

STUDENT SUSPENSIONS AND EXPULSIONS: 2006–07

Issue/Concern

Suspending and/or expelling a student from school are the two most severe outcomes that a student can receive as a consequence of disciplinary infractions.^{1,2} 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 learning lends further importance to a better understanding of student behavior and school disciplinary practices. This report reviews out-of-school (regular) suspension, in-school suspension,³ and expulsion data for 2006–07.

Background

The district has monitored student suspensions for the last 26 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 Board of Education 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 data on the district's client-server student database; these coded summaries of incidents of out-of-school suspensions 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 school site entry of suspension data using this new program, clean-up of this data was lengthy, resulting in delays in reporting districtwide and individual school suspension information for 2006–07. 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, 2006–07 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 2006–07 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 members 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. Bernd, Mara E. *Student Suspensions and Expulsions: 2005–06*, Research and Reporting Department, San Diego Unified School District, November 2007. Bernd, Mara E.

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. The 2006–07 district suspension rate (11.2 suspensions per 100 students) reached a record high for the third year in a row (see Figure 1). There were 14,740 student suspensions during the 2006–07 school year, a slight increase from 14,418 in 2005–06. Multiple suspensions for individual students are included in these totals. The rate in 2006–07 continued the trend of higher suspension rates in recent years.

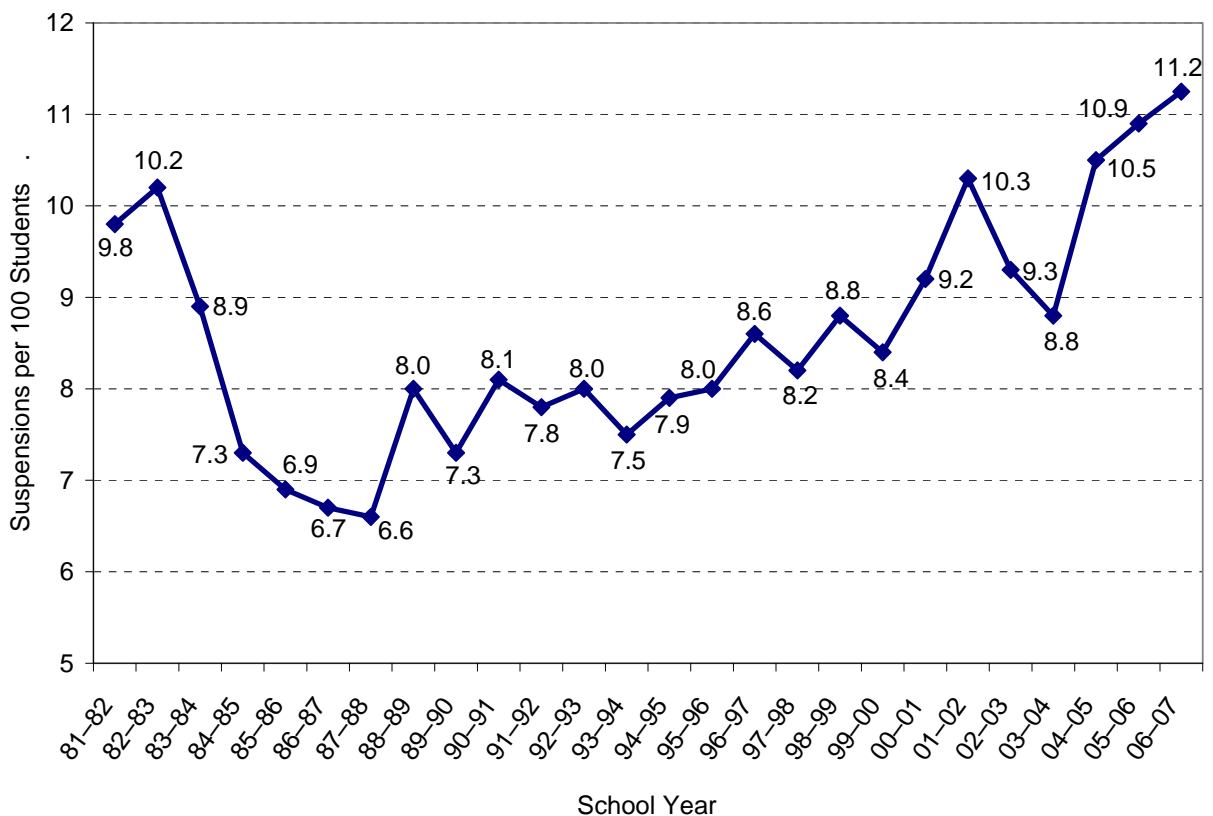


Figure 1. District suspension rates, 1981–82 through 2006–07.

Despite the increase in the overall suspension rate, the percentage of students suspended (excluding multiple suspensions per student) stayed the same as the prior year (see Figure 2), its second highest level in the past 25 years. The changes in the percentage of students suspended closely parallel the changes in suspension rates.

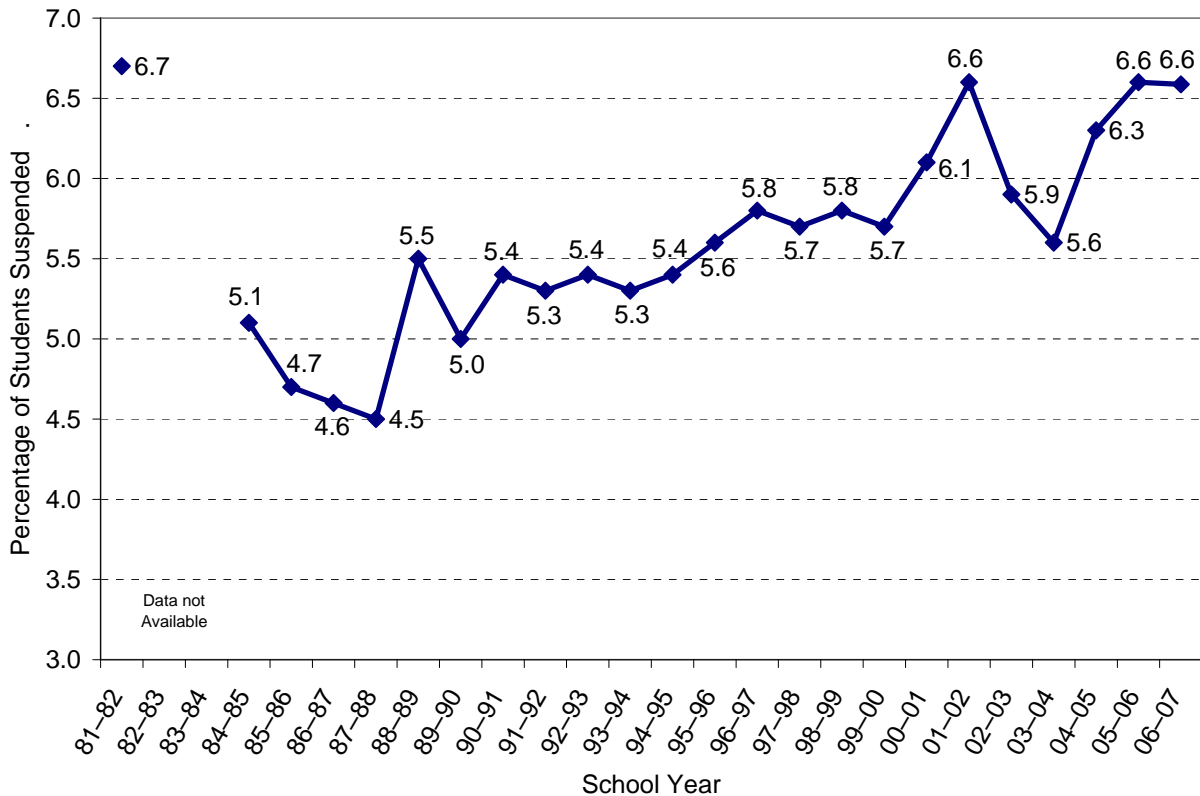


Figure 2. Percentage of district students suspended, 1981–82 to 2006–07.

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) Native American, Pacific Islander, and Hispanic 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 Indochinese students, whose rates decreased slightly, the rates for the rest of the ethnicities rose slightly last year. The suspension rates for Hispanic, Pacific Islander, Native American, and African American students reached their highest levels in the past 23 years.

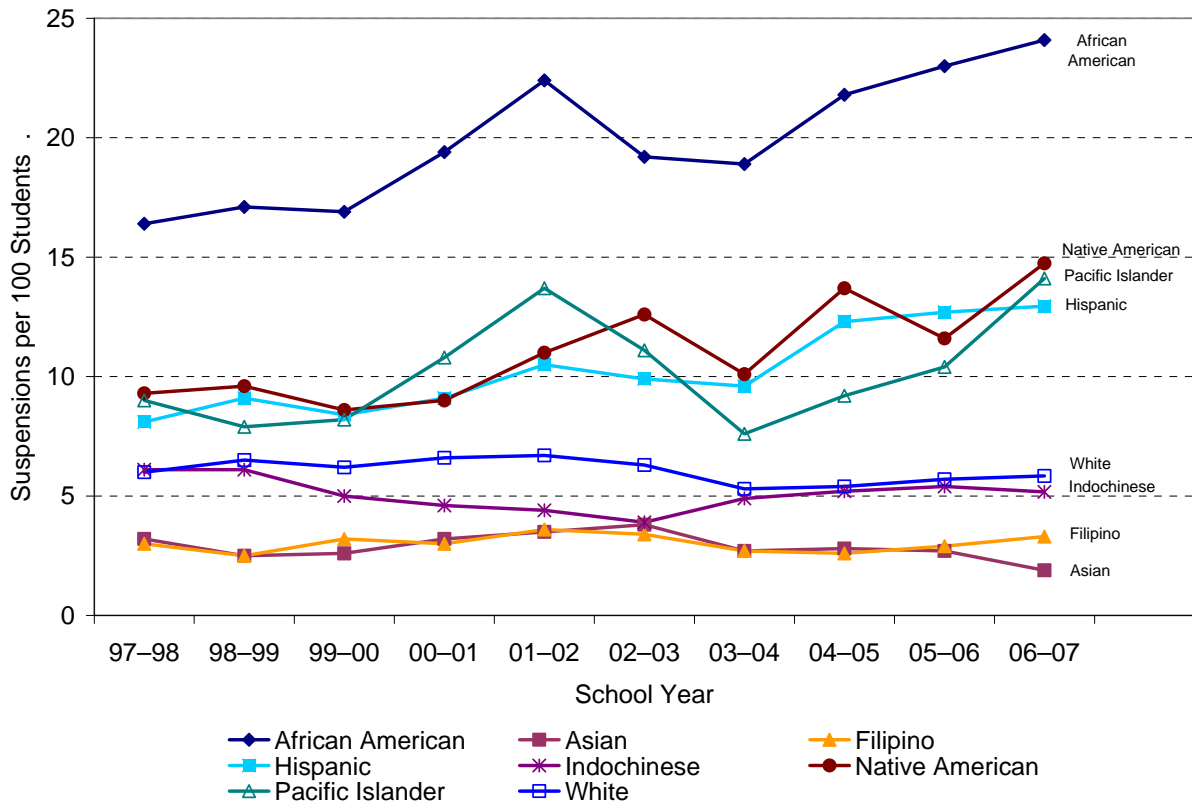


Figure 3. District suspension rates for major racial/ethnic groups, 1997–98 through 2006–07.

When the suspension rate increases, but with an unchanged percentage of students suspended, it implies that there are more students with multiple suspensions. This was indeed the case for most racial/ethnic groups between 2005–06 and 2006–07. The only racial/ethnic group that had a lower percentage of suspended students with multiple suspensions in 2006–07 compared to the prior year was Asian students (from 26 percent to 20 percent; see Table 1). The percentages of students with multiple suspensions for other ethnic groups all increased, ranging from 19.4 percent of suspended Filipino students to 38.7 percent of suspended African American students.

This variation in multiple suspensions for suspended students is reflected in the average number of suspensions per suspended student for the racial/ethnic groups: 2.00 for Native American, 1.82 for African American, 1.73 for Hispanic, and 1.69 for Pacific Islander students, compared to 1.59 for Indochinese, 1.52 for White, 1.43 for Filipino, and 1.29 for Asian students (the districtwide average was 1.71 suspensions per suspended student).

Table 1
Percentage of Suspended Students with More than One Suspension, 1997–98 through 2006–07

Year	District	Gender		Race/Ethnicity							
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White
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
2006–07	34.2	27.0	37.1	38.7	20.0	19.4	34.9	28.4	34.0	35.2	27.3

Suspension rates by gender. Table 1 also shows the differences in suspension rates between genders. In 2006–07, over one-third (37.1 percent) of suspended males incurred more than one suspension, compared to over one-quarter (27.0 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 2006–07 was about 3:1, a ratio maintained since at least the past 10 years. The female suspension rate in 2006–07, the highest in the past 22 years, represented a 4 percent increase from 2005–06. The male suspension rate increased by 3 percent.

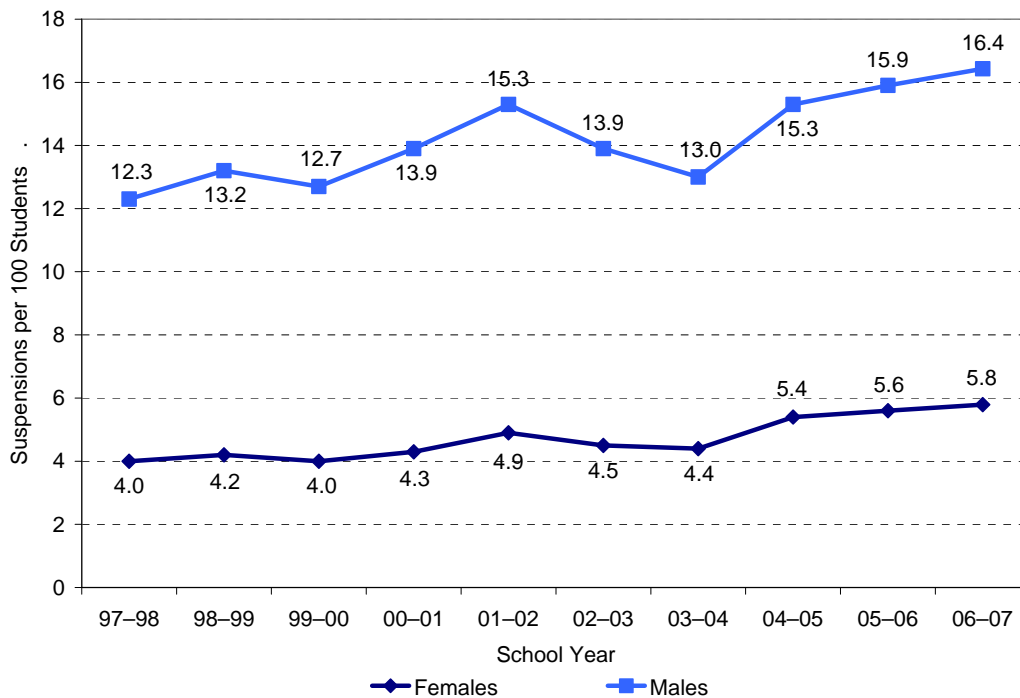


Figure 4. District suspension rates by gender, 1997–98 through 2006–07.

Native American, Asian, Pacific Islander, White, Hispanic, and Indochinese students’ male-to-female suspension ratios exceeded the district average, while African American and Filipino students’ ratios were lower (see Table 2). Because all racial/ethnic groups exhibit gender differences, subgroup differences are much greater. For example, African American males’ rate of 33.9 suspensions per 100 students in 2006–07 far exceeds the 0.6 rate of Asian females. Male-female differences in suspension rates also vary by grade level. In 2006–07, the highest male-female ratio was in Grade 1 (13.6 male suspensions for every female suspension) and the lowest was in Grade 9 (2.1 male suspensions for every female suspension).

Table 2
Suspension Rates by Racial/Ethnic Group and Gender, 1997–98 through 2006–07

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
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
2006–07	5.8	16.4	13.7	33.9	0.6	3.2	1.8	4.6	6.6	19.1	2.8	7.4	4.1	25.8	5.7	22.1	2.6	8.9

Suspension rates by grade level. Grade-level suspension rates vary even more than ethnic or gender rates. In 2006–07, the suspension rate for Grade 8 students was over 41 times as high as that for kindergartners (see Figure 5). This pattern is consistent with data from previous years.

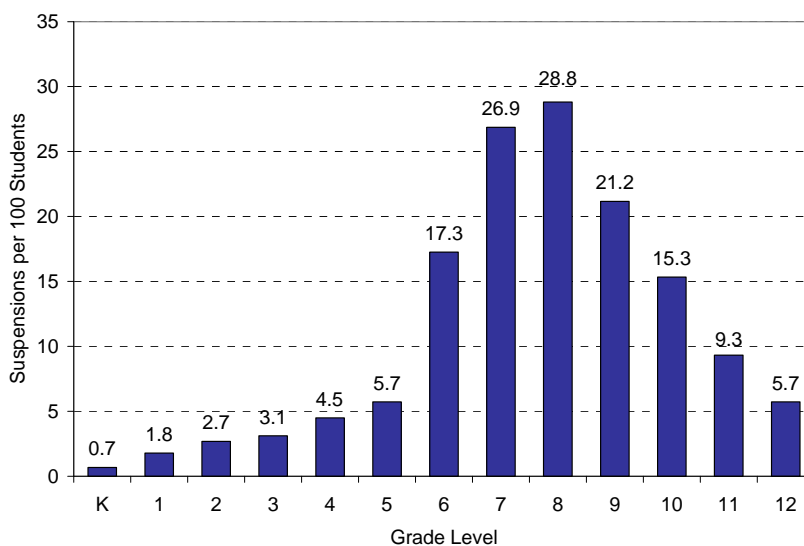


Figure 5. District suspension rates by grade level, 2006–07.

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 13.4 in both 2004–05 and 2005–06, with an increase as well in 2006–07. 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 24.3 in 2006–07.

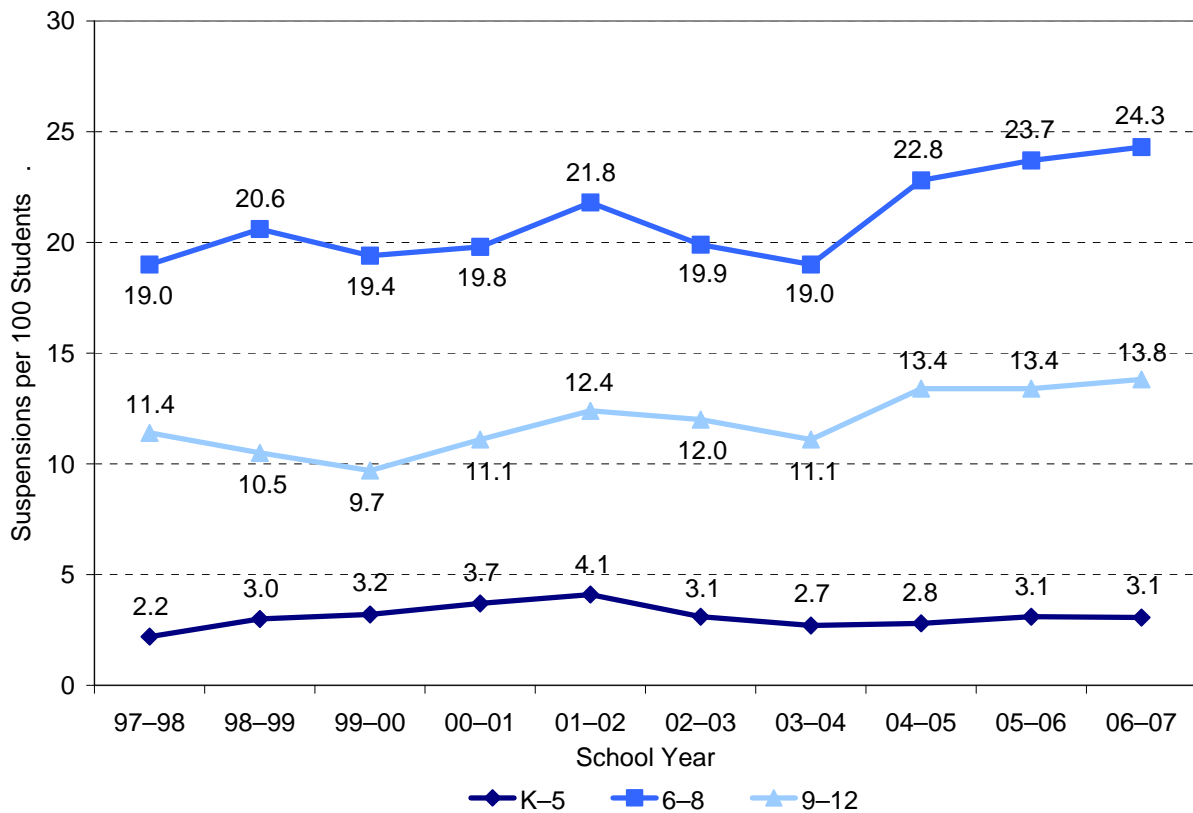


Figure 6. Suspension rates for elementary, middle level, and senior high students, 1997–98 through 2006–07.

Racial/ethnic groups also vary in grade-level ratios, as shown in Table 3. Districtwide, the suspension rate for Grade 7–12 students was over three and a half times that for K–6 students in 2006–07. Asian, Native American, and Indochinese student suspension rates at the secondary level were about five times as high as in elementary grades, and four and a half times as high for Hispanic students. Secondary rates for Filipino, Pacific Islander, and White students were between three and four times as high. The lowest ratio was for African American students, whose rate for secondary students was 2.8 times as high as for elementary students.

Table 3
Suspensions per 100 Elementary and Secondary Students by Racial/Ethnic Group,
1997–98 through 2006–07

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
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
2006–07	5.1	18.6	13.2	36.6	0.7	3.5	1.4	5.3	5.1	22.9	1.8	8.9	5.3	26.4	6.8	23.8	2.9	9.3

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 2006–07. The pattern is very clear: relatively low and slowly rising suspension rates through Grade 3, 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 equals 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 2006–07 are above corresponding rates for 1997–98. In grades 11 and 12, the rates in 2006–07 are lower than those in 1997–98.

⁹ Dropout data for 2006–07 were not available at the time of writing this report, so a comparison of the suspension rates for students who had dropped out in the 2006–07 school year with suspension rates for all secondary students could not be conducted. Nonetheless, a true comparison is difficult to conduct 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, 1997–98 through 2006–07

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
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
2006–07	0.7	1.8	2.7	3.1	4.5	5.7	17.3	26.9	28.8	21.2	15.3	9.3	5.7

Suspension rates by reason.¹⁰ The two most common reasons for suspension remain assault/battery and disruption/defiance.¹¹ Over the past 10 years, these two reasons have accounted for 69.7 percent (a low reached in 2003–04) to 73.8 percent (a high reached in 1998–99) 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 2006–07, 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, two in the second and third years, and ten in the fourth year, 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.

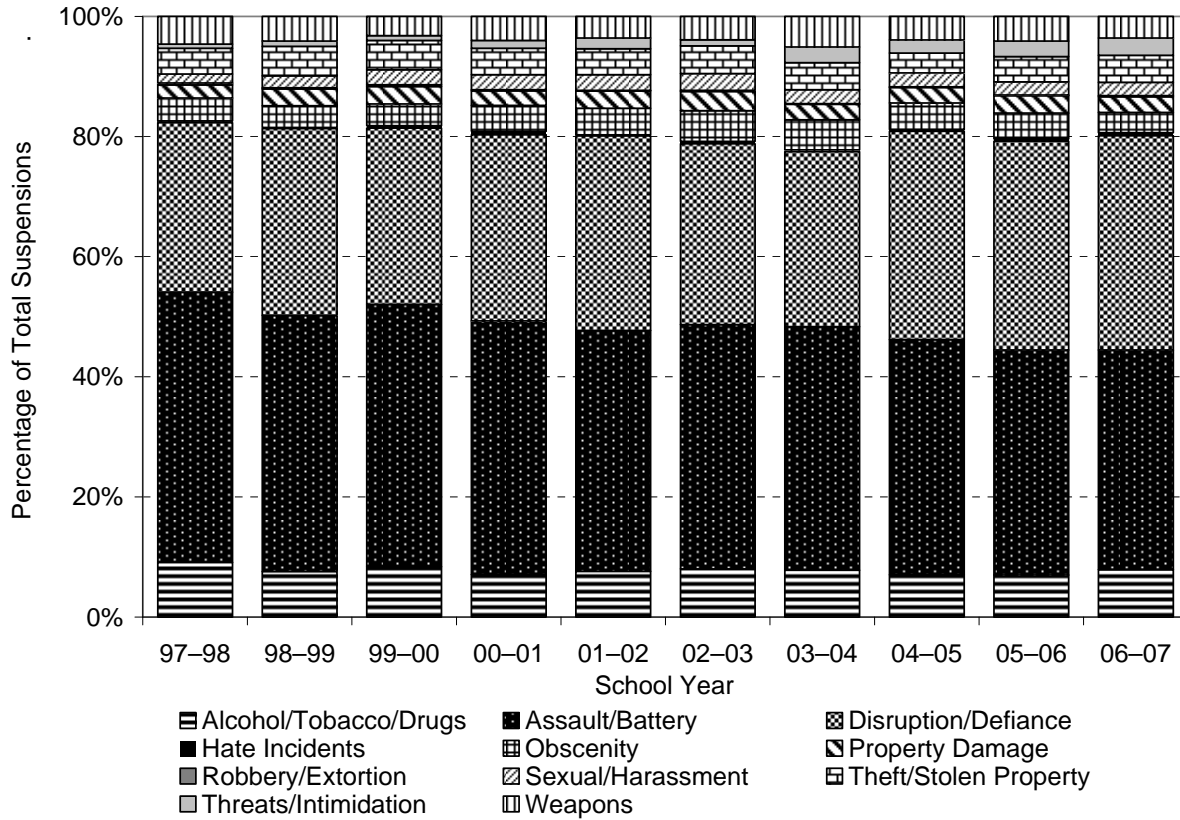


Figure 7. Suspensions by reason as a percentage of all suspensions, 1997–98 through 2006–07.

Table 5 shows that the rate of suspension for obscenity, property damage, and weapons dipped slightly in 2006–07. Rates rose slightly for alcohol/tobacco/drugs, assault/battery, disruption/defiance, hate incidents, robbery/extortion, sexual harassment, theft/stolen property, and threats/intimidation/harassment, with the rate for disruption/defiance reaching its highest level in the last 23 years.

Table 5
Suspension Rates by Reason for Suspension, 1997–98 through 2006–07

Year	Alcohol Tobacco Drugs	Assault Battery	Disruption Defiance	Hate Incidents	Obscenity	Property Damage	Robbery Extortion	Sexual Harassmt	Theft Stolen Property	Threats Intimidtn Harassmt	Weapon
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
2006–07	0.89	4.12	4.01	0.05	0.39	0.30	0.02	0.25	0.50	0.32	0.40

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 0.32 in 2006–07).

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 2006–07 to 0.25.

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 a mandatory expulsion recommendation.

There was a general decline in the average length of suspension between 1997–98 and 2001–02, followed by increases in the next three years and a slight dip in 2005–06 that remained through 2006–07 (see Table 6). Over the years, suspensions of males have averaged slightly longer than those of females. Native American students had the shortest average lengths of suspensions in 5 of the last 10 years (sharing one year with Asian students), Asian students in 3, White students in 2, and Filipino students in 1. Pacific Islander students had the longest average length of suspension for three years (sharing one year with Filipino students), Native American, Indochinese, and Filipino students for two years each, and African American and Asian students for one year each. The variability of the average suspension length for Native American students reflects the small number of these students suspended each year (just 106 suspensions in 2006–07, the lowest number of any racial/ethnic group aside from Asian students).

Table 6

Average Length of Suspension in Days by Gender and Racial/Ethnic Group, 1997–98 through 2006–07

Year	District	Gender		Race/Ethnicity							
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White
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
2006–07	2.10	2.04	2.12	2.09	2.20	2.17	2.10	2.19	2.05	2.09	2.10

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 1.78 days in 2006–07, climbing to an average of 1.91 in grades 3–6, and jumping to a 2.17 average in grades 7–12. The difference in highest (Grade 11) and lowest (Grade K) average suspension length by grade level was 0.55 day in 2006–07. This is almost 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 differential 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. Whether this difference in suspension length between lower- and upper-grade students is a reflection of the seriousness of the offenses committed by the older students, or the leniency of the administration because of the age of the younger students, is something that cannot be determined without further investigation, which is beyond the scope of this report.

Table 7
Average Length of Suspension in Days by Grade Level, 1997–98 through 2006–07

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
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
2006–07	1.69	1.72	1.85	1.76	1.92	1.78	1.98	2.05	2.12	2.24	2.27	2.28	2.25

Special education students. Of the 14,740 suspensions in 2006–07, 3,920 (26.6 percent) involved special education students.¹² The suspension rate for special education students increased 9 percent from the previous year, while the rate for non-special education students increased by 6 percent. Special education students had a suspension rate of 26.5 suspensions per 100 students, almost three times the 9.3 rate for non-special education students (see Figure 8).

The portion of special education suspensions accounted for by assault/battery (39.2 percent) was higher than that for non-special education students (35.7 percent). On the other hand, the portion of special education suspensions accounted for by alcohol/tobacco/drugs (5.8 percent) is lower than the corresponding portion for non-special education students (8.7 percent).

¹² Special education students are those with Individual Education Plans (IEPs).

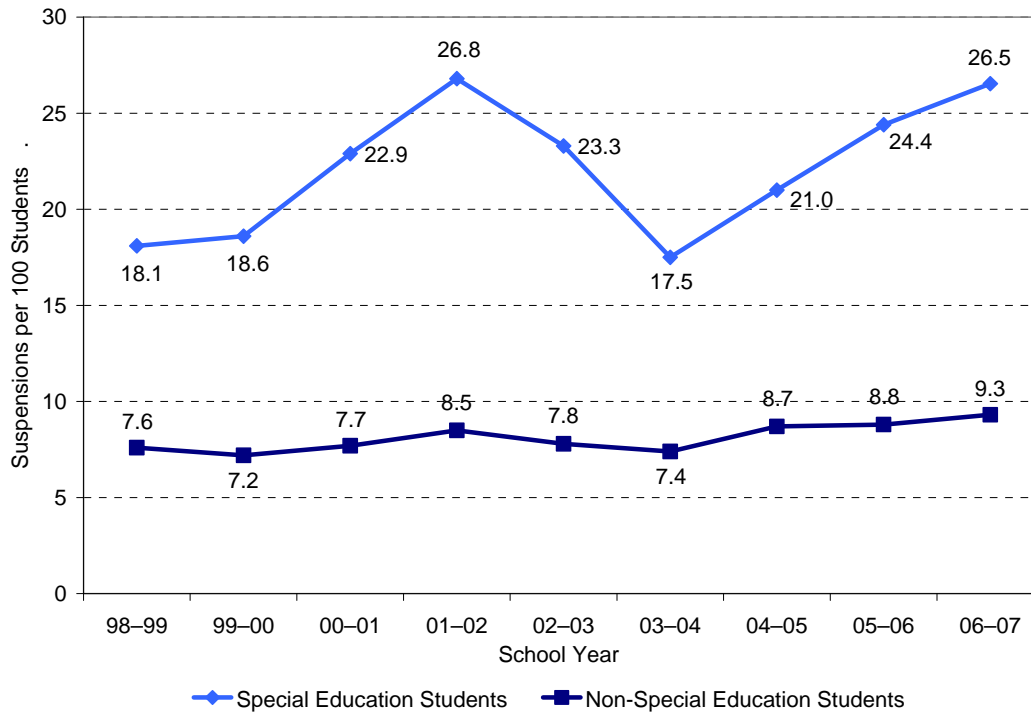


Figure 8. District suspension rates for Special Education and Non-Special Education Students, 1998–99 through 2006–07.

As in the general population, male students, comprising 67.6 percent of all special education students, accounted for a disproportionate number of special education suspensions—84.5 percent. Similarly, African American students, comprising 19.2 percent of special education students, accounted for 35.0 percent of special education suspensions. Hispanic students comprised 45.5 percent of special education students and accounted for approximately the same proportion of special education suspensions (45.2 percent). By contrast, White students comprised 25.6 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 9.7 percent of special education students and received only 4.8 percent of special education suspensions.

In-school suspensions. In-school suspension (ISS) was developed and implemented in the 1970s because of parent and educator concerns 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.¹³ 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.

¹³ 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.

There was almost the exact same number of in-school suspensions in 2005–06 (3,742 in-school suspension days) and 2006–07 (3,741 in-school suspension days). However, the rate increased from 2.8 in-school suspension days per 100 students to 2.9 due to lower enrollment in 2006–07 (see Figure 9). In-school suspension rates are computed using the entire district enrollment, including enrollment 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 (e.g., Garfield and Twain).¹⁴

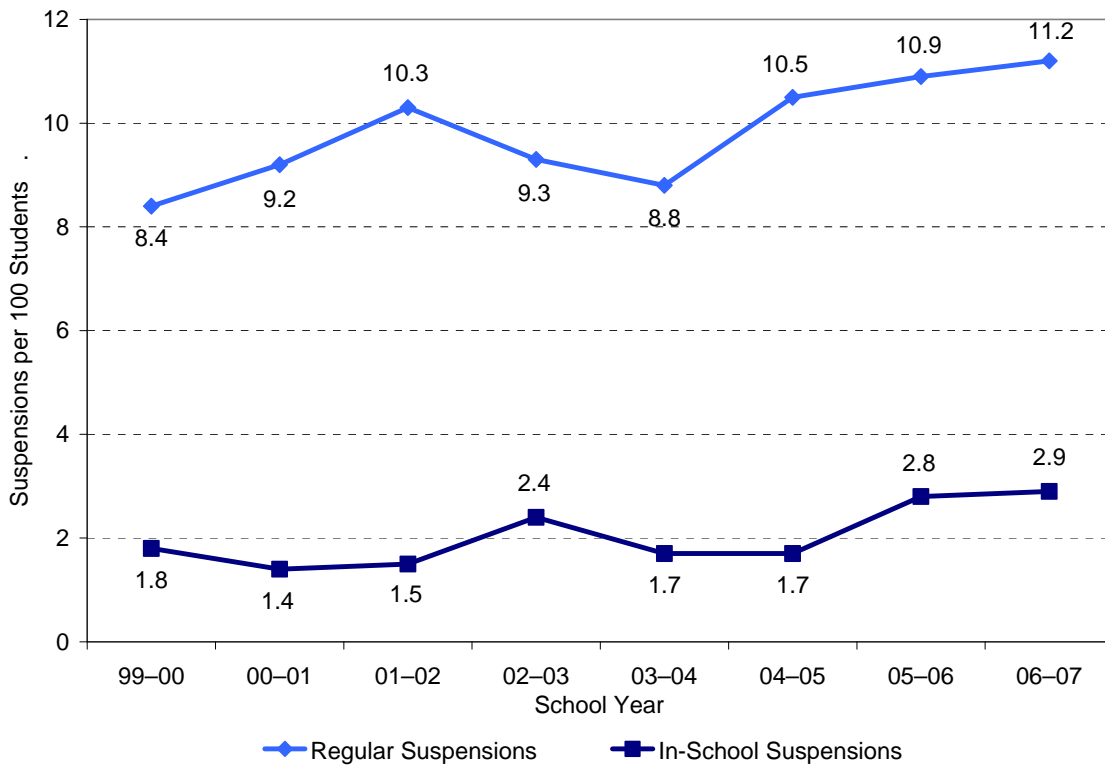


Figure 9. District suspension rates, regular and in-school, 1999–2000 through 2006–07.

¹⁴ Schools with positive attendance report attendance data only when a student earns attendance credit, as opposed to assuming attendance if a student is not reported absent.

Similar to the pattern for regular suspensions, in-school suspension rates in 2006–07 peaked in the middle level grades (see Table 8).

Table 8
In-School Suspension Rates by Grade Level, 1999–2000 through 2006–07

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
2006–07	0.18	0.81	0.91	1.03	1.79	2.63	5.99	7.39	7.58	2.94	2.42	1.22	1.75

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 nine in the last eight years. One school has had over 100 in-school suspensions for four of the last eight years, five schools for three of the past eight years, and ten schools for two of the last eight 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 eight years by seven different schools—has accounted for anywhere from 10.5 to 25.3 percent of all district in-school suspensions. The large differences in in-school suspension rates within a school over time and between schools may be an indication of the diverse and inconsistent practices in assigning this type of consequence from school to school, from year to year, and from administrator to administrator.

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.

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.

Table 9
In-School Suspension Rates by Racial/Ethnic Group and Gender, 1999–2000 through 2006–07

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
2006–07	2.86	1.64	4.01	6.50	0.52	0.78	3.53	1.05	1.53	3.10	0.99

Expulsions. In 2006–07, the district expulsion rate was 0.30 expulsions per 100 students (see Table 10), lower than the rates for the previous three years. Appendix C lists the expulsion rates by school for the past five years. Over 84 percent of the 398 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. As with suspensions, African American and Hispanic students' expulsion rates have usually exceeded the district rate. Asian, Filipino, Indo-chinese, Pacific Islander, and White students had expulsion rates below the district rate in 2006–07. The Native American student expulsion rate was above the district rate in 2006–07, 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, 1997–98 through 2006–07

Year	District	Gender		Race/Ethnicity							
		Female	Male	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White
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
2006–07	0.30	0.10	0.50	0.55	0.11	0.16	0.39	0.19	0.42	0.08	0.12

Much like suspensions, expulsions peak around the middle level grades (see Figure 10). Over the last 12 years, Grade 8 has had the highest expulsion rate ten times, Grade 7 once, and Grade 9 once (in 2006–07). During those 12 years, Grade 8 students received 20 to 30 percent of total district expulsions each time.

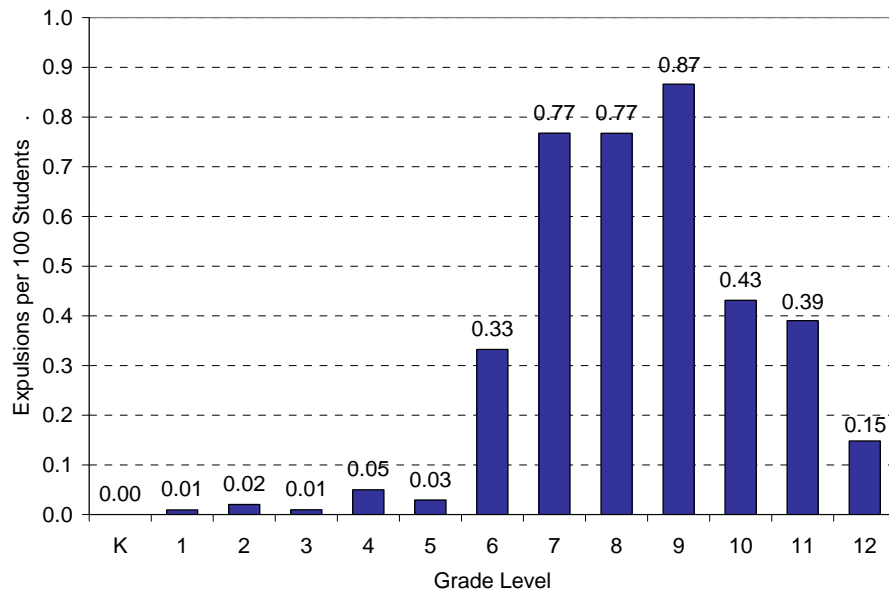


Figure 10. District expulsion rate by grade level, 2006–07.

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. One suggested possibility to explain this phenomenon is the ethnic composition of the administration or teaching staff, which was not supported by a recent study.¹⁵ More likely, the author suggested that it is better explained by an interaction of multiple factors, in which African American students tend to live in low-income neighborhoods, and schools in these neighborhoods tend to have a difficult time retaining experienced teachers. Inexperienced teachers may have a harder time responding to discipline issues effectively and serving the students' needs academically.

¹⁵ Arcia, E. (Fall 2007). Variability in Schools' Suspension Rates of Black Students. *Journal of Negro Education*, at http://findarticles.com/p/articles/mi_qa3626/is_200710/ai_n25139931?tag=artBody;coll.

Outside the classroom, these same low-income neighborhoods tend to have higher crime rates, which can also have an effect on the behaviors of students within the school. Despite these convincing arguments, it is nearly impossible to pin-point the exact reason for these discrepancies without further empirical research.

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 2006–07 suspension rates for individual reasons by racial/ethnic group, gender, and grade level, respectively, and Figures 12 to 14 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 2006–07 in all categories but alcohol/tobacco/drugs, which was held by Pacific Islander students, and property damage and sexual harassment, which were held by Native American students.

Table 11
Suspension Rates by Reason and Racial/Ethnic Group, 2006–07

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.	0.89	9.96	8.89	0.09	0.80	0.39	0.11	0.64	0.97	0.74	0.60
Asian	0.27	0.79	0.45	0.00	0.09	0.02	0.00	0.05	0.14	0.00	0.09
Filipino	0.37	1.39	0.89	0.01	0.02	0.15	0.00	0.07	0.15	0.08	0.08
Hispanic	1.03	4.36	4.81	0.07	0.48	0.42	0.01	0.25	0.66	0.35	0.50
Indochin.	0.43	2.15	1.62	0.01	0.13	0.13	0.01	0.03	0.14	0.23	0.25
Nat. Am.	0.56	5.56	5.56	0.00	0.28	0.56	0.00	0.83	0.42	0.42	0.56
Pac. Isl.	1.55	6.05	4.34	0.00	0.39	0.23	0.00	0.23	0.54	0.47	0.31
White	0.93	2.04	1.78	0.02	0.19	0.14	0.00	0.13	0.19	0.17	0.25

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, Native American students had the highest proportion of disruption/defiance and sexual harassment offenses. Asian students had the highest proportion of obscenity and theft/stolen property, and Filipino students had the highest proportion of property damage and weapons offenses. White students had the highest proportion of alcohol/tobacco/drug incidents, African American students had the highest proportion of robbery/extortion incidents, Hispanic students had the highest proportion of hate incidents, and Indochinese students had the highest proportion of threats/intimidation offenses.

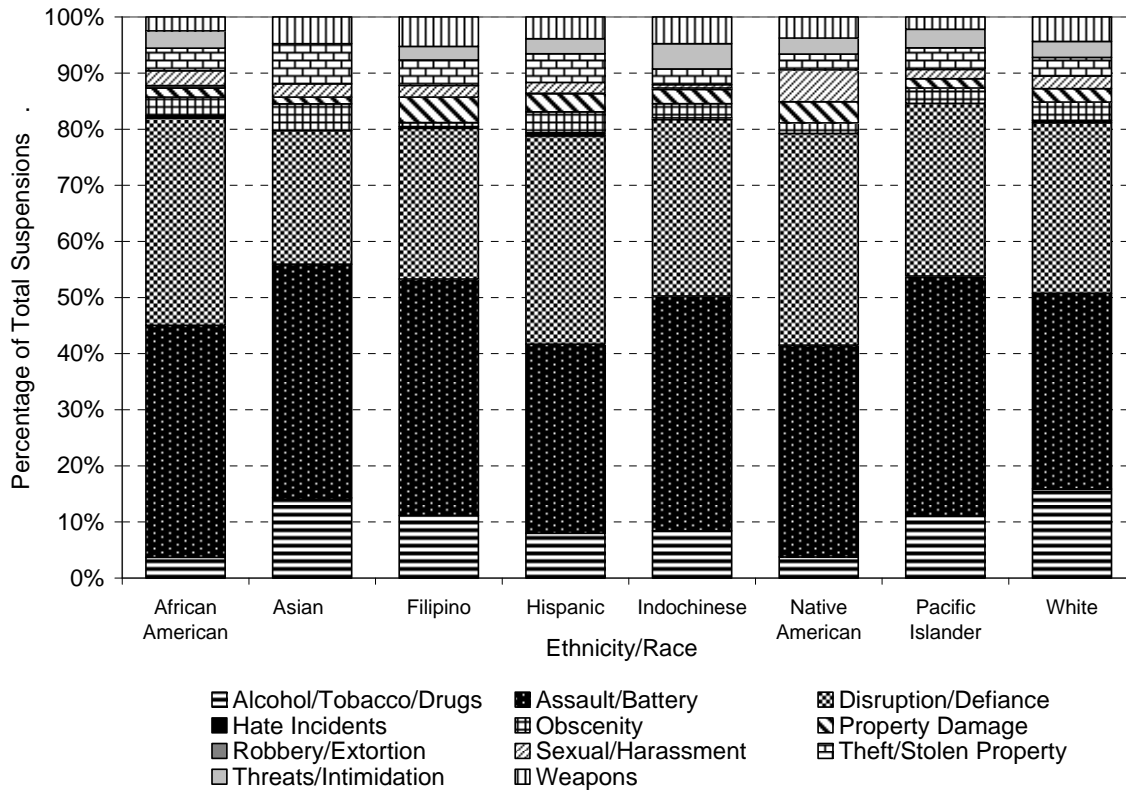


Figure 11. Suspensions by reason as a proportion of all suspensions by racial/ethnic group, 2006–07.

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 2.4 to 1 for threats/intimidation/harassment to 14.4 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 degrees to which males are suspended for disruption/defiance, theft/stolen property, obscenity, weapons, property damage, sexual harassment, hate incidents, and robbery/extortion and females' *relatively* high involvement in offenses involving assault/battery, alcohol/tobacco/drugs, and threats/intimidation.

Table 12
Suspension Rates by Reason and Gender, 2006–07

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	0.51	2.35	2.05	0.01	0.18	0.13	0.01	0.03	0.25	0.18	0.08
Male	1.25	5.80	5.87	0.09	0.58	0.45	0.03	0.45	0.74	0.45	0.70

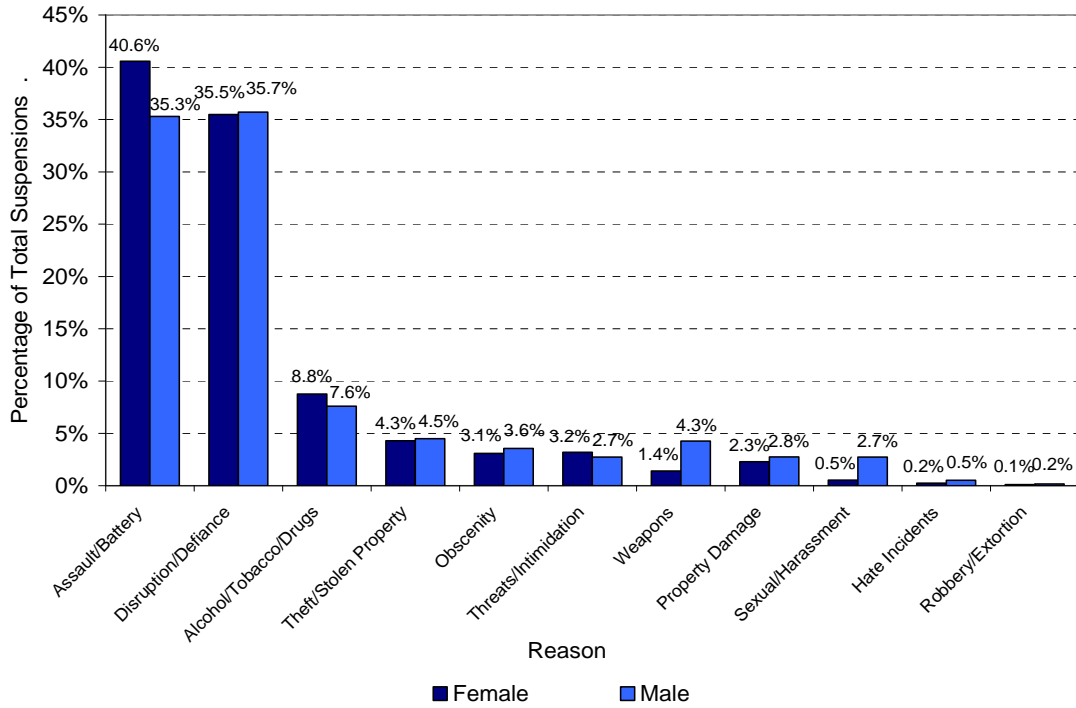


Figure 12. Suspensions by reason as a proportion of all suspensions by gender, 2006–07.

In 2006–07, suspension rates for six types of offenses peaked in Grade 8 (see Table 13). Alcohol/tobacco/drug offenses peaked in Grade 10 and assault/battery, property damage, theft/stolen property, 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 4, while that of robbery occurs in Grade 10.

Table 13
Suspension Rates by Reason and Grade Level, 2006–07

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	0.44	0.19	0.00	0.03	0.00	0.00	0.00	0.01	0.00	0.01
1	0.01	1.02	0.45	0.01	0.14	0.05	0.00	0.00	0.05	0.03	0.04
2	0.00	1.46	0.66	0.01	0.15	0.04	0.00	0.04	0.14	0.03	0.14
3	0.00	1.69	0.78	0.01	0.11	0.11	0.00	0.05	0.20	0.04	0.14
4	0.13	2.01	1.22	0.00	0.06	0.15	0.01	0.09	0.27	0.21	0.35
5	0.03	2.74	1.47	0.02	0.12	0.20	0.00	0.31	0.41	0.17	0.27
6	0.22	8.16	5.16	0.08	0.46	0.35	0.01	0.64	1.04	0.54	0.60
7	1.09	10.75	9.31	0.09	0.98	0.80	0.03	0.64	1.28	0.77	1.05
8	1.90	10.30	10.41	0.15	1.05	0.75	0.06	0.77	1.20	1.21	1.01
9	2.29	5.82	9.12	0.14	0.95	0.63	0.05	0.21	0.79	0.51	0.64
10	2.30	4.22	6.20	0.11	0.49	0.39	0.04	0.25	0.56	0.37	0.40
11	2.16	2.65	3.46	0.03	0.17	0.16	0.01	0.07	0.29	0.09	0.23
12	1.46	1.15	2.35	0.00	0.12	0.14	0.01	0.09	0.11	0.10	0.21

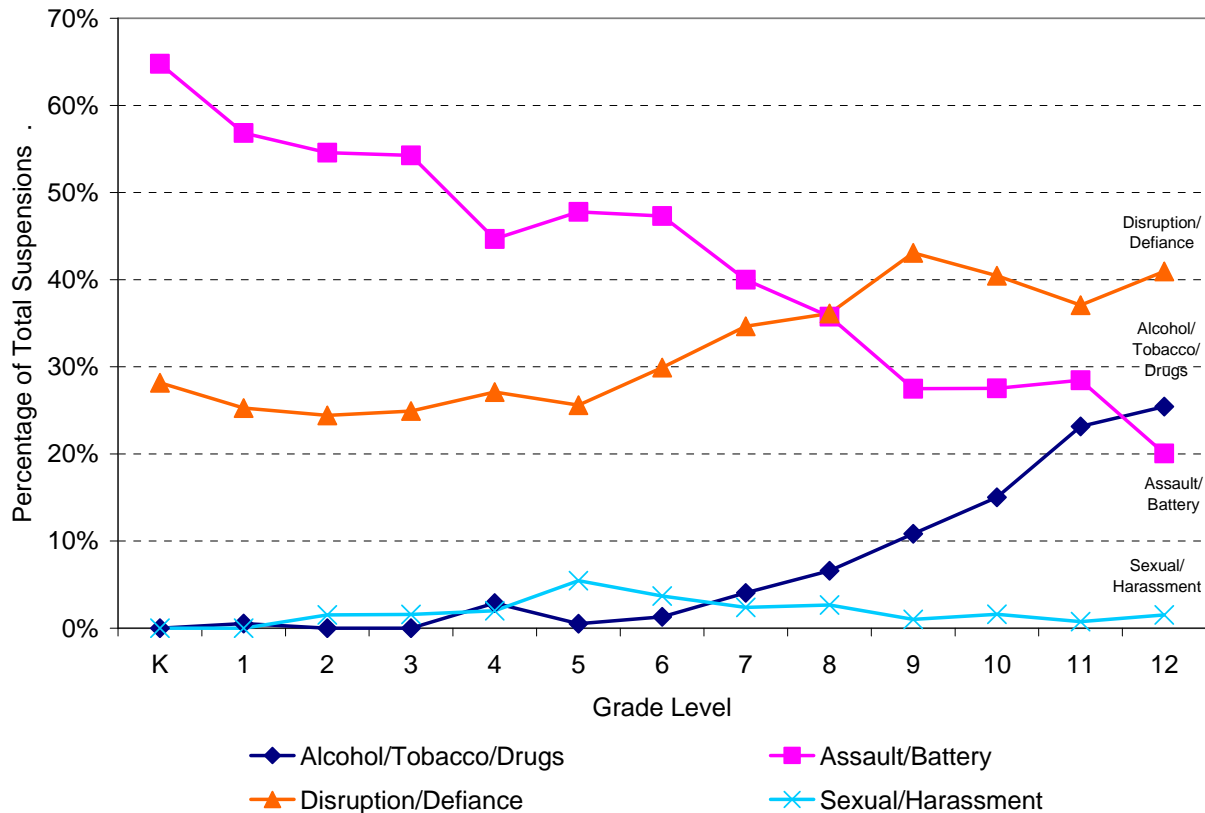


Figure 13. Suspensions by selected reason as a proportion of all suspensions by grade level, 2006–07.

Average suspension lengths. There is a fairly consistent interaction between the suspension rate and the average length of suspension over the past 10 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 and 2006–07, when increases of the suspension rates were met with lower average suspension lengths.

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, the 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, the rates for both special education and non-

special education students increased in each of the next three years, with special education students' rates increasing faster than those for non-special education students each year.

In-school suspensions. In-school suspension data for 2006–07 were drawn from the Zangle database of attendance data files for the first time. Attendance data for positive attendance schools (e.g., Garfield, Twain) 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.

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 new peaks were reached in 2004–05 and 2005–06. 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, and exceeded yet again in 2006–07 with a rate of 11.2. Unfortunately, the small yearly changes in 2002–03 and 2003–04 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 gender and race/ethnicity of the students plays a role in the suspension rates and lengths of out-of-school suspensions. Yet, the racial/ethnic and gender gaps have not been reduced, which could potentially be a goal for the district in the future.

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

Appendix A: Suspension Rates by School

Elementary School Student Suspension Rates by School, 2002–03 through 2006–07

School	2002–03	2003–04	2004–05	2005–06	2006–07
Adams	2.69	3.19	3.99	0.48	3.74
Alcott	2.40	2.59	1.23	3.83	4.05
Angier	0.64	4.47	1.49	2.48	3.40
Audubon	8.65	3.83	3.01	8.21	6.43
Baker	5.46	2.20	6.34	14.37	5.11
Balboa	3.01	0.00	3.93	1.85	1.64
Barnard	4.92	1.26	2.21	4.79	0.66
Bay Park	1.35	2.24	1.07	0.47	2.89
Bayview Terrace	2.15	1.30	2.13	4.08	6.16
Benchley/Weinberger	0.76	5.40	1.12	1.11	0.00
Bethune	2.33	0.43	2.98	4.28	8.30
Bird Rock	0.21	8.17	0.00	0.00	0.21
Birney	12.41	3.17	6.57	9.63	7.52
Boone	1.26	6.93	2.42	1.72	1.24
Burbank	10.30	0.00	0.58	1.52	3.20
Cabrillo	0.48	4.48	0.41	0.47	1.39
Cadman	14.34	3.07	1.61	0.83	0.41
Carson	0.49	5.58	1.62	6.85	3.94
Central	1.76	5.71	0.23	1.32	1.65
Chavez	7.36	0.52	5.79	3.96	4.41
Cherokee Point	—	—	—	5.41	2.14
Chesterton	0.85	4.65	0.00	1.07	1.45
Children's Conservation Academy	—	—	—	6.15	0.60
Chollas/Mead	2.28	4.45	6.24	1.71	3.57
City Arts	—	—	—	—	13.33
Clay	4.66	0.00	8.51	4.09	3.95
Crown Point	0.52	1.88	0.00	0.00	0.00
Cubberley	1.22	0.51	6.34	7.72	10.53
Curie	0.17	2.52	0.34	3.70	1.69
Dailard	1.27	13.79	0.78	2.99	1.42
Dana	6.78	1.28	14.89	13.24	8.51
Darnall	1.90	0.88	2.76	1.79	11.59
Dewey	1.72	1.58	0.41	1.04	2.14
Dingeman	0.47	0.26	0.24	0.12	0.71
Doyle	0.25	3.17	0.00	0.63	0.12
Edison	1.40	0.00	5.10	6.14	8.70
Einstein Academy	0.00	6.49	0.00	2.60	0.00
Emerson/Bandini	5.39	2.47	10.00	8.84	8.36
Encanto	7.55	2.27	3.82	7.75	5.84
Ericson	2.07	0.78	0.96	1.41	1.72
Euclid	1.36	0.00	0.61	0.93	1.18
Explorer	0.00	0.28	0.00	0.00	0.00
Fanno	—	—	—	0.00	0.00
Field	3.55	0.36	1.72	0.92	3.08
Fletcher	0.00	4.59	1.10	0.83	0.00
Florence	2.95	2.53	1.10	4.23	7.07

Elementary School Student Suspension Rates by School, Continued

School	2002-03	2003-04	2004-05	2005-06	2006-07
Foster	2.18	13.26	1.54	2.31	3.66
Franklin	14.78	4.19	17.28	14.73	6.58
Freese	5.47	4.19	1.95	5.44	2.41
Fulton	4.88	1.75	3.57	6.02	1.78
Gage	1.18	0.90	2.48	1.55	1.50
Garfield	9.96	1.36	0.41	0.00	0.69
Golden Hill	—	—	—	—	1.68
Grant	12.00	4.82	5.18	5.06	1.81
Green	2.87	2.45	0.00	1.97	1.20
Hage	0.97	0.76	0.89	0.42	0.69
Hamilton	0.89	0.00	0.00	0.33	1.06
Hancock	0.36	0.12	0.57	1.29	1.45
Hardy	1.66	6.35	12.37	6.30	8.33
Hawthorne	4.33	5.18	2.11	5.96	3.21
Hearst	1.29	0.00	1.79	1.74	2.44
Hickman	0.76	0.92	1.23	1.41	0.15
Holmes	1.00	2.33	0.43	1.08	1.30
Horton	9.09	7.78	4.82	6.28	13.94
Ibarra	—	—	—	1.04	0.16
IFTIN	—	—	—	—	0.00
Jackson	2.75	2.28	2.62	2.29	1.72
Jefferson	1.55	2.96	6.94	8.86	1.51
Jerabek	0.65	0.33	0.00	0.12	1.32
Johnson	2.91	1.77	7.25	13.44	6.74
Jones	3.74	2.40	3.70	1.58	5.00
Juarez	1.40	1.44	0.28	0.88	0.66
Kimbrough	1.18	0.61	3.65	1.47	2.60
King/Chavez Arts	—	—	—	1.49	1.28
King/Chavez Athletic	—	—	—	0.79	2.90
King/Chavez Preparatory	—	—	—	—	14.71
King/Chavez Primary	—	—	—	0.00	1.95
Knox	4.83	21.23	17.69	18.37	26.82
Kumeyaay	0.83	0.43	0.00	0.22	0.22
La Jolla	0.00	0.20	0.20	0.39	0.00
Lafayette	5.92	10.71	6.47	9.41	10.34
Lee	1.34	0.65	0.65	4.35	6.79
Linda Vista	1.23	0.40	0.15	1.29	0.74
Lindbergh/Schweitzer	0.65	2.18	1.57	2.65	1.93
Logan	4.26	4.67	4.12	6.21	1.88
Loma Portal	2.18	0.57	2.02	0.81	0.25
Marshall	5.18	3.13	1.49	3.17	7.92
Marvin	1.23	0.25	0.00	1.26	0.27
Mason	1.26	1.98	2.09	0.45	2.75
McGill Academy	0.00	0.00	0.00	0.00	2.84
McKinley	5.30	4.78	3.08	3.39	1.81
Miller	1.66	0.21	1.23	2.60	0.50

Elementary School Student Suspension Rates by School, Continued

School	2002-03	2003-04	2004-05	2005-06	2006-07
Miramar Ranch	1.47	2.56	1.68	1.35	1.76
Museum	0.00	0.00	0.00	0.00	1.23
Normal Heights	—	—	—	—	6.07
North Park	2.70	4.78	4.82	1.73	1.69
Nubia	1.33	1.29	0.82	0.00	0.57
Nye	3.20	6.83	9.79	7.51	11.05
Oak Park	4.06	2.27	2.57	2.87	2.86
Ocean Beach	3.29	2.22	2.09	3.96	1.13
Pacific Beach	0.59	0.31	0.65	2.25	1.36
Paradise Hills	1.41	2.06	3.70	2.24	2.39
Rosa Parks	0.27	0.40	0.41	1.92	1.99
Penn	1.46	0.71	0.78	2.64	1.62
Perkins	0.45	2.49	1.00	5.35	14.79
Perry	2.31	1.19	0.41	0.44	0.69
Porter	—	—	—	26.07	18.63
Rolando Park	1.97	2.72	1.75	0.84	3.20
Ross	0.49	5.82	3.87	1.55	2.77
Rowan	1.23	2.03	0.61	2.01	2.04
Sandburg	2.97	1.88	1.29	1.46	0.30
Scripps	0.00	0.40	0.00	0.00	0.00
Sequoia	1.57	5.60	2.45	5.95	4.63
Sessions	3.87	3.38	4.95	7.73	7.88
Silver Gate	0.72	0.00	1.16	0.49	0.00
Spreckels	5.62	3.57	4.25	2.67	2.95
Sunset View	0.00	0.00	0.00	0.47	0.25
Tierrasanta	5.77	6.60	6.98	6.02	11.93
Toler	1.47	2.24	0.68	2.90	2.48
Torrey Pines	0.25	0.49	0.00	0.25	0.25
Valencia Park	4.66	4.65	5.05	3.16	6.02
Vista Grande	0.50	0.35	1.78	0.90	0.78
Walker	2.55	1.62	1.05	1.24	3.04
Washington	8.36	1.28	2.08	2.51	1.48
Webster	11.95	1.61	5.18	2.50	2.10
Wegeforth	6.92	5.32	7.52	5.61	0.67
Whitman	5.46	5.82	0.00	1.08	3.08
Zamorano	3.50	1.82	2.90	5.64	4.53

"—" School site was not yet open

Middle Level School Student Suspension Rates by School, 2002–03 through 2006–07

School	2002–03	2003–04	2004–05	2005–06	2006–07
Bell	11.23	8.81	17.65	21.59	29.73
Challenger	11.08	10.38	13.04	15.48	15.14
Clark	22.87	20.53	27.45	34.95	30.23
Correia	26.23	14.91	14.58	34.94	26.09
C.P.M.A.	25.46	21.61	19.60	33.39	19.20
De Portola	17.79	15.44	19.98	17.73	23.03
Einstein Middle	—	—	—	—	10.43
Farb	25.41	18.91	24.63	38.05	39.75
Gompers	—	—	49.90	40.53	41.94
High Tech Middle	—	0.00	0.00	2.47	3.38
High Tech Middle Media	—	—	—	5.86	0.00
Keiller	21.62	9.95	11.81	22.33	49.10
Kroc	25.59	30.70	25.97	19.80	23.01
Lewis	19.95	22.48	23.38	20.45	21.25
Mann	24.38	22.03	37.58	~	~
Mann Expedition	—	—	—	55.87	47.13
Mann Exploration	—	—	—	43.33	27.08
Mann Expression	—	—	—	76.76	96.70
Thurgood Marshall	4.05	4.25	6.00	5.88	5.51
Marston	23.02	17.22	19.92	10.29	14.01
Memorial	34.01	56.26	55.77	48.52	43.49
Momentum	—	—	—	0.00	0.00
Montgomery	16.43	24.87	19.86	34.72	52.68
Muirlands	19.50	5.73	6.34	5.14	7.31
O'Farrell	22.84	25.76	26.53	26.85	36.47
Pacific Beach	13.57	16.94	35.11	30.24	33.66
Pershing	28.88	26.74	32.16	23.67	27.69
Roosevelt	33.89	22.29	29.18	38.74	31.68
Standley	10.75	8.72	11.51	6.77	12.35
Taft	28.43	23.22	28.50	22.19	20.92
Wangenheim	26.72	17.21	11.99	12.03	15.63
Wilson	16.44	22.36	28.36	27.45	17.75

"—" School site was not yet open

"~" School site closed

Senior High School Student Suspension Rates by School, 2002–03 through 2006–07

School	2002–03	2003–04	2004–05	2005–06	2006–07
Clairemont	10.67	11.11	8.62	11.78	9.61
Cortez Hill	9.00	20.37	8.43	11.23	10.13
Crawford	10.70	16.08	~	~	~
Crawford CHAMP	—	—	13.82	20.32	16.71
Crawford IDEA	—	—	26.44	34.51	22.61
Crawford Law & Business	—	—	23.04	25.29	23.57
Crawford Multimedia	—	—	25.49	38.32	22.41
Gompers	5.43	13.20	5.66	7.60	12.12
Henry	12.40	11.57	13.18	11.91	15.50
High Tech	4.43	3.36	7.59	7.21	5.38
High Tech International	—	—	3.74	7.09	5.80
High Tech Media Arts	—	—	—	3.05	4.35
Hoover	8.68	8.24	12.74	15.27	18.53
Kearny	16.55	13.47	~	~	~
Kearny Construction Tech	—	—	14.53	8.66	15.05
Kearny Digital Media	—	—	16.59	10.58	13.33
Kearny Intl Business	—	—	6.59	3.49	3.73
Kearny Sci Conn Tech	—	—	14.83	18.29	14.08
La Jolla	7.61	12.13	6.69	9.41	10.30
Madison	14.35	21.20	25.21	20.13	22.21
Mira Mesa	12.40	8.57	10.63	7.88	6.16
Mission Bay	13.05	10.34	17.15	21.57	20.24
Morse	13.66	5.69	9.52	14.28	24.03
Point Loma	13.57	14.73	11.91	12.66	14.29
San Diego	7.09	12.86	~	~	~
San Diego Business	—	—	11.90	17.00	12.34
San Diego CIMA	—	—	13.42	10.93	6.69
San Diego Intl Studies	—	—	7.05	7.66	9.67
San Diego LEADS	—	—	7.13	4.67	6.11
San Diego Media Vis Perf Art	—	—	9.13	15.33	19.92
San Diego Science Technology	—	—	15.38	18.10	7.65
Scripps Ranch	9.89	9.82	13.53	11.46	11.48
SD Metro Career Tech	—	—	11.43	1.92	9.35
Serra	14.13	17.99	26.14	20.91	22.10
University City	13.89	7.83	10.99	12.47	13.86

"—" School site was not yet open

"~" School site closed

Atypical School Student Suspension Rates by School, 2002–03 through 2006–07

School	2002–03	2003–04	2004–05	2005–06	2006–07
Carver	6.40	0.11	8.07	2.41	1.75
Holly Drive	0.00	0.00	0.00	4.62	7.64
King/Chavez	7.07	1.35	7.36	6.78	5.52
KIPP Adelante	—	0.00	0.00	3.76	3.90
Language Academy	7.38	3.89	3.52	2.52	2.18
Learning Choice Academy	—	—	0.00	0.00	0.43
Longfellow	1.82	3.13	2.58	3.19	3.62
Mt. Everest	0.00	0.00	0.00	0.41	0.00
Muir	32.65	23.47	27.55	13.43	14.39
Preuss School UCSD	5.95	5.09	2.22	2.38	0.27
Promise	0.51	6.19	0.00	0.00	3.82
San Diego Cooperative	1.77	1.86	3.50	7.86	1.12
S.C.P.A.	7.40	8.01	7.53	2.43	6.39
Tubman Village Charter	4.86	1.68	4.68	7.84	6.36

"—" School site was not yet open

Alternative School Student Suspension Rates by School, 2002–03 through 2006–07

School	2002–03	2003–04	2004–05	2005–06	2006–07
A.L.B.A.	243.68	213.10	492.56	250.78	370.83
Audeo Charter	0.00	0.00	0.00	0.44	0.80
Charter School of San Diego	0.00	0.07	0.00	0.00	0.06
Del Sol*	15.38	5.71	20.00	53.33	34.55
Garfield	11.89	11.25	12.47	10.67	7.79
Home and Hospital Instruction	0.00	0.00	0.00	0.00	0.00
LCI Instruction	0.00	0.00	0.00	9.14	15.42
New Dawn Day Treatment*	40.00	150.00	30.77	68.52	52.83
Riley*	273.26	293.90	130.95	200.00	312.50
TRACE*	0.00	0.00	0.00	0.00	0.23
TRACE Seniors*	0.00	0.00	0.00	0.00	0.00
Twain	15.09	4.64	0.57	0.73	2.04
Whittier Learning Center*	—	0.00	0.00	20.00	0.00

"—" 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, 2002–03 through 2006–07

School	2002–03	2003–04	2004–05	2005–06	2006–07
Adams	0.98	0.00	0.00	0.32	0.00
Alcott	0.00	0.00	0.00	0.00	0.00
Angier	5.57	0.32	2.97	1.86	7.94
Audubon	0.00	0.00	2.17	16.79	4.35
Baker	1.99	0.91	6.75	15.15	5.33
Balboa	11.02	3.30	1.27	2.51	3.74
Barnard	1.23	0.00	0.00	0.00	0.00
Bay Park	0.00	0.00	0.00	0.00	2.00
Bayview Terrace	0.00	0.45	0.00	0.00	0.00
Benchley/Weinberger	0.76	0.74	0.37	0.00	0.00
Bethune	0.18	0.00	0.00	0.00	0.00
Bird Rock	0.21	0.00	0.00	0.00	0.00
Birney	0.17	0.36	4.03	6.21	0.65
Boone	0.00	0.00	0.00	1.00	1.09
Burbank	0.00	0.00	0.00	0.00	1.60
Cabrillo	0.00	0.00	0.00	0.00	2.31
Cadman	0.00	0.00	0.80	2.07	1.23
Carson	0.00	0.00	0.00	0.00	0.00
Central	0.00	3.85	0.00	0.11	0.12
Chavez	0.28	0.00	0.74	0.90	6.13
Cherokee Point	—	—	—	0.22	1.50
Chesterton	0.00	0.00	0.00	0.53	1.82
Children's Conservation Academy	—	—	—	0.00	0.00
Chollas/Mead	0.30	0.11	0.35	0.37	0.26
Clay	2.21	5.24	11.70	9.65	0.00
Crown Point	2.06	0.00	0.00	0.00	0.00
Cubberley	2.13	0.94	2.82	0.81	0.38
Curie	0.00	0.00	0.00	0.34	0.34
Dailard	1.27	1.98	0.00	1.40	0.81
Dana	13.67	7.55	0.21	0.00	0.34
Darnall	4.66	4.03	4.13	2.38	13.01
Dewey	0.00	0.00	0.00	0.00	0.48
Dingeman	1.75	0.97	0.12	1.31	0.48
Doyle	0.00	0.00	0.00	0.00	0.00
Edison	0.16	0.32	0.80	1.10	0.97
Einstein Academy	0.00	0.00	0.00	0.00	0.00
Emerson/Bandini	0.41	2.46	1.06	1.59	7.15
Encanto	0.00	0.00	0.12	2.67	7.23
Ericson	0.87	1.48	0.48	0.00	0.40
Euclid	0.00	0.00	0.24	0.00	1.52
Fanno	—	—	—	0.00	0.00
Field	0.00	1.14	0.29	4.60	2.77
Fletcher	0.34	0.00	0.00	0.00	1.16
Florence	0.00	1.77	2.57	1.92	1.41
Foster	0.00	0.00	0.19	0.00	0.69
Franklin	3.13	1.57	1.36	2.42	1.57

Elementary School In-School Suspension Rates by School, Continued

School	2002-03	2003-04	2004-05	2005-06	2006-07
Freese	1.03	0.75	0.00	0.00	0.69
Fulton	1.63	0.00	20.71	5.06	1.57
Gage	0.34	1.44	1.95	2.13	0.00
Garfield	5.08	0.78	0.41	1.50	0.00
Golden Hill	—	—	—	—	2.81
Grant	5.52	0.96	0.00	1.93	0.92
Green	0.00	0.00	0.00	1.48	0.00
Hage	0.85	1.39	0.13	0.14	0.23
Hamilton	0.00	0.00	0.00	0.00	0.48
Hancock	0.12	0.12	0.29	0.00	0.00
Hardy	0.00	0.00	0.54	0.27	0.24
Hawthorne	0.00	0.00	0.30	0.00	0.36
Hearst	0.00	0.00	0.77	0.50	0.56
Hickman	2.03	0.79	0.96	0.14	0.00
Holmes	1.40	0.00	0.21	0.00	0.00
Horton	3.03	0.84	1.40	0.14	0.00
Ibarra	—	—	—	0.00	0.00
Jackson	0.00	0.00	0.00	0.00	0.00
Jefferson	13.18	9.70	23.61	8.29	4.82
Jerabek	0.11	0.00	0.00	0.00	0.00
Johnson	4.11	0.59	0.24	0.81	1.97
Jones	0.00	0.00	0.00	0.00	1.56
Juarez	1.97	5.17	0.28	0.29	0.00
Kimbrough	0.39	0.20	0.22	1.59	1.73
Knox	24.13	14.47	8.48	1.02	0.86
Kumeyaay	0.00	0.00	0.00	0.00	0.00
La Jolla	0.00	0.39	0.00	0.00	0.57
Lafayette	2.45	1.14	5.31	3.71	4.91
Lee	0.00	0.00	0.16	5.15	6.62
Linda Vista	0.00	0.00	0.00	0.00	0.00
Lindbergh/Schweitzer	0.13	0.73	0.00	1.77	2.89
Logan	0.50	0.53	0.92	0.00	1.50
Loma Portal	0.00	0.00	2.31	3.23	2.03
Marshall	0.00	0.00	0.00	0.60	2.31
Marvin	0.00	0.00	0.26	0.00	0.00
Mason	0.00	0.00	0.31	0.00	0.12
McGill Academy	0.00	0.00	0.00	0.00	0.00
McKinley	0.88	1.53	1.18	1.94	2.07
Miller	5.85	2.43	1.68	0.00	0.00
Miramar Ranch	0.00	0.00	0.00	0.00	1.00
Museum	0.00	0.00	0.00	0.00	0.00
Normal Heights	—	—	—	—	4.44
North Park	0.00	0.00	0.88	0.00	0.56
Nubia	0.00	0.00	0.00	0.00	0.00
Nye	0.00	0.15	0.00	0.16	0.17
Oak Park	0.00	0.53	0.27	0.41	0.26

Elementary School In-School Suspension Rates by School, Continued

School	2002-03	2003-04	2004-05	2005-06	2006-07
Ocean Beach	1.50	0.00	0.35	0.00	0.00
Pacific Beach	0.59	0.00	0.00	0.00	0.00
Paradise Hills	0.00	0.00	0.00	0.67	3.34
Rosa Parks	0.14	0.07	0.00	0.00	0.08
Penn	0.61	0.00	0.00	0.00	0.00
Perkins	2.05	0.00	1.00	0.00	1.41
Perry	0.00	0.00	0.41	2.21	4.37
Porter	—	—	—	36.35	13.10
Rolando Park	0.00	0.00	0.00	1.27	0.00
Ross	0.00	0.45	0.68	3.61	0.28
Rowan	5.83	2.90	0.30	5.03	1.70
Sandburg	0.00	0.00	0.00	1.31	0.30
Scripps	0.00	0.00	0.39	0.19	0.00
Sequoia	0.00	3.56	3.27	4.25	3.09
Sessions	0.00	0.00	0.78	0.00	0.00
Silver Gate	0.96	0.00	2.56	1.22	0.22
Spreckels	0.00	0.00	0.00	0.00	0.13
Sunset View	0.00	0.74	0.92	0.47	0.25
Tierrasanta	0.17	0.00	0.57	0.00	0.00
Toler	0.00	0.00	0.34	0.36	0.00
Torrey Pines	0.00	0.24	0.25	0.75	0.00
Valencia Park	0.27	0.00	0.00	0.00	0.00
Vista Grande	0.17	0.00	0.00	0.00	0.00
Walker	5.77	2.20	2.69	0.00	3.88
Washington	0.00	0.00	0.00	0.00	0.00
Webster	0.34	1.07	0.38	0.00	0.63
Wegeforth	0.00	0.00	0.38	0.00	0.34
Whitman	1.44	1.11	0.29	0.54	0.84
Zamorano	2.17	1.46	3.05	5.49	4.31

"—" School site was not yet open

NOTE: City Arts, Explorer, IFTIN, and the King/Chavez schools are not included because their attendance is not tracked by the District.

Middle Level School In-School Suspension Rates by School, 2002–03 through 2006–07

School	2002–03	2003–04	2004–05	2005–06	2006–07
Bell	0.00	2.86	6.30	6.21	12.53
Challenger	1.97	0.54	0.51	0.41	3.66
Clark	3.72	1.36	3.49	4.31	10.34
Correia	0.00	16.65	35.88	2.97	0.60
C.P.M.A.	33.80	3.77	14.12	11.69	3.84
De Portola	0.89	0.10	2.41	0.67	0.90
Einstein Middle	—	—	—	—	1.74
Farb	0.00	22.68	14.29	2.56	1.39
Gompers	—	—	0.52	9.66	7.30
Keiller	0.14	0.00	1.85	3.02	56.89
Kroc	0.00	0.00	4.99	8.15	6.81
Lewis	1.69	3.88	1.14	0.26	0.64
Mann	0.00	0.00	4.30	~	~
Mann Expedition	—	—	—	10.71	13.22
Mann Exploration	—	—	—	7.50	9.52
Mann Expression	—	—	—	23.78	53.02
Thurgood Marshall	0.09	0.00	0.19	0.45	0.09
Marston	0.00	0.40	2.41	2.70	7.31
Memorial	5.52	0.31	0.81	2.83	4.59
Montgomery	6.42	1.73	0.14	0.59	0.95
Muirlands	0.19	0.00	0.93	0.56	0.76
O'Farrell	0.00	0.00	0.00	6.14	8.20
Pacific Beach	0.00	5.22	1.14	3.71	6.30
Pershing	0.00	0.32	1.66	1.18	0.40
Roosevelt	0.25	0.37	3.42	20.52	19.25
Standley	0.23	14.58	2.93	14.85	6.18
Taft	8.27	16.89	0.26	0.52	10.01
Wangenheim	0.14	0.07	14.07	14.59	10.27
Wilson	0.00	0.00	2.37	1.29	0.45

"—" School site was not yet open

"~" School site closed

NOTE: The High Tech schools and Momentum are not included because their attendance is not tracked by the District.

Senior High School In-School Suspension Rates by School, 2002–03 through 2006–07

School	2002–03	2003–04	2004–05	2005–06	2006–07
Clairemont	12.67	5.66	1.30	0.54	0.41
Cortez Hill	0.00	0.00	0.00	0.00	0.00
Crawford	0.00	0.00	~	~	~
Crawford CHAMP	—	—	0.22	5.77	6.50
Crawford IDEA	—	—	1.44	5.29	3.03
Crawford Law & Business	—	—	0.46	1.62	1.24
Crawford Multimedia	—	—	0.00	6.54	6.02
Gompers	0.12	0.05	0.00	0.68	0.00
Henry	0.00	0.12	1.25	1.29	1.20
Hoover	0.00	0.05	5.73	28.17	7.24
Kearny	0.06	0.00	~	~	~
Kearny Construction Tech	—	—	0.69	1.57	5.09
Kearny Digital Media	—	—	0.46	0.00	0.00
Kearny Intl Business	—	—	7.69	11.57	0.00
Kearny Sci Conn Tech	—	—	0.00	0.00	0.21
La Jolla	0.06	0.06	0.00	0.12	0.12
Madison	36.05	20.53	2.11	0.14	0.07
Mira Mesa	0.00	0.00	0.08	0.00	0.00
Mission Bay	28.64	16.03	0.00	0.18	0.18
Morse	23.30	0.00	2.19	3.86	2.68
Point Loma	0.00	0.00	0.00	0.05	0.34
San Diego	0.05	0.04	~	~	~
San Diego Business	—	—	0.00	0.67	1.05
San Diego CIMA	—	—	0.22	0.00	2.51
San Diego Intl Studies	—	—	0.00	0.00	0.00
San Diego LEADS	—	—	2.65	4.26	0.00
San Diego Media Vis Perf Art	—	—	23.57	2.01	2.73
San Diego Science Technology	—	—	0.00	2.19	0.59
Scripps Ranch	0.00	0.00	0.17	6.13	0.09
SD Metro Career Tech	—	—	0.00	0.00	0.00
Serra	0.31	0.64	0.15	7.59	0.33
University City	0.05	0.05	0.21	0.00	0.00

"—" School site was not yet open

"~" School site closed

NOTE: High Tech schools are not included because their attendance is not tracked by the District.

Atypical School In-School Suspension Rates by School, 2002–03 through 2006–07

School	2002–03	2003–04	2004–05	2005–06	2006–07
Carver	1.85	1.35	1.04	0.69	0.75
Holly Drive	0.00	0.00	0.00	0.77	0.00
KIPP Adelante	—	0.00	0.00	0.00	0.00
Language Academy	1.15	3.01	1.22	1.08	3.26
Longfellow	0.00	0.00	0.15	1.02	0.15
Muir	0.00	2.89	0.00	0.00	8.86
Promise	0.00	0.00	0.00	0.00	1.27
San Diego Cooperative	0.00	0.00	0.00	0.30	5.31
S.C.P.A.	0.71	0.00	0.13	1.37	0.49
Tubman Village Charter	0.00	0.00	0.00	1.12	2.12

"—" School site was not yet open

NOTE: Mt. Everest is not included because this site does not have in-school suspensions. King/Chavez, Learning Choice Academy, and Preuss School UCSD are not included because their attendance is not tracked by the District.

Alternative School In-School Suspension Rates by School, 2002–03 through 2006–07

School	2002–03	2003–04	2004–05	2005–06	2006–07
Del Sol*	0.00	0.00	4.00	18.33	3.64
New Dawn Day Treatment*	6.00	10.53	0.00	0.00	0.00
Riley*	0.00	0.00	1.19	0.00	89.06

* Special Education site/program

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.

Appendix C: Expulsion Rates by School

Elementary School Expulsion Rates by School, 2002–03 through 2006–07

School	2002–03	2003–04	2004–05	2005–06	2006–07
Adams	0.00	0.00	0.28	0.00	0.00
Alcott	0.00	0.00	0.00	0.00	0.00
Angier	0.00	0.00	0.00	0.00	0.00
Audubon	0.00	0.00	0.17	0.38	0.00
Baker	0.00	0.00	0.20	0.97	0.00
Balboa	0.22	0.00	0.00	0.00	0.00
Barnard	0.41	0.00	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	0.00	0.18	0.00	0.00	0.00
Boone	0.00	0.00	0.13	0.14	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	0.41	0.00
Carson	0.00	0.00	0.00	0.16	0.00
Central	0.11	0.00	0.11	0.22	0.00
Chavez	0.00	0.13	0.00	0.00	0.19
Cherokee Point	—	—	—	0.00	0.00
Chesterton	0.00	0.00	0.00	0.18	0.00
Children's Conservation Academy	—	—	—	0.00	0.00
Chollas/Mead	0.00	0.11	0.35	0.00	0.13
City Arts	—	—	—	—	0.00
Clay	0.00	0.00	0.80	0.00	0.00
Crown Point	0.00	0.00	0.00	0.00	0.00
Cubberley	0.00	0.00	0.35	0.00	0.00
Curie	0.00	0.00	0.00	0.00	0.00
Dailard	0.00	0.18	0.00	0.00	0.00
Dana	0.33	0.44	0.00	0.23	0.11
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	0.13	0.00
Edison	0.16	0.16	0.16	0.16	0.00
Einstein Academy	0.00	0.00	0.00	0.00	0.00
Emerson/Bandini	0.00	0.20	1.38	0.00	0.12
Encanto	0.10	0.00	0.00	0.25	0.00
Ericson	0.00	0.00	0.00	0.13	0.00
Euclid	0.00	0.11	0.00	0.00	0.00
Explorer	0.00	0.00	0.00	0.00	0.00
Fanno	—	—	—	0.00	0.00
Field	0.00	0.00	0.29	0.00	0.31
Fletcher	0.00	0.00	0.00	0.00	0.00
Florence	0.00	0.00	0.00	0.00	0.00

Elementary School Expulsion Rates by School, Continued

School	2002-03	2003-04	2004-05	2005-06	2006-07
Foster	0.00	0.00	0.19	0.21	0.23
Franklin	0.00	0.00	0.39	0.00	0.00
Freese	0.15	0.15	0.00	0.31	0.00
Fulton	0.00	0.00	0.00	0.00	0.00
Gage	0.00	0.00	0.00	0.00	0.00
Garfield	0.20	0.19	0.00	0.00	0.00
Golden Hill	—	—	—	—	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	0.13	0.00	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	0.27	0.00	0.56
Hawthorne	0.00	0.00	0.00	0.33	0.00
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	0.00	0.12	0.00	0.14	0.32
Ibarra	—	—	—	0.00	0.00
IFTIN	—	—	—	—	0.00
Jackson	0.00	0.00	0.00	0.00	0.00
Jefferson	0.00	0.00	0.28	0.00	0.00
Jerabek	0.00	0.00	0.00	0.00	0.00
Johnson	0.00	0.20	0.00	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	0.11	0.00	0.00
King/Chavez Arts	—	—	—	0.00	0.00
King/Chavez Athletic	—	—	—	0.00	0.00
King/Chavez Preparatory	—	—	—	—	0.00
King/Chavez Primary	—	—	—	0.00	0.00
Knox	0.00	0.00	0.18	0.00	0.21
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	0.26
Lee	0.00	0.00	0.00	0.16	0.00
Linda Vista	0.00	0.00	0.00	0.00	0.00
Lindbergh/Schweitzer	0.00	0.00	0.00	0.00	0.16
Logan	0.00	0.00	0.34	0.24	0.00
Loma Portal	0.00	0.00	0.00	0.00	0.00
Marshall	0.13	0.00	0.15	0.15	0.17
Marvin	0.25	0.00	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	0.13

Elementary School Expulsion Rates by School, Continued

School	2002-03	2003-04	2004-05	2005-06	2006-07
Miramar Ranch	0.00	0.00	0.00	0.00	0.00
Museum	0.00	0.00	0.00	0.00	0.00
Normal Heights	—	—	—	—	0.23
North Park	0.00	0.00	0.00	0.00	0.00
Nubia	0.00	0.00	0.00	0.00	0.00
Nye	0.00	0.15	0.00	0.00	0.00
Oak Park	0.13	0.13	0.00	0.00	0.00
Ocean Beach	0.00	0.32	0.00	0.00	0.00
Pacific Beach	0.00	0.00	0.00	0.32	0.00
Paradise Hills	0.00	0.00	0.00	0.00	0.00
Rosa Parks	0.00	0.00	0.00	0.00	0.08
Penn	0.12	0.00	0.00	0.00	0.00
Perkins	0.23	0.00	0.25	0.00	0.00
Perry	0.00	0.00	0.00	0.00	0.00
Porter	—	—	—	0.46	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
Silver Gate	0.00	0.00	0.00	0.24	0.00
Spreckels	0.00	0.00	0.27	0.28	0.13
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	0.15	0.00	0.00	0.00
Vista Grande	0.00	0.00	0.18	0.00	0.00
Walker	0.00	0.00	0.00	0.00	0.00
Washington	0.00	0.32	0.00	0.00	0.00
Webster	0.00	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	0.00	0.00	0.00	0.00	0.00

"—" School site was not yet open

Middle Level School Expulsion Rates by School, 2002–03 through 2006–07

School	2002–03	2003–04	2004–05	2005–06	2006–07
Bell	0.68	0.76	0.54	1.48	2.13
Challenger	0.63	0.63	0.43	0.74	0.77
Clark	0.85	0.83	1.81	1.86	1.61
Correia	0.48	1.16	0.92	1.13	0.79
C.P.M.A.	1.85	2.01	1.00	2.50	0.67
De Portola	0.20	0.97	0.77	0.57	0.20
Einstein Middle	—	—	—	—	0.00
Farb	1.42	1.15	2.14	1.46	1.90
Gompers	—	—	2.50	1.52	1.01
High Tech Middle	—	0.00	0.00	0.00	0.00
High Tech Middle Media	—	—	—	0.00	0.00
Keiller	2.51	0.93	2.03	1.21	1.00
Kroc	0.97	1.39	1.25	0.87	0.49
Lewis	0.36	0.43	1.58	0.79	0.27
Mann	0.44	0.78	1.27	~	~
Mann Expedition	—	—	—	2.81	0.00
Mann Exploration	—	—	—	3.33	2.08
Mann Expression	—	—	—	2.43	0.82
Thurgood Marshall	0.28	0.10	0.29	0.18	0.00
Marston	0.48	0.97	0.88	0.44	0.78
Memorial	1.98	1.51	1.61	1.35	0.68
Momentum	—	—	—	0.00	0.00
Montgomery	0.26	1.60	0.99	1.48	0.95
Muirlands	0.19	0.09	0.28	0.47	0.28
O'Farrell	1.23	1.24	0.52	1.51	0.49
Pacific Beach	0.67	0.46	0.80	0.58	0.61
Pershing	0.90	0.95	0.88	1.18	0.30
Roosevelt	0.92	0.75	0.86	1.40	1.04
Standley	0.70	0.31	0.83	0.80	0.22
Taft	0.91	0.40	0.64	1.04	0.26
Wangenheim	0.36	1.02	0.72	1.20	0.68
Wilson	1.22	1.11	0.99	2.28	1.56

"—" School site was not yet open

Senior High School Expulsion Rates by School, 2002–03 through 2006–07

School	2002–03	2003–04	2004–05	2005–06	2006–07
Clairemont	0.29	0.41	0.41	0.14	0.35
Cortez Hill	0.00	0.00	0.00	0.00	0.00
Crawford	0.17	0.24	~	~	~
Crawford CHAMP	—	—	0.66	0.69	0.23
Crawford IDEA	—	—	1.20	0.25	0.23
Crawford Law & Business	—	—	0.69	1.16	0.00
Crawford Multimedia	—	—	0.24	1.64	0.24
Gompers	0.58	0.71	0.00	1.01	1.46
Henry	0.71	0.37	0.77	1.17	0.88
High Tech	0.00	0.00	0.00	0.00	0.00
High Tech International	—	—	0.00	0.00	0.00
High Tech Media Arts	—	—	—	0.00	0.00
Hoover	0.54	0.60	0.73	0.92	0.76
Kearny	0.48	0.18	~	~	~
Kearny Construction Tech	—	—	0.35	0.00	0.93
Kearny Digital Media	—	—	0.69	0.43	0.00
Kearny Intl Business	—	—	0.44	0.00	0.00
Kearny Sci Conn Tech	—	—	0.90	0.24	0.21
La Jolla	0.12	0.18	0.24	0.29	0.06
Madison	0.29	0.81	1.85	0.93	0.69
Mira Mesa	0.24	0.32	0.39	0.47	0.20
Mission Bay	0.49	0.81	0.47	1.08	1.18
Morse	0.39	0.40	0.27	0.50	0.61
Point Loma	0.26	0.77	1.04	0.99	0.72
San Diego	0.41	0.22	~	~	~
San Diego Business	—	—	0.87	0.67	0.00
San Diego CIMA	—	—	0.43	0.00	1.05
San Diego Intl Studies	—	—	0.41	1.24	0.62
San Diego LEADS	—	—	0.20	1.42	0.20
San Diego Media Vis Perf Art	—	—	0.00	0.73	0.42
San Diego Science Technology	—	—	0.61	0.91	0.39
Scripps Ranch	0.29	0.09	0.21	0.80	0.30
SD Metro Career Tech	—	—	0.00	0.00	0.00
Serra	0.51	1.08	0.85	1.23	0.61
University City	0.43	0.15	0.67	0.58	0.47

"—" School site was not yet open

"~" School site closed

Atypical School Expulsion Rates by School, 2002–03 through 2006–07

School	2002–03	2003–04	2004–05	2005–06	2006–07
Carver	0.00	0.00	0.00	0.00	0.00
Holly Drive	0.00	0.00	0.00	0.00	0.00
King/Chavez	0.00	0.00	0.00	0.00	0.00
KIPP Adelante	—	0.00	0.00	0.00	0.00
Language Academy	0.13	0.00	0.00	0.00	0.00
Learning Choice Academy	—	—	0.00	0.00	0.00
Longfellow	0.00	0.16	0.00	0.00	0.00
Mt. Everest	0.00	0.00	0.00	0.00	0.00
Muir	0.00	1.29	0.00	0.71	0.00
Preuss School UCSD	0.00	0.13	0.00	0.00	0.00
Promise	—	—	—	0.00	0.00
San Diego Cooperative	0.00	0.00	0.00	0.00	0.00
S.C.P.A.	0.13	0.20	0.13	0.34	0.49
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, 2002–03 through 2006–07

School	2002–03	2003–04	2004–05	2005–06	2006–07
A.L.B.A.	2.30	7.14	9.92	0.00	0.00
Audeo Charter	0.00	0.00	0.00	0.88	0.00
Charter School of San Diego	0.00	0.00	0.00	0.00	0.00
Del Sol*	0.00	0.00	1.33	0.00	0.00
Garfield	0.64	0.24	1.29	0.74	0.00
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	1.92	0.00	0.00
Riley*	0.00	2.44	0.00	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	0.00	0.62	0.00	0.24	0.45
Whittier Learning Center*	—	0.00	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.