

State of Delaware

Statewide Summary Report
School Discipline Improvement Program
2021-2022



A report on disproportionate disciplinary practices in Delaware public schools and how schools can implement interventions to reduce the negative impacts upon student success. Reported as required under 14 Del C§703

October 30, 2022

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Background and Overview

The information contained in this report fulfills the requirements outlined in [14 Del.C. §703](#), directing the Delaware Department of Education (DDOE) to collect, evaluate and communicate data related to the use of exclusionary disciplinary practices in Delaware schools and the efforts being undertaken by our schools to reduce those occurrences. This is the fourth year a report has been published. New to this report is information on the Open Data Portal. The [Open Data Portal](#) contains information from various agencies across the state, including data from DDOE. One of the goals of this portal is to provide the public with an easier way to find information and analyze data in a consistent manner.

The main purpose of the information contained in this report is to document the efforts of public schools in the area of school discipline improvement. Schools in Delaware use a variety of restorative practices as well as alternatives to suspension in order to reduce the impact of negative consequences on students during the disciplinary process.

Over the last several years DDOE, districts and charters, and other key partners have reviewed the language from the enabling legislation in order to comply with all requirements and to make improvements in how the data are published. The focus continues to be on providing up-to-date and informative data that will be a value for the districts and charter schools as well as other key stakeholders in looking at current practices and finding ways to improve disciplinary practices.

The legislation also calls for the reporting of each type of incident disaggregated by grade level, length of consequence into several different subgroupings including racial, economic, English language proficiency and students with disabilities at the school level. Because this level of specificity would create data that may allow someone to determine that a specific student committed a certain offense, we cannot publish information with that depth of specifics in order to protect the privacy of individual students and their families.

Another note is the reporting for the different classification types of incidents utilized by the individual district and charter schools statewide. There are over 179 different incident classification types in ESchoolPlus, the state's pupil accounting system, which may be used to report and record incidents. Length of consequence information is such a variable that it could reflect data from .5 days through 180 days of an expulsion and every possible combination in between. The state requires the use of common definitions only for incidents that are considered criminal in nature. All other types of incidents that are reported (which represent the vast majority of incidents reported) to DDOE use definitions that are created individually by each district and charter school based upon their own code of conduct and their boards' policies regarding disciplinary procedures.

Currently this report breaks down data into 13 different subgroup categories. When broken down along the pre-K to grade 12 range, these categories in total account for 203 different data classification points (without including the length of consequence variable) and thousands of possible data combinations.

This report provides data points in determining where disproportionate exclusionary practices were occurring with a subgroup, grade, school and district. It was determined that the key data analytics required to discover such a trend includes: 1. the unduplicated number of suspensions (broken down by in school, out of school, out of school with CDAP placement and expulsions,) 2. the total number of incidents which led to the noted consequence, and 3. the average number of days applied for each consequence. This creates enough trend data to develop an accurate "data picture" of how each school applies exclusionary discipline across the spectrum of offenses. School and district teams are able to utilize these data to make informed decision with their stakeholder teams to develop any response plans in accordance with the School Discipline Improvement Program (SDIP).

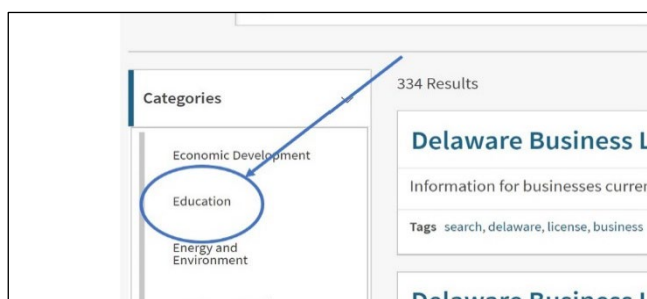
Executive Summary

- The State has experienced an increase in the number and severity of incidents reported during the 2021-2022 school year.
 - The 2021-2022 school year was unlike any normal school year for all of our schools and the school community. COVID-19 impacts were still top of mind as we entered the school year. While there was a return to the traditional school classroom environment, the staff and students still were challenged by breakouts of COVID-19 and other health related issues that temporarily impacted the learning environment.
 - The education community has not experienced a pandemic in recent history, and educators returned to the classroom with little awareness of what the academic, emotional and behavioral impacts the pandemic would have on students. After a short period of time it was clear that students, staff and families had all been adversely impacted by the interruption of “normal” life for the past two years. Students struggled with behavioral expectations and the transition back to the school setting was difficult for many students.
 - As with much of the academic assessment data that has been released, there was a negative impact on student behavior experienced in the schools last year. Educators did attempt in most cases to utilize restorative discipline practices; however, behaviors still were seen to be more extreme and difficult to manage than in previous years.
 - In order to be proactive, on August 8, 2022, DDOE brought together leaders from schools, the Delaware Association of School Leaders (DASL) and the Restorative Practices Group in order to begin working on plans to address the need to return to a more restorative and mental health focused approach to discipline in their schools. DDOE has committed resources including coaching and consulting from DASL as well as the Restorative Practices Group to support schools and district leaders as they begin implementing their plans to reduce exclusionary discipline and increase student achievement for all students. The team will work with 6 pilot districts to develop best practice and adaptable restorative plans for the rest of the 22-23 school year.

How your school and community can access data

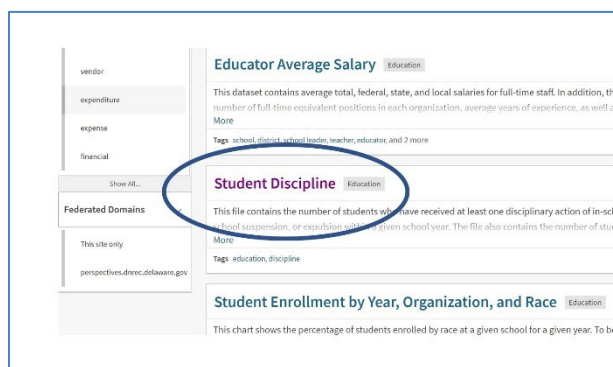
This year’s report communicates data using several different methods. The report contains a summary of the overall state of discipline in Delaware schools, focusing on the key metrics as designated in the enabling legislation. This includes a snapshot of the statewide statistics in Tables 1-3. Table 4 contains a breakdown of all of the schools that exceeded the 10% suspension threshold during the 2020-2021 school year and also the sub groups that exceeded this threshold. Appendix A provides the statewide summary of information contained in Table 2 for the previous two report years.

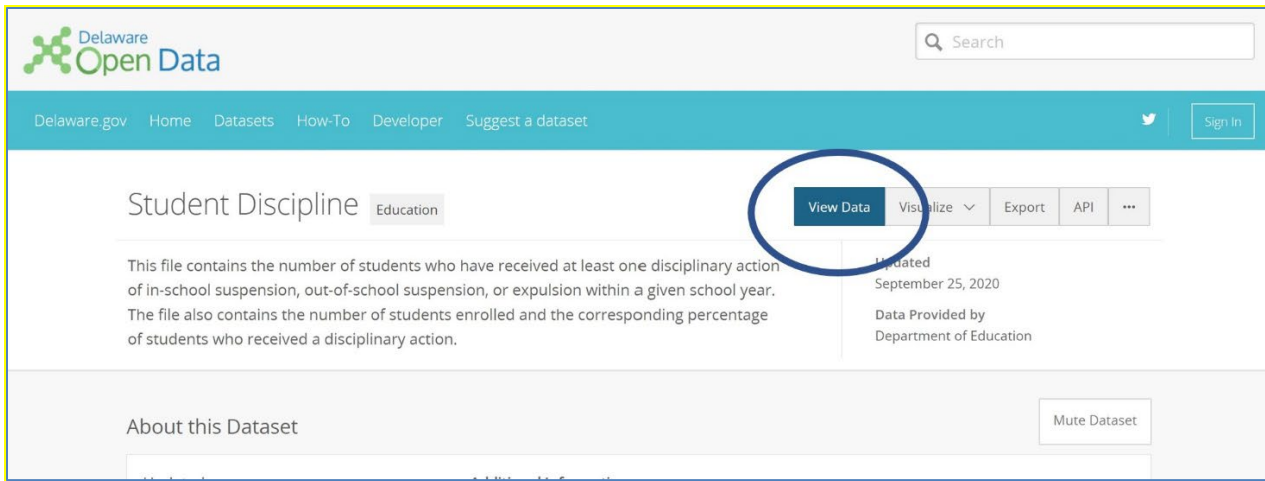
For a more interactive and deeper data experience, the source material for this report can be accessed using the Delaware Open Data Portal at <https://data.delaware.gov/>. On the home page, access the data categories on the left side and find the Education data section.



Follow the link to the list of available data sets available from educational resources.

Find the dataset titled “School Discipline.” Click the link to open the data set for review.





On the Student Discipline screen, click **the View Data** button to open the most recent dataset for view. The image below shows the dataset screen. Each category along the top border is manipulatable and allows the user to customize how the data is displayed. The sub headings include: **School Year, District, School, Race, Gender, Grade, Special Demographic, Sub Group, Category of Consequence, Unduplicated students who received the consequence, Total enrollment of students within that subgroup, Percentage of subgroup receiving a consequence (threshold,) Total number of incidents in that subgroup and the Average duration of the issued consequence.** The data is manipulatable using the options on the top right of the screen, including an **Export** feature which will allow the user to export the dataset to a different platform for viewing.

 A screenshot of the dataset view for "Student Discipline". The table has the following columns: School Year, District C..., District, School Co..., Organizat..., Race, Gender, Grade, SpecialDe..., Geography, Sub Group, Category, and R. The table contains 15 rows of data. The "Visualize", "Export", and "Discuss" buttons in the top right corner are circled in blue.

| School Year | District C... | District | School Co... | Organizat... | Race | Gender | Grade | SpecialDe... | Geography | Sub Group | Category | R |
|-------------|---------------|-------------------|--------------|-------------------|-----------------|--------------|-----------|--------------|--------------|-------------------|-------------------|----|
| 15 | 0 | State of Delaw... | 0 | State of Delaw... | Hispanic/Latino | All Students | 1st Grade | All Students | All Students | Hispanic/Latin... | In-School Sus... | RE |
| 15 | 0 | State of Delaw... | 0 | State of Delaw... | Hispanic/Latino | All Students | 1st Grade | All Students | All Students | Hispanic/Latin... | Out-of-School ... | RE |
| 15 | 0 | State of Delaw... | 0 | State of Delaw... | Hispanic/Latino | All Students | 1st Grade | All Students | All Students | Hispanic/Latin... | Out-of-School ... | RE |
| 15 | 0 | State of Delaw... | 0 | State of Delaw... | Hispanic/Latino | All Students | 2nd Grade | All Students | All Students | Hispanic/Latin... | In-School Sus... | RE |
| 15 | 0 | State of Delaw... | 0 | State of Delaw... | Hispanic/Latino | All Students | 2nd Grade | All Students | All Students | Hispanic/Latin... | Out-of-School ... | RE |
| 15 | 0 | State of Delaw... | 0 | State of Delaw... | Hispanic/Latino | All Students | 2nd Grade | All Students | All Students | Hispanic/Latin... | Out-of-School ... | RE |
| 15 | 0 | State of Delaw... | 0 | State of Delaw... | Hispanic/Latino | All Students | 3rd Grade | All Students | All Students | Hispanic/Latin... | In-School Sus... | RE |
| 15 | 0 | State of Delaw... | 0 | State of Delaw... | Hispanic/Latino | All Students | 3rd Grade | All Students | All Students | Hispanic/Latin... | Out-of-School ... | RE |
| 15 | 0 | State of Delaw... | 0 | State of Delaw... | Hispanic/Latino | All Students | 3rd Grade | All Students | All Students | Hispanic/Latin... | Out-of-School ... | RE |
| 15 | 0 | State of Delaw... | 0 | State of Delaw... | Hispanic/Latino | All Students | 4th Grade | All Students | All Students | Hispanic/Latin... | In-School Sus... | RE |
| 15 | 0 | State of Delaw... | 0 | State of Delaw... | Hispanic/Latino | All Students | 4th Grade | All Students | All Students | Hispanic/Latin... | Out-of-School ... | RE |
| 15 | 0 | State of Delaw... | 0 | State of Delaw... | Hispanic/Latino | All Students | 4th Grade | All Students | All Students | Hispanic/Latin... | Out-of-School ... | RE |

State Required Interventions

[Delaware Code 14 Del C § 703](#) identifies several interventions schools can utilize as a way to improve the outcomes of their disciplinary practices. Below is a brief description of what each of those recommended interventions entails.

- 1. Restorative Practices:** While most traditional disciplinary practices are focused on rule enforcement and action versus consequence, restorative practices look at relationships and how a person's actions impact them. It shows students that their actions do not just impact them, but also their school community as a whole. Students often use "restorative circles" which are small semi-formal group discussions which focus on allowing all the people affected by an issue to have a chance to discuss its impact on them. The goal is to reinforce the "community" aspects of school and allow the offending student a chance to resolve his or her conflict within that community. Unlike traditional discipline, which is often viewed as being based on an incident and simply interrupting a student's participation in school, restorative practices seek to maintain if not strengthen relationships after there has been an offense. These "incidents" become opportunities to heal internal relationships but also strengthen and reinforce the global sense of community within the school. To learn more about restorative practice resources through DDOE, please visit our [School Climate Resources Page](#).

Trauma Informed Care: This intervention attempts to take the focus away from simply looking at a student's actions but educating the staff to look beyond what they "see" of a student to understand the whole child and what the student brings into their classroom. Research continues to reinforce the understanding that student behaviors are tied back to whatever they had experienced well before they entered our school or classrooms. The impacts of trauma on a student may well be demonstrated as outbursts or behaviors that would traditionally simply be looked at as "bad behavior." These efforts focus more on educating the staff about their students and how they can respond differently to a student's needs rather than simply referring them for discipline. This practice involves changing the normal mantra of teachers asking, "What is wrong with you," but rather looking at a child and asking themselves, "What has happened to you?" And even more importantly, looking at a child's strengths. To learn more about Trauma Informed Care resources through DDOE, check out the [Student Well Being Page](#).

2. **Implicit Bias Awareness:** This is another intervention based upon changing the perceptions of the staff and better educating them in the nature of their students and more importantly themselves. This is very different from normal “bias or anti-discrimination training.” Everyone, regardless of race, creed or color subconsciously possesses implicit bias revolving around their knowledge of others. Some of these biases may be good and some bad. The goal is to make staff members aware that this bias does absolutely exist and that they have the tools and awareness to manage the impact of their own internal bias while limiting the possible negative impact on the kids that they serve.
3. **Cultural Competency:** While implicit bias training is focused on the individual, cultural competency helps to understand the more global view of our own culture and the other cultures which we serve within our school community. This training looks at different norms, values and perceptions as it relates to cultural differences and how we can view these differences as areas of opportunity for increased awareness and understanding of others.
4. **Classroom Management:** This type of training focuses on using the classroom environment to prevent an incident from occurring in the first place. This is accomplished by providing the teacher with the tools to design engaging learning activities that encourage students to focus. In addition, teachers are given some tools and practices that help them see the signs of escalation prior to that escalation becoming a disruptor and requiring action. Teachers will be better equipped to prevent and contain occurrences which in the past may have required the assistance of a disciplinarian or administrator.

Trend Analysis for previous three reporting years

Table 1. Total Out of School Suspensions

| | 2019-2020 | 2020-2021 | 2021-2022 |
|-------------------------------------|---------------|--------------|---------------|
| Number of Students Suspended | 8,882 | 754 | 10,519 |
| Number of days suspended | 49,422 | 6,023 | 54,767 |
| Total number of suspensions | 16,504 | 972 | 19,398 |

Table 1 shows the overall trend in the number of students suspended, number of days that they were suspended and the number of out of school suspensions given as a consequence for a disciplinary infraction.

Table 2. Statewide Suspension and Expulsion Rates 2021-2022 (previous 2 years can be found in Appendix A)

| | Demographic | Enrollment | | Out-of-School Suspensions | |
|----------------------------|----------------------------------|------------|--------|---------------------------|-------|
| | | Students | Rate | Students | Rate |
| All Students | All Students | 149571 | 100.00 | 10507 | 7.02 |
| Gender | Female | 72760 | 48.65 | 3647 | 5.01 |
| | Male | 76822 | 51.36 | 6860 | 8.93 |
| Race/Ethnicity | African American | 46822 | 31.30 | 5789 | 12.36 |
| | Native American | 686 | 0.46 | 41 | 5.98 |
| | Asian American | 6529 | 4.37 | 92 | 1.41 |
| | Native Hawaiian/Pacific Islander | 243 | 0.16 | 14 | 5.76 |
| | Hispanic/Latino | 28299 | 18.92 | 1558 | 5.51 |
| | White | 60143 | 40.21 | 2388 | 3.97 |
| | Multi-Racial | 7479 | 5.00 | 633 | 8.46 |
| Special Populations | Active EL Students | 16189 | 10.82 | 749 | 4.63 |
| | Students with Disabilities | 30145 | 20.15 | 3359 | 11.14 |
| | Low-Income | 42250 | 28.25 | 5045 | 11.94 |

Table 2 reflects statewide suspension and expulsion rates disaggregated by gender, race and special population designations for the 2020-2021 School Year.

Table 3. Statewide incidents broken down by reporting category.

| Year | School Crimes | Department of Education Offenses | School Code Violations | Total |
|-------------|----------------------|---|-------------------------------|---------------|
| 2022 | 781 | 10,615 | 23,518 | 34,914 |
| 2021 | 71 | 666 | 4,375 | 5,112 |
| 2020 | 519 | 8,260 | 21,981 | 30,760 |

Table 3 reflects the total number of incidents reported to the Department. School Crimes are incidents that were reported to the police and defined in Title 11 of the State Code. DOE Offenses are offenses which require reporting to DOE as defined in Title 14. School Code violations are defined by each individual District or Charter Code of Conduct and vary from agency to agency.

Table 4. Schools which exceeded the maximum 15% threshold last year and which subgroups were exceeded.

| District Name | School Name | Discipline Action | Subgroups At or Above Threshold | |
|-------------------------------|----------------------------------|---------------------------------|--|--------------|
| Academia Antonia Alonso | Academia Antonia Alonso | Out-of-School Suspensions | African American | 1 |
| | | Academy Of Dover Charter School | Students with Disabilities | 1 |
| Appoquinimink School District | Appoquinimink High School | Out-of-School Suspensions | African American, Students with Disabilities, Low-Income | 3 |
| | | Cantwell Bridge Middle School | Multi-Racial, Low-Income | 2 |
| | Meredith (Everett) Middle School | Out-of-School Suspensions | African American, Low-Income | 2 |
| | | Odessa High School | Out-of-School Suspensions | Multi-Racial |
| | Redding (Louis L.) Middle School | | | |

| | | | | |
|-------------------------------|------------------------------------|--|---|---|
| | | Out-of-School Suspensions | Male, African American, Hispanic/Latino, Students with Disabilities, Low-Income | 5 |
| Brandywine School District | Brandywine High School | | | |
| | | Out-of-School Suspensions | African American, Students with Disabilities, Low-Income | 3 |
| | duPont (Pierre S.) Middle School | | | |
| | | Out-of-School Suspensions | Low-Income | 1 |
| | Springer Middle School | | | |
| | | Out-of-School Suspensions | African American, Students with Disabilities, Low-Income | 3 |
| Talley Middle School | | | | |
| | Out-of-School Suspensions | Male, African American, Students with Disabilities, Low-Income | 4 | |
| Caesar Rodney School District | Caesar Rodney High School | | | |
| | | In-School Suspensions | Low-Income | 1 |
| | Dover Air Force Base Middle School | | | |
| | | Out-of-School Suspensions | Hispanic/Latino | 1 |
| | F. Niel Postlethwait Middle School | | | |
| | | Out-of-School Suspensions | Male, African American, Hispanic/Latino, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income | 7 |
| | Fred Fifer III Middle School | | | |
| Out-of-School Suspensions | | Active EL Students | 1 | |
| Magnolia Middle School | | | | |
| | Out-of-School Suspensions | Male, African American, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income | 6 | |
| Cape Henlopen School District | Beacon Middle School | | | |
| | | In-School Suspensions | Multi-Racial | 1 |
| | Cape Henlopen High School | | | |
| | | In-School Suspensions | African American | 1 |
| | Mariner Middle School | | | |
| In-School Suspensions | | African American | 1 | |
| Capital School District | Central Middle School | | | |
| | | Out-of-School Suspensions | All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income | 6 |
| | Dover High School | | | |
| | | Out-of-School Suspensions | Male, African American, Native American, Students with Disabilities, Low-Income | 5 |
| | William Henry Middle School | | | |

| | | | | | |
|-------------------------------------|---|--|---|----|--|
| | | Out-of-School Suspensions | All Students, Male, African American, Students with Disabilities, Low-Income | 5 | |
| Christina School District | Christiana High School | | | | |
| | | In-School Suspensions | Male, African American, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income | 6 | |
| | | Out-of-School Suspensions | Male, African American, Students with Disabilities, Low-Income | 4 | |
| | Delaware School for the Deaf School (DSD) | | | | |
| | | In-School Suspensions | Female, African American, Hispanic/Latino, Low-Income | 3 | |
| | | Out-of-School Suspensions | African American | 1 | |
| | Gauger-Cobbs Middle School | | | | |
| | | In-School Suspensions | All Students, Female, Male, African American, Hispanic/Latino, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income | 9 | |
| | | Out-of-School Suspensions | All Students, Female, Male, African American, Asian American, Hispanic/Latino, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income | 10 | |
| | Glasgow High School | | | | |
| | | Out-of-School Suspensions | African American, Multi-Racial, Low-Income | 3 | |
| | Keene (William B.) Elementary School | | | | |
| | | In-School Suspensions | All Students, Male, African American, Hispanic/Latino, Multi-Racial, Students with Disabilities, Low-Income | 7 | |
| | | Out-of-School Suspensions | Multi-Racial | 1 | |
| | Kirk (George V.) Middle School | | | | |
| | | In-School Suspensions | Students with Disabilities | 1 | |
| | | Out-of-School Suspensions | All Students, Male, African American, Students with Disabilities, Low-Income | 5 | |
| McVey (Joseph M.) Elementary School | | | | | |
| | In-School Suspensions | Male, African American, Students with Disabilities, Low-Income | 4 | | |
| Newark High School | | | | | |
| | In-School Suspensions | African American, Multi-Racial, Low-Income | 3 | | |
| | Out-of-School Suspensions | Male, African American, Multi-Racial, Students with Disabilities, Low-Income | 5 | | |
| Shue-Medill Middle School | | | | | |
| | In-School Suspensions | All Students, Female, Male, African American, Hispanic/Latino, White, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income | 10 | | |

| | | | | |
|--------------------------|---------------------------------------|---------------------------|--|----|
| | | Out-of-School Suspensions | All Students, Female, Male, African American, Hispanic/Latino, Multi-Racial, Students with Disabilities, Low-Income | 8 |
| | The Bancroft School | | | |
| | | Out-of-School Suspensions | All Students, Female, Male, African American, Hispanic/Latino, Multi-Racial, Students with Disabilities, Low-Income | 8 |
| | The Bayard School | | | |
| | | In-School Suspensions | White, Multi-Racial, Students with Disabilities | 3 |
| | | Out-of-School Suspensions | All Students, Male, African American, White, Multi-Racial, Students with Disabilities, Low-Income | 7 |
| Colonial School District | | | | |
| | Bedford (Gunning) Middle School | | | |
| | | In-School Suspensions | Male, Students with Disabilities, Low-Income | 3 |
| | | Out-of-School Suspensions | Male, African American, Multi-Racial, Students with Disabilities, Low-Income | 5 |
| | McCullough (Calvin R.) Middle School | | | |
| | | In-School Suspensions | All Students, Female, Male, African American, Hispanic/Latino, White, Multi-Racial, Students with Disabilities, Low-Income | 9 |
| | | Out-of-School Suspensions | All Students, Female, Male, African American, Hispanic/Latino, White, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income | 10 |
| | Penn (William) High School | | | |
| | | In-School Suspensions | Male, African American, Students with Disabilities, Low-Income | 4 |
| | | Out-of-School Suspensions | African American, Multi-Racial, Students with Disabilities, Low-Income | 4 |
| | Read (George) Middle School | | | |
| | | In-School Suspensions | All Students, Female, Male, African American, White, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income | 9 |
| | | Out-of-School Suspensions | All Students, Female, Male, African American, Asian American, White, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income | 10 |
| | Southern Elementary School | | | |
| | | Out-of-School Suspensions | Multi-Racial | 1 |
| Delmar School District | | | | |
| | Delmar High School | | | |
| | | In-School Suspensions | Multi-Racial | 1 |
| | | Out-of-School Suspensions | Low-Income | 1 |

| | | | | |
|-------------------------------|-------------------------------|--|---|---|
| | Delmar Middle School | | | |
| | | In-School Suspensions | Male, African American, Multi-Racial, Students with Disabilities, Low-Income | 5 |
| | | Out-of-School Suspensions | Male, African American, Multi-Racial, Students with Disabilities, Low-Income | 5 |
| First State Military Academy | First State Military Academy | | | |
| | | Out-of-School Suspensions | All Students, Male, African American, Students with Disabilities, Low-Income | 5 |
| Gateway Lab School | Gateway Charter School | | | |
| | | Out-of-School Suspensions | All Students, Female, Male, African American, White, Students with Disabilities, Low-Income | 5 |
| Great Oaks Charter School | Great Oaks Charter School | | | |
| | | Out-of-School Suspensions | All Students, Female, Male, African American, Students with Disabilities, Low-Income | 6 |
| Indian River School District | Georgetown Middle School | | | |
| | | In-School Suspensions | African American, Multi-Racial | 2 |
| | Indian River High School | | | |
| | | In-School Suspensions | All Students, Male, African American, Hispanic/Latino, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income | 8 |
| | | Out-of-School Suspensions | African American, Multi-Racial, Students with Disabilities, Low-Income | 4 |
| | Millsboro Middle School | | | |
| | | In-School Suspensions | Male, African American, Students with Disabilities, Low-Income | 4 |
| | | Out-of-School Suspensions | Male, African American, Multi-Racial, Students with Disabilities, Low-Income | 5 |
| | Selbyville Middle School | | | |
| | | In-School Suspensions | African American, Low-Income | 2 |
| Sussex Central High School | | | | |
| | In-School Suspensions | African American, Multi-Racial, Students with Disabilities, Low-Income | 4 | |
| Kuumba Academy Charter School | Kuumba Academy Charter School | | | |
| | | Out-of-School Suspensions | Male, Hispanic/Latino, Students with Disabilities | 2 |
| Lake Forest School District | Chipman (W.T.) Middle School | | | |
| | | In-School Suspensions | African American, Multi-Racial, Students with Disabilities | 3 |

| | | | | |
|--|----------------------------------|---------------------------|---|----|
| | | Out-of-School Suspensions | African American, Multi-Racial, Low-Income | 3 |
| | Lake Forest High School | | | |
| | | In-School Suspensions | Active EL Students, Students with Disabilities | 2 |
| | | Out-of-School Suspensions | African American, Multi-Racial, Students with Disabilities, Low-Income | 4 |
| Laurel School District | | | | |
| | Laurel Elementary School | | | |
| | | In-School Suspensions | Male, African American, Multi-Racial, Low-Income | 4 |
| | | Out-of-School Suspensions | Male, African American, Multi-Racial, Students with Disabilities, Low-Income | 5 |
| | Laurel Middle School | | | |
| | | In-School Suspensions | All Students, Female, Male, African American, Multi-Racial, Students with Disabilities, Low-Income | 7 |
| | | Out-of-School Suspensions | All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income | 6 |
| | Laurel Senior High School | | | |
| | | In-School Suspensions | All Students, Male, African American, Native American, Hispanic/Latino, White, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income | 10 |
| | | Out-of-School Suspensions | Male, African American, Multi-Racial, Students with Disabilities, Low-Income | 5 |
| Milford School District | | | | |
| | Milford Central Academy | | | |
| | | In-School Suspensions | All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income | 6 |
| | | Out-of-School Suspensions | Male, African American, Multi-Racial, Students with Disabilities, Low-Income | 5 |
| | Milford Senior High School | | | |
| | | In-School Suspensions | All Students, Female, Male, African American, Hispanic/Latino, White, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income | 10 |
| | | Out-of-School Suspensions | African American, Multi-Racial, Students with Disabilities, Low-Income | 4 |
| New Castle County Vocational-Technical School District | | | | |
| | Howard High School of Technology | | | |
| | | Out-of-School Suspensions | Male, African American, Students with Disabilities, Low-Income | 4 |
| Positive Outcomes Charter School | | | | |
| | Positive Outcomes Charter School | | | |
| | | Out-of-School Suspensions | All Students, Male, African American, Students with Disabilities, Low-Income | 5 |

| | | | | |
|---------------------------------------|-------------------------------------|---|---|---|
| Red Clay Consolidated School District | Baltz (Austin D.) Elementary School | | | |
| | | Out-of-School Suspensions | Male, African American, Students with Disabilities | 3 |
| | Dickinson (John) School | | | |
| | | In-School Suspensions | African American, Students with Disabilities, Low-Income | 3 |
| | duPont (Alexis I.) High School | | | |
| | | Out-of-School Suspensions | African American, Students with Disabilities, Low-Income | 3 |
| | duPont (Alexis I.) High School | | | |
| | | In-School Suspensions | All Students, Female, Male, African American, Multi-Racial, Students with Disabilities, Low-Income | 7 |
| | | Out-of-School Suspensions | All Students, Female, Male, African American, Multi-Racial, Students with Disabilities, Low-Income | 7 |
| | duPont (Alexis I.) Middle School | | | |
| | | Out-of-School Suspensions | All Students, Male, African American, Students with Disabilities, Low-Income | 5 |
| | duPont (H.B.) Middle School | | | |
| | | Out-of-School Suspensions | African American, Low-Income | 2 |
| | Highlands Elementary School | | | |
| | | Out-of-School Suspensions | Male, African American, Students with Disabilities, Low-Income | 4 |
| | McKean (Thomas) High School | | | |
| | | Out-of-School Suspensions | Male, African American, Students with Disabilities, Low-Income | 4 |
| North Star Elementary School | | | | |
| | Out-of-School Suspensions | Low-Income | 1 | |
| Skyline Middle School | | | | |
| | Out-of-School Suspensions | All Students, Female, Male, African American, Students with Disabilities, Low-Income | 6 | |
| Stanton Middle School | | | | |
| | In-School Suspensions | African American, Students with Disabilities | 2 | |
| | Out-of-School Suspensions | All Students, Male, African American, Hispanic/Latino, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income | 8 | |
| Seaford School District | Seaford Central Elementary School | | | |
| | | In-School Suspensions | Male, African American | 2 |
| | Seaford Middle School | | | |
| | | In-School Suspensions | All Students, Female, Male, African American, White, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income | 9 |
| | Out-of-School Suspensions | All Students, Female, Male, African American, White, Multi-Racial, Active EL | 9 | |

| | | | Students, Students with Disabilities, Low-Income | |
|----------------------------|------------------------------------|------------------------------------|--|---|
| | Seaford Senior High School | | | |
| | | Out-of-School Suspensions | African American, Multi-Racial, Low-Income | 3 |
| Smyrna School District | Clayton Intermediate School | | | |
| | | Out-of-School Suspensions | Multi-Racial | 1 |
| | Moore (John Bassett) School | | | |
| | | In-School Suspensions | Multi-Racial | 1 |
| | | Out-of-School Suspensions | Multi-Racial, Low-Income | 2 |
| | Smyrna High School | | | |
| | | In-School Suspensions | Male, African American, Students with Disabilities, Low-Income | 4 |
| | Smyrna Middle School | | | |
| | | In-School Suspensions | African American, Low-Income | 2 |
| | Out-of-School Suspensions | Male, African American, Low-Income | 3 | |
| Woodbridge School District | Phillis Wheatley Elementary School | | | |
| | | In-School Suspensions | African American | 1 |
| | | Out-of-School Suspensions | African American | 1 |
| | Woodbridge High School | | | |
| | | In-School Suspensions | African American, Multi-Racial | 2 |
| | | Out-of-School Suspensions | All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income | 6 |
| | Woodbridge Middle School | | | |
| | | In-School Suspensions | All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income | 6 |
| | | Out-of-School Suspensions | African American, Multi-Racial, Low-Income | 3 |

Appendix A

Table 5. Statewide Suspension and Expulsion Rates 2020-2021

| | Demographic | Enrollment | | Out-of-School Suspensions | |
|-----------------------|----------------------------------|--------------------|--------|---------------------------|-------|
| | | Students | Rate | Students | Rate |
| All Students | All Students | 146168 | 100.00 | 749 | 0.51 |
| Gender | Female | 71160 | 48.68 | 184 | 0.26 |
| | Male | 75017 | 51.32 | 565 | 0.75 |
| Race/Ethnicity | African American | 44708 | 30.59 | 341 | 0.76 |
| | Native American | 639 | 0.44 | <5 | <0.78 |
| | Asian American | 6329 | 4.33 | <5 | <0.08 |
| | Native Hawaiian/Pacific Islander | 214 | 0.15 | <5 | <2.34 |
| | Hispanic/Latino | 26882 | 18.39 | 101 | 0.38 |
| | White | 60864 | 41.64 | 253 | 0.42 |
| | Multi-Racial | 6934 | 4.74 | 47 | 0.68 |
| | Special Populations | Active EL Students | 14650 | 10.02 | 34 |
| | Students with Disabilities | 28889 | 19.76 | 336 | 1.16 |
| | Low-Income | 42138 | 28.83 | 359 | 0.85 |

Table 6. Statewide Suspension and Expulsion Rates 2019-2020

| | Demographic | Enrollment | | Out-of-School Suspensions | |
|-----------------------|----------------------------------|--------------------|--------|---------------------------|-------|
| | | Students | Rate | Students | Rate |
| All Students | All Students | 147557 | 100.00 | 8876 | 6.02 |
| Gender | Female | 71646 | 48.55 | 2972 | 4.15 |
| | Male | 75922 | 51.45 | 5904 | 7.78 |
| Race/Ethnicity | African American | 45227 | 30.65 | 5196 | 11.49 |
| | Native American | 623 | 0.42 | 32 | 5.14 |
| | Asian American | 6243 | 4.23 | 59 | 0.95 |
| | Native Hawaiian/Pacific Islander | 201 | 0.14 | 8 | 3.98 |
| | Hispanic/Latino | 26947 | 18.26 | 1104 | 4.10 |
| | White | 62154 | 42.12 | 2014 | 3.24 |
| | Multi-Racial | 6683 | 4.53 | 469 | 7.02 |
| | Special Populations | Active EL Students | 15295 | 10.37 | 461 |
| | Students with Disabilities | 28621 | 19.40 | 3088 | 10.79 |
| | Low-Income | 46186 | 31.30 | 4851 | 10.50 |