

Disproportionate Suspension Rates in Montgomery County Public Schools

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Executive Summary

Over the past eight years, Montgomery County Public Schools (MCPS) suspension rates were higher among African American and Hispanic students than among Asian American or White students. In response to that discrepancy, MCPS has established and is monitoring attainment of suspension rate targets for elementary, middle, and high school students. This brief provides data that describe changes in the suspension rates for elementary, middle, and high school students.

Logistic regression analyses were used to identify statistically significant trends in suspension rates for students of different races/ethnicities. Middle and high school suspension rates were evaluated for whether they met the strategic plan targets, and for statistically significant differences in suspension rates of 5.0 percentage points or more between African American or Hispanic students compared with White and/or Asian American students.

Although the overall high school suspension rates held steady over the eight year period, in 2006–2007, rates were more disproportionate than in 1999–2000 (Figure 1). Between 1999–2000 and 2006–2007, the suspension rate for African American students increased by 1.0 percentage point, the suspension rate for Hispanic students remained unchanged, and the suspension rates for Asian American and White students decreased by 0.6 and 1.4 percentage points, respectively.

Between 1999–2000 and 2006–2007, middle school suspension rates both increased and became more disproportionate (Figure 1). Between 1999–2000 and 2006–2007, suspension rates for African American and Hispanic students increased by 7.7 and 3.9 percentage points, respectively, while suspension rates for Asian American and White students increased by 1.2 and 0.2 percentage points, respectively.

MCPS has not met the goals of reducing middle school suspension rates to 7.2% or less and high

school suspension rates to 6.5% or less for all student groups and of eliminating disproportionate suspension rates. Further analysis should investigate what students are suspended for, the relationship of school climates with suspension, and the effectiveness of interventions that foster positive behaviors and understanding of cultural differences.

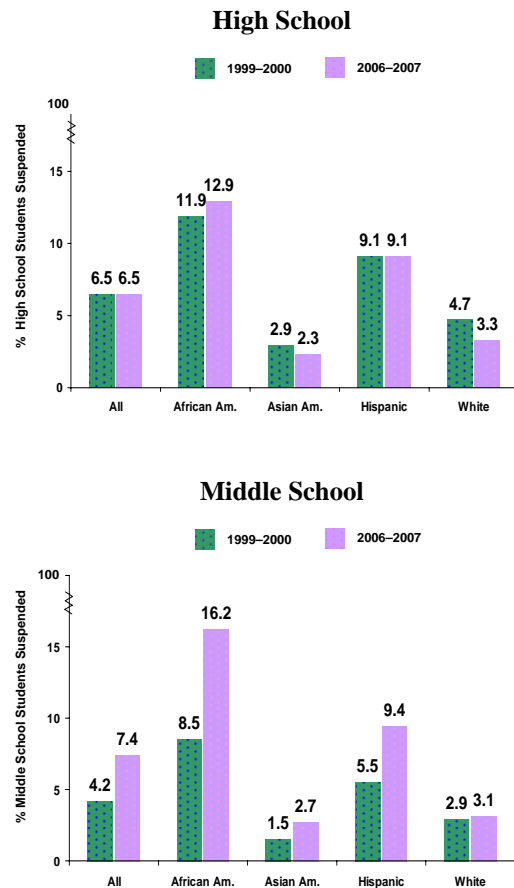


Figure 1. Change in suspension rates of MCPS high school and middle school students between 1999–2000 and 2006–2007 by race/ethnicity.

Background

MCPS is committed to monitoring and eliminating disproportionate suspension rates as articulated in the Goal 1 milestone of the MCPS strategic plan, “All schools will eliminate the disproportionate suspension rates of African American and Hispanic students” (MCPS, 2007). To address this milestone, suspension rate targets were established and communicated to school staff in 2005–2006.

Research Questions

This brief addresses three research questions to help evaluate progress on eliminating disproportionate suspension rates:

- 1) Are 2006–2007 suspension rates for African American or Hispanic students different from suspension rates for White and/or Asian American students?
- 2) Have the differences or gaps in suspension rates between racial/ethnic groups changed over time?
- 3) Have suspension rates changed over time?

All three questions are addressed at the district level for high school and middle school students. At the school level, only the first question is addressed.

Methodology

Student information from the September 30 official enrollment and suspension files prepared for the Maryland State Department of Education (MSDE) for 1999–2000 to 2006–2007 were used in logistic regression analyses to address the research questions. Suspension rates were calculated as the number of students with an out-of-school suspension, divided by the sum of the number of students on the September 30 enrollment file plus the number of students who were suspended but not enrolled on September 30. The rates are expressed as percentages by multiplying by 100. This calculation is similar to that of MSDE (2007), in which the denominator is the September 30 enrollment.

At the district level, 2006–2007 suspension rates are examined for statistically significant differences between African American and White students, Hispanic and White students, Asian American and White students, and African American and Hispanic students.

At the school level, 2006–2007 suspension rates were tested for statistically significant differences between African American or Hispanic students and White

and/or Asian American students. White and Asian American students were combined into one group for comparing suspension rates after statistical tests showed that the school suspension rates for Asian American students were either significantly below or not different from the rate for White students. A significant suspension rate difference for African American or Hispanic students relative to White and/or Asian American students is one criterion for identifying disproportionate rates. Two other criteria to consider are (a) the rate is greater than the strategic plan target, which is 6.5% for high schools and 7.2% for middle schools (MCPS, 2008a, 2008b); and (b) the difference in suspension rates between African American or Hispanic students compared with White and/or Asian American students is at least 5.0 percentage points.

To examine trends over time, 1999–2000 to 2006–2007 student suspension data were analyzed by year. To assess whether differences in suspension rates between racial/ethnic groups have changed over time, the race/ethnicity by year interaction term was tested in a model that included race/ethnicity and year. District suspension rate trends and interactions are reported if they are statistically significant.

Results

District Rates for High School Students

The 2006–2007 suspension rates among high school students were disproportionate for African American and Hispanic students. Moreover, between 1999–2000 and 2006–2007, the African American and Hispanic student suspension rates became more disproportionate while the overall rate remained steady.

In 2006–2007, high school suspension rates for African American (12.9%) and Hispanic (9.1%) students differed significantly from each other and from White (3.3%) and Asian American (2.3%) students. The high school suspension rate for White students was significantly higher than for Asian American students.

Figure 2 shows that from 1999–2000 to 2006–2007, high school student suspension rate gaps widened significantly between African American and White students (7.2% to 9.6%) and between Hispanic and White students (4.4% to 5.8%). Suspension rate gaps also widened significantly between African American and Asian American students (9.0% to 10.6%) and between Hispanic and Asian American students (6.2% to 6.8%).

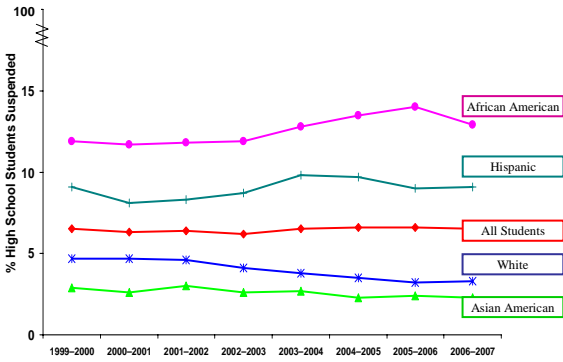


Figure 2. Suspension rates for MCPS high school students by race/ethnicity, 1999–2000 to 2006–2007.

From 1999–2000 to 2006–2007, the district high school suspension rate remained steady, varying between 6.2% and 6.6%. Table A1 shows district enrollment, number of students suspended, suspension rates, and trend tests for high school students from 1999–2000 through 2006–2007, disaggregated by gender, race/ethnicity, and race/ethnicity by gender.

District Rates for Middle School Students

The 2006–2007 suspension rates among middle school students were disproportionate for African American and Hispanic students. Moreover, between 1999–2000 and 2006–2007, the African American and Hispanic student suspension rates became more disproportionate and the overall rate increased.

In 2006–2007, middle school suspension rates for African American (16.2%) and Hispanic (9.4%) students differed significantly from each other and from White (3.1%) and Asian American (2.7%) students.

Figure 3 shows that, from 1999–2000 to 2006–2007, middle school student suspension rate gaps widened significantly between African American and White students (5.6% to 13.1%) and between Hispanic and White students (2.6% to 6.3%). Suspension rate gaps also widened significantly between African American and Asian American students (7.0% to 13.5%) and between Hispanic and Asian American students (4.0% to 6.7%). The suspension rate gap between White and Asian American middle school students was eliminated during this time period.

Between 1999–2000 and 2006–2007, the district middle school student suspension rates increased from 4.2% to 7.4%. However, trend analysis also revealed a statistically significant peak in the district rate (7.9% in 2003–2004). Table A2 shows district

enrollment, number of students suspended, suspension rates, and trend tests for middle school students from 1999–2000 through 2006–2007, disaggregated by gender, race/ethnicity, and race/ethnicity by gender.

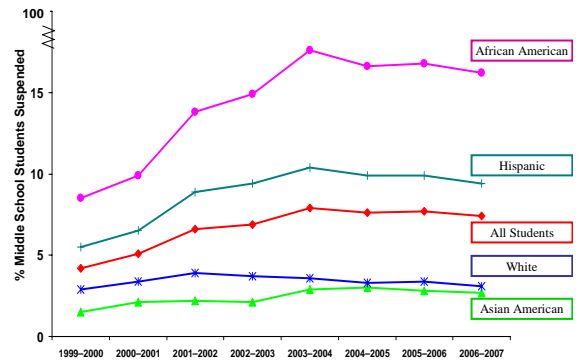


Figure 3. Suspension rates for MCPS middle school students by race/ethnicity, 1999–2000 to 2006–2007.

Tables A3 and A4 show the district enrollment, number of students suspended, suspension rates, and trend tests for elementary school students and for special school and alternative program students from 1999–2000 through 2006–2007.

School Suspension Rates

Figure A1 illustrates suspension rate trends from 1999–2000 to 2006–2007 for each high school by race/ethnicity. Table A5 shows the 2006–2007 enrollment, number of students suspended, and suspension rates for each high school by race/ethnicity, and indicates which groups have disproportionate suspension rates. Table A6 shows outcomes of three criteria for assessing whether rates are disproportionate for African American or Hispanic students by high school.

The 2006–2007 suspension rates for African American students met the three criteria for disproportionate rates at 21 of the 25 high schools (84%). Suspension rates for Hispanic students met the three criteria at 8 of the 25 high schools (32%).

Figures A2 and A3 show the suspension rate trends from 1999–2000 to 2006–2007 for each middle school by race/ethnicity. Table A7 shows the 2006–2007 enrollment, number of students suspended, and suspension rates for each middle school by race/ethnicity, and indicates which groups have disproportionate suspension rates. Table A8 shows outcomes of three criteria for assessing

whether rates are disproportionate for African American or Hispanic students by middle school.

The 2006–2007 suspension rates for African American students met the three criteria for disproportionate rates at 29 of the 38 middle schools (76%). Suspension rates for Hispanic students were disproportionate at 14 of the 38 middle schools (37%).

Conclusion

For school years, 1999–2000 to 2006–2007, district suspension rates for middle and high school students have been disproportionately higher for African American and Hispanic students compared with Asian American and White students. Contrary to the Goal 1 milestone of the MCPS strategic plan to eliminate disproportionate suspension rates, the suspension rates of African American and Hispanic students became more disparate at the middle and high school levels during this period.

The disparity in middle school rates was exacerbated by large increases in the suspension rates of African American and Hispanic students while White students saw no overall increase and Asian American students had a small increase. The district suspension rate for middle school students started out below the rate for high school students in 1999–2000, but since 2002–2003, it has surpassed the rate for high school students. Finally, while the overall high school rate remained steady in this period, the rates for African American and Hispanic students became slightly more disparate with the decrease in suspension rates of White students and the increase in suspension rates of African American students.

Recommendations

The data in this research brief clearly document that suspension rates for African American and Hispanic students are higher than for other racial/ethnic groups. MCPS should conduct analyses of suspension rates disaggregated by incident type (e.g., fighting). This analysis may reveal opportunities for creating school climates and interventions that foster positive behaviors and reduce negative interactions that may precipitate suspension incidents. This may be particularly true if disproportionalities in suspension rates are found to be associated with incidents that may have resulted from miscommunication across race and culture (e.g., insubordination).

MCPS should gather anecdotal information that would help explain why suspension rates for middle

school students have increased significantly since 1999–2000. Middle school students are now suspended at higher rates than high school students. Knowledge of the factors or issues that contributed to increased rates may be useful for planning middle school reform interventions.

The MCPS Disproportionate Suspension Rate Work Group identified best practices that should be implemented to reduce disproportionate suspension rates. MCPS should use the M-Stat process to monitor implementation of these practices in 2008–2009.

MCPS should continue to use strategic plan targets for suspension rates to monitor disproportionality. However, MCPS should consider using additional measures that could capture improvements. For example, in calculating suspension rates, students are counted once regardless of the number of times that they are suspended or the length of their suspension(s). As a result, a school suspension rate could remain the same even if the school showed improvement by reducing the number of students who were suspended more than once or the lengths of suspensions for single incidents. Future reporting about suspension disproportionality should provide more detailed information about the number and types of suspensions and the length of time students are suspended. MCPS may want to consider development of a weighted measure that could be an indicator of the quantity and seriousness of the suspension offenses at each school.

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Disproportionate Suspension Rates in Montgomery County Public Schools

Appendix

Table A1
Enrollment, Number of Students Suspended, and Suspension Rates for MCPS High School Students by Gender and Race/Ethnicity,
1999–2000 (Baseline Year) and 2003–2004 to 2006–2007

	Enrollment					Number of Students Suspended					Suspension Rate					Susp. Rate Trend Test ^a
	1999– 2000	2003– 2004	2004– 2005	2005– 2006	2006– 2007	1999– 2000	2003– 2004	2004– 2005	2005– 2006	2006– 2007	1999– 2000	2003– 2004	2004– 2005	2005– 2006	2006– 2007	
All Students	36725	42888	44112	44765	44604	2393	2806	2929	2944	2878	6.5	6.5	6.6	6.6	6.5	
Male	18670	21866	22521	22877	22948	1723	1956	2023	2073	1978	9.2	8.9	9.0	9.1	8.6	
Female	18055	21022	21591	21888	21656	670	850	906	871	900	3.7	4.0	4.2	4.0	4.2	*
African Am.	7501	9276	9836	10129	10258	889	1184	1324	1418	1324	11.9	12.8	13.5	14.0	12.9	*
Asian Am.	5236	6203	6317	6457	6521	154	167	147	153	148	2.9	2.7	2.3	2.4	2.3	
Hispanic	4844	6928	7482	8023	8345	442	676	727	724	756	9.1	9.8	9.7	9.0	9.1	
White	19043	20371	20362	20049	19361	900	767	721	640	639	4.7	3.8	3.5	3.2	3.3	*
African Am.																
Male	3729	4521	4816	5072	5177	625	772	849	937	844	16.8	17.1	17.6	18.5	16.3	
Female	3772	4755	5020	5057	5081	264	412	475	481	480	7.0	8.7	9.5	9.5	9.4	*
Asian Am.																
Male	2625	3175	3270	3353	3367	124	134	106	121	109	4.7	4.2	3.2	3.6	3.2	*
Female	2611	3028	3047	3104	3154	30	33	41	32	39	1.1	1.1	1.3	1.0	1.2	
Hispanic																
Male	2512	3629	3877	4142	4295	320	466	529	529	546	12.7	12.8	13.6	12.8	12.7	
Female	2332	3299	3605	3881	4050	122	210	198	195	210	5.2	6.4	5.5	5.0	5.2	
White																
Male	9751	10478	10496	10257	10057	650	577	535	482	471	6.7	5.5	5.1	4.7	4.7	*
Female	9292	9893	9866	9792	9304	250	190	186	158	168	2.7	1.9	1.9	1.6	1.8	*

Note. Enrollment number includes all students enrolled on September 30 plus students who were suspended during the school year but not enrolled on September 30.

Disaggregated statistics for American Indian students are not reported.

Susp. = Suspension; Am. = American.

^aTest for positive or negative trend in suspension rates was conducted for each group using data from eight years, 1999–2000 through 2006–2007.

* $p \leq .003$ (.05/15).

Table A2

Enrollment, Number of Students Suspended, and Suspension Rates for MCPS Middle School Students by Gender and Race/Ethnicity, 1999–2000 (Baseline Year) and 2003–2004 to 2006–2007

	Enrollment					Number of Students Suspended					Suspension Rate					Susp. Rate Trend Test ^a
	1999–2000	2003–2004	2004–2005	2005–2006	2006–2007	1999–2000	2003–2004	2004–2005	2005–2006	2006–2007	1999–2000	2003–2004	2004–2005	2005–2006	2006–2007	
All Students	29664	32377	31733	31457	30929	1254	2546	2404	2418	2284	4.2	7.9	7.6	7.7	7.4	*
Male	15116	16698	16267	16196	15831	977	1840	1792	1744	1711	6.5	11.0	11.0	10.8	10.8	*
Female	14548	15679	15466	15261	15098	277	706	612	674	573	1.9	4.5	4.0	4.4	3.8	*
African Am.	6204	7251	7218	7315	7234	527	1276	1201	1232	1175	8.5	17.6	16.6	16.8	16.2	*
Asian Am.	3904	4511	4495	4596	4550	57	132	134	129	124	1.5	2.9	3.0	2.8	2.7	*
Hispanic	3977	5848	6021	6078	6252	220	609	599	602	586	5.5	10.4	9.9	9.9	9.4	*
White	15506	14682	13919	13378	12799	446	523	464	450	393	2.9	3.6	3.3	3.4	3.1	
African Am.																
Male	3050	3729	3687	3706	3691	393	874	855	854	843	12.9	23.4	23.2	23.0	22.8	*
Female	3154	3522	3531	3609	3543	134	402	346	378	332	4.2	11.4	9.8	10.5	9.4	*
Asian Am.																
Male	2013	2327	2312	2399	2358	45	105	109	103	101	2.2	4.5	4.7	4.3	4.3	*
Female	1891	2184	2183	2197	2192	12	27	25	26	23	0.6	1.2	1.1	1.2	1.0	
Hispanic																
Male	2068	2976	3086	3080	3222	163	423	443	427	441	7.9	14.2	14.4	13.9	13.7	*
Female	1909	2872	2935	2998	3030	57	186	156	175	145	3.0	6.5	5.3	5.8	4.8	*
White																
Male	7944	7629	7144	6967	6518	374	434	382	358	322	4.7	5.7	5.3	5.1	4.9	
Female	7562	7053	6775	6411	6281	72	89	82	92	71	1.0	1.3	1.2	1.4	1.1	

Note. Enrollment number includes all students enrolled on September 30 plus students who were suspended during the school year but not enrolled on September 30.

Disaggregated statistics for American Indian students are not reported.

Susp. = Suspension; Am. = American.

^aTest for positive or negative trend in suspension rates was conducted for each group using data from eight years, 1999–2000 through 2006–2007.

* $p \leq .003$ (.05/15).

Table A3

Enrollment, Number of Students Suspended, and Suspension Rates for MCPS Elementary School Students (Kindergarten or above) by Gender and Race/Ethnicity, 1999–2000 (Baseline Year) and 2003–2004 to 2006–2007

	Enrollment					Number of Students Suspended					Suspension Rate					Susp. Rate Trend Test ^a
	1999–2000	2003–2004	2004–2005	2005–2006	2006–2007	1999–2000	2003–2004	2004–2005	2005–2006	2006–2007	1999–2000	2003–2004	2004–2005	2005–2006	2006–2007	
All Students	61207	60474	59835	59406	58418	554	751	811	868	805	0.9	1.2	1.4	1.5	1.4	*
Male	31520	31172	30825	30464	29936	483	637	700	745	692	1.5	2.0	2.3	2.4	2.3	*
Female	29687	29302	29010	28942	28482	71	114	111	123	113	0.2	0.4	0.4	0.4	0.4	*
African Am.	12809	13138	13180	13225	12941	319	418	445	492	412	2.5	3.2	3.4	3.7	3.2	*
Asian Am.	7602	8796	8910	8991	9000	18	32	35	38	40	0.2	0.4	0.4	0.4	0.4	
Hispanic	9756	12049	12186	12425	12463	66	152	164	183	196	0.7	1.3	1.3	1.5	1.6	*
White	30840	26269	25368	24568	23821	149	147	162	153	154	0.5	0.6	0.6	0.6	0.6	*
African Am.																
Male	6545	6774	6793	6809	6664	279	344	375	412	341	4.3	5.1	5.5	6.1	5.1	*
Female	6264	6364	6387	6416	6277	40	74	70	80	71	0.6	1.2	1.1	1.2	1.1	*
Asian Am.																
Male	3919	4490	4534	4517	4506	16	27	32	34	36	0.4	0.6	0.7	0.8	0.8	
Female	3683	4306	4376	4474	4494	2	5	3	4	4	0.1	0.1	0.1	0.1	0.1	
Hispanic																
Male	4963	6177	6205	6374	6348	56	132	144	161	169	1.1	2.1	2.3	2.5	2.7	*
Female	4793	5872	5981	6051	6115	10	20	20	22	27	0.2	0.3	0.3	0.4	0.4	
White																
Male	15990	13608	13197	12671	12323	130	133	144	136	143	0.8	1.0	1.1	1.1	1.2	*
Female	14850	12661	12171	11897	11498	19	14	18	17	11	0.1	0.1	0.1	0.1	0.1	

Note. Enrollment number includes all students enrolled on September 30 plus students who were suspended during the school year but not enrolled on September 30.

Disaggregated statistics for American Indian students are not reported.

Susp. = Suspension; Am. = American.

^aTest for positive or negative trend in suspension rates was conducted for each group using data from eight years, 1999–2000 through 2006–2007.

* $p \leq .003$ (.05/15).

Table A4

Enrollment, Number of Students Suspended, and Suspension Rates for MCPS Special School and Alternative Program Students by Gender and Race/Ethnicity, 1999–2000 (Baseline Year) and 2003–2004 to 2006–2007

	Enrollment					Number of Students Suspended					Suspension Rate					Susp. Rate Trend Test ^a
	1999–2000	2003–2004	2004–2005	2005–2006	2006–2007	1999–2000	2003–2004	2004–2005	2005–2006	2006–2007	1999–2000	2003–2004	2004–2005	2005–2006	2006–2007	
All Students	1012	847	848	766	779	111	202	191	173	180	11.0	23.8	22.5	22.6	23.1	*
Male	755	617	612	547	561	93	163	157	141	144	12.3	26.4	25.7	25.8	25.7	*
Female	257	230	236	219	218	18	39	34	32	36	7.0	17.0	14.4	14.6	16.5	
African Am.	400	336	323	292	306	62	117	112	105	101	15.5	34.8	34.7	36.0	33.0	*
Asian Am.	39	52	47	37	34	2	4	6	3	5	5.1	7.7	12.8	8.1	14.7	
Hispanic	106	134	148	137	159	11	37	32	31	41	10.4	27.6	21.6	22.6	25.8	
White	465	324	329	299	277	35	44	41	34	32	7.5	13.6	12.5	11.4	11.6	
African Am.																
Male	308	253	236	204	217	55	93	89	83	81	17.9	36.8	37.7	40.7	37.3	*
Female	92	83	87	88	89	7	24	23	22	20	7.6	28.9	26.4	25.0	22.5	
Asian Am.																
Male	29	44	41	30	26	2	4	6	3	5	6.9	9.1	14.6	10.0	19.2	
Female	10	8	6	7	8	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	
Hispanic																
Male	76	96	109	103	122	7	30	27	26	35	9.2	31.3	24.8	25.2	28.7	
Female	30	38	39	34	37	4	7	5	5	6	13.3	18.4	12.8	14.7	16.2	
White																
Male	340	223	225	209	194	28	36	35	29	22	8.2	16.1	15.6	13.9	11.3	
Female	125	101	104	90	83	7	8	6	5	10	5.6	7.9	5.8	5.6	12.0	

Note. Enrollment number includes all students enrolled on September 30 plus students who were suspended during the school year but not enrolled on September 30.

Disaggregated statistics for American Indian students are not reported.

Susp. = Suspension; Am. = American.

^aTest for positive or negative trend in suspension rates was conducted for each group using data from eight years, 1999–2000 through 2006–2007.

* $p \leq .003$ (.05/15).

Table A5
2006–2007 Enrollment, Number of Students Suspended, and Suspension Rates of MCPS High Schools by Race/Ethnicity

	Enrollment					Number of Students Suspended					Suspension Rate					Disproportionate Rate ^a
	All	African	Asian	Hispanic	White	All	African	Asian	Hispanic	White	All	African	Asian	Hispanic	White	
		Am.	Am.				Am.	Am.				Am.				
MCPS	44604	10258	6521	8345	19361	2878	1324	148	756	639	6.5	12.9	2.3	9.1	3.3	Af, Hs
B-CC	1691	268	116	261	1043	71	20	2	16	33	4.2	7.5	1.7	6.1	3.2	
Blair	2921	899	482	772	762	264	108	19	105	31	9.0	12.0	3.9	13.6	4.1	Af, Hs
Blake	1863	643	178	248	786	104	64	7	19	13	5.6	10.0	3.9	7.7	1.7	Af, Hs
Churchill	2180	156	476	122	1423	50	22	3	3	22	2.3	14.1	0.6	2.5	1.5	Af
Clarksburg	1012	289	159	204	358	126	69	9	21	27	12.5	23.9	5.7	10.3	7.5	Af
Damascus	1598	121	68	170	1231	78	14	0	24	38	4.9	11.6	0.0	14.1	3.1	Af, Hs
Einstein	1704	415	219	656	408	162	67	8	70	16	9.5	16.1	3.7	10.7	3.9	Af, Hs
Gaithersburg	2159	591	215	638	707	197	87	5	57	46	9.1	14.7	2.3	8.9	6.5	Af
Walter Johnson	1962	203	269	256	1231	74	28	4	5	37	3.8	13.8	1.5	2.0	3.0	Af
Kennedy	1480	626	168	456	226	119	69	6	36	8	8.0	11.0	3.6	7.9	3.5	Af
Magruder	2140	430	310	413	982	154	62	7	43	42	7.2	14.4	2.3	10.4	4.3	Af, Hs
R. Montgomery	1922	326	452	281	859	105	50	2	17	36	5.5	15.3	0.4	6.0	4.2	Af
Northwest	2002	585	334	294	784	138	77	6	17	38	6.9	13.2	1.8	5.8	4.8	Af
Northwood	1027	381	46	340	258	206	100	9	76	21	20.1	26.2	19.6	22.4	8.1	Af, Hs
Paint Branch	1750	816	343	167	420	57	48	2	2	5	3.3	5.9	0.6	1.2	1.2	
Poolesville	939	53	69	34	778	24	2	0	1	20	2.6	3.8	0.0	2.9	2.6	
Quince Orchard	1832	335	259	296	937	110	46	12	22	30	6.0	13.7	4.6	7.4	3.2	Af
Rockville	1275	222	157	303	586	137	37	9	47	43	10.7	16.7	5.7	15.5	7.3	Af, Hs
Seneca Valley	1446	442	190	277	533	115	72	5	18	20	8.0	16.3	2.6	6.5	3.8	Af
Sherwood	2166	346	260	215	1336	74	34	5	7	27	3.4	9.8	1.9	3.3	2.0	Af
Springbrook	1999	915	320	436	321	193	113	10	57	13	9.7	12.3	3.1	13.1	4.0	Af, Hs
Watkins Mill	1760	613	178	510	455	119	73	2	27	17	6.8	11.9	1.1	5.3	3.7	Af
Wheaton	1406	359	150	741	154	111	34	3	62	11	7.9	9.5	2.0	8.4	7.1	
Whitman	1889	71	256	137	1424	35	7	2	2	24	1.9	9.9	0.8	1.5	1.7	Af
Wootton	2481	153	847	118	1359	55	21	11	2	21	2.2	13.7	1.3	1.7	1.5	Af

Note. Enrollment number includes all students enrolled on September 30 plus students who were suspended during the school year but not enrolled on September 30. American Indian students are included in the total but not reported separately.

Am. = American; Af = African American; Hs = Hispanic; B-CC = Bethesda Chevy Chase.

^aDisproportionate suspension rates are identified using three criteria: a) rate is greater than strategic plan target of 6.5%, b) rate is at least 5.0 percentage points greater than the rate for Asian American and White students, and c) statistical test indicates the rate is significantly higher than the rate for Asian American and White students. See Table A6.

Table A6
Criteria for Assessing Disproportionality of 2006–2007 MCPS High School Suspension Rates

	Criteria for Disproportionate Suspension Rates								
	Suspension Rate			African American			Hispanic		
	African Am.	Hispanic	White/ Asian Am.	Susp. Rate > 6.5%	Rate Dif. ≥ 5.0 pts	Stat. Sig. Rate Dif.	Susp. Rate > 6.5%	Rate Dif. ≥ 5.0 pts	Stat. Sig. Rate Dif.
MCPS	12.9	9.1	3.0	Y	Y	Y	Y	Y	Y
B-CC	7.5	6.1	3.0	Y		Y			
Blair	12.0	13.6	4.0	Y	Y	Y	Y	Y	Y
Blake	10.0	7.7	2.1	Y	Y	Y	Y	Y	Y
Churchill	14.1	2.5	1.3	Y	Y	Y			
Clarksburg	23.9	10.3	7.0	Y	Y	Y	Y		
Damascus	11.6	14.1	2.9	Y	Y	Y	Y	Y	Y
Einstein	16.1	10.7	3.8	Y	Y	Y	Y	Y	Y
Gaithersburg	14.7	8.9	5.5	Y	Y	Y	Y		Y
Walter Johnson	13.8	2.0	2.7	Y	Y	Y			
Kennedy	11.0	7.9	3.6	Y	Y	Y	Y		Y
Magruder	14.4	10.4	3.8	Y	Y	Y	Y	Y	Y
R. Montgomery	15.3	6.0	2.9	Y	Y	Y			Y
Northwest	13.2	5.8	3.9	Y	Y	Y			
Northwood	26.2	22.4	9.9	Y	Y	Y	Y	Y	Y
Paint Branch	5.9	1.2	0.9			Y			
Poolesville	3.8	2.9	2.4						
Quince Orchard	13.7	7.4	3.5	Y	Y	Y	Y		Y
Rockville	16.7	15.5	7.0	Y	Y	Y	Y	Y	Y
Seneca Valley	16.3	6.5	3.5	Y	Y	Y			
Sherwood	9.8	3.3	2.0	Y	Y	Y			
Springbrook	12.3	13.1	3.6	Y	Y	Y	Y	Y	Y
Watkins Mill	11.9	5.3	3.0	Y	Y	Y			
Wheaton	9.5	8.4	4.6	Y			Y		
Whitman	9.9	1.5	1.5	Y	Y	Y			
Wootton	13.7	1.7	1.5	Y	Y	Y			

Note. Evidence for disproportionality is strongest when all three criteria are met. White and Asian American students were combined into one group for comparing suspension rates with African American or Hispanic students, after tests showed that the suspension rates for Asian American students were either below or not significantly different from those of White students.

Am. = American; Susp. = Suspension; Rate Dif. = Suspension rate difference between African American or Hispanic students and White and/or Asian American students; pts = percentage points; Stat. Sig. = Statistically Significant, $p < .017$ (.05/3); Y=Yes; B-CC = Bethesda Chevy Chase.

Table A7
2006–2007 Enrollment, Number of Students Suspended, and Suspension Rates of MCPS Middle Schools by Race/Ethnicity

	Enrollment					Number of Students Suspended					Suspension Rate					Disproportionate Rate ^a
	All	African Am.	Asian Am.	Hispanic	White	All	African Am.	Asian Am.	Hispanic	White	All	African Am.	Asian Am.	Hispanic	White	
	MCPS	30929	7234	4550	6252	12799	2284	1175	124	586	393	7.4	16.2	2.7	9.4	
Argyle	732	331	110	205	84	64	42	1	15	6	8.7	12.7	0.9	7.3	7.1	Af
Baker	737	81	37	62	555	38	8	2	7	21	5.2	9.9	5.4	11.3	3.8	Hs
Banneker	767	458	102	85	120	84	71	2	6	5	11.0	15.5	2.0	7.1	4.2	Af
Briggs Chaney	940	449	154	143	190	93	72	6	12	2	9.9	16.0	3.9	8.4	1.1	Af, Hs
Cabin John	971	83	293	46	547	21	6	8	0	7	2.2	7.2	2.7	0.0	1.3	Af
Clemente	1131	312	234	222	360	142	85	3	30	24	12.6	27.2	1.3	13.5	6.7	Af, Hs
Eastern	826	192	114	269	250	93	33	9	43	8	11.3	17.2	7.9	16.0	3.2	Af, Hs
Farquhar	736	157	96	54	429	25	12	1	2	10	3.4	7.6	1.0	3.7	2.3	Af
Forest Oak	807	206	77	293	229	52	25	1	19	7	6.4	12.1	1.3	6.5	3.1	Af
Frost	1149	47	384	69	648	31	4	7	5	15	2.7	8.5	1.8	7.2	2.3	Af, Hs
Gaithersburg	731	195	94	180	260	43	24	1	15	3	5.9	12.3	1.1	8.3	1.2	Af, Hs
Hoover	1041	66	251	45	677	15	2	3	1	9	1.4	3.0	1.2	2.2	1.3	
Key	778	385	93	212	84	141	89	11	32	9	18.1	23.1	11.8	15.1	10.7	Af
Martin L. King	743	273	71	142	256	93	69	0	13	11	12.5	25.3	0.0	9.2	4.3	Af, Hs
Kingsview	820	204	220	107	286	19	14	2	2	1	2.3	6.9	0.9	1.9	0.3	
Lakelands Park	858	145	105	129	475	46	23	2	7	14	5.4	15.9	1.9	5.4	2.9	Af
Lee	513	168	48	197	96	59	23	2	24	10	11.5	13.7	4.2	12.2	10.4	
Loiederman	823	228	71	350	172	87	39	3	37	8	10.6	17.1	4.2	10.6	4.7	Af, Hs
Mont. Village	755	265	65	252	170	106	64	3	29	10	14.0	24.2	4.6	11.5	5.9	Af
Neelsville	813	277	122	234	177	113	65	4	29	15	13.9	23.5	3.3	12.4	8.5	Af

Continued

Table A7 (Continued)
2006–2007 Enrollment, Number of Students Suspended, and Suspension Rates of MCPS Middle Schools by Race/Ethnicity

	Enrollment					Number of Students Suspended					Suspension Rate					Disproportionate Rate ^a
	All	African Am.	Asian Am.	Hispanic	White	All	African Am.	Asian Am.	Hispanic	White	All	African Am.	Asian Am.	Hispanic	White	
Newport Mill	609	147	69	280	113	19	8	0	9	2	3.1	5.4	0.0	3.2	1.8	
North Bethesda	728	51	75	72	527	11	3	0	3	4	1.5	5.9	0.0	4.2	0.8	
Parkland	676	189	84	311	92	63	25	5	31	2	9.3	13.2	6.0	10.0	2.2	Af
Rosa Parks	952	117	85	76	672	25	9	2	6	8	2.6	7.7	2.4	7.9	1.2	Af, Hs
Poole	385	31	7	18	326	23	2	1	0	20	6.0	6.5	14.3	0.0	6.1	
Pyle	1278	53	151	68	1005	47	4	2	0	41	3.7	7.5	1.3	0.0	4.1	
Redland	675	139	100	144	291	43	20	5	11	7	6.4	14.4	5.0	7.6	2.4	Af
Ridgeview	742	113	133	122	371	49	28	1	9	11	6.6	24.8	0.8	7.4	3.0	Af
Rocky Hill	952	165	131	120	533	44	24	3	7	10	4.6	14.5	2.3	5.8	1.9	Af
Shady Grove	618	147	95	173	201	48	28	4	9	7	7.8	19.0	4.2	5.2	3.5	Af
Silver Spring Int'l	747	231	67	265	184	55	26	3	25	1	7.4	11.3	4.5	9.4	0.5	Af, Hs
Sligo	617	178	61	253	121	82	32	5	35	9	13.3	18.0	8.2	13.8	7.4	Af
Takoma Park	903	280	153	159	309	106	55	5	33	13	11.7	19.6	3.3	20.8	4.2	Af, Hs
Tilden	769	79	129	127	429	29	8	1	11	8	3.8	10.1	0.8	8.7	1.9	Af, Hs
Julius West	983	194	193	185	405	74	38	3	18	13	7.5	19.6	1.6	9.7	3.2	Af, Hs
Westland	991	148	77	118	643	47	21	1	6	19	4.7	14.2	1.3	5.1	3.0	Af
White Oak	814	298	108	248	156	81	32	8	33	8	10.0	10.7	7.4	13.3	5.1	Hs
Wood	819	152	91	217	356	73	42	4	12	15	8.9	27.6	4.4	5.5	4.2	Af

Note. Enrollment number includes all students enrolled on September 30 plus students who were suspended during the school year but not enrolled on September 30. American Indian students are included in the total but not reported separately.

Am. = American; Af = African American; Hs = Hispanic; Mont. = Montgomery; Int'l = International.

^aDisproportionate suspension rates are identified using three criteria: a) rate is greater than strategic plan target of 7.2%, b) rate is at least 5.0 percentage points greater than the rate for Asian American and White students, and c) statistical test indicates the rate is significantly higher than the rate for Asian American and White students. See Table A8.

Table A8
Criteria for Assessing Disproportionality of 2006–2007 MCPS Middle School Suspension Rates

	Suspension Rate			Criteria for Disproportionate Suspension Rates					
	African Am.	Hispanic	White/ Asian Am.	African American			Hispanic		
				Susp. Rate > 7.2%	Rate Dif. ≥ 5.0 pts	Stat. Sig. Rate Dif.	Susp. Rate > 7.2%	Rate Dif. ≥ 5.0 pts	Stat. Sig. Rate Dif.
MCPS	16.2	9.4	3.0	Y	Y	Y	Y	Y	Y
Argyle	12.7	7.3	3.6	Y	Y	Y	Y		
Baker	9.9	11.3	3.9	Y	Y		Y	Y	Y
Banneker	15.5	7.1	3.2	Y	Y	Y			
Briggs Chaney	16.0	8.4	2.3	Y	Y	Y	Y	Y	Y
Cabin John	7.2	0.0	1.8	Y	Y	Y			
Clemente	27.2	13.5	4.5	Y	Y	Y	Y	Y	Y
Eastern	17.2	16.0	4.7	Y	Y	Y	Y	Y	Y
Farquhar	7.6	3.7	2.1	Y	Y	Y			
Forest Oak	12.1	6.5	2.6	Y	Y	Y			
Frost	8.5	7.2	2.1	Y	Y	Y	Y	Y	Y
Gaithersburg	12.3	8.3	1.1	Y	Y	Y	Y	Y	Y
Hoover	3.0	2.2	1.3						
Key	23.1	15.1	11.3	Y	Y	Y	Y		
Martin L. King	25.3	9.2	3.4	Y	Y	Y	Y	Y	Y
Kingsview	6.9	1.9	0.6		Y	Y			
Lakelands Park	15.9	5.4	2.8	Y	Y	Y			
Lee	13.7	12.2	8.3	Y	Y		Y		
Loiederman	17.1	10.6	4.5	Y	Y	Y	Y	Y	Y
Montgomery Village	24.2	11.5	5.5	Y	Y	Y	Y	Y	
Neelsville	23.5	12.4	6.4	Y	Y	Y	Y	Y	

Continued

Table A8 (Continued)
Criteria for Assessing Disproportionality of 2006–2007 MCPS Middle School Suspension Rates

	Suspension Rate			Criteria for Disproportionate Suspension Rates					
	African Am.	Hispanic	White/ Asian Am.	African American			Hispanic		
				Susp. Rate > 7.2%	Rate Dif. ≥ 5.0 pts	Stat. Sig. Rate Dif.	Susp. Rate > 7.2%	Rate Dif. ≥ 5.0 pts	Stat. Sig. Rate Dif.
Newport Mill	5.4	3.2	1.1						
North Bethesda	5.9	4.2	0.7		Y	Y			Y
Parkland	13.2	10.0	4.0	Y	Y	Y	Y	Y	Y
Rosa Parks	7.7	7.9	1.3	Y	Y	Y	Y	Y	Y
Poole	6.5	0.0	6.3						
Pyle	7.5	0.0	3.7	Y					
Redland	14.4	7.6	3.1	Y	Y	Y	Y		
Ridgeview	24.8	7.4	2.4	Y	Y	Y	Y		Y
Rocky Hill	14.5	5.8	2.0	Y	Y	Y			
Shady Grove	19.0	5.2	3.7	Y	Y	Y			
Silver Spring International	11.3	9.4	1.6	Y	Y	Y	Y	Y	Y
Sligo	18.0	13.8	7.7	Y	Y	Y	Y	Y	
Takoma Park	19.6	20.8	3.9	Y	Y	Y	Y	Y	Y
Tilden	10.1	8.7	1.6	Y	Y	Y	Y	Y	Y
Julius West	19.6	9.7	2.7	Y	Y	Y	Y	Y	Y
Westland	14.2	5.1	2.8	Y	Y	Y			
White Oak	10.7	13.3	6.1	Y			Y	Y	Y
Wood	27.6	5.5	4.3	Y	Y	Y			

Note. Three criteria for disproportionate suspension rates are shown. Evidence for disproportionality is strongest when all three criteria are met. White and Asian American students were combined into one group for comparing suspension rates with African American or Hispanic students, after tests showed that the suspension rates for Asian American students were either below or not significantly different from those of White students.

Am. = American; Susp. = Suspension; Rate Dif. = Suspension rate difference between African American or Hispanic students and White and/or Asian American students; pts = percentage points; Stat. Sig. = Statistically Significant, $p < .017$ (.05/3); Y=Yes.

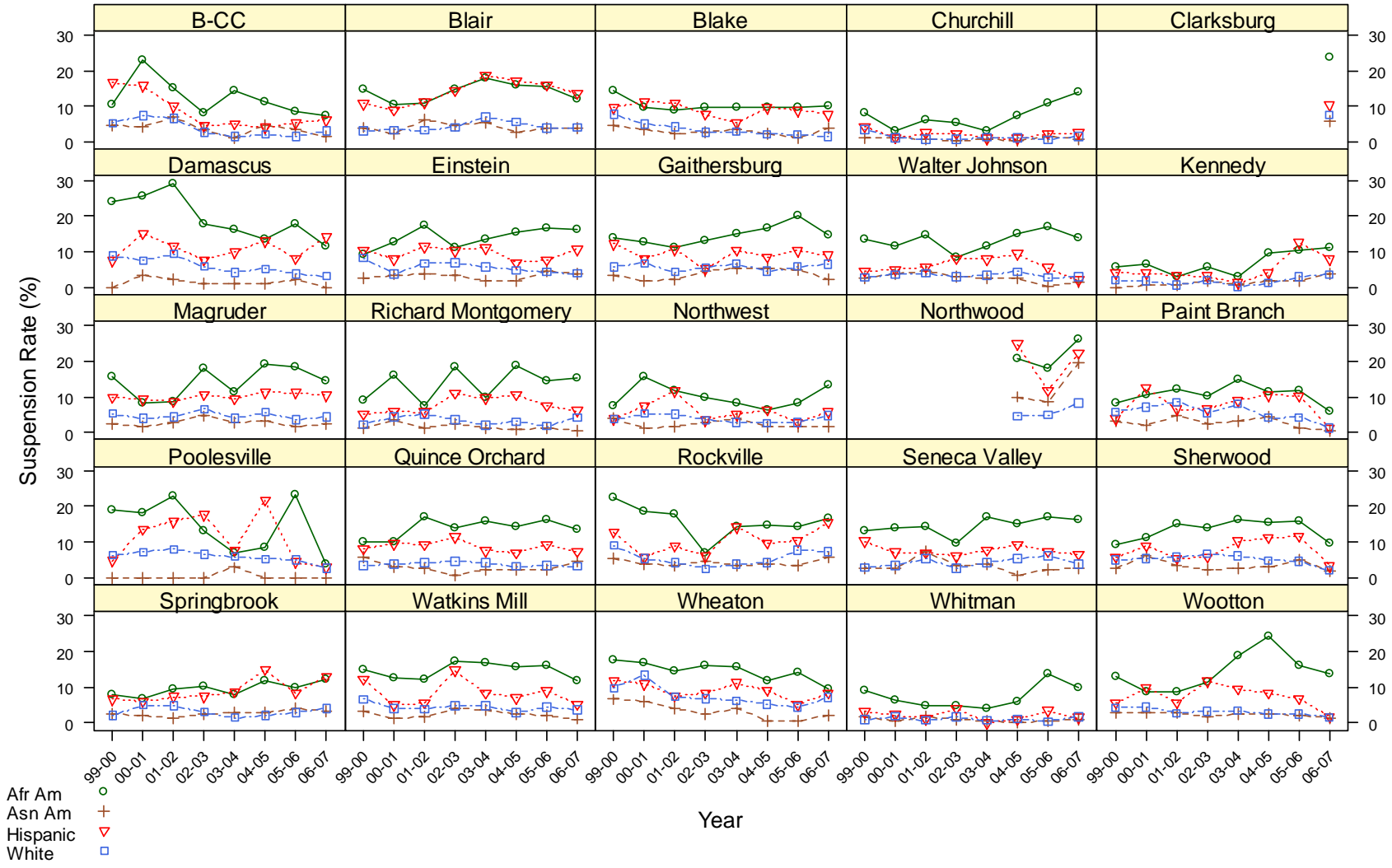


Figure A1. Suspension rate trends for MCPS high schools by race/ethnicity, 1999–2000 to 2006–2007. Data are shown for groups with 10 or more students enrolled at the school. Clarksburg opened in 2006–2007.

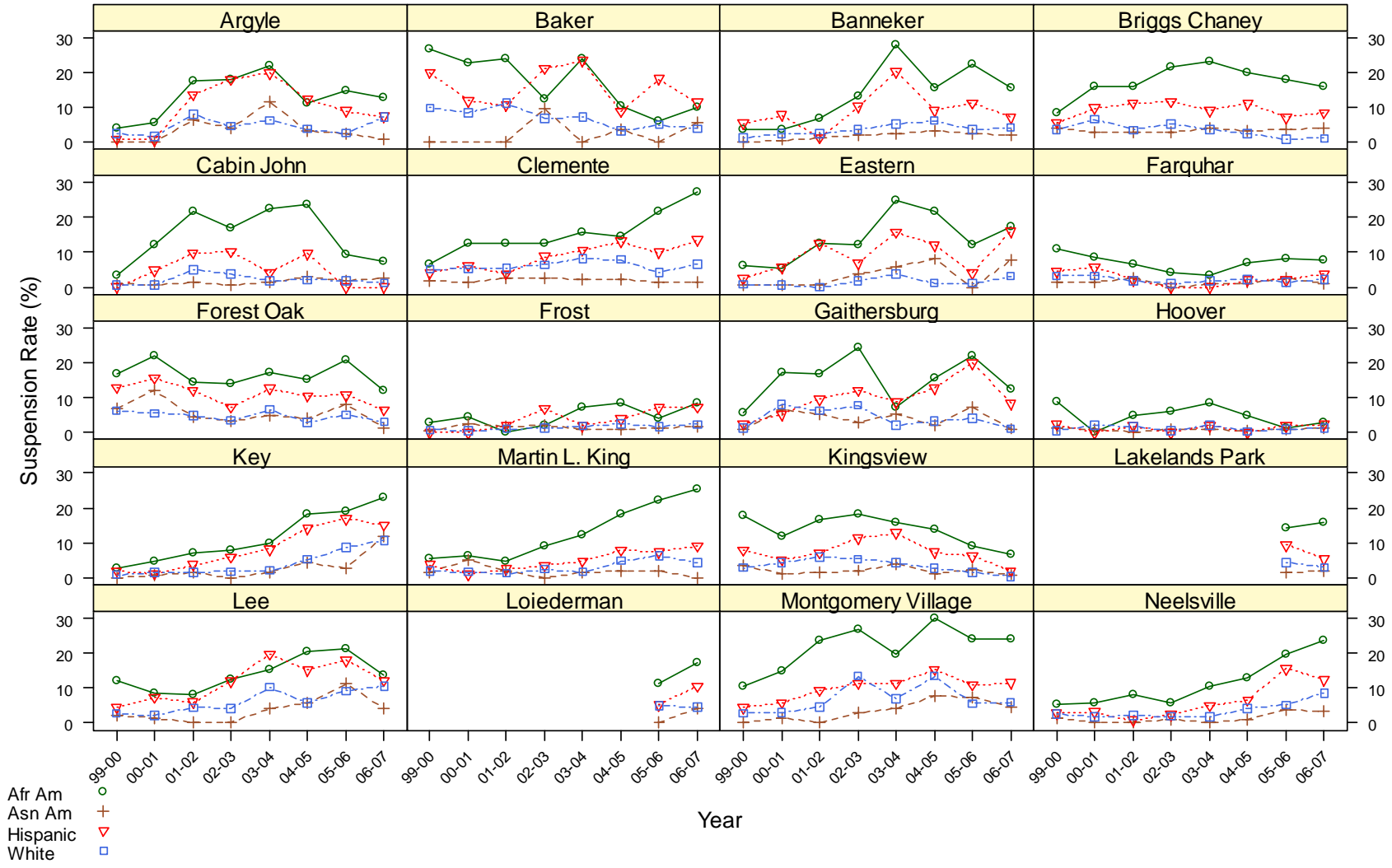


Figure A2. Suspension rate trends for MCPS middle schools (Argyle through Neelsville) by race/ethnicity, 1999–2000 to 2006–2007. Data are shown for groups with 10 or more students enrolled at the school. Lakelands Park and Loiederman opened in 2005–2006.

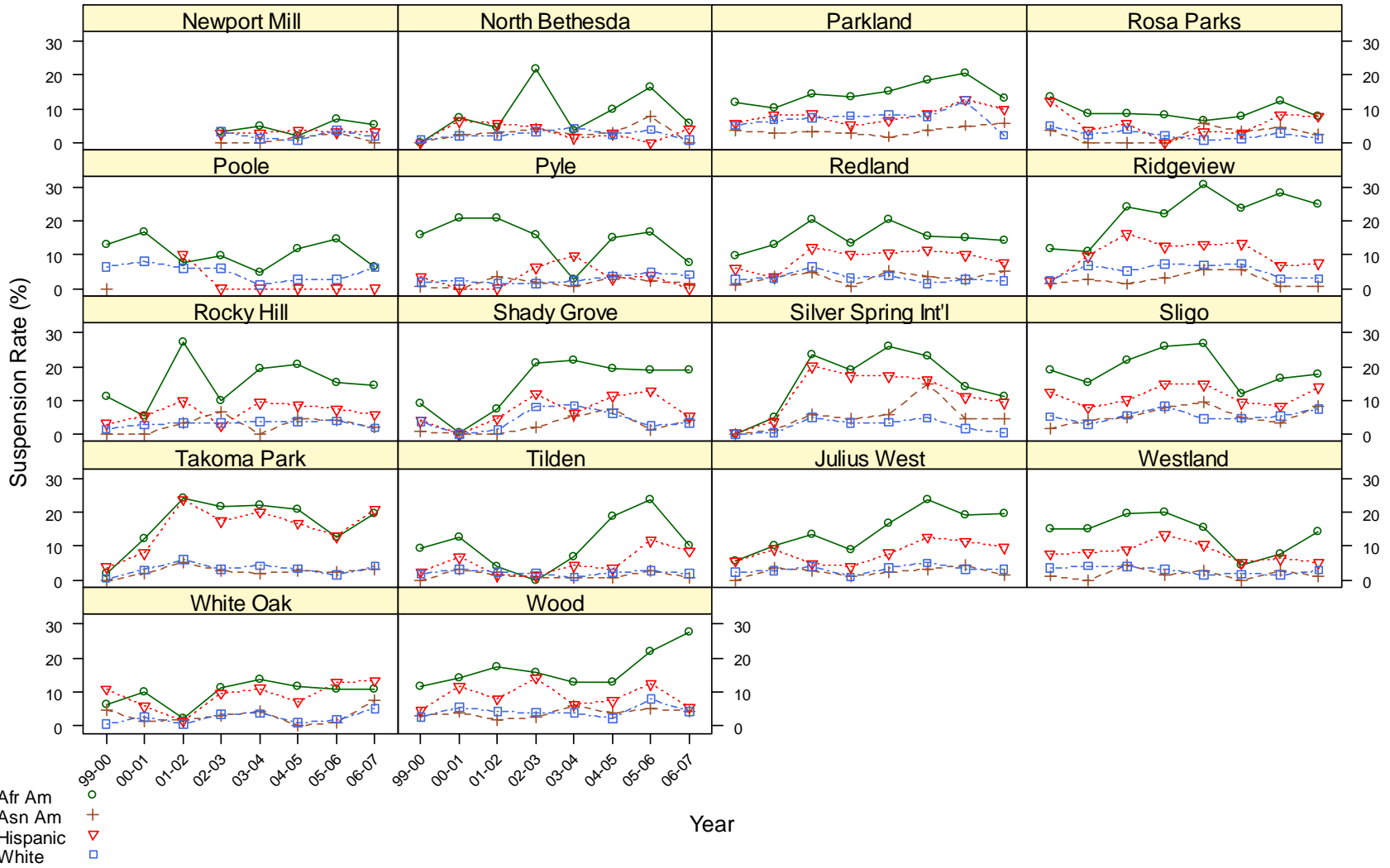


Figure A3. Suspension rate trends for MCPS middle schools (Newport Mill through Wood) by race/ethnicity, 1999–2000 to 2006–2007. Data are shown for groups with 10 or more students enrolled at the school. Newport Mill opened in 2002–2003.