. *Student Suspensions: 1992–93*, Research, Reporting, and Grants Unit, San Diego City Schools, September 28, 1993. Bell, Peter D. *Student Suspensions: 1993–94*, Research, Reporting, and Grants Unit, San Diego City Schools, February 7, 1995. Bell, Peter D. *Student Suspensions: 1994–95*, Research, Reporting, and Grants Unit, San Diego City Schools, February 13, 1996.

In September 1992, the superintendent charged a Task Force on Student Suspensions with making recommendations to reduce suspensions and the overrepresentation of specific groups. The Task Force reported to the School Board in September 1993, with recommendations for consistent discipline at schools, better referral and suspension data, and more knowledge about the usefulness of certain disciplinary measures, such as in-school suspensions.⁶ The Research and Reporting Department has continued to monitor suspensions in subsequent reports.⁷

Methodology

This study uses student suspension and expulsion data on the district's client-server student database; these coded summaries of incidents of out-of-school suspensions and expulsions are entered by school site staff throughout the year. Each year, the Research and Reporting Department downloads these data, checks the data for various errors, researches and corrects possible errors, and tabulates and analyzes the corrected data.

Beginning in 2005–06, suspension data were retrieved from Zangle, a new transactional information system for student information in place at all district schools by that school year. Due to inconsistencies in entering suspension data at school sites using this new program, clean up of this data was lengthy, resulting in a delay in reporting districtwide and individual school suspension information for 2005–06. In-school suspensions were determined using the old student information database used in previous years; it was felt that this would show the most accurate counts since there was no in-school suspension data clean-up in Zangle. In addition, 2005–06 expulsion data were collected directly from the Placement and Appeals Department, which maintains expulsion data for the district. All data analyses for 1987–88 through 2005–06 are based on corrected data.

Limitations. This report only analyzes suspension and expulsion data. It does not claim to measure actual levels of misbehavior, particularly for minor offenses. Nor does it include data on the staff member who makes disciplinary decisions, the climate in which decisions are made, or individual school policies. Furthermore, no data for referrals to administrators were analyzed.

⁶ Knowles, Gary W. *Task Force on Student Suspensions Report*, Task Force on Student Suspensions, San Diego City Schools, September 2, 1993.

⁷ Knowles, Gary W. *Student Suspensions: 1995–96 and 1996–97*, Research and Reporting Unit, San Diego City Schools, May 20, 1998. Knowles, Gary W. *Student Suspensions: 1997–98*, Research and Reporting Unit, San Diego City Schools, May 25, 1999. Bell, Peter D. *A Thumbnail View of 1998–99 Suspensions*, Accountability and Research Office, San Diego City Schools, July 2000. Bell, Peter D. *A Thumbnail View of 1999–2000 Suspensions*, Accountability and Research Office, San Diego City Schools, February 2001. Bell, Peter D. *A Thumbnail View of 2000–01 Suspensions*, Accountability and Research Office, San Diego City Schools, February 2002. Baylon, Leah. *2001–02 Suspensions and Expulsions*, Research and Reporting Department, San Diego City Schools, July 2003. Bell, Peter D. *Student Suspensions and Expulsions: 2002–03*, Research and Reporting Department, San Diego City Schools, August 2004. Bernd, Mara E. *Student Suspensions and Expulsions: 2003–04*, Research and Reporting Department, San Diego City Schools, April 2005. Bernd, Mara E. *Student Suspensions and Expulsions: 2004–05*, Research and Reporting Department, San Diego City Schools, May 2006.

Findings

The analysis focuses on the following subjects:

- Overall suspension rates
- Suspension rates by race/ethnicity
- Suspension rates by gender
- Suspension rates by grade level
- Suspension rates by reason
- Average length of suspensions
- Special education students
- In-school suspensions
- Expulsions

Overall out-of-school suspension rates. After reaching a new high in 2004–05, the district suspension rate increased to 10.9 suspensions per 100 students in 2005–06, the highest rate in 25 years of data collection (see Figure 1). There were 14,418 student suspensions during the 2005–06 school year, a slight increase from 14,101 in 2004–05. There were more suspensions (14,527) in 2001–02, but the rate was lower that year due to higher enrollment. Multiple suspensions for individual students are included in these totals. The rate in 2005–06 continued the trend of higher suspension rates in recent years. The lowest rate in the last ten years (8.2 in 1997–98) exceeded the highest rate of the prior 12 years (8.1 in 1990–91).

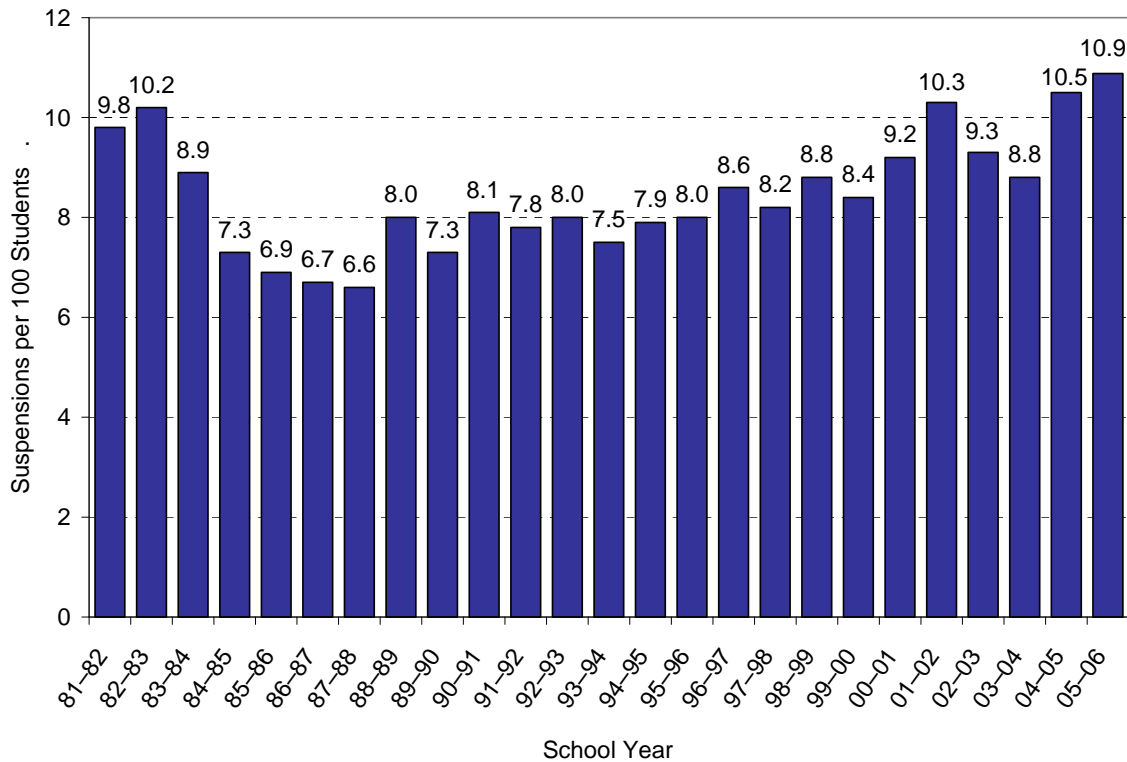


Figure 1. District suspension rates, 1981–82 through 2005–06.

In 2005–06, there was also an increase in the percentage of students suspended (excluding multiple suspensions per student). The percentage of students suspended reached its second highest level in the past 25 years, equal to the percentage in 2001–02 (see Figure 2). The changes in the percentage of students suspended parallel the changes in suspension rates.

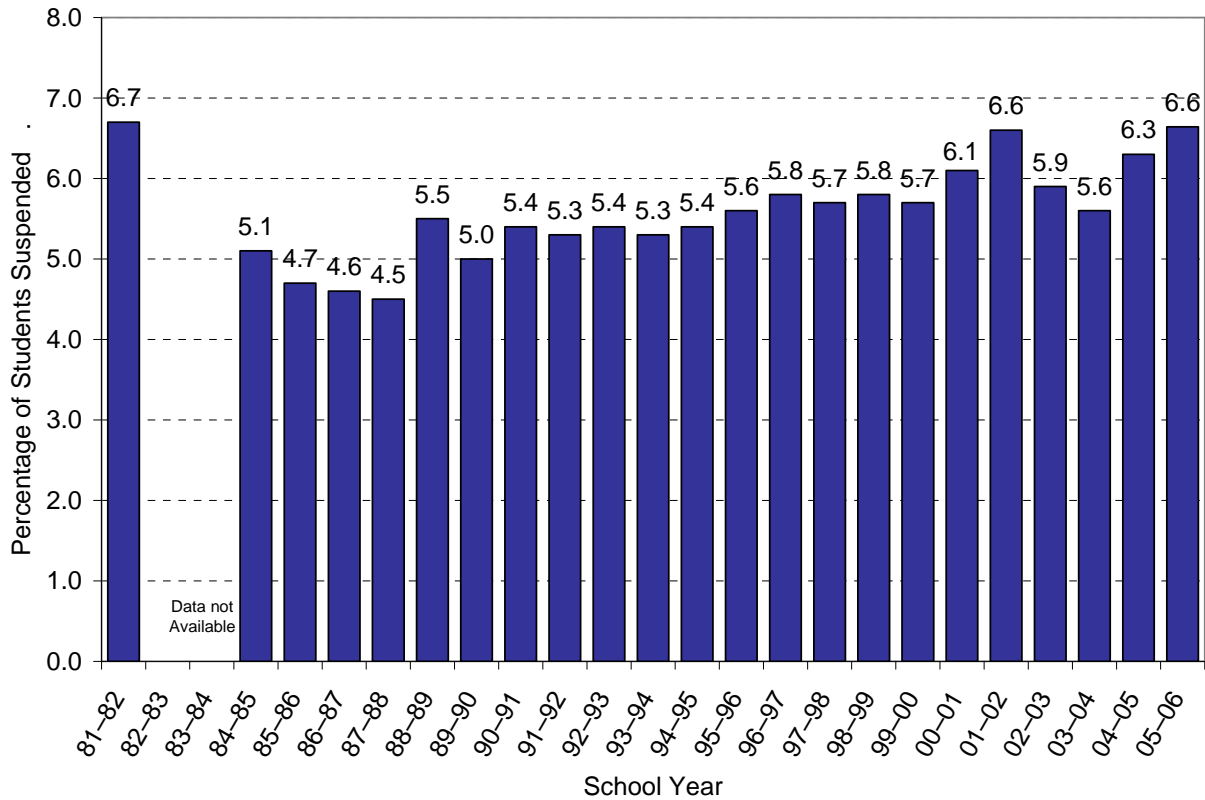


Figure 2. Percentage of district students suspended, 1981–82 to 2005–06.

Suspension rates by racial/ethnic group.⁸ The differences in suspension rates among students of different ethnicities have stayed relatively consistent over time (see Figure 3). Ethnicities with higher suspension rates have stayed in the upper end of the range, while those with lower rates have stayed in the lower end over the years. African American suspension rates have consistently been at least 50 percent higher than those for all other racial/ethnic groups. Following African American students last year were (in declining order of suspension rates) Hispanic, Native American, and Pacific Islander students. White and Indochinese students have had consistently lower suspension rates over the years, with Filipino and Asian students consistently having the lowest rates.

⁸ Caution is advised in dealing with suspension data for Native American and Pacific Islander students. Because of the relatively small numbers in the district, suspension rates for these groups show considerable variability over time.

Figure 3 also shows differences in suspension rates for each racial/ethnic group over time. With the exception of Asian and Native American students, whose rates decreased slightly, the rates for the rest of the ethnicities rose slightly last year. The suspension rates for Hispanic and African American students reached all-time (22-year) highs.

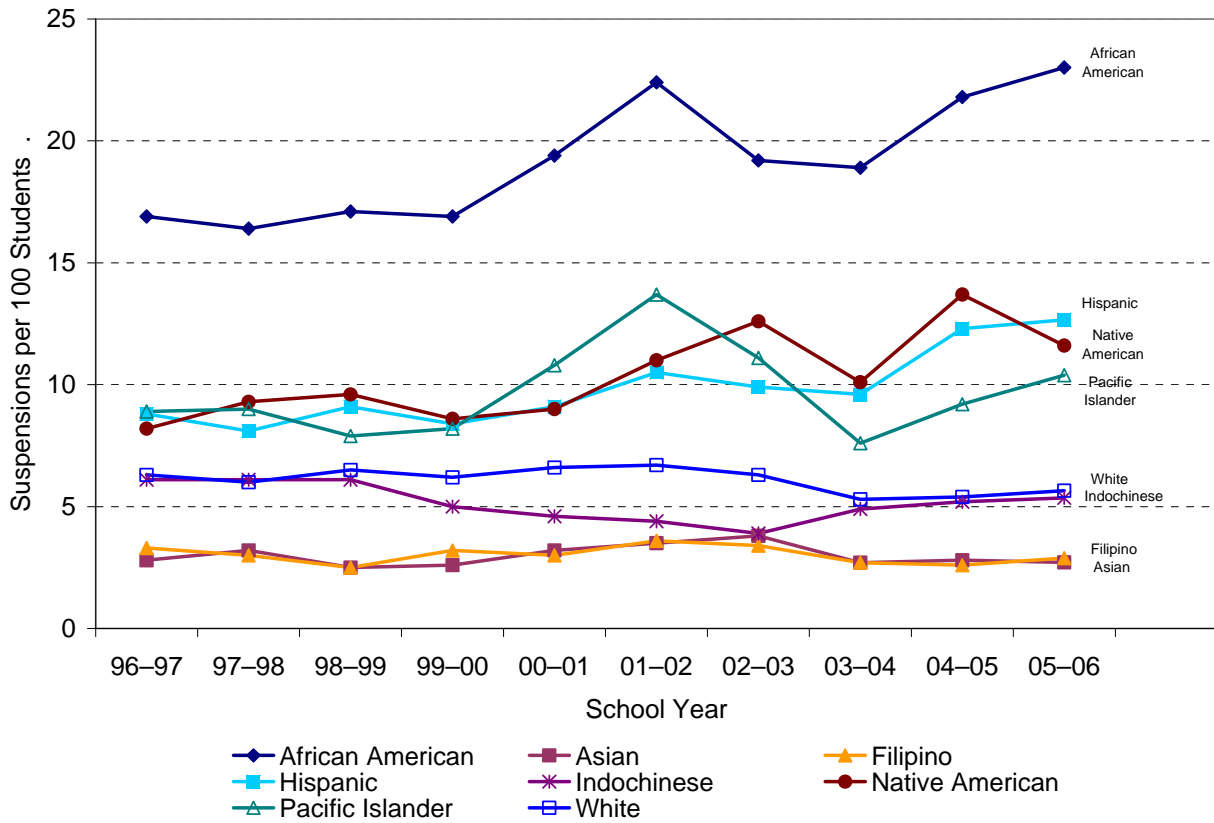


Figure 3. District suspension rates for major racial/ethnic groups, 1996–97 through 2005–06.

A lower percentage of suspended African American students had multiple suspensions in 2005–06 (38.2 percent) than in 2004–05 (38.7 percent; see Table 1). The percentages of students with multiple suspensions for other ethnic groups ranged from 17.2 percent of suspended Filipino students to 33.6 percent of suspended Hispanic students.

This variation in multiple suspensions for suspended students is reflected in the higher average number of suspensions per suspended student for African American students compared to students of other racial/ethnic groups: 1.76 for African American, 1.66 for Hispanic, and 1.51 for Pacific Islander or Asian students, compared to 1.49 for Indochinese, 1.47 for Native American students, 1.46 for White, and 1.26 for Filipino students (the districtwide average was 1.64 suspensions per suspended student).

Table 1
Percentage of Suspended Students with More than One Suspension, 1996–97 through 2005–06

Year	District	Gender		Race/Ethnicity							
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White
1996–97	29.0	20.0	32.3	33.3	28.4	17.7	30.1	20.7	26.0	33.3	25.2
1997–98	27.3	20.0	30.0	31.6	17.4	16.7	26.2	25.1	23.3	26.2	25.6
1998–99	28.9	20.9	31.9	34.1	20.0	13.1	26.6	22.8	31.5	34.7	26.6
1999–00	27.9	20.0	30.7	31.5	19.2	16.8	28.1	21.7	14.8	19.0	26.6
2000–01	29.1	21.6	31.7	35.1	19.8	17.5	27.7	19.3	25.9	26.0	26.8
2001–02	30.4	22.0	33.4	34.8	25.7	17.5	30.3	17.7	36.4	36.0	27.4
2002–03	31.0	24.1	33.5	35.5	26.5	24.0	31.1	20.5	34.5	33.3	26.6
2003–04	30.2	23.3	32.8	35.6	22.2	19.6	29.6	23.4	34.9	24.3	26.2
2004–05	33.5	26.5	36.2	38.7	18.2	19.7	34.0	24.8	33.9	21.5	27.5
2005–06	33.1	26.9	35.5	38.2	26.0	17.2	33.6	26.8	30.9	33.3	26.1

Suspension rates by gender. Table 1 also shows the differences in suspension rates between genders. In 2005–06, over one-third (35.5 percent) of suspended males incurred more than one suspension, compared to over one-quarter (26.9 percent) of suspended females.

Males continue to be suspended significantly more often than females (see Figure 4). The ratio of male to female suspension rates in 2005–06 was 3:1, a ratio maintained since 1996–97. The female suspension rate in 2005–06, the highest it has been in the past 22 years, represented a 4 percent increase from 2004–05. The male suspension rate also increased by 4 percent.

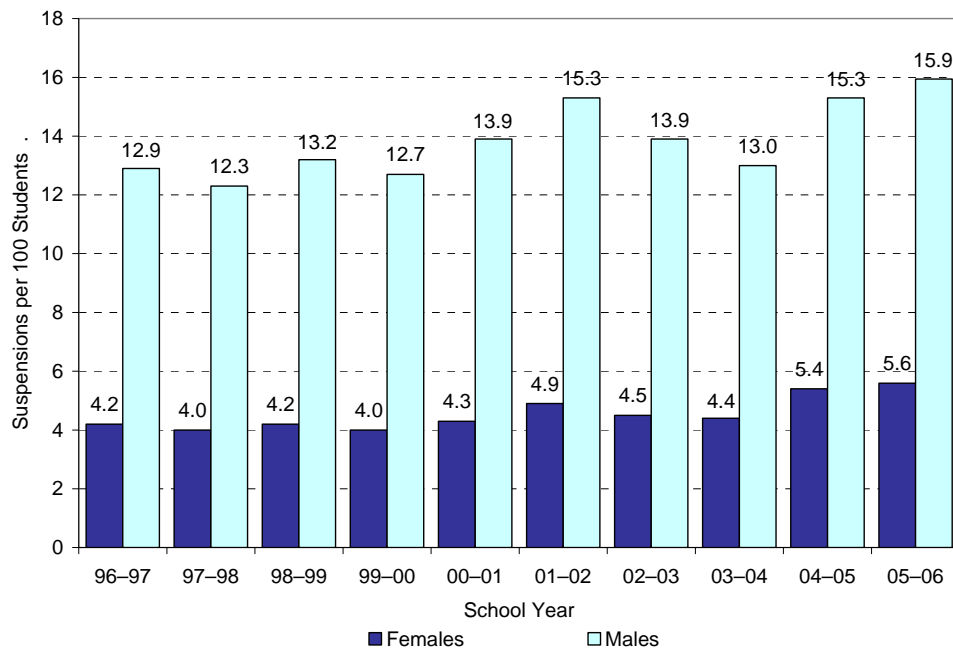


Figure 4. District suspension rates by gender, 1996–97 through 2005–06.

Filipino, Hispanic, White, and Asian students’ male-to-female suspension ratios exceeded the district average, while African American, Native American, and Pacific Islander students’ ratios were lower, and Indochinese students’ ratio was the same as the district’s (see Table 2). Because all racial/ethnic groups exhibit gender differences, subgroup differences are much greater. For example, African American males’ rate of 32.5 suspensions per 100 students in 2005–06 far exceeds the 1.2 rate of Asian females. Male-female differences in suspension rates also vary by grade level. In 2005–06, the highest male-female ratio was in Grade 1 (14.2 male suspensions for every female suspension) and the lowest was in grades 8 and 9 (2.3 male suspensions for every female suspension).

Table 2
Suspension Rates by Racial/Ethnic Group and Gender, 1996–97 through 2005–06

Year	District		African American		Asian		Filipino		Hispanic		Indo-chinese		Native American		Pacific Islander		White	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
1996–97	4.2	12.9	9.6	24.0	0.8	4.8	1.5	5.0	4.0	13.5	2.6	9.4	5.1	11.4	5.4	12.1	2.5	9.7
1997–98	4.0	12.3	9.1	23.7	0.9	5.3	1.4	4.4	3.8	12.2	2.0	10.0	4.7	14.1	6.2	11.6	2.5	9.3
1998–99	4.2	13.2	8.5	25.6	0.9	4.0	1.5	3.4	4.2	13.8	2.8	9.2	3.8	15.6	4.8	10.7	2.8	9.9
1999–00	4.0	12.7	8.6	25.0	0.9	4.2	1.8	4.4	4.0	12.7	2.0	7.8	3.9	13.1	3.5	12.3	2.5	9.7
2000–01	4.3	13.9	10.2	28.5	1.0	5.3	1.2	4.7	4.2	13.9	1.6	7.7	3.6	14.1	5.0	15.9	2.5	10.6
2001–02	4.9	15.3	11.6	32.8	1.2	5.6	1.9	5.0	5.0	15.6	1.8	6.9	4.9	16.8	6.6	19.9	2.7	10.5
2002–03	4.5	13.9	9.4	28.6	1.7	5.7	1.9	4.7	5.0	14.6	1.7	5.9	7.0	17.9	5.2	16.6	2.7	9.8
2003–04	4.4	13.0	10.4	27.2	0.9	4.5	1.4	4.0	4.8	14.2	1.8	7.8	3.5	16.8	2.7	12.2	2.5	7.9
2004–05	5.4	15.3	11.5	31.6	1.6	4.0	1.3	3.8	6.3	18.1	3.3	6.9	5.4	21.5	5.6	12.7	2.5	8.3
2005–06	5.6	15.9	13.2	32.5	1.2	4.1	1.4	4.2	6.2	18.9	2.7	7.8	6.7	16.3	6.5	14.2	2.5	8.6

Suspension rates by grade level. Grade-level suspension rates vary even more than ethnic or gender rates. In 2005–06, the suspension rate for Grade 8 students was over 27 times as high as that for kindergartners (see Figure 5). This pattern is consistent with data from previous years.

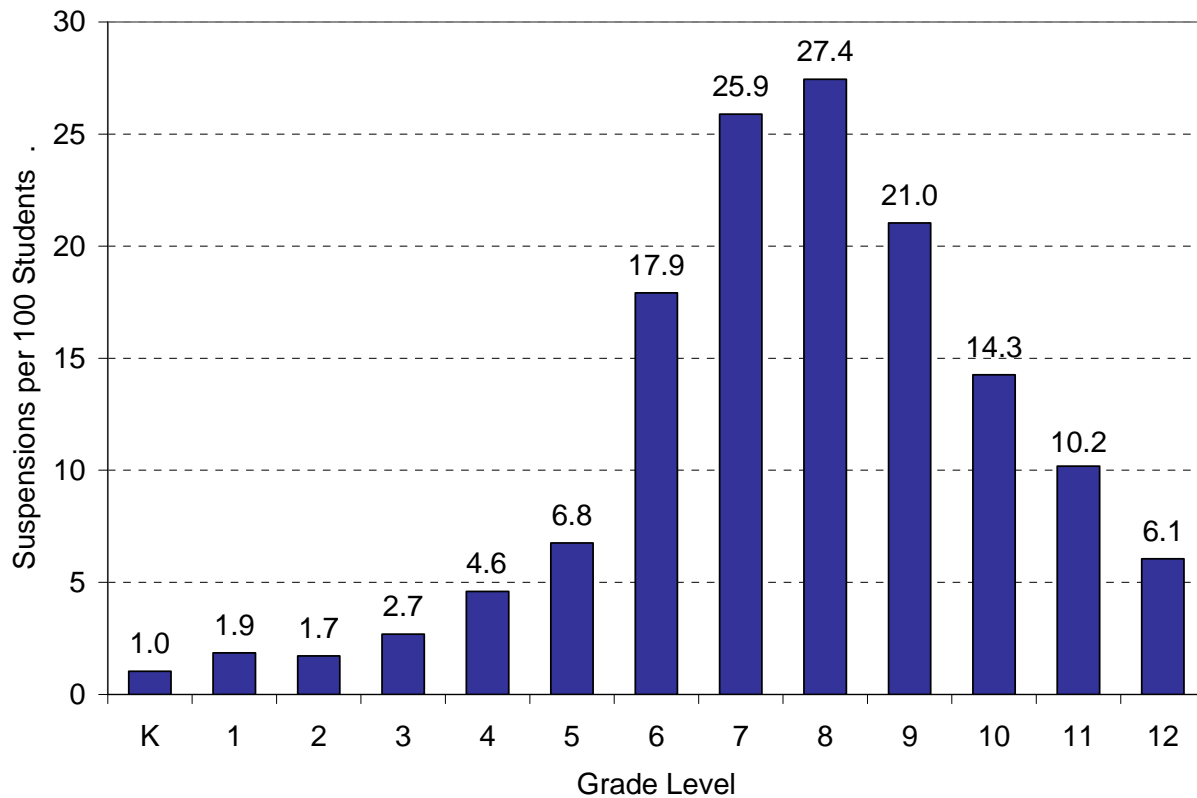


Figure 5. District suspension rates by grade level, 2005–06.

For the past decade, the suspension rate for grades 6–8 has been five to ten times as high as that for grades K–5 (see Figure 6). Grade K–5 rates rose steadily from a low of 2.0 suspensions per 100 students in 1995–96 and 1996–97 to a high of 4.1 in 2001–02, after which rates dropped. While Grade K–5 rates increased, Grade 9–12 rates decreased from a high of 12.6 suspensions per 100 students in 1995–96 to a low of 9.7 in 1999–2000. After increasing the next two years, rates for Grade 9–12 students declined in 2002–03 and 2003–04, then shot up to a 22-year high of 13.4 in both 2004–05 and 2005–06. Suspension rates for grades 6–8 did not show any consistent pattern during this same time period, hovering between a low of 17.1 in 1995–96 to a high of 23.7 in 2005–06.

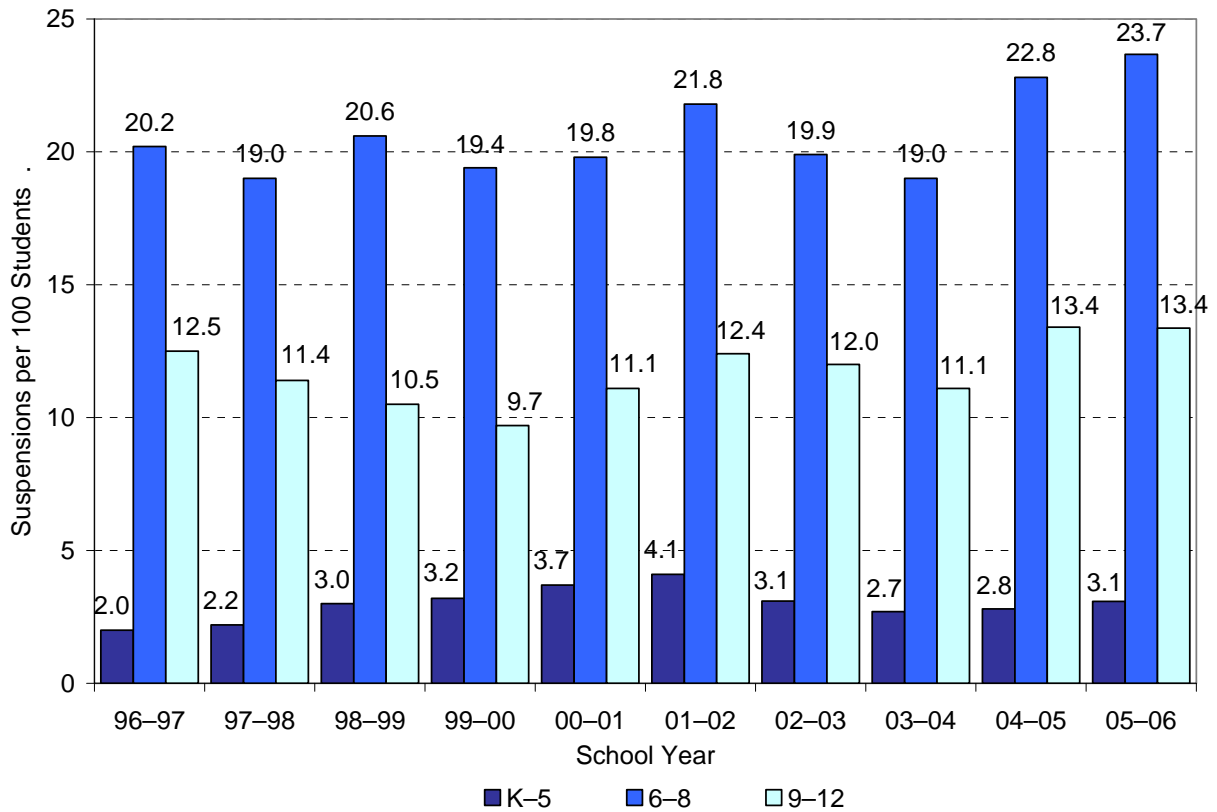


Figure 6. Suspension rates for elementary, middle level, and senior high students, 1996–97 through 2005–06.

Racial/ethnic groups also vary in grade-level ratios, as shown in Table 3. Districtwide, the suspension rate for Grade 7–12 students was almost 3.5 times that for K–6 students in 2005–06. The Asian student suspension rate at the secondary level was 8.6 times as high as in elementary grades. Compared to the elementary rates, the secondary rate for Indochinese students was 4.8 times as high, for Hispanic students 4.2 times as high, for White students 3.3 times as high, and for Pacific Islander students 3.2 times as high. The suspension rate for secondary Filipino students was 2.8 times as high as the Grade K–6 rate, and the rates for secondary African American students and for secondary Native American students was 2.6 and 1.5 times as high as for elementary students, respectively.

Table 3
Suspensions per 100 Elementary and Secondary Students by Racial/Ethnic Group,
1996–97 through 2005–06

Year	District		African American		Asian		Filipino		Hispanic		Indo-chinese		Native American		Pacific Islander		White	
	K–6	7–12	K–6	7–12	K–6	7–12	K–6	7–12	K–6	7–12	K–6	7–12	K–6	7–12	K–6	7–12	K–6	7–12
1996–97	3.2	16.9	7.6	31.8	1.0	5.6	0.4	6.9	2.9	19.5	1.2	11.5	1.6	17.4	2.8	18.6	2.4	11.8
1997–98	3.4	15.5	8.3	29.3	0.8	6.8	0.7	5.8	3.0	17.3	1.0	11.4	5.1	14.8	5.6	14.2	2.4	11.0
1998–99	4.5	15.2	10.8	27.2	0.4	5.7	0.8	4.5	4.1	18.3	2.0	10.4	4.4	16.6	6.4	10.2	2.9	11.2
1999–00	4.7	14.1	12.0	24.7	0.6	5.8	1.1	5.6	4.0	16.7	1.6	8.8	5.0	13.9	3.6	14.9	3.0	10.5
2000–01	5.2	15.2	13.5	28.6	1.4	5.9	1.2	5.1	4.4	17.7	2.0	7.7	4.4	15.4	6.0	17.6	3.5	10.9
2001–02	5.8	16.9	16.0	31.9	1.1	7.1	1.5	5.9	5.0	19.9	1.8	7.5	8.6	14.0	8.0	21.5	3.1	11.4
2002–03	4.6	16.0	11.7	29.5	1.1	8.2	0.9	6.0	4.3	19.1	1.7	6.5	5.9	20.5	5.3	19.0	2.9	10.5
2003–04	4.1	15.1	10.4	30.1	0.9	5.2	1.2	4.4	4.0	18.2	1.6	8.7	9.3	11.1	3.5	13.0	2.3	8.9
2004–05	4.6	18.0	11.4	34.9	1.7	4.3	1.0	4.3	4.8	23.1	2.0	8.7	9.1	18.8	2.3	18.7	2.3	9.2
2005–06	5.2	17.9	13.2	34.8	0.6	5.5	1.5	4.3	5.3	22.5	1.9	9.2	9.5	14.2	5.4	17.1	2.7	9.1

The reason for the difference in elementary and secondary suspension rates becomes apparent when suspension rates for individual grade levels are examined. As already mentioned, Figure 5 displays suspension rates for each grade level in 2005–06. The pattern is very clear: relatively low and slowly rising suspension rates through Grade 5, then rapidly rising rates in the upper elementary and middle-level grades, peaking in Grade 8, and dropping steadily until Grade 12, by which time the suspension rate is lower than that for Grade 5. This pattern has been consistent over the years. Clearly evident is the peak of suspension rates at grades 6–9, corresponding to the early teen years. The decrease after Grade 9 may stem from student maturation and the loss of students who drop out.⁹

Table 4 shows the complexity underlying the breakout of district data into elementary and secondary suspension rates. For example, rates by grade level have varied over time. Suspension rates in all grades through Grade 10 in 2005–06 are above corresponding rates for 1996–97. In grades 11 and 12, the rates in 2005–06 are lower than those in 1996–97.

⁹ In support of this latter theory, a comparison of the suspension rates for students who had dropped out in the 2005–06 school year with suspension rates for all secondary students showed that dropouts had been suspended at greater rates in grades 8 and 11, but at similar rates in grades 10 and 12 and at lesser rates in grades 7 and 9. A true comparison is difficult to conduct, however, due to the fact that dropouts had less time in school in which to be suspended compared to students who were enrolled the entire year.

Table 4
Suspension Rate by Grade Level, 1996–97 through 2005–06

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
1996–97	0.2	0.6	1.3	2.0	3.1	5.0	11.6	22.9	26.1	17.4	12.4	10.8	7.7
1997–98	0.3	1.0	1.5	2.3	3.9	4.9	12.2	22.1	23.0	15.7	12.2	9.5	7.0
1998–99	0.4	1.4	2.0	3.4	4.7	7.0	15.0	23.1	24.1	15.5	10.5	8.5	6.0
1999–00	1.0	1.6	2.1	3.2	5.2	6.9	14.7	21.2	22.4	12.1	11.5	8.3	5.9
2000–01	1.1	2.2	2.5	3.9	6.7	7.3	14.7	21.2	24.0	14.6	12.1	9.2	7.3
2001–02	1.4	2.3	3.8	3.6	6.0	7.8	16.3	23.3	26.4	18.5	13.3	9.4	6.2
2002–03	1.0	2.0	2.6	3.6	3.8	5.6	14.1	20.6	25.5	16.2	13.5	9.9	6.8
2003–04	0.7	1.2	2.1	2.8	4.0	5.6	12.8	20.4	24.0	16.5	12.6	8.1	5.7
2004–05	0.9	1.0	1.9	2.5	4.2	6.2	15.5	25.3	28.0	20.3	15.6	9.6	5.8
2005–06	1.0	1.9	1.7	2.7	4.6	6.8	17.9	25.9	27.4	21.0	14.3	10.2	6.1

Suspension rates by reason.¹⁰ The two most common reasons for suspension remain assault/battery and disruption/defiance.¹¹ Over the past 11 years, these two reasons have accounted for 69.7 percent (a low reached in 2003–04) to 74.7 percent (a high reached in 1995–96) of all suspensions. Figure 7 shows the relative frequency of different categories of suspensions over the past 10 years. Descriptions of these categories are provided in Appendix D. Over the past 10 years, hate incidents and robbery/extortion have remained the least frequent reasons for suspension.

¹⁰ In 2005–06, district suspensions were reported in 16 basic categories, which are combined here into 11 categories. All alcohol-, drug-, tobacco-, and drug paraphernalia-related offenses are combined into “alcohol/tobacco/drug.” Similarly, threats and intimidation and harassment offenses are combined into “threats/intimidation/harassment,” shortened to “threats/intimidation.” Intimidation was added in 1994–95, hate incidents in 1995–96, and hazing in 2003–04. Because it is a new category with only one instance occurring in the first year and two in the second and third years, hazing will not be included in the current report.

¹¹ Assault/battery includes attempting/threatening to cause and causing physical injury, as well as sexual assault. Disruption/defiance includes disrupting school activities and willfully defying teachers and administrators in the performance of their duties.

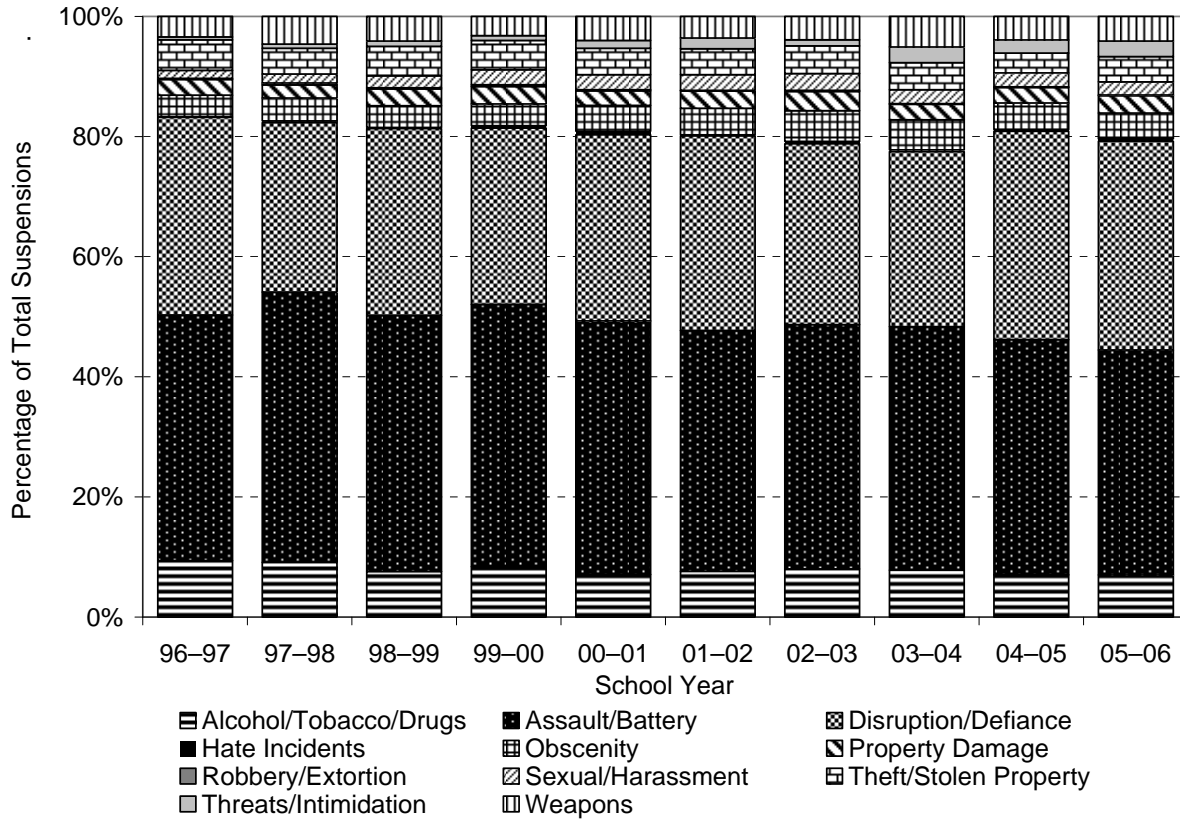


Figure 7. Suspensions by reason as a percentage of all suspensions, 1995–96 through 2005–06.

Table 5 shows that the rate of suspension for assault/battery dipped slightly in 2005–06. Rates rose slightly for alcohol/tobacco/drugs, disruption/defiance, hate incidents, obscenity, property damage, theft/stolen property, threats/intimidation/harassment, and weapons, with the rate for disruption/defiance reaching its highest level in the last 22 years. Rates for robbery/extortion and sexual harassment remained the same as last year.

Table 5
Suspension Rates by Reason for Suspension, 1996–97 through 2005–06

Year	Alcohol Tobacco Drugs	Assault Battery	Disruption Defiance	Hate Incidents	Obscenity	Property Damage	Robbery Extortion	Sexual Harassmt	Theft Stolen Property	Threats Intimidtn Harassmt	Weapon
1996-97	0.81	3.51	2.81	0.01	0.31	0.22	0.02	0.11	0.44	0.05	0.30
1997-98	0.75	3.71	2.33	0.02	0.32	0.18	0.05	0.12	0.36	0.06	0.38
1998-99	0.67	3.75	2.73	0.01	0.32	0.25	0.02	0.17	0.43	0.08	0.36
1999-00	0.71	3.68	2.48	0.03	0.30	0.24	0.02	0.21	0.41	0.06	0.27
2000-01	0.66	3.91	2.87	0.05	0.40	0.22	0.02	0.24	0.40	0.12	0.37
2001-02	0.78	4.12	3.33	0.02	0.45	0.30	0.01	0.27	0.44	0.18	0.37
2002-03	0.75	3.81	2.81	0.04	0.47	0.30	0.01	0.17	0.43	0.18	0.37
2003-04	0.69	3.58	2.57	0.03	0.44	0.23	0.01	0.20	0.39	0.23	0.45
2004-05	0.74	4.09	3.63	0.04	0.46	0.28	0.01	0.24	0.34	0.23	0.41
2005-06	0.76	4.08	3.78	0.05	0.47	0.32	0.01	0.24	0.46	0.28	0.44

There has been a general upward trend in the suspension rate for threats/intimidation/ harassment (from 0.01 in 1995–96, a year after the category was first introduced, to a high of 0.28 in 2005–06).

The suspension rate for sexual harassment, which had increased every year since the category's introduction in 1992–93, decreased for the first time in 2002–03 to 0.17, then started increasing again through 2004–05 to 0.24.

Average length of suspension. Suspensions carry penalties that range from one to five days out of school, depending on the severity and frequency of the offense and the discretion of the school staff. For example, the first offense of possessing and/or using a controlled/prohibited substance carries a penalty that ranges from one to three days, whereas the second offense carries a penalty of three to five days, and the third offense carries a penalty of five days, with the addition of an expulsion recommendation.

There was a general decline in the average length of suspension between 1996–97 and 2001–02, followed by increases in the next three years and a slight dip in 2005–06 (see Table 6). Over the years, suspensions of males have averaged slightly longer than those of females. White and Native American students each had the shortest average lengths of suspensions in 4 of the last 11 years, Asian students in 3, and Filipino students in 1. Pacific Islander students had the longest average length of suspension for four years (sharing one year with Filipino students), Native American students for three years, Indochinese and Filipino students for two years each, and African American students for one year. The variability of the average suspension length for Native American students reflects the small number of these students suspended each year (just 81 suspensions in 2005–06, the smallest number of any racial/ethnic group).

Table 6

Average Length of Suspension in Days by Gender and Racial/Ethnic Group, 1996–97 through 2005–06

Year	District	Gender		Race/Ethnicity							
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White
1996–97	2.19	2.16	2.21	2.19	2.17	2.24	2.25	2.17	2.41	2.28	2.09
1997–98	2.23	2.16	2.25	2.32	2.20	1.95	2.30	2.22	2.30	2.24	2.00
1998–99	2.14	2.11	2.15	2.22	2.07	2.04	2.17	2.16	1.89	2.24	1.98
1999–00	2.11	2.09	2.11	2.16	1.98	1.98	2.13	2.20	1.91	2.49	1.97
2000–01	2.13	2.11	2.14	2.21	2.10	2.05	2.16	2.28	2.27	2.24	1.93
2001–02	2.06	2.03	2.07	2.04	1.83	1.91	2.10	2.14	2.17	2.06	2.05
2002–03	2.09	2.02	2.11	2.14	1.93	2.07	2.10	2.13	2.18	2.09	1.98
2003–04	2.15	2.15	2.15	2.19	1.99	2.45	2.13	2.41	1.99	2.35	2.05
2004–05	2.17	2.12	2.18	2.18	2.09	2.22	2.18	2.15	2.19	2.22	2.08
2005–06	2.10	2.05	2.12	2.14	2.19	2.16	2.09	2.23	1.90	2.00	2.02

Table 7 shows the strong relationship between grade level and average length of suspension. Suspensions tend to be shortest in the primary grades (grades K–2), averaging 1.91 days in 2005–06, climbing to an average of 1.94 in grades 3–6, and jumping to a 2.16 average in grades 7–12. The difference in highest (Grade 10) and lowest (Grade 1) average suspension length by grade level was 0.55 day in 2005–06. This about half the 0.96-day difference between Grade 10 and Grade 2 in 1995–96, representing a closing of the gap between these two groups. The reduction in difference results from the increased length of Grade K–3 suspensions and a concurrent reduction in the length of Grade 9–12 suspensions since 1995–96. An explanation for this difference itself could be that students in lower grades tend to have suspensions for reasons that normally call for shorter suspensions than students in the upper grades. However, this is not a certain answer since there are ranges given for certain offenses. In addition, some offenses do not have their own categories and are instead combined with lesser or greater offenses, each with their own lengths of suspension. An example of this is possessing and/or using a controlled/prohibited substance, which is a category of offense that falls under the code of 03A. However, the first offense (one to three days), second offense (three to five days), and their offense (five days with a recommendation for expulsion), which all fall under 03A, carry different lengths of suspension.

Table 7
Average Length of Suspension in Days by Grade Level, 1996–97 through 2005–06

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
1996–97	1.38	1.66	1.78	1.74	1.74	1.82	1.96	2.13	2.19	2.39	2.52	2.53	2.31
1997–98	1.46	1.90	1.83	1.79	2.01	1.90	2.00	2.17	2.33	2.50	2.42	2.29	2.30
1998–99	1.72	1.72	1.87	1.79	1.83	1.88	1.93	2.13	2.20	2.43	2.35	2.38	2.30
1999–00	1.65	1.99	1.72	1.74	1.79	1.70	2.05	2.11	2.26	2.29	2.28	2.29	2.12
2000–01	1.52	1.79	1.67	1.81	1.93	1.91	2.04	2.19	2.25	2.30	2.25	2.24	2.21
2001–02	1.66	1.68	1.72	1.64	1.75	1.89	1.91	1.98	2.20	2.28	2.32	2.24	2.33
2002–03	1.77	1.87	1.80	1.84	1.71	1.91	1.96	2.12	2.16	2.19	2.20	2.25	2.22
2003–04	1.66	1.83	1.83	1.72	1.94	1.82	1.96	2.16	2.29	2.25	2.35	2.26	2.18
2004–05	1.68	1.74	1.72	2.02	1.93	1.96	1.95	2.08	2.28	2.30	2.33	2.33	2.30
2005–06	2.01	1.76	2.00	1.97	1.98	1.95	1.92	2.04	2.07	2.24	2.31	2.29	2.30

Special education students. Of the 14,418 suspensions in 2005–06, 4,393 involved special education students. The suspension rate for special education students increased more from the previous year than did the rate for non-special education students, although the non-special education rate was at an eight-year high. Special education students had a suspension rate of 24.2 suspensions per 100 students, approaching three times the 8.8 rate for non-special education students (see Figure 8).

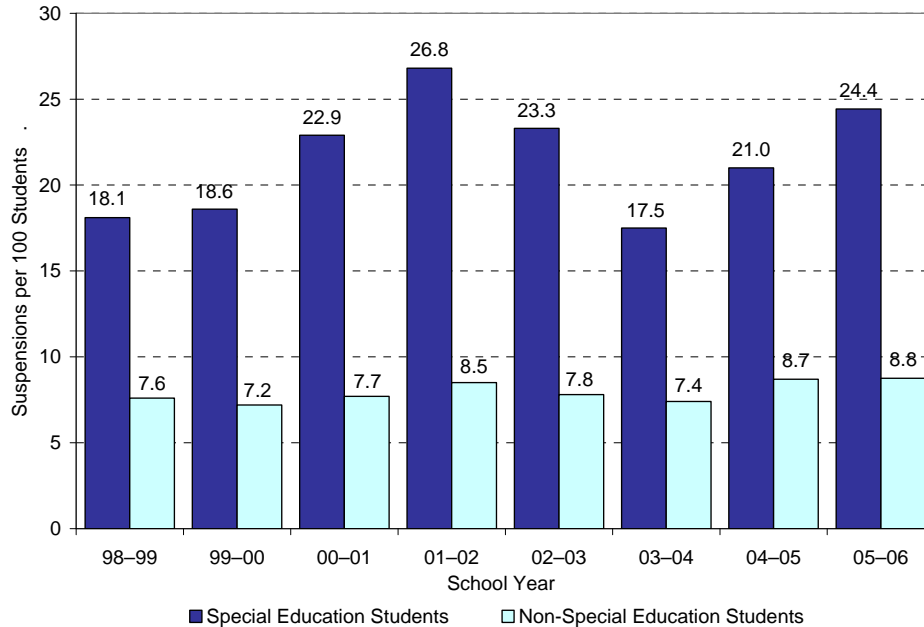


Figure 8. District suspension rates for Special Education and Non-Special Education Students, 1998–99 through 2005–06.

The portion of special education suspensions accounted for by assault/battery (39.7 percent) and disruption/defiance (35.1 percent) was higher than the corresponding portions for non-special education students (36.4 and 34.6 percent, respectively). On the other hand, the portion of special education suspensions accounted for by alcohol/tobacco/drugs (4.7 percent) is almost half the corresponding portion for non-special education students (8.0 percent).

As in the general population, male students, comprising 66.8 percent of all special education students, accounted for a disproportionate number of special education suspensions—84.1 percent. Similarly, African American students, comprising 19.7 percent of special education students, accounted for 35.0 percent of special education suspensions. Hispanic students comprised 44.3 percent of special education students and accounted for a comparable 44.9 percent of special education suspensions. By contrast, White students comprised 26.8 percent of special education students and received 15.0 percent of special education suspensions, and the remaining students (Asian, Filipino, Indochinese, Native American, and Pacific Islander) together comprised 9.2 percent of special education students and received only 5.1 percent of special education suspensions.

In-school suspensions. In-school suspension (ISS) was developed and implemented in the 1970s because of concerns raised by parents and educators that suspended students were missing out on education and getting a “free ticket” out of class. In addition, daytime juvenile crime and dropping out of school have been correlated with out-of-school suspensions.¹² An ISS is an alternative to an out-of-school suspension, typically for repeat or high-risk offenders, and imposes sanctions without requiring students to miss instructional days. An ideal ISS includes holding students accountable for school assignments while also enacting some sort of rehabilitation program.

The number of in-school suspensions increased in 2005–06 to 3,742, a large increase from the prior year (2,413). The rate of in-school suspension jumped to 2.8 per 100 students in 2005–06 (see Figure 9). In-school suspension rates are computed using the entire district enrollment, which includes enrollment figures for schools that do not use in-school suspensions (e.g., A.L.B.A., Home and Hospital Instruction, Mt. Everest) or that have positive attendance reporting (i.e., Garfield and Twain).

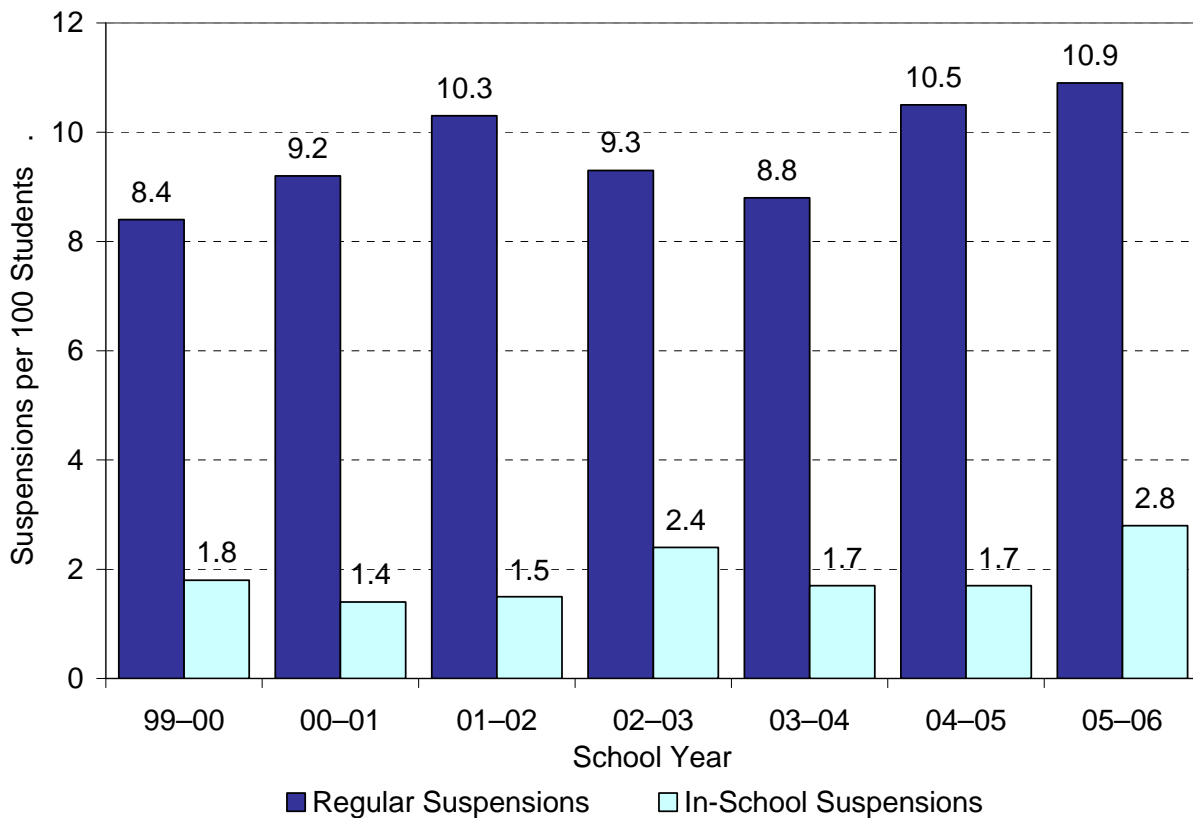


Figure 9. District suspension rates, regular and in-school, 1999–2000 through 2005–06.

¹² Chobot, R., and Garibaldi, A. (1982). In-School Alternatives to Suspension: A Description of Ten School District Programs. *The Urban Review*, 14(4):317–336.

Similar to the pattern for regular suspensions, in-school suspension rates in 2005–06 peaked in the middle level grades (see Table 8).

Table 8
In-School Suspension Rates by Grade Level, 1999–2000 through 2005–06

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
1999–00	0.12	0.22	0.41	0.61	0.71	2.64	3.99	2.95	2.74	2.96	3.12	2.45	2.90
2000–01	0.16	0.33	0.44	0.70	1.28	1.88	2.05	2.04	1.63	3.42	2.10	1.81	1.88
2001–02	0.31	0.34	0.46	0.75	1.07	1.79	1.22	1.32	1.19	4.20	3.28	2.33	2.47
2002–03	0.18	0.56	0.79	1.32	1.55	2.66	2.81	1.09	1.51	5.61	6.31	5.28	3.06
2003–04	0.19	0.29	0.56	0.72	1.37	1.49	3.00	3.55	3.17	2.30	2.00	1.63	1.51
2004–05	0.12	0.22	0.55	0.73	1.22	2.46	1.71	2.87	8.26	1.45	1.66	1.06	1.06
2005–06	0.34	0.95	0.96	1.27	1.76	2.54	4.51	5.05	5.81	6.28	3.89	1.82	1.20

Relatively few schools account for the majority of in-school suspensions and, over the years, the schools with large numbers of in-school suspensions have varied (see Appendix B). The number of schools with 100 or more in-school suspensions has ranged from five to eight in the last seven years. One school has had over 100 in-school suspensions for four of the last seven years, three schools for three of the past seven years, and ten schools for two of the last seven years. These few schools each year have accounted for anywhere from 43.1 to 68.0 percent of all district in-school suspensions. The single school each year with the most in-school suspensions—a title held over the seven years by six different schools—has accounted for anywhere from 13.5 to 25.3 percent of all district in-school suspensions.

Gender- and race-/ethnicity-based differences in in-school suspension rates (see Table 9) roughly mirror those in regular (out-of-school) suspension rates. Over the last five years, the male in-school suspension rate has been 2 to 2.5 times that for females, a ratio not too different from the 3+ to 1 ratio for regular suspensions. As with regular suspension rates, African American students have had an in-school suspension rate well above (1.5 to over 2 times) the district rate. Hispanic students' in-school suspension rate has consistently been above the district rate, while that for White students has been consistently below. Asian, Filipino, and Indochinese rates have also consistently been well below the district average.

Table 9
In-School Suspension Rates by Racial/Ethnic Group and Gender, 1999–2000 through 2005–06

Year	District	Gender		Race/Ethnicity							
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White
1999–00	1.82	1.00	2.60	2.80	0.75	0.45	2.12	0.75	2.51	0.91	1.59
2000–01	1.43	0.89	1.95	2.20	0.53	0.42	1.60	0.40	1.95	0.77	1.37
2001–02	1.49	0.88	2.06	2.15	0.63	0.37	1.73	0.67	1.77	1.81	1.31
2002–03	2.38	1.58	3.13	4.54	0.93	1.63	2.57	0.84	2.34	3.99	1.49
2003–04	1.65	1.02	2.25	2.76	0.55	0.32	2.08	0.63	1.59	1.26	1.07
2004–05	1.79	1.10	2.45	3.85	0.39	0.55	2.01	0.68	2.92	1.70	1.03
2005–06	2.82	1.65	3.95	5.97	0.54	1.05	3.36	1.75	3.01	2.54	1.21

Much of the substantial racial/ethnic rate variation across years can be traced to the above-mentioned disproportionate weight of a varying group of just a few schools on total district in-school suspensions. Because the ethnic distributions of these schools differ, district ethnic rates can vary widely over time depending upon which schools in a given year have a disproportionate impact on the district rates.

Expulsions. In 2005–06, the district expulsion rate was 0.46 expulsions per 100 students (see Table 10), a record high for the district. Appendix C lists the expulsion rates by school for the past five years. Over 75 percent of the 611 total expulsions involved males. The ratio of male-to-female expulsion rates has typically been 4 or 5 to 1, higher than the typical 3 to 1 for suspension rates. However, this last year saw a smaller ratio of 3.4 to 1 for males versus females. As with suspensions, African American and Hispanic students' expulsion rates have usually exceeded the district rate. Asian, Filipino, Indochinese, Native American, and White students had expulsion rates below the district rate in 2005–06. The Pacific Islander student expulsion rate was above the district rate in 2005–06, but a trend is difficult to determine due to the small number of students in this ethnic group.

Table 10
Expulsion Rates by Racial/Ethnic Group and Gender, 1996–97 through 2005–06

Year	District	Gender		Race/Ethnicity							
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White
1996–97	0.19	0.07	0.31	0.38	0.09	0.16	0.19	0.17	0.45	0.33	0.11
1997–98	0.36	0.13	0.58	0.75	0.06	0.12	0.38	0.27	0.57	0.53	0.20
1998–99	0.31	0.13	0.49	0.61	0.08	0.07	0.38	0.20	0.23	0.53	0.16
1999–00	0.25	0.09	0.40	0.47	0.05	0.11	0.30	0.15	0.23	0.42	0.13
2000–01	0.31	0.12	0.50	0.56	0.18	0.13	0.40	0.21	0.24	0.21	0.14
2001–02	0.25	0.10	0.40	0.52	0.02	0.13	0.26	0.12	0.13	0.56	0.17
2002–03	0.25	0.08	0.42	0.56	0.07	0.15	0.33	0.10	0.00	0.14	0.14
2003–04	0.31	0.12	0.49	0.67	0.07	0.13	0.36	0.24	0.29	0.35	0.13
2004–05	0.40	0.16	0.64	0.81	0.02	0.08	0.52	0.21	1.02	0.30	0.16
2005–06	0.46	0.21	0.71	0.97	0.14	0.13	0.53	0.29	0.14	0.63	0.23

Much like suspensions, expulsions peak in the middle level grades (see Figure 10). Over the last 11 years, Grade 8 has had the highest expulsion rate ten times and Grade 7 once. During those 10 years, Grade 8 students received 23 to 30 percent of total district expulsions each time.

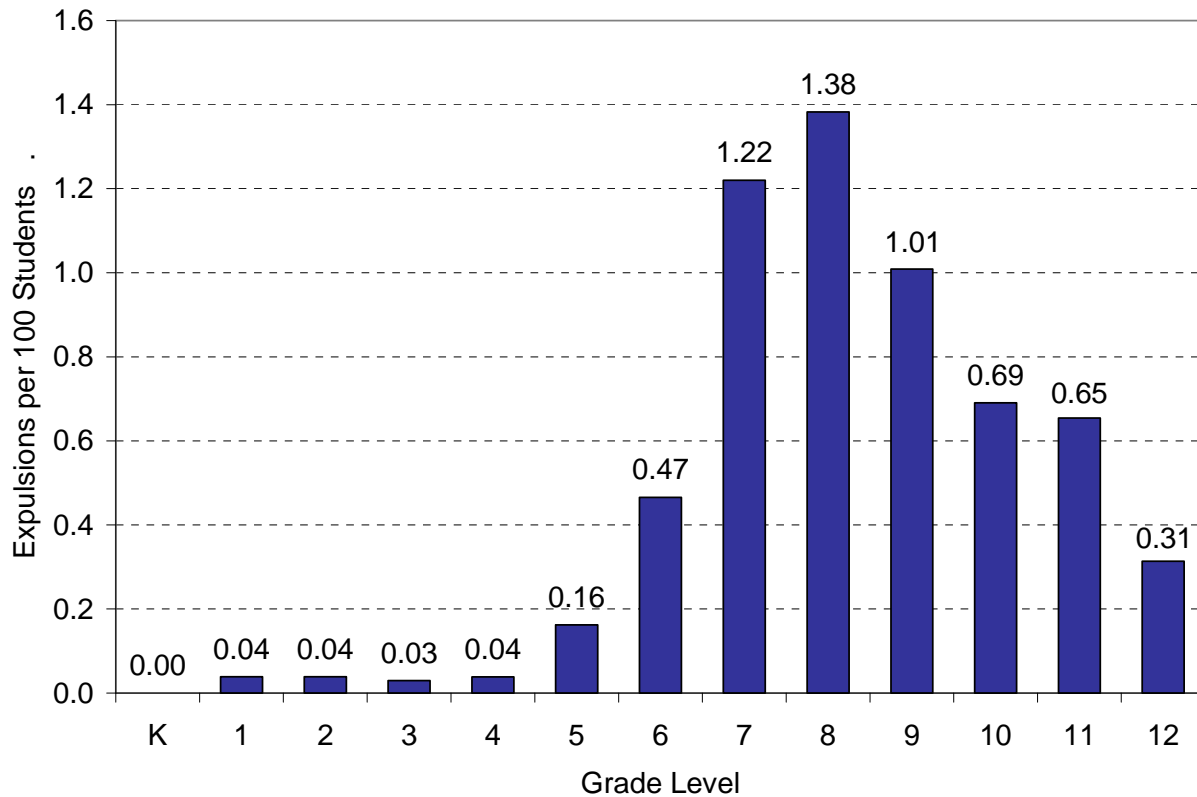


Figure 10. District expulsion rate by grade level, 2005–06.

Discussion

Overall suspension rates. In light of the general upward trend in district suspension rates, there have been multiple efforts to reduce the number of suspensions in recent years. Programs have recently been implemented by various departments in the district, including the Student Services Department, the Counseling and Guidance Department, the Mental Health Resource Center, and the Race/Human Relations and Advocacy Department. Programs are aimed at intervention, prevention, and counseling, including some partnerships with community organizations and social service agencies. It appears that these relatively new programs have not yet positively affected the suspensions rates.

Suspension rates by racial/ethnic group. There are consistently large differences in suspension rates among various racial/ethnic groups. For example, African American students are suspended at rates higher than other students, a situation that is not unique to the San Diego Unified School District. Research studies have failed to provide a definitive explanation to why there are these large differences and why suspension rates are so high for African American students.

Suspension rates by reason. Not only have suspension rates by reason of suspension varied over time, but so have suspension reason rates by racial/ethnic group, gender, and grade level. Tables 11 to 13 display 2005–06 suspension rates for individual reasons by racial/ethnic group,

gender, and grade level, respectively, and Figures 11 to 13 show suspensions for individual reason *as a proportion of all suspensions* for each of those groups.

Table 11 shows that African American students had the highest suspension rates in 2005–06 in all categories but property damage, which was held by Hispanic students. The highest rates for robbery/extortion and hate incidents were shared with Asian and Hispanic students, respectively.

Table 11
Suspension Rates by Reason and Racial/Ethnic Group, 2005–06

Ethnicity	Alcohol Tobacco Drugs	Assault Battery	Disruption Defiance	Hate Incidents	Obscenity	Property Damage	Robbery Extortion	Sexual Harassmt	Theft Stolen Property	Threats Intimidtn Harassmt	Weapon
Afr. Am.	1.00	9.83	7.78	0.07	0.94	0.39	0.02	0.54	0.98	0.67	0.79
Asian	0.23	0.86	0.93	0.02	0.14	0.07	0.02	0.07	0.16	0.00	0.19
Filipino	0.26	1.13	0.79	0.01	0.08	0.09	0.00	0.05	0.12	0.09	0.26
Hispanic	0.82	4.35	4.75	0.07	0.58	0.47	0.01	0.27	0.54	0.30	0.50
Indochin.	0.36	2.16	1.53	0.03	0.33	0.08	0.00	0.08	0.17	0.18	0.43
Nat. Am.	0.72	5.16	3.01	0.00	0.72	0.43	0.00	0.43	0.72	0.29	0.14
Pac. Isl.	0.56	5.31	2.46	0.00	0.24	0.00	0.00	0.24	0.71	0.32	0.56
White	0.84	2.03	1.68	0.02	0.20	0.17	0.00	0.14	0.20	0.14	0.24

When offenses by reason for each group are viewed in proportion to all offenses for the group (see Figure 11), certain aspects stand out. While Pacific Islander students had the highest proportion of assault/battery offenses, Hispanic students had the highest proportion of disruption/defiance and property damage offenses. Asian students had the highest proportion of hate incidents and robbery/extortion. White students had the highest proportion of alcohol/tobacco/drug incidents, Filipino students had the highest proportion of weapons offenses, and Indochinese students had the highest proportion of obscenity and threats/intimidation offenses, the former of which was shared with Native American students, who also had the highest proportion of sexual harassment and property damage (shared with Hispanic students).

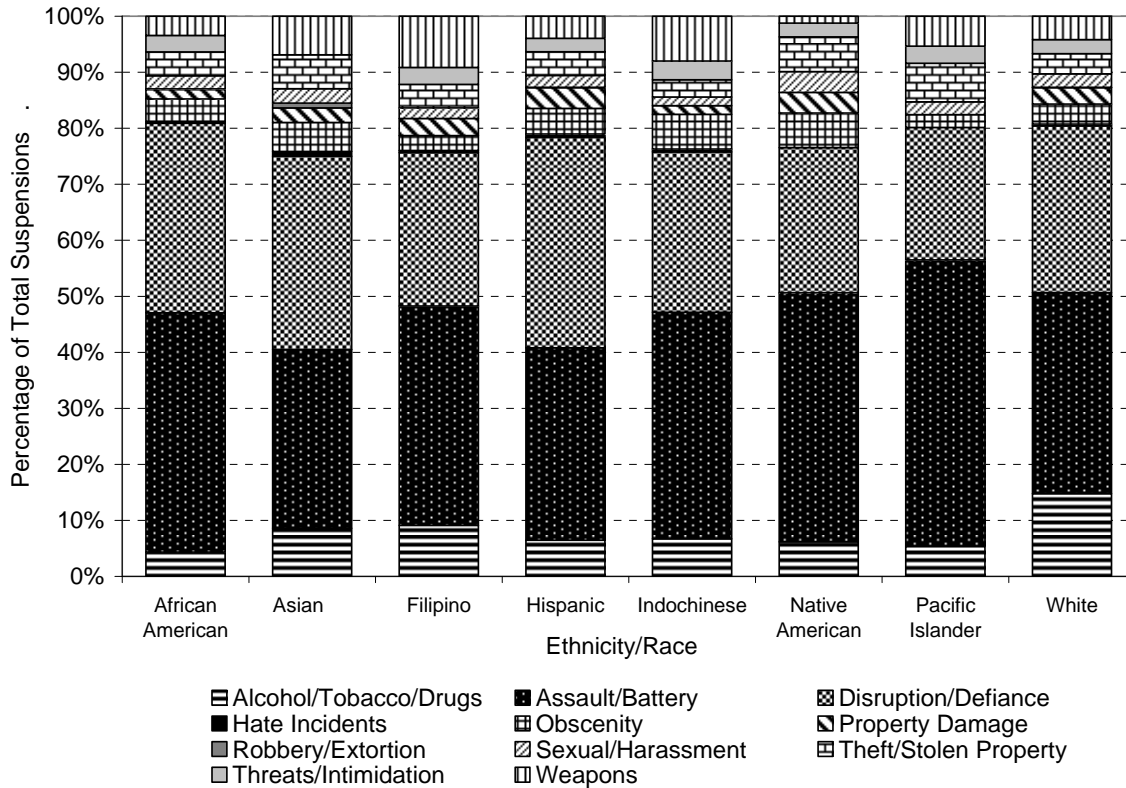


Figure 11. Suspensions by reason as a proportion of all suspensions by racial/ethnic group, 2005–06.

Males were far more likely than females to be suspended for all reasons (see Table 12). The male-to-female ratio in suspension rate by reason ranged from 1.8 to 1 for alcohol/tobacco/drugs to 12.9 to 1 for sexual harassment. However, there are sizable variations in the differences between the genders, which are reflected in Figure 12, showing the *proportionate* frequency of suspensions for types of offense for females and males. Noteworthy are the greater degree to which males are suspended for disruption/defiance, obscenity, weapons, property damage, sexual harassment, hate incidents, and robbery/extortion and females’ *relatively* high involvement in offenses involving assault/battery, disruption/defiance, alcohol/tobacco/drugs, theft/stolen property, and threats/intimidation.

Table 12
Suspension Rates by Reason and Gender, 2005–06

Gender	Alcohol Tobacco Drugs	Assault Battery	Disruption Defiance	Hate Incidents	Obscenity	Property Damage	Robbery Extortion	Sexual Harassmt	Theft Stolen Property	Threats Intimidtn Harassmt	Weapon
Female	0.55	2.23	1.92	0.02	0.21	0.11	0.00	0.03	0.24	0.16	0.11
Male	0.97	5.84	5.56	0.08	0.72	0.51	0.01	0.44	0.66	0.40	0.76

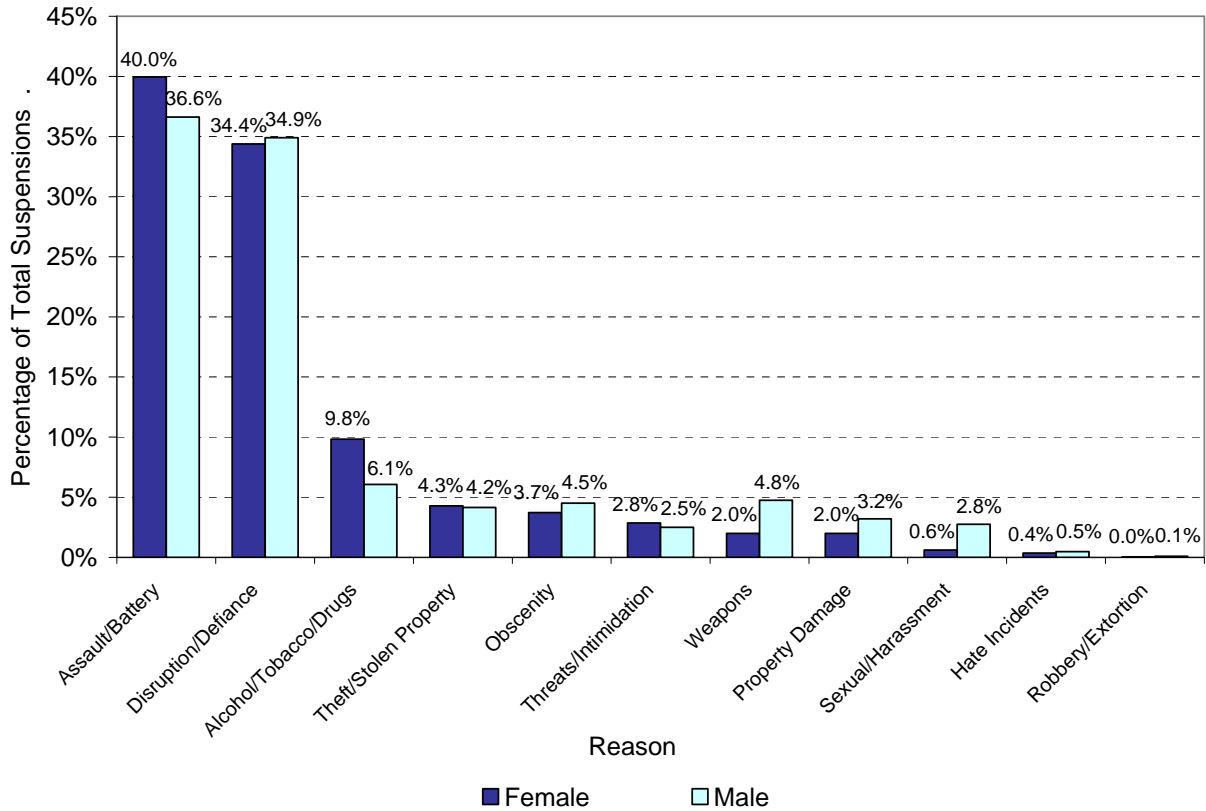


Figure 12. Suspensions by reason as a proportion of all suspensions by gender, 2005–06.

In 2005–06, suspension rates for all but four types of offenses peaked in Grade 8 (see Table 13). Alcohol/tobacco/drug offenses peaked in Grade 9 and assault/battery, sexual harassment, and weapons in Grade 7. The increasing relative frequency of alcohol/tobacco/drugs and the decreasing prominence of assault/battery at higher grade levels are quite striking (see Figure 13). The peak relative frequency of sexual harassment offenses takes place in Grade 5 and that of disruption/defiance in Grade 9. The peak relative frequency of weapon-related offenses takes place in Grade 3, while that of robbery occurs in Grade 2.

Table 13
Suspension Rates by Reason and Grade Level, 2005–06

Grade Level	Alcohol Tobacco Drugs	Assault Battery	Disruption Defiance	Hate Incidents	Obscenity	Property Damage	Robbery Extortion	Sexual Harassmt	Theft Stolen Property	Threats Intimidtn Harassmt	Weapon
K	0.00	0.56	0.32	0.00	0.03	0.06	0.00	0.01	0.02	0.00	0.04
1	0.00	0.98	0.47	0.00	0.03	0.07	0.00	0.06	0.11	0.04	0.11
2	0.00	0.81	0.47	0.00	0.10	0.04	0.01	0.05	0.11	0.01	0.13
3	0.00	1.24	0.65	0.01	0.16	0.16	0.00	0.03	0.22	0.02	0.22
4	0.02	2.28	1.10	0.05	0.13	0.21	0.00	0.16	0.21	0.15	0.28
5	0.12	2.96	1.49	0.02	0.24	0.30	0.01	0.43	0.48	0.26	0.45
6	0.18	7.86	6.06	0.06	0.67	0.45	0.00	0.65	0.93	0.46	0.61
7	0.85	10.53	9.07	0.10	1.02	0.72	0.01	0.66	1.01	0.68	1.24
8	1.71	9.60	10.06	0.19	1.55	0.82	0.03	0.48	1.13	0.86	1.00
9	2.27	6.83	8.25	0.09	1.03	0.50	0.02	0.23	0.65	0.44	0.73
10	1.98	4.77	5.22	0.08	0.59	0.29	0.00	0.17	0.49	0.31	0.37
11	1.85	2.90	3.75	0.03	0.33	0.24	0.02	0.11	0.37	0.23	0.35
12	1.25	1.30	2.32	0.00	0.20	0.29	0.00	0.07	0.18	0.23	0.22

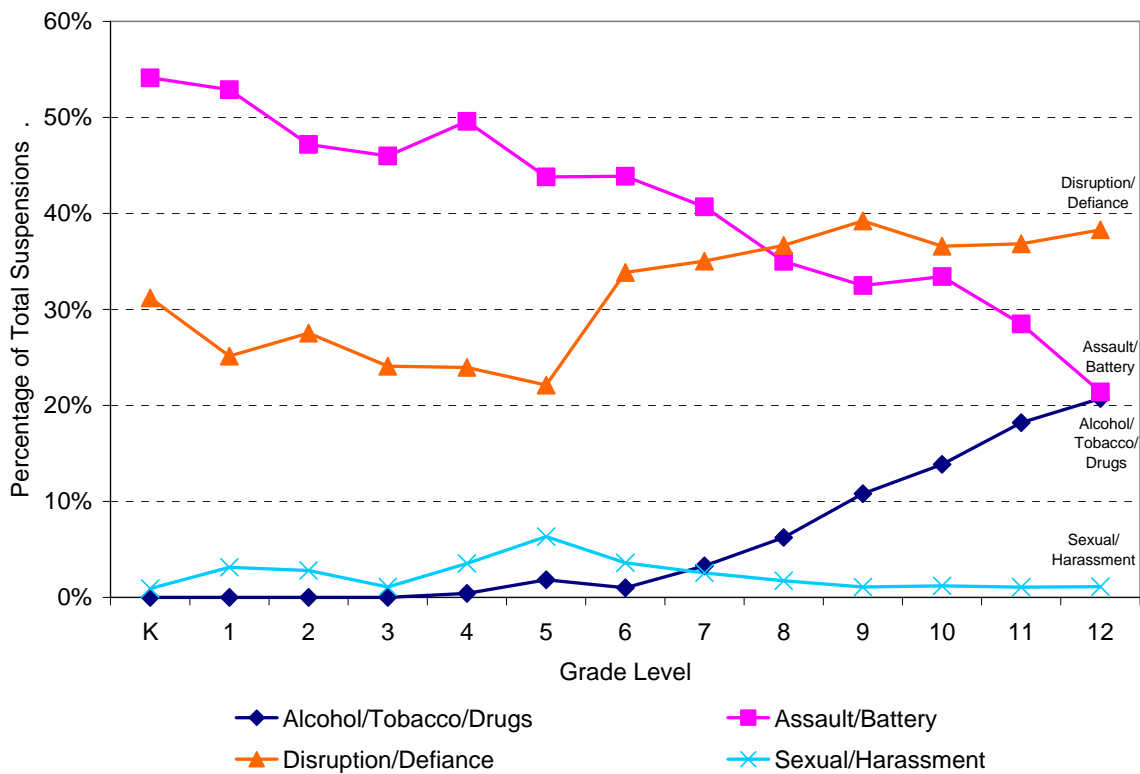


Figure 13. Suspensions by selected reason as a proportion of all suspensions by grade level, 2005–06.

Average suspension lengths. There is a fairly consistent interaction between the suspension rate and the average length of suspension over the past 11 years: as the rate dropped, the average length increased, and as the rate rose, the average length decreased. If suspension rates are partly a function of school staff discretion, it seems likely that decreases in regular suspensions would involve dropping suspensions for less severe offenses that carry shorter penalties. The remaining offenses that lead to suspension would have a longer average suspension length. With the

explicit goal of reducing suspensions, administrators may well have “ignored” slighter offenses or used in-school suspensions as an alternative disciplinary measure during the years in which the suspension rates decreased. However, this trend ended in 2004–05, when the suspension rate rose sharply while the average suspension length also increased slightly. Apparently, the increase in suspensions included increases in suspensions of greater seriousness. However, the pattern continued in 2005–06, when an increase of the suspension rate was met with a lower average suspension length.

Special education students. Special education students are a group for which the district had set a goal of a 10 percent annual reduction in suspension rates beginning in 2001–02. In 2002–03, special education students’ suspension rate fell by 13 percent, and in 2003–04 by 25 percent. By way of comparison, non-special education students had an eight percent reduction in 2002–03 and a five percent reduction in 2003–04. However, in 2004–05 and 2005–06, both rates increased, with the rate for special education students increasing more each year (20 percent and 7 percent, respectively) than the rate for non-special education students (18 percent and 2 percent, respectively).

In-school suspensions. In-school suspension data are drawn from the mainframe client-server attendance data files. Therefore, attendance data for positive attendance schools (schools that report attendance data only when a student earns attendance credit [e.g., Garfield, Twain], as opposed to assuming attendance if a student is not reported absent) are not included in the in-school suspensions data. Nor are the attendance data in those files very reliable for a number of charter schools. As a result, there is a possibility of understating in-school suspensions for those schools and for the district as a whole. It is also possible that some schools are less diligent in entering in-school suspensions because there is no effect on the schools’ attendance data and average daily attendance (ADA) of not entering such data. In future reports, in-school suspension data will be retrieved from the Zangle database, which may result in a more accurate count for all schools once that data is fully cleaned and deemed reliable.

Expulsions. Expulsions are the end result of offenses that state Education Code and/or district policy deem to be so egregious or threatening to safety and school climate that removal from school is viewed as the proper alternative for the offending student. Expulsions increased quite sharply beginning in 1996–97, almost doubling the previous year’s rate, which was the decade low, and then almost doubling again in 1997–98, reaching a record high (since recordkeeping began in 1993–94) until the rates for 2004–05 and 2005–06 exceeded it. It appears that enforcement of the district’s zero tolerance policy in connection with weapons and repeated fighting, approved by the Board of Education in 1993, led to these surges in expulsions. About 78 percent of the increase in suspensions between 1995–96 and 1997–98 was in the domains of assault/battery and weapons.

Conclusion

After a two-year decline, the district suspension rate increased 18 percent to a record high of 10.5 suspensions per 100 students in 2004–05, which was surpassed again in 2005–06 with a rate of 10.9 suspensions per 100 students. Unfortunately, the small yearly changes of the previous two years were not indicative of an overall downward trend in the district suspension rate. The causes

of any change may be multiple and difficult to determine from year to year due to the uncertain correlational quality of this type of data. However, some patterns for the current year show that the race/ethnicity of the students plays a role in the suspension rates and lengths of out-of-school suspensions.

Report prepared by Mara E. Bernd, Research and Reporting Department

Appendix A: Suspension Rates by School

Elementary School Student Suspension Rates by School, 2001–02 through 2005–06

School	2001–02	2002–03	2003–04	2004–05	2005–06
Adams	10.10	2.69	3.19	3.99	0.48
Alcott	2.59	2.40	2.59	1.23	3.83
Angier	1.10	0.64	4.47	1.49	2.48
Audubon	19.74	8.65	3.83	3.01	8.21
Baker	3.03	5.46	2.20	6.34	14.37
Balboa	2.35	3.01	0.00	3.93	1.85
Barnard	19.23	4.92	1.26	2.21	4.79
Bay Park	0.90	1.35	2.24	1.07	0.47
Bayview Terrace	1.70	2.15	1.30	2.13	4.08
Benchley/Weinberger	0.00	0.76	5.40	1.12	1.11
Bethune	0.00	2.33	0.43	2.98	4.28
Bird Rock	0.00	0.21	8.17	0.00	0.00
Birney	12.71	12.41	3.17	6.57	9.63
Boone	3.34	1.26	6.93	2.42	1.72
Brooklyn	5.20	2.93	1.05	9.05	4.06
Burbank	7.43	10.30	0.00	0.58	1.52
Cabrillo	3.15	0.48	4.48	0.41	0.47
Cadman	1.54	14.34	3.07	1.61	0.83
Carson	2.97	0.49	5.58	1.62	6.85
Carver	7.57	6.40	0.11	8.07	2.41
Central	1.24	1.76	5.71	0.23	1.32
Chavez	4.38	7.36	0.52	5.79	3.96
Cherokee Point	—	—	—	—	5.41
Chesterton	2.34	0.85	4.65	0.00	1.07
Children's Conservation Academy	—	—	—	—	6.15
Chollas/Mead	7.87	2.28	4.45	6.24	1.71
Clay	8.65	4.66	0.00	8.51	4.09
Crown Point	0.42	0.52	1.88	0.00	0.00
Cubberley	8.52	1.22	0.51	6.34	7.72
Curie	0.34	0.17	2.52	0.34	3.70
Dailard	2.84	1.27	13.79	0.78	2.99
Dana	7.43	6.78	1.28	14.89	13.24
Darnall	3.17	1.90	0.88	2.76	1.79
Dewey	2.92	1.72	1.58	0.41	1.04
Dingeman	0.22	0.47	0.26	0.24	0.12
Doyle	0.26	0.25	3.17	0.00	0.63
Edison	7.76	1.40	0.00	5.10	6.14
Einstein Academy	—	0.00	6.49	0.00	2.60
Emerson/Bandini	10.24	5.39	2.47	10.00	8.84
Encanto	8.02	7.55	2.27	3.82	7.75
Ericson	3.05	2.07	0.78	0.96	1.41
Euclid	2.89	1.36	0.00	0.61	0.93
Explorer	0.00	0.00	0.28	0.00	0.00
Fanno	—	—	—	—	0.00
Field	3.21	3.55	0.36	1.72	0.92
Fletcher	0.69	0.00	4.59	1.10	0.83

Elementary School Student Suspension Rates by School, Continued

School	2001-02	2002-03	2003-04	2004-05	2005-06
Florence	3.62	2.95	2.53	1.10	4.23
Foster	2.36	2.18	13.26	1.54	2.31
Franklin	14.55	14.78	4.19	17.28	14.73
Freese	5.79	5.47	4.19	1.95	5.44
Fulton	6.68	4.88	1.75	3.57	6.02
Gage	0.63	1.18	0.90	2.48	1.55
Garfield	7.23	9.96	1.36	0.41	0.00
Grant	1.61	12.00	4.82	5.18	5.06
Green	4.67	2.87	2.45	0.00	1.97
Hage	1.55	0.97	0.76	0.89	0.42
Hamilton	3.99	0.89	0.00	0.00	0.33
Hancock	2.03	0.36	0.12	0.57	1.29
Hardy	1.40	1.66	6.35	12.37	6.30
Hawthorne	9.57	4.33	5.18	2.11	5.96
Hearst	1.85	1.29	0.00	1.79	1.74
Hickman	0.63	0.76	0.92	1.23	1.41
Holmes	0.98	1.00	2.33	0.43	1.08
Horton	10.15	9.09	7.78	4.82	6.28
Ibarra	—	—	—	—	1.04
Jackson	4.68	2.75	2.28	2.62	2.29
Jefferson	16.71	1.55	2.96	6.94	8.86
Jerabek	0.53	0.65	0.33	0.00	0.12
Johnson	0.99	2.91	1.77	7.25	13.44
Jones	1.48	3.74	2.40	3.70	1.58
Juarez	3.42	1.40	1.44	0.28	0.88
Kimbrough	5.49	1.18	0.61	3.65	1.47
King/Chavez Arts	—	—	—	—	1.49
King/Chavez Athletic	—	—	—	—	0.79
King/Chavez Primary	—	—	—	—	0.00
Kipp Adelante	—	—	0.00	0.00	3.76
Knox	6.87	4.83	21.23	17.69	18.37
Kumeyaay	0.60	0.83	0.43	0.00	0.22
La Jolla	0.57	0.00	0.20	0.20	0.39
Lafayette	9.19	5.92	10.71	6.47	9.41
Lee	3.71	1.34	0.65	0.65	4.35
Linda Vista	0.63	1.23	0.40	0.15	1.29
Lindbergh/Schweitzer	0.72	0.65	2.18	1.57	2.65
Logan	2.90	4.26	4.67	4.12	6.21
Loma Portal	2.04	2.18	0.57	2.02	0.81
Marshall	13.16	5.18	3.13	1.49	3.17
Marvin	3.99	1.23	0.25	0.00	1.26
Mason	2.31	1.26	1.98	2.09	0.45
McGill Academy	0.00	0.00	0.00	0.00	0.00
McKinley	6.97	5.30	4.78	3.08	3.39
Miller	2.81	1.66	0.21	1.23	2.60
Miramar Ranch	0.96	1.47	2.56	1.68	1.35

Elementary School Student Suspension Rates by School, Continued

School	2001-02	2002-03	2003-04	2004-05	2005-06
Museum	0.00	0.00	0.00	0.00	0.00
North Park	4.58	2.70	4.78	4.82	1.73
Nubia	2.27	1.33	1.29	0.82	0.00
Nye	5.10	3.20	6.83	9.79	7.51
Oak Park	4.68	4.06	2.27	2.57	2.87
Ocean Beach	5.45	3.29	2.22	2.09	3.96
Pacific Beach	0.87	0.59	0.31	0.65	2.25
Paradise Hills	8.08	1.41	2.06	3.70	2.24
Rosa Parks	1.55	0.27	0.40	0.41	1.92
Penn	6.61	1.46	0.71	0.78	2.64
Perkins	4.14	0.45	2.49	1.00	5.35
Perry	2.79	2.31	1.19	0.41	0.44
Porter	—	—	—	—	26.07
Promise	—	0.51	6.19	0.00	0.00
Rolando Park	2.42	1.97	2.72	1.75	0.84
Ross	6.74	0.49	5.82	3.87	1.55
Rowan	1.45	1.23	2.03	0.61	2.01
Sandburg	2.95	2.97	1.88	1.29	1.46
Scripps	0.00	0.00	0.40	0.00	0.00
Sequoia	2.66	1.57	5.60	2.45	5.95
Sessions	1.44	3.87	3.38	4.95	7.73
Sherman	8.53	10.04	3.04	5.21	5.29
Silver Gate	0.93	0.72	0.00	1.16	0.49
Spreckels	2.09	5.62	3.57	4.25	2.67
Sunset View	1.31	0.00	0.00	0.00	0.47
Tierrasanta	5.25	5.77	6.60	6.98	6.02
Toler	3.05	1.47	2.24	0.68	2.90
Torrey Pines	2.04	0.25	0.49	0.00	0.25
Valencia Park	5.26	4.66	4.65	5.05	3.16
Vista Grande	1.62	0.50	0.35	1.78	0.90
Walker	3.18	2.55	1.62	1.05	1.24
Washington	8.87	8.36	1.28	2.08	2.51
Webster	13.99	11.95	1.61	5.18	2.50
Wegeforth	12.62	6.92	5.32	7.52	5.61
Whitman	4.90	5.46	5.82	0.00	1.08
Zamorano	2.50	3.50	1.82	2.90	5.64

"—" School site was not yet open

Middle Level School Student Suspension Rates by School, 2001–02 through 2005–06

School	2001–02	2002–03	2003–04	2004–05	2005–06
Bell	16.21	11.23	8.81	17.65	21.59
Challenger	7.62	11.08	10.38	13.04	15.48
Clark	24.39	22.87	20.53	27.45	34.95
Correia	37.00	26.23	14.91	14.58	34.94
C.P.M.A.	—	25.46	21.61	19.60	33.39
De Portola	20.59	17.79	15.44	19.98	17.73
Farb	24.90	25.41	18.91	24.63	38.05
Gompers	—	—	—	49.90	40.53
High Tech Middle	—	—	0.00	0.00	2.47
High Tech Middle Media	—	—	—	—	5.86
Jola	—	—	—	—	0.00
Keiller	100.85	21.62	9.95	11.81	22.33
Kroc	32.67	25.59	30.70	25.97	19.80
Lewis	22.07	19.95	22.48	23.38	20.45
Mann	32.26	24.38	22.03	37.58	~
Mann Expedition	—	—	—	—	55.87
Mann Exploration	—	—	—	—	43.33
Mann Expression	—	—	—	—	76.76
Thurgood Marshall	3.89	4.05	4.25	6.00	5.88
Marston	22.92	23.02	17.22	19.92	10.29
Memorial	29.47	34.01	56.26	55.77	48.52
Momentum	—	—	—	—	0.00
Montgomery	21.57	16.43	24.87	19.86	34.72
Muirlands	14.89	19.50	5.73	6.34	5.14
O'Farrell	18.50	22.84	25.76	26.53	26.85
Pacific Beach	11.69	13.57	16.94	35.11	30.24
Pershing	32.99	28.88	26.74	32.16	23.67
Roosevelt	38.69	33.89	22.29	29.18	38.74
Standley	12.58	10.75	8.72	11.51	6.77
Taft	23.58	28.43	23.22	28.50	22.19
Wangenheim	17.25	26.72	17.21	11.99	12.03
Wilson	10.46	16.44	22.36	28.36	27.45

"—" School site was not yet open

"~" School site closed

Senior High School Student Suspension Rates by School, 2001–02 through 2005–06

School	2001–02	2002–03	2003–04	2004–05	2005–06
Clairemont	9.87	10.67	11.11	8.62	11.78
Cortez Hill	5.48	9.00	20.37	8.43	11.23
Crawford	14.12	10.70	16.08	~	~
Crawford CHAMP	—	—	—	13.82	20.32
Crawford IDEA	—	—	—	26.44	34.51
Crawford Law & Business	—	—	—	23.04	25.29
Crawford Multimedia	—	—	—	25.49	38.32
Gompers	9.04	5.43	13.20	5.66	7.60
Henry	13.86	12.40	11.57	13.18	11.91
High Tech	3.94	4.43	3.36	7.59	7.21
High Tech International	—	—	—	3.74	7.09
High Tech Media Arts	—	—	—	—	3.05
Hoover	12.72	8.68	8.24	12.74	15.27
Kearny	18.80	16.55	13.47	~	~
Kearny Construction Tech	—	—	—	14.53	8.66
Kearny Digital Media	—	—	—	16.59	10.58
Kearny Intl Business	—	—	—	6.59	3.49
Kearny Sci Conn Tech	—	—	—	14.83	18.29
La Jolla	8.07	7.61	12.13	6.69	9.41
Madison	16.46	14.35	21.20	25.21	20.13
Mira Mesa	13.60	12.40	8.57	10.63	7.88
Mission Bay	9.75	13.05	10.34	17.15	21.57
Morse	10.40	13.66	5.69	9.52	14.28
Point Loma	12.10	13.57	14.73	11.91	12.66
San Diego	4.71	7.09	12.86	~	~
San Diego Business	—	—	—	11.90	17.00
San Diego CIMA	—	—	—	13.42	10.93
San Diego Intl Studies	—	—	—	7.05	7.66
San Diego LEADS	—	—	—	7.13	4.67
San Diego Media Vis Perf Art	—	—	—	9.13	15.33
San Diego Science Technology	—	—	—	15.38	18.10
Scripps Ranch	9.11	9.89	9.82	13.53	11.46
SD Metro Career Tech	—	—	—	11.43	1.92
Serra	11.94	14.13	17.99	26.14	20.91
University City	9.43	13.89	7.83	10.99	12.47

"—" School site was not yet open

"~" School site closed

Atypical School Student Suspension Rates by School, 2001–02 through 2005–06

School	2001–02	2002–03	2003–04	2004–05	2005–06
Holly Drive	0.00	0.00	0.00	0.00	4.62
King/Chavez	1.67	7.07	1.35	7.36	6.78
Language Academy	5.71	7.38	3.89	3.52	2.52
Learning Choice Academy	—	—	—	0.00	0.00
Longfellow	2.35	1.82	3.13	2.58	3.19
Mt. Everest	0.00	0.00	0.00	0.00	0.41
Muir	19.16	32.65	23.47	27.55	13.43
Preuss School UCSD	10.84	5.95	5.09	2.22	2.38
Randolph	—	—	—	—	0.00
San Diego Cooperative	—	1.77	1.86	3.50	7.86
S.C.P.A.	11.67	7.40	8.01	7.53	2.43
Tubman Village Charter	0.00	4.86	1.68	4.68	7.84

"—" School site was not yet open

Alternative School Student Suspension Rates by School, 2001–02 through 2005–06

School	2001–02	2002–03	2003–04	2004–05	2005–06
A.L.B.A.	117.36	243.68	213.10	492.56	250.78
Audeo Charter	0.00	0.00	0.00	0.00	0.44
Charter School of San Diego	0.07	0.00	0.07	0.00	0.00
Connections	1.05	0.00	4.00	5.13	2.40
Del Sol*	7.97	15.38	5.71	20.00	53.33
Garfield	11.66	11.89	11.25	12.47	10.67
Home and Hospital Instruction	0.00	0.00	0.00	0.00	0.00
LCI Instruction	0.71	0.00	0.00	0.00	9.14
New Dawn Day Treatment*	52.38	40.00	150.00	30.77	68.52
Riley*	253.33	273.26	293.90	130.95	200.00
TRACE*	0.00	0.00	0.00	0.00	0.00
TRACE Seniors*	0.00	0.00	0.00	0.00	0.00
Twain	23.33	15.09	4.64	0.57	0.73
Whittier Learning Center*	—	—	0.00	0.00	20.00

"—" School site was not yet open

* Special Education site/program

Appendix B: In-school Suspension Rates by School

Elementary School In-School Suspension Rates by School, 2001–02 through 2005–06

School	2001–02	2002–03	2003–04	2004–05	2005–06
Adams	0.87	0.98	0.00	0.00	0.32
Alcott	0.00	0.00	0.00	0.00	0.00
Angier	8.61	5.57	0.32	2.97	1.86
Audubon	0.00	0.00	0.00	2.17	16.79
Baker	2.02	1.99	0.91	6.75	15.15
Balboa	1.07	11.02	3.30	1.27	2.51
Barnard	0.00	1.23	0.00	0.00	0.00
Bay Park	0.00	0.00	0.00	0.00	0.00
Bayview Terrace	0.00	0.00	0.45	0.00	0.00
Benchley/Weinberger	0.00	0.76	0.74	0.37	0.00
Bethune	0.00	0.18	0.00	0.00	0.00
Bird Rock	0.00	0.21	0.00	0.00	0.00
Birney	0.93	0.17	0.36	4.03	6.21
Boone	0.00	0.00	0.00	0.00	1.00
Brooklyn	0.81	1.14	0.36	0.00	0.00
Burbank	0.00	0.00	0.00	0.00	0.00
Cabrillo	0.00	0.00	0.00	0.00	0.00
Cadman	0.00	0.00	0.00	0.80	2.07
Carson	0.00	0.00	0.00	0.00	0.00
Carver	0.00	1.85	1.35	1.04	0.69
Central	0.00	0.00	3.85	0.00	0.11
Chavez	0.56	0.28	0.00	0.74	0.90
Cherokee Point	—	—	—	—	0.22
Chesterton	0.67	0.00	0.00	0.00	0.53
Children's Conservation Academy	—	—	—	—	0.00
Chollas/Mead	0.00	0.30	0.11	0.35	0.37
Clay	2.88	2.21	5.24	11.70	9.65
Crown Point	0.42	2.06	0.00	0.00	0.00
Cubberley	0.00	2.13	0.94	2.82	0.81
Curie	0.00	0.00	0.00	0.00	0.34
Dailard	0.36	1.27	1.98	0.00	1.40
Dana	12.03	13.67	7.55	0.21	0.00
Darnall	9.17	4.66	4.03	4.13	2.38
Dewey	0.00	0.00	0.00	0.00	0.00
Dingeman	0.00	1.75	0.97	0.12	1.31
Doyle	0.00	0.00	0.00	0.00	0.00
Edison	0.00	0.16	0.32	0.80	1.10
Einstein Academy	—	0.00	0.00	0.00	0.00
Emerson/Bandini	0.15	0.41	2.46	1.06	1.59
Encanto	0.00	0.00	0.00	0.12	2.67
Ericson	2.50	0.87	1.48	0.48	0.00
Euclid	0.00	0.00	0.00	0.24	0.00
Explorer	0.00	0.00	0.00	0.00	0.00
Fanno	—	—	—	—	0.00
Field	1.07	0.00	1.14	0.29	4.60
Fletcher	0.00	0.34	0.00	0.00	0.00

Elementary School In-School Suspension Rates by School, Continued

School	2001-02	2002-03	2003-04	2004-05	2005-06
Florence	2.90	0.00	1.77	2.57	1.92
Foster	0.00	0.00	0.00	0.19	0.00
Franklin	2.40	3.13	1.57	1.36	2.42
Freese	0.00	1.03	0.75	0.00	0.00
Fulton	0.00	1.63	0.00	20.71	5.06
Gage	0.47	0.34	1.44	1.95	2.13
Garfield	2.07	5.08	0.78	0.41	1.50
Grant	2.86	5.52	0.96	0.00	1.93
Green	0.00	0.00	0.00	0.00	1.48
Hage	0.39	0.85	1.39	0.13	0.14
Hamilton	0.00	0.00	0.00	0.00	0.00
Hancock	0.21	0.12	0.12	0.29	0.00
Hardy	0.28	0.00	0.00	0.54	0.27
Hawthorne	3.19	0.00	0.00	0.30	0.00
Hearst	0.00	0.00	0.00	0.77	0.50
Hickman	2.52	2.03	0.79	0.96	0.14
Holmes	1.18	1.40	0.00	0.21	0.00
Horton	3.69	3.03	0.84	1.40	0.14
Ibarra	—	—	—	—	0.00
Jackson	0.00	0.00	0.00	0.00	0.00
Jefferson	1.25	13.18	9.70	23.61	8.29
Jerabek	0.11	0.11	0.00	0.00	0.00
Johnson	0.16	4.11	0.59	0.24	0.81
Jones	0.00	0.00	0.00	0.00	0.00
Juarez	0.00	1.97	5.17	0.28	0.29
Kimbrough	0.00	0.39	0.20	0.22	1.59
King/Chavez Arts	—	—	—	—	0.00
King/Chavez Athletic	—	—	—	—	0.00
King/Chavez Primary	—	—	—	—	0.00
Kipp Adelante	—	—	0.00	0.00	0.00
Knox	3.64	24.13	14.47	8.48	1.02
Kumeyaay	0.00	0.00	0.00	0.00	0.00
La Jolla	0.19	0.00	0.39	0.00	0.00
Lafayette	0.19	2.45	1.14	5.31	3.71
Lee	0.27	0.00	0.00	0.16	5.15
Linda Vista	0.50	0.00	0.00	0.00	0.00
Lindbergh/Schweitzer	0.00	0.13	0.73	0.00	1.77
Logan	0.00	0.50	0.53	0.92	0.00
Loma Portal	1.46	0.00	0.00	2.31	3.23
Marshall	0.00	0.00	0.00	0.00	0.60
Marvin	0.00	0.00	0.00	0.26	0.00
Mason	0.00	0.00	0.00	0.31	0.00
McGill Academy	0.00	0.00	0.00	0.00	0.00
McKinley	1.55	0.88	1.53	1.18	1.94
Miller	3.61	5.85	2.43	1.68	0.00
Miramar Ranch	0.00	0.00	0.00	0.00	0.00

Elementary School In-School Suspension Rates by School, Continued

School	2001-02	2002-03	2003-04	2004-05	2005-06
Museum	0.00	0.00	0.00	0.00	0.00
North Park	1.15	0.00	0.00	0.88	0.00
Nubia	0.00	0.00	0.00	0.00	0.00
Nye	0.29	0.00	0.15	0.00	0.16
Oak Park	0.00	0.00	0.53	0.27	0.41
Ocean Beach	0.00	1.50	0.00	0.35	0.00
Pacific Beach	2.02	0.59	0.00	0.00	0.00
Paradise Hills	0.00	0.00	0.00	0.00	0.67
Rosa Parks	0.00	0.14	0.07	0.00	0.00
Penn	3.53	0.61	0.00	0.00	0.00
Perkins	3.52	2.05	0.00	1.00	0.00
Perry	0.20	0.00	0.00	0.41	2.21
Porter	—	—	—	—	36.35
Promise	—	0.00	0.00	0.00	0.00
Rolando Park	0.00	0.00	0.00	0.00	1.27
Ross	0.47	0.00	0.45	0.68	3.61
Rowan	1.74	5.83	2.90	0.30	5.03
Sandburg	0.00	0.00	0.00	0.00	1.31
Scripps	0.00	0.00	0.00	0.39	0.19
Sequoia	0.00	0.00	3.56	3.27	4.25
Sessions	0.00	0.00	0.00	0.78	0.00
Sherman	0.00	1.52	0.14	2.77	0.00
Silver Gate	0.70	0.96	0.00	2.56	1.22
Spreckels	0.00	0.00	0.00	0.00	0.00
Sunset View	0.00	0.00	0.74	0.92	0.47
Tierrasanta	0.00	0.17	0.00	0.57	0.00
Toler	0.91	0.00	0.00	0.34	0.36
Torrey Pines	0.00	0.00	0.24	0.25	0.75
Valencia Park	0.15	0.27	0.00	0.00	0.00
Vista Grande	0.00	0.17	0.00	0.00	0.00
Walker	0.13	5.77	2.20	2.69	0.00
Washington	0.00	0.00	0.00	0.00	0.00
Webster	0.00	0.34	1.07	0.38	0.00
Wegeforth	0.00	0.00	0.00	0.38	0.00
Whitman	0.00	1.44	1.11	0.29	0.54
Zamorano	1.53	2.17	1.46	3.05	5.49

"—" School site was not yet open

Middle Level School In-School Suspension Rates by School, 2001–02 through 2005–06

School	2001–02	2002–03	2003–04	2004–05	2005–06
Bell	0.10	0.00	2.86	6.30	6.21
Challenger	3.41	1.97	0.54	0.51	0.41
Clark	3.97	3.72	1.36	3.49	4.31
Correia	0.00	0.00	16.65	35.88	2.97
C.P.M.A.	—	33.80	3.77	14.12	11.69
De Portola	0.41	0.89	0.10	2.41	0.67
Farb	0.00	0.00	22.68	14.29	2.56
Gompers	—	—	—	0.52	9.66
High Tech Middle	—	—	0.00	0.00	0.00
High Tech Middle Media	—	—	—	—	0.00
Jola	—	—	—	—	0.00
Keiller	0.00	0.14	0.00	1.85	3.02
Kroc	0.00	0.00	0.00	4.99	8.15
Lewis	0.18	1.69	3.88	1.14	0.26
Mann	0.07	0.00	0.00	4.30	~
Mann Expedition	—	—	—	—	10.71
Mann Exploration	—	—	—	—	7.50
Mann Expression	—	—	—	—	23.78
Thurgood Marshall	0.37	0.09	0.00	0.19	0.45
Marston	0.00	0.00	0.40	2.41	2.70
Memorial	12.47	5.52	0.31	0.81	2.83
Momentum	—	—	—	—	0.00
Montgomery	0.00	6.42	1.73	0.14	0.59
Muirlands	0.28	0.19	0.00	0.93	0.56
O'Farrell	0.00	0.00	0.00	0.00	6.14
Pacific Beach	0.00	0.00	5.22	1.14	3.71
Pershing	0.00	0.00	0.32	1.66	1.18
Roosevelt	0.18	0.25	0.37	3.42	20.52
Standley	0.00	0.23	14.58	2.93	14.85
Taft	0.00	8.27	16.89	0.26	0.52
Wangenheim	0.00	0.14	0.07	14.07	14.59
Wilson	2.98	0.00	0.00	2.37	1.29

"—" School site was not yet open

Senior High School In-School Suspension Rates by School, 2001–02 through 2005–06

School	2001–02	2002–03	2003–04	2004–05	2005–06
Clairemont	36.04	12.67	5.66	1.30	0.54
Cortez Hill	0.00	0.00	0.00	0.00	0.00
Crawford	0.00	0.00	0.00	~	~
Crawford CHAMP	—	—	—	0.22	5.77
Crawford IDEA	—	—	—	1.44	5.29
Crawford Law & Business	—	—	—	0.46	1.62
Crawford Multimedia	—	—	—	0.00	6.54
Gompers	0.28	0.12	0.05	0.00	0.68
Henry	11.92	0.00	0.12	1.25	1.29
High Tech	0.00	0.00	0.00	0.00	0.00
High Tech International	—	—	—	0.00	0.00
High Tech Media Arts	—	—	—	—	0.00
Hoover	0.27	0.00	0.05	5.73	28.17
Kearny	0.00	0.06	0.00	~	~
Kearny Construction Tech	—	—	—	0.69	1.57
Kearny Digital Media	—	—	—	0.46	0.00
Kearny Intl Business	—	—	—	7.69	11.57
Kearny Sci Conn Tech	—	—	—	0.00	0.00
La Jolla	0.06	0.06	0.06	0.00	0.12
Madison	3.99	36.05	20.53	2.11	0.14
Mira Mesa	0.00	0.00	0.00	0.08	0.00
Mission Bay	9.11	28.64	16.03	0.00	0.18
Morse	0.14	23.30	0.00	2.19	3.86
Point Loma	0.00	0.00	0.00	0.00	0.05
San Diego	0.00	0.05	0.04	~	~
San Diego Business	—	—	—	0.00	0.67
San Diego CIMA	—	—	—	0.22	0.00
San Diego Intl Studies	—	—	—	0.00	0.00
San Diego LEADS	—	—	—	2.65	4.26
San Diego Media Vis Perf Art	—	—	—	23.57	2.01
San Diego Science Technology	—	—	—	0.00	2.19
Scripps Ranch	0.00	0.00	0.00	0.17	6.13
SD Metro Career Tech	—	—	—	0.00	0.00
Serra	3.68	0.31	0.64	0.15	7.59
University City	0.00	0.05	0.05	0.21	0.00

"—" School site was not yet open

"~" School site closed

Atypical School In-School Suspension Rates by School, 2001–02 through 2005–06

School	2001–02	2002–03	2003–04	2004–05	2005–06
Holly Drive	0.00	0.00	0.00	0.00	0.77
King/Chavez	0.00	0.00	0.00	0.00	0.00
Language Academy	0.54	1.15	3.01	1.22	1.08
Learning Choice Academy	—	—	—	0.00	0.00
Longfellow	0.16	0.00	0.00	0.15	1.02
Muir	0.00	0.00	2.89	0.00	0.00
Preuss School UCSD	0.00	0.00	0.00	0.00	0.00
Randolph	—	—	—	—	0.00
San Diego Cooperative	—	0.00	0.00	0.00	0.30
S.C.P.A.	0.81	0.71	0.00	0.13	1.37
Tubman Village Charter	0.00	0.00	0.00	0.00	1.12

NOTE: Mt. Everest is not included because this site does not have in-school suspensions.

"—" School site was not yet open

Alternative School In-School Suspension Rates by School, 2001–02 through 2005–06

School	2001–02	2002–03	2003–04	2004–05	2005–06
Del Sol*	0.00	0.00	0.00	4.00	18.33
New Dawn Day Treatment*	4.76	6.00	10.53	0.00	0.00
Riley*	0.00	0.00	0.00	1.19	0.00

NOTE: Schools with positive attendance reporting are not included: Garfield and Twain. Schools that do not have in-school suspensions are also excluded: A.L.B.A., Audeo Charter, Charter School of San Diego, Connections, Home and Hospital Instruction, LCI Instruction, TRACE, TRACE Seniors, and Whittier Learning Center.

* Special Education site/program

Appendix C: Expulsion Rates by School

Elementary School Expulsion Rates by School, 2001–02 through 2005–06

School	2001–02	2002–03	2003–04	2004–05	2005–06
Adams	0.00	0.00	0.00	0.28	0.00
Alcott	0.00	0.00	0.00	0.00	0.00
Angier	0.22	0.00	0.00	0.00	0.00
Audubon	0.00	0.00	0.00	0.17	0.38
Baker	0.14	0.00	0.00	0.20	0.97
Balboa	0.00	0.22	0.00	0.00	0.00
Barnard	0.00	0.41	0.00	0.00	0.00
Bay Park	0.00	0.00	0.00	0.00	0.00
Bayview Terrace	0.00	0.00	0.00	0.00	0.00
Benchley/Weinberger	0.00	0.00	0.00	0.00	0.00
Bethune	0.00	0.00	0.00	0.00	0.00
Bird Rock	0.00	0.00	0.00	0.00	0.00
Birney	0.16	0.00	0.18	0.00	0.00
Boone	0.00	0.00	0.00	0.13	0.14
Brooklyn	0.00	0.16	0.18	0.21	0.00
Burbank	0.00	0.00	0.00	0.00	0.00
Cabrillo	0.00	0.00	0.00	0.00	0.00
Cadman	0.00	0.00	0.00	0.00	0.41
Carson	0.00	0.00	0.00	0.00	0.16
Carver	0.00	0.00	0.00	0.00	0.00
Central	0.00	0.11	0.00	0.11	0.22
Chavez	0.00	0.00	0.13	0.00	0.00
Cherokee Point	—	—	—	—	0.00
Chesterton	0.00	0.00	0.00	0.00	0.18
Children's Conservation Academy	—	—	—	—	0.00
Chollas/Mead	0.00	0.00	0.11	0.35	0.00
Clay	0.00	0.00	0.00	0.80	0.00
Crown Point	0.00	0.00	0.00	0.00	0.00
Cubberley	0.00	0.00	0.00	0.35	0.00
Curie	0.00	0.00	0.00	0.00	0.00
Dailard	0.00	0.00	0.18	0.00	0.00
Dana	0.63	0.33	0.44	0.00	0.23
Darnall	0.00	0.00	0.00	0.00	0.00
Dewey	0.00	0.00	0.00	0.00	0.00
Dingeman	0.00	0.00	0.00	0.00	0.00
Doyle	0.00	0.00	0.00	0.00	0.13
Edison	0.00	0.16	0.16	0.16	0.16
Einstein Academy	—	0.00	0.00	0.00	0.00
Emerson/Bandini	0.00	0.00	0.20	1.38	0.00
Encanto	0.00	0.10	0.00	0.00	0.25
Ericson	0.00	0.00	0.00	0.00	0.13
Euclid	0.00	0.00	0.11	0.00	0.00
Explorer	0.00	0.00	0.00	0.00	0.00
Fanno	—	—	—	—	0.00
Field	0.00	0.00	0.00	0.29	0.00
Fletcher	0.00	0.00	0.00	0.00	0.00

Elementary School Expulsion Rates by School, Continued

School	2001-02	2002-03	2003-04	2004-05	2005-06
Florence	0.00	0.00	0.00	0.00	0.00
Foster	0.00	0.00	0.00	0.19	0.21
Franklin	0.00	0.00	0.00	0.39	0.00
Freese	0.00	0.15	0.15	0.00	0.31
Fulton	0.00	0.00	0.00	0.00	0.00
Gage	0.00	0.00	0.00	0.00	0.00
Garfield	0.00	0.20	0.19	0.00	0.00
Grant	0.00	0.00	0.00	0.00	0.00
Green	0.00	0.00	0.00	0.00	0.00
Hage	0.00	0.00	0.00	0.13	0.00
Hamilton	0.00	0.00	0.00	0.00	0.00
Hancock	0.00	0.00	0.00	0.00	0.00
Hardy	0.00	0.00	0.00	0.27	0.00
Hawthorne	0.00	0.00	0.00	0.00	0.33
Hearst	0.00	0.00	0.00	0.00	0.00
Hickman	0.00	0.00	0.00	0.00	0.00
Holmes	0.00	0.00	0.00	0.00	0.00
Horton	0.46	0.00	0.12	0.00	0.14
Ibarra	—	—	—	—	0.00
Jackson	0.00	0.00	0.00	0.00	0.00
Jefferson	0.00	0.00	0.00	0.28	0.00
Jerabek	0.00	0.00	0.00	0.00	0.00
Johnson	0.00	0.00	0.20	0.00	0.00
Jones	0.00	0.00	0.00	0.00	0.00
Juarez	0.00	0.00	0.00	0.00	0.00
Kimbrough	0.00	0.00	0.00	0.11	0.00
King/Chavez Arts	—	—	—	—	0.00
King/Chavez Athletic	—	—	—	—	0.00
King/Chavez Primary	—	—	—	—	0.00
Kipp Adelante	—	—	0.00	0.00	0.00
Knox	0.00	0.00	0.00	0.18	0.00
Kumeyaay	0.00	0.00	0.00	0.00	0.00
La Jolla	0.00	0.00	0.00	0.00	0.00
Lafayette	0.00	0.00	0.00	0.00	0.00
Lee	0.00	0.00	0.00	0.00	0.16
Linda Vista	0.00	0.00	0.00	0.00	0.00
Lindbergh/Schweitzer	0.00	0.00	0.00	0.00	0.00
Logan	0.00	0.00	0.00	0.34	0.24
Loma Portal	0.00	0.00	0.00	0.00	0.00
Marshall	0.13	0.13	0.00	0.15	0.15
Marvin	0.00	0.25	0.00	0.00	0.00
Mason	0.00	0.00	0.00	0.00	0.00
McGill Academy	0.00	0.00	0.00	0.00	0.00
McKinley	0.00	0.00	0.00	0.00	0.00
Miller	0.00	0.00	0.00	0.00	0.00
Miramar Ranch	0.00	0.00	0.00	0.00	0.00

Elementary School Expulsion Rates by School, Continued

School	2001-02	2002-03	2003-04	2004-05	2005-06
Museum	0.00	0.00	0.00	0.00	0.00
North Park	0.00	0.00	0.00	0.00	0.00
Nubia	0.00	0.00	0.00	0.00	0.00
Nye	0.15	0.00	0.15	0.00	0.00
Oak Park	0.00	0.13	0.13	0.00	0.00
Ocean Beach	0.00	0.00	0.32	0.00	0.00
Pacific Beach	0.00	0.00	0.00	0.00	0.32
Paradise Hills	0.00	0.00	0.00	0.00	0.00
Rosa Parks	0.00	0.00	0.00	0.00	0.00
Penn	0.00	0.12	0.00	0.00	0.00
Perkins	0.00	0.23	0.00	0.25	0.00
Perry	0.00	0.00	0.00	0.00	0.00
Porter	—	—	—	—	0.46
Promise	—	0.00	0.00	0.00	0.00
Rolando Park	0.00	0.00	0.00	0.00	0.00
Ross	0.00	0.00	0.00	0.00	0.00
Rowan	0.00	0.00	0.00	0.00	0.00
Sandburg	0.00	0.00	0.00	0.00	0.00
Scripps	0.00	0.00	0.00	0.00	0.00
Sequoia	0.00	0.00	0.00	0.00	0.00
Sessions	0.00	0.00	0.00	0.00	0.00
Sherman	0.00	0.00	0.00	0.16	0.39
Silver Gate	0.00	0.00	0.00	0.00	0.24
Spreckels	0.00	0.00	0.00	0.27	0.28
Sunset View	0.00	0.00	0.00	0.00	0.00
Tierrasanta	0.00	0.00	0.00	0.00	0.00
Toler	0.00	0.00	0.00	0.00	0.00
Torrey Pines	0.00	0.00	0.00	0.00	0.00
Valencia Park	0.00	0.00	0.15	0.00	0.00
Vista Grande	0.00	0.00	0.00	0.18	0.00
Walker	0.00	0.00	0.00	0.00	0.00
Washington	0.00	0.00	0.32	0.00	0.00
Webster	0.17	0.00	0.00	0.00	0.00
Wegeforth	0.00	0.00	0.00	0.00	0.00
Whitman	0.00	0.00	0.00	0.00	0.00
Zamorano	0.14	0.00	0.00	0.00	0.00

"—" School site was not yet open

Middle Level School Expulsion Rates by School, 2001–02 through 2005–06

School	2001–02	2002–03	2003–04	2004–05	2005–06
Bell	0.96	0.68	0.76	0.54	1.48
Challenger	0.09	0.63	0.63	0.43	0.74
Clark	1.26	0.85	0.83	1.81	1.86
Correia	1.59	0.48	1.16	0.92	1.13
C.P.M.A.	—	1.85	2.01	1.00	2.50
De Portola	0.10	0.20	0.97	0.77	0.57
Farb	0.49	1.42	1.15	2.14	1.46
Gompers	—	—	—	2.50	1.52
High Tech Middle	—	—	0.00	0.00	0.00
High Tech Middle Media	—	—	—	—	0.00
Jola	—	—	—	—	0.00
Keiller	2.26	2.51	0.93	2.03	1.21
Kroc	0.66	0.97	1.39	1.25	0.87
Lewis	0.74	0.36	0.43	1.58	0.79
Mann	0.57	0.44	0.78	1.27	~
Mann Expedition	—	—	—	—	2.81
Mann Exploration	—	—	—	—	3.33
Mann Expression	—	—	—	—	2.43
Thurgood Marshall	0.09	0.28	0.10	0.29	0.18
Marston	0.77	0.48	0.97	0.88	0.44
Memorial	1.97	1.98	1.51	1.61	1.35
Momentum	—	—	—	—	0.00
Montgomery	0.25	0.26	1.60	0.99	1.48
Muirlands	0.19	0.19	0.09	0.28	0.47
O'Farrell	0.83	1.23	1.24	0.52	1.51
Pacific Beach	0.62	0.67	0.46	0.80	0.58
Pershing	0.73	0.90	0.95	0.88	1.18
Roosevelt	0.98	0.92	0.75	0.86	1.40
Standley	0.32	0.70	0.31	0.83	0.80
Taft	0.45	0.91	0.40	0.64	1.04
Wangenheim	0.14	0.36	1.02	0.72	1.20
Wilson	0.99	1.22	1.11	0.99	2.28

"—" School site was not yet open

Senior High School Expulsion Rates by School, 2001–02 through 2005–06

School	2001–02	2002–03	2003–04	2004–05	2005–06
Clairemont	0.29	0.29	0.41	0.41	0.14
Cortez Hill	0.00	0.00	0.00	0.00	0.00
Crawford	0.60	0.17	0.24	~	~
Crawford CHAMP	—	—	—	0.66	0.69
Crawford IDEA	—	—	—	1.20	0.25
Crawford Law & Business	—	—	—	0.69	1.16
Crawford Multimedia	—	—	—	0.24	1.64
Gompers	0.51	0.58	0.71	0.00	1.01
Henry	0.22	0.71	0.37	0.77	1.17
High Tech	0.00	0.00	0.00	0.00	0.00
High Tech International	—	—	—	0.00	0.00
High Tech Media Arts	—	—	—	—	0.00
Hoover	0.49	0.54	0.60	0.73	0.92
Kearny	0.48	0.48	0.18	~	~
Kearny Construction Tech	—	—	—	0.35	0.00
Kearny Digital Media	—	—	—	0.69	0.43
Kearny Intl Business	—	—	—	0.44	0.00
Kearny Sci Conn Tech	—	—	—	0.90	0.24
La Jolla	0.12	0.12	0.18	0.24	0.29
Madison	0.56	0.29	0.81	1.85	0.93
Mira Mesa	0.36	0.24	0.32	0.39	0.47
Mission Bay	0.38	0.49	0.81	0.47	1.08
Morse	0.28	0.39	0.40	0.27	0.50
Point Loma	0.11	0.26	0.77	1.04	0.99
San Diego	0.00	0.41	0.22	~	~
San Diego Business	—	—	—	0.87	0.67
San Diego CIMA	—	—	—	0.43	0.00
San Diego Intl Studies	—	—	—	0.41	1.24
San Diego LEADS	—	—	—	0.20	1.42
San Diego Media Vis Perf Art	—	—	—	0.00	0.73
San Diego Science Technology	—	—	—	0.61	0.91
Scripps Ranch	0.15	0.29	0.09	0.21	0.80
SD Metro Career Tech	—	—	—	0.00	0.00
Serra	0.78	0.51	1.08	0.85	1.23
University City	0.28	0.43	0.15	0.67	0.58

"—" School site was not yet open

"~" School site closed

Atypical School Expulsion Rates by School, 2001–02 through 2005–06

School	2001–02	2002–03	2003–04	2004–05	2005–06
Holly Drive	0.00	0.00	0.00	0.00	0.00
King/Chavez	0.00	0.00	0.00	0.00	0.00
Language Academy	0.14	0.13	0.00	0.00	0.00
Learning Choice Academy	—	—	—	0.00	0.00
Longfellow	0.00	0.00	0.16	0.00	0.00
Mt. Everest	0.00	0.00	0.00	0.00	0.00
Muir	0.32	0.00	1.29	0.00	0.71
Preuss School UCSD	0.20	0.00	0.13	0.00	0.00
Randolph	—	—	—	—	0.00
San Diego Cooperative	—	0.00	0.00	0.00	0.00
S.C.P.A.	0.40	0.13	0.20	0.13	0.34
Tubman Village Charter	0.00	0.00	0.00	0.00	0.00

"—" School site was not yet open

Alternative School Expulsion Rates by School, 2001–02 through 2005–06

School	2001–02	2002–03	2003–04	2004–05	2005–06
A.L.B.A.	0.00	2.30	7.14	9.92	0.00
Audeo Charter	0.00	0.00	0.00	0.00	0.88
Charter School of San Diego	0.00	0.00	0.00	0.00	0.00
Connections	0.00	0.00	0.00	0.00	0.00
Del Sol*	0.00	0.00	0.00	1.33	0.00
Garfield	0.71	0.64	0.24	1.29	0.74
Home and Hospital Instruction	0.00	0.00	0.00	0.00	0.00
LCI Instruction	0.00	0.00	0.00	0.00	0.00
New Dawn Day Treatment*	0.00	0.00	0.00	1.92	0.00
Riley*	0.00	0.00	2.44	0.00	0.00
TRACE*	0.00	0.00	0.00	0.00	0.00
TRACE Seniors*	0.00	0.00	0.00	0.00	0.00
Twain	0.74	0.00	0.62	0.00	0.24
Whittier Learning Center*	—	—	0.00	0.00	0.00

"—" School site was not yet open

* Special Education site/program

Appendix D: Definitions

Reason for Suspension	Description (per SDCS Administrative Procedure No. 6290)	Combined Suspension Reason
Alcohol/Intoxicants/Controlled Substances	Unlawfully possessed, used, sold, furnished, or under the influence of any controlled substance, an alcoholic beverage, or an intoxicant.	<i>Alcohol/Tobacco/Drugs*</i>
Assault/Battery/Mutual Combat	Caused, attempted to cause, or threatened to cause physical injury to another person (including school employees), except in self-defense; also included are attempted sexual assault, sexual assault, and sexual battery.	<i>Assault/Battery</i>
Disruption/Defiance	Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.	<i>Disruption/Defiance</i>
Drug Paraphernalia	Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.	<i>Alcohol/Tobacco/Drugs*</i>
Harassment	Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.	<i>Threats/Intimidation/Harassment*</i>
Hate Violence	Caused, threatened to cause, attempted to cause, or participated in acts of hate against persons or property.	<i>Hate Incidents</i>
Hazing	Engaged in, or attempted to engage in, hazing.	<i>Hazing</i>
Obscenity	Committed an obscene act or engaged in habitual profanity or vulgarity.	<i>Obscenity</i>
Property Damage	Caused or attempted to cause damage to school property or private property.	<i>Property Damage</i>
Property Theft	Stole or attempted to steal school property or private property, or received stolen property.	<i>Theft/Stolen Property</i>
Robbery/Extortion	Committed or attempted to commit robbery or extortion.	<i>Robbery/Extortion</i>
Sexual Harassment	Made unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.	<i>Sexual Harassment</i>
Substance in Lieu of Alcohol/Intoxicants/Controlled Substance	Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.	<i>Alcohol/Tobacco/Drugs*</i>
Threats and Intimidation	Harassed, intimidated, or threatened a pupil who is a complaining witness or a witness in a disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both; made terrorist threats against school officials or school property, or both.	<i>Threats/Intimidation/Harassment*</i>
Tobacco or Nicotine Products	Possessed or used tobacco or any product containing tobacco or nicotine, including but not limited to cigarettes, smokeless tobacco, snuff, chew packets, and betel (except by a pupil of his or her own prescription products). A fourth offense requires an expulsion referral.	<i>Alcohol/Tobacco/Drugs*</i>
Weapons	Possessed, sold, or otherwise furnished any firearm, replica firearm, knife, explosive, or other dangerous object, or used any object in a threatening manner.	<i>Weapons</i>

* Combined suspension category used in this report.