

DISCIPLINE DATA BY RACE/ETHNICITY 4-YEARS

VI.G.1.b

Entire District Discipline by Race/Ethnicity SY 2011-2012									
		White Anglo	African American	Hispanic	Native American	Asian American	Pacific Islander	Multi Racial	Total
Enroll	N	13743	3283	34727	2200	1104	255	1570	56882
	%	24%	6%	61%	4%	2%	0%	3%	100%
In-school Discipline	N	3885	1967	11457	780	194	109	497	18889
	%	21%	10%	61%	4%	1%	1%	3%	100%
In-school Suspension	N	674	403	2316	138	21	13	97	3662
	%	18%	11%	63%	4%	1%	0%	3%	100%
Short-Term	N	826	489	2355	183	20	11	115	3999
	%	21%	12%	59%	5%	1%	0%	3%	100%
Long-Term Suspension	N	61	40	274	30				414
	%	15%	10%	66%	7%	0%	1%	1%	100%

Entire District Discipline by Race/Ethnicity SY 2012-2013									
		White Anglo	African American	Hispanic	Native American	Asian American	Pacific Islander	Multi Racial	Total
Enroll	N	13121	3224	34878	2164	1057	239	1603	56286
	%	23%	6%	62%	4%	2%	0%	3%	100%
In-school Discipline	N	3259	1939	9694	720	135	44	545	16336
	%	20%	12%	59%	4%	1%	0%	3%	100%
In-school Suspension	N	634	411	1970	123	22	11	118	3289
	%	19%	12%	60%	4%	1%	0%	4%	100%
Short-Term	N	885	481	2420	230	28	12	159	4215
	%	21%	11%	57%	5%	1%	0%	4%	100%
Long-Term Suspension	N	78	40	280	20			19	437
	%	18%	9%	64%	5%	0%	0%	4%	100%

Entire District Discipline by Race/Ethnicity SY 2013-2014									
		White Anglo	African American	Hispanic	Native American	Asian American	Pacific Islander	Multi Racial	Total
Enroll	N	12351	3100	34320	2080	904	234	1968	54957
	%	22%	6%	62%	4%	2%	0%	4%	100%
In-school Discipline	N	4092	2361	11061	702	103	53	1086	19458
	%	21%	12%	57%	4%	1%	0%	6%	100%
In-school Suspension	N	598	453	1951	145	23	11	163	3344
	%	18%	14%	58%	4%	1%	0%	5%	100%
Short-Term	N	668	424	1827	157	10	10	127	3223
	%	21%	13%	57%	5%	0%	0%	4%	100%
Long-Term Suspension	N	47	42	227	14			11	343
	%	14%	12%	66%	4%	0%	0%	3%	100%

DISCIPLINE DATA BY RACE/ETHNICITY 4-YEARS

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Entire District Discipline by Race/Ethnicity SY 2014-2015									
		White Anglo	African American	Hispanic	Native American	Asian American	Pacific Islander	Multi Racial	Total
Enroll	N	11463	3112	33858	1975	880	226	2201	53715
	%	21%	6%	63%	4%	2%	0%	4%	100%
In-school Discipline	N	3362	1878	9577	614	105	29	1009	16574
	%	20%	11%	58%	4%	1%	0%	6%	100%
In-school Suspension	N	445	313	1621	132	17	5	150	2683
	%	17%	12%	60%	5%	1%	0%	6%	100%
Short-Term (out of School) Suspension	N	780	489	2053	163	15	5	200	3705
	%	21%	13%	55%	4%	0%	0%	5%	100%
Long-Term (out of School) Suspension	N	46	32	183	20	2	1	14	298
	%	15%	11%	61%	7%	1%	0%	5%	100%

Summary of Discipline Data for SY 2014-15**All Students:**

In SY 2014-15, the overall number of students receiving discipline decreased in three of the four categories compared to SY 2013-14: in-school discipline decreased by 15% overall; in-school suspensions decreased by 20% overall; long-term suspensions decreased by 13% overall. The number of short-term suspensions actually increased by 15% overall.

Hispanic Students:

In SY 2014-15, as compared to SY 2013-14, the data for Hispanic students indicates:

- A one percent increase for in-school discipline (constituting a decrease of three percentage points since SY 2011-12).
- A two percent increase for in-school suspension (constituting a decrease of three percentage points since SY 2011-12).
- A two percent decrease for short-term suspensions (constituting a decrease of four percentage points since SY 2011-12).
- A five percent decrease for long-term suspensions (constituting a decrease of five percentage points since SY 2011-12).

The overall percentage data indicate that although Hispanic students made up 63% of the student population in SY 2014-15, they were underrepresented in all discipline categories: in-school discipline (58%), in-school suspension (60%), short-term suspension (55%), and long-term suspension (61%). The actual numbers of Hispanic students receiving long-term suspensions has been reduced significantly, from 227 Hispanic students in SY 2013-14 to 183 students in SY 2014-15, a difference of 44 students.

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African American Students:

In SY 2014-15, as compared to SY 2013-14, the data for African American students indicates:

- A one percent decrease for in-school discipline (constituting an increase of one percentage points since SY 2011-12)
- A two percent decrease for in-school suspension (constituting an increase of one percentage points since SY 2011-12)
- No change in the percentage for short-term suspensions (constituting an increase of one percentage point since SY 2011-12)
- A one percent increase for long-term suspensions (constituting an increase of one percentage points since SY 2011-12)

The percentage data indicate that although African American students made up 6% of the student population in SY 2014-15, they were overrepresented in the areas of in-school discipline (11%), in-school suspension (12%), short-term suspension (13%), and long-term suspension (11%).

The actual numbers of African American students receiving discipline in SY 2014-15 was reduced in every category except short term suspensions, including ten fewer African American students receiving long-term suspensions in SY 2014-15 (32) compared to SY 2013-14 (42).