

**TRACKING SUSPENSIONS
IN NEW YORK CITY
PUBLIC SCHOOLS
2006-2017**

**THE DATA COLLABORATIVE FOR JUSTICE
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Tracking Suspensions in New York City Public Schools, 2006-2017

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About the Data Collaborative for Justice

The **Data Collaborative for Justice (DCJ)** at John Jay College of Criminal Justice houses a group of research initiatives that raise important questions and share critical research about the criminal justice system and its role in creating safe, just and equitable communities. DCJ conducts data analysis and research on enforcement in the community, the adjudication of cases in the courts, and the use of confinement in jails and prisons. DCJ's work has informed policy reforms, facilitated partnerships between researchers and government agencies across the country, spurred new scholarly research on lower-level enforcement, and been cited extensively in the press.

To date we have published reports on misdemeanor arrests, criminal summonses, pedestrian stops, mobility of of arrests for misdemeanors, trends in jail admissions and custody, as well as conducted evaluations of reform initiatives. For more information about the Data Collaborative for Justice please visit our website: www.datacollaborativeforjustice.org.

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Executive Summary

The last decade has brought increased attention to school discipline policies and whether certain disciplinary strategies may, in fact, undermine student educational progress and even draw young people into the criminal justice system (sometimes referred to as the “school-to-prison pipeline”).¹ Recent research has found that suspensions are associated with a number of negative outcomes, including a lower likelihood of earning a high school diploma or a bachelor’s degree, and a greater likelihood of being arrested or on probation, even after accounting for selection bias.^{2 3} In an effort to inform the growing dialogue on school discipline, **this report examines trends in suspensions in the nation’s largest school district, New York City, over an 11-year period (2006-07 to 2016-17) for middle school students (grades 6 to 8) and high school students (grades 9 to 12). This report reveals that while suspensions on the whole fluctuated, and ultimately declined by 39.4 percent, over the study period, the timing and magnitude of the changes varied by grade, race and ethnicity, and disability status.**⁴

The results of this report should be considered in the context of national statistics regarding school discipline practices and local and national efforts to reform these practices. According to the U.S. Department of Education, in 2011-12, 3.2 million public school students (6.4 percent of students) received an out-of-school suspension.⁵ Black students were three times more likely to be suspended relative to White students and students with a disability status were twice as likely to be suspended compared to students without a disability status.⁶ In response to these disparities, in 2014, under former President Barack Obama, the Department of Education and the Department of Justice released a school discipline guidance package aimed at improving school discipline policies and practices, as well as school climate overall.⁷ In December 2018, via a joint letter from the Department of Education and the Department of Justice, the Trump Administration rescinded the disciplinary guidance.⁸

¹ Rocque, M., & Paternoster, R. (2011). Understanding the antecedents of the "school-to-jail" link: The relationship between race and school discipline. *The Journal of Criminal Law and Criminology*, pp. 633–665.

² Noltemeyer, A. L., Ward, R. M., & Mcloughlin, C. (2015). Relationship between school suspension and student outcomes: A meta-analysis. *School Psychology Review* 44.2, pp. 224–240.

³ Raffaele Mendez, L. M. (2003). Predictors of suspension and negative school outcomes: A longitudinal investigation. *New Directions For Youth Development*, 99, pp. 17–33.

⁴ For purposes of this report, suspensions were defined as both principal (1-5 school days) and superintendent (5+ school days) suspensions. Students were suspended for a range of behaviors, from verbally rude or disrespectful behavior to using extreme force against students or others.

⁵ These are the most recent national estimates we were able to locate.

⁶ National Center for Education Statistics. (July, 2017). Status and trends in the education of racial and ethnic groups 2017. Retrieved from <https://nces.ed.gov/pubs2017/2017051.pdf>

⁷ Department of Education and Department of Justice. (January, 2014). School climate and discipline. Retrieved from <https://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

⁸ Department of Education and Department of Justice. (December, 2018). Retrieved from

New York City has also engaged in an extensive examination of school disciplinary practices in recent years. Since 2011, two separate task forces have examined issues related to school climate, particularly with regard to enforcement and disciplinary actions in schools. In June 2011, former Chief Judge of the State of New York, Judith S. Kaye, convened the New York City School-Justice Partnership Task Force. Its goal was to identify strategies that kept children within their communities and out of courts while promoting school safety. The Kaye Task Force released a report in May 2013 entitled *Keeping Kids in School and Out of Court*.⁹ Using disciplinary data from the 2011-12 school year, the Kaye Task Force concluded that there was significant over-representation of students with disabilities and students of color in school suspensions. Additionally, school-related arrests included an over-representation of students of color. The Kaye Task Force made a series of recommendations related to limiting punitive measures, addressing racial disparities in the use of punitive measures, and promoting safe and supportive learning environments. The lead recommendation was to develop a mayor-led initiative to coordinate city agencies to keep more students in school while reducing the use of suspensions, summonses, and arrests.

In February 2015, Mayor Bill de Blasio launched the Mayor's Leadership Team on School Climate and Discipline, a year-long task force to address school safety issues while reducing suspensions, arrests, and summonses in the City's public schools. In July 2015, this group released a report titled *Safety With Dignity*, which included detailed policy recommendations.¹⁰ They recommended many strategies for developing a positive, non-punitive environment in schools, including training educators, providing social and emotional skills development in classes, using restorative justice practices, assigning staff to assist and monitor the implementation of these strategies, and collecting and using data such as the New York City School Survey on student perceptions of climate and discipline. In July 2016, the Leadership Team released Phase Two Recommendations that included alternatives to disciplinary actions and reducing the length of superintendent suspensions, among others.¹¹

This report tracks school suspensions before and after the release of the guidance and recommendations described above. First, we examine trends in the number and rate of suspensions from 2006-07 to 2016-17. Next, we focus on the 2016-17 school year to assess: (1) the use of multiple suspensions for individual students; (2) the number of suspensions by conduct/behavior; (3) the average number of days per suspension by conduct/behavior; and (4) how disciplinary actions vary in response to similar conduct/behaviors. The report disaggregates analyses by grade, race and ethnicity, and disability status (defined as students with an Individualized Education Program).¹²

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201812.pdf>

⁹ New York City School-Justice Partnership Task Force. (May, 2013). Keeping kids in school and out of court: Report and recommendations. Retrieved from <https://www.nycourts.gov/ip/justiceforchildren/PDF/NYC-School-JusticeTaskForceReportAndRecommendations.pdf>

¹⁰ Mayor's Leadership Team on School Climate and Discipline. (July, 2015). Safety with dignity. Retrieved from <https://www1.nyc.gov/assets/sclt/downloads/pdf/safety-with-dignity-final-complete-report-723.pdf>

¹¹ Mayor's Leadership Team on School Climate and Discipline. (July, 2016). Maintaining the momentum: A plan for safety and fairness in schools. Retrieved from <https://www1.nyc.gov/site/sclt/index.page>

¹² NYC Department of Education. (2019). The IEP. Retrieved from <https://www.schools.nyc.gov/special-education/the-iep-process/the-iep>

The results of these analyses suggest a series of complex trends and patterns. Below we highlight some of our overall findings.

Suspension Trends Overall

The suspension rate (number of suspensions per 100 enrolled students) increased from 9.4 in 2006-07 to 11.1 in 2010-11, and then decreased to 5.7 in 2016-17. Therefore, the suspension rate increased by **19.1 percent from 2006-07 to 2010-11 and then decreased by 49.3 percent from 2010-11 to 2016-17.**

Suspension Trends by Grade

Over the course of the study period, **12th grade students had the lowest suspension rates. Since 2010-11, 9th grade students had the highest suspension rates.** There was greater variability for the other grades.

Table 1 Suspension Rate Change by Grade from 2006-07 to 2016-17

Grade	Percentage Change from 2006-07 to 2016-17
6th Grade	-48.9
7th Grade	-54.9
8th Grade	-49.8
9th Grade	-36.7
10th Grade	-21.4
11th Grade	-13.2
12th Grade	5.4

1. There was a **sharper decline in suspension rates for middle school students (grades 6 through 8; approximately 50 percent) than for high school students (grades 9 through 12; 21.5 percent or less)**, with the exception of 12th grade students, where there was a 5.4 percent increase (see Table 1).
2. In 2016-17, for students in **grades 6 to 9, the higher the grade, the larger the proportion of students with multiple suspensions.** In contrast, for students in grades 10 to 12, the higher the grade, the smaller the proportion of students with multiple suspensions. Specifically, 25.6 percent of students that were suspended had multiple suspensions in 6th grade compared to 27.8 percent in 9th grade, 23.9 percent for 10th grade, and 16.2 percent in the 12th grade.
3. In 2016-17, for students in **grades 6 to 8, the average number of days suspended increased as grade increased.** The pattern was less consistent for students in grades 9 to 12. For instance, for aggressive and injurious/harmful behaviors, the average number of days per suspension was 7.3 days for 6th grade students, 8.8 days for 7th grade students, and 9.5 days for 8th grade students. On the other hand, it was similar (7.2 to 7.4 days) for students in 9th through 11th grades and lower for 12th grade students (6.6 days).
4. For aggressive and injurious/harmful behaviors, for **grades 6 to 8, as grade increased students were more likely to receive a superintendent suspension, as opposed to a princi-**

pal suspension in 2016-17. The pattern was less consistent for students in grades 9 to 12. For instance, for aggressive and injurious/harmful behaviors, 22.9 percent of students in 6th grade received a superintendent suspension as compared to 33.3 percent of students in the 8th grade. On the other hand, it was similar (18.4 to 19.6 percent) for students in 9th through 11th grade and lower for 12th grade students (17.7 percent).¹³

Suspension Trends by Race and Ethnicity

Over the course of the study period, **Black students consistently had the highest suspension rates**, followed by Hispanic, White, and Asian students in middle and high school. For instance, in 2016-17, the suspension rate for Black students in middle and high school was 2.8 times the rate for White students.

Table 2 Suspension Rate Percent Change by Race and Ethnicity from 2006-07 to 2016-17

	Overall	Middle School	High School
White	-42.1	-55.6	-25.3
Black	-33.4	-50.7	-19.7
Hispanic	-37.1	-46.6	-28.0
Asian	-31.1	-25.0	-37.7

1. Overall, students of all racial and ethnic groups had decreases in suspension rates. **White students experienced the most dramatic decline in suspension rates from 2006-07 to 2016-17 (42.1 percent).** Black students had the smallest declines (33.4 percent) in suspension rates.
2. In 2016-17, **Black students were more likely to have multiple suspensions.** For instance, if suspended, 27.7 percent of Black students in middle school and high school had more than one suspension compared to 23.1 percent of Hispanic Students, 21.9 percent of White students, and 14.5 percent of Asian students.
3. In 2016-17, for aggressive and injurious/harmful behaviors in middle and high school, **Black students were more likely to have longer suspensions.** For aggressive and injurious/harmful behaviors, the average number of days per suspension was 8.9 days for Black students, 7.2 days for Hispanic students, 5.8 days for White students, and 5.1 days for Asian students.
4. For aggressive and injurious/harmful behaviors, **Black students (27.2 percent) were almost twice as likely as White students (13.9 percent) to receive a superintendent suspension,** as opposed to a principal suspension.

Suspension Trends by Disability Status

During the course of the study period, **students with a disability status were consistently suspended at higher rates** compared to students without a disability status. In 2016-17, the sus-

¹³ A principal suspension is a suspension that removes a student from attending classes in school for 1-5 school days. A superintendent suspension is a suspension that is more than five school days and can last for up to a year.

pension rate for students with a disability status was 2.1 times higher than for students without a disability status in middle and high school.

Table 3 Suspension Rate Change by Disability Status from 2006-07 to 2016-17

	Overall	Middle School	High School
Students with a Disability Status	-40.2	-48.5	-30.6
Students without a Disability Status	-45.3	-58.5	-34.6

1. While there was an overall drop in suspension rates for students with and without a disability status, the **decline was greater among students without a disability status** in middle and high school.
2. In 2016-17, students with a **disability status were more likely to have multiple suspensions and longer suspensions** compared to students without a disability status in middle and high school. For instance, if suspended, 31.3 percent of students with a disability status had more than one suspension compared to 21.1 percent of students without a disability status. Further, for aggressive and injurious/harmful behaviors, the average number of days per suspension was 8.4 for students with a disability status compared to 7.4 for students without a disability status.
3. In 2016-17, for **aggressive and injurious/harmful behaviors, students with a disability status (26.4 percent) were more likely to receive a superintendent suspension compared to students without a disability status (20.9 percent)**.

The findings above, along with the more detailed information provided in the rest of this report, provide a window into how suspensions have been used over an 11-year period. We encourage readers to keep two considerations in mind: (1) this report provides statistical analyses of the data and leaves it to others to consider causal inferences, explanatory narratives and potential policy recommendations that may flow from the analyses; and (2) suspensions are only one strategy for addressing disciplinary issues in schools and additional dialogue and analyses are needed to support a robust conversation about creating safe schools.

In the future, the DCJ hopes to conduct student-level analyses that follow students from middle to high school to see if prior disciplinary actions, academic performance, and sociodemographic indicators can explain the differences in suspension trends. DCJ will also examine whether and how exclusionary disciplinary actions impact educational trajectories and academic performance. The DCJ hopes this report will support the work of the Department of Education, families, advocates, and others in making schools safe and supportive educational environments.

Background Context

The Data Collaborative for Justice (DCJ) is pleased to publish this report focused on trends in suspensions in New York City public schools. The DCJ has published several reports examining trends in misdemeanor arrests, the issuance of criminal and civil summonses, pedestrian stops, and the use of jails.¹⁴ Our prior work has documented significant changes with regard to police enforcement actions (i.e., being arrested, issued a criminal summons, or being stopped) among adults in New York City from 2003 to 2014. Both the increases and decreases in enforcement actions over this time period were the most dramatic for young people (i.e., 16-17 and 18-20 year-olds).¹⁵ These findings raised questions about whether the experiences of young people in schools, particularly with respect to disciplinary actions (such as suspensions), have also changed over time. Given that schools are a critical part of young peoples' lives, the analyses contained in this report provide another perspective on the consequences for violations of standards of behavior, both legal and educational, in schools.

Department of Education and the New York City School System

The New York City Department of Education (DOE) operates the largest public school system in the United States. It serves over 1.1 million students in 1,800 schools across five counties.¹⁶ The DOE employs almost 135,000 full-time employees, with approximately 75,000 teachers. Notably, in 1998, the Board of Education agreed to have the New York City Police Department (NYPD) train and manage the Division of School Safety. Since this shift, the number of police personnel in schools has increased from 3,200 to more than 5,200.¹⁷

Disciplinary actions within New York City schools can take a variety of forms and are based on the level of infraction.¹⁸ There are a range of non-exclusionary disciplinary actions that can take place in New York City schools including, but not limited to, parent outreach or conference, peer mediation, and behavioral intervention plans. There are also three types of exclusionary disciplinary actions: teacher removals (removes student from a specific classroom), principal suspension (1-5 days), and superintendent suspensions (6 days to 1 year). Additionally, schools can expel students who turn 17 prior to the school year (July 1st) if they are general education students. There are also legal actions that can be imposed by school safety agents or police officers for criminal misconduct

¹⁴ The Data Collaborative for Justice. URL: <https://www.datacollaborativeforjustice.org>.

¹⁵ Chauhan, P., Warner, T.C., Fera, A.G., Balazon, E., Lu, O., & Welsh, M. with an Introduction by Jeremy Travis. (2015, December). Tracking enforcement rates in New York City, 2003-2014. Report Presented to the Citizens Crime Commission. New York: New York.

¹⁶ NYC Department of Education. (2019). DOE data at a glance. Retrieved from <https://www.schools.nyc.gov/about-us/reports/doe-data-at-a-glance>

¹⁷ Archibal, R. (Sept. 16, 1998). New era as police prepare to run school security. Retrieved from <https://www.nytimes.com/1998/09/16/nyregion/new-era-as-police-prepare-to-run-school-security.html>

¹⁸ NYC Department of Education. (April, 2017). Citywide behavioral expectations to support student learning: Grades 6-12 student intervention and discipline code and bill of student rights and responsibilities. Retrieved from <https://www.schools.nyc.gov/docs/default-source/default-document-library/discipline-code-grade-6-12-english>

and include juvenile arrests of students under 16 years of age, adult arrests of students aged 16 and over, and issuance of summonses to students over the age of 16 for non-criminal behaviors.

This report builds on a great deal of work that has already been done to assess issues of student discipline, school safety and school climate. DCJ encourages readers interested in these issues to review the materials produced by the 2013 and 2015 task forces.^{19,20,21} In addition, DCJ recommends the Center for Court Innovation's (CCI) policy brief, *School Safety in New York City: Policy, Practice, and Programs from 2002 to 2013*.²² The CCI report was released in December 2013 and documented changes in school safety programs and policies over the 12-year period of Mayor Michael Bloomberg's administration.

Enforcement Actions in New York City

Until 2018, New York was one of two states where the age of criminal responsibility was 16.²³ Therefore, a subgroup of individuals who attend public schools in New York City were considered adults in the criminal justice system. Our prior work on police enforcement actions among this age group served as the impetus for our focus on schools. Indeed, the dramatic changes in enforcement actions led us to question whether contact with other authority figures, particularly in schools, has also changed over time. Figure 1 presents enforcement actions for 16-17 year-olds in New York City from 2003 to 2017 as a number and a rate. We calculated the 16-17 year-old rate as the number of enforcement actions for 16-17 year-olds per the 16-17 year-old population base in New York City.

¹⁹ New York City School-Justice Partnership Task Force. (May, 2013). Keeping kids in school and out of court: Report and recommendations. Retrieved from <https://www.nycourts.gov/ip/justiceforchildren/PDF/NYC-School-JusticeTaskForceReportAndRecommendations.pdf>

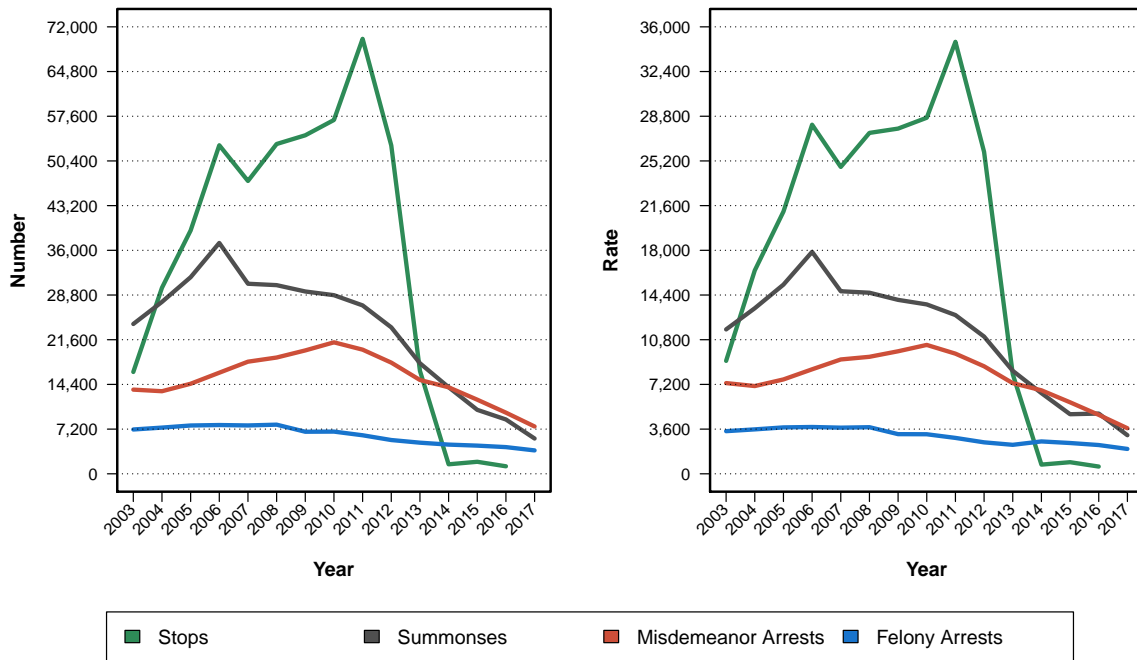
²⁰ Mayor's Leadership Team on School Climate and Discipline. (July, 2015). Safety with dignity. Retrieved from <https://www1.nyc.gov/assets/sclt/downloads/pdf/safety-with-dignity-final-complete-report-723.pdf>

²¹ Mayor's Leadership Team on School Climate and Discipline. (July, 2016). Maintaining the momentum: A plan for safety and fairness in schools. Retrieved from <https://www1.nyc.gov/site/sclt/index.page>

²² Center for Court Innovation. (Dec, 2013). School safety in New York City: Policy, practice, and programs from 2002 to 2013. Retrieved from <https://www.courtinnovation.org/publications/school-safety-new-york-city-policy-practice-and-programs-2002-2013>

²³ Press Office for Governor Andrew Cuomo. (April, 2017). Governor Cuomo signs legislation raising the age of criminal responsibility to 18-years-old in New York. Retrieved from <https://www.governor.ny.gov/news/governor-cuomo-signs-legislation-raising-age-criminal-responsibility-18-years-old-new-york>

Figure 1: Number and Rate of Enforcement Actions for 16-17 Year-Olds in New York City, 2003 to 2017



Data Source: New York City Police Department, Office of Court Administration, New York State Division of Criminal Justice Services

Figure 1 shows the dramatic changes in enforcement actions for 16-17 year-olds from 2003 to 2017. Both figures show that while there were declines in all four enforcement actions for 16-17 year-olds, the magnitude varied. Both as a number and rate, pedestrian stops had the most dramatic decline with at least a 92 percent drop from 2003 to 2016. This was followed by a 63 percent decline in the issuance of criminal summonses, a 40 percent decrease in felony arrests, and a 37 percent reduction in misdemeanor arrests for 16-17 year-olds. The number and rate of felony arrests for 16-17 year-olds steadily decreased over the study period, while the number of misdemeanor arrests rose from 2003 to a peak in 2010, and then dropped by 2017. From 2003 to 2006, the issuance of criminal summonses for 16-17 year-olds increased to a peak, and then steadily decreased by 2017. The number and rate of pedestrian stops for this age group increased dramatically from 2003 to a peak in 2011, and then dropped by 2016. Reliable data on the age of individuals who were stopped in 2017 is not available.

Trends in School Suspensions in New York City

In this report, we focus on a specific form of disciplinary action in schools - suspensions. We focus on suspensions given that exclusion from school is more likely to be disruptive to the learning process, relative to in-school disciplinary actions (e.g., exclusion from extracurricular activities or communal lunch). In fact, research indicates that suspended youth are less likely to graduate from high school or receive a bachelor's degree. Suspended youth are also more likely to be arrested and on probation, even after accounting for selection biases, such as differences in educational achievement prior to suspension, risk taking behaviors, and personality.²⁴ This suggests that suspensions may lead to future involvement in the criminal justice system.

The DOE has varying forms of exclusion:

- At the lowest level of exclusion, a teacher can remove a student from a classroom but that student may still attend classes taught by other teachers at the school. If a student is removed four times from any classroom by any teacher during a semester or three times during a trimester, subsequent infractions will result in a principal suspension.
- A principal suspension is a suspension that removes a student from attending classes in school for 1-5 school days.
- A superintendent suspension is a suspension that is more than five school days and can last for up to a year.

A range of behaviors can lead to suspension (see Appendix A on page 43) and include both criminal behaviors (e.g., group violence) and noncriminal, school specific behaviors (e.g., scholastic dishonesty). A host of in-school disciplinary actions are also possible for this range of behaviors.²⁵

In this report, we examine longitudinal trends in suspensions for middle school and high school students. First, we show trends in suspensions from 2006-07 to 2016-17. We present suspensions as a number and as rates. See Appendix B on page 45, for all numbers and rates. The rates in the report represent the number of suspensions per 100 students within a year. For those interested in student-level suspension rates, or individual students who were suspended in a given school year per 100 students, please see Appendix C on page 49. We disaggregate these trends by grade, race and ethnicity, and disability status. Given the variation by middle and high school, we also disaggregate the analyses on race and ethnicity and disability status by middle and high school in Appendix D and E.

²⁴ Rosenbaum, J. (2018). Educational and criminal justice outcomes 12 years after school suspension. *Youth & Society*, 1-33. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/0044118X17752208>

²⁵ NYC Department of Education. (April, 2017). Citywide behavioral expectations to support student learning: Grades 6-12 student intervention and discipline code and bill of student rights and responsibilities. Retrieved from <https://www.schools.nyc.gov/docs/default-source/default-document-library/discipline-code-grade-6-12-english>

In addition, for the most recent school year (2016-17), we examine how often students were suspended multiple times within a school year, assess which behaviors students were most frequently suspended for, estimate the average number of days per suspension by behaviors, and determine whether disciplinary actions varied in response to similar behaviors. We present these findings disaggregated by grade, race and ethnicity, and disability status. In the last analyses, we include teacher removals to highlight that less serious infractions are more likely to result in a teacher removal compared to a suspension.

The New York City DOE publishes a yearly Discipline Code. The code categorizes misbehaviors into five broad behavioral levels ranging from one to five. Misbehaviors in level 1 are less severe, while those in level 5 are the most severe:

- Level 1: Uncooperative/non compliant behavior
- Level 2: Disorderly behavior
- Level 3: Disruptive behavior
- Level 4: Aggressive or injurious/harmful behavior
- Level 5: Seriously dangerous or violent behavior

The Code provides a list of supports/interventions and a range of possible disciplinary actions within each behavioral level.²⁶ Among the exclusionary disciplinary actions, teacher removals are the most common for levels 1 and 2. Levels 3, 4, and 5 can include teacher removals, principal suspensions or superintendent suspensions. Notably, in-school disciplinary actions such as a restorative conference and exclusion from extracurricular activities or communal lunch are also included in each level. However, we do not have access to in-school disciplinary data to document their use over time.

²⁶ NYC Department of Education. (April, 2017). Citywide behavioral expectations to support student learning: Grades 6-12 student intervention and discipline code and bill of student rights and responsibilities. Retrieved from <https://www.schools.nyc.gov/docs/default-source/default-document-library/discipline-code-grade-6-12-english>

Suspensions for Middle and High School Students

Figure 2: Number of Students Suspended and Suspension Rate for Middle and High School Students in New York City, 2006-07 to 2016-17

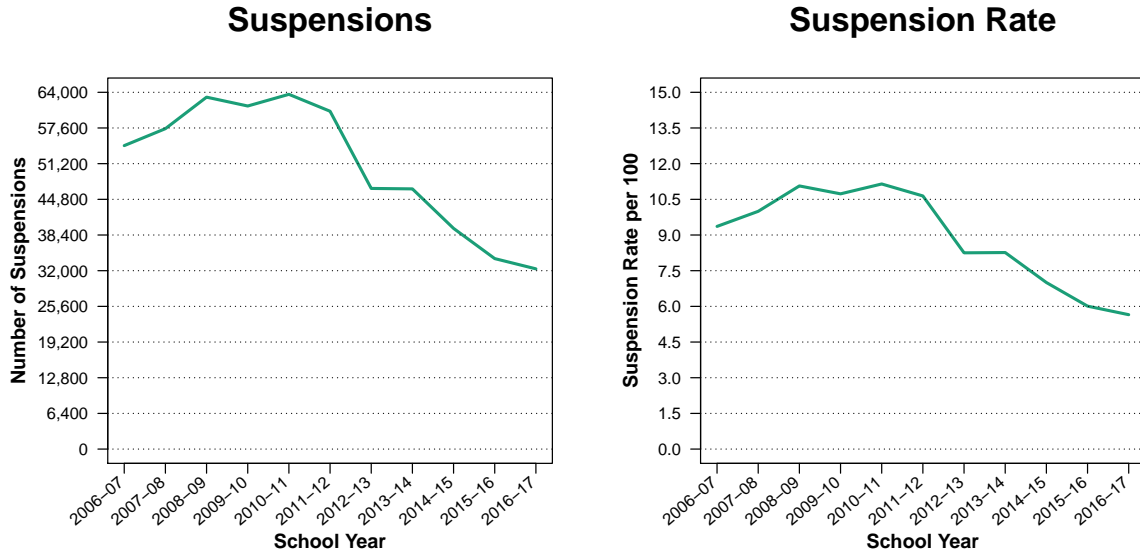


Figure 2 shows the number of suspensions for middle and high school students, from 2006-07 to 2016-17. The number of suspensions increased by 16.9 percent from 2006-07 to 2010-11 (54,435 to 63,635 suspensions), and then decreased by 49.2 percent from 2010-11 to 2016-17 (63,635 to 32,331 suspensions). Over the course of the study period, there was a 40.6 percent decline in suspensions.

Figure 2 also displays the suspension rate for middle and high school students and shows a similar pattern to the number of suspensions. The suspension rate for students in middle and high school increased from 9.4 per 100 in 2006-07 to 11.1 per 100 in 2010-11. This rate then declined by 49.3 percent to 5.7 per 100 in 2016-17. Overall, there was a 39.4 percent decrease in the suspension rate from 2006-07 to 2016-17.

Suspension Trends by Grade

Figure 3: Number of Suspensions and Suspension Rate by Grade for Middle and High School Students in New York City, 2006-07 to 2016-17

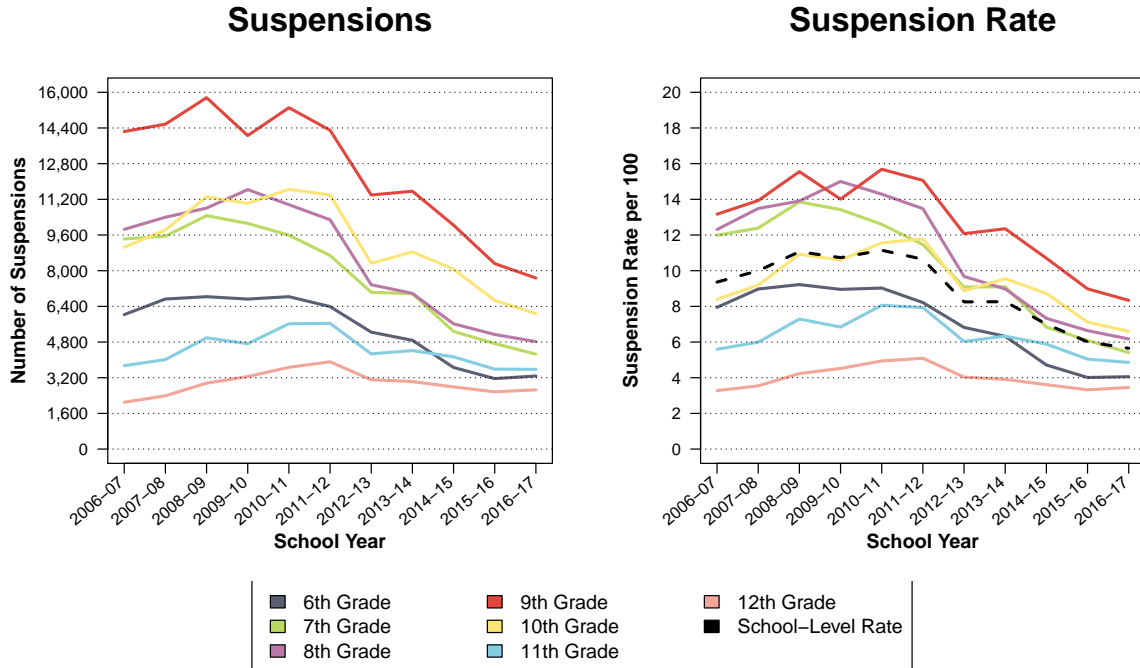


Figure 3 shows the number of suspensions by grade. Older students in middle school were more likely to be suspended, relative to younger students in middle school, from 2006-07 to 2016-17. The number of suspensions for 6th, 7th, and 8th grade students declined over the study period. The percent decline in suspensions was highest for 7th grade students (54.8 percent), followed by 8th grade (51.1 percent), and then 6th grade (45.6 percent).

For high school students, we see a different pattern. Younger students in high school were more likely to be suspended relative to older students in high school, from 2006-07 to 2016-17. For high school, the number of suspensions for students in 9th grade was highest throughout the study period, followed by 10th grade, 11th grade and 12th grade students. From 2006-07 to 2016-17, for 9th, 10th, and 11th grades, the number of suspensions declined by 46.1 percent, 32.9 percent, and 4.4 percent, respectively, and the number of suspensions for 12th grade students increased by 26.5 percent.

Figure 3 also shows suspension rates by grade from 2006-07 to 2016-17. Students in 9th grade had the highest suspension rate for most of the study period, relative to all other grades. Conversely, 12th grade students had the lowest suspension rate across the study period.

The declines in suspensions rates were higher for middle school students. The suspension rate declined by 48.9 percent for 6th grade students, 54.9 percent for 7th grade students, and 49.8 percent

for 8th grade students. From 2006-07 to 2016-17, for 9th and 10th grade students, the percent declines in suspension rates were 36.7 percent and 21.4 percent, respectively. For 11th grade students, the suspension rate declined by 13.2 percent. For 12th grade students, the suspension rate rose by 5.4 percent.

Table 4 Proportion of Students with One or More Suspensions, Including Students with at Least One Superintendent Suspension, by Grade in 2016-17

	Number of Suspensions			At Least One Superintendent Suspension(%)
	1(%)	2(%)	3+(%)	
6th Grade	74.4	16.2	9.4	30.9
7th Grade	73.5	16.0	10.5	38.4
8th Grade	73.1	16.9	10.0	42.7
9th Grade	72.2	17.2	10.6	27.3
10th Grade	76.1	15.9	8.0	27.8
11th Grade	79.7	14.1	6.1	26.9
12th Grade	83.8	12.0	4.2	27.2

Note:

6th Grade N=2,295. 7th Grade N=2,940. 8th Grade N=3,359.

9th Grade N=5,232. 10th Grade N=4,391. 11th Grade N=2,748. 12th Grade N=2,161.

Table 4 shows that of students who were suspended in 2016-17, the proportion of students with multiple suspensions increased as grade increased for grades 6 to 9 (from 25.6 percent to 27.8 percent). However, this proportion decreased as grade increased for grades 10 to 12 (from 23.9 to 16.2). Further, the proportion of students who had at least one superintendent suspension increased as grade increased for students in middle school (grades 6 to 8) but was relatively similar for students in high school (grades 9 to 12).

Table 5 Number and Percent of Students Suspended by Behavioral Level and Grade in 2016-17

	Behavioral Level N(%)				
	1	2	3	4	5
6th Grade	0 (0.0)	1 (0.0)	870 (26.5)	2,040 (62.2)	367 (11.2)
7th Grade	4 (0.1)	6 (0.1)	1,066 (25.1)	2,583 (60.7)	595 (14.0)
8th Grade	4 (0.1)	9 (0.2)	1,063 (22.0)	2,982 (61.9)	763 (15.8)
9th Grade	0 (0.0)	1 (0.0)	2,437 (31.8)	4,368 (56.9)	866 (11.3)
10th Grade	0 (0.0)	4 (0.1)	1,783 (29.4)	3,531 (58.1)	755 (12.4)
11th Grade	0 (0.0)	1 (0.0)	1,033 (28.9)	2,099 (58.7)	443 (12.4)
12th Grade	0 (0.0)	2 (0.1)	719 (27.1)	1,568 (59.0)	368 (13.9)

Note:

Level 1 is least severe and Level 5 is most severe. See page 26.

Table 5 shows that regardless of grade, misconduct within behavioral level 4 was the prominent reason for a suspension in 2016-17. The percentage ranged from 56.9 percent for 9th grade students to 62.2 percent for 6th grade students. Behavioral level 3 was the second most frequent, followed by level 5. Importantly, behavioral levels 1 and 2 rarely resulted in a suspension.

Table 6 Average Length of Suspension by Behavioral Level and Grade in 2016-17

	Behavioral Level M(SD)				
	1	2	3	4	5
6th Grade	NA(NA)	1.0(NA)	2.6(2.0)	7.3(11.9)	17.5(19.4)
7th Grade	1.0(0.0)	1.8(1.0)	3.0(3.3)	8.8(12.8)	19.5(21.8)
8th Grade	1.2(0.5)	1.0(0.0)	3.1(2.2)	9.5(13.6)	23.9(30.2)
9th Grade	NA(NA)	1.0(NA)	3.4(1.8)	7.3(12.1)	29.1(38.5)
10th Grade	NA(NA)	4.0(1.2)	3.4(2.5)	7.2(11.8)	27.3(35.0)
11th Grade	NA(NA)	1.0(NA)	3.3(1.9)	7.4(12.1)	20.6(28.5)
12th Grade	NA(NA)	3.0(2.8)	3.2(2.6)	6.6(10.1)	18.5(28.2)

Note:

6th Grade N=3,278. 7th Grade N=4,254. 8th Grade N=4,821.

9th Grade N=7,672. 10th Grade N=6,073. 11th Grade N=3,576. 12th Grade N=2,657.

Level 1 is least severe and Level 5 is most severe. See page 26.

M=Mean, SD=Standard Deviation

Table 6 shows that, in general, the average number of days per suspension increased as behavioral level increased. Within each behavioral level, there was a non-linear relationship between grade and average number of days per suspension. For levels 3 and 5, the average number of days per suspension was highest for students who were in 9th and 10th grade. For level 4, the average number of days per suspension was highest for students who were in 7th and 8th grade. For instance, within level 4, 8th grade students had an average suspension length of 9.5 days, while 6th grade students had an average suspension length of 7.5 days and 12th grade students had an average of 6.6 days. For level 5, 9th grade students had an average suspension length of 29.1 days, while 6th grade students had an average suspension length of 17.5 days and 12th grade students had an average of 18.5 days.

In the section below, we include teacher removals in addition to superintendent and principal suspensions to illustrate that the majority of teacher removals are associated with less serious behavioral levels.

Table 7 Proportion of Disciplinary Actions by Behavioral Level and Grade in 2016-17

		Behavioral Level				
		1(%)	2(%)	3(%)	4(%)	5(%)
6th Grade	Teacher Removal	100	99.4	45.8	11.9	0.5
	Principal	-	0.6	53.5	65.3	4.3
	Superintendent	-	-	0.7	22.9	95.1
	Total	4.3	3.8	34.4	49.6	7.9
7th Grade	Teacher Removal	98.8	97.5	40.2	10.0	0.3
	Principal	1.2	2.5	58.1	60.4	6.7
	Superintendent	-	-	1.7	29.6	93
	Total	5.6	4.1	30.7	49.4	10.3
8th Grade	Teacher Removal	98.8	97.3	37.5	8.2	0.3
	Principal	1.2	2.7	60.9	58.5	4.3
	Superintendent	-	-	1.5	33.3	95.4
	Total	5.3	5.2	26.6	50.9	12
9th Grade	Teacher Removal	100	99.4	9.7	1.6	-
	Principal	-	0.6	89.3	80.0	7.4
	Superintendent	-	-	1.0	18.4	92.6
	Total	2.5	1.9	32.2	53.0	10.3
10th Grade	Teacher Removal	100	97.4	9.6	1.7	-
	Principal	-	2.6	89.5	79.9	7.3
	Superintendent	-	-	0.9	18.4	92.7
	Total	2	2.4	29.8	54.3	11.4
11th Grade	Teacher Removal	100	98.8	12.3	1.8	-
	Principal	-	1.2	86.8	78.6	10.2
	Superintendent	-	-	0.8	19.6	89.8
	Total	1.9	2.1	30.1	54.6	11.3
12th Grade	Teacher Removal	100	95.8	10.3	1.7	-
	Principal	-	4.2	88.4	80.6	10.1
	Superintendent	-	-	1.2	17.7	89.9
	Total	1.4	1.7	28.1	55.9	12.9

Note:

6th Grade N=4,669. 7th Grade N=5,815. 8th Grade N=6,387.

9th Grade N=8,373. 10th Grade N=6,610. 11th Grade N=3,913. 12th Grade N=2,854.

Level 1 is least severe and Level 5 is most severe. See page 26.

M=Mean, SD=Standard Deviation

Table 7 illustrates that when looking at these three disciplinary actions by grade, we see variability in the type of disciplinary actions across behavioral levels in 2016-17. For middle school (grades

6 to 8), within level 4, as grade increased, the proportion of teacher removals decreased, while the proportion of principal and superintendent increased. Within behavioral level 4, 11.9 percent of 6th grade students received a teacher removal, 65.3 percent received a principal suspension, and 22.9 percent received a superintendent suspension. Conversely, among 8th grade students within the same behavioral level, 8.2 percent received a teacher removal, 58.5 percent received a principal suspension, and 33.3 percent received a superintendent suspension. For high school, within behavioral level 4, the proportions of each type of disciplinary actions were relatively similar.

Suspension Trends by Race and Ethnicity

Figure 4: Number of Suspensions and Suspension Rate by Race and Ethnicity for Middle and High School Students in New York City, 2006-07 to 2016-17

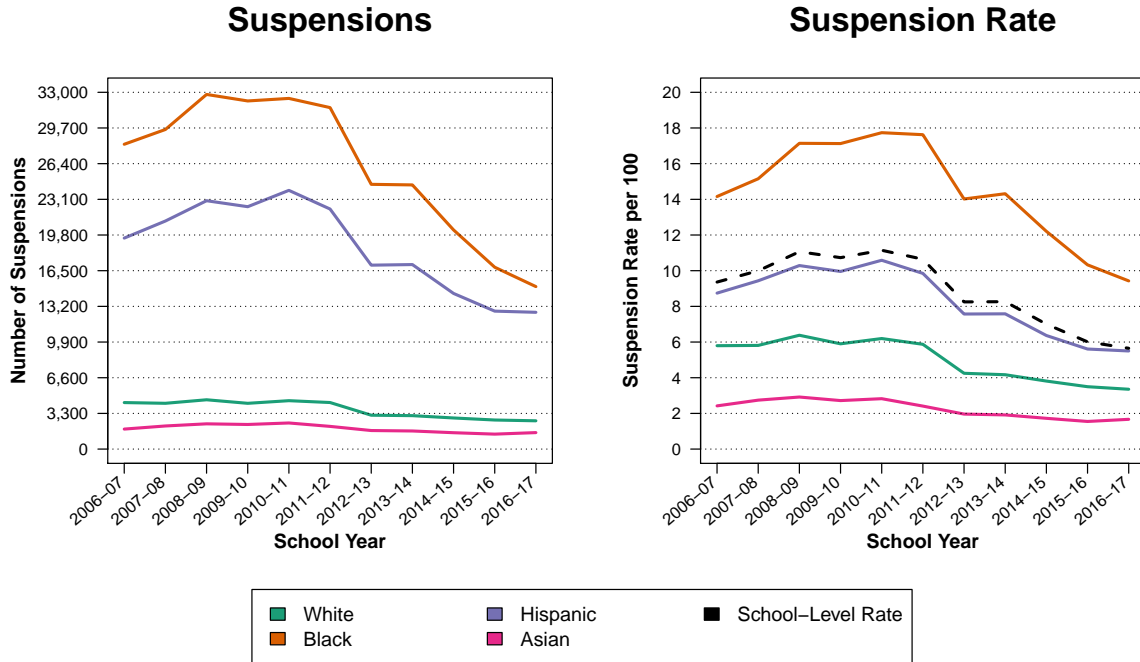


Figure 4 shows that the number of suspensions for Black students in middle and high school was highest throughout the study period, relative to other racial and ethnic groups. Hispanic students had the next highest number of suspensions followed by White and Asian students, whose suspension numbers were relatively low and stable. Overall, the number of suspensions for middle and high school students by race and ethnicity declined over the study period. The percent decline in the number of suspensions was 46.7 percent for Black students followed by 39.2 percent for White students, 35.2 percent for Hispanic students, and 17.6 percent for Asian students.

Similarly, figure 4 shows that suspension rates for Black students in middle and high school were highest throughout the study period, followed by Hispanic, White, and then Asian students. The suspension rate for all groups experienced some fluctuation with a peak around 2011 before declining. The suspension rate decreased by 42.1 percent for White students, 37.1 percent for Hispanic students, 33.4 percent for Black students, and 31.1 for Asian students.

Table 8 Proportion of Middle and High School Students with One or More Suspensions, Including Students with at Least One Superintendent Suspension, by Race and Ethnicity in 2016-17

	Number of Suspensions			At Least One Superintendent Suspension(%)
	1(%)	2(%)	3+(%)	
White	78.1	14.8	7.1	22.5
Black	72.3	17.3	10.4	35.0
Hispanic	76.9	15.2	7.9	30.7
Asian	85.5	10.4	4.1	21.5

Note:

White N=1,949. Black N=10,317. Hispanic N=9,236. Asian N=1,245.

Table 8 shows that of students who were suspended in 2016-17, Black students in middle and high school (27.7 percent) were most likely to have multiple suspensions, followed by Hispanic (23.1 percent), White (21.9 percent), and Asian (14.5 percent) students. Further, Black students were much more likely to receive at least one superintendent suspension in 2016-17, followed by Hispanic, White, and Asian students.

Table 9 Number and Percent of Students Suspended by Behavioral Level and Race and Ethnicity in 2016-17

	Behavioral Level N(%)				
	1	2	3	4	5
White	0 (0.0)	3 (0.1)	740 (28.3)	1,606 (61.4)	267 (10.2)
Black	5 (0.0)	5 (0.0)	4,091 (27.2)	8,978 (59.7)	1,949 (13.0)
Hispanic	3 (0.0)	16 (0.1)	3,514 (27.8)	7,417 (58.6)	1,701 (13.4)
Asian	0 (0.0)	0 (0.0)	478 (31.4)	862 (56.6)	184 (12.1)

Note:

Level 1 is least severe and Level 5 is most severe. See page 26.

Table 9 shows that regardless of race and ethnicity, the majority of suspensions were for level 4 behaviors in 2016-17. The percentages ranged from 56.6 percent for Asian students to 61.4 percent for White students. Behavioral level 3 was the next most frequent, followed by level 5. Importantly, behavioral levels 1 and 2 rarely resulted in a suspension.

Table 10 Average Length of Suspension by Behavioral Level and Race and Ethnicity for Middle and High School Students in 2016-17

	Behavioral Level M(SD)				
	1	2	3	4	5
White	NA(NA)	2.7(0.6)	2.7(1.4)	5.8(11.2)	21.8(33.0)
Black	1.0(0.0)	1.0(0.0)	3.4(2.3)	8.9(13.6)	26.1(33.2)
Hispanic	1.3(0.6)	2.0(1.6)	3.3(2.5)	7.2(10.9)	21.9(29.4)
Asian	NA(NA)	NA(NA)	2.7(2.0)	5.1(9.8)	15.2(21.0)

Note:

White N=2,616. Black N=15,028. Hispanic N=12,651. Asian N=1,524.

Level 1 is least severe and Level 5 is most severe. See page 26.

M=Mean, SD=Standard Deviation

Table 10 shows that among all four racial and ethnic groups, the average number of days per suspension increased as behavioral level increased for students in middle and high school. Specifically, within levels 4 and 5, Black students who were suspended had longer average suspensions, followed by Hispanic, White, and Asian students. Within level 4, Black students were suspended for an average of 8.9 days, followed by 7.2 days for Hispanic students, 5.8 days for White students, and 5.1 days for Asian students.

In the section below, we include teacher removals in addition to superintendent and principal suspensions to illustrate that the majority of teacher removals are associated with less serious behavioral levels.

Table 11 Proportion of Disciplinary Actions by Behavioral Level by Race and Ethnicity for Middle and High School Students in 2016-17

		Behavioral Level				
		1(%)	2(%)	3(%)	4(%)	5(%)
White	Teacher Removal	100	97.2	24.6	6.5	-
	Principal	-	2.8	74.8	79.6	7.1
	Superintendent	-	-	0.6	13.9	92.9
	Total	3.8	3.4	30.7	53.8	8.4
Black	Teacher Removal	99.2	99	22.7	4.9	0.2
	Principal	0.8	1	76.1	67.9	6.5
	Superintendent	-	-	1.2	27.2	93.3
	Total	3.6	2.7	29.7	53.0	11
Hispanic	Teacher Removal	99.4	97	25.4	5.1	0.2
	Principal	0.6	3	73.4	73.6	7.6
	Superintendent	-	-	1.2	21.3	92.3
	Total	3.3	3.5	30.8	51.2	11.2
Asian	Teacher Removal	100	100	17.6	4.5	-
	Principal	-	-	81.4	83.3	7.1
	Superintendent	-	-	1.0	12.2	92.9
	Total	2.1	2.2	33.3	51.8	10.6

Note:

White N=3,196. Black N=17,809. Hispanic N=15,276. Asian N=1,743.

Level 1 is least severe and Level 5 is most severe. See page 26.

M=Mean, SD=Standard Deviation

Table 11 illustrates that for each race and ethnicity, among these disciplinary actions, level 4 was the most prevalent behavioral level, followed by level 3 in 2016-17. Further, within level 4, 27.2 percent of Black students received a superintendent suspension, followed by Hispanic (21.3 percent), White (13.9 percent) and Asian (12.2 percent) students.

Suspension Trends by Disability Status

Students that attend Department of Education schools are able to receive disability status (defined as students with an Individualized Education Program).²⁷ Students with disabilities receive protections from suspensions. The Chancellor’s Regulation states that students who are suspended are entitled to a Manifestation Determination Review (MDR) where a conference is held to assist in determining the relationship between the student’s disability and their behavior.²⁸ These reviews may impact the frequency of suspensions captured in these data.

Figure 5: Number of Suspensions and Suspension Rate by Disability Status for Middle and High School Students in New York City, 2006-07 to 2016-17

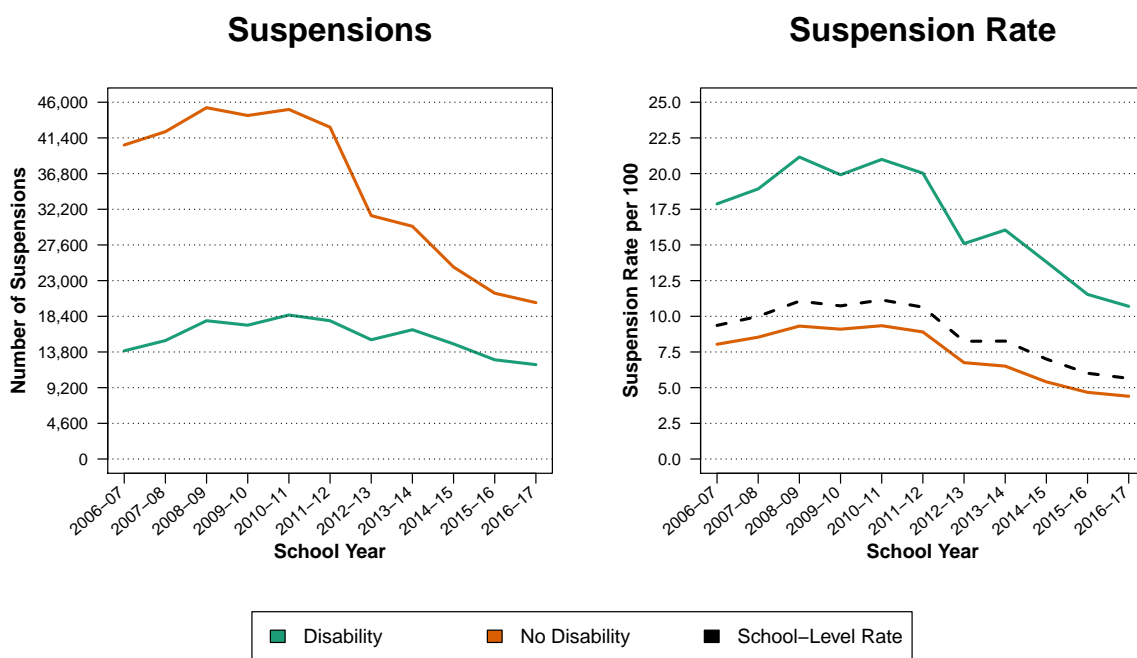


Figure 5 illustrates that the number of suspensions for students without a disability status was higher relative to students with a disability status throughout the study period for students in middle and high school. The proportional decline was higher for students without a disability status (50.2 percent) compared to students with a disability status (12.8 percent).

Figure 5 shows that contrary to the number of suspensions and when accounting for population base, students with a disability status had a higher suspension rate than students without a disability status over the study period. From 2006-07 to 2016-17, the percent decline in suspension rates for

²⁷ NYC Department of Education. (2019). The IEP. Retrieved from <https://www.schools.nyc.gov/special-education/the-iep-process/the-iep>

²⁸ The City of New York. (2008). Discipline/Suspensions. Retrieved from <http://www.nyc.gov/html/acs/education/discipline.html>

middle and high school students was higher for students without a disability status (45.3 percent) compared to students with a disability status (40.2 percent).

Table 12 Proportion of Middle and High School Students with One or More Suspensions, Including Students with at Least One Superintendent Suspension, by Disability Status in 2016-17

	Number of Suspensions			At Least One Superintendent Suspension(%)
	1(%)	2(%)	3+(%)	
Disability Status	68.7	18.8	12.4	36.7
No Disability Status	78.9	14.2	6.8	28.6

Note:

Disability Status N=7,867. No Disability Status N=15,259.

Table 12 shows that students with a disability status, if suspended, were more likely to have more than one suspension (31.2 percent) compared to students without a disability status (21.0 percent) in 2016-17. Additionally, students with a disability status were more likely to have at least one superintendent suspension relative to students without a disability status in 2016-17.

Table 13 Number and Percent of Students Suspended by Behavioral Level and Disability Status in 2016-17

	Behavioral Level N(%)				
	1	2	3	4	5
Disability Status	4 (0.0)	9 (0.1)	3,343 (27.5)	7,203 (59.2)	1,610 (13.2)
No Disability Status	4 (0.0)	15 (0.1)	5,628 (27.9)	11,968 (59.4)	2,547 (12.6)

Note:

Level 1 is least severe and Level 5 is most severe. See page 26.

Table 13 shows that the majority of suspensions were for behavioral level 4 (60 percent) regardless of disability status in 2016-17. This was followed by behavioral level 3 and 5. As seen before, behavioral levels 1 and 2 rarely resulted in a suspension.

Table 14 Average Length of Suspension by Behavioral Level and Disability Status for Middle and High School Students in 2016-17

	Behavioral Level M(SD)				
	1	2	3	4	5
Disability Status	1.2(0.5)	2.0(1.4)	3.3(2.6)	8.4(12.8)	24.0(31.5)
No Disability Status	1.0(0.0)	1.8(1.5)	3.2(2.1)	7.4(11.9)	23.4(31.0)

Note:

Disability Status N=12,169. No Disability Status N=20,162.

Level 1 is least severe and Level 5 is most severe. See page 26.

M=Mean, SD=Standard Deviation

Table 14 illustrates that the average number of days per suspension increased as behavioral level increased in 2016-17. Students with a disability status had, on average, a longer suspension compared to students without a disability status. Students with a disability status who received a suspension for a level 4 behavior had an average suspension length of 8.4 days, compared to 7.4 days for students without a disability status.

In the section below, we include teacher removals in addition to superintendent and principal suspensions to illustrate that the majority of teacher removals are associated with less serious behavioral levels.

Table 15 Proportion of Disciplinary Actions by Behavioral Level by Disability Status for Middle and High School Students in 2016-17

		Behavioral Level				
		1(%)	2(%)	3(%)	4(%)	5(%)
Disability Status	Teacher Removal	99.1	98.1	24.4	5.6	0.1
	Principal	0.9	1.9	74.2	68.0	5.1
	Superintendent	-	-	1.4	26.4	94.7
	Total	3	3.2	30.4	52.4	11.1
No Disability Status	Teacher Removal	99.5	97.9	23.1	4.8	0.2
	Principal	0.5	2.1	75.9	74.4	8.1
	Superintendent	-	-	1.0	20.9	91.7
	Total	3.7	3	30.4	52.3	10.6

Note:

Disability N=14,573. No Disability N=24,048.

Level 1 is least severe and Level 5 is most severe. See page 26.

M=Mean, SD=Standard Deviation

Table 15 illustrates that for both groups, among these disciplinary actions, level 4 was the most prevalent behavioral level, followed by level 3 in 2016-17. The proportion of students who re-

ceived suspensions at other behavioral levels was relatively low and less than 12.0 percent. Within behavioral level 4, 26.4 percent of students with a disability status received a superintendent suspension relative to 20.9 percent of students without a disability status.

Conclusion

Over the course of just over a decade (2006-07 school years through 2016-17 school years), school suspensions for middle and high school students declined 39.4 percent. Overall, the rate of suspension for middle and high school students rose from 9.4 suspensions per 100 students in 2006-07 to 11.1 in 2010-11, and then decreased to 5.7 in 2016-17. However, according to our analyses using Department of Education data, the magnitude of the reductions varied by grade, race and ethnicity, and disability status. Naturally, questions still remain about what drove the dramatic decline in suspensions, including whether the declines were a product of changes in students' conduct, teachers' behaviors and/or policy changes at the Department of Education. Further, the data presented in this report raise questions about why there may be variations in the use of suspensions across grade, race and ethnicity and disability status, and perhaps even across other variables that are not explored in this report (e.g., school, socioeconomic status, and level of teacher experience).

Ultimately, this report provides a foundation to further explore the issues and challenges surrounding school discipline. Several questions remain:

- Which policies and practices were the most effective in driving down suspensions?
- What is the relationship, if any, between school suspensions and school safety (which can be measured in a number of ways, including student and teacher perceptions of safety, incident reporting, and police activity)? What role do school-level factors play in the use of suspensions?
- How do educational outcomes for young people who receive greater levels of discipline (e.g., more days suspended, no suspension) compare to outcomes for young people who receive lower levels of discipline for the same conduct?
- What role does gender, race and ethnicity, and disability status play in determining discipline when controlling for other factors such as prior history of school discipline?
- To what extent is there variation or consistency among schools in New York City in the use of suspensions as discipline for various types of conduct?
- How do other large urban school districts compare with respect to overall rates of suspension and by grade, race and ethnicity, and/or disability status?

Moving forward, the Data Collaborative for Justice (DCJ) plans to extend its analysis of school suspension data to examine certain questions, including the role that a student's disciplinary history has on suspensions, the relationship between future academic success for students who receive suspensions, and whether discipline in earlier grades (i.e., middle school) impacts the likelihood that students drop out in high school. These analyses provide the public with a more nuanced understanding of how school suspensions have operated in New York City. The DCJ is pleased to support a robust dialogue about how best to create safe, supportive schools and looks forward to further engaging with partners locally and nationally to advance the conversation.

Appendix A: Suspensions by Behavioral Level in 2016-17

In this section, we provide the description of each behavior by behavioral level. We also provide the number of suspensions for that specific behavior in 2016-17.

Table 16 Number of Level 1 Suspensions by Behavior Description in 2016-17

Description	Number of Suspensions
Disrupting the Educational Process	916
Verbally Rude or Disrespectful	410

Table 17 Number of Level 2 Suspensions by Behavior Description in 2016-17

Description	Number of Suspensions
Profane, Obscene, Vulgar Language or Gestures	727
Leaving Class or School Premises w/o Permission	206
Inappropriate use of electronic technology	151
Lying to \ Giving False Information	48
Misusing Property Belonging to Others	44
Disruptive Behavior on School Bus	8
Gambling	6

Table 18 Number of Level 3 Suspensions by Behavior Description in 2016-17

Description	Number of Suspensions
Minor Altercation	6,563
Insubordination	2,040
Trespassing	896
Vandalism / Graffiti	851
Using Slurs (Bias)	479
Possession of Property w/o Authorization	306
Scholastic Dishonesty	227
Bringing unauthorized visitors to school	150
Posting/Distributing Unauthorized Libelous Material	68
Violating DOE's Internet Policy	62
Gang Related Behavior	54
Tampering/Altering Records or Documents	46

Table 19 Number of Level 4 Suspensions by Behavior Description in 2016-17

Description	Number of Suspensions
Altercation and/or Physically Aggressive Behavior	8,906
Coercion/Threats	2,622
Intimidating and Bullying Behavior	2,590
Reckless Behavior with Substantial Risk of Serious Injury	1,664
Sexually Suggestive (Verbal/Physical)	1,149
Possession of Controlled Substances w/o Authorization, Illegal Drugs or Alcohol	932
Taking Property Without Authorization	756
Using Controlled Substances w/o Authorization, Illegal Drugs or Alcohol	535
Posting/Distributing Unauthorized Libelous Material	378
Weapon Possession (Category II)	204
False Activation of Fire/Disaster Alarm	148
Reckless Behavior that causes Serious Injury	114
Engaging in sexual conduct	101
Inciting/Causing Riot	36
Disruptive Behavior on the School Bus with Substantial Risks of Injury	34
Bomb Threat	31

Table 20 Number of Level 5 Suspensions by Behavior Description in 2016-17

Description	Number of Suspensions
Weapon Possession (Category I)	1,608
Group Violence	990
Using Force Against/Inflicting to/Inflicting Serious Injury to SSA or School Personnel	404
Using Extreme Force Against/Inflicting to/Inflicting Serious Injury to Students or Others	240
Selling/Distributing Illegal Drugs or Control Substance	198
Using Weapon (Category I) to Attempt Injury upon School Personnel, Students, Others	160
Starting a Fire	132
Using Weapon (Category II) to Attempt Injury	111
Using Weapon Other than Category I or II to Inflict Injury upon School Personnel, Students, Others"	91
Threatening/Using Force to Take Property	89
Threaten/Dangerous Behavior/Violence - Gang Related	73
Engaging Physical Sexual Aggressive Behavior	54
Possessing or Using a Firearm	12
Using Force Against/Inflicting to/Inflicting Serious Injury to Students	1

Appendix B: Suspension Numbers and Rates

In this appendix, we provide all of the numbers that are the basis for this report. The rates are calculated as the number of suspensions per 100 students. We include all suspensions in the rate. For instance, if an individual student is suspended five times, all five suspensions are counted in the rate.

Table 21 Number of Suspensions and Suspension Rate for Middle and High School Students in New York City, 2006-07 to 2016-17

Year	Number	Rate
2006-07	54,435	9.4
2007-08	57,476	10.0
2008-09	63,127	11.1
2009-10	61,541	10.7
2010-11	63,635	11.1
2011-12	60,602	10.6
2012-13	46,754	8.3
2013-14	46,675	8.3
2014-15	39,588	7.0
2015-16	34,168	6.0
2016-17	32,331	5.7

Table 22 Number of Suspensions by Grade in Middle and High School in New York City, 2006-07 to 2016-17

Year	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2006-07	6,030	9,419	9,853	14,241	9,049	3,742	2,101
2007-08	6,730	9,550	10,397	14,569	9,827	4,013	2,390
2008-09	6,834	10,466	10,808	15,759	11,314	4,989	2,957
2009-10	6,728	10,121	11,636	14,059	11,021	4,725	3,251
2010-11	6,835	9,592	10,960	15,309	11,651	5,621	3,667
2011-12	6,391	8,683	10,285	14,299	11,394	5,636	3,914
2012-13	5,243	7,033	7,371	11,394	8,333	4,269	3,111
2013-14	4,878	6,964	6,983	11,564	8,842	4,417	3,027
2014-15	3,659	5,275	5,616	10,042	8,071	4,136	2,789
2015-16	3,160	4,733	5,139	8,317	6,667	3,585	2,567
2016-17	3,278	4,254	4,821	7,672	6,073	3,576	2,657

Table 23 Suspension Rates by Grade in Middle and High School in New York City, 2006-07 to 2016-17

Year	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2006-07	7.9	12.0	12.3	13.2	8.4	5.6	3.3
2007-08	9.0	12.4	13.5	13.9	9.2	6.0	3.5
2008-09	9.2	13.9	13.9	15.6	10.9	7.3	4.2
2009-10	9.0	13.4	15.0	14.0	10.6	6.8	4.5
2010-11	9.0	12.6	14.3	15.7	11.6	8.1	4.9
2011-12	8.2	11.5	13.5	15.1	11.8	7.9	5.1
2012-13	6.8	9.1	9.7	12.1	8.9	6.0	4.0
2013-14	6.3	9.1	9.0	12.4	9.6	6.3	3.9
2014-15	4.7	6.8	7.3	10.7	8.7	5.9	3.6
2015-16	4.0	6.1	6.6	9.0	7.1	5.0	3.3
2016-17	4.1	5.4	6.2	8.3	6.6	4.9	3.5

Table 24 Number of Suspensions and Suspension Rate by Race and Ethnicity for Middle and High School Students in New York City, 2006-07 to 2016-17

Year	Number				Rate			
	White	Black	Hispanic	Asian	White	Black	Hispanic	Asian
2006-07	4,302	28,193	19,514	1,850	5.8	14.2	8.7	2.4
2007-08	4,234	29,560	21,093	2,138	5.8	15.2	9.4	2.7
2008-09	4,560	32,801	22,972	2,336	6.4	17.1	10.3	2.9
2009-10	4,233	32,200	22,419	2,276	5.9	17.1	10.0	2.7
2010-11	4,477	32,435	23,929	2,415	6.2	17.7	10.6	2.8
2011-12	4,307	31,584	22,204	2,099	5.9	17.6	9.8	2.4
2012-13	3,134	24,487	17,012	1,716	4.2	14.0	7.6	2.0
2013-14	3,093	24,434	17,066	1,675	4.2	14.3	7.6	1.9
2014-15	2,878	20,270	14,395	1,515	3.8	12.2	6.4	1.7
2015-16	2,688	16,820	12,760	1,383	3.5	10.3	5.6	1.5
2016-17	2,616	15,028	12,651	1,524	3.4	9.4	5.5	1.7

Table 25 Number of Suspensions and Suspension Rate by Disability Status for Middle and High School Students in New York City, 2006-07 to 2016-17

Year	Number		Rate	
	Disability Status	No Disability Status	Disability Status	No Disability Status
2006-07	13,949	40,486	17.9	8.0
2007-08	15,273	42,203	18.9	8.5
2008-09	17,830	45,297	21.2	9.3
2009-10	17,252	44,289	19.9	9.1
2010-11	18,566	45,069	21.0	9.3
2011-12	17,825	42,777	20.0	8.9
2012-13	15,376	31,378	15.1	6.8
2013-14	16,668	30,007	16.0	6.5
2014-15	14,839	24,749	13.8	5.4
2015-16	12,792	21,376	11.5	4.7
2016-17	12,169	20,162	10.7	4.4

Appendix C: Student-Level Suspension Numbers and Rates

In this appendix, we provide rates at the student level rather than suspension level per 100 students. If an individual student is suspended five times in a given year, we only count one of the suspensions.

Table 26 Number of Students Suspended and Suspension Rate for Middle and High School Students in New York City, 2006-07 to 2016-17

Year	Number	Rate
2006-07	37,210	6.4
2007-08	38,404	6.7
2008-09	40,536	7.1
2009-10	39,554	6.9
2010-11	40,342	7.1
2011-12	37,953	6.7
2012-13	31,117	5.5
2013-14	30,493	5.4
2014-15	26,752	4.7
2015-16	24,007	4.2
2016-17	23,126	4.0

Table 27 Number of Students Suspended by Grade in Middle and High School in New York City, 2006-07 to 2016-17

Year	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2006-07	3,871	5,979	6,329	9,756	6,563	2,943	1,769
2007-08	4,259	6,042	6,416	9,566	7,081	3,091	1,949
2008-09	4,295	6,162	6,611	9,850	7,625	3,649	2,344
2009-10	4,215	5,976	6,803	8,982	7,467	3,570	2,541
2010-11	4,059	5,757	6,615	9,399	7,767	3,981	2,764
2011-12	3,832	5,167	5,868	8,717	7,347	4,037	2,985
2012-13	3,297	4,421	4,844	7,139	5,790	3,176	2,450
2013-14	3,139	4,285	4,468	7,112	5,859	3,227	2,403
2014-15	2,443	3,510	3,833	6,297	5,480	3,005	2,184
2015-16	2,155	3,184	3,552	5,578	4,734	2,745	2,059
2016-17	2,295	2,940	3,359	5,232	4,391	2,748	2,161

Table 28 Suspension Rates by Grade in Middle and High School in New York City, 2006-07 to 2016-17

Year	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2006-07	5.1	7.6	7.9	9.0	6.1	4.4	2.8
2007-08	5.7	7.8	8.3	9.1	6.6	4.6	2.9
2008-09	5.8	8.2	8.5	9.7	7.4	5.3	3.4
2009-10	5.6	7.9	8.8	9.0	7.2	5.2	3.5
2010-11	5.4	7.6	8.6	9.6	7.7	5.7	3.7
2011-12	4.9	6.8	7.7	9.2	7.6	5.7	3.9
2012-13	4.3	5.7	6.4	7.6	6.2	4.5	3.2
2013-14	4.1	5.6	5.7	7.6	6.3	4.6	3.1
2014-15	3.1	4.5	5.0	6.7	5.9	4.3	2.8
2015-16	2.7	4.1	4.6	6.0	5.1	3.9	2.7
2016-17	2.8	3.7	4.3	5.7	4.8	3.7	2.8

Table 29 Number of Students Suspended and Suspension Rate by Race and Ethnicity for Middle and High School Students in New York City, 2006-07 to 2016-17

Year	Number				Rate			
	White	Black	Hispanic	Asian	White	Black	Hispanic	Asian
2006-07	2,934	18,726	13,640	1,493	4.0	9.4	6.1	2.0
2007-08	2,997	19,127	14,295	1,663	4.1	9.8	6.4	2.1
2008-09	3,055	20,336	15,055	1,792	4.3	10.6	6.7	2.2
2009-10	2,866	19,796	14,837	1,755	4.0	10.5	6.6	2.1
2010-11	2,951	19,833	15,459	1,858	4.1	10.8	6.8	2.2
2011-12	2,864	18,944	14,291	1,606	3.9	10.6	6.3	1.8
2012-13	2,220	15,631	11,636	1,361	3.0	8.9	5.2	1.6
2013-14	2,147	15,267	11,515	1,280	2.9	8.9	5.1	1.5
2014-15	2,050	13,161	10,006	1,192	2.7	7.9	4.4	1.4
2015-16	1,991	11,359	9,186	1,112	2.6	7.0	4.0	1.2
2016-17	1,949	10,317	9,236	1,245	2.5	6.5	4.0	1.4

Table 30 Number of Students Suspended and Suspension Rate by Disability Status for Middle and High School Students in New York City, 2006-07 to 2016-17

Year	Number		Rate	
	Disability Status	No Disability Status	Disability Status	No Disability Status
2006-07	8,663	28,547	11.1	5.7
2007-08	9,183	29,221	11.4	5.9
2008-09	10,322	30,214	12.2	6.2
2009-10	10,107	29,447	11.7	6.0
2010-11	10,645	29,697	12.0	6.2
2011-12	10,067	27,886	11.3	5.8
2012-13	9,296	21,821	9.1	4.7
2013-14	9,818	20,675	9.5	4.5
2014-15	8,958	17,794	8.3	3.9
2015-16	8,103	15,904	7.3	3.5
2016-17	7,867	15,259	6.9	3.3

Appendix D: Suspension Numbers and Rates for Middle School Students

In this appendix, we provide the same analyses that are in this report for race and ethnicity and disability status for middle school students only.

Figure 6: Number of Suspensions and Suspension Rate by Race and Ethnicity for Middle School Students in New York City, 2006-07 to 2016-17

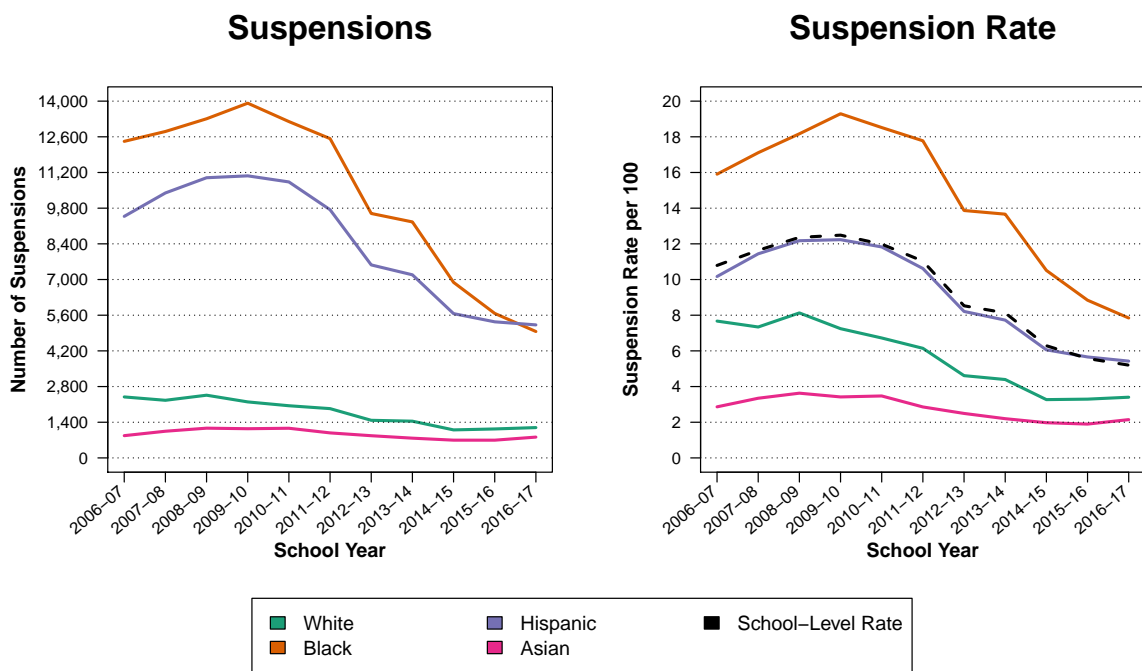


Table 31 Number of Suspensions and Suspension Rate by Race and Ethnicity for Middle School Students in New York City, 2006-07 to 2016-17

Year	Number				Rate			
	White	Black	Hispanic	Asian	White	Black	Hispanic	Asian
2006-07	2,393	12,421	9,478	873	7.7	15.9	10.2	2.9
2007-08	2,261	12,809	10,397	1,047	7.3	17.1	11.4	3.3
2008-09	2,461	13,308	10,994	1,167	8.1	18.2	12.2	3.6
2009-10	2,198	13,919	11,068	1,146	7.2	19.3	12.2	3.4
2010-11	2,047	13,198	10,829	1,164	6.7	18.5	11.8	3.5
2011-12	1,934	12,529	9,739	982	6.1	17.8	10.6	2.9
2012-13	1,476	9,592	7,573	871	4.6	13.9	8.2	2.5
2013-14	1,441	9,260	7,185	775	4.4	13.7	7.7	2.2
2014-15	1,099	6,888	5,662	697	3.3	10.5	6.1	2.0
2015-16	1,137	5,670	5,340	696	3.3	8.8	5.7	1.9
2016-17	1,190	4,960	5,220	817	3.4	7.8	5.4	2.1

Table 32 Number of Students Suspended and Suspension Rate by Race and Ethnicity for Middle School Students in New York City, 2006-07 to 2016-17

Year	Number				Rate			
	White	Black	Hispanic	Asian	White	Black	Hispanic	Asian
2006-07	1,472	7,773	6,175	666	4.7	10.0	6.6	2.2
2007-08	1,485	7,804	6,542	784	4.8	10.4	7.2	2.5
2008-09	1,557	7,862	6,675	876	5.1	10.7	7.4	2.7
2009-10	1,362	7,850	6,804	875	4.5	10.9	7.5	2.6
2010-11	1,304	7,581	6,567	897	4.3	10.6	7.2	2.7
2011-12	1,206	6,980	5,861	732	3.8	9.9	6.4	2.1
2012-13	1,002	5,812	4,976	682	3.1	8.4	5.4	2.0
2013-14	946	5,528	4,724	590	2.9	8.2	5.1	1.7
2014-15	790	4,401	3,922	545	2.3	6.7	4.2	1.5
2015-16	825	3,706	3,708	530	2.4	5.8	3.9	1.4
2016-17	834	3,258	3,734	647	2.4	5.2	3.9	1.7

Table 33 Proportion of Middle School Students with One or More Suspensions, Including Students with at Least One Superintendent Suspension, by Race and Ethnicity in Middle School in 2016-17

	Number of Suspensions			At Least One Superintendent Suspension(%)
	1(%)	2(%)	3+(%)	
White	74.5	15.9	9.6	22.5
Black	69.4	17.9	12.8	48.0
Hispanic	75.3	16.3	8.5	35.8
Asian	83.0	11.4	5.6	21.6

Note:

White N=834. Black N=3,258. Hispanic N=3,734. Asian N=647.

Table 34 Number and Percent of Middle School Students Suspended by Behavioral Level and Race and Ethnicity in 2016-17

	Behavioral Level N(%)				
	1	2	3	4	5
White	0 (0.0)	1 (0.1)	336 (28.2)	741 (62.3)	112 (9.4)
Black	5 (0.1)	4 (0.1)	1,025 (20.7)	3,216 (64.8)	710 (14.3)
Hispanic	3 (0.1)	11 (0.2)	1,340 (25.7)	3,088 (59.2)	778 (14.9)
Asian	0 (0.0)	0 (0.0)	263 (32.2)	453 (55.4)	101 (12.4)

Note:

Level 1 is least severe and Level 5 is most severe. See page 26.

Table 35 Average Length of Suspension by Behavioral Level and Race and Ethnicity for Middle School Students in 2016-17

	Behavioral Level M(SD)				
	1	2	3	4	5
White	NA(NA)	2.0(NA)	2.3(1.3)	5.6(11.3)	17.6(25.4)
Black	1.0(0.0)	1.0(0.0)	3.2(3.3)	11.0(15.0)	23.8(28.8)
Hispanic	1.3(0.6)	1.4(0.8)	3.0(2.3)	7.5(10.5)	19.9(23.1)
Asian	NA(NA)	NA(NA)	2.5(2.3)	5.1(11.6)	12.5(15.0)

Note:

White N=1,190. Black N=4,960. Hispanic N=5,220. Asian N=817.

Level 1 is least severe and Level 5 is most severe. See page 26.

M=Mean, SD=Standard Deviation

Table 36 Proportion of Disciplinary Actions by Behavioral Level by Race and Ethnicity for Middle School Students in 2016-17

		Behavioral Level				
		1(%)	2(%)	3(%)	4(%)	5(%)
White	Teacher Removal	100	98.5	34.2	11.2	-
	Principal	-	1.5	65.4	74.8	7.1
	Superintendent	-	-	0.4	14.0	92.9
	Total	5.1	4.1	31.9	52.0	7
Black	Teacher Removal	98.7	98.6	46.8	10.3	0.4
	Principal	1.3	1.4	51.2	51.4	3.6
	Superintendent	-	-	1.9	38.2	95.9
	Total	5.8	4.2	27.9	51.9	10.3
Hispanic	Teacher Removal	99.1	97	40.7	9.5	0.4
	Principal	0.9	3	58.3	64.7	5.9
	Superintendent	-	-	1.1	25.8	93.7
	Total	4.8	5	31.5	47.7	10.9
Asian	Teacher Removal	100	100	21.7	6.0	-
	Principal	-	-	77.1	81.7	7.9
	Superintendent	-	-	1.2	12.2	92.1
	Total	2.6	2.5	34.7	49.8	10.4

Note:

White N=1,604. Black N=6,915. Hispanic N=7,161. Asian N=968.

Level 1 is least severe and Level 5 is most severe. See page 26.

M=Mean, SD=Standard Deviation

Figure 7: Number of Suspensions and Suspension Rate by Disability Status for Middle School Students in New York City, 2006-07 to 2016-17

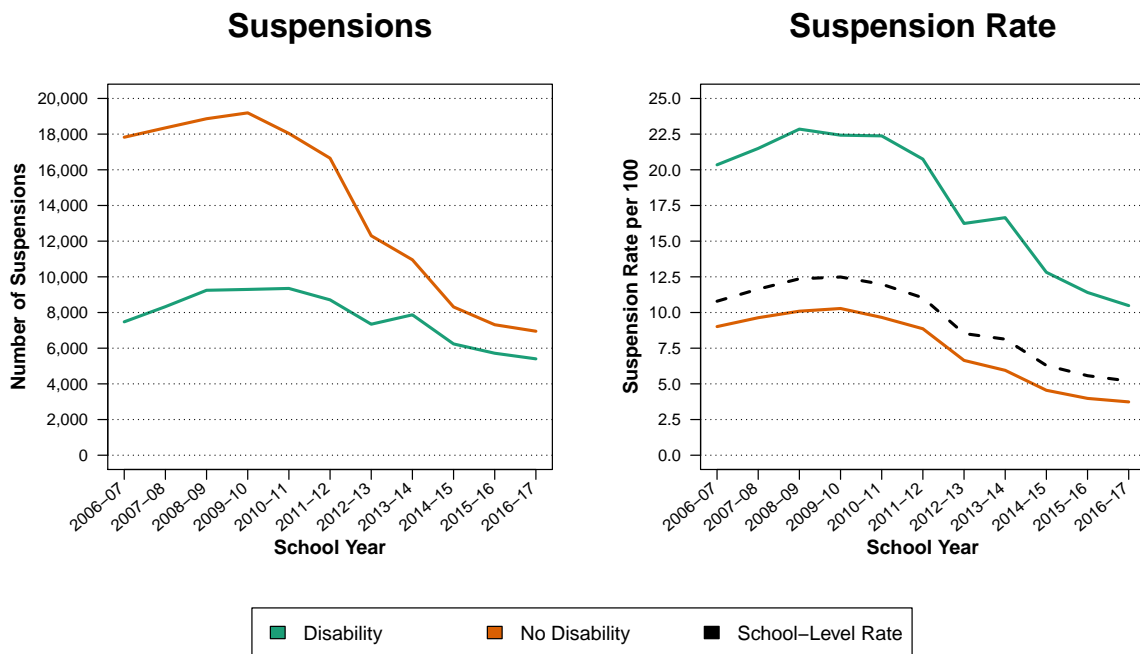


Table 37 Number of Suspensions and Suspension Rate by Disability Status for Middle School Students in New York City, 2006-07 to 2016-17

Year	Number		Rate	
	Disability Status	No Disability Status	Disability Status	No Disability Status
2006-07	7,477	17,825	20.3	9.0
2007-08	8,327	18,350	21.5	9.6
2008-09	9,246	18,862	22.8	10.1
2009-10	9,294	19,191	22.4	10.3
2010-11	9,349	18,038	22.4	9.7
2011-12	8,709	16,650	20.7	8.9
2012-13	7,344	12,303	16.2	6.6
2013-14	7,870	10,955	16.6	5.9
2014-15	6,238	8,312	12.8	4.5
2015-16	5,717	7,315	11.4	4.0
2016-17	5,402	6,951	10.5	3.7

Table 38 Number of Students Suspended and Suspension Rate by Disability Status for Middle School Students in New York City, 2006-07 to 2016-17

Year	Number		Rate	
	Disability Status	No Disability Status	Disability Status	No Disability Status
2006-07	4,339	11,840	11.8	6.0
2007-08	4,747	11,970	12.3	6.3
2008-09	5,183	11,885	12.8	6.4
2009-10	5,111	11,883	12.3	6.4
2010-11	5,086	11,345	12.2	6.1
2011-12	4,620	10,247	11.0	5.5
2012-13	4,258	8,304	9.4	4.5
2013-14	4,454	7,438	9.4	4.0
2014-15	3,760	6,026	7.7	3.3
2015-16	3,524	5,367	7.0	2.9
2016-17	3,404	5,190	6.6	2.8

Table 39 Proportion of Middle School Students with One or More Suspensions, Including Students with at Least One Superintendent Suspension, by Disability Status in 2016-17

	Number of Suspensions			At Least One Superintendent Suspension(%)
	1(%)	2(%)	3+(%)	
Disability Status	66.7	19.5	13.8	43.5
No Disability Status	78.1	14.4	7.5	34.5

Note:

Disability Status N=3,404. No Disability Status N=5,190.

Table 40 Number and Percent of Middle School Students Suspended by Behavioral Level and Disability Status in 2016-17

	Behavioral Level N(%)				
	1	2	3	4	5
Disability	4 (0.1)	8 (0.1)	1,232 (22.8)	3,378 (62.5)	780 (14.4)
No Disability	4 (0.1)	8 (0.1)	1,767 (25.4)	4,227 (60.8)	945 (13.6)

Note:

Level 1 is least severe and Level 5 is most severe. See page 26.

Table 41 Average Length of Suspension by Behavioral Level and Disability Status for Middle School Students in 2016-17

	Behavioral Level M(SD)				
	1	2	3	4	5
Disability	1.2(0.5)	1.6(0.9)	3.0(3.0)	9.2(13.1)	21.3(26.6)
No Disability	1.0(0.0)	1.0(0.0)	2.9(2.3)	8.3(12.7)	20.8(24.6)

Note:

Disability N=5,402. No Disability N=6,951.

Level 1 is least severe and Level 5 is most severe. See page 26.

M=Mean, SD=Standard Deviation

Table 42 Proportion of Disciplinary Actions by Behavioral Level by Disability Status for Middle School Students in 2016-17

		Behavioral Level				
		1(%)	2(%)	3(%)	4(%)	5(%)
Disability	Teacher Removal	98.7	97.5	41.0	9.4	0.3
	Principal	1.3	2.5	57.4	58.6	3.7
	Superintendent	-	-	1.6	32.0	96.0
	Total	4.4	4.4	28.9	51.6	10.8
No Disability	Teacher Removal	99.3	98.1	41.2	10.2	0.4
	Principal	0.7	1.9	57.7	62.9	6.3
	Superintendent	-	-	1.1	26.9	93.3
	Total	5.7	4.5	31.1	48.8	9.8

Note:

Disability N=7,228. No Disability N=9,643.

Level 1 is least severe and Level 5 is most severe. See page 26.

M=Mean, SD=Standard Deviation

Appendix E: Suspension Numbers and Rates for High School Students

In this appendix, we provide the same analyses that are in this report for race and ethnicity and disability status for high school students only.

Figure 8: Number of Suspensions and Suspension Rate by Race and Ethnicity for High School Students in New York City, 2006-07 to 2016-17

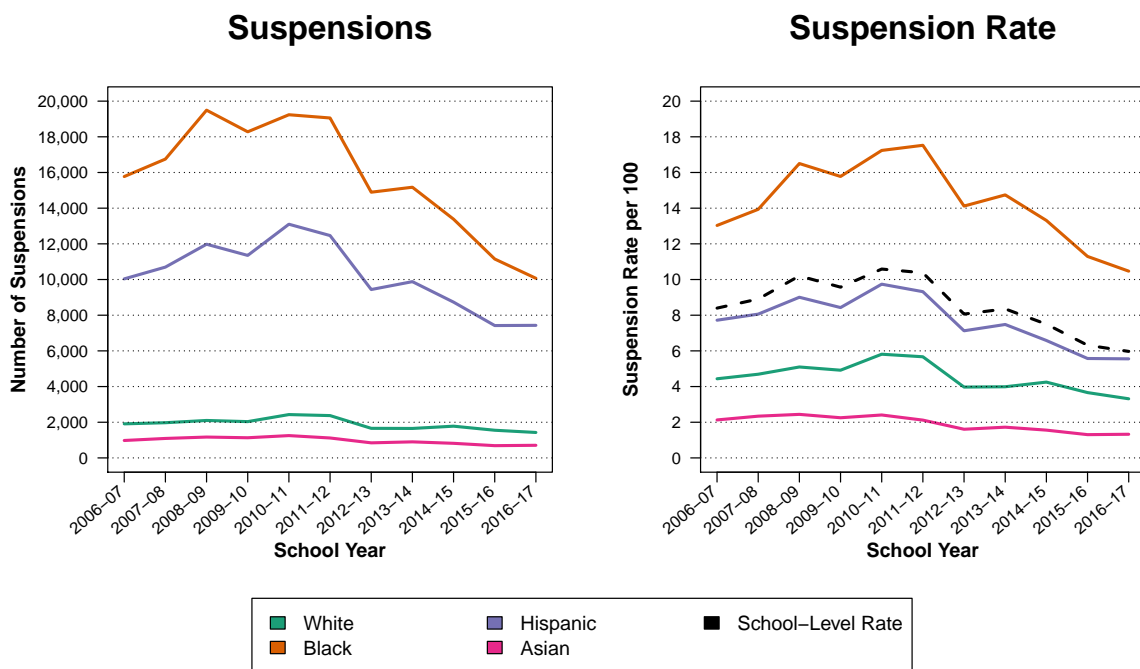


Table 43 Number of Suspensions and Suspension Rate by Race and Ethnicity for High School Students in New York City, 2006-07 to 2016-17

Year	Number				Rate			
	White	Black	Hispanic	Asian	White	Black	Hispanic	Asian
2006-07	1,909	15,772	10,036	977	4.4	13.0	7.7	2.1
2007-08	1,973	16,751	10,696	1,091	4.7	13.9	8.1	2.3
2008-09	2,099	19,493	11,978	1,169	5.1	16.5	9.0	2.4
2009-10	2,035	18,281	11,351	1,130	4.9	15.8	8.4	2.3
2010-11	2,430	19,237	13,100	1,251	5.8	17.2	9.7	2.4
2011-12	2,373	19,055	12,465	1,117	5.7	17.5	9.3	2.1
2012-13	1,658	14,895	9,439	845	4.0	14.1	7.1	1.6
2013-14	1,652	15,174	9,881	900	4.0	14.7	7.5	1.7
2014-15	1,779	13,382	8,733	818	4.2	13.3	6.6	1.6
2015-16	1,551	11,150	7,420	687	3.7	11.3	5.6	1.3
2016-17	1,426	10,068	7,431	707	3.3	10.5	5.6	1.3

Table 44 Number of Students Suspended and Suspension Rate by Race and Ethnicity for High School Students in New York City, 2006-07 to 2016-17

Year	Number				Rate			
	White	Black	Hispanic	Asian	White	Black	Hispanic	Asian
2006-07	1,462	10,953	7,465	827	3.4	9.0	5.7	1.8
2007-08	1,512	11,323	7,753	879	3.6	9.4	5.8	1.9
2008-09	1,498	12,474	8,380	916	3.6	10.6	6.3	1.9
2009-10	1,504	11,946	8,033	880	3.6	10.3	6.0	1.8
2010-11	1,647	12,252	8,892	961	3.9	11.0	6.6	1.8
2011-12	1,658	11,964	8,430	874	4.0	11.0	6.3	1.7
2012-13	1,218	9,819	6,660	679	2.9	9.3	5.0	1.3
2013-14	1,201	9,739	6,791	690	2.9	9.5	5.1	1.3
2014-15	1,260	8,760	6,084	647	3.0	8.7	4.6	1.2
2015-16	1,166	7,653	5,478	582	2.8	7.8	4.1	1.1
2016-17	1,115	7,059	5,502	598	2.6	7.3	4.1	1.1

Table 45 Proportion of High School Students with One or More Suspensions, Including Students with at Least One Superintendent Suspension, by Race and Ethnicity in 2016-17

	Number of Suspensions			At Least One Superintendent Suspension(%)
	1(%)	2(%)	3+(%)	
White	80.8	13.9	5.3	22.4
Black	73.7	17.0	9.3	29.0
Hispanic	78.0	14.5	7.5	27.2
Asian	88.1	9.4	2.5	21.4

Note:

White N=1,115. Black N=7,059. Hispanic N=5,502. Asian N=598.

Table 46 Number and Percent of High School Students Suspended by Behavioral Level and Race and Ethnicity in 2016-17

	Behavioral Level N(%)				
	1	2	3	4	5
White	0 (0.0)	2 (0.1)	404 (28.3)	865 (60.7)	155 (10.9)
Black	0 (0.0)	1 (0.0)	3,066 (30.5)	5,762 (57.2)	1,239 (12.3)
Hispanic	0 (0.0)	5 (0.1)	2,174 (29.3)	4,329 (58.3)	923 (12.4)
Asian	0 (0.0)	0 (0.0)	215 (30.4)	409 (57.9)	83 (11.7)

Note:

Level 1 is least severe and Level 5 is most severe. See page 26.

Table 47 Average Length of Suspension by Behavioral Level and Race and Ethnicity for High School Students in 2016-17

	Behavioral Level M(SD)				
	1	2	3	4	5
White	NA(NA)	3(0)	3(1.4)	5.9(11.1)	24.8(37.3)
Black	NA(NA)	1(NA)	3.5(1.8)	7.8(12.5)	27.4(35.4)
Hispanic	NA(NA)	3.4(2.2)	3.4(2.7)	6.9(11.1)	23.5(33.7)
Asian	NA(NA)	NA(NA)	2.9(1.5)	5.2(7.2)	18.6(26.2)

Note:

White N=1,426. Black N=10,068. Hispanic N=7,431. Asian N=707.

Level 1 is least severe and Level 5 is most severe. See page 26.

M=Mean, SD=Standard Deviation

Table 48 Proportion of Disciplinary Actions by Behavioral Level by Race and Ethnicity for High School Students in 2016-17

		Behavioral Level				
		1(%)	2(%)	3(%)	4(%)	5(%)
White	Teacher Removal	100	95.5	14.0	2.1	-
	Principal	-	4.5	85.1	84.2	7.1
	Superintendent	-	-	0.9	13.7	92.9
	Total	2.4	2.8	29.5	55.5	9.7
Black	Teacher Removal	100	99.5	8.9	1.5	-
	Principal	-	0.5	90.4	78.1	8.2
	Superintendent	-	-	0.7	20.4	91.8
	Total	2.2	1.8	30.9	53.7	11.4
Hispanic	Teacher Removal	100	97.2	11.2	1.7	-
	Principal	-	2.8	87.4	80.5	9
	Superintendent	-	-	1.3	17.8	91
	Total	2	2.2	30.2	54.3	11.4
Asian	Teacher Removal	100	100	11.9	2.9	-
	Principal	-	-	87.3	85.0	6
	Superintendent	-	-	0.8	12.1	94
	Total	1.5	1.9	31.5	54.3	10.7

Note:

White N=1,592. Black N=10,894. Hispanic N=8,115. Asian N=775.

Level 1 is least severe and Level 5 is most severe. See page 26.

M=Mean, SD=Standard Deviation

Figure 9: Number of Suspensions and Suspension Rate by Disability Status for High School Students in New York City, 2006-07 to 2016-17

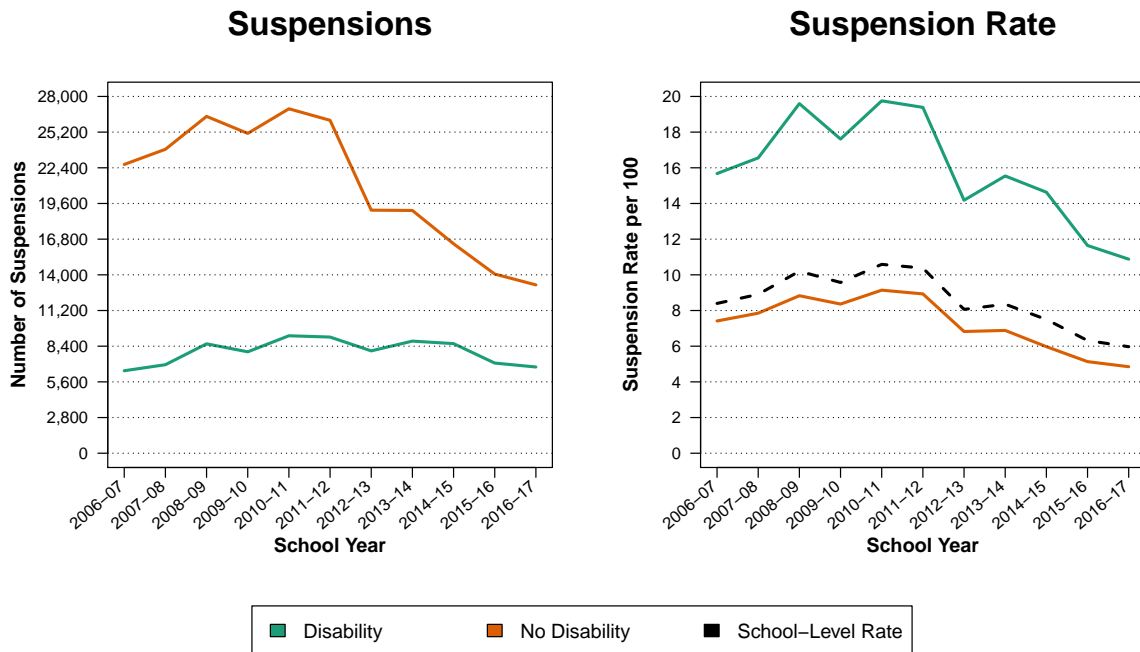


Table 49 Number of Suspensions and Suspension Rate by Disability Status for High School Students in New York City, 2006-07 to 2016-17

Year	Number		Rate	
	Disability	No Disability	Disability	No Disability
2006-07	6,472	22,661	15.7	7.4
2007-08	6,946	23,853	16.6	7.8
2008-09	8,584	26,435	19.6	8.8
2009-10	7,958	25,098	17.6	8.4
2010-11	9,217	27,031	19.8	9.1
2011-12	9,116	26,127	19.4	8.9
2012-13	8,032	19,075	14.2	6.8
2013-14	8,798	19,052	15.5	6.9
2014-15	8,601	16,437	14.6	6.0
2015-16	7,075	14,061	11.6	5.1
2016-17	6,767	13,211	10.9	4.8

Table 50 Number of Students Suspended and Suspension Rate by Disability Status for High School Students in New York City, 2006-07 to 2016-17

Year	Number		Rate	
	Disability	No Disability	Disability	No Disability
2006-07	4,324	16,707	10.5	5.5
2007-08	4,436	17,251	10.6	5.7
2008-09	5,139	18,329	11.7	6.1
2009-10	4,996	17,564	11.1	5.9
2010-11	5,559	18,352	11.9	6.2
2011-12	5,447	17,639	11.6	6.0
2012-13	5,038	13,517	8.9	4.8
2013-14	5,364	13,237	9.5	4.8
2014-15	5,198	11,768	8.8	4.3
2015-16	4,579	10,537	7.5	3.8
2016-17	4,463	10,069	7.2	3.7

Table 51 Proportion of High School Students with One or More Suspensions, Including Students with at Least One Superintendent Suspension, by Disability Status in 2016-17

	Number of Suspensions			At Least One Superintendent Suspension(%)
	1(%)	2(%)	3+(%)	
Disability	70.3	18.3	11.4	31.5
No Disability	79.3	14.2	6.5	25.5

Note:

Disability N=4,463. No Disability N=10,069.

Table 52 Number and Percent of High School Students Suspended by Behavioral Level and Disability Status in 2016-17

	Behavioral Level N(%)				
	1	2	3	4	5
Disability	0 (0.0)	1 (0.0)	2,111 (31.2)	3,825 (56.5)	830 (12.3)
No Disability	0 (0.0)	7 (0.1)	3,861 (29.2)	7,741 (58.6)	1,602 (12.1)

Note:

Level 1 is least severe and Level 5 is most severe. See page 26.

Table 53 Average Length of Suspension by Behavioral Level and Disability Status for High School Students in 2016-17

	Behavioral Level M(SD)				
	1	2	3	4	5
Disability	NA(NA)	5(NA)	3.4(2.3)	7.7(12.4)	26.5(35.3)
No Disability	NA(NA)	2.7(1.8)	3.4(2)	6.9(11.4)	24.8(34.1)

Note:

Disability N=6,767. No Disability N=13,211.

Level 1 is least severe and Level 5 is most severe. See page 26.

Table 54 Proportion of Disciplinary Actions by Behavioral Level by Disability Status for High School Students in 2016-17

		Behavioral Level				
		1(%)	2(%)	3(%)	4(%)	5(%)
Disability	Teacher Removal	100	99.3	9.6	2.0	-
	Principal	-	0.7	89.2	76.9	6.5
	Superintendent	-	-	1.2	21.1	93.5
	Total	1.7	2	31.8	53.1	11.3
No Disability	Teacher Removal	100	97.6	10.5	1.5	-
	Principal	-	2.4	88.6	81.2	9.2
	Superintendent	-	-	0.9	17.2	90.8
	Total	2.3	2	30.0	54.6	11.1

Note:

Disability N=7,345. No Disability N=14,405.

Level 1 is least severe and Level 5 is most severe. See page 26.

M=Mean, SD=Standard Deviation