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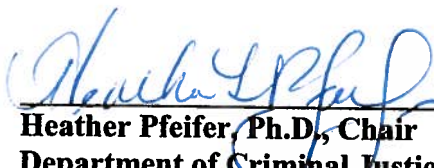
Title of Thesis:

**Is The Disparity in Disciplinary School Policies
Contributing to Juvenile DMC?
A Study of the Baltimore County School System**


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Master of Science 2012**

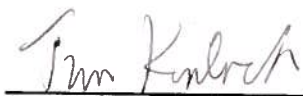
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ABSTRACT

The present research examines whether Baltimore County Public Schools [BCPS] are disproportionately disciplining African American students through both in-school and out-of-school suspensions. This study utilizes data from Maryland State Department of Education Division of Accountability and Assessment for the academic school year 2008-2009, which is considered public record. Units of analyses include 172 schools within the Baltimore County Public School System, consisting of 105 elementary schools; 27 middle schools; 21 high schools and 19 non-traditional schools. The student population, as a whole, is very diverse in terms of race and ethnicity. Forty percent of BCPS total population is African American and approximately 49% is White. A quantitative research method of analysis was used to determine the relationship between the dependent variable, suspensions; and the independent variables, % of African American students, student gender and student performance. Results of chi-square analyses show that African American students are suspended at a significantly greater rate than their proportion of the student population in nearly all school types.

**IS THE DISPARITY IN DISCIPLINARY SCHOOL POLICIES CONTRIBUTING
TO JUVENILE DMC?**

A STUDY OF THE BALTIMORE COUNTY SCHOOL SYSTEM

By:

Alicia Johnson Davis

**Thesis submitted to the Faculty of the
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Is the disparity in disciplinary school policies contributing to juvenile DMC? A Study of the Baltimore County School System

Chapter I: Introduction

A. Background

Research indicates that minority youth are overrepresented in the juvenile justice system. In fact, researchers have found overrepresentation at every stage, from arrest to referral to adjudication to sentencing (Kakar, 2006; Hamparian & Leiber, 1997), and African American youth make up the greatest proportion of these youth. For example, the National Academy of Science (2000) reported in 1997 that while African American juveniles represented 15% of the U.S. population for ages 10 to 17 years, they represented 26% of the total juvenile arrests, 30% of delinquency referrals to juvenile court, 40% of the juveniles held in public long-term institutions, and 46% of cases waived to adult criminal court (as cited in Short & Sharp, 2005). According to Hoyt, Schiraldi, Smith and Ziedenberg (2002) both national and state data show that racial disparities increase at every stage of the juvenile justice process.

Pope, Lovell and Hsia (2002) argue that a youth's racial status makes a difference at selected stages of juvenile processing. Additionally, Poe-Yamagata and Jones (2000) found evidence that juvenile courts charge youth differently based on race. For example, they found that African American youth are more likely to be formally charged than white youth, even when neither had a prior history of detention and both charged for similar offenses. In fact, African American youth were six times more likely to be incarcerated than white youth, even while both had no prior admissions to public

facilities and both charged for similar offenses. Furthermore, youth of color are more often sent to detention while white youth are offered diversion and probation for similar conduct (The National Council on Crime & Delinquency, 2007). Research indicates that between 1987 and 1996 African American youth went from representing 28% of all youth in juvenile facilities to 71% (Kakar, 2006). Comparatively, delinquency cases for all other youth increased by 50%, and white juveniles only increased by 18% (Office of Juvenile Justice Delinquency and Prevention [OJJDP], 1999).

This gross overrepresentation of minorities in the juvenile justice system is no new phenomenon. According to the W. Haywood Burns Institute (2008) the problem existed long before it was acknowledged nationally. As early as the 1800s, segregationist policies dictated that youth of color would be detained differently than white youth who came into contact with the penal system for the same offenses (W. Haywood Burns Institute, 2008). In the House of Refuge, the first juvenile detention facility in the nation, a colored section was established, which excluded black children from rehabilitation services, because it was believed such efforts were a waste of resources (Span, 2002). Juvenile justice data from the 1940s also revealed a larger percentage of African American youth came into contact with the courts at an earlier age than White youth and were less likely to have their charges dismissed, and were detained or referred to an agency much more frequently than their White peers (Diggs, 1940).

Some researchers have suggested that DMC (Disproportionate Minority Contact) is the result of youth of color committing more crimes, while others have blamed these trends on poverty, poor family situations or a lack of educational opportunities (W. Haywood Burns Institute, 2008). Yet, Hoytt and colleagues (2002) suggest that racial

disparities observed in detention rates are a result of individual decision-makers and agencies that make policies that treat minority youth differently than white youth in similar situations. Moreover, they suggest that “the causes of disproportionate confinement in significant part are attributable both to the social and economic conditions these youth face in this country and to racism and its vestiges such as segregation in housing, education and employment” (pg. 17).

B. Purpose of Study

The purpose of this study is to add to the existing research on juvenile DMC, in hopes that it will lead to more effective programs and intervention. There is a wealth of information on the subject but little has been done to make a difference. Some states, like Baltimore, MD, have addressed the issues of DMC (Brecht, 2004), yet data shows that the disproportionate number of minority youth entering the juvenile justice system remains steady. In accordance with Kakar (2006), reducing disparities at the first point of contact, thereby reducing subsequent disparities, could have a profound impact on disproportionality throughout the system. The focus of this research is to examine if disparities in disciplinary school policies contribute to the overrepresentation of minority youth in the criminal justice system. Disparities in the schools are creating a disproportionate number of minority students to be suspended and expelled from school. This disproportionate number of students being suspended from school mirror the disproportionate number of minority youth entering the juvenile justice system (U.S. Department of Education, n.d., as cited in Advancement Project, 2005; Snyder, 2004). It

is important for research to focus on particular areas, or contact points, to provide effective interventions that address DMC.

C. Deficiencies

There is no dispute that juvenile DMC exists, however researchers have varied explanations as to why. According to Piquero (2008) the causes of disparities in the juvenile justice system are not immediately apparent. He also notes that it has been difficult to collect data. Pope, Lovell and Hsia (2002) state that the data for disproportionality is inadequate for a precise understanding of which factors are most important. In fact, W. Haywood Burns Institute (2008) argues that stakeholders are overwhelmed by these issues and believe that it is impossible to solve the macro-level social issues that surround DMC.

Additionally, Wald & Losen (2003) argue that although there is a growing body of a theoretical connection between the school and justice systems, there is still little empirical research confirming an empirical relationship between DMC and these institutions. Moreover, there is still no study that directly tested if patterns of racial disproportion in exclusionary discipline have been replicated in the juvenile justice system (Nicholas-Crotty, Birchmeier and Valentine, 2009). In short, more studies are needed to target the factors that contribute to DMC related to the very early stages of contact with the juvenile justice system. Furthermore, more studies are needed to establish an undeniable link between disparities in juvenile justice system and the disparities in the school systems. Pinpointing the similarities of factors in both these systems will help to establish effective interventions.

D. Definition of Key Terms

Disparity – means that the probability of receiving a particular outcome differs from different groups (1999 National Report Series). Disparity may in turn lead to overrepresentation.

Diversion – includes all youth referred for legal processing but handled without the filing of formal charges. The intake department may decide to dismiss the case for lack of legal sufficiency, resolve the matter informally (without the filing of charges), or resolve it formally (with formal charges).

Overrepresentation – refers to a situation in which a larger proportion of a particular group is present at various stages within the juvenile justice system than would be expected based on their proportion in the general population (1999 National Report Series).

Referral – when a potentially delinquent youth is sent forward for legal processing and received by a juvenile or family court or juvenile intake agency, either as a result of law enforcement action or because of a complaint initiated by a citizen or school (DMC Technical Assistance Manual).

Chapter II: Literature Review

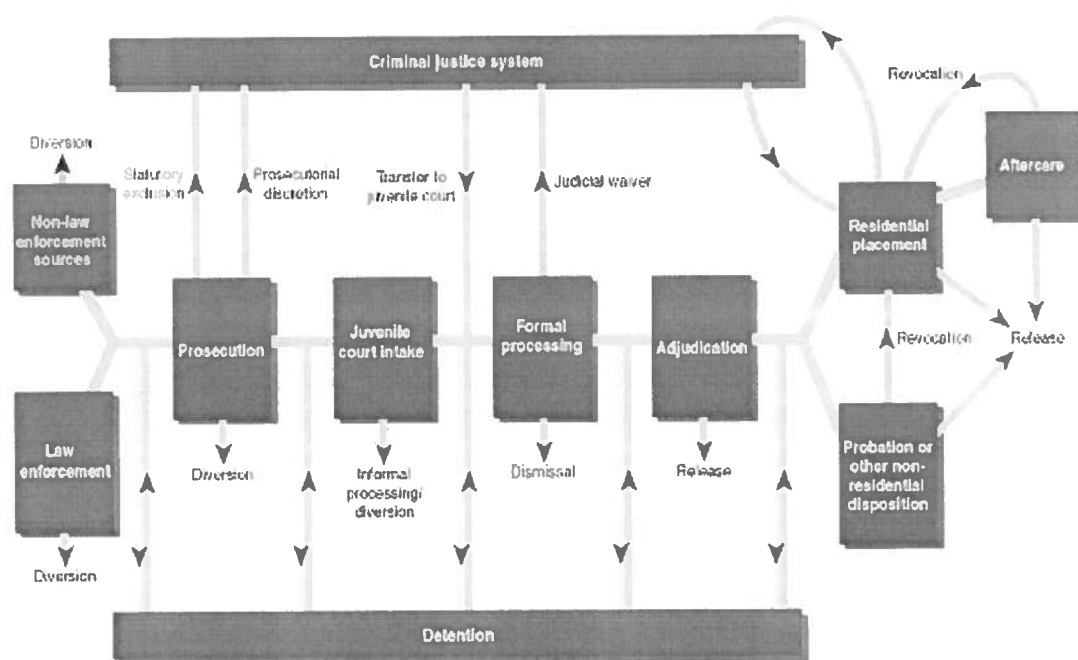
A. Understanding DMC

1. Statistics/Scope of DMC

In 1974, Congress enacted the Juvenile Justice and Delinquency Prevention Act (JJDP) to establish the Office of Juvenile Justice and Delinquency Prevention to support local and state efforts to prevent delinquency and improve the juvenile justice system (OJJDP, n.d.). The JJDP was amended in 1988 requiring that states address the disproportionate confinement of youth of color in secure facilities (Short & Sharp, 2005). Specifically, the amendments required each state to assess the level of disproportionate minority confinement and to implement strategies to reduce the disparity (Short & Sharp, 2005). In 2002, Congress made further changes to the law changing the language of the Act from 'disproportionate minority confinement' to 'disproportionate minority contact'. The purpose of this change was to broaden the scope of the examination of color to include all decision-making stages of the juvenile justice system (Hsia, n.d.).

Research indicates that disparities exist at different decision points in the juvenile justice system, which in turn may contribute to the problem of minority overrepresentation (National Report Series, 1999; Pope et al., 2002). As illustrated in Figure 1.1, a juvenile justice case may involve multiple decision points, from the initial delinquency referral from police or other sources to what (if anything) to charge the youth with, whether or not to keep the youth in the juvenile system (e.g., waiver to adult court), to the disposition of the case, to what kind of sentence to assign (Johnson, 2007).

FIGURE 1: Juvenile Justice System Structure & Process – Case Flow Diagram



Office of Juvenile Justice and Delinquency Prevention (n.d)

According to the National Council on Crime and Delinquency [NCCD] (2007), minority overrepresentation increases from the point of arrest through other points of the juvenile justice system. For example, the NCCD (2007) demonstrates an “accumulated disadvantage” (pg. 3) noting from 2002 to 2004 African American youth made up 16% of the population; 28% of juvenile arrests; 30% of referrals to juvenile court; 37% of detention; 34% of formal processing; 30% of adjudicated youth; 35% waived to criminal court; 38% of residential placement; 58% admitted to adult prison.

Studies have found that juvenile courts are more likely to formally charge African American youth than white youth, even when both are referred to court for similar offenses (Poe-Yamagata & Jones, 2000). For example, the National Academy of Science (2000) found juvenile courts are more likely to send white youth who steal or commit assault to a mental health facility for treatment whereas African American youth charged

with similar crimes are more likely to be confined in the juvenile justice system.

Furthermore, Johnson (2007) noted numerous studies have found that minority juveniles receive more severe dispositions at each of the stages of juvenile processing. For example, one study showed that minority youths are more likely to be recommended for petition to court, to be held in pre-adjudicatory detention, to be formally processed in juvenile court, and to receive the most restrictive judicial dispositions than white youth charged with similar offenses (Bishop & Frazer, 1988).

Pope, et al. (2002) reviewed empirical literature on DMC. They found 34 studies, in which most reported evidence that minority status had an impact on the decisions made throughout the juvenile justice system. For example, 25 out of 34 studies found race effects in the processing of youth, 8 studies reported direct or indirect effects, and 17 studies reported mixed results. Mixed results means that race effects were present at some decision points yet not present at others or race effects were apparent for certain types of offenders or certain types of offenses but not for others (Pope, et al., 2002). The remaining studies either showed no race effects or the effects related to DMC outcomes could not be determined. Some examples of race effects include: African American youth receiving harsher judgment at decision points (Johnson & Secret, 1990); minority youth are more likely to be detained (Wordes, Bynum & Corley, 1994); African American received more serious residential placements (Leiber & Jamieson, 1995) and disparities found at more than one decision point, greatest at intake (Poupart, 1995).

Pope, et al. (2002) state that the bulk of their research shows evidence of racial disparities at least at some stages within the juvenile justice system. Although, there is no dispute that racial disparities exist, the causes of these disparities are complex.

Researchers have found that there are a number of contributing factors that place minority youth at greater risk of becoming involved with the system, such as bias in the system, effects of local policies and practices, and social conditions (Pope, et al., 2002). For example, OJJDP (n.d.) noted that African American youth may become involved in criminal activity for reasons that are not racial “on their face”, such as higher poverty rates, less access to quality education, and fewer employment opportunities; consequently they are more likely to come into contact with authorities. Nonetheless, according to Johnson (2007) these factors do not explain the overrepresentation of African American youth in the juvenile justice system. He suggests that African American youth are overrepresented as a result of differential treatment throughout the system.

2. Contributing Factors/Theory

Hsia, H.M., Bridges and McHale, R. (2004) found studies identifying contributing factors to DMC, which include biases within the juvenile justice system, socio-economic conditions, and family background. For example, eighteen states found that police and other juvenile justice professionals’ stereotype, and are culturally insensitive to minority youth. Additionally, five states observed that laws and policies that give juvenile justice professionals wide discretion over youth contribute to harsher treatment of minority youth. Furthermore, thirteen states identified poverty, substance abuse, few job opportunities and high crime rates in predominantly minority neighborhoods as placing minority youth at higher risks for delinquent behaviors. And, eleven states found that a disproportionate number of detained youth came from low income, single parent households (Hsia, Bridges & McHale, 2004).

Johnson (2007) states a significant contributor to such patterns of disparity is that African American youth are more likely to come into contact with some part of the system. Furthermore, once into the system African American youth are receiving more severe dispositions (Pope & Feyerherm, 1995). This is a consequence, Johnson (2007) explains, of the way in which minority communities are policed, and the way in which police respond to young minority men. Typically, police are the first point of contact (NCCD, 2007). Bridges and Steen (1998) also point out the prevalence of biased attitudes of some juvenile justice professionals. For example, they reported that juvenile probation officers were more likely to attribute crimes committed by minorities to “internal forces,” such as personal failure or weak moral character, whereas they were more likely to attribute crimes committed by white youth to “external forces,” such as poor home life and inadequate role models. Huizinga, Thornberry, Knight & Lovegrove (2007) examined contributing factors of DMC and found that race, social class, and neighborhood were each highly significant predictors of contact/referral.

There are many theories as to why DMC exists, however, no one theory can explain the many complex issues that contribute to the problem. Piquero (2008) summarizes the theories that have been most cited by those trying to explain the problem. He notes that there has been three dominate hypotheses forwarded in the literature: differential involvement, differential selection and processing, and mixed-model hypothesis. The differential involvement hypothesis suggests that minorities are over-represented at every stage of the criminal justice system because they commit more crimes, more serious crimes, for more extended periods of their lives (Hindelang, Hirschi & Weis, 1981). On the other hand, the differential selection and processing hypothesis

suggests that police decision-making and discriminatory practices within the courts lead to more minorities being arrested, convicted and incarcerated (Piquero, 2008). Finally, the mixed-model hypothesis suggests that both differential involvement and differential processing and selection operate together to produce the overrepresentation of minorities in crime statistics (Piquero, 2008). Piquero (2008) notes that most would agree that some sort of the mixed-model hypothesis would be the most promising in understanding the issue. However, he notes that an analysis of these three hypotheses have not been promising due to the difficulty in collecting the appropriate data.

3. Pipeline Theory “Schools to Prison”

Researchers Nicholas-Crotty, Birchmeier, and Valentine (2009) studied the degree to which the disciplinary decisions made in schools, regarding minority students, help to explain levels of disproportionate minority contact in the juvenile justice systems. They argue that disproportionate use of exclusionary discipline by schools has created patterns of disproportionate minority contact that are ultimately replicated, at least in part, in referrals to juvenile court. Some researchers have labeled this trend as the “School to Prison Pipeline [STPP]”, which is a system of educational public safety policies that pushes students out of school and into the criminal justice system (N.Y. Civil Liberties Union, n.d.). In fact, the NAACP Legal Defense and Educational Fund, Inc. (n.d.) argues the school to prison pipeline is one of the most urgent challenges in education today because such disciplinary decisions in school are contributing to the racial disproportion in the juvenile justice system.

B. A Shift in Disciplinary Philosophy in Schools

1. School Discipline

According to the Advancement Project (2005) school districts and law enforcement have joined together to impose strict punishments resulting in suspensions or expulsions, and sending these youth into the juvenile justice system for minor offenses. They argue that because of increased law enforcement in public schools, mandatory punishments, and expanded use of suspensions/expulsions, minority students are being pushed out of schools. Furthermore, the growing use of suspensions/expulsions is for minor misconducts, such as disrespect, disobedience and disruption (Advancement Project & Civil Rights Project, 2000). More studies suggest that the achievement gap and school discipline are related (Richart, 2004). Researchers find that students are negatively impacted as a result of standardized testing (Advancement Project, 2010). The argument is that since there is so much focus on standardized tests and the consequences attached to them, that there is no tolerance for a student to act up in class, thereby making it easier to remove the student from class through punitive disciplinary measures (Advancement Project, 2010)

2. Zero Tolerance

Literature suggests that disparities exist as a result of zero tolerance school policies. According to Losen (2004), governmental data suggests that zero tolerance disciplinary policies have contributed to the disproportionate exclusion of minority youth from school. Baker, Hendricks, McGowan and McKechine (2005) argue that there is no

universal definition of zero tolerance, since the application varies from school district to school district. Zero tolerance policies were initially intended to deter serious offenses from occurring in schools. However, schools have expanded their policies to include minor offenses, such as imaginary weapons, perceived weapons, a smart mouth, headache medicine, tardiness and spitballs (Advancement Project, 2005). Losen (2004) argues that students are being suspended for minor behaviors, such as talking back to a teacher or not following directions. As a result, students are being removed from schools for these minor offenses. Skiba (2004) found that within the last 10-15 years many schools and school districts have applied zero tolerance policies. These policies were strictly enforced, including minor offenses, and leading to more suspensions and expulsions (Skiba, 2004). Skiba (2000) notes that 94% of all schools have some form of zero tolerance policy in effect.

Zero tolerance originated as a term used for the war on drugs (Advancement Project, 2005). The idea was for law enforcement agencies to swiftly and harshly respond to drug offenders. Likewise, Congress passed the Gun-Free Schools Act of 1994 requiring states to enact laws to mandate that schools expel any student found on school property with a firearm (Advancement Project, 2005). According to the Advancement Project (2005), schools expanded these laws to include more than firearms, such as drugs and other serious violations on or around school grounds. In more recent years, schools have included minor misconducts to their list of offenses. Additionally, traditional school punishments have been supplemented by criminal penalties and non-violent acts are subject to citations or arrests and referrals to juvenile or criminal courts (Advancement Project, 2005).

The National Center of Educational Statistics reported that between 79% and 94% of schools nationally implement zero tolerance for at least one serious infraction (Heaviside, Rowand, Williams & Farris, 1998). Skiba (2000) notes that students are being removed from school and criminally sanctioned for conduct such as pushing other students, throwing food, cursing, or disobeying a teacher. Researchers find that zero tolerance policies allow schools to remove students who are perceived to be problem children or troublemakers and who could potentially disrupt learning (NAACP Legal Defense and Educational Fund, Inc., n.d.; Advancement Project, 2005). Consequently, school suspensions and expulsions have risen dramatically within the last decade (Skiba, Simmons, Straudinger, Rausch, Dow & Feggins, 2003). It is noted that students of all races and genders are victims of the schoolhouse to jailhouse track, however, researchers find that children of color, males in particular, are impacted the most (Advancement Project, 2005). Consequently, students are denied education through suspension and expulsion rates, referred to inadequate alternative schools, have lower test scores and higher dropout rates (Rausch & Skiba, 2004; Skiba, 2004).

According to the NAACP Legal Defense and Educational Fund, Inc. (n.d.), school administrators were enforcing over-zealous policies out of irrational fears of school violence. In addition, advocates of zero tolerance school policies presumed there was an increase in school violence in the early 1990's (Skiba, 2004). However, according to Skiba (2004), national reports had consistently found no evidence that violence was out of control in American schools. Hyman and Perone (1998) agreed, stating that the current data did not support the claim that there had been a dramatic increase in school-based violence in recent years. Furthermore, statistics proved that violent crimes in the

schools had dropped nationwide. For example, the National Center for Educational Statistics (n.d.) reported violent crimes at schools against students aged 12 to 18 dropped by 50% between 1992 & 2002, and schools remains the safest places for children (as cited in Advancement Project, 2005).

Still, teachers and school officials believe that zero tolerance school policies are an effective deterrent. They believe these policies prevent minor misconduct from becoming serious (Casella, 2003), limit legal liability by treating all misbehavior as serious, shift youths into the juvenile justice system to give them services they cannot provide, and create an environment conducive to learning by removing students who do not want to learn (Advancement Project, 2005). According to Ewing (2000) zero tolerance is predicated on the belief that the removal of disruptive students is not only effective but to a certain extent necessary to preserve the integrity of the learning environment (as cited in Skiba, et al., 2003). Nonetheless, Raffaele Mendez (2003) stated that the high rate of recidivism of suspended youths indicate that out-of-school suspensions are not an effective deterrent.

3. High-Stakes Testing

According to the Advancement Project (2010), the wide use of standardized tests, referred to as “high-stakes testing” (p. 25), and zero tolerance school discipline have become intertwined. Both policies have risen dramatically in recent years. Standardized tests are used to measure student achievement, which is a mandate of the No Child Left Behind Act (NCLB). The problem is that schools are being sanctioned as a result of low test scores. For example, from 2001-2008 the number of states that used test results to

sanction schools rose from 14 to 32 (Education Week Research Center, 2009 as cited in Advancement Project, 2010). Typical sanctioning of schools may include turning them over to private management and charter schools or reconstituting schools such as firing everyone on staff (Advancement Project, 2010). These kinds of consequences exacerbate the use of zero tolerance school disciplines. The Advancement Project (2010) states “the pressure to improve test scores applied by the NCLB Act and the high-stakes testing movement makes the public more tolerant of widespread use of zero tolerance and the criminalization of young people by their schools” (p. 28).

Studies have shown there to be a link between high-stakes testing and punitive school disciplines. For example, researchers found a significant rise of high-stakes standardized testing in Florida’s public school system in 1998 (Advancement Project, 2010). Their school system’s use of punitive school discipline rose from 1999-2000 through 2003-2004 and out-of-school suspensions rose by 18% (Florida Department of Education, n.d.). Also, the state of North Carolina began high-stakes testing at the elementary and middle school levels in 1996 (Nichols, S. & Berlinger, D., 2007 as cited in Advancement Project, 2010). Following, the number of short-term suspensions (10 days or fewer) rose by 41% from 2000-2001 to 2007-2008, and long-term suspensions (more than 10 days) rose by 135% in 1999-2000 (North Carolina Department of Public Institution, n.d.). Furthermore, Virginia’s public school system began high-stake’s testing in 1995. Similarly, from 2002-2003 to 2006-2007 short term suspensions rose 17%, long-term suspensions rose 29% and expulsions rose 39% (www.cadre-la.org as cited in Advancement Project, 2010). Researchers argue that there is a direct relationship

between the consequences attached to test results and the severity of school disciplinary practices (Advancement Project, 2010).

4. Addition/Increase of SROs and School Police

Langberg and Brege (2009) suggest that the over-policing and criminalization of students in schools has quietly been on the rise during the last 15 years. Consequently, the number of school resource officers utilized by school systems has dramatically risen nationwide (Kupchik, 2009). For example, in North Carolina there were 849 school resource officers working in public schools across state within the last year, which was a 249% increase since 1996 (The Department of Juvenile Justice and Delinquency Prevention, Center for the Prevention of School Violence, Annual School Resource Officer Census, 2008-2009). In some schools police have been given more authority and discretion to handle disciplinary matters. Some school districts have police perform specific duties within the school, others have their own school police (Brown, 2003). Studies have proven that minorities receive disparate treatment from the schools and the police who are working with them.

A comparative study was conducted on three school districts having zero tolerance policies, which included Denver Public School, Chicago Public School and Palm Beach County School (Advancement Project, 2005). The Denver Public School (DPS) system uses both school disciplinary measures and police involvement to address student misconduct. There was a rise in expulsions, suspensions and referrals to law enforcement through citations and arrests. Between the year 2000 and 2004 DPS experienced a 71% increase in the number of referrals to law enforcements, most for non-

violent offenses, and Black and Latino students were 70% more likely to be disciplined than their white peers.

Similarly, the Chicago Public School system exercised harsh zero tolerance policies as. In 2003 over 8,000 students were arrested and more than 40% were arrested for simple assaults, which involved no weapons. Although 77% of these arrests were of Black students, they made up only 50% of the student body. Lastly, the Palm Beach County School district reported 1,105 arrests of students in 2003, 64% of these arrests were of Black students who accounted for only 29% of the school enrollment. In another example, Brown (2003) found that there were significant racial disparities in the arrests made by Pinellas County Schools Campus Police Department, in Florida. In 2001, the district school police made 146 juvenile arrests and 54% of those arrests were of black students, yet they made up only 19% of the school enrollment. In addition, in the Miami-Dade School District black students made up 31% of the school enrollment and 53% of students arrested.

5. Consequences (indirect/direct funneling into juvenile justice system)

Weissman (2008) suggests that the connections between disciplinary policies and practices and criminal justice system involvement are both direct and indirect. Researchers argue that students are indirectly affected by school suspensions and expulsions because it excludes them from their learning environment and isolates them from their peer groups (Weissman, 2008; New York Civil Liberties Union, n.d.). In fact, studies have shown that children who have been suspended are more likely to be retained in grade, to drop out, to commit a crime, and/or to end up incarcerated

(Advancement Project and The Civil Rights Project at Harvard University, 2000).

Researchers also argue that students are directly affected by the increased police presence in schools, resulting in an increased number of in-school arrests (Weissman, 2008).

Brown (2003) states “many parents and advocates see over-reliance on discipline, police, and courts as a mechanism by which schools may dispose of unwanted children, especially children of color”(p.16).

The Advancement Project (2005) also finds that with the increased presence of police in public schools and the consequences of zero tolerance policies, children of color are being pushed out of school at alarming rates. Researchers argue that a negative consequence of involving the police in minor discipline incidents is more students are pushed into the criminal justice system for minor offenses, instead of normally handling these matters in school (The New York Civil Liberties Union, n.d.; Kupchick, 2009). According to Brown (2003), minorities are disproportionately arrested in and out of school. In 2000, it was reported that black youths made up 16% of the juvenile population and 43% of juvenile arrests, while white youths were 78% of the juvenile population and 55% of juvenile arrests (Snyder, 2004).

C. Disproportionate Minority School Discipline

1. Statistics

Wald and Losen (2007) state that the racial disparities within the juvenile justice system and the school systems are so similar that it becomes impossible not to connect them. In fact, research indicates how the number of students being suspended and or expelled is very similar to the number of juveniles entering the juvenile justice system.

Reported in the NCES Digest of Education Statistics (n.d.), there were over 3 million school suspensions and over 97,000 expulsions for the year 2000. Research indicates that children of color, particularly African Americans, are suspended and expelled from school more so than white students, as a result of zero tolerance policies. In 2000, Black students accounted for 17 % of public school enrollment nationwide and 34% of school suspensions (U.S. Department of Education, n.d., as cited in Advancement Project, 2005).

Skiba, Michael, Nardo and Peterson (2002) reported that minorities, especially African Americans, are overrepresented in the use of exclusionary and punitive consequences. Students of color are being suspended 2 to 3 times more than other students and are being overrepresented in office referrals, corporal punishment and school expulsion (Skiba, 2004). In one example, in 2004-2005, in Palm Beach County Public Schools African American students represented almost 70% of out-of-school suspensions, whereas there were 27.8% African American students enrolled and 43.1% White students enrolled (Florida State Conference NAACP, Advancement Project & NAACP Legal Defense and Educational Fund, Inc. 2006).

In another example, researchers examined school data from Portland Public Schools in Oregon and found significant disparities in the application of school discipline across the racial/ethnic groups in the study population (Baker, Hendricks, McGowan & McKechine, 2005). The school district recorded 2,324 major disciplinary referrals resulting in suspension or expulsion; white students made up 60.3% of the student body accounting for only 38.4% of the major disciplinary referrals. In comparison, African American students made up 16.5% of the student body accounting for only 43.5% of all

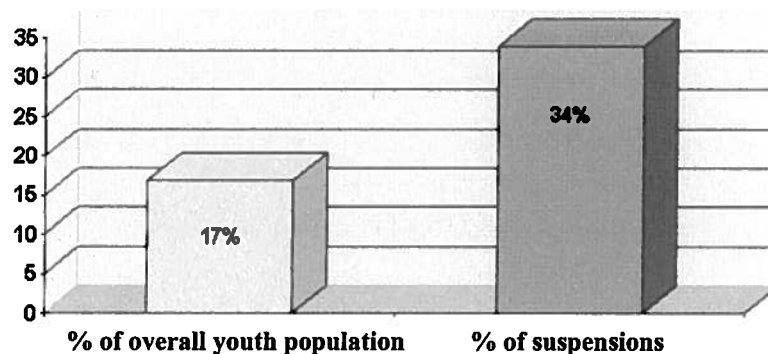
major disciplinary referrals (Portland Public Schools Student Discipline Referrals, 2002-2003). Additionally, during the 2002-2003 school years, 8.13% of all African American students in Portland Public Schools were suspended or expelled compared to only 2.24% of White students.

Additionally, Langberg and Brege (2009) examined school-based disciplinary trends in the Wake County School System in North Carolina and found additional evidence that minority youth are disproportionately targeted for both in-school and out of school suspensions and expulsions. Langberg and Brege (2009) noted that North Carolina's suspension rate is 56% higher than the national average, and Wake County Public School System [WCPSS] to be the single worst district in North Carolina, regarding long-term suspensions. During the 2007-2008 school year North Carolina's public schools handed down 308,010 short-term suspensions and 5,225 long-term suspensions (North Carolina Department of Public Institution, n.d.). Furthermore, during the 2008-2009 school years, there were 16,499 school-based delinquency complaints, of which 84% were of minor misdemeanors, but accounted for 43% of all delinquency complaints filed in juvenile court (The North Carolina Department of Juvenile and Delinquency Prevention, n.d., as cited in Langberg & Brege, 2009). Langberg and Brege (2009) argue that WCPSS indirectly sends students through the school-to-prison pipeline through out-of-school suspensions, and directly through school-based delinquency complaints and African American students are disproportionately represented in both areas. For example, during the school year 2007-2008, African American students received 73.4% of all school based delinquency complaints, even though they only accounted for 30.7% of WCPSS population. However, white students made up 52.6% of

the student population but only 16.5% of school-based complaints (Langberg & Brege, 2009; North Carolina Department of Public Institution, n.d.).

Similarly, Nicholas-Crotty, Birchmeier and Valentine (2009) examined school disciplinary data from 53 Missouri counties for the academic years 2005 and 2006, and found those schools which disproportionately targeted African American students for exclusionary sanctions also experienced higher rates of juvenile court referrals for the African American youth. In addition, they found that African American students were significantly more likely to be targeted for out of school suspensions than their white peers, even when they committed the same offense. Figure 2 demonstrates disparities in suspension rates among African American students.

FIGURE 2 - AFRICAN-AMERICAN OVER-REPRESENTATION IN SUSPENSIONS NATIONWIDE (2000)

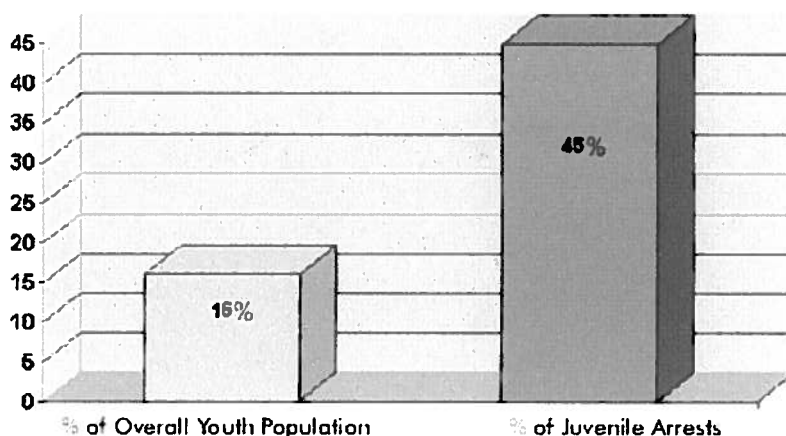


(NAACP Legal Defense and Educational Fund, Inc., n.d.).

In fact, Skiba, Simmons, Straudinger, Rausch, Dow and Feggins (2003) found a strong relationship between state rates of out-of-school suspension and juvenile incarceration rates, as well as a correlation between racial disparities in school discipline and national incarceration rates. Specifically, Skiba et al, reported that both rate of suspension, and black disproportionality in suspension, predict rate and disproportionality in juvenile

incarceration respectively. And so, as one progresses further along the pipeline from school to corrections, the size of racial disparities increases dramatically (Skiba et al., 2003). Figure 3 demonstrates disparities in juvenile arrest rates, similar to suspension rates in Figure 2, among African American youth.

FIGURE 3 - AFRICAN-AMERICAN OVER-REPRESENTATION IN JUVENILE ARRESTS (2003)



(NAACP Legal Defense and Educational Fund, Inc., n.d.).

2. Contributing Factors

The literature does not pinpoint exactly why minorities are disciplined disproportionately. Skiba, Michael, Nardo and Peterson (2002) states that studies have given inconsistent results of disciplinary disproportionality and the meaning remains unclear. They state there are few studies that have systematically explored possible explanations or reasons for disciplinary disproportionality. As Pope, et al. (2002) notes, although racial disparities exist, the causes of these disparities are complex. The literature shows that disparities in school discipline exist in suspensions, expulsions, office referrals, in-school arrests and corporal punishment. Research is needed to combine all the contributing factors of school discipline to explain why minorities are disciplined disproportionately. These contributing factors of school discipline may

directly or indirectly increase the disproportionate number of minorities entering the juvenile justice system.

Researchers have identified a set of factors that seem to correlate with DMC in out-of-school suspensions and other instances of exclusionary discipline (Nicholas-Crotty, Birchmeier, & Valentine (2009). For instance, Skiba and colleagues (2002) note that low socio-economic status has been consistently found to be a risk factor for school suspension. In fact, Brantlinger (1991) interviewed students of both low and high-income households, and found that they both agreed that low-income students were unfairly targeted by school disciplinary sanctions. Additionally, some researchers suggest that DMC is partly produced by risk factors for delinquency, such as coming from broken or dysfunctional homes (Snyder & Sickmund, 2006; Bishop, 2005). Furthermore, Weissman (2008) argues that school suspensions significantly contribute to dropping out of school, and dropping out of school is a significant predictor of incarceration. Researchers state that dropouts are 3.5 times more likely than high school graduates to be incarcerated in their lifetime and 68% of state prisoners are dropouts (Martin & Halperin, 2006; Harlow, 2003).

Researchers Baker, Hendricks, McGowan and McKechnie (2005) did their own study on the causes of minority overrepresentation in school discipline. They found the causes to be over reliance on punitive punishment, cultural/linguistic barriers of students, and inadequate resources for teachers. They argue that, as a result of zero tolerance policies, severe punishments are given for certain school offenses, which are increasing school suspensions. Next, the majority of teachers and administrators are Caucasian and minority students often encounter cultural and linguistic barriers that lead to

misunderstanding and inappropriate school discipline (Baker, et al., 2005). Also, they argue that teachers are under-qualified and lack the training and resources to deal with cultural barriers and manage classroom disruptions in positive and supportive ways. Townsend (2000) suggests that many teachers, especially those of European-American origin, may be unfamiliar and even uncomfortable with the culture that characterizes African American males. In fact, Skiba (2000) argues that teachers who stereotype adolescent African American males as threatening or dangerous may react more quickly to relatively minor threats to authority.

Baker and colleagues (2005) have found arguments suggesting that racial disparities in school are associated with inadequate training of teachers in urban settings. Vavrus and Cole (2002) find that school disciplining is based on teacher perception and classroom management skills, more so than being a direct response to student behavior. Although some researchers argue that school disciplinary action is a direct response to student misbehavior (Sheets, 1996), other researchers find that evidence fails to support these assumptions (Skiba et al., 2003). On the other hand, Skiba et al. (2003) suggest another perspective would be that school discipline is a product of both student behavior and system response choices.

Skiba and colleague's (2003) study shows that the use of disciplinary removal from school is determined, in part, by principal attitudes. Their data suggests that school suspension and expulsion are not an invariant response determined only by changes in student behavior, but are to some extent a choice made by individual educators based on their own attitudes. In addition, Skiba and Edly (2004) researched principal attitudes and found that when adjusted for poverty and other factors that schools do not control, the

attitude and beliefs of the principal on discipline had a significant effect on suspension rates (as cited in Wald & Losen 2007). And so, Skiba and Edly (2004) concluded that a student's likelihood of being suspended had less to do with his/her behavior than with the attitudes of the principal in his/her school (as cited in Wald & Losen 2007).

More studies indicate that the perception of school administrators affect the rates of school suspensions. School factors also strongly influence the rates of school suspension (Skiba, 2000). For example, Wu, Pink, Crain and Moles (1982) found that school suspension was associated with school factors such as teacher attitudes, administrative centralization, quality of school governance, teacher perception of student achievement, and racial makeup of the school (as cited in Skiba, 2000). These school characteristics explained a greater portion of the variance in school suspension than student's attitudes and behavior (Skiba, 2000). Moreover, Skiba et al. (2002) have found that observed patterns of racial disproportion do not correlate with higher incidence of disruptive behavior by black students and therefore conclude that DMC in school discipline is due in part to differential treatment of minority students by teachers and administrators. Furthermore, one study examined the possibility that higher school discipline rates for African American students were due to higher rates of disruptive behavior by those students, but concluded the evidence did not support that hypothesis (Skiba, 2000).

Chapter III: Methodology

A. Introduction

The purpose of this study is to determine whether Baltimore County Public Schools (BCPS) are contributing to the School-To-Prison Pipeline by disproportionately disciplining African American students through both in-school and out-of-school suspensions, thereby causing these students to fall further behind academically and increasing their risk for truancy. To explore this issue, two research questions are addressed: a) Is there a correlation between African American students and suspension rates in BCPS? Specifically, is there a pattern of disproportionate school-based disciplinary actions applied to minority youth in Baltimore County? And b) Is the aforementioned relationship mediated by a student's school performance? Specifically, does the percentage of African American students who pass standardized reading/math tests mediate the relationship between ethnicity and school disciplinary actions?

B. Description of Population and Data

The proposed research utilizes data from Maryland State Department of Education [MSDE] Division of Accountability, Assessment and Data Systems. This division of MSDE is responsible for developing, administering, scoring and reporting of all Maryland school assessments (Maryland State Department of Education, n.d). Additionally, the Division administers the Maryland School Performance Program's annual Report Card, overseeing the collection and dissemination of assessment data each year and posting the information on the MSDE website. The data utilized in the present

research was obtained from their Student Publications report for the academic school year 2008-2009 and 2009 Maryland Report Card.

The Baltimore County Public School System [BCPS] was chosen for this analysis because of its large and racially and ethnically diverse student population. BCPS is in fact the third largest public school system in Maryland (with Montgomery County Public schools being the largest), with over 100,000 students currently on the rolls, and it is also the most racially and ethnically diverse of the Maryland public school systems of that size. Forty percent of BCPS total student population is African American, approximately 49% is White.

The unit of analysis used in the current study is each of the 172 individual schools that comprise the BCPS system. This collective group consists of 105 Elementary Schools; 27 Middle Schools; 21 High Schools; 19 Non-Traditional Schools.¹ As reported in the Student Reports (2008-2009), Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools (MSDE, n.d.), there are 103,180 students enrolled across the BCPS system, of which 55,470 students are in elementary school and 47,710 students are in middle and high schools.

C. Description of Independent Variables

The primary independent variable of interest in this study focuses on students' race/ethnicity. As such, a racial/ethnic profile of each school type (e.g., elementary, middle, high, non-traditional) is presented in Tables 1-4. These data were collected from the MSDE Division of Accountability, Assessment and Data Systems, Maryland School

¹ Non-traditional schools are defined as combined schools, such as Elementary/Middle; Middle/High; K through 12; and Special/Alternative Schools.

Performance Annual Report Card for 2009 (MSDE, n.d.). As illustrated in Table 1, the BCPS student population *as a whole* is very diverse in terms of race and ethnicity. Forty percent of BCPS total student population is African American, approximately 49% is White, approximately 5% is Hispanic, 6% is Asian/Pacific Islander; and less than 1% is American Indian/Alaskan Native.

Table 1 also presents the racial/ethnic profile of each of the BCPS Elementary Schools. As shown, 40% of the students are African American, 48% are White; 6.5% are Asian; 5.7% are Hispanic; and 0.5% is American Indian. Table 2 presents the demographic profile of BCPS Middle Schools. Once again, the demographics are nearly identical to those reported system-wide: 42% are African American; 48% are White; 5.5% are Asian; 4.2% are Hispanic; and 0.5% are American Indian. Table 3 presents the demographic profile of BCPS High Schools. Yet again, a similar profile emerges: 40.2% are African American; 50% are White; 5.0% are Asian; 3.6% are Hispanic; and 0.4% is American Indian. Table 4 presents the demographic profile of non-traditional schools within the Baltimore County Public System. Unlike the similarities observed in the other three school types, the data reveals that the demographic profile of the students enrolled in these schools differ significantly from their traditional counterparts. It appears that slightly more minority students (African American youth in particular) attend these schools; 49% are African American; 41% are White; 3.3% are Asian; 5.5% are Hispanic; and 0.9% are American Indian.

D. Description of Control Variables

Two control variables are included in the study – the students' gender and academic performance. These data were also collected from the MSDE Division of Accountability, Assessment and Data Systems, Maryland School Performance Annual Report Card for 2009 (MSDE, n.d.). Table 1 presents the distribution of male and female students within the BCPS system. The data reveals the population is nearly equally distributed – 51% are male and 49% are female. As illustrated in Tables 2 and 3, these trends are replicated across elementary, middle, and high school populations; however, the demographics for non-traditional schools, as presented in Table 4, are significantly different with considerably more male students enrolled (e.g., 64% versus the 50% average) that was reported in the other three school types.

The second control variable, student performance, is measured by the percentage of students from each school that passed the math/reading standardized tests. Again, these data were also collected from the MSDE Division of Accountability, Assessment and Data Systems, Maryland School Performance Annual Report Card for 2009 (MSDE, n.d.). Table 5 shows a breakdown of reading and math proficiency scores by school level and race/ethnicity.

E. Description of Dependent Variables

The dependent variable in this study is school disciplinary practices, as captured by the number of in-school suspensions and out-of-school suspensions handed out during the 2008-2009 academic year. Unfortunately, the exact definition of each of these terms is very vague. According to the statute, COMAR 13A.08.01.11B(7), *suspension* means

“the application of extended suspension, in-school suspension, or short-term suspension.”

Extended suspension is defined as the temporary removal of a student from school for a specified period of time longer than 10 school days for disciplinary reasons by the local superintendent or the local superintendent’s designated representative. Incidentally, the term expulsion means, at a minimum, the removal of the student from the student’s regular school program and may be further defined by a local board of education. The two terms, extended suspension and expulsion, are so similar it is confusing. In fact, the Maryland State Board of Education (2012) recognized problems in terminology, stating that “there is no clear demarcation line in regulation separating extended suspensions from expulsions” (p.33). Consequently, they are proposing to develop a clear definition of expulsion and redefine “short-term and long-term suspensions” (p. 33).

In-school suspension is defined as the removal within the school building of a student from the student’s current education program for up to but not more than 10 school days in a school year for disciplinary reasons by the school principal (COMAR 13A.08.01.11B(4)). In contrast, the term *short term suspension* means the removal of a student from school for up to but not more than 10 school days for disciplinary reasons by the principal (COMAR 13A.08.01.11B(6)). The law provides that only the superintendent and principals have authority to suspend students. According to the Annotated Code of Maryland, only the principal is given authority to suspend a student for up to 10 days, and only the superintendent and superintendent designees can suspend a student for more than 10 days (Md. Educ. Code. Ann. §7-305(a)(b)).

Offenses which require disciplinary action are broken up into three categories (BCPS Student Handbook, 2008-2009). Category I gives examples of offenses that may

result in suspension; Category II gives examples of offenses for which the student may be suspended, assigned to an alternative program, and which may result in expulsion; Category III gives examples of offenses that result in assignment to an alternative program or expulsion. (See Appendix)

In terms of BCPS's disciplinary trends during the 2008-2009 school years, Tables 6 and 7 show the natures of offenses that result in a student being suspended from school. Data, collected from the MSDE Division of Accountability, Assessment and Data Systems, 2008-2009 Student Publications, Maryland Public School Suspensions, were reported only as "in-school suspensions and out-of-school suspensions". Table 6 presents the types of offenses where BCPS students received "in school" suspensions; and Table 7 presents the same data for "out of school" suspensions. As shown, the natures of offenses are categorized by attendance, dangerous substances, weapons, attacks/threats/fighting, arson/fire/explosives, sex offense, disrespect/insubordination/disruption, and other.

Maryland State Department of Education [MSDE] (2009), breaks down each offense as follows: 1) *attendance* includes class cutting, tardiness, and truancy; 2) *dangerous substances* includes alcohol, inhalants, drugs, tobacco, sells/solicits sale of controlled substance, and possesses/uses illegal drugs; 3) *weapons* include firearms, other guns, other weapons, and carries a weapon to school; 4) *attack/threats/fighting* includes physical attack of teacher/staff, physical attack of student, verbal/physical threat to teacher/staff, verbal/physical threat to student, fighting, extortion, bullying, and serious bodily injury; 5) *arson/fire/explosives* include arson/fire, false alarm or bomb threat, and explosives; 6) *sex offense* includes sexual assault, sexual harassment, and sexual activity;

7) disrespect/insubordination/disruption includes disrespect, insubordination, harassment, classroom disruption, and inciting/participating in disturbance; 8) *other* includes academic dishonesty/cheating, portable communication device, theft, trespassing, unauthorized sale or distribution, vandalism/destruction of property, and refusal to obey school policies or regulations.

As illustrated by Table 6, 2,571 students received “in-school” suspensions during 2008-2009 school years. Among these students, 5.4% of these students were elementary school students; 71% were middle school students; 13% were high schools; and 2% were from non-traditional schools. This data illustrates an interesting trend that middle school students are receiving the most “in-school” suspensions, nearly 15 times higher rate than their elementary school peers and over 5 times higher rate than their high school peers, and the most common offense listed for the suspension was for disrespect/insubordination/disruption. In contrast, the data shows the majority of “in-school” suspensions for high school students were mostly given for attendance violations, whereas elementary students were suspended the most for attacks/threats/fighting; and non-traditional students were suspended most often for disrespect/insubordination/disruption.

As illustrated in Table 7, 20,178 BCPS students received “out-of-school” suspensions during the 2008-2009 school years. Among these students, 13% of these students were elementary school students; 28% were middle school students; 55% were from high schools; and 3.5% were from non-traditional schools. In contrast to the “in school” suspension trends, the data show that high school students received the most “out-of-school” suspensions; over three times the rate at which elementary students were

received a similar sanction, and nearly twice the rate of the middle school students. Once again, the data also show that most common reason listed for middle school, high school, and non-traditional students was for disrespect/insubordination/disruption. In contrast, the most common reason for “out-of-school” suspensions for elementary schools were for attacks/threats/fighting.

F. Analysis

To answer the proposed research questions, a three part analysis is conducted. First, a chi-square analysis is completed to determine if there is evidence that African American students are disproportionately disciplined through either in school or out of school suspensions. Second, a correlation analysis is performed to explore the relationships between the independent and control variables and the dependent variable. And finally, a logistic regression analysis is completed with race/ethnicity, gender, and student performance to see if the relationship between race/ethnicity and suspensions is mediated by student performance.

Chapter IV: Results

The present study examines whether or not African American students have disproportionately high rates of suspension in Baltimore County Public Schools. In addition, it explores whether there is a relationship between suspension rates, race, gender, and student performance on standardized tests. Student performance rates are identified by the percentage of African American students that pass the standardized reading and math tests. Since the % of African American students passing math tests and % of African American students passing reading tests were highly correlated (of six correlation coefficients, four were above .7; range .536-.873), only math tests were included in the correlation and logistic regression analyses described below.

Three series of analyses were conducted to examine these relationships. First, chi-square analyses were conducted to determine whether African American students are disproportionately suspended compared to their representation in the population. Next, correlations were conducted to show the bivariate relationships between the dependent variable (school suspensions) and each of the independent variables (% of African American students; % of male students; and % of African American students passing math tests). Then, logistic regression analyses were conducted to determine if the percentage of African American students significantly predicted school suspensions, controlling for the effects of gender and student performance on standardized tests. Results of these analyses, conducted separately for in-school and out-of-school suspensions, are presented below. Within each type of suspension (in-school and out-of-school), analyses were conducted for each type of school (elementary, middle school, high school, and non-traditional schools).

Table 7a shows results of chi-square analyses for in-school suspensions. Using $df=1$, results show that African American students are suspended at a significantly greater rate than their proportion of the student population in nearly all school types. Results for elementary, middle and high schools are all statistically significant at the .01 level and in the predicted direction. However, there was no significant relationship for non-traditional schools. Table 7b show results of chi-square analyses for out-of-school suspensions. Similar to the relationships for in-school suspensions, using $df=1$, the analysis shows that African American students are suspended at a significantly greater rate than their proportion of the student population for elementary, middle and high schools at the .01 level. In contrast to the corresponding results for in-school suspensions, African American students in non-traditional schools receive out-of-school suspensions at a rate significantly greater than their proportion of the student population. This latter relationship is significant at the .05 level.

Table 8a shows a correlation matrix of dependent (in-school suspensions) and independent variables. (Note that an analysis could not be performed on non-traditional schools because of the small number of students.) The analysis for elementary schools indicates that there is a significant relationship between in-school suspensions and the % of African American students (0.328) in the predicted direction, at the .01 level. No other relationships were significant. On the contrary, results for middle schools indicate that there is a significant relationship between in-school suspensions and the % of African American students at the .05 level (-0.431), but not in the predicted direction. Also, there is a significant relationship between in-school suspensions and % of African American students passing the math tests, but again, not in the predicted direction, at the .05 level.

The relationship between in-school suspensions and % of male students was not significant. With high schools, the analysis indicates that there is a significant relationship between in-school suspensions and the % of African American students in the predicted direction, at the .05 level. There are no other significant relationships.

Table 8b shows a correlation matrix of dependent (out-of-school suspensions) and independent variables. The analysis for elementary schools indicates that there is a significant relationship between out-of-school suspensions and % of African American students (0.634) and the % of African American students passing the math tests, both in the predicted direction, at the .01 level. There is not a significant relationship between out-of-school suspensions and % of male students in elementary schools. Results for middle schools indicate that there is no significant relationship between out-of-school suspensions and % of African American students, nor between out-of-school suspensions and % of male students. Akin to in-school suspensions, there is a significant relationship between out-of-school suspensions and % of African American students passing the math tests at the .05 level, but not in the predicted direction. Finally, for high schools, results indicate that there is no significant relationship between out-of-school suspensions and the % of African American students. However, there is a significant relationship between out-of-school suspensions and % of African American students passing the math tests in the predicted direction, at the .05 level. The relationship between % of male students and out-of-school suspensions was not significant.

Tables 9a and 9b show the results of logistic regression analyses predicting in-school and out-of-school suspensions. Table 9a does not show any significant relationships between in-school suspensions and % of African American students for any

of the school types. In contrast, Table 9b shows that there is a significant relationship between out-of-school suspensions and the % of African American students. The results indicate the higher the percentage of African American students, the greater the number of out-of-school suspensions. Furthermore, performance on standardized test scores for math (% of African American students passing math tests) was also significantly and negatively related to out-of-school suspensions. The greater the proportion of African American students who pass standardized math tests, respectively, the lower the number of out-of-school suspensions.

In summary, results of chi-square analyses show that there is a significant bivariate relationship in the predicted direction between African American students and suspensions for all school types. Additionally, when controlling for gender and school performance on standardized tests, out-of-school suspensions are significantly related to the percentages of African American students, but only for elementary school students. Furthermore, the proportion of students passing standardized tests was also significantly and negatively related to out-of-school suspensions, but only for elementary school students. With regard to in-school suspensions, there were no significant relationships between the percentage of African American students and suspensions for any of the four school types. None of the control variables were statistically significant predictors of suspensions in the analyses for in-school suspensions.

Chapter V: Discussions and Conclusions

The main focus of this study was to examine if there is a relationship between African American students and disproportionate school discipline practices in Baltimore County Public Schools. Particularly, this study explores the relationships between African American students, suspensions (in-and out-of-school), and if that relationship varies based on students' academic performance. Findings show that there is a significant relationship between African American students and suspension rates in BCPS. A significant relationship was observed between the percentage of African American students and both in-school and out-of-school suspensions. Additionally, results of the correlation and logistic regression analyses both show significant relationships between the percentage of African American students and out-of-school suspensions (even when controlling for student performance measures).

A. Research Question #1

Results of the correlation and chi-square analysis support the hypothesis that there is a significant relationship between African American students and suspension rates in BCPS. Examining the correlation matrix, the data revealed the strongest relationship was observed in the elementary schools. Specifically, a significant relationship was observed between the % of African American students and both in-school (0.328) and out-of-school (0.634) suspensions. The data also revealed a significant relationship in high schools. Similarly, there was a significant relationship between the % of African American students and in-school (0.465) suspensions. There were no significant relationships found in middle schools. Moffitt's (1993) theory might help explain the

results for middle school suspensions. She says that offending is a lot more common in early-to-mid adolescence than in childhood or late adolescence or early adulthood. In other words, youth who engage in delinquent behavior in early adolescence not only include those with multiple risk factors in early childhood (and were involved in delinquent behavior in early childhood), but also those youth who have experienced relatively few risk factors for delinquency in early childhood and tended not to exhibit delinquent behavior in childhood (this second group of adolescents tend to do well academically).

Moffitt (1993) says that there are two patterns of delinquent behavior. Some youth experience multiple risk factors (individual and environmental), such as poor parenting, living in a poor neighborhood, association with deviant peers, and biological limitations such as conduct disorder, learning disabilities, and/or deficit/hyperactivity disorder. These youth tend to start committing delinquent and criminal behavior in early childhood (earlier than most youth), and this behavior generally becomes more varied, frequent, severe and persistent throughout adolescence and adulthood. This pattern of behavior is called life-course persistent.

In contrast, youth with relatively few risk factors generally do not commit delinquency or crime in childhood, but begin delinquent behavior in early adolescence (the middle school years). She says this happens because puberty is starting and biologically they are now adults, but society still treats them like children. So, these youth in wanting to act like adults take after their life-course persistent peers and experiment with drugs, delinquency, sex and staying out late. She says these youth want to become less influenced by their parents and more so by their peers. Moffitt (1993)

calls this pattern of behavior adolescence-limited. These youth tend to stop offending in late adolescence as they want to be successful in adult roles (college, work, and marriage). In this case, it might be that in middle school, a greater proportion of the suspensions are accounted for by adolescence-limited youth (who tend to have better academic performance than life-course persistent youth) than in elementary school or high school; hence the correlation between math scores and suspension is positive in middle school but not in elementary school or high school.

More notably, a chi-square analysis revealed that the differences observed between the proportion of African American students in the student population and the proportion of African Americans who received some form of suspension was significant. In particular, African American students received out-of-school suspensions at a significantly greater rate than their proportion of the student population for all school types. Similar findings were observed for in-school suspensions in all school types, except non-traditional schools. Being that non-traditional schools are the only school type with a majority of African American students, 54.6% African American students and 45.4% White students, may be a possible reason for the difference in findings.

These findings are consistent with prior research that has found minorities, especially African Americans, are overrepresented in school disciplinary actions, particularly with the use of school suspensions (Skiba, et al., 2002). As noted in the literature review, in Palm Beach County elementary schools African American students represented almost 70% of out-of-school suspensions, which was disproportionate to their representation in the school population (Florida State Conference NAACP, Advancement Project & NAACP Legal Defense and Educational Fund, Inc. 2006).

In the present study, for the 2008-2009 school year, African American BCPS students were overrepresented in school suspensions in elementary and high schools. In elementary schools African American students represented 40% of the student population, 84% of in-school suspensions and 57% of out-of-school suspensions; White students represented 48% of the student population, 16% of in-school suspensions and 43% of out-of-school suspensions. Moreover, in high schools African American students represented 40.2% of the student population, 84% of in-school suspensions and 67% of out-of-school suspensions; White students represented 50% of the student population, 16% of in-school suspensions and 33% of out-of-school suspensions.

B. Research Question #2

Because bivariate analyses do not take into account other variables that may be associated with school disciplinary practices, logistic regression analysis was used to determine if the % of African American students significantly predicted school suspensions when controlling for the effects of gender and student performance on standardized math tests. Since studies have indicated that high-stakes testing has been found to be negatively related to school disciplinary practices, student performance on standardized math test has been chosen as a control variable. Also, gender was chosen because it is a predictor of delinquency in crime in many studies; in practically every society, males tend to commit more crime and have higher percentage of individuals involved in crime than females (Weatherburn, 2001; Fagan, Horn, Hawkins & Arthur, 2007; Lilly, Cullen & Ball, 2011; Schmalleger, 2010).

When evaluating patterns of in-school suspensions, no significant relationship was found between African American students and in-school suspensions when controlling for gender and student performance on standardized math tests for any of the school types. Similarly, the results did not support the hypothesis that the % of African American students that pass the standardized math tests would mediate the relationship between ethnicity and school disciplinary actions (for in-school suspensions). However, different results were observed when predicting out-of-school suspensions.

In elementary schools, the % of African American students was significantly and positively related to out-of-school suspensions even after controlling for gender and student performance on standardized math tests. Thus, these data revealed that African American elementary youth were significantly more likely than their non-minority peers in receiving an out-of-school suspension. As noted, in elementary schools African American students made up 57% of out-of-school suspensions but only represented 40% of the student population, compared to White students making up 43% of out-of-school suspensions and representing 50% of the student population.

Interestingly, similar trends were not observed with either the middle or high school data. Specifically, the data found no significant relationship between African American students and out-of-school suspensions when controlling for gender and student performance. However, the data did find that performance on the standardized math tests to be significantly and negatively related to out-of-school suspensions in elementary schools. Thus, the data revealed that African American youth who scored high on the standardized math test were less likely to receive an out-of-school suspension than African American youth who performed poorly.

These findings are consistent with what has been reported in prior research.

Researchers argue that there is a direct relationship between the consequences attached to test results and the severity of school disciplinary practices (Advancement Project, 2010). Because schools are being sanctioned for low test scores, (sanctions include replacing school staff, converting schools into a private charter or handing schools over to a private contractor), educators feel pressured to take action (Education Week Research Center, 2009 as cited in Advancement Project, 2010). For example, the Advancement Project (2010) reported that struggling students are being pushed out of school in various ways to boost test scores, such as withdrawing students from attendance rolls, assigning students to alternative schools, coercing or encouraging students to drop out or enroll in GED programs, along with suspensions, expulsions and referrals to alternative schools. As noted, states like Florida, North Carolina and Virginia have all experienced higher suspensions after implementing high-stakes testing in their school policies.

For example, Florida's public school system increased their high-stakes standardized testing in 1998, and their use of punitive school discipline rose by 18% between 1999-2004 (Florida Department of Education, n.d.). North Carolina's school system began high-stakes testing at the elementary and middle school levels in 1996 (Nichols & Berlinger, 2007 as cited in Advancement Project, 2010), and their school suspensions rose by 41% for short-term suspensions between 2000-2008; and by 135% for long-term suspensions (North Carolina Department of Education, n.d.). Furthermore, Virginia's public school system began high-stakes testing in 1995, and between 2002-2007 short term suspensions rose 17%, long-term suspensions rose 29% and expulsions rose 39% (www.cadre-la.org as cited in Advancement Project, 2010). As such, in BCPS

the data revealed that African American youth who scored high on the standardized math test were less likely to receive an out-of-school suspension than African American youth who performed poorly. The problem therein lies that the disparities in discipline for African American students in BCPS are apparently related to their academic performance. Researchers suggest that there are indirect linkages between schools and prisons caused by zero tolerance and high-stakes testing (Advancement Project, 2010). They argue that when students are suspended/expelled they become less likely to stay on track academically, they become discouraged by low-standardized test scores and act out in school until they are removed through suspensions, and students become bored by test-driven curriculums and disrupt class leading them to be more likely to receive punitive discipline. Further studies indicate that low school achievement predicts adolescent delinquency (Maguin & Loeber, 1996; Brown, Riley, Walrath, Leaf & Valdez, 2008; Blomberg, Bales, Piquero, 2012).

C. Policy Implications

The results of this study indicate that there is indeed a relationship between African American students and suspensions in Baltimore County Public Schools. In most school types that relationship is significant, although the findings for middle schools show that this relationship is not in the predicted direction. The most conclusive finding was in elementary schools. Results of the correlation and logistic regression analyses both show significant relationships between % of African American students and out-of-school suspensions (even when controlling for student performance measures).

Therefore, considering the findings in the present study, future policy on disciplinary practices should begin in elementary schools. Specifically, school officials should revisit policies on the severity of school discipline when dealing with minor infractions. For example, zero tolerance policies have dramatically increased suspensions and expulsions within the last decade (Skiba, Simmons, Straudinger, Rausch, Dow & Feggins, 2003), and researchers find that children of color are impacted the most (Advancement Project, 2005). And so, school officials should look for alternatives to suspensions and expulsions in elementary schools for minor offenses.

For example, a study was conducted on schools in Kentucky and it was found that African American students were suspended at higher rates than White students throughout the state (Richart, Brooks & Soler, 2003). Northern Lights elementary school, one of the schools in the Kentucky school district, implemented an effective program providing alternatives to suspensions. Within the program eight strategies were designed to address negative behavior, which included establishing clear expectations, setting high expectations, creating a system for daily communication between parents and teachers, forming a student assistance team and providing case management services, providing mental health testing and counseling services for children who need it, creating an in-school suspension classroom, and developing after-school and Saturday programs (Richart, 2004). Not only did Northern Lights elementary school increase student achievement, but the number of students suspended declined by 56% between 2000-2003.

Another example of an alternative program would be Positive Action, a K-12 program adopted in more than 11,000 schools over the last 35 years (Boccanfuso &

Kuhfeld, 2011). This program promotes character development, academic achievement, and social emotional building. Its strategies consist of six or seven units including discussion, role playing, games and songs. Optional units include drug education, conflict resolution, counseling, parent and family classes, and community outreach. Two studies found that students who complete the Positive Action program in elementary school have significantly reduced rates of suspension, substance abuse, violence and grade retention in middle and high schools (Berkowitz & Bier, 2005; Child Trends, 2010; Payton, Weissberg, Durlak, Dymnicki, Taylor, Schellinger, et al., 2008; What Works Clearinghouse, 2006 as cited in Boccanfuso & Kuhfeld, 2011).

Additionally, School-Wide Positive Behavioral Interventions and Supports (SWPBIS) is an initiative adopted by more than 13,000 schools nationwide (Boccanfuso & Kuhfeld, 2011). This program uses a multi-tiered approach to school discipline, consisting of three tiers. The first tier is used to define and teach behavioral expectations, reward positive behavior, provide a continuum of possible consequences for problem behavior and collect data for decision-making purposes. The second tier is designed for students who are at-risk for behavior problems or displaying early signs of behavior problems. And the third tier is used to support children with more serious behavior problems, including more intense, individualized interventions, often with family or community involvement, as guided by a functional behavioral assessment (Horner, Sugai, & Anderson, n.d. as cited in Boccanfuso & Kuhfeld, 2011). Experimental studies have found a link between the use of this approach at the elementary school level, students' improved academic performance, better social behavior and reductions in referrals to the principal's office for discipline problems (Bradshaw, Mitchell, & Leaf, 2010; Horner,

Sugai, Smolkowski, Eber, Nakasato, Todd, et al., 2009 as cited in Boccanfuso & Kuhfeld, 2011).

On another note, policies from “No Child Left Behind” that penalize schools for low standardized test scores need to be revised. Sanctions, such as replacing and the threat of firing school staff, puts pressure on educators to discipline students swiftly. Consequently, the fears of low-test scores push school officials to be less tolerant of students who struggle academically and misbehave, thereby driving up suspension rates. Ironically, such action only further suppresses students’ achievement scores by removing them from the classroom thereby limiting their ability to learn the required material.

D. Limitations of the study

Although this study was intended to show African American students are indirectly channeled into the juvenile justice system through school disciplinary practices, the present study was not able to fully flush this relationship out because of the lack of data available for BCPS student arrests. Another limitation is that the findings cannot be generalized to other geographic locations. Furthermore, because this study only examined one year, further studies that cover a considerably longer period of time are needed to establish a trend.

E. Future Research

Future studies should explore a more direct link by showing how many students are actually referred to the juvenile justice system directly from school, and if minorities are overrepresented in that process. Additionally, future research should study what

contributing factors relate to both DMC and school suspensions. For example, researchers have identified some contributing factors of disproportionate minority contact that are similar, if not the same, as those found in school suspensions, such as low socio-economic status, coming from broken or dysfunctional homes, single family households, cultural/linguistic barriers of youth, teacher perceptions/stereotyping, juvenile justice professionals' cultural insensitivity to minority youth (Skiba, et al., 2002; Snyder & Sickmund, 2006; Bishop, 2005, Baker, et al., 2005; Hsia, et al., 2004). It would be beneficial for interventions to target these similar factors.

The method of research suggested would be a longitudinal study using a quantitative design to determine if socio-economic status and family background, such as the quality of parenting the youth received and learning disabilities are related to race and suspensions/expulsions in BCPS. In addition, surveys should be conducted to understand the attitudes of school and juvenile justice personnel, and surveys for students to understand cultural/linguistic barriers. Additionally, a longitudinal design would also more precisely determine the temporal sequence between variables, for example, does school failure precede or follow suspensions? More so, what are the outcomes of students among whom school failure precedes suspension and vice versa, and what are the characteristics of students who are struggling academically who are suspended vs. those who are not suspended? Similarly, what are the characteristics of suspended students who enter the juvenile justice system vs. suspended students who do not enter the juvenile justice system?

In addition, it would be interesting to examine the attitudes of school administrators and juvenile justice personnel to find out whether or not they play a role in

the “school to prison pipeline” in Baltimore County. As noted in the literature review, school factors strongly influence rates of suspension (Skiba, 2000). In multivariate analyses of factors predicting suspension, Wu and colleagues (1982) found that school suspension rate was associated with a number of school and district characteristics, including teacher attitudes, administrative centralization, quality of school governance, teacher perception of student achievement, and racial makeup of the school (as cited in Skiba, 2000). Another study was conducted comparing the occurrences of 11 student problem behaviors as reported by middle school principals in 10 countries (Gu, Lai & Ye, 2011). For each country the study examined the relationships between student problem behaviors and teacher attitudes and parental involvement, and discusses the influences of the problem behaviors on student’s academic achievement. In this study the teacher’s attitudes included their job satisfaction and expectations for student achievement. The results indicated that almost all correlations between teacher’s attitudes and student problem behaviors were negative and most of them were significant, as teacher job satisfaction and parental involvement increased, student problem behaviors decreased (Gu, Lai & Ye, 2011). And further studies, by Skiba and Edly (2004), revealed that even principals’ attitudes and beliefs significantly affect suspension rates. In fact, they found the likelihood of a student being suspended had less to do with his/her behavior than with the attitudes of the principal in his/her school.

F. Conclusion

In conclusion, the problem of disproportionate minority school discipline still exists. Numerous studies show that disproportionate minority school discipline is a

gateway to disproportionate minority confinement (Nicholas-Crotty, Birchmeier & Valentine, 2009, Advancement Project, 2005, Brown, 2003). The school system is one of the first points of contact a juvenile has with the juvenile justice system. And so, school districts need to revisit school policies and implement interventions to prevent disparities in school discipline that either directly or indirectly filters minorities into the criminal justice system.

TABLE 1 - BALTIMORE COUNTY ELEMENTARY SCHOOL DEMOGRAPHICS

	Student Population	Male	Female	Amer. Ind.	Afr. Amer.	Asian	White	Hispanic
STATE	843,861	432,473	411,388	3,303	320,747	49,745	389,621	80,445
COUNTYWIDE	103,180	52,815	50,365	517	41,639	5,954	50,223	4,847
Arbutus Elem.	332	178 (54%)	154 (46%)	1 (0.3%)	43 (13%)	26 (8%)	250 (75%)	12 (4%)
Baltimore Highlands Elem.	511	259 (51%)	252 (49%)	1 (0.2%)	157 (31%)	16 (3.1%)	243 (48%)	94 (18.3%)
Battle Grove Elem.	331	187 (56%)	144 (44%)	10 (3.0%)	37 (11.2%)	5 (1.5%)	269 (81%)	10 (3.0%)
Bear Creek Elem.	447	235 (53%)	212 (47%)	6 (1.3%)	41 (9.2%)	10 (2.2%)	377 (84%)	13 (2.9%)
Bedford Elementary	273	129 (47%)	144 (53%)	0	241 (88%)	2 (0.7%)	9 (3.3%)	21 (7.7%)
Berkshire Elem.	379	185 (49%)	194 (51%)	6 (1.6%)	59 (16%)	5 (1.3%)	288 (76%)	21 (5.5%)
Carney Elementary	486	243 (50%)	243 (50%)	3 (0.6%)	107 (22%)	72 (15%)	283 (58%)	21 (4.3%)
Carroll Manor Elem.	318	144 (45%)	174 (55%)	0	1 (0.3%)	17 (5.3%)	300 (94%)	0
Catonsville Elem.	409	213 (52%)	196 (48%)	3 (0.7%)	100 (24%)	45 (11%)	251 (61%)	10 (2.4%)
Cedarnere Elem.	456	249 (55%)	207 (45%)	1 (0.2%)	209 (46%)	26 (5.7%)	146 (32%)	74 (16%)
Chadwick Elementary	405	214 (53%)	191 (47%)	2 (0.5%)	225 (56%)	137 (34%)	7 (1.7%)	34 (8.4%)
Chapel Hill Elem.	527	267 (51%)	260 (49%)	1 (0.2%)	90 (17%)	98 (19%)	329 (62%)	9 (1.7%)
Charlesmont Elem.	347	194 (56%)	153 (44%)	6 (1.7%)	38 (11%)	10 (2.9%)	265 (76%)	28 (8%)
Chase Elementary	323	171 (53%)	152 (47%)	2 (0.6%)	100 (31%)	3 (0.9%)	203 (63%)	15 (4.6%)
Chatsworth School	390	210 (54%)	180 (46%)	0	116 (30%)	15 (3.8%)	250 (64%)	9 (2.3%)
Chesapeake Terrace Elem.	195	109 (56%)	86 (44%)	0	3 (1.5%)	2 (1%)	188 (96%)	2 (1%)
Church Lane Elem. Tech.	463	257 (56%)	206 (44%)	1 (0.2%)	414 (89%)	24 (5.2%)	11 (2.4%)	13 (2.8%)
Colgate Elementary	329	172 (52%)	157 (48%)	7 (2.1%)	52 (15.8%)	10 (3.0%)	212 (64%)	48 (14.6%)
Cromwell Valley Elem. Tech	431	220 (51%)	211 (49%)	0	103 (24%)	39 (9.0%)	273 (63%)	16 (3.7%)
Deep Creek Elementary	385	188 (49%)	197 (51%)	1 (0.3%)	292 (76%)	1 (0.3%)	63 (16.4%)	28 (7.3%)
Deer Park Elementary	426	214 (50%)	212 (50%)	1 (0.2%)	401 (94%)	4 (0.9%)	4 (0.9%)	16 (3.8%)
Dogwood Elementary	448	238 (53%)	210 (47%)	0	403 (90%)	19 (4.2%)	9 (2.0%)	17 (3.8%)
Dundalk Elementary	651	343 (53%)	308 (47%)	13 (2.0%)	287 (44%)	6 (0.9%)	312 (48%)	33 (5.1%)
Eastwood Center	207	129 (62%)	78 (38%)	1 (0.5%)	39 (19%)	3 (1.4%)	159 (77%)	5 (2.4%)
Edgemere Elementary	510	263 (52%)	247 (48%)	2 (0.4%)	36 (7.1%)	5 (1.0%)	450 (88%)	17 (3.3%)
Edmondson Heights Elem.	505	262 (52%)	243 (48%)	2 (0.4%)	441 (87%)	3 (0.6%)	19 (3.8%)	40 (7.9%)
Elmwood Elementary	537	282 (53%)	255 (47%)	5 (0.9%)	258 (48%)	24 (4.5%)	216 (40%)	34 (6.3%)
Essex Elementary	460	244 (53%)	216 (47%)	9 (2.0%)	43 (9.3%)	18 (4%)	363 (79%)	27 (5.9%)
Featherbed Lane Elem.	688	330 (48%)	358 (52%)	1 (0.1%)	637 (93%)	14 (2.0%)	9 (1.3%)	27 (3.9%)

TABLE 1 - BALTIMORE COUNTY ELEMENTARY SCHOOL DEMOGRAPHICS

	Student Population	Male	Female	Amer. Ind.	Afr. Amer.	Asian	White	Hispanic
Fifth District Elem.	279	160 (57%)	119 (43%)	0	5 (1.8%)	5 (1.8%)	266 (95%)	3 (1.1%)
Fort Garrison Elementary	385	202 (52%)	183 (48%)	1 (0.3%)	44 (11%)	18 (4.7%)	320 (83%)	2 (0.5%)
Franklin Elementary	507	261 (51%)	246 (49%)	2 (0.4%)	92 (18%)	28 (5.5%)	369 (73%)	16 (3.2%)
Fullerton Elementary	517	262 (51%)	255 (49%)	7 (1.4%)	132 (26%)	46 (8.9%)	320 (62%)	12 (2.3%)
Glenmar Elementary	340	184 (54%)	156 (46%)	0	225 (66%)	22 (6.5%)	62 (18.2%)	31 (9.1%)
Glyndon Elementary	471	228 (48%)	243 (52%)	2 (0.4%)	174 (37%)	48 (10%)	206 (44%)	41 (8.7%)
Grange Elementary	364	192 (53%)	172 (47%)	4 (1.1%)	43 (12%)	4 (1.1%)	303 (83%)	10 (2.7%)
Gunpowder Elementary	507	251 (50%)	256 (50%)	2 (0.4%)	70 (14%)	77 (15%)	352 (69%)	6 (1.2%)
Halethorpe Elementary	404	214 (53%)	190 (47%)	2 (0.5%)	83 (21%)	42 (10%)	250 (62%)	27 (6.7%)
Halstead Academy	531	277 (52%)	254 (48%)	1 (0.2%)	503 (95%)	2 (0.4%)	18 (3.4%)	7 (1.3%)
Hampton Elementary	403	205 (51%)	198 (49%)	0	62 (15%)	43 (11%)	287 (71%)	11 (2.7%)
Harford Hills Elementary	331	176 (53%)	155 (47%)	2 (0.6%)	95 (29%)	40 (12%)	166 (50%)	28 (8.5%)
Hawthorne Elementary	594	289 (49%)	305 (51%)	5 (0.8%)	287 (48%)	5 (0.8%)	254 (43%)	43 (7.2%)
Hebbville Elementary	437	224 (51%)	213 (49%)	2 (0.5%)	398 (91%)	5 (1.1%)	2 (0.5%)	30 (6.9%)
Hernwood Elementary	431	236 (55%)	195 (45%)	0	402 (93%)	3 (0.7%)	23 (5.3%)	3 (0.7%)
Hillcrest Elementary	650	335 (52%)	315 (48%)	0	132 (20%)	26 (4%)	467 (72%)	25 (4%)
Imagine Discovery Charter	465	236 (51%)	229 (49%)	1 (0.2%)	441 (95%)	10 (2.2%)	5 (1.1%)	8 (1.7%)
Jacksonville Elementary	531	280 (53%)	251 (47%)	0	14 (2.6%)	36 (6.8%)	471 (89%)	10 (1.9%)
Johnnycake Elementary	580	285 (49%)	295 (51%)	0	429 (74%)	39 (6.7%)	50 (8.6%)	62 (11%)
Joppa View Elementary	611	312 (51%)	299 (49%)	4 (0.7%)	153 (25%)	75 (12.3%)	357 (58%)	22 (3.6%)
Kingsville Elementary	344	169 (49%)	175 (51%)	2 (0.6%)	9 (2.6%)	14 (4.1%)	311 (90%)	8 (2.3%)
Landsdowne Elementary	392	184 (47%)	208 (53%)	0	97 (25%)	9 (2.3%)	250 (64%)	36 (9.2%)
Logan Elementary	508	272 (54%)	236 (46%)	12 (2.4%)	219 (43%)	1 (0.2%)	243 (48%)	33 (6.5%)
Lutherville Laboratory	486	262 (54%)	224 (46%)	1 (0.2%)	66 (14%)	82 (17%)	326 (67%)	11 (2.3%)
Mars Estates Elementary	376	212 (56%)	164 (44%)	0	196 (52%)	13 (3.5%)	131 (35%)	36 (9.6%)
Martin Boulevard Elem.	290	139 (48%)	151 (52%)	3 (1.0%)	100 (34%)	7 (2.4%)	152 (52%)	28 (9.7%)
McCormick Elementary	389	218 (56%)	171 (44%)	3 (0.8%)	345 (89%)	1 (0.3%)	32 (8.2%)	8 (2.1%)
Middleborough Elem.	316	173 (55%)	143 (45%)	1 (0.3%)	47 (15%)	8 (2.5%)	256 (81%)	4 (1.3%)
Middlesex Elementary	476	236 (50%)	240 (50%)	4 (0.8%)	164 (34%)	12 (2.5%)	245 (51%)	51 (11%)
Millbrook Elementary	342	174 (51%)	168 (49%)	6 (1.8%)	265 (77%)	7 (2.0%)	39 (11.4%)	25 (7.3%)
New Town Elementary	699	364 (52%)	335 (48%)	4 (0.6%)	527 (75%)	71 (10%)	74 (11%)	23 (3.3%)

TABLE 1 - BALTIMORE COUNTY ELEMENTARY SCHOOL DEMOGRAPHICS

	Student Population	Male	Female	Amer. Ind.	Afr. Amer.	Asian	White	Hispanic
Norwood Elementary	582	292 (50%)	290 (50%)	16 (2.7%)	70 (12%)	40 (6.9%)	374 (64%)	82 (14%)
Oakleigh Elementary	492	251 (51%)	241 (49%)	3 (0.6%)	174 (35%)	47 (9.6%)	240 (49%)	28 (5.7%)
Oliver Beach Elementary	258	141 (55%)	117 (45%)	0	6 (2.3%)	2 (0.8%)	249 (97%)	1 (0.4%)
Orems Elementary	350	184 (53%)	166 (47%)	3 (0.9%)	46 (13.1%)	8 (2.3%)	272 (78%)	21 (6%)
Owings Mills Elementary	711	363 (51%)	348 (49%)	1 (0.1%)	461 (65%)	48 (6.8%)	94 (13%)	107 (15%)
Padonia International Elem.	371	174 (47%)	197 (53%)	1 (0.3%)	100 (27%)	98 (26%)	109 (29%)	63 (17%)
Perry Hall Elementary	557	275 (49%)	282 (51%)	2 (0.4%)	100 (18%)	51 (9.2%)	379 (68%)	25 (4.5%)
Pine Grove Elementary	448	232 (52%)	216 (48%)	0	99 (22%)	42 (9.4%)	287 (64%)	20 (4.5%)
Pinewood Elementary	528	275 (52%)	253 (48%)	2 (0.4%)	36 (6.8%)	62 (12%)	417 (79%)	11 (2.1%)
Pleasant Plains Elementary	492	244 (50%)	248 (50%)	8 (1.6%)	322 (65%)	23 (4.7%)	109 (22%)	30 (6.1%)
Pot Spring Elementary	537	254 (47%)	283 (53%)	3 (0.6%)	130 (24%)	94 (18%)	253 (47%)	57 (11%)
Powhatan Elementary	329	155 (47%)	174 (53%)	2 (0.6%)	304 (92%)	1 (0.3%)	15 (4.6%)	7 (2.1%)
Prettyboy Elementary	452	237 (52%)	215 (48%)	2 (0.4%)	15 (3.3%)	9 (2.0%)	416 (92%)	10 (2.2%)
Randallstown Elementary	387	195 (50%)	192 (50%)	4 (1.0%)	340 (88%)	14 (3.6%)	13 (3.4%)	16 (4.1%)
Red House Elementary	524	271 (52%)	253 (48%)	2 (0.4%)	150 (29%)	32 (6%)	281 (54%)	59 (11%)
Reisterstown Elementary	503	268 (53%)	235 (47%)	0	167 (33%)	55 (11%)	220 (44%)	61 (12%)
Relay Elementary	413	207 (50%)	206 (50%)	0	81 (20%)	32 (7.7%)	287 (69%)	13 (3.1%)
Riderwood Elementary	518	279 (54%)	239 (46%)	0	18 (3.5%)	25 (4.8%)	463 (89%)	12 (2.3%)
Riverview Elementary	467	243 (52%)	224 (48%)	0	245 (52%)	3 (0.6%)	178 (38%)	41 (8.8%)
Rodgers Forge Elementary	704	356 (51%)	348 (49%)	1 (0.1%)	35 (5.0%)	92 (13%)	557 (79%)	19 (2.7%)
Sandalwood Elementary	460	250 (54%)	210 (46%)	0	361 (78%)	6 (1.3%)	47 (10%)	46 (10%)
Sandy Plains Elementary	591	307 (52%)	284 (48%)	13 (2.2%)	148 (25%)	18 (3.0%)	369 (62%)	43 (7.3%)
Scotts Branch Elementary	509	262 (51%)	247 (49%)	1 (0.2%)	459 (90%)	14 (2.8%)	2 (0.4%)	33 (6.5%)
Seneca Elementary	391	196 (50%)	195 (50%)	1 (0.3%)	111 (28%)	5 (1.3%)	259 (66%)	15 (3.8%)
Seven Oaks Elementary	403	217 (54%)	186 (46%)	1 (0.2%)	73 (18%)	61 (15%)	257 (64%)	11 (2.7%)
Seventh District Elementary	393	216 (55%)	177 (45%)	2 (0.5%)	15 (3.8%)	11 (2.8%)	359 (91%)	6 (1.5%)
Shady Spring Elementary	584	280 (48%)	304 (52%)	0	346 (59%)	56 (9.6%)	108 (18%)	74 (13%)
Sparks Elementary	512	236 (46%)	276 (54%)	0	33 (6.4%)	10 (2.0%)	455 (89%)	14 (2.7%)
Stoneleigh Elementary	586	294 (50%)	292 (50%)	3 (0.5%)	67 (11%)	37 (6.3%)	458 (78%)	21 (3.6%)
Summit Park Elementary	359	185 (52%)	174 (48%)	0	47 (13%)	26 (7.2%)	278 (77%)	8 (2.2%)
Sussex Elementary	360	183 (51%)	177 (49%)	2 (0.6%)	117 (33%)	16 (4.4%)	188 (52%)	37 (10%)

TABLE 2 - BALTIMORE COUNTY MIDDLE SCHOOL DEMOGRAPHICS

	Student Population	Male	Female	Amer. Ind.	Afr. Amer.	Asian	White	Hispanic
Arbutus Middle	797	426 (53%)	371 (47%)	5 (0.6%)	206 (26%)	49 (6.1%)	512 (64%)	25 (3.1%)
Catonville Middle	667	338 (51%)	329 (49%)	2 (0.3%)	199 (30%)	31 (5.0%)	421 (63%)	14 (2.1%)
Cockeysville Middle	813	414 (51%)	399 (49%)	3 (0.4%)	213 (26%)	96 (12%)	471 (58%)	30 (3.7%)
Deep Creek Middle	791	380 (48%)	411 (52%)	1 (0.1%)	456 (58%)	14 (1.8%)	275 (35%)	45 (5.7%)
Deer Park Middle Magnet	1,148	597 (52%)	551 (48%)	5 (0.4%)	1,021 (89%)	38 (3.3%)	45 (4.0%)	39 (3.4%)
Dumbarton Middle	944	475 (50%)	469 (50%)	3 (0.3%)	182 (19%)	111 (12%)	593 (63%)	55 (5.8%)
Dundalk Middle	462	244 (53%)	218 (47%)	11 (2.4%)	192 (42%)	5 (1.1%)	233 (50%)	21 (4.5%)
Franklin Middle	1,294	677 (52%)	617 (48%)	3 (0.2%)	456 (35%)	89 (6.9%)	663 (51%)	83 (6.4%)
Gen. John Stricker Middle	792	409 (52%)	383 (48%)	16 (2.0%)	119 (15%)	11 (1.4%)	620 (78%)	26 (3.3%)
Golden Ring Middle	661	341 (52%)	320 (48%)	7 (1.1%)	449 (68%)	21 (3.2%)	142 (21%)	42 (6.4%)
Hereford Middle	1,009	499 (49%)	510 (51%)	4 (0.4%)	60 (5.9%)	18 (1.8%)	917 (91%)	10 (1.0%)
Holabird Middle	652	353 (54%)	299 (46%)	12 (1.8%)	112 (17%)	30 (4.6%)	442 (68%)	56 (8.6%)
Landsdowne Middle	671	331 (49%)	340 (51%)	2 (0.3%)	226 (34%)	40 (6.0%)	316 (47%)	87 (13%)
Loch Raven Tech. Academy	583	294 (50%)	289 (50%)	1 (0.2%)	484 (83%)	11 (1.9%)	73 (13%)	14 (2.4%)
Meadowood Education Ctr.	44	28 (64%)	16 (36%)	1 (2.3%)	35 (80%)	0	7 (16%)	1 (2.3%)
Middle River Middle	894	455 (51%)	439 (49%)	5 (0.6%)	350 (39%)	23 (2.6%)	472 (53%)	44 (4.9%)
Old Court Middle	556	292 (53%)	264 (47%)	1 (0.2%)	509 (92%)	17 (3.1%)	17 (3.1%)	12 (2.2%)
Parkville Middle & Ctr. Of Tech	1,039	514 (49%)	525 (51%)	6 (0.6%)	258 (25%)	50 (4.8%)	692 (67%)	33 (3.2%)
Perry Hall Middle	1,520	773 (51%)	747 (49%)	3 (0.2%)	288 (19%)	148 (9.7%)	1,039 (68%)	42 (2.8%)
Pikesville Middle	917	505 (55%)	412 (45%)	4 (0.4%)	551 (60%)	51 (5.6%)	262 (29%)	49 (5.3%)
Pine Grove Middle	1,008	545 (54%)	463 (46%)	7 (0.7%)	253 (25%)	92 (9.1%)	625 (62%)	31 (3.1%)
Ridgely Middle	1,052	525 (50%)	527 (50%)	2 (0.2%)	116 (11%)	149 (14%)	756 (71%)	29 (2.8%)
Southwest Academy	725	377 (52%)	348 (48%)	2 (0.3%)	618 (85%)	54 (7.4%)	22 (3.0%)	29 (4.0%)
Sparrows Point Middle	464	219 (47%)	245 (53%)	1 (0.2%)	37 (8.0%)	2 (0.4%)	414 (89%)	10 (2.2%)
Stemmers Run Middle	703	364 (52%)	339 (48%)	6 (0.9%)	146 (21%)	15 (2.1%)	504 (72%)	32 (4.6%)
Sudbrook Magnet Middle	1,007	433 (43%)	574 (57%)	3 (0.3%)	640 (64%)	65 (6.5%)	251 (25%)	48 (4.8%)
Windsor Mill Middle	613	308 (50%)	305 (50%)	0	572 (93%)	12 (2.0%)	18 (2.9%)	11 (1.8%)
Woodlawn Middle	666	357 (54%)	309 (46%)	3 (0.5%)	629 (94%)	3 (0.5%)	4 (0.6%)	27 (4.1%)
TOTALS	22,492	11,473 (51%)	11,019 (49%)	119 (0.5%)	9,377 (42%)	1,245 (5.5%)	10,806 (48%)	945 (4.2%)

TABLE 3 - BALTIMORE COUNTY HIGH SCHOOL DEMOGRAPHICS

	Student Population	Male	Female	Amer. Ind.	Afr. Amer.	Asian	White	Hispanic
Carver Ctr. For Arts & Tech.	736	268 (36%)	468 (64%)	3 (0.4)	267 (36%)	29 (3.9%)	421 (57%)	16 (2.2%)
Catonsville Ctr. For Alternative	76	52 (68%)	24 (32%)	1 (1.3%)	51 (67%)	1 (1.3%)	22 (29%)	1 (1.3%)
Catonsville High	1,747	894 (51%)	853 (49%)	4 (0.2%)	496 (28%)	118 (6.8%)	1,084 (62%)	45 (2.6%)
Chesapeake High	1,063	567 (53%)	496 (47%)	5 (0.5%)	545 (51%)	14 (1.3%)	439 (41%)	60 (5.6%)
Dulaney High	1,853	912 (49%)	941 (51%)	12 (0.6%)	277 (15%)	248 (13%)	1,256 (68%)	60 (3.3%)
Dundalk High	1,220	609 (50%)	611 (50%)	21 (1.7%)	305 (25%)	34 (2.8%)	765 (63%)	95 (7.8%)
Eastern Technical High School	1,263	586 (46%)	677 (54%)	1 (0.1%)	230 (18%)	69 (5.5%)	927 (73%)	36 (2.9%)
Evening High School	76	48 (63%)	28 (37%)	1 (1.3%)	35 (46%)	0	37 (49%)	3 (4.0%)
Franklin High	1,578	792 (50%)	786 (50%)	7 (0.4%)	526 (33%)	86 (5.4%)	863 (55%)	96 (6.1%)
Hereford High	1,379	679 (49%)	700 (51%)	1 (0.1%)	43 (3.1%)	27 (2.0%)	1,281 (93%)	27 (2.0%)
Kenwood High IB & Sports Science	1,752	882 (50%)	870 (50%)	15 (0.9%)	505 (29%)	23 (1.3%)	1,145 (65%)	64 (3.7%)
Landdowne High & Academy of Finance	1,240	641 (52%)	599 (48%)	4 (0.3%)	332 (27%)	37 (3.0%)	783 (63%)	84 (6.8%)
Loch Raven High	1,042	514 (49%)	528 (51%)	1 (0.1%)	256 (25%)	89 (8.5%)	677 (65%)	19 (1.8%)
Milford Mill Academy	1,390	664 (48%)	726 (52%)	3 (0.2%)	1,318 (95%)	27 (2.0%)	12 (0.9%)	30 (2.2%)
New Town High	974	518 (53%)	456 (47%)	2 (0.2%)	895 (92%)	17 (1.7%)	42 (4.3%)	18 (1.8%)
Overlea High & Academy of Finance	1,210	615 (51%)	595 (49%)	11 (0.9%)	794 (66%)	20 (1.7%)	332 (27%)	53 (4.4%)
Owings Mills High	1,034	558 (54%)	476 (46%)	1 (0.1%)	529 (51%)	64 (6.2%)	340 (33%)	100 (9.6%)
Parkville High & Center for Math/Science	1,716	932 (54%)	784 (46%)	5 (0.3%)	762 (44%)	141 (8.2%)	711 (41%)	97 (5.7%)
Patapsco High & Center for Arts	1,475	665 (45%)	810 (55%)	12 (0.8%)	250 (17%)	19 (1.3%)	1,162 (79%)	32 (2.2%)
Perry Hall High	2,192	1,126 (51%)	1,066 (49%)	11 (0.5%)	378 (17%)	217 (9.9%)	1,541 (70%)	45 (2.1%)
Pikesville High	920	492 (53%)	428 (47%)	4 (0.4%)	421 (46%)	38 (4.1%)	442 (48%)	15 (1.6%)
Randalstown High	1,225	622 (51%)	603 (49%)	4 (0.3%)	1,161 (95%)	17 (1.4%)	26 (2.1%)	17 (1.4%)
Sparrows Point High	804	411 (51%)	393 (49%)	5 (0.6%)	53 (6.6%)	7 (0.9%)	731 (91%)	8 (1.0%)
Towson High Law & Public Policy	1,407	705 (50%)	702 (50%)	3 (0.2%)	277 (20%)	105 (7.5%)	986 (70%)	36 (2.6%)
Western School of Tech & Env. Science	885	397 (45%)	488 (55%)	2 (0.2%)	605 (68%)	76 (8.6%)	188 (21%)	14 (1.6%)
Woodlawn High Ctr. For Pre-Eng. Res.	1,757	957 (54%)	800 (46%)	4 (0.2%)	1,583 (90%)	65 (3.7%)	37 (2.1%)	68 (3.9%)
TOTALS	32,014	16,106 (50%)	15,908 (50%)	143 (0.4%)	12,894 (40.2%)	1,588 (5.0%)	16,250 (50%)	1,139 (3.6%)

TABLE 4 - BALTIMORE COUNTY NON-TRADITIONAL SCHOOL DEMOGRAPHICS

	Student Population	Male	Female	Amer. Ind.	Afr. Amer.	Asian	White	Hispanic
Elementary/Middle School								
White Oak School	149	121 (81%)	28 (19%)	1 (0.7%)	63 (42%)	1 (0.7%)	80 (54%)	4 (2.6%)
Middle/High Schools								
Bridge Center	14	9 (64%)	5 (36%)	0	10 (71%)	0	4 (29%)	0
Crossroads Center	171	118 (69%)	53 (31%)	0	82 (48%)	0	88 (51%)	1 (0.6%)
Rosedale Center	166	111 (67%)	55 (33%)	5 (3.0%)	62 (37%)	0	96 (58%)	3 (1.8%)
"K through 12" Schools								
Battle Monument School	53	28 (53%)	25 (47%)	0	13 (25%)	0	37 (70%)	3 (5.7%)
Maiden Choice School	105	71 (68%)	34 (32%)	1 (1.0%)	69 (66%)	5 (4.8%)	28 (27%)	2 (1.9%)
Ridge Ruxton	125	79 (63%)	46 (37%)	1 (0.8%)	35 (28%)	10 (8.0%)	73 (58%)	6 (4.8%)
Special/Alternative Schools								
Campfield Early Childhood Center	306	159 (52%)	147 (48%)	2 (0.7%)	203 (66%)	20 (6.5%)	40 (13%)	41 (13%)
TOTALS	1,089	696 (64%)	393 (36%)	10 (0.9%)	537 (49%)	36 (3.3%)	446 (41%)	60 (5.5%)

Table 5 - Baltimore County Public School Students - Reading & Math Proficiency %s

	Amer. Ind. Read/Math		Afr. Am. Read/Math		Asian Read/Math		White Read/Math		Hispanic Read/Math	
Arbutus Elem.	0	0	89.5	94.4	100	100	96.6	95.8	na	Na
Baltimore Highlands Elem.	0	0	65.5	62.1	33.3	50	78.1	76.2	75	87.5
Battle Grove Elem.	na	na	66.7	66.7	na	na	83.5	83.5	na	Na
Bear Creek Elem.	na	na	95	90	na	na	87.7	82.1	62.5	87.5
Bedford Elementary	0	0	67.5	62.5	0	0	75	50	44.4	55.6
Berkshire Elem.	na	na	84.2	84.2	na	na	88.9	88	100	100
Carney Elementary	na	na	94.4	92.6	95.8	100	98.4	96.1	90	90
Carroll Manor Elem.	0	0	0	0	100	100	99.3	97.4	0	0
Catonsville Elem.	na	na	86.8	88.7	94.7	94.7	94.6	95.5	100	83.3
Cedarnere Elem.	0	0	87.1	81.7	88.9	100	93.1	93.1	73.1	73.1
Chadwick Elementary	0	0	99	99	97.8	100	na	na	90	100
Chapel Hill Elem.	na	na	100	97.7	100	100	99.3	97.4	100	100
Charlesmont Elem.	na	na	94.7	89.5	na	na	93.7	90.1	100	100
Chase Elementary	na	na	95.2	73.8	na	na	90.7	89.5	na	Na

Chatsworth School	0	0	0	75.8	59.7	87.5	87.5	97.6	92.9	85.7	85.7
Chesapeake Terrace Elem.	0	0	0	na	na	0	0	95.4	90.8	na	na
Church Lane Elem. Tech.	0	0	0	89	90	90.9	100	83.3	83.3	na	na
Colgate Elementary	na	na	na	75.9	58.6	na	na	79.8	76.2	76.9	85.2
Cromwell Valley Elem. Tech	0	0	0	96.1	92.2	100	100	98.5	97.1	87.5	100
Deep Creek Elementary	0	0	0	75.8	75.2	0	0	76.7	76.7	76.9	92.3
Deer Park Elementary	na	na	na	85.5	79.9	na	na	na	na	100	88.9
Dogwood Elementary	0	0	0	87.6	87.1	100	100	na	na	83.3	100
Dundalk Elementary	80	100	100	70.9	74.5	na	na	84.4	87.6	71.4	92.9
Eastwood Center	0	0	0	85.7	85.7	na	na	80	78.3	na	na
Edgemere Elementary	na	na	na	93.8	87.5	na	na	92.3	88	na	na
Edmondson Heights Elem.	na	na	na	77.5	73.6	0	0	100	83.3	68.8	68.8
Elmwood Elementary	na	na	na	82.3	75.2	100	83.3	88.6	93.2	72.7	63.6
Essex Elementary	100	100	100	75	87.5	na	na	93.5	85.2	100	100
Featherbed Lane Elem.	0	0	0	76.7	68.2	na	na	na	na	83.3	100

Fifth District Elem.	0	0	na	na	na	na	na	na	na	98.4	97.6	0	0
Fort Garrison Elementary	0	0	88	76	100	88.9	99.4	97.5	0	0	0	0	0
Franklin Elementary	na	na	78.6	81	91.7	100	95.8	91.6	na	na	na	na	na
Fullerton Elementary	na	na	95	98.3	100	100	99.3	99.3	na	na	na	na	na
Glenmar Elementary	0	0	82.2	81.2	100	100	88.9	88.9	78.6	92.9	92.9	92.9	92.9
Glyndon Elementary	na	na	89.3	82.4	81.8	86.4	93.2	92	81.8	77.3	77.3	77.3	77.3
Grange Elementary	na	na	75	80	na	na	94.1	91.1	na	na	na	na	na
Gunpowder Elementary	0	0	97.2	75	100	97.6	95.6	96.9	na	na	na	na	na
Halethorpe Elementary	0	0	97.1	74.3	86.7	86.7	93.3	87.5	66.7	75	75	75	75
Halstead Academy	0	0	75.2	72.1	na	na	na	na	na	na	na	na	na
Hampton Elementary	0	0	93.1	83.3	96.2	100	96.8	98.4	na	na	na	na	na
Harford Hills Elementary	0	0	79.1	79.1	100	100	90.3	86.1	70	80	80	80	80
Hawthorne Elementary	na	na	76.5	65.9	na	na	81.1	71.9	87.5	87.5	87.5	87.5	87.5
Hebbville Elementary	0	0	73.6	68.5	na	na	na	na	53.8	84.6	84.6	84.6	84.6

Hernwood Elementary	0	0	0	76.2	68.8	na	na	na	100	88.9	na	na
Hillcrest Elementary	0	0	0	94.1	92.6	100	100	98.5	97.5	84.6	100	na
Imagine Discovery Charter	0	0	0	74.7	75.3	na	na	na	na	na	na	na
Jacksonville Elementary	0	0	0	100	83.3	100	100	99.6	99.1	na	na	na
Johnnycake Elementary	0	0	0	76.8	75.4	93.3	100	86.7	80	83.3	83.3	na
Joppa View Elementary	na	na	na	94.3	84.3	94.4	94.4	95.9	94.8	100	100	na
Kingsville Elementary	0	0	0	na	na	100	100	97.3	96.7	na	na	na
Landsdowne Elementary	na	na	na	94.3	91.4	na	na	95.8	95.8	100	85.7	na
Logan Elementary	na	na	na	79.2	84.2	na	na	93	95	100	92.9	na
Lutherville Laboratory	0	0	0	96.3	92.6	100	100	98.7	98.7	na	na	na
Mars Estates Elementary	0	0	0	77.8	67.8	85.7	85.7	80	76.7	85.7	85.7	na
Martin Boulevard Elem.	0	0	0	85.1	87.2	na	na	89.7	88.2	66.7	66.7	na
McCormick Elementary	na	na	na	79.6	79	0	0	82.4	70.6	na	na	na
Middleborough Elem.	na	na	na	95.8	79.2	na	na	99.1	98.2	na	na	na

Middlesex Elementary	na	na	81.5	69.2	na	na	78.7	80.9	69.2	69.2
Millbrook Elementary	na	na	79.5	73.9	na	na	63.2	63.2	58.3	58.3
New Town Elementary	na	na	98.5	96.9	100	100	100	100	88.9	100
Norwood Elementary	83.3	100	82.9	88.6	87.5	80	93.7	95.6	96	96
Oakleigh Elementary	0	0	84.8	77.2	100	100	90.4	87.5	92.3	76.9
Oliver Beach Elementary	0	0	16.7	33.3	na	na	95.6	91.2	na	na
Orems Elementary	na	na	84.6	100	na	na	89.9	89	na	na
Owings Mills Elementary	na	na	90.9	90.4	94.1	100	89.5	94.7	89.7	86.7
Padonia International Elem.	0	0	86	86	89.3	96.4	93.8	93.8	73.7	84.2
Perry Hall Elementary	0	0	94.9	88.1	100	90	91.3	89.2	100	100
Pine Grove Elementary	0	0	89.4	87.2	95.5	95.5	94.8	97.8	na	na
Pinewood Elementary	0	0	66.7	55.6	100	100	96.3	96.3	100	80
Pleasant Plains Elementary	87.5	87.5	80.9	71.3	91.7	100	91.5	93.6	84.6	100

Pot Spring Elementary	na	na	88.7	95.2	100	100	95.1	98.4	77.8	77.8
Powhatan Elementary	na	na	81	74.5	0	0	100	100	na	na
Prettyboy Elementary	0	0	87.5	75	na	na	98	96.6	na	na
Randallstown Elementary	na	na	79.1	68.4	40	60	na	na	na	na
Red House Elementary	0	0	95.4	87.7	100	100	95.9	91.8	85.7	92.9
Reisterstown Elementary	0	0	84.3	75.7	95.7	100	91.7	89	77.8	81.5
Relay Elementary	0	0	97.7	88.4	100	90	99.1	96.6	100	100
Riderwood Elementary	0	0	75	50	100	100	99.1	96.9	80	80
Riverview Elementary	0	0	54.3	53.2	na	na	73.7	73.7	78.6	71.4
Rodgers Forge Elementary	0	0	87.5	79.2	93.8	96.9	98.8	98	na	na
Sandalwood Elementary	0	0	76	74.7	0	0	69.2	100	61.5	83.3
Sandy Plains Elementary	85.7	85.7	78.5	72.3	88.9	100	80.9	78.3	85.7	64.3
Scotts Branch Elementary	0	0	77.5	73.5	na	na	na	na	70.6	76.5
Seneca Elementary	na	na	90.4	88.5	na	na	96.3	94.4	40	80

Seven Oaks Elementary	na	na	86.7	86.7	86.7	96	100	94.5	95.4	100	100
Seventh District Elementary	na	na	100	100	100	80	80	97.8	97.8	na	na
Shady Spring Elementary	0	0	77.6	83.6	77.6	95	100	92.3	88.5	70.4	81.5
Sparks Elementary	0	0	81.8	86.4	81.8	na	na	95	95	71.4	71.4
Stoneleigh Elementary	0	0	78	82.9	78	100	100	98.6	98.1	91.7	91.7
Summit Park Elementary	0	0	84.6	92.3	84.6	100	100	100	97.1	na	na
Sussex Elementary	na	na	56.4	71.8	56.4	na	na	89	75.3	77.8	77.8
Timber Grove Elementary	0	0	80.4	85.3	80.4	100	94.7	94.7	92.6	100	93.3
Timonium Elementary	0	0	87.5	93.8	87.5	100	100	98.2	98.8	90	100
Victory Villa Elementary	0	0	88.6	93.2	88.6	na	na	93.9	98	90.9	90.9
Villa Crest Elementary	0	0	80	83.6	80	100	92.3	91.9	91.9	80	80
Vincent Farm Elementary	0	0	89.4	95.5	89.4	100	100	98.3	91.4	91.7	100
Warren Elementary	na	na	89.2	94.6	89.2	100	91.7	96.3	91.3	na	na
Wellwood International	0	0	77.4	86.9	77.4	97.3	94.9	100	90.9	100	100

Westchester Elementary	na	na	94.1	76.5	94.1	88.2	97.2	96.1	100	61.5
Westowne Elementary	0	0	92.9	86.7	100	100	98.8	96.4	100	100
Winand Elementary	0	0	87.5	77.1	88.9	88.9	na	na	na	na
Winfield Elementary	0	0	79.4	77.2	na	na	60	100	na	na
Woodbridge Elementary	0	0	90.2	83.7	80	90	100	100	87.5	62.5
Woodholme Elementary	na	na	96.3	93.8	92.3	92.3	90.5	100	100	100
Woodmoor Elementary	na	na	82.5	75.5	na	na	0	0	87.5	75
Arbutus Middle	80	60	79.8	66.5	91.3	93.5	88.5	80.8	95.5	90.9
Catonsville Middle	na	na	84.4	83.3	93.3	100	94.9	94.9	91.7	83.3
Cockeysville Middle	na	na	74	59.7	93.4	96.7	92.2	89.1	86.2	65.5
Deep Creek Middle	na	na	77	52	76.9	76.9	81.5	67.2	87.5	57.5
Deer Park Middle Magnet	na	na	79.8	57.5	94.1	85.3	83.8	61.1	74.3	60
Dumbarton Middle	na	na	80.5	69.5	81.7	90.2	95.1	91.8	58.1	67.4
Dundalk Middle	50	12.5	65.5	45.8	na	na	74.2	52.8	55.6	66.7
Franklin Middle	na	na	74.4	65.1	88.6	100	90.5	86.9	80.5	80.5

Gen. John Stricker Middle	57.1	57.1	77.8	70.7	90	100	79.5	72.3	79.2	83.3
Golden Ring Middle	66.7	0	67.8	39	95	95	81.5	61	71.1	50
Hereford Middle	na	na	81	86.2	100	94.4	93.1	95	100	100
Holabird Middle	80	80	62.5	48.9	63	60.7	78.1	64.9	48	46
Landsdowne Middle	na	na	70.5	44.4	45.2	60.6	72.3	56	46.8	48.8
Loch Raven Tech. Academy	na	na	72.2	51.8	100	100	85.3	76.5	70	50
Meadowood Education Ctr.	No	Avail	Data	For	This	School				
Middle River Middle	na	na	69.3	56.3	91.3	78.3	74.8	62.2	60	60
Old Court Middle	na	na	73.7	41.7	68.8	62.5	90	50	72.7	63.6
Parkville Middle & Ctr. Of Tech	83.3	33.3	82.4	72	91.8	93.9	91.4	84.2	100	80.6
Perry Hall Middle	na	na	80.1	73.4	95.1	95.8	91.1	87	85	78
Pikesville Middle	na	na	70.9	53.9	95.9	91.8	94.1	87.8	75.6	68.9
Pine Grove Middle	100	100	78.1	76.4	90.9	93.2	88.7	90.4	89.3	85.7
Ridgely Middle	na	na	84	79.2	95.2	94.6	96.7	93.5	85.2	85.2
Southwest Academy	na	na	77.3	55	84.9	71.7	72.2	61.1	77.8	55.6
Sparrows Point Middle	0	0	90.3	71	na	na	82.1	76.5	66.7	66.7

Stemmers Run Middle	40	60	70.4	44.4	86.7	86.7	86.7	78.7	58.1	80	44.8
Sudbrook Magnet Middle	na	na	94.7	86.2	90.2	95.1	97.6	95.2	63	76.1	
Windsor Mill Middle	0	0	70.2	53.7	66.7	66.7	77.8	61.1	60	40	
Woodlawn Middle	na	na	86.5	74	na	na	na	na	87.5	75	
Carver Ctr. For Arts & Tech.	na	na	88.9	93.7	na	na	98	100	na	na	
Catonsville Ctr. For Alternative	No	Data	Avail	For	This	School					
Catonsville High	na	na	73.8	77.1	88	87.5	94.6	96.4	92.3	84.6	
Chesapeake High	na	na	72.2	69.5	na	na	78.1	78.8	83.3	66.7	
Dulaney High	na	na	89.6	79.1	100	100	95.4	97.7	100	100	
Dundalk High	na	na	54.2	72.9	33.3	71.4	72.9	84.2	40	70	
Eastern Technical High School	0	0	100	100	100	100	99.6	100	100	100	
Evening High School	No	Data	Avail	For	This	School					
Franklin High	na	na	72.2	84	82.4	100	87.1	95.7	71.4	78.6	
Hereford High	0	0	90	81.8	100	100	97	97.3	na	na	
Kenwood High IB & Sports Science	na	na	66.7	71	83.3	100	74.6	77.4	50	83.3	
Landsdowne High & Academy of Finance	na	na	66.7	70.9	62.5	75	74.7	80.1	50	72.7	

Loch Raven High	na	na	80.4	77.1	88.2	100	90.7	98.8	na	na
Milford Mill Academy	0	0	80.7	69.3	na	na	na	na	100	100
New Town High	na	na	81.7	82.9	77.8	88.9	76.9	76.9	na	na
Overlea High & Academy of Finance	na	na	73.7	78.4	100	100	83.3	91.3	50	90.9
Owings Mills High	0	0	71	68.7	100	100	88.5	95.6	71.4	100
Parkville High & Center for Math/Science	0	0	79.9	76.2	84	100	91.9	95.6	91.7	91.7
Patapsco High & Center for Arts	na	na	86.7	91.7	100	na	88.1	93.3	85.7	100
Perry Hall High	0	0	71.9	98.4	92.3	100	90.3	98.3	88.9	100
Pikesville High	na	na	83.5	74.1	100	100	97.8	96.9	0	0
Randallstown High	0	0	75.1	68.9	60	100	100	100	na	na
Sparrows Point High	na	na	80	80	na	na	88.8	91.4	na	na
Towson High Law & Public Policy	0	0	85.2	90.2	100	100	97.5	98.3	100	88.9
Western School of Tech & Env. Science	na	na	92.6	93	86.4	95.5	93.8	100	na	na

Woodlawn High Ctr. For Pre-Eng. Res.	0	0	72.7	63.1	63.6	45.5	100	80	50	60
Battle Monument School	0	0	100	62.5	0	0	92.3	23.1	0	0
Maiden Choice School	0	0	61.9	61.9	0	0	60	40	0	0
Ridge Ruxton	0	0	100	73.3	83.3	100	89.7	79.3	na	na
White Oak School	na	na	65	32.5	0	0	67.4	54.5	na	na
Bridge Center										
Crossroads Center										
Rosedale Center										
Afternoon Group										
Learning Center										
Baltimore County										
Home & Hospital										
Campfield E.C.C.										
Home Teaching - Elementary										
Home Teaching - Middle/High										
Sollers Point/So.										
Eastern Technical High										

TABLE 6 - NATURE OF OFFENSES THAT RESULT in IN-SCHOOL SUSPENSIONS (ELEMENTARY SCHOOLS)

	TOTAL	Attendance	Dangerous Substances	Weapons	Attacks/Threats/Fighting	Arson/Fire/Explosives	Sex Offense	Disrespect/Insubordination/Disruption	Other
STATE	48,993	9,189	333	64	5,015	32	275	21,333	12,752
COUNTYWIDE	2,571	260	6	6	453	3	13	924	906
Bear Creek Elem.	1	0	0	0	0	0	0	1	0
Carney Elementary	2	0	0	0	0	0	0	2	0
Chase Elementary	3	0	0	0	0	0	0	0	3
Chatsworth School	2	0	0	0	2	0	0	0	0
Chesapeake Terrace Elem.	3	0	0	0	2	0	0	0	1
Deep Creek Elementary	4	0	0	0	2	0	0	0	2
Dogwood Elementary	7	0	0	0	5	0	0	1	1
Dundalk Elementary	4	0	0	0	1	0	0	3	0
Eastwood Center	2	0	0	0	2	0	0	0	0
Edmondson Heights Elem.	2	0	0	0	0	0	0	2	0
Elmwood Elementary	1	0	0	0	0	0	0	1	0
Essex Elementary	3	0	0	0	0	0	1	1	1
Featherbed Elementary	19	0	0	0	10	0	0	4	5
Fifth District Elementary	1	0	0	0	1	0	0	0	0
Glenmar Elementary	4	0	0	0	2	0	0	1	1
Halstead Academy	23	0	0	0	5	0	0	2	16
Hawthorne Elementary	1	0	0	0	1	0	0	0	0
Hebbville Elementary	1	0	0	0	0	0	0	1	0
Hemwood Elementary	1	0	0	0	1	0	0	0	0
Imagine Discovery Charter	5	0	0	0	5	0	0	0	0
Johnnycake Elementary	11	0	0	0	9	0	0	1	1
Joppa View Elementary	1	0	0	0	1	0	0	0	0
Kingsville Elementary	1	0	0	0	0	0	1	0	0
Lansdowne Elementary	1	0	0	0	1	0	0	0	0
Logan Elementary	6	0	0	0	0	0	0	1	5
Lutherville Laboratory	1	0	0	0	0	0	0	1	0
Mars Estates Elementary	13	0	0	0	10	0	0	0	3
Martin Boulevard Elem	10	0	0	0	5	0	2	2	1

(ELEMENTARY SCHOOLS)

	TOTAL	Attendance	Dangerous Substances	Weapons	Attacks/Threats/Fighting	Arson/Fire/Explosives	Sex Offense	Disrespect/Insubordination	Disruption	Other
McCormick Elementary	8	0	0	0	5	0	0	1	1	2
Middlesex Elementary	1	0	0	0	0	0	0	1	1	0
Oakleigh Elementary	2	0	0	0	0	0	0	0	0	2
Orems Elementary	1	0	0	0	0	0	0	0	0	1
Owings Mills Elementary	14	0	0	0	8	0	0	0	0	6
Padonia International Elem	3	0	0	0	3	0	0	0	0	0
Powhatan Elementary	19	0	0	1	14	0	0	0	0	4
Randallstown Elementary	2	0	0	0	2	0	0	0	0	0
Red House Run Elementary	4	0	0	0	4	0	0	0	0	0
Relay Elementary	2	0	0	0	2	0	0	0	0	0
Riverview Elementary	35	0	0	0	24	0	1	2	2	8
Sandalwood Elementary	4	0	0	0	1	0	0	0	0	3
Sandy Plains Elementary	4	0	0	0	4	0	0	0	0	0
Scotts Branch Elementary	4	0	0	0	3	0	0	0	0	1
Seneca Elementary	6	2	0	0	0	0	0	0	0	4
Stoneleigh Elementary	5	0	0	0	3	0	0	1	1	1
Sussex Elementary	15	0	0	1	7	0	0	6	1	1
Villa Cresta Elementary	7	0	0	0	4	0	0	1	2	2
Vincent Farm Elementary	1	0	0	0	0	0	0	0	1	1
Westowne Elementary	4	0	0	1	0	0	0	3	0	0
Winand Elementary	15	0	0	0	8	0	0	5	2	2
Winfield Elementary	79	0	0	1	49	0	0	18	11	11
Woodmoor Elementary	8	0	0	0	4	0	0	0	0	4
TOTALS	141	0	0	0	69 (49%)	0	4 (2.8%)	24 (17%)	44 (31%)	

- Out of the 2,571 students receiving in-school suspensions 5.4% are in elementary school.

TABLE 6 - NATURE OF OFFENSES THAT RESULT in IN-SCHOOL SUSPENSIONS (MIDDLE SCHOOLS)

	TOTAL	Attendance	Dangerous Substances	Weapons	Attacks/Threats/Fighting	Arson/Fire/Explosives	Sex Offense	Disrespect/Insubordination/Disruption	Other
STATE	48,993	9,189	333	64	5,015	32	275	21,333	12,752
COUNTYWIDE	2,571	260	6	6	453	3	13	924	906
Catonsville Middle	47	2	0	0	10	0	0	22	13
Dumbarton Middle	89	0	0	0	17	0	1	50	21
Dundalk Middle	16	3	0	1	2	0	1	0	9
Gen. John Stricker Middle	62	4	0	0	8	0	0	36	14
Golden Ring Middle	142	16	0	0	23	0	1	55	47
Hereford Middle	61	3	0	0	11	0	0	26	21
Holabird Middle	3	0	0	0	0	0	0	1	2
Landowne Middle	53	2	0	0	18	1	1	24	7
Loch Raven Tech. Academy	19	0	0	0	7	0	0	9	3
Middle River Middle	429	33	0	0	42	1	3	175	175
Old Court Middle	80	13	0	0	15	0	0	38	14
Perry Hall Middle	1	0	0	0	0	0	0	1	0
Pikesville Middle	1	0	0	0	0	0	0	1	0
Ridgely Middle	38	3	0	0	12	0	0	14	9
Stemmers Run Middle	713	18	1	0	37	1	0	294	362
Sudbrook Magnet Middle	1	0	0	0	1	0	0	0	0
Windsor Mill Middle	61	4	0	1	26	0	1	15	14
TOTALS	1816	101 (5.6%)	1 (0.1%)	2 (0.1%)	229 (13%)	3 (0.2%)	8 (0.4%)	761 (42%)	711 (39%)

- Out of the 2,571 students receiving in-school suspensions 71% are in middle school.

TABLE 6 - NATURE OF OFFENSES THAT RESULT in IN-SCHOOL SUSPENSIONS (HIGH SCHOOLS)

	TOTAL	Attendance	Dangerous Substances	Weapons	Attacks/Threats/Fighting	Arson/Fire/Explosives	Sex Offense	Disrespect/Insubordination/Disruption	Other
STATE	48,993	9,189	333	64	5,015	32	275		12,752
COUNTYWIDE	2,571	260	6	6	453	3	13		906
Catonsville High	2	0	0	0	1	0	0	1	0
Chesapeake High	3	1	0	0	0	0	0	2	0
Dundalk High	16	5	1	0	0	0	0	7	3
Evening High School	2		0	0	0	0	0	1	1
Hereford High	21	5	0	0	1	0	0	0	15
Kenwood High IB & Sports Science	1	0	0	0	0	0	0	1	0
Landsdowne High & Academy of Finance	6	2	0	0	0	0	0	0	4
Milford Mill Academy	2	0	0	0	0	0	0	2	0
Overlea High & Academy of Finance	2							1	1
Owings Mills High	1	0	0	0	1	0	0	0	0
Parkville High & Center for Math/Science	21	6	2	0	0	0	0	8	5
Patapsco High & Center for Arts	1	0	0	0	0	0	0	1	0
Perry Hall High	1	0	0	0	0	0	0	0	1
Randallstown High	199	123	0	0	1	0	0	34	41
Sparrows Point High	11	5	1	0	0	0	0	5	0
Towson High Law & Public Policy	1	0	0	0	1	0	0	0	0
Western School of Tech & Env. Science	2	0	0	0	0	0	0	0	2
Woodlawn High Ctr. For Pre-Eng. Res.	35	10	0	0	2	0	0	12	11
TOTALS	327	157 (48%)	4 (1.2%)	0	7 (2.1%)	0	0	75 (23%)	84 (26%)

- Out of the 2,571 students receiving in-school suspensions 13% are in high school.

TABLE 6 - NATURE OF OFFENSES THAT RESULT in IN-SCHOOL SUSPENSIONS (NON-TRADITIONAL SCHOOLS)

	TOTAL	Attendance	Dangerous Substances	Weapons	Attacks/Threats/Fighting	Arson/Fire/Explosives	Sex Offense	Disrespect/Insubordination/Disruption	Other
STATE	48,993	9,189	333	64	5,015	32	275	21,333	12,752
COUNTYWIDE	2,571	260	6	6	453	3	13	924	906
Middle/High Schools									
Crossroads Center	36	0	0	0	6	0	0	18	12
Rosedale Center	16	0	1	0	0	0	0	10	5
TOTALS	52	0	1 (1.9%)	0	6 (12%)	0	0	28 (54%)	17 (33%)

- Out of the 2,571 students receiving in-school suspensions 2% are in non-traditional schools.

TABLE 7 - NATURE OF OFFENSES THAT RESULT in OUT-OF-SCHOOL SUSPENSIONS (ELEMENTARY SCHOOLS)

	TOTAL	Attendance	Dangerous Substances	Weapons	Attacks/Threats/Fighting	Arson/Fire/Explosives	Sex Offense	Disrespect/Insubordination/Disruption	Other
STATE	104,117	6,689	3,525	1,928	30,202	575	1,335	37,175	22,688
COUNTYWIDE	20,178	1,905	535	290	4,614	56	215	8,247	4,316
Baltimore Highlands Elem.	10	0	0	0	5	0	0	3	2
Bear Creek Elem.	21	1	0	3	7	0	0	8	2
Bedford Elementary	20	0	0	2	11	0	0	5	2
Berkshire Elem.	34	0	0	0	21	0	1	2	10
Carney Elementary	20	0	1	0	5	0	1	4	9
Catonsville Elem.	8	0	0	3	3	0	0	0	2
Cedarmere Elem.	20	0	0	0	14	0	0	1	5
Chadwick Elementary	25	0	0	0	10	0	4	4	7
Charlesmont Elem.	15	0	0	0	2	0	1	12	0
Chase Elementary	7	0	0	0	4	0	0	2	1
Chatsworth School	21	0	0	0	12	0	0	1	8
Church Lane Elem. Tech.	36	0	0	0	7	0	0	9	20
Colgate Elementary	43	0	0	0	13	0	2	20	8
Cromwell Valley Elem. Tech	3	0	0	0	2	0	0	0	1
Deep Creek Elementary	58	0	0	0	39	0	0	17	2
Deer Park Elementary	77	0	0	1	47	0	2	24	3
Dogwood Elementary	36	0	0	0	22	0	0	9	5
Dundalk Elementary	54	0	0	2	26	0	0	19	7
Eastwood Center	4	0	0	0	0	0	0	2	2
Edgemere Elementary	4	0	0	0	2	0	0	1	1
Edmonson Heights Elem	54	0	0	2	19	1	0	32	0
Elmwood Elementary	45	0	0	1	33	0	0	8	3
Essex Elementary	16	0	0	2	6	0	3	4	1
Featherbed Lane Elem/Prim	82	0	0	3	34	1	2	21	21
Fifth District Elementary	1	0	0	0	1	0	0	0	0
Franklin Elementary	17	0	0	0	14	0	0	0	3
Fullerton Elementary	30	0	0	0	8	0	1	15	6
Glenmar Elementary	29	0	0	1	10	0	5	12	1
Glyndon Elementary	30	0	0	0	12	0	0	13	5
Grange Elementary	14	0	0	1	3	0	1	4	5

(ELEMENTARY SCHOOLS)

	TOTAL	Attendance	Dangerous Substances	Weapons	Attacks/ Threats/ Fighting	Arson/Fire/ Explosives	Sex Offense	Disrespect/ Insubordination Disruption	Other
Gunpowder Elementary	39	0	0	0	15	0	1	7	16
Halethorpe Elementary	16	0	0	0	4	0	0	6	6
Haistead Academy	84	0	0	3	28	0	1	10	42
Hampton Elementary	1	0	0	0	1	0	0	0	0
Harford Hills Elementary	13	0	0	1	7	0	0	3	2
Hawthorne Elementary	47	0	0	0	19	0	0	21	7
Hebbville Elementary	39	0	2	1	4	0	0	0	32
Hernwood Elementary	68	0	0	0	41	0	0	7	20
Hillcrest Elementary	1	0	0	1	0	0	0	0	0
Imagine Discovery Charter	49	0	0	2	14	0	3	17	13
Jacksonville Elementary	4	0	0	0	1	0	0	1	2
Johnnycake Elementary	39	0	0	3	23	0	0	6	7
Joppa View Elementary	17	0	0	2	7	0	0	1	7
Kingsville Elementary	10	0	0	0	5	0	0	4	1
Landsdowne Elementary	19	0	0	1	14	0	0	1	3
Logan Elementary	59	2	0	2	37	0	3	5	10
Lutherville Laboratory	15	0	0	0	13	0	0	0	2
Mars Estates Elementary	23	0	0	0	12	0	1	4	6
Martin Boulevard Elem.	2	0	0	1	1	0	0	0	0
McCormick Elementary	54	0	0	2	34	0	1	9	8
Middleborough Elem	18	0	0	1	9	0	0	6	2
Middlesex Elementary	17	0	0	1	6	1	0	8	1
Milbrook Elementary	56	0	0	1	24	0	0	16	15
New Town Elementary	4	0	0	0	3	0	0	0	1
Norwood Elementary	5	0	0	0	3	0	0	1	1
Oakleigh Elementary	19	0	0	5	10	0	2	1	1
Oliver Beach Elementary	2	0	0	1	0	0	0	0	1
Orems Elementary	21	0	0	0	3	0	0	10	8
Owings Mills Elementary	84	0	0	1	43	0	2	22	16
Padonia International Elem.	4	0	0	0	2	0	0	0	2
Perry Hall Elementary	8	0	0	0	5	0	0	0	3
Pine Grove Elementary	23	0	0	1	15	0	0	1	6
Pinewood Elementary	8	0	0	0	3	0	0	4	1
Pleasant Plains Elementary	43	0	0	1	18	0	0	17	7

(ELEMENTARY SCHOOLS)

	TOTAL	Attendance	Dangerous Substances	Weapons	Attacks/Threats/Fighting	Arson/Fire/Explosives	Sex Offense	Disrespect/Insubordination/Disruption	Other
Pot Spring Elementary	9	0	0	0	7	0	0	2	0
Powhatan Elementary	23	0	0	0	15	0	0	7	1
Prettyboy Elementary	8	0	0	2	3	0	0	2	1
Randallstown Elementary	40	0	1	0	15	0	2	13	9
Red House Elementary	40	0	0	1	22	0	1	8	8
Reisterstown Elementary	40	0	0	1	25	0	0	6	8
Relay Elementary	4	0	0	0	3	0	0	0	1
Riderwood Elementary	7	0	0	0	3	0	0	2	2
Riverview Elementary	107	0	0	1	57	0	4	38	7
Sandalwood Elementary	41	1	0	0	17	1	5	14	3
Sandy Plains Elementary	44	0	0	4	24	1	0	6	9
Scotts Branch Elementary	61	0	0	1	23	0	3	22	12
Seneca Elementary	26	0	0	1	13	0	0	1	11
Seven Oaks Elementary	9	0	0	2	2	0	0	1	4
Seventh District Elementary	2	0	0	0	2	0	0	0	0
Shady Spring Elementary	113	0	0	1	51	0	3	36	22
Sparks Elementary	6	0	0	0	2	0	0	3	1
Stoneleigh Elementary	18	0	0	1	11	0	0	6	0
Summit Park Elementary	2	0	0	0	2	0	0	0	0
Sussex Elementary	12	0	0	0	7	0	0	4	1
Timber Grove Elementary	33	0	0	0	22	0	0	5	6
Timonium Elementary	7	0	0	0	1	0	2	1	3
Victory Villa Elementary	31	0	0	2	14	0	4	3	8
Villa Crest Elementary	22	0	0	1	15	0	0	5	1
Vincent Farm Elementary	21	0	0	0	13	0	1	0	7
Warren Elementary	15	0	0	0	5	0	0	1	9
Wellwood International	15	0	0	0	11	0	1	1	2
Westchester Elementary	7	0	0	0	3	0	1	0	3
Westowne Elementary	12	0	0	0	5	1	0	6	0
Winand Elementary	13	0	0	0	7	0	0	3	3
Winfield Elementary	73	0	0	1	49	0	0	15	8

(ELEMENTARY SCHOOLS)

	TOTAL	Attendance	Dangerous Substances	Weapons	Attacks/ Threats/ Fighting	Arson/Fire/ Explosives	Sex Offense	Disrespect/ Insubordination Disruption	Other
Woodbridge Elementary	2	0	0	0	2	0	0	0	0
Woodholme Elementary	39	0	1	6	24	0	0	1	7
Woodmoor Elementary	23	0	0	2	6	0	0	1	14
TOTALS	2,670	4 (0.1%)	5 0.2%	79 (3.0%)	1,297 (49%)	6 (0.2%)	64 (2.4%)	653 (24%)	562 (21%)

- Out of the 20,178 students receiving out-of-school suspensions 13% are in elementary school.

TABLE 7 - NATURE OF OFFENSES THAT RESULT in OUT-OF-SCHOOL SUSPENSIONS (MIDDLE SCHOOLS)

	TOTAL	Attendance	Dangerous Substances	Weapons	Attacks/ Threats/ Fighting	Arson/Fire/ Explosives	Sex Offense	Disrespect/ Insubordination Disruption	Other
STATE	104,117	6,689	3,525	1,928	30,202	575	1,335	37,175	22,688
COUNTYWIDE	20,178	1,905	535	290	4,614	56	215	8,247	4,316
Arbutus Middle	157	0	7	3	38	0	1	85	23
Catonsville Middle	111	1	1	2	47	0	1	51	8
Cockeysville Middle	128	5	1	1	34	1	4	60	22
Deep Creek Middle	238	11	2	7	69	0	3	132	14
Deer Park Middle Magnet	53	1	2	7	20	0	1	6	16
Dumbarton Middle	96	0	4	1	34	3	0	41	13
Dundalk Middle	150	1	1	2	44	0	2	57	43
Franklin Middle	419	13	3	9	147	4	11	179	53
Gen. John Stricker Middle	241	2	5	3	83	0	2	112	34
Golden Ring Middle	204	1	2	3	64	3	0	103	28
Hereford Middle	70	1	5	1	16	0	8	28	11
Holabird Middle	134	1	0	2	56	0	3	45	27
Landsdowne Middle	296	2	4	1	148	2	5	115	19
Loch Raven Tech. Academy	202	0	0	2	109	1	4	61	25
Meadowood Education Ctr.	58	0	1	0	15	0	0	36	6
Middle River Middle	270	8	1	4	80	1	6	130	40
Old Court Middle	215	7	1	3	76	0	2	103	23
Parkville Middle & Ctr. Of Tech	288	5	10	5	46	0	3	173	46
Perry Hall Middle	234	5	5	1	52	0	4	150	17
Pikesville Middle	203	0	5	3	54	1	5	96	39
Pine Grove Middle	224	0	1	3	85	0	3	101	31
Ridgely Middle	227	13	1	2	94	0	2	78	37
Southwest Academy	335	19	2	3	156	1	7	63	84
Sparrows Point Middle	99	3	3	4	46	0	1	33	9
Stemmers Run Middle	298	1	3	1	105	2	1	152	33
Sudbrook Magnet Middle	74	3	0	4	34	1	3	10	19
Windsor Mill Middle	332	8	4	0	131	1	3	147	38
Woodlawn Middle	363	24	8	8	129	4	4	150	36
TOTALS	5719	135 (2.4%)	82 (1.4%)	85 (1.5%)	2,012 (35%)	25 (0.4%)	89 (1.6%)	2,497 (44%)	794 (14%)

• Out of the 20,178 students receiving out-of-school suspensions 28% are in middle school.

TABLE 7 - NATURE OF OFFENSES THAT RESULT in OUT-OF-SCHOOL SUSPENSIONS (HIGH SCHOOLS)

	TOTAL	Attendance	Dangerous Substances	Weapons	Attacks/Threats/Fighting	Arson/Fire/Explosives	Sex Offense	Disrespect/Insubordination/Disruption	Other
STATE	104,117	6,689	3,525	1,928	30,202	575	1,335	37,175	22,688
COUNTYWIDE	20,178	1,905	535	290	4,614	56	215	8,247	4,316
Carver Ctr. for Arts & Tech	48	5	2	0	6	0	1	21	13
Catonsville Ctr. for Alternative Studies	99	1	5	0	16	0	1	53	23
Catonsville High	344	17	21	5	61	0	3	187	50
Chesapeake High	420	68	9	9	53	2	2	180	97
Dulaney High	342	73	26	2	34	0	1	80	126
Dundalk High	235	14	18	7	71	3	0	102	20
Eastern Tech High School	66	0	0	0	2	2	1	32	29
Evening High School	29	3	4	1	2	0	0	10	9
Franklin High	600	136	8	7	64	0	4	212	169
Hereford High	194	15	26	2	21	1	0	43	86
Kenwood High IB & Sports Science	1,313	159	37	7	114	5	10	593	388
Landsdowne High & Academy of Finance	547	10	22	6	72	0	4	362	71
Loch Raven High	204	16	14	4	45	1	0	71	53
Milford Mill Academy	222	31	8	3	25	0	2	105	48
New Town High	466	133	11	4	67	0	1	129	121
Overlea High & Academy of Finance	1,056	75	22	7	58	4	0	557	333
Owings Mills High	466	18	20	10	67	2	9	172	168
Parkville High & Center for Math/Science	1,048	116	13	6	61	2	3	399	448
Patapsco High & Center for Arts	291	7	13	4	8	0	1	230	28
Perry Hall High	507	26	50	9	59	0	4	298	61
Pikesville High	198	20	11	3	32	0	0	84	48
Randallstown High	1,077	542	13	3	50	1	3	290	175

(HIGH SCHOOLS)

	TOTAL	Attendance	Dangerous Substances	Weapons	Attacks/Threats/Fighting	Arson/Fire/Explosives	Sex Offense	Disrespect/Insubordination/Disruption	Other
	L								
Sparrows Point High	112	8	9	5	18	0	0	65	7
Towson High Law & Public Policy	236	31	15	3	41	1	4	91	50
Western School of Tech & Env. Science	81	6	5	1	12	0	1	23	33
Woodlawn High Ctr. For Pre-Eng. Res.	906	233	44	12	157	1	3	210	246
TOTALS	11,107	1,763 (16%)	426 (4.0%)	120 (1.1%)	1,216 (11%)	25 (0.2%)	58 (0.5%)	4,599 (41%)	2,900 (26%)

- Out of the 20,178 students receiving out-of-school suspensions 55% are in high school.

TABLE 7 - NATURE OF OFFENSES THAT RESULT in OUT-OF-SCHOOL SUSPENSIONS (NON-TRADITIONAL SCHOOLS)

	TOTAL	Attendance	Dangerous Substances	Weapons	Attacks/ Threats/ Fighting	Arson/Fire/ Explosives	Sex Offense	Disrespect/ Insubordination Disruption	Other
STATE	104,117	6,689	3,525	1,928	30,202	575	1,335	37,175	22,688
COUNTYWIDE	20,178	1,905	535	290	4,614	56	215	8,247	4,316
Elementary/Middle School									
White Oak School	74	0	5	3	13	0	1	48	4
Middle/High Schools									
Bridge Center	5	0	0	0	1	0	0	2	2
Crossroads Center	379	0	2	1	54	0	2	264	56
Rosedale Center	248	3	15	4	18	0	1	197	10
"K through 12" Schools									
Battle Monument School	2	0	0	0	1	0	1	0	0
Ridge Ruxton	2	0	0	0	2	0	0	2	1
Special/Alternative Schools									
Campfield Early Childhood Center	1	0	0	0	0	0	0	1	0
TOTALS	711	3 (0.4%)	22 (3.1%)	8 (1.1%)	89 (13%)	0	5 (0.7%)	514 (72%)	73 (10%)

- Out of the 20,178 students receiving out-of-school suspensions 3.5% are in non-traditional schools.

APPENDIX

CATEGORIES OF OFFENSES (I,II,III)

CATEGORY I (offenses that may result in suspension)

<i>Offense</i>	<i>Description</i>
Arson/Fire/Explosives	Possession and/or igniting of matches or lighters
Attacks/Threats/Fighting	Fighting
Attendance	Leaving school grounds w/o permission, unexcused lateness, unexcused absence or truancy
Dangerous Substances	Nonprescription violation (possession of), use and/or possession of tobacco or cigarette rolling paper
Disrespect/Insubordination	Failure to follow directions, including failure to report to office when directed by school staff; harassment such as nuisance phone calls to student/staff, continued comments or passing of unofficial notes to another indiv. that he/she does not wish to hear or receive; refusing to cooperate with school rules and regulations; refusing to cooperate with school transportation regulations; refusing to do assigned work; refusing to serve detention; using obscene or abusive language
Personal Health	Personal health; when a student knowingly uses his/her state of health to threaten the health of others
Other	Academic dishonesty; gambling; unauthorized sale or distribution in school of items; goods; or services not relation in any way to the school operation; use of electronic communication devices (which is not part of the educational program) during regular instructional school hours, before & after school activities, and applies to buses used for all school-related activities

CATEGORY II (offenses for which the student may be suspended, assigned to an alternative program, and which may result in expulsion)

<i>Offense</i>	<i>Description</i>
Arson/Fire/Explosives	Fire alarm/false fire report; possession and/or detonation of an incendiary or explosive material or device, including live ammunition (firecracker or greater)
Attacks/Threats/Fighting	Extortion or taking money or possessions from another student(s) by threat or causing fear and

	intimidation; physical attack(s) on a student; threat(s) on individual(s)
Dangerous Substances	Distribution, attempt to distribute, or possession with the intent to distribute a non-controlled substance that is represented as a controlled dangerous substance; Misuse of nonprescription medications, including failure to have medications administered by school nurse or delegated personnel; possession, use or distribution of controlled and/or drug paraphernalia; possession of prescribed medication; purchase of a non-controlled substance that has been represented to be a controlled dangerous substance; use and/or possession of tobacco or cigarette rolling paper, repeated offense
Disrespect/Insubordination	Conspiracy or planning between two or more persons to commit a Category III offense; disruptive behavior that results in the interference with the normal school program, including repeated Category I or II offenses; harassment for any reason; interfering with another student's right to attend school or classes; participating in and/or inciting a school disruption
Sex Offense	Inappropriate behavior of a sexual nature; indecent exposure
Weapons	Possession of a look-alike weapon of any kind; possession of a pocket knife
Other	Destruction and/or vandalism of school property, personal property of students and/or faculty; exchange of money for an illegal purpose; reckless endangerment resulting in injury to a person; theft and/or knowingly possessing stolen property; trespassing; violation of the Telecommunications Acceptable Use Policy

CATEGORY III (offenses that result in assignment to an alternative program or expulsion)

<i>Offense</i>	<i>Description</i>
Arson/Fire/Explosives	Arson (expulsion only); bomb threat
Attacks/Threats/Fighting	Striking a staff member who is intervening in a fight or other disruptive activity (intentional or unintentional); physical attack(s) on a staff member (expulsion only); violent behavior which creates a substantial danger to persons or property
Dangerous Substances	Distribution and/or sale of alcohol; distribution and/or sale of controlled dangerous substances (expulsion)

	only); possession of alcohol; possession of controlled dangerous substances; misuse of prescribed medications, including failure to have medications administered by school nurse or delegated personnel; use of a controlled dangerous substance, under the influence or a controlled substance, or showing evidence of having used a controlled substance; use of alcohol, under the influence of alcohol, or showing evidence of having consumed alcohol; use of any intoxicants which cause a loss of self-control or inebriation and which shall include glue and solvents
Sex Offense	Sexual assault (expulsion only)
Weapons	Possession and/or use of a firearm on school property (1yr. expulsion); possession or use of any other gun or rifle (loaded or unloaded, operable or inoperable), including pellet gun, paintball gun, stun gun, bb gun, flare gun, nail gun* (expulsion for use); possession or use of a real weapon of any kind, including switchblade knife, hunting knife, star knife, razors, nunchaku, spiked glove, spiked wristband, any mace derivative, tear gas device, or pepper spray product (expulsion for use); use of a look-alike gun or rifle (loaded or unloaded, operable or inoperable)*; use of a look-alike weapon of any kind, including switchblade knife, hunting knife, star knife, pocket knife, razors, nunchaku, spiked glove, spiked wristband, use of a pocketknife or any object as a weapon
Other	Robbery

* Exemption – the use of permanently inoperable rifles by JROTC students shall not be a violation of this policy during instructional time and at any other times when under the direct supervision of JROTC instructors.

(Baltimore County Public Schools, Student Handbook, 2008-2009)

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