

Disciplinary Referrals and Graduation Trend Report: 2004-05 to 2010-11

October 5, 2011

Department of Accountability

INFORMATION
FOR



DECISION-MAKING

ALEXANDRIA CITY PUBLIC SCHOOLS

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Executive Summary

This report describes trend data for disciplinary referrals and diploma types awarded at graduation by schools, grades, and student subgroups in Alexandria City Public Schools (ACPS) from 2004-05 to 2010-11. Tenants and Workers United (TWU) requested six-year trend information on June 6th, 2011 and data were extracted on June 20th to prepare the tables to fulfill this request. ACPS, as part of its memorandum of understanding with TWU, also elected to analyze these critical statistics; which resulted in this report. However, in depth examination of these data suggests caution because of varying quality and hypothesized accuracy across multiple legacy systems. These results should be employed in an advisory fashion and not provide the sole rationale for any policy decisions. Nonetheless, some of the findings are striking.

Trend data for discipline in ACPS were consistent with previous research on this issue, such that disproportionately high percentages of Black, male, and economically disadvantaged students were reported at the division level as well as at each of the three school levels (elementary, middle, & high school). For example, from 2004-05 to 2010-11 across ACPS, about 70% of male students, Black students, and economically disadvantaged students received disciplinary referrals. Students with disabilities accounted for about 30% of the referrals, Hispanic students roughly 20%, limited English proficient students around 10%, and White students about 7%.¹

In terms of the graduation trend data, ACPS had differences in diploma type awarded to AYP subgroup. From 2004-05 to 2010-11, about two-thirds of White students earned the Advanced Diploma whereas roughly only one-quarter of Black, Hispanic, economically disadvantaged, and limited English proficient students earned the same diploma. Fewer than 10% of students with disabilities earned an Advanced Diploma. In contrast, roughly two-thirds of Black, Hispanic, economically disadvantaged, and limited English proficient (LEP) students earned the Standard Diploma, whereas about one-quarter of White students did. About 40% of students with disabilities earned a Standard Diploma. In 2010-11, the graduation percentages of Black and White students were on par with the State in meeting the Federal Graduation Indicator (FGI); however, the other AYP subgroups in ACPS were below that of the State.

Recommendations

1. Reserve out-of-school disciplinary suspensions for the most serious and severe disruptive behaviors, and create a graduated system of discipline.
2. Revamp or develop division-wide definitions of all infractions, major and minor, to provide consistency across the schools.
3. Provide more opportunities for high quality professional development to support division and school building staff in cultural competence and classroom management.
4. Continue to improve and enhance school climate and to reconnect disengaged students.
5. Target parental involvement and community engagement to support students with high recurrence rates of disciplinary actions and/or who are off-track to graduation.
6. Raise graduation rates for all AYP student subgroups to be equal to or higher than the rates for the State.
7. Update the division education plan metrics to include a goal to have 50% or more Black, Hispanic, economically disadvantaged, and limited English proficient students earn the Advanced Diploma to be on par with all students in the State.

¹ See Table 4b. Percent & Number of Student Enrollment for ACPS by AYP Subgroup: 2004-05 to 2010-11.

Introduction

This report describes trend data for disciplinary referrals and diploma types awarded at graduation by school, grades, and student subgroups in Alexandria City Public Schools (ACPS) from school years 2004-05 to 2010-11. The No Child Left Behind (NCLB) Act of 2001 requires states to set annual benchmarks for achievement in reading, mathematics, and for other academic indicators (OAI). Schools, divisions, and states that meet these objectives make what federal law refers to as “Adequate Yearly Progress” (AYP). This report includes disaggregation of the disciplinary referral and graduation trend data by the AYP subgroups: all students, Black, Hispanic, White, students with disabilities (SWD), economically disadvantaged, and limited English proficient (LEP). It is important to note that the Virginia Department of Education (VDOE) has a new Graduation and Completion Index (GCI) for determining accreditation for high schools for 2011-12.

The original impetus for this report was a request for information by Tenants and Workers United (TWU) which asked for six-year trend information on June 6th, 2011. TWU is based in Alexandria, Virginia and is the largest member-based, low-income community organization in Northern Virginia. It is an active social change agent mainly comprised of multi-national immigrants and African Americans in the South. Their mission is to build the power and capacity of low-income people, multi-national immigrants, African Americans, women, low-wage workers, and youth in Northern Virginia.

On September 23, 2009, Dr. Morton Sherman, Superintendent of ACPS and Jon Liss, Executive Director of TWU signed a memorandum of understanding agreeing to collaborate to achieve academic excellence for all of our students. Generally, the two entities planned to: 1) improve cultural competency; 2) mutually support the development and implementation of individualized achievement plans; and 3) foster a culture of parent and youth involvement. In many respects, this report is one outcome of that partnership.

Report Structure

Background information on the importance of reviewing discipline and graduation trend data precedes the narrative description of the trend data by division, school level, grade level, and AYP subgroups; then, is followed by discussion with recommendations and a conclusion which includes highlights of a recent survey administered to ACPS secondary students. Then, in Appendix A, a brief introduction and the narrative of each trend data table contained in the files shared with TWU precedes the tables (Tables A1 to A13). The tables (referred to as the TWU Trend Data Tables) have been slightly modified to add descriptive headers for columns and rows to help guide discussion in this narrative report. Appendix B provides a brief one-page overview with summary descriptions of these same tables. It is important to note that over the past three consecutive years, there were entire student information system changes (over two consecutive years) and a major upgrade to the school information system; thus, preparing trend data has been difficult. Appendix C provides full descriptions of the key factors included in the survey discussed in the conclusion.

Background on School Discipline and Graduation Rates

This section first provides some background on the importance of school discipline and how it may impact school achievement. Then, a brief overview of the importance of reviewing graduation trend data and how it relates to dropout prevention follows.

Why is School Discipline Important?

Schools help children learn skills they need for successful interactions while at school and beyond. In addition, classroom management and discipline help to create an environment conducive to teaching and learning, such that most teachers (93%) and parents (88%) believe that it is important for schools to “teach kids rules so they are ready to join society.”² Then, incidents of deadly school violence in the 1990s (e.g., the Columbine High School massacre in 1999) raised public awareness of school safety concerns for students and teachers. Recent national data on school safety suggest a sharp decline in violent crimes committed in schools since 1992.³

However, one-third of teachers still report that physical violence is a somewhat or very serious problem in their schools.⁴ For this reason, school climate, which emphasizes *caring* as a core element⁵ followed by *safety* defined as “an orderly environment in which the school family feels valued and able to pursue the school’s mission free from concerns about disruptions and safety,”⁶ is a significant element in discussions about improving academic performance and school reform. For example, a positive school climate has been associated with fewer behavioral and emotional problems for students.⁷ In addition a positive, supportive, and culturally conscious school climate can significantly shape the degree of academic success experienced by students in urban schools.⁸ Furthermore, researchers have found that positive school climate provides boys and high-risk students with a supportive learning environment that promotes healthy development and helps to prevent antisocial behavior.⁹

Zero Tolerance, Suspensions, and the School-to-Prison Pipeline

Zero tolerance is typically defined as a disciplinary policy “intended primarily as a method of sending a message that certain behaviors will not be tolerated, by punishing all offenses severely,

² Public Agenda. (2004) Teaching interrupted: Do discipline policies in today’s public schools foster the common good? Retrieved 8/30/2011 from http://www.publicagenda.org/files/pdf/teaching_interrupted.pdf

³ DeVoe, J.F., Peter, K., Kaufman, P., Miller, A., Noonan, M., Snyder, T.D., & Baum, K. (2004). *Indicators of school crime and safety: 2004*. U.S. Departments of Education and Justice. Washington, DC: U.S. Government Printing Office.

⁴ Public Agenda. (2004) Teaching interrupted: Do discipline policies in today’s public schools foster the common good? Retrieved 8/30/2011 from http://www.publicagenda.org/files/pdf/teaching_interrupted.pdf

⁵ Gonder, P. O., & Hymes, D. (1994). *Improving school climate and culture* (AASA Critical Issues Report No. 27). Arlington, VA: American Association of School Administrators.

⁶ Philadelphia Citizens for Children and Youth and the Alliance Organizing Project. (2001, June). *The City-Neighborhood Schools Initiative: Improving school climate is everybody’s business*.

⁷ Kuperminc, G. P., Leadbeater, B. J., Emmons, C., & Blatt, S. J. (1997). Perceived school climate and difficulties in the social adjustment of middle school students. *Applied Developmental Science, 1*(2), 76-88.

⁸ Haynes, N. M., & Comer, J. P. (1993). The Yale School Development Program process, outcomes, and policy implications. *Urban Education, 28*(2), 166-199.

⁹ Haynes, N. M. (1998). Creating safe and caring school communities: Comer School Development Program schools. *Journal of Negro Education, 65*, 308-314.

no matter how minor.”¹⁰ One purpose of imposing severe punishment is to serve as a deterrent on others who may witness that punishment.¹¹ Zero tolerance has tended to rely on out-of-school suspension and expulsion for its presumed deterrent effect.¹² Because of zero tolerance policies, students who might easily be disciplined through a visit to the principal’s office end up in jail cells in what is known as the school-to-prison pipeline.¹³ Schools rely on suspension, expulsion, citations, and arrests to handle disciplinary problems such as bringing cell phones and other electronic devices to school, smoking cigarettes, and skipping class.¹⁴ Students who have been suspended are more likely to fall behind in school, be retained a grade, drop out of high school, commit a crime, and become incarcerated as an adult.¹⁵ Previous research has found that the best demographic indicators for suspension include a student’s race, special education status, school attended, and a previous history of suspensions.¹⁶

Disproportionate Impact on Black and Special Education Students

At this point, it may be helpful to provide an overview of the issues surrounding disproportionate rates of suspension by race. In 1975, the Children’s Defense Fund raised this issue and showed that Black students were two to three times overrepresented in school suspensions compared with their enrollment rates in localities across the nation.¹⁷ In 2008, research showed that even when factors, such as socio-economic status and family structure (e.g., single-parent home) are accounted for, racial differences in discipline rates for referrals, suspensions, and expulsions remains significant.¹⁸ Another study in 2004 found that Black students may be at greater risk of suspension when compared with White students in resource-rich suburban schools over those attending urban schools.¹⁹ One study in 2002 analyzed the reasons for referrals and found that White students tended to be referred for causes that were directly observable (e.g., smoking, leaving without permission, obscene language, etc.), whereas for Black students the behaviors

¹⁰ Skiba, R.J., & Peterson, R.L. (1999). The dark side of zero tolerance: Can punishment lead to safe schools? *Phi Delta Kappan*, 80, 372-376, 381-382.

¹¹ Noguera, P.A. (1995). Preventing and producing violence: A critical analysis of responses to school violence. *Harvard Educational Review*, 65, 189-212.

¹² Skiba, R. J., & Knesting, K. (2001). Zero tolerance, zero evidence: An analysis of school disciplinary practice. In R.J. Skiba & G.G. Noam (Eds.), *New directions for youth development* (no. 92: Zero tolerance: Can suspension and expulsion keep schools safe) (pp. 17-43). San Francisco: Jossey-Bass.

¹³ The Advancement Project (March 2005). *Education on lockdown: The schoolhouse to jailhouse track*. Retrieved 8/31/2011 from <http://www.advancementproject.org/sites/default/files/publications/FINALEOLrep.pdf>

¹⁴ NCYLU (March 2007). *Criminalizing the classroom: The over-policing of New York City Schools*. Retrieved 8/31/2011 from http://www.nyclu.org/pdfs/criminalizing_the_classroom_report.pdf

¹⁵ The Advancement Project (2000). *Opportunities suspended: The devastating consequences of zero tolerance and school discipline*. Retrieved 8/31/2011 from <http://www.advancementproject.org/sites/default/files/publications/opsusp.pdf>

¹⁶ Skiba, R.J. & Rausch, M.K. (2006). *Zero tolerance, suspension, and expulsion: Questions of equity and effectiveness*. In C.M. Evertson & C.S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp.1063-1089). Mahway, NJ: Lawrence Erlbaum Associates, Publishers.

¹⁷ Children’s Defense Fund. (1975). *School suspensions: Are they helping children?* Cambridge, MA: Washington Research Project.

¹⁸ Wallace, J.M. Jr., Goodkind, S., Wallace, C.M., & Bachman, J.G. (2008). Racial, ethnic, and gender differences in school discipline among high school students: 1991-2005. *Negro Educational Review*, 59, 47-62.

¹⁹ Rausch, M.K., & Skiba, R.J. (2004). *Unplanned outcomes: Suspensions and expulsions in Indiana*. Bloomington, IN: Center for Evaluation and Educational Policy. Retrieved 8/31/2011 from http://www.indiana.edu/~ceep/projects/PDF/PB_V2N2_UnplannedOutcomes.pdf

tended to be more subjective (e.g., disrespect, threat, disruptive behavior, etc.).²⁰ In 2000, Black students represented only 17% of national public school enrollment, but accounted for 34% of suspensions.²¹ Special education students represent 8.6% of public school students, but 32% of youth in juvenile detention nationwide.²² Black students with learning disabilities are three times more likely to be suspended than white students with learning disabilities and four times more likely to end up in correctional facilities.²³

Racial Disproportionality and Academic Achievement

The disproportionate discipline sanctions issued to Black students and to a lesser extent to Hispanic students and members of other racial and ethnic minority groups have not been well-researched in light of the well-documented gaps in school achievement.²⁴ Research shows that frequent suspensions increase the risk of academic underperformance.²⁵ In addition, school suspensions have been found to be a fairly strong predictor of dropping out and/or not graduating on time.²⁶

To support the academic achievement for these children and youth, research on school climate suggests that positive interpersonal relationships and optimal learning opportunities for students in all school environments can increase achievement levels and reduce maladaptive behavior.²⁷ Promoting and sustaining a positive school climate can play a significant role in providing a healthy and positive school atmosphere for all students (including racial minorities, economically disadvantaged, special education, and limited English proficient) to improve academic achievement in that “the interaction of various school and classroom climate factors can create a fabric of support that enables all members of the school community to teach and learn at optimum levels.”²⁸

Research suggests that fostering school climate can also yield positive educational and psychological outcomes for students and school personnel; similarly, a negative climate can hinder optimal learning and development.²⁹ Previous research indicates that students in schools

²⁰ Skiba, S.R., Michael, R.S., Nardo, A.C., & Peterson, R.L. (2002). The color of discipline: Sources of racial and gender disproportionality in school punishment. *Urban Review*, 34, 317-342.

²¹ The Advancement Project (March 2005). *Education on lockdown: The schoolhouse to jailhouse track*. Retrieved 8/31/2011 from <http://www.advancementproject.org/sites/default/files/publications/FINALEOLrep.pdf>

²² NAACP Legal Defense and Educational Fund, Inc. *Dismantling the school-to-prison pipeline*. Retrieved 8/31/2011 from http://naacpldf.org/files/case_issue/Dismantling_the_School_to_Prison_Pipeline.pdf

²³ National Council on Crime and Delinquency. (2007). *And justice for some: Differential treatment of youth of color in the justice system*. Retrieved 8/31/2011 from http://www.nccd-crc.org/nccd/pubs/2007jan_justice_for_some.pdf

²⁴ KewellRamani, A., Gilbertson, L., Fox, M., & Provasnik, S. (2007). *Status and trends in the education of racial and ethnic minorities (NCES) 2007-039*. Washington, DC: National Center for Educational Statistics, Institute of Education Sciences, U.S. Department of Education.

²⁵ Davis, J.E., & Jordan, W.J. (1994). The effects of school context, structure, and experiences on African American males in middle and high schools. *Journal of Negro Education*, 63, 570-587.

²⁶ Raffaele Mendez, L.M. (2003) Predictors of suspension and negative school outcomes: A longitudinal investigation. In J. Wald & D.J. Losen (Eds.), *New directions for youth development: No. 99. Deconstructing the school-to-prison pipeline* (pp. 17-34). San Francisco: Jossey-Bass.

²⁷ McEvoy, A., & Welker, R. (2000). Antisocial behavior, academic failure, and school climate: A critical review. *Journal of Emotional and Behavioral Disorders*, 8(3), 130- 140.

²⁸ Freiberg, H. J. (1998). Measuring school climate: Let me count the ways. *Educational Leadership*, 56(1), 22-26.

²⁹ *Ibid.*

with a better school climate have higher achievement and better socio-emotional health.³⁰ One study by Michigan State University, found that when students in Detroit schools felt a sense of community with one another and a sense of belonging to their schools, they achieved higher scores on their state assessments.³¹

What are the Most Frequent Types of Disciplinary Incidents?

Each year, the Virginia Department of Education compiles a report of discipline, crime, and violence based on state-level data with some information broken out by the eight regions. The most recent report is based on 2009-10 data. In 2009-10, Region IV which includes 19 Northern Virginia school divisions such as ACPS, Arlington County, Falls Church, and Fairfax County, there were 413,901 students enrolled in 545 schools and a total of 32,924 incidents. The top ten offenses in the Region were the same top ten for ACPS:

- | | |
|--|------------------------------|
| 1. Defiance/refuses request | 6. Disruptive demonstrations |
| 2. Classroom/campus disruption | 7. Minor insubordination |
| 3. Disrespect/walking away | 8. Bullying |
| 4. Altercation/confrontation/no injury | 9. Fighting without injury |
| 5. Obscene language/gestures | 10. Harassment |

At the state level, there were 1,245,270 students in 1,991 schools and centers and a total of 266,198 incidents reported in 2009-10. Most (84.5%) of the 181,460 short-term suspensions in 2009-10 resulted from twelve offenses which were the same for ACPS:

- | | |
|--|---|
| 1. Defiance/refuses request | 8. Minor insubordination |
| 2. Classroom/campus disruption | 9. Other school or code of conduct violations not otherwise specified |
| 3. Obscene/inappropriate language/gestures | 10. Electronic devices/cellular phones |
| 4. Altercation/confrontation/no injury | 11. Harassment |
| 5. Fighting without injury | 12. Assault/battery/no weapon/student |
| 6. Disrespect/walking away | |
| 7. Disruptive demonstrations | |

Most (73.0%) of the state level 4,788 long-term suspensions in 2009-10 resulted from the below fifteen types of offenses with ACPS having thirteen of the fifteen (two offenses without incidents reported in ACPS for 2009-10 are marked with an asterisk “*” below):

- | | |
|--|--|
| 1. Assault/battery/no weapon/student | 9. Possession of knife (more than 3 inches) |
| 2. Defiance/refuses request | 10. Obscene/inappropriate language/gestures |
| 3. Disruptive demonstrations | 11. Assault/battery/no weapon/staff |
| 4. Threat against staff | 12. Use, possession, sale, distribution of other drugs |
| 5. Classroom/campus disruption | 13. Use, possession, sale, distribution of alcohol |
| 6. Fighting without injury* | 14. Threat/intimidation against student |
| 7. Other school or code of conduct* violations not otherwise specified | 15. Theft/no force |
| 8. Disrespect/walking away | |

³⁰ Brookover, W. B., Schweitzer, J. H., Beady, C., Flood, P., & Wisenbaker, J. M. (1978). Elementary school social climate and school achievement. *American Educational Research Journal*, 15, 301-318.

³¹ New Detroit: The Coalition. (2003). *A progress report: School improvement in the Detroit Public Schools*. East Lansing: Michigan State University.

Why are Graduation Trend Data Important?

Graduation rates are used for accountability purposes at the federal and state levels. In addition, they help to indicate or estimate the proportion of students who are not receiving a standard or advanced diploma. As described earlier, one AYP benchmark for all high schools is the Federal Graduation Indicator (FGI) with a rate of 80% or higher for all students. The FGI is based on grade 9 cohorts and calculates the percentage of standard or advanced diplomas received by a cohort in four, five, and six years.

For state accreditation in 2011-12, a high school must attain a Graduation and Completion Index (GCI) of 85 points for full accreditation and a minimum of 80 points for provisional accreditation. Schools receive full credit (100 points) for every student that receives a Board-recognized diploma; partial credit (75-25 points) for every student that receives a GED, remains enrolled in school, or earns a certificate of program completion; and no credit (zero points) for every student who drops out of school. For example, using the 2010-11 graduation data for T.C. Williams, the GCI was 82 points (83 points for three-year average), which for 2011-12 resulted in provisional accreditation.

At the national level, graduation rates tend to hover around 68% to 71% for all public high school students, but for Black and Hispanic students, the rate at which they graduate with a standard diploma is about 50% as compared with Whites at about 75% and females on average graduate at slightly higher rates than male students.³²

At the state level in 2010-11, using the FGI, Virginia had a four-year graduation rate of 80% for all students, whereas T.C. Williams had 67%. For Black and Hispanic students, the state had four year rates of 71% and 66% respectively and T.C. Williams 66% and 52%. White students were above the national average for Virginia (85%) and T.C. Williams (81%). For the economically disadvantaged and limited English proficient students, the state had 66% and 60% for these two groups, and for T.C. Williams 59% of the economically disadvantaged and 56% of limited English proficient students graduated within four years. Overall, the students with disabilities had the lowest rates for both the state (44%) and T.C. Williams (35%).

Why Review Graduation Trend Data?

Examining the types of diplomas earned by students is critical to improving both the FGI and the GCI for federal accountability and state accreditation for a high school. For example, since the FGI counts only standard and advanced diplomas earned within four, five, and six years and the GCI gives full credit for the standard and advanced diplomas and partial to no credit for other situations, it is important to examine the proportion of students receiving these two diploma types to find opportunities to support more students to improve these critical accountability and accreditation measures. Since dropouts receive no credit under the FGI or GCI it is very important to examine graduation trend data to consider supports needed to help students remain on-track to graduate with a standard or advanced diploma within four to six years of starting grade 9 in high school.

³² Swanson, C.B. (2004). *Who graduates? Who doesn't? A statistical portrait of public high school graduation, class of 2001*. Washington, DC: The Urban Institute. Retrieved 8/31/2011 from <http://www.urban.org/publications/410934.html>

What are the Issues Related to Dropout Rates?

Research estimates about 1.2 million students do not graduate each year and more than half of these students are from minority groups.³³ Thus, about seven thousand students drop out of school each day. Most dropouts are already off-track from graduation in the middle grades and tend to engage in behaviors that strongly correlate to dropping out in high school. Researchers have identified risk factors, such as low attendance or failing courses, which can identify student at risk for dropping out as early as sixth grade.³⁴ Ninth grade is a critical year for students who begin high school learning that their academic skills are insufficient for high school level work. In cities with the highest dropout rates, up to 40% of ninth grade students are retained; only 10% to 15% of those retained go on to graduate.³⁵ Academic success in ninth grade classes is highly predictive of eventual graduation more so than even demographic characteristics or prior academic achievement.³⁶ As noted earlier, research has also found school suspensions to be a fairly strong predictor of dropping out and/or not graduating on time.³⁷

Because many students lack the support they need to successfully make the transition to high school, over one third of all dropouts are lost in ninth grade.³⁸ One study investigated the perspectives of students who dropped out of school and found that 62% reported that their school needed to do more to help them outside of class, but only 41% had someone in school with whom they could discuss personal problems, and 70% of students favoring more parental involvement.³⁹ Many of these students stressed the importance of improving school climate with 70% favoring increased supervision in school, 62% feeling more classroom discipline was necessary, and 57% noting that their schools did not do enough to help students feel safe from violence.⁴⁰ Furthermore, these students (71%) felt that better communication between the school and home (parents, guardians, and the students themselves) would have helped to keep them in school; for example, fewer than half reported their schools contacting their parents or themselves when they were absent (47%) or when they dropped out (48%).⁴¹

³³ Editorial Projects in Education. (2008). Diplomas count 2008. School to college: Can state P-16 councils ease the transition? *Education Week*, 26(40).

³⁴ Jerald, C. (2006). *Dropping out is hard to do*. Washington, DC: The Center for Comprehensive School Reform and Improvement.

³⁵ Balfanz, R., & Legters, N. (2006). Closing dropout factories: The graduation rate crisis we know and what can be done about it. *Education Week*, 25(42),42-43.

³⁶ Allensworth, E. & Easton, J. (2007). *What matters for staying on-track and graduating in Chicago public high schools: A close look at course grades, failures and attendance in the freshman year*. Chicago, IL: Consortium on Chicago School Research at the University of Chicago, University Publications Office.

³⁷ Raffaele Mendez, L.M. (2003) Predictors of suspension and negative school outcomes: A longitudinal investigation. In J. Wald & D.J. Losen (Eds.), *New directions for youth development*: No. 99. *Deconstructing the school-to-prison pipeline* (pp. 17-34). San Francisco: Jossey-Bass.

³⁸ Editorial Projects in Education. (2007). Diplomas count 2007: Ready for what? Preparing students for college, careers, and life after high school. *Education Week*, 26(40).

³⁹ Bridgeland, J.M., DiIulio, Jr., J.J., & Morison, K.B. (2006). *The silent epidemic: Perspectives of high school dropouts*. Retrieved 8/26/2011 from <http://www.gatesfoundation.org/united-states/Documents/TheSilentEpidemic3-06Final.pdf>

⁴⁰ *Ibid.*

⁴¹ *Ibid.*

Chapter 1: Disciplinary Referral Data

Tables 1a, 1b & Figures 1a, 1b - Disciplinary Referrals by School Level & Student Enrollment by Grade Level

- From 2004-05 to 2010-11, ACPS has averaged about 2,170 disciplinary referrals reported to the state each year with three years having fewer than 2,000 referrals. About one-fifth were reported at the elementary school level and about one-half and one-third at the middle and high schools respectively.
- In 2004-05, elementary schools accounted for about one-eighth of division-wide disciplinary referrals and the percentage increased to a high of nearly one-third in 2010-11.
- In 2004-05, nearly two-thirds of the disciplinary referrals across the division occurred in the middle schools and the percentage and numbers gradually decreased through 2008-09 to a little over two-fifths. For the school year when the two middle schools were divided into five separate schools, the percentage dropped to less than one-quarter. In 2010-11 the percentage was less than one-third.
- From 2004-05, the high school accounted for less than one-fourth of the division-wide disciplinary referrals and the percentage gradually increased to slightly over two-fifths in 2010-11.
- From 2004-05 to 2010-11, the number and percentage of student enrollment by grade level has been greatest for kindergarten and gradually decreases through grade 12 in high school.

Table 1a. Percent & Number of ACPS Disciplinary Referrals by School Level: 2004-05 to 2010-11

Referrals by School Level	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		School Level Total	
	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#
Elementary School (ES)	11.8%	366	13.0%	376	22.9%	768	26.2%	507	24.6%	340	18.7%	285	29.8%	295	19.3%	2937
Middle School (MS)	65.7%	2044	60.9%	1759	50.3%	1690	42.5%	821	41.5%	573	22.8%	348	30.0%	297	49.6%	7532
High School (HS)	22.5%	699	26.1%	755	26.8%	900	31.3%	605	33.9%	469	58.5%	891	40.3%	399	31.1%	4718
Division Total (ACPS)	100.0%	3109	100.0%	2890	100.0%	3358	100.0%	1933	100.0%	1382	100.0%	1524	100.0%	991	100.0%	15187

Table 1b. Percent & Number of ACPS Student Enrollment by Grade Level: 2004-05 to 2010-11

ACPS (Division)	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Subgroup Total	
	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#
Pre-School (PK)	0.9%	98	1.6%	173	1.8%	191	1.6%	167	1.3%	141	1.5%	173	1.5%	180	1.5%	1123
Kindergarten (KG)	9.7%	1060	9.6%	1022	10.0%	1035	10.0%	1059	10.5%	1175	10.6%	1236	10.9%	1305	10.2%	7892
Grade 1 (01)	8.9%	973	8.8%	935	9.1%	941	9.8%	1035	9.9%	1113	10.2%	1188	9.8%	1180	9.5%	7365
Grade 2 (02)	8.7%	944	8.7%	930	8.3%	861	8.3%	881	9.1%	1025	9.4%	1099	9.3%	1120	8.9%	6860
Grade 3 (03)	8.4%	919	7.9%	840	8.5%	876	7.8%	827	7.9%	890	8.6%	1001	8.7%	1049	8.3%	6402
Grade 4 (04)	7.9%	860	7.8%	834	7.5%	772	8.0%	844	7.3%	822	7.6%	886	8.2%	984	7.8%	6002
Grade 5 (05)	8.2%	890	7.3%	772	7.2%	742	7.4%	778	7.5%	841	7.0%	812	7.0%	843	7.3%	5678
Grade 6 (06)	7.4%	806	7.1%	760	6.9%	708	6.8%	720	6.9%	770	6.7%	777	6.5%	782	6.9%	5323
Grade 7 (07)	7.4%	804	7.2%	770	6.9%	716	6.6%	697	6.5%	725	6.5%	758	6.3%	756	6.8%	5226
Grade 8 (08)	6.6%	723	6.7%	712	7.1%	730	6.6%	695	6.3%	711	6.4%	744	6.2%	738	6.5%	5053
Grade 9 (09)	6.7%	728	7.4%	786	6.8%	705	7.0%	741	6.8%	766	6.4%	745	6.4%	768	6.8%	5239
Grade 10 (10)	7.7%	836	7.1%	760	7.2%	740	7.0%	736	7.2%	807	7.1%	829	6.5%	782	7.1%	5490
Grade 11 (11)	6.1%	665	6.8%	723	6.9%	716	7.2%	761	6.8%	768	6.7%	783	6.6%	786	6.7%	5202
Grade 12 (12)	5.5%	596	5.9%	624	5.8%	601	6.0%	629	6.0%	669	5.4%	630	6.1%	726	5.8%	4475
Division Total (ACPS)	100.0%	10902	100.0%	10641	100.0%	10334	100.0%	10570	100.0%	11223	100.0%	11661	100.0%	11999	100.0%	77330

Source notes:

All Students, Gender, & Race/Ethnicity:

http://www.doe.virginia.gov/statistics_reports/enrollment/fall_membership/index.shtml

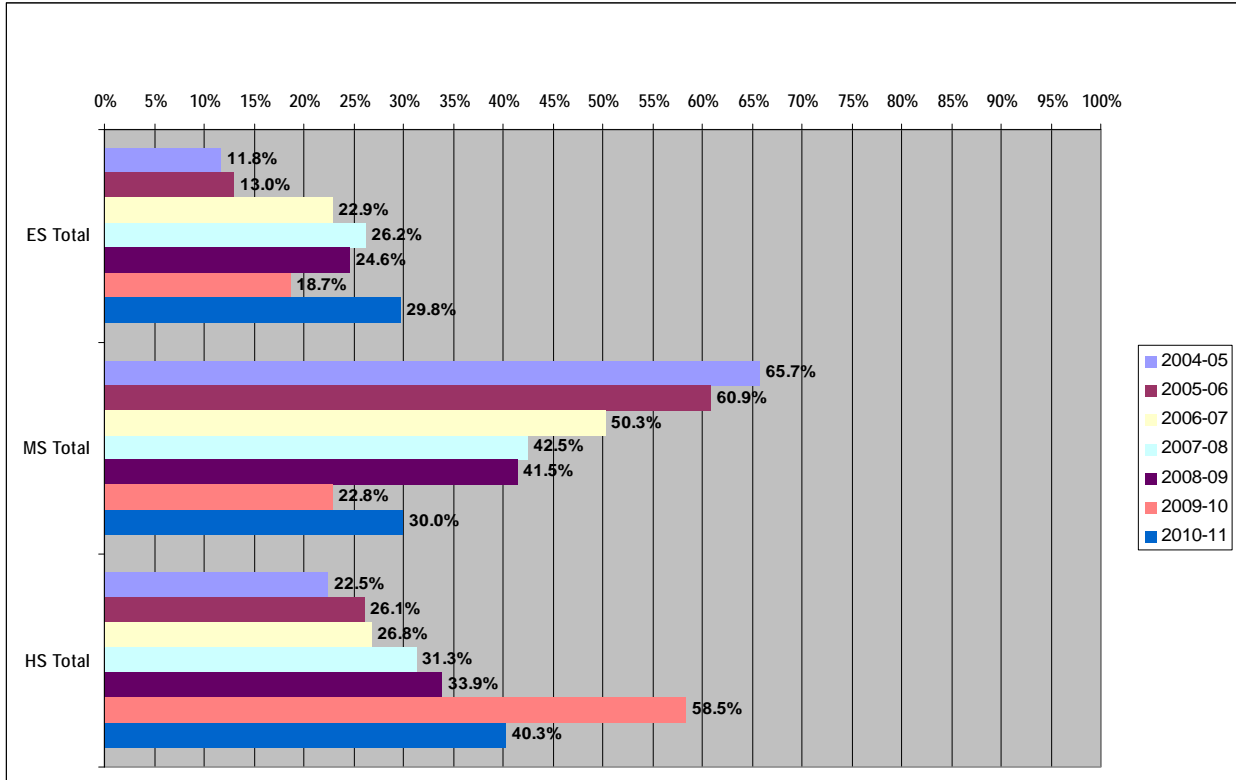


Figure 1a. Percent of ACPS Disciplinary Referrals by School Level: 2004-05 to 2010-11

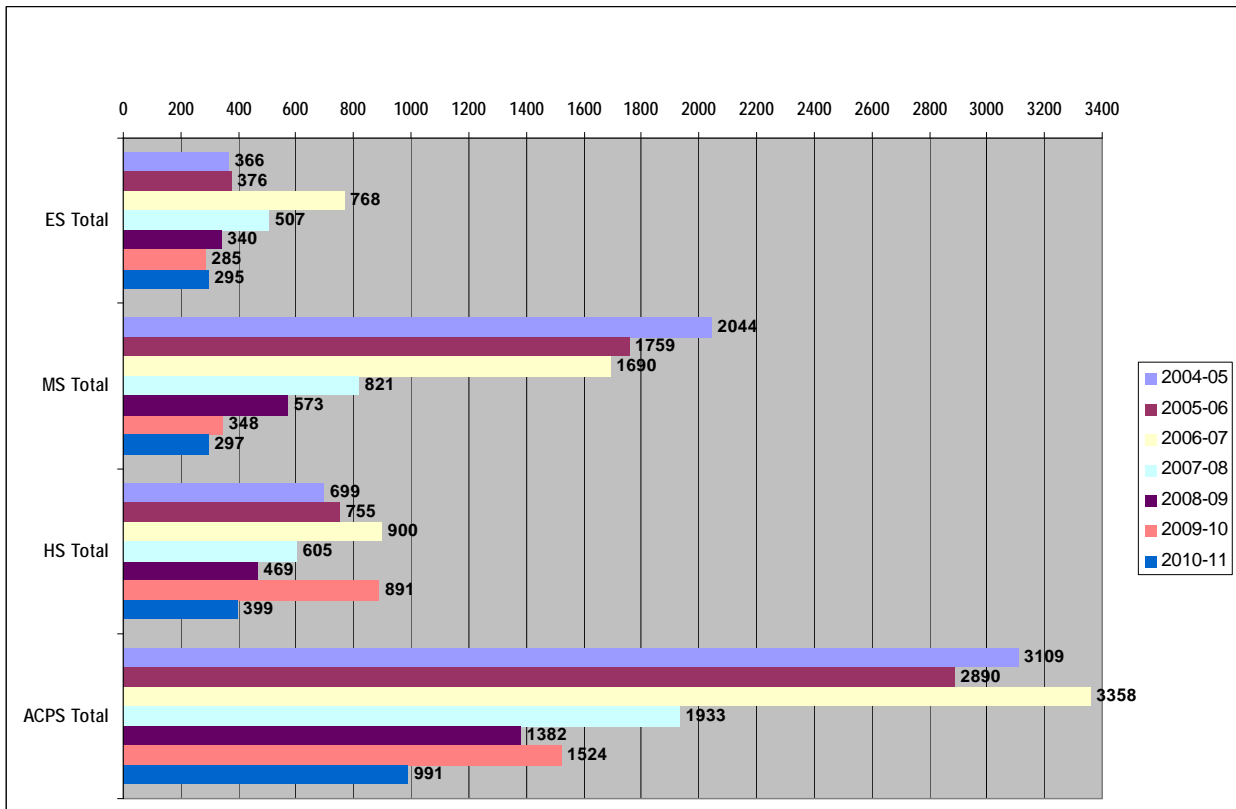


Figure 1b. Number of ACPS Disciplinary Referrals by School Level: 2004-05 to 2010-11

Table 2 & Figure 2 - Disciplinary Referrals by Elementary School

- Over the seven school years, four schools accounted for about two-thirds of the elementary school disciplinary referrals: Patrick Henry, Jefferson-Houston, Cora Kelly, and Mount Vernon. In addition, it is important to note that the percentages for Patrick Henry and Mount Vernon gradually decreased from 18.0% for both schools in 2004-05 to 11.9% and 5.6% respectively in 2009-10, but increased by 5% or more and both schools in 2010-11. During the same period there was an increase of referrals reported at Cora Kelly from 7.4% in 2004-05 to 33.3% in 2009-10 and down to 24.1% in 2010-11.

Table 2. Percent & Number of ACPS Disciplinary Referrals by Elementary School: 2004-05 to 2010-11

Referrals by School	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		School Level Total	
	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#
John Adams (JA) 0230	5.5%	20	2.1%	8	1.7%	13	4.1%	21	5.3%	18	7.0%	20	6.1%	18	4.0%	118
Charles Barrett (CB) 0120	8.2%	30	8.2%	31	3.3%	25	9.5%	48	7.1%	24	1.8%	5	4.4%	13	6.0%	176
Patrick Henry (PH) 0050	18.0%	66	27.1%	102	18.1%	139	17.0%	86	17.1%	58	11.9%	34	16.3%	48	18.1%	533
Jefferson-Houston (JH) 0090	16.7%	61	20.2%	76	38.7%	297	10.8%	55	18.2%	62	19.3%	55	5.1%	15	21.1%	621
Cora Kelly (CK) 0160	7.4%	27	7.4%	28	6.0%	46	16.2%	82	19.7%	67	33.3%	95	24.1%	71	14.2%	416
Lyles-Crouch (LC) 0080	4.4%	16	1.6%	6	1.2%	9	0.8%	4	1.8%	6	1.8%	5	6.1%	18	2.2%	64
Douglas MacArthur (DM) 0110	3.8%	14	3.5%	13	2.2%	17	2.0%	10	5.0%	17	2.1%	6	11.5%	34	3.8%	111
George Mason (GM) 0100	1.1%	4	0.3%	1	0.3%	2	1.8%	9	5.0%	17	5.3%	15	4.4%	13	2.1%	61
Matthew Maury (MM) 0060	3.8%	14	2.1%	8	1.7%	13	5.5%	28	0.9%	3	0.7%	2	4.1%	12	2.7%	80
Mount Vernon (MV) 0030	18.0%	66	18.9%	71	20.2%	155	12.2%	62	5.6%	19	5.6%	16	12.5%	37	14.5%	426
James Polk (JP) 0220	4.6%	17	2.9%	11	1.3%	10	1.2%	6	1.2%	4	2.5%	7	1.0%	3	2.0%	58
William Ramsey (WR) 0190	2.2%	8	1.9%	7	2.1%	16	13.2%	67	7.6%	26	1.1%	3	3.1%	9	4.6%	136
Samuel Tucker (ST) 0333	6.3%	23	3.7%	14	3.4%	26	5.7%	29	5.6%	19	7.7%	22	1.4%	4	4.7%	137
Elementary School Total (ES)	100.0%	366	100.0%	376	100.0%	768	100.0%	507	100.0%	340	100.0%	285	100.0%	295	100.0%	2937

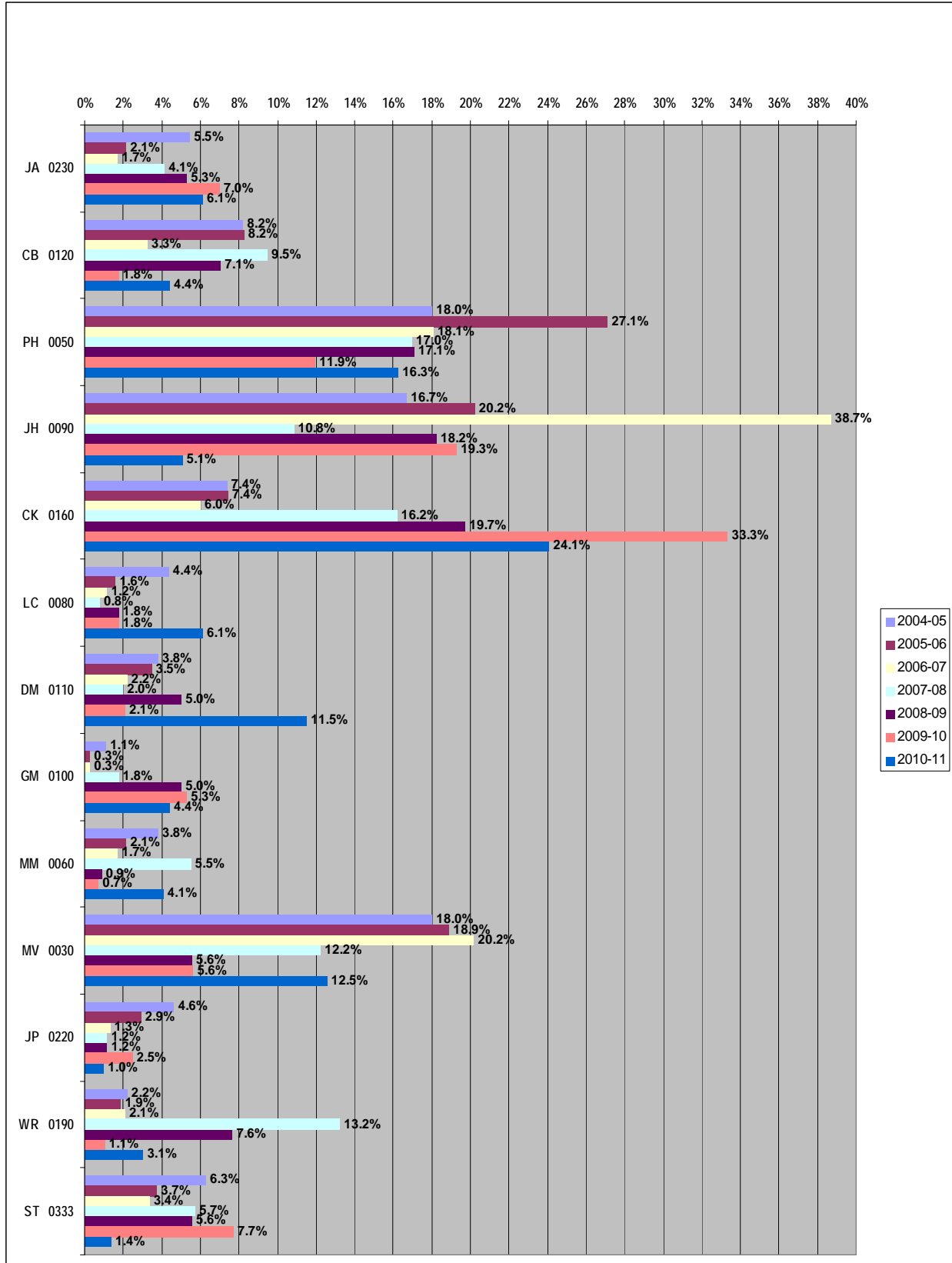


Figure 2. Percent of ACPS Disciplinary Referrals by Elementary School: 2004-05 to 2010-11

Table 3a & Figure 3a - Disciplinary Referrals by Middle School

- From 2004-05 to 2007-08, the majority of middle school referrals were reported at George Washington (from three-fifths in 2007-08 to a high of nearly three-fourths in 2005-06). From 2008-09, the majority of referrals shifted to Francis Hammond accounting for over 56% in 2008-09 and having the same proportion in 2009-10 when comparing the two middle school sites.

Table 3b & Figure 3b - Disciplinary Referrals at the High School

- Across the years, it is important to remember that the total number of disciplinary referrals fluctuated from a high of 3,358 in 2006-07 to a low of 991 in 2010-11. That said, nearly one-third of the disciplinary referrals occurred at the high school level. In terms of the proportion of the division total by year, the high school accounted for 22.5% in 2004-05 and increased to 58.5% in 2009-10 and then was 40.3% in 2010-11.

Table 3a. Percent & Number of ACPS Disciplinary Referrals by Middle School: 2004-05 to 2010-11

Referrals by School Level	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		School Level Total	
	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#
Francis Hammond 1 (FCH1) 0170	20.4%	635	15.7%	455	18.0%	604	17.1%	330	23.4%	323	3.0%	45	4.4%	44	16.0%	2436
Francis Hammond 2 (FCH2) 0250											5.2%	80	9.4%	93	1.1%	173
Francis Hammond 3 (FCH3) 0260											4.7%	71	10.6%	105	1.2%	176
George Washington 1 (GW1) 0010	45.3%	1409	45.1%	1304	32.3%	1086	25.4%	491	18.1%	250	6.6%	100	3.9%	39	30.8%	4679
George Washington 2 (GW2) 0240											3.4%	52	1.6%	16	0.4%	68
Middle School Total (MS)	100.0%	2044	100.0%	1759	100.0%	1690	100.0%	821	100.0%	573	100.0%	348	100.0%	297	100.0%	7532

Table 3b. Percent & Number of ACPS Disciplinary Referrals at High School: 2004-05 to 2010-11

Referrals by School Level	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		School Level Total	
	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#
T.C. Williams (TCW) (HS) 0210	22.5%	699	26.1%	755	26.8%	900	31.3%	605	33.9%	469	58.5%	891	40.3%	399	31.1%	4718
Division Total (ACPS)	100.0%	3109	100.0%	2890	100.0%	3358	100.0%	1933	100.0%	1382	100.0%	1524	100.0%	991	100.0%	15187

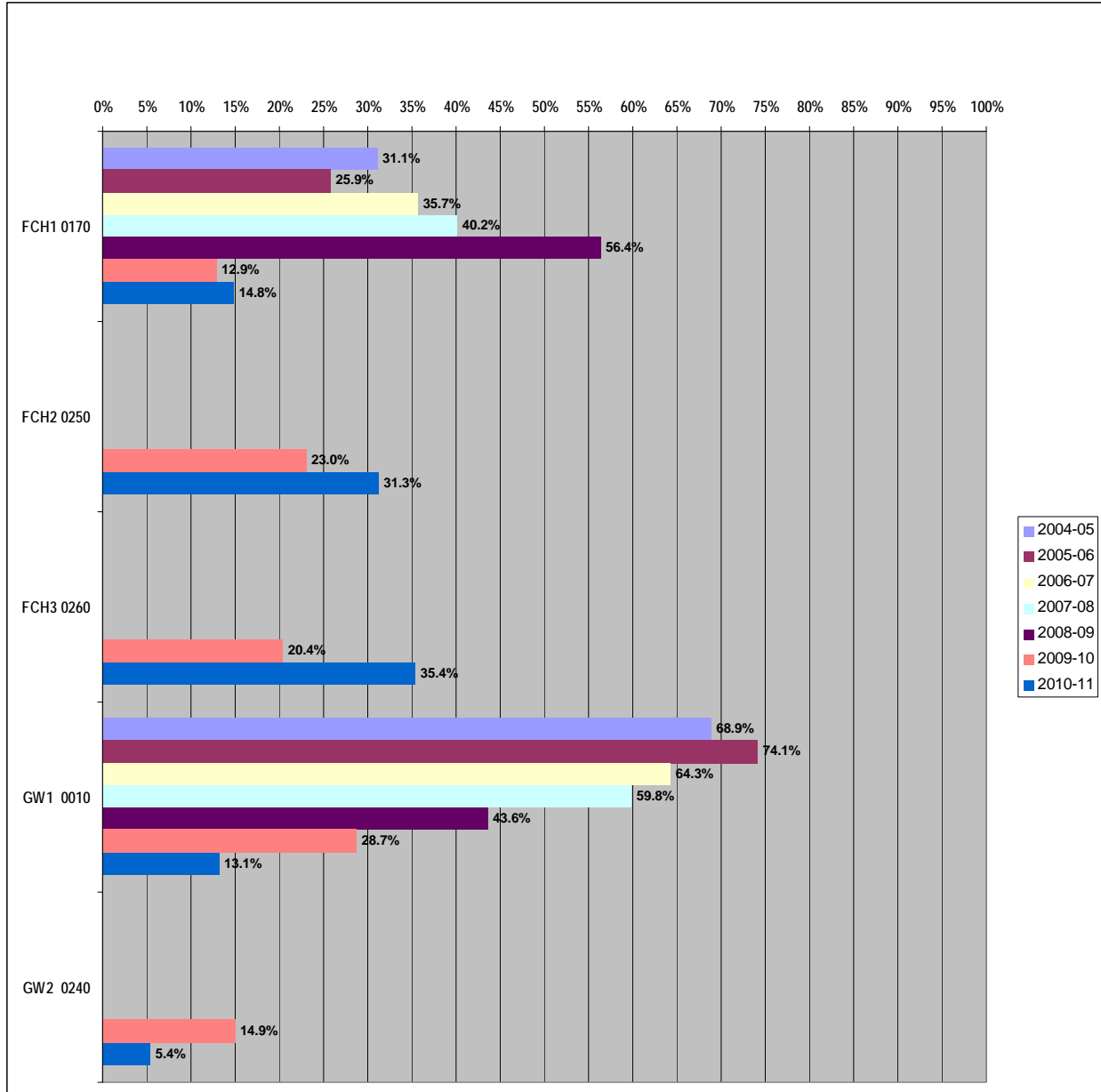


Figure 3a. Percent of ACPS Disciplinary Referrals by Middle School: 2004-05 to 2010-11

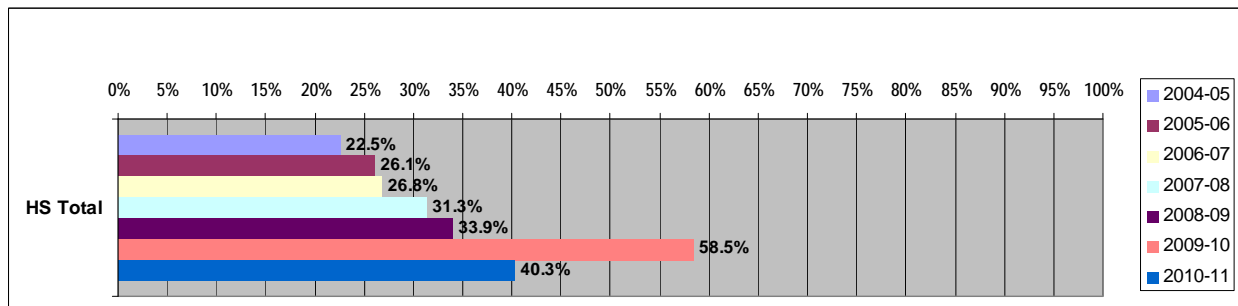


Figure 3b. Percent of ACPS Disciplinary Referrals at High School: 2004-05 to 2010-11

Tables 4a, 4b, & Figure 4 - Disciplinary Referrals & Student Enrollment for ACPS by AYP Subgroup

- From 2004-05 to 2010-11 across ACPS, the vast majority of disciplinary referrals are given to male students, Black students, and economically disadvantaged students (about 70% each year). Hispanic students account for a little over 20% and White students for about 7%. The percent of disciplinary referrals for students with disabilities (SWD) and limited English proficient (LEP) fluctuate over the years, with the average across this period at about 30% and 10% respectively.
- From 2004-05 to 2010-11, the division total increased by nearly one thousand students. Over this period, the ratio between males and females has been fairly consistent with a little over half male students. The percentage of Black students has slightly decreased from over 42% to over 34%, while enrollment increased from over 26% to over 30% for Hispanic students and from over 23% to 25% for White students. The percentage of SWD has also decreased from 18% to under 14%, while enrollment for economically disadvantaged and LEP students fluctuated slightly around 52% and 22% respectively.

Table 4a. Percent & Number of ACPS Disciplinary Referrals for ACPS by AYP Subgroup: 2004-05 to 2010-11

ACPS (Division)	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Subgroup Total	
Referrals by AYP Subgroup	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#
All Students	100.0%	3109	100.0%	2890	100.0%	3358	100.0%	1933	100.0%	1382	100.0%	1524	100.0%	991	100.0%	15187
Female	26.9%	836	26.7%	772	28.0%	941	23.8%	461	29.6%	409	28.5%	435	29.4%	291	27.3%	4145
Male	73.1%	2273	73.3%	2118	72.0%	2417	76.2%	1472	70.4%	973	71.5%	1089	70.6%	700	72.7%	11042
Black	72.8%	2262	70.1%	2027	70.1%	2355	69.6%	1345	66.4%	917	66.9%	1020	62.7%	621	69.4%	10547
Hispanic	19.4%	604	21.0%	608	19.4%	651	22.8%	440	24.0%	331	24.9%	379	23.1%	229	21.3%	3242
White	6.5%	201	7.2%	209	8.0%	267	5.1%	98	6.1%	84	4.9%	74	9.5%	94	6.8%	1027
Students with Disabilities	33.1%	1029	35.3%	1021	18.1%	609	49.1%	949	3.3%	45	36.2%	551	32.7%	324	29.8%	4528
Economically Disadvantaged	73.6%	2287	72.0%	2082	71.7%	2407	75.3%	1456	77.4%	1069	75.7%	1154	77.4%	767	73.9%	11222
Limited English Proficient	0.0%	0	11.3%	328	12.5%	420	13.1%	254	15.6%	216	13.5%	206	18.8%	186	10.6%	1610

Table 4b. Percent & Number of ACPS Student Enrollment for ACPS by AYP Subgroup: 2004-05 to 2010-11

ACPS (Division)	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Subgroup Total	
Enrollment by AYP Subgroup	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#
All Students	100.0%	10902	100.0%	10641	100.0%	10334	100.0%	10570	100.0%	11223	100.0%	11661	100.0%	11999	100.0%	77330
Female	48.6%	5295	48.0%	5112	48.4%	5004	49.1%	5189	49.5%	5553	48.8%	5690	47.6%	5714	48.6%	37557
Male	51.4%	5607	52.0%	5529	51.6%	5330	50.9%	5381	50.5%	5670	51.2%	5971	52.4%	6285	51.4%	39773
Black	42.7%	4651	42.1%	4479	41.0%	4238	40.2%	4245	38.6%	4331	36.5%	4253	34.2%	4104	39.2%	30301
Hispanic	26.7%	2916	26.3%	2802	25.2%	2608	25.1%	2648	26.9%	3023	27.0%	3150	30.7%	3688	26.9%	20835
White	23.9%	2602	23.8%	2531	24.6%	2537	24.7%	2610	24.2%	2720	24.7%	2881	25.0%	3004	24.4%	18885
Students with Disabilities	18.2%	1979	17.9%	1900	17.4%	1802	16.8%	1780	16.3%	1830	15.0%	1747	13.8%	1661	16.4%	12699
Economically Disadvantaged	52.0%	5718	50.0%	5322	49.0%	5064	51.0%	5391	53.0%	5948	54.0%	6297	52.0%	6239	51.7%	39978
Limited English Proficient	21.8%	2379	20.9%	2223	21.1%	2176	22.9%	2420	25.6%	2868	22.5%	2627	21.9%	2624	22.4%	17317

Source notes:

All Students, Gender, & Race/Ethnicity:

http://www.doe.virginia.gov/statistics_reports/enrollment/fall_membership/index.shtml

Students with Disabilities

http://www.doe.virginia.gov/special_ed/reports_plans_stats/child_count/2010.pdf

Economically Disadvantaged

<http://www.acps.k12.va.us/fns/reduced.php>

Limited English Proficient

http://www.doe.virginia.gov/instruction/esl/data_reports/index.shtml

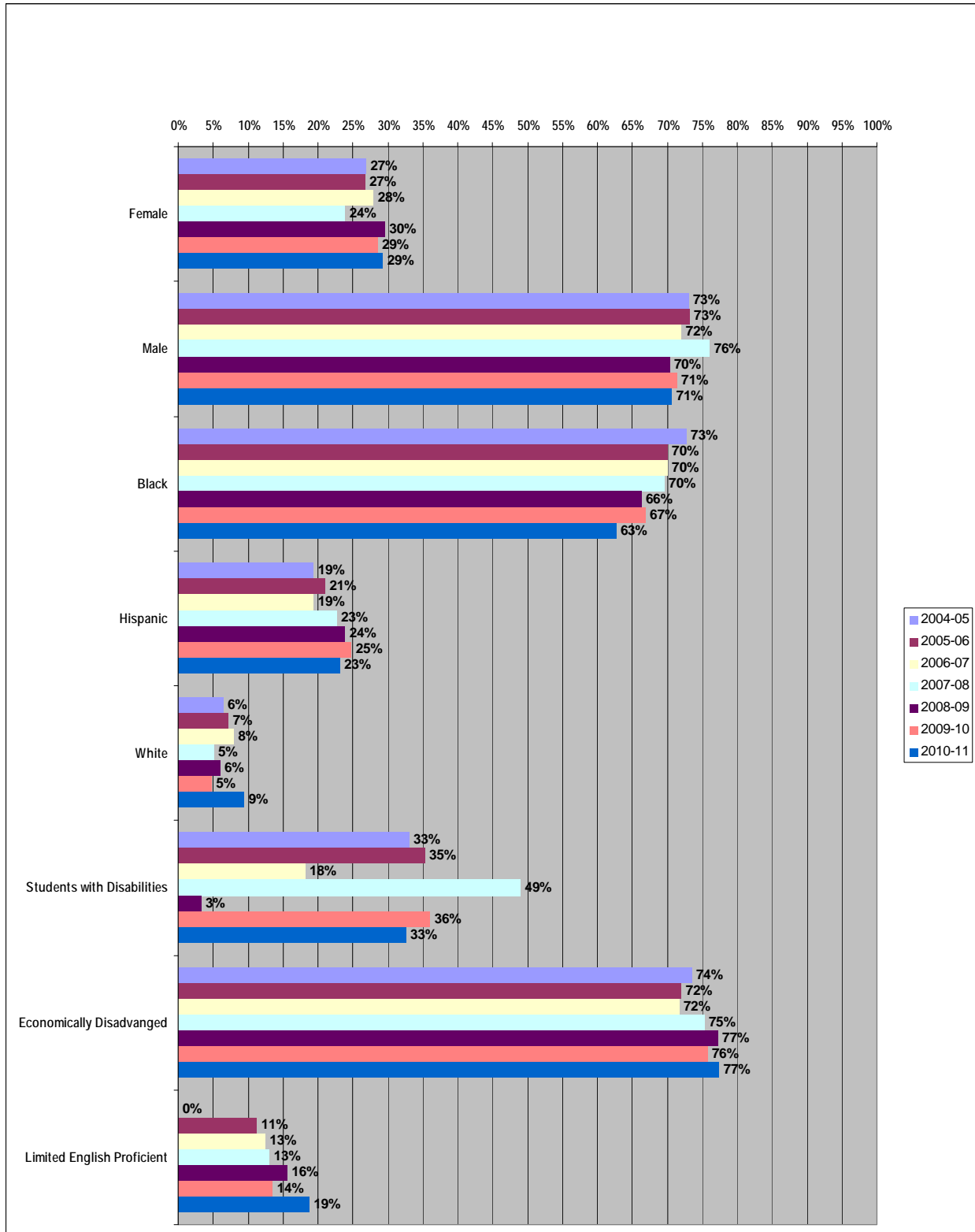


Figure 4. Percent of Disciplinary Referrals for ACPS by AYP Subgroup: 2004-05 to 2010-11

Table 5 & Figure 5 - Disciplinary Referrals at Elementary School by AYP Subgroup

- At the Elementary School level from 2004-05 to 2010-11, the great majority of disciplinary referrals are given to male students and economically disadvantaged students (about 80% each year). This is closely followed by Black students at about 70%. Hispanic students account for about 20% and White students for about 7%. The percent of disciplinary referrals for students with disabilities (SWD) and limited English proficient (LEP) fluctuate over the years, with the average across this period at about 30% and fewer than 20% respectively.

Table 5. Percent & Number of ACPS Disciplinary Referrals at Elementary School by AYP Subgroup: 2004-05 to 2010-11

Elementary School Level Referrals by AYP Subgroup	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Subgroup Total	
	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#
All Students	100.0%	366	100.0%	376	100.0%	768	100.0%	507	100.0%	340	100.0%	283	100.0%	293	100.0%	2933
Female	12.0%	44	11.7%	44	19.3%	148	15.0%	76	23.2%	79	18.4%	52	18.1%	53	16.9%	496
Male	88.0%	322	88.3%	332	80.7%	620	85.0%	431	76.8%	261	81.6%	231	81.9%	240	83.1%	2437
Black	73.0%	267	73.1%	275	69.7%	535	71.4%	362	64.7%	220	68.9%	195	64.2%	188	69.6%	2042
Hispanic	15.0%	55	15.7%	59	21.6%	166	19.3%	98	25.0%	85	24.4%	69	18.4%	54	20.0%	586
White	10.1%	37	7.7%	29	4.6%	35	6.7%	34	7.1%	24	2.8%	8	13.7%	40	7.1%	207
Students with Disabilities	41.5%	152	52.4%	197	11.7%	90	43.2%	219	7.6%	26	36.0%	102	38.9%	114	30.7%	900
Economically Disadvantaged	73.8%	270	77.9%	293	79.7%	612	79.9%	405	82.9%	282	81.6%	231	78.8%	231	79.2%	2324
Limited English Proficient	0.0%	0	17.3%	65	22.0%	169	24.9%	126	22.9%	78	19.1%	54	19.5%	57	18.7%	549

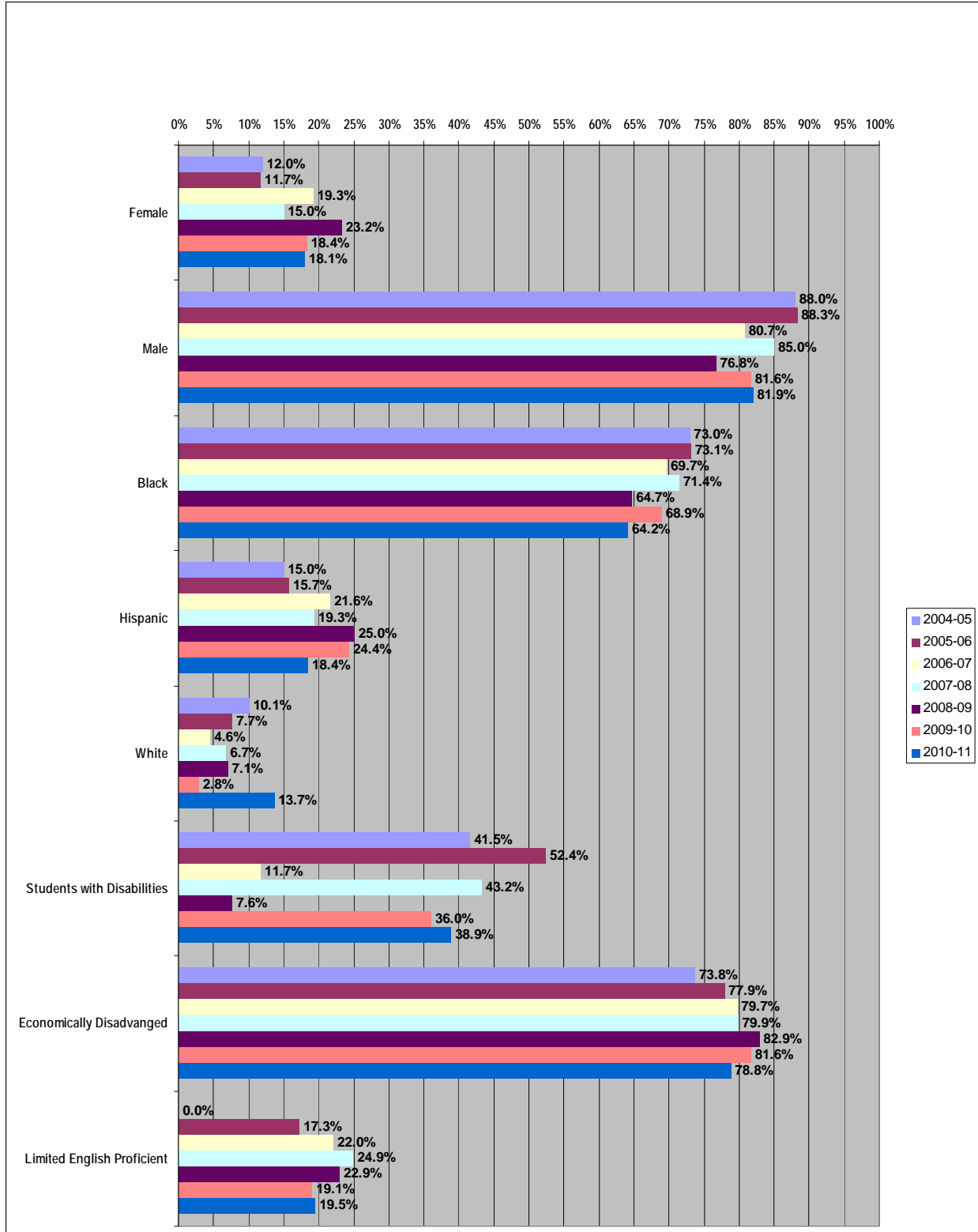


Figure 5. Percent of ACPS Disciplinary Referrals at Elementary School by AYP Subgroup: 2004-05 to 2010-11

Table 6 & Figure 6 - Disciplinary Referrals at Middle School by AYP Subgroup

- At the Middle School level from 2004-05 to 2010-11, the greatest proportion of disciplinary referrals are given to economically disadvantaged students (about 80% each year). This is closely followed by male students and Black students at about 70% each. Hispanic students account for about 20% and White students for about 6%. The percent of disciplinary referrals for students with disabilities (SWD) and limited English proficient (LEP) fluctuate over the years, with the average across this period at nearly 30% and about 7% respectively.

Table 6. Percent & Number of ACPS Disciplinary Referrals at Middle School by AYP Subgroup: 2004-05 to 2010-11

Middle School Level Referrals by AYP Subgroup	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Subgroup Total	
	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#
All Students	100.0%	2044	100.0%	1759	100.0%	1690	100.0%	821	100.0%	573	100.0%	350	100.0%	299	100.0%	7536
Female	30.4%	622	29.1%	511	29.5%	499	27.8%	228	31.1%	178	25.7%	90	30.1%	90	29.4%	2218
Male	69.6%	1422	70.9%	1248	70.5%	1191	72.2%	593	68.9%	395	74.3%	260	69.9%	209	70.6%	5318
Black	76.4%	1561	72.6%	1277	74.6%	1261	68.0%	558	68.9%	395	58.3%	204	65.2%	195	72.3%	5451
Hispanic	18.2%	371	19.9%	350	16.8%	284	24.7%	203	21.3%	122	34.0%	119	24.4%	73	20.2%	1522
White	4.7%	97	6.4%	112	7.8%	131	4.5%	37	4.7%	27	3.4%	12	5.0%	15	5.7%	431
Students with Disabilities	31.1%	636	32.1%	565	18.8%	318	45.4%	373	3.3%	19	32.0%	112	24.7%	74	27.8%	2097
Economically Disadvantaged	77.1%	1576	75.2%	1323	73.8%	1248	79.3%	651	75.6%	433	79.7%	279	81.3%	243	76.3%	5753
Limited English Proficient	0.0%	0	9.4%	165	6.9%	116	9.6%	79	15.0%	86	12.3%	43	25.1%	75	7.5%	564

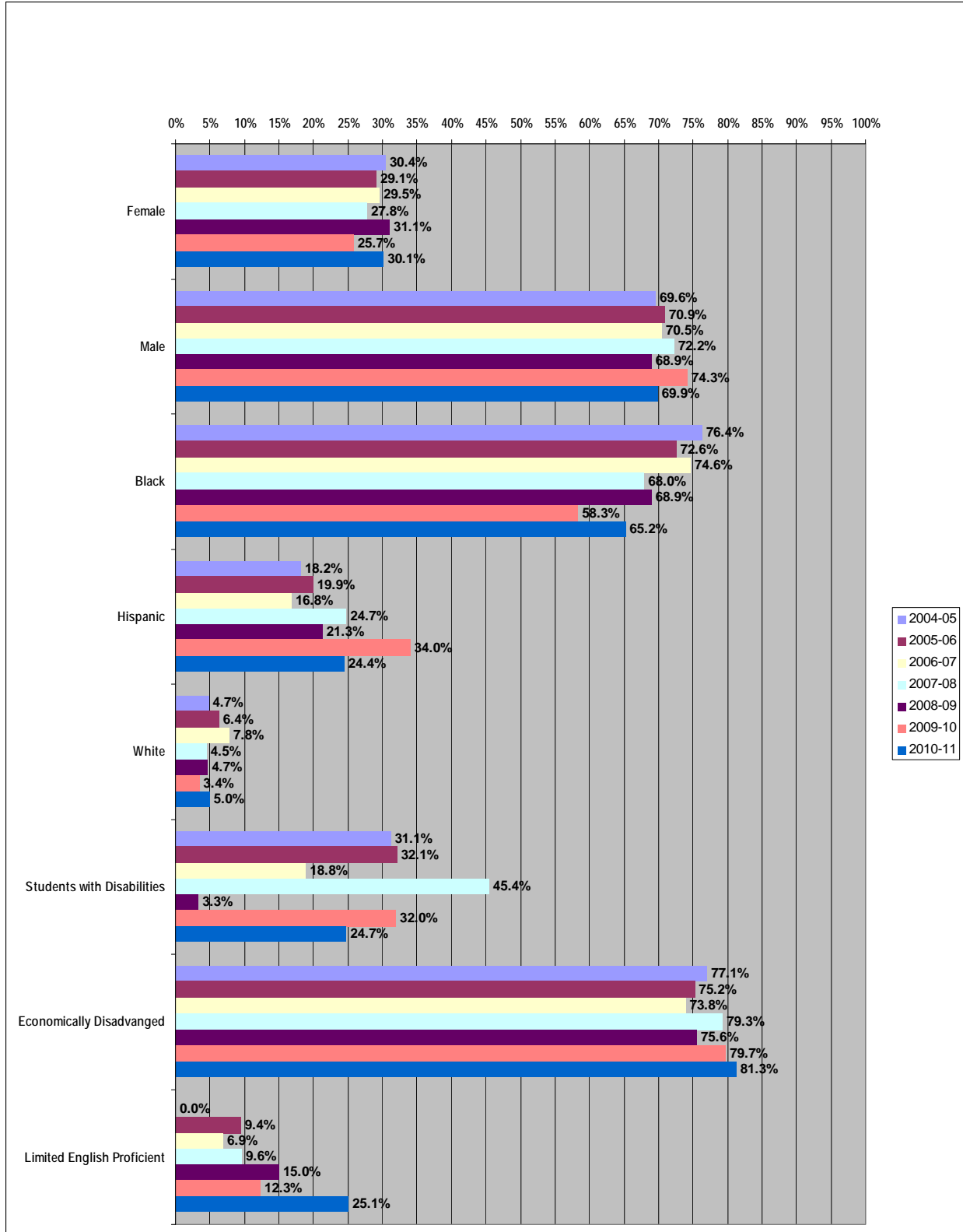


Figure 6. Percent of ACPS Disciplinary Referrals at Middle School by AYP Subgroup: 2004-05 to 2010-11

Table 7 & Figure 7 - Disciplinary Referrals at High School by AYP Subgroup

- At the High School level from 2004-05 to 2010-11, the greatest proportion of disciplinary referrals are given to male students (about 70% each year). This is closely followed by economically disadvantaged students and Black students at about 67% and 65% respectively. Hispanic students account for about 24% and White students for about 8%. The percent of disciplinary referrals for students with disabilities (SWD) and limited English proficient (LEP) fluctuate over the years, with the average across this period at a little over 30% and about 10% respectively.

Table 7. Percent & Number of ACPS Disciplinary Referrals at High School by AYP Subgroup: 2004-05 to 2010-11

High School Level Referrals by AYP Subgroup	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Subgroup Total	
	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#
All Students	100.0%	699	100.0%	755	100.0%	900	100.0%	605	100.0%	469	100.0%	891	100.0%	399	100.0%	4718
Female	24.3%	170	28.7%	217	32.7%	294	26.0%	157	32.4%	152	32.9%	293	37.1%	148	30.3%	1431
Male	75.7%	529	71.3%	538	67.3%	606	74.0%	448	67.6%	317	67.1%	598	62.9%	251	69.7%	3287
Black	62.1%	434	62.9%	475	62.1%	559	70.2%	425	64.4%	302	69.7%	621	59.6%	238	64.7%	3054
Hispanic	25.5%	178	26.4%	199	22.3%	201	23.0%	139	26.4%	124	21.4%	191	25.6%	102	24.0%	1134
White	9.6%	67	9.0%	68	11.2%	101	4.5%	27	7.0%	33	6.1%	54	9.8%	39	8.2%	389
Students with Disabilities	34.5%	241	34.3%	259	22.3%	201	59.0%	357	0.0%	0	37.8%	337	34.1%	136	32.5%	1531
Economically Disadvantaged	63.1%	441	61.7%	466	60.8%	547	66.1%	400	75.5%	354	72.3%	644	73.4%	293	66.7%	3145
Limited English Proficient	0.0%	0	13.0%	98	15.0%	135	8.1%	49	11.1%	52	12.2%	109	13.5%	54	10.5%	497

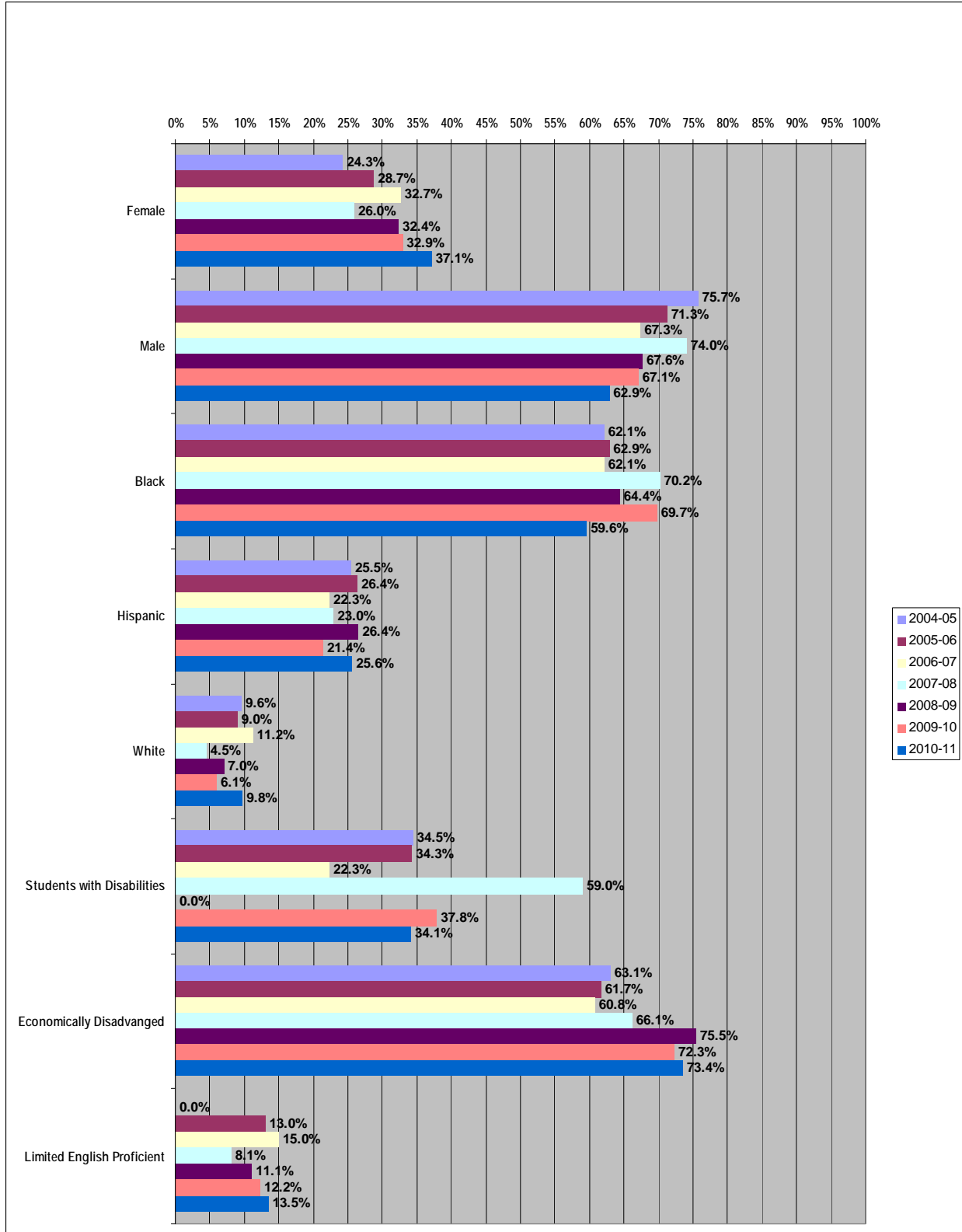


Figure 7. Percent of ACPS Disciplinary Referrals at High School by AYP Subgroup: 2004-05 to 2010-11

Figure 8 - Disciplinary Referrals by Elementary Grade Levels

- At the Elementary School level from 2004-05 to 2010-11, the number of disciplinary referrals have decreased over this period. Overall, the majority of referrals tend to be given to students in upper elementary grades (grades 3, 4, & 5). However, in 2006-07, there were a very large number of referrals given to first graders.

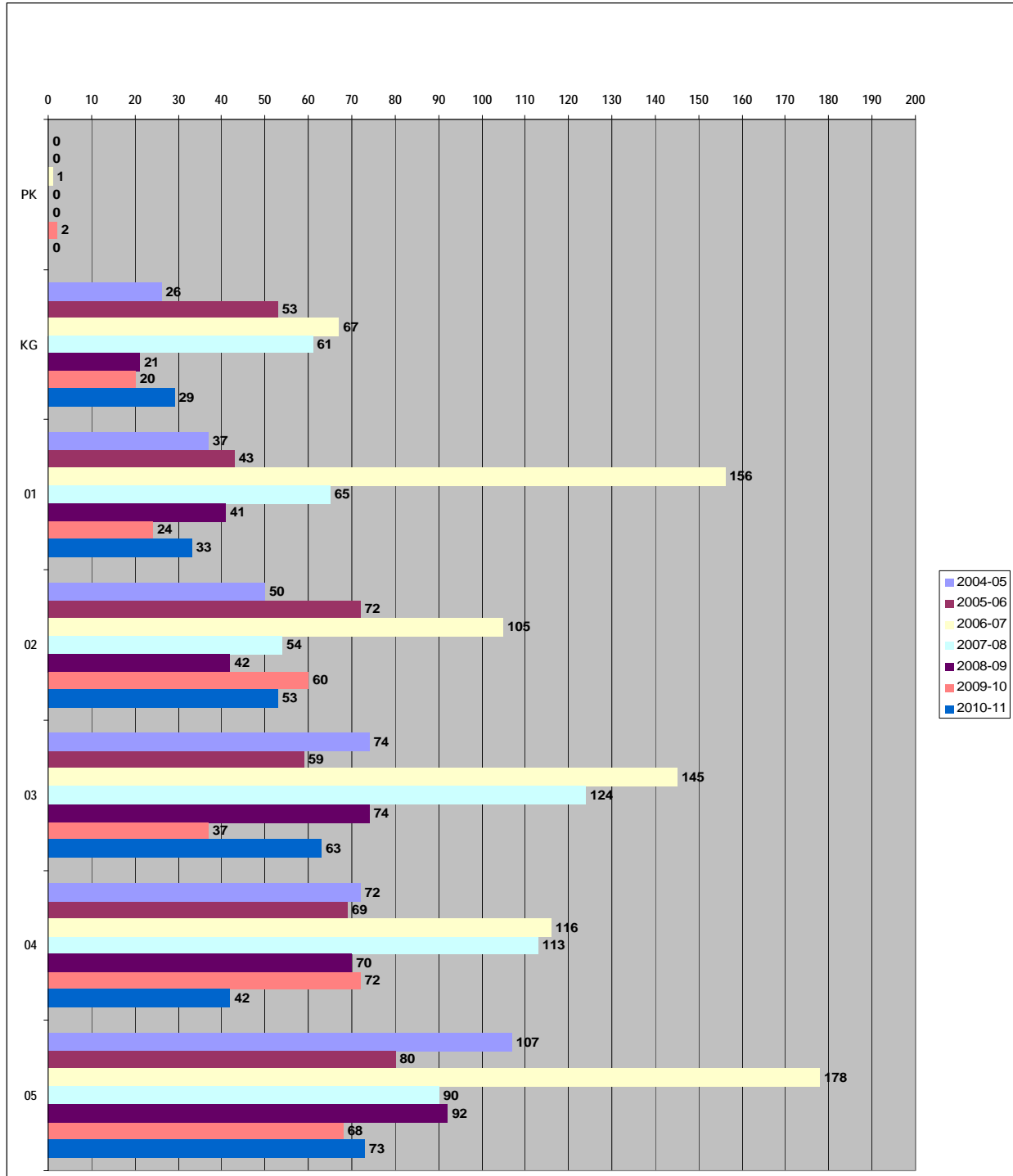


Figure 8. Number of ACPS Disciplinary Referrals by Elementary Grade Levels: 2004-05 to 2010-11

Figure 9 - Disciplinary Referrals by Secondary Grade Levels

- At the Secondary School level from 2004-05 to 2010-11, the number of disciplinary referrals have decreased over this period. Overall, the majority of referrals tend to be given to students in the middle school grades through sophomore year in high school (grades 6 to 10).

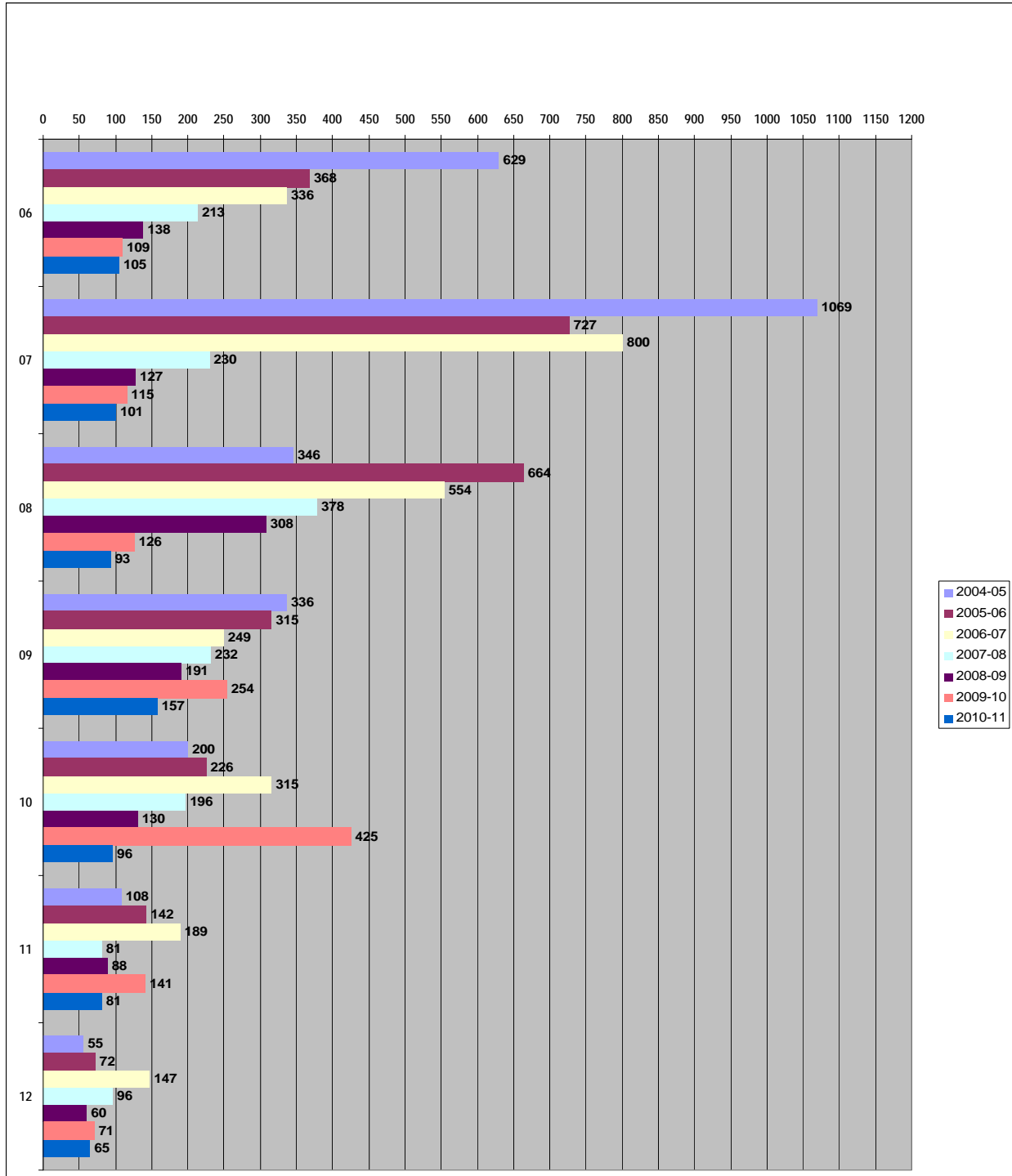


Figure 9. Number of ACPS Disciplinary Referrals by Secondary Grade Levels: 2004-05 to 2010-11

Figure 10a - Disciplinary Referrals Resulting in Short-Term Suspension by School Level

- Across ACPS from 2004-05 to 2010-11, the number of disciplinary referrals that resulted in short-term suspension (student is suspended between 1 to 10 days from school) have decreased over this time period. The largest number of short-term suspensions tended to be given to Middle School students closely followed by High School students. However, in 2010-11, High School students accounted for the greatest number of short-term suspensions.

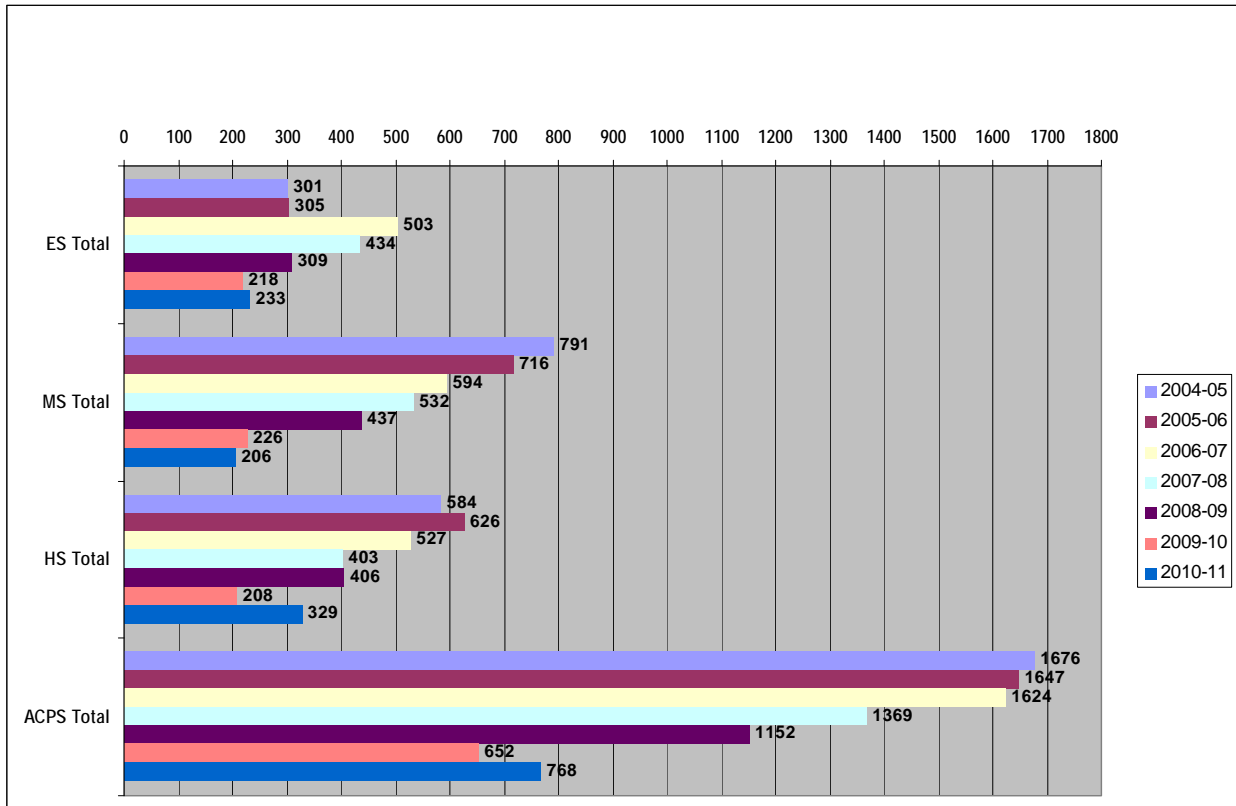


Figure 10a. Number of ACPS Disciplinary Referrals Resulting in Short-Term Suspension by School Level: 2004-05 to 2010-11

Figure 10b - Disciplinary Referrals Resulting in Short-Term Suspension by AYP Subgroup

- Across ACPS from 2004-05 to 2010-11, about 70-80% of disciplinary referrals that resulted in short-term suspension (student is suspended between 1 to 10 days from school) were given to male, economically disadvantaged students. This is closely followed by about 60-70% for Black students. Roughly 20-30% of these referrals were given to female, Hispanic, and SWD, fewer than 20% to LEP, and fewer than 10% to White students.

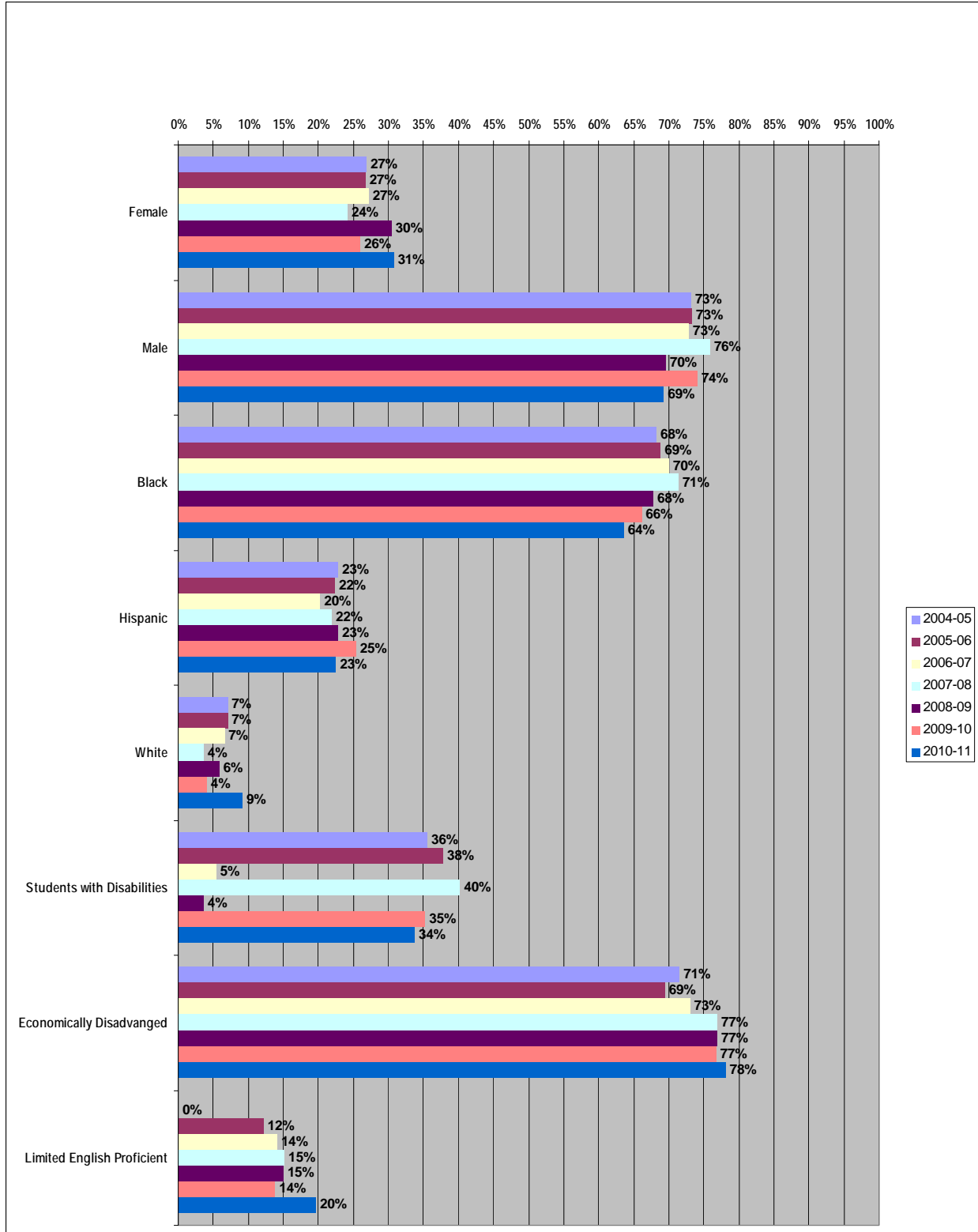


Figure 10b. Percent of ACPS Disciplinary Referrals Resulting in Short-Term Suspension for ACPS by AYP Subgroup: 2004-05 to 2010-11

Figure 10c - Disciplinary Referrals Resulting in Short-Term Suspension at Elementary School by AYP Subgroup

- The pattern of disciplinary referrals that result in short-term suspensions at elementary school roughly mirror the proportions in the division from 2004-05 to 2010-11.

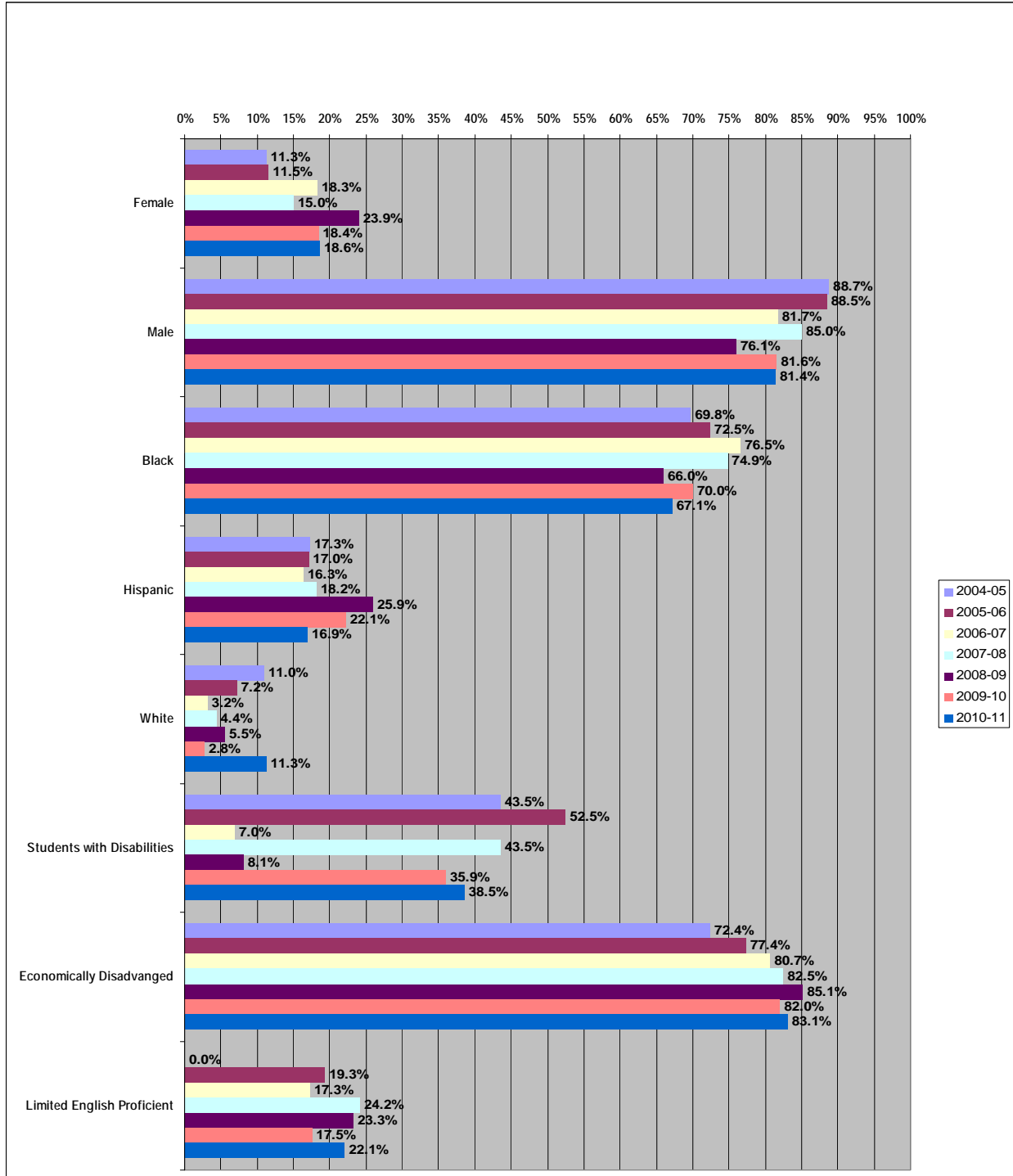


Figure 10c. Percent of ACPS Disciplinary Referrals Resulting in Short-Term Suspension at Elementary School by AYP Subgroup: 2004-05 to 2010-11

Figure 10d - Disciplinary Referrals Resulting in Short-Term Suspension at Middle School by AYP Subgroup

- The pattern of disciplinary referrals that result in short-term suspensions at middle school roughly mirror the percentages in the division across the period from 2004-05 to 2010-11.

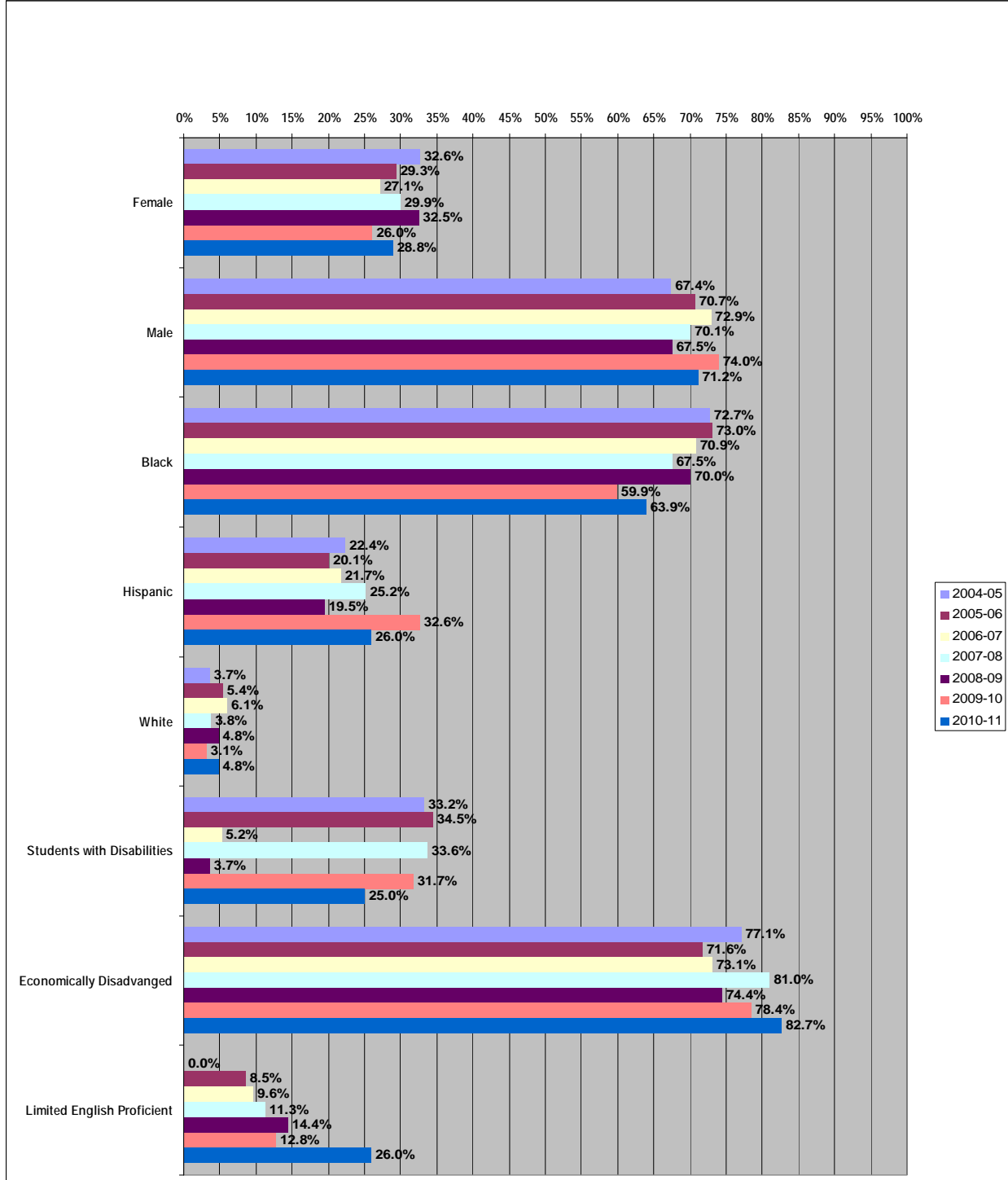


Figure 10d. Percent of ACPS Disciplinary Referrals Resulting in Short-Term Suspension at Middle School by AYP Subgroup: 2004-05 to 2010-11

Figure 10e - Disciplinary Referrals Resulting in Short-Term Suspension at High School by AYP Subgroup

- The pattern of disciplinary referrals that result in short-term suspensions at high school roughly mirror that of the division across the period from 2004-05 to 2010-11.

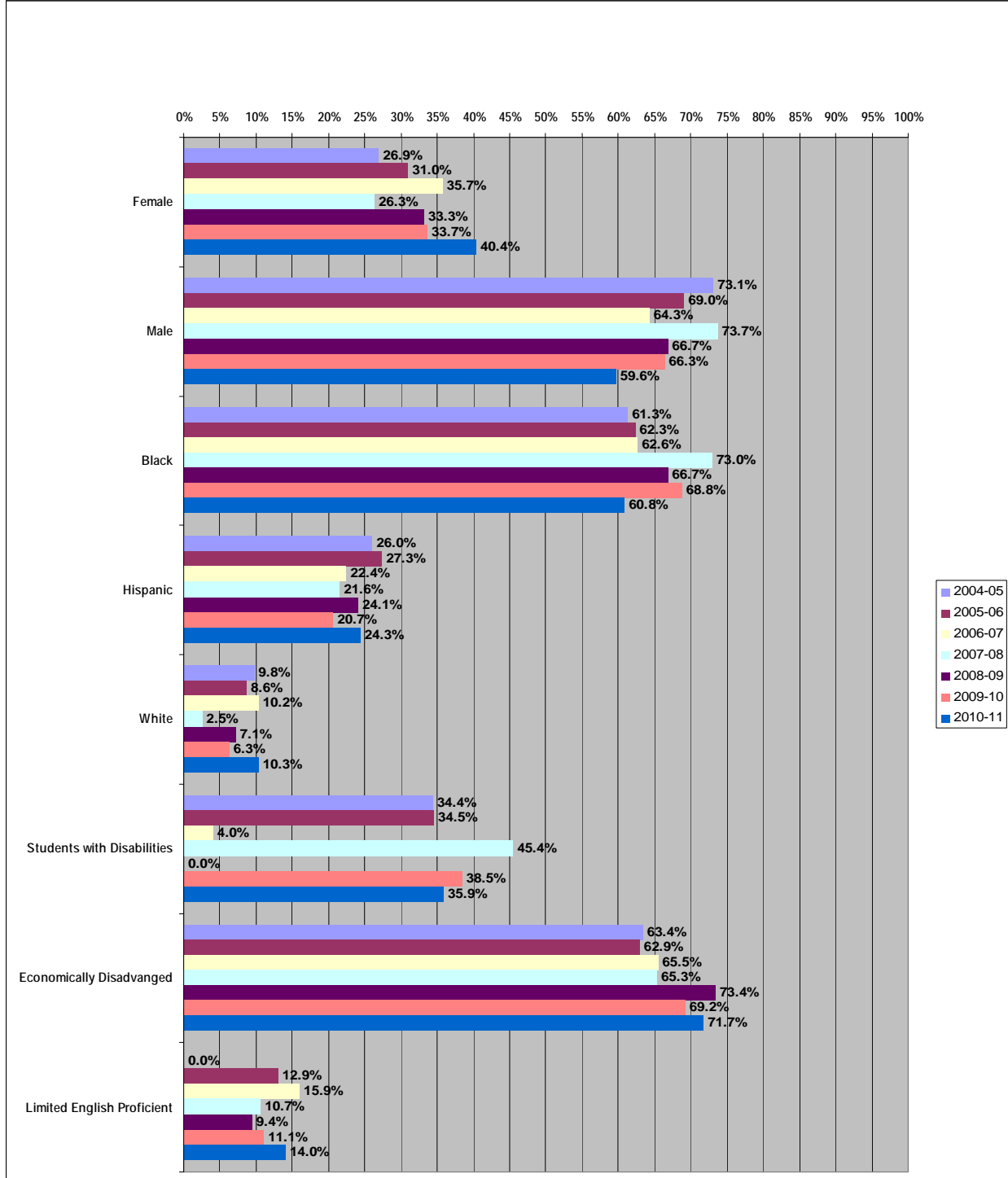


Figure 10e. Percent of ACPS Disciplinary Referrals Resulting in Short-Term Suspension at High School by AYP Subgroup: 2004-05 to 2010-11

Figure 11a - Disciplinary Referrals Resulting in Long-Term Suspension by School Level

- Across ACPS from 2004-05 to 2010-11, the number of disciplinary referrals that resulted in long-term suspension (student is suspended between 11 to 364 days from school) have fluctuated over this time period. Up to 2006-07, the largest number of long-term suspensions tended to be given to Middle School students closely followed by High School students. However, from 2007-08, High School students accounted for the greatest number of long-term suspensions closely followed by Middle School students.

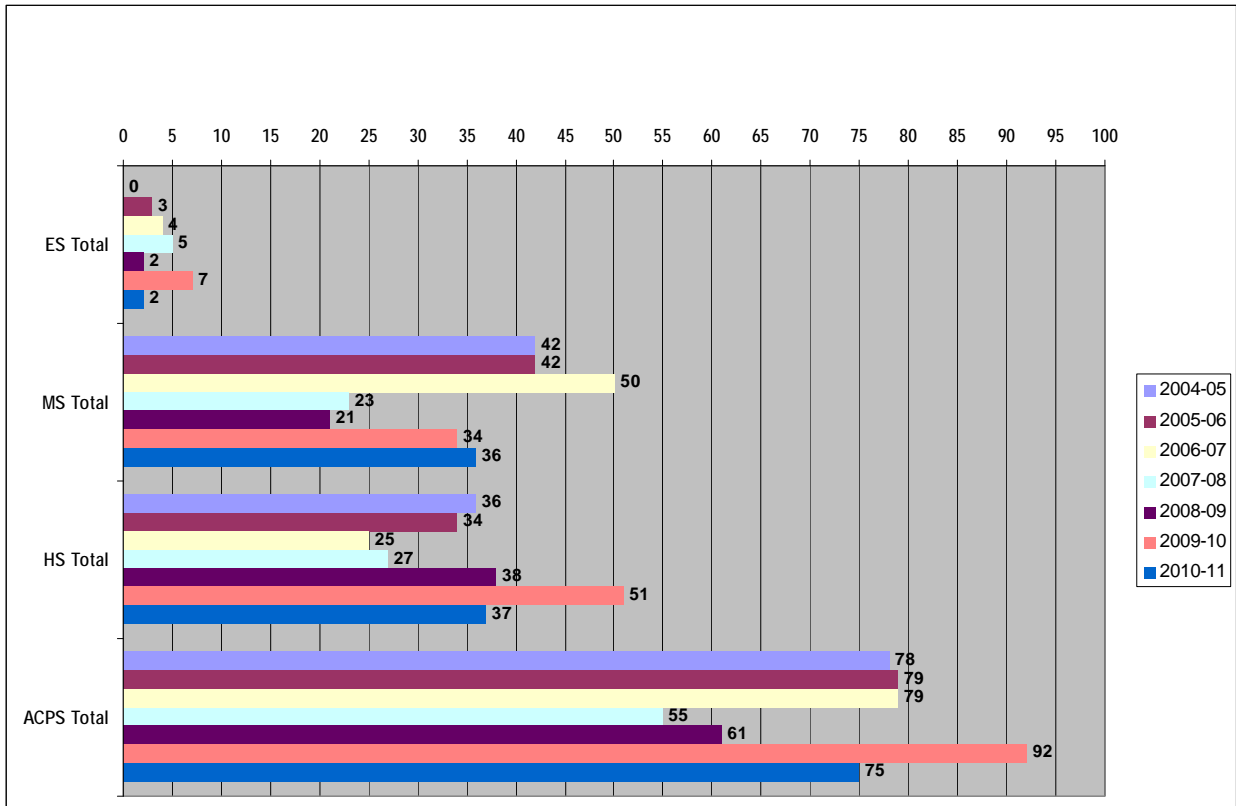


Figure 11a. Number of ACPS Disciplinary Referrals Resulting in Long-Term Suspension by School Level: 2004-05 to 2010-11

Figure 11b - Disciplinary Referrals Resulting in Long-Term Suspension by AYP Subgroup

- Across ACPS from 2004-05 to 2010-11, about 70-80% of the disciplinary referrals that resulted in long-term suspension (student is suspended between 11 to 364 days from school) are given to male, economically disadvantaged students. This is closely followed by about 60-70% given to Black students. Roughly 20-30% are given to female, Hispanic, and SWD, fewer than 20% to LEP, and fewer than 10% to White students.

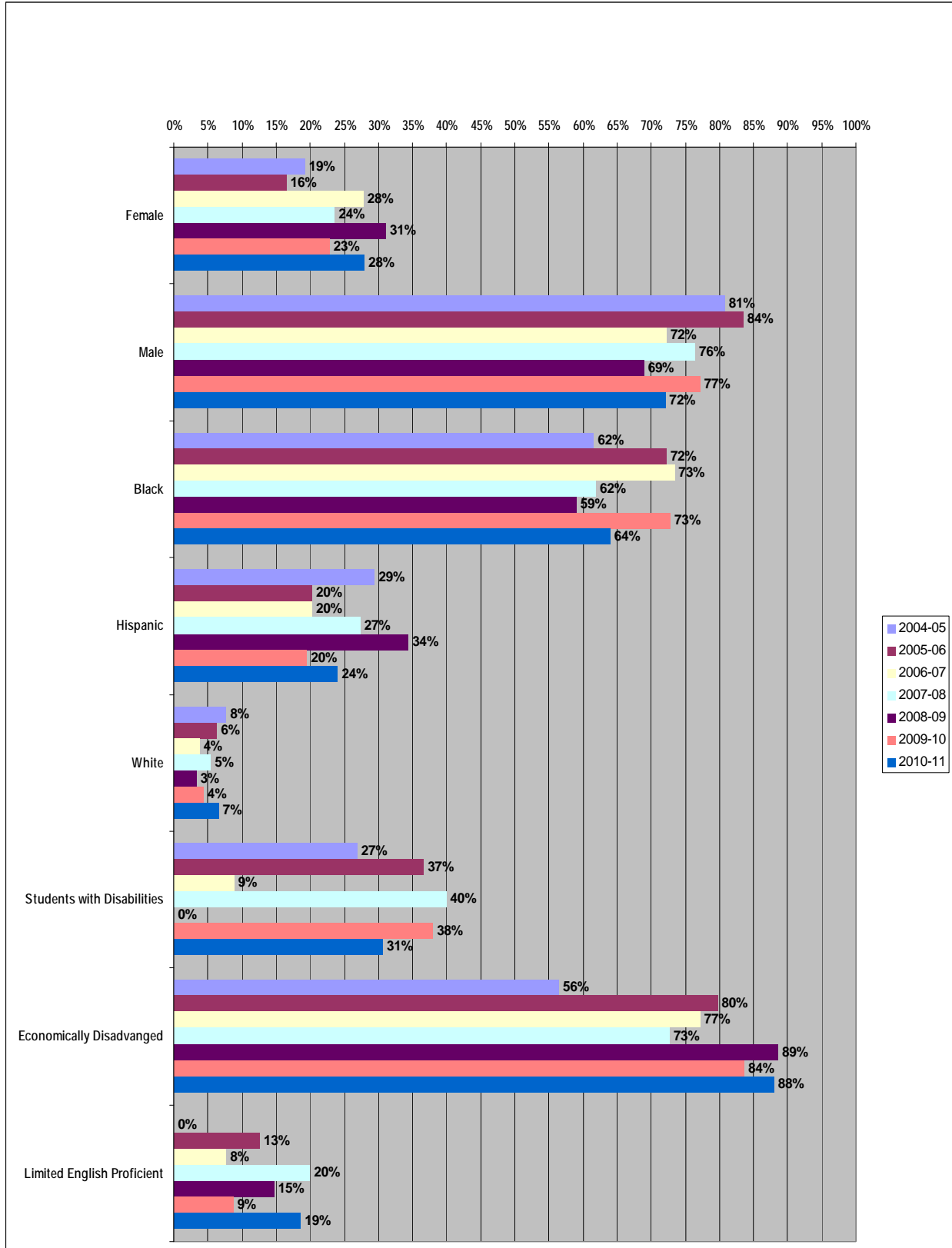


Figure 11b. Percent of ACPS Disciplinary Referrals Resulting in Long-Term Suspension for ACPS: 2004-05 to 2010-11

Figure 11c - Disciplinary Referrals Resulting in Long-Term Suspension at Elementary School by AYP Subgroup

- The pattern of disciplinary referrals that result in long-term suspensions at elementary school roughly mirror that of the division across the period from 2004-05 to 2010-11.
- Note: Elementary level numbers are very small (see Figure 11a).

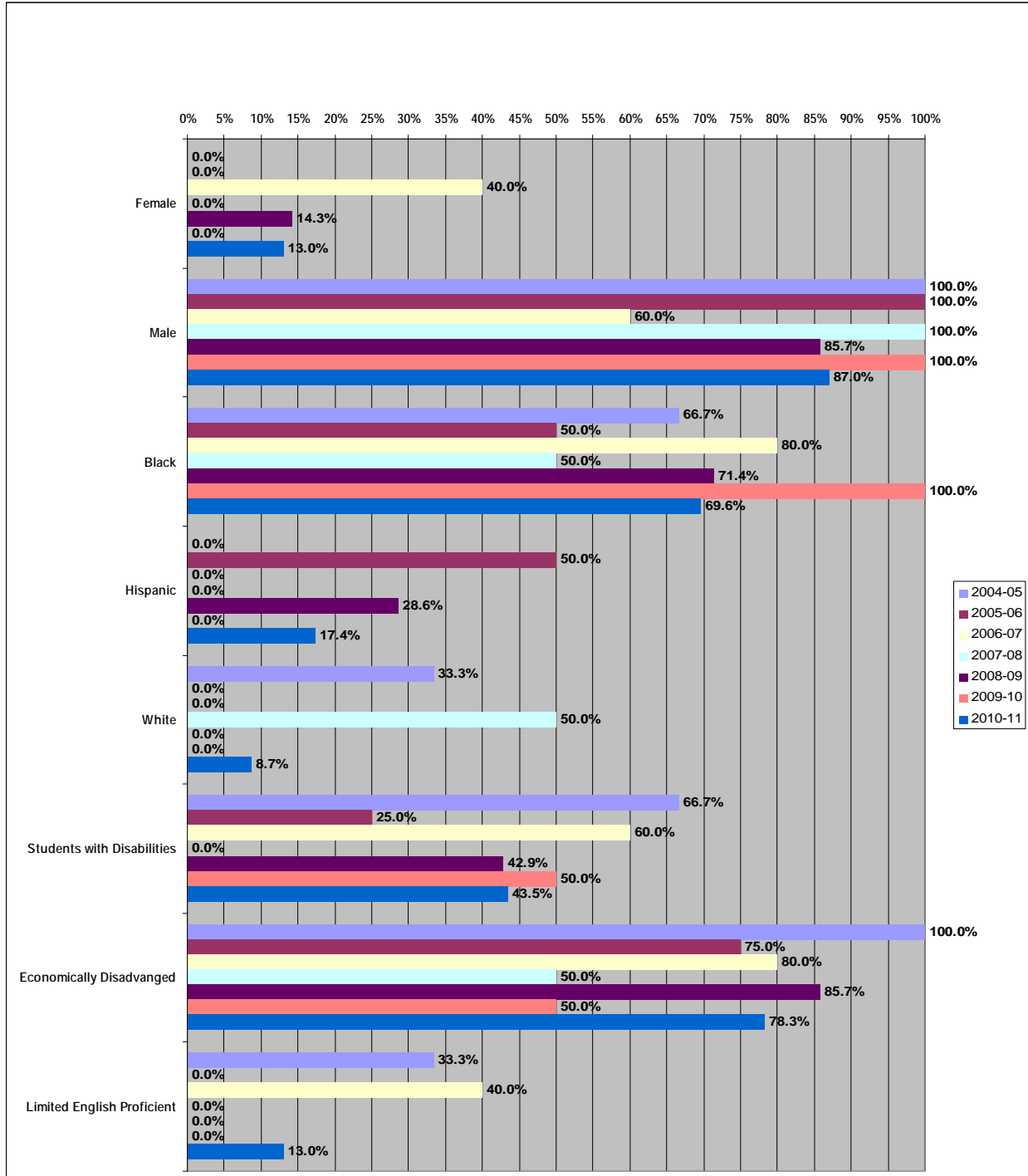


Figure 11c. Percent of ACPS Disciplinary Referrals Resulting in Long-Term Suspension at Elementary School: 2004-05 to 2010-11

Figure 11d - Disciplinary Referrals Resulting in Long-Term Suspension at Middle School by AYP Subgroup

- The pattern of disciplinary referrals that result in long-term suspensions at middle school roughly mirror that of the division across the period from 2004-05 to 2010-11.

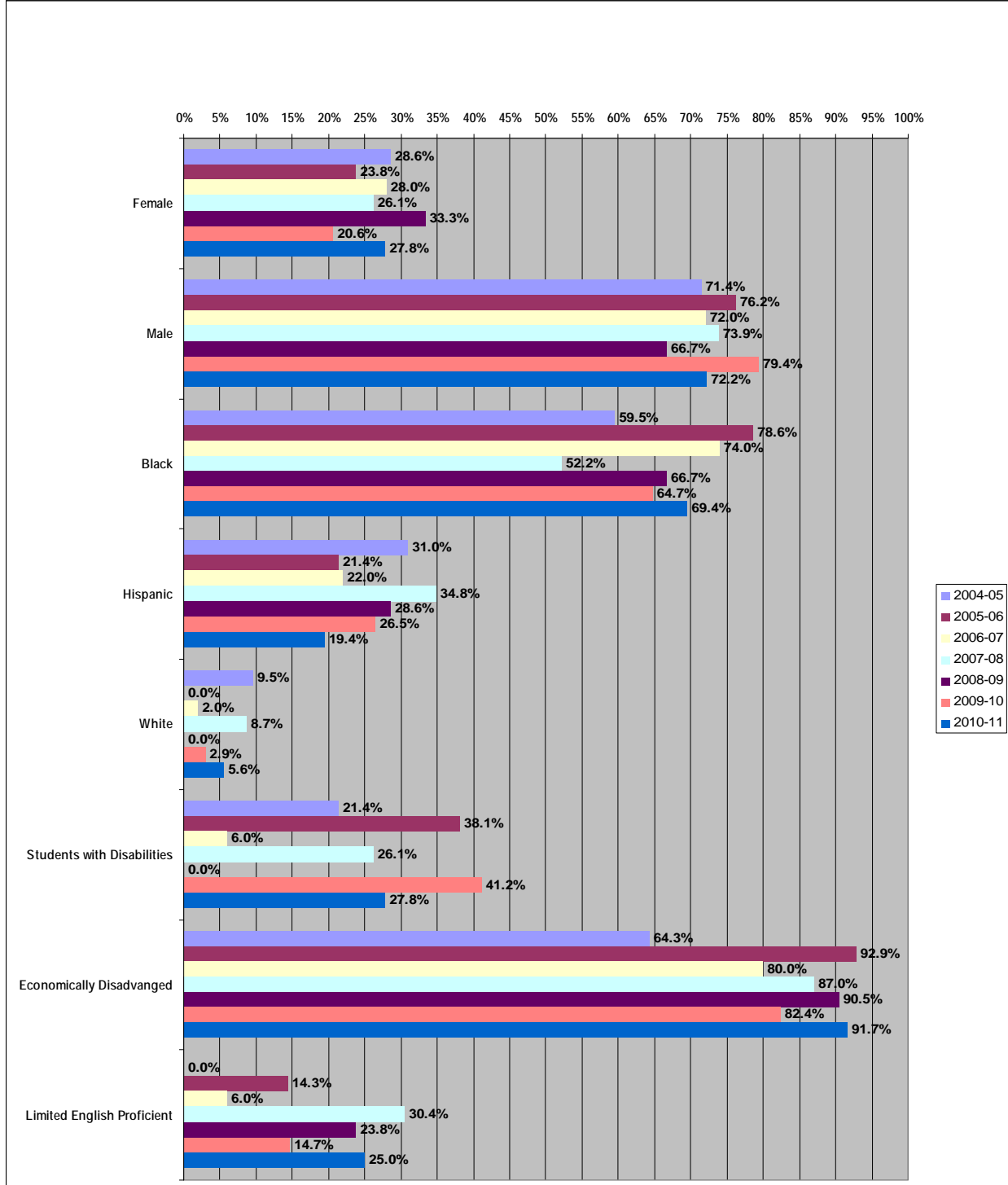


Figure 11d. Percent of ACPS Disciplinary Referrals Resulting in Long-Term Suspension at Middle School: 2004-05 to 2010-11

Figure 11e - Disciplinary Referrals Resulting in Long-Term Suspension at High School by AYP Subgroup

- The pattern of disciplinary referrals that result in long-term suspensions at high school roughly mirror that of the division across the period from 2004-05 to 2010-11.

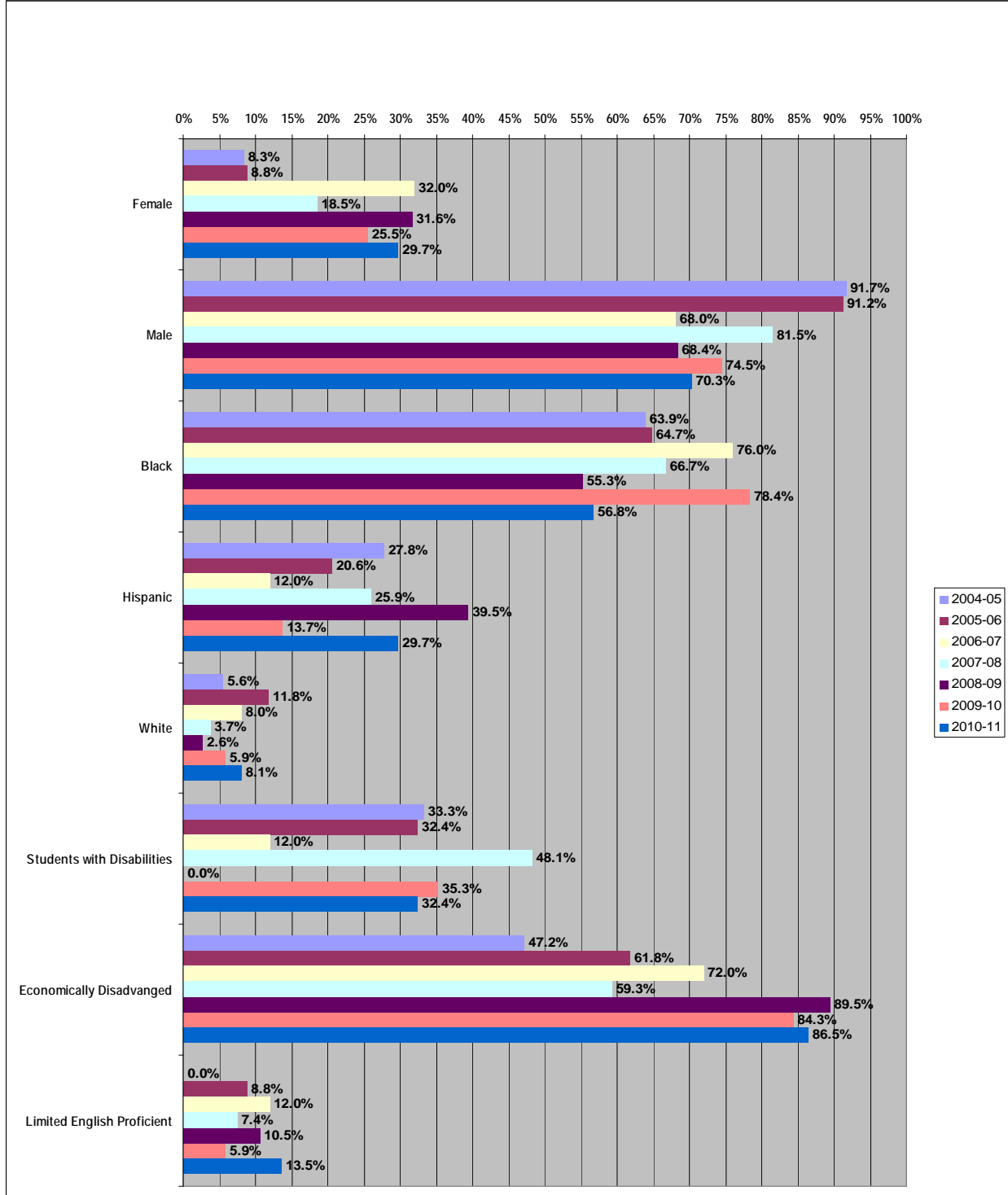


Figure 11e. Percent of ACPS Disciplinary Referrals Resulting in Long-Term Suspension at High School: 2004-05 to 2010-11

Figures 12a & 12b - Disciplinary Referrals Reported to Law Enforcement by School Level and by AYP Subgroup

- Across ACPS from 2004-05 to 2010-11, the number of disciplinary referrals that were reported to law enforcement have fluctuated over this time period. The largest number of referrals tended to be given to Middle School students closely followed by High School students. However, in 2010-11, High School students accounted for the greatest number of these referrals. Interesting to note, in 2007-08, Elementary School students accounted for a very large number of these referrals.
- Across ACPS from 2004-05 to 2010-11, about 75-90% of disciplinary referral that were reported to law enforcement involved males, and 65-75% of Black and economically disadvantaged students. Roughly 30-40% of these referrals that were reported to law enforcement involved SWD, 20-30% involved females and Hispanic, and 25% or fewer involved LEP and White students.

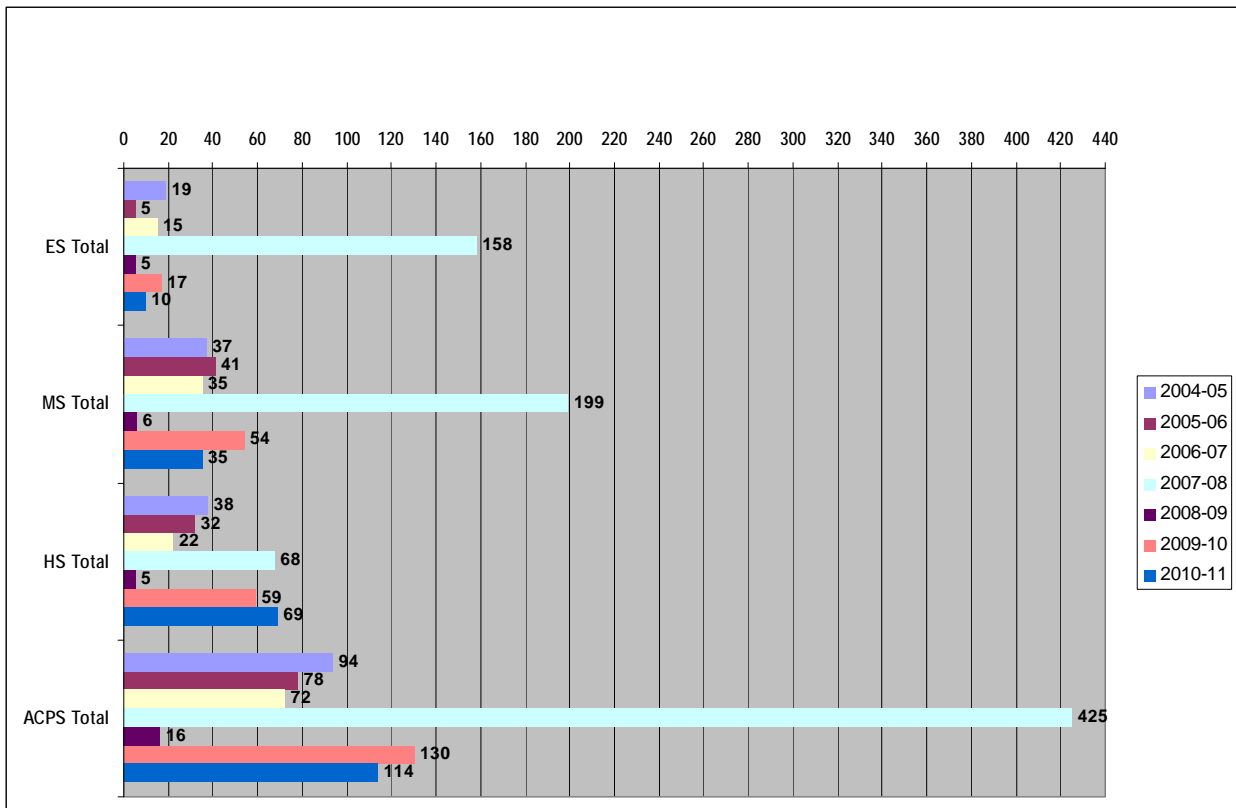


Figure 12a. Number of ACPS Disciplinary Referrals Reported to Law Enforcement by School Level: 2004-05 to 2010-11

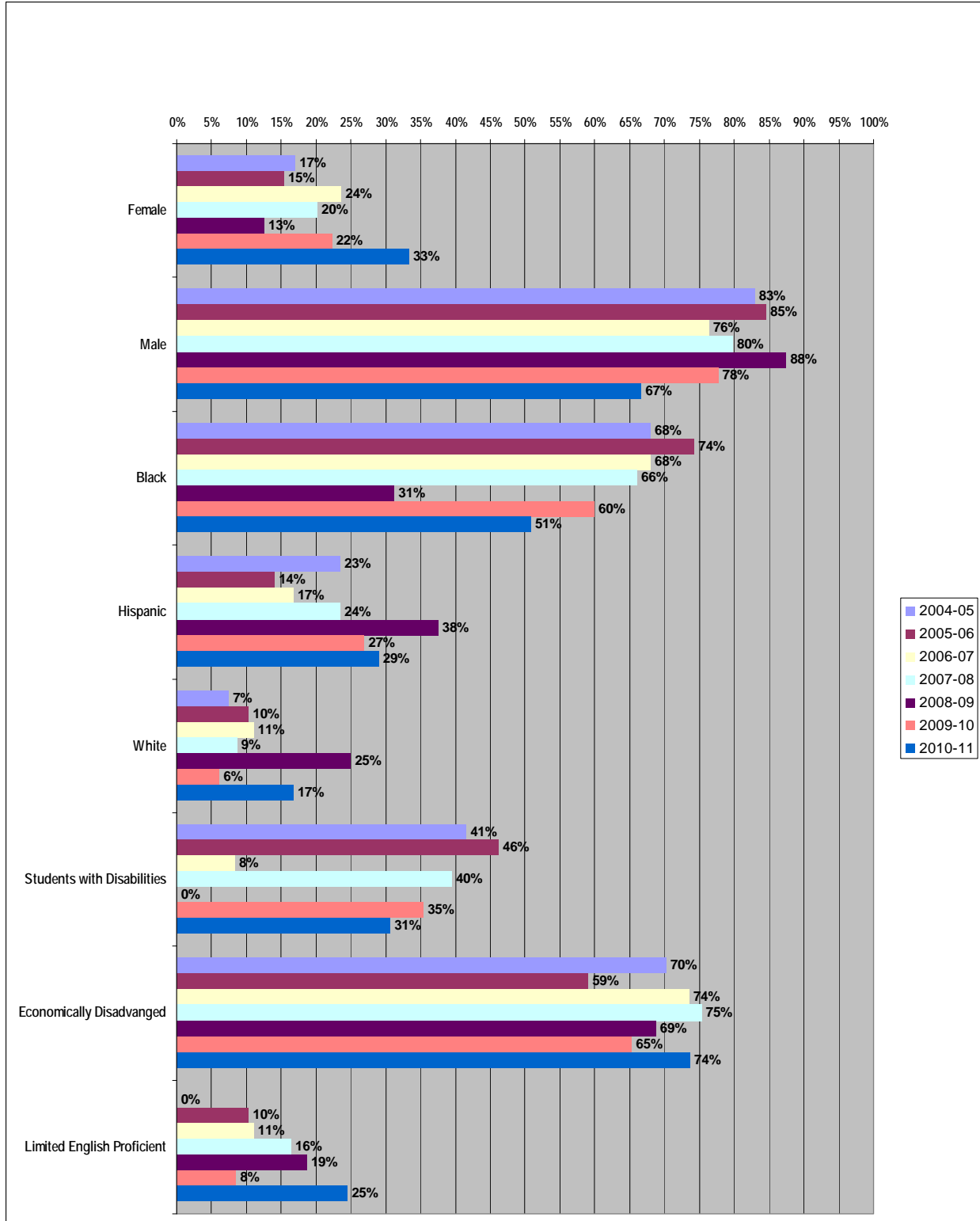


Figure 12b. Number of ACPS Disciplinary Referrals for ACPS Students Reported to Law Enforcement by AYP Subgroup: 2004-05 to 2010-11

Figures 13a & 13b - Disciplinary Referrals Resulting in Alternative Education Placement by School Level and by AYP Subgroup

- Across ACPS from 2004-05 to 2010-11, the number of disciplinary referrals that resulted in placement into Alternative Education have fluctuated over this time period. Up to 2006-07, the largest number of these referrals tended to be given to Middle School students closely followed by High School students. However, from 2008-09, High School students accounted for the greatest number of these referrals closely followed by Middle School students.
- Across ACPS from 2004-05 to 2010-11, about 75-90% of the disciplinary referrals that resulted in placement into Alternative Education involved males and economically disadvantaged students, and 60-75% involved Black students. Roughly 25-40% of these referrals that resulted in placement into Alternative Education were given to SWD, 20-30% to female and Hispanic SWD, and about 20% or fewer to LEP and White students.

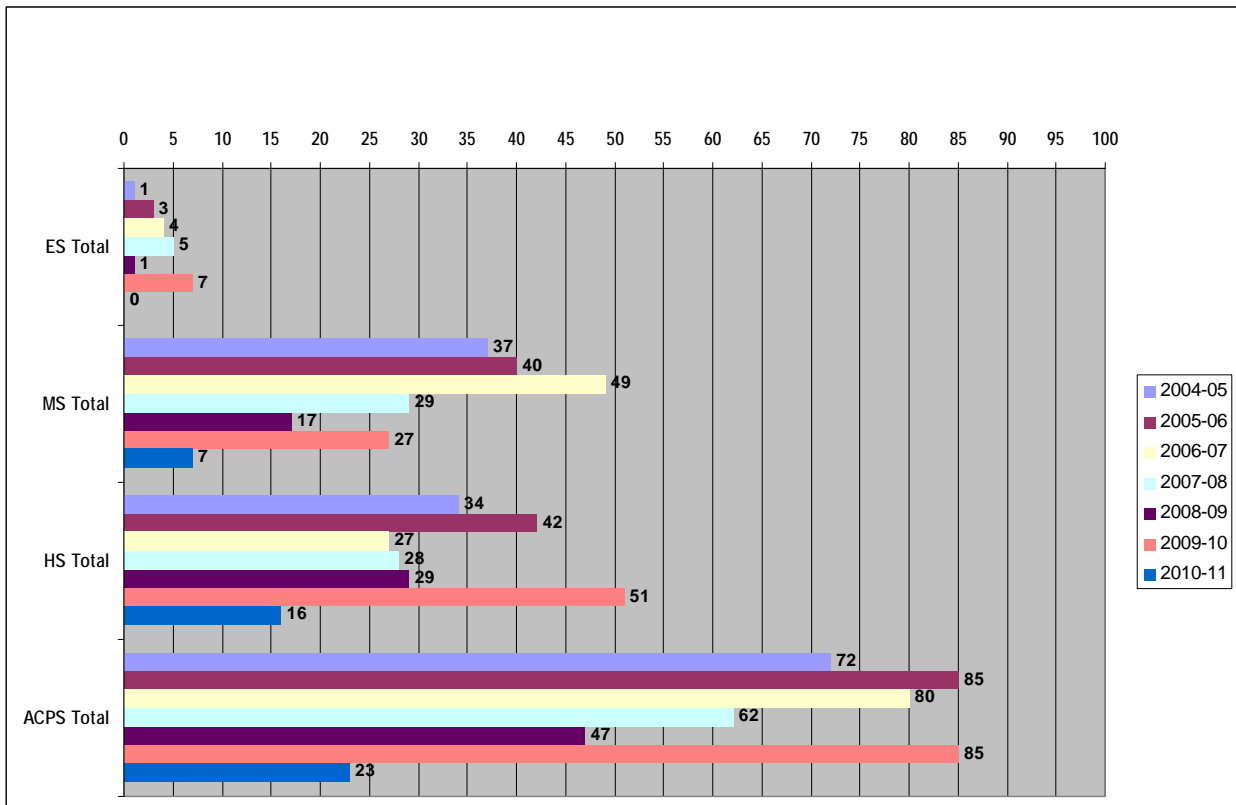


Figure 13a. Number of ACPS Disciplinary Referrals Resulting in Alternative Education Placement by School Level: 2004-05 to 2010-11

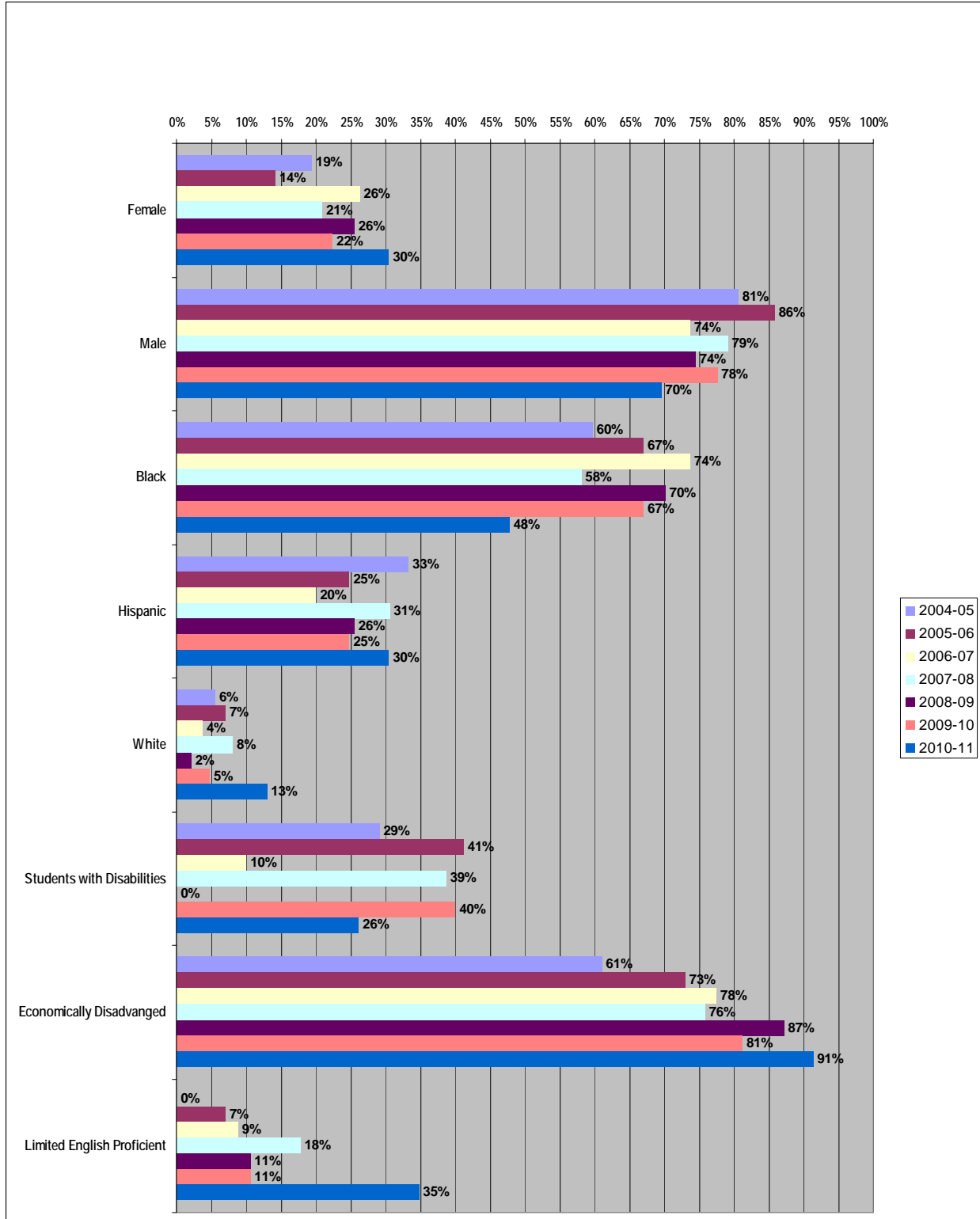


Figure 13b. Number of ACPS Disciplinary Referrals Resulting in Alternative Education Placement by AYP Subgroup: 2004-05 to 2010-11

Figure 14 - Disciplinary Referrals Resulting in “Other” Sanction by School Level

- Across ACPS from 2004-05 to 2010-11, the number of disciplinary referrals that resulted in a sanction “other” than suspension, expulsion, etc. have decreased over this time period. The largest number of these referrals tended to be given to Middle School students. However, in 2009-10, High School students accounted for the greatest number of these referrals.

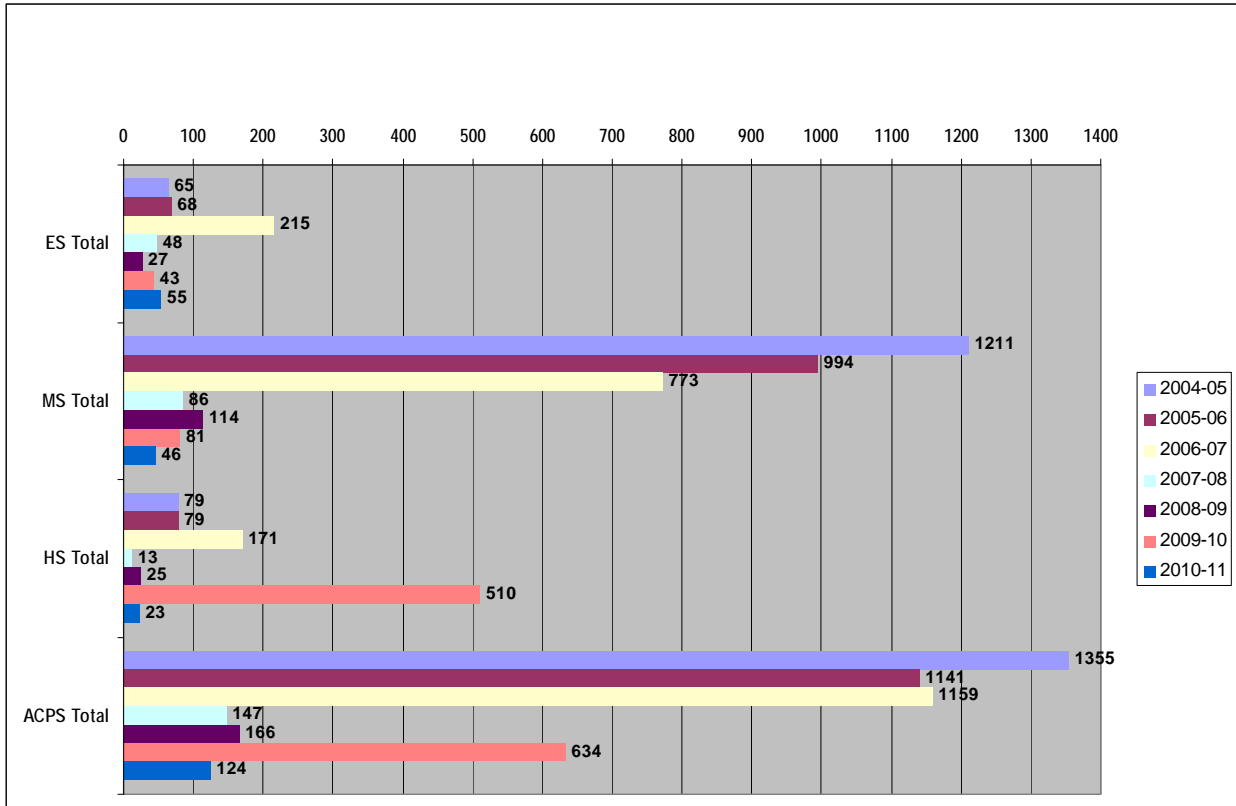


Figure 14. Number of ACPS Disciplinary Referrals Resulting in “Other” Sanction by School Level: 2004-05 to 2010-11

Figure 15 - Disciplinary Referrals by Special Education Codes

- Across ACPS from 2004-05 to 2010-11, the number of disciplinary referrals by special education code have fluctuated over this period. Most are given to students with Specific Learning Disabilities (SLD), followed closely by Other Health Impairments (OHI), and Emotional Disturbance (ED).

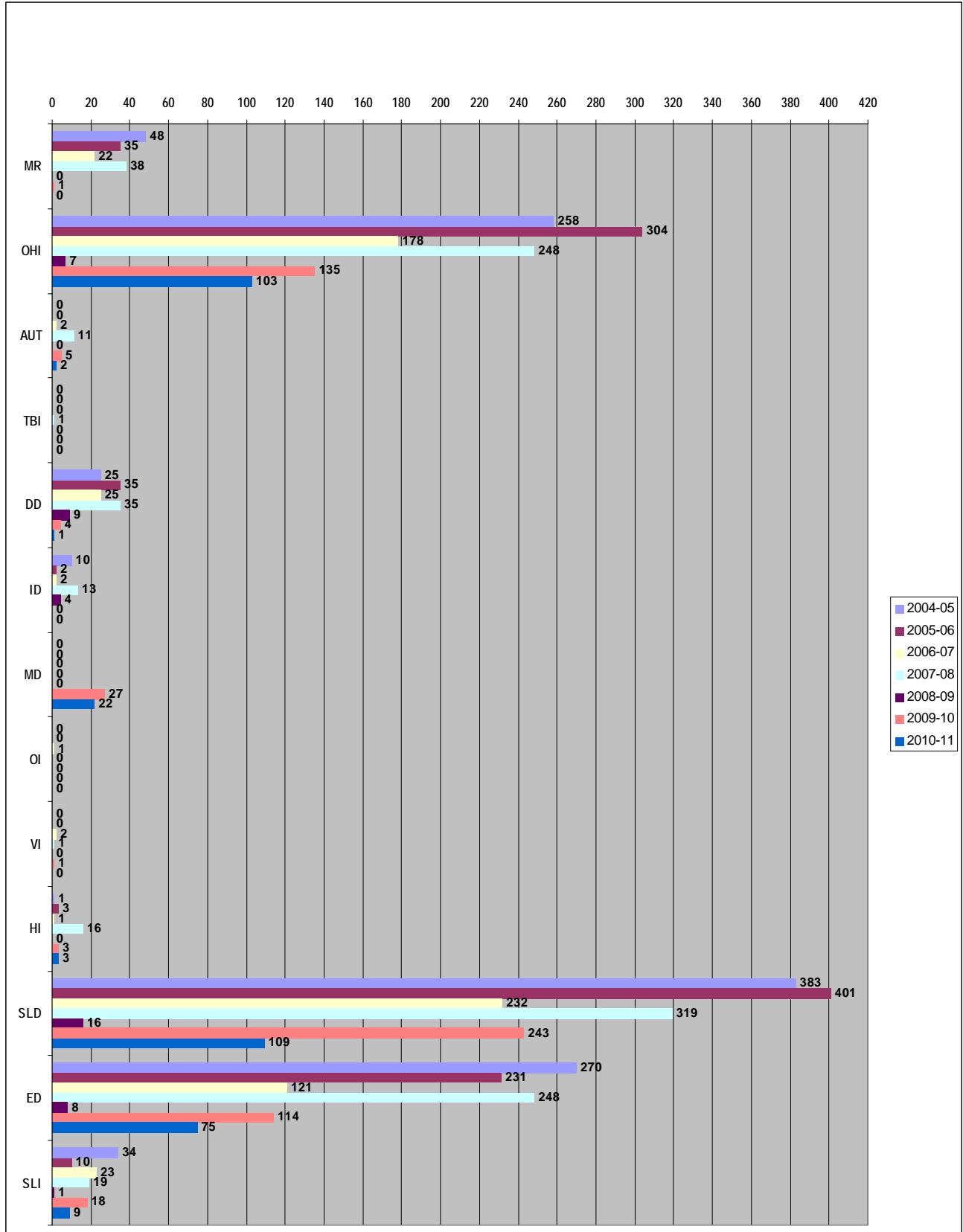


Figure 15. Number of ACPS Disciplinary Referrals by Special Education Codes: 2004-05 to 2010-11

Table 8 - Disciplinary Actions by State and ACPS

- Comparing the proportion of disciplinary actions by the State and ACPS for 2008-09, ACPS had larger proportions of short-term (83.4%) and long-term (4.4%) suspensions than the State did at 67.2% and 1.6%. At the same time, ACPS had a smaller proportion of other actions (12.0%) than the State (29.9%).
- For 2009-10, ACPS had a smaller percentage of short-term suspensions (42.8%) than the State (70.3%), but higher proportions of other actions (41.6%) and long-term suspensions (6.0%) than the State did at 26.4% and 1.9%.

Table 8. Disciplinary Actions by State and ACPS: 2008-09 to 2009-10

Disciplinary Action	2008-09				2009-10			
	State		ACPS		State		ACPS	
	Percent	#	Percent	#	Percent	#	Percent	#
Short-Term Suspension	67.2%	202,330	83.4%	1,152	70.3%	181,460	42.8%	652
Other Actions (Sanction 99)	29.9%	90,033	12.0%	166	26.4%	68,001	41.6%	634
Long-Term Suspension	1.6%	4,936	4.4%	61	1.9%	4,788	6.0%	92

Note: List of disciplinary actions is not comprehensive; thus, percentages do not add up to 100%.

Table 9 - Twelve Offenses Resulting in Short-Term Suspensions by State and ACPS

- The twelve most frequently reported offenses that resulted in short-term suspensions across the State are summarized in the table below with the number and percent of offenses by ACPS students for these same categories. These twelve offenses account for 84.5% of the total (181,460) reported in the State in 2009-10 and 80.2% of the total (652) reported in ACPS.
- In 2009-10, ACPS shared the same list of twelve offenses as the State; however, the rank order for ACPS differs from the State.

Table 9. Twelve Offenses Resulting in Short-Term Suspensions by State and ACPS: 2009-10

Disciplinary Action	State		ACPS		Rank
	Percent*	#	Percent**	#	
D2C - Defiance/Refuses Request	16.9%	30,745	5.1%	33	7
D5C - Classroom/Campus Disruption	12.1%	21,891	7.8%	51	4
D6C - Obscene/Inappropriate Lang./Gestures	9.2%	16,676	6.6%	43	5
F1T - Altercation/Confrontation/No Injury	8.6%	15,513	17.8%	116	1
FA2 - Fighting w/o Injury	7.8%	14,076	13.2%	86	3
D1C - Disrespect/Walking Away	7.4%	13,466	4.8%	31	8
D3C - Disruptive Demonstrations	6.8%	12,411	6.4%	42	6
D8C - Minor Insubordination	4.2%	7,682	0.6%	4	10
S3V - Other School Code Violation Not Defined	3.8%	6,827	14.4%	94	2
C2M - Electronic Devices/Cellular Phones	3.7%	6,662	0.5%	3	11
HR1 - Harassment	2.2%	3,903	0.5%	3	12
BA4 - Assault/Battery/No Weapon/Student	1.9%	3,451	2.6%	17	9
Total of Short-term Suspensions	84.5%	153,303	80.2%	523	

* Percentage of all 181,460 short-term suspensions for the State.

** Percentage of all 652 short-term suspensions for ACPS.

Table 10 - Twelve Offenses Resulting in Short-Term Suspensions in ACPS by Ethnicity, Gender, & Economically Disadvantaged Status: 2009-10

- Because the data set did not allow for in-depth student-level analysis, the discussion will describe some interesting observations that indicate further research is warranted. The table below presents the twelve types of offenses that result in short-term suspensions first by ethnicity, then by only including the male and economically disadvantaged students for the three largest racial/ethnic groups: Black, Hispanic, and White. This provides a quick comparison between the entire ethnic category and the subset of male students who are economically disadvantaged for each subgroup.
- It is important to consider the small numbers representing each cell.
- Looking at altercation/confrontation/no injury (F1T) in the fourth row of Table 10, nearly 12% of the short-term suspensions that resulted from the twelve offenses were by Black students with 6.3% by Black males who were economically disadvantaged. For this same offense, 4.4% were by Hispanics and 0.9% by Whites with 1.7% and 0.2% by their male, economically disadvantaged counterparts.
- Examining the percentage of the total number of short-term suspensions based on these twelve offenses by Black (54.6%) and Black males who were economically disadvantaged (31.3%), it can be seen that there is a clear difference between these two groups.

Table 10. Twelve Offenses Resulting in Short-Term Suspensions in ACPS by Ethnicity, Gender, & Economically Disadvantaged Status: 2009-10

Disciplinary Action	All Students by Ethnicity						Male and Economically Disadvantaged by Ethnicity					
	Black		Hispanic		White		Black		Hispanic		White	
	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#
D2C - Defiance/Refuses Request	3.8%	25	0.9%	6	0.2%	1	2.5%	16	0.8%	5	0.0%	0
D5C - Classroom/Campus Disruption	4.6%	30	2.0%	13	0.3%	2	2.8%	18	1.7%	11	0.0%	0
D6C - Obscene/Inappropriate Lang./Gestures	5.1%	33	0.5%	3	0.3%	2	2.5%	16	0.3%	2	0.3%	2
F1T - Altercation/Confrontation/No Injury	11.8%	77	4.4%	29	0.9%	6	6.3%	41	1.7%	11	0.2%	1
FA2 - Fighting w/o Injury	9.7%	63	3.1%	20	0.2%	1	5.4%	35	1.8%	12	0.0%	0
D1C - Disrespect/Walking Away	3.4%	22	1.1%	7	0.2%	1	1.7%	11	0.8%	5	0.0%	0
D3C - Disruptive Demonstrations	4.6%	30	1.5%	10	0.0%	0	3.1%	20	1.4%	9	0.0%	0
D8C - Minor Insubordination	0.6%	4	0.0%	0	0.0%	0	0.5%	3	0.0%	0	0.0%	0
S3V - Other School Code Violation Not Defined	9.0%	59	4.8%	31	0.2%	1	5.5%	36	2.6%	17	0.0%	0
C2M - Electronic Devices/Cellular Phones	0.2%	1	0.3%	2	0.0%	0	0.2%	1	0.2%	1	0.0%	0
HR1 - Harassment	0.5%	3	0.0%	0	0.0%	0	0.5%	3	0.0%	0	0.0%	0
BA4 - Assault/Battery/No Weapon/Student	1.4%	9	0.9%	6	0.0%	0	0.6%	4	0.5%	3	0.0%	0
Total of Short-Term Suspensions	54.6%	356	19.5%	127	2.1%	14	31.3%	204	11.7%	76	0.5%	3

Note: Percentage of all 652 short-term suspensions for ACPS.

Table 11 - Fifteen Offenses Resulting in Long-Term Suspensions by State and ACPS

- The fifteen most frequently reported offenses that resulted in long-term suspensions across the State are summarized in the table below with the number and percent of offenses by ACPS students for these same categories. These fifteen offenses account for 73.0% of the total (4,788) reported across the State in 2009-10 and 64.1% of the total (59) reported in ACPS.
- In 2009-10, ACPS shared thirteen of the fifteen offenses as the State; however, the rank order for ACPS differs from the State. Three notable differences include: assault/battery/no weapon/staff for the State (9.0%) and ACPS (5.4%), assault/battery/no weapon/student for the State (4.0%) and ACPS (10.9%), and threat/intimidation against staff for the State (5.8%) and ACPS (9.8%).

Table 11. Fifteen Offenses Resulting in Long-Term Suspensions by State and ACPS: 2009-10

Disciplinary Action	State		ACPS		Rank
	Percent*	#	Percent**	#	
BA2 - Assault/Battery/No Weapon/Staff	9.0%	431	5.4%	5	5
D2C - Defiance/Refuses Request	7.1%	341	6.5%	6	4
D3C - Disruptive Demonstrations	6.1%	291	4.3%	4	6
TI1 - Threat/Intimidation against Staff	5.8%	277	9.8%	9	2
D5C - Classroom/Campus Disruption	5.7%	274	1.1%	1	13
FA2 - Fighting w/o Injury	5.4%	258	0.0%	0	--
S3V - Other School Code Violation Not Defined	4.7%	226	0.0%	0	--
D1C - Disrespect/Walking Away	4.4%	209	2.2%	2	10
WP5 - Poss. of Knife (more than 3")	4.3%	208	3.3%	3	9
D6C - Obscene/Inappropriate Lang./Gestures	4.2%	203	4.3%	4	7
BA4- Assault/Battery/No Weapon/Student	4.0%	193	10.9%	10	1
DR5 - Use/Poss/Sale/Dist. of Drugs	3.5%	165	2.2%	2	11
AL1 - Use/Poss/Sale/Dist. of Alcohol	3.2%	155	3.3%	3	8
TI2 - Threat/Intimidation against Student	3.1%	149	2.2%	2	12
TH1 - Theft/No Force	2.4%	116	8.7%	8	3
Total of Long-term Suspensions	73.0%	3,496	64.1%	59	

* Percentage of all 4,788 long-term suspensions for the State.

** Percentage of all 92 long-term suspensions for ACPS.

Table 12 - Top Ten Offenses in Region IV and ACPS

- Region IV is comprised of 19 school divisions (see note below). The ten most frequently reported offenses in Region IV are summarized in the table below with the number and percent of offenses by ACPS students for these same categories. These top ten offenses account for 71.7% of the total (32,924) reported in Region IV in 2009-10 and 68.6% of the total (1,524) reported in ACPS.
- In 2009-10, ACPS shared the same list of top ten offenses as Region IV; however, the rank order for ACPS differs slightly from Region IV.

Table 12. Top Ten Offenses in Region IV and ACPS: 2009-10

Disciplinary Action	Region IV		ACPS		Rank
	Percent*	#	Percent**	#	
D2C - Defiance	15.8%	5,215	15.0%	229	1
D5C - Classroom/Campus Disruption	10.5%	3,441	11.8%	180	2
D1C - Disrespect	8.5%	2,800	8.5%	129	4
F1T - Altercations	7.8%	2,553	10.7%	163	3
D6C - Obscene Lang./Gestures	7.3%	2,416	6.2%	94	6
D3C - Disruptive Demonstrations	5.7%	1,865	7.0%	106	5
D8C - Minor Insubordination	4.8%	1,572	1.8%	27	8
BU1 - Bullying	4.4%	1,433	1.5%	23	9
FA2 - Fighting w/o Injury	4.1%	1,341	5.9%	90	7
HR1 - Harassment	3.0%	983	0.3%	5	10
Total of Top Ten Offenses	71.7%	23,619	68.6%	1,046	

* Percentage of all 32,924 offenses in Region IV.

** Percentage of all 1,524 offenses in ACPS.

Note: Region IV includes the following 19 school divisions:

- | | |
|-----------------------------|-----------------------|
| Alexandria City | Manassas City |
| Arlington County | Manassas Park |
| Clarke County | Orange County |
| Culpeper County | Page County |
| Fairfax County/Fairfax City | Prince William County |
| Falls Church | Rappahannock County |
| Fauquier County | Shenandoah County |
| Frederick County | Warren County |
| Loudoun County | Winchester City |
| Madison County | |

Table 13 - Top Ten Offenses in ACPS by Ethnicity, Gender, & Economically Disadvantaged Status

- As noted earlier the data set did not allow for in-depth student-level analysis, so this table provides a quick comparison between the entire ethnic category and the subset of male students who are economically disadvantaged for each of these subgroups.
- The table below presents the Top Ten offenses first by ethnicity, then by only including the male and economically disadvantaged students for the three largest groups: Black, Hispanic, and White.
- It is important to consider the small numbers representing some of the cells.
- Looking at defiance (D2C) in the top row of Table 13, nearly 15% of the top ten offenses in ACPS were by Black students with nearly 7% by Black males who were economically disadvantaged. For this same offense, 5.4% were by Hispanics and 1.3% by Whites with 3.5% and 0.2% by their male, economically disadvantaged counterparts.
- Examining the percentages of top ten offenses by Black (69.1%) and Black males who were economically disadvantaged (37.2%), it can be seen that there is a clear difference between these two groups.

Table 13. Top Ten Offenses in ACPS by Ethnicity, Gender, & Economically Disadvantaged Status: 2009-10

Disciplinary Action	All Students by Ethnicity						Male and Economically Disadvantaged by Ethnicity					
	Black		Hispanic		White		Black		Hispanic		White	
	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#
D2C - Defiance	14.9%	156	5.4%	57	1.3%	14	6.9%	72	3.5%	37	0.2%	2
D5C - Classroom/Campus Disruption	10.9%	114	4.6%	48	0.9%	9	6.8%	71	3.2%	33	0.0%	0
D1C - Disrespect	9.1%	95	2.7%	28	0.3%	3	4.7%	49	1.7%	18	0.1%	1
F1T - Altercations	10.4%	109	3.8%	40	0.8%	8	5.2%	54	1.7%	18	0.1%	1
D6C - Obscene Lang./Gestures	6.7%	70	0.7%	7	0.8%	8	3.5%	37	0.5%	5	0.4%	4
D3C - Disruptive Demonstrations	6.5%	68	3.0%	31	0.1%	1	3.8%	40	2.1%	22	0.1%	1
D8C - Minor Insubordination	2.1%	22	0.4%	4	0.1%	1	1.1%	11	0.3%	3	0.0%	0
BU1 - Bullying	1.7%	18	0.3%	3	0.2%	2	1.2%	13	0.2%	2	0.0%	0
FA2 - Fighting w/o Injury	6.3%	66	2.0%	21	0.1%	1	3.5%	37	1.2%	13	0.0%	0
HR1 - Harassment	0.5%	5	0.0%	0	0.0%	0	0.5%	5	0.0%	0	0.0%	0
Total of Top Ten Offenses	69.1%	723	22.8%	239	4.5%	47	37.2%	389	14.4%	151	0.9%	9

Note: Percentage of all 1046 Top Ten Offenses for ACPS.

Chapter 2: Graduation Trend Data

Table 14 & Figure 16 - Students by Any Diploma and AYP Subgroup

- From 2005-06 to 2010-11, the percentages of students earning any Diploma by subgroup roughly mirror that of the grade 12 enrollment across the school years.

Table 14. Percent & Number of ACPS Students by Any Diploma and AYP Subgroup: 2005-06 to 2010-11

Any Diploma by AYP Subgroup	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Subgroup Total	
	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#
All Students	100.0%	585	100.0%	516	100.0%	570	100.0%	579	100.0%	592	100.0%	654	100.0%	3496
Female	51.5%	301	52.1%	269	48.4%	276	55.8%	323	54.9%	325	51.8%	339	52.4%	1833
Male	48.5%	284	47.9%	247	51.6%	294	44.2%	256	45.1%	267	48.2%	315	47.6%	1663
Black	44.1%	258	42.6%	220	44.7%	255	46.8%	271	36.0%	213	43.3%	283	42.9%	1500
Hispanic	17.9%	105	19.8%	102	17.2%	98	21.6%	125	20.9%	124	23.2%	152	20.2%	706
White	29.4%	172	30.4%	157	28.2%	161	23.3%	135	24.8%	147	24.8%	162	26.7%	934
Students with Disabilities	17.4%	102	16.3%	84	15.3%	87	12.8%	74	12.7%	75	15.6%	102	15.0%	524
Economically Disadvantaged	--	--	36.0%	186	43.2%	246	53.0%	307	51.5%	305	55.0%	360	40.3%	1409
Limited English Proficient	19.8%	116	18.0%	93	19.5%	111	24.7%	143	25.7%	152	13.8%	90	20.2%	705

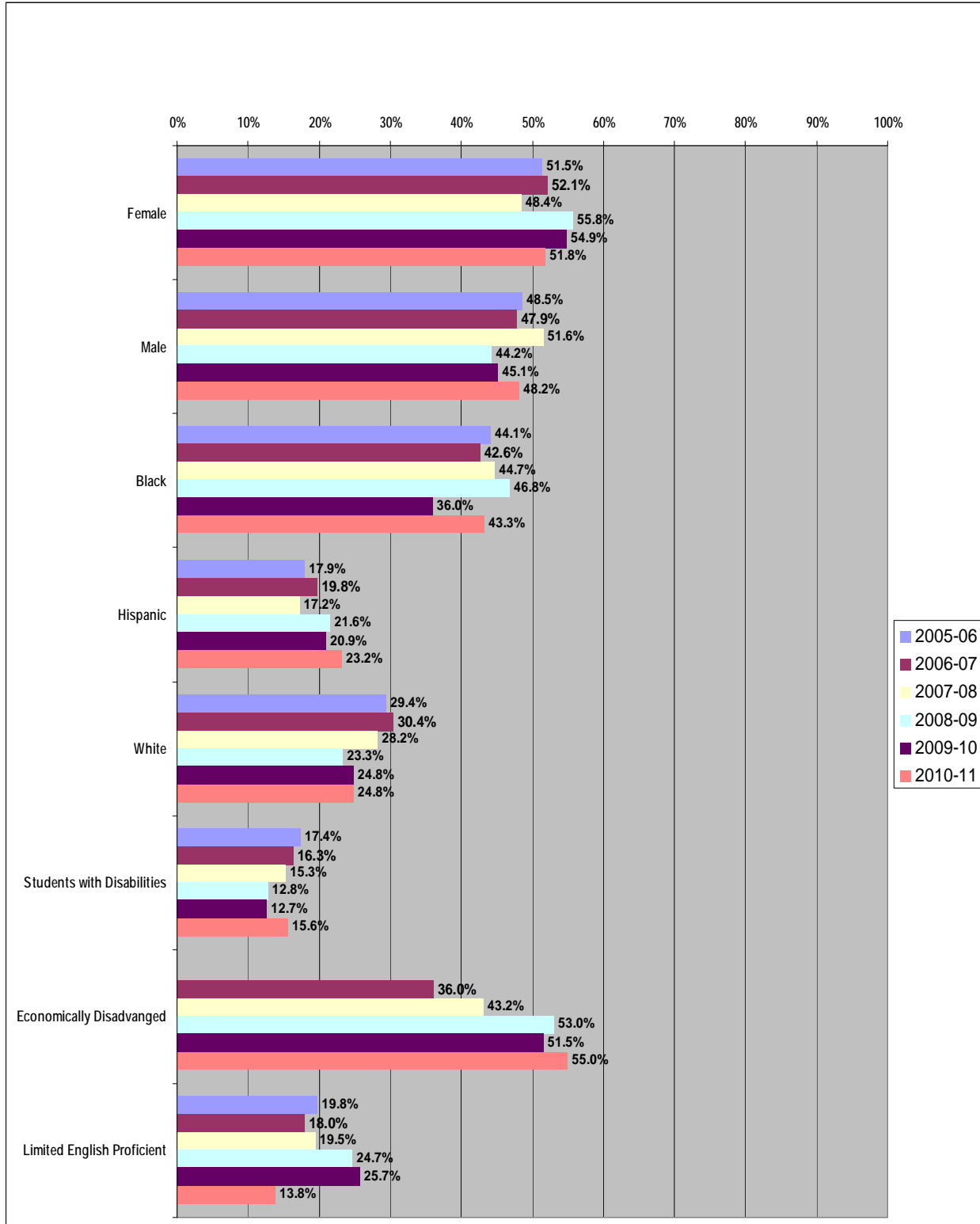


Figure 16. Percent of ACPS Students by Any Diploma and AYP Subgroup: 2005-06 to 2010-11

Table 15 & Figure 17 - Students by Advanced Diploma and AYP Subgroup

- To graduate with an Advanced Diploma, a student must earn at least 24 credits by passing required courses and electives, and earn at least nine verified credits by passing end-of-course SOL (Standards of Learning) tests or other assessments approved by the Virginia Board of Education.
- From 2005-06 to 2010-11, nearly 70% of White students earned an Advanced Diploma. Female and male subgroups follow at 40% and 33% respectively. A little over 25% of Hispanic students and a little fewer than 25% of Black, economically disadvantaged, and LEP students earned the Advanced Diploma. In contrast, only 7% of SWD earned this type of Diploma.

Table 15. Percent & Number of ACPS Students by Advanced Diploma and AYP Subgroup: 2005-06 to 2010-11

Advanced Diploma by AYP Subgroup	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Subgroup Total	
	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#
All Students	34.7%	203	37.0%	191	40.5%	231	38.2%	221	38.9%	230	36.2%	237	37.6%	1313
Female	37.5%	113	42.8%	115	43.8%	121	44.9%	145	40.9%	133	40.7%	138	41.7%	765
Male	31.7%	90	30.8%	76	37.4%	110	29.7%	76	36.3%	97	31.4%	99	33.0%	548
Black	14.3%	37	21.4%	47	26.7%	68	24.7%	67	27.2%	58	23.7%	67	22.9%	344
Hispanic	26.7%	28	25.5%	26	25.5%	25	29.6%	37	29.8%	37	28.9%	44	27.9%	197
White	72.7%	125	65.6%	103	68.3%	110	72.6%	98	68.7%	101	64.8%	105	68.7%	642
Students with Disabilities	9.8%	10	2.4%	2	9.2%	8	5.4%	4	9.3%	7	5.9%	6	7.1%	37
Economically Disadvantaged	--	--	19.4%	36	25.2%	62	20.8%	64	24.9%	76	24.4%	88	23.1%	326
Limited English Proficient	12.1%	14	17.2%	16	29.7%	33	25.2%	36	28.3%	43	23.3%	21	23.1%	163

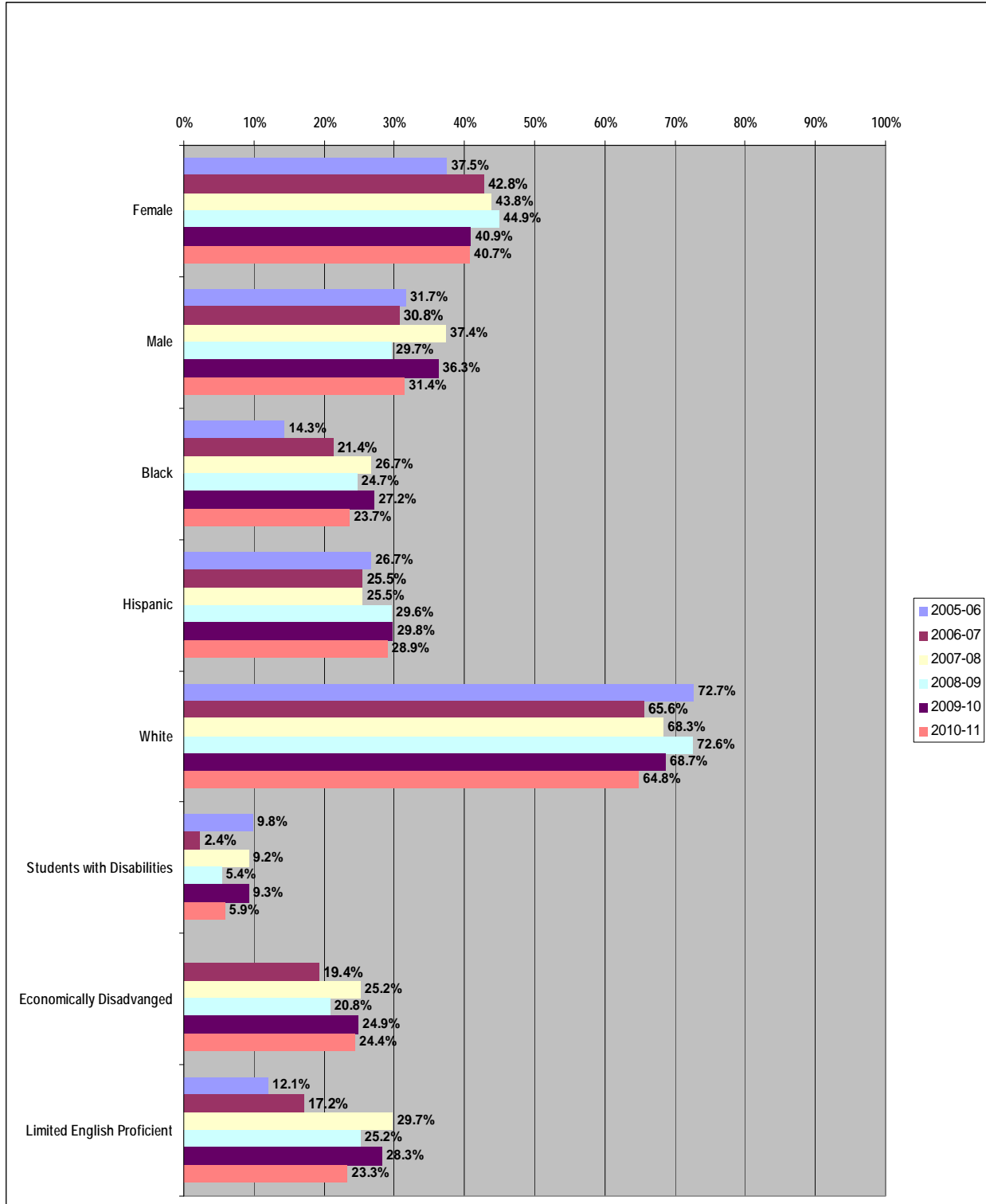


Figure 17. Percent of ACPS Students by Advanced Diploma and AYP Subgroup: 2005-06 to 2010-11

Table 16 & Figure 18 - Students by Modified Diploma and AYP Subgroup

- The Modified Diploma is intended for students who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. Eligibility and participation are determined by the student's IEP (individualized education program) team and the student with written consent from the parent/guardian.
- From 2005-06 to 2010-11, over 25% of SWD earned a Modified Diploma. A little over 5% of male and Black students and fewer than 5% of the remaining student subgroups received the Modified Diploma.

Table 16. Percent & Number of ACPS Students by Modified Diploma and AYP Subgroup: 2005-06 to 2010-11

Modified Diploma by AYP Subgroup	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Subgroup Total	
	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#
All Students	5.8%	34	4.3%	22	4.0%	23	3.6%	21	3.7%	22	3.7%	24	4.2%	146
Female	4.3%	13	3.7%	10	2.9%	8	2.5%	8	2.8%	9	2.7%	9	3.1%	57
Male	7.4%	21	4.9%	12	5.1%	15	5.1%	13	4.9%	13	4.8%	15	5.4%	89
Black	8.5%	22	6.4%	14	5.5%	14	4.8%	13	3.8%	8	4.9%	14	5.7%	85
Hispanic	4.8%	5	5.9%	6	6.1%	6	4.8%	6	2.4%	3	3.3%	5	4.4%	31
White	9.3%	16	10.2%	16	9.9%	16	11.9%	16	10.9%	16	9.9%	16	1.7%	16
Students with Disabilities	32.4%	33	25.0%	21	25.3%	22	28.4%	21	26.7%	20	23.5%	24	26.9%	141
Economically Disadvantaged	--	--	7.0%	13	7.3%	18	4.9%	15	3.9%	12	3.1%	11	4.9%	69
Limited English Proficient	1.7%	2	2.2%	2	4.5%	5	2.1%	3	0.7%	1	0.0%	0	1.8%	13

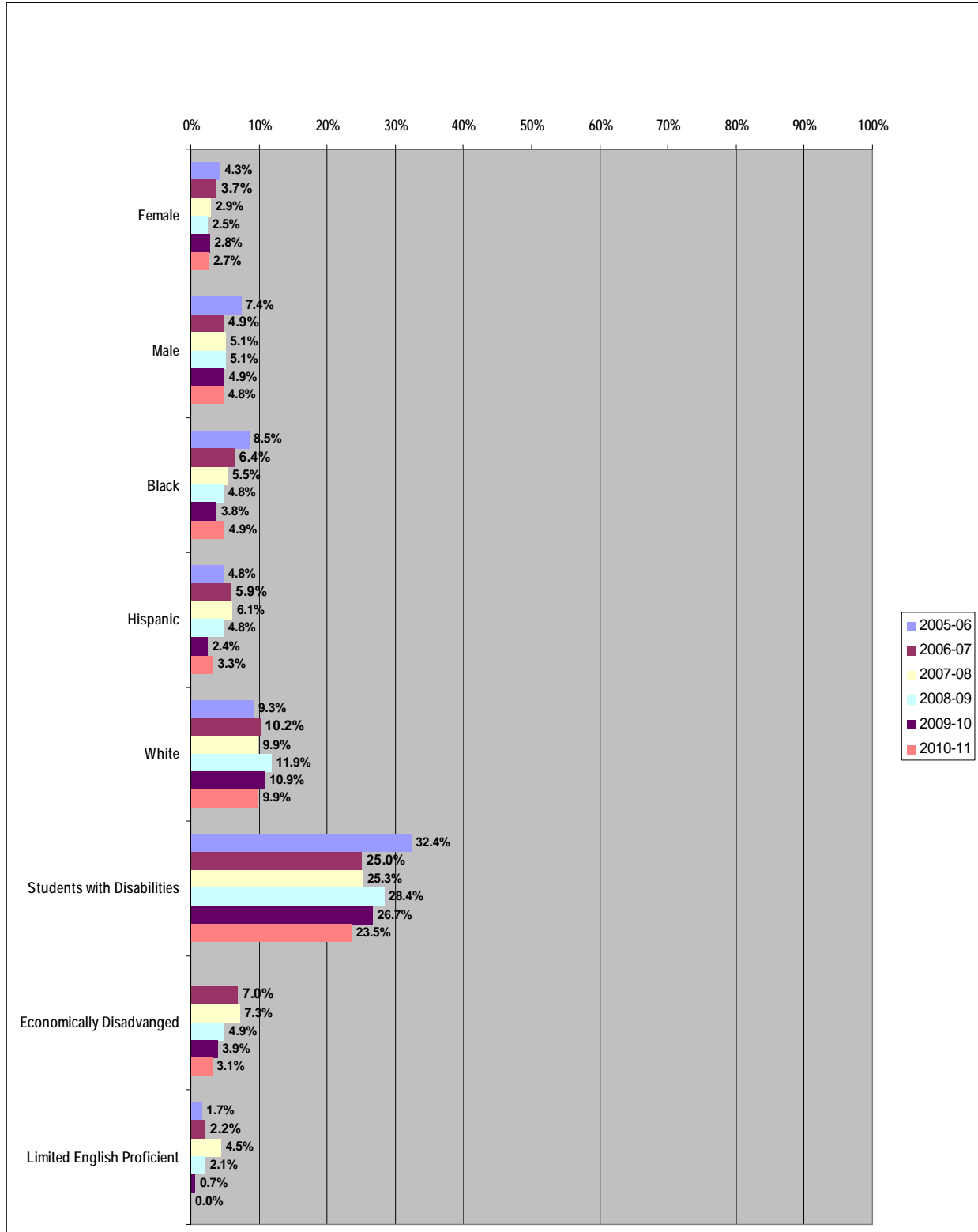


Figure 18. Percent of ACPS Students by Modified Diploma and AYP Subgroup: 2005-06 to 2010-11

Table 17 & Figure 19 - Students by Special Diploma and AYP Subgroup

- The Special Diploma is available to students with disabilities who complete the requirements of their IEP, but do not meet the requirements for other diplomas.
- From 2005-06 to 2010-11, over 25% of SWD earned the Special Diploma. A little over 5% of Black and economically disadvantaged students and under 5% of the remaining student subgroups received the Special Diploma.

Table 17. Percent & Number of ACPS Students by Special Diploma and AYP Subgroup: 2005-06 to 2010-11

Special Diploma by AYP Subgroup	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Subgroup Total	
	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#
All Students	6.0%	35	5.2%	27	3.9%	22	3.1%	18	2.4%	14	4.6%	30	4.2%	146
Female	4.0%	12	5.2%	14	1.4%	4	2.5%	8	1.5%	5	4.1%	14	3.1%	57
Male	8.1%	23	5.3%	13	6.1%	18	3.9%	10	3.4%	9	5.1%	16	5.4%	89
Black	7.8%	20	9.1%	20	7.8%	20	7.4%	20	9.4%	20	7.1%	20	1.3%	20
Hispanic	5.7%	6	5.9%	6	3.1%	3	3.2%	4	1.6%	2	6.6%	10	4.4%	31
White	1.7%	3	2.5%	4	1.2%	2	1.5%	2	0.0%	0	1.9%	3	1.5%	14
Students with Disabilities	32.4%	33	32.1%	27	25.3%	22	24.3%	18	14.7%	11	29.4%	30	26.9%	141
Economically Disadvantaged	--	--	8.1%	15	6.5%	16	4.2%	13	3.0%	9	6.4%	23	5.6%	79
Limited English Proficient	6.0%	7	3.2%	3	0.0%	0	2.1%	3	0.7%	1	3.3%	3	2.4%	17

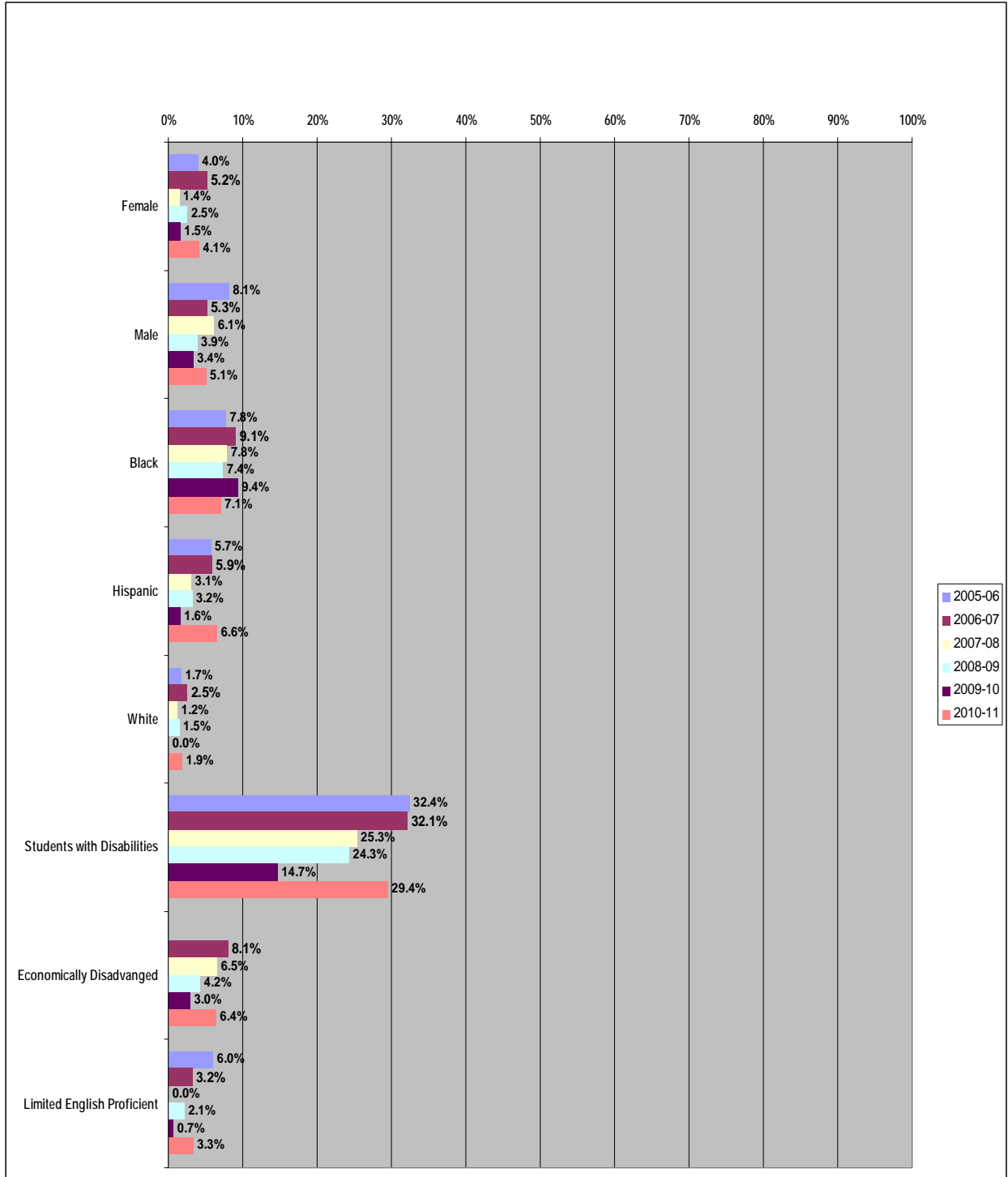


Figure 19. Percent of ACPS Students by Special Diploma and AYP Subgroup: 2005-06 to 2010-11

Table 18 & Figure 20 - Students by Standard Diploma and AYP Subgroup

- To graduate with a Standard Diploma, a student must earn at least 22 credits by passing required courses and electives, and earn at least six verified credits by passing end-of-course SOL (Standards of Learning) tests or other assessments approved by the Virginia Board of Education.
- From 2005-06 to 2010-11, over 70% of LEP students earned the Standard Diploma closely followed by a little over 65% of Black and economically disadvantaged students and a little under 65% of Hispanic students. Over 50% of all students, female and male subgroups, fewer than 40% of SWD, and fewer than 30% of White students earned the Standard Diploma.

Table 18. Percent & Number of ACPS Students by Standard Diploma and AYP Subgroup: 2005-06 to 2010-11

Standard Diploma by AYP Subgroup	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Subgroup Total	
	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent	#
All Students	53.5%	313	53.5%	276	51.6%	294	55.1%	319	55.1%	326	55.5%	363	54.1%	1891
Female	54.2%	163	48.3%	130	51.8%	143	50.2%	162	54.8%	178	52.5%	178	52.0%	954
Male	52.8%	150	59.1%	146	51.4%	151	61.3%	157	55.4%	148	58.7%	185	56.3%	937
Black	69.4%	179	64.5%	142	61.2%	156	66.4%	180	65.7%	140	65.7%	186	65.5%	983
Hispanic	62.9%	66	62.7%	64	65.3%	64	62.4%	78	66.1%	82	61.2%	93	63.3%	447
White	22.7%	39	30.6%	48	28.6%	46	24.4%	33	29.3%	43	31.5%	51	27.8%	260
Students with Disabilities	25.5%	26	40.5%	34	40.2%	35	41.9%	31	49.3%	37	41.2%	42	39.1%	205
Economically Disadvantaged	--	--	65.6%	122	61.0%	150	70.0%	215	68.2%	208	66.1%	238	66.4%	935
Limited English Proficient	80.2%	93	77.4%	72	65.8%	73	70.6%	101	70.4%	107	73.3%	66	72.6%	512

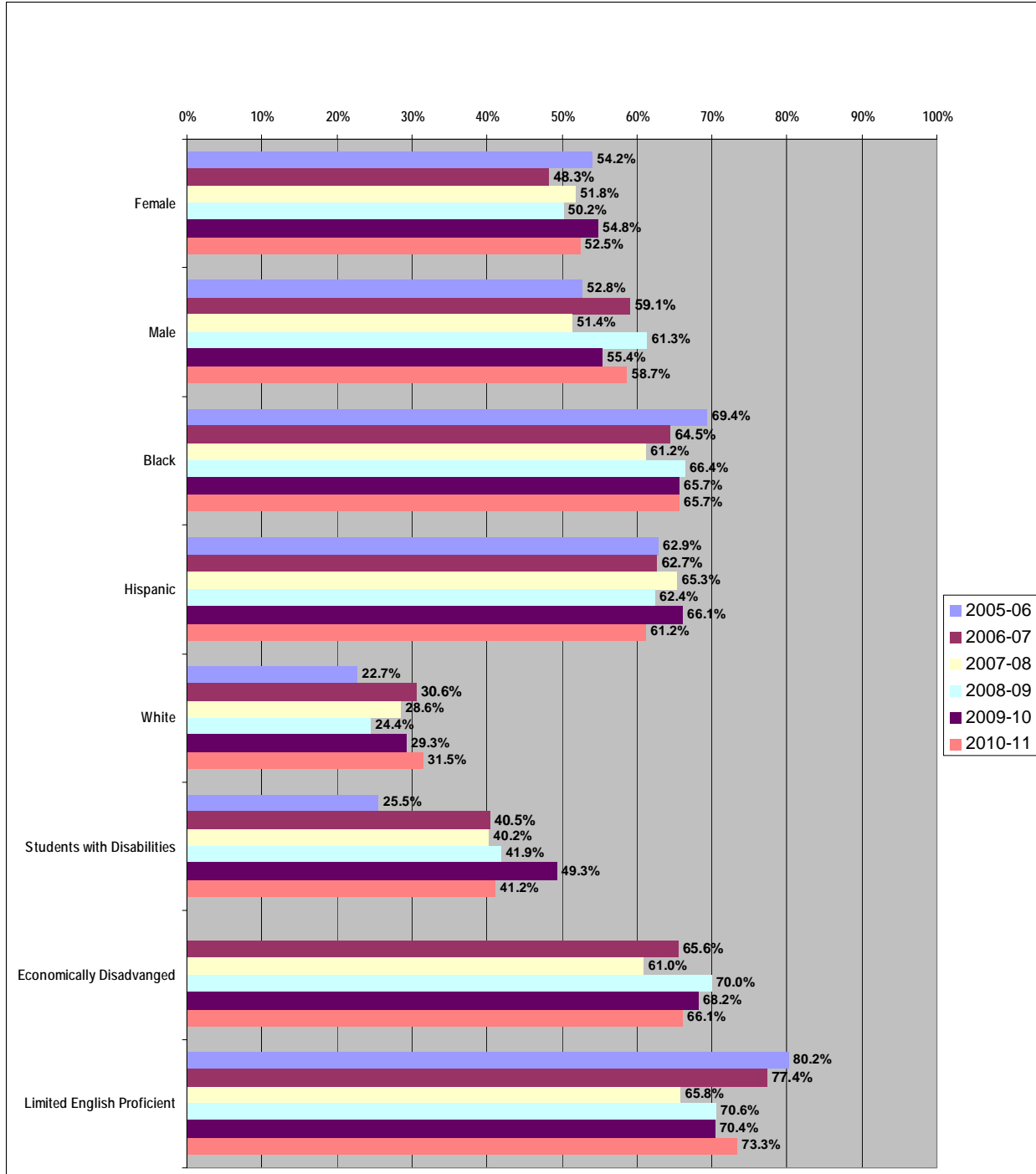


Figure 20. Percent of ACPS Students by Standard Diploma and AYP Subgroup: 2005-06 to 2010-11

Figure 21 - Percent of Students Meeting Federal Graduation Indicator (FGI) by State, ACPS, and AYP Subgroup: 2010-11

- In 2010-11 with respect to the FGI, ACPS is roughly on par with the State for Black and White students and is below the State for the remaining subgroups.

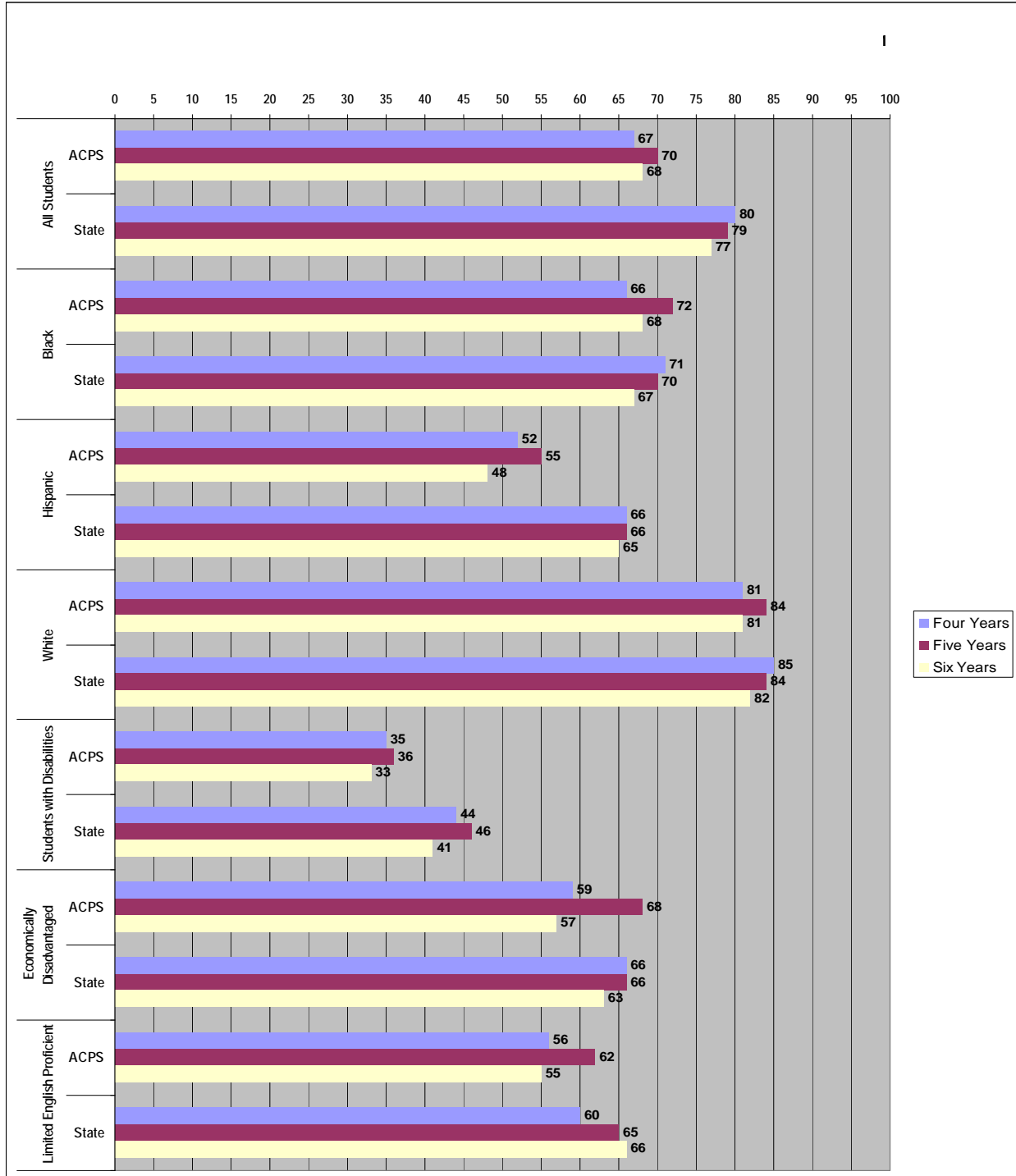


Figure 21. Percent of Students Meeting Federal Graduation Indicator (FGI) by State, ACPS, and AYP Subgroup: 2010-11

Chapter 3: Discussion and Recommendations

In summary, the trend data for discipline in ACPS were consistent with previous research and in comparison with the State and Region IV, such that disproportionately high percentages of Black, male, and economically disadvantaged students were reported at the division level as well as at each of the three school levels (elementary, middle, and high school). In addition, moderately high proportions of Hispanic and students with disabilities receiving disciplinary referrals were also reported.

In terms of the graduation trend data, ACPS had noticeable differences in the proportions by type of diploma awarded to the AYP subgroups. In 2010-11, the percentages of students meeting the Federal Graduation Indicator (FGI), Black and White students were on par with the State; however, the other AYP subgroups in ACPS fall below the State.

Recommendations

Recommendation 1: Reserve out-of-school disciplinary suspensions for the most serious and severe disruptive behaviors, and create a graduated system of discipline.

It is important for schools to balance school safety with state and federal compliance, such as disciplining students for possession of firearms or illegal substances, with extension of out-of-school suspensions (both short-term and long-term) to less serious offenses. Consider developing a graduated system of discipline where the most severe punishments are only for the most serious offenses (in terms of safety) and less serious offenses, such as attendance-related behaviors, classroom disruption, or minor fights without injury are met with practices that may support student achievement and reduce dropout risk, such as in-school suspension, contacting parents, community service, and counseling.

Recommendation 2: Revamp or develop division-wide definitions of all infractions, major and minor, to provide consistency across the schools.

Research suggests that inadequate definitions for reporting may allow individual bias to emerge in the disciplinary process.⁴² Clear and explicit definitions of behaviors subject to school disciplinary actions protect both students from possible inequitable practices and school staff from charges of unfair or arbitrary application of school or division policy.

Recommendation 3: Provide more opportunities for high quality professional development to support division and school building staff in cultural competence and classroom management.

Within a school, the principal provides leadership, defines goals and behavioral expectations of teachers, and supports staff in developing an effective school.⁴³ In line with the ACPS strategic plan to “achieve cultural competence for all staff with diversity training that incorporates awareness, understanding, high expectations and appropriate instruction for all students,”⁴⁴ it is

⁴² Garibaldi, A., Blanchard, L., & Brooks, S. (1996). Conflict resolution training, teacher effectiveness and student suspension: The impact of a health and safety initiative in the New Orleans public schools. *Journal of Negro Education*, 65, 408-413.

⁴³ Gonder, P. O., & Hymes, D. (1994). *Improving school climate and culture* (AASA Critical Issues Report No. 27). Arlington, VA: American Association of School Administrators.

⁴⁴ Alexandria City School Board. (March 2009). Alexandria City Public Schools Strategic Plan 2010-2015.

critical to provide more opportunities for high quality professional development to administrators, teachers, and staff in appropriate and culturally competent methods of interaction and classroom management, which will help address the racial disparities in school discipline referrals and graduation rates.⁴⁵ Important components of training in cultural competence may include relationship-building strategies, increased understanding of multicultural and multilingual youth and children, more opportunities for these students to participate in a range of school activities, and to enhance parent and community partnerships.⁴⁶ The newly appointed Cultural Competency Specialist, Francis Chase, should be one of the leads in this effort. In addition, ACPS should continue to explore opportunities to develop initiatives in collaboration with important community partners, such as Tenants and Workers United, NAACP (National Association for the Advancement of Colored People), the Campagna Center, the Family Resource Learning Center to name a few.

Recommendation 4: Continue to improve/enhance school climate and to reconnect disengaged students.

Research has found that the most effective programs in the nation for dealing with issues of student disruption focus on improving school climate and student supports.⁴⁷ For example, a number of schools in ACPS are implementing school-wide Positive Behavioral Interventions and Supports (PBIS), “a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.”⁴⁸ In this approach, positive social behavior is modeled and reinforced as part of the students’ educational experience with the intention that explicit instruction of behavioral expectations and rewarding students for following them is more effective than waiting for misbehavior to occur before responding.⁴⁹ In 2010-11, the Minnie Howard Campus of T.C. Williams reported successful implementation of school-wide PBIS and T.C. Williams plans to implement school-wide PBIS in the King Street Campus in 2011-12.⁵⁰

Retrieved 9/7/2011 from <http://www.acps.k12.va.us/board/strategic-plan/strategic-plan-proposed.pdf>

⁴⁵ Skiba, S.R., Michael, R.S., Nardo, A.C., & Peterson, R.L. (2002). The color of discipline: Sources of racial and gender disproportionality in school punishment. *Urban Review*, 34, 317-342.

⁴⁶ Townsend, B. (2000). Disproportionate discipline of African American children and youth: Culturally-responsive strategies for reducing school suspensions and suspension in East Baton Rouge Parish: A preliminary report. *Journal of Negro Education*, 57, 482-501.

⁴⁷ Osher, D.M., Sandler, S., & Nelson, C.L. (2001). The best approach to safety is to fix schools and support children and staff. In R.J. Skiba & G.G. Noam (Eds.), *New directions for youth development* (no. 92: Zero tolerance: Can suspension and expulsion keep schools safe) (pp. 127-154). San Francisco: Jossey-Bass.

⁴⁸ OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports. (No date). *PBIS Frequently Asked Questions*. Retrieved 8/31/2011 from http://www.pbis.org/pbis_faq.aspx

⁴⁹ OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports. (No date). *School-wide PBIS: Why is it so important to focus on teaching positive social behaviors*. Retrieved 8/31/2011 from <http://www.pbis.org/school/default.aspx>

⁵⁰ T.C. Williams High School (June 2011). Rolling faculty meeting [slide presentation]. Retrieved 9.7.2011 from <http://www.acps.k12.va.us/tcw-transformation/20110615-maxey.pdf>

Recommendation 5: Target parental involvement and community engagement efforts to support students with high recurrence rates of disciplinary actions and/or who are off-track to graduation.

When students who dropped out of school were asked what could their schools have done to help them finish, 70% favored greater parental involvement and 81% indicated there should be more opportunities for real-world learning (e.g., internships) to help them see and understand the connection between school and getting a good job,⁵¹ their comments directly support efforts to fulfill the ACPS strategic goals to “establish a division wide program to empower parents to be supportive and informed advocates for their children.”⁵² Because the problems faced by the students and their families tend to exceed the capacity of the school to address them, systems of care and wraparound service approaches, in which education, mental health, juvenile justice, and other community agencies collaborate to develop integrated services to address the most serious and challenging behaviors.⁵³

To this end, it is critical for ACPS to continue working with its established community partners and other community-based organizations to implement the ACPS strategic goals to “create effective partnerships to encourage a sense of community ownership of our schools and to support the development of the academic, social, physical and emotional needs of students.”⁵⁴ For example, the ACPS FY (fiscal year) 2011 Proposed Budget requested funds to support the Family Academy and Community Schools to enable the Family Academy to “expand its offerings to parents to meet its purpose of empowering and equipping parents with the knowledge, skills, and support networks that strengthen families, enhance communication, and increase academic achievement and personal potential.”⁵⁵ Concurrently, ACPS has also been working to develop centers intended to deliver these key wraparound services to students, parents, and community members, such that:

These centers will offer the opportunity to integrate relevant after school activities for students with workshops and resources for parents to help improve student achievement.... After school programs will include academic instruction that will enhance and support the ACPS curriculum, enrichment opportunities, and health/wellness activities.... ACPS believes that educating families, caretakers, and communities in how to support student learning will increase student achievement.⁵⁶

⁵¹ Bridgeland, J.M., DiIulio, Jr., J.J., & Morison, K.B. (2006). *The silent epidemic: Perspectives of high school dropouts*. Retrieved 8/26/2011 from <http://www.gatesfoundation.org/united-states/Documents/TheSilentEpidemic3-06Final.pdf>

⁵² Alexandria City School Board. (March 2009). Alexandria City Public Schools Strategic Plan 2010-2015. Retrieved 9/7/2011 from <http://www.acps.k12.va.us/board/strategic-plan/strategic-plan-proposed.pdf>

⁵³ Burchard, J.D., & Clarke, J.D. (1990). The role of individualized care in a service delivery system for children and adolescents with severely maladjusted behavior. *The Journal of Mental Health Administration*, 17, 48-60.

⁵⁴ Alexandria City School Board. (March 2009). Alexandria City Public Schools Strategic Plan 2010-2015. Retrieved 9/7/2011 from <http://www.acps.k12.va.us/board/strategic-plan/strategic-plan-proposed.pdf>

⁵⁵ Alexandria City Public Schools. (January 2010). *Alexandria City Public Schools FY 2011 Proposed Budget: Bridges to Excellence*. Retrieved 9/7/2011 from <http://www.acps.k12.va.us/budgets/op2011/proposed/op2011-proposed.pdf>

⁵⁶ Alexandria City Public Schools. (Undated). *Alexandria City Public Schools Family and Community Engagement Centers*.

Recommendation 6: Raise graduation rates of all AYP student subgroups to be equal to or higher than the rates for the State.

The ACPS Division Education Plan currently tracks a metric similar to the FGI (Federal Graduation Indicator) by capturing the percentages of students receiving either an Advanced or Standard Diploma by the AYP subgroups.⁵⁷ Raising the graduation rates across the AYP subgroups directly speaks to the ACPS strategic goal to “eliminate academic achievement differences among race, income, disability and language subgroups.”⁵⁸ To accomplish this goal, it becomes essential to continue the division-wide implementation of the Individualized Achievement Plans (IAP) to “ensure [that] every secondary student has a comprehensive plan for success and is equipped with the tools necessary to achieve their goals upon high school graduation.”⁵⁹ In addition, as mentioned earlier the division and schools will need to collaborate with parents and the community to “create or expand alternative education strategies and programs that will minimize out-of-school suspensions and improve the graduation rate”⁶⁰ and to implement an early warning system to identify students who are off-track and provide them with supports to get them back on-track to graduation.⁶¹

Recommendation 7: Update the division education plan metrics to include a goal to have 50% or more Black, Hispanic, economically disadvantaged, and limited English proficient students earn the Advanced Diploma to be on par with all students in the State.

As noted earlier, the Division Education Plan includes a metric that combines the Advanced and Standard Diplomas, which tends to obscure the differences in the percentages earned by AYP subgroup, such that over two-thirds of White students earned an Advanced Diploma whereas about one-quarter of Black, Hispanic, economically disadvantaged, and limited English proficient students did, while about one-quarter of White students earned the Standard Diploma and about two-thirds of the same AYP subgroups did. To reach a goal of 50% or more ACPS students across the AYP subgroups to earn the Advanced Diploma, the division will need to continue its efforts to explore ways to “increase participation and successful completion of Advanced Placement, honors, world language, and advanced math courses”⁶² to “ensure every child is challenged and engaged with school experiences responsive to each student’s talent and interests.”⁶³

⁵⁷ Alexandria City Public Schools. (February 2011). ACPS Education Plan: Division-level Plan School Years 10-13. Retrieved 9/7/2011 from <http://www.acps.k12.va.us/board/strategic-plan/education-plans/division.pdf>

⁵⁸ *Ibid.*

⁵⁹ *Ibid.*

⁶⁰ *Ibid.*

⁶¹ Allensworth, E. & Easton, J. (2007). *What matters for staying on-track and graduating in Chicago public high schools: A close look at course grades, failures and attendance in the freshman year.* Chicago, IL: Consortium on Chicago School Research at the University of Chicago, University Publications Office.

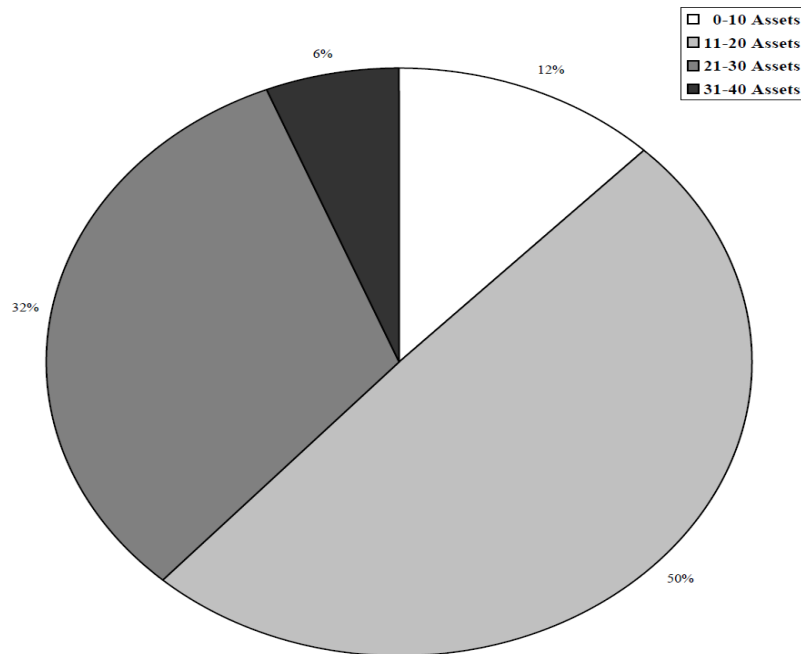
⁶² *Ibid.*

⁶³ *Ibid.*

Conclusion

In a school division so rich in diversity, it is important to examine student perspectives in relation to the division and school efforts underway to support academic achievement and well-being both at the aggregate and individual levels. To underscore the importance of the concurrent efforts to address the disproportionate patterns of disciplinary referrals and to increase the graduation rates in ACPS, it is useful to review the results of research conducted by the Department of Accountability employing the Search Institute’s developmental asset framework. This framework is based on years of research on youth risk and resiliency factors and is intended to inform parental involvement and community engagement efforts designed to support the success and well-being of youth in the community.

In April 2010, 2,538 ACPS secondary students completed a survey on *developmental assets* (see Appendix C for full descriptions of the 40 developmental assets).⁶⁴ This survey defined 20 *external assets* reflecting positive supports that surround youth at school, home, and in the community to nurture empowerment, boundaries and expectations, and constructive use of time; and 20 *internal assets*, the youth’s own commitments, values, and competencies, which can be supported by the school, home, and the community. Of these 40 developmental assets, ACPS students had an average number of 18.7.⁶⁵ About one-eighth of ACPS secondary students reported having zero to ten assets, one-half having 11-20 assets, about one-third having 21-30 assets, and a little more than one-in-twenty having 31-40 assets (see Figure 22).⁶⁶



Note. Percentages may not total to 100% due to rounding.

Figure 22. Percentage of ACPS Secondary Students by the Number of Developmental Assets: April 2010

⁶⁴ Search Institute. (July 2010). *Developmental assets: A profile of your youth – Alexandria City Public Schools*. Retrieved 9/7/2011 from <http://www.acps.k12.va.us/mes/reports/20100701-assets-full.pdf>

⁶⁵ *Ibid.*

⁶⁶ *Ibid.*

To understand the importance of having increased numbers of developmental assets per student, it helps to examine how these 40 developmental assets relate to ten high-risk behavior patterns. In Figure 23 below, we can see that 26% of ACPS secondary students reported skipping school two or more days and/or has below a C average.⁶⁷ Of these students having school problems, over half have between zero to ten developmental assets, nearly one-third have between 11 to 20 assets, and fewer than one-quarter have 21 or more assets.

High-Risk Behavior Pattern		Total Sample	Number of Assets			
Category	Definition		0-10	11-20	21-30	31-40
Alcohol	Has used alcohol three or more times in the last 30 days or got drunk once or more in the last two weeks	16	36	18	9	3
Tobacco	Smokes one or more cigarettes every day or uses chewing tobacco frequently	5	12	5	2	0
Illicit Drugs	Used illicit drugs three or more times in the last 12 months†	17	37	19	11	1
Sexual Intercourse	Has had sexual intercourse three or more times in lifetime	23	38	28	15	6
Depression/ Suicide	Is frequently depressed and/or has attempted suicide	25	45	28	15	11
Anti-Social Behavior	Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months	25	47	28	12	5
Violence	Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the last 12 months	36	61	41	22	10
School Problems	Has skipped school two or more days in the last four weeks and/or has below a C average	26	51	30	15	8
Driving and Alcohol	Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months	13	25	16	8	2
Gambling	Has gambled three or more times in the last 12 months	14	28	15	9	4

† Includes cocaine, LSD, PCP or angel dust, heroin, marijuana, and amphetamines

Figure 23. Percent of ACPS Secondary Students Reporting Ten High-Risk Behavior Patterns by the Number of Developmental Assets: April 2010

⁶⁷ *Ibid.*

Relating these data to parental and community involvement efforts in ACPS, it helps to examine student perceptions of each of the 40 developmental assets. As seen in Figure 24 below, only one-quarter of ACPS secondary students report having a caring school climate, parent involvement in schooling, positive family communication, or adult role models.⁶⁸ In addition, only about one-fifth of ACPS students report having opportunities for creative activities or that the community values youth or see youth as resources.

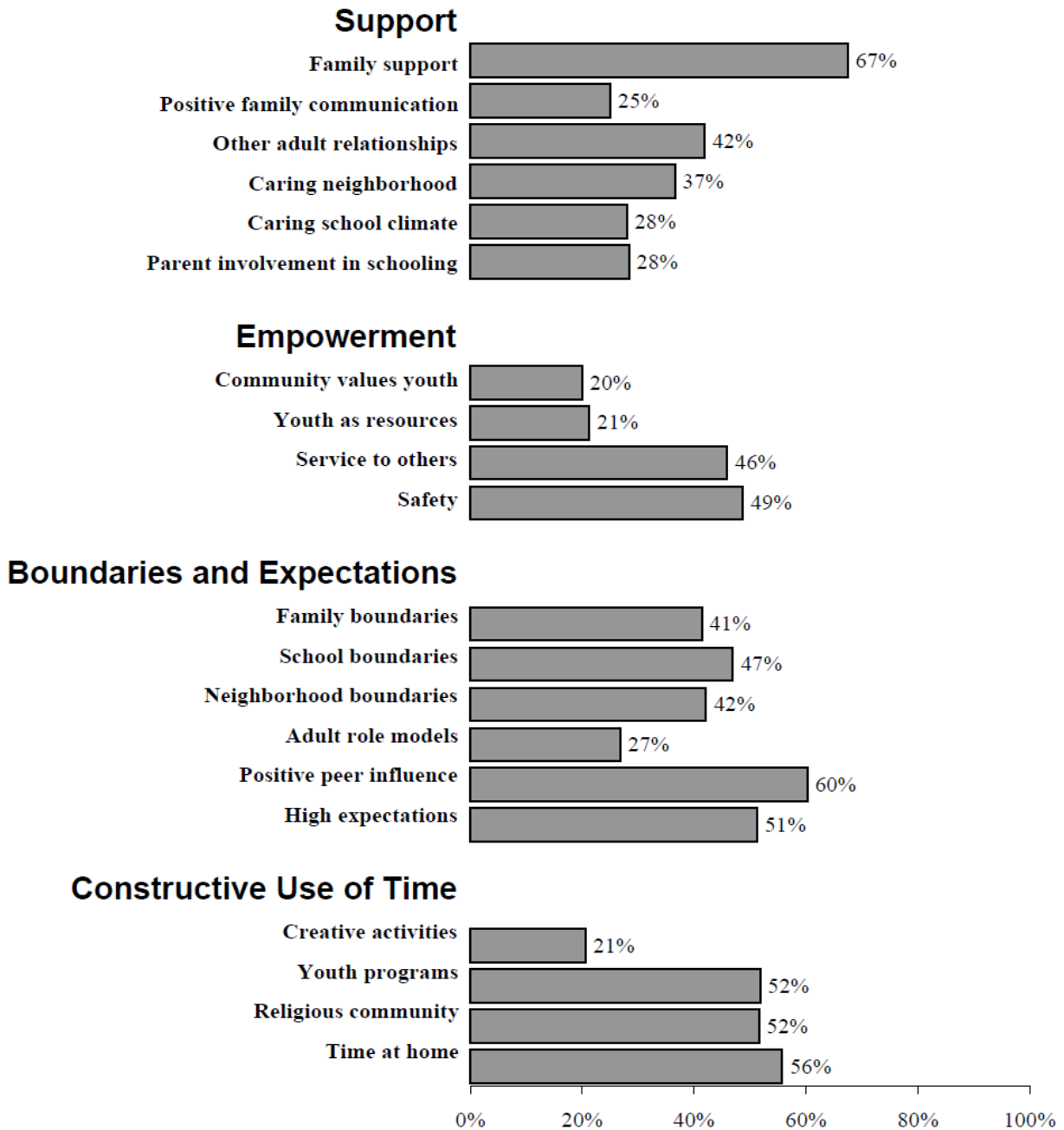
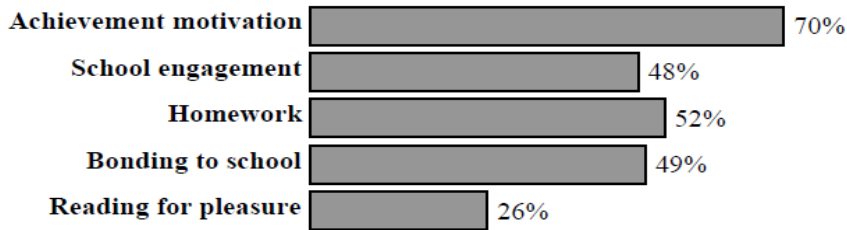


Figure 24. Percent of ACPS Secondary Students Reporting Each of the 20 External Assets: April 2010

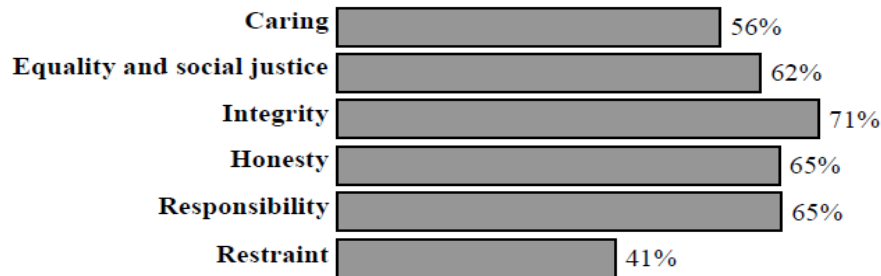
⁶⁸ *Ibid.*

With respect to the internal assets, it is interesting to note that ACPS secondary students 74% report a positive view of their personal future and 70% having achievement motivation (see Figure 25).⁶⁹ At the same time, there are some challenges, such as only about one-quarter of ACPS secondary students reporting reading for pleasure, one-third having competencies in planning and decision-making, and about two-fifths having personal power, interpersonal competence, or skills in restraint, resistance, and peaceful conflict resolution.

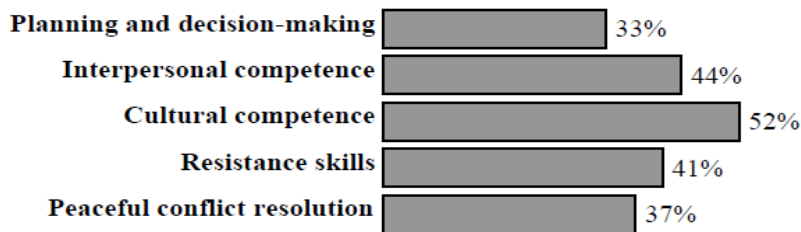
Commitment to Learning



Positive Values



Social Competencies



Positive Identity

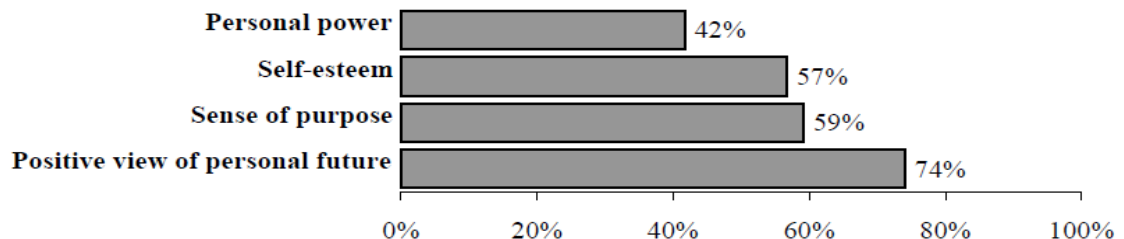


Figure 25. Percent of ACPS Secondary Students Reporting Each of the 20 Internal Assets: April 2010

⁶⁹ *Ibid.*

In summary, ACPS has multiple opportunities to bolster its support to students through initiatives and programs to enhance and support the curriculum, to provide enrichment and health/wellness activities, and to educate families and the community-at-large to support student learning. The results from the developmental asset survey lend support to the efforts by ACPS to continue developing/enhancing division and school initiatives and programs to support students at all levels, such as to increase the percentage of students across the AYP subgroups to receive Advanced Diplomas, to reduce the number of students who receive disciplinary referrals, and to decrease the dropout rate. At the same time, the division has been actively seeking opportunities to partner with parents and the community to design and implement a comprehensive system of wraparound services to support student achievement across the division.

Appendix A: Narrative Description of TWU Trend Data Tables

As noted earlier the data for this report originated from a request for information by Tenants and Workers United (TWU) which asked for six-year trend information on June 6th, 2011. The appendix provides narrative description for each of the tables prepared for TWU to fulfill their request:

- The total number of suspensions, expulsions, disciplinary referrals to alternative schools, referrals to law enforcement, and school-based arrests for all of ACPS from 2006 until the present. We request that the data reflect both the total number of disciplinary actions, and the total number of students disciplined. We also request that the data be disaggregated by school, age, grade, gender, race/ethnicity, ESL status, socio-economic status, disability, offense, and length of suspension for each school year, to the extent possible.
- The total number of students who have graduated from ACPS from 2006 to the present. We request that the data be disaggregated by type of diploma (standard, advanced, etc.), race/ethnicity, gender, ESL status, socio-economic status, and disability.

Data were extracted from the ACPS Student Information System on June 20, 2011. Thus, data for the 2010-11 school years were not yet verified for these tables; thus, these data will not be discussed further. No other changes were made to these tables, Tables A1 to A13. These tables are included in the Appendix and have been assigned table numbers and descriptive titles for reference in this trend report.

It is important to note that over the past three consecutive years there were entire system changes (two consecutive years) and a major upgrade to the school information system; thus, preparing trend data has been challenging in ACPS. In addition to the challenge of pulling data from these three distinct data systems, there is also the question of data quality and accuracy when users across the division are required to learn to enter data into each of these distinct systems.

TWU Trend Data Tables: Disciplinary Referrals

Table A1. Disciplinary Referrals Reported to the State

- From 2004-05 to 2009-10, there have been an average of 2,620 disciplinary referrals reported to the state each year with two years below 2,000 (2007-08 & 2008-09).

Table A2. Disciplinary Referrals by Final Sanction

- From 2004-05 to 2006-07, the number of disciplinary referrals at George Washington that resulted in some “other” sanction was 70% in 2004-05, 64 % in 2005-06, and 58% in 2006-07. Over the same three years at Francis Hammond, there were high numbers of referrals that resulted in sanctions other than suspension, expulsion, etc. About 35% of disciplinary referrals resulted in some “other” sanction in 2004-05 and 2005-06 and 24% in 2006-07. From 2007-08 to 2009-10, these numbers drop to 13% and 31% at George Washington and to 7% and 11% at Francis Hammond.
- Across the division, the majority of disciplinary referrals that resulted in a final sanction were coded as short-term suspensions (student is suspended between 1 to 10 days from school).

- Across the division, nearly all of the long-term suspensions were reported at the secondary school level. Over the six years, about half the elementary schools (Patrick Henry, Jefferson-Houston, Charles Barrett, Cora Kelly, William Ramsay, & Tucker) reported relatively small numbers of long-term suspensions.
- Other sanctions reported tended to be very infrequent (e.g., a handful of cases reported at a few schools over one or two school years).

Table A3. Disciplinary Referrals Reported to Law Enforcement

- Across the schools, roughly 20% or fewer disciplinary referrals were reported to law enforcement.
- In 2007-08, there were much higher percentages of disciplinary referrals reported to law enforcement across the schools.

Table A4. Disciplinary Referrals by Grade

- Examining the total disciplinary referrals by grade, there was a fairly regular pattern with the elementary numbers increasing gradually from Kindergarten to grade 5, the numbers increased by 50% or more at the middle school grades, then from grade 9 they gradually decreased over the four grades at the high school level. For example, in 2009-10, there were 40 referrals at Kindergarten and 136 referrals at grade 5. At middle school, there were 218 referrals at grade 6 and 252 at grade 8. Then, at high school, there were 508 referrals at grade 9 and 142 referrals at grade 12.

Table A5. Disciplinary Referrals by LEP Status

- Overall, disciplinary referrals for limited English proficient (LEP) students at the secondary level have been under 15%. At the elementary level, although there tends to be fewer disciplinary referrals reported, there is greater variance with no LEP students referred at schools such as Maury and Lyles-Crouch to the majority of referrals by LEP students at schools such as at Mount Vernon for 2006-07 and 2007-08.

Table A6. Referrals Placed in Alternative Education

- From 2005-06 through 2008-09, nearly all of the disciplinary referrals that resulted in a placement in Alternative Education were at the secondary level. In 2009-10, the total number of placements more than doubled and the percentage of placements at the elementary level increased to a little over 8% of the total (170 placements).

Table A7. Referrals by State Special Education Codes

- Disciplinary referrals of special education students has fluctuated widely across the school years from a low of about 3% in 2008-09 to a high of about 50% in 2007-08, with the other years ranging between roughly 20% to 35%.
- Across school years 2005-06 through 2009-10, the special education code with the greatest number of disciplinary referrals is SLD (about 12% of total referrals). For any given year, the majority of these referrals occur at the secondary level. Interesting to note, the next highest number is for OHI (about 8%) followed closely by ED (about 7%). The remaining special education codes combined represent about 3% of the total referrals.

TWU Trend Data Tables: Diploma Types Awarded at Graduation

Table A8. Number of Students by Diploma Type

- The Standard Diploma has been awarded to over half of students followed by the Advanced Diploma to over one-third of students across the five years. The Modified Standard and Special Diplomas were each awarded to roughly 4% of students.

Table A9. Number of Students by Ethnicity and Diploma Type

- About two-thirds of White students, about one-quarter of Black students, and a little over a quarter of Hispanic students received the Advanced Diploma. Nearly two-thirds of Black students, over three-fifths of Hispanic students, and a little more than a quarter of White students received the Standard Diploma.
- For the other two Diploma types—Modified Standard and Special—Black students received the greatest number (roughly two-thirds of the total each year except for 2009-10) followed by Hispanic and then White students.

Table A10. Number of Students by Gender and Diploma Type

- For the Advanced Diploma, the majority are awarded to female student across the five school years.
- For the Modified Standard and Special Diplomas, the majority are received by male students for these five school years.
- For the Standard Diploma, the numbers are roughly equal between the two genders.

Table A11. Number of Students by ESL Status and Diploma Type

- Across the five school years, of the students receiving an Advanced Diploma, 13% were ESL students.
- ESL students were awarded 10% of the Modified Standard Diplomas and 12% of the Special Diplomas over the five school years.
- Over the five school years, about one-third of the Standard Diplomas were awarded to ESL students.

Table A12. Number of Students by Economically Disadvantaged Status and Diploma Type

- From 2005-06 to 2009-10, the number of economically disadvantaged students receiving Advanced and Standard Diplomas has increased.
- Over the five school years, nearly a quarter of the economically disadvantaged students received the Advanced Diploma and for the other three diplomas—Modified Standard, Special, and Standard—fewer than half were awarded to economically disadvantaged students.

Table A13. Number of Students by Special Education Disability Code and Diploma Type

- Across the five school years, about 3% of Advanced Diplomas were awarded to students having state special education disability codes. Of these students, over half had the state special education disability codes of SLD and nearly one-third had OHI.
- Over the five school years, for the Modified Standard Diploma and the Special Diploma students with special education disability codes received 96% of both types of diploma.

For the Modified Standard Diploma, over half were awarded to students with SLD and about one-fifth each to OHI and ED. For the Special Diploma, about one-third were awarded to SLD and another third by MR, with one-tenth by OHI and another tenth by ED.

- For these five school years, 11% of the Standard Diplomas were awarded to students with special education disability codes. Of these, over half were SLD, about one-fourth were OHI, and one-eighth were ED.

Table A1. Disciplinary Referrals Reported to the State

YEAR	Grand Total
2004-05	3109
2005-06	2890
2006-07	3358
2007-08	1933
2008-09	1382
2009-10	3048
2010-11	604
Grand Total	16324

Table A2. Disciplinary Referrals by Final Sanction

Incident School Number	Final/Sanction	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Grand Total
0010 (GW1)	01 Sp. Ed. In-school suspension (min. 1 day)			145	134		6	2	287
	02 Short-term suspension (1-10 days)	396	439	279	278	165	120	28	1705
	03 Long-term suspension (11-364 days)	24	30	34	14	7	20	2	131
	07 Modified Expulsion by LEA (0-364 days)				3				3
	99 "Other" sanction	989	835	628	62	78	54		2646
0010 (GW1) Total		1409	1304	1086	491	250	200	32	4772
0030 (MV ES)	01 Sp. Ed. In-school suspension (min. 1 day)			26	6		4	1	37
	02 Short-term suspension (1-10 days)	62	71	39	41	17	10	24	264
	99 "Other" sanction	4		90	15	2	18		129
0030 (MV ES) Total		66	71	155	62	19	32	25	430
0050 (PH ES)	01 Sp. Ed. In-school suspension (min. 1 day)			10	10			2	22
	02 Short-term suspension (1-10 days)	53	85	102	71	57	66	33	467
	03 Long-term suspension (11-364 days)		2		1		2	1	6
	06 Sp. Ed. Interim Ed.-Officer decision (up to 45 days)					1			1
	99 "Other" sanction	13	15	27	4				59
0050 (PH ES) Total		66	102	139	86	58	68	36	555
0060 (MM ES)	02 Short-term suspension (1-10 days)	13	7	13	28	2	4		67
	03 Long-term suspension (11-364 days)					1			1
	99 "Other" sanction	1	1						2
0060 (MM ES) Total		14	8	13	28	3	4		70
0080 (LC ES)	01 Sp. Ed. In-school suspension (min. 1 day)			1	3				4
	02 Short-term suspension (1-10 days)	16	6	2	1	6	6	13	50
	99 "Other" sanction			6			4		10
0080 (LC ES) Total		16	6	9	4	6	10	13	64
0090 (JH ES)	01 Sp. Ed. In-school suspension (min. 1 day)			7			8		15
	02 Short-term suspension (1-10 days)	27	44	217	54	61	92	19	514
	03 Long-term suspension (11-364 days)			1	1	1	2		5
	99 "Other" sanction	34	32	72			8		146
0090 (JH ES) Total		61	76	297	55	62	110	19	680
0100 (GM ES)	01 Sp. Ed. In-school suspension (min. 1 day)						6		6

Incident School Number	Final/Sanction	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Grand Total
	02 Short-term suspension (1-10 days)	4	1	2	8	15	14	14	58
	99 "Other" sanction				1	2	10		13
0100 (GM ES) Total		4	1	2	9	17	30	14	77
0110 (DM ES)	01 Sp. Ed. In-school suspension (min. 1 day)						8		8
	02 Short-term suspension (1-10 days)	14	10	17	10	11	4		66
	99 "Other" sanction		3			6			9
0110 (DM ES) Total		14	13	17	10	17	12		83
0120 (CB ES)	02 Short-term suspension (1-10 days)	20	21	11	26	19	4	8	109
	03 Long-term suspension (11-364 days)						2	1	3
	99 "Other" sanction	10	10	14	22	5	4		65
0120 (CB ES) Total		30	31	25	48	24	10	9	177
0160 (CK ES)	01 Sp. Ed. In-school suspension (min. 1 day)						4	4	8
	02 Short-term suspension (1-10 days)	27	27	46	82	66	174	65	487
	03 Long-term suspension (11-364 days)		1				4		5
	99 "Other" sanction					1	8		9
0160 (CK ES) Total		27	28	46	82	67	190	69	509
0170 (FCH1)	01 Sp. Ed. In-school suspension (min. 1 day)			127	39		2		168
	02 Short-term suspension (1-10 days)	395	277	315	254	272	84	24	1621
	03 Long-term suspension (11-364 days)	18	12	16	9	14		1	70
	07 Modified Expulsion by LEA (0-364 days)		7	1	4	1			13
	99 "Other" sanction	222	159	145	24	36	4		590
0170 (FCH1) Total		635	455	604	330	323	90	25	2462
0190 (WR ES)	02 Short-term suspension (1-10 days)	7	6	13	66	23	4	3	122
	03 Long-term suspension (11-364 days)			3	1		2		6
	99 "Other" sanction	1	1			3			5
0190 (WR ES) Total		8	7	16	67	26	6	3	133
0210 (TCW)	01 Sp. Ed. In-school suspension (min. 1 day)			174	159		222	1	556
	02 Short-term suspension (1-10 days)	584	626	527	403	406	416	272	3234
	03 Long-term suspension (11-364 days)	36	34	25	27	38	102	11	273
	05 Sp. Ed. Interim Ed.-LEA decision (up to 45 days)		4	1	1		2		8
	07 Modified Expulsion by LEA (0-364 days)		12	2	2		20		36
	99 "Other" sanction	79	79	171	13	25	1020		1387
0210 (TCW) Total		699	755	900	605	469	1782	284	5494

Incident School Number	Final/Sanction	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Grand Total
0220 (JP ES)	01 Sp. Ed. In-school suspension (min. 1 day)						2		2
	02 Short-term suspension (1-10 days)	17	11	10	6	4	4	3	55
	99 "Other" sanction						8		8
0220 (JP ES) Total		17	11	10	6	4	14	3	65
0230 (JA ES)	01 Sp. Ed. In-school suspension (min. 1 day)			2	1				3
	02 Short-term suspension (1-10 days)	20	5	11	19	13	32	12	112
	99 "Other" sanction		3		1	5	8		17
0230 (JA ES) Total		20	8	13	21	18	40	12	132
0240 (GW2)	02 Short-term suspension (1-10 days)						72	5	77
	03 Long-term suspension (11-364 days)						16	2	18
	99 "Other" sanction						16		16
0240 (GW2) Total							104	7	111
0250 (FCH2)	01 Sp. Ed. In-school suspension (min. 1 day)						6	4	10
	02 Short-term suspension (1-10 days)						108	11	119
	03 Long-term suspension (11-364 days)						20	3	23
	07 Modified Expulsion by LEA (0-364 days)							1	1
	99 "Other" sanction						26		26
0250 (FCH2) Total							160	19	179
0260 (FCH3)	01 Sp. Ed. In-school suspension (min. 1 day)							2	2
	02 Short-term suspension (1-10 days)						68	27	95
	03 Long-term suspension (11-364 days)						12	5	17
	99 "Other" sanction						62		62
0260 (FCH3) Total							142	34	176
0333 (ST ES)	01 Sp. Ed. In-school suspension (min. 1 day)						2		2
	02 Short-term suspension (1-10 days)	21	11	20	22	15	22		111
	03 Long-term suspension (11-364 days)				2		2		4
	06 Sp. Ed. Interim Ed.-Officer decision (up to 45 days)					1			1
	99 "Other" sanction	2	3	6	5	3	18		37
0333 (ST ES) Total		23	14	26	29	19	44		155
Grand Total		3109	2890	3358	1933	1382	3048	604	16324

Table A3. Disciplinary Referrals Reported to Law Enforcement

Incident School Number	Reported to Law Enforcement									Grand Total
		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11		
0010 (GW1)	N	1380	1282	1060	387	249	170	32	4560	
	Y	29	22	26	104	1	30		212	
0010 (GW1) Total		1409	1304	1086	491	250	200	32	4772	
0030 (MV ES)	N	64	71	155	34	19	30	25	398	
	Y	2			28		2		32	
0030 (MV ES) Total		66	71	155	62	19	32	25	430	
0050 (PH ES)	N	62	101	138	65	58	68	36	528	
	Y	4	1	1	21				27	
0050 (PH ES) Total		66	102	139	86	58	68	36	555	
0060 (MM ES)	N	14	8	13	24	2	2		63	
	Y				4	1	2		7	
0060 (MM ES) Total		14	8	13	28	3	4		70	
0080 (LC ES)	N	15	6	9	4	6	10	13	63	
	Y	1							1	
0080 (LC ES) Total		16	6	9	4	6	10	13	64	
0090 (JH ES)	N	59	73	292	45	60	106	19	654	
	Y	2	3	5	10	2	4		26	
0090 (JH ES) Total		61	76	297	55	62	110	19	680	
0100 (GM ES)	N	3	1	2	4	17	28	14	69	
	Y	1			5		2		8	
0100 (GM ES) Total		4	1	2	9	17	30	14	77	
0110 (DM ES)	N	14	13	17	1	16	12		73	
	Y				9	1			10	
0110 (DM ES) Total		14	13	17	10	17	12		83	
0120 (CB ES)	N	30	31	25	13	23	10	9	141	
	Y				35	1			36	
0120 (CB ES) Total		30	31	25	48	24	10	9	177	
0160 (CK ES)	N	27	28	43	53	67	178	68	464	
	Y			3	29		12	1	45	
0160 (CK ES) Total		27	28	46	82	67	190	69	509	
0170 (FCH1)	N	627	436	595	235	318	72	23	2306	

Incident School Number	Reported to Law Enforcement	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Grand Total
		Y							
0170 (FCH1) Total		8	19	9	95	5	18	2	156
0190 (WR ES)		635	455	604	330	323	90	25	2462
	N	7	7	14	55	26	4		113
	Y	1		2	12		2	3	20
0190 (WR ES) Total		8	7	16	67	26	6	3	133
0210 (TCW)		661	723	878	537	464	1664	258	5185
	N	38	32	22	68	5	118	26	309
	Y								
0210 (TCW) Total		699	755	900	605	469	1782	284	5494
0220 (JP ES)		16	11	9	5	4	14	3	62
	N	1		1	1				3
	Y								
0220 (JP ES) Total		17	11	10	6	4	14	3	65
0230 (JA ES)		17	8	12	18	18	40	10	123
	N	3		1	3			2	9
	Y								
0230 (JA ES) Total		20	8	13	21	18	40	12	132
0240 (GW2)							90	7	97
	N						14		14
	Y								
0240 (GW2) Total							104	7	111
0250 (FCH2)							138	17	155
	N						22	2	24
	Y								
0250 (FCH2) Total							160	19	179
0260 (FCH3)							118	30	148
	N						24	4	28
	Y								
0260 (FCH3) Total							142	34	176
0333 (ST ES)		19	13	24	28	19	34		137
	N	4	1	2	1		10		18
	Y								
0333 (ST ES) Total		23	14	26	29	19	44		155
Grand Total		3109	2890	3358	1933	1382	3048	604	16324

Table A4. Disciplinary Referrals by Grade

YEAR	Incident School Number	01	02	03	04	05	06	07	08	09	10	11	12	KG	PK	Grand Total
2004-05	0010 (GW1)						391	915	103							1409
	0030 (MV ES)	10	7	12	8	18								11		66
	0050 (PH ES)	12	12	14	10	15								3		66
	0060 (MM ES)	1	5	3	2	2								1		14
	0080 (LC ES)		3	3	3	5								2		16
	0090 (JH ES)	2	5	25	7	20								2		61
	0100 (GM ES)				2	2										4
	0110 (DM ES)		2	2	7	3										14
	0120 (CB ES)	4	2	5	13	5								1		30
	0160 (CK ES)	2	2	5	3	14								1		27
	0170 (FCH1)						238	154	243							635
	0190 (WR ES)	1	1		1	4								1		8
	0210 (TCW)									336	200	108	55			699
	0220 (JP ES)		5	1	7	2								2		17
	0230 (JA ES)	2	3		8	7										20
	0333 (ST ES)	3	3	4	1	10								2		23
2004-05 Total		37	50	74	72	107	629	1069	346	336	200	108	55	26		3109
2005-06	0010 (GW1)						231	575	498							1304
	0030 (MV ES)	13	7	10	14	21								6		71
	0050 (PH ES)	4	32	24	10	12								20		102
	0060 (MM ES)	2	3	1	1									1		8
	0080 (LC ES)		1		3	1								1		6
	0090 (JH ES)	13	19	4	22	11								7		76
	0100 (GM ES)	1														1
	0110 (DM ES)	3			2	2								6		13
	0120 (CB ES)	1	5	1	7	11								6		31
	0160 (CK ES)	4	2	8	6	8										28
	0170 (FCH1)						137	152	166							455
	0190 (WR ES)	1	1	2	3											7
	0210 (TCW)									315	226	142	72			755
	0220 (JP ES)	1	1	5										4		11
	0230 (JA ES)				1	7										8

YEAR	Incident School Number	01	02	03	04	05	06	07	08	09	10	11	12	KG	PK	Grand Total
	0333 (ST ES)		1	4		7								2		14
2005-06 Total		43	72	59	69	80	368	727	664	315	226	142	72	53		2890
2006-07	0010 (GW1)						250	637	199							1086
	0030 (MV ES)	34	33	22	36	24								6		155
	0050 (PH ES)	50	6	34	13	17								19		139
	0060 (MM ES)			2	3	6								2		13
	0080 (LC ES)	1	1	2		2								3		9
	0090 (JH ES)	43	44	61	28	95								25	1	297
	0100 (GM ES)		1			1										2
	0110 (DM ES)	2	3	2	7	2								1		17
	0120 (CB ES)	4	3	5	1	12										25
	0160 (CK ES)	3	8	6	20	7								2		46
	0170 (FCH1)						86	163	355							604
	0190 (WR ES)	3	1	2	2	8										16
	0210 (TCW)									249	315	189	147			900
	0220 (JP ES)	5		3										2		10
	0230 (JA ES)		3	4	2	4										13
	0333 (ST ES)	11	2	2	4									7		26
2006-07 Total		156	105	145	116	178	336	800	554	249	315	189	147	67	1	3358
2007-08	0010 (GW1)						154	91	246							491
	0030 (MV ES)	5	9	10	15	9								14		62
	0050 (PH ES)	20	10	26	9	5								16		86
	0060 (MM ES)	5	2		7	8								6		28
	0080 (LC ES)		3											1		4
	0090 (JH ES)	21	2	16	5	4								7		55
	0100 (GM ES)	1		1	6									1		9
	0110 (DM ES)	1		4	5											10
	0120 (CB ES)	2	7	21	13	3								2		48
	0160 (CK ES)	2	13	27	18	21								1		82
	0170 (FCH1)						59	139	132							330
	0190 (WR ES)	3	3	16	20	23								2		67
	0210 (TCW)									232	196	81	96			605
	0220 (JP ES)	1	1		1	3										6
	0230 (JA ES)	2	2	2	7	8										21

YEAR	Incident School Number	01	02	03	04	05	06	07	08	09	10	11	12	KG	PK	Grand Total
	0333 (ST ES)	2	2	1	7	6								11		29
2007-08 Total		65	54	124	113	90	213	230	378	232	196	81	96	61		1933
2008-09	0010 (GW1)						40	34	176							250
	0030 (MV ES)	6				13										19
	0050 (PH ES)	13	11	4	11	12								7		58
	0060 (MM ES)			1		2										3
	0080 (LC ES)	3	1			1								1		6
	0090 (JH ES)	7	18	19	14	4										62
	0100 (GM ES)			1		16										17
	0110 (DM ES)			4	11	2										17
	0120 (CB ES)	5	4	6	5									4		24
	0160 (CK ES)		3	33	18	8								5		67
	0170 (FCH1)						98	93	132							323
	0190 (WR ES)	2	4	5	4	11										26
	0210 (TCW)									191	130	88	60			469
	0220 (JP ES)	2				1								1		4
	0230 (JA ES)	2		1	4	11										18
	0333 (ST ES)	1	1		3	11								3		19
2008-09 Total		41	42	74	70	92	138	127	308	191	130	88	60	21		1382
2009-10	0010 (GW1)						56	62	82							200
	0030 (MV ES)		2	2	18	10										32
	0050 (PH ES)	14	6	16	10	12								10		68
	0060 (MM ES)	2		2												4
	0080 (LC ES)	2	4			2								2		10
	0090 (JH ES)	12	34	4	20	20	4							12	4	110
	0100 (GM ES)		18	2	6	4										30
	0110 (DM ES)			2	8									2		12
	0120 (CB ES)	2			8											10
	0160 (CK ES)	10	30	28	60	50								12		190
	0170 (FCH1)						38	26	26							90
	0190 (WR ES)				2	4										6
	0210 (TCW)									508	850	282	142			1782
	0220 (JP ES)			4	2	8										14
	0230 (JA ES)	2	24	2	2	10										40

YEAR	Incident School Number	01	02	03	04	05	06	07	08	09	10	11	12	KG	PK	Grand Total
	0240 (GW2)						48	26	30							104
	0250 (FCH2)						40	60	60							160
	0260 (FCH3)						32	56	54							142
	0333 (ST ES)	4	2	12	8	16								2		44
2009-10 Total		48	120	74	144	136	218	230	252	508	850	282	142	40	4	3048
2010-11	0010 (GW1)						12	13	7							32
	0030 (MV ES)	2	4	3	8	7								1		25
	0050 (PH ES)	3	1	11	5	10								6		36
	0080 (LC ES)	5		1	5	1								1		13
	0090 (JH ES)	2	2	2		8	2							3		19
	0100 (GM ES)	1	3	6	2	2										14
	0120 (CB ES)	4		1		4										9
	0160 (CK ES)	6	17	15	9	10								12		69
	0170 (FCH1)						9	7	9							25
	0190 (WR ES)			1	1	1										3
	0210 (TCW)	1								137	63	36	47			284
	0220 (JP ES)				2	1										3
	0230 (JA ES)		5	4	2									1		12
	0240 (GW2)						2	2	3							7
	0250 (FCH2)						5	7	7							19
	0260 (FCH3)						13	10	11							34
2010-11 Total		24	32	44	34	44	43	39	37	137	63	36	47	24		604
Grand Total		414	475	594	618	727	1945	3222	2539	1968	1980	926	619	292	5	16324

Table A5. Disciplinary Referrals by LEP Status

YEAR	Incident School Number	N	Y	Grand Total
2005-06	0010 (GW1)	1201	103	1304
	0030 (MV ES)	37	34	71
	0050 (PH ES)	88	14	102
	0060 (MM ES)	8		8
	0080 (LC ES)	6		6
	0090 (JH ES)	71	5	76
	0100 (GM ES)	1		1
	0110 (DM ES)	13		13
	0120 (CB ES)	30	1	31
	0160 (CK ES)	25	3	28
	0170 (FCH1)	393	62	455
	0190 (WR ES)	7		7
	0210 (TCW)	657	98	755
	0220 (JP ES)	7	4	11
	0230 (JA ES)	5	3	8
0333 (ST ES)	13	1	14	
2005-06 Total		2562	328	2890
2006-07	0010 (GW1)	1016	70	1086
	0030 (MV ES)	70	85	155
	0050 (PH ES)	103	36	139
	0060 (MM ES)	12	1	13
	0080 (LC ES)	9		9
	0090 (JH ES)	277	20	297
	0100 (GM ES)	1	1	2
	0110 (DM ES)	14	3	17
	0120 (CB ES)	25		25
	0160 (CK ES)	36	10	46
	0170 (FCH1)	558	46	604
	0190 (WR ES)	14	2	16
	0210 (TCW)	765	135	900
	0220 (JP ES)	6	4	10
	0230 (JA ES)	9	4	13
0333 (ST ES)	23	3	26	
2006-07 Total		2938	420	3358
2007-08	0010 (GW1)	454	37	491
	0030 (MV ES)	25	37	62
	0050 (PH ES)	75	11	86
	0060 (MM ES)	28		28
	0080 (LC ES)	4		4
	0090 (JH ES)	53	2	55
	0100 (GM ES)	4	5	9
	0110 (DM ES)	9	1	10
	0120 (CB ES)	40	8	48
	0160 (CK ES)	66	16	82
	0170 (FCH1)	288	42	330
0190 (WR ES)	47	20	67	

YEAR	Incident School Number	N	Y	Grand Total
	0210 (TCW)	556	49	605
	0220 (JP ES)	4	2	6
	0230 (JA ES)	12	9	21
	0333 (ST ES)	14	15	29
2007-08 Total		1679	254	1933
2008-09	0010 (GW1)	209	41	250
	0030 (MV ES)	10	9	19
	0050 (PH ES)	33	25	58
	0060 (MM ES)	3		3
	0080 (LC ES)	6		6
	0090 (JH ES)	55	7	62
	0100 (GM ES)	8	9	17
	0110 (DM ES)	16	1	17
	0120 (CB ES)	23	1	24
	0160 (CK ES)	55	12	67
	0170 (FCH1)	278	45	323
	0190 (WR ES)	21	5	26
	0210 (TCW)	417	52	469
	0220 (JP ES)	3	1	4
	0230 (JA ES)	12	6	18
	0333 (ST ES)	17	2	19
2008-09 Total		1166	216	1382
2009-10	0010 (GW1)	180	20	200
	0030 (MV ES)	20	12	32
	0050 (PH ES)	60	8	68
	0060 (MM ES)	4		4
	0080 (LC ES)	10		10
	0090 (JH ES)	102	8	110
	0100 (GM ES)	8	22	30
	0110 (DM ES)	10	2	12
	0120 (CB ES)	10		10
	0160 (CK ES)	150	40	190
	0170 (FCH1)	74	16	90
	0190 (WR ES)	6		6
	0210 (TCW)	1564	218	1782
	0220 (JP ES)	12	2	14
	0230 (JA ES)	38	2	40
	0240 (GW2)	80	24	104
	0250 (FCH2)	140	20	160
	0260 (FCH3)	136	6	142
	0333 (ST ES)	32	12	44
2009-10 Total		2636	412	3048
2010-11	0010 (GW1)	32		32
	0030 (MV ES)	25		25
	0050 (PH ES)	36		36
	0080 (LC ES)	13		13
	0090 (JH ES)	19		19
	0100 (GM ES)	14		14

YEAR	Incident School Number	N	Y	Grand Total
	0120 (CB ES)	9		9
	0160 (CK ES)	69		69
	0170 (FCH1)	25		25
	0190 (WR ES)	3		3
	0210 (TCW)	284		284
	0220 (JP ES)	3		3
	0230 (JA ES)	12		12
	0240 (GW2)	7		7
	0250 (FCH2)	19		19
	0260 (FCH3)	34		34
2010-11 Total		604		604
Grand Total		11585	1630	13215

Table A6. Referrals Placed in Alternative Education

YEAR	Incident School Number	N	Y	Grand Total
2005-06	0010 (GW1)	1279	25	1304
	0030 (MV ES)	71		71
	0050 (PH ES)	100	2	102
	0060 (MM ES)	8		8
	0080 (LC ES)	6		6
	0090 (JH ES)	76		76
	0100 (GM ES)	1		1
	0110 (DM ES)	13		13
	0120 (CB ES)	31		31
	0160 (CK ES)	27	1	28
	0170 (FCH1)	440	15	455
	0190 (WR ES)	7		7
	0210 (TCW)	713	42	755
	0220 (JP ES)	11		11
0230 (JA ES)	8		8	
0333 (ST ES)	14		14	
2005-06 Total		2805	85	2890
2006-07	0010 (GW1)	1053	33	1086
	0030 (MV ES)	155		155
	0050 (PH ES)	139		139
	0060 (MM ES)	13		13
	0080 (LC ES)	9		9
	0090 (JH ES)	296	1	297
	0100 (GM ES)	2		2
	0110 (DM ES)	17		17
	0120 (CB ES)	25		25
	0160 (CK ES)	46		46
0170 (FCH1)	588	16	604	
0190 (WR ES)	13	3	16	

YEAR	Incident School Number	N	Y	Grand Total
	0210 (TCW)	873	27	900
	0220 (JP ES)	10		10
	0230 (JA ES)	13		13
	0333 (ST ES)	26		26
2006-07 Total		3278	80	3358
2007-08	0010 (GW1)	475	16	491
	0030 (MV ES)	62		62
	0050 (PH ES)	85	1	86
	0060 (MM ES)	28		28
	0080 (LC ES)	4		4
	0090 (JH ES)	54	1	55
	0100 (GM ES)	9		9
	0110 (DM ES)	10		10
	0120 (CB ES)	48		48
	0160 (CK ES)	82		82
	0170 (FCH1)	317	13	330
	0190 (WR ES)	66	1	67
	0210 (TCW)	577	28	605
	0220 (JP ES)	6		6
	0230 (JA ES)	21		21
0333 (ST ES)	27	2	29	
2007-08 Total		1871	62	1933
2008-09	0010 (GW1)	244	6	250
	0030 (MV ES)	19		19
	0050 (PH ES)	58		58
	0060 (MM ES)	3		3
	0080 (LC ES)	6		6
	0090 (JH ES)	61	1	62
	0100 (GM ES)	17		17
	0110 (DM ES)	17		17
	0120 (CB ES)	24		24
	0160 (CK ES)	67		67
	0170 (FCH1)	312	11	323
	0190 (WR ES)	26		26
	0210 (TCW)	440	29	469
	0220 (JP ES)	4		4
	0230 (JA ES)	18		18
0333 (ST ES)	19		19	
2008-09 Total		1335	47	1382
2009-10	0010 (GW1)	186	14	200
	0030 (MV ES)	32		32
	0050 (PH ES)	66	2	68
	0060 (MM ES)	4		4
	0080 (LC ES)	10		10
	0090 (JH ES)	108	2	110
	0100 (GM ES)	30		30
	0110 (DM ES)	12		12
0120 (CB ES)	8	2	10	

YEAR	Incident School Number	N	Y	Grand Total
	0160 (CK ES)	186	4	190
	0170 (FCH1)	90		90
	0190 (WR ES)	4	2	6
	0210 (TCW)	1680	102	1782
	0220 (JP ES)	14		14
	0230 (JA ES)	40		40
	0240 (GW2)	92	12	104
	0250 (FCH2)	144	16	160
	0260 (FCH3)	130	12	142
	0333 (ST ES)	42	2	44
2009-10 Total		2878	170	3048
2010-11	0010 (GW1)	32		32
	0030 (MV ES)	25		25
	0050 (PH ES)	36		36
	0080 (LC ES)	13		13
	0090 (JH ES)	19		19
	0100 (GM ES)	14		14
	0120 (CB ES)	9		9
	0160 (CK ES)	69		69
	0170 (FCH1)	25		25
	0190 (WR ES)	3		3
	0210 (TCW)	268	16	284
	0220 (JP ES)	3		3
	0230 (JA ES)	12		12
	0240 (GW2)	7		7
	0250 (FCH2)	17	2	19
	0260 (FCH3)	30	4	34
2010-11 Total		582	22	604
Grand Total		12749	466	13215

Table A7. Referrals by State Special Education Codes

YEAR	Incident School Number	MR	OHI	AUT	TBI	DD	ID	MD	OI	VI	HI	SLD	ED	SLI	Grand Total		
		1	10	13	14	16	19	3	4	5	6	7	8	9 (blank)			
2005-06	0010 (GW1)	19	143									168	75		899	1304	
	0030 (MV ES)	1	10			7					1	15		4	33	71	
	0050 (PH ES)		22			5		2				14	10	4	45	102	
	0060 (MM ES)					1						1	2		4	8	
	0080 (LC ES)										2	1			3	6	
	0090 (JH ES)		5			6							11	17		37	76
	0100 (GM ES)														1	1	
	0110 (DM ES)						8								5	13	
	0120 (CB ES)		5			7								13	6	31	
	0160 (CK ES)		2										9		17	28	
	0170 (FCH1)	1	62										61	35	1	295	455
	0190 (WR ES)													1	6	7	
	0210 (TCW)	14	52										119	73	1	496	755
	0220 (JP ES)					1								2	8	11	
	0230 (JA ES)		2												6	8	
0333 (ST ES)		1										2	3	8	14		
2005-06 Total		35	304			35		2			3	401	231	10	1869	2890	
2006-07	0010 (GW1)	8	36							1		64	44	4	929	1086	
	0030 (MV ES)	1	6	1		5					1	14		2	125	155	
	0050 (PH ES)		3			5			1			2	7	3	118	139	
	0060 (MM ES)													2	11	13	
	0080 (LC ES)			1											8	9	
	0090 (JH ES)		1			2						1	3		290	297	
	0100 (GM ES)														2	2	
	0110 (DM ES)														17	17	
	0120 (CB ES)					4							3	3	15	25	
	0160 (CK ES)												3		43	46	
	0170 (FCH1)	9	75										50	24	3	443	604
	0190 (WR ES)					3								3	1	9	16
	0210 (TCW)	4	57						2		1		96	36	5	699	900
	0220 (JP ES)														10	10	
	0230 (JA ES)												2		11	13	

YEAR	Incident School Number	MR	OHI	AUT	TBI	DD	ID	MD	OI	VI	HI	SLD	ED	SLI	Grand Total
		1	10	13	14	16	19	3	4	5	6	7	8	9 (blank)	
	0333 (ST ES)					6							1	19	26
2006-07 Total		22	178	2		25		2	1	2	1	232	121	23	2749
2007-08	0010 (GW1)	17	55	4							13	89	53		260
	0030 (MV ES)	2	10					8			1	7	3		31
	0050 (PH ES)		22			15						10	7	4	28
	0060 (MM ES)		1			2						5		1	19
	0080 (LC ES)			3											1
	0090 (JH ES)		1			9						8		4	33
	0100 (GM ES)											5	2		2
	0110 (DM ES)		2									2			6
	0120 (CB ES)		4	2		4		1				1	11		25
	0160 (CK ES)		5									8		2	67
	0170 (FCH1)		45	1								37	56	3	188
	0190 (WR ES)					4						5	24		34
	0210 (TCW)	18	99	1	1			4		1	2	138	90	3	248
	0220 (JP ES)		1												5
0230 (JA ES)	1										4	2	2	12	
0333 (ST ES)		3				1								25	
2007-08 Total		38	248	11	1	35		13		1	16	319	248	19	984
2008-09	0010 (GW1)														250
	0030 (MV ES)														19
	0050 (PH ES)					1		4				1			52
	0060 (MM ES)														3
	0080 (LC ES)														6
	0090 (JH ES)					1						3			58
	0100 (GM ES)														17
	0110 (DM ES)														17
	0120 (CB ES)					7							2		15
	0160 (CK ES)		2									5			60
	0170 (FCH1)		5									7	6	1	304
	0190 (WR ES)														26
	0210 (TCW)														469
	0220 (JP ES)														4
0230 (JA ES)														18	

YEAR	Incident School Number	MR	OHI	AUT	TBI	DD	ID	MD	OI	VI	HI	SLD	ED	SLI	Grand Total		
		1	10	13	14	16	19	3	4	5	6	7	8	9 (blank)			
	0333 (ST ES)													19	19		
2008-09 Total			7			9		4				16	8	1	1337	1382	
2009-10	0010 (GW1)		2									60			138	200	
	0030 (MV ES)		2									2			28	32	
	0050 (PH ES)		12									6	8	4	38	68	
	0060 (MM ES)		2												2	4	
	0080 (LC ES)					2									2	6	10
	0090 (JH ES)		12										18		2	78	110
	0100 (GM ES)												10		4	16	30
	0110 (DM ES)		4										2	2		4	12
	0120 (CB ES)		2													8	10
	0160 (CK ES)		4				6	6					26	20	8	120	190
	0170 (FCH1)		2	2									24		2	60	90
	0190 (WR ES)												2			4	6
	0210 (TCW)	2	176	8			46			2			256	180	4	1108	1782
	0220 (JP ES)												4			10	14
	0230 (JA ES)		6										12			22	40
	0240 (GW2)		18										16	6		64	104
0250 (FCH2)		22										28	6	8	96	160	
0260 (FCH3)							2				6	18	2		114	142	
0333 (ST ES)		6										2	4	2	30	44	
2009-10 Total		2	270	10		8	54			2	6	486	228	36	1946	3048	
2010-11	0010 (GW1)														32	32	
	0030 (MV ES)														25	25	
	0050 (PH ES)														36	36	
	0080 (LC ES)														13	13	
	0090 (JH ES)														19	19	
	0100 (GM ES)														14	14	
	0120 (CB ES)														9	9	
	0160 (CK ES)														69	69	
	0170 (FCH1)														25	25	
	0190 (WR ES)														3	3	
0210 (TCW)														284	284		
0220 (JP ES)														3	3		

YEAR	Incident School Number	MR	OHI	AUT	TBI	DD	ID	MD	OI	VI	HI	SLD	ED	SLI	Grand Total	
		1	10	13	14	16	19	3	4	5	6	7	8	9 (blank)		
	0230 (JA ES)														12	12
	0240 (GW2)														7	7
	0250 (FCH2)														19	19
	0260 (FCH3)														34	34
2010-11 Total															604	604
Grand Total		97	1007	23	1	112	54	21	1	5	26	1454	836	89	9489	13215

Table A8. Number of Students by Diploma Type

Diploma Description	2005-06	2006-07	2007-08	2008-09	2009-10	Grand Total
Advanced	203	191	231	221	230	1076
Modified Standard	34	22	23	21	22	122
Special	35	27	22	18	14	116
Standard	313	276	294	319	326	1528
Grand Total	585	516	570	579	592	2842

Table A9. Number of Students by Ethnicity and Diploma Type

Diploma Description	ETHNICITY	2005-06	2006-07	2007-08	2008-09	2009-10	Grand Total
Advanced	00 Unspecified	4	3	1	2	11	21
	01 AI/AN				1	4	5
	02 Asian	9	12	27	16	19	83
	03 Black	37	47	68	67	58	277
	04 Hispanic	28	26	25	37	37	153
	05 White	125	103	110	98	101	537
Advanced Total		203	191	231	221	230	1076
Modified Standard	00 Unspecified	1				8	9
	02 Asian	1					1
	03 Black	22	14	14	13	8	71
	04 Hispanic	5	6	6	6	3	26
	05 White	5	2	3	2	3	15
	Modified Standard Total		34	22	23	21	22
Special	00 Unspecified	1				4	5
	02 Asian	5			1	1	7
	03 Black	20	17	17	11	7	72
	04 Hispanic	6	6	3	4	2	21
	05 White	3	4	2	2		11
	Special Total		35	27	22	18	14
Standard	00 Unspecified	6	6	4	3	38	57
	01 AI/AN	1	1		1	3	6
	02 Asian	22	15	24	24	20	105
	03 Black	179	142	156	180	140	797
	04 Hispanic	66	64	64	78	82	354
	05 White	39	48	46	33	43	209
Standard Total		313	276	294	319	326	1528
Grand Total		585	516	570	579	592	2842

Table A10. Number of Students by Gender and Diploma Type

Diploma Description	GENDER	2005-06	2006-07	2007-08	2008-09	2009-10	Grand Total
Advanced	F	113	115	121	145	133	627
	M	90	76	110	76	97	449
Advanced Total		203	191	231	221	230	1076
Modified Standard	F	13	10	8	8	9	48
	M	21	12	15	13	13	74
Modified Standard Total		34	22	23	21	22	122
Special	F	12	14	4	8	5	43
	M	23	13	18	10	9	73
Special Total		35	27	22	18	14	116
Standard	F	163	130	143	162	178	776
	M	150	146	151	157	148	752
Standard Total		313	276	294	319	326	1528
Grand Total		585	516	570	579	592	2842

Table A11. Number of Students by ESL Status and Diploma Type

Diploma Description	ESL	2005-06	2006-07	2007-08	2008-09	2009-10	Grand Total
Advanced	N	189	175	198	185	187	934
	Y	14	16	33	36	43	142
Advanced Total		203	191	231	221	230	1076
Modified Standard	N	32	20	18	18	21	109
	Y	2	2	5	3	1	13
Modified Standard Total		34	22	23	21	22	122
Special	N	28	24	22	15	13	102
	Y	7	3		3	1	14
Special Total		35	27	22	18	14	116
Standard	N	220	204	221	218	219	1082
	Y	93	72	73	101	107	446
Standard Total		313	276	294	319	326	1528
Grand Total		585	516	570	579	592	2842

Table A12. Number of Students by Economically Disadvantaged Status and Diploma Type

Diploma Description	DISADVANTAGED	2005-06	2006-07	2007-08	2008-09	2009-10	Grand Total
Advanced	N	203	155	169	157	154	838
	Y		36	62	64	76	238
Advanced Total		203	191	231	221	230	1076
Modified Standard	N	34	9	5	6	10	64
	Y		13	18	15	12	58
Modified Standard Total		34	22	23	21	22	122
Special	N	32	12	6	5	5	60
	Y	3	15	16	13	9	56
Special Total		35	27	22	18	14	116
Standard	N	311	154	144	104	118	831
	Y	2	122	150	215	208	697
Standard Total		313	276	294	319	326	1528
Grand Total		585	516	570	579	592	2842

Table A13. Number of Students by Special Education Disability Code and Diploma Type

Diploma Description	SPEC	2005-06	2006-07	2007-08	2008-09	2009-10	Grand Total
Advanced	AUT			1			1
	ED	1				1	2
	ID					1	1
	OHI	3	1	2	1	2	9
	SLD	6	1	5	3	3	18
	(blank)	193	189	223	217	223	1045
Advanced Total		203	191	231	221	230	1076
Modified Standard	AUT					2	2
	ED	10	3	1	2	5	21
	ID					1	1
	MD					1	1
	MR					1	1
	OHI	7	4	8	3	3	25
	SLD	15	13	13	16	7	64
	SLI	1	1				2
	(blank)	1	1	1		2	5
Modified Standard Total		34	22	23	21	22	122
Special	AUT					1	1
	ED	2	4	2	2	2	12
	HI		1				1
	ID					1	1
	MD	1	1	1		1	4
	MR	16	10	7	2	3	38
	OHI	3	3	1	3	2	12
	SLD	11	8	11	9	1	40
	TBI				2		2
	(blank)	2				3	5
Special Total		35	27	22	18	14	116
Standard	ED	4	2	6	3	7	22
	HI	1			1		2
	MD					2	2
	MR					1	1
	OHI	3	8	11	9	10	41
	SLD	16	23	17	18	16	90
	SLI	2	1			1	4
	VI			1			1
	(blank)	287	242	259	288	289	1365
Standard Total		313	276	294	319	326	1528
Grand Total		585	516	570	579	592	2842

Appendix B: Narrative Highlights of ACPS Disciplinary and Graduation Trend Data for TWU⁷⁰

This précis describes trend data for disciplinary referrals and diploma types awarded at graduation by school, grades, and student subgroups at Alexandria City Public Schools (ACPS) from school years 2004-05 to 2009-10. Tenants and Workers United (TWU) requested five-year trend data on June 6th, 2011, and data were extracted on June 20th to prepare the tables to fulfill this request. In depth examination of these data suggests caution because of varying quality and hypothesized accuracy across multiple legacy systems. These results should be employed in an advisory fashion and not provide the sole rationale for policy decisions.

Disciplinary Referral Data

- Over school years 2004-05 to 2009-10, about one-fifth of disciplinary referrals were reported at the elementary school level, about one-half at the middle school, and one-third at the high school. Although in 2009-10 the most recent year reported, 59% of the referrals were at the high school level. Four schools accounted for about two-thirds of the elementary school disciplinary referrals. From 2004-05 to 2007-08, the majority of middle school disciplinary referrals were at George Washington, then from 2008-09 the majority switched to Francis Hammond.
- Across the division, the majority of disciplinary referrals resulting in a final sanction were coded as short-term suspensions (student is suspended between 1 to 10 days from school) and nearly all of the long-term suspensions were reported at the secondary school level.
- Across the schools, roughly 20% or fewer disciplinary referrals were reported to law enforcement.
- Examining disciplinary referrals by grade, there was a fairly regular pattern with the elementary numbers increasing from Kindergarten to grade 5, then numbers bumped up at the middle school grades, then from grade 9 they decreased over the four high school grades.
- Overall, disciplinary referrals for limited English proficient (LEP) students at the secondary level have been under 15%.
- Across the schools, the majority of disciplinary referrals that resulted in a placement in Alternative Education were at the secondary level.
- Disciplinary referrals of special education students have fluctuated widely across the school years from a low of about 3% to a high of about 50% with an average of 29%.

Diploma Types Awarded at Graduation

- Over half of students (54%) received the Standard Diploma, over one-third (38%) the Advanced Diploma, and about 4% students received the Modified Standard Diploma and another 4% the Special Diploma.
- About two-thirds of White students, about one-quarter of Black students, and a little over a quarter of Hispanic students received the Advanced Diploma. Nearly two-thirds of Black students, over three-fifths of Hispanic students, and a little more than a quarter of White students received the Standard Diploma.⁷¹
- For the Modified and Special Diplomas, the majority were received by males, about 10% by ESL students, under half by economically disadvantaged students, and nearly all by students having special education disability codes.

⁷⁰ This précis was prepared by the Department of Accountability on 7/29/2011.

⁷¹ From 2007-08 to 2009-10, average student enrollment at the high school was about 22% White, 42% Black, and 27% Hispanic.

Appendix C: Full Descriptions of the 40 Developmental Assets

The 40 developmental assets⁷² are defined below by external assets (Figure 26) and internal assets (Figure 27).

External Assets		
Asset Type	Asset Name	Definition
Support	1. Family support 2. Positive family communication 3. Other adult relationships 4. Caring neighborhood 5. Caring school climate 6. Parent involvement in schooling	Family life provides high levels of love and support. Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s). Young person receives support from three or more nonparent adults. Young person experiences caring neighbors. School provides a caring, encouraging environment. Parent(s) are actively involved in helping young person succeed in school.
Empowerment	7. Community values youth 8. Youth as resources 9. Service to others 10. Safety	Young person perceives that adults in the community value youth. Young people are given useful roles in the community. Young person serves in the community one or more hours per week. Young person feels safe at home, at school, and in the neighborhood.
Boundaries and Expectations	11. Family boundaries 12. School boundaries 13. Neighborhood boundaries 14. Adult role models 15. Positive peer influence 16. High expectations	Family has clear rules and consequences and monitors the young person's whereabouts. School provides clear rules and consequences. Neighbors take responsibility for monitoring young people's behavior. Parent(s) and other adults model positive, responsible behavior. Young person's best friends model responsible behavior. Both parent(s) and teachers encourage the young person to do well.
Constructive Use of Time	17. Creative activities 18. Youth programs 19. Religious community 20. Time at home	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. Young person spends one or more hours per week in activities in a religious institution. Young person is out with friends "with nothing special to do" two or fewer nights per week.

Figure 26. Full Descriptions of the 40 Developmental Assets: 20 External Assets

⁷² Search Institute. (July 2010). *Developmental assets: A profile of your youth – Alexandria City Public Schools*. Retrieved 9/7/2011 from <http://www.acps.k12.va.us/mes/reports/20100701-assets-full.pdf>

Internal Assets

Asset Type	Asset Name	Definition
Commitment to Learning	21. Achievement motivation	Young person is motivated to do well in school.
	22. School engagement	Young person is actively engaged in learning.
	23. Homework	Young person reports doing at least one hour of homework every school day.
	24. Bonding to school	Young person cares about her or his school.
	25. Reading for pleasure	Young person reads for pleasure three or more hours per week.
Positive Values	26. Caring	Young person places high value on helping other people.
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.
	28. Integrity	Young person acts on convictions and stands up for her or his beliefs.
	29. Honesty	Young person "tells the truth even when it is not easy."
	30. Responsibility	Young person accepts and takes personal responsibility.
	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
Social Competencies	32. Planning and decision making	Young person knows how to plan ahead and make choices.
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.
Positive Identity	37. Personal power	Young person feels he or she has control over "things that happen to me."
	38. Self-esteem	Young person reports having a high self-esteem.
	39. Sense of purpose	Young person reports that "my life has a purpose."
	40. Positive view of personal future	Young person is optimistic about her or his personal future.

Figure 27. Full Descriptions of the 40 Developmental Assets: 20 Internal Assets