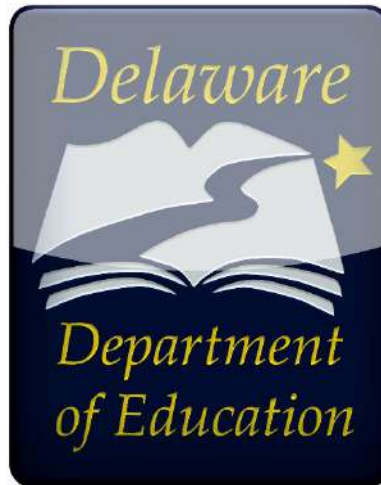State of Delaware

Statewide Summary Report
School Discipline Improvement Program

2019-20

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, 2020

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 third 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 utilize 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 three years the department, 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. However, because of the amount of lines of data this would generate with minimal data available that can be published with disclosure personally identifiable data, this was done at the state level for the purposes of this report.

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's data breaks down subgroup information 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 include the unduplicated number of suspensions (broken down by in school, out of school, out of school with CDAP placement and expulsions,) the total number of incidents which led to the noted consequence and 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).

- The State has experienced a significant drop in the number of students who have been expelled from schools in the three years covered by this report.

  o During the 2016-2017 (SY17) school year, 96 students were expelled from Delaware schools, while during the 2019-2020 (SY20) school year, there were 25 students expelled. Nearly one quarter of the SY17 figure. While schools were operating virtually for the last several months of SY20, it should be noted that traditionally 80% of the expulsions levied during the average school year occur prior to March 1st. This still reflects a statically significant reduction and continuation of the overall downward trend in expulsions statewide.

  o There was a marked reduction in the total number of students suspended with 8,876 students receiving at least one out-of-school suspension. The average number of students receiving at least a single out-of-school suspension were 12,029 students during the previous four school years. Part of this reduction may be accounted for based upon the significantly reduced number of in-person school days.

  o There has been a significant reduction in the number of reported school crime incidents, as defined in Title 11 of the DE Code as criminal offenses that require police notification. When this report was initially developed in 2018, there were 654 reported criminal acts in schools. Last year there were 519 such incidents. Part of this reduction is also due to the reduced school year due to the Covid-19 school closures.

**How your school and community can look at 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 15% suspension threshold during the 2019-2020 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. Appendix B contains the three-year breakdown of each school's suspension and expulsion data. Note that the schools in each appendix are reported alphabetically, regardless of the district.

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/ Once you arrive at the data portal, you can use the data categories on the left side, find the Education data section.
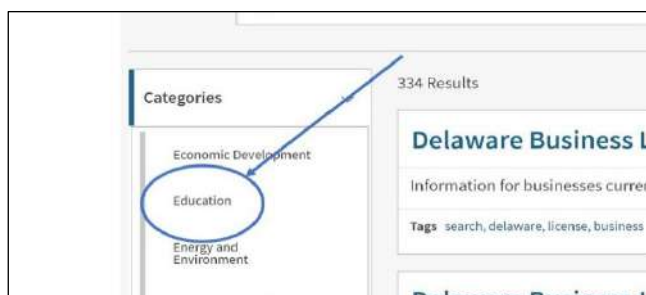
Once you follow the link, you will find the list of available data sets available from educational resources.

Find the dataset titled "School Discipline." Click the link to open the data set for review.
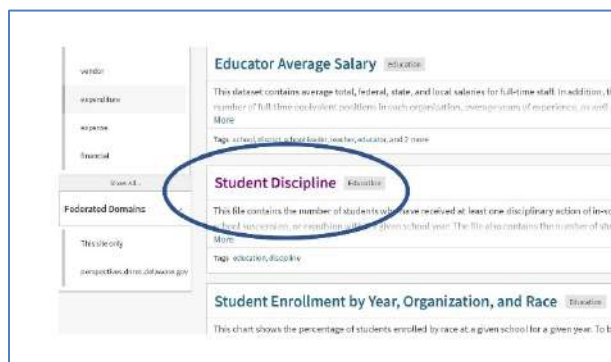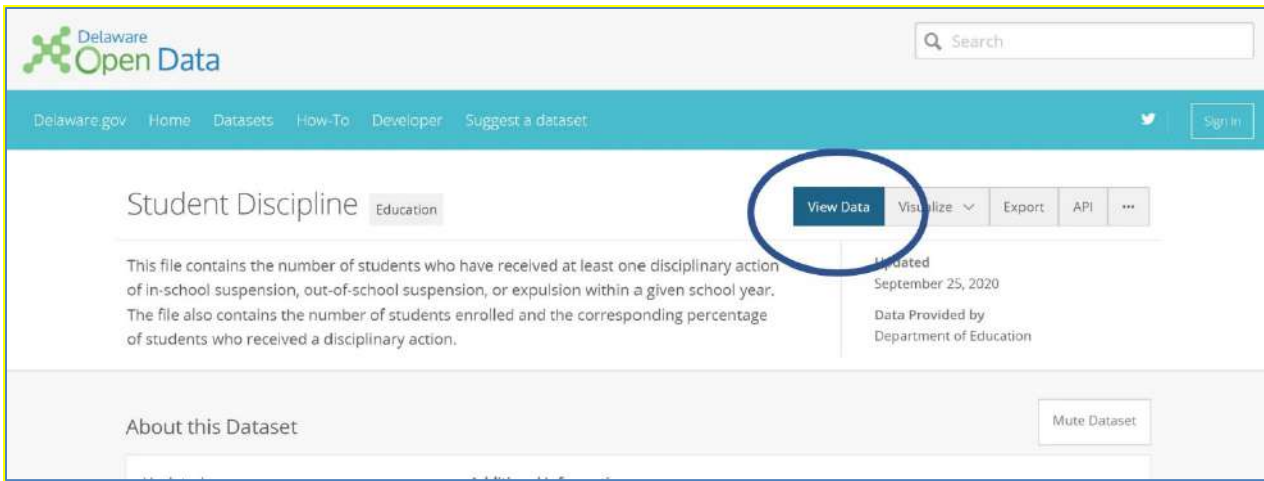
Once on the Student Discipline screen, clicking **the View Data** button will open the most recent dataset for view. The image below shows the dataset screen. Each category along the top border is manipulatable and allows the user to customize how the data is displayed. The sub headings include: **School 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.

Interventions

Delaware Code 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.

2. **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.

3. **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.

4. **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.

5. **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.

<div style="text-align:center">

Trend Analysis for previous three reporting years

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Table 1. Total Out of School Suspensions

	2017-2018	2018-2019	2019-2020
Number of Students Suspended	11,202	11,193	8,882
Number of days suspended	71,396	66,564	49,422
Total number of suspensions	23,956	23,272	16,504

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.

While this information denotes a significant reduction in the total number of recorded incidents, durations of suspensions etc., it is difficult due to the impact of the COVID-19 building closures on disciplinary practices. How much of the documented reductions were due to increased use of restorative disciplinary practices versus simply reflecting a reduced number of school days during which incidents could possibly have occurred? Many schools implemented disciplinary reforms which we anticipate would have reflected a significant reduction in exclusionary discipline statistics.

Table 2. **Statewide Suspension and Expulsion Rates 2019-2020 (previous 2 years can be found in Appendix B)**

	Demographic	Enrollment		Out-of-School Suspensions		In-School Suspensions		Out-of-School Suspensions - CDAP		Expulsions	
		Students	Rate	Students	Rate	Students	Rate	Students	Rate	Students	Rate
All Students	All Students	147557	100	8876	6.02	7406	5.02	117	0.08	25	0.02
Gender	Female	71646	48.55	2972	4.15	2423	3.38	46	0.06	6	0.01
	Male	75922	51.45	5904	7.78	4983	6.56	71	0.09	19	0.03
Race/Ethnicity	African American	45227	30.65	5196	11.49	3703	8.19	74	0.16	17	0.04
	Native American	623	0.42	32	5.14	28	4.49	<5	<0.80	<5	<0.80
	Asian American	6243	4.23	59	0.95	56	0.9	<5	<0.08		
	Native Hawaiian/Pacific Islander	201	0.14	8	3.98	5	2.49				
	Hispanic/Latino	26947	18.26	1104	4.1	1175	4.36	10	0.04	<5	<0.02
	White	62154	42.12	2014	3.24	2017	3.25	22	0.04	<5	<0.01
	Multi-Racial	6683	4.53	469	7.02	424	6.34	9	0.13		
Special Populations	Active EL Students	15295	10.37	461	3.01	551	3.6	<5	<0.03	<5	<0.03
	Students with Disabilities	28621	19.4	3088	10.79	2344	8.19	23	0.08	12	0.04
	Low-Income	46186	31.3	4851	10.5	3838	8.31	75	0.16	16	0.03

Table 2 reflects statewide suspension and expulsion rates disaggregated by gender, race and special population designations for the 2019-2020 School Year.

Table 3. **Statewide incidents broken down by reporting category**.

Year	School Crimes	Department of Education Offenses	School Code Violations	Total
2020	519	8260	21981	30760
2019	626	11144	43017	54787
2018	654	9994	34225	44873
Totals	1799	29398	99223	

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 exceed the 15% unduplicated out of school suspension threshold.**

District Name	School Name	Discipline Action	Subgroups At or Above Threshold	
Academy of Dover Charter School				
	Academy Of Dover Charter School			
		Out-of-School Suspensions	Students with Disabilities	1
Appoquinimink School District				
	Meredith (Everett) Middle School			
		Out-of-School Suspensions	Multi-Racial, Students with Disabilities	2
Brandywine School District				
	Brandywine High School			
		Out-of-School Suspensions	African American, Multi-Racial, Students with Disabilities, Low-Income	4
	Concord High School			
		Out-of-School Suspensions	African American, Students with Disabilities, Low-Income	3
	duPont (Pierre S.) Middle School			
		Out-of-School Suspensions	African American, Students with Disabilities, Low-Income	3

	Mount Pleasant Elementary School	Out-of-School Suspensions	Students with Disabilities	1
	Mount Pleasant High School			
		Out-of-School Suspensions	Male, African American, Multi-Racial, Students with Disabilities, Low-Income	5
	Springer Middle School			
		Out-of-School Suspensions	Male, African American, Hispanic/Latino, Students with Disabilities, Low-Income	5
	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	Active EL Students, Students with Disabilities, Low-Income	3
	F. Niel Postlethwait Middle School			
		Out-of-School Suspensions	Students with Disabilities	1
Capital School District				
	Central Middle School			
		Out-of-School Suspensions	All Students, Female, Male, African American, Native American, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	9
	Dover High School			
		Out-of-School Suspensions	Low-Income	1

	William Henry Middle School	Out-of-School Suspensions	All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	6
Christina School District				
	Christiana High School			
		In-School Suspensions	Male, African American, Students with Disabilities, Low-Income	4
		Out-of-School Suspensions	African American, Students with Disabilities, Low-Income	3
	Delaware School for the Deaf School (DSD)			
		In-School Suspensions	African American, Low-Income	1
		Out-of-School Suspensions	African American	1
	Gauger-Cobbs Middle School			
		In-School Suspensions	All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	6
		Out-of-School Suspensions	All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	6
	Glasgow High School			
		In-School Suspensions	Multi-Racial	1
		Out-of-School Suspensions	Male, African American, Multi-Racial, Students with Disabilities, Low-Income	5

	Jones (Albert H.) Elementary School	In-School Suspensions	Students with Disabilities	1
	Keene (William B.) Elementary School			
		In-School Suspensions	All Students, Male, African American, Students with Disabilities, Low-Income	5
	Kirk (George V.) Middle School			
		In-School Suspensions	Male, African American, Students with Disabilities, Low-Income	4
		Out-of-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	All Students, Female, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	7
	Shue-Medill Middle School			
		In-School Suspensions	All Students, Male, African American, Hispanic/Latino, Multi-Racial, Students with Disabilities, Low-Income	7
		Out-of-School Suspensions	Male, African American, Students with Disabilities, Low-Income	4

	The Bancroft School	In-School Suspensions	All Students, Male, African American, Hispanic/Latino, White, Multi-Racial, Students with Disabilities, Low-Income	8
		Out-of-School Suspensions	All Students, Male, African American, Hispanic/Latino, Students with Disabilities, Low-Income	6
	The Bayard 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
Colonial School District				
	Bedford (Gunning) Middle School			
		In-School Suspensions	Male, African American, Hispanic/Latino, Multi-Racial, Students with Disabilities, Low-Income	6
		Out-of-School Suspensions	Male, African American, Hispanic/Latino, Multi-Racial, Students with Disabilities, Low-Income	6

	McCullough (Calvin R.) Middle School	In-School Suspensions	All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	6
		Out-of-School Suspensions	All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	6
	New Castle Elementary School			
		Out-of-School Suspensions	Multi-Racial, Students with Disabilities	2
	Penn (William) High School			
		In-School Suspensions	Active EL Students, Students with Disabilities, Low-Income	3
	Read (George) Middle School			
		In-School Suspensions	All Students, Male, African American, White, Students with Disabilities, Low-Income	6
		Out-of-School Suspensions	Male, African American, Low-Income	3
Delmar School District				
	Delmar High School			
		In-School Suspensions	Male, African American, Students with Disabilities	3
	Delmar Middle School			
		In-School Suspensions	Male, African American, Students with Disabilities, Low-Income	4
		Out-of-School Suspensions	Students with Disabilities	1

East Side Charter School	East Side Charter School	Out-of-School Suspensions	All Students, Male, African American, Hispanic/Latino, Students with Disabilities, Low-Income	4
Freire Charter School Wilmington	Freire Charter School			
		Out-of-School Suspensions	Multi-Racial	1
		Out-of-School Suspensions - No CDAP Placement	Multi-Racial	1
Great Oaks Charter School	Great Oaks Charter School			
		Out-of-School Suspensions	All Students, Male, African American, Students with Disabilities, Low-Income	5
Indian River School District	Georgetown Middle School			
		In-School Suspensions	Multi-Racial	1
		Out-of-School Suspensions	African American	1
	Indian River High School			
		In-School Suspensions	All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	6
		Out-of-School Suspensions	African American, Low-Income	2
	Millsboro Middle School			
		In-School Suspensions	Male, African American, Multi-Racial, Students with Disabilities, Low-Income	5

		Out-of-School Suspensions	African American	1
	Selbyville Middle School			
		In-School Suspensions	African American, Students with Disabilities	2
		Out-of-School Suspensions	African American	1
	Sussex Central High School			
		In-School Suspensions	African American, Students with Disabilities, Low-Income	3
Lake Forest School District				
	Chipman (W.T.) Middle School			
		In-School Suspensions	African American	1
		Out-of-School Suspensions	African American, Active EL Students, Students with Disabilities, Low-Income	4
	Lake Forest Central Elementary School			
		In-School Suspensions	Male, African American, Students with Disabilities, Low-Income	4
	Lake Forest High School			
		In-School Suspensions	African American, Multi-Racial, Students with Disabilities, Low-Income	4
		Out-of-School Suspensions	African American, Multi-Racial, Students with Disabilities, Low-Income	4
Laurel School District				
	Laurel Elementary School			
		In-School Suspensions	African American, Multi-Racial	2

	Laurel 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	Male, African American, Multi-Racial, Students with Disabilities, Low-Income	5
	Laurel Senior High School			
		In-School Suspensions	All Students, Female, Male, African American, Native American, Hispanic/Latino, White, Active EL Students, Students with Disabilities, Low-Income	10
		Out-of-School Suspensions	African American, Students with Disabilities, Low-Income	3
Milford School District				
	Milford Central Academy			
		In-School Suspensions	African American, Students with Disabilities, Low-Income	3
		Out-of-School Suspensions	Students with Disabilities	1
	Milford Senior High School			
		In-School Suspensions	All Students, Female, Male, African American, Hispanic/Latino, White, Multi-Racial, Students with Disabilities, Low-	9

			Income	
		Out-of-School Suspensions	African American, Students with Disabilities	2
New Castle County Vocational-Technical School District				
	Howard High School of Technology			
		Out-of-School Suspensions	Male, African American	2
Positive Outcomes Charter School				
	Positive Outcomes Charter School			
		In-School Suspensions	Male, African American, Students with Disabilities, Low-Income	4
		Out-of-School Suspensions	All Students, Male, African American, White, Students with Disabilities, Low-Income	6
Red Clay Consolidated School District				
	Dickinson (John) School			
		In-School Suspensions	African American, Students with Disabilities	2
		Out-of-School Suspensions	African American, Students with Disabilities	2
	duPont (Alexis I.) High School			
		In-School Suspensions	Male, African American, Students with Disabilities, Low-Income	4
		Out-of-School Suspensions	African American, Students with Disabilities	2
	duPont (Alexis I.) Middle School			
		Out-of-School Suspensions	All Students, Male, African American, White, Students with Disabilities, Low-Income	6

	Highlands Elementary School	Out-of-School Suspensions	Male, Students with Disabilities	2
	McKean (Thomas) High School	Out-of-School Suspensions	All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	6
	Skyline 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
	Stanton Middle School			
		In-School Suspensions	African American, Students with Disabilities	2
		Out-of-School Suspensions	African American, Multi-Racial	2
Seaford School District				
	Frederick Douglass Elementary School	Out-of-School Suspensions	Multi-Racial	1
	Seaford Central Elementary School	In-School Suspensions	African American	1
	Seaford Middle School	In-School Suspensions	All Students, Female, Male, African American,	8

			Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	
		Out-of-School Suspensions	All Students, Male, African American, Multi-Racial, Active EL Students, Students with Disabilities, Low-Income	7
	Seaford Senior High School			
		Out-of-School Suspensions	Male, African American, Multi-Racial, Students with Disabilities, Low-Income	5
Smyrna School District				
	Smyrna High School			
		In-School Suspensions	Male, African American, Hispanic/Latino, Multi-Racial, Students with Disabilities, Low-Income	6
		Out-of-School Suspensions	Students with Disabilities	1
Woodbridge School District				
	Woodbridge High 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	African American, Students with Disabilities	2

	Woodbridge Middle School	In-School Suspensions	All Students, Male, African American, Multi-Racial, Students with Disabilities, Low-Income	6

The role of the School Climate Program Manager is to assist public schools in Delaware in their efforts to provide every student with a safe and supportive learning environment. As part of that charge, the Department collects and analyzes information from schools in various areas of student behavior in order to develop training and best practice tools that will assist schools in addressing those behaviors. The Department supports the use of Best Practices as a tool to help schools prevent issues such as these and to address the changing emotional, mental and educational needs of a diverse student population throughout the First State.

Brian N. Moore, MBA

Program Manager

School Climate & Discipline

Appendix A

Previous two-year snapshot of statewide threshold data.

	Demographic	Enrollment		Out-of-School Suspensions		In-School Suspensions	
		Students	Rate	Students	Rate	Students	Rate
All Students	All Students	146683	100.00	11188	7.63	9390	6.40
Gender	Female	71210	48.55	3777	5.30	3139	4.41
	Male	75481	51.46	7411	9.82	6251	8.28
Race/Ethnicity	African American	45112	30.75	6476	14.36	4763	10.56
	Native American	630	0.43	41	6.51	32	5.08
	Asian American	6111	4.17	92	1.51	85	1.39
	Native Hawaiian/Pacific Islander	187	0.13	10	5.35	12	6.42
	Hispanic/Latino	26313	17.94	1503	5.71	1463	5.56
	White	62854	42.85	2615	4.16	2587	4.12
	Multi-Racial	6063	4.13	463	7.64	455	7.50
Special Populations	Active EL Students	14719	10.03	606	4.12	681	4.63
	Students with Disabilities	25615	17.46	3695	14.43	2728	10.65
	Low-Income	49102	33.47	6301	12.83	5012	10.21

The above figures represent the statewide 2018-2019 school year data.

	Demographic	Enrollment		Out-of-School Suspensions		In-School Suspensions	
		Students	Rate	Students	Rate	Students	Rate
All Students	All Students	145589	100.00	11196	7.69	9967	6.85
Gender	Female	70606	48.50	3643	5.16	3290	4.66
	Male	74991	51.51	7553	10.07	6677	8.90
Race/Ethnicity	African American	44970	30.89	6404	14.24	5061	11.25
	Native American	585	0.40	50	8.55	45	7.69
	Asian American	5767	3.96	68	1.18	61	1.06
	Native Hawaiian/Pacific Islander	190	0.13	9	4.74	8	4.21
	Hispanic/Latino	25714	17.66	1525	5.93	1548	6.02
	White	63308	43.48	2726	4.31	2764	4.37
	Multi-Racial	5586	3.84	424	7.59	484	8.66
Special Populations	Active EL Students	14342	9.85	589	4.11	584	4.07
	Students with Disabilities	24440	16.79	3566	14.59	2869	11.74
	Low-Income	51759	35.55	6471	12.50	5609	10.84

The above figures represent the statewide 2017-2018 school year data.